TEXAS Education
The University of Texas at Austin
College of Education

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Sharon Vaughn

Professor, Department of Special Education
Executive Director, Meadows and VGC
Manuel J. Justiz Endowed Chair in Math, Science, and
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Biography   Degrees   Expertise   Publications   Projects & Grants   Awards

Courses   Links

Dr. Sharon Vaughn is the Manuel J. Justiz Endowed Chair in Education and executive director of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. Sharon Vaughn was the Editor-in-Chief of the Journal of Learning Disabilities and the Co-Editor of Learning Disabilities Research and Practice. She is the recipient of the AERA SIG distinguished researcher award and The University of Texas Distinguished faculty award. She is the author of numerous books and research articles that address the reading and social outcomes of students with learning difficulties.

She is currently the Principal Investigator or Co-Principal Investigator on several Institute for Education Sciences, National Institute for Child Health and Human Development, and U.S. Department of Education research grants investigating effective interventions for students with reading difficulties and students who are English language learners.

20

She is the author of more than 35 books, 250 peer-reviewed research articles, and 65 chapters that address issues related to research and practice with learning problems. She has worked nationally and internationally with educators from Japan, Canada, Sweden, Norway, Portugal, Australia, and Singapore.

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FOR PREVENTING EDUCATIONAL RISK

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Sharon Vaughn, Ph.D.

Executive Director, MCPER
Director, Reading Institute
Director, Dropout Prevention Institute
Manuel J. Justiz Endowed Chair in Math, Science, and Technology in Teacher Education
Professor, Department of Special Education: Learning Disabilities/Behavior Disorders program

Research Interests and Expertise

Intervention research for students with learning problems and disabilities

Research Projects and Grants

- Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7–12, Institute of Education Sciences*
- Texas Center for Learning Disabilities, National Institute of Child Health and Human Development*
- Special Education Research and Development Center on School-Based Interventions for Secondary Students With Autism Spectrum Disorders, 2012–2014, $8,000,000*
- Scale-Up Evaluation of Reading Intervention for First-Grade English Learners, Institute of Education Sciences, 2011–2016, $1,470,182*
- Postdoctoral Fellowship on Reading Disabilities and Response to Intervention, Institute of Education Sciences*

*MCPER projects

Boards, Committees, and Associations

- Member: Council for Exceptional Children, International Dyslexia Association, Learning Disabilities Association, Society for Research on Educational Effectiveness
- Review Board: *Annals of Dyslexia, Reading Research Quarterly, Educational Psychology Review, Journal of Research on Educational Effectiveness, Reading and Writing: An Interdisciplinary Journal, American Educational Research Journal, Exceptional Children, Journal of Learning Disabilities, Learning Disability Quarterly, Journal of Special Education, Learning Disabilities Research and Practice*

Recent Awards

- Career Research Excellence Award from The University of Texas at Austin, 2013
- J. Lee Wiederholdt Award from the Council for Learning Disabilities, 2012
- Special Education Research Award from the Council for Exceptional Children, 2012
- Lifetime Achievement Award from the Institute for Literacy and Learning, 2011
- Jeannette E. Fleischner Award for Outstanding Contributions to the Field of Learning Disabilities from the Council for Exceptional Children Division of Learning Disabilities and DLD Professional Development, Ethics, and Standards Committee, 2011
- Albert J. Harris Award from the International Reading Association, 2010

Representative Publications

Vaughn, S., Roberts, G., Wexler, J., Vaughn, M., Fall, A.-M., & Schnakenberg, J. B. (2014). High school students with reading comprehension difficulties: Results of a randomized control trial of a two-year reading intervention. *Journal of Learning Disabilities*. Advance online publication. doi:10.1177/0022219413515511

Vaughn, S., Swanson, E. A., Roberts, G., Wanzek, J., Stillman-Spisak, S. J., Solis, M., & Simmons, D. (2013). Improving reading comprehension and social studies knowledge in middle school. *Reading Research Quarterly, 48*(1), 77–93. doi:10.1002/rrq.039
Note: The What Works Clearinghouse (WWC) found that this study "meets WWC evidence standards without reservation...well-implemented randomized controlled trial."

Vaughn, S., & Fletcher, J. M. (2012). Response to intervention with secondary school students with reading difficulties. *Journal of Learning Disabilities, 45*(3), 241–253. doi:10.1177/0022219412442157

Vaughn, S., Klingner, J. K., Swanson, E. A., Boardman, A. G., Roberts, G., Mohammed, S. S., & Stillman-Spisak, S. J. (2011). Efficacy of collaborative strategic reading with middle school students. *American Educational Research*

22

STARLA SIMMONS, LCSW

starla.simmons@utexas.edu

EDUCATION
University of Texas at Austin
Master of Science in Social Work
Degree Earned: May 2007
Concentration: Clinical

University of Kansas
Bachelor of Social Welfare
Degree Earned: May 2005

TEACHING INTERESTS:
- Social Work Practice and Field Education
- Ecotherapy and Holistic Social Work Practice
- Trauma Informed Practices with People of Color
- Social Justice and Race Equity
- School Social Work Practice
- Community Organizing and Advocacy

PROFESSIONAL HIGHLIGHTS
Austin Independent School District
Behavioral Health Specialist
Austin, TX │ Feb 2015-August 2018
- Coordinate, liaison, and support implementation and sustainability of 1115 Waiver DSRIP Behavioral Health programming for 19 middle and high school campuses
- Support implementation of VOCA Grant services for 22 elementary campuses
- Represent AISD and maintain relations with community stakeholders at various behavioral health committees
- Liaison various Mental Health grant projects throughout the district
- Provide crisis support and professional development to campuses

Austin Independent School District
Social Services Specialist
Austin, TX │ Feb 2012-Jan 2015
- Provide consultation to teachers and administration to create interventions for students' behavioral, academic and social service needs for 12 campuses
- Provide direct service & documentation for families through assessment and linkage to social service agencies in the community
- Serve as a member of both AISD District and Campus Crisis Response Team
- Facilitate professional development for teachers and staff

Communities in Schools of Central Texas
Program Manager
Austin, TX │ Aug 2007-Feb 2012

- Create and implement school-based services for pre-K through 5th grade students in the areas of supportive guidance/counseling, health and human services, parent/family involvement, career awareness, enrichment, and educational enhancement
- Supervise AmeriCorps members, Social Work interns, and volunteers
- Complete required documentation, data, and manage program budget

Communities in Schools of Central Texas
Smart Kids Caseworker
Austin, TX | June 2007-Aug 2007
- Facilitate summer programming, including planning enrichment field trips and activities to increase social skills and self-esteem
- Build relationships with families and students in neighborhood housing
- Plan and implement family events to promote child safety and parental involvement

Austin Independent School District
MSSW Clinical Intern
Austin, TX | Jan 2007-May 2007
- Provide individual, group, and crisis counseling to elementary students using play therapy, sand-tray therapy, solution-focused therapy, cognitive-behavioral therapy
- Assist families in accessing resources
- Work collaboratively with teachers, support staff, and school administration

UT-Austin School of Social Work
MSSW Graduate & Teaching Assistant
Austin, TX | Jan 2006-Dec 2006
- **Office of Student & Community Affairs**: Facilitate student orientation
- **Advanced Social Work Practice:**
  Grade student papers and coursework

Helping Hand Home for Children
MSSW Intern
Austin, TX | Sept 2005-May 2006
- Provide therapeutic interventions to children ages 5 through 12 in residential treatment facility using art, music and play therapy
- Co-facilitate psychotherapy group for girls ages 9 through 12
- Research and develop recruitment tools for foster care program

Wyandot Center for Behavioral Health
Case Manager
Kansas City, KS | Sept 2004-July 2005
- Develop and implement treatment plans and wrap-around services for youth at risk for hospitalization and/or removal from home

STARLA SIMMONS, LMSW

512-809-2574 · starlavictoria@gmail.com

Conference Presentations, Guest Lectures, and Professional Workshops

- *Cultural Considerations in Ecotherapy,* Texas School Social Work Conference, February 2018

- *Building Cultural Competence*, Professional Development workshop for Seedling Foundation, February 2018

- *Dealing with Discomfort: Using Mindfulness to Talk About Race*, Guest Lecture for Social Work Practice class, University of Texas at Austin, February 2018

- *Liberating Structures: Reinventing the How*, Professional Workshop, Guest Facilitator for Alpinista Consulting, August 2017

- *First Year Lessons Learned: Outdoor Afro*, Professional Workshop for National Outdoor Afro Leadership Summit, April 2017

- *Mindfulness Walk for Self-Care,* Professional Development Facilitator for Sierra Club Leadership Retreat, June 2017

- *Community Forum: Breaking the Silence.* Panel Moderator for Austin ISD & Integral Care, May 2017

- *Mindfulness Walk for Self-Care.* Professional Development Facilitator for All-Advisor Retreat, College of Liberal Arts at the University of Texas at Austin, March 2017

- *Structural Racism and Social Work,* Guest Lecture for General Social Work at University of Texas at Austin, September 2016

- *Mentoring Children of Color,* Professional Development Facilitator for Seedling Foundation, November 2016

- *Let's Talk About Race: Using a Racial Equity Lens in School Social Work*, Texas School Social Work Conference, February 2012

- *Self-Care For Teachers,* Professional Development for Austin ISD, As requested yearly, 2012-2015

- *Mindfulness Practice*, Bertha Sadler Means Young Women's Leadership Academy Girls Conference, January 2017/ 2018

- *Structural Racism and Race Equity*, Guest Lecture for Foundations of Social Justice Class, University of Texas at Austin, Fall/Spring, 2012, 2013

VOLUNTEER POSITIONS

- **Board Chair**, *Mama Sana Vibrant Woman,* 2017-present
  - Provide governance over non-profit organization that improves birth outcomes of Black and Latina women
- **Leadership Team**, *Outdoor Afro* 2016-2018
  - Provide outreach, organize, & lead monthly outdoor excursions for the Black community
- **Field Instructor**, *University of Texas as Austin School Social Work*, 2007-2012
  - Supervise BSW & MSW Interns at AISD Elementary School with Communities in Schools of Central Texas

COMMITTEE WORK AND HONORS

- *Chair,* School-Based Work Group for Travis County Children's Mental Health Plan 2016-2017
- *Chair,* Austin ISD Mental Health Alliance, 2015-2016
- *Chair*, Communities in Schools of Central Texas Cultural Competency Committee, 2008-2012
- *Member,* Early Childhood Results Count*, 2017-2018*
- *Member,* Liberating Structures User Group*, 2017*
- *Member,* Travis County Children's Mental Health Plan*,* 2017-present
- *Member,* Trauma Informed Care Consortium, 2015-2017
- *Member,* Austin ISD School Health Advisory Committee*,* 2015
- *Member*, Kids Living Well (formerly Children and Youth Mental Health Planning Partnership) 2015-present
- *Member*, Austin Area African American Behavioral Health Network, 2014-present
- M*ember*, Youth Substance Abuse Prevention Coalition, 2015-2016
- *Member*, UT Social Work Action Alliance, 2006-2007
- Recipient, 2017 Volunteer of the Year, Austin ISD
- *Recipient*, Ellen Carey Scholarship Award in Child Welfare, 2006
- *Participant,* Race Equity Leadership Conference, African American Policy Institute, 2010
- *Student*, Spanish For Social Workers, Universidad de Costa Rica, 2004

Starla Simmons, LCSW is a clinical assistant professor strongly rooted in social justice and racial equity. She worked in Austin ISD for over 10 years providing a range of direct care services to families, students, and staff. Starla has passion for supporting the vitality and resilience of communities of color. She is experienced in holistic practices such as ecotherapy, mindfulness and TBRI (Trust-based Relational Intervention).

In addition to direct services, she worked as the liaison and coordinator for AISD's school mental health centers, providing consultation and operational support for school-based therapy services at 19 middle and high schools.

Starla has facilitated trainings in Austin non-profits around the topics of racial equity, social justice, mindfulness, self-care, and ecotherapy. Previously, she served as an Austin leader for the national non-profit Outdoor Afro, which celebrates and inspires Black leadership in nature. She currently serves as board chair for Mama Sana Vibrant Woman, a local non-profit that provides pregnancy and birth support to women of color.

At home, Starla is Mama Bear to her two children and spirited partner to her husband, Thomas. She loves exploring natural swimming holes, sitting under trees, camping & live music.

https://socialwork.utexas.edu/directory/starla-simmons/

Q1. Project Information

Title of Project	The Effects of a Rational Number Intervention Utilizing the Number Line for Students with Mathematics Difficulties
Applicant Name	Megan Rojo
Department	Special Education

Q2. UT Status

- ○ Faculty
- ○ Master's Student
- ● Doctoral Student
- ○ Other [   ]

Q3. Mailing Address

Address	12820 Veronese Dr
Address 2	
City	Austin
State	TX
Postal code	78739
Phone Number	
Email address	meganrojo@utexas.edu

Q4. UT Faculty Sponsor

Name	Diane P. Bryant
Department	Special Education
Email address	dpbryant@austin.utexas.edu

Q5. Summary of Research Question (40 words or fewer:)

1.What are the effects of a rational number intervention utilizing length models on the mathematics outcomes of students with MD? 2.What are the students' attitudes and perspectives regarding the rational number intervention?

Q6. Study Information

Desired beginning date of study

May or August 2021

Terminal Date

no later than October 2021

Information needed from UT Elementary Database

school level and student level demographics

Q7. Participants Needed

- ☑ Students
- ☐ Teachers
- ☐ Parents
- ☐ Other [ ]

Q8. Student Information

Number of Students

6

Ages

9-10

Time Per Child

14 hours

Q9. Special Requirements

The interventionist will need to pull students from the school day, in groups of two, for about 45 minutes daily. The interventionist will also require a quiet space within the school where the intervention can be administered.

Q11. Read the Guidelines for Conducting Research at UT Elementary School below and agree to adhere to them by entering name below.
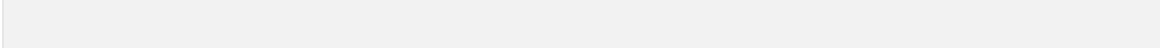
Name	Megan Rojo

Date	04/08/2021

Q12. Attach copy of study protocol and abstract.

Effects of a Rational Number Intervention Utilizing the Number Line for Students with Mathematics Difficulties

Background Information

Students with mathematics difficulties (MD) struggle with rational number concepts more so than average achieving students (Hwang & Riccomini, 2019; Siegler & Pyke, 2013; Van Hoof et al., 2017). These difficulties can stem from the transition from a focus on whole number instruction in primary years to rational number instruction in upper elementary, resulting in the incorrect application of natural number properties to rational number concepts (Ni & Zhou, 2005; Van Hoof et al., 2017). The interference of natural number properties on rational number knowledge is known as the natural number bias (Ni & Zhou, 2005). The natural number bias can interfere with the formation of the following concepts related to rational numbers (Tian & Siegler, 2018): (a) *magnitude*, which refers to the conceptual understanding of the size of a number; (b) *arithmetic,* the manipulation of numbers with multiplication, division, addition, or subtraction; (c) *translation*, the ability to represent a magnitude in multiple notations (i.e., fractions, decimals, related percent); and (d) *density*, the concept that there are an infinite number of rational numbers between any two other rational numbers. All four of these concepts have been correlated with success in complex mathematics courses, such as Algebra I (DeWolf et al., 2015; Hurst & Cordes, 2018). Additionally, students will need to develop a robust understanding of rational numbers represented as fractions, decimals, and related percent to be successful in post-secondary mathematics (Powell et al., 2019). To date, interventions targeting rational numbers for students with mathematics difficulties have focused largely on fraction magnitude and fraction arithmetic, leaving a gap in the intervention research related to the concepts of translation and density (Rojo et al., 2021).

Purpose

The purpose of this project is to expand the evidence-base for rational number understanding in students with MD by modifying a pre-existing intervention focused on the concepts of *translation* and *density*. An intervention will be employed with the intent to increase understanding of fraction and decimal relationships, a fundamental skill in upper elementary mathematics (CCSSM, 2010). The intervention, in its current state, teaches the relationship between fractions and decimal notations through the use of base-10 models. However, the intervention will be modified to incorporate the use of length models (i.e., number lines, fraction and decimal strips, fraction and decimal bars), which are effective for teaching rational number concepts because they emphasize the magnitude of the number by demonstrating the rational number in relation to other numbers (Siegler, 2016).

Theory of Change

The modified intervention is hypothesized to increase numerical development through exposure to two big ideas (Siegler, 2016). The first big idea is that rational numbers can be represented in different notations, yet still represent a unified number system. The second big idea is that rational numbers have magnitude, which can be represented through length models (e.g., number lines). These two big ideas are foundational to prepare students for more complex mathematics tasks that involve rational numbers, such as the arithmetic of fractions. As students become more proficient with more complex rational number tasks, they increase their ability to successfully engage in higher level mathematics courses, such as Algebra I (DeWolf et al., 2015).

Figure 1

Theory of Change
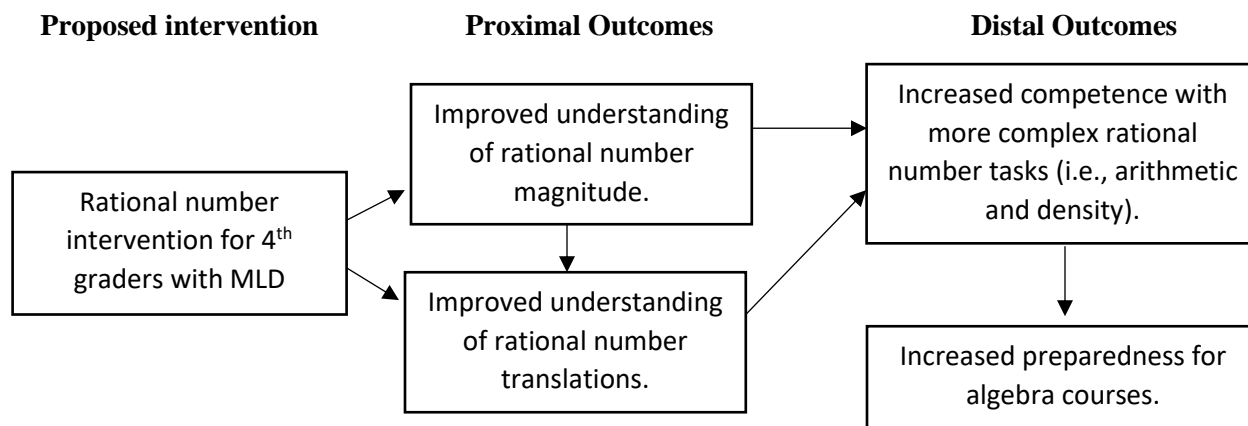
| **Proposed intervention** | **Proximal Outcomes** | **Distal Outcomes** |

Research Questions:
1. What are the effects of a rational number intervention utilizing length models on the mathematics outcomes of students with MD?
2. What are the students' attitudes and perspectives regarding the rational number intervention?

Research Method

Participants and Setting

      The proposed research will take place in an urban, elementary school with a diverse population in the southwestern region of the United States. Participants who have returned the consent and assent forms will be selected to participate by meeting the following screening criteria: (a) those enrolled in the 4th grade at the start of the intervention, (b) described as having mathematics difficulties by their classroom teacher, (c) score below 35th percentile on a screener of mathematics proficiency. The target number of participants will be six students with mathematics difficulties.

Research Design

      The effects of the rational number intervention will be tested through a single case research design. A multiple baseline across participants design will be employed, as is generally recommended for interventions that cannot be reversed, such as academic interventions (Kennedy, 2005). The first group of students will begin the intervention phase after baseline has been established (i.e., minimum of three data points demonstrating a stable trend). After the first group has entered the intervention phase, the second group will begin, followed by the third. Effectiveness of the intervention will be evaluated through visual analysis of experimental control between the baseline and intervention phases across participants.

Independent Variable

      The independent variable in this study is a mathematics intervention that teaches the concepts of translation between fractions and decimals. The intervention incorporates evidence-based practices for struggling learners, such as the use of multiple, visual representations and

explicit and systematic instruction. The rational number lessons are adapted, with permission, from the Fractions to Decimals module of the ESTAR II intervention, which was developed in the Mathematics and Science Institute as part of the Meadows Center for Preventing Educational Risk (https://meadowscenter.org) at the University of Texas at Austin. There are 12 lessons in the modified intervention, each projected to last about 45 minutes in length. The modified lessons will introduce fraction to decimal concepts with length models. There is emerging evidence that students can benefit more from length models when learning about rational number concepts than traditional area model instruction (Fuchs et al., 2013; 2014; 2020). The length models that will be utilized in this intervention include the number line and bar models. The lesson objectives of the rational number intervention include:

1. Modeling, reading, writing tenths and hundredths using objects and models.
2. Generate equivalent fractions with tenths and hundredths.
3. Compare tenths and hundredths when written as fractions.
4. Use place value to read, write, and represent decimals and fractions related to tenths and hundredths.
5. Compose decimals into ones, tenths, and hundredths using length models and a place value math.
6. Write fractions and decimals on a number line.
7. Compare fractions and decimals to the hundredths.
8. Compare a fraction to a decimal number.
9. Compare and order decimals from least to greatest and greatest to least.

Procedure and Timeline

Screening and Assessing Reliability Measures. After the return of consent and assent forms, students will be administered the *easy*CBM Spring mathematics benchmark (University of Oregon, 2013) to determine mathematics difficulty status. The assessment consists of 45 questions and students will have 30 minutes to complete all questions. Students scoring below the 35 percentile and described as having mathematics difficulties by their teacher will be invited to participate in the intervention. Students participating in the study will take a pretest assessing rational number concepts for 4th grade students.

Baseline phase. Rational number probes, lasting five minutes in duration, will be administered to the participating students on a daily basis until a stable trend has emerged (i.e., no less than three data points). After baseline has been established, the intervention will be introduced to the students in groups of two.

Intervention phase. Intervention start dates will be staggered as part of the multiple baseline design. After three stable data points have been collected per student, the next group will enter the intervention phase. The intervention phase will include 16 sessions, for 40 minutes of daily instruction. At the end of each intervention session, students will be administered a rational number probe, designed by the researcher and aligned to the intervention. Each assessment should take no longer than 5 minutes.

Maintenance phase. Following the intervention phase, students will be administered the post-test and a social validity survey. Maintenance will be assessed through alternate, parallel forms of the rational number probes, lasting five minutes in duration. Maintenance probes will be administered no less than three days after the post-test for three consecutive instructional days.

Data Collection

Screener. To determine mathematics difficulty, students will take the *easy*CBM Spring Benchmark for 4th graders (University of Oregon, 2013). This assessment is comprised of 45 items covering the mathematics concepts deemed as essential by the National Center for Teaching Mathematics (NCTM, 2010).

Pretest and Post-test. The Number and Operations 4th grade *easy*CBM (University of Oregon, 2013) subtest will be administered to students prior to starting the intervention and the instructional day following their 16th lesson. This subtest assesses rational number skills, including representing fractions and decimals, comparing and ordering fractions and decimals, placing fractions and decimals on a number line, and addition and subtraction of decimals and fractions with like denominators. This assessment is not closely aligned to the intervention.

Rational Number Probes. The main dependent variable for this intervention will be the researcher developed rational number probes. The items from these probes were adapted, with permission, from the ESTAR II Fractions to Decimals assessment package (The Meadows Center for Preventing Educational Risk, 2012). The 10-item probes consist of placing fractions and decimals on a number line, comparing fractions and decimals, and converting fractions and decimals. The rational number probes will be administered during baseline, intervention, and maintenance phases. The students will have five minutes to complete as many items as they can.

Social Validity. At the end of the intervention sessions, participants will complete a 12-item survey about their attitudes and perspectives regarding the rational number intervention and their understanding of fraction and decimal relationships. Students will rate question items on a 5-point scale, from 1= strongly agree to 5 = strongly disagree.

Figure 2

Timeline of Procedures

Screening and Pretest	Baseline	Intervention	Post-test	Maintenance
Screening test (30 minutes) Number and Operations Pretest (20 min)	RN probe (5 minutes)	RN intervention (40 minutes) RN probe (5 minutes)	Number and Operations post-test (20 minutes) Social Validity (5 minutes)	RN probe (5 minutes x 3 sessions)
2 sessions (2 day)	3-4 sessions (~1 week)	16 sessions (~3 weeks)	1 session (1 day)	3 sessions (3 days)

Treatment Fidelity

All sessions will be audio recorded by the interventionist to assess fidelity of implementation in terms of adherence and dosage. The audio recorder will be placed near the interventionist so that only the interventionist's voice is recorded. Fidelity checklists, derived from the lesson plans, will be used to calculate treatment fidelity. The audio tapes will be randomly sampled, and 20% of the recordings will be rated. Each item will be marked as 1 = present or 0 = not present.

Q1. Project Information

Title of Project	SDLMI-Reading Project: Exploration of Self-Determined Learning During Reading Intervention for Upper Elementary Students with or At-Risk for Reading Disability (RD)
Applicant Name	Jessica R. Toste
Department	Special Education

Q2. UT Status

- ⦿ Faculty
- ◯ Master's Student
- ◯ Doctoral Student
- ◯ Other [   ]

Q3. Mailing Address

Address	The University of Texas at Austin
Address 2	1 University Station, D5300
City	Austin
State	Texas
Postal code	78712
Phone Number	615-414-3119
Email address	jrtoste@austin.utexas.edu

Q4. UT Faculty Sponsor

Name	NA
Department	
Email address	

Q5. Summary of Research Question (40 words or fewer:)

Self-determination has been identified as a critical social-emotional outcome across the life-course. Across this four-year project, we aim to develop and test the Self-Determined Learning Model of Instruction for Reading (SDLMI-Reading). The SDLMI-Reading has the potential to enhance reading interventions by integrating self-regulated goal setting and motivation; with the ultimate goal of improving reading achievement for upper elementary students with or at-risk for reading disability (RD). During the 2021-2022 school year, our goals are to (1) develop scaffolded instructional language for the SDLMI-R for elementary-aged students and align with reading content, and (2) conduct initial design trials with 4th and 5th grade students with or at-risk for RD. We will work with a small number of students with identified reading disabilities (15-20 students) and their teachers. First, we will observe and audio-record naturally occurring supplemental reading interventions at local schools between Oct-Dec. For each intervention group, we will observe four sessions—in the latter lessons, we will ask teachers to use several prompts to generate student dialogue related to goal setting and attainment such as "What are some goals you have for your reading?," "What do you already know about how to read multisyllabic words?," or "What are some things that might stop you from using these strategies while reading in class?" This is a crucial step to developing SDLMI-R lessons as elementary students will require lessons with substantially more scaffolding and supports with embedded prompts referencing student goals and action plans. We will analyze statements that arise during reading intervention that tap student motivation and goal attainment, both from the instructors and the students. Next, as we develop initial SDLMI-R lessons, we will test the materials with the same group of students through a series of design trials. Interventionists from the research team will deliver partially-scripted lessons to participating students in small groups. Interventionists and students will fill out a survey immediately following each lesson to collect their feedback on the lesson. We estimate that each student will participate in three brief lessons (15-min) between Feb-May. Once the SDLMI-R has been developed, it will be tested during the 2024-2025 school year. The SDLMI-R lessons will be designed to be overlaid on any reading intervention and woven throughout lessons, focused on reading-related goals. Ultimately, we address the following research questions: 1. What are the effects of the SDLMI-R, delivered alongside research-based reading intervention, on students' self-determination compared to students who receive reading intervention alone? 2. What are the effects of the SDLMI-R, delivered alongside research-based reading intervention, on students' reading achievement compared to students who receive reading intervention alone? 3. To what degree do fidelity of implementation or student characteristics (i.e., gender, race/ethnicity, English language proficiency) moderate the effects of the SDLMI-R? 4. To what degree do proximal outcomes (i.e., students' goal attainment, reading motivation) mediate the effects of the SDLMI-R intervention? 5. Does students' self-determination mediate the effects of the SDLMI-R intervention on students' reading achievement?

Q6. Study Information

Desired beginning date of study	September 2021
Terminal Date	May 2022
Information needed from UT Elementary Database	Student demographic information (gender, race/ethnicity, special education eligibility, English learner status, TELPAS score)

Q7. Participants Needed

☑ Students

☑ Teachers

☐ Parents

☐ Other _____

Q8. Student Information

Number of Students	20
Ages	4th and 5th grade
Time Per Child	Approx 65 minutes to project activities, in addition to approx. 3-4 hours wherein their intervention sessions will be observed

Q9. Special Requirements

This is a newly funded project from the Institute of Education Sciences (IES). We are currently in the process of submission our proposal for Institutional Review Board (IRB) approval through UT Austin. We will share full study protocol, consent forms, and any other project materials as soon as they are available. Attached you will find a school support letter + project infographic, which detail the activities involved in Year 1 of the project (2021-2022 school year).

Q11. Read the Guidelines for Conducting Research at UT Elementary School below and agree to adhere to them by entering name below.
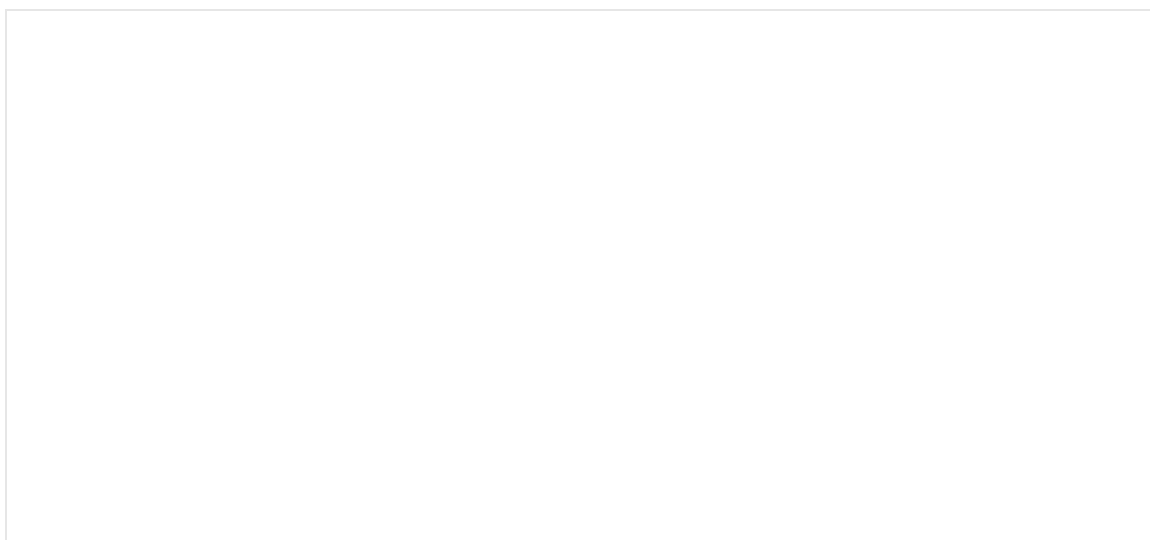
Name

Jessica R. Toste

Date

04/01/2021

Q12. Attach copy of study protocol and abstract.

Toste Year 1 SDLMI-Reading.pdf
207.2KB
application/pdf

Dr. Jessica Toste
The University of Texas at Austin
Department of Special Education
1 University Station, D5300
Austin, TX 78712

Dear Dr. Toste,

Thank you for inviting our school to partner in your research project, **The Self-Determined Learning Model of Instruction for Reading (SDLMI-R): Improving Outcomes of Upper Elementary Students with or At-Risk for Reading Disability**. We agree to participate in project activities during the 2021-2022 school year. The purpose of this project is to develop and test the SDLMI-R to promote self-determination within reading instruction and improve the reading achievement of upper elementary students with or at-risk for reading disability (RD). Self-determination has been identified as a critical social-emotional outcome across the lifespan, and there is need for an elementary program to support students in learning skills related to self-regulated problem-solving processes. The SDLMI-R has the potential to enhance reading interventions by integrating self-regulated goal setting and motivation.

The purpose of this letter is to express willingness for this project to take place on our campus. I understand that this project will be conducted across four years—and the activities described below pertain to Year 1 of the project. Participation involves the following:

- Teachers who deliver reading interventions at 4th and 5th grades will be invited to participate. This may include special education teachers or dyslexia specialists. Researchers from The University of Texas at Austin (UT) will recruit 15-20 students with or at-risk for reading disability (RD) in 4th and 5th grades who are receiving intervention from participating teachers.

- Teachers will assist with distributing/collecting parent consent forms for students.

- Students who receive consent will complete a brief assessment session. Assessments will be administered by UT research staff to individual students in one 20-min session.

- Teachers' existing reading interventions will be observed approximately 4 times between October and December. These observations will be audio-recorded, and UT research staff will analyze statements that naturally occur during reading intervention that tap student goal attainment and motivation. There is no evaluation of teachers or teaching practices.

- As the initial SDLMI-R lessons are developed, materials will be tested with students. UT research staff will deliver brief lessons to participating students in small groups; estimated that each student will participate in three brief lessons (15-min) between February and May. UT staff and students will also be asked to fill out a survey immediately following each lesson to collect feedback.

- Teachers will be invited to review and provide feedback on initial SDLMI-R lessons.

- School administration will be asked to demographic information for participating students (e.g., gender, race/ethnicity, special education status).

I understand that research assistants from UT will conduct student assessment sessions (20-min per student). I also understand that every effort will be made to ensure that students do not miss important instructional time for these assessments.

It is expected that teachers who consent to participate may dedicate approximately 5 hours to the aforementioned project activities during the 2021-2022 school year. The majority of this time will be observations conducted by UT research staff during intervention sessions. As compensation, teachers will be offered $100 upon completion of all project activities.

With my approval, participating students will be offered small prizes (e.g., pencils, erasers) for participating in the sessions described above. I understand that students will dedicate approximately 65 minutes to project activities, in addition to approx. 3-4 hours wherein their intervention sessions will be observed, over the course of the 2021-2022 school year.

Our school's leadership team will support you with recruitment by facilitating meetings with teachers on my campus. I understand that 2-5 teachers will be recruited at each participating school, and the 4th and 5th grade students to whom they provide intervention will also be invited to participate in the project.

We look forward to participating in your work to develop the SDLMI-R to enhance reading interventions for upper elementary students with reading difficulties.

Sincerely,

<Please include signature here>

<Please insert your name>
<Please insert your school name>
<Please insert your district name> Independent School District

Division of Diversity and Community Engagement
University of Texas Elementary School
FY 20-21
Budget vs. Actuals as of 3/31/2021

		2020-2021 Budget	Actuals as of 03/31/2021	Variance	%
5700	Local and intermediate sources	694,067	588,685	105,382	85%
5800	State program revenues	2,816,657	1,647,186	1,169,471	58%
5900	Federal	176,337	102,205	74,132	58%
	Total Revenues	$ 3,687,061	$ 2,338,076	$ 1,348,985	63%
0011	Instruction	2,139,395	1,247,195	892,200	58%
0012	Instructional resources & media services	89,519	50,673	38,846	57%
0013	Curriculum/instructional staff development	11,500	750	10,750	7%
0023	School leadership	264,389	156,189	108,200	59%
0031	Guidance, counseling, evaluation services	89,005	51,395	37,610	58%
0033	Health services	40,987	23,883	17,104	58%
0034	Student transportation	15,000	-	15,000	0%
0035	Food services	221,281	124,424	96,857	56%
0041	General administration	317,406	170,071	147,335	54%
0051	Plant maintenance and operations	299,068	163,377	135,691	55%
0052	Security and Monitoring Services	19,600	4,928	14,672	25%
0053	Data Processing Services	22,000	19,140	2,860	87%
0081	Development	202,378	175,320	27,058	87%
	Total Expenditures	$ 3,731,528	$ 2,187,346	$ 1,544,182	59%

Net Surplus (Deficit)	$ (44,467)	$ 150,730	
Beginning Fund Balance	$ 1,096,780	$ 1,096,780	
Ending Fund Balance	$ 1,052,313	$ 1,247,510	