



## Scholarship and Research February 2020

### Journals

- Beucher, B., Arya, D., & Wang, C.** (2019). Interactive whiteboard (IWB) use during student collaborative reading practices: A year-long comparison of instructional approaches. *Education* 3-13, 1-16.
- Beucher, R., Handsfield, L., & Hunt, C.** (2019). What Matter Matters? Retaining the Critical in New Materialist Literacy Research. *Journal of Literacy Research*, 51(4), 444-479.
- Beucher, B., & Seglem, R.** (2019). Black Male Students Negotiate Ways of Knowing Themselves During Digital Storytelling. *LEARNing Landscapes*, 12(1), 47-62.
- Biggs, E. E., & Snodgrass, M. R.** (accepted). Children's perspectives on their relationships with friends with and without complex communication needs. *Research and Practice for Persons with Severe Disabilities*.
- Chung, M. Y., Meadan, H., Snodgrass, M. R., Hacker, R., Sands, M., Adams, N. B., & Johnston, S.** (accepted, revisions under review). Assessing the social validity of a telepractice training and coaching intervention. *Journal of Behavioral Education*.
- Hattan, C.** (in press). Exploring the effectiveness of relational reasoning instruction on middle school students' text comprehension. *Reading Psychology*.
- Hattan, C. & Dinsmore, D. L.** (2019). Examining elementary students' purposeful and ancillary prior knowledge activation when reading grade level texts. *Reading Horizons: A Journal of Literacy and Language Arts*, 58(2), 24-47.
- Lorsbach, A. W., Meyer, A. A., & Arias, A. M.** (2019). The Correspondence of Charles Darwin as a Tool for Reflecting on Nature of Science. *Science & Education*, 1-19.
- Meadan, H., Chung, M. Y., Sands, M., & Snodgrass, M. R.** (2019). The cascading coaching mode for supporting service providers, caregivers and children. *Journal of Special Education*. <https://doi.org/10.1177/0022466919884070>
- Thompson, J., Walker, V. L., Snodgrass, M. R., Nelson, J., Carpenter, M., Hagiwara, M., & Shogren, K. A.** (in press). Planning supports for students with intellectual disability in general education classrooms. *Inclusion*. Advance online publication, <http://aaid.org/publications/journals/articles-accepted-for-publication>
- Wellenreiter, B. R.** (2019). When Students Refuse to Recite the Pledge of Allegiance: Preservice Teachers' Responses. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. 92(6), 1-8. doi: 10.1080/00098655.2019.1690418
- Wellenreiter, B. R.** (2019). No perfect patriotism: Encouraging students to view patriotic processes from multiple perspectives. *Teaching Social Studies*, 19(2), 59-65.

## Book Chapters

- Blackburn, M. V., & **Beucher**, B. (2019). Productive Tensions in Assessment: Troubling Sociocritical Theories Toward an Advancement of Queer Pedagogy. In *Queer Pedagogies* (pp. 23-40). Springer, Cham.
- Dinsmore, D. L. & **Hattan**, C. (in press). Distinguishing strategies by levels of processing. In D. L. Dinsmore, L. K. Fryer, & M. M. Parkinson (Eds.) *Handbook of Strategies and Strategic Processing: Conceptualization, Intervention, Measurement, and Analysis*.
- Wellenreiter**, B. R., & Lucey, T. A. (2019). Confronting Mr. Smith: Providing students opportunity to resist authority. In J. Hubbard & J. Harshman, (Eds.). *Extending the Ground of Public Confidence: Teaching Civil Liberties in K-16 Social Studies Education*. Charlotte, NC: Information Age Publishing.

## Presentations

- Beucher**, B. (2019). Developing a Meditation Practice for Beginning Educator Yogis. Workshop presented at the Culturally Responsive Campus Community Conference, Normal, IL.
- Beucher**, B., Low, D., & **Smith**, A. (2019). Memes and Social Messages: Teaching a critical literacies curriculum on DAPL. Paper presented at the National Council of Teachers of English Conference, Baltimore, MD.
- Corr, C., Love, H., **Snodgrass**, M. R., Scott, I., Kim, J., & Andrews, L. (2019, October). Exploring the landscape of mixed methods research in special education: A systematic review. Poster at the Division of Early Childhood's (DEC) 35th Annual International Conference on Young Children with Special Needs & Their Families, Dallas, TX.
- Hattan**, C. (2019, November). Reasoning relationally: Guiding students to make connections and disconnections before and during reading. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Hattan**, C. (2019, October). Prompting rural students' use of background knowledge and experience to support comprehension of unfamiliar content. Paper presented as part of the Outstanding Dissertation Poster Session at the annual meeting of the International Literacy Association, New Orleans, LA.
- Ortega**, T. (November, 2019). Challenges to staying in the target language in classroom instruction. Presentation at the National Convention of the American Council on the Teaching of Foreign Language.

## Other

- Hattan**, C. featured in Riley, Charmaine (2019). ILA's 2019 literacy leaders: Our annual awards program honors excellence in the field of literacy education. *Literacy Today*, 37(3), 16-20.
- Snodgrass**, M. R. (2019). [Review of the book *The data collection toolkit: Everything you need to organize, manage, and monitor classroom data*, by C. Golden]. *Research and Practice for Persons with Severe Disabilities*, 44(4), 293-298. <https://doi.org/10.1177/1540796919883247>