

Panel and Special Session Details

Location	Presenters	Title and abstract
WEDNESDAY, JAN. 31 - 5:45 - 7:15 pm		
<i>Constellation A</i>	<ul style="list-style-type: none"> • Doug Fuchs, Vanderbilt University, American Institutes for Research • Lynn Fuchs, Vanderbilt University, American Institutes for Research • Nathan Clemens, The University of Texas at Austin 	<p>Plenary Session A: Challenging Traditional Notions of Intervention in Reading and Mathematics</p> <p>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.</p>
<i>Constellation B</i>	<ul style="list-style-type: none"> • 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 	<p>Plenary Session B: Addressing the Neglected Role of Background Knowledge When Designing Interventions</p> <p>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.</p>
THURSDAY, FEB. 1 - 8:00 - 10:00 am		
<i>Constellation A</i>	<ul style="list-style-type: none"> • 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 	<p>Studying Implementation to Improve Intervention Delivery for Students with Disabilities</p> <p>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.</p>
<i>Constellation B</i>	<ul style="list-style-type: none"> • 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 	<p>Mathematics Vocabulary: The Foundation of Mathematics Competence?</p> <p>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.</p>
<i>Britannia</i>	<ul style="list-style-type: none"> • 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 	<p>What is the 'Write' Way Forward? Considerations for Teaching Writing Effectively</p> <p>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.</p>
<i>Cambria</i>	<ul style="list-style-type: none"> • Michael Coyne, University of Connecticut • Allison Gandhi, American Institutes for Research • Jennifer Schnakenberg, The University of Texas at Austin 	<p>IES MTSS Research Network: Integrating Academic & Behavior Practices Across Tiers</p> <p>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</p>

THURSDAY, FEB. 1 - 10:15 am - 12:15 pm		
<i>Constellation A</i>	<ul style="list-style-type: none"> • 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.
<i>Constellation B</i>	<ul style="list-style-type: none"> • 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.
<i>Britannia</i>	<ul style="list-style-type: none"> • 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.
<i>Cambria</i>	<ul style="list-style-type: none"> • 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 • Jacqueline Hawkins, University of Houston 	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		
<i>Britannia</i>	<ul style="list-style-type: none"> • 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		
<i>Constellation A</i>	<ul style="list-style-type: none"> • 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		
<i>Constellation B</i>	<ul style="list-style-type: none"> • 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.
<i>Britannia</i>	<ul style="list-style-type: none"> • Kay Wijekumar, Texas A&M University • Philip Capin, The University of Texas at Austin • Jill Pentimonti, University of Notre Dame • Shauí 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.
<i>Cambria</i>	<ul style="list-style-type: none"> • 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		
<i>Constellation A</i>	<ul style="list-style-type: none"> • 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.
<i>Constellation B</i>	<ul style="list-style-type: none"> • 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.
<i>Britannia</i>	<ul style="list-style-type: none"> • 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.
<i>Cambria</i>	<ul style="list-style-type: none"> • 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

<i>Constellation Ballroom</i>	<ul style="list-style-type: none"> • 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.
<i>Constellation Ballroom</i>	<ul style="list-style-type: none"> • Jiaxin Jesse Wang, Vanderbilt University 	Brief National Academy of Science Report on IES Research Performance: The Future of NCSE: Feedback from the Field The 2023 PCRC Closing Panel discussed the National Academies' report <i>The Future of Education Research at IES</i> . This presentation reviews the live audience feedback and written responses on recommendations for the Future of NCSE.