40th International Conference on Learning Disabilities

Portland Marriott Downtown Waterfront
Portland, Oregon
October 11–12, 2018
CONFERENCE-AT-A-GLANCE

Wednesday, October 10, 2018
Leadership Institute Portland

Thursday, October 11, 2018
7:30 – 5:00 Registration Registration Desk
7:30 – 8:15 Coffee Ballroom Foyer
8:15 – 10:00 Opening Session Salon F
• J. Lee Wiederholt Distinguished Lecture by Donald D. Hammill
• Recognition: Teachers of the Year; Floyd G. Hudson Service Award; Outstanding Researcher Award; Must Reads from Learning Disability Quarterly and Intervention in School and Clinic; 2018 Leadership Institute
10:15 – 11:45 Concurrent Sessions
10:15 – 12:45 Past Presidents Meeting and Lunch Eugene
11:45 – 12:45 Lunch (Box lunch provided) Salon F
Standing Committee meetings
12:45 – 2:15 Concurrent Sessions
2:30 – 4:00 Concurrent Sessions
4:15 – 5:45 Concurrent Sessions
5:45 – 7:00 President’s Reception Salon F
• Recognition: Past Presidents and Outgoing President; Leadership Academy Cohort 7
• Hors d’oeuvres and cash bar

Friday, October 12, 2018
7:30 – 12:00 Registration Registration Desk
8:15 – 9:30 CLD Business Meeting Salon AB
• Recognition: Board of Trustees; Local Arrangements Committee
9:45 – 11:15 Continental Breakfast/Interactive Papers (Posters) Salon F
11:30 – 1:00 Concurrent Sessions
1:00 – 2:00 Lunch (Box lunch provided) Salon F
Standing Committee meetings
2:00 – 3:30 Concurrent Sessions
Opening Session
Salon F  8:15am – 10:00 am

Welcoming Remarks
Sheri Berkeley, President

Keynote Address
Learning Disability’s First 50 Years: Reforms, Unintentional Consequences, Unresolved Issues, and Future Prospects
Donald D. Hammill, President of PRO-ED, Inc.; President of the Hammill Institute on Disabilities

The speech will briefly review the governmental initiatives in the 1930s that led directly to the creation of the LD field in the 1960s, the halcyon period of the 1970s and 1980s, the decline that followed, and offer a vision for surviving and thriving in the glorious days to come.

Recognition of Award Recipients
Introduction of Teachers of the Year, the Floyd G. Hudson Service Award recipients, The Outstanding Researcher Award recipient, and the Must Read recipients
Sheri Berkeley, President

Donald D. Hammill received a doctorate in educational psychology-special education from The University of Texas at Austin in 1963. He had previously served as a teacher in the Corpus Christi (Texas) public schools and as a speech and language therapist in the Deer Park (Texas) public schools. He earned a Certificate of Clinical Competence from the American Speech and Hearing Association in 1963. From 1963 to 1965, he held an assistant research professorship at the Institute of Logopedics at Wichita State University in Kansas, where he studied the language problems of children with brain damage. In 1965, he went to Temple University in Philadelphia, rising quickly to the rank of full professor of special education. He resigned from Temple in 1972 in order to return home to Texas to pursue a career conducting independent research, writing books, occasionally consulting with schools and government agencies, and serving on the boards of professional organizations (CLD, NJCLD, etc.).

From 1975-1977, Donald served as President of the Division for Children with Learning Disabilities (DCLD); now known as CLD. In 1977, he established PRO-ED, an international publishing company and serves as its president. Today PRO-ED is a major international publisher in the areas of special and remedial education, rehabilitation, psychology, assessment, and speech and hearing disorders. Donald also founded two nonprofits. The Donald D. Hammill Foundation was begun in 1988 to fund worthy nonprofit organizations in Austin, Texas. In 2005, the Hammill Institute on Disabilities was organized which at the present time publishes 18 professional journals, among other activities. In 2010, the Council for Exceptional Children (CEC) granted him its J.E. Wallace Wallin Special Education Lifetime Achievement Award.
Mission Statement

The Council for Learning Disabilities (CLD), an international organization composed of professionals who represent diverse disciplines, is committed to enhancing the education and quality of life for individuals with learning disabilities across the life span. CLD accomplishes this by promoting and disseminating evidence-based research and practice related to the education of individuals with learning disabilities. In addition, CLD fosters (a) collaboration among professionals; (b) development of leaders in the field; and (c) advocacy for policies that support individuals with learning disabilities at local, state, and national levels.

Vision Statement

All individuals with learning disabilities are empowered to achieve their potential.

General Announcements

Every effort has been made to provide an accurate conference program. However, in case of last-minute changes, CLD reserves the right to modify the schedule and program as necessary.

The presenters are sharing their own opinions and expressions of fact which are not necessarily those of CLD nor have they been endorsed or reviewed for accuracy by CLD. CLD assumes no liability, loss, or risk that may be incurred as a consequence, directly or indirectly, of the use and application of any such opinions and facts.

**Interactive Paper Presenter Instructions:** The interactive paper presentations (posters) are numbered in the conference program; the poster boards on the tables are also numbered. Locate the numbered board that corresponds to the number of your paper in the program. Interactive Paper presentations have been scheduled back-to-back: Session 1 from 9:45 – 10:30 am and Session 2 from 10:30 - 11:15 am. If you are presenting in the second IP session, please arrive prior to the start of the first IP session to store your poster and materials under your assigned presenter table. At the conclusion of the first session, conference volunteers will signal to indicate that Session 1 presenters should take down materials and Session 2 presenters should post materials. Your efficient transition will allow equal time to presenters in both IP sessions. Those in Group 1 may begin setting up materials at 9:00 am.

**Structured Posters:** The structured poster presentations are numbered in the conference program; the poster boards on the tables are also numbered. Presenters should locate the numbered board that corresponds to the number of their paper in the program. The structured poster session will be 1.5 hours long and will contain 8-10 posters clustered around a similar topic. At the beginning of the session, one presenter for each poster will provide a brief overview of their work, to help participants determine which posters to approach. Then, time is allotted for participants to view individual posters of their choice and speak with the presenters. Time permitting, the session will conclude with a whole-group facilitated discussion.

**Roundtable Presentations:** The roundtable presentations are numbered in the conference program; the tables are also numbered. Locate the table that corresponds to the number of the presentation in the program. There are two 45-minute rotations during a session. The presentation listed first for each table will occur first; at the end of 45 minutes, the presentation listed second will take place. The monitor will signal to indicate the end of each rotation; attendees will be able to participate in two presentations during each session.

**Standing Committee Meetings:** Standing committee chairs hold committee meetings throughout the conference. A list of committee meeting times and locations are posted at registration. All interested are invited to attend.

**Cell Phones:** As a courtesy to presenters and other attendees, put your cell phone on silent before entering a session.

**Name Badges:** Name badges should be worn at all times. As you leave the conference, please drop your name badge at the registration table so it can be recycled.

**Sponsorships:** We thank the individuals and organizations providing financial support for this conference. A list of sponsors will be posted on the CLD Facebook page and in *LD Forum*.
Thursday

10:15 – 11:45

Panels

Developing and Evaluating a K-3 Multi-Tier Reading Reform Initiative
Salon A
This session presents the features of a reading reform effort designed to support students with or at risk for reading disabilities within a multi-tier system of support. Data from a regression discontinuity evaluation suggest that leadership structures and intervention associated with the reading reform model accelerated students’ beginning reading skills.
Darci Burns, HILL for Literacy; Janine Goss, Norwalk Public Schools; Cindy McGurl, HILL for Literacy; Kaitlin Leonard, University of Connecticut

Reforming Teacher Preparation to Meet the Needs of Students with Learning Disabilities
Salon CD
This session will discuss how three educator preparation programs are reinventing preservice programs to emphasize the critical link between theory and practice in order to better meet the needs of students with Learning Disabilities in PK-12 programs. Findings from the Clinical Practice Commission and collaboration with the CEEDAR Center will be shared, and participants will discuss methods for improving clinical practice.
Maria Peterson-Ahmad, Western Oregon University; Katrina Hovey, Western Oregon University; Vicki Luther, Mercer University

Problems of Practice in Mathematics: Instruction and Assessment
Salon I
Use of evidence-based strategies for teaching algebra and algebra readiness skills is a problem of practice and is explored in this presentation. Findings from four studies are presented: a needs-analysis conducted in public schools, a rational number intervention, creation of professional development modules, and identification of algebra knowledge predictor variables.
Leanne Ketterlin Geller, Southern Methodist University; Lindy Crawford, Texas Christian University; Sarah Powell, University of Texas at Austin

Roundtables
Salon GH

Table 1
Teachers’ Experiences with Written Expression Instruction: Implications for Practice
Special education teachers in one state were surveyed about their beliefs, previous coursework or professional development, instructional practices, and barriers in written expression instruction. This session will discuss the findings, with a focus on special education teachers who serve students with learning disabilities, and implications for potentially reducing barriers.
Sara Flanagan, University of Maine

Lessons Learned from Students and Teachers: Writing with Technology
During the last five years, we have developed and investigated the use of a technology-based graphic organizer to improve the written expression of more than 800 students with and without disabilities in grades 3 through 12. We have also worked with more than 40 teachers to effectively integrate TBGOs into their writing instruction. The purpose of this session is to share five lessons we have learned about students with learning disabilities and their teachers’ practices when using the TBGO for writing.
Kelley Regan, George Mason University; Anya Evmenova, George Mason University
Table 2
Motivating Decoding Strategies for Secondary Students with Reading Disabilities
This presentation will present preliminary results of a four-year study designed to improve reading outcomes for adolescents with disabilities. Participants will try out innovative, evidence-based, age-appropriate, decoding activities that they can put to use in their own classrooms. Participants will leave with engaging tools and activities for their intervention programs.
Vanessa Goodwin, California State University, Northridge; Lindsay Young, Los Angeles Unified School District; Sally Spencer, California State University, Northridge

Secondary Instructional Behaviors in General Education and Intensified Literacy Instruction
This research study is to investigate the literacy components and motivation instruction provided for students with disabilities at secondary schools. An observational study was conducted in Tier I and Tier III classrooms to document the level of research-based teaching behaviors and occurrence of motivation instruction for adolescents with disabilities.
Yan Wei, Southern Connecticut State University; Michael Faggella-Luby, Texas Christian University

Table 3
Enabling Non-disclosed Postsecondary Students with Dyslexia to Succeed Academically
Many postsecondary students contending with dyslexia were never formally diagnosed; postsecondary education processes identified their learning disability. This study identified interventions that enhanced academic success in non-disclosed postsecondary students who have dyslexia. Proven interventions used by instructors, identified as facilitators rather than lecturers, empowered students to achieve academic success.
Gregory Richardson, Azusa Pacific University

Disability as Diversity: Perspectives of Institutions of Higher Education
Because most of the conversations about diversity at institutions of higher education (IHEs) involve dimensions such as race/ethnicity or gender, disability is often omitted from such discussions. Our study found that out of 300 four-year IHEs reviewed, most do not include disability in their mission/diversity statements. Recommendations will be presented.
Brenda Barrio, Washington State University

Table 4
Supporting Teachers with Blended Learning for Students with LD and ELs
Considering 21st-century skills in the education of students with LD and ELs is essential for their participation in a global society. This session will discuss the results of a professional development that taught critical blended learning concepts to middle school co-teachers. Results and implications for practice will be discussed.
Joseph Morgan, University of Nevada, Las Vegas; Tracy Spies, University of Nevada, Las Vegas; Kathy Ewoldt, University of Nevada, Las Vegas

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Preparing Students with Learning Disabilities for the ACT Writing Exam

High school students with learning disabilities face considerable challenges when taking high-stakes writing assessments designed to examine their suitability for entrance to college. A writing intervention using Self-Regulated Strategy Development for improving students with learning disabilities and struggling writers’ performance on the ACT writing assessment will be presented.

Amber Ray, University of Hawaii at Manoa

The Role of Student Voice and Choice in Graduation Trajectories

This study examined the perceptions of students and teachers related to student involvement in educational planning including graduation requirement options. Increased student involvement in educational planning and a portfolio option for graduation increased the likelihood that students with LD graduated within 4 years.

Wendy Cavendish, University of Miami; Deborah Perez, University of Miami

12:45-2:15 pm

Panels

Looking Backward to Look Forward: Reflections of CLD’s Past Presidents

Salon AB

Anniversaries offer a time for reflection, celebration, validation, and sometimes, a candid conversation on the current state of a field. In this session, past presidents of the Council for Learning Disabilities reflect on the definitional debate, needed focus, and the future of learning disabilities.

Apryl Poch, Duquesne University; Diane Pedrotty Bryant, University of Texas – Austin; Brian Bryant, University of Texas – Austin; Joseph Boyle, Temple University

Improving STEM Learning for SWLD—Findings from NSF-Funded Projects

Salon CD

This panel presents three NSF ECR Projects focused on STEM learning for students with disabilities. Panelists will present the rationale for their work, methods and findings, and implications for future research and practice. The presentations will be contextualized within current NSF funding priorities and future directions for NSF funded work.

Rob Ochsendorf, NSF; Ben Clarke, University of Oregon; Karla McGregor, Boys Town National Research Hospital; Paul Morgan, Penn State University

Promoting Effective Decision-Making within Data Based Writing Instruction

Salon I

Using Curriculum Based Measures-Writing within the context of early writing, findings from three studies are presented addressing the use of data-based instruction (DBI). The studies address factors influencing rates of improvement, effective decision rules, and ways to support teacher implementation of DBI.

R. Alex Smith, University of Missouri; Kyle Wagner, University of Minnesota; Nicole McKeveit, University of Minnesota

Roundtables

Salon GH

Table 1

Preteaching Vocabulary and Background Knowledge to Increase Comprehension and Writing

Students with Reading LD often struggle with reading comprehension because they do not possess the oral vocabulary and/or background knowledge that is critical to understand and retain content-area texts. Participants will learn effective, research-based tools to integrate vocabulary, background knowledge, and word work to increase comprehension, spelling, and writing.

Beverly Weiser, Southern Methodist University
Results of a Summer Literacy Program for Struggling Readers

Summer reading programs can be an effective approach. The results of a 4-week program for struggling readers are discussed. Students received one on one Wilson tutoring, and one hour each of small group reading and writing instruction. Results showed statistical significance on each subtest of a curriculum-based measure.

Lori Severino, Drexel University; Alia Ammar, Drexel University

Table 2
The Importance of Self-Determination for Students with Emotional and Behavioral Disorders and Learning Disabilities

Students with emotional and behavioral disorders (EBD) and concomitant learning disabilities (LD) experience worse outcomes than students with other disabilities. This session presents self-determination as a significant factor in the efforts to disrupt a trajectory of negative outcomes for students with EBD/LD.

Katelyn Zirkus, University of Nevada, Las Vegas

Improving Engagement for Students with LD and Academic Avoidance Behaviors

This session describes the development, implementation, and results of an intervention to improve engagement for students who avoid reading tasks. An intervention based on planning, goal setting, and feedback was evaluated for students with and without learning disabilities in reading. Results and suggestions for implementation in K-12 settings are discussed.

Nathan Stevenson, Kent State University

Preparation for College: Evidence-Based Strategies for Learning Academic Content

This session presents five strategies for learning academic content that can be taught to students with learning disabilities who aim to attend college. The learning strategies incorporate mnemonics, an evidence-based practice, and are intended to improve students’ listening during class, effective note-taking, reading content material, assignment completion, and test taking.

Amber Ray, University of Hawaii at Manoa

Literacy Instruction to Support Students with LD in Content Classes

Students with learning disabilities often struggle with reading and writing in content area classes. The extent to which inclusive middle school science and social studies teachers should use evidence-based responsive practices for supporting students’ reading and writing will be discussed in this roundtable. Implications for instruction will be discussed.

Linda Mason, George Mason University; Sheri Berkeley, George Mason University; Steve Ciullo, Texas State University; Alyson Collins, Texas State University

Table 4
Reaching Beyond the County Line: eSupervision within Special Education Field Experience Placements

Innovation is key in providing access to multiple special education programs to preservice teacher candidates in rural areas. The use of educational technology in higher education allows the field experience for practicum students to be extended to a new platform. This is where the use of eSupervision came to life.

Wendie Lappin Castillo, Central Washington University
Preparing Preservice Special Educators to Be Reflective Practitioners
Preservice educators often complete field experiences. In such experiences they are required to complete reflective journals. Discussion centers on training preservice interns to become reflective practitioners. Data from two semesters of preservice educators’ reflective journals are reviewed. Suggestions for how to directly instruct interns to become reflective practitioners are shared.

Laurie deBettencourt, Johns Hopkins University

Table 5
Local Special Education Leadership for Research-based Practices
Local special education administrators can impact whether and how well research-based practices are implemented. But these administrators lead from the middle of the organization, and depend on indirect leadership strategies that differ from those available to principals. This Roundtable inquires about leadership strategies that work to support effective practices.

Tom Bellamy, University of Washington Bothell; Bill Rasplica, Franklin Pierce School District

Affecting Change for Students with Learning Disabilities: Be an Advocate!
This session includes a summary of collaborative efforts in the year’s major decisions and federal legislative activities and the impact on students with learning disabilities. Information will be shared regarding the National Joint Committee on Learning Disabilities’ projects used to influence policymakers and how you can be involved in advocacy!

Debi Gartland, Towson University; Roberta Strosnider, Towson University

2:30-4:00 pm

Panels

Preparing Tomorrow’s Teachers: Classroom Practices and Resources for Students with SLD
Salon AB
This interactive session for those engaged in preservice teacher preparation, as well as PK-12 teachers, provides three walk-away resources including a classroom intervention for addressing intensive intervention needs, examples of how to use Current Practice Alerts and IES Practice guides to help inform practice, and implementation of systems for more accurately and efficiently identifying students with SLD.

Michael Faggella-Luby, Texas Christian University; Stephanie Al Otaiba, Southern Methodist University; Emily Jane Solari, University of Virginia; Stephen Ciullo, Texas State University

Assessing Students With Specific Reading Disabilities: Reflections and Remonstrations
Salon CD
Assessments are crucial to identifying and providing targeted interventions for students with reading disabilities. However, there are limitations to the accuracy and specificity of information available from typical assessment practices. This session presents research on new approaches to identifying dyslexia and using a game-like format to assess grapheme-phoneme correspondences.

Donald Hammill, PRO-ED; Elizabeth Allen, PRO-ED; Deborah Reed, University of Iowa
Teaching Students with Mathematics Difficulties: Instructional Practices and Technology-based Activities
Salon I
This presentation will feature practices for teaching measurement and data, number and operation, and problem solving concepts and skills to elementary students with mathematics difficulties. With a focus on Tier 2 interventions, participants will learn how technology can be integrated into Tier 2 instruction, practices for teaching early numeracy, and the CRA routine for teaching multi-digit multiplication problems.

Diane Pedrotty Bryant, The Meadows Center for Preventing Educational Risk, The University of Texas at Austin; Brian Bryant, The Meadows Center for Preventing Educational Risk, The University of Texas at Austin; Allison Firestone, University of California, Berkeley; Christian Doabler, The University of Texas at Austin; Margaret Flores, Auburn University

Roundtables
Salon GH

Table 1
Demonstrating Knowledge in Social Studies: The Push to Process
Special education intervention research has typically focused on recall of declarative information; however, calls for reform in social science education place increasing emphasis upon skills beyond recall. We report a review of empirical evidence of ways to provide instruction in such skills. Includes classroom implications and future research recommendations.

Lindsay Zurawski, George Mason University; Frederick Brigham, George Mason University; Michele Brigham, Loudoun County Public Schools, VA; Margaret Weiss, George Mason University

Differentiating Evidence-Based Literacy Practices Across Secondary Content Areas
Secondary students with disabilities require effective literacy instruction to attain content knowledge across general education classes. We provide teachers and teacher educators with guidance on how to differentiate the implementation of evidence-based literacy strategies to meet the needs of students with reading disabilities and difficulties in literacy-intensive content areas.

Alexandra Shelton, University of Maryland; Leigh Ann Kurz, George Mason University

Table 2
Cognitive Predictors of Written Expression in Spanish/English Students with SLD
This study examined cognitive predictors (CHC variables) related to the Written Expression abilities of students with specific learning disabilities in grades 1 through 5 assessed in English or Spanish. There are few known studies analyzing cognitive predictors of academic outcomes of Hispanic students with a Specific Learning Disability assessed in Spanish.

Mertie Gomez, Sam Houston State University; Corinna Villar Cole, Sam Houston State University

The Writing Experiences of Middle School Students with Learning Disabilities
This qualitative case study explores the writing history, attitudes and self-efficacy of students with learning disabilities in a high needs school. The effects of introducing new literacies and digital technology into writing instruction are discussed. General and special education teachers are interviewed.

April Whitehurst, University of North Carolina at Greensboro
Table 3
Using Error Analysis to Guide Phonics Instruction for Struggling Adolescent Readers

We discuss the results of an error analysis of the nonsense word reading of sixth grade students with learning disabilities who struggle in reading. We analyzed student errors on the TOWRE-2 (Torgesen, Wagner, & Rashotte, 2012) Phonemic Decoding Efficiency measure to identify the skills that remedial phonics instruction should target.

Jennifer Krawec, University of Miami; Andrea Cano, University of Miami; Mary Beth Calhoon, University of Miami

Video-based Intervention to Teach Simplifying Fractions to Students with Learning Disabilities

This study evaluated the effects of a video-based intervention portraying a point-of-view model simplifying fractions with concrete manipulatives on mathematical achievement of three students with learning disabilities. A multiple-baseline across participants single-case design was conducted. Results indicate that the intervention was effective. Nuances in student performance will be discussed.

Elizabeth Hughes, The Pennsylvania State University; Jooyoung Lee, The Pennsylvania State University

Table 4
One of These Is Not Like the Others: Intelligent Tutors

In this report, I highlight key critical differences in adaptive technologies, present findings from syntheses of literature on one specific type of adaptive software, intelligent tutoring systems, and provide suggestions for incorporating these programs within multiple systems of support for students with or at risk for mathematics learning disabilities.

Rene Grimes, University of Texas, Austin

Table 5
The History of the Council for Learning Disabilities

The history of how the Council for Learning Disabilities as an organization was formed is described. Perspectives of CLD Past Presidents across the years are shared to discern historical and current issues within the learning disabilities field.

Peggy King-Sears, George Mason University

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Peggy King-Sears, George Mason University
4:15-5:45 pm

Panels

**Assessing English Learners: Language Difference or Learning Disability?**

*Salon AB*

Identifying learning disabilities in English learners (ELs) poses unique challenges. In this session, panel leaders will share unique factors associated with identifying disabilities in ELs as well as factors that help distinguish students with writing disabilities from those who are in the process of learning two languages.

**Kristi Santi,** *University of Houston; David Francis,** *University of Houston; Sylvia Linan-Thompson,** *University of Oregon*

**Outstanding Researcher Award and Must-Reads Presentations**

*Salon CD*

Moderator: **Kelli Cummings,** *University of Maryland*

The 2018 awardees for the Outstanding Researcher and the Must Reads articles present their findings.

**Outstanding Researcher Presentation**

**Examining Multidimensional Vocabulary Instruction in Special Education Classrooms**

The study examines the relationship between multidimensional vocabulary instruction and academic outcomes in vocabulary and comprehension for students with learning disabilities. Multiple regression models were used to determine if academic performance could be predicted by time and type of vocabulary instruction, controlling for students’ statistically significant onset characteristics.

**Ashley Parker-Sheils,** *Mississippi Campaign for Grad-Level Reading, University of Mississippi*

**Must Reads Presentation from Intervention in School and Clinic**

**Becoming Critical Consumers of Research: Understanding Replication**

In this presentation, we highlight the importance and prominent features of replication in special education research and describe how practitioners can use this knowledge to become critical consumers of research.

**Hannah M. Mathews,** *University of Virginia*


**Must Reads Presentation from Learning Disability Quarterly**

**Effects of an Informational Text Reading Comprehension Intervention for Fifth-Grade**

**Promoting Academic Vocabulary Development for English Learners with Learning Disabilities**

This session provides an overview of research findings followed by a demonstration of instructional strategies to promote development of academic vocabulary for English learners with learning disabilities.

**Sara L. Jozwik,** *Illinois State University*

Translating Research to Practice for Adolescent Learners: Recent Advances and Critical Perspectives  

Salon I  
NAEP data continue to indicate that many secondary students lack sufficient literacy skills, particularly students who receive free/reduced lunch, students from rural settings, and students with disabilities. This panel of school and university educators will discuss recent efforts to implement intensive reading strategies interventions as well as redesign instructional routines and learning strategies to more personalized and incorporated into technology-enabled learning environments.  
Dan Boudah, East Carolina University; Chris O’Brien, UNC-Charlotte; Denise Wooten, Ewing Middle School, Gaffney, SC; Mike Hock, KU Center for Research on Learning

Roundtables  
Salon GH

Table 1  
An Investigation of Fraction Representations Created by Students with LD  
This session will report results of an assessment study designed to investigate the fraction magnitude knowledge (FMK) of 69 middle school students with LD. The presentation will focus on the quality of students’ representations of fractions and how representation accuracy related to outcomes on other measures of FMK.  
Stephanie Morano, University of Virginia

A Fraction Intervention Study for Fifth Graders with Mathematics Difficulties  
This intervention study investigated (a) the effects of fraction lessons on the performance of fifth grade students with mathematics difficulties and (b) the perspectives of the fifth graders toward the fraction intervention. The researchers used a multiple probe multiple baseline design across groups. The results and implications will be discussed.  
Jihyun Lee, University of Texas at Austin; Diane Pedrotty Bryant, University of Texas at Austin; Brian Bryant, University of Texas at Austin

Table 2  
Research-Based Strategies to Boost Mathematics Teaching for Students with LD  
The purpose of this study is to provide teachers with an accessible approach to translating research to practice for mathematics instruction. This article provides 10 research-based teaching strategies to make every teacher’s lesson more accessible and effective for students with learning disabilities.  
Soyoung Park, University of Texas at Austin; Diane Pedrotty Bryant, University of Texas at Austin

Strategy Instruction Using SRSD to Improve Mathematical Problem-Solving Skills  
This presentation provides an overview of the SRSD framework for instruction and specific examples of mathematics problem-solving strategies embedded in SRSD. Participants will be provided sample materials for use in their classrooms. Online resources will be shared to facilitate the implementation SRSD to improve mathematics problem-solving skills.  
Michelle Popham, Clemson University; Simone Adams, Clemson University

Table 3  
Number Sense and Early Numeracy: Strategies for Teaching Students with LD  
Number sense is a building block to understanding mathematics. Students with LD may have difficulty developing early numeracy skills, including sense, which in turn negatively impacts their overall mathematics competency. This presentation will explore several strategies that teachers of young students with LD can use to support early numeracy development.  
Laura Hedin, Northern Illinois University; Lydia Gerzel-Short, Northern Illinois University
Utility of Mathematics RTI Progress Monitoring Measures
To inform mathematics response to intervention efforts, a literature review was conducted to identify and examine progress monitoring measures currently utilized in research and practice. Participants will be informed of the differences in measures across contexts and student populations, as well as reliability, validity, and utility of these tools.

**Tasia Brafford, University of Oregon; Connor McCroskey, University of Oregon; Beth Harn, University of Oregon**

**Table 4**
Teaching Equal Groups Problems to Elementary Students with Learning Disabilities
In this session, we describe the findings of a single-case design study that assessed the effectiveness of schema-based instruction (SBI) on the multiplication and division problem-solving performance of three fifth-grade students with mathematics learning disabilities (MLD). Implications for educational practice will be discussed.

**Ahmed Alghamdi, University of Minnesota; Amy Lein, Bellarmine University**

Innovation and Improvement Through Intensive Intervention: Supporting the Implementation of Data-based Individualization in Mathematics
The presentation will highlight the partnership between Franklin Pierce Schools (Tacoma, WA) and American Institutes of Research as part of an Investing in Innovation and Improvement grant (i3). This session will describe the development and implementation of a system of support using data-based individualization to provide intensive intervention in mathematics for students with and at risk for disabilities.

**Kathleen Pfannanstiel, American Institutes for Research; William Rasplica, Franklin Pierce Schools**

**Table 5**
Publishing in Learning Disability Quarterly and Intervention in School and Clinic
Meet the editors of Learning Disability Quarterly and Intervention in School and Clinic and learn more about the publication process and tips for submitting manuscripts to these journals.

**Diane Pedrotty Bryant, The University of Texas at Austin; Brian R. Bryant, The University of Texas at Austin; Randall Boone, University of Nevada, Las Vegas; Kyle Higgins, University of Nevada Las Vegas**

**5:45 – 7:00**

President’s Reception
**Salon F**
Friday

9:45 – 11:15

Interactive Papers
(Posters)
Salon F

Session 1
9:45 – 10:30

CLD Corner

1. Council for Learning Disabilities' Research to Practice Corner
Learn about CLD’s research-to-practice corner! The research committee has worked to update CLD’s website with information briefs that translate evidence-based strategies into short summaries. These documents are intended to support parents, teachers, and university faculty in the understanding of best practices that are relevant to many areas of learning disabilities.

Kelli Cummings, University of Maryland

2. Impact of Policy and Legislation on Individuals with Learning Disabilities
The Liaison Committee of the Council for Learning Disabilities (CLD) represents CLD in activities at the national level and collaborates with other organizations to advocate for students with learning disabilities. This session provides information on the ESSA, IDEA, and Higher Education Act reauthorization and implications for students with learning disabilities.

Roberta Strosnider, Towson University; Debi Gartland, Towson University

3. Leadership Development Committee
The roles and activities of the Leadership Development Committee are featured in this interactive poster. Learn more about how the work of this committee helps to fulfill the mission of the Council for Learning Disabilities.

Diane Pedrotty Bryant, The University of Texas at Austin; Minnie Mize, Winthrop University

4. Trends in Research on Assistive/Instructional Technology for Students with LD - Review of the Literature
Students with learning disabilities (LD) are supported through many and various forms of assistive and instructional technology (AT/IT). The Council for Learning Disabilities’ Technology Committee is currently in the process of conducting a systematic review of the literature to determine what intervention research currently exists that utilizes the various forms of AT/IT specifically supporting students with LD. Further analysis will also determine how AT/IT can support students with severe LD.

Anya Evmenova, George Mason University; Joseph Morgan, University of Nevada Las Vegas; Lisa Morin, Old Dominion University; Christina Curran, University of Northern Iowa; Melissa Hughes, George Mason University

5. Diversity Committee Showcase: Striving for Culturally Responsive Practices Through Research
The Council for Learning Disabilities Diversity Committee would like to showcase the current work of our members as they strive to enhance equity for students with learning disabilities through research and practice. This poster presentation will highlight committee members' work as well as the current efforts of the group as we continue to celebrate diversity and equitable efforts in the CLD organization.

Brenda Barrio, Washington State University; Yun-Ju Hsiao, Washington State University-TriCities; Benicia Kressler, California State University-Fullerton; Rebecca Shankland, Appalachian State; Wendie Castillo, Central Washington University; Sarah Murphy, University of Nevada Las Vegas; Amy Kunkel, University of Minnesota; Olabimpe Abayomi-Ige, Nigeria
6. CLD Conference 2019
The 2019 CLD Conference will be held in San Antonio, Texas, October 3-4 at The Weston Riverwalk. Stop by and learn more about the conference and San Antonio.
Kristi Santi, University of Houston; Mariya Davis, Texas A&M University-San Antonio

Evidence-Based Teacher Practice

7. Strategies to Support Students with LD and Anxiety
Students with learning disabilities (LD) experience anxiety at higher rates than their typically developing peers. Teachers may not be adequately prepared to recognize and intervene to help students experiencing anxiety. However, teachers have the potential to play significant roles in serving these students effectively. Five evidence-based strategies are offered.
Cathy Thomas, Texas State University; Glenna Billingsley, Texas State University

8. Practical Applications for Implementing Response to Intervention in Secondary Schools
Secondary settings present unique challenges for RTI implementation and there is little research evidence to guide practice. This session will discuss challenges associated with scheduling, collaboration, assessment, and intensifying intervention and will present recommendations for implementing RTI in secondary schools based on the current body of literature.
Benikia Kressler, California State University, Fullerton; Stephanie Morano, University of Virginia; Laura Isbell, Texas A&M University-Commerce; Katie Miller, Florida Atlantic University

9. Implementation Achievements and Challenges of Response to Intervention in Schools
Findings from a mixed methods study suggest that although educators and administrators in a school district were inclusive in thinking about all students, confusion about the RTI model was observed with incorrect knowledge, lack of professional development, and variations in implementation. Recommendations for administrators and educators will be discussed.
Darcy Miller, Washington State University; Brenda Barrio, Washington State University; Kira Carbonneau, Washington State University; Michael Dunn, Washington State University

10. Maximizing Access to Content-Area Instruction for Secondary Students with LD
It is essential for secondary students with LD to acquire academic independence to ensure success in postsecondary settings. In this session, participants will learn how to implement a variety of evidence-based strategies in order to promote accessibility to quality content-area instruction for secondary students with LD.
Anne Brawand, Kutztown University; Janet Josephson, Millersville University; Ruby Owiny, Trinity International University

11. UDL and SIOP: Strategies to Support All Learners
UDL is a framework to design instruction to improve outcomes for diverse learners. Sheltered Instruction Observation Protocol (SIOP) is a framework to support ELs’ learning. This poster will outline the crossover elements between the two frameworks and demonstrate how a combined approach can be used in the classroom.
Kyle Reardon, University of Oregon; McKenzie Meline, University of Oregon; Annie Draeger, University of Oregon; Beth Harn, University of Oregon
12. Perceptions of a Secondary Literacy Coaching Program: A Case Study
Coaching programs help secondary teachers implement evidence-based literacy practices among students with learning disabilities. We describe teacher and coach perceptions of a coaching program at the beginning and end of the process to explain how coaching programs can be introduced and maintained to promote coaching support and teacher fidelity.
Alexandra Shelton, University of Maryland

13. Utility of an Implementation Tool for Small Group Instruction
Ensuring that students at-risk for academic failure receive quality intervention supports is essential in an effective RTI approach. However, determining effective and efficient ways of measuring implementation is a challenge. Results of a survey examining the validity and utility of an implementation tool (QIDR) will be presented.
Beth Harn, University of Oregon; Ronda Fritz, Eastern Oregon University; McKenzie Meline, University of Oregon; Tasia Bradford, University of Oregon

14. Teachers’ Approaches to Implementing Autonomy-Oriented Learning Environment for Struggling Readers
The current study investigates teachers’ efforts to create order for themselves in a student-directed learning environment, in ways that support struggling readers’ autonomy, and/or in ways that reassert teacher control. It is intended to inform researchers’ findings regarding autonomy-supportive teacher practices, particularly among teachers of struggling readers.
Rebecca Louick, St. John's University; Samantha Daley, University of Rochester

15. A New Framework for Planning Instruction in Co-taught Classrooms
The stated goals of co-teaching are to provide students with learning disabilities access to the general curriculum along with specialized, individualized instruction. This presentation describes a new framework co-teachers can use as they plan to combine these two goals of access and specialization, including specific examples from content areas.
Wendy Rodgers, University of Nevada, Las Vegas; Margaret Weiss, George Mason University

16. Effects of Work Related Stress Among Special Education Teachers
The mixed methods research discusses the kinds of stressors that special education teachers experience and why special education teachers experience stress in the workplace. It is hoped that this study will inform stakeholders how to efficiently address stress within special education classrooms to help alleviate burnout and the negative effects it has had not only on teachers, but students with disabilities.
Jessica Hall, Slippery Rock University; Eric J. Bieniek, Slippery Rock University

17. Delivering Strong, Inclusive Lessons: A Review of Research-Grounded Techniques
Successfully supporting students with LD and struggling learners in inclusive settings requires more than masterful lesson design; teachers must also expertly deliver lessons in order to include and engage all learners. The purpose of this session is to present findings from a systematic review of research-grounded lesson delivery techniques.
Lauren Foxworth, The College of New Jersey
18. Teacher Perceptions on Struggling Learners in Digital Storytelling Capstone Project
This study investigated teachers’ perceptions on struggling learners in a project-based learning type Capstone project incorporating digital-storytelling, addressing how they performed in a project-based learning environment. Using focus group data, this study informs how differently teachers perceive struggling learners in project-learning, with implications for planning and implementing it.
Haerin Park, Boston College

19. Mental Burnout, Attrition, and Administrative Support Among Special Education Teachers
This discourse was written to examine the growing rate of attrition among special educators in the public school system. This paper also examines possible remedies to keep the teachers in the classroom setting for a long period of time and assist students in reaching their academic and social goals.
William Woods, University of Nevada Las Vegas

Measurement and Assessment

20. Changes in Status and Performance for Students with Learning Disabilities
We document movement in and out of Specific Learning Disabilities classification for three cohorts and document changes in proficiency and growth on a state test using a transition matrix and a multi-level model. Though students change in their classification over three years, the effect is negligible on growth.
Daniel Anderson, University of Oregon

21. Validating Screeners of Early Measurement Concepts
This presentation will share results from a study investigating the diagnostic accuracy, reliability, and validity of a set of first grade screening measures focused on key concepts of measurement. The screener development, the validation of measures, and fit within multi-tier models of service delivery will be discussed.
Britt Landis, University of Oregon; Marah Sutherland, University of Oregon; Ben Clarke, University of Oregon

22. Strengths and Weaknesses: We All Have Both
A specific learning disability means there is a disorder in one or more of the basic psychological processes. In this session we will discuss basic psychological processes according to Cattell Horn Carroll Theory and how to identify students’ strengths and weaknesses.
Christine Woodbury, Houston Baptist University; Charlotte Fontenot, Houston Baptist University

23. Reading Disability Risk Prevention in Preschool: The LRA Greenhouse Approach
Although promising, an understanding of effective approaches for preventing reading disabilities in preschool classrooms is lacking. We share findings from implementing a tablet-based screening assessment + curriculum tool for facilitating preschool teachers’ data-based decision-making in two classrooms. Sample and risk subgroup findings are reported, as well as implementation lessons learned.
Leilani Sáez, University of Oregon; Marissa Pilger, University of Oregon

Alongside technical adequacy and diagnostic efficiency, methods that consider base rates of risk for the sample when evaluating screening assessments are recommended. This study explores the predictive and instructional utility of two mathematics screening assessments and uses input from teachers to make an informed recommendation for mathematics screener adoption.
Deni Basaraba, Bethel School District #52
25. What is the Difference Between Psycho-Educational, Neurological, and Psychological Testing?
Often parents and teachers hear the scores of assessment results and never fully understand what those scores mean. This session will review common types of reports, assessment tests, and scores and make this information practical to the lay person.
Mary Beth Kelley, Learning Disabilities Association (LDA) of MN

26. Data-Based Decision-Making: Exploring Preschool Teachers’ Role in Reading Disability Prevention
Little is known about preschool teachers’ use of student data to inform practice and prevent reading disabilities. We evaluate preschool teachers’ perceptions about learning-related risk identification for guiding instructional decision-making, and document the consistency of their instructional-groupings for providing differentiated learning support.
Hailey Hinkle, Behavioral Research & Teaching (BRT); Marissa Pilger, Behavioral Research & Teaching (BRT); Leilani Sáez, Behavioral Research & Teaching (BRT)

Reading and Writing: Research and Practice

27. Repeated Reading as an Intervention for High School Students Identified with a Specific Learning Disability
Poor reading skills can impact high school students identified with a specific learning disability. This study used a multiple-baseline across students design to measure the effectiveness of repeated reading as a strategy to improve reading fluency with high school students who have been identified with a specific learning disability.
Julie Southward, Texas Woman's University

28. Improving Children's Quality of Life With the B.E.S.T Program
In this presentation, we will present the Better Emotional and Social Times program. The program was developed by the LDA of Niagara with the aim of improving the quality of life of children with learning disabilities. This poster will illustrate program components and data exploring the efficacy of the program.
Emma Peddigrew, Brock University; Olivia Kit, Brock University; John McNamara, Brock University

29. Improving Reading Outcomes for English Learners with Learning Disabilities
This presentation examines the effects of a year-long, intensive reading intervention on reading outcomes (i.e., word reading, vocabulary, comprehension) for ninth-grade English Learners with disabilities and comprehension deficits, and to disaggregate that data for students with Learning Disabilities. Implications for current practice and future research will be discussed.
Kelly J. Williams, Indiana University

30. Building Persuasive Writing Skills
Writing persuasive essays is a significant challenge for our students. We have developed a successful approach that uses adapted WordGen Weekly lessons from the Strategic Education Research Partnership Institute (SERP). Learn about the WordGen Lessons and how we use them to boost the thinking and writing skills of our students.
Jennifer Smith, Wakefield High School

31. Fifth Graders' Use of the Internet and Essay Scores
In 2008, I examined fifth graders’ use of the Internet and then asked them to write an essay. Results showed that students who received training in how to examine the authenticity of a website scored better in grammar and mechanics. In 2018, I replicated this study with fifth graders. This presentation will present results of the new study. As a group, we will discuss implications for students with special needs.
Kim Doan, West Chester University
32. Effects of School-Wide Writing Interventions for Students With Learning Disabilities
This study investigated teacher perceptions of a four-year, school-wide, K-12 implementation of Strategic Instruction Model (SIM) Learning Strategies addressing written expression. The results of this mixed method study can inform change and implementation practices in providing targeted intervention in writing to address K-12 goals for students with various learning differences.
Courtney Crim, Trinity University; Heather Haynes-Smith, Trinity University; Samantha Bos, Winston School, San Antonio

33. Morphological Instruction: Building Vocabulary for a Variety of Learners
This presentation provides a description and information on using morphology for effective vocabulary instruction for a variety of learners including students with learning disabilities and English learners. Participants will learn effective, evidence based strategies for teaching content-area vocabulary, opportunities for practice, and resources to support content-area success.
Kelly Liu, George Mason University

34. Self-Regulated Strategy Development for Reading Comprehension: A Systematic Review
This presentation includes results of a systematic review that investigated the use of self-regulated strategy development to address reading comprehension skills of students with and without learning disabilities. Results include data from 15 single-subject and group experimental studies including information regarding participants, study design, intervention conditions, data collection procedures, and intervention effectiveness.
Michelle Popham, Clemson University; Simone Adams, Clemson University

35. Argumentative Writing in Science Classrooms
This presentation will describe the results of an argumentative writing strategy on students’ written products from inclusive science classes. Participants included 74 ninth-grade students, half of whom were students with disabilities. Results showed experimental students outperformed control group students on their essays, with medium to large effect sizes on qualitative and quantitative measures.
Joseph Boyle, Temple University

36. PeerTutor: An iPad® Application to Support Partner Practice of Word Reading
This session demonstrates an application for iPad®, PeerTutor, to support word-reading skills for pairs of elementary students who are low performing and at risk for reading disabilities. The pilot study tested the feasibility of the app for partner practice and its acceptability among teachers and students.
Friggita Johnson, Clemson University; Michelle Popham, Clemson University; Pamela Stecker, Clemson University

37. Preparing Educators to Implement P.O.E.M.S.: A Multi-Component Comprehension Intervention Framework
The impact of P.O.E.M.S. training on teachers’ sense of teaching competence and their instructional planning was examined using pre and post survey data, interviews, and lesson plans. These data assessed the perceived benefits and impact of the training, and determined if substantive changes in instructional planning had occurred.
Endia Lindo, Texas Christian University Law, Policy, and (IEP) Practice
38. Are Students with LD Receiving FAPE?: Lessons from a Descriptive Review of IEPs
This descriptive study examined the IEPs of 86 students with LD from six rural districts in the southwest. We describe common errors related to procedure, instruction, and measurement and how they are likely to affect implementation of FAPE. Implications for practice, professional development, and future research directions are summarized.

_**Brittany Hott, Texas A&M University - Commerce; Beth Jones, Texas A&M University-Commerce; Rick Brigham, George Mason University; Amelia Martin, Texas A&M University-Commerce; Campbell Reid, Texas A&M University - Commerce**_

39. IEP Design, Implementation, and Progress Monitoring Practices of Rural Educators
This session shares results of a mixed methods study examining the processes and procedures that rural teachers use to develop Individual Education Programs (IEPs) for students with learning disabilities. Implications for practice and future research directions are reported.

_**Beth Jones, Texas A&M University - Commerce; Brittany Hott, Texas A&M University-Commerce; Campbell Reid, Texas A&M University-Commerce; Amelia Martin, Texas A&M University-Commerce**_

40. Engaging Immigrant Families of Students with Disabilities in the IEP Process
The current session will provide an overview of the barriers and challenges related to the participation and engagement of immigrant families of students with disabilities in the IEP process. Practical strategies for increasing family participation and home-school collaboration will be discussed. Recent research and strategies on preparing culturally and linguistically responsive teachers will also be shared.

_**Lidia Sedano, Clark County School District; Endia J. Lindo, Texas Christian University; Monica Brown, University of Nevada; Jugnu Agrawal, George Mason University**_

41. Special Education Teacher as Civil Rights Warrior
Special education can often feel like a jumble of acronyms and paperwork requirements that serves to hide the civil rights origins of our field. The demands of our work, when reduced to deadlines and regulations and data collection, can leave us defeated and feeling ineffective. In this session, you will recontextualize your practice as that of safeguarding the civil rights of people with disabilities and trace the historical perspectives and rationale for putting students back in the center of what we do. Additionally, recent court cases will be reviewed that support high standards in civil rights advocacy.

_**Bryan Cichy-Parker, Pacific University**_

42. An Analysis of Recent Changes to State Dyslexia Education Law
This session will provide an overview of recent changes to state-level dyslexia legislation. We will explain how the dyslexia education “policy window” came to be opened, and describe the most likely short-term and long-term impacts of the new laws. Implications for practice will also be discussed.

_**Brian Gearin, University of Oregon, Center on Teaching and Learning; Jessica Turtura, University of Oregon, Center on Teaching and Learning**_
43. Doubly Identified/Doubly Served: Investigating the Impact of ESL Services for ELLs with LD
This study compares the achievement of ELLs with LD who continue ESL services with ELLs with LD who are granted early exit. Implications will be discussed to inform policy through shedding light on the role ESL instruction, Special Education services, and access to the general education classroom play in reading and math achievement for ELLs with LD.
Alta Joy, Broughton University of South Florida; David Allsopp, University of South Florida

Self-Efficacy, SEL, and Executive Functioning

44. Comparing Self-Perceptions of Grit of Students with LD and English Learners (ELs)
English learners (ELs) and students with learning disabilities (LD) are categories of learners requiring specific need-based support. Differentiating between language or learning needs is difficult. To clarify this distinction, we examine grit (i.e., passion and perseverance to overcome challenges) by evaluating students’ self-perceptions of grit toward achieving academic proficiency.
Cristina Reding, University of Nevada Las Vegas

45. Using UDL Framework to Enhance Learning in Preschool Special Education
An overview of evidence-based UDL practices with specific examples of their use in classrooms with exceptional learners is presented. UDL is a framework for proactively addressing the learning needs of students by ensuring access to the curriculum being taught. UDL includes the use of multiple means of engagement, representation, and expression.
Katrina Hovey, Western Oregon University

46. Implementing Evidence-Based Practices for Students with a Dual Diagnosis of LD/ADHD
The presenter will share evidence-based practices that include environmental changes to set the students up for success, teaching replacement behaviors that assist with self-efficacy, and reframing our own responses to feed the newly learned behaviors and extinguish targeted behaviors for learners with the dual diagnosis of LD/ADHD.
Laura Riffel, Behavior Doctor Seminars, University of Kansas

47. Self-Efficacy for Students with Dyslexia Receiving STEM Instruction
The presentation examines a study of the self-efficacy of children identified with dyslexia receiving the reading support in science instruction required to improve their beliefs and attitudes regarding their ability to learn. The presentation describes using science modules adapted to provide middle school age students with dyslexia the accommodations and adaptations required to provide student opportunity to experience success.
Janna Brendle, Texas Tech University; Donna Brown, Texas Tech University; Angie Elkins, Texas Tech University; Robin Lock, Texas Tech University

48. Improving Study Outcomes for Students With Executive Functioning Challenges
Many students with high incidence disabilities experience difficulties with executive functioning (EF). The following study examines the use of a task analysis and goal setting to assist a group of students with EF challenges to improve study skills and task completion. Results and implications for research and practice are discussed.
Sarah Williams, East Carolina University
49. Mental Health Literacy in Pre-Service General and Special Education Teachers
With the rise in diagnosis of children with mental health disorders, it is increasingly important for pre-service teachers to possess specific and accurate information regarding mental health. This study investigated the perceived knowledge levels of mental health awareness and literacy in pre-service general and special education teachers.

Colleen Walsh, Western Oregon University; Maria Peterson-Ahmad, Western Oregon University; Katrina Hovey, Western Oregon University

50. Fostering Resiliency in Individuals with Dyslexia: Early Identification is Key
This qualitative study examined two questions: What resiliency characteristics are identified as important by adults with dyslexia?; and, What characteristics are evident in individuals with dyslexia who pursue higher education and maintain employment? The characteristics included motivation, persistence, positive outlook, control and creativity. Early identification was also identified as key.

Kimberley Walton-Peak, Texas Tech University; Donna Brown, Texas Tech University; Angie Elkins, Texas Tech University; Janna Brendle, Texas Tech University; Robin Lock, Texas Tech University

51. Understanding Behavior as a Sign of Trauma
Trauma is any experience that overwhelms the individual's capacity to cope, and childhood trauma can have lasting implications for a child's ability to learn and to function cognitively throughout his or her entire life. This session provides information on trauma-informed special education practice from the perspectives of special education teachers.

Bryan Cichy-Parker, Pacific University; Sandy Maines, Hillsboro School District; Lynette Thompson, Hillsboro School District

52. The Current State of Research on Self-Concept Interventions
This presentation will update researchers and practitioners with recent (i.e., 2010-2018) findings of self-concept for students with learning disabilities by exploring trends in terms of the (a) type of intervention, (b) participants, (c) study design, (d) implementer, and (e) effect size. Implications will be provided for researchers and practitioners.

Eunhye Choi, University of Nevada, Las Vegas; Kathy Ewoldt, University Nevada, Las Vegas; Leah Gardner, University of Nevada, Las Vegas

53. A Tale of Two Studies: Addressing Social Emotional Learning
This presentation shares findings from two small research studies on interventions to address social emotional learning (SEL). The undergraduate researchers will provide a review of the literature, research design and findings, and implications for educators and researchers. The presentation will conclude with discussion conducting research with undergraduate, pre-service educators.

Heather Haynes Smith, Trinity University; Cady Wills, Trinity University; Jessica Hernandez, Trinity University; Madison Carolin, Trinity University; Yvette Pena, Trinity University
54. Students with LD in Social-Emotional Learning Interventions: A Systematic Review
Social-emotional learning (SEL) interventions are commonplace in public schools. Despite several large-scale reviews of such interventions, little is known about their use with or effect on students with LD. We present a systematic review focused on students with LD in studies of universal SEL interventions in grades 6-12.

Samantha Daley, University of Rochester

55. Developing Creativity and Creative Self-Efficacy Through Video Modeling
Creativity has been cited as a critical skill for employees to have as we move into the 21st century. Thus, it is important that creative skills be developed early on in a student with learning disabilities’ education in order to prepare them to be college and career ready.

Jennifer Smith, University of Nevada, Las Vegas

Session 2
10:30 – 11:15

CLD Corner

1. Council for Learning Disabilities’ Research to Practice Corner
Learn about CLD’s research-to-practice corner! The research committee has worked to update CLD’s website with information briefs that translate evidence-based strategies into short summaries. These documents are intended to support parents, teachers, and university faculty in the understanding of best practices that are relevant to many areas of learning disabilities.

Kelli Cummings, University of Maryland

2. Impact of Policy and Legislation on Individuals with Learning Disabilities
The Liaison Committee of the Council for Learning Disabilities (CLD) represents CLD in activities at the national level and collaborates with other organizations to advocate for students with learning disabilities. This session provides information on the ESSA, IDEA, and Higher Education Act reauthorization and implications for students with learning disabilities.

Roberta Strosnider, Towson University; Debi Gartland, Towson University

3. Leadership Development Committee
The roles and activities of the Leadership Development Committee are featured in this interactive posted. Learn more about how the work of this committee helps to fulfill the mission of the Council for Learning Disabilities.

Diane Pedrotty Bryant, The University of Texas at Austin; Minnie Mize, Winthrop University

4. Trends in Research on Assistive/Instructional Technology for Students with LD—Review of the Literature
Students with learning disabilities (LD) are supported through many and various forms of assistive and instructional technology (AT/IT). The Council for Learning Disabilities’ Technology Committee is currently in the process of conducting a systematic review of the literature to determine what intervention research currently exists that utilizes the various forms of AT/IT specifically supporting students with LD. Further analysis will also determine how AT/IT can support students with severe LD.

Anya Evmenova, George Mason University; Joseph Morgan, University of Nevada Las Vegas; Lisa Morin, Old Dominion University; Christina Curran, University of Northern Iowa; Melissa Hughes, George Mason University
5. Diversity Committee Showcase: Striving for Culturally Responsive Practices Through Research
The Council for Learning Disabilities Diversity Committee would like to showcase the current work of our members as they strive to enhance equity for students with learning disabilities through research and practice. This poster presentation will highlight committee members' work as well as the current efforts of the group as we continue to celebrate diversity and equitable efforts in the CLD organization.

**Brenda Barrio, Washington State University; Yun-Ju Hsiao, Washington State University-TriCities; Benicia Kressler, California State University-Fullerton; Rebecca Shankland, Appalachian State University; Wendie Castillo, Central Washington University; Sarah Murphy, University of Nevada, Las Vegas; Amy Kunkel, University of Minnesota; Olabimpe Abayomi-Ige, Nigeria**

6. CLD Conference 2019
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**Kristi Santi, University of Houston; Mariya Davis, Texas A&M University-San Antonio**

*Computer-Based and Technology-Assisted Instruction*

7. Best Practices with Technology for Students with Learning Disabilities
This poster will define some of the ways students with learning disabilities are currently being served with technology in reading both in the traditional face-to-face classroom and in virtual schools. The work examined includes studies that have utilized hypertext as well as proven instructional strategies delivered via the computer and virtual schools and their work with this population in reading.

**Maria Stetter, Roosevelt University**

8. Tablet-Assisted Interventions for Students with Disabilities: Implications for Future Practice
The purpose of this review is to weigh the evidence of the effectiveness of tablet-assisted instructions at improving academic outcomes of students with disabilities. The quality indicators proposed by Gersten et al. (2005) and Horner et al. (2005) were applied to evaluate the methodological rigour and the feasibility.

**Minnie Mize, Winthrop University**

9. Effective Use of Interactive Technology in the SLD classroom
While there is ample literature highlighting the limited use of interactive technology by SLD teachers, little research was found identifying the critical resources and supports that need to be in place in school districts and classrooms to support SLD teachers in engaging students through interactive technology in the elementary SLD classroom.

**Miriam White, Bemidji State University**

10. The Effects of Technology on Solving Word Problems for K-12 Students
Students with learning difficulties consider word problems more challenging compared to their peers, but educational technology has been used to meet their individual needs. This study will systematically review the available literature that has examined interventions using technology on solving word problems for K-12 students with mathematics learning difficulties.

**Jiyeon Park, University of Texas at Austin; Diane Pedrotty Bryant, University of Texas at Austin**
Impact of Game-Based Social Skills Interventions for Students with LD

Students with LD generally have poorer social skills than their typical peers. For that reason, they are at higher risks of negative outcomes associated with social skill deficits. This presentation reviews the impact of game-based social skills interventions (SSI) on improving social skills for students with learning disabilities (LD).

Jack Watts, University of Nevada, Las Vegas

Technology for Struggling Readers in Middle and High School

For secondary students with learning disabilities and other disabilities with significant reading difficulties, technology-based options for instruction and remediation that are age-appropriate and develop reading fluency are limited. This session will demonstrate existing potential reading software and apps for such students, and discuss the development of a novel software.

Sara Flanagan, University of Maine

A Synthesis of Technology-Mediated Mathematics Interventions

The purpose of this study was to review studies on Technology-Mediated Mathematics interventions that target the mathematical outcomes of K–12 students with or at risk for mathematics learning disabilities. Results from 19 studies published between 2000 and 2016 suggest that TMM interventions had mainly positive results on mathematics outcomes.

Elisheba Kiru, University of Texas at Austin; Christian Doabler, University of Texas at Austin

Analysis of Intervention Research Published in Learning Disabilities Research Journals

This session will present findings from a systematic analysis of prominent learning disabilities research journals. Specifically, journals were analyzed to discern the amount and types of intervention research that has been published in the last decade. Implications for research, practice, and policy in special education will be discussed.

Sheri Berkeley, George Mason University; Stacie Harmer, George Mason University; Linda Mason, George Mason University

15. Preventing Dropout for Students with LD: Indications for School Policy

The study presents the results of a systematic review of the correlational literature related to preventing dropout for students with learning disabilities. Major themes in the literature will be highlighted, specifically the effects of school policy on school completion. Implications for practice at the individual school level and future research will be discussed.

Lindsay Foreman-Murray, Vanderbilt University

16. A Review of Algebra Readiness Interventions for Elementary-Age Students

Recent math reform measures suggest students' algebra skills can be strengthened by introducing algebraic reasoning at the elementary level. This literature review focuses on algebra readiness interventions and teaching practices for elementary-age students with and without disabilities. Results of the review, implications for practice, and future research directions are provided.

Lesli Raymond, Texas A&M University-Commerce
17. **The Integration of Cognitive Principles in Mathematics Interventions: A Research Synthesis**

This synthesis systematically evaluates studies in which at least one cognitive principle was integrated into early numeracy interventions for students who are at risk for mathematics difficulties. The results indicate that interventions consisting of more cognitive principles led to better performance on early numeracy concepts and skills.

*Maryam Nozari, The University of Texas at Austin; Diane Pedrotty Bryant, The University of Texas at Austin; Rene Grimes, The University of Texas at Austin; Elly Kiru, The University of Texas at Austin; Meijia Liu, The University of Texas at Austin*

18. **Argumentative Writing Interventions for Adolescents with Learning Disabilities: A Synthesis of Literature**

The Common Core State Standards Initiative (CCSSI, 2010) requires students to write logical arguments in language arts and content areas. However, argumentative writing is often challenging for students with disabilities. This session demonstrates which instructional approaches are effective for students with LD and how to implement them in the classroom.

*Joo-Young Lee, The Pennsylvania State University; Elizabeth Hughes, The Pennsylvania State University*

19. **Mathematics Learning Disability: Looking Back and Looking Forward**

In this narrative systematic review of literature, we present an historical timeline of the last 40 years of mathematics learning disability (MLD) research published in three learning disability specific journals. Themes, findings, and suggestions for future research for MLD assessment, intervention, teacher preparation, and policy development are described.

*Rene Grimes, University of Texas at Austin; Meijia Liu, University of Texas at Austin; Maryam Norzari, University of Texas at Austin; Soyoung Park, The University of Texas at Austin*

20. **Case-Based Instruction for Culturally Responsive Teaching**

With the challenge of connecting educational theory to classroom practices, teacher preparation programs have turned to case-based instruction (CBI). Our study examined the efficacy of teaching pre-service teachers (PSTs) about working with culturally/linguistically diverse students through a five-week intervention. PSTs taking the CBI sequence performed better at recalling instructional strategies.

*Kira Carbonneau, Washington State University; Brenda Barrio, Washington State University*

21. **Teacher and State Roles in Special Education: Understanding Results-Driven Accountability**

Within results-driven accountability (RDA), states are tasked with improving outcomes for students with disabilities. This session highlights two federal investments focused on ensuring that educators are equipped to meet the goals of RDA and shares resources and insight to connect state efforts with educator preparation programs.

*Kathleen Pfannenstiel, American Institutes for Research; Amy Peterson, American Institutes for Research*

22. **The Impact of Simulation as a Means of Teacher Preparation**

This study will determine the impact of a virtual classroom use as a means of effective teacher preparation. The changes on the perceptions of pre-service teachers toward a student with a disability in an inclusive setting will be investigated to validate the effectiveness of simulation.

*Okyoung Lim, Marian University*
23. **A Pedagogical Review of an Assessment Course to Inform the Program**

WJ-IV Cognitive Protocols from 91 graduate candidates over three semesters and three differing pedagogical methods of instruction will be analyzed. Pedagogical methods include synchronous e-learning and online learning with and without blackboard collaborate. Results may be used to inform preparation programs as to the pedagogical methods needed to maximize learning and produce competent professionals.

*Angie Elkins, Texas Tech University; Donna Brown, Texas Tech University*

24. **Using a Critical Friends Model to Improve Data Driven Decision-Making**

This session will examine how a professional development model called a Critical Friends Group can improve pre-service teachers’ understanding of CBM data and intervention decision-making. Research shows the significance and importance of collaboration to enhance data-driven decision making for students with disabilities. Specific examples for designing CFGs will be reviewed.

*Jennifer Walker, University of Mary Washington; Laura Isbell, Texas A&M University- Commerce*

25. **Translating the Science of Reading for the Preparation of Teachers**

Reading research continues to inform both what is known about reading development and effective practices for teaching reading. In this session, key findings from research will be highlighted and detailed information about how this knowledge can be used within teacher preparation programs will be presented.

*Kristin Sayeski, University of Georgia*

26. **An Analysis of UG Students' Performance on edTPA Task 2**

Teacher education programs across the US have embraced the edTPA assessments, which resulted in institution specific assessments making way to more standardized assessments (Sato, 2014). In this presentation, data on 42 teacher candidates who completed edTPA Task 2 (special education) is shared and candidates’ strengths, issues, and solutions are discussed.

*Sekhar Pindiprolu, The University of Toledo*

27. **Does Instructional Modality Matter? Perspectives of Teacher Candidates**

This mixed methods study examined two questions: Is there a difference in students’ rating of confidence for each of the course components by delivery mode?; and How do students feel about their instruction and the way it prepared them to apply their learning in a classroom setting?

*Laura Brown, Texas Tech University; Donna Brown, Texas Tech University; Angie Elkins, Texas Tech University; Janna Brendle, Texas Tech University; Robin Lock, Texas Tech University*

28. **Real Application, Real Readers: University-District Collaboration to Facilitate Practical Learning**

This session explores collaboration between teacher educators and school partners to provide teacher candidates in a literacy interventions course with the opportunity for practical application with real struggling readers. We will explore the process of building partnerships that allow teacher candidates to make connections between course learning and teaching practice.

*Tabetha Bernstein-Denis, Kutztown University; Kathleen Stanfa, Kutztown University*
29. Curriculum (R)evolution: Leading College Efforts Toward Clinically-Rich Teacher Preparation
This presentation describes the efforts of one teacher preparation program (including special education) to redesign their curriculum around clinically-rich practice. In addition to sharing the conceptual framework and resulting clinical design of the program, the complicated process for completing this task will be discussed in detail.

Steve Chamberlain, University of Texas Rio Grande Valley

30. UDL in Higher Ed Classrooms: Necessary Models for Pre-Service Teachers
The presenters will share a model for implementing Universal Design for Learning (UDL) into teacher preparation courses for the purpose of supporting students’ understanding and abilities to implement UDL principles when teaching all students, including students with learning disabilities. Multiple examples supporting all UDL guidelines will be discussed and demonstrated.

Christie L. Cavanaugh, University of North Carolina at Greensboro; Debra Holzberg, University of North Carolina at Greensboro

31. Comparing Traditional CRA and CRA-I Instruction for Students with LD
This session will present results of an intervention comparing the effects of traditional concrete-representational-abstract (CRA) and concrete-representational-abstract-integrated (CRA-I) instruction on fractions content. Participants were 29 fifth and sixth graders with disabilities. Outcomes indicate that CRA and CRA-I led to similar performance gains, but that CRA-I produced gains more quickly.

Stephanie Morano, University of Virginia; Margaret Flores, Auburn University

One major component of Algebra is word problem solving, which is used in Algebra courses to teach students mathematical modeling and applied problem-solving skills. Diagrams are considered an effective and powerful visualization strategy because they help students with LD see the hidden mathematical structure of the problem.

Gloria Carcoba Falomir, University of Nevada, Las Vegas

33. NumberShire Level 1 Instructional Routines: Supporting Student Learning in Mathematics
This session presents the development of mathematics instructional routines that teach whole number concepts and coincide with curricular content in NumberShire, an immersive, online educational game for first grade students with or at risk for mathematics learning disabilities. Participants will benefit from resources to supplement instruction for improving mathematics learning.

Hailey Hinkle, University of Oregon; Lauren Halladay, University of Oregon; Tasia Brafford, University of Oregon; Samuel Y. Choo, University of Oregon; Nancy J. Nelson, University of Oregon

34. Supporting Students' Behavioral Needs in Mathematics
Students who have a learning disability, specifically in the content area of mathematics, may display behaviors to escape tasks (e.g., problem completion, answering a question). This can reduce content learned and curriculum delivery. This session will guide identifying and pairing the function of the behavior with appropriate math instructional strategies.

Samantha Riggleman, Grand Valley State University; Sarah Murphy, University of Nevada, Las Vegas
35. Screening in Mathematics: The Utility of a Number Line Assessment
The current study investigated the use of an iPad-based number line assessment within an early mathematics screening battery to identify students at-risk for mathematics difficulties. Reliability metrics and concurrent and predictive validities with early mathematics screening measures will be shared, along with discussion of implications for screening practices within schools.
Marah Sutherland, University of Oregon; Ben Clarke, University of Oregon; Lina Shanley, University of Oregon

36. Developing and Validating Screeners of Second Grade Measurement Concepts
This presentation will share results from a study investigating the reliability and validity of a set of second grade screening measures focused on key concepts of measurement. The selection of concepts for development, the study to validate the measures, and fit within multi-tier models of service delivery will be discussed.
Kelsey Nolan, University of Oregon; Dave Furjanic, University of Oregon; Nichole Freiboth, University of Oregon; Sarah Breiner, University of Oregon

37. Teacher Perceptions of Evidence-Based Resources for Students with Mathematics Difficulties
While an increasing number of evidence-based strategies exist targeting the unique needs of students with mathematics difficulties (MD), these practices are ineffectively implemented in the field. We present findings from a usability study examining teachers’ familiarity with and perceptions of utility of teacher-friendly resources linking them to evidence-based mathematics strategies.
Marissa Pilger, University of Oregon; Lina Shanley, Center on Teaching and Learning, University of Oregon; Nancy J. Nelson, Center on Teaching and Learning, University of Oregon; Kathy Jungjohann, Center on Teaching and Learning, University of Oregon

38. Using Children’s Books to Support Mathematics Language and Vocabulary Development
Fluency with mathematics language is a predictor of later academic success in both mathematics and literacy. We analyzed the mathematics language and vocabulary encountered in children’s books targeting early mathematics concepts. Results show that books can be a rich source of mathematics language and vocabulary support.
Suzanne Forsyth, The University of Texas at Austin; Sarah Powell, The University of Texas at Austin

39. Improving Algebra Readiness for Middle School Students: A Literature Review
A systematic literature review of mathematics interventions for middle school (6th – 8th grade) students with an identified learning disability or difficulty in the area of mathematics will be provided. We identified research-based interventions with student, teacher, and system-level outcomes. The majority of interventions focused on foundational skills related to both algebra and algebraic reasoning.
Stacy M. Hirt, University of Missouri; Jennifer M. Gonzalez, University of Texas at Austin; Sarah R. Powell, University of Texas at Austin; Leanne Ketterlin-Geller, Southern Methodist University
40. Cross-Age Tutors with EBD for Kindergarteners At-Risk for Mathematics LD
The purpose of this study was to identify the effects and related outcomes of utilizing cross-age tutors (i.e., older students) with/at-risk for EBD to deliver a number line board game intervention to kindergarten students at-risk for mathematics LD. Outcomes were measured for tutees (i.e., mathematics performance) and tutors (i.e., behaviors).
Gavin Watts, Texas A&M University - San Antonio

41. A Review of Place Value Interventions
Part of CLD’s mission is to promote and disseminate evidence-based practices related to the education of individuals with learning disabilities. Place value understanding is vital to student success because it is the foundation of multi-digit numeric operations. This comprehensive literature review will outline effective evidence-based practices used to teach place value to students with SLD.
Jessica Milton, Auburn University

42. iPad-Based Differentiated Math Instruction’s Effects on Students with Varying Risk
KinderTEK is an individualized, iPad-based program that teaches critical early mathematics and can be used in general or special education settings. This study examined whether KinderTEK use resulted in differential gains for students in three different risk categories.
Patrick Kennedy, Center on Teaching & Learning, University of Oregon; Kathy Jungjohann, Center on Teaching & Learning, University of Oregon

43. Error Analysis for Developing a Diagnostic Basis for Teaching Fractions to Students with MLD
The current study examined common error patterns committed by middle school students with MLD when adding fractions. Errors associated in each solution stage established in a solution algorithm were analyzed. Findings provide a diagnostic and instructional basis to develop practical guidelines and an awareness about problematic areas requiring more intensive instruction.
Jiwon Hwang, California State University, Bakersfield

44. Effective Algebra Interventions for Students with Learning Disabilities
The purpose of this paper is to provide a description of research related to the development of algebraic problem-solving skills of students with disabilities from middle school to high school. This paper intends to make practical connections between evidence-based practices and classroom implementation.
Alexcia Moore, Auburn University

45. Implementing the Concrete-Representational-Abstract Teaching Sequence and Strategies to Improve Mathematics Achievement
The purpose of this session is to demonstrate several evidence-based practices to improve computation and problem-solving skills. The effects of research to investigate evidence-based practices (e.g., explicit teaching principles, concrete-representational-abstract [CRA] teaching sequence, graduated sequence of lessons, and cognitive strategies) on computation and common word problem situations will be discussed.
Bradley Kaffar, St. Cloud State University; Margaret Flores, Auburn University; Jessica Milton, Auburn University
46. **Science Vocabulary Learning Using Mnemonics: From Teacher-Directed to Student-Constructed**

Applications of mnemonics for science vocabulary learning and research for adolescents with LD is described. A continuum of instruction is featured beginning with teacher-developed to student-created mnemonics. Use of technology and multi-media principles are incorporated as adjuncts for the development and study of vocabulary mnemonics.

**Todd Johnson, University of South Alabama; Peggy King-Sears, George Mason University**

*Transition and Post-Secondary Education*

47. **Parental Involvement: Impact on Youths’ Success in Juvenile Facilities**

Students with learning disabilities are overrepresented in the juvenile justice system and many are often referred right from school. If we want these kids to be successful, academically and behaviorally, after exiting the system, schools have to determine how best to have parents engaged before, during, and after the incarceration.

**Monica Brown, University of Nevada, Las Vegas**

48. **Supporting College Transition and Success for Students with Learning Differences**

This session will depict resources and outcomes associated with College STAR, an initiative focused on improving college transition and success for students with learning differences. Presenters will share lessons learned through the project, as well as student and faculty support materials that are now freely available to educators, parents, and students.

**Sarah Williams, East Carolina University**

49. **Transition for Students with SLD: Engaging Families in the ITP Process**

Special education teachers are an essential link between schools and families; therefore, teacher preparation is critical in the improvement of transition practices and postsecondary outcomes. In this presentation participants will explore the importance of family involvement in the ITP process and practical strategies for helping families actively participate in their child's ITP. **Mariya Davis, Texas A&M University**

50. **An Innovative Program for Postsecondary Students with Disabilities in STEM**

This presentation will describe a multicomponent postsecondary education program designed for students with disabilities in STEM majors. The program was funded by the National Science Foundation and is a collaborative research project involving four universities and one community college. Program evaluation data will be presented.

**Cari Dunn, Auburn University**

51. **Fostering Success Attributes Through Transition in Individuals with Learning Disabilities**

Presenters will summarize results of a longitudinal study of persons with learning difficulties, briefly describe the six Success Attributes found to be predictive of life success for the study group, demonstrate intervention practices, and introduce classroom activities to foster their development. Two new guides for parents and teachers will be introduced.

**Roberta J. Goldberg, The Frostig Center**

52. **Predictive Indicators of Post-Secondary Academic Resilience in Students with LD**

Researchers will present findings from a logistic regression analysis of four years of de-identified student data from a large urban school district in South Florida that applies the risk – resilience framework to an investigation of factors that predict the completion of the first year of college for students diagnosed with learning disabilities.

**Maureen Carson, Florida Atlantic University; Charles Dukes, Florida Atlantic University**
11:30 am – 1:00 pm

Panels

Evidence-Based Practices: Effective Instructional Components for Teaching Mathematics
Salon AB
Three presentations will focus on evidence-based practices in mathematics instructions with students with mathematics learning difficulties/disabilities. The first will focus on teaching middle/high school geometry. The second will provide information on middle/high school algebra interventions. The third will feature information about middle school algebra readiness.
Meijia Liu, University of Texas at Austin; Jihyun Lee, University of Texas at Austin; Diane Pedrotty Bryant, University of Texas at Austin; Brian Bryant, University of Texas at Austin

Preventing and Addressing Challenging Classroom Behavior for Students with LD
Salon CD
The relationship between LD and challenging behavior is complex and requires a multi-pronged approach to remediation. The goal of this presentation is to describe and provide practical examples of strategies that session attendees can use to prevent problem behavior and actively support prosocial classroom behavior for students with LD.
Kathleen Strickland-Cohen, Texas Christian University; Darci Burns, HILL for Literacy; Christopher Pinkney, Portland State University

Structured Posters
Salon I
Educator Preparation and Teacher Practice
Session Discussant: Joseph Morgan, University of Nevada, Las Vegas

1. Preparing Culturally Responsive Pre-Service Teachers: Alleviating Disproportionality in Special Education
Recommendations on how to prepare culturally responsive pre-service teachers when implementing components of pre-referral models will be discussed. Implications for teacher educators, researchers, and practitioners are based on findings from a study comparing 428 pre-service teachers’ perceived beliefs and knowledge about culturally responsive practices within a pre-referral model.
Brenda Barrio, Washington State University; Kira Carbonneau, Washington State University; Pamela Peak, University of North Texas; Katrina Hovey, Western Oregon University

2. Lessons in Literacy: Pre-service Training in High Leverage Practices
This presentation will discuss a pilot study of general and special education teachers' perceived knowledge of, and preparedness for, teaching students with reading SLDs. Methods for incorporating high leverage practices into program coursework to better prepare preservice educators will be discussed in light of the findings.
María Peterson-Ahmad, Western Oregon University; Beth Jones, Texas A&M University-Commerce
3. An Exploration of Pre-Service Special and General Educator Perceptions
Teachers with cultural and linguistic backgrounds (CLD) that differ from the students they serve often carry deficit-model perceptions of student potential. These perceptions contribute to lower academic outcomes for students from CLD backgrounds, contributing to the enduring achievement gap. This study explores pre-service teachers' perceptions of the intersection between disability and race.

*Jerae Kelly, University of Maryland*

4. Addressing Interfering Stressors of English Learners with Learning Disabilities
As the population of students with learning disabilities (LD) continues to become more diverse, special educators need skills to address the life stressors English learners may be carrying to school with them. Students and their families who are undocumented are experiencing extreme stress. Learn about the legal recommendations to educators.

*Donna Sacco, University of North Carolina at Charlotte*

5. Culturally Responsive Data-Based Decision Making in High School Settings
Culturally and linguistically diverse (CLD) high school students face many barriers to success and are disproportionately identified for special education. We discuss a framework of data-based decision making (DBDM) incorporating tenets of culturally responsive practices to support Response to Intervention (RtI) teams to engage in equitable DBDM for CLD youth.

*Amy Kunkel, University of Minnesota; Benikia Kressler, California State University, Fullerton; Katrina Hovey, Western Oregon University*

6. Preparing Culturally Responsive Teachers to Teach Students with Learning Disabilities
This session discusses the findings of a systematic review of the literature focused on culturally responsive pedagogy used in teacher preparation and professional development programs. Implications for teachers of students with learning disabilities, including how to infuse culturally responsive practices into programs, and areas of future research will be discussed.

*Rhonda Miller, Coastal Carolina University; Lydia Gerzel-Short, Northern Illinois University*

7. Examining Bias in Pre-Service Special Education Teachers
Culturally and linguistically diverse (CALD) students are disproportionately identified for special education. Teacher preparation programs must work to improve candidates’ cultural competence. Using the Implicit Association Test, we examined inherent bias among special education teacher candidates in order to make programmatic changes in coursework to help develop culturally responsive practices.

*Kathy Seifert, University of Minnesota; Amy Kunkel, University of Minnesota*

8. Collaborative Interdisciplinary Course: Enhancing Educators’ Expertise in Understanding Learning Disabilities
This poster presents results of general and special education teachers’ participation in a collaborative interdisciplinary course taught at an urban university. It showcases activities in which teachers analyzed diverse students’ language/literacy skills and planned instructional supports. The findings reveal a qualitative shift in participants’ attitudes towards LD, collaboration, and inclusion.

*Anna Osipova, California State University, Los Angeles*
Structured Posters
Salon GH
Research, Practice, and Preparation in the Field of Reading
Session Discussant: Alyson Collins, Texas State University

1. Effects of Data-Based Individualization on Reading Comprehension for High School Students with Reading Disabilities
This study examines data-based individualization in reading comprehension intervention for adolescents with reading disabilities. Intervention is systematically intensified according to the seven-step taxonomy described by Fuchs, Fuchs, and Malone (2017). Expected results are higher reading performance on a CBM-R measure, and improved score on the Gray Oral Reading Test (GORT-5).
Jacquelyn Chovanes, Lehigh University; Minyi Dennis, Lehigh University

2. Technology: Improving Teacher Instruction and LD Student Outcomes in Reading
Few empirical studies have isolated the specific coaching variables that are directly linked to increasing teacher knowledge and instruction, as well as contributing to the academic outcomes of students experiencing reading learning disabilities. This presentation addresses effects of 4 years of coaching through technology on teachers’ instruction and students’ gains in literacy.
Beverly Weiser, Southern Methodist University

3. Adolescent Struggling Readers: Results and Implications from an Intervention Study
Researchers will present results from a quasi-experimental study of a high school reading program. Panel participants will discuss a) the reading program’s theory and components, b) the partnership implementation plan, c) results from the research study, and d) future plans to deliver the program in a blended, personalized learning environment.

Michael Hock, University of Kansas; Irma Brasseur-Hock, University of Kansas; Beth Calhoon, University of Miami; Jocelyn Washburn, Virginia Tech University

To improve the outcomes of students with high-incidence disabilities, teachers must embrace evidence-based transition planning strategies and 21st century learning frameworks. This presentation will provide a strategy for special educators to increase student participation in the transition planning process using technology for collaboration, networking, and organization.
Kristopher Yeager, University of Nevada, Las Vegas; Joseph Morgan, University of Nevada, Las Vegas; Sarah Murphy, University of Nevada, Las Vegas

5. 40 EBP’s to Support Students with LD in Inclusive Environments
In celebration of the CLD’s 40th “ruby” anniversary, participants will be presented with 40 student focused and teacher driven EBP’s across four areas: reading comprehension, writing skills, teaching approaches, and methods to develop critical thinking skills. Specific implementation methods and peer-reviewed evidence will be provided.
Nanette Fritschmann, National University; Terese Aceves, Loyola Marymount University; Emily Solari, University of Virginia
6. Training Preservice Teachers to Implement Reading Interventions for English Learners

Training preservice special educators to support English learners (ELs) with reading related disabilities has become essential within teacher training programs. Specifically, participants will be presented with critical methods for a) preparing teachers to identify evidence-based practices, b) creating practice-based opportunities, and c) collaborating with professionals and families.

Terese Aceves, Loyola Marymount University; Nanette Fritschmann, National University; Cara Richards-Tutor, California State University, Long Beach; Emily Solari, University of Virginia

7. Are Reading Comprehension Tests Dependable Measures of Reading Difficulties?

This study explored dependability of comprehension scores for students with reading difficulties. Application of Generalizability Theory indicated that response format contributed a large amount of error variance, despite relatively stable scores for students with RD. Implications for using comprehension assessments in research and practice with students with RD are discussed.

Alyson A. Collins, Texas State University; Esther R. Lindström, Lehigh University

8. Building Family Partnerships: Exploring Early Literacy for Students with LD

Early literacy development is fundamental to develop successful readers. Often, for students with LD foundational literacy skills are challenging and can have lasting effects on success in learning to read. This presentation will explore strategies that can support a variety of students and especially engage families in learning activities.

Lydia Gerzel-Short, Northern Illinois University; Rhonda Miller, Coastal Carolina University; Gavin Watts, Texas A&M-San Antonio

9. Digital Textbooks for Teacher Candidates Work with Students with LD

Digital textbooks have many benefits or embedded technology features over printed textbooks. This session will demonstrate how to incorporate such digital textbook technology to support content, instructional, and technology knowledge of preservice teacher candidates who will work with students with LD in their inclusive classroom.

Sung Hee Lee, California State University, Fullerton

2:00 – 3:30 pm

Panels

Endrew F., FAPE, and Students with Learning Disabilities

Salon AB

FAPE is the essence of special education. This session will trace the history of FAPE, and provide specific guidance for services related to students with learning disabilities.

David Bateman, Shippensburg University of Pennsylvania; Kristin L. Sayeski, University of Georgia

Enhancing Content-Area Literacy Outcomes for Students with Learning Disabilities

Salon CD

Three studies focusing on improving content-area literacy instruction for students with learning disabilities are presented. Findings from a meta-analysis, a randomized control trial, and quantile regression analysis are included. For each study, researchers present a summary of the methodology, key findings, and specific implications for future research and practice.

Stephen Ciullo, Texas State University; Alyson Collins, Texas State University; Deborah Reed The University of Iowa; Daniel Wissinger, Indiana University of Pennsylvania
Structured Posters
Salon I
Mathematics Research and Practice
Session Discussant: Margaret Flores, Auburn University

1. The Ecological and Population Validity of Math Intervention Studies
This meta-analysis examined the ecological and population validity of intervention research for students with mathematics difficulties and/or learning disabilities (MD/MLD). Our findings suggest that to improve the external validity and generalizability of research, more detailed descriptions of participants and sociocultural context of the intervention studies is warranted.
Minyi Dennis, Lehigh University; Jacquelyn Chovanes, Lehigh University; Elisheba Kiru, The University of Texas at Austin

2. Studying Video Modeling to Teach Word Problems to Students with LD
This research talk will discuss the findings of two empirical studies assessing the benefits of video modeling using explicit instruction to teach Geometry curricula to secondary students with learning disabilities. Results from both studies demonstrated a functional relationship between the technology and their participants’ percent accuracy scores.
Rajiv Satsangi, George Mason University

3. Early Numeracy Interventions for Young Students: A Meta-Analysis
Participants will discuss the results of a meta-analysis that examined 51 preschool, kindergarten, and first-grade early numeracy interventions. The interventions were evaluated for early numeracy content and instructional features. Participants will discuss directions for future research and implications for implementing early numeracy interventions with students with disabilities or math difficulty.
Gena Nelson, American Institutes for Research

4. Integrating 3D Printing Projects Into Math Curriculum
We will present the development process and practical implications of 3D printing projects integrated with math curriculum based on the pedagogical concept of anchored instruction. Results from a feasibility study showed its significant effects on improving mathematical problem-solving skills of middle school students with and at risk for learning disabilities.
Samuel Choo, Center on Teaching and Learning, University of Oregon

5. Integrated Tutor System: Improving Student Performance Through Teacher Supports
We investigated the feasibility of an evidence-based math game integrated with supplementary instructional tools for supporting teachers and improving student learning. Results suggest that teachers and principals perceived implementing NumberShire Integrated Tutor System could maximize teacher ability to provide differentiated instruction with promising benefits to improve student math performance.
HyeonJin Yoon, University of Oregon; Samuel Y. Choo, University of Oregon; Lina Shanley, University of Oregon; Nancy J. Nelson, University of Oregon

6. The Impact of a Tier 2 First Grade Mathematics Intervention
This session will provide an overview of a federally-funded first grade mathematics intervention program for students at risk for mathematics difficulties. We will overview key curricular features and present initial results from a randomized control trial. Implications for practice will be discussed.
Jessica Turtura, University of Oregon; Ben Clarke, University of Oregon; Keith Smolkowski, Oregon Research Institute; Teresa Schantin, University of Oregon
The quality of methodological rigor of a total of five single subject and three group design research studies on the topic of algebra instruction for secondary students with learning disabilities using the 2014 Council for Exceptional Children (CEC) standards for evidence-based practices for special education will be discussed.
Jugnu Agrawal, George Mason University; Lisa Morin, Old Dominion University

8. Investigating the Construct Validity of the TOMA-3 for MLD
This study investigated mean difference scores between selected Mathematical Learning Disabilities (MLD) and a demographically matched comparison sample on the Test of Mathematical Abilities--Third Edition (TOMA-3; Brown, Cronin, & Bryant, 2013). Investigating the differential performances of students with MLD on a test is critical for identifying the construct validity of a test.
Soyoung Park, The University of Texas at Austin; Elizabeth Allen, PRO-ED; Diane Pedrotty Bryant, The University of Texas at Austin

9. Comparison Between Teacher-Delivered and Software-Delivered Representation Intervention When Teaching Fractions
Several national reports emphasize integrating multiple modalities of representation when teaching fractions. The purpose of this study is to examine (a) in which domain of fractions the representation interventions maximize fraction performance of students with MLD; and (b) if the effects of representation intervention differ by delivering method (teacher-delivered or software-delivered).
Jiwon Hwang, California State University Bakersfield