

VITAE
Jill Howard Allor, Ed.D.

SUMMARY

Dr. Jill Allor is a University Distinguished Professor and former chair of the Department of Teaching and Learning at Southern Methodist University. In 1996, she received her doctorate in special education from Peabody College of Vanderbilt University. A former special education teacher, her research is school-based and focuses on literacy acquisition for students with and without disabilities. She was awarded the 2000 Award for Outstanding Research by the Council on Learning Disabilities and is the co-recipient of the Best Article in Learning Disabilities Research and Practice for 1999. In 2012, the International Multisensory Structured Language Education Council presented her with the Innovator Award for Outstanding Educator. After being nominated by her students, she received the Rotunda Outstanding Professor award at SMU in 2016. In 2019, she was awarded a Ford Research Fellowship from SMU. As principal/co-principal investigator, she has received nearly \$10 million of external research funds, including a \$3.3 million grant funded in 2020 by the Institute of Education Sciences to test the efficacy of the *Friends on the Block* literacy curriculum when provided to students with intensive needs. She has also received over \$1 million to support teacher preparation and development in the area of literacy. In addition to publishing several early literacy programs for typical and struggling readers, as well as students with disabilities, she has also published over 40 peer-reviewed research articles and book chapters. Throughout her career, she has presented widely at national professional meetings and has led numerous professional development workshops on a wide variety of literacy related topics, including peer tutoring, early literacy development, phonemic awareness instruction, literacy assessment, and early literacy text.

PERSONAL INFORMATION

Southern Methodist University
Department of Teaching and Learning
Annette Caldwell Simmons School of Education and Human Development
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Dallas, Texas 75275-0455
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EDUCATION

Doctor of Education, Special Education, August, 1996
George Peabody College of Vanderbilt University,
Nashville, Tennessee

Master of Education, Special Education, May, 1992
Bachelor of Arts, Elementary and Special Education, May, 1988
Southeastern Louisiana University, Hammond, LA

PROFESSIONAL ACTIVITIES

- August, 2020 to present **University Distinguished Professor, Department of Teaching and Learning**
Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University
Dallas, TX
- August, 2011 to 2020 **Professor, Department of Teaching and Learning**
Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University
Dallas, TX
- August, 2005 to May, 2014 **Chair, Department of Teaching and Learning**
Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University
Dallas, TX
- July, 2004 to July, 2011 **Associate Professor, Department of Teaching and Learning**
Annette Caldwell Simmons School of Education and Human Development
Fellow, Institute for Reading Research
Southern Methodist University
Dallas, TX
- August, 1998 to June, 2004 **Assistant Professor, Department of Curriculum and Instruction**
Special Education and Early Literacy
Louisiana State University
Baton Rouge, LA (awarded tenure and promoted in 2004)
- September, 1996 to July, 1998 **Research Associate/Adjunct Professor**
Project Coordinator, Project PERFECT (Preventing Early Reading Failure by Enhancing Classroom Technology, Grant #H180G60004)
Principal Investigators: Patricia Mathes and Joseph Torgesen
Florida State University
Tallahassee, FL
- August 1992 to June, 1996 **Research Assistant**
Peabody College of Vanderbilt University
Nashville, TN
- May, 1996 to July, 1996 **Peer-Assisted Learning Strategies Consultant**
Vanderbilt Child Development Center
Summer Day Treatment Program for Children with Attention Deficit Hyperactivity Disorder
Nashville, TN
- August, 1993 to July, 1996 **Private Tutor**
Nashville, TN

- Summers of 1993 and 1994 **Special Education Teacher**
Vanderbilt Child Development Center
Summer Day Treatment Program for Children with
Attention Deficit Hyperactivity Disorder
Nashville, TN
- June 1991 to July 1992 **Individual/Small-Group Tutor**
Counseling and Diagnostic Associates, Denham Springs, LA
- August 1988 to May 1992 **Special Education Teacher**
Seventh Ward Elementary School, Denham Springs, LA

PUBLICATIONS

Articles in Peer-Reviewed Journals

- Conner, C., Baker, D., & **Allor, J. H.** (in press). Language choice for linguistically diverse children with Autism Spectrum Disorder. *Bilingual Research Journal*.
- Allor, J. H.**, Yovanoff, P., Al Otaiba, S., Ortiz, M. B., & Conner, C. (2020). Evidence for a literacy intervention for students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 55, 290-302.
- Al Otaiba, S., **Allor, J. H.**, Baker, K., Conner, C., Stewart, J., & 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.
- Al Otaiba, S., Baker, K., Lan, P., **Allor, J. H.**, Rivas, B., Yovanoff, P. & Kamata, A. (2019). Elementary teacher's knowledge of response to intervention implementation: A preliminary factor analysis. *Annals of Dyslexia*, 69, 34-53. doi: 10.1007/s11881-018-00171-5
- Jones, G. F., Gifford, D. B., Yovanoff, P., Al Otaiba, S. Levy, D., & **Allor, J.** (2019). Alternate assessment formats for progress monitoring students with intellectual disabilities and below average intelligence quotients: An exploratory study. *Focus on Autism and Other Developmental Disabilities*, 34(1), 41-51. <https://doi.org/10.1177/1088357618762749>
- Lemons, C. J., Allor, J. H., Al Otaiba, S., LeJeune, L. M. (reprint in 2018; originally 2016). Ten research-based tips for enhancing literacy instruction for children and adolescents with intellectual disability. *Teaching Exceptional Children*, 50, 220-232.
- 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 for Intellectual and Developmental Disabilities*, 123, 474-494. doi:10.1352/1944-7558-123.5.474
- Lindo, E. J., Weiser, B., Cheatham, J. P., & **Allor, J. H.** (2017). Benefits of structured after-school literacy tutoring by university students for struggling elementary readers. *Reading*

and Writing Quarterly: Overcoming Learning Difficulties, 34, 117-131, doi:
10.1080/10573569.2017.1357156.

- 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, 25-32.
- Lemons, C. J., Allor, J. H., Al Otaiba, S., LeJeune, L. M. (2016). Ten research-based tips for enhancing literacy instruction for children and adolescents with intellectual disability. *Teaching Exceptional Children*, 49, 18-30.
- Stokes, L., & **Allor, J. H.** (2016). A power analysis for fidelity measurement sample size determination. *Psychological Methods*, 21(1), 35-46.
doi:<http://dx.doi.org/10.1037/met000006>
- Allor, J. H.**, Mathes, P., Roberts, K., Cheatham, J. 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.
- Cheatham, J. P. & **Allor, J. H.** (2014). How does independent practice of multiple-criteria text influence the reading performance and development of second graders? *Learning Disability Quarterly*, 37, 3-14. doi 10.1177/0731948713494016
- 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.
- Cheatham, J. P. & **Allor, J. H.** (2012). The influence of decodability in early reading text on reading achievement: A review of the evidence. *Reading and Writing: An Interdisciplinary Journal*, 25, 2223-2246. DOI 10.1007/s11145-011-9355-2.
- Allor, J. H.**, & Chard, D. J. (2011). A comprehensive approach to improving reading fluency for students with disabilities. *Focus on Exceptional Children*, 43, 1-12.
- Allor, J. H.**, Champlin, T. M., Gifford, D. B., & Mathes, P. G. (2010). Methods for increasing the intensity of reading instruction for students with intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, 45, 500-511.
- Allor, J. H.**, Mathes, P. G., Roberts, J. K., Cheatham, J. P., & Champlin, T. M. (2010). Comprehensive reading instruction for students with intellectual disabilities: Findings from the first three years of a longitudinal study. *Psychology in the Schools*, 47, 445-466.
- Allor, J. H.**, Mathes, P. G., Jones, F. G., Champlin, T. M., & Cheatham, J. P. (2010). Individualized research-based reading instruction for students with intellectual disabilities. *TEACHING Exceptional Children*, 42, 6-12.

- Allor, J. H.**, Mathes, P. G., Roberts, J. K., Jones, F. G., & Champlin, T. M. (2010). Teaching students with moderate intellectual disabilities to read: An experimental examination of a comprehensive reading intervention. *Education and Training in Autism and Developmental Disabilities, 45*, 3-22.
- Allor, J. H.**, Mathes, P. G., Champlin, T. M., & Cheatham, J. P. (2009). Research-based techniques for teaching early reading skills to students with intellectual disabilities. *Education and Training in Developmental Disabilities, 44*, 356-366.
- Mooney, P., McCarter, K. S., Schraven, J., Hintze, J. M., Mooney, E., Landry, D., Colclough, T., Gansle, K. A., Denny, R. K., Grandstaff-Beckers, G., Benner, G. J., & **Allor, J. H.** (2008). Further evidence of oral reading fluency's utility in predicting statewide student reading proficiency. *International Journal of Psychology: A Psychosocial Approach, 2*, 121-146.
- Benner, G. J., Nelson, J. R., **Allor, J. H.**, Mooney, P., & Dai, T. (2008). Academic processing speed mediates the influence of both externalizing behavior and language skills on the academic skills of students with emotional disturbance. *Journal of Behavioral Education, 17*, 63-78.
- Benner, G. J., **Allor, J. H.**, & Mooney, P. (2008) An investigation of the academic processing speed of students with emotional and behavioral disorders served in public school settings. *Education and Treatment of Children, 31*,307-332.
- Allor, J. H.**, Cheek, E., Smith, P., & Schorzmann, E. (2006). Considering tutors' perspectives: Implications for struggling readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties, 22*, 357-374.
- Allor, J. H.**, Gansle, K. A., & Denny, R. K. (2006). The Stop and Go Game: The effects of modeling, practice, and feedback on phonemic awareness segmentation tasks. *Preventing School Failure, 50*, 23-30.
- Allor, J. H.**, & McCathren, R. B. (2004). The efficacy of an early literacy tutoring program implemented by college students. *Learning Disabilities Research and Practice, 19*, 116-129.
- Allor, J. H.**, & McCathren, R. B. (2003). Developing emergent literacy skills through storybook reading. *Intervention in School and Clinic, 39* (2), 72-79.
- Allor, J. H.** (2003). [Review of the book *Literary practices as social acts*]. *Anthropology and Education Quarterly, 34* (1). Retrieved September 6, 2003, from <http://www.aaanet.org/cae/aeq/br/lewis2.htm>
- Allor, J. H.** (2002). The relationships of phonemic awareness and rapid naming to reading development. *Learning Disability Quarterly, 25*, 47-57. *2000 Award for Outstanding Research, The Council for Learning Disabilities. Presented at the International

Conference on Learning Disabilities, October, 2000.

McCathren, R. B., & **Allor, J. H.** (2002). Using storybooks with preschool children: Enhancing language and literacy. *Young Exceptional Children*, 5(4), 3-10.

Allor, J. H., Fuchs, D., & Mathes, P. G. (2001). Do students with and without lexical retrieval weaknesses respond differently to instruction? *Journal of Learning Disabilities*, 34, 264-275.

Mathes, P. G., Torgesen, J. K., & **Allor, J. H.** (2001). The effects of Peer Assisted Learning Strategies for First Grade Readers with and without additional computer assisted instruction in phonological awareness. *American Educational Research Journal*, 38, 371-410.

Mathes, P. G., Grek, M. L., **Howard, J. K.**, Babyak, A. E., & Allen, S. H. (1999). Peer-Assisted Learning Strategies for First-Grade Readers: A tool for preventing early reading failure. *Learning Disabilities Research and Practice*, 14(1), 50-60. *Winner of the Samuel Kirk Award (for the best research-to-practice article in *Learning Disabilities Research and Practice* for 1999), awarded by the Council for Exceptional Children, Division of Learning Disabilities.

Mathes, P. G., **Howard, J. K.**, & Allen, S. H., & Fuchs, D. (1998). Peer-Assisted Learning Strategies for First-Grade Readers: Responding to the needs of diverse learners. *Reading Research Quarterly*, 33, 62-94.

Chapters in Edited Books/Online

Al Otaiba, S., **Allor, J. H.**, & Stewart, J. (in press). Structured literacy interventions for phonemic awareness and basic word recognition skills. In L. Spear-Swerling (Ed.) *Structured Literacy Interventions for Children with Reading Difficulties*, NY, NY: Guilford.

Allor, J. H., Kearns, D., Ortiz, M., & Conner, C. (invited book chapter; in press). An examination of the text characteristics of an early reading book series: Providing intensive practice with connected text. In M. Tankersley, B. G. Cook, & T. J. Landrum (Eds.), *Advances in Learning and Behavioral Disabilities (Vol. 31)*, Bingley, UK: Emerald.

Allor, J. H. & Stokes, L. (2017). Measuring treatment fidelity with reliability and validity across a program of intervention research: Practical and theoretical considerations. In G. Roberts, S. Vaughn, S. N. Beretvas, & V. Wong (Eds.), *Measuring and Modeling Treatment Fidelity in Studies of Educational Intervention*, New York: Routledge Taylor & Francis Group.

Al Otaiba, S., **Allor, J.H.**, Werfel, K.M. & Clemens, N. (2016). Critical components of phonemic awareness instruction and intervention: Recommendations for teacher training

and for future research. To appear in R. Schiff & M. Joshi (Eds.) *Interventions in Learning Disabilities: A Handbook on Systematic Training Programs for Individuals with Learning Disabilities*. New York: Springer Science.

Al Otaiba, S., **Allor, J.**, 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.

Allor, J. H., Al Otaiba, S., & Folsom, J. (updated 2015, 2011). Literacy development and language acquisition. In Oxford Bibliographies Online: Education. Ed. Jim Guthrie and Patrick Schuermann. New York: Oxford University Press.
<http://www.oxfordbilibiographiesonline.com>.

Allor, J. H., Al Otaiba, S., Folsom, J., & Ortiz, M. (2014). Comprehensive Beginning Reading. D. M. Browder, & F. Spooner (Eds.), *MORE Language Arts, Math, and Science for Students with Severe Disabilities*. Baltimore, MD: Brookes.

Allor, J. H., & Al Otaiba, S. (2013). Strategies for improving student outcomes in emergent reading: Advances in the field of early literacy instruction. In D. Chard, M. Tankersley, and B. Cook (Eds.), *Effective Practices in Special Education* (pp. 11-23). Boston, MA: Pearson.

Howard, J. K., Fuchs, D., & Mathes, P. G. (1999). What is lexical retrieval and why might it be important? In T.E. Citro (Ed.). *Parenting the Child with a Learning Disability: The Experts Speak* (pp. 77-82). Weston, MA: Learning Disabilities Association of Massachusetts. *Recipient of the 1999 Outstanding Proud Project by the Learning Disabilities Association of America.

Published Curricula and Readers

Allor, J. H., Cheatham, J. & Al Otaiba, S. (2017-2020). *Friends on the Block*. Richardson, TX: Friends on the Block. (Levels 13-14 added in 2020)

Baker, D. L., **Allor, J.**, & Minden-Cupp, C. (2016). Bookshop Fonética Grado K. New York, NY: Mondo.

Baker, D. L., **Allor, J.**, & Minden-Cupp, C. (2016). Bookshop Fonética Primer Grado. New York, NY: Mondo.

Allor, J. H., & Mathes, P. G. (2012). *Early interventions in reading: Level K*. Columbus, OH: SRA/McGraw-Hill.

Allor, J. H., & Minden-Cupp, C. (2009). *Bookshop Phonics Intervention*. New York, NY: Mondo.

Allor, J. H., & Minden-Cupp, C. (2007). *Bookshop Phonics for Kindergarten*. New York, NY: Mondo.

Allor, J. H., & Minden-Cupp, C. (2007). *Bookshop Phonics for First Grade*. New York, NY: Mondo.

Mathes, P. G., & **Allor, J. H.** (2001). *Teacher-Directed PALS: Paths to Achieving Literacy Success*. Longmont, CO: Sopris West.

Mathes, P. G., Torgesen, J. K., Allen, S. H., & **Allor, J. H.** (2001). *First-Grade PALS: Peer-Assisted Literacy Strategies*. Longmont, CO: Sopris West.

EXTERNAL FUNDING

Principal Investigator: Institute of Education Sciences, *Examining the Initial Efficacy of Friends on the Block: An Intensive Early Intervention for Elementary Students with Intellectual and Developmental Disability (Project Intensity)*. (July, 2020-June, 2025). Funding: \$3,300,000.

Co-Principal Investigator: Institute of Education Sciences, *Project FOCUS: Exploring RTI implementation with a Focus on Students Receiving Tier 3 and Special Education*. PI, Stephanie Al Otaiba. July, 2016-June, 2020. Funding: \$1,500,000.

Principal Investigator: Institute of Education Sciences, *Project Intensity: The Development of a Supplemental Literacy Program Designed to Provide Extensive Practice with Multiple-Criteria Text for Students with Intellectual Disabilities*. July, 2013-June, 2018. Total Funding: \$1,500,000.

Wehby, J., Lemons, C.J., Fuchs, D. & Fuchs, L.S. (2015-2019). National Center on Leadership in Intensive Intervention (NCLII). Office of Special Education Projects, U.S. Department of Education (\$7,500,000). Role: Fellow.

Innovative Teaching Grant from Dallas Down Syndrome Guild (2015). Technology to Support Intensive Reading Instruction for Students with Down Syndrome (\$5000). PIs Stephanie Al Otaiba & Jill Allor.

Co-Principal Investigator: Institute of Education Sciences, *Using Imperfect Fidelity Measures to Improve Statistical Inferences about Educational Interventions*, 2009-2011. Total Funding: \$431,823.

Principal Investigator: U.S. Department of Education, *Maximizing Literacy Learning among Children with Mild to Moderate Mental Retardation*, 2005-2009 (co-principal investigator 2005-2010). Total Funding: \$2,941,086.

Co-Principal Investigator: Louisiana Department of Education and the Louisiana Board of Regents, *Louisiana Reading Intervention Program*. 2003-2006. Approximate Total Funding: \$700,000.

Co-Principal Investigator: Louisiana Department of Education and the Louisiana Board of Regents, *Project LICENSE: Louisiana's Innovative Certification of Educators in Special Education*, 1999-2001. Approximate Total Funding: \$300,000

Principal Investigator: Louisiana Department of Education and the Louisiana Board of Regents, *America Reads*, 1998-2001. Approximate Total Funding: \$150,000.

Principal Investigator: U.S. Department of Education. *Project Value: Valid, Adult-Mediated Literacy Instruction which is Useful and Efficient*. 1998-2002. Approximate Total Funding: \$225,000.

AREAS OF RESEARCH INTEREST

Effective early literacy instruction for general education and special education students.
Implementation of research-based practices by general and special educators.
Preparation and professional development of general and special educators.
Early reading text.

PRESENTATIONS AT PROFESSIONAL CONFERENCES AND MEETINGS

Connor, C., Gifford, D., Jones, F. J., & **Allor, J. H.** (March, 2021). *Using an observation tool to assess reading comprehension for students with disabilities*. Annual Council for Exceptional Children Convention, virtual.

Connor, C., **Allor, J. H.**, Al Otaiba, S. A. (March, 2021). *Comprehensive reading interventions for students with ASD and cognitive disabilities: Focus on reading comprehension*. Annual Council for Exceptional Children Convention, virtual.

Allor, J. H. (January, 2021, invited). *Teaching students with intellectual and developmental disabilities to read: Is it really any different than teaching other students to read?* Center for Research on the Challenges of Acquiring Language and Literacy Distinguished Lecture Series. Georgia State University.

Al Otaiba, S., Stewart, J., Baker, K., **Allor, J. H.**, & Conner, C. (February, 2020). *Exploring school-implemented RTI: Findings from a national study*. Annual Council for Exceptional Children Convention, Portland, OR.

Al Otaiba, S., **Allor, J. H.**, Baker, K. Stewart, J., Conner, C., & Mellado de la Cruz, V. (November, 2019). *Structured literacy approaches for phonemic awareness and word reading*. Reading, Literacy and Learning Conference of the International Dyslexia Association, Portland, OR.

Allor, J. H. (July, 2019, invited). *Teaching children with intellectual disability how to read: Research to Practice*. Pediatric Epilepsy Surgery Family and Professional Conference, Cleveland, OH.

- Allor, J. H.,** Kearns, D., Al Otaiba, S., Ortiz, M. B., & Conner, C. (February, 2019). *Improving the “text diet” of early and struggling readers: Selecting and adapting text.* Annual Council for Exceptional Children Convention, Indianapolis, IN.
- Allor, J. H.** (January, 2019). *Teaching students with intellectual disability to read using Friends on the Block, a comprehensive, text-centered curriculum.* International Conference on Autism, Intellectual Disability and Developmental Disabilities, Maui, HI.
- Allor, J. H.** (October, 2018, invited) Texas congressional testimony for Roundtable on PreK in Texas. Dallas, TX.
- Allor, J. H.,** Al Otaiba, 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.
- Conner, C., Baker, K, **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 Society for the Scientific Study of Reading, Brighton, UK.
- Al Otaiba, S., **Allor, J. H.,** Baker, K., Lan, P., Rivas, B., & Yovanoff, P. (February, 2018). *Measuring teachers’ knowledge about RTI.* Annual Council for Exceptional Children Convention, Tampa, FL.
- Allor, J. H.,** Al Otaiba, S., Ortiz, M. B., & Conner, C. (February, 2018). *Promising evidence for a text-centered literacy curriculum for students with intellectual disability.* Annual Council for Exceptional Children Convention, Tampa, FL.
- Allor, J. H.,** Al Otaiba, S., Ortiz, M. B., Conner, C., & 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.
- Yovanoff, P., **Allor, J. H.,** & Al Otaiba, S. (February, 2018). *Project Intensity – Single case effect size estimation and meta analyses.* Pacific Coast Research Conference, San Diego, CA.
- Allor, J. H.** (January, 2018). *Research support for Friends on the Block: A text-centered early literacy curriculum for students with disabilities.* International Conference on Autism, Intellectual Disability and Developmental Disabilities, Clearwater Beach, FL.
- Allor, J. H.** & Conner, C. (January, 2018). *Raising literacy expectations: Instructional implications from recent research on a text-centered curriculum.* International Conference on Autism, Intellectual Disability and Developmental Disabilities, Clearwater Beach, FL.

- Allor, J. H.,** Woodruff, T., & Stephens, H. (November, 2017). *Serving all children with structured literacy: evidence-based practices within an RTI framework*. Reading, Literacy and Learning Conference of the International Dyslexia Association, Atlanta, GA.
- Allor, J. H.,** Al Otaiba, S., Ortiz, M. B., Yovanoff, P., Conner, C., & Baker, K. (April, 2017). *The effectiveness of a text-centered literacy curriculum for students with intellectual disability*. Annual Council for Exceptional Children Convention, Boston, MA.
- 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.
- Allor, J. H.,** *Literacy instruction for students with intellectual disability: Recent advances and assessment issues*. (February, 2017). Statewide Evaluation Conference for Special Education Evaluation Personnel, Dallas, TX. (invited)
- 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.
- 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.
- Jones, G. F., Gifford, D. B., Yovanoff, P., Al Otaiba, & **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.
- Allor, J. H.,** Al Otaiba, S., Yovanoff, P., & Cheatham, J. (December, 2015). *The Effects of a Text-Centered Supplemental Curriculum for Students with Intellectual Disabilities*. Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
- Allor, J. H.** (October, 2015). *Supporting High Quality Literacy Systems, Practice and Instruction: Foundational knowledge and Methods for Teaching Students with Disabilities to Read (Invited Keynote)*. Statewide Meeting of the New York State Education Department Regional Special Education Technical Assistance Support Centers. Albany, NY.
- Allor, J. H.** (October, 2015). *Supporting High Quality Literacy Systems, Practice and Instruction: Applying Effective Literacy Practices to Specific Cases – Digging a Little Deeper (Invited Session)*. Statewide Meeting of the New York State Education Department Regional Special Education Technical Assistance Support Centers. Albany, NY.

- Carreker, S., Al Otaiba, S., & **Allor, J. H.** (October, 2015). *Dyslexia: A Dynamic Approach to Teacher Training*. International Dyslexia Association, Dallas, TX.
- Allor, J. H.** (September, 2015). *The Goldilocks Principle: How to Select Text that is “Just Right” for Early Readers (Invited Keynote)*. Region XIII Fall Dyslexia Conference. Austin, TX.
- Allor, J. H.** (September, 2015). *How to Select Text that is “Just Right” for Early Readers (Invited Session)*. Region XIII Fall Dyslexia Conference. Austin, TX.
- Allor, J. H.** (September, 2015). *Effective Strategies for Teaching Reading to Students with Intellectual Disability: Current Research and Implications for Instruction (Invited Workshop)*. Region XIII Fall Dyslexia Conference. Austin, TX.
- Allor, J. H.,** McGee, M., Engels, D. (August, 2015). Distance Education @ SMU. SMU Teaching Effectiveness Symposium, Dallas, TX.
- 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.
- Allor, J. H.** (January, 2015). *Improving Reading for Individuals with Down Syndrome: Insight from Research* (invited), Down Syndrome Guild, Dallas, TX.
- Allor, J. H.** (October, 2014). *Intensive Tier 3 Reading Instruction: Current Research Evidence*. CEC Division for Learning Disabilities Symposium, Dallas, TX.
- Al Otaiba, S., Ciullo, S., Whalon, K., **Allor, J. H.,** Ortiz, M., Parker, A. Ciullo, S. (April, 2014). *Integration and Collaboration to Support Struggling Readers Including Readers with Disabilities*. Annual Council for Exceptional Children Convention, Philadelphia, PA.
- Allor, J. H.,** & Al Otaiba, S. (February, 2014). *Designing Intensive Supplemental Intervention for Students with Intellectual Disabilities*. Pacific Coast Research Conference, San Diego, CA.
- Allor, J. H.,** Al Otaiba, S., & Cheatham, J. P. (November, 2013). *Research on Characteristics of Early Reading Text and Implications for Practice*. The International Dyslexia Association Annual Conference, New Orleans, LA.
- 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.

- Al Otaiba, S., **Allor, J. H.**, Ortiz, M., Parker, A. Ciullo, S. (April, 2013). *Integration and Collaboration to Support Struggling Readings Including Readers with Disabilities*. Annual Meeting of the International Reading Association, San Antonio, TX.
- Allor, J.**, Al Otaiba, S., Yovanoff, P., Roberts, K. & Ortiz, M. (April, 2013) *Understanding child characteristics associated with responsiveness to literacy instruction and intervention among students with intellectual disabilities*. Annual Council for Exceptional Children Convention, San Antonio, TX.
- Al Otaiba, S., **Allor, J. H.**, Folsom, J., & Lemons, C. (April, 2013). *Response of Students with Intellectual Disabilities to Early Reading*. Annual Council for Exceptional Children Convention, San Antonio, TX.
- Allor, J.**, Al Otaiba, S., Yovanoff, P., Roberts, K. & Ortiz, M. (February, 2013) *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.
- Allor, J. H.** (May, 2011). *Involving Families and Tutors in Early Reading Instruction: Engaging and Effective Practices*. Annual Meeting of the International Reading Association, Orlando, FL.
- Allor, J. H.** (May, 2011). *Teaching Students with Intellectual Disabilities to Read: Results from a Four-Year Longitudinal Study*. Annual Meeting of the International Reading Association, Orlando, FL.
- Allor, J. H.** (April, 2011). Invited. *Using Common Core State Standards for English Language Arts with K-5 Students with High-Incidence Disabilities*. Annual Council for Exceptional Children Convention, National Harbor, MD.
- Allor, J. H.** (April, 2011). *Teaching Students with Intellectual Disabilities to Transfer Early Reading Skills to Text*. Annual Council for Exceptional Children Convention, National Harbor, MD.
- Flowers, C. & **Allor, J. H.** (March, 2011). *Language and Reading Measures for Students with Developmental Disabilities*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Allor, J. H.** (July, 2010). *Teaching Students with Intellectual Disabilities to Read: Results from a Four-year Longitudinal Study*. Institute of Education Sciences Research Conference, Washington, D.C.
- Allor, J. H.**, & Champlin, T. M. (April, 2010). *Results from a Longitudinal Reading Intervention Study with Students with Intellectual Disabilities*. Annual Council for Exceptional Children Convention, Nashville, TN.
- Allor, J. H.**, & Lemons, C. (April, 2010). *Strand Leaders – Reading Instruction for Children*

with Intellectual Disabilities: Research and Practical Implications. Annual Council for Exceptional Children Convention, Nashville, TN.

Allor, J. H., & Champlin, T. M. (January, 2010). *Methods for Increasing the Intensity of Reading Instruction for Students with Disabilities*. International Conference on Cognitive Disabilities, Autism, and other Developmental Disabilities. Maui, HI.

Allor, J. H., & Champlin, T. M. (January, 2010). *Teaching Students with Intellectual Disabilities to Transfer Early Reading Skills to Connected Text*. International Conference on Cognitive Disabilities, Autism, and other Developmental Disabilities. Maui, HI.

Roberts, J. K., **Allor, J. H.** & Mathes, P. G. (June, 2009). *Measurement Solutions for Continuous Progress Monitoring of Students with Intellectual Disabilities*. Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

Allor, J. H. (June, 2009). *Teaching Students with Intellectual Disabilities to Read: An Experimental Examination of a Comprehensive Reading Intervention*. Institute of Education Sciences Research Conference, Washington, D.C.

Allor, J. H. & Champlin, T. M. (April, 2009). *Response to Reading Intervention by Students with Low IQs*. Annual Council for Exceptional Children Convention, Seattle, WA.

Allor, J. H. & Champlin, T. M. (April, 2009). *Effective Reading Instruction for Students with Intellectual Disabilities*. Annual Council for Exceptional Children Convention, Seattle, WA.

Mathes, P. G., & **Allor, J. H.** (October, 2008). *Practical, Research-Based Practices for Teaching Students with Intellectual Disabilities to Read*. Annual Conference for the Teacher Education Division of the Council for Exceptional Children. Dallas, TX.

Allor, J. H. (October, 2008). *Practical, Research-Based Techniques for Teaching Students with Intellectual Disabilities to Read*. International Conference on Cognitive Disabilities, Autism, and other Developmental Disabilities. San Diego, CA.

Jones, F. G. & **Allor, J. H.** (April, 2008). *Techniques for Teaching Reading to Students with Intellectual Disabilities*. Annual Council for Exceptional Children Convention, Boston, MA.

Allor, J. H. & Roberts, J. K. (April, 2008). *Results from a Longitudinal Reading Intervention Study with Students with Intellectual Disabilities*. Annual Council for Exceptional Children Convention, Boston, MA.

Allor, J. H. (March, 2008). *Maximizing Literacy Outcomes for Students with Cognitive Disabilities: Research Study Findings from the First Two Years of a Longitudinal Intervention Study*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

- Cheatham, J. P., **Allor, J. H.**, & Roberts, J. K. (February, 2008). *Maximizing Literacy Outcomes for Students with Mental Retardation*. Paper presented at the Annual Meeting of the Southwest Educational Research Association. New Orleans, LA.
- Allor, J. H.**, & Mathes, P. G. (January, 2008). *Maximizing Literacy Outcomes for Students with Cognitive Disabilities: National Advisory Board Update*. Annual Meeting of Reading and Mental Retardation Advisory Board, Charlotte, NC.
- Allor, J. H.** (June, 2007). *Maximizing Literacy Outcomes for Students with Cognitive Disabilities: Findings from the Second Year of a Longitudinal Study*. Institution of Education Sciences Research Conference, Washington, D.C.
- Allor, J. H.**, & Jones, F. G. (April, 2007). *Maximizing Literacy Outcomes for Students with Cognitive Disabilities: Research Study Findings from the First Two Years of a Longitudinal Intervention Study*. Annual Council for Exceptional Children Convention, Louisville, KY.
- Allor, J. H.**, & Jones, F. G. (January, 2007). *Evidence Based Practices for Literacy Instruction for Children with Cognitive Disabilities: Methods and Research*. International Conference on Cognitive Disabilities, Autism, and other Developmental Disabilities. Kona, HI.
- Allor, J. H.** (September, 2006) Invited Keynote Speaker. *Preventing Reading Failure: Possibilities and Barriers*. Georgia Reading First Struggling Readers' Conference. Atlanta, GA.
- Allor, J. H.** (May, 2006). *Teaching Phonemic Awareness with a Game: It Can Work*. International Reading Association. Chicago, IL.
- Allor, J. H.**, Jones, F. G. & Mathes, P. G. (April, 2006). *Maximizing Literacy Outcomes for Students with Mental Retardation: Research Study Findings*. Annual Council for Exceptional Children Convention, Salt Lake City, NV.
- Allor, J. H.**, Mathes, P. G., & Jones, F. G. (April, 2006). *Children with Mental Retardation Can Learn to Read: Setting and Achieving Goals*. Annual Council for Exceptional Children Convention, Salt Lake City, NV.
- Allor, J. H.** (February, 2006). *Demonstration of an Early Literacy Game Designed for Individual Tutoring by Paraprofessionals*. International Learning Disabilities Association Conference, Jacksonville, FL.
- Allor, J. H.** (February, 2006). *Increasing Phonemic Awareness: An Analysis of a Tutoring Intervention with At-Risk Kindergartners*. International Learning Disabilities Association Conference, Jacksonville, FL.
- Allor, J. H.**, Mathes, P., Jones, F., Browder, D., and Sevcik, R. (July, 2005). *Teaching Students*

with Mental Retardation to Read: Current Large-Scale Research Projects. United States Office of Special Education Programs Project Directors' Conference, Washington, DC.

Allor, J. H., Gansle, K. A., & Denny, R. K. (April, 2005). *Increasing Phonemic Awareness: An Analysis of a Tutoring Intervention with At-Risk Kindergarteners.* Annual Council for Exceptional Children Convention, Baltimore, MD.

Allor, J. H., Gansle, K. A., Denny, R. K., & Mooney, P. (April, 2005). *Demonstration of an Early Literacy Game Designed for Individual Tutoring by Paraprofessionals.* Annual Council for Exceptional Children Convention, Baltimore, MD.

Benner, G. J., **Allor, J. H.,** & Beaudoin, K. (November, 2004). *The Influence of Processing Speed on the Social Adjustment and Academic Performance of Students with Emotional and Behavioral Disorders .* 28th Annual Conference for Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Allor, J. H., & McCathren, R. B. (April, 2004). *Strategies for Achieving Reading Success (STARS): A Structured Tutoring Program.* National Council for Exceptional Children Convention, New Orleans, LA.

Allor, J. H., & McCathren, R. B. (April, 2004). *The efficacy of an early literacy tutoring program implemented by college students.* National Council for Exceptional Children Convention, New Orleans, LA.

Lachney, R. & **Allor, J. H.** (October, 2002). *Adult-mediated reading instruction for grades 3 through 5.* 24th International Conference on Learning Disabilities, Denver, CO.

Allor, J. H. (February, 2002). *The Efficacy of an Early Literacy Tutoring Program Implemented by College Students: A Summary of Findings from Three Experiments.* Pacific Coast Research Conference, LaJolla, CA.

Allor, J. H. (September, 2001). *Tiger Pals: Tutoring Struggling First-Grade Readers.* Preschool and Primary Grades Conference sponsored by the Louisiana Department of Education, Baton Rouge, LA.

Allor, J. H., & Setliff, D. (February, 2001). *Assessing Early Literacy Using Continuous Progress Monitoring.* 21st Annual Louisiana Superconference on Special Education, Baton Rouge, LA.

Allor, J. H. (July, 2001). *Ti-GRRRR PALS (It's Time to Get Ready and Read, Read, Read): The Effectiveness of College Students Tutoring First Graders.* U.S. Department of Education Project Director's Meeting, Washington, D.C.

Allor, J. H. (October, 2000). *The Relationships of Phonemic Awareness and Rapid Naming to Reading Development.* International Conference on Learning Disabilities, Austin, TX. (Winner of the Council for Learning Disabilities 2000 Award for Outstanding Research)

- Allor, J. H.**, Schorzman, E., & Smith, P. (November, 1999). *Can College Students Effectively Tutor Beginning Readers Who Are At-Risk for Reading Failure?* Louisiana Reading Association Annual Conference, Lafayette, LA.
- Allor, J. H.**, Schorzman, E., Smith, P., & Cheek, E. (April, 2000). *Perceptions of College Students about their Roles as Tutors in an Early Literacy Program*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Howard, J. K.** (July, 1999). *Can College Students Effectively Tutor Beginning Readers Who Are At-risk for Reading Failure?* U.S. Department of Education Project Director's Meeting, Washington, D.C.
- Mathes, P. G., & **Howard, J. K.**, (November, 1998). *Peer-Assisted Learning Strategies for First-Grade Readers: Making Early Reading Instruction Responsive to the Needs of Diverse Learners*. 21st Annual Teacher Education Division of the Council for Exceptional Children Conference, Dallas, TX.
- Harper, G., Mathes, P., **Howard, J. K.**, & Greenwood, C. (February, 1998). *Contributions of Oral and Written Language Skills to School Difficulty*. Pacific Coast Research Conference, LaJolla, CA.
- Mathes, P. G., **Howard, J. K.**, & Edwards, B. (July, 1997). *Peer-Assisted Learning Strategies for Beginning Readers -- Two Experimental Studies of Efficacy and Feasibility*. Presented at the Annual Project Director's Meeting for the U.S. Office of Education, Office of Special Education Programs, Division of Innovation and Development, Washington, D.C.
- Howard, J. K.**, & Mathes, P. G. (November, 1996). *Applying Phonological Processing Research in the General Education Classroom*. Council for Learning Disabilities 18th International Conference, Nashville, TN.
- Howard, J. K.** (November, 1995). *Striking a Balance Between Holistic and Phonics-Based Strategies with Peabody Classwide Peer Tutoring (CWPT) for Beginning Readers*. International Reading Association Regional Conference, Nashville, TN.
- Howard, J. K.** (November, 1994). *Phonological Processing and Beginning Reading Instruction*. Presented at the Joint Conference, Nashville, TN.
- Fuchs, D., Dempsey, S., **Howard, J. K.** & Locke, W. (April, 1994). *Peabody-Metro Reintegration Project*. National Council for Exceptional Children Convention, Denver, CO.
- Fuchs, D., Dempsey, S., **Howard, J. K.** & Stewart, M. (March, 1994). *Peabody-Metro Reintegration Project*. National Convention of the Learning Disabilities Association, Washington, D.C.

Fuchs, D., Dempsey, S., **Howard, J. K.** & Locke, W. (January, 1994). *Peabody-Metro Reintegration Project*. Presented at the Joint Conference, Nashville, TN.

Fuchs, D., Dempsey, S., **Howard, J. K.**, Dutka, S., & Locke, W. (January, 1993). *Responsible Reintegration of Students with Mild/Moderate Disabilities: Collaboration Between Peabody/Vanderbilt and the Metro-Nashville Public Schools*. Leadership Conference on Least Restrictive Environment, Nashville, TN.

HONORS

2020 University Distinguished Professor, SMU.

2019 Gerald J. Ford Research Fellowship, SMU.

2016 Rotunda Outstanding Professor Award, SMU.

2012 International Multisensory Structured Language Education Council Innovator Award for Outstanding Educator in a College or University.

2000 Award for Outstanding Research, Council for Learning Disabilities. Presented at the International Conference on Learning Disabilities, October, 2000.

2000 Outstanding Young Secondary Educator. Presented by the Baton Rouge Jaycees in recognition of outstanding leadership, November, 2000.

1999 Winner of the Best Article in Learning Disabilities Research and Practice, awarded by the Council for Exceptional Children, Division of Learning Disabilities.

Mathes, P. G., Grek, M. L., **Howard, J. K.**, Babyak, A. E., & Allen, S. H. (1999). Peer-Assisted Learning Strategies for First-Grade Readers: A tool for preventing early reading failure. *Learning Disabilities Research and Practice, 14*(1), 50-60.

Recipient, Regular Education/Special Education Joint Stipend, Learning Disabilities Association, February, 1999.

Co-Recipient of the 1999 Outstanding Proud Project by the Learning Disabilities Association of America. **Howard, J. K.**, Fuchs, D., & Mathes, P. G. (1999). What is lexical retrieval and why might it be important? In T. E. Citro (Ed.). *Parenting the Child with a Learning Disability: The Experts Speak* (pp. 77-82). Weston, MA: Learning Disabilities Association of Massachusetts.

National Institute of Child Health and Development Mental Retardation Research Training Doctoral Fellowship, Vanderbilt University, 1994-1995.

SPECIAL TRAINING AND PROFESSIONAL DEVELOPMENT

What Works Clearinghouse Reviewer Certification Training, July 2015

Training in WWC review standards for Group Design (Randomized Control Trials and Quasi-Experimental Design). Focused explicitly on the WWC evidence standards and how they apply to research design, methodology, and analysis.

PROFESSIONAL DEVELOPMENT WORKSHOPS/TRAINING (selected)

Allor, J. H. & Ortiz, M. (April, 2020). *Friends on the Block: Providing Meaningful, Engaging and Effective Literacy Intervention to Students with Intensive Needs*. DaVinci Education and Research, St. James, NY.

Allor, J. H. & Ortiz, M. (May, 2019). *High Impact Evidence-Based Practices for Early Literacy Instruction*. Commit Dallas Partnership Early Matters Dallas. (Participants from Cedar Hill ISD, Mesquite ISD, & Dallas ISD).

Allor, J. H. (June, 2018). *Teaching Students with Intellectual Disability to Read using a Comprehensive, Text-Centered Curriculum*.

Allor, J. H. (October, 2018). *Friends on the Block Literacy Curriculum*. Richardson Independent School District.

Allor, J. H. (2018-2019). KIPP Destiny.

Allor, J. H. (October, 2015, invited Keynote). *Supporting High Quality Literacy Systems, Practice and Instruction: Foundational Knowledge and Methods for Teaching Students with Disabilities to Read*. New York State Regional Special Education Technical Assistance Support Center Statewide Professional Development.

Allor, J. H. (October, 2015, invited). *Effective Strategies for Teaching Reading to Students with Disabilities: 10 Tips for Helping Your Students Go the Distance*. New York State Regional Special Education Technical Assistance Support Center Statewide Professional Development.

Allor, J. H. (July, 2013). Literacy Summit Keynote. Monroe County Community School Corporation, Bloomington, Indiana.

Allor, J. H. (January, 2011 & May, 2011). Literacy and Intellectual Disability. Monroe County Community School Corporation, Bloomington, Indiana.

Allor, J. H. (July, 2010 - June, 2012). Early Reading First Consultant. Montana Office of Public Instruction.

Allor, J. H. (January - February, 2007). New York State Department Reading First Workshops: *Systematic and Explicit Reading Instruction: Making it Happen within a 3-Tiered Model*.

- Allor, J. H.** (July, 2004 - January, 2005). *Louisiana Reading First Workshops*. Shreveport and Alexandria, LA.
- Allor, J. H.** (July, 2002). *Peer Assisted Strategies for Grades 1-6*. Juniper Gardens Children's Project, Kansas City, KS.
- Allor, J. H.** (August, 2001). *Helping Teachers with Struggling Readers: Fostering the Use of 1st Grade PALS (Peer-Assisted Literacy Strategies) and Teacher-Directed PALS (Paths to Achieving Literacy Success)*. Pupil Appraisal Summer Institute, State of Louisiana.
- Allor, J. H.** (November, 2000). *Reading Acquisition: The Importance of Teaching Word Recognition*. Workshop presented to Highland Elementary as part of professional development partnership with Louisiana State University.
- Howard, J. K.** (October, 1997-May, 1998). *Using Peer-Assisted Learning Strategies as Part of a Balanced Literacy Curriculum*. Series of workshops presented to general and special educators at the elementary level, Quincy, FL.
- Howard, J. K.** (October, 1997). *Phonemic Awareness Training for Kindergarten Students*. Quincy, FL.
- Howard, J. K.** (July, 1997). *Putting Reading Research into Practice*. Workshop sponsored by Florida State University and Florida A&M University Regional CSPD and Florida Diagnostic and Learning Resources System, Quincy, FL.
- Howard, J. K.** (June, 1997). *Peabody Peer-Assisted Learning Strategies*. Presented at the Florida State University Regional CSPD Summer Reading Institute, Havana, FL.
- Fuchs, D., Dempsey, S., Siegel, A., **Howard, J. K.**, & Locke, W. (January, 1994). *Classwide Peer-Tutoring* (inservice teacher training). Nashville, TN.
- Fuchs, D., Dempsey, S., Stewart, M., **Howard, J. K.**, & Locke, W. (January, 1993). *Classwide Peer-Tutoring* (inservice teacher training). Nashville, TN.
- Fuchs, D., Dempsey, S., Stewart, M., **Howard, J. K.**, & Locke, W. (October, 1992). *Peabody-Metro Reintegration Project* (inservice teacher training). Nashville, TN.

COLLEGE TEACHING/SUPERVISION

Doctoral Students

Carlin Conner. (chair) Ph.D. awarded in 2020.

Jennifer Stewart. (committee member) Ph.D. awarded in 2020.

Miriam Ortiz. (committee member). Ph.D. awarded in 2017.

Diane Gifford. (co-chair with Dr. Paul Yovanoff). Ph.D. awarded in 2013.

Long “Michael” Luo. (committee member; statistics doctoral student). Ph.D. awarded in 2012.

Jose’ Ramos. (committee member) Ph.D. awarded in 2012.

Holly Stovall. (committee member; statistics doctoral student). Ph.D. awarded in 2012.

Laura Minze. (committee member; psychology doctoral student). Ph.D. awarded in 2012.

Jennifer Cheatham. (chair) *Practicing Independent Reading with Decodable Texts: A Comparison Study of Texts with Second Graders*. Ph.D. awarded in 2010.

Lisa Guidry. (chair) *A Phonological Awareness Intervention for at-Risk Preschoolers: The Effects of Supplemental, Intensive, Small-Group Instruction*. Ph.D. awarded in 2003.

Randy Lachney (co-chair with Dr. Ken Denny). *Adult-Mediated Reading Instruction for Third through Fifth Grade Children with Reading Difficulties*. Ph.D. awarded in 2002.

Courses Taught

Literacy Acquisition I and II. Two-course sequence that provides in-depth examination of early literacy based on the latest research evidence relevant for teaching literacy to K-2 grade students and those with disabilities in the early stages of learning to read. 2015-present

Learning to Read and Write. This course is designed for the elementary cohort members of the M.Ed. with Certification program. This course introduces research, practices, and materials for teaching reading/writing in grades PK-1. All literacy classes require field experiences in local schools. Fall, 2013 (combined with *Emergent Literacy*)

Emergent Literacy. Undergraduate course that examines principles of literacy learning in young children and predictable stages of oral language, writing, and reading development. All literacy classes require field experiences in local schools. Fall, 2013.

Designing Learning Environments. Doctoral level core course focusing on evidence-based instructional practices and issues related to implementing, sustaining, scaling, and evaluating instructional practices and interventions. Fall, 2011.

Literacy and Society. Undergraduate elective designed to develop civic leadership with emphasis on role of literacy in our society and heavy service learning component. Spring 2011.

Independent Study: Special Topics. Doctoral level independent study course on selected topics. Jennifer Cheatham, Fall, 2007; Beverly Weiser, Spring, 2008; Jennifer Lawton, Fall, 2009; Megan Oliphint, 2011.

Independent Study: Special Topics. Graduate level independent study course on selected topics. Mary Beth Vercillo, Summer, 2009; Tammi Champlin, Spring, 2010.

Advanced Quantitative Research Methods. Doctoral level course concentrates on the concepts, principles, designs, and approaches used in school-based research, including the newest approaches required by federal definitions of validated instruction (i.e. empirically-based instruction). 2010-2011.

Literacy Assessment. Graduate level course in which students learn formal and informal reading assessment procedure. Emphasis is on gathering and interpreting assessment information for making instructional decisions. 2004-2009. Southern Methodist University.

Literacy Acquisition. Graduate level course presents the most current understanding of early reading acquisition based on recent research. The course focuses on fundamental reading skills typically learned in pre-kindergarten through second grade. 2006-2009.

Advanced Literacy Development. This course builds on *Literacy Acquisition* and presents current understanding of intermediate- and secondary-grade reading instruction based on recent research. 2005-2009.

Assessment for Special Education Instructional Practice. Undergraduate assessment course, including interpreting standardized test results, designing and using classroom-based assessment, and making instructional decisions. Spring, 2003. Louisiana State University.

Instructional Practice for Students with Disabilities I. Undergraduate methods course, including procedures and materials for students with mild to moderate learning and behavior problems. 2002-2004. Louisiana State University.

Instructional Practice for Students with Disabilities II. Advanced undergraduate methods course focusing on reflective practice and making informed instructional decisions based on ongoing assessment. 2002-2004. Louisiana State University.

Assessing and Guiding Reading Instruction. Undergraduate advanced methods course for elementary majors. Includes formal and informal diagnostic procedures, critical analysis of assessment data, and appropriate instructional strategies. 2002-2004. Louisiana State University.

Service Learning in Literacy Acquisition. Undergraduate course focusing on learning through service in local elementary schools as reading tutors. 2000-2004. Louisiana State University.

Characteristics of Learners with Exceptionalities. Introductory undergraduate course on the characteristics, educational programs, and resources for the education and support of learners with various exceptionalities. Also includes field experience. Louisiana State University.

Trends and Issues in Special Education. Doctoral seminar developed and co-taught with Dr. David Houchins. Designed to promote a broad understanding of trends and issues in special

education. 2000. Louisiana State University.

Problems in Curriculum and Instruction: Doctoral Seminar in Special Education. This seminar is a continuation of “Trends and Issues in Special Education” with specific emphasis on in-depth critique of research in special education. 2001, Louisiana State University.

Teaching Academic Subjects to Students with Mild/Moderate Disabilities. Graduate level methods course, 1999-2001. Louisiana State University.

Teaching Students with Learning and Behavior Problems. Graduate level methods course, 1999-2001.

Introduction to Exceptionalities. Undergraduate introductory survey course, Summer, 1997. Florida State University. 2001-2002. Louisiana State University.

Individualized Instruction for Exceptional Children. Undergraduate/graduate methods course, Spring, 1997 and 1998. Florida State University. (guest lecturer for reading methods)

Introduction to Learning Disabilities. Undergraduate survey course, Fall, 1996 and 1997. Florida State University.

Supervision of Practicum Students/Interns. Spring, 1996 (Vanderbilt University). Spring, 1997 and 1998 (Florida State University).

Instructional Principles and Procedures in Language Arts Instruction for Students with Mild/Moderate Disabilities. Graduate methods course, Fall, 1995. Vanderbilt University.

SERVICE

University Service

SMU Committees and Other Service

- Center for Faith and Learning Board Member (2016-present)
- Simmons Dean Search Committee (2016-2017)
- Ethics and Tenure Committee of the Faculty Senate (2014-2017)
- Academic Petitions Committee (2014-2016)
- CTE Panel Member, Road to Tenure (2014, 2015)
- Provost’s Advisory Committee on Promotion and Tenure (2011-2014)
- Research Policy Committee (2011-2013)
- Southern Association of Colleges and Schools Reaccreditation Steering (2009-2010)
- Office of Research Administration Review Committee (2009-2010)
- Educational Programs Committee (2005-2008)
- Library Committee (2006-2007)
- Provost Search Committee (2006-2007)
- Associate VP of Research and Dean of Graduate Studies Search Committee (2006-2007)

Annette Caldwell Simmons School of Education and Human Development Committees

Research Council (2018-present)
Promotion and Tenure Dean's Advisory Council (2019)
Promotion and Tenure Committee (2014-2018)
Harold Simmons Building User Group (2013-2014)
Dean's Advisory Council (2006-2014)
Annette Caldwell Simmons Building User Group (2009-2010)
Ph.D. Program Committee (2007-2012)

Department of Teaching and Learning Committees and Other Service

Promotion and Tenure Committee (2018-present)
Department Chair/Professor of Teaching and Learning Search Committee (2018-2019)
Early Literacy Scholar Program Development and Leadership (2013-2019):
 This is an 18-hour program funded by a private donor. Funding for the 5th and 6th
 cohorts was requested and received during 2018, including funding for .50 FTE
 for additional faculty for 2018-2020.
Literacy/Special Education Curriculum, co-chair (2014-16) and member (2014-present)
Beginning Teacher's Institute (2013, 2014, 2015)
Dept Chair, August, 2005 through May, 2014
Master's in Reading and Writing Online Course Development (2013-2014)
Video Demonstrations for SMU Coursework (2014)
Sampling Simmons December 2014
Special Populations, Special Ed. Program Development Subcommittee (2011-2014)
Ph.D. Program Committee, chair (2006-2007)
Literacy Curriculum Committee, chair (2006-2009) and member (2009-2014)
Director, Master Reading Teacher Program (2004-2009)

LSU Committees:

Technology Integration Committee (1998-2004)
Assessment Committee, LSU Laboratory School (1998-1999)
Program Review Committee (1999-2000)
Courses and Curriculum Committee (1999-2001)
Associate Dean Search Committee (2000)
PreK-3 Certification Redesign Committee (2001-2004)
Special Education Certification Redesign Committee (1998-2004)
Special Education Graduate Coursework Redesign Committee (1998-2004)

Service to the Profession

Mentorship for Non-SMU Students

*Victoria Whalen, Ph.D. student, grant writing mentorship, advisor: Devin Kearns,
University of Connecticut*

Advisor (pro bono), 2017-2019. Evaluation of Structured Methods in Language Education (SMiLE): A Program Combining Literacy and Language Development for K–5 Students with Significant Cognitive Disabilities in NYC's District 75. IES Grant, Caroline Parker, PI.

Guest Speaker, 2017/2018 (invited). Ask the Expert: Phonics Approaches for Students with Intellectual Disability Guest Speaker in Christopher Lemons' special education course at Vanderbilt University.

Dyslexia Certification Exam Item Writer, International Dyslexia Association (2015)

Institute of Education Sciences

Member, Reading and Writing Panel (2014-2017)

Chair, Reading and Writing Panel (2017)

Grant Reviewer, Reading, Writing, and Language Panel (2014)

External Reviewer for Promotion & Tenure at another university (2013, 2016)

Advisory Board, Project ERIC Institute of Education Sciences Grant (2011-2014)

Expert Consultant, SBIR Grant, The Attainment Company (2011)

Editorial Boards

Journal of Learning Disabilities (2017-present)

Focus on Autism and Other Developmental Disabilities (2015-present)

Elementary School Journal (2012-present)

Reading and Writing Quarterly: Overcoming Learning Difficulties (2009-present)

Annals of Dyslexia (2009-2017)

Guest Associate Editor

American Journal for Intellectual and Developmental Disabilities 2019-2021

Guest Reviewer

Reading Research Quarterly, 2020

American Journal for Intellectual and Developmental Disabilities 2016, 2018

Annals of Dyslexia, 2018

International Journal of Speech-Language Pathology, 2018, 2019

Exceptional Children, 2017, 2019

Assessment for Effective Intervention, 2017

International Journal of Developmental Disabilities, 2017

Teacher Education and Special Education, 2017

Research in Developmental Disabilities 2016

Journal of Intellectual Disability Research 2015, 2016

Remedial and Special Education 2012, 2013, 2015, 2016

Pan American Interdisciplinary Conference 2015

Child Language Teaching and Therapy 2014

Intellectual and Developmental Disabilities, 2011

Educational Policy, 2011, 2012
Research and Practice for Persons with Severe Disabilities, 2011
Educational Policy, 2009
Scientific Studies of Reading, 2007, 2008, 2009
Educational and Psychological Measurement, 2008
American Educational Research Journal, 2005, 2008
Learning Disabilities Quarterly, 2005
Language, Speech, and Hearing Services in Schools, 2005, 2007

Secretary, Louisiana Teacher Education Division of the Council for Exceptional Children. (2000-2002).

Reviewer, Louisiana Council for Exceptional Children 21st Annual Superconference on Special Education. (November, 2000).

Reviewer, Wadsworth Publishing Company. (April, 2000). *Teaching Learners with Mild Disabilities*, second edition, by R. Meese.

Community Service

Richardson Independent School District, Thurgood Marshall Elementary (2016-2017), ongoing consulting on data-based instructional decision making, *Mondo* implementation, and *Friends on the Block* implementation

Readers 2 Leaders, Advisory Board Member (2012 – 2018)

Plano Independent School District Strategic Plan Focus Group, Plano, Texas (2007)

Heart House (2006-2009, Dallas, TX). Provided tutoring program materials; assisted in organizing and training college students as reading tutors for Heart House after school program.

Tiger Tutoring (1999-2004; Baton Rouge, LA). Organized, trained, and supervised college students (federal work-study and service learning) as reading tutors for elementary students who were at-risk for reading failure.

TK Ministries (1995-1996, Nashville, TN). Organized and trained volunteers to conduct individual tutoring with at-risk students.

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Council for Exceptional Children
(Division of Learning Disabilities, Division on Autism and Developmental Disabilities,
Teacher Education, and Research Division)
Council for Learning Disabilities
International Reading Association

International Dyslexia Association
Society for Research on Educational Effectiveness
Society for the Scientific Study of Reading