

SHERI BERKELEY

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EDUCATION

UNIVERSITY EXPERIENCE

George Mason University, VA

- *Professor, Division of Special Education & disAbility Research* 2019 - present
 - *Director, PhD in Education Program* 2023 - 2025
 - *Project Director, Doctoral Program Initiatives* 2021 - 2023
 - *Interim Director, PhD in Education Program* 2020 - 2021
- *Associate Professor, Division of Special Education & disAbility Research* 2013 - 2019
 - *Co-coordinator, Mild Disabilities Program* 2011 - 2014
- *Assistant Professor, Division of Special Education & disAbility Research* 2009 - 2013

The University of Georgia, GA

- *Assistant Professor, Dept. of Communication Sciences & Special Education*

George Mason University, VA

- *Graduate Research Assistant (for Drs. Margo Mastropieri & Thomas Scruggs)*
- *Adjunct Instructor*

Northern Illinois University, IL

- *Coordinator/Supervisor, Special Education Teaching/Research Clinics*
- *Graduate Teaching Assistant (for Dr. Laurie Zittel)*

K-12 TEACHING EXPERIENCE

Fairfax County Public Schools, VA

- *Reading Resource Teacher, Mount Vernon High School*
- *Special Education Reading Focus Teacher, Whitman Middle School*
- *LD Resource Teacher (Reading, English), Hayfield Secondary School*
- *Autism & Cross Categorical Pre-School Teacher, FCPS Summer School*
- *LD Resource Teacher, William Halley Elementary School*
- *Autism, ED & PD Itinerant / Kindergarten Inclusion, Rose Hill Elementary*

Charlotte Mecklenburg Schools, NC

- *Self-Contained Autism Teacher, Morehead Elementary School*

HONORS, AWARDS, & RECOGNITIONS

- Mason's Emerging Researcher/Scholar/Creator Award; George Mason University (2015)
- Selected Participant in the Early Career Workshop; Division of Research for the Council for Exceptional Children (2010)
- DLD Dissertation Award for Outstanding Doctoral Level Research; Division of Learning Disabilities for the Council for Exceptional Children (2008)
- Outstanding Achievement and Academic Excellence for PhD in Education Award; George Mason University (2007)
- Graduate School of Education Dissertation Fellowship Award; George Mason University (2006)
- Kellar Institute Fellowship Award; George Mason University (2005)
- Selected fellow for Office of Special Education Programs, U.S. Department of Education Doctoral Leadership Training Grant H234D020020 (2004 - 2007)
- Graduate School of Education Fellowship Award; George Mason University (2004, 2005, 2006, 2007)
- Kappa Delta Pi, International Education Honor Society; George Mason University (2004 - present)

PUBLICATIONS

* indicates student author

Books

Berkeley, S., & Ray, S. (2020). *Reading fundamentals for students with learning difficulties: Instruction for diverse K-12 classrooms.* New York, NY: Routledge.

Berkeley, S., & Taboada Barber, A. (2015). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms.* Baltimore, MD: Brookes Publishing.

Peer-Reviewed Journal Articles

Stefanidis, A., King-Sears, M.A., Strogilos, V., **Berkeley, S.**, DeLury, M., & Voulagka, A. (2023). Academic achievement for students with and without disabilities in co-taught classrooms: A meta-analysis. *International Journal of Educational Research*, 120, 102208.

Berkeley, S., Hock, M., & Washburn, J. (2023). Single case experimental design for evaluating basic reading interventions for students with learning disabilities: An illustrative case. *Learning Disability Quarterly*, 46(1), 6-16.

King-Sears, M.A., Stefanidis, A., **Berkeley, S.**, & Strogilos, V. (2021). Does Co-Teaching Improve Academic Achievement for Students with Disabilities? A Meta-Analysis. *Educational Research Review*, 34, 100405.

Scanlon, D., Calhoon, B., & **Berkeley, S.** (2021). Making FAPE appropriate now for students

with learning disabilities. *Learning Disabilities Research & Practice*, 36(4), 287-294.

Hott, B., **Berkeley, S.**, *Reid, C. C., & *Raymond, L. (2020). An analysis of 25 years of behavioral strategies published in special education practitioner journals. *Exceptionality*, 28(5), 333-348.

Berkeley, S., Scanlon, D., Rose Bailey, T., *Sutton, J., & *Sacco, D. (2020). A snapshot of RTI implementation a decade later: New picture, same story? *Journal of Learning Disabilities*, 53, 332-342.

Berkeley, S., *Larsen, A., *Colburn, A., & Yin, R. (2019). Self-regulation of middle school students with learning disabilities during a complex project-based science activity. *Journal of Educational and Developmental Psychology*, 9(2), 1-16.

Calhoon, M., **Berkeley, S.**, & Scanlon, D. (2019). Foundation for failure? The quest to provide FAPE to students with LD. *Learning Disabilities Research & Practice*, 34, 6-13.

Riccomini, P. J., **Berkeley, S.**, Nealy, A., *Stagliano, C., *Kurz, L. & Brigham, F. (2019). Peer-assisted assessment in reading: Two exploratory studies. *International Journal for Research in Learning Disabilities*, 4, 12-26.

Stribling, S., **Berkeley, S.**, *Kurz, L., & *Colburn, A. (2018). Critically reading a middle school STEM project through a gender lens. *International Journal of Gender, Science and Technology*, 10, 411-431.

Hott, B., **Berkeley, S.**, *Raymond, L. P., & *Reid, C. C. (2018). What do 30 years of practitioner publications provide? An analysis of prominent special education journals. *Journal of Special Education*, 52, 67-77.

King-Sears, M. E., Berkeley, S., Ardit, O., Daley, H. L., Hott, B. L., & Larsen, A. L. (2018). Analysis of visual representations in middle school U.S. History textbooks. *Journal of Visual Literacy*, 37, 85-102.

Berkeley S., & *Larsen, A. (2018). Fostering self-regulation of students with learning disabilities: Insights from 30 years of reading comprehension intervention research. *Learning Disabilities Research & Practice*, 33, 75-86.

Hott, B., **Berkeley, S.**, *Fairfield, A., & *Raymond, L. (2017). Intervention in School and Clinic: An analysis of 25 years of guidance for practitioners. *Learning Disability Quarterly*, 40, 54-64.

Berkeley, S., Regan, K., Dimitrov, D., *Guckert, M., & Ray, S. (2016). Teachers' basic knowledge of reading instruction: Insights from a teacher preparation program. *The Teacher Educators' Journal*, 9, 23-48.

Berkeley, S., King-Sears, M., *Vilbas, J., & *Conklin, S. (2016). Textbook characteristics that

support or thwart comprehension: The current state of social studies texts. *Reading & Writing Quarterly*, 32, 247-242.

Berkeley, S., *Kurz, L., *Boykin, A., & Evmenova, A. (2015). Improving comprehension with digital text: A meta-analysis of interventions. *International Journal for Research in Learning Disabilities*, 2, 8-43.

Regan, K., **Berkeley, S.**, *Hughes, M. & *Brady, K. (2015). Understanding practitioner perceptions of responsiveness to intervention. *Learning Disability Quarterly*, 38, 234-247.

King-Sears, M. E., *Johnson, T., **Berkeley, S.**, Weiss, M., Peters-Burton, E. E., Evmenova, A., *Menditto, A., & *Hersh, J. (2015). An exploratory study of universal design for teaching chemistry to students with and without disabilities. *Learning Disability Quarterly*, 38, 84-96.

Graff, H. J., **Berkeley, S.**, Evmenova, A. S., & Park, K. (2014). Autism retrospective: An analysis of research trends over 12 years. *Exceptionality*, 22, 158-172.

Regan, K., **Berkeley, S.**, *Hughes, M., & *Kirby, S. (2014). Computer-assisted instruction for struggling elementary readers with learning disabilities. *Journal of Special Education*, 48, 106-119.

Berkeley, S., King-Sears, M. E., *Hott, B. L., & *Bradley-Black, K. (2014). Are history textbooks more “considerate” after 20 years? *Journal of Special Education*, 47, 217-230.

Regan, K., **Berkeley, S.**, & Ray, S. (2013). Beyond “teach and hope”: Using common assessment in a teacher preparation course of reading instruction. *Teacher Education Quarterly*, 40, 123-142.

Berkeley, S., & Riccomini, P. J. (2013). QRAC-the-Code: A comprehension monitoring strategy for middle school social studies textbooks. *Journal of Learning Disabilities*, 46, 154-165.

*Lai, S. A., & **Berkeley, S.** (2012). High-stakes test accommodations: Research & practice. *Learning Disability Quarterly*, 35, 158-169.

Brigham, F., **Berkeley, S.**, & *Walker, E. (2012). Navigating the measurement and monitoring maze. *Exceptionality*, 20, 133-142.

Regan, K., & **Berkeley, S.** (2012). Effective reading and writing instruction: A focus on modeling. *Intervention in School & Clinic*, 47, 276-282.

Berkeley, S., Lindstrom, J. H., Regan, K., Nealy, A., *Southall, C., & *Stagliano, C. (2012). Evaluation of supplemental reading instruction for at-risk middle school readers. *Middle Grades Research Journal*, 7, 1-16.

Berkeley, S., Marshak, L. R., Mastropieri, M. A., & Scruggs, T. E. (2011). Improving student comprehension of social studies text: A self-questioning strategy for inclusive middle school classes. *Remedial & Special Education*, 32, 105-113.

Berkeley, S., & Lindstrom, J. H. (2011). Technology for the struggling reader: Free and easily accessible resources. *Teaching Exceptional Children*, 43, 48-55.

Berkeley, S., Mastropieri, M. A., & Scruggs, T. (2011). Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. *Journal of Learning Disabilities*, 44, 18-32.

Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (2010). Reading comprehension instruction for students with learning disabilities, 1995-2006: A meta-analysis. *Remedial & Special Education*, 31, 423-436.

Scruggs, T. E., Mastropieri, M. A., **Berkeley, S.**, & Graetz, J. E. (2010). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial & Special Education*, 31, 437-449.

Mastropieri, M. A., **Berkeley, S.**, McDuffie, K. A., Graff, H. J., Marshak, L., Conners, N. A., Diamond, C. M., Simpkins, P., Bowdery, F. R., Fulcher, A., Scruggs, T. E., & Cuenca-Sanchez, Y. (2009). What is published in the field of special education? An analysis of 11 prominent journals. *Exceptional Children*, 76, 95-109.

Berkeley, S., Bender, W. N., *Peaster, L. G., & *Saunders, L. (2009). A snapshot of progress toward implementation of responsiveness to intervention (RTI) throughout the United States. *Journal of Learning Disabilities*, 42, 85-95.

Berkeley, S. (2007). Middle schoolers with reading disabilities in book club? *Teaching Exceptional Children Plus*, 3(6), Article 5.

Mastropieri, M. A., Scruggs, T.E., Norland, J. J., **Berkeley, S.**, McDuffie, K., Halloran Tornquist, B., & Conners, N. (2006). Differentiated curriculum enhancement in middle-school science: Effects on classroom and high-stakes tests. *Journal of Special Education*, 40, 130-137.

Berkeley, S., Zittel, L. L., Pitney, L. V., & Nichols, S. E. (2001). Locomotor and object control skills of children diagnosed with autism. *Adapted Physical Activity Quarterly*, 18, 405-416.

Invited Book Chapters

Berkeley, S., Riccomini, P. J., Omohundro, K., & Fraze, K. (2024). Academic progress monitoring. In J. M. Kauffman, D. P. Hallahan, & P.C. Pullen (Eds.), *Handbook of special education (3rd edition)*. New York, NY: Routledge.

Berkeley, S., *Whitehead, A., *Mischel, J., *Kurz, L., *Larsen, A., & Annetta, L. (2021).

Student engagement while creating serious educational games in collaborative learning environments: Implications for STEM interest. For publication in Baken, U. & Berkeley S. (Eds.), *Gamification and social networks in education*. MWP: Education Series.

Berkeley, S., & Riccomini, P. J. (2017). Academic progress monitoring. In J. M. Kauffman, D. P. Hallahan, & P.C. Pullen (Eds.), *Handbook of special education (2nd edition)*. New York, NY: Routledge.

Berkeley, S., & Riccomini, P. J. (2011). Academic progress monitoring. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education, 334-347*. New York, NY: Routledge.

Berkeley, S. (2007). Reading comprehension instruction for students with learning disabilities. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Vol. 20, International perspectives*, 79-99. Oxford, UK: Elsevier.

Invited Journal Articles

Berkeley, S. (2019). *The motivational dimensions of self-regulated learning*. Psychology and Behavioral Science: International Journal.

Scruggs, T. E., Mastropieri, M. A., **Berkeley, S.**, & Marshak, L. (2010). Mnemonic strategies: Evidence-based practice and practice-based evidence. *Intervention in School & Clinic*, 46, 79-86.

Mastropieri, M. A., **Berkeley, S.**, Scruggs, T. E., & Marshak, L. (2008). Strategies for improving content area instruction: Findings from recent research. *Insights on Learning Disabilities*, 5, 73-88.

Mastropieri, M. A., Scruggs, T. E., & **Berkeley, S.** (2007). Peers helping peers. *Educational Leadership*, 64(5), 54-58.

Reprinted as Mastropieri, M. A., Scruggs, T. E., & **Berkeley, S.** (2010). Peers helping peers. In M. Scherer (Ed.), *Keeping the whole child healthy and safe: Reflections on best practice in learning, teaching and leadership*, 150 – 159. Alexandria, VA: ACSD.

Invited Equivalent Publications

Berkeley, S. (2011). Expert connection: Self-questioning. *Division for Learning Disabilities (DLD) of the Council for Exceptional Children*, <http://www.teachingld.org>.

Berkeley, S., & Scruggs, T. E. (2010). Current practice alerts: A focus on vocabulary instruction. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children, Issue 18*.

Berkeley, S., & Mastropieri, M. A. (2010). Hotsheet 4: Effective practices for reading comprehension. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children*.

Scruggs, T. E., Mastropieri, M. A., & **Berkeley, S.** (2008). Peer tutoring. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (vol. 2), 689-690. Detroit, MI: Macmillan.

Brigham, F. J., **Berkeley, S.**, Simpkins, P., & Brigham, M. S. P. (2007). Current practice alerts: A focus on reading comprehension strategy instruction. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children, Issue 12*.

Online Modules

Betz, M., & **Berkeley, S.** (2011). Oral language development (part II): Typical development. *Region 4 Training & Technical Assistance Webshop Module*, <http://www.ttaconline.org>.

Betz, M., & **Berkeley, S.** (2011). Oral language development (part I): Language Foundations. *Region 4 Training & Technical Assistance Webshop*, <http://www.ttaconline.org>.

Manuscripts in Progress

Collins, A., **Berkeley, S.**, Ciullo, S., & Mason, L. (manuscript preparation in progress). *An observation study of writing instruction in middle school content classes*.

Berkeley, S., *Omohundro, K., *Sutton, J., Collins, A., Wexler, J., & Swanson, L. (manuscript preparation in progress). *Reading comprehension interventions for students with learning disabilities: A synthesis of syntheses*.

GRANTS

Awarded

- Subcontract Principal Investigator: Woods-Groves, S., Flores, M., Berkeley, S., Williamson, P., Hott, B., & Peltier, C. (Subaward 2026-2030: \$1,249,802). *Training special education with Evidence and Support (TURTLES)*. Office of Special Education and Rehabilitative Services, Department of Education.
- **Subcontract Principal Investigator:** Solari, E.J., Cook, B., Berkeley, S., Mason, L., & Weiss, P. (Sub award 2020-2025: \$1,847,826). *Virginia Is for Leaders: Development of Experts in Evidence-based Literacy Practices for Students with Disabilities*. Office of Special Education and Rehabilitative Services, Department of Education.
- **Co-Principal Investigator:** Mason, L., Berkeley, S., Ciullo, S., & Collins, A. (Awarded 2019-2024: \$1,399,887). *Writing in Middle School Science and Social Studies: Exploring Instruction and Support for Students with Disabilities*. Institute of Education Sciences.
- **Principal Investigator:** Berkeley, S., & Annetta, L. (Awarded 2014-2019: \$813,329). *Self-Regulation of Science Learning in the Context of Educational Game Creation: A Study of Middle School Students with Learning Disabilities*. National Science Foundation.
- **Principal Investigator:** Berkeley, S. (Awarded 2018: \$7,000). Research Experiences for Undergraduates (REU). National Science Foundation.

- **Principal Investigator:** Berkeley, S. (Awarded 2016-2017: \$17,258). Research Experiences for Undergraduates (REU). National Science Foundation.
- **Principal Investigator:** Berkeley, S., & Annetta, L. (Awarded 2015-2016: \$11,534). Research Experiences for Undergraduates (REU). National Science Foundation.
- **Key Personnel:** Mastropieri, M. A., & Scruggs, T. E. (Awarded 2012-2017: \$1,249,998). *Preparation of Leadership Personnel: Project ASCEND: Applying Scholarship to Create and Evaluate Next Developments in Special Education*. Office of Special Education and Rehabilitative Services, Department of Education.
- **Principal Investigator:** Berkeley, S., & Evmenova, A. (Awarded 2013-2014: \$3,000). *Digital Text Research Synthesis*. CEHD Dean's Seed Grant
- **Key Personnel:** Regan K., & Baker, P. (Awarded 2013-2014: \$84,884; 2012-2013: \$233,052; 2011-2012: \$233,052). *A State-wide Distance Model for Training Special Education Personnel*. Commonwealth of Virginia Department of Education.
- **Key Personnel:** Baker, P., & Regan, K. (Awarded 2011-2012: \$129,951). *Traineeships for Endorsement of Special Education Personnel: General Curriculum K-12*. Commonwealth of Virginia Department of Education.
- **Principal Investigator:** Berkeley, S. (Awarded 2010: \$4,000). *Analysis of Middle School History Textbooks*. George Mason University Provost Seed Grant.

Consulting

- **Consultant:** Evmenova, A., & Regan, K. (Awarded 2012-2017: \$2,081,823). *Project WeGotIt!: Writing Efficiently with Graphic Organizers – Teachers Integrating Technology*. Office of Special Education and Rehabilitative Services, Department of Education.

PRESENTATIONS

* indicates student author

Invited National Presentations

Berkeley, S., Deemer, E., Lin, X., Schneider, B., Shumow, L., Want, M., & Wang, X. (2015, December). *Key interpersonal competencies*. Invited panel presentation at the National Academies of Sciences, Engineering, and Medicine Symposium on Hard-to-Measure Cognitive, Intrapersonal and Interpersonal Competencies, Washington, DC.

Dufault, C., **Berkeley, S.**, & Brownell, M. (2014, July). *Effective teacher preparation starts with effective teaching: Strategies from cognitive psychology about learning and memory*. Invited panel presentation at the Annual Office of Special Education Programs Project Directors' Conference, Washington, DC.

Berkeley, S. (2008, April). *Reading comprehension strategy instruction and attribution retraining for secondary students with disabilities*. Invited paper on Division of Learning Disabilities Dissertation Award for Outstanding Doctoral Level Research presented at the Annual Conference of the Council for Exceptional Children, Boston, MA.

Peer Reviewed National/International Presentations

Berkeley, S., Hott, B., Calhoon, M. (2024, October). All you wanted to know about grant writing and more. Presentation to the Leadership Institute at the 47th International Conference on Learning Disabilities, Charlotte, NC.

Berkeley, S., Omohundro, K., Collins, A., Wexler, J., Swanson, H.L., *Sutton, J., & *Cooper, A. (2023, January). *An overview of reading comprehension intervention outcomes for students with learning disabilities*. 31st Annual Pacific Coast Research Conference, Coronado, CA.

King-Sears, M.A., Stefanidis, A., **Berkeley, S.**, Strogilos, V. (2022, April). *Academic Achievement of Co-taught Students with Disabilities: A Meta-Analysis*. Presented at the Annual Meeting of the American Education Research Association, San Diego, CA.

Scanlon, D., Calhoon, M., & **Berkeley, S.** (2022, January). *Making FAPE Appropriate Now for Students with Learning Disabilities*. Presented at the annual meeting of the Council for Exceptional Children, Orlando, FL.

Berkeley, S., Collins, A., Mason, L., Ciullo, S., & *Basile, J. (2021, October). *An observation study of writing instruction in middle school content classes*. Presented at the 43rd International Conference on Learning Disabilities, Las Vegas, NV.

Washburn, J., **Berkeley, S.**, & Hock, M. (2021, October). Presented at the 43rd International Conference on Learning Disabilities, Las Vegas, NV.

Stefanidis, A., King-Sears, M.A., Strogilos, V., **Berkeley, S.**, DeLury, M., & *Ellis, A.J. (2021, April). *A meta-analysis of student learning in co-taught compared to solo-taught classrooms*. Presented at the Annual Meeting of the American Education Research Association, virtual.

Mason, L., ... **Berkeley, S.** (2021, March). *Inclusive middle school content classrooms: Exploring writing instruction and adaptations*. Presented at the annual meeting of the Council for Exceptional Children, virtual.

Hock, M., **Berkeley, S.**, & Washburn, J. (2020, October). *Single case design and reading research: What have we learned?* Presented at the 42nd International Conference on Learning Disabilities, virtual.

Berkeley, S., & Ray, S. (2019, October). *The 4 “P’s” of reading comprehension instruction*. Presented at the 41st International Conference on Learning Disabilities, San Antonio, TX.

*Kurz, L., & **Berkeley, S.** (2019, October). *Using informational science texts across the curriculum in primary classrooms*. Presented at the 41st International Conference on Learning Disabilities, San Antonio, TX.

Bryant, D., **Berkeley, S.**, Mason, L., Ciullo, S., Collins, A., & Pfannenstiel, K. (2019, October).

Evidence-based practices for reading, writing, and mathematics with implementation recommendations. Presented at the 41st International Conference on Learning Disabilities, San Antonio, TX.

Berkeley, S., *Mischel, J., & *Whitehead, A. (2019, August). *Self-regulation of students with learning disabilities during a complex, science-based project.* Presentation at the Annual Meeting of the American Psychological Association, Chicago, IL.

Berkeley, S., *Mischel, J., *Cones, I., & (2019, April). *Impacts from goal setting strategy instruction for student with learning disabilities.* Paper presented at the Annual Meeting of the American Education Research Association, Toronto, Canada.

*Sacco, D., & **Berkeley, S.** (2019). *Special educators' instruction for English language learners: What's the difference?* Paper presented at the Annual Meeting of the American Education Research Association, Toronto, Canada.

Berkeley, S., & Mason, L. (2018, October). *Analysis of intervention research published in learning disabilities research journals.* Presented at the 40th International Conference on Learning Disabilities, Portland, OR.

Mason, L., **Berkeley, S.**, Ciullo, S., & Collins, A. (2018, October). *Literacy instruction to support students with LD in content classes.* Presented at the 40th International Conference on Learning Disabilities, Portland, OR.

*Kurz, L., & **Berkeley, S.** (2018, April). *LINKS (literacy integrated with kindergarten science): An Investigation of impacts of inclusive kindergarten classrooms.* Presented at the Annual Meeting of the American Education Research Association, New York, NY.

Berkeley, S., *Sutton, J., & *Sacco, D. (2018, February). *A snapshot of RTI implementation a decade later: New picture, same story?* Presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.

*Sacco, D., & **Berkeley, S.** (2018, February). *Special educators' instruction for English learners in three settings: Urban, suburban, and rural.* Presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.

*Sutton, J., Graff, H., & **Berkeley, S.** (2018, February). *Outcomes and implications from systematic reading instruction for postsecondary students with IDD.* Presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.

Hott, B., **Berkeley, S.**, & *Campbell, L. (2018, February). *25 plus years of translating research to practice: A systematic review of behavioral interventions published in prominent special education practitioner journals.* Presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.

Berkeley, S., Calhoon, M., & Scanlon, D. (2017, October). *The “appropriateness” of special*

education for students with LD? Presented at the 39th International Conference on Learning Disabilities, Baltimore, MD.

*Sutton, J., **Berkeley, S.**, Wexler, J., & Swanson, H. L. (2017, October). *Reading comprehension interventions for students with learning disabilities: A review*. Presented at the 39th International Conference on Learning Disabilities, Baltimore, MD.

Kressler, B., Miller, K., Morano, S., Isbell, L., Costa, L.C., & **Berkeley, S.** (2017, October). *Lessons learned with multi-tiered systems of support: Using history to inform our future*. Presented at the 39th International Conference on Learning Disabilities, Baltimore, MD.

Berkeley, S., *Menditto, A., *Whitehead, A., & *Mischel, J. (2017, July). *Examining the role of attributions in the self-regulation of science learning for students with learning disabilities*. Paper presented at the International Association of Research in Learning Disabilities Conference, Brisbane, Australia.

Calhoon, M., **Berkeley, S.**, & Krawec, J. (2017, July). *Foundational skill instruction: Consequences for students with learning disabilities*. Presented at the International Association of Research in Learning Disabilities Conference, Brisbane, Australia.

Berkeley, S., Basham, J. D., Marino, M. T., Vasquez, E., *Whitehead, A., *Luh, A., Gallegos, B., Israel, M., & Annetta, L. (2017, April). *Lessons from a decade of video game research for students with disabilities in science education*. Symposium presented at the Annual Meeting of the National Association for Research in Science Teaching (NARST), San Antonio, TX.

Berkeley, S., *Whitehead, A., *Menditto, A., *Kurz, L., & Annetta, L. (2017, April). *Science engagement and knowledge application of middle-school students with learning disabilities through student-created serious educational games*. Paper presented at the Annual Meeting of the American Education Research Association, San Antonio, TX.

Berkeley, S., *Menditto, A., *Luh, A., & Yin, R. (2017, April). *Self-regulation of middle school students with learning disabilities during a complex project-based science activity*. Paper presented at the Annual Meeting of the American Education Research Association, San Antonio, TX.

*Cones, I., *Menditto, A., & **Berkeley, S.** (2017, April). *Goal setting to foster self-regulation of students with learning disabilities in science*. Presented at the Annual meeting of the Council for Exceptional Children, Boston, MA.

Graff, H., *Sutton, J., & **Berkeley, S.** (2017, April). *Improving reading outcomes of post-secondary students with intellectual disabilities*. Paper presented at the Annual meeting of the Council for Exceptional Children, Boston, MA.

Berkeley, S., *Sutton, J., Boykin, A., & *Sacco, D. (2016, October). *The state of RTI implementation: A national study*. Paper presented at 38th International Conference on Learning Disabilities, San Antonio, TX.

Berkeley, S., & *Menditto, A. (2016, June). *Insights into the learning of students with learning disabilities: A synthesis of 30 years of intervention research on self-regulation of reading comprehension strategies*. Paper presented at the International Association of Research in Learning Disabilities Conference, Austin, TX.

Annetta, L., *Shapiro, M., Stribling, S., *Menditto, A., *Kurz, L.A., **Berkeley, S., & *Luh, A.** (2016, April). *Developing a project-based learning progression in a serious educational game design and development project*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (NARST). Baltimore, MD.

Berkeley, S., Hott, B., & *Sacco, D. (2016, April). *What do 30 years of practitioner publications provide? An analysis of prominent special education journals*. Paper presented at the Annual Meeting of the American Education Research Association, Washington, DC.

Stribling, S., **Berkeley, S.,** *Kurz, L., *Luh, A., & *Menditto, A. (2016, April). *Critically reading a middle school STEM project through a gender lens*. Paper presented at the Annual Meeting of the American Education Research Association, Washington, DC.

Berkeley, S., Annetta, L., & Stribling, S. (2015, October). *Understanding how students with learning disabilities self-regulate learning of science*. Paper presented at 37th International Conference on Learning Disabilities, Las Vegas, NV.

*Menditto, A., *Whitehead, A., & **Berkeley, S.** (2015, October). *Promoting self-regulation of students with learning disabilities within project-based learning*. Paper presented at 37th International Conference on Learning Disabilities, Las Vegas, NV.

*Kurz, L., King-Sears, M.E., & **Berkeley S.** (2015, October). *Creating success for students with learning disabilities in science*. Paper presented at 37th International Conference on Learning Disabilities, Las Vegas, NV.

King-Sears, M.A., **Berkeley, S.,** *Arditi, O., Hott, B., *Vilbas, J., & *Menditto, A. (2015, October). *Visual representations in middle school U.S. history textbooks*. Paper presented at 37th International Conference on Learning Disabilities, Las Vegas, NV.

Berkeley, S., *Boykin, A., *Kurz, L., & Evmenova, A. (2015, April). *Improving comprehension with digital text: A meta-analysis of interventions*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

King-Sears, M.E., *Johnson, T., **Berkeley, S.,** Weiss, M., Peters-Burton, E.E., Evmenova, A., *Menditto, A., & *Hursh, J. (2015, April). *An exploratory study of universal design for teaching chemistry to students with and without disabilities*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Berkeley, S., Hott, B., *Liu, K., & *Lambert (2014, October). *Promoting evidence-based*

practice: A review of CLD's Intervention in School and Clinic. Paper presented at 36th International Conference on Learning Disabilities, Philadelphia, PA.

Ray, S., **Berkeley, S.**, Regan, K., & *Betz, M. (2014, October). *Enhancing teacher preparation in reading instruction through oral language modules.* Presented at 36th International Conference on Learning Disabilities, Philadelphia, PA.

Evmenova, A., **Berkeley, S.**, *Boykin, A., & *Kurz, L. (2014, April). *Maximizing students' access to general education curriculum through digital text.* Presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.

Regan, K., **Berkeley, S.**, *Hughes, M., & *Brady, K. (2014, April). *One school district's RTI framework: Who, what, when, and how?* Presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.

King-Sears, M.E., & **Berkeley, S.** (2014, January). *Are digital texts more comprehensible than traditional textbooks for adolescents with reading problems?* Presented at the Hawaii International Conference on Education, Honolulu, HI.

Regan, K., **Berkeley, S.**, & Ray, S. (2013, November). *The beyond teach and hope project: Preparing teachers to teach reading.* Presented at the Teacher Education Division Conference, FL.

Berkeley, S., Riccomini, P., *Kurz, L., & Brigham, F. (2013, October). *Peer assisted assessment in reading: An exploratory study.* Paper presented at the 35th International Conference on Learning Disabilities, Austin, TX.

Berkeley, S., Regan, K., *Brady, K., *Hughes, M., & Brigham, F. (2013, April). *Understanding knowledge and practice within a school district's RTI initiative.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Regan, K., **Berkeley, S.**, & Ray, S. (2013, April). *Using a common assessment in a teacher preparation course of reading instruction.* Paper presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.

Regan, K., **Berkeley, S.**, & *Hughes, M. (2012, October). *Computer-assisted instruction for struggling elementary readers with learning disabilities.* Paper presented at the 34th International Conference on Learning Disabilities, Austin, TX.

Berkeley, S., King-Sears, M.E., *Vilbas, J., & *Conklin, S. (2012, April). *Textbook characteristics that support or thwart comprehension: An evaluation of social studies texts.* Paper presented at the annual meeting of the American Education Research Association, Vancouver, Canada.

Berkeley, S., King-Sears, M.E., *Hott, B., & *Bradley-Black, K. (2012, April). *Examining history textbooks: Are texts more "considerate" after 20 years?* Paper presented at the annual meeting of the American Education Research Association, Vancouver, Canada.

Berkeley, S., Regan, K., Dimitrov, D., & *Guckert, M. (2012, April). *Validation of the common assessment for special education teachers: Reading (CAST-R)*. Paper presented at the annual meeting of the American Education Research Association, Vancouver, Canada.

*Martin, P., Regan, K., & **Berkeley, S.** (2012, April). *Teachers and administrators talk: Early impressions of response to intervention*. Paper presented at the annual meeting of the Council for Exceptional Children, Denver, CO.

Berkeley, S., King-Sears, M. E., Hott, B., *Held, J., *Bradley-Black, K., & *Conklin, S. (2011, October). *Establishing reliability: Lessons learned from three sequential analyses of textbooks*. Presented at the 33rd International Conference on Learning Disabilities, Austin, TX.

Berkeley, S., & Graff, H. (2011, April). *Publication and authorship in special education: A survey of faculty*. Paper presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.

*Lai, S., & **Berkeley, S.** (2011, April). *High stakes test accommodations: Research and practice*. Paper presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.

King-Sears, M. E., & **Berkeley, S.**, *Hott, B., *Held, J., *Conklin, S., & *Bradley-Black, K. (2011, April). *Middle school social studies textbooks: Accessibility for all!* Presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.

Berkeley, S., Brigham, F., *Walker, E., *Drohan, M., & *Tawia, R. (2011, April). *“Equivalent” state test options: Friend or faux for students with disabilities?* Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.

Graff, H.J., **Berkeley, S.**, Evmenova, A.S., & Park, K. (2011, January). *Autism retrospective: An analysis of research trends over 12 years*. Paper presented at the annual Autism Conference of the Association of Behavior Analysis International, Washington DC.

Regan, K., **Berkeley, S.**, & Ray, S. (2010, October). *Evidence based practices in reading: From syllabi to classroom implementation*. Presented at the 32st International Conference on Learning Disabilities, Myrtle Beach, SC.

Berkeley, S., Lindstrom, J.H., Nealy, A., *Southall, C., & *Stagliano, C. (2010, April). *Evaluation of supplemental remedial reading instruction for at-risk middle school readers*. Paper presented at the annual meeting of the American Education Research Association, Denver, CO.

Berkeley, S., Riccomini, P.J., Nealy, A., & *Stagliano, C. (2010, April). *Are your students reading on PAAR? Progress monitoring at the secondary level*. Presented at the annual meeting of the Council for Exceptional Children, Nashville, TN.

Berkeley, S., & Riccomini, P.J. (2010, April). *Promoting comprehension monitoring during social studies: Helping students QRAC-the-code*. Presented at the annual meeting of the Council for Exceptional Children, Nashville, TN.

Lindstrom, J.H., & **Berkeley S.** (2009, October). *Easily accessible technology to help students comprehend digital text*. Presented at the 31st International Conference on Learning Disabilities, Dallas, TX.

Berkeley, S., & Riccomini, P.J. (2009, April). *QRAC the code: A tier 1 comprehension monitoring strategy for middle school social studies textbooks*. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Berkeley, S. (2008, April). *Motivating secondary students to use reading comprehension strategies with expository text*. Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA.

Mastropieri, M.A., & **Berkeley, S.** (2008, April). *What do we REALLY know about how to teach content area instruction?* Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA.

Berkeley, S., Mastropieri, M.A., & Scruggs, T.E. (2008, March). *Reading comprehension strategy instruction and attribution retraining for secondary students with disabilities*. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Berkeley, S., Marshak, L., Mastropieri, M.A., & Scruggs, T.E. (2008, March). *Improving student comprehension of social studies text: A self-questioning strategy for inclusive middle school classes*. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Berkeley, S., Scruggs, T.E., & Mastropieri, M.A. (2007, April). *An updated synthesis of intervention research on reading comprehension for LD students (1995-2005)*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Scruggs, T.E., Mastropieri, M.A., Graetz, J., & **Berkeley, S.** (2007, April). *Does special education improve learning of secondary content? A meta-analysis*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Berkeley, S., Scruggs, T.E., & Mastropieri, M.A. (2007, April). *Effective reading comprehension strategies: Practical implications from meta-analyses*. Paper presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.

Mastropieri, M.A., **Berkeley, S.**, Bowdery, B., Graetz, J., & Scruggs, T.E. (2007, April). *What*

does DI really look like? Examples from recent research. Presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.

Berkeley, S. (2006, April). *Middle schoolers with reading disabilities in book club?* Paper presented at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT.

Berkeley, S. (2006, April). *Reading comprehension instruction for students with learning disabilities: A research meta-analysis.* Student paper presented at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT.

Mastropieri, M.A., McDuffie, K., **Berkeley, S.**, Graff, H.J., Marshak, L., Conners, N., Diamond, C., Simpkins, P., Fulcher, A., & Bowdery, R. (2006, April). *What has been published: A seventeen-year analysis of 10 journals.* Paper presented at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT.

Mastropieri, M.A., Scruggs, T.E., Marshak, L., **Berkeley, S.**, & McDuffie, K. (2006, April). *Teachers talk to teachers: Implementing research-based practices in inclusive middle school science and social studies classes.* Presented at the annual meeting for the Council for Exceptional Children, Salt Lake City, UT.

Mastropieri, M.A., **Berkeley, S.**, Bowdery, R., McDuffie, K., Conners, N., Diamond, C.M., Fulcher, A., Marshak, L., Simpkins, P., Graff, H.J., & Scruggs, T.E. (2006, April). *What does the field of special education publish? A 17-year analysis.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Mastropieri, M.A., Scruggs, T.E., Norland, J.J., & **Berkeley, S.** (2006, April). *Differentiated curriculum enhancement in middle-school science: Effects on classroom and high-stakes tests.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Mastropieri, M.A., Scruggs, T.E., Simpkins, P., **Berkeley, S.**, Conners, N., McDuffie, K., Norland, J., Halloran, B., & Marshak, L. (2005, April). *Making science fun for everyone! Strategies for enhancing success of students with disabilities.* Pre-convention workshop presented at the annual meeting of the Council for Exceptional Children, Baltimore, MD.

Berkeley, S. (1998, April). *Children with high-functioning autism: How motor ability affects communication.* Paper presented at the annual meeting of the Council for Exceptional Children, Minneapolis, MN.

Berkeley, S., & Zittel, L.L. (1998, March). *Teaching the child with autism in physical education.* Presented at Achieving a Balance: The 6th National Conference on Adapted Physical Activity, Malcolm, IL.

Zittel, L.L., Stefely, C., McCarthy, T., & **Berkeley, S.** (1998, March). *Curriculum design and activities for early childhood: Pre-kindergarten through third grade.* Presented at Achieving a Balance: The 6th National Conference on Adapted Physical Activity,

Malcom, IL.

Invited State Presentations

Berkeley, S., & King-Sears, M.E. (2016, March). *Maximizing effectiveness of reading comprehension instruction and approaches for co-teaching*. Invited presentation at the Virginia Council for Learning Disabilities Spring Symposium, Harrisonburg, VA.

Peer Reviewed State Presentations

Berkeley, S., & Ray, S. (2019, April). *Self-regulation of reading comprehension strategies for students with learning disabilities*. Presented at the Virginia Council for Learning Disabilities Conference, Norfolk, VA.

Regan, K., Berkeley, S., & Ray, S. (2011, April). *Development of a common course assessment to prepare students for the VRA*. Presented at The Association of Teacher Educators in Virginia and the Virginia Association of Colleges of Teacher Education Spring Conference, Sweet Briar, VA.

Berkeley, S., & *Peaster, L.G. (2009, February). *Implementation of responsiveness to intervention (RtI): A snapshot of progress*. Paper presented at the annual meeting of the Georgia Federation of the Council for Exceptional Children, Athens, GA.

***Haegar, K., *Lee, Y.K., & Berkeley, S.** (2009, February). *Math interventions for students with learning disabilities: A literature review*. Paper presented at the annual meeting of the Georgia Federation of the Council for Exceptional Children, Athens, GA.

Brigham, F.J., Berkeley, S., Simpkins, P., & Brigham, M.S.P. (2006, October). *Comprehension strategies: Best practices for recall and understanding*. Paper presented at the annual meeting of the Virginia Federation of the Council for Exceptional Children, Charlottesville, VA.

Berkeley, S., & Simpkins, P. (2005, March). *Reading comprehension strategies in action*. Presented at the Virginia Council for Learning Disabilities Spring Symposium, Reston, VA.

Berkeley, S., & McCarthy T. (1997, November). *Children with autism participating in games and activities: Communication materials to assist*. Presented at the annual meeting of the Illinois Association for Health, Physical Education, Recreation and Dance, Schaumburg, IL.

Invited Local Presentations

Berkeley, S. (2007, October). *Improving motivation and reading for older students with LD*. Speaker for county in-service for special education reading teachers, Fairfax County Public Schools, Alexandria, VA.

Berkeley, S., & Liu, K. (2006, March). *Motivating reluctant readers who have learning disabilities*. Presented at the Closing the Achievement Gap Conference, George Mason University, Fairfax, VA.

Berkeley, S. (1997b, November). *Games for children to play with siblings who have autism.* Workshop for Siblings of Children with Autism, Northern Illinois University, DeKalb, IL.

Invited University Presentations

Berkeley, S. (2016, March). *The hidden curriculum of grant writing*. Speaker for doctoral-level research course. Temple University, Philadelphia, PA.

Berkeley, S. (2011, May). *Reflection on “reading comprehension strategy instruction and attribution retraining for secondary students with disabilities.”* Speaker for doctoral level education research course, George Mason University, Fairfax, VA.

Berkeley, S. (2011, March). *Improving the reading and learning of secondary students with disabilities*. Presented for Mason Osher Life-long Learning Institute (OLLI), Fairfax, VA.

Berkeley, S., King-Sears, M., Bradley-Black, K., & Hott, B. (2011, February). *Examining history textbooks: Has content improved in 20 years?* Presented at Annual CEHD Research Symposium, Fairfax, VA.

Berkeley, S. (2010, September). *Reading instruction for students with learning disabilities*. Presented for Visiting International Teachers of the Humanities from Greece, Fairfax, VA.

Berkeley, S., & Graff, H.J. (2010, February). *Publication and authorship special education: A survey of faculty*. Presented at Annual George Mason University College of Education and Human Development Research Symposium, Fairfax, VA.

Berkeley, S. (2007, October). *Reading comprehension strategy instruction and attribution retraining for secondary students with disabilities: A dissertation*. Speaker for a master’s level special education research course, George Mason University, Fairfax, VA.

Berkeley, S., & Conners, N. (2007, March). *The dissertation process: Start to finish*. Speaker for doctoral level education research course, George Mason University, Fairfax, VA.

Berkeley, S., Fulcher, A., Marshak, L., & Simpkins, P. (2005, July). *Collaboration in schools*. Panel speaker for master’s level special education course on consulting and collaboration, George Mason University, Fairfax, VA.

Berkeley, S. (2005, February; 2006, June). *Reading in the secondary school*. Speaker for master’s level special education course on secondary methods, George Mason University, Fairfax, VA.

Berkeley, S., & Zittel, L.L. (1998, May). *Adapted physical education for children with autism*. Speaker for undergraduate physical education course on adapted physical education, North Central College, Naperville, IL.

Berkeley, S. (1998, October; 1997, October). *Teaching children with autism*. Speaker for undergraduate physical education course on adapted physical education, Northern Illinois University, DeKalb, IL.

Zittel, L.L., & **Berkeley, S.** (1998, February; 1997, February; 1996, February). *Modification for games in physical education for children with disabilities*. Speakers for undergraduate physical education course on adapted physical education, Kishwaukee College, DeKalb, IL.

Berkeley, S. (1997, October; 1996, October). *Inclusion of children with mental retardation*. Speaker for undergraduate physical education course on adapted physical education, Northern Illinois University, DeKalb, IL.

TEACHING

George Mason University, VA

Doctoral Level Courses

- EDSE 841: Intervention Research in Special Education
- EDSE 844: Current Issues in Special Education
- EDSE 847: Problem-Solving in Contemporary Issues in Special Education
- EDSE 885: Grant Writing
- EDRS 810: Problems and Methods in Educational Research
- EDUC 998: Dissertation Proposal

Master's Level Courses

- EDSE 501: Introduction to Special Education
- EDSE 503: Language Development and Reading
- EDSE 590: Special Education Research
- EDSE 744: Current Issues in Special Education

Undergraduate Level Courses

- EDSE 401: Introduction to Special Education
- EDSE 403: Language Development and Reading

The University of Georgia, GA

Master's Level Courses

- SPED 7120: Characteristics of Learning Disabilities
- SPED 7220: Methods for Teaching Academic Skills (didactic, online, & blended)
- SPED 7250: Methods for Written Language

Undergraduate Level Courses

- SPED 4200: Methods for Individuals with Mild Disabilities

SUPERVISION OF STUDENT RESEARCH

George Mason University, VA

Doctoral Dissertation Chair

- Defended Dissertations ($n = 4$)
 - K. Fraze (co-chair) (graduated Spring 2024)
Examining the Functional Relation between Variations of a Multicomponent Literacy Intervention and Improvements in Foundational Reading Skills by Young Students with Down Syndrome

- K. Liu (graduated Spring 2021):
Vocabulary Instruction for Middle School Students with Learning Disabilities and English Learners with Learning Disabilities: An Observation Study
- L. Kurz (graduated Spring 2018):
*LINKS (Literacy Integrated with Kindergarten Science): An Investigation of Impacts of Kindergarten Students At-Risk for Learning Disabilities**
*winner of the Gerald Wallace Doctoral Excellence Award
- M. Betz (graduated Spring 2018):
Professional Development with Optional Components for Educators of English Language Learners: A Mixed-methods Study of Educators' Changes in Knowledge and Experiences
- D. Sacco (graduated Spring 2018):
Special Educators' Culturally and Linguistically Responsive Instruction for English Learners
- In progress ($n = 3$)
 - K. Omohundro

Doctoral Dissertation Committee

- Defended Dissertation ($n = 5$)
 - C. Christopher (graduated Fall 2020)
 - J. Buxton (graduated Fall 2017)
 - M. Frye (graduated Winter 2015)
 - L. Horton (graduated Summer 2014)
 - K. Bradley-Black (graduated Spring 2013)

Master's Thesis Committee

- Defended Thesis ($n = 2$)
 - M. Gnoleba (graduated Summer 2015)
 - S. Conklin (graduated Spring 2011)

Doctoral Level Mentoring

- EDUC 897: Independent Study ($n = 20$)
 - Fall 2021 (1): K. Fraze
 - Fall 2018 (3): P. Pierce, J. Sutton
 - Spring 2017 (3): P. Pierce, M. Willer, A. Menditto
 - Fall 2016 (2): J. Sutton, A. Menditto
 - Summer 2016 (1): K. Liu
 - Spring 2016 (1): P. Pierce
 - Fall 2015 (2): A. Menditto, M. Gorden
 - Summer 2015 (2): L. Kurz, A. Whitehead
 - Summer 2013 (1): M. Betz
 - Fall 2012 (1): K. Brady
 - Summer 2012 (1): M. Maxon
 - Fall 2011 (1): M. Guckert
 - Summer 2011 (2): J. Vilbas; M. Betz
- EDUC 994: Doctoral Internship ($n = 7$)
 - Spring 2022 (1): K Omohundro

- Spring 2017 (1): J. Sutton
- Spring 2016 (3): P. Pierce, A. Menditto, M. Rehberg
- Summer 2015 (1): A. Luh
- Summer 2013 (1): M. Betz

Master's Level Mentoring

- EDSE 782: Field Research ($n = 5$)
 - Fall 2012 (1): A. Curtice
 - Spring 2012 (3): A. Curtice; M. Hughes; L. Kurz
 - Fall 2011 (1): M. Hughes

Undergraduate Level Mentoring

- Bachelor of Individualized Study (BIS) Project Faculty Mentor ($n = 1$)
 - Fall 2014 (1): H. Bencherki

The University of Georgia, GA

Dissertation/Thesis/Applied Project Chair

- Ph.D. ($n = 1$); Ed.S. ($n = 2$); M.A. ($n = 2$); M.Ed. ($n = 5$)

Dissertation/Thesis/Applied Project Committees

- Ph.D. ($n = 1$); M.Ed. ($n = 1$); Education Specialist (Communication Sciences) ($n = 1$)

Doctoral Level Mentoring

- SPED 8000: Directed Study ($n = 5$)
- SPED 9930: College Teaching in Special Education ($n = 1$)

Master's Level Mentoring

- SPED 7650: Applied Project in Special Education ($n = 1$)
- SPED 6000: Directed Study ($n = 2$)

ADVISING

George Mason University, VA

Doctoral Program of Study Chair

- Defended Cumulative Portfolio ($n = 11$)
 - K. Omohundro (Fall 2022)
 - K. Fraze (Fall 2022)
 - J. Sutton (Fall 2019)
 - P. Pearce (Spring 2019)
 - C. Christopher (Fall 2018)
 - M. Willer (Fall 2018)
 - K. Liu (Fall 2017)
 - A. Menditto/Larsen (Spring 2017)
 - L. Kurz (Summer 2015)
 - M. Betz (Fall 2013)
 - K. Machaud (Fall 2011)

Doctoral Program of Study Committee

- Defended Cumulative Portfolio ($n = 8$)
 - J. Basile (Fall 2022)
 - N. McKenney (Fall 2022)
 - R. Walsh (Summer 2022)
 - L. Siko (Spring 2017)
 - A. Luh (Summer 2016)
 - K. Bradley-Black (Spring 2012)
 - M. Guckert (Summer 2012)
 - K. Brady (Spring 2013)
 - M. Frye (Spring 2014)

The University of Georgia, GA
Program of Study Advising

- Ph.D. ($n = 1$); Ed.S. ($n = 2$); M.A. ($n = 2$); M.Ed. ($n = 5$)

SERVICE

National

2020, 2022	<i>Invited External P&T Reviewer</i>
2020 - Present	<i>Invited Journal Reviewer:</i> Journal of Research in Reading
2019 – Present	<i>Invited Journal Reviewer:</i> Journal of Learning Disabilities
2019 – Present	<i>Invited Journal Reviewer:</i> Journal of Experimental Education
2017 – Present	<i>Editorial Board Member:</i> Learning Disabilities Research & Practice (LDRP)
2015 - Present	<i>Invited Grant Reviewer:</i> Office of Special Education Programs
2014 - Present	<i>Invited Journal Reviewer:</i> Reading & Writing Quarterly (RWQ)
2011 - Present	<i>Invited Journal Reviewer:</i> Exceptional Children (EC)
2010 - Present	<i>Editorial Board Member:</i> Learning Disability Quarterly (LDQ)
2018 - Present	<i>Invited Project & Services Reviewer:</i> Center to Improve Program and Project Performance (CIPP)
2019 - 2021	<i>Past President:</i> International Council for Learning Disabilities (CLD) <i>Chair:</i> CLD Nominations & Election Committee <i>Member:</i> Executive Committee of CLD <i>Member:</i> Board of Trustees of CLD <i>Member:</i> CLD Finance Committee
2019	<i>Invited Journal Reviewer:</i> Research in Developmental Disabilities Review
2018 - 2019	<i>President:</i> International Council for Learning Disabilities (CLD)

	Chair: Executive Committee of CLD
2009 - 2018	Chair: Board of Trustees of CLD
2017 – 2018	Invited Journal Reviewer: Remedial & Special Education (RASE)
	President Elect: CLD
	Chair: Bylaws Committee of CLD
2015 - 2018	Member: Executive Committee & Board of Trustees of CLD
2013 - 2017	Invited Grant Reviewer: National Science Foundation
2016 – 2017	Invited Journal Reviewer: Exceptionality
	Vice-President: CLD
	Program Chair: 39 th International Conference on Learning Disabilities
2015 - 2016	Member: Executive Committee & Board of Trustees of CLD
	Co-Chair: Leadership Development Committee of CLD
	Member: Board of Trustees of CLD
2014 - 2015	Invited Mentor: CLD Leadership Academy Cohort 4
2013 - 2014	Invited Mentor: CLD Leadership Academy Cohort 3
2007 - 2014	Invited Journal Reviewer: Teaching Exceptional Children (TEC)
2014	Invited Journal Reviewer: British Journal of Educational Psychology
2007- 2013	Conference Proposal Reviewer: Council for Exceptional Children (CEC) National Convention: Division for Research (DR)
2011	Invited Research Methods Textbook Reviewer: Sage Publications
2011	Invited Journal Reviewer: Journal of Languages and Culture (JLC)
2009 - 2011	Invited Journal Reviewer: Exceptional Children (EC)
2009 - 2010	Invited Journal Reviewer: Learning Disability Quarterly (LDQ)
2009	Conference Proposal Reviewer: American Education Research Association (AERA) Special Education Special Interest Group (SIG)
2006 - 2008	Committee Member: Division of Learning Disabilities (DLD) / Division for Research (DR) of the Council for Exceptional Children (CEC) Research Committee
2006	Conference Proposal Reviewer: Council for Exceptional Children (CEC) National Convention: Teacher Education Division (TED)
State	
2011	Contributor: Reading for Virginia Educators: Elementary and Special Education Teachers practice test development

2010	Contributor , Reading for Virginia Educators: Elementary and Special Education Teachers study guide development
2010	Committee Member , Elementary and Special Education Reading for Virginia Educators Committee
University	
2018 - 2023	Committee Member , Responsible Conduct of Research Steering Committee
2014 - 2023	Committee Member , Institutional Review Board [nominated by CEHD Associate Dean for Research]
2020 – 2021	Committee Member , Funding Enhancements Working Group
2019 – 2020	Committee Member , Renewal, Promotion & Tenure (RPT) Content Management System Committee
2015 - 2019	Committee Member , University Grievance Committee
2016 - 2017	Committee Member , Academic Program Review (APR) Peer Review Committee [nominated by Dean of CEHD]
2012 - 2015	Committee Member , Academic Appeals Committee
2011 - 2012	Committee Member , Academic Appeals Committee
College	
2023 - 2025	Director , PhD in Education Program Chair , PhD in Education Program Committee Member , CEHD Leadership Roundtable Member , CEHD Academic & Enrollment Forum Member , CEHD Research & Innovation Forum Chair , Student Council (to the Director of the PhD in Education Program) Liaison/Sponsor , PhD in Education Student Organization Liaison , CEHD Professional Development
2021 – 2023	Committee Member , Operational Effectiveness Steering Committee
2021 - 2023	Committee Member , CEHD Council (to the Dean of CEHD)
2021 – 2023	Committee Member , PhD in Education Program Committee Co-Chair , Accreditation Program Review Subcommittee Chair , Course-Sharing Subcommittee Chair , Course Modality Subcommittee Member , Colloquium Speaker Nomination Subcommittee Liaison , PhD in Education Student Organization (appointed)

2021	Committee Member , First Tier Promotion & Tenure ($n = 3$)
2020 - 2021	Committee Member , CEHD Leadership Committee
2020 - 2021	Interim Director , PhD in Education Program
	Chair , PhD in Education Program Committee
2019 – 2020	Committee Member , PhD Program Committee
2019 - 2020	Committee Member , CEHD Council (to the Dean of CEHD)
2019 - 2020	Committee Member , Faculty Evaluation Committee
2016 - 2017	Committee Member , Tenure Track Annual Review Committee (TTARC)
2016	Invited Speaker , CEHD Research Roundtable
2013 - 2014	Committee Member , Cross-Disciplinary Coursework Taskforce
2012 - 2014	Committee Member , CEHD Council (to the Dean of CEHD)
2011	Invited Discussant , Intervention Research Brownbag
2011	Invited Speaker , Doctoral Seminar in Education
2010 - 2011	Faculty Representative , Graduate School of Education doctoral candidate interviews
2010	Invited Speaker , CEHD Professional Development Committee Round Table
2009	Member , Graduate Student Research Conference Faculty Advisory Committee (UGA)
2008 - 2009	Mentor , Young Dawgs (high school interns) (UGA)
2005 - 2007	Student Representative , Graduate School of Education doctoral candidate interviews (GMU)

Division/Department

2009 - 2022	Course Lead , EDSE 403/503: Language Development and Reading
2011 - 2015	Course Lead , EDSE 401/501: Introduction to Special Education
2009 - 2015	Course Lead , EDSE 590: Research Methods in Special Education
2011 - 2014	Member , Division of Special Education and disAbility Research Leadership Team
2011	Invited Participant , Doctoral Cohort Roundtable
2008 - 2009	Committee Member , Special Education Accreditation Steering Committee (UGA)
2008 - 2009	Co-Coordinator , Special Education Master's Program at Gwinnett (UGA)
2008 - 2009	Committee Member , CSSE Student Recruitment Team (UGA)
2008 - 2009	Committee Member , CSSE Doctoral Program Task Force (UGA)

2007 - 2009	Committee Member , Admissions Committee for PhD in Education at Athens (UGA)
2007 - 2009	Committee Member , Admissions Committee for Special Education Master's Program at Athens (UGA)
2007 - 2009	Committee Member , Admissions Committee for Special Education Master's Program at Gwinnett (UGA)
2007 - 2008	Committee Member , Admissions Committee for Special Education Undergraduate Adapted Program at Athens (UGA)

PROFESSIONAL ORGANIZATIONS

- International Academy for Research in Learning Disabilities (IARLD)
- International Council for Learning Disabilities (CLD)
- Council for Exceptional Children (CEC):
 - Division for Research
 - Division for Learning Disabilities
- American Educational Research Association (AERA):
 - Learning and Instruction
 - Research in Reading and Literacy SIG
 - Special Education Research SIG