

Michael Solís

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<u>CURRENT EMPLOYER</u>	<u>POSITION</u>	<u>DATE</u>
University of California Riverside Riverside, CA	Assistant Professor Special Education	2016 to present

<u>INSTITUTION</u>	<u>DEGREE</u>	<u>MAJOR</u>	<u>DATE</u>
University of Texas at Austin	Ph.D.	Special Education	2012
Northern Arizona University	M.Ed.	Special Education	2002
University of Arizona	B.A.	Communication/Journalism	1993

PEER-REVIEWED PUBLICATIONS

Swanson, E., McCulley, L. V., Osman, D., Scammacca, N., **Solis, M.** (in press). Team-based learning: A synthesis of findings. *Active Learning in Higher Education*.

Solis, M., Scammacca, N., Barth, A., Roberts, G. J. (2017). Text-based vocabulary intervention training study: Supporting fourth graders with low reading comprehension and learning disabilities. *Learning Disabilities: A Contemporary Journal*. 15(1), 103-115.

Maynard, B. R., **Solis, M.**, Miller, V. L., Brendel, K. E. (2017). Mindfulness-based intervention for improving academic achievement, behavior, and socio-emotional learning of K-12 students: A systematic review. *Campbell Systematic Reviews*. 5. doi:10.4073/scr.2017.5

Solis, M., El Zein, F., Vaughn, S., McCulley, L. V., & Falcomata, T. S. (2016). Reading comprehension interventions for students with autism spectrum disorders: An alternating treatments comparison. *Focus on Autism and Other Developmental Disabilities*. 31(4), 284-299. doi:10.1177/1088357615583464

Vaughn, S., **Solis, M.**, Miciak, J., Taylor, P., Fletcher, J. M. (2016). Effects from a randomized control trial comparing researcher and school implemented treatments of fourth graders with significant reading difficulties. *Journal of Research on Educational Effectiveness*. doi:10.1080/19345747.2015.1126386

Therrien, W. J., Mathews, H. M., Hirsch, S. E., **Solis, M.** (2016). Progeny review: An alternative approach for examining the replication of intervention studies in special education. *Remedial and Special Education*. doi:10.1177/074193251666081

Solis, M., Vaughn, S., & Scammacca, N. (2015). The effects of a reading comprehension and vocabulary intervention for secondary students demonstrating adequate word reading and low comprehension. *Learning Disabilities Research and Practice*. 30(3), 104-113.

Roberts, G. J., **Solis, M.**, Ciullo, S., McKenna, J. W., & Vaughn, S. (2015) Reading interventions with behavioral and social skill outcomes: A synthesis of findings. *Behavior Modification*. 39(1), 8-42. doi:10.1177/0145445514561318

Alves, K. D., Kennedy, M. J., Brown, T. S., & **Solis, M.** (2015). Story grammar instruction with third and fifth grade students with disabilities and other struggling readers. *Learning Disabilities: A Contemporary Journal* 13(1), 73-93.

- El Zein, F., Gevarter, C., Bryant, B., Son, S., Bryant, D., Kim, M., **Solis, M.** (2015). A comparison of Ipad-assisted and teacher-directed reading instruction for students with autism spectrum disorders. *Journal of Developmental and Physical Disabilities*. doi:10.1007/s10882-015-9458-9
- El Zein, F., **Solis, M.**, Lang, R., & Kim, M. K. (2014). Embedding perseverative interest of a child with autism in text may result in improved reading comprehension: A pilot study. *Developmental Neurorehabilitation*. doi:10.3109/17518423.2014.915893
- Solis, M.**, Miciak, J., Vaughn, S., & Fletcher, J. M. (2014). Why intensive interventions matter: Longitudinal studies of adolescents with reading disabilities and poor reading comprehension. *Learning Disability Quarterly* 37(4), 218-229. doi:10.1177/07311948714528806
- El Zein, F., **Solis, M.**, Vaughn, S., & McCulley, L. V. (2014). Reading comprehension interventions for students with autism spectrum disorders: A synthesis of research. *Journal of Autism and Developmental Disorders*, 44(6), 1303-1322. doi:10.1007/s10803-013-1989-2
- Wanzek, J., Vaughn, S., Kent, S. C., Swanson, E. A., Roberts, G., Haynes, M., Fall, A., Stillman-Spisak, S., **Solis, M.** (2014). The effects of team-based learning on social studies knowledge acquisition in high school. *Journal of Research on Educational Effectiveness*, 7 (2), 183-204. doi:10.1080/19345747.2013.836765
- Vaughn, S., Swanson, E. A., Roberts, G., Wanzek, J., Stillman-Spisak, S. J., **Solis, M.**, & Simmons, D. (2013). Improving reading comprehension and social studies knowledge in middle school. *Reading Research Quarterly*, 48(1), 77-93. doi:10.1002.rrq
- Solis, M.**, Ciullo, S., Vaughn, S., Pyle, N., Hassaram, B., & Leroux, A. (2012). Reading comprehension interventions for middle school students with learning disabilities: A synthesis of 30 years of research. *Journal of Learning Disabilities*, 45(4), 327-340. doi:10.1177/0022219411402691
- Solis, M.**, Vaughn, S., Swanson, E. A., & McCulley, L. V. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. *Psychology in the Schools*, 49(5), 498-510. doi:10.1002/pits21606
- Swanson, E. A., **Solis, M.**, Ciullo, S., & McKenna, J. W. (2012). Special education teachers' perceptions and instructional practices in response to intervention implementation. *Learning Disability Quarterly*, 35(2), 115-126. doi:10.1177/0731984711432510

PUBLICATIONS IN PROGRESS

- Solis, M.**, Vaughn, S., Stillman-Spisak, S., Cho, E. (in review). Effects of reading comprehension and vocabulary intervention on comprehension related outcomes for ninth grader with low reading comprehension.
- Solis, M.**, El Zein, F., Black, M., Therrien, W. J., Invernizzi M. (in review). Word reading intervention for students with ASD: A multiple-baseline study of data based individualization.
- Miciak, J., Roberts, J., Taylor, P.W., **Solis, M.**, Vaughn, S., Fletcher, J. M. (in review). The Effects of a two-year intensive reading intervention implemented with late elementary struggling readers.
- Solis, M.**, & Powell, S. (in preparation). Math interventions for students with Autism spectrum disorders: A synthesis of research.

Solis, M., Black, M., & Romig, J. & Miller A. (in progress). Reading instruction for students with ASD: An observation study.

Solis, M., Therrien, W. J., Pyle, N., Black, M., Miller, A., (in progress). Background knowledge and reading: A synthesis of findings

RESEARCH TO PRACTICE PUBLICATIONS

Solis, M. (2015). The consumer reports of intensive interventions for reading, mathematics, and behavior. *New Times for Division for Learning Disabilities*, 33(1), 8.

Solis, M. (2014). Texas Center for Learning Disabilities Education Research Matters summary of: Petrill, S.A. (2013). Relating reading comprehension to language and broader reading skills. In B. Miller, L. Cutting, & P. McCardle (Eds.), *Unraveling reading comprehension: Behavioral, neurobiological, and genetic components*, (pp. 193-202). Baltimore, MD: Brookes. Retrieved from <http://www.texasldcenter.org/education-research-matters/item/april-2014>

Swanson, E. A., & **Solis, M.** (2011). Collaborative strategic reading for adolescents with learning disabilities. *LD Forum*, 7-10.

Ciullo, S., **Solis, M.,** & Vaughn, S. (2010). Critical components of a response to intervention framework: Essential ideas for campus implementation. *The Oklahoma Reader*, 45(2), 8–16.

BOOK CHAPTERS

Vaughn, S., & **Solis, M.** (2013). Why intensive interventions are necessary for adolescents with dyslexia: Findings from 3-year intervention and future research. In B. Miller, L. Cutting, & P. McCardle (Eds.), *Unraveling Reading Comprehension: Behavioral, Neurobiological, and Genetic Components*. Baltimore, MD: Paul H. Brookes Publishing Co.

Vaughn, S., Swanson, E. A., & **Solis, M.** (2013). Reading comprehension for adolescents with significant reading problems. In H. L. Swanson, K. R. Harris & S. Graham (Eds.), *Handbook of Learning Disabilities* (2nd ed.). New York, NY: The Guilford Press.

CURRENT GRANT FUNDING

Institute of Education Sciences (IES), CFD 84.324A: Special Education Grants – Goal 2, \$1,499,370

- Principal Investigator overseeing development of reading intervention for students with Autism.
- Reading enhancements for students with autism spectrum disorders: Reading comprehension interventions integrated with positive behavior support
- Reading thru Interest-based Text Enhancements (RITE) intervention

CURRENT GRANT FUNDING PROPOSALS

National Science Foundations (NSF) – SBE-RCUK

- Co-Principal Investigator
- The Development of Mental Representations of Abstract Categories During Early Childhood.

The John Randolph Haynes and Dora Haynes Foundation: Research Grants, \$180,211

- Principal Investigator
- The Knowledge Reading Treatment: A Collaborative Model to Improving Learning and Literacy Outcomes for Middle School Students

PREVIOUS GRANT AWARDS

Campbell Collaboration Education Group, Systematic Review Grant, \$14,983

- Maynard, B., **Solis, M.**, Miller, V.
- Mindfulness-Based Intervention for Improving Academic Achievement, Behavior, and Socio-Emotional Learning of K-12 Students: A Systematic Review
- Co-Investigator to conduct a systematic review of mindfulness-based interventions impact on student outcomes within school settings

Arizona Department of Education (ADE), \$100,000 for school years 2006-2008.

- After school language interventions for English language learners (ELL) grades K-8. Assessed and identified language placements for students and coordinated instructors providing language interventions for 45-minute sessions, three days/week

Williams Unified School District Community Partnership Grant, \$5,000 for school year 2003.

- Classroom grant to complete a community service-learning project to supplement explicit instruction of math and reading interventions in the resource room

PRESENTATIONS

Solis, M. Reutebuch, C. (2017, April). *My students with Autism can read all the words but do not understand the text.* Lecture presented at the Council for Exceptional Children national convention, Boston, MA.

Solis, M., (2017, February). *Reading interventions for students with ASD: An observation study* Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Brendel, K. E., Maynard, B. R., **Solis, M.**, Miller, V. L., & Borquist-Conlon, D. (2017, January). *Effects of yoga as a mindfulness-based intervention in the school setting: A systematic review and meta-analysis.* Paper presented at the Society for Social Work and Research annual conference, New Orleans, LA.

Maynard, B. R., **Solis, M.**, Miller, V. L., & Brendel, K. E. (2017, January). *Are school-based mindfulness interventions effective? A systematic review and meta-analysis.* Paper presented at the Society for Social Work and Research annual conference, New Orleans, LA.

Solis, M., (2016, October). *A comparison of intensive reading interventions for ninth graders with low reading comprehension.* Poster presented at the International conference of the Council for Learning Disabilities, San Antonio, TX.

Brendel, K. E., Maynard, B. R., **Solis, M.**, Miller, V., Borquist-Conlon, D., Wulbecker, C. E. K. (2016, September). *Effects of yoga as a mindfulness based intervention in the school setting: A systematic review and meta-analysis.* Poster presented at the Symposium for Yoga Research, Stockbridge, MA.

Solis, M., (2016, February). *Background knowledge and reading: A synthesis of findings.* Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Toste, J. R., Barth, A. E., Grills, A. E., **Solis, M.** (2016, February). *Social-emotional processes as mechanisms for intensifying reading interventions.* Panel presentation at the Pacific Coast Research Conference, San Diego, CA.

Solis, M., (2015, April). *The effects of an intensive reading intervention for ninth graders with low reading comprehension.* Poster presented at the Council for Exceptional Children National Convention, San Diego, CA.

- Solis, M.,** Powell, S. R. (2015, February). *Mathematics interventions and students with Autism spectrum disorders: A synthesis of findings*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Roberts, G. J., **Solis, M.,** Ciullo, S., & McKenna, J. W. (2015, February). *A synthesis of reading interventions and outcomes on behavioral measures*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Solis, M.,** & El Zein, F. (2014, April). *Reading comprehension intervention for students with Autism spectrum disorders: Finding from an alternating treatments study*. Lecture presented at the Council for Exceptional Children National Convention, Philadelphia, PA.
- Roberts, G. J., **Solis, M.,** Ciullo, S., & McKenna, J. W. (2014, March). *A synthesis of reading interventions and outcomes on behavioral measures*. Poster presented at The 11th International Conference on Positive Behavior Supports, Chicago, IL.
- Solis, M.,** Barth, A., Roberts, G. (2014, February). *The effects of a self-regulation vocabulary and reading intervention for upper elementary students with low reading comprehension*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Solis, M.,** McCulley, L. V., & El Zein, F. (2013, April). *Reading comprehension interventions for students with autism spectrum disorders: A synthesis of research*. Lecture presented at the Council for Exceptional Children National Convention, San Antonio, TX.
- Vaughn, S., & **Solis, M.** (2013, April). *Importance of intensive interventions: Definitions and illustrations*. Lecture presented at the 2013 Council of Exceptional Children National Convention, San Antonio, TX.
- Solis, M.,** McCulley, L. V., & El Zein, F. (2013, February). *An alternating treatments comparison of reading comprehension interventions for students with autism spectrum disorders*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Maynard, B., **Solis, M.,** & Scammacca, N. (2012, October). *Systematic reviews of educational research on learning disabilities*. Lecture presented at the Council for Learning Disabilities National Conference, Austin, TX.
- Reutebuch, C., Boardman, A., Stillman-Spisak, S., & **Solis, M.** (2012, April). *Effects of collaborative strategic reading instruction on struggling readers, including English language learners: Year 3 results*. Lecture presented at the 2012 Council of Exceptional Children National Convention, Denver, CO.
- Solis, M.,** & McCulley, L. V. (2012, February). *My middle school students can read all of the words...But they don't understand the text*. Lecture presented at the 2012 Learning Disabilities Association National Conference, Chicago, IL.
- Solis, M.,** Haring, C., & McCulley, L. V. (2011, April). *Demonstration of evidence-based reading comprehension strategies associated with collaborative strategic reading*. Lecture presented at the 2011 Council of Exceptional Children National Convention, Washington, D.C.
- Solis, M.,** Cuillo, S., & Pyle, N. (2011, February). *Reading comprehension interventions for middle school students with LD: A Synthesis of 30 years of research*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Solis, M., Swanson, E. A., Ciullo, S., & Bryant, D. P. (2011, February). *RTI implementation among special educators: An observation study*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

RESEARCH EXPERIENCE

University of Virginia, Curry School of Education, 2014 – 2016

Trained and supervised research team to conduct a series of studies designed to investigate reading instruction for students with ASD. Recruited three central Virginia school districts for participation in qualitative observation study of middle grade students with ASD (N=30). Procedures include administration of standardized reading and language measures, systematic observations of reading instruction, and teacher focus group. Conducting single-case design studies investigating reading comprehension and word reading interventions for students with ASD in grades 4-8.

The Meadows Center for Preventing Educational Risk, 2010 - 2014

Eunice Kennedy Shriver National Institute of Child Health & Human Development grant: The Texas Center for Learning Disabilities, Reading interventions project. Reading comprehension and word study interventions for 4th grade students with low comprehension. Worked collaboratively with principal investigators to provide research leadership on the development of intensive interventions as part of small group tutoring provided by research staff.

- Facilitated implementation of randomized control trial of 4th grade students with low reading comprehension
- Responsible for development, submission, and management of Institutional Review Board (IRB) research application
- Coordinated the development of all intervention materials including instructional routines and curriculum materials
- Interviewed, hired, trained, and supervised nine reading intervention tutors

Institute of Education Sciences (IES) research grant: Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7-12.

Promotion of Adolescents Comprehension of Text (PACT). Worked closely with Principal Investigator to provide research leadership on the development of content area interventions designed to improve reading comprehension outcomes for middle school and high school students.

- Facilitated implementation of randomized control trial in 8th grade and 11th grade U.S. History classes
- Coordinated the development of content area intervention materials including instructional routines and curriculum materials
- Management of Institutional Review Board (IRB) research application
- Recruited content area teachers from school districts for participation of research study
- Developed and facilitated the presentation of professional development training
- Coordinated reliability training for fidelity observations conducted by research team members
- Assisted with writing of research publications

Vocabulary and comprehension interventions for adolescents with low comprehension. Worked collaboratively with Principal Investigator to provide research leadership on the development of intensive interventions as part of an elective course offered to 9th grade students with low reading comprehension.

- Facilitated implementation of randomized control trial of 9th grade students with low reading comprehension
- Responsible for development, submission, and management of Institutional Review Board (IRB) research application

- Assisted with the development of intervention materials including instructional routines and curriculum materials
- Interviewed, hired, trained, and supervised three reading intervention teachers
- Assisted with writing of research publications

Institute of Education Sciences (IES) research grants: Collaborative Strategic Reading (CSR) and Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)

- Research team member for large-scale randomized control trial studies
- Worked collaboratively with principal investigators to develop model lessons to support the implementation of projects
- Provided classroom-based instructional coaching and consultation to teachers to
- Conducted classroom fidelity observations
- Assisted with development and presentation of professional development
- Assisted with writing of research publications

Texas Education Agency grant: Observation study of response to intervention model

- Recruited ten special education teachers to participate in observation study
- Coordinated and conducted classroom observations using the Instructional Content Emphasis revised (ICE-R) observation instrument including pilot items for a math observation instrument.
- Created and maintained database of all observational data
- Coordinated focus group sessions of teachers
- Coded focus group transcripts to identify themes and sub-themes discussed by teachers

UNIVERSITY TEACHING

University of California Riverside, course EDUC 255B: *Academic Interventions* (2017 – present)

- Focused on understanding the etiology and educational context of academic problems and options for providing efficacious interventions to prevent or remediate problems with learning
- Knowledge of identifying, evaluating, and implementation of academic interventions in reading, mathematics, and writing
- Demonstration of various proposed models of intervention delivery and specific intervention strategies that address learning and academic problems
- Demonstration of the instructional factors related to understanding the needs of specific populations, (SLD, other disability categories, ELL, struggling learners)

The University of Virginia, course *EDIS 5320: Mathematics in the Elementary School* (2015 - 2016)

- Co-teacher with elementary education faculty
- Focused on knowledge of mathematical teaching theory, research-based pedagogy, and differentiated instruction to address mathematics development for students in general education with unique needs and disabilities
- Knowledge of intensive mathematics interventions for teaching exceptional students
- Demonstration of manipulatives tools to support conceptual and concrete development of algorithms
- Knowledge of multi-tiered systems of mathematics education

The University of Virginia, course *EDIS 5041: Classroom Management and Problem Behavior* (2015)

- Focused on knowledge of applied behavior analysis, methodologies, and instruments to address problem behavior and classroom management for students with unique learning needs and disabilities
- Knowledge of data collection procedures in teaching exceptional students
- Demonstration of functional behavioral assessments to address problem behavior
- Knowledge of multi-tiered system of behavior management

The University of Virginia, course *EDIS 5040: Psychoeducational Assessment* (2014-present)

- Focused on knowledge of assessment theories, methodologies, and instruments to develop instructional strategies for students with unique learning needs and disabilities
- Knowledge of assessments in teaching exceptional students including academic, behavioral, intelligence, and curriculum-based measurements
- Demonstration of evaluation of instruments, value of norm-referenced and criterion referenced assessment procedures for determining eligibility and appropriate placement for students with learning differences. Administration of standardized and curriculum-based measurements to students in K-12

The University of Texas at Austin, course *SED 378T: Reading Assessment and Development* (2012-14)

- Focused on reading assessments and teaching of evidence-based reading methods and progress monitoring for students with reading difficulties
- Standards of literacy content were taught: phonological and phonemic awareness, alphabetic principle, literacy development and practice, word analysis and decoding, fluency, vocabulary, and reading comprehension
- Practicum class took place on-site at local elementary and course time was dedicated to assessing and tutoring primary grade students with reading difficulties

PUBLIC SCHOOL TEACHING AND ADMINISTRATIVE EXPERIENCE

Administrative Experience, K-8, 2007-2008

- Served as locational educational agency (LEA) representative at IEP meetings to assist in collaboration of placement decisions, educational programming, and procedural issues of IEPs based on federal, state, and school-district policies. Coordinating the placements, scheduling, and instructional materials for the after school program for English language learners grades K – 8, (110 students)

Literacy Coach and Reading Specialist, K-8, 2005-2008

- Spearheaded the development of 3-tier model to address K-3 Literacy needs. Collaborated with principal and faculty to address scheduling, student placement, and analysis of student data to assist with instructional decision-making. Supervised a staff of 10 intervention instructors
- Implemented Reading Intervention curriculum for students identified as at-risk for reading in K – 8th grade (185 students)
- Coordinated implementation of Tier 3 instruction for primary students not responding to Tier 2
- Provided ongoing professional development through in class coaching sessions and literacy workshops for K-8 faculty
- Increased student performance on Arizona Instrument to Measure Standards (AIMS) reading test by indication of 55% of students previously approaching the standard were reclassified as meeting the standard in reading. (2005-2007)
- Increased student performance on the AIMS reading test by indication of 30% of students who approached the standard were reclassified as meeting the standard in reading, (2004-2006)

Middle School Special Education Teacher, 6th-8th grade, 2003-2005

- Special Education teacher for 6th, 7th and 8th grade within a collaborative team environment of middle-school teachers. Duties included IEP development and implementation, IEP accommodations, and differentiated curriculum and instruction. Classroom comprised students with specific learning disabilities (SLD), ADHD, bipolar disorder, behavior disorders, and ASD
- Taught reading and math interventions, language arts, writing/editing skills, technology skills, study/life skills, accelerated math curriculum, and language interventions for students who were English language learners

- Provided inclusion support/collaboration
- Implemented Reading Intervention pilot. Identified at-risk readers and completed STAR assessment and running record placement tests. Created reading groups. Developed and presented budget and personnel needs to administration.

Intermediate Special Education Teacher, 3rd – 6th grade, 2001-2003

- Taught students with Specific Learning Disabilities, Intellectual disabilities, Behavior disorders, ADHD, Bipolar Disorder, Autism spectrum disorders and other low-incidence disabilities
- Developed and implemented curriculum in functional, foundations, and essentials categories that was aligned with Arizona State Standards and IEP goals/objectives
Completed academic screening assessments for student study team.
- Collaborated with regular education teachers to develop modifications and adaptations for inclusion instruction
- Supervised and trained six instructional assistants

AWARDS, HONORS, AND SCHOLARSHIPS

- Selected as participant to the Institute of Education Sciences Single Case Design Summer Training Institute, 2013
- Article, “Special education teachers’ perceptions and instructional practices in response to intervention implementation,” identified as a “Must Read” for 2012 by Council for Learning Disabilities’ Research Committee
- Student Faculty National Conference Travel Stipend Award recipient, 2009-2011
- Arizona Director of Special Education Administrators Scholarship recipient, 2007

UNIVERSITY AND NATIONAL SERVICE

Mentor

- Provided mentoring services to doctoral students, 2009-present

Dissertation committee member

- Alves, K (2016) Using multimedia-based instruction to improve teacher knowledge about evidence-based practices for reading comprehension. University of Virginia. (*Note.* AERA Special Education Research SIG dissertation award received, 2017)
- Torigoe-Lai, T (2016) An examination of measures associated with differential diagnosis of Autism spectrum disorders within a university-based clinic sample. University of Virginia.

Editorial board member

- *Learning Disabilities Research and Practice*
- *Journal of Development and Other Developmental Disabilities*

Reviewer - provide peer-review of articles submitted for publication and presentation

- *Exceptional Children* (3) 2016
- *Journal of Learning Disabilities* (1) 2016
- *New Directions for Child and Adolescent Development* (2) (2016)
- *Scientific Studies of Reading* (1) (2015)
- *Remedial and Special Education* (5) (2013-2016)
- *Journal of Developmental and Physical Disabilities* (7) (2011-2016)
- *Focus on Autism and Other Developmental Disabilities* (4) (2014-2015)
- *Exceptionality* (4) (2014-2015)
- *Assessment for Effective Intervention* (1) (2016)
- *Learning Disability Quarterly* (2) (2014-2016)
- *Council for Exceptional Children National Conference presentation proposals* (12) (2013-2016)

Committee member

- Council for Exceptional Children, Division of Learning Disabilities – Research committee

- California Commission Teacher Credentialing – Education Specialist Preliminary Credential Work Group
- California Council on Teacher Education – UCR delegate
- California Teacher Credentialing work group – revisions of special education credentialing requirements

OTHER EDUCATIONAL EXPERIENCE

Technical Review Committee Member, 2011-present

National Center on Intensive Interventions at American Institutes for Research

- Evaluate intensive interventions in reading for a national intensive interventions website

Consultant, 2006-present

- Professional development and trainings to school districts on the use of evidence-based reading interventions and implementation of multi-tiered systems of support.
- Technical reports, grant reviewer, writing, webinars
- McGraw-Hill publishing. Trainings of reading and language intervention programs to teachers and paraprofessionals in urban and rural areas including the Navajo, Hopi, and Apache reservations.

<i>PREVIOUS EMPLOYERS</i>	<i>POSITION</i>	<i>DATE</i>
Curry School of Education University of Virginia Charlottesville, VA	Assistant Professor	2014-2016
The Meadows Center for Preventing Educational Risk The University of Texas at Austin Austin, TX	Research Assistant Professor Project Director	2013-2014 2008-2013
Sedona Unified School District Sedona, AZ	Reading Specialist/Literacy coach Special Education Teacher	2005–2008 2003–2005
Williams Unified School District Williams, AZ	Special Education Teacher	2001–2003
Flagstaff Unified School District Flagstaff, AZ	Reading Instructor	1998–2000
AT&T Fayetteville, AR	Account Executive	1996–1998
Integrated Communications Flagstaff, AZ	Self-employed/Owner	1993–1996
U S WEST Denver, CO	Marketing Manager	1992–1993

AFFILIATIONS

- Council for Exceptional Children (CEC), and Division of Learning Disabilities (DLD)
- Council for Learning Disabilities (CLD)
- The Dyslexia Foundation (TDF)

- California Council on Teacher Education (CCTE)