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** • Miranda Fitzgerald, 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