FACULTY

Michael Faggella-Luby, PhD, is currently the director of the Alice Neeley Special Education Research & Service (ANSERS) Institute and an associate professor of special education in the College of Education at Texas Christian University (TCU). His research includes the design, observation, and analysis of evidence-based practices to improve reading comprehension and content area learning for students with learning disabilities. He has written publications related to cognitive learning strategies, response-to-intervention (RtI)/scientifically research-based instruction (SRBI), self-determination, literacy, post-secondary education for students with disabilities, and urban school reform. Faggella-Luby received the 2006 Outstanding Researcher Award from the Council for Learning Disabilities and the 2007 Annual Dissertation Award from CEC’s Division of Learning Disabilities for his dissertation study, “Embedded Learning Strategy Instruction: Story-Structure Pedagogy in Secondary Classes for Diverse Learners.” Faggella-Luby is a former high school administrator and teacher of both English and chemistry.

Financial Disclosures:

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Nonfinancial Disclosures:

- No nonfinancial relationships to the content of this presentation

Zhihui Fang, PhD, is a professor of education in the School of Teaching and Learning at the University of Florida. He is author of more than 100 publications that include books, book chapters, and refereed journal articles, as well as more than 200 refereed, invited, keynote, and featured presentations at national and international venues. He has served as column editor, editorial board member, or guest reviewer for more than 20 national and international journals. His areas of expertise include language and literacy education, functional linguistics, and teacher education. Fang’s recent research focuses on the language demands of disciplinary reading and writing. He is particularly interested in exploring the use of evidence-based language and literacy practices to support disciplinary learning and socialization. His research and outreach efforts have been funded by federal and state departments of education, professional organizations, and private foundations.

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Linda Freeman, MS, CCC-SLP, is a clinical educator at James Madison University. Prior to starting at JMU, she was a school-based SLP who served preschool through post-high school students. She spent 8 years at the middle/high school level, much of
which was spent focusing on adolescent language and literacy within the Content Literacy Continuum. Freeman is also a certified SIM professional developer in learning strategies.

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Diane Gillam, MEd, is a research project manager with the University of Kansas Center for Research on Learning and a Strategic Instruction Model Professional Developer Leader. She has spent her career working with students with disabilities and students who struggle with literacy. Through multiple projects extending over the past decade, she has worked with state agencies as well as local educational agencies to provide support to educators as they adopt and adapt instructional practices to benefit all learners, but especially students with disabilities in language and literacy.

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Marilyn A. Nippold, PhD, CCC-SLP, is a professor of Communication Disorders and Sciences at the University of Oregon, where she teaches and conducts research in language development, language disorders, and stuttering. An ASHA Fellow, she has published eight books and more than 125 journal articles and book chapters. Nippold has received ASHA Honors and two Editor's Awards from ASHA.

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Garvin P. Romane, PhD, CCC-SLP, received his doctorate in language, literacy, and learning from Fordham University. He is an adjunct professor of speech-language pathology at Touro College in Brooklyn and a supervisor of speech-language pathologists and audiologists for the Brentwood Union Free School District in Brentwood, New York. His research interests include cultural and linguistic diversity in students, augmentative and alternative communication (AAC) and iPads, and the use of technology to stimulate language skills.
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Susan Trumbo, MS, is a retired SLP, having provided services for the last 9 years of her career in secondary schools implementing a tiered approach to serving the needs of students. She continues to mentor SLPs in her division and is an independent consultant providing professional development in the Strategic Instruction Model Learning Strategies.

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