

**Stephanie Morano, Ph.D., M.S.**

*Curriculum Vitae*

University of Virginia  
School of Education and Human Development  
Department of Curriculum, Instruction, and Special Education  
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**EDUCATION**

**The Pennsylvania State University** Ph.D. in Special Education, 2017

**Hunter College, The City University of New York** M.S. Special Education, 2009

**Montclair State University** B.F.A. Industrial Design, 2006

**PROFESSIONAL EXPERIENCE**

**Assistant Professor** **2017-Present:** *Department of Curriculum, Instruction, and Special Education, Curry School of Education, University of Virginia*

**Research Assistant and Doctoral Fellow** **2013-2017:** *Department of Educational Psychology, Counseling, and Special Education, Penn State*  
Faculty Mentor: Paul J. Riccomini

**Publications**

*Journal Articles- Peer Reviewed*

*Note: Italicized names are UVA doctoral students*

Markelz, A. Riden, B., & **Morano, S.** (in press). The effects of varied and no-varied praise on student on-task behaviors. *Journal of Positive Behavior Interventions*.

Hott, B., Flores, M., **Morano, S.**, Randolph, K., & Peltier, C. (2022). Reviewing manuscripts reporting findings from single-case research design studies. *Learning Disability Quarterly*.

**Morano, S., & Aigotti, S.** (2022). How to build declarative and procedural fluency simultaneously using complementary independent practice strategies. *Beyond Behavior*. <https://doi.org/10.1177/10742956211072259>

- Flores, M., **Morano, S.**, Meyer, J., & Hinton, V. (2022). Teaching fraction magnitude to elementary students. *Journal of Education for Students Placed at Risk*. <https://doi.org/10.1080/10824669.2021.2009346>
- Ruiz, S., Myers, A., **Morano, S.**, & Barry, L.M. (2022). Impact of guided notes on graduate student retention of facts. *College Teaching*. <https://doi.org/10.1080/87567555.2021.2021845>
- Morano, S.** & Riccomini, P.J. (2021). Teaching preservice teachers to evaluate and adapt mathematics lesson plans with a focus on explicit instructional design elements. *Journal of Special Education Preparation*. <https://doi.org/10.33043/JOSEP.1.1.36-46>
- Peltier, C., **Morano, S.**, Shin, M., Stevenson, N., & McKenna, J. (2021). A decade review of single-case graph construction in the field of learning disabilities. *Learning Disabilities Research & Practice*. <https://doi.org/10.1111/ldrp.12245>
- Morano, S.**, Markelz, A.,M., Randolph, K.M., Myers, A.M., & Church, N. (2021). Motivation matters: Three strategies to support motivation and engagement in mathematics. *Intervention in School & Clinic*. <https://doi.org/10.1177/1053451221994803>
- Hott, B. L., **Morano, S.**, Peltier, C., Pulos, J., Peltier, T. (2020). Are students with mathematics learning disabilities receiving FAPE?: Insights from a descriptive review of individualized education programs. *Learning Disabilities Research & Practice*, 35, 170-179. <https://doi.org/10.1111/ldrp.12231>
- Morano, S.**, Randolph K., Markelz, A., & Church, N. (2020). Combining explicit strategy instruction and mastery practice to build arithmetic fact fluency. *Teaching Exceptional Children*, 53, 60-69. <https://doi.org/10.1177/0040059920906455>
- Morano, S.** & Flores, M.M. (2020). A comparison of CRA and CRA-I fractions interventions for students with disabilities. *Exceptionality*, 28, 77-91. <https://doi-org.proxy01.its.virginia.edu/10.1080/09362835.2020.1727328>
- Yates, P.A., Chopra, R.V., Sobeck, E.E., Douglas, S.N., **Morano, S.**, Walker, V.L., & Schulze, R. (2020). Working with paraeducators: Tools and strategies for instructional planning, performance feedback, and evaluation. *Intervention in School & Clinic*. <https://doi.org/10.1177/1053451220910740>

- Sobeck, E.E., Douglas, S., Chopra, R., & **Morano, S.** (2020). Paraeducator supervision in pre-service teacher preparation programs: Results of a national survey. *Psychology in the Schools*. <http://dx.doi.org/10.1002/pits.22383>
- Morano, S.** & Riccomini, P. J. (2019). Demonstrating conceptual understanding of fraction arithmetic: An analysis of pre-service special and general educators' visual representations. *Teacher Education and Special Education*, 43, 314-331. <https://doi.org/10.1177/0888406419880540>
- Hwang, J., Riccomini, P.J., & **Morano, S.** (2019). Examination of cognitive processes in effective algebra problem-solving interventions for secondary students with learning disabilities. *Learning Disabilities: A Contemporary Journal*, 17, 205-220.
- Morano, S.**, Riccomini, P.J., & Lee, J-Y. (2019). Accuracy of area-model and number line representations of fractions for students with learning disabilities. *Learning Disabilities Research & Practice*, 34, 133-143. doi:10.1111/ldrp.12197
- Riccomini P., J., & **Morano, S.** (2019). Guided practice for complex, multi-step procedures in algebra: Scaffolding through worked solutions. *Teaching Exceptional Children*, 6, 445-454. <https://doi.org/10.1177/0040059919848737>
- Morano S.** (2019). Retrieval practice for retention and transfer. *Teaching Exceptional Children*, 6, 436-444. <https://doi.org/10.1177/0040059919847210>
- Morano. S.**, & Riccomini, P.J. (2019). Is a picture worth 1,000 words? Investigating fraction magnitude knowledge through analysis of student representations. *Assessment for Effective Intervention*, 46, 27-38. <https://doi.org/10.1177/1534508418820697>
- Hwang, J., Riccomini, P. J., Hwang, S. Y., & **Morano, S.** (2019). A systematic analysis of experimental studies targeting fractions for students with mathematics difficulties. *Learning Disabilities Research & Practice*, 34, 47-61. <https://doi.org/10.1111/ldrp.12187>
- Morano. S.**, Kressler, B., Isbell, L. J., Costa, L. C., Miller, K. M. (2018). Response to intervention in secondary schools. *LD Forum*, December 2018, 2-5. [https://council-for-learning-disabilities.org/wp-content/uploads/2018/11/LDF\\_2018\\_-\\_December-2018-Final-112818.pdf](https://council-for-learning-disabilities.org/wp-content/uploads/2018/11/LDF_2018_-_December-2018-Final-112818.pdf)
- Riccomini, P.J., **Morano, S.**, and Hughes, C.A. (2017). Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive

- instruction. *Teaching Exceptional Children*, 50, 20-27.  
<https://doi.org/10.1177/0040059917724412>
- Riccomini, P. J., Stocker, J. D., & **Morano, S.** (2017). Implementing an effective mathematics fact fluency practice activity. *Teaching Exceptional Children*, 49, 318– 327.  
<https://doi.org/10.1177/0040059916685053>
- Morano, S.**, Ruiz, S., Hwang, J., Wertalik, J., Moeller, J., Karal, M. A., & Mulloy, A. (2017). Multi level meta-analysis of interventions for self-injurious behavior: A comparison of intervention outcomes and assessment of effect moderators. *Autism & Developmental Language Impairments*. <https://doi.org/10.1177/2396941516688399>
- Morano, S.** & Riccomini, P.J. (2016). Re-examining the literature: The impact of peer tutoring on higher order learning. *Preventing School Failure: Alternative Education for Children and Youth*, 61, 104-115. <https://doi.org/10.1080/1045988X.2016.1204593>
- Morano, S.**, Hwang, J., Kohler, K.M., Markelz, A. M., Rizzo, K., and Riccomini, P. J. (2016). 5 ways to scaffold mathematics instruction for secondary students with learning disabilities. *LD Forum*, August 2016, 2–4. [http://www.council-for-learning-disabilities.org/wp-content/uploads/2016/08/LDF\\_2016\\_AugFinal.pdf](http://www.council-for-learning-disabilities.org/wp-content/uploads/2016/08/LDF_2016_AugFinal.pdf)
- Scheeler M. C., **Morano, S.**, & Lee, D. (2016). Effects of immediate feedback using bug-in-ear with paraeducators working with students with autism. *Teacher Education and Special Education*, 41, 24-38. <https://doi.org/10.1177/0888406416666645>
- Morgan, P.L., Scheffner Hammer, C., Farkas, G., Hillemeier, M.M., Cook, M., Maczuga, S., & **Morano, S.** (2016). Who receives speech/language services by 5 years of age in the United States? *The American Journal of Speech-Language Pathology*, 25, 183-199.  
[https://doi.org/10.1044/2015\\_AJSLP-14-0201](https://doi.org/10.1044/2015_AJSLP-14-0201)
- Book Chapters and Policy Briefs*
- Johnson, H., Kressler, B., Miller, M.A., **Morano, S.**, & Jordan, L. (2019). Reforms in general education to improve outcomes for all students. In C. O'Brien, J., Beattie, J. & D. Sacco (Eds.), *Teaching students with special needs: A guide for future educators (3<sup>rd</sup> Edition, pp. 352-379)*. Dubuque, Iowa: Kendall Hunt Publishing Company.
- Yates, P., Chopra, R., Douglas, S., Walker, V., Schulze, R., Sobeck, E., & **Morano, S.** (2019).

Preparing teachers for effective paraeducator supervision. CEC TED Policy Brief.  
<https://tedcec.org/wp-content/uploads/2019/11/TED-Brief-3-Para-Supervision-Revised-Final-PDF.pdf>

Riccomini, P.J., Hwang, J., & **Morano, S.** (2016). Developing mathematical problem solving through strategic instruction: Much more than a keyword. In Cook, B.G., Tankersley, M., & Landrum, T. J. (Eds.) *Instructional Practices With and Without Empirical Validity (Advances in Learning and Behavioral Disabilities, Volume 29)*. Emerald Group Publishing Limited, pp. 39–60. <http://dx.doi.org/10.1108/S0735-004X20160000029003>

**Morano, S.** (April 27, 2106). Review of *What mathematics do students know and how is that Knowledge changing? Evidence from the National Assessment of Educational Progress*. by Kloosterman, P., Mohr, D., & Walcott, C. (Eds.). *Education Review*, 23, 139. [edrev.asu.edu/index.php/ER/article/download/2027/565](http://edrev.asu.edu/index.php/ER/article/download/2027/565)

### *Digital Media*

Kennedy, M.J., Cook, L., **Morano, S.**, & Peebles, K.N. (2019). High-leverage practice #20. Provide intensive instruction. <https://highleveragepractices.org/701-2-4-3-2/>.

Riccomini, P. J., **Morano, S.**, Hwang, J. (2015). Interleaved worked examples and math problems: Embedding instructional guidance in math homework and independent practice to improve student accuracy and outcomes. *Educational Research Newsletter & Webinars*. <https://www.ernweb.com/educational-research-articles/interleaved-worked-examples-and-math-problems-embedding-instructional-guidance-in-math-homework-and-independent-practice-to-improve-student-accuracy-and-outcomes/>

### **MANUSCRIPTS IN PROGRESS**

**Morano, S.**, VanDerHeyden, A.M., & Burns, M.K. (Revising to resubmit). “Mathematics support within an MTSS framework: Screening, instruction, assessment, and decision making.” Invited for a special issue of *Teaching Exceptional Children*. Proposal accepted October 2021.

Chopra, R., Yates, P. A., Douglas, S. N., **Morano, S.**, & Sobeck, E. E. (Under review). “Paraeducators’ Journey to Teacher Licensure: Critical Supports and Challenges.” *Action in Teacher Education*.

### **MANUSCRIPTS IN PREPARATION**

**Morano, S.** “Improving problem solving performance for secondary students with ASD,” To be

submitted to *Focus on Autism and Other Developmental Disabilities*.

**Morano, S., Myers, A., & Williams, A.** “Questioning as a problem solving tool: How can we support students with ASD?,” To be submitted to *Remedial and Special Education*.

Peltier, C., Morin, K.L., Dowdy, A., **Morano, S.,** & Eisel, H. “Meta-analysis of mathematics intervention for students with autism spectrum disorder,” To be submitted to *Exceptional Children*. DOI 10.17605/OSF.IO/RBKCN

Hwang, J., **Morano, S.,** & Choo, S. “Designing an integrated STEM program for students with disabilities: Lessons learned and next steps,” To be submitted to *Learning Disabilities Research & Practice*.

## **FUNDED RESEARCH**

Math Talk, Principal Investigator, 2018-2019, Supporting Transformative Autism Research (STAR) Initiative at UVA, Award Amount, \$25,000.

Project VERIFY: Value Added Through E-Coaching, Reflection, Instructional Technology, Feedback, and You Co-PI (PI, Michael Kennedy; Co-PIs, Rachel Kunemund, Peter Youngs, & Coby Hall), 2021-2024. U.S. Department of Education & Rehabilitative Services, Office of Special Education Programs, Stepping Up Technology Implementation Proposal (CFDA 84.327S)

Project VERIFY intends to deliver a web-based suite of data-driven, professional development (PD) tools called COACHED (Capturing Observations and Collaboratively sHaring Educational Data) to in-service teacher trainers (e.g. principals, administrators, coaches, teacher leaders). COACHED is a web app containing evidence-based coaching tools and customizable PD materials. The goal of the technology-based PD is to give in-service teacher trainers the training and tools necessary to independently support their colleagues’ implementation of evidence-based and high-leverage practices to improve outcomes for students with disabilities.

## **PROPOSALS UNDER REVIEW**

“Project EMU: E-book Centered Vocabulary Instruction for Mathematical Understanding” PI. (Co-PIs, Jiwon Hwang, Colby Hall, & Peter Youngs), 2023-2027. Institute for Education Sciences, Special Education Research Grants Program (ALN 84.324A).

Project EMU intends to iteratively develop and test a first-grade curriculum supplement program developed to teach mathematics vocabulary. The EMU program will be delivered via web-app in 3 weekly sessions (15 min. ea.) for 10 weeks and will provide

research-based mathematics vocabulary instruction through interactive instructional and practice activities. The goal of the curriculum supplement is to improve first-graders mathematics vocabulary knowledge and overall mathematics achievement.

## UNFUNDED GRANT PROPOSALS

“Project SUCCESS: Are You Ready To Be COACHED”? Co-PI (PI, Michael Kennedy; Co-PIs, Rachel Kunemund; Investigators, Catherine Bradshaw, Robert C. Pianta), 2020-2024, U.S. Department of Education & Rehabilitative Services, Office of Special Education Programs, Stepping Up Technology Implementation Proposal (CFDA 84.327S)

This 4-year project was designed to provide a web-based suite of data-driven, professional learning tools called COACHED (Capturing Observations and Collaboratively sHaring Educational Data) to instructional coaches, administrators, and other stakeholders. COACHED is a web app containing evidence-based coaching tools and professional learning materials developed as part of PI Michael Kennedy’s OSEP-funded Stepping Up Technology project. In this project, COACHED will be developed further to support the instructional and behavior management needs of teachers working with elementary level (K-5) students with disabilities (SWD) taught within general and special education settings.

“Project FRACTION: Fourth Graders Response and Cooperating Teachers Implementation of an Intervention,” Co-PI (PIs, Corey Peltier & Brittany Hott; Co-PI, Paul Riccomini), 2020-2025, Institute of Education Sciences, National Center for Special Education, Research Grants Focused on Systematic Replication (CFDA 84.305R)

The 5-year project was designed to independently evaluate the *Fraction Face Off* intervention (*FFO*; Fuchs et al., 2013) under *routine conditions* to determine the boundaries of intervention effects. *FFO* is a Tier II fractions intervention designed to build foundational fractions skills and concepts for fourth grade students at-risk for mathematics difficulties that achieved positive outcomes for participants in a prior IES-funded impact study. Our systematic replication studies will vary study characteristics, including interventionist, group size, and participant population, to produce more knowledge about for whom the *FFO* intervention is likely to work and under what conditions. Replication studies will be conducted across sites in Virginia, Pennsylvania, and Oklahoma.

“The High Impact Professional Development Model for Co-Teaching,” Co-PI (PI, Peggy Yates) 2020-2025, Institute of Education Sciences, Special Education Research (CFDA 84.324A)

The proposed 4-year, development and innovation (goal 2) project was designed to develop and pilot test a professional development (PD) program aimed at improving co-teaching team effectiveness and increasing mathematics and science achievement for middle school students with and without disabilities. The PD includes training in best practices for co-teaching and for math and science instruction for members of participating instructional teams, including general educators, special educators and paraprofessionals at sites in Virginia and Michigan.

“Epistemic Practices in STEM (EPIC STEM): Designing Professional Development for Elementary Teachers,” Co-PI (PI, Kyong Mi Choi; Co-PIs, Ji Hoon Ryoo, Doe S. Hong, and Jennifer Chiu), 2018-2021, National Science Foundation, DRK-12 Proposal.

This 4-year, Level II, design and development project was proposed to develop a STEM professional development (PD) curriculum for elementary school teachers using an interdisciplinary, collaborative approach between Mathematics Education, Science Education, and Special Education faculty. The development of the PD curriculum was to be grounded in the perspectives of teachers, school administrators, and Iowa and Virginia state STEM leaders; as well as previous research findings and input from experts in the fields of mathematics, science, and special education research.

## **SCHOLARLY PRESENTATIONS**

### *National Peer-Reviewed Presentations*

**Morano, S.** Mason, E. N., & Rodrigues, J. (2022, February). Supporting teachers of mathematics: Projects in Progress. Panel presentation given at the annual Pacific Coast Research Conference in Coronado, California.

**Morano, S.** (2022, February). Using Questioning to Improve Problem Solving Performance: Strategies for Secondary Students with ASD. Data blitz session presented at the annual conference of the Council for Exceptional Children. Virtual.

**Morano, S., & Aigotti, S.** (2021, November). Evaluating an Intervention Package for Training PreService Teachers to Model During Mathematics Instruction. Single paper session given at the annual conference of the Teacher Education Division of the Council for Exceptional Children. Fort Worth, Texas.

**Morano S. & Riccomini, P. J.** (2021, November). *Developing Preservice Teachers' Expertise in Evaluating and Adapting Mathematics Lesson Plans*. Single paper session given at the annual conference of the Teacher Education Division of the Council for Exceptional Children. Fort Worth, Texas.



- Morano, S.,** Lee J., and Hwang, J. (2021, February). *Fractions Intervention*. Panel session at the annual Pacific Coast Reserach Conference. Virtual.
- Morano, S.,** Randolph, K., Markelz, A., & Church, N. (2021, March). *How to Combine Strategy Instruction and Mastery Practice to Build Arithmetic Fluency*. Poster session at the annual conference of the Council for Exceptional Children. Virtual.
- Morano, S.,** & Myers, A. (2021, March). *Intervening to Improve Mathematical Reasoning and Problem Solving for Students With ASD*. Presentation with Q&A at the annual conference of the Council for Exceptional Children. Virtual.
- Yates, P., Chopra, R., **Morano, S.,** & Sobeck, E. (2021, March). *Paraeducator to Teacher Pathways: Creative Solutions to Alleviate Teacher Shortages*. Presentation with Q&A at the annual conference of the Council for Exceptional Children. Virtual.
- Morano, S.** & Riccomini, P.J. (2020, February). *Using Solved Problems to Support the Development of Algebraic Reasoning for Students with Disabilities*. Demonstration session presented at the annual conference of the Council for Exceptional Children. Portland, OR.
- Morano, S.,** Choo, S., Yvette Amador, & Brea Frederick (2020, February). *Development and Implementation of Interdisciplinary STEM Lesson to Enhance Science Vocabulary Acquisition and Integrative Problem Solving for Students with Mild to Moderate Disabilities*. Single paper with Q&A presented at the annual conference of the Council for Exceptional Children. Portland, OR.
- Morano, S.** and Myers, A.M. (2020, February). *Supporting Meaningful Discussion in the Mathematics Classroom for Students with ASD*. Poster presented at the annual conference of the Council for Exceptional Children. Portland, OR.
- Chopra, R.V., Sobeck, E., & **Morano, S.** (2020, February). *Preparing Pre-Service Teachers to Supervise Paraeducators: Results and Implications of a National Survey*. Multi-presentation session presented at the annual conference of the Council for Exceptional Children. Portland, OR.
- Morano, S.** & Riccomini, P. J. (2019, November). *Improving Pre-Service Special Educators' Fraction Knowledge Through an Online Module*. Single paper session presented at the annual conference of the Teacher Education Division of CEC. New Orleans, LA.

- Sobeck, E., Chopra, R.V., Douglas, S., & **Morano, S.** (2019, November). *Preparing Pre-Service Teachers to Supervise Paraeducators: Results and Implications of a National Survey*. Single paper session presented at the annual conference of the Teacher Education Division of CEC. New Orleans, LA.
- Chopra, R.V., Douglas, S., Sobeck, E., **Morano, S.** & Yates, P. (2019, November). *Embedding Research-based Content on Paraeducator Supervision in Teacher Education*. Single paper session presented at the annual conference of the Teacher Education Division of CEC. New Orleans, LA.
- Morano, S.** & Riccomini, P. J. (2019, January). *Preservice Special and General Educators Conceptual Understanding of Fraction Operations*. Single paper presentation with Q & A presented at the annual conference of the Council for Exceptional Children. Indianapolis, IN.
- Sobeck, E., Chopra, R., Douglas, S., & **Morano, S.** (2019, January). *Are Teacher Education Programs Preparing Teachers to Supervise Paraeducators: Results of a National Survey*. Multi-presentation session given at the annual conference of the Council for Exceptional Children. Indianapolis, IN.
- Morano, S.** (2019, January). *Embedding Retrieval Practice Into Instruction for Improved Student Learning, Retention, and Generalization*. Multi-presentation session given at the annual conference of the Council for Exceptional Children. Indianapolis, IN.
- Flores, M. M., & **Morano, S.** (2019, January). *Teaching Elementary Students Foundational Fraction Concepts Using Efficient Methods*. Multi-presentation session given at the annual conference of the Council for Exceptional Children. Indianapolis, IN.
- Morano, S.** & Riccomini, P.J. (2018, February). *Using Worked Examples and Solutions to Support and Enhance Mathematical Thinking and Reasoning*. Demonstration session given at the annual conference of the Council for Exceptional Children, Tampa, FL.
- Morano, S.**, Riccomini, P.J., & Lee., J.Y. (2018, February). *Relations Across Measures of Fraction Magnitude Knowledge for 4th through 8th Grade Students with Learning Disabilities*. Poster presented at the annual conference of the Council for Exceptional Children, Tampa, FL.
- Hwang, J., Riccomini, P.J., & **Morano, S.** (2018, February). *A Systematic Analysis of*

*Experimental Studies Targeting Fractions for Students with Mathematics Difficulties.* Single paper presentation with Q & A presented at the annual conference of the Council for Exceptional Children. Tampa, FL.

Hughes, E., Ricomini, P. J., & **Morano, S.** (2018, April). *Facilitating Proficient Mathematical Discourse Through Language and Vocabulary Development.* Single paper session with Q & A given at the annual conference of the National Council for Teachers of Mathematics. Washington, D.C.

**Morano, S.** (2018, October). *An Investigation of Fraction Representations Created by Students with LD.* Roundtable presentation given at the annual conference of the Council for Learning Disabilities. Portland, OR.

**Morano, S.** & Flores, M. M. (2018, October). *Comparing Traditional CRA and CRA-I Instruction for Students with LD.* Interactive paper presented at the annual conference of the Council for Learning Disabilities. Portland, OR.

Kressler, B., **Morano, S.**, Isbell, L. J., & Miller, K. M. (2018, October). *Practical Applications for Implementing Response to Intervention in Secondary Schools.* Interactive paper presented at the annual conference of the Council for Learning Disabilities. Portland, OR.

**Morano, S.** (2018, November). *Preservice Special Educators' Fractions Content Knowledge and Self-Efficacy: Assessment Results and Implications for Teacher Training.* Conversation session presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children. Las Vegas, NV.

Sobeck, E., Chopra, R., & **Morano, S.** (2018, November). *Are Teachers Prepared to Supervise Paraeducators? Results of a National Survey.* Single paper presentation with Q & A presented at the Teacher Education Division of the Council for Exceptional Children. Las Vegas, NV.

**Morano, S.** & Ricomini, P.J. (2017, November). *The Importance of High Leverage Practices in Teacher Education Programs.* Single paper session given at the Teacher Education Division 2017 National Conference in Savannah, GA.

Chopra, R., Uitto, D., Douglas, S., **Morano, S.**, Olson, K., & Sobeck, E. (2017, November). *Paraeducator Special Interest Group: Advocating for Quality Training and Supervision for Paraeducators.* Poster presented at the Teacher Education Division 2017 National Conference in Savannah, GA.

- Morano, S.,** Holbrook, J., Randolph, K., & Markelz, A. (2017, November). *Kaleidoscope: Supporting the Professional and Academic Growth of Special Education Doctoral Students*. Poster presented at the Teacher Education Division 2017 National Conference in Savannah, GA.
- Morano, S.** (2017, October). *Effects of a Fraction Equivalence Intervention for Struggling Students*. Poster presented at the 39<sup>th</sup> International Conference on Learning Disabilities of the Council for Learning Disabilities, Baltimore, MD.
- Kressler, B., **Morano, S.**, Costa, L., Isbell, L., Miller, K. (2017, October). *Lessons Learned Implementing MTSS: Using History to Inform our Future*. Poster presentation made at the 39<sup>th</sup> International Conference on Learning Disabilities of the Council for Learning Disabilities, Baltimore, MD.
- Morano, S.,** & Riccomini, P. J. (2017, April). *Mapping Fraction Strips Onto the Number Line to Teach Fraction Equivalency Concepts*. Demonstration presented at the annual conference of the Council for Exceptional Children, Boston, MA.
- Morano, S.,** Ruiz, S, & Hwang, J. (2017, April). *Meta-Analysis of Single Case Treatment Effects on Self-Injurious Behavior for Individuals with Autism and Intellectual Disabilities*. Poster presented at the annual conference of the Council for Exceptional Children, Boston, MA.
- Morano, S.** & Hwang, J. (2016, October). *Differences in the Rational Number Sense of Students With and Without Learning Disabilities*. Round table presented at the annual conference of the International Council for Learning Disabilities, San Antonio, TX.
- Hwang, J. & **Morano, S.** (2016, October). *Middle School Students' Solution Pathways and Item Performance Patterns when Adding Fractions: An Exploratory Study*. Interactive paper presented at the annual conference of the International Council for Learning Disabilities, San Antonio, TX.
- Morano, S.,** Miller, K., Costa, L. & Kressler, B. (2016, October). *Response to Intervention, Multi-Tiered Systems of Supports for Non-Responders*. Presented at the annual conference of the International Council for Learning Disabilities, San Antonio, TX.
- Morano, S.** (2016, April). *The Rational Number Sense of Middle School Students with Disabilities*. Poster presented at the annual conference of the Council for Exceptional Children, St. Louis, MO.

- Morano, S.**, Riccomini, P.J., Urso, A. (2016, April). *High-Leverage Instructional Scaffolds for Improving the Mathematics Performance of Struggling Secondary Students*. Demonstration presented at the annual conference of the Council for Exceptional Children, St. Louis, MO.
- Scheeler, M.C. & **Morano, S.** (2016, April). *Paraeducators, Special Education Teachers, Immediate Feedback, and Bug-in-Ear Technology - It Works!* Single paper session with Q & A given at the annual conference of the Council for Exceptional Children, St. Louis, MO.
- Morano, S.** (2015, April). *Can Peer Tutoring Enhance Higher Order Learning? A Review of the Literature*. Poster presented at the Division of Learning Disabilities reception at the annual conference of the Council for Exceptional Children, San Diego, CA.
- Hwang, J., Riccomini, P.J., & **Morano, S.** (2015, October). *Enhancing Mathematical Problem-Solving Performance for Secondary Students with LD: A Synthesis of Research*. Roundtable presentation at the International Council for Learning Disabilities annual conference, Las Vegas, NV.
- Wolfe, P., & **Morano, S.** (2015, April). *Meta-Analysis of Academic Interventions in Inclusive Settings for Students with Severe Disabilities*. Poster presented at the annual conference of the Council for Exceptional Children, San Diego, CA.
- Riccomini, P.J., Hwang, J., & **Morano, S.** (2015, April). *Single-Digit Arithmetic Fluency Profiles for Students With and Without Learning Disabilities*. Poster presented at the annual conference of the Council for Exceptional Children, San Diego, CA.
- Riccomini, P.J., Brown, N., **Morano, S.**, & Hwang, J. (2015, April). *Learning Fractions and Integers Through a 3-step Intervention: Results of Action Research*. Poster presented at the annual conference of the Council for Exceptional Children, San Diego, CA.
- Riccomini, P.J., Hughes, E., Hwang, J., & **Morano, S.** (2014, October). *Common Error Patterns in Middle School Students' Fraction Computations*. Poster presented at the Annual conference of the Council for Learning Disabilities, Philadelphia, PA.

## TEACHING

### Lead Instructor

**Fall 2022:** Mathematics Instruction for Special Education (EDIS 5060, Graduate), on grounds (4 students), Seminar: Teaching Internship in Special Education (EDIS 5857, Graduate) and Teaching Internship Practicum (EDIS 5867, Graduate), on grounds (3 students)

**Spring 2022:** Mathematics Instruction for Special Education (EDIS 4060, Undergraduate), on grounds (9 students), Seminar: Teaching Internship in Special Education (EDIS 5877, Graduate) and Teaching Internship Practicum (EDIS 5887, Graduate), on grounds (6 students)

**Fall 2021:** Mathematics Instruction for Special Education (EDIS 5060, Graduate), on grounds (6 students), Mathematics Instruction for Special Education (EDIS 5060, Graduate), online (16 students), School of Education and Human Development at the University of Virginia

**Spring 2021:** Mathematics Instruction for Special Education (EDIS 5060, Graduate), on grounds (17 students), Mathematics Instruction for Special Education (EDIS 4060, Undergraduate), on grounds (7 students), Curry School of Education at University of Virginia

**Fall 2020:** Maternity leave, no courses taught

**Spring 2020:** Mathematics Instruction for Special Education (EDIS 5060, Graduate), on ground (26 students), Special Education Teaching Internship Seminar (EDIS 5887, Graduate), on grounds (4 students), Curry School of Education at University of Virginia

**Fall 2019:** Mathematics Instruction for Special Education (EDIS 5060, Graduate), NOVA (9 students) and online (9 students); Field Experience in Special Education (EDIS 4887, Graduate), NOVA (8 students), Curry School of Education at University of Virginia

**Summer 2019:** The Exceptional Learner (EDIS 5000, Graduate), online (22 students), Curry School of Education at University of Virginia

**Spring 2019:** The Exceptional Learner (EDIS 3020, Undergraduate), on grounds (134 students); Mathematics Instruction for Special Education (EDIS 5060, Graduate), on grounds (19 students), Curry School of Education at University of Virginia

**Fall 2018:** The Exceptional Learner (EDIS 3020, Undergraduate), on grounds (49 students); Mathematics Instruction for Special Education (EDIS 5060, Graduate), NOVA (15 students); Field Experience in Special Education (EDIS 4887, Graduate) NOVA (13 students), Curry School of Education at University of Virginia

**Summer 2018:** The Exceptional Learner (EDIS 5000, Graduate), online (27 students), Curry School of Education at University of Virginia

**Spring 2018:** Mathematics Instruction for General and Special Education (EDIS 5320, Graduate), two sections on grounds (20 and 25 students), Curry School of Education at University of Virginia

**Fall 2017:** The Exceptional Learner (EDIS 3020, Undergraduate), on grounds (29 students), Curry School of Education at University of Virginia

**Summer 2017:** The Exceptional Learner (EDIS 5000, Graduate), online (36 students), Curry School of Education at University of Virginia

### **Teaching Assistant**

**Fall 2016:** Inclusive Special Education Foundations: Law, Characteristics, Collaboration, Assessment, and Management (SPLED 400), face-to-face, Penn State College of Education

**Spring 2015:** Teaching Learners with Disabilities in Inclusive Settings (SPLED 525), online, Penn State College of Education

**Teacher Trainer**      **2006-2013:** Special Education Development Volunteer and Teacher Trainer, Ministry of Education, Grenada, W.I.; United States Peace Corps

**Teacher**                **2006-2010:** PS 161, the Pedro Albizu Campos School, New York, NY

### **UVa Dissertation Committees**

Comittee Chair	Susan Aigotti, 2020 – present
Committee Co-Chair	Anna Myers, 2018 – present
Committee Member	Victoria VanUitert, 2018 – present
Committee Member	Dr. Marie Black, 2017 – 2019

Dissertation: Parent Training for Parents of Children with Autism

### **SERVICE**

**Journal Reviewer,** *Exceptional Children, Journal of Learning Disabilities, Journal of Special Education, Remedial and Special Education, Elementary School Journal, Teacher Education and Special Education, Learning Disabilities Research & Practice, Teaching Exceptional Children, Assessment for Effective Intervention, Mathematics Teaching and Learning*

**Editorial Board Member**, *Learning Disabilities Research & Practice; Assessment for Effective Intervention; Remedial and Special Education*

**Conference Proposal Reviewer**, Council for Exceptional Children, Council for Learning Disabilities, Teacher Education Division of CEC

**Elected National Leadership Positions**, Teacher Education Division Executive Board Member and Member-at-Large for Knowledge & Skills

**Appointed National Leadership Positions**, University of Virginia delegate to the Higher Education Consortium for Special Education; Chair of the Technology Subcommittee of the Conference Planning Committee for the Council for Learning Disabilities; Research Committee Member for the Division for Learning Disabilities; Newsletter Co-Editor for the Paraeducator Special Interest Group of TED

**Service-Oriented Presentations**, Virginia Department of Education 3 day virtual workshop for special educators on schema-based instruction for word problem solving (2020), Virginia Department of Education Region 5 HLP Conference (2019), Virginia Department of Education Mathematics Supervisors Conference (2019), Virginia Department of Education Region 5 Training and Technical Assistance Workshop for Administrators (2019), Virginia Department of Education Co-Teaching Professional Development Workshop for Elementary Reading and Mathematics Teachers (2019), Virginia Department of Education Professional Development Workshop on Problem Solving for Elementary Teachers (2020); Virginia Department of Education Professional Development Workshop on HLPs in Co-Taught Classrooms (2021).

**Faculty Service**, CISE Department Doctoral Student Recruitment Funding Subcommittee Member, CISE Department Delegate to Final Exercises (2019), Best Buddies Chapter Advisor

## **PROFESSIONAL MEMBERSHIPS**

- Council for Exceptional Children
  - o Division for Learning Disabilities
  - o Division for Research
  - o Teacher Education Division
    - § Paraeducator Special Interest Group
    - § Early Career Special Interest Group
- Council for Learning Disabilities
- National Council for Teachers of Mathematics
- Higher Education Consortium for Special Education

## **AWARDS**



Curry School of Education Excellence in Teaching Award, 2019  
Curry School of Education Excellence in Service Award, 2019  
IES Single Case Research Design Training Institute, Selected Participant, 2019  
CEC Division for Research Doctoral Student Scholar, 2016  
HECSE Policy and Advocacy Short Course, Selected Participant, 2016  
Penn State College of Education Dissertation Support Grant, 2016  
Council for Learning Disabilities Leadership Academy, Selected Participant, 2015  
Teacher Education Division Day on the Hill Advocacy Training, Selected Participant, 2015  
Federal Grant Recipient for Doctoral Study in Special Education,  
Preparing Professor/Researchers of Evidence-based Practices (PPREP), 2013-2017