

**Ralph P. Ferretti
School of Education
Willard Hall Education Building
University of Delaware
Newark, DE 19716**

EDUCATION

Postdoctoral Fellow, University of Kansas
University of Alabama, Ph.D., 1979
University of Alabama, M.A., 1976
Queens College, City University of New York, B.A., 1974

TRAINING AND EMPLOYMENT HISTORY

Visiting Research Scholar, Educational Testing Service, 2017 – 2018.

Director, School of Education, College of Education and Human Development,
2012 - 2017.

Professor, College of Education and Human Development, School of Education,
1997; College of Arts and Sciences, Department of Psychological and Brain
Sciences, University of Delaware, 2014.

Associate Professor, College of Education, Department of Educational Studies;
College of Arts and Sciences, Department of Psychology, University of Delaware,
1988-1997.

Assistant Professor, College of Arts and Sciences, Department of Psychology,
University of Delaware, 1985-1988.

Member, Cognitive Science Program, University of Delaware, 1985-present.

Assistant Professor, College of Education, Department of Educational Studies,
University of Delaware, 1984-1988.

Research Assistant Professor, College of Education, Division of Educational
Psychology, University of Washington, 1982-1984.

Research Affiliate, Child Development and Mental Retardation Center, University
of Washington, 1981-1984.

Research Associate, College of Education, Division of Educational Psychology,
University of Washington, 1981-1982.

Assistant Professor, Department of Pediatrics, University of Kansas, 1979-1981.

NICHHD Postdoctoral Research Fellow in Cognitive Development and Developmental Disabilities, University of Kansas, 1979.

NICHHD Predoctoral Research Fellow in Psychology and Developmental Disabilities, University of Alabama, 1974-1978.

RESEARCH INTERESTS

Argumentation and Argumentative Writing; Human Problem Solving; Development and Developmental Disabilities; School Improvement; Teacher Education; Strategy Instruction; Technological Supports for Problem Solving.

GRANT AWARDS

(with B. Duch), University of Delaware, Technology-Supported Problem-Based Learning in the Elementary teacher education program, 9/02-8/03, \$18,200.00

(with C. MacArthur & C. Okolo), Eisenhower Professional Development Grant, Integrating technology with standards-based instruction in social studies and language arts in inclusive classrooms, 10/98-9/99, \$21,500.00

(with C. MacArthur & C. Okolo) U.S. Department of Education, OSERS, Research Institute to Accelerate Content Learning through High Support for Students with Disabilities, 10/97-9/2002, \$611,236.00

(with A. Cavalier & C. MacArthur) Colleges of Agricultural Sciences, Education, Human Resources, and Urban Affairs and Public Policy, Classroom Management and Discipline in our Schools, 5/96-2/97, \$8,300.00

(with C. Okolo) U.S. Department of Education, OSERS, Learning by Design: Multimedia Projects for Students with Disabilities, 7/93-7/96, \$601,353.00

(with A. Cavalier) subcontract from Augmentech, Inc., U.S. Department of Education, on the SBIR Phase I research project titled "Wearable electronic reminding, guiding, and location monitoring cognitive aids for retarded students." 1/92-7/92, \$10,000.00

(with L. Kortering) U.S. Department of Education, OSERS, Preparation of Special Educators: Transitional and Vocational Specialization for Teachers of Secondary Level Disabled Youth, 7/90-7/93, \$224,700.00

(with A. Charneco) Delaware State Department of Public Instruction, Training of Vocational Teachers to Meet the Needs of Handicapped and Disadvantaged Students Enrolled in Vocational Education Courses, 9/89-8/90, \$30,964.00

(with A. Charneco) Delaware State Department of Public Instruction, Training of Vocational Teachers to Meet the Needs of Handicapped and Disadvantaged Students Enrolled in Vocational Education Courses, 10/88-8/89, \$40,501.00

U.S. Department of Education, OSERS, Preparation of Special Educators: Transitional and Vocational Specialization for Teachers of Secondary Level Disabled Youth, 7/87-7/90, \$236,000.00

Center for Research in Mental Retardation, Little City Foundation, Capacity Limitations on the Information Processing of Average and Mentally Retarded Persons, 4/87-1/88, \$4997.21

General University Research Grant, University of Delaware, Diagnosing Children's Knowledge, 4/87-11/87, \$4000.00

Postdoctoral Research Fellowship, National Institute of Child Health and Human Development, 1979.

Predocctoral Research Fellowship, National Institute of Child Health and Human Development, 1974-79.

TEACHING INTERESTS

Problem Solving and Argument; Developmental Disabilities; Special Education; Human Learning and Development; Cognitive Development; Cognition and Instruction; Special Education Technology; Research Design.

MEMBERSHIPS

American Educational Research Association
Council for Exceptional Children

EDITORIAL RESPONSIBILITIES

Consulting Editor: *Journal of Teacher Education*, 2015 – present.

Consulting Editor: *Journal of Educational Psychology*, 2014 – present.

Co-Editor: *Journal of Special Education*, 2002-2008.

Consulting Editor: *Exceptional Children*, 2003-2010.

Consulting Editor: *Journal of Special Education*, 2008-2010.

Consulting Editor: *American Journal of Mental Deficiency*, 1984-1988.

Program Committee: *Jean Piaget Society*, 1987-1989; 1991.

Field Reviewer: *Elementary School Journal*, *Contemporary Educational Psychology*; *Cognitive Development*; *Journal of Educational Psychology*; *Science Education*; *American Journal of Mental Retardation*; *Review of Educational*

Research; Intelligence; Research in Developmental Disabilities; Child Development; Merrill-Palmer Quarterly; Computers in Human Services; Learning Disabilities: Research and Practice; Learning and Instruction; Reading and Writing.

NATIONAL, REGIONAL, AND UNIVERSITY SERVICE

Technical Review Committee: National Center for Intensive Interventions
Technical Review Committee: National Center for Response to Intervention
American Institutes for Research
Chesapeake Institute
Center for Special Education Technology
Delaware Division of Mental Retardation
Delaware Department of Public Instruction
Rehabilitation Engineering Center on Augmentative Communication
Association of Retarded Citizens
University Research Council
University Task Force for On-line and Technology-Enhanced Teaching Task Force
University Task Force on Undergraduate Admissions
University Task Force on a Graduate College
University Task Force on SAT Optional Admissions

EDITED BOOK

Ferretti, R.P., & Hiebert, J. (2018). *Teachers, Teaching, and Reform: Perspectives on Efforts to Improve Educational Outcomes*. Routledge.

RESEARCH PUBLICATIONS

Ferretti, R.P., & Hiebert, J. (2018). Improving Educational Outcomes: Contrasting Perspectives. In Ferretti, R.P., & Hiebert, J. *Teachers, Teaching, and Reform: Perspectives on Efforts to Improve Educational Outcomes* (pp. 1 -8). Routledge.

Ferretti, R.P., & Hiebert, J. (2018). Improving Educational Outcomes: Reflections and Projections. In Ferretti, R.P., & Hiebert, J. *Teachers, Teaching, and Reform: Perspectives on Efforts to Improve Educational Outcomes* (pp. 163-169). Routledge.

Ferretti, R.P., & Lewis, W.E. (in press). Teaching argumentative writing. In S. Graham, C.A. MacArthur, & M. Hebert (Eds.), *Best practices in writing instruction* (2nd ed., pp. 113-140). NY: Guilford

Ferretti, R.P., & Fan, Y. (2016). Argumentative writing. In C.A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (2nd ed.). NY: Guilford.

- Woodward, J., & Ferretti, R.P. (2014). The evolving use of technology in special education: Is “effectiveness” the right question? In L. Florian (Ed.) *Handbook of Special Education* (2nd ed., pp. 731-748). London: Sage Publications.
- Ferretti, R.P., & Lewis, W.E. (2013). Best practices in teaching argumentative writing. In S. Graham, C.A. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction* (2nd ed., pp. 113-140). NY: Guilford.
- Song, Y., & Ferretti, R.P. (2013). Teaching critical questions about argumentation through the revising process: Effects of strategy instruction on college students’ argumentative essays. *Reading and Writing: An Interdisciplinary Journal*, 26, 67-90.
- Okolo, C.M., & Ferretti, R.P. (2013). History instruction for students with learning disabilities. In H. L. Swanson, K. Harris, & S. Graham (Eds.). *The Handbook of Learning Disabilities* (2nd ed., pp. 463-488). NY: Guilford.
- Ferretti, R.P., & Lewis, W.E. (2012). Motivating argumentative writing. In Gelati, C., Arfé, B., & Mason, L. (Eds.). *Issues in Writing Research: In Honor of Piero Boscolo* (pp. 127-146). Padova, Italy: CLEUP.
- De La Paz, S., Ferretti, R.P., Wissinger, D., Yee, L., & MacArthur, C. (2012). Adolescents’ disciplinary use of evidence, argumentative strategies, and organizational structure in writing about historical controversies. *Written Communication*, 29, 412-454.
- Ferretti, R. P., & De La Paz, S. (2011). On the comprehension and production of written texts: Instructional activities that support content-area literacy. In R. O’Connor and P. Vadasy (Eds.), *Handbook of reading interventions* (pp. 326-355). New York, NY: Guilford.
- Lewis, W.E., & Ferretti, R.P. (2011). Topoi and literary interpretation: The effects of a critical reading and writing intervention on high school students’ analytic literary essays. *Contemporary Educational Psychology*, 36, 334-354.
- Ferretti, R.P., & Eisenman, L.T. (2010). Delivering educational services that meet the needs of all students. *Exceptional Children*, 76, 276-283.
- Eisenman, L.T., & Ferretti, R.P. (2010). Changing conceptions of special education. *Exceptional Children*, 76, 1-4.
- Ferretti, R.P., Lewis, W.E., & Andrews-Weckerly, S. (2009). Do goals affect the structure of students’ argumentative writing strategies? *Journal of Educational Psychology*, 101, 577-589.
- Lewis, W.E., & Ferretti, R.P. (2009). Defending interpretations of literary texts: The effects of topoi instruction on the literary arguments of high school students. *Reading and Writing Quarterly*, 25, 250-270.

- Ferretti, R.P., MacArthur, C.A., Okolo, C.M. (2007). Students' Misconceptions About U.S. Westward Migration. *Journal of Learning Disabilities, 40*, 145-153.
- Okolo, C.M., Ferretti, R.P., and MacArthur, C.A. (2007). Talking about History: Discourse in a middle-School, inclusive classroom. *Journal of Learning Disabilities, 40*, 154-145.
- Ferretti, R.P., Andrews-Weckerly, S., & Lewis, W.E. (2007). Improving the argumentative writing of students with learning disabilities: Descriptive and normative considerations. *Reading and Writing Quarterly, 23*, 267-285.
- Woodward, J., & Ferretti, R.P. (2007). New machines and new agendas: The changing nature of special education technology research. In L. Florian (Ed.) *Handbook of Special Education* (pp. 440-449). London: Sage Publications.
- Cavalier, A.R & Ferretti, R.P. (2007). The Preparation of Special Education Teachers in Rural Settings via Two-Way Interactive Compressed Video. In Girod, M. & Steed, J.P. (Eds.) *Technology in the college classroom* (pp. 151-179). Stillwater, OK: New Forums Press.
- Ferretti, R.P., MacArthur, C.A., Okolo, C.M. (2005). Misconceptions about history: Reflections on teaching for historical understanding in an inclusive fifth-grade classroom. In T.E. Scruggs & M. A. Mastropieri (Eds.) *Advances in learning and behavioral disabilities* (Vol. 18, pp. 261-299). Oxford, UK: Elsevier Science/JAI Press.
- Ferretti, R.P., MacArthur, C.A., Okolo, C.M. (2002). Teaching effectively about historical things. *Teaching Exceptional Children, 34*, 66-69.
- MacArthur, C.A., Ferretti, R.P., & Okolo, C.M. (2002). On defending controversial viewpoints: Debates of sixth-graders about the desirability of early 20th century American immigration. *Learning Disabilities Research and Practice, 17*, 160-172.
- Okolo, C.M., Ferretti, R.P., and MacArthur, C.A. (2002). Westward expansion and the ten-year old mind: Teaching for historical understanding in a diverse classroom. In J. Brophy (Ed.) *Advances in Research on Teaching* (Vol. 9, pp. 299-331). Oxford, England: Elsevier Science.
- Ferretti, R.P., MacArthur, C.A., & Okolo, C.M. (2001). Teaching for historical understanding in inclusive classrooms. *Learning Disabilities Quarterly, 24*, 59-71.

- Okolo, C.M., & Ferretti, R.P. (2001). Preparing future citizens: Technology-supported project-based learning in the social studies. In J. Woodward & L. Cuban (Eds.), *Technology, curriculum, and professional development: Updating schools to meet the needs of students with disabilities* (pp. 47-60). Thousand Oaks, CA: Corwin Press.
- MacArthur, C.A., Ferretti, R.P., Okolo, C.M., & Cavalier, A.R. (2001). Technology applications for students with literacy problems: A critical review. *Elementary School Journal*, 101, 273-301.
- Ferretti, R.P., MacArthur, C.A., & Dowdy, N. (2000). The effects an elaborated goal of the argumentative writing of students with learning disabilities and the normally achieving peers. *Journal of Educational Psychology*, 92, 694-202.
- Okolo, C.M., Cavalier, A.R., Ferretti, R.P., & MacArthur, C.A.. (2000). Technology, literacy, and disabilities: A review of the research. In R. Gersten, E. Schiller, & S. Vaughn (Eds.), *Contemporary special education research: Syntheses of the knowledge base on critical instructional issues* (pp. 179-250). Mahwah, NJ: Erlbaum.
- Okolo, C.M., & Ferretti, R.P. (1998). Multimedia design projects in an inclusive social studies classroom: "Sometimes people argue with words instead of fists." *Teaching Exceptional Children*, 31, 50-57.
- Cavalier, A.C., Ferretti, R.P., & Hodges, A.E. (1997). Self-management within a classroom token economy for students with learning disabilities. *Research in Developmental Disabilities*, 18, 167-178.
- Okolo, C.M., & Ferretti, R.P. (1997). Knowledge acquisition and technology-supported projects in the social studies for students with learning disabilities. *Journal of Special Education Technology*, 13, 91-103.
- Okolo, C.M., & Ferretti, R.P. (1996). The impact of multimedia design projects on the knowledge, attitudes, and collaboration of students in inclusive classrooms. *Journal of Computers in Childhood Education*, 7, 223-251.
- Ferretti, R.P., & Okolo, C.M. (1996). Authenticity in learning: Multimedia design projects in the social studies for students with disabilities. *Journal of Learning Disabilities*, 29, 450-460.
- Cavalier, A.C., & Ferretti, R.P. (1996). Talking instead of typing: Alternate access to computers via speech recognition technology. *Focus on Autism and Other Developmental Disabilities*, 11, 79-85.
- Cavalier, A.R., Ferretti, R.P., & Okolo, C.M. (1994). Technology and individual differences. *Journal of Special Education Technology*, 12, 175-181.

- Ferretti, R.P. (1994). Cognitive, social, and contextual determinants of strategy production: Comments on Bray, Saarnio, Borges, & Hawk's *Developmental and intellectual differences in external memory strategies*. *American Journal on Mental Retardation*, *99*, 32-43.
- Ferretti, R.P. (1993). Interactive Multimedia Research Questions: Results from the Delphi Study. *Journal of Special Education Technology*, *12*, 107-117.
- Ferretti, R.P., Cavalier, A.R., Murphy, M., & Murphy, R. (1993). The self-management of skills by persons with mental retardation. *Research in Developmental Disabilities*, *14*, 189-205.
- Ferretti, R.P., & Butterfield, E.C. (1992). Intelligence-related differences in the learning, maintenance, and transfer of problem-solving strategies. *Intelligence*, *16*, 207-223.
- Ferretti, R.P., & Cavalier, A.R. (1991) Constraints on the problems solving of persons with mental retardation. In N.W. Bray (Ed.), *International Review of Research in Mental Retardation* (Vol. 17). New York: Academic Press.
- Ferretti, R. P. (1989). Problem solving and strategy production in mentally retarded persons. *Research in Developmental Disabilities*, *10*, 19-31.
- Ferretti, R.P., & Butterfield, E.C. (1989). Intelligence as a correlate of children's problem solving. *American Journal on Mental Retardation*, *93*, 424-433.
- Butterfield, E.C., & Ferretti, R.P. (1987). Toward a theoretical integration of cognitive hypotheses about intellectual differences among children. In J.G. Borkowski & J.D. Day (Eds.), *Cognition in Special Children: Comparative Approaches to Retardation, Learning Disabilities, and Giftedness*. Norwood, NJ: Ablex.
- Ferretti, R. P. & Butterfield, E. C. (1986). Are children's rule-assessment classifications invariant across instances of problem types? *Child Development*, *57*, 1419-1428.
- Ferretti R. P., Butterfield, E. C., Cahn, A., & Kerkman, D. (1985). The classification of children's knowledge: Development on the balance-scale and inclined-plane tasks. *Journal of Experimental Child Psychology*, *39*, 131-160.
- Butterfield, E. C., & Ferretti, R. P. (1984). Some extensions of the instructional approach to the study of cognitive development and a sufficient condition for transfer of training. In P. H. Brooks, C. McCauley, and R. Sperber (Eds.), *Learning and cognition in the mentally retarded*. Hillsdale, NJ: Erlbaum.
- Ferretti, R. P., & Belmont, J. M. (1983). Intelligence, adaptation, and problem solving. In K. T. Kernan, M. J. Begab, & R. B. Edgerton (Eds.) *Environments and behavior: The adaptation of mentally retarded persons*. Baltimore: University Park Press.

- Ferretti, R. P., & Cavalier, A. R. (1983). A critical assessment of overcorrection with mentally retarded persons. In J.L. Matson & F. Andresik (Eds.), *Treatment issues and innovations in mental retardation*. New York: Plenum.
- Ferretti, R. P. (1982). An analysis of passive memory in normal and mentally retarded persons. *Intelligence*, 6, 69-87.
- Belmont, J. M., Ferretti, R. P., & Mitchell, D. W. (1982). Memorizing: A test of untrained mildly retarded children's problem solving. *American Journal of Mental Deficiency*, 87, 197-210.
- Belmont, J. M., Butterfield, E. C., & Ferretti, R. P. (1982). To secure transfer of training, instruct self-management skills. In D. K. Detterman & R. J. Sternberg (Eds.), *How and how much can intelligence be increased*. Norwood, NJ: Ablex.
- Cavalier, A. R., & Ferretti, R. P. (1980). Stereotyped behavior, alternative behavior, and collateral effects: A comparison of four intervention procedures. *Journal of Mental Deficiency Research*, 24, 219-230.
- Ellis, N. R., McCartney, J. R., Ferretti, R. P., & Cavalier, A. R. (1977). Recognition memory in mentally retarded persons. *Intelligence*, 1, 310-317.

SERVICE PUBLICATIONS

- Okolo, C.M., Ferretti, R.P., & MacArthur, C.A. (2002). Teaching history in inclusive classrooms: Technology-based practices and tools. *TAM Technology in Action of The Council for Exceptional Children*, 1(1).
- Ferretti, R., Okolo, C., & Cavalier, A. (1993). Interactive technology in social studies education. *The Council for Exceptional Children Technology-and-Media Newsletter*.
- Okolo, C., Cavalier, A., & Ferretti, R. (1991). Who's in charge here? Learner control in technology-assisted instruction. *The Council for Exceptional Children Technology-and-Media Newsletter*, 6(5), 10-12.
- Okolo, C., Ferretti, R., & Cavalier, A. (1991). Let's connect: Electronic networks and instructional activities for students with disabilities. *The Council for Exceptional Children Technology-and-Media Newsletter*, 6(3), 10-11.
- Ferretti, R., Cavalier, A., & Okolo, C. (1990). Anchoring instruction to real-world contexts. *The Council for Exceptional Children Technology-and-Media Newsletter*, 5(5), 8-9.
- Cavalier, A., Okolo, C., & Ferretti, R. (1990). Out of the mouths of machines . . . *The Council for Exceptional Children Technology-and-Media Newsletter*, 5(3), 8-9.

REVIEWS

- Ferretti, R.P. (1991). A review of A. Baddeley's *Working Memory*. *American Journal on Mental Retardation*, 96, 552-556.
- Ferretti, R.P. & Vukelich, R. (1986). Measuring the Standard of *Assessing the Mentally Retarded*. *Contemporary Psychology*, 31, 441-442.
- Ferretti R. P. (1983). A review of *Steps to independence: A skills training series for children with special needs*. (Baker, B. L., Brightman, A. J., Heifitz, L. S., & Murphy, D. M. Champaign, IL: Research Press, 1976.) *Applied Research in Mental Retardation*, 4, 86-88.

CONFERENCE PROCEEDINGS AND TECHNICAL REPORTS

- Ferretti, R.P. (2007). Evaluation Report for *Teaching American History in Delaware Project* (2003-2006). University of Delaware, Newark, DE.
- Ferretti, R.P., Andrews-Weckerly, S., & Lewis, W.E. (2006). Normative and descriptive approaches to improving the argumentative writing of students with learning disabilities. In George Sideridis & David Scanlon (Eds.), *Proceedings of the 14th World Conference on Learning Disabilities*, Burlington, MA. Weston, MA: Learning Disabilities Worldwide.
- Ferretti, R.P. (1998). Job-related competencies and skills: An analysis of the 1996 cohort of people with disabilities placed in jobs by the Delaware Department of Labor. *Delaware Education Research and Development Center*, University of Delaware. Newark, DE.
- Okolo, C.M., Cavalier, A.R., Ferretti, R.P., & MacArthur, C.A. (1995). *Projects funded by the Technology, Media, and Materials Program, 1986-1994: What have we learned?* Paper prepared for the Chesapeake Institute and the United States Department of Education, Technology, Media, and Materials Program.
- Cavalier, A.R., & Ferretti, R.P. (1993). The use of an intelligent cognitive aid to facilitate the self-management of vocational skills by high school students with severe learning disabilities. In M. Binion (Ed.), *Proceedings of the RESNA international conference on rehabilitation and assistive technologies*, Las Vegas, NV. Washington, DC: RESNA Press.
- Cavalier, A. R., Ferretti, R. P., & Okolo, C. M. (1992). Hypermedia and the creation of knowledge that transfers to real-world situations: A review of anchored instruction with special needs learners. In J. J. Presperin (Ed.), *Proceedings of the RESNA international conference on rehabilitation and assistive technologies*, Toronto, Ontario, Canada. Washington, DC: RESNA Press.

PAPER PRESENTATIONS

- Ferretti, R.P. (2016). A pragma-dialectical approach to argumentation: Implications for assessment and instruction. Educational Testing Service, Princeton, N.J.
- Ferretti, R.P. (2015). Analyzing argumentative essays: A pragma-dialectical approach. 2015 Pacific Coast Research Conference, San Diego, CA.
- Ferretti, R.P., & Song, Y. (2013). Effects of strategy instruction about critical questions on college students' argumentative essays. 9th IAIMTE, Paris, France.
- Ferretti, R.P. (2012). Argumentative writing and the common core: Descriptive and normative considerations. College of Education, Vanderbilt University, Nashville, TN.
- Ferretti, R.P. (2012). The effects of teaching critical standards on college student's argumentative writing. Stanford History Education Group, Stanford University, Palo Alto, CA.
- Ferretti, R.P., & Song, Y. (2012). Teaching normative standards for argumentative writing through the revising process. 2012 Pacific Coast Research Conference, San Diego, CA.
- Ferretti, R.P. (2011). Content area arguments and the common core: Descriptive and normative considerations. Department of Human Development, Teachers College, Columbia University, New York, NY.
- Ferretti, R.P. (2011). Theory-driven measurement and argumentative writing instruction. 61st Annual Conference of the Literacy Research Conference, Jacksonville, FL.
- De La Paz, S., Ferretti, R.P., Wissinger, D., & Yee, L. (2011) Adolescents' disciplinary use of evidence, argumentative strategies, and organizational structure in writing about historical controversies. 2011 Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Song, Yi, & Ferretti, R.P. (2011). Teaching normative standards for argumentation through the revising process: The effects on college students' argumentative essays. 4th International Conference on Writing Research, Writing Research Across the Borders II, George Mason University, Fairfax, VA.
- De La Paz, S., Ferretti, R.P., Wissinger, R., & Yee, L. (2011). Adolescents' disciplinary use of evidence in writing historical arguments. 4th International Conference on Writing Research, Writing Research Across the Borders II, George Mason University, Fairfax, VA.
- Ferretti, R.P. (2010). Developmental resilience. College of Education and Human Development, University of Delaware, Newark, DE.

- Ferretti, R.P., & Lewis, W.E. (2009). You can't use goals without a plan: Suggestive evidence from students' argumentative writing. 2009 Pacific Coast Research Conference, San Diego, CA.
- Ferretti, R.P., & Lewis, W.E. (2008). Improving the argumentative writing of students with learning disabilities: Descriptive and normative considerations. Department of Human Development, Teachers College, Columbia University, New York, NY.
- Ferretti, R.P., & Eisenman, L.T. (2008). Special education in a time of educational reform: Questions and dilemmas. Changing Conception of Special Education Symposium, University of Delaware, Newark, DE.
- Lewis, W.E., & Ferretti, R.P. (2008). How topoi instruction affects the literary arguments of high school students. 2008 Pacific Coast Research Conference, San Diego, CA.
- Ferretti, R.P. (2007). How goals affect the structure student's argumentative writing strategies. Department of Developmental, Social, and Educational Psychology, University of Padova, Padova, Italy.
- Ferretti, R.P., Andrews-Weckerly, S., & Lewis, W.E. (2006). The effects of genre-specific goals the plans and written arguments of students with LD. 2006 Pacific Coast Research Conference, San Diego, CA.
- Ferretti, R.P. (2006). Improving argumentative writing. Cognitive Sciences Program, University of Delaware, Newark, DE.
- Ferretti, R.P., Andrews-Weckerly, S., & Lewis, W.E. (2005). Improving the argumentative writing of students with learning disabilities: Descriptive and normative considerations. 14th Annual Learning Disabilities Worldwide Conference, Burlington, MA.
- Ferretti, R.P., Andrews-Weckerly, S., & Lewis, W.E. (2005). Effects of goals on the written arguments of 4th and 6th grade students with LD and their normally achieving peers. 2005 Pacific Coast Research Conference, San Diego, CA.
- Ferretti, R.P., Agate, L. Andrews-Weckerly, S., & Lewis, W.E. (2004). The effects of an explicit goal for persuasive writing on the revisions of 6th grade students with learning disabilities and their normally achieving peers. 2004 meeting of the American Educational Research Association, San Diego, CA.
- Ferretti, R.P. (2004). A pragma-dialectical perspective on the written arguments of children with and without learning disabilities: Some instructional implications. College of Education, Michigan State University, East Lansing, MI.

- Ferretti, R.P., Agate, L., Andrews-Weckerly, S., & Lewis, W.E. (2004). The effects of an explicit goal for persuasive writing on the revisions of sixth-grade students with learning disabilities and their normally achieving peers. 2004 Pacific Coast Research Conference, Coronado, CA.
- Andrews-Weckerly, S., Ferretti, R.P., & Lewis, W.E. (2004). Determinants of the quality of arguments written by students with and without learning disabilities. 2004 Pacific Coast Research Conference, Coronado, CA.
- Lewis, W.E., Andrews-Weckerly, S., & Ferretti, R.P. (2004). The effects of genre-specific goals on the structure of the written arguments of students with and without learning disabilities. 2004 Pacific Coast Research Conference, Coronado, CA.
- MacArthur, C.A., Ferretti, R.P., & Okolo, C.M. (2002). Historical understanding and reasoning in an inclusive classroom. 2004 Pacific Coast Research Conference, Coronado, CA.
- Okolo, C.M., Ferretti, R.P., & MacArthur, C.A. (2003). Teaching for historical understanding in a diverse classroom: A case study. 2003 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Ferretti, R.P., & Okolo, C.M. (2003). Dilemmas of teaching for historical understanding in a middle school inclusive classroom. 2003 Pacific Coast Research Conference, La Jolla, CA.
- MacArthur, C.A., Ferretti, R.P., & Okolo, C.M. (2002). On defending controversial viewpoints: Debates of sixth-graders about the desirability of early 20th century American immigration. 2002 Pacific Coast Research Conference, La Jolla, CA.
- Ferretti, R.P., MacArthur, C.A., & Okolo, C.M. (2001). Presumptive reasoning in the social studies classroom: Debates by sixth-graders about controversial issues. Council for Learning Disabilities, Charlotte, NC.
- Ferretti, R. P., & Morocco, C. (2001). REACH research: Opportunities and challenges. Office of Special Education Program's Project Director's Conference, Washington, D.C.
- MacArthur, C. A., Aguilar, C. M., Ferretti, R., & Okolo, C. (2001). Research to accelerate content learning through high support for students with disabilities, grades 4-8 (REACH). International Conference of the Learning Disabilities Association of America, New York, NY.
- Ferretti, R.P., MacArthur, C.A., & Okolo, C.M. (2001) Teaching for historical understanding in inclusive classrooms. 2001 Pacific Coast Research Conference, La Jolla, CA.

- Ferretti, R.P. (2000). On the design of inclusive learning environments. Third European Conference on Psychological Theory and Research on Mental Retardation, Geneva, Switzerland.
- Ferretti, R.P., MacArthur, C.A., & Okolo, C.M. (1999). Reflections on the implementation of strategy-supported project-based learning in the social studies (SSPBL). 1999 Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Ferretti, R.P., MacArthur, C.A., & Okolo, C.M. (1999). Achieving high standards for all students: Multimedia projects in the social studies. Delaware Council for Exceptional Children, Dover, DE.
- Okolo, C.M., Ferretti, R.P., & MacArthur, C.A. (1999). Technology applications for students with literacy problems. Office of Special Education Program's Project Director's Conference, Washington, D.C.
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