"Be the Light"
TEDA 43rd Annual Conference · 2024 · Irving, Texas

	G 1 - 2 (4th floor)	G 4 - 5 (4th floor)	G 6 - 7 (4th floor)	A & B (3rd floor)	C & D (3rd floor)
Thursday 03/21/2024 1:00 – 4:00 pm	**Keynote: Keystone Models of Reading, Mathematics, and Writing: A More Informed Approach to Assessing Academic Skills Difficulties – Grand Ballroom Nathan Clemens, PhD**				
Thursday 03/21/2024 6:00 – 9:00 pm	Networking: Come & Go event in the Grand Ballroom foyer area. Support our Vendors. Cash bar available.				
Friday 03/22/2024 8:00 – 9:30 am	Dr. Mertie Gomez & Laura Dowdy: Underlying Causes of Dysgraphia	Dr. Nathan Clemens: Assessment Guided by the Keystone Models	Carl Romstad & Dr. Milton Dehn: Fluid and Contextual Reasoning	Mahnaz Pater-Rov: Driving Instruction in Our FIEs with Free CBMs	Elizabeth Adams & Heather Blount: Serving Special Education Students through CTE
Friday 03/22/2024 9:45 – 11:15 am	Dr. Mertie Gomez & Laura Dowdy: Repeat of session	Dr. Robert Lackey: Intellectual Disability: Identification in the Schools	Dr. Milton Dehn: The Influence of Social-Emotional Learning (SEL) on Achievement	Katy Vassar: The Power of Writing Samples: Making Recommendations	Roxana Stanley: Using and Understanding the C-LIM for Evaluations
Friday 03/22/2024 11:30 am – 12:30 pm	**General Assembly and Luncheon for TEDA members –** *Junior Ballroom (3rd floor - Ticket required)* Non-TEDA members (or those that did not register for luncheon) – Lunch on your own.				
Friday 03/22/2024 1:00 – 2:30 pm	Dr. Suzanne Jones: The Science of Reading from the Lens of a Diag	Dr. Jyutika Mehta & Amy Smith Connecting the G's	Christopher Woodin: Support Neurodiverse Math Students	Holly Wardell & Amy Foster: Special Education Legal Update	**G 8 (4th floor)** Riverside Publishing: WJ V Preview
Friday 03/22/2024 2:45 – 4:15 pm	Dr. Suzanne Jones: Transition 101: Connecting the Dots	Dr. Edward Schultz: Are *All* These Students Dyslexic?	Christopher Woodin: Beyond Procedures: Nurturing Mathematical Minds	Holly Wardell & Amy Foster: Repeat of session	Riverside Publishing: Repeat of session
Saturday 03/23/2024 8:30 – 11:30 am	**Keynote: The Identification of Specific Learning Disabilities: A Summary of Research on Best Practices – Grand Ballroom Jeremy Miciak, PhD**				

* Session titles condensed on schedule. See session descriptions for complete title and summary of session focus.

DeLIGHTful Sessions for TEDA 2024

Dr. Nathan Clemens:
THURSDAY KEYNOTE: Evaluation and Interventions for Dyslexia and Reading Disabilities

In this session, Dr. Clemens will present his keystone models of academic skills, and will discuss how they can provide a roadmap to improving the assessment of students' difficulties in reading, mathematics, and writing. The keystone models are based on a understanding of the critical skills that underlie academic proficiency, and when absent, can explain for students' academic difficulties. Dr. Clemens will discuss how these models can help make assessment more strategic and efficient, aid interpretation of assessment data, and translate into more relevant and informed intervention recommendations.

BREAKOUT - FRIDAY: Assessment Guided by the Keystone Models of Reading, Mathematics, and Writing

This breakout session will involve a deeper dive into the assessment of reading difficulties and linking assessment to evidence-based interventions. Using a keystone model of reading, attendees will learn about selecting relevant measures, identifying source of students' reading difficulty, and recommending interventions best matched to assessment results. Content will cover the two most frequently observed areas of reading difficulty – word reading difficulties and reading comprehension difficulties.

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Dr. Jeremy Miciak:
SATURDAY KEYNOTE: The Identification of Specific Learning Disabilities: A Summary of Research on Best Practices.

This presentation reviews research on proposed methods for specific learning disabilities (SLD) identification, with special emphasis on research on methods that incorporate instructional response and methods based on an intra-individual pattern of cognitive processing strengths and weaknesses. The presentation details the necessary components of a comprehensive assessment, highlights inherent challenges to reliable SLD identification, and provides recommendations for improved identification processes.

This presentation builds on research related to learning disabilities (LD) identification completed by the Texas Center for Learning Disabilities (TCLD), one of three interdisciplinary research centers focused on learning disabilities in the U.S. The presentation highlights research and recommendations featured in a free, downloadable manual on the identification of LDs (Fletcher & Miciak, 2019).

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Elizabeth Adams & Heather Blount:
Serving Special Education Students through Career and Technical Education

In this session we will discuss ways to effectively serve special education students in career and technical education programs including legal requirements, roles and responsibilities for CTE representation during an ARD meeting, accommodations and modifications and the importance of collaboration between departments. The current FAQ from TEA about CTE and Special Education will also be reviewed.

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Dr. Milton Dehn:
The Influence of Social-Emotional Learning (SEL) on Achievement

This session introduces the SEL construct and its core competencies, relations between executive functions and SEL, the influence of SEL on achievement, recommended screening and assessment procedures, and SEL interventions options.

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Dr. Mertie Gomez & Laura Dowdy:
Underlying Causes of Dysgraphia (Orthographic Processing and Graphomotor Function)

A brief overview of the formal and informal data used in dysgraphia assessment to evaluate orthographic processing and graphomotor function. An observation checklist will be shared to support the informal data-gathering process for handwriting analysis.

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Suzanne Jones:
The Science of Reading from the Lens of an Educational Diagnostician

The science of reading focuses on evidence-based components that lead to effective reading practices that allow students to acquire reading skills. For the educational diagnostician, it is important to have a broad understanding of these components to successfully evaluate students for a specific learning disability in one of the areas of reading. This session will provide participants with knowledge of the science of reading components as well as targeted instructional interventions that will enhance the impact and needs statements in the full and individual evaluation.

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Suzanne Jones:
Transition 101: Connecting the Dots of Secondary Transition

One of the most critical periods of a student's life is the transition to postsecondary adulthood; therefore, it is important for educators to focus on the "end in mind" when developing transition services for students with disabilities. This training is designed to empower educational diagnosticians with the knowledge of transition planning that complies with federal and state guidelines as outlined in the Individuals with Disabilities Education Act (IDEA). Participants will come away with an understanding of the alignment of transition services that include transition assessment, postsecondary goals, annual goals, and a coordinated set of activities.

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Robert Lackey:
Intellectual Disability: Identification in the Schools: Lessons from Trial

This presentation will address the differences in the clinical definition and legal definition (IDEA, 2004) of Intellectual Disability, analysis of test data and results as well as advanced topics in the areas of ID identification in the schools.

Table of Contents:
Definitions, including legal concepts related to evaluation and expert testimony on findings
Comparison and Contrast of two definitions
Analysis and Methodology
Advanced topics, including Using the Flynn Effect, Examiner Bias and Communicating results

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Dr. Jyutika Mehta & Amy Smith:
Connecting the 'G's: Relating Catell-Horn-Carroll (CHC) Theory to Language and Intellectual Development

Catell-Horn-Carroll's (CHC) theory of intelligence is the most widely understood model of cognitive abilities. Most if not all major test publishers of intelligence tests acknowledge how the individual subtests manifest these different cognitive processes. As the continued body of research grows in this area, we find that not all G's are created equal in how they are measured. The evaluator must have a broad and deep understanding of how these are measured and what a particular subtest does and does not tell you about that process. Additionally, we know that all specific learning disabilities are based on underlying language abilities. Therefore, it is important to understand how cognitive development and language acquisition processes influence each other. During this session, we will explore steps of language acquisition, development, and maturation based on the various cognitive processes needed for this to occur. Participants will learn how to synthesize multiple sources of data to judge the language and cognitive processes being measured. This session

is geared toward all evaluators, especially those who routinely participate in assessing the language abilities of students of all ages.

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Mahnaz Pater-Rov:
Driving Instruction in Our FIEs with Free CBMs & Mapping Progress with Free CBMs

The Texas Education Agency urges evaluators to write impact and needs statements that *drive* instruction. They require us to gather multiple sources of measurement. We are no longer only charged with justifying that a child *meets criteria*. Now we have to describe what a child needs to work on, establish a baseline, and give the teacher tool to measure the progress that is in line with our FIEs. That's *driving instruction*. One great way to do this is to choose CBMs as select tools to measure core skills assessed with formal measures. CBMs are quick, easy to administer, and come in multiple forms. What's more is that they are free! Because of advances in research, many of them now have the same technical adequacy as published tests and they are accompanied by a manual, national norms, and standard administration procedures. The benefit of these is that teachers can pick up where your evaluation leaves off. Now that's *Driving Instruction*!

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Makenna Prescott - Riverside Publishing:
Woodcock-Johnson V Preview

An overview of the new WJ V as well as a short demonstration.

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Carl Romstad & Dr. Milton Dehn:
Fluid Reasoning, Contextual Reasoning, and Culturally Diverse Students

This session begins with a brief review of assessments of intelligence and the constructs Fluid Reasoning and Formal Reasoning. Research supporting how culture influences one's Fluid/Formal reasoning will be shared. The construct, Contextual Reasoning, will be introduced and attendees will learn how both Contextual Reasoning and Fluid/Formal Reasoning influence academic performance. Past and current data related to a new measure of Contextual Reasoning will be shared. The presentation concludes with recommendations on how to identify and support students with dominant Contextual Reasoning.

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Dr. Edward Schultz:
Failure to Meet State Standards in Basic Reading or Reading Fluency: Are All These Students Dyslexic?

Through an extensive literature review and policy analysis, we will a) chronicle significant policy changes regarding dyslexia identification and b) review research on underlying causes of basic reading difficulties to answer this question: "Is dyslexia the only condition that causes students to fail to meet state standards in Basic Reading and Reading Fluency?"

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Roxana Stanley:
Using and Understanding the C-LIM for Evaluations of Emergent Bilingual Students

The presentation teaches participants how to appropriately use the CLIM to help interpret the results of evaluations of emergent bilingual students.

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Katy Vassar:
The Power of Writing Samples: Making Recommendations for Writing Instruction with Confidence

Assessing student's writing skills can be overwhelming, especially given the multiple layers that go into a successful piece. By analyzing a student's skills within the various subtests being used during an evaluation, much can be gleaned about where they are excelling and where they may need a bit more support. Knowing a student's abilities within each of

the components needed for successful written expression allows recommendations for targeted instruction to be made. In this interactive session, participants will dive into examples of student writing with the focus of identifying the cause of various errors and giving explicit feedback meant to pinpoint where targeted instruction may be needed to enhance student success in this area.

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Holly Wardell & Amy Foster:
Special Education Legal Updates

Join two veteran special education attorneys to discuss recent developments in case law, changes to commissioner rules, and pending legislation.

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Christopher Woodin:
Support Neurodiverse Math Students with a Student-Specific Diagnostic/Prescriptive Model

Labels like dyslexia and dyscalculia may garner services, but do not define these services. Understanding the dynamics behind the label, as well as the neurodivergent individual's constellation of cognitive metrics is essential to develop an effective educational plan of action.
Dehaene's Triple Code Model will be used to describe the basis for our ability to count and process numerosity. The acquisition of numeracy involves the dynamic interaction between quantities, symbols, and the language used to represent them. The ability to connect quantities with their spoken and written labels predicts the development of arithmetic skills. When complexity increases within the academic context of math, other individual-specific cognitive factors can become the limiting factor in acquiring numeracy. Examples of these factors along with some diagnostic-prescriptive therapies will be presented.

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Christopher Woodin:
Beyond Procedures: Nurturing Mathematical Minds with IEP Goals Based on Cognitive Signatures

The ability to connect quantities with their spoken and written labels predicts the development of arithmetic skills. Rather than defining annual needs in terms of weaknesses in performing specific procedures, consider defining need in terms of their ability to perform tasks in general terms like processing visual or auditory input, producing complete accurate written output, or processing concepts and expressing related semantic-based vocabulary words in an efficient manner. Define a measurable course of action defined by teaching strategies (e.g., templates, graphic organizers, or multimodal therapies). Evaluate the student's ongoing current performance by articulating their ability to perform specific grade-level skills using these teaching strategies with diminishing support.