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| A (4:00-4:45 pm) | 1 | Promoting Number Sense through Number Line Board Games Delivered by Cross-Age Tutors with EBD  
Gavin Watts, The University of Texas at Austin |
| A (4:00-4:45 pm) | 2 | A Review of SRSD Writing Instruction for Older Students with EBD  
Lisa Sigafoos, The University of Texas at Austin  
Gavin Watts, The University of Texas at Austin  
Diane Bryant, The University of Texas at Austin |
| A (4:00-4:45 pm) | 3 | The Relation between Inhibition and Mathematics in Children with Math Disabilities  
Maryam Nozari, University of Texas at Austin  
Diane Bryant, University of Texas at Austin |
| A (4:00-4:45 pm) | 4 | Intensive Reading Interventions for Inadequate Responders in Grades K-3  
Christy Austin, The University of Texas |
| A (4:00-4:45 pm) | 5 | Improving Spelling Outcomes for Secondary Students with Disabilities  
Kelly J. Williams, The University of Texas at Austin  
Christy Austin, The University of Texas at Austin |
| A (4:00-4:45 pm) | 6 | Effects of College Entrance Essay Exam Instruction for High School Struggling Writers  
Amber B. Ray, Arizona State University  
Steve Graham, Arizona State University |
| A (4:00-4:45 pm) | 7 | A Meta-Analysis of the Effects of Integrated Reading and Writing Instruction  
Angelique Aitken, Arizona State University  
Steve Graham, Arizona State University  
Karen Harris, Arizona State University |
| A (4:00-4:45 pm) | 8 | Middle School Students Motivation To Read Within A Multicomponent Reading Intervention  
Samantha Cleaver, University of North Carolina at Charlotte  
Kristen Beach, University of North Carolina at Charlotte |
| A (4:00-4:45 pm) | 9 | Treatment Fidelity Reporting in Reading Intervention Studies: A synthesis  
Philip Capin, University of Texas at Austin  
Sharon Vaughn, University of Texas at Austin  
Jeanne Wanzek, Vanderbilt University |
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| A (4:00-4:45 pm) | 10 | STRIVE: The Effects of Differential Levels of Professional Development on 4th Graders' Reading Comprehension and Vocabulary Outcomes  
Alicia A. Stewart, University of Texas at Austin  
Elizabeth Swanson, The University of Texas at Austin  
Phil Capin, The University of Texas at Austin  
Elizabeth A. Stevens, University of Texas at Austin |
| A (4:00-4:45 pm) | 11 | Mathematics Interventions for Upper Elementary and Secondary Students: A Meta-Analysis of Research from 1990 to 2015  
Elizabeth A. Stevens, University of Texas at Austin  
Melissa A. Rodgers, University of Texas at Austin |
| A (4:00-4:45 pm) | 12 | What Have We Learned? A Synthesis Of Co-Teaching Literature With Student Outcomes  
Erin Clancy, University of Maryland |
| A (4:00-4:45 pm) | 13 | Lessons from Middle School Teachers on Provision of Content-Area Literacy Instruction in Co-Taught Classrooms  
Erin Clancy, University of Maryland  
Anne Sinclair, Vanderbilt University  
Kimberly Davidson, Vanderbilt University |
| A (4:00-4:45 pm) | 14 | PALS To Decrease Disruptive Behavior And Increase Reading Fluency  
Anne Sinclair, Vanderbilt University  
Samantha Gesel, Vanderbilt University  
Chris Lemons, Vanderbilt University |
| A (4:00-4:45 pm) | 16 | Investigating the Relationship Between Test Anxiety and Academic Achievement Using Quantile Regression  
Joonmo Yun, Florida State University |
| A (4:00-4:45 pm) | 17 | A Meta-Analysis on the Relationship Between Syntactic Skills and Reading Comprehension  
Joonmo Yun, Florida State University  
Youngsuk Kim, University of California, Irvine |
| A (4:00-4:45 pm) | 18 | Cross-grade Confirmatory Factor Analysis on Curriculum-Based Measurement of Vocabulary in Korea: Basic Academic Skills Assessment  
Dongil Kim, Seoul National University  
Yeji An, Seoul National University  
Soyoung Park, University of Texas at Austin  
Hyeyun Gladys Shin, Seoul National University  
Diane Bryant, University of Texas at Austin |
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| A (4:00-4:45 pm) | 19 | **Using HLM to Examine Dosage in Data-Based Early Writing Intervention**  
Kyle Wagner, University of Minnesota  
Kristen McMaster, University of Minnesota |
| A (4:00-4:45 pm) | 20 | **Examining The Influence Of Student Characteristics On CBM Slope In Early Writing**  
Jaehyun Shin, University of Minnesota  
Kristen McMaster, University of Minnesota  
Pyung-Gang Jung, Ewha Womans University |
| A (4:00-4:45 pm) | 21 | **Testing the Effects of a Supplemental Sentence Construction Intervention Using Regression Discontinuity**  
William M. Furey, University of Massachusetts Amherst  
Amanda M. Marcotte, University of Massachusetts Amherst |
| A (4:00-4:45 pm) | 22 | **Data Mountain: Self-Monitoring and Motivation Training to Improve Third Graders' Reading Fluency**  
Lisa Didion, University of Texas-Austin  
Jessica R. Toste, University of Texas at Austin |
| A (4:00-4:45 pm) | 23 | **Postsecondary Transition: Experiences and Perceptions of College Students with Learning Disabilities**  
Amanda M. McClelland, University of Texas at Austin  
Jessica R. Toste, University of Texas at Austin  
Lexy House, University of Texas at Austin |
| A (4:00-4:45 pm) | 24 | **Examining the Teacher Quality of Students with Disabilities in their LRE**  
Allison F. Gilmour, Vanderbilt University |
| A (4:00-4:45 pm) | 25 | **Deficits in Oral Syntax in Adolescent Poor Comprehenders: A Meta-Analysis**  
Emma Hendricks, Vanderbilt University |
| A (4:00-4:45 pm) | 26 | **Technology-Mediated Instruction, Student Identity and Student Agency**  
Elisheba Kiru, University of Texas at Austin |
| A (4:00-4:45 pm) | 27 | **Effects of Fractions Intervention and Executive-Functioning Training on At-Risk Students**  
Sarah Krowka, Vanderbilt University  
Amber Wang, Vanderbilt University  
Rebecca Abramson, Vanderbilt University |
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| A (4:00-4:45 pm) | 28 | *Does It Make Sense? -Reading for Understanding*  
Shih-Yuan Liang, Vanderbilt University |
| A (4:00-4:45 pm) | 29 | *Investigating Moderators of Working Memory Performance for Struggling Readers in Elementary Grades*  
Samuel A. Patton III, Vanderbilt University |
| A (4:00-4:45 pm) | 30 | *Long-term English Language Learners with Learning Disabilities: Common Characteristics and Language Skills*  
Laura Rhinehart, University of California, Los Angeles  
Diane Haager, California State University, Los Angeles |
| A (4:00-4:45 pm) | 31 | *Phonology, Orthography, and Decoding Skills Within And Across English And Chinese*  
Congying Sun, Georgia State University  
Sha Tao, Beijing Normal University |
| A (4:00-4:45 pm) | 32 | *Differential Efficacy Of Reading Comprehension Intervention For Third And Fourth Grade Students*  
Meagan Walsh, Vanderbilt University |
| A (4:00-4:45 pm) | 33 | *Self-Regulation Strategies Intervention on Mathematical Problem Solving for Learning Disabilities in junior high school: A systematic review*  
Shih-Tui Wang, University of Texas at Austin |
| B (5:00-5:45 pm) | 1 | *Promising Findings for a Text-Centered Literacy Curriculum for Students with Intellectual Disability*  
Jill Allor, Southern Methodist University  
Stephanie Al Otaiba, Southern Methodist University  
Paul Yovanoff, Southern Methodist University  
Miriam Ortiz, Southern Methodist University |
| B (5:00-5:45 pm) | 2 | *Kindergarten Progress Monitoring Growth and Relations to Second Grade Reading Comprehension*  
Nathan Clemens, The University of Texas at Austin  
Stephanie Al Otaiba, Southern Methodist University |
| B (5:00-5:45 pm) | 3 | *Teaching Rate of Change to Students with Disabilities: A Concrete-Representational-Abstract + Writing Approach*  
Kaitlin Bundock, Utah State University  
Breda O’Keeffe, University of Utah |
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| B (5:00-5:45 pm) | 4 | A Meta-Analysis of Social Studies Interventions for Students with Learning Disabilities  
Stephen Ciullo, Texas State University  
Alyson Collins, Texas State University |
| B (5:00-5:45 pm) | 5 | A Partnership for Success: Teacher Candidates as Interventionists  
Lysandra Cook, University of Hawaii  
Lauren W. Collins, University of Hawaii at Manoa  
Sara C. Cook, University of Hawaii at Manoa |
| B (5:00-5:45 pm) | 6 | Text Messages: Examining Different Estimates of Text Complexity  
Joseph F. T. Nese, University of Oregon |
| B (5:00-5:45 pm) | 7 | Exploring Student-Teacher Instructional Interactions in Multi-Tiered Systems of Support  
Christian Doabler, University of Texas at Austin  
Ben Clarke, University of Oregon |
| B (5:00-5:45 pm) | 8 | What Factors Influence Responsiveness To A Pre-Kindergarten Tier-2 Math And Attention Intervention?  
Kylie S. Flynn, WestEd |
| B (5:00-5:45 pm) | 9 | Predicting Reading Comprehension of Struggling 4th Graders: Comparison of Oral and Silent Reading Fluency  
Eunsoo Cho, Michigan State University  
Philip Capin, The University of Texas at Austin |
| B (5:00-5:45 pm) | 10 | Special Education STEM Teacher Preparation  
Pamela J. Harris, Arizona State University  
Carrie Lloyd, Arizona State University  
Wendy Oakes, Arizona State University |
| B (5:00-5:45 pm) | 11 | The Profile Analysis Of The Risk Children Of Learning Disabilities With Cognitive Diagnostic Model In Reading Comprehension  
Jaeho Lee, Konkuk University, Korea  
Dongil Kim, Seoul National University, Korea  
Anna Eunji Kim, Seoul National University, Korea |
| B (5:00-5:45 pm) | 12 | Vocabulary And Listening Comprehension: Is Language Multidimensional Across Prekindergarten To Grade 4?  
Kyle C. Levesque, Florida State University |
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Endia J. Lindo, Texas Christian University |
| B (5:00-5:45 pm) | 14 | Reading Comprehension Development and the Social-Cognitive Characteristics of ASD  
Nancy S. McIntyre, University of California, Davis |
| B (5:00-5:45 pm) | 15 | A Study of Project GOAL with High School English Learners  
Leticia R. Martinez, The University of Texas at Austin  
Jeremy Miciak, University of Houston  
Kelly Williams, The University of Texas at Austin |
| B (5:00-5:45 pm) | 16 | The Precision and Accuracy of RDD with Struggling Learners: Within Studies Comparisons of RDDs and RCTs  
Jeremy Miciak, University of Houston |
| B (5:00-5:45 pm) | 17 | Identifying Preschool Children In A Response-To-Instruction Framework: Is Waiting Necessary?  
Trelani Milburn, Florida State University |
| B (5:00-5:45 pm) | 18 | The Effect of Text Genre on Maze Curriculum Based Measurement Scores  
Marisa Mitchell, University of Maryland, College Park  
Jade Wexler, University of Maryland, College Park |
| B (5:00-5:45 pm) | 26 | Data-Based Instruction in Early Writing: Is it Feasible?  
Apryl Poch, University of Missouri  
Kristen McMaster, University of Minnesota |
| B (5:00-5:45 pm) | 27 | Effects Of Data-Based Instruction For Students With Intensive Learning Needs: A Meta-Analysis  
Pyung-Gang Jung, Ewha Womans University  
Kristen McMaster, University of Minnesota  
Jaehyun Shin, University of Minnesota  
Amy Kunkel, University of Minnesota  
Pamela Stecker, Clemson University |
| B (5:00-5:45 pm) | 28 | Visual Working Memory Training and Direct Instruction for Students with Geometry Difficulties  
Dake Zhang, Rutgers University |
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| B (5:00-5:45 pm) | 32 | The Impact Of Problem Behaviors On Reading Outcomes For Upper Elementary Students  
Garrett J. Roberts, University of Denver  
Sharon Vaughn, University of Texas at Austin  
Greg Roberts, University of Texas at Austin |
| B (5:00-5:45 pm) | 33 | Reading Instruction For Students With ASD: An Observation Study  
Michael Solis, University of California Riverside |
| B (5:00-5:45 pm) | 34 | CSI For Mathematical Word-Problem Solving Of Students With Mathematics Disabilities In China  
Nan Zhu, Central China Normal University  
Yan Wang, Beijing Normal University |
| B (5:00-5:45 pm) | 35 | Applicability of the Student-Teacher Relationship Scale for students with Emotional Disturbance  
Jaime L. Zurheide, Elmhurst College |
| C (6:00-6:45 pm) | 1 | Transferring Spanish Decoding Skills to English through a Computer Adaptive Decoding Program  
Deni Lee Basaraba, Bethel School District #52 |
| C (6:00-6:45 pm) | 2 | Compensatory Language Support During Equal-Sign Instruction: A Cluster-Randomized Trial  
Jason Chow, Virginia Commonwealth University |
| C (6:00-6:45 pm) | 3 | Text and Child Predictors of Retell Comprehension  
Alyson A. Collins, Texas State University  
Esther R. Lindström, Vanderbilt University |
| C (6:00-6:45 pm) | 4 | Content Area Measurement In Middle School Science: Comparing SVS and Vocabulary-Matching Approaches  
Sarah Conoyer, Texas A&M University - Commerce  
Jeremy Ford, Boise State University  
Erica Lembke, University of Missouri |
| C (6:00-6:45 pm) | 5 | An Examination Of Influence Scores Among Special Education Journals  
Bryan G. Cook, University of Hawaii  
John W. Lloyd, University of Virginia |
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<td><strong>What Does Reading Intervention Look Like?</strong></td>
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<td>Dan Farley, University of Oregon</td>
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<td><strong>Evaluating a K-3 Multi-tier Reading Reform Initiative Using a Regression Discontinuity Design</strong></td>
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<td>Taylor Koriakin, University of Connecticut</td>
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<td><strong>Development and Initial Validation of the Disciplinary Literacy Observation Tool</strong></td>
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<td>Sally V. Drew, Central Connecticut State University</td>
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<td><strong>Examining the Association Between DIBELS Next and SBAC Reading Claim</strong></td>
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<td>Roland H. Good III, Dynamic Measurement Group</td>
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<td>Mary Abbott, Dynamic Measurement Group</td>
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<td><strong>The Effects of an Inference Instruction Intervention on the Inference Generation and Reading Comprehension of Struggling Readers in Grades 6 and 7</strong></td>
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<td>Colby Hall, The University of Texas at Austin</td>
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<td>Alicia Stewart, The University of Texas at Austin</td>
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<td><strong>Field-testing a Test of Teacher RTI Knowledge and Skill</strong></td>
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<td>P. Shawn Irvin, University of Oregon</td>
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<td>Julie Alonzo, University of Oregon</td>
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<td><strong>Building Momentum: Functional Fitness Training as Behavioral Intervention for Children &amp; Adolescents with Disabilities</strong></td>
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<td>Amanda Kloo, Belmont Abbey College</td>
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<td><strong>Do Different Dimensions of Problem Behaviors Predict Reading-Related Skills Similarly Across Development?</strong></td>
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<td>Christopher J. Lonigan, Florida State University</td>
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<td><strong>Intervention to Improve At-Risk 4th-Grade Students' Understanding of Common Fractions, Decimals, and Word Problems</strong></td>
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<td>Amelia S. Malone, Vanderbilt University</td>
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Sterett Mercer, University of British Columbia |
| | 17 | Do Students with Adequate Whole-Number Skill Develop Difficulty with Fractions? Testing a Long-Held Assumption  
Jessica Namkung, University of Nebraska-Lincoln  
Lynn Fuchs, Vanderbilt University |
| | 18 | Fidelity and Math Skill as Predictors of Intervention Effectiveness: A Preliminary Investigation  
Peter M. Nelson, Pennsylvania State University  
David C. Parker, ServeMinnesota  
Ethan R. Van Norman, Georgia State University |
| | 25 | Reading achievement differences among latent classes of struggling middle school readers  
Eric Oslund, Middle Tennessee State University |
| | 26 | The Relation Between Reading and Working Memory: A Meta-Analysis  
Peng Peng, University of Nebraska, Lincoln |
| | 27 | Young Students' Semantic Networks: Descriptive Findings and Impact of an Integrated Intervention  
Beth M. Phillips, Florida State University |
| | 28 | Estimating Fractions on Number Lines: Strategies of Students With and Without Disabilities  
Dake Zhang, Rutgers University  
Pamela Stecker, Clemson University |
| | 32 | Trajectories of Metacognitive Self-Regulation Relate to Cognitive Strategy Learning  
David Scanlon, Lynch School of Education, Boston College |
| | 33 | The Impact of Multisensory Instruction on Learning Letter Names and Sounds, Word Reading and Spelling  
Nora W. Schlesinger, Arizona State University |
| | 34 | Compensation, Increase, Stagnation: Patterns Of Growth For Mathematical Competencies In 2nd Graders  
Elmar Souvignier, University of Muenster |
### Poster Session | Poster No. | Title/Presenters
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C (6:00-6:45 pm) | 35 | **A Meta-Analytic Review of the Relations Between Motivation and Reading Achievement**  
Jessica R. Toste, The University of Texas at Austin