

THE COUNCIL FOR LEARNING DISABILITIES

39th International Conference on Learning Disabilities

*Baltimore, Maryland
October 19–20, 2017*



www.cldinternational.org

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.

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. Interactive Paper presentations have been scheduled back-to-back: Session A from 8:30–9:15 am and Session B from 9:15-10:00 am. If you are presenting in the second IP session, please arrive prior to the start of the first IP session to store your poster and materials under your assigned presenter table. At the conclusion of the first session, conference volunteers will signal to indicate that Session A presenters should take down materials and Session B presenters should post materials. Your efficient transition will allow equal time to presenters in both IP sessions. Those in Group A may begin setting up materials at 7:30 am.

Structured Poster Presenters: The structured poster presentations are numbered in the conference program; the poster boards on the tables are also numbered. Locate the numbered board that corresponds to the number of your paper in the program.

Roundtable Presentations: The roundtable presentations are numbered in the conference program; the tables are also numbered. Locate the table that corresponds to the number of the presentation in the program. There are three 25-minute rotations during a session. The monitor will signal to indicate the end of each rotation; attendees will be able to participate in three presentations during each session.

Standing Committee Meetings: Standing committee chairs hold committee meetings throughout the conference. A list of committee meeting times and locations are posted at registration. All interested are invited to attend.

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

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 39th Annual CLD International Conference on Learning Disabilities!

On behalf of the CLD Conference Committee, Executive Committee and the Board of Trustees, I want to thank you for joining us in Baltimore, MD. Each year our program has raised the bar for the next, and this year is no exception. Over the next two days, you have the opportunity to interact with approximately 260 participants and attend 140 presentations, round tables, and interactive papers on topics that address the many facets of the LD field. Regardless of your interest, I am sure you will find intriguing information and lively discussion in every session.

We are pleased to have Dr. Tom Scruggs, a University Professor Emeritus in the Division of Special Education and Disability Research at George Mason University, serve as our 10th J. Lee Wiederholt Distinguished Lecturer on Thursday morning at our opening session. He will be tracing the history of investigations about the nature of learning disabilities in his presentation “What Does Intervention Research Tell Us about the Nature of Learning Disabilities?”



Following the Keynote speaker, we will present several awards: the Teacher of the Year Awards, the Floyd G. Hudson Service Award, the 2017 “Must Reads” papers that appeared in *Intervention in School and Clinic* or *Learning Disability Quarterly*, and the 2017 Outstanding Researcher Award. The BOT is pleased to recognize all of these award recipients 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 our distinguished awardees.

Thursday afternoon at 4:30 PM, we will be holding our annual CLD Business Meeting. You are invited to learn more about CLD governance and hear from the 2017 nominees for the offices of Vice-President and Secretary. The business meeting is open to everyone, so we encourage you to participate and learn about the work of the CLD committees and the CLD organization as a whole.

Following the Business Meeting, you are cordially invited to attend the President’s Reception this evening from 6:00–7:15 PM. This reception will honor our outgoing President, Dr. Mary Beth Calhoon and recognize some of the important people that make our organization and this conference a success: the Board of Trustees, Past Presidents, the Local Arrangements Committee, and the conference volunteers. We also will introduce our new Leadership Academy participants. CLD is proud to provide this mentorship opportunity to early career junior faculty and doctoral candidates. The President’s Reception creates a unique opportunity for networking and reconnecting with old friends and colleagues while partaking in light hors d’oeuvres and before dinner drinks at the cash bar.

The Interactive Poster Paper Session will be held on Friday morning. During this time, there will be approximately 70 posters discussed. The posters are divided into two groups: Group A: 8:30-9:15 am; Group B: 9:15-10:00 am. Please come and join us for a light continental breakfast and the opportunity to share ideas, learn about new projects, and connect with others who are working on behalf of people with LD. If you are a first-time attendee at the CLD conference, I extend my warmest welcome. The Research Committee has arranged to pair new attendees with CLD Committee members to tour the Interactive Paper Session to help ensure you feel connected. Please inquire at the registration table if you are interested in participating in this opportunity.

While in Baltimore, I hope you have the time to take advantage of the city’s deep history and many sights. Last but definitely not least, I’d like to sincerely thank the Conference Committee and our Executive Director for the incredible work they’ve done to make this a fabulous conference. Enjoy!

Sincerely,
Deborah K. Reed
CLD President, 2017-2018

Council for Learning Disabilities 2017-2018

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<i>Learning Disability Quarterly</i>	Diane Pedrotty Bryant & Brian R. Bryant, <i>University of Texas at Austin</i>
<i>Intervention in School and Clinic</i>	Kyle Higgins and Randy Boone, <i>University of Nevada, Las Vegas</i>
<i>LD Forum</i>	Joseph Morgan, <i>University of Nevada, Las Vegas</i>

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Thank you to everyone who served on the Local Arrangements Committee and Subcommittees.

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Gerald Wallace	1979-1980	Rebecca Evers	1996-1997	Caroline Kethley	2012-2013
J. Lee Wiederholt	1980-1981	Ed Ellis	1997-1998	Silvana Watson	2013-2014
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Virginia Brown	1982-1983	Chriss Walther-Thomas	1999-2000	Diane Pedrotty Bryant	2015-2016
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CONFERENCE-AT-A-GLANCE



Wednesday, October 18, 2017

Leadership Institute

Thursday, October 19, 2017

- 7:30 – 5:00 Registration *Calvert Ballroom Foyer*
- 7:30 – 8:30 Coffee
- 8:30 – 10:15 **Opening Session** *Calvert Salon C*
8:30 - Welcome
8:45 - J. Lee Wiederholt Distinguished Lecture by Dr. Tom Scruggs
9:45 - Awards: TOYs, FGH, ORA, Must Reads
- 10:30 – 12:00 Concurrent Sessions
- 12:00 – 12:45 Lunch (Box lunch provided) *Calvert Salon C*
Standing Committee meetings
- 1:00 – 2:30 Concurrent Sessions
- 2:45 – 4:15 Concurrent Sessions
- 4:30 – 6:00 Concurrent Sessions
CLD Annual Business Meeting *Calvert Salon D*
- 6:00 – 7:15 **President's Reception** *Calvert Salon C*
Recognition: Outgoing President, BOT, LA, LAC, Past Presidents

Friday, October 20, 2017

- 7:30 – 12:00 Registration *Calvert Ballroom Foyer*
- 8:30 – 10:00 **Morning Reception and Interactive Papers** *Calvert Salon C*
Session A (8:30-9:15)
Session B (9:15-10:00)
- 10:15 – 11:45 Concurrent Sessions
- 11:45 – 12:30 Lunch (Box lunch provided) *Calvert Salon C*
Standing Committee meetings
- 12:45 – 2:15 Concurrent Sessions
- 2:30 – 4:00 **Closing Sessions**

Opening Session

Calvert Salon C 8:30 am – 10:15 am

Welcoming Remarks

Deborah Reed, *President*

Keynote Address

What Does Intervention Research Tell Us About The Nature of Learning Disabilities?

Tom Scruggs, J. Lee Wiederholt Distinguished Lecturer and Keynote; *University Professor Emeritus, George Mason University*

This presentation will describe investigations of the nature of learning disabilities from the earliest days of the field to the present day. Although a number of theoretical and practical techniques have been employed to further our understanding of learning disabilities, I will suggest that an important source for understanding the nature of learning disabilities can be found in the outcomes of intervention research. I will describe the results of successful and unsuccessful treatments for students with learning disabilities, and will demonstrate how these have informed our understanding of placement and practice over the years. I will describe the nature of aptitude-treatment interactions, and their implications for practice and placement. Finally, I will describe some present challenges to implementation of best practice for students with learning disabilities.

Recognition of Award Recipients

Introduction of Teachers of the Year, the Floyd G. Hudson Service Award recipient, The Outstanding Researcher Award recipient, and the Must Read recipients

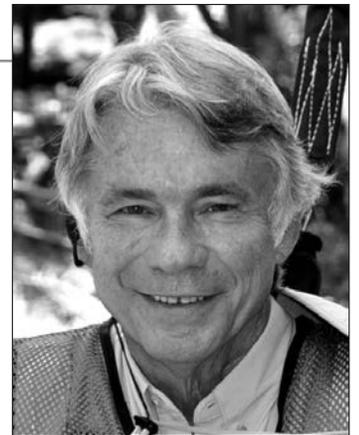
Deborah Reed, *President*

Tom Scruggs is University Professor Emeritus in the Division of Special Education and Disability Research. He received his PhD in 1982 from Arizona State University, and previously served on the faculties of Utah State University and Purdue University. His interests include cognitive and instructional strategies for students with disabilities, and research synthesis. His publication activity includes over 200 journal articles and 65 equivalent articles, 66 chapters in books, and 32 co-authored or co-edited books. He has co-directed a number of federal grants in test-taking skills, peer tutoring, mnemonic strategy instruction, science and social studies education, and in undergraduate and doctoral training. His work has been widely cited by others, including over 17,000 Google Scholar citations.

Previously, Tom served as Co-Editor for the journals *Learning Disabilities Research and Practice* and *Exceptional Children*, and the research annual, *Advances in Learning and Behavioral Disabilities*. Presently he is on the editorial boards of many national and international journals in special and general education.

He is a recipient of many research and service awards, including the Distinguished Research Award from the American Educational Research Association, Special Education Special Interest Group; the Outstanding Service Award from Emerald Publishing Group, United Kingdom; the Outstanding Research Award from the Council for Exceptional Children (CEC); and the Samuel Kirk Award for Research in Learning Disabilities from the CEC Division for Learning Disabilities.

Tom has had many teaching experiences in a variety of educational settings in Massachusetts and Arizona (including the Gila River Indian Community), particularly with students with special needs on the preschool, elementary, and secondary levels.



CLD Leadership Institute

The CLD Leadership Development Committee (LDC) is pleased to recognize its inaugural CLD Leadership Institute held on October 18, 2017 from 9:00 AM to 4:30 PM.

The purpose of the Institute is to provide information about CLD, learning disabilities, and a host of other topics of interest to the participants. Doctoral students and early career faculty were eligible to attend to learn more about ways to become involved in CLD and to engage with other participants over the course of the day in round table and panel presentations.

Members of the Leadership Academy Cohort 6 helped to organize the day's events, which featured information from leaders in the field and a special presentation by Lindsay E. Jones, Vice President, Chief Policy & Advocacy Officer for the National Center for Learning Disabilities (NCLD).

Topics included in the Institute were:

- Highlights of the field of learning disabilities and CLD
- Research activities with limited funding
- Scholarly publications
- Tips for teaching in higher education
- Tips for conference presentations

We look forward to working with many of these Institute participants on CLD committees during the 2017-2018 academic year.

Thursday, October 19

Concurrent Sessions

10:30 – 12:00

Panels

The “Appropriateness” of Special Education for Students with LD?

Calvert Salon A

Has the mandate for free appropriate public education (FAPE) been undermined for students with learning disabilities (LD)? Panelists will discuss the contemporary nature of “appropriate” education in light of continued underperformance of students with disabilities, barriers to providing specialized instruction to students with LD, and recommended priorities for the field.

Sheri Berkeley, *George Mason University*; **Mary Beth Calhoon**, *University of Miami*; **David Scanlon**, *Boston College*

CEEDAR Center and EPP State Spotlights: Nevada and Utah

Calvert Salon B

Reforming educator preparation programs (EPPs) to better incorporate evidence-based practices is no easy feat. However, it can be accomplished. EPPs, state educational agencies, and stakeholders are partnering with the CEEDAR Center to improve teacher and leader preparation. This session will highlight examples of EPP reform in Nevada and Utah.

Kathleen Hughes Pfannenstiel, *American Institutes for Research*; **Teri Marx**, *American Institutes for Research*; **Joseph Morgan**, *University of Nevada, Las Vegas*

Developing a Reading Comprehension Assessment for Progress Monitoring: Looking for Validity in a Measure

Calvert Salon D

This presentation focuses on the theoretical framework and study results from developing a reading comprehension assessment for adolescents. Experts from education, biomedical engineering and psychometrics discuss the impact of each area. The 8th grade reading assessment used for progress monitoring was piloted in three different schools. How the assessment was devel-

oped, why it was developed, and what was discovered through item analysis validation will be discussed.

Lori Severino, *Drexel University*; **Mary Jean Tecce DeCarlo**, *Drexel University*; **Meltem Izzetoglu**, *Drexel University*; **Toni Sondergeld**, *Drexel University*; **Alia Ammar**, *Drexel University*

Roundtables

Calvert Salon E

Moderator: Sharon Ray, *George Mason University*

1. What’s Trending in Learning Disabilities Research?

Researchers examine the 1-, 3-, and 5- year trends of publications in the top three peer-reviewed journals specifically dedicated to learning disabilities: *Journal of Learning Disabilities*, *Learning Disabilities Research & Practice*, and *Learning Disability Quarterly*. Findings will be discussed to provide context for researchers and knowledge to practitioners.

Kathy Ewoldt, *University of Nevada, Las Vegas*;
Eunhye Choi, *University of Nevada, Las Vegas*;
Leah M. Gardner, *University of Nevada, Las Vegas*

2. Technology: Improving Teacher Instruction and LD Student Outcomes in Reading

Few empirical studies have isolated the specific coaching variables that are directly linked to increasing teacher knowledge and instruction, as well as contributing to the outcomes of students experiencing reading learning disabilities. This presentation addresses effects of 4 years of coaching through technology on teachers’ instruction and students’ gains in literacy.

Beverly Weiser, *Southern Methodist University*

3. A Comparison of Spelling Development in Students with Learning Disabilities and English Language Learners.

This presentation outlines findings comparing orthographic development among students with LD and ELL students. A repeated measures ANOVA and a discriminant analysis were conducted to compare the effect of student type (ELL, students with LD and non-ELL/non-LD students) on spelling measured by the Words Their Way Spelling Inventories in elementary age students.

Shayna Riddle, *Temple University*

4. **Motivated Behavior: A Predictor of Writing Performance for Young ELL's?**

Participants will learn about using measures of behavior as a proxy for motivation, why this may be especially important for young ELLs in writing, and whether or not the addition of measures of motivated behavior improve the validity of Curriculum Based Measures in writing for young ELLs.

R. Alex Smith, *University of Missouri-Columbia*;
Daniel Sherlock, *University of Maryland*

5. **Using eCoaching to Improve Instruction for New Special Educators**

University supervisors at George Mason have been using eCoaching with bug-in-ear technology to provide immediate feedback to provisionally licensed teachers completing their internship. We present information about the implementation of our program and case studies of changes in teacher behavior.

Margaret Weiss, *George Mason University*; **Kelley Regan**, *George Mason University*; **Holly Glaser**, *George Mason University*

1:00-2:30

Panels

The Incredible Effectiveness of Mnemonic Instruction: Results from 35 Years of Research

Calvert Salon A

Over the past 35 years, mnemonic strategies have proven to be among the most powerful strategies for improving the learning ability of students with learning disabilities. In this presentation, I will describe the research which has demonstrated time and again the incredible effectiveness of these strategies, which combine verbal elaboration, pictures, and acoustic cues to great effect. I will provide examples from many different learning areas, including science, social studies, English and foreign language vocabulary, spelling, math, and describe how these strategies can be implemented in real-world situations to greatly improve learning outcomes for students with learning and memory difficulties.

Tom Scruggs, *George Mason University*

Summer Reading Programs: Student Outcomes, Teacher Fidelity, and Cost-Benefit Analyses

Calvert Salon B

Presenters will share the results of three studies investigating summer reading programs for students with or at-risk for reading disabilities: a cluster randomized study comparing the effects of different curricula on students' reading outcomes, the relationship of teaching variables to students' reading outcomes, and a cost-benefit analysis of summer programs.

Deborah Reed, *University of Iowa, Iowa Reading Research Center*; **Jessica Sidler-Folsom**, *University of Iowa, Iowa Reading Research Center*; **Ariel Aloe**, *University of Iowa*

New Avenues for Curriculum Based Measures in Writing and Science

Calvert Salon D

Participants will learn new ways to utilize CBM in their classrooms, including measuring growth in writing complexity with writing CBM, the validity of using writing CBM measures with English Language Learners, and using technology to administer and score science CBMs to middle school students.

Mary Decker, *University of Missouri*; **R. Alex Smith**, *University of Missouri*; **Kyle Wagner**, *University of Minnesota*; **Erica Mason**, *University of Missouri*; **Erica Lembke**, *University of Missouri*

Roundtables

Calvert Salon E

Moderator: Sharon Ray, *George Mason University*

1. **Implementing a Faculty Learning Communities Model in Higher Education**

Faculty Learning Communities (FLCs) have proven successful in producing teaching projects, and it follows that FLC's can help produce scholarship of teaching and learning (SoTL) (Cox, 2007). This presentation will educate participants regarding implementation of a FLC model in higher education, highlighting a FLC on universal design for learning (UDL).

Donna McCrary, *Texas A & M-Commerce*; **Beth Ashby Jones**, *Texas A & M-Commerce*

2. **Advocacy in Action: Inside the Beltway and in Your Backyard**

This session will include a summary of collaborative efforts in the year's major decisions and federal legisla-

tive activities and the impact on individuals with learning disabilities. Information will be shared regarding the National Joint Committee on Learning Disabilities' current projects used to influence the ESSA regulations and IDEA reauthorization.

Debi Gartland, *Towson University*; **Roberta Strosnider**, *Towson University*

3. Assessing Experiences of Stigma Among Adolescents with Learning Disabilities

We present a new assessment of stigma consciousness, or the degree to which adolescents with learning disabilities experience themselves as stigmatized due to their learning disability. Results indicate reliability and validity and meaningful variability in students' experiences. We will discuss both the details of the measure and potential instructional implications.

Samantha Daley, *University of Rochester*; **Gabrielle Rappolt-Schlichtmann**, *EdTogether, Inc & Harvard Graduate School of Education*

4. Graduate Candidates' Administration and Scoring Errors on the WJ-IV Cognitive and Achievement

WJ-IV Cognitive and Achievement Protocols from 28 graduate candidates were analyzed. Data revealed 214 errors resulting in incorrect raw scores and 31 errors with no impact on raw scores. Results may be used to inform and encourage graduate candidates, practicing educational diagnosticians, and preparation programs to develop strategies to decrease errors.

Angie Elkins, *Texas Tech University*; **Donna Brown**, *Texas Tech University*; **Janna Brendle**, *Texas Tech University*

5. National Center on Improving Literacy (NCIL): Family-School Collaboration in Maryland

This session will describe the priorities of the NCIL and collaborative work that is underway to increase literacy achievement for students with learning disabilities in Maryland. Educators and parents participating in the session will benefit from information and resources related to national efforts to improve literacy achievement that are occurring locally.

Sarah Sayko, *RMC Research Corporation*; **Scott K. Baker**, *University of Oregon*; **Nancy J. Nelson**, *University of Oregon*; **Hank Fien**, *University of Oregon*

2:45-4:15

Panels

Outstanding Researcher and Must Reads Presentations

Calvert Salon A

Moderator: Kelli Cummings, *University of Maryland*

The 2017 awardees for the Outstanding Researcher and the Must Reads articles present their findings.

Outstanding Researcher Presentation

Irrelevant Information and Person Effects on Word-Problem Performance

This study extends the literature on word-problem performance by using a crossed random-effects item response model to bring together two lines of research, irrelevant information and person factors that affect word-problem performance. Results demonstrated that irrelevant information position uniquely contributed to word-problem solving, in the presence of arithmetic skill, nonverbal reasoning, language, working memory, and grade. Implications will be discussed.

Amber Wang, *Vanderbilt University*

Must Reads Presentation from *Intervention in School and Clinic*

She Taught Diphthongs and You Won't Believe What Happened Next!

The era of evidence-based special education has emerged during the social media revolution. This brief session will describe ways to detect and avoid questionable practices in order to ensure an ethical approach to educating students with disabilities. Suggested resources to begin personal and professional development of a skeptical repertoire also will be shared.

Jason C. Travers, *University of Kansas*

Must Reads Presentation from *Learning Disability Quarterly*

Effects of an Informational Text Reading Comprehension Intervention for Fifth-Grade Students

This study evaluated a short-term reading intervention for 46 fifth-grade students with poor reading

comprehension. The 40-session (20 hr) intervention targeted reading comprehension strategy instruction in the context of informational science texts. The findings provide support for the efficacy of a reading comprehension intervention that may inform short-term interventions within a Response to Intervention framework.

Kristen D. Ritchey, *University of Delaware*

Evidenced-Based Intensive Reading Programs: Redesigning for Classroom Demands

Calvert Salon B

This panel presents outcomes from two evidenced-based reading programs for adolescents with and without reading disabilities. Results from both programs show promise in different instructional areas and platforms for increasing reading outcomes. Each program will be discussed along with a redesigning of the programs using online teacher training and instructional delivery in a blended learning environment.

Mary Beth Calhoon, *University of Miami*; **Irma F. Brasseur-Hock**, *The University of Kansas*; **Michael Hock**, *The University of Kansas*

The Future of Professional Development Across Disciplines

Calvert Salon D

This panel will provide an overview of research-based practices in professional development (PD) for teachers of students with learning disabilities. Panelists will discuss past and current PD for reading, writing, mathematics, science, and English learners. A look toward the future of PD practices will be examined.

Melissa Hughes, *George Mason University*; **Donna Sacco**, *University of North Carolina - Charlotte*; **Leigh Ann Kurz**, *George Mason University*; **Jihyun Lee**, *University of Texas*; **Mindy Gumbert**, *Old Dominion University*

Roundtables

Calvert Salon E

Moderator: Anna Larsen, *George Mason University*

1. Preparing Special Educators to Work with Students with LD

In teacher training programs candidates are required to complete an internship. The requirements for intern-

ships often vary. In this session discussion focuses on defining best practice activities that should be part of an internship course. The rubrics used to collect data on student outcomes will be explained.

Laurie deBettencourt, *Johns Hopkins University*

2. A Global Perspective of Learning Disabilities: Recommendations for Practitioners

Public schools are becoming increasingly more diverse. With it, special educators are tasked with supporting English language learners from all parts of the globe. This session will provide practical recommendations based on a literature review of supports and services provided to individuals with LD across Asia, Europe and North America

Yun-Ju Hsiao, *Washington State University Tri-Cities*; **Jugnu Agrawal**, *George Mason University*; **Benikia Kressler**, *California State University Fullerton*; **Brenda Barrio**, *Washington State University*; **Rebecca Shankland**, *Appalachian State University*

3. Observation Tools in Special Education: A Review of the Literature

Following a review of 113 observation studies in special education from 1970 – 2016, this presentation highlights constructs, settings/context, use of results, and student sample studied across observation studies. We describe how observation research has changed and highlight how this connects to research teacher development for students with learning disabilities.

Hannah Mathews, *University of Virginia*; **John Romig**, *University of Virginia*; **Michael J. Kennedy**, *University of Virginia*

4. Supreme Court Update and Implications for Students with Learning Disabilities

An overview of two recent special education cases, *Endrew F. v. Douglas* and *Fry v. Napoleon Community Schools*, recently reviewed by the Supreme Court of the United States along with implications for administrators, classroom teachers, professors in teacher education, and families.

Cynthia Dieterich, *Sacred Heart University*

5. Learning Disabilities, Service Learning, and Teacher Preparation: Research to Practice

This presentation provides resources and recommendations for integrating service learning into a course on learning disabilities. The presenters will share find-

ings from a literature review and data from analysis of student work samples evaluating students' experiential learning, translating research to practice.

Heather Haynes Smith, *Trinity University*

4:30-6:00

Panels

Improving Reading Comprehension Through Knowledge Building – Research to Practice

Calvert Salon A

While evidence-based interventions to improve decoding are readily available, the same cannot be said for reading comprehension. In this session, panelists will discuss the latest research findings related to ensuring students with learning disabilities understand what they read and the implications of that research for schools and teacher preparation.

Marcy Stein, *University of Washington Tacoma*;

Diane Kinder, *University of Washington Tacoma*;

William Rasplca, *Franklin Pierce School District*;

Laura Doherty, *Baltimore Curriculum Project*

Conducting Systematic and Meta-Analytic Reviews: Basics for Early Career Researchers

Calvert Salon B

This session guides participants through the process of conducting systematic and meta-analytic reviews. Participants will receive an overview of the methods and discuss benefits, challenges, and reporting standards. This hands on presentation will conclude with suggestions for publication outlets for systematic reviews and meta-analyses addressing practices for students with specific learning disabilities.

Endia Lindo, *Texas Christian University*; **Michael**

Faggella-Luby, *Texas Christian University*; **Amy**

Elleman, *Middle Tennessee State University*

CLD Annual Business Meeting

Calvert Salon D

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

Roundtables

Calvert Salon E

Moderator: Anna Larsen, *George Mason University*

1. Including Students with LD: Lessons from Germany and the USA

Inclusive education is largely a recent phenomenon in Germany, since the Convention on the Rights of Persons with Disabilities (2006). We will share knowledge on the current state of inclusionary practices in Germany and the longer-evolving USA approach and discuss nation-specific challenges and lessons especially for students with LD.

Anna-Maria Hintz, *Universität Siegen*; **David Scanlon**, *Boston College*; **Michael Paal**, *Universität Siegen*

2. Integrating Learning Technologies to Enhance Learners with SLD Accessibility to Higher Education

This session will provide participants with a multifaceted view of how to best work with existing technologies available in higher education classrooms to provide an accessible learning platform for individuals with learning disabilities. This session will also provide participants the opportunity to explore the technologies and how post-secondary students can access technologies themselves.

Evelyn Villarreal, *Texas A&M University-San Antonio*;

Theresa Garfield, *Texas A&M University-San Antonio*; **Lydia Gerzel-Short**, *Texas A&M University-San Antonio*

3. Practicing What We Preach: Supporting Teachers with Learning Disabilities

How do pre-service and in-service teachers with learning disabilities and attention deficit disorders mediate effects of their individual needs on academic and job performance? Researchers share results of a qualitative study of teacher candidates and alumni to determine their strategies for success and questions to which we still need answers.

Debora Bays Wilbon, *Radford University*; **Brooke Blanks**, *Radford University*

4. Making (and Keeping) A Good Name with Schools: Strategies for Positive Relationships

The lifeblood for sustained success as a doctoral student or junior faculty member doing applied research

is the ability to cultivate, forge, and maintain positive relationships with school personnel from the district office down to individual classrooms. In this session, attendees will learn about and discuss strategies for successful collaboration.

Michael J. Kennedy, *University of Virginia*

5. When Problem-solving Instruction is Not Enough: Teaching Concepts of Operations to Students with Learning Disabilities

Students with learning disabilities (LD) who struggle in mathematics often require explicit instruction to improve their problem-solving skills. For some students, though, even high quality problem-solving instruction is not effective to improve their performance due to deficits in underlying concepts that are integral to successful problem completion. This session discusses the results of a series of single-case design studies that demonstrate the impact of front-loading a problem-solving intervention with explicit instruction in concepts of the four arithmetic operations for fifth and sixth grade students with LD. Implications for practice and next steps for research are discussed.

Jennifer Krawec, *University of Miami*

Friday, October 20 Concurrent Sessions

8:30 – 10:00

Friday Morning Reception

Calvert Salon C

8:30 a.m. – 10:00 a.m.

Complimentary continental breakfast

Concurrent Interactive Papers

Interactive Papers

Group A 8:30 – 9:15

1. **CLD Conference 2018: Portland, Oregon**
2. **Virginia CLD**
3. **Maryland CLD**

CLD Committee Corner

4. **Trends in Research on Assistive Technology for Students with LD**

Students with LD are supported through many and various forms of assistive and instructional technology (AT/IT). The Council for Learning Disabilities' Technology Committee has conducted a systematic review of the literature to determine what intervention research currently exists that addresses the various forms of AT/IT specifically supporting students with LD.

CLD Technology Committee: **Anya S. Evmenova**, *George Mason University*; **Joseph Morgan**, *University of Nevada, Las Vegas*; **Lisa L. Morin**, *Old Dominion University*; **Christina Curran**, *University of Northern Iowa*; **Melissa Hughes**, *George Mason University*; **Sarah Murphy**, *University of Nevada, Las Vegas*

Thursday Evening President's Reception

Calvert Salon C

6:00 p.m. – 7:15 p.m.

Complimentary appetizers and cash bar

The following will be recognized at the reception:

- Outgoing President Mary Beth Calhoon
- Board of Trustees
- Leadership Academy Cohort 6
- Local Arrangements Committee
- Past Presidents

5. Policy and Legislative Changes Affecting the Field of Learning Disabilities

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 learning disabilities. This session provides information on the ESSA and IDEA reauthorization and implications for students with learning disabilities.

CLD Liaison Committee: Roberta Strosnider, *Towson University*; **Debi Gartland**, *Towson University*

6. Evidence-based Strategies for Supporting English Language Learners with LDs in Schools

English language learners (ELLs) with Learning Disabilities (LD) pose unique challenges to service professionals in distinguishing between language difference and disability, resulting in these students often being misidentified. This session includes a discussion of the evidence-based strategies related to assessment, identification, placement, accommodations, and interventions for ELLs with LD.

Diversity Committee: Endia Lindo, *Texas Christian University*; **Lidia Sedano**, *Clark County School District*; **Monica Brown**, *University of Nevada, Las Vegas*; **Jugnu Agrawal**, *George Mason University*

7. Lessons Learned Implementing MTSS: Using History to Inform Our Future

This presentation will outline next steps for the effective implementation of RTI/MTSS models based on lessons learned through interviews with prominent special education researchers and the relevant related research. We will address content-area instruction and intervention, culturally responsive teaching practices, and logistical issues related to implementation and sustainability.

Leadership Development Committee: Benikia Kressler, *California State University, Fullerton*; **Stephanie Morano**, *University of Virginia*; **Laura Isbell**, *Texas A&M University-Commerce*; **Lara-Jeane C. Costa**, *University of North Carolina at Chapel Hill*; **Sheri Berkeley**, *George Mason University*

Research Synthesis

8. Geometry Interventions for Students with Learning Disabilities: A Research Synthesis

This study synthesized intervention studies focusing on instructions to improve geometry skills with students with learning disabilities. Five articles met the inclusion criteria. Quality indicators were checked. Results showed that interventions consisting of visual representations and technology were effective. Limitations and future research directions were also discussed.

Meijia Liu, *University of Texas at Austin*;

Diane Pedrotty Bryant, *University of Texas at Austin*

9. Effects of Whole-Class Interventions on Mathematics Fluency

Strong fluency in basic mathematics operations is a foundation skill important for future success in mathematics and life. Results of a literature review indicate that whole-class interventions are promising instructional techniques for increasing students' fact fluency. Key program elements identified were program structures, correction procedures, wait time, and response format.

Lauren Cozad, *The Pennsylvania State University*;

Paul Riccomini, *The Pennsylvania State University*

10. Using Manipulatives in Mathematics for Secondary Learners with Disabilities

This presentation discusses a systematic review that investigated the use of manipulatives in teaching mathematics to students with disabilities (LD and ID) at the secondary level. Thirteen single subject and group experimental studies fit the author's criteria. The characteristics, efficacy, and quality of the studies were analyzed.

Rachel Hammer, *George Mason University*

11. Reading Comprehension Interventions for Students with Learning Disabilities: A Review

In this session, findings will be shared from a systematic analysis of fourteen quantitative syntheses of research on interventions to improve the reading comprehension of students with learning disabilities. Knowledge gained from the existing research base, strengths and weaknesses of existing reviews, and directions for future research will be discussed.

Jason Sutton, *George Mason University*;

Sheri Berkeley, *George Mason University*;

Jade Wexler, *University of Maryland*

12. Content Analysis of Vocabulary and Reading Comprehension Interventions: Twelve Years of Changes

Due to the prevalence of reading problems among individuals with high incidence disabilities, much research has been conducted in the areas of vocabulary and comprehension. The purpose of this study is to summarize and report research trends in comprehension/vocabulary research published over the last decade in special education.

Turki Alzahraney, *University of North Carolina at Greensboro*

13. Curriculum-based Measurement and English Language Learners: A Research Update

We synthesize literature on curriculum-based measurement in reading (CBM-R) with elementary age English language learners (ELLs). Studies focus on the technical adequacy of static scores and slopes for students of varying English language proficiency levels.

Daniel Sherlock, *University of Maryland, College Park*;
Kelli Cummings, *University of Maryland, College Park*; **R. Alex Smith**, *University of Missouri*

14. Synthesis of Meta-Analyses Examining Criterion Validity of CBM for Writing

The Individuals with Disabilities Education Act requires schools to monitor the progress of students with disabilities towards their IEP goals. Assessments must reliably and validly monitor student performance. This presentation synthesizes evidence from two meta-analyses reporting the criterion-validity of the scoring and administration procedures for curriculum-based measurement in written language.

John Romig, *University of Virginia*; **Alexandra Miller**, *University of Virginia*

15. Writing Interventions for Learning Disabilities: An Appraisal of Systematic Reviews

We appraised the quality of 20 systematic reviews and meta-analyses of written language (i.e., spelling, handwriting, and composition) for students with learning disabilities using two appraisal instruments. Our results suggest that reviews varied in quality, and practitioners should be cautious when interpreting findings. We outline methods to improve future reviews.

Mindy Gumpert, *Old Dominion University*;
Lisa L. Morin, *Old Dominion University*;
Silvana Watson, *Old Dominion University*

Original Research

16. Increasing Understanding and Fluency in Multiplication and Division with CRA

This presentation will be of interest to teachers whose students need remediation in multiplication facts. Presenters will show an intervention that increased fluency and conceptual understanding of multiplication and division and the relation between operations using CRA. Student's fluency and verbal explanations of their computation improved after this short intervention.

Margaret Flores, *Auburn University*; **Jessica Milton**, *Auburn University*; **Alexcia Moore**, *Auburn University*

17. A Motivation-focused Online Literacy Intervention for Adolescents with LD

We will present efficacy study findings for a UDL-based online platform designed to support literacy development among adolescents who find reading challenging. Participating students who began with the lowest reading scores benefited most substantially from consistent usage and engagement, over the course of the year, compared to other struggling peers.

Rebecca Louick, *St. John's University*; **Samantha Daley**, *University of Rochester*

18. A Comprehensive Evaluation Rubric for Reading Apps for Struggling Readers

Recently, educational tablet applications for struggling learners have received considerable attention. As reading is a tool for learning, educators and parents look for appropriate apps to improve reading skills of struggling readers. This study introduces and describes an evaluation rubric developed to assist educators and parents in screening/evaluating reading apps.

Min Mize, *East Tennessee State University*

19. Addressing the Summer Learning Gap Among Children with Reading Difficulties

This presentation highlights a reoccurring challenge that children face during the summer vacation period. With a focus on enhancing literacy skills in vulnerable readers over the summer months, an intervention program will be explored. This program aims to address the summer learning loss phenomenon, thus supporting continued reading success.

Melanie Grice, *Brock University*

20. Examining the Stability of Reading Comprehension Test Scores

This study used Generalizability Theory to examine the stability of comprehension test scores across response formats and passage types. Results indicated that the measurement characteristic of response format contributed a large amount of error variance to student comprehension scores. Implications for using comprehension assessments in research and practice are discussed.

Esther Lindström, *Lehigh University*

21. Improving Reading Fluency Skills in Students with EBD/LD

The poster presents results of a study that focused on an adapted paired-repeated reading fluency training. Results reveal that the adapted training helped students' improving their reading outcomes. Limitations, practical implications and the need for future research regarding adapted evidence-based practices for special subgroups of learners will be discussed.

Anna-Maria Hintz, *Universität Siegen*; **Michael Paal**, *Universität Siegen*

22. Growth Models are Logical Extensions of SCD with Multiple Participants

We used a SCD (multiple baseline design across classrooms) with 35 students at three ability levels to evaluate a writing intervention. Averaging student scores within each strata reduced the specificity of our results, so we re-analyzed our data using longitudinal growth modeling, providing new information about student learning.

Yewon Lee, *University of Maryland*; **Susan De La Paz**, *University of Maryland*

23. Speech Recognition for Addressing the Writing Difficulties and Motivation of Boys

Boys are often found having difficulties and lack of motivation in writing, particularly starting from their elementary grades. Coincidentally, more boys than girls are formally identified as having learning disabilities. This research study investigates the effects of Speech Recognition technology application upon the writing production and motivation of boys (grades 4-6) with writing difficulties. Implementation strategies and recommendations for teaching and assessment practices will be provided.

I. Cinthia Lee, *Regent University*; **Hope Jordan**, *Regent University*; **Elizabeth Hunter**, *Regent University*

24. Evaluating Students with Learning Disabilities' Word-processing Proficiency and Self-perceptions

If difficulties with handwriting fluency impede written composition outcomes for students with LD, then it stands to reason that difficulties with typing fluency may impede electronic composition outcomes. We examined typing fluency, technology-based writing program (i.e., Microsoft Word) proficiency, and word-processing self-perceptions among students with and without LD.

Lauren Foxworth, *The College of New Jersey*;
Andrew Hashey, *State University of New York, Old Westbury*; **Diana Sukhram**, *State University of New York, Old Westbury*

25. UDL Integration to Enhance Collaboration in Merged Teacher Education Program

A curriculum enhancement process for strengthening faculty collaboration in a teacher education program including challenges, solutions, lessons learned, and program impact will be presented. Tools for systematically integrating Universal Design for Learning (UDL) into preservice special and general education courses, related research, and examples of course enhancements will be described.

Stacie Whinnery, *University of West Florida*;
Keri Haley, *University of West Florida*; **Jenn Mesa**, *University of West Florida*; **Keith Whinnery**, *University of West Florida*

26. Teachers' Perspectives about Assessment and Instruction of Students with LD

This qualitative study examined responses of in-service teachers concerning the assessment and instructional needs of students with LD. Teachers' responses included the need for all teachers to understand the assessment and identification process of students with LD; instructional training for inclusion general education teachers; and, engaging in RTI assessments.

Donna Brown, *Texas Tech University*; **Janna Brendle**, *Texas Tech University*; **Angie Elkins**, *Texas Tech University*

27. Teachers' Perceptions of Students' Abilities, and Difficulties with Visual Representations

This session will share data from a survey of special education teachers' perceptions of their students' abilities, difficulties and instructional needs to use

visual-representations when solving mathematics problems. Recommendations for preparing future special education teachers to work with students to use visual-representations will be provided.

Amy Scheuermann, *Minnesota State University, Mankato*; **Delinda van Garderen**, *University of Missouri*; **Apryl Poch**, *University of Missouri*

28. Comparing the Effectiveness of CAPS in Teaching SAT Vocabulary

Significant differences between vocabulary retention taught through teacher-made CAPs and student-made CAPs were examined. Students participated in a six-week study using either teacher-made or student-made CAPs with weekly progress monitoring. SAT Verbal scores acted as pre/posttest measure to assess use of CAPs to increase performance on standardized testing.

Tamla Lee, *Temple University*

29. Restorative Practices: Role of Leadership and Effective Implementation and Sustainability

This study explores the impact of zero tolerance on public education and the need for an alternative approach to addressing student discipline. Restorative practices have shown to be successful in changing school culture. Representing a paradigm shift in student discipline, leadership characteristics are examined when implementing a change initiative.

Angelia Watkins, *San Diego State University*

Research to Practice

30. Flipping the Inclusive Classroom: Partnering for Preparation and Innovation

What happens when you flip an inclusive classroom? What are the benefits and challenges of a flipped model of instruction for students with learning disabilities? In this presentation, higher education partners and school leaders discuss the lessons learned and next steps in a flipped classroom partnership project.

Janet Josephson, *Millersville University of Pennsylvania*; **Ollie Dreon**, *Millersville University of Pennsylvania*; **Shirley Murray**, *Pequea Elementary School*

31. Effective Use of Interactive Technology in the SLD Classroom

Teachers can become more effective in engaging students in processing the demands of text with technol-

ogy. Through technology integration teachers can identify students' reading needs and plan appropriate and effective instruction.

Miriam White, *Bemidji State University*

32. A Profile of Struggling Writers: Perceptions and Challenges

Students with and without learning disabilities in the fourth and eighth grades wrote essays, and completed short surveys and interviews about their beliefs about writing. This session will feature those findings and implications for practice.

Sara Flanagan, *University of Maine*

33. Solutions to Writing Challenges for Students with Learning Disabilities

This presentation will highlight several evidence-based practices in writing for students with learning disabilities and their implementation in an inclusive classroom. A technology-based graphic organizer will be presented. Two current studies conducted in writing will also be discussed, one which focuses on professional development for educators.

Melissa Hughes, *George Mason University*; **Mindy Gumpert**, *Old Dominion University*; **Kelley Regan**, *George Mason University*

34. Evidence-based Practices to Support ELLs

The challenges of teaching children with learning disabilities (LD) such as difficulties with language-based activities, memory and metacognition, are further complicated by the additional challenges of limited English proficiency. This session discusses and models evidence-based practices that contextualize instruction and support ELLs with LD in the content areas.

Rhonda Miller, *Coastal Carolina University*

35. The Benefits of Content Enhancements for Students with Learning Differences

This presentation will highlight various content enhancement routines and graphic organizers implemented by teachers of diverse learners. Additionally, information on how they work, including instructional steps, a review of the evidence base and empirical information supporting CERs and Graphic Organizers will be provided.

Nanette Fritschmann, *National University*

36. Bringing the Pieces Together: Collaboration for Student Success

The Virginia Department of Education's Training and Technical Assistance Center at George Mason University provides professional development and coaching to those working with students with learning disabilities. Additionally, specialists collaborate with school personnel to sustain state initiatives including co-teaching, multi-sensory structured language, self-determination, and multi-tiered systems of support.

Lynn Wiley, *Virginia Department of Education Technical Assistance Center*; **Judith Fontana**, *Virginia Department of Education Technical Assistance Center*

Group B 9:15-10:00

1. CLD 2018: Portland
2. Virginia CLD
3. Maryland CLD

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8. How Are You Smart? Honoring Cognitive Diversity in Our Classrooms

Some of the most significant differences that exist within our students are invisible to the naked eye. Furthermore, the complex neurological profiles present in classes are often misunderstood or overlooked by the misguided lens of "normal." This poster session will highlight strategies and classroom techniques that support the honoring of cognitive diversity using a strength-based, empowerment model.

Floyd G. Hudson Service Award Recipient: **Philippe Ernewein**, *Denver Academy*

Research Synthesis

9. Observing Reading Instruction for Students with Disabilities: A Systematic Review

This review synthesizes 10 observational studies of reading instruction for students across disability categories and settings. Findings suggest incongruity between research recommendations and observed instruction. Results support previous studies pertaining to LD: little time is spent on the NRP's five areas; non-instructional activities and whole class groupings dominate instructional time.

Esther Lindström, *Lehigh University*;

Samantha Gesel, *Vanderbilt University*

10. A Qualitative Meta-Synthesis of Algebra I Instructional Strategies

A synthesis of 52 qualitative investigations of Algebra I instructional practices suggest that a variety of strategies are available. While terminology, methods, and strategies differ between mathematics education and special education disciplines, the majority of studies included affective supports. Implications for practice and future research directions are reported.

Brittany Hott, *Texas A&M University-Commerce*;

Rebecca Dibbs, *Texas A&M University-Commerce*;

Lesli Raymond, *Texas A&M University-Commerce*

11. Systematic Analysis of Studies Targeting Fractions for Students with MLD

Developing an understanding of fractions is critical as reflected in national standards. We conducted a quantitative synthesis of experimental studies to investigate overall efficacy of fraction intervention when compared to standard instruction. Results indicated that intervention was more effective than standard instruction in problem-solving domain and effects were differentiated by some variables.

Jiwon Hwang, *Seoul National University, South Korea*;

Paul Riccomini, *The Pennsylvania State University*

12. Weber Fraction: Predictor of Approximate Number System Deficits and Dyscalculia?

Approximate Number System (ANS) is considered by many to be an early predictor of math skills. Many researchers have indicated a correlation between the Weber fraction, ANS, and number sense deficits in stu-

dents. This review will provide an overview of literature published on the Weber fraction as a predictor of ANS.

Lisa L. Morin, *Old Dominion University*;

Jugnu Agrawal, *George Mason University*;

Silvana Watson, *Old Dominion University*

13. What Works for Teachers with LD/AD(H)D: A Review of Literature

Researchers will share a comprehensive review of the literature on pre-service and in-service teachers who have learning disabilities and/or attention deficit disorders. Research questions include impact of disabilities on academic and professional performance, as well as, strategies for success in the college classroom and the field.

Debora Bays Wilbon, *Radford University*;

Brooke Blanks, *Radford University*

14. A Synthesis of Co-teaching Literature with Student Outcomes

A synthesis of research on co-teaching with student outcomes is presented. Investigations about this widely used practice include experimental and quasi-experimental designs with academic and some behavioral outcomes. Common trends, intervention findings, implications for the field, and need for further research will be highlighted.

Erin Clancy, *University of Maryland*; **Jade Wexler**,

University of Maryland

15. Teaching Concept Maps as an Additional Form of Assessment

Concept maps are a visual display of words organized to represent the relationship of the items. See how one teacher educator uses it at the beginning- and end-of-the-semester to assess synthesis of the materials learned and teaches it as a form of assessment.

Kim Doan, *West Chester University*; **Lorraine Munion**,

West Chester University

Original Research

16. Pre-service Teachers' Beliefs About Culturally Responsive RtI: A Multi-University Comparison

The purpose of this study was to compare pre-service teachers' self-efficacy beliefs about culturally responsive practices and the RtI model ($n = 239$) as means to assess efforts by teacher preparation programs to ameliorate

issues of disproportionality in special education. Comparison among three university programs provides insightful information about these efforts.

Brenda Barrio, *Washington State University*; **Katrina Hovey**, *Texas A&M University-Commerce*

17. Pre-service Teachers' Training in Components of Response to Intervention

This is a mixed-methods examination of 186 pre-service teachers' perceptions and experiences with key components of response to intervention (RtI). Survey results and focus group findings revealed differences in the perceptions and experiences of pre-service teachers who seek special education certification compared to teachers who seek general education certification.

Katrina Hovey, *Texas A&M University-Commerce*; **Endia Lindo**, *Texas Christian University*

18. Effects of CRA on Students Skip Counting and Multiplication Skills

This presentation will provide teachers with information about an explicit intervention for students with mathematics disabilities. The researchers used the CRA sequence to teach number sense and skip counting to students learning multiplication facts. The intervention resulted in student mastery of skip counting and multiplication facts.

Anna Gibbs, *Auburn University*; **Vanessa Hinton**, *Auburn University*; **Margaret Flores**, *Auburn University*

19. Effects of a Fraction Equivalence Intervention for Struggling Students

This presentation will describe and report results of an intervention study targeting fraction equivalence for struggling fourth graders. Intervention instruction taught students to identify and generate equivalent fractions by mapping fraction strips onto the number line in concrete-representational-abstract-integrated (CRA-I; e.g., Strickland & Maccini, 2013) format lessons.

Stephanie Morano, *University of Virginia*

20. Technology and Written Expression: The "Write" Online Tool

This session will describe one online tool for written expression, OuiWrite, for all students, including those with learning disabilities. Middle school students used OuiWrite to write a series of essays. Data suggests that

students enjoyed using OuiWrite, and experienced improved written expression.

Sara Flanagan, *University of Maine*

21. Efficacy of SRSD Writing Intervention: 4 years of Evidence

Years 1 to 4 findings on the efficacy of the SRSD intervention model using small groups, per a Tier 2 Response-to-Intervention (RtI) framework, are presented. Using a RCT design, the groups did not differ on written language at pretest, but the treatment group outperformed the comparison group at posttest.

Lara-Jeane Costa, *University of North Carolina at Chapel Hill*; **Stephen Hooper**, *University of North Carolina at Chapel Hill*

22. Pre-service Teaching Perspectives on Learning and Applying SRSD

This study will share findings from an intrinsic case study investigating pre-service teachers' perspectives on their knowledge and ability to implement Self-Regulated Strategy Development (SRSD) during their 5-week placement working with students with learning disabilities.

Wendy Rogers, *Kutztown University*; **Cynthia Stunkard**, *Kutztown University*

23. Smartpen Technology and Note-taking on Achievement for Students with Disabilities

This study evaluated 9th grade students in English class with a researcher-created note-taking intervention and smartpen technology. Student notes were evaluated for lecture comprehension, content, vocabulary skills, and total words written. Results show students in the experimental group recorded more total words and vocabulary words in notes.

Rachael Joyce, *Temple University*

24. Secondary Teachers' Theoretical Orientations Concerning Writing Self-Efficacy and Writing Instruction

Writing is a complex yet key component of secondary classrooms. Unfortunately, many secondary teachers are unprepared to support students' writing, particularly students who struggle with writing or who are identified with a writing disability. This session will explore secondary teachers' beliefs about writing self-efficacy and writing instruction.

Apryl Poch, *University of Missouri*

25. School Adjustment and Strength Intelligence for Students with Reading Difficulties

We identified three latent groups for students with reading difficulties in accordance with the response pattern of school adjustment and strength intelligence - adjustment-vulnerable group, intelligence-vulnerable group, balanced group. New perspectives on school adjustment and strength intelligence for students with reading difficulties can further be analyzed.

Soyoung Park, *University of Texas at Austin*; **Dongil Kim**, *Seoul National University*; **Diane Pedrotty Bryant**, *University of Texas at Austin*

26. Administrator Perspectives of Project-Based Learning for Middle School Students

This presentation examines the administrators' role in the implementation of project-based learning (PBL) to successfully include students with disabilities. The presentation describes a study of administrators' perspectives regarding their role in implementing PBL in inclusion classrooms to support teachers in providing students with disabilities an effective learning experience.

Janna Brendle, *Texas Tech University*; **Donna Brown**, *Texas Tech University*; **Angie Elkins**, *Texas Tech University*

27. Increasing Students' Self-Management Skills: Evaluation of Check In Check Out

This poster presents results of a single-case study in Germany evaluating a tier-2 intervention called Check in Check out (CICO). Participants were two sixth graders at-risk for school failure (often off-task; low self-management skills). Results indicate that CICO was effective to reduce students' off-task behavior and improve their self-management skills.

Michael Paal, *Universität Siegen*; **Anna-Maria Hintz**, *Universität Siegen*

28. Science and Language for Students with LD: One Teacher's Perspective

This exploratory case study describes an experienced elementary science teacher's perspective and practices while implementing a language and literacy enhanced science inquiry intervention to students with LD. The teacher viewed science as an academic equalizer and

capitalized on the relationship between science and language to meet students' individual academic goals.

Tracy Spies, *University of Nevada Las Vegas*;
Joseph Morgan, *University of Nevada Las Vegas*

29. Differential Effects of Instructional Practices on Ninth Graders' Algebra Achievement

An examination was conducted of standards-based instructional practices to determine the differential effects on students' algebra achievement depending on algebra achievement level or learning disability identification. Findings showed "concept plus procedure-focused" standards-based practices had a significant positive relationship with algebra achievement unlike "procedure-focused" standards-based practices.

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

Research to Practice

30. Math Models to Promote Algebraic Thinking

The use of models to promote algebraic thinking is a research-based approach designed to promote understanding of the solving of equations and inequalities. In this session, participants will see how one middle school teacher effectively uses these models to achieve significant growth in algebraic thinking for students with learning disabilities.

Sabrina Raugutt, *Cherry Creek School District*

31. Embedding Instructional Technology: Reaching Students with Learning Disabilities

Finding the appropriate technologies that support and extend learning for students with LD can be challenging. Technology is constantly changing and teachers often lack skills in identifying the "best" solution. This (bring your device) interactive presentation will present a strategy for evaluating instructional technology to support students with LD.

Lydia Gerzel-Short, *Texas A&M University-San Antonio*; **Theresa Garfield**, *Texas A & M-San Antonio*

32. Teaching for Retention: The Case for Purposeful Practice

This session will describe 1) the different purposes or goals of practice (e.g., initial acquisition, retention, recall, generalization), 2) the types of effective practice procedures (e.g., distributed practice, interleaving, scaffolded practice, worked examples), and 3) examples of

how and when each type of practice procedure should be used.

Jared Morris, *The Pennsylvania State University*

33. Increasing the Diversity of the Workforce

As America's student population is rapidly diversifying, there is a growing concern about the number of teachers of color in America. This session will provide recommendations for a coherent and intentional system of recruitment and retention of teachers of color.

Cari Dunn, *Auburn University*

34. Role of Self-Regulation: Decreasing the Achievement Gap for At-Risk Students

This session will review self-regulation skills needed for students with learning disabilities to be successful. Research has shown that when students are able to self-regulate, academic mastery increases while behavior decreases. Specific examples of how to infuse self-regulation into intervention, as well as core instruction will be reviewed.

Kathleen Hughes Pfannenstiel, *American Institutes for Research*; **Jennifer Walker**, *University of Mary Washington*; **Laura Isbell**, *Texas A&M University-Commerce*

35. National Comprehensive Center on Improving Literacy for Students with Disabilities (NCIL)

This session will describe NCIL's approach to collating rigorous research evidence to support scale up of programs and practices that increase achievement for students with learning disabilities. Participants in the session will benefit from information about national efforts to improve literacy achievement and access to resources for expanded knowledge.

Nancy J. Nelson, *University of Oregon*; **Scott K. Baker**, *University of Oregon*; **Sarah Sayko**, *RMC Research Corporation*; **Hank Fien**, *University of Oregon*

10:15-11:45

Panel

Data-based Individualization: Tools and Resources for Teachers and Teacher Trainers

Calvert Salon D

This session provides specific resources and outlines the process of data-based individualization to select appropriate interventions and use data to track student

progress when students do not respond within Multi-tiered Systems of Support. Discussants from CLD and from CEC's DLD call for advocacy for students with reading disabilities.

Stephanie Al Otaiba, *Southern Methodist University*; **Michael Faggella-Luby**, *Texas Christian University*; **Devin Kearns**, *Neag School of Education University of Connecticut*

Roundtables

Calvert Salon A

Moderator: Teresa Montani, *Fairleigh Dickinson University*

1. Ensuring Students Have a Voice in Co-Taught Settings

Eliciting perspectives of students with learning disabilities about their experiences in co-taught settings indicates students' perceptions on co-teaching. In this session, participants will learn ways to ensure students' voices about co-teaching experiences are heard. Some ways include informal surveys, focus group discussions, illustrations, and exit tickets.

Peggy King-Sears, *George Mason University*; **Anne Brawand**, *Kutztown University*; **Todd Johnson**, *University of South Alabama*

2. Promoting Student Self-Regulation: Classroom Practices to Increase Access and Outcomes

Self-regulation skills are strongly associated with positive academic and behavioral outcomes for students with learning disabilities. This session offers a variety of research-based practices and a systematic process for strategically addressing and integrating self-regulation into classroom routines and academic instruction. Resources to support implementation will also be provided.

Lori Korinek, *College of William and Mary*

3. Empowering Students with Learning Disabilities in Transition: Addressing Social Capital

While there are many evidence-based practices in transition planning for students with learning disabilities, few specifically address the needs of students from low socio-economic status households. This presentation will discuss how an understanding of social capital can help teachers address these factors throughout the transition planning process.

Kristopher Yeager, *University of Nevada, Las Vegas*

4. Improving Student Writing with a Web-based Graphic Organizer

A technology-based graphic organizer (TBGO) has been used to improve elementary and secondary student composition of a high quality paragraph across multiple genres. The TBGO web-based platform will be shown along with videos of a teacher using effective strategies when implementing the TBGO with her students in an inclusive setting.

Kelley Regan, *George Mason University*; **Anya S. Evmenova**, *George Mason University*

5. Scaffolding Executive Function Processes During Note-taking

This mixed-methods study explored the extent to which a strategic note-taking intervention enhanced the deployment of effective strategies to mediate executive function difficulties among students with LD during note-taking. Results indicate that the intervention served as a scaffold, helping struggling students to mediate executive functions and flexibly deploy cognitive strategies.

Joseph Boyle, *Temple University*; **Tam Lee**, *Temple University*; **Danielle Stanley**, *Temple University*

Roundtables

Calvert Salon E

Moderator: Regina Brandon, *San Diego State University*

1. Differentiating Partner Reading

Partner reading can improve reading comprehension for secondary students, including those with LD. We describe three variations of partner reading implementation incorporated into urban middle school classrooms to promote critical reading of text as part of an OSEP-funded adolescent literacy model demonstration project, PACT Plus (Promoting Adolescents' Comprehension of Text).

Leigh Ann Kurz, *George Mason University*; **Alexandra Shelton**, *University of Maryland*; **Jade Wexler**, *University of Maryland*

2. Writing Interventions for Culturally-Linguistically Diverse Students with Learning Disabilities

Self-Regulated Strategy Development instruction has proven effective for remediating writing of culturally-

linguistically diverse students with learning disabilities. Intervention for these students often requires instructional modifications to address differences in spoken and written language. In this session, implications for meeting students' needs for instructional practice and for future research are discussed.

Linda Mason, *George Mason University*; **Nancy Mamlin**, *North Carolina Central University*; **Carlos Lavín**, *University of North Carolina - Chapel Hill*

3. Effective Writing Strategies for English Learners with Specific Learning Disabilities

This presentation explores research to practice strategies for students with learning disabilities who are also English learners. Strategies to be discussed are (a) interactive writing, (b) think alouds, (c) discourse with peers, (d) explicit instruction, and (d) rereading for meaning. This is appropriate for practitioners as well as teacher educators.

Donna Sacco, *University of North Carolina-Charlotte*; **Chelseann Christopher**, *George Mason University*; **Kelly Liu**, *George Mason University*

4. Observation Study in Intensified Literacy Instruction

The purpose of the study is to observe secondary schools' intensive classrooms to document research-based instructional behaviors and occurrence of reading components and reading pedagogy associated with improving reading comprehension of students with learning disabilities.

Yan Wei, *Southern Connecticut State University*; **Kimberly Bean**, *Southern Connecticut State University*

5. Content Area Vocabulary-Strategies That Work!

Identifying strategies that support student understanding is an important aspect of facilitating meaningful acquisition of vocabulary skills for students with SLD, specifically with dyslexia. This interactive presentation explores learning strategies that teachers can use to support language based activities in the content areas such as science and social science.

Lydia Gerzel-Short, *Texas A&M University-San Antonio*; **Rhonda Miller**, *Coastal Carolina University*; **Jeremy Mills**, *Wright State University*

Structured Posters Presentations

Calvert Salon B

Moderator: Rick Brigham, George Mason University

1. Facilitating the Use of Special Education Mathematics Instructional Practices Through Online Modules

This session will share two online modules that were developed to provide training to preservice and inservice teachers in the use of Schema-based Instruction (SBI) and Concrete-Representational-Abstract Instruction to teach mathematics to elementary students with disabilities. Both modules include narrated slides, video clips, and embedded activities.

Tricia Strickland, Hood College

2. CRA Interventions Addressing Deficits in Numbers, Operations, and Fraction Concepts

This presentation will provide teachers with information and hands-on experience with interventions for students needing tertiary mathematics interventions. The researchers used the CRA sequence to design interventions addressing students' deficits related to poor conceptual understanding in areas related to numbers, operations, and fraction concepts. Each intervention resulted in student mastery.

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

3. Evaluating Quantitative Reasoning Through Use of an Empirically Validated Framework

Relying on Kane's (1992) argument-based approach to validity, operational definitions are proposed for various types of quantitative mathematical reasoning at fifth-grade. Researchers collected and analyzed over 5,000 student responses. Categorical definitions are provided to encourage future research. Examples of student reasoning are provided to encourage classroom use of the tool.

Lindy Crawford, Texas Christian University

4. Schema-Based Instruction to Improve Problem Solving Performance

Students with mathematics disabilities perform well below their same-age peers on measures of mathemat-

ics problem solving. This study evaluated the effectiveness of an SBI intervention on the word problem solving skills of two third grade students, and results indicate a strong relationship between SBI intervention and improved problem solving performance.

Lesli Raymond, Texas A&M University-Commerce

5. Algebra Intervention for Students with Disabilities and English Language Learners

This poster presentation will provide teachers with information about a pilot algebra intervention for ninth grade students with disabilities and English language learners. The researchers used the CRA sequence to teach students to solve polynomial expressions using addition, subtraction, and multiplication. The pilot intervention resulted in improved student performance.

Alexcia Moore, Auburn University

6. Important Instructional Features for Teaching Algebraic Concepts and Skills

The purpose of this session is to provide participants with evidence-based practices for teaching algebraic concepts and skills to secondary level students struggling with mathematics. Participants will also learn about monitoring progress for teaching algebraic concepts and skills. Handouts will be provided with specific ideas for teaching recommended practices.

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

7. Using Virtual Manipulatives to Teach Algebra to Students with LD

This research talk will discuss the findings of four empirical studies assessing the benefits of virtual manipulatives paired with direct instruction to teach Algebra 1 curricula to secondary students with learning disabilities. Results from all studies demonstrated a functional relationship between the technology and their participants' percent accuracy scores.

Rajiv Satsangi, George Mason University; Rachel Hammer, George Mason University

8. Changes of Error Patterns After Interacting with an App

We describe a follow-up analysis of findings from a study that tested the efficacy of an app on fraction skills of students with disabilities by tracking overall error patterns of students. Results showed that students re-

duced their error in comparison and estimation skills, however they still experience difficulty with word problems.

Orhan Simsek, *University of South Florida*;
David Allsopp, *University of South Florida*

9. Texas Students with LDs Access to Advanced Mathematics Courses

Multilevel modeling was used to explore the mathematics course pathways of Texas students with LDs. Students with LDs are less likely to have access to Algebra I and complete advanced mathematics courses. Access is further decreased when risk factors are present. Implications for practice and future research directions are reported.

Maria Carlson, *Texas A&M University-Commerce*;
Brittany Hott, *Texas A&M University-Commerce*

10. $3x + 6 = 7$, Find x : Algebra Instruction for Secondary Students with Learning Disabilities

Algebra is the foundation for higher level math courses making it crucial to identify evidence-based strategies to improve algebra achievement of secondary students with LD. This session will provide an overview of the last 15 years of research on evidence-based strategies for algebra instruction.

Jugnu Agrawal, *George Mason University and Fairfax County Public Schools*; **Lisa L. Morin**, *Old Dominion University*

12:45-2:15

Panel

Apps 2.0: Exploring Apps That Support Students with Learning Disabilities

Calvert Salon D

In a changing technological world, finding the appropriate applications that facilitate the meaningful acquisition of skills for students with SLD is challenging. This presentation will explore the various viewpoints of parents and teachers of students with SLD, and students with SLD as well as provide hands-on exploration of applications.

Theresa Garfield, *Texas A&M University-San Antonio*;
Lydia Gerzel-Short, *Texas A&M University-San Antonio*; **Catherine Garcia Carreon**, *Texas A&M University-San Antonio*

Roundtables

Calvert Salon A

Moderator: Teresa Montani, *Fairleigh Dickinson University*

1. Improving the Process: Collaborative Evaluation and Data-based Recommendations

With current “tiered systems,” the concept of service delivery has changed, but the process varies greatly. This presentation will enable participants to use existing data or data from a comprehensive evaluation model to develop specific recommendations that help teachers, parents and children, even if criteria are not met for identification.

Karen Rooney, *Educational Enterprises, Inc.*

2. Strategies to Involve Parents of Students with Disabilities from Diverse Backgrounds

The presentation examines the results of themes from recent studies of parents’ comments concerning effective and less effective strategies schools employ to engage parents. The implications of these findings for interventions to enhance schools’ efforts to facilitate involvement of parents of students with disabilities from diverse backgrounds are discussed.

Raymond Rodriguez, *James Madison University*

3. Before Eligibility: Tools for Pre-Referral Teams of English Language Learners

Pre-referral teams must be familiar with second language acquisition (SLA) to make informed decisions about referring English language learners (ELLs) for special education. This session will provide participants with information about SLA and the instructional needs of ELLs to ensure best practices and appropriate expectations are established prior to referral.

Meghan Betz, *George Mason University*

4. Assessing Practitioners’ Family-Centered Practice Using Teach LIVE Simulation and Self-Assessment

This study describes practitioners’ perceptions of behavior toward Family-centered Practices through data collected during our scholar selection process. Data were collected from a) DEC Recommended Family-Centered Practices Survey, and b) Evaluation of prac-

tioners' parent-teacher interactions using Teach LIVE simulation. Results suggest practitioners' needs for professional development in parent engagement.

Steve Chamberlain, *University of Texas, Rio Grande Valley*

5. Developing a Student Profile to Identify Cultural Influences

English Language Learners with disabilities have cultural influences that must be considered when developing interventions to meet their needs. This presentation will present characteristics that can be associated with learning disabilities and second language acquisition, as well as a tool that can assist educators in developing a student profile.

Chelseann Christopher, *George Mason University, Montgomery County Public Schools*

Roundtables

Calvert Salon E

Moderator: Regina Brandon, *San Diego State University*

1. Current Instructional Practices and General Awareness of Mathematical Fluency

Fluency is the ability to accurately and quickly recall arithmetic problems. Survey results indicated a wide range of practices and instructional methods are used by educators to develop fluency. Trends in knowledge and uses of fluency data are presented. Key program elements of evidence-based interventions and standards will be identified.

Lauren Cozad, *The Pennsylvania State University*;
Paul Riccomini, *The Pennsylvania State University*

2. Developing and Validating Screeners of Early Measurement Concepts

This presentation will share results from a study investigating the reliability and validity of a set of first grade screening measures focused on key concepts of measurement. The selection of concepts for development, the study to validate the measures, and fit within multi-tier models of service delivery will be discussed.

Ben Clarke, *University of Oregon*; **Marah Sutherland**, *University of Oregon*; **Christian Doabler**, *University of Texas at Austin*

3. Possible Selves: Goal Setting and Action Planning for Diverse Students

This presentation will provide information concerning an intervention for children and youth at risk for school failure. Researchers used an evidence-based practice in goal setting to provide resources to improve long-term positive outcomes. The Possible Selves strategy explicitly introduces how to set goals and action plans for future achievement.

Peggy Shippen, *Auburn University*; **Anna Gibbs**, *Auburn University*

4. Using Growth Mindset to Foster Educational Resilience in Students with High-Incidence Disabilities

This presentation provides a description of growth mindset theory and a rationale for why this approach may be particularly beneficial for students with high-incidence disabilities. Next, I highlight the positive potential of this inexpensive, easy-to-implement approach. Finally, I present practical methods for incorporating growth mindset into the classroom.

Abby Ampuja, *UNC Chapel Hill*

5. Implementing Evidence-Based Strategies for Multi-Digit Computation and Word Problem Situations

The purpose of this session is to demonstrate evidence-based strategies to improve multi-digit computation and problem-solving among students with disabilities. The presentation will address common word problem situations in mathematics. Emphasis will be placed on the following methods: (a) explicit instruction, (b) cognitive strategies, and (c) a graduated lesson sequence.

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

Structured Posters Presentations

Calvert Salon B

Moderator: Rick Brigham, *George Mason University*

1. Preteaching Critical Vocabulary and Background Knowledge to Increase Comprehension

Students with Reading LD often struggle with reading comprehension because they do not possess the oral

vocabulary and/or background knowledge that is critical to understand and retain content-area texts. Participants will learn effective, research-based tools to integrate vocabulary, background knowledge, and word work to increase comprehension, spelling, and writing.

Beverly Weiser, *Southern Methodist University*

2. Using Vodcasts to Improve Science Vocabulary Acquisition in Middle-Schoolers

This presentation provides a comparison of two studies using vodcasts for the purpose of improving science vocabulary acquisition in eighth grade students in inclusive classrooms. Vodcasts construction, purpose, and differences between groups and the impact on performance as a group, and as individuals will be discussed.

Lorraine Munion, *West Chester University*

3. Effects of a Multimedia Intervention on Student Acquisition of Vocabulary

As technology becomes increasingly available in classrooms, alternatives to traditional classroom instruction can be used to support students with LD. This study compared the traditional approach of using lectures and textbook based approaches in secondary content classes with the use of digital texts in aiding students in acquiring academic vocabulary.

Matthew Love, *University of Nevada, Las Vegas*;

Joseph Morgan, *University of Nevada, Las Vegas*;

Tracy Spies, *University of Nevada, Las Vegas*

4. Constructing and Critiquing Explanations in Science with Academically Diverse Students

Middle school students often have difficulty posing and evaluating scientific explanations in writing. In this study, we share the results from a study with two science teachers who provided explicit instruction in constructing and critiquing explanations with 33 seventh graders with varying academic and linguistic profiles.

Susan De La Paz, *University of Maryland*; **Yewon Lee**, *University of Maryland*

5. Story Mapping and Reading Comprehension of Students with Disabilities

The proposed literature review highlights the effectiveness of using story mapping strategy as a learning and/or teaching reading comprehension strategy for stu-

dents with disabilities in the most recent studies. The research question was To what extent does story mapping strategy positively affect the reading comprehension of students with disabilities?

Nora Altaweel, *Old Dominion University*

6. Strategy Instruction Using SRSD to Improve Reading Comprehension in Adolescent Boys

We will discuss using the Self-Regulated Strategy Development model to teach the TRAPeR (Think before reading, Ask yourself what are the main idea and two supporting details, Paraphrase the main idea and two supporting details, Review what you read) reading strategy to 8th grade males with a reading disability.

Laura Jacobson, *Central Connecticut State University*;

Joseph Johnson, *Troy University*

7. Vocabulary Instruction for Secondary Students with LD and ELLs

This presentation looks at the variety of effective vocabulary instruction for a variety of students including students with LD, ELLs, and ELL students with LD. Topics for participants include using evidence-based strategies for instructing content-area vocabulary, technology supports, and comparison of efficacy between students with LD and ELLs.

Kelly Liu, *George Mason University*

8. Enhancing Academic Language Comprehension: Interactive Vocabulary Instruction for Struggling Learners

Two formal syntheses on vocabulary interventions in content area subjects were conducted. The first targeted students with learning difficulties; the second examined English learners. Results showed that effective vocabulary interventions for these groups combined both explicit instruction in subject-specific terms and opportunities to explore connections among ideas in meaningful discourse.

Suzanne R. Forsyth, *The University of Texas*;

Le Tran Ozor, *The University of Texas*

9. Implementation of a Professional Development Package for Supporting Vocabulary Instruction

In this session, we present results from a randomized control trial measuring the effects of a multimedia, multi-component professional development package for middle school science teachers' vocabulary instruction. Our package includes content delivery, modeling videos, and feedback to support teachers' adoption and use of EBPs.

Katherine N. Peeples, *University of Virginia*;
John Elwood Romig, *University of Virginia*;
Hannah Mathews, *University of Virginia*;
Michael J. Kennedy, *University of Virginia*

10. Using Cluster Analysis to Explore Differences in the Reader Self-Perceptions of Adolescent Struggling Readers

This session will present research findings about reader beliefs about their reading ability, the processes they choose in learning to read, and whether they have positive experiences with reading. Participants were 6th graders in an intensive reading program in three urban schools. Implications and recommendations for research will be discussed.

Lindsey A. Chapman, *University of Miami*;
Mary Beth Calhoon, *University of Miami*;
Jennifer Krawec, *University of Miami*

Closing Sessions

2:30-4:00

Federal Funding Update

Calvert Salon D

This closing session will provide information on federal funding opportunities from the Institute for Education Sciences and the National Science Foundation. Priorities related to students with learning disabilities will be emphasized. Time will be available for questions and answers.

Rob Ochsendorf, *National Science Foundation*;
Sarah Brasiel, *National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education*

National Center on Improving Literacy (NCIL): Principles to Support MTSS Implementation

Calvert Salon E

This session will describe the priorities of NCIL and efforts that are underway to support MTSS implementation and increase literacy achievement for students with learning disabilities across the US. Participants will benefit from access to evidence-based approaches to screening, identification, instruction, and intervention for students with literacy-related disabilities.

Scott K. Baker, *University of Oregon*; **Nancy J. Nelson**, *University of Oregon*; **Sarah Sayko**, *RMC Research Corporation*; **Hank Fien**, *University of Oregon*

The J. Lee Wiederholt Distinguished Lecturer and the Floyd G. Hudson Service Award are named in honor of two individuals who were part of the CLD family and who contributed their time and talents to the organization for many years, as well as to the field of learning disabilities. Below is more information about these two professionals.

J. Lee Wiederholt Distinguished Lecturer

Dr. J. Lee Wiederholt was a founding member of the Council for Learning Disabilities and served as its president in 1980-1981. He was a widely published author and a leader in the field of special education and assessment, especially in the area of learning disabilities. He received his doctorate from Temple University in 1971. He was a special educator in the Philadelphia public schools, director of the Leadership Training Institute in Learning Disabilities at the University of Arizona, and department chairperson at the University of Texas at Austin. Dr. Wiederholt was the editor-in-chief of the *Journal of Learning Disabilities* for 10 years. Lee was senior vice president of PRO-ED, director and president of the Donald D. Hammill Foundation, and director of the Hammill Institute on Disabilities. It is only fitting that the Distinguished Lecture is named in his honor.



Floyd G. Hudson Service Award



Dr. Floyd Hudson was one of the early pioneers in the field of learning disabilities. After completing his doctoral training at the University of Kansas, he headed the faculty in Learning Disabilities that worked at Kansas University Medical Center and the University of Kansas. He was one of the early members and a president of the Council for Learning Disabilities in 1975. Before pursuing his doctoral degree, he was a special education teacher in Oklahoma. During the course of his career as a faculty member at the University of Kansas, he was the committee chair for close to 100 doctoral students. He was an early proponent of the importance of academic instruction (versus process training) for students with learning disabilities, and his former students spread his ideas across the United States. This included an emphasis on the use of task-analysis as part of effective teaching.

Floyd G. Hudson Outstanding Service Award

The Floyd G. Hudson Service Award is presented 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 year's recipient is Mr. Philippe Ernewein.

Philippe Ernewein

Director of Education at Denver Academy

As Director of Education, Philippe has trained pre- and in-service teachers while he has supported parents who have children with learning disabilities through the many professional development sessions and parent workshops. By offering the opportunities for parents and educators to learn, as well as sharing his knowledge of learning disabilities, Philippe is committed to helping all students who have learning disabilities and challenges to face the barriers they encounter during their academic pursuits. Prior to his current role, Philippe spent many years as a classroom teacher and cross-country coach. He is a Teach for America Alumni member and continues to stay involved with TFA and collaborate with their Special Education teachers. Philippe earned his Masters in Curriculum and Instruction from the University of Colorado at Denver and his undergraduate degree from the Longwood College in Virginia.



Teacher of the Year

Each year, the Council for Learning Disabilities recognizes outstanding teachers who are CLD members and who consistently provide quality instruction to students with learning disabilities. The *Teacher of the Year* award recipients selected by local chapters, provide direct services to students. The CLD 2015-16 Teacher of the Year Recipients are as follows:

Janeen Dofflemyer – Virginia CLD Chapter

Special Education Teacher, East Rockingham High

Janeen teaches at East Rockingham High School in Elkton, Virginia, working collaboratively in general education classrooms. She serves as a clinical faculty mentor and chairs the Student Study Committee. She founded a Girls' Empowerment Movement (GEMS) club for at-risk 9th grade students. In addition, she secures grants that fund technology resources for her school.



Jennifer Ozuna – Texas CLD Chapter

Special Education Teacher, Criswell Elementary

Jennifer is a special education teacher at Criswell Elementary School in Forney, Texas. She has been committed to educating students for the past 14 years. She currently teaches special education in a K-6 resource classroom. Jennifer has been awarded campus Teacher of the Year (2012 and 2017), Teacher of the Month (January, 2014), and serves as campus ambassador, training other teachers.



Clark Stukeley – Colorado CLD Chapter

Special Education Department Chair, Chatfield High

Clark is currently a Special Education Department Chair at Chatfield High School in Littleton, Colorado. He has been committed to providing instructional services in a cross-categorical setting, where students with and without learning disabilities have ample opportunities to work and learn together. In addition, he implements various instructional models (team-teaching, small group instruction, one-to-one instruction, resource level classroom) with his teaching experience.



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 2016 Must Reads. Award recipients will be presenting their work during the Outstanding Researcher Presentation and Must Reads panel.

Travers, J.D. (2017). Evaluating claims to avoid pseudoscientific and unproven practices in special education. *Intervention in School and Clinic*, 52, 195-203. doi: 10.1177/1053451216659466

Ritchey, K.D., Palombo, K., Silverman, R.D., & Speece, D. (2017). Effects of an informational text reading comprehension intervention for fifth-grade students. *Learning Disability Quarterly*, 40, 68-80. doi: 10.1177/0731948716682689

Outstanding Researcher Award

Amber Wang

The Council for Learning Disabilities has awarded the 2017 Outstanding Researcher Award to Amber Wang. The award winner is selected from individuals submitting a paper based on their doctoral dissertation completed within the past 5 years. Dr. Wang will present her research during the Outstanding Researcher Presentation and Must Reads panel.

Dr. Wang is a Research Associate in the Department of Special Education at Vanderbilt University, where she also received her doctorate in 2016 under the advisement of Dr. Lynn S. Fuchs. She conducts programmatic research on intensive interventions designed to improve the mathematics outcomes of students with or at risk for mathematics learning disabilities and on the cognitive and linguistic student characteristics associated with mathematical development in fractions and word-problem solving.

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 2018 Call for Conference Proposals 40th International Conference on Learning Disabilities

**October 11-12, 2018
Portland Marriott Downtown Waterfront, Portland, Oregon**

PROPOSAL SUBMISSION OPENS: December 1, 2017
(full Call for Proposals will be available on CLD website by 12/1/17)

DEADLINE FOR SUBMISSION: February 5, 2018

The Council for Learning Disabilities' (CLD) 40th 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);
- present primary research on LD (including intervention and assessment practices);
- describe secondary research on LD (including literature reviews and meta-analyses);
- translate research into evidence-based instructional strategies;
- examine the education of students with LD from diverse cultural and linguistic backgrounds;
- pertain to policy at the local, state, and federal levels;
- address topics relevant to higher education (including teacher preparation, mentorship of pre-tenured faculty and graduate students, and research methodology);
- originate from other disciplines that focus on LD (e.g., neuropsychology)

CLD MISSION STATEMENT

The Council for Learning Disabilities (CLD), an international organization composed of professionals who represent diverse disciplines, is committed to enhancing the education and quality of life for individuals with learning disabilities across the life span. CLD accomplishes this by promoting and disseminating evidence-based research and practice related to the education of individuals with learning disabilities. In addition, CLD fosters (a) collaboration among professionals; (b) development of leaders in the field; and (c) advocacy for policies that support individuals with learning disabilities at local, state, and national levels.

SAVE THE DATE!

40th International Conference on Learning Disabilities

October 11 & 12, 2018

**Marriott Portland Downtown
Waterfront Hotel
Portland, Oregon**

Join CLD in Portland!!

Attend the conference!

Bring colleagues!

Bring graduate students!

- Concurrent skill-building sessions on research, evidence-based interventions, teacher preparation, and policies for students with LD.
- Networking opportunities with local, state, and national educators in LD.

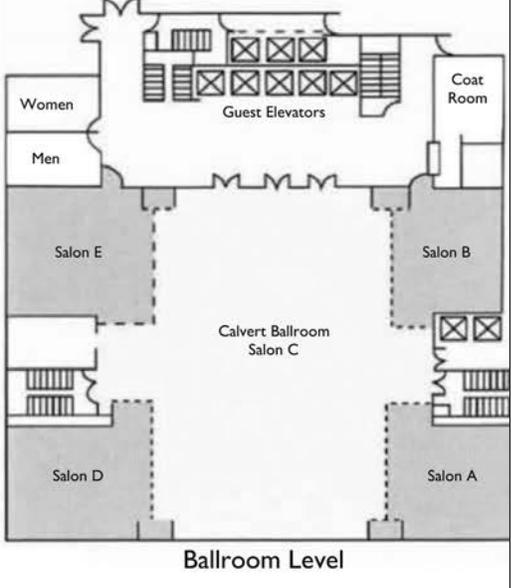
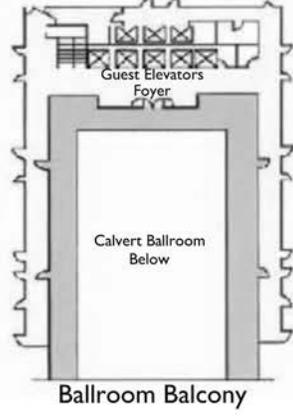
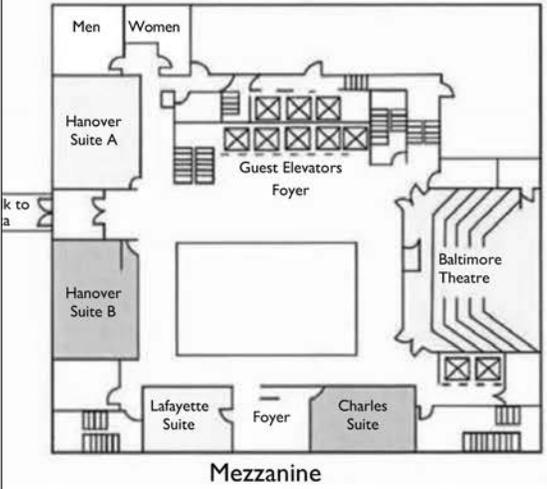
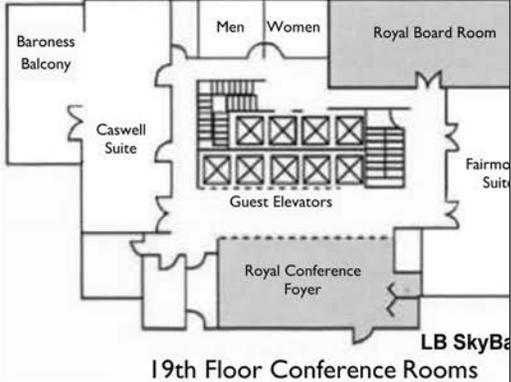
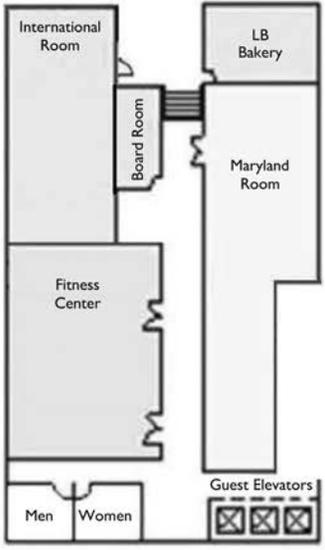
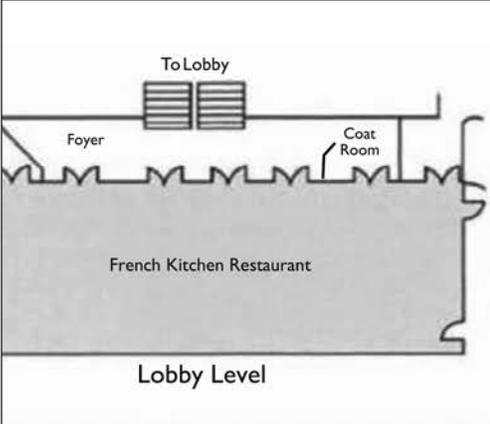


Conference Information will be posted at: www.cldinternational.org

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