37th International Conference on Learning Disabilities

Las Vegas, Nevada
October 1–2, 2015
General Announcements

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 which may be incurred as a consequence, directly or indirectly, of the use and application of any such opinions and facts.

Interactive Paper Presenters 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. You may begin setting up your material for the Thursday session at 4:00 pm and taking your poster down at 7:15 pm. For the Friday session, you may start setting up at 7:30 am and begin taking down your poster at 10:15 am.

Standing committee chairs will be holding committee meetings throughout the conference. A list of committee meeting times and location are posted at registration.

Cell Phones: As a courtesy to presenters and other attendees, put your cell phone on silent before entering a session.

Name Badges: Name badges should be worn at all times. As you leave the conference, please drop your name badge at the registration table so it can be recycled.

Sponsorships: We thank the individuals and organizations providing financial support for this conference. A list of sponsors will be posted on the CLD Facebook page and in LD Forum.
Welcome to the 37th Annual CLD International Conference on Learning Disabilities!

On behalf of the Board of Trustees (BOT), I want to thank you for your attendance and participation at the 37th annual international conference. We have an outstanding program this year with over 300 participants in attendance. You can look forward to sessions that focus on a variety of important topics in the field of LD. The conference offers panel sessions, roundtable discussions, and interactive paper sessions. Given the variety of topics and session formats, there should be something that appeals to all conference participants. The CLD conference is also a great opportunity to engage with presenters and network with colleagues during the two-day event.

We are pleased that Dr. Lynn Meltzer, President and Director of Research, ResearchILD, will serve as the 8th J. Lee Wiederholt Distinguished Lecturer on Thursday morning at our opening session. Her presentation on Executive Function and Flexible Thinking: The Foundations of Academic Success and Resilience should offer inspiring insights regarding her line of research with individuals who have LD.

You are cordially invited to attend the President’s Reception and Interactive Papers session on Thursday evening. Please join the BOT to congratulate this year’s recipients of the Floyd G. Hudson Service Award and the Teacher of the Year Awards, and enjoy networking as you peruse the posters. The President’s Reception provides a wonderful opportunity for making new acquaintances, reconnecting with old friends, and networking with colleagues. There will be hors d’oeuvres and a cash bar.

Friday morning during the continental breakfast and second Interactive Papers session, we will present the Outstanding Researcher Award and “Must Reads” presenters whose papers appeared in Intervention in School and Clinic or Learning Disability Quarterly. The BOT is pleased to recognize all of these award recipients across two days as they receive CLD’s highest honors for outstanding work in the field of LD. Please see the program for more information about the contributions of these distinguished awardees. Also, during the Friday morning event, we will recognize this year’s Leadership Academy cohort. This is CLD’s fifth year of working with early career junior faculty and doctoral candidates who will be mentored to become more actively involved in the organization.

You are also invited to learn more about CLD governance and hear from the 2016 slate of nominees for the offices of VP and Treasurer. Please join the BOT at CLD’s Annual Business Meeting on Thursday afternoon right before the President’s Reception.

The CLD conference offers a wonderful opportunity to become more active in your organization. I encourage you to stop by the membership table and introduce yourself to BOT members. Ask them about joining one of our committees. The wonderful work of CLD takes place in these committees; we need your support to stay strong as an organization and carry out our commitment to individuals with LD.

I would like to extend a hearty “thank you” to the Local Arrangements Committee for all of their “behind the scenes” efforts and hard work to make us feel welcomed in such a great city. Although we will all be busy with the conference, I hope you will have an opportunity to enjoy the cultural and entertainment events of Las Vegas! Finally, I want to thank the Conference Committee and our Executive Director, for their extraordinary work in making this a successful conference. I hope you learn new information, share your knowledge with others, develop new friendships, and enjoy the conference!

Sincerely,
Diane Pedrotty Bryant
CLD President, 2015 - 2016
CLD Board of Trustees 2015–2016

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Marketing  Sheri Berkeley, Steve Chamberlain, Kelli Dawn Cummings,
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Editors

Learning Disability Quarterly  Diane Pedrotty Bryant & Brian R. Bryant, The University of Texas at Austin
Intervention in School and Clinic  Kyle Higgins and Randy Boone, University of Nevada, Las Vegas
LD Forum  Joseph Morgan, University of Nevada, Las Vegas
Social Media  Lorraine Mento, Temple University

Local Arrangements Committee

Kyle Higgins, Co-chair, University of Nevada, Las Vegas
Joe Morgan, Co-chair, University of Nevada, Las Vegas
Bertina Combes, University of North Texas
Vita Jones, California State University Fullerton
Regina Brandon, San Diego State University

Yun-Ju Hsiao, Washington State University Tri-Cities
Robbie Marsh, University of Nevada, Las Vegas
Dominique Tetzlaff, University of Nevada, Las Vegas
Kathy Ewoldt, University of Nevada, Las Vegas
Nancy Brown, University of Nevada, Las Vegas
### 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.
CONFERENCE-AT-A-GLANCE

Thursday, October 1, 2015

7:30 – 5:00  Registration  Cohiba 5
7:30 – 8:30  Coffee
8:30 – 10:15  J. Lee Wiederholt Distinguished Lecture by Lynn Meltzer  Cohiba 5
10:30 – 12:00  Concurrent Sessions
12:00 – 12:45  Lunch (Box lunch provided)  Biscayne
12:45 – 2:15  Concurrent Sessions
2:30 – 4:00  Concurrent Sessions
4:15 – 5:45  Concurrent Sessions
Annual Business Meeting
5:45 – 7:15  President’s Reception and Interactive Papers  Cohiba 5

Friday, October 2, 2015

7:30 – 12:00  Registration  Cohiba 5
8:30 – 10:00  Morning Reception and Interactive Papers  Cohiba 5
10:15 – 11:45  Concurrent Sessions
11:45 – 12:30  Lunch (Box lunch provided)  Biscayne
12:30 – 2:00  Concurrent Sessions
2:15 – 3:45  Concurrent Sessions
4:00 – 5:30  Concurrent Sessions
Thursday

Opening Session

*Cohiba 5*

8:30 – 10:15

Welcoming Remarks

Introduction of CLD Board of Trustees, Past Presidents, Leadership Academy, Conference Committee, and Local Arrangements Committee

Diane Pedrotty Bryant, *President*

Introduction of Keynote Speaker

Diane Pedrotty Bryant, *President*

Keynote Address

Executive Function and Flexible Thinking: The Foundations of Academic Success and Resilience

Lynn Meltzer, *J. Lee Wiederholt Distinguished Lecturer and Keynote, President and Director of Research, Research Institute for Learning and Development (ResearchILD), Director of Assessment, Institute for Learning and Development, Associate in Education, Harvard Graduate School of Education*

Academic success in our 21st century technologically-oriented society is linked with students’ mastery of executive function processes, in particular, their ability to set goals, organize, prioritize, shift flexibly, access information from working memory, and self-monitor. This presentation will provide an overview of recent research and clinical findings regarding the critical role of executive function processes in academic performance across the grade-levels and content areas. There will be an emphasis on approaches for promoting metacognitive awareness, flexible thinking, and executive function strategies in the context of reading, written language, and math. Discussion will focus on the cyclical relationship that connects students’ use of executive function strategies with their self-concept, persistence, and resilience and the implications for assessing and teaching students with learning and attention difficulties.

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**Lynn Meltzer, PhD** is the President and Director of Research at the Research Institute for Learning and Development (ResearchILD) and Director of Assessment at the Institute for Learning and Development (ILD) in Lexington, MA, U.S.A. She is also an Associate in Education at the Harvard Graduate School of Education and a fellow and Past-President of the International Academy for Research in Learning Disabilities. For 29 years, she was an Adjunct Associate Professor in the Department of Child Development at Tufts University. Dr. Meltzer is the founder and chair of the international Learning Differences Conference, now in its 30th year at the Harvard Graduate School of Education. Her 35 years of neuropsychological evaluations and clinical consultations with children, adolescents, and adults have emphasized the theory-to-practice cycle of knowledge. Her recent work, together with her ResearchILD colleagues, has centered on the development of SMARTS Online, an evidence-based executive function and peer mentoring/coaching curriculum for middle and high school students. Her extensive publications and presentations include articles, chapters, and books, most recently *Executive Function in Education: From Theory to Practice*, 2007; *Promoting Executive Function in the Classroom*, 2010; and *The Power of Peers in the Classroom: Enhancing Learning and Social Skills*, 2015, co-edited with Karen Harris.
Thursday, October 1
Concurrent Sessions

10:30 – 12:00
Panels

Social and Cultural Issues Facing Students with LD
Cohiba 2
This presentation investigates 21st Century issues for students with LD. Rose and Simpson share the impact of bullying on students with LD, including the disproportionate representation within the bullying dynamic and laws and policies related to reducing bullying involvement. O’Reilly discusses how students with LD struggle to understand individual sexuality, gender and gender expression. Jones explores the tenets of resilience affecting the educational trajectory of African American students.

Bullying and Students with SLD: Examining Law, Policy, and Services
Chad A. Rose, University of Missouri; Cynthia G. Simpson, Houston Baptist University

Understanding LGBT Youth in Special Education Classrooms
A. J. O’Reilly, University of Nevada, Las Vegas

Resilience Factors in the African American Student’s Educational Trajectory
Vita Jones, California State University Fullerton

Individuals with LD in University Settings: What do we have to do? What can we do?
Cohiba 1
This session focuses on postsecondary education classrooms. First, strategies to help support diverse students with LD in university classrooms will be presented. Then, the ADA and its impact on classroom design and instructional strategies in higher education will be discussed. Finally, differentiation strategies that can be used in postsecondary classrooms for individuals with LD will be presented. Ways that instructors can provide students with multiple means of accessing information as well as various assessment methods that can help students show what they know in a manner that is easy for them will be presented throughout.

Supporting Diverse University Students with LD
Nicole Dobbins, University of North Carolina, Greensboro

The ADA: Its Impact on Instructional Strategies and Classroom Design in Higher Education
Larry Phillippe, Texas Tech University

Differentiation in Postsecondary Classrooms for Students with LD
Laura Blakeslee, Texas Tech University; Donna Brown, Texas Tech University

Science Instruction for Students with LD
Montecristo 2
Helman et al. share findings on the CLUES strategy to improve science vocabulary acquisition for secondary ELLs with RD. Berkeley et al. share preliminary findings from an NSF funded project to improve self-regulation of science learning of middle schoolers with LD through their development of serious educational games. Reed provides information related to how EBPs in special education can be used to support students with disabilities in the use of science notebooks in an inquiry-based classroom. Matthews provides information about how to support students with LD in science through project-based learning.

Effective Science Vocabulary Instruction for Secondary ELLs with RD
Amanda Helman, Lehigh University; Jackie Chovanes, Lehigh University; Emily Sharp, Lehigh University

Creating Success for Students with LD in Science
Sheri Berkeley, George Mason University; Len Annetta, George Mason University; Stacia Stribling, George Mason University

Evidence-Based Practices to Support Writing in Science
Lauren Reed, University of Hawaii

High School Science Students Build Cell Models and Create Informational Videos
Benjamin Matthews, Alexandria City Public Schools

Roundtables
Cohiba 3

1. Core Mathematics Instruction and Students Struggling to Achieve Mathematics Proficiency
This session will share data collected through 1,500 instructional log entries from 140 kindergarten teachers. Presenters will examine the relationship between the
enacted mathematics curriculum of kindergarten classrooms and the outcomes of students struggling with mathematics. Implications for designing effective core mathematics instruction for at-risk students will be discussed.

Tricia Berg, University of Oregon; Christian Doabler, University of Oregon/Center on Teaching & Learning; Ben Clarke, University of Oregon/Center on Teaching & Learning; Kathy Jungjohan, University of Oregon/Center on Teaching & Learning

2. Effects of a Web-Based Reading Intervention on Student Spelling Performance
Many students struggle with spelling, especially students with disabilities. This session will present findings from a recent study analyzing the effects of MindPlay Virtual Reading Coach on the spelling growth of second graders and the sensitivity of traditional and Curriculum Based Measurement scoring of students’ growth in spelling.

Breanna Sherrow, University of Arizona; Jennifer White, University of Arizona

3. Assessing Students’ Work: Second Language Deficiency or Learning Difficulty?
Differentiating between second language acquisition challenges and learning disabilities is critical for providing appropriate interventions for English language learners. It is also important in the prevention of improper referrals to special education. This presentation will introduce a framework for general education teachers to apply to student work to help them distinguish between second language acquisition struggles and learning disabilities.

Cristina Reding, University of Nevada, Las Vegas

4. Special Education Laws and Procedures for Families, Educators, and Administrators
This session will explore 7 laws that govern what special educators do (NCLB, FERPA, Protection of Pupil Rights Amendment, Title IX, Equal Access, HIPAA, IDEIA). Participants will (a) conceptualize strategies to comprehend laws that govern special education; (b) develop strategies to communicate laws to educators and families, and; (c) make connections to current practices.

Matthew Erickson, Slippery Rock University; Ashlea Rineer-Hershey, Slippery Rock University; Richael Barger-Anderson, Slippery Rock University; Eric Bieniek, Slippery Rock University

5. Positive Behavior Supports for Students With LD
Positive Behavior Supports (PBS) helps improve the academic and behavioral outcomes for students with LD. The purpose of this session is to provide attendees with an overview of PBS and EBPs, and present self-management procedures and ways aspects can be adapted to better support more students with LD in culturally and linguistically diverse school and community environments.

Shannon Sparks, University of Nevada, Las Vegas; Debra Cote, Cal State Fullerton

6. Recruitment and Retention at a Hispanic-Serving Institute in an Impoverished Region of the United States
Minority students are generally first-generation college attenders. Hispanic students in impoverished areas often have little collective history of college experiences to draw upon and consequently are hesitant to apply to college, let alone to apply to graduate school. This project proposes a recruitment and retention-through-support model that addresses the issues facing minority students in a special education masters program. The model also examines the challenges of retention in the face of poverty.

Mary Curtis, University of Texas, Brownsville

12:45 – 2:15
Panels

Rational Numbers and Algebra for Students With LD

Cohiba 1

In this session, we discuss research related to rational numbers and algebra for adolescents with learning difficulties. Powell discusses results from an evaluation of rational number and algebra performance of university students. Nelson presents results from a pilot study of the Promoting Algebra Readiness intervention for middle school students. Then, Lee highlights results from a synthesis of algebra interventions for high school students. Finally, Blatz presents results from an
intervention teaching and reinforcing Algebra I content to high school students with mathematics difficulty.

**Algebra and Rational Numbers Performance of Post-secondary Students**
Sarah Powell, *University of Texas at Austin*

**On PAR for Success: A Fractions Intervention for Middle School**

**Algebra Interventions for Secondary Students with Mathematics Disabilities**
Jihyun Lee, *University of Texas at Austin*; Diane Pedrotty Bryant, *The University of Texas at San Antonio*

**Making Algebra Accessible for All Students**
Sharon Blatz, *James Madison University*; Lauren Heberling, *James Madison University*

**Executive Function Strategies, Effort, and Academic Performance in Students With Learning and Attention Difficulties**
*Cohiba 2*

This panel will address current understandings of executive function in an era of brain-based approaches to diagnosis and standards-based education. We will focus on recent research findings regarding the interactions among executive function, self-concept, effort, resilience, and academic performance. Discussion will highlight the implications for assessing and teaching students with learning and attention difficulties.

**Chair:** Lynn Meltzer, President and Director of Research, Research Institute for Learning and Development (ResearchILD), Director of Assessment, Institute for Learning and Development, Associate in Education, Harvard Graduate School of Education

**Presenters:**
Lynn Meltzer; Julie Sayer, ResearchILD & ILD, Lexington, MA; Ranjini Reddy, ResearchILD & ILD, Lexington, MA; Surina Basho, Morrissey Comp-ton Center, Palo Alto, CA

**Discussant:** Lynne Vernon-Feagans, *University of North Carolina, Chapel Hill, NC*

**Literacy Instruction and Students With LD: Perspectives From the U.S. and Germany**
*Montecristo 2*

This panel session highlights a series of intervention and assessment studies to improve the literacy skills for students with LD. Boon reviews single-case interven-

**Story Maps and Students with LD: A Literature Review of Single-Case Research**
Richard T. Boon, *The University of Texas at San Antonio*

**Using Story Maps to Improve the Comprehension Skills of Elementary Students With LD in Germany**
Richard T. Boon, *The University of Texas at San Antonio*

**Evaluation of Fluency Training Using an Audiobook**
Anna-Maria Hintz, *University of Siegen, Germany*; Richard T. Boon, *The University of Texas at San Antonio*

**Prevention of LD in Reading: Target Structures for Intervention**
Michael Grosche, *University of Wuppertal, Germany*

**Roundtables**
*Cohiba 3*

1. **Investigating Faulty Mathematical Reasoning of Low-Performing 5th Grade Students**
This presentation depicts results from two separate studies on the mathematical reasoning of 5th grade students performing below the 35th percentile. While creating theoretically and empirically validated reasoning categories, we discovered that 70% of reasoning responses were faulty. The present analysis examines these faulty responses to further understand student reasoning.

   **Lindy Crawford, Texas Christian University**

2. **Upper Elementary Reading Instruction in Low-Income Ethnically Diverse Schools**
Middle school readiness and remediation of learning difficulties present dual challenges for upper elementary educators. Researchers analyzed the reading
instruction of 20 special educators, conducted focus groups, and administered questionnaires to understand barriers and facilitators to improved instruction for students with LD. Implications for teacher education and research are described.

Stephen Ciullo, Texas State University; John McKenna, St. John’s University

3. Improving Teacher Preparation Through Effective University/School Partnerships – Lessons Learned

Recently, teacher preparation has been a topic of intensified interest. With the support of federal funding, we substantively redesigned our university/school partnerships based on available evidence and in collaboration with our school partners. In this session, we will outline the changes made, evaluation data collected, and lessons learned.

Marcy Stein, University of Washington Tacoma; Diane Kinder, University of Washington Tacoma; William Rasplica, Franklin Pierce School District

4. Collaborating to Effect Change for Individuals With LD

This session will include a summary of collaboration efforts in the year’s major decisions and federal legislative activities and the impact on individuals with LD. Information will be shared regarding the National Joint Committee on Learning Disabilities’ current papers used to influence the reauthorizations of ESEA/NCLB and IDEA.

Debi Gartland, Towson University; Roberta Strosnider, Towson University and Success Institute

5. College and Career Readiness for Students With and Without LD

This session will highlight an intervention to enhance college and career readiness among high school students with and without LD. The intervention focuses on academics, mentoring, and vocational support. Multi-year data will be presented regarding GPA, absenteeism, discipline referral rates, reading performance, attitudinal factors, and graduation rates.

Dan Boudah, East Carolina University

6. UDL and Evidenced-Based Practices: Measurement and Implementation Issues

The panel discusses perspectives, issues, and research regarding the operationalization, measurement, and fidelity of implementation of Universal Design for Learning relative to classroom, online, and game-based learning. Examples of UDL measures, evidenced-based outcomes, and implementation efforts will be presented.

James Gardner, University of Oklahoma; Jamie Basham, University of Kansas; Sean Smith, University of Kansas; Mathew Marino, University of Central Florida; Eleazar Vasquez, University of Central Florida

Culturally-Linguistically Diverse (CLD) Students With LD

Cohiba 2

This panel focuses on teaching children from culturally and linguistically diverse backgrounds. Montalvo and Nix address evidence-based practices connecting students’ cultural knowledge, experiences, and learning styles to academic and performance. Musti-Rao and Cartledge focus on technology to deliver evidence-based supplemental interventions to young CLD learners. Park and Chen provide practical interventions for educators to increase access and meaningful participation of parents of CLD students with LD at secondary education levels. Agrawal, Lindo, Brown, and Sedano assess the extent to which culturally responsive practices are addressed by the professional organizations representing those providing services to students with LD.

Evidence-Based Practices for Teaching CLD Students
Ricardo Montalvo, Castleberry ISD; Susan Nix, Birdville ISD

Technology-Based Literacy Instruction with CLD Students
Shobana Musti-Rao, Pace University; Gwendolyn Cartledge, The Ohio State University

Parent Advocacy of Secondary CLD Students With LD
Nicole Park, Lewisville ISD; Cristina Chen, Birdville ISD

Culturally Responsive Practices of Special Education and Other Related Services Personnel
Jugnu Agrawal, George Mason University; Endia Lindo, University of North Texas; Monica Brown, University of Nevada, Las Vegas; Lidia Sedano, University of Nevada, Las Vegas
**Writing**

*Cohiba 1*

Four approaches for improving students’ writing are described. The first presentation examines the efficacy of a 2-year SRSD Tier 2 RCT study. Next, the effects of single-case study for 3 writing modes are shared. In the third presentation, the Computer-Based Writing Project for teacher interns is described. The last presentation highlights over 10 years of SRSD research in reading comprehension plus writing.

**Efficacy of SRSD Writing Intervention: Middle School Randomized Control Trial**  
Lara-Jean Costa, University of North Carolina at Chapel Hill; Stephen Hooper, University of North Carolina at Chapel Hill

**The Computer-Based Writing Project for Ineffective Writers**  
Diane Painter, Shenandoah University

**Speech-to-Text Technology, Keyboarding, Handwriting: The Effects of Writing Modes on Struggling Writers With LD**  
I. Cinthia Lee, Regent University

**Understanding and Writing About Informational Text**  
Linda Mason, University of North Carolina at Chapel Hill; Abby Ampuja, University of North Carolina at Chapel Hill; Shuting Zheng, University of North Carolina at Chapel Hill; Diana Sukhram, SUNY-Old Westbury; Lauren Foxworth, SUNY-Old Westbury

**Techniques for Motivating and Empowering Students With LD in the Classroom**  
*Montecristo 2*

This session shares four papers exploring motivation and student empowerment. Norton examines teachers’ perceptions about teaching self-determination skills to students with dual exceptionalities. Tetzlaff reviews recommendations for incorporating Self-Determined Learning Model of Instruction into teacher preparation programs. Hughes and Riccomini assess the impact of a fractions intervention on middle school students’ self-efficacy and fraction performance. Miller shares the effectiveness of Self-Regulated Strategy Development combined with video self-modeling on written expression of third-grade students with LD.

**Self-Determination, Twice-Exceptional Students, and Teacher Perceptions**  
Rebecca Norton, University of Nevada, Las Vegas

**Incorporating The Self-Determined Learning Model of Instruction Into Teacher Preparation**  
Dominque Tetzlaff, University of Nevada, Las Vegas

**Self-Efficacy and Performance of Students with LD on Fractions**  
Elizabeth Hughes, Duquesne University; Paul Riccomini, The Pennsylvania State University

**Examining SRSD and Video Self-Modeling on Written Expression**  
Katie Miller, Florida Atlantic University

**Roundtables**

*Cohiba 3*

1. **Intervention in School and Clinic: Translating Research Into Practice**  
The editors of *Intervention in School and Clinic* will discuss the philosophy, author guidelines, and methods for being published in the journal.

Kyle Higgins, University of Nevada, Las Vegas; Randall Boone, University of Nevada, Las Vegas

2. **Effects of an ICT-Based Reading Intervention on Students’ Achievement**  
The current study reports the results of quasi-experimental research evaluating the efficacy of MindPlay Virtual Reading Coach, a code-based online reading intervention. Analyses revealed a significant main effect of the intervention favoring treatment participants, a result that was confirmed across three independent variables: real word spelling, non-word spelling, and fluency.

Deborah Schneider, University of Arizona; Alex Chambers, University of Arizona

3. **Utilizing the Practice-Based Evidence Model to Implement Progress Monitoring**  
Guidelines for collecting and reflecting on the extent to which interventions and evidence-based practices work effectively and efficiently for teachers and students will be addressed through the presentation of a practice-based evidence model. Resources to identify, implement, and evaluate evidence-based instructional strategies and practices will be provided.

Jane Sileo, SUNY New Paltz

4. **ADHD and the DSE (Disability Standards for Education)**  
This paper reviews Australian Disability Standards for
Education 2005 (DSE), with respect to students with ADHD. It finds that clarity is lost in the broad definition of disability and the ambiguity of key phrases, and illustrates the need to more firmly clarify an education provider’s responsibilities toward students with ADHD.

Sarah Mulholland, UNSW Australia

5. Intensive Data Analysis Teams for Students Receiving Special Education Support
This presentation will provide teachers and administrators a research-based approach to examine student data related to instruction and intervention in order to improve student achievement to close the achievement gap. Intensive Data Analysis Teams will focus particularly on students with needs who are most resistant to intervention.

Nancy Theis, Ingham Intermediate School District

6. The Relationship Between Student Writing Outcomes and Quality of Implementation
The presentation will demonstrate a technology-based intervention, its positive impact on 5th – 8th grade students’ written expression, and data of process fidelity to determine the relationship between student writing outcomes and the quality of teacher implementation. Despite teacher adherence to intervention fidelity, the quality of teacher implementation varied greatly across teachers. Data of process fidelity will be discussed to inform future educational practices.

Kelley Regan, George Mason University; Anya Evmenova, George Mason University; Kevin Good, George Mason University; Soo Ahn, George Mason University

4:15 – 5:45

Panels

Transition
Cohiba 2
This session will address transition planning and support for students with LD. Bendistis provides a review of Indicator 13 compliance issues, as well as examples of activities that can provide students with opportunities to explore the three domains of transition planning: postsecondary education, employment, and independent living skills. Navarrete and Kaufman will address postsecondary transition and career options from a self-determination and self-advocacy perspective, discussing opportunities for special educators and students to maintain an early and active role in the transition planning process. James and Williams will describe and share a Transition Curriculum that was developed by the STEPP Program at East Carolina University and designed to help college-bound students with learning differences prepare to transition to post-secondary education. Love will provide tips to educators for including interagency collaboration in transition plans and IEP’s.

Transition Planning: One District’s Approach to Program Implementation
Tiffany Bendistis, Rose Tree Media School District, Media, PA

A Transition Curriculum for College-Bound Students with Learning Differences
Morgan James, STEPP Program - East Carolina University; Sarah Williams, STEPP Program - East Carolina University

Recommendations for Implementing Interagency Collaboration During the Transition to College
Matthew Love, University of Nevada, Las Vegas

Self-Determination: Starting Early and Staying the Course
Lori Navarrete, Nevada State College; Roberta Kaufman, Nevada State College

Educational Technology and Students Struggling With Mathematics
Cohiba 1
This session includes four presentations focused on educational technologies and students struggling with mathematics. Van Heck shares information integrating concrete-representational-abstract teaching sequences using interactive whiteboard technology to enhance mathematics performance. Higa shows findings from a literature review pertaining to the use of technology to remediate math deficits. Simsek examines the effectiveness of a game-based app to improve fraction skills of students with MLD. Doabler presents results from a pilot study of NumberShire Level K, a game-based Tier 2 kindergarten mathematics intervention.

Using Interactive Whiteboard Technology to Implement the Concrete-Representational-Abstract Mathematical Sequence
Janet Van Heck, University of Nevada, Las Vegas
Thursday

**Technology-Based Math Interventions to Improve Outcomes for Students With Disabilities**
Joice Higa, *University of Nevada, Las Vegas*

**Game-Based App for Students with MLD**
Orhan Simsek, *University of South Florida*; David Allsopp, *University of South Florida*

**Wires, Shires, and Instructional Design: Using Games to Teach Numbers**
Christian Doabler, *Center on Teaching and Learning, University of Oregon*; Nancy Nelson, *Center on Teaching and Learning, University of Oregon*

**The Effectiveness of IRIS Resources: Training, Knowledge, and Application**
*Montecristo 2*

The panel will share results from three separate studies about the use and effectiveness of IRIS resources, which are designed to improve educational professionals’ skills and knowledge about evidence-based practices (EBPs). Results indicate IRIS resources are widely used within teacher preparation programs and improve candidates’ knowledge and application of EBPs.

Deb Smith, *The IRIS Center*; Kristin Sayeski, *University of Georgia*; Sara Juarez, *California State University, Fresno*

**Annual Business Meeting**
*Cohiba 3*

Open to all attendees. Find out what CLD has been up to in the past year, meet current leaders, and hear about future plans.

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**Thursday Evening Presidents Reception**
*Cohiba 5*

5:45 p.m. – 7:15 p.m.

**President’s Reception** - complementary appetizers and cash bar

Floyd G. Hudson Service Award
Teacher of the Year Awards
Concurrent Interactive Papers

**Interactive Papers**

**1. & 2. Come be Involved in CLD!**

This presentation provided information describing the purpose and work of each CLD committee. Come by and browse the different ways you can become involved in CLD through committees.

**3. CLD Conference 2016**

This presentation will provide information concerning the 2016 CLD Conference to be held in San Antonio, Texas. The conference will be held at the Hilton Palacio Del Rio, on the famous Riverwalk. Stop by and learn more about the conference and San Antonio.

Heather Haynes Smith, *Trinity University*; Maria B. Peterson, *Texas A&M University-San Antonio*

**4. A Conversation About Standards for Teaching Students With LD**

What are the essential skills and competencies necessary for teaching students with LD? This presentation, hosted by members of CLD’s Committee on Standards and Ethics, will engage participants in a dialogue about currently available standards and the development of a set of standards by the Council for Learning Disabilities.

Pamela Peak, *University of North Texas*; Brenda Barrio, *Washington State University*; Bertina Combes, *University of North Texas*; Patricia Aldridge, *Virginia State University*

**5. Surveying Special Education Teachers of Mathematics**

To determine the level of preparedness of teachers who teach mathematics to students with disabilities, the Special Education Mathematics Assessment (SEMA) was administered to teachers in one Mid-Atlantic state. The SEMA surveyed the mathematics pedagogical knowledge, as well as knowledge of special education research-based instructional practices for teaching mathematics.

Tricia Strickland, *Hood College*

**6. Using Coaching to Foster Teachers’ Use of DBI**

This session presents initial findings from a mixed methods study utilizing the salient characteristics of academic coaching identified in the literature to develop
a set of coaching protocols and measurement systems for an IES funded feasibility study on CBM in early writing.

Apryl Poch, University of Missouri-Columbia; Alex Smith, University of Missouri-Columbia

7. Increasing Family Involvement in Academics for Students With LD
Increasing parental involvement enhances the academic achievement of students. The National Education Foundation reports that lacking the know-hows is one of the reasons for not being able to help their child with academics. This session aims to involve families through a curriculum of reading with the students.

Mona Nasir-Tucktuck, University of Nevada, Las Vegas; Stephanie Devine, University of Nevada, Las Vegas

8. Using Alternative Field Experience Placements to Better Prepare Teacher Education Students
It is critical that our preservice students be prepared to teach in alternative environments as well as the typical public school classrooms. This session will educate participants on these options and how to make them part of the field placements.

Ashlea Rineer-Hershey, Slippery Rock University; Matthew Erickson, Slippery Rock University; Richael Barger-Anderson, Slippery Rock University

New York Teaching Fellows program participants were interviewed regarding teaching in high need/low resource urban schools and the professional development and course work provided by the Fellows program and university partners. Participants taught in a variety of secondary settings. Implications for school practice and teacher preparation as well as areas for future research are reported.

John McKenna, St. John's University

10. The Impact of Online/Distance Education for K-12 Special Education Students
The present meta-analysis is a comprehensive investigation of the effectiveness of online/distance educational opportunities on student achievement specifically for students with disabilities in Grades K-12. This analytic approach will make it possible to determine the significance of multiple variables against an outcome variable, specifically student achievement, for the current investigation.

Karen Larwin, Youngstown State University; Matthew Erickson, Slippery Rock University

11. Google Lit Trips: Can They be Used for Student Engagement?
Google Lit Trips are a relatively new combination of Google Earth and literature as a way to further enhance the information students are receiving from a fiction or non-fiction story. The results indicate preservice teachers find this activity to be among their favorite activities and motivating for students with LD.

Leah Hener-Patnode, The Ohio State University at Lima

12. Effective Assistive Technology Consideration and Implications for Diverse Students
Often the consideration of assistive technology devices and services during the Individualized Education Program (IEP) process is overlooked. Because The Individuals with Disabilities Education Act authorizes this consideration, IEP team members must be keenly aware of the importance they hold in providing this valuable input. This session discusses models and procedures for implementing a system to effectively evaluate whether a student with a disability will benefit from assistive technology services and/or equipment as well as considers the implications for families from diverse cultures.

Vita Jones, California State University Fullerton; Regina Brandon, San Diego University

13. Resourcing the Resources: Ensuring LD Resource Accessibility for New Teachers
Accountability is at the forefront of education and remains imperative in all classrooms. The fundamental dimensions associated with accountability become even more significant when necessary competencies are examined for developing effective teaching strategies and understanding where to utilize effective resources related to working with students with LD.

Katrina Hovey, University of North Texas; Maria Peterson, Texas A&M University-San Antonio

14. School Transitions for a Student With LD: Mother-Daughter Perspectives
Student self-determination and school-home
collaboration can greatly influence the quality of schooling transitions for students with LD. The educational transitions of one student are examined from her and her mother’s perspectives, and then compared to research-based transition practices, with recommendations for improving the process for students with LD.

Therese Cumming, University of New South Wales; Emily Smedley, University of Nevada, Las Vegas

18. Evidence-Based Practices: An Exploratory Study Concerning School District Professional Development Considerations

Using the Standards for Evidence-Based Practices in Special Education, a survey was distributed nationally to 736 professional development coordinators to determine which components of evidence-based practices were considered when planning school-based professional development for educators. The results will provide critical data regarding implementation of evidence-based practices at the national level.

Pamela Juniel, University of Nevada, Las Vegas

19. Using the INCLUDE Strategy With Preservice and In-Service Teachers

In this session, participants will learn about the INCLUDE Strategy, a strategy to help teachers realistically include all students in every aspect of their classrooms. Participants will be shown ways to use the strategy in their classrooms and how the strategy can be taught to both preservice and in-service teachers.

Belinda Mitchell, Shepherd University

20. Aligning Theory and Practice in a Dual Endorsement Teacher Preparation Program

This presentation will include a description of a dual endorsement teacher education program with an emphasis on Curriculum-Based Evaluation and Response to Intervention. The course sequence and linkage to numerous practica will be described as well as evaluation tools for use in rating candidate performance and program accreditation.

Keith Hyatt, Western Washington University; LeAnne Robinson, Western Washington University; M. Chuck Lambert, Western Washington University; Gail Coulter, Western Washington University

21. Connected Classrooms: Individualizing Learning Experiences in Higher Education

Utilizing effective teaching practices that comprehensively understand adult learners is imperative; therefore, preparing courses in higher education that differentiate and individualize learning experiences for diverse groups of learners with and without disabilities is essential for increased scholarly success.

Maria Peterson, Texas A&M University-San Antonio
22. LD and Behavior: What Undergraduate Preservice Teachers Need to Know
Learning to teach students with specific learning disabilities is a comprehensive undertaking and includes multiple aspects including classroom management/behavior skills and the ability to choose appropriate supports to accomplish these tasks. Teaching undergraduate preservice teachers effective strategies in relation to this is essential to future success in a classroom.

Elizabeth Tambunga, Texas A&M University-San Antonio; Maria Peterson, Texas A&M University-San Antonio

23. Identifying Difference: Screening for Mathematical Learning Disabilities
Math learning disabilities (LD) are often overlooked in students with language-based LD. This study analyzes data from a pencil-and-paper assessment administered to 83 students with language-based LDs. The assessment – along with follow-up interviews – identifies unique error patterns in a subset of students, which are characteristic of students with math LD.

Katherine Lewis, University of Washington; Grace Thompson, University of Washington

This presentation will discuss the findings of a study investigating the effects of “Tootling,” a type of positive peer-reporting system that was implemented to reduce off-task and inappropriate classroom behaviors of students with LD and emotional and/or behavioral disorders enrolled in inclusive classrooms in Siegen, Germany.

Anna-Maria Hintz, University of Siegen; Richard Boon, The University of Texas at San Antonio

25. The Importance of School Connectedness for Students With LD
Social problems are affecting the behavioral and academic outcomes of students with LD. Increasing the school connectedness of students with LD can improve these outcomes. In this session, evidence-based practices for improving school connectedness will be discussed. Handouts will be provided.

Robert Marsh, University of Nevada, Las Vegas

We discuss the results of an error analysis of the problem-solving performance of 5th and 6th grade students with LD. We analyzed student errors on problem-solving CBMs, one administered prior to intervention and one administered after; results showed significant reduction in errors related to operation, number selection, missing steps, and self-monitoring.

Sheri Kingsdorf, University of Miami; Quiying Zhang, University of Miami

27. The Relationship Between Self-Concept and Math Achievement for Students With Disabilities: A Meta-analysis
The purpose of this study was to examine the relationship between self-concept and mathematics achievement for students with disabilities using a meta-analysis. The results showed a correlation between the two variables was not significant. However, percentage of males, grade level, education placement, and achievement measurement were significant moderators.

Quiying Zhang, University of Miami; Wendy Cavendish, University of Miami

28. Multimedia-Enhanced Developmental Mathematics for Postsecondary Culturally Diverse Students
Culturally and linguistically diverse students with math difficulties at Houston Community College are offered developmental mathematics courses in multimedia-enhanced formats. Thousands of instructor-created videos are integrated into the courseware. Along with a virtual tour of the course, data from student interviews will be presented for inspiration for future course design.

Marcie Belfi, University of Texas at Austin

29. Training Preservice, Dual Licensure Teacher Candidates to Use Evidence-Based Practices
In this presentation, we describe a unique, merged teacher preparation program in which (a) courses are co-taught by university faculty from general and special education programs, and (b) teacher candidates are prepared to implement evidence-based
instructional strategies for students with LD and other high-incidence disabilities in inclusive settings.

Lauren C. Reed, University of Hawaii at Manoa; Lsyandra Cook, University of Hawaii at Manoa; Bryan G. Cook, University of Hawaii at Manoa

30. Classifying the Evidence Base of Schematic-Based Instruction

The Council for Exceptional Children published quality indicators and standards for determining evidence-based practices (EBPs) in special education. Results of the evidence-based review of schematic-based instruction (SBI) for students with LD and the status of SBI as an EBP will be presented.

Sara Cook, University of Hawaii; Lisa Morin, Old Dominion University; Lauren Reed, University of Hawaii

31. Using Bar Model Drawing to Support Students With Math Difficulties

This session will highlight a study conducted to examine a math problem solving strategy, bar model drawing, to support students with math difficulties. The research investigated bar model drawing as a form of schematic-based instruction that is generalizable across problems and bundled cognitive strategy instruction within instruction.

Lisa Morin, Old Dominion University; Silvana Watson, Old Dominion University

32. Research-Based Technological Applications to Engage Students With Disabilities

Technology offers many evidence-based teaching strategies that can aid students with disabilities to access the general curriculum. This provides an opportunity for teachers to personalize learning for students with Individual Education Programs and allows them to take advantage of the digital tools that are an integral part of today’s society.

Joanne Ringer, University of Nevada, Las Vegas; Allenda Zionch, University of Nevada, Las Vegas; Pamela M. Juniel, University of Nevada, Las Vegas

33. Aggregating CRA Research Involving Single Case Designs

This session will describe the results of a study in which hierarchical linear modeling was used to evaluate the effects of the concrete-representational-abstract (CRA) instructional sequence to teach operations with regrouping to elementary students. The analysis confirmed that results found through single case designs were effective across student characteristics.

Margaret Flores, Auburn University; Jill Meyer, Auburn University

34. Modeling Universal Instruction in Teacher Preparation Programs

Modeling the use of Universal Design as a framework for learning within teacher preparation programs leads to a more natural transition into the classroom of how to reach diverse learners. Attendees will acquire ideas to incorporate Universal Design as part of their inclusive instructional framework to contribute to teacher preparation.

Wendie Castillo, Nevada State College

35. The 6S Pyramid: A Framework for Efficiently Identifying Research-Based Practices

The 6S Pyramid is a hierarchical framework for efficiently and accurately prioritizing different types of research evidence. We identify and briefly summarize reputable web-based resources and research-based practices for students with LD at each level of the evidence pyramid.

Bryan Cook, University of Hawaii; Timothy Landrum, University of Louisville; Melody Tankersley, Kent State University

36. Teacher Knowledge of Assistive Technology Supporting Students With LD

Research shows educators are cognizant of the potential assistive technology (AT) has to enable students with LD to access the general education curriculum, but they feel ill-trained in its use. This study investigated professionals’ knowledge of AT and their proficiency with AT tools targeted at reading.

Comfort Atanga, Texas A&M University-Commerce; Beth Jones, Texas A&M University-Commerce

37. Case Studies Examining Metacognitive Note-Taking Behavior in CUES+ Study

This session will focus on the discrepancies between students’ reported metacognitive note-taking behavior versus obtained data (e.g., student tests, notes, and surveys) from the CUES+ strategic note taking study.
During this session, selected students with and without LD from the CUES+ strategic note taking study will be highlighted using a case study format.

Candy Crawford, Temple University; Joseph Boyle, Temple University

38. Using an Informal FBA Procedure to Inform Classwide Interventions
This study investigated using an informal FBA procedure to develop a classwide intervention to decrease class disruptions and increase class engagement. A randomized multiple baseline design was employed with three self-contained high school ELA classes for students with LD and EBD. Findings and areas for future research are discussed.

John McKenna, St. John’s University

39. “Let’s Team Up”: A Training Program Clarifying the Roles of the Teacher Paraeducator Team
To be successful, the teacher and the paraeducator must view themselves as a team and partners in the educational process. Topics will include creating a positive environment, building a foundation for effective communication, role clarification, and supervision issues. Time management and problem solving strategies will also be discussed.

Kent Gerlach, Consultant, Pacific Training Associates

40. The Role of Assessment Personnel in Response to Intervention for a Learning Disability Referral
This presentation will examine the assessment personnel’s role in the Response to Intervention (RtI) process for students suspected of a learning disability in a K-12 school district. The presentation will describe the role of assessment personnel in the RtI collaborative team process regarding the use of progress monitoring data and recommendations for a special education learning disability referral.

Janna Brendle, Texas Tech University; Robin Lock, Texas Tech University; Donna Brown, Texas Tech University

41. Using RtI in Inclusive Preschools With DLL Students
The RtI Model is standard practice in preschool and grade school programs for creating differentiated interventions. As more students in preschool programs are dual language learners, we must modify RtI to accommodate linguistic differences. This presentation will use research to incorporate DLL strategies in preschool RtI.

Brett Greenwald, University of Nevada, Las Vegas; Jennifer Buchter, University of Nevada, Las Vegas

42. Utilizing Online Discussion Boards: Factors That Influence Success
Discussion boards are utilized in both online and hybrid classes as a way to encourage student interaction. Yet many times these online discussions result in repeated conversations. This study examines the factors that contribute to improved discussion board outcomes in special education teacher preparation classes.

Cori More, University of Nevada, Las Vegas

43. Transition to the Tenure-Track: Perspectives From Early Career Scholars
This leadership development session provides PhD students and recent graduates with information on success in tenure-track positions. Four assistant professors discuss strategies for this period of transition: interviewing, building a program of research, teaching, and service. Each presenter will emphasize a different element to mentor future leaders in CLD.

Stephen Ciullo, Texas State University; John McKenna, St. John’s University; Jessica Toste, The University of Texas at Austin; Devin Kearns, University of Connecticut

44. The Use of a Simple Data Mapping Tool to Support Classroom Level RtI Implementation
General and special education teachers enrolled in graduate courses at three universities were asked to make intervention decisions using data maps. Results indicate that the use of data mapping helped make intervention decisions at the classroom, group, and individual levels. Implications for practice and future research directions are provided.

Brittany Hott, Texas A&M University-Commerce; Laura Isbell, Texas A&M University-Commerce; Kathleen Pfannenstiel, American Institute of Research; Jennifer Walker, University of Mary Washington; Nelly Shora, Texas A&M University-Commerce
45. **Embedding Reflective Practices Into Field Experiences to Impact Students With LD**

This presentation will address the importance of observation protocols and reflective practices in clinical field experiences. The creation and use of the Critical Concept Protocols and Student Reflective Surveys will be discussed. Forms and data will be shown and shared.

Nancy Brown, *University of Nevada, Las Vegas*

46. **Beyond One Teach, One Assist: A Three-Year Case Study**

This qualitative case study examines one inclusion teacher’s journey from “one-teach-one-assist” to “teaming.” The case study chronicles the special educator’s experiences and strategies to develop professional relationships with general educators across several grade levels, and strategies used to move from a “one teach, one assist” model to a collaborative teaming relationship.


47. **Multi-Tiered Support System (MTSS) Leadership: Implementing Systems of Support**

This study will analyze the data of approximately 5,000 K-6 students within an Intermediate School District to find potential relationships among leadership activities, LD enrollments, and student achievement data in elementary schools. This research may inform MTSS practices that may lower the rate of LD identification in the future.

Sean Williams, *Michigan State University/Ingham ISD*; Laura Colligan, *Ingham ISD*

48. **Using Mobile Technology to Increase Math Fact Fluency in Classrooms**

This session will demonstrate use of mobile technology to deliver evidence-based supplemental interventions to students with math-related difficulties. Researchers will describe how mobile applications are used to enhance fluency and generalization of basic math facts. Evidence from classroom-based research will be shared to validate effectiveness of these procedures.

Shobana Musti-Rao, *Pace University*

49. **Physics for All; Inclusive Quality Elementary Science Teaching (QuEST)**

This presentation introduces participants to the QuEST program, a professional development model funded by NSF that prepares teachers to meet the Next Generation Science Standards: “All students, all standards.” Elementary science teachers have the opportunity to improve their content and pedagogical knowledge about physics inquiry and learn to integrate the principles of UDL to create inclusive science classrooms for all students, including students with LD.

Cathy Newman Thomas, *The University of Missouri*

50. **Disability Micro-Aggressions in K-12 Settings**

Disability micro-aggressions have serious consequences if left unaddressed. This presentation will address (a) the patterns of micro-aggressions experienced by SWDs in their everyday lives while at school, (b) the manifestations of repeated micro-aggressions imposed on students with disabilities, and (c) strategies for addressing disability micro-aggressions in the school and classroom.

Monica Brown, *University of Nevada, Las Vegas*

51. **New Thinking about Manipulatives**

The purpose of this presentation is to share results of a project that uses innovative manipulatives to enhance learning outcomes in math. This project introduces the concept of “job boxes” to young children with and without disabilities in kindergarten classrooms.

Tammy Abernathy, *University of Nevada*; Brandi Flores, *Washoe County School District*
### 1. & 2. Come be Involved in CLD!

This presentation provided information describing the purpose and work of each CLD committee. Come by and browse the different ways you can become involved in CLD through committees.

### 3. CLD Conference 2016

This presentation will provide information concerning the 2016 CLD Conference to be held in San Antonio, Texas. The conference will be held at the Hilton Palacio Del Rio, on the famous Riverwalk. Stop by and learn more about the conference and San Antonio.

Heather Haynes Smith, Trinity University; Maria B. Peterson, Texas A&M University-San Antonio

### 4. ESEA and IDEA Reauthorizations: Implications for Students With LD

The Liaison Committee of the Council for Learning Disabilities (CLD) represents CLD in activities at the national level and collaborates with other organizations to advocate for students with LD. This session provides information on the ESEA and IDEA reauthorization and implications for students with LD.

Roberta Strosnider, Towson University; Debi Gartland, Towson University

### 5. Preparing Culturally Responsive Teachers

This session will focus on strategies to prepare teachers to use culturally responsive practices in literacy, math, science, and technology. Emerging issues and trends, and literature related to teacher preparation will also be discussed. Specific examples of application of the culturally responsive teaching framework will be shared.

Jugnu Agrawal, George Mason University; Pamela Juniel, University of Nevada, Las Vegas; Yun-Ju Hsiao, Washington State University Tri-Cities; Silvana Watson, Old Dominion University; Brenda Barrio, Washington State University; Wendi Castillo, Nevada State College

### 6. Error Analysis of High School Students With MLD’s Basic Skills

Many researchers have noted the inability of students with LD to learn and retain basic number facts, shown to contribute heavily to later learning problems. The purpose of this study was to examine errors in single-digit and multi-digit computational mathematical skills of high school students with MLD. This analysis provides information on the computational skills of this population and provides educators with information that can be used to design effective instruction.

Mary Beth Calhoon, University of Miami; Minyi Dennis, Lehigh University

### 7. IRIS Center’s Latest Resources about Teaching Students With Disabilities

Check out the latest free, online resources from the IRIS Center. IRIS creates Web-based materials for use in preservice preparation and also in professional development. IRIS interactive Modules and other resources are designed to increase new educators’ and experienced practitioners’ knowledge and skills about evidence-based practices.

Deb Smith, The IRIS Center; Sue Robb, The IRIS Center; Sara Juarez, California State University, Fresno
8. **The IRIS Center’s Latest Online Resources for Personnel Preparation.**

Faculty and professional development providers interested in using online resources about evidence-based practices are invited to attend this session led by members of the IRIS Center, an OSEP-funded center. Modules about evidence-based practices and data-collection tools, coursework and PD planning materials, and tips for using these resources will be highlighted.

Sue Robb, *The IRIS Center*

9. **“Coaching Up” Explicit Academic Language Instruction**

The purpose of this research was to examine a teacher’s provision of academic language for students with disabilities who are ELLs. Qualitative analysis was used to examine the approach to academic language before and after training and coaching. Results can guide preparation programs to incorporate academic language into content areas.

Tracy Spies, *University of Nevada, Las Vegas*; Cristina Reding, *University of Nevada, Las Vegas*

10. **K-12 Online Students With Disabilities: People and Processes**

Despite several calls for further research of students with disabilities taking online courses, there is still a huge need. In reviewing the literature, the people and the processes involved in online education for K-12 students with disabilities have revealed two areas of need for policy change: attendance and teacher certification.

Kathy Ewoldt, *University of Nevada, Las Vegas*

11. **Mathematical Graphic Organizer for Students With LD**

In mathematics, word problem solving can bring forward complications on both the student and the teacher’s perspective. The foundation lies in giving educators a solid starting point to work with. The answer can be found in a systematic form that can be taught by teachers and generalized by students.

Sarah Murphy, *University of Nevada, Las Vegas*

12. **Parents of Children With LD: Stress and Support**

Parents of children with LD reported higher levels of stress compared to parents of typically developing children. This session presents literature related to stressors and supports for parents of children with LD. Practical suggestions for how teachers can address the stressors and provide supports are highlighted.

Yun-Ju Hsiao, *Washington State University Tri-Cities*

13. **Promoting Metacognition in the Classroom**

Students with learning differences need to utilize metacognitive strategies if they are to truly understand themselves as learners. This presentation defines and explains metacognition. We will then provide middle and high school teachers with several useful strategies on how to incorporate metacognitive strategies seamlessly into lessons across the curriculum.

Laura Werner, *Cary Academy*; Kristin Lane, *Cary Academy*

14. **Translating Special Education Assessment Into Standards-Based IEPs**

Creating defined goals and objectives on a standards-based IEP hinges on the specificity of the present level of academic achievement and functional performance (PLAAFP). Linking special education assessments with the criteria of state standards can be a challenging process. This presentation will discuss strategies and tools for developing PLAAFP’s that provide information critical to the formulation of functional goals and objectives.

Miriam White, *Bemidji State University*; Kathy Steinmetz, *Bagley High School*; Julie Jochum Gartrell, *Teacher Educator and Consultant*

15. **Rethink Reading Strategies: Changing the Paradigm for LD Children**

Teachers attending this session will learn how the You Read program was used to improve 10 high school students’ reading proficiency level at an average of 700% in one year. The students were given the Terra Nova test at the culmination of the program.


16. **Developing Dispositions and Aptitudes in Early Career Special Education Teachers**

This study used two instruments to self-identify and develop the dispositions and related aptitudes of beginning teachers of students with mild/moderate disabilities. Professional ethics were highly self-rated, and a majority had aptitude profiles high in empathy, de-
veloping others’ strengths, and collaboration. Instrumentation, results, and implementation activities will be shared.

Virginia Kennedy, *California State University Northridge*; Vanessa Goodwin, *California State University Northridge*

17. **Using Short Observations to Measure Quality and Improve Intervention Instruction**

Time and budget constraints and lack of appropriate observation tools limit the ability of coaches/administrators to provide frequent feedback to improve intervention instruction. This session will highlight the findings of a study investigating the use of short observation sessions and a tool specifically designed to measure quality of intervention delivery.

Ronda Fritz, *Eastern Oregon University*

18. **Collecting Fidelity Data With a PLA-Check When Researching Reading Interventions**

The fidelity with which an intervention is delivered is important in evaluating the outcomes of that intervention. With regard to reading interventions, this type of data is rarely reported. Gathering treatment fidelity data when conducting reading intervention research by using a planned activity check (PLA-Check) will be discussed.

Alex Chambers, *The University of Arizona*

19. **Securing Employment and Fulfilling First Year Obligations in Higher Education**

Highlighting individual qualifications for the preparation of preservice teachers is essential when seeking employment in higher education. Balancing responsibilities for tenure expectations once hired is also a priority. Practical strategies for approaching the application and interview process as well as steps for meeting tenure expectations will be shared with participants.

Anne Brawand, *Kutztown University*

20. **Teaching Students With Language Learning Disability to Plan and Compose Compare-Contrast Texts**

This study uses a multiple baseline single-case experimental design to investigate the efficacy of the planning strategy instruction on the compare-contrast writing performance of fourth to sixth graders with language learning disability. The participants were found to engage in effective planning and write longer essays with better overall writing quality.

Gary Troia, *Michigan State University*

21. **Writing County SLD Guidelines to Use RTI for Eligibility**

Ingham ISD serves a county in a state (Michigan) that permits the use of RTI for SLD eligibility, but does not require its use. This presentation describes the process of writing a new guideline for SLD eligibility that recommends RTI as the identification model prior to state law mandate.


22. **Reading Comprehension and Students With ADHD: A Review of the Literature**

ADHD, one of the most common childhood disorders, is associated with underachievement. Despite the consensus on the significance of reading comprehension difficulties among this population, this issue was not well addressed. This research examined two variables, reading comprehension intervention and text conditions (features) that are potentially effective in enhancing reading comprehension. Preliminary results suggest that interventions promoting self-monitoring and self-regulation are effective in improving reading comprehension.

Soojin Chung, *The University of Texas at Austin*

23. **Designing Problem-Solving Opportunities for Young Children With LD**

This session will provide practitioners in general and special education settings with the skills needed to design and implement problem-solving opportunities for young children with LD. The use of this step-by-step strategy will allow practitioners to enhance the problem-solving skill development of young children with LD.

Lindsay Diamond, *University of Nevada, Las Vegas*

24. **Leadership Traits of Superintendents, Principals, and Teachers in Urban Schools**

Public education has been acclaimed as the road out of poverty. A student’s chances of academic success hinge on effective school operation. To address these issues of disparity, effective leaders in public urban...
school settings are needed to bridge the opportunity gaps.

Ebony Sherman, University of Nevada, Las Vegas

25. Development of a Vocabulary CBA Designed to Identify Struggling Students and Monitor Their Progress

Vocabulary, while a priority area in reading instruction, shows a dearth of assessments, particularly in the area of progress monitoring. In designing a vocabulary progress monitoring assessment, researchers must make decisions about three vocabulary dimensions: discrete and embedded, selective and comprehensive, and context-independent and context-dependent. The purpose of this study is to describe a recently developed vocabulary progress monitoring tool and findings for identifying struggling readers.

Yedana Lee, Korea University, Seoul; Son Seung-Hyun So, Korea University, Seoul

26. Increasing Vocabulary Instruction in an Inclusive Preschool Program

Children’s success in reading is dependent on oral language skills and vocabulary. To meet these needs, intentional use of learning materials should be planned and applied effectively. The Engage New York preschool curriculum was successfully used to supplement vocabulary and oral language instruction in an inclusive Title I preschool program.

Leslie Nelson, Clark County School District

27. When “Good Enough” Wasn’t: Effective Individualized Reading Interventions Case Study

This case study reports successful individualized reading interventions for an adolescent male with a specific learning disability. Following year-long interventions, he demonstrated over five years’ growth. Specific strategies, student feedback, and outcome measures will be reported. Implications for classroom instruction and future work will be posited.

Catherine DeCourcey, Lincoln University

28. Using Real-Time Data to Measure Evidence-Based Practices: Hoxie

Using real-time data to measure implementation of evidence-based practices can help classroom teachers and school teams more quickly determine next steps for their students, particularly students with disabilities, in a multi-tiered system of supports. This session shares development of such a tool and discusses questions in terms of usability and next steps.

Patricia Sampson Graner, University of Kansas Center for Research on Learning; Diane Gillam, University of Kansas Center for Research on Learning; Julie Dauksys, Liberty Middle School

29. Co-teaching Reading Strategies in Middle School English Language Arts Classrooms

This session will introduce a model for co-teaching The Word Identification Strategy and The Paraphrasing Strategy in sixth grade English Language Arts classrooms. The two strategies have been validated through research to improve reading comprehension. By co-teaching the evidence-based practices, teachers can provide students effective instruction in an inclusion setting.

Nancy Fitzgerald, Academica Nevada

30. Factors Influencing the Outcomes of Students Living in Poverty

The results of a study that analyzed program factors and post-school outcomes of students with disabilities to determine the extent predictions regarding employment can be determined are reported. Findings suggest participation in career technical education is associated with higher rates of employment during and after high school in high-relative poverty areas.

Cari Dunn, Auburn University

31. Investigating the Effects of Evidence-Based Strategies on Problem-Solving With Regrouping

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

Bradley Kaffar, St. Cloud State University; Margaret Flores, Auburn University

32. Teaching Mathematics in a Response to Intervention Model

Research on the RTI model for teaching mathematics
Friday

is relatively limited compared to reading areas. This review examined what empirical research on the RTI model to teach mathematics has been conducted. Findings indicated that research targeted elementary students without disabilities in Tier 1 or 2. Implications are discussed.

Jihyun Lee, The University of Texas at Austin; Diane Pedrotty Bryant, The University of Texas at Austin

33. Development and Application of an Interaction Computer Application to Teach Fraction Concepts

This presentation will demonstrate the process of development of an interactive computer application and use of the application to teach students with LD word problems with fractions and multiplication.

Mikyung Shin, The University of Texas at Austin; Diane Pedrotty Bryant, The University of Texas at Austin; Min Kyung Kim, East Tennessee State University

34. Trends in Learning Disabilities Research: A Historical Content Analysis 1975-2013

This presentation reports findings from content analyses of journal articles cited 100 times or more in four highly visible special education journals. Articles from 1975–2013 were systematically coded for content, article type, and participant characteristics. Emergent themes and patterns are identified and will be discussed in the findings.

Sarah Arden, The University of Texas at Austin

35. A Call for Qualitative Methods in Action: Enlisting Positionality as an Equity Tool

This presentation describes how the qualitative research tradition of positionality can be adopted by teachers to address classroom instantiations of sexism, racism, classism, and ableism. As an equity tool, positionality can cultivate student awareness of the diversity of learning needs found in 21st century classrooms.

Stefani Relles, University of Nevada, Las Vegas

36. Strategies for Teaching Self-Determination Skills in Conjunction With Common Core

This presentation will provide teachers with step-by-step instructions for implementing two evidence-based strategies (i.e., GO 4 IT…Now, Self-Determined Learning Model of Instruction) for teaching self-determination skills in the general curriculum supporting students in a MTSS.

Valerie Mazzotti, University of Oregon

37. Educators’ Perceptions of Access to the General Education Curriculum for Students With LD

This study investigated practicing educators’ and student teachers’ perceptions regarding RtI practices for students with LD using the Metaplan method for focus group meetings. Research results and how to use the Metaplan method will be shared by university faculty and doctoral students.

Joyce Rademacher, Texas Woman’s University; Jane Pemberton, Texas Woman’s University; Jennifer Farmer, Texas Woman’s University; Sarah Holman, Texas Woman’s University; Adelaida Maurer, Texas Woman’s University; Abbey Weinstein, Texas Woman’s University

38. Using ClassDojo as a Token Economy

This session will examine the use of ClassDojo, a classroom management application, as a token economy to aid in the reduction of student problem behaviors experienced in classrooms. Participants will learn the functions of the application and how to incorporate it within classroom routines using principles of applied behavior analysis.

Cassie Robacker, East Carolina University; Christopher Rivera, East Carolina University

39. Error Analyses of Number Knowledge of Students From First to Fourth Grade

This study examined error types elementary students make writing numerals into words, comparing number magnitude, and decomposing numbers. Results indicate that students in the upper grades need explicit instruction on the syntactic structure of large numbers and the vocabulary associated with their place value. These findings may influence instruction of students with MLD.

Silvana Watson, Old Dominion University; Lisa Morin, Old Dominion University

40. 30+ Years of Self-Monitoring: What Can We Recommend?

In the 1970s, learning disabilities researchers were leaders in the use of self-monitoring to help students improve their academic and social behavior. Scores
of later studies helped educators to learn how various factors influence the benefits of self-monitoring. We summarize recommendations from this research for practice in today’s classrooms.

John Lloyd, *University of Virginia*

41. **The Impact of Teaching Competence on Teachers’ Tier Decision Making**
Teaching competence and its impact on teachers’ instructional decision-making in Response to Instruction will be examined in an effort to reduce unnecessary referrals for English as Second Language students. Results and implication on teacher education will be discussed during this session.

Okyoung Lim, *Saint Mary of the Woods College*

42. **Print Reading in Tier I Instruction and Reading Achievement**
This study examined the amount of time students at risk for reading difficulties actively engaged in reading print during reading instruction, and the extent to which time in reading print was related to end-of-year reading achievement. Findings revealed amount of print reading predicted end-of-year reading achievement.

Jeanne Wanzek, *Florida State University*

43. **Using Geospatial Mapping to Advocate for Student Success**
Changing policy in effective ways requires us to address the deep inequities that exist among children, families, and communities. Geospatial mapping and data visualization offer powerful methodologies for engaging multiple audiences in ways that lead to consensus, policy changes, and effective initiatives aimed at improving student success.

Peter Winograd, *University of New Mexico*

44. **Features of Effective Interventions for Increasing Attendance Rates**
The authors will share features of effective interventions for increasing attendance for students in kindergarten through Grade 8. Students who are chronically absent may experience poor academic outcomes, lower graduation rates, and deviant behavior. To benefit from instruction, students must be present and engaged in school.

Tricia Berg, *University of Oregon*; Kelli D. Cummings, *University of Maryland*

45. **Latent Growth Models of Literacy Skills in Subgroups of Elementary Students At-Risk or Identified With LD**
This study used latent growth modeling and found differences in the rate of growth in literacy skills across previously identified latent profiles of elementary students at-risk or identified with a learning disability. These findings provide insight into unique characteristics that contribute to learning outcomes in students with varying educational needs.

Nicole Sparapani, *Arizona State University*

46. **Creating Success for Students With LD in Science**
An overview of research that supports instructional practices for students with LD will be presented along with a demonstration of instructional materials developed as part of an NSF funded project to improve science learning of middle school students with LD. Implications for inclusive science classrooms will be discussed.

Leigh Ann Kurz, *George Mason University*; Peggy King-Sears, *George Mason University*; Sheri Berkeley, *George Mason University*

47. **Learning Progression in Science: Implications for Students With LD**
Next Generation Science Standards are based on the concept of learning progressions (empirical tested understanding of how student learning actually progresses). Initial findings from an NSF funded project to improve science learning of middle school students with LD will be presented. Implications for inclusive classrooms will be discussed.

Marina Shapiro, *George Mason University*; Amanda Luh, *George Mason University*; Len Annetta, *George Mason University*

48. **Promoting Self-regulation of Students With LD Within Project-Based Learning**
As part of an NSF funded project to improve science learning of middle school students with LD, students were taught to create their own Serious Educational Games. An overview of research on self-regulation will be provided along with instructional activities used to foster student self-regulation in this project-based learning activity.

Anna Menditto, *George Mason University*; Aubrey
49. Tales From a Gate-Keeper: Strategies for Successful Research Partnerships in K-12 Schools
Successful completion of research in K-12 schools requires more than just access; it also requires cooperation of school personnel. This presentation will share the story of a successful research partnership that was formed during an NSF funded project to improve science learning of middle school students with LD.

Mary Rehberg, George Mason University; Stacia Stribling, George Mason University

50. Visual Representations in Middle School U.S. History Textbooks
Three types of visual representations (graphs, maps, and graphic organizers) in middle school U.S. History textbooks were examined. Preliminary analyses indicate that although most visuals are accurately developed, few are explicitly or implicitly referred to within chapters. Instructional implications are described.

Peggy King-Sears, George Mason University; Sheri Berkeley, George Mason University; Orit Arditi-Garcia, The Jewish Primary Day School of the Nation’s Capital; Brittany Hott, Texas A&M University-Commerce; Jessica Vilbas, George Mason University; Anna Menditto, George Mason University

51. Cognitive Strategy Instruction to Improve the Problem-Solving Performance of Fifth and Sixth Grade Students
This study investigates the effectiveness of a modified/replication intervention to improve students’ problem-solving performance for students with and without disabilities in Grades 7-12. Results showed that additional lessons, a prerequisite skills focus, and more explicit metacognitive prompts significantly improved student performance over that of the comparison group.

Qiuying Zhang, University of Miami; Sheri Kinsdorf, University of Miami

52. The Art and Science of Empowering Students With Disabilities
Developing the social skills and self-determinations skills of youth with learning and behavioral disabilities requires art and science. Learning research-based methods for instruction combined with providing opportunities and activities that build positive self-attributes combine the art and science of empowering students.

Jennifer Stringfellow, Eastern Illinois University; Therese Cumming, University of New South Wales

Concurrent Sessions

10:15 – 11:45

Panels

Assessment of Word-Level and Text-Level Reading Processes: Interpretations of Data to Support Interventions for Students With Reading Difficulties

Cohiba 1

This session includes four studies examining how the reading performance of students with reading difficulty (RD) relates to word and text features. The results provide information to help educators design intensive interventions that are sensitive to the word and text knowledge of students with RD.

Jessica Toste, University of Texas at Austin; Devin Kearns, University of Connecticut; Alyson Collins, Vanderbilt University; Michael Hebert, University of Nebraska-Lincoln

The Changing Nature of Teacher Preparation: Implications for Teaching Students With LD

Cohiba 2

This session addresses the changing roles of special educators who work with students with learning disabilities. In addition, the discussion will cover how special educators must provide intensive instruction within various settings in order for the students with LD to pass the curriculum standards adopted in different states.

Laurie deBettencourt, President of DLD; Bill Therrien, Publications Chair of DLD; Diane Pedrotty Bryant, President of CLD; Deborah Reed, Vice President of CLD

Advancing Our Understanding of Early Mathematics Assessment and Instruction

Montecristo 2

This session includes three presentations focused on advances in the instruction and assessment of early mathematics.
mathematics for students struggling in mathematics. Clarke will detail results from a research study investigating the value added of cognitive screeners to a battery of early numeracy screeners to identify students at-risk in kindergarten. Hou will present findings from a study that examined the compatibility effect as an indicator to investigate the relationship between numerical magnitude processing skills and mathematics learning abilities with first grade students. Billow will discuss the critical role of mathematics foundation skills in the support of mastery of basic math skills for students with and without math learning disabilities. The concept of a tiered, sequential mathematics intervention curriculum will be presented.

The Incremental Validity of Cognitive Variables in Early Mathematics Screening
Ben Clarke, University of Oregon; Lina Shanley, University of Oregon; Christian Doabler, University of Oregon

Exploring Differences of the Compatibility Effect in First Graders With Different Mathematics Learning Abilities
Fangjuan Hou, The University of Texas at Austin; Brian R. Bryant, Psycho-Educational Services

Foundation Skills of Math: A Sequential Tiered Intervention Curriculum
Cecilia Billow, University of Nevada, Las Vegas

Roundtables
Cohiba 5

1. SOLVE! A Mathematical Problem Solving Strategy
This interactive session will focus on the SOLVE Strategy. The SOLVE Strategy is a multi-component mathematical problem solving strategy designed to help students attack word problems. Session participants will learn the instructional process for the SOLVE Strategy combining explicit instruction and eight systematic stages of instruction.

Shaqwana Freeman-Green, Illinois State University; Monique Wilson-Williams, Andre Agassi College Preparatory Academy

2. Universal Design and Mobile Technology for Students With Reading Disabilities
The presenter discusses the role of mobile technology in supporting students with reading disabilities within the theoretical framework of Universal Design for Learning. A number of ways to use mobile technology to address a diverse range of academic needs is presented, along with curriculum issues and teacher training.

Therese Cumming, University of New South Wales

3. Orthographic Characteristics of English Language Learners With LD
This presentation synthesizes current and seminal research, identifying trends and areas for future investigation regarding orthographic patterns in linguistically diverse students with LD. This analysis explores orthographic development, effects of first language transfer in spelling, connections to other areas of literacy, and how learning disabilities impact spelling patterns.

Shayna Riddle, Temple University

4. Learning Disabilities: The Impact of Section 504 and the ADA
While IDEA is the basis for providing educational services to students with LD, these students are also impacted by Section 504 and the ADA. This presentation will provide an overview of Section 504 and the ADA and how these laws impact individuals with LD.

Tom Smith, University of Arkansas

5. Connect Me and I’ll Learn: Teaching Preservice Educators to use Tech Tools to Differentiate Instruction
Tagxedo. Smore, Blabberize. Glogster. Presenters will share a collection of tech tools that can be embedded in instruction to enhance and/or scaffold skill development and content knowledge among students with learning and academic disabilities. Participants will take away a list of tech tools for teaching in inclusive classrooms.

Roberta Kaufman, Nevada State College; Lori Navarrete, Nevada State College

6. Behavior Management Strategies for Young Children at Risk of LD
Effective behavior management is an essential aspect of a productive teaching and learning environment, and behavior management often presents tremendous challenges to students, teachers, and administrators. While there is no single strategy to fit all situations and/or all students, there are many different behavior management strategies that educators can use.

Samantha Riggleman, University of Nevada, Las Vegas
Innovations in Literacy Teacher Preparation

This session includes four presentations focused on innovative, research-based strategies and pedagogies that promote teacher quality in literacy. Weiser presents findings from a longitudinal, randomized-control design comparing three types of Data-Focused Instructional Coaching including a complete description of the coaching models and the most predictive coaching variables, teacher characteristics, and student factors that explained the most variance in students’ literacy outcomes. Leko, Baustien Siuty, and Knackstedt present findings from a mixed-methods study that investigated features of teacher preparation that affect secondary teachers’ literacy instructional practices for students with disabilities. Castillo and Sedano share methods, strategies, and models of literacy development effective for general and special educators who are engaged in collaborative teaching models.

Data-Focused Instructional Coaching: Increasing Teacher Knowledge and Student Academic Success
Beverly Weiser, Southern Methodist University

Secondary Special Educator Reading Preparation: Researching What, Why, and How
Melinda Leko, University of Kansas; Molly Baustien Siuty, University of Kansas; Kimberly Knackstedt, University of Kansas

Making Literacy Instruction Count in the Collaborative Classroom
Wendi Castillo, Nevada State College; Lidia Sedano, Clark Country School District

Outstanding Researcher Presentation and Must Reads

Outstanding Researcher Presentation
Proportional Reasoning Word Problem Performance for Middle School Students With High-Incidence Disabilities
Anne Brawand, Kutztown University


The production of an effective mathematics curriculum begins with a “design science” framework. This presentation describes an initial investigation of Fusion, a first grade Tier 2 mathematics curriculum. Data related to the feasibility, usability, and promise of Fusion to improve student mathematics achievement will be shared. Implications for curriculum development will also be discussed.

Intervention in School and Clinic - Literacy Instruction Using Technology With Primary-Age Culturally and Linguistically Diverse Learners - Shobana Musti-Rao

In this presentation, Dr. Musti-Rao provides a guide for teachers interested in using technology to deliver supplemental literacy instruction in their classroom, primarily for primary-age students from culturally and linguistically diverse backgrounds. She will share specific classroom applications and examples of teaching literacy skills using mobile technology.

Building an Alliance to Develop Meaningful and Compliant IEPs

This session focuses on IEP facilitation, collaboration, planning, and implementation. Winterman will share findings on studies regarding the readability of IEPs, how a rubric can assist in compliant development of IEPs, and progress monitoring as a tool to not only evaluate students’ academic and functional growth, but also teacher effectiveness. Melton shares single-subject design research that analyzes (a) students’ abilities to self-advocate while served in special education, by writing and presenting their self-written individualized education plan meetings; and (b) if teaching self-determination skills to students who have mild to moderate disabilities has an effect on progress towards meeting their self-made individualized education plan goals. Cavendish highlights a multiple case study examining parent, student, and teacher perspectives of the process and their involvement in planning and facilitation of student-led IEP meetings. Haley shares research on parents who are school district employees and the barriers they experience when advocating for their own
Building an Alliance to Develop Meaningful and Compliant IEPs
Kathleen Winterman, Xavier University; Clarissa Rosas, Mount St. Joseph University

Student Voice in the Individualized Education Plan
Kara Melton, Wenatchee School District; Brenda Barrio, Washington State University

Collaborative Family-School Challenges and Alternate Approaches in Special Education Planning
Wendy Morrison-Cavendish, University of Miami; Keri Haley, University of Southern Florida; David Scanlon, Boston College

Roundtables
Cohiba 5

1. Comparison of CRA and DI to Teach Multiplication With Regrouping
   This presentation will describe implementation and results of a study in which a Direct Instruction (DI) program was compared to one that used the concrete-representational-abstract (CRA) sequence to teach multiplication with regrouping to elementary students. The CRA program was as effective as DI; practical implications of findings will be discussed.
   Margaret Flores, Auburn University; Bradley Kaffar, St. Cloud State University; Kelly Schweck, Auburn University

2. Language-Literacy Connections for Adolescent Students With LD and ED
   This session examines language-literacy connections for adolescent students with disabilities. Results of a recent study indicate (1) language-literacy connections continue into adolescence, and (2) students perform similarly on comprehensive measures, but differences emerge in specific aspects of language and reading. Implications for interventions and future practice will be discussed.
   Lisa Goran, Truman State University

3. Phonological Awareness in Bilinguals: Implications in the Dual-Immersion Classroom
   Students who attain bilingualism sequentially are at risk for uneven phonological awareness development. The development of phonological awareness in bilinguals may have long-term impacts on their reading abilities across both languages. The way in which bilingual students acquire bilingualism can predict phonological success, and thus, be indicators for reading disabilities.
   Maria Diaz, Harvard University/Cambridge Public Schools

4. Word Choice in Working With Students With LD
   The words we use can potentially cause problems for the student, the parents, and may open up a district to future problems with litigation. This session will highlight words and phrases that should be used as well as phrases that should not be used.
   David Bateman, Shippensburg University

5. Intensifying Intervention for Students With LD: Research to Practice
   This session will present the research base for data-based individualization (DBI), a validated process to intensify instruction for students with and at-risk for LD. Practice-oriented examples of how DBI has supported students and resources from the National Center on Intensive Intervention to support DBI implementation will be shared.
   Teri Marx, American Institutes for Research; Rebecca Zumeta, American Institutes for Research; Erica Lembke, University of Missouri

6. Addressing the Challenges of Students With LD and EBD in Foster Care
   Students with identified learning and emotional/behavioral disabilities in the foster care system are at increased risk of experiencing educational difficulties. Identifying supports and instructional practices to support successful school experiences and completion are needed. This session will explore the current literature and identify recommended practices for teachers, social workers, and families.
   Kristin Harvey, University of Missouri-Columbia; Pamela Juniel, University of Nevada, Las Vegas; Apryl Poch, University of Missouri-Columbia; Kevin Stockbridge, Chapman University
Panels

Planning for Academic Diversity: Checking In, Checking On, and Checklists!
Cohiba 2

Meeting the needs of academically diverse students is a challenge for all schools. This session will address that challenge by focusing on three different planning tools to assist multidisciplinary team service delivery. Faggella-Luby will share information and research related to increasing instruction in disciplinary literacy through PLCs at the high school level. Wei and Faggella-Luby address a planning tool (T-TIP) to assist special educators in literacy planning and instruction for adolescents with LD served in Tier-III secondary settings. Jones examines the perceived utility of the VI-LD-RTI checklist in identifying and planning for students who have both a visual impairment and a learning disability.

RTI in High School: Leveraging Disciplinary Literacy Through PLCs
Michael Faggella-Luby, Texas Christian University

Embedded Planning Tool for Tier Three Literacy Planning and Instruction
Yan Wei, Southern Connecticut State University;
Michael Faggella-Luby, Texas Christian University

Perceived Utility of the VI-LD-RTI Checklist for Identifying Coexisting Disabilities
Beth Jones, Texas A&M University-Commerce

Considerations for Conducting and Disseminating Research to Bridge the Research-to-Practice Gap
Cohiba 9

Educators need effective interventions to support diverse learners with disabilities. This panel shares updates and issues related to research methods and standards related to intervention research. Specifically, we will discuss intervention research procedures, research quality indicators, the role of replication, and the dissemination of study results. Questions and discussion are encouraged.

Conducting Intervention Research: Steps and Considerations
Colleen Reutebuch, The Meadows Center, The University of Texas at Austin; Stephanie Stillman, The Meadows Center, The University of Texas at Austin

Using Quality Indicators to Guide Research and Establish Evidence-Based Practices
Lauren C. Reed, University of Hawaii-Manoa; Sara E. C. Cook, University of Hawaii-Manoa; Bryan Cook, University of Hawaii-Manoa

Examining Replication in Special Education Research
Bryan Cook, University of Hawaii-Manoa; William Therrien, University of Virginia; Michael Coyne, University of Connecticut

Reporting and Disseminating Results of Single Case Studies: Implications for LD Practitioners and Researchers
Brittany Hott, Texas A&M University-Commerce; Kathleen Pfannenstiel, American Institute of Research; Nelly Shora, Texas A&M University-Commerce

Technology and Teacher Preparation
Cohiba 1

This session includes four presentations focused on using technology with pre- and in-service teachers. Howerter shares information about preservice teachers using iPads for data collection of student behavior and teacher feedback. Spencer and Goodwin share outcomes on the efficacy of immersing teacher candidates in iPad use throughout their coursework. Gentry presents a qualitative study utilizing transcripts of conversations occurring in an electronic mentoring site between novice special educators and their mentors. Fisher presents on flipping professional development by using software to prepare teachers to use new instructional methods.

Preservice Teachers’ Use of iPads as a Data Collection Tool
Catherine Howerter, Georgia Southern University

Put it in Their Hands: Making Teachers Proficient With iPads
Sally Spencer, California State University Northridge; Vanessa Goodwin, California State University Northridge

Electronic Mentoring for Beginning Special Educators
Roberta Gentry, University of Mary Washington

Flipped Professional Development: Can Computerized PD Improve Teaching?
Joseph Fisher, Grand Valley State University

Increased emphasis on improving general mathematical literacy is an important aspect of current educational reform efforts. Seventeen experimental studies demonstrating the effects of interventions designed to enhance mathematical problem-solving for secondary students with LD or those at-risk in mathematics were examined. Implications for practice and future research are presented.

Jiwon Hwang, The Pennsylvania State University; Paul Riccomini, The Pennsylvania State University; Stephanie Morano, The Pennsylvania State University

2. Family Works!!!! Using Makerspace to Enhance Students’ Creativity and Innovation

Family Works!!!! uses a makerspace setting to enhance creativity and innovation opportunities for middle school students to explore, research, design, and produce products leading toward entrepreneurial activities with curriculum and community connections. It is sponsored by a 7.7 million dollar federal grant through the University of North Carolina Greensboro.

Nicole Dobbins, University of North Carolina Greensboro

3. Implementing Response to Intervention: Are Teachers Ready and Confident?

These researchers seek to develop exemplar school sites where interns observe RTI practices. Specialized training will be provided to teachers and administrators. This exploratory study will analyze the extent to which RTI implementation exists within the district, assess teachers’ efficacy beliefs, and the extent to which beliefs change following training.

Kate Esposito, CSU, Dominguez Hills

4. Smartpen Technology for Note-Taking in Inclusive High School English Classes

This study taught students with and without LD to use smartpens to record notes in English classes. Students in the experimental group, who were taught a notetaking strategy to use smartpens, scored significantly higher on notes and the achievement measure than students in a control group who used conventional note-taking.

Rachael Hidalgo, Temple University; Joseph Boyle, Temple University

5. Evidence-Based Practices to Facilitate Acquisition of STEM Content

The abstract nature of the STEM content and the non-observable nature of the underlying processes call for the use of evidence-based practices to re-present information in an unambiguous way. This is especially paramount for students with high incidence disabilities. In this presentation, evidence-based strategies to enhance STEM instruction are discussed.

Sekhar Pindiprolu, The University of Toledo

4:00 – 5:30

Panels

Determining the Needs of Students With LD in Urban Environments

Students with LD in urban environments tend to have lower achievement than those in more affluent environments. This session will describe the results of an urban schools needs assessment. Panelists will provide information on the comparative needs of students at all levels and will discuss the impact of identified variables.

Joseph Morgan, University of Nevada, Las Vegas; Tracy Spies, University of Nevada, Las Vegas; Kathy Ewoldt, University of Nevada, Las Vegas; Matthew Love, University of Nevada, Las Vegas; Dominique Tetzlaff, University of Nevada, Las Vegas; Kyle Higgins, University of Nevada, Las Vegas

Mathematics

Students with early mathematics difficulties also struggle with foundational skills needed for later mathematical learning. The first study investigated the influence
of symbolic and nonsymbolic presentations on a measure of nonstandard equations. The second study implements intervention modules in Multiplication and Division Fact Strategies, Multiplication and Division of Whole Numbers, and Building, Comparing, and Ordering Fractions to low performing 4th grade students. The third and fourth studies discuss Tier 2 and Tier 3 interventions for 2nd grade students with mathematics difficulties.

**Research on Early Elementary Mathematics Interventions**
Sarah Powell, University of Texas at Austin

**Effects of Tier 2 and Tier 3 Mathematics Interventions**
Minyi Dennis, Lehigh University

**ELL and Teacher Preparation**
*Cohiba 2*

Increases in ELL students with disabilities are a growing challenge. This panel addresses issues surrounding teacher preparation and ELL students with disabilities. Sedano focuses on preparation of special educators to provide appropriate instruction to ELLs with and without disabilities. Brandon reports on the design and performance of the ALAS Teacher Education Project. Rosas reviews characteristics of ELLs often mistaken as a learning disability. Menda presents findings on teacher and administrator beliefs concerning the lack of academic success for this population.

**Special Education Teacher Preparedness to Work With Second Language Students**
Lidia Sedano, University of Nevada, Las Vegas

**Bridging Bilingual and Special Education: Changes in Teacher Preparation Programs**
Regina Brandon, San Diego State University

**Planning Instruction for English Language Learners With LD**
Clarissa Rosas, Mount St. Joseph University

**Understanding English Learners’ Teachers’ Decision-Making Under Response to Intervention**
Ana Menda, University of Nevada, Las Vegas

**Roundtables**
*Cohiba 5*

1. **Leadership Development, State Chapters, and Leadership Academy**
The Leadership Development Committee (LDC) is charged with the identification and nurturing of leaders for national CLD and local chapters. Each year, the LDC supports CLD’s selection of candidates for the Leadership Academy. The LDC also supports chapter leaders in their efforts through recognition of outstanding educators identified for research and service awards.

   Min K. Kim, East Tennessee State University; Colleen Reutebuch, University of Texas at Austin; Sheri Berkeley, George Mason University

2. **Early Literacy Success: Monitoring Progress Toward Phonological and Print Awareness**
Phonological and print awareness are key precursor literacy skills. Fostering the successful development of these skills could prevent the later misidentification of reading difficulties. Relevant research will be summarized and evidenced-based intervention strategies for acquiring early literacy skills and monitoring progress in developing these skills will be demonstrated.

   Kathleen Williams, Independent Consultant

3. **Using Simulated Learning Environments in Preservice Teacher Education**
The presentation will begin with a brief literature review of the use of computer simulation in teacher education programs. This information will be summarized around the advantages and disadvantages as well as what we know and remaining questions for exploration.

   Roberta Gentry, University of Mary Washington

4. **Using Podcasts and Vodcasts to Support Content-Specific Vocabulary Acquisition**
This session will focus on the use of multimedia resources for the purpose of content-specific vocabulary acquisition for students with LD. References to preliminary studies in general applications, and by extension, content-area applications are made.

   Lorraine Mento, Temple University
5. **Writing Interventions for High School Students With LD: A Review**

   Writing is a complex process for many students, especially students who experience difficulties with language and the writing process. Nevertheless, writing has become the gateway for both academic and postsecondary success. This session presents a review of the writing intervention literature for high school students (Grades 9-12) with LD.

   Apryl Poch, *University of Missouri – Columbia*

6. **DÉCOR: Designing and Enhancing Educators’ Fidelity Using Evidence-Based Practices**

   Evidence-based practices for students with LD must be used with fidelity. DÉCOR is described as a process to design fidelity, emphasizing the style and quality of intervention’s implementation, including feedback and reflection with educators. Varied fidelity protocols are shared.

   Peggy King-Sears, *George Mason University*;
   Jennifer Walker, *University of Mary Washington*;
   Colleen Barry, *George Mason University*;
   Todd Johnson, *George Mason University*

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**CLD Awards and Leadership Academy**

**Awards**

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

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

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

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

**CLD Outstanding Teacher of the Year Award**  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.

**CLD Leadership Academy**

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

Outstanding Researcher Award

Anne Brawand

The Council for Learning Disabilities has awarded the 2015 Outstanding Researcher Award to Anne Brawand. The award winner is selected from individuals submitting a paper based on their doctoral dissertation completed within the past 5 years. Dr. Brawand will present her research during the Outstanding Researcher Presentation and Must Reads panel.

Anne Brawand holds a PhD in Special Education from George Mason University. She earned a BA in Elementary Education from King’s College, and obtained her MS in Mild to Moderate Disabilities from Johns Hopkins University. She began her career in higher education at Kutztown University, where she currently prepares preservice teachers to enter the field of special education through course delivery and clinical observation. Prior to teaching at Kutztown University, Dr. Brawand spent 12 years teaching both general and special education students at the elementary and middle school level in Prince George’s County, Maryland. Dr. Brawand’s research interests include secondary interventions in mathematics, mathematics instruction for students with visual impairments, co-teaching, teacher preparation, and self-efficacy. She has presented at the state and national level in the areas of co-teaching and mathematics instruction.

Floyd G. Hudson Outstanding Service Award

Margarita Bianco

The Council for Learning Disabilities has awarded the distinguished 2015 Floyd G. Hudson Outstanding Service Award to Margarita Bianco. The award is given for outstanding performance and commitment by a professional who works in the field of learning disabilities in a role outside the classroom.

Dr. Margarita Bianco is a member of the Colorado CLD chapter and is an Associate Professor and Coordinator of the Special Education Program, School of Education and Human Development, University of Colorado Denver. She has received multiple awards and recognition and published widely. Additionally, she has created Pathways2Teaching, a pre-collegiate program designed to encourage students of color to enter the teacher workforce.
Teacher of the 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, selected by local chapters, provide direct services to students the 2015 Teacher of the Year recognition goes to Norine Green from Colorado, Araminta Sorrell from Texas, and LuAnn Morrow from Virginia.

Norine Green – Colorado
Norine Green is a member of the Colorado CLD chapter and a special education teacher at Beaver Valley Elementary School in Brush, Colorado. She received her Masters in Special Education from the University of Northern Colorado and was a Phi Lambda Theta Honor Student. During her 11 years as a special educator, she demonstrated her passion for learning through her extensive professional development credits. She is trained in many evidenced-based reading programs and is the recipient of a Colorado Math Interventionist Certificate. She continually shares her new knowledge with other teachers in her building and school district, and is recognized as a leader in her field.

Araminta Sorrell – Texas
Dr. Araminta Sorrell from the Texas CLD chapter has a love of learning and working with at-risk students which has propelled her to work in the field of education for at-risk students for the past 25 years. She is a special education teacher who is assigned to the History Department at Sam Houston High School in San Antonio, Texas. Her work is devoted to helping students with learning disabilities graduate on time with their peers. Relying on cooperative learning with a healthy dose of “can do” spirit is how she helps her students to deal with their disabilities in positive and productive ways.

LuAnn Morrow – Virginia
LuAnn Morrow from the Virginia CLD chapter is a dedicated special education teacher at Pearson’s Corner Elementary School in Hanover County Public School Division in Virginia. She works in collaborative and resource settings and serves on the school’s Child Study Team and provides recommendations for interventions for students who are struggling learners. Ms. Morrow has worked at both the elementary and middle school levels during her 24-year career, and she has taught in metropolitan settings that include many at-risk and transient families.
Awards

Must Reads

The Research Committee of the Council for Learning Disabilities acknowledges the outstanding work published in CLD’s two journals, *Learning Disability Quarterly* and *Intervention in School and Clinic*. In consultation with the editors, the committee selected the following pieces as the 2015 Must Reads. Award recipients will be presenting their work during the Outstanding Researcher Presentation and Must Reads panel.


Leadership Academy

**Cohort 1, 2011-2012**
- Brittany Hott
- Kathleen Pfannensteil
- Chad Rose
- Beverly Weiser

**Cohort 2, 2012-2013**
- Jugnu Agrawal
- Patricia Hughes
- Dwannal McGahee
- Lisa Morin
- Tricia Strickland
- Melissa Villanueva
- Catherine Wigent

**Cohort 3, 2013-2014**
- Jacquelyn Chovanes
- Stephen Ciullo
- Theresa Garfield Dorel
- Sara Flanagan
- Lisa Goran
- Katrina A. Hovey
- Yun-Ju Hsiao
- Catherine S. Howarter
- Todd Johnson
- Ben Matthews
- Maria Peterson
- Apryl Poch
- Roberta Raymond
- Lidia Sedano
- Shaunita D. Strozier

**Cohort 4, 2014-2015**
- Rachael Hidalgo
- Min Kyung Kim
- Lorraine Mento

**Cohort 5, 2015-2016**
- Lara-Jeane Costa
- Stephanie Morano
- Laura Isbell
- Katie Miller
- Belinda Mitchell
- Benikia Kressler
2016 Planning: Save the Date for

The 38th Annual Conference on Learning Disabilities

October 13 & 14, 2016

Hilton Palacio del Rio, San Antonio, Texas

Join CLD in San Antonio!!! Attend the conference!!!

- Concurrent skill-building sessions on research, interventions, teacher preparation, and policies for students with LD.
- President’s awards reception and interactive poster sessions on evidence-based practices.
- Networking opportunities with local, state, and national educators in LD.

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www.cldinternational.org
The Council for Learning Disabilities’ (CLD) 37th International Conference on Learning Disabilities will focus on the education of persons with learning disabilities (LD) from birth through adulthood. We encourage proposals that:

- address the **construct** of LD (including assessment for eligibility and classification);
- describe **original research** on LD (including evidence-based research on intervention and assessment practices for students with LD);
- translate evidence-based research into **practitioner-oriented** practical strategies;
- examine the education of students with LD from diverse **cultural and linguistic backgrounds**;
- pertain to **policy** at the local, state, and federal level.
- address topics **relevant to higher education** (including teacher preparation, mentorship of junior faculty and graduate students, and research methodology);
- originate from **other disciplines** that focus on LD (including neuropsychology and related services).

### 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.

### TYPES OF EVIDENCE-BASED SESSIONS
- Panel Sessions
- Roundtable Session
- Interactive Paper Session

### TOPICS
- Classification/Assessment for Eligibility
- Research/Intervention Practices
- Instructional Assessment and Progress Monitoring Practices
- Higher Education and Research
- Teacher Preparation
- Legal, Policy, and Political Action