

The Council for Learning Disabilities

In partnership with the National Center for Learning Disabilities

48th International Conference on Learning Disabilities

October 22–23, 2026



F O R T W O R T H, Texas

Sheraton Fort Worth Downtown Hotel



council-for-learning-disabilities.org



<https://nclld.org/>

Conference At a Glance

Tuesday, October 20, 2026

2:00 pm – 6:00 pm Executive Committee Meeting

Mesquite 1

Wednesday, October 21, 2026

9:00 – 4:00 pm Leadership Institute

Cedar

1:00 – 5:00 pm Board of Trustees Meeting

Chinaberry

Thursday, October 22, 2026

7:00 – 5:00 Registration

Pre-Function

7:00 – 8:30 Coffee & Pastries

Pre-Function

8:00 – Welcome & Awards

Cypress Ballroom

Floyd G. Hudson

Teacher of the Year

Outstanding Researcher Award

Must Reads: *Learning Disability Quarterly & Intervention in School and Clinic*

8:30 – 9:30

J. Lee Wiederholt-Donald D. Hammill Distinguished Lecturer

Dr. Michael Kennedy – University of Virginia

9:45 – 11:15

Concurrent Sessions & Past-President's meeting

11:30 – 1:00

Judy Voress Networking Luncheon provided by CLD

12:00 – 1:00

CLD Committee Meetings (See below for locations)

1:00 – 2:30

Concurrent Sessions

2:45 – 4:15

Concurrent Sessions

4:30 – 5:30

CLD Annual Business Meeting

Magnolia 2

6:00 – 8:00

President's Reception

Cypress Ballroom

Interactive Paper Session 1 (6-7pm)

Leadership Academy Cohort Recognition

Teacher of the Year

Friday, October 23, 2026

7:30 – 12:00 Registration

Pre-Function

8:00 – 9:00

Morning Reception and Interactive Paper Session 2

Cypress

Ballroom

9:15 – 10:45

Concurrent Sessions

11:00 – 12:15

Lunch provided by CLD

12:15 – 1:45

Concurrent Sessions

2:00 – 3:30

Concurrent Sessions

3:45 – 4:45

Closing session

Thursday, October 22

8:00 AM – 9:30 AM

Cypress Ballroom

President's Welcome Address – Alyson Collins

Awards - Floyd G. Hudson and Teacher of the Year

- Early Career Research Award
- Must Reads Awards – Learning Disability Quarterly & Intervention in School and Clinic

J. Lee Wiederholt-Donald D. Hammill Distinguished Lecture

Dr. Michael Kennedy – University of Virginia

No Longer a Niche on the Fringe: The Rise of Technology (Good and Bad) in Daily Instruction for Students with LD in Inclusive Settings

Concurrent Sessions

Abstracts are located at the end of the program. Use electronic version to easily search for a presentation.

9:45 AM – 11:15 AM

Magnolia 1

4278 - Policy Levers for Algebra Readiness and Success

Amelia Malone, National Center for Learning Disabilities



Magnolia 2

Panel 1: Diversity and Inclusion in Pre-service Teacher Training

4235 - Preparing Special Education Teachers to Serve Culturally Diverse Students

Catharine Lory, University of Nevada Las Vegas

4198 - Preservice Teachers' Experiences and Perspectives on Diversity and Inclusion

Haerin Park, University of Saint Joseph

Rebecca Shankland, Appalachian State University

Yan Wei, Southern Connecticut State University

Lola Aneke, Southern Connecticut State University

4199 - Strengthening Preservice Teacher Preparation to Support Diverse Learners

Charles Toussaint jr,

Lola Aneke, University of North Texas

Rebecca Shankland, Appalachian State University

Yan Wei, Appalachian State University

Cynthia Lackey, Angelo State University
Yun-Ju Hsiao, Washington State University Tri-Cities

Magnolia 3-4

Roundtable Session 1

Table 1

4212 – Celebrating 50 Years of Collaborative Advocacy Impacting Learning Disabilities Practices

Debi Gartland, Towson University
Roberta Strosnider, Towson University

Table 2

4220 – Identifying and Meeting the Needs of Thrice Exceptional Girls

Lynette O'Neal, Texas A&M University

Table 3

4266 – Literacy Educational Experiences of Adolescents and Young Adults with LD

Sara Flanagan, University of Maine

Table 4

4273 – Teacher Readiness for Inclusive Classrooms

Maurice Gibbs, University of Nevada Las Vegas
Tony Jackson, University of Nevada, Las Vegas
Destiny Robinson, University of Nevada, Las Vegas

Table 5

4293 – A Review of Teachers' Perceptions of Their Own Legal Literacy

Stephanie Meza, University of Nevada, Las Vegas
Marissa Rakos, University of Nevada, Las Vegas
Juan Plancarte Hernandez, University of Nevada, Las Vegas

Table 6

4313 – AI: Collaboration or Academic Dishonesty? Rethinking Ethics, Design, and Learning

Kathy B. Ewoldt, The University of Texas at San Antonio E

Magnolia 5

Panel 2: – AI: Teacher use and Teacher Training

4188 - AI in Teacher Education: Preparing Educators for Learning Disabilities Classrooms
Cynthia Massey

4229 - A Framework for Teachers to Evaluate AI

Tofunmi Babalola, University of Nevada, Las Vegas
Alex Smith, University of Nevada, Las Vegas

4270 - Case Study: Faculty Perceptions of AI Usage in Special Education

Rachel Lozich, University of Nevada, Las Vegas

Magnolia 6

Panel 3: LD and Literacy Instruction I

4269 - Adjusting Cognitive Load to Leverage Impacts of Phonics Instruction

Alexis Boucher

4201 - Estimating Teacher's Mastery of Reading Concepts Using Cognitive Diagnostic

Models

Wilhelmina van Dijk, Utah State University

Jennifer Stewart, Tennessee Center for the Study and Treatment of Dyslexia, Middle Tennessee State University

Timothy Odegard, Tennessee Center for the Study and Treatment of Dyslexia, Middle Tennessee State University

4279 - Data to Action: Improving Outcomes for Students with SLD

Michael Faggella-Luby, Texas Christian University, Fort Worth

Cedar

CLD Past Presidents Meeting

11:30 AM – 1:00 PM

Judy Voress Networking Luncheon provided by CLD

Capitol Pre-Function Room

Join us for a South of the Border Lunch

Buffet provided by CLD.

Committee Meetings

Interested in getting involved in CLD?

Come find out about our CLD committees!

Our Committee Chairs and Co-Chairs will be available to share about what the committee does in CLD and to answer questions about becoming a member of a committee.

All attendees are welcome!

1:00 PM – 2:30 PM

Magnolia 1

Panel 4: AI in Reading and Writing

4296 - AI Prompt Templates for Supporting Academic Vocabulary Instructional Planning

Christy Austin, University of Utah

Katherine O'Donnell, University of Utah

4314 - Write. Get Feedback. Improve. Repeat.: AI-Powered Writing Support for Students

Sean Smith, University of Kansas

4315 - Cut to the Message: SRSD, AI, and Reading Comprehension

Shannon Pardue, University of North Carolina at Charlotte

Magnolia 2

Panel 5: LD and Executive Functioning

4142 - Executive Function in Action: Turning Research into Classroom Practice

GINNA CLUTE, The Fletcher School

ASHLEIGH STAHL, The Fletcher School

Magnolia 5

Panel 6: LD and the IEP Process

4158 - Dissecting Trust in the IEP Process

Vickie Fairchild, Santa Clara Unified School District

4207 – Special Education Teachers Using ChatGPT to Create IEP Goals

Travis Hammond, University of Nevada, Las Vegas

4221 - Making the Most of a Minute: Teacher Feedback During Intervention

Leila Lester, Southern Methodist University

Magnolia 6

Panel 7: LD and Literacy Instruction II

4172 - Effects of Reciprocal Questioning and POSSE on Expository Reading Comprehension

Esther Odunuga, Utah State University

Wilhelmina van Dijk, Utah State University

4281 - Executive Functioning and Reading Comprehension in Students with Learning Disabilities

Trisha Phillip, Florida State University

Cedar

Panel 8: LD and Literacy Instruction III

4183 - The Role of Instructional Feedback in Students' Literacy Performance

S Ryan Hall, Hall, Tennessee Reading Research Center, University of Tennessee, Knoxville
Deborah K Reed, Tennessee Reading Research Center, University of Tennessee, Knoxville
Emily E Beyer, Tennessee Reading Research Center, University of Tennessee, Knoxville
Elizabeth Swanson, Meadows Center for Preventing Educational Risk at the University of Texas at Austin

4242 - From Efficacy to Implementation: Use and Adaptation of Word Connections

Emily Hardeman, Hardeman
Jessica Toste, The University of Texas at Austin

2:45 PM – 4:15 PM

Magnolia 1

4282 - Advancing LD Advocacy Through Research and Leadership Development

Saashya Rodrigo, National Center for Learning Disabilities
Kate Bartlein, National Center for Learning Disabilities



Magnolia 2

Panel 9: Learning Disabilities and Emotional Behavioral Disorders

4236 - Strengthening Teacher-Paraeducator Collaboration to Support Students with Emotional Behavioral Disorders

Jabari Taylor, University of Nevada Las Vegas
Heather Baltodano-Van Ness, University of Nevada Las Vegas
Catharine Lory, University of Nevada Las Vegas
Alex Smith, University of Nevada Las Vegas
Stephanie Meza, University of Nevada Las Vegas

4133 - The Miseducation of Black Boys with EBD

Master Brown, The Pennsylvania State University

4132 - Building Self-Efficacy in FIE Analysis

April Hill, Northern Michigan University
Schuyler Beecher, Texas Woman's University

Magnolia 3-4

Roundtable Session 2

Table 1 - 4139 - How Can We Support ELLs and ELLs with Disabilities?

Okyoung Lim, Marian University

Table 2 - 4162 - Teacher Self-Efficacy in a Systematic Middle School Mathematics Intervention

Lois Ndungu, Southern Methodist University

Table 3 - 4164 - Translating Reading Assessment into Specially Designed Instruction

Decisions

Reagan Murnan, Wichita State University
Sara Field, Fairfax County Public Schools
Sandra Bequette, Emporia State University
Kim Moody, Emporia State University

Table 4 - 4186 - Early Literacy Instruction using HLPs to Support Students with LD/Dyslexia

Friggita Johnson, Claflin University

Table 5 - 4189 - Video-based Training Package to Prepare Special Educators

David Ray Miranda, University of West Georgia

Table 6 - 4194 - Teacher perceptions of RTI to reduce disproportionality in Special Education

Benikia Kressler, California State University, Fullerton
Haerin Park, University of Saint Joseph
Amy Kunkel, University of Minnesota
Yun-Ju Hsiao, University of Minnesota

Table 7 - 4196 - “CLD has empowered me.”: Examining Membership Motivations and Impact

Ayodele Aborishade, University of Nevada, Las Vegas
Latesha Watson, Temple University
Kate Connor, Western Michigan University
Shannon Pardue, Western Michigan University
April Hill, Northern Michigan University

Magnolia 5

Panel 10: Math Instruction and LD I

4217 - Reaching All Learners in Mathematics: The SPIRAL Instructional Platform

Kerri Powers, The University of Texas at Austin
Megan Carroll, The University of Texas at Austin
Gracie Douglas, The University of Texas at Austin
Jason Tibbits, The University of Texas at Austin

Panel 4222 - Improving mathematics outcomes for students experiencing mathematics difficulties

Leanne Ketterlin Geller, Southern Methodist University
Terhi Vessonen, Southern Methodist University
Anne Marie Light, Southern Methodist University
Cassandra Hatfield, Southern Methodist University
Kimia Akhavein, Southern Methodist University
Sharri Zachary, Southern Methodist University

Magnolia 6

Panel 11: LD, Writing, and Spelling

4155 - Examining Effective Interventions for Students with Dysgraphia

Emily Hardeman, The University of Texas at Austin

Emily Mauer, The University of Texas at Austin

4291 - Meta Analysis of Associations Between Spelling and Other Literacy Outcomes

John Romig, Florida State University

Kent Godfrey, Florida State University

Trisha Phillip, Florida State University

Cedar

Panel 12: Math Instruction and LD II

4174 - Qualitative Study of Students' Mathematical Thinking After Schema-based Instruction

Margaret Flores, Auburn University

Vanessa Hinton, Auburn University

Carlos Lavin, College of Charleston

4203 - Routes to Solving Multi-Step Math Word Problems

Sarah Powell, The University of Texas at Austin

4:30 PM – 5:30 PM

Annual Business Meeting

Magnolia 2

Open to **all** CLD members.

Come find out the latest news on CLD, meet current leaders on the Board of Trustees, hear from election Board of Trustee candidates and learn about future plans.

6:00 PM – 8:00 PM

President's Reception & Interactive Paper Session 1 (6-7pm)

Cypress Ballroom

Complimentary Buffet & Cash Bar

The following will be recognized at the reception:

Outgoing Past President

Board of Trustees

Leadership Academy Cohorts 14 & 15

Local Arrangements Committee

Past Presidents

6:00 PM – 7:00 PM

Interactive Paper Session 1

4128 – Behavioral and Cognitive Engagement in Co-Taught Elementary Classrooms

Charles Toussaint, Texas Woman's University

4143 – Executive Functioning – From Theory to Practice, K-12

Trina O'Connor, The Fletcher School

GINNA CLUTE, The Fletcher School

4141 – Who Conducts Dyslexia Assessments? A Cross-State Analysis of Evaluator Roles in State Guidance Documents

Mahnaz Pater-Rov, Texas Woman's University

Danielle Frith, Monmouth University

4177 – Bridging the University-to-Classroom Transition for Beginning Special Education Teachers

Julie Southward, UNT at Dallas

4180 – Digital Game-Based Phonological Awareness and Phonics Interventions: A Meta-Analysis

Esther Odunuga, Utah State University

4181 – Executive Functions Matter for Middle School Writing

Lara Jeane Costa, University of North Carolina at Chapel Hill

Katie Miller, Florida Atlantic University

4190 – The Science of Math: Policy Trends and Implementation Strategy

Grace Douglas, The University of Texas at Austin

4200 – Awareness of Dyscalculia Among K-12 Mathematics Teachers: A Systematic Review
Hilda Adu Gyamfi, Old Dominion University

4202 – Instructional Effects and Equity in Early Mathematics for Students
Jiyung Hwang, The University of Toledo

4204 – Best Practices for Teaching Mathematics to Elementary Students with LD
Anne Brawand, Kutztown University

4206 – How Rural Teachers Identify and Support Students with Mathematics Difficulty
Kayla Garvais, University of Texas at Austin
Laurel Nelson, University of Texas at Austin

4210 – Fidelity and Instruction Drive Literacy Success for Students with Disabilities
Jennifer Forsythe, Texas Tech University
Robin Lock, Texas Tech University
Janna Brendle, Texas Tech University
Laura Brown, Texas Tech University

4219 – Sentence Writing CBM Metrics for K-5 Students: A Systematic Review
Hyejeong Yoon, University of Iowa

4224 – SBI on Solving Word Problems for Elementary Students with ASD
Kathryn Jones, University of North Texas
Bri West, University of North Texas

4234 – Implications for Designing Reading Interventions for English Learners with Disabilities
Lisa Bowman-Perrott, Bowman-Perrott
Kathy Ewoldt, University of Texas at San Antonio
Mack Burke, Baylor University

4237 – Beyond Graduate School: Using Research to Improve Special Education Practice
Sheri Berkeley, George Mason University
Brittany Hott, The University of Oklahoma
Angela Perez, George Mason University

4241 – Professional Development on EBPs Changed Knowledge, Not Perceptions
Megan Rojo, University of North Texas

4243 – Autoethnographic Study of Teacher Educator Identity at Intersecting Educational Disciplines
Tracy Spies, University of Wyoming

4245 – Leadership's Role in Data-Based Decision Making: A Mixed-Methods Study
Melissa Stalega, University of North Texas

4272 – Evaluating Co-Teaching Outcomes for High School Students with Learning Disabilities

Leon Gibbs, University of Nevada Las Vegas

Friday, October 23

8:00 AM – 9:00 AM

Breakfast Reception & Interactive Paper Session 2

Cypress Ballroom

Complimentary Breakfast

Interactive Paper Session 2

4204 - Best Practices for Teaching Mathematics to Elementary Students with LD

Anne Brawand, Kutztown University

4247 – Linking Mathematical Language and Fraction Understanding in Tier 2 Intervention

Victoria Sanchez, Auburn University

Vanessa Hinton, Auburn University

Margaret Flores, Auburn University

4252 – A Tier 2 Multicomponent Intervention for Students With Mathematics Difficulties

Soyoung Park, University of Central Florida

Kathleen Pfannenstiel, American Institutes for Research

4253 – Anxiety Interventions for Students with Learning Difficulties: Research Gaps

Eleni Chatzoglou, The University of Iowa

4259 – Supporting various implementation models in a fraction intervention efficacy trial

Lina Shanley, University of Oregon

Leanne Ketterlin Geller, Southern Methodist University

Ben Clarke, University of Oregon

Gena Nelson, University of Oregon

Anne Marie Light, Southern Methodist University

Wyatt Mahaffy, University of Oregon

4264 – Effects of a Fraction Intervention for Sixth-Graders with Mathematics Difficulties

Jihyun Lee, University of Wyoming

Lina Shanley, University of Oregon

Bolaji Akorede, University of Wyoming

4260 – Supporting Future Special Educators with Practical AI Tools and Strategies

Catherine Howerter, Texas Woman's University

Teresa Cardon, University of North Texas

4267 – From Perception to Proficiency: IRIS, Feedback, Instruction in IEP Writing

Jacqueline Little, University of North Carolina at Charlotte

Kimberly Landis, University of North Carolina at Charlotte

Ramatu Issifu, University of North Carolina at Charlotte

4268 – Affirming Identity: Social-Emotional Learning for Black Students with Learning Disabilities

Destiny Robinson, University of Nevada, Las Vegas

4274 – Paraphrasing intervention for middle school students with word-problem-solving difficulties

Minyi Dennis, Lehigh University

Alyssa Deacon, Lehigh University

4281 – Executive Functioning and Reading Comprehension in Students with Learning Disabilities

Trisha Phillip, Florida State University

4285 – Comparing Schema-Based Instruction Components: LD vs ASD

Bri West, University of North Texas

Kathryn Jones, University of North Texas

Megan Rojo, University of North Texas

4287 – The Push-Out Effect: Race, Discipline, and Disability

Tony Jackson, University of Nevada Las Vegas

4290 – Comparing AI and Researcher-Made Vocabulary Materials in Science

Robert Rhodes, University of Virginia

4292 – A Trend Analysis of Due Process Hearings from 2016-2025

Cynthia Lackey, Angelo State

Janna Brendle, Texas Tech University

Robin Lock, Texas Tech University

Laura Brown, Texas Tech University

4299 – Co-Developing and Evaluating a Math Instruction Observation Tool with Administrators

Tasia Brafford, Texas State University

4301 – From Deficits to Assets: Community Asset Mapping in Early Childhood

Mauronda Smith, University of Las Vegas, Nevada

4216 – LexiClues: Research-informed Resources for Teaching Morphology to Grades 3-5 Students

Miranda Fitzgerald, University of North Carolina at Charlotte

Kristen Beach, University of North Carolina at Charlotte

Victoria Sanchez, Auburn University

4303 – Formative Assessment in Mathematics for Students with Learning Disabilities

Mari Quanbeck, University of Minnesota

4304 – Survey of Secondary Special Education Teachers' Word Reading Instructional Practices

Kimberly McFadden, University of Iowa

Esther Lindstrom, University of Illinois Chicago

Lee Kern, Lehigh University

Eleni Chatzoglou, Lehigh University

Murphy (Keller) Young, University of Iowa

Molly Rui, Lehigh University

4307 – High-Leverage Practices Research: Insights from Multi-Year Teacher Candidate Reflections

Alice Graham, Salve Regina University

4308 – Social Validity Assessment Review in Math Interventions for English Learners

Jing Wang, University of Nebraska-Lincoln

Concurrent Sessions

9:15 AM – 10:45 AM

Magnolia 1

4282 – Post-Secondary and Workforce Transitions for Young Adults with LD

Saashya Rodrigo, National Center for Learning Disabilities

Nicole Fuller, National Center for Learning Disabilities

Lindsay Kubatzky, National Center for Learning Disabilities



Magnolia 2

“Must Reads” Award Winners

Intervention in School and Clinic TBD

Learning Disabilities Quarterly TBD

Magnolia 3-4

In-Progress Roundtables

Have a research project underway? Let's make it even better together.

In-progress research sessions offer a supportive, collaborative setting for researchers at any level to present their ongoing work. Organized by the CLD Research Committee, these interactive discussions are designed to enhance research quality through peer collaboration.

Session list TBD

Magnolia 5

Panel 13: Law and Leadership

4238 – Left Behind in the Laws: LD Provisions in SoR Legislation

Katherine O'Donnell, University of Utah

Christy Austin, University of Utah

4251 – Charter Administrators' and Teachers' Preparation, Practices, Shared Vision for Inclusion

Hannah Jackson, Temple University

Magnolia 6

Panel 14: LD and Teacher Preparation

4283 – Teaching with Intent: Professional Learning to Scaffold Instruction

Delinda van Garderen, University of Missouri

Faith Shahale, University of Missouri

4197 – Pre-Service Teachers Designing Literacy Instruction for Learning Disabilities Using CLT

Jeremy Mills, University of Dayton

4295 – Increasing Preservice Teachers' Opportunities to Respond Through Repeated Teaching

John Romig, Florida State University

Trisha Phillip, Florida State University

Kent Godfrey, Florida State University

Cedar

Panel 15: LD and Literacy Instruction:

4263 - Examining Student Characteristics and Instructional Models in Elementary Literacy Interventions

Alyson Collins, Texas State University

Stephen Ciullo, Texas State University

Elizabeth Swanson, The University of Texas at Austin

Emily Mauer, The University of Texas at Austin

4288 - Enhancing the Expressive Language Skills of Middle Schoolers through SRSD

Amber Ray, University of Illinois Urbana-Champaign

Meaghan McKenna, University of Illinois Urbana-Champaign

11:00 AM – 12:15PM

Lunch

Join us for a Market Deli Lunch Buffet
provided by CLD.

12:15 PM – 1:45 PM

Magnolia 1

4276 - Post-Secondary and Workforce Transitions for Young Adults with LD

Saashya Rodrigo, National Center for Learning Disabilities

Nicole Fuller, National Center for Learning Disabilities

Lindsay Kubatzky, National Center for Learning Disabilities



Magnolia 2

Panel 16: AI and Instructional Support

4312 – Rethinking Support: How AI Can Strengthen Specially Designed Instruction

Sean Smith, Smith

Michael Faggella-Luby, TCU – Texas Christian University

4300 – Moving From Compliance to Design: AI and Student Support

Ingrid Wulczyn, Managed Tech

Liz Caffrey, DSST Public Schools

4205 – Can AI generate quality ORF CBM?

Alex Smith, University of Nevada, Las Vegas

Madeline Price, University of Nevada, Las Vegas

Alain Bengochea, University of Nevada, Las Vegas

Magnolia 3-4

Roundtable Session 3

Table 1

4316 – Student Support Services in Teacher Preparation Program

Yan Wei, Southern Connecticut State University

Judith Terpstra, Southern Connecticut State University

Joan Weir, Southern Connecticut State University

Table 2

4309 – Leveraging AI in Lesson Planning

Marissa Rakos, University of Nevada, Las Vegas

Stephanie Meza, University of Nevada, Las Vegas

Juan Plancarte Hernandez, University of Nevada, Las Vegas

Table 3

4302 – The Rural Assessment of Early School Learning Environment (RASLE)

Brittany Hott, University of Oklahoma

Table 4

4289 – Scientific Argumentative Writing for ALL Students

Joseph Boyle, Temple University

Table 5

4284 – Examining the Social Validity of the Integrated MTSS Fidelity Rubric

Megyn Martin, University of Missouri

Erica Lembke, University of Missouri

Table 6

4215 – Preservice Special Educators' Perceptions of Writing Preparation and AI Use

Katie Miller, Florida Atlantic University

Sara Flanagan, University of Maine

Table 7

4244 – Evaluating Pre-service Teachers' Views and Knowledge of Learning Disabilities

Randa Keeley, Texas Woman's University

Catherine Howerter, Texas Woman's University

Schuyler Beecher, Texas Woman's University

Minkowan Goo, Texas Woman's University

Magnolia 5

Panel 17: Teaching Math in Elementary Grades

4258 – Stepping It Up: Elementary Students' Performance on Multi-Step Word Problems

Kayla Garvais, University of Texas at Austin

Audrey Merat, University of Texas at Austin

Sarah Powell, University of Texas at Austin

4233 – Slope Characteristics of Curriculum-Based Early Mathematics (CBM-M) for First-Grade Students

Sam Choo, University of Minnesota

Mari Quanbeck, University of Minnesota

Nancy Nelson, Boston University

Derek Kosty, Boston University

4157 - Making Fractions Visible: Leveraging Multiple Representations to Build Deeper Understanding

Jason Tibbits, University of Texas at Austin

Megan Carroll, University of Texas at Austin

Gracie Douglas, University of Texas at Austin

Kerri Powers, University of Texas at Austin

Magnolia 6

Panel 18: Post-secondary education for students with LD

4280 – Beyond Accommodation: Strengthening Postsecondary Outcomes for Students with SLD

Deniedra Fontenette, Texas Woman's University

4232 – College Students Reflect on Dyslexia, Diagnosis, and Mental Health

Emese Poszet, University of Illinois Urbana-Champaign

Amber Ray, University of Illinois Urbana-Champaign

Cedar

Panel 19: LD and Math Instruction III

4152 - Examining Video Modeling Instruction to Teach Multistep Algebraic Equations

Rajiv Satsangi, George Mason University

Alexandra Raines, George Mason University

4262 - Explicit Instruction: Enhancing Outcomes for Kindergartners At Risk for MLD

Christian Doabler, The University of Texas at Austin

4271 – Extending STAIR: DBI Implementation in Elementary Mathematics

Erica Lembke, University of Missouri

Sarah Powell, University of Texas at Austin

Leanne Ketterlin-Geller, Southern Methodist University

Stephanie Hopkins, Southern Methodist University

2:00 PM – 3:30 PM

Magnolia 1

4275 – LD Identification: Research, Policy, Practice, and What it all Means

Saashya Rodrigo, National Center for Learning Disabilities

Nicole Fuller, National Center for Learning Disabilities

Lindsay Kubatzky, National Center for Learning Disabilities



Magnolia 2

4240 - Analysis of Self-Determination Programs on Elementary Students Behavior and Reading

Jessica Toste, The University of Texas at Austin

Roy'al Sanyika, The University of Texas at Austin

Elizabeth Hart, The University of Texas at Austin

Magnolia 3-4

Roundtable Session 4

Table 1

4154 – Leading the Way: Empowering Middle School Students with Dyslexia
Cassandra Hatfield, Southern Methodist University

Table 2

4250 – Do I Belong Here? Teacher Beliefs and The Classroom Environment

Toni Franklin, University of West Georgia

Samantha Mrstik, University of West Georgia

Jennifer Campbell, University of West Georgia

Table 3

4191 – Using standardized assessment data for SLD student IEPs

Laura Brown, Texas Tech University

Kimberly Rindlisbacher, Texas Tech University

Janna Brendle, Texas Tech University

Robin Lock, Texas Tech University

Table 4

4187 – Families Supporting Writing Practices for Children with Disabilities: Literature Review

Kirsten McDermott, University of New Mexico

Allison Nannemann, University of New Mexico

Table 5

4165 – Applied Learning in Special Education Teacher Preparation

Reagan Murnan, Wichita State University

Kim Moody, Wichita State University

Table 6

4209 – Stronger Together: Preservice Teachers and Paraprofessional Partnerships for Student Success

Andria Disney, Utah Valley University

Malynda Tolbert, Utah Valley University

Table 7

4310 – High-Stakes Testing Supports for Multilingual Students with Disabilities

Juan Plancarte Hernandez, University of Nevada, Las Vegas

Stephanie Meza, University of Nevada, Las Vegas

Marissa Rakos, University of Nevada, Las Vegas

Magnolia 5

Panel 20 – Teaching Students from Diverse Backgrounds

4225 – EMPOWER: A Model for Teaching Multilingual Learners with Disabilities

Jabari Taylor, University of Nevada, Las Vegas

Tracy Spies, University of Wyoming

Joseph Morgan, University of Nevada, Las Vegas

Gloria Carcoba Falomir, University of Nevada, Las Vegas

4193 – Culturally Responsive Self-Regulated Strategy Development: Intervention for teaching writing

Lola Aneke, University of North Texas
Ayodele Aborishade, University of Nevada, Las Vegas
Rebecca Shankland, Appalachian State University

4149 – A Scoping Review of Anti-racist Research Methodology in Special Education

Yun-Ju Hsiao, Washington State University Tri-Cities
Haerin Park, University of Saint Joseph
Benikia Kressler, California State University, Fullerton
Amy Kunkel, California State University, Fullerton

Magnolia 6

Panel 21: Assessment, Data, and Intervention

4179 – Listening to Learn: Assessing Support for Students with Learning Disabilities

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

4277 – SDI & SLD: Linking Design, Delivery, & Assessment

Michael Faggella-Luby, Texas Christian University, Fort Worth
Peggy Weiss, George Mason University
David Bateman, Emeritus
Lisa Goran, Emeritus

4239 – From Data to Decisions: A Rubric for Strengthening DBI Implementation

Gabriela C. Ordaz, Ordaz
Jessica R. Toste, The University of Texas at Austin
Roy'al Sanyika, The University of Texas at Austin

3:45 PM – 4:45 PM

Closing Session

Magnolia 2

The Future of LD, CLD, and Special Education: Challenges, Directions, and Goals

Alyson Collins, Texas State University, CLD President
Nathan Stevenson, Kent State University, CLD President-Elect
Jacqueline Rodriguez, National Center for Learning Disabilities, Chief Executive Officer
Monica McHale-Small, Learning Disabilities Association of America, Director of Education & Interim CEO

Session Abstracts

Roundtable Session Abstracts

4139 -How Can We Support ELLs and ELLs with Disabilities?

This session will present evidence-based practices emerging from the ENL and special education fields. Participants will analyze the scenario depicting common challenges in implementing effective instruction in an inclusive setting, identify the barriers and obstacles that teachers face, and collaborate on exploring identified methods and strategies that promote student learning.

4154 - Leading the Way: Empowering Middle School Students with Dyslexia

This presentation will share the results of a study examining Texas middle school principals' leadership practices for supporting students with dyslexia. Through semi-structured interviews and coding connected to an inclusive school leadership framework, findings highlight principals' perceptions and offers recommendations for continuity of support and equity in adolescent dyslexia education.

4162 - Teacher Self-Efficacy in a Systematic Middle School Mathematics Intervention

This study examines the impact a small-group algebra readiness intervention on sixth-grade mathematics teacher self-efficacy. Using a randomized control trial and mixed-methods design, we analyze survey and interview data to explore how structured curriculum, coaching, and professional development impact teachers' self-efficacy, to inform future mathematics interventions.

4164 - Translating Reading Assessment into Specially Designed Instruction Decisions

Teachers often understand reading components but struggle to translate assessment results into instructional decisions. This session presents a diagnostic framework that integrates informal reading inventories and targeted assessments to guide specially designed reading instruction across word recognition, fluency, and language comprehension in teacher preparation and classroom practice.

4165 - Applied Learning in Special Education Teacher Preparation

State-funded applied learning initiatives can strengthen special education teacher preparation by connecting coursework with classroom practice. This session examines early literacy field experiences funded through Kansas Applied Learning initiatives, highlighting student outcomes and implementation challenges related to instructional autonomy, supervision, and misunderstandings about specially designed instruction.

4186 - Early Literacy Instruction using HLPs to Support Students with LD/Dyslexia

Students with learning disabilities/dyslexia benefit from explicit, systematic early literacy instruction grounded in the Science of Reading. This session demonstrates how educators can integrate HLPs with structured literacy routines to teach phonological awareness, phonics, and fluency while using assessment data and corrective feedback to improve instructional effectiveness and student outcomes.

4187 - Families Supporting Writing Practices for Children with Disabilities: Literature Review

A scoping review of research was conducted, examining how families engage in writing practices to support children with writing difficulties. Results indicate that families typically model writing, focus on handwriting, or facilitate story writing. Further research should address what writing practices are effective for families based on children's needs.

4189 - Video-based Training Package to Prepare Special Educators

Behavioral skills training (BST) is an effective training package for teaching educators to implement behavioral procedures. However, one limitation is that BST can be resource-intensive. This roundtable will describe a video-based training package that could be used to train special educators to implement behavioral procedures asynchronously.

4191 - Using standardized assessment data for SLD student IEPs

This study provides strategies for utilizing standardized norm-referenced assessment data to guide teachers and assessment professionals toward meaningful accommodations and research-based interventions for students' IEPs.

4194 - Teacher perceptions of RTI to reduce disproportionality in Special Education

This presentation will highlight findings from an examination of educators' perceptions of their RTI implementation and its impact on the achievement of diverse students. Mixed-methods were used to analyze the use of RTI and the challenges within the framework in supporting students with disabilities or at risk for special education.

4196 - "CLD has empowered me.":Examining Membership Motivations and Impact

A pilot study consisting of five open-ended questions was developed and completed by seven members of the current Council of Learning Disabilities (CLD) Leadership Academy to explore what makes participants join the organization and suggestions for improving CLD. Next steps include qualitative coding to share initial findings at the conference.

4209 - Stronger Together: Preservice Teachers and Paraprofessional Partnerships for Student Success

For students with learning disabilities in inclusive settings, effective teacher–paraprofessional collaboration is essential yet often underdeveloped in preparation programs. This presentation describes a partnership-based training model and highlights outcomes related to collaboration, confidence, and inclusive practices, with implications for strengthening teacher education.

4212 - Celebrating 50 Years of Collaborative Advocacy Impacting Learning Disabilities Practices

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 CLD activities with national alliance groups to influence policymakers. Learn how you can influence policy, and come share your views!

4215 - Preservice Special Educators' Perceptions of Writing Preparation and AI Use

This session presents findings from a survey examining preservice special education teachers' perceptions of their preparation to teach writing and their emerging views on artificial intelligence as an instructional support. The survey was distributed across two large public universities in different states. Implications for teacher preparation will be discussed.

4220 - Identifying and Meeting the Needs of Thrice Exceptional Girls

Thrice exceptional Black girls are at the center of a growing educational crisis. Although over represented in special education, specific learning disabilities such as dyslexia may not be identified. Moreover, they are under-represented in gifted education. This presentation examines policy at the state and national level that impacts these students.

4244 - Evaluating Pre-service Teachers' Views and Knowledge of Learning Disabilities

This study investigated pre-service educators' perceptions of disability before and after completing a foundational special education course. Results analyzed shifts in understanding regarding legal mandates, terminology, and learner characteristics. Findings offer critical insights for enhancing Educator

Preparation Programs (EPP) and advancing inclusive practices within the broader field of special education.

4250 - Do I Belong Here? Teacher Beliefs and The Classroom Environment

For students with learning disabilities and intersecting identities, HLP 7 is not just a management practice, it is a belonging practice. This session introduces a self-reflection tool for teacher candidates to examine the beliefs that shape their classroom environments, and shares strategies to support movement toward more inclusive, belonging-centered practice.

4266 - Literacy Educational Experiences of Adolescents and Young Adults with LD

Adolescents and young adults with high incidence disabilities described their literacy educational experiences. Adolescents' parents were also interviewed to supplement the data. Universally, data suggests that reading and writing can be difficult, but that the students see their own successes and persistence.

4273 - Teacher Readiness for Inclusive Classrooms

This session will highlight behavioral management and co-teaching as critical for supporting diverse learners with and at-risk for disabilities. Emphasizing culturally responsive practice, mentorship, and collaboration, this session explores how preparation programs can better equip teachers to create inclusive, equitable learning environments.

4284 - Examining the Social Validity of the Integrated MTSS Fidelity Rubric

This study examined the social validity of the Integrated MTSS Fidelity Rubric (IMFR) using quantitative survey and qualitative focus group data from school teams. Findings highlight strengths in supporting reflection and data-based decision-making, and challenges with feasibility and clarity, with implications for supporting sustainable MTSS implementation.

4289 - Scientific Argumentative Writing for ALL Students

In inclusive science classes, students with learning disabilities face greater demands to learn science and use scientific practices, such as argumentative writing with evidence. An argumentative intervention was developed to assist students with writing skills in biology classes. The results of this study and implications for teachers will be discussed.

4293 - A Review of Teachers' Perceptions of Their Own Legal Literacy

Teachers' knowledge of special education law, shaped by court cases, is essential to appropriately meeting the needs of students with disabilities and avoiding violations of FAPE. This presentation will review the current literature on teachers' legal literacy and the implications for practice.

4302 - The Rural Assessment of Early School Learning Environment (RASLE)

This session shares the factor structure and reliability of a newly developed measure designed to capture young children's perceptions of school climate, with particular attention to applicability in rural school contexts. Implications for research and practice in rural education settings, where student voice is often underrepresented are shared.

4309 - Leveraging AI in Lesson Planning

Special education teachers can leverage artificial intelligence (AI) to assist in the completion of tasks (Goldman et al., 2024), such as creating lesson plans (Kaczorowski et al., 2024). This presentation will demonstrate how AI can be used to create engaging lesson plans that align with good education practices.

4310 - High-Stakes Testing Supports for Multilingual Students with Disabilities

High-stakes testing determines students' educational future (Khan, 2020). To support equitable opportunities, a student's intersectional identities have to be considered (Zagata et al., 2026). This presentation will discuss the results of a systematic literature review that analyzed testing and school leadership support for multilingual learners with disabilities.

4313 - AI: Collaboration or Academic Dishonesty? Rethinking Ethics, Design, and Learning

This practitioner-oriented roundtable examines generative AI as an educational collaborator rather than a shortcut. Drawing on a scoping review, participants will explore ethical AI use, instructional design, and student decision-making. Emphasis is on critical thinking, self-regulation, and equitable AI integration to support learners with specific learning disabilities.

4316 - Student Support Services in Teacher Preparation Program

This presentation introduces the development of an integrated student support system designed to benefit students and faculty in Teacher Preparation Programs. A mixed methods approach was used to document the effectiveness of student support services and their impact on academic success in a Special Education Teacher Preparation program.

Panel Session Abstracts

4132 - Building Self-Efficacy in FIE Analysis

The purpose of this mixed-methods study is to determine whether a technology-enhanced instructional module improves pre-service teachers' self-efficacy in interpreting Full and Individual Evaluation (FIE) data and using it for instructional planning.

4133 - The Miseducation of Black Boys with EBD

This qualitative study centers Black parents of sons with Emotional and Behavioral Disorders to explore fears about how teachers interpret and respond to their children's behavior. Grounded in Critical Race Theory, findings illuminate concerns about criminalization, disproportionate discipline, misinterpretation of need, and the emotional burden of parental advocacy.

4142 - Executive Function in Action: Turning Research into Classroom Practice

This session provides a practical framework for designing and implementing an executive functioning curriculum for middle and high school students. Participants will explore how explicit instruction improves academic achievement, behavior, and student well-being. Gain research-based strategies for teaching, assessing, and effectively communicating to parents about executive skill development.

4149 - A Scoping Review of Anti-racist Research Methodology in Special Education

This scoping review aims to understand the landscape of anti-racist research on teaching in special education. The results of the review will inform the gaps in the current literature and guide future orientation for research and practices to reduce the disproportionality of students of color in special education.

4152 - Examining Video Modeling Instruction to Teach Multistep Algebraic Equations

This research talk will discuss the findings of an empirical study assessing the benefits of video modeling using explicit instruction to teach Algebra to secondary students with learning disabilities. Results from this experiment demonstrated a functional relationship between the technology and its participants' accuracy solving multistep algebraic equations.

4155 - Examining Effective Interventions for Students with Dysgraphia

This session highlights effective school-based interventions for K-12 students with or at risk for dysgraphia, based on findings from a meta-analysis. It will present information on intervention types, delivery features, and effectiveness findings to identify instructional approaches most strongly associated with improved writing outcomes and implications for practice and research.

4157 - Making Fractions Visible: Leveraging Multiple Representations to Build Deeper Understanding

Many students struggle with fractions, especially connecting concepts and procedures. This session shares strategies for using concrete, pictorial, and abstract representations to strengthen fraction instruction. Participants will engage with hands-on activities, demonstration videos, and classroom-ready resources to make fraction concepts more visible, connected, and accessible.

4158 - Dissecting Trust in the IEP Process

Trust is often lacking in partnerships between parents and educators during the individual education plan (IEP) process and can negatively affect children with special needs. This workshop will dissect the aspects of a trusting relationship with parents. Participants will gain awareness and skills to improve their relationships with parents.

4172 - Effects of Reciprocal Questioning and POSSE on Expository Reading Comprehension

This study examined the effects of Reciprocal Questioning and POSSE strategies on expository reading comprehension among middle school students with learning disabilities. Using a quasi-experimental design, findings indicated improved comprehension and engagement following strategy instruction, suggesting these structured approaches can support reading outcomes for students with learning disabilities.

4174 - Qualitative Study of Students' Mathematical Thinking After Schema-based Instruction

This study investigated the effects schema-based instruction (SBI) on students' thinking. Researchers conducted the current study within a single-case research study which demonstrated a functional relation between SBI and problem-solving behaviors. Researchers analyzed recordings of student interviews before, during, and after the study. This panel will describe the qualitative findings.

4179 - Listening to Learn: Assessing Support for Students with Learning Disabilities

Existing questionnaires assessing teacher and family support often overlook perspectives of students with learning disabilities. Across two studies, the Winston Support Questionnaire demonstrated strong reliability and validity as a brief, student-centered measure of perceived support, providing researchers a unique tool to assess predictors of academic and social success.

4183 - The Role of Instructional Feedback in Students' Literacy Performance

Students' purposeful effort supports the success of literacy interventions; however, children and adolescents with or at risk of reading disabilities often avoid literacy tasks. Panelists will share how performance feedback, or lack thereof, impacted students' participation in and outcomes of literacy interventions as well as promising approaches to incorporating feedback.

4188 - AI in Teacher Education: Preparing Educators for Learning Disabilities Classrooms

This session provides teacher educators in higher education settings with practical, evidence-informed approaches for integrating AI tools into teacher preparation coursework. The presentation highlights tools that enhance instruction, support differentiated assignments, and prepare preservice teachers to effectively teach students with learning disabilities in inclusive settings.

4193 - Culturally Responsive Self Regulated Strategy Development: Intervention for teaching writing

Evidence-based strategies such as the Culturally Responsive Self-Regulated Strategy Development (CR-SRSD) framework enhance writing outcomes for students with learning disabilities (LD) from culturally and linguistically diverse (CLD) backgrounds. This presentation discusses incorporating culturally responsive elements into Self-Regulated Strategy Development (SRSD) to improve informative writing instruction, with practical examples.

4197 - Pre-Service Teachers Designing Literacy Instruction for Learning Disabilities Using CLT

Cognitive Load Theory conceptualizes working memory as a superhighway disrupted by traffic jams, particularly for students with dyslexia. This study examines how pre-service teachers, through practicum-based structured literacy tutoring, develop skills to manage cognitive load, reduce overload, and improve literacy outcomes using reflective, data-informed instructional practices in authentic clinical contexts.

4198 - Preservice Teachers' Experiences and Perspectives on Diversity and Inclusion

This qualitative study examines general education preservice teachers' (PSTs') experiences and perspectives on student diversity and inclusive practices during a semester-long practicum. Drawing on dialogic discussion transcripts, the study explores how PSTs conceptualize diversity and inclusion and how they identify and implement inclusive practices within a specific school context.

4199 - Strengthening Preservice Teacher Preparation to Support Diverse Learners

This session examines how teacher preparation programs can better equip preservice teachers to support culturally and linguistically diverse learners with disabilities. Prioritizing evidence-based practices, co-

teaching, and structured field experiences, the session highlights research informed strategies that link theory and practice to improve inclusive instruction and student outcomes.

4201 - Estimating Teacher's Mastery of Reading Concepts Using Cognitive Diagnostic Models.

In this session, we discuss the utility of Cognitive Diagnostic Models as a way to get detailed information on teacher knowledge of reading instruction. We present results from a CDM model, prevalent profiles of the 755 teachers, and characteristics that predicted mastery.

4203 - Routes to Solving Multi-Step Math Word Problems

Students must solve word problems to demonstrate math proficiency. Unfortunately, word-problem solving is challenging for students with learning difficulties. Across 3 cohorts, we provided a 13-week schema-based word-problem intervention to fourth graders experiencing math difficulty. At posttest, intervention students outperformed the control group, holding implications for educators of Tier-2 students.

4205 - Can AI generate quality ORF CBM?

Artificial intelligence (AI) can quickly produce oral reading fluency (ORF) of varying genres and languages, which could be useful for teachers of mono- and multilingual students with learning disabilities. This study asks: 1) What is the quality of AI generated ORF compared to validated ORF in English and Spanish?

4207 - SPECIAL EDUCATION TEACHERS USING CHATGPT TO DEVELOP IEP GOALS

Teachers have significant caseloads while experiencing burnout, solutions to alleviate some job demands are needed. This study tested ChatGPT as an option to improve IEP goal quality and reduce the time spent on goals using a pretest-posttest design. Results showed significant differences in time and goal quality between groups.

4217 - Reaching All Learners in Mathematics: The SPIRAL Instructional Platform

This session will introduce the SPIRAL Instructional Platform for reaching all learners in mathematics, particularly students with and at risk for mathematics disability. This evidence-based framework integrates explicit instruction, academic vocabulary, multiple representations, fluency, and word-problem instruction while providing clear, actionable strategies educators can implement immediately to improve mathematics outcomes.

4221 - Making the Most of a Minute: Teacher Feedback During Intervention

Teacher feedback during a one-minute activity within a fraction intervention program is examined to explore how educators deliver effective, targeted feedback to maximize limited time while allowing student the opportunity to correct misconceptions in the moment.

4222 - Improving mathematics outcomes for students experiencing mathematics difficulties

Proficiency in mathematics is important for students future success, highlighting the significant need to support students who struggle in learning mathematics. These presentations introduce three rigorous research studies applying evidence-based practices to enhance the mathematics performance of students experiencing mathematics difficulties.

4225 - EMPOWER: A Model for Teaching Multilingual Learners with Disabilities

Teacher education often relies on superficial approaches leaving special education teacher candidates underprepared to support culturally and linguistically diverse students. EMPOWER offers a transformative, process-based model using Multicultural Orientation to guide candidates through cycles of observation, research, implementation, and reflection, fostering cultural humility, comfort, and responsiveness to students with disabilities.

4228 - Slope Characteristics of Curriculum-Based Early Mathematics (CBM-M) for First-Grade Students

This session presents slope technical adequacy evidence for NumberShire Proximal mathematics assessments used with first-grade students at risk for math learning disabilities. Results from two-level linear mixed-effects models demonstrated statistically significant pre–post growth and meaningful baseline heterogeneity, supporting these measures' utility for progress monitoring in early mathematics intervention.

4229 - A Framework for Teachers to Evaluate AI

AI has the potential to support teachers' assessment, instruction, and administrative duties. However, teachers may have difficulties determining when AI is meeting its potential and when it is falling short. We provide a framework teachers can use to evaluate the quality of AI output for specific tasks.

4232 - COLLEGE STUDENTS REFLECT ON DYSLEXIA, DIAGNOSIS, AND MENTAL HEALTH

This qualitative study examines how early versus late diagnosis of dyslexia affects college students' mental health, self-esteem, and coping strategies. Interviews with 13 students show that the timing of diagnosis influences identity development and resilience. Highlighting the need for earlier identification, combined with academic and mental health support.

4233 - Slope Characteristics of Curriculum-Based Early Mathematics (CBM-M) for First-Grade Students

This session presents slope technical adequacy evidence for NumberShire Proximal mathematics assessments used with first-grade students at risk for math learning disabilities. Results from two-level linear mixed-effects models demonstrated statistically significant pre–post growth and meaningful baseline heterogeneity, supporting these measures' utility for progress monitoring in early mathematics intervention.

4235 - Preparing Special Education Teachers to Serve Culturally Diverse Students

This presentation will present program evaluation findings from a teacher preparation program that employed recruitment strategies to diversify the teacher workforce and included curriculum that emphasized culturally sustaining practices.

4236 - Strengthening Teacher-Paraeducator Collaboration to Support Students with Emotional Behavioral Disorders

This session presents a hybrid professional development based on the practice-based coaching framework intended to improve collaboration between teachers and paraeducators serving students with emotional behavioral disorders. Study findings show improved communication, job satisfaction, and classroom practices.

4238 - Left Behind in the Laws: LD Provisions in SoR Legislation

This presentation examines how Science of Reading legislation across the United States addresses students with learning disabilities. Drawing on an analysis of all 50 states and Washington, D.C., it maps the presence/absence of dyslexia screening mandates, IEP/504 integration requirements, and structured literacy provisions, identifying critical gaps that affect LD students.

4239 - From Data to Decisions: A Rubric for Strengthening DBI Implementation

Data-based instruction (DBI) is an evidence-based practice that remains inconsistently implemented in schools. We present findings from a review and features analysis of DBI-related rubrics, identifying key gaps in data-based decision-making. We then introduce a newly developed implementation rubric designed to strengthen educators' interpretation and data use for intensive intervention.

4240 - Analysis of Self-Determination Programs on Elementary Students Behavior and Reading

In this panel, we present findings from three studies that explored the role of self-determination in reading and behavior-related outcomes for upper elementary students and analyzed the quality and content of students' goals. Each study provides insight into how self-determination programs might be considered in providing long-term academic success.

4242 - From Efficacy to Implementation: Use and Adaptation of Word Connections

This presentation highlights findings from a user survey of Word Connections (n = 196), an open-source intervention program with rapid diffusion in schools. We examined adaptations, including who implements the program, how and why components are adapted, perceived effectiveness, and variation in adaptation patterns across instructional contexts and grades.

4251 - Charter Administrators' and Teachers' Preparation, Practices, Shared Vision for Inclusion

This study examines relationships among preparation, inclusive practices, social capital, and shared vision in charter schools using structural equation modeling. Findings indicate preparation influences outcomes through practice. Administrators reported higher preparation and alignment than teachers, revealing role differences and highlighting the need for practice, system approaches to inclusive education implementation

4258 - Stepping It Up: Elementary Students' Performance on Multi-Step Word Problems

We administered a word-problem assessment to n = 50 grade 4 students. The assessment consisted of both single-step and multi-step word problems. The results of student performance on single and multi-step word problems are presented, with resources for teachers to support students' approach to multi-step word problems.

4262 - Explicit Instruction: Enhancing Outcomes for Kindergartners At Risk for MLD

This presentation focuses on instructional interactions captured through direct observations of 250 kindergarten mathematics intervention groups. Findings showcase the importance of student practice opportunities and the role initial mathematics skill levels play in such practice. Participants interested in enhancing the mathematics outcomes of students with MLD are encouraged to attend.

4263 - Examining Student Characteristics and Instructional Models in Elementary Literacy Interventions

This session presents three studies investigating how student characteristics and instructional approaches moderate effects of literacy interventions. Studies examine how reading and writing skills, tutoring models, and teacher instructional practices influence literacy outcomes for students with LD. Implications for enhancing literacy intervention for students with LD will be discussed.

4269 - Adjusting Cognitive Load to Leverage Impacts of Phonics Instruction

This pilot study used a SMART design to examine feasibility, acceptability, and preliminary effects of cognitive load-informed reading interventions for third-grade students with word reading disabilities. Findings will inform adaptive intervention design, with particular attention to scaffolded supports and extended practice for students who do not initially respond.

4270 - Case Study: Faculty Perceptions of AI Usage in Special Education

Artificial intelligence (AI) is reshaping the landscape of education by introducing new methods of teaching, learning, and assessment, which may or may not improve educational outcomes and student experiences. This case study explores university faculty's perspectives on the impact of AI in special education, highlighting opportunities and challenges.

4271 - Extending STAIR: DBI Implementation in Elementary Mathematics

This presentation extends the STAIR data-based individualization framework to elementary mathematics. Findings examine student mathematics outcomes, teacher instructional practices, and implementation factors across grade levels. Attendees will gain practical guidance on DBI processes, evidence-based instruction, and feasible progress monitoring to support students with math difficulties.

4275 - LD Identification: Research, Policy, Practice, and What it all Means

This session examines federally permissible LD identification methods, the evidence-base supporting it, current research on validity, and state policy trends. Participants will explore practical tools, including NCLD's revised LD Checklist for families, and discuss future directions for strengthening policy and practice.

4276 - Post-Secondary and Workforce Transitions for Young Adults with LD

This session focuses on the transition to postsecondary education and the workforce for young adults with LD. Anchored in NCLD's national young adult survey findings and RSA-911 data on Vocational Rehabilitation and Pre-Employment Transition Services, presenters highlight systemic strengths and gaps, and discuss implications for policy and practice.

4277 - SDI & SLD: Linking Design, Delivery, & Assessment

Specially Designed Instruction (SDI) is central to supporting students with learning disabilities yet remains inconsistently understood and implemented. This session clarifies the construct of SDI, demonstrates how assessment data inform instructional decisions, and provides practical examples for designing and delivering SDI in inclusive classrooms to improve outcomes for diverse learners.

4278 - Policy Levers for Algebra Readiness and Success

This session examines policy recommendations for improving algebra readiness among students with and at risk for learning disabilities. It focuses on how high-quality core instruction, valid readiness indicators, and aligned supports can strengthen access, reduce failure, and improve long-term mathematics outcomes, particularly in middle and secondary grades.

4279 - Data to Action: Improving Outcomes for Students with SLD

Educators frequently collect data but struggle to use it to inform instruction for students with specific learning disabilities (SLD). This session presents a structured approach to data-based decision making that links assessment to instructional action, improving alignment, responsiveness, and outcomes for students with SLD in inclusive and intervention settings.

4280 - Beyond Accommodation: Strengthening Postsecondary Outcomes for Students with SLD

Students with specific learning disabilities (SLD) face persistent barriers in postsecondary education, including challenges with self-advocacy, disclosure, and support. This session explores these barriers and evidence-based strategies for faculty and administrators to foster inclusive environments, improve access to accommodations, and strengthen academic and social outcomes for students with SLD.

4282 - Advancing LD Advocacy Through Research and Leadership Development

This session will examine research elevating the importance of self-advocacy for individuals with LD from NCLD's national State of LD surveys. We will explore how NCLD's young adult and family programming develops both individual self-efficacy and advances advocacy efforts for the broader LD community.

4283 - Teaching with Intent: Professional Learning to Scaffold Instruction

The purpose of this session is to share findings and resources from a study designed to examine the impact of online professional learning for middle school teachers with a focus on how to intentionally plan scaffolded instruction to address diverse learner's needs to engage in and understand complex expository text.

4288 - Enhancing the Expressive Language Skills of Middle Schoolers through SRSD

An innovative approach to meeting the needs of middle schoolers with and at risk for high-incidence disabilities by providing special education and speech-language pathology services within inclusive English Language Arts classrooms will be presented. The intervention used the self-regulated strategy development model to teach informative writing and expressive language skills.

4291 - Meta Analysis of Associations Between Spelling and Other Literacy Outcomes

We conducted a meta-analysis to examine the associations between directed spelling measures and other literacy outcomes. We defined a directed spelling measure as an assessment that prompted students to spell specific words. Literacy outcomes included any reading, writing, speaking, or listening measure. Overall, we analyzed 223 correlations from 8 studies.

4295 - Increasing Preservice Teachers' Opportunities to Respond Through Repeated Teaching

This panel will present the results of three single case experiments examining the effects of a repeated teaching intervention implemented in teacher preparation courses. Researchers across the three studies found a functional relationship between the intervention and participants' rate of opportunities to respond. Discussion will focus on commonalities and differences.

4296 - AI Prompt Templates for Supporting Academic Vocabulary Instructional Planning

This study examined whether AI prompt templates improve the quality of teachers' academic vocabulary instructional planning. Eighteen graduate-teachers planned vocabulary instruction with and without AI prompts. Prompted planning produced exemplary-quality instructional plans, while unprompted planning needed significant improvement. Surveys and focus group interviews demonstrated that teachers perceived AI prompts positively.

4299 - Co-Developing and Evaluating a Math Instruction Observation Tool with Administrators

This study examines administrators' perceptions and intended use of a co-developed math core instruction observation tool. Created through collaboration between district personnel and a researcher, the tool was piloted with principals and district instructional coaches. Findings highlight usability, perceived value, and likelihood of future implementation to support mathematics instruction.

4300 - Moving From Compliance to Design: AI and Student Support

As practitioners develop AI literacy, new possibilities emerge for systemic improvement and student-centered design. This session explores how districts can leverage AI to move beyond reactive compliance toward proactive, individualized support while maintaining clear ethical guardrails and human judgment at the center of decision-making.

4312 - Rethinking Support: How AI Can Strengthen Specially Designed Instruction

Specially designed instruction depends on knowing what students need and responding with purpose. This session highlights how AI can help teachers plan and deliver targeted supports for students with learning disabilities. Examples will show how to strengthen instruction, build executive function, and support social skill development

4314 - Write. Get Feedback. Improve. Repeat.: AI-Powered Writing Support for Students

Writing improves with feedback, but many students do not get enough of it. This session introduces AI-SCORE as a tool that supports both students and teachers. Students receive immediate guidance, while teachers use an interactive dashboard to monitor progress and align instruction with students' data-based writing needs.

4315 - Cut to the Message: SRSD, AI, and Reading Comprehension

This study evaluates CUT to the Message, a strategy embedded in a Self-Regulated Strategy Development (SRSD) framework, comparing AI-generated versus traditional texts, to improve reading comprehension for secondary students with learning disabilities. Results examine comprehension outcomes,

strategic responding, and implications for integrating AI-generated materials into evidence-based literacy instruction.

4128 - Behavioral and Cognitive Engagement in Co-Taught Elementary Classrooms

This qualitative multiple-case study explores how co-teaching practices influence behavioral and cognitive engagement in inclusive elementary ELA classrooms. Data from observations, teacher interviews, and student work highlight collaborative co-planning, flexible role-sharing, and small-group instruction as key practices supporting engagement for students with and at risk for learning disabilities.

Interactive Paper Abstracts

4141 - Who Conducts Dyslexia Assessments? A Cross-State Analysis of Evaluator Roles in State Guidance Documents

State education agencies have increasingly produced dyslexia-specific guidance documents to support the identification of students with reading difficulties. Prior comparative studies have examined these documents with respect to policy mandates, screening requirements, and alignment with reading research (Gearin et al., 2021). However, state guidance documents often lack clarity regarding who is responsible for conducting dyslexia evaluations. The purpose of this proposed qualitative document analysis is to examine state dyslexia guidance documents to identify how each state describes qualifications needed for conducting an evaluation for dyslexia. Guidance documents from all U.S. states and the District of Columbia will be systematically coded to identify references to assessment personnel, evaluator authority, and decision-making roles. This study acknowledges that states vary widely in their assessment infrastructure and professional roles. By clarifying how evaluator responsibility is communicated across states, this study aims to support greater consistency and shared understanding in dyslexia identification practices.

4143 - Executive Functioning - From Theory to Practice, K-12

Executive Functioning (EF) skills are critical for academic success and independence. This poster demonstrates how explicit EF instruction is embedded schoolwide in a K–12 setting through routines, assessment tools, and a Levels of Independence framework—bridging theory to practice and clearly communicating student growth to families.

4163 - "Who" Conducts Dyslexia Assessments Matters

State guidance documents address dyslexia identification but often fail to specify who conducts evaluations. This document analysis explores how clearly evaluator goals, procedures, roles, and decision criteria are described. The goal of this study is to assist policy makers improve clarity and consistency in dyslexia identification guidance across the states.

4177 - Bridging the University-to-Classroom Transition for Beginning Special Education Teachers

EC-12 special education teachers are two times more likely than general education teachers to leave the profession within the first 5 years of entering the classroom. This session will explore a university-based mentor program bridging the transition to the classroom by providing additional support to a new special education teacher.

4180 - Digital Game-Based Phonological Awareness and Phonics Interventions: A Meta-Analysis

This poster presents a systematic review and meta-analysis of digital game-based interventions targeting phonological awareness and phonics for K-12 students with reading disabilities or those at risk for reading difficulties. The review synthesizes intervention effects, examines sources of heterogeneity, and highlights implications for evidence-based literacy instruction and future research.

4181 - Executive Functions Matter for Middle School Writing

This study examined whether teacher rankings of students on their executive functions (EF) predict sixth grade writing disability risk. Higher rankings of EF levels significantly reduced the likelihood of being at risk, suggesting that EF plays a critical role in writing performance as academic writing demands intensify in middle school.

4190 - The Science of Math: Policy Trends and Implementation Strategy

Forty-nine states have adopted legislation aimed at improving reading outcomes, but only 16 states have adopted legislation about mathematics instruction and intervention. This poster reviews an analysis of legislative trends and implementation guidance. This session concludes with guidance for leaders interested in aligning their work to the science of math.

4200 - Awareness of Dyscalculia Among K-12 Mathematics Teachers: A Systematic Review

Dyscalculia is a specific learning disability characterized by difficulty in understanding and applying number concepts. Research indicates that approximately 3-7% of students have dyscalculia. This systematic literature review examined dyscalculia awareness among K-12 mathematics teachers. Results indicated superficial teacher awareness and intervention preparedness due to insufficient pre-service and in-service training.

4202 - Instructional Effects and Equity in Early Mathematics for Students

This study examines how instructional time, practices, and content relate to mathematics achievement for students with mathematics learning difficulties (MLD). Using ECLS-K data, results show differential instructional responsiveness by race/ethnicity and SES and reveal inequities in access to effective instructional opportunities across classrooms.

4204 - Best Practices for Teaching Mathematics to Elementary Students with LD

It is essential for elementary students with LD to acquire fundamental skills in mathematics to ensure success in secondary mathematics, including Algebra. In this session, participants will learn several evidence-based interventions in order to promote accessibility to quality mathematics instruction for elementary students with LD.

4206 - How Rural Teachers Identify and Support Students with Mathematics Difficulty

We conducted an interview study to investigate how rural teachers (n = 20) identify and support students with mathematics difficulty. The results are reported with implications centering on rural teachers' many roles within their schools and the ways researchers can support rural teachers and their students with mathematics difficulty.

4210 - Fidelity and Instruction Drive Literacy Success for Students with Disabilities

Students with disabilities continue facing literacy gaps despite effective Science of Reading programs. This study examines Amplify Texas outcomes across three campuses, showing significant gains alongside variability. Findings highlight that implementation fidelity and consistent instructional delivery, not just access, are critical to maximizing student growth and advancing equitable literacy outcome.

4216 - LexiClues: Research-informed Resources for Teaching Morphology to Grades 3-5 Students

This session presents a research-informed scope and sequence and instructional template for explicitly and systematically teaching morphological awareness and analysis to students at risk for or with learning disabilities in Grades 3–5. These systematic tools are designed to bridge the gap between morphological research and classroom application.

4219 - Sentence Writing CBM Metrics for K-5 Students: A Systematic Review

This systematic review examines sentence writing metrics used in curriculum-based measurement tasks for students in grades K-5. Across six studies, findings show high interrater reliability and strong criterion validity for accuracy-sensitive metrics. Although sensitive to growth, evidence of slope stability remains limited, requiring further research to support defensible instructional decision-making.

4224 - SBI on Solving Word Problems for Elementary Students with ASD

Schema-based instruction (SBI) is widely used to support mathematical word-problem solving by learning to identify problem structures and apply organized solution strategies. This presentation synthesizes findings from a systematic review examining the effectiveness of SBI and modified schema-based instruction (MSBI) for elementary students with autism (ASD) in school settings.

4234 - Implications for Designing Reading Interventions for English Learners With Disabilities

Based on national reading assessment data, we sought to understand more about reading interventions for high school age ELs with disabilities. We conducted a systematic review of reading interventions for

this group of students. In this poster session we will share our procedures, findings, and recommendations for research and practice.

4237 - Beyond Graduate School: Using Research to Improve Special Education Practice

Special educators teaching students with learning disabilities can benefit from the use of original research in their practice. This presentation provides educators with guidance for locating, accessing, and evaluating research beyond graduate school. Emphasis is placed on sustaining inquiry skills, supporting professional growth, and improving outcomes for learners with disabilities.

4241 - Professional Development on EBPs Changed Knowledge, Not Perceptions

Math Rise professional development significantly improved teachers' demonstrated knowledge ($g = 1.12$, $p = .001$), but did not produce changes in perceived knowledge, confidence, or usefulness. Findings suggest that improving teacher knowledge alone may be insufficient and highlight the need for implementation supports to promote changes in practice and beliefs.

4243 - Autoethnographic Study of Teacher Educator Identity at Intersecting Educational Disciplines

This autoethnographic study examined the experiences of a bilingual literacy professor designing a graduate certificate in dyslexia. Drawing on journals, artifacts, and field notes, this study highlights the tensions and alignments navigated across the fields of literacy, special, and multilingual education. Findings illuminate competing epistemologies, pedagogical tensions, and identity negotiation.

4245 - Leadership's Role in Data-Based Decision Making: A Mixed-Methods Study

This mixed-methods study examines leadership's role in data-based decision making across 12 Connecticut public schools participating in a state-funded initiative. Researchers tracked district and school leaders' attendance, participation, and contributions during data-based individualization meetings, linking these leadership variables to student performance outcomes.

4247 - Linking Mathematical Language and Fraction Understanding in Tier 2 Intervention

This session presents findings from a small-scale pilot study examining whether integrating explicit mathematics vocabulary instruction within a fraction intervention improved upper elementary students' fraction understanding and mathematical language. Preliminary results indicate stronger fraction outcomes and promising growth in students' use of mathematical language relative to business-as-usual instruction.

4252 - A Tier 2 Multicomponent Intervention for Students With Mathematics Difficulties

The poster presentation aims to examine the effect of a Tier 2 multicomponent early numeracy intervention for first graders with MD, using a multiple-probe design across participants. The intervention incorporates six evidence-based instructional practices, targeting the three key foundational skills of place value, computational fluency, and word problem solving.

4253 - Anxiety Interventions for Students With Learning Difficulties: Research Gaps

This systematic review examines the effects of anxiety interventions for K–12 students with learning difficulties across eight studies. Findings indicate mixed evidence for anxiety outcomes and limited reporting of academic outcomes. Results highlight significant gaps in the literature and underscore the urgent need for rigorous, population-specific research.

4259 - Supporting various implementation models in a fraction intervention efficacy trial

Fraction understanding is critical to achieve success in advanced mathematics. This presentation will examine implementation models and student response to a tier 2, fraction intervention using data from years 1-3 of an ongoing efficacy trial. We will discuss how to best support intervention implementation in authentic contexts.

4260 - Supporting Future Special Educators with Practical AI Tools and Strategies

This poster presentation will present ways Artificial Intelligence (AI) can support pre-service special educators through personalized learning, differentiated instruction, and time-saving administrative tools. This session highlights AI applications (MagicSchool AI, Diffit, & Brisk Teaching) and addresses both instructional potential and the ethical considerations around equity and bias in special education.

4264 - Effects of a Fraction Intervention for Sixth-Graders with Mathematics Difficulties

This study examined the effects of a multicomponent fraction intervention for sixth-grade students with mathematics difficulties. Using a quasi-experimental design, results showed improved performance on proximal and distal measures. Students reported positive perceptions, supporting the intervention's effectiveness and feasibility in classroom settings.

4267 - From Perception to Proficiency: IRIS, Feedback, Instruction in IEP Writing

This case study examines how IRIS modules, expert feedback, and instruction influence preservice teachers' SMART IEP goal writing and self-efficacy. Findings address the misalignment between perceived and actual proficiency and inform teacher preparation by emphasizing blended learning and feedback to improve the development of legally compliant, high-quality IEPs.

4268 - Affirming Identity: Social-Emotional Learning for Black Students with Learning Disabilities

Traditional Social-Emotional Learning (SEL) frameworks often fail Black students with disabilities. This session introduces a targeted, culturally responsive framework mapping CASEL competencies to Black SEL pillars. Educators will gain actionable strategies centered on power, action, and sustainability to foster holistic thriving and equitable outcomes.

4272 - Evaluating Co-Teaching Outcomes for High School Students with Learning Disabilities

This systematic review explores the effectiveness of co-teaching for high school students with learning disabilities. Findings indicate improved engagement, reduced negative behaviors, and enhanced remediation opportunities. While promising, the identified implementation challenges and the need for further research on academic achievement offer valuable insights for inclusive education practitioners.

4274 - Paraphrasing intervention for middle school students with word-problem-solving difficulties

Students with math and reading difficulties struggle with word problems requiring comprehension. This study used a multiple-probe design to test a schema-based intervention with paraphrasing for four middle school students. Results showed improved problem-solving performance, but limited gains in paraphrasing quality. Implications for research and classroom practice are discussed.

4281 - Executive Functioning and Reading Comprehension in Students with Learning Disabilities

Executive functioning (EF) skills play a critical role in reading comprehension. Students with learning disabilities and ADHD often experience challenges with EF that affect their ability to effectively engage with text. This presentation explores how integrating executive functioning supports into reading instruction can improve comprehension outcomes for diverse learners.

4285 - Comparing Schema-Based Instruction Components: LD vs ASD

This systematic review compares schema-based instruction (SBI) for students with autism spectrum disorder (ASD) and learning disabilities (LD) using single-case designs. Across studies, SBI improved word-problem solving. ASD studies emphasized structured supports, while LD studies emphasized explicit instruction and practice, suggesting different mechanisms of effectiveness across disability groups.

4287 - The Push-Out Effect: Race, Discipline, and Disability

This poster examines disproportionate discipline and special education identification among Black male elementary students (K–5). Using CRT, DisCrit, and BlackCrit, it highlights how anti-Blackness shapes

referral and exclusion practices. Implications include culturally responsive MTSS, workforce diversification, and family-centered approaches to disrupt inequities and improve outcomes for young Black learners.

4290 - Comparing AI and Researcher-Made Vocabulary Materials in Science

This session presents randomized trial findings on AI-generated versus researcher-developed CAP-S for science vocabulary instruction for students with and at risk for learning disabilities in inclusive classrooms. Results showed similar outcomes across conditions, while cognitive load predicted performance. Implications highlight accessible, scalable, evidence-based instructional design for diverse learners.

4292 - A Trend Analysis of Due Process Hearings from 2016-2025

This study examines 289 special education due process hearings in Texas conducted between 2016 and 2025. The findings highlight commonly identified issues and offer recommendations for strengthening collaboration between parents and educators; developing meaningful, individualized education programs; and preparing district personnel to support the identification and instructional delivery process.

4299 - Co-Developing and Evaluating a Math Instruction Observation Tool with Administrators

This study examines administrators' perceptions and intended use of a co-developed math core instruction observation tool. Created through collaboration between district personnel and a researcher, the tool was piloted with principals and district instructional coaches. Findings highlight usability, perceived value, and likelihood of future implementation to support mathematics instruction.

4301 - From Deficits to Assets: Community Asset Mapping in Early Childhood

Early childhood special education often reflects deficit-based approaches that overlook family strengths. This session introduces community asset mapping as a practical tool for educators to build authentic family partnerships. Participants will learn how to leverage family and community assets to support transitions and outcomes for young children with disabilities.

4303 - Formative Assessment in Mathematics for Students with Learning Disabilities

This session presents a systematic review examining formative assessment measures used in mathematics with students with learning disabilities in K–12 settings. Findings will describe the array of measures used, their components, the student populations studied, and the math domains assessed, with implications for research and practice.

4304 - Survey of Secondary Special Education Teachers' Word Reading Instructional Practices

We present results of a national survey of 285 secondary special education teachers' literacy instructional time use and the materials and instructional strategies they use in word reading interventions. We report overall results as well as disaggregated results for middle (Grades 6-8) and high school teachers (Grades 9-12).

4307 - High-Leverage Practices Research: Insights from Multi-Year Teacher Candidate Reflections

The presenter will share a multi-year research study where special education student teachers reflected on successes and challenges. This data was coded against high-leverage practices. The participants will review the findings and discuss the implications for our teacher preparation programs supporting learners with learning disabilities.

4308 - Social Validity Assessment Review in Math Interventions for English Learners

While mathematics interventions may demonstrate statistically significant outcomes, assessing social validity allows intervention consumers to evaluate the acceptability and feasibility of the intervention. This literature review examined 11 single-case design studies published between 2004 and 2024 to analyze how studies involving ELLs with learning disabilities or difficulties assessed social validity.

