

45th International Conference on Learning Disabilities

October 12-13, 2023

Denver, Colorado
Sonesta Denver Downtown



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 consequently, 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 their own remote device (i.e., clicker), laptop, and connecting dongles 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.

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 presentations 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!

Cell Phones

As a courtesy to presenters and other attendees, put your cell phone on silent before entering a session. Please always wear your badges. 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

Dear CLD Community,

Welcome to the 45th Annual International Conference on Learning Disabilities in Denver Colorado! On behalf of the Executive Committee and Board of Trustees of the Council for Learning Disabilities, we are pleased to have you join us. 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.

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 Randa Keeley, Conference Planning Committee Co-Chairs as well as Dr. Sara Flanagan, 2023 Conference Program Chair and CLD President-Elect for their dedication in service to the organization in planning this exceptional conference.

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. Flanagan has scheduled practitioner-focused presentations so that you can maximize your time across content areas. We are very excited to welcome teachers and other educators from across the region and the country. With similar enthusiasm, we welcome Dr. Jonté Taylor and Dr. William Hunter as our invited speakers who will present on multitiered systems of support and culturally sustaining practices. 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.

We are excited to bring you new panels for researchers. The CLD Research Committee has organized a session for research that is in progress. We hope that participants can receive feedback and engage in collaboration with other researchers. There is a mid-career panel for individuals who are developing and refining their scholarly agenda across their career path.

We also hope you enjoy beautiful Denver, Colorado, and all that it has to offer us over the next few days. 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. We hope you connect with each other in meaningful ways and enjoy all the conference and Denver 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.

Welcome!



Margaret M. Flores
President
Council for Learning Disabilities

Past President's Council

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

CLD State Chapter Presidents

COLORADO CHAPTER	President – Kelly Murillo, ccldmurillo@gmail.com
GEORGIA CHAPTER	President – Cynthia Massey, cynthiamassey@georgiasouthern.edu
MARYLAND CHAPTER	President – Debi Gartland, dgartland@towson.edu
VIRGINIA CHAPTER	President – Mindy Gumpert, mgumpert@odu.edu
TEXAS CHAPTER	President – John Romig, john.romig@uta.edu

2023-2024 Board of Trustees

Executive Committee		
President: Margaret Flores, Ph.D.	President-Elect: Sara Flanagan, Ph.D.	Vice President: Apyrl Poch, Ph.D.
Past President: Brenda Barrio, Ph.D.	Treasurer: Beverly Weiser, Ph.D.	Secretary: Alyson Collins, Ph.D.
Executive Director: Julie Cordell		

Standing Committee Chairpersons		
Affiliated Partners: Kat Pfannenstiel, PhD	Research: Jessica Toste, PhD Nathan Stevenson, Ph.D.	Leadership Development: Donna Sacco, Ph.D.
Liaison: Roberta Strosnider, Ed.D. Debi Gartland, Ph.D.	Membership/Recruitment: Jacquelyn Chovanes, Ph.D Jennifer Smith, PhD	Conference: Randa Keeley, Ph. D. Maria Peterson-Ahmad, Ph. D.
Finance: Beverly Weiser, Ph.D.	Diversity: Yun-Ju Hsiao, Ph.D.	Information and Communications Committee: Fatmana Deniz, Ph.D. Schuyler Beecher, Ph.D.

Local Arrangements Committee

Kelly Murillo - Chair

Shiloh Carpenter - Publicity

Jessica Crandall – Volunteer Recruitment

Ann Marie Dempsey & Kathy Oviatt - Local Sponsorship

Conference Planning Subcommittees

Maria Peterson-Ahmad, Ph.D. – Conference Planning Co-chair

Randa Keeley, Ph.D. – Conference Planning Co-Chair

Schuyler Beecher and Lara Costa - Program Co-Chairs

Tricia Flint and Karen Omohundro - Sponsorship Co-Chairs

Cynthia Massey and Courtney Toledo – Registration Co-Chairs

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

Conference Sponsors

Hammill Institute

Hammill Foundation

Saddleback Education

University of Maine

Donna Sacco

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 11, 2023 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 12 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 2023-2024 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.](#)

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.

Recognitions and Awards

TEACHERS OF THE YEAR

Heidi VanDePol



Heidi VanDePol has dedicated 23 years to the field of special education, primarily at the high school level. The past 18 of those years were spent at Broomfield High School. Her passion as a high school special education teacher is to help students recognize their inherent potential and self-worth. She believes that every student deserves to be seen, valued, and encouraged. She holds high expectations for students and genuinely cares about their progress. As a result, her students consistently make remarkable progress and flourish in this environment. Her passion for helping students navigate high school by providing math and reading intervention is a driving force behind her students' successes. For over a decade, she ran a tutoring center after school that provided additional support to students, particularly in math. She co-sponsored the National Honor Society chapter for Broomfield High School. This year, she ventured into a new chapter of her career by transferring to Louisville Middle School.

In addition to the pride she feels as a teacher, she is most proud of her amazing family. Her husband is in his 29th year of teaching and coaching, her daughter has her MA and is an elementary school teacher, and her son has an MA and is working in the field of accounting. She is grateful for the journey that has brought her to this point and is excited to continue making a difference in the lives of the students and families.

Sari Saperstein



Sari Saperstein began working with students with disabilities as a teenager. She spent a summer in high school working as an inclusion paraprofessional at a summer camp, an experience which ignited her desire to become a special education teacher. In the decade-plus after finishing her teaching degree at Michigan State University, she served as a general education teacher, an intervention specialist, a yoga instructor for students with disabilities also impacted by trauma, a special education coordinator, a specially designed instruction (SDI) coach, an MTSS coordinator, assistant director of special education, and now, a special education liaison for the Cherry Creek School District. She is also a parent of a child on an IFSP.

She is driven by spreading awareness of disability rights, strengthening knowledge around educational access, advocating for equity, and recognizing and celebrating growth. She feels it is the responsibility of educators, to unite across disciplines to put students first, so that they can become successful, self-actualized individuals in our communities and in society.

Floyd G. Hudson Award

Dr. John Hoover



Dr. John J. Hoover is a retired associate research professor whose career in special education spanned fifty years.

He is a former K-12 teacher and has prepared hundreds of educators for effective referral, assessment, and instruction of English learners with learning disabilities and related social-emotional challenges in rural community schools.

He was awarded the 2020 Kirk Award for best practice article published in LDRP on culturally response IEPs for students with learning disabilities.

Must Read Award: Learning Disability Quarterly

Transition Perspectives of High School Students with Learning Disabilities: A Qualitative Metasynthesis



Kristopher Yeager
Assistant Professor
California State Channel University Islands

Author Team: Kristopher H. Yeager & Joseph J. Morgan

Dr. Kristopher Yeager is a former high school special education teacher. He received his Ph.D. from the University of Nevada Las Vegas and is currently an assistant professor at California State University Channel Islands. His research interests include transition assessment and planning, culturally responsive practices, and qualitative methodologies in special education.

Abstract: This presentation will overview the *Learning Disability Quarterly* article “Transition Perspectives of High School Students with Learning Disabilities: A Qualitative Metasynthesis,” focusing on the research methods and findings. Then, presenters will discuss future directions for research that highlights the voices of students with learning disabilities.

Must Read Award: Intervention in School and Clinic

Instruction in Proportion Word Problems for Secondary Students with Learning Disabilities in Mathematics



Jonté A. Myers
Assistant Professor
Georgia State University
College of Education & Human Development

Author Team: Jonté A. Myers, & Bradley S. Witzel

Dr. Jonté A. Myers is an Assistant Professor of Special Education in the Department of Learning Sciences of the College of Education and Human Development at Georgia State University. His research focuses on mathematics interventions for students with mathematics difficulties (MD), such as students with mathematics learning disabilities (MLD).

Abstract: Adolescents with Mathematics Learning Disabilities (MLD) struggle with solving word problems. However, there is promising evidence supporting the use of schema-based instruction (SBI) to enhance their proficiency. This presentation outlines the word problem challenges these students face and showcases SBI models for effectively helping them solve secondary math word problems.

Early Career Researcher Award

The Role of Morphological Processing in the Reading Abilities of Middle School Students



Leah Zimmerman
Clinical Assistant Professor
University of Iowa

Degree: PhD University of Iowa
Shawn Datchuk (Advisor)

Bio: Dr. Leah Zimmermann has devoted her career to improving the reading abilities of K-12 students. She has worked in K-12 and higher education for more than a decade and is currently a Clinical Assistant Professor at the University of Iowa. She researches effective reading interventions and cognitive factors that underpin reading.

Abstract: This study investigated the role of morphological processing in middle school students' decoding, oral reading fluency, and reading comprehension abilities. Automatic processing of morphological structure accounted for unique variance in reading comprehension and oral reading fluency. Implications for reading development and classroom instruction will be discussed.

Leadership Academy Cohorts

Leadership Academy Cohort 11	Leadership Academy Cohort 12
Mona Calhoun Sarah G. King Cassandra Smith Jennifer Kong Danielle Feeney Courtney Toledo	Schuyler Beecher Jenna Gersib Qingki Lei Karen Omohundro Josue Otarola

Leadership Institute 2023
Farwa Abbas Omolola Aneke Tina Clark Roba Hrisseh Joo-Young Lee Catharine Lory Kimberly McFadden Reagan Mergen Deborah Perez Hope Rigby-Wills Megan Rojo Marilyn Roberts

Save the Date!

46th INTERNATIONAL CONFERENCE ON LEARNING DISABILITIES

October 17th & 18th, 2024

Charlotte, North Carolina

UNC Charlotte Marriot Hotel and Conference Center



The call for proposals will be posted on the CLD website in early 2024!

Follow us on social media:

Twitter @[CLDIntl](#)

[Facebook](#)

Instagram @[cldintl](#)

Thursday, October 12, 2023

Opening Session

8:00-9:45 – *Ballroom*

- 7:30 Continental Breakfast
- 8:00 Welcome
- 8:15 Awards
- 8:45 Opening Keynote

Hip-Hop for the Educators Soul: Motivational Quotes from the Culture

Drs. Jonte Taylor, The Pennsylvania State University, and William Hunter, University of Memphis

Jonte' C. Taylor (JT), Ph.D. is an Associate Professor of Special Education at Pennsylvania State University (Penn State). His research includes examining effective strategies for inclusive STEAM education for students with disabilities and improving school/classroom climates for students, families, and teachers.

Dr. William Hunter is a Professor of Special Education at the University of Memphis. Dr. Hunter's background includes working as a special education teacher in urban schools located within the Greater Cincinnati area for 12 years and as a special education administrator for 2 years. He has authored and co-authored over 45 publications and 100 international, national, regional, and local presentations centered on the topics of Multi-Tiered Systems of Support (MTSS), Culturally Relevant Pedagogy, and Classroom Level Positive Behavior Intervention Supports.

Dr. Hunter is on the editorial/lead author team of the book where Dr. Taylor is also an author: *The Mixtape Volume 1: Culturally Sustaining Practices within MTSS featuring the Everlasting Mission of Student Engagement*.

Thursday 10:00-11:30

Past President's Meeting - Boardroom

Session 1 PANELS

1. +Adolescent Intensive Reading: Exploring Challenges and Potential Solutions

Ellingwood A

Researchers will present results from two studies of adolescents with learning differences and limited response to reading instruction. The studies describe the reading and demographic characteristics of a sample population. Findings support the need for intensive and comprehensive reading instruction. Fidelity of Implementation challenges pre- and post-Covid will also be shared.

Irma Brasseur-Hock, University of Kansas

Mary Beth Calhoon, University of Miami

*Practitioner Focused ^Diversity Focused +Both

Tracy Hunt, Mid-Del School District
Ellie Xinle Hong, Georgia State University
Michael Hock, University of Kansas

2. +When the Smoke Clears: The Theory and Praxis of Hip-Hop Based Education

Ellingwood B

Join our Thursday keynote presenters for continued conversation and a Q&A.

Jonte Taylor, The Pennsylvania State University

William Hunter, University of Memphis

3. +Meeting IDEA Requirements through MTSS Implementation: Impact on Educators

Red Cloud

The Center on Multi-Tiered System of Supports has identified approaches to addressing state and federal special education requirements through MTSS. This session will share lessons learned, implementation examples, and impact data that educator preparation faculty, district leaders, and educators can use to provide high quality programming for students with disabilities.

Kathleen Pfannenstiel, American Institutes for Research

Riley O'Donnell, American Institutes for Research

4. Reading and Writing Characteristics in Upper Elementary and Middle School Students

Lockwood

4a. Early Career Research Award: The Role of Morphological Processing in the Reading Abilities of Middle School Students

This study investigated the role of morphological processing in middle school students' decoding, oral reading fluency, and reading comprehension abilities. Automatic processing of morphological structure accounted for unique variance in reading comprehension and oral reading fluency. Implications for reading development and classroom instruction will be discussed.

Leah Zimmerman, University of Iowa

4b. Writing Characteristics in Students with High Incidence Disabilities

This session presents the findings of two studies exploring students with high incidence disabilities' writing characteristics and teacher-reported needs. Results suggest that needs are universal across students and grade levels in the "mechanics" of writing to developing and editing written content. This session includes implications for classroom writing instruction.

Sara Flanagan, University of Maine

Session 1 ROUNDTABLES

Ballroom

1. +Game Based Fraction Curriculum: Engagement, Knowledge, and STEM Interest

Fraction understanding is fundamental for students with learning disabilities to access careers in Science, Technology, Engineering, and Mathematics (STEM). We report effects of a game-based supplemental program on fourth and fifth grade student performance and interest in STEM.

Results suggest increased performance in fractions but not interest in STEM.

Jessica Hunt, North Carolina State University

2. +Examining Virtual Representations for Teaching Computation Skills to Elementary Students

This presentation will review three single subject studies examining virtual representations for teaching computations with whole numbers and fractions to children with mathematics difficulty. In each experimental study, a functional relation was established between the treatment and students' performance. These results and their implications for the field at-large are highlighted.

Rajiv Satsangi, George Mason University

3. What do they see? Preservice Lesson Plans Using Visual Representations

During this session we will share findings that examined specific areas of challenge for 25 special education preservice teachers (cross-categorical) in aligning a learning objective with instruction on using visual representations to solve mathematics problems. Suggestions for targeted instruction in methods courses and lesson planning will be shared.

Amy Scheuermann, Minnesota State University, Mankato

Delinda van Garderen, University of Missouri

Cassandra Smith, University of Missouri

4. ^Using Culturally Responsive IEPs in Teacher Preparation

Current support available for IEP teams primarily addresses the technical aspects but offer little assistance in designing culturally responsive IEPs. Using a parallel mixed methods research design will be used to better understand this phenomenon. The results and implications for research and practice will be shared.

Brenda Barrio, University of North Texas

Lola Aneke, University of North Texas

Keita Edwards-Adams, University of North Texas

5. +Preparing Teachers of Emergent Bilingual Students with Learning Disabilities

This session will explore an interdisciplinary (e.g., Special Education and Second Language Acquisition) perspective to the intersection of content learning and language development for emergent bilingual students with learning disabilities. Questions such as How can teachers be prepared to support this specific population of students? What is the role that language plays when a student is identified as an emergent bilingual with a learning disability? How can teachers increase parental engagement? will be addressed.

Suheyla Sarisahin, University of Nevada, Las Vegas

Gloria Carcoba Falomir, University of Nevada, Las Vegas

6. *Using Assistive Technology to Promote High Leverage Practices

High leverage practices (HLPs), a series of fundamental teaching practices identified as critical for helping students learn important academic and social-emotional content, have been carefully categorized and delineated to help guide effective instruction. This presentation will highlight the importance of incorporating assistive technology and how its effective utilization supports HLPs.

Beth Jones, Texas A&M University-Commerce

Tim Allen, Texas A&M University-Commerce

Belinda Rudinger, Texas A&M University-Commerce

Maria Peterson-Ahmad, Texas Woman's University

7. Science of Reading in Special Education Teacher Preparation: Planning for Intensive Intervention

Students with disabilities require high-quality reading instruction and, often, intensive intervention delivered by knowledgeable teachers. Yet, many teachers enter the field unprepared to teach reading. This session highlights approaches for effective design and delivery of reading methods courses in special education teacher preparation programs to build expertise in intensive intervention.

Jessica Toste, University of Texas at Austin

Esther Lindstrom, Lehigh University

8. *Fostering Shared Writing Support through Collaborative Special Education–SLP Partnerships

Writing is a complex skill with which many students with learning disabilities struggle. Special educators and speech-language pathologists are two school-based providers who can foster shared, collaborative writing support. This presentation will provide tools to facilitate effective evidence-based writing interventions within such a partnership for students with learning disabilities.

Apryl Poch, University of Nebraska at Omaha

Jill Kumke, University of Nebraska at Omaha

9. Learning Disability Quarterly

Join Sam Choo, associate editor, to learn about publishing in *Learning Disability Quarterly* and ask questions.

Sam Choo, University of Minnesota

****Lunch on your own - 11:30 to 1:15****

Thursday 1:15-2:45

Membership/Recruitment Committee Meeting- Boardroom

Session 2 PANELS

1. *A Replicable Methodology for Iterative Development of Educational Mathematics Game

Ellingwood A

The purpose of this presentation is to describe how we iteratively developed and validated an educational mathematics game, NumberShire, through a series of federal funding mechanisms. NumberShire is an evidence-based, interactive, gaming intervention designed to improve mathematics achievement for first-grade students with or at risk for mathematics learning disabilities.

Sam Choo, University of Minnesota

Nancy Nelson, Boston University

Derek Kosty, Oregon Research Institute

2. Translating Research: Addressing the Needs of Diverse Learners with Dyslexia

Ellingwood B

This session explores the complexities of identifying, assessing, and teaching PK-12 culturally and linguistically diverse learners with or at-risk for dyslexia within the context of today's diverse communities, families, and student populations. Evidence-based educational practices and resources for teachers, teacher educators, and families are provided.

Anna Osipova, California State University, Los Angeles

Sue Sears, California State University, Northridge

Vanessa Goodwin, California State University, Northridge

Ya-Chih Chang, California State University, Los Angeles

3. *So, You've Collected CBM Progress Data. Now What?

Red Cloud

Many special educators collect student progress data using curriculum-based measurement (CBM) but feel unprepared to use these data to inform instruction. In this session, we share resources our team has developed to promote expertise in data-based instruction. We highlight resources to support CBM data collection, graph interpretation, and instructional decision-making.

David Furjanic, University of Texas at Austin

Erica Fry, University of Texas at Austin

Beth Feuer, University of Texas at Austin

Jessica Toste, University of Texas at Austin

4. In-service and Preservice Teacher Development

Lockwood

4a. Online Professional Development: What do Teachers Value?

We share findings from a study designed to identify aspects of a year-long online teacher professional development (OTPD) that were valued. Participants were middle school teachers (mathematics, science, ELA and special education) learning how to develop and implement multimodal STEM text sets. Instructional strategies used during OTPD will be shared.

Delinda van Garderen, University of Missouri

Cassandra Smith, University of Missouri

Heba Abdelnaby, University of Missouri

Tara Atchinson-Green, University of Missouri

4b. ^Developing Preservice Teacher Knowledge of Culturally and Linguistically Responsive Mathematics

The current study examined the impact of a researcher-created culturally and linguistically responsive mathematics instructional module, CLR-MI, on pre-service teachers' knowledge, and understanding of culturally and linguistically responsive mathematics, as well as their ability to apply such knowledge to effectively support culturally and linguistically diverse learners experiencing mathematics difficulty.

Sarah King, University of Texas

Session 2 ROUNDTABLES

Ballroom

1. +Equity of Special Education Services for Students with LD Served in the Juvenile Justice Setting

The focus of the presentation is to review a) existing literature and policy regarding special education services for students serve in the juvenile justice (JJ) setting, b) present findings of a recent study evaluating IEPs written for students within the JJ setting, and c) delve into discussion regarding next steps to improve special education services for this vulnerable population through policy and practice.

Christiana Nielsen-Pheiffer, DeSales University

2. Anti-Racist Teaching Strategies in Special Education

As students and families continue to diversify, attempts to center race and social justice in diversity and inclusion initiatives in schools are arguably more important than ever. Special education teacher educators must move towards teaching anti-racist pedagogy to their teacher candidates. This session presents anti-racist teaching practices in higher education.

Haerin Park, University of Saint Joseph

Amy Kunkel, University of Minnesota

3. Case Study and Meta-Analysis of the Use of Virtual Manipulatives

This session will address the effects of using virtual manipulatives in teaching mathematics to students struggling with mathematics. Researchers will share the effects of immediate learning and growth during the intervention phase through two-level (case study) and three-level (meta-analysis) multilevel modeling for single-case data.

Mikyung Shin, West Texas A&M University

Kimberly Seale, Model Lab School, Eastern Kentucky University

4. +Science Instructions for Students with Disabilities: A Meta-Analysis Review

Science knowledge is a daily necessity for individuals in the 21st century. Nevertheless, the science testing results of students with disabilities (SWD) are significantly lower than their peers in the national assessments. This meta-analysis reviews recent studies about improving science instructions for students with learning disabilities (LD). Conclusions and future recommendations will be provided.

Qingli Lei, University of Illinois at Chicago

Matthew Burns, University of Missouri

5. The Concrete-Representational-Abstract Sequence with Integrated Strategies for Improved Mathematics Achievement

The purpose of this session is to demonstrate several evidence-based practices to improve computation and problem-solving skills. The effects of research to investigate evidence-based practices (e.g., explicit teaching principles, the concrete-representational-abstract sequence, a graduated sequence of lessons, and cognitive strategies) on computation and common word problem situations will be discussed.

Bradley Kaffar, St. Cloud State University

6. ^Special Educators' Support Practices for the Development of Self-determination Skills for Students with LD

This study examined special educators' (N = 17) perceptions (via interviews) of school practice that facilitates the development of students' self-determination skills in the domains of autonomy, competence, and relatedness. Key thematic findings include strategies for including student voice and choice in educational decision-making and relationship building strategies.

Wendy Cavendish, University of Miami

Deborah Perez, University of Miami

7. +Building Successful Transition Pathways for Students with Learning Disabilities

Transition to adulthood is an important milestone for students with learning disabilities mandated to ensure positive post-school outcomes. However, teachers reported feeling inadequately prepared when it comes to 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, Texas A&M University - San Antonio

Yewon Lee, University of Maryland

8. *Enhancing High Schoolers with Learning Disabilities' Reading and Writing Skills

A literacy intervention using Self-Regulated Strategy Development to teach high school students with learning disabilities to identify and read quality source texts and plan and write an informative essay that integrates information across these source texts will be presented. These capabilities are essential to succeed in high school and college.

Amber Ray, University of Illinois at Urbana Champaign

Kate Connor, University of Illinois at Urbana Champaign

9. +Implementing CHAAOS: Teaching Vocabulary in Middle School Special Education Classes

Across Grades 6-8, we taught students receiving special education to recognize and use grade-appropriate academic words. We describe development and results of the intervention, demonstrate how to implement it, and describe methods to engage students. Funded by IES, teaching materials are available for free download on our project drive.

Rollanda O'Conner, University of California, Riverside

Victoria Sanchez, University of California, Riverside

Kristen Beach, University of North Carolina, Charlotte

Thursday 3:00-4:30

Leadership Development Committee Meeting - Boardroom

Affiliated Partners & Research Committee Meetings - Lockwood

Session 3 PANELS

1. +Culturally/Linguistically Sustaining Teacher Preparation for Educating Students with Learning Disabilities

Ellingwood A

Session provides research-based practices for strengthening culturally/linguistically sustaining (CLS) teacher preparation to improve the education of emerging bilingual students with learning disabilities. Participants are provided examples of how to strengthen teacher education through (a) integrated CLS and disability content, (b) CLS discussion-based learning development, and (c) CLS MTSS preparation.

John Hoover, University of Colorado Boulder

Alison Boardman, University of Colorado Boulder

Shelley Herron, University of Colorado Boulder

Lydia Sollenberger, University of Colorado Boulder

2. Strategies for Preservice and In-service Teacher Development using Practice-Based Learning Opportunities and Explicit Feedback

Ellingwood B

2a. ^Using Practice-Based Learning to Prepare Online Alternative Licensure SPED Teachers

Emphasis is placed on using practice-based learning opportunities (PLOs) to increase the ability of online alternative licensure teachers to implement HLPs and EBPs in thoughtful, strategic ways. Presenters will highlight their work using PLOs as they integrate EBPs/HLPs into SPE coursework and aligned field placements for alternative licensure students.

Rebecca Shankland, Appalachian State University

Monica Lambert, Appalachian State University

Kendra Bruner, Surry County Schools

2b. +Providing Explicit Feedback to Pre- & In-Service Teachers to Support Diverse Learners

This presentation will provide evidence-based feedback strategies for pre-/in- service teachers, to best support diverse learners. Two research studies will be discussed that utilized explicit feedback opportunities (e.g., video analysis, mixed-reality) with pre-/in-service teachers. Participants will be provided with strategies to support learners' academic and social-emotional needs.

Randa Keeley, Texas Woman's University

Maria Peterson-Ahmad, Texas Woman's University

Marilyn Robers, Texas Woman's University

Edward Steffek, Texas Woman's University

3. +Teacher Training in Providing Responsive Academic and Behavioral Supports

Red Cloud

3a. Culturally Responsive Teaching in Mathematics Instruction for ELs with LD

This presentation focuses on supporting ELs with LD in mathematics instruction by equipping teachers with Culturally Responsive Teaching. Effective instruction scaffoldings are also discussed to create an inclusive learning environment for all students. This approach helps teachers support students from diverse backgrounds, ensuring effective learning for all.

*Practitioner Focused ^Diversity Focused +Both

Qingli Lei, University of Illinois at Chicago

Heba Abdelnaby, University of Missouri-Columbia

3b. Supporting Teachers' Implementation of Evidence-based Practices through Practice-Based Coaching

Implementing evidence-based practices with high procedural fidelity is necessary to ensure meaningful educational progress for students with disabilities. In this presentation, we will demonstrate how practice-based coaching can support teachers to engage in more effective teaching practices with students across disability categories within natural classroom routines.

Catharine Lory, University of Nevada, Las Vegas

Jennifer Smith, Purdue University

3c. Promoting Positive Relationships Beyond the School Day Across Teacher Education

Developing positive student-teacher-family relationships is a vital skill to include in all teacher preparation programs. To be effective educators, pre-service teachers must learn about their students inside and outside of the classroom. A qualitative project centered on a course assignment designed to build relationships within field experiences will be discussed.

Jennifer Smith, Purdue University

Jasmine Begeske, Purdue University

Samira Bashiru, Purdue University

David Ray Miranda, Purdue University

Session 3 ROUNDTABLES

Ballroom

1. *Teaching Writing to High Schoolers During In-Person and Distance Learning

High school special education and language arts teachers across the United States were surveyed about their writing instructional practices within in-person instructional settings and via distance learning. Teachers taught writing, incorporated writing activities and assignments, and provided more writing supports and adaptations when teaching writing in-person.

Shawn Datchuk, University of Iowa

Amber Ray, University of Illinois at Urbana-Champaign

Apryl Poch, University of Nebraska at Omaha

2. Implementing Writing Interventions with Elementary Students with LD

This session reviews a comprehensive meta-analysis of 72 studies on writing interventions for students with and at risk for learning disabilities (LD) in Grades K to 5. Results revealed large to moderate effects across different intervention categories and outcomes. Discussion will consider how to promote implementation of effective writing interventions.

Alyson Collins, Texas State University

Stephen Ciullo, Texas State University

3. *Supporting Use of CBM-W to Inform Instruction in the General Education Classroom

This Design Research study examined the support needed for elementary general education teachers to employ Curriculum Based Measurement-Writing within a Data-Based Decision-Making framework to identify risk and make substantive changes to writing instruction within the general education classroom for diverse students.

*Practitioner Focused ^Diversity Focused +Both

Alex Smith, University of Nevada Las Vegas
Jessica Alley, University of Nevada Las Vegas

4. *Dyslexia Handbooks: State Guidance for Teachers and Families

Qualitative analysis of 40 U.S. states' dyslexia guidance documents published from 2011 through 2023 revealed six topics that were included in most documents: (a) audience, (b) definition (c) assessment, (d) instruction, (e) parents, and (f) training. Similarities and differences as well as unique features within states will be explained.

Rachel Brown-Chidsey, University of Southern Maine
Amy Scott, University of the Pacific

5. *How Schools Define the Relationship between Integrated MTSS and Special Education

Multi-tier Systems of Support (MTSS) have been found to have positive effects for students with disabilities, yet the relationship between the integrated IMTSS framework and special education varies widely. This study reviews data collected from an existing study and reports on how schools define this relationship as well as possible implications.

Heather Smith, University of Missouri
Erica Lembke, University of Missouri

6. Consideration of Linguistic Challenges to Reduce Unnecessary Referrals

This session will present Spanish learners' linguistic challenges in learning English. Research-based methods and strategies that emerged from Shelter Instruction of Protocol (SIOP) will be suggested for all teachers to meet their linguistic needs in an inclusive setting. The session also suggests ways to minimize the chance to refer ELLs to special education for linguistic challenges.

Okyoung Lim, Marian University

7. Students with Learning Disabilities and Eligibility under IDEA

A discussion of case law related to students with learning disabilities (SwLD) and determining eligibility. Case law findings will be synthesized to provide key takeaways for educational leaders and teachers in school districts when identifying the PK-12 SwLD. Includes implications for collaborating with families in the identification process.

Cynthia Dieterich, Baldwin Wallace University

8. Dyslexia Identification: Dyslexia legislation Trends in Rural and Urban Schools

State legislation serves as a guide and critical influence on the evaluation and identification of students with dyslexia. The round-table discussion will facilitate a quantitative investigation of identification trends of students with dyslexia in rural and urban school districts in Texas. Practices for dyslexia evaluation and identification will be discussed.

Michelle Simms, West Texas A&M University
Mikyung Shin, West Texas A&M University
Stephanie Hart, West Texas A&M University

9. Collaborative Efforts for Policy Changes in Learning Disabilities

This session includes a summary of collaborative efforts in the year's major decisions and federal legislative policies and the impact on students with learning disabilities. Information will be shared regarding activities with national partnerships used to influence policymakers. Learn how you can influence policy and come share your views!

Debi Gartland, Towson University

Roberta Strosnider, Towson University & Institute on Executive Functioning

Business Meeting

4:45pm - 5:45pm – Lockwood

President's Conference Reception

6:00pm - 8:00pm - Ballroom

6:00-6:30 Awards and recognitions

6:30-7:30 Interactive Poster Session

- 1 How to Apply Executive Function Skills in School and Life**
Andrea Anglin-Alonso, Montgomery County Public Schools
- 2 Reporting Results of Single-case Research Design Studies**
Brittany Hott, University of Oklahoma
Kathleen Randolph, Texas State University
- 3 Underrepresentation of Asian Americans with Learning Disabilities: A Literature Review**
Joseph Abueg, University of Nevada, Las Vegas
- 4 Removing Dyslexic Barriers in Higher Education**
Gregory Richardson, California State University, San Bernardino
- 5 Inside the Beltway and at Home: Get Involved in Advocacy!**
Roberta Strosnider, Towson University; Institute on Executive Functioning
Debi Gartland, Towson University
- 6 Implementing Problem Solving Interventions for English Language Learners with LD**
Anne Brawand, Kutztown University
- 7 Addressing Misconceptions of Fifth Graders in Learning Fractions**
Jihyun Lee, University of Wyoming
- 8 Educational Impacts of Differentiated, Explicit Instruction in an Elementary Setting**
Ashley Peterson, The Fletcher School
- 9 Current Challenges and How Programs can Better Prepare Professionals for CLD Assessment**
Laura Brown, Texas Tech University
Janna Brendle, Texas Tech University
- 10 Use of Computer Assisted Instruction in Math: A Meta-Analysis**
Alyssa Godown, Lehigh University
Minyi Shih Dennis, Lehigh University

*Practitioner Focused ^Diversity Focused +Both

- 11 **Autonomy-Supportive Teacher Practices for Students with Learning Disabilities**
Rebecca Louick, Eastern Michigan University
- 12 **Error Correction in Multi-sensory Structured Literacy Instruction**
Emily Sharp, Pennsylvania State University
- 13 **Building Resilience in Post-Secondary Students with Disabilities**
Kimberly Rindlisbacher, Texas Tech University
- 14 **Supporting Students with Mathematics Difficulties through a Tier 2 Mathematics Intervention**
Soyoung Park, University of Central Florida
Kathleen Pfannenstiel, American Institutes for Research
- 15 **Improving Literacy Outcomes for Students with Learning Disabilities in Vietnam**
Susan De La Paz, University of Maryland
- 16 **Special Education Teachers' Self-Advocacy Skills Impact on Student Self-Advocacy Skills**
Jessica Alley, Joseph Morgan, The University of Nevada, Las Vegas
- 17 **Effects and Improvements of Integrating Curriculum with High-leverage Practices at Minority-Serving and Hispanic-Serving Institution**
Pamela Peak, University of North Texas
Ayesha Nikhat, University of North Texas
- 18 **Full Disclosure: Using Transparent Assignments to Support Students with Learning Disabilities**
Brittany Desnoyer, California State University, Stanislaus
- 19 **School Psychologists' Partnerships to Increase Rural School-Based Services SPIRSS**
Angela Beeler, Heidi Cornell, Shailaja Thimmenahalli, Bradleigh Dean, & Lakaya Bieker, Wichita State University
- 20 **Building Capacity: Diversifying Intervention Specialists to Meet Students' Needs**
Kathleen Winterman, Xavier University
- 21 **Building Capacity: Constructing Culturally Responsive IEPs**
Kathleen Winterman, Xavier University
- 22 **Teachers' Attitudes toward Students with Learning Disabilities: A Systematic Literature Review**
Ahmed Aldousari, Prince Sattam bin Abdulaziz University
- 23 **Teaching about Special Education: Are We Doing it Right?**
Amy Kunkel, Kathy Seifert, University of Minnesota
Soyoung Park, University of Central Florida
- 24 **Anti-racist Research in Special Education: A Review of the Literature**
Yun-Ju Hsiao, Washington State University Tri-Cities
Haerin Park, University of Saint Joseph
Amy Kunkel, University of Minnesota
- 25 **Teacher-Led Behavior Skills Training with Paraeducators for Behavior Data Collection**
Tina Clark, University of North Texas

- 26 Preparation of Pre-Service Special Educators in Mathematics Methods**
Allison Nannemann, University of New Mexico
- 27 Incorporating Virtual Reality to Support Students with Learning Disabilities**
Marissa Rakos, Stephanie Meza, University of Nevada, Las Vegas
- 28 The Impact of Biofeedback Training on Special Education Teacher Stress**
Reagan Murnan, Claire Gregory, Wichita State University
- 29 Teachers' Perceived Beliefs and Practices on Teaching Emergent Bilinguals with learning disabilities**
Gloria Carcoba Falomir & Suheyla Sarisahin, University of Nevada, Las Vegas
- 30 Emotional Support Animals and Students with Learning Disabilities**
Anne Papalia, Shippensburg University
Kathy Ewoldt, University of Texas San Antonio
- 31 Modules for Doctoral Candidates and Early Career Faculty**
Jennifer Smith, Purdue University
Cynthia Massey, Georgia Southern University
Rachel Juergensen, Delaware State University
Rachel Donegan, Northern Illinois University
Anna Macedonia, Marymount University Online
- 32 Teacher Education at the Intersection Exceptionality and Diversity**
John Hoover, University of Colorado Boulder
- 33 Save the Date for the 2024 CLD Conference**
Rebecca Shankland, Appalachian State University

Friday, October 13, 2023

8:00am-9:00am

Continental Breakfast and Interactive Poster Session – Ballroom

- 1 Social-Emotional Learning Training for Preservice Teachers Concerning Students with LD**
Sam Hilbert, Southwestern University
Robin Lock, Janna Brendle, & Laura Brown, Texas Tech University College of Education
- 2 The Impact of Adaptive Leadership on Burnout in Special Education During the COVID-19 Pandemic**
Janna Brendle, Texas Tech University College of Education
Britt Sims, Integrated Behavior Solutions, Inc.
Robin Lock, Texas Tech University College of Education
Laura Brown, Texas Tech University College of Education
- 3 Data-Based Decision Making for Preservice Teachers to Support Students with Mathematics Disabilities**
Soyoung Park, University of Central Florida
Amy Kunkel, University of Minnesota
- 4 Read to the Mountain: Improving Reading Outcomes of Secondary Students**
Christine Steinmeyer, Dodge City High School, Wichita State University
Heidi Cornell, Wichita State University
- 5 General Education Resource Availability and Disproportionality for Youth in Foster Care**
Tina Clark, University of North Texas
- 6 Preparing Assistant Principals to Support Special Education: From Vision to Practice**
Anna Macedonia, Delta State University
- 7 Thirty, Twenty, Twenty-one: Third-grade Students' Unique Counting and Number Development**
Beth MacDonald & Allison Kroesch, Illinois State University
- 8 Investigating Effects of Features of Small Group Reading Interventions**
Cynthia McGurl, HILL for Literacy, Inc.
Amanda Marcotte, University of Massachusetts Amherst
Kaitlin Leonard, HILL for Literacy, Inc.
Darci Burns, HILL for Literacy, Inc.
- 9 Specialized Knowledge for Special Education Literacy Teachers**
Latesha Watson, Temple University
- 10 Learning Disabilities Technology: Information Communication & Technology Committee Database Update 2017-2023**
Fatmana Deniz, California State University, Northridge
April Whitehurst, Winston-Salem State University
Kathy Ewoldt, University of Texas at San Antonio
Cynthia Dieterich, Baldwin Wallace University
Jennifer Kong, Chapman University
- 11 Examining Technology use from the Perspective of Adults with LD**
April Whitehurst, Winston Salem State University
Fatmana Deniz, California State University, Northridge

*Practitioner Focused ^Diversity Focused +Both

- Kathy Ewoldt, University of Texas at San Antonio*
- 12 Common Cognitive Processes Underlying Early Reading and Math**
Wilhelmina van Dijk, Utah State University
Sara Comella, Florida State University
- 13 Serving Students with Learning Disabilities During Unusual Circumstances**
Rashed Binfehaid Alqahtani, Prince Sattam Bin Abdul-Aziz University
- 14 Let's discuss anxiety and self-esteem for children with learning disability**
Malvika Behl, West Texas A&M University
- 15 Generative Learning Strategies for Students with Learning Disabilities in Science**
Ganze Karaer, Hakkari University
- 16 How to Have an Inclusive Classroom for Multilingual Students in Special Education**
Farwa Abbas & Marisol Anguita-Otero, University of North Texas
- 17 Timed Breaks for Students with SLD and ADHD: A Synthesis**
Michelle Squitieri & Esther Lindstrom, Lehigh University
- 18 SLD Identification: Examining the Accuracy of Dual Discrepancy/Consistency Method**
Meg Podemski & Elizabeth Danson, Auburn University
- 19 Conducting a Systematic Literature Review on Historical Writing Instruction for Students with Learning Disabilities**
Mei Shen, State University of New York at Potsdam
- 20 Comics in Special Education: Arts-based Inclusive Pedagogy**
Jasmine Begeske & David Ray Miranda, Purdue University
- 21 Alternative Licensure: Supporting the Growth of Quality SPED Teachers**
Sharon Blatz, Lauren Heberling, & Christy McKee, James Madison University
- 22 Lessons Focused on Virtual Reality for Students with Learning Disabilities**
Stephanie Meza, University of Las Vegas Nevada
- 23 So All May Learn: The Legal Arc of Inclusion**
Philippe Ernewein, Denver Academy
- 24 Identifying Gaps in Transition Planning for Students with Learning Disabilities**
Kendra Cope, University of Nevada - Las Vegas
- 25 Examining an Algebra Virtual-Representational-Abstract Integrated Intervention for Students with LD**
Cassandra Smith, University of Missouri
- 26 Getting It Right: The IDEA and Special Education Law**
Donna Sacco, American Institutes for Research
- 27 Building Preservice Teacher Knowledge and Skill in Supporting Social-Emotional Learning**
Rebecca Shankland, Appalachian State University
Heba Zakaryia Abdelnaby, University of Missouri
Yun-Ju Hsiao, Washington State University Tri-Cities
Kendra Bruner, Surry County Schools
- 28 School Experiences of Thrice-Exceptional Students: Connecting Research to Practice**
Megan Abraham & Anna Osipova, California State University-Los Angeles

- 29 Reimagining Preservice Special Education Teacher Field Experiences through Virtual Tutoring**
Leigh Ann Kurz, Susquehanna University
- 30 A Meta-Analysis of Technology Integration in Problem Solving Interventions**
Jennifer Kong & Joelle Prate, Chapman University
- 31 Cross-case Analysis: Preservice Teachers' Sense-making of Inclusion for Diverse Learners**
Haerin Park, University of Saint Joseph
- 32 Modules for Doctoral Candidates and Early Career Faculty**
Jennifer Smith, Purdue University
Cynthia Massey, Georgia Southern University
Rachel Juergensen, Delaware State University
Rachel Donegan, Northern Illinois University
Anna Macedonia, Marymount University Online
- 33 Save the Date for the 2024 CLD Conference**
Rebecca Shankland, Appalachian State University

Friday Opening Session

9:10 – 10:00 – Ballroom

Navigating the Multiverse: A Conversation about Current Issues and Future Pathways for Scholarship in the Field of Learning Disabilities

Ensuring equitable outcomes for diverse students with learning disabilities requires us, as a field, to be constantly thinking about where we have been, where we are, and where we need to prioritize research, teacher education, and policy to address variables that may be impacting outcomes. Join this panel conversation to hear from scholars and leaders in the field of learning disabilities regarding their perspectives on current issues that may be impacting the outcomes of diverse students with learning disabilities as well as future trends that we should address as a field to support their outcomes.

Panelists

Brenda Barrio, Associate Professor, University of North Texas

Mary Beth Calhoon, Associate Professor, University of Miami

Sam Choo, Assistant Professor, University of Minnesota

Brittany Hott, Associate Professor, University of Oklahoma

Ericka Lembke, Professor, University of Missouri

Friday 10:10 – 11:40

Liaison Committee Meeting- Boardroom

Session 4 PANELS

1. ISC Must-Read Article Award: Instruction in Proportion Word Problems for Secondary Students with Learning Disabilities in Mathematics

Ellingwood A

Adolescents with Mathematics Learning Disabilities (MLD) struggle with solving word problems. However, there is promising evidence supporting the use of schema-based instruction (SBI) to enhance their proficiency. This presentation outlines the word problem challenges these students face and showcases SBI models for effectively helping them solve secondary math word problems.

Jonté Myers, Georgia State University

Moderators: Nathan Stevenson, Kent State University; Jessica Toste, University of Texas at Austin

Myers, J. A., & Witzel, B. S. (2023). Instruction in proportion word problems for secondary students with learning disabilities in mathematics. *Intervention in School and Clinic*, 58(4), 234-240. <https://doi.org/10.1177/10534512221093782>

2. Mathematics Interventions and Instruction

Ellingwood B

2a. *Using Concrete-Representational-Abstract to Master Fraction Division

Participants will explore how to use the Concrete-Representational-Abstract instructional model, an evidence-based practice, to teach their middle grades students with learning disabilities to fluently divide fractions. We will model direct instruction on the use of manipulatives, representations, and symbols to teach each of the three steps.

Andria Disney, Utah Valley University

Karin Fisher, Georgia Southern University

2b. *Replication in Mathematics Intervention Research: A Tale of Two Studies

The panel will discuss the importance of replication in mathematics intervention research and present data from two conceptual replication studies. Similarities and differences between the original studies and the replications will also be presented. Finally, challenges of conducting intervention research, including those caused by the Covid-19 pandemic, will be discussed.

Megan Rojo, University of North Texas

Jenna Gersib, University of Texas at Austin

Christian Doabler, University of Texas at Austin

Ben Clarke, University of Oregon

3. Reading Interventions for Secondary Students

Red Cloud

3a. *Designing Word-Reading Interventions for Secondary Students

Addressing decoding difficulties with students in Grades 6-12 presents challenges, but ongoing intervention is important in secondary grades. This presentation focuses on a multistep process for administering informal diagnostic assessments, developing an individualized and systematic intervention plan, and addressing challenges that are specific to adolescent readers (e.g., motivation, scheduling).

Kimberly McFadden, Lehigh University

Esther Lindstrom, Lehigh University

*Practitioner Focused ^Diversity Focused +Both

3b. Efficacy of a Content-Area Reading Comprehension Intervention for Students with Disabilities

Promoting Adolescents' Comprehension of Text (PACT)-- a text- and discourse-based reading comprehension intervention--uses a content approach to improving teachers' facilitation of Social Studies learning. We will present results from a randomized control trial evaluating the efficacy of PACT with 8th grade students, both with and without disabilities.

Eleanor Hancock, Vanderbilt University

Leticia Martinez, University of Texas at Austin

4. Emergent Bilingual Students with Disabilities

Lockwood

4a. +Interpreting English Learner Data: Tools for Making Meaning

Boardroom

Planning instruction for English learners (ELs) with learning difficulties or disabilities requires examining data from universal screening, progress monitoring, and language proficiency assessments while also considering the complex nature of language learning. This session provides considerations and tools to help educators view Els' data holistically to support individualized intervention planning.

Donna Sacco, American Institutes for Research

4b. ^Policy in Place for Emergent Bilingual Students with Disabilities

IDEA and state education agencies include policies that support emergent bilingual students with disabilities. However, schools face difficulties meeting the needs of students at the intersection of language and disability. Using a deductive qualitative research approach we will present results from policy comparison from various states will be presented.

Brenda Barrio, University of North Texas

Farwa Abbas, University of North Texas

Session 4 ROUNDTABLES

Ballroom

1. +Culturally Sustaining Practices to Fill the Gap in Teacher Education Programs

Teacher education programs are not efficiently preparing teachers for cultural sustainability. Demographic changes in student populations require that teachers understand and provide culturally responsive and sustaining practices. Conceptualizing innovative programs that implement opportunities to engage equity through coursework and field experience may address the gap in teacher education programs.

Kamilah Bywaters, University of Nevada, Las Vegas

Joseph Morgan, University of Nevada, Las Vegas

Tracy Spies, University of Nevada, Las Vegas

2. ^An Examination of Cultural and Linguistic Diversity (CLD) Research in LD

Given the increased efforts around diversity and inclusion, this study analyzed cultural and linguistic diversity (CLD) in Learning Disabilities (LD) focused journal articles published in the last five years. Findings are intended to advance research and practice on diverse students with LD in special education.

Danielle Frith, Monmouth University

Haerin Park, University of Saint Joseph

*Practitioner Focused ^Diversity Focused +Both

Leah Zimmerman, University of Iowa
Latesha Watson, Temple University
Amber Ray, University of Illinois at Urbana-Champaign

3. +Facilitating Effective Instruction for Multilingual Learners with Learning Disabilities

This presentation introduces the integration of culturally responsive practices and high-leverage practices when working with Multilingual learners (MLs) with Learning Disabilities (LD). Culturally responsive high-leverage strategies are shared to address the special needs of MLs with LD in combination with effective instructional practices to enhance student learning.

Yan Wei, Southern Connecticut State University
Yun-Ju Hsiao, Washington State University Tri-Cities

4. *Can We Talk? Discussing Suicide with Students with Learning Disabilities

“I don’t know what to say.” “It’s too hard to talk about.” Presenters will help educators of students with LD to be more comfortable talking about suicide, dispel myths about discussing this topic, and provide techniques for assisting students who are experiencing suicide ideation and creating resilience.

Anne Papalia, Shippensburg University
Jean Papalia, Safe Communities, Madison, WI

5. *Impacts of Depression on Students with Learning Disabilities

The purpose of this presentation is to discuss the impact of depression on adolescents with learning disabilities. We aim to inform teachers of the current knowledge base of depression, how teachers can support student mental health, and create a classroom environment that supports students with learning disabilities.

Michela Carattini, University of Nevada Las Vegas
Kendra Cope, University of Nevada Las Vegas
Marrisa Rakos, University of Nevada Las Vegas

6. Supporting Students with LD by Nurturing Hope, Self-determination and Motivation

In this presentation, we share data from RCT studies measuring the impact of two comprehensive programs designed to meet the transition needs of adolescents with LD. Skills related to transition were assessed for student-identified goals, level of hope, class attendance, retention, grades, acquisition of self-determined behaviors, and fidelity of implementation.

Michael Hock, University of Kansas
Tonya Eberhart, University of Kansas
Yan Wei, Southern Connecticut State University

7. Mobile Applications for Students with Dyslexia: A Systematic Literature Review

This systematic literature review aims to explore what mobile applications are available that can be used to enhance the learning experience for students with dyslexia and what the literature says about how the overall learning experience of these students might change by providing mobile applications. The results showed that the introduction of mobile applications can effectively enhance the learning process, essentially pertaining to individuals with dyslexia.

Ahmed Aldousari, Prince Sattam bin Abdulaziz University
Hassan Alwadei, University of Tabuk
Ali Asiri, Washington State University

8. ^Classroom Discourse Effects on Science and Social Studies Learning Outcomes

Discourse is used as a tool for learning in science and social studies classrooms when students explore content through inquiry. Studies showed students who engaged in deliberative discussions after receiving explicit instruction, graphic organizers, and teacher modeling are more likely to achieve higher learning outcomes, specifically content knowledge and writing.

Josue Otarola, University of Maryland

Susan De La Paz, University of Maryland

9. Analyzing Growth in Scientific Argumentation of Students with Learning Disabilities

Today's students live in a world filled with complexity, requiring the development of strategies for evaluating and using information to make evidence-based claims. This session will discuss the results from a mixed methods study that evaluated students with learning disabilities' argumentation skills after receiving an infused science and literacy intervention.

Delinda van Garderen, University of Missouri

Cassandra Smith, University of Missouri

Tara Atchinson-Green, University of Missouri

****Lunch on your own - 11:40 to 1:10 ****

Friday 1:10 - 2:40

Diversity Committee Meeting- Boardroom

Session 5 PANELS

1. LDQ Must-Read Article Award: Transition Perspectives of High School Students with Learning Disabilities: A Qualitative Metasynthesis

Ellingwood A

This presentation will overview the *Learning Disability Quarterly* article "Transition Perspectives of High School Students with Learning Disabilities: A Qualitative Metasynthesis," focusing on the research methods and findings. Then, presenters will discuss future directions for research that highlights the voices of students with learning disabilities.

Kristopher Yeager, University of Texas at El Paso

Joseph Morgan, University of Nevada, Las Vegas

Moderators: Nathan Stevenson, Kent State University; Jessica Toste, University of Texas at Austin

Yeager, K. H., & Morgan, J. J. (2023). Transition perspectives of high school students with learning disabilities: A qualitative metasynthesis. *Learning Disability Quarterly*, 46(3), 191-203. <https://doi.org/10.1177/07319487221140100>

2. *Examining Writing Instruction from Preschool to Middle School

Ellingwood B

Panelists present three studies spanning Preschool to Middle School that examined: response-to-intervention of preschoolers' writing, educators' utilization of principles of effective special education instruction, and writing in middle school inclusive content classrooms. Each study will provide implications for students with or at risk for writing disabilities.

*Practitioner Focused ^Diversity Focused +Both

Lara-Jeane Costa, University of North Carolina at Chapel Hill

Alyson Collins, Texas State University

Stephen Ciullo, Texas State University

Amanda McClelland, Texas State University

3. Intensive Math Project: Lessons Learned from Supporting Educators in Rhode Island

Red Cloud

While math scores decreased because of COVID, Rhode Island improved math scores! Targeted coaching and professional development focused on math EBPs, MTSS, and DBI resulted in students with disabilities increased achievement! This session will share lessons learned and provide guidance for IHEs and schools to consider in replication for similar results.

Kathleen Pfannenstiel, American Institutes for Research

Ashton Johnson, American Institutes for Research

Emily Ackman, American Institutes for Research

4. *Conceptualizing Disciplinary STEM Interventions for Students with LD

Lockwood

The NGSS and NCTM have called for increased rigor and meaningful problem solving for all students. Students with learning disabilities face challenges when engaging in disciplinary learning about science or mathematics. Teams from three universities will share findings from recent interventions conducted with students in inclusive settings.

Susan De La Paz, University of Maryland

Delinda Van Garderen, University of Missouri

Jessica Hunt, North Carolina State University

Session 5 ROUNDTABLES

Ballroom

1. Electronic Evidence Journals Integration in Special Education Teacher Preparation Coursework

This presentation focuses on the integration of interactive electronic evidence journals into teacher preparation courses. Presenters share preliminary findings from our mixed-methods study regarding teachers' perceptions and attitudes towards the integration of evidence journals in their coursework and subsequent effects on their content knowledge, skill attainment, and executive functioning.

Courtney Toledo, Georgia Southern University

Danielle Feeney, Ohio University

Jennifer Kong, Chapman University

2. Innovative Strategies and Techniques for Preparing Future Special Education Educators

Discover the secrets to maximizing your time with preservice teachers! Join us for this session and learn effective synchronous and asynchronous instruction techniques, including innovative educational technology and active learning strategies. Perfect for higher education teachers looking to prepare the next generation of educators.

Cynthia Massey, Georgia Southern University

3. Videoconferencing: A New Approach to Equitable IEPs Grounded in Parent-Teacher Collaboration

Despite challenges, COVID-19 revealed an opportunity to enhance IEPs and parent-teacher collaboration, videoconferencing. This session will provide concrete strategies and materials to enhance IEP meetings via videoconference to: (a) ensure families are prepared for video conference meetings, (b) enhance two-way communication, (c) develop relationships, and (d) effectively share information/resources.

Anna Macedonia, Delta State University

4. The Hidden Curriculum of Higher Education: Tips for Early Career Faculty

Early career faculty face a plethora of challenges as they adjust to the climate of their hiring university. This session aims to support this population through the individual and shared experiences of those in the field. Presenters will describe the “preparation gap” and offer strategies to guide junior faculty as they enter academia.

Brittany Desnoyer, California State University, Stanislaus

Fatmana Deniz, California State University, Northridge

Jennifer Smith, Purdue University

5. *The Write Support: Providing Teachers the Tools for Writing Instruction

Special education teachers across two states were surveyed on writing practices for students with disabilities. Results indicated specific needs for professional development and implications for institutions of higher education. A discussion regarding teacher needs will be facilitated.

Katie Miller, Florida Atlantic University

6. *Teaching Mathematical Writing on Mathematics Reasoning for Students with Mathematics Disabilities and Difficulties

This study explored the effects of self-regulated strategy development (SRSD) on written expression for mathematics reasoning (MR). A multiple probe design across participants was used to implement a 12-lesson intervention to three students with mathematics disabilities and difficulties. All three students exhibited improved performance in quality of writing and MR.

Joo-Young Lee, University of Maine

Jiyeon Park, Eastern Kentucky University

Elizabeth Huges, Pennsylvania State University

Kimberly Seale, Model Lab School, Eastern Kentucky University

7. *Smartpens to Improve Note-Taking and Recall for Students with LD

This study evaluated the effects of a smartpen intervention on students' notes and lecture comprehension. Students with disabilities and without disabilities in ninth-grade English Language Arts classes participated in this study. Results indicated that smartpens were effective at increasing notes and recall. Implications and practical applications also will be discussed.

Joseph Boyle, Temple University

Danielle Frith, Monmouth University

Latesha Watson, Temple University

8. The “Hidden” Learning Disability: Auditory Processing Disorders

Auditory processing disorders (APD) are often "hidden" learning disabilities that may be mislabeled as attention or language disabilities. An overview of manifestations, diagnosis, and impacts on academic and social functioning will be illuminated through case studies. Attendees will experience tools and strategies that can support learning for students with APD.

Deborah Cockerham, University of North Texas

Tandra Tyler-Wood, University of North Texas

Friday 2:50 – 4:20

Finance Committee Meeting- Boardroom

Session 6 PANELS

1. *Making the Most of Tier 3: Intensifying Early Reading Interventions

Ellingwood A

This session will share findings from three research projects that explore strategies for supporting the complex needs of students with protracted reading difficulties in elementary school. Participants will learn about the landscape of intensive interventions in schools and research-based strategies for intensifying reading interventions beyond increases in intervention dosage.

Marissa Pilger Suhr, Boston University

Nancy Nelson Fine, Boston University

Stephanie Al Otaiba, Southern Methodist University

2. Research in Social-Emotional Learning and Student Success with Classroom Implications

Ellingwood B

Amber DeBono, Winston Preparatory School

Michele Heimbauer, Winston Preparatory School

Elizabeth Mendelsohn, Winston Preparatory School

Kathy Ewoldt, University of Texas at San Antonio

2a. Measuring Social-Emotional Skills Specifically for Students with Learning Disabilities

Current social-emotional skills (SES) surveys are often designed based on typical learners, neglecting skills specifically vital for students with learning disabilities (SwLD; e.g., self-advocacy). The Winston Essential Skills Survey (WESS) was designed specifically for SwLD and is reliable and valid, helping educators better understand their students' acquisition of SES.

2b. Following the Path toward Goal Attainment and Student Success

Our longitudinal study indicated that students with learning disabilities have more nuanced goals that are not captured by typical student success measures. Teachers with open doors of communication are key to best supporting these students. Social-emotional skills are also positively related to student success measures.

3. Technology-Based Graphic Organizers and Writing

Red Cloud

3a. ^Fostering Unique Community Partnerships to Provide Technology-Based Writing Intervention

Participants will learn about a technology-based writing study conducted in partnership with a community outreach center and a school-aged childcare program. Challenges and opportunities offered by supporting students outside of school settings will be discussed. Features and benefits of the technology-based graphic organizer (TBGO) used will also be shared.

Reagan Mergen, George Mason University

Roba Hrisseh, George Mason University

Kelley Regan, George Mason University

Anya Evmenova, George Mason University

3b. *Computer Science and Mathematics Writing Strategies for Students with LD

Participants will learn strategies for teaching students with learning disabilities about computer science and mathematics concepts via writing with a technology-based graphic organizer (TBGO). Features of two TBGOs and how they benefit students with LD will be shared.

Roba Hrisseh, George Mason University

Reagan Mergen, George Mason University

Anya Evmenova, George Mason University

Kelley Regan, George Mason University

4. *Teaching Rational Numbers with the Concrete-representational-abstract Integrated Sequence

Lockwood

This presentation will describe an investigation of the effects of the concrete-representational-abstract integrated (CRA-I) sequence on students with learning disabilities' performance when learning rational number concepts. Students in grades four and six participated in a single case design that had promising results. The session will describe and model the intervention for practitioners.

Margaret Flores, Auburn University

Callye Monroe, Auburn University

Session 6 ROUNDTABLES

Ballroom

1. Implications of Learning Disabilities on Sexuality Education: Issues and Adaptations

The impact of a learning disability has implications for sexuality education. Presenters discuss aspects of sexuality education that are challenging for students with LD and ways to adapt the curriculum to support their learning, behavioral and social needs.

Anna Papalia, Shippensburg University

Jacqueline Chovanes, Shippensburg University

2. *Strategies for Psycho-Social Student Support in Higher Education

This presentation focuses on the role stress and burnout play on pre- and in-service special educators. Special Education and Music Therapy faculty share the impacts that adult dysregulation has on students with disabilities, along with ways to incorporate the development of mental health and well-being strategies into higher education coursework.

*Practitioner Focused ^Diversity Focused +Both

Danielle Feeney, Ohio University
Andrew Holbrook, Ohio University

3. Supporting Students with and without Learning Disabilities in Higher Education

Universal Design for Learning is a framework that supports students with diverse needs. This session will describe practical instructional elements that can be utilized to support students with and without learning disabilities in a special education undergraduate course.

Renee Gonzalez, University of North Texas

4. +Using Mixed-Reality to Prepare Teachers for Culturally Responsive Classroom Management

This session will describe a pilot study conducted with undergraduate preservice teachers. In the study, preservice teachers participated in mixed-reality simulations to practice culturally responsive classroom management. Findings from the study will be shared along with implications for teacher preparation.

Rachel Juergensen, Delaware State University

5. Teachers' Dyslexia Knowledge: Implications for Preservice Preparation and In-service PD

To best support and provide interventions for students with dyslexia or an LD in reading, teachers need accurate knowledge of what dyslexia is. A statewide survey of 346 teachers suggested that the majority had some degree of misperception about dyslexia.

Sara Flanagan, University of Maine

Rachel Brown-Chidsey, University of Southern Maine

6. *Preservice Special Education Teachers' Experience of a Math Methods Course

This qualitative study examines the efficacy of a math methods course for preservice special education teachers in improving confidence and pedagogical knowledge through growth mindset activities. The findings suggest that the course supports future P-12 educators in overcoming barriers to student learning, which is critical for preparing inclusive classrooms.

Cynthia Massey, Georgia Southern University

7. *Teacher Agency Beyond the Classroom to Influence Policy and Practice

Teachers advocate for their students on a daily basis. How can teachers extend their agency to influence policy and practices to benefit students with learning disabilities? Come share how you advocate beyond your classroom and school and learn from others and about current partnership activities used to influence policymakers.

Debi Gartland, Towson University

Roberta Strosnider, Towson University & Institute on Executive Functioning

8. *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

*Practitioner Focused ^Diversity Focused +Both

Friday 4:30 – 6:00

Information and Communications Committee - Boardroom

Session 7 PANELS

Mid-Career Panel: Join experienced experts in the LD field to hear about their transition from early to mid-career (post-5 years and beyond) and answer questions.

Red Cloud

Margaret Flores, Auburn University

Joseph Morgan, University of Nevada, Las Vegas

Brenda Barrio, University of North Texas

State chapter sharing and collaboration session: Are you a member of a state chapter? If so, join this session to share your ideas and experiences, and collaborate with other state chapters.

Boardroom

Moderators: Sara Flanagan (University of Maine) and Cynthia Massey (Georgia Southern University, Georgia state chapter president)

Session 7 IN-PROGRESS RESEARCH ROUNDTABLES

Ballroom

For the first time, our conference includes a session for presenters to share their work that is “in progress.” These sessions allow researchers (at any level) to share studies that are underway and/or under development. This is meant as an opportunity to receive feedback in a supportive, interactive setting that can inform ongoing work. These sessions are designed to support the development of high-quality research through collaboration and discussion. CLD Board members, presenters, and other experts in the field will be active participants to support discussion and provide substantive feedback. This session is being organized by the CLD Research Committee.

1. Best Practices for English Learners with Disabilities in US Schools: A Systematic Review

This review investigates effective strategies for enhancing academic achievement among English Learners with Disabilities (ELDs) in US schools. Analyzing 17 articles through the CEC 2014 Quality Indicators, it identifies practices like cultural responsiveness, technology integration, evidence-based strategies, and improved assessment tools. Despite terminology challenges, the study recommends standardized language and underscores ongoing teacher development and policy alignment for ELDs' academic success.

Samiratu Bashiru, Purdue University

2. Teacher Narratives, Student Journeys: The Intersection of Teacher Identity and Minoritized Students

This study examines how teacher narratives and identity influence minoritized students with disabilities. Using narrative inquiry, it uncovers how teachers' personal stories and lived experiences intersect with student experiences in the classroom. The research emphasizes the

significance of inclusive and culturally responsive pedagogies, promoting equity and empowerment in diverse classrooms.

Kamilah Bywaters, University of Nevada, Las Vegas

3. Online Professional Learning for Early Career Special Educators: The EXPERT PLC

To address low levels of achievement for students with disabilities and high rates of special educator burnout, this study tests impact and feasibility of an online professional learning community. The EXPERT PLC aims to develop knowledge and skills in data-based instruction while facilitating social-emotional learning for early career special educators.

Erica Fry, The University of Texas at Austin

4. Discovering the Impact of Academic Breaks on Secondary Students with Comorbid Attention Deficit Hyperactivity Disorder & Specific Learning Disability on Secondary Literacy Instruction

The proposed study will examine the effects of time breaks with literacy instruction for secondary school students with comorbid Specific Learning Disabilities (SLD) and Attention Deficit Hyperactivity Disorder (ADHD). Five to six secondary students with comorbid SLD and ADHD will receive lessons containing explicit instruction from the evidence-based curriculum REWARDS Secondary. This study uses a non-concurrent multiple baseline across groups design to evaluate the effects of the intervention.

Michelle Squitieri, Lehigh University

5. A Synthesis of Reading Interventions for Adolescents with Word-Level Reading Difficulties

This in-progress systematic review and meta-analysis aims to identify the overall effect of basic reading interventions on the reading skills of middle and high school students with word-level reading difficulties and potential moderators of effects. Subgroup analyses will focus on effects for adolescents with identified reading disabilities.

Karen Omohundro, George Mason University

6. Using Online Microteaching Activities to Support Alternative Licensure Preservice Teacher's Questioning Practices

At this roundtable, one of the investigators will discuss an online microteaching activity for use with preservice teachers in a special education methods course. The activity's purpose is to promote teacher questioning and math discourse. Discussion will include specific aspects of the microteaching activity to support preservice special education teachers.

Lauren Heberling, James Madison University