January 31 - February 2, 2024
Coronado Bay, California

Conference Program

Table of Contents

SAVE THE DATE
February 5 – 7, 2025

33rd Annual PCRC
at Loews Coronado Bay Hotel

Introduction

Thank you very much for participating in PCRC 2024. We appreciate your ongoing support for this conference.

For your convenience, this program book can be found online at **pcrc.sites.stanford.edu**.

In an effort to promote the spirit of PCRC, we remind panel presenters to reserve a portion of time for discussion and encourage attendees to engage in lively conversations about the presented work.

Our conference manager, Elizabeth Turner, is happy to help you with any requests you may have during the meeting, including e-mailing you a receipt for the conference registration fee. You can typically find her in the Constellation Foyer or you can make requests by email at pacificcoastresearchconference@gmail.com.

Immediately following the conference, you will receive a brief online survey to complete. We would greatly appreciate it if you would share your honest feedback about the conference via this tool. We strive to make the conference an excellent experience for you, and we can only make it better with your input.

Finally, we wish to thank Eric Oslund, Jade Wexler, and Adrea Truckenmiller for their service on the program review committee.

Enjoy the conference.

PCRC Executive Committee

      Doug Fuchs

      Lynn Fuchs
      Chris Lemons, Chair
      Kristen McMaster
      Sharon Vaughn
      Jeanne Wanzek

Panel and Special Session Details

Location	Presenters	Title and abstract
WEDNESDAY, JAN. 31 - 5:45 – 7:15 pm		
Constellation A	• Doug Fuchs, Vanderbilt University, American Institutes for Research • Lynn Fuchs, Vanderbilt University, American Institutes for Research • Nathan Clemens, The University of Texas at Austin	**Plenary Session A: Challenging Traditional Notions of Intervention in Reading and Mathematics** Questioning commonly held notions of instruction and intervention is vital in our commitment to advancing intervention science for students with learning disabilities. In this session, three panelists will present experimental studies that challenge traditional ideas of intervention in reading and mathematics.
Constellation B	• Sharon Vaughn, Meadows Center for Preventing Educational Risk, The University of Texas at Austin • Michael J. Kennedy, The University of Virginia • Elizabeth Swanson, The University of Texas • Jade Wexler, University of Maryland	**Plenary Session B: Addressing the Neglected Role of Background Knowledge When Designing Interventions** Theoretical reading models across the development of reading (beginning through advanced) rely on background knowledge as a critical construct for understanding variation in reading comprehension. Yet, few reading intervention studies identify how background knowledge is integrated and built within reading intervention programs. Many programs rely on vocabulary as a proxy for background knowledge but inadequately address background knowledge fully. This panel includes 3 approaches to systematically building background knowledge within the design and implementation of the intervention. Relying on findings from pilot studies and randomized controlled trials, results of integrating background knowledge into interventions will be discussed. Discussant will address implications of these studies and also methodological and measurement issues with addressing background knowledge.
THURSDAY, FEB. 1 - 8:00 - 10:00 am		
Constellation A	• Jessica R. Toste, The University of Texas at Austin • Nicole Patton-Terry (discussant), Florida Center for Reading Research, Florida State University • Adrea Truckenmiller, Michigan State University • Andy Garbacz, University of Wisconsin-Madison	**Studying Implementation to Improve Intervention Delivery for Students with Disabilities** Though special education researchers are fundamentally invested in questions of implementation, successful implementation requires systematic study of methods that promote use of research findings. This panel brings together members of the Research Institute for Implementation Science in Education (RIISE) to discuss their intervention research focused on academic and social-behavioral outcomes for students with or at-risk for disability.
Constellation B	• Tasia Brafford, Texas State University • Elizabeth Swanson (discussant), The University of Texas at Austin • Gena Nelson, University of Oregon • Elizabeth Hughes, The Pennsylvania State University	**Mathematics Vocabulary: The Foundation of Mathematics Competence?** We focus on the role of mathematics vocabulary, specifically on student performance on tasks of mathematics vocabulary and the influence of mathematics vocabulary understanding with other mathematics competencies. We describe experimental and correlational work as the current state of the literature base and make recommendations for future mathematics vocabulary work.
Britannia	• Alyson A. Collins, Texas State University • Stephen Ciullo, Texas State University • Steve Graham (discussant), Arizona State University • Gustaf Bernhard Uno Skar, The Norwegian Centre for Writing Education and Research, Norwegian University of Science and Technology	**What is the 'Write' Way Forward? Considerations for Teaching Writing Effectively** Researchers present four studies investigating effects of explicit and incidental approaches to teaching writing. Findings underscore effective and less effective instructional practices, with some evidence suggesting special and general educators utilize approaches that yield minimal effects on student outcomes. Discussion focuses on needs in teacher development and future writing research.
Cambria	• Michael Coyne, University of Connecticut • Allison Gandhi, American Institutes for Research • Jennifer Schnakenberg, The University of Texas at Austin	**IES MTSS Research Network: Integrating Academic & Behavior Practices Across Tiers** This panel includes researchers from the four research teams that are part of the IES MTSS Research Network. Teams will share goals, updates, new findings, and reflections from their programs of research that target interventions and systems focused on reading, mathematics, and behavior supports within an MTSS framework.

THURSDAY, FEB. 1 - 10:15 am - 12:15 pm		
Constellation A	• **Lisa Didion, University of Kansas** • Caitlyn Majeika (discussant), American Institutes for Research • Marissa J. Filderman, University of Alabama • Sarah Benz, American Institutes for Research	**An Exploration of Theoretical Perspectives of Professional Development and Teacher Outcomes** This panel explores teacher learning and professional development (PD). Presentations include (a) meta-analytic findings examining learning outcomes after PD; (b) teachers' intention to use data and mediation of knowledge and beliefs; and (c) knowledge outcomes after micro PD participation. Teacher learning theories, research design, and measure quality will be discussed.
Constellation B	• **Young-Suk Kim, University of California-Irvine** • Shelley Gray, Arizona State University • Mindy Bridges, University of Kansas Medical Center • Kate Cain, Lancaster University • Gina Biancarosa, University of Oregon	**Comprehension: Predictors, Assessment, and Use of Online Program** The panel focuses on multiple dimensions related to comprehension: 1) the causal role of content knowledge, 2) early predictors of later reading comprehension, 3) development of causal inference skill; and 4) usage of online K-5 online reading program on reading.
Britannia	• **Allison Gilmour, American Institutes for Research** • Roddy Theobald, American Institutes for Research • Emily Penner, University of California, Irvine • Lindsey Kaler, Boston University	**Leveraging Administrative Data to Address Special Education Staffing Challenges** Special education staffing challenges may impede the provision of effective services to students with disabilities. Administrative data presents an opportunity to directly study special education staffing, providing timely and policy-relevant results. In this panel, we present our research that uses administrative data to study different aspects of special education staffing.
Cambria	• **Kristi L. Santi, University of Houston** • **Wendy Strickler, Mount Saint Joseph University** • Melissa M. Weber-Mayrer, Ohio Department of Education • Laura Rhinehart, University of California, Los Angeles • Sohyun An Kim, University of California, Los Angeles	**Research to Practice: Engaging Educators to Improve Reading Instruction and Intervention** The presented projects are working to build capacity of elementary schools to identify early, accurately, and efficiently students with, or at risk for, dyslexia. Presenters will describe how they addressed the infrastructure needed to provide evidence-based interventions leading to improved reading achievement for students with, or at risk for, dyslexia.

THURSDAY, FEB. 2 - 3:00 - 4:30 pm		
Britannia/ Cambria	• **Adrea Truckenmiller,** Michigan State University • **Eric Oslund,** Middle Tennessee State University • **Jade Wexler,** University of Maryland	**Idea Development Workshops** Instead of critique, like in a peer review, idea development workshops are peer ideas. Early career researchers are invited to bring a paper or grant proposal idea they are wrestling with. In a structured format, the presenter brings explains an idea in 10 minutes (no slides!) and a group of ~5 people with various or complementary expertise give rapid fire ideas to the presenter for 15 minutes. The structured and inclusive format drives fulfilling discussions that are the heart of PCRC.

FRIDAY, FEB. 2 - 8:00 - 10:00 am		
Constellation A	• **Sarah Powell, The University of Texas at Austin** • Willa van Dijk, Utah State University • Stephanie Al Otaiba, Southern Methodist University; • Michael Hebert, University of California, Irvine • Erica Lembke, University of Missouri • Leanne Ketterlin Geller, Southern Methodist University	**Let's Talk Teachers! Can Professional Development and Coaching Impact Student Outcomes?** Beyond student-level interventions, boosting teacher knowledge may play a role in increasing student knowledge in reading and mathematics. Come join us to learn about teacher knowledge gaps, professional development in early reading and late elementary mathematics, and the role of teacher coaching in middle school mathematics.

FRIDAY, FEB. 2 - 8:00 - 10:00 am		
Constellation B	• **Megan Rojo, University of North Texas** • **Jenna Gersib, Meadows Center for Preventing Educational Risk, The University of Texas at Austin** • Chris Lemons (discussant), Stanford University • Jessica Turtura, Center on Teaching and Learning, University of Oregon • Ben Clarke, Center on Teaching and Learning, University of Oregon • Christian T. Doabler, Meadows Center for Preventing Educational Risk, The University of Texas at Austin	**Conceptual Replications in STEM Intervention Research: A Tale of Four Projects** Conceptual replications are pivotal in validating educational research findings. This panel will highlight four STEM intervention conceptual replication studies, comparing outcomes and contextual differences. The boons and challenges of replication research will be discussed, including working with diverse populations and in different geographical regions.
Britannia	• **Kay Wijekumar, Texas A&M University** • Philip Capin, The University of Texas at Austin • Jill Pentimonti, University of Notre Dame • Shaui Zhang, University of Saint Joseph	**Inferencing and Reading Comprehension: Current Understandings of Instruction and Intervention** Supporting students' ability to comprehend text is an essential goal of literacy instruction. The research presented in this panel is important work in understanding what reading comprehension instruction is currently occurring in classrooms, how teachers can support comprehension through questioning, and the effects of instruction in inferencing on reading comprehension.
Cambria	• **Audrey Sorrells, Texas Christian University; Alice Neeley Special Education Research and Services (ANSERS) Institute** • Miniyi Shih Dennis, Lehigh University • Endia Lindo, Texas Christian University	**Learning Disabilities Research Equity: Identifying Contexts, Constraints, and Intersections for Future Study** Calls abound for special education research equity and execution. Panelists present a cluster of studies that examine race, language, culture, and disability intersections related to diverse students' equitable access to effective intervention and outcomes. Feasibility and use of varied research methods help identify contexts, constraints, and intersections for future investigations.
FRIDAY, FEB. 2 - 10:15 am - 12:15 pm		
Constellation A	• **Deborah Reed, Tennessee Reading Research Center, University of Tennessee** • Kelly Williams, University of Georgia • Julie Kate Owens, University of Tennessee	**Data-Based Decision Making About Teachers: Measuring and Improving Literacy Knowledge and Practice** Special education champions data-based decision making for improving student learning, but state policies do not reliably or consistently apply this approach to educators' learning. Presenters will share attempts to (a) gather trustworthy data on educators' literacy knowledge and practices and (b) use data to improve implementation of effective literacy instruction.
Constellation B	• **Deni Basaraba, Amplify Education** • Doris Luft Baker (discussant), The University of Texas at Austin • Patrick Kennedy, University of Oregon • Lillian Durán, University of Oregon	**Early Literacy Development in English and Spanish: Profiles, Risk, and Measurement Innovations** We use a multifaceted approach to examine Spanish-English biliteracy development by exploring (a) profiles of students learning to read in Spanish and English, (b) conceptual scoring of a screening assessment that allows students to respond in either language, and (c) empirical predictors of reading risk in Spanish.
Britannia	• **Matthew K. Burns, University of Florida** • Nancy J. Nelson, Boston University • Michael J. Kennedy, University of Virginia • Jamie Day, University of Missouri • Alida K. Hudson, American Institutes for Research	**Scaling Up Effective Core Literacy Instruction and Tier 2 Intervention In Middle Schools** The panel will present four papers that apply rigorous designs and novel analyses to an understudied population. The focus will be on reading interventions and improving core instruction in reading and in content areas to enhance literacy outcomes. We will also discuss conducting large-scale research in the era of COVID.
Cambria	• **Jessica Rodrigues, University of Missouri** • Jason Chow (discussant), Vanderbilt University • Aaron R. Campbell, University of Missouri • Alexandra Shelton, Johns Hopkins University	**Knowledge Mobilization for Amplifying Special Education Research: Examples Across Three Studies** This panel brings together three researchers who are conducting work to support students with disabilities and English learners and leveraging a variety of research communication strategies. We share three studies focused on diverse content and discuss knowledge mobilization strategies (e.g., visual abstracts, community practice partnerships, professional development) used for communicating findings with broad audiences.

FRIDAY, FEB. 2 – 4:30 – 6:30 pm		
Constellation Ballroom	• **Bryan Cook, University of Virginia** • **William Therrien, University of Virginia** • Christina Taylor, University of Virginia • Michael Faggella-Luby, Texas Christian University • Vivian Wong, University of Virginia	**Closing Plenary Session and Discussion: Harnessing Collective Expertise: Crowdsourcing in Special Education Research** Crowdsourcing harnesses the collective efforts and skills of many to conduct research. In this panel, we describe how the Special Education Research Accelerator was developed and applied to crowdsource the design and data collection of research in special education across diverse researchers throughout the country.
Constellation Ballroom	• **Jiaxin Jesse Wang, Vanderbilt University**	**Brief National Academy of Science Report on IES Research Performance: The Future of NCSER: Feedback from the Field** The 2023 PCRC Closing Panel discussed the National Academies' report *The Future of Education Research at IES*. This presentation reviews the live audience feedback and written responses on recommendations for the Future of NCSER.

Poster Details

Thursday, Feb. 1, Poster Session: 7:00 – 7:50 am

POSTER #	PRESENTER	POSTER TITLE
1	•Christine Espin, Leiden University	Universal Instruction in Literacy (UIL): An online tutoring intervention for struggling readers
2	•Eleanor Hancock, Vanderbilt University •Sarah Fishstrom, University of Hawaii at Manoa	Efficacy of a Literacy Intervention for Third Grade Students: Preliminary Data
3	•Eleni Chatzoglou, The University of Texas at Austin •Sarah Fishstrom, University of Hawaii at Manoa	Comparing the Impact of COVID-19 on Reading Performance for Students With and Without Disabilities
4	•Adam Lekwa, Rutgers University	Psychometric Qualities of Sentence Ordering as a Curriculum-Based Measure of Reading Comprehension
5	•Katherine O'Donnell, University of Utah •Christy Austin, University of Utah	A Preliminary Examination of the Effect of Science of Reading Laws
6	•Ashley Stack, Texas A&M University •Brittany White, Texas A&M University	Preventing Summer Learning Loss in an Under-Resourced Community with Engaging ACE Podcasts
7	•Amber B. Ray, University of Illinois, Urbana-Champaign • Tierney Barcarse, Hawaii Department of Education	Researcher-Practitioner Partnerships: Fostering Respectful, Responsible Collaboration to Close Achievement Gaps
8	•Heba Abdelnaby, University of Missouri- Columbia	Science Reading Comprehension Instructions for Students with Disabilities: A Literature Review
9	•A. Angelique Aitken, The Pennsylvania State University	POWER of Perspective and Persuasive Writing in Social Studies
10	•Tim T. Andress, The University of Texas at Austin	The Scope of Work Related to Special Education Within Student-Run Peer-Reviewed Journals
11	•Sarah V. Arden, American Institutes for Research •Jason Harlacher, American Institutes for Research	The Past, Present, and Future of MTSS: What does the Research Say?
12	•Danielle O. Lariviere, The University of Texas at Austin	A Synthesis of Mathematics-Language Interventions for Students in Preschool Through Grade 12
13	•Amber Benedict, Arizona State University	Impact of content-focused lesson study on teacher knowledge, collaboration, and MTSS instruction
14	•Nargiza Buranova, University of Missouri	Investigating the challenges and benefits experienced by parents of school-aged children with autism spectrum disorder (ASD) during COVID-19 online schooling.
15	•April Camping, SRSD Online	Exploring Virtual Professional Learning Pathways for Self-Regulated Strategy Development
16	•Seohyeon Choi, University of Minnesota-Twin Cities	Comparing Linguistically Diverse Students' Academic Growth in Schools with/without Response to Intervention
17	•Madison A. Cook, University of Oregon, Center on Teaching and Learning •Emily J. Wilke, University of Oregon, Center on Teaching and Learning	Exploring Assessment of Rational Number Sense of 6th Graders with Math Difficulties
18	•Alisha N. Demchak, University of Virginia •Samantha Vann, University of Virginia	Predictiveness of Pseudoword Versus Real Word Decoding on ORF Across Grades

Poster Details

Thursday, Feb. 1, Poster Session A: 5:00 – 5:50 pm

POSTER #	PRESENTER	POSTER TITLE
1A	• **Erica Fry, The University of Texas at Austin** • Jessica Toste, The University of Texas at Austin	Online Professional Learning for Early Career Special Educators: The EXPERT PLC
2A	• **Emily B. Hardeman, The University of Texas at Austin**	Development of the EXPERT Monitoring Tool to Support Teachers' Data-Based Decision-Making
3A	• **Brennan W. Chandler, The University of Texas at Austin** • Jessica Toste, The University of Texas at Austin	A Meta-Analytic Review of Spelling Interventions for Students with or At-Risk for Learning Disabilities
4A	• **Christina Novelli, University of Georgia, National Center for Leadership in Intensive Intervention** • Brennan W. Chandler, University of Texas at Austin, National Center for Leadership in Intensive Intervention	Have we compromised the power of interventions for students with or at risk for learning disabilities?
5A	• **Ye Shen, The Ohio State University** • Shayne B. Piasta, The Ohio State University	Emergent Writing and Later Reading for Children at Risk for Reading Difficulties
6A	• **Shayne B. Piasta, The Ohio State University**	Characteristics of students potentially in need of school-based comprehension supports
7A	• **Jennifer Stewart, University of Virginia** • Stephanie Al Otaiba, Southern Methodist University	Observing Core Instruction and Reading Intervention for Students with IDD and Autism
8A	• **Mai W. Zaru, Southern Methodist University** • Stephanie Al Otaiba, Southern Methodist University	Translanguaging Across Generations: Empowering Immigrant Families through Arabic Peer-Assisted Learning Strategies
9A	• **Katlynn Dahl-Leonard, University of Virginia** • Colby Hall, University of Virginia	Kindergarten Teacher Self-Efficacy for Providing Reading Instruction to Students with Reading Difficulties
11A	• **Jenna Gersib, Meadows Center for Preventing Educational Risk, University of Texas at Austin** • Megan Rojo, University of North Texas	A Deep Dive into the Effectiveness of Mathematics Interventions: A Meta-Analysis
12A	• **Steven A. Maddox, Texas A&M University Central Texas** • Jenna Gersib, The University of Texas at Austin	Unpacking Elementary Science Outcomes through Teacher Observational Data
13A	• **Jechun An, University of Minnesota**	Evaluating Approaches Accounting for Missing Responses: Implications for Instructional Decision-Making for Struggling Writers
14A	• **Taylor M. Seymour, Texas A&M University** • J. Marc Goodrich, Texas A&M University	Feasibility and Usability of a Nonword Spelling Assessment in K-1 Classrooms
15A	• **J. Marc Goodrich, Texas A&M University** • Lisa Fitton, University of South Carolina	Predicting bilingual children's first grade reading achievement from kindergarten oral language
16A	• **Kristen Granger, Vanderbilt University** • Jason Chow, Vanderbilt University	Friendships of Students at Risk for Emotional and Behavioral Disorders
17A	• **Elizabeth Hicks, Michigan State University** • Eun Ha Kim, Michigan State University	Reading Motivation and Emotions of Struggling Readers: A Mixed Methods Study
18A	• **Paulina Kulesz, University of Houston**	Impact of Reader-Text Interactions on Reading Comprehension across Grades 3 - 12
19A	• **Taylor Lesner, University of Oregon**	Examining Patterns and Predictors of Response to Mathematics Intervention
20A	• **Christopher J. Lonigan, Florida Center for Reading Research, Florida State University**	Relations between externalizing behaviors and reading-related skills: Are there gender differences?
21A	• **Jennifer Pierce, American Institutes for Research** • Allison Gandhi, American Institutes for Research	The Integrated MTSS Fidelity Rubric: Initial Findings and Next Steps
22A	• **Gretchen Scheibel, Juniper Gardens Children's Project, University of Kansas**	Applying Economic Evaluation Methods to Single Case Research: Considerations and Adaptations
23A	• **Mikyung Shin, West Texas A&M University**	Knowledge Mapping of Single-Case Design Research: An Analysis with the Use of Large Language Transformer Model

POSTER #	PRESENTER	POSTER TITLE
24A	Vishakha Agrawal, Vanderbilt University	Worked Problem Accuracy in 3rd Grade Students with Mathematics Difficulty
25A	• Syeda Sharjina Akther, The University of Texas at Austin	A Research Synthesis on Early Numeracy Assessments for Preschool through Grade 2
26A	• Tessa L. Arsenault, The University of Texas at Austin	A Mathematics-Writing Synthesis: Kindergarten through 12th Grade Mathematics-Writing Efficacy and Instructional Methods
27A	• Kristie Calvin, East Tennessee State University	Improving Expository Text Comprehension in Adolescent Spanish-English Bilingual Learners with Learning Disabilities
28A	• David Fainstein, Seattle University	Training on Relationships in Tutoring: Preparedness and Instructional Effectiveness for Novice Tutors
29A	• Lindsay Foreman-Murray, Western Washington University	How Are We All Doing? Teacher Stress, Coping, and Satisfaction
30A	• Bonnie Hallman, Stanford University	Examining Classroom Discourse and Teacher Beliefs about Transitional Kindergarten and Kindergarten Writers
31A	• Alexandra Hollo, West Virginia University	Metalinguistics in children's narratives: What stories tell us about language and behavior
32A	• Allison Lombardi, University of Connecticut • Graham Rifenbark, University of Connecticut	Pre-registered studies on transition planning, self-determination, independent living skills, and economic hardship
33A	• Blair Payne, The University of Texas at Austin	The Efficacy of a Content Area Reading Intervention for Students with Disabilities
34A	• Beth M. Phillips, Florida State University	Child and School Characteristics Associations with Preschooler's Participation in Supplemental Services
35A	Marissa Pilger Suhr, Boston University	Examining the Validity of Performance Tasks for Measuring Pre-Service Educator Pedagogical Skills
36A	• Amber B. Ray, University of Illinois, Urbana-Champaign • Kate E. Connor, University of Illinois, Urbana-Champaign	SRSD Informative Writing Intervention for High Schoolers with Learning Disabilities

Poster Details

Thursday, Feb. 1, Poster Session B: 5:55 - 6:45 pm

POSTER #	PRESENTER	POSTER TITLE
1B	• Carlin Conner, University of Virginia	How predictive are oral reading fluency scores of literacy screener risk-status for different groups of learners?
2B	• Lisa Goran, University of Missouri • Margaret P. Weiss, George Mason University	Understanding specially designed instruction: A pilot survey
3B	• Margaret P. Weiss, George Mason University	Using concept maps to understand teacher candidate identity development: A descriptive study
4B	• Allyson L. Hanson, Vanderbilt University • Jessica Logan, Vanderbilt University	Investigating the influence of study selection criteria on results
5B	• Jessica Logan, Vanderbilt University	Early Childhood Language Gains, Kindergarten Readiness, and Grade 3 Reading Achievement
6B	• Lexi Swanz, Vanderbilt University • Jessica Logan, Vanderbilt University	Narrowing the Achievement Gap: issues in measurement and a proposed solution
7B	• Linling Shen, The University of Texas at Austin • Nathan Clemens, The University of Texas at Austin	The Effect of Technology-based Programs for Struggling Readers on Reading Comprehension: A Meta-analysis
8B	• Xueye Yan, The University of Texas at Austin	Reading Instructions in the Special Education Classrooms: Secondary Data Analysis

POSTER #	PRESENTER	POSTER TITLE
9B	• **Leah Zimmermann, University of Iowa** • Derek Rodgers, University of Iowa	A Meta-Analysis of Morphological Ability and Reading in Middle School Students
10B	• **Derek Rodgers, University of Iowa** • Seth King, University of Iowa	Effect of Partial Interval Recording on Interpretation of Intervention Effects
11B	• **Seth King, University of Iowa**	Examining the Impact of Design-comparable Effect Sizes on the Analysis of Single-case Design in Special Education
12B	• **Alison Prahl, Baylor University**	Promoting Continued Literacy Growth for Autistic Individuals Via a Functional Reading Intervention
13B	• **Elizabeth A. Stevens, University of Kansas** • Alicia Stewart, University of North Carolina at Charlotte	Aligning Core and Intervention Instruction for Students with Inattention and Reading Difficulties
14B	• **Nina Bayer, University of Connecticut** • Melissa Stalega, University of Connecticut	Data-based individualization: relating professional development and implementation to teacher and administrator perceptions
15B	• **Chloe Melton, University of Connecticut** • Nina Bayer, University of Connecticut	Evaluating the Impact of Science of Reading Professional Development on Teachers' Content Knowledge
16B	• **Auður Björgvinsdóttir, University of Iceland** • Amelia Larimer, University of Iceland	Effects of Explicit Peer-Assisted Instruction on Reading Skills of At-Risk Children in Iceland
17B	• **Amelia Larimer, University of Iceland**	Impact of initial performance and instruction on reading growth of Icelandic language learners across 1st grade
18B	• **Trelani Milburn Chapman, University of Alberta**	Efficient Oral Language Screening to Identify Risk in Kindergarten to Second Grade
19B	• **Andres F. Dorado Solarte, University of Alberta** • Trelani Milburn Chapman, University of Alberta	Looking Beyond Shared Book Reading for Quality of Parent Child Conversations
20B	• **Erica Gutmann Yadgaran, University of California, San Francisco** • Robin Irey, University of California, San Francisco	Ecologically Valid Implementation of Morphological Awareness Approach to Enact Sustainable Change in Classroom Instruction
21B	• **Robin Irey, University of California, San Francisco** • Erica Gutmann, University of California, San Francisco	Helping students with dyslexia find the "magic" in magician: implementation of a morphology intervention
22B	• **Emily Mauer, The University of Texas at Austin**	The Effects of Integrated Reading and Writing Instruction on Students' Literacy Outcomes
23B	• **Andrew Chang, Vanderbilt University** • Emily Mauer, The University of Texas at Austin	Examining the Effects of Cross-Age Peer Tutoring
24B	• **Marianne van Dijken, Leiden University**	Differential Early literacy instructions with interactive e-Storybooks on a Smartboard
25B	• **Mackenna Vander Tuin, The University of Texas at Austin** • Gena Nelson, University of Oregon	Best Practices for Caregiver Training in Interventions: A Gap in Research Reporting
26B	• **Na Young Yoon, The University of Texas at Austin**	The Differential Effects of a Reading Intervention with Anxiety Management Instruction for Students With and Without Disabilities
27B	• **Kaitlin Bundock, Utah State University** • Jessica Mao, The University of Texas at Austin	A Systematic Review of Mathematics Intervention Studies Incorporating Motivational Components
28B	• **Jessica Mao, The University of Texas at Austin**	A Review of Quality Indicators of Middle-School Fraction Interventions
29B	• **Cayla Lussier, University of Oregon**	A Multicomponent Examination of Implementation Fidelity Within the Context of Mathematics Intervention
30B	• **Amanda Martinez-Lincoln, Vanderbilt University**	Individual and task differences in the neurocognitive demands of a number comparison task
31B	• **Allison Dennis McClure, Southern Methodist University**	The Impact of Intervention Algorithms on Fourth-Grade Students' Conceptual Understanding of Fractions
32B	• **Kelly Powell-Smith, Mount St. Joseph University** • Matthew K. Burns, University of Florida	Language in the SVR: Predicting Reading Comprehension with Morphology, Syntax, and Vocabulary

POSTER #	PRESENTER	POSTER TITLE
33B	• Madeline Price, University of Nevada-Las Vegas • **Alex Smith, University of Nevada-Las Vegas**	Utility of AI Chatbots for Mathematics Writing
34B	• **Marianne Rice, Texas A&M University**	Effects of a Structured Literacy Computer Program on Preschoolers' Literacy Skills
35B	• **Elizabeth Talbott, William and Mary**	Context Matters: Triangulating Parent, Teacher, and Examiner Ratings to Predict Kindergarten Outcomes
36B	• **Meagan Walsh, Western Michigan University** • Kristhyna Fermin, Western Michigan University	Fraction Practicum: Exploring Feasibility and Potential for Preservice Teachers and Middle Schoolers

Poster Details

Thursday, Feb. 1, Poster Session C: 6:50 - 7:40 pm

POSTER #	PRESENTER	POSTER TITLE
1C	• **Elizabeth J. Hart, The University of Texas at Austin** • Sarah Mason, The University of Texas at Austin	Investigation of the Features and Effects of School-Based Trauma-Informed Interventions: A Synthesis
2C	• **Sarah Mason, The University of Texas at Austin** • Elizabeth J. Hart, The University of Texas at Austin	Relations Between Internalizing Symptomatology and Reading Achievement for K-12 Students: A Meta-Analysis
3C	• **Bhabika Joshi, Vanderbilt University** • Jiaxin Jessie Wang, Vanderbilt University	The Effects of English-Language Vocabulary Acquisition for English Learners Receiving Instruction in Their First Language
4C	• **Jiaxin Jessie Wang, Vanderbilt University** • Sharon Vaughn, The University of Texas at Austin	Recommendations for Future NCSER Direction from Researchers
5C	• **Karen Omohundro, George Mason University** • Alexandra Shelton, Johns Hopkins University	Results from a Middle School Literacy Coaching Model Demonstration Project: Year One
6C	• **Alexandra Shelton, Johns Hopkins University** • Erin Hogan, University of Louisville	Special Education Teacher Educators' Focus on English Learners in Preservice Literacy Courses
7C	• **Cassandra M. Smith, University of Missouri**	Examining an Algebra Virtual-Representational-Abstract Integrated Intervention for Students with Learning Disabilities
8C	• **Lindsey G. Mirielli, University of Missouri-Columbia** • Emily L. Singell, University of Missouri-Columbia	Using Open Practices to Explore the Demand for U.S. Special Education Faculty
9C	• **Emily L. Singell, University of Missouri-Columbia** • Tara Atchison-Green, University of Missouri	Trickle-down: How teacher efficacy impacts students' mathematics anxiety
10C	• **Christy Austin, University of Utah**	Integrating Math Language Instruction within High Frequency Word Reading Instruction in Kindergarten
11C	• **Kristen D. Beach, University of North Carolina at Charlotte**	Vocabulary Instruction for Students with Learning Disabilities: Synthesizing 50+ Years of Research
12C	• **Peng Peng, The University of Texas at Austin**	Longitudinal reciprocal relations among reading, executive function, and social emotional skills: Maybe not for all
13C	• **Hugh W. Catts, Florida State University**	Computer adaptive word and nonword reading measures for the primary grades
14C	• **Shanna E. Hirsch, Clemson University** • Michael Kennedy, University of Virginia	Instructor Perceptions of Teaching and Supervising Preservice Teachers in Classroom Management
15C	• **Megyn Martin, University of Missouri** • Gabriella Lyth Donofrio, University of Missouri	School Perceptions on the Usability of the Integrated MTSS Fidelity Rubric (IMFR)
16C	• **Jaclyn Dynia, SproutFive Center for Early Childhood Innovation**	Associations Among Literacy Ability, Autism Traits, and Quality of Life
17C	• **Nick Feroce, Lexia Learning**	Impact of a blended English language learning tool with dually classified SPED/EL students
18C	• **Nancy McIntyre, University of Central Florida**	Judo to Enhance Engagement in Reading Comprehension Instruction for Autistic Students

POSTER #	PRESENTER	POSTER TITLE
19C	• **Patrick Ehrman, Purdue University**	Profiles of Early Mathematics Learners
20C	• **Beth Feuer, The University of Texas at Austin**	Exploration of Differences in Goal Setting and Attainment by Race/Ethnicity and Disability
21C	• **Matthew E. Foster, University of South Florida**	Closing the Gap: Science Success and Multilingual Learners in U.S. Elementary Schools
22C	• **Shadi Ghafghazi, The University of Texas at Austin** • Christian Doabler, The University of Texas at Austin	Virtual Manipulatives and Older Students with MLD: Status of the Evidence
23C	• **Deidre Gilley, Florida State University**	Mixed Methods Analysis of "Under What Conditions" Modified Schema Based Instruction "Works"
24C	• **Garret Hall, Florida State University** • Emma Doyle, Florida State University	Math Screening Accuracy Across English Language Proficiency
25C	• **Sara Hart, Florida State University**	Unlocking the power of data sharing and data reuse with LDbase
26C	• **Johanna Hearn, Vanderbilt University** • Jane Eppstein, Vanderbilt University	Speech-Language Pathologists' Knowledge About Reading Skills in Children with Speech Sound Disorders
27C	• **Pei Jung Ho, The University of Texas at Austin**	The influence of the Endrew ruling on of special education hearings
28C	• **Stephanie Hopkins, University of Missouri** • E.M. McCollom, Southern Methodist University	Pandemic Recovery in Special Education Math: Analyzing the STAIR 2.0 Approach
29C	• **Natalie Huerta, Vanderbilt University**	The Role of Word Importance in Passage Reading Miscues
30C	• **Jiyung Hwang, Drake University** • Dongil Kim, Seoul National University	Decreasing SES-Math Achievement Gap: The Influence of Student-Teacher Relationship and Cognitive Skills
31C	• **Thilagha Jagaiah, University of Hartford**	Exploring the Relationship Between Sentence Types and Writing Quality
32C	• **Woori Kim, Chonnam National University**	Effects of Digital Literacy Intervention on Information Processing of Students with Disabilities
33C	• **Sarah King, The University of Texas at Austin**	Developing Pre-Service Teachers' Capacity to Implement Culturally and Linguistically Responsive Mathematics Instruction
34C	• **Corinne R. Kingsbery, University of North Carolina at Charlotte**	Multilevel Coaching Support for Pre-Service Teachers During an Enhanced Clinical Experience
35C	• **Jialin Lai, Texas A&M University**	Multilingual Kindergarteners' Cognitive-Linguistic Profiles: A Person-Centered Approach
36C	• **Seulbi Lee, University of Oregon**	Students in special education and technology-based reading interventions: A systematic review

Poster Details

Friday, Feb. 2, Poster Session: 7:00 - 7:50 am

POSTER #	PRESENTER	POSTER TITLE
1	• **Jessica Namkung, University of Delaware**	Magnitude Understanding of Students with versus without Mathematics Difficulties
2	• **Jake Downs, Utah State University**	Exploring Stretch Text Interventions for Dysfluent Readers: Two Matched Sample Studies
3	• **Emily Lund, Texas Christian University**	Lexical effects on vocabulary of children who are deaf/ hard of hearing

POSTER #	PRESENTER	POSTER TITLE
4	•**Carolina Melo Hurtado, Universidad de los Andes, Chile**	Impact of the Pandemic on Reading Comprehension from First to Fourth Grade
5	•**Clint Moore, The University of Texas at Austin** •Joanne Joo, Southern Methodist University	Measurement of Fraction Knowledge in Fourth Grade
6	•**Sholeh Moradibavi, The University of Texas at Austin** •Doris Luft Baker, The University of Texas at Austin	Effects of Technology Interventions on Reading Comprehension in Students with Learning Difficulties
7	•**Paul Morgan, University at Albany, State University of New York**	Using diverse methodologies to inform efforts to assist schoolchildren with reading difficulties
8	•**Anna-Lind Petursdottir, University of Iceland**	Effects of Digital Token Economies on Students´ Problem Behavior and Academic Engagement
9	•**Ramona T. Pittman, Texas A&M University**	Linguistic diversity and spelling: Is it a disability or a difference?
10	•**Emily A. Reno, University of Minnesota**	Measuring first and third graders' language skills using sentence-level writing curriculum-based measures
11	•**Laura Rhinehart, University of California, Los Angeles** • Michael Solis, University of California, Riverside	Assessment and Intervention of Literacy Skills for Culturally and Linguistically Diverse Students
12	•**Cherish M. Sarmiento, Michigan State University** •Lauren Hennenfent, Michigan State University	Evaluating Affixations in Long Words and Their Contributions to Informational Writing Quality
13	•**Hanyue Sha, The University of Texas at Austin**	E-book Narration and Parent-child Talk during Bilingual Shared Reading
14	•**Kenny Tang, Vanderbilt University**	Updated and Recalculated Grapheme-Phoneme Probabilities in American English
15	•**Katie E. Wilburn, University of Virginia** •Cassidi L. Richmond, University of Virginia	The predictive power of a universal early literacy screener on grade 6 outcomes
16	•**Matthew C. Zajic, Teachers College, Columbia University**	Characterizing Reading-Writing Educational Goals Among Autistic School-Age Children Using Latent Class Analysis
17	•**Yingying Zhao, Texas A&M University** •Hope K. Gerde, Texas A&M University	Relative Importance of Predictors in Preschool Children's Transcription and Composing

Attendee Contact Information

First Name	Last Name	University Affiliation(s):	Email Address:
Heba	Abdelnaby	University of Missouri-Columbia	hzadmb@mail.missouri.edu
Vishakha	Agrawal	Vanderbilt University	vishakha.agrawal@vanderbilt.edu
Phoebe J.	Ahn	Vanderbilt University	phoebe.j.ahn@vanderbilt.edu
Angelique	Aitken	The Pennsylvania State University	angelique@psu.edu
Syeda Sharjina	Akther	The University of Texas at Austin	sharj07@utexas.edu
Stephanie	Al Otaiba	Southern Methodist University	salotaiba@smu.edu
Jechun	An	University of Minnesota-Twin Cities	an000070@umn.edu
Tim	Andress	The University of Texas at Austin	tim.andress@utexas.edu
Jason	Anthony	University of South Florida	jasonanthony@usf.edu
Sarah	Arden	American Institutes for Research	sarden@air.org
Tessa	Arsenault	The University of Texas at Austin	tarsenault@utexas.edu
Tara	Atchison-Green	University of Missouri Columbia	tea6y5@umsystem.edu
Christy	Austin	University of Utah	christy.austin@utah.edu
Tierney	Barcarse	Hawaii Department of Education	tierney.barcarse@k12.hi.us
Deni L.	Basaraba	Amplify Education	dbasaraba@amplify.com
Nina	Bayer	University of Connecticut	nina.bayer@uconn.edu
Kristen	Beach	University of North Carolina at Charlotte	kbeach4@uncc.edu
Amber	Benedict	Arizona State University	amber.benedict@asu.edu
Sarah	Benz	American Institutes for Research	sbenz@air.org
Gina	Biancarosa	University of Oregon	ginab@uoregon.edu
Gary	Bingham	Georgia State University	gbingham@gsu.edu
Audur	Björgvinsdottir	University of Iceland	audurbjorgvins@hi.is
Tasia	Brafford	Texas State University	brafford@txstate.edu
Britta Cook	Bresina	Institute of Education Sciences, National Center for Special Education Research	britta.bresina@ed.gov
Mindy	Bridges	University of Kansas Medical Center	mbridges2@kumc.edu
Mike	Broda	Virginia Commonwealth University School of Education	mdbroda@vcu.edu
Denise	Brown	Kansas MTSS	denise@kansasmtss.org
Kaitlin	Bundock	Utah State University	kaitlin.bundock@usu.edu
Nargiza	Buranova	University of Missouri-Columbia	nbdtb@mail.missouri.edu
Matthew	Burns	University of Florida	burnsm1@ufl.edu
Kate	Cain	Lancaster University	k.cain@lancaster.ac.uk
Kristie	Calvin	East Tennessee State University	calvink@etsu.edu
Aaron R.	Campbell	University of Missouri	aaroncampbell@missouri.edu
April	Camping	SRSD Online	april.camping@gmail.com
Phil	Capin	The University of Texas at Austin	pcapin@utexas.edu
Hugh	Catts	Florida State University	hcatts@fsu.edu
Brennan W.	Chandler	The University of Texas at Austin	bchandler@utexas.edu
Andrew	Chang	Vanderbilt University	andrew.e.chang@vanderbilt.edu
Trelani	Chapman	University of Alberta	trelani@ualberta.ca
Eleni	Chatzoglou	The University of Texas at Austin	eleni.chatzoglou@utexas.edu
Seohyeon	Choi	University of Minnesota-Twin Cities	choi0836@umn.edu
Jason	Chow	Vanderbilt University	jason.chow@vanderbilt.edu
Stephen	Ciullo	Texas State University	ciullo@txstate.edu
Ben	Clarke	University of Oregon, Center on Teaching and Learning	clarkeb@uoregon.edu
Nathan	Clemens	The University of Texas at Austin	nathan.clemens@austin.utexas.edu
Alyson A.	Collins	Texas State University	alysonacollins@txstate.edu
Carlin	Conner	University or Virginia	clc6wc@virginia.edu
Kate	Connor	University of Illinois, Urbana-Champaign	connor1@illinois.edu
Bryan	Cook	University of Virginia	bc3qu@virginia.edu
Madison	Cook	University of Oregon, Center on Teaching and Learning	mcook5@uoregon.edu
Vicki	Cooper	Kansas MTSS, Alignment	vicki@kansasmtss.org
Mike	Coyne	University of Connecticut	mike.coyne@uconn.edu
Briana	Curry	KS MTSS, Alignment	briana@kansasmtss.org
Katlynn	Dahl-Leonard	University of Virginia	awr8qt@virginia.edu
Veronica M.	De La Cruz	University of Virginia	tmc7hv@virginia.edu
Cara	Dellaterra	HILL for Literacy	cara@hillforliteracy.org
Alisha	Demchak	University of Virginia	and3u@virginia.edu
Minyi	Dennis	Lehigh University	mis210@lehigh.edu
Lisa	Didion	University of Kansas	lisadidion@ku.edu

Christian	Doabler	Meadows Center for Preventing Educational Risk, The University of Texas at Austin	cdoabler@austin.utexas.edu
Andres F.	Dorado Solarte	University of Alberta	adorados@ualberta.ca
Jake	Downs	Utah State University	jake.downs@usu.edu
Emma	Doyle	Florida State University	end22a@fsu.edu
Lillian	Durán	University of Oregon	lduran@uoregon.edu
Jaclyn M.	Dynia	SproutFive Center for Early Childhood Innovation	jdynia@sproutfive.org
Patrick	Ehrman	Purdue University	pehrman@purdue.edu
Janie	Eppstein	Vanderbilt University	jane.e.sommer@vanderbilt.edu
Steffen	Erickson	University of Virginia	cns8vq@virginia.edu
Christine	Espin	Leiden University	espinca@fsw.leidenuniv.nl
Michael	Faggella-Luby	Texas Christian University	m.faggella-luby@tcu.edu
David	Fainstein	Seattle University	dfainstein@seattleu.edu
Emily	Farris	The University of Texas at Austin	emily.farris@austin.utexas.edu
Nick	Feroce	Lexia Learning	nick.feroce@lexialearning.com
Beth	Feuer	University of Texas at Austin	efeuer@utexas.edu
Marissa J.	Filderman	The University of Alabama	mjfilderman@ua.edu
Sarah	Fishstrom	University of Hawaii at Manoa	sarahcf@hawaii.edu
Miranda	Fitzgerald	University of North Carolina-Charlotte	mfitzg21@charlotte.edu
Anne	Foegen	University of Minnesota	afoegen@umn.edu
Lindsay	Foreman-Murray	Western Washington University	foremal@wwu.edu
Matthew E.	Foster	University of South Florida	mefoster@usf.edu
David	Francis	University of Houston	dfrancis@uh.edu
Erica	Fry	The University of Texas at Austin	fry.erica@utexas.edu
Doug	Fuchs	American Institutes for Research, Vanderbilt University	doug.fuchs@vanderbilt.edu
Lynn	Fuchs	American Institutes for Research, Vanderbilt University	lynn.fuchs@vanderbilt.edu
Dave	Furjanic	University of Denver	david.furjanic@du.edu
Allison	Gandhi	American Institutes for Research	agandhi@air.org
Hope	Gerde	Texas A&M University	hgerde@tamu.edu
Andy	Garbacz	University of Wisconsin-Madison	andy.garbacz@wisc.edu
Jenna	Gersib	The University of Texas at Austin	jenna.gersib@utexas.edu
Shadi	Ghafghazi	The University of Texas at Austin	sh.ghafghazi@utexas.edu
Deidre	Gilley	Florida State University	dgp17c@fsu.edu
Allison	Gilmour	American Institutes for Research	agilmour@air.org
Marc	Goodrich	Texas A&M University	marcgoodrich@tamu.edu
Lisa	Goran	University of Missouri	drlisagoran@gmail.com
Steve	Graham	Arizona State University	steve.graham@asu.edu
Jennie	Grammer	University of California, Los Angeles	grammer@ucla.edu
Kristen	Granger	Vanderbilt University	kristen.granger@vanderbilt.edu
Shelley	Gray	Arizona State University	shelley.gray@asu.edu
Jacob	Gray	University of South Florida	jacobgray@usf.edu
Erica	Gutmann Yadgaran	University of California, San Francisco	erica.gutmann@ucsf.edu
Garret	Hall	Florida State University	gjhall@fsu.edu
Colby	Hall	University of Virginia	csh4t@virginia.edu
Bonnie	Hallman	Stanford University	bhallman@stanford.edu
Ellie	Hancock	Vanderbilt University	eleanor.m.hancock@vanderbilt.edu
Allyson L.	Hanson	Vanderbilt University	allyson.l.hanson@vanderbilt.edu
Emily	Hardeman	The University of Texas at Austin	emilyhardeman@utexas.edu
Jason E.	Harlacher	American Institutes for Research	jharlacher@air.org
Beth	Harn	University of Oregon	bharn@uoregon.edu
Karen	Harris	Arizona State University	karen.r.harris@asu.edu
Elizabeth J.	Hart	The University of Texas at Austin	elizabethjhart@utexas.edu
Sara	Hart	Florida State University	sahart@fsu.edu
Johanna	Hearn	Vanderbilt University	johanna.hearn@vanderbilt.edu
Michael	Hebert	University of California, Irvine	mhebert1@uci.edu
Lauren	Hennenfent	Michigan State University	hennenf1@msu.edu
Alyssa	Henry	Texas A&M University	henry.alyssa@tamu.edu
Elizabeth	Hicks	Michigan State University	brasseu5@msu.edu
Shanna	Hirsch	Clemson University	shannah@g.clemson.edu
Peijung	Ho	The University of Texas at Austin	pj1031@utexas.edu
Erin	Hogan	University of Louisville	erin.hogan.1@louisville.edu
Alexandra	Hollo	West Virginia University	alex.hollo@hsc.wvu.edu
Stephanie	Hopkins	University of Missouri	stephaniehopkins@mail.missouri.edu
Alida	Hudson	American Institutes for Research	ahudson@air.org
Natalie	Huerta	Vanderbilt University	natalie.huerta@vanderbilt.edu
Elizabeth M.	Hughes	The Pennsylvania State University	emh71@psu.edu
Jiyung	Hwang	Drake University	jiyunghwang@gmail.com

Robin	Irey	University of California, San Francisco	robin.irey@gmail.com
Thilagha	Jagaiah	University of Hartford	jagaiah@hartford.edu
Joanne	Joo	Southern Methodist University	jjoo@smu.edu
Bhabika	Joshi	Vanderbilt University	bhabika.joshi@vanderbilt.edu
Lindsey	Kaler	Boston University	lkaler@bu.edu
Michael	Kennedy	University of Virginia	mjk3p@virginia.edu
Patrick	Kennedy	University of Oregon, Center on Teaching and Learning	ppaine@uoregon.edu
Hailey	Kepiro	Vanderbilt University	hailey.kepiro@vanderbilt.edu
Leanne	Ketterlin Geller	Southern Methodist University	lkgeller@smu.edu
Sohyun An	Kim	University of California, Los Angeles	sohyun1218@ucla.edu
Dongil	Kim	Seoul National University	dikimedu@snu.ac.kr
Woori	Kim	Chonnam National University	rnell777@gmail.com
Eun Ha	Kim	Michigan State University	kimeun31@msu.edu
Young-Suk	Kim	University of California, Irvine	youngsk7@uci.edu
Sarah	King	The University of Texas at Austin	sarah.gorsky@utexas.edu
Seth	King	University of Iowa	sakng@uiowa.edu
Corinne	Kingsbery	University of North Carolina at Charlotte	ckingsb1@charlotte.edu
Paulina	Kulesz	University of Houston	paulina.kulesz@times.uh.edu
Jialin	Lai	Texas A&M University	irenelaijl@tamu.edu
Amelia	Larimer	University of Iceland	ajl9@hi.is
Danielle O.	Lariviere	The University of Texas at Austin	danielle.lariviere@utexas.edu
Seulbi	Lee	University of Oregon	blee3@uoregon.edu
Pontceana	Lee	FUSD	pontceanalee94@gmail.com
Adam	Lekwa	Rutgers University	al928@gsapp.rutgers.edu
Erica	Lembke	University of Missouri	lembkee@missouri.edu
Chris	Lemons	Stanford University	chris.lemons@stanford.edu
Taylor	Lesner	University of Oregon, Center on Teaching and Learning	tlesner@uoregon.edu
Endia J.	Lindo	Texas Christian University	e.lindo@tcu.edu
Jessica	Logan	Vanderbilt University	jessica.logan@vanderbilt.edu
Allison	Lombardi	University of Connecticut	allison.lombardi@uconn.edu
Christopher J.	Lonigan	Florida Center for Reading Research, Florida State University	lonigan@psy.fsu.edu
Doris	Luft Baker	The University of Texas at Austin	doris.baker@austin.utexas.edu
Emily	Lund	Texas Christian University	e.lund@tcu.edu
Cayla	Lussier	University of Oregon, Center on Teaching and Learning	clussier@uoregon.edu
Gabriella	Lyth Donofrio	University of Missouri	gldhmd@missouri.edu
Steven A.	Maddox	Texas A&M University- Central Texas	steven.maddox@tamuct.edu
Daniel	Maggin	University of Illinois-Chicago	dmaggin@uic.edu
Caitlyn	Majeika	American Institutes for Research	cmajeika@air.org
Diana H.	Malkin	HILL for Literacy	diana@hillforliteracy.org
Jessica	Mao	The University of Texas at Austin	jmao@utexas.edu
Megyn	Martin	University of Missouri-Columbia	mew59c@missouri.edu
Leticia	Martinez	Meadows Center for Preventing Educational Risk, The University of Texas at Austin	lettyrmartinez@austin.utexas.edu
Amanda	Martinez-Lincoln	Vanderbilt University	amanda.martinez-lincoln@vanderbilt.edu
Sarah A.	Mason	The University of Texas at Austin	sarah.mason@utexas.edu
Katie	Mason	The University of Texas at Austin	katie.mason@utexas.edu
Emily	Mauer	The University of Texas at Austin	emilymauer1@gmail.com
Allison Dennis	McClure	Southern Methodist University	aadennis@smu.edu
Lizzie	McCollom	Southern Methodist University	emccollom@mail.smu.edu
Nancy	McIntyre	University of Central Florida	nancy.mcintyre@ucf.edu
Carolina	Melo	Universidad de los Andes, Chile	cmelo@uandes.cl
Chloe	Melton	University of Connecticut	chloe.melton@uconn.edu
Lindsey G.	Mirielli	University of Missouri	lgmt37@umsystem.edu
Clint	Moore	The University of Texas at Austin	clintonem@utexas.edu
Sholeh	Moradibavi	The University of Texas at Austin	sholeh_mrd@utexas.edu
Paul	Morgan	University at Albany, State University of New York	pmorgan3@albany.edu
Meganne	Muir	Vanderbilt University	meganne.muir@vanderbilt.edu
Jessica	Namkung	University of Delaware	jnamkung@udel.edu
Erica	Neal	University of North Carolina at Charlotte	eneal15@charlotte.edu
Gena	Nelson	University of Oregon, Center on Teaching and Learning	gsnelson@uoregon.edu
Nancy J.	Nelson	Boston University	njnelson@bu.edu
Christina	Novelli	University of Georgia	christina.novelli@uga.edu
Katherine	O'Donnell	University of Utah	katherine.odonnell@utah.edu
Karen M.	Omohundro	George Mason University	kmoncure@gmu.edu
Anna	Orlova	Stanford University	orloff.anya@gmail.com
Anna	Osipova	California State University, Los Angeles	aosipov3@calstatela.edu

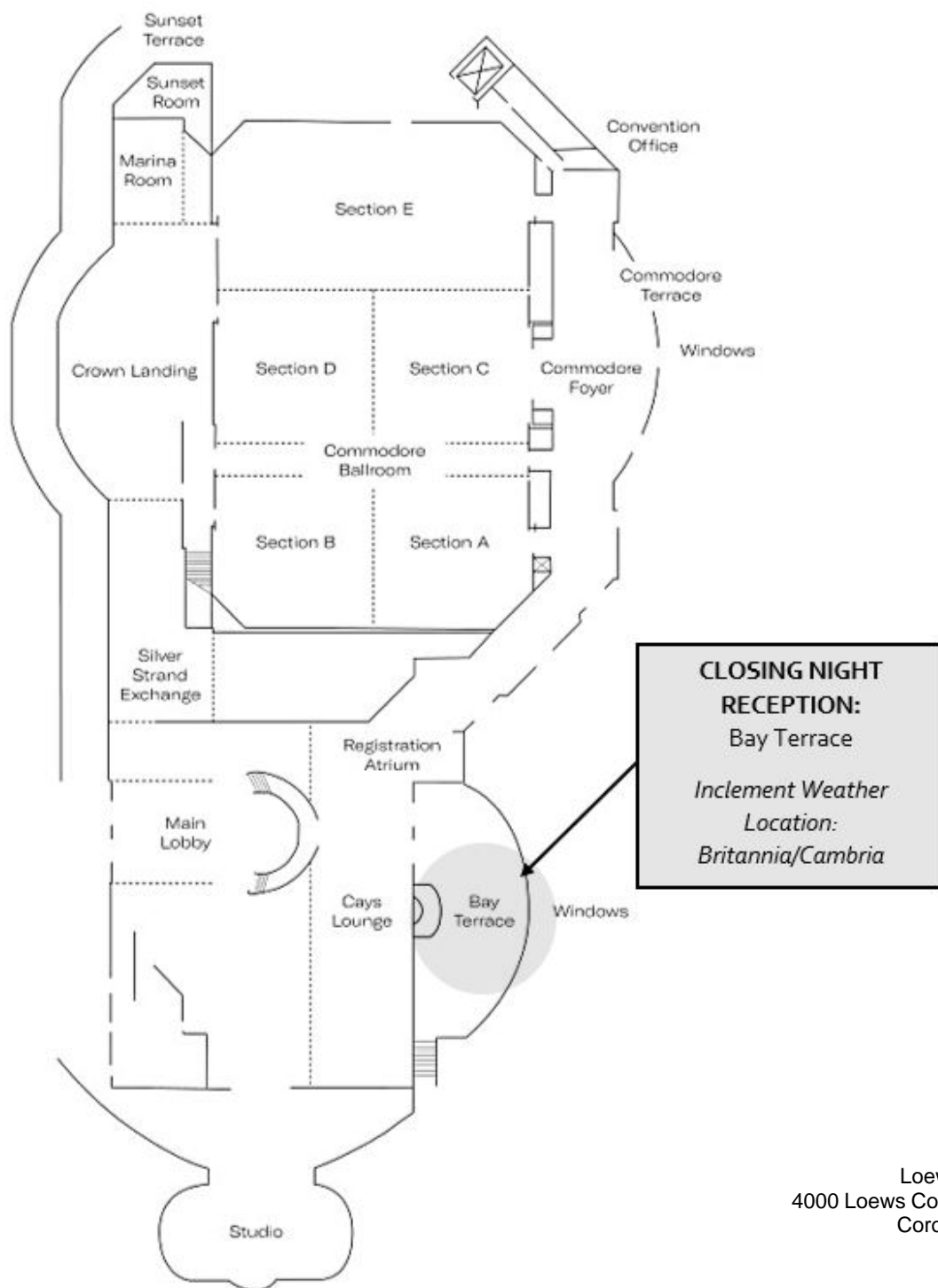|			
Eric	Oslund	Middle Tennessee State University	ericoslund@yahoo.com
Julie Kate	Owens	University of Tennessee	jkowens57@utk.edu
Nicole	Patton-Terry	Florida State University, Florida Center for Reading Research, Regional Educational Laboratory Southeast	npattonterry@fsu.edu
Blair	Payne	The University of Texas at Austin	blairpayne@utexas.edu
Peng	Peng	The University of Texas at Austin	pengpeng@austin.utexas.edu
Emily	Penner	University of California, Irvine	pennere@uci.edu
Jill	Pentimonti	University of Notre Dame	jpentim2@nd.edu
Anna-Lind	Petursdottir	University of Iceland	annalind@hi.is
Beth M.	Phillips	Florida State University	bphillips@fcrr.org
Shayne B.	Piasta	The Ohio State University	piasta.1@osu.edu
Jennifer	Pierce	American Institutes for Research	jpierce@air.org
Marissa	Pilger Suhr	Boston University	mpsuhr@bu.edu
Ramona T.	Pittman	Texas A&M University	ramona.pittman@tamu.edu
Sarah	Powell	The University of Texas at Austin	srpowell@utexas.edu
Kelly A.	Powell-Smith	Mount St. Joseph University	kelly.powell-smith@msj.edu
Alison	Prahl	Baylor University	alison_prahl@baylor.edu
Amber B.	Ray	University of Illinois, Urbana-Champaign	amberray@illinois.edu
Deborah	Reed	Tennessee Reading Research Center, University of Tennessee	dreed20@utk.edu
Emily A.	Reno	University of Minnesota	reno0026@umn.edu
Laura	Rhinehart	University of California, Los Angeles	laura.rhinehart@ucla.edu
Marianne	Rice	Texas A&M University	marianne.rice@tamu.edu
Cassidi L.	Richmond	University of Virginia	cdh2ry@virginia.edu
Graham G.	Rifenbark	University of Connecticut	graham.rifenbark@uconn.edu
Derek	Rodgers	University of Iowa	derek-rodgers@uiowa.edu
Jessica	Rodrigues	University of Missouri	rodriguesjm@missouri.edu
Megan	Rojo	University of North Texas	megan.rojo@unt.edu
Amanda	Rucker	TASN, Kansas MTSS	amanda@kansasmtss.org
Dayna	Russell Freudenthal	Mount St. Joseph University	dayna.russellfreudenthal@msj.edu
Karin	Sandmel	Vanderbilt University	karin.n.sandmel@vanderbilt.edu
Kristi	Santi	University of Houston	klsanti@central.uh.edu
Cherish	Sarmiento	Michigan State University	sarmie15@msu.edu
Gretchen	Scheibel	Juniper Gardens Children's Project, University of Kansas	gscheibel@ku.edu
Jennifer	Schnakenberg	Meadows Center for Preventing Educational Risk, The University of Texas at Austin	jenniferwick@austin.utexas.edu
C. Melanie	Schuele	Vanderbilt University School of Medicine	melanie.schuele@vanderbilt.edu
Taylor	Seymour	Texas A&M University	tseymour@tamu.edu
Hanyue	Sha	The University of Texas at Austin	hanyuesha@utexas.edu
Emma	Shanahan	The University of Texas at Austin	ewshanahan@gmail.com
Alexandra	Shelton	Johns Hopkins University	ashelt18@jhu.edu
Linling	Shen	The University of Texas at Austin	linling.shen@utexas.edu
Ye	Shen	The Ohio State University	shen.1776@osu.edu
Jeffrey	Shero	Vanderbilt University	jeffrey.shero@vanderbilt.edu
Mikyung	Shin	West Texas A&M University	mikyung.shin@wtamu.edu
Raquel	Silva	The University of Texas at Austin	raquelsilva@utexas.edu
Emily	Singell	University of Missouri	eljwww@umsystem.edu
Gustaf Bernhard Uno	Skar	Norwegian University of Science and Technology	gustaf.b.skar@ntnu.no
Cassandra	Smith	University of Missouri	cmmmcb@umsystem.edu
Alex	Smith	University of Nevada-Las Vegas	alex.smith@unlv.edu
Jamie	Smith Levitan	University of Maryland	jalain@umd.edu
Emily J.	Solari	University of Virginia	ejs9ea@virginia.edu
Michael	Solis	University of California, Riverside	msolis@ucr.edu
Audrey	Sorrells	Texas Christian University	audrey.sorrells@tcu.edu
Ashley M.	Stack	Texas A&M University	ashleystack@tamu.edu
Melissa V.	Stalega	University of Connecticut	melissa.stalega@uconn.edu
Elizabeth	Stevens	University of Kansas	lizstevens@ku.edu
Jennifer	Stewart	University of Virginia	zhn6er@virginia.edu
Alicia A.	Stewart	University of North Carolina at Charlotte	akitten@charlotte.edu
Wendy	Strickler	Mount St. Joseph University	wendy.strickler@msj.edu
Elizabeth	Swanson	The University of Texas at Austin	easwanson@austin.utexas.edu
Lexi	Swanz	Vanderbilt University	alexis.e.swanz@vanderbilt.edu
Elizabeth	Talbott	William & Mary	ehtalbott@wm.edu
Kenny A.	Tang	Vanderbilt University	kenny.a.tang@vanderbilt.edu
Stephanie	Tatel	University of Virginia	st3r@virginia.edu
Christina M.	Taylor	University of Virginia	mmt2hg@virginia.edu

Roddy	Theobald	American Institutes for Research	rtheobald@air.org
Bill	Therrien	University of Virginia	wjt2c@virginia.edu
Jessica	Toste	The University of Texas at Austin	jrtoste@austin.utexas.edu
Adrea	Truckenmiller	Michigan State University	atruck@msu.edu
Elizabeth	Turner	PCRC Conference Manager	pacificcoastresearchconference@gmail.com
Jessica	Turtura	University of Oregon, Center on Teaching and Learning	jhorwitz@uoregon.edu
Adriana M.	Valtierra	Vanderbilt University	adriana.m.valtierra@vanderbilt.edu
Wilhelmina	van Dijk	Utah State University	willa.vandijk@usu.edu
Marianne	van Dijken	Leiden University	mdijken@fsw.leidenuniv.nl
Mackenna	Vander Tuin	The University of Texas at Austin	mvandertuin@utexas.edu
Samantha S.	Vann	University of Virginia	qyx3jm@virginia.edu
Isabel	Vargas	University of Virginia	oiv3sb@virginia.edu
Sharon	Vaughn	Meadows Center for Preventing Educational Risk, The University of Texas at Austin	srvaughn@austin.utexas.edu
Meagan	Walsh	Western Michigan University	meagan.walsh@wmich.edu
Jiaxin Jessie	Wang	Vanderbilt University	jiaxinjessie.wang@vanderbilt.edu
Jeanne	Wanzek	Vanderbilt University	jeanne.wanzek@vanderbilt.edu
Melissa	Weber-Mayrer	Ohio Department of Education and Workforce	melissa.weber-mayrer@education.ohio.gov
Margaret P.	Weiss	George Mason University	mweiss9@gmu.edu
Jade	Wexler	University of Maryland	jawexler@umd.edu
Brittany	White	Texas A&M University	brittanywhite173@tamu.edu
Kay	Wijekumar	Texas A&M University	k_wljekumar@tamu.edu
Katie E.	Wilburn	University of Virginia	hxj8dn@virginia.edu
Emily	Wilke	University of Oregon, Center on Teaching and Learning	ewilke@uoregon.edu
Kelly J.	Williams	University of Georgia	kjwilliams@uga.edu
Xueye	Yan	The University of Texas at Austin	yanxueye@utexas.edu
Na Young	Yoon	The University of Texas at Austin	nayoung@utexas.edu
Matthew C.	Zajic	Teachers College, Columbia University	mcz2114@tc.columbia.edu
Mai	Zaru	Southern Methodist University	mzaru@smu.edu

Property Map

LOEWS HOTELS

1. Resort Entrance Valet Parking
2. Concierge & Front Desk
3. Lobby & Retail Shops
4. Business Center
5. Commodore Ballroom
6. Constellation Ballroom
7. Avalon
8. Sunset Terrace
9. Bay Terrace
10. Pool Concierge
11. Grow Garden
12. Marina Terrace
13. Action Sports Rentals The Gondola Company
14. Citrus Garden
15. The Pointe
16. Bayside Suites

WEDNESDAY NIGHT DINNER LOCATION:
Pool Terrace
Inclement Weather Location:
Avalon

SAN DIEGO BAY

MARINA

LOEWS
CORONADO BAY

Meeting Space Diagram – First Floor

Sunset Terrace

Sunset Room

Marina Room

Section E

Convention Office

Commodore Terrace

Windows

Crown Landing

Section D

Section C

Commodore Foyer

Commodore Ballroom

Section B

Section A

Silver Strand Exchange

Registration Atrium

CLOSING NIGHT RECEPTION:
Bay Terrace

Inclement Weather Location:
Britannia/Cambria

Main Lobby

Cays Lounge

Bay Terrace

Windows

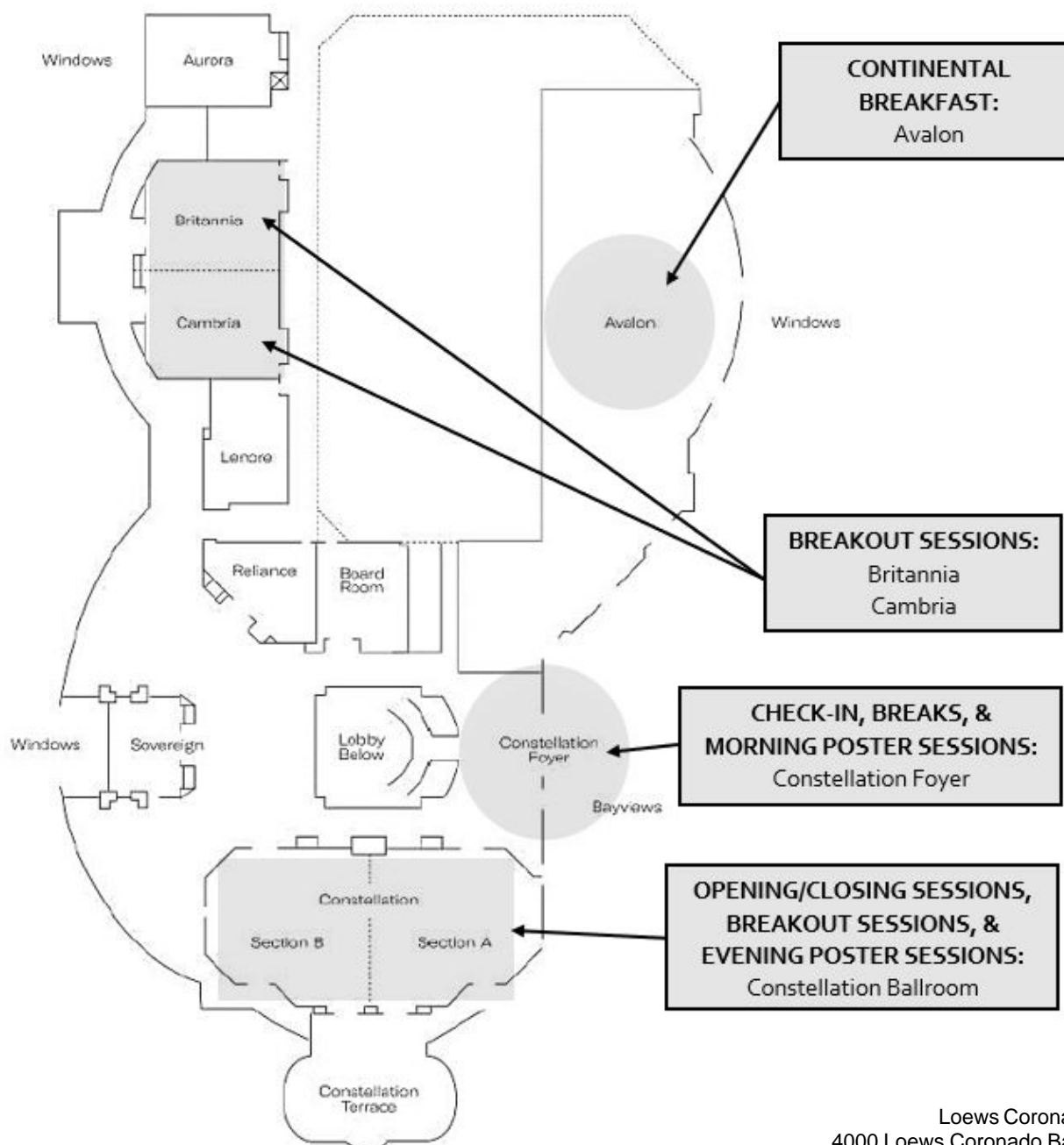Studio

Loews Coronado Bay
4000 Loews Coronado Bay Road
Coronado, CA 92118
619-424-4000

Meeting Space Diagram – Second Floor

CONTINENTAL BREAKFAST:
Avalon

BREAKOUT SESSIONS:
Britannia
Cambria

CHECK-IN, BREAKS, & MORNING POSTER SESSIONS:
Constellation Foyer

OPENING/CLOSING SESSIONS, BREAKOUT SESSIONS, & EVENING POSTER SESSIONS:
Constellation Ballroom

Loews Coronado Bay
4000 Loews Coronado Bay Road
Coronado, CA 92118
619-424-4000

PCRC 2024 Schedule Overview

DAY 1 - WEDNESDAY, JANUARY 31, 2024

5 – 5:45 pm	Check-in	Constellation Foyer
5:45- 7:15 pm	Opening Panel A: Challenging Traditional Notions of Intervention in Reading and Mathematics [Chair: Doug Fuchs]	Constellation A
	Opening Panel B: Addressing the Neglected Role of Background Knowledge When Designing interventions [Chair: Sharon Vaughn]	Constellation B
7:15 - 9 pm	Opening Night Reception *(Inclement Weather Location: Avalon)*	Pool Marina Terrace

DAY 2 - THURSDAY, FEBRUARY 1, 2024

7 – 8 am	Check-in, Continental Breakfast, and Thursday Morning Poster Session (7 - 7:50 am)	Avalon, Constellation Foyer
8 - 10 am	Panel 1: Studying Implementation to Improve Intervention Delivery for Students with Disabilities [Chair: Jessica R. Toste]	Constellation A
	Panel 2: Mathematics Vocabulary: The Foundation of Mathematics Competence? [Chair: Tasia Brafford]	Constellation B
	Panel 3: What is the 'Write' Way Forward? Considerations for Teaching Writing Effectively [Co-Chairs: Alyson A. Collins, Stephen Ciullo]	Britannia
	Panel 4: IES MTSS Research Network: Integrating Academic & Behavior Practices Across Tiers [Chair: Michael Coyne]	Cambria
10 - 10:15 am	Break	Constellation Foyer
10:15 am - 12:15 pm	Panel 5: An Exploration of Theoretical Perspectives of Professional Development and Teacher Outcomes [Chair: Lisa Didion]	Constellation A
	Panel 6: Comprehension: Predictors, Assessment, and Use of Online Program [Chair: Young-Suk Kim]	Constellation B
	Panel 7: Leveraging Administrative Data to Address Special Education Staffing Challenges [Chair: Allison Gilmour]	Britannia
	Panel 8: Research to Practice: Engaging Educators to Improve Reading Instruction and Intervention [Co-Chairs: Kristi L. Santi, Wendy Strickler]	Cambria
12:15 - 3 pm	Mid-day Break	
3 – 4:30 pm	Idea Development Workshops	Britannia / Cambria
4:45 – 5 pm	Set up for Poster Session A	Constellation Ballroom
5 – 5:50 pm	Poster Session A (followed by 5-minute transition to Poster Session B)	Constellation Ballroom
5:55 – 6:45 pm	Poster Session B (followed by 5-minute transition to Poster Session C)	Constellation Ballroom
6:50 – 7:40 pm	Poster Session C	Constellation Ballroom

DAY 3 - FRIDAY, FEBRUARY 2, 2024

7 – 7:50 am	Check-in, Continental Breakfast, and Friday Morning Poster Session (7 – 7:50 am)	Avalon, Constellation Foyer
8 - 10 am	Panel 9: Let's Talk Teachers! Can Professional Development and Coaching Impact Student Outcomes? [Chair: Sarah Powell]	Constellation A
	Panel 10: Conceptual Replications in STEM Intervention Research: A Tale of Four Projects [Co-Chairs: Megan Rojo, Jenna Gersib]	Constellation B
	Panel 11: Inferencing and Reading Comprehension: Current Understandings of Instruction and Intervention [Chair: Kay Wijekumar]	Britannia
	Panel 12: Learning Disabilities Research Equity: Identifying Contexts, Constraints, and Intersections for Future Study [Chair: Audrey Sorrells]	Cambria
10 - 10:15 am	Break	Constellation Foyer
10:15 am - 12:15 pm	Panel 13: Data-Based Decision Making About Teachers: Measuring and Improving Literacy Knowledge and Practice [Chair: Deborah Reed]	Constellation A
	Panel 14: Early Literacy Development in English and Spanish: Profiles, Risk, and Measurement Innovations [Chair: Deni L. Basaraba]	Constellation B
	Panel 15: Scaling Up Effective Core Literacy Instruction and Tier 2 Intervention In Middle Schools [Chair: Matthew K. Burns]	Britannia
	Panel 16: Knowledge Mobilization for Amplifying Special Education Research: Examples Across Three Studies [Chair: Jessica Rodrigues]	Cambria
12:15 – 4:30 pm	Mid-day Break	
4:30 – 6:15 pm	Closing Night Panel: Harnessing Collective Expertise: Crowdsourcing in Special Education Research [Co-Chairs: Bryan Cook, William Therrien]	Constellation Ballroom
6:15 – 6:30 pm	Business Meeting	Constellation Ballroom
6:30 – 9 pm	Closing Night Dinner *(Inclement Weather Location: Britannia/Cambria)*	Bay Terrace