

# Conference Sessions

## 33<sup>rd</sup> International Conference on Learning Disabilities THURSDAY

### OPENING SESSION – 8:00 ROOM 10B

#### RECOGNITION OF CLD'S 2011 TEACHER OF THE YEAR AWARD WINNERS

*Cheryl Cambra*, Colorado Chapter

Cheryl spent six years in the Air Force and raised a family before completing her education at the age of 41. Cheryl describes her role as a special education teacher. A special education teacher wears many different hats: life skills teacher, behavior interventionist, instruction interventionist, data analyst, and parent collaborator.

*Kathy Meier*, Minnesota Chapter

Kathy teaches pre-algebra, combining content instruction with the understanding of individual student's cognitive strengths. Using data analysis, evidence-based instructional strategies, and on-going progress monitoring, Kathy works closely with her general education counterpart to support students in Foundations of English, and she also provides intense interventions within Tier 3 for students with learning disabilities.

*Veronica Leigh Miller*, Texas Chapter

Veronica graduated magna cum laude from the University of North Texas in 2007. Since that time, she has worked as a literacy interventionist at Ojeda Middle School in Austin. She is a certified Wilson Reading System teacher and received English as a Second Language certification from the Texas Department of Education.

#### KEYNOTE ADDRESS

##### ***Learning Disabilities and Evidence-Based Practices: Is the Past Prologue?***

The keynote address will highlight what is known about evidence-based practices for students with learning disabilities. Research with students with learning disabilities from the past, present, and predictions for the future will be presented.

*Margo Mastropieri*, 2011 J. Lee Wiederholt Distinguished Lecturer and Keynote; George Mason University

#### SESSIONS STARTING 9:45

##### ***Reading Achievement Multi-Modular Program (RAMP-UP)***

*Room 6A*

RAMP-UP, an empirically supported peer-mediated remedial reading program designed specifically for adolescents with RD addresses multiple sources of deficits in linguistics, spelling, fluency, and comprehension skills. Three studies have demonstrated significant and practical gains for those using RAMP-UP. This session explains the theory behind the development of RAMP-UP, current research results, and how to implement RAMP-UP.

*Presenters: Mary Beth Calhoon and Jessica Khakzad*

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### ***A Middle School Math Intervention: The Math Learning Companion***

*Room 8A*

The Math Learning Companion is an evidence-based individualized online mathematics intervention designed for sixth-grade students with math learning disabilities. Embedded in this intervention are research-based instructional strategies including an emphasis on number sense, visual representation of math concepts, explicit instruction, scaffolding of new material, frequent review, and vocabulary support.

*Presenters: Barbara Freeman, Lindy Crawford, Lindsay Hall, and Robin Davis*

### ***Conducting Narrative Synthesis: Systematically Reviewing the Literature in Special Education***

*Room 6B*

Research syntheses make important contributions to the field of special education, summarizing current knowledge, identifying evidence-based practices, and setting research agendas. This session will provide participants with guidelines for conducting a systematic review of the literature and discuss strategies for organizing and synthesizing findings in meaningful ways.

*Presenters: Cathy Newman Thomas, Sun A. Kim, Colleen Reutebuch, Elizabeth Swanson, and Shannon Leinert.*

### ***Establishing Reliability: Lessons Learned from Three Sequential Analyses of Textbooks***

*Room 10A*

Acquiring high reliability in studies requires researchers to design clear and coherent ways to measure constructs. Through conducting a sequence of studies, the panelists learned lessons that helped them more clearly describe and measure textbooks' content for subsequent research. Although tedious, establishing high reliability is an essential aspect of rigorous research.

*Presenters: Sheri Berkeley, Peggy King-Sears, Brittany Hott, Jessica Vilbas, Katherine Bradley-Black, and Sarah Conklin*

### ***Schema-Based Instruction: A Fine Balance of Explicit and Contemporary Practices***

*Room 8B*

This session will focus on effective word problem solving instruction using schema-based instruction (SBI). A key component of SBI is the focus on recognizing the underlying mathematical structure of problems. The presenter will provide specific examples from elementary and middle school mathematics to illustrate the application of SBI.

*Presenter: Asha Jitendra*

### ***Selection of Appropriate Research-Based Curriculum and Interventions***

*Room 8C*

Presenters of this session will provide an analytical review of 10 years of LD research from three prominent LD journals. The panelists will provide information that describes

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how administrators and other campus-based leaders can apply technical skills for selecting research-based interventions.

*Moderator: Alba Ortiz*

*Presenters: Mary Bach and Dr. Lyndon Langford*

SESSIONS STARTING 12:35

### ***Early Career Faculty: What is the First Year Really Like, and What We Wish We Had Known***

*Room 6B*

The transition from graduate student to new professor is exciting yet challenging, and at times, not all goes smoothly. Through an interactive discussion between participants and panelists, this panel offers a platform for beginning professors and doctoral students to share experiences and gain insights into academia.

*Presenters: Minyi Shih, John Kelly, Sun A. Kim, and Cathy Newman Thomas*

### ***Lessons Learned from RTI Model Demonstration Projects***

*Room 6A*

Creating a sustainable RTI practice requires collaboration between researchers and practitioners. Representatives of Model/Demonstration Projects of RTI studies share the lessons learned from their individual projects, including fidelity implementation, scaling up innovations, developing a sustainable practice, and the relation between development of progress monitoring measures and evidence-based decision-making.

*Presenters: Kimy Liu, Ed Shapiro, Gerald Tindal, and Julie Alonzo*

### ***Co-Teaching as a Viable Use of Resources in Secondary Settings***

*Room 10A*

The discussion focuses on co-teaching as a viable use of resources in secondary settings. Topics include elements necessary to get the greatest benefits and measures that can really determine the viability of co-teaching.

*Presenters: Sharon L. Blatz, Bill Roberts, and Lauren Heberling*

### ***Talking Transition - Outlooks On Best Practices, Current Issues, and the Future for Students with LD***

*Room 8B*

Contemporary societal changes, as well as educational practices and reform policies, influence ongoing transition practices and needs for secondary students with learning disabilities. More recent practices such as RTI, sustainability, STEM education and careers, accountability and eligibility assessments, postsecondary education success, and cultural and linguistic diversity are part of today's conversations. Join a panel of professionals in this cracker-barrel session as they share outlooks and discuss best practices, current issues, and future considerations for students with learning disabilities.

*Presenters: Christina M. Curran, Cari Dunn, Kristine Wiest Webb, James R. Patton, and Sarah Semon*

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### ***Fidelity to Assessment Procedures: An Overlooked Aspect of Effective Interventions***

*Room 8A*

Without strict adherence to administration and interpretation guidelines, test results upon which intervention instruction is to be based could be invalid. This session will discuss the challenges encountered in achieving assessment fidelity and share ideas about how to improve that fidelity.

*Presenters: Deborah K. Reed and Kristi L. Santi*

### ***The Next Decade of Special Education Administration: Trends, Challenges, and Predictions***

*Room 8C*

This session, specially designed for administrators, looks at three questions on the minds of administrators today. First, how can administrators avoid the “Slippery Slope of Litigation”? Second, does the latest reauthorization of IDEA bring IDEA and ESEA together at last? And finally, how can administrators work to re-conceptualize the disproportionality issue in special education?

*Presenters: Joan Altobelli, Dr. Barbara Pazez, and Cyndi O'Toole*

*SESSIONS STARTING 2:50*

### ***Influence of Social Supports on Bullying Among Students with LD***

*Room 6A*

Bullying has been identified as a social construct, where behaviors are reinforced by various social systems. Additionally, students with learning disabilities may be overrepresented within the bullying dynamic. This session will explore the influential nature of social supports on bullying, victimization, fighting, and anger among students with learning disabilities.

*Presenters: Chad A. Rose and Cynthia G. Simpson*

### ***The ABC's of Evidence-Based Practices for Teachers***

*Room 6B*

This session is a hands-on experience in methods for locating and evaluating evidence-based practices using quality internet sources. During this session, participants will learn to navigate sites and examine supporting evidence. In addition, the presenter will cover the importance of strong fidelity in classroom implementation and continuous progress monitoring.

*Presenter: Sharon L. Blatz*

### ***Single Subject Methods in Research with Students with SLD***

*Room 10A*

Participants will explore the use of research in their classrooms (research to practice) and conducting research using single subject methods. The presenter will provide examples of single subject research showing evidence of instructional efficacy and efficiency.

*Presenter: Margaret Werts*

**MUST READS AND OUTSTANDING RESEARCHER PRESENTATION**

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Room 8A

### ***Must Reads***

The panelists identify articles from the past year that each feels are essential reading for all members of the field of LD. Discussion with the audience follows.

*Presenters: Patricia G. Mathes, Caroline Kethley, Deborah Reed, and Michael Feggella-Luby*

### ***Outstanding Researcher***

#### **Ameliorating Reading Disabilities Early: Examining an Encoding and Decoding Instruction Model**

*Beverly Weiser, Outstanding Research Award Winner, SMU Research Assistant Professor*

### ***Bringing General Education and Special Education Teachers Together to Serve Students with High Incidence Disabilities***

Room 8C

This presentation, specially designed for administrators, will examine common knowledge, skills, and experiences for teachers serving students with high incidence disabilities. An examination of National Survey of Education Practitioner RTI Knowledge will help identify where gaps exist. Finally, the session will examine whether the LD field is moving toward a consensus in defining LD.

*Presenters: Elizabeth Shelby, Katherine Fugate, and Susan Bineham*

### ***4:40-5:30 CLD Annual Business Meeting***

Room 8B

Open to all attendees

## **PRESIDENTS RECEPTION AND POSTER SESSIONS**

**5:00 – 6:30**

**ROOM 9ABC**

### **FLOYD G. HUDSON AWARD PRESENTATION**

*Candy Myers, 2011 Floyd G. Hudson Award Recipient*

Each year, the award is given for outstanding performance and commitment by a professional who works in the field of learning disabilities in a role outside of the classroom. Candy is a Principal Consultant with the Exceptional Student Leadership Unit of the Colorado Department of Education (CDE). Before assuming her current position with CDE in 1999, she served a 35-district region of Wisconsin, providing leadership and professional development for both local and state initiatives. Her role with CDE is to provide guidance, technical assistance, and professional development for those Colorado educators/administrators responsible for the education of students with learning disabilities

### **MUSIC**

Music during the reception is provided by Reed Turner. Reed has a unique sound and distinctly personal style. His sophomore album SEE HOW FAR I GET, available for bid

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at the silent auction, demonstrates the many facets of his personality, running the stylistic gamut from folk to hard rock. He speaks in a voice that is simple yet evocative, intimate yet universal, and ultimately true.

### POSTERS

**1. Algebra I 9th Grade Classes: In Search of Effective Practices for Teaching Students with LD in Inclusive Settings**

Presenters: Diane Pedrotty Bryant, Jennifer Tausiani, Brian R. Bryant, Mikyung Shin, and Fangiuan Hou

**2. An Analysis of LD Intervention Research Conducted in the Previous Decade**

Presenters: Jacob Williams, Jeremy Meciak, and Laura McFarland

**3. Analysis of the Quality of Intervention Studies for Secondary School Students with LD for Conducting Evidence-Based Intervention Research**

Presenters: Kyong-Eun Na and You-Jin Seo

**4. Assessing Kindergarten Spelling Skills: A Comparison of Three Scoring Methods**

Presenter: Nathan Clemens

**5. Bright Spots and Missed Opportunities: What Co-teachers in One Midwestern High School Do to Support Access to the General Education Curriculum**

Presenter: Rebecca Shankland

**6. Components of Effective Instructional Plans: Translating Research to Practice**

Presenter: Sekhar S. Pindiprolu

**7. Content Acquisition Podcasts (PreCAPs): Teaching Preservice Teachers About Learning Disabilities**

Presenters: Shannon Leinert and Cathy Newman Thomas

**8. Creating a Second Life for Higher Education Students with Dyslexia**

Presenter: Mary Dziorny

**9. Creating Rigorous Instructional Lessons Aligned to College and Career Readiness Standards**

Presenters: Kristie Hotchkiss and Marty Hougen

**10. Early Intervention to Improve Executive Functions: Effects On Reading**

Presenter: Maureen Hoskyn

**11. Early Mathematics Tier 2 Intervention: Lessons Taught and Lessons Learned**

Presenters: Kathleen Hughes Pfannenstiel, Diane Pedrotty Bryant, and Brian R. Bryant

**12. Effects of the Use of Technology on Reading Comprehension for Students with LD**

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*Presenter: Minwook Ok*

### **13. Empowering Teacher Candidates to Implement College and Career Readiness Standards**

*Presenters: Dr. Lillian McEnery and Nancy L. Wright*

### **14. English I 9th Grade Classes: In Search of Effective Practices for Teaching Students with LD in Inclusive Settings**

*Presenters: Brian R. Bryant, Janine Langely, Diane Pedrotty Bryant, and Min Kyung Kim*

### **15. Eye Movements and Their Role in the Diagnostics of Dyslexia**

*Presenter: Jiri Jost*

### **16. Features of Effective Reading Interventions for Struggling Students: A Synthesis**

*Presenter: Yu-Ling Lo*

### **17. Gifted and LD: What Should I Do?**

*Presenter: Tyrell L. White*

### **18. Inclusion of 9<sup>th</sup> Grade Students with LD in Algebra 1 and English 1 Classrooms: A Mixed Methods Study of Behavioral Practices, Student Performance, and Classroom Challenges**

*Presenters: John McKenna and Colin Meuthing*

### **19. Increasing Vocabulary with Semantic Mapping and Repeated Practice**

*Presenter: Richard Welsch*

### **20. Influence of Social Supports on Bullying Among Students with LD**

*Presenter: Chad Rose*

### **21. Intensive Diagnostic Educational Centers Pilot: Hope for Nonreaders**

*Presenter: Katie Doyon*

### **22. Integrating College and Career Readiness in One College Course**

*Presenter: Steve Chamberlain*

### **23. Language and Literacy Assessment for School-Age Children**

*Presenter: Dawn Botts*

### **24. Making Your Voice Heard: We Can Influence Legislation and Policy**

*Presenter: Debi Gartland*

### **25. Mobile Learning Devices that Assist Students with LD**

*Presenter: Leah M. Herner-Patnode*

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- 26. Predicting Kindergarten Response to Reading Intervention Using Progress-Monitoring Measure**  
Presenter: Eric Oslund
- 27. Providing Informational Sessions to Increase Knowledge of Transition Issues**  
Presenters: Leann DiAndreth-Elkins and Robin H. Lock
- 28. Psychosocial Treatments for ADHD: A Systematic Appraisal of the Evidence**  
Presenter: Silvana Watson
- 29. Reading Comprehension Interventions for Middle School Students with LD: A Research Synthesis**  
Presenters: Michael Solis and Stephen Ciullo
- 30. Research-Based Tutoring Strategies for Postsecondary Students with LD**  
Presenters: Leann DiAndreth-Elkins and Robin H. Lock
- 31. Responding to Hard Times: Reconfiguring Professional Development Experiences for General and Special Educators**  
Presenter: Ginger Blalock
- 32. Review of Mathematics Interventions for Struggling High School Learners**  
Presenters: Mikyung Shin and Diane Pedrotty Bryant
- 33. Second Grade Teachers' Use of Academic Routines in Science Instruction**  
Presenters: Yu-Ling Lo and Worri Kim
- 34. Slim-Students in Virtual Inclusion Science Classroom**  
Presenter: Tandra Tyler-Wood
- 35. Specific Learning Disability Exclusionary Clause: Interpretations and Recommendations**  
Presenter: Ray Ostendorf
- 36. Standards for College and Career Readiness**  
Presenters: Terri Kurz and Marty Hougen
- 37. Strategic Discourse at a Sportive E Learning Centre: Synchronous Short-Term Tailored Teaching for Low-Performing Students.**  
Presenters: Dr. Dorit Barat and Dr. Hana Avni-Schon
- 38. Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities**  
Presenters: Olga Jerman and Amber Moran

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### **39. Supporting Behavior in English Language Learners with LD**

*Presenters: Nicole Dobbins and Cathi Draper Rodriguez*

### **40. Teachers as Researchers**

*Presenters: Dr. Marilyn Goodwin, Cheryl Spain, Shelly Killian, Kristina Green*

### **41. Teaching Fraction Equivalency Through Ratios and Performance of Students with MLD**

*Presenter: Jessica Hunt*

### **42. Teaching Students Successfully with Mnemonic Instruction**

*Presenter: Ed Schultz and Cynthia G. Simpson*

### **43. Teaching Students with Mild Disabilities Expository Comprehension Strategies for Successful Inclusion**

*Presenters: Cynthia G. Simpson and Ed Schultz*

### **44. Technology and Research Synthesis: Recommendations for Organization, Clarity, and Transparency**

*Presenters: Laura McFarland and Jacob Williams*

### **45. Text Reading in Secondary English Language Arts and Social Studies Classes**

*Presenters: Lisa McCulley and Elizabeth Swanson*

### **46. The Effect of Explicit Timing on Math Performance Using Interspersal Assignments with Students with Mild/Moderate Disabilities**

*Presenter: Fangjuan Hou*

### **47. The Effectiveness of Using Graphic Organizers to Teach Social Studies to 4<sup>th</sup> and 5<sup>th</sup> Grade Students with LD: A Single-Case Design**

*Presenter: Stephen Ciullo*

### **48. The Impact of NCLB on Academic Outcomes for Students with LD**

*Presenter: Alyssa Kaye*

### **49. The Relationship between Disproportionality Indicator Compliance and Level of RTI Model Development**

*Presenters: Wendy Cavendish, Anabel Espinosa, Maggie Mahotiere, and Ana Menda-Marshall*

### **50. Universal Design for Learning: Applications for Students with LD**

*Presenters: Brian R. Bryant, Diane Pedrotty Bryant, Minwook Ok, and Sathia Ramdoss*

### **51. Using Dimensions of Implementation Fidelity to Predict Kindergarten Reading Outcomes**

*Presenter: Melissa Fogarty*

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### ***52. Use Vocabulary Matrix to Bring Words Alive***

*Presenter: Kimy Liu*

### ***53. Using Tier-2 Math Instruction to Promote Proficiency with Whole Numbers***

*Presenters: Christian Doabler, Kathy Jungjohann, Scott Baker, Ben Clarke, and Hank Fien*

### ***54. Word Study: The Word Mapping Strategy***

*Presenter: Monica Harris*

## ***EVENING SESSIONS STARTING 6:40***

### ***The Right Tools for Writing***

*Room 6B*

This session will provide participants with engaging and research-based instructional practices for improving the writing skills of students with learning disabilities with an emphasis on technology tools that are readily available in classrooms. Participants will leave with a toolkit to support writing instruction. Bring your laptop and a USB drive.

*Presenters: Cathy Miller, Nichole Kertis, and Ann Jacobson*

### ***Learning to Lead: Student Directed IEPs***

*Room 10A*

This session will include practical tips for developing and implementing standards-based IEPs. In addition, the panelists will provide information about how secondary students with learning disabilities perceive their self-advocacy skills within their ARD/IEP meetings. Finally, the presenters will discuss parent perspectives of student directed IEPs for elementary students.

*Presenters: Marilyn Goodwin, Jane Pemberton, Cheryl Spain, Kristina Green, and Juanell Isaac*

### ***Straight from the Horse's Mouth: Addressing the Priorities of Practicing Special Education Administrators***

*Room 8C*

This session, specially designed for administrators, examines scheduling strategies that foster the integration and success for all. The speaker will draw upon his professional experiences as both a school administrator and consultant to facilitate discussions about issues facing today's administrators, and how those issues can be prioritized to maximize success.

*Presenter: Dr. Joel Brodsky*

## **FRIDAY**

**SESSIONS STARTING 8:00**

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### ***Improvements in Behavioral and Neuroimaging Measures of Reading Achieved with Take Flight: A Comprehensive Intervention for Students with Dyslexia***

*Room 9C*

The panelists will discuss the design and evaluation of a dyslexia intervention from the perspectives of educator and researcher. Instructional strategies for achieving greater and more sustained gains in fluency and comprehension will be emphasized and demonstrated. Presentation of behavioral and neurological evidence of program efficacy will facilitate the understanding of basic research designs and the neurobiology of reading.

*Presenters: Jeffrey L. Black and Karen Avrit*

### ***Broadening Horizons: Valuing Pluralism in LD Research***

*Room 9A*

Given the current realities facing the field of LD (and education in general), this is a critical moment to converse about research methodology. Drawing from the recent special double edition of LDQ, the panelists seek to engage the field in a respectful exchange about the need to broaden our research methodologies.

*Presenters: David J. Connor and Deborah J. Gallagher*

### ***Getting the Most out of a Randomized Control Trial***

*Room 10B*

The panelists describe the design and implementation of a large RTI efficacy trial. The primary research design is an RCT and the use of cut-scores to assign students to different levels of intervention allowed them to utilize a regression discontinuity design. The session will focus on design and analysis issues.

*Presenters: Hank Fien, Scott Baker, Keith Smolkowski, and Jeanie Smith*

### ***Creating a Second Life for Higher Education Students with Dyslexia***

*Room 9B*

The presenter discusses a study in which students were asked to evaluate a course, created in Second Life, designed to emphasize strengths and minimize weaknesses of students with dyslexia. This session presents the study methodology as well as the findings and implications of the study.

*Presenter: Mary Dziorny*

### ***Meet the Editors***

*Room 8C*

Editors from some of the field's most prestigious journals will discuss aspects of the publication process for their respective journals.

*Participants: David Scanlon, International Journal for Research in Learning Disabilities; Kyle Higgins and Randy Boone, Intervention in School and Clinic; Danielle E. Stomel, Journal of Learning Disabilities; Cathy Thomas, LD Forum; Diane Pedrotty Bryant and Brian R. Bryant, Learning Disability Quarterly*

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SESSIONS STARTING 10:05

### ***Effective Reading Intervention for Middle/High School Students***

*Room 10B*

Learn how to administer a free diagnostic decoding survey and see how to use data to group students into a research-based reading intervention program. The presenter will share multisensory materials and instructional techniques that help students in middle and high school quickly and effectively improve decoding accuracy, fluency, and comprehension.

*Presenter: Kathy Young*

### ***Designing Research to Develop and Validate an Intervention***

*Room 9C*

Instructional interventions must be developed and validated through research. Techniques used to develop an intervention, validate it, and study its effects at scale can be quite diverse. In this session, the panelists use the development of an online mathematics intervention as a platform for describing the interplay between qualitative, single-subject, quasi-experimental, and experimental research designs.

*Presenters: Lindy Crawford, Leanne Ketterlin-Geller, and Lindsay Hall*

### ***Intensive Diagnostic Educational Centers Pilot: Hope for Non-Readers***

*Room 9A*

The Los Angeles Unified School District is piloting eight Intensive Diagnostic Educational Centers (IDEC) using a variety of research-based intervention programs and technology. The goal of the centers is to increase the reading skills of middle school special education students who are not making expected progress for their grade levels.

*Presenters: Katie Doyon and Samira Rastegar*

### ***Linking Assessment to Instruction: A Comprehensive System***

*Room 8AB*

The panelists will use case studies to demonstrate how to use a continuous feedback model to assess and understand students with learning disabilities; design appropriate and effective curriculum that focuses on strengthening academic, problem-solving, and social-emotional skills; and analyze student responses and progress.

*Presenters: Scott Bezsytko and Elizabeth Mendelsohn*

### ***How to Read Research (Including What Isn't There)***

*Room 8C*

Panelists will discuss all aspects of published research reports, from the author's conceptualization of the topic through the various sections of what does, and does not, appear in the publication. Discussion with the audience will follow the panelists' presentations.

*Presenters: David J. Connor, Deborah Gallagher, David Scanlon, Daniel Boudah, Brian Bryant, and Sylvia Linan Thompson*

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SESSIONS STARTING 12:20

### ***Inside the Beltway: Implications for Policy and Practices in Learning Disabilities***

*Room 9A*

This interactive session will include a summary of the year's major decisions and upcoming federal legislative activities and the impact on students with learning disabilities. Further information will be shared regarding the National Joint Committee on Learning Disabilities' current papers, used with Congress in the reauthorizations of ESEA/NCLB and IDEA.

*Presenters: Debi Gartland, Kathy Stewart, Janna Lilly, and Juanell Isaac*

### ***Evidence-Based Practice: More than a List of Interventions***

*Room 8AB*

The evidence-based practice movement in education has gained great traction over the last decade. Often it is interpreted as a list of interventions, but it is much more than that. This session will explore what evidence-based practice is and how different forms of evidence can inform decision-making.

*Presenters: Ronnie Detrich and Tim Slocum*

### ***Differentiated Instruction in Teacher Preparation Programs***

*Room 10B*

With the expanding diversity of today's classrooms, the need for preservice teachers, both general and special educators, to be effectively trained in differentiated instructional and assessment practices has become increasingly urgent. This panel will discuss the modeling of differentiated instruction in teacher education programs.

*Presenters: Julie Jochum Gartrell, Karen Moroz, and Teresea Kruiženga*

### ***Resource for Monitoring Campus RTI Implementation***

*Room 9C*

The RTI Data Management Tool uses linked Microsoft Excel spreadsheets to record teacher, grade level, and campus intervention decisions. The panel will discuss how collaborative use of this user-friendly tool supports an ongoing cycle of planning, implementation, and evaluation for instructional decision making. Download it free at <http://buildingrti.utexas.org/rti/rti-dmt>.

*Presenters: Pamela Bell, Desirée Pallais, and Kathleen Walker*

### ***Successful District Reform Through Professional Development***

*Room 9B*

The presenter will highlight a struggling district's incorporation of an RtI-based professional development model designed to address students' language processing skill. The collaboration has resulted in measurable academic success and cohesive policy and practice at all tiers of instruction and leadership.

*Presenter: Paul Worthington*

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### *Research Methodology to Support Decisions in Mathematics*

Room 8C

To facilitate efficient gains in student achievement, instructional practices should be grounded in research. However, the quality of the evidence must be considered when basing instructional decisions on results. In this presentation, the panelists describe research methodology and evidence to support mathematics achievement for upper-elementary and middle school students with disabilities.

*Presenters: Leanne R. Ketterlin-Geller, David Chard, Lindy Crawford, and Paul Yovanoff*

SESSIONS STARTING 2:35

### *Systematic and Explicit Teaching Routines to Enhance Bilingual Reading Instruction*

Room 8AB

The panelists present findings of a randomized control trial examining the effectiveness of an intervention designed to enhance reading instruction in English and Spanish by using Systematic and Explicit Teaching Routines (SETR). They will (a) describe the intervention, (b) present findings, and (c) discuss methodological considerations when conducting bilingual research.

*Presenters: Scott Baker, Sylvia Linan-Thompson, Doris Baker, Alejandra Rodriguez-Mielke, Keith Smolkowski, and, Darci Burns*

### *Effective Kindergarten Mathematics Instruction for All Learners*

Room 10B

This session will provide an overview of a federally-funded kindergarten mathematics curriculum and small-group intervention that provide the mathematical understanding necessary for students at risk for mathematics difficulties to meet high standards. The panelists will present key curricular features and data on program effectiveness, and share lessons learned from participating teachers.

*Presenters: Ben Clarke, Kathleen Jungjohann, and Tricia Berg*

### *NCLB Impact on Referral/Identification Practices in One Border Community*

Room 9A

The session will examine the degree to which governmental policy has affected referral and identification practices in one border region over 10 years. Referral and identification rates for 34 elementary schools, combined with interview data from stakeholders in these processes, reveal how policy decisions have affected referral/identification practices over time.

*Presenters: Steve Chamberlain and Janet Shefelbine.*

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#### ***Evidence-Based Interventions to Develop Regrouping Competence for Addition and Subtraction***

*Room 9B*

Many students with mathematics difficulties struggle with multistep addition and subtraction, particularly when regrouping is involved. The panelists demonstrate evidence-based interventions that help students develop competence with those skills. They present findings from quasi-experimental research and multiple probe across subject design with one replication.

*Presenters: Bradley J. Kaffar and Susan P. Miller*

#### ***Emerging Legal Issues in RtI and Identification of Learning Disabilities***

*Room 9C*

School districts no longer rely solely on the discrepancy model to identify children with learning disabilities and are developing Response to Intervention (“RtI”) programs. This presentation will address the emerging legal issues related to RtI and the identification of learning disabilities.

*Presenter: Charlotte Salter*