

October 14-15, 2021

# 43RD INTERNATIONAL CONFERENCE ON LEARNING DISABILITIES

Bally's Las Vegas Hotel



[CLDINTERNATIONAL.ORG](http://CLDINTERNATIONAL.ORG)





## **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.

## **Diversity Statement**

The Council for Learning Disabilities is committed to celebrating and enriching the field of special education through its diversity. As a group, we pursue the best practices, research, and policies that exemplify enhancing the lives of individuals with learning disabilities, including those from diverse cultural and linguistic backgrounds. As a diverse group of professionals in the field of special education, we believe that this work cannot be completed in a silo, but rather, it must be embedded within every part of what we do. As an organization, we are committed to welcoming, understanding, learning about, and honoring individual diversity.

## General Announcement

### COVID-19 Protocols

**All attendees are required to wear masks inside the meeting spaces.** There will be hand sanitizers or hand washing stations throughout the convention center hallways. For more information on local guidelines please visit:

<https://www.lasvegasnevada.gov/News/Blog/Detail/corona-virus-update>

**We are striving for a safe conference!**

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 Session Instructions

The panel session includes two or three presentations, each will be 30-45 minutes long. Presenters will be provided with an LCD projector but we ask that presenters bring your own remote device (i.e., clicker) and laptop, for moving through your presentation slides. Presenters will allow some time for audience discussion or questions.

### Interactive Poster Presenter Instructions

The interactive paper presentations 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 A from 8:30 – 9:15 am and Session B from 9:30 - 10:15 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 A may begin setting up materials at 9:15 am.

### 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.

### **Diversity Spotlight Sessions**

The Council for Learning Disabilities is committed to celebrating and enriching the field of special education through its diversity. As a group, we pursue the best practices, research, and policies that exemplify enhancing the lives of students and people with disabilities, including those from diverse cultural and linguistic backgrounds. Therefore, it is our privilege to showcase the work of our colleagues during this year's CLD Conference through our Diversity Spotlight. As a diverse group of professionals in the field of special education, we believe that this work cannot be completed in a silo, but rather, it must be embedded within every part of what we do. As an organization, we are committed to welcoming every individual by understanding, learning, and honoring our diversity. Diversity Spotlight sessions are denoted with a blue ribbon. Please join us in celebrating this diversity and this work with us!

### **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.

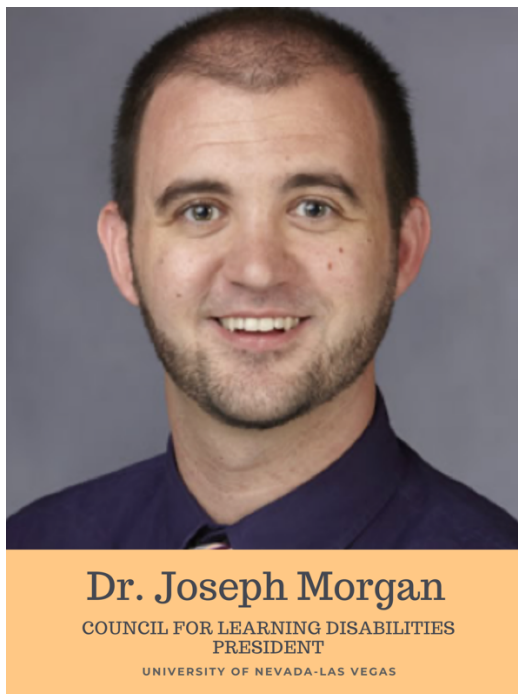
### **Sponsorships**

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*.



## President's Welcome

### 43<sup>rd</sup> Annual CLD International Conference on Learning Disabilities



**Dr. Joseph Morgan**

COUNCIL FOR LEARNING DISABILITIES  
PRESIDENT

UNIVERSITY OF NEVADA-LAS VEGAS

Colleagues,

On behalf of the Executive Committee and the Board of Trustees of the Council for Learning Disabilities, it is my pleasure to welcome you to the 43<sup>rd</sup> Annual International Conference on Learning Disabilities in my home, fabulous Las Vegas, Nevada! After we successfully Zoomed it in 2020, we are excited to welcome you back for a two-day opportunity to engage in professional development, critical discourse about important topics facing diverse students with learning disabilities, networking with colleagues from around the country, and fun and relaxation on the Vegas strip. We are glad you made it.

Thanks to the hard work of the Conference Planning Committee (deftly led by Drs. Maria Peterson-Ahmad and Vicki Luther) and the 2021 Conference Program Chair (Dr. Brenda Barrio), we have a full schedule of learning and engagement planned for you across the next two days. As you have come to expect from the annual CLD conference, we have presentations in a variety of formats (i.e., panel, roundtable, poster) focused on scholarship, teaching/teacher education, and policy for you to attend throughout the conference. Additionally, we have several opportunities for you to engage in the business of CLD, whether through our annual business meeting, held on Friday, October 15, 2021, or participation in a committee meeting, scheduled at varied times throughout the conference; we hope that you will find an opportunity to have your voice heard in the governance and operation of CLD as an organization. Finally, we have opportunities for learning, networking, and discourse built into the conference schedule (i.e., the keynote and opening session, the President's reception, the poster sessions). We are confident that there will be many opportunities available to you throughout the

conference to learn something new, expand your knowledge in a particular area, or find like-minded colleagues to discuss innovative new pathways forward.

New this year, we have purposefully planned a series of facilitated discussions during lunch throughout the conference. These discussions (*Joint Opportunities for Discussion and Action*) are centered around critical topics related to research, teaching, and service about diverse students with disabilities and are designed to provide CLD conference attendees an opportunity to consider different perspectives and potential innovations to support the outcomes of students with learning disabilities. One thing that we learned during our 2020 virtual conference was the power of opportunities for discussion and reflection; we wanted to create space for that discourse in our 2021 conference as well. We hope that you will take an opportunity to engage in one of these discussion sessions and find new opportunities to collaborate with individuals from around the country.

And finally, as someone who calls Las Vegas home, I hope you can explore all the rich experiences that Vegas offers. Whether that is walking down the Strip to see new construction since we last gathered here, enjoying world-renowned dining and shopping, or taking an opportunity to sit by the pool and relax, we hope that you take the time to connect with colleagues in the entertainment capital of the world. As a young, vibrant, diverse, cosmopolitan city, we hope that you are inspired during your time here to go back and continue your impact on the lives of students with LD, their families, and the teachers they serve.

It has been a hard year for us all; with a global health pandemic and an ongoing domestic recognition of the impacts of systemic racism and inequity, we have found ourselves in a dissonant place where shifts are happening in educational programming and policy. We hope that you have the opportunity at CLD to reflect on lessons learned, reconnect with professionals who share your passion, and engage in discourse about how we can envision new ways of both serving our students and of engaging with each other as a professional network.

Enjoy, and onward,

Joseph John Morgan  
President  
Council for Learning Disabilities

### *Past Presidents Council*

Ray Barsch	1968-1969	Joel Brodsky	1994-1995
Ed Frierson	1969-1970	Brian Bryant	1995-1996
Jeanne McCarthy	1970-1971	Rebecca Evers	1996-1997
Hal McGrady	1971-1972	Ed Ellis	1997-1998
Gilbert Ragland	1972-1973	Julie Jochum Gartrell	1998-1999
Eugene Ensminger	1973-1974	Chriss Walther-Thomas	1999-2000
Patricia Myers	1974-1975	Linda Elksnin	2000-2001
Floyd Hudson	1975	Ann G. Ryan	2001-2002
Donald D. Hammill	1975-1977	Peggy King-Sears	2002-2003
Steve Larsen	1977-1978	Diane Pedrotty Bryant	2003-2004
Judy Wilson	1978-1979	Joyce Rademacher	2004-2005
Gerald Wallace	1979-1980	Mary C. Provost	2005-2006
J. Lee Wiederholt	1980-1981	Linda Higbee Mandlebaum	2006-2007
Carol Bradley	1981-1982	Joseph Boyle	2007-2008
Virginia Brown	1982-1983	Daniel Boudah	2008-2009
Anne Netick	1983-1984	Christina Curran	2009-2010
D. Kim Reid	1984-1985	Caroline Dunn	2010-2011
James Leigh	1985-1986	Monica Lambert	2011-2012
James McLoughlin	1986-1987	Caroline Kethley	2012-2013
Lois Smith	1987-1988	Silvana Watson	2013-2014
Mary Cronin	1988-1989	Steve Chamberlain	2014-2015
Linda Brown	1989-1990	Diane Pedrotty Bryant	2015-2016
Dave Hill	1990-1991	Mary Beth Calhoon	2016-2017
Cherry Houck	1991-1992	Deborah Reed	2017-2018
Ginger Blalock	1992-1993	Sheri Berkeley	2018-2019
Jerry Ammer	1993-1994	Lindy Crawford	2019-2020
		Brittany Hott	2020-2021

### *Chapter Presidents*

Colorado Chapter:	Kelly Murillo, muri6796@gmail.com
Maryland Chapter:	Debi Gartland, dgartland@towson.edu
Nevada Chapter:	Joe Morgan, joseph.morgan@unlv.edu
Texas Chapter:	Shawn Kent, skent@uh.edu
Virginia Chapter:	Mindy Gumpert, mgump001@odu.edu
Minnesota Chapter:	Miriam White, mwhite@bemidji.k12.mn.us

## Council for Learning Disabilities 2019-2020

### *Board of Trustees*

President	Joseph Morgan, <i>University of Nevada – Las Vegas</i>
President Elect	Brenda L. Barrio, <i>University of North Texas</i>
Vice President	Margaret Flores, <i>Auburn University</i>
Secretary	Alyson Collins, <i>Texas State University</i>
Treasurer	Beverly Weiser, <i>Beverly Weiser Educational Consulting, LLC</i>
Past President	Brittany Hott, <i>University of Oklahoma</i>
Parliamentarian	
Communications	Kat Pfannenstiel, <i>American Institutes for Research</i>
Diversity	Yun-Ju Hsiao, <i>Washington State University-Tri-Cities</i>
Finance	Beverly Weiser, <i>Beverly Weiser Educational Consulting, LLC</i>
Leadership Development	Esther Lindstrom, <i>Lehigh University</i>
Liaison	Donna Sacco, <i>American Institutes for Research</i>
	Roberta Strosnider, <i>Educational Consultant</i>
	Debi Gartland, <i>Towson University</i>
Membership & Recruitment	Nanette Fritschmann, <i>National University</i>
	Jacquelyn Chovanes, <i>Shippensburg University</i>
Research	Jessica Toste, <i>University of Texas – Austin</i>
	Nathan Stevenson, <i>Kent State University</i>
Technology	Sarah McCarthy, <i>East Carolina University</i>
	Kathy Ewolt, <i>University of Texas – San Antonio</i>
Conference Committee	Maria Peterson-Ahmad, <i>Texas Woman's University</i>
	Vicki Luther, <i>Mercer University</i>

### *Editors*

Learning Disability Quarterly	Diane Pedrotty Bryant, <i>University of Texas at Austin</i>
Intervention in School and Clinic	Kyle Higgins and Randy Boone, <i>University of Nevada, Las Vegas</i>
LD Forum	Apryl Poch, <i>Duquesne University</i>

### *Other Positions*

Executive Director	Linda Nease, <i>CLD</i>
Archives	Meijia Liu, <i>University of Texas at Austin</i>

***Local Arrangements Committee Co-Chairs  
and Subcommittee Chairs***

Monica Brown, Chair, *University of Nevada – Las Vegas*  
 Stephanie Huff, *University of Nevada – Las Vegas (Publicity Chair)*  
 Robby Robinson, *University of Nevada – Las Vegas (Sponsorship Chair)*  
 Pricella Morris, *University of Nevada – Las Vegas (Volunteer Recruitment Co-Chair)*  
 Monique Matute-Chavarria, *New Mexico State University (Volunteer Recruitment Co-Chair)*  
 Aborishade Ayo, *University of Nevada – Las Vegas (Technology Co-Chair)*  
 Joseph Abueg, *University of Nevada – Las Vegas (Technology Co-Chair)*

***Conference Planning Subcommittee Co-Chairs***

Cristina Reding, *University of Nevada – Las Vegas (Publicity Chair)*  
 Randa Keeley, *Texas Woman's University (Sponsorship Co-Chair)*  
 Patricia Flint, *Texas Woman's University (Sponsorship Co-Chair)*  
 Lara Costa, *University of North Carolina – Chapel Hill (Conference Program Co-Chair)*  
 Vicki Luther, *Mercer University (Conference Program Co-Chair)*  
 Toni Franklin, *Columbus State University (Registration Co-Chair)*  
 Cynthia Massey, *Georgia Southern University (Registration Co-Chair)*  
 Amber Ray, *University of Hawai'i - Mānoa (Technology Chair)*

**Thank you to everyone who served on the  
Local Arrangements and Conference Planning Committees  
and Subcommittees**



# *Thank You*

COUNCIL FOR LEARNING DISABILITIES

## **Conference Sponsors:**

Hammill Institute

Hammill Foundation

CLD Past Presidents

Texas Woman's University

Winston Preparatory School

Aroma Retail, LLC

University of Houston- College of Education

Auburn University - Department of Special Education

Mercer University- Tift College of Education

University of North Texas -Educational Psychology Department

University of Nevada Las Vegas - College of Education

University of Nevada Las Vegas - Department of Early Childhood,  
Multilingual, and Special Education

## **Leadership Institute, Leadership Academy, and CLD Awards**

### ***CLD Leadership Institute***

The CLD Leadership Development Committee (LDC) is pleased to recognize its CLD Leadership Institute held on October 13, 2021 from 9:00 AM to 4:15 PM. The purpose of the Institute is to provide information about CLD, learning disabilities, and a host of other topics of interest to the participants. Doctoral students and early career faculty were eligible to attend to learn more about ways to become involved in CLD and to engage with other participants over the course of the day in round table and panel presentations.

Members of the Leadership Academy Cohort 10 helped to organize the day's events, which featured information from leaders in the field.

Topics included in the Institute were:

- Highlights of the field of learning disabilities and CLD
- Establishing a collaborative research agenda
- Effective online instruction
- Publishing with CLD

We look forward to working with many of these Institute participants on CLD committees during the 2021-2022 academic year.

### ***CLD Leadership Academy***

Each year, CLD selects a small cadre of distinguished educators to participate in the Leadership Academy. The Leadership Academy provides emerging leaders the opportunity to assume a leadership role on a local, state, and national level in service to students with learning disabilities and their families. Academy Leaders have the opportunity to network and receive mentoring from some of the most-highly regarded leaders in the field of learning disabilities. More information about the Leadership Academy may be found on the CLD website at [www.cldinternational.org](http://www.cldinternational.org).

## *Awards*

Each year, CLD recognizes educators who are outstanding teachers, professionals, and researchers. More information about each award may be found on the CLD website at [www.cldinternational.org](http://www.cldinternational.org).

### **CLD Outstanding Researcher**

In an effort to promote and acknowledge research, the Council for Learning Disabilities recognizes an outstanding researcher who submits a manuscript-length paper about learning disabilities that is based on a doctoral dissertation completed within the last five years. The recipient's paper may be submitted for possible publication in *Learning Disability Quarterly*.

### **Floyd G. Hudson Service Award**

The Floyd G. Hudson Service Award is presented by the Council for Learning Disabilities for outstanding performance and commitment by a professional who works in the field of learning disabilities in a role outside of the classroom. This CLD member, working in a leadership capacity, enhances the professional learning of others in the field and impacts the lives of persons with learning disabilities. This award is named in memory of Dr. Floyd G. Hudson, a professor at the University of Kansas, who was a leader in the early years of CLD. Floyd was instrumental in formulating early policy to drive federal and state initiatives in the area of learning disabilities.

### **Must Reads**

The Must Reads award is presented in acknowledgement of outstanding work published in CLD's two journals, *Learning Disability Quarterly* and *Intervention in School and Clinic*. In consultation with the editors of each journal, the Research Committee selects one article from each journal to receive this award.

### **CLD Outstanding Teacher of the Year**

Each year, the Council for Learning Disabilities recognizes outstanding teachers who are CLD members and who consistently provide quality instruction to students with learning disabilities. These teachers provide direct services to students. They are dedicated to implementing evidence-based instructional practices and collaborating with classroom teachers and other service providers to greatly improve the quality of education for all struggling learners.

*The J. Lee Wiederholt Distinguished Lecturer and the Floyd G. Hudson Service Award are named in honor of two individuals who were part of the CLD family and who contributed their time and talents to the organization for many years, as well as to the field of learning disabilities.*

## **J. Lee Wiederholt Distinguished Lecturer**



**Dr. J. Lee Wiederholt** was a founding member of the Council for Learning Disabilities and served as its president in 1980-1981. He was a widely published author and a leader in the field of special education and assessment, especially in the area of learning disabilities. He received his doctorate from Temple University in 1971. He was a special educator in the Philadelphia public schools, director of the Leadership Training Institute in Learning Disabilities at the University of Arizona, and department chairperson at the University of Texas at Austin. Dr. Wiederholt was the editor-in-chief of the *Journal of Learning Disabilities* for 10 years. Lee was senior vice president of PRO-ED, director and president of the Donald D. Hammill Foundation and director of the Hammill Institute on Disabilities.

## **Floyd G. Hudson Service Award**



**Dr. Floyd Hudson** was one of the early pioneers in the field of learning disabilities. After completing his doctoral training at the University of Kansas, he headed the faculty in Learning Disabilities that worked at Kansas University Medical Center and the University of Kansas. He was one of the early members and a president of the Council for Learning Disabilities in 1975. Before pursuing his doctoral degree, he was a special education teacher in Oklahoma. During the course of his career as a faculty member at the University of Kansas, he was the committee chair for close to 100 doctoral students. He was an early proponent of the importance of academic instruction (versus process training) for students with learning disabilities, and his former students spread his ideas across the United States.

**CLD 2022 Call for Proposals**  
*44th International Conference on Learning Disabilities*

October 20-21, 2022 in Richmond, Virginia

**PROPOSAL SUBMISSION OPENS:** December 2, 2021  
 (Full Call for Proposals will be available on CLD website on this date)

**DEADLINE FOR SUBMISSION:** February 15, 2022

The Council for Learning Disabilities' (CLD) 44th International Conference on Learning Disabilities will focus on the education of persons with learning disabilities (LD) from birth through adulthood. We encourage proposals that:

- address the construct of LD (including assessment for eligibility and classification);
- present primary research on LD (including intervention and assessment practices);
- describe secondary research on LD (including literature reviews and meta-analyses);
- translate research into evidence-based instructional strategies;
- examine the education of students with LD from diverse cultural and linguistic backgrounds;
- propose innovative ideas regarding intersectional variables impacting the outcomes of students with LD;
- consider the engagement of critical stakeholders in the education of students with LD (e.g., parents and families, general education teachers, paraeducators);
- pertain to policy at the local, state, and federal levels;
- address topics relevant to higher education (including teacher preparation, mentorship of pre-tenured faculty and graduate students, and research methodology); and/or
- explore positive behavior supports for individuals with LD

**CLD 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.



## Save the Date

### 44th INTERNATIONAL CONFERENCE ON LEARNING DISABILITIES

October 20<sup>th</sup> and 21<sup>st</sup>, 2022

*Richmond Marriott*

Richmond, VA



Visit our website for conference updates

**Follow** @CLDIntl on Twitter

**"Like"** CLD on  
Facebook

## Council for Learning Disabilities

### 2021 Annual Conference

### Conference-At-A-Glance

**Tuesday, October 12, 2021**

Executive Committee Meeting	<i>Las Vegas 1</i>
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**Wednesday, October 13, 2021**

Leadership Institute	<i>Jubilee</i>
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Board of Trustees Meeting	<i>Las Vegas 1</i>
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**Thursday, October 14, 2021**

7:30 – 5:00	Registration	<i>Jubilee Registration Desk</i>
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7:30 – 8:30	Coffee/Tea	<i>Jubilee Foyer</i>
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8:30 – 10:15	Opening Session	<i>Jubilee</i>
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8:30	Welcome	
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8:45	J. Lee Wiederholt Distinguished Lecture	
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*Dr. Diane P. Bryant*

9:45	Recognition: Leadership Institute	
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Awards: Teacher of the Year, Floyd G. Hudson, Outstanding

Researcher Award, Must Reads from *Learning Disability*

*Quarterly and Intervention in School and Clinic*

10:30 – 12:00	Concurrent Sessions	<i>Las Vegas 3-6</i>
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10:30 – 12:00	Past Presidents Meeting	<i>Las Vegas 2</i>
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12:00 – 12:45	Judy Voress Networking Luncheon <i>(Box lunch provided)</i>	<i>Jubilee</i>
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12:00 – 12:45	Standing Committee Meetings	<i>Las Vegas 1-2</i>
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12:30 – 1:30	Coffee/Tea	<i>Jubilee Foyer</i>
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1:00 – 2:30	Concurrent Sessions	<i>Las Vegas 3-6</i>
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1:00 – 2:30	Distinguished Lecture	<i>Las Vegas 2</i>
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2:45 – 4:15	Concurrent Sessions	<i>Las Vegas 3-6</i>
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2:45 – 4:15	Must Reads Winners from <i>Learning Disability Quarterly</i> and <i>Intervention in School and Clinic</i>	<i>Las Vegas 2</i>
2:45 – 4:15	Joint Opportunities for Discussion and Action	<i>Las Vegas 1</i>
4:30 – 6:00	Concurrent Sessions	<i>Las Vegas 3-6</i>
6:00 – 7:15	President's Reception <i>Recognition: Outgoing President, Board of Trustees, Leadership Academy, Local Arrangements Committee, Past Presidents</i>	<i>Jubilee</i>

### Friday, October 15, 2021

7:30 – 12:00	Registration	<i>Jubilee Registration Desk</i>
8:15 – 10:15	Coffee/Tea	<i>Jubilee Foyer</i>
8:30 – 9:30	Business Meeting	<i>Las Vegas 2 or via Zoom</i>
8:30 – 10:15	Continental Breakfast <ul style="list-style-type: none"> <li>• <i>Poster Session A (8:30-9:15)</i></li> <li>• <i>Poster Session B (9:30-10:15)</i></li> </ul>	<i>Jubilee</i>
10:30 – 12:00	Concurrent Sessions	<i>Las Vegas 3-6</i>
10:30 – 12:00	Joint Opportunities for Discussion and Action	<i>Las Vegas 1</i>
12:00 – 12:45	Lunch ( <i>Box lunch provided</i> )	<i>Jubilee</i>
12:00 – 12:45	Standing Committee Meetings	<i>Las Vegas 1-2</i>
12:30 – 1:30	Coffee/Tea	<i>Jubilee Foyer</i>
1:00 – 2:30	Concurrent Sessions	<i>Las Vegas 3-6</i>
2:45 – 4:15	Concurrent Sessions	<i>Las Vegas 3-6</i>

*Thursday*  
**Opening Session**  
**8:30 am – 10:15am**  
**Jubilee**

**Welcome by Dr. Joseph Morgan- CLD President**

**J. Lee Wiederholt Distinguished Lecture**



**Dr. Diane P. Bryant**

J. LEE WIEDERHOLT  
DISTINGUISHED LECTURE

EVIDENCE-BASED INTERVENTIONS FOR STUDENTS WITH  
MATHEMATICS DISABILITIES

Diane Pedrotty Bryant is a Professor in the Department of Special Education, University of Texas at Austin. She holds the Mollie Villeret Davis Professorship in Learning Disabilities and is the Project Director for the Mathematics and Science Institute for Students with Special Needs in The Meadows Center for Preventing Educational Risk. Currently, she is the Principal Investigator for Project AIM, an algebra readiness project, which is funded by the Institute of Education Sciences. She is the co-author of the *Texas Early Mathematics Inventories* and the *Early Numeracy Intervention* for students with mathematics difficulties. Dr. Bryant is the Editor-in-Chief of the *Learning Disability Quarterly*, has published numerous articles on instructional strategies and assistive technology for students with learning disabilities, and is the co-author of textbooks and educational tests.

# Recognitions and Awards



**Lenette Hillian-Sanders**

TEACHER OF THE YEAR AWARD  
VIRGINIA

BRIGHTON ELEMENTARY SCHOOL  
PORTSMOUTH, VA



**Kathleen Oviatt**

TEACHER OF THE YEAR AWARD  
COLORADO

ADAMS 12 SCHOOL DISTRICT  
THORNTON, CO



**Dr. Debi Gartland**

FLOYD G. HUDSON AWARD  
TOWSON UNIVERSITY



# Recognitions and Awards



**Dr. Kathy Ewoldt**  
OUTSTANDING RESEARCHERS  
AWARD  
UNIVERSITY OF TEXAS - SAN ANTONIO



**Dr. Robbie Marsh**  
MUST READ  
INTERVENTION IN SCHOOL AND CLINIC  
MERCER UNIVERSITY



**Dr. Kaitlyn Bundock**  
MUST READ  
LEARNING DISABILITY QUARTERLY  
UTAH STATE UNIVERSITY

## Recognitions

### *Leadership Institute*

COUNCIL FOR LEARNING DISABILITIES

Jessica Chan  
Heba Abdelnaby  
Anna Myers  
Jennifer Kong  
Laura Avery  
Steven Maddox  
Valentina Contesse

Amber DeBono  
Jasmine Begeske  
Michela Galante  
Danielle Feeney  
Galit Cohen  
Sarah Gorsky  
Courtney Toledo  
Sally Fluhler

### *Leadership Academy Cohort 10*

COUNCIL FOR LEARNING DISABILITIES

Anna Gibbs  
Rachel Donegan  
Rachel Juergensen  
Anna Macedonia  
Cynthia Massey  
Jennifer Smith

### *Leadership Academy Cohort 9*

COUNCIL FOR LEARNING DISABILITIES

Amber Ray  
Haerin Park  
Carlos Lavin  
Danielle Frith  
Christiana Nielsen  
Holly Johnson  
Leah Zimmerman

## *Thursday*

**10:30 am - 12:00 pm**

### **Past President's Meeting**

*LAS VEGAS 2*

### **Panels**

#### **Socio-Emotional Learning and Culturally-Responsive Teaching in Special Education Teacher Preparation**

*LAS VEGAS 3*

This presentation showcases the findings of the literature review that examined to emphasis on Socio-Emotional Learning (SEL) and Culturally-Responsive Teaching (CRT) in special education teacher preparation programs, the relationship between SEL and CRT, and the need for future research in this area.

**Lauren Fischbacher**

*California State University Los Angeles &  
University of California Los Angeles*

**Anna Osipova**

*California State University Los Angeles*

#### **Families' Beliefs of Cultural Considerations: A Delphi Study**

*LAS VEGAS 3*

Families from CLD backgrounds face many teacher candidates to parent engagement during the IEP process. Therefore, it is imperative that schools implement culturally responsive practices during the IEP process. This session will discuss findings from a Delphi study that may be implemented to mitigate barriers families from CLD backgrounds experience.

**Monique Matute-Chavarria**

*New Mexico State University*

**Pricella Morris**

*University of Nevada, Las Vegas*

#### **Inclusive Dual-Language Classrooms: Teaching Heritage Speakers with and without LDs**

*LAS VEGAS 3*

The presentation showcases the findings of the study that examined instructional, structural, and systemic challenges that educators encounter when teaching academically struggling Heritage Speakers in inclusive Dual-Language classrooms. The presentation discusses supports and training critical for teachers who work in such settings.

Instructional strategies and inclusive pedagogy approached are discussed.

**Veronica Pedroza**

*California State University Los Angeles &  
University of California Los Angeles*

**Anna Osipova**

*California State University, Los Angeles*

#### **Improving Instruction in Middle School Mathematics for Students Experiencing Difficulty**

*LAS VEGAS 4*

Success in algebra is necessary for long-term achievement. Unfortunately, many students in special education or experiencing difficulty lack the prerequisite skills to be successful in Algebra. This presentation will highlight the role data-based individualization (DBI) can play in improving instruction, and thereby supporting positive outcomes for students.

**Erica Lembke**

*University of Missouri*

### **Math Anxiety, Efficacy, and Values of Pre-service Special Education Teachers**

*LAS VEGAS 4*

This session shares results of a study that examined mathematics anxiety, mathematics teaching efficacy, and mathematics values among special education pre-service teachers (PSTs). Session participants will be able to describe the relationship between PSTs' math anxiety, values, and efficacy and discuss implications for teacher preparation programs in higher education.

**Jessica Rodrigues**

*University of Missouri*

### **Making Math Cool: Using Words to Combat Anxiety**

*LAS VEGAS 4*

Emerging research indicates that the context of math anxiety exists for students with LD and students at-risk for math difficulties (McCarthy, 2019). In conjunction with recent research on the effectiveness of a self-talk monitoring intervention for students with LD (Feeney, 2019), a contemporary framework is explored as potential future research.

**Sarah Vach**

*East Carolina University*

**Danielle Feeney**

*Ohio University*

## **Roundtables**

### **SOP Development: Helping Students with SLD Transition to Postsecondary Education**

*LAS VEGAS 5*

IDEA requires schools to provide a Summary of Performance (SOP) to students receiving special education services during their final year of high school with little guidance in what should be included. The authors propose recommendations for educators aimed at improving SOP development to enhance postsecondary outcomes for students with SLD.

**Julie Southward**

*University of North Texas at Dallas*

**Maryia Davis**

*Texas A&M at San Antonio*

### **Culturally Responsive Strategies to Support Students with Learning Disabilities: What Teachers Need to Know**

*LAS VEGAS 5*

This presentation will discuss data from a pilot study examining the use of a simulated learning environment combined with instructional coaching. From this data, strategies related to the implementation of effective culturally responsive pedagogy and high leverage practices for students with learning disabilities in the classroom will be addressed.

**Toni Franklin**

*Columbus State University*

**Maria Peterson-Ahmad**

*Texas Woman's University*

### **Strengths-Based Transition Planning for Students with Learning Disabilities**

*LAS VEGAS 5*

This presentation overviews the results and implications of a qualitative meta-synthesis on the transition perceptions of high school students with learning disabilities. Across 14 studies, reflecting the voices of 242 students, we identified themes related to college and career preparation, transition plans and meetings, self-determination, and social support.

**Kristopher Yeager**

*University of Texas at El Paso*

**Joseph Morgan**

*University of Nevada, Las Vegas*

### **Never, Never, Never Give Up: Suicide, Adolescents and Learning Disabilities**

*LAS VEGAS 5*

Adolescents with learning disabilities are at risk for suicide but are often overlooked in research. Presenters identify risk and protective factors and how they appear in this group. Mitigation of risk factors, promotion of preventative factors and treatment can save lives.

**Anne Papalia**

*Shippensburg University*

**Jean Papalia**

*Safe Communities, Madison, WI*

## **Equitable Mathematics Instruction for Students with Learning Difficulties/Disabilities**

*LAS VEGAS 6*

This study investigated preservice teachers' mathematics teaching approaches to students with special needs. The two-year long qualitative study analyzed preservice teachers' planned and perceived practice. Results indicate a growth in attending to student's needs and responsiveness but showed somewhat unbalanced lesson modifications and missing links between planned and perceived practice.

**Hea-Jin Lee**

**Leah Herner-Patnode**

*The Ohio State University at Lima*

## **An Examination of the Promise of STEM Integrative Lessons in Classroom Setting**

*LAS VEGAS 6*

The current study aims to develop, implement, and evaluate a STEM intervention program for middle school students with LD to examine its promises of (a) effectiveness for improving student performance and motivation and of (b) feasibility to be used in K-12 classroom settings.

**Jiwon Hwang**

*California State University Los Angeles*

**Sam Choo**

*University of Oregon*

## **Opportunities for Sensemaking in Science for Students with Learning Disabilities**

*LAS VEGAS 6*

This session will present results, findings, and implications from a mixed methods study investigating the opportunities students with learning disabilities and students with learning difficulties receive for sensemaking in inclusive middle school science classrooms and how teachers' beliefs may impact these opportunities.

**Rachel Juergensen**

*University of Missouri*

**1:00 pm - 2:30 pm**

## **Panels**

### **Early Literacy Instruction for Children at Risk for Reading Disabilities**

*LAS VEGAS 3*

Early readers need to develop decoding and oral language skills. Panelists will present results from a series of intervention studies and a meta-analysis exploring effective reading interventions for children with or at risk for reading disabilities. Recommendations for implementation of classroom practices will be discussed.

**Deborah Reed**

*Iowa Reading Research Center*

*University of Iowa*

**Anna Gibbs**

*Iowa Reading Research Center*

*University of Iowa*

**Valentina Contesse**

*University of Florida Literacy Institute*

*University of Florida*

### **Reading Comprehension, Learning Disabilities, and Cultural Intersections: A Systematic Review**

*LAS VEGAS 3*

The purpose of this synthesis was to determine how culture is identified and discussed within reading comprehension intervention research for students with LD between 2010-2019. Findings from 36 studies revealed some culturally responsive practices were present, but not deliberately planned for, nor was data analysis disaggregated by cultural groups.

**Amy Kunkel**

*University of Minnesota*

**Jerae Kelly**

*University of Maryland, College Park*

**Alexcia Moore**

*Auburn University*

**Lydia Gerzel-Short**

*Northern Illinois University*

**Soyoung Park**

*University of Texas*



### **Teaching Writing using SRSD to Secondary Students with Learning Disabilities**

*LAS VEGAS 4*

Implementing effective writing instruction at the secondary level is crucial to prepare students to meet college level expectations. This session will present writing intervention research that used self-regulated strategy development with middle and high school students with and at-risk for learning disabilities to illuminate effective writing strategies for secondary students.

**Amber Ray**

*University of Illinois at Urbana-Champaign*

### **Developments in Writing Research for Students with Learning Disabilities**

*LAS VEGAS 4*

Researchers present novel writing research for students with LD. Study 1 is an observation study contrasting the writing instruction of special educators and general educators. Study 2 presents associations between handwriting and writing quality. Study 3 is a meta-analysis of associations between executive function and writing for students with LD.

**Stephen Ciullo**

*Texas State University*

**Alyson Collins**

*Texas State University*

**Steve Graham**

*Arizona State University*

**Michael Hebert**

*University of Nebraska*

**Derek Rodgers**

*University of Nebraska*

### **Comparing Vocabulary Technology Interventions for Students with and Without Disabilities**

*LAS VEGAS 4*

As instructional technology is commonplace in current K-12 education classrooms, research that evaluates products on the basis of learning outcomes for students with special needs is imperative. The purpose of this study was to compare the effects of two types of instructional technologies. Results showed significant findings in favor of both technology-based vocabulary interventions. Additional results and implications for practice will be discussed.

**Sean McDonald**

**Michael Kennedy**

*University of Virginia*

## **Roundtables**

### **Writing Instruction via a Technology-Based Graphic Organizer**

*LAS VEGAS 5*

This presentation will share the results from a series of studies on the use of a TBGO with embedded video models for persuasive essay writing. Students with high-incidence disabilities demonstrated improvements in their final products. Teachers' implementation of a TBGO and how it drives students' writing outcomes will be discussed.

**Roba Hrisseh**

**Reagan Murnan**

**Reagan Mergen**

**Amy Cristy-Davila**

**Anya Evmenova**

**Kelley Regan**

**Amy Hutchison**

*George Mason University*

**Supporting Teacher Candidates'  
Implementation of HLPs through Scaffolded  
Practice-Based Opportunities: Examples  
from Our Work**

*LAS VEGAS 5*

In this session, presenters will highlight their work integrating CEC's high-leverage practices (HLPs) into special education coursework and related field placements. Emphasis is placed on supporting understanding and implementation of HLPs through scaffolded opportunities for practice. Activities, assignments, and assessments will be shared and next steps considered.

**Rebecca Shankland**

*Appalachian State University*

**Jennifer White**

*University of Arizona*

**Maria Peterson-Ahmad**

*Texas Woman's University*

**Integrating High Leverage and Evidence-  
Based Practices into Science Instruction**

*LAS VEGAS 5*

Students with learning disabilities have significantly lower achievement in science than their counterparts without disabilities. Integrating high-leverage practices with evidence-based interventions for effective science instruction helps promote learning outcomes. This session presents high-leverage and evidence-based practices for effective science instruction.

**Yun-Ju Hsiao**

*Washington State University Tri-Cities*

**Lydia Gerzel-Short**

*Northern Illinois University*

**Kate Hovey**

*Western Oregon University*

**Jerae Kelly**

*University of Maryland, College Park*

**Rhonda Miller**

*Coastal Carolina University*

**Enhancing Self-Determination Skills for  
Students with Learning Disabilities and Co-  
Occurring Emotional Behavioral Disorders**

*LAS VEGAS 6*

Students with learning disabilities (LD) and concomitant emotional and behavioral disorders (EBD) experience worse outcomes than those 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 LD/EBD.

**Katelyn Zirkus**

*Northern Arizona University*

**Joseph Morgan**

*University of Nevada, Las Vegas*

**In Light of Endrew F. Recent Specific  
Learning Disabilities Cases**

*LAS VEGAS 6*

Examines the recent district and circuit case law, which apply the four-part Endrew F. standard (Marsico, 2019) and equally important Rowley standard to Individualized Education Plans (IEP) for students with learning disabilities. Participants will be able to examine their professional practices to develop and implement legally sound IEPs.

**Cynthia Dieterich**

*Baldwin Wallace University*

**Kathy Ewoldt**

*University of Texas at San Antonio*

**Will the 117th Congress Favor Individuals  
With Learning Disabilities?**

*LAS VEGAS 6*

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 about 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 &*

*Institute on Executive Functioning*

*Thursday*

**2:45 pm - 4:15 pm**

**2021 Outstanding Researcher Award and Must Reads**  
*LAS VEGAS 2*



**Kathy Ewoldt**  
*Outstanding Researcher Award*

**Reverse Engineering an Expository Paragraph for Students with Learning Disabilities**

Principles of reverse engineering were applied to expository paragraph writing instruction in three middle-school resource classrooms. Teachers used explicit instruction and graphic organizers to model prewriting and drafting. The presentation will discuss findings and self-regulated strategy development.

**Kathy Ewoldt**, *University of Texas at San Antonio*



**Robbie Marsh**  
*Must Read: Intervention in School and Clinic*

**Mental Health in Schools: Service Provision and Multi-tiered Systems of Support**

Integrating mental health services in school can positively impact student outcomes. This presentation outlines how multi-tiered systems of support can provide all students with these services through school-based personnel collaboration.

**Robbie Marsh**, *Mercer University*, **Sarup R. Mathur**, *Arizona State University*

Marsh, R. J., & Mathur, S. R. (2020). Mental health in schools: An overview of multitiered systems of support. *Intervention in School and Clinic*, 56(2), 67-73.

<https://doi.org/10.1177/1053451220914896>

*Thursday*  
**2:45 pm - 4:15 pm**



**Kaitlin Bundock**

***Must Read: Learning Disability Quarterly***

**Teaching Rate of Change to Secondary Students with High-Incidence Disabilities**

This study investigated the effects of a Concrete-Representational-Abstract sequence and problem-solving heuristic on students' rate of change word problem performance. All participants improved and maintained their mathematics scores following intervention.

**Kaitlin Bundock**, *Utah State University*

Bundock, K., Hawken, L. S., Kiuhara, S. A., O'Keeffe, B. V., O'Neill, R. E., & Cummings, M. B. (2021). Teaching rate of change and problem solving to high school students with high incidence disabilities at tier 3. *Learning Disability Quarterly*, 44(1), 35–49. <https://doi.org/10.1177/0731948719887341>

## Panels

**The Implications and Expectations of the IEP Team According to Federal Regulations**

*LAS VEGAS 3*

This session will highlight the implications and expectations of the IEP Team when considering federal mandates in IDEA. This session will highlight the team expectations when considering zero reject, inclusive practices, certification changes, procedural due process and parental involvement. Best practices for team meetings and communication will also be shared.

**Matthew Erickson**

*Slippery Rock University*

**Justin Karam**

*Slippery Rock University*

**Virtual Practice-Based Approaches for Teaching Students with High Incidence Disabilities**

*LAS VEGAS 3*

Maintaining High Leverage Practices for instructing students with disabilities in the online environment in response to the COVID pandemic has created unique challenges and fostered instructional innovations. A comprehensive study was conducted to identify effective practice-based approaches in virtual settings for teaching students with high incidence disabilities being utilized in teacher preparation programs.

**Germaine Koziarski**

*Arizona State University*

**Robby Robinson**

*University of Las Vegas*

**Amy Colpo**

*American Institute of Research*

**Examining Technology Delivered Math Program Use in Distance Learning Environments**

*LAS VEGAS 4*

In the current study, we examined NumberShire use in the context a pilot study of the NumberShire Integrated Tutors System that was interrupted by COVID-19 school closures in 2020. The NumberShire Integrated Tutor System includes a math game for first-grade students and teacher dashboard with sophisticated reporting features and resources.

**Sam Choo**

*University of Oregon*

**A Multimedia Observation and Coaching Platform for Teachers and Administrators**

*LAS VEGAS 4*

In this session, the presenters introduce the COACHED web app for conducting observations, reflecting, delivering feedback, and receiving on-demand PD. Developed as part of an OSEP-funded Stepping Up Technology grant, COACHED helps build observer knowledge and competence, and saves time through delivery of automatically generated feedback tied to observed practices.

**Michael Kennedy**

*University of Virginia*

**Rachel Kunemind**

*University of Virginia*

**Joint Opportunities for Discussion and Action**

*Las Vegas 1*

**Conceptualizing the Council for Learning Disabilities of Tomorrow – Strategic Planning and Goal Setting**

*LAS VEGAS 1*

The Board of Trustees of the Council for Learning Disabilities will be engaging in strategic planning throughout the 2021-2022 academic year, and we would love to hear your input! This discussion session will focus on leveraging the assets and resources of the CLD of today to plan for the CLD of tomorrow. Participants will share their thoughts about the values CLD should hold and the work we should engage with to plan to support diverse learners with LD, their families, and their school communities.

**Culturally Sustaining Practices and Pedagogies for Diverse Students with Learning Disabilities: Interventions and Instruction Research and Implementation**

*LAS VEGAS 1*

Finding ways to support the academic, behavioral, and social-emotional outcomes of students with learning disabilities through the integration of culturally sustaining practices that build on the assets of diverse students and their families is critical to an increasingly diverse student population. This session will focus on considerations of diverse students with LD in the design of intervention and instructional research, implementation of culturally sustaining practices in classroom environments, and opportunities for further research to best support integration of these practices into instructional environments for students with LD.

## **Culturally Sustaining Practices and Pedagogies for Diverse Students with Learning Disabilities: Teacher Education, Professional Development, and Educational Policy**

### *LAS VEGAS 1*

Paired with the design of interventions and instruction that integrates culturally sustaining practices and pedagogies is the need to ensure that (a) the teacher pipeline is representative and reflective of the diverse student populations that are served, (b) teacher education and professional development are designed to ensure that practitioners are prepared to implement culturally sustaining practices, and (c) that educational policy considers the needs of diverse students with LD. This session will focus on ideas for diversifying the teacher pipeline and ensuring that teacher candidates have the knowledge, skills, and dispositions to integrate culturally sustaining practices.

## **2:45 pm - 4:15 pm Roundtables**

### **Teacher Efficacy: Interactive Online Learning for Students with Learning Disabilities**

#### *LAS VEGAS 5*

This study will highlight the importance of instructional technology training as a means of effective teacher preparation. The changes in self-efficacy of preservice teachers in providing online lessons to a student with learning disability will be measured before and after they implement technology in their lessons.

**Okyoung Lim**

*Marian University*

### **Professional Development for Teachers of Students with Math Learning Disabilities**

#### *LAS VEGAS 5*

Math teachers need to be competent in utilizing and developing evidence-based strategies to support students with math difficulties. In this presentation, researchers will explore literature on supporting in-service teachers in continuing to implement evidence-based practices in math and findings from their recent study of a summer professional development.

**Samantha Bos**

*University of Texas at Austin*

**Heather Haynes Smith**

*Trinity University*

### **Investigating the Effects of Evidence-Based Practices on Word Problem Situations**

#### *LAS VEGAS 6*

The purpose of this session is to demonstrate several evidence-based practices to improve problem-solving skills and multi-digit computation. The effects of research to investigate evidence-based practices (e.g., explicit instruction, cognitive strategies, schematic diagrams, and a graduated lesson sequence) on common word problem situations and computation with regrouping will be discussed.

**Bradley Kaffar**

*St. Cloud State University*

### **Connecting Classroom Management, Executive Function Skill Training and HLPs**

*LAS VEGAS 6*

This presentation describes a new instructional approach for teacher preparation and professional development. This approach combines best practice in classroom management with consideration of students' executive function growth and the teacher's use of HLP's. Practical suggestions for explicitly teaching P-12 students to self-regulate will be explained.

**Valerie Sharpe**

*Institute on Executive Functioning*

**Roberta Strosnider**

*Towson University and Institute on Executive Functioning*

**Debi Gartland**

*Towson University*

### **Using Thinking Maps as a Behavior Management Tool**

*LAS VEGAS 6*

Thinking Maps is an academic tool that allows students to organize information in a way that supports cognitive processes. Thinking Maps can provide students with academic as well as behavioral support. Providing visual models can promote independence and minimal guidance when students use Thinking Maps.

**Leah Harris**

**Shannon Sparks**

**Debra Cote**

*California State University, Fullerton*

*Thursday*

**4:30 pm – 6:00 pm**

### **Panels**

#### **Additive Reasoning Intervention for Second Grade Students Served in MTSS**

*LAS VEGAS 3*

The presentation will discuss an MTSS tier two intervention for second graders at-risk for learning disabilities. Researchers demonstrated a functional relation between a brief intervention and students' conceptual understanding of numbers and addition. Attendees will learn about the intervention components and how to implement similar tasks in practical settings.

**Margaret Flores**

*Auburn University*

**Kelly Brumbeloe Schweck**

*Auburn University*

#### **Using the CRA Sequence to Teach Multiplication from Elementary to High School**

*LAS VEGAS 3*

This session will provide a description of intervention research related to the development of multiplicative reasoning skills of students with disabilities from elementary to high school. This session will describe the implementation of the concrete-representational-abstract sequence (CRA) to improve multiplicative skills and make connections between evidence-based practices and classroom implementation.

**Alexcia Moore**

*Auburn University*

**Margaret Flores**

*Auburn University*

### **The Efficacy of Rational Number Interventions for Students with MD**

*LAS VEGAS 3*

A meta-analysis of studies for rational number interventions ( $n = 27$ ) was conducted to (a) describe the instructional focus, (b) determine the omnibus effect size, (c) identify possible moderators. The overall effect size was large ( $g = 0.83$ ), with a majority of the interventions focused on fraction magnitude and arithmetic.

**Megan Rojo**

**Jenna Gersib**

**Diane Bryant**

*University of Texas at Austin*

### **Teacher Perceptions of School Facilitation of Student and Parent Involvement in IEP Planning**

*LAS VEGAS 4*

Student involvement in IEPs is linked to improved school outcomes. This study examined teacher perceptions of student involvement. Rasch measure scores identified teacher agreement with survey items related to IEP compliance for student involvement and disagreement with items related to student choice and class supports. Implications for practice are provided.

**Wendy Cavendish**

**Meaghan Chaplin**

*University of Mia*

## *Thursday* **4:30 pm – 6:00 pm** **Roundtables**

### **The POWER of Writing**

*LAS VEGAS 5*

Common Core State Standards (CCSS) require that students in K-12 classrooms gain mastery in writing skills. This session includes a discussion of evidence-based writing interventions and demonstration of the Self-Regulated Strategy Development (SRSD) model of writing instruction including a sentence writing strategy that employs color and low-tech tools as a powerful tool to support memory.

**Gary Hoag**

*SkillsSmith*

### **Beyond Difference: Recognizing Deficit Narratives in Teacher Preparation Programs and Moving Past It**

*LAS VEGAS 5*

We examine results of a qualitative project where teacher candidates wrote journals to reflect on their understanding about race and power as the first step to a culturally sustaining classroom, and how these impacted their teaching.

**Carlos Lavin**

*College of Charleston*

### **Innovative Practice Opportunities to Better Prepare Special Education Teacher Candidates.**

*LAS VEGAS 5*

Improved teacher education can improve instruction and ultimately student outcomes for students with or at-risk for learning disabilities. This session will highlight efforts by teacher educators from two institutions to provide high-quality, coursework-aligned practice opportunities to special education teacher candidates in teacher preparation programs.

**Anna Myers**

*University of Virginia*

**Valentina Contesse**

*University of Florida*



### **Leveraging Motivation Theory to Support Students with Learning Disabilities**

*LAS VEGAS 5*

In this overview of research on motivation among students with LD, we focus on three perspectives: goal orientation theory, self-determination theory, and expectancy-value theory. In addition to practical applications, we will provide recommendations for motivation research that is sensitive to the specific strengths and challenges of students with LD.

**Rebecca Louick**

*St. John's University*

### **Technical Features of CBM Slopes for Eighth Grade Writers**

*LAS VEGAS 6*

This study examined reliability, stability, and sensitivity of slopes produced from weekly curriculum-based measurement of writing (CBM-W) data. Eighty-nine 8th grade students responded to weekly CBM prompts which were scored for the number of words written, words spelled correctly, correct word sequences, and correct minus incorrect word sequences.

**John Romig**

*University of Texas at Arlington*

**Jacqueline Chovanes**

*Shippensburg University*

### **Can Computer-Based Assessments Describe Abilities of Students with Reading LD?**

*LAS VEGAS 6*

With the increase of computer-based systems to assess students, it is critically important to examine the effect that this method of delivery may have on students with reading LD and their teachers using this data to plan instruction to meet their students' varying needs. Attendees will discuss this issue and brainstorm on how educators can help students perform better on technology-based testing.

**Beverly Weiser**

*Beverly Weiser Educational Consulting, LLC*

## *Thank You*

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University of Nevada Las Vegas - Department of Early Childhood,  
Multilingual, and Special Education

*Friday*  
**8:30 am – 10:15 am**

**Breakfast and Interactive Poster Presentations**  
*Jubilee*

**Session A**  
**8:30 am – 9:15 am**

1. **Improving the Social Learning Environment in Higher Education STEM Courses**  
 Monica Martens, *University of Houston*  
 Jacqueline Hawkins, *University of Houston*
2. **Literacy Interventions for Spanish-English Dual Language Learners: A Literature Review**  
 Catherine Lynch, *Texas Woman's University*
3. **Tier 1 Reading Instruction: State-Level Guidance and Current Practices**  
 Shawn Kent, *University of Houston*
4. **Impact of COVID-19 on Policies Affecting Students with Learning Disabilities**  
 Roberta Strosnider, *Towson University and Institute on Executive Functioning*  
 Debi Gartland, *Towson University*
5. **The Impact of a Whole Number Intervention by Group Size**  
 Ben Clarke, *University of Oregon*  
 Chris Doabler, *University of Texas at Austin*  
 Jessica Turtura, *University of Oregon*  
 Derek Kosty, *Oregon Research Institute*
6. **Are Students with Mathematics Learning Disabilities Receiving FAPE?: Insights from a Descriptive Review of Individualized Education Programs**  
 Brittany Hott, *University of Oklahoma*
7. **Improving inferential comprehension skills through strategic instruction in inclusive environments**  
 Nanette Fritschmann, *National University*
8. **Smartpens and Students with Learning Disabilities**  
 Joseph Boyle, *Temple University*
9. **Flip your Classroom and Support Your Students with Learning Disabilities**  
 Cynthia Massey, *Georgia Southern University*

10. **Word Problem-Solving Interventions for English Learners with Mathematics Difficulties**  
Sara Gorsky, *University of Texas at Austin*  
Diane P. Bryant, *University of Texas at Austin*
11. **Elementary Tier 1 Practices in an Integrated MTSS: Connecting UDL**  
Elizabeth Thomas, *University of Missouri*
12. **Resolving Commas Confusion**  
Joseph Fisher, *Grand Valley State University*
13. **Using Single Case Experimental Design to Evaluate Basic Reading Interventions**  
Jocelyn Washburn, *University of Kansas Center for Research on Learning*  
Sheri Berkeley, *George Mason University*  
Michael Hock *University of Kansas Center for Research on Learning*
14. **Happiness in a Warm Puppy: Animal Assisted Therapy in Inclusive Classroom Settings**  
Anne Papalia, *Shippensburg University*  
Kathy Ewoldt, *University of Texas – San Antonio*
15. **Thirty Years of Basic Reading Interventions for Older LD Students**  
Karen Omohundro, *George Mason University*  
Sheri Berkeley, *George Mason University*
16. **We Want YOU! To Be a Special Educator**  
Glenna Billingsley, *Texas State University*  
Cathy Thomas, *Texas State University*
17. **Intro to Virtual Reality in Teaching Chemistry for High School Students with LD**  
Sungwook Hong, *California State University – Bakersfield*  
Jiwon Hwang, *California State University – Bakersfield*
18. **Succeeding Against the Odds**  
Miriam White, *Bemidji State University*
19. **A Meta-Analysis of Word-Problem-Solving Interventions for Elementary Students with Learning Disabilities**  
Jennifer Kong, *Chapman University*
20. **What Works in Secondary CBM: A Review of the Literature**  
Christopher Claude, *George Mason University*  
Frederick Brigham, *George Mason University*
21. **Making Triennial Evaluations Meaningful and Useful**  
Frederick Brigham, *George Mason University*

- 22. **Special Educator Teacher Candidate Preparation in Writing: An Exploration**  
Katie Miller, *Florida Atlantic International*
- 23. **The HILL Solution to MTSS Implementation**  
Cynthia McGurl, *HILL for Literacy*  
Darci Burns, *HILL for Literacy*  
Kaitlyn Leonard, *HILL for Literacy*

## **Business Meeting**

**8:30 – 9:30**

***Las Vegas 2 or via Zoom***

Meeting ID: 830 9856 2952

Passcode: cld2021

## **Session B**

**9:30 am – 10:15 am**

- 1. **E-books for students with Learning Disabilities (LD)**  
Sung Hee Lee, *California State University- Fullerton*,
- 2. **What Teachers Need to Know about Mexican-Origin Students with Learning Disabilities**  
Gloria A. Carcoba Falomir, *University of Nevada- Las Vegas*
- 3. **Successfully Applying Executive Function Skills in School and Everyday Life**  
Andrea Anglin-Alonso *Montgomery County Public Schools (Maryland)*  
Elizabeth Halici, *Montgomery County Public Schools (Maryland)*
- 4. **One Size fits all?: Celebrating the Differences in all Learners**  
Karen Webster *California State University – Stanislaus*  
Brittany Desnoyer, *California State University – Stanislaus*
- 5. **Breaking barriers to co-teaching mathematics: You can count on it!**  
Jacqueline Hawkins, *University of Houston*
- 6. **A Framework for Integrating Academic and Transition Instruction**  
Cari Dunn, *Auburn University*

7. **A Virtual Community of Practice to Support Virtual Coaching with SIM Interventions**  
Jocelyn Washburn *University of Kansas Center for Research on Learning*  
Suzanne Myers, *University of Kansas Center for Research on Learning*
8. **Are High School Students with Disabilities Prepared for STEM-Related Careers?**  
Steven Maddox, *University of Texas- Austin*
9. **Profiling achievement goal of middle school students at risk for learning using Diagnostic Classification Model**  
Jiyung Hwang, *University of Missouri*  
Jiwon Hwang, *California State University - Los Angeles*
10. **Supporting Multilingual Learners with Learning Disabilities in Science**  
Suheyla Sarisahin, *University of Nevada Las Vegas*  
Tracy Spies, *University of Nevada Las Vegas*
11. **Instructional Support for Students with Disabilities in Virtual Settings**  
Rachel Juergensen, *University of Missouri*  
Cassandra Smith, *University of Missouri*
12. **Special Educator Roles in Multi-Tiered Systems of Support**  
Lydia Sollenberger, *University of Colorado - Boulder*
13. **Recruitment and Beyond: Strategies for Getting and Keeping Highly Qualified Special Educators**  
Brittany Desnoyer, *California State University- Stanislaus*
14. **Executive Function in Twice Exceptional Learners: A Systematic Review**  
Kristen Job, *University of Nebraska- Lincoln*
15. **Autonomy Supportive Teaching Behaviors: Perception of Special and General Education Teachers**  
Fatmana Deniz, *University of Nevada Las Vegas*
16. **Cross-Linguistic English Reading Predictors for Spanish-Speaking Kindergarteners: A Literature Review**  
Michela Galante, *University of Miami*  
Mary Beth Calhoon, *University of Miami*  
Galit Cohen, *University of Miami*
17. **Preparing Pre-Service Special Education Teachers for Beyond the School Day**  
Jennifer Smith, *Purdue University*  
Jasmine Begeske, *Purdue University*
18. **Accommodations in Mathematics: Through the Lens of Responsive Teaching**  
Leah Herner-Patnode, *Ohio State University*  
Hea-Jin Lee, *Ohio State University*

19. **Effectiveness of Video Modeling for Teaching Daily Living Skills**  
Emmanuel Sefah, *Texas Woman's University*
20. **Sexual Education: A Necessity, Not a Luxury**  
Elizabeth Wray, *Reside Residential Care of Washington*  
Elizabeth Tice, *Reside Residential Care of Washington*  
Ashley Scott, *Reside Residential Care of Washington*
21. **It Starts with Coherence: Book Study for Professional Learning**  
Kathleen Pfannestiel, *American Institutes for Research*
22. **Teaching Culturally Diverse Learners: Teacher Candidates' Self Assessment of Preparedness**  
Amy Kunkel, *University of Minnesota*  
Kathy Seifert, *University of Minnesota*
23. **An Observation Study of Writing in Middle School Content Classes**  
Sheri Berkeley, *George Mason University*  
Allison Collins, *Texas State University*  
Linda Mason, *George Mason University*  
Stephen Ciullo, *Texas State University*  
Jenna Basile, *George Mason University*
24. ***How does Special Education fit into MTSS in Elementary Schools?***  
Elizabeth Thomas, *University of Missouri*  
Jiyung Hwang, *University of Missouri*  
Heather Smith, *University of Missouri*
25. **A Review of International Perspectives on Teachers and Learning Disabilities**  
Alex Faucheux, *University of Nevada – Las Vegas*  
Jenna Weglarz-Ward, *University of Nevada – Las Vegas*
26. **Champions for Teens: Advocating for Adolescents Using Possible Selves**  
Christina Helfrick, *Donegal School District (Pennsylvania)*  
Tonya Eberhart, *University of Kansas Center for Research on Learning*  
Michael Hock, *University of Kansas Center for Research on Learning*
27. **Self-Monitoring of Positive Self-Talk: Increasing Students' Behavioral and Academic Outcomes**  
Danielle Feeney, *Ohio University*
28. **What Do High School Students Know About Writing?: A Snapshot**  
Apryl Poch, *University of Nebraska - Omaha*  
Brandon Conaway, *Duquesne University*

*Friday*

**10:30 am -12:00 pm**

**Panels**

**Transition Perceptions of Students with Learning Disabilities: A Qualitative Metasynthesis**

*LAS VEGAS 3*

This presentation overviews the results and implications of a qualitative metasynthesis on the transition perceptions of high school students with learning disabilities. Across 14 studies, reflecting the voices of 242 students, we identified themes related to college and career preparation, transition plans and meetings, self-determination, and social support.

**Kristopher Yeager**

*University of Texas, El Paso*

**Joseph Morgan**

*University of Nevada, Las Vegas*

**The State of Special Education Competencies Required for General Education Teacher Certification**

*LAS VEGAS 3*

State standards for elementary general education teacher certification for 50 US states were evaluated using the CEC's Standards for Initial Special Education Teacher Certification to determine whether competencies relevant to instructing students with disabilities are required for general educators. Results show significant overlap with respect to learner development, language and cultural considerations, but critical omissions of EBPs, explicit instruction, assistive technology and transition.

**Jacquelyn Chovanes**

*Shippensburg University*

**Emily Sharp**

*Colonial Intermediate Unit 20: Lehigh University*

**Utilizing Vocational Rehabilitation to Support Transition for Students with LD**

*LAS VEGAS 3*

Special education teachers in the US should consider working with Vocational Rehabilitation (VR) personnel to help students with LD achieve their post-school employment goals. This presentation describes VR service mandates, identifies barriers to collaboration, and provides recommendations for special education teachers to build relationships with VR personnel.

**Andrew Scheef**

*University of Idaho*

**Dyslexia/Neurodiversity Pre-Service Teacher Training in the Educational Specialist Credential Program**

*LAS VEGAS 4*

The presentation showcases the findings of the pilot study that evaluated beginning special education credential candidates' knowledge and skills in the area of effectively supporting and teaching diverse learners with dyslexia. The presentation discusses supports and training critical for teacher preparation, as well as research-based strategies and inclusive pedagogy approaches.

**Anna Osipova**

**Carina Quan**

**Maya Evashkovsky**

**Karolyn Maurer**

*California State University, Los Angeles*

## **A Nationwide Survey on Parent Perspectives of the Dyslexia Diagnosis Process**

*LAS VEGAS 4*

Difficulty learning to read presents many struggles for children and their families. The purpose of this session is to share multidisciplinary, quantitative and qualitative analysis of parent perspectives on dyslexia diagnosis processes. A total of 659 parents shared ongoing needs for advocacy, support, and interventions for a child with dyslexia.

**Michelle Simmons**

**Mikyung Shin**

*West Texas A&M University*

*Friday*

**10:30 am – 12:00 pm**

## **Joint Opportunities for Discussion and Action**

*Las Vegas 1*

### **Closing the Research-to-Practice Gap: Implementation Science Considerations for Evidence-based Practices to Support Students with Learning Disabilities**

*LAS VEGAS 1*

Ensuring that special education professionals can implement evidence-based practices to support the outcomes of diverse students with learning disabilities is critical for ensuring that instruction provided has the highest opportunity of positively impacting learning in classroom environments. Additionally, ensuring that the design of interventions and instruction considers the practical application of learning techniques is critical for researchers to be sure that interventions and instruction designed can be used in the classroom. This discussion session will focus on ideas for ensuring that teachers and schools have access to evidence-based practices through training and professional development and to ensure that university and policy leaders are considering the practical application of their work in the classroom

### **Tiered Instructional Interventions and Data-driven Instructional Decision Making to Support Academic Outcomes of Students with Learning Disabilities**

*LAS VEGAS 1*

Using data to drive individualized instruction needs for diverse students with learning disabilities is critical to ensure increased access to the general education curriculum as well as to ensure that students with LD are mastering academic content at rigorous levels. This discussion session will focus on ways to support educators in engaging in the data-based decision-making process, the design and implementation of interventions that considers the individualized needs of diverse students with LD, and considerations for opportunities within scholarship and teacher education to reconceptualize how we might provide more individualized learning to support students with LD in inclusive environments.



## **Social Emotional and Behavioral Supports for Students with Learning Disabilities in Inclusive Educational Environments**

### *LAS VEGAS 5*

Ensuring the social-emotional and behavioral well-being of diverse students in public school settings is critical for their academic and postsecondary success. However, consideration of these critical skills often is secondary to academic instruction and a focus on college- and career-readiness even though many of these critical social emotional and behavioral skills are necessary prior to implementation of successful academic instruction. This session will focus on developing innovative ideas for how to best support the social emotional and behavioral needs of diverse students with learning disabilities through culturally sustaining practices, as well as the design of research and teacher education to support a broader understanding of how to integrate these skills with academic outcomes.

*Friday*

**10:30 am – 12:00 pm**

## **Roundtables**

### **Colors or Shapes? Graphic Organizer Designs and Paragraph Writing Skills**

#### *LAS VEGAS 5*

Using a multiple baselines component analysis, we explore how shape and color in graphic organizer designs impact expository paragraph writing skills of fourth-grade students with Learning Disabilities (LD). This study builds on earlier research of reverse engineering paragraph writing skills. Results and implications for instruction will be discussed.

**Kathy Ewoldt**

**Suzanne Byrne**

*University of Texas, San Antonio*

### **Secondary Teachers' Perceptions of Writing Tasks and Evaluation Practices**

#### *LAS VEGAS 5*

This mixed methods research study explored the perceptions, knowledge, and behaviors of secondary special education teachers when evaluating students' writing. Writing evaluation is an often-cited area of need for teachers. Results will explore (1) current teaching practices and (2) practical suggestions for supporting teachers' knowledge of evaluation.

**April Whitehurst**

*Carolina University*

**Kathy B. Ewoldt**

*University of Texas, San Antonio*

**Social Emotional Learning in the Inclusive Classroom: Supporting a Universal Urgency**

*LAS VEGAS 5*

This session provides an understanding of the importance of implementation of Social Emotional Learning facilitated through Universal Design for Learning. The basis of equitable learning environments designed to facilitate this learning will also be addressed. Attendees will come away with familiarity of standards, as well as material to support integration.

**Wendie Castillo**

*Central Washington University*

**Lidia Sedano**

*Clark County School District*

**The Cycle of Learning: Providing Explicit Feedback in Special Education Teacher Preparation Programs**

*LAS VEGAS 6*

This presentation will include the results of a pilot study incorporating high leverage practices in a simulated learning environment (Mursion) where candidates presented assessment results to a parent avatar. In alignment with HLP 2, data included observational assessments, scoring rubrics, and student self-assessments.

**Maria Peterson-Ahmad**

**Randa Keeley**

**Edward Steffek**

*Texas Woman's University*

**Analyzing Flipped Instruction in a Special Education Educator Prep Program**

*LAS VEGAS 6*

This discussion will share ongoing research analyzing flipped instruction, specifically student's motivation and study efforts in two flipped instruction Assessment courses and one Classroom Management course; both of which were taught in Special Education Educator Prep courses.

**Cynthia Massey**

*Georgia Southern University*

*Friday*

**1:00 pm - 2:30 pm**

## **Panels**

### **Cyberbullying in the COVID Era: Implications for Youth with LD**

*LAS VEGAS 3*

In the wake of the worldwide pandemic, youth were forced to interact through electronics, giving rise to evolving cyberbullying issues.

This session will highlight the risk of cyberbullying among youth with LD, complications with online learning and socialization, cyberbullying warning signs, and strategies for addressing cyberbullying among youth with LD.

**Katherine Graves**

**Chad Rose**

**Cannon Ousley**

**Tracey Milarsky**

**Lindsey Mirielli**

*University of Missouri*

### **Investigation Protocol for Bullying Incidents: Implications for Youth with LD**

*LAS VEGAS 3*

Reporting, investigating, and responding to bullying incidents is critical to school-based bully prevention. This is especially germane for youth with LD because schools must consider current civil rights legislation. This session will outline a systematic investigation protocol for reported bullying incidents, including considerations for youth with LD.

**Lindsey Mirielli**

**Chad Rose**

**Katherine Graves**

**Cannon Ousley**

**Tracey Milarsky**

*University of Missouri*

### **Extracurricular Activities and Bullying Involvement Risk for Youth with LD**

*LAS VEGAS 3*

Bullying remains a public health concern, especially among youth with learning disabilities. Prevention practices are typically embedded within daily programming. However, extracurricular activities are an integral part of the educational experience. This session examines the relationship between participation in extracurricular activities and bullying among youth with and without learning disabilities.

**Chad Rose, Lindsey Mirielli, Tracey Milarsky, Katherine Graves, and Cannon Ousley**

*University of Missouri*

**What's Possible? Exploring Adolescents with Reading Difficulties' Self-Perception and Motivation**

*LAS VEGAS 4*

Reader self-perception and motivation are multi-faceted constructs encompassing the affective elements of reading. This panel presents a study on adolescent's self-perceptions as readers. Additionally, we describe an adolescent motivation program, Possible Selves, and how it can be embedded into existing adolescent reading programs.

**Mary Beth Calhoon**

*University of Miami*

**Michael Hock**

*University of Kansas*

**Irma Brasseur-Hock**

*University of Kansas*

**Galit Cohen**

*University of Miami*

**Michela Galante**

*University of Miami*

**"But I'm not a reading teacher..." Secondary Content Strategy Instruction**

*LAS VEGAS 4*

Secondary students with learning disabilities struggle to keep up with the demands of reading across all content areas, yet secondary teachers are not equipped with the tools to ensure access to the curriculum for all students. This panel will provide research to practice strategies for secondary students with learning disabilities.

**Christopher O'Brien**

*University of North Carolina, Charlotte*

**Holly Johnson**

*University of North Carolina, Charlotte*

**Donna Sacco**

*American Institutes for Research*

*Friday*

**1:00 pm - 2:30 pm**

**Roundtables**

**Co-teaching Perspectives from Middle School Students and their Algebra Teachers**

*LAS VEGAS 5*

Feedback from middle school students and their Algebra co-teachers is reported. Students indicate both educators provide valuable instruction. Most students and both co-teachers report parity. Although most students with disabilities believe the general educator was in charge of lessons, students without disabilities also credit the special educator. Implications are identified.

**Peggy King-Sears**

*George Mason University*

**Melissa Jenkins**

*University of Mary Washington*

**Anne Brawand**

*Kutztown University*

**Decoding Through Finger Tapping for First Graders**

*LAS VEGAS 5*

This session describes an original single case study investigating finger tapping as a decoding strategy for first graders with or at-risk for learning disabilities in reading. The presentation will describe the study and outline results and implications for instruction.

**Anna Myers**

*University of Virginia*

### **Helping Middle Schoolers Transfer Movie Analysis Skills for Reading Comprehension**

*LAS VEGAS 5*

Enhancing students' visualization while reading texts improves their meaning-making. Participants will discuss a 3-week online intervention that teaches elements of screenplays to secondary students with mild disabilities. From analyzing movies for screenplay elements students transfer their skills to analyze texts. Pre-post & case-study data showed improved visualization, comprehension, and motivation.

**Lori Ann Dunn**

*Boston College*

### **How CEC Initial Specialty Set Competencies for Learning Disabilities Have Aided Special Educators in Teaching in Online Environments**

*LAS VEGAS 6*

This round table will discuss the best practices intersection around initial CEC special educator competencies and expected competencies for online presentation. It is hoped that a robust discussion of best practices will develop in the round table.

**Maria Stetter**

*West Chester University*

### **Digital Badges Impact in a Higher Education Teacher Preparation Program**

*LAS VEGAS 6*

Researchers will discuss findings from a two-year study, four semesters, analyzing students' perceived motivation regarding a digital badging system within Special Education, Math Methods courses taught in a four-year university's Teacher Preparation courses. Findings will be shared from this study including student's perceived value and satisfaction when self-identifying badge categories.

**Cynthia Massey**

*Georgia Southern University*

### **Developing Partnerships with CLD Families When Communicating Assessment Results**

*LAS VEGAS 6*

Assessment in special education is a shared practice by professionals, and educational diagnosticians are frequently in a position to promote collaboration and make assessment results relevant and meaningful for parents, teachers, and other professionals. This presentation provides practical tips and tools to assist in presenting educational assessment results.

**Pamela Peak**

*University of North Texas*

**Kate Hovey**

*Western Oregon University*

### **Lessons Learned: First Year Special Educators' Formative Assessment Practices**

*LAS VEGAS 6*

Finding from a year-long study following two first year special educators use of formative assessments. The study explored the extent to which the novice special educators used formative assessments in their classrooms to positively impact student learning and examine strengths and areas for improvement in our educator preparation program.

**Kate Hovey**

*Western Oregon University*

*Friday*  
**2:45-4:15**

## **Panels**

### **Innovations in Coaching to Support Pre-Service and Practicing Teachers**

*LAS VEGAS 3*

Coaching can be an effective strategy for preparing teacher candidates and supporting practicing teachers in the instruction of students with learning disabilities. This session will present technological advances used to enhance coaching, such as video reflection tools, learning management systems, and simulated learning environments. Current pilot studies comparing in-person and online coaching will be discussed.

**Jennifer White**

*University of Arizona*

**Maria Peterson-Ahmad**

*Texas Woman's University*

**Rebecca Shankland**

*Appalachian State University*

### **Breaking Down Explicit Instruction for Classroom Teachers**

*LAS VEGAS 3*

Explicit instruction is a popular, effective approach to teach students with learning disabilities. However, the phrase is often associated with confusing methodology, leading to vague implementation of practices. Presenters will break down the science of explicit instruction using practical examples from K-12 classrooms that teachers can implement immediately.

**Blair Payne**

**Sarah Fishstrom**

*University of Texas, Austin*

### **Student Authored Multimedia Increases SAT Verbal and Composite Scores**

*LAS VEGAS 4*

Student authored vocabulary podcasts and strategy vlogs were compared to business-as-usual SAT preparatory curriculum using ANCOVA analysis to identify statistically significant differences in urban high school student pre and post PSAT scores.

**Tamla Lee**

*Temple University*

### **Lives Over Time: Predicting Student Success and Lessons Learned**

*LAS VEGAS 4*

Winston Preparatory School conducted a longitudinal study on LD alumni with three data points. All participants reported they attended college. Having a supportive home life and teachers predicted greater self-advocacy, self-determination, and social connections which predicted life satisfaction. Lessons learned from collaborating with NSCC will be shared.

**Amber DeBono**

**Elizabeth Mendelsohn**

*Winston Preparatory School*

*Friday*  
**2:45-4:15**  
**Roundtables**

**Impact of Multimedia-Based Professional Development on Student Science Achievement**

*LAS VEGAS 5*

Having science vocabulary knowledge can support students with disabilities in successfully engaging in activities in the science classroom. However, science teachers are underprepared to provide effective vocabulary instruction. Participating in a multimedia-based professional development program had positive effects on science teacher practice and student knowledge growth. Implications will be discussed.

**Sean McDonald**

**Michael Kennedy**  
*University of Virginia*

**Open Data: How to Get Started**

*LAS VEGAS 5*

There are many benefits for both the research sharing and re-user of data gathered during any research study. In this session, we will discuss these benefits and provide tips and tricks for getting started with data sharing. We welcome researchers bringing specific questions and problems to workshop.

**Wilhelmina van Dijk**

*Florida State University*

**Specially Designed Instruction: A Systematic Literature Review of Interpretation and Implementation**

*LAS VEGAS 5*

This presentation examines a systematic review exploring the utilization of the term specially designed instruction (SDI) within the peer-reviewed literature. Presenters explored how SDI was defined and if it was utilized to shape intervention research. Findings related to clearly defining SDI as a mechanism to narrow research-to-practice gap will be shared.

**Amy Colpo**

*American Institutes of Research*

**Caregiver Advocacy Perspectives: Dyslexia Identification in a Texas Borderland**

*LAS VEGAS 6*

Texas is one of a few states that has implemented guidelines for separating dyslexia from other learning disabilities while still adhering to federal law (Youman & Mather, 2013). This phenomenological study investigated the experiences that three caregivers had with the identification process in a borderland area in Texas.

**Angela Owens**

*New Mexico State University*

**Assistive Technology: Teacher Knowledge, Perceptions, Interests, and Barriers**

*LAS VEGAS 6*

Research shows educators value the potential that assistive technology (AT) has to enable students with learning disabilities to access the general education curriculum; but feel ill-trained in its' use (Judge & Simms, 2009). This presentation will discuss a study that investigated professionals' knowledge & perceptions of AT targeted at reading and its usability.

**Beth Jones**, *Texas A&M University, Commerce*

**Maria Peterson-Ahmad**, *Texas Woman's University*

**Comfort Atanga**, *Texas A&M University, Commerce*

## **Disproportionality in Rural Schools: Exploring Sociodemographic Contexts & Policies**

*LAS VEGAS 6*

With rural schools continuing to experience a shift in demographics as more students of color and English learners arrive in these communities, the issue of disproportionality in special education has become more evident. Results of this study show that scholars and policymakers must consider specific contextual factors to address disproportionality in rural districts.

**Brenda Barrio**

*University of North Texas*

**Alexandra Aylward**

*Montana State University*

**Catherine Kramarczuk Voulgarides**

*City University of New York, Hunter College*

# *Thank You*

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