

## Elizabeth A. Stevens, Ph.D.

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### APPOINTMENTS

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8/2023-present **Assistant Professor**

University of Kansas, Lawrence, KS  
 Department of Special Education, School of Education and Human Sciences  
 Affiliated Investigator, KU Center on Developmental Disabilities

8/2019-7/2023 **Assistant Professor**

Georgia State University, Atlanta, GA  
 Department of Learning Sciences, College of Education and Human Development  
 Affiliate, Center for Research on the Challenges of Acquiring Language and Literacy

6/2018-7/2019 **Research Assistant Professor**

The University of Texas at Austin, Austin, TX  
 The Meadows Center for Preventing Educational Risk

### EDUCATION

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- 2018 **Ph.D., Special Education; Learning Disabilities and Behavior Disorders**  
 The University of Texas at Austin, Austin, Texas  
 Dissertation: *The Effects of a Text Structure and Paraphrasing Intervention on the Main Idea Generation and Reading Comprehension of Struggling Readers in Grades 4 and 5*
- 2009 **Ed.S., Reading (K-12)**  
 University of Virginia, Charlottesville, Virginia
- 2005 **M.A.Ed., Special Education**  
 The College of William and Mary, Williamsburg, Virginia  
 Endorsement in Learning, Emotional, and Cognitive Disabilities (K-12)
- 2004 **B.A., Hispanic Studies and Education**  
 The College of William and Mary, Williamsburg, Virginia  
*Magna cum laude*  
 Endorsement in Foreign Language: Spanish (K-12)  
 Study Abroad: *University of Valencia*, Valencia, Spain; *Centro Mexicano Internacional*, Morelia, Mexico

### EXTERNAL FUNDING

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**Stevens, E.A., Powell, S.R., & Leroux, A.** (Principal Investigator). (2023-2027). *Math Words: Vocabulary Support for Students Experiencing Difficulty in Mathematics*, Institute of Education Sciences, R324A230238 (\$1,995,319).

**Stevens, E.A.**, Vaughn, S., Murray, C., & Roberts, G. (Principal Investigator). (2023-2028). *Examining the Efficacy of Aligning Core Content-Area Reading Instruction and Small Group Reading Intervention for Students with Reading Disabilities (Project ALIGN)*, Institute of Education Sciences, R324A230239 (\$3,792,943).

**Stevens, E. A.** & Boden, L. (Principal Investigator). (2023-2024). *Expanding Capacity and Improving Quality of the Dyslexia Endorsement (41400-486-0000041329-0004)*. Georgia Department of Education. (\$91,875.00) \*Awarded but transferred to Dr. Boden due to my transition to KU.

**Stevens, E. A.** & Boden, L. (Principal Investigator). (2022-2023). *Expanding Capacity and Improving Quality of the Dyslexia Endorsement (41400-486-0000041329-0004)*. Georgia Department of Education. (\$106,928.00)

Vaughn, S., Murray, C., **Stevens, E. A.**, & Roberts, G. (Co-Principal Investigator). (2017-2021). *Project MSM-PREP: Middle School Matters Promoting Research- and Evidence-based Practices that Support Reading Comprehension (R305A170556)*. Institute of Education Science National Center for Education Research (IES NCER), Goal 2 Development and Innovation (\$1,400,000.00).

#### **INTERNAL FUNDING**

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**Stevens, E. A.**, Zimmerman, K., & Zagona, A. (2023). Funding to Recruit *Underrepresented Graduate Students to the Department of Special Education Doctoral Program*. University of Kansas Graduate Enrollment Management (\$2,000.00).

Tighe E. & **Stevens, E. A.** (Co-Principal Investigator). (2022-2023). *Development of the Mighty Morphin' Word Explorers Intervention for Struggling Adult Readers*. Georgia State University Center for Research on the Challenges of Acquiring Language and Literacy Seed Grant Program (\$42,634.00).

**Stevens, E. A.** (Principal Investigator). (2020-2021). Project MVP: *Using vocabulary instruction to improve change word-problem solving for students with mathematics difficulty*. Georgia State University Center for Research on the Challenges of Acquiring Language and Literacy Seed Grant Program (\$35,642.00).

**Stevens, E. A.** (Principal Investigator). (2020-2021). *Using vocabulary instruction to improve difference word-problem performance for students with mathematics difficulty*. Georgia State University Cleon C. Arrington Research Initiation Grant Program (Initial award \$20,000, which was reduced to \$17,000.00 due to COVID-19 budget cuts).

**Stevens, E. A.** (2021). *Equipment funding to support Project MVP*. Georgia State University Center for Research on the Challenges of Acquiring Language and Literacy (\$6,300.00).

#### **PEER-REVIEWED PUBLICATIONS** (Note: Italics indicate student at time of writing)

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34. Zagona, A. L., Lansey, K. R., Kurth, J. A., Loyless, R., **Stevens, E. A.** (in press). Analysis of literacy content in IEPs of students with complex support needs. *Journal of Special Education*.

33. **Stevens, E. A.**, Stewart, A., Vaughn, S., Lee, Y.R., Scammacca, N. & Swanson, E. (in press). The effects

- of a Tier 2 reading comprehension intervention aligned to Tier 1 instruction for fourth graders with inattention and reading difficulties. *Journal of School Psychology*.
32. Austin, C. R., **Stevens, E. A.**, Demchak, A. N., & Solari, E. J. (2023). Which aspects of Orton-Gillingham are supported by research and which aspects require additional research? *The Reading League Journal*.
31. **Stevens, E. A.** & Mowbray, M. (in press). Using a vocabulary map routine to explicitly teach mathematics vocabulary. *Teaching Exceptional Children*.
30. **Stevens, E. A.**, Capin, P., Stewart, A., Swanson, E., & Vaughn, S. (2023). Examining the type and direction of feedback provided in fourth grade classrooms to inform teacher preparation. *Elementary School Journal*, 124(1), 109–128. <https://doi.org/10.1086/725668>
29. Capin, P., **Stevens, E. A.**, & Vaughn, S. (2023). Self-regulation in reading comprehension: Integrating and aligning to promote reading outcomes. *Mind, Brain, and Education*. Advance online publication. <https://doi.org/10.1111/mbe.12353>
28. Swanson, E., Stewart, A. A., **Stevens, E. A.**, Scammacca, N., Capin, P., Hamilton, B. J., Roberts, G., & Vaughn, S. (2023). The efficacy of two models of professional development mediated by fidelity on fourth grade student reading outcomes. *Journal of Research on Educational Effectiveness*. Advance online publication. <https://doi.org/10.1080/19345747.2023.2181897>
27. **Stevens, E. A.**, Leroux, A.J., Mowbray, M., & Lee, G.S. (2023). Evaluating the effects of adding explicit vocabulary instruction to a word-problem schema intervention. *Exceptional Children*, 89(3), 275–293. <https://doi.org/10.1177/00144029221112290>
26. Capin, P., Hall, C., **Stevens, E.A.**, Steinle, P., & Murray, C.S. (2022). Evidence-based reading instruction for secondary students with reading difficulties within multitiered systems of support. *Teaching Exceptional Children*. Advance online publication. <https://doi.org/10.1177/00400599221079643>
25. **Stevens, E. A.**, Forsyth, S. R., & Powell, S. R. (2022). Examining problem-solving schemas and schema features in children’s trade books. *Elementary School Journal*, 123(2), 203–362. <https://doi.org/10.1086/721769>
24. **Stevens, E. A.**, Hall, C., & Vaughn, S. (2022). Language and Reading Comprehension for Students with Dyslexia: An Introduction to the Special Issue. *Annals of Dyslexia*, 72(1), 197–203. <https://doi.org/10.1007/s11881-022-00260-6>
23. **Stevens, E. A.**, Murray, C.S., Scammacca, N., Haager, & Vaughn, S. (2022). *Middle school matters: Examining the effects of a schoolwide professional development model to improve reading comprehension*. *Reading and Writing*, 35(1), 1839–1864. <https://doi.org/10.1007/s11145-022-10271-9>
22. Vaughn, S., Swanson, E., Fall, A-M., Roberts, G., Capin, P., **Stevens, E.A.**, & Stewart, A. (2022). The

- efficacy of school and researcher provided professional development on English learners' literacy. *Journal of Educational Psychology*, 114(2), 257–272.  
<https://doi.org/10.1037/edu0000684>
21. Hall, C., Dahl-Leonard, K., Denton, C. A., **Stevens, E.A.**, & Capin, P. (2022). Fostering independence while teaching students with or at risk for reading disabilities. *Teaching Exceptional Children*, 54(2), 124–133. <https://doi.org/10.1177/0040059921994596>
  20. Murray, C.S., **Stevens, E.A.**, Vaughn, S. (2021). Teachers' text use in middle school content-area classrooms. *Reading and Writing*, 35(1), 177–197. <https://doi.org/10.1007/s11145-021-10177-y>
  19. Steinle, P., **Stevens, E. A.**, & Vaughn, S. (2021). Fluency interventions for struggling readers in Grades 6 to 12: A research synthesis. *Journal of Learning Disabilities*, 55(1), 3–21.  
<https://doi.org/10.1177/0022219421991249>
  18. **Stevens, E. A.**, Austin, C. R., Moore, C., Scammacca, N., Boucher, A., & Vaughn, S. (2021). Current state of the evidence: Examining the effects of Orton Gillingham reading interventions for students with or at-risk for word-level reading disabilities. *Exceptional Children*, 87(4), 397–417.  
<https://doi.org/10.1177/0014402921993406>
  17. Swanson, E., Vaughn, S., Fall, A-M., **Stevens, E.A.**, Stewart, A., Capin, P., & Roberts, G. (2021). The differential efficacy of a professional development model on reading outcomes for students with and without disabilities. *Exceptional Children*, 87(4), 497–516.  
<https://doi.org/10.1177/00144029211007149>
  16. Capin, P., **Stevens, E. A.**, Stewart, A., Swanson, E., & Vaughn, S. (2021). Examining vocabulary, comprehension, and content knowledge instruction during fourth grade social studies teaching. *Reading and Writing*, 34, 1143–1170. <https://doi.org/10.1007/s11145-020-10106-5>
  15. **Stevens, E. A.**, & Vaughn, S. (2021). Using paraphrasing and text structure instruction to support main idea generation. *Teaching Exceptional Children*, 53(4), 300–308.  
<https://doi.org/10.1177/0040059920958738>
  14. **Stevens, E. A.**, Murray, C., Fishstrom, S. & Vaughn, S. (2020). Using question generation to improve reading comprehension for middle grade students. *Journal of Adolescent and Adult Literacy*, 64(3), 311–322. <http://dx.doi.org/10.1002/jaal.1105>
  13. **Stevens, E. A.**, Vaughn, S., Swanson, E., & Scammacca, N. (2020). Examining the effects of a Tier 2 reading comprehension intervention aligned to Tier 1 instruction for fourth-grade struggling readers. *Exceptional Children*, 86(4), 430–448. <https://doi.org/10.1177/0014402919893710>  
**\*Council for Exceptional Children Division for Research Early Career Publication Award**
  12. **Stevens, E. A.**, Vaughn, S., House, L., & Stillman-Spisak, S. (2020). The effects of a paraphrasing and text structure intervention on the main idea generation and reading comprehension of students with reading disabilities in grades 4 and 5. *Scientific Studies of Reading*, 24(5), 365–379.  
<https://doi.org/10.1080/10888438.2019.1684925>  
**\*Study met What Works Clearinghouse standards without reservations**

11. Powell, S. R., **Stevens, E. A.**, & Berry, K. A. (2019). Effects of a word-problem intervention on word-problem language features for third-grade students with mathematics difficulty. *Learning Disabilities: A Multidisciplinary Journal*, 24(2), 1–14. <https://doi.org/10.18666/LDMJ-2019-V24-12-9835>
10. Swanson, E., **Stevens, E. A.**, & Wexler, J. (2019). Engaging students in text-based discussions: Guidance for general education social studies classrooms. *Teaching Exceptional Children*, 51(4), 305–312. <https://doi.org/10.1177/0040059919826030>
9. Powell, S. R., **Stevens, E. A.**, & Hughes, E. M. (2019). Math language in middle school: Be more specific. *Teaching Exceptional Children*, 51(4), 286–295. <https://doi.org/10.1177/0040059918808762>
8. **Stevens, E. A.**, Park, S., & Vaughn, S. (2019). A review of summarizing and main idea interventions for struggling readers in grades 3 through 12: 1978 to 2016. *Remedial and Special Education*, 40(3), 131–149. <https://doi.org/10.1177/0741932517749940>
7. Wanzek, J., **Stevens, E. A.**, Williams, K. J., Scammacca, N., Vaughn, S., & Sargent, K. (2018). Current evidence on the effects of intensive early reading interventions. *Journal of Learning Disabilities*, 51(6), 612–624. <https://doi.org/10.1177/0022219418775110>
6. **Stevens, E. A.**, Rodgers, M. A., & Powell, S. R. (2018). Mathematics interventions for upper elementary and secondary students: A meta-analysis of research. *Remedial and Special Education*, 39(6), 327–340. <https://doi.org/10.1177/0741932517731887>
5. **Stevens, E. A.**, Walker, M. A., & Vaughn, S. (2017). The effects of reading fluency interventions on the reading fluency and reading comprehension performance of elementary students with learning disabilities: A synthesis of the research from 2001–2014. *Journal of Learning Disabilities*, 50(5), 576–590. <https://doi.org/10.1177/0022219416638028>
4. Swanson, E., **Stevens, E. A.**, Scammacca, N. K., Capin, P., Stewart, A. A., & Austin, C. R. (2017). The impact of tier 1 reading instruction on reading outcomes for students in grades 4–12: A meta-analysis. *Reading and Writing*, 30, 1639–1665. <https://doi.org/10.1007/s11145-017-9743-3>
3. Walker, M. A. & **Stevens, E. A.** (2017). Reading instruction for students with learning disabilities: An observation study synthesis 1980-2014. *Learning Disability Quarterly*, 40(1), 17–28. <https://doi.org/10.1177/0731948716633868>
2. Hughes, E. M., Powell, S. R., & **Stevens, E. A.** (2016). Supporting clear and concise math language: Instead of that, say this. *Teaching Exceptional Children*, 49(1), 7–17. <https://doi.org/10.1177/0040059916654901>
1. **Stevens, E. A.** & Powell, S. R. (2016). Focus on inclusive education: Unpacking word problems for elementary students: A guide to instruction using schemas. *Childhood Education*, 92(1), 86–91. <https://doi.org/10.1080/00094056.2016.1134253>

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**PUBLICATIONS: BOOK CHAPTERS**

7. Austin, C. R., **Stevens, E. A.**, & Vaughn, S. (2023). Teaching strategies for reading complex words. In

N. Young & J. Hasbrouck (Eds.), *Climbing the Ladder of Reading and Writing: Meeting the Needs of All Learners* (pp. 199–215). PD Essentials/Benchmark Education.

6. **Stevens, E. A.**, & Austin, C. R. (2021). Structured reading comprehension intervention. In L. Spear-Swerling (Ed.), *Structured Literacy Interventions for Children with Reading Difficulties* (pp. 162-188). Guilford Press.
5. **Stevens, E. A.**, & Vaughn, S. (2020). Effective practices for teaching content area reading. *Oxford Research Encyclopedia of Education* (pp. 1-28). Oxford University Press.  
<https://doi.org/10.1093/acrefore/9780190264093.013.1209>
4. Williams, K. J., Capin, P., **Stevens, E. A.**, & Vaughn, S. (2019). Reading comprehension interventions for individuals with dyslexia in grades 4-8. In J. A. Washington, D. L. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (pp. 148–160). Brookes Publishing.
3. **Stevens, E. A.** & Vaughn, S. (2019). Interventions to promote reading for understanding: Current evidence and future directions. In J. Dunlosky & K. Rawson (Eds.), *Cambridge handbook of cognition and education* (pp. 381–408). Cambridge University Press.  
<https://doi.org/10.1017/9781108235631.016>
2. Williams, K. J., **Stevens, E. A.**, & Vaughn, S. (2019). RTI in secondary schools: Current issues and recommendations. In M. Kennedy & P. C. Pullen (Eds.), *Handbook of response to intervention and multi-tiered systems of support* (pp. 338–350). Routledge.
1. Powell, S. R. & **Stevens, E. A.** (2019). Evidence-based practices for instruction and intervention. In L. R. Ketterlin-Geller, S. R. Powell, D.J. Chard, & L. Perry (Eds.), *Building numeracy through instruction and assessment: Meeting the needs of all learners* (pp. 65–80). Brookes Publishing.

#### **OTHER PROFESSIONAL WORKS: CURRICULUM DEVELOPMENT**

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Georgia State University (2021). Project MVP: Math Vocabulary Lessons for Word-Problem Solving. Major Contributors: **Stevens, E.A.** & *Mowbray, M.*

Meadows Center for Preventing Educational Risk (2018). Intensified STRIVE Intervention Lessons. The Meadows Center for Preventing Educational Risk. The University of Texas at Austin. Major Contributors: **Stevens, E.A.**, Vaughn, S. & Swanson, E.

#### **PRESENTATIONS: CONFERENCES** (Note: Italics indicate student at time of presenting)

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42. **Stevens, E. A.** & Austin, C R. (2024, October 15-17). *Understanding the Orton Gillingham meta-analysis: How does this fit within the science of teaching reading?* [Conference session accepted]. The Reading League Conference, Charlotte, NC, United States.
41. Austin, C R., **Stevens, E. A.**, & Vaughn, S. (2024, October 15-17). Teaching students with reading difficulties to decode complex, multisyllabic words. In Nancy Young & Jan Hasbrouck (Chairs), *All Means All – but How?* [Panel session accepted]. The Reading League Conference, Charlotte, NC, United States.
40. **Stevens, E. A.** & Stewart, A. (2024, January 31-February 2). *Aligning core and intervention instruction*

- for students with inattention and reading difficulties* [Conference poster proposal accepted]. Pacific Coast Research Conference, Coronado, CA, United States.
39. Mowbray, M. & Stevens, E. A. (2024, March 13–16). *Using feedback to improve teachers' implementation of mathematics vocabulary instruction* [Conference poster proposal accepted]. Council for Exceptional Children Convention and Expo, San Antonio, TX, United States.
38. Stevens, E. A., Capin, P., & Stewart, A. (2024, March 13–16). *Pressure points: Three practices for high-quality reading instruction* [Conference session proposal accepted]. Council for Exceptional Children Convention and Expo, San Antonio, TX, United States.
37. Stevens, E. A. (2024, March 13–16). *Teaching math words: How to provide vocabulary instruction in mathematics* [Conference session proposal accepted]. Council for Exceptional Children Convention and Expo, San Antonio, TX, United States.
36. Stevens, E. A. & Leroux, A. (2023, June 5–8). Combining vocabulary instruction with schema intervention to improve word-problem solving for students with mathematics difficulty. In Kate Berry (Chair), *Word problems? No Problem! School-based interventions for students with word-problem difficulty* [Symposium]. Mathematical Cognition and Learning Society, Loughborough, United Kingdom.
35. Stevens, E. A. (2023, March 1–4). *Using explicit vocabulary instruction to boost word-problem solving performance for students with math difficulty* [Conference session]. Council for Exceptional Children Convention and Expo, Louisville, KY, United States.
34. Stevens, E. A. & Solari, E. J. (2023, March 1–4). *The recent meta-analysis on Orton Gillingham interventions: What does it mean? Where do we go from here?* [Conference session]. Council for Exceptional Children Convention and Expo, Louisville, KY, United States.
33. Stevens, E. A. & Mowbray, M. (2023, February 24). Using schema instruction to support word-problem solving for students with mathematics difficulty [Conference session]. Empowering Educators Conference, Savannah, GA, United States.
32. Stevens, E. A., & Mowbray, M. (2023, February 24). Using explicit vocabulary instruction to support word-problem solving for students with mathematics difficulty [Conference session]. Empowering Educators Conference, Savannah, GA, United States.
31. Powell, S. R., Purpura, D., Moore, C., Stevens, E. A., Hughes, E. M. (2023, February 1-3). *The intersection of language and mathematics* [Panel presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
30. Tighe, E. L., Kaldes, G., McCool, S., Doan, C., Davidson, M. & Stevens, E. A. (2023, February 1-3). *Designing morphological assessments and an intervention for struggling adult readers*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
29. Mowbray, M. & Stevens, E. A. (2022, November 11). *Evaluating the effects of adding explicit vocabulary instruction to a word-problem schema intervention* [Poster presentation]. Georgia State University Graduate Research Conference, Atlanta, GA, United States.



28. **Stevens, E. A.**, Haager, D., Murray, C., & Vaughn, S. (2022, February 17-19). *Teachers' text use in middle school content-area classrooms* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
27. **Stevens, E. A.** (2022, January 16–19). *Using explicit vocabulary instruction to boost word-problem solving performance for students with math difficulty* [Conference session]. Council for Exceptional Children Convention and Expo, Orlando, FL, United States.  
\* Presentation canceled due to COVID-19
26. **Stevens, E. A.**, Austin, C. R., Solari, E., Petscher, Y. (2022, January 16–19). *The recent meta-analysis on Orton Gillingham interventions: What does it mean? Where do we go from here?* [Conference session]. Council for Exceptional Children Convention and Expo, Orlando, FL, United States.  
\* Presentation canceled due to COVID-19
25. *Mowbray, M. & Stevens, E. A.* (2021, November 19-20). *Examining the effects of explicit mathematics vocabulary instruction on word-problem solving and math vocabulary outcomes of third graders with math difficulty* [Poster presentation]. Georgia Association for Behavior Analysis Virtual Conference, GA, United States.
24. Austin, C. R., **Stevens, E. A.** (2021, February 11-12). *Effects of Orton-Gillingham interventions for students with word-level reading difficulties or disabilities* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
23. **Stevens, E. A.** (2020, July 21–23). *The effects of a paraphrasing and text structure intervention on the main idea generation and reading comprehension of students with reading disabilities in grades 4 and 5* [Conference session]. Society for Text and Discourse, Atlanta, GA, United States.
22. **Stevens, E. A.** & Vaughn, S. (2020, July 8–11). *The effects of a paraphrasing and text structure intervention on the main idea generation and reading comprehension of students with reading disabilities in grades 4 and 5* [Poster accepted; Conference canceled due to COVID-19]. Society for the Scientific Study of Reading Conference, Newport Beach, CA, United States.
21. **Stevens, E. A.** (2020, March 1–3). *Reading comprehension instruction across the content areas* [Invited keynote]. Texas Association of Secondary School Principals Making Middle School Matter Symposium, Austin, TX, United States.
20. **Stevens, E. A.** & Austin, C. R. (2020, February 5–8). *Integrating paraphrasing and text structure instruction to support upper elementary struggling readers' main idea generation and reading comprehension* [Conference session]. Council for Exceptional Children Convention and Expo, Portland, OR, United States.
19. Austin, C. R., **Stevens, E. A.** & Hall, C. (2020, February 5–8). *Reading interventions for students with or at-risk for dyslexia* [Symposium]. Council for Exceptional Children Convention and Expo, Portland, OR, United States.



18. **Stevens, E. A.** & Fishstrom, S. (2020, February 5–8). *Supporting struggling middle school readers with main idea generation during content-area instruction* [Conference session]. Council for Exceptional Children Convention and Expo, Portland, OR, United States.
17. **Stevens, E. A.** & Vaughn, S. (2020, January 8–10). *Response to intervention and the alignment of instruction across tiered systems of support* [Conference session]. Scientific Council of National Education, Paris, France.
16. Vaughn, S. & **Stevens, E. A.** (2020, January 8–10). *Promoting access to effective instruction for all learners* [Conference session]. Scientific Council of National Education, Paris, France.
15. Vaughn, S. & **Stevens, E. A.** (2019, March 7–9). *Reading comprehension interventions: Findings from a randomized control trial with upper elementary students with reading disabilities* [Poster presentation]. International Convention of Psychological Science, Paris, France.
14. **Stevens, E. A.** (2019, February 8). *Intensified STRIVE: Aligning Tier 1 instruction and Tier 2 intervention*. [Conference session]. The University of Texas at Austin and Austin Independent School District Inaugural Collaborative Research Forum, Austin, TX, United States.
13. **Stevens, E. A.**, Swanson, E., Stewart, A., Vaughn, S. & Scammacca, N. (2019, February 21–23). *Improving Tier 1, content-area reading instruction and aligning Tier 1 and Tier 2 interventions* [Symposium]. Pacific Coast Research Conference, Coronado, CA, United States.
12. **Stevens, E. A.** & Powell, S. R. (2018, November 1–3). *Supporting struggling learners' word-problem solving using schema instruction* [Conference session]. National Council of Teachers of Mathematics Regional Conference and Exposition, Kansas City, MO, United States.
11. **Stevens, E. A.** & Vaughn, S. (2018, June 25–29). *The effects of a text structure and paraphrasing intervention on the main idea generation and reading comprehension of struggling readers in grades 4 and 5* [Poster presentation]. The Dyslexia Foundation Extraordinary Brain Symposium XVII, Winterton, KwaZulu-Natal Province, South Africa.
10. Powell, S. R., Hughes, E. M., **Stevens, E. A.** (2018, April 25–28). *Be precise with math language: Instead of that, say this* [Conference session]. National Council of Teachers of Mathematics Annual Meeting and Exposition, Washington, D.C., United States.
9. Steinle, P. & **Stevens, E. A.** (2018, February 1–3). *A synthesis of fluency interventions for secondary struggling readers: 2006–2016* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
8. **Stevens, E. A.**, Park, S., Vaughn, S. (2017, July 12–15). *A review of summarizing and main idea interventions for struggling readers in grades 3–12: 1978 to 2016* [Poster presentation]. Society for the Scientific Study of Reading Conference, Halifax, Nova Scotia.
7. Powell, S. R., Hughes, E. M., & **Stevens, E. A.** (2017, April 19–22). *Instead of that, say this! Supporting clear and concise mathematics language* [Conference session]. Council for Exceptional Children Convention and Expo, Boston, MA, United States.

6. Stewart, A., Capin, P., **Stevens, E. A.**, & Swanson, E. (2017, February 2–4). *STRIVE: The effects of differential levels of professional development on 4th graders' reading comprehension and vocabulary outcomes* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
5. **Stevens, E. A.**, Rodgers, M. A., & Powell, S. R. (2017, February 2–4). *Mathematics interventions for upper elementary and secondary students: A meta-analysis of research from 1990 to 2015* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
4. Swanson, E., **Stevens, E. A.**, & De La Cruz, V. M. (2016, October 13–14). *Tier 1 instruction that works for students with disabilities* [Symposium]. Council for Learning Disabilities Conference, San Antonio, TX.
3. Miller, V., **Stevens, E. A.**, Toste, J., & Swanson, E. (2016, October 13–14). *The effects of social-emotional Interventions for students with learning disabilities: A meta-analysis* [Poster presentation]. Council for Learning Disabilities Conference, San Antonio, TX, United States.
2. **Stevens, E. A.** & Walker, M. A. (2016, February 4–6). *A synthesis of reading fluency interventions for elementary students with learning disabilities* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
1. Walker, M. A. & **Stevens, E. A.** (2016, February 4–6). *A synthesis of reading instruction observation studies for students with learning disabilities* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

#### **INVITED PROFESSIONAL PRESENTATIONS**

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19. **Stevens, E.A.** (2023, Sep). *Tips for conducting systematic reviews*. University of Kansas Special Education Doctoral Seminar, Lawrence, KS, United States. ( $n = 4$ )
18. **Stevens, E.A.** (2023, Aug). *Structured reading comprehension intervention for students with reading difficulties*. International Dyslexia Association Georgia, Milledgeville, GA, Keynote Address. ( $n = 302$ )
17. **Stevens, E.A.** (2023, Mar). *Building students' word knowledge: How to teach essential words*. International Dyslexia Association Georgia and The Reading League Georgia, virtual. ( $n = 1,257$ )
16. **Stevens, E.A.** & Austin, C. R. (2023, Jan). *Following the reading research*. Redwood Literacy Chicago, virtual. ( $n = 45$ )
15. **Stevens, E.A.** & Austin, C. R. (2022, Jun). *Structured reading comprehension intervention for students with reading difficulties*. Pennsylvania Training and Technical Assistance Network (PaTTAN), virtual. ( $n = 315$ )
14. **Stevens, E.A.** (2022, Apr). *Supporting students' comprehension before, during, and after reading*. College of Health Solutions, Arizona State University, virtual. ( $n = 12$ )
13. **Stevens, E.A.** & Vaughn, S. (2022, Feb). *Using main idea and question generation to boost*

- reading comprehension schoolwide*. New York City Public Schools, New York, virtual. (*n* = 32)
12. **Stevens, E. A.**, Leroux, A.J., Mowbray, M., & Lee, G.S. (2022, Feb). *Examining the effects of combining explicit vocabulary instruction with a word-problem solving intervention to boost word-problem solving performance*. Department of Learning Sciences Lunch-and-Learn Research Series, Georgia State University, virtual. (*n* = 22)
  11. **Stevens, E. A.** & Murray, C. (2021, Dec). *Middle school matters: Boosting reading comprehension schoolwide*. Haskins Global Literacy Lab Working Group, University of Connecticut, virtual. (*n* = 15)
  10. **Stevens, E. A.** & Austin, C. R. (2021, Nov). *Lessons learned: Before and after dissertation*. Department of Special Education and the Meadows Center for Preventing Educational Risk Doctoral Cohort, The University of Texas at Austin. (*n* = 10)
  9. **Stevens, E. A.** (2021, Oct). *Project MVP: Providing explicit vocabulary instruction during a word-problem solving intervention to boost word-problem solving performance*. Department of Developmental Psychology, Georgia State University, virtual. (*n* = 22)
  8. Austin, C. R. & **Stevens, E.A.** (2021, Sep) *Ask the authors: A discussion with Elizabeth Stevens and Christy Austin about the recent Orton-Gillingham meta-analysis*. Decoding Dyslexia Utah Board Meeting, virtual. (*n* = 12)
  7. Hall, C. & **Stevens, E.A.** & (2021, Jul) *What does the science say about Orton-Gillingham interventions? An explanation of the Stevens et al. (2021) meta-analysis*. The Reading League Café: Coffee and Tea with TRL Journal and Me!, virtual. (*n* = 51)
  6. **Stevens, E.A.** & Austin, C. R. (2021, May) *Current state of the evidence: Examining the effects of Orton Gillingham reading interventions for students with or at-risk for word-level reading disabilities*. Spell-Link'd Professional Learning Community Discussion Group, virtual. (*n* = 25)  
<https://bit.ly/StevensAustinArticleDiscussion>
  5. **Stevens, E. A.** & Mowbray, M. (2021, Apr). *Conducting a virtual intervention study during the COVID-19 pandemic*. Center for Research on Atypical Development and Learning Works-in-Progress Series, Georgia State University, virtual.
  4. **Stevens, E. A.** (2021, Mar). *Addressing Georgia dyslexia legislation in teacher preparation coursework: Part 2*. College of Education and Human Development, Georgia State University, virtual.
  3. **Stevens, E. A.** (2021, Feb). *Addressing Georgia dyslexia legislation in teacher preparation coursework: Part 1*. College of Education and Human Development, Georgia State University, virtual.
  2. **Stevens, E. A.** (2019, Feb). *Mathematics instruction: Using clear and precise math language*. Guest lecturer for graduate level course on providing intervention to students with mathematics disabilities SED 383 at The University of Texas at Austin.

1. **Stevens, E. A.** (2018, Feb). *Mathematics instruction: Place value, computation, and using precise math language*. Guest lecturer for graduate level course on providing intervention to students with mathematics disabilities SED 383 at The University of Texas at Austin.

**PRESENTATIONS: PROFESSIONAL DEVELOPMENT for STATES, DISTRICTS, AND SCHOOLS**

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61. **Stevens, E. A.** (2023, Sep 23). *Reading comprehension-supportive practices* [Invited keynote address; virtual]. Gwinnett County Professional Learning, Gwinnett County Public Schools, Atlanta, GA, United States. ( $n = 244$ )
60. **Stevens, E. A.** (2023, Sep 23). *Using question generation to build reading comprehension* [Invited concurrent session; virtual]. Gwinnett County Professional Learning, Gwinnett County Public Schools, Atlanta, GA, United States. ( $n = 118$ )
59. **Stevens, E. A.** (2023, July 25). *Reading comprehension-supportive practices* [Invited concurrent session; virtual]. Gwinnett County Professional Learning, Gwinnett County Public Schools, Atlanta, GA, United States. ( $n = 329$ )
58. **Stevens, E. A.** (2023, July 25). *Demystifying the Science of Reading* [Invited keynote address; virtual]. Gwinnett County Professional Learning, Gwinnett County Public Schools, Atlanta, GA, United States. ( $n = 787$ )
57. **Stevens, E. A.** (2023, June 6). *Reading comprehension-supportive practices* [virtual webinar]. Akron Central School District, Akron, NY, United States. ( $n = 5$ )
56. **Stevens, E. A.** (2023, June 6). *Building students' word knowledge: How to build essential words* [virtual webinar]. Akron Central School District, Akron, NY, United States. ( $n = 5$ )
55. **Stevens, E. A.** (2023, June 6). *Word-problem vocabulary instruction* [virtual webinar]. Akron Central School District, Akron, NY, United States. ( $n = 12$ )
54. **Stevens, E. A.** (2023, June 6). *Word-problem schema instruction* [virtual webinar]. Akron Central School District, Akron, NY, United States. ( $n = 12$ )
53. **Stevens, E. A.** (2023, May 31). *Structured vocabulary instruction: How to teach essential words* [Invited concurrent session]. Gwinnett County Summer Literacy Institute, Gwinnett County Public Schools, Atlanta, GA, United States. ( $n = 100$ )
52. **Stevens, E. A.** (2023, May 31). *Demystifying the Science of Reading* [Invited keynote address]. Gwinnett County Summer Literacy Institute, Gwinnett County Public Schools, Atlanta, GA, United States. ( $n = 300$ )
51. **Stevens, E. A.** (2023, April 6). *PD Pop: Supporting students' reading for understanding* [virtual webinar]. Wabash Valley Education Center, West Lafayette, IN, United States. ( $n = 20$ )
50. Powell, S.R., Vaughn, S., & **Stevens, E. A.** (2023, March 6). *Selecting texts to support reading for understanding* [virtual webinar]. Ohio Department of Education, Columbus, OH, United States. ( $n = 20$ )

49. Powell, S.R., Vaughn, S., & **Stevens, E. A.** (2023, February 22). *Choosing appropriate texts and representations for reading intervention* [virtual webinar]. Ohio Department of Education, Columbus, OH, United States. (*n* = 25)
48. **Stevens, E. A.** & Capin, P. (2022, November 9). *Supporting tutors with providing explicit instruction in reading: Elementary session* [virtual webinar]. Ohio Department of Education, Columbus, OH, United States. (*n* = 20)
47. Capin, P. & **Stevens, E. A.** (2022, November 8). *Supporting tutors with providing explicit instruction in reading: Secondary session* [virtual webinar]. Ohio Department of Education, Columbus, OH, United States. (*n* = 22)
46. **Stevens, E. A.** (2022, October 7). *Effective tutoring in reading for elementary students* [virtual webinar]. Ohio Department of Education, Columbus, OH, United States. (*n* = 43)
45. **Stevens, E. A.** (2022, May 31). *Providing explicit vocabulary instruction for students with reading difficulty* [virtual webinar]. Drew Charter School, Atlanta, GA, United States. (*n* = 30)
44. **Stevens, E. A.** (2022, May 31). *Providing explicit vocabulary instruction for students with mathematics difficulty* [virtual webinar]. Drew Charter School, Atlanta, GA, United States. (*n* = 48)
43. **Stevens, E. A.** & Mowbray, M. (2021, September 17). *Project MVP Part 2: Improving math vocabulary and word-problem solving for second and third-grade students* [virtual webinar]. Clayton County Public Schools, Jonesboro, GA, United States. (*n* = 23)
42. **Stevens, E. A.** & Mowbray, M. (2021, August 27). *Project MVP Part 1: Improving math vocabulary and word-problem solving for second and third-grade students* [virtual webinar]. Clayton County Public Schools, Jonesboro, GA, United States. (*n* = 35)
41. Mowbray, M. & **Stevens, E. A.** (2021, June 23). *Using schemas and math vocabulary instruction to teach word-problem solving* [virtual webinar]. Greenbush Southeast Kansas Education Service Center, Girard, KS, United States. (*n* = 36)
40. **Stevens, E. A.** (2021, March 15). *Project MVP interventionist training part 4: Teaching students to solve change problems* [virtual webinar]. Georgia State University Department of Learning Sciences, Atlanta, GA, United States. (*n* = 14)
39. **Stevens, E. A.** (2021, March 5). *Project MVP interventionist training part 3: Teaching students to solve difference problems* [virtual webinar]. Georgia State University Department of Learning Sciences, Atlanta, GA, United States. (*n* = 14)
38. **Stevens, E. A.** (2021, February 5). *Project MVP interventionist training part 2: Explicitly teaching word-problem solving math vocabulary* [virtual webinar]. Georgia State University Department of Learning Sciences, Atlanta, GA, United States. (*n* = 14)

37. **Stevens, E. A.** (2021, January 20-21). *Project MVP interventionist training part 1: Pirate Math Equation Quest word-problem solving components* [virtual webinar]. Georgia State University Department of Learning Sciences, Atlanta, GA, United States. (*n* = 14)
36. **Stevens, E. A.** (2020, July 21). *Instead of That...Say This! How Math Language Impacts Math Learning* [virtual webinar]. Clayton County Public Schools Summer Mathematics Conference, Atlanta, GA, United States.
35. **Stevens, E. A.** (2020, July 20). *Instead of That...Say This! How Math Language Impacts Math Learning* [virtual webinar]. Clayton County Public Schools Summer Mathematics Conference, Atlanta, GA, United States.
34. **Stevens, E. A.** (2020, June 30). *Reading Comprehension instruction for students with dyslexia and word-level reading difficulties* [virtual webinar]. Greenbush Southeast Kansas Education Service Center, Girard, KS, United States. (*n* = 50)
33. **Stevens, E. A.** (2020, June 23). *Reading Comprehension instruction for students with dyslexia and word-level reading difficulties* [virtual webinar]. Greenbush Southeast Kansas Education Service Center, Girard, KS, United States. (*n* = 50)
32. **Stevens, E. A.** (2020, June 9). *Word reading instruction for students with dyslexia and word-level reading difficulties* [virtual webinar]. Greenbush Southeast Kansas Education Service Center, Girard, KS, United States. (*n* = 123)
31. **Stevens, E. A.** (2020, June 2). *Word reading instruction for students with dyslexia and word-level reading difficulties Parts 1 and 2* [virtual webinar]. Greenbush Southeast Kansas Education Service Center, Girard, KS, United States. (*n* = 224)
30. **Stevens, E. A.** (2020, April 21). *Reading instruction for students with dyslexia and word-level reading difficulties* [virtual webinar]. Greenbush Southeast Kansas Education Service Center, Lawrence, KS, United States.
29. **Stevens, E. A.** (2020, April 20). *Reading instruction for students with dyslexia and word-level reading difficulties* [virtual webinar]. Greenbush Southeast Kansas Education Service Center, Girard, KS, United States.
28. **Stevens, E. A.** (2019, November 11–12). *Reading comprehension instruction for students with reading disabilities and reading difficulties*. Kansas School Board Association, Wichita, KS, United States.
27. **Stevens, E. A.** (2019, September 9). *Reading comprehension instruction for students with reading disabilities and reading difficulties*. Kansas School Board Association, Topeka, KS, United States.
26. **Stevens, E. A.** (2019, January 14–15). *Middle School Matters PREP Question Generation: Teacher professional development part 2*. San Angelo Independent School District, San Angelo, TX, United States.

25. **Stevens, E. A.** (2019, January 8). *Intensified strategies to read information texts and vocabulary effectively (I-STRIVE): Teacher professional development part 3*. San Antonio Independent School District, San Antonio, TX, United States.
24. **Stevens, E. A.** (2019, January 4). *Word-problem solving schema instruction*. Casis Elementary Austin Independent School District, Austin, TX, United States.
23. Vaughn, S. & **Stevens, E. A.** (2018, October 23). *Reading intervention for middle and secondary students with learning difficulties*. New York City Department of Education, New York, NY, United States.
22. **Stevens, E. A.** (2018, October). *Intensified strategies to read information texts and vocabulary effectively (I-STRIVE): Teacher professional development part 2*. San Antonio Independent School District, San Antonio, TX, United States.
21. **Stevens, E. A.** (2018, September 10). *Intensified strategies to read information texts and vocabulary effectively (I-STRIVE): Interventionist training part 1*. San Antonio Independent School District, San Antonio, TX, United States.
20. **Stevens, E. A.** (2018, September 8). *Intensified strategies to read information texts and vocabulary effectively (I-STRIVE): Teacher professional development part 1*. San Antonio Independent School District, San Antonio, TX, United States.
19. Vaughn, S. & **Stevens, E. A.** (2018, September 6). *Providing evidence-based reading instruction for elementary readers*. Kansas Multi-tiered Systems of Support Symposium, Wichita, KS, United States.
18. Vaughn, S. & **Stevens, E. A.** (2018, September 6). *Providing evidence-based reading instruction for secondary readers*. Kansas Multi-tiered Systems of Support Symposium, Wichita, KS, United States.
17. **Stevens, E. A.** (2018, August 17). *Middle School Matters PREP Main Idea Generation: Teacher professional development part 1*. San Angelo Independent School District, San Angelo, TX, United States.
16. **Stevens, E. A.,** & Harbor, A. (2018, January 8). *Strategies to read information texts and vocabulary effectively: Professional development part 2*. Comal Independent School District, New Braunfels, TX, United States.
15. Vaughn, S. & **Stevens, E. A.** (2017, November 14). *Teaching reading comprehension to students with learning difficulties*. New York City Department of Education, New York, NY, United States.
14. **Stevens, E. A.** & Stewart, A. (2017, September 9). *Strategies to read information texts and vocabulary effectively: Professional development part 1*. San Antonio Independent School District, San Antonio, TX, United States.



13. **Swanson, E.**, Capin, P., Stevens, E. A., & Stewart, A. (2017, August 18). *Strategies to read information texts and vocabulary effectively: Professional development part 1*. Comal Independent School District, New Braunfels, TX, United States.
12. Vaughn, S., **Stevens, E. A.**, & Stewart, A. (2016, October 18). *Evidence-based reading instruction*. New York City Department of Education, New York, NY, United States.
11. **Stevens, E. A.** (2016, October 10). *Strategies to read information texts and vocabulary effectively: Professional development part 2*. San Antonio Independent School District, San Antonio, TX, United States.
10. Swanson, E., Capin, P., & **Stevens, E. A.** (2016, August 9). *Strategies to read information texts and vocabulary effectively: Professional development part 1*. San Antonio Independent School District, San Antonio, TX, United States.
9. **Stevens, E. A.** (2016, August 2–3). *Evidenced-based reading and writing instruction for struggling learners*. Lake Dallas Independent School District, Dallas, TX, United States.
8. **Stevens, E. A.** (2016, June 15). *Teaching the critical elements of reading: Part 2*. Idaho State Department of Education, Idaho Falls, ID, United States.
7. **Stevens, E. A.** (2016, June 13). *Teaching the critical elements of reading: Part 2*. Idaho State Department of Education, Moscow, ID, United States.
6. **Stevens, E. A.** (2016, June 7). *A forum on the five foundation skills of reading*. Idaho State Department of Education, Boise, ID, United States.
5. Vaughn, S. & **Stevens, E. A.** (2016, June 6). *Teaching the critical elements of reading: Part 1*. Idaho State Department of Education, Boise, ID, United States.
4. **Stevens, E. A.** (2016, January 14). *Strategies to read information texts and vocabulary effectively: Professional development part 1*. Manor Independent School District, Manor, TX, United States.
3. **Stevens, E. A.** (2015, November 13). *Strategies to read information texts and vocabulary effectively: Professional development part 1*. Corpus Christi Independent School District, Corpus Christi, TX, United States.
2. Roberts, G., Walker, M. A., **Stevens, E. A.**, & Polycarpe, J. (2015, January 5). *Third through fifth grade reading interventionist training part 2*. Texas Center for Learning Disabilities, Austin, TX, United States.
1. Walker, M. A., **Stevens, E. A.**, Roberts, G., & Hocker, J. (2014, September 26). *Third through fifth grade reading interventionist training part 1*. Texas Center for Learning Disabilities, Houston, TX, United States.

#### **PAID CONSULTANCIES**

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- 2023 Expert consensus panel, U.S. Department of Education Institute of Education Sciences Special Education Research Accelerator (SERA2) Project, Developing an Integrated Systematic Replication Plan for Identifying Generalizability Boundaries of Repeated Reading

### **NATIONAL SERVICE**

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#### Editorial Review Board

- *Reading and Writing: An Interdisciplinary Journal* (2023-present)
- *Journal of Learning Disabilities* (2020-present)

#### Peer Reviewer: Journals

- *Annals of Dyslexia*: 2020 (2)
- *Dyslexia: An International Journal of Research and Practice*: 2021, 2016
- *Exceptional Children* (Co-reviewer with Dr. Sharon Vaughn): 2015
- *Journal of Behavioral Education*: 2023
- *Journal of Educational Psychology*: 2021
- *Journal of Learning Disabilities*: 2023, 2022, 2021, 2020 (4), 2019, 2018
- *Journal of Research in Reading*: 2022 (2), 2016
- *Journal of Special Education*: 2019 (2)
- *Psychology in the Schools*: 2022
- *Remedial and Special Education*: 2023, 2024
- *Reading and Writing: An Interdisciplinary Journal*: 2024, 2023 (2), 2022, 2021
- *Reading and Writing Quarterly*: 2021, 2020
- *Reading Research Quarterly*: 2023
- *Scientific Studies of Reading*: 2023, 2022, 2020
- *Teaching Exceptional Children*: 2022 (1), 2021 (2)
- *Written Language and Literacy*: 2019

#### Guest Editor: Journals

- *Annals of Dyslexia*: 2022, Special Issue

#### Committees

- Council for Exceptional Children, Division for Learning Disabilities, Digital Media Committee (2023-present)
- Council for Exceptional Children, Division for Learning Disabilities, Research Committee (2023-present)

#### Peer Reviewer: Conferences

- *Council for Exceptional Children Conference*: 2021, 2019, 2018

#### Presenter

- PRIME Doctoral Student Group at the University of Texas at Austin, Navigating Academia as an Assistant Professor (Fall, 2023)
- Dr. Maggie Renken's Psychology Research Methods Class at Rabun Gap Nacoochee School in Rabun Gap, GA (Spring 2023)
- Dr. Sharon Vaughn's Doctoral Student Cohort at the University of Texas at Austin, Lessons Learned: Before and After Dissertation (Fall, 2021)

- PRIME Doctoral Student Group at the University of Texas at Austin, Transitioning from Ph.D. to an Academic Job (Fall, 2021)
- Council for Exceptional Children, Division for Research Webinar Series on The Academic Job Search (Fall, 2020)

#### Translating Research to Practice

- Facilitator, Research-to-Practice Hackathon Session at the Inaugural Aletheia Society Unconference, Coronado, California (February 2024)
- Consulting with John O'Connor, Co-Founder and Co-Chair of the Georgia Dyslexia Collaborative, on understanding the findings of the Orton-Gillingham meta-analysis (January 2024, virtual meeting)
- Consulting with Amber Celestin, Curriculum Director of Wichita Collegiate School, on translating the Orton-Gillingham meta-analysis findings into practice (December 2023, virtual)
- Consulting with Jessica Hunter, Director of Student Services, and others in Madeira City Schools (Ohio) on implementing effective reading practices during Tier 1 instruction (February 2023, virtual meeting)
- Consulting with Drs. Mary Ellen Isaacs (Director) and Dr. Sebastian Wren of Literacy First (early literacy intervention program that works intensively with over 1000 K-2 students in Central TX Title I Schools) about the Orton-Gillingham meta-analysis and potential research collaborations (October 1, 2021, virtual meeting)
- Consulting with the Luxemburg-Casco district personnel regarding multi-tiered system of supports for students with reading difficulties and disabilities and results of the recent Orton-Gillingham meta-analysis. (April 2021, virtual meeting)
- Consulting with Toni Barton [Relay.edu], Celestina De La Garza, and Megan Sands [Spelligent] on the recent Orton Gillingham meta-analysis and incorporating evidence-based literacy practices into their curriculum for a proposed charter school. (August 2021, virtual meeting)

#### **UNIVERSITY SERVICE**

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##### Georgia State University:

- Program Director, Dyslexia and Other Reading Disabilities Endorsement (2020-present)
- Developed four course syllabi for a four-course, dyslexia endorsement sequence (2019, fall)
- Grant reviewer, Georgia State University Center for Research on the Challenges of Acquiring Language and Literacy Seed Grant Program 2022
- Professional learning training for College of Education and Human Development faculty on addressing Senate Bill 48 dyslexia teacher training requirements (2021, spring)
- Planning committee to address Senate Bill 48: Preparing elementary through secondary teachers to understand and support students with dyslexia (2019, fall)
- Professional Education Faculty P-12 Advisory Board (2019, fall)
- Professional Education Faculty P-12 (2019-current)

#### **DEPARTMENT SERVICE**

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##### University of Kansas:

- Leadership Studies Committee (2023-present)

##### Georgia State University:

- Lead facilitator for the Diversity, Equity, and Inclusion Committee (2020–2022)
- Committee Member, Diversity, Equity, and Inclusion Committee (2020–present)

**UNIVERSITY TEACHING**

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\*All courses face-to-face unless otherwise indicated

University of Kansas, Lawrence, KS

- SPED 741: Methods and Assessment: Literacy Interventions for Struggling Learners & Students with High-Incidence Disabilities (Fall 2023 online asynchronous)
- SPED 441: Evidence-Based Practices in Reading and Literacy for Students with IEPs: Vocabulary and Comprehension Development (Spring 2024 in person)

Georgia State University, Atlanta, GA

- EXC 7420: Adolescent Literacy Instruction for Students with Dyslexia and Other Reading Disabilities (Spring 2022 online synchronous)
  - \*New course developed as part of the GSU dyslexia endorsement course sequence
- EXC 7190: Theoretical Foundations of Literacy Instruction for Students with Dyslexia and Other Reading Disabilities (Fall 2021 hybrid, Summer 2022 hybrid, Fall 2022 online synchronous)
  - \*New course developed as part of the GSU dyslexia endorsement course sequence
- EXC 7010: Beginning Literacy Instruction for Students with Dyslexia and Other Reading Disabilities (Fall 2021 hybrid, Spring 2022 online synchronous, Spring 2023 online synchronous)
  - \*New course developed as part of the GSU dyslexia endorsement course sequence
- EXC 8961 Professional Development Seminar for doctoral students in Special Education (Fall, 2020 online synchronous)
- EXC 7190: Alternative Approaches to Literacy Instruction for Students with Disabilities (Fall 2019, Spring 2020 online post-COVID-19 synchronous, Fall 2020 online synchronous, Summer 2021 online synchronous)
- EXC 4190: Alternative Approaches to Literacy Instruction for Students with Disabilities (Fall 2020 online synchronous, Summer 2021 online synchronous)

University of Texas at Austin, Austin, TX

- SED 383: Intervention Research in Learning Disabilities (Fall 2018)
- SED 383: Instructional Adaptations II (Spring 2016, Teaching Assistant)

Marymount University, Arlington, VA

- ED 339: Individualized Education Programs and Strategies for the General Curriculum (Fall 2013, Adjunct Instructor)

**OTHER TEACHING AND EDUCATIONAL EXPERIENCE**

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2015 Spring     **Facilitator for Student Teachers**, The University of Texas at Austin, Austin, TX  
 2013-2014     **Supervisor of Student Teachers**, Marymount University, Arlington, VA  
 2010-2014     **Elementary Special Education Teacher**, Carlin Springs Elementary School, Arlington, VA  
 2005-2010     **Elementary Special Education Teacher**, Claremont Immersion Elementary School, Arlington, VA

**OTHER RESEARCH EXPERIENCE**

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6/2018-7/2019 **PI and Project Director**, Meadows Center for Preventing Education Risk, Austin TX;  
 Intensified Strategies to Reading Information and Vocabulary Effectively (I-STRIVE) Project

- 2017-6/2018 **Project Director**, Meadows Center for Preventing Education Risk, Austin TX; Effective Strategies to Reading Information and Vocabulary Effectively (STRIVE) Project
- 2015-2017 **Project Coordinator**, Meadows Center for Preventing Education Risk, Austin TX; Strategies to Reading Information and Vocabulary Effectively (STRIVE) Project
- 2014-2015 **Graduate Research Assistant**, Meadows Center for Preventing Educational Risk, Austin, TX; Texas Center for Learning Disabilities, National Institute of Child Health and Human Development

### **AWARDS**

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- 2024 Council for Exceptional Children Division for Research Early Career Publication Award
- 2020 Rebecca L. Sandak Young Investigator Award  
Society for the Scientific Study of Reading
- 2017-2018 Council for Exceptional Children Division for Research Doctoral Student Scholar
- 2017-2018 Graduate School College of Education Continuing Fellowship  
The University of Texas at Austin
- 2017 The University of Texas at Austin Graduate School Summer Fellowship  
The University of Texas at Austin
- 2014-2015 Graduate Recruitment Fellowship  
The University of Texas at Austin
- 2005 Kappa Delta Pi International Honor Society in Education  
The College of William and Mary
- 2004 Magna Cum Laude Graduate  
The College of William and Mary
- 2004 Distinguished Student, Hispanic Studies Department  
The College of William and Mary

### **MEDIA**

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#### **Research & Innovation Magazine for Georgia State University College of Education & Human Development** (Spring 2023 Issue)

Interviewed for an article reporting on Improving Word-Problem Solving for Students with Mathematics Difficulty <https://tinyurl.com/pwpscw4>

#### **Proof Points, The Hechinger Report** (2022, October)

Interviewed by education reporter Jill Barshay for the article *Leading dyslexia treatment isn't a magic bullet, studies find, while other options show promise* <https://tinyurl.com/5a96wex7>

#### **Dr. Matt Burns YouTube Channel** (2021, March)

*An interview with the authors of a meta-analysis in Exceptional Children describing research for the Orton-Gillingham approach to teaching word reading for students with dyslexia*

<https://youtu.be/eB4AuQyqnNI>

**Council for Exceptional Children Podcast** (2017, Fall)

*Instead of that, say this!* <https://tinyurl.com/zzeay6wz>

#### **PROFESSIONAL MEMBERSHIPS**

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- Council for Exceptional Children
  - Division for Learning Disabilities
  - Division for Research