46th International Conference on Learning Disabilities

October 17-18, 2024

Charlotte, North Carolina
UNC Charlotte Marriott Hotel and Conference Center

CLD
Council for Learning Disabilities

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 Panel Instructions

The panel session is 1.5 hours in length, and 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 presentation slides. Presenters will allow some time for audience discussion or questions.

Interactive Poster 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 your roundtable presentation in the program. There are three 25-minute rotations during a 1.5-hour session (with 5 minutes between rotations). The monitor will signal to indicate the end of each rotation; attendees will be able to participate in three presentations during each session.

Practitioner-Focused Sessions

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

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 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 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! Diversity-focused sessions are labeled in the program with a circumflex (^).

Cell Phones and Name Badges
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

Hello CLD Community!

Welcome to our 46th Annual International Conference on Learning Disabilities in Charlotte, North Carolina. The Executive Community and Board of Trustees of the Council for Learning Disabilities are so excited and honored to have each of you join us. We look forward to exciting, fulfilling days of collaboration, exploration, and learning about the latest research in the field of learning disabilities. In a time when many students with and without disabilities are experiencing difficulties with learning and other areas, it is even more critical that we continue to build our CLD community in order to best support students with learning needs, their families, and their teachers.

Our conference would not be possible without the amazing Conference Planning Committee and the Conference Program Chair. Starting even before last year's conference ended, they worked hard to provide you with our excellent conference. Please thank Drs. Randa Keeley and Cynthia Massey, the Conference Planning Committee Co-Chairs. Please also thank Dr. Apryl Poch, the Conference Program Chair and CLD President-Elect, for their dedication to this conference, the review process, developing the schedule, and navigating a new proposal system this past year.

This year, you'll see a variety of presentations and session types that focus on learning disability-related topics on research, policy, and teacher education and ongoing teacher professional development. We feature two keynote sessions, one each day. First, we welcome Drs. Lynn and Doug Fuchs speaking on research related to concurrent reading and mathematics difficulties. Second, Dr. Peggy King Sears will open Friday with a reflection on CLD and the field of learning disabilities. Other sessions include panels, roundtables, and posters on a variety of topics from writing and vocabulary instructional strategies to case law and policies.

We are also excited to continue the in-progress roundtables from the CLD Research Committee. We hope that you find these roundtables to be an engaging time to learn about in-progress research and collaborate with and provide feedback to others.

We hope that you also get a chance to enjoy and explore Charlotte over the next few days. I invite you to enjoy meals and relax with each other to continue to build the connections we so appreciate as CLD members. I hope that you enjoy the conference and Charlotte, and that we get to connect once again at next year's conference.

Last, we recognize that our CLD colleagues, members, and friends may have been impacted by the most recent hurricanes. Please do not hesitate to reach out to CLD if we can be of any assistance.

Have a wonderful conference,

Sara M. Flanagan
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 Mandlebaum	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	2022-2023
Brian Bryant	1995-1996	Margaret Flores	current

CLD State Chapter Presidents

COLORADO CHAPTER — President – Kelly Murillo**,** ccldmurillo@gmail.com

GEORGIA CHAPTER — President – Catherine Howerter, chowerter@twu.edu

MARYLAND CHAPTER — President – Debi Gartland, dgartland@towson.edu

VIRGINIA CHAPTER — President – Mindy Gumpert, mgumpert@odu.edu

2024-2025 Board of Trustees

Local Arrangements Committee

Rebecca Shankland
Kendra Bruner
Madison Hay

Conference Planning Subcommittees

Publicity	Amber Ray
	Heba Abdelnaby
Registration	Cynthia Massey
	Courtney Toledo
Conference Program	Lara-Jeane Costa
Sponsorship	Karen M Omohundro
Technology	Amber Ray

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

Conference Sponsors

Hammill Institute
Winston-Salem Preparatory Academy

Leadership Institute, Brian Bryant Leadership Academy, and CLD Awards

CLD Leadership Institute

The CLD Leadership Development Committee (LDC) is pleased to recognize its CLD Leadership Institute held on Wednesday, October 16, 2024. 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 roundtable and panel presentations.

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 2024-2025 academic year.

CLD Brian Bryant Leadership Academy

Each year, CLD selects a small cadre of distinguished educators to participate in the Brian Bryant Leadership Academy. The Brian Bryant 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 Brian Bryant 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/

J. Lee Wiederholt Distinguished Lecturer

The J. Lee Wiederholt Distinguished Lecturer is selected each year by the Past President's Council of the Council for Learning Disabilities. The recipient gives a 1-hour keynote address at the annual conference and receives a plaque recognizing the award.

Dr. J. Lee Wiederholt was a founding member of the Council for Learning Disabilities and served as its president in1980-1981. 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

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, who was instrumental in formulating early policy to drive federal and state initiatives in the area of learning disabilities.

Dr. Floyd Hudson was one of the early pioneers in the field of learning disabilities, and a leader in the early years of CLD. 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 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.*

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.

J. Lee Wiederholt Distinguished Lecture

Recent Learning Disabilities Research: Addressing the Needs of Students with Concurrent Difficulty in Reading and Mathematics

Drs. Lynn S. Fuchs and Douglas Fuchs

Dr. Lynn Fuchs is an Institute Fellow at the American Institutes for Research, Research Professor in the Departments of Special Education and Psychology and Human Development at Vanderbilt University, and the Dunn Family Endowed Professor of Psychoeducational Assessment Emerita. She has conducted programmatic research on instructional methods for improving the mathematics and reading outcomes of students with learning difficulties, on assessment methods for enhancing teachers' instructional planning to address student diversity, and on the cognitive and linguistic profiles associated with mathematics and reading development.

Dr. Doug Fuchs is an Institute Fellow at the American Institutes for Research, Research Professor in the Departments of Special Education and Psychology and Human Development at Vanderbilt University, and the Nicholas Hobbs Chair of Special Education and Human Development. He has been principal investigator of more than 50 federally sponsored research grants, which have facilitated development of models of service delivery (e.g., pre-referral intervention, responsiveness-to-intervention, reintegrating students with disabilities into mainstream classrooms); assessments (e.g., formative measures of student and teacher evaluation, dynamic assessment); and instructional approaches (e.g., peer-mediated learning strategies).

J. Lee Wiederholt Distinguished Lecture

A Stroll Down Memory Lane with CLD

Dr. Peggy King-Sears

Dr. Peggy E. King-Sears is Professor Emerita of Special Education in the College of Education and Human Development at George Mason University. From 2002–2003, Dr. King-Sears served as President of the Council for Learning Disabilities (CLD). She was formerly principal investigator on multiple federal grants on teacher preparation, and the recipient of several teaching and research awards. Prior to working in higher education, she taught elementary and secondary students who had a variety of disabilities

Floyd G. Hudson Award

Deborah Reed

Dr. Deborah K. Reed currently serves as the Director of the Tennessee Reading Research Center and is a Professor at the University of Tennessee's College of Education, Health, and Human Sciences. Her research focuses on methods for improving literacy instruction and assessment, particularly among vulnerable and marginalized populations. These efforts have been supported with over $25 million in external funding and resulted in numerous publications for both researchers and practitioners. In her role as director of two statewide reading research centers, she has influenced legislation, supported the implementation of literacy initiatives, and evaluated literacy policies. Prior to entering research in 2004, Dr. Reed spent the first 10 years of her career as an English language arts and reading teacher and a preK-12 reading specialist, working primarily with students in California and Texas from diverse backgrounds who were exhibiting serious reading and writing difficulties.

Early Career Researcher Award

Examining Validity Evidence of an Observation Protocol for Measuring Evidence-Based Practices in Reading Instruction within an MTSS Framework

Hyojong Sohn
Assistant Professor
Mississippi State University

Bio: Hyojong Sohn, Ph.D., is an Assistant Professor of Special Education at Mississippi State University. Her research focuses on improving teaching quality via professional development and classroom observations to support students with learning disabilities. Specifically, she is interested in helping teachers implement effective special education practices within an MTSS framework.

Abstract: This presentation provides information about the validation of an observation protocol designed to measure general and special educators' implementation of effective instructional principles in tiered reading instruction. The presenter also discusses implications for using the tool to support teacher learning in professional development efforts focused on MTSS reading instruction.

Must Read Award: *Learning Disability Quarterly*

Four Best Practices for Meta-Analysis: A Systematic Review of Methodological Rigor in Mathematics Interventions for Students With or at Risk of Disabilities

Soyoung Park
Assistant Professor
University of Central Florida

Author Team: Soyoung Park, Young Ri Lee, Gena Nelson, & Elizabth Tipton

Bio: Soyoung Park, PhD, is an Assistant Professor of Exceptional Student Education in the School of Teacher Education, College of Community Innovation and Education at the University of Central Florida. She specializes in developing evidence-based mathematics interventions to identify effective instructional strategies for students with learning disabilities. Dr. Park also focuses on providing high-quality guidelines to both pre-service and in-service teachers with the goal of enhancing their expertise in data-based individualization for mathematics intervention.

Abstract: In this study, we examined 29 meta-analyses of mathematics interventions published from 2000 to 2022 to determine the extent to which researchers have applied four best practices in meta-analyses focused on mathematics interventions for students with disabilities. Our analysis highlights key methodological considerations for future meta-analyses.

Must Read Award: *Intervention in School and Clinic*

Early Identification of Dysgraphia and Dyslexia Behavioral Indicators in Children's Writing

Lindsay Diamond
Associate Professor
University of Nevada, Reno

Author Team: Lindsay Diamond, Abbie Olszewski, and Mercedes Baggett

Bio: Lindsay Diamond is an Associate Professor of Special Education and Department Chair in the COEHD at the University of Nevada, Reno. She researches accessibility in early childhood special education, interdisciplinary training programs, behavioral indicators of dysgraphia and dyslexia, and disability awareness among first responders and medical providers.

Abstract: This article explores early identification of dysgraphia and dyslexia in children's writing, focusing on key behavioral indicators and methods for eliciting writing samples. We detail the validation process of this interdisciplinary tool, designed for educators, speech-language pathologists, and occupational therapists within a multi-tiered system of supports.

Recognitions and Awards

TEACHER OF THE YEAR
Elizabeth Hoeger

Elizabeth Hoeger is originally from Philadelphia, Pennsylvania, where she spent the first ten years of her career teaching in inner-city Philadelphia and the last twelve years at Metter High School in Metter, Georgia. Her educational approach is deeply rooted in a philosophy that places the well-being and progress of her students above all else, particularly emphasizing the support and empowerment of students with learning disabilities. Mrs. Hoeger prioritizes her students above all, creating a nurturing environment that fosters safety and learning. She employs specially designed instruction to enhance literacy, including read-alouds, questioning strategies, and vocabulary development to elevate her students' skills. As the Special Education Lead Learner at Metter High School, she leads and collaborates with teachers to ensure the consistent application of specially designed instruction while also offering professional development sessions to her peers in IEP goal writing and transition plans.

Brian Bryant Leadership Academy Cohorts

Leadership Academy Cohort 12

Jenna Gersib
Quigli Lei
Karen Omohundro
Josue Otarola

Leadership Academy Cohort 13

Omolola Aneke
Roba Hrisseh
Joo Young Lee
Catharine Lory
Kimberly McFadden
Reagan Mergen
Marilyn Roberts

Leadership Institute 2024

Ayodele Aborishade
Jechun An
Seohyeon Choi
Kate Connor
Renee Gonzalez
Travis Hammond
April Hill
Megyn Martin
David Ray Miranda
Shannon Pardue
Latesha Watson

Save the Date!

The call for proposals will be posted on the CLD website in early 2025!

Follow us on social media:

Twitter @CLDIntl

Facebook

Instagram @cldintl

Thursday, October 17, 2024

7:00 to 5:00   **Registration**

7:00 to 8:00   **Continental Breakfast** with CLD Committee Posters

Opening Session
8:00-9:45
Crown Room

8:00 to 9:45   **Opening Session**

    8:00   Welcome

    8:15   Awards: Teacher of Year, Must Reads from *LDQ* and *ISC*, Early Career, Floyd G. Hudson

    8:45   J. Lee Wiederholt Distinguished Lecture: Drs. Lynn S. Fuchs and Douglas Fuchs
           Recent Learning Disabilities Research: Addressing the Needs of Students with Concurrent Difficulty in Reading and Mathematics

Thursday 10:00-11:30

Past President's Meeting – *Crown Room*

Session 1 PANELS

*1. Evidence-Based Answers to All of Your Questions about Teaching Writing
Mallard Creek I
Panelists invite the audience to engage in meaningful dialogue focused on addressing crucial questions necessary to improve students' writing abilities. The questions will focus on assessment, intervention, and policy matters pertinent to teaching students with learning disabilities
Lara-Jeane Costa, University of North Carolina at Chapel Hill
Alyson Collins, Texas State University
Shawn Datchuk, University of Iowa
Katie Miller, Florida Atlantic University
Apryl Poch, University of Nebraska at Omaha

2. Enhancing Vocabulary Learning for Students with LD: Insights from Research
Sugar Creek
We present research-supported vocabulary instruction for Grade 3 - 8 students with learning disabilities. We first outline findings from a systematic review, detailing instructional practices and word selection considerations. Next, we showcase an academic vocabulary-focused intervention. Finally, we highlight a multimedia PD approach to enhance science vocabulary instruction.
Kristen Beach, University of North Carolina at Charlotte
Victoria Sanchez, Auburn University
Michael Kennedy, University of Virginia
Miranda Fitzgerald, University of North Carolina at Charlotte

*Practitioner Focused ^Diversity Focused +Both

*3a Chicken vs. Egg: Which Comes First? Social-Emotional or Academic Skills?

. *Mallard Creek II*

The causal relationship between social-emotional learning (SEL) and academic achievement in students with learning disabilities (SwLD) has been unclear. However, a cross-lagged panel analysis indicated that SEL has a strong and causal effect on academic achievement for SwLD. Student success stories and best practices for SEL will be shared.

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

+3b Student Perceptions of Teacher Support for Graduation

. *Mallard Creek II*

This study examined the perspectives of 39 diverse high school students with LD related to their views of teacher supports that facilitated progress toward graduation. Qualitative coding of interviews resulted in two overarching thematic categories related to Teacher Class and Out of Class Supports and Importance of Authentic Educator-Student Relationships.

Wendy Cavendish, University of Miami
Vanessa Lopez, University of Miami

3c. Supporting Students with LD in Transition

Mallard Creek II

In this presentation, researchers will present data gathered from focus group interviews conducted as part of a longitudinal transition study. The aim of this presentation is to disseminate the findings regarding fidelity of implementation and overall participant satisfaction concerning transition goal setting, transition interventions, and the development of self-determination behaviors.

Yan Wei, Southern Connecticut State

+4. Another Type of Language Learner: Literacy Instruction for AAE Speakers

Toby Creek

The panel explores the latest research and practice recommendations for supporting African American English speaking students with or at-risk for learning disabilities. The panel discusses risk and protective factors, and features interventions for academic language and literacy development in African American students from early childhood to young adulthood.

Julie Rinker, University of California, Los Angeles
Anna Osipova, California Sate University, Los Angeles
Chanee McMillan, California State University, Los Angeles

<u>Session 1 ROUNDTABLES</u>
49ers Gold and Green

*1. Embedded Assessment in Educational Games: Optimizing NumberShire Gameplay Data

We will present how we applied the theory of embedded assessment to operationalize and analyze gameplay data from an evidence-based, educational mathematics game, NumberShire, designed to improve whole number concept for first-grade students with or at risk for learning disabilities. We will discuss our research findings and practical implications.

Sam Choo, University of Minnesota
Nancy Nelson, Boston University
Mikyung Shin, Illinois State University
Jechun An, University of Minnesota
Reagan Mergen, University of Minnesota

*Practitioner Focused ^Diversity Focused +Both

2. **A Mathematics Methods Course Influence on Pre-service Teachers' Non-Cognitive Factors**
   Special education PSTs experience elevated mathematics anxiety and low mathematics teaching self-efficacy and values. However, it is unknown if university courses can impact these factors. This presentation will share findings from a study that examined a mathematics methods course's influence on special education PST mathematics teaching self-efficacy, values, and anxiety.
   Cassandra Smith, University of Missouri
   Emily Singell, University of Missouri

3. **Recommendations for Changes to the IDEA from Special Education Scholars**
   This presentation discusses classification accuracy of curriculum-based measurement (CBM) for writing. Using a sample of 89 8th graders, we examine the proportion of students identified as at-risk who failed the outcome measure (true positives) and those identified as not at-risk who passed the outcome measure (true negatives).
   John Romig, University of Texas, Arlington

4. **Specific Learning Disabilities, English Language Learners and IDEA Case Law**
   A discussion of recent case law related to English Language Learners identified with a specific learning disability. Case law findings are synthesized to provide key takeaways for educational leaders and teachers when identifying the PK-12 ELL with SLD. Includes implications for collaborating with families in the delivery of services.
   Cynthia Dieterich, Baldwin Wallace University

5. **How National Alliances Are Affecting Change in the LD Field**
   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 alliance groups used to influence policymakers. Learn how you can influence policy, and come share your views!
   Debi Gartland, Towson University

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

Thursday 1:15-2:45

Session 2 PANELS

^1. **Determining and Improving Preservice Special Educators' Knowledge of Best Practices**
   Mallard Creek I
   Panelists will present quantitative and qualitative data on preservice candidates' knowledge of implementing culturally responsive practices, their understanding of inclusion, and the reactions of their instructors to statewide literacy training. Each presenter will provide implications for improving the preparation and learning experiences of special educators.
   Deborah Reed, Tennessee Reading Research Center, University of Tennessee
   Anna Gibbs, Tennessee Reading Research Center, University of Tennessee
   Brenda Barrio, University of North Texas
   Haerin Park, University of St. Joseph

+2. Collaboration Across Credential Areas: Learning to Teach Students with Dyslexia
Sugar Creek
The panel explores the latest research and practice recommendations for teaching culturally and linguistically diverse (CLD) students with and at-risk for dyslexia, from early childhood to adolescence. It spotlights a framework for early, comprehensive interventions based on school-home collaboration. Resources for families, teachers, and teacher educators are provided.
Anna Osipova, California State University, Los Angeles
Ya-Chih Chang, California State University, Los Angeles
Sue Sears, California State University, Northridge
Vanessa Goodwin, California State University, Northridge

3a. Using the Concrete-Representational-Abstract Integrated Sequence to Teach Place Value Concepts
Mallard Creek II
This study examined the effects of the concrete-representational-abstract integrated sequence for place value concepts. Five third-grade students who either had or were at risk of having learning disabilities participated. The session will describe the methods, design, results, and implications of this study which employed a single case design.
Margaret Flores, Auburn University
Meg Podemski, Auburn University
Vanessa Hinton, Auburn University

*3b. Teaching Rational Number Concepts
Mallard Creek II
This study examined the use of the concrete-representational-abstract integrated sequence to teach rational number knowledge and skills. Twenty fifth-grade students receiving tertiary mathematics intervention or with mathematics learning disabilities participated. The session will describe the instructional methods, results, and implications of this study.
Margaret Flores, Auburn University
Vanessa Hinton, Auburn University
Victoria Sanchez, Auburn University
Jihyun Lee, University of Wyoming

*3c. Studying a Virtual Number Line Intervention to Teach Fraction Computations
Mallard Creek II
This presentation disseminates the findings of a study examining a virtual number line intervention to teach computations with fractions to four middle school students with mathematics difficulty. All students' data exhibited a functional relation between the treatment and their accuracy completing computations. The classroom implications of these results are explored.
Rajiv Satsangi, George Mason University
Stephanie Sigmon, George Mason University
Alexandra R. Raines George Mason University

+4a. COACHED 2.0: A Multimedia Option for Observing and Coaching Educators
Toby Creek
Faculty, administrators, coaches, mentors, and co-teaching partners all struggle to document teaching practice with reliability, and deliver consistent and relevant coaching. COACHED is a multimedia platform that has all-in-one functionality for observations and coaching, and is backed by years of research. In this session, we demonstrate the revamped COACHED 2.0.
Michael Kennedy, University of Virginia

*Practitioner Focused ^Diversity Focused +Both

4b. Using CoachTRAC to Support the Implementation of Evidence-based Instructional Strategies
Toby Creek
CoachTRAC is an easy-to-use observation tool for practitioners and researchers. Designed to improve coaching and support the implementation and scaling of evidence based practices, the tool allows users to document coaching behaviors during coaching sessions. The session will examine the development and refinement of the tool to improve psychometric properties.
Ann Jolly, University of North Carolina at Chapel Hill
Heather Aiken, University of North Carolina at Chapel Hill

Session 2 ROUNDTABLES
49ers Gold and Green

1. Seeing the Unseen: An Exploratory Study of Idea Generation Processes
An exploratory mixed methods study explored and compared the idea generation processes and writing outcomes of eighth grade students with high incidence disabilities and proficient writers. Students with high-incidence disabilities and proficient writers had similarities in idea generation processes, but also unique processes were found among the groups.
Reagan Murnan, Wichita State University
Anya Evmenova, George Mason University
Kelley Regan, George Mason University

2. Preparing Preservice Teachers to Assess and Teach Writing
Presenters will discuss the challenge of preparing preservice teachers (PSTs) to assess, teach, and monitor struggling writers' writing skills development. They will share an approach used to help PSTs understand, coordinate, and practice using assessments to guide instruction, effectively implement metacognitive strategy instruction, and monitor student progress.
Rebecca Shankland, Appalachian State University

+3. Best Practices for English Language Learners with Disabilities
This session will suggest evidence-based practices that emerged from English as a New Language and Special Education for English Language Learners (ELLs) with disabilities to promote their content and language learning. Barriers and the need for professional development in implementing best practices will be also discussed.
 Okyoung Lim, Marian University

+4. Educators Perceived Self-Efficacy Beliefs and Practices on Teaching Multilingual Learners
Multilingual learners with learning disabilities are a heterogeneous group of learners who bring to the classroom many cultural and linguistic assets, while also requiring instructional supports to access the curriculum. Preliminary results on educators' self-efficacy beliefs/practices and suggestions for teacher education programs support to ML with LD will be provided.
Gloria Carcoba Falomir, University of Nevada, Las Vegas
Suheyla Sarisahin, University of Nevada, Las Vegas
Tracy Spie, University of Nevada, Las Vegas

*Practitioner Focused ^Diversity Focused +Both

+5. Exploring Educators' Perspectives in Supporting Multilingual Learners with Learning Disabilities
Multilingual learners with learning disabilities represent a unique demographic in the educational landscape.
This study delves into the perspectives and practices of educators tasked with nurturing the learning journey of these students. Preliminary findings of educators' perspectives as they navigate the intersectionality of language acquisition and disability will be shared.
Suheyla Sarisahin, University of Nevada, Las Vegas
Gloria Carcoba, University of Nevada, Las Vegas
Tracy Spies, University of Nevada, Las Vegas

6. Teacher Training on Math Outcomes of Students with LDs
This meta-analysis assessed the effect of teacher training on the math outcomes of students with or at risk for learning disabilities in K-12 classrooms. Based on the results of the review, practical implementations to improve training and professional development for teachers of students with learning disabilities are offered.
Cassandra Smith, University of Missouri
Qingli Lei, University of Illinois, Chicago

Thursday 3:00-4:30

Session 3 PANELS

^1a. Empowering Reading: Resilience for Students of Color with Learning Difficulties
Sugar Creek
This study explored the effects of a mentoring program on students of color with learning challenges, integrating reading fluency instruction and resilience-building activities. College mentors conducted biweekly sessions for 10 weeks, resulting in improved reading fluency and resilience. These findings provide insights for future research on mentoring interventions.
Min Mize, University of Nevada, Las Vegas

*1b. Intensifying Reading Instruction for Students Not Making Desired Progress
Sugar Creek
Intensifying instruction for students with reading difficulties is challenging. The National Center on Improving Literacy (NCIL) developed a research-based intensification framework that details the intensification process and describes what and how to teach students who struggle with reading, including multiple areas to consider when increasing the intensification of intervention.
Carol Dissen, National Center on Improving Literacy

*2. Multiple Representations for Teaching Fractions to Students with Mathematics Difficulties *Mallard Creek I*
This presentation will provide explanations about how educators can teach students with mathematics difficulties to use each of area, set, and length models and compare and connect the different representations for further promoting their conceptual and procedural understanding of fractions.
Jihyun Lee, University of Wyoming
Sarah Powell, University of Texas, Austin

*Practitioner Focused ^Diversity Focused +Both

^3. **Conducting and Disseminating Special Education Research as International Scholars**
Toby Creek
This presentation aims to highlight shared experiences of international early career scholars and offer guidance to overcome challenges they may encounter in conducting, writing, and presenting research in the U.S. Attendees will hear from a panel of diverse international scholars and learn strategies to address unique challenges.
Catharine Lory, University of Nevada, Las Vegas
Qingli Lei, University of Illinois at Chicago
Suheyla Sarisahin, University of Nevada, Las Vegas
Gloria Carcoba Falomir, University of Nevada, Las Vegas

*4. **SRSD for Informative Writing from Source Text in K-12 Classrooms**
Mallard Creek II
Teaching students with learning disabilities strategies for informative writing from source texts prepares them for academic success. This session will present informative writing strategies using the evidence-based practice, self-regulated strategy development (SRSD) for elementary, middle, and high school students and approaches for differentiation and scaffolding for students with learning disabilities.
Amber Ray, University of Illinois Urbana-Champaign
Kate Connor, Western Michigan University
Alyson Collins, Texas State University
Erin FitzPatrick, University of North Carolina - Charlotte

Session 3 ROUNDTABLES
49ers Gold and Green

^1. **The Neglected Language Skill: Listening Intervention for Multilingual Learners with LD**
Listening is the primary vehicle for learning but is rarely taught. Listeners must coordinate linguistic and cognitive skills that, for multilingual learners with learning disabilities (MLLDs), need development and support. This session presents a translation of the Spies' (2023) framework for listening comprehension with MLLDs into a listening comprehension intervention.
Tracy Spies, University of Nevada, Las Vegas
Suheyla Sarisahin, University of Nevada, Las Vegas
Gloria Carcoba Falomir, University of Nevada, Las Vegas

^2. **Towards Methodological Diversity in Social Justice-Centered Special Education Research**
A content analysis examined the extent to which social justice is centered in special education research. A transformative research approach (Mertens, 2007) was used to analyze methodological features that used a DisCrit framework. Results demonstrate evidence of diversity in dissemination, heterogeneity of topics, variability in theoretical perspectives, and transformative intent.
Reagan Murnan, Sara Ijaz, Wichita State University
Divya Varier, George Mason University
Rosemary Walsh, George Mason University
Kwame Mensah Bonsu, George Mason University

*Practitioner Focused ^Diversity Focused +Both

^3. Advancing Inclusive Education: Syllabi Inclusivity Across Diverse Institutions
This presentation describes the process and results of revising program-wide curricula to ensure anti-racist and inclusive content appropriate for diverse pre-and in-service teachers. Two institutions, a historically Black university, and a minority-serving institution, utilized the ARCSI Course Evaluation Instrument for comparing and contrasting purposes. Results will be shared.
April Whitehurst, Winston Salem State University
Fatmana Deniz, California State University Northridge

4. Growing Pains, Roadblocks, and Opportunities: A Program Redesign in Action
In this presentation, we discuss the past, current, and future phases of a student-centered general curriculum special education program redesign. We share our past focus on program logistics; our current focus on creating disability-centered, culturally sustaining course content; and our future questions about instructor training and student engagement.
Wendy Rogers, Virginia Commonwealth University

5. A Practical Approach to Conducting Intervention Research in a University Course
This presentation will highlight the methods and procedures used to conduct intervention research in an online course setting in higher education. The session will include recommendations for research using the details from three different studies conducted in higher education courses that involved the use of technology, feedback, and instructional interventions.
Randa Keeley, Texas Women's University
Mara Peterson-Ahmad, Texas Women's University

Business Meeting
4:45 pm-5:45 pm
Toby Creek

President's Conference Reception
6:00 pm-8:00 pm
Crown Room

6:00-6:30 Awards and recognitions
6:30-7:30 Interactive Poster Session

*1. Assessment instruments available in languages other than English
Laura Brown, Texas Tech University
Janna Brendle, Texas Tech University
Robin Lock, Texas Tech University

+2. Effective Literacy Intervention: Title I Teachers: Perspectives on Inhibiting Factors
Psalm Delaney, Colorado College

3. Special Education Professionals Depth/Breadth of Knowledge Against High-Leverage Practices
Kathy Seifert, University of Minnesota
Amy Kunkel, University of Minnesota
Soyoung Park, University of Central Florida

*Practitioner Focused ^Diversity Focused +Both

+4. Peer Relationship Instructions in Inclusive Educational Settings in Korea
Jechun An, University of Minnesota
Seohyeon Choi, University of Minnesota Twin-Cities

+5. Project Rural Innovation for Mental Health Equity
Brittany Hott, University of Oklahoma

6. Differentiated Coaching Support to Enhance Teacher Education for Teacher Candidates
Corinne Kingsbery, University of North Carolina at Charlotte
KristenBeach, University of North Carolina at Charlotte
Erin Washburn, University of North Carolina at Charlotte
Charles Wood, University of North Carolina at Charlotte

7. Courses, Classrooms, and the Community: Elevating Early Literacy Teacher Education
Miranda Fitzgerald, University of North Carolina at Charlotte
Erin Washburn, University of North Carolina at Charlotte
Kristen Beach, University of North Carolina at Charlotte
Paola Pilonieta, University of North Carolina at Charlotte
Corinne Kingsbery, University of North Carolina at Charlotte

+8. Practical Strategies for Facilitating Parent Involvement During IEP Development
Shelee Duke, Region 10 Texas Education Agency
Robin Lock, Texas Tech University
Janna Brendle, Texas Tech University
Laura Brown, Texas Tech University

*9. Review of Education Technology for Secondary Students with Learning Disabilities
Hannah Robinson, Temple University
Joseph Boyle, Temple University
Latesha Watson, Temple University

10. Empowering Diversity: CLD Male Teachers in Early Childhood Special Education
Itiel Joseph Barrera, California State University, Los Ángeles

11. Impact of Clinically-Enhanced Experience on Teacher Candidates and K-5 Readers
Erin Washburn, University of North Carolina at Charlotte
Corinne Kingsbery, University of North Carolina at Charlotte
Samantha Gesel, Vanderbilt University

12. Expanding Your Reach: Advocacy Strategies for School Personnel
Debi Gartland, Towson University

13. Integrating Culturally Sustaining Pedagogy for Future Special Educators in Mathematics
Anne Brawand, Kutztown University

+14. DBDM for Preservice Teachers to Support Students with Mathematics Disabilities
Amy Kunkel, University of Minnesota
Soyoung Park, University of Central Florida

*Practitioner Focused ^Diversity Focused +Both

+15. **Supporting Students Through a Tier 2 Mathematics Intervention**
Kathleen Pfannenstiel, American Institutes for Research
Soyoung Park, University of Central Florida

+16. **Teacher Professional Development and Student Mathematics Achievement**
Soyoung Park, University of Central Florida

+17. **Impact of Emotional intelligence and mathematics anxiety on mathematics performance**
Oingli Lei, University of Illinois, Chicago

18. **Children with Learning Disabilities within the Family Systems Context**
Yun-Ju Hsiao, Washington State University

19. **What Research Reveals about Informing Students on Disabilities, Promoting Self-Awareness**
David Scanlon, Boston College

20. **Technology-Assisted Reading Fluency Interventions: Meta-Analysis of Single Case Studies**
Shea Ferguson, The University of South Carolina
Min Mize, Winthrop University

21. **Working Memory Training and Reading Comprehension: A Cognitive Load Approach**
Robby Robinson, University of Nevada, Las Vegas

22. **A Literature Synthesis of Curriculum-Based Measurement in Writing for English Learners**
Alex Smith, University of Nevada, Las Vegas
Jessica Alley, University of Nevada, Las Vegas

23. **Enhancing Transition Services for High School Students with Learning Disabilities**
Rashad Alqahtani, University of North Carolina at Greensboro

+24. **Culturally Responsive Reading Assessment for Black Immigrant Elementary Students**
Lola Aneke, University of North Texas

25. **Enhancing Success: Academic Coaching for College Students with Learning Disabilities**
Nicole Mucica, State University of New York, Brockport

26. **Leveraging Technology on Deep Academic Word-Learning for Adolescents with LD**
Sean McDonald, University of Virginia

27. **Morphological Ability and Reading in Middle School Students**
Leah Zimmerman, University of Iowa

28. **Behavior Intervention Delivery for Teachers Supporting Students With Learning Disabilities**
Stephanie Meza, University of Nevada, Las Vegas
Marissa Rakos, University of Nevada, Las Vegas

*Practitioner Focused ^Diversity Focused +Both

Friday, October 18, 2024

Friday Opening Session
7:30 am-9:00 am
Crown Room

7:15 to 5:00   **Registration**

7:15 to 8:15   **Continental breakfast** with CLD Committee Posters

8:15 to 9:00   **J. Lee Wiederholt Distinguished Lecture**: Dr. Peggy King-Sears
              A Stroll Down Memory Lane with CLD

In-Progress Roundtables
9:15 to 10:15
49ers Gold and Green

1. **Prioritizing the Parent Perspective: Deconstructing Learning Deficiencies in Marginalized Communities**
   The purpose of the study was to examine and understand a critical and often overlooked component in the special education process; the perception of parents of children who have learning challenges that are receiving special education services. What is missing from the conversation is considering the etiology in evaluative discussions.
   Zearlee Wallace, University of Texas at Arlington
   Catherine Campell, St. Edward's University

2. **Capturing the Quantity of Evidence-Based Practices: A Validity Study**
   The purpose of this study is to evaluate validity evidence of a researcher-developed observation tool designed to measure the implementation of general and special education teachers' effective instructional principles in tiered reading instruction. We will discuss implications for using the tool to support teachers' instructional growth in professional development efforts.
   Hyojong Sohn, Mississippi State University
   Mary Brownell, University of Florida
   Amber Benedict, Arizona State University
   Jessica Williams, University of Florida
   Germaine Koziarski, Arizona State University

3. **Special Education Teachers Using ChatGPT to Develop IEP**
   As the special education teacher workforce continues with large caseloads and high burnout, solutions to alleviate some paperwork have been adopted sporadically. Advances in technology have led to tools like ChatGPT which answer in seconds and seemingly produce any material given the right prompt and relevant information. This study seeks to find if ChatGPT can provide useful IEP goals and benchmarks while benefiting teachers.
   Travis Hammond, University of Nevada, Las Vegas

*Practitioner Focused ^Diversity Focused +Both

4. **Descriptive Study of Special Education Due Process Hearings in Texas**
   This study would continue the research from my dissertation to continue analyzing SPED due process hearings held in Texas from 1/1/2020 to 12/31/2023 to identify common issues that lead to conflict in providing SPED services. I would like input on the conceptual design and research questions that consider the pandemic.
   Cynthia Lackey, Angelo State University

5. **Cultural Relevance Assessments in Special Education: History, Trends, and Issues**
   A student's ability and placement in a Special Education setting are determined by assessments. It is imperative that special education assessment practices be reevaluated in light of the disproportionate representation of diverse students in assessment driven categories, such as learning disability.
   Ayodele Aborishade, University of Nevada, Las Vegas

6. **Practices and Preferences Using the WJ-IV in Culturally/Linguistically Diverse Evaluation**
   Selection confidence in assessment batteries varies among special education evaluators of culturally/linguistically diverse students. Evaluators in southwestern U.S. public schools (n=245) were surveyed about their preferences and practices when using the Woodcock-Johnson IV Tests of Cognitive Abilities and the Woodcock-Johnson IV Tests of Oral Language with their CLD caseloads.
   Elizabeth Hatala, West Texas A&M University
   Michelle Simmons, West Texas A&M University
   Mikyung Shin, Illinois State University

Friday 10:30 – 12:00

Session 4 PANELS

*1a. **Argumentative Writing in Science Classes for Students with Learning Disabilities**
   Mallard Creek I
   Participants will learn about the results of a study that examined students with learning disabilities' use of an argumentation strategy (e.g., DECIDE) and graphic organizer to improve argumentative writing in high-school science classes. Results of the study and implications for teaching writing in science classes will be discussed.
   Joseph Boyle, Temple University
   Latesha Watson, Temple University
   Hannah Robinson, Temple University

+1b. **Strategies for Supporting Diverse Learners in Mathematics Writing Interventions**
   Mallard Creek I
   This session will introduce research-based practices to teach mathematics writing for students with diverse cultural and linguistic backgrounds who struggle with mathematics. Instructional practices such as technology-based graphic organizers (TBGO), including one adapted for an intervention, as well as self-regulated strategy development (SRSD) will be shared.
   Reagan Mergen, University of Minnesota
   Joo-Young, University of Maine

+1c. **The Impact of Concept Mapping on Student Achievement in Science**
Mallard Creek I
This study assesses concept maps' impact on science achievement among students from Grade 3 to Grade 12, including low-achieving students. Analysis of 55 studies published between 1980-2020 involving 5,364 students revealed a moderate overall effect size (g = 0.776) in science learning, varying across three subjects: biology, chemistry, and physics.
Dimitris Anastasiou, Southern Illinois University, Carbondale

2a. *LDQ Must-Read Article Award***: Four Best Practices for Meta-Analysis: A Systematic Review of Methodological Rigor in Mathematics Interventions for Students With or at Risk of Disabilities**
Sugar Creek
In this study, we examined 29 meta-analyses of mathematics interventions published from 2000 to 2022 to determine the extent to which researchers have applied four best practices in meta-analyses focused on mathematics interventions for students with disabilities. Our analysis highlights key methodological considerations for future meta-analyses.
Soyoung Park, University of Central Florida
Moderator: Nate Stevenson, Kent State

2b. *ISC Must-Read Article Award:* **Early Identification of Dysgraphia and Dyslexia Behavioral Indicators in Children's Writing**
Sugar Creek
This article explores early identification of dysgraphia and dyslexia in children's writing, focusing on key behavioral indicators and methods for eliciting writing samples. We detail the validation process of this interdisciplinary tool, designed for educators, speech-language pathologists, and occupational therapists within a multi-tiered system of supports.
Lindsay Diamond, University of Nevada, Reno
Moderator: Nate Stevenson, Kent State

3. **From Research Idea to Study: Literature Review, Research Design, and Collaboration**
Mallard Creek II
This presentation aims to provide guidance for early researchers to translate research ideas to meaningful research studies. Attendees will learn to (1) develop research questions, (2) conduct a literature review, (3) plan a research study, (4) conduct collaborative research.
Jasmine Begeske, Purdue University
Qingli Lei, University of Illinois, Chicago
Catharine Lory, University of Nevada, Las Vegas
Jennifer Smith, Purdue University

+4a. **Enhancing ECSE: Equity-Centered Literacy Instruction for Children At-Risk for Dyslexia**
Toby Creek
The presentation will discuss the early markers of dyslexia in young, culturally and linguistically diverse children (ages 0-5). It will also showcase course activities embedded in an Early Childhood Special Education program that focuses on equity-centered early literacy instructions for children at-risk for dyslexia implemented in home and preschool settings.
Ya-Chih Chang, California State University, Los Angeles
Anna Osipova, California State University, Los Angeles

4b. *Early Career Award:* **Examining Validity Evidence of an Observation Protocol for Measuring Evidence-Based Practices in Reading Instruction within an MTSS Framework**
This presentation provides information about the validation of an observation protocol designed to measure general and special educators' implementation of effective instructional principles in tiered reading instruction. The presenter also discusses implications for using the tool to support teacher learning in professional development efforts focused on MTSS reading instruction.
Hyojong Sohn, Mississippi State University

Session 4 ROUNDTABLES
49ers Gold and Green

*1. **The Writing that Didn't Happen**
High school special education and language arts teachers from across the United States were interviewed about their writing instructional practices within in-person instructional settings and via distance instruction. Teachers reported reducing and removing writing opportunities, adverse feelings toward distance instruction, challenges, and opportunities.
Apryl Poch, University of Nebraska at Omaha
Amber Ray, University of Illinois
Shawn Datchuk, University of Iowa

*2 **Teaching Executive Functioning Strategies to Address Traumatic Stress and Learning**
Participants will review overlapping signs and common behaviors for learning disabilities, social emotional behaviors and traumatic stress. Using the Trauma Informed Care Framework, evidence-based strategies in executive functioning that align with the framework will be described as useful tools for teacher education and professional development supporting students with learning challenges.
Tamar Riley, Alabama A&M University

*3 **Data-driven decision-making in Germany and the USA: Opportunities and Challenges**
German and US-American researchers will inform about data-driven decision making in educational settings. Opportunities and challenges will be discussed based on a pilot study, conducted in an elementary school in Germany, focusing on assessing and supporting students' social and academic behaviors to improve learning outcomes, and to support school development.
Michael Paal, University of Oldenburg
Anna-Maria Hintz, University of Oldenburg
Haerin Park, University of Saint Joseph
David Scanlon, Boston College

*4 **Improving the Essay Quality via a Technology-Based Writing Intervention Package**
This presentation will share the results from a research study on the use of the technology-based writing intervention package. Specifically, 65 4th-7th students with and without LD demonstrated significant improvements in the quantity and quality of their persuasive essays. Changes in the specific writing quality elements will be discussed.
Anya Evmenova, George Mason University
Kelley Regan, George Mason University

*Practitioner Focused ^Diversity Focused +Both

**_Lunch on your own – 12:00 to 1:45_ **

Friday 1:45 – 3:15

Session 5 PANELS

*1a.   Accessing Core Sentence Writing Instruction: Strategies for Students Requiring Supports
Mallard Creek I
There are few core (Tier 1) sentence instruction curricula for students in first grade. Writing Across Levels of Language (WALL) is a 50-lesson sentence writing curriculum. This session describes strategies that provide universal supports as well as modifications and accommodations to support students' access to core instruction.
Kristen Ritchey, University of Delaware
David Coker, Jr., University of Delaware

*1b.   Teaching and Assessing Sentence Writing Fluency of Students with LD
Mallard Creek I
Many students with LD struggle with sentence fluency, accuracy and efficiency writing complete sentences. This session presents (a) evidence-based techniques to teach students how to write simple, complete sentences and (b) ways to screen and progress monitor the sentence writing of students with LD.
Shawn Datchuk, University of Iowa

2.   The Trajectory to Tenure: Support for Early and Mid-Career Faculty
Mallard Creek II
While the acquisition of a tenure-track position is an exciting milestone, it comes with a unique set of challenges. Early career faculty members struggle to adapt to the culture of their hiring university and are without formal guidance and mentorship. This session will outline strategies to guide junior faculty toward tenure.
Brittany Desnoyer, California State University, Stanislaus
Fatmana Deniz, California State University, Northridge
Jennifer Smith, Purdue University

Session 5 ROUNDTABLES
49ers Gold and Green

1.   Secondary STEM Teachers' Understanding of Learning Disabilities: A Qualitative Inquiry
We will present findings from a qualitative study of secondary science and math teachers' sensemaking about the term specific learning disability. Findings suggest teachers draw limited insights from this term, instead designing instruction based on interactions with specific students. Implications for teacher preparation and inclusive STEM practice will be discussed.
Samantha Daley, University of Rochester
Michelle Heckman, University of Rochester
Kyle Sullivan, University of Rochester

*Practitioner Focused ^Diversity Focused +Both

2. **Equitable Science Lessons and Meaningful Accommodations and Modifications Through UDL**
This presentation provides participants with strategies for integrating instruction on supporting students with disabilities into science methods courses. Participants will receive materials that provide suggestions for maintaining rigor; outline processes for making meaningful accommodations; and challenge students to analyze lessons to generate solutions to problems faced by students with disabilities.
Cynthia Lackey, Angelo State University

3. **Systematic Review of Decoding Interventions for Secondary Students with RD**
We report results of a systematic review of 26 studies reporting on word reading (WR) interventions for Grades 4-12 students with reading difficulty. Median effects were positive (range = 0.06-0.58) on measures of alphabetics, fluency, and comprehension, and single-component WR interventions produced greater median effects than multicomponent interventions.
Kimberly McFadden, Lehigh University
Jen Auriello, Lehigh University

^4. **Reading Interventions for Culturally and Linguistically Diverse Students with LD**
In this session, we present a systematic review of reading interventions for culturally and linguistically diverse students with LD. Findings indicated a need to expand reading intervention research to address foundational reading skills and determine effects for students from diverse backgrounds. Results and implications for research and practice are discussed.
Leah Zimmermann, University of Iowa
Haerin Park, University of Saint Joseph
Danielle Frith, Monmouth University
Latesha Watson, Temple University

5. **Optimizing Reading Assessment Protocols: Empowering Effective Instructional Practices**
This learning session will delve into K-12 reading assessment. Designed for educators and instructional leaders, this session aims to equip participants with tools & knowledge to effectively identify students' reading strengths & deficits as it applies to foundational literacy skills, ultimately informing instruction to support students with reading disabilities.
Christie Johnson, Baldwin Wallace University

Friday 3:30 – 5:00

Session 6 PANELS

1a. **Underestimated by Traditional Evaluation Approach: Exploring Students' Writing Response Performance**
Mallard Creek I
The purpose of this study is to evaluate word dictation performance of elementary students who are struggling with writing using both a classical approach that considers writing accuracy only and an item tree model approach that considers both writing accuracy and productivity.
Jechun An, University of Minnesota

*Practitioner Focused ^Diversity Focused +Both

^1b. **Examining Measurement Invariance of English CBM-Ws for Linguistically Diverse Students**
Mallard Creek I
We aimed to evaluate if word dictation, a writing curriculum-based measure, measures English writing skills consistently among multilingual and English-monolingual students with intensive writing needs. We will present findings from a differential item functioning analysis within the item response theory framework, using data from a multi-year, multi-site randomized control trial.
Seohyeon Choi, University of Minnesota Twin Cities
KristenMcMaster, University of Minnesota Twin Cities

1c. **Classification Accuracy of Writing CBM for Middle School Writers**
Mallard Creek I
This presentation discusses classification accuracy of curriculum-based measurement (CBM) for writing. Using a sample of 89 8th graders, we examine the proportion of students identified as at-risk who failed the outcome measure (true positives) and those identified as not at-risk who passed the outcome measure (true negatives).
John Romig, University of Texas at Arlington

2a. **Using a Motivation Intervention to Increase Literacy Score Reliability**
Sugar Creek
Obtaining a reliable measure of the literacy abilities of adjudicated youth is essential for planning instruction and conducting research. Their motivation during the assessment process may influence score reliability. This presentation outlines a feedback-based intervention implemented to improve the motivation of adjudicated youth when taking literacy assessments.
Robbie Marsh, Mercer University
Ryan Hall, Georgia State University
David Houchins, Georgia State University
Deborah Reed, Tennessee Reading Research Center, University of Tennessee
John Hitchcock, West Stat
Rich Lambert, University of North Carolina, Charlotte
Kris Varjas, Georgia State University

*2b. **Teaching Foundational Skills Using Strategic Incremental Rehearsal**
Sugar *Creek*
Strategic incremental rehearsal (SIR) is an efficacious intervention that improves foundational skill acquisition for learners more efficiently than other procedures. This session will present evidence of SIR\'s effectiveness when delivered by school-based implementers. Evidence points to the effectiveness and feasibility of SIR for students requiring intensive intervention in short timeframes.
Christina Novelli, University of Georgia

*2c. **Supporting Students Post-Pandemic: Tutoring vs. Explicit and Intensive Intervention**
Sugar Creek
This paper will contrast the pandemic deployment and impact of tutoring with explicit and intensive interventions for students who are behind in academic performance, including students with disabilities and students from culturally and linguistically diverse backgrounds.
Chris O'Brien, University of North Carolina, Charlotte
Dan Boudah, East Carolina University
LuAnn Jordan, University of North Carolina at Charlotte

*Practitioner Focused ^Diversity Focused +Both

^3a. **Preparing for Tomorrow: Making Culturally Relevant Teaching Relevant**
Toby Creek
In this qualitative study we examine perceptions of special educators on the effectiveness of implementing culturally relevant pedagogies learned during their undergraduate program. Through interviews, participants compare the curriculum learned in class versus the challenges and current educational needs they face in their classroom. Implications and next septs are discussed.
Carlos Lavin, College of Charleston

+3b. **Understanding Students' Funds of Knowledge on Teachers' Culturally Sustaining Practices**
Toby Creek
Special education teachers need to be culturally and linguistically sustaining practitioners to support students with disabilities who are emergent bilinguals. Understanding students' Funds of Knowledge can promote culturally sustaining practices and enhance teachers' self-efficacy. In this session, the research findings and their implications for teacher preparation will be discussed.
Fatmana Deniz, California State University at Northridge
Tracy Spies, University of Nevada, Las Vegas
Kendra Antill, University of Nevada, Las Vegas

Session 6 ROUNDTABLES
49ers Gold and Green

1. **Graphs & Gains: Elevating Data Literacy in Special Education**
   This session will share how graphical elements' aimlines and data points per x-axis to y-axis ratio (DPPXYR) impact data literacy among preservice special educators. This session highlights a study's findings on improving instructional decision-making through enhanced interpretation of curriculum-based measurement graphs, which is crucial for advancing learning outcomes in students with disabilities.
   Cynthia Massey, Georgia Southern University
   Emily Kuntz, University of Oklahoma
   Corey Peltier, University of Oklahoma

2. **AImpacting Individualized Education: Harnessing AI for Tailored IEP Goal Development**
   This presentation will describe tangible ways in teachers can use AI to generate IEP goals. More specifically, the presenters will provide concrete strategies and materials for teachers to use to enhance the utilization of AI in order to skillfully ensure that the IEP goals substantially match the student's individualized needs.
   Christine Valadez, Marymount University

3. **Using the Special Education Evaluation Processes to Create Family-School Partnerships**
   The special education evaluation process is the often first opportunity parents have to work collaboratively with school-based teams. This project seeks to identify how Multidisciplinary Assessment Teams (MDT) can encourage parent participation throughout the assessment process, taking the first steps toward development of an impactful partnership between school and family.
   April Hill, Texas Women's University
   Maria Peterson-Ahmad, Texas Women's University

*Practitioner Focused ^Diversity Focused +Both

4. **Journal Reviewing Crash Course: Making the Most of Your Experience**
   Whether you're looking to get a foot in the door as a new reviewer for a journal or move up as a board member, associate editor, or editor, this session will provide useful tips for service to peer review journals. Assessment for Effective Intervention Co-editor Nathan Stevenson will discuss expectations and best practices in peer review, how to manage your time, preparing to make tough decisions, things to consider in becoming an associate editor, and how to get the most out of your experience.
   Nate Stevenson, Kent State

5. **Writing for CLDs Journals**
   Interested in writing for CLDs journals? Come meet the editors to learn more about the author guidelines and submission procedures.
   Sam Choo, University of Minnesota
   Robbie Marsh, Mercer University
   Alex Smith, University of Nevada, Las Vegas

*Practitioner Focused ^Diversity Focused +Both