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APPOINTMENTS

Associate Professor, 2018-present

The University of Texas at Austin, College of Education, Austin, TX
 Joe R. & Teresa Lozano Long Endowed Faculty Fellow (2020-2021)
 Louise Spence Griffeth Fellowship for Excellence (2019-2020)

Assistant Professor, 2013-2018

The University of Texas at Austin, College of Education, Austin, TX

Assistant Professor, 2011-2013

University of Virginia, Curry School of Education, Charlottesville, VA

EDUCATION

Ph.D., Special Education, 2009

Vanderbilt University, Peabody College of Education & Human Development, Nashville, TN

M.Ed., School Administration, 2001

Vanderbilt University, Peabody College of Education & Human Development, Nashville, TN

B.A., Elementary Education, 1999

Centre College, Danville, KY

FUNDING

External funding is \$38,634,543 with \$20,090,711 as PI and \$18,543,832 as Co-PI

Powell, S. R. & Henry, G. (2022-2023). *Intervention best practices: Network 5 (TIER)*. Texas Education Agency (\$1,700,000).

Lembke, E. S., Powell, S. R., Ketterlin-Geller, L., & Wiedermann, W. (2022-2025). *Supporting teaching of algebra with individual readiness (STAIR 2.0)*. Institute of Education Sciences, R324A220102 (\$2,999,991).

Ketterlin-Geller, L., Lembke, E. S., Powell, S. R., & Swanlund, A. (2022-2026). *Scalability, capacity, and learning engagement (SCALE) for Fraction Face-Off to accelerating mathematics learning of students experiencing mathematics difficulty*. U.S. Department of Education, Office of Elementary and Secondary Education, Education Innovation and Research (EIR), Mid-Phase Grant, S411B210032 (\$7,996,477).

Powell, S. R., Berry, K. A., Roberts, G., Scammacca Lewis, N. & Fall, A-M. (2022-2025). *Math SPIRAL: Specialized instruction to reach all learners*. Institute of Education Sciences, R324X220024 (\$2,978,746).

This project (R324X220024) was supported by the Institute of Education Sciences (IES) as part of a financial assistance award totaling \$2,987,746 with 100% funded by IES.

- Powell, S. R., Ketterlin-Geller, L., & Lembke, E. S. (2021-2026). *Leaders investigating mathematics evidence (LIME)*. U.S. Department of Education, Office of Special Education Programs, H325D210061 (\$3,685,176).
- Powell, S. R. & Henry, G. (2021-2022). *Intervention best practices: Network 5 (TIER)*. Texas Education Agency (\$1,700,000).
- Powell, S. R. (2020-2021). COVID-19 funds for *Developing, implementing, and evaluating interactive read-alouds for pre-kindergarten and kindergarten children in order to improve literacy and numeracy skills*. T. L. L. Temple Foundation (\$38,836).
- Powell, S. R. (2020-2021). *Tiered interventions using evidenced-based research*. Texas Education Agency (\$1,696,748).
- Powell, S. R., Doabler, C., Roberts, G., Scammacca Lewis, N. & Fall, A-M. (2020-2024). *The role of algebraic reasoning within additive and multiplicative multi-step problem solving for students with mathematics difficulty*. Institute of Education Sciences, R324A200176 (\$3,289,913).
- Purpura, D., Schmitt, S., Hornburg, C., Powell, S., Andres-Salgarino, B., Duncan, R., Eason, S., Melzi, G., Ribner, A., Wilkey, E., & Miller-Cotto, D. (2020-2023). *My math stories: Taking my place in our mathematical world*. NewSchools Venture Fund (\$2,000,000).
- Courey, S, & Powell, S. R. (2019-2024). *Young academic music and computational thinking for kindergarten*. U.S. Department of Education, Office of Innovation and Improvement, Education Innovation and Research (EIR), U411C190279 (\$1,493,857).
- Powell, S. R. (2019-2022). *Follow-up to developing connections between word problems and mathematical equations to promote word-problem performance among students with mathematics difficulty*. Institute of Education Sciences (\$544,235).
- Powell, S. R. (2019-2020). *Intervention best practices: Network 5*. Texas Education Agency, 206600217110001 (\$1,990,556).
- Powell, S. R. (2019-2020). *Faculty research assignment*. The University of Texas at Austin.
- Powell, S. R. & Gordon, V. (2018-2019). *STEM majors reading STEM with preschoolers: Improving outcomes for all*. The University of Texas at Austin, Associate Professor Experimental (\$44,362.94).
- Lembke, E. S., Ketterlin-Geller, L., & Powell, S. R. (2018-2021). *Project STAIR: Supporting teaching of algebra: Individual readiness*. U.S. Department of Education, Office of Special Education Programs, Model Demonstration, H326M170006 (\$1,567,541).

- Powell, S. R. (2017-2018). *Developing connections between word problems and mathematical equations to promote word-problem performance among children with mathematics disability*. National Institutes of Health, Loan Repayment Program (\$9,901.71).
- Powell, S. R., & Vaughn, S. R. (2017-2022). *Developing, implementing, and evaluating interactive read-alouds for pre-kindergarten and kindergarten children in order to improve literacy and numeracy skills*. T. L. L. Temple Foundation (\$1,034,955).
- Doabler, C., Powell, S. R., Sampson, V. D., & Therrien, W. J. (2017-2021). *Promoting scientific explorers among students with learning disabilities: The design and testing of a grade 2 science program focused on Earth's systems*. National Science Foundation, DRK-12, 1720958 (\$2,485,966).
- Powell, S. R., & Barnes, M.A. (2015-2019). *Developing connections between word problems and mathematical equations to promote word-problem performance among students with mathematics difficulty*. Institute of Education Sciences, R324A150078 (\$3,013,726). *This project was supported by the Institute of Education Sciences (IES) as part of a financial assistance award totaling \$3,013,726 with 100% funded by IES. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by IES, or the U.S. Government.*
- Powell, S. R. (2015-2017). *Understanding the influence of math symbols and vocabulary on math performance*. National Institutes of Health, Loan Repayment Program (\$19,368.60).
- Powell, S. R. (2014-2017). *Investigating the effects of algebra and rational numbers performance on post-secondary preparation, access, and persistence for students with and without mathematics difficulty*. Greater Texas Foundation Faculty Fellowship (\$62,820.33 with \$24,999.99 match from the University of Texas at Austin).
- Powell, S. R. (2014-2016). *Understanding the influence of math symbols and vocabulary on math performance*. National Academy of Education/Spencer Postdoctoral Fellowship (\$55,000).
- Powell, S. R. (2015). *Mathematics trajectories from preschool to postsecondary*. Greater Texas Foundation (\$4,050).
- Powell, S. R. (2015). *Special research grant*. The University of Texas at Austin (\$750).
- Powell, S. R. (2014-2015). *Dean's fellowship*. The University of Texas at Austin (two course releases and \$3,000).
- Powell, S. R. (2014). *Big XII faculty fellowship*. The University of Texas at Austin (\$1,200).
- Powell, S. R. (2014). *The efficacy of vocabulary instruction embedded within mathematics tutoring*. The University of Texas at Austin, Summer Research Assignment (\$16,666.67).

PUBLICATIONS: JOURNALS

- Arsenault, T. L., & Powell, S. R. (in press). Intensifying language supports in word-problem schema instruction. *Teaching Exceptional Children*. <https://doi.org/10.1177/00400599211069555>
- At publication, Tessa Arsenault (Powell mentee) was a 2nd-year doctoral student at The University of Texas at Austin.
- Bos, S. E., Powell, S. R., Maddox, S. A., & Doabler, C. T. (in press). A synthesis of the conceptualization and measurement of implementation fidelity in mathematics intervention research. *Journal of Learning Disabilities*. <https://doi.org/10.1177/00222194211065498>
- At publication, Samantha Bos (Powell mentee) was a 4th-year doctoral student at The University of Texas at Austin.
 - At publication, Steven Maddox was a 4th-year doctoral student at The University of Texas at Austin.
- Myers, J. A., Witzel, B. S., Powell, S. R., Li, H., Pigott, T., Xin, Y. P., & Hughes, E. M. (in press). A meta-analysis of mathematics word-problem solving interventions for elementary students who evidence mathematics difficulties. *Review of Educational Research*. <https://doi.org/10.3102/00346543211070049>
- Nelson, G., Cook, S. C., Zarate, K., Drake, K. R., Powell, S. R., Maggin, D. M., Kiss, A. J., Ford, J. W., Sun, L., & Espinas, D. R. (in press). A systematic review of meta-analyses in special education: Exploring the evidence base for high-leverage practices. *Remedial and Special Education*. <https://doi.org/10.1177/07419325211063491>
- At publication, Kary Zarate was a 4th-year doctoral student at the University of Illinois, Chicago.
 - At publication, Daniel Espinas was a 3rd-year doctoral student at Vanderbilt University.
- Powell, S. R., Bos, S. E., King, S. G., Ketterlin-Geller, L., & Lembke, E. S. (in press). Using the data-based individualization framework within math intervention. *Teaching Exceptional Children*. <https://doi.org/10.1177/00400599221111114>
- At publication, Samantha Bos (Powell mentee) was a 4th-year doctoral student at The University of Texas at Austin.
 - At publication, Sarah King (Powell mentee) was a 3rd-year doctoral student at The University of Texas at Austin.
- Powell, S. R., Bouck, E. C., Sutherland, M., Clarke, B., Arsenault, T. L., & Freeman-Green, S. (in press). Essential components for math instruction. *Teaching Exceptional Children*.
- At publication, Tessa Arsenault (Powell mentee) was a 2nd-year doctoral student at The University of Texas at Austin.
- Stevens, E. A., Forsyth, S. R., & Powell, S. R. (in press). Examining problem-solving schemas and schema features in children's trade books. *Elementary School Journal*.
87. Arsenault, T. L., & Powell, S. R. (2022). Word-problem performance differences by schema: An analysis of students with and without mathematics difficulty. *Learning Disabilities Research and Practice*, 37(1), 37–50. <https://doi.org/10.1111/ldrp.12273>
- At publication, Tessa Arsenault (Powell mentee) was a 2nd-year doctoral student at The University of Texas at Austin.
86. Lin, X., & Powell, S. R. (2022). The roles of initial mathematics, reading, and cognitive skills in subsequent mathematics performance: A meta-analytic structural equation modeling approach. *Review of Educational Research*, 92(2), 288–325. <https://doi.org/10.3102/00346543211054576>
- At publication, Xin Lin (Powell mentee) was a 4th-year doctoral student at The University of Texas at Austin.

85. Powell, S. R., Benz, S. A., Mason, E. N., & Lembke, E. S. (2022). How to structure and intensify mathematics intervention. *Beyond Behavior*, 31(5), 5–15.
<https://doi.org/10.1177/10742956211072267>
84. Powell, S. R., Berry, K. A., Acunto, A. N., Fall, A.-M., & Roberts, G. (2022). Applying an individual word-problem intervention to a small-group setting: A pilot study's evidence of improved word-problem performance for students experiencing mathematics difficulty. *Journal of Learning Disabilities*, 55(5), 359–374. <https://doi.org/10.1177/00222194211047635>
- At publication, Ana Acunto was a Master's student at The University of Texas at Austin.
83. Powell, S. R., Berry, K. A., Fall, A.-M., Roberts, G., Barnes, M. A., Fuchs, L. S., Martinez-Lincoln, A., Forsyth, S. R., Vinsonhaler, R. K., Benz, S. A., Zapparoli, B., & Lin, X. (2022). Does word-problem performance maintain? Follow-up one year after implementation of a word-problem intervention. *Journal of Research on Educational Effectiveness*, 15(1), 52–77.
<https://doi.org/10.1080/19345747.2021.1961332>
- At publication, Amanda Martinez-Lincoln, Suzanne Forsyth (Powell mentee), Rebecca Vinsonhaler, Sarah Benz (Powell mentee), Brenda Zapparoli (Powell mentee), and Xin Lin (Powell mentee) were doctoral students at The University of Texas at Austin.
82. Powell, S. R., Namkung, J. M., & Lin, X. (2022). An investigation of using keywords to solve word problems. *The Elementary School Journal*, 122(3), 452–473. <https://doi.org/10.1086/717888>
- At publication, Xin Lin (Powell mentee) was a 3rd-year doctoral student at The University of Texas at Austin.
81. Powell, S. R., Urrutia, V. Y., Berry, K. A., & Barnes, M. A. (2022). The word-problem solving and explanations of students experiencing mathematics difficulty: A comparison based on dual-language status. *Learning Disability Quarterly*, 45(1), 6–18.
<https://doi.org/10.1177/0731948720922198>
- At publication, Vanessa Urrutia was a Master's student at The University of Texas at Austin.
80. Benz, S. A., & Powell, S. R. (2021). The influence of behavior on performance within a word-problem intervention for students with mathematics difficulty. *Remedial and Special Education*, 42(3), 182–192. <https://doi.org/10.1177/0741932520923063> (EJ1295309)
- At publication, Sarah Benz (Powell mentee) was a 3rd-year doctoral student at The University of Texas at Austin.
 - This publication represents Sarah Benz's dissertation project.
79. Blumenthal, Y., Blumenthal, S., Lembke, E. S., Powell, S. R., Schultze-Petzold, P., & Thomas, E. R. (2021). Educator perspectives on data-based decision making in Germany and the United States. *Journal of Learning Disabilities*, 54(4), 284–299. <https://doi.org/10.1177/0022219420986120>
- At publication, Elizabeth Thomas was a 3rd-year doctoral student at University of Missouri.
78. Doabler, C. T., Therrien, W. J., Longhi, M., Roberts, G., Hess, K. E., Maddox, S. A., Uy, J., Lovette, G., Fall, A.-M., Kimmel, G., Benson, S., VanUitert, V. J., Emily, S. E., Powell, S. R., Sampson, V., & Toprac, P. (2021). Efficacy of a second-grade science program: Increasing science outcomes for all students. *Remedial and Special Education*, 42(3), 140–154.
<https://doi.org/10.1177/0741932521989091>

77. Lin, X., & Powell, S. R. (2021). Examining the relation between whole-number and fractions: A meta-analytic structural equation modeling approach. *Contemporary Educational Psychology, 67*, 102017. <https://doi.org/10.1016/j.cedpsych.2021.102017>
- At publication, Xin Lin (Powell mentee) was a 3rd-year doctoral student at The University of Texas at Austin.
76. Nurnberger-Haag, J., Alexander, A. N., & Powell, S. R. (2021). What counts in number books? A content-domain specific typology to evaluate children's books for mathematics. *Mathematical Thinking and Learning, 23*(2), 145–169. <https://doi.org/10.1080/10986065.2020.1777365>
- At publication, Anita Alexander was a doctoral student at Kent State University.
75. Powell, S. R., Berry, K. A., Fall, A.-M., Roberts, G., Fuchs, L. S., & Barnes, M. A. (2021). Alternative paths to improved word-problem performance: An advantage for embedding pre-algebraic reasoning instruction within word-problem intervention. *Journal of Educational Psychology, 113*(5), 898–910. <https://doi.org/10.1037/edu0000513> (EJ1303844)
74. Powell, S. R., Hebert, M. A., & Hughes, E. M. (2021). How educators use mathematics writing in the classroom: A national survey of mathematics educators. *Reading and Writing: An Interdisciplinary Journal, 34*(2), 417–447. <https://doi.org/10.1007/s11145-020-10076-8>
73. Powell, S. R., Lembke, E., Ketterlin-Geller, L. R., Petscher, Y., Hwang, J., Bos, S. E., Cox, T., Hirt, S., Mason, E. N., Pruitt-Britton, T., Thomas, E., & Hopkins, S. (2021). Data-based individualization in mathematics to support middle-school teachers and their students with mathematics learning difficulty. *Studies in Educational Evaluation, 69*, 100897. <https://doi.org/10.1016/j.stueduc.2020.100897>
- At publication, Samantha Bos (Powell mentee) was a 3rd-year doctoral student at The University of Texas at Austin.
 - At publication, Stacy Hirt, Erica Mason, Elizabeth Thomas, and Stephanie Hopkins were doctoral students at the University of Missouri.
 - At publication, Tiffini Pruitt-Britton was a doctoral student at Southern Methodist University.
72. Powell, S. R., Mason, E. N., Bos, S. E., Hirt, S., Ketterlin-Geller, L. R., & Lembke, E. S. (2021). A systematic review of mathematics interventions for middle-school students experiencing mathematics difficulty. *Learning Disabilities Research and Practice, 36*(4) 295–329. <https://doi.org/10.1111/ldrp.12263>
- At publication, Erica Mason and Stacy Hirt were doctoral students at the University of Missouri.
 - At publication, Samantha Bos (Powell mentee) was a 3rd-year doctoral student at The University of Texas at Austin.
71. Powell, S. R., & Nelson, G. (2021). University students' misconceptions about rational numbers: Implications for developmental mathematics and instruction of younger students. *Psychology in the Schools, 58*(2), 307–331. <https://doi.org/10.1002/pits.22448>
70. Shin, M., Bryant, D. P., Powell, S. R., Jung, P.-G., Ok, M. W., & Hou, F. (2021). A meta-analysis of single-case research on word-problem instruction for students with learning disabilities. *Remedial and Special Education, 42*(6), 398–411. <https://doi.org/10.1177/0741932520964918>
69. Unal, Z. E., Powell, S. R., Ozel, S., Scofield, J. E., & Geary, D. C. (2021). Mathematics vocabulary differentially predicts mathematics achievement in eighth grade higher- versus lower-achieving

students: Comparisons across two countries. *Learning and Individual Differences*, 92, 102061. <https://doi.org/10.1016/j.lindif.2021.102061>

- At publication, Zehra Unal was a doctoral student at the University of Missouri.

68. Fuchs, L. S., Powell, S. R., Fall, A.-M., Roberts, G., Cirino, P., Fuchs, D., & Gilbert, J. K. (2020). Do the processes engaged during mathematical word-problem solving differ along the distribution of word-problem competence? *Contemporary Educational Psychology*, 60(101811), 1–9. <https://doi.org/10.1016/j.cedpsych.2019.101811>
67. Hughes, E. M., Powell, S. R., & Lee, J.-Y. (2020). Development and psychometric report of a middle school mathematics vocabulary measure. *Assessment for Effective Intervention*, 45(3), 226–234. <https://doi.org/10.1177/1534508418820116>
- At publication, Jihyun Lee was a doctoral student at Penn State University.
66. Martinez-Lincoln, A., Tran, L. M., & Powell, S. R. (2020). What the hands tell us about mathematical learning: A synthesis of gesture use in mathematics instruction. *Gesture*, 17(3), 374–415. <https://doi.org/10.1075/gest.17014.mar> (ED603040)
- At publication, Amanda Martinez-Lincoln and Le Tran (Powell mentee) were doctoral students at The University of Texas at Austin.
65. Namkung, J. M., Hebert, M. A., Powell, S. R., Hoins, M., Bricko, N., & Torchia, M. (2020). Comparing and validating four methods for scoring mathematics writing. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 36(2) 157–175. <https://doi.org/10.1080/10573569.2019.1700858>
- At publication, Marisa Hoins, Nicole Bricko, and Meghann Torchia were doctoral students at the University of Nebraska—Lincoln.
64. Powell, S. R., Berry, K. A., & Barnes, M. A. (2020). The role of pre-algebraic reasoning with a word-problem intervention for third-grade students with mathematics difficulty. *ZDM Mathematics Education*, 52(1), 151–163. <https://doi.org/10.1007/s11858-019-01093-1> (ED598469)
63. Powell, S. R., Berry, K. A., & Benz, S. A. (2020). Analyzing the word-problem performance and strategies of students experiencing mathematics difficulty. *Journal of Mathematical Behavior*, 58, 100759. <https://doi.org/10.1016/j.jmathb.2020.100759> (ED612587)
62. Powell, S. R., Berry, K. A., & Tran, L. M. (2020). Performance differences on a measure of mathematics vocabulary for English Learners and non-English Learners with and without mathematics difficulty. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 36(2), 124–141. <https://doi.org/10.1080/10573569.2019.1677538> (ED604166)
61. Powell, S. R., Doabler, C. T., Akinola, O., Therrien, W. J., Maddox, S. A., & Hess, K. E. (2020). A synthesis of elementary mathematics interventions: Comparisons of students with mathematics difficulty with and without comorbid reading difficulty. *Journal of Learning Disabilities*, 53(4), 244–276. <https://doi.org/10.1177/0022219419881646>
- At publication, Steven Maddox was a doctoral student at The University of Texas at Austin.

60. Powell, S. R., & Fluhler, S. K. (2020). A brief measure of mathematics symbols: Performance at grades 1, 3, and 5. *Assessment for Effective Intervention*, 45(4), 266–276.
<https://doi.org/10.1177/1534508418809884>
- At publication, Sally Fluhler was a doctoral student at Vanderbilt University.
59. Hebert, M. A., Powell, S. R., Bohaty, J. J., & Roehling, J. (2019). Piloting a mathematics writing intervention with late elementary students at-risk for learning difficulties. *Learning Disabilities Research and Practice*, 34(3), 144–157. <https://doi.org/10.1111/ldrp.12202>
- At publication, Julia Roehling were doctoral students at the University of Nebraska—Lincoln.
58. Mason, E. N., Benz, S. A., Lembke, E. S., Burns, M. K., & Powell, S. R. (2019). From professional development to implementation: A district’s experience implementing mathematics tiered systems of support. *Learning Disabilities Research and Practice*, 34(4), 207–214.
<https://doi.org/10.1111/ldrp.12206>
- At publication, Erica Mason was a doctoral student at the University of Missouri.
 - At publication, Sarah Benz (Powell mentee) was a 3rd-year doctoral student at The University of Texas at Austin.
57. Powell, S. R., Fuchs, L. S., & Gilbert, J. K. (2019). Variables influencing algebra performance: Understanding rational numbers is essential. *Learning and Individual Differences*, 74, 101758.
<https://doi.org/10.1016/j.lindif.2019.101758>
56. Powell, S. R., Stevens, E. A., & Berry, K. A. (2019). Effects of a word-problem intervention on word-problem language features for third-grade students with mathematics difficulty. *Learning Disabilities: A Multidisciplinary Journal*, 24(2), 1–14. <https://doi.org/10.18666/LDMJ-2019-V24-I2-9835> (ED598432)
- At publication, Elizabeth Stevens was a doctoral student at The University of Texas at Austin.
55. Powell, S. R., Stevens, E. A., & Hughes, E. M. (2019). Math language in middle school: Be more specific. *Teaching Exceptional Children*, 51(4), 286–295.
<https://doi.org/10.1177/0040059918808762>
- At publication, Elizabeth Stevens was a doctoral student at The University of Texas at Austin.
54. Nelson, G., & Powell, S. R. (2018). A systematic review of longitudinal studies of mathematics difficulty. *Journal of Learning Disabilities*, 51(6), 523–539.
<https://doi.org/10.1177/0022219417714773> (EJ1192397)
- At publication, Gena Nelson was a doctoral student at the University of Minnesota.
53. Nelson, G., & Powell, S. R. (2018). Computation error analysis: Students with mathematics difficulty compared to typically achieving students. *Assessment for Effective Intervention*, 43(3), 144–156.
<https://doi.org/10.1177/1534508417745627> (EJ1179493)
- At publication, Gena Nelson was a doctoral student at the University of Minnesota.
52. Powell, S. R., & Fuchs, L. S. (2018). Effective word-problem instruction: Using schemas to facilitate mathematical reasoning. *Teaching Exceptional Children*, 51(1), 31–42.
<https://doi.org/10.1177/0040059918777250> (ED587213/EJ1190453)

51. Stevens, E. A., Rodgers, M. A., & Powell, S. R. (2018). Intensive interventions in mathematics for upper elementary and secondary students: A meta-analysis of research. *Remedial and Special Education, 39*(6), 327–340. <https://doi.org/10.1177/0741932517731887> (EJ1197346)
- At publication, Elizabeth Stevens and Melissa Rodgers were doctoral student at The University of Texas at Austin.
50. Driver, M. K., & Powell, S. R. (2017). Culturally and linguistically responsive schema intervention: Improving word-problem solving for English language learners with mathematics difficulty. *Learning Disability Quarterly, 40*(1), 41–53. <https://doi.org/10.1177/0731948716646730>
- At publication, Melissa Driver was a doctoral student (Powell mentee) at the University of Virginia.
 - This publication represents Melissa Driver’s dissertation project.
49. Forsyth, S. R., & Powell, S. R. (2017). Differences in the mathematics-vocabulary knowledge of fifth-grade students with and without learning difficulties. *Learning Disabilities Research and Practice, 32*(4), 231–245. <https://doi.org/10.1111/ldrp.12144>
- At publication, Suzanne Forsyth was a doctoral student (Powell mentee) at The University of Texas at Austin.
48. King, S. A., Powell, S. R., Lemons, C. J., & Davidson, K. A. (2017). Comparison of mathematics performance of children and adolescents with and without Down syndrome. *Education and Training in Autism and Developmental Disabilities, 52*(2), 208–222.
47. Powell, S. R., Berry, K. A., Benz, S. A., Forsyth, S. R., & Martinez-Lincoln, A. (2017). Teaching students to understand and solve word problems. *Texas Mathematics Teacher, 63*(2), 6–12. (ED586406)
- At publication, Sarah Benz (Powell mentee), Suzanne Forsyth (Powell mentee), and Amanda Martinez-Lincoln were doctoral students at The University of Texas at Austin.
46. Powell, S. R., Cirino, P. T., & Malone, A. S. (2017). Child-level predictors of responsiveness to evidence-based mathematics intervention. *Exceptional Children, 83*(4), 359–377. <https://doi.org/10.1177/0014402917690728>
45. Powell, S. R., Driver, M. K., Roberts, G., & Fall, A.-M. (2017). An analysis of the mathematics vocabulary knowledge of third- and fifth-grade students: Connections to general vocabulary and mathematics computation. *Learning and Individual Differences, 57*, 22–32. <https://doi.org/10.1016/j.lindif.2017.05.011>
44. Powell, S. R., Hebert, M. A., Cohen, J. A., Casa, T. M., & Firmender, J. M. (2017). A synthesis of mathematics writing: Assessments, interventions, and surveys. *Journal of Writing Research, 8*(3), 493–526. <https://doi.org/10.17239/jowr-2017.08.03.04>
43. Powell, S. R., & Nelson, G. (2017). An investigation of the mathematics-vocabulary knowledge of first-grade students. *The Elementary School Journal, 117*(4), 664–686. <https://doi.org/10.1086/691604>
- At publication, Gena Nelson was a doctoral student at the University of Minnesota.
42. Fuchs, L. S., Gilbert, J. K., Powell, S. R., Cirino, P. T., Fuchs, D., Hamlett, C. L., Seethaler, P. M., Tolar, T. D. (2016). The role of cognitive processes, foundational math skill, and calculation accuracy and

fluency in word-problem solving versus pre-algebraic knowledge. *Developmental Psychology*, 52(12), 2085–2098. <https://doi.org/10.1037/dev0000227> (ED570278)

41. Hebert, M. A., & Powell, S. R. (2016). Examining fourth-grade mathematics writing: Features of organization, mathematics vocabulary, and mathematical representations. *Reading and Writing*, 29(7), 1511–1537. <https://doi.org/10.1007/s11145-016-9649-5>
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- At publication, Elizabeth Stevens was a doctoral student at The University of Texas at Austin.
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 - At publication, Tyler Julian was a Master's student at the University of Virginia.
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PUBLICATIONS: BOOKS or BOOK CHAPTERS

17. Powell, S. R., & Hebert, M. A. (in press). Thinking beyond symbols: Writing and reading in mathematics. In Z. A. Philippakos & S. Graham (Eds.), *Writing and reading connections: Bridging research and classroom practice*. Guilford.
16. Powell, S. R., & Bos, S. E. (2022). *Mathematics interventions for students experiencing mathematics difficulty*. In C. J. Lemons, S. R. Powell, K. L. Lane, & T. C. Aceves (Eds.), *Handbook of special education research, volume II*. Routledge. <https://doi.org/10.4324/9781003156888>
 - At publication, Samantha Bos (Powell mentee) was a 3rd-year doctoral student at The University of Texas at Austin.
15. Lemons, C. J., Powell, S. R., Lane, K. L., & Aceves, T. C. (Eds.) (2022). *Handbook of special education research, volume II*. Routledge. <https://doi.org/10.4324/9781003156888>
14. Kearns, D. M., Powell, S. R., Fuchs, D., & Fuchs, L. S. (2021). Peer-Assisted Learning Strategies. In T. A. Collins & R. O. Hawkins (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools* (pp. 61–75). Oxford University Press.
13. Powell, S. R., Bos, S. E., & Lin, X. (2021). *The assessment of mathematics vocabulary in the elementary and middle school grades*. In A. Fritz-Stratmann, E., Gürsoy, & M. Herzog (Eds.), *Diversity dimensions in mathematics and language learning* (pp. 313–330). De Gruyter. <https://doi.org/10.1515/9783110661941-016>
 - At publication, Samantha Bos (Powell mentee) and Xin Lin were 3rd-year doctoral students at The University of Texas at Austin.
12. Powell, S. R., Forsyth, S. R., & Driver, M. K. (2021). Improving conceptual understanding and procedural fluency with number combinations and computation. In D. P. Bryant (Ed.), *Intensifying mathematics interventions for struggling students* (pp. 98–120). Guilford Press.
11. Powell, S. R., Driver, M. K., Forsyth, S. R., Bos, S. A., & Benz, S. A. (2020). *Working with exceptional students: An introduction to special education* (2nd ed). Zovio.
 - At publication, Samantha Bos (Powell mentee) was a 2nd-year doctoral student at The University of Texas at Austin.
10. Ketterlin-Geller, L., R., Powell, S. R., Chard, D. J., & Perry, L. (2019). *Teaching math in middle school: Using MTSS to meet all students' needs*. Brookes Publishing.
9. Powell, S. R., Benz, S. A., & Forsyth, S. R. (2018). Supporting the mathematics learning of elementary students within a multi-level framework. In P. C. Pullen & M. J. Kennedy (Eds.), *Handbook of response to intervention and multi-tiered systems of support* (pp. 233–248). Routledge.
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PUBLICATIONS: MANUALS

6. Powell, S. R., & Berry, K. A. (2020). *Pirate Math Equation Quest*. <https://www.piratemathequationquest.com>
5. Fuchs, L. S., Powell, S. R., & Fuchs, D. (n.d.) *Math Wise: Whole-class instruction at second grade*. Nashville, TN: Vanderbilt University.
4. Fuchs, L. S., Fuchs, D., Yazdian, L., Powell, S., & Karns, K. (n.d.). *Peer-Assisted Learning Strategies: Kindergarten Math*. Nashville, TN: Vanderbilt University.
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2. Fuchs, L. S., Seethaler, P. M., Powell, S. R., & Fuchs, D. (n.d.) *Pirate Math: Let's find X*. Nashville, TN: Vanderbilt University.
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PUBLICATIONS: OTHER

9. Powell, S. R., Hughes, E. M., & Peltier, C. (2022). *Myths that undermine maths teaching*. Centre for Independent Studies. <https://www.cis.org.au/publication/myths-that-undermine-maths-teaching/>
8. Nelson, G., Cook, S., Powell, S. R., Maggin, D. M., & Zarate, K. (2021). *Instructional practice briefs*. Progress Center, American Institutes of Research. <https://promotingprogress.org/resources/instructional-briefs>
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6. Powell, S. R., & Berry, K. A. (2021). *Inclusion in Texas network: Instructional routines for mathematics intervention*. Education Service Center 20. https://www.inclusionintexas.org/apps/pages/index.jsp?uREC_ID=2155039&type=d&pREC_ID=2169859
5. Berry, K. A., & Powell, S. R. (2020). *Evidence-based specially designed instruction in mathematics: Resource guide*. Commonwealth of Virginia Department of Education. http://www.doe.virginia.gov/special_ed/disabilities/learning_disability/swd-mathematics-resources.pdf
4. Berry, K. A., & Powell, S. R. (2020). *Students with disabilities in mathematics: Frequently asked questions*. Commonwealth of Virginia Department of Education. http://www.doe.virginia.gov/special_ed/disabilities/learning_disability/swd-mathematics-faq.pdf
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2. Bryant, D. P., & Powell, S. R. (2017). What solid research tells us about teaching math. *Texas Lone Star*, 35(5), 14–17. http://www.texaslonestaronline.org/texaslonestar/june_2017?pg=14#pg14
1. Powell, S. R., & Nelson, G. (2016). Trajectories of mathematics performance: From preschool to postsecondary. <http://www.greatertexasfoundation.org/wp-content/uploads/2016/02/MathBriefJan2016v2.pdf>

PRESENTATIONS: CONFERENCES

- Berry, K. A., Powell, S. R., Arsenault, T. L., Lariviere, D. O., Perkins, S. D., & Akther, S. S. (2023, March). *Multi-step? Don't fret. Tier-2 strategies for solving multi-step word problems*. Presentation accepted at Council for Exceptional Children Convention and Expo, Louisville, KY.
- Brafford, T., Powell, S. R., & Hughes, E. M. (2023, March). *Differential performance of middle-school students on a mathematics vocabulary measure*. Poster accepted at Council for Exceptional Children Convention and Expo, Louisville, KY.
- Hayes, L., Lembke, E., & Powell, S. (2023, March). *Integrating intensive intervention content within teacher education courses*. Presentation accepted at Council for Exceptional Children Convention and Expo, Louisville, KY.
- Powell, S. R. (2023, March). *Don't use key words to solve math word problems*. Presentation accepted at Council for Exceptional Children Convention and Expo, Louisville, KY.
- Powell, S. R., Tran, L., Carroll, M., & Berry, K. A. (2023, March). *Essentials for math intervention: Focus on word problems and manipulatives*. Poster accepted at Council for Exceptional Children Convention and Expo, Louisville, KY.
162. Powell, S. R. (2022, September). *Replication of a preschool mathematics read-alouds program in kindergarten*. Presentation presented at the Society for Research on Educational Effectiveness, Washington, DC.
161. Powell, S. R. (2022, September). *Teaching early math by providing language exploration*. Presentation presented at the Society for Research on Educational Effectiveness, Washington, DC.
160. Powell, S. R. (2022, September). *Word problems? No problem! Effective strategies for teaching math word-problem solving*. Presentation presented at Australian Association of Special Education National Conference, Sydney, Australia.
159. Arsenault, T.L., King, S. A., Powell, S. R., Hebert, M. A., & Lin, X. (2022, June). *Mathematics writing profiles for students with mathematics difficulty*. Poster presented at the Mathematical Cognition and Learning Society Conference, Antwerp, Belgium.
158. Berry, K. A., Powell, S. R., Arsenault, T., & Perkins, S. D. (2022, April). *Word problem problems? 5 strategies for improving problem-solving skills of Tier-2 students*. Roundtable presented at the American Education Research Association Annual Meeting.
157. Powell, S. R., & Arsenault, T. (2022, April). *Differences in word-problem solving based on item characteristics*. Presentation presented at the Mathematical Cognition and Learning Society, virtual conference.

156. Powell, S. R. (2022, February). *Does word-problem performance maintain?* Presentation presented at Pacific Coast Research Conference, San Diego, CA.
155. Berry, K. A., & Powell, S. R. (2022, February). *Word problems? No problem. Effective problem-solving instruction for students with learning difficulties.* Workshop presented at Council for Exceptional Children Convention and Expo, Orlando, FL.
154. Lembke, E. S., Powell, S. R., & Ketterlin-Geller, L. (2022, February). *Strengthening algebraic readiness: professional development in data-based individualization.* Workshop presented at Council for Exceptional Children Convention and Expo, Orlando, FL.
153. Berry, K. A., & Powell, S. R. (2022, January). *Word-problem wizards: 5 strategies for improving tier-2 students' problem-solving skills.* Presentation presented at the Council for Exceptional Children Convention and Expo, Orlando, FL.
152. Hwang, J., Arsenault, T. L., Lembke, E. S., Powell, S. R., & Ketterlin-Geller, L. R. (2022, January). *Better instruction through assessment in middle school mathematics.* Poster presented at the Council for Exceptional Children Convention and Expo, Orlando, FL.
151. Lemons, C. J., Powell, S. R., & Lane, K. L. (2022, January). *Previewing the new handbook of special education research: Innovations and future research.* Presentation presented at the Council for Exceptional Children Convention and Expo, Orlando, FL.
150. Myers, J., Witzel, B., & Powell, S. R. (2022, January). *What's essential to include in word-problem intervention in the elementary grades.* Poster presented at the Council for Exceptional Children Convention and Expo, Orlando, FL.
149. Powell, S. R., Arsenault, T., Bos, S., Lin, X., & Shen, Z. (2022, January). *Designing your instructional platform for math intervention.* Poster presented at the Council for Exceptional Children Convention and Expo, Orlando, FL.
148. Powell, S. R., Bos, S., Juergensen, R., Lembke, E., & Ketterlin-Geller, L. (2022, January). *How to design and adapt your middle school math instruction.* Presentation presented at the Council for Exceptional Children Convention and Expo, Orlando, FL.
147. Powell, S. R., & Hughes, E. M. (2022, January). *Introducing the Science of Math: A movement to promote evidence-based math instruction.* Poster presented at the Council for Exceptional Children Convention and Expo, Orlando, FL.
146. Powell, S. R., Riccomini, P., Al Otaiba, S., & Solari, E. (2022, January). *What is the science of reading and the science of math?* Presentation presented at the Council for Exceptional Children Convention and Expo, Orlando, FL.
145. Tran, L. M., & Powell, S. R. (2022, January). *Top 5 tips for designing math interventions.* Poster accepted at the Council for Exceptional Children Convention and Expo, Orlando, FL.

144. Powell, S. R., Fuchs, L. S., & Seethaler, P. M. (2021, November). *Beyond the basics: Important components of word-problem interventions*. Mathematical Cognition and Learning Society, virtual conference.
143. Smith, E., Smith, R. A., Powell, S., & Hebert, M. (2021, October). *Examining the value, importance, self-efficacy, and prior experiences of mathematics writing for preservice teachers*. Psychology of Mathematics Education – North America (PME-NA), virtual conference.
142. Powell, S. R. (2021, September). *Do word-problem effects maintain?* Poster presented at the Society for Research on Educational Effectiveness Conference, virtual conference.
141. Powell, S. R., & Arsenault, T. L. (2021, August). *Word-problem performance differences by schema: An analysis of students with and without mathematics difficulty*. Poster presented at European Associate for Research on Learning and Instruction, virtual conference.
140. Berry, K. A., & Powell, S. R. (2021, April). *Do word-problem skills maintain after intervention: A 1-year follow-up of students with mathematics difficulty*. Paper presented at the American Education Research Association Annual Meeting, virtual conference.
139. Marx, T., & Powell, S. R. (2021, April). *Closing math achievement gaps for students with learning differences through intensive intervention*. Presentation presented at National Council of Teachers of Mathematics National Conference and Exposition, virtual conference.
138. Powell, S. R., & Berry, K. A. (2021, April). *Don't leave pre-algebraic reasoning out of word-problem intervention*. Presentation presented at National Council of Teachers of Mathematics National Conference and Exposition, virtual conference.
137. Powell, S. R., Lembke E. S., & Ketterlin-Geller, L. (2021, April). *Supporting middle school students who experience difficulty with mathematics*. Presentation accepted at National Council of Teachers of Mathematics National Conference and Exposition, virtual conference.
136. Berry, K. A., & Powell, S. R. (2021, March). *Word problems? No problem! Effective problem-solving instruction for students with learning difficulties*. Workshop accepted at Council for Exceptional Children Convention and Expo.
135. Berry, K. A., Powell, S. R., Acunto, A. N., & Zapparoli, B. L. (2021, March). *How to help Tier 2 students solve math word problems*. Video presentation at the Council for Exceptional Children Convention and Expo, virtual conference.
134. Espinas, D., Cook, S., Zarate, K., Maggin, D., Ford, J., Nelson, G., & Powell, S. (2021, March). *The evidence-base of the CEC's high-leverage practices in special education*. Video presentation at the Council for Exceptional Children Convention and Expo, virtual conference.

133. Forsyth, S. R., & Powell, S. R. (2021, March). *Engaging families of at-risk children: Using children's storybooks to teach math at home*. Video presentation at the Council for Exceptional Children Convention and Expo, virtual conference.
132. Hayes, L., Powell, S. R., & Lembke, E. S. (2021, March). *Preparing educators to support struggling students: Online course resources for intensive intervention*. Video presentation at the Council for Exceptional Children Convention and Expo, virtual conference.
131. Powell, S. R., Lembke, E. S., & Ketterlin-Geller, L. (2021, March). *Data-based individualization in middle school for students experiencing math difficulty*. Video presentation at the Council for Exceptional Children Convention and Expo, virtual conference.
130. Powell, S. R., Seethaler, P. M., & Fuchs, L. S. (2021, March). *Essential components for teaching students to solve word problems*. Video presentation at the Council for Exceptional Children Convention and Expo, virtual conference.
129. Shin, M., & Powell, S. R. (2021, March). *Different examples of word-problem instruction for students with learning disabilities*. Video presentation at the Council for Exceptional Children Convention and Expo, virtual conference.
128. Tran, L., & Powell, S. R. (2021, March). *What to teach? Math intervention strategies every new teacher should know*. Video presentation at the Council for Exceptional Children Convention and Expo, virtual conference.
127. Lembke, E. S., Zumeta Edmonds, R., Powell, S. R., & Ketterlin-Geller, L. (2021, February). *Meeting the needs of students in middle-school mathematics: Professional development in data-based individualization*. Presentation presented at Pacific Coast Research Conference, virtual conference.
126. Powell, S. R. (2021, February). *Do word problem effects maintain after intervention?* Poster presented at Pacific Coast Research Conference, virtual conference.
125. Forsyth, S. R., & Powell, S. R. (2021, January). *Treasured tales – using stories to teach early math language and concepts*. Presentation presented at the Division for Early Childhood Annual International Conference on Young Children, virtual conference. ($n = 28$)
124. Powell, S. R. (2020, October). *Caregivers using mathematics-focused read-alouds with their children*. Poster presented at the Home Math Environment Conference, virtual conference.
123. Berry, K. A., & Powell, S. R. (2020, April). *The impact of small-group word-problem intervention for third-grade students with mathematics difficulty*. Roundtable accepted at American Educational Research Association Annual Meeting, San Francisco, CA.
122. Lembke, E. S., Ketterlin-Geller, L., Powell, S. R., & Smith, A. (2020, April). *Improving teachers' mathematics instruction for middle school students at-risk/with disabilities: Collaboration to*

support algebraic readiness. Roundtable accepted at American Educational Research Association Annual Meeting, San Francisco, CA.

121. Powell, S. R., Adams, E., Ketterlin-Geller, L., Namkung, J. M., Satsangi, R., & Watt, S. (2020, February). *Greater than X: The latest and greatest algebraic reasoning research*. Panel presented at Pacific Coast Research Conference, San Diego, CA.
120. Berry, K. A. & Powell, S. R. (2020, February). *Performance differences on mathematics vocabulary for English learners and non-English learners*. Presentation presented at Council for Exceptional Children Convention and Expo, Portland, OR. ($n = 17$)
119. Forsyth, S. R., & Powell, S. R. (2020, February). *A jump start for kindergarten: Providing opportunities to explore math language*. Presentation presented at Council for Exceptional Children Convention and Expo, Portland, OR. ($n = 15$)
118. Powell, S. R., & Berry, K. A. (2020, February). *Improving elementary students' word-problem solving: Teach students to use equations!* Presentation presented at Council for Exceptional Children Convention and Expo, Portland, OR. ($n = 21$)
117. Powell, S. R., Ketterlin-Geller, L., & Lembke, E. (2020, February). *Using data to improve the math outcomes for middle school students*. Presentation accepted at Council for Exceptional Children Convention and Expo, Portland, OR. ($n = 30$)
116. Zumeta Edmonds, R., Bailey, T., & Powell, S. R. (2020, February). *Count me in: Resources for intensifying mathematics intervention for students who struggle*. Multi-presentation session presented at Council for Exceptional Children Convention and Expo, Portland, OR. ($n = 35$)
115. Powell, S. R. (2020, January). *Algebraic reasoning within word-problem solving*. Paper presented at the Institute of Education Sciences Principal Investigator's Meeting, Washington, DC. ($n = 12$)
114. Powell, S. R., Berry, K. A., & Barnes, M. A. (2020, January). *Developing connections between word problems and mathematical equations*. Poster presented at the Institute of Education Sciences Principal Investigator's Meeting, Washington, DC.
113. Ketterlin-Geller, L. R., Powell, S. R., & Lembke, E. S. (2020, January). *Data-based individualization to support positive outcomes for middle school students and teachers*. Paper presented at the 33rd International Congress for School Effectiveness and Improvement, Marrakech, Morocco.
112. Nelson, G., & Powell, S. R. (2019, November). *Post-secondary students' misconceptions about rational numbers: Implications for K-12 instruction*. Poster accepted at Psychology of Mathematics Education – North America Annual Conference, St. Louis, MO.
111. Thomas, E. R., Mason, E. N., Bos, S. E., Hopkins, S., Lembke, E. S., Ketterlin-Geller, L., & Powell, S. R. (2019, October). *Project STAIR: Preliminary findings*. Poster presented at the Council for Learning Disabilities Annual Conference, San Antonio, TX.

110. Powell, S. R. (2019, September). *Helping all students understand the meaning of word problems*. Presentation presented at the National Council of Teachers of Mathematics Regional Conference and Exposition, Boston, MA.
109. Powell, S. R. (2019, July). *Five essential components of mathematics intervention*. Presentation presented at Conference for the Advancement of Mathematics Teaching, San Antonio, TX.
108. Powell, S. R. (2019, June). *How to teach students to understand word problems*. Presentation presented within *What can I bring to my classroom: Putting numeracy research to work* symposium at Mathematical Cognition and Learning Society Conference, Ottawa, Canada.
107. Powell, S. R. (2019, June). *Mathematics symbol knowledge at grades 1, 3, and 5*. Presentation presented within *Mathematical discourse: The symbols we use to communicate mathematical ideas* symposium at Mathematical Cognition and Learning Society Conference, Ottawa, Canada.
106. Powell, S. R. (2019, June). *Variables that influence the algebra performance of university students*. Poster presented at Mathematical Cognition and Learning Society Conference, Ottawa, Canada.
105. Powell, S. R. (2019, April). *Algebra and rational numbers: An evaluation of the performance of university students*. Presentation presented at the Badar-Kauffman Research Conference, Kent, Ohio.
104. Berry, K. A., Powell, S. R., Forsyth, S. R., & Zapparolli, B. L. (2019, April). *The impact of equation-solving instruction within word-problem intervention for third-grade students with mathematics difficulty*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
103. Forsyth, S. R., & Powell, S. R. (2019, April). *Using shared reading to promote math-language proficiency in pre-K students: An exploratory study*. Presentation presented at the National Council of Teachers of Mathematics Annual Meeting, San Diego, CA.
102. Powell, S. R. (2019, April). *Effective intervention practices for problem solving: A focus on structures and algebraic reasoning*. Presentation presented at the National Council of Teachers of Mathematics Annual Meeting, San Diego, CA.
101. Powell, S. R. (2019, April). *Variables that influence algebra: A case for effective fraction instruction*. Poster accepted at the National Council of Teachers of Mathematics Research Conference, San Diego, CA.
100. McGraw, A., Ganley, C., Powell, S., Purpura, D., Schoen, R., & Schatschneider, C. (2019, March). *An investigation of mathematical language and its relation with mathematics and reading*. Poster presented at Society for Research in Child Development Biennial Meeting, Baltimore, MD.

99. Berry, K. A., & Powell, S. R. (2019, February). *The impact of equation-solving within word-problem intervention for third graders with mathematics difficulty*. Poster presented at Pacific Coast Research Conference, San Diego, CA.
98. Forsyth, S. R., & Powell, S. R. (2019, February). *Using trade books to teach mathematical language from preschool to second grade*. Poster presented at Pacific Coast Research Conference, San Diego, CA.
97. Powell, S. R., Bryant, D., Clarke, B., Coddling, R., & Seethaler, P. S. (2019, February). *The latest and greatest in mathematics research for students with learning difficulties*. Panel presented at Pacific Coast Research Conference, San Diego, CA.
96. Powell, S. R., & Forsyth, S. R. (2019, February). *Use of numeracy read-alouds in classrooms of at-risk prekindergarten children*. Poster presented at Pacific Coast Research Conference, San Diego, CA.
95. Forsyth, S. R., & Powell, S. R. (2019, January). *Judging math storybooks by more than their covers*. Poster presented at Council for Exceptional Children Convention and Expo, Indianapolis, IN.
94. Mason, E. N., Hirt, S., Gonzalez, J., Powell, S. R., Lembke, E., & Ketterlin-Geller, L. (2019, January). *Improving algebra readiness for middle school students: A systematic review*. Poster presented at Council for Exceptional Children Convention and Expo, Indianapolis, IN.
93. Powell, S. R. (2019, January). *Five essential components of mathematics intervention*. Presentation presented at Council for Exceptional Children Convention and Expo, Indianapolis, IN.
92. Powell, S. R., & Forsyth, S. R. (2019, January). *How caregivers and educators use early numeracy read-alouds*. Panel presented at Council for Exceptional Children Convention and Expo, Indianapolis, IN.
91. Powell, S. R., & Fuchs, L. S. (2019, January). *Effective word-problem instruction: Facilitating math reasoning*. Multi-presentation session within *Boosting math outcomes for students with learning disabilities* presented at Council for Exceptional Children Convention and Expo, Indianapolis, IN.
90. Ennis, R., Lane, K., Piasta, S., & Powell, S. (2019, January). *Tricks of the trade: Strategies for research planning and implementation*. Panel presented at Institute of Education Sciences PI Meeting, Washington, DC.
89. Powell, S. R. (2018, November). *Solving word problems using schemas and equations*. Presentation presented at National Council of Teachers of Mathematics Regional Conference and Exposition, Kansas City, MO.
88. Stevens, E. A. & Powell, S. R. (2018, November). *Supporting struggling learners' word-problem solving using schema instruction*. Presentation presented at National Council of Teachers of Mathematics Regional Conference and Exposition, Kansas City, MO.

87. Forsyth, S. R., & Powell, S. R. (2018, October). *Using children's book to support mathematics language and vocabulary development*. Poster presented at the Council for Learning Disabilities Annual Conference, Portland, OR.
86. Hirt, S. M., Gonzalez, J. M., Powell, S. R., Lembke, E. S., Ketterlin-Geller, L., & Mason, E. N. (2018, October). *Improving algebra readiness for middle school students: A literature review*. Poster presented at the Council for Learning Disabilities Annual Conference, Portland, OR.
85. Powell, S. R. (2018, October). *Rational numbers knowledge is essential for algebra success*. Presentation within *Research on problems of practice in mathematics instruction and assessment* panel presented at the Council for Learning Disabilities Annual Conference, Portland, OR.
84. Powell, S. R. (2018, July). *How students with mathematics difficulty answer questions about mathematics vocabulary*. Presentation accepted at Division of International Special Education and Services conference, Cape Town, South Africa.
83. Berry, K. A., Powell, S. R., Barnes, M., Benz, S., Forsyth, S. R., Martinez-Lincoln, A., & Zapparolli, B. (2018, April). *Word-problem intervention for students with mathematics difficulty and differential performance favoring females over males*. Presentation presented at American Educational Research Association Annual Meeting, New York, NY.
82. Powell, S. R., Hughes, E. M., & Stevens, E. A. (2018, April). *Be precise with math language: Instead of this, say that!* Presentation presented at National Council of Teachers of Mathematics Annual Meeting, Washington, DC.
81. Powell, S. R. (2018, April). *Investigating the connection between word problems and mathematical symbols*. Presentation within *Rigorous research to improve learning in elementary math for all students* symposium presented at the National Council of Teachers of Mathematics Research Conference, Washington, DC.
80. Berry, K. A., & Powell, S. R. (2018, February). *Girls and STEM: Improved math performance and confidence through intensive word-problem intervention*. Presentation presented at Council for Exceptional Children Convention and Expo, Tampa, FL.
79. Forsyth, S. R., Tran, L. M. & Powell, S. R. (2018, February). *What do these words mean? Supporting content-area vocabulary growth*. Poster presented at Council for Exceptional Children Convention and Expo, Tampa, FL.
78. Martinez-Lincoln, A., Tran, L. M. & Powell, S. R. (2018, February). *Using your hands to teach math: Examination of the use of gestures during an intensive math intervention*. Poster presented at Council for Exceptional Children Convention and Expo, Tampa, FL.
77. Mason, E. N., Benz, S. A., Lembke, E., Burns, M., & Powell, S. R. (2018, February). *From professional development to implementation: A school district's account of initiating a mathematics program*. Poster presented at Council for Exceptional Children Convention and Expo, Tampa, FL.

76. Powell, S. R., Nelson, G., Forsyth, S. R., & Driver, M. K. (2018, February). *Do students understand the language of math?* Presentation presented at Council for Exceptional Children Convention and Expo, Tampa, FL.
75. Berry, K. A. & Powell, S. R. (2018, February). *Differential performance on word-problem intervention: Females favored over males with mathematics difficulty.* Poster presented at the Pacific Coast Research Conference, San Diego, CA.
74. Hughes, E. M., Powell, S. R., Lee, J. Y., & Cozad, L. C. (2018, February). *Assessing middle school mathematics vocabulary: Findings from an exploratory study.* Poster presented at the Pacific Coast Research Conference, San Diego, CA.
73. Powell, S. R., Driver, M. K., Forsyth, S. R., & Nelson, D. (2018, February). *The development of mathematics-vocabulary measures for elementary students.* Presentation presented at the Pacific Coast Research Conference, San Diego, CA.
72. Powell, S. R., & Nelson, G. (2017, October). *What mathematics vocabulary terms for first graders know?* Presentation presented at Promising Math Erikson Institute Conference, Chicago, IL.
71. Powell, S. R., & Benz, S. A. (2017, August). *Predictors of algebra performance with undergraduates: Understanding rational numbers is essential.* Presentation presented at Texas Higher Education Symposium, Austin, TX.
70. Powell, S. R. (2017, May). *An investigation of the mathematics-vocabulary knowledge of first-grade students.* Presentation within *Language and math: Guiding attention in numerical contexts* symposium presented at Association for Psychological Science Annual Convention, Boston, MA.
69. Martinez-Lincoln, A., Tran Ozor, L., & Powell, S. R. (2017, April). *Thinking with your hands: The impact of gestures on math learning.* Presentation presented at Council for Exceptional Children Convention and Expo, Boston, MA.
68. Nelson, G., & Powell, S. R. (2017, April). *Difficulty with math now indicates difficulty with math later.* Presentation presented at Council for Exceptional Children Convention and Expo, Boston, MA.
67. Powell, S. R., Benz, S. A., & Forsyth, S. R. (2017, April). *Supporting the mathematics learning of elementary students within a multi-level framework.* Panel presented at Council for Exceptional Children Convention and Expo, Boston, MA.
66. Powell, S. R., Hughes, E. M., & Stevens, E. A. (2017, April). *Instead of that...say this! How math language impacts math learning.* Presentation presented at Council for Exceptional Children Convention and Expo, Boston, MA.
65. Powell, S. R., Barnes, M. A., Berry, K. A., Martinez-Lincoln, A., Benz, S. A., & Forsyth, S. R. (2017, April). *The impact of schema instruction on word-problem solving for students at-risk for*

mathematics disability. Poster presented at Society for Research in Child Development Biennial Meeting, Austin, TX.

64. Powell, S. R., Hunt, J., Torres-Velásquez, D., & Lewis, K. (2017, April). *Mathematics learning and students with disabilities*. Symposium presented at National Council of Teachers of Mathematics Research Conference, San Antonio, TX.
63. Hebert, M. A., & Powell, S. R. (2017, February). *Assessing mathematics writing in grades 3, 4, and 5: How do composition, computation, and self-efficacy skills contribute to quality?* Presentation within a symposium presented at Writing Research Across Borders, Bogota, Colombia.
62. Stevens, E. A., Rodgers, M. A., & Powell, S. R. (2017, February). *Mathematics interventions for upper elementary and secondary students: A meta-analysis of research from 1990 to 2015*. Poster presented at Pacific Coast Research Conference, San Diego, CA.
61. Powell, S. R., & Barnes, M. A. (2016, December). *Developing connections between word problems and mathematical equations to promote word-problem performance among students with mathematics difficulty*. Poster presented at the Institute of Education Sciences Principal Investigators Meeting, Washington, DC.
60. Powell, S. R. (2016, July). *Mathematics vocabulary in the elementary grades*. Presentation within a symposium presented at the Society for the Scientific Study of Reading, Porto, Portugal.
59. Powell, S. R., & Nelson, G. (2016, April). *Connections among mathematics vocabulary, general vocabulary, and computation*. Brief research report presented at National Council of Teachers of Mathematics Research Conference, San Francisco, CA.
58. Powell, S. R. (2016, April). *Influence of general vocabulary and mathematics knowledge on mathematics vocabulary*. Roundtable accepted at American Educational Research Association Annual Meeting, Washington, DC.
57. Driver, M. K., & Powell, S. R. (2016, April). *Word-problem instruction for English learners with mathematics difficulty*. Presentation presented at Council for Exceptional Children Convention and Expo, St. Louis, MO.
56. Hebert, M. A., & Powell, S. R. (2016, April). *Assessing math writing: Evidence from fourth-grade math-writing samples that supports math-writing quality*. Presentation presented at Council for Exceptional Children Convention and Expo, St. Louis, MO.
55. Hughes, E. M., Powell, S. R., Lembke, E., & Riley-Tillman, C. (2016, April). *Where's Waldo? Finding and using evidence-based interventions*. Demonstration presented at Council for Exceptional Children Convention and Expo, St. Louis, MO.

54. McMaster, K., Lembke, E., Kearns, D. M., & Powell, S. R. (2016, April). *Real school problems and research-based solutions: Lessons from the field*. Panel presented at Council for Exceptional Children Convention and Expo, St. Louis, MO.
53. Pfannenstiel, K., Zumeta Edmonds, R. O., & Powell, S. R. (2016, April). *Using intensive intervention to improve mathematics outcomes under OSEP's results driven accountability*. Presentation presented at Council for Exceptional Children Convention and Expo, St. Louis, MO.
52. Powell, S. R., & Driver, M. K. (2016, April). *Evidence-based practices of counting, comparing, and concepts and addition and subtraction*. Presentation presented at Council for Exceptional Children Convention and Expo, St. Louis, MO.
51. Powell, S. R. (2016, February). *Tiered instruction in math*. Invited preconference workshop at National Association of School Psychologists Annual Conference, New Orleans, LA.
50. Hou, F., Watts, G. W., Powell, S. R., & Hebert, M. (2016, February). *A meta-analysis of number sense instruction/intervention*. Poster presented at Pacific Coast Research Conference, San Diego, CA.
49. Powell, S. R. (2016, February). *Mathematics symbol and vocabulary knowledge of elementary students*. Poster presented at Pacific Coast Research Conference, San Diego, CA.
48. Powell, S. R. (2016, February). *Small scale science: Conducting rigorous research within a context of limited funding*. Presentation presented at Pacific Coast Research Conference, San Diego, CA.
47. Powell, S. R., & Driver, M. K. (2016, February). *Effect of intervention with nonstandard equations for students with mathematics difficulty*. Presentation presented at Pacific Coast Research Conference, San Diego, CA.
46. Powell, S. R. (2015, October). *Algebra and rational numbers performance of post-secondary students*. Panel presented at Council for Learning Disabilities Annual Conference, Las Vegas, NV.
45. Powell, S. R. (2015, October). *Research on early mathematics interventions*. Panel presented at Council for Learning Disabilities Annual Conference, Las Vegas, NV.
44. Hebert, M. A., & Powell, S. R. (2015, July). *The connection between writing skill and writing about mathematics*. Symposium presented at Society for the Scientific Study of Reading, Big Island, HI.
43. Powell, S. R. (2015, April). *Student interpretation of mathematics symbols and accompanying vocabulary*. Poster presented at American Educational Research Association Annual Meeting, Chicago, IL.
42. Powell, S. R., & Fuchs, L. S. (2015, April). *Aligning a multi-tier framework for students with mathematics difficulty*. Presentation presented at Council for Exceptional Children Convention and Expo, San Diego, CA.

41. Zumeta, R. O., & Powell, S. R. (2015, April). *Intensifying intervention within a multi-tier framework: Practical strategies for teachers*. Presentation presented at Council for Exceptional Children Convention and Expo, San Diego, CA.
40. Hebert, M. A., & Powell, S. R. (2015, February). *Assessing mathematics writing*. Presentation presented at Pacific Coast Research Conference, San Diego, CA.
39. Powell, S. R. (2015, February). *Learning trajectories related to understanding mathematics symbols*. Presentation presented at Pacific Coast Research Conference, San Diego, CA.
38. Powell, S. R. (2015, February). *The effects of algebra and rational numbers performance on post-secondary options*. Poster presented at Pacific Coast Research Conference, San Diego, CA.
37. Solis, M., & Powell, S. R. (2015, February). *A synthesis of mathematics interventions for students with Autism Spectrum Disorders*. Poster presented at Pacific Coast Research Conference, San Diego, CA.
36. Powell, S. R. (2014, July). *Improving mathematics symbol and vocabulary knowledge for students with mathematics difficulty*. Lecture presented at Division of International Special Education and Services conference, Braga, Portugal.
35. Powell, S. R., & Driver, M. K. (2014, April). *Improving equation solving and equal-sign understanding by tutoring with nonstandard equations*. Research report presented at National Council of Teachers of Mathematics Research Conference, New Orleans, LA.
34. Fuchs, L. S., Powell, S. R., & Zumeta, R. O. (2014, April). *Addressing the needs of students with persistent math difficulties through intensive intervention*. Lecture presented at Council for Exceptional Children Convention and Expo, Philadelphia, PA.
33. Powell, S. R., & Driver, M. K. (2014, April). *How mathematics symbols influence mathematics performance*. Poster presented at Council for Exceptional Children Convention and Expo, Philadelphia, PA.
32. Powell, S. R., & Driver, M. K. (2014, April). *Teaching mathematics vocabulary to students with mathematics difficulties*. Lecture presented at Council for Exceptional Children Convention and Expo, Philadelphia, PA.
31. Powell, S. R., & Driver, M. K. (2014, February). *Effect of symbolic and nonsymbolic presentations within addition tutoring*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
30. Powell, S. R. (2013, October). *Effect of nonstandard-equations tutoring for students with mathematics difficulty*. Poster presented at the Council for Learning Disabilities Annual Conference, Austin, TX.

29. Powell, S. R. (2013, October). *Efficacy of tutoring with nonstandard equations*. Lecture presented at Association of Researchers in Special Education Conference, Leipers Fork, TN.
28. Driver, M. K., Powell, S. R., & Tyler, J. E. (2013, April). *Student understanding on tests of equivalence*. Poster presented at Council for Exceptional Children Convention and Expo, San Antonio, TX.
27. Powell, S. R., Driver, M. K., & Tyler, J. E. (2013, April). *Teaching addition with an emphasis on symbols and equations*. Presentation presented at Council for Exceptional Children Convention and Expo, San Antonio, TX.
26. Powell, S. R., Driver, M. K., & Julian, T. E. (2013, February). *Tutoring effects on addition equations: Nonstandard versus standard equations*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
25. Powell, S. R. (2012, April). *Performance differences of students by test response: Multiple choice or constructed response*. Poster presented at Council for Exceptional Children Convention and Expo, Denver, CO.
24. Powell, S. R. (2012, February). *Equations and the equal sign in elementary mathematics textbooks*. Poster presented at Pacific Coast Research Conference, Coronado, CA.
23. Namkung, J., & Powell, S. R. (2012, February). *Validation of the Open Equations measure using item response theory*. Poster presented at Pacific Coast Research Conference, Coronado, CA.
22. Powell, S. R., & Fuchs, L. S. (2011, April). *Equation types in elementary mathematics series: Implications for equal sign understanding*. Poster presented at Council for Exceptional Children Convention and Expo, National Harbor, MD.
21. Powell, S. R., Fuchs, L. S., & Namkung, J. (2011, April). *Teaching regrouping in addition and subtraction: Two different approaches*. Poster presented at Council for Exceptional Children Convention and Expo, National Harbor, MD.
20. Powell, S. R., Schumacher, R. F., Fuchs, L. S., Zumeta, R. O., Namkung, J., & Marrin, S. M. (2011, April). *Word-problem instruction using algebraic number sentences: Whole-class and tutoring RTI companion programs*. Lecture presented at Council for Exceptional Children Convention and Expo, National Harbor, MD.
19. Cirino, P., Fuchs, L. S., Tolar, T. D., & Powell, S. R. (2011, April). *Profile analysis of children with MD with and without RD on mathematics competencies in 2nd and 3rd grade*. Lecture presented at Society for Research in Children Development Biennial Meeting, Montreal, Quebec, Canada.
18. Powell, S. R., & Kearns, D. K. (2010, July). *Students learning from each other: Peer tutoring in reading and mathematics*. Lecture presented at Embracing Inclusive Approaches for Children and Youth with Special Needs International Conference, Riga, Latvia.

17. Powell, S. R., & Fuchs, L. S. (2010, April). *Effect of equal-sign instruction on solving equations and word problems*. Poster presented at Council for Exceptional Children Convention and Expo, Nashville, TN.
16. Powell, S. R., Fuchs, L. S., Schumacher, R. F., Zumeta, R. O., & Marrin, S. M. (2010, April). *Responsiveness-to-intervention in second-grade computational skill: A randomized-control trial*. Lecture presented at Council for Exceptional Children Convention and Expo, Nashville, TN.
15. Schumacher, R. F., Zumeta, R. O., & Powell, S. R. (2010, April). *Solving word problems with algebraic number sentences using schema-broadening instruction*. Poster presented at Council for Exceptional Children Convention and Expo, Nashville, TN.
14. Zumeta, R. O., Schumacher, R. F., Seethaler, P. M., Powell, S. R., Fuchs, L. S., & Marrin, S. M. (2010, April) *Effects of schema-broadening tutoring on word-problem skill of students with risk for math difficulty*. Lecture presented at Council for Exceptional Children Convention and Expo, Nashville, TN.
13. Fuchs, L. S., Powell, S. R., & Schumacher, R. F. (2010, February). *Investigating word-problem and calculations interventions within an RTI framework: A randomized-control trial*. Poster presented at Pacific Coast Research Conference, Coronado, CA.
12. Powell, S. R., & Fuchs, L. S. (2009, April). *Contribution of equal-sign instruction beyond a word problem-solving intervention for students with math difficulties*. Poster presented at American Educational Research Association Annual Meeting, San Diego, CA.
11. Powell, S. R., & Fuchs, L. S. (2009, April). *Effects of math fact tutoring on students with math difficulties*. Poster presented at Council for Exceptional Children Convention and Expo, Seattle, WA.
10. Powell, S. R., Seethaler, P. M., & Fuchs, L. S. (2009, April). *Benefits of math fact practice embedded within a word problem-solving program*. Poster presented at Council for Exceptional Children Convention and Expo, Seattle, WA.
9. Seethaler, P. M., & Powell, S. R. (2009, April). *Putting it together: Progress monitoring, research-based math interventions, and RTI*. Invited preconference workshop presented at Council for Exceptional Children Convention and Expo, Seattle, WA.
8. Zumeta, R. O., Finelli, R. M., Fuchs, L. S., Powell, S. R., & Seethaler, P. M. (2009, April). *Finding X and solving word problems using schema-broadening instruction*. Poster presented at Council for Exceptional Children Convention and Expo, Seattle, WA.
7. Powell, S. R., & Fuchs, L. S. (2009, February). *Contribution of equal sign instruction beyond a word problem-solving intervention for third-grade students with math difficulties*. Poster presented at Pacific Coast Research Conference, Coronado, CA.

6. Fuchs, L. S., Fuchs, D., & Powell, S. R. (2008, June). *Effects of instrumental use of ongoing progress-monitoring data on instructional plans and student learning*. Paper presented at Council of Chief State School Officers National Conference, Orlando, FL.
5. Fuchs, L. S., Powell, S. R., Cirino, P. T., Fletcher, J. M., Fuchs, D., & Zumeta, R. O. (2008, June). *Enhancing number combinations fluency and math problem-solving skills in third graders with math and reading difficulties: A field-based randomized control trial*. Poster presented at the Institute for Education Sciences Research Conference, Washington, D.C.
4. Fuchs, L. S., Seethaler, P. M., Powell, S. R., & Zumeta, R. O. (2008, April). *Let's find X! Using Pirate Math to teach word problems*. Poster presented at the Council for Exceptional Children Convention and Expo, Boston, MA.
3. Powell, S. R., Seethaler, P. M., & Fuchs, L. S. (2008, April). *Math Flash: Teaching students to know math facts in a flash*. Presentation presented at the Council for Exceptional Children Convention and Expo, Boston, MA.
2. Fuchs, L. S., Fuchs, D., Powell, S. R., Seethaler, P. M., & Zumeta, R. O. (2008, March). *Interventions to enhance math problem solving and number combinations fluency for third-grade students with math difficulties: A field-based randomized control trial*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
1. Powell, S. R., Seethaler, P. M., & Fuchs, L. S. (2007, April). *Pirate Math: Teaching word problem solving to students with math difficulties*. Presentation presented at the Council for Exceptional Children Convention and Expo, Louisville, KY.

INVITED PRESENTATIONS

North Carolina State Improvement Project Spring Conference, Greensboro, NC (2022, April)

Keynote: What's essential in math intervention? (n = 170)

Critical math content across Grades K-8 (n = 41)

How to set goals and monitor progress in math (n = 51)

Math Education Special Education Colloquium, Florida State University, virtual (2022, January)

A focus on problem solving

Professional Associate for Learning Support, Sydney, Australia, virtual (2021, November)

Effective mathematics instruction: A focus on language and multiple representations (n = 20)

Successful Learning Conference, Sydney, Australia, virtual (2021, June)

How to design and deliver effective mathematics intervention (n = 60)

Essential components of mathematics intervention (n = 59)

Texas Association of Supervisors of Mathematics, virtual (2021, March)

Teaching the language of mathematics (n = 45)

- Learning Disabilities Association of America, virtual (2021, February)
Mathematics and students with LD: What we know and what we can do
- The University of Texas at Austin, Advisory Council Meeting (2020, October)
Equitable practices in the College of Education (n = 64)
- Global Math Department, virtual (2020, October)
What works in math intervention (n = 135)
- The University of Texas at Austin, Osher Lifelong Learning Institute, virtual (OLLI; 2020, September)
Narrowing the achievement gap in education: A matter of racial justice (n = 140)
- International Dyslexia Association of Connecticut, virtual (2020, June)
Providing support to students experiencing math difficulty (n = 98)
- Vanderbilt University, Nashville, TN (2020, January)
How one math symbol started a line of research (n = 19)
- Sultan Qaboos University, Muscat, Oman (2019, November)
Explicit instruction in mathematics (n = 30)
Five essential components of mathematics intervention (n = 90)
Helping all students succeed in mathematics
- Division for Learning Disabilities at Teacher Education Division, New Orleans, LA (2019, November)
Mathematics strategies to support intensifying interventions (n = 14)
- Texas Association of Supervisors of Mathematics, Austin, TX (2019, October)
Evidence-based practices to support students with mathematics difficulties (n = 78)
- Idaho School Psychologist Association, Boise, ID (2019, October)
Five components of effective mathematics intervention (n = 160)
- Freie Universität, Berlin, Germany (2019, April)
A word-problem intervention for students with mathematics difficulty
- University of Missouri (2018, December)
The language of mathematics: Research studies about symbols, vocabulary, and word problems
- Nebraska Council for Exceptional Children (2018, May)
Important considerations for mathematics intervention
- The University of Texas at Austin, Advancing STEM Education Research (2018, April)
Investigating the connection between word problems and mathematical symbols

Southern Methodist University, Research in Mathematics Education Conference (2018, February)
How to help students with mathematics difficulties become expert problem solvers

The University of Texas at Austin (2017, November)
Ed Talk: Early math predicts later math: Implications for intervention

University of Wisconsin—Madison (2017, March)
Translating research from educational psychology to children with mathematics difficulty

University of Connecticut (2016, November)
Evidence-based practices in general and special education
Mathematics instruction for students with learning difficulties

National Association of School Psychologists (2016, February)
Tiered instruction in mathematics

Southern Methodist University, Research in Mathematics Education Conference (2015, February)
Solving word problems using schemas

University of Minnesota (2015, February)
Applying for university jobs

University of Connecticut (2014, October)
How to turn one math symbol into a line of research: Advice for graduate students

Iowa State University (2014, October)
From math symbol to math intervention: A randomized-control trial for second-grade students with math difficulty

University of Exeter (2014, March)
Peer-assisted learning strategies in mathematics

PRESENTATIONS: STATES, DISTRICTS, and SCHOOLS

297. State of Ohio – virtual (2022, September)
Community of practice #1: Effective tutoring (n = 84)

296. Berks County Intermediate Unit, Reading, PA – virtual (2022, September)
Math language and fluency (n = 29)

293, 294, 295. Kansas Multi-tier Systems of Supports Symposium, Wichita, KS (2022, September)
Five components of math intervention (n = 180)
Using schemas to teach students to solve word problems (n = 90)
Teaching students according to the Science of Math (n = 125)

- 291, 292. Rio Hondo Independent School District, Rio Hondo, TX (2022, August)
Essential math instruction Day 1 (n = 50)
Essential math instruction Day 2 (n = 50)
290. Medina Valley Independent School District, Castroville, TX (2022, August)
Word problems? No problem! (n = 78)
- 288, 289. Education Service Center 20, San Antonio, TX – virtual (2022, August)
Specially designed math instruction Grades K-3 (n = 9)
Specially designed math instruction Grades 4-8 (n = 7)
287. Hutto Independent School District, Hutto, TX (2022, August)
Word problem problems? Key to math word-problem solving (n = 35)
- 285, 286. Appalachia Intermediate Unit 8, Altoona, PA (2022, August)
Acquisition to fluency via systematic instruction (n = 75)
Attacked word problems with schema instruction (n = 75)
- 282, 283, 284. Virginia Department of Education, Peterburg, VA – virtual (2022, July)
Essentials for mathematics intervention
Manipulatives for Grades K-5
Manipulatives for Grades 6-12
- 280, 281. Education Service Center 3, Victoria, TX – virtual (2022, July)
Data-based decision making in math
Math progress monitoring: Measures, goal setting, and data-based decision making
- 277, 278, 279. Intermediate Unit 12, New Oxford, PA (2022, June)
The Science of Math within an MTSS framework
Best practices in Tier 1 instruction
Word problems? No problem
276. Foothills Academy, Calgary, Alberta – virtual (2022, April)
The five essentials for math intervention for students struggling with math (n = 35)
275. The Oakland Gardens School, New York, NY – virtual (2022, March)
Bridging mathematics and the home
274. Los Fresnos Consolidated Independent School District, Los Fresnos, TX (2022, March)
Essential components of mathematics intervention
- 272, 273. Bogota School District, Bogota, NJ – virtual (2022, March)
Word problems? No problem! (n = 20)
Systematic instruction in mathematics: Modeling

271. Bogota School District, Bogota, NJ – virtual (2022, February)
Systematic instruction in mathematics: Supports
270. Education Service Center 13, Austin, TX (2022, February)
Word problem problems? Effective strategies for math word-problem instruction (n = 63)
269. Education Service Center 3, Victoria, TX (2021, November)
Word problems? No problem! (n = 32)
268. Consortium on Reading Excellence in Education (CORE) – virtual (2021, November)
[Word problems? No problem!](#) (n = 2,200)
- 266, 267. Clearwater Public Schools, Clearwater, KS – virtual (2021, November)
Essential components of mathematics intervention (n = 13)
Word-problem solving: A focus on schemas (n = 13)
265. New York City Department of Education, New York, NY – virtual (2021, October)
Instructional design features of effective Tier 2 intervention (n = 32)
- 263, 264. Leander ISD, Leander, TX – virtual (2021, October)
Effective math components of mathematics intervention: Mathematics language (n = 31)
Effective math components of mathematics intervention: Word-problem solving (n = 31)
262. Marburn Academy, New Albany, OH – virtual (2021, October)
Word problem problems? Effective instruction for math word problems (n = 28)
261. Education Service Center 6, Huntsville, TX (2021, October)
Effective components of mathematics intervention (n = 26)
260. New York City Department of Education, New York, NY – virtual (2021, October)
The language of mathematics: The importance of precise vocabulary in the MTSS guide (n = 64)
259. Katy Independent School District, Katy, TX – virtual (2021, August)
Mathematics progress monitoring and determining response (n = 70)
- 257, 258. Kerrville Independent School District, Kerrville, TX (2021, August)
Intensive intervention in elementary mathematics (n = 22)
Intensive intervention in secondary mathematics (n = 25)
256. Education Service Center 3, Victoria, TX (2021, July)
Effective components of mathematics intervention (n = 36)
255. Education Service Center 20, San Antonio, TX – virtual (2021, June)
Abandon key words: How to effectively teach word-problem solving (n = 91)

254. Austin Independent School District – virtual (2021, June)
Mathematics intervention in Grades 2-5: Inclusion in Texas modules (n = 25)
Mathematics intervention in Grades 6-8: Inclusion in Texas modules (n = 12)
253. Pennsylvania Training and Technical Assistance Network, Harrisburg, PA – virtual (2021, April)
Evidence-based math practices and interventions for middle and high school learners (n = 24)
- 249-252. Division for Research – virtual (2021, March)
Five full years (n = 55)*
Research agenda (n = 40)
Teaching and service (n = 35)
Promotion and tenure committees (n = 34)
248. Consortium on Reading Excellence in Education (CORE) – virtual (2021, January)
Multi-tiered systems of support: Designing and implementing interventions for mathematics learning (n = 498)
247. Education Service Center 2, Corpus Christi, TX – virtual (2020, November)
Essential components of mathematics intervention (n = 34)
246. Consortium of State Organizations for Texas Teacher Education – virtual (2020, October)
TIER materials to enhance the pre-service teaching curriculum
- 239-245. Division for Research – virtual (2020, October)
What is the job search process? (n = 86)
How do I prepare my application? (n = 80)
What should I expect in an initial interview? (n = 66)
What happens during an on-campus interview? (n = 60)
What about the job talk? (n = 52)
I have an offer...now what? (n = 51)
238. Tiered Interventions using Evidence-based Research (TIER) – virtual (2020, September)
Intervention within remote learning environments: Mathematics (n = 112)
- 235, 236, 237. William and Mary, Training and Technical Assistance Center – virtual (2020, August)
Word problems? No problem! Attack strategies and additive schemas (n = 26)
Word problems? No problem! Multiplicative schemas
Word problems? No problem! Multi-step word problems
- 232, 233, 234. Lincoln Intermediate Unit 12, New Oxford, PA – virtual (2020, July)
Essentials of multi-tiered systems of support in mathematics (n = 86)
How to design targeted and intensive intervention (n = 45)
How to deliver targeted and intensive intervention (n = 22)
231. Pennsylvania Training and Technical Assistance Network, Harrisburg, PA – virtual (2020, July)

Teaching students to solve addition and subtraction word problems (n = 166)

230. New York City Department of Education, New York, NY (2020, May)

Data-based individualization: Planning for next year (n = 3)

229. New York City Department of Education, New York, NY (2020, March)

Data-based individualization: Rational numbers and problem solving (n = 6)

227, 228. Griffin RESA Griffin, GA (2020, February)

Five essential components of mathematics intervention (n = 87)

Word problems? No problem! (n = 46)

226. Education Service Center 20 San Antonio, TX (2020, January)

Intensive interventions to improve the mathematics outcomes (n = 43)

225. State of North Carolina (2019, November)

Task analyze learning progressions to identify where to start intensive intervention (n = 16)

223, 224. New York City Department of Education, New York, NY (2019, October)

Data-based individualization: Introduction (n = 22)

Data-based individualization: School-level support (n = 5)

222. Education Service Center 10, Richardson, TX (2019, September)

Data-based individualization in secondary mathematics (n = 18)

221. Judson ISD, Live Oak, TX (2019, September)

Intensive intervention in mathematics: Hands-on tools for rational numbers and algebra (n = 13)

218, 219, 220. Commonwealth Charter Academy, Malvern, PA (2019, August)

Five essential components of mathematics intervention

Using concrete and pictorial tools to help students understand fractions

Effective word-problem instruction

216, 217. Boerne ISD, Boerne, TX (2019, August)

Effective Word-Problem Solving: Grades K-2

Effective Word-Problem Solving: Grades 3-5

215. Judson ISD, Live Oak, TX (2019, August)

Intensive intervention in mathematics: Explicit instruction, precise language, and hands-on tools for whole numbers

209, 210, 211, 212, 213, 214. Pflugerville ISD, Pflugerville, TX (2019, August)

Using manipulatives to teach early numeracy

Using manipulatives to teach addition and subtraction

Using manipulatives to teach multiplication and division

Using manipulatives to teach fraction concepts
Using manipulatives to teach fraction computation
Using manipulatives to teach geometry

208. Region 15, San Angelo, TX (2019, July)
Data-based individualization in mathematics
207. Summer 2019 RTI Leadership Institute, Austin, TX (2019, June)
Data-based individualization (DBI) in mathematics
206. Kerrville ISD, Kerrville, TX (2019, June)
Intensive interventions to improve mathematics outcomes for students with learning difficulties
205. New York City Department of Education, New York, NY (2019, May)
Data-based individualization in mathematics: Planning for 2019-2020 school year
204. EdVestors, Boston, MA (2019, May)
Teaching mathematics to students with disabilities
203. New York City Department of Education, New York, NY (2019, March)
Data-based individualization in mathematics: Rational numbers and word problems
202. Texas Association of Secondary School Principals Conference, Austin, TX (2019, March)
Essential components of mathematics intervention
201. Education Service Center 20, Live Oak, TX (2019, February)
Intensive interventions to improve the mathematics outcomes for students with learning difficulties
200. Heights Christian Schools, La Mirada, CA (2019, February)
Five components of effective mathematics instruction
199. Education Service Center 20, San Antonio, TX (2018, December)
Intensive interventions to improve the mathematics outcomes for students with learning difficulties
198. National Center for Intensive Intervention (2018, November)
Knowledge building: Tiers 2 and 3
- 196, 197. Education Service Center 13, Austin, TX (2018, October)
Math interventions – Tier 2
Math interventions – Tier 3
195. HELP Group Summit, Los Angeles, CA (2018, October)
Six effective components of mathematics instruction for students with learning difficulties

194. Park Academy, Lake Oswego, OR (2018, October)
Considerations for mathematics intervention
- 191, 192, 193. Ralston Schools, Ralston, NE (2018, October)
Conceptual understanding of early numeracy
Conceptual understanding of addition and subtraction
Conceptual understanding of multiplication and division
190. Los Fresnos CISD, Los Fresnos, TX (2018, October)
Multi-tier support for students with mathematics difficulty
189. New York City Department of Education, New York, NY (2018, October)
Data-based individualization in mathematics: Session 1
188. Pflugerville ISD, Pflugerville, TX (2018, September)
Considerations for mathematics intervention
- 186, 187. Marburn Academy, New Albany, OH (2018, September)
The language of mathematics: Grades K-6
The language of mathematics: Grades 7-12
185. Pleasanton ISD, Pleasanton, TX (2018, August)
Effective problem solving
184. Eanes ISD, Austin, TX (2018, June)
Considerations for mathematics intervention
- 182, 183. Austin ISD, Austin, TX (2018, June)
Word problems? No problem!
Effective problem solving: A focus on word-problem structures
- 180, 181. Content Teaching Academics, Harrisonburg, VA (2018, June)
Five essential components for mathematics intervention
Evidence-based interventions and practices for students with mathematics difficulty
179. Eanes ISD, Austin, TX (2018, June)
Considerations for mathematics intervention
178. Summer 2018 RTI Leadership Institute, Austin, TX (2018, June)
Intensive intervention
- 176, 177. IU13, Lancaster, PA (2018, June)
How to teach elementary math problem solving
How to teach problem solving in middle school

175. Building RTI Capacity Spring Institute, San Antonio, TX (2018, May)
Intensive intervention in mathematics
174. Ferguson/Florissant School District, Ferguson, MO (2018, May)
Manipulatives for middle school mathematics intervention
173. New York City Department of Education, New York, NY (2018, May)
Data-based individualization in mathematics: Planning for 2018-2019
172. Casis Elementary, Austin, TX (2018, March)
Mathematics in school and home: What we've learned from research
171. Building RTI Capacity Winter Institute, El Paso, TX (2018, March)
Intensive intervention in mathematics
170. EdVestors, Boston, MA (2018, March)
Mathematics for students with learning difficulties
169. New York City Department of Education, New York, NY (2018, March)
Data-based individualization in mathematics: Rational numbers and word problems
168. Navarro ISD, Seguin, TX (2018, March)
Mathematics support for students with learning difficulties
167. Building RTI Capacity Winter Institute, Plano, TX (2018, February)
Intensive intervention in mathematics
166. Pleasanton ISD, Pleasanton, TX (2018, January)
Considerations for students with mathematics difficulties
165. Ferguson/Florissant School District, Ferguson, MO (2017, November)
Mathematics instruction
164. ESU3, Omaha, NE (2017, October)
Mathematics intervention
163. New York City Department of Education, New York, NY (2017, October)
Data-based individualization in mathematics: Overview
162. Pennsylvania Training and Technical Assistance Network, Harrisburg, PA (2017, October)
Evidence-based practices related to problem solving
161. Grand Blanc Academy, Grand Blanc, MI (2017, September)
Effective word-problem solving: Pirate Math

- 158, 159, 160. Kansas Multi-tier Systems of Supports Symposium, Wichita, KS (2017, September)
Early numeracy concepts
Mathematics peer tutoring in the early elementary grades
Mathematics symbols and vocabulary in the elementary grades
- 156, 157. Partnership Academy, Richfield, MN (2017, September)
Grades K-1 Peer Assisted Learning Strategies
Grades 2-6 Peer Assisted Learning Strategies
155. American Institutes of Research, Central Fall, RI (2017, September)
Grades 2-6 Peer Assisted Learning Strategies
154. AISD Science and Mathematics X Conference, Austin, TX (2017, August)
Using hands-on materials to support learning of the operations
153. Summer RTI Leadership Summit, Austin, TX (2017, August)
Using data: Intervention
- 150, 151, 152. Content Teaching Academics, Harrisonburg, VA (2017, June)
Keynote
Effective mathematics instruction for students with learning difficulties (grades 6 and 7)
Effective mathematics instruction for students with learning difficulties (grade 8 and beyond)
149. New York City Department of Education, New York, NY (2017, June)
Data-based individualization and mathematics
148. Texas Regional Collaboratives, Austin, TX (2017, May)
Research to practice: Explicit instruction and word problems for upper elementary students
147. EdVestors, Boston, MA (2017, May)
Teaching of students with mathematics learning difficulties
146. New York City Department of Education, New York, NY (2017, April)
Differentiation of algebra for students with learning difficulties
145. ESU3, Omaha, NE (2017, February)
Using manipulatives to improve mathematics instruction
144. Ferguson/Florissant School District, Ferguson, MO (2017, February)
Using evidence-based practices in mathematics across tiers of instruction
143. New York City Department of Education, New York, NY (2017, February)
Rtl in mathematics: Putting together a school-wide Rtl plan
142. New York City Department of Education, New York, NY (2017, January)

Rtl in mathematics: Tiers 2 and 3 instruction

141. New York City Department of Education, New York, NY (2016, December)
Rtl in mathematics: Tier 1 instruction
140. Wayside Charter Schools, Austin, TX (2016, December)
Explicit instruction and the concrete-representational-abstract framework
139. E3 Alliance, Austin, TX (2016, November)
Mathematics trajectories across elementary and secondary schools
138. ESU3, Omaha, NE (2016, November)
Effective mathematics instruction
137. Ferguson/Florissant School District, Ferguson, MO (2016, November)
Evidence-based practices in mathematics
136. New York City Department of Education, New York, NY (2016, November)
Rtl in mathematics: Tiered instruction
- 134, 135. The Hill Center, Durham, NC (2016, October)
Tiered instruction in mathematics
Effective ways to help your child with math
- 132, 133. Pennsylvania Training and Technical Assistance Network, Harrisburg, PA (2016, October)
Effective word-problem solving
Symbols and vocabulary in elementary mathematics
131. Saline Schools, Saline, MI (2016, October)
Mathematics instruction
130. San Angelo Independent School District, San Angelo, TX (2016, October)
Effective mathematics instruction
- 128, 129. Wayside Charter Schools, Austin, TX (2016, October)
Counting and operations
Word-problem solving in the elementary grades
127. Ferguson/Florissant School District, Ferguson, MO (2016, September)
Observations and feedback of mathematics teaching
- 123, 124, 125, 126. MTSS Symposium, Wichita, KS (2016, September)
Early numeracy progressions
Effective word-problem solving
Hands-on materials for algebra

Importance of understanding math symbols and math vocabulary

122. Wayside Charter Schools, Austin, TX (2016, September)
Word-problem solving
121. San Angelo Independent School District, San Angelo, TX (2016, August)
Effective mathematics instruction in middle school
- 119, 120. Allen Parish Schools, Oberlin, LA (2016, June)
Effective mathematics instruction for elementary students
Effective mathematics instruction for secondary students
- 115, 116, 117, 118. Boston Public Schools, Boston, MA (2016, June)
Common barriers to student learning of mathematics: Whole numbers
Common barriers to student learning of mathematics: Rational numbers
Word-problem solving: Pirate Math
Computation: Math Wise
114. Content Teaching Academies, Harrisonburg, VA (2016, June)
Principles of mathematics instruction for students with learning difficulties
113. Training Institute on Autism, Tallahassee, FL (2016, June)
Effective mathematics instruction
112. Saline Area Schools, Saline, MI (2016, June)
Effective mathematics instruction
111. San Angelo Independent School District, San Angelo, TX (2016, June)
Effective mathematics instruction in middle school
- 109, 110. New York City Department of Education, New York, NY (2016, May)
Teaching mathematics to students with mathematics difficulty
Response to intervention
108. Grand Haven Area Public Schools, Grand Haven, MI (2016, April)
Effective mathematics instruction
107. Saline Area Schools, Saline, MI (2016, April)
Effective mathematics instruction
106. Ferguson/Florissant School District, Ferguson, MO (2016, March)
Mathematics and manipulatives: Rational numbers
- 104, 105. Rehab Seminars, Seattle, WA (2016, March)
Using manipulatives for students struggling with mathematics (K-3)

Using manipulatives for students struggling with mathematics (4-8)

103. New York City Department of Education, New York, NY (2016, March)
Peer tutoring
102. Haut Gap Middle School, Johns Island, SC (2016, February)
Word-problem solving
101. Uplift Charter Schools, Dallas, TX (2016, January)
Geometry and measurement
100. Ferguson/Florissant School District, Ferguson, MO (2015, December)
Mathematics and manipulatives: Whole numbers
99. New York City Department of Education, New York, NY (2015, December)
Problem solving
98. Northern Rhode Island Collaborative, Lincoln, RI (2015, December)
Word-problem solving
97. San Angelo Independent School District, San Angelo, TX (2015, December)
Teaching mathematics
96. Etiwanda School District, Rancho Cucamonga, CA (2015, November)
Mathematics professional development
95. New York City Department of Education, New York, NY (2015, November)
Mathematics RtI in New York City
94. Doctor Franklin Perkins School, Lancaster, MA (2015, October)
Manipulatives, mathematics, and problem solving
- 91, 92, 93. Response to Intervention Best Practices Institute, Wilmington, NC (2015, October)
Mathematics assessments for screening and progress monitoring
Mathematics instruction at tier 1
Mathematics interventions at tiers 2 and 3
90. Uplift Charter Schools, Dallas, TX (2015, October)
Mathematics problem solving
89. Etiwanda School District, Rancho Cucamonga, CA (2015, September)
Mathematics professional development
88. Ferguson/Florissant School District, Ferguson, MO (2015, September)
Teaching students with mathematics difficulty: Problem solving

87. Homer Central School District, Homer, NY (2015, September)
Grades 2 through 6 Math PALS
86. Kent Akron Association of School Psychologists, Akron, OH (2015, September)
Tiered instruction in mathematics
85. San Angelo Independent School District, San Angelo, TX (2015, September)
Word-problem solving
84. Reykjavik, Iceland (2015, August)
Mathematics peer-assisted learning strategies
83. Bristol Warren Regional School District, Warren, RI (2015, June)
Teaching mathematics to students with mathematics difficulty
82. Inclusion Institute Region 13, Austin, TX (2015, June)
Solving word problems using schemas
81. Rehab Seminars, San Antonio, TX (2015, May)
Teaching mathematics to students with mathematics difficulty
- 79, 80. Boston Public Schools, Boston, MA (2015, April)
Understanding how language and communication disorders impact mathematics
Building numeracy skills for students with poor working memory
78. Erie Public Schools, Erie, PA (2015, February)
Using manipulatives to teach mathematics
77. Grand Haven Area Public Schools, Grand Haven, MI (2015, January)
Explicit instruction in mathematics for students with mathematics difficulty
- 75, 76. IDEA Schools, Austin, TX (2015, January)
Explicit instruction
Geometry and measurement
- 73, 74. Haut Gap Middle School, Johns Island, SC (2014, November)
Mathematics progress monitoring
Differentiating mathematics instruction
72. East Troy Community Schools, East Troy, WI (2014, October)
Mathematics peer-assisted learning strategies
71. San Angelo Independent School District, San Angelo, TX (2014, October)
Using manipulatives to teach mathematics concepts

70. State of Maryland, Baltimore, MD (2014, October)
Designing intensive intervention for students with severe and persistent academic needs
69. Cheboygan-Otsego-Presque Isle ESD, Indian River, MI (2014, August)
Mathematics peer-assisted learning strategies
68. Swartz Creek Community Schools, Swartz Creek, MI (2014, May)
Explicit instruction in mathematics for students with mathematics difficulty
67. Bemidji Area Schools, Bemidji, MN (2014, March)
Mathematics peer-assisted learning strategies
66. Boston Public Schools, Roxbury, MA (2014, May)
Explicit instruction in mathematics for students with mathematics difficulty
65. Spencerville Local Schools, Spencerville, OH (2014, May)
Mathematics peer-assisted learning strategies
64. Swartz Creek Community Schools, Swartz Creek, MI (2014, May)
Informal academic diagnostic assessment: Using data to guide intensive instruction
63. State of Florida, Tallahassee, FL (2014, March)
Intensive intervention in mathematics
62. Grand Haven Area Public Schools, Grand Haven, MI (2014, January)
Designing intensive intervention for students with severe and persistent academic needs
61. Saline Area Schools, Saline, MI (2013, December)
Informal academic diagnostic assessment: Using data to guide intensive instruction
60. Bethany Christian School, Baton Rouge, LA (2013, August)
Mathematics peer-assisted learning strategies
- 57, 58, 59. Virginia Department of Education, Richmond, VA (2013, August)
Mathematics and manipulatives
Word-problem solving
Progress monitoring in reading and mathematics
56. Covert Public Schools, Covert, MI (2013, March)
Using academic progress monitoring for individualized instructional planning
55. Marion Intermediate School, Marion, VA (2012, April)
Explicit instruction
54. Hazelwood School District, Florissant, MO (2012, February)

Mathematics peer-assisted learning strategies

53. Fairfield County Educational Service Center, Lancaster, OH (2011, November)
Response to intervention: What, why, and how?
52. Old Adobe Union School District, Petaluma, CA (2011, November)
Mathematics peer-assisted learning strategies
51. New York City Public Schools, New York, NY (2011, October)
Mathematics interventions for at-risk learners
50. State of Tennessee Mathematics Summit, Nashville, TN (2011, October)
How progress monitoring is used to inform the decision-making process
49. Grand Prairie Independent School District, Grand Prairie, TX (2011, September)
Mathematics peer-assisted learning strategies
48. Brantley County School District, Nahunta, GA (2011, August)
Mathematics peer-assisted learning strategies
47. Lewiston Public Schools, Lewiston, ME (2011, August)
Mathematics peer-assisted learning strategies
46. Metro Nashville Public Schools, Nashville, TN (2011, August)
Mathematics response to intervention
45. Riverview Charter School, Beaufort, SC (2011, August)
Mathematics peer-assisted learning strategies
44. SAMSchools, Washington, DC (2011, August)
Mathematics peer-assisted learning strategies
43. Forsyth County Schools, Cumming, GA (2011, July)
Mathematics peer-assisted learning strategies
42. City Schools of Decatur, Decatur, GA (2011, March)
Mathematics peer-assisted learning strategies
41. Lewiston Public Schools, Lewiston, ME (2011, March)
Mathematics peer-assisted learning strategies
40. Ball State University, Muncie, IN (2011, February)
Mathematics peer-assisted learning strategies
39. SSTAGE, Dublin, GA (2010, September)

Mathematics peer-assisted learning strategies

38. Burns Elementary School, Burns, WY (2010, December)
Mathematics peer-assisted learning strategies
37. Drury University, Springfield, MO (2010, October)
Mathematics peer-assisted learning strategies
36. Thunder Bay Catholic School District Board, Thunder Bay, Ontario (2010, September)
Mathematics progress monitoring
35. Lighthouse Academies, Chicago, IL (2010, July)
Hands-on mathematics: Learning with manipulatives
34. State of South Carolina, Columbia, SC (2010, June)
Mathematics peer-assisted learning strategies
33. Monroeville Schools, Monroeville, PA (2010, February)
Mathematics peer-assisted learning strategies
32. Metropolitan Regional Educational Service Agency, Smyrna, GA (2010, January)
Mathematics peer-assisted learning strategies
31. Natrona County School District, Casper, WY (2010, January)
Mathematics peer-assisted learning strategies
30. Tecumseh Local School District, New Carlisle, OH (2010, January)
Mathematics peer-assisted learning strategies
29. Education Service Center 13, Austin, TX (2009, September)
Mathematics CBM and RTI at tiers 1 and 2
28. Education Service Center 11, Fort Worth, TX (2009, January)
Mathematics response to intervention
27. Superior North Catholic School Board, Nipigon, Ontario, Canada (2009, January)
Mathematics peer-assisted learning strategies
26. Superior North Catholic School Board, Windsor, Ontario, Canada (2009, January)
Mathematics peer-assisted learning strategies
25. West Virginia Council for Exceptional Children, Logan, WV (2008, October)
Response to intervention in mathematics
24. Education Service Center 20, San Antonio, TX (2008, August)

Response to intervention

23. Hiawatha Valley Education District, Winona, MN (2008, August)
Mathematics peer-assisted learning strategies
22. Hopewell SERRC, Hillsboro, OH (2008, August)
Mathematics peer-assisted learning strategies
21. Maine Township Special Education Program, Des Plaines, IL (2008, July)
Mathematics peer-assisted learning strategies
20. Knox County Schools, Edina, MO (2008, July)
Mathematics peer-assisted learning strategies
19. West Nodaway RI Schools, Burlington Junction, MO (2008, June)
Response to intervention in mathematics
18. State Support Team Region 5, Niles, OH (2008, April)
Mathematics peer-assisted learning strategies
17. Heritage Academy, Augusta, GA (2008, February)
Mathematics peer-assisted learning strategies
16. Educational Service Unit #1, Wakefield, NE (2008, February)
Mathematics peer-assisted learning strategies
15. Northern Ohio SERRC, Vermilion, OH (2007, October)
Mathematics peer-assisted learning strategies
14. Lima City Schools, Lima, OH (2007, October)
Mathematics peer-assisted learning strategies
13. Carnegie Mellon University, Pittsburgh, PA (2007, September)
Mathematics peer-assisted learning strategies
12. Fairlawn Local Schools, Sidney, OH (2007, August)
Mathematics peer-assisted learning strategies
11. Lexington Public Schools, Lexington, MA (2007, August)
Mathematics progress monitoring
10. Heartland Area Education Agency, Johnston, IA (2007, May)
Mathematics peer-assisted learning strategies
9. Nicholls State University, Thibodaux, LA (2006, September)

Mathematics peer-assisted learning strategies

8. Oakland Schools, Waterford, MI (2006, July)
Mathematics peer-assisted learning strategies
7. Eagle Academy, Toledo, OH (2006, June)
Mathematics peer-assisted learning strategies
6. West Central Ohio SERRC, Wapakoneta, OH (2005, November)
Mathematics peer-assisted learning strategies
5. Triad Local Schools, North Lewisburg, OH (2005, September)
Mathematics peer-assisted learning strategies
4. McNairy County Schools, Selmer, TN (2005, July)
Mathematics peer-assisted learning strategies
3. Wheaton School District, Wheaton, IL (2004, September)
Mathematics progress monitoring
2. Great River Area Education Agency, Burlington, IA (2004, April)
Mathematics peer-assisted learning strategies
1. Huron Intermediate School District, Bad Axe, MI (2004, February)
Mathematics peer-assisted learning strategies

PROFESSIONAL DEVELOPMENT

State of Kansas (2022-present)

- Developed modules for Kansas Math Proficiency Project, accessed by all math teachers in the state of Kansas
 - *Module A: Systematic and explicit instruction*
 - *Module B: Building students' understanding, language, fluency, and problem solving*

Inclusion in Texas Math Modules (2020)

- Developed 23 modules with lesson guides, problem sets, and vocabulary cards
- https://www.inclusionintexas.org/apps/pages/index.jsp?uREC_ID=2155039&type=d&pREC_ID=2169859
 - [Module 1: Place Value](#)
 - [Module 2: Comparison](#)
 - [Module 3: Representing Fractions](#)
 - [Module 4: Concepts of Addition](#)
 - [Module 5: Addition of Whole Numbers](#)
 - [Module 6: Addition of Rational Numbers](#)
 - [Module 7: Concepts of Subtraction](#)

- [Module 8: Subtraction of Whole Numbers](#)
- [Module 9: Subtraction of Rational Numbers](#)
- [Module 10: Concepts and Multiplication](#)
- [Module 11: Multiplication of Whole Numbers](#)
- [Module 12: Multiplication of Rational Numbers](#)
- [Module 13: Concepts of Division](#)
- [Module 14: Division of Whole Numbers](#)
- [Module 15: Division of Rational Numbers](#)
- [Module 16: Representing Decimals](#)
- [Module 17: Integers](#)
- [Module 18: Addition and Subtraction on Integers](#)
- [Module 19: Multiplication and Division of Integers](#)
- [Module 20: Functions and Ordered Pairs](#)
- [Module 21: Ratios, Proportions, Rates, and Percentages](#)
- [Module 22: Representing Expressions and Equations](#)
- [Module 23: Solving Equations](#)

National Center on Intensive Intervention (2018-2020)

- Created all materials and videos for *Intensive Intervention in Mathematics Course*
- <https://intensiveintervention.org/training/course-content/intensive-intervention-mathematics>
 - [Module 1: Developing a scope and sequence for intensive intervention](#)
 - [Module 2: Mathematics progress monitoring and determining response](#)
 - [Module 3: Selecting and evaluating evidence-based practices in mathematics](#)
 - [Module 4: intensive mathematics intervention: Instructional delivery](#)
 - [Module 5: Intensive mathematics intervention: Instructional strategies](#)
 - [Module 6: Whole-number content for intensive intervention](#)
 - [Module 7: Rational-number content for intensive intervention](#)
 - [Module 8: DBI for intensive mathematics intervention](#)

SERVICE: NATIONAL

Associate Editor

- *Assessment for Effective Intervention* (2013-2016)
- *Journal of Educational Psychology* (2020-2021)
- *Journal of Learning Disabilities* (2017-present)

Editorial Review Board

- *Assessment for Effective Intervention* (2017-present)
- *Exceptional Children* (2017-present)
- *Journal of Learning Disabilities* (2014-present)
- *Learning Disabilities Research and Practice* (2013-present)
- *Learning Disability Quarterly* (2013-present)
- *Teaching Exceptional Children* (2014-present)

Chair, Knowledge Utilization Committee

- Division of Research, Council for Exceptional Children (2017-2021)

Publications and Communications Committee

- Division for Learning Disabilities, Council for Exceptional Children (2019-present)

Expert Panelist

- Project VOISE (2018)
- Texas Education Agency Commissioner's List of Early Childhood Assessments (2017)

External Committee Member

- Texas Education Agency Special Education Standards Development Committee (2019)
- Texas Education Agency Middle School Advanced Math Pathways Project (2019)

Peer Review: Journals

- *AERA Open*: 2017
- *American Educational Research Journal*: 2019
- *American Journal on Intellectual and Developmental Disabilities*: 2020
- *Assessment for Effective Intervention*: 2021, 2018, 2013 (3)
- *Behavior Research Methods*: 2016 (2)
- *Beyond Behavior*: 2021
- *Bolema: Boletim de Educação Matemática*: 2020 (2)
- *British Journal of Educational Psychology*: 2019
- *Child Development*: 2020, 2018 (2), 2017, 2016, 2015
- *Child Neuropsychology*: 2013
- *Cognition*: 2020
- *Cognition and Instruction*: 2018, 2014, 2012
- *Contemporary Educational Psychology*: 2016
- *Curriculum Journal*: 2016
- *Developmental Psychology*: 2022, 2017, 2015
- *Early Childhood Research Quarterly*: 2020 (2), 2017 (3); 2016 (2)
- *Educational Evaluation and Policy Analysis*: 2013, 2012
- *Education Research*: 2016
- *Educational Research*: 2013
- *Educational Researcher*: 2017 (2), 2016, 2013
- *Educational Studies in Mathematics*: 2021, 2020
- *Empirische Sonderpädagogik (German Journal of Special Education)*: 2022
- *European Child and Adolescent Psychiatry*: 2015
- *Exceptional Children*: 2022, 2021 (2), 2019, 2018, 2017 (2), 2016, 2014
- *Exceptionality*: 2020 (2), 2014 (2), 2013, 2012, 2011 (2)
- *Journal for Research in Mathematics Education*: 2018, 2017, 2016 (2)
- *Journal of Applied Developmental Psychology*: 2020
- *Journal of Autism and Developmental Disorders*: 2020
- *Journal of Early Childhood Literacy*: 2017, 2016, 2015

- *Journal of Educational Psychology*: 2022, 2020 (2), 2019 (3), 2018 (4), 2017 (2), 2016 (3), 2015 (3), 2014, 2013 (2), 2012
- *Journal of Experimental Child Psychology*: 2022, 2021, 2020 (2), 2018 (4), 2017 (3), 2016 (3)
- *Journal of Learning Disabilities*: 2019 (2), 2017 (4), 2016 (4), 2015 (4), 2014 (3), 2013 (3), 2012
- *Journal of Research on Educational Effectiveness*: 2021 (2), 2016 (3), 2015 (2)
- *Journal of Mathematical Behavior*: 2021 (3), 2020, 2019 (2)
- *Journal of Mathematics Teacher Education*: 2020
- *Journal of Numerical Cognition*: 2021
- *Journal of Special Education*: 2022, 2019 (2)
- *Journal of Studies in Educational Evaluation*: 2019
- *Journal of Teacher Education*: 2018
- *Language, Speech, and Hearing Services in Schools*: 2013 (2)
- *Learning Disabilities: A Multidisciplinary Journal*: 2021
- *Learning Disabilities Research and Practice*: 2020 (2), 2019, 2017 (2), 2016 (5), 2015 (4), 2014 (4), 2013 (2), 2012
- *Learning Disability Quarterly*: 2021, 2019, 2018 (2), 2017, 2016 (2), 2015 (2), 2014 (2), 2013
- *Learning and Individual Differences*: 2022, 2021, 2020, 2019, 2017 (3), 2016 (2), 2010
- *Learning and Instruction*: 2022, 2021, 2020, 2019 (2), 2015, 2011
- *Mathematical Thinking and Learning*: 2019, 2017
- *PLOS ONE*: 2019, 2018
- *Psychology in the Schools*: 2022 (2)
- *Research in Mathematics Education*: 2017
- *Remedial and Special Education*: 2021 (3), 2020 (2), 2019 (2), 2018, 2016, 2015 (3), 2014 (2)
- *SAGE Open*: 2020
- *Scandinavian Journal of Educational Research*: 2021
- *School Science and Mathematics*: 2019
- *Scientific Studies of Reading*: 2022
- *Studies in Educational Evaluation*: 2019
- *Teaching and Teacher Education*: 2022, 2017, 2016
- *Teaching Exceptional Children*: 2022, 2019 (2), 2018 (3), 2017 (2), 2016 (5), 2015 (4), 2014 (3)
- *Texas Mathematics Teacher*: 2021, 2019, 2018, 2017
- *The Elementary School Journal*: 2021, 2020 (5), 2019, 2018 (2), 2017, 2016 (2), 2015, 2014
- *ZDM Mathematics Education*: 2019

Guest Editor: Journals

- *The Elementary School Journal*: 2021

Peer Reviewer: Conferences

- American Educational Research Association Annual Meeting: 2019
- Council for Exceptional Children Conference: 2021, 2020, 2019, 2018, 2017, 2016, 2015, 2014, 2013
- Council for Learning Disabilities Conference: 2018, 2017, 2016
- National Council of Teachers of Mathematics Research Conference: 2017, 2016

- North American Chapter of the International Group for the Psychology of Mathematics Education: 2019
- Society for Research in Child Development Biennial Meeting: 2016
- Society for Research on Education Effectiveness (SREE): 2015, 2013, 2011

Grant Reviewer

- Research Council of KU Leuven: 2022, 2020
- National Science Foundation CAREER: 2022, 2021
- National Science Foundation DRK-12: 2022
- National Science Foundation ECR: 2022
- Center for the Advancement of Science in Space for the International Space Station: 2021
- National Academy of Education/Spencer Foundation Dissertation Fellowship: 2022, 2020
- Institute of Education Sciences, Mathematics and Science: 2019, 2018
- German Research Foundation: 2018
- Institute of Education Sciences, Low-Cost, Short-Duration Evaluation of Education Interventions, STEM: 2018

Peer Reviewer: Other

- Campbell Collaboration: 2017

SERVICE: UNIVERSITY

The University of Texas at Austin, Austin, TX

- Principal Investigator Support Committee (2022-present)
- Speaker at College of Education Advisory Council (2021, October)
- Texas Education Curriculum Literacy Research Committee (2021-2022)
- Faculty search committee for college-wide position for data science and analytics (2021, fall)
- Social Justice Research Forum (2020-present)
- College of Education Prevention Science committee (2020-2021)
- Department of Special Education consultative committee for department chair (2020, spring)
- Faculty search committee for college-wide position in bilingual education (2019, fall)
- Faculty search committee for assistant professor position in STEM education (2018, fall)
- College of Education Research committee (2018-2020)
- Department of Special Education recruitment fellowship committee (2018-present)
- Faculty search committee for assistant professor position in Special Education (2017, fall)
- Department of Special Education selection committee for undergraduate scholarships (2017, May)
- Department of Special Education recruitment fellowship committee (2017, spring)
- Selection panel for 2017 NSF Research Training Program UT internal competition (2016, fall)
- Department of Special Education student fellowship committee (2016, fall)
- Faculty panelist at family weekend (2016, September)
- Focus group for UT faculty gender equity council (2016, March)
- Faculty search committee for open rank position in Special Education (2015, fall)
- Speaker and UT Student Council for Exceptional Children (2015, September)

- Department of Special Education selection committee for undergraduate scholarships (2015, May)
- Assistant professor dialogue series: Dean Iverson (2015, March)
- Panelist at College of Education *I Love Conferences* (2015, February)
- Department of Special Education consultative committee for department chair (2015, spring)
- College of Education Graduate Student Research Award selection committee (2015, January),
- Faculty search committee for assistant professor of early childhood position in Special Education (2014, fall)
- Panelist at College of Education *I Love Conferences* (2014, February)

University of Virginia, Charlottesville, VA

- Presenter at Education Council faculty jobs workshop (2012, December)
- Presenter at Education Council APA workshop (2012, November)
- Reviewer of graduate student travel stipends (2012, April)
- Speaker at Curry Research Conference (2012, January)

SERVICE: ADVISING AND STUDENTS

Doctoral advisees

- Alison Hardy (2022-present)
 - Leaders Investigating Mathematics Evidence (LIME) Scholar (OSEP funded)
- Jessica Mao (2022-present)
 - Leaders Investigating Mathematics Evidence (LIME) Scholar (OSEP funded)
- Sarah Gorsky King (2021-present)
 - 2022 Texas Council for Learning Disabilities Mini-Grant Award
- Danielle Lariviere (2021-present)
 - National Center on Leadership in Intensive Intervention (NCLII) Scholar (OSEP funded)
- Syeda Akther Sharjina (2021-present)
- Tessa Arsenault (2020-present)
 - National Center on Leadership in Intensive Intervention (NCLII) Scholar (OSEP funded)
- Zhina Shen (2019-present)
- Samantha Bos (2018-2022)
 - Research Associate at Gibson Consulting (2022-present)
 - Defended dissertation March 2022: *The impact of a mathematics workshop on mathematics teachers' knowledge and skills*
 - 2021-2022 Division for Research Doctoral Student Scholar
 - 2019-2020 College of Education Graduate Student Research Award
- Xin Lin (2018-present)
 - Assistant Professor at the University of Macau (2022-present)
 - Defended dissertation April 2022: *Effectiveness and responsiveness of a fraction vocabulary intervention for students experiencing mathematics difficulty in Grade 4*
 - 2021-2022 University Graduate Continuing Fellowship
 - 2020-2021 Division for Research Doctoral Student Scholar
 - 2020 Division for Learning Disabilities Candance S. Bos Innovation grant

- 2020-2021 University Graduate Continuing Fellowship
- Brenda Zaparolli (2016-2020)
 - Defended dissertation December 2020: *Effects of a mathematics word problem intervention for English Learner students with mathematics difficulty*
- Sarah Benz (2015-2018)
 - Research Associate at the American Institutes for Research (2018-present)
 - Defended dissertation April 2018: *The effect of behavior within a word-problem intervention student students with mathematical difficulties*
 - Published in *Remedial and Special Education* (Benz & Powell, 2021) as *The influence of behavior on performance within a word-problem intervention for students with mathematics difficulty*
- Suzanne Forsyth (2015-2019)
 - Special Education Coordinator at Burleson-Milam Special Services (present)
 - Defended dissertation April 2019: *The effects of a teacher-led numeracy read-aloud routine on the expressive math-talk of at-risk preschoolers*
 - 2018-2019 University Graduate Continuing Fellowship
- Le Tran Ozor (2015-2019)
 - Research Associate at The University of Texas at Austin (2019-present)
 - Defended dissertation July 2019: *Increasing equity and access for ELs through IEPs: A professional development on preparing teachers to develop culturally and linguistically responsive levels of academic achievement and functional performance statements within Individualized Education Programs*
- Melissa K. Driver (2011-2015); University of Virginia
 - Associate Professor at Kennesaw State University (2015-present)
 - Defended dissertation March 2015: *Word-problem instruction for English learners: A culturally and linguistically responsive approach*
 - Published in *Learning Disability Quarterly* (Driver & Powell, 2017) as *Culturally and linguistically responsive schema intervention: Improving word problem solving for English language learners with mathematics difficulty*
 - 2016 Council for Exceptional Children, Division of Research, Student Research Award

Post-Doctoral mentees

- Tasia Brafford (2021-2023)
 - Meadows Center for Preventing Educational Risk Post-Doctoral Fellow (IES funded)
- Genesis Arizmendi (2021-2023)
 - The University of Texas at Austin Provost's Early Career Fellows

Dissertation committees

- Molly Oshinski (2022)
- Steven Maddox (2021-2022)
- Xin Lin (2021-2022)
- Samantha Bos (2021-2022)
- Brenda Zaparolli (2020)
- Amanda Martinez-Lincoln (2019)

- Suzanne Forsyth (2019)
- Le Tran (2019)
- Shih-Tui Wang (2019-2020)
- Sarah Benz (2018)
- Elizabeth Stevens (2018)
- Jihyun Lee (2017-2018)
- Garrett Roberts (2015-2016)
- Melodee Walker (2015-2016)
- Marcie Belfi (2015)
- Sarah Arden (2014-2015)
- Fangjuan (Vivian) Hou (2014-2015)

Research Mentoring (thesis) committees

- Tessa Arsenault (2022)
- Jenna Gersib (2022)
- Sarah Gorsky King (2021)
- Zhina Shen (2021)
- Zainab Unal (2020)
- Brenda Zapparoli (2019)
- Rene Grimes (2019)
- Maryam Nozari (2018)
- Amanda Martinez-Lincoln (2018)
- Shih-Tui Wang (2017)
- Sarah Benz (2017)
- Suzanne Forsyth (2017)
- Le Tran Ozor (2017)
- Jihyun Lee (2016)
- Phillip Capin (2016)
- Joseph Grubbs (2015)
- Laci Watkins (2015)
- Julie Martinez (2014)

Master's thesis advisee

- Steven Maddox (2017)

Master's thesis committee

- Lexy House (2015)

Master's advisees

- Emily Donnan (2017-2018)
- Linda Maher (2017-2019)
- Dana Rathbun (2017-2018)
- Peter Biggs (2016)
- Raymond Flores (2015-2017)

- Darielle Mitchell (2014-2015)

External Reviewer of dissertation

- Heather Douglas, Carleton University, Ottawa, Canada (2020, September)
- Muhammad Javed Aftab, University of the Punjab, Pakistan (2017, May)

SERVICE: OTHER

- Consultant, ServeMinnesota for K-3 Math program (2021, June)
- Consultant, ServeMinnesota for K-3 Math program (2020, February)
- National Center for Leadership in Intensive Intervention (2020-2024)
 - Admissions committee
 - Curriculum committee
- Consultant, *Measuring Early Mathematical Reasoning Skills* awarded by National Science Foundation to Southern Methodist University (2018, Spring)
- National Center for Leadership in Intensive Intervention (2015-2020)
- Panelist, Texas Association of Business, Austin, TX (2015, November)
- Presenter, Austin ISD Summer Institute, Austin, TX (2015, June)
- Presenter, Region 13 Summer Institute, Austin, TX (2015, June)
- Presenter, Middle School Matters Summer Institute, Austin, TX (2015, June)
- Panelist, National Academy of Education/Spencer Postdoctoral Fellowship Q&A for potential applicants, American Educational Research Association Annual Meeting, Chicago, IL (2015, April)

UNIVERSITY TEACHING

The University of Texas at Austin, Austin, TX

- EDC 370E: Elementary Mathematics Methods (Fall 2022, 2021, 2020, 2018, 2017, 2016, 2015, 2014)
- SED 372: Assessment of Individuals with Mild/Moderate Disabilities (Fall 2013)
- SED 383: Assessment in Special Education (Fall 2016)
- SED 383: Intensive Mathematics Interventions for Students with Mathematics Disabilities and Difficulties (Spring 2019, 2018, 2017, 2016, 2015, 2014)
- SED 395D: Seminar in Mathematics (Spring 2022)
- SED 395D: Seminar in Learning Disabilities (Spring 2017)
- SED 393: Applied Research in Special Education (Summer 2017)
- SED 695A: Professional Seminar A (Fall 2021)
- SED 393: Applied Research in Special Education (Summer 2017)
- SED 395D: Seminar in Learning Disabilities (Spring 2017)

University of Virginia, Charlottesville, VA

- EDIS 5000: Exceptional learners (Fall 2012)
- EDIS 5060: Math for special and elementary education (Fall 2012, 2011; Summer 2013, 2012)
- EDIS 5140: Methods and collaboration in special education (Spring 2013, 2012)
- EDIS 5320: Mathematics in elementary schools (Fall 2012, 2011)

Vanderbilt University, Nashville, TN

- SPED 2870: Accommodating academic diversity in grades K-3 (Spring 2011)
- SPED 3000: Education and psychology of exceptional learners (Summer 2008)
- SPED 3830: Advanced instructional principles and procedures in mathematics and learning strategies for students with disabilities (Fall 2010, 2009, 2008)

AWARDS

2022	Dean's Distinguished Research Award The University of Texas at Austin
2019	Presidential Early Career Award for Scientists and Engineers (PECASE) Nominee from the U.S. Department of Education
2018	Distinguished Early Career Research Award Division for Research, Council for Exceptional Children
2016	Samuel A. Kirk Award, Best Practitioner Article in 2015 Division for Learning Disabilities, Council for Exceptional Children
2011	Early Career Publication Award Division for Research, Council for Exceptional Children
2010	Dissertation Award Division for Learning Disabilities, Council for Exceptional Children
2009	Outstanding Researcher Award (i.e., Dissertation Award) Council for Learning Disabilities
2009	Robert Gaylord-Ross Award for Excellence in Scholarly Writing Department of Special Education, Vanderbilt University
2009	Dick Shores Teacher Education Award Department of Special Education, Vanderbilt University
2005-2009	Predocctoral Fellowship Institute of Education Sciences

MEDIA

About, From, and With Podcast (2022, August)

Preparing faculty job applications

<https://open.spotify.com/episode/0ehk4i95RAcuPYkYPvKOZQ?si=5f825b3f420a4689&nd=1>

National Institutes of Health, Loan Repayment Program (2022, August)*Supporting the next generation of researchers (n = 609)***Clubhouse: Educational Diagnosticians** (2022, June)*Efforts to reduce academic risk at the Meadows Center***PaTTAN Pod** (2022, March)*The Science of Math*<https://blubrriy.com/pattanpod/84387509/the-science-of-math/>**The Science of Math** (2021, October)*What is the Science of Math?*https://www.youtube.com/watch?v=ZYXWQA_Zilo&t=63s**Progress Center** (2021, August)*Six key instructional practices for accelerating learning and promoting progress for students with disabilities (n = 289)*<https://promotingprogress.org/resource/six-key-instructional-practices-webinar>**Good Day Austin** (2021, June 30)

Discussion about STAAR mathematics scores in Texas

<https://www.fox7austin.com/video/950068>**Williams & Mary Training and Technical Assistance Center** (2021, February)*Word problems? No problem!*<https://education.wm.edu/centers/ttac/resources/webinar/wordproblemsnoproblem/index.php>**Research to Practice** (2021, January)*Effects of a word-problem intervention on word-problem language features*<https://www.youtube.com/watch?v=gd0uy-4IMGI&feature=youtu.be>**Global Math Department** (2020, October)*What works in math intervention*<https://www.bigmarker.com/GlobalMathDept/What-Works-in-Math-Intervention?bmid=3dd02bafcf59>**Researchers and Teachers Connect** (2019, December)*Effective word-problem instruction*https://www.youtube.com/watch?v=G7pWlb4X_Zc&feature=youtu.be**Council for Exceptional Children and Institute of Education Sciences** (2019, November)*How to design and deliver effective math intervention (n = 1,100)*<https://exceptionalchildren.org/webinar/how-design-and-deliver-effective-math-intervention>**The National Center for Intensive Intervention Webinar** (2019, Summer)*Make your course count: Preparing educators to support students with mathematics difficulty*

<https://intensiveintervention.org/resource/make-your-course-count-preparing-educators-support-students-math-difficulty>

ChildNEXUS (2018, Fall)

Important components of effective math intervention

<https://www.childnexus.com/blog/article/important-components-of-effective-math-intervention>

Council for Exceptional Children Podcast (2017, Fall)

Instead of that, say this!

<http://pubs.cec.sped.org/instead-of-that-say-this/>

National Center on Intensive Intervention (2016, Fall)

Teaching counting instructional videos

<http://www.intensiveintervention.org/resource/teaching-counting-instructional-videos>

Council for Exceptional Children Webinar (2016, October)

Calculation and word-problem interventions for elementary students with mathematics difficulty

<http://www.pubs.cec.sped.org/web1511a/>

Mathematics Education Podcast (2015, May)

Everybody counts, but usually just to 10!

http://mathed.podomatic.com/entry/2015-05-04T06_48_40-07_00

RESEARCH EXPERIENCE

Meta-Analysis Training Institute, 2022

Fellow, 2013-present

Meadows Center for Preventing Education Risk, Mathematics Institute, Austin, TX

Principal Investigator, 2011-2013

Curry School of Education, University of Virginia, Charlottesville, VA

Research Associate, 2009-2011

Department of Special Education, Vanderbilt University, Nashville, TN

Project Coordinator, 2005-2009

Department of Special Education, Vanderbilt University, Nashville, TN

Teacher II, 2002-2005

Department of Special Education, Vanderbilt University, Nashville, TN

Research Assistant, 2000-2001

Department of Special Education, Vanderbilt University, Nashville, TN

OTHER EDUCATIONAL EXPERIENCE

Board of Directors (2015-present)

Meadows Center for Preventing Educational Risk, Austin, TX

Task Force (2015)

National Science Foundation

- *Conceptualizing elementary mathematical writing: Implications for mathematics education stakeholders*, Storrs, CT

Expert Reviewer (2015)

Research in Mathematics Education, Southern Methodist University, Dallas, TX

- Reviewed survey of kindergarten teachers' mathematics instructional practices

Consultant (2014-present)

Middle School Matters Project, George W. Bush Institute, Dallas, TX

- On-site visits to middle schools in Pennsylvania, South Carolina, and Texas
- Conducted webinar on effective mathematics instruction
- Edited mathematics Field Guide

Consultant (2012-present)

American Institutes for Research, Washington, DC

- Provide professional development on data-based individualization and mathematics
- Created guides on counting, number combinations, and computation for the National Center on Intensive Intervention

External Reviewer (2011)

The University of Chicago School Mathematics Project, Chicago, IL

- Provided feedback on *Everyday Mathematics* (4th ed.) content for students with disabilities

Technical Review Committee Member (2009-present)

National Center for Intensive Intervention, Washington, DC

- Evaluate Tier 3 interventions in mathematics for a national intervention website

National Center on Response to Intervention, Washington, DC

- Evaluated Tier 2 and 3 interventions in reading and mathematics for a national RTI website

Consultant (2004-present)

- Provide workshops to school districts (over 100) across the country on progress monitoring, RTI, manipulatives and mathematics, and Math Peer Assisted-Learning Strategies (PALS)
- Presented internationally in Canada, England, and Iceland

Consultant (2004-2008)

American Institutes for Research, Washington, DC

- Created manuals and presentations on reading, math, writing, and spelling progress monitoring and RTI.

- Created math RTI case studies.

Consultant (2003)

Institute for the Development of Educational Achievement, Eugene, OR

- Created actuarial database of reading assessment instruments.

Consultant (2002)

Texas Center for Reading and Language Arts, Austin, TX

- Created math problem solving workshop for statewide teacher training.

Pre-First Teacher (2001-2002)

Akiva School, Nashville, TN

Student Teacher (1999)

Woodlawn Elementary School, Danville, KY

Counselor (1996-1999)

Ohio Wesleyan Junior League Gifted and Talented Camp, Delaware, OH

Counselor (1994-2002)

Muscular Dystrophy Camp, Ashley, OH

AFFILIATIONS

- Council for Exceptional Children (CEC)
 - Division for Learning Disabilities
 - Division for Research
- Professional teaching license (PreK-6) Commonwealth of Virginia (2001-2006)