

**44th International
Conference
on Learning Disabilities
October 20-21, 2022**



Richmond, Virginia

Marriott Richmond





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

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 is 1.5 hours in length includes one, two or three presentations. 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 Thursday evening following recognitions and announcements at the President's reception 6:15-7:00 (session A) and Friday morning during breakfast 8:30-9:15 (session B).

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 four 20-minute rotations during a 1.5-hour session. The monitor will signal to indicate the end of each rotation; attendees will be able to participate in four presentations during each session.

Practitioner-focused Sessions

Each concurrent session includes panels designed for practitioners with an emphasis on how to implement intervention and assessment practices based on research, use and interpret policy, and assist teachers, administrators, educational professionals in meeting the needs of individuals with learning disabilities. Practitioner-focused sessions are labeled in the program.

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. 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 at the conference with time designated for Friday during lunch 12:45-1:30. A list of committee meeting 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. Please wear badges 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
44th Annual CLD
International Conference
on Learning Disabilities



Dear CLD Community,

Welcome to the 44th Annual International Conference on learning Disabilities in Richmond, Virginia! On behalf of the Executive Committee and Board of Trustees of the Council for Learning Disabilities, we are pleased to have you join us in this learning scholarly space. Our next two days will be filled with exciting presentations on the latest research and practice in the field of learning disabilities. I welcome you to engage in this professional development using a critical lens as we strive for equitable and accessible educational opportunities for students with learning disabilities across the U.S. and the world. As always, please take advantage of the networking and community building opportunities that the CLD conference provides. We hope you enjoy this space as much as I do every year.

Every year, the Conference Planning Committee and the Conference Program Chair take months of hard work in providing an engaging two-day conference. Please help me in thanking Drs. Maria Peterson-Ahmad and Vicki Luther, Conference Planning Committee Co-Chairs as well as Dr. Margaret Flores, 2022 Conference Program Chair and CLD President-Elect for their dedication in service to the organization in planning this exceptional conference.

A very special thank you and farewell to our incredible Executive Director, Linda Nease, for her work, dedication, and support with this year's conference and for the past decade and a half of guiding the Council for Learning Disabilities to what it is today.

This year, we have presentations in a variety of formats focusing on research, teacher education, and policy. In an effort to bridge research to practice, Dr. Flores has also organized a great number of practitioner-focused presentations. We are very excited to welcome teachers and other educators from across the region and the country. With similar enthusiasm, we welcome Dr. Asha K. Jitendra as our J. Lee Wiederholt Distinguished Lecturer and Dr. Kathleen King Thorius

as our invited speaker focused on diversity. Their keynote lectures, along with the wide range of presentations, poster sessions, and roundtables, will provide a diverse array of learning, discourse, and reflection throughout the conference.

Following the new tradition we began last year, we will continue the intentional facilitation of discussion through the *Joint Opportunities for Discussion and Action* centered in critical topics related to research, teaching, and service enhancing equity, access, and outcomes for students from diverse backgrounds with learning disabilities. These discussions provide the space and opportunity to engage in critical discourse and conversation about these topics in hopes that they move into actionable outcomes. We hope that you take these opportunities to collaborate and be in community with colleagues from across the country.

We also hope you enjoy beautiful Richmond, Virginia and all that it has to offer us over the next few days. Please explore its eclectic culture where a combination of small historical town meets a modern urban environment. I invite you to explore the town with your colleagues as you continue building collaborations, chatting about new projects, or simply taking time to relax and enjoy yourselves. Richmond is considered one of the top 10 places to travel for food and has one of the most sought art museums. If you like more of an adventure, explore the James River where you can complete one of their whitewater rafting rapids or bike ride through the Virginia Capital Trail. No matter what, we hope you connect with each other in meaningful ways and enjoy all the conference has to offer.

We hope that you continue to consider CLD your home and you have the opportunity to engage in reflection, learning, and community building as we continue to embrace our commitment to enhancing the education and quality of life for individuals with learning disabilities.

Bienvenidos!

Brenda L. Barrio

President

Council for Learning Disabilities

Past Presidents Council

| | | | |
|-------------------|-----------|-------------------------|-----------|
| Ray Barsch | 1968-1969 | Brian Bryant | 1995-1996 |
| Ed Frierson | 1969-1970 | Rebecca Evers | 1996-1997 |
| Jeanne McCarthy | 1970-1971 | Ed Ellis | 1997-1998 |
| Hal McGrady | 1971-1972 | Julie Jochum Gartrell | 1998-1999 |
| Gilbert Ragland | 1972-1973 | Chriss Walther-Thomas | 1999-2000 |
| Eugene Ensminger | 1973-1974 | Linda Elksnin | 2000-2001 |
| Patricia Myers | 1974-1975 | Ann G. Ryan | 2001-2002 |
| Floyd Hudson | 1975 | Peggy King-Sears | 2002-2003 |
| Donald D. Hammill | 1975-1977 | Diane Pedrotty Bryant | 2003-2004 |
| Steve Larsen | 1977-1978 | Joyce Rademacher | 2004-2005 |
| Judy Wilson | 1978-1979 | Mary C. Provost | 2005-2006 |
| Gerald Wallace | 1979-1980 | Linda Higbee Mandlebaum | 2006-2007 |
| J. Lee Wiederholt | 1980-1981 | Joseph Boyle | 2007-2008 |
| Carol Bradley | 1981-1982 | Daniel Boudah | 2008-2009 |
| Virginia Brown | 1982-1983 | Christina Curran | 2009-2010 |
| Anne Netick | 1983-1984 | Caroline Dunn | 2010-2011 |
| D. Kim Reid | 1984-1985 | Monica Lambert | 2011-2012 |
| James Leigh | 1985-1986 | Caroline Kethley | 2012-2013 |
| James McLoughlin | 1986-1987 | Silvana Watson | 2013-2014 |
| Lois Smith | 1987-1988 | Steve Chamberlain | 2014-2015 |
| Mary Cronin | 1988-1989 | Diane Pedrotty Bryant | 2015-2016 |
| Linda Brown | 1989-1990 | Mary Beth Calhoon | 2016-2017 |
| Dave Hill | 1990-1991 | Deborah Reed | 2017-2018 |
| Cherry Houck | 1991-1992 | Sheri Berkeley | 2018-2019 |
| Ginger Blalock | 1992-1993 | Lindy Crawford | 2019-2020 |
| Jerry Ammer | 1993-1994 | Brittany Hott | 2020-2021 |
| Joel Brodsky | 1994-1995 | Joseph Morgan | 2021-2022 |

Chapter Presidents

Colorado Chapter: Kelly Murillo, celdmurillo@gmail.com

Maryland Chapter: Debi Gartland, dgartland@towson.edu

Nevada Chapter: Joe Morgan, morgan57@unlv.nevada.edu

Texas Chapter: John Roming, john.romig@uta.edu

Virginia Chapter: Mindy Gumpert, mgumpert@odu.edu

Minnesota Chapter: Miriam White, miriam.white@bemidjistate.edu

Georgia Chapter: Cynthia Massey cynthiamassey@georgiasouthern.edu

Council for Learning Disabilities 2022-2023 Board of Trustees

| | |
|----------------------------------|--|
| President | Brenda Barrio, <i>University of North Texas</i> |
| President Elect | Margaret Flores, <i>Auburn University</i> |
| Vice President | Sara Flanagan, <i>University of Maine</i> |
| Secretary | Alyson Collins, <i>Texas State University</i> |
| Treasurer | Beverly Weiser, <i>Educational Consulting LLC</i> |
| Past President | Joseph Morgan, <i>University of Nevada – Las Vegas</i> |
| Liasson Committee | Roberta Strosnider, <i>Educational Consultant</i> Debi Gartland, <i>Towson University</i> |
| Communications Committee | Kathleen Pfannenstiel, <i>American Institutes for Research</i> |
| Diversity Committee | Yun-Ju Hsiao, <i>Washington State University-Tri-Cities</i> |
| Finance Committee | Beverly Weiser, <i>Educational Consulting LLC</i> |
| Leadership Development Committee | Donna Sacco, <i>American Institutes for Research</i> |
| Research Committee | Jessica Toste, <i>University of Texas – Austin</i> Nathan Stevenson, <i>Kent State University</i> |
| Conference Committee | Maria Peterson-Ahmad, <i>Texas Woman’s University</i> Vicki Luther, <i>Mercer University</i> |
| Technology Committee | Fatmana Deniz, <i>University of Nevada – Las Vegas</i> Kathy Ewoldt, <i>University of Texas – San Antonio</i> |
| Membership Committee | Nanette Fritschmann, <i>National University</i> Jacquelyn Chovanes, <i>Shippensburg University</i> |

Editors

| | |
|--|---|
| <i>Learning Disability Quarterly</i> | Diane Pedrotty Bryant, <i>University of Texas – Austin</i> Sam Choo, <i>University of Oregon</i> |
| <i>Intervention in School and Clinic</i> | Kyle Higgins and Randy Boone, <i>University of Nevada - Las Vegas</i> |
| <i>LD Forum</i> | Apryl Poch, <i>University of Nebraska at Omaha</i> |

Other Positions

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

Local Arrangements Committee Co-chairs and Subcommittee Chairs

| | |
|------------------------------|-----------------|
| Chair | Lisa Morin |
| Co-Chair | Jugnu Agrawal |
| Publicity | Sara Flanagan |
| Volunteer Recruitment | Melissa Jenkins |
| Technology | Jared Hobson |

Conference Planning Subcommittees

| | |
|---------------------------|-----------------------------------|
| Publicity | Cristina Reding Heba Abdelnaby |
| Sponsorship | Tricia Flint John Romig |
| Conference Program | Lara Costa Schuyler Beecher |
| Registration | Cynthia Massey Courtney Toldeo |
| Technology | Amber Ray |

**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

Winston Preparatory School

Special Education in Department of Educational Studies, College of Education, Purdue University

University of North Texas, Educational Psychology Department

University of Nevada, Las Vegas, Dept of Early Childhood

University of Kansas – Center for Research on Learning

University of Nevada, Las Vegas, Dean's Office

Kiwiwritemath

The New Community School

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 19, 2022 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 11 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 2022-2023 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 <https://council-for-learning-disabilities.org/committed-to-building-the-leadership-capacity-of-professionals-in-special-education-field/>

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 <https://council-for-learning-disabilities.org/cld-annual-awards/>

CLD Early Career Researcher Award

In an effort to promote and acknowledge research, the Council for Learning Disabilities recognizes an outstanding early-career 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 2023 Call for Proposals

45th International Conference on Learning Disabilities

October 12-13, 2023 in Denver, Colorado

PROPOSAL SUBMISSION OPENS: January 9, 2023

(Full Call for Proposals will be available on CLD website on this date)

DEADLINE FOR SUBMISSION: February 17, 2023

The Council for Learning Disabilities' (CLD) 45th International Conference on Learning Disabilities will focus on the education of persons with learning disabilities (LD) from birth through adulthood. Authors will be asked to indicate whether their primary audience and focus are for practitioners. We encourage any proposal 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

**45th INTERNATIONAL CONFERENCE ON
LEARNING DISABILITIES**

October 12-13, *Denver CO*

Sonesta Denver Hotel



Visit our website for conference updates

Follow @ CLDIntl on Twitter

“Like” CLD on Facebook

Council for Learning Disabilities 2022 Annual Conference-at-a-glance

Tuesday, October 18, 2022

Executive Committee Meeting 3-6pm – **Salon 6 & 7**

Wednesday, October 19, 2022

Leadership Institute - **Salon 4-5**

Board of Trustees Meeting 3-6pm - **Jefferson & Monroe**

Thursday, October 20, 2022

| | | |
|----------------------|---|----------------------|
| 7:30 – 5:00 | Registration | Lower Level |
| 8:00 – 9:45 | Opening Session & Breakfast | Salon 1-5 |
| 8:00 | Welcome | |
| 8:15 | Awards: Teacher of the year, Must Reads, Early Career | |
| 8:45 | J. Lee Wiederholt Distinguished Lecture | |
| 10:00 – 11:30 | Past Presidents Meeting | Madison |
| | | See pg. 26-29 |
| 10:00 – 11:30 | Concurrent Sessions 1 | |
| 11:30 | Pick up your box lunch and be seated for lunch | Outside of |
| | | Salon 1-5 |
| 11:45 – 1:00 | Luncheon with Distinguished Diversity and Equity Speaker | Salon 1-5 |
| 12:00 | Diversity and Equity Lecture | |
| 1:15 – 2:45 | Concurrent Sessions 2 | See pg. 30-34 |
| 3:00 – 4:30 | Concurrent Sessions 3 | See pg. 35-38 |
| 4:30 – 5:30 | Business Meeting | Shenandoah |
| 5:45 – 7:00 | President's Conference Reception | Salon 1-5 |
| | ** All Attendees** Hors d'Oeuvres and Cash Bar | |
| 5:45 | Recognition of Leadership Institute, Local Arrangements, Outgoing President, Board of Trustees, and Past Presidents | |
| 6:15 | Interactive Poster Session | |

Friday, October 21, 2022

| | | |
|----------------------|---|---|
| 7:30 – 12:00 | Registration | Lower Level |
| 8:30 – 9:15 | <i>Interactive Paper Session</i> | Salon 1-5 |
| 9:30 – 10:45 | Concurrent Sessions 4 | See pg. 43-47 |
| 11:00 – 12:30 | Concurrent Sessions 5 | See pg. 48-50 |
| 12:45 – 1:30 | Lunch and Committee Meetings <i>See registration desk for committee meeting locations</i> | Lunch Outside of Salon 1-5 |
| 1:45 – 3:15 | Concurrent Sessions 6 | See pg. 51-54 |
| 3:30 – 5:00 | Concurrent Sessions 7 | See pg. 54-57 |

Presentation Titles/Topics at a Glance

| Day Time | Type | Title / Topic |
|-------------------------|---|--|
| Th 10-11:30 | Practitioner Panel | Practical and Effective Strategies for Academics and Behavior |
| | Panel | Supporting Mathematics 6-12 |
| | Panel | Vocabulary Instruction and Students from CLD Backgrounds/ Measuring Bullying Involvement for Students with LD |
| | Panel | Literacy Instruction |
| | Roundtable | Multilevel Coaching: Data-driven Teacher Support |
| | Roundtable | Morphology Matters to Middle School Students |
| | Roundtable | Easy Text Hard Questions |
| | Roundtable | Students with LD & ADHD: Diversity, Prevalence, Instruction |
| | Roundtable | School-based Interventions for Social-emotional Skills |
| | Roundtable | Successful Co-Teaching Model for Students with LD |
| | Roundtable | Utilizing the TAGG in Transition Planning for Students with LD |
| | Roundtable | Assessing, Supporting Social Skill Needs for Students with SLD |
| Th 1:15-2:45 | Wiederholt Lecture | Building students' conceptual understanding of multiplicative reasoning & facilitating meaningful discourse using visual representations |
| | Practitioner Panel | Social Emotional Learning |
| | Panel | Teacher Preparation |
| | Panel | Writing Strategies |
| | Panel | Eligibility |
| | Roundtable | Closing the Gap: Teacher Feedback and Writing Evaluation |
| | Roundtable | Making Middle School Magic with the TBGO+ |
| | Roundtable | Reliability and Validity of CBM Written Expression |
| | Roundtable | Making the Invisible Visible: Idea Generation Processes |
| | Roundtable | Transition Interviews: Strategies for Students with LD |
| | Roundtable | Increasing At-Risk Middle School Student Performance |
| | Roundtable | Supporting Students with LD Transitioning to Post-School |
| | Joint Opportunity for Discussion and Action | |
| Th 3-4:30 | Practitioner Panel | Supporting and Engaging Students with LD |
| | Diversity Lecture | Writing Instruction and Leadership Institute |
| | Panel | Pedagogy in Pre-service Teacher Preparation Programs |
| | Panel | Diversity Lecture |
| | Panel | Outstanding Early Career, Must Read Awards |
| | Roundtable | Promoting Differentiated Learning for Students with LD |
| | Roundtable | Promoting Teacher Self-Efficacy in Educational Decision Making |
| | Roundtable | Teachers' Perceived Belief/Practices Related to Math Discourse |
| | Roundtable | Inequitable Barriers to Postsecondary LD Accommodations |
| | Roundtable | Advocating to Influence Practice |
| | Roundtable | Tuition Reimbursement for Students with Learning Disabilities |
| | Joint Opportunity for Discussion and Action | |
| | Practitioner Panel | Transition |

| | | |
|-------------------------------|----------------------------------|---|
| F 9:30-10:45 | Practitioner Panel | Trauma and Anxiety |
| | Panel | Coaching / Writing Practices for Bilingual Students |
| | Panel | Self-regulated Strategy Instruction |
| | Panel | Supporting Students in Science |
| | Roundtable | Incremental Rehearsal Strategy for Meaningful Fact Fluency |
| | Roundtable | Special Education Placement and Student Academic Outcomes |
| | Roundtable | Adaptations to Support Writing in Inclusion Content Classrooms |
| | Roundtable | UDL Chemistry Instruction for Students With and Without LD |
| | Roundtable | Positive School Relationships between Pre-service Teachers & Students |
| | Roundtable | Transition to Post-secondary: School-Family Partnerships |
| | Roundtable | Supporting Social Emotional Awareness for Novice Teachers |
| F 11-12:30 | Practitioner Panel | Virtual IEPs and Families from CLD Backgrounds |
| | Panel | Teacher preparation and Higher Education |
| | Panel | Literacy and Writing |
| | Panel | Self-determination |
| | Panel | Research Methods |
| | Roundtable | Beyond Difference: Recognizing Deficit Narrative |
| | Roundtable | Utilizing a Residency Program to Support Preservice Teachers |
| | Roundtable | High-Leverage Practices Minority Serving Hispanic-Serving Institution |
| | Roundtable | HLPs and SIOP crosswalk |
| | Roundtable | Using Funds of Knowledge to Restructure Teacher Preparation |
| | Roundtable | Measuring Self-Efficacy of Teacher Candidates |
| | Joint Opportunity for Discussion | |
| F 1:45-3:15 | Practitioner Panel | Self-perception and Motivation for Reading |
| | Practitioner Panel | Legal Issues |
| | Panel | Supporting Doctoral Students |
| | Panel | Reading and Students from CLD Backgrounds |
| | Panel | Teacher Preparation |
| | Roundtable | Evidence-Based Instructional Practices among Preservice Teachers |
| | Roundtable | Divorce During the Pandemic |
| | Roundtable | Preparing Teacher Candidates to Meet Needs of CLD Students with LD |
| F 3:30-5 | Practitioner Panel | Teaching Practices |
| | Panel | Synthesizing Mathematics Research |
| | Panel | Research Methods / Professional Organizations |
| | Panel | Supporting Students in Science |
| | Roundtable | Critical Skills in Teaching Emergent Bilingual Students: A Delphi Study |
| | Roundtable | Culturally Informed Literacy Practices: What Do We Know? |
| | Roundtable | Perceptions of candidates/completers through lens of CEC standards |
| | Roundtable | How does video self-reflection promote teachers' practices? |
| | Roundtable | Embedding Specially Designed Instruction in Co-Taught Classrooms |
| | Roundtable | Improving University Programming for Teachers of Students with LD |

Thursday

Opening Session 8:00 am-9:45 am

Welcome by Dr. Brenda Barrio – CLD President

J. Lee Wiederholt Distinguished Lecture

Teaching Proportional Reasoning Content with Visual Schematic Diagrams: Students with Mathematics Difficulties ‘Get the Math!’

Dr. Asha K. Jitendra



Asha K. Jitendra, is Professor and Peloy Chair in Learning Disabilities in the Graduate School of Education at the University of California, Riverside. She previously served as Rodney Wallace Professor for the Advancement of Teaching and Learning at the University of Minnesota for 10 years and on the faculty of Lehigh University for 14 years. Jitendra is the recipient of many research and leadership awards associated the Council for Exceptional Children (CEC), CEC-Division for Learning Disabilities, American Educational Research Association, the University of Oregon, and the University of Minnesota. She is a Research Fellow of the International Academy for Research in Learning Disabilities.

Jitendra has received several grants, totaling approximately \$10.5 million, from federal agencies. She has published two research-based mathematics curricula and the IES Practice Guide, *Improving Mathematical Problem Solving in Grades 4 through 8*. Jitendra has been the associate editor of the *Journal of Learning Disabilities*. Her research focuses on instructional design, specifically mathematics problem solving and reading interventions for students with learning disabilities; assessment; and textbook analysis. Jitendra is best known for her research on schema-based instruction (SBI) for solving word problems. Specifically, her work on SBI has evolved over the last 25 years to incorporate curriculum design theory and combine best practices in special education and contemporary mathematics education to improve mathematics outcomes for a wide range of learners (e.g., students with learning disabilities, students at risk for learning difficulties).

Recognitions and Awards

Texas CLD Chapter Teacher of the Year Award Winner: Schuyler Beecher



Schuyler Beecher, M.Ed. is a special education teacher in Coppell, Texas. She has taught resource/inclusion, life skills, and the medically fragile program at both elementary and middle schools within her district. Schuyler graduated from the University of North Texas with her bachelor's in behavior analysis and master's degree in special education with alternative certification. Along with teaching, she currently is continuing her studies as a doctoral candidate at Texas Woman's University studying innovative ways to educate and prepare pre-service special education teachers. Schuyler is passionate about supporting students with learning disabilities and creating an inclusive educational environment for all students.

Virginia CLD Chapter Teacher of the Year Award Winner: Sierrah Chavis



An active education advocate, Mrs. Chavis has an Ed.S in Educational School Leadership at the Old Dominion University and Masters degree in Special Education. For the past seven years, she has been dedicating her career to advocating for equitable and inclusive education while galvanizing community partnerships to develop her students' fullest potentials and mentoring new teachers in the field of special education. As chief of staff for a non-profit whose mission is to help guide our community's children through life's critical moments with trauma-informed mental health and child development services. She motivates her students to be the best versions of themselves and inculcates the values of courage, empathy, and compassion among her learners.

Colorado CLD Chapter Award Winner: Kristy Klien



As a student and graduate of Adams 12 Five Star Schools, Kristy Klein has worked with students with disabilities for over 25 years. Kristy is a driving force in working to educate others in the education field. She has presented at CAMEL and TALL to provide general education teachers and administrators tools to deepen their understanding of students who have a specific learning disability. Kirsty can be described as knowledgeable, patient, committed, and adaptive. She takes her time to work with colleagues and helps them grow and understand the best ways they can meet the needs of their students. She works tirelessly to put together lessons for students of all abilities, mentor young teachers, and communicate with others.

Floyd G. Hudson Award

Dr. Jessica Toste
University of Texas – Austin



Jessica R. Toste, Ph.D. is an Associate Professor in the Department of Special Education at The University of Texas at Austin. Her research is focused on methods for intensifying reading intervention for students with learning disabilities and funded by the Institute of Education Sciences. Dr. Toste is an award-winning professor and deeply committed to service in support of schools, teachers, and students with disabilities.

2022 Must Read and Early Career Researcher Awards

Must Read: *Learning Disability Quarterly*



Dr. Christian T. Doabler is an Associate Professor in the Department of Special Education at The University of Texas at Austin. Dr. Doabler's research focuses on designing and empirically testing STEM interventions for students who demonstrate academic risk and students from marginalized and underserved communities.

Instructional Interactions in Kindergarten Mathematics. Findings from a Multi-site Efficacy Trial

Instructional interactions are a cornerstone for supporting mathematical proficiency among students with mathematics learning disabilities. This study explored the quantity and quality of instructional interactions facilitated during a kindergarten mathematics intervention. Findings revealed more frequent and higher quality instructional interactions predicted increased mathematics achievement.

Implications for research will be discussed.

Doabler, C. T., Clarke, B., & Kosty, D. (2021). Measuring quantity and quality of explicit instructional interactions in an empirically validated tier 2 kindergarten mathematics intervention. *Learning Disability Quarterly*, 44(1), 50-62. <https://doi.org/10.1177/0731948719884921>

Must Read: *Intervention in School and Clinic*



Dr. Monique Matute-Chavarria is an assistant professor of Special Education at New Mexico State University (NMSU). Dr. Matute-Chavarria identifies as Black mother scholar, and Afro-Latina; therefore, her research focuses on Black students and families. Her research centers on the intersections of race, family, and disability.

Aspirational Capital: Empowering Black Families With Children Disabilities

Disability critical race theory (DisCrit) provides a lens that allows educators to view the intersections of disability, race, and ethnicity through a cultural lens and impacts on families from marginalized and minoritized backgrounds. Recommendations will be presented for educators who work with Black families.

Matute-Chavarria, M. (2022). Giving voice to aspirations: Engaging African American parents with children with disabilities. *Intervention in School and Clinic*, 57(4), 211-218. <https://doi.org/10.1177/10534512211024933>

Early Career Research Award



Dr. Jay Plasman is an assistant professor in the College of Education and Human Ecology at The Ohio State University. His research focuses on education policy and explores the career and technical education pipeline from high school to college and into career with a particular focus on students with learning disabilities.

Thinking Like an Engineer: Exploring the Role of High School Engineering Courses in Improving Science Attitudes for Students with LD

This study explores how participation in engineering coursework in high school links to science attitudes (self-efficacy, utility, and identity) and expectations to pursue an engineering career and how these courses may particularly benefit students with learning disabilities. Ultimately, these courses appear to benefit students with respect to self-efficacy and identity.

| | |
|--|--|
| Leadership Academy Cohort 10 (Year 2): Rachel Juergensen Anna S. Gibbs Rachel E. Donegan Anna Macedonia Cynthia Massey Jennifer Smith | Leadership Academy Cohort 11 (Year 1): Mona Calhoun Sarah G. King Cassandra Smith Jennifer Kong Danielle Feeney Courtney Toledo |
|--|--|

Leadership Institute:

Emma Shanahan

Bess Casey Wilke

Schuyler Beecher

Jenna Gersib

Sylvia Blair Barrows Payne

Nora Jane McKenney

Michelle Squitieri

Karen Marie Omohundro

Jenna Basile

Qingli Lei

Emily Johns

Josue Otarola

Concurrent Sessions 1: Thursday 10:00-11:30

| Session Type | Title | Room |
|---|---|---------------------------|
| Meeting | Past Presidents Meeting | Madison |
| Practitioner Panel | Practical and Effective Strategies for Academics and Behavior | Dominion/ Commonwealth |
| Panel 1 | Supporting Mathematics 6-12 | Shenandoah |
| Panel 2 | Vocabulary Instruction and Students from Culturally and Linguistically Diverse Backgrounds/ Measuring Bullying Involvement for Students with LD | Jefferson |
| Panel 3 | Literacy Instruction | Monroe |
| Roundtable A <i>Blue, numbered table tents</i> | 1. Multilevel Coaching: Data-driven Teacher Support to Increase Engagement 2. Morphology Matters to Middle School Students 3. Easy Text Hard Questions 4. Students with LD and ADHD: Diversity, Prevalence, and Responsive Instruction | Salons 6-8 |
| Roundtable B <i>Gray, numbered table tents</i> | 1. Implementation of school-based interventions for social-emotional skills 2. Implementing a Successful Co-Teaching Model for Students with LD 3. Utilizing the TAGG in Transition Planning for Students with LD 4. Assessing and Supporting Social Skill Needs for Students with SLD | Salons 6-8 |

Past Presidents Meeting

Practitioner Focused Panel: Strategies for Academics and Behavior

Inclusive Practices: Practical and Effective Strategies for Academics and Behavior

This session focuses on specific skills and strategies that support students with LD and other mild/moderate disabilities in inclusive settings. Presenters will describe and model a suite of evidence-based practices that limit off-task/disruptive behaviors, support academic engagement, and support a culture of diversity, equity, inclusion, and high achievement.

Nathan Stevenson, *Kent State University*, **Jessica Toste**, *University of Texas - Austin* **Michael Kennedy**, *University of Virginia*

Panel 1: Mathematics Support in Grades 6-12

Supporting Middle School Teachers to Deliver Contextualized Math Problem-Solving Intervention

The purpose of this presentation is to describe (1) the theoretical base of Enhanced Anchored Instruction (EAI); (2) how EAI was developed and enhanced to support distance learning; and (3) ways that teachers can implement the EAI curriculum including demonstrating sample lessons.

Sam Choo, *University of Oregon*

Hook, Line, and Sinker: Book and Lesson Studies that Work!

Let's shift from the mindset of "getting through the curriculum" to improving mathematics instruction and achievement in middle school. This session shows how professional development that included a book and lesson study increased teacher practices specific to increasing conceptual understanding for students with learning disabilities and math difficulties.

Kathleen Pfannenstiel, Pakethia Harris, *American Institutes for Research*

Concept-Focused and Procedure-Focused Instruction for High School Students' Algebra Achievement

This study examined concept-focused instruction (CFI) and procedure-focused instruction (PFI) for ninth graders' algebra achievement. The results indicated that students with mathematics difficulties (MD) who received less CFI and more PFI and students without MD who received more CFI and less PFI were more positively associated with algebra achievement.

Jihyun Lee, *University of Wyoming*

Panel 2: Vocabulary Instruction – Diversity Spotlight / Bullying Involvement

Vocabulary Instruction for SLDs, ELs with LD: an Observation Study

An observation study of vocabulary EBPs with follow up interviews of core content teachers to determine thought processes on vocabulary practices for SLDs and ELs with LD in a variety of middle school classrooms, how teachers approached their vocabulary practices, themes that emerged, and implications for preservice and in-service teachers

Kelly Liu, Sheri Berkeley *George Mason University*, **Lisa Morin**, *Old Dominion University*

Measuring Bullying Involvement for Students with Learning Disabilities

The purpose of this study was to collect all measurement tools that have been used to measure bullying, and through a content analysis, determine if the tools measured bullying according to the Gladden and colleagues (2014) definition including repetition, intent, and power imbalance.

Katherine Graves, Lindsey Mirielli, Cannon Ousley, Chad Rose, *University of Missouri – Columbia*

Panel 3: Literacy Instruction

Righting Reading Fluency and Comprehension for Students in Grades 3-8

Students in grades 3-8 who received Readable English instruction made significant gains on all EasyCBM Benchmark and Woodcock Reading Mastery Tests-III fluency and passage comprehension assessments, while control groups' reading declined or was stagnate ($n = 169$). Implications include the potential for more effective remediation with less pull-out instruction. **Joanne Coggins**, *Intensive Integrated Reading Systems*

Catalyst: Response to Pandemic Leads to Improvement in Literacy Instruction

Faced with uncertainty of learning loss, we quieted the noise and started this school year from a place of data-driven and evidence-based literacy instruction. This session will summarize the steps taken at Glenkirk Elementary to align literacy practices with the science of reading to meet the needs of all learners. **Meaghan Sekinger**, *George Mason University* **Marisa Miranda**, **Diane Fernandez**, **Amy Tompkins**, *Glenkirk Elementary School*

Roundtable A

Table 1: Multilevel Coaching: Data-driven Teacher Support to Increase Student Engagement

We will present a single-case, multiple probe across participants design study that evaluated the effectiveness of multitiered coaching on high school teachers' uses of opportunities to respond (OTRs) during teacher-led direct instruction and levels of appropriate student engagement.

Holly Johnson, **Jocelyn Weiner**, *University of North Carolina at Charlotte*

Table 2: Morphology Matters to Middle School Students

Morphology instruction in content area classrooms expands the vocabulary skills of diverse students with learning differences. Research findings indicate a spectrum of intervention activities and methods of implementation which impact vocabulary knowledge. Participants share successful practices and areas of growth needed to support vocabulary skills in content area classrooms.

Stacie Brady, **Linda Mason**, **Lindsay Sanborn Owen**, *George Mason University*

Alyson Collins, **Steve Ciullo**, *Texas State University*

Table 3: Easy Text Hard Questions

Students with SLD often experience cognitive overload while tackling hard questions and hard texts. Without guidance, pre-service teachers often miss opportunities of teaching how to unpack inferential questions. This presentation invites participants to practice teaching challenging questions with accessible text; discover what entails being a reading teacher.

Kimy Liu, **Brittany Desnoyer**, *California State University Stanislaus*

Table 4: Students with LD and ADHD: Diversity, Prevalence, and Responsive Instruction

Students with ADHD present diverse characteristics which can be comorbid with LD or conduct disorder. Our focus is two-fold: First, identifying prevalence rates of diverse students with ADHD who also have diagnoses of LD or conduct disorder. Second, responsive instructional techniques for students who have both ADHD and LD. **Joy Banks**, **Esther Shin**, **Kia Felder – Williams**, **Reagan Mergen**, **Lindsay Owen**, **Peggy King-Sears**, *George Mason University*

Roundtable B

Table 1: Implementation of School-based Interventions to Support Development of Social-emotional Skills

This presentation will address the research to practice gap that exists in the provision of school-based interventions to support the social-emotional skills in students with SLD. We will review the literature surrounding this implementation gap. We will then identify evidence-based interventions that are appropriate, useful, and doable for teachers.

Rebecca Shankland, *Appalachian State University* **Heba Abdelnaby**, *University of Missouri*, **Yun-Ju Hsiao**, *Washington State University Tri-Cities*, **Wendie Castillo**, *Central Washington University*, **Lidia Sedano**, *Clark County School District*

Table 2: Implementing a Successful Co-Teaching Model for Students with Learning Disabilities

This session will share the results of a case study involving multiple classrooms transitioning to a co-teaching model with the inclusion of students with learning disabilities. Attendees will learn successful outcomes, implementation plans, and challenges that may be encountered with the transition to a co-teaching, inclusion model. **Tina McWilliams**, *Ohio University*

Table 3: Utilizing the TAGG in Transition Planning for Students with LD

This session provides attendees with information on the Transition Assessment and Goal Generator (TAGG) and how to use the results in transition planning for students with learning disabilities. The presenters explain how to maximize results from TAGG to design annual transition goals, transition services, course of study, and postsecondary goals.

Malarie Deardorff, *University of Oklahoma* **Kristopher Yeager**, *University of Texas – El Paso*

Table 4: Assessing and Supporting Social Skill Needs for Students with SLD

Increasingly, special education teachers are charged, either directly or indirectly, with assessing and supporting students' social skill needs both in the classroom and across educational settings. This presentation will provide special educators with five steps to assess, teach, generalize, and maintain social skill competency for students with specific learning disabilities.

Jennifer Walker, *University of Mary Washington*

Thursday Lunch Session 11:45-1:00

Equity and Diversity Distinguished Lecture

Considering History and Self to Affirm and Sustain Youth with Learning Disabilities

Dr. Kathleen Ling Thorius



Dr. Kathleen King Thorius is Associate Professor of Special Education and Urban Education Studies and Executive Director of the Great Lakes Equity Center and its Midwest and Plains Equity Assistance Center. Dr. Thorius is committed to critical inquiry on teacher practice and education systems, as well as development of innovative pedagogical and policy solutions for teaching students with disabilities at other marginalized identity intersections. Published extensively in practitioner and research outlets, Dr. Thorius was a school psychologist before earning her Ph.D. as a USDOE-funded doctoral fellow in an interdisciplinary program to prepare culturally responsive special education professors. During this time, she was a professional learning coordinator for the National Center for Culturally Responsive Education Systems and the National Center for Urban School Improvement—and co-directed the Equity Alliance at Arizona State University. Dr. Thorius presents nationally and internationally on race, language, and disability equity, and multi-tiered systems of support including culturally responsive school-wide discipline approaches. Her expertise undergirds past and current work with myriad US urban, rural, and suburban school districts and state departments of education.

Concurrent Sessions 2: Thursday 1:15-2:45

| Session Type | Title | Room |
|---|--|---------------------------|
| Lecture | Wiederholt Lecture | Shenandoah |
| Practitioner Panel 2 | Social Emotional Learning | Madison |
| Panel 4 | Teacher Preparation | Monroe |
| Panel 5 | Writing Strategies | Dominion/ Commonwealth |
| Panel 6 | Eligibility | Jefferson |
| Roundtable C <i>Blue, numbered table tents</i> | 1. Closing the Gap: Teacher Feedback and Writing Evaluation 2. Making Middle School Magic with the TBGO+ 3. Reliability and Validity of Curriculum-based Measurement Written Expression 4. Making the Invisible Visible: Idea Generation Processes | Salons 6-8 |
| Roundtable D <i>Gray, numbered table tents</i> | 1. Transition Interviews: Strategies for Students with Learning Disabilities 2. Increasing At-Risk Middle School Student Performance 3. Supporting Students with LD Transitioning to Post-School Environments 4. Joint Opportunity for Discussion and Action: Conceptualizing the Council for Learning Disabilities of Tomorrow – Strategic Planning and Goal Updates | Salons 6-8 |

Wiederholt Lecture

Building students' conceptual understanding of multiplicative reasoning content and facilitating meaningful discourse using visual representations

Asha Jitendra

Practitioner Panel 2: Social Emotional Learning

Pandemic Testing: Social and Emotional Learning Predicts Increased Scores

For many students, test scores decreased during the COVID-19 pandemic. However, Winston Preparatory students have routinely seen a significant increase in test scores from year to year, including during the pandemic. The secret may lie in the social and emotional learning built into their curriculum.

Amber DeBono, Michele Heimbauer, Elizabeth Mendelsohn, Winston Preparatory School

Parent and Family Engagement and Social Emotional Learning

Social Emotional Learning (SEL) and supports of parent and family engagement will be discussed in this presentation. The standards and indicators of Social Emotional Learning will be shared, along with how to implement and support evidence-based practices to support SEL within children with learning disabilities in their home and community.

Wendie Castillo, Central Washington University Yun-Ju Hsiao, Washington State University - Tri-Cities, Lidia Sedano, Clark County School District, Rebecca Shankland, Appalachian State University

Panel 4: Teacher Preparation

Improving the Code-Related Knowledge of Preservice Special Education Teachers

In this presentation, we will review the results of a study examining the effects of interactive, peer teaching exercises on special education teacher candidates' code-related knowledge. We will also examine the relation between teacher candidates' knowledge and practice.

Rachel Donegan, *Northern Illinois University*

Evidence-Based Instruction for Preservice Special Educators and Speech Pathologists

Learning and language disabilities are associated with academic and behavioral deficits in K-12 students. This presentation will present the results of a two-part study examining the most effective ways to train preservice special educators and SLPs on behavior management and language supportive strategies. Implications for teacher preparation will be discussed.

Kat Alves, Erin Wallace, *Longwood University*

What special educators must know about literacy, but do they?

New legislation nationwide addresses teacher preparation programs to ensure they include rigorous coursework in science-based reading research and structured literacy. Leave with an understanding of the skills and knowledge needed to provide science-based literacy instruction, its importance for students with LD, and a tool to analyze your instructional practices.

Cynthia Buckley, *George Mason University*, **Judith Fontana**, *Virginia Department of Education, Office of Instructional Services, Special Education*

Panel 5: Writing Strategies

Enhancing Student Writing from Preschool to Middle School

Panelists present four studies spanning grades preK-8 that examined: response-to-intervention of preschoolers' writing, measuring expressive writing in Grades 1-2, integrated reading and writing intervention for elementary students, and writing in middle school inclusive content classrooms. Each study will provide implications for students with or at risk for writing disabilities.

Lara Costa, *University of North Carolina at Chapel Hill*, **Deborah Reed**, *University of Tennessee*, **Alyson Collins**, *Texas State University*, **Stephen Ciullo**, *Texas State University*, **Linda Mason**, *George Mason University*

Panel 6: Eligibility

The Relationship Between Special Education and MTSS in Elementary Schools

Multi-Tiered Systems of Support (MTSS) can be used as a method of identification for Special Education or a precursor to address academic and behavior needs prior to Special Education evaluation. This study reports on the nature of the relationship between MTSS and Special Education as found in a multi-year national study of approximately 90 elementary schools across the United States.

Heather Smith, Elizabeth Thomas, University of Missouri

LDA's Research Supported Framework for Learning Disabilities Assessment and Identification

The Learning Disabilities Association of America works collaboratively with researchers to recommend evidenced-based practices for learning disabilities and assessment. This session will provide an overview of the best practices in assessment and identification that address disproportionality and serve to ensure all individuals with learning disabilities are identified, educated and supported.

Monica McHale-Small, Learning Disabilities Association of America / Temple University

Roundtable C

Table 1: Closing the Gap: Understanding Teacher Feedback and Writing Evaluation

This mixed methods research study explored the perceptions, knowledge, and behaviors of teachers of students with disabilities 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, Winston Salem State University/ University of NC at Greensboro, Kathy Ewoldt, University of Texas – San Antonio, Sara Flanagan, University of Maine

Table 2: Making Middle School Magic with the TBGO+

A technology-based writing intervention was used by teachers in a rural middle school to improve the writing composition of students with and without learning disabilities. Following a sequence of professional development modules, teachers implemented the intervention under authentic conditions. Students' writing outcomes, social validity results, and implications will be shared.

Kelly Regan, Anya Evmenova, George Mason University

Table 3: Reliability and Validity of Curriculum-based Measurement for Written Expression

This session examines reliability and validity for curriculum-based measures of writing. Eighty-nine (N = 89) 8th graders completed eleven CBM prompts. Writing products were scored for the number of words written, words spelled correctly, correct word sequences, and correct minus incorrect word sequences. Attendees will discuss practical implications of results. **John Romig, University of Texas - Arlington**

Table 4: Making the Invisible Visible: Idea Generation Processes for Exceptional Learners

Writing interventions for generating ideas cannot seemingly be conceptualized until idea generation processes are identified and understood. This study used a mixed methods design to unveil and compare the idea generation processes of skilled writers and those with writing exceptionalities. Results and implications for research and practice will be discussed. **Reagan Murnan, Catharine Lory, Anya Evmenova, George Mason University**

Roundtable D

Table 1: Transition Interviews: Strategies for Students with Learning Disabilities

Along with formal assessment, informal interviews are necessary to develop individualized transition plans for students with learning disabilities (LD). This presentation provides research-informed strategies for practitioners to conduct personalized, strengths-based, and culturally-responsive transition interviews. Drawing on a synthesis of voice research, we provide specific considerations for students with LD. **Kristopher Yeager**, *University of Texas – El Paso*, **Joseph Morgan**, *University of Nevada – Las Vegas*

Table 2: Increasing At-Risk Middle School Student Performance Through A Multi-Part Intervention

This presentation will highlight a multi-part middle school intervention. Academic intervention included intensive reading strategies instruction. Students participated in individualized mentoring, workforce development training, and job and college visits. Participants will learn about impacts on standardized reading performance, state test scores, absenteeism, discipline referrals, as well as discuss future implications. **Dan Boudah**, *East Carolina University*

Table 3: Supporting Students with Learning Disabilities Transitioning to Post-School Environments

IDEA mandates the provision of a Summary of Performance (SOP) to students receiving special education during their final year of high school; however, the law offers little guidance for educators. The authors propose recommendations on how special educators can use an SOP Portfolio as part of comprehensive transition planning and engage students in the process. **Mariya Davis**, *Texas A & M University – San Antonio* **Julie Southward**, *University of North Texas – Dallas*

Table 4: Joint Opportunity for Discussion and Action Conceptualizing the Council for Learning

Disabilities of Tomorrow – Strategic Planning and Goal Updates **Brenda Barrio**, *University of North Texas*

Concurrent Sessions 3: Thursday 3:00-4:30

| Session Type | Title | Room |
|---|---|---------------------------|
| Practitioner Panel 3 | Supporting and Engaging Students with LD | Madison |
| Panel 7 | Writing Instruction and Leadership Institute | Monroe |
| Panel 8 | Pedagogy in Pre-service Teacher Preparation Programs | Dominion/ Commonwealth |
| Panel 9 | Diversity Lecture | Jefferson |
| Panel 10 | Outstanding Early Career, Must Read Awards | Shenendoah |
| Roundtable E <i>Blue, numbered table tents</i> | 1. Promoting Differentiated Learning for Students with LD 2. Promoting Teacher Self-Efficacy in Educational Decision Making 3. Teachers' Perceived Beliefs and Practices Related to Mathematical Discourse | Salons 6-8 |
| Roundtable F <i>Gray, numbered table tents</i> | 1. Inequitable Barriers to Postsecondary LD Accommodations: The RISE Act 2. Advocating at the National and Local Levels to Influence Practice 3. Tuition Reimbursement for Students with Learning Disabilities 4. Joint Opportunity for Discussion and Action: Culturally Sustaining Practices and Pedagogies for Diverse Students with Learning Disabilities: Interventions and Instruction Research and Implementation | Salons 6-8 |

Practitioner Focused Panel 3: Supporting and Engaging Students

Academic Diversity: Ways to Motivate and Engage Students with LD

Research supports effective strategies to help increase student motivation, engagement, academic learning, and self-efficacy. Topics that will be discussed include effective teacher and parent feedback to influence student motivation, ways to effectively increase intrinsic motivation, and how to differentiate using choice to increase motivation and engagement across content areas.

Beverly Weiser, *Beverly Weiser Educational Consulting*

Executive Functioning Support Through Multisensory Methods in the Classroom

Modeling, implementing, and teaching Executive Function (EF) skills is a critical component in supporting students with Learning Disabilities. Combining best practices in classroom management and scaffolding EF skills through multisensory engagement lays the foundation for students to feel supported, organized, and safe, which enhances learning. **Gretchen Herwig, Lacey Dudiak**, *The Fletcher School*

Panel 7:

An Online, Adaptive Professional Learning Model to Support Writing Instruction

Teachers of adolescent writers with disabilities may lack necessary systemic support for implementing evidence-based writing instruction. Researchers will share about the iterative development of an online, adaptive professional learning dashboard for WRITE, an online intervention to support progress monitoring and instruction for adolescents with learning disabilities.

Jocelyn Washburn, Suzanne Myers, Amber Rowland, *University of Kansas Center for Research on Learning*

Looking Back to Move Forward: Trends and Opportunities for Equity – Diversity Spotlight

Given the increased efforts around diversity and inclusion, this study analyzed interview data, CLD conference brochures, and the CLD website to identify related trends and potential gaps in CLD's mission and actions. Findings are intended to advance CLD as an equity-based organization for diverse students with LD.

Danielle Frith, *Monmouth University*, **Haerin Park**, *University of Saint Joseph*, **Carlos Lavin**, *College of Charleston*, **Leah Zimmermann**, *University of Iowa*, **Amber Ray**, *University of Illinois at Urbana-Champaign*, **Christiana Nielsen**, *Lehigh University*

Panel 8: Pedagogy in Pre-service Teacher Preparation Programs

Humanizing the Way We Teach: Voices of Preservice Teachers

Humanizing pedagogy is critical for removing barriers to successful student-centered experiences. Using a Q-methodology design, we examined preservice special educators' beliefs about the impact of pedagogical practices on their holistic success. Sharing participants' perspectives, this session aims to help faculty better understand how to support the universal well-being of students.

Danielle Feeney, *Ohio University*, **SJ Vach**, *East Carolina University*

Flipped Instruction in a Special Education Educator Prep Program

This presentation will discuss the findings of a study analyzing the perceived effectiveness of flipped instruction in three special education educator preparation courses (n=50), and the educational technology tools incorporated to increase engagement. Findings indicate flipped instruction was engaging and contributed significantly to their content acquisition.

Cynthia Massey, *Georgia Southern University*

Panel 9: Diversity and Equity Lecture

(Re)Committing to Inclusive Education: Key Practices and Processes for Inclusive Educators

Kathleen King-Thorius, *Indiana University, Great Lakes Equity Center*

Panel 10: Must Read and Early Career Presentations

*** Must Read Award Winner for *Learning Disability Quarterly* cannot present**

Intervention in School and Clinic: Must-Read Aspirational Capital: Empowering Black Families with Children Disabilities

Disability critical race theory (DisCrit) provides a lens that allows educators to view the intersections of disability, race, and ethnicity through a cultural lens and impacts on families from marginalized and minoritized backgrounds. Recommendations will be presented for educators who work with Black families.

Monique Matute-Chavarria, *New Mexico State University*

Early Career Research Award: Thinking like an engineer: The link between high school engineering coursework and science attitudes for students with learning disabilities

This study explores how participation in engineering coursework in high school links to science attitudes (self-efficacy, utility, and identity) and expectations to pursue an engineering career and how these courses may particularly benefit students with learning disabilities. Ultimately, these courses appear to benefit students with respect to self-efficacy and identity.

Jay Plasman, *Ohio State University*

Roundtable E

Table 1: Promoting Differentiated Learning for Students with LD: Supporting Pre-service Teacher Through Explicit Learning Opportunities

Providing quality instruction on how to effectively implement research-based practice in the classroom is essential for educator success. Teacher preparation programs can use the Universal Design for Learning (UDL) framework, evidence-based practices, scaffolded instruction, video-analysis, and high leverage practices to prepare pre-service teachers to positively impact diverse student learning, particularly students with specific learning disabilities.

Randa Keeley, Maria Peterson-Ahmad, Schuyler Beecher, *Texas Woman's University*

Table 2: Promoting Teacher Self-Efficacy in Educational Decision Making

Early career special educators often lack confidence interpreting and applying assessment data to make educational decisions. This session will share practices and outcomes from a study evaluating the effect of mock meetings on the self-efficacy of pre- and in-service teachers in a graduate level special education assessment course.

Melissa Jenkins, *University of Mary Washington*

Table 3: General and Special Education Teachers' Perceived Beliefs and Practices Related to Mathematical Discourse

Students' participation in mathematical discourse is essential for the development of their conceptual understanding. Research on teachers' typical discourse practices has shown that teacher talk tends to dominate classroom instruction. This presentation will show preliminary findings of a qualitative study on general and special education teachers' mathematical discourse perceived beliefs and practices.

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

Roundtable F

Table 1: Inequitable Barriers to Postsecondary LD Accommodations: The RISE Act solution

Students with learning disabilities are currently facing eligibility barriers to acquiring postsecondary accommodations, resulting in inequitable access to higher education. This presentation will highlight the reasons for this issue, the impacts on students, and legislative solutions (specifically the RISE act).

Rachelle Johnson, Josephine Olson, *Florida State University*

Table 2: Advocating at the National and Local Levels to Influence Practice

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 and Institute on Executive Functioning*

Table 3: Tuition Reimbursement for Students with Learning Disabilities

A discussion of Burlington/Carter three-prong test of tuition reimbursement when parents contend a school district did not provide a free appropriate public education (FAPE) with special emphasis on students with learning disabilities and the increase of online instruction. Also, discussion to maximize parent/school relationships to minimize alternative placements.

Cynthia Dieterich, *Baldwin Wallace University*

Table 4: Joint Opportunity for Discussion and Action: Culturally Sustaining Practices and Pedagogies for Diverse Students with Learning Disabilities: Interventions and Instruction Research and Implementation

Brenda Barrio, *University of North Texas*

Thursday 6:15pm-7:00pm

Salon 1-5

President's Conference Reception

(President's conference reception includes hors d'oeuvres and cash bar)

Interactive Poster Session

| Poster Number | Title |
|---------------|---|
| 1 | Multi-Level Coaching to Support Pre-Service Teachers During Reading Tutoring Corinne Kingsberry, Jocelyn Weiner, University of North Carolina-Charlotte |
| 2 | Math Anxiety & Students with LD: The Power of Social Emotional Learning Jugnu Agrawal, Fairfax County Public Schools Lisa Morin, Old Dominion University |
| 3 | Implementing Data-based Individualization for Students with Mathematics Disabilities Soyoung Park, University of Western Kentucky |
| 4 | Trends of Mental Health Needs among Students with Learning Disabilities Robin Lock, Brittany Turner, Janna Brendle, Laura Brown, Texas Tech University |
| 5 | Using Practice-based Coaching to Enhance Teaching in an Elementary Classroom Catherine Lory, University of Nevada – Las Vegas Jennifer Smith, John Augustine, Purdue University |
| 6 | Graduate Student Perceptions Regarding LD Assessment of Culturally and Linguistically Diverse Students Laura Brown, Janna Brendle, Robin Lock, Texas Tech University |
| 7 | Collaboratively Developed Academic and Social-Emotional Supports in a Parochial High School Drina Kei Yatsu, David Scanlon, Boston College |
| 8 | Successfully Applying Executive Function Skills in School and Everyday Life Andrea Anglin-Alonso, Montgomery County Public Schools |
| 9 | Addressing Special Education Teacher Shortage through Emergency Covid Funds Jarrod Hobson, Virginia Commonwealth University |
| 10 | Phonics-Aligned, Integrated Phonemic Awareness Intervention for Students with Learning Disabilities Paul Meng, University of Hawai'i - Mānoa |
| 11 | Promoting Accessibility to Mathematics Instruction for Secondary Students with LD Anne Brawand, Kutztown University |
| 12 | Revisiting Secondary Teachers' Beliefs About Teaching Writing to Struggling Students Apryl Poch, University of Nebraska at Omaha |
| 13 | Adapting Read Naturally for Students with Comorbid Learning Disabilities and Visual Impairments Beth Jones, Maria Peterson-Ahmad, Texas Woman's University |
| 14 | Systematic Review of Word-Reading Intervention for High School Students Kimberly McFadden, Lehigh University |
| 15 | Teacher Reported Attention Predicting Written Language in 2nd graders Lara-Jeane Costa, University of North Carolina at Chapel Hill |

| | |
|----|---|
| 16 | Engagement and Achievement in Students with LD: A Meta-Analysis Esther Lindstrom , <i>Lehigh University</i> Jason Chow , <i>University of Maryland</i> |
| 17 | Supporting Students with Learning Disabilities in Virtual Instruction Forums Brittany Desnoyer , <i>California State University - Stanislaus</i> |
| 18 | Co-Teaching and the Effects on Student Outcomes: A meta-analysis Samantha Kelly , Minyi Dennis , <i>Lehigh University</i> |
| 19 | Using Mobile Devices for Behavior Management in the Classroom Marissa Rakos , <i>University of Nevada – Las Vegas</i> |
| 20 | Using Observational Measures to Support Paraprofessionals in Improving Instruction Tasia Brafford , <i>The Meadows Center for Preventing Educational Risk, University of Texas – Austin</i> , Ronda Fritz , <i>Eastern Oregon University</i> |
| 21 | Teaching Students to Write Sentences: A Systematic Review of the Literature Kristen Ritchey , David Coker , <i>University of Delaware</i> |
| 22 | CLD: Making a Difference for Students with Learning Disabilities Roberta Strosnider , Debi Gartland , <i>Towson University</i> |
| 23 | Linking Science and Literacy Through Multimodal Text Sets: Student Perspectives Heba Abdelnaby , Delinda vanGarderen , Tracey Milarsky , Qingli Lei , <i>University of Missouri</i> |
| 24 | Comics for Students with Learning Disabilities: Enhancing Literacy Instruction Sung Hee Lee , <i>California State University Fullerton</i> |
| 25 | Service Dogs, Therapy Dogs, Emotional Support Dogs, Oh My! Anne Papalia , <i>Shippensburg University</i> |
| 26 | Integrating Social-Emotional Learning and Secondary Literacy for Students with Specific Learning Disabilities Michelle Squitieri , <i>Lehigh University</i> |
| 27 | Reaching and Teaching ALL Students with Learning Disabilities Toni Franklin , <i>Columbus State University</i> Vanessa Hinton , <i>Auburn University</i> |
| 28 | Special Education Teacher Attrition: Impact of Administrator Knowledge and Experience Jessica Alley , <i>University of Nevada - Las Vegas</i> |

Friday 8:30am-9:15am

Salon 1-5

Interactive Poster Session

| Poster Number | Title |
|---------------|--|
| 1 | Evidence-Based Mathematics Interventions with Students of Color with Disabilities Monica Grillo , <i>Virginia Commonwealth University</i> |
| 2 | Planning For Accelerated Learning After COVID School Closures: National Perspective Cassidi Richmond, Isabel Vargas , <i>University of Virginia</i> , Karen Omohundro , <i>George Mason University</i> |
| 3 | Innovative Design Elements for In-service Professional Development Stephanie Meza , <i>University of Nevada- Las Vegas</i> |
| 4 | Using Peer-mediated Instruction to Support ELs and Students with LD Leigh Ann Kurz , <i>Susquehanna University</i> , Kelly Liu , <i>George Mason University</i> |
| 5 | Algebra Interventions for Students with LD: A Systematic Literature Review Cassandra Smith , <i>University of Missouri</i> |
| 6 | CBM-W word dictation for struggling beginning writers: Technical features of slope Seohyeon Choi, Emma Shanahan, Jechun An , <i>University of Minnesota, Twin Cities</i> |
| 7 | Barriers to the Concurrent Implementation of Integrated MTSS and UDL Elizabeth Thomas , <i>University of Missouri</i> |
| 8 | Administrative Support and Provisionally-Licensed Special Education Teachers Anna Macedonia , <i>George Mason University</i> |
| 9 | Designing Generational & Cultural Sustaining Classrooms for Students with Learning Disabilities Lissa Pilar Love <i>University of Nevada – Las Vegas</i> |
| 10 | Identification of Teacher and Administrator Cultural Biases Within a School Kristen Ramaila , <i>University of Nevada – Las Vegas</i> |
| 11 | Perspectives of assessment and self-efficacy regarding assessment with preservice special educators Miriam White , <i>Bemidji State University</i> |
| 12 | Bullying and Victimization: An Evaluation by Race and Disability Katherine Graves, Chad Rose, Tiffany Crawford, Cannon Ousley, Lindsey Mirielli , Tracey Kenyon Milarsky , <i>University of Missouri</i> |
| 13 | Methods and Measures for Identifying Response to Language Instruction Bess Casey Wilke , <i>University of Minnesota</i> |
| 14 | Classroom-based samples of research-supported methods for leveraging literacy outcomes Lauren Foxworth, Morgan Piscitelli , <i>The College of New Jersey</i> |
| 15 | The Moderating Effects of Initial Skill Development on a First-Grade Intervention for Students with Mathematics Difficulties Jenna Gersib, Shadi Ghafghazi , <i>University of Texas-Austin</i> |
| 16 | Pre-service Teachers' Conceptualizations of Inclusion Haerin Park , <i>University of Saint Joseph</i> , David Scanlon , <i>Boston College</i> |
| 17 | Impact of Accessible Arts Integration Professional Development on Preschool Teachers |

| | |
|----|--|
| | Jasmine Begeske, Jennifer Smith, <i>Purdue University</i>, Catherine Lory, <i>University of Nevada – Las Vegas</i> |
| 18 | Preservice Teachers' Perceptions and knowledge of RTI/MTSS Amy Lein, Alexandra Taylor, Tommy Wells, <i>Bellarmine University</i> |
| 19 | A Study of Assessment Personnel Preparation Programs' Delivery Mode and Level of Preparedness to Implement Best Practices in Special Education SLD Evaluation and Services Janna Brendle, Stephanie Lee, Robin Lock, Laura Brown, <i>Texas Tech University</i> |
| 20 | Can you hear the sound?: Pre-Service Teachers' Experiences and Beliefs in a Reading Tutoring Clinical Program Jocelyn Weiner, Corinne Kingsbery, <i>University of North Carolina – Charlotte</i> |
| 21 | Parent Reports of Executive Functions in Students with Learning Disability Lisa Morin, <i>Old Dominion University</i> |
| 22 | Positive Teacher Behaviors to Increase Academic Achievement in Early Childhood Peggy Hester, Lisa Morin, Sabra Gear, <i>Old Dominion University</i> |
| 23 | A Systematic Review of Research Syntheses Focused on Mathematics Interventions Soyoung Park, <i>University of Western Kentucky</i>, Tasia Brafford, <i>University of Texas- Austin</i> |
| 24 | Triennial Evaluations: Suggestions for Policymakers Christopher Claude, Rick Brigham, <i>George Mason University</i> |
| 25 | Developing Adapted Graphic Novels for Students with Learning Disabilities Ramella Lee, <i>University of Nevada – Las Vegas</i> |
| 26 | Technology Committee |
| 27 | Diversity Committee |
| 28 | Research Committee |
| 29 | Membership Committee |
| 30 | Next Year's Conference |
| 31 | Liasson Committee |
| 32 | Communications Committee |
| 33 | Finance Committee |
| 34 | Leadership Development Committee |
| 35 | Conference Committee |

Concurrent Sessions 4: Friday 9:30-10:45

| Session Type | Title | Room |
|---|--|---------------------------|
| Practitioner Panel 4 | Transition | Madison |
| Practitioner Panel 5 | Trauma and Anxiety | Monroe |
| Panel 11 | Coaching / Writing Practices for Bilingual Students | Dominion/ Commonwealth |
| Panel 12 | Self-regulated Strategy Instruction | Shenendoah |
| Panel 13 | Supporting Students in Science | Jefferson |
| Roundtable G <i>Blue, numbered table tents</i> | <ol style="list-style-type: none"> 1. Using Incremental Rehearsal Strategy for Meaningful Fact Fluency Practice 2. Special Education Placement and Student Academic Outcomes 3. Adaptations to Support Writing in Inclusion Content Classrooms 4. UDL Chemistry Instruction for Students With and Without LD | Salons 6-8 |
| Roundtable H <i>Gray, numbered table tents</i> | <ol style="list-style-type: none"> 1. Positive School Relationships between Pre-service Teachers and Students 2. Transition to Post-secondary: Strengthening School-Family Partnerships 3. Strategies to Support Social Emotional Awareness for Novice Teachers | Salons 6-8 |

Practitioner Focused Panel 4: Transition

Does an Understanding of Future Selves Enhance Student Transition Outcomes?

Eighty-seven percent of students report teachers have a lot of influence in their lives. However, students also report only 3% of teachers understand them. In this session, we explore data describing student personal goals and programs designed to improve student/teacher relationships that support transition to college or a career.

Michael Hock, *University of Kansas*, **Tonya Eberhart**, *University of Kansas Center for Research on Learning*, **Christina Helfrick**, *Donagel School District*, **Yan Wei**, *Southern Connecticut State University*

Practitioner Focused Panel 5: Trauma and Anxiety

Let's Solve this Now: Trauma and Suicide Prevention in Adolescents with Learning Disabilities

Adolescents with disabilities are a population at risk for suicide, yet this group has been relatively overlooked in suicide research. Presenters identify risk factors for suicide, discuss how they may appear among adolescents with learning disabilities, and present evidence based protective factor for suicide prevention to mitigate risk factors

Anne Papalia, *Shippensburg University*

Integrating explicit anxiety management practices into instruction

Students with learning difficulties have been found to have significantly higher levels of anxiety than their peers, which can negatively affect academic performance. Teachers can apply quick explicit anxiety management strategies to their teaching in order to reduce the anxiety of students. Presenters will break down the research around anxiety management strategies and will provide practices that teachers can implement in K-12 classrooms.

Eleni Chatzoglou, Blair Payne, Sarah Fishstrom, *University of Texas – Austin*

Panel 11: Coaching / Writing Practices for Bilingual Students

Streamlining Observations, Feedback, and Professional Development: Ready To Be COACHED?

Presenters will introduce a new web-based app that utilizes research-based tools to provide coaching feedback, and professional development to teachers. The COACHED app is available at no cost and is flexible for multiple uses including teacher preparation.

Michael Kennedy, Rachel Kunemund, Olivia Coleman, *University of Virginia*

Write This Way: Instructional Writing Practices for Emergent Bilingual Students

By examining writing samples of second grade emergent bilingual students from the Pacific Northwest, we explore the cross-linguistic relationship between language and writing. Using the data from the curriculum-based measurement (CBM) and from BRIEF-2, we determine which factors of writing development influence outcomes on writing measures and instructional practices.

Sylvia Linan-Thompson, Suelbi Bailey Lee, Meagan Dorman, Madison Cook, *University of Oregon*

Panel 12: Supporting Students in Science

Integrating Mathematics and Science to Support Diverse Learners' Argumentation Skills

During this presentation we present findings of a study designed to examine the impact of mathematics scaffolds in multimodal STEM text sets on argumentation skills for middle school students with and without disabilities. Implications and recommendations for practice are provided.

Jessica Rodrigues, Delinda van Garderen, Cassandra Smith, *University of Missouri*

Using Multimodal STEM Sets to Improve Science Argumentation for Students

We present findings of a study focusing on the efficacy of multimodal STEM text sets for improving argumentation in students with learning disabilities. Implications and recommendations for practice are provided.

Delinda van Garderen, Cassandra Smith, Rachel Juergensen, *University of Missouri*

Panel 13: Self-regulated Strategy Instruction

Online SRSD Writing Instruction for Elementary Students with Learning Disabilities

Elementary students with learning disabilities experienced challenges receiving literacy instruction online during the COVID-19 pandemic. Teachers participated in a professional development series to learn to implement self-regulated strategy development for informative writing from source text. Teachers implemented instruction during a one-month online summer program to elementary students with learning disabilities.

Amber Ray, *University of Illinois at Urbana-Champaign*

A Synthesis of Self-Regulated Instruction on Motivation for Struggling Students

In this synthesis, we analyze how self-regulated instruction (SRI) affects motivation outcomes for struggling students. We identify 29 studies that include struggling students, SRI intervention components, and motivation outcomes. Effect size calculations show that the use of SRI improves student motivation over control conditions in the majority of studies.

Cameron Butler, *District of Columbia Public Schools*, **Susan De La Paz**, *University of Maryland*

Technology Enhanced SRSD Writing Instruction

Teaching middle school students with learning disabilities strategies for writing argumentative essays that incorporate information from source texts helps prepare them for academic success. Technology-enhanced self-regulated strategy development instruction for source-based argumentative writing for middle school students with learning disabilities will be presented.

Amber Ray, *University of Illinois at Urbana-Champaign*

Roundtable G

Table 1: Using Incremental Rehearsal Strategy for Meaningful Fact Fluency Practice

Fact fluency reduces the cognitive demand on working memory to allocate cognitive resources for processing more complex tasks. Meaningful practice prevents students from reverting to rote memorization (Baroody, 2006) and promotes automatic recall of basic facts. Fluency intervention strategies such as incremental rehearsal move facts from short-term to long-term memory leading to long-term retention of facts promoting fluency. **Friggita Johnson**, *Claflin University*

Table 2: How Does Special Education Placement Affect Student Academic Outcomes?

Thirty-three percent of all students who received special education services in the 2019-2020 school year had a specific learning disability. These students spent 80% or more of their time inside the general education classroom. Researchers will share their original research on the relationship between special education placement and improved academic outcomes.

Mindy Gumpert, *Old Dominion University*, *Virginia Wesleyan University*, **Melissa Quackenbush**, *Rampo College*

Table 3: Adaptations to Support Writing in Inclusion Content Classrooms

Observation data from 77 inclusive middle school science and social studies classrooms, teacher interviews, and pre-and in-service training was triangulated to capture the adaptations teachers use to support students' writing. Results provide information for intervention and development of professional training to support content-area writing for diverse students with learning disabilities.

Lindsay Owen, **Stacie Brady**, **Linda Mason**, *George Mason University*, **Alyson Collins**, **Stephen Ciullo**, *Texas State University*

Table 4: UDL Chemistry Instruction for Students with and Without Learning Disabilities

Students with and without LD received UDL-based chemistry instruction in co-taught and self-contained settings. Their performance was compared to co-taught control students. The UDL-based chemistry intervention is described, results are identified, and implications for high school teachers' use of UDL are discussed. **Peggy King-Sears**, *George Mason University*

Roundtable H

Table 1: Developing Positive School Relationships between Pre-service Special Educators and Students

Positive school relationships between students with learning disabilities and teachers is vital for positive student outcomes. Teacher preparation programs must ensure opportunities for pre-service teachers to practice. This roundtable discussion will provide an overview of a course assignment in a practicum course which provides opportunities for development of this skill.

Jennifer Smith, **Jasmine Begeske**, *Purdue University*, **Catharine Lory**, *University of Nevada – Las Vegas*

Table 2: Transition to Post-secondary Education: Strengthening School-Family Partnerships

Families play a critical role in their child's education and preparation for post-school environments, including post-secondary education. However, teachers report being less confident when it comes to school-family collaboration and building successful transition pathways. This session offers a description of evidence-based and transition-oriented practices focused on pre-service teacher preparation and professional development. **Mariya Davis**, **Eric Lopez**, *Texas A&M University San Antonio*

Table 3: Strategies to Support Social Emotional Awareness for Novice Teachers

Low self-efficacy and high work demands impact teacher burnout (Klug, 2020); therefore, fostering social emotional awareness is essential for teacher retention. Through teacher preparation and quality mentorship during the first years of teaching, strategies that support social emotional resilience can enhance and support teachers working with students who have a specific learning disability.

Schuyler Beecher, Maria Peterson-Ahmad, *Texas Woman's University*, **Vicki Luther**, *Mercer University*

Concurrent Sessions 5: Friday 11:00am-12:30pm

| Session Type | Title | Room |
|---|--|---------------------------|
| Practitioner Panel 6 | Virtual IEPs and Families from CLD Backgrounds | Madison |
| Panel 14 | Teacher preparation and Higher Education | Shenendoah |
| Panel 15 | Literacy and Writing | Dominion/ Commonwealth |
| Panel 16 | Self-determination | Jefferson |
| Panel 17 | Research Methods | Monroe |
| Roundtable I <i>Blue, numbered table tents</i> | 1. Utilizing a Residency Program to Support Preservice Teachers 2. High-Leverage Practices at a Minority Serving and Hispanic-Serving Institution 3. Using Funds of Knowledge to Restructure Teacher Preparation 4. HLPs and SIOP Crosswalk | Salons 6-8 |
| Roundtable J <i>Gray, numbered table tents</i> | 1. Measuring Self-efficacy of Teacher Candidates 2. Beyond Difference: Recognizing Deficit Narrative 3. Joint Opportunity for Discussion and Action | Salons 6-8 |

Practitioner Focused Panel 6: Virtual IEPs and Families from CLD Backgrounds – Diversity Spotlight

Families from culturally and linguistically diverse (CLD) backgrounds experience several barriers to engagement during the individualized education program (IEP) meeting. This presentation will discuss strategies for engaging families from CLD backgrounds in a virtual IEP meeting. Recommendations on facilitating virtual IEP meetings through a culturally relevant lens will be addressed.

Monique Matute-Chavarria, *New Mexico State University*, **Carlos Lavin**, *College of Charleston*, **Haerin Park**, *University of Saint Joseph*, **Danielle Feeney**, *Ohio University*, **Yun-Ju Hsiao**, *Washington State University Tri-Cities*

Panel 14: Teacher Preparation and Higher Education - Diversity Spotlight

Meeting the Needs of Multilingual Learners with and without Disabilities

The growing number of multilingual learners in schools is reflected in every state. However, educators are not prepared to work with them. To address it, we redesigned our special education program and offered four graduate courses to in-service teachers. Using a longitudinal quasi-experimental approach, we assessed the two programs' effectiveness.

Silvana Watson, *Old Dominion University* **Tara Donahue**, *Manhattan Strategy Company*

Parental Involvement as a Moderator for Students with Learning Disabilities Aspiring to Attend College

The focus of this study was to explore parental involvement as a potential moderating mechanism that might account for the association between the parent's desire for the child to attend college and the child's desire to attend college and the formidable issues of measuring parent involvement in a meaningful manner. **Mona Calhoun**, *Coppin State University*

Panel 15: Literacy and Writing

Is Mandated Dyslexia Professional Development Making a Difference?

New Jersey is one of the few states that mandates annual professional development related to reading disabilities. This study compared New Jersey educators' dyslexia knowledge, perceived preparedness, and professional development perceptions with educators in states with no or limited dyslexia legislation. Results and implications will be discussed. **Michelle Gonzalez**, *William Paterson University*

Teacher Predictors of Student Progress in Data-Based Writing Instruction

Teacher-level factors are linked to student outcomes in data-based instruction (DBI; Lembke et al., 2018). This study examined the relations between teacher factors and students' writing progress. DBI knowledge and skills were positively associated with writing progress, but instructional fidelity was not. Implications for DBI professional development are discussed.

Emma Shanahan, Seohyeon Choi, *University of Minnesota Twin Cities*

Panel 16: Self-determination

Self-Determined Learners: How Motivation Can Inform and Enhance Academic Intervention

In this session, we discuss motivation as a mechanism of change with the potential to enhance academic interventions and accelerate response for students with learning disabilities. We focus on self-determination as a meta-theory of motivation and highlight examples from our team's ongoing program of work focused on self-determined learning.

Jessica Toste, 2022 recipient of the Floyd G. Hudson Award, *University of Texas - Austin*

Panel 17: Research Methods

Single Case Research Design: Lessons Learned from the LDQ SCRD Special Series

This interactive session shares single case research design methodological updates and implications for learning disabilities researchers. Reading, mathematics, and writing intervention challenges are discussed with a focus on research quality indicators and reporting guidelines.

Brittany Hott, *University of Oklahoma*, **Margaret Flores**, *Auburn University*, **Sheri Berkeley**, *George Mason University*

Roundtable I

Table 1: Utilizing a Residency Program to Support Preservice Teachers

The first year of teaching can be overwhelming without appropriate support. A residency program where graduate students obtain full-time jobs, attend courses, and receive coaching from professors may be a solution. This session will present information about the residency program, supporting K-12 students with learning disabilities, and lessons learned.

Kat Alves, *Longwood University*, **Tiara Brown**, *James Madison University*

Table 2: Using High-Leverage Practices to Guide Instruction at a Minority Serving and Hispanic-Serving Institution

High-leverage practices are instructional approaches used by educators to teach different types of learners. This session will highlight preservice teacher activities focused on high leverage practices 4, 5, and 6 as they were used to guide culturally responsive instruction at a Minority Serving and Hispanic-Serving Institution.

Renee Gonzalez, *University of North Texas*

Table 3: Using Funds of Knowledge to Restructure Special Education Teacher Preparation

This session aims to share the components of the four-step CARE process for teacher educators to prepare teachers to center students' Funds of Knowledge in the curriculum while working SWDEBs. The characteristics of the CARE process and interdisciplinary collaboration that led to the development of the CARE process will be discussed.

Fatmana Deniz, **Kendra Antill**, **Tracy Spies**, *University of Nevada – Las Vegas*

Table 4: HLPs and SIOP crosswalk

This session will suggest research-based methods and strategies that have emerged from both High leverage Practices (HLPs) and Shelter Instruction of Protocol (SIOP) that all teachers can use in the least restrictive environment (LRE) for English language learners (ELLs) with learning disabilities (LDs).

Okyoung Lim, *Marian University*, **Amy Christy-Davila**, *George Mason University*, **Marissa Rakos**, **Tracy Spies**, *University of Nevada – Las Vegas*

Roundtable J

Table 1: Measuring Self-Efficacy of Teacher Candidates: Using Mursion as a Learning Tool for Teaching Explicit Instruction

Using a mixed methods research design, this study systematically collected and analyzed data regarding the learning process and self-efficacy of pre-service teacher participants related to explicit instruction and the application of that learning in simulated learning environments.

Randa Keeley, Schuyler Beecher, Maria Peterson-Ahmad, *Texas Woman's University*

Table 2: Beyond Difference: Recognizing Deficit Narratives and Moving Toward Cultural Competency

We present the results of a project within three education courses using culturally relevant pedagogy as a framework. Students reflected on their culture related to course content to understand the importance of recognizing other cultures. We discuss resulting themes and participants' views on deficit thinking, acceptance, diversity, and culture.

Carlos Lavin, *College of Charleston*, **Monique Matute-Echevarria**, *New Mexico State University*

Table 3: Joint Opportunity for Discussion and Action Culturally Sustaining Practices and Pedagogies for Diverse Students with Learning Disabilities: Teacher Education, Professional Development, and Educational Policy **Brenda Barrio** *University of North Texas*

Concurrent Sessions 6: Friday 1:45pm-3:15pm

| Session Type | Title | Room |
|---------------------------------------|--|---------------------------|
| Practitioner Panel 7 | Self-perception and Motivation for Reading | Madison |
| Practitioner Panel 8 | Legal Issues | Monroe |
| Panel 18 | Supporting Doctoral Students | Dominion/ Commonwealth |
| Panel 19 | Reading and Students from CLD Backgrounds | Jefferson |
| Panel 20 | Teacher Preparation | Shenendoah |
| Roundtable K | 1. Prevalence and Implementation Evidence-Based | Salon 6-8 |
| <i>Blue, numbered table tents</i> | Instructional Practices among Special Education Preservice Teachers | |
| | 2. Divorce During the Pandemic: Challenges for Adults with Learning Disabilities | |
| | 3. Preparing Teacher Candidates to Meet Needs of CLD Students with LD | |

Practitioner Focused Panel 7: Reading

Self-perception and Motivation for Reading

Reader self-perception of reading ability and motivation to engage in reading instruction are malleable factors that can be nurtured when embedded in comprehensive reading programs. Our studies have found that self-perception and identification of personal and learner goals can enhance engagement in reading instruction and improve student reading outcomes.

Mary Beth Calhoun, Galit Cohen, Michela Galante, University of Miami, Michael Hock, University of Kansas

Practitioner Focused Panel 8: Legal Issues

An Update on Special Education Litigation for Students with Learning Disabilities

This session will highlight the top issues and suggested remedies involving litigation for students with learning disabilities. **David Bateman, Shippensburg University**

Panel 18: Supporting Doctoral Students

Empowering CLD doctoral students through Writing Feedback Groups

This session aims to share the importance of writing feedback groups for culturally and linguistically diverse special education doctoral students. During this session presenters will describe characteristics of the writing feedback group and the experiences of CLD doctoral students with the dialogic feedback process in their development as scholarly writers. **Tracy Spies, Gloria Carcoba-Falomir, Fatmana Deniz, Suheyla Sarisahin, Yunying Xu, University of Nevada – Las Vegas**

"How's the Job Search?" Special Education Faculty Positions Posted 2021-2022

We present a descriptive profile of the 2021-2022 academic job market for U.S. special education faculty positions. Results shared include a breakdown of positions by type (e.g., assistant professor) and specialization (e.g., learning disabilities), as well as the number of postings per state. Implications for doctoral training programs are discussed.

Jessica Rodriguez, Lindsey Mirielli, Emily Johns, University of Missouri

Panel 19: Reading and Students from CLD Backgrounds - Diversity Spotlight

Reading Growth for Emergent Bilinguals Receiving Special Education Services

We used multi-level modeling with a state-wide dataset to examine reading achievement and growth for dual-identified (i.e., receiving both English language and special education services) third grade students. Results suggest that the services received are not sufficient to prevent the widening of the discrepancy of reading outcomes for dual-identified students.

Danielle Pico, *University of Florida*

Reading Across Content Areas for English Learners with Learning Disabilities

During this session, academic interventions for students who are English Learners with learning disabilities are described. Emphasis is on reading, including reading in the content areas, as well as other skills. Researched-based techniques for elementary and secondary students are featured.

Amy Christy-Davila, *George Mason University*

Panel 20: Teacher Preparation – Diversity Spotlight

CLD Families Perceptions of Cultural Considerations: A Content Analysis

Culturally and linguistically diverse (CLD) families experience inequities and exclusion during special education meetings. Schools can address this by employing culturally responsive practices. This session will discuss how to be culturally responsive based on content analysis from a Delphi study.

Melissa Cuba, *University of Maine*, **Monique Matute-Chavarria**, *New Mexico State University*, **Carlos Lavin**, *College of Charleston*

Post-Pandemic 21st Century skills for Culturally and Linguistically divers students with Learning Disabilities

This presentation highlights the need of post-pandemic 21st Century skills for culturally and linguistically divers students with Learning Disabilities. Participants will understand and appreciate cultural, linguistic, diversity and exceptionalities, and refresh their the 21st centuries competencies to apply in their classrooms for the benefit of the students with Learning disabilities.

Sunita Sharma, *Virginia commonwealth University*

Culturally Responsive Special Education Teacher Preparation

Presentation of a class designed to establish the mindsets of culturally responsive special education teachers (SETs), contextualized within a larger curriculum overhaul in the service of developing more inclusive and culturally responsive SETs. Results of an ongoing study of pre-service SET dispositions toward culturally responsive pedagogy will be included.

Lindsay Foreman-Murray, *Western Washington University*

Roundtable K

Table 1: Prevalence and Implementation Evidence-Based Instructional Practices among Special Education Preservice Teachers

This study examined the impact of using project-based interventions (PBI) on the implementation of evidence-based practices (EBP) among the third year-undergraduate special education students (N = 15), in the College of Education at the University of Missouri.

Matthew Burns, Heba Abdelnaby, *University of Missouri*

Table 2: Divorce During the Pandemic: Challenges for Adults with Learning Disabilities

Individuals filing paperwork in family court in a large Texas metropolitan county during the Covid pandemic were asked to complete surveys dealing with stress levels, technology usage and adjustment to divorce. The data indicate a need to provide supports for adults with learning disabilities during the Covid pandemic.

Tandra Tyler-Wood, *University of North Texas*

Table 3: Preparing Teacher Candidates to Meet the Educational and Social/Emotional Needs of Culturally and Linguistically Diverse Students with Learning Disabilities

New teachers need to be increasingly prepared to appropriately support all students, especially those from traditionally marginalized communities. Students with learning disabilities from traditionally marginalized communities have additional and unique needs that require intentional focus and support. This presentation will discuss pre-service teachers & their perceived knowledge of culturally responsive pedagogy and ways that preparation programs can further support this area of preparation.

Maria Peterson-Ahmad, *Texas Woman's University*, Toni Franklin, *Columbus State University*

Concurrent Sessions 7: Friday 3:30pm-5:00pm

| Session Type | Title | Room |
|---|--|---------------------------|
| Practitioner Panel 9 | Teaching Practices | Madison |
| Panel 21 | Synthesizing Mathematics Research | Monroe |
| Panel 22 | Research Methods / Professional Organizations | Dominion/ Commonwealth |
| Panel 23 | Supporting Students in Science | Shenendoah |
| Roundtable L <i>Blue, numbered table tents</i> | 1. Critical Skills in Teaching Emergent Bilingual Students: A Delphi Study 2. Culturally Informed Literacy Practices: What Do We Know? | Salons 6-8 |
| Roundtable M <i>Gray, numbered table tents</i> | 1. Perceptions of candidates and completers through the lens of CECs 2020 initial standard 2. How does video self-reflection promote teachers' practices related to classroom discourse? 3. Embedding Specially Designed Instruction in Co-Taught Classrooms: An Exploratory Study 4. Improving University Programming for Teachers of Students with LD | Salons 6-8 |

Practitioner Focused Panel 9: Teaching Practices

The Secret to Student Success: Best Practices and Lessons Learned

Come learn about best practices for student success! Across several studies, Winston Preparatory School has discovered reasons why their students are successful post high school. Social and emotional learning and supportive environments play important roles in their success. Learn how you can apply these lessons to your own classroom!

Amber DeBono, Michele Heimbauer, Elizabeth Mendelsohn *Winston Preparatory School*

Panel 21: Synthesizing Mathematics Research

High School Mathematics Interventions for Students with Disabilities: A Review

Although a substantial body of research documents the need for strategic, systematic, explicit instruction for students with mathematics disabilities, little is known about the components of effective interventions at the high school level. In this session we present a systematic review of published studies and discuss implications for practice.

Erica Fry, Blair Payne, *University of Texas – Austin*

Mathematics Interventions with Cognitive and Behavioral Components: A Meta-Analysis

Students with difficulties in mathematics frequently struggle with attention and motivation. One way this has been addressed is through the incorporation of cognitive or behavioral strategies to supplement mathematical interventions. A meta-analysis was conducted to examine the efficacy of cognitive, behavioral, and combined cognitive-behavioral interventions on students with mathematics difficulties.

Jenna Gersib, Megan Rojo, Sarah King, *University of Texas - Austin*

Panel 22: Research Methods / Membership in Professional Organizations

Preservice/novice teacher membership in professional organizations: Knowledge, impact, and barriers

Professional organizations have been a cornerstone for professionals across the field of education for decades. However, limited information is available regarding preservice and novice educators' beliefs about benefits of membership in a professional organization. This presentation will discuss survey results of these beliefs.

Nanette Fritschmann, *National University* **Jackie Chovanes**, *Shippensburg University*, **Jennifer Smith**, **Jasmine Begeske**, *Purdue University*, **Jocelyn Washburn**, **Suzanne Meyers**, *University of Kansas*

Panel 23: Supporting Students in Science

Recruitment & Retention of Students with Disabilities in Extracurricular STEM Activities

We will share the research and data the team has collected through two studies on SWD and informal STEM learning environments. We will examine why SWD do not participate in extracurricular STEM activities and what can be done by teachers and club sponsors to mitigate these barriers.

Karin Fisher, Kania Greer, *Georgia Southern University*

Equitable Opportunities for Sensemaking for Students with Learning Disabilities

This session will present findings from a mixed methods study investigating students with learning disabilities' sensemaking opportunities in inclusive middle school science classrooms.

Rachel Juergensen, *University of Missouri*

Roundtable L

Table 1: Critical Skills in Teaching Emergent Bilingual Students: A Delphi Study

This session highlights the findings from a three-round Delphi study in which teacher educators reached consensus on critical knowledge, skills, and dispositions teacher candidates need to provide high quality instruction to emergent bilingual students with learning disabilities. Participants will reflect on their programs in light of study findings.

Joseph Morgan, Tracy Spies, Marissa Rakos, *University of Nevada – Las Vegas*

Table 2: Culturally Informed Literacy Practices: What Do We Know?

The purpose of this review is to collect and evaluate research targeting culturally informed literacy instruction in secondary classrooms for students with learning disabilities. How do researchers conceptualize, conduct, and determine culturally informed literacy instruction in secondary settings for students with learning disabilities? **Nora McKenney, *George Mason University***

Roundtable M

Table 1: Perceptions of candidates and completers through the lens of CECs 2020 initial standard

This literature review will examine perceptions of Special Education candidates and completers using CEC's 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards). Research will be examined for any specific similarities or differences for the preparation of teachers of students with learning disabilities. **Maria Stetter, *West Chester University of PA***

Table 2: How does video self-reflection promote teachers' practices related to classroom discourse?

Current teaching standards and research evidence suggests classroom discourse is important in teaching and learning. However, students have limited opportunities for discourse in today's classrooms (Suryati, 2015). This presentation will inform the teacher educators on how video self-reflection could be used as a tool to enhance teachers' practices on classroom discourse.

Suheyly Sarisahin, *University of Nevada – Las Vegas*

Table 3: Embedding Specially Designed Instruction in Co-Taught Classrooms: An Exploratory Study

This session will review findings from an exploratory study which examined how specially designed instruction is being implemented in the co-taught classroom in elementary and middle schools. Data were collected via an online survey and focus groups. Results and implications for teacher preparation programs will be discussed.

Tricia Strickland, *Hood College*

Table 4: Improving University Programming for Teachers of Students with Learning Disabilities

This session will share the work of a Community of Practice for Special Populations, implemented across one university system over a year and a half, to improve programming for students with learning disabilities. Attendees will learn positive outcomes resulting from this collaborative effort and how to implement a similar community

Beth Jones, *Texas A&M University-Commerce*, Michelle Simmons, Mikyung Shin, *West Texas A&M University*, Patricia Huskin, *Texas A&M University Kingsville*, Beverly Sande, *Prairie View Texas A&M University*