

CURRICULUM VITAE

Deborah L. Speece, Ph.D.

PERSONAL INFORMATION

POSITION: Professor
Associate Dean for Research and Faculty Development
School of Education
Virginia Commonwealth University

YEAR OF APPOINTMENT: 2013

PHONE NUMBER: (804) 827-9337

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EDUCATIONAL BACKGROUND

Degrees:

B.S. Learning Disabilities/Behavior Disorders, Bowling Green State University, Bowling Green, OH (1974)

M.Ed. Special Education, Bowling Green State University, Bowling Green, OH (1978)

Ph.D. Educational Psychology, University of North Carolina at Chapel Hill, Chapel Hill, NC (1984)
Minor: Developmental Psychology

Certifications Held:

Provisional Elementary Teaching, Provisional Learning Disability/Behavior Disorder, Reading Specialist

Awards and Honors:

1974 B.S. awarded Magna Cum Laude

1994 Mentor, Senior Summer Scholarship Award, Liza Rebecca Bishop

1995 Mentor, Senior Summer Scholarship Award, Vickie MacDonald, Lisa Kilsheimer, Jenny Krist

2000 Mentor, Senior Summer Scholarship Award, Lesley Shekitka

2000 Fellow, International Academy of Research in Learning Disabilities

2001 Nominee, Outstanding Faculty Award, University of Maryland Parents' Association

2003 *School Psychology Review* Outstanding Article of the Year Award

2004 Advisor, Kristen Ritchey, Ph.D., awarded Outstanding Dissertation of the Year,

International Reading Association; 2005 awarded Outstanding New Scholar, College of Education Alumni Association

2007 –

2012 Recognized as a Research Leader, Division of Research, University of Maryland

2009 Outstanding Scholarship Award, College of Education

2013 Field of Special Education Leadership Award, Department of Special Education, University of Kansas

2013 Professor Emerita, University of Maryland

EMPLOYMENT BACKGROUND

1974 - 1977 Teacher, Toledo Public Schools, Toledo, OH, Learning Disabilities and Behavioral Disorders

1977 - 1978 Graduate Assistant, Bowling Green State University, Bowling Green, OH, Department of Special Education

1978 - 1980 Coordinator, Children's Resource Center, Bowling Green, OH Early Identification Programs

1980 - 1981 Graduate Teaching Assistant, University of North Carolina at Chapel Hill, Program in Educational Psychology

1981 - 1984 Pre-doctoral Research Fellow, University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center, Research Training Program

1984 - 1989 Assistant Professor, University of Maryland at College Park, Department of Special Education, Associate Member, Graduate Faculty

1989 - 1990 Assistant Professor, University of Maryland at College Park, Department of Special Education, Regular Member, Graduate Faculty

1990 - 1999 Associate Professor, University of Maryland at College Park, Department of Special Education, Regular Member, Graduate Faculty

- 1991 - 1992 Visiting Associate Professor, University of California, Los Angeles
Graduate School of Education
- 1998 - Faculty Associate, Department of Hearing and Speech Sciences,
University of Maryland
- 1999-2013 Professor, Department of Special Education, University of Maryland
- 2011-2013 Commissioner, National Center for Special Education Research, Institute
of Education Sciences, U.S. Department of Education (Intergovernmental
Partnership Agreement, leave of absence from University of Maryland)
- 2013- Professor Emerita, Department of Counseling, Higher Education, &
Special Education, College of Education, University of Maryland
- 2013- Professor and Associate Dean for Research and Faculty Development.
Virginia Commonwealth University

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

Books Edited:

- Speece, D.L., & Keogh, B.K. (Eds.). (1996). *Research on classroom ecologies: Implications for inclusion of children with learning disabilities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gallimore, R., Bernheimer, L., MacMillan, D. L., Speece, D. L., & Vaughn, S. R. (Eds.). (1999). *Developmental perspectives on children with high-incidence disabilities*. Mahwah, NJ: Lawrence Erlbaum Associates.

Chapters in Edited Books:

- Speece, D.L. (1990). Methodological issues in cluster analysis: How clusters become real. In H.L. Swanson & B. K. Keogh (Eds.), *Learning disabilities: Theoretical and research issues* (pp. 201-213). Hillsdale, NJ: Lawrence Erlbaum.
- Speece, D.L., & Cooper, D.H. (1991). Retreat, regroup, or advance? An agenda for empirical classification research in learning disabilities. In L. Feagans, E.J. Short, & L. Meltzer (Eds.), *Subtypes of learning disabilities* (pp. 33-52). Hillsdale, NJ: Lawrence Erlbaum.
- Speece, D.L. (1993). Broadening the scope of classification research: Conceptual and ecological perspectives. In G. R. Lyon, D. B. Gray, J. F. Kavanaugh, & N.A. Krasnegor (Eds.), *Better understanding learning disabilities: New views from research and their implications for education and public policy* (pp. 57-72). Baltimore: Brooks.

- Speece, D. L. (1994). The role of classification in learning disabilities. In S. Vaughn & C. Bos (Eds.), *Research issues in learning disabilities: Theory, methodology, assessment, and ethics* (pp. 69-82). New York. Springer-Verlag.
- Speece, D.L., & Keogh, B.K. (1996). Classroom ecologies and learning disabilities: What we learned and what we need to know. In D.L. Speece & B.K. Keogh (Eds.), *Research on classroom ecologies: Implications for inclusion of children with learning disabilities* (pp. 261-265). Mahwah, NJ: Lawrence Erlbaum Associates.
- Keogh, B.K., & Speece, D.L. (1996). Learning disabilities within the context of schooling. In D.L. Speece & B.K. Keogh (Eds.), *Research on classroom ecologies: Implications for inclusion of children with learning disabilities* (pp. 1-14). Mahwah, NJ: Lawrence Erlbaum Associates.
- Speece, D.L., & Harry, B. (1997). Classification for children. In J. W. Lloyd, E. J. Kameenui, & D. Chard (Eds.), *Issues in educating students with disabilities* (pp. 63-73). Mahwah, NJ: Lawrence Erlbaum Associates.
- MacMillan, D. L., & Speece, D. L. (1999). Utility of current diagnostic categories for research and practice. In R. Gallimore, L. Bernheimer, D. L. MacMillan, D. L. Speece, & S. R. Vaughn (Eds.), *Developmental perspectives on children with high incidence disabilities* (pp. 111-133). Mahwah, NJ: Lawrence Erlbaum Associates.
- Speece, D.L. (2002). Classification of learning disabilities: Convergence, expansion, and caution. In R. Bradley, L. Danielson, & D. Hallahan (Eds.), *Identification of learning disabilities: Research to practice* (pp. 279-285). Mahwah, NJ: Lawrence Erlbaum Associates.
- Speece, D. L., Molloy, D. E., & Case, L. P. (2003). Starting at the beginning for learning disabilities identification: Response to instruction in general education. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Identification and assessment of learning disorders: Advances in learning and behavioral disabilities (Vol. 16)*, (pp. 37-50). Oxford, UK: Elsevier Science/JAI Press.
- Speece, D.L. (2003). The methods of cluster analysis and the study of learning disabilities. In H.L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (pp. 501-513). Guilford: New York.
- Speece, D. L., & Cooper, D. H. (2004). Methodological issues in research on language and early literacy from the perspective of early identification and instruction. In C. A. Stone, E.R. Silliman, B. Ehren, & K. Apel (Eds.), *Handbook of language and literacy disorders* (pp. 82-94). New York: Guilford.
- Speece, D. L., & Walker C. W. (2007). What are the issues in RTI research? In D. H.

Haager, S. Vaughn, & J. K. Klingner (Eds.) *Validated Reading Practices for Three Tiers of Intervention* (pp. 287-301). Brookes: Baltimore, Maryland.

Speece, D. L., & Hines, S. J. (2007). Learning disabilities. In E. Mash & R. Barkley *Assessment of Childhood Disorders, 4th Ed.* (pp. 598-635). New York: Guilford.

Speece, D. L. (2008). Learning disabilities in the United States: Operationalizing a construct. In L. Florian & M. J. McLaughlin (Eds), *Classification of Children* (pp. 227-243). Corwin Sage Press.

Speece, D.L., Hines, S.J., & Walker, C.Y. (2011). Accessing the general education curriculum: Ideas for including students with disabilities. In M. Chambliss & L. Valli (Eds.), *Upper elementary reading lessons: Case studies of real teaching*. Lanham, MD: Rowman & Littlefield.

Speece, D.L. (2012). Curriculum-Based Measurement progress monitoring and the health of general education. In S. Rose, C. Espin, K. McMaster, & M. Wayman (Eds.), *A measure of success: The influence of Curriculum-Based Measurement on education* (pp. 179-184). Minneapolis: University of Minnesota Press.

Speece, D.L., Palombo, K., & Burho, J. (2013). From FAPE to FEPE: Toward an excellent public education for children and youth with learning disabilities. In H.L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of Learning Disabilities (2nd Ed.)* pp. 104-117). Guilford: New York

Buckley, J.A., Speece, D.L., & McLaughlin, J.E. (2014). The role of single-case designs in supporting rigorous intervention development and evaluation at the Institute of Education Sciences. To appear in T.R. Kratochwill & J.R. Levin (Eds.), *Single-case intervention research: Statistical and methodological advances*, (pp.283-296). Washington, DC: American Psychological Association.

Articles in Refereed Journals:

* Designates refereed articles

+ Designates invited articles

* Speece, D.L., & Mandell, C.J. (1980). Resource room support services for regular teacher. *Learning Disability Quarterly*, 3, 49-53.

* Speece, D.L., & Mandell, C.J. (1980). Interpersonal communication between resource and regular teachers. *Teacher Education and Special Education*, 3, 55-60.

* McKinney, J.D., & Speece, D.L. (1983). Classroom behavior and the academic progress of learning disabled students. *Journal of Applied Developmental Psychology*, 4, 149-161.

- * Speece, D.L., McKinney, J.D., & Appelbaum, M.I. (1985). Classification and validation of behavioral subtypes of learning disabled children. *Journal of Educational Psychology, 77*, 67-77.

Reprinted in Hair, J.F., Anderson, R.E., & Tatham, R.L. (1987). *Multivariate data analysis: With readings* (2nd ed.). New York: MacMillan.
- * Speece, D.L., McKinney, J.D., & Appelbaum, M.I. (1986). Longitudinal development of conservation skills in learning disabled children. *Journal of Learning Disabilities, 19*, 302-307.
- * McKinney, J.D., & Speece, D.L. (1986). Academic consequences and longitudinal stability of behavioral subtypes of learning disabled children. *Journal of Educational Psychology, 78*, 365-372.
- * Speece, D.L. (1987). Information processing subtypes of learning disabled readers. *Learning Disabilities Research, 2*, 91-102.
- * Cooper, D.H., & Speece, D.L. (1988). A novel methodology for the study of children at risk for school failure. *The Journal of Special Education, 22*, 186-197.
- * Cooper, D.H., & Speece, D.L. (1990). Instructional correlates of students' academic responses: Comparisons between at-risk and control students. *Early Education & Development, 1*, 279-299.
- * Speece, D.L., Cooper, D.H., & Kibler, J.M. (1990). Dynamic assessment, individual differences, and academic achievement. *Learning and Individual Differences, 2*, 115-129.
- * Scuccimarra, D.J., & Speece, D.L. (1990). Employment outcomes and social integration of handicapped students: The quality of life two years after high school. *Journal of Learning Disabilities, 23*, 213-219.
- * Speece, D.L., & Cooper, D.H. (1990). Ontogeny of school failure: Classification of first grade children. *American Educational Research Journal, 27*, 119-140.
- * Speece, D.L. (1990). Aptitude-treatment interactions: Bad rap or bad idea? *The Journal of Special Education, 24*, 139-149.
- * Cooper, D.H., & Speece, D.L. (1990). Maintaining at-risk children in regular education settings: The initial effects of individual differences and classroom environments. *Exceptional Children, 57*, 117-126.
- * DiVeta, S.K., & Speece, D.L. (1990). The effects of blending and spelling training on the decoding skills of young, poor readers. *Journal of Learning Disabilities, 23*, 579-582.

- * Speece, D.L. (1994). Cluster analysis in perspective. *Exceptionality*, 5(1), 31-44.
- *Roth, F.P., Speece, D.L., Cooper, D.H., & De La Paz, S. (1996). Unresolved mysteries: How do metalinguistics and narratives connect with early reading? *Journal of Special Education*, 30, 257-277.
- * Speece, D.L., MacDonald, V., Kilsheimer, L., & Krist, J. (1997). Research to practice: Preservice teachers reflect on reciprocal teaching. *Learning Disabilities Research & Practice*, 12, 177-187.
- * Hart, E. R. & Speece, D. L. (1998). Reciprocal teaching goes to college: Effects for postsecondary students at risk for academic failure. *Journal of Educational Psychology*, 90, 670-681.
- * Speece, D. L., Roth, F. P., Cooper, D. H., & De La Paz, S. (1999). The relevance of oral language skills to early literacy: A multivariate analysis. *Applied Psycholinguistics*, 20, 167-190.
- *MacDonald, V., & Speece, D. L. (2001). Making time: A teacher's report on her first year of teaching children with emotional disabilities. *Journal of Special Education*.
- *Speece, D. L., & Case, L. P. (2001). Classification in context: An alternative approach to identifying early reading disability. *Journal of Educational Psychology*, 93, 735-749.
- +Fuchs, L. S., Fuchs, D., & Speece, D. L. (2002). Treatment validity as a unifying construct for identifying learning disabilities. *Learning Disability Quarterly*, 25, 33-45.
- *Cooper, D. H., Roth, F. P., Speece, D. L., & Schatschneider, C. (2002). The contribution of oral language skills to the development of phonological awareness. *Applied Psycholinguistics*, 23, 399-416.
- *Roth, F. P., Speece, D. L., & Cooper, D. H. (2002). A longitudinal analysis of the connection between oral language and reading. *Journal of Educational Research*, 95, 259-272.
- *Speece, D. L., & Shekitka, L. (2002). How should reading disabilities be operationalized? A survey of experts. *Learning Disabilities Research & Practice*, 17, 118-123.
- *Speece, D. L., Mills, C., Ritchey, K. D., & Hillman, E. (2003). Initial evidence that letter fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36, 223-233.

- *Speece, D. L., Case, L. P., & Molloy, D. E. (2003). Responsiveness to general education instruction as the first gate to learning disabilities identification. *Learning Disabilities Research & Practice, 18*, 147-156.
- *Case, L. P., Speece, D. L., & Molloy, D. E. (2003). The validity of a response-to-instruction paradigm to identify reading disabilities: A longitudinal analysis of individual differences and contextual factors. *School Psychology Review, 32*, 557-582.
- School Psychology Review* Outstanding Article of the Year Award, 2003
- *Speece, D. L., Ritchey, K. D., Cooper, D. H., Roth, F. P., & Schatschneider, C. (2004). Growth in early reading skills from kindergarten to third grade. *Contemporary Educational Psychology, 29*, 312-332.
- *Ritchey, K. D., & Speece, D. L. (2004). Early identification of reading disabilities: Current status and new directions. *Assessment for Effective Intervention, 29*(4), 13-24.
- *Speece, D. L. & Ritchey, K. D. (2005). A longitudinal study of the development of oral reading fluency in young children at risk for reading failure. *Journal of Learning Disabilities, 38*, 387-399.
- *Speece, D. L. (2005). Hitting the moving target known as reading development: Some thoughts on screening children for secondary interventions. *Journal of Learning Disabilities, 38*, 487-493.
- *Ritchey, K. D., & Speece, D. L. (2006). From letter names to word reading: The nascent role of sublexical fluency. *Contemporary Educational Psychology, 31*, 301-327.
- *Hines, S. J., Speece, D. L., Walker, C. Y., & DaDeppo, L. (2007). Assessing more than you teach: The difficult case of transfer. *Reading and Writing: An Interdisciplinary Journal, 20*, 539-522.
- + Speece, D. L., & Hines, S. J. (2008, March). Identifying children who require different instruction in a response to instruction framework. *Perspectives on Language Learning and Education, 15*, 34-40.
- *Case, L. P., Speece, D. L., Silverman, R., Ritchey, K. D., Schatschneider, C., Cooper, D. H., et al. (2010). Validation of a supplemental reading intervention for first grade children. *Journal of Learning Disabilities, 43*, 402-417.
- *Speece, D.L., Ritchey, K.D., Silverman, R., Schatschneider, C., Walker, C.Y., & Andrusik, K. N. (2010). Identifying children in middle childhood who are at risk for reading problems. *School Psychology Review, 39*, 258-276.

- *Speece, D.L., Schatschneider, C., Silverman, R., Case, L.P., Cooper, D.H., & Jacobs, D.M. (2011). Identification of reading problems in first grade within a response to intervention framework. *Elementary School Journal*, 585-607.
- *Ritchey, K. D., Silverman, R. D., Montanaro, E. A., Speece, D. L., & Schatschneider, C. (2012). Effects of a Tier 2 supplemental reading intervention for at-risk fourth grade students. *Exceptional Children*, 78, 318-334..
- *Harring, J. R., Kohli, N., Silverman, R., & Speece, D. L. (2012). Fitting a second-order conditionally linear mixed-effects model as an SEM using Mplus. *Structural Equation Modeling: A Disciplinary Journal*, 19, 118-136.
- *Silverman, R., Speece, D.L., Harring, J., & Ritchey, K.D. (2012). Fluency has a role in the simple view of reading. *Scientific Studies of Reading*. (published online March 28, doi: 2012 10.1080/10888438.2011.618153)
- *Ritchey, K.D., Silverman, R.D., Schatschneider, C., & Speece, D.L. (2015). Prediction and stability of reading problems in middle childhood. *Journal of Learning Disabilities*, 298-309
- *Case, L. P., Speece, D. L., Silverman, R. D. Schatschneider, C., Montanaro, E., & Ritchey, K. D. (2014). Immediate and long-term effects of Tier 2 reading instruction for first grade students with a high probability of reading failure. *Journal of Research on Educational Effectiveness*, 28-53
- *Speece, D.L., (2015). A professor goes to Washington: An open letter to colleagues. *Remedial and Special Education*, 36, 112-115.
- *Ritchey, K.D., Palombo, K., Silverman, R.D., Speece, D.L., (in press). Effects of an informational text reading comprehension intervention for fifth grade students. *Learning Disability Quarterly*.
- *Ritchey, K.D., Silverman, R.D., Speece, D.L., Case, L.P., Castillo, E.G., & Montanaro, E.A. (in review). *Implementation of a Tier 3 Reading Intervention for students in fifth grade*.

Monographs, Reports, and Extension Publications:

Speece, D. L. (2004). *How progress monitoring assists decision making in a response-to-instruction framework*. Paper for National Center for Progress Monitoring, www.studentprogress.org.

Speece, D.L. (1984). *Information processing and reading in subtypes of learning*

disabled children. Final report submitted to the U.S. Office of Education, Office of Special Education and Rehabilitation Services.

Cooper, D.H., & Speece, D.L. (1989). *Project SEARCH: A longitudinal study of primary grade students at-risk for school failure*. Final report submitted to the U.S. Office of Education, Office of Special Education and Rehabilitation Services.

Cooper, D.H., & Speece, D.L. (1986). *Curriculum and methods questionnaire*. College Park, MD: University of Maryland, Department of Special Education.

Speece, D.L., & Cooper, D.H. (1986). *Dynamic assessment tasks*. College Park, MD: University of Maryland, Department of Special Education.

Talks, Abstracts, and Other Professional Papers Presented

Invited:

Methodological issues in subtyping research. Invited presentation to the National Institute of Child Health and Human Development Conference, The construct of learning disabilities, Racine, WI, 1990, October.

Children at risk for school failure: Classificatory and ecological perspectives. Department of Special Education, Peabody College, Vanderbilt University, May, 1992.

Thoughts on building a program of research. CEC Journal Club, University of California, Los Angeles, May, 1992.

Commentary on papers from an educational perspective. Presented at Workshop on IQ Testing and Educational Decision Making, National Research Council, National Academy of Sciences, Washington, DC, May, 1995.

Report on the symposium on classroom ecologies. Presented at the Division for Learning Disabilities Teacher Institute on Responsible Inclusion, Asheville, NC, July, 1995.

Beyond individual differences: Classroom realities for students at risk for learning disabilities. Presented at the Annual Learning Disorders Conference. Harvard University Graduate School of Education, Boston, November, 1996.

Aptitude-achievement discrepancies and the definition of learning disabilities. Invited presentation to Project Directors' Meeting, U. S. Department of Education, Washington, DC, July, 1997.

Research on classroom ecologies: Overview and perspective. Invited presentation to the Council for Learning Disabilities, Washington, DC, October, 1997.

Classification in context. Invited presentation to the National Research Council, National Academy of Sciences Committee on Minority Representation in Special Education, Washington, DC, October, 2000.

Evaluating treatment validity as a method of identifying learning disabilities. Invited presentation to Project Directors' Meeting, U. S. Department of Education, Washington, DC, July, 2001.

Classification of learning disabilities: Convergence, expansion, and caution. Invited presentation to the LD Summit, U. S. Department of Education, Office of Special Education Programs, Washington, DC, August, 2001.

Responsiveness to general education instruction as the first gate to learning disabilities identification. Presentation to Grand Rounds in Child and Adolescent Psychiatry, UCLA Neuropsychiatric Hospital, October, 2002.

Response to instruction as a method of unbiased assessment. Invited presentation to the Maryland Institute for Minority Achievement and Urban Education. College of Education, University of Maryland, September, 2003.

Hitting the moving target known as reading development: Some thoughts on first grade screening. Invited presentation to the National Research Center on Learning Disabilities Conference: Response to Intervention as Learning Disabilities Identification, Kansas City, MO, December, 2003.

Response to intervention: Policy, research, and practice. Invited presentation to the DC International Dyslexia Association, Fairfax, VA, November, 2005.

Response to intervention: Policy, research, and practice. Invited presentation to the MD International Dyslexia Association, Columbia, MD, March, 2006.

Redefining learning disabilities as response to intervention: Policy, research, and practice. Invited presentation to the Mental Retardation and Developmental Disabilities Research Center, Kennedy Krieger Institute/Johns Hopkins University, April, 2006.

Classifying children with learning disabilities. Third Anglo-American Symposium on Special Education and School reform, Cambridge, England, June, 2006.

Response to instruction and learning disabilities: History, research, and future directions. School of Education Colloquium Series, University of Delaware, Newark, DE, April, 2007.

Response to instruction and learning disabilities: What is it and where did it come from? Haskins Literacy Initiative, Yale University, New Haven, CT, August, 2007.

Research on Response to Instruction (RTI): Design and preliminary findings. Presentation to the College of Education, Georgia State University, September, 2008.

Structuring Fun, Focused, and Enriching Tutoring Sessions. Presentation for the Commonweal Foundation, Washington, DC, November 2009.

International/National Conferences:

Longitudinal development of conservation skills in learning disabled children. Presented at the 91st Annual Convention of the American Psychological Association, Anaheim, CA, 1983.

Classification and validation of behavioral subtypes of learning disabled children. In J.D. McKinney (Chair), *Classification of subtypes of learning disabilities.* Symposium conducted at the Fifth International Conference on Learning Disabilities, San Francisco, CA, 1983.

The academic and social consequences of maladaptive behavior in subtypes of learning disabled children. Presented at the Gatlinburg conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN, 1984.

The relationship between academic achievement and information processing in subtypes of leaning disabled children. Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, 1984.

Longitudinal outcomes of behavioral subtype membership for learning disabled children. Presented at the Annual Meeting of the American Educational Research Association, Chicago, 1985.

Program and student characteristics that enhance success. In M.J. McLaughlin (Chair), *The handicapped student and minimum competency tests: Programs that make a difference.* Symposium conducted at the Annual Meeting of the Council for Exceptional Children, Chicago, 1987.

Characteristics of primary grade children at risk for school failure. Presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., 1987.

Methodological issues in cluster analysis: How clusters become real. Presented at the International Academy of Research in Learning Disabilities Research Meeting, Los Angeles, CA, 1988.

Employment and social status of mildly handicapped young adults. Presented at the Annual Meeting of the Council for Exceptional Children, Washington, D.C.,

1988.

The academic responses to learning environments by children at risk for school failure. Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, 1988.

Subtype membership and the risk for referral in the primary grades. Presented at the Annual Conference on Research and Theory in Learning Disabilities, The Pennsylvania State University, State College, PA, 1988.

A preview of the mildly handicapped child: What the referring teacher sees. Presented at the Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN, 1989.

Children at risk for school failure: Identification, replication, and validation of empirical subtypes. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1989.

Strategy instruction: Who needs it? Presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1989.

Instructional correlates of students' academic responses: Comparisons between at-risk and control students. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1989.

What dynamic assessment may add to the learning disabilities equation: Data on children at risk. Presented at the 1989 Joint Conference on Learning Disabilities, Ann Arbor, MI, 1989.

Aptitude-treatment interactions: Bad rap or bad idea? Invited presentation to Research Project Directors' Conference, U.S. Department of Education, Office of Special Education Programs, Washington, D.C., 1989.

Subtype by instruction interaction: Optimal and suboptimal matches and special education placement. Presented at the Annual Meeting of the American Educational Research Association, Boston, 1990.

Stability and change in subtype membership and the relation to special education placement in the primary grades. Presented at the Annual Meeting of the American Educational Research Association, Boston, 1990.

Discourse skills and learning potential as precursors of learning disabilities. Presented at the Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Key Biscayne, 1991.

Relationship of language and learning potential to school failure. Presented at the

International Academy for Research in Learning Disabilities Annual Meeting, Cincinnati, 1991.

An examination of the contribution of the classroom environment to the development of learning disabilities. Presented at the Third Annual Meeting of the International Association for Cognitive Education, Riverside, 1992.

An analysis of mathematical difficulties from a classification perspective. Presented at the Symposium on Math Learning Disabilities, Division for Learning Disabilities, Council for Exceptional Children, New York, 1992.

Children at risk for school failure. Graduate School of Education, University of California, Los Angeles, 1992.

The psychometric adequacy of the Preschool Language Assessment Instrument for children at-risk for identification as learning disabled. Presented at the Annual Meeting of the Council for Exceptional Children, Baltimore, 1992.

Instructional strategies for at-risk children: Differences related to reading ability. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1992.

Classroom ecologies, problem learners, and school success: How far have we come? Presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1994.

Beyond phonemic awareness: Implications of oral language factors for beginning reading. Presented at the annual meeting of the American Educational Research Association, San Francisco, 1995.

Oral language and reading: Where do they connect for kindergarten children? Presented at the American Speech and Language Association Annual Meeting, Orlando, 1995.

Implications of current research on reading-disabilities for the construct of learning disabilities. Presented at the Pacific Coast Research Conference, La Jolla, CA, 1996.

Behind and beside phonological awareness: The contribution of other oral language and literacy factors to the development of reading. Presented at the annual meeting of the American Educational Research Association, New York, 1996.

Gaining access: At risk first graders and their expert teacher cocreating reading ecologies. Presented at the annual meeting of the American Educational Research Association, New York, 1996.

- Commentary on Torgesen and Wise.* Presented at the Annual Meeting of the Council for Exceptional Children Orlando, 1996.
- Contributions of oral and written language difficulties to school difficulty.* Presented at the Pacific Coast Research Conference, La Jolla, CA, 1997.
- The developmental connection between oral language and reading: A longitudinal study.* Presented at the Annual Meeting of the Society for the Scientific Study of Reading, Chicago, 1997.
- Accounting for early reading and phonological awareness at third grade: Analysis of the contribution of oral language.* Presented at the Annual Meeting of the Society for the Scientific Study of Reading, San Diego, 1998.
- A longitudinal study of the oral language-literacy connection: Fourth year report.* Presented at the Annual Meeting of the American Speech, Language, and Hearing Association, San Antonio, 1998.
- A comparison of two methods to identify early reading disability.* Presented at the Annual Meeting of the Society for the Scientific Study of Reading, Montreal, 1999.
- Language before literacy: The linguistic foundations of early reading.* Presented at the Annual Meeting of the Society for the Scientific Study of Reading, Montreal, 1999.
- Discussant: Methodological issues in longitudinal research.* Presented at the International Academy for Research in Learning Disabilities, Williamsburg, VA, 1999.
- Predicting reading disabilities in children through phonemic awareness and spelling.* Poster presented at American Speech-Language-Hearing Association, San Francisco, CA, 1999.
- Toward validating a model of reading disability identification based on response to treatment.* Presented at the annual Pacific Coast Research Conference, La Jolla, CA, 2000.
- The role of oral language in the growth of early reading and phonological awareness skills.* Presentation to the American Educational Research Association, New Orleans, 2000.
- The linguistic foundations of early literacy.* Presented at the Pacific Coast Research Conference, La Jolla, CA, 2001.
- An examination of fluency measures as indicators of early reading difficulty.* Presented at the Pacific Coast Conference, La Jolla, CA, 2001.

- The role of fluency measures in predicting early reading problems.* Presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO, 2001.
- Severity of reading problems: Individual differences and contextual influences.* Presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO, 2001.
- Effects of an early identification/general education intervention program on children at risk for reading failure.* Presented at the Pacific Coast Research Conference, La Jolla, CA, 2002.
- Correlates of growth for first grade readers: Individual differences and contextual effects.* Presented at the Pacific Coast Research Conference, La Jolla, CA, 2002.
- Predicting growth and May status on fluency measures in at-risk first grade children.* Presentation to the Pacific Coast Research Conference, LaJolla, CA, 2003.
- Panel discussion on response-to-instruction* (with S. Vaughn & D. Deshler). Council for Learning Disabilities, Las Vegas, 2004.
- Sublexical fluency as an index of early reading skill.* Presentation to the Pacific Coast Research Conference, San Diego, CA, 2005.
- Investigating a Comprehension-Deficit-Only Subtype: An Application of the Jenkins et al. Hypothesis.* Presentation to the Pacific Coast Research Conference, San Diego, CA, 2006.
- RTI: Screening for secondary interventions.* Council for Exceptional Children, Salt Lake City, UT, 2006.
- The learning disabilities centers research consortium.* Presentation to the Pacific Coast Research Conference, San Diego, CA, 2007.
- Screening older students for reading problems.* Presentation to the Pacific Coast Research Conference, San Diego, CA, 2008.
- Tier 2 reading interventions for children in elementary school.* Presented at the Bridging Research to Practice Conference, Division for Learning Disabilities, Philadelphia, PA, 2008.
- Effects of secondary reading intervention for fourth grade poor readers.* Presentation to the Pacific Coast Research Conference, San Diego, CA, 2009.
- Effects of a short term reading intervention for first grade children at risk for reading*

problems. Presented at the Annual Conference of the Society for the Scientific Study of Reading, Boston, MA, 2009.

What is the role of fluency in the simple view of reading? Presentation to the Pacific Coast Research Conference, San Diego, CA, 2010.

Validation of teacher reading ratings with direct measures of reading. Poster session presented at the meeting of National Association of School Psychologists, Chicago, IL, 2010.

Teaching older students in RTI Contexts: Tier 2 reading in 4th grade. Presentation to the Annual International Conference of the Council for Exceptional Children, Nashville, TN, 2010.

Tier 2 reading in 4th grade: What does it look like, How does it work? Presentation to the Annual International Conference of the Learning Disabilities Association of America, Baltimore, MD, 2010.

Screening for RTI. Presentation to the Annual International Conference of the Learning Disabilities Association of America, Baltimore, MD, 2010.

Implementation of a Tier 3 Reading Intervention for Students in Fifth Grade. Presented at the Annual Conference of the American Educational Research Association. New Orleans, Louisiana, 2011.

What can we learn from a short, Tier 2 reading intervention? Presented at the annual conference of the Council for Exceptional Children, National Harbor, MD, 2011.

Prediction and stability of reading status across the elementary school years. Presented at the annual conference of the Society for the Scientific Study of Reading, St. Pete's Beach, FL, 2011.

Additional evidence of the validity of the Test of Silent Reading Efficiency and Comprehension. Presented at the Pacific Coast Research Conference, Coronado, California, 2012.

The effects of an intervention targeting understanding of informational text for fifth grade students with poor comprehension. Presented at the Pacific Coast Research Conference, Coronado, California, 2012.

Predicting reading comprehension deficits within first grade. Presented at the Pacific Coast Research Conference, San Diego, California, 2013.

State/Local:

Children at risk for school failure. Presented at Faculty College, College of Education,

April, 1986.

Blind leading the blind: An introduction to full screen editing on the mainframe.
Presented at Faculty College, College of Education, April, 1986.

Review of teachers' responses to survey on education practices preceding ninth-grade administration of the Maryland Functional Reading Test. Presented to the Maryland State Department of Education, College Park, MD, December, 1986.

Reading instruction in first grade. Presented to Prince George's County Public Schools, January, 1989.

Curriculum-based measurement. Presented to Maryland State Department of Education, Howard County, MD, April, 1990.

Maintaining at-risk students in the regular classroom. Presented at Special Education Administrators' Conference, Richmond, VA, February, 1991.

The role of classroom ecologies in the academic achievement of problem learners.
Presented at the Annual Virginia Beach Conference for Children and Adolescents with Emotional or Behavioral Disorders, Virginia Beach, VA, October, 1994.

The potential of oral reading fluency and dual discrepancies for early identification of reading problems. Presented to The Task Force for identifying Educational Practices for Students At Risk for or Identified with Reading and Writing Disabilities, Maryland State Department of Education, November, 2001.

Response to Intervention: Why Do It? Presentation to MCPS School Psychologists, Montgomery County, MD, January, 2004.

Curriculum-Based Measurement: How To Do It. Presentation to MCPS School Psychologists, Montgomery County, MD, February, 2004.

Overview of Research Initiative and Professional Development, Presentation to Coordinating Council of Principals, Prince George's County Public Schools, MD, October, 2007.

Introduction to Response to Intervention: Design and Preliminary Findings. Applied Developmental Psychology Group, UMBC, December, 2008.

Contracts and Grants:

External Grant Awards

1983 Speece, D.L., & McKinney, J.D. Information processing and reading in subtypes of learning disabled children. Student Initiated Grant funded by U.S. Department

- of Education, Office of Special Education Programs, \$13,408.
- 1985-1986 Scuccimarra, D.J., & Speece, D.L. A comparative follow-up study of handicapped students who have completed educational programs with and without vocational education components. Student Initiated Grant funded by the U.S. Department of Education, Office of Special Education Programs, \$11,200.
- 1985-1988 Cooper, D.H., & Speece, D.L. A longitudinal study of primary grade students at risk for school failure. Funded by U.S. Department of Education, Office of Special Education Programs, \$424,584.
- 1986-1989 Graham, S., Harris, K., & Speece, D.L. Masters program for personnel preparation of teachers of learning disabled children and youth. Funded by the U.S. Department of Education, Office of Special Education Programs, \$225,000.
- 1989-1994 Graham, S., Harris, K. & Speece, D.L. Master's program for personnel preparation of teachers of learning disabled children and youth. Funded by U.S. Department of Education, Office of Special Education Programs, \$400,000.
- 1991-1996 Speece, D.L., Graham, S., & Harris, K.R. Doctoral leadership program in learning disabilities: Preparing researchers and teacher educators. Funded by U.S. Department of Education, Office of Special Education Programs, \$500,000.
- 1997-2000 Speece, D. L., Molloy, D. E., & Case, L. P. Classification in context: The effects of research-based, classroom-grounded practices on children at risk for reading failure. Funded by U. S. Department of Education, Office of Special Education Programs, \$555,000.
- 1997-2001 Speece, D. L., Graham, S., Harris, K. R., & Nolet, V. N. Doctoral leadership program in learning disabilities: Preparing researchers and teacher educators for inclusive environments. Funded by U. S. Department of Education, Office of Special Education Programs, \$813,812.
- 2002-2006 Speece, D. L., Graham, S., & Harris, K. R. Preparation of leadership personnel in learning disabilities. Funded by U. S. Department of Education, Office of Special Education Programs, \$800,000.
- 2006-2011 Speece, D.L., Case, L.P., Cooper, D.H., & Schatschneider, C. Markers and modification of early reading skill. Funded by the National Institute of Child Health & Human Development, \$2.5 million.
- 2006-2011 Speece, D.L., Ritchey, K.D., & Silverman, R. Reading Development and Response to Instruction in Middle Childhood. \$2.15 million subcontract to the Learning Disability Research Center, Kennedy Krieger Institute/Johns Hopkins University, Martha Denckla, M.D., Principal Investigator.

2007-2011 Speece, D. L., & Silverman, R.D. Preparation of Leadership Personnel in Learning Disabilities: Integrating Language, Literacy, and Cognitive Neuroscience. Funded by U. S. Department of Education, Office of Special Education Programs, \$800,000

Internal Grant Awards

1985 Speece, D.L. The stability and predictive utility of behavioral subtypes of learning disabled children. Funded by Office of Graduate Studies and Research, University of Maryland, Summer, \$3,500.

1988-1989 Speece, D.L. The importance of teacher language in enhancing the instructional environment of learning-disabled children. Funded by Center for Educational Research and Development, College of Education, \$2,000.

1988-1989 Speece, D.L., & Cooper, D.H. Project SEARCH: Fourth year longitudinal study. Funded by UMCP Graduate Studies and Research DRIF Committee, \$5,000.

1990 Speece, D.L. Continuity and change in subtypes of first grade children at risk for school failure. Graduate Research Board Award, UMCP, Summer, \$5,200.

1994 Speece, D.L. Prevention of early reading failure: The relationship between oral language skills and reading achievement in kindergarten. UMCP General Research Board Award, Summer, \$7,000.

1986 Speece, D.L. The effects of differential interventions with behavioral subtypes of learning disabled children. Funded by Division of Human and Community Resources, University of Maryland, Spring, \$960.

1985 Harris, K.R., & Speece, D.L. Improvement of Instruction Grant: Instructional Intervention. Funded by Office of Undergraduate Studies, University of Maryland, Spring, \$800.

1985 Speece, D.L. Pilot study to identify and refine research tasks. Funded by Division of Human and Community Resources, University of Maryland, Spring, \$750.

Editorships, Editorials Boards, and Reviewing Activities for Journals and Other Learned Publications

Editorships:

1997-2001 Co-Editor, *Learning Disabilities Research & Practice*

2009-2010 Associate Editor, *American Educational Research Journal*

Editorial Boards:

2013-	Consulting Editor, <i>Journal of Educational Psychology</i>
2000-2011; 2013-	Editorial Board, <i>Exceptional Children</i>
2001-2011; 2013-	Editorial Board, <i>Contemporary Educational Psychology</i>
1987-1992; 1993-1997; 2001-2011	Consulting Editor, <i>Learning Disabilities Research & Practice</i>
1988-2006	Editorial Board, <i>Learning and Individual Differences</i>
1989-2011	Consulting Editor, <i>The Journal of Special Education</i>
1989-2011	Editorial Board, <i>Learning Disability Quarterly</i>
2007-2011	Editorial Board, <i>School Psychology Quarterly</i>
2007-2011	Editorial Board, <i>Journal of Research on Educational Effectiveness</i>
2007-2011	Editorial Board, <i>Annals of Dyslexia</i>

Periodic Reviews:

1984-1985	Intelligence
1985-1987	Learning Disabilities Research
1987-1989	The Journal of Special Education
1989-1994; 2004-2011	Journal of Educational Psychology
1990	Journal of Applied Developmental Psychology
1990-2009	American Educational Research Journal
1990-1997	Exceptionality
1991	Journal of Behavioral Education
1991	Psychological Bulletin
1993	Exceptional Children

1997	Journal of Abnormal Child Psychology
2000	Applied Psycholinguistics
2003, 2010	Child Development
2013	Journal of Research on Educational Effectiveness
2014	Elementary School Journal

TEACHING AND ADVISING

Courses taught during the past five years:

- * Undergraduate Course
- + Graduate Course
- (approximate enrollments)

General

- *+ EDSP 415/615 Introduction to Assessment in Special Education (40 students)

Specialized

- + EDSP 622: History, Research, and Context in Behavioral and Learning Disorders
- + EDSP 640: Seminar in Learning Disabilities (10 students)
- + EDSP 672 Research Design in Special Education

Independent study

- * EDSP 489: Field Experience in Special Education
- + EDSP 798: Special Problems in Education
- + EDSP 888: Apprenticeship in Special Education

Course or Curriculum Development

- * EDSP 441: Assessment and Instructional Design for the Educationally Handicapped: Oral Language and Communication Disorders
- + EDSP 622: History, Research, and Context in Behavioral and Learning Disorders

Advising: Other than Research Direction

Undergraduate Advisees:

Approximately 8 - 10 per year

Undergraduate teaching assistants:

1994	Christina Mills	(EDSP 320)
	Sabrina Johnson	(EDSP 320)
1995	Marcy Baudistel	(EDSP 320)
	Amy Brown	(EDSP 320)
	Vickie MacDonald	(EDSP 441)
	Lisa Kilsheimer	(EDSP 441)
1996	Peter Judd	(EDSP 320)
	Kelly Shipp	(EDSP 320)
	Marissa Inwood	(EDSP 441)
	Kyrie Dragoo	(EDSP 441)
1997	Suni Prakash	(EDSP 320)
	Odile Oganowski	(EDSP 320)
	Lisa Taylor	(EDSP 320)
1998	Corrine Edwards	(EDSP 320)
	Monica Francis	(EDSP 320)
	Bernadette Wassmann	(EDSP 320)
1999	Cherise Ratcliff	(EDSP320)
	Amy Merrill	(EDSP 320)
2000	Valerie Peterson Beard	(EDSP415)
	Danielle McGugins	(EDSP 415)
2003	Alicia Prager	(EDSP 415)
	Stacy Whipp	
2004		
2005		
2006	Jeannie Kim	(EDSP 415)
2007	Marisa Filippone, Ali West, Brielle Dana	(EDSP 415/615)

Chaired Senior Honors Thesis Committees:

Amy Brown, Spring, 1996
 Liza Rebecca Bishop, Spring, 1995
 Tracy Inquanti, Spring, 1993
 Lesley Shekitka, Spring 2002

M.Ed. Advisees (completed):

Rebecca Glasson, 1986
 Cheryl Yates, 1987
 Susan Agnolutto, 1988

Pauline Del Mauro, 1997
 Liza Rebecca Bishop, 1997
 Christa Gordon, 1997

Melissa Fean, 1989
 Clare Kelly, 1989
 Barbara Lockemeyer, 1989
 Connie Kung, 1990
 Sandra Evans, 1991
 Eileen Perrot, 1991
 Lisa McQueen, 1992
 Bonnie Petrarca, 1992
 Marjorie Pomeroy, 1992
 Dana Peterson, 1992
 Mary Reese, 1993
 Mary Kathleen Allen, 1994
 Donna Vickers, 1994
 Emily McGuckian, 1994
 Sharon Dillon, 1995
 Barbara Hendrick, 1995
 Margaret Wells-Newman, 1995
 Kelly Potter, 1995
 Vasilina Morton, 1995
 Diana Tenaglia, 1995
 Elizabeth Mader, 1995
 Christopher Sperl, 1996
 Alyson Baylin, 1996

Patty Reynolds, 2001
 Cherise Ratcliff, 2001
 Marissa Inwood, 2001
 Jennifer Finberg, 2002
 Melissa Kauffman, 2002
 Amy Merrill, 2002
 Kimberly Wright, 2002
 Amanda Peter, 2003
 Danielle McGugin, 2003
 Melanie Wilson, 2003
 Mary Kwan, 2003

Michelle Weiser, 1997
 Barbara Thompson, 1997
 Diane Francis, 1997
 Colleen Makepeace, 1997
 Authrine Rulow, 1997
 Lydia Snider, 1998
 Jenny Krist, 1999
 Kimberly McWhorter, 1999
 Donna Tiffey, 1999
 Carissa LaBosco, 1999
 Ana Urutia-Wenig, 1999
 Christina Mills, 1999
 Kimberly Ellis, 1999
 Lisa Kilsheimer, 2000
 Stephanie Whelan, 2000
 Jennifer Crownover, 2000
 Allison Taylor, 2000
 Marie Gleeson, 2000
 Katherine Naftalin, 2000
 Erin Pecor, 2000
 Taryn DiSabatino, 2000
 Suni Piper, 2000
 Kyrie Dragoo, 2000

Jinny Crawford, 2004
 Mehrine Ahmed, 2004
 Jody Compton, 2004
 Nicole Adkins, 2004
 Lauren Sollenberger, 2005
 Frances Doh, 2006
 Kerri Preul, 2007
 Kate McCarthy, 2007
 Laura Rummel, 2009
 James Lewis, 2009
 Shayla Proctor, 2009
 Rebecca Moses, 2010

Advising: Research Direction

M.A. Advisees (completed):

Susan DiVeta, M.A., 1987
 Barbara Beyer, M.A., 1990
 Karen Rappolt, M.A., 1998

Member of Master Thesis committee (completed):

Joan Williams, CAPS, 1985
 Julie Kibler, CAPS, 1988
 Lisa Pericola Case, 1988
 Barbara Danoff, 1990
 Lynn Rogers, CAPS, 1991
 Laura Jacobsen, HESP, 1994
 Lisa Simpson, 1998
 Judith Blackburn, HESP, 1998
 Patti Tenowich, Dept. of Psychology, UMBC, 2005

Doctoral advisees - Degrees awarded - Dissertation Titles:

David Scuccimarra A two year follow-up study of postsecondary adjustment of mildly handicapped students who received a resource or vocational development work study program – 1987

Scuccimarra, D.J., & Speece, D.L. (1990). Employment outcomes and social integration of handicapped students: The quality of life two years after high school. *Journal of Learning Disabilities*, 23, 213-219.

Dawn Eddy Molloy Making connections: A cross-case study of classroom activity settings for first graders identified at risk for reading failure - 1996

Ellen Rosenblatt Hart The effects of reciprocal teaching on the reading comprehension of postsecondary students at-risk for academic failure – 1996

Hart, E. R. & Speece, D. L. (1998). Reciprocal teaching goes to college: Effects for postsecondary students at risk for academic failure. *Journal of Educational Psychology*, 90, 670-681.

Kristen D. Ritchey The prediction of growth in reading subskills and the relationship of growth to literacy outcomes in kindergarten - 2002

***Dissertation of the Year Award 2003* - International Reading Association

Ritchey, K. D., & Speece, D. L. (2006). From letter names to word reading: The nascent role of sublexical fluency. *Contemporary Educational Psychology*, 31, 301-327.

Lynn R. Larsen Effective special education teachers and middle school students with reading disabilities: A view from the classroom - 2003

Elgen Hillman The development and technical characteristics of the Measure of College Students' Organizational Skills-2004

- Patti E. Boyles The regression and recoupment in reading and mathematics of nonreferred students and students with learning disabilities-2005
- Lisa M. W. DaDeppo Achievement and integration factors related to academic success and intent to persist for college freshman with learning disabilities-2007
- DaDeppo, L.M.W. (2009). Integration factors related to academic success and intent to persist of college students with learning disabilities. *Learning Disabilities Research & Practice, 24*, 122-131.
- Sara J. Hines The effectiveness of a color-coded, onset-rime reading intervention for students at risk for reading disabilities-2007
- Hines, S.J. (2009). The effectiveness of a color-coded, onset-rime decoding intervention with first-grade students at serious risk for reading disabilities. *Learning Disabilities Research & Practice, 24*, 21-32.
- Katryna Andrusik The contributions of expectancy value theory and special education status to reading achievement of African American adolescents-2011

Member of Doctoral Dissertation Committee (completed):

Ann Kraslawsky, EDHD, 1990
 Elizabeth Tippetts, EDMS, 1991
 Nancy Briganti, EDSP, 1995
 Peter Selby, PSYC, 1996
 Naomi Weintraub, EDSP, 1996
 Lisa Pericola Case, EDSP, 1997
 Kelly Henderson, EDSP, 1997
 Mary Jo Primosch, EDSP, 1997
 Gary Troia, EDSP, 1999
 Peter Troiano, EDCP, 1999
 James Berry, EDCI, 2001
 Sharon Craig, EDCI, 2001
 Matthew Mayer, EDSP, 2001
 Linda Mason, EDSP, 2002
 Bruce Saddler, EDSP, 2002
 Christopher Sperl, EDHD, 2002
 Deborah Litt, EDCI, 2003
 Leslie Simpson, EDCI, 2004
 Judith Concha, EDCI, 2005
 Rebecca Gibson, EDCI, 2007
 Michael Kresmien, EDSP 2007
 Eleni Papadopoulou, EDSP, 2007

Arlene Silva, EDCP, 2007
 Michelle Spencer, HESP, 2007
 Amy Falk Smith, EDSP, 2010
 Monica Simonsen, EDSP, 2010
 Megan Clark Kelly, EDHD, 2011
 Dawn Jacobs, EDSP, 2011

SERVICE

Professional:

Offices and Committee Memberships Held in Professional Organizations

1992-1995	Co-Chair, Division for Learning Disabilities Research Committee (with Barbara Keogh), Council for Exceptional Children, Reston, VA
1992-1995	Member, Executive Board, Division for Learning Disabilities, Council for Exceptional Children, Reston, VA
1998	Member, Current Practice Alerts Committee, Division for Learning Disabilities/Division for Research, Council for Exceptional Children
2001-	Member, Research Committee, Division for Learning Disabilities, Council for Exceptional Children, Reston, VA
2007-2010	Board Member, Learning Disabilities Association of America

Unpaid reviewing activities

1989 -1991	Proposal referee for Division C, American Educational Research Association.
1985 – 1987	Proposal referee for Division C, American Educational Research Association.
1997	Proposal referee for Special Interest Group:
1990 - 1995	Special Education Research, American Educational Research Association.
1985-88	
1986	Discussant: Assessment in special education. Annual Meeting of the American Educational Research Association, San Francisco.
1986	Chair: Division C Critique Session, Annual Meeting of the American Educational Research Association, San Francisco.
1988	Critic: Categorization and integration of handicapped students. Annual Meeting of the Americas Educational Research Association, New Orleans,

LA.

- 1990 Chair: Division C Critique Session, Annual Meeting of the American Educational Research Association, Boston.
- 2002 Reviewer, Dissertation of the Year Award
- 2001 Reviewer, Dissertation of the Year Award
- 1996 Reviewer, Dissertation of the Year Award,
- 1995 Division for Learning Disabilities
- 1994
- 1993
- 1991
- 1995 Moderator, Paper presentation, Annual Meeting of the Council for Exceptional Children 2002
- 2002
- 2001 Proposal referee, Council for Exceptional Children
- 1995
- 1994
- 1993

Organizational memberships:

American Educational Research Association
 AERA Special Interest Group: Special Education Research
 Council for Exceptional Children
 Division for Learning Disabilities
 Council for Learning Disabilities
 International Academy for Research in Learning Disabilities
 Society for the Scientific Study of Reading

Other Reviewing Activities

- 1987 Reviewer of grant applications, Research Implementation and Demonstrations, U.S. Department of Education, Office of Special Education Programs, February.
- 1988 Reviewer of grant applications, Research on School Building Models for Educating Students with Handicaps in General Education Settings, U.S. Department of Education, Office of Special Education Programs, April.
- 1990 Reviewer of grant applications, Small Grants Competition, U.S. Department of Education, Office of Special Education Programs, January.
- 1993 Reviewer of grant applications, Initial Career Awards Competition, U.S.

	Department of Education, Office of Special Education Programs, March.
2004	Reviewer of Grant applications, OSEP, USDOE, Reading interventions for students with mental retardation, Fall.
2005	Reviewer of Grant applications, Institute of Educational Science, USDOE, Field Initiated Evaluations of Educational Innovations, February
2005	Reviewer of Grant applications, Institute of Educational Science, USDOE, Special Education Research Competition, October
2006	Reviewer of Grant applications, Institute of Educational Science, USDOE
2007-2010	Principal Member, Reading and Writing Education Research review panel, Institute of Educational Science, USDOE
2008-	Member, Technical Review Committee on Progress Monitoring, National Center on Response to Intervention (AIR)
2008	Member, Study Design Expert Panel, Evaluation of Office of Special Education (USDOE) Programs' Personnel Preparation Program (Westat)
2008-2011; 2013	Member, Technical Working Group, IES Evaluation of Response to Intervention Strategies in Elementary Reading (MDRC, SRI)

Other Service Activities - Local

1983 Summer	Instructor, Introduction to cluster analysis techniques, Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill, N.C. (with M. I. Appelbaum).
1984 Fall	Instructor, Woodcock Johnson Psychoeducational Battery, Prince George's County Public Schools, MD.
1985-1987	Consultant, data analysis and interpretation; Project: An investigation of program characteristics that enhance handicapped students' performance on the Maryland Functional Reading Test, Maryland State Department of Education. (Funded by U.S. Department of Education).
1985 Spring	Instructor, Motivational techniques for children and young adults with learning problems, Traveling Tutors. Silver Spring, MD.
1986 Spring	Instructor, Woodcock Johnson Psychoeducational Battery, St. Mary's County Public Schools, MD.
1988	Consultant, cluster analysis methods, National Institute of Dyslexia,

Chevy Chase, MD, March.

- 1989-1990 Consultant, Resources for Learning Disability Facilitators, Maryland State Department of Education, Baltimore.
- 1989 Summer Panelist, Learning Disabilities, University Connection Program, Montgomery County Public Schools Cable Television, MD.
- 1990 Presenter, Spring Results of Project SEARCH, Prince George's County Public Schools, MD.
- 1991 Member, Task Force on Special Education and Black Male Achievement in Prince George's County, MD, June.
- 1994 Instructor, Teacher – Student talk: Learning disabilities in a new light, Barrie School, Silver Spring, MD
- 1995 Instructor, The connection between phonological awareness and reading: The research basis. Montgomery County Public Schools, MD.
- 1996 Expert witness, Montgomery County Public Schools.
- 1996 Consultant, Outcome J Committee, Montgomery County Public Schools
- 1997 Instructor, Phonemic awareness and early reading. School Psychologists, Howard County Public School, MD.
- 2000 Expert witness, Howard County Public Schools

Consultancies:

- 2009 Commonwealth Foundation
- 2007- Early Reading First Literacy Partnership Project, Froma Roth, PI
- 2006-2007 Wireless Generation
- 2005- Neurobiology and Treatment of Reading Disability in NF1, Laurie Cutting, PI
- 2005- Focus Team Advisory Committee, SRI, Model Demonstration Coordination Center, Progress Monitoring Grants
- 2003 Reading First Grant Review, Texas Educational Agency
- 2003- National Advisory Board, Research in Progress Monitoring

- 2002- National Advisory Board, National Research Center on Learning Disabilities
- 1998 Book reviewer, McGraw-Hill, March.
- 1997-2001 Consultant (and Co-Principal Investigator), Early Interventions Project, Barbara Foorman, Principal Investigator, University of Texas-Houston.
- 1991 Book reviewer, Brooks Publishing Co., October.
- 1989 Consultant, statistical design and analyses, Dr. Froma Roth (HESP), Principal Investigator; Project: Narration and reading readiness in language-impaired children, April.
- 1986 Reviewer of book prospectuses, Merrill Publishing Co., July.

University Service

Departmental:

- 1984-2011 Member, Undergraduate Program in Elementary Special Education Committee
- 1984-2011 Member, Graduate Program in Learning Disabilities Committee
- 1985-1986 Member, Human Subjects Committee
- 1986-1989 Chair, Human Subjects Committee
- 1986-1993 Faculty Library Representative
- 1988-1989 Search Committee for Assistant/Associate Professor
- 1990 Search Committee for Assistant/Associate Professor in Behavioral Disorders
- 1990 Graduate Committee
- 1990-2011 Graduate Admissions Committee
- 1990-2011 Undergraduate Program Implementation Committee
- 1993 NCATE review for Undergraduate Program in Educational Handicaps
- 1997 Search Committee for Professor
- 1998 Search Committee for Professor

2000	Task Force for Strategic Planning
2002-2007	Undergraduate Admissions and Retention Committee
2004-2006	Chair, Faculty Search Committee for open rank positions in learning disabilities

College and Divisional:

1986	Member, Faculty College Committee
1986-1988	Member, Planning and Advisory Committee
1988	Guest lecture, EDMS 623, (Applied Measurement: Issues and Practices)
1989	Speaker, Office of Laboratory Experiences Conference on Mainstreaming Multicultural Perspectives in Education
1989-1991	Member, College Goals Committee
1993	Member, Review of College Promotion and Tenure Document
1995-1996	Member, Committee on the Interdisciplinary Graduate Concentration in School Change
1996-1998	Member, Faculty Senate
1996-1997	Member, EDCI/EDSP Task Force on Undergraduate Education
1997-1999	Member, Senate Planning Committee
1999-2001	Appointment, Tenure, and Promotion Committee
2006-2007	Member, EDHD Search Committee for Professor and Assistant Professor
2010-2011	Member, College of Education Senate

Campus and University:

1985-1986	Member, Division Council
1989-1998	Member, Institutional Review Board
1990-1993	Chair, Institutional Review Board
1991	Member, Graduate Council Committee on Research

1993	Member, Key Scholarship Committee
1993-1996	Member, Campus Senate
1995	Honors Research Grant Committee
2000-2003	Fellow, Gemstone Project
2002-2003	Member, Committee to Review the COE Dean
2003-2006	Member, General Research Board
2007-2008	Member, COE Dean Search Committee