

Daniel Ricardo Espinas

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ADDRESS

George Mason University
Fairfax Campus
Finley Building 208A
4400 University Drive
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Fairfax, VA 22030

EDUCATION

- | | |
|------|---|
| 2024 | Ph.D. in Special Education
<i>Vanderbilt University Nashville, TN</i>
Advisors: Lynn S. Fuchs & Douglas Fuchs |
| 2014 | M.Ed. in Special Education
<i>Vanderbilt University Nashville, TN</i>
Advisors: Laurie E. Cutting & Donna Ford |
| 2012 | B.A. in Psychology
<i>George Mason University Fairfax, VA</i> |

CURRENT POSITION

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|----------------|---|
| 2025 - Present | Assistant Professor of Education
<i>George Mason University Fairfax, VA</i> |
| 2025 - Present | Non-Faculty Affiliate
<i>University of Kansas Lawrence, KS</i> |
| 2024 - Present | Research Associate
<i>Vanderbilt University Nashville, TN</i> |

FORMER POSITIONS

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|-------------|--|
| 2024 - 2025 | Postdoctoral Research Fellow
<i>The University of Texas at Austin Austin, TX</i>
The Meadows Center for Preventing Educational Risk |
| 2020 - 2024 | Research Assistant
<i>Vanderbilt University Nashville, TN</i>
Fuchs Research Group |
| Summer 2021 | Research Assistant
<i>Center for Emotional Intelligence, Yale Child Study Center New Haven, CT</i> |

2014 - 2015, 2018 - 2021	Special Education Teacher <i>District of Columbia Public Schools Washington, DC</i>
2017 - 2020	Research Assistant <i>University of Maryland College Park, MD</i>
2016 - 2017	Faculty Assistant <i>University of Maryland College Park, MD</i>
2015 - 2017	Special Education Teacher & Department Chair <i>Montgomery County Public Schools Silver Spring, MD</i>
2012 - 2014	Research Assistant <i>Vanderbilt University Nashville, TN</i>
2013	Graduate Assistant <i>Vanderbilt-Kennedy Center Reading Clinic Nashville, TN</i>
2012	Research Assistant <i>George Mason University Fairfax, VA</i>
2011 - 2012	Behavioral Analyst <i>J&C Behavioral Therapy Alexandria, VA</i>

AWARDS

1. Samuel Kirk Award, Division for Learning Disabilities, Council for Exceptional Children (2025) (selective)
2. Outstanding Educator of the Year Award, Division for Learning Disabilities, Council for Exceptional Children (2020) (selective)

TRAINING & FELLOWSHIPS

1. Institute of Education Sciences Center for Benefit-Cost Studies of Education (2025) (selective)
2. Institute of Education Sciences Bayesian Longitudinal Modeling Training (2025) (selective)
3. Institute of Education Sciences Comprehensive Program for Adaptive Interventions Training in Education (2025) (selective)
4. National Science Foundation Quantitative Research Methods for STEM Education Scholar Program (2024-2025) (selective)
5. Cognitive Development Society Mentorship Program (2023-2024)
6. Institute of Education Sciences Meta-Analysis Training Institute (2023) (selective)
7. Institute of Education Sciences Modern Meta-Analysis Training Institute (2022) (selective)
8. Scholar, National Institute of Child Health and Human Development Vanderbilt Learning Disabilities Hub (2020 - 2022)
9. Leadership Institute, Council for Learning Disabilities (2017) (selective)

LICENSURE

Special Education Non-Categorical/PreK-12, Standard - Teacher (DC) (2014-2029)
Special Education (SPC1) (MD) (2015-2029)

PUBLICATIONS

BOOK CHAPTERS

1. Fuchs, L. S., Fuchs, D., Seethaler, P., & **Espinas, D. R.** (2025). Mathematics interventions. In Okolo, C., Patton Terry, N., & Cutting, L. (Eds.), *Handbook of learning disabilities* (3rd ed.). Guilford Press.
2. **Espinas, D. R.**, Wang, M., & Li, A. (2020). Orthographic learning. In A. Krulatz, G. Neokleous, & R. Farrelly (Eds.), *Handbook of research on cultivating literacy in diverse and multilingual classrooms*. IGI Global. <https://doi.org/10.4018/978-1-7998-2722-1.ch005>

JOURNAL ARTICLES

1. **Espinas, D. R.**, Vaughn, S., & Fuchs, L. S. (*in press*). Interventions for children and adolescents with specific learning disability and co-occurring disorders. *Pediatric Research*. <https://doi.org/10.1038/s41390-025-04261-0>
2. Cook, B., Therrien, B., Fleming, J., & **Espinas, D. R.**, McLucas, A. S., & Hodges, J. (*in press*). Null effects in the special education research base. *Remedial and Special Education*.
3. **Espinas, D. R.**, & Fuchs, L. S. (2025). Interventions for comorbid learning disabilities. *Child Development Perspectives*, 19(3), 156-164. <https://doi.org/10.1111/cdep/12538>
4. Fleming, J., Wilson, S., & **Espinas, D. R.**, van Dijk, W., & Cook, B. G. (*in press*). Special education researchers' knowledge, attitudes, and practices relating to the three open science practices of open access, data sharing, and preregistration. *Remedial and Special Education*. <https://doi.org/10.1177/07419325241237268>
5. Fuchs, L. S., Fuchs, D., Cho, E., Barnes, M. A., Koponen, T., & **Espinas, D. R.** (2025). Comorbid word reading and math computation difficulty at the start of first grade. *Journal of Learning Disabilities*, 58(2), 112-127. <https://doi.org/10.1177/00222194241248188>
6. Bottema-Beutel, K., Sasson, N. J., McKinnon, R., Braun, C., Guo, R., Hand, B. N., Kapp, S., **Espinas, D. R.**, Bailin, A., & Lester, J. N. (2024) Recognizing and resisting ableist language in schools: Suggestions for school-based speech language pathologists and related professionals. *Language, Speech, and Hearing Services in Schools*, 55(4), 1025-1038. https://doi.org/10.1044/2024_LSHSS-24-00036
7. **Espinas, D. R.** & Wanzek, J. (2024). Predictors of multiple document comprehension among third-grade students with reading difficulties and disabilities. *Learning Disabilities Research & Practice*, 39(4), 189-201. <https://doi.org/10.1177/09388982241275650>
8. Fuchs, L. S., Seethaler, P. M., Sterba, S. K., Fuchs, D., Cutting, L. E., Mancilla-Martinez, J., Martin, B., & **Espinas, D. R.** (2024). Transfer between reading comprehension and

word-problem solving. *Journal of Educational Psychology*, 116(7), 1093-1111.
<https://doi.org/10.1037/edu0000911>

9. **Espinas, D. R.**, & Chandler, B. (2024). Correlates of K-12 students' intertextual integration. *Educational Psychology Review*, 36:48. <https://doi.org/10.1007/s10648-024-09889-8>
10. Fuchs, L. S., Seethaler, P., Fuchs, D., & **Espinas, D. R.** (2023). Severe pandemic learning loss in students with learning disabilities and the promise of remotely delivered intervention. *Journal of Learning Disabilities*, 56(4), 278-294.
<https://doi.org/10.1177/00222194231170313>
11. **Espinas, D. R.** & Fuchs, L. S. (2022). The effects of language instruction on math development. *Child Development Perspectives*, 16(2), 69-75.
<https://doi.org/10.1111/cdep.12444>
12. **Espinas, D. R.** & Fuchs, L. S. (2022). Data-based individualization in reading. *The Reading League Journal*, 3(1), 4-13.
13. Li, Y., Wang, M., & **Espinas, D.** (2022). Self-teaching new words among English language learners. *Reading and Writing*, 35(10), 2389-2408.
<https://doi.org/10.1007/s11145-022-10291-5>
14. Nelson, G., Cook, S. Zarate, K., Powell, S. R., Maggin, D., Drake, ... & **Espinas, D.** (2022). A systematic review of meta-analyses in special education: Exploring the evidence base for high-leverage practices. *Remedial and Special Education*, 43(5), 344-358. <https://doi.org/10.1177/07419325211063491>
15. Li, A., Wang, M., & **Espinas, D. R.** (2021). Orthographic learning through self-teaching among learners of English as a second language. *Reading and Writing*, 34, 1295-1320.
<https://doi.org/10.1007/s11145-020-10115-4>
16. Lloyd, B., Wehby, J., Goldman, S., Weaver, E., Harvey, M. N., & **Sherlock, D¹**. (2015). Implementation and validation of trial-based functional analyses in public education settings. *Journal of Behavioral Education*, 24, 167-195. <https://doi.org/10.1007/s10864-014-9217-5>
17. Barton, E.E., Reichow, B., Schnitz, A., Smith, I. C., & **Sherlock, D.** (2015). A systematic review of sensory-based treatments for children with disabilities. *Research in Developmental Disabilities*, 27, 64-80. <https://doi.org/10.1016/j.ridd.2014.11.006>

ASSESSMENTS & OTHER PUBLICATIONS

1. Seethaler, P. M. & **Espinas, D. R.** (in press). A tribute to Lynn S. Fuchs. *Council for Exceptional Children, Division for Research Newsletter*.
2. Fuchs, L. S., Hamlett, C. L., Fuchs, D., Cho, E., Barnes, M. A., Koponen, T., & **Espinas, D. R.** (2023). *Comorbid word reading and math computation difficulty at the start of first grade*. LDbase. <https://doi.org/10.33009/ldbase.1691262928.78d5>

¹ Formerly known as Daniel R. Sherlock

3. **Espinas, D. R.**, Fuchs, L. S., & Seethaler, P. M. (2021). *Test of general fraction knowledge*. Available from L. S. Fuchs, 228 Peabody, Vanderbilt University, Nashville, TN.
4. The Social Studies Standards Advisory Committee. (2020). *Social studies standards guiding principles*. Office of the State Superintendent of Education. Washington, DC.

PRESENTATIONS

Invited

1. **Sherlock, D. R.** (2019, July). *Evidence-based practice and special education*. Invited symposium at the U.S. Department of Education, Office of Special Education Programs, Leadership Conference, Arlington, VA.
2. **Sherlock, D. R.** (2019, May). *Retaining effective special educators*. Invited Symposium presented at the U.S. Department of Education, Office of Special Education Programs, Washington, DC.

Research Conferences

1. Swanz, L., Hanson, A., **Espinas, D. R.**, Miller, A., & Cutting, L. E (2025, October). The growth and predictors of morphological awareness. Poster presented at the Society for Research on Education Effectiveness Conference in Chicago, IL.
2. Capin, P., Martinez, L., **Espinas, D. R.**, & Vaughn, S. (2025, July). *Enhancing, evaluating, and extending research-based instructional practices for emergent bilingual students in social studies classrooms*. Paper presented at the Society for the Scientific Study of Reading Conference in Calgary, Canada.
3. **Espinas, D. R.**, & Fuchs, L. S. (2024, September). *The efficacy of super solver PALS: An inclusive fourth-grade fraction intervention*. Poster presented at the Society for Research on Educational Effectiveness, Baltimore, MD.
4. **Espinas, D. R.**, Fuchs, D., Fuchs, L. S., & Clemens, N. (2024, September). *Challenging traditional notions of intervention research in reading and mathematics*. Symposium presented at the Society for Research on Educational Effectiveness.
5. Miller, A. H., **Espinas, D. R.**, McNeish, D., & Barnes, M. A. (2024, August). *Dosage response in intensive math interventions for early elementary students with or at-risk for mathematics difficulties*. Poster presented at the Office of Special Education Programs Conference, Washington, D. C.
6. **Espinas, D. R.** (2024, July). *Predictors of multiple document comprehension among third-grade students with reading difficulties*. Paper presented at the Society for Text & Discourse Conference, Chicago, IL.
7. Miller, A. H., **Espinas, D. R.**, McNeish, D., & Barnes, M. A. (2024, June). *Dosage response in intensive math interventions for early elementary students with or at-risk for*

mathematics difficulties. Poster presented at the Mathematical Cognition and Learning Society Conference, Washington, D. C.

8. Seethaler, P. M., Fuchs, L. S., & **Espinas, D. R.** (2024, March). *Super Solvers PALS fraction instruction for inclusive 4th-grade classrooms*. Paper presented at the Council for Exceptional Children Convention, San Antonio, TX.
9. Swanz, L., Hanson, A., & **Espinas, D. R.** (2023, September). *Missing data reporting and handling in special education research*. Paper presented at the Society for Research on Educational Effectiveness Conference, Arlington, VA.
10. **Espinas, D. R.**, Seethaler, P. M., Fuchs, L. S., & Fuchs, D. (2022, February). *Parental views toward virtual instruction during the COVID-19 pandemic*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
11. **Espinas, D. R.**, Cook, S., Zarate, K., Maggin, D., & Ford, J. (2021, May). *The evidence base of the CEC's High Leverage Practices in Special Education*. Presentation at the Council for Exceptional Children Convention and Expo. Virtual meeting because of COVID-19.
12. Li, Y., **Espinas, D.**, Wang, M., & Peng, P. (2021, January). Self-teaching across writing systems: A meta-analysis. The 11th annual Budapest CEU Conference on Cognitive Development (BCCCD21), Budapest, Hungary.
13. Sinclair, K., Sutter, J., Rucker, J., **Espinas, D. R.**, & O'Sullivan, A. (2020, November). *Culturally relevant social studies standards: The case of Washington, DC*. College & University Faculty Assembly Conference. Virtual meeting because of COVID-19.
14. **Espinas, D. R.** (2020, May). *College- and Career-Readiness Standards for students with disabilities*. Annual Meeting of the Center on Standards, Alignment, Instruction, and Learning (C-SAIL), Arlington, VA. Virtual meeting because of COVID-19.
15. Li, Y. **Sherlock, D.**, Wang, M. (2019, November). *Orthographic learning via self-teaching among English Language Learners*. Poster presented at the 60th Annual Meeting of the Psychonomic Society, Montréal, Québec.
16. Li, Y., Wang, M., & **Sherlock, D.** (2019, July). *Self-teaching in orthographic learning among learners of English as a second language*. Paper presented at the 26th Annual Meeting of the Society for the Scientific Studies of Reading, Toronto, Canada.
17. Li, Y., Wang, M. & **Sherlock, D.** (2019, May). *Children learn new words during independent reading: The case of learners of English as a second language*. Poster presented at the 31st Annual Convention for the Association for Psychological Sciences, Washington, DC.
18. **Sherlock, D. R.**, Cummings, K. D., Kelly, J., Gatlin, B., & Smith, A. (2017, October). *Curriculum-based measurement and English language learners*. Poster presented for Council for Learning Disabilities Annual International Conference, Baltimore, MD.

19. Kelly, J., **Sherlock, D. R.**, & Cummings, K. D. (2017, October). *Language and literacy research in a research-practitioner partnership*. Poster presented at the University of Maryland, Language Science Day, College Park, MD.
20. Smith, A., **Sherlock, D. R.** (2017, October). *Motivation and writing for English language learners*. Roundtable presented for Council for Learning Disabilities International Conference, Baltimore, MD.
21. **Sherlock, D. R.** Cummings, K. D., Smolkowski, K., & Baker, D. (2017, August). *The predictive validity of DIBELS, 6th Edition for English learners in kindergarten through Grade 3*. Poster presented at American Psychological Association Annual Convention, Washington, DC.
22. Smith, A., Lembke, E. & **Sherlock, D.R.** (2017, April). *Writing for English learners: Monitoring using CBM and motivation measures*. Poster presented at the Council for Exceptional Children Annual Convention and Expo, Boston, MA.
23. Lloyd, B.P., Wehby, J.H., Weaver, E.S., Goldman, S.E., & **Sherlock, D.R.** (2014, May). *Trial-based functional analyses implemented by paraprofessionals in classroom settings*. Symposium presented at the Association for Behavior Analysis International, Chicago, IL.
24. Lloyd, B.P., Goldman, S.E., Weaver, E.S., Harvey, M.N., **Sherlock, D.R.**, & Wehby, J.H. (2014, March). *An evaluation of trial-based functional analyses in classroom settings*. Poster presented at the Association for Behavior Analysis International Eighth Annual Autism Conference, Louisville, KY.
25. Lloyd, B., Goldman, S., **Sherlock, D.R.**, Weaver, E.S. (2013, October). *Trial-based functional analyses in classroom settings*. Paper presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

Workshops

1. **Sherlock, D. R.** (2017, April). *Information for new critical staffing paraeducators*. Workshop presented at Montgomery County Public Schools, Silver Spring, MD.
2. **Sherlock, D. R.** (2015, May). *I can see clearly now: Data visualization*. Workshop presented at the Office of the State Superintendent of Education LEA Institute, Washington, DC.
3. **Sherlock, D. R.** (2015, August). *Accommodations for students with disabilities and English language learners*. Workshop presented at the District of Columbia Public Schools Cornerstones Orientation, Washington, DC.

GRANTS

Submitted

Fifth-grade students' use and comprehension of multiple print and digital documents: A comparison of students with and without reading disorders. Spencer Foundation.

A Mixed Methods Investigation of Middle School Students' Evidence Identification, Evaluation, and Use in Science Literacy Contexts. American Psychological Association, Division 15.

Other Grant Activity

Replicating first grade peer-assisted learning strategies in kindergarten to strengthen reading performance in an era of challenging standards. Institute for Education Sciences, U.S. Department of Education. R305A240137. (Advisory Board, PI: Artzi, 2024-2029).

UNIVERSITY TEACHING

Vanderbilt University

Guest Lecturer, SPEDH 7310 - Teaching Mathematics to Students with Severe and Persistent Academic & Behavior Difficulties 6-12 (Fall 2023)

Teaching Assistant, SPEDH 7420 - Advanced Reading Methods (Spring 2022)
Rating (Scale 1 [Poor] - 5 [Excellent]): Mean = 4.31, SD = 1.25, Mode = 5)

University of Maryland, College Park

Teaching Assistant, EDSP 415/615 - *Assessment in Special Education* (Spring 2018)

PROFESSIONAL SERVICE

Student Ambassador, Division 15 of the American Psychological Association (2021 - 2024)

Member, Social Studies Advisory Committee for the District of Columbia State Board of Education (2020 - 2022)

Member, Knowledge Utilization Committee of the Council for Exceptional Children, Division for Research (2017 - 2022)

REVIEWER

Grant Competitions

Ad hoc Panel Member, National Science Foundation, DRK-12 (2024)

Journals - Ad-Hoc

Annals of Dyslexia (2022)

Child Development Perspectives (2023, 2024)

Journal of Learning Disabilities (2021, 2022, 2025)

Learning Disability Quarterly (2019)

Psychology, Crime, and Law (2024)

Remedial and Special Education (2025 [2x])

The Elementary School Journal (2025)

The Reading Teacher (2025)

Conferences

American Psychological Association, Divisions 6, 15, & 16 (2019, 2020, 2021, 2024)

Council for Exceptional Children, Division of Early Childhood (2019)

International Conference on Learning Disabilities (2017)

International Dyslexia Association (2020, 2023)

Society for Research on Educational Effectiveness (2021, 2022)

PROFESSIONAL AFFILIATIONS

American Educational Research Association (2017 - Present)
American Psychological Association, Divisions 15 & 16 (2015 - Present)
Association for Psychological Science (2017 - Present)
Cognitive Development Society (2018 - 2022)
Cognitive Science Society (2017 - 2022)
Council for Exceptional Children (2010 - Present)
International Literacy Association (2013 - Present)
National Association for Research on Science Teaching (2020 - 2022)
Society for Prevention Research (2017 - 2021)
Society for Research on Educational Effectiveness (2015 - 2017, 2019 - Present)
Society for Research in Child Development (2017 - 2022)
Society for the Scientific Studies of Reading (2014 - Present)
Society for Text and Discourse (2014 - Present)
The Association for Child and Adolescent Mental Health (2023 - Present)