

Vita
Rollanda Estby O'Connor, Ph.D.

Present Title

Professor and Eady/Hendrick Endowed Chair in Learning Disabilities
Graduate School of Education
Programs in Special Education and Reading
University of California at Riverside

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Educational History

University of Washington Seattle, WA	Ph.D., Education Special Education & Reading	1992
University of Washington Seattle, WA	M.Ed., Special Education High Incidence Disabilities	
University of Washington Seattle, WA	B.A., English Library Science Minor	

Professional Experience

Graduate School of Education University of California-Riverside	Professor Special Education and Reading	2004- current
School of Education University of Pittsburgh	Assistant, Associate, & Professor Special Education	1993-2004
Washington Research Institute Seattle, WA	Co-Principal Investigator Early Literacy Development	1992-1993
University of Washington Seattle, WA	Teaching Associate Special Education	1991-1993
Washington Research Institute Seattle, WA	Project Director The Source Inservice Consortium	1989-1992
Seattle Pacific University Seattle, WA	Adjunct Faculty Reading & Special Education	1985-1992
Martha Lake School Edmonds School District, WA	Core Team Leader/General Education Teacher, Gr 3-4-5	1987-1989
College Place Elementary School Edmonds School District, WA	Special Education Teacher, Gr K-6 High Incidence Disabilities	1978-1987
Hamilton Middle School Seattle Public Schools, WA	Reading, Mathematics, & Title 1 Teacher, Grades 6-8	1971-1976

Grants Awarded

With UCR:

- PI, Vocabulary CHAAOS: Creating Habits Accelerating Academic Language of Students, supported by the U.S. Department of Education, IES, 2016-2019, \$1,437,122.
- PI, BRIDGES: Building Reading Interventions Designed for General Education Subjects (BRIDGES), supported by the U.S. Department of Education, IES, 2012-2016, \$1,375,258.
- PI, Leading Excellence for Academic Positions in Special Education, supported by the U.S. Department of Education, OSEP Leadership H325D110015, 2012-2016, \$1,238,983.
- Co-PI (PI: H. Lee Swanson), Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities, supported by the U.S. Department of Education, IES, 2009—2012, \$1,516,050.
- PI, Precision in Response to Intervention Models: Variations of Measurement, Instruction, Student Language, and Age, supported by the U.S. Department of Education, IES, 2007-2012, \$1, 935,065.
- PI, Special Education Faculty for California and the Nation, supported by the U.S. Department of Education, OSEP Leadership, 2007-2012, \$797,896.
- PI, Variations in Procedures to Improve Reading Fluency and Comprehension, supported by the U.S. Department of Education, IES, 2005-2009, \$1,043,775.
- PI, Evidence-Based Interventions for Poor Readers with Cognitive Challenges, supported by the U.S. Department of Education, OSEP, 2005-2009, \$900,000.

With University of Pittsburgh:

- PI while at University of Pittsburgh, Improving the Preservice Preparation of Personnel to Serve Children with High-Incidence Disabilities, supported by the U.S. Department of Education, OSEP, 2003-2007, \$800,000.
- Co-Investigator (10%), Integrating Speech and User Modeling in a Reading Tutor that Listens, Jack Mostow, PI, Carnegie Mellon University, supported by the Interagency Education Research Initiative (IERI), 2003-2007, \$6,000,000.
- Co-Investigator (5%), Early Otitis and Literacy and Attention at Nine to Eleven Years, Jack Paradise, PI, Pediatrics, University of Pittsburgh (2002-2004), supported by NIH, DHHS.
- PI, Urban Leadership in Special Education, Personnel Preparation grant supported by the U.S. Department of Education, OSEP, 2001-05, \$800,000.
- PI, Layers of Intervention, Model Demonstration Project supported by the U.S. Department of Education, OSEP, 1998-2003, \$597,254.
- PI, Reading Comprehension in Inclusive Classrooms supported by the U.S. Department of Education, OSEP, 1998-2002, \$596,470.
- PI, Responsive and Reflective Special Educators supported by the U.S. Department of Education, OSEP, 1998-2001, \$581,607.
- PI, Access to the General Education curriculum through Improved Literacy Outcomes for Children with Disabilities supported by the Higher Education Partnership of the Commonwealth of Pennsylvania, 1998-1999, \$10,180.
- PI, Preparing Special Educators for the 21st Century supported by the U.S. Department of Education, OSEP, 1996-1999.

Co-PI, Personnel Preparation: Leadership in the Field of Learning Disabilities supported by the U.S. Department of Education, OSEP, 1995-1999, with Naomi Zigmund.

With Washington Research Institute:

Co-PI, Early Literacy for Children with Disabilities supported by the U.S. Department of Education, OSEP, 1992-1997, with Angela Notari-Syverson, awarded to Washington Research Institute.

Co-PI, Quality Management and Practices Project supported by the U.S. Department of Education, OSEP, 1993-6, with Patricia Vadasy, awarded to Washington Research Institute.

Professional Organizations

American Educational Research Association
Council for Exceptional Children
Society for the Scientific Study of Reading
International Reading Association

Refereed Publications

- O'Connor, R.E., Sanchez, V., Beach, K., Bocian, K., Roberts, S. & Chan, O. (in press, 2017). Building better bridges: Teaching adolescents who are poor readers in 8th grade to comprehend history text. *Learning Disability Quarterly*,
- O'Connor, R.E. (in press, 2017). Reading fluency and students with reading disabilities: How fast is fast enough to promote reading comprehension? *Journal of Learning Disabilities*, doi: 10.1177/0022219417691835
- O'Connor, R.E., Sanchez, V., Beach, K., Bocian, K. (September 15, 2016, In Press). Special education teachers integrating reading with 8th grade U.S. History. *Learning Disabilities Research & Practice*.
- La Marca, J.P. & O'Connor, R.E. (2016). Neurofeedback as an intervention to improve reading achievement in students with attention-deficit/hyperactivity disorder, inattentive subtype. *NeuroRegulation*, 3, 55-77.
- Sanchez, V. & O'Connor, R.E. (2015). Building Tier 3 Intervention for Long-term Slow Growers in Grades 3-4: A Pilot Study. *Learning Disabilities Research & Practice*, 30, 171-181.
- Beach, K.D., Sanchez, V., Flynn, L., & O'Connor, R.E. (2015). Teaching academic vocabulary to adolescents with learning disabilities. *Teaching Exceptional Children*, 48, 36-44.
- O'Connor, R.E., Beach, K., Sanchez, V. Bocian, K., & Flynn, L. (2015). Building BRIDGES: A Design Experiment to Improve Reading and United States History Knowledge of Poor Readers in 8th Grade. *Exceptional Children*, 81, 399-425.
- Beach, K.D., & O'Connor, R.E. (2015). Early Response-to-Intervention Measures and Criteria as Predictors of Reading Disability in the Beginning of Third Grade. *Journal of Learning Disabilities*, 48, 196-223.
- Beach, K.D., & O'Connor, R.E. (2014). Developing and strengthening reading fluency and comprehension of poor readers in elementary school: A focused

- review of research. *Perspectives on Language and Literacy*. Summer, 2014, 17-19.
- Orosco, M. J., & O'Connor, R. (2014). Culturally responsive instruction for English language learners with learning disabilities. *Journal of Learning Disabilities, 47*, 515-531.
- Connor, C., Compton, D., Alberto, P., & O'Connor, R.E. (2014). Improving Reading Outcomes for Students With or at Risk for Reading Disabilities: A Synthesis of the Contributions from the Institute of Education Sciences Research Centers. Washington, DC: U.S. Department of Education.
<http://ies.ed.gov/ncser/pubs/20143000/pdf/2014/3000.pdf>
- O'Connor, R.E., Bocian, K., Beach, K., & Sanchez, T. (2014). Access to a Responsiveness to Intervention model: Does beginning intervention in kindergarten matter? *Journal of Learning Disabilities, 47*, 307-328.
- Ayala, S., & O'Connor, R.E. (2013). The Effects of Video Self-modeling on the Decoding Skills of Children. *Learning Disabilities Research & Practice, 28*, 142-154.
- Orosco, M., Swanson, H.L., & O'Connor, R.E., & Lussier, C. (2013). The effects of dynamic strategic math on English Language Learners' word problem solving. *Journal of Special Education, 47*, 96-107.
- O'Connor, R.E., Bocian, K.M., Sanchez, V., Beach, K.D., & Flynn, L.J. (2013). Special education in a four-year response to intervention (RtI) environment: Characteristics of students with learning disability and grade of identification. *Learning Disabilities Research & Practice, 28*, 98-112.
- O'Connor, R.E., Gutierrez, G., Knight-Teague, K., Checca, C.J., Sun, J., & Ho, T. (2013). Variations in practice time reading aloud: 10 versus 20 minutes. *Scientific Studies of Reading, 17*, 134-162.
- O'Connor, R.E., & Klingner, J.K. (2010). Poor responders in Responsiveness to Intervention Models. *Theory into Practice, 49*, 297-304.
- O'Connor, R.E., Swanson, H.L., & Geraghty (2010). Improvement in reading rate under independent and difficult text levels: Influences on word and comprehension skills. *Journal of Educational Psychology, 102*, 1-19.
- O'Connor, R.E., Bocian, K., Beebe-Frankenberger, M., & Linklater, D. (2010). Responsiveness of students with language difficulties to early intervention in reading. *Journal of Special Education, 43*, 220-235.
- Linklater, D., O'Connor, R.E., & Palardy, G.P. (2009). Kindergarten literacy assessment of English only and English language learner students: Which measures are most predictive of reading skills? *Journal of School Psychology, 47*, 369-394.
- Swanson, H.L., & O'Connor, R.E. (2009). The role of working memory and fluency training on reading comprehension in children who are dysfluent readers. *Journal of Learning Disabilities, 42*, 548-575.
- O'Connor, R.E., White, A., & Swanson, H.L. (2007). Repeated reading versus continuous reading: Influences on reading fluency and comprehension. *Exceptional Children, 74*, 31-46.
- Paradise, J., Feldman, H., Campbell, T., Dollaghan, C., Rockette, H., O'Connor, R.E., & Pelham, W.E. (2007). Early or delayed insertion of tympanostomy tubes and

- developmental outcomes at nine to eleven years of age. *New England Journal of Medicine*, 356, 248-261.
- Kame'enui, E., Fuchs, L., Francis, D.J., Good III, R.H., O'Connor, R.E., Simmons, D.C., Tindal, G., & Torgesen, T.K. (2006). The adequacy of tools for assessing reading competence in the primary grades: A decision-making framework and review of prominently used tests. *Educational Researcher*, 35, 4, 3-11.
- O'Connor, R.E., Harty, K., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities*, 38, 532-538.
- O'Connor, R.E., Fulmer, D., Harty, K., & Bell, K. (2005). Layers of Reading Intervention in Kindergarten through Third Grade: Changes in Teaching and Child Outcomes. *Journal of Learning Disabilities*, 38, 440-455.
- O'Connor, R.E. (2004). Revealing the hidden world of research. *Journal of Learning Disabilities*, 37, 224-230.
- O'Connor, R.E., Bell, K.M., Harty, K.R., Larkin, L.K., Sackor, S., & Zigmond, N. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. *Journal of Educational Psychology*, 94, 474-485.
- Fuchs, D., Fuchs, L., Thompson, A., Al Otaiba, S., Yen, L., Yang, N., Braun, M., & O'Connor, R. E. (2002). Preliminary evidence on the importance of reading programs for kindergartners with disabilities in mainstream classrooms. *Exceptional Children*, 68, 295-310.
- Fuchs, D., Fuchs, L., Thompson, A., Al Otaiba, S., Yen, L., Yang, N., Braun, M., & O'Connor, R. E. (2001). Is reading important in reading-readiness programs? A randomized field trial with teachers as program implementers. *Journal of Educational Psychology*, 93, 251-267.
- O'Connor, R.E. & Padeliadu, S. (2000). Blending versus whole word approaches in first grade remedial reading: Short-term and delayed effects on reading and spelling words. *Reading and Writing: An Interdisciplinary Journal*, 13, 159-182.
- Qi, S. X., & O'Connor, R.E. (2000). A comparison of two phonological training procedures in kindergarten classrooms. *Journal of Educational Research*, 93, 226-233.
- O'Connor, R.E. (2000). Increasing the Intensity of Intervention in Kindergarten and First Grade. *Learning Disabilities Research and Practice*, 15, 43-54.
- O'Connor, R.E. (1999). Teachers learning Ladders to Literacy. *Learning Disabilities Research and Practice*, 14, 203-214.
- O'Connor, R.E., & Jenkins, J.R. (1999). The prediction of reading disabilities in kindergarten and first grade. *Scientific Studies of Reading*, 3, 159-197.
- O'Connor, R.E., Notari-Syverson, A., & Vadasy, P. (1998). First grade effects of teacher-led phonological activities in kindergarten for children with mild disabilities: A follow-up study. *Learning Disabilities Research and Practice*, 13, 43-52.
- Vadasy, P. F., Jenkins, J. R., Antil, L. R., Wayne, S. K., & O'Connor, R. E. (1997). The effectiveness of one-to-one tutoring by community tutors for at-risk beginning readers. *Learning Disability Quarterly*, 20, 126-139.
- Vadasy, P. F., Jenkins, J. R., Antil, L. R., Wayne, S. K., & O'Connor, R. E. (1997). Community-based early reading intervention for at-risk first graders. *Learning Disabilities Research and Practice*, 12, 29-39.

- O'Connor, R. E., Notari-Syverson, A., & Vadasy, P. F. (1996). Ladders to literacy: The effects of teacher-led phonological activities for kindergarten children with and without disabilities. *Exceptional Children, 63*, 117-130.
- O'Connor, R.E. & Jenkins, J.R. (1996). Cooperative learning as an inclusion strategy: A closer look. *Exceptionality, 6*, 29-51.
- O'Connor, R.E. & Jenkins, J.R. (1996). Choosing individuals as the focus to study cooperative learning. *Exceptionality, 6*, 65-68.
- O'Connor, R.E., & Jenkins, J.R. (1995). Improving the generalization of sound/symbol knowledge: Teaching spelling to kindergarten children with disabilities. *Journal of Special Education, 29*, 255-275.
- O'Connor, R.E., Jenkins, J.R., & Slocum, T.A. (1995). Transfer among phonological tasks in kindergarten: Essential instructional content. *Journal of Educational Psychology, 2*, 202-217.
- Jenkins, J. R., Jewell, M., Leicester, N., O'Connor, R., Jenkins, L., & Troutner, N. (1994). Accommodations for individual differences without classroom ability groups: An experiment in school restructuring. *Exceptional Children, 60*, 4, 344-358.
- Slocum, T.A., O'Connor, R.E., & Jenkins, J.R. (1993). Transfer among phonological manipulation skills, *Journal of Educational Psychology, 85*, 4, 618-630.
- O'Connor, R., Jenkins, J. R., Cole, K., & Mills, P. (1993). Two approaches to phonics instruction for children with disabilities: Does program design make a difference? *Exceptional Children, 59*, 312-323.
- O'Connor, R., Jenkins, J. R., Slocum, T., & Leicester, N. (1993). Teaching phonological awareness to young children with disabilities. *Exceptional Children, 59*, 532-546.
- Jenkins, J. R., & O'Connor, R.E. (1991). Implications of sameness analysis for curriculum developers and curriculum users. *Journal of Learning Disabilities, 24*, 361-363.

Books

- Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success (2015). *Transforming the Workforce for Children Birth through Age Eight: A Unifying Foundation*. Washington, DC: Institute of Medicine and the National Research Council. (Committee member)
- O'Connor, R.E. (2014). *Teaching word recognition: Strategies for students with learning difficulties, 2nd ed.* New York: Guilford Press.
- O'Connor, R.E. & Vadasy, P., Eds. (2011). *Handbook of Reading Interventions*. New York: Guilford Press.
- O'Connor, R.E. (2007). *Teaching word recognition: Strategies for students with learning difficulties*. New York: Guilford Press.
- Notari-Syverson, A., O'Connor, R.E., & Vadasy, P.F. (2007). *Ladders to literacy: A preschool activity book, 2nd ed.* Paul Brookes.
- Vadasy, P.F., Wayne, S. K., O'Connor, R.E., Jenkins, J.R., Pool, K., Firebaugh, M., & Peyton, J. (2005). *Sound Partners: A tutoring program in phonics-based early reading*. Longmont, CO: Sopris West.

- O'Connor, R.E., Notari-Syverson, A., & Vadasy, P.F. (2005). *Ladders to literacy: A kindergarten activity book, 2nd ed.*. Paul Brookes.
- O'Connor, R.E., Notari-Syverson, A., & Vadasy, P.F. (1998). *Ladders to literacy: A kindergarten activity book*. Paul Brookes.
- Notari-Syverson, A., O'Connor, R.E., & Vadasy, P.F. (1998). *Ladders to literacy: A preschool activity book*. Paul Brookes.

Book Chapters

- O'Connor, R.E., Sanchez, V., & Kim, J.J. (accepted July 30, 2016). Multi-tiered systems of support and responsiveness to intervention models for reducing reading difficulties and identifying learning disabilities. In J. Kauffman, D. Hallahan, & P. Pullen (Eds.) *Handbook of Special Education, 2nd ed.* New York: Routledge.
- O'Connor, R.E., & Beach, K.D. (2015). How Linking University Research to School Needs Influences Scholars and Schools. In D.E. Mitchell & R.Ream (Eds.), *Professional Responsibility*. Springer.
- O'Connor, R.E., & Davidson, S. (2014). Teaching students with reading disability to read words. In A. Stone, E. Silliman, B. Ehren, & K. Apel, (Eds.), *Handbook of Language and Literacy: Development and Disorders, 2nd ed.* (pps. 428-447). New York: Guilford.
- O'Connor, R.E., & Fuchs, L.S. (2013). Responsiveness to intervention in the elementary grades: Implications for early childhood education. In V. Buysee & E. Peisner-Feinberg, *Handbook of Response to Intervention in Early Childhood* (pps. 41-56). New York: Guilford Press.
- O'Connor, R.E. & Jenkins, J.R. (2013). Cooperative Learning for Students with Learning Disabilities: Advice and Caution from the Evidence. In H. L. Swanson, S. Graham, & K. Harris (Eds.), *Handbook of Learning Disabilities, 2nd edition* (pps. 507-525). New York: Guilford.
- O'Connor, R.E. (2012). Proven and Promising: The Eye of the Beholder? In Carlson, J. S., & Levin, J. R. (Eds.). *Instructional strategies for improving students' learning: Focus on early reading and mathematics* (pps. 43-52). Charlotte, NC: Information Age.
- O'Connor, R.E., & Sanchez, V. (2011). Responsiveness to intervention models for reducing reading difficulties and identifying learning disability. In J.M Kauffman & D.P. Hallahan (Eds.), *Handbook of Special Education* (pps. 123-133). Oxford: Routledge.
- Orosco, M. & O'Connor, R.E. (2011). Cultural aspects of teaching reading. In R.E. O'Connor, & P. Vadasy. (Eds.), *Handbook of Reading Interventions* (pps. 356-379). New York: Guilford Press.
- O'Connor, R.E., & Goodwin, V. (2011). Teaching older students to read. In R.E. O'Connor, & P. Vadasy. (Eds.), *Handbook of Reading Interventions* (pps. 380-411). New York: Guilford Press.
- O'Connor, R.E., & Sanchez, V. (2011). Issues in assessment for intervention in implementation of responsiveness to intervention. In T. Scruggs & M. Mastropieri (Eds.) *Advances in learning and behavioral disabilities*, vol. 24: Assessment and Intervention (pps. 149-170). UK: Emerald.

- O'Connor, R.E. (2007). Layers of Intervention that Affect Outcomes in Reading. In S. Vaughn, J. Klingner, & D. Haager (Eds), *Validated Practices for Three Tiers of Reading Intervention* (pps. 139-157). Baltimore: Paul Brookes.
- Jenkins, J. R., & O'Connor, R. (2003). Cooperative Learning for Students with Learning Disabilities: Evidence from Experiments, Observations, and Interviews. In L. Swanson, S. Graham, & K. Harris (Eds.), *Handbook of Learning Disabilities* (pps. 417-430). New York: Guilford.
- Mostow, J., Aist, G., Huang, C., Junker, B., Kennedy, R., Lan, H., Latimer, D., O'Connor, R., Tassone, R., Tobin, B., & Wierman, A. (2003). 4-Month Evaluation of a Learner-controlled Reading Tutor that Listens. In V. M. Holland & F. N. Fisher (Eds.), *Speech Technology for Language Learning*. Lisse, The Netherlands: Swets & Zeitlinger Publishers.
- Jenkins, J. R., & O'Connor, R.E. (2002). Early Identification and Intervention for Young Children with Reading/Learning Disabilities. In R. Bradley, L. Danielson, & D. Hallahan (Eds.), *Identification of Learning Disabilities* (pps. 99-149). Hillsdale, NJ: Erlbaum.
- O'Connor, R.E. (1998). Single subject literacy research: Preservice teachers meeting the challenge to teach every child. In T. San Miguel & R. Garza (Eds.), *The Educator Preparation Improvement Manual*. Austin, TX.
- O'Connor, R.E. (1995). Elementary School Programs. In M. Reynolds, M. Wang, & H. Walberg (Eds.), *Handbook of special and remedial education, 2nd edition*. (pps. 61-106) New York: Pergamon.
- O'Connor, R., & Jenkins, J. (1994). Cooperative learning as an inclusion strategy: The experience of children with disabilities. In *Inclusion: Moving Beyond Our Fears*, Bloomington, Indiana: The Center for Evaluation, Development and Research, pps. 123-138.
- Jenkins, J. R., & O'Connor, R. (1992). Sameness analysis. In D. Carnine & E. J. Kameenui (Eds.), *Higher-Order Thinking: Designing Curriculum for Mainstreamed Students*. Austin, TX: Pro-Ed, pps. 239-246.

Conference Presentations

- Figuring Out What to Do When: A Career in Studying Learning Disability. Presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO, April 15, 2016.
- Year 3 BRIDGES: 2012-2015. Presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO, April 14, 2016.
- Keynote Speaker, "What Matters in Literacy." University of North Carolina, January 25, 2016.
- Reading and Writing in the Content Areas. Presented at the Project Directors Meeting of the Institute of Education Sciences. Washington, DC: December 10, 2015.
- Linking Culturally Responsive Instruction with Evidence-based Practices in Reading. Keynote for the Joint Panel of the CEEDAR Institute and Connecticut Department of Education. Hartford, CT: October 25, 2015.

- “Read Me Differently”: Role of Parents in Fostering Reading Development. Keynote at the annual meeting of the Tri-Counties Branch of the International Dyslexia Association. Corona, CA: October 15, 2015
- Building Better BRIDGES: Teaching Comprehension Strategies for Understanding U.S. History in Middle School. Presented at the annual meeting of the Council for Exceptional Children, San Diego, CA, April 2015.
- National Panel on Data Driven Decision Making. Presented at the semi-annual conference for the Society on Research on Educational Effectiveness. Washington, DC, March 6, 2015.
- Asymptotes for Reading Fluency’s Contribution to Comprehension: Typical Readers and Students with Reading Disabilities Presented at the annual Pacific Coast Research Conference, Coronado, CA, February 2015.
- Number and Nature of Classes of 2nd Grade Readers with and without Access to Intervention (with K.D. Beach). Presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA, April 2014.
- Teaching Reading and U.S. History to 8th Graders with Learning Disabilities. Paper presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA, April 2014.
- Improving Reading Outcomes for Students With or at Risk for Reading Disabilities: A Synthesis of the Contributions from the Institute of Education Sciences Research Centers (with C. Connor). Institute of Education Sciences National Conference, Washington, DC, March 2014.
- Secondary School Content Literacy: Challenges for Struggling Readers, LDs, ELLs, and Teachers. Panel presented at the annual Pacific Coast Research Conference, Coronado, CA, February 2014.
- Bridging from History to Reading: Strategies to Help Struggling Readers in Secondary Classrooms. Highlight session at the Learning Disabilities Association Annual Conference, February 2014.
- Special Education in a Four-year Response to Intervention (RtI) Environment: Characteristics of Students with Learning Disability and Timing of Identification. Presented at the annual conference of the American Educational Research Association. San Francisco: April 2013.
- Children with Reading Difficulties: How to Find Them and What to Do About It. Palm Desert Lecture Series, Palm Desert, CA. March 26, 2013.
- Multi-tiered Approaches to Intervention: Showcase of the Institute of Education Sciences. Office of Special Education Programs, Project Director’s Conference. Washington, DC, July 24, 2012.
- RtI as a Model for Reading Improvement: A Focus on Students Learning English. IES Evidence-based Practices Showcase presented at the annual meeting of the Council for Exceptional Children, Denver, CO, April 2012.
- Responsiveness to Intervention Outcomes: Does Beginning Intervention in Kindergarten Matter? Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, April, 2012.
- Including English Learners and Students with Special Needs in Classroom-based Research. Symposium presentation at the annual Project Directors meeting of the Institute of Education Sciences, Washington, DC. March 8, 2012.

California at the Crossroad: Early Intervention in Reading for Students Learning English. Keynote at the Language and Literacy Institute, Northridge, CA, January 28, 2012.

Deploying Responsiveness to Intervention Models in Public Schools. Paper presented at the Deploying Evidence-based Treatments into Practice Settings, conference at UCLA, April 19-20, 2011.

Toward a Better Understanding of Text: Variations in Practice Reading Aloud. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April, 2011.

The relationship between Tier 1 Instructional behaviors, student engagement, and student reading growth. (K. Beach, R.E. O'Connor, & K. Bocian). Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA, April, 2011.

The Future of Response to Intervention: Learning Disabilities Showcase. Annual conference of the Council for Exceptional Children, National Harbor, MD, April, 2011.

Response to Intervention across the First Four Years of Schooling. Paper presented at the annual conference of the Council for Exceptional Children, National Harbor, MD, April, 2011.

Improving Responsiveness in Responsiveness to Intervention Models. Keynote, Utah Literacy Conference. Logan, Utah, June 21, 2010.

The Future of Inclusion. Panelist for the Town Hall Meeting at the annual conference of the Council for Exceptional Children, Nashville, TN, April, 2010.

Precision in Responsiveness to Intervention Models. Presented at the annual conference of the Council for Exceptional Children, Nashville, TN, 2010.

Tier Two Interventions for English Language Learners: Instructional Features and Outcomes. Annual Conference of the International Reading Association, Portland, OR, February, 2010.

Tier 2 Interventions: Designing What Works. Annual Conference of Division for Learning Disabilities, San Diego, October, 2009.

Designing Responsiveness to Instruction Models for Preschool Settings: Lessons Learned from K-3. Morning Keynote for the Center for Response to Intervention Conference in Albuquerque, New Mexico, October, 2009.

RtI: the Possibilities and Questions. Lunch Keynote for the National Conference on Responsiveness to Intervention, Washington, DC. March 12, 2009.

Response to Intervention in Grades K-2 for Students Learning English as a Second Language (with K. Bocian and T. Sanchez). Presented at the annual conference of the Council for Exceptional Children, Seattle, WA, April, 2009.

The Influence of Text Difficulty on Improvement in Reading Rate and Other Aspects of Competence. Presented at the annual meeting of the American Educational Research Association, San Diego, April, 2009.

Variations in Procedures to Improve Reading Fluency and Comprehension. Presented at the annual Project Director's meeting of the institute for Education Sciences, Washington, DC: June, 2009.

Responsiveness to Intervention: Key Features of Successful Models. Keynote for the Successful Learning Conference, Sydney, Australia. July, 2008.

Teaching Older Poor Readers to Read Words. National webcast for Straight Talk, Live Chat, May 2008.

Responsiveness of Students with Language Difficulties to Intervention in Grades K-1 in Reading. Presented at the annual conference of the Council for Exceptional Children, Boston, Massachusetts, April, 2008.

Helping Children to Understand and Use the Alphabetic Principle. Keynote for the Texas Reading First Initiative Conference, Houston, 2007.

Responsiveness of Students with Language Difficulties to Early Intervention in Reading. Presented at the annual meeting of the American Educational Research Association, Chicago, April, 2007.

RtI: Who Still Needs Help When Interventions Have Failed? Division of Learning Disabilities Showcase. Presented at the annual conference of the Council for Exceptional Children, Louisville, KY, April, 2007.

Responsiveness of Students with Cognitive Challenges to Early Intervention. Presented at the annual conference of the Council for Exceptional Children, Louisville, KY, April, 2007.

Implementing Early Intervening Services within Elementary Reading Programs. Presented at the annual meeting of the International Reading Association, Chicago, May, 2006.

Repeated Reading vs. Continuous Reading: Influence on Reading Fluency and Comprehension. Presented at the annual meeting of the American Educational Research Association, San Francisco, April, 2006.

Measuring and Teaching Reading Fluency (Panel Organizer and Presenter, with Joseph Jenkins, Deborah Speece, Donald Compton). Presented at the annual meeting of the Pacific Coast Research Conference, San Diego, February 2006.

Are you Prepared to Teach Reading Comprehension Strategically? Presented at the annual meeting of the American Speech and Hearing Association, San Diego, November 2005.

Response to Treatment as an Early Indicator of Reading Disability (2005). Presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April.

Too Late for Early Intervention? (2004) Division Showcase Session, Learning Disabilities, Presented at the annual conference of the Council for Exceptional Children, New Orleans, LA, April.

Tiers of Intervention: An alternative model for identification of learning disability (2004). Presented at the annual meeting of the Pacific Coast Research Conference in San Diego, CA, February.

Tiers of intervention in Kindergarten through Third Grade. (2003). Presented at the National Research Center on Learning Disabilities, Kansas City, MO.

Publishing in the *American Educational Research Journal* (2003). Presented at the annual meeting of the American Educational Research Association, Chicago, IL, April.

Teaching Children with Disabilities to Comprehend Text (2002). Paper presented at the annual meeting of the Learning Disabilities Division Conference, September, Pittsburgh, PA.

Early Identification and Intervention for Young Children with Reading Disabilities (2001). Paper presented at the Learning Disabilities Summit, August, Washington, DC.

Teaching Phonemic Awareness to Young Children (2001). Paper presented at the annual meeting of the Learning Disabilities Division Conference, September, San Antonio, TX.

Research-based Instructional Methods for teaching Older Students with Reading Disabilities (2001). Paper presented at the annual meeting of the Council for Exceptional Children, Kansas City, MO, April.

Total awareness: Reducing the severity of reading disability (2001). Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA, April.

Research to practice: Implications for teacher preparation (2001). Invited address to the annual meeting of Personnel Preparation Grant Directors, U.S. Department of Education, OSEP, Washington, D.C., February.

Tutoring in reading: Findings and implications from the national studies (2001). Presented at the annual meeting of the Pacific Coast Research Conference in La Jolla, CA, February.

The influence of text difficulty on children's reading comprehension growth (2000). Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April.

Layers of intervention: "As needed" reading assistance (2000). Paper presented at the annual meeting of the Council for Exceptional Children in Vancouver, B.C., April.

Effective reading instruction for fourth grade students with severe learning disabilities (1999). Presented at the annual meeting of the Council for Exceptional Children in Charlotte, NC, April.

Ladders to Literacy: First grade supports to maintain the early start (1999). Presented at the annual meeting of the American Educational Association in Montreal, Canada, April.

Single subject literacy research in preservice teacher preparation (1998). Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April.

Single-subject literacy research: Preservice teachers meeting the challenge to teach every child (1998). Presented at the annual meeting of the American Educational Association in San Diego, CA, April.

Layers of intervention: Individual differences in response to treatments (1998). Presented at the annual meeting of the Pacific Coast Research Conference in La Jolla, CA, February.

Blending vs. segmenting: Instruction and retention (1997). Presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago, IL, March.

Early and later prediction of reading disabilities (1997). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, March.

The problem of treatment resisters (1997). Presented at the annual meeting of the Pacific Coast Research Conference in La Jolla, CA, February.

The effect of kindergarten phonological intervention on the first grade reading and writing of children with mild disabilities (1996). Paper presented at the annual meeting of the American Educational Research Association, New York City, NY, April.

Predicting children bound for reading acquisition problems (1996). Paper presented at the annual meeting of the Council for Exceptional Children in Orlando, FL, April.

From research to practice (1996). Presented at the annual meeting of the Pacific Coast Research Conference in La Jolla, CA, February.

Cooperative learning for students with learning disabilities: Teacher and child contributions to successful participation (1995). Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April.

Ladders to literacy in kindergarten (1995). Presented at the annual meeting of the Pacific Coast Research Conference in Laguna Beach, CA, February.

Ladders to literacy: Kindergarten and first-grade teacher-led interventions to stimulate reading acquisition (1995). Paper presented at the annual meeting of the Council for Exceptional Children in Indianapolis, IN, April.

Unpacking phonological awareness (1994). Paper presented at the annual meeting of the American Educational Research Association in New Orleans, LA, April.

Intervention in phonological awareness: New procedures for early identification and treatment of children who will have difficulty learning to read (1994). Presented at the annual meeting of the Pacific Coast Research Conference in La Jolla, CA, February.

Cooperative learning as an inclusion strategy: The experience of students with disabilities. (1993). Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA, April.

Collaboration among general and special educators: The influence teachers exert on the process. (1992). Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April.

Early intervention for children with developmental disabilities: Effects on early reading. (1992). Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April.

Teaching phonemic awareness to children with disabilities (1992). Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April.

Consulting Presentations, 2007-2014

Tiered Intervention within an RtI Framework, Department of Education, New York. June, 2012.

Responsiveness to Intervention as a Method for Identifying Learning Disability. PennState University, May, 2012.

Possibilities and Uncertainties Regarding RtI. University of Florida. May 2010.

Stimulating Early Reading Skills: What Still Counts? Texas Higher Education Consortium, Dallas, TX: November, 2009.

Three Strategies that Improve Reading Fluency and Comprehension (2009). Reading Coaches Conference, Riverside Unified School District.

Improving Reading Fluency (2008). Reading Coaches Conference, Riverside Unified School District.

Teaching Students to Read Words: Effective Strategies for Students with Reading Difficulties. Annual Conference for the Virginia Reading First Initiative, Williamsburg, VA, 2009.

Beginning to Read: Strategies to Get Started and Keep Going. West Virginia Reading First State Conference, Charleston, WV, March 2007.

Teaching Certificates and Credentials

Educator, Secondary Specialist, 6-12, 1971

Library Science Endorsement, 1971

Educator, Elementary Specialist, K-6, 1973

Special Educator, High Incidence Disabilities, 1977

Honors

Jeannette Fleischer Award, Council for Exceptional Children, 2015.

Vernon Eady/Irving Hendrick Endowed Chair in Learning Disabilities, University of California, Riverside, 2011.

Choice Outstanding Academic Title in 2008 by the American Library Association for *Teaching Word Recognition*.

Dia del Maestro Award, 2008. Teaching award from the Tomas Rivera Teachers' Association, University of California, Riverside.

Early Career Research Award (2002), Division for Research, Council for Exceptional Children.

Phi Delta Kappa Outstanding Dissertation Award (1993), Seattle Chapter.

Gordon C. Lee Dissertation Award (1993), University of Washington.

Student Research Award (1992), Special Education SIG, American Educational Research Association.

Outstanding Teacher (1988), Edmonds School District, Lynnwood, WA.

Professional Service (2004 to current)

Local Service to UCR:

Search Committees:

Chair, Special Education, 2015-2016

Member, Literacy, Education, Society, and Culture, 2015-2016

Chair, Joint Educational Leadership and Policy Search, 2013-14, 2014-15

Dean of the Graduation School of Education, 2010-2011

Vice Chancellor for Research, 2011-2012

UCR Grant Facilitator, 2012

Human Research Review Board

Chair, 2015-2016

Vice-Chair, 2011-2014

Member, 2006-2014

Graduate Council, 2012-2015

Subcommittee on Courses and Programs 2012-4, Interim Chair, 2014

National Service:

Past-President, President, Vice-President, President-Elect, Division for Learning Disabilities, *Council for Exceptional Children*, 2006-2010.

Past Co-Editor (2000-2005)

American Educational Research Journal

Current Editorial Boards

Journal of Learning Disabilities

Learning Disabilities Research and Practice

Journal of Educational Psychology

Exceptional Children

Guest Reviewer

Journal of Special Education

Reading Research Quarterly

Review of Educational Research

Scientific Studies of Reading

Cognition and Instruction

School Psychology

Teachers College Record

The Teacher Educator

Developmental Psychology

Proposal Reviewer (recent activity):

2012-2015: American Education Research Association, Special Education Research SIG

2012: Review of special issues proposals for School Psychology Review

2011, 2013: Society for Research on Educational Effectiveness

2011-2015: Division for Learning Disabilities, Council for Exceptional Children

2011, 2012, 2013: AERA, Special Education Research SIG

2009-2016: Council for Exceptional Children, selecting the Early Career Research Award

National Panels

National Research Council, Institute of Medicine, The Science of Children from Birth through Age 8 panel (2013-2015).

Reading ICARD: Interventions for Children with Attention and Reading Disorders Charter Data and Safety Monitoring Board (NIH, 2014-2016)

CEC Evidence-based Practice Workgroup, Division for Research (2012-2013)

Academic Intervention Technical Review Committee, *National Center for Intensive Interventions*, American Institutes for Research (2011-2016).

National Expert Panel, *Joint Position Statement on Response to Intervention in Early Childhood* (2010-2013).

Evaluator, *National Center Grants*, Institute for Education Sciences, 2008-2011.

Technical Working Group, *Response to Intervention*. Institute for Education Sciences and American Institute for Research (2008-2014).

Consultant, *Center for Response to Intervention in Early Childhood* (CRTIEC; 2008-2011).

Expert Reviewer for the *Validation Studies of Evidence-based Practices in Special Education for Literacy*, OSEP (2008-2010).

Office of Special Education Programs Planning Committee, *Project Directors' Meeting*, 2004-2005.

Assessment Committee for the *Reading First Initiative* of the *No Child Left Behind Act*. U.S. Department of Education (2002-2007).

Learning Disabilities Summit on Identification of Learning Disabilities, 2002-2004.