CURRICULUM VITAE

Stephanie Al Otaiba, Ph.D.

CURRENT APPOINTMENT

Patsy and Ray Caldwell Centennial Chair in Teaching & Learning
Professor, Department of Teaching & Learning
Simmons School of Education & Human Development
Southern Methodist University

CONTACT INFORMATION

Simmons School of Education & Human Development
Southern Methodist University
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RESEARCH INTERESTS

My primary research interests focus on improving literacy outcomes for children, particularly children with or at-risk for disabilities and children who are English language learners. Relatedly, I am interested in understanding student response to intervention, multi-tiered systems of support, and in methods of training teachers to effectively implement evidence-based instructional practices.

PROFESSIONAL PREPARATION

Ph.D.	VANDERBILT UNIVERSITY, Peabody College *(2000)* Nashville, Tennessee *Major:* Education and Human Development *Focus:* Special Education and Literacy *Dissertation: Children unresponsive to early literacy intervention: a longitudinal study* *Chair:* Dr. Douglas Fuchs
M.A.	SAINT MARY'S COLLEGE *(1993)* Moraga, California Major: Special Education Thesis Title: *Facilitating the social competence of a developmentally delayed preschooler* Summa cum laude
B.A.	URSINUS COLLEGE *(1979)* Collegeville, Pennsylvania *Major:* Political Science *Honor's Thesis: Spain after Franco: The Fuerza Nueva* Cum laude

PROFESSIONAL TEACHING CREDENTIALS

CA State	Multiple Subject Elementary, Learning Handicapped
Montessori	Early Childhood (St. Nicholas Montessori, London; AMI Special Ed Certificate, Palo Alto, CA)

PROFESSIONAL EXPERIENCE

2014-present	Patsy and Ray Caldwell Centennial Chair in Teaching and Learning
2012-present	Professor, Department of Teaching and Learning, Simmons School of Education & Human Development, Southern Methodist University
2012- present	Faculty Associate, Florida Center for Reading Research
2007-2012	Associate Professor, School of Teacher Education, College of Education, Florida State University
2002-2012	Research Faculty, Florida Center for Reading Research
2001-2007	Assistant Professor, Department of Childhood Education, Reading, and Disability Services, College of Education, Florida State University
2000-2001	Assistant Research Professor, Coordinator of Peabody Reading and Math Clinic, Department of Special Education, Vanderbilt University
1998-2000	Instructor, Department of Special Education, Vanderbilt University
1997-1999	Teaching Assistant and Reading Clinic Supervisor, Department of Special Education, Vanderbilt University
1996	Lecturer, Ras Al Khaimah Colleges of Higher Technology, United Arab Emirates (UAE)
1992-1996	Preschool/Kindergarten Teacher (ages 4-6), My Nursery, Abu Dhabi, UAE
1989-1990	Program Coordinator and Preschool Teacher (ages 4-12), Al Dhafra Learning Center, Abu Dhabi, UAE
1982-1988	Classroom Volunteer and Coordinator, UAE Government Center, Abu Dhabi, UAE

HONORS & AWARDS

2021	Jeannette E. Fleischner Career Leadership Award from the Division for Learning Disabilities of the Council for Exceptional Children
2020	American Education Research Association Fellow
2018	National Research Award from the Research Council of Oman for best published research lead by a Young Researcher in the Education and Human Resources Sector
2018	Outstanding Faculty Award, Simmons School of Education & Human Development, Southern Methodist University
2017	Southern Methodist University Scholar/Teacher of the Year
2017	AERA Special Education Research SIG's Distinguished Researcher Award
2017	Ford Senior Research Fellowship, Southern Methodist University
2014	Patsy and Ray Caldwell Centennial Chair in Teaching and Learning, Southern Methodist University
2010	Early Career Research Award, Council for Exceptional Children Division of Research Developing Scholar Award, Florida State University Graduate Faculty Mentor Award, Florida State University
2006	University Teaching Award, Florida State University, nominee

HONORS & AWARDS *(con't)*

2003	Faculty Research Support Award, Florida State University
2002	First Year Professor Award, Florida State University
2001	Outstanding Poster Award, Council for Exceptional Children
	Outstanding Dissertation Award, International Reading Association
2000	Student Research Award, American Educational Research Association, Division C
1999	Pre-doctoral Affiliate, Kennedy Center, Vanderbilt University
1997	Kappa Delta Pi
1993	Outstanding Student Award for Research, St. Mary's College

TEACHING

Courses Taught or Developed

Southern Methodist University

EDU 6311	Literacy Leadership and Consultation
EDU 6361	Applied Research in Special Education
EDU 6323	Literacy Assessment
EDU 6363	Advanced Literacy
EDU 7315	Designing Learning Environments
EDU 7119	Integrating Domains and Synthesis Areas
EDU 7309	Foundations of Teaching and Learning
EDU 6300	Independent Studies

Florida State University

Total: 67	Directed Independent Studies & Supervised Research
EEX 6242	Doctoral Seminar: Readings in Education, Training &n Treatment of Exceptional Individuals (Response to Intervention)
EEX 5931	High Incidence Practicum Online Reading Masters Course Florida Reading Endorsement Courses for Competencies 3, 4, & 5
EEX 5247	Instructional Environments: Ethical, Legal, Safety and Classroom Management
ELD 5140 EEX 5258	Advanced Reading and Academic Instruction for Students with Learning Disabilities (graduate)
EEX 4070	Including Students with Disabilities in the General Education Classroom (undergraduate)

EEX 4930 EEX 4250	Individualizing Reading Instruction for Students with Disabilities (graduate)

Vanderbilt University

Methods of Reading Instruction for Students with Learning Disabilities (graduate)

Accommodating Diversity in the Classroom (undergraduate)

Supervised Doctoral Dissertations *(*denotes Chair or Co-Chair)*

Southern Methodist University

Graduated *(8)*	Ashley Mooreshead* (2020)	
	Kristi Baker* (2020)	*Exploring response to intervention: How are we narrowing the gap for tier 3 minority learners?*
	Jennifer Stewart* (2020)	*Observing reading growth and instructional practices for students with intellectual disability and autism*
	Brandy White (2020)	Education Policy & Leadership. EdD Teaching & Learning
	Dawn Woods (2018)	Education Policy & Leadership
	Patricia Baumer (2016)	*Response to first grade tier 3 intervention:*
	Miriam Hernandez Ortiz* (2016)	*Does intervention in kindergarten play a role?* Teaching & Learning
	Ashley Sheils (2016)	Teaching & Learning
	Diane Gifford (2012)	
Current *(4)*	Dayna Russell Freudenthal*	Veronica Mellado de la Cruz*
	Mai Zaru*	

Other Universities

Graduated *(1)*	Esther Lindstrom (2017)	Peabody College, Vanderbilt University
Current	Bettina Bresson	University of Minnesota

Florida State University

Graduated – 31

2012	Jennifer Dombeck	Reading
	Kylie S. Flynn*	*Stability of special education eligibility from kindergarten to third grade: Are there variables from fall of kindergarten that predict later classification status?*
	Jessica Sidler Folsom*	

	Luana Greulich*	*A comparison of reading growth and outcomes of kindergarten students with cognitive impairments to their typical peers: The impact of instruction. Characteristics of adequate and inadequate responders in a multi-tiered model.*
	Sandy Jay	Elementary Education
	Julia Lee*	*Classification of language and literacy skills in first grade: Latent profiles, class membership stability, and underlying predictors.*
	Jumi Lee	Educational Psychology
	Jiyung Shinn	Statistics
2011	Danielle Brimo	Communication Disorders
	Gina Plattos	Special Education
	Kate Scarborough*	*Preparing future teachers: Documenting pre-service teachers' knowledge and application of effective instruction*
	Kelly Schmeelk Caron	Psychology
	Elizabeth Wilson-Fowler	Communication Disorders
2009	Elissa Arndt	Communication Disorders
	Catherine Conlin	Communication Disorders
	Elizabeth Crawford	Communication Disorders
	Jessica Logan	Psychology
2008	Allison Dyrlund	Sports Psychology
	Kendra Tannenbaum	Psychology
2007	Jennifer Walcott-Vogel	Psychology
2006	Julie Bardin	Special Education
	Angel Canto	School Psychology
	Haekung Cha	Multi-lingual/Multi-cultural
	Jeanine Menchetti*	*Early literacy professional development: Exploring the effects of mentoring for preschool teachers*
2005	Stephen Nettles	Educational Leadership
	Robyn Ziolkowski	Communication Disorders
2004	Tricia Curran	Communication Disorders
	Amanda DeGraff	Psychology
	Debora Nunes	Special Education
	Kelly Whalon	Special Education
2003	Carol Robinson*	*Number facts performance in children with learning disabilities: An examination of a two factor theory*

Supervised Master's Theses or Competency Committees
156 graduated – 64 chaired *(Florida State University)*

Supervised Bachelor's Theses
5 graduated *(Florida State University)*

PUBLICATIONS *([S] denotes student)*

Journal Articles – Published - Refereed

1. **Al Otaiba, S,** Lemons, C.J., McMaster, K., & Wanzek, J. (2020). Response to intervention and Multi-tiered systems of support: Focus on intensification. *Brief for the International Literacy Association*.
2. [S]Donegan, R., Wanzek, J., **Al Otaiba, S. (**2020). Effects of a reading intervention implemented at differing intensities for upper elementary students. *Learning Disabilities Research and Practice 35*(2), 62-71. https://doi.org/10.1111/ldrp.12218

3. Allor, J. H., Yovanoff, P., **Al Otaiba, S.**, Ortiz, M. B., & [S]Conner, C. (2020). Evidence for a literacy intervention for students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, *55*(3), 290-302.

4. Clemens, N.H., [S]Lee, K., [S]Henri, M., Simmons, L., Kwok, O., & **Al Otaiba, S**. (2020). Growth in sublexical fluency during early reading instruction and its relation to decoding acquisition, *Journal of School Psychology*, 79, 43-62. https://doi.org/10.1016/j.jsp.2020.01.003
5. **Al Otaiba, S**., Allor, J. H., [S]Baker, K., [S]Conner, C., [S]Stewart, J., & [S]Mellado de la Cruz, V. M. (2019). Teaching phonemic awareness and word reading skills: Focusing on explicit and systematic approaches. *Perspectives on Language and Literacy*, *45*, 11-16.
6. **Al Otaiba, S**., [S]Baker, K., [S]Lan, P., Allor, J., Rivas, B., Yovanoff, P., & Kamata, A. (2019). Elementary teacher's knowledge of response to intervention implementation: a preliminary factor analysis. *Annals of Dyslexia*, *69*(1), 34-53. https://doi.org/10.1007/s11881-018-00171-5
7. Al-Shehhi, S. A., Emam, M. M., **Al Otaiba, S.,** Ibrahim, M. M., & Al-Mehrizi, R. (2019). Development of curriculum-based measurements in mathematical computations for Arab-speaking fourth grade students. *School Psychology International*, *40*(2), 145–167. https://doi.org/10.1177/0143034318817078 ** This paper was just recognized by the Omani government with a research prize.
8. Jones, F. G., Gifford, D., Yovanoff, P., **Al Otaiba, S.,** Levy, D., & Allor, J. (2019). Alternate assessment formats for progress monitoring students with intellectual disabilities and below average IQ: An exploratory study. *Focus on Autism and Other Developmental Disabilities*, *34*(1), 41– 51. https://doi.org/10.1177/1088357618762749

9. Mellado De La Cruz, V., **Al Otaiba, S.,** Hsiao, Y., Clemens, N., Jones, F., Rivas, B. K., Greene, E. A., & Hagan-Burke, S. (2019). The prevalence and stability of challenging behaviors and concurrent early reading growth among kindergarteners at reading risk. *The Elementary School Journal 120* (2), 220-242. https://doi.org/10.1086/705785

10. Wanzek, J., Petscher, Y., **Al Otaiba, S.** & Donegan, R.E. (2019). Retention of reading intervention effects from fourth to fifth grade for students with reading difficulties. *Reading & Writing Quarterly*, *35* (3), 277-288. https://doi.org/10.1080/10573569.2018.1560379

11. Clemens, N.H., Hsaio, Y., Simmons, L., Kwok, O., *Greene, E., *Soohoo, M., *Henri, M., Luo, W., *Prickett, C., Rivas, B., & **Al Otaiba, S**. (2018). The predictive validity of kindergarten progress monitoring measures across the school year: An application of dominance analysis. *Assessment for Effective Intervention*, *44*(4), 241–255. https://doi.org/10.1177/1534508418775805

12. **Al Otaiba, S**., Petscher, Y., Wanzek, J., [S]Lan, P., & Rivas, B. (2018). Intensive intervention for

fourth graders with poor comprehension. *Learning Disabilities Research and Practice, 33,* 156-167.

13. **Al Otaiba, S.,** Rouse, A. G., & [S]Baker, K. (2018). Elementary grade intervention approaches to treat specific learning disabilities, including dyslexia. *Language, Speech, and Hearing Services in Schools, 49*(4), 829–842. doi.org/10.1044/2018_

14. Allor, J. H., Gifford, D. B., Jones, F. G., **Al Otaiba, S**., Yovanoff, P., Ortiz, M. B., & Cheatham, J. P. (2018). The effects of a text-centered literacy curriculum for students with Intellectual Disability. *American Journal on intellectual and developmental disabilities, 123*(5), 474-494. doi:10.1352/1944-7558-123.5.474

15. Connor, C. M., Phillips, B., Kim, Y.-S., Lonigan, C. J., Kaschak, M. P., Crowe, E. C., Dombek, J., **Al Otaiba, S.** (2018). Examining the efficacy of targeted component interventions on language and literacy for third and fourth graders' who are at risk of comprehension difficulties. *Scientific Studies of Reading, 22(6),* 462-484

16. Daucourt, M.C., Schatschneider, C., Connor, C.M., **Al Otaiba, S.**, Hart, S.A. (2018). Inhibition, updating working memory, and shifting predict reading disability symptoms in a hybrid model: Project KIDS. *Frontiers in Psychology, 9:238*. doi: 10.3389/fpsyg.2018.00238.

17. Kim, Y.-S. G., Gatlin, B., **Al Otaiba, S.,** & Wanzek, J. (2018). Theorization and an empirical investigation of the component-based and developmental text writing fluency construct. *Journal of Learning Disabilities, 51(4),* 320–335. doi:10.1177/0022219417712016

18. Kim, Y-S.G., Petscher, Y., Wanzek, J., **Al Otaiba, S.** (2018). Relations between reading and writing: a longitudinal examination from grades 3 to 6. *Reading and Writing:An Interdisciplinary Journal, 31(7), 1591-1618.*

19. Lemons, C., King, S., Davidson, K., Puranik, C., **Al Otaiba, S.,** & Fidler, D. (2018). Personalized reading intervention for children with Down syndrome. *Journal of School Psychology, 66,* 67–84. doi:10.1016/j.jsp.2017.07.006

20. Parker, D., Burns, M., McMaster, K., **Al Otaiba, S.,** & Medhanie, A. (2018). Examining the relations between instructional-level data and intervention response in early writing. *Assessment for Effective Intervention, 43(3),* 157–168. doi:10.1177/1534508417731999

21. Puranik, C., Petscher, Y., **Al Otaiba, S.,** & Lemons, C. (2018). Improving kindergarten students' writing outcomes using peer-assisted strategies. *The Elementary School Journal, 118(4),* 680–710. doi:10.1086/697432

22. **Al Otaiba, S.**, Connor, C.M. & Crowe, E. (2017). Promise and feasibility of teaching expository text structure: A primary grade pilot study. *Reading and Writing: An Interdisciplinary Journal, 31(9),* 1997-2015. doi.org/10.1007/s11145-017-9769-6

23. Kim, Y-S. G., Schatschneider, C., Wanzek, J., Gatlin, B., **Al Otaiba, S.** (2017). Writing evaluation: Rater and task effects on the reliability of writing scores for children in Grades 3 and 4. *Reading and Writing: An Interdisciplinary Journal, 30*(6), 1287-1310.

24. Petscher, Y., **Al Otaiba, S.**, Wanzek, J., Rivas. B., & Jones, F. (2017) The relation between global and specific mindset with reading outcomes for elementary school students, *Scientific Studies of Reading, 21*:5, 376-391, doi: 10.1080/10888438.2017.1313846

25. Puranik, C. S, Patchan, M., Lemons, C., & **Al Otaiba, S.** (2017). Using peer assisted strategies to teach early writing: Results of a pilot study to examine feasibility and promise. *Reading and Writing: An Interdisciplinary Journal, 30,* 25-50. doi 10.1007/s11145-016-9661-9

26. Wanzek, J., Petscher, Y., **Al Otaiba**.**S.,** Rivas, B., Jones, F. J., Kent, S., Schatchneider, C., Mehta, P. (2017). Effects of a year long supplemental reading intervention for students with reading difficulties in fourth grade. *Journal of Educational Psychology, 109*(8), 1103-1119.

27. **Al Otaiba, S.** (2016). Effective early reading instruction: Aligning standards, curriculum, and assessment. *The Journal of Adventist Education, 78* (2), 14-19.

28. **Al Otaiba, S.**, Folsom, J.S., Wanzek, J., Greulich, L., Wasche, J., Schatschneider, C., & Connor, C. M. (2016). Professional development to differentiate kindergarten Tier 1 instruction: Can already effective teachers improve student outcomes by differentiating Tier 1 instruction? *Reading and Writing Quarterly: Overcoming Learning Difficulties, 32*, 454-476. doi:10.1080/10573569.2015.1021060

29. **Al Otaiba, S.,** Lake, V. E., Scarborough, K., Allor, J., & Carreker, S. (2016). Preparing beginning reading teachers for K-3: Teacher preparation in higher education. *Perspectives on Language and Literacy, 42*(4), 25-33.

30. Ciulo, S., [s]Ortiz, M., **Al Otaiba, S.** & Lane, K. (2016). Advanced reading comprehension expectations in secondary school: Considerations for students with emotional or behavior disorders. *Journal of Disability Policy Studies, 27* (1), 54-64. doi:10.1177/1044207315604365

31. Dombeck, J. & **Al Otaiba, S.** (2016). Curriculum-Based Measurement for beginning writers (K-2). *Intervention School and Clinic, 51* (5), 276-283 doi: 10.1177/1053451215606691

32. [s]Gatlin, B., Wanzek, J., & **Al Otaiba, S.** (2016). An examination of kindergarten oral language for African American students: Are there meaningful differences in comparison to peers? *Reading & Writing Quarterly: Overcoming Learning Difficulties, 32*(5), 477-498. doi: 10.1080/10573569.2015.1039737

33. Kent, S., Wanzek, J. & **Al Otaiba, S.** (2016) Reading instruction for fourth-grade struggling readers and the relation to student outcomes. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 33*(5), 395-411. doi: 10.1080/10573569.2016.1216342

34. Lee, J. & **Al Otaiba, S.** (2016). End of Kindergarten spelling outcomes: how can spelling error analysis data inform beginning reading instruction? *Reading & Writing Quarterly: Overcoming Learning Difficulties, 33*(3), 226-238. doi: 10.1080/10573569.2016.1165639

35. Lemons, C. J., Allor, J., **Al Otaiba, S.,** & [s]LeJeune, L.M. (2016). Ten research-based tips for enhancing literacy instruction for children and adolescents with intellectual disability. *Teaching Exceptional Children, 49* (1), 18-30. doi: 10.1177/0040059916662202

36. Lemons, C.J., **Al Otaiba, S.,** Conway, S.J., & [s]Mellado De La Cruz, V. (2016). Improving professional development to enhance reading outcomes for students in special education. In B. Foorman (Ed.), *Challenges and Solutions to Implementing Effective Reading Intervention in Schools. New Directions in Child and Adolescent Development*, 154, 87-104.

37. Wanzek, J., [s]Gatlin, B., **Al Otaiba, S.** & Kim, Y.-S. (2016). The impact of transcription writing interventions for first-grade students. *Reading and Writing Quarterly: Overcoming Learning Difficulties, 33*(5), 484-499. doi: 10.1080/10573569.2016.1250142

38. Wanzek, J., Petscher, Y., **Al Otaiba, S.,** Kent, S. C., Schatchneider, C., Haynes, M., Rivas, B., & Jones, F. (2016). Examining the average and local effects of a standardized treatment for fourth graders with reading difficulties. Manuscript accepted for publication in the *Journal of Research on Educational Effectiveness.* doi: 10.1080/19345747.2015.1116032

39. Kim, Y.-S., **Al Otaiba, S.**, & Wanzek, J. (2015). Kindergarten predictors of third grade writing. *Learning and Individual Differences, 37*, 27-37. doi:10.1016/j.lindif.2014.11.009

40. Kim, Y.-S., **Al Otaiba, S.**, Wanzek, J., & [s]Gatlin, B. (2015). Towards an understanding of dimension, predictors, and gender gaps in written composition. *Journal of Educational Psychology, 101* (1), *79-95*. doi: 10.1037/a0037210

41. Kim, Y.-S., Puranik, C., & **Al Otaiba, S.** (2015). Developmental trajectories of writing skills in first grade: Examining the effects of SES and language and/or speech impairments. *The Elementary School Journal, 115* (5), 593- 613. doi: 10.1086/681971

42. [s]Lee, J. & **Al Otaiba, S.** (2015). Socioeconomic and gender group differences in early literacy skills: A multiple group confirmatory factor analysis approach. *Educational Research and Evaluation: An International Journal on Theory and Practice, 21(1), 40-59.* doi: 10.1080/13803611.2015.1010545

43. Lemons, C.J., King, S. A., Davidson, K. A., Puranik, C. S., Fulmer, D., **Al Otaiba, S.,** & Fidler, D. J. (2015). Adapting phonological awareness interventions for children with Down syndrome based on the behavioral phenotype: A promising approach? *American Association for Intellectual and Developmental Disabilities, 53*(4) 271-288. doi: 10.1352/1934-9556-53.4.271

44. Lemons, C.J., King, S.A., Davidson, K.A., Puranik, C.S., **Al Otaiba, S.,** Fulmer, D., Mrachko, A.A., Partanen, J., & Fidler, D.J. (2015). Developing an early reading intervention aligned with the Down syndrome behavioral phenotype. *Focus on Autism and Other Developmental Disabilities, 32*(3), 176-187.

45. **Al Otaiba, S.,** Connor, C. M., Folsom, J. S., Wanzek, J., Greulich, L., Schatschneider, C., Wagner, R. K. (2014). To wait in tier 1 or intervene immediately: A randomized experiment examining first grade response to intervention (RTI) in reading. *Exceptional Children, 81* (1) 11-27. doi: 10.1177/0014402914532234.

46. **Al Otaiba, S.,** Kim, Y.S., Wanzek, J., Petscher, Y., & Wagner, R. K. (2014). Effects of two models of first grade multi-tier intervention: Examining second and third grade outcomes and comparing outcomes based on first grade response status. *Journal of Research on Educational Effectiveness, 7* (3), 250-267. doi: 10.1080/19345747.2014.906692

47. **Al Otaiba, S.,** Wagner, R. K., Miller, B. (2014). Waiting to fail redux: Understanding response to intervention. *Learning Disability Quarterly, 37* (3), 129-133. doi: 10.1177/0731948714525622.

48. Allor, J. H., Mathes, P., Roberts, K., Cheatham, J. P., Mathes, P. & **Al Otaiba, S.** (2014). Is scientifically-based reading instruction effective for students with Below-Average IQs? *Exceptional Children, 80,* 289-308. doi: 10.1177/0014402914522208.

49. Connor, C.M., Phillips, B. M., Kaschack, M. Apel, K., Kim, Y-S., **Al Otaiba, S.**, Crowe, E. C., Thomas-Tate, S., Cooper-Johnson, L., & Lonigan, C. J. (2014). Comprehension tools for teachers: Reading for Understanding from pre-kindergarten through fourth grade. *Educational Psychology Review*. *26* (3), 379-401. doi: 10.1007/s1064801492671.

50. Greulich, L. **Al Otaiba, S.**, Schatschneider, C., Wanzek, J., Ortiz, M., & Wagner, R.K. (2014). Understanding inadequate response to first grade multi-tier intervention: Nomothetic and idiographic perspectives. *Learning Disability Quarterly*, 37, 201-217.

51. Kent, S., Wanzek, J., Petscher, Y., **Al Otaiba, S.** & Kim, Y-S. (2014). Writing fluency and quality in kindergarten and first grade: The role of attention, reading, transcription, and oral language. *Reading and Writing*: *An Interdisciplinary Journal, 27,* 1163-1188. doi: 10.1007/s11145-013-9480-1

52. Kim, Y.-S., **Al Otaiba, S.,** Gruelich, L., Folsom, J. S., & Puranik, C. (2014). Evaluating the dimensionality of first grade writing composition. *Journal of Speech, Language, and Hearing Research, 57,* 199-211. doi:10.1044/1092-4388.

53. Kim, Y.-S., **Al Otaiba, S.,** Puranik, C., Folsom, J. S., & Gruelich, L. (2014). The contributions of vocabulary and letter writing automaticity to word reading and spelling for kindergartners. *Reading and Writing: An Interdisciplinary Journal, 27*(2), 237–253. doi: 10.1007/s11145-013-9440-9

54. Puranik, C., **Al Otaiba, S.,** Folsom, J., & Greulich, L. (2014). Exploring the amount and type of writing instruction during language arts instruction in kindergarten classrooms, *Reading and Writing: An Interdisciplinary Journal, 27*(2), 213–236. doi: 10.1007/s11145-013-9441-8

55. Wanzek. J., **Al Otaiba, S.,** & Roberts, G. (2014). Academic responding during instruction and reading outcomes for kindergarten students at-risk for reading difficulties. *Reading and Writing 27*(1), 55-78.

56. Wanzek. J., Roberts, G., **Al Otaiba, S.,** Kent, S. C. (2014). The relationship of print reading in Tier I Instruction and reading achievement for kindergarten students at-risk for reading difficulties. *Learning Disabilities Quarterly, 31*(3) 148-160. doi: 10.1177/0731948713518334.

57. Allor, J. H., Gifford, D. B., **Al Otaiba, S.**, Miller, S. J., & Cheatham, J. P. (2013). Teaching students with intellectual disability to integrate reading skills: Effects of Text and Text-Based Lessons. *Remedial and Special Education*, 34, 346-356. doi: 10.1177/0741932513494020.

58. Connor, C. M., Morrison, F. J., Fishman, B., Crowe, E. C., **Al Otaiba, S.,** & Schatshneider, C. (2013). A longitudinal cluster-randomized control study on the accumulating effects of individualized literacy instruction on students' reading from 1st through 3rd grade. *Psychological Science, 24 (8),* 1408-1419.

59. Kim, Y-S., Apel, K., **Al Otaiba, S.** (2013). The relation of linguistic awareness and vocabulary to word reading and spelling for first grade students participating in Response to Intervention. *Language, Speech, and Hearing Services in School, (44),* 337-347.

60. Kim, Y-S., **Al Otaiba, S.,** [s]Folsom, J., [s]Greulich, L., & Puranik,C. (2013). Language, literacy, and attentional behaviors, and instructional quality predictors of written composition for first graders. *Early Childhood Research Quarterly* 28, 461– 469.

61. Wanzek. J., **Al Otaiba, S.,** & Petscher, Y. (2013). Oral reading fluency development for children with emotional disturbance or learning disabilities. *Exceptional Children, 80 (2), 187-204.*

62. **Al Otaiba, S.**, Lake, V. E., [S]Greulich, L., & [S]Folsom, J. S. (2012). Preparing beginning reading teachers: An experimental comparison of initial early literacy field experiences. *Reading and Writing: An Interdisciplinary Journal, 25* (1) 109-129.

63. [s]Kent, S., Wanzek, J., & **Al Otaiba, S.** (2012). Print reading in general education kindergarten classrooms: What does it look like for students at-risk for reading difficulties? *Learning Disabilities Research and Practice 27*(2), 56-65.

64. [s]Ortiz, M., **Al Otaiba, S.**, [s]Folsom, J.S., Connor, C.M., [s]Gruelich, L. & Thomas-Tate, S. (2012). The componential model of reading: Predicting first grade reading performance of culturally diverse students from ecological, psychological, and cognitive factors assessed at kindergarten entry. *Journal of Learning Disabilities 45(5)* 406-417.

65. Petscher, Y. ,Connor, C. M., & **Al Otaiba, S.** (2012). Item-level psychometric analysis, vertical equating, and scaling of the Diagnostic Evaluation of Language Variation assessment. in *Assessment for Effective Intervention,* (37) 243-250.

66. Puranik, C., **Al Otaiba, S.,** [s]Folsom, J.S., [s]Gruelich, L. (2012). Examining the contribution of letter writing fluency and spelling to composition in kindergarten children. *Reading and Writing: An Interdisciplinary Journal, 25* (7), 1523-1546.

67. Sáez, L, [s]Folsom, J.S., **Al Otaiba, S**. & Schatschneider, C. (2012). Relationships among student attention behaviors, teacher practices, and beginning word reading skill. *Journal of Learning Disabilities, 45* (5), 418-432.

68. **Al Otaiba, S.**, Connor, C. M., [S]Folsom, J. S., [S]Greulich, L., Meadows, J., & [S]Li, Z. (2011). Assessment data-informed guidance to individualize kindergarten reading instruction: Findings from a cluster-randomized control field trial. *Elementary School Journal, 111* (34), 535-560. NIHMS ID 249051.

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Books - Published:

1. Wanzek, J., Al Otaiba, S., & McMaster, K. (2020). *Intensive Reading Interventions in Elementary Schools*. New York: Guilford Press.

Book Chapters – Published

1. **Al Otaiba, S. , Ortiz, M.** & Hougan, M. (2020). Phonological awareness: A critical foundation for beginning reading. In M. Hougen & Smartt, S (Eds.) *The Fundamentals of Literacy Assessment and Instruction, Second Edition*. (pp 108-127). Baltimore, MD: Brookes.

2. **Al Otaiba, S.,** Jones, F., Levy, D., Rivas, B., & Wanzek, J. (2019). Building a growth mindset within data-based individualization: A case study of two students with reading disabilities learning to learn. In Pullen, P.C., & Kennedy, M. J.. *Handbook of Multi-Tiered Systems of Support and Response to Intervention* (Eds.) (249-265). New York, Routledge.

3. **Al Otaiba, S.,** Allor, J., [S]Ortiz, M., Greulich, L., Wanzek, J., & Torgesen, J. (2016). Tier 3 primary grade reading interventions: Can we distinguish necessary from sufficient? In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2nd ed.)(*pp.389-406). New York: Springer Science.

4. **Al Otaiba, S.**, Allor, J., Werfel, K. & Clemens, N. (2016). Critical components of phonemic awareness instruction and intervention: Recommendations for teacher training and for future research. In R. Schiff & M. Joshi (Eds.), *Handbook of Interventions in Learning Disabilities*. (pp. 9-28). New York: Springer Science.

5. Wanzek, J., **Al Otaiba, S.**, & [s]Gatlin, B. (2016). Implementation of Tier II interventions in the primary grades. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2nd ed.)(*pp.329-342). New York: Springer Science.

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9. Baker, D.L., **Al Otaiba, S.,** [s]Ortiz, M, Correa, V., & Cole, R. (2014). Vocabulary development and intervention for English Language Learners in the early grades. *Advances in Childhood Development and Behavior, vol 46, 281-338.*

10. Puranik, C., **Al Otaiba, S.**, & Ye, F. (2014). Examining early spelling and writing skills: A comparative analysis of kindergarteners with speech and language impairments and their typically developing peers. In B. Arfè, J. Dockrell, & V. Berninger (Eds). *Handbook of Writing Development in Children with Hearing Loss, Dyslexia or Oral Language Problems: Implications for Assessment and Instruction (pp.112-129).* NewYork, NY: Oxford.

11. Fuchs, D., McMaster, K. L., Fuchs, L. S., & **Al Otaiba, S.** (2013). Data-based individualization as a means of providing intensive instruction to students with serious learning disorders. In. L. Swanson, K. R., Harris, & S. Graham (Eds.), *Handbook of learning disabilities Second edition (pp 526-544).* New York, NY: Guilford.

12. Allor, J., **Al Otaiba, S.** (2012). Strategies for improving student outcomes in emergent reading: Advances in the field of early literacy instruction. In D. J. Chard, B. G. Cook & M. Tankersley (Eds.) *Research-based strategies for improving outcomes in academics* (pp 8-20). Boston, MA: Pearson.

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17. **Al Otaiba, S.**, Calhoon, M. B., & Wanzek, J. (2010). Response to intervention: Treatment validity and implementation challenges in the primary and middle grades. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (Vol. 22, pp. 1-28.). Bingley, UK: Emerald.

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19. [S]Castillo, J.M., Torgesen, J.K., Powell-Smith, K.A., & **Al Otaiba, S.** (2009). Examining the decision reliability and validity of three reading fluency measures for predicting outcomes on statewide reading accountability tests. In R.K. Wagner, C. Schatschneider, & C. Phythian-Sence (Eds.), *Beyond decoding: The behavioral and biological foundations of reading comprehension* (pp. 195-223). New York, NY: The Guilford Press.

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21. Foorman, B. R., & **Al Otaiba, S.** (2009). Reading remediation: State of the art. In K. Pugh and P. McCardle (Eds.), *How children learn to read: Current issues and new directions in the integration of cognition, neurobiology and genetics of reading and dyslexia research and practice* (pp. 257-274). New York, NY: Psychology Press.

22. Connor, C. M., & **Al Otaiba, S.** (2008). Literacy. In *Encyclopedia of infant and early childhood development* (pp. 235-247). Kidlington, Oxford UK: Elsevier Limited.

23. **Al Otaiba, S.** & Torgesen, J. (2007). Effects from intensive standardized kindergarten and first grade interventions for the prevention of reading difficulties. In S. R. Jimerson, M. K. Burns, & A. M. Van der Heyden (Eds.), *The handbook of response to intervention: The science and practice of assessment and intervention* (pp. 212-222). New York, NY: Springer.

24. **Al Otaiba, S.**, [S]Clancy-Menchetti, J., & Schatschneider, C. (2006). Examining the effects of professional development designed to improve the effectiveness of early reading instruction for students at-risk for reading difficulties: Experimental and quasi-experimental approaches. In T. Scruggs & M. Mastropieri (Vol. Ed.), *Advances in learning and behavioral disabilities* (Vol. 19, pp. 207-243). Oxford, UK: Elsevier Science/JAI Press.

25. Houston, D., **Al Otaiba, S.**, & Torgesen, J. (2006). Learning to read: Phonics and fluency. In D. Browder and F. Spooner (Eds.), *Teaching reading, math and science to students with significant cognitive disabilities* (pp. 93-123). Baltimore, MD: Brookes.

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27. **Al Otaiba, S.** (2003). Identification of nonresponders: Are the children "left behind" by early literacy intervention the "truly" reading disabled? In T. Scruggs & M. Mastropieri (Vol. Ed.), *Advances in learning and behavioral disabilities* (Vol. 16, pp. 51-81). Oxford, UK: Elsevier Science/JAI Press.

28. Fuchs, D., Fuchs, L. S., McMaster, K., & **Al Otaiba, S.** (2003). Identifying children at risk for reading failure: Curriculum-Based Measurement and the dual discrepancy approach. In L. Swanson, K. R., Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (pp. 431-449). New York, NY: Guilford.

Journal Articles – In Press

1. Shero, J., Schatschneider, C. Al Otaiba, S. Hart (in press). Data envelopment analysis (DEA) in the educational sciences. Manuscript accepted for publication in *Journal of Experimental Education.*

2. Tock, J., Quinn, J., **Al Otaiba, S**., Petscher, Y., Wanzek, J. (in press). Establishing a reading mindset measure: a validation study. Manuscript accepted for publication in *Assessment for Effective Instruction*. https://doi.org/10.1177/1534508420936753

3. Wanzek, J., **Al Otaiba, S.,** Petscher, Y., Lemons, C.J., Gesel, S. A., Fluhler, S., Donegan, R. E., & Rivas, B. (in press). Comparing the effects of reading intervention versus reading and mindset intervention for upper elementary students with reading difficulties. Manuscript accepted for publication in the *Journal of Learning Disabilities.* https://doi.org/10.1177/001440291408000204

4. Werfel, K.L., **Al Otaiba, S**., Y. S.Kim ., & Wanzek, J. (in press). Linguistic predictors single - word spelling in first grade students with speech and/or language impairments. Manuscript accepted in *Remedial and Special Education*.https:// doi.org/10.1177/0741932520918858

5. Petscher, Y., Al Otaiba, S. & Wanzek, J. (in press). Assessment profile tool for elementary students. Manuscript accepted in the *Journal of Psychoeducational Assessment*. https://doi.org/10.1177/0734282920943456

Book Chapters – In Press

1. **Al Otaiba, S.,** Allor, J. & .[S] Stewart, J. (In press). Structured literacy interventions for phonological awareness and basic word recognition skills. In L. Spear-Swerling (Ed.) *Structured Literacy Interventions for Children with Reading Difficulties*, NY, NY: Guilford.
2. Allor, J. H., Kearns, D., Ortiz, M., [S] Conner, C., & **Al Otaiba, S.** (In press). An examination of the text characteristics of an early reading book series: Implications for providing intensive practice with connected text. In M. Tankersley, B. G. Cook, & T. J. Landrum (Eds.), *Delivering Intensive, Individualized Interventions to Children and Youth with Learning and Behavioral Disabilities*, Bingley, UK: Emerald.
3. **Baker, D. L.,** Al Otaiba, S., Ortiz, M.[S], Correa, V., & Cole, R. (In press). Vocabulary development and intervention for English Language Learners in the early grades. In J. Benson (Ed.), *Advances in Child Development and Behavior, vol. 46*, 281-338. San Diego, CA: Elsevier. DOI:10.1016/B978-0-12-800285-8.00010-8

Curricular & Training Materials – Unpublished

1. Allor, J., Cheatham, J., & **Al Otaiba, S.** (2018). Friends on the Block. Unpublished reading curriculum.

2. **Al Otaiba, S**., Al Ghanem, R., Fuchs, D., & Fuchs, L.S. (2018). Peer-Assisted Beginning Reading in Arabic. Unpublished training manual and curriculum, Southern Methodist University, Dallas, TX.

3. Fuchs, D., Fuchs, L.S., McMaster, K., Thompson, A., **Al Otaiba, S.**, & Yen, L. (2016 Revised Edition). Kindergarten Peer-Assisted Learning Strategies: Teacher Manual. Unpublished training manual, Vanderbilt University, Nashville, TN.

4. Fuchs, D., Fuchs, L.S., Svenson, E., Yen, L., Thompson, A., McMaster, K. N., **Al Otaiba, S.**, & Kearns, D. (2011 Revised Edition). Peer-Assisted Learning Strategies: First Grade Reading PALS. Unpublished training manual, Vanderbilt University, Nashville, TN.

5. **Al Otaiba, S.** (2004). Tutor-assisted intensive learning strategies for second grade (TAILS-2). Unpublished training manual, Florida Center for Reading Research, Tallahassee, FL.

6. **Al Otaiba, S.** (2004). Tutor-assisted intensive learning strategies for first grade (TAILS-1). Unpublished training manual, Florida Center for Reading Research, Tallahassee, FL.

7. **Al Otaiba, S.** (2002). Tutor-assisted intensive learning strategies for kindergarten (TAILS-KG). Unpublished training manual, Florida Center for Reading Research, Tallahassee, FL.

8. Fuchs, D., Fuchs, L.S., Svenson, E., Thompson, A., Yen, L., McMaster, K. N., **Al Otaiba, S.**, & Yang, N. J. (2000). Peabody peer-assisted learning strategies: First grade reading. Unpublished training manual, Vanderbilt University, Nashville, TN.

9. Fuchs, D., Fuchs, L.S., Thompson, A., **Al Otaiba, S.**, Yen, L., & Braun, M. (2000). Peer- Assisted Learning Strategies: Kindergarten: A teacher's manual. Unpublished training manual, Vanderbilt University, Nashville, TN.

PROFESSIONAL PRESENTATIONS & SYMPOSIA *([S] denotes student)*

National & International – Invited

1. **Al Otaiba, S.** (October, 2019). *Support for the foundation: Broadening the role of school psychologists in Multi-tiered Systems of Support.* Invited workshop for the California Association of School Psychologists, Long Beach, CA.

2. **Al Otaiba, S.** (2018, April). *Early identification and intervention within Response to Intervention: A data-driven approach to intensifying implementation.* Invited key note for the annual Academic Language Therapy Association (ALTA) conference, Dallas, TX.

3. **Al Otaiba, S.** (April, 2017). *Let's keep the Special in Special Education.* Invited presentation for the Special Education SIG for the Distinguished Career Award. Paper presented at the Annual Conference of the American Educational Research Association, San Antonio, TX

4. Allor, J. H., **Al Otaiba, S.,** & Yovanoff, P. (December, 2016). *Demonstrating the effectiveness of a text-centered literacy curriculum for students with intellectual disability.* Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.

5. **Al Otaiba, S.** (2016, June). *This is not our first rodeo: how can we get back to intensive and special education for students with learning disabilities?* Invited Distinguished Lecture, presented at the annual conference of the International Academy for Research in Learning Disabilities.

6. **Al Otaiba, S.** (April 2016). *Building a research agenda*. Invited presentation for Beginning Researchers Career Workshop. Invited presentation for the annual CEC conference, St. Louis, MO.

7. Sutherland, K., Talbott, E., **Al Otaiba, S**, & Lemons, C. (April, 2016). *Research on Intensive Academic and Behavioral Interventions: Challenges and Future Directions.* Invited panel at the annual Council for Exceptional Children.

8. **Al Otaiba, S.** (February, 2015). *A decade after IDEA: Progress and Concerns about RTI.* Invited Distinguished Lecture presented at Georgia State University, Atlanta, GA.

9. **Al Otaiba, S.** (October, 2014). *Assessment for Special Education: Response to Intervention with a focus on curriculum based measures.* Invited presentation at the first annual Gulf Collaboration Symposium for the Advancement of Special Education, Muscat, Oman.

10. **Al Otaiba, S.** (April 2013). Building a research agenda. Invited presentation for Beginning Researchers Career Workshop. Invited presentation for the annual CEC conference, San Antonio, TX.

11. **Al Otaiba, S.**, Allor, J., Ortiz, M., Parker, A., Ciullo S., & Suey, T. (April, 2013). *Integration and Collaboration to Support Struggling Readers including Readers with Disabilities*. Invited pre-conference presentation for the International Reading Association, San Antonio, TX.

12. **Al Otaiba, S.**, (2012, October). *Linking Standards, Assessment, and Early Literacy Intervention* keynote presented at the 22nd National Special Education Congress at Karadeniz Technical University, Trabzon, Turkey.

13. **Al Otaiba, S.** (2011, April). *Designing and developing early grade reading materials.* Invited paper presented for the World Bank Early Grade Reading Conference, Sydney, Australia.

14. **Al Otaiba, S.** (2011, April). *What I am learning about response to intervention*. Invited paper presented at the annual meeting of Council of Exceptional Children, National Harbor, MD.

15. **Al Otaiba, S.** (2011, March). *Response to instruction and intervention in preschool settings.* Invited webinar for the Language and Literacy in Preschool Children conference of the American Association of Speech and Hearing in Schools.

16. **Al Otaiba, S.,** Connor, C., [S]Folsom, J. S., & [S]Greulich, L., [S]Rouby, A., Wanzek, J., & Schatschneider, C. (2011, February). *Tiered reading interventions in the primary grades: Implications for implementation.* Invited paper presented as part of the Florida Learning Disabilities Panel Session at the Learning Disabilities Association, Jacksonville, Florida.

17. Denton, C., **Al Otaiba, S.,** Fletcher, J., Speece, D., & Wexler, J. (2010, April). *Tiered reading interventions in the primary grades: What we have learned.* Paper within the invited Strand (Identifying and Teaching Students with Reading Disabilities in an "RTI World") at the annual conference of the Council for Exceptional Children in Nashville, TN.

18. **Al Otaiba, S.** (2010, March). *Innovations in reading materials.* Invited paper presented at the World Bank All Children Reading by 2015 Conference, Washington D.C.

19. **Al Otaiba, S.** (2009, June). *Response to intervention: From research to practice*. Invited paper presented at the National University of Tainan, Tainan, Taiwan.

20. **Al Otaiba, S.** (2009, June). *Response to intervention: Moving away from IQ-achievement discrepancy to multi-tier approaches for identifying and serving children with reading disabilities*. Invited paper presented at the National University of Taiwan, Taipei, Taiwan.

21. **Al Otaiba, S.** (2009, June). *Response to intervention: Professional development issues and implications for practice.* Invited paper presented at the National University of Taiwan, Taipei, Taiwan.

22. Connor, C., & **Al Otaiba, S.** (April, 2009). Differentiating reading instruction within the core. Invited webinar for the RTI Action Network. www.rtinetwork.org/professional/rtitalk.

23. **Al Otaiba, S.** (2008, April). *Understanding response to intervention: What is the classroom teacher's role?* Invited paper presented at the annual Plain Talk about Reading Conference of the Center for development and Learning, Houston, TX.

24. Foorman, B.R. & **Al Otaiba, S.** (June, 2007). *Reading remediation: State of the art.* Presentation at the Dyslexia Foundation Conference in Brazil.

25. Reschly, D., Komp, T., Danielsen, L., & **Al Otaiba, S.** (November, 2006). *How to stem the tide of students designated as having special needs.* Invited panel presented at the National Comprehensive Center for Teacher Quality What Works Conference, Washington, DC.

26. **Al Otaiba, S.** (2001, October). *Good news, but not good enough: "Non-responders" to early literacy intervention*. Invited paper presented at the annual meeting of International Dyslexia Association, Albuquerque, NM.

27. **Al Otaiba, S.** (2001, April*). Making it in the academic community: The voices of young scholars*. Invited session for annual meeting of the American Educational Research Association, Division C, Seattle, WA.

28. **Al Otaiba, S.** (2001, April). *Children who do not respond to early literacy instruction: A longitudinal study across kindergarten and first grade.* Paper presented at an invited research award ceremony at the annual meeting of the International Reading Association, New Orleans, LA.

29. **Al Otaiba, S.**, Fuchs, D., Nyman- Mc Master, K., & O'Connor, R. (2001, April). *Children who do not respond to early literacy instruction: A longitudinal study*. Paper presented at an invited symposium at the annual meeting of Council of Exceptional Children, Kansas City, MO.

30. **Al Otaiba, S.**, Fuchs, D., & Fuchs, L. S. (2000, April). *Children who do not respond to early literacy instruction*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

31. **Al Otaiba, S.**, Fuchs, D., & Fuchs, L. S. (1999, July*). Children who do not respond to early literacy instruction: A longitudinal study*. Poster presented at the Project Directors' meeting of the Office of Special Education, Washington D. C.

National & International – Refereed

1. Conner, C., Allor, J., Gifford, D., Al Otaiba, S. (2021, March). Comprehensive reading interventions for students with ASD and cognitive disabilities: Focus on Reading Comprehension. Poster presented at the annual CEC conference, held virtually.

2. Wanzek, J., Al Otaiba, S., Lemmons, C. J. (2021, March). Effects of Adding Mindset intervention for upper elementary students with reading difficulties, Poster presented at the annual CEC conference, held virtually.

3. Toste, J., Didion, L., & Al Otaiba, S. (2020, February).Targeting Motivational Processes to Intensify Reading Interventions: Promise and Pitfalls. Panel presented for presentation at the annual PCRC conference. San Diego, CA
4. [S]Mellado De La Cruz, V., Al Otaiba, S. (2020).Early biliteracy skills: A construct validation analysis of English and Spanish decoding. Poster accepted for the annual Pacific Coast Research Conference, San Diego, CA.
5. [S]Mellado De La Cruz, V., Al Otaiba, S, Yovanoff, P. (2020).Bilingual kindergarteners' progress monitoring: The role of probe language and construct dimensionality.Poster accepted for the Badar-Kauffman Special Education Research Conference, Kent, OH.

6. [S]Stewart, J.,[S]Baker, K., Al Otaiba, S., Lan, P., & Yovanoff, P. (February, 2020). *Exploring School-Implemented Response to Intervention: Findings from a National Study*. Poster presented at the Annual Conference of the Council for Exceptional Children, Portland, Oregon.

7. **Al Otaiba, S.** Wanzek, J., Lemons, C., Petscher, Y., [S]Donegan, R. [S]Fluhler, S., Geisel, S., Tock, J., Quinn, J. & Rivas, B. (February, 2020). *Mindset to Intensify Reading Interventions: Promises and Pitfalls*, paper presented at the annual PCRC conference, San Diego, CA.

8. Al Otaiba, S., & [S]Conner, C. (June, 2019). *Improving language, literacy, and growth mindset: Using intensive shared book dialogic reading strategies.* Paper presented at the Annual L3 (Language, Literacy, and Linguistics) Conference in Singapore.*Best Paper Award.

9. **Al Otaiba, S**., Allor, J., [S]Baker, K., [S]Stewart, J., [S]Conner, C. & [S]Mellado de la Cruz, V. (November, 2019). *Teaching phonological awareness and word reading skills: Focus on explicit and systematic approaches*. Paper presented at the International Dyslexia Association Conference, Portland, OR.
10. **Al Otaiba, S**., Allor, J., [S]Baker, K., & [S]Stewart, J. (November, 2019). *Data-based individualization: Findings from a national survey of teacher knowledge about response to intervention.* Paper presented at the International Dyslexia Association Conference, Portland, OR.

11. [S]Baker, K., [S]Stewart, J., **Al Otaiba, S**., & Rouse, A. (November, 2019). *Intensive intervention for elementary reading and writing: Focus on students with dyslexia and specific learning disabilities.* Paper presented at the International Dyslexia Association Conference, Portland, OR.

12. [S]Conner, C. & **Al Otaiba, S.**, (June, 2019). *Recommendations for providing linguistic support to culturally and linguistically diverse children with Autism Spectrum Disorder*. Paper presented at the Annual L3 (Language, Literacy, and Linguistics) Conference in Singapore.

13. [S]Conner, C., **Al Otaiba, S.,** & Allor, J. (July, 2019). Language choice for culturally linguistically diverse children with autism spectrum disorder: recommendations based on research. Poster presented at the Child Language Symposium, Sheffield, UK.

14. **Al Otaiba, S**., [S]Lan, P., [S]Baker, K., [S]Stewart, J., [S]Mellado de la Cruz, V., Trentin, A., Yovanoff, P. (April 2019). *Narrating special education and intensive reading interventions: Findings from*

mixed methods and multiple perspectives. Panel presented at the American Educational Research Association Annual Conference, Toronto, Canada.

15. **Al Otaiba, S**., Barnes, J., Burns, M., Danielson, l. Fuchs, D., Fuchs, L.S., Jones, L., Odegard, T., & Whittaker, M., (2019). *The current State of Learning Disabilities.* DLD Showcase presented at the Annual Conference of the Council for Exceptional Children.

16. [S]Mellado de la Cruz, V., **Al Otaiba, S.**, Rivas, B., & Clemens, N. (April, 2018). *Effects of probe language: monitoring progress of bilingual students' early literacy in Spanish and English.* Paper presented at the annual conference of the American Educational Research Association, New York.

17. **Al Otaiba, S.**, (July, 2018). *Read-Alouds in the early grades: Dialogic reading in inclusive settings to support language and literacy.* Paper presented at the annual meeting of the Division of International Special Education Services, Capetown, South Africa.

18. **Al Otaiba, S.**, & Al Ghanem, R. (July 2018). *Building Arabic reading skills: Peer Assisted Learning Strategies.* Annual meeting of the Scientific Study of Reading, Brighton, England.

19. [S]Conner, C., [S]Kristi, B., Allor, J. H., **Al Otaiba, S**. (July, 2018). *Key characteristics of an early literacy intervention for students with intellectual and developmental disabilities.* Annual meeting of the Scientific Study for Society of Reading, Brighton, England.
20. Allor, J. H., **Al Otaiba, S**. & [S]Conner, C. (July, 2018). *Evidence for a literacy intervention for students with intellectual and developmental disabilities.* Annual meeting of the Society for the Scientific Study of Reading, Brighton, UK.

21. Fagella-Luby, M., **Al Otaiba, S**., Ciullo, S. (October, 2018). *Preparing tomorrow's teachers: classroom practices and resources for students with SLD.* Annual Council for Learning Disabilities, Portland, OR.

22. Kent, S., Jones, F., Petscher, Y., & **Al Otaiba, S.** (2018). Response to reading intervention: Comparson of methods and predictors of responsiveness. Annual meeting of the Scientific Study of Reading, Brighton, England.

23. **Al Otaiba, S.**, Allor, J., [S]Baker, K., [S]Lan, P., Rivas, B., & Yovanoff, P. (February, 2018). *Measuring teachers' knowledge about RTI.* Annual meeting of the Council for Exceptional Children, Tampa, FL.

24. **Al Otaiba, S.**, Faggela-Luby, M., & Kearns, D. (2017). *Data-based individualization: Tools and resources for teachers and teacher trainers.* Annual meeting of the Council for Learning Disabilities, Baltimore, MD.

25. Allor, J. H.**, Al Otaiba, S.,** Ortiz, M. B., & [S]Conner, C. (February, 2018). *Promising evidence for a text-centered literacy curriculum for students with intellectual disability.* Annual meeting of the Council for Exceptional Children Convention, Tampa, FL.

26. Allor, J. H., **Al Otaiba, S.,** Ortiz, M. B., [S]Conner, C., & [S]Baker, K. (February, 2018). *Addressing foundational reading skills using a text-centered curriculum for students with disabilities.* Annual Council for Exceptional Children Convention, Tampa, FL.

27. Ortiz, M.B., [S]Baker, K., Therrien, W., **Al Otaiba, S.,** & Faggella-Luby, M. (February, 2018). *Something I can use tomorrow: A classroom practice, a resource, and identification of students with SLD.* Annual Council for Exceptional Children Convention, Tampa, FL.

28. Al Otaiba, S., Faggela-Luby, M., & Kearns, D. (2017). *Data-based individualization: Tools and resources for teachers and teacher trainers.* Annual Council for Learning Disabilities, Baltimore, MD.

29. **Al Otaiba, S.,** Wanzek, J., Petscher, Y., Rivas, B., Jones, F., & Levy, D. (April, 2017). *Building a growth mindset within data-based individualization: A case study of two students with reading disabilities learning to learn.* Paper presented at the Annual Council for Exceptional Children Convention, Boston, MA.

30. Allor, J. H**., Al Otaiba, S.**, Ortiz, M. B., Yovanoff, P., [S]Conner, C., & [S]Baker, K. (April, 2017). *The effectiveness of a text-centered literacy curriculum for students with intellectual disability.* Paper presented at the Annual Council for Exceptional Children Convention, Boston, MA.

31. [S]Mellado de la Cruz, V., **Al Otaiba, S.**, Rivas, B., Yovanoff, P., Clemens, N., & Baker, D. (April, 2017). *Knowledge to inform access to early literacy intervention: The role of English and Spanish assessments in Kindergarten.* Paper presented at the Annual Conference of the American Educational Research Association, San Antonio, TX.

32. Allor, J. H., **Al Otaiba, S.,** Yovanoff, P., & Ortiz, M. B. (February, 2017). *Promising findings for a text-centered literacy curriculum for students with intellectual disability.* Pacific Coast Research Conference, San Diego, CA.

33. **Al Otaiba, S.,** de Mellado Cruz, V. (2016, November). *Professional development to improve beginning reading skills for students with disabilities.* Paper presented at the annual Conference for the Council for Learning Disabilities.

34. **Al Otaiba, S.,** Wanzek, J., Petscher, Y., Rivas, B., Jones, F., & Levy, B. (2016, July). *Is a growth mindset associated with response to fourth grade reading intervention?* Paper presented at the annual Society for the Scientific Study of Reading conference, Porto, Portugal.

35. Puranik, C., Patchan, M., Lemons, C., **Al Otaiba, S.**, & Petscher, Y. (2016, July). *Using peer assisted strategies to improve writing outcomes for kindergarten children.* Paper presented at the annual Society for the Scientific Study of Reading conference, Porto, Portugal.

36. **Al Otaiba, S.,** de Mellado Cruz, V., Lemons, C. & Toste, J. (2016, June). *Professional development to enhance outcomes for students with or at-risk for learning disabilities: Data-based individualization.* Paper presented at the annual International Conference for the International Academy for Research on Learning Disabilities.

37. **Al Otaiba, S.**, Pappamihiel, E., & Petscher, Y. (2016, May). *Using English Oral Reading Fluency for Response to Intervention: Implications for Students with English as a Second Language.* Paper presented at the annual International Conference on Psychology, Athens, Greece.

38. Pappamihiel, E. & **Al Otaiba, S.** (2016, May). *The Impact of Digital Storytelling Projects on Preservice Teacher Beliefs about English Language Learners.* Paper presented at the annual International Conference on Psychology, Athens, Greece.

39. **Allor, J. H., Al Otaiba, S.**, Yovanoff, P., & Ortiz, M. B. (April, 2016) *The effects of a text-centered supplemental curriculum for students with intellectual disability.* Annual Council for Exceptional Children Convention, St. Louis, MO.

40. Jones, G. F., Gifford, D. B., Yovanoff, P., **Al Otaiba, S.**, & Allor, J. (April, 2016). *Alternate formats for progress monitoring students with ID: Do alternate formats increase the reliability of performance for students with ID?* Annual Council for Exceptional Children Convention, St. Louis, MO.

41. Allor, J., **Al Otaiba, S.,** Yovanoff, Y. (2016, February). *Preparing teachers to teach students with intellectual disabilities to read: Project Intensity.* Paper presented as part of a panel: *Supporting teachers in their implementation of academic intervention* at the annual Pacific Coast Research Conference, San Diego, CA.

42. Clemons, N. & **Al Otaiba, S.** (2016, February). *A Dominance Analysis of the Changing Validity of Kindergarten Progress Monitoring Measures. Poster presented at the* annual Pacific Coast Research Conference, San Diego, CA.

43. Carreker, S., **Al Otaiba, S.,** & Allor, J. H. (October, 2015). *Dyslexia: A Dynamic Approach to Teacher Training.* International Dyslexia Association, Dallas, TX.

44. **Allor, J. H.**, **Al Otaiba, S.**, Yovanoff, P., Cheatham, J., Gifford, D., Levy, D., Ortiz, M., Sandoval, A. & Jones, F. (July, 2015). *The Effects of a Text-Centered Supplemental Curriculum for Students with Intellectual Disabilities.* Annual Meeting of the Society for the Scientific Study of Reading, Kona, HI.

45. Gatlin, B., **Al Otaiba, S.,** Whalon, K. , Wanzek, J. & Kim, Y-S. (2015, April). *Analyzing the Effectiveness of First-Grade RTI: Focus on Students With ASD*. Poster presented at the annual conference of the Council for Exceptional Children. San Diego, CA.

46. **Al Otaiba, S.,** [S]Connor, C., Folsom, J., Wanzek, J., Greulich, L., Schatschneider, C., & Wagner, R. (2015, March). *To wait or to intervene: first grade RTI.* Paper presented at the annual conference of the Society for Research on Educational Effectiveness (SREE), Washington D.C.

47. **Al Otaiba, S.**, Wanzek, J., & Yovanoff, P. (2015, March). *Response to Intervention.* Paper presented at the annual conference of the Pan-American Interdisciplinary Conference. Buenos Aires, Argentina.

48. Hagan-Burke, S., Clemons, N., Simmons, L., Hsaio, Y.Y, & **Al Otaiba, S.** (2015, February). Relations between problem behaviors and early literacy skills among kindergarten students, Poster presented at the annual conference of the Pacific Coast Research Conference. San Diego, CA.

49. Clemens, N., **Al Otaiba, S.**, Baker, D., & Baker, S. (2014, July). *Literacy skills of at-risk learners at kindergarten entry: A contemporary analysis.* Poster presented at the annual conference of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.

50. Lemons, C., Puranik, C., **Al Otaiba, S.** & Fidler, D. (2014, July). *Early reading intervention for children with Down Syndrome: Findings from an IES Goal 2 development project.* Poster presented at the annual conference of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.

51. Allor, J., **Al Otaiba, S.**, Yovanoff, P., Roberts, K., & [S]Ortiz, M. (2014, April) *Understanding child characteristics associated with Responsiveness to Literacy Instruction and intervention among students with Intellectual Disabilities.* Paper presented at the Annual CEC conference. San Antonio, TX.

52. **Al Otaiba, S.,** Allor, J., Ciullo, S., Ortiz, M., Moorshead, A., & Whalon, K. (2014, April). *Implication of Common Core Standards in Reading for Students with Disabilities.* Paper presented at the Annual Council for Exceptional Children Conference. Philadelphia, PA.

53. Greulich, L. & **Al Otaiba, S.** (2014, April). *Changing the way we think of responders and non-responders: The impact on instruction.* Paper presented at the Annual Council for Exceptional Children Conference. Philadelphia, PA.

54. Crowe, E., **Al Otaiba, S.** & Lonigan, C. (2014, March). *The rise and fall and rise again of a small group program to teach students texts structures: Findings from two randomized control trials.* Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

55. **Al Otaiba, S.,** Wanzek, J., Folsom, J., Greulich, L., Waasche, J., Schatschneider, C., & Connor, C. (2014, February). *Professional development to individualize kindergarten Tier 1 instruction: What is the impact on effective teachers and their students?* Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.

56. Allor, J. & **Al Otaiba, S.** (2014, February). *Designing intensive supplemental intervention for students with intellectual disabilities: Initial findings from Project Intensity.* Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.

57. Allor, J., **Al Otaiba, S.**, Yovanoff, P., Roberts, K., & [S]Ortiz, M. (2014, February) *Understanding child characteristics associated with Responsiveness to Literacy Instruction and intervention among students with Intellectual Disabilities.* Paper presented at the Annual Pacific Coast Research Conference. San Diego, CA.

58. Allor, J., **Al Otaiba, S.** & Cheatham, J. (2013, November) Research on characteristics of early reading text and implications for practice. Poster presented at the Annual International Dyslexia Association Conference. New Orleans, LA.

59. Allor, J. H., Cheatham, J. P., Weiser, B., & **Al Otaiba, S.** (November, 2013). *Volunteers Making a Difference for Struggling Readers: Demonstrating that Structured Tutorials Improve Reading Performance.* The International Dyslexia Association Annual Conference, New Orleans, LA.

60. **Al Otaiba, S.**, Kim, Y.S., Folsom, J., Greulich, L., & Wanzek, J. (July, 2013). *Writing and responsiveness: Examining results of a text structure reading and writing intervention delivered within a first grade multi-tiered intervention.* Paper presented at the Annual SSSR, Hong Kong, China.

61. Lee, J. A. C., & **Al Otaiba, S.** (July, 2013) *Cognitive, language, and inattention profiles among poor, average, and good readers.* Poster accepted for SSSR, Hong Kong, China.

62. Folsom, J. S. & **Al Otaiba, S.** (April, 2013). *Response to individualized kindergarten beginning reading classroom instruction: Evidence of growth for students with developmental delays.* Paper presented at the Annual CEC conference. San Antonio, TX.

63. Kim, Y.-S., Wanzek, J., & **Al Otaiba, S.** (April, 2013). *Kindergarten language and literacy profiles of poor writers in grade three.* Poster to be presented at the Society for Research in Child Development 2013, Seattle, WA.

64. **Al Otaiba, S.** Greulich, L., Folsom, J., Wanzek, J. & Connor, C. (February, 2013). *Alignment across all three tiers: Challenges.* Paper presented at the Annual Pacific Coast Research Conference. San Diego, Ca.

65. Folsom, J. S., Flynn, K., Greulich, L., Allor, J., **Al Otaiba, S.** (2013, February). *Understanding child characteristics associated with responsiveness to literacy instruction and intervention among students with disabilities.* Panel presented at the Twenty-First Annual Pacific Coast Research Conference, San Diego, California.

66. Apel, K., Kim, Y.S., **Al Otaiba, S.** & [s]Brimo, D. (July, 2012). *The influence of linguistic awareness skills on the early literacy abilities of at-risk students.* Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

67. [s]Folsom, J. & **Al Otaiba, S.** (July, 2012). *A comparative study on response to kindergarten Tier 1 literacy instruction for typical students and students with cognitive impairments.* Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

68. [s]Gatlin, B., Wanzek, J., **Al Otaiba, S.** & Folsom (July, 2012). *An analysis of oral language ability of African American students.* Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

69. [s]Kent, S., Petscher, Y., Wanzek, J., Kim, Y. S. & **Al Otaiba, S.** (July, 2012). *Predictors of kindergarten and first grade writing skills: The Role of Reading, Transcription, language, and attention as component skills.* Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

70. [s]Lee, J. & **Al Otaiba, S.** (July, 2012). *Classification of language and literacy skills in first grade: Latent profiles and underlying predictors*. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

71. **Al Otaiba,S**., [s]Folsom, J.S., [s]Greulich,L., J., & Connor, C.M. (June, 2012) *Individualizing Student Instruction in Kindergarten: Does Assessment-guided Professional Development Support Struggling Readers?* Paper presented at the Annual Conference of the International Association of Research on Learning Disabilities.

72. Puranik, C. & **Al Otaiba, S.** (June, 2012). *Making a case for explicit individualized writing instruction: Reading instruction is necessary but not sufficient.* Paper presented at the Annual Conference of the International Association of Research on Learning Disabilities.

73. **Al Otaiba,S.,** [s]Greulich, L., [s]Folsom, J. S., Wanzek, J., & Connor, C. M. *Examining first grade reading outcomes: Comparing typical RTI with more immediate intervention* (April, 2012). Paper presented at the Annual Conference of the Council on Exceptional Children.

74. [s]Ortiz, M., **Al Otaiba, S.** [s], [s]Folsom, J. S., Greulich, L., Tate, S. & Connor, C. M. (April, 2012). *Predicting first-grade reading outcomes of culturally diverse students.* Poster presented at the Annual Conference of the Council on Exceptional Children.

75. **Al Otaiba, S.**, [s]Greulich, L., [s]Folsom, J. S., Wanzek, J., & Connor, C. M. (2012, February). *To wait or to intervene immediately: A closer look at intervention timing.* Paper presented at the Annual Pacific Coast Research Conference. San Diego, CA.

76. **Al Otaiba, S.**, [s]Folsom, J. S., [s]Greulich, L., Petscher, Y., Wanzek, J., & Connor, C. M. (2011, July). *A closer look at RTI: The role of language, behavior, home literacy and classroom reading instructional environment on student response to first grade multi-tiered intervention.* Paper presentated at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

77. [s]Folsom, J. S., **Al Otaiba, S.**, & [s]Greulich, L. (2011, July). *Kindergarten susceptibility factors: What kindergarten skills interact with kindergarten instruction to predict longitudinal reading achievement?* Paper presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

78. [s]Greulich, L., **Al Otaiba, S.**, [s]Folsom, J. S., & Meadows, J. (2011, July). Where do we go from here? A literature review of response to intervention. Poster presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

79. Kim, Y. S., **Al Otaiba, S.**, McMaster, K., Parker, D., [s]Folsom, J.S., [s]Greulich, L., [s]Rouby, A, & [s]Bourgoin, K. A. (2011, July). Measuring quality of writing for beginning writers. Paper presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

80. [s]Lee, J., **Al Otaiba, S.**, [s]Folsom, J. S., & [s]Greulich, L. (2011, July). *Socioeconomic and gender group differences in early literacy skills: A multiple group confirmatory factor analysis approach.* Poster presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

81. Puranik, C., Al Otaiba S., McMaster, K., Parker, D., [s]Folsom, J.S., [s]Greulich, L., [s]Rouby, A, & [s]Bourgoin, K. A., (2011, July). Using the levels of language framework to examine writing in beginning writers. Paper presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

82. [s]Greulich, L. & **Al Otaiba, S.** (2011, June). *Kindergarten reading and writing instruction: A case study of exceptional writing instruction.* Paper presented at the 23rd Annual Conference of Ethnographic and Qualitative Research Conference, Cedarville, OH.

83. **Al Otaiba, S.**, Wanzek, J., Schatschneider, [S]Folsom, J. S., [S]Greulich, L., & Connor, C. (2011, May). *Exploring responsiveness to beginning reading instruction on first grade reading outcomes*. Paper presented at the International Conference of the British Dyslexia Association, Harrogate, England.

84. **Al Otaiba, S.**, Connor, C., [S]Folsom, J. S., & [S]Greulich, L. (2011, April). *Role of home literacy and classroom reading instructional environments on student reading outcomes in kindergarten and first grade*. Paper presented at the Society for Research on Child Development, Quebec, Canada.

85. [s]Folsom, J. S., **Al Otaiba, S.** & [s]Greulich, L. (2011, April). *How do elementary students with intellectual disabilities fit into the RTI model?* Poster accepted for presentation at the Council for Exceptional Children's 2011 Annual Convention and Expo, National Harbor, MD.

86. [s]Greulich, L., **Al Otaiba, S.** & [s]Folsom, J. S. (2011, April). *Where are we now? A literature review of response to intervention.* Poster accepted for presentation at the Council for Exceptional Children's 2011 Annual Convention and Expo, National Harbor, MD.

87. [S]Lee, J. & **Al Otaiba, S.** (2011, April). *Spelling error analysis: Differentiating instructional response to students with spelling difficulties*. Poster session presented at the meeting of Council of Exceptional Children, National Harbor, MD.

88. [s]Folsom, J. S., **Al Otaiba, S.**, [s]Greulich, L., & Meadows, J. (2011, February). *Kindergarten resilience factors of reading disabilities.* Poster presented at the Nineteenth Annual Pacific Coast Research Conference, San Diego, California.

89. [S]Folsom, J.S. , [S]Greulich, L., & **Al Otaiba, S.** (2011, February). *The influence of self regulation and individualized instruction on kindergarten reading growth.* Poster session presented at the Annual Meeting of the Pacific Coast Research Conference, , CA.

90. [S]Greulich, L., [S]Folsom, J.S, **Al Otaiba, S.**, & Sáez, L. (2011, February). *Kindergarten reading, writing, and spelling instruction.* Poster session presented at the Annual Meeting of the Pacific Coast Research Conference, San Diego, CA.

91. Sáez, L., [S]Folsom, J.S., **Al Otaiba, S.**, & Schatschneider, C. (2011, February). *What is the role of attention and self-regulation in response to intervention?: Findings from the LD centers.* Panel session presented at the Annual Meeting of the Pacific Coast Research Conference, San Diego, CA.

92. **Al Otaiba, S.**, Connor, C., [S]Folsom, J. S., & [S]Greulich, L. (2010, July). *The role of pre-kindergarten home literacy and kindergarten classroom reading instructional environments on student reading outcomes in kindergarten and first grade.* Paper presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.

93. Cooper, L., Thomas-Tate, S., **Al Otaiba, S.**, Gruelich, L., & Folsom, J. S. (2010, July). *First grade predictors of reading comprehension.* Poster presented at the annual convention of the National American Speech-Language-Hearing Association Schools Conference, Las Vegas, NV.

94. [S]Folsom, J. S., **Al Otaiba, S.**, [S]Greulich, L. & Meadows, J. (2010, July). *A SEM on reading development from kindergarten to second grade: The role of vocabulary.* Poster presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.

95. [S]Folsom, J. S., **Al Otaiba, S.**, [S]Greulich, L. & Meadows, J. (2010, July). *Kindergarten resilience factors of reading difficulties.* Paper presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.

96. [S]Lee, J., **Al Otaiba, S.**, Puranik, C. S., [S]Greulich, L., & [S]Folsom, J. S. (2010, July). *End of kindergarten spelling performance: Are spelling errors associated with response to instruction?* Poster presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.

97. Puranik, C., **Al Otaiba, S.**, [S]Folsom, J. S., & [S]Greulich, L. (2010, July). *The effect of writing instruction on writing productivity in kindergarten children.* Paper presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.

98. [S]Folsom, J. S., **Al Otaiba, S.**, [S]Greulich, L., & Meadows, J., (2010, June). *The contributions of print knowledge, vocabulary, PA, and word reading on reading comprehension development.* Poster presented at the 2010 Institute of Education Sciences Research Conference. National Harbor, MD.

99. **Al Otaiba, S.**, [S]Folsom, J. S., & [S]Greulich, L. (2010, April). *Findings from the Florida Center on Learning Disabilities: KG-RTI promise and challenge.* Paper presented at the Council for Exceptional Children's 2010 Annual Convention and Expo, Nashville, TN.

100. **Al Otaiba, S.**, [S]Folsom, J. S., Rivera, M., [S]Greulich, L., Whalon, K., & Delano, M. (2010, April). *Effective reading instruction for students with autism, behavior disorders and intellectual disabilities.* Paper presented at the Council for Exceptional Children's 2010 Annual Convention and Expo, Nashville, TN.

101. [S]Folsom, J. S., **Al Otaiba, S.**, [S]Greulich, L. & Meadows, J. (2010, April). *Does student behavior and teachers' individualizing instruction mediate kindergarten reading outcomes?* Poster presented at the Council for Exceptional Children's 2010 Annual Convention and Expo, Nashville, TN.

102. **Al Otaiba, S.**, Connor, C., [S]Folsom, J.S., & [S]Greulich, (February, 2010). *Longitudinal effects of Kindergarten literacy instruction.* Paper presented at the Annual Meeting of the Pacific Coast Research Conference, San Diego, CA.

103. Denton, C., Wise, B., Schatschneider, C., Wexler, J. Connor, C., [S]Folsom, J. & [S]Greulich, L., **Al Otaiba, S.** (2009, November). *Research from the Cutting Edge of Response to Intervention: Findings from the Learning Disability Center Grants.* Panel presentation at the annual conference of the International Dyslexia Association, Orlando, FL.

104. [S]Folsom, J. S., **Al Otaiba, S.**, [S]Greulich, L., Meadows, J. (2009, November). *What role do home, child, and classroom factors play in determining resilience among kindergarteners at risk for dyslexia.* Paper accepted for presentation at the International Dyslexia Association Sixtieth Annual Conference, Orlando, FL.

105. [S]Greulich, L., **Al Otaiba, S.**, [S]Folsom, J. S., Meadows, J. (2009, November). *Rudiments of RTI: A focus on attention, behavior and motivation for struggling readers.* Paper accepted for presentation at the International Dyslexia Association Sixtieth Annual Conference, Orlando, FL.

106. [S]Folsom, J. S., **Al Otaiba, S.**, [S]Greulich, L., Meadows, J. (2009, July). *Examining the relations between kindergarten vocabulary, instructional practices and quality: A longitudinal study.* Poster presented at the Sixteenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Boston, MA.

107. [S]Folsom, J. S., **Al Otaiba, S.**, [S]Greulich, L., Meadows, J. G. (2009, July). *A comparison of two behavior rating scales and the relation between behavior and reading achievement.* Poster presented at the 2009 Institute of Education Sciences Research Conference. Washington, D.C.

108. **Al Otaiba, S.**, Connor, C., Lonigan, C., Denton, C., & Wagner, R. (2009, February). *LD Centers research on response to intervention: The early years.* Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.

109. [S]Folsom, J. S., **Al Otaiba, S.**, Greulich, L., & Meadows, J. (2008, July). *Examining the relations between vocabulary, teacher quality, and student outcomes.* Poster presented at the annual Society for the Scientific Study of Reading Conference, Asheville, NC.

110. [s]Folsom, J. S., [s]Piasta, S. B., [s]LaVenia, M., & **Al Otaiba, S.** (2008, June). *Is there a predictive role of vocabulary on letter-word reading growth or outcome during kindergarten.* Poster presented at the 2008 Institute of Education Sciences Research Conference, Washington, D.C.

111. [S]Puranik, C.S., **Al Otaiba, S.**, [S]Petscher, Y., & Catts, H. W. (2008, April).*Reading fluency development in children with speech or language impairments.* Paper presented at the annual American Educational Research Association Conference, NY, NY.

112. **Al Otaiba, S.**, Connor, C., Meadows, J., [S]Petscher, Y., [S]Logan, J., [S]Greulich, L., & [S]Folsom, J. (2008, April). *Predicting response to kindergarten literacy instruction: The effects of oral language, IQ, initial reading readiness, parental education and home literacy environment.* Paper presented at the annual American Educational Research Association Conference, NY, NY.

113. **Al Otaiba, S.**, Connor, C., [S]Petscher, Y., [S]Greulich, L., [S]Folsom, J. & Meadows, J. (2008, February). *Response to kindergarten reading instruction.* Paper presented at the annual Society for the Scientific Study of Reading Conference, Asheville, NC.

114. **Al Otaiba, S.**, [S]Puranik, C. S., [S]Petscher, Y., & Catts, H. W. (2008, February). *Examining oral reading fluency trajectories of young children with speech or language impairments: A piece-wise growth curve analysis.* Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.

115. **Al Otaiba, S.**, Connor, C., Meadows, J., [S]Petscher, Y., [S]Logan, J., [S]Greulich, L., & [S]Folsom, J. (2008, February). *Examining the relations among student characteristics and student outcomes in kindergarten classrooms.* Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.

116. Calhoon, M. B., & **Al Otaiba, S.** (2008). *Effects of a peer-mediated program on reading skill acquision for two-way bilingual first-grade classrooms.* Paper presented at the annual American Educational Research Association Conference, NY, NY.

117. **Al Otaiba, S.**, Lake, V., [S]Greulich, L., & [S]Folsom, J. (2007, November). *Preparing early childhood teachers to support response to intervention: The role of structured tutorials.* Paper

presented at the annual Teacher Education Division of the Council for Exceptional children, Milwaukee, WI.

118. **Al Otaiba, S.**, Connor, C., Meadows, J., [S]Logan, J., & [S]Greulich, L. (2007, July). *Examining the interactions among student characteristics, reading instruction, and student outcomes in kindergarten classrooms.* Paper presented at the annual Society for the Scientific Study of Reading Conference, Prague, CZ.

119. Calhoon, M.B., & **Al Otaiba, S.** (2007, July). *Improving reading skills of Hispanic beginning readers attending high-poverty first-grade classrooms: The promise of Peer-Assisted Learning Strategies.* Paper presented at the annual Society for the Scientific Study of Reading Conference, Prague, CZ.

120. **Al Otaiba, S.** & Lake, V. (2007, April). *Preparing early childhood preservice teachers to teach reading: A comparison of two tutoring programs.* Paper presented at the annual American Educational Research Association Conference, Chicago, IL.

121. **Al Otaiba, S.** & [S]El Ashry, F. (2007, April). *The double dilemma for Arab children learning to read: Diglossia and unvoweled text.* Paper presented at the annual American Educational Research Association Conference, Chicago, IL.

122. **Al Otaiba, S.**, Pappamihiel, N. E., [S]Williams-Smith, R. W., [S]Petscher, Y., & [S]Nettles, S. (2007, April). *Identifying reading disabilities among Hispanic students: How efficient is oral reading fluency?* Paper presented at the annual American Educational Research Association Conference, Chicago, IL.

123. **Al Otaiba, S.**, Pappamihiel, N. E., [S]Williams-Smith, R. W., [S]Petscher, Y., Connor, C., & [S]Dyrlund, A. (2007, February). *Modeling oral reading fluency development in Latino students: a longitudinal study across second and third grade.* Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.

124. **Al Otaiba, S.**, Connor, C., & Lane, H. (2006, July). *Examining the relations between reading instruction and student outcomes in kindergarten classrooms in Reading First schools.* Paper presented at the annual conference of the Society for the Scientific Study of Reading, Vancouver, Canada.

125. [S]El Ashry, F. & **Al Otaiba, S.** (2006, July). *A double dilemma for Arab children learning to read Arabic: Diglossia and unvowelled text.* Paper presented at the annual conference of the Society for the Scientific Study of Reading, Vancouver, Canada.

126. **Al Otaiba, S.** & Pappamihiel, N.E. (2006, May). *Inspiring and leading great tutors for English language learners: Evidence-based and practical guidelines.* Paper presented at the annual conference of the International Reading Association, Chicago, IL.

127. **Al Otaiba, S.**, Lake, V., & Guidry, L. (2006, April). *Reciprocal learning through serving: An empirical examination of the effects of tutoring beginning readers on preservice teacher and student outcomes.* Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.

128. **Al Otaiba, S**., Lewis, S., & [S]Whalon, K. (2006, April). *Home literacy environments of children with Down syndrome: 1,000 Hours before school.* Paper presented at the annual conference of the Council for Exceptional Children, Salt Lake City, UT.

129. [S]Rivera, M., **Al Otaiba, S.**, & Koorland, M. (2006, April). *Reading instruction for students with emotional/behavior disorders (E/BD).* Paper presented at the annual conference of the Council for Exceptional Children, Salt Lake City, UT.

130. **Al Otaiba, S.** & [S]William-Smith, R. (2006, February). *Exploring predictors of reading fluency and comprehension performance in Hispanic children.* Paper presented at the annual conference of the Pacific Coast Research Conference, San Diego, CA.

131. Calhoon, M. B. & **Al Otaiba, S.** (2006, February). *Effects of supplemental peer-assisted learning strategies in a two way bilingual immersion program.* Paper presented at the annual conference of the Pacific Coast Research Conference, San Diego, CA.

132. **Al Otaiba, S.** & Smartt, S. (2005, November). *Reading coaches in Reading First: Lessons learned.* Paper presented at the annual conference of the International Dyslexia Association, Denver, CO.

133. **Al Otaiba, S.** & [S]Rivera, M. (2005, April). *Individualizing guided oral reading fluency instruction for students with Emotional/Behavioral Disorders.* Paper presented at the annual conference of the Council for Exceptional Children, Baltimore, MD.

134. **Al Otaiba, S.**, Lane, H., Grek, M. & [S]Silverman, E. (2005, February). *Examining the relationships among teacher instruction, teacher knowledge, and student outcomes in Reading First kindergarten classrooms.* Paper presented at the annual conference of the Pacific Coast Research Conference, San Diego, CA.

135. **Al Otaiba, S.** (2004, November). *Meeting the challenges of teaching diverse learners to read through service learning.* Poster presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Albuquerque, NM.

136. Scott-Trautman, L., [S]Lynn Spears, J., Wetherby, A., & **Al Otaiba, S.** (2004, November). *Narrative abilities at age four: Typically developing and late talkers.* Poster presented at the annual meeting of the American Speech and Hearing Association, Philadelphia, PA.

137. Smartt, S. M., & **Al Otaiba, S.** (2004, November). *The role of reading coaches in Reading First schools: Systematic chaos?* Paper presented at the annual meeting of the International Dyslexia Association, Philadelphia, PA.

138. [S]Whalon, K., & **Al Otaiba, S.** (2004, November). *Using research-based reading comprehension strategies to increase the reading, language, and social development of children with Autism spectrum disorders.* Paper presented at the annual meeting of TASH (The Association for Persons with Severe Handicaps), Reno, NV.

139. **Al Otaiba, S.** (2004, April). *Weaving moral elements and research-based reading practices in inclusive early childhood classrooms: Shared book-reading.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

140. **Al Otaiba, S.** & Hosp, J. (2004, April). *The challenging role of reading coaches in Reading First: From tutor to leader*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

141. **Al Otaiba, S.**, & Hosp, J. (2004, April). *The role of reading coaches in Reading First: A cautionary tale.* Paper presented at the annual meeting of the Council for Exceptional Children, New Orleans, LA.

142. Graves, A., **Al Otaiba, S.**, Edwards, L., & Jitendra, A (2004, April). *Early reading instruction for English language learners: Research form Florida, Pennsylvania, and Southern California*. Panel presented at the annual meeting of the Council for Exceptional Children, New Orleans, LA.

143. Howard, P., **Al Otaiba, S.** & Grek, M. (2004, April). *Building a statewide comprehensive reading assessment program*. Poster presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.

144. Grek, M., **Al Otaiba, S.**, [S]Buck, J., & Lane, H. (2004, February). *The influence of professional development on teacher knowledge in reading.* Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

145. **Al Otaiba, S.**, Grek, M., [S]Robinson, C., Torgesen, J., & [S]Wahl, M. (2003, November). *An evaluation of core reading programs in light of Reading First: How promising are these "interventions*"? Paper presented at the annual meeting of the International Dyslexia Association, San Diego, CA.

146. Lane, H. B., League, M. B., **Al Otaiba, S.**, Hoppey, D., & Rentz, T. (2003, November). *Using structured tutoring experiences to prepare teachers to teach struggling readers*. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Biloxi, MS.

147. **Al Otaiba, S.**, Grek, M, & Torgesen, J. (2003, June). *Core basal reading instruction as "primary intervention": A review of basal beginning reading programs for Reading First schools.* Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO.

148. **Al Otaiba, S.**, Torgesen, J., Lane, H. (2003, June). *The role of a structured tutoring experience in the development of preservice teachers' preparedness to teach reading.* Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

149. **Al Otaiba, S.**, Edwards, L., Graves, A., & Jitendra, A. (2003, February*). Early reading instruction for English Language Learners: Research from Florida, Pennsylvania, and Southern California.* Panel presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

150. **Al Otaiba, S.** (2002, October). *Leave no teacher behind*: *Training research-based practices in beginning reading through service learning.* Paper presented at the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

151. **Al Otaiba, S.** (2002, June). *"Non-responder": A synonym for reading disabled*? *Can third grade reading disabilities be predicted by responsiveness to early literacy intervention.* Paper presented at the annual meeting of the Society for Scientific Study of Reading, Chicago, IL.

152. **Al Otaiba, S.** & Smartt, S. (2002, April). *Partnering with parents of children with disabilities to boost early literacy skills*. Poster presented at the annual meeting of the Council for Exceptional Children, New York, NY.

153. **Al Otaiba, S.** (2002, February). *Where are the non-responders?: A two-year follow-up of non-responders to early literacy intervention.* Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

154. **Al Otaiba, S.** & Smartt, S. (2001, October*). Partnering with parents to intensify early literacy instruction*. Poster presented at the annual meeting of International Dyslexia Association, Albuquerque, NM.

155. **Al Otaiba, S.**, & Fuchs, D. (2001, June). *Success for many, but not for all: A review of the literature describing characteristics of children unresponsive to early literacy intervention*. Poster presented at the annual meeting of the Society for Scientific Study of Reading, Boulder, CO.

156. **Al Otaiba, S.**, & Hosp, M. (2001, June*). Effective teaching and assessment of literacy for individuals with Down's Syndrome*. Poster presented at the annual meeting of the Society for Scientific Study of Reading, Boulder, CO.

157. **Al Otaiba, S.** (2001, April). *What happens to students who do not respond to early literacy instruction*? Paper presented at the annual meeting of the Council for Exceptional Children, Kansas City, MO.

158. **Al Otaiba, S.**, & Smart, S. (2001, April). *Funological awareness for families: Partnering with parents to promote early literacy*. Poster presented at the annual meeting of the Council for Exceptional Children, Kansas City, MO.

159. Fuchs, D., **Al Otaiba, S.**, Kazdan, S., Nyman, K., Yang, N., & Statom, Y. (2001, April). *Getting ready to read: Implementing peer assisted learning strategies*. Micro-workshop presented at the annual meeting of International Reading Association.

160. **Al Otaiba, S.**, & Fuchs, D. (2001, February*). Characteristics of children unresponsive to early literacy intervention: a literature review*. Poster presented at the annual Pacific Coast Research Conference, La Jolla, CA.

161. **Al Otaiba, S.** & Smartt, S. (2000, November*). Funological awareness: Partnering with parents to promote phonological awareness*. Poster presented at the Annual International Dyslexia Association Conference, Washington D. C.

162. **Al Otaiba, S.**, Fuchs, D., & Fuchs, L. S. (2000, April). *Children who do not respond to early literacy instruction: A longitudinal study*. Paper presented at the annual conference of the Council for Exceptional Children, Vancouver, Canada.

163. Smartt, S., & **Al Otaiba S.** (2000, April). *Involving head start parents in early literacy intervention*. Paper presented at the National Head Start Association Training Conference, Washington, DC.

164. **Al Otaiba, S.**, Fuchs, D., & Fuchs, L. S. (2000, February). *Children who do not respond to early literacy instruction*. Paper presented at the annual conference of the Learning Disabilities Association, Reno, Nevada.

165. Fuchs, D., Svenson, E., Thompson, A., Yen, L., **Al Otaiba, S.**, Nyman, K., Yang, N., & Braun, M. (2000, February). *Teaching young children with and without disabilities to read: A longitudinal study*. Paper presented at the annual conference of the Council for Exceptional Children, Vancouver, Canada.

166. Fuchs, D., Fuchs, L., Thompson, A., **Al Otaiba, S.**, Yen, L., & Braun, M. (1999, April). *Strengthening kindergartners' reading readiness in Title 1 and non-Title 1 schools: The value-added of peer-mediated decoding*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

167. Fuchs, D., Thompson, A., Yen, L., **Al Otaiba, S.**, & Braun, M. (1999, April*). The value-added of peer-mediated, decoding activities in a reading readiness program*. Annual meeting of the Council for Exceptional Children, Charlotte, NC.

168. Fuchs, D., Thompson, A., Yen, L., **Al Otaiba, S.**, & Braun, M. (1999, February). *Peer-Assisted Learning Strategies: Strengthening emergent literacy in kindergarten*. Annual meeting of the Learning Disabilities Association, Atlanta, GA.

169. **Al Otaiba, S.**, Fuchs, D., & Fuchs, L. S. (1998, April). *Peer-Assisted Learning Strategies for Kindergarten.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

State & Local – Invited

1. Al Otaiba, S., & Jones, F. (2019, April), *Individualizing reading interventions: Combining positive behavior supports with early literacy interventions.* Invited session for the SMU Beginning Teacher Institute.

2. **Al Otaiba, S.** (2018, April), *Meeting the literacy needs of students with learning disabilities and dyslexia* Invited key note for the Texas Special Education Policy and Resource Summit, Arlington, TX

3. **Al Otaiba, S.** (2010, April). *Strategies for seeking funding from the US DOE.* Invited workshop presented to FSU faculty sponsored by the Council on Research and Creativity.

4. **Al Otaiba, S.** (2009, June). *Understanding response to intervention.* Invited presentation to the board of Florida High University School.

5. **Al Otaiba, S.** (2009, April). *Seeking funding from the US DOE.* Invited workshop presented to FSU faculty sponsored by the Council on Research and Creativity.

6. **Al Otaiba, S.**, [S]Greulich, L., [S]Folsom, J., & Granger, J. (2008, April). *Research from the cutting edge: The work of the Florida Center for Reading Research.* Invited paper presented at the annual Florida Branch of the International Dyslexia Association. Jacksonville, FL.

7. Houston, D. & **Al Otaiba, S.** (2006, October). *Supporting reading development of students with cognitive disabilities: Don't give up!* Invited preconference symposium presented at the annual state conference of the Council for Exceptional Children, Panama City, FL.

8. **Al Otaiba, S.** (2006, January & September). *Teacher-assisted intensive learning strategies (TAILS).* Daily long TAILS trainings presented to ESE teachers in Orange County, Orlando, FL.

9. Beach, M. & **Al Otaiba, S.** (2006, July). T*eaching reading to students with significant cognitive disabilities.* Invited paper presented at the annual Reading First conference, Orlando, FL.

10. **Al Otaiba, S.**, Kosanovich, M., & Torgesen, J. (January, 2006). V*ocabulary and dialogic reading.* Day long training presented at Pineview Elementary School, Tallahassee, FL.

State & Local – Refereed

1. [S]Folsom, J. S., **Al Otaiba, S.** (2008, October). *Understanding kindergarten predictors of first grade reading achievement: A factor analytic approach.* Poster presented at the Second Annual Dean's Symposium Series, Assessment for the 21st Century: Insight, Tallahassee, FL.

2. [S]Whalon, K., & **Al Otaiba, S.** (2004, October). *Using research-based reading comprehension strategies with children with autism spectrum disorders.* Paper presented at the annual meeting of the Florida Council for Exceptional Children, Orlando, FL.

3. **Al Otaiba, S.**, Fuchs, D., Fuchs, L. S., & Kovalchick, W. (2000, February). *What is a "treatment resistor" anyway*? Paper presented at the Tennessee Joint Conference on Children and Youth with Disabilities, Nashville, TN.

4. **Al Otaiba, S.** & Smartt, S. (2000, February). *Funological awareness: Partnering with parents to promote phonological awareness*. Paper presented at the Tennessee Joint Conference on Children and Youth with Disabilities, Nashville, TN.

5. Fuchs, D., Fuchs, L., Thompson, A., Yen, L., Svenson, E., **Al Otaiba, S.**, Nyman, K., & Yang, N. (2000, February). *Strong foundations: Boosting reading achievement*. Paper presented at the Tennessee Joint Conference on Children and Youth with Disabilities, Nashville, TN.

6. **Al Otaiba, S.**, Nyman, K., Kovalchek, W., Svenson, E., & Yang, N. (1999, August). *Planting the seeds of phonological awareness.* Paper presented at the annual meeting of the Nashville Chapter of National Association for the Education of Young Children Nashville, TN.

7. **Al Otaiba, S.** & Braun, M. (1998, August). *Phonological awareness activities for preschool*. Paper presented at the annual meeting of the Nashville Chapter of National Association for the Education of Young Children Nashville, TN.

8. **Al Otaiba, S.**, Fuchs, D., & Fuchs, L. S. (1998, February). *Peer-Assisted Learning Strategies for Kindergarten*. Paper presented at the annual meeting of the Tennessee Joint Conference on Children and Youth with Disabilities, Nashville, TN.

CONTRACTS & GRANTS

Southern Methodist University

Pending

Current

2021-2025	Mentor	Institute for Education Sciences at US Dept of Ed. Research Training Program in Special Education: Early Career Development and Mentoring ($489,003); *Examining Reading Instruction for Students with Intellectual Disability and Below-Average IQ*; PI Esther Lindsrom, Lehigh University
2020-2024	Mentor	Institute for Education Sciences at US Dept of Ed. Research Training Program in Special Education: Early Career Development and Mentoring ($489,003); *Developing a Sentence Writing Intervention for Young Struggling Writers* PI: Abigail A. Allen, Clemson University.
2020 -2024	PI	Institute for Education Sciences at US Dept of Ed. ($1,399721), R305A200397 *Project GROW; Co-PI Brenna Rivas, SMU*
2020-2024	Co-PI	Institute for Education Sciences at US Dept of Ed. ($3,500,000) R324A200151 *Project Intensity;* PI: Jill Allor, SMU
2019-2024	Co-PI	Institute for Education Sciences at US Dept of Ed. ($3,209,379) R305A190168 *Peer Assisted Writing Strategies (PAWS); PI Cynthia Puranik, Georgia State University*
2017-2021	Co-PI	National Institutes of Health ($2,847,579) R01 HD091232-01A1, *Evaluating Mindset as a Pathway to Enhance Students' Response to Reading Intervention; PI: Jeanne Wanzek, Vanderbilt University*
2016-2020*	PI	Institute for Education Sciences at the US Dept of Ed. R324A16012 ($1,6000,000), *Project FOCUS: Exploring RTI Implementation with a Focus on Students Receiving Tier 3 and Special Education; Co-PIs Jill Allor, Akahito Kamata, and Paul Yovanoff*

Southern Methodist University

Completed

2015-2020	SMU PI	National Center for Leadership in Intensive Intervention (NCLII; http://nclii.org/). Office of Special Education Programs, U.S. Department of Education ($7,500,000). Wehby, J., Lemons, C.J., Fuchs, D., & Fuchs, L.S. SMU site PI, Stephanie Al Otaiba Other faculty affiliates: Jill Allor, Francesca Jones, Amy Gillespie Rouse, and Paul Yovanoff

2014 – 2017	Co-PI	Institute of Educational Sciences at US Dept of Ed. (1,500,000); R305A140471. PI Baker, *English Learner Vocabulary Acquisition: Promoting the Vocabulary and Language Proficiency of Spanish Speaking English Learners in Second Grade (ELVA).*
2013 – 2017	Co-PI	Institute of Educational Sciences at US Dept of Ed. (1,500,000), R324A1301022. PI: Allor, *Project Intensity: The Development of a Supplemental Literacy Program Designed to Provide Extensive Practice with Multiple-Criteria Text for Students with Intellectual Disabilities.*
2013 – 2017	Co-PI	Institute of Educational Sciences at US Dept of Ed. (1,600,000), R324A1302.14 PI: Clemens, *Investigating the Technical Adequacy of Progress Monitoring Measures for Kindergarten Students At-Risk for Reading Disabilities*
2013 – 2017	Co-PI	Institute of Educational Sciences at US Dept of Ed. (3,463,000); R324A130262. PI Wanzek, *Passport to Literacy: Examining the Effectiveness of the Voyager Passport Intervention for Fourth-grade Students with or At High Risk for Reading Disabilities.*
2012 – 2017	Co-I	National Institute of Health ($ 7,500,000). Multidisciplinary Learning Disability Center Grant, Subcontracted PI for *Project Three.* PI: Dr. Richard Wagner.
2012 – 2016	Co-PI	Institute of Educational Sciences at US Dept of Ed. ($2,000,000), 305A120368. PI: Dr. Cynthia Puranik, *Peer Assisted Writing Strategies*.
2015	PI	Innovative Teaching Grant from Dallas Down Syndrome Guild. ($5,000). T*echnology to Support Intensive Reading Instruction for Students with Down Syndrome*.
2013 – 2015	Co-PI	National Institute of Health ($201,296).R21 HD072286-01A1PI: Dr. Sara Hart, *Exploring Individual Differences in Response to Intervention: Project KIDS.*

Florida State University
Completed

2012 – 2014	Co-PI	Institute of Educational Sciences at US Dept of Ed. ($2,000,000), 324A110162. PI: Dr. Christopher Lemons, *Enhancing reading instruction for children with down syndrome: A behavioral phenotypic approach*.
2010 - 2014	Co-PI	Institute of Educational Sciences at US Dept of Ed. ($20,000,000), *Florida State University Research and Development Center for Pre-K to 5th Grade Student Comprehension: Examining Effective Intervention Targets, Longitudinal Intensity, and Scaling Factors* PI: Dr. Christopher Lonigan.

2009 - 2013	Faculty Associate	Institute of Educational Sciences at US Dept of Ed. ($5,000,000). Predoctoral Interdisciplinary Training Program *Program to Increase Research Capacity in Educational Science* PI: Dr. Christopher Lonigan.
2009 – 2011	Co-PI	National Institute of Child Health. ($229,263). Supplemental ARRA 3P50HD052120-03S2 *Project Two: School-based classification and prevention project* ($119,601.19). *Predicting and preventing learning disabilities* PI: Dr. Richard Wagner.
2006 – 2011	PI	National Institute of Health ($ 7,500,000). Multidisciplinary Learning Disability Center Grant, PI of *Project Two: School-based classification and prevention* project P50HD052120 ($ 1,250,000) PI: Dr. Richard Wagner.
2004 – 2007	Faculty Associate	Institute of Educational Sciences at US Dept of Ed. *Predoctoral Interdisciplinary Training Program* ($4,986,549) PI: Dr. Christopher Lonigan.
2003 - 2007	Co-Investigator	Institute of Educational Sciences at US Dept of Ed. Preschool Evaluation Research Project ($1,675,654) PI: Dr. Christopher Lonigan.
2004	PI	*Tutor-Assisted Learning Strategies for Kindergarte*n. CIS AmeriCorps. ($10,000).
2003 – 2004	Investigator	Florida Center for Reading Research. *Observational Study of Kindergarten Reading Teachers; First Grade Follow-up of Kindergarten Tutor-Assisted Learning Strategies* ($25,000).
2002 – 2003	Investigator	Florida Center for Reading Research. *Kindergarten Tutor-Assisted Learning Strategies* ($65,700).
2002	Investigator	Florida State Committee on Faculty Research Support Award: *Examining the Effects of Tutor-Assisted Intensive Learning Strategies (TAILS)* ($8,000).
2002	Faculty Investigator	*Literacy Action Network SCALE Grant* ($12,000).
2002	Investigator	*Early Intervention for Spanish-Speaking Students.* Florida State First-Year Professor Award: ($10,000).

Vanderbilt University
Completed

1997 – 2000	Research Assistant	*Upgrading Preparatory Work to Accelerate Reading Development and Center for Accelerated Learning* (Federal research grants supervised by Douglas Fuchs).

1998 – 1999	Investigator	OSEP/USDE Student-initiated grant: *Children Who Do Not Respond to Early Literacy Instruction: A Longitudinal Study*; Grant #H324B80049 ($17,000).
1996 – 1997	Project Coordinator	Pilot project: *Peer Assisted Learning Strategies for Kindergarten.*
1992 - 1993	Investigator	Facilitating the Social Competence of a Developmentally Delayed Preschooler: A Single Subject Study.

PROFESSIONAL SERVICE

Editorial Boards

2017-	*Journal of Learning Disabilities*	Editor-in-Chief
2019-	*International Journal of Research, United Arab Emirates University College of Education*	Editorial Board
2013-	*Remedial and Special Education*	Consulting Editor
2012-2017	*Education Researcher*	Associate Editor
2012-2017	*Assessment for Effective Instruction*	Editorial Board
2012-	*Learning Disabilities Quarterly*	Editorial Board Guest Co-Editor (Spelling) Guest Co-Editor (RTI)
2012-2017	*Elementary School Journal*	Associate Editor
2012-2017	*Journal of Learning Disabilities*	Editorial Board
2012-2017	*Reading Research Quarterly*	Editorial Board
2012-	*Society for Scientific Study of Reading*	Editorial Board
2010-2017	*Annals of Dyslexia*	Editorial Board
2009-2012	*Elementary School Journal* *Exceptional Children* *Learning Disabilities Research and Practice*	Editorial Board Field Reviewer Editorial Board
2005-	*Insights on Learning Disabilities* *Reading and Writing Quarterly: Overcoming Learning Disabilities*	Editorial Board Editorial Board
2002-2017	*Teaching Exceptional Children*	Reviewer

Guest Reviewer, Refereed Journals

2017- present	*Frontiers Psychology*
2013 - present	*Child Development* *Journal of Educational Psychology*
2009 – present	*American Educational Research Journal* *Early Childhood Research Quarterly* *Journal of Speech, Language, and Hearing Research*

	Language, Speech and Hearing Services in Schools
2008 – present	*Journal of Research on Educational Effectiveness* *Learning and Individual Differences*
2006 – present	*Developmental Psychology* *Reading and Writing: An Interdisciplinary Journal* *Society for the Scientific Study of Reading*
2009 – 2010	*Annals of Dyslexia*
2008 – 2012	*Remedial and Special Education*
2006 – 2012	*Journal of Learning Disabilities*
2006 – 2010	*Learning Disabilities Quarterly*
2005 – 2009	*Learning Disabilities Research and Practice*

Reviewer, Grant Applications

2016 - 2020 2011 - 2014 2010 - 2011	*U.S. Dept. of Education, Institute for Educational Science, Early Childhood Programs*	Panel Review, Standing Member Reviewer
2017 - 2019	*The Spencer Foundation, Grant Review*	Reviewer
2010	*Evaluation of OSEP's Personnel Development Program, Institute for Educational Science*	Panel Review
2005	*U.S. Dept. of Education, Office of Special Education Programs*	Reviewer
2003 – 2007	*Just Read! Florida Reading First, Florida Dept. of Education*	Reviewer
2003	*Reading First Grand Review, Montana Dept. of Education*	Reviewer

Reviewer, Professional Conferences

2007 – 2018	Council for Exceptional Children
2004 – present	American Educational Research Association • 2010 – 2011: Co-Chair, Division C. Section Chair
2001 – 2011	Society for the Scientific Study of Reading, Program Committee

Leadership in Professional Associations

2014 – present	*International Dyslexia Association Executive Board*	Member
2014-2018	*Council for Exceptional Children, Div. for Learning Disabilities*	Past President, President and Vice President
2001 – 2008	*International Dyslexia Association, Florida Branch*	Board Member
1998 – 2000	*International Dyslexia Association, Tennessee Branch*	Board Member

National

2019-2022	*Technical Working Group for* Impact Evaluation of Training in Multi-Tiered Systems of Support in Early Elementary School, *American Institute for Research*	Member
2011	*National Center for Education Statistics (NCES)* • *Early Childhood Longitudinal Study: Kindergarten Class of 2010-11 Data Collections (ECLS-K-2011)*	Review Panel Member
2004	*U.S. Dept. of Education, Analyses of Reading Standards*	Reviewer

State

Texas

2019 – 2020	*Texas Education Agency, Reading Advisory Committee for House Bill 3*	Member

Florida

2002 – 2012	*Project CENTRAL & Florida Center for Reading Research* • *Dynamic Indicators of Basic Early Literacy Skills and Curriculum-Based Measurement*	Master Trainer
2003 – 2012 2010-2012 2007 2005-2006 2003-2004 2003-2004	*Florida Department of Education (FLDOE)* • *Specific Learning Disability Advisory Board* • *Specific Learning Disability Rule Workgroup* • *Test Development for Florida Teacher Certification* • *Reading Competencies and Reading Certification Panel* • *Reading and ESL Crosswalk Committee*	Member

Community *(Local)*

2014 – 2020	*Winston School, Dallas, TX*	Board Member
2002 – 2010	*Hawks Rise Elementary Advisory Committee, Tallahassee, FL*	Member

University

Southern Methodist University

Current	*University*	
2016-2020	• *Promotion and Tenure University Committee*	Member
2014-2016	• *Provost's Task Force on Online Learning*	Member
2014-2016	• *Provost Advisory Committee for Faculty Positions*	Member
	• *Emerging Leaders*	Member
	Departmental	
2019-2020	• *Teaching and Learning Search Committee*	Member
2012 –	• *Literacy & Special Population Committee*	Member
2012 –	• *Doctoral Committee*	Member
2017 – 2018	• *Learning Therapy Director Search Committee*	Chair
2013 – 2014	• *Special Education Search Committee*	Chair

Florida State University

University

2009 – 2012	• *Grievance Committee of the Faculty Senate*	Member
2009 – 2011	• *Council on Research & Creativity*	Member
2008 – 2011	• *Distance Learning Committee of the Faculty Senate*	Member
2002 – 2003	• *Faculty Senate*	Alternate
2002 – 2004	• *Child Development Initiative Group*	Member Member

Departmental

2006 – 2012	• *Special Education Doctoral Coordinator*	Member
	• *CERDS Graduate Studies Committee*	Member
	• *Assisted with Special Education NATE Efforts*	
2001 – 2012	• *Department Scholarship Committee*	Member
2008 – 2010	• *School of Teacher Education Promotion & Tenure Committee*	Member
2008 & 2010	• *College of Education Promotion & Tenure Committee*	Member
2009		Chair
	• *School of Teacher Education Doctoral Committee*	Member
2004 – 2008	• *School of Teacher Education Director Search Committee*	Member
2007		Chair
	• *Teacher Education Advisory Committee*	Member
2006 – 2007	• *CERDS Search Committee (Special Education)*	Member
2005 – 2006	• *CERDS Search Committee (Early Childhood)*	Member
2004 – 2005	• *CERDS Search Committee (4 hires)*	Preparer
	• *CERDS By-laws Committee*	
2001 – 2005	• *Department Folio for FL DOE for Reading Endorsement*	Member Member & Chair
2003 – 2004		Alternate
2001	• *College of Education & Student Scholarship Committee*	
	• *CERDS Search Committee (4 hires)*	
	• *Faculty Senate*	

Selected Consultation Services

2013	*Reading interventions and teaching methods. Three day workshop presented in Muscat, Oman. (Ongoing consultation with Mahmoud Mohammed Emam Amer at the Sultan Qaboos University).*	Muscat, Oman
2013	*Improving reading outcomes for individuals with Down Syndrome: Insights from research and practice. Invited presentation at the University of Washington.*	Seattle, WA
2011	*If you print it, will they read? Aligning standards, curriculum and reading materials to ensure success. Invited training.*	USAID Global Education Workshop
2011	*Designing & developing early grade reading materials. Invited paper presented for the World Bank Early Grade Reading Conference.*	Sydney, Australia

2010	*Innovations in reading materials. Invited paper presented at the World Bank All Children Reading by 2015 Conference.*	Washington, DC
2003 – 2006	*Program Consultant and Reviewer for Kindergarten-Sixth grade core reading and intervention programs.*	MacMillan McGraw Hill
2001 – 2006	*Curriculum Based Measurement and Dynamic Indicators of Basic Early Literacy Skills Workgroup Member and Master Trainer*	Florida State Project CENTRAL

MEMBERSHIPS

Council for Exceptional Children • Division for Learning Disabilities – Past President • Division for Research • Pioneers	Past President, Member
International Dyslexia Association	Executive Board
American Educational Research Association	Member
International Academy for Research in Learning Disabilities	Fellow
Council for Learning Disabilities	Member
Society for Scientific Study of Reading	Voting Member