

THE STATE OF



Learning Disabilities

Strengthening Educator Confidence to Support Every Learner

A Report by the National Center for Learning Disabilities



Citation

Rodrigo, S. A., Stelitano, L., Harris, S. L., Malone, A. S., Wong, L. N. (2026).
The State of Learning Disabilities: Strengthening educator confidence to support every learner. National Center for Learning Disabilities.

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Introduction

No two students learn in the same way. An educator’s ability to support students in developing skills and knowledge depends not only on *what* they teach but also on *how* they teach. *Adapting instruction*—making changes in instructional strategies, classroom materials, or assessments to make instruction accessible without altering learning standards—is a critical skill for teaching all students effectively. Delivering effective instruction to students with and at risk for learning disabilities (LD) requires a unique and sophisticated set of skills that are often not adequately addressed in pre- or in-service training.¹

What is a learning disability (LD)?

LD is a brain-based disorder affecting an individual’s academic achievement. These disabilities affect individuals differently but most often affect reading, writing, and mathematical skills (e.g., dyslexia, dysgraphia, and dyscalculia). Students with LD are a diverse population with different strengths and levels of need, coming from diverse cultural, linguistic, and socioeconomic backgrounds.



¹ Aceves, T. C. and Kennedy, M. J. (Eds.) (2024, February). High-leverage practices for students with disabilities. 2nd edition. Arlington, VA: Council for Exceptional Children and CEEDAR Center.



Adapted instruction is especially critical for students with LD. Students with LD represent the largest group of those receiving special education services in the United States.² One in three students with an Individualized Education Program (IEP) has an LD as their primary disability.³ Many other students who are not formally identified with an LD also struggle to meet grade-level standards and would benefit from adapted instruction.

Most students with LD spend the majority of their day in general education classrooms,⁴ making adapting instruction a necessary skill for both general and special educators. An educator's confidence in adapting instruction marks the difference between inaccessible instruction that hinders learning and accessible instruction that enables learning.

Figure 1. Percentage of time spent in the general education setting for students with LD, compared to all student with disabilities

	Time spent in the general education setting		
	Less than 40%	40–79%	80% or more
Students with LD	3%	19%	76%
All students with disabilities	13%	16%	67%

Source: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved October 16, 2023, from <https://data.ed.gov/dataset/idea-section-618-data-products-state-level-data-files>. See *Digest of Education Statistics 2023*, table 204.60.

Confidence in adapting instruction is not an innate quality. It develops over time, through specific training, access to quality resources, and supportive working conditions.^{5,6} Ultimately, educators' confidence in their ability to effectively adapt instruction impacts their instructional quality and student outcomes.⁷ Educators who are more confident in their teaching practice are also less likely to leave the teaching profession.⁸ Yet, many educators—particularly general educators—express low

- 2 National Center for Education Statistics. (2024). *Students With Disabilities*. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved August 1, 2025, from <https://nces.ed.gov/programs/coe/indicator/cgg>.
- 3 Ibid.
- 4 U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved October 16, 2023, from <https://data.ed.gov/dataset/idea-section-618-data-products-state-level-data-files>. See *Digest of Education Statistics 2023*, table 204.60.
- 5 Brownell, M. T., Sindelar, P. T., Kiely, M. T., & Danielson, L. C. (2010). Special Education Teacher Quality and Preparation: Exposing Foundations, Constructing a New Model. *Exceptional Children*, 76(3), 357–377. <https://doi.org/10.1177/001440291007600307>
- 6 Bettini, E. A., Crockett, J. B., Brownell, M. T., & Merrill, K. L. (2016). Relationships between working conditions and special educators' instruction. *The Journal of Special Education*, 50(3), 178–190. <https://doi.org/10.1177/0022466916644425>
- 7 Ibid.
- 8 Darling-Hammond, L., Saunders, R., Podolsky, A., Kini, T., Espinoza, D., Hyler, M., & Carver-Thomas, D. (2019). Best practices to recruit and retain well-prepared teachers in all classrooms. *Learning Policy Institute*.

confidence in adapting instruction to meet the needs of struggling students.^{9,10,11,12} This challenge is systemic, tied to pre-service preparation, in-service support, resources, working conditions, and collaboration.

This report presents findings from a national survey of general and special educators exploring their confidence in adapting instruction for students with LD, the school-level factors that shape that confidence, and how these factors are currently shaping their work. Based on these findings, we offer recommendations for educators, school and district leaders, and policymakers to ensure that all educators can effectively teach students with LD.



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- 9** Brownell, M. T., Sindelar, P. T., Kiely, M. T., & Danielson, L. C. (2010). Special education teacher quality and preparation: Exposing foundations, constructing a new model. *Exceptional Children*, 76(3), 357–377.
 - 10** Fuchs, L. S., Fuchs, D., Hamlett, C. L., Phillips, N. B., & Karns, K. (1995). General educators' specialized adaptation for students with learning disabilities. *Exceptional Children*, 61(5), 440–459. <https://doi.org/10.1177/001440299506100504>
 - 11** Solari, E. J., Denton, C. A., & Haring, C. D. (2020). How do teachers support struggling readers? An observational study of elementary reading instruction. *Exceptional Children*, 86(2), 144–163.
 - 12** Stelitano, L., Gomez-Bendaña, H. & Greer, L. (2022). For Secondary Teachers Educating Students with Disabilities, 2021 Was a New Year with an Old Story: Findings from the American Educator Panels. RAND Corporation. https://www.rand.org/pubs/research_reports/RRA827-7.html



Overview

To better understand the conditions necessary to support and empower educators in meeting the needs of students with LD, the National Center for Learning Disabilities (NCLD), in partnership with WestEd, surveyed 1,654 general and special educators. The sample was weighted by role (i.e., general versus special educator), gender, race/ethnicity, and highest degree obtained to approximate a nationally representative sample.¹³ The study examined two core questions:

1. **To what extent do educators feel confident adapting instruction for students with LD?**
2. **What school-level factors support or hinder educator confidence in adapting instruction for students with LD?**

The survey explored a range of school-level factors known to shape educators' work when it comes to supporting students with LD, including:

- Leadership support
- Time and resources
- Instructional decision-making
- Collegial expertise
- Collaboration between general and special educators
- Student support dialogue

Survey findings were analyzed through robust statistical analyses and a series of conversations with an expert review committee of researchers, practitioners, and education leaders. Based on these analyses and conversations, NCLD and WestEd developed a school-wide framework outlining the conditions necessary to ensure that all educators feel confident in adapting instruction to meet the needs of students with LD. The framework identifies two essential foundations—**instructional** and **collaborative**—that are fundamental to improving educators' confidence in adapting instruction. This framework underscores that educator preparedness to support students with LD is shaped by broader school systems and culture.

¹³ For a full description of the survey sampling, design, administration, data analyses, and descriptive findings please refer to the *Educator Survey: Technical Report*.

Characteristics of Educators Surveyed

Educator Demographics

Role*	Teaching experience	Licensure or certification**	Gender and race/ethnicity*
75% general educators	3% novice (0-3 years)	95% full, standard, or professional	77% female 23% male
25% special educators	28% experienced (4-9 years)	8% National Board certification	80% White 9% Hispanic or Latino 6% Black or African American
	69% veteran (10+ years)	6% emergency, alternative, or provisional	

School Demographics

Title I	Urbanicity	Type	Grade level(s)**
62% Title I school	52% suburban	86% traditional public school	59% elementary (K-5th)
	36% urban	7% private school	27% middle (6th-8th)
	11% rural	4% charter school	27% high (9th-12th)

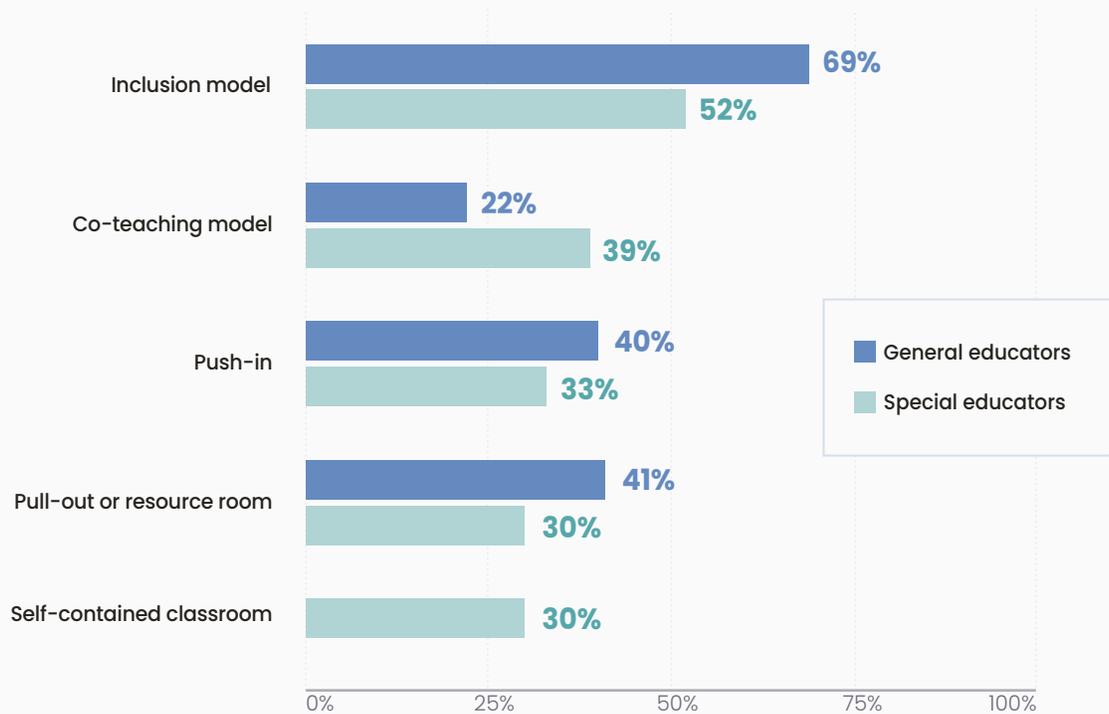
*These characteristics were purposely sampled and weighted to approximate a national sample of educators.

**Percentages are based on a select-all-that-apply question and may not total 100%.



Figure 2. Service delivery model use

Percentage of educators using each service delivery model*



**General educators selected all service delivery models used in their classrooms, and special educators selected all models they consistently provide. These items were “select all that apply.”*

Educators reported using a variety of service delivery models in their schools to support students with LD. The “inclusion model” was most commonly reported. Less than a quarter of general educators used the “co-teaching model”.

What We Learned

Question 1: To what extent do educators feel confident adapting instruction for students with LD?

Most general educators are not fully confident in their ability to teach students with LD.

- While most students with LD spend the majority of their school day in the general education classroom, less than half of general educators (42%) felt completely confident in adapting instruction for students with LD.

Novice special educators enter the classroom with far greater confidence in adapting instruction compared to novice general educators.

- Only 17% of novice general educators were completely confident in their ability to adapt instruction for students with LD, compared to 60% of novice special educators.

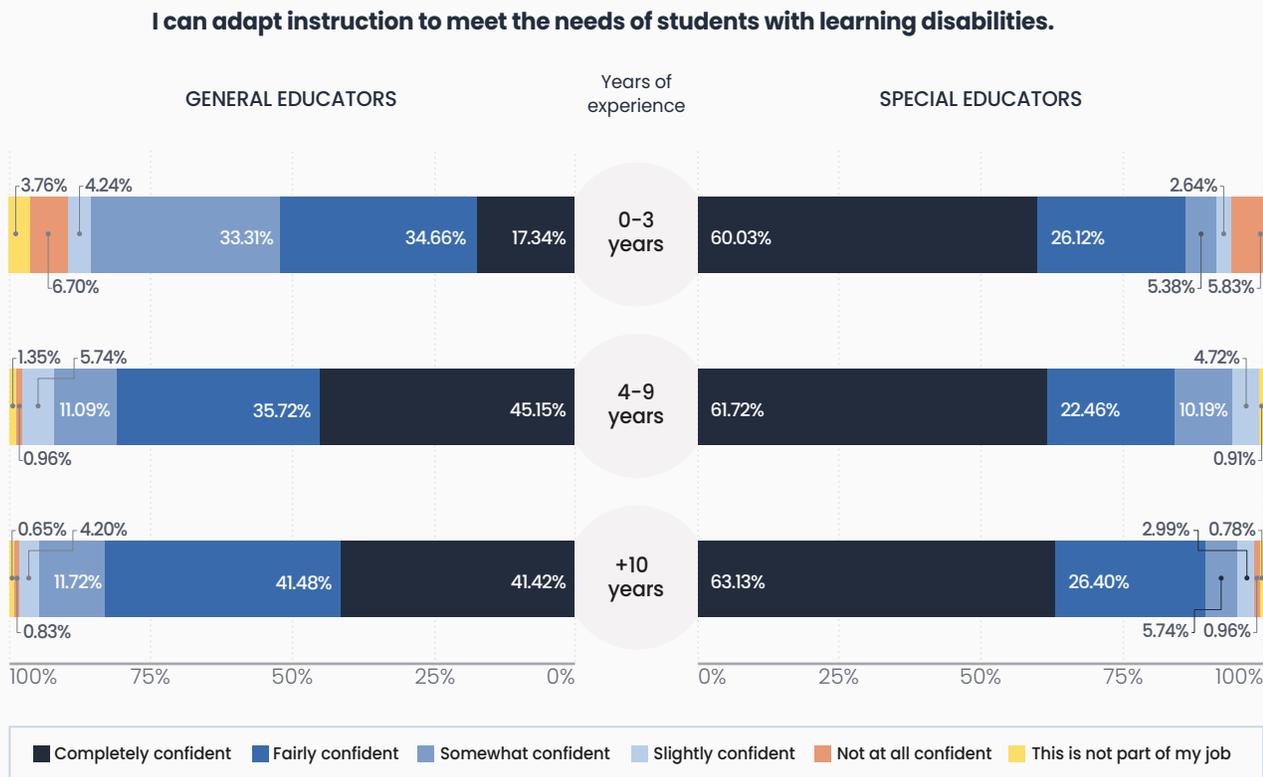
Experience helps, but only goes so far, when it comes to general educators' confidence in adapting instruction.

- Experienced general educators (4-9 years of experience) reported markedly greater confidence in adapting instruction for students with LD, compared to novice general educators (45% vs. 17%, respectively).
- Even among veteran educators (10+ years of experience), a confidence gap persisted between general and special educators (41% vs. 63%, respectively).





Figure 3. Teacher confidence in adapting instruction to meet the needs of students with LD, by role and years of experience



Question 2: What school-level factors support or hinder educator confidence in adapting instruction for students with LD?

Leadership Support

How do educators perceive their school leaders' expertise in and support with meeting the needs of students with LD?

Educators reported that their school leadership could use more training in supporting students with LD.

- Less than a third of educators believed that their school leadership had the necessary training and knowledge to meet the academic needs of students with LD (30%) or consistently followed through on supporting students with LD (28%).



Time & Resources

Do educators have adequate resources, support, and time to meet the needs of students with LD?

For most educators, inadequate time was a major barrier to supporting students with LD.

- About two-thirds of educators agreed they had adequate resources (71%) and support (65%) to teach students with LD.
- Less than half (44%) of educators agreed they had sufficient time to use their knowledge and resources to meet the needs of their students with LD and others who struggled academically.

Instructional Decision-Making

Are educators comfortable with making instructional decisions based on student needs (e.g., differentiating instruction, selecting and implementing academic interventions, using data to identify skill gaps, etc.)?

Confidence with instructional decision-making grows with experience. Veteran educators were generally more comfortable making instructional decisions for students with LD.

- Across four key instructional decision-making practices, veteran educators' comfort levels averaged 20 percentage points higher than those of novice educators' (62% versus 42%).

Educators' comfort with one instructional decision-making practice did not grow with experience: choosing academic interventions to address student skill gaps. Instead, special education expertise appeared to make the difference.

- For this instructional decision-making practice, there was no substantial difference in the confidence levels of novice and veteran educators (42% versus 46%). However, there was a notable confidence gap when comparing this practice by role: special educators' comfort level was 19 percentage points higher than that of general educators' (62% versus 43%).

Collegial Expertise

How do general/special educators perceive their colleagues' expertise when it comes to meeting the academic and behavioral needs of all students?

Educators reported limited confidence in their colleagues' ability to address the learning and behavioral needs of all students.

- Just over half of general (56%) and special (55%) educators reported that their colleagues consistently met students' *behavioral* needs.
- When asked about their colleagues' competence in meeting students' *academic* needs, a slightly larger share of general (60%) and special (65%) educators reported that their colleagues consistently did so.



What do you need to be better equipped to teach students with learning disabilities?

"[I need] more training - what does differentiated instruction look like for students with specific goals? When you have 200 students on your roster, and 1/4 of them with IEPs and IEP goals, what are ways that I can collect qualitative data to record for the case manager? There's just such a lack of resources - I feel like I'm handed an IEP and am told "good luck!" instead of specific information about how to help this specific student."

- GENERAL EDUCATOR

"I have supportive, knowledgeable colleagues but I feel like there is not enough planning time for me to adequately differentiate for my students with special needs."

- GENERAL EDUCATOR

Collegial Expertise

How do general/special educators perceive their colleagues' expertise when it comes to meeting the needs of students with LD, and aligning instruction with students' IEP goals?

Special educators expressed concerns about their colleagues' capacity for instructional decision-making that meets the needs of students with LD.

- 55% of special educators reported that their general education colleagues consistently met the needs of students with LD.
- Just over half of special educators (56%) reported that their general education colleagues made instructional decisions aligned with students' IEP goals.

Collaboration

Do general/special educators perceive one another as open to collaborating, receptive to input, understanding of one another's roles, and lending of collegial support?

Educators reported that their colleagues valued their input, but that value was not always reflected in action.

- About three-quarters of general (76%) and special educators (73%) reported that their colleagues consistently valued their expertise.
- In comparison, a smaller percentage of general (64%) and special educators (59%) reported that their colleagues consistently acted upon their input.



Student Support Dialogue

Are general/special educators talking with one another about special education in a way that is student-centered and instructionally focused (e.g., IEP implementation)?

Some educators, particularly general and novice educators, reported lacking confidence in discussing the needs of students with LD.

- 25% of general educators expressed that they felt unsure or did not talk with their special education colleagues when a student’s IEP was not being implemented correctly, compared to 13% of special educators.
- 28% of novice educators reported struggling to discuss topics related to special education and disability with their colleagues, compared to 15% of veteran educators.

What do you need to be better equipped to teach students with learning disabilities?

“Having more time to collaborate with specialists and families would help create stronger support plans for students.”

– GENERAL EDUCATOR

“I need to spend time outside of class planning and preparing for lessons that are accessible and engaging for all students. I also need to attend meetings and trainings related to special education or specific learning disabilities. Additionally, I need to collaborate with other professionals, such as speech and language pathologists, occupational therapists, or social workers.”

– SPECIAL EDUCATOR

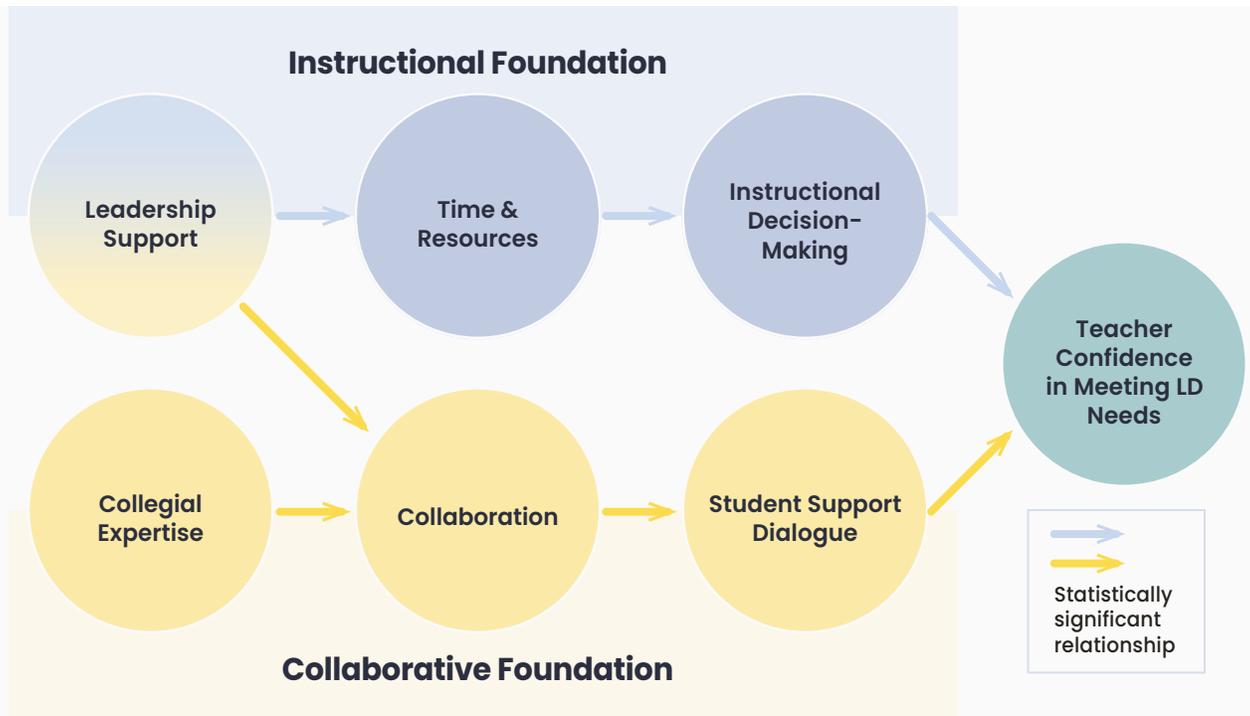
From Findings to Action: A Framework for Supporting Teachers of Students with Learning Disabilities

The school-level factors that shape educators' confidence in adapting instruction for students with LD, as described above, do not operate in isolation. They are deeply interconnected. Our research examined the relationships between these factors and their combined influence on educator confidence in meeting the needs of students with LD. The analysis identified two key pathways or foundations that contribute to this outcome. The framework in *Figure 4* illustrates how these essential conditions work in tandem to support educators of students with LD, categorized into two foundations.

- **Instructional foundation:** Reflects the conditions that directly shape educators' ability to plan and deliver effective instruction. With supportive leadership, adequate time and resources, and confidence in using data to make instructional decisions, educators are better equipped to meet the needs of students with LD.
- **Collaborative foundation:** Captures the culture and collegial interactions that shape the teaching experience. When educators have access to strong collegial expertise, leadership that prioritizes and facilitates meaningful collaboration, and a climate that encourages open discussion about supporting students with disabilities, they build confidence through shared learning.



Figure 4. Framework for Supporting Teachers of Students with Learning Disabilities



In practice, these two foundations are closely intertwined. A strong instructional foundation is most effective when embedded within a collaborative culture. Collaboration is most meaningful when educators have the time, resources, and leadership support to apply their skills and knowledge.

Although this framework identifies two essential foundations, their success in practice depends heavily on broader contextual conditions, including staffing realities. This study did not directly measure staffing adequacy. However, state data and educators’ reflections indicate that having sufficient, qualified personnel increases the likelihood of these foundations being enacted successfully.



The Challenge of Sufficient, Qualified Staffing

According to a recent analysis by the Learning Policy Institute, nearly 1 in 8 teaching positions nationwide were vacant or held by uncertified teachers. Special education is persistently the most commonly reported shortage area across states, with 45 states* reporting shortages of special educators.

For the educators NCLD surveyed for this report, “hiring and retaining enough staff” was among the **top 3 critical factors** selected as necessary for meeting the needs of students with LD.

When asked what they need to be better equipped to teach students with LD, educator shortages were a prominent theme in open-ended responses. In their own words:

“Due to teacher shortages in the school system, [special educators] are being pulled to substitute in classrooms very often and having to pull out the children throughout the school that have behavior issues. This adversely impacts our [special educators’] ability to service our students as stated in their IEPs.”

– **SPECIAL EDUCATOR**

“I wish we could have more special education staff with lower caseloads so that they could provide more support to staff. With [their] caseloads now they are slammed with assessments and [IEP meetings] regularly and [having their] support sometimes isn’t possible.”

– **GENERAL EDUCATOR**

“I deal every day with too many students to help and not enough support. The district I work in does not have enough psychologists, [speech and language pathologists], or [special educators] to cover the caseloads we are having the last few years. We are stressed out, exhausted, and can barely keep up with our responsibilities.”

– **SPECIAL EDUCATOR**

* Learning Policy Institute. (2025). An Overview of Teacher Shortages: 2025 [Fact sheet].



Implications

Teaching students with LD is a shared responsibility. School-level factors shape educators' access to the instructional and collaborative foundations they need to teach all learners, including students with LD, confidently. The research is clear: when educators are adept in data-based instructional decision-making, explicit and systematic instruction, and intentional collaboration centered around students' specific needs, all students have improved outcomes, particularly in reading and math.^{14,15} Educators' survey responses demonstrate their commitment to supporting all learners, but also highlight the importance of aligned policies, preparation, and training, as well as effective school structures, that enable them to do so.

- **School leadership matters. School leaders set the tone for inclusion and can provide critical resources and support for teaching students with LD.**

Leaders of effective, inclusive schools prioritize the needs of students with disabilities and foster supportive working conditions for educators.¹⁶ These data show that leaders' training, consistency in priorities and policies, ongoing coaching, and shared accountability are essential to sustaining meaningful LD support.

- **Resources alone are not enough. Educators need protected time for collaboration and instructional planning.**

While most educators reported having adequate resources or support to teach students with LD, fewer than half said they had adequate time to use their resources, knowledge, and support to meet students' needs. Adapting instruction for students with LD requires time and sustained, meaningful collaboration—even for the most experienced educators. School schedules, staffing ratios, and protected time for collaboration focused on student needs are foundational to supporting educators in meeting the needs of students with LD.

¹⁴ Filderman, M. J., Toste, J. R., Didion, L. A., Peng, P., & Clemens, N. H. (2018). Data-Based Decision Making in Reading Interventions: A Synthesis and Meta-Analysis of the Effects for Struggling Readers. *The Journal of Special Education*, 52(3), 174–187. <https://doi.org/10.1177/0022466918790001>

¹⁵ Zheng, Y., Shen, J., & Li, X. (2025). The association between teacher-to-teacher relationships and student achievement: a meta-analysis. *Research Pa – especially among novice teachers – pers in Education*, 40(2), 188–212. <https://doi.org/10.1080/02671522.2024.2349990>

¹⁶ McLeskey, J., Billingsley, B., & Waldron, N. L. (2016). Principal leadership for effective inclusive schools. In *General and special education inclusion in an age of change: Roles of professionals involved* (pp. 55–74). Emerald Group Publishing Limited.



- **Preparation and training must evolve. The status quo of educator preparation and training is not sufficient for meeting the needs of students with LD.**

The gap in confidence between general and special educators in adapting instruction for students with LD—especially among novice teachers—suggests that broader systemic barriers persist in preparing all educators to meet their students’ learning needs. Educator preparation and induction programs must be bolstered to emphasize practical instructional decision-making strategies for students with LD, including induction support and mentoring from experienced colleagues, to equip educators with the skills they need.

- **Student-centered collaboration between general and special educators is essential, but it requires a supportive culture and structures to be effective.**

Our findings suggest the conditions needed to support effective collaboration are not consistently in place. Most educators reported that their colleagues were open to collaboration and valued their input. Still, they had less confidence in their colleagues’ ability to act on their input and meet students’ academic and behavioral needs. When educators perceive that their colleagues lack the necessary training or skillset to meet their students’ needs, collaboration and ultimately student support suffer. Adding to these challenges, some educators, particularly novice educators, expressed discomfort discussing special education topics or raising concerns about the implementation of students’ IEPs. Schools must create cultures in which collaboration is routine, supportive, and results in actionable strategies for supporting students with LD.

- **Staffing shortages and large caseloads for special educators exacerbate school-level challenges.**

Difficulties in hiring and retaining qualified educators, particularly special educators, further limit educators’ time for instructional planning, access to knowledgeable colleagues, and opportunities for meaningful collaboration to teach students with LD.

To address these implications and ensure that the collaborative and instructional foundations are in place to support educators of students with LD, professionals at all levels must join forces to drive change. The framework emphasizes the importance of addressing both instructional and collaborative foundations simultaneously to ensure that improvement efforts can be fully realized. We conclude this snapshot with a set of audience-specific recommendations informed by the findings presented above.



Recommendations

SCHOOL AND DISTRICT LEADERS

At the local level, school and district leaders play a valuable role in creating inclusive learning environments and ensuring that educators have the training, resources, and support needed to teach students with LD effectively.

Support effective collaboration between general and special educators.

- At the school level, provide protected time, develop cross-disciplinary teams, and offer support and guidance to optimize collaboration on instructional support and IEP implementation.
- At the district level, strengthen integration between curriculum, content knowledge, and high-incidence disability instruction to ensure that instruction and support extend beyond IDEA compliance and foster shared responsibility for identifying and meeting the needs of struggling students.

Train and support all educators in data-informed practices.

- Provide cross-disciplinary in-service training and coaching/mentorship opportunities for educators that focus on data-driven decision-making.
- Provide school leadership with the tools and training to use school-level data in developing schedules and processes that support educators in enhancing outcomes for students with disabilities.
- Provide training and resources grounded in data-informed practices, vetted by research experts, including content-agnostic, high-leverage practices [for students with disabilities](#) and [for all students](#), as well as [evidence-based interventions and assessments](#).

Develop in-school LD experts.

- Develop Master Teacher roles in which experienced educators with the leadership training and instructional expertise can lead compensated mentorships for novice educators, in ways that are intentionally structured to support both mentors and mentees.

STATE AND LOCAL POLICYMAKERS AND EDUCATION AGENCIES

State and local policymakers and education agencies play a role in supporting students with LD by setting policies, distributing funding, monitoring district compliance, and providing technical assistance to schools and districts.

Strengthen cross-disciplinary partnerships at the state and district level.

- Identify and disseminate information on successful models of systems that foster partnerships between general and special education.
- Improve coordination and collaboration between special education offices/divisions and teaching and learning or academic offices/divisions.
- State Education Agencies should provide Local Education Agencies with exemplary models of scheduling that ensure collaboration time is built into the monthly schedule, permitting opportunities for collaboration and planning.

Invest in the development of educators and school leaders.

- Dedicate funds in the state and local budget, along with sufficient staffing to provide professional development to educators and school leaders on inclusive classroom models and instructional decision-making for students with disabilities.

FEDERAL POLICYMAKERS AND EDUCATION AGENCIES

Federal policymakers and education agencies support students with LD by setting priorities that can catalyze innovation and reform, enforcing IDEA and other education laws, determining funding, investing in critical research and educator development, and providing guidance and technical assistance.

Invest in programs that support the preparation and professional development of educators.

- Increase and sustain funding for ESEA Title II,¹⁷ HEA Title II, and IDEA Part D. These programs provide resources to strengthen the educator pipeline, improve teacher quality, and expand access to evidence-based teacher preparation and professional learning.
- Fully fund IDEA to meet the needs of students with disabilities. Decades of underfunding has strained local budgets. Full federal funding would help schools attract and retain high-quality educators and support personnel.

Invest in research and translating research to inform practice.

- The Institute of Education Sciences (IES) plays a vital role in generating and sharing evidence, and it should continue to collect high-quality data and conduct rigorous research with a focus on improving outcomes for students with disabilities.

Invest in and reform federal data collection on the educator workforce.

- Address data collection gaps and streamline existing data systems to support state and local policymakers in their efforts to develop effective policies and enhance resources. Currently, the federal government lacks a centralized, comprehensive resource for data on the state of the educator workforce.

¹⁷ Elementary and Secondary Education Act (ESEA), Title II Part A funds Supporting Effective Instruction State Grants



About

About NCLD

The National Center for Learning Disabilities partners with educators, students, families, and young adults to advance innovative research and advocate for equitable policies that address systemic barriers in schools, workplaces, and communities.

About WestEd

WestEd is a nonpartisan, nonprofit organization that aims to improve the lives of children and adults at all ages of learning and development. We do this by addressing challenges in education and human development, reducing opportunity gaps, and helping build communities where all can thrive. WestEd staff conduct and apply research, provide technical assistance, and support professional learning. We work with early learning educators, classroom teachers, local and state leaders, and policymakers at all levels of government.

Acknowledgements

The National Center for Learning Disabilities would like to thank our review committee members, Elizabeth Bettini, Ph.D., Joanna Christodoulou, Ed.D., Beth Hardcastle, MA, M.Ed., Claudia Koochek, Gwendolyn Mason, Ed.D., Martha Thurlow, Ph.D., and Ling Zhang, Ph.D., for their time, support, and expertise that shaped this report. This report would not have been possible without the methodological expertise and thought partnership of our collaborators at WestEd, including Lauren Wong, Ph.D., Sarah Emily Wilson, Ph.D., Nicholas Gage, Ph.D., Jose Blackorby, Ph.D., and Nagelle LeBoyd, MPH.

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Laura Stelitano, Ph.D.

Laura Stelitano is the Director of Research and Innovation at the National Center for Learning Disabilities. Dr. Stelitano has over a decade of experience leading educational research initiatives centered around making education equitable and accessible for students with disabilities, through technical assistance, academic and policy-oriented research, and evaluation of youth-serving programs for young people with disabilities. She holds a B.A. in Anthropology from St. Vincent College, an M.Ed. in Special Education from George Mason University, and a Ph.D. from the University of Pittsburgh in Learning Sciences and Policy.



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Lauren Wong, Ph.D.

Lauren Wong, Ph.D., is a Research Associate at WestEd with nearly a decade of experience teaching and conducting research in education settings. Her work focuses on developing and rigorously evaluating interventions for students with disabilities, with a particular focus on students with learning disabilities. She specializes in quantitative research methodologies and has experience conducting both small- and large-scale evaluations, including several federally funded grants. Additionally, she has led two national survey studies focused on students with learning disabilities.