

Stephanie Morano

CURRICULUM VITAE

University of Virginia

Curry School of Education
Department of Curriculum, Instruction, and Special Education
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EDUCATION

- Ph.D. Special Education* May 2017
Minor: Statistics and Data Analysis
The Pennsylvania State University
University Park, PA
Advisor: Paul J. Riccomini, Ph.D.
- M.S. Special Education* January 2009
Hunter College, The City University of New York
New York, NY
- B.F.A. Industrial Design* May 2006
Montclair State University
Upper Montclair, NJ

PROFESSIONAL EXPERIENCE

- Assistant Professor* 2017 – present
Curry School of Education
Department of Curriculum, Instruction, and Special Education
University of Virginia, Charlottesville, VA
- Special Education Instructor* 2014 – 2017
Department of Educational Psychology, Counseling, and Special Education
Penn State, University Park, PA
- Doctoral Fellow* 2013 – 2017
Department of Educational Psychology, Counseling, and Special Education
Penn State, University Park, PA

Special Education Teacher Trainer 2010 – 2013
Grenada Ministry of Education/United States Peace Corps
Grenada, West Indies

Special Education Teacher, Grades K-4 2006 – 2010
Self-contained teacher and inclusive classroom co-teacher
New York City Public Schools, New York, NY

REFEREED JOURNAL PUBLICATIONS

Morano S. (In Press). Retrieval practice for retention and transfer. *Teaching Exceptional Children*.

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*. Advance online publication.
<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

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

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

OTHER PUBLICATIONS

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

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>

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 SUBMITTED FOR PEER REVIEW

Morano, S., & Riccomini, P.J. (2019). Accuracy of area-model and number line representations of fractions for students with learning disabilities. *Manuscript Submitted for Review.*

Riccomini P., J., & **Morano, S.** (2019). Guided practice for complex, multi-step procedures in algebra: Scaffolding through worked solutions. *Manuscript Submitted for Review.*

Morano, S. & Flores, M.M. (2018). A Comparison of CRA and CRA-I Fractions Interventions for Students with Disabilities. *Manuscript Submitted for Review.*

Riccomini, P.J., **Morano, S.** (2018). A systematic analysis of middle school students' fraction solutions. *Manuscript Submitted for Review.*

Flores, M.M., & **Morano, S.** (2018). Teaching basic fraction concepts using a concrete-representational-abstract integrated sequence. *Manuscript Submitted for Review.*

MANUSCRIPTS IN PREPARATION

Morano, S., & Riccomini, P.J. (2019). Pre-service teachers' conceptual understanding of fraction multiplication and division. *Manuscript in preparation.*

Morano, S., Flores, M.M., & Yowell, K. (2019). Improving initial fractions instruction through concrete-representational-abstract integrated sequence instruction. *Manuscript in preparation.*

Morano, S., Randolph K., & Markelz, A. (2019). Reducing mathematics anxiety and avoidance behaviors with effective fact fluency instruction. *Manuscript in preparation.*

Morano S., & Riccomini, P.J. (2019). Improving pre-service teachers' conceptual understanding of fraction multiplication and division. *Manuscript in preparation.*

Morano, S. (2019). Building academic discussion skills and mathematics content knowledge for students with ASD through targeted intervention. *Manuscript in preparation.*

CONFERENCE PARTICIPATION

National Presentations

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.* Presentation with Q & A presented at the annual conference of the Council for Exceptional Children. Tampa, FL.

Hughes, E., Riccomini, 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. & Riccomini, 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 39th 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 39th 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!* Presentation made 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*. Presentation 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.

State Presentations

Morano, S. (2017, November). *Making connections between area-model and number line representations of fractions to improve student performance.* Presentation at the annual conference of the Virginia Chapter of the Council for Exceptional Children, Richmond, VA.

Morano, S., Hwang, J., & Riccomini, P.J. (2014, November). *Measuring fluency of two-step algebra equations for secondary students.* Presentation at the annual conference of the Pennsylvania Chapter of the Council for Exceptional Children, Harrisburg, PA.

Riccomini, P.J., Hwang, J., **Morano, S.**, & Stocker, J. (2014, November). *Single-digit arithmetic fluency for students with and without learning disabilities.* Poster presented at the annual conference of the Pennsylvania Chapter of the Council for Exceptional Children, Harrisburg, PA.

Morano, S. (2014, November). *A review of classwide peer tutoring interventions in inclusive secondary content area classes.* Poster presented at the annual conference of the Pennsylvania Chapter of the Council for Exceptional Children, Harrisburg, PA.

FUNDED GRANTS AND PROJECTS

University of Virginia

Supporting Transformative Autism Research (STAR) Pilot Award (\$25,000) 2019-2020

Title: *Math Talk*

Role: PI

Penn State

College of Education Dissertation Research Initiation Grant (\$600) 2016-2017

Title: *Effects of a Fraction Equivalence Intervention Combining CRA-I and Number Line Representations*

Role: PI

LEADERSHIP

Elected

<i>CEC Teacher Education Division Executive Board</i> , voting member	2018 – present
Member-at-Large, Knowledge & Skills Committee	2018 – present
Virginia State Chapter Treasurer	2017 – present
Kaleidoscope (Doctoral Student Group) Co-Chair	2015 – 2017

Appointed

<i>University of Virginia Delegate</i> Higher Education Consortium for Special Education	2018 – present
<i>Technology Sub-Committee Chair, Conference Planning Committee</i> Council for Learning Disabilities (CLD)	2017 – present
<i>Research Committee Member</i> Division for Learning Disabilities (DLD)	2017 – present
<i>Newsletter Editor</i> Paraeducator Special Interest Group of TED	2016 – present

SERVICE & PROFESSIONAL DEVELOPMENT

National

Editorial Board Member, <i>Assessment for Effective Intervention</i>	2018 – present
Journal Reviewer: <i>Exceptional Children</i>	2017 – present
<i>Teacher Education in Special Education</i>	2016 – present
<i>Journal of Special Education</i>	2016 – present
<i>Learning Disabilities Research & Practice</i>	2015 – present
CEC Convention proposal reviewer, Learning Disabilities Topic Area	2014 – 2018
STEM Strand Co-Leader for CEC 2018 Conference, Tampa	2017
Local Planning Committee CLD 2017 Conference, Baltimore	2017

HECSE, Member of Doctoral Student Involvement Committee 2017 – present

State Level

VDOE Mathematics Supervisors Conference, Invited Presenter 2019

VDOE Region 5 Training & Technical Assistance 2019
Workshop for Administrators in Region 5, Invited Presenter

VDOE Co-Teaching Professional Development 2019
for Elementary Educators of Reading and Mathematics, Invited Presenter

Altoona/Johnstown, Pennsylvania Archdiocese Schools, 2015
Processional Development on Effective Mathematics Instruction for
Students with High Incidence Disabilities, Invited Presenter

University Level

University of Virginia, CISE Department, Doctoral Student Recruitment 2019 – present
Funding Subcommittee Member

University of Virginia, CISE Department Delegate to Final Exercises 2019 – present

University of Virginia, Best Buddies Chapter Advisor 2018 – present

Penn State SPLED program meeting student representative 2016

Penn State SPLED faculty search committee member 2015

UNIVERSITY LEVEL TEACHING

Master's Level Courses

University of Virginia

Mathematics Instruction for Special and Elementary Education (EDIS 5060)

- Face-to-face and hybrid course formats

Field Experience in Special Education (EDIS 4887)

Independent Study (EDIS 9993)

- Graduate Teaching and Research Supervision

- The Exceptional Learner (EDIS 5000)
- Face-to-face and online course formats

Undergraduate Level Courses Taught

University of Virginia

- The Exceptional Learner (EDIS 3020)
- Face-to-face course format

- Independent Study (EDIS 5993 and EDIS 4995)
- Undergraduate Directed Research

Penn State

- Inclusive Special Education Foundations: Law, Characteristics, Collaboration, Assessment, and Management (SPLED 400)
- Face-to-face course format

- Teaching Learners with Disabilities in Inclusive Settings (SPLED 525)
- Online course format

Dissertation Committees

Committee Co-Chair

Anna Myers 2018 – present

Committee Member

Victoria VanUitert 2018 – present

Marie Black 2017 – present

Guest Lectures

Applying for a Dissertation Research Initiation Grant 2016
Penn State, Grant Proposal Development in Special Education (SPLED 575)

Using the Number Line to Build Rational Number Sense in Seminar 2016
Penn State, Math and Science Instruction for Students with Disabilities (SPLED 509C)

Professionalism and Personal Ethics in Teaching 2015
Penn State, Foundations of Special Education, Etiologies, Law, and Implications for Practice (SPLED 425)

Interpreting Norm-Referenced Test Scores 2015
Penn State, Inclusive Special Education Foundations: Law, Characteristics,
Collaboration, Assessment, and Management (SPLED 400)

University Teaching Certificates

Schreyer Institute for Teaching Excellence,
Graduate School Teaching Certificate 2016
Penn State Course in College Teaching 2015
Penn State Course in Online Teaching 2015

HONORS & AWARDS

CEC Division for Research Doctoral Student Scholar 2016

Selected participant, HECSE Special Education Policy and
Advocacy Short Course 2016

Sponsored participant, Teacher Education Division (CEC)
Day on the Hill advocacy-training program 2015

2015 Leadership Academy Member,
Council for Learning Disabilities 2015

Federal Grant Recipient for Doctoral Study in Special Education,
Preparing Professor/Researchers of Evidence-based Practices (PPREP) 2013 – 2017

PROFESSIONAL AFFILIATIONS

National Level

Council for Exceptional Children 2006 – present
- Teacher Education Division 2013 – present
- Paraeducator Special Interest Group 2013 – present
- Kaleidoscope 2013 – 2017
- Early Career Special Interest Group 2017 – present
- Division for Learning Disabilities Member 2013 – present
- Division for Research 2013 – present

Higher Education Consortium for Special Education 2017 – present

Council for Learning Disabilities 2013 – present

National Council for Teacher of Mathematics
present

2016 –

State Level

Virginia Council for Teachers of Mathematics

2017 – present

Virginia Teacher Education Division (TED)

2017 – present

Virginia Council for Exceptional Children (CEC)

2017 – present