

Elizabeth A. Stevens, Ph.D.

The University of Kansas • Department of Special Education

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APPOINTMENTS

8/2023-present Assistant Professor

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

- | | |
|------|---|
| 2018 | Ph.D., Special Education; Learning Disabilities and Behavior Disorders
The University of Texas at Austin, Austin, Texas
Dissertation: <i>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</i> |
| 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
<i>Magna cum laude</i>
Endorsement in Foreign Language: Spanish (K-12)
Study Abroad: <i>University of Valencia</i> , Valencia, Spain; <i>Centro Mexicano Internacional</i> , Morelia, Mexico |

EXTERNAL FUNDING

Submitted Promotion and Tenure Dossier

5. **Stevens, E. A. (Principal Investigator)**, Powell, S.R. (Co-PI), & Leroux, A. (Co-PI). (09/01/2023 – 08/31/2027). *Math Words: Vocabulary Support for Students Experiencing Difficulty in Mathematics* (Project Math Words). R324A230238, Institute of Education Sciences National Center for Special Education Research, U. S. Department of Education, 84.324A, Special Education Research Grants Program. \$1,994,476.

4. **Stevens, E. A. (Principal Investigator)**, Vaughn, S. (Co-PI), Murray, C. (Co-PI), & Roberts, G. (Co-PI). (09/01/2023 – 08/31/2028). *Examining the Efficacy of Aligning Core Content-Area Reading Instruction and Small Group Reading Intervention for Students with Reading Disabilities* (Project ALIGN). R324A230239, Institute of Education Sciences National Center for Special Education Research, U. S. Department of Education, 84.324A, Special Education Research Grants Program. \$3,789,119.

Started Position at The University of Kansas

3. **Stevens, E. A. (Principal Investigator)** & Boden, L. (Co-PI). (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 Boden due to my transition to KU.

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

1. Vaughn, S. (PI), Murray, C. (Co-PI), **Stevens, E. A. (Co-PI)**, & Roberts, G. (Co-PI). (07/01/2017 – 06/30/2021). *Middle School Matters Promoting Research- and Evidence-based Practices that Support Reading Comprehension* (Project MSM-PREP). R305A170556, Institute of Education Science National Center for Education Research, U. S. Department of Education 84.305A, Education Research Grants Program. \$1,400,000.00.

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

39. Powell, S. R., Barnes, M. A., Root, J., Hughes, E. M., Ketterlin-Geller, L., Nelson, G., Rojo, M., Allsopp, D. H., Witzel, B., Myers, J. A., Flores, M. M., Lembke, E., Burns, M. K., Namkung, J., Poncy, B., Parks Ennis, R., Morin, L. L., Arsenault, T. L., Doabler, C. T., Hinton, V., Satsangi, R., Kong, J., Jimenez, B., Bundock, K., Coddling, R. S., King, S., Dueker, S., Arizmendi, G., Gilley, D., Brafford, T., **Stevens, E. A.**, Clarke, B., Riccomini, P. J. & Peltier, C., (2025). The NCTM/CEC position statement on teaching mathematics to students with disabilities: What's in it and what's not. *Research in Special Education*. Advance online publication. <https://doi.org/10.25894/rise.2796>

38. Mowbray, M. H. & **Stevens, E. A.** (2023). Providing virtual intervention: Helpful tips and suggestions for navigating the virtual learning environment. *Teaching Exceptional Children*. Advance online publication. <https://doi.org/10.1177/00400599241292742>

Submitted Promotion and Tenure Dossier

37. Mowbray, M. H., **Stevens, E. A.**, Hansen, S.G., & Conine, D. (2024). Professional development with performance feedback to improve the procedural fidelity of mathematics vocabulary instruction. *Journal of Behavioral Education*. Advance online publication.

<https://doi.org/10.1007/s10864-024-09560-w>

36. **Stevens, E. A.**, Tanner, E., & Mowbray, M. H. (2024). A systematic review of mathematics vocabulary interventions for students with or at-risk for mathematics difficulty. *Remedial and Special Education*. Advance online publication. <https://doi.org/10.1177/07419325241265972>

35. **Stevens, E. A.**, Leroux, A., & Powell, S. R. (2024). Predicting word-problem performance of students with mathematics difficulty using word-problem vocabulary knowledge. *Learning Disabilities Research & Practice*. 39(4), 202–211. <https://doi.org/10.1177/09388982241261955>

34. Zagana, A. L., Lansey, K. R., Kurth, J. A., Loyless, R., **Stevens, E. A.** (2024). Analysis of literacy content in IEPs of students with complex support needs. *Journal of Special Education*. Advance online publication. <https://doi.org/10.1177/00224669241228871>

33. **Stevens, E. A.**, Stewart, A., Vaughn, S., Lee, Y.R., Scammacca, N. & Swanson, E. (2024). 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*. Advance online publication. <https://doi.org/10.1016/j.jsp.2024.101320>
32. Austin, C. R., **Stevens, E. A.**, Demchak, A. N., & Solari, E. J. (2023). Orton-Gillingham: Which aspects are supported by research and which require additional research? *The Reading League Journal*, 4(3), 5–15.
 31. **Stevens, E. A.** & Mowbray, M. (2024). Using a vocabulary map routine to explicitly teach mathematics vocabulary. *Teaching Exceptional Children*, 57(2), 138–148. <https://doi.org/10.1177/00400599241231217>
 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>
Started Position at The University of Kansas
 29. Swanson, E., Stewart, A. A., **Stevens, E. A.**, Scammacca, N., Capin, P., Hamilton, B. J., Roberts, G., & Vaughn, S. (2024). The efficacy of two models of professional development mediated by fidelity on fourth grade student reading outcomes. *Journal of Research on Educational Effectiveness*, 17(2), 288–317. <https://doi.org/10.1080/19345747.2023.2181897>
 28. Capin, P., **Stevens, E. A.**, & Vaughn, S. (2023). Self-regulation in reading comprehension: Integrating and aligning to promote reading outcomes. *Mind, Brain, and Education*, 17(4), 362–372. <https://doi.org/10.1111/mbe.12353>
 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>

PUBLICATIONS: BOOK CHAPTERS

Submitted Promotion and Tenure Dossier

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.
- ##### Started Position at The University of Kansas
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.), *Teaching math in middle school: Using MTSS to meet all students' needs* (pp. 65–80). Brookes Publishing.

OTHER PROFESSIONAL WORKS: CURRICULA & ASSESSMENTS

Submitted Promotion and Tenure Dossier

12. **Stevens, E. A.**, Murray, C., Dahl, A., Soberón, A., & Payne, B. (2024). *Grade 5 ALIGN core teacher manual*. The University of Kansas.
11. **Stevens, E. A.**, Murray, C., Dahl, A., Soberón, A., & Payne, B. (2024). *Grade 5 ALIGN core student book*. The University of Kansas.
10. **Stevens, E. A.**, Murray, C., Dahl, A., Soberón, A., & Payne, B. (2024). *Grade 5 ALIGN intervention*

teacher manual. The University of Kansas.

9. **Stevens, E. A.**, Murray, C., Dahl, A., Soberón, A., & Payne, B. (2024). *Grade 5 ALIGN intervention student book*. The University of Kansas.

Started Position at The University of Kansas

8. **Stevens, E. A.**, & Powell, S. R. (2021). *Word problem mathematics vocabulary-3*. Available from E. A. Stevens, 1122 W Campus Rd, Lawrence, KS 66045
7. **Stevens, E. A.** & Mowbray, M. (2021). *Project MVP: Mathematics vocabulary teacher lessons for word-problem solving*. Georgia State University.
6. **Stevens, E. A.** & Mowbray, M. (2021). *Project MVP: Mathematics vocabulary student maps for word-problem solving*. Georgia State University.
5. **Stevens, E.A.**, Harbor, A., Boucher, A., Vaughn, S. & Swanson, E. (2018). *Intensified STRIVE Tutor Manual*. The Meadows Center for Preventing Educational Risk; The University of Texas at Austin.
4. Swanson, E., Vaughn, S., Capin, P., **Stevens, E. A.** (2015). *Grade 5 STRIVE Teacher Manual*. The Meadows Center for Preventing Educational Risk; The University of Texas at Austin.
3. Swanson, E., Vaughn, S., Capin, P., **Stevens, E. A.** (2015). *Grade 5 STRIVE Student Manual*. The Meadows Center for Preventing Educational Risk; The University of Texas at Austin.
2. Swanson, E., Vaughn, S., Capin, P., **Stevens, E. A.** (2015). *Grade 4 STRIVE Teacher Manual*. The Meadows Center for Preventing Educational Risk; The University of Texas at Austin.
1. Swanson, E., Vaughn, S., Capin, P., **Stevens, E. A.** (2015). *Grade 4 STRIVE Student Manual*. The Meadows Center for Preventing Educational Risk; The University of Texas at Austin.

PRESENTATIONS: CONFERENCES

(Note: Italics indicate student at time of presenting)

57. **Stevens, E. A.** (2025, July 16-19). *The effects of a small-group reading comprehension intervention aligned to core instruction for fourth graders with reading difficulty* [Poster presentation accepted]. Society for the Scientific Study of Reading, Calgary, Canada.
56. **Stevens, E. A.** (2025, June 15-17). *A systematic review of mathematics vocabulary interventions for students with or at-risk for mathematics difficulty*. In Sarah Powell (Chair), *What do words have to do with math?* [Symposium]. Mathematical Cognition and Learning Society, Hong Kong, China.
55. Patton, N. R., Vander Tuin, M., **Stevens, E. A.**, & Powell, S. R. (2025, June 9 – 11). *Words count: Enhancing mathematics vocabulary instruction to improve learning*. [Poster presentation]. Mathematical Cognition and Learning Society Conference, Hong Kong, China.
54. **Stevens, E. A.** (2025, May 15-17). Developing a mathematics vocabulary intervention for upper elementary students with mathematics difficulty. In Courtney Pollack (Chair), *Building foundational mathematics knowledge: Pre-kindergarten, elementary, and middle school interventions for learners with mathematics difficulties* [Panel session accepted]. Society for Research in Child Development, Minneapolis, MN, United States.
53. Zagana, A. L., Lansey, K. R., Kurth, J. A., Loyless, R., & **Stevens, E. A.** (2025, March 12-15). *Developing IEPs that include grade-aligned literacy content for students with complex support needs* [Conference session]. Council for Exceptional Children Convention and Expo, Baltimore, MD, United States.
52. **Stevens, E. A.**, Vander Tuin, M. L., & Patton, N. (2025, March 12-15). *Teaching math words: What are the recommended terms to teach?* [Conference session]. Council for Exceptional Children Convention and Expo, Baltimore, MD, United States.
51. Lariviere, D. O. & **Stevens, E. A.** (2025, March 12-15). *No more word-problem woes: Understanding word-problem schemas and schema features on state assessments*. [Conference session]. Council for Exceptional Children Convention and Expo, Baltimore, MD, United States.
50. **Stevens, E. A.** & Austin, C R. (2025, March 7). *Understanding the Orton Gillingham meta-*

- analysis: How does this fit within the science of teaching reading?* [Conference session]. The Reading League Kansas and Missouri Annual Conference, Kansas City, MO, United States.
49. **Stevens, E. A. & Patton, N.** (2025, March 7). *Supporting students with understanding text-based problems in math: Teaching math words!* [Conference session]. The Reading League Kansas and Missouri Annual Conference, Kansas City, MO, United States.
 48. **Patton, N. & Stevens, E. A.** (2025, March 7). *Solving word problems: Unleashing the power of math and reading!* [Conference session]. The Reading League Kansas and Missouri Annual Conference, Kansas City, MO, United States.
 47. **Stevens, E. A.** (2025, February 5-7). Aligning core and intervention instruction for fourth graders with reading difficulty. In Sarah Arden (Chair), *Align by Design: Building Cohesive Systems as a Mechanism for Enhancing Outcomes* [Panel session]. Pacific Coast Research Conference, Coronado, CA, United States.
 46. **Stevens, E. A. Vander Tuin, M. L., & Lariviere, D. O.** (2025, February 5-7). *An analysis of mathematics vocabulary included in elementary textbook glossaries* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
 45. **Lariviere, D. O., Stevens, E. A., Akther, S. S., Patton, N. R., Hardy, A. M., Arsenault, T. L., & Powell, S. R.** (2025, February 5–7). *An analysis of word problems on state assessments: Informing intervention and instruction.* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
 44. **Lariviere, D. O., & Stevens, E. A.** (2024, October 24-26). Mathematics vocabulary and connections to word-problem solving. In Kate Berry (Chair), *Literacy in Math: Word Problems, Vocabulary, and Writing* [Panel session]. Annual International Dyslexia Association Reading, Literacy, and Learning Conference, Dallas, TX, United States.
 43. **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]. The Reading League Conference, Charlotte, NC, United States.
 42. **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]. The Reading League Conference, Charlotte, NC, United States.

Submitted Promotion and Tenure Dossier

41. **Stevens, E. A., Vander Tuin, M., Lariviere, D. O., Powell, S. R.** (2023, June 26-28). Some or Sum? Identifying Critical Mathematics Words to Teach in Grades 3–5. In *Danielle O. Lariviere* (Chair), *Mathematics Vocabulary: Complexities to Consider in Intervention and Assessment* [Symposium]. Mathematical Cognition and Learning Society, Washington, D.C., United States.
40. **Stevens, E. A.** (2023, June 26-28). The effects of adding explicit vocabulary instruction to a word-problem schema intervention for third graders with mathematics difficulty. In Kate Berry (Chair), *Essential Components of Word-Problem Instruction for Supporting Students with Mathematics Difficulty* [Symposium]. Mathematical Cognition and Learning Society, Washington, D.C., United States.
39. **Stevens, E. A., Capin, P., & Stewart, A.** (2024, March 13–16). *Pressure points: Three practices for high-quality reading instruction* [Conference session]. Council for Exceptional Children Convention and Expo, San Antonio, TX, United States.
38. **Mowbray, M. & Stevens, E. A.** (2024, March 13–16). *Using feedback to improve teachers' implementation of mathematics vocabulary instruction* [Poster presentation]. Council for Exceptional Children Convention and Expo, San Antonio, TX, United States.
37. **Stevens, E. A. & Stewart, A.** (2024, January 31-February 2). *Aligning core and intervention instruction*

- for students with inattention and reading difficulties* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
36. **Stevens, E. A., Lariviere, D. O., & VanderTuin, M.** (2024, March 13–16). *Teaching math words: How to provide vocabulary instruction in mathematics* [Conference session]. Council for Exceptional Children Convention and Expo, San Antonio, TX, United States.
Started Position at The University of Kansas
 35. **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.
 34. **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.
 33. **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.
 32. **Stevens, E. A.** (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.
 31. **Stevens, E. A.** (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.
 30. 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.
 29. 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.
 28. 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.
 27. **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.
 26. **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
 25. **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
 24. 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.
 23. 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.
22. **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.
 21. **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.
 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

(Note: *Italics* indicate co-authors were students at time of writing)

73. **Stevens, E. A.** (2025, April 5). *Understanding the Science of Reading*. Council for Exceptional Children Kansas, Lawrence, KS, United States. (*n* = XX in person; *n* = XX virtual)
72. **Stevens, E. A.** (2025, February 24) *Instructional practices to support reading comprehension*. Zhejiang Normal University Visiting Scholars, Lawrence, KS. (*n* = 20)
71. **Stevens, E. A.** (2025, February 11). *Teaching students "during reading" practices to support reading comprehension of content-area texts*. Park West School Division, Manitoba, Canada, virtual webinar. (*n* = 35)
70. **Stevens, E. A.** (2024, November 13). *Building vocabulary and background knowledge to support reading comprehension of content-area texts*. Park West School Division, Manitoba, Canada, virtual webinar. (*n* = 45)
69. **Stevens, E. A.** (2024, November 6). *Instructional practices to support reading comprehension of content-area texts*. The Reading League Kansas, virtual webinar. (*n* = 20)
Submitted Promotion and Tenure Dossier
68. Austin, C. R., **Stevens, E. A.** (2024, September 18). *Teaching strategies for reading complex words*. Climbing the Ladder of Reading and Writing Book Study, virtual panel session. (*n* = 45)
67. **Stevens, E. A.** (2024, July 8). *Using main idea generation to support students' understanding of content-area texts*. The Rollins Center for Language and Literacy in Partnership with Georgia Department of Education, virtual webinar. (*n* = 15)
https://rise.articulate.com/share/4_rGj3avczwM8eofrERWapSgV_Q2vLJR

66. **Stevens, E. A.** (2024, June 20). Aligning instruction for students with reading disabilities. In Joan Mele-McCarthy (Moderator), *Models of Integrated Practice and Future Research* [Panel]. The Dyslexia Foundation 20th Extraordinary Brain Symposium: Extending our Knowledge of Context, Theory, Neuroscience, and Learning Science to Improve Treatments for Students with Dyslexia, Balzan, Malta. (n = 60)
 65. **Stevens, E. A.** (2024, May 30). *Building students' word knowledge: How to teach essential words*. The GLOW Literacy Conference, Naperville, IL, United States. (n = 10)
 64. **Stevens, E. A.** (2024, May 30). *Reading comprehension-supportive practices for students with reading difficulties*. The GLOW Literacy Conference, Naperville, IL, United States. (n = 55)
 63. **Stevens, E. A.** (2024, May 13). *Using question generation to support students' understanding of content-area texts*. The Rollins Center for Language and Literacy in Partnership with Georgia Department of Education, virtual webinar. (n = 15)
<https://rise.articulate.com/share/bWmVLmXLN6OExRq2Qh4YhNxbXBxuuOjN>
 62. **Stevens, E. A.** (2024, April 29). *Teaching essential words across the content areas*. The Rollins Center for Language and Literacy in Partnership with Georgia Department of Education, virtual webinar. (n = 15) https://rise.articulate.com/share/eq_l5eQo1dVDq1jezmguU3veV8dSx1ikB
 61. Chow, J., **Stevens, E. A.**, Rodrigues, J., Campbell, A. (2024, March 15). *Graduate student research colloquium: Exploring the hallmarks of excellent special education research*. Council for Exceptional Children Convention and Expo, San Antonio, TX, United States. (n = 50)
 60. **Stevens, E. A.** (2024, March 25). *Teaching word reading aligned with the science of reading*. The Reading League Kansas and Missouri Elevating Literacy Conference, Kansas City, MO, United States. (n = 40)
 59. **Stevens, E. A.** (2024, February 28). *The role of mathematics language in supporting students' word-problem solving*. The Schenck School, Atlanta, GA, United States. (n = 100)
 58. **Stevens, E. A.** (2024, February 26). *Sum or some? The role of math vocabulary in supporting students with mathematics difficulty*. The Schenck School, Atlanta, GA, United States. (n = 80)
 57. **Stevens, E. A.** (2023, September 23). *Reading comprehension-supportive practices* [Invited keynote address; virtual]. Gwinnett County Professional Learning, Gwinnett County Public Schools, Atlanta, GA, United States. (n = 244)
 56. **Stevens, E. A.** (2023, September 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)
 55. **Stevens, E. A.** (2023, August 26). *Structured reading comprehension intervention for students with reading difficulties*. International Dyslexia Association Georgia, Milledgeville, GA, Keynote Address. (n = 302)
- Started Position at The University of Kansas*
54. **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)
 53. **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)
 52. **Stevens, E. A.** (2023, June 13). *Reading comprehension-supportive practices* [virtual webinar]. Akron Central School District, Akron, NY, United States. (n = 5)
 51. **Stevens, E. A.** (2023, June 13). *Building students' word knowledge: How to teach essential words* [virtual webinar]. Akron Central School District, Akron, NY, United States. (n = 5)
 50. **Stevens, E. A.** (2023, June 6). *Word-problem vocabulary instruction* [virtual webinar]. Akron Central School District, Akron, NY, United States. (n = 12)

49. **Stevens, E. A.** (2023, June 6). *Word-problem schema instruction* [virtual webinar]. Akron Central School District, Akron, NY, United States. (*n* = 12)
48. **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)
47. **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)
46. **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)
45. 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)
44. **Stevens, E. A.** (2023, March 29). *Building students' word knowledge: How to teach essential words*. International Dyslexia Association Georgia and The Reading League Georgia, virtual. (*n* = 1,257) <https://tinyurl.com/3tdbbz2t>
43. 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)
42. **Stevens, E. A.** & Austin, C. R. (2023, January). *Following the reading research*. Redwood Literacy Chicago, virtual. (*n* = 45)
41. **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)
40. 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)
39. **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)
38. **Stevens, E. A.** & Austin, C. R. (2022, June 1). *Structured reading comprehension intervention for students with reading difficulties*. Pennsylvania Training and Technical Assistance Network (PaTTAN), virtual. (*n* = 315) <https://tinyurl.com/yztt2fud>
37. **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)
36. **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)
35. **Stevens, E. A.** & Vaughn, S. (2022, February). *Using main idea and question generation to boost reading comprehension schoolwide* [virtual webinar]. New York City Public Schools, New York, New York. (*n* = 32)
34. **Stevens, E. A.**, Leroux, A.J., Mowbray, M., & Lee, G.S. (2022, February). *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)
33. **Stevens, E. A.** & Murray, C. (2021, December). *Middle school matters: Boosting reading comprehension schoolwide*. Haskins Global Literacy Lab Working Group, University of Connecticut, virtual. (*n* = 15)
32. **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)
31. Austin, C. R. & **Stevens, E. A.** (2021, September) *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)
 30. Hall, C. & **Stevens, E. A.** & (2021, July) *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) <https://tinyurl.com/nhhwzcx>
 29. 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)
 28. **Stevens, E. A.** & Austin, C. R. (2021, May 7) *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>
 27. **Stevens, E. A.** & Mowbray, M. (2021, April). *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.
 26. **Stevens, E. A.** & Austin, C. R. (2021, March). *An interview about the meta-analysis in Exceptional Children describing research on the Orton Gillingham approach for students with dyslexia* [Recorded Interview]. Matt Burns YouTube Channel, virtual. <https://tinyurl.com/yc5btvs4>
 25. **Stevens, E. A.** (2021, March). *Addressing Georgia dyslexia legislation in teacher preparation coursework: Part 2*. College of Education and Human Development, Georgia State University, virtual.
 24. **Stevens, E. A.** (2021, February). *Addressing Georgia dyslexia legislation in teacher preparation coursework: Part 1*. College of Education and Human Development, Georgia State University, virtual.
 23. **Stevens, E. A.** (2020, October). *What about the job talk?* [webinar]. Council for Exceptional Children Division for Research Webinar Series, virtual. (n = 16,000 views) <https://tinyurl.com/yjp5y52n>
 22. **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.
 21. **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.
 20. **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)
 19. **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)
 18. **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)
 17. **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)

16. **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.
15. **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.
14. **Stevens, E. A.** (2020, March 2). *Reading comprehension instruction across the content areas* [Invited keynote]. Texas Association of Secondary School Principals Making Middle School Matter Symposium, Austin, TX, United States.
13. **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.
12. **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.
11. 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.
10. 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.
9. 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.
8. Hughes, E., Powell, S. R., & **Stevens, E. A.** (2017, December 6). *Instead of that, say this!* [Recorded Podcast]. Teaching Exceptionally Podcasts, Council for Exceptional Children.
<https://tinyurl.com/y2h8bf8f>
7. 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.
6. 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.
5. **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.
4. **Stevens, E. A.** (2016, June 15). *Teaching the critical elements of reading: Part 2*. Idaho State Department of Education, Idaho Falls, ID, United States.
3. **Stevens, E. A.** (2016, June 13). *Teaching the critical elements of reading: Part 2*. Idaho State Department of Education, Moscow, ID, United States.
2. **Stevens, E. A.** (2016, June 7). *A forum on the five foundation skills of reading*. Idaho State Department of Education, Boise, ID, United States.
1. 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.

PRESENTATIONS: PROFESSIONAL DEVELOPMENT to STATES, DISTRICTS, AND SCHOOLS

Submitted Promotion and Tenure Dossier

22. **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]. Jonesboro, GA, United States. (n = 23)
21. **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]. Jonesboro, GA, United States. ($n = 35$)
20. **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. ($n = 14$)
 19. **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. ($n = 14$)
 18. **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. ($n = 14$)
 17. **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. ($n = 14$)
 16. **Stevens, E. A.** (2019, January 14–15). *Middle School Matters PREP Question Generation: Teacher professional development part 2*. San Angelo, TX, United States.
 15. **Stevens, E. A.** (2019, January 8). *Intensified strategies to read information texts and vocabulary effectively (I-STRIVE): Teacher professional development part 3*. San Antonio, TX, United States.
 14. **Stevens, E. A.** (2019, January 4). *Word-problem solving schema instruction*. Casis Elementary Austin Independent School District, Austin, TX, United States.
 13. **Stevens, E. A.** (2018, October). *Intensified strategies to read information texts and vocabulary effectively (I-STRIVE): Teacher professional development part 2*. San Antonio, TX, United States.
 12. **Stevens, E. A.** (2018, September 10). *Intensified strategies to read information texts and vocabulary effectively (I-STRIVE): Interventionist training part 1*. San Antonio, TX, United States.
 11. **Stevens, E. A.** (2018, September 8). *Intensified strategies to read information texts and vocabulary effectively (I-STRIVE): Teacher professional development part 1*. San Antonio, TX, United States.
 10. **Stevens, E. A.** (2018, August 17). *Middle School Matters PREP Main Idea Generation: Teacher professional development part 1*. San Angelo, TX, United States.
 9. **Stevens, E. A., & Harbor, A.** (2018, January 8). *Strategies to read information texts and vocabulary effectively: Professional development part 2*. New Braunfels, TX, United States.
 8. **Stevens, E. A. & Stewart, A.** (2017, September 9). *Strategies to read information texts and vocabulary effectively: Professional development part 1*. San Antonio, TX, United States.
 7. **Swanson, E., Capin, P., Stevens, E. A., & Stewart, A.** (2017, August 18). *Strategies to read information texts and vocabulary effectively: Professional development part 1*. New Braunfels, TX, United States.
 6. **Stevens, E. A.** (2016, October 10). *Strategies to read information texts and vocabulary effectively: Professional development part 2*. San Antonio, TX, United States.
 5. **Swanson, E., Capin, P., & Stevens, E. A.** (2016, August 9). *Strategies to read information texts and vocabulary effectively: Professional development part 1*. San Antonio, TX, United States.
 4. **Stevens, E. A.** (2016, January 14). *Strategies to read information texts and vocabulary effectively: Professional development part 1*. 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, 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.

INVITED CLASS PRESENTATIONS

11. **Stevens, E. A.** (2024, November 13). *Writing the results section of a systematic literature review* [guest lecture]. The University of Kansas Special Education Doctoral Seminar 930, Lawrence, KS. ($n = 7$)
10. **Stevens, E. A.** (2024, October 1). *Tips for conducting systematic reviews* [guest lecture]. The University of Kansas Special Education Doctoral Seminar 998, Lawrence, KS. ($n = 7$)
Submitted Promotion and Tenure Dossier
9. **Stevens, E. A.** (2023, October 2). *Navigating academia as an Assistant Professor* [guest lecture]. Department of Special Education PRIME Doctoral Student Group, The University of Texas at Austin, Austin, TX. ($n = 10$)
8. **Stevens, E. A.** (2023, September). *Tips for conducting systematic reviews* [guest lecture]. The University of Kansas Special Education Doctoral Seminar 998, Lawrence, KS. ($n = 4$)
Started Position at The University of Kansas
7. **Stevens, E. A.** (2023, Spring). *Research methods* [guest lecture]. Psychology Research Methods Class, Rabun Gap Nacoochee School, virtual. ($n = 7$)
6. **Stevens, E. A.** (2022, April). *Supporting students' comprehension before, during, and after reading* [guest lecture]. College of Health Solutions, Arizona State University, virtual. ($n = 12$)
5. **Stevens, E. A.** & Austin, C. R. (2021, November). *Lessons learned: Before and after dissertation* [guest lecture]. Department of Special Education and the Meadows Center for Preventing Educational Risk Doctoral Cohort, The University of Texas at Austin, Austin, TX. ($n = 10$)
4. **Stevens, E. A.** (2021, Fall). *Lessons learned: Before and after dissertation* [guest lecture]. Department of Special Education doctoral student cohort, The University of Texas at Austin, virtual. ($n = 10$)
3. **Stevens, E. A.** (2021, Fall). *Transitioning from Ph.D. to an academic job* [guest lecture]. Department of Special Education PRIME Doctoral Student Group, The University of Texas at Austin, virtual. ($n = 10$)
2. **Stevens, E. A.** (2019, February). *Mathematics instruction: Using clear and precise math language* [guest lecture]. The Department of Special Education SED 383, The University of Texas at Austin, Austin, TX.
1. **Stevens, E. A.** (2018, February). *Mathematics instruction: Place value, computation, and using precise math language* [guest lecture]. The Department of Special Education SED 383, The University of Texas at Austin, Austin, TX.

INTERNATIONAL SERVICE

Professional Memberships

2. Division for Learning Disabilities, Council for Exceptional Children (2018-present)
1. Division for Research, Council for Exceptional Children (2018-present)

Professional Committees

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

Grant Reviewer

1. *Council for Exceptional Children*, Conference Proposals (2021, 2019, 2018)

NATIONAL SERVICE

Guest Editor, Special Issue

1. *Annals of Dyslexia*, 2022

Journal Editorial Board Membership

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

Ad Hoc Journal Reviewer

19. *Annals of Dyslexia*: 2024, 2020 (2)
18. *Dyslexia: An International Journal of Research and Practice*: 2021, 2016
17. *Journal of Behavioral Education*: 2023
16. *Journal of Educational Psychology*: 2021
15. *Journal of Experimental Child Psychology*: 2024 (2)
14. *Journal of Learning Disabilities*: 2024 (5), 2023, 2022, 2021, 2020 (4), 2019, 2018
13. *Journal of Research in Reading*: 2022 (2), 2016
12. *Journal of Special Education*: 2019 (2)
11. *Psychology in the Schools*: 2022
10. *Remedial and Special Education*: 2024 (2), 2023
9. *Reading and Writing: An Interdisciplinary Journal*: 2024 (4), 2023 (2), 2022, 2021
8. *Reading and Writing Quarterly*: 2021, 2020
7. *Reading Research Quarterly*: 2024, 2023
6. *Research Papers in Education*: 2024
5. *Review of Educational Research*: 2024
4. *Scientific Studies of Reading*: 2023, 2022, 2020
3. *Teacher Education and Special Education*: 2024
2. *Teaching Exceptional Children*: 2022 (1), 2021 (2)
1. *Written Language and Literacy*: 2019

Unpaid Consultancies: Translating Research to Practice*Submitted Promotion and Tenure Dossier*

7. Facilitator, Research-to-Practice Hackathon Session at the Inaugural Aletheia Society Unconference, Coronado, California (February 2024)
6. 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)
5. Consulting with Amber Celestin, Curriculum Director of Wichita Collegiate School, on translating the Orton-Gillingham meta-analysis findings into practice (December 2023, virtual meeting)

Started Position at The University of Kansas

4. 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)
3. 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)
2. 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)

1. 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)

Paid Consultancies

Submitted Promotion and Tenure Dossier

2. Content expert consultant for National Center for Leadership in Intensive Intervention-2 (NCLII; OSEP-funded consortium) doctoral scholars' development of instructional modules for students with reading disabilities and co-occurring difficulty in mathematics (2024)

Started Position at The University of Kansas

1. 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 (Spring, 2023)

STATE AND LOCAL SERVICE

2. University of Kansas Representative on the statewide curriculum mapping committee for the Kansas Blueprint for Literacy.

Submitted Promotion and Tenure Dossier

1. Board Member, The Reading League Kansas (March 2025-present)

UNIVERSITY SERVICE

3. Planning committee for establishing the KU Literacy Center (Center of Excellence in Reading for the state of Kansas)

Started Position at The University of Kansas

2. Grant reviewer, Georgia State University Cleon C. Arrington Research Initiation Grant Program 2022
1. Grant reviewer, Georgia State University Center for Research on the Challenges of Acquiring Language and Literacy Seed Grant Program 2022

SCHOOL SERVICE

Started Position at The University of Kansas

7. Program Director, Dyslexia and Other Reading Disabilities Endorsement (2020- May 2023)
6. Developed four course syllabi for a four-course, dyslexia endorsement sequence (2019, fall)
5. Professional learning training for College of Education and Human Development faculty on addressing
4. Senate Bill 48 dyslexia teacher training requirements (2021, spring)
3. Planning committee to address GA Senate Bill 48: Preparing elementary through secondary teachers to understand and support students with dyslexia (2019, fall)
2. Professional Education Faculty P-12 Advisory Board (2019, fall)
1. Professional Education Faculty P-12 (2019-May 2023)

DEPARTMENT SERVICE

Department of Special Education Committees

4. Chairs Advisory Committee, Member, August 2024-present
3. Revised the Special Education PhD handbook, August 2024
2. Leadership Studies Committee, Co-Chair, June 2024-present
1. Leadership Studies Committee, Member, August 2023-present

Department of Special Education Search Committees

1. High Incidence Tenure-Track Assistant/Associate Professor Search Committee Member, September 2024-May 2025

Department of Special Education Teacher Preparation Program Committees

2. Elementary Education Unified Program, Member, August 2023-present
1. High Incidence Master's Program, Member, August 2023-present
Started Position at The University of Kansas

Department of Learning Sciences (Georgia State University)

3. Committee Member, Diversity, Equity, and Inclusion Committee (2020–2023)
2. Lead facilitator for the Diversity, Equity, and Inclusion Committee (2020–2022)
1. Established Diversity, Equity, and Inclusion Committee for the Department of Learning Sciences (2020)

UNIVERSITY TEACHING

*All courses face-to-face unless otherwise indicated

The University of Kansas, Lawrence, KS

- SPED 932: Scholarship of Teaching Doctoral Seminar (Fall 2024)
- 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)

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 4190: Theoretical Foundations of Literacy Instruction for Students with Dyslexia and Other Reading Disabilities (Fall, 2022 online synchronous)
- 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

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

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

HONORS AND AWARDS

2024 Early Career Publication Award, Council for Exceptional Children Division for Research

 2020 Rebecca L. Sandak Young Investigator Award, Society for the Scientific Study of Reading

 2017-2018 Doctoral Student Scholar, Council for Exceptional Children Division for Research

 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