SESSION A (Set-up 4:30-4:25 p.m.; presentation 4:35-5:15 p.m.)
1A  Predicting Fourth-Grade Mathematics Achievement with Early Numeracy, Early Literacy, and Behavior Ratings
   • Abigail A. Allen, Clemson University
   • R. Alex Smith, University of Southern Mississippi

2A Technical features of CBM vocabulary probes used in teacher preparation programs
   • Dana L. Wagner, Minnesota State University Mankato
   • Abigail A. Allen, Clemson University

3A  Early Word Reading and Reading Comprehension Development among At-Risk Readers
   • Peng Peng, University of Texas at Austin
   • Doug Fuchs, Vanderbilt University

4A A Meta-analysis on the Relation between Fluid Intelligence and Reading/Mathematics: Effects of Tasks, Age, and Social Economics Status
   • Peng Peng, University of Texas at Austin

5A  The Relation between Mathematics Anxiety and Mathematics Performance among School-Aged Students
   • Jessica Namkung, University of Nebraska-Lincoln
   • Peng Peng, University of Texas at Austin

6A Analysis of an Understanding Procedures Observation Rubric for Math Intervention Instruction
   • Angela Crawford, Boise State University
   • Evelyn Johnson, Boise State University

7A Developing a Comprehensive Decoding Special Education Teacher Observation Rubric
   • Laura Moylan, Boise State University
   • Evelyn Johnson, Boise State University

8A Understanding Rater Behavior in Observations of Special Education Math Teachers
   • Yuzhu Zheng, Boise State University
   • Evelyn Johnson, Boise State University

9A Does growth mindset predict growth in reading?
   • Eunsoo Cho, Michigan State University
   • Unhee Ju, Michigan State University

10A Reading Interventions for Students with Behavior, Hyperactivity, or Attention Difficulties: A Meta-Analysis
    • Garrett J. Roberts, University of Denver
    • Eunsoo Cho, Michigan State University

12A Examining the Effects of Algebra Readiness Modules on Struggling 7th Grade Students
    • Brian R Bryant, The University of Texas at Austin
    • Diane Pedrotty Bryant, The University of Texas at Austin
Special Education Pre-service Teachers' Knowledge of Geometry Instruction
- MeiJia Liu, The Meadows Center for Preventing Educational Risk; The University of Texas at Austin
- Diane Pedrotty Bryant, The Meadows Center for Preventing Educational Risk; The University of Texas at Austin

Effect of cognitive learning principles on the mathematics performance of students with mathematics difficulties in first grade
- Maryam Nozari, The University of Texas at Austin, The Meadows Center for Preventing Educational Risk
- Diane Pedrotty Bryant, The University of Texas at Austin, The Meadows Center for Preventing Educational Risk

The Characteristics of Testing Accommodations for Students with Learning Disabilities
- Soyoung Park, University of Texas at Austin
- Diane Pedrotty Bryant, The Meadows Center for Preventing Educational Risk; The University of Texas at Austin

A Systematic Review of Independent Evidence-Based Practice Reviews
- Lauren W. Collins, San Diego State University
- Bryan G. Cook, University of Virginia

Open Science in Special Education
- Bryan G. Cook, University of Virginia
- William J. Therrien, University of Virginia

Implementing Intensive Reading Intervention: Professional Development a Systematic Review
- Katherine Sargent, Vanderbilt University
- Maria Hugh, University of Minnesota

A Study on Teachers' Perception and Current Diagnostic Issues of LD in Korean Elementary Inclusive Classrooms
- Jaeho Lee, Kwangju Women's University, Korea
- Jaehyun Shin, Gyeongin National University of Education, Korea

The Relations between Working Memory and Writing Performance: A Meta-Analysis
- Jaehyun Shin, Gyeongin National University of Education, Korea
- Kristen McMaster, University of Minnesota

The Relation Between Duration and Effectiveness: Tier 2 Language Comprehension Intervention
- Britta Cook Bresina, University of Minnesota
- Kristen L. McMaster, University of Minnesota

Use of Numeracy Read-Alouds in Classrooms of At-Risk Prekindergarten Children
- Sarah Powell, The University of Texas at Austin
- Suzanne Forsyth, The University of Texas at Austin

Using Trade Books to Teach Mathematical Language from Preschool to Second Grade
- Suzanne R. Forsyth, The University of Texas at Austin
- Sarah R. Powell, The University of Texas at Austin
The Impact of Equation-Solving within Word-Problem Intervention for Third Graders with Mathematics Difficulty
  - Katherine Berry, University of Texas at Austin
  - Sarah Powell, University of Texas at Austin

Impact of DBI-Focused PD on Teacher's DBI Expertise: A Meta Analysis
  - Samantha A. Gesel, Vanderbilt University

Best science, poorest publication opportunities: Why don't replications get respect?
  - Erica N. Mason, University of Missouri
  - Samantha A. Gesel, Vanderbilt University

Are Students with Disabilities Accessing the Curriculum? A Meta-analysis of Achievement Gaps
  - Allison F. Gilmour, Temple University

The Influence of Classmates on the Academic Outcomes of Students With and Without Disabilities
  - Allison F. Gilmour, Temple University

Developing a Comprehension Interventions for Struggling 3rd Grade Readers: A Pilot Study
  - Meagan Walsh, Vanderbilt University

Improving the Comprehension of Struggling 3rd Grade Readers
  - Meagan Walsh, Vanderbilt University

Creating a Technology-Based Assessment of Early Inferencing
  - Kyle Wagner, University of Minnesota

The Effects of Writing Interventions on Correct Writing Sequences: A Meta-Analysis of Single-Case Designs
  - Shawn M. Datchuk, University of Iowa
  - Kyle Wagner, University of Minnesota

Effects of behavior interventions on reading outcomes: A synthesis
  - Esther R. Lindström, Lehigh University
  - Emma Gratton-Fisher, Lehigh University

Associations between academic engagement and academic achievement: A systematic review and meta-analysis
  - Jason Chow, Virginia Commonwealth University
  - Esther Lindstrom, Lehigh University
SESSION B (Set-up 5:15-5:20 p.m.; presentation 5:20-6:00 p.m.)

1B
Parent Connectors: Supporting Parents of Middle School Students with EBD
- Angelique Aitken, University of Nebraska, Lincoln

2B
Implementation of Intensive Intervention in Mathematics for Middle School Students
- Sarah V. Arden, American Institutes for Research

3B
Math Problem Solving and Cognitive Growth in English Language Learners: Results of Year 1
- Monica Asencio, University of New Mexico
- Stefania Petcu, University of New Mexico

4B
The Relationship between Pretest Reading Scores and Student Response to Vocabulary Interventions
- Christy R. Austin, The University of Texas at Austin

5B
Response-To-Intervention: Inter-country lessons for educational policy discussion
- Piia Bjorn, University of Eastern Finland

6B
Supporting Inquiry Science with SNUDLE, a Digital Science Notebook
- Jose Blackroby, CAST, Harvard Graduate School of Education
- Jennifer Yu, SRI

7B
An Evaluation of Student Engagement During a Whole-Class Number System Knowledge Intervention
- Kaitlin Bundock, Utah State University

8B
The Evidence based Reading Interventions for English Language Learners: A Multilevel Meta-Analysis
- Younghee Cho, Faith International University
- Sora Jeong, Seoul National University

9B
A Meta-Analysis of Interventions to Improve Argumentative Writing
- Alyson A. Collins, Texas State University
- Stephen Ciullo, Texas State University

10B
Validating a Framework for Categorizing Quantitative Reasoning Strategies in Elementary School
- Lindy Crawford, Texas Christian University

12B
A Pilot Study of a Combined Reading and Self-Regulation Tier 3 Intervention for Grades 2-4
- Carolyn Denton, University of Texas Health Science Center at Houston
- Tricia Zucker, University of Texas Health Science Center at Houston

13B
Data Mountain: Self-Monitoring, Goal Setting, and Motivation Training to Improve the Oral Reading Fluency of Struggling Readers in the Elementary Grades
- Lisa Didion, The University of Texas at Austin

14B
Summer Months' Interventions and Effects on Grades 6-12 Students' Reading Loss
- Jordan Dille, The University of Texas at Austin
Teacher Training in Data Literacy: A Meta-Analysis of the Effects on Teacher Outcomes
  • Marissa J. Filderman, The University of Texas at Austin

Improving Students' Vocabulary Skills and Reading Comprehension through Word Learning Strategies
  • Kylie Flynn, WestEd

School Engagement and Support for the Transition to High School for Students with Learning Disabilities
  • Lindsay Foreman-Murray, Vanderbilt University

English and Spanish Profiles of Oral Language Growth Trajectories of Dual Language Learners and Monolingual English Speakers
  • Matthew E. Foster, University of South Florida

Narrative Language Instruction in Elementary School Classrooms: An Observation Study
  • Colby Hall, The University of Texas Health Science Center at Houston
  • Phil Capin, The University of Texas at Austin

Utility of an Implementation Tool for Small Group Instruction
  • Beth Harn, University of Oregon

A Meta-Analysis of Reading Intervention Studies using Robust Variance Estimation
  • Kelly Haymond, Instructional Research Group
  • Russell Gersten, Instructional Research Group

Predicting Poor Readers' Responsiveness to a Multi-Component Reading Comprehension Intervention
  • Emma L. Hendricks, Vanderbilt University

Early Childhood Special Education Teams: Practice Selection To Address Challenging Behavior
  • Maria Lemler Hugh, University of Minnesota, Department of Educational Psychology

Bring STREAM Education on Stream
  • Jiwon Hwang, California State University Bakersfield
  • Stephanie Morano, University of Virginia

Analysis of Syntactic Complexity and Writing Quality for Informative and Narrative Essays
  • Thilagha Jagaiah, University of Hartford

Social Cognition and Narrative Comprehension: A Research Synthesis
  • Jerae Kelly, University of Maryland, College Park

A Validation Study of Observer Rating Scale of CISA-2 Using ROC Analysis
  • Dongil Kim, Seoul National University
  • Jiyung Hwang, University of Missouri, Columbia
Cognitive Predictors of Reading and Reading Difficulty Subtypes of Korean Language
- Ae Hwa Kim, Dankook University, Korea
- Ui Jung, Korea Nazarene University

Teachers' Perspectives on the Identification of and Intervention for At-Risk Students
- Woori Kim, Chonnam National University
- Jiyeon Kim, Korea National Sport University

Reading Instruction for Children with Down Syndrome: Extending Research of Behavioral Phenotype Aligned Interventions
- Seth King, Tennessee Technological University

A Multimedia Module for Teaching Dialogic Reading Strategies
- Hannah Krimm, Vanderbilt University

Understanding effects of reader-text interactions on reading comprehension: Explanatory item response study
- Paulina A Kulesz, University of Houston
- David J Francis, University of Houston

Adapting Instruction to Reduce Challenging Behavior: A Systematic Review
- Lauren LeJeune, Vanderbilt University
SESSION C (Set-up 6:00-6:05 p.m.; presentation 6:05-6:45 p.m.)

1C
The Domain-general and Domain-specific Profiles of Computation and Problem-Solving Difficulties
• Xin Lin, University of Texas at Austin

2C
Patterns of Growth in Reading-related and Math Skills during Elementary School
• Christopher J. Lonigan, Florida State University

3C
Cognitive Moderators of Math Intervention: A Systematic Review
• Amanda Martinez-Lincoln, The University of Texas at Austin
• Marcia Barnes, Vanderbilt University

4C
Regression discontinuity and internal validity: Simulated comparisons of RD and RCTs
• Jeremy Miciak, University of Houston

5C
Improving Diagnostic Accuracy of Kindergarten Reading Screening with Skill Will Assessment
• Breda V. O'Keeffe, University of Utah
• Kristen Stokes, University of Utah

6C
Proposing an Integrative Vocabulary Framework Across Language Domains
• Natalie G. Olinghouse, University of Connecticut
• Mike Coyne, University of Connecticut

7C
Learning Together: Practicing Culturally Responsive Pedagogy from Pre-K to 12 grade
• Anna Osipova, California State University, Los Angeles
• Ya-Chih Chang, California State University, Los Angeles

8C
The Attitudes and Misconception toward Assistive Technology of Pre-service General Education Teachers.
• Jiyeon Park, The University of Texas at Austin
• Ashley Bagwell, The University of Texas at Austin

9C
Creating and Using Transfer Measures to Evaluate a Nonfiction Reading Comprehension Intervention
• Sam Patton, Vanderbilt University

10C
How do Teachers Prioritize Time during Literacy Instruction? A Multi-grade Exploration
• Beth M. Phillips, Florida State University

12C
School-wide Implementation of Self-Regulated Strategy Development for Informative Writing in Kindergarten-5th Grade
• Amber B. Ray, University of Hawaii at Manoa

13C
Vocabulary and Main Idea Treatment Utilizing Preference to Support Improvements in Reading Comprehension for Students with High Functioning Autism Spectrum Disorder
• Colleen Reutebuch, The University of Texas at Austin, The Meadows Center for Preventing Educational Risk

14C
Relationships Between Kindergarteners’ Executive Functioning Skills and Third Grade Learning Disability Status
• Laura Rhinehart, UCLA, CSULA
Predicting Sentence and Discourse Writing in First Grade
- Kristen D. Ritchey, University of Delaware
- David L. Coker, University of Delaware

Culturally Relevant Pedagogy: A systematic Review of Literature
- Taryn Robertson, University of Denver
- Grant Goble, University of Denver

Writing to Learn in Elementary Classrooms: Results of a National Survey
- Amy Gillespie Rouse, Southern Methodist University
- Sharlene Kiuhara, University of Utah

Parents Plus: An Examination of Feasibility, Usability and Fidelity
- Brook Sawyer, Lehigh University

Teacher Candidate Structured Language Literacy Training
- Nora W. Schlesinger, Kennesaw State University
- Briana Davis, University of Illinois at Chicago; College of Education Center for Literacy

The Technical Adequacy of a Measure of Word-Problem Comprehension: Operations and Language
- Pamela M. Seethaler, Vanderbilt University
- Caitlin Craddock, Vanderbilt University

Examining the Stability of Kindergarten literacy profiles for English language learners and English only speaking children
- Emily Solari, University of Virginia
- Ryan Grimm, University of Virginia

Interest-based reading and vocabulary intervention for middle grade students with autism
- Michael Solis, University of California Riverside
- Zaira Jimenez, University of California Riverside

Preservice Educators’ Perceptions About Vocabulary Matching and Selection Measures for Progress Monitoring
- Pamela M. Stecker, Clemson University
- Catherine A. Griffith, Clemson University

Teacher Expectations of Reading Ability for Students with Disabilities
- Paul K. Steinle, The University of Texas at Austin

Exploring the Efficacy of Evidence-Based Reading Instruction on the Reading Outcomes of Students with Inattentive Behaviors
- Alicia A. Stewart, The University of Texas at Austin
- Elizabeth Swanson, The University of Texas at Austin
Investigating the Number Line Estimation Task within an Early Numeracy Screening Battery
  - Marah Sutherland, University of Oregon
  - Ben Clarke, University of Oregon

Growth in Math Computation and Working Memory in at Risk English Language Learners
  - H. Lee Swanson, University of New Mexico, University of California-Riverside
  - Jennifer Kong, University of New Mexico

  - Julie Thompson, Texas A&M University

Making Middle School Matter: Professional Development Model to Improve Content Learning
  - Diane Haagar, California State University, Los Angeles
  - Elizabeth Stevens, The Meadows Center for Preventing Educational Risk, The University of Texas at Austin

Relations Between Expressive Written Language and Writing Performance in Middle School
  - Adrea Truckenmiller, Michigan State University

Retention of Reading Intervention Effects Across Grade Level
  - Jeanne Wanzek, Vanderbilt University
  - Stephanie Al Otaiba, Southern Methodist University

Examining Student Engagement Outcomes for High School English Learners At-Risk for Dropout
  - Kelly J. Williams, Indiana University
  - Leticia R. Martinez, The University of Texas at Austin, The Meadows Center for Preventing Educational Risk

Reading-Writing Relationships in High-Functioning Children with Autism Spectrum Disorders
  - Matthew Zajic, University of Virginia