

# Lisa Didion

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## Professional Experience

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**Assistant Professor**, (2023 – present), University of Kansas, Lawrence, KS  
School of Education and Human Sciences, Department of Special Education

**Assistant Professor**, (2019 – 2023), University of Iowa, Iowa City, IA  
College of Education, Department of Teaching and Learning

## Education

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**Doctor of Philosophy**, (2015–2019) The University of Texas at Austin, Austin, TX  
Special Education, Learning Disabilities/Behavior Disorders

**Master of Arts**, (2007–2009) Vanderbilt University, Nashville, TN  
Special Education, Behavior Disorders

**Bachelor of Science**, (2003–2007) University of Missouri, Columbia, MO  
Special Education, Cross-Categorical Disabilities

## Research and Scholarly Activity

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**Research Interests:** learning disabilities; self-determination; motivation; teacher professional development; progress monitoring; meta-analyses

### Funded

**Didion, L.** (PI), (2022–2023). *Using Data Mountain to Address the Social-Emotional Health of Students With or At-Risk for Disabilities*. Scanlan Center of School Mental Health. \$41,798

**Didion, L.** (PI), (2021–2023). *Data Mountain Expansion Project*. Roy J. Carver Charitable Trust. \$85,520

**Didion, L.** (PI), (2021). *Does Professional Development Enhance Teacher Outcomes?: A Meta-Analytic Review of Effects*. University of Iowa, Old Gold Fellowship. \$6,000

**Didion, L.** (PI) (2020–2021). *Audio Comparison Project*. Iowa Measurement Research Foundation. \$41,833.

**Didion, L.** (PI), (2021). *Data Mountain Web-Based Application*. John Pappajohn Entrepreneurial Center, University of Iowa Innovator Workshop, \$2,500

**Didion, L.** (PI), Filderman, M. J. (Co-I), Roberts, G. (Co-I). (2019–2020). *Audio Observation Project*. University of Iowa, College of Education Research Fund. \$1,000

**Didion, L.** (PI), Toste, J. R. (Co-I). (2018–2019). *Data Mountain RCT*, Office of Special Education. National Center for Intensive Intervention. Fellowship funding

**Didion, L.** (PI), Toste, J. R. (Co-I), Benz, S. (Co-I). (2016–2018). *Data Mountain Pilot and Replication*. Office of Special Education, National Center for Intensive Intervention. Fellowship funding

Pending Grants

**Didion, L.**, (PI), (2023–2028). *Data Mountain: Teaching Self-Determination to Close the Achievement Gap for Students With or At-Risk Reading Disabilities*. National Institute of Health Director’s New Innovator Award. \$1,500,000

Not Funded

**Didion, L.**, (PI), (2024–2029). *CAREER: Educating Teachers and Students with Specific Math Disabilities to Use Data to Improve Performance*. National Science Foundation. \$1,388,789

**Didion, L.** (PI), (2021–2025). *Comparing Strategies to Improve the Oral Reading Fluency Skills: An Early Career Training Program*. Institute of Education Sciences, U.S. Department of Education. \$648,726

**Didion, L.**, (PI), (2021–2022). *Data Mountain Web-Based Application*. College of Education Fund for Innovation and Commercialization. \$50,000

**Didion, L.** (PI), (2022–2023). *Using Progress Monitoring Assessments to Teach Self-Determination Skills to Elementary Students with or At-Risk for Disabilities*. Iowa Measurement Research Foundation. \$41,798

**Didion, L.**, (PI), (2022–2027). *Data Mountain: Teaching Self-Determination to Close the Achievement Gap for Students With or At-Risk Reading Disabilities*. National Institute of Health Director’s New Innovator Award. \$1,500,000

**Didion, L.** (PI), (2023–2027). *Comparing Strategies to Improve the Oral Reading Fluency Skills: An Early Career Training Program*. Institute of Education Sciences, U.S. Department of Education. \$680,725

**Didion, L.**, (PI), (2023–2028). *CAREER: Educating Teachers and Students with Specific Math Disabilities to Use Data to Improve Performance*. National Science Foundation. \$1,315,727

Other Research Activity

Shogren, K., Toste, J. R., & **Didion, L.** (2023–2025). Self-determination Learning Model of Instruction for Reading (SDLMI-R)

Roberts, G., Martinez, L., & **Didion, L.** (2015–2018). Summative Evaluation for the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR).

Research Fellowships

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*National Center for Leadership in Intensive Intervention* (2015–2019)  
OSEP funded, Doctoral Research Fellowship, full tuition, travel, and research award. \$2,000/month

*Graduate School Summer Fellowship* (2017, 2018)  
The University of Texas at Austin. \$7,000/summer

*Long Joe Teresa Graduate Fellowship* (2016–2017)  
The University of Texas at Austin. \$5,000

*Peabody College Graduate Fellowship*, (2007–2009)  
Vanderbilt University, full tuition award. \$1,200/month

## Awards and Distinctions

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*John Wills Lloyd Outstanding Doctoral Research Award* (2020)  
Council for Exceptional Children—Division of Learning Disabilities

*Teacher of the Year* (2013)  
Red Clay Consolidated School District

## Publications

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### Peer-Reviewed Journal Articles

#### **Published:**

- Didion, L.**, Bruno, L., Marshall, G., Immerfall, J. Kunkel, A., & McGinn (accepted for publication, March 2024). Reaching the top of Data Mountain: Post-secondary students with disabilities use data to improve reading performance. *Career Development and Transition for Exceptional Individuals*.
- Didion, L.** (accepted for publication, June 2023). You did that!: Let data illustrate your effectiveness. *Teaching Exceptional Children*.
- Didion, L.**, Filderman, M. J., Roberts, G. J., Benz, S. A., & Olmstead, C. (2023). Using audio recordings to reliably and efficiently observe teacher behavior related to explicit instruction. *Assessment for Effective Intervention*. <https://doi.org/10.1177/15345084221148202>
- Toste, J. R., Connor, C. M., Peng, P., **Didion, L.**, Filderman, M. J., McLean, L., & Sparapani, N. (2023). Do teacher perceptions of students' skills influence time spent in small group reading instruction? *The Elementary School Journal*, 124(2), <https://doi.org/10.1086/727475>
- Didion, L.**, & Toste, J. R. (2021). Data Mountain: Self-monitoring, goal setting, and motivation training to support the oral reading fluency of struggling readers in the elementary grades. *Journal of Learning Disabilities*, 55(5), 375-392. <https://doi.org/10.1177/0022194211043482>
- Didion, L.** & Toste, J. R. (2021). Climb Data Mountain: How components of self-determination can support oral reading fluency practice. *Teaching Exceptional Children*, 54(6). <https://doi.org/00400599211027282>.
- Didion, L.**, Toste, J. R., Benz, S. A., & Shogren, K. A. (2021). Components of self-determination integrated within reading interventions for elementary students with learning disabilities: A research synthesis. *Learning Disabilities Quarterly*, 44(4), 288-303. <https://doi.org/10.1177/0731948721989328>
- Filderman, M. J., Toste, J. R., **Didion, L.**, & Peng, P. (2021). Data literacy training for K-12 teachers: A meta-analysis of the effects on teacher outcomes. *Remedial and Special Education*, <https://doi.org/07419325211054208>.
- Didion, L.**, Toste, J. R., & Benz, S. A. (2020). Self-determination to increase oral reading fluency for third grade students with and at risk for reading disabilities: Pilot and replication single-case designs. *Learning Disabilities Research and Practice*, 35(4), 218-231. <https://doi.org/10.1111/ldrp.12234>
- Toste, J. R., **Didion, L.**, Peng, P., Filderman, M. J., & McClelland, A. (2020). Relations between reading skills and motivational processes: A meta-analysis. *Review of Educational Research*, 90(3), 420-456. <https://doi.org/10.3102/0034654320919352>
- Didion, L.**, Toste J. R., Filderman, M. J. (2019). Teacher professional development and student reading achievement: A meta-analytic review of effects. *Journal of Research of Educational Effectiveness*, 13(1), 29-66. <https://doi.org/10.1080/19345747.2019.1670884>
- Didion, L. A.**, Toste, J. R., & Wehby, J. H. (2018). Response cards to increase engagement and academic participation for middle school students with emotional/behavioral disorders. *Remedial and Special Education*, 41(2), 111-123. <https://doi.org/10.1177/0741932518800807>
- Filderman, M. J., Toste, J. R., **Didion, L. A.**, Peng, P., & Clemens, N. H. (2018). Data-based decision making in reading interventions: A synthesis and meta-analysis of the effects for struggling readers. *Journal of Special Education*, 52(3), 174-187. <https://doi.org/10.1177/0022466918790001>

**Under review:**

Hugh, M. L., Tuck, K., Schnitz, A., **Didion, L.**, & Nelson, A. (under review; special issue). Meeting the need to prepare unified early childhood education teachers in serving young children with high-intensity needs.

**In final preparation:**

**Didion, L.**, Filderman, M. J., Chow, J. C., Rogers, D., Boyle, J., Hart, E., Payne, B., & Olmstead, C. (in preparation). The effects of high quality professional development on teachers' skills, beliefs, and knowledge: A meta-analysis

**Didion, L.**, Jeppesen, C., Hoffman, L., & Smith, B (in preparation) An extension of Data Mountain to improve fluency for elementary students with or at-risk for reading disabilities.

**Other contributions:**

**Didion, L. A.**, Gesel, S. A., Martinez-Lincoln, A., & Leonard, K. (2017). Current practice alert: Motivation training. Manuscript published at <http://nclii.org/wp-content/uploads/2017/04/Motivation-Training.pdf>.

## Conferences

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Presented

**Didion, L.**, Filderman, M. J., Benz, S. A., & Majeika, C. (2024, February). *An exploration of theoretical perspectives of professional development and teacher outcomes*. Panel leader presented at the Pacific Coast Research Conference, PCRC, San Diego, CA.

**Didion, L.** (2023, February). *The impact of professional development on teacher outcomes: A meta-analysis*. Poster session presented at the Pacific Coast Research Conference, PCRC, San Diego, CA.

**Didion, L.** & Bruno, L. (2023, March). *Self-determination skills to improve fluency for post-secondary students with disabilities*. Presentation with Q&A at the Council for Exceptional Children, CEC, Louisville, KY.

**Didion, L.** (2022, December). *Data Mountain for school success: Educating students with disabilities to analyze data for improved reading performance*. Invited keynote speaker at annual University of Iowa College of Education Faculty Emeriti Luncheon, Iowa City, IA.

**Didion, L.**, Ngugyen, T., Church-Lang, J., & Brothers, T. (2022, July). *Behavioral, cognitive, and neural mechanisms of the performance-monitoring system in reading: Including students in Data Mountain*. Panel presentation at the Society for the Scientific Study of Reading, SSSR, Newport, CA.

**Didion, L.**, Filderman, M. J., & Gesel, S. A. (2021, February). *Teacher training: Heterogeneity, measurement, and future directions*. Panel presentation at the Pacific Coast Research Conference, PCRC, virtual event.

**Didion, L.** & Filderman, M. J. (2021, February). *Preservice teachers' use of explicit instruction practices: Evidence from audio observation*. Poster session presented at the Pacific Coast Research Conference, PCRC, virtual event

**Didion, L.** & Filderman, M. J. (2021, March). *Efficiently and accurately using audio observation to sample teacher behavior*. Presentation with Q&A at the Council for Exceptional Children, CEC, virtual event.

Filderman, M. J. & **Didion, L.** (2021, March). *Self-monitoring of progress for struggling readers in elementary grades*. Panel presentation at the Council for Exceptional Children, CEC, virtual event.

**Didion, L.** & Toste, J. R. (2020, February). *Self-determination integrated within interventions for elementary students with learning disabilities: A meta-analysis*. Poster session presented at the Pacific Coast Research Conference, PCRC, San Diego, CA.

Toste, J. R., Al Otaiba, S., & **Didion, L.** (2020, February). *Targeting motivational processes to intensify reading interventions: Promise and pitfalls*. Panel presentation at the Pacific Coast Research Conference, PCRC, San Diego, CA.

**Didion, L.** & Toste, J. R. (2020, February). *Data Mountain: A self-determination program to improve the oral reading fluency of struggling readers*. Presentation with Q&A at the Council for Exceptional Children, CEC, Portland, OR.

**Didion, L.** & Toste, J. R. (2019, February). *Self-monitoring to improve elementary students' reading fluency: A comparison between researcher- and teacher-implemented interventions*. Presentation with Q&A at the Council for Exceptional Children, CEC, Indianapolis, IN.

- Didion, L.** & Toste, J. R. (2019, February). *Data Mountain: Self-monitoring, goal setting, and motivation training to improve the oral reading fluency of struggling readers in the elementary grades*. Poster session presented at the Pacific Coast Research Conference, PCRC, San Diego, CA.
- Didion, L.** (2018, July). *The impact of teacher professional development on the reading performance of K-12 students: A meta-analysis*. Poster session presented at the Office of Special Education Program, OSEP, Project Directors' Conference, Washington, D.C.
- Didion, L.** (2018, February). *Data mountain: Self-monitoring and motivation training to improve third graders' reading fluency*. Panel presentation at the Council for Exceptional Children, CEC, Tampa, FL.
- Didion, L.** (2018, February). *Building innovative single-case designs: Applications of effect size estimates*. IGNITE session presented at the Pacific Coast Research Conference, PCRC, San Diego, CA.
- Didion, L.,** Toste, J. R., & Benz, S. A. (2018, February). *Motivation training enhances effects of self-monitoring of reading fluency: Data mountain's potential*. Poster session presented at the Pacific Coast Research Conference, PCRC, San Diego, CA.
- Didion, L.,** Benz, S. A., & Roberts, G. J. (2018, February). *Methods to efficiently and accurately sample teacher behavior through audio*. Poster session presented at the Pacific Coast Research Conference, PCRC, San Diego, CA.
- Didion, L.,** Toste, J. R., & Wehby, J. H. (2017, April). *Use of response cards for adolescent students with emotional behavior disorders*. Poster session presented at the Council for Exceptional Children, CEC, Boston, MA.
- Toste, J. R., **Didion, L.,** & McClelland, A. (2017, April). *Motivational beliefs training: Supporting the reading achievement of upper elementary students*. Paper session presented at the Council for Exceptional Children, CEC, Boston, MA.
- Didion, L.,** Benz, S. A., & Toste, J. R. (2017, February). *Data Mountain: Self-monitoring and motivation training to improve third graders' reading fluency*. Poster session presented at the Pacific Coast Research Conference, PCRC, San Diego, CA.
- Didion, L.,** Benz, S. A., & Toste, J. R. (2016, October). *Self-determination interventions and academic success for students with learning disabilities*. Poster session presented at the Council for Learning Disabilities, CLD, San Antonio, TX.
- Didion, L.** (2016, September). *Self-determination interventions for elementary students with learning disabilities: A synthesis of the research*. Research talk presented at the bi-annual meeting of the National Center for Leadership in Intensive Intervention, Dallas, TX.
- Didion, L.,** Benz, S. A., & Toste, J. R. (2016, June). *Academic and self-determination interventions for elementary students with learning disabilities: A literature synthesis*. Poster session presented at the International Academy for Research in Learning Disabilities, IARLD, Austin, TX.
- Toste, J. R., Lemons, C. J., **Didion, L.,** Gesel, S., & Sinclair, A. (2016, June). *Supplemental reading instruction in the real world: A national survey of elementary teachers' instructional practices*. Symposium presented at the International Academy for Research in Learning Disabilities, IARLD, Austin, TX.

## Teaching Experience

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### University Level

University of Kansas, (2023 – present), Lawrence, KS

- SPED:440, Evidence Based Practices in English/Language Arts Literacy for Students Struggling or with IEPs: Beginning Reading and Writing
- SPED:443, Research-based Strategies and Practices for Creating Positive, Productive Classrooms
- SPED:444, Classroom Assessment for Students with IEPs
- SPED: 998: Professional Seminar

Guest Lectures

- SPED: 998, Using Audio Observation to Efficiently and Accurately Sample Teacher Behavior (Fall, 2023)
- SPED: 506, Top Tips for Teaching Special Education Literacy (Fall, 2023)

University of Iowa, (2019 – 2023), Iowa City, IA

- EDTL:3103, Assessment Instructional Planning and Practice
- EDTL:4175, Explicit Instruction
- EDTL:4980, Special Education Literacy
- EDTL: 4984, Academic Skills for Students with Special Needs

### Elementary Level

Richardson Park Learning Center, (2009 – 2015), Wilmington, DE

Red Clay Consolidated School District (RCCSD)

- Active teaching certifications: Continuing License Teacher of Exceptional Children Grades K-12, Teacher of Elementary Grades K-6
- Special education elementary teacher for students with learning, behavioral, and physical disabilities
- Summer school teacher for students with severe learning and behavioral disabilities.
- Homebound teacher for students with severe behavioral disabilities
- Member of RCCSD Special Education Committee
- School-wide PBIS Program Leader and recipient of Phase I and Phase II State Recognition awards for exemplar program implementation
- Special education representative on RCCSD Math Council and Elementary Grade Reporting Committee
- Grade level representative for the Building Leadership Team
- School representative for the Delaware State Education Association and attendee of the Delaware State Representative Assembly

### Professional Development

*Self-Determination for School Success* (August, 2023). Whole group presentation to Lawrence Public Schools Elementary teachers, Lawrence, KS.

*Data Mountain for School Success: Educating students to analyze data for improved outcomes.* (May, 2023). Whole Group presentation to Mary Welsh Elementary, Williamsburg, IA.

## University Service Activities

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### University of Kansas

Personal Preparation Committee (2023 – present)

### University of Iowa

Iowa Reading Research Center Review Committee (2022)

Search Committee (2022 – 2023)

Curriculum Council (2022 – 2023)

College Teaching Award Committee, (2022 – 2023)

Elementary Admissions Committee, (2020 – 2023)

Graduate Student Research Award Committee, (2020)

## Professional Service Activities

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Ad Hoc Reviewer

*Annals of Dyslexia*

*Behavior Disorders*

*Journal of Behavioral Education*

*Journal of Learning Disabilities*

*Remedial and Special Education*

*Review of Educational Research*

#### Editorial Board

*Journal of Learning Disabilities*

*Assessment for Effective Intervention*

#### Council for Exceptional Children (CEC),

Kansas CEC Professional Development Committee Member (2024 – present)

Vice President of Iowa CEC, (2020 – 2023)

Proposal Reviewer (2016, 2021)

Moderator (2017)

President of Student CEC, The University of Missouri-Columbia, (2006 – 2007)

#### Contributor

- CEC-DR, The Academic Job Search Web Series, (2020)
- APBS Student Network, Academic Job Search Panel, (2019)
- NCLII, Early Career Panel, (2019, 2022, 2023)

Oversight committee member at New York Elementary School, (2024- present)

NCLII Planning Committee, Member (2016)

#### Professional Membership

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CEC – Council for Exceptional Children

CEC-DR – Division of Research

CEC-DLD – Division for Learning Disabilities

SERA Research Partner