

CURRICULUM VITAE
Stephanie Al Otaiba, Ph.D.

CURRENT APPOINTMENT

Patsy and Ray Caldwell Centennial Chair in Teaching & Learning
Professor, Department of Teaching & Learning
Simmons School of Education & Human Development
Southern Methodist University

CONTACT INFORMATION

Simmons School of Education & Human Development
Southern Methodist University
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RESEARCH INTERESTS

My primary research interests focus on improving literacy outcomes for children, particularly children with or at-risk for disabilities and children who are English language learners. Relatedly, I am interested in understanding student response to intervention, multi-tiered systems of support, and in methods of training teachers to effectively implement evidence-based instructional practices.

PROFESSIONAL PREPARATION

- Ph.D. VANDERBILT UNIVERSITY, Peabody College (2000)
Nashville, Tennessee
Major: Education and Human Development
Focus: Special Education and Literacy
Dissertation: *Children unresponsive to early literacy intervention: a longitudinal study*
Chair: Dr. Douglas Fuchs
- M.A. SAINT MARY’S COLLEGE (1993)
Moraga, California
Major: Special Education
Thesis Title: *Facilitating the social competence of a developmentally delayed preschooler*
Summa cum laude
- B.A. URSINUS COLLEGE (1979)
Collegeville, Pennsylvania
Major: Political Science
Honor’s Thesis: *Spain after Franco: The Fuerza Nueva*
Cum laude

PROFESSIONAL TEACHING CREDENTIALS

CA State	Multiple Subject Elementary, Learning Handicapped
Montessori	Early Childhood (St. Nicholas Montessori, London; AMI Special Ed Certificate, Palo Alto, CA)

PROFESSIONAL EXPERIENCE

2014-present	Patsy and Ray Caldwell Centennial Chair in Teaching and Learning
2012-present	Professor, Department of Teaching and Learning, Simmons School of Education & Human Development, Southern Methodist University
2012- present	Faculty Associate, Florida Center for Reading Research
2007-2012	Associate Professor, School of Teacher Education, College of Education, Florida State University
2002-2012	Research Faculty, Florida Center for Reading Research
2001-2007	Assistant Professor, Department of Childhood Education, Reading, and Disability Services, College of Education, Florida State University
2000-2001	Assistant Research Professor, Coordinator of Peabody Reading and Math Clinic, Department of Special Education, Vanderbilt University
1998-2000	Instructor, Department of Special Education, Vanderbilt University
1997-1999	Teaching Assistant and Reading Clinic Supervisor, Department of Special Education, Vanderbilt University
1996	Lecturer, Ras Al Khaimah Colleges of Higher Technology, United Arab Emirates (UAE)
1992-1996	Preschool/Kindergarten Teacher (ages 4-6), My Nursery, Abu Dhabi, UAE
1989-1990	Program Coordinator and Preschool Teacher (ages 4-12), Al Dhafra Learning Center, Abu Dhabi, UAE
1982-1988	Classroom Volunteer and Coordinator, UAE Government Center, Abu Dhabi, UAE

HONORS & AWARDS

2026	Southern Methodist University Faculty Career Achievement Award
2026	Association for Psychological Science Fellow
2023	Editor's Choice Article for the Journal of Educational Psychology of the American Psychological Association (Co-author)
2021	Jeannette E. Fleischner Career Leadership Award from the Division for Learning Disabilities of the Council for Exceptional Children
2020	American Education Research Association Fellow
2018	National Research Award from the Research Council of Oman for best published research lead by a Young Researcher in the Education and Human Resources Sector (Co-author)
2018	Outstanding Faculty Award, Simmons School of Education & Human Development, Southern Methodist University
2017	Southern Methodist University Scholar/Teacher of the Year
2017	AERA Special Education Research SIG's Distinguished Researcher Award
2017	Ford Senior Research Fellowship, Southern Methodist University
2014	Patsy and Ray Caldwell Centennial Chair in Teaching and Learning, Southern Methodist University
2010	Early Career Research Award, Council for Exceptional Children Division of Research

2010	Developing Scholar Award, Florida State University
2006	Graduate Faculty Mentor Award, Florida State University
2006	University Teaching Award, Florida State University, nominee
2003	Faculty Research Support Award, Florida State University
2002	First Year Professor Award, Florida State University
2001	Outstanding Poster Award, Council for Exceptional Children
2001	Outstanding Dissertation Award, International Reading Association
2000	Student Research Award, American Educational Research Association, Division C
1999	Pre-doctoral Affiliate, Kennedy Center, Vanderbilt University
1997	Kappa Delta Pi
1993	Outstanding Student Award for Research, St. Mary's College

STUDENTS' AWARDS

2025	Mai A. Zaru 30 Under 30, International Reading Association
2024	Mai A. Zaru, Jeanne S. Chall Research Fellowship, International Reading Association
2024	Mai A. Zaru, Dean's Dissertation Enhancement Award; Outstanding Doctoral Student Award, Simmons School of Education and Human Development at Southern Methodist University

TEACHING

Courses Taught or Developed

Southern Methodist University

EDU 6311	Literacy Leadership and Consultation
EDU 6361	Applied Research in Special Education
EDU 6323	Literacy Assessment
EDU 6363	Advanced Literacy
EDU 7315	Designing Learning Environments
EDU 7119	Integrating Domains and Synthesis Areas
EDU 7307	Foundations of Teaching and Learning
EDU 6300	Independent Studies

Florida State University

Total: 67	Directed Independent Studies & Supervised Research
EEX 6242	Doctoral Seminar: Readings in Education, Training & Treatment of Exceptional Individuals (Response to Intervention)
EEX 5931	High Incidence Practicum Online Reading Masters Course Florida Reading Endorsement Courses for Competencies 3, 4, & 5

EEX 5247	Instructional Environments: Ethical, Legal, Safety and Classroom Management
ELD 5140	Advanced Reading and Academic Instruction for Students with Learning Disabilities (graduate)
EEX 5258	
EEX 4070	Including Students with Disabilities in the General Education Classroom (undergraduate)
EEX 4930	Individualizing Reading Instruction for Students with Disabilities (graduate)
EEX 4250	

Vanderbilt University

Methods of Reading Instruction for Students with Learning Disabilities (graduate)

Accommodating Diversity in the Classroom (undergraduate)

Supervised Doctoral Dissertations (*denotes Chair or Co-Chair)

Southern Methodist University

Graduated
(12)

Mai W. Zaru* (2024)	<i>Exploring Literacy and Translanguaging Practices to Support Palestinian Children and their Families in the Diaspora</i>
Dayna Russell Freudenthal* (2023)	<i>Exploring Reading Growth on a Computer-adaptive Progress Monitoring Test: Focusing on Students with or At Risk for Reading Disabilities</i>
Veronica Mellado de la Cruz* (2021)	<i>Bilinguals' Early Literacy Measurement: Exploring the Alphabetic Principle in English and Spanish</i>
Ashley Mooreshead* (2020)	<i>A Meta-Analysis of Graphic Organizer Reading Interventions for Learning Science and Social Studies Content</i>
Kristi Baker* (2020)	<i>Exploring response to intervention: How are we narrowing the gap for tier 3 minority learners?</i>
Jennifer Stewart* (2020)	<i>Observing reading growth and instructional practices for students with intellectual disability and autism</i>
Brandy White (2020)	Education Policy & Leadership. EdD
Dawn Woods (2018)	Teaching & Learning
Patricia Baumer (2016)	Education Policy & Leadership
Miriam Hernandez Ortiz* (2016)	<i>Response to first grade tier 3 intervention: Does intervention in kindergarten play a role?</i>
Ashley Sheils (2016)	Teaching & Learning

Current
Charlotte Gregor
Paul Foster
Allison Dennis
Joanne Jo
Kuo Wang

Other Universities

Current		Clemson University
Graduated	Esther Lindstrom (2017)	Peabody College, Vanderbilt University

Florida State University

Graduated – (31)

2012	Jennifer Dombeck Kylie S. Flynn*	Reading <i>Stability of special education eligibility from kindergarten to third grade: Are there variables from fall of kindergarten that predict later classification status?</i>
	Jessica Sidler Folsom*	<i>A comparison of reading growth and outcomes of kindergarten students with cognitive impairments to their typical peers: The impact of instruction.</i>
	Luana Greulich*	<i>Characteristics of adequate and inadequate responders in a multi-tiered model.</i>
	Sandy Jay Julia Lee*	Elementary Education <i>Classification of language and literacy skills in first grade: Latent profiles, class membership stability, and underlying predictors.</i>
	Jumi Lee Jiyung Shinn	Educational Psychology Statistics
2011	Danielle Brimo Gina Plattos Kate Scarborough*	Communication Disorders Special Education <i>Preparing future teachers: Documenting pre-service teachers' knowledge and application of effective instruction</i>
	Kelly Schmeelk Caron Elizabeth Wilson-Fowler	Psychology Communication Disorders
2009	Elissa Arndt Catherine Conlin Elizabeth Crawford Jessica Logan	Communication Disorders Communication Disorders Communication Disorders Psychology
2008	Allison Dyrland	Sports Psychology

	Kendra Tannenbaum	Psychology
2007	Jennifer Walcott-Vogel	Psychology
2006	Julie Bardin	Special Education
	Angel Canto	School Psychology
	Haekung Cha	Multi-lingual/Multi-cultural
	Jeanine Menchetti*	<i>Early literacy professional development: Exploring the effects of mentoring for preschool teachers</i>
2005	Stephen Nettles	Educational Leadership
	Robyn Ziolkowski	Communication Disorders
2004	Tricia Curran	Communication Disorders
	Amanda DeGraff	Psychology
	Debora Nunes	Special Education
	Kelly Whalon	Special Education
2003	Carol Robinson*	<i>Number facts performance in children with learning disabilities: An examination of a two factor theory</i>

Supervised Master's Theses or Competency Committees

156 graduated – 64 chaired (*Florida State University*)

Supervised Bachelor's Theses

5 graduated (*Florida State University*)

PUBLICATIONS (^S denotes student)

Journal Articles – Published - Refereed

1. **Al Otaiba, S.**, van Dijk, W., Stewart, J., Edwards, A.E., Russell Freudenthal, D., Allor, J., Schatschneider, C., Yovanoff, P. (2024). Measuring elementary student reading growth in the context of school-implemented Multi-tiered Systems of Support. *Remedial and Special Education* 47(10), 53-65. <https://doi.org/10.1177/07419325241268563>
2. Allor, J. & **Al Otaiba, S.** (2024). Raising literacy expectations for students with intellectual and developmental disabilities: Lessons from a series of research studies. *The Reading League Journal*, 6(2), 34-42.
3. Conner, C., Allor, J., **Al Otaiba, S.**, Yovanoff, P., & LeJeune, L. (2024). Examining the response to a teacher-delivered comprehensive literacy curriculum for students with Autism Spectrum Disorder. *Focus on Autism and Other Developmental Delays*, 39(2), 71-83. <https://doi.org/10.1177/10883576221137905>
4. van Dijk, W., Schatchneider, C., **Al Otaiba, S.**, & Hart, S. (2024) Student behavior ratings and response to Tier 1 reading intervention: Which students do not benefit? *Journal of Research on Educational Effectiveness*, 17(3), 491-512. <https://doi.org/10.1080/19345747.2023.2194894>
5. Allor, J., ^S Gregor, C., & **Al Otaiba, S.** (December 2023) How to implement evidence-based literacy practices with students with intellectual and developmental disabilities: Examples from a text-centered literacy intervention. *DADD Online Journal*, 10(1), 64-79.

6. **Al Otaiba, S.**, McMaster, K., Wanzek, J., & ^S Zaru, M. (2022). What we know and need to know about literacy interventions for elementary students with reading difficulties and disabilities, including dyslexia. *Reading Research Quarterly*, 58(2), 313-332. DOI: 10.1002/rrq.458
#TopDownloadedArticle for 2024
7. **Al Otaiba, S.**, Wanzek, J., Petscher, Y., Fluhler, S., Rivas, B., & Russell Freudenthal, D*. (2023). Effects of a virtually delivered reading and mindset intervention on reading performance for fourth-grader struggling readers. *Topics in Language Disorders*, 43(2), 146-168. DOI: 10.1097/TLD.0000000000000311
8. Clemens, N.E., Lee, K., Liu, Z, Boucher, A. N., **Al Otaiba, S.**, & Simmons, L. (2023). The relations of kindergarten early literacy skill trajectories on common progress monitoring measures to subsequent word reading skills for students at risk for reading difficulties. *Journal of Educational Psychology*, 115(8), 1045-1069. <https://doi.org/10.1037/edu0000814> ***Selected as Editor's Choice by the JEP of American Psychological Association.**
9. Conner, C., Allor, J. H., Henry, A. R., **Al Otaiba, S.**, & Ortiz, M. (2023). Planning and implementing effective language and reading comprehension instructional techniques for students with Autism Spectrum Disorder and cognitive disabilities. *The Reading Teacher*, 77(1), 47-58. doi/10.1002/trtr.2207
10. Donegan, R. E., Wanzek, J., Petscher, Y., & **Al Otaiba, S.** (2023). Impact of student race, sex, and mindset on reading intervention response at the upper elementary level. *The Elementary School Journal*, 123(3), 437-456. <https://doi.org/10.1086/723373>
11. Gesel, S. A., Donegan, R. E., Heo, J., Petscher, Y., Wanzek, J., **Al Otaiba, S.**, & Lemons, C. J. (2023). Heterogeneity in reading achievement and mindset of readers with reading difficulties. *Reading & Writing: An Interdisciplinary Journal*, 36, 1-28. <https://doi.org/10.1007/s11145-022-10296-0>
12. Stanley, C., Heo, J., Petscher, Y., **Al Otaiba, S.**, & Wanzek, J. (2023). Direct impact of mindset on reading-based outcomes in upper elementary students with reading difficulties. Manuscript accepted for *Frontiers in Psychology*, Volume 9 section Educational Psychology <https://doi.org/10.3389/feduc.2023.1301957>
13. ^STakada, M.E., Lemons, C. J. Balasubramanian, L., Hallman, B. T., **Al Otaiba, S.**, & Puranik, C. S. (2023). Measuring Kindergarteners' Motivational beliefs about writing: A mixed-methods exploration of alternate assessment formats. *Frontiers in Psychology*, Volume 14 Educational Psychology
14. Vardy, E., **Al Otaiba, S.**, Breadmore, H.L., Kung, S-H., Petursdottir, A-L., Zaru, M. W*, & McMaster, K. L. (2022). Teacher- Researcher partnership in the translation and implementing of PALS (Peer Assisted Learning Strategies): An international perspective. *Journal of Research in Reading*, 45(3), 517-522. **#TopDownloadedArticle for 2024**
15. Van Dijk, W., Norris, C., **Al Otaiba, S.**, Schatschneider, C., & Hart, S., (2022). Exploring individual differences in response to reading intervention: Data from Project KIDS (Kids and Individual Differences in Schools). *Journal of Open Psychology Data.*, 10: 2, pp. 1–10. DOI: <https://doi.org/10.5334/jopd.58>
16. Shero, J.A., **Al Otaiba, S.**, Schatschneider, C., & Hart, S.A. (2022). Data envelopment analysis (DEA) in the educational sciences. *Journal of Experimental Education*, 90(4)1021-1040. <https://doi.org.10.1080/00220973.2021.1906198>
17. Phillips, B.M., Kim, Y-S G, Lonigan, C., Connor, C.M, Clancy, J., & **Al Otaiba, S.** (2021). Supporting language and literacy development with intensive small-group interventions: An early childhood efficacy study. *Early Childhood Research Quarterly*, 57 (4), 75-88.

18. Petscher, Y., Al Otaiba, S. & Wanzek, J. (2021). Study of the factor structure, profiles, and concurrent validity of the Mindset Assessment Profile Tool for elementary students. *Journal of Psychoeducational Assessment*, 39(1), 74-88. <https://doi.org/10.1177/0734282920943456>
19. Tock, J., Quinn, J., Al Otaiba, S., Petscher, Y., Wanzek, J. (2021). Establishing a reading mindset measure: a validation study. *Assessment for Effective Instruction*, 46(4), 281-291. <https://doi.org/10.1177/1534508420936753>
20. Wanzek, J., Al Otaiba, S., Petscher, Y., Lemons, C.J., Gesel, S. A., Fluhler, S., Donegan, R. E., & Rivas, B. (2021). Comparing the effects of reading intervention versus reading and mindset intervention for upper elementary students with reading difficulties. *Journal of Learning Disabilities*, 54(3), 203-220. <https://doi.org/10.1177/001440291408000204>
21. Werfel, K.L., Al Otaiba, S., Y. S. Kim ., & Wanzek, J. (2021). Linguistic predictors of single - word spelling in first grade students with speech and/or language impairments. *Remedial and Special Education*, 42 (2), 118-128. <https://doi.org/10.1177/0741932520918858>
22. van Dijk, W., Schatschneider, C., Al Otaiba, S., & Hart, S. A. (2021). Assessing measurement invariance across multiple groups: When is fit good enough? *Educational and Psychological Measurement*, 1–24. <https://doi.org/10.1177/00131644211023567>
23. Al Otaiba, S, Lemons, C.J., McMaster, K., & Wanzek, J. (2020). Response to intervention and Multi-tiered systems of support: Focus on intensification. *Brief for the International Literacy Association*. <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-intensifying-literacy-instruction.pdf>
24. Allor, J. H., Yovanoff, P., Al Otaiba, S., Ortiz, M. B., & Conner, C. (2020). Evidence for a literacy intervention for students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 55(3), 290-302.
25. Clemens, N.H., Lee, K., Henri, M., Simmons, L., Kwok, O., & Al Otaiba, S. (2020). Growth in sublexical fluency during early reading instruction and its relation to decoding acquisition, *Journal of School Psychology*, 79, 43-62. <https://doi.org/10.1016/j.jsp.2020.01.003>
26. Donegan, R., Wanzek, J., Al Otaiba, S. (2020). Effects of a reading intervention implemented at differing intensities for upper elementary students. *Learning Disabilities Research and Practice* 35(2), 62-71. <https://doi.org/10.1111/ldrp.12218>
27. Al Otaiba, S., Allor, J. H., Baker, K., Conner, C., Stewart, J., & Mellado de la Cruz, V. M. (2019). Teaching phonemic awareness and word reading skills: Focusing on explicit and systematic approaches. *Perspectives on Language and Literacy*, 45, 11-16.
28. Al Otaiba, S., Baker, K., Lan, P., Allor, J., Rivas, B., Yovanoff, P., & Kamata, A. (2019). Elementary teacher's knowledge of response to intervention implementation: a preliminary factor analysis. *Annals of Dyslexia*, 69(1), 34-53. <https://doi.org/10.1007/s11881-018-00171-5>
29. Al-Shehhi, S. A., Emam, M. M., Al Otaiba, S., Ibrahim, M. M., & Al-Mehrizi, R. (2019). Development of curriculum-based measurements in mathematical computations for Arab-speaking fourth grade students. *School Psychology International*, 40(2), 145–167. <https://doi.org/10.1177/0143034318817078> ** This paper was recognized by the Omani government with a research prize.
30. Jones, F. G., Gifford, D., Yovanoff, P., Al Otaiba, S., Levy, D., & Allor, J. (2019). Alternate assessment formats for progress monitoring students with intellectual disabilities and below average IQ: An exploratory study. *Focus on Autism and Other Developmental Disabilities*, 34(1), 41– 51. <https://doi.org/10.1177/1088357618762749>

31. Mellado De La Cruz, V., **Al Otaiba, S.**, Hsiao, Y., Clemens, N., Jones, F., Rivas, B. K., Greene, E. A., & Hagan-Burke, S. (2019). The prevalence and stability of challenging behaviors and concurrent early reading growth among kindergarteners at reading risk. *The Elementary School Journal* 120 (2), 220-242. <https://doi.org/10.1086/705785>
32. Wanzek, J., Petscher, Y., **Al Otaiba, S.** & Donegan, R.E. (2019). Retention of reading intervention effects from fourth to fifth grade for students with reading difficulties. *Reading & Writing Quarterly*, 35 (3), 277-288. <https://doi.org/10.1080/10573569.2018.1560379>
33. Clemens, N.H., Hsiao, Y., Simmons, L., Kwok, O., *Greene, E., *Soohoo, M., *Henri, M., Luo, W., *Prickett, C., Rivas, B., & **Al Otaiba, S.** (2018). The predictive validity of kindergarten progress monitoring measures across the school year: An application of dominance analysis. *Assessment for Effective Intervention*, 44(4), 241–255. <https://doi.org/10.1177/1534508418775805>
34. **Al Otaiba, S.**, Petscher, Y., Wanzek, J., ^SLan, P., & Rivas, B. (2018). Intensive intervention for fourth graders with poor comprehension. *Learning Disabilities Research and Practice*, 33, 156-167.
35. **Al Otaiba, S.**, Rouse, A. G., & ^SBaker, K. (2018). Elementary grade intervention approaches to treat specific learning disabilities, including dyslexia. *Language, Speech, and Hearing Services in Schools*, 49(4), 829–842. doi.org/10.1044/2018
36. Allor, J. H., Gifford, D. B., Jones, F. G., **Al Otaiba, S.**, Yovanoff, P., Ortiz, M. B., & Cheatham, J. P. (2018). The effects of a text-centered literacy curriculum for students with Intellectual Disability. *American Journal on intellectual and developmental disabilities*, 123(5), 474-494. doi:10.1352/1944-7558-123.5.474
37. Connor, C. M., Phillips, B., Kim, Y.-S., Lonigan, C. J., Kaschak, M. P., Crowe, E. C., Dombek, J., **Al Otaiba, S.** (2018). Examining the efficacy of targeted component interventions on language and literacy for third and fourth graders' who are at risk of comprehension difficulties. *Scientific Studies of Reading*, 22(6), 462-484
38. Daucourt, M.C., Schatschneider, C., Connor, C.M., **Al Otaiba, S.**, Hart, S.A. (2018). Inhibition, updating working memory, and shifting predict reading disability symptoms in a hybrid model: Project KIDS. *Frontiers in Psychology*, 9:238. doi: 10.3389/fpsyg.2018.00238.
39. Kim, Y.-S. G., Gatlin, B., **Al Otaiba, S.**, & Wanzek, J. (2018). Theorization and an empirical investigation of the component-based and developmental text writing fluency construct. *Journal of Learning Disabilities*, 51(4), 320–335. doi:10.1177/0022219417712016
40. Kim, Y-S.G., Petscher, Y., Wanzek, J., **Al Otaiba, S.** (2018). Relations between reading and writing: a longitudinal examination from grades 3 to 6. *Reading and Writing: An Interdisciplinary Journal*, 31(7), 1591-1618.
41. Lemons, C., King, S., Davidson, K., Puranik, C., **Al Otaiba, S.**, & Fidler, D. (2018). Personalized reading intervention for children with Down syndrome. *Journal of School Psychology*, 66, 67–84. doi:10.1016/j.jsp.2017.07.006
42. Parker, D., Burns, M., McMaster, K., **Al Otaiba, S.**, & Medhanie, A. (2018). Examining the relations between instructional-level data and intervention response in early writing. *Assessment for Effective Intervention*, 43(3), 157–168. doi:10.1177/1534508417731999
43. Puranik, C., Petscher, Y., **Al Otaiba, S.**, & Lemons, C. (2018). Improving kindergarten students' writing outcomes using peer-assisted strategies. *The Elementary School Journal*, 118(4), 680–710. doi:10.1086/697432
44. **Al Otaiba, S.**, Connor, C.M. & Crowe, E. (2017). Promise and feasibility of teaching expository text structure: A primary grade pilot study. *Reading and Writing: An Interdisciplinary Journal*, 31(9), 1997-2015. doi.org/10.1007/s11145-017-9769-6

45. Kim, Y-S. G., Schatschneider, C., Wanzek, J., Gatlin, B., **Al Otaiba, S.** (2017). Writing evaluation: Rater and task effects on the reliability of writing scores for children in Grades 3 and 4. *Reading and Writing: An Interdisciplinary Journal*, 30(6), 1287-1310.
46. Petscher, Y., **Al Otaiba, S.**, Wanzek, J., Rivas, B., & Jones, F. (2017) The relation between global and specific mindset with reading outcomes for elementary school students, *Scientific Studies of Reading*, 21:5, 376-391, doi: 10.1080/10888438.2017.1313846
47. Puranik, C. S, Patchan, M., Lemons, C., & **Al Otaiba, S.** (2017). Using peer assisted strategies to teach early writing: Results of a pilot study to examine feasibility and promise. *Reading and Writing: An Interdisciplinary Journal*, 30, 25-50. doi 10.1007/s11145-016-9661-9
48. Wanzek, J., Petscher, Y., **Al Otaiba, S.**, Rivas, B., Jones, F. J., Kent, S., Schatschneider, C., Mehta, P. (2017). Effects of a year long supplemental reading intervention for students with reading difficulties in fourth grade. *Journal of Educational Psychology*, 109(8), 1103-1119.
49. **Al Otaiba, S.** (2016). Effective early reading instruction: Aligning standards, curriculum, and assessment. *The Journal of Adventist Education*, 78 (2), 14-19.
50. **Al Otaiba, S.**, Folsom, J.S., Wanzek, J., Greulich, L., Wasche, J., Schatschneider, C., & Connor, C. M. (2016). Professional development to differentiate kindergarten Tier 1 instruction: Can already effective teachers improve student outcomes by differentiating Tier 1 instruction? *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 32, 454-476. doi:10.1080/10573569.2015.1021060
51. **Al Otaiba, S.**, Lake, V. E., Scarborough, K., Allor, J., & Carreker, S. (2016). Preparing beginning reading teachers for K-3: Teacher preparation in higher education. *Perspectives on Language and Literacy*, 42(4), 25-33.
52. Ciulo, S., ^sOrtiz, M., **Al Otaiba, S.** & Lane, K. (2016). Advanced reading comprehension expectations in secondary school: Considerations for students with emotional or behavior disorders. *Journal of Disability Policy Studies*, 27 (1), 54-64. doi:10.1177/1044207315604365
53. Dombeck, J. & **Al Otaiba, S.** (2016). Curriculum-Based Measurement for beginning writers (K-2). *Intervention School and Clinic*, 51 (5), 276-283 doi: 10.1177/1053451215606691
54. ^sGatlin, B., Wanzek, J., & **Al Otaiba, S.** (2016). An examination of kindergarten oral language for African American students: Are there meaningful differences in comparison to peers? *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 32(5), 477-498. doi: 10.1080/10573569.2015.1039737
55. Kent, S., Wanzek, J. & **Al Otaiba, S.** (2016) Reading instruction for fourth-grade struggling readers and the relation to student outcomes. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 33(5), 395-411. doi: 10.1080/10573569.2016.1216342
56. Lee, J. & **Al Otaiba, S.** (2016). End of Kindergarten spelling outcomes: how can spelling error analysis data inform beginning reading instruction? *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 33(3), 226-238. doi: 10.1080/10573569.2016.1165639
57. Lemons, C. J., Allor, J., **Al Otaiba, S.**, & ^sLeJeune, L.M. (2016). Ten research-based tips for enhancing literacy instruction for children and adolescents with intellectual disability. *Teaching Exceptional Children*, 49 (1), 18-30. doi: 10.1177/0040059916662202
58. Lemons, C.J., **Al Otaiba, S.**, Conway, S.J., & ^sMellado De La Cruz, V. (2016). Improving professional development to enhance reading outcomes for students in special education. In B. Foorman (Ed.), *Challenges and Solutions to Implementing Effective Reading Intervention in Schools. New Directions in Child and Adolescent Development*, 154, 87-104.
59. Wanzek, J., ^sGatlin, B., **Al Otaiba, S.** & Kim, Y.-S. (2016). The impact of transcription writing interventions for first-grade students. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 33(5), 484-499. doi: 10.1080/10573569.2016.1250142

60. Wanzek, J., Petscher, Y., **Al Otaiba, S.**, Kent, S. C., Schachneider, C., Haynes, M., Rivas, B., & Jones, F. (2016). Examining the average and local effects of a standardized treatment for fourth graders with reading difficulties. Manuscript accepted for publication in the *Journal of Research on Educational Effectiveness*. doi: 10.1080/19345747.2015.1116032
61. Kim, Y.-S., **Al Otaiba, S.**, & Wanzek, J. (2015). Kindergarten predictors of third grade writing. *Learning and Individual Differences*, 37, 27-37. doi:10.1016/j.lindif.2014.11.009
62. Kim, Y.-S., **Al Otaiba, S.**, Wanzek, J., & Gatlin, B. (2015). Towards an understanding of dimension, predictors, and gender gaps in written composition. *Journal of Educational Psychology*, 101 (1), 79-95. doi: 10.1037/a0037210
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30. **Al Otaiba, S.** & Torgesen, J. (2007). Effects from intensive standardized kindergarten and first grade interventions for the prevention of reading difficulties. In S. R. Jimerson, M. K. Burns, & A. M. Van der Heyden (Eds.), *The handbook of response to intervention: The science and practice of assessment and intervention* (pp. 212-222). New York, NY: Springer.

31. **Al Otaiba, S.**, ^SClancy-Menchetti, J., & Schatschneider, C. (2006). Examining the effects of professional development designed to improve the effectiveness of early reading instruction for students at-risk for reading difficulties: Experimental and quasi-experimental approaches. In T. Scruggs & M. Mastropieri (Vol. Ed.), *Advances in learning and behavioral disabilities* (Vol. 19, pp. 207-243). Oxford, UK: Elsevier Science/JAI Press.
32. Houston, D., **Al Otaiba, S.**, & Torgesen, J. (2006). Learning to read: Phonics and fluency. In D. Browder and F. Spooner (Eds.), *Teaching reading, math and science to students with significant cognitive disabilities* (pp. 93-123). Baltimore, MD: Brookes.
33. Torgesen, J., **Al Otaiba, S.**, & Grek, M. (2004). Assessment and instruction for phonemic awareness and word recognition skills. In H. W. Catts & A. G. Kamhi (Eds.), *Language basis of reading disabilities, 2nd edition* (pp. 127-155). Needham Heights, MA: Allyn & Bacon.
34. **Al Otaiba, S.** (2003). Identification of nonresponders: Are the children “left behind” by early literacy intervention the “truly” reading disabled? In T. Scruggs & M. Mastropieri (Vol. Ed.), *Advances in learning and behavioral disabilities* (Vol. 16, pp. 51-81). Oxford, UK: Elsevier Science/JAI Press.
35. Fuchs, D., Fuchs, L. S., McMaster, K., & **Al Otaiba, S.** (2003). Identifying children at risk for reading failure: Curriculum-Based Measurement and the dual discrepancy approach. In L. Swanson, K. R., Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (pp. 431-449). New York, NY: Guilford.

Journal Articles – in Press

1. **Al Otaiba, S.**, Stewart, J., van Dijk, W., Conner, C., Russell Freudenthal, D., Rivas, B., Yovanoff, P., & Allor, J. (2024). Comparing Tier 1 reading instruction with tier 3 or special education intervention through an observational snapshot of school-implemented response to intervention across Grades 1-5. Manuscript accepted for publication in *Reading and Writing*.
<https://doi.org/10.1007/s11145-024-10534-7>
2. Benner, G. J., Smolkowski, K., Allor, J., Al Otaiba, S., Preast, J., Small, J. W., Hermecz, S. B., & Strycker, L. A. (in press, 2025). Impact of a comprehensive and flexible intervention for students with disabilities experiencing intensive literacy needs. Manuscript accepted for publication in *Remedial and Special Education*.
3. Puranik, C., Lemons, C., Subramanian, L., McRae, M., Hallman, B., Petscher, Y., & **Al Otaiba, S.** (in press, 2025) Peer Assisted Writing Strategies (PAWS) for Kindergarten: An Efficacy Study. Manuscript accepted for publication in the *Scientific Study of Reading*.
<https://doi.org/10.1080/10888438.2026.2618089>
4. van Dijk, W., Schatschneider, C., Al Otaiba, S., & Hart, S. A. (2025). Examining differential intervention effects: Do Individualizing Student Instruction effects vary by student abilities and characteristics? *Exceptional Children*
Registered Report <https://doi.org/10.1177/>

Journal Articles – In Review

1. **Al Otaiba, S.**, Roberts, K., Russell Freudenthal, D., Zaru, M., van Dijk, W., & Whitler, M. Using dialogic reading to “GROW” social and emotional vocabulary and skills: A feasibility pilot study of project grow in early childhood classrooms. In review.
2. Benner, G., Smolkowski, K., Allor, J., Al Otiaba, S., Preast, J.L., Small, J.W., Gregor, C., & Strycker, L., Sustained impact of systematic reading intervention. In review.
3. Van Dijk, W., Stewart, J., Russell Freudenthal, D., Toste, J. R., Allor, J., Yovanoff, P., & **Al Otaiba, S.** Elementary teachers’ awareness of schoolwide response to intervention components for reading: Is awareness related to their self-efficacy? In review.
4. Zaru, M.W., **Al Otaiba, S.**, van Dijk, Q., Stewart, J., Russell Freudenthal, D., Roberts, K. Behind the classroom door: Exploring the feasibility of implementing a Tier 1 Dialogic Reading intervention in real-world classrooms. In review.

Book Chapters – In Press

Curricular & Training Materials – Unpublished

1. **Al Otaiba, S.**, Rivas, B., Zaru, M., Russell Freudenthal, D. Stewart, J., Pyffer, M., Nevitt, W., & Lara, P. (2023). Project GROW: Growing language for social and emotional learning. Unpublished training manual and curriculum, Southern Methodist University, Dallas, TX.
2. Allor, J., Cheatham, J., & **Al Otaiba, S.** (2017-2020). Friends on the Block, Richardson, TX. (Levels 13-14 added in 2020)
3. **Al Otaiba, S.**, Al Ghanem, R., Fuchs, D., & Fuchs, L.S. (2018). Peer-Assisted Beginning Reading in Arabic. Unpublished training manual and curriculum, Southern Methodist University, Dallas, TX.
4. Fuchs, D., Fuchs, L.S., McMaster, K., Thompson, A., **Al Otaiba, S.**, & Yen, L. (2016 Revised Edition). Kindergarten Peer-Assisted Learning Strategies: Teacher Manual. Unpublished training manual, Vanderbilt University, Nashville, TN.
5. Fuchs, D., Fuchs, L.S., Svenson, E., Yen, L., Thompson, A., McMaster, K. N., **Al Otaiba, S.**, & Kearns, D. (2011 Revised Edition). Peer-Assisted Learning Strategies: First Grade Reading PALS. Unpublished training manual, Vanderbilt University, Nashville, TN.
6. **Al Otaiba, S.** (2004). Tutor-assisted intensive learning strategies for second grade (TAILS-2). Unpublished training manual, Florida Center for Reading Research, Tallahassee, FL.
7. **Al Otaiba, S.** (2004). Tutor-assisted intensive learning strategies for first grade (TAILS-1). Unpublished training manual, Florida Center for Reading Research, Tallahassee, FL.
8. **Al Otaiba, S.** (2002). Tutor-assisted intensive learning strategies for kindergarten (TAILS-KG). Unpublished training manual, Florida Center for Reading Research, Tallahassee, FL.

9. Fuchs, D., Fuchs, L.S., Svenson, E., Thompson, A., Yen, L., McMaster, K. N., **Al Otaiba, S.**, & Yang, N. J. (2000). Peabody peer-assisted learning strategies: First grade reading. Unpublished training manual, Vanderbilt University, Nashville, TN.
10. Fuchs, D., Fuchs, L.S., Thompson, A., **Al Otaiba, S.**, Yen, L., & Braun, M. (2000). Peer- Assisted Learning Strategies: Kindergarten: A teacher's manual. Unpublished training manual, Vanderbilt University, Nashville, TN.

PROFESSIONAL PRESENTATIONS & SYMPOSIA (^S denotes student)

National & International – Invited

1. **Al Otaiba, S.** & van Dijk, W. (June 24-25, 2025) Read-Aloud Strategies for Structured Early Literacy that Support Language, Listening Comprehension, and Social and Emotional Communication and Competencies. 2025 Emma Eccles Jones Early Childhood Symposium [virtual].
2. **Al Otaiba, S.** (2024, March). Foster dialogue about early literacy and social and emotional learning: Promoting Response to Multi-tiered Interventions. Invited Benjamin Cluff, Jr. Annual Lecture at Brigham Young University, Provo, UT.
3. **Al Otaiba, S.** (2023, November). Weaving together literacy and social and emotional supports: Promoting Response to Multi-tiered Systems of Support. Invited keynote virtual presentation for the Education University of Hong Kong RISE conference.
4. **Al Otaiba, S.**, Allor, J., & Stewart, J. (2022, February). *Structured Literacy Interventions*. Invited virtual presentation for the Pennsylvania Training and Technical Assistance Network (PaTTAN).
5. **Al Otaiba, S.** (2022, March). *Supporting effective instruction and interventions within Response to Interventions and Multi-tiered Systems of Support*. Invited virtual presentation for Fox Reading Conference at Middle Tennessee State University.
6. **Al Otaiba, S.**, Russell Freudenthal, D., Zaru, M. W., Stewart, J., & Rivas, B. (2022, February). *Supporting early reading and resilience: Combining reading and social and emotional learning interventions*. Invited presentation for the Dallas International Dyslexia Association.
7. **Al Otaiba, S.** (January, 2022). *Tiered early reading instruction and intervention*. Invited presentation for the International Literacy Association. ILA Intensive.
8. **Al Otaiba, S.** (October, 2019). *Support for the foundation: Broadening the role of school psychologists in Multi-tiered Systems of Support*. Invited workshop for the California Association of School Psychologists, Long Beach, CA.
9. **Al Otaiba, S.** (2018, April). *Early identification and intervention within Response to Intervention: A data-driven approach to intensifying implementation*. Invited key note for the annual Academic Language Therapy Association (ALTA) conference, Dallas, TX.
10. **Al Otaiba, S.** (April, 2017). *Let's keep the Special in Special Education*. Invited presentation for the Special Education SIG for the Distinguished Career Award. Paper presented at the Annual Conference of the American Educational Research Association, San Antonio, TX
11. Allor, J. H., **Al Otaiba, S.**, & Yovanoff, P. (December, 2016). *Demonstrating the effectiveness of a text-centered literacy curriculum for students with intellectual disability*. Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.

12. **Al Otaiba, S.** (2016, June). *This is not our first rodeo: how can we get back to intensive and special education for students with learning disabilities?* Invited Distinguished Lecture, presented at the annual conference of the International Academy for Research in Learning Disabilities.
13. **Al Otaiba, S.** (April 2016). *Building a research agenda*. Invited presentation for Beginning Researchers Career Workshop. Invited presentation for the annual CEC conference, St. Louis, MO.
14. Sutherland, K., Talbott, E., **Al Otaiba, S.**, & Lemons, C. (April, 2016). *Research on Intensive Academic and Behavioral Interventions: Challenges and Future Directions*. Invited panel at the annual Council for Exceptional Children.
15. **Al Otaiba, S.** (February, 2015). *A decade after IDEA: Progress and Concerns about RTI*. Invited Distinguished Lecture presented at Georgia State University, Atlanta, GA.
16. **Al Otaiba, S.** (October, 2014). *Assessment for Special Education: Response to Intervention with a focus on curriculum based measures*. Invited presentation at the first annual Gulf Collaboration Symposium for the Advancement of Special Education, Muscat, Oman.
17. **Al Otaiba, S.** (April 2013). *Building a research agenda*. Invited presentation for Beginning Researchers Career Workshop. Invited presentation for the annual CEC conference, San Antonio, TX.
18. **Al Otaiba, S.**, Allor, J., Ortiz, M., Parker, A., Ciullo S., & Suey, T. (April, 2013). *Integration and Collaboration to Support Struggling Readers including Readers with Disabilities*. Invited pre-conference presentation for the International Reading Association, San Antonio, TX.
19. **Al Otaiba, S.**, (2012, October). *Linking Standards, Assessment, and Early Literacy Intervention* keynote presented at the 22nd National Special Education Congress at Karadeniz Technical University, Trabzon, Turkey.
20. **Al Otaiba, S.** (2011, April). *Designing and developing early grade reading materials*. Invited paper presented for the World Bank Early Grade Reading Conference, Sydney, Australia.
21. **Al Otaiba, S.** (2011, April). *What I am learning about response to intervention*. Invited paper presented at the annual meeting of Council of Exceptional Children, National Harbor, MD.
22. **Al Otaiba, S.** (2011, March). *Response to instruction and intervention in preschool settings*. Invited webinar for the Language and Literacy in Preschool Children conference of the American Association of Speech and Hearing in Schools.
23. **Al Otaiba, S.**, Connor, C., ^SFolsom, J. S., & ^SGreulich, L., ^SRouby, A., Wanzek, J., & Schatschneider, C. (2011, February). *Tiered reading interventions in the primary grades: Implications for implementation*. Invited paper presented as part of the Florida Learning Disabilities Panel Session at the Learning Disabilities Association, Jacksonville, Florida.
24. Denton, C., **Al Otaiba, S.**, Fletcher, J., Speece, D., & Wexler, J. (2010, April). *Tiered reading interventions in the primary grades: What we have learned*. Paper within the invited Strand (Identifying and Teaching Students with Reading Disabilities in an “RTI World”) at the annual conference of the Council for Exceptional Children in Nashville, TN.

25. **Al Otaiba, S.** (2010, March). *Innovations in reading materials*. Invited paper presented at the World Bank All Children Reading by 2015 Conference, Washington D.C.
26. **Al Otaiba, S.** (2009, June). *Response to intervention: From research to practice*. Invited paper presented at the National University of Tainan, Tainan, Taiwan.
27. **Al Otaiba, S.** (2009, June). *Response to intervention: Moving away from IQ-achievement discrepancy to multi-tier approaches for identifying and serving children with reading disabilities*. Invited paper presented at the National University of Taiwan, Taipei, Taiwan.
28. **Al Otaiba, S.** (2009, June). *Response to intervention: Professional development issues and implications for practice*. Invited paper presented at the National University of Taiwan, Taipei, Taiwan.
29. Connor, C., & **Al Otaiba, S.** (April, 2009). Differentiating reading instruction within the core. Invited webinar for the RTI Action Network. www.rtinetwork.org/professional/rtitalk.
30. **Al Otaiba, S.** (2008, April). *Understanding response to intervention: What is the classroom teacher's role?* Invited paper presented at the annual Plain Talk about Reading Conference of the Center for development and Learning, Houston, TX.
31. Foorman, B.R. & **Al Otaiba, S.** (June, 2007). *Reading remediation: State of the art*. Presentation at the Dyslexia Foundation Conference in Brazil.
32. Reschly, D., Komp, T., Daniels, L., & **Al Otaiba, S.** (November, 2006). *How to stem the tide of students designated as having special needs*. Invited panel presented at the National Comprehensive Center for Teacher Quality What Works Conference, Washington, DC.
33. **Al Otaiba, S.** (2001, October). *Good news, but not good enough: "Non-responders" to early literacy intervention*. Invited paper presented at the annual meeting of International Dyslexia Association, Albuquerque, NM.
34. **Al Otaiba, S.** (2001, April). *Making it in the academic community: The voices of young scholars*. Invited session for annual meeting of the American Educational Research Association, Division C, Seattle, WA.
35. **Al Otaiba, S.** (2001, April). *Children who do not respond to early literacy instruction: A longitudinal study across kindergarten and first grade*. Paper presented at an invited research award ceremony at the annual meeting of the International Reading Association, New Orleans, LA.
36. **Al Otaiba, S.**, Fuchs, D., Nyman- Mc Master, K., & O'Connor, R. (2001, April). *Children who do not respond to early literacy instruction: A longitudinal study*. Paper presented at an invited symposium at the annual meeting of Council of Exceptional Children, Kansas City, MO.
37. **Al Otaiba, S.**, Fuchs, D., & Fuchs, L. S. (2000, April). *Children who do not respond to early literacy instruction*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

38. **Al Otaiba, S.,** Fuchs, D., & Fuchs, L. S. (1999, July). *Children who do not respond to early literacy instruction: A longitudinal study*. Poster presented at the Project Directors' meeting of the Office of Special Education, Washington D. C.

National & International – Refereed

2025

1. **Al Otaiba, S.,** Russell Freudentahl, D, van Dijk, W., Roberts, K., Stewart, J. & Zaru, M.,. (October, 2025). *Dialogic reading practices for developing social and emotional language*. Council for Learning Disabilities, Salt Lake City, UT.
2. **Al Otaiba, S.,** Roberts, K., Zaru, M., van Dijk, W., & Russell Freudentahl, D. (November, 2025). *Teaching social and emotional learning through shared reading in early childhood settings: Project GROW*. International Conference of Education, Research, and Innovation, Sevilla, Spain.
3. **Al Otaiba, S.,** Allor, J., Benner, G., Smolkowski, K., & Priest, J. (July, 2025). *Impact of an intensive reading intervention with elementary students with disabilities*. International conference of the Society for the Scientific Study of Reading, Calgary, Canada.
4. **Al Otaiba, S.&** Weintraub, K (March 2025). *Dialogic reading implemented in a caregiver setting to promote mental health awareness*. Poster for American Counseling Association Annual Conference, Orlando, FL.
5. **Al Otaiba, S.,** Scanlon, D., Ciullo, S., Rusell Freudenthal, D., & Toste, J. (2025, March). *Tips for New Authors and Reviewers: A Panel of Editors for Exceptional Children, the Journal of Learning Disabilities, and Learning Disabilities Research and Practice* . Council for Exceptional Children, Baltimore, MD
6. **Al Otaiba, S.,** Roberts, K., Zaru, M., Pyffer, M., Van Dijk, W., McCormack., L., Weintraub, K., & Whitler, M. (October, 2025). *Project GROW Initial Findings: Growing Language, Vocabulary, and Social and Emotional Learning of At-risk Students*. Poster for International Dyslexia Association Annual 2024 Conference, Dallas, TX.
7. Allor, J. H., Benner, G., **Al Otaiba, S.,** Hermecz, S., & Gregor, C. (March, 2025). Closing the gap: Long-term effects of a comprehensive early literacy program for students with disabilities. Annual Council for Exceptional Children Convention, Louisville, KY.
8. Hermecz, S. Allor, J. H., Gregor, C., & **Al Otaiba, S.,** Hermecz, S. (March, 2025). Boosting fluency and text comprehension for students with intensive needs: Case studies with diverse learners. Annual Council for Exceptional Children Convention, Louisville, KY.
9. Roberts, K., Zaru, M.W., **Al Otaiba, S.,** Rusell Freudenthal, D., (2025, April). *The effect of Project GROW on Childrens' Vocabulary*. Presentation at the Annual Conference of the American Education Research Association, Denver, CO
10. Russell Freudenthal, D., **Al Otaiba, S.,** (2025, February) *Project Grow: Growing Language, Vocabulary, and Social and Emotional Learning of Students with or At-risk for Learning Disabilities*. Annual Conference of the Learning Disabilities Association (LDA). Orlando, Florida.
11. Russell Freudenthal, D., **Al Otaiba, S.,** Zaru, M., Benner, G., Walton, M., van Dijk, W., Roberts, K. (2025 March) *Project Grow: Growing Language, Vocabulary, and Social and Emotional Learning of At-risk Students*. Council for Exception Children, Baltimore, MD
12. **Stewart, J.,** Al Otaiba, S., van Dijk, W., Russell Freudentahl, D, (October, 2025). *System support for and by administrators: Perspectives from school leaders implementing RTI in elementary schools*. Council for Learning Disabilities, Salt Lake City, UT.

13. Zaru, M.W. **Al Otaiba, S**; McCormack, L; Freudenthal, D.R; and Dijk, W., Stewart, J. (2025). *The Feasibility of Implementing a Reading Intervention in the "Real-World"*. Council for Exceptional Children, Baltimore, MD.
 14. Zaru, M.W.; **Al Otaiba, S.** (2025). *Redefining Resilience through Children's Books*. Council for Exceptional Children, Baltimore, MD.
- 2024**
15. **Al Otaiba, S.**, McCormack, L., Weintraub, K (October 2024). *Dialogic reading implemented in a caregiver setting to promote mental health awareness*. Poster for International Dyslexia Association Annual 2024 Conference, Dallas, TX.
 16. **Al Otaiba, S.**, McCormack, L., Weintraub, K (October 2024). *Social Emotional Learning Vocabulary and Age of Acquisition in Early Childhood Learning*. Poster for International Dyslexia Association Annual 2024 Conference, Dallas, TX.
 17. **Al Otaiba, S.**, Pyffer, M. ,Roberts, K., Russell Freudenthal, D., McCormack, L., Weintraub, K., Whitler, M., & Zaru, M. (October 2024). *Dialogic Reading to Develop Social and Emotional Learning Vocabulary and Skills*. Presentation for International Dyslexia Association Annual 2024 Conference, Dallas, TX.
 18. Puranik, C., Lemons, C., Balasubramanian, L., McRae, M., Al Otaiba, S., & Petscher, Y. (2024, December). *Results from an efficacy study: Understanding what works for whom*. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.
 19. Russell Freudenthal, D., **Al Otaiba, S.**, Roberts, K., Zaru, M., Pyffer, M., Van Dijk, W., McCormack, L., Weintraub, K., & Whitler, M. (November, 2024). Project GROW Initial Findings: Growing Language, Vocabulary, and Social and Emotional Learning of At-risk Students. Poster for International Dyslexia Association Annual 2024 Conference, Dallas, TX.
 20. Van Dijk, W., & **Al Otaiba, S.** (November, 2024) *I can Persist! Practice based learning for dialogic reading with project GROW*. Presentation at the annual conference of the Teacher Education Division of the Council for Exceptional Children.
 21. **Al Otaiba, S.**, Roberts, K., Russell Freudenthal, D., van Dijk, W., & Zaru, M.W. (2024, July). *Growing Early Literacy and Motivation*. Paper presented at the annual meeting for the Society for the Scientific Study of Reading. Copenhagen, Denmark.
 22. Puranik, C., Lemons, C., Balasubramanian, L., McCrae, **Al Otaiba, S.**, & Petscher, Y. (2024, July). *Peer-Assisted Writing Strategies (PAWS); Preliminary Findings of an Efficacy Study*. Poster presented at the annual meeting for the Society for the Scientific Study of Reading. Copenhagen, Denmark.
 23. Russell Freudenthal, D., **Al Otaiba, S.**, (2024, July). *Examining early elementary students' reading growth using a computer-adaptive progress monitoring test: Focusing on students at risk for reading disabilities*. Poster presented at the annual meeting for the Society for the Scientific Study of Reading. Copenhagen, Denmark
 24. **Al Otaiba, S.**, Roberts, K., Russell Freudenthal, D., Zaru, M. (2024, June). *Supporting Social and Emotional Learning through Dialogic Reading: Project GROW*. Paper presented at the Kent State University International Summit on Learning and Behavioral Health. Florence, Italy.

25. Allor, J. H., **Al Otaiba, S.**, Benner, G., Gregor, C. S., Preast, J., Hermecz, S., & Smolkowski, K. (2024, January). *Successes, Challenges, and Lessons Learned: Intensive Literacy Instruction for Students with Intellectual and Developmental Disabilities*. Paper presented at the Council for Exceptional Children Division on Autism and Developmental Disabilities Conference, Honolulu, Hawaii.
26. Allor, J. H., **Al Otaiba, S.**, Benner, G., Gregor, C. S., Preast, J., Hermecz, S., & Smolkowski, K. (2024, March). *Successes, Challenges, and Lessons Learned: Literacy Instruction for All Students*. Paper presented at the Annual Conference for the Council for Exceptional Children, San Antonio, Texas.
27. Allor, J. H., **Al Otaiba, S.**, Gregor, C. S., Preast, J., & Hermecz, S. (2024, March). *Boosting the Reading & Language Growth of Students with IDD*. Paper presented at the Annual Conference for the Council for Exceptional Children, San Antonio, Texas.

2023

28. Allor, J., Gregor, C., & **Al Otaiba, S.** (2023, March). Research informing a text-based early literacy curriculum. Poster presented at the Annual Conference of the Council for Exceptional Children, Louisville, KY.
29. **Al Otaiba, S.** Russell Freudenthal, D., Zaru, M., Roberts, K., vanDijk, W., & Stewart, J. (2023, October). *Making the Most of Tier 3: Project GROW*. Paper presented at the Council for Learning Disabilities, Denver, CO.
30. **Al Otaiba, S.**, Stewart, J., van Dijk, W., & Schatschneider, C. (2023, February). *Exploring RTI implementation and reading performance for elementary students*. Panel presented at the Annual Pacific Coast Research Conference.
31. **Al Otaiba, S.**, Ciullo, S., Clemens, N., Russell Freudenthal et al (2023, March). *Top tips for new authors and reviewers: A panel of associate editors for the Journal of Learning Disabilities*. Panel presented at the Annual Conference of the Council for Exceptional Children, Louisville, KY.
32. Russell Freudenthal^s, D., **Al Otaiba, S.**, Rivas, B., Go, F., & Zaru, M^s. (2023, February). *Extending Research-based Dialogic Read-Alouds with your Children: Building a Mindset for Successful Readers*. Paper presented at the Annual Conference of Learning Disabilities Association of America (LDA), Las Vegas, NV.
33. **Al Otaiba, S.**, Russell-Freudenthal^s, D., Zaru^s, M.W., & Rivas, B. (2022, September). Australian Association for Special Education (AASE), Sydney Australia (presented virtually). Bridging language, literacy, and social emotional learning: Using intensive shared book dialogic reading strategies.
34. **Al Otaiba, S.**, Russell-Freudenthal^s, D., Zaru^s, M.W., Rivas, B. & Stewart, J. (2022, November). Panel presented at the Annual Conference of the International Dyslexia Association (IDA), San Antonio, TX. Growing language, literacy, and social emotional learning.
35. **Al Otaiba, S.** & Wanzek, J. (2022, November). The role of mindset for students with reading difficulties: Can we build Mindset? Paper presented at the Annual Conference of the International Dyslexia Association (IDA), San Antonio, TX.
36. Russell Freudenthal, D., Stewart, J., & **Al Otaiba, S.** (2022, February). *Extending Research-based Dialogic Read-Alouds with your Children: Building a Mindset for Successful Readers*. Poster presented at the Annual Conference of Learning Disabilities Association of America (LDA), New Orleans, Louisiana.
37. Stewart, J., **Al Otaiba, S.**, Yovanoff, P., Petscher, Y., Rivas, B., & Allor, J. (2022, January). *Exploring Teacher's Knowledge about Response to Intervention Implementation within their*

- Elementary Schools*. Poster presented at the Annual Conference of the Council (CEC) for Exceptional Children, Orlando, Florida.
38. Stewart, J., **Al Otaiba, S.**, & Toste, J. (2022, February). *What is Tier 3 Anyway?* Poster presented at the Annual Pacific Coast Research Conference (PCRC), San Diego, California.
 39. **Al Otaiba, S.**, Zaru, M., Russell Freudenthal, D., Stewart, J., Wanzek, J., Donegan, R., Rivas, B., Lemons, C. J., & Petscher, Y. (2021, July). *Reading achievement and growth mindset of students with reading difficulties or reading disabilities: Contemporary research and implications for research and practice*. Poster presented at Society for the Scientific Study of Reading (SSSR) Conference, Virtual Conference.
 40. Clemens, N., Lee, K., Boucher, A., & **Al Otaiba, S.**, (2021). Kindergarten skills trajectories of students who subsequently demonstrate word-level reading disability skill profiles. Poster presented at the annual meeting of the Society for the Scientific Study of Reading.
 41. Stewart, J., **Al Otaiba, S.**, Yovanoff, P., Petscher, Y., Rivas, B., & Allor, J. (2021, July). *Understanding Teachers' Knowledge about Response to Intervention Implementation within their Elementary Schools*. Poster presented at Society for the Scientific Study of Reading (SSSR) Conference, Virtual Conference.
 42. Conner, C., Allor, J., Gifford, D., **Al Otaiba, S.** (2021, March). Comprehensive reading interventions for students with ASD and cognitive disabilities: Focus on Reading Comprehension. Poster presented at the annual CEC conference, held virtually.
 43. Wanzek, J., **Al Otaiba, S.**, Lemmons, C. J. (2021, March). Effects of Adding Mindset intervention for upper elementary students with reading difficulties, Poster presented at the annual CEC conference, held virtually.
 44. Toste, J., Didion, L., & **Al Otaiba, S.** (2020, February). Targeting Motivational Processes to Intensify Reading Interventions: Promise and Pitfalls. Panel presented for presentation at the annual PCRC conference. San Diego, CA
 45. ^SMellado De La Cruz, V., **Al Otaiba, S.** (2020). Early biliteracy skills: A construct validation analysis of English and Spanish decoding. Poster accepted for the annual Pacific Coast Research Conference, San Diego, CA.
 46. ^SMellado De La Cruz, V., **Al Otaiba, S.**, Yovanoff, P. (2020). Bilingual kindergarteners' progress monitoring: The role of probe language and construct dimensionality. Poster accepted for the Badar-Kauffman Special Education Research Conference, Kent, OH.
 47. ^SStewart, J., ^SBaker, K., **Al Otaiba, S.**, Lan, P., & Yovanoff, P. (February, 2020). *Exploring School-Implemented Response to Intervention: Findings from a National Study*. Poster presented at the Annual Conference of the Council for Exceptional Children, Portland, Oregon.
 48. **Al Otaiba, S.**, Wanzek, J., Lemons, C., Petscher, Y., ^SDonegan, R. ^SFluhler, S., Geisel, S., Tock, J., Quinn, J. & Rivas, B. (February, 2020). *Mindset to Intensify Reading Interventions: Promises and Pitfalls*, paper presented at the annual PCRC conference, San Diego, CA.
 49. **Al Otaiba, S.**, & ^SConner, C. (June, 2019). *Improving language, literacy, and growth mindset: Using intensive shared book dialogic reading strategies*. Paper presented at the Annual L3 (Language, Literacy, and Linguistics) Conference in Singapore. *Best Paper Award.

50. **Al Otaiba, S.**, Allor, J., ^SBaker, K., ^SStewart, J., ^SConner, C. & ^SMellado de la Cruz, V. (November, 2019). *Teaching phonological awareness and word reading skills: Focus on explicit and systematic approaches*. Paper presented at the International Dyslexia Association Conference, Portland, OR.
51. **Al Otaiba, S.**, Allor, J., ^SBaker, K., & ^SStewart, J. (November, 2019). *Data-based individualization: Findings from a national survey of teacher knowledge about response to intervention*. Paper presented at the International Dyslexia Association Conference, Portland, OR.
52. ^SBaker, K., ^SStewart, J., **Al Otaiba, S.**, & Rouse, A. (November, 2019). *Intensive intervention for elementary reading and writing: Focus on students with dyslexia and specific learning disabilities*. Paper presented at the International Dyslexia Association Conference, Portland, OR.
53. ^SConner, C. & **Al Otaiba, S.**, (June, 2019). *Recommendations for providing linguistic support to culturally and linguistically diverse children with Autism Spectrum Disorder*. Paper presented at the Annual L3 (Language, Literacy, and Linguistics) Conference in Singapore.
54. ^SConner, C., **Al Otaiba, S.**, & Allor, J. (July, 2019). Language choice for culturally linguistically diverse children with autism spectrum disorder: recommendations based on research. Poster presented at the Child Language Symposium, Sheffield, UK.
55. **Al Otaiba, S.**, ^SLan, P., ^SBaker, K., ^SStewart, J., ^SMellado de la Cruz, V., Trentin, A., Yovanoff, P. (April 2019). *Narrating special education and intensive reading interventions: Findings from mixed methods and multiple perspectives*. Panel presented at the American Educational Research Association Annual Conference, Toronto, Canada.
56. **Al Otaiba, S.**, Barnes, J., Burns, M., Danielson, I. Fuchs, D., Fuchs, L.S., Jones, L., Odegard, T., & Whittaker, M., (2019). *The current State of Learning Disabilities*. DLD Showcase presented at the Annual Conference of the Council for Exceptional Children.
57. ^SMellado de la Cruz, V., **Al Otaiba, S.**, Rivas, B., & Clemens, N. (April, 2018). *Effects of probe language: monitoring progress of bilingual students' early literacy in Spanish and English*. Paper presented at the annual conference of the American Educational Research Association, New York.
58. **Al Otaiba, S.**, (July, 2018). *Read-Alouds in the early grades: Dialogic reading in inclusive settings to support language and literacy*. Paper presented at the annual meeting of the Division of International Special Education Services, Capetown, South Africa.
59. **Al Otaiba, S.**, & Al Ghanem, R. (July 2018). *Building Arabic reading skills: Peer Assisted Learning Strategies*. Annual meeting of the Scientific Study of Reading, Brighton, England.
60. ^SConner, C., ^SKristi, B., Allor, J. H., **Al Otaiba, S.** (July, 2018). *Key characteristics of an early literacy intervention for students with intellectual and developmental disabilities*. Annual meeting of the Scientific Study for Society of Reading, Brighton, England.
61. Allor, J. H., **Al Otaiba, S.** & ^SConner, C. (July, 2018). *Evidence for a literacy intervention for students with intellectual and developmental disabilities*. Annual meeting of the Society for the Scientific Study of Reading, Brighton, UK.
62. Fagella-Luby, M., **Al Otaiba, S.**, Ciullo, S. (October, 2018). *Preparing tomorrow's teachers:*

classroom practices and resources for students with SLD. Annual Council for Learning Disabilities, Portland, OR.

63. Kent, S., Jones, F., Petscher, Y., & **Al Otaiba, S.** (2018). Response to reading intervention: Comparison of methods and predictors of responsiveness. Annual meeting of the Scientific Study of Reading, Brighton, England.
64. **Al Otaiba, S.**, Allor, J., ^SBaker, K., ^SLan, P., Rivas, B., & Yovanoff, P. (February, 2018). *Measuring teachers' knowledge about RTI*. Annual meeting of the Council for Exceptional Children, Tampa, FL.
65. **Al Otaiba, S.**, Faggella-Luby, M., & Kearns, D. (2017). *Data-based individualization: Tools and resources for teachers and teacher trainers*. Annual meeting of the Council for Learning Disabilities, Baltimore, MD.
66. Allor, J. H., **Al Otaiba, S.**, Ortiz, M. B., & ^SConner, C. (February, 2018). *Promising evidence for a text-centered literacy curriculum for students with intellectual disability*. Annual meeting of the Council for Exceptional Children Convention, Tampa, FL.
67. Allor, J. H., **Al Otaiba, S.**, Ortiz, M. B., ^SConner, C., & ^SBaker, K. (February, 2018). *Addressing foundational reading skills using a text-centered curriculum for students with disabilities*. Annual Council for Exceptional Children Convention, Tampa, FL.
68. Ortiz, M.B., ^SBaker, K., Therrien, W., **Al Otaiba, S.**, & Faggella-Luby, M. (February, 2018). *Something I can use tomorrow: A classroom practice, a resource, and identification of students with SLD*. Annual Council for Exceptional Children Convention, Tampa, FL.
69. Al Otaiba, S., Faggella-Luby, M., & Kearns, D. (2017). *Data-based individualization: Tools and resources for teachers and teacher trainers*. Annual Council for Learning Disabilities, Baltimore, MD.
70. **Al Otaiba, S.**, Wanzek, J., Petscher, Y., Rivas, B., Jones, F., & Levy, D. (April, 2017). *Building a growth mindset within data-based individualization: A case study of two students with reading disabilities learning to learn*. Paper presented at the Annual Council for Exceptional Children Convention, Boston, MA.
71. Allor, J. H., **Al Otaiba, S.**, Ortiz, M. B., Yovanoff, P., ^SConner, C., & ^SBaker, K. (April, 2017). *The effectiveness of a text-centered literacy curriculum for students with intellectual disability*. Paper presented at the Annual Council for Exceptional Children Convention, Boston, MA.
72. ^SMellado de la Cruz, V., **Al Otaiba, S.**, Rivas, B., Yovanoff, P., Clemens, N., & Baker, D. (April, 2017). *Knowledge to inform access to early literacy intervention: The role of English and Spanish assessments in Kindergarten*. Paper presented at the Annual Conference of the American Educational Research Association, San Antonio, TX.
73. Allor, J. H., **Al Otaiba, S.**, Yovanoff, P., & Ortiz, M. B. (February, 2017). *Promising findings for a text-centered literacy curriculum for students with intellectual disability*. Pacific Coast Research Conference, San Diego, CA.

74. **Al Otaiba, S.**, de Mellado Cruz, V. (2016, November). *Professional development to improve beginning reading skills for students with disabilities*. Paper presented at the annual Conference for the Council for Learning Disabilities.
75. **Al Otaiba, S.**, Wanzek, J., Petscher, Y., Rivas, B., Jones, F., & Levy, B. (2016, July). *Is a growth mindset associated with response to fourth grade reading intervention?* Paper presented at the annual Society for the Scientific Study of Reading conference, Porto, Portugal.
76. Puranik, C., Patchan, M., Lemons, C., **Al Otaiba, S.**, & Petscher, Y. (2016, July). *Using peer assisted strategies to improve writing outcomes for kindergarten children*. Paper presented at the annual Society for the Scientific Study of Reading conference, Porto, Portugal.
77. **Al Otaiba, S.**, de Mellado Cruz, V., Lemons, C. & Toste, J. (2016, June). *Professional development to enhance outcomes for students with or at-risk for learning disabilities: Data-based individualization*. Paper presented at the annual International Conference for the International Academy for Research on Learning Disabilities.
78. **Al Otaiba, S.**, Pappamihiel, E., & Petscher, Y. (2016, May). *Using English Oral Reading Fluency for Response to Intervention: Implications for Students with English as a Second Language*. Paper presented at the annual International Conference on Psychology, Athens, Greece.
79. Pappamihiel, E. & **Al Otaiba, S.** (2016, May). *The Impact of Digital Storytelling Projects on Preservice Teacher Beliefs about English Language Learners*. Paper presented at the annual International Conference on Psychology, Athens, Greece.
80. **Allor, J. H.**, **Al Otaiba, S.**, Yovanoff, P., & Ortiz, M. B. (April, 2016) *The effects of a text-centered supplemental curriculum for students with intellectual disability*. Annual Council for Exceptional Children Convention, St. Louis, MO.
81. Jones, G. F., Gifford, D. B., Yovanoff, P., **Al Otaiba, S.**, & Allor, J. (April, 2016). *Alternate formats for progress monitoring students with ID: Do alternate formats increase the reliability of performance for students with ID?* Annual Council for Exceptional Children Convention, St. Louis, MO.
82. Allor, J., **Al Otaiba, S.**, Yovanoff, Y. (2016, February). *Preparing teachers to teach students with intellectual disabilities to read: Project Intensity*. Paper presented as part of a panel: *Supporting teachers in their implementation of academic intervention* at the annual Pacific Coast Research Conference, San Diego, CA.
83. Clemons, N. & **Al Otaiba, S.** (2016, February). *A Dominance Analysis of the Changing Validity of Kindergarten Progress Monitoring Measures*. Poster presented at the annual Pacific Coast Research Conference, San Diego, CA.
84. Carreker, S., **Al Otaiba, S.**, & Allor, J. H. (October, 2015). *Dyslexia: A Dynamic Approach to Teacher Training*. International Dyslexia Association, Dallas, TX.
85. **Allor, J. H.**, **Al Otaiba, S.**, Yovanoff, P., Cheatham, J., Gifford, D., Levy, D., Ortiz, M., Sandoval, A. & Jones, F. (July, 2015). *The Effects of a Text-Centered Supplemental Curriculum for Students with Intellectual Disabilities*. Annual Meeting of the Society for the Scientific Study of Reading, Kona, HI.

86. Gatlin, B., **Al Otaiba, S.**, Whalon, K. , Wanzek, J. & Kim, Y-S. (2015, April). *Analyzing the Effectiveness of First-Grade RTI: Focus on Students With ASD*. Poster presented at the annual conference of the Council for Exceptional Children. San Diego, CA.
87. **Al Otaiba, S.**, ^SConnor, C., Folsom, J., Wanzek, J., Greulich, L., Schatschneider, C., & Wagner, R. (2015, March). *To wait or to intervene: first grade RTI*. Paper presented at the annual conference of the Society for Research on Educational Effectiveness (SREE), Washington D.C.
88. **Al Otaiba, S.**, Wanzek, J., & Yovanoff, P. (2015, March). *Response to Intervention*. Paper presented at the annual conference of the Pan-American Interdisciplinary Conference. Buenos Aires, Argentina.
89. Hagan-Burke, S., Clemons, N., Simmons, L., Hsaio, Y.Y, & **Al Otaiba, S.** (2015, February). Relations between problem behaviors and early literacy skills among kindergarten students, Poster presented at the annual conference of the Pacific Coast Research Conference. San Diego, CA.
90. Clemens, N., **Al Otaiba, S.**, Baker, D., & Baker, S. (2014, July). *Literacy skills of at-risk learners at kindergarten entry: A contemporary analysis*. Poster presented at the annual conference of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.
91. Lemons, C., Puranik, C., **Al Otaiba, S.** & Fidler, D. (2014, July). *Early reading intervention for children with Down Syndrome: Findings from an IES Goal 2 development project*. Poster presented at the annual conference of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.
92. Allor, J., **Al Otaiba, S.**, Yovanoff, P., Roberts, K., & ^SOrtiz, M. (2014, April) *Understanding child characteristics associated with Responsiveness to Literacy Instruction and intervention among students with Intellectual Disabilities*. Paper presented at the Annual CEC conference. San Antonio, TX.
93. **Al Otaiba, S.**, Allor, J., Ciullo, S., Ortiz, M., Moorshead, A., & Whalon, K. (2014, April). *Implication of Common Core Standards in Reading for Students with Disabilities*. Paper presented at the Annual Council for Exceptional Children Conference. Philadelphia, PA.
94. Greulich, L. & **Al Otaiba, S.** (2014, April). *Changing the way we think of responders and non-responders: The impact on instruction*. Paper presented at the Annual Council for Exceptional Children Conference. Philadelphia, PA.
95. Crowe, E., **Al Otaiba, S.** & Lonigan, C. (2014, March). *The rise and fall and rise again of a small group program to teach students texts structures: Findings from two randomized control trials*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.
96. **Al Otaiba, S.**, Wanzek, J., Folsom, J., Greulich, L., Waasche, J., Schatschneider, C., & Connor, C. (2014, February). *Professional development to individualize kindergarten Tier 1 instruction: What is the impact on effective teachers and their students?* Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.

97. Allor, J. & **Al Otaiba, S.** (2014, February). *Designing intensive supplemental intervention for students with intellectual disabilities: Initial findings from Project Intensity*. Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.
98. Allor, J., **Al Otaiba, S.**, Yovanoff, P., Roberts, K., & ^SOrtiz, M. (2014, February) *Understanding child characteristics associated with Responsiveness to Literacy Instruction and intervention among students with Intellectual Disabilities*. Paper presented at the Annual Pacific Coast Research Conference. San Diego, CA.
99. Allor, J., **Al Otaiba, S.** & Cheatham, J. (2013, November) Research on characteristics of early reading text and implications for practice. Poster presented at the Annual International Dyslexia Association Conference. New Orleans, LA.
100. Allor, J. H., Cheatham, J. P., Weiser, B., & **Al Otaiba, S.** (November, 2013). *Volunteers Making a Difference for Struggling Readers: Demonstrating that Structured Tutorials Improve Reading Performance*. The International Dyslexia Association Annual Conference, New Orleans, LA.
101. **Al Otaiba, S.**, Kim, Y.S., Folsom, J., Greulich, L., & Wanzek, J. (July, 2013). *Writing and responsiveness: Examining results of a text structure reading and writing intervention delivered within a first grade multi-tiered intervention*. Paper presented at the Annual SSSR, Hong Kong, China.
102. Lee, J. A. C., & **Al Otaiba, S.** (July, 2013) *Cognitive, language, and inattention profiles among poor, average, and good readers*. Poster accepted for SSSR, Hong Kong, China.
103. Folsom, J. S. & **Al Otaiba, S.** (April, 2013). *Response to individualized kindergarten beginning reading classroom instruction: Evidence of growth for students with developmental delays*. Paper presented at the Annual CEC conference. San Antonio, TX.
104. Kim, Y.-S., Wanzek, J., & **Al Otaiba, S.** (April, 2013). *Kindergarten language and literacy profiles of poor writers in grade three*. Poster to be presented at the Society for Research in Child Development 2013, Seattle, WA.
105. **Al Otaiba, S.** Greulich, L., Folsom, J., Wanzek, J. & Connor, C. (February, 2013). *Alignment across all three tiers: Challenges*. Paper presented at the Annual Pacific Coast Research Conference. San Diego, Ca.
106. Folsom, J. S., Flynn, K., Greulich, L., Allor, J., **Al Otaiba, S.** (2013, February). *Understanding child characteristics associated with responsiveness to literacy instruction and intervention among students with disabilities*. Panel presented at the Twenty-First Annual Pacific Coast Research Conference, San Diego, California.
107. Apel, K., Kim, Y.S., **Al Otaiba, S.** & ^sBrimo, D. (July, 2012). *The influence of linguistic awareness skills on the early literacy abilities of at-risk students*. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.
108. ^sFolsom, J. & **Al Otaiba, S.** (July, 2012). *A comparative study on response to kindergarten Tier 1 literacy instruction for typical students and students with cognitive impairments*. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

109. ^sGatlin, B., Wanzek, J., **Al Otaiba, S.** & Folsom (July, 2012). *An analysis of oral language ability of African American students*. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.
110. ^sKent, S., Petscher, Y., Wanzek, J., Kim, Y. S. & **Al Otaiba, S.** (July, 2012). *Predictors of kindergarten and first grade writing skills: The Role of Reading, Transcription, language, and attention as component skills*. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.
111. ^sLee, J. & **Al Otaiba, S.** (July, 2012). *Classification of language and literacy skills in first grade: Latent profiles and underlying predictors*. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.
112. **Al Otaiba, S.**, ^sFolsom, J.S., ^sGreulich, L., J., & Connor, C.M. (June, 2012) *Individualizing Student Instruction in Kindergarten: Does Assessment-guided Professional Development Support Struggling Readers?* Paper presented at the Annual Conference of the International Association of Research on Learning Disabilities.
113. Puranik, C. & **Al Otaiba, S.** (June, 2012). *Making a case for explicit individualized writing instruction: Reading instruction is necessary but not sufficient*. Paper presented at the Annual Conference of the International Association of Research on Learning Disabilities.
114. **Al Otaiba, S.**, ^sGreulich, L., ^sFolsom, J. S., Wanzek, J., & Connor, C. M. *Examining first grade reading outcomes: Comparing typical RTI with more immediate intervention* (April, 2012). Paper presented at the Annual Conference of the Council on Exceptional Children.
115. ^sOrtiz, M., **Al Otaiba, S.**, ^sFolsom, J. S., Greulich, L., Tate, S. & Connor, C. M. (April, 2012). *Predicting first-grade reading outcomes of culturally diverse students*. Poster presented at the Annual Conference of the Council on Exceptional Children.
116. **Al Otaiba, S.**, ^sGreulich, L., ^sFolsom, J. S., Wanzek, J., & Connor, C. M. (2012, February). *To wait or to intervene immediately: A closer look at intervention timing*. Paper presented at the Annual Pacific Coast Research Conference. San Diego, CA.
117. **Al Otaiba, S.**, ^sFolsom, J. S., ^sGreulich, L., Petscher, Y., Wanzek, J., & Connor, C. M. (2011, July). *A closer look at RTI: The role of language, behavior, home literacy and classroom reading instructional environment on student response to first grade multi-tiered intervention*. Paper presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
118. ^sFolsom, J. S., **Al Otaiba, S.**, & ^sGreulich, L. (2011, July). *Kindergarten susceptibility factors: What kindergarten skills interact with kindergarten instruction to predict longitudinal reading achievement?* Paper presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
119. ^sGreulich, L., **Al Otaiba, S.**, ^sFolsom, J. S., & Meadows, J. (2011, July). *Where do we go from here? A literature review of response to intervention*. Poster presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

120. Kim, Y. S., **Al Otaiba, S.**, McMaster, K., Parker, D., ^sFolsom, J.S., ^sGreulich, L., ^sRouby, A, & ^sBourgoin, K. A. (2011, July). Measuring quality of writing for beginning writers. Paper presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
121. ^sLee, J., **Al Otaiba, S.**, ^sFolsom, J. S., & ^sGreulich, L. (2011, July). *Socioeconomic and gender group differences in early literacy skills: A multiple group confirmatory factor analysis approach*. Poster presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
122. Puranik, C., Al Otaiba S., McMaster, K., Parker, D., ^sFolsom, J.S., ^sGreulich, L., ^sRouby, A, & ^sBourgoin, K. A., (2011, July). Using the levels of language framework to examine writing in beginning writers. Paper presented at the Eighteenth Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
123. ^sGreulich, L. & **Al Otaiba, S.** (2011, June). *Kindergarten reading and writing instruction: A case study of exceptional writing instruction*. Paper presented at the 23rd Annual Conference of Ethnographic and Qualitative Research Conference, Cedarville, OH.
124. **Al Otaiba, S.**, Wanzek, J., Schatschneider, ^sFolsom, J. S., ^sGreulich, L., & Connor, C. (2011, May). *Exploring responsiveness to beginning reading instruction on first grade reading outcomes*. Paper presented at the International Conference of the British Dyslexia Association, Harrogate, England.
125. **Al Otaiba, S.**, Connor, C., ^sFolsom, J. S., & ^sGreulich, L. (2011, April). *Role of home literacy and classroom reading instructional environments on student reading outcomes in kindergarten and first grade*. Paper presented at the Society for Research on Child Development, Quebec, Canada.
126. ^sFolsom, J. S., **Al Otaiba, S.** & ^sGreulich, L. (2011, April). *How do elementary students with intellectual disabilities fit into the RTI model?* Poster accepted for presentation at the Council for Exceptional Children's 2011 Annual Convention and Expo, National Harbor, MD.
127. ^sGreulich, L., **Al Otaiba, S.** & ^sFolsom, J. S. (2011, April). *Where are we now? A literature review of response to intervention*. Poster accepted for presentation at the Council for Exceptional Children's 2011 Annual Convention and Expo, National Harbor, MD.
128. ^sLee, J. & **Al Otaiba, S.** (2011, April). *Spelling error analysis: Differentiating instructional response to students with spelling difficulties*. Poster session presented at the meeting of Council of Exceptional Children, National Harbor, MD.
129. ^sFolsom, J. S., **Al Otaiba, S.**, ^sGreulich, L., & Meadows, J. (2011, February). *Kindergarten resilience factors of reading disabilities*. Poster presented at the Nineteenth Annual Pacific Coast Research Conference, San Diego, California.
130. ^sFolsom, J.S. , ^sGreulich, L., & **Al Otaiba, S.** (2011, February). *The influence of self regulation and individualized instruction on kindergarten reading growth*. Poster session presented at the Annual Meeting of the Pacific Coast Research Conference, , CA.

131. ^SGreulich, L., ^SFolsom, J.S., **Al Otaiba, S.**, & Sáez, L. (2011, February). *Kindergarten reading, writing, and spelling instruction*. Poster session presented at the Annual Meeting of the Pacific Coast Research Conference, San Diego, CA.
132. Sáez, L., ^SFolsom, J.S., **Al Otaiba, S.**, & Schatschneider, C. (2011, February). *What is the role of attention and self-regulation in response to intervention?: Findings from the LD centers*. Panel session presented at the Annual Meeting of the Pacific Coast Research Conference, San Diego, CA.
133. **Al Otaiba, S.**, Connor, C., ^SFolsom, J. S., & ^SGreulich, L. (2010, July). *The role of pre-kindergarten home literacy and kindergarten classroom reading instructional environments on student reading outcomes in kindergarten and first grade*. Paper presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.
134. Cooper, L., Thomas-Tate, S., **Al Otaiba, S.**, Gruelich, L., & Folsom, J. S. (2010, July). *First grade predictors of reading comprehension*. Poster presented at the annual convention of the National American Speech-Language-Hearing Association Schools Conference, Las Vegas, NV.
135. ^SFolsom, J. S., **Al Otaiba, S.**, ^SGreulich, L. & Meadows, J. (2010, July). *A SEM on reading development from kindergarten to second grade: The role of vocabulary*. Poster presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.
136. ^SFolsom, J. S., **Al Otaiba, S.**, ^SGreulich, L. & Meadows, J. (2010, July). *Kindergarten resilience factors of reading difficulties*. Paper presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.
137. ^SLee, J., **Al Otaiba, S.**, Puranik, C. S., ^SGreulich, L., & ^SFolsom, J. S. (2010, July). *End of kindergarten spelling performance: Are spelling errors associated with response to instruction?* Poster presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.
138. Puranik, C., **Al Otaiba, S.**, ^SFolsom, J. S., & ^SGreulich, L. (2010, July). *The effect of writing instruction on writing productivity in kindergarten children*. Paper presented at the Seventeenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Berlin, Germany.
139. ^SFolsom, J. S., **Al Otaiba, S.**, ^SGreulich, L., & Meadows, J., (2010, June). *The contributions of print knowledge, vocabulary, PA, and word reading on reading comprehension development*. Poster presented at the 2010 Institute of Education Sciences Research Conference. National Harbor, MD.
140. **Al Otaiba, S.**, ^SFolsom, J. S., & ^SGreulich, L. (2010, April). *Findings from the Florida Center on Learning Disabilities: KG-RTI promise and challenge*. Paper presented at the Council for Exceptional Children's 2010 Annual Convention and Expo, Nashville, TN.
141. **Al Otaiba, S.**, ^SFolsom, J. S., Rivera, M., ^SGreulich, L., Whalon, K., & Delano, M. (2010, April). *Effective reading instruction for students with autism, behavior disorders and intellectual disabilities*. Paper presented at the Council for Exceptional Children's 2010 Annual Convention and Expo, Nashville, TN.

142. ^SFolsom, J. S., **Al Otaiba, S.**, ^SGreulich, L. & Meadows, J. (2010, April). *Does student behavior and teachers' individualizing instruction mediate kindergarten reading outcomes?* Poster presented at the Council for Exceptional Children's 2010 Annual Convention and Expo, Nashville, TN.
143. **Al Otaiba, S.**, Connor, C., ^SFolsom, J.S., & ^SGreulich, (February, 2010). *Longitudinal effects of Kindergarten literacy instruction.* Paper presented at the Annual Meeting of the Pacific Coast Research Conference, San Diego, CA.
144. Denton, C., Wise, B., Schatschneider, C., Wexler, J. Connor, C., ^SFolsom, J. & ^SGreulich, L., **Al Otaiba, S.** (2009, November). *Research from the Cutting Edge of Response to Intervention: Findings from the Learning Disability Center Grants.* Panel presentation at the annual conference of the International Dyslexia Association, Orlando, FL.
145. ^SFolsom, J. S., **Al Otaiba, S.**, ^SGreulich, L., Meadows, J. (2009, November). *What role do home, child, and classroom factors play in determining resilience among kindergarteners at risk for dyslexia.* Paper accepted for presentation at the International Dyslexia Association Sixtieth Annual Conference, Orlando, FL.
146. ^SGreulich, L., **Al Otaiba, S.**, ^SFolsom, J. S., Meadows, J. (2009, November). *Rudiments of RTI: A focus on attention, behavior and motivation for struggling readers.* Paper accepted for presentation at the International Dyslexia Association Sixtieth Annual Conference, Orlando, FL.
147. ^SFolsom, J. S., **Al Otaiba, S.**, ^SGreulich, L., Meadows, J. (2009, July). *Examining the relations between kindergarten vocabulary, instructional practices and quality: A longitudinal study.* Poster presented at the Sixteenth Annual Meeting of the Society for the Scientific Studies of Reading Conference, Boston, MA.
148. ^SFolsom, J. S., **Al Otaiba, S.**, ^SGreulich, L., Meadows, J. G. (2009, July). *A comparison of two behavior rating scales and the relation between behavior and reading achievement.* Poster presented at the 2009 Institute of Education Sciences Research Conference. Washington, D.C.
149. **Al Otaiba, S.**, Connor, C., Lonigan, C., Denton, C., & Wagner, R. (2009, February). *LD Centers research on response to intervention: The early years.* Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.
150. ^SFolsom, J. S., **Al Otaiba, S.**, Greulich, L., & Meadows, J. (2008, July). *Examining the relations between vocabulary, teacher quality, and student outcomes.* Poster presented at the annual Society for the Scientific Study of Reading Conference, Asheville, NC.
151. ^SFolsom, J. S., ^SPiasta, S. B., ^SLaVenja, M., & **Al Otaiba, S.** (2008, June). *Is there a predictive role of vocabulary on letter-word reading growth or outcome during kindergarten.* Poster presented at the 2008 Institute of Education Sciences Research Conference, Washington, D.C.

152. ^SPuranik, C.S., **Al Otaiba, S.**, ^SPetscher, Y., & Catts, H. W. (2008, April). *Reading fluency development in children with speech or language impairments*. Paper presented at the annual American Educational Research Association Conference, NY, NY.
153. **Al Otaiba, S.**, Connor, C., Meadows, J., ^SPetscher, Y., ^SLogan, J., ^SGreulich, L., & ^SFolsom, J. (2008, April). *Predicting response to kindergarten literacy instruction: The effects of oral language, IQ, initial reading readiness, parental education and home literacy environment*. Paper presented at the annual American Educational Research Association Conference, NY, NY.
154. **Al Otaiba, S.**, Connor, C., ^SPetscher, Y., ^SGreulich, L., ^SFolsom, J. & Meadows, J. (2008, February). *Response to kindergarten reading instruction*. Paper presented at the annual Society for the Scientific Study of Reading Conference, Asheville, NC.
155. **Al Otaiba, S.**, ^SPuranik, C. S., ^SPetscher, Y., & Catts, H. W. (2008, February). *Examining oral reading fluency trajectories of young children with speech or language impairments: A piece-wise growth curve analysis*. Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.
156. **Al Otaiba, S.**, Connor, C., Meadows, J., ^SPetscher, Y., ^SLogan, J., ^SGreulich, L., & ^SFolsom, J. (2008, February). *Examining the relations among student characteristics and student outcomes in kindergarten classrooms*. Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.
157. Calhoon, M. B., & **Al Otaiba, S.** (2008). *Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first-grade classrooms*. Paper presented at the annual American Educational Research Association Conference, NY, NY.
158. **Al Otaiba, S.**, Lake, V., ^SGreulich, L., & ^SFolsom, J. (2007, November). *Preparing early childhood teachers to support response to intervention: The role of structured tutorials*. Paper presented at the annual Teacher Education Division of the Council for Exceptional children, Milwaukee, WI.
159. **Al Otaiba, S.**, Connor, C., Meadows, J., ^SLogan, J., & ^SGreulich, L. (2007, July). *Examining the interactions among student characteristics, reading instruction, and student outcomes in kindergarten classrooms*. Paper presented at the annual Society for the Scientific Study of Reading Conference, Prague, CZ.
160. Calhoon, M.B., & **Al Otaiba, S.** (2007, July). *Improving reading skills of Hispanic beginning readers attending high-poverty first-grade classrooms: The promise of Peer-Assisted Learning Strategies*. Paper presented at the annual Society for the Scientific Study of Reading Conference, Prague, CZ.
161. **Al Otaiba, S.** & Lake, V. (2007, April). *Preparing early childhood preservice teachers to teach reading: A comparison of two tutoring programs*. Paper presented at the annual American Educational Research Association Conference, Chicago, IL.
162. **Al Otaiba, S.** & ^SEl Ashry, F. (2007, April). *The double dilemma for Arab children learning to read: Diglossia and unvoweled text*. Paper presented at the annual American Educational Research Association Conference, Chicago, IL.

163. **Al Otaiba, S.**, Pappamihel, N. E., ^SWilliams-Smith, R. W., ^SPetscher, Y., & ^SNettles, S. (2007, April). *Identifying reading disabilities among Hispanic students: How efficient is oral reading fluency?* Paper presented at the annual American Educational Research Association Conference, Chicago, IL.
164. **Al Otaiba, S.**, Pappamihel, N. E., ^SWilliams-Smith, R. W., ^SPetscher, Y., Connor, C., & ^SDyrlund, A. (2007, February). *Modeling oral reading fluency development in Latino students: a longitudinal study across second and third grade.* Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.
165. **Al Otaiba, S.**, Connor, C., & Lane, H. (2006, July). *Examining the relations between reading instruction and student outcomes in kindergarten classrooms in Reading First schools.* Paper presented at the annual conference of the Society for the Scientific Study of Reading, Vancouver, Canada.
166. ^SEl Ashry, F. & **Al Otaiba, S.** (2006, July). *A double dilemma for Arab children learning to read Arabic: Diglossia and unvowelled text.* Paper presented at the annual conference of the Society for the Scientific Study of Reading, Vancouver, Canada.
167. **Al Otaiba, S.** & Pappamihel, N.E. (2006, May). *Inspiring and leading great tutors for English language learners: Evidence-based and practical guidelines.* Paper presented at the annual conference of the International Reading Association, Chicago, IL.
168. **Al Otaiba, S.**, Lake, V., & Guidry, L. (2006, April). *Reciprocal learning through serving: An empirical examination of the effects of tutoring beginning readers on preservice teacher and student outcomes.* Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.
169. **Al Otaiba, S.**, Lewis, S., & ^SWhalon, K. (2006, April). *Home literacy environments of children with Down syndrome: 1,000 Hours before school.* Paper presented at the annual conference of the Council for Exceptional Children, Salt Lake City, UT.
170. ^SRivera, M., **Al Otaiba, S.**, & Koorland, M. (2006, April). *Reading instruction for students with emotional/behavior disorders (E/BD).* Paper presented at the annual conference of the Council for Exceptional Children, Salt Lake City, UT.
171. **Al Otaiba, S.** & ^SWilliam-Smith, R. (2006, February). *Exploring predictors of reading fluency and comprehension performance in Hispanic children.* Paper presented at the annual conference of the Pacific Coast Research Conference, San Diego, CA.
172. Calhoon, M. B. & **Al Otaiba, S.** (2006, February). *Effects of supplemental peer-assisted learning strategies in a two way bilingual immersion program.* Paper presented at the annual conference of the Pacific Coast Research Conference, San Diego, CA.
173. **Al Otaiba, S.** & Smartt, S. (2005, November). *Reading coaches in Reading First: Lessons learned.* Paper presented at the annual conference of the International Dyslexia Association, Denver, CO.

174. **Al Otaiba, S.** & ^SRivera, M. (2005, April). *Individualizing guided oral reading fluency instruction for students with Emotional/Behavioral Disorders*. Paper presented at the annual conference of the Council for Exceptional Children, Baltimore, MD.
175. **Al Otaiba, S.**, Lane, H., Grek, M. & ^SSilverman, E. (2005, February). *Examining the relationships among teacher instruction, teacher knowledge, and student outcomes in Reading First kindergarten classrooms*. Paper presented at the annual conference of the Pacific Coast Research Conference, San Diego, CA.
176. **Al Otaiba, S.** (2004, November). *Meeting the challenges of teaching diverse learners to read through service learning*. Poster presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Albuquerque, NM.
177. Scott-Trautman, L., ^SLynn Spears, J., Wetherby, A., & **Al Otaiba, S.** (2004, November). *Narrative abilities at age four: Typically developing and late talkers*. Poster presented at the annual meeting of the American Speech and Hearing Association, Philadelphia, PA.
178. Smartt, S. M., & **Al Otaiba, S.** (2004, November). *The role of reading coaches in Reading First schools: Systematic chaos?* Paper presented at the annual meeting of the International Dyslexia Association, Philadelphia, PA.
179. ^SWhalon, K., & **Al Otaiba, S.** (2004, November). *Using research-based reading comprehension strategies to increase the reading, language, and social development of children with Autism spectrum disorders*. Paper presented at the annual meeting of TASH (The Association for Persons with Severe Handicaps), Reno, NV.
180. **Al Otaiba, S.** (2004, April). *Weaving moral elements and research-based reading practices in inclusive early childhood classrooms: Shared book-reading*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
181. **Al Otaiba, S.** & Hosp, J. (2004, April). *The challenging role of reading coaches in Reading First: From tutor to leader*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
182. **Al Otaiba, S.**, & Hosp, J. (2004, April). *The role of reading coaches in Reading First: A cautionary tale*. Paper presented at the annual meeting of the Council for Exceptional Children, New Orleans, LA.
183. Graves, A., **Al Otaiba, S.**, Edwards, L., & Jitendra, A (2004, April). *Early reading instruction for English language learners: Research from Florida, Pennsylvania, and Southern California*. Panel presented at the annual meeting of the Council for Exceptional Children, New Orleans, LA.
184. Howard, P., **Al Otaiba, S.** & Grek, M. (2004, April). *Building a statewide comprehensive reading assessment program*. Poster presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
185. Grek, M., **Al Otaiba, S.**, ^SBuck, J., & Lane, H. (2004, February). *The influence of professional development on teacher knowledge in reading*. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

186. **Al Otaiba, S.**, Grek, M., ^SRobinson, C., Torgesen, J., & ^SWahl, M. (2003, November). *An evaluation of core reading programs in light of Reading First: How promising are these "interventions"?* Paper presented at the annual meeting of the International Dyslexia Association, San Diego, CA.
187. Lane, H. B., League, M. B., **Al Otaiba, S.**, Hoppey, D., & Rentz, T. (2003, November). *Using structured tutoring experiences to prepare teachers to teach struggling readers*. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Biloxi, MS.
188. **Al Otaiba, S.**, Grek, M., & Torgesen, J. (2003, June). *Core basal reading instruction as "primary intervention": A review of basal beginning reading programs for Reading First schools*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO.
189. **Al Otaiba, S.**, Torgesen, J., Lane, H. (2003, June). *The role of a structured tutoring experience in the development of preservice teachers' preparedness to teach reading*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.
190. **Al Otaiba, S.**, Edwards, L., Graves, A., & Jitendra, A. (2003, February). *Early reading instruction for English Language Learners: Research from Florida, Pennsylvania, and Southern California*. Panel presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
191. **Al Otaiba, S.** (2002, October). *Leave no teacher behind: Training research-based practices in beginning reading through service learning*. Paper presented at the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
192. **Al Otaiba, S.** (2002, June). *"Non-responder": A synonym for reading disabled? Can third grade reading disabilities be predicted by responsiveness to early literacy intervention*. Paper presented at the annual meeting of the Society for Scientific Study of Reading, Chicago, IL.
193. **Al Otaiba, S.** & Smartt, S. (2002, April). *Partnering with parents of children with disabilities to boost early literacy skills*. Poster presented at the annual meeting of the Council for Exceptional Children, New York, NY.
194. **Al Otaiba, S.** (2002, February). *Where are the non-responders?: A two-year follow-up of non-responders to early literacy intervention*. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
195. **Al Otaiba, S.** & Smartt, S. (2001, October). *Partnering with parents to intensify early literacy instruction*. Poster presented at the annual meeting of International Dyslexia Association, Albuquerque, NM.
196. **Al Otaiba, S.**, & Fuchs, D. (2001, June). *Success for many, but not for all: A review of the literature describing characteristics of children unresponsive to early literacy intervention*. Poster presented at the annual meeting of the Society for Scientific Study of Reading, Boulder, CO.
197. **Al Otaiba, S.**, & Hosp, M. (2001, June). *Effective teaching and assessment of literacy for individuals with Down's Syndrome*. Poster presented at the annual meeting of the Society for Scientific Study of Reading, Boulder, CO.

198. **Al Otaiba, S.** (2001, April). *What happens to students who do not respond to early literacy instruction?* Paper presented at the annual meeting of the Council for Exceptional Children, Kansas City, MO.
199. **Al Otaiba, S., & Smart, S.** (2001, April). *Funological awareness for families: Partnering with parents to promote early literacy.* Poster presented at the annual meeting of the Council for Exceptional Children, Kansas City, MO.
200. Fuchs, D., **Al Otaiba, S.**, Kazdan, S., Nyman, K., Yang, N., & Statom, Y. (2001, April). *Getting ready to read: Implementing peer assisted learning strategies.* Micro-workshop presented at the annual meeting of International Reading Association.
201. **Al Otaiba, S., & Fuchs, D.** (2001, February). *Characteristics of children unresponsive to early literacy intervention: a literature review.* Poster presented at the annual Pacific Coast Research Conference, La Jolla, CA.
202. **Al Otaiba, S. & Smartt, S.** (2000, November). *Funological awareness: Partnering with parents to promote phonological awareness.* Poster presented at the Annual International Dyslexia Association Conference, Washington D. C.
203. **Al Otaiba, S., Fuchs, D., & Fuchs, L. S.** (2000, April). *Children who do not respond to early literacy instruction: A longitudinal study.* Paper presented at the annual conference of the Council for Exceptional Children, Vancouver, Canada.
204. Smartt, S., & **Al Otaiba S.** (2000, April). *Involving head start parents in early literacy intervention.* Paper presented at the National Head Start Association Training Conference, Washington, DC.
205. **Al Otaiba, S., Fuchs, D., & Fuchs, L. S.** (2000, February). *Children who do not respond to early literacy instruction.* Paper presented at the annual conference of the Learning Disabilities Association, Reno, Nevada.
206. Fuchs, D., Svenson, E., Thompson, A., Yen, L., **Al Otaiba, S.**, Nyman, K., Yang, N., & Braun, M. (2000, February). *Teaching young children with and without disabilities to read: A longitudinal study.* Paper presented at the annual conference of the Council for Exceptional Children, Vancouver, Canada.
207. Fuchs, D., Fuchs, L., Thompson, A., **Al Otaiba, S.**, Yen, L., & Braun, M. (1999, April). *Strengthening kindergartners' reading readiness in Title 1 and non-Title 1 schools: The value-added of peer-mediated decoding.* Paper presented at the annual meeting of the American Educational Research Association, Montreal.
208. Fuchs, D., Thompson, A., Yen, L., **Al Otaiba, S.**, & Braun, M. (1999, April). *The value-added of peer-mediated, decoding activities in a reading readiness program.* Annual meeting of the Council for Exceptional Children, Charlotte, NC.
209. Fuchs, D., Thompson, A., Yen, L., **Al Otaiba, S.**, & Braun, M. (1999, February). *Peer-Assisted Learning Strategies: Strengthening emergent literacy in kindergarten.* Annual meeting of the Learning Disabilities Association, Atlanta, GA.

210. **Al Otaiba, S.**, Fuchs, D., & Fuchs, L. S. (1998, April). *Peer-Assisted Learning Strategies for Kindergarten*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

State & Local – Invited

1. **Al Otaiba, S.**, Russell Freudenthal, D., Zaru, M. W., Stewart, J., & Rivas, B. (2022). *Supporting early reading and resilience: Combining reading and social and emotional learning interventions*. Invited presentation for the Dallas International Dyslexia Association.
2. **Al Otaiba, S.**, & Jones, F. (2019, April), *Individualizing reading interventions: Combining positive behavior supports with early literacy interventions*. Invited session for the SMU Beginning Teacher Institute.
3. **Al Otaiba, S.** (2018, April), *Meeting the literacy needs of students with learning disabilities and dyslexia* Invited key note for the Texas Special Education Policy and Resource Summit, Arlington, TX
4. **Al Otaiba, S.** (2010, April). *Strategies for seeking funding from the US DOE*. Invited workshop presented to FSU faculty sponsored by the Council on Research and Creativity.
5. **Al Otaiba, S.** (2009, June). *Understanding response to intervention*. Invited presentation to the board of Florida High University School.
6. **Al Otaiba, S.** (2009, April). *Seeking funding from the US DOE*. Invited workshop presented to FSU faculty sponsored by the Council on Research and Creativity.
7. **Al Otaiba, S.**, ^SGreulich, L., ^SFolsom, J., & Granger, J. (2008, April). *Research from the cutting edge: The work of the Florida Center for Reading Research*. Invited paper presented at the annual Florida Branch of the International Dyslexia Association. Jacksonville, FL.
8. Houston, D. & **Al Otaiba, S.** (2006, October). *Supporting reading development of students with cognitive disabilities: Don't give up!* Invited preconference symposium presented at the annual state conference of the Council for Exceptional Children, Panama City, FL.
9. **Al Otaiba, S.** (2006, January & September). *Teacher-assisted intensive learning strategies (TAILS)*. Daily long TAILS trainings presented to ESE teachers in Orange County, Orlando, FL.
10. Beach, M. & **Al Otaiba, S.** (2006, July). *Teaching reading to students with significant cognitive disabilities*. Invited paper presented at the annual Reading First conference, Orlando, FL.
11. **Al Otaiba, S.**, Kosanovich, M., & Torgesen, J. (January, 2006). *Vocabulary and dialogic reading*. Day long training presented at Pineview Elementary School, Tallahassee, FL.

State & Local – Refereed

1. ^SFolsom, J. S., **Al Otaiba, S.** (2008, October). *Understanding kindergarten predictors of first grade reading achievement: A factor analytic approach*. Poster presented at the Second Annual Dean's Symposium Series, Assessment for the 21st Century: Insight, Tallahassee, FL.

2. ^SWhalon, K., & **Al Otaiba, S.** (2004, October). *Using research-based reading comprehension strategies with children with autism spectrum disorders*. Paper presented at the annual meeting of the Florida Council for Exceptional Children, Orlando, FL.
3. **Al Otaiba, S.**, Fuchs, D., Fuchs, L. S., & Kovalchick, W. (2000, February). *What is a “treatment resistor” anyway?* Paper presented at the Tennessee Joint Conference on Children and Youth with Disabilities, Nashville, TN.
4. **Al Otaiba, S.** & Smartt, S. (2000, February). *Funological awareness: Partnering with parents to promote phonological awareness*. Paper presented at the Tennessee Joint Conference on Children and Youth with Disabilities, Nashville, TN.
5. Fuchs, D., Fuchs, L., Thompson, A., Yen, L., Svenson, E., **Al Otaiba, S.**, Nyman, K., & Yang, N. (2000, February). *Strong foundations: Boosting reading achievement*. Paper presented at the Tennessee Joint Conference on Children and Youth with Disabilities, Nashville, TN.
6. **Al Otaiba, S.**, Nyman, K., Kovalchek, W., Svenson, E., & Yang, N. (1999, August). *Planting the seeds of phonological awareness*. Paper presented at the annual meeting of the Nashville Chapter of National Association for the Education of Young Children Nashville, TN.
7. **Al Otaiba, S.** & Braun, M. (1998, August). *Phonological awareness activities for preschool*. Paper presented at the annual meeting of the Nashville Chapter of National Association for the Education of Young Children Nashville, TN.
8. **Al Otaiba, S.**, Fuchs, D., & Fuchs, L. S. (1998, February). *Peer-Assisted Learning Strategies for Kindergarten*. Paper presented at the annual meeting of the Tennessee Joint Conference on Children and Youth with Disabilities, Nashville, TN.

CONTRACTS & GRANTS

Southern Methodist University Pending

Current (Note * Indicates a project has a no-cost extension)

2020-2025*	Co-PI	Institute for Education Sciences at US Dept of Ed. (\$3,500,000) R324A200151 <i>Project Intensity</i> ; PI: Jill Allor, SMU
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Southern Methodist University Completed

2020-2025*	PI	Institute for Education Sciences at US Dept of Ed. (\$1,399,721), R305A200397 <i>Project GROW</i> ; Co-PI Brenna Rivas, SMU; Co-PI Kyle Roberts, SMU
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2016-2021	PI	Institute for Education Sciences at the US Dept of Ed. (\$1,6000,000), <i>Project FOCUS: Exploring RTI Implementation with a Focus on Students Receiving Tier 3 and Special Education; Co-PIs Jill Allor, Akahito Kamata, and Paul Yovanoff</i>
2013 – 2017	Co-PI	Institute of Educational Sciences at US Dept of Ed. (1,600,000), R324A130214 PI: Clemens, <i>Investigating the Technical Adequacy of Progress Monitoring Measures for Kindergarten Students At-Risk for Reading Disabilities</i>
2013 – 2017	Co-PI	Institute of Educational Sciences at US Dept of Ed. (3,463,000); R324A130262. PI Wanzek, <i>Passport to Literacy: Examining the Effectiveness of the Voyager Passport Intervention for Fourth-grade Students with or At High Risk for Reading Disabilities.</i>
2012 – 2017	Co-I	National Institute of Health (\$ 7,500,000). Multidisciplinary Learning Disability Center Grant, Subcontracted PI for <i>Project Three</i> . PI: Dr. Richard Wagner.
2012 – 2016	Co-PI	Institute of Educational Sciences at US Dept of Ed. (\$2,000,000), 305A120368. PI: Dr. Cynthia Puranik, <i>Peer Assisted Writing Strategies.</i>
2015	PI	Innovative Teaching Grant from Dallas Down Syndrome Guild. (\$5,000). <i>Technology to Support Intensive Reading Instruction for Students with Down Syndrome.</i>
2013 – 2015	Co-PI	National Institute of Health (\$201,296).R21 HD072286-01A1PI: Dr. Sara Hart, <i>Exploring Individual Differences in Response to Intervention: Project KIDS.</i>
Florida State University Completed		
2012 – 2014	Co-PI	Institute of Educational Sciences at US Dept of Ed. (\$2,000,000), 324A110162. PI: Dr. Christopher Lemons, <i>Enhancing reading instruction for children with down syndrome: A behavioral phenotypic approach.</i>
2010 - 2014	Co-PI	Institute of Educational Sciences at US Dept of Ed. (\$20,000,000), <i>Florida State University Research and Development Center for Pre-K to 5th Grade Student Comprehension: Examining Effective Intervention Targets, Longitudinal Intensity, and Scaling Factors</i> PI: Dr. Christopher Lonigan.
2009 - 2013	Faculty Associate	Institute of Educational Sciences at US Dept of Ed. (\$5,000,000). Predoctoral Interdisciplinary Training Program <i>Program to Increase Research Capacity in Educational Science</i> PI: Dr. Christopher Lonigan.

2009 – 2011	Co-PI	National Institute of Child Health. (\$229,263). Supplemental ARRA 3P50HD052120-03S2 <i>Project Two: School-based classification and prevention project</i> (\$119,601.19). <i>Predicting and preventing learning disabilities</i> PI: Dr. Richard Wagner.
2006 – 2011	PI	National Institute of Health (\$ 7,500,000). Multidisciplinary Learning Disability Center Grant, PI of <i>Project Two: School-based classification and prevention project</i> P50HD052120 (\$ 1,250,000) PI: Dr. Richard Wagner.
2004 – 2007	Faculty Associate	Institute of Educational Sciences at US Dept of Ed. <i>Predoctoral Interdisciplinary Training Program</i> (\$4,986,549) PI: Dr. Christopher Lonigan.
2003 - 2007	Co-Investigator	Institute of Educational Sciences at US Dept of Ed. Preschool Evaluation Research Project (\$1,675,654) PI: Dr. Christopher Lonigan.
2004	PI	<i>Tutor-Assisted Learning Strategies for Kindergarten</i> . CIS AmeriCorps. (\$10,000).
2003 – 2004	Investigator	Florida Center for Reading Research. <i>Observational Study of Kindergarten Reading Teachers; First Grade Follow-up of Kindergarten Tutor-Assisted Learning Strategies</i> (\$25,000).
2002 – 2003	Investigator	Florida Center for Reading Research. <i>Kindergarten Tutor-Assisted Learning Strategies</i> (\$65,700).
2002	Investigator	Florida State Committee on Faculty Research Support Award: <i>Examining the Effects of Tutor-Assisted Intensive Learning Strategies (TAILS)</i> (\$8,000).
2002	Faculty Investigator	<i>Literacy Action Network SCALE Grant</i> (\$12,000).
2002	Investigator	<i>Early Intervention for Spanish-Speaking Students</i> . Florida State First-Year Professor Award: (\$10,000).

Vanderbilt University
Completed

1997 – 2000	Research Assistant	<i>Upgrading Preparatory Work to Accelerate Reading Development and Center for Accelerated Learning</i> (Federal research grants supervised by Douglas Fuchs).
1998 – 1999	Investigator	OSEP/USDE Student-initiated grant: <i>Children Who Do Not Respond to Early Literacy Instruction: A Longitudinal Study</i> ; Grant #H324B80049 (\$17,000).
1996 – 1997	Project Coordinator	Pilot project: <i>Peer Assisted Learning Strategies for Kindergarten</i> .

1992 - 1993	Investigator	Facilitating the Social Competence of a Developmentally Delayed Preschooler: A Single Subject Study.
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PROFESSIONAL SERVICE

Editorial Boards

2017-	<i>Journal of Learning Disabilities</i>	Editor-in-Chief
2019-	<i>International Journal of Research, United Arab Emirates University College of Education</i>	Editorial Board
2013-	<i>Remedial and Special Education</i>	Consulting Editor
2012-2017	<i>Education Researcher</i>	Associate Editor
2012-2017	<i>Assessment for Effective Instruction</i>	Editorial Board
2012-	<i>Learning Disabilities Quarterly</i>	Editorial Board
		Guest Co-Editor (Spelling)
		Guest Co-Editor (RTI)
2012-2017	<i>Journal of Learning Disabilities</i>	Editorial Board
	<i>Reading Research Quarterly</i>	Editorial Board
2012-	<i>Society for Scientific Study of Reading</i>	Editorial Board
2010-2017	<i>Annals of Dyslexia</i>	Editorial Board
2009-2017	<i>Elementary School Journal</i>	Editorial Board
2009-	<i>Exceptional Children</i>	Editorial Board
	<i>Learning Disabilities Research and Practice</i>	Review Board
2005- 2018	<i>Insights on Learning Disabilities</i>	Editorial Board
	<i>Reading and Writing Quarterly: Overcoming Learning Disabilities</i>	Editorial Board
2002-2017	<i>Teaching Exceptional Children</i>	Reviewer

Guest Reviewer, Refereed Journals

2017- present	<i>Frontiers Psychology</i>
2013 - present	<i>Child Development</i>
	<i>Journal of Educational Psychology</i>
2009 – present	<i>American Educational Research Journal</i>
	<i>Early Childhood Research Quarterly</i>
	<i>Journal of Speech, Language, and Hearing Research</i>
	<i>Language, Speech and Hearing Services in Schools</i>
2008 – present	<i>Journal of Research on Educational Effectiveness</i>
	<i>Learning and Individual Differences</i>
2006 – present	<i>Developmental Psychology</i>
	<i>Reading and Writing: An Interdisciplinary Journal</i>
	<i>Society for the Scientific Study of Reading</i>

2009 – 2010	<i>Annals of Dyslexia</i>
2008 – 2012	<i>Remedial and Special Education</i>
2006 – 2012	<i>Journal of Learning Disabilities</i>
2006 – 2010	<i>Learning Disabilities Quarterly</i>
2005 – 2009	<i>Learning Disabilities Research and Practice</i>

Reviewer, Grant Applications

2011 - 2020	<i>U.S. Dept. of Education, Institute for Educational Science, Early Childhood Programs</i>	Panel Review, Standing Member
2010 - 2011	<i>Early Childhood Programs</i>	Reviewer
2017 - 2019	<i>The Spencer Foundation, Grant Review</i>	Reviewer
2010	<i>Evaluation of OSEP's Personnel Development Program, Institute for Educational Science</i>	Panel Review
2005	<i>U.S. Dept. of Education, Office of Special Education Programs</i>	Reviewer
2003 – 2007	<i>Just Read! Florida Reading First, Florida Dept. of Education</i>	Reviewer
2003	<i>Reading First Grand Review, Montana Dept. of Education</i>	Reviewer

Leadership, Professional Organizations

2015 – 2028	International Dyslexia Association, Scientific Advisory Board	Member
2018 – 2022	Council for Exceptional Children, Division of Research Early Career Scholar, Review Committee	
2004 – 2024	American Educational Research Association • 2010 – 2011: Co-Chair, Division C. Section Chair	
2014 – 2023	<i>International Dyslexia Association Executive Board</i>	Board Member
2014-2018	<i>Council for Exceptional Children, Div. for Learning Disabilities</i>	Past President, President and Vice President
2001 – 2008	<i>International Dyslexia Association, Florida Branch</i>	Board Member
1998 – 2000	<i>International Dyslexia Association, Tennessee Branch</i>	Board Member

Selected Consulting Service

2023-2025	Practice Guide Panel for What Works Clearinghouse Preschool-to-Postsecondary Evidence Synthesis Task Orders (WWC-PESTO) English Language and Literacy Interventions in KG -Grade 3 <i>Abt Associates</i>	Panel Member
2023-2024	Providing Reading Intervention to Students in Middle School	Content Expert

Toolkit project
American Institute for Research

2021-2025	Institute for Education Sciences at US Dept of Ed. Research Training Program in Special Education: Early Career Development and Mentoring (\$489,003); <i>Examining Reading Instruction for Students with Intellectual Disability and Below-Average IQ</i> PI Esther Lindsrom, Lehigh University	Mentor/Consultant
2020-2024	Institute for Education Sciences at US Dept of Ed. Research Training Program in Special Education: Early Career Development and Mentoring (\$489,003); <i>Developing a Sentence Writing Intervention for Young Struggling Writers</i> PI: Abigail A. Allen, Clemson University	Mentor/Consultant
2019- 2023	OSEP Training Grant: Preparing the Next Generation of Reading Disabilities and Dyslexia Researchers (R2D2) PI- Patton Terry, Florida State University	Consultant
2018-2023	<i>Early Language and Literacy Acquisition in Children with Hearing Loss</i> ; National Institute of Deafness and Other Communication Disorders PI Werfel, Boystown	Consultant
2019-2025	Technical Working Group <i>Impact Evaluation of Training in Multi-Tiered Systems of Support in Early Elementary School</i> , <i>American Institute for Research</i>	Member
2011-2012	<i>National Center for Education Statistics (NCES)</i> <i>Early Childhood Longitudinal Study: Kindergarten Class of 2010-11 Data Collections (ECLS-K-2011)</i>	Review Panel Member
2004	<i>U.S. Dept. of Education, Analyses of Reading Standards</i>	Reviewer

State

Texas

2019 – present	<i>Texas Education Agency, Reading Advisory Committee</i>	Member
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Florida

2002 – 2012	<i>Project CENTRAL & Florida Center for Reading Research</i> <i>Dynamic Indicators of Basic Early Literacy Skills and Curriculum-Based Measurement</i>	Master Trainer
2003 – 2012	<i>Florida Department of Education (FLDOE)</i>	Member
2010-2012	<i>Specific Learning Disability Advisory Board</i>	
2007	<i>Specific Learning Disability Rule Workgroup</i>	

2005-2006	• <i>Test Development for Florida Teacher Certification</i>	
2003-2004		
2003-2004	• <i>Reading Competencies and Reading Certification Panel</i>	
	• <i>Reading and ESL Crosswalk Committee</i>	

Community (Local)

2014 – 2020	<i>Winston School, Dallas, TX</i>	Board Member
2002 – 2010	<i>Hawks Rise Elementary Advisory Committee, Tallahassee, FL</i>	Member

University

Southern Methodist University

University

2016-2020	• <i>Promotion and Tenure University Committee</i>	Member
2014-2016	• <i>Provost's Task Force on Online Learning</i>	Member
2014-2012	• <i>Provost Advisory Committee for Faculty Positions</i>	Member
2016	• <i>Emerging Leaders</i>	Member

College and Departmental

2025-2026	• <i>Open Rank Clinical Faculty Search Committee</i>	Co-Chair
2025-2026	• <i>College P and T Dean's Advisory Committee</i>	Member
2025-2026	• <i>Professional Advisory Committee</i>	Member
2024-2025	• <i>Associate Dean Search Committees (Research & Academic Affairs)</i>	Member
2021-2022	• <i>Teaching and Learning Search Committee</i>	Co-Chair
2021-2024	• <i>TEIL Cluster Hire Search Committees</i>	Member
	• <i>Teaching and Learning Search Committee</i>	Member
2019-2020	• <i>Literacy & Special Education Committee</i>	Member
2012 –	• <i>Doctoral Committee</i>	Member
2012 – 2024	• <i>Learning Therapy Director Search Committee</i>	Member
2017-2018	• <i>Special Education Search Committee</i>	Chair
2017 – 2018		Chair

Florida State University

University

2009 – 2012	• <i>Grievance Committee of the Faculty Senate</i>	Member
2009 – 2011	• <i>Council on Research & Creativity</i>	Member
2008 – 2011	• <i>Distance Learning Committee of the Faculty Senate</i>	Member
2002 – 2003	• <i>Faculty Senate</i>	Alternate
2002 – 2004	• <i>Child Development Initiative Group</i>	Member
		Member

Departmental

2006 – 2012	• <i>Special Education Doctoral Coordinator</i>	Member
	• <i>CERDS Graduate Studies Committee</i>	Member

2001 – 2012	• <i>Department Scholarship Committee</i>	Member
2008 – 2010	• <i>School of Teacher Education Promotion & Tenure Committee</i>	Member
2008 & 2010	• <i>College of Education Promotion & Tenure Committee</i>	Member Chair
2009	• <i>School of Teacher Education Doctoral Committee</i>	Member
2004 – 2008	• <i>School of Teacher Education Director Search Committee</i>	Member Chair
2007	• <i>Teacher Education Advisory Committee</i>	Member
2006 – 2007	• <i>CERDS Search Committee (Special Education)</i>	Member
2005 – 2006	• <i>CERDS Search Committee (Early Childhood)</i>	Member
2004 – 2005	• <i>CERDS Search Committee (4 hires)</i>	Preparer
	• <i>CERDS By-laws Committee</i>	
2001 – 2005	• <i>Department Folio for FL DOE for Reading Endorsement</i>	Member
2003 – 2004		Member & Chair
2001	• <i>College of Education & Student Scholarship Committee</i>	Alternate
	• <i>CERDS Search Committee (4 hires)</i>	
	• <i>Faculty Senate</i>	

Other Selected Consultation Services (Not including funded-grant related)

2013	<i>Reading interventions and teaching methods. Three day workshop presented in Muscat, Oman. (Ongoing consultation with Mahmoud Mohammed Emam Amer at the Sultan Qaboos University).</i>	Muscat, Oman
2013	<i>Improving reading outcomes for individuals with Down Syndrome: Insights from research and practice. Invited presentation at the University of Washington.</i>	Seattle, WA
2011	<i>If you print it, will they read? Aligning standards, curriculum and reading materials to ensure success. Invited training.</i>	USAID Global Education Workshop
2011	<i>Designing & developing early grade reading materials. Invited paper presented for the World Bank Early Grade Reading Conference.</i>	Sydney, Australia
2010	<i>Innovations in reading materials. Invited paper presented at the World Bank All Children Reading by 2015 Conference.</i>	Washington, DC
2003 – 2006	<i>Program Consultant and Reviewer for Kindergarten-Sixth grade core reading and intervention programs.</i>	MacMillan McGraw Hill
2001 – 2006	<i>Curriculum Based Measurement and Dynamic Indicators of Basic Early Literacy Skills Workgroup Member and Master Trainer</i>	Florida State Project CENTRAL

MEMBERSHIPS

Council for Exceptional Children	Member
• Division for Learning Disabilities – Past President • Division for Research • Pioneers	
International Dyslexia Association	Member, Orton Oaks
American Educational Research Association	Member, Fellow
International Academy for Research in Learning Disabilities	Fellow
Council for Learning Disabilities	Member
Society for Scientific Study of Reading	Voting Member
American Psychological Association	Member
Association for Psychological Science	Member
International Reading Association	Member
The Reading League	Member
POWER (Providing Opportunities for Women in Educational Research)	Ambassador