

Linda H. Mason, Ph.D.
George Mason University

Education

- Ph.D. 2002 University of Maryland, College Park, *Special Education/Learning Disabilities*
 M.Ed. 1994 University of Maryland, College Park, *Special Education*
 B.S. 1976 University of Texas, Austin, *Home Economics Education*

Professional Work Experience

- 2017-present Endowed Director Helen A. Kellar Institute for Human disAbilities, George Mason University
 Professor, Division of Special Education and disAbility Research, George Mason University
- 2013-2017 Professor of Special Education, The University of North Carolina, Chapel Hill
 Frank Porter Graham Child Development Institute Fellow
- 2008-2013 Associate Professor, The Pennsylvania State University, University Park, PA
 Fall 2011 Visiting Professor, University of Szeged, Szeged, Hungary
- 2005-2008 Assistant Professor, The Pennsylvania State University, University Park, PA
- 2002-2005 Assistant Professor, University of Illinois, Urbana-Champaign, IL
- Summer 2002 Lecturer, University of Maryland, College Park, MD
- 2001-2002 Editorial Assistant, *Journal of Educational Psychology*
- 2000-2002 Faculty Graduate Assistant, Project Coordinator, Center for Accelerating Student Learning, University of Maryland, College Park, MD
- Spring 2001 Inclusive Education Program Evaluator, United States District Court, Baltimore
- 1999-2000 Teaching Assistant, University of Maryland, College Park, MD
 Special Education Team Leader, Atholton Elementary School, Howard County Public School System, Columbia, MD
- 1994-1998 Special Education Teacher, Atholton Elementary School, Howard County Public School System, Columbia, MD
 Graduate Assistant, Department of Special Education, College of Education, University of Maryland, College Park, MD

Post-Doctoral Honors and Citations

- 8-2023 Google Scholar Citations 7,084 (3,008 since 2018); h-index 40; i10-index 62
- 2022 Division of Learning Disabilities (CEC) Presidential Service Award
- 2021 Council for Exceptional Children Research Award
- 2016 Institute of Educational Sciences Working Group on Adolescent Writing - Participant
- 2014 Article listed as “Must Read,” Synthesis of Research Symposium International Conference on Learning Disabilities (see +Mason, 2013)
- 2011-2012 Fulbright Scholar Award to Hungary
- 2011 Distinguished Early Career Research Award, Division for Research, Council for Exceptional Children

BOOKS

- Mason, L.H., Reid, R., & Hagaman, J. (2016). *L'enseignement explicite de la lecture et de l'écriture: 40 leçons pour hisser les élèves vers la réussite*. Adaptation: Lyne Legault. Cheneliere Education.
- Mason, L.H., Reid, R., & Hagaman, J. (2012). *Building comprehension in adolescents: Powerful strategies for improving reading and writing in content areas*. Brooks Publishing Co. Inc.
- Harris, K.R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Brooks Publishing Co. Inc.

BOOK CHAPTERS (*student mentored)

- Mason, L.H., & *Basile, J. (2023). Building writing skills for summaries and quick writes. In X. Liu, M. Hebert, & R.A. Alves (Eds.), *The hitchhiker's guide to writing research: A festschrift for Steve Graham*. Springer.
- Harris, K. R., & Mason, L. H. (2023). Self-regulated strategy development: Reading source materials to learn and write. In Z. Philippakos, & S. Graham (Eds.), *Writing and reading connections (pp. 143-162)*. Guilford.
- Mason, L. H., Datchuk, S., & *Brady, S. (2022). Writing in inclusive elementary schools: research and practice. J. McLesky, N.L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of effective inclusive elementary schools: Research and Practice*. Routledge.
- Mason, L.H., & *Brady, S. (2021). Promoting executive functions throughout the writing process. T. Limpo, & O. Thierry (Eds.), *Executive functions and writing (pp. 181-206)*. Oxford University Press.
- Garwood, J., Mason, L.H., & *Lavin, C. (2020). Teaching students with emotional and behavioral disorders to write: A self-regulated strategy. In R. Boone, M. Burke, & L. Bowman-Perrott (Ed.), *Literacy instruction for students with emotional and behavioral disorders (EBD): Research-based interventions for the classroom (pp. 137-156)*. Information Age Publishing.
- Mason, L.H., Mamlin, N., & *Stewart, K. (2019). Evidence-based writing intervention: Threetiers of instruction for elementary students. In P. C. Pullen M. J. Kennedy (Eds.), *Handbook on response to intervention (pp.218-232)*. Routledge.
- Harris, K.R., Graham, S., Mason, L.H., McKeown, D., & Olinghouse, N. (2018). Self-regulated strategy development in writing: A classroom example of developing executive functioning and future directions. In L. Meltzer (Ed.), *Executive functioning in education (pp. 326-356)*. Guilford Press.

- Mason, L.H. (2018). Literacy for students with learning, attention, and behavioral disabilities. In USAID *Toolkit to promote literacy for students with disabilities*. Global Reading Network, USAID, and World Bank.
- Mason, L.H., & Reid, R. (2018). Individual and group differences in self-regulation of learning. edition. In B. Zimmerman & D. Schunk (Eds.), *Handbook of self-regulation of learning and performance*. Routledge.
- Mason, L.H. (2017). Writing to learn instruction that works. Fidalgo, R., Harris, K. R., Braaksma, M. (Eds.), *Design principles for teaching effective writing*. Amsterdam: Brill Editions.
- Mason, L.H., & Haspel, D.P. (2017). SRSD for RAFT writing. Fidalgo, R., Harris, K. R., Braaksma, M. (Eds.), *Design principles for teaching effective writing, E-book*. Amsterdam: Brill Editions.
- *Valasa, L.L., & Mason, L.H. (2017). Effective instruction for reading and writing to learn. Fidalgo, R., Harris, K.R., Braaksma, M. (Eds.), *Design principles for teaching effective ewriting*. Amsterdam: Brill Editions.
- Dunn Davison, M, & Mason, L.H. (2017). A road less traveled: Writing research for diverse students with disabilities, In M.T. Hughes & E. Talbott (Eds.), *The handbook of researchon diversity in special education (pp. 277-298)*. Hoboken, NY: John Wiley and Sons, Inc.
- Klinger, J., Brownell, M., Mason, L.H., Sindelar, P.T., & Benedict, A. (with Griffin, C., Lane, K., Israel, M., Pia Oakes, W., Mariah Menzies, H., Germer, K., & Park, Y.) (2016). Teaching students with special needs in the new millennium. In D.H. Gitomer & C.A. Bell (Eds.), *AERA handbook of research on teaching, 5th Edition (pp. 639-716)*. Washington D.C.: American Educational Research Association.
- *Mong Cramer, A., & Mason, L.H. (2015). "Thank you for helping me write a better paper:" Peer support in learning to write. L. Meltzer, & K. R. Harris (Eds.), *The power of peers*. New York, NY: Guilford Press.
- Mason, L.H., & *Benedek-Wood, E. (2014). Writing instruction for the inclusive classroom. J. McLesky, N.L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of research and practice for effective inclusive schools (pp. 247-260)*. Danvers, MA: Routledge.
- Mason, L.H., & *Mong Cramer, A. (2014). Linking classroom assessment to written language interventions. S. G. Little & A. Akin-Little (Eds), *Academic assessment and intervention, (pp. 241-251)*. Danvers, MA: Routledge.
- Mason, L.H. (2013). Best practices and current trends in written instruction for students with learning disabilities. In J. P. Bakken, F. E. Obiakor, A. F. Rotatori (Eds.), *Learning disabilities: Practice concerns and students with LD (Advances in special education, Volume 25, pp.45-63)*. Emerald Group Publishing Limited.

- Mason, L.H., Harris, K.R., & Graham, S. (2013). Strategies for improving student outcomes in written expression. Reprinted in D. Chard, B. Cook, & M. Tankersley (Eds.), *Research-based strategies for improving outcomes in academics*, pp. 83-94. Upper Saddle River, NJ: Pearson.
- Mason, L.H., Harris, K.R., & Graham, S. (2013). Strategies for improving student outcomes in written expression. In M. Tankersley & B. Cook (Eds.), *Effective practices in special education*, pp. 86-97. Upper Saddle River, NJ: Pearson.
- Reid, R., Mason, L.H., & Asaro-Saddler, K. (2013). Self-regulation interventions for students with autism. In S. Goldstein & J. Naglieri (Eds.), *Interventions for autism spectrum disorders*, pp. 257-282. New York, NY: Springer Publishing Company.
- Mason, L.H., & Hagaman, J.L. (2012). Highlights in reading comprehension intervention research for students with learning disabilities. In B.Y.L. Wong & D.L. Butler (Eds.), *Learning about learning disabilities, 4th Ed*, pp. 191-215. Oxford: Elsevier.
- Harris, K.R., Graham, S., MacArthur, C., Reid, R., & Mason, L.H. (2011). Self-regulated learning processes and children's writing. In B. Zimmerman & D. Schunk (Eds.), *Handbook of self-regulation of learning and performance*, pp. 187-210. Danvers, MA: Routledge.
- Mason, L.H., & Kubina, R.M. (2011). Developing writing fluency for adolescents with disabilities. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Intervention and assessment: Advances in learning and behavioral disabilities* (vol. 2, 296-319). Bingley, UK: Emerald.
- Mason, L.H. (2010). Literacy instruction for students with special needs. In E. Baker, B. McGaw, & P. Peterson (Eds.), *International encyclopedia of education, 3rd edition* (pp.759-766). Oxford: Elsevier.
- Mastropieri, M.A., Scruggs, T.E., Cuenca-Sanchez, Y., Irby, N., Mills, S., Mason, L.H., & Kubina, R. (2010). Persuading students with emotional disabilities to write: Findings from a design experiment. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Literacy and learning: Advances in learning and behavioral disabilities* (vol. 23). Bingley, UK: Emerald.
- Harris, K.R., Graham, S., & Mason, L.H. (2005). Self-regulated strategy development in the classroom: Part of a balanced approach to writing instruction for students with disabilities. In Skirtic, T.M., Harris, K.R., & Shriner, J.G. (Eds.), *Special education policy and practice: Accountability, instruction, and social challenges*. Denver, CO: Love Publishing.
- Harris, K.R., Graham, S., Mason, L.H., & Zito, J. (2003). POW plus TREE equals powerful opinion essays: Improving writing in the early grades. In A. Pincus, E. Dickman, A. Mahnkopt, F. Mathew, H. Scarborough, & J. Shapiro (Eds.), *Tips for the experts*. Rutgers, NJ: NJIDA.

JOURNAL PUBLICATIONS (*student first author/mentored)

- *Brady, S., & Mason, L.H. (2023). A literature review of morphological awareness interventions and the effects on literacy outcomes. *Learning Disabilities Quarterly*, 0(0).
<https://doi.org/10.1177/07319487231171388>
- Ferretti, R. P., De La Paz, S., & Mason, L. H. (2023). Perspectives about disciplinary argumentation in the era of post-truth: Introduction to the special issue. *Written Communication*, 40(2), 289–299. <https://doi.org/10.1177/07410883221150320>
- Mason, L.H., Ciullo, S., Collins, A., Brady, S., Elcock, L., & Owen, L. S. (2022). Exploring inclusive middle-school content teachers' training, perceptions, and classroom practice for writing. *Learning Disabilities: A Contemporary Journal*, 20(2), 111-128.
<https://files.eric.ed.gov/fulltext/EJ1359620.pdf>
- *Lavin, C. E., Francis, G. L., Mason, L. H., & LeSueur, R. F. (2022). Inclusive education in Mexico City: An exploratory study. *International Journal of Disability, Development and Education*, 69(3), 1065-1079. <https://doi.org/10.1080/1034912X.2020.1749572>
- Ciullo, S., Mason, L. H., & Judd, L. (2021). Persuasive quick-writing about text: Intervention for students with learning disabilities. *Behavior Modification*, 45(1), 122-146.
<https://doi.org/10.1177/0145445519882894>
- Francis, G. L., Lavin, C. E., Sanchez, J., Reed, S., & Mason, L. H. (2021). Inclusive education definitions and practices: Exploring perspectives of education professionals in Mexico City. *Journal of Policy and Practice in Intellectual Disabilities*, 18(1), 58-67.
<http://doi.org/10.1111/jppi.12356>
- Sanders, S., Rollins, L., Mason, L.H., Shaw, A., & Jolivette, K. (2021). Intensification and individualization of self-regulation components within self-regulated strategy development. *Intervention in School and Clinic*, 56(3), 131-140.
<https://doi.org/10.1177/1053451220941414>
- *Lavin, C. E., Mason, L. H., LeSueur, R. F., & Haspel, P. (2020). The dearth of published intervention studies about English learners with learning or behavior disabilities in special education. *Learning Disabilities: A Multidisciplinary Journal*, 25, 18-28.
<https://doi.org/10.1111/jppi.12356>
- Garwood, J. D., Werts, M. G., Mason, L. H., Harris, B., Austin, M. B., Ciullo, S., Magner, K.M., Koppenhaver, D. A., & Shin, M. (2019). Improving persuasive science writing for secondary students with emotional and behavioral disorders educated in residential treatment facilities. *Behavioral Disorders*, 44, 227-240.
<https://doi.org/10.1177/0198742918809341>

- Myers, B., Graff, H., & Mason, L.H. (2019). The state of the art: An introduction to the Journal of Inclusive Postsecondary Education. *Journal of Inclusive Postsecondary Education, 1(1)*, 1-2.
- Mason, L.H. & Zheng, S. (2018). Writing from text in eight middle school learning support classrooms: Ascertaining aspects of intensive intervention. *Learning Disabilities: A Multi-Disciplinary Journal, 23(2)*, 87-101.
- Ciullo, S., & Mason, L.H. (2017). Prioritizing elementary school writing instruction: Cultivating middle school readiness for students with learning disabilities. *Intervention in School and Clinic, 52(5)*, 287-294.
- *Foxworth, L.L., Mason, L.H., & Hughes, C.A. (2017). Improving narrative writing skills of secondary students with strategy instruction. *Exceptionality, 25(4)*, 217-234.
- Gersten, R., Harris, K.R., & Mason, L.H. (2017). Beyond reading: The less addressed aspects of research in learning disabilities: Introduction to the special issue. *Learning Disabilities Research & Practice, 32*, 137-139.
- Mason, L.H., Mong Cramer, A., Garwood, J., Varghese, C., Hamm, J., & Murray, A. (2017). The efficacy of SRSD instruction for developing writers with and without disabilities in rural schools: A randomized controlled trial. *Rural Special Education Quarterly, 36*, 168-179.
- Li, M., Murphy, P.K., Wang, J., Mason, L.H., Firetto, C.M., Wie, L., & Sun Chung, K. (2016). Promoting reading comprehension and critical-analytic thinking: A comparison of three approaches with fourth and fifth-graders. *Contemporary Educational Psychology, 46*, 101-115.
- *Sennott, S., & Mason, L.H. (2016). AAC modeling with the iPad during shared storybook reading pilot study. *Communication Disorders Quarterly, 36*, 1-13.
- *Datchuk, S.M., Kubina, R.M., & Mason, L.H. (2015). Effects of sentence instruction and frequency building to a performance criterion on elementary aged students with behavioral concerns and EBD. *Exceptionality, 23*, 34-53.
- Benedek-Wood, E., Mason, L.H., Wood, P., Hoffman, K., & MacGuire, A. (2014). SRSD for quick writing in four middle school science classrooms. *Learning Disabilities: A Contemporary Journal, 12*, 69-92.
- Ennis, R. P., Harris, K. R., Lane, K. L., & Mason, L. H. (2014). Lessons learned from implementing self-regulated strategy development with students with emotional and behavioral disorders in alternative educational settings. *Behavioral Disorders, 40*, 68-77.

- *Mong Cramer, A.M., & Mason, L.H. (2014). The effects of strategy instruction for writing and revising persuasive quick writes for middle school students with emotional and behavioral disorders. *Behavior Disorders, 40*, 37-51.
- *Valasa, L.L., Mason, L.H., & Hughes, C.A. (2014). Essay-writing interventions for adolescents with high incidence disabilities: A review of research. *International Journal for Research in Learning Disabilities, 2*, 72-97.
- Mason, L.H., Dunn Davison, M., Hammer, C.S., Miller, C.A., & Glutting, J. (2013). Knowledge, writing, and language outcomes for a reading comprehension and writing intervention. *Reading and Writing: An Interdisciplinary Journal, 26*, 1135-1158.
- Mason, L.H., Kubina, R., & Hoover, T. (2013). Effects of quick writing instruction for high school students with emotional and behavioral disabilities. *Journal of Emotional and Behavioral Disorders, 21*, 163 – 175.
- Mason, L.H., Kubina, R.M., Kostewicz, D., Mong Cramer, A., & Datchuk, S. (2013). Improving quick writing performance of middle school struggling learners. *Contemporary Educational Psychology, 38*, 236-246.
- +Mason, L.H. (2013). Teaching students who struggle with learning to think before, while, and after reading: Effects of SRSD instruction. *Reading and Writing Quarterly 29*, 124-144.
- Mason, L.H., Meadan, H., Hedin, L., & Taft, R.A. (2013). Self-regulated reading comprehension: Perceptions of students who struggle with reading. *Exceptionality, 21*, 69-86.
- Perin, D., Hare Bork, R., Peverly, S.R., & Mason, L.H. (2013). A contextualized curricular supplement for developmental reading and writing. *Journal of College Reading and Learning, 43*, 8-38.
- *Berry, A., & Mason, L.H. (2012). The effects of self-regulated strategy development on the writing of expository essays for adults with written expression difficulties: Preparing for the GED. *Remedial and Special Education, 33*, 124-136.
- *Hoover, T., Kubina, R., & Mason, L.H. (2012). Effects of quick writing instruction for high school students with learning disabilities. *Exceptionality, 20*, 20-38.
- *Johnson, J., Reid, R., & Mason, L.H. (2012). Improving recall of high school students with ADHD. *Remedial and Special Education, 33*, 258-268.
- Kubina, R.M., Mason, L.H., Vostal, B.R., & Taft, R.A. (2012). Self-regulated strategy development instruction: Effects of lesson structure on a teacher's behaviors. *Learning Disabilities: A Multidisciplinary Journal, 17*, 131-138.

- *Hedin, L., Mason, L.H., & Gaffney, J. (2011). TWA plus prompted discourse: Reading comprehension effects for two students with ADHD. *Preventing School Failure, 55*, 148-157.
- Mason, L.H., Harris, K.R., & Graham, S. (2011). Self-regulated strategy development for students with writing difficulties. *Theory in Practice, 50*, 20-27.
- Mason, L.H., & Hedin, L. (2011). Reading science text: Challenges for students with learning disabilities and considerations for teachers. *Learning Disabilities Research & Practice, 26*, 214-222.
- Mason, L.H., Kubina, R., & Taft, R. (2011). Developing quick writing skills of middle school students with disabilities. *Journal of Special Education, 44*, 205-220.
- Mason, L.H., & Reid, R. (2011). In this issue. *Theory in Practice, 50*, 1-3.
- *Taft, R., & Mason, L.H. (2011). Examining effects of writing interventions: Spotlighting results for students with primary disabilities other than learning disabilities. *Remedial and Special Education, 32*, 359-370.
- Mason, L.H., Kubina, R., Valasa, L.L., & Cramer, A. (2010). Evaluating effective writing instruction of adolescent students in an emotional and/or behavioral support setting. *Behavioral Disorders, 35*, 140-156.
- Mason, L.H. (2009). Effective instruction for written expression. *Perspectives on Language and Literacy, 35*, 21-24.
- Mason, L.H., Benedek-Wood, E., & Valasa, L. (2009). Quick writing for students who struggle with writing. *Journal of Adolescent and Adult Literacy, 53*, 313-322.
- Graham, S., Harris, K.R., Mason, L.H., Fink, B., Moran, S., & Saddler, B. (2008). Teaching handwriting in the primary grades: A national survey. *Reading and Writing: An Interdisciplinary Journal, 21*, 49-69.
- Graham, S., Harris, K.R., Morphy, P., Fink, B., Saddler, S., Moran, S., & Mason, L.H. (2008) Primary grade teachers' adaptation for poor spellers: A national survey. *American Education Research Journal, 45*, 796-825.
- Kulikowich, J.M., Mason, L.H., & Brown, S.W. (2008). Evaluating middle-grade students' expository writing: Prompts, rubrics, and psychometric issues. *Reading and Writing: An Interdisciplinary Journal, 21*, 153-175.
- Mason, L.H., & Cramer, A. (2008). Rarely had the words poured: Teaching persuasive writing. *Learning Disabilities Worldwide, 5*, 25-39.
- Mason, L.H., & Graham, S. (2008). Writing instruction for adolescents with learning disabilities: Programs of intervention research. *Learning Disabilities Research & Practice, 23*, 103- 112.

- Mason, L.H., & Shriner, J. (2008). Self-regulated strategy development instruction for six elementary students with emotional behavioral disorders. *Reading and Writing: An Interdisciplinary Journal*, 21, 71-93.
- Meadan, H., & Mason, L.H. (2007). Reading instruction for a student with emotional disturbance: Facilitating understanding of expository text. *Beyond Behavior*, 16, 18-26.
- Harris, K.R., Graham, S., & Mason, L.H. (2006). Self-regulated strategy development for 2nd-grade students who struggle with writing. *American Educational Research Journal*, 43, 295-340.
- Mason, L.H., Hickey Snyder, K., Sukhram, D.P., & Kedem, Y. (2006). Self-regulated strategy development for expository reading comprehension and informative writing: Effects for nine 4th-grade students who struggle with learning. *Exceptional Children*, 73, 69-89.
- Mason, L.H., Meadan-Kaplansky, H., Hedin, L., & Corso, L. (2006). Self-regulated strategy development instruction for expository text comprehension. *TEACHING Exceptional Children*, 38, 47-52.
- Graham, S., Harris, K.R., & Mason, L.H. (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. *Contemporary Educational Psychology*, 30, 207-241.
- Mason, L.H. (2004). Explicit self-regulated strategy development versus reciprocal questioning: Effects on expository reading comprehension among struggling readers. *Journal of Educational Psychology*, 96, 283-296.
- Mason, L.H., Harris, K.R., & Graham, S. (2004). POW + WWW, What=2, How=2 equals fun and exciting stories. *TEACHING Exceptional Children*, 36, 70-73.
- Harris, K.R., Graham, S., & Mason, L.H. (2003). Self-regulated strategy development in the classroom: Part of a balanced approach to writing instruction for students with disabilities. *Focus on Exceptional Children*, 35, 1-16.
- Harris, K.R., Graham, S., & Mason, L.H. (2002). Accelerating writing performance in 3rd grade: Self-regulated strategies for stories and opinion essays. *TEACHING Exceptional Children*, 34, 74-77.
- Harris, K.R., Graham, S., Mason, L.H., & Saddler, B. (2002). Developing self-regulated writers. *Theory into Practice*, 41, 110-115.
- Mason, L.H., Harris, K.R., & Graham, S. (2002). Every child has a story to tell: Self-regulated strategy development for story writing. *Education and Treatment of Children*, 25, 496-506.

Electronic Media, Newsletters, Reports, and White Papers

- Adelson, J. L., et al. (2019). *A Roadmap for Transparent Research in Special Education and Related Disciplines*. (authors in alpha order)
- Mason, L.H. (2019). *Helen A. Kellar Institute for Human disAbility (KIHd) Charter Report*.
- Mason, L.H., Allen, L. et al. (2019). *Transition Subcommittee Report*. Advisory Committee for Students with Disabilities, Fairfax County Public Schools.
- Mason, L.H. (2019). Letter from Editor. *Learning Disabilities Research & Practice*, 34(1), 5.
- Mason, L.H. (2018). Letter from Editor. *Learning Disabilities Research & Practice*, 33(4), 181.
- Mason, L.H. (2018). Letter from Editor. *Learning Disabilities Research & Practice*, 33(2), 55.
- Mason, L.H. (2018). *Handwriting*. Ready Set Go: Success for All, TTAC Monthly News Brief Retrieved from <https://ttac.gmu.edu/newsletters>.
- Mason, L.H. (2018). *Literacy for students with learning, attention, and emotional disabilities*. Experts Meeting on Literacy and Learning for Students with Disabilities. Global Reading Network, USAID, and World Bank.
<https://www.globalreadingnetwork.net/resources/experts-meeting-literacy-and-learning-students-disabilities>
- Mason, L.H. (2018). *Tips for teaching handwriting*. Expert Connection May 23.
<http://www.teachingld.org/questions/17>
- Mason, L. H., Stewart, K., & Haspel, P. (2017). Letter from Editor. *Learning Disabilities Research & Practice*, 32, 205-206.
- Mason, L.H., & Costa, L. (2015). *Self-regulated strategy development for improving writing performance*. Studying and Self-Regulated Learning Special Interest Group (SSRL SIG), American Educational Research Association.
<http://www.aera.net/SIG121/StudyingandSelfRegulatedLearning/tabid/12826/Default.aspx>
- Mason, L.H., Benedek-Wood, E., & Wood, P.H. (2014). *Quick write instruction for the content classroom*. TeachingLD. Retrieved from <http://teachingld.org/dldnewsitems/quick-writing-instruction-for-the-content-classroom>.
- Mason, L.H. (2012). *A five-day lesson plan for writing instruction*. RTI Action Network. Retrieved from <http://www.rtinetwork.org/connect/askexperts>.

- Perin, D., Bork, R.H., Peeverly, S.T., Mason, L.H., & Vaselewski, M. (2012). *A contextualized intervention for community college developmental reading and writing students*. CCRC Working Paper No. 38. New York, NY: Community College Research Center, Teachers College, Columbia University. Retrieved from <http://ccrc.tc.columbia.edu/Publication.asp?UID=1007>.
- Mason, L. (2008). *Answering essay questions*. TeachingLD.org Expert Connection. Retrieved 08/16/2008 from http://TeachingLD.org/expert_connection/writingessayanswers.html.
- Mason, L.H. (2004) *TWA + PLANS*. Retrieved 8/6/2008 from www.twaplusplans.sped.uiuc.edu.
- Harris, K.R., Graham, S., & Mason, L.H. (2002). *Accelerating writing performance in 3rd grade: Self-regulated strategies for opinion essays*. National Center on Accelerating Student Learning.
- Harris, K.R., Graham, S., & Mason, L.H. (2001). *Self-regulated strategy development in writing*. www.education.umd.edu/literacy.

RESEARCH GRANTS AWARDED

- Mason, L.H. (Co-PI). *Effectiveness replication of the self-regulated strategy development (SRSD) instructional model for writing in the general curriculum*. Subcontract University of North Carolina at Chapel Hill/IES; Hooper, S. (PI), Costa, L. (Co-PI). Awarded \$486,287.
- Mason, L. H., (Principal Investigator), Berkeley, S., Ciullo, S., & Collins, A. (2019-2023). *Writing in Middle School Science and Social Studies: Exploring Instruction and Support for Students with Disabilities* (Project Explore). National Center for Special Education Research, Institute of Education Science, U.S. Department of Education, 84.324C. Awarded \$1,399,877.00.
- Brown, E.L., Mason, L.H. (Co-Principal Investigator), Sweet, T., & Valenti, M. (2018). *Collaborative Communities in Special Education: Exploring How Social Networks and Special Education Teachers' Social and Emotional Competence Inform Positive Outcomes for Students with Emotional and Behavioral Disorders*. College of Education and Human Development, George Mason University. Awarded \$9,590.00
- Murphy, P.K., & Mason, L.H. (Co-Principal Investigator) (2012). *Promoting Struggling Readers' Comprehension through Critical-Analytic Text Engagement (Project CATE)*. Children, Youth, and Families Consortium, The Pennsylvania State University. Awarded \$4,980.00.
- Perkins, D., Aronson, K., & Mason, L.H. (Co-Principal Investigator) (2010). *Expansion of Penn State Clearinghouse for Military Family Readiness and the addition of the Exceptional Family Member Support Program Library*. U.S. Department of Defense. Awarded \$1,000,000.00.

- Kubina, R., & Mason, L.H. (Co-Principal Investigator) (2008). *Developing writing fluency measures for students with and without disabilities*. Children, Youth, and Families Consortium, The Pennsylvania State University. Awarded \$1,400.00.
- Mason, L.H. (Principal Investigator), & Kubina, R. (2007-2012). *Writing instruction for adolescents with behavior disorders: Scaffolding procedural learning to extended discourse (Project SPLED)*. National Center for Special Education Research, Institute of Education Science, U.S. Department of Education, 84.324C. Awarded \$1,795,462.00.
- Mason, L. H. (2006). *Writing instruction for students with behavior disorders*. Research Initiation Grant Program (RIGP), The Pennsylvania State University. Awarded \$6,690.00.
- Mason, L.H. (Principal Investigator), Hammer, C., Miller, C., Murphy, P.K., Kulikowich, J., & Sperling, R. (2006). *Effects of expository reading comprehension and writing instruction on language outcomes for fourth-grade students who struggle with learning*. Children, Youth, and Families Consortium, The Pennsylvania State University. Awarded \$4,975.00.
- Shriner, J., & Mason, L.H. (Co-Principal Investigator) (2005). *Improving skills for thinking and writing of students with emotional/behavioral disorders*. Research Scholars Program, University of Illinois. Awarded \$13,336.00.
- Mason, L.H. (2004-2006). *A multi-component self-regulated strategy approach for expository reading comprehension and writing for students with and without disabilities who struggle with reading and writing: Examination of effects in reading and content classrooms*. Office of Special Education, U.S. Department of Education, Field Initiated Research, 84.324C. Awarded \$539,584.00.
- Mason, L.H. (2003). *Strategic expository reading comprehension for students with and without disabilities who struggle with learning from text*. Research Scholars Program, University of Illinois. Awarded \$24,528.00.

OTHER FUNDED PROJECTS

- 2022-2027 Inclusive Development Partners/USAID. *Multi-Country Early Childhood Landscape Study*. (Role: Technical Advisor)
- 2019-2024 Berkeley, S., PI; Mason, L.H., Co-PI; & Weiss, M., Co-PI. *Virginia is for leaders: Development of experts in evidence-based literacy practices for students with disabilities*, OSEP USDOE, Awarded \$1,164,865.00.
- 2019-2024 Sikdar, S., PI; Co-PIs: Rangwala, H., Thompson, J., Seshaiyer, P., Peixoto, N.; Senior Personnel: Bray, L. Mason, L.H., Nelson, J., Matto, H. *Transdisciplinary Graduate Training Program in Adaptive Systems of Brain-Body Interactions*, NRT-HDR, NSF. Awarded \$2,999,183.00.

- 2018-present Mason, L.H. (PI) *Technical Training and Assistance Center (TTAC) – Early Childhood Special Education* (Region 4). Cooperative Agreement: 619 Funds, Virginia Department of Education. Awarded approximately \$450,000 each year.
- 2018-2021 Mason, L.H. (PI) *Technical Training and Assistance Center (TTAC) – Early Childhood Special Education* (Region 4). Cooperative Agreement: 611 Funds, Virginia Department of Education. Awarded approximately \$60,000 each year.
- 2020-2021 Mason, L.H. (PI) *Technical Training and Assistance Center (TTAC) – Early Childhood Special Education* (Region 4). Cooperative Agreement: 619 Carry- over Funds, Virginia Department of Education (Principal Investigator). Awarded \$32,000.00.
- 2019-2023 Inclusive Development Partners/USAID. *Multi-Country Study on Inclusive Education (MCSIE): Study in Cambodia, Malawi, and Nepal*. (Role: Learning Disabilities Advisor) NOTE: Surveys and materials developed in Fall 2019-2020, data collection paused. USAID pulled all non-medical projects from countries in March 2020.
- 2020-2021 Inclusive Development Partners/USAID. *USAID Soma Umenye Rwanda*. (Role: Teacher Trainer 2020-2021) NOTE: Training developed in Fall 2019-2020, to be delivered April 2020, paused. USAID pulled all non-medical projects from countries in March 2020.
- 2012-2014 *LINCS Resource Collection*. Kratos Learning Solutions. Office of Adult and Vocational Education (OVAE) (Resource Reviewer).
- 2009-2013 *Training Interdisciplinary Educational Scientist (TIES)*. The Pennsylvania State University. Institute of Education Science Training Grant (Faculty Mentor).
- 2009-2011 *Teaching Excellence in Adult Literacy (TEAL)*. American Institutes for Research. Office of Adult and Vocational Education (OVAE) Center (Subject Matter Expert).
- 2008-2011 *LINCS Basic Skills Resource Collection*. Kent State University. National Institute for Literacy (Resource Reviewer).
- 2008-2009 *Identifying and Implementing Scientifically Based Research*. National Institute for Literacy (Course Consultant).
- 2007-2009 *Rural Early Adolescent Learning Program (Project REAL)*. Center for Rural Education Support, University of North Carolina. Institute of Education Science Research Center (Consultant).
- 2007-2009 *Postsecondary Content-Area Reading-Writing Intervention: Development and Determination of Potential Findings*. Teachers College, Columbia University. Institute of Education Science Research Grant (Consultant).

KEYNOTE PRESENTATIONS

- Mason, L.H. *Learning disabilities: Universal principles*. Hailang Educational Group. Hangzhou, China, May 2019.
- Mason, L.H. *Extending the English writing curriculum: Developing critical thinking*. Beijing Education Institute, Beijing, China, December 2015.
- Mason, L.H. *Literacy interventions for struggling readers and writers*. East China Normal University, Shanghai, China, March 2015.
- Mason, L.H. *Establishing writing routines in the content classroom*. The University of Utrecht, The Netherlands, January 2014.
- Mason, L.H. *Responding to content reading*. Chancellor's Summer Institute, University of Illinois, Champaign, IL, August 2005.

PROFESSIONAL PRESENTATIONS (invited *)

- Mason, L. H., Ciullo, S. P., Collins, A.A., Brady, S., Elcock, L., & Owen, L. (April 2023). *Exploring Inclusive Middle School Content Teachers' Training, Perceptions, and Classroom Practice for Writing*. American Educational Research Association. Chicago, IL.
- Mason, L.H. & Hayes, A. *Tools for Supporting Inclusion in Low-and-Middle-Income Countries*. Council for Exceptional Children Expo. Louisville, KY.
- Basile, J., McKenney, N., & Mason, L.H. (March 2023). *Exploring Adaptations in Inclusive Middle School Content Classroom Pre-and-post-COVID-19 Pandemic*. Council for Exceptional Children Expo. Louisville, KY.
- Brady, S., Owen, L.S., Elcock, L., Mason, L.H., Collins, A.A., & Ciullo, S. P. (October 2022). *Morphology Matters to Middle School Students*. Council for Learning Disabilities. Richmond, VA.
- Costa, L., Reed, D., Collins, A.A., Ciullo, S.P., & Mason, L.H. (October 2022). *Enhancing Student Writing from Preschool to Middle School*. Council for Learning Disabilities. Richmond, VA.
- Owen, L.S., Brady, S., & Mason, L.H. (October 2022). *Adaptations to Support Writing in Inclusion Content Classrooms*. Council for Learning Disabilities. Richmond, VA.
- Mason, L.H., & Basile, J. (September 2022). *Summary and Quick Writing for Students With Learning Disabilities*. International Academy for Research in Learning Disabilities. Oviedo, Spain.
- *Mason, L.H. (May 2022). *RTI for Low-wealth Literacy Planning*. Inclusive Development Partners/World Bank. Virtual.

- *Mason, L.H. (January 2022). *Think & Plan: Strategy Instruction That Works*. Virginia Joint Council for Learning Disabilities. Virtual.
- De La Paz, S., & Mason, L.H. (January 2022). *Argumentative Writing in Science*. American Educational Research Association. San Diego, CA.
- Ciullo, S., Mason, L.H., Basile, J., Brady, S., Elcock, L., & Owen, L. (January 2022). *Inclusive middle school content classrooms: Exploring writing instruction and adaptations*. Council for Exceptional Children Annual Expo. Orlando, FL.
- Berkeley, S., Collins, A., Mason, L. H., Ciullo, S., & Basile, J. (October 2021). *An observation study of writing instruction in middle school content classes*. 43rd International Conference of the Council for Learning Disabilities, Las Vegas, NV.
- Mason, L.H., Basile, J., Brady, S., Elcock, L., & Owen, L. (March 2021). *Inclusive middle school content classrooms: Exploring writing instruction and adaptations*. Council for Exceptional Children Annual Expo. Virtual.
- De La Paz, S., Mason, L.H., Philippakos, & Lee, S. (March 2021). *Teaching writing in science to students with LD, ELs, and struggling learners*. Council for Exceptional Children Annual Expo. Virtual.
- Mason, L.H. (September 2020). *To be or not to be a writer: Who decides?* Virginia Institutes of Higher Education Coalition. Virtual.
- Mason, L.H., Brady, S., & Owen, L. (June 2020 accepted). Two presentations for EARLI Writing SIG in Umea, Sweden. Conference cancelled.
- Mason, L.H. *Building writing fluency through quick writing*. 42nd Annual Educators for Children with Behavior Disorders Conference, Tempe, November 2019.
- Brady, S., & Mason, L.H. *A synthesis: Morphological awareness interventions and the effects of literacy outcomes*. Council for Learning Disabilities, San Antonio, October 2019.
- Lavin, C., & Mason, L.H. *English learners in special education: What is published across the field?* Council for Learning Disabilities, San Antonio, October 2019.
- Mason, L.H., Brady, S., & Lavin, C. *Vocabulary instruction for culturally and linguistically diverse students with LD*. Council for Learning Disabilities, San Antonio, October 2019.
- Mason, L.H. (discussant), Meltzer, L., Dunstan-Brewer, J., & Kovalčíková, I. *Executive function and academic performance: cross-cultural comparisons*. International Academy for Research in Learning Disabilities. Heraklion, Crete, July, 2019.

- Mason, L.H. *Writing instruction for at-risk writers*. Society for Research in Learning Disorders, Padua, June, 2019.
- Garwood, J., & Mason, L.H. *Persuasive science writing with adolescents in residential treatment for complex trauma*. Council for Exceptional Children Annual Expo, Indianapolis, January, 2019.
- Mason, L.H., Therrien, B., Cook, B., & Cook, L. *Publishing in LDRP: Highlights from the Research and Practice Special Series*. Council for Exceptional Children Annual Expo, Indianapolis, January, 2019.
- Berkeley, S., Harmer, S., & Mason, L.H. *Analysis of intervention research published in learning disabilities journals*. Council for Learning Disabilities, Portland, October, 2018.
- Mason, L.H., Berkeley, S., Ciullo, S., & Collins, A. *Literacy instruction to support students with LD in content classes*. Council for Learning Disabilities, Portland, October, 2018.
- Meltzer, L.H., Mason, L.H., Dunstan Brewer, J., & Kovilcikova, Y. *Executive function across age levels and contexts: Impact on academic performance in different cultural groups*. International Academy for Research in Learning Disabilities. Ghent, Belgium, July, 2018.
- *Mason, L.H. *Literacy for students with learning, attention, and emotional disabilities*. Experts Meeting on Literacy and Learning for Students with Disabilities. Global Reading Network, USAID, and World Bank. Washington D.C., May 2018
- Mason, L.H., & Zheng, S. *Intensive informative reading comprehension and writing instruction for 7th and 8th grade students with disabilities* (Special Education SIG). American Educational Research Association, New York, April 2018.
- Mason, L.H. (Discussant). *Promising literacy interventions* (Division C). American Educational Research Association, New York, April 2018.
- Mason, L.H. (Chair). *Inclusive education in schools* (Special Education SIG). American Educational Research Association, New York, April 2018.
- *Faggella-Luby, M., & Mason, L.H. (session leaders), Al Otaiba, S., & Ortiz, M. *DLD Showcase Session. Something I can use tomorrow: A classroom practice, a resource, and identification of students with SLD*. Council for Exceptional Children Annual Expo, Tampa, February, 2018.
- Mason, L.H., Therrien, B., Cook, B., & King-Sears, P. *Tips for publishing in Learning Disabilities Research & Practice*. Council for Exceptional Children Annual Expo, Tampa, February, 2018.
- Mason, L.H., Mamlin, M., & Lavin, C. *Writing interventions for culturally linguistically diverse students with learning disabilities*. Council for Learning Disabilities, Baltimore, October, 2017.

- Meltzer, L., Mason, L.H., Evmenova, A., & Wiener, J. *Executive function strategies: The keys to academic success in students with learning and attention difficulties (Symposium)*. International Academy for Research in Learning Disabilities, Brisbane, July 2017.
- Mason, L.H., Mamlin, M., & Meltzer, L. *Evidence-based writing intervention (Symposium)*. International Academy for Research in Learning Disabilities, Brisbane, July 2017.
- *Mason, L.H. (session leader), Kennedy, M., Clemens, N., Fuchs, D., Al Otaiba, S., Powell, S., & Wanzek, J. *RTI Showcase Session. RTI for elementary reading, writing, and mathematics: Contributions and future directions*. Council for Exceptional Children Annual Expo, Boston, 2017.
- Mason, L.H., DeBettencourt, L., Mamlin, N., Faggella-Luby, M., & Lavin, C. *Self-regulated learning: Instruction for Cuban teachers*. Council for Exceptional Children Annual Expo, Boston, 2017.
- Mason, L.H. *SRSD Instruction in rural classrooms: A randomized controlled study*. Accepted, Writing Research Across Borders IV, Bogata, Columbia, February 2016.
- Mason, L.H., Faggella-Luby, DeBettencourt, L., Mamlin, N. *Self-Regulated learning for students with disabilities*. Docencia 2016, Congreso Internacional Formación Docente E Investigación Educativa. Havana, Cuba, October 2016.
- Ciullo, S. Collins, A., Mason, L.H., Pedrotty Bryant, D., Bryant, B., & Carroll, M. *Guiding writing interventions through systematic observational and intervention research*. Council for Learning Disabilities, San Antonio, October 2016.
- Mason, L.H., Mamlin, N., & Ampuja, A. *TWA and guided reading: Reading text at the paragraph and passage level*. Council for Learning Disabilities, San Antonio, October 2016.
- Ciullo, S., & Mason, L.H. *Persuasive quick writing in social studies for upper elementary students with LD*. International Academy for Research in Learning Disabilities, Austin, July 2016.
- Datchuk, S., Kubina, R., & Mason, L.H. *Sentence writing instruction for students with emotional and behavioral disorder*. Association for Behavior Analysis International, Chicago, May 2016.
- Ciullo, S., & Mason, L.H. *Persuasive quick writing in social studies for students with learning disabilities*. Council for Exceptional Children Annual Expo, St. Louis, MO, April 2016.
- Foxworth, L., & Mason, L.H. *Improving narrative writing skills of secondary students using self-regulated strategy development*. Council for Exceptional Children Annual Expo, St. Louis, MO, April 2016.
- Mason, L.H., Ampuja, A., Zheng, S., & Stewart, K. *Self-regulated strategy development (SRSD) for reading and writing about informational text*. Council for Exceptional Children Annual Expo, St. Louis, MO, April 2016.

- Ciullo, S., & Mason, L.H. *Persuasive Quick writing in social studies for upper elementary students with LD*. Pacific Coast Research Conference, San Diego, February, 2016.
- Meltzer, L., Vernon-Feagans, L., Mason, L.H., & Boardman, A. *Strategy instruction in schools: The challenges involved in building sustainable school-based interventions*. Pacific Coast Research Conference, San Diego, February, 2016.
- Mason, L.H., Foxworth, L., Sukhram, D., Zhang, S., & Ampuja, A. *Understanding and writing about informational text*. Council for Learning Disabilities, Las Vegas, October, 2015.
- Mason, L.H., Zheng, S., & Ampuja, A. *informative reading comprehension and writing instruction: Effects for 7th and 8th grade students with learning disabilities*. International Academy for Research in Learning Disabilities, Vancouver, BC, July 2015.
- Mason, L.H., Mong-Cramer, A., Garwood, J., & Varghese, C. *Persuasive writing in rural middle schools: A randomized control study*. American Educational Research Association, Chicago, April 2015.
- Benedek-Wood, E., Mason, L.H., Wood, P., Hoffman, K., & MacGuire, A. *Effects of SRSD quick writing on science knowledge for students with disabilities*. Council for Exceptional Children Annual Expo, San Diego, CA, April 2015.
- Datchuk, S., Kubina, R., & Mason, L.H. *Effects of a simple sentence writing intervention on elementary aged students with behavioral concerns and EBD*. Council for Exceptional Children Annual Expo, San Diego, CA, April 2015.
- Mason, L.H., Garwood, J., Varghese, C., Mong Cramer, A., & Benedek-Wood. *Professional development for SRSD Writing Instruction in Rural Schools*. Council for Exceptional Children Annual Expo, San Diego, CA, April 2015.
- Valasa, L., Mason, L. H., & Hughes, C. A. *Effects of SRSD for the STACS strategy on narrative writing skills of adolescents with disabilities*. Council for Exceptional Children Annual Expo, San Diego, CA, April 2015.
- Mason, L.H. *Developing and establishing the efficacy of literacy intervention for struggling readers and writers*. East China Normal University, Shanghai, China, March 2015.
- Braaksma, M., Martinez Alvarez, I., Torrence, M., Graham, S., & Mason, L.H. *Design principles for teaching effective writing in learning-to-write and writing-to-learn*. Conference on Research on Writing, SIG Writing, EARLI, Amsterdam, August 2014.
- Mason, L.H. *Quick writing in the inclusive middle school science classroom*. International Academy for Research in Learning Disabilities. Vilnius, Lithuania, July 2014.
- Mason, L.H. *Helping children with disabilities self-regulate their writing*. Alamance-Burlington SEPTA, Burlington, NC, May 2014.

- Kaintz, K., & Mason, L.H. *Single-case research*. Frank Porter Graham Child Development Institute Brown Bag, University of North Carolina at Chapel Hill, May 2014.
- Mason, L.H. *The flipped classroom*. School of Education Brown Bag. University of North Carolina at Chapel Hill, March 2014.
- Mason, L.H. *SRSD for improving quick writing performance: Results of quasi-experimental study*. Council for Exceptional Children Annual Expo, Philadelphia, April, 2014.
- Mason, L. H. & Valasa, L.L. *Improving struggling adolescents' quick writing performance*. Writing Research Across Borders III, Paris, February 2014.
- Mason, L.H. *Issues in teacher preparation*. International Academy of Research in Learning Disabilities Annual Conference, Boston, July 2013.
- *Mason, L.H. *Self-regulated strategy development instruction: New directions*. American Education Research Association, San Francisco, May 2013.
- Mason, L. H. (session chair). *An assessment of special education teacher perception of inclusionary practices in the general education classroom*. American Education Research Association, San Francisco, May 2013.
- Mason, L.H., Dunn Davison, M, Hammer, C.S., Miller, C.A., & Glutting, J. *Knowledge, writing, and language outcomes for a reading comprehension and writing intervention*. American Education Research Association, San Francisco, May 2013.
- Benedek-Wood, E., Mason, L.H., & Wood, P. *Quick writing in four inclusive science classrooms*. Council for Exceptional Children Annual Expo, San Antonio, April 2013.
- Mason, L.H., Benedek-Wood, E., & Valasa, L. *Quick writing instruction for students with disabilities*. Council for Exceptional Children Annual Expo, San Antonio, April 2013.
- Meltzer, L., Klingner, J., Boardman, A., Swanson, L., & Mason, L.H. *Executive function, strategy instruction, and peer mentoring: improving the academic performance of students with learning difficulties*. Pacific Coast Research Conference. San Diego, CA, February, 2013.
- Mason, L.H. *Quick writing for students with emotional and behavioral disorders*. Teacher Educators for Children with Behavior Disorders. Tempe, AZ, October 2012.
- Parks Ennis, R., Harris, K.R., Lane, K.L., & Mason, L.H. *Implementing self-regulated strategy development in alternative education settings: identifying students and overcoming potential barriers*. Teacher Educators for Children with Behavior Disorders. Tempe, AZ, October 2012.
- *Mason, L.H. *Writing instruction to support learning from text*. Research Institute of Child Development and Education of the University of Amsterdam and the CED-Groep, Dutch Society of Scientific Research. Amsterdam, The Netherlands, May 2012.

- Kubina, R., Mason, L.H., & Evans, A. *Repeated writing for students with EBD*. Paper presented at the annual meeting of the Association of Behavior Analysis International Conference, Seattle, WA, May 2012.
- Mason, L.H., Benedek-Wood, E., Wood, P., & Kubina, R. *Quick writing for four students with behavioral disabilities in a science classroom*. Council for Exceptional Children Annual Expo, Denver, CO, April 2012.
- Mason, L.H., Benedek-Wood, E., Wood, P., & Kubina, R. *Quick writing for students with attention and behavioral disabilities*. Council for Exceptional Children Annual Expo, Denver, CO, April 2012.
- *Mason, L.H., & McMaster, K. *Excellence in research*. Council for Exceptional Children Annual Expo, Denver, CO, April 2012.
- *Mason, L.H. *Teaching students with special needs to self-regulate learning*. Reformed Theological University, Debrecen, Hungary, December 2011.
- *Mason, L.H. *Women in higher education*. American Corner, Debrecen, Hungary, November 2011.
- *Mason, L.H. *Framing constructed argument responses*. TEAL Summer Institute. American Institute for Research, Washington D.C., August 2011.
- Kubina, R.M., & Mason, L.H. *Combining self-regulated strategy development instruction with repeated writing for students with behavioral disorders*. In R.M. Kubina (Chair), Behavioral Fluency Research with Literacy. Paper presented at the annual meeting of the Association of Behavior Analysis International Conference, Denver, CO, May 2011.
- Mason, L.H., Datchuk, S., Kubina, R., & Kostewicz, D. *Quick writing for middle school students who struggle with writing: A regression discontinuity study*. American Education Research Association Conference, New Orleans, LA, April 2011.
- Harris, K.R., Mason, L.H., Reid, R., & Sandmel, K. *Scaling Up: Effective self-regulated strategy development in classrooms and schools*. Council for Exceptional Children Annual Expo, Washington D.C., April 2011.
- Mason, L.H., Benedek-Wood, E., Kubina, R., Yukelson, M., & Compolongo, P. *SRSD for content classroom quick writing for adolescents with disabilities*. Council for Exceptional Children Annual Expo, Washington D.C., April 2011.
- Taft, R., & Mason, L.H. *Idea generation for students with learning disabilities*. Council for Exceptional Children, Washington, D.C., April 2011.

- Mason, L.H., & Kostewicz, D. *SRSD for quick writing in urban settings*. Pacific Coast Research Conference, San Diego, CA, February 2011.
- Mason, L.H. (moderator), Reid, R., Kostewicz, D., Asaro-Saddler, K., & Sandmel, K. *Self-regulated strategy development: Expanding the parameters*. Pacific Coast Research Conference, San Diego, CA, February 2011.
- Mason, L.H., & Datchuk, S. *Quick writing for middle school students who struggle with writing*. Writing Research Across Borders II, Fairfax, VA, February 2011.
- Mason, L.H., & Benedek-Wood, E. *Quick writing for students with disabilities in content classrooms*. Pennsylvania Association Council for Exceptional Children, State College, PA, November 2010.
- *Mason, L.H. *Effective strategies to improve writing fluency of adolescents in middle and high schools*. Center on Teaching and Learning Conference, Portland, OR, October 2010.
- Mason, L.H. *Teaching low-achieving adolescents to self-regulate quick writing*. Special Interest Group Writing Conference, European Association for Research on Learning and Instruction, Heidelberg, Germany, September 2010.
- Mason, L.H. *SRSD instruction for content classroom quick writing for students with disabilities*. Embracing Inclusive Approaches for Children and Youth with Special Needs, Council for Exceptional Children, Division of International Special Education and Services, Riga, Latvia, July 2010.
- Mason, L.H. *Writing instruction for rural students in seven U.S. states*. Society for the Scientific Studies of Reading, Berlin, Germany, July 2010.
- Berry, A., & Mason, L.H. *Effects of SRSD instruction for struggling adult writers: Preparing for the GED*. Council for Exceptional Children, Nashville, TN, April 2010.
- Mason, L.H., Kubina, R., Valasa, L.L, Cramer, A.M., & Benedek-Wood, E.B. *Quick writing for students with emotional and behavioral disabilities*. Council for Exceptional Children, Nashville, TN, April 2010.
- *Reid, R., Harris, K.R., Nelson, R., & Mason, L.H. *Meet the reviewers*. Council for Exceptional Children, Nashville, TN, April 2010.
- Farace, K., & Nolan, L. *Improving low-achieving students writing* (L.H. Mason, Faculty mentor). Undergraduate Research at the Capitol. Harrisburg, PA, March 2010.
- *Montague, M., Nelson, R., Reid, R., & Mason, L.H. *An intimate discussion: Conducting high-quality intervention research*. Pacific Coast Research Conference, San Diego, CA, February 2010.

- Mason, L.H., Kubina, R., & Vostal, B. *Self-regulated strategy development instruction: Effects of lesson structure on a teacher's behaviors*. Pacific Coast Research Conference, San Diego, CA, February 2010.
- Mason, L.H., Cramer, A., & Benedek-Wood, E. *Quick writing instruction for students with learning disabilities*. Learning Disabilities Association, Baltimore, MD, February 2010.
- Dunn Davison, M.A., Mason, L.H., Hammer, C.S., & Miller, C.A. *Effects of reading and writing instruction on language outcomes*. American for Speech Language Hearing Association, New Orleans, LA, November 2009.
- *Mason, L.H. *Effects of self-regulated strategy development writing instruction in rural schools*. NRCRES Supporting Rural Schools & Communities Research Conference, Chapel Hill, NC, November 2009.
- Mason, L.H. *Effective writing instruction for low-achieving students*. The 16th European Conference on Reading, Braga, Portugal, July 2009.
- Mason, L.H. (Symposium Chair) *Writing performance from the perspective of language, reading comprehension, and problem-solving skills*. Society for the Scientific Study of Reading, Boston, MA, June 2009.
- Mason, L.H., Kulikowich, J.M., & Brown, S.W. *Evaluating middle-grade students' expository writing: Prompts, rubrics, and psychometric issues*. Society for the Scientific Study of Reading, Boston, MA, June 2009.
- Dunn Davison, M., Mason, L.H., & Mooney, L. *Capturing sentence complexity in students' writing*. Society for the Scientific Study of Reading, Boston, MA, June 2009.
- Mason, L.H., Kubina, R.M., & Mastropieri, M.A. *Effects of writing instruction on students with BD persuasive response writing, fluency, and attention to task*. Institute of Educational Sciences Project Directors Meeting, Washington, D.C., June 2009.
- Mastropieri, M.A., Scruggs, T.E., Cuenca-Sanchez, Y., Irby, N., Mills, S., Mason, L.H., & Kubina, R. *Persuading students with emotional disabilities to write: Findings from a design experiment*. America Education Research Association, San Diego, CA, April 2009.
- Mason, L.H., Kubina, R., Taft, R.T., Cramer, A.M., & Benedek-Wood, E.B. *Effects of self-regulated strategy development instruction on Quick Writing skills*. Council for Exceptional Children, Seattle, WA, April 2009.
- Mastropieri, M.A., Scruggs, T.E., Cuenca-Sanchez, Y., Irby, N., Mills, S., Mason, L.H., & Kubina, R. *Persuading students with emotional disabilities to write: Findings from recent research*. Council for Exceptional Children, Seattle, WA, April 2009.

- *Reid, R., Harris, K.R., Nelson, R., & Mason, L.H. *Meet the reviewers*. Council for Exceptional Children, Seattle, WA, April 2009.
- *Mason, L.H. & Kubina, R. *Effects of self-regulated strategy development instruction on quick writing skills*. Special Education Brown Bag, Pennsylvania State University. March 2009.
- Mason, L.H. *Quick writing for the content classroom: Results of two studies*. Pacific Coast Research Conference, San Diego, CA, February 2009.
- *Murray, A., Hamm, J., & Mason, L.H. *Project REAL: Writing instruction*. National Rural Education Association, San Antonio, TX, October 2008.
- Mason, L.H., & Davison, M. *Effects of writing instruction of middle-school students' language development*. Society for the Scientific Study of Reading, Asheville, NC, July 2008.
- Mason, L.H., Taft, R., & Mong-Cramer, A. *Improving quick writing skills of middle school students with disabilities*. Council for Exceptional Children, Boston, MA, April 2008.
- Mason, L.H., & Hedin, L. *Evidence-based practice: Impact on teaching students with learning disabilities*. Learning Disabilities Association, Chicago, IL, February 2008.
- Mason, L.H. *Promoting struggling adolescent students' reading comprehension of and writing about expository text through strategy instruction*. Writing Research Across Borders, Santa Barbara, CA, February 2008.
- Mason, L.H. *Self-regulated strategy development instruction for expository reading comprehension and writing: Effects on performance of 7th and 8th grade students with disabilities*. Pacific Coast Research Conference, San Diego, CA, February 2008.
- Mason, L.H., & Edwards, M. *Reading comprehension and writing instruction for middle school students with disabilities*. National Reading Conference, Austin, TX, November 2007.
- Mason, L.H. *Self-regulated strategy development instruction for students with learning disabilities: Writing to persuade*. Division of Learning Disabilities Conference, San Antonio, TX, November 2007.
- *Hamm, J., Farmer, T., Murray, A., & Mason, L.H. *Rural Early Adolescent Learning Program (Project REAL)*. National Research Center for Rural Education Support (NRCRES), Chapel Hill, NC, October 2007.
- Mason, L.H. & Taft, R. *Writing instruction for middle school students with behavior disorders*. Council for Behavior Disorders International Conference, Dallas, TX, October 2007.
- Mason, L.H. *Self-regulated strategy development reading comprehension and writing instruction for middle school students with disabilities*. Society for the Scientific Study of Reading, Prague, Czech Republic, July 2007.

- Mason, L.H. (Chair) *Emergent literacy session*. Society for the Scientific Study of Reading, Prague, Czech Republic, July 2007.
- *Mason, L.H. *Spelling instruction for students with spelling difficulties*. International Reading Association Annual Conference, Toronto, Canada, May 2007.
- Shriner, J.G., Mason, L.H., & Ganguly, R. *Teacher-student interaction during writing instruction: Knowledge acquisition*. Council for Exceptional Children Annual Convention and Expo, Louisville, KY, April 2007.
- Kulikowich, J., & Mason, L.H. *Overcoming roadblocks to expertise in statistical methods: Testing a self-regulatory writing intervention*. American Education Research Association, Chicago, IL, April 2007.
- Mason, L.H. *Overcoming learning challenges: A study of students who struggle*. American Education Research Association, Chicago, IL, April 2007.
- Mason, L.H., Meadan, H., Hedin, L., & Taft, R. *Self-regulating reading comprehension: Perceptions of students who struggle with reading*. American Education Research Association, Chicago, IL, April 2007.
- *Mason, L.H. (Moderator), Fuchs, D., Hughes, C.A., & Ritchey, K. *Evidence-based practice: Impact on teaching students with learning disabilities*. Learning Disabilities Association International Conference, Pittsburgh, PA, February 2007.
- Mason, L.H. *"I can write!" Self-regulated strategy development instruction for students with learning disabilities*. Learning Disabilities Association International Conference, Pittsburgh, PA, February 2007.
- Mason, L.H. *Effects of self-regulated strategy development instruction on reading and writing for 5th grade students who struggle with learning: A longitudinal study*. Pacific Coast Research Conference, San Diego, CA, February 2007.
- *Mason, L.H. *POW + W-W-W, What=2, How=2 equals fun and exciting stories*. 28th International Conference on Learning Disabilities, McLean, VA, October 2006.
- Ganguly, R., Shriner, J.G., & Mason, L.H. *Teacher-student interaction during writing instruction: Setting events and response patterns*. TECBD National Conference on Severe Behavior Disorders of Children & Youth, Tempe, AZ, November 2006.
- Mason, L.H. *Self-regulating reading comprehension and writing: A longitudinal components analysis*. Office of Special Education Programs Project Director's Meeting, Washington, D.C., August 2006.

- Hedin, L., & Mason, L.H. *The effects of TWA plus prompted discourse on reading comprehension of students with disabilities*. Council for Exceptional Children Annual Convention and Expo, Salt Lake City, UT, April 2006.
- Mason, L.H., & Shriner, J. *Improving skills for thinking and writing of students with emotional/behavior disorders*. Council for Exceptional Children Annual Convention and Expo, Salt Lake City, UT, April 2006.
- Mason, L.H. *Expressing opinions on paper: Teaching persuasive writing*. Learning Disabilities Association 43rd Annual International Conference, Jacksonville, FL, February 2006.
- Devine, S., Watkins, R., & Mason, L.H. *Spoken language outcomes of two reading comprehension interventions*. American Speech-Language Hearing Association, San Diego, CA, November 2005.
- Mason, L.H., & Meadan, H. *Helping Arielle understand content material: A case study of a student with emotional behavioral disability*. Council for Behavior Disorders International Conference, Dallas, TX, September 2005.
- Mason, L.H., & Meadan, H. *Self-regulating reading comprehension and writing: A components analysis*. Office of Special Education Programs Project Director's Meeting, Washington, D.C., July 2005.
- Mason, L.H. *A components analysis of a multiple strategy instructional approach for self-regulating expository reading comprehension and writing*. Twelve Annual Meeting, Society for the Scientific Study of Reading, Toronto, Canada, June 2005.
- Mason, L.H., Kedem, Y., & Meadan, H. *A qualitative look at a quantitative intervention study*. Annual Meeting, American Educational Research Association, Montreal, Canada, April 2005.
- Mason, L.H., Ganguly, R., & Choi, J. *Developing PALMS as an instructional tool for students with disabilities*. Council for Exceptional Children Annual Convention and Expo, Baltimore, MD, April 2005.
- Mason, L.H., Jones, D.P., & Hedin, L. *Self-regulated strategy development instruction for expository reading and informative writing*. Council for Exceptional Children Annual Convention and Expo, Baltimore, MD, April 2005.
- Mason, L.H., & Jones, D.P. *Self-regulated strategy development instruction for expository reading and informative writing*. 26th International Conference on Learning Disabilities, Las Vegas, NV, October 2004.
- Mason, L.H., & Jones, D.P. *Multiple-strategy approach for reading and writing: Effects for 4th-grade students*. 26th International Conference on Learning Disabilities, Las Vegas, NV, October 2004.

- Mason, L.H., & Bentz, J. *Self-regulating and guiding students' expository reading comprehension*. Society for the Scientific Studies of Reading Annual Conference, Amsterdam, The Netherlands, June 2004.
- Mason, L.H. *Self-regulated strategy development versus reciprocal questioning: Effects on comprehension for students who struggle with learning from expository text*. International Reading Association Annual Conference, Reno, NV, May 2004.
- Mason, L.H., & Jones, D.P. *Teaching students to self-regulate their thinking before, during, and after reading expository material*. Council for Exceptional Children Convention and Expo, New Orleans, LA, April 2004.
- Mason, L.H., Beebe-Frankenberger, M., Bessell, A., & Saddler, B. *To the degree and beyond! Experience in traveling the road to a career in special education research*. Council for Exceptional Children Convention and Expo, New Orleans, LA, April 2004.
- *Mason, L.H., & Ritchey, K. *There is life after the Ph.D.* Doctoral Leadership Group, University of Maryland, March 2004.
- Mason, L.H. *Self-regulating students' strategies for reading: Effects on 5th-grade expository text comprehension*. The Learning Conference, London, England, July 2003.
- Mason, L.H., & Bentz, J. *Empowering students' writing: Cases from migrant and urban classrooms*. The Learning Conference. London, England, July 2003.
- Mason, L.H. *Two strategies for reading comprehension: Effects on performance for 5th-grade students who struggle with obtaining meaning from text*. Society for Scientific Study of Reading, Boulder, CO, June 2003.
- *Ritchey, K.R., Mason, L.H., & Saddler, B. *First-year assistant professors at research universities: Strategies for success*. Council for Exceptional Children Convention and Expo, Seattle, WA, April 2003.
- Mason, L.H. & Adkins, M.H. *The effects of two strategies on students' expository text comprehension*. Council for Exceptional Children Convention and Expo, Seattle, WA, April 2003.
- Mason, L.H. *These are my reasons: Teaching persuasive writing to students with learning disabilities*. Learning Disabilities Association 40th Annual International Conference, Chicago, IL, February 2003.
- Mason, L.H. *Self-regulated strategy development with generalization instruction: Effects in writing for students who struggle with learning*. Graduate Research Conference at University of Maryland, College of Education, March 2002.

Graham, S., Harris, K.R., & Mason, L.H. *Planning strategy instruction for students with and without special needs*. Pacific Coast Research Conference, La Jolla, CA, February 2002.

Mason, L.H. Rocky and Bullwinkle sailed to Hawaii: Teaching self-regulated writing *strategies for story writing and opinion essays*. 25th Annual Association of Schools & Agencies for the Handicapped (ASAH) Conference, Atlantic City, NJ, November 2001.

Mason, L.H. & Harris, K.R. *Every child has a story to tell: Self-regulated writing strategies for story writing*. TECBD National Conference on Severe Behavior Disorders of Children & Youth, Tempe, AZ, November 2001.

*Mason, L.H., Harris, K.R., & Graham, S. *Teaching self-regulated writing strategies from grades 2-6: Focus on story writing and opinion essays*. Department of Special Education Spring Meeting for Cooperating Teachers, University of Maryland, April 2001.

*Mason, L.H., Beebe-Frankenberger, M.E., & Bessell, A.G. *Developing and managing your dissertation topic*. Council for Exceptional Children Annual Convention and Exposition, Kansas City, KS, April 2001.

Mason, L.H., Harris, K.R., & Graham, S. *Self-regulated strategy development in writing: Progress in the elementary grades*. Council for Exceptional Children Annual Convention and Exposition, Kansas City, KS, April 2001.

Mason, L.H., Harris, K.R., & Graham, S. *Every child has something to say: Every child can write*. 22nd International Conference on Learning Disabilities, Austin, TX, October 2000.

PROFESSIONAL SERVICE (*elected position)

2023-present*	Member-at-Large, Higher Education Consortium for Special Education (HECSE)
2021-2023	Co-Chair Conference Program Committee, International Academy for Research in Learning Disabilities
2020-2023	Chair, Division of Research, Council for Exceptional Children, Review Committee Distinguished Early Career Award
2019-2023	Chair of By-Laws and Constitution Committee, International Academy for Research in Learning Disabilities*
2018-present	State of the Art Conference, Executive Board
2018-present	Member, Reporting Guidelines Committee, Center for Open Science
2018-present	Higher Education Consortium for Special Education (HECSE) Representative, George Mason University
2017-2023	Member, Fairfax Advisory Committee for Students with Disabilities (ACSD)
2018-2019	Member-at-Large, Executive Board, International Academy for Research in Learning Disabilities*
2017-2018	State of the Art Conference, Advisory Board
2017-2018	Past-President, Division of Learning Disabilities, Council for Exceptional Children*
2016-2017	State of the Art Conference, Executive Board
2016-2017	President, Division of Learning Disabilities, Council for Exceptional Children*

2015-2016	President-Elect, Division of Learning Disabilities, Council for Exceptional Children*
2015-present	Member, Division of Research, Council for Exceptional Children, Review Committee Distinguished Early Career Award
2014-2017	Higher Education Consortium for Special Education (HECSE) Representative, University of North Carolina, Chapel Hill
2014-2015	Vice-President, Division of Learning Disabilities, Council for Exceptional Children*
2013	American Education Research Association, Division C New Faculty Mentor
2007-2012	Treasurer, Division of Research, Council for Exceptional Children*
2010-2011	External Mentor for Megan Dunn Davison, American Speech-Language-Hearing Association Clinical Practice Research Institute
2011	American Education Research Association, Division C Graduate Mentor
2006	Strand Leader (Evidence-based practices), Program Committee, Learning Disabilities Association 2007 Annual Meeting and International Conference
2003-2007	Chair, Children and Their Families Committee, Division of Research, Council for Exceptional Children
2005	Special Education Planning Committee, Chancellor's Summer Institute, University of Illinois
2004	Member, Illinois Alternative Assessment Oversight Committee
2004	Member, Illinois Alternative Assessment Literacy Outcome Subcommittee
2002-2003	Member, Families Committee, Division of Research, Council for Exceptional Children
2000-2002	Graduate Student Representative to the Board, Division of Research, Council for Exceptional Children

Editorial Service

2023	Guest Editor (De La Paz, S., Ferretti, R., & Mason, L.H.) Perspectives On Disciplinary Argumentation in the Era of Post-Truth <i>Written Communication Special Issue</i>
2015-2021	Editor, <i>Learning Disabilities Research & Practice</i>
2020-present	Managing Editor, <i>Journal for Inclusive Postsecondary Education</i>
2018-2019	Founding Editor and Co-Editor, <i>Journal for Inclusive Postsecondary Education</i>
2011	Guest Editor (Reid, R., & Mason, L.H.) Current Perspective on Learning Disabilities and ADHD. <i>Theory in Practice Special Issue</i> .

Editorial Board Membership

2007-present	<i>Journal of Special Education</i>
2006-present	<i>Learning Disabilities Research & Practice</i>
2005-present	<i>Exceptional Children</i>
2006-2023	<i>Intervention School & Clinic</i>
2006-2018	<i>Journal of Educational Psychology</i>
2011-2018	<i>Contemporary Educational Psychology</i>
2014-2017	<i>Annals of Dyslexia</i>
2012-2014	<i>Reading Research Quarterly</i>
2005-2010	<i>Learning Disability Quarterly</i>

Guest Reviews

American Education Research Journal, Annals of Dyslexia, Behavior Disorders, Child Development, Community College Review, Community Literacy Journal, Education and Treatment of Children, Educational Researcher, Elementary School Journal, Exceptionality, Journal of Emotional and Behavioral Disorders, Journal of Experimental Education, Journal of International Special Needs Education, Journal of Literacy Research, Journal of Special Education and Rehabilitation, Journal of Speech-Language Pathology, Journal of Writing Research, Learning Disabilities: A Contemporary Journal, Learning and Individual Differences, Reading Research Quarterly, Reading and Writing: An Interdisciplinary Journal, Review of Educational Research, Remedial and Special Education, The Spanish Journal of Psychology

Grant Reviews

2021 and 2023	Institute for Educational Science, NCSER, Reading, Writing, and Language Panel Chair
2020	Institute for Educational Science, NCSER Training Grants, Panel Member
2019	National Institute of Health, Eunice Kennedy Shriver National Institute of Child Health and Human Development, R03 Review
2018-2019	Institute for Educational Science, Research and Development Center Grant, Panel Chair
2017	Programme Council for Fundamental Scientific Education Research (PROO), The Netherlands
2015-2018	Institute for Educational Science, Reading, Writing, and Language Development Panel, Principal Panel Member (3-year term)
2015	Model Demonstration Grants, Office of Special Education Programs
2014	Programme Council for Fundamental Scientific Education Research (PROO), The Netherlands
2014	Frank Porter Graham Child Development Institute, Investigator Grants
2012-2014	U.S. Fulbright Scholar Award Proposals, Central Europe Regional Peer Review Committee (3-year term)
2012	Insight Grant Review, Social Sciences and Humanities Research Council of Canada

2012	National Institute of Health, Eunice Kennedy Shriver National Institute of Child Health and Human Development, P01 Review
2011-2013	Institute for Educational Science, Reading, Writing, and Language Panel, Principal Panel Member (3-year term)
2011	National Institute of Health, Eunice Kennedy Shriver National Institute of Child Health and Human Development, Learning Disabilities Research Centers
2010	Institutes for Educational Science, Reading and Writing Rotating Panel Member
2009	Model Demonstration Grants, Office of Special Education Programs
2005	Research and Innovation Grants, Office of Special Education Programs
2004	Research and Innovation Grants, Office of Special Education Programs
2003- 2004	Personnel Preparation Grants, Office of Special Education Programs

Conference Reviews

2018-2021	Proposals, State of the Art Conference
2017	Program Chair, Council for Exceptional Children Annual Conference, Division of Learning Disabilities
2015	Proposals Society for Research on Educational Effectiveness (SREE)
2014-2016	Proposals Council for Exceptional Children Annual Conference, Division of Learning Disabilities
	International Academy for Research in Learning Disabilities
2009-2017	Proposals Council for Exceptional Children Annual Conference, Division of Research Member of the Review Board for Division C of AERA Member of the Review Board Special Education SIG, AERA
2007-2008	Proposals Council for Exceptional Children Annual Conference, Division of Research Member of the Review Board for Division C of AERA
	Proposals for Special Education SIG, AERA
2006	Proposals for Special Education SIG, American Educational Research Conference Proposals for Learning and Cognition, Division C, American Educational Research Conference Proposals Council for Exceptional Children Annual Conference, Division of Research Proposals for Learning Disabilities Association 2007, Annual Meeting and International Conference
2004-2005	Proposals for Special Education SIG, American Educational Research Conference Proposals Council for Exceptional Children Annual Conference, Division of Research

External Promotion and Tenure Reviews

23 Research Universities; 3 Regional Universities

In-Service Activities**George Mason University, College of Education and Human Development**

2022-2023	Member, Promotion and Tenure Committee
2020-2021	Search Committee, AIRE
2020-2021	Member, Promotion and Tenure Committee
2018-2020	Member, Tenure Track Annual Review Committee (TTARC)
2019	Promotion to Full Professor, 1 st -level Review Committee
2018	Promotion to Full Professor, 1 st -level Review Committee
2019	Search Chair, Assistant Director Early Childhood (TTAC)
2019	Search Chair, KIHd Administrative Assistant
2018	Promotion to Full Professor, 1 st -level Review Committee
2018	Search Chair, Early Childhood Coordinator (TTAC)

University of North Carolina at Chapel Hill

2015-2016	Promotion and Tenure Subcommittee (3 reviews)
2015-2016	Co-chair, Special Education and School Psychology Search Committee
2014-2016	MEDX Special Education Program Coordinator
2014-2015	Applied Developmental Science and Special Education Program Coordinator
2014-2015	Promotion and Tenure Subcommittee (2 reviews)
2013-2014	Chair, Special Education Search Committee
2014	Learn NC Course Reviewer

The Pennsylvania State University

2012-2013	University Graduate Council*
2012-2013	Graduate Council Committee on Programs and Courses
2012	Member, Special Education Search Committee
2011-2012	Sabbatical
2010-2011	Graduate Admission Committee, Special Education Program
2010-2011	Past Chair, Faculty Council, College of Education*
2009-2010	Chair, Faculty Council, College of Education*
2009-2010	Member, Dean's Advisory Council, College of Education
2008-2009	Chair-Elect, Faculty Council, College of Education*
2008	Department Representative, Faculty Council, College of Education*
2008-2010	Member, Special Education Search Committee
2008-2009	Chair, Curricular Affairs, College of Education
2008-2009	Member, Climate Committee, ESPSE Department
2008	Member, English Language Learning and World Language Acquisition Study Team, College of Education
2006-2008	Member, College of Education Faculty Council Standing Committee on Graduate Studies and Research Policy
2006	Mentor CIC Summer Research Opportunities Program (SROP)
2006-2009	Judge, Graduate Student Poster Exhibit

University of Illinois

- 2004-2005 Member, Student Awards Committee, College of Education
 2004-2005 Member, Awards Committee, Department of Special Education
 2003-2005 Member, Subcommittee on Undergraduate Student Conduct, Senate
 Committee on Student Discipline
 2003-2005 Member, Doctoral Admissions Committee, Department of Special Education
 2003 Member, Internal Review Board (IRB) Study Group
 2002-2005 Member, Teaching Academy, College of Education
 2002-2005 Member, Elementary Education Committee, College of Education
 2002-2004 Member, Social Committee, Department of Special Education
 2002-2002 Member, PROSEM Ad Hoc Committee, Department of Special Education
 2002-2003 Member, Doctoral Program Committee, Department of Special Education

Other

- 1996-2000 Cooperating teacher for University of Maryland undergraduate and graduate
 practicum students and student teachers
 1998-2000 Member, Special Education Assessment Committee, Howard County Public
 School System
 1997-2000 Member, Identification of Students with Learning Disabilities Committee,
 Howard County Public School System
 1998 Member, IEP Revisions and Procedural Safeguards Task Force, Howard County

ACADEMIC/STUDENT SERVICE**Visiting Scholars**

- 2016-2017 Jing Zhao, Associate Professor, Hebei Normal University, China Summer
 2016 Christa van Kraayenoord, Associate Professor, University of Queensland,
 Australia
 2015-2016 Manchun Cheng, Professor, University of Shanghai, China

Humphrey Fellowship Mentorship

- 2009-2010 Mirjana Djurovic, Program Development Officer of Inclusive Education, Save the
 Children UK, Montenegro
 2008-2009 Khanthanouphone Mixaykone, Program Director, Room to Read, Laos

External Dissertation Committees

- 2016 Ashley Major, University of Toronto, Dr. Rhonda Martinussen Advisor *Sources of
 Self-Efficacy, Self-Efficacy for Self-Regulated Learning, and Student Engagement in
 Youth with ADHD*

Postdoctoral Supervision

- 2021-present. Stacie Brady, Ph.D., George Mason University, Fairfax, Virginia
 2004-2005 Hedda Meadan, Ph.D. University of Illinois, Urbana-Champaign

Advisor/Research/Thesis Chair (Special Education unless noted)

George Mason University

- 2020-present Jenna Basile - Advisor
 2019-present Lindsay Owen (Educational Psychology) - Advisor
 2018-2021 Stacie Brady Dissertation Chair and Advisor
 Dissertation: *Morphological Forms in the Writing of Middle School Students with Disabilities*
 2019-present. Julie Shank - Dissertation Committee
 2018-present. Rosemary Walsh – Dissertation Chair
 2017-present Anna Menditto - Dissertation Chair
 2017-present Phyllis Pearce - Dissertation Committee
 2017-2020 Carlos Levin - Advisor

University of North Carolina at Chapel Hill

- 2016-2017 Carlos Lavin – Advisor
 2015-2017 Matthew Miller, Assistant Professor, University of North Georgia Advisor and Chair
 Dissertation: *Participation of students with high-incidence disabilities in reform-based mathematics classrooms*
 2015-2017 Lorena Gatlin (Cultural and Literacy Studies) - Advisor
 2014-2017 Abby Ampuja – Advisor
 Kalin Stewart – Advisor
 2013-2017 Allison Dennis - Committee Chair
 Shuting Zheng - Committee Chair and Advisor

The Pennsylvania State University

- 2012-2013 Lauren L. Valasa (Foxworth), Associate Professor, The College of New Jersey
 Dissertation: *Improving narrative writing skills of students with disabilities in secondary settings: Effects of SRSD for the POW + STACS strategy*
 2009-2013 Sam Sennott, Associate Professor, Portland State University
 Early Research and Dissertation Chair
 Dissertation: *Empowering children with complex communication needs to use iPad based AAC during shared storybook reading*
 2007-2011 Anne Mong Cramer, Assistant Professor, Penn State Altoona
 Co-Advisor; Early Research and Dissertation Chair
 Dissertation: *The effects of strategy instruction for writing and revising persuasive quick writes for middle school students with EBD*
 2008-2010 Theresa Hoover, Associate Professor, Wilson College
 Early Research Chair; Co-Chair Dissertation
 Dissertation: *Effects of self-regulated strategy development instruction for writing on high school student with learning disabilities*
 2007-2010 Ann Berry, Professor Emeritus, Plymouth State University
 Early Research Chair; Dissertation Committee Member
 Dissertation: *Sources of work-related support for rural special education teachers and their relationship to teacher satisfaction and commitment*

2006-2010 Ray Taft, Associate Professor, University of Missouri- Kansas City
 Advisor; Early Research Chair; Co- Dissertation Chair
 Dissertation: *Utilizing a self-questioning strategy designed within a self-regulated development instructional approach to promote idea generation in students with learning disabilities*

University of Illinois, Urbana-Champaign

2004-2008 Laura Hedin, Associate Professor, Northern Illinois University
 Early Research Chair
 Winner of the Jeanne Chall Dissertation Award, International Reading Association 2006
 Dissertation: *The effects of thinking aloud on monitoring and comprehension of sixth graders*

2004-2005 Sallee Benneke
 Temporary Advisor

2003-2004 Kathleen Oertle
 Temporary Advisor

Doctoral Committee Memberships (dissertations successfully completed)

University of North Carolina at Chapel Hill

2017 Matthew Mier (School Psychology)
 Cheryl Varghese (Special Education)
 2016 Mike Caprino (Human Development)
 Elizabeth Cutrer (Literacy)
 Melissa Parnell (School Psychology)
 Rebecca Payne (Literacy)

The Pennsylvania State University

2015 Courtney Dexter (Special Education)
 2012 Teresa E. Merigan (School Psychology)
 2010 Elizabeth Benedek-Wood (Special Education)
 Doug Dexter (Special Education)
 2008 Megan Davison (Communication Science and Disorders)

University of Illinois, Urbana-Champaign

2008 Diana P. Sukhram (Special Education)
 2006 Pragasit Sikirtal (Curriculum and Instruction)

Masters of Science Advising

George Mason University (Educational Psychology Capstone Advising)

2023 Jazmon Dabney
 2020-2021 Vincent Camacho, Katherine Zacur
 2019-2020 Neysa Hinkson
 2018-2019 Cashmire Norfleet, Luluk Shoviana

The Pennsylvania State University

- 2010 Megan Ballinger (Special Education)
Thesis Chair
Thesis title: *The Effects of the Self-Regulated Writing Strategy on Students in General Education*
- 2009 Lauren L. Valasa (Special Education)
Advisor; Thesis Chair
Thesis title: *Evaluating effective writing strategies for adolescent students in an emotional and/or behavioral support setting*

University of Illinois

- 2005 Sara M. Devine (Speech, Hearing, and Language)
Thesis Co-Chair
Thesis title: *Effects of two reading interventions on students' language*

M.Ed. Advising

The Pennsylvania State University
Jared Carlson, Lee Kuzemchek (Special Education)

Advising - Honors Project

- 2014-2016 Sarah MacLean, Global Studies, University of North Carolina at Chapel Hill
2013-2015 Katie Kiefer, Education, University of North Carolina at Chapel Hill
2011 Regan Humphrey, Rhodes College Honors Project Mentor

ADMINISTRATIVE ACTIVITIES

- 2017-present Director, Helen A. Kellar Institute for Human disAbility, George Mason University
- 2018- present Professor-in-Charge, Specialized Reading Instruction for Students with Learning Disabilities (Certificate Program)
- 2014-2015 Program Coordinator, Applied Developmental Science and Special Education, University of North Carolina at Chapel Hill
- 2014-2016 Program Coordinator, Special Education Masters for Experience Teachers, University of North Carolina at Chapel Hill
- 2007- 2013 Evidence-based Practices for Inclusive Classrooms (Program EPIC) Academic Program Coordinator (SPLED 430, 431, 432, 433, 434A, 434B)

TEACHING GRANTS AWARDED

P. Pathak, H. Rangwala, J. Kosecka, & L. H. Mason (2019). *Automatic Multimodal Sign Language Recognition* - Provost's Summer Team Impact Projects \$48,000.00.

Mason, L.H. (2015). *Course Development Redesign for China: Inclusive Education*. CarolinaAsia Center. Awarded \$1,500.00.

Mason, L.H. (2003-2004). *Developing PALMS as an instructional tool for students with disabilities*. PT3/TALENT, University of Illinois. Awarded \$6,000.00.

COURSES TAUGHT

George Mason University

Traditional Instruction

EDRS 810	Problems and Methods in Educational Research
EDRS 590	Problems in Educational Research (Hybrid Course)
EDSE 503	Language Development and Reading
EDSE 565	Vocabulary, Comprehension, and Written Expression for Students with Specific Learning Disabilities
EDSE 841	Intervention Research in Special Education
EDSE 844	Critical Issues in Special Education
EDSE 846	Assessment and Evaluation in Special Education
EDSE 885	Writing Grants
EDRS 810	Problems and Methods in Educational Research
EDSE 501	Introduction to Special Education
EDSE 590	Research Methods in Special Education

Beijing Education Institute

Enhancing Middle School Students Writing (1 credit course for teachers)

The University of North Carolina at Chapel Hill

Traditional Instruction

EDMX 709	Teacher as Researcher
EDMX 732	Mathematics Instruction for Students with Special Needs
EDMX 781	Adolescent Literacy for Students with Special Needs
EDUC 390	Exceptionality Across the Age Span
EDUC 516	Inclusive Education
EDUC 709	Culturally Linguistically Diverse Learners with Disabilities
EDUC 806	Applied Developmental Science and Special Education Seminar: Writing for Publication in Academia
EDUC 809	Problems in Special Education
EDUC 861	Special Education Seminar: Learning and Behavioral Disabilities
EDUC 861	Special Education Seminar: Single Case Research
EDUC 882	Learning and Cognition Seminar: Reading and Writing Interventions

On-Line Instruction

EDMX 716	Assessment and Differentiation
EDMX 782	Behavior Support Techniques
EDUC 689	Foundations in Special Education

The Pennsylvania State University, University Park

Traditional Instruction

SPLED 497A	Content Literacy for Students with Special Needs
SPLED 530	Problems in the Education of the Learning Disabled
SPLED 500	Etiology Doctoral Seminar
SPLED 500	Assessment for Students with Special Needs Doctoral Seminar
SPLED 500	Instruction for Students with Special Needs Doctoral Seminar SPLED
597K	Literacy Interventions for Secondary Students with Special Needs Graduate Seminar
SPLED 409B	Literacy for Students with Special Needs (Instructional methods for undergraduate and graduate teacher certification students)

Outreach/World Campus Courses

SPLED 430-434	Evidence-based Practices for Inclusive Classrooms (Program EPIC) Course Leader (SPLED 434A), Instruction for Elementary Classrooms (undergraduate and graduate modules developed) Instructor 1 session (SPLED 430, Foundations of Special Education, High Incidence Special Needs), 1 session (SPLED 433, Evidence-based Practicefor Instruction, Self-Regulating Learning), 2 sessions (SPLED 434A, Instruction for Elementary Classrooms, Writing Instruction), 3 sessions (SPLED 434B, Evidence-based Instruction for Secondary Classrooms, Reading Comprehension, Writing, and Learning Across Content)
SPLED 5022	The Keystone Tutor Credential Program, Course 2, Sessions 1 & 2 Tutoring in Reading Comprehension and Content Area Reading (Outreach program of Penn State's College of Education, Department of Educational and School Psychology and Special Education and the Pennsylvania Training and Technical Assistance Network)
SPLED 460B	Reading Instruction for Special Education (RISE II). Session 5 Teaching and Assessing Writing Skills of Students with Special Needs(graduate level)

University of Szeged, Hungary

Traditional Instruction

MTM121-2	Assessment and Instructional Design (graduate seminar)
MTM121-3	Problems in Literacy for Students with Special Needs (graduate seminar)
NEVM52-1	Problems of Learning Disabled Children and Youth (graduate seminar) PED-
PHD31-1	Reading and Writing Intervention Research for Students with Special Needs (PhD seminar)

University of Illinois, Urbana-Champaign

Traditional Instruction

SPED 305	Teaching Students with Special Needs in the Regular Classroom
SPED 347/447	Curriculum Development for Students with Disabilities, II
SPED 341/441	Instruction II
SPED 324	Formal Assessment in Special Education

Bridged Instruction (Champaign and Chicago Campus)
SPED 417 Programs for Students with Special Needs

University of Maryland, College Park

Traditional Instruction

EDSP 440 Assessment and Instructional Design for the Educationally Handicapped:
Cognitive and Psychosocial Development (with Dr. Karen Harris)
EDSP 492 Education of Learning Disabled Students (with Dr. Steve Graham)
EDSP 415 Assessment in Special Education
EDSP 615 Evaluation and Measurement of Exceptional Children and Youth

ORGANIZATIONAL MEMBERSHIPS

Research Fellow International Academy for Research in Learning Disabilities (2013- present)

American Educational Research Association

Division C, Learning and Instruction

Special Education Special Interest Group

Studying and Self-Regulated Learning Special Interest Group Council for Exceptional Children

Council for Children with Behavior Disorders

Division of International Special Education and Services

Division of Research

Division of Learning Disabilities

Teacher Education Division Council for Learning Disabilities

European Association for Research on Learning and Instruction

Writing Special Interest Group

International Association for Writing Research Across Borders International Literacy Association

Learning Disabilities Association

Society for the Scientific Study of Reading (Voting Member)