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HIGHER EDUCATION

<i>INSTITUTE:</i>	<i>DEGREE:</i>	<i>MAJOR:</i>	<i>DATE:</i>
University of Arizona	Ph.D.	Education & Child Development	1982
University of Arizona	M.Ed.	Education	1976
University of Missouri	B.S.	Education	1973

EXPERIENCE

<i>UNIVERSITY EMPLOYER:</i>	<i>POSITION:</i>	<i>DATE:</i>
University of Texas at Austin	Regents Professor	1997-present
University of Miami	Professor	1985-1997
University of New Hampshire	Assistant Professor	1982-1985
University of Arizona Department of Child Development	Lecturer	1979-1982
Melbourne State College Melbourne, Australia	Visiting Lecturer	Summer 1981

<i>PROFESSIONAL EMPLOYER:</i>	<i>POSITION:</i>	<i>DATE:</i>
Amphitheater Public Schools Tucson, AZ	Teacher	1979-1980
Flowing Wells Public Schools Tucson, AZ	Teacher	1976-1978
Hannibal Public School District Hannibal, MO	Teacher	1975-1976
Flowing Wells Public Schools Tucson, AZ	Teacher	1973-1975

HONORS & AWARDS:	DATE:
American Education Research Association Distinguished Researcher Award	2002
H. E. Hartfelder/Southland Corp. Regents Chair in Human Development	2002
Special Education's Dean's Fellow 2009-2010	2009
Content Consultant to Electric Co., Gold Medal from Parents' Choice Award	2010
Albert J. Harris Award from International Reading Association	2010
School Psychology Review – 2010 Article of the Year	2011
Jeannette E. Fleischner Award For Outstanding Contributions to the Field of LD from CEC's Division of Learning Disabilities and DLD Professional Development, Ethics, and Standards committee	2011

Publications

Books:

- Reed, D. K., Wexler, J., & Vaughn, S. (in press). *RTI for reading at the secondary level: Recommended literacy practices and remaining questions*. New York: Guilford Press.
- Glover, T. A., & Vaughn, S. (Eds.). (2010). *The promise of response to intervention: Evaluating current science and practice*. New York: The Guilford Press.
- Vaughn, S., & Bos, C. S., & Schumm, J. S. (2010). *Teaching students who are exceptional, diverse, and at risk in the general education classroom* (5th ed.). San Francisco, CA: Pearson.
- Wanzek, J., Boardman, A., Vaughn, S., & Harbor, A. (2010). [*Vocabulary and comprehension: Effective upper-elementary interventions for students with reading difficulties*](#). The Meadows Center for Preventing Educational Risk, The University of Texas at Austin: Austin.
- Wanzek, J., Harbor, A., & Vaughn, S. (2010). [*Word recognition and fluency: Effective upper-elementary interventions for students with reading difficulties*](#). The Meadows Center for Preventing Educational Risk, The University of Texas at Austin: Austin.
- Vaughn, S., & Bos, C. S. (2009). *Strategies for teaching students with learning and behavior problems* (7th ed.). Boston: Allyn and Bacon.
- Vaughn, S., Bos, C. S., & Schumm, J. S. (2009). *Teaching students who are exceptional, diverse, and at risk in the general education classroom* (5th ed.). Needham Heights, MA: Allyn and Bacon.
- Fuchs, D., Fuchs, L. S., & Vaughn, S. (Eds.). (2008). *Response to intervention: A framework for reading educators*. Newark, DE: International Reading Association.

- Denton, C. A., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Austin, TX: University of Texas System/Texas Education Agency.
- Haager, D., Klingner, J. K., & Vaughn, S. (2007). *Evidence-Based Reading Practices for Response to intervention*. Baltimore, MA: Brookes.
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: Guilford.
- Linan-Thompson, S., & Vaughn, S. (2007). *Research-based methods of reading instruction for English language learners*. Alexandria, VA: ASCD.
- Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. (2007). *Interventions for adolescent struggling readers: A meta-analysis with implications for practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgesen J. K. (2007). *Extensive reading intervention in grades k-3: From research to practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., . . . Lesaux, N. K. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: Grades k-3*. Alexandria, VA: ASCD.
- Vaughn, S., & Briggs, K. L. (Eds.). (2003). *Reading in the classroom: Systems for the observation of teaching and learning*. Baltimore, MD: Brookes.
- Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D. P. (2001). *From clunk to click: Collaborative strategic reading*. Longmont, CO: Sopris West.
- Bryant, D. P., Patton, J. R., & Vaughn, S. (2000). *Step-by-step guide for including students with disabilities in state and districtwide assessment*. Austin, TX: PRO-ED.
- Gersten, R., Schiller, E. P., & Vaughn, S. (Eds.). (2000). *Contemporary special education research: Syntheses of the knowledge base on critical instructional issues*. Mahwah, NJ: Erlbaum.
- Gallimore, R., Bernheimer, L. P., MacMillan, D. L., Speece, D. L., & Vaughn, S. (Eds.). (1999). *Developmental perspective on children with high incidence disabilities*. Mahwah, NJ: Erlbaum.

- Rothlein, L., & Vaughn, S. (1996). *Environment and literature connection*. Westminister, CA: Teacher Created Materials.
- Vaughn, S., Schumm, J. S., & Sinagub, J. M. (1996). *Focus group interviews in education and psychology*. Newbury Park, CA: Sage. Reprinted in Japanese and Chinese.
- Lenz, K., Schumaker, J., Deshler, D., Vaughn, S., Schumm, J. S., Fuchs, L., et al. (1995). *Planning for academic diversity in America's classrooms: Windows on reality, research, change, and practice*. Lawrence, KS: University of Kansas Center for Research on Learning.
- Vaughn, S., & Bos, C., (Eds.). (1994). *Research issues in learning disabilities: Theory, methodology, assessment, and ethics*. New York: Springer-Verlag.
- Vaughn, S., & Rothlein, L., & Summers, T. (1994). *Read it again! Books to prepare children for inclusion: Grades k-3*. Glenview, IL: Good Year Books, Scott Foresman.
- Vaughn, S., Bos, C. S., & Levine, L. (1990). *Instructional activities for children at risk*. Allen, TX: Developmental Learning Materials.
- Vaughn, S., Levine, L., & Ridley, C. A. (1990). *Teaching social skills through language*. Tucson, AZ: Communication Skillbuilders.
- Vaughn, S., & Bos, C. S., (Eds.). (1987). *Research in learning disabilities: Issues and future decisions*. San Diego, CA: College Hill Press.
- McCarthy, J. M., Lund, K., Bos, C. S., & Vaughn, S. (1985). *Socialization: Programming for young children with special needs*. Denver, CO: Love.

Chapters:

- Reutebuch, C. K., & Vaughn, S. (in press). Summary of research and implications for practice on reading interventions for young English language learners with reading difficulties. In B. Kelley & D. Perkins (Eds.), *Handbook of Implementation Science for Psychology in Education*. Cambridge University Press.
- Roberts, G., Wanzek, J., & Vaughn, S. (in press). How CBM progress monitoring contributes to the alignment of instruction and state adopted standards and assessments. In C. A. Espin, K. L. McMaster, S. Rose & M. M. Wayman (Eds.), *Measure of success*: University of Minnesota.
- Swanson, E. A., & Vaughn, S. (2011). Implementing a response to intervention model to improve reading outcomes for all students. In Samuels & A. Farstrup (Eds.), *What Research Has to Say About Reading Instruction* (4th). Newark, DE: International Reading Association.

- Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties: Perspectives from research. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model including RTI* (pp. 469-500). Bethesda, MD: National Association of School Psychologists.
- Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties: Perspectives from research. In T. A. Glover & S. Vaughn (Eds.), *The promise of response to intervention: Evaluating current science and practice* (pp. 78-112). New York: The Guilford Press.
- Hairrell, A., Edmonds, M. S., Vaughn, S., & Simmons, D. (2010). Independent silent reading for struggling readers: Pitfalls and potential. In E. H. Hiebert & D. R. Reutzel (Eds.), *Revisiting silent reading: New directions for teachers and researchers* (pp. 275-289). Newark, DE: International Reading Association.
- Reed, D., & Vaughn, S. (2010). Reading interventions for older students. In T. A. Glover & S. Vaughn (Eds.), *The promise of response to intervention: Evaluating current science and practice* (pp. 143-186). New York: The Guilford Press.
- Vaughn, S. (2010). Silent reading for struggling readers: Pitfalls & potential. In E. H. Hiebert & D. R. Reutzel (Eds.), *Revisiting silent reading: New directions for teachers and researchers*. Newark, DE: International Reading Association.
- Wanzek, J., & Vaughn, S. (2010). Research-based implications from extensive early reading interventions. In T. A. Glover & S. Vaughn (Eds.), *The promise of response to intervention: Evaluating current science and practice* (pp. 113-142). New York: The Guilford Press. Reprinted with permission.
- Linan-Thompson, S., & Vaughn, S. (2009). Evidence-based reading instruction: Developing and implementing reading programs at the core, supplemental, and intervention levels. In G. G. Peacock, R. A. Ervin, E. J. Daly, III & K. W. Merrell (Ed). *Practical Handbook of School Psychology: Effective practices for the 21st century* (pp. 274-286). New York: The Guilford Press.
- Swanson, E. A., Wexler, J., & Vaughn, S. (2009). Text reading and students with learning disabilities. In E. H. Hiebert (Ed). *Reading more, reading better* (pp. 210-230). New York: The Guilford Press.
- Vaughn, S. (2009). Research on students with reading disabilities. In M. C. McKeown & L. Kucan (Eds.), *Bring reading research to life* (pp. 33-51). New York: The Guilford Press.
- Vaughn, S., & Klingner, J. K. (2009). Teaching collaborative strategic reading (CSR) to students with learning disabilities. In G. D. Sideridis & T. A. Citro (Eds.), *Strategies in reading for struggling learners* (pp. 135-145). Weston, MA: Learning Disabilities Worldwide,

Inc.

- Wexler, J., Wanzek, J., & Vaughn, S. (2009). Preventing and remediating reading difficulties for elementary and secondary students. In G. D. Sideridis & T. A. Citro (Eds.), *Strategies in reading for struggling learners* (pp. 15-35). Weston, MA: Learning Disabilities Worldwide.
- Vaughn, S., & Denton, C. A. (2008). The role of intervention. In D. Fuchs, L. S. Fuchs & S. Vaughn (Eds.), *Response to intervention: A framework for reading educators* (pp. 51-70). Newark, DE: International Reading Association.
- Wexler, J., Edmonds, M. S., & Vaughn, S. (2008). Teaching older readers with reading difficulties. In R. J. Morris & N. Mather (Eds.), *Evidence-based interventions for students with learning and behavioral challenges* (pp. 193-214). New York: Routledge.
- Vaughn, S., Linan-Thompson, S., Woodruff, A. L., Murray, C. S., Wanzek, J., Scammacca, N., . . . Elbaum, B. (2008). Effects of professional development on improving at-risk students' performance in reading. In C. R. Greenwood, T. R. Kratochwill & M. Clements (Eds.), *Schoolwide prevention models: Lessons learned in elementary schools* (pp. 115-142). New York: Guilford Press.
- Boardman, A. G., & Vaughn, S. (2007). Response to intervention as a framework for the prevention and identification of learning disabilities: Which comes first, identification or intervention? In J. B. Crockett, M. M. Gerber & T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 15-35). New York: Lawrence Erlbaum Associates.
- Vaughn, S., & Klingner, J. K. (2007). Overview of the three-tier model of reading intervention. In D. Haager, S. Vaughn & J. K. Klingner (Eds.), *Evidence-based reading practices for response to intervention* (pp. 3-9). Baltimore: Brookes.
- Vaughn, S., Wanzek, J., & Denton, C. A. (2007). Teaching elementary students who experience difficulties in learning. In L. Florian (Ed.), *SAGE Handbook of special education* (pp. 360-377). London: SAGE.
- Vaughn, S., Wanzek, J., & Fletcher, J. M. (2007). Multiple tiers of intervention: A framework for prevention and identification of students with reading/learning disabilities. In B. M. Taylor and J. Ysseldyke (Eds.), *Effective instruction for struggling readers, k-6* (pp. 173-195). New York: Teachers College Press.
- Vaughn, S., Wanzek, J., Linan-Thompson, S., & Murray, C. S. (2007). Monitoring response to supplemental services for students at risk for reading difficulties: High and low responders. In S. R. Jimerson, M. K. Burns & A. M. Van Der Heyden (Eds.), *Handbook of response to intervention: The science and practice of assessment and intervention* (pp. 236-245). New York: Springer.

- Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities: A research review of the three-tier model. In D. H. Haager, S. Vaughn & J. K. Klingner (Eds.), *Evidence-based reading practices for response to intervention* (pp 11-28). Baltimore, MD: Brookes.
- Vaughn, S., & Linan-Thompson, S. (2006). Special education for students with learning disabilities: What makes it so special? In B. G. Cook & B. R. Schirmer (Eds.), *What is special about special education? Examining the role of evidence-based practices* (pp. 1-11). Austin, TX: PRO-ED.
- Vaughn, S., Linan-Thompson, S., Pollard-Durodola, S. D., Mathes, P. G., & Cardenas-Hagan, E. (2006). Effective interventions for English language learners (Spanish-English) at risk for reading difficulties. In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of early literacy research* (Vol. 2, pp. 185-197). New York: Guilford Press.
- Vaughn, S., & Wanzek, J. (2006). Bridging the research-to-practice gap: Maintaining the consistent implementation of research-based practices. In B. G. Cook & B. R. Schirmer (Eds.), *What is special about special education? Examining the role of evidence-based practices* (pp. 165-174). Austin, TX: PRO-ED.
- Fletcher, J. M., Denton, C. A., Fuchs, L. S., & Vaughn, S. (2005). Multi-tiered reading instruction: Linking general education and special education. In S.O. Richardson & J.W. Gilger (Eds.), *Research-based education and intervention: What we need to know* (pp. 21-43). Baltimore, MD: The International Dyslexia Association.
- Klingner, J. K., & Vaughn, S. (2004). Strategies for struggling second-language readers. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 183-209). New York: Guilford Press.
- Vaughn, S., & Klingner, J. K. (2004). Teaching collaborative strategic reading (csr) to students with learning disabilities. In M. K. Riley & T. A. Citro (Eds.), *Best practices for the inclusionary classroom: Leading researchers talk directly with teachers* (p. 25-35). Weston, MA: Learning Disabilities of Massachusetts.
- Vaughn, S., & Klingner, J. K. (2004). Teaching reading comprehension to students with learning disabilities. C. A. Stone, E. R. Silliman, B. J. Ehren & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 541-555). New York: Guilford Press.
- Vaughn, S., Klingner, J. K., & Hughes, M. T. (2004). Sustainability of research-based practices: Implications for students with disabilities. In A. M. Sorrells, H. J. Rieth & P. T. Sindelar (Eds.), *Critical issues in special education: Access, diversity, and accountability* (pp. 135-153). Boston, MA: Pearson.
- Vaughn, S., Sinagub, J., & Kim, A.-H. (2004). Social competence/social skills of students with learning disabilities: Interventions and issues. In B. Y. L. Wong (Ed.), *Learning about learning disabilities* (pp. 341-374). San Diego, CA: Elsevier Inc.

- Elbaum, B., & Vaughn, S., (2003). Self-concept and students with learning disabilities. In H. L. Swanson & K. R. Harris (Eds.), *Handbook of learning disabilities* (229-241). New York: The Guilford Press.
- Kim, A.-H., Briggs, K. L., & Vaughn, S. (2003). The classroom climate scale: Observing during reading instruction. In S. Vaughn & K. L. Briggs (Eds.), *Reading in the classroom: Systems for the observation of teaching and learning* (pp. 83-110). Baltimore, MD: Brookes.
- Vaughn, S., & Linan-Thompson, S. (2003). Group size and time allotted to intervention: Effects for students with reading difficulties. In B. Foorman (Ed.), *Preventing and remediating reading difficulties: Bringing science to scale*. Baltimore, MD: Pro Ed.
- Bos, C. S., Coleman, M., & Vaughn, S. (2002). Reading and students with E/BD: What do we know and recommend? In K. L. Lane, F. M. Gresham & T. E. O'Shaughnessy (Eds.), *Interventions for children with or at risk for emotional and behavioral disorders* (pp. 87-103). Boston, MA: Allyn and Bacon.
- Sridhar, D., & Vaughn, S. (2002). Bibliotherapy: Practices for improving self-concept and reading comprehension. In B. Wong & M. Donahue (Eds.), *Social dimensions of learning disabilities: Essays in honor of Tanis Bryan* (pp. 161-188). Mahwah, NJ: Erlbaum.
- Vaughn, S. (2002). Using response to treatment for identifying students with learning disabilities. In R. Bradley, L. Danielson, & D. P. Hallahan (Eds.), *Identification of learning disabilities: Research to practice* (pp. 549-564), Mahwah, NJ: Erlbaum.
- Sridhar, D., & Vaughn, S. (2001). Social functioning of students with learning disabilities. In D. P. Hallahan & B. K. Keogh (Eds.), *Research and global perspectives in learning disabilities: Essays in honor of William M. Cruickshank* (pp. 65-91). Mahwah, NJ: Erlbaum.
- Elbaum, B., Vaughn, S., Hughes, M., Moody, S. W., & Schumm, J. S. (2000). How reading outcomes of students with disabilities are related to instructional grouping formats: A meta-analytic review. In R. Gersten, E. Schiller, & S. Vaughn (Eds.), *Contemporary special education research: Syntheses of the knowledge base on critical instructional issues* (pp. 105-135). Mahwah, NJ: Erlbaum.
- Vaughn, S., & Arguelles, M. E. (1999). Adaptations in general education classrooms. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 166-185). Baltimore, MD: Brookes.
- Vaughn, S., & Elbaum, B. (1999). The self-concept and friendships of students with learning disabilities: A developmental perspective. In R. Gallimore, L. Bernheimer, D. L. MacMillan, D. L. Speece, & S. Vaughn (Eds.), *Developmental perspective on children with high-incidence disabilities* (pp. 81-110). Mahwah, NJ: Erlbaum.

- Vaughn, S., & Gersten, R. (1998). Productive teaching of English-language learners: What we know and still need to know. In R. M. Gersten & R. T. Jimenez (Eds.), *Promoting learning for culturally and linguistically diverse students: Classroom applications from contemporary research* (pp. 230-238). Belmont, CA: Wadsworth Publishing.
- Vaughn, S., & Sinagub, J. M. (1998). Social competence of students with learning disabilities: Interventions and issues. In B. Y. L. Wong (Ed.), *Learning about learning disabilities* (2nd pp. 453-487). San Diego, FL: Academic Press.
- Haager, D., & Vaughn, S. (1997). Assessment of social competence in students with learning disabilities. In J. W. Lloyd, E. J. Kameenui, & D. J. Chard (Eds.), *Issues in educating students with disabilities* (pp. 129-152). Mahwah, NJ: Erlbaum.
- Vaughn, S., & Sinagub, J. M. (1997). Social assessment of at-risk populations: Implications for students with learning disabilities. In S. M. Clancy-Dollinger & L. DiLalla (Eds.), *Assessment and intervention issues across the lifespan* (pp. 159-180). Hillsdale, NJ: Erlbaum.
- Gersten, R., Vaughn, S., & Brengelman, S. U. (1996). Grading and academic feedback for special education students and students with learning difficulties. In T. R. Guskey (Ed.), *Communicating student learning* (pp. 47-57). Alexandria, VA: Association for Supervision and Curriculum Development.
- Schumm, J. S., Vaughn, S., & Elbaum, B. (1996). Teachers' perceptions of grouping practices for reading instruction. In D. J. Leu, C. K. Kinzer, & K. A. Hinchman (Eds.), *Literacies for the 21st century: Research and practice* (pp. 543-551). Chicago, IL: The National Reading Conference.
- Vaughn, S., & Schumm, J. S. (1996). Classroom ecologies: Classroom interactions and implications for inclusion of students with learning disabilities. In D. L. Speece & B. K. Keogh (Eds.), *Research on classroom ecologies: Implications for inclusion of children with learning disabilities* (pp. 107-124). Hillsdale, NJ: Erlbaum.
- Vaughn, S., Schumm, J. S., Jallad, B., Slusher, J., & Saumell, L. (1996). Teachers' views of inclusion. *Learning Disabilities Research and Practice*, 11(2), 96-106. Reprinted in the book, *Learning Disabilities*, published by The Open University of Israel.
- Vaughn, S., La Greca, A. M., & Kuttler, A. F. (1995). Social skills training: The why, who, what, and how. In W. N. Bender (Ed.), *Learning disabilities: Best practices for professionals* (pp. 251-271). Austin, TX: PRO-ED.
- Vaughn, S., Schumm, J. S., & Forgan, J. W. (1995). Instructing students with high-incidence disabilities in the general education classroom. In J. A. Walter (Ed.), *Curriculum handbook* (pp. 12.269-12.307). Alexandria, VA: Association for Supervision and Curriculum Development.

- Schumm, J. S., & Vaughn, S. (1994). Students' thinking about teachers' practices. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities 1996: Intervention research* (pp. 105-129). Greenwich, CT: JAI Press.
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- Vaughn, S., & Haager, D. (1994). Social assessments of students with learning disabilities: Do they measure up? In S. Vaughn & C. Bos (Eds.), *Research issues in learning disabilities: Theory, methodology, assessment, and ethics* (pp. 276-311). New York: Springer-Verlag.
- Vaughn, S., & Lyon, G. R. (1994). Ethical considerations when conducting research with students with learning disabilities. In S. Vaughn & C. Bos (Eds.), *Research issues in learning disabilities: Theory, methodology, assessment, and ethics* (pp. 315-328). New York: Springer-Verlag.
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- Lancelotta, G. X., & Vaughn, S. (1993). Relation between types of aggression and sociometric status: Peer and teacher perceptions. In W. R. Borg, J. P. Gall, & M. D. Gall (Eds.), *Applying educational research: A practical guide* (3rd ed., pp. 275-281). New York: Longman.
- McDowell, J. A., Schumm, J. S., & Vaughn, S. (1993). Assessing exposure to print: Development of a measure for primary children. In D. J. Leu & C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice: Forty-second yearbook of the national reading conference* (pp. 101-107). Chicago: National Reading Conference.
- Vaughn, S. (1993). Researcher's comments on correlation designs applied to education. In W. R. Borg, J. P. Gall, & M. D. Gall (Eds.), *Applying educational research: A practical guide* (3rd ed., pp. 273-275). New York: Longman.
- Vaughn, S., & La Greca, A. M. (1993). Social skills training: Why, who, what, and how. In W. N. Bender (Ed.), *Learning disabilities: Best practices for professionals* (pp. 251-271). Stoneham, MA: Butterworth-Heinemann.
- Schumm, J. S., Vaughn, S., Klingner, J. K., & Haager, D. (1992). A content analysis of basal readers: Teaching suggestions for ESL/LEP students learning to read English. In C. K. Kinzur & D. J. Leu (Eds.), *Literacy research, theory, and practice: Views from many perspectives: Forty-first yearbook of the national reading council* (pp. 425-434). Chicago: National Reading Conference.

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- Vaughn, S. (1991). Social skills enhancement in students with learning disabilities. In B. Y. L. Wong (Ed.), *Learning about learning disabilities* (pp. 408-440). San Diego, CA: Academic Press.
- Vaughn, S., & La Greca, A. M. (1991). Beyond greetings and making friends: Social skills from a broader perspective. In B. Y. L. Wong (Ed.), *Contemporary intervention research in learning disabilities: An international perspective* (pp. 96-114). New York: Springer-Verlag.
- Vaughn, S., & Hogan, A. (1990). Social competence and learning disabilities: A prospective study. In H. L. Swanson & B. Keogh (Eds.), *Learning disabilities: Theoretical and research issues* (pp. 175-191). Hillsdale, NJ: Erlbaum.
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- Vaughn, S. R., & La Greca, A. M. (1988). Social interventions for learning disabilities. In K. A. Kavale (Ed.), *Learning disabilities: State of the art and practice* (pp. 123-140). San Diego, CA: College Hill Press.

Journal Articles:

- Barth, A. E., Romain, M., Cirino, P. T., Denton, C. A., Vaughn, S., Fletcher, J. M., & Francis, D. J. (in press) The reliability and validity of one minute vs. full passage fluency among middle school readers. *Reading Psychology*.
- Barth, A. E., Stuebing, K. K., Fletcher, J. M., Cirino, P. T., Francis, D. J., & Vaughn, S. (in review). Reliability and validity of the median score when assessing the oral reading fluency of middle grade readers.
- Barth, A. E., Tolar, T., Cirino, P. T., Francis, D. J., Fletcher, J. M., & Vaughn, S (in review). Form effects on the oral reading fluency of middle school students.
- Bryant, D. P., Bryant, B. R., Roberts, G., Vaughn, S., Hughes, K., Porterfield, J., & Gersten, R. (in press). Effects of an early numeracy intervention on the performance of first-grade

- students with mathematics difficulties. *Exceptional Children*.
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Proposals Funded

Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for

Grades 7-12. , Institute of Education Sciences, 2010-2015, \$20,000,000, Principal Investigator.

Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention. Institute of Education Sciences, 2010-2014, \$2,017,289, Co-Principal Investigator.

LEP Student Success Initiative – Technical Assistance and Support Center. Texas Education Agency, 2010-2012, \$1,850,000, Principal Investigator.

Enhancing Social Studies and Science with English Language Learners. Institute of Education Sciences, 2009-2010, \$2,155,190, Principal Investigator.

Promoting Success Among English Language Learners – Middle School Model and Evaluation. Texas Education Agency, 2009-2011, \$1,200,000, Principal Investigator.

Academic Language for 5th – 7th Grade English Language Learners in Texas. Education Service Center Region XIII, 2009-2010, \$100,000, Principal Investigator.

Texas Youth Commission Comprehensive Plan to Improve Student Reading Skills and Behavior. Texas Education Agency, 2009-2011, \$750,000, Co-principal Investigator.

Collaborative Strategic Reading: Efficacy Study. Goal 3. Institute of Education Sciences, 2008-2012, \$3,000,000, Principal Investigator.

Postdoctoral Fellowship on Reading Disabilities and Response to Intervention. Institute of Education Sciences, 2008-2012, \$794,388, Principal Investigator.

Preventing School Dropout With Secondary School Students. Greater Texas Foundation, 2008-2011, \$300,000, Principal Investigator.

Comprehension and Decoding Instruction with 4th graders with reading difficulties, The Meadows Foundation, 2007-2011, \$399,000, Principal Investigator.

Response to Intervention for Students with Reading Disabilities: LD Center. National Institute of Child Health and Human Development, 2006-2011, \$2,000,000, Principal Investigator.

National Research and Development Center on English Language Learners. Institute for Education Sciences, 2005-2010, \$2,274,954, Co-Principal Investigator.

Enhancing the Quality of Expository Text Instruction & Comprehension through Content and Case-Situated, Teacher Quality Research - Reading/Writing. Institute of Education Sciences, 2005-2009, \$561,721, Co-Principal Investigator.

National Study of the Effect of Comprehension Interventions. Institute of Education Sciences, 2004-2008, \$1,613,969, Co-Principal Investigator.

3-Tier Professional Development and Model Site Support. Texas Education Agency, 2004-2005, \$510,831, Principal Investigator.

Optimizing Educational Outcomes for Spanish Speakers who are English Language Learners. University of Houston (U.S. Department of Education pass thru), 2003-2009, \$1,651,095, Co-Principal Investigator.

Effective Interventions for Preventing Reading Difficulties. Institute for Education Sciences, 2003-2009, \$2,485,475, Principal Investigator.

Older Students with Reading Difficulties: Providing Instruction that Works. Meadows Foundation, 2003-2006, \$333,000, Principal Investigator.

Reading First Teacher Education Network. National Center for Accreditation of Teacher Education, 2003-2006, \$1,389,603, Co-Principal Investigator.

4-TRA Trainer of Trainers. Texas Education Agency, 2003-2005, \$250,000, Co-Principal Investigator.

Teacher Reading Academies. 4-TRA Online. , Texas Education Agency, 2003-2005, \$1,200,000, Co-Principal Investigator.

Texas Reading First Initiative. Texas Education Agency, 2003-2005, \$8,559,024, Co-Principal Investigator.

Development of the Content for Fourth Grade Teacher Reading Academies. Texas Education Agency, 2002-2005, \$723,785.

Preventing Reading Difficulties: A Three-Tiered Intervention Model. U.S. Department of Education, 2002-2009, \$4,894,255, Principal Investigator.

K-2 Texas Online Teacher Reading Academies, Region IV Education Service Center (pass through from Texas Education Agency), 2002-2003, \$978,922, Co-Principal Investigator.

Development of the Texas On-Line Teacher Reading Academies. Texas Education Agency Region IV Education Service (pass through from Texas Education Agency), 2001-2004, \$1,199,641, Co-Principal Investigator.

The Effect of Intensive Instruction on the Reading Progress of Third-grade Students Who Fail TAAS. Texas Education Agency, 2001-2002, \$175,596, Co-Principal Investigator.

Evaluation of the Student Success Initiative: Accelerated Reading Instruction Program and Teacher Reading Academies. Texas Education Agency, 2001-2002, \$271,878, Principal Investigator.

Higher Education Collaborative: TEKS in Teacher Preparation Programs. Texas Education Agency, 2001-2002, \$257,395, Co-Principal Investigator.

Higher Education Collaborative: TEKS in Teacher Preparation Programs for Special Educators. Texas Education Agency, 2001-2002, \$149,957, Co-Principal Investigator.

Reading and Language Arts Center for Educator Development. Texas Education Agency, 2001-2002, \$500,000, Co-Principal Investigator.

Second Grade Teacher Reading Academy for Preservice Teachers. Texas Education Agency, 2001-2002, \$70,725, Co-Principal Investigator.

Special Education Reading Project. Texas Education Agency, 2001-2002, \$450,500, Co-Principal Investigator.

Teacher Reading Academies: Preventing Reading Difficulties in Kindergarten, First, and Second Graders. U.S. Department of Education, 2001-2002, \$504,585, Co-Principal Investigator.

Updating the Kindergarten Teacher Reading Academies and Development of a Booklet on Dyslexia. Region IV Education Service Center (pass through from Texas Education Agency), 2001-2003, \$450,000, Co-Principal Investigator.

Oracy/Literacy Development in Spanish-Speaking Children. National Institute of Child Health and Human Development, National Institutes of Health, 2000-2006, \$3,800,668, Co-Principal Investigator.

Effective Reading Instruction and Students with Emotional and Behavioral Disorders: Access to the General Education Curriculum. U.S. Department of Education, 2000-2003, \$540,000, Co-Principal Investigator.

Development of the Content for the Second Grade Teacher Reading Academies. Texas Education Agency, 2000-2001, \$1,377,074, Principal Investigator.

The Effect of Duration of Intensive Instruction on the Reading Progress of Struggling Readers. Texas Education Agency, 2000-2001, \$259,946, Principal Investigator.

Evaluation of the Student Success Initiative: Accelerated Reading Instruction Program and Teacher Reading Academies. Texas Education Agency, 2000-2001, \$528,184, Principal Investigator.

Higher Education Collaborative: TEKS in Teacher Preparation Programs. Texas Education Agency, 2000-2001, \$339,730, Principal Investigator.

Prekindergarten Project. Texas Education Agency, 2000-2001, \$350,000, Principal Investigator.

Project IMPROVE: Improving Word Recognition of English Language Learners with Learning

Disabilities. U.S. Department of Education, 2000-2001, \$360,000, Co-Principal Investigator.

Reading and Language Arts Center for Educator Development. Texas Education Agency, 2000-2001, \$500,000, Principal Investigator.

Special Education Reading Project. Texas Education Agency, 2000-2001, \$450,500, Co-Principal Investigator.

Project BRIDGE: An Examination of a Model for Linking Research to Practice for Students with High Incidence Disabilities in Reading. U.S. Department of Education, 1999-2002, \$798,636, Co-Principal Investigator.

Determining the Effectiveness of Three Grouping Formats on the Reading Progress of Struggling Readers. Texas Education Agency, 1999-2000, \$300,000, Principal Investigator.

Development of the Content for the First Grade Teacher Reading Academies. Texas Education Agency, 1999-2000, \$794,582, Principal Investigator.

Reading and Language Arts Center for Educator Development. Texas Education Agency, 1999-2000, \$1,000,000, Principal Investigator.

Special Education Reading Project. Texas Education Agency, 1999-2000, \$450,500, Co-Principal Investigator.

Reading Comprehension Interventions that Enhance Outcomes for English Language Learners with LD. U.S. Department of Education, 1998-2002, \$688,196, Co-Principal Investigator.

Early Childhood Interventions: A Synthesis with Implications for Practitioners, Parents, and Researchers. U.S. Department of Education, 1998-2001, \$376,336, Co-Principal Investigator.

Reading and Language Arts Center for Educator Development. Texas Education Agency, 1998-1999, \$1,000,000, Principal Investigator.

Sustainability of Teacher Effective Practices. U.S. Department of Education, 1997-2001, \$1,000,000, Co-Principal Investigator.

TESOL and Early Childhood Special Education: Professional Development Program. U.S. Department of Education, 1997-2001, \$600,000, Co-Principal Investigator.

Reading and Language Arts Center for Educator Development. Texas Education Agency, 1997-1998, \$1,010,000, Principal Investigator.

Special Education for African-American Students. U.S. Department of Education, 1996-2000, \$540,000, Co-Principal Investigator.

Early Childhood Special Education Master's Degree/Haitian Creole Speaking Students. U.S. Department of Education, 1996-2000, \$420,854, Co-Principal Investigator.

Integrative Synthesis of Instructional Grouping Practices for Reading Instruction for Students with Disabilities. U.S. Department of Education, 1995-1997, \$162,708, Co-Principal Investigator.

Parental Involvement in Literacy Instruction: Perceptions of Hispanic Parents of Children With Learning Disabilities. U.S. Department of Education, 1994-1995, \$18,600, Co-Principal Investigator.

Studies of Infants and Toddlers Prenatally Exposed to Cocaine. U.S. Department of Education, 1993-1998, \$813,257, Co-Principal Investigator.

Early Childhood Special Education MSED/Endorsement. U.S. Department of Education, 1993-1997, \$498,612, Co-Principal Investigator.

Early Childhood Special Education: A Multidisciplinary Perspective. U.S. Department of Education, 1993-1997, \$340,000, Co-Principal Investigator.

Infant Intervention MSED/Endorsement. U.S. Department of Education, 1993-1997, \$372,460, Co-Principal Investigator.

Research on Grouping Practices for Mainstreamed Special Education Students. U.S. Department of Education, 1993-1997, \$498,975, Co-Principal Investigator.

Special Education Preparation for Limited English Speakers. U.S. Department of Education, 1993-1997, \$320,000, Co-Principal Investigator.

Peer Relations, Peer Support, and Adjustment: Concurrent, Longitudinal, and Intervention Studies. National Institute of Mental Health, 1993-1995, \$547,630, Co-Principal Investigator.

Elementary School Scaffolded Cross-Age Tutoring in Content Area Reading. U.S. Department of Education, 1992-1993, \$71,632, Principal Investigator.

Students Helping Students: Middle-School Cross-Age Tutoring in Content Area Reading Comprehension. U.S. Department of Education, 1992-1993, \$15,000, Principal Investigator.

Social Functioning of Students With Learning Disabilities. U.S. Department of Education, 1991-1992, \$11,184, Principal Investigator.

Early Childhood Special Education for Minority Students. U.S. Department of Education, 1990-

1994, \$228,000, Co-Principal Investigator.

Infant Intervention Personnel Preparation Training Grant. U.S. Department of Education, 1989-1993, \$320,000, Co-Principal Investigator.

Research on General Education Teacher Planning and Adaptations for Students With Handicaps. U.S. Department of Education, 1989-1993, \$1,160,000, Principal Investigator.

Early Childhood Special Education in the Virgin Islands. U.S. Department of Education, 1988-1991, \$225,000, Principal Investigator.

Minority Student Training in Special Education. U.S. Department of Education, 1988-1991, \$213,000, Principal Investigator.

Preparation of Teachers of Seriously Emotionally Disturbed Students. U.S. Department of Education, 1988-1991, \$720,000 per year, Co-Principal Investigator.

Early Childhood Special Education Institute. State of Florida, Department of Education, 1988-1989, \$100,000, Principal Investigator.

Early Childhood Special Education. U.S. Department of Education, 1987-1990, \$363,000, Principal Investigator.

Quality Preparation of Emotionally Disturbed/Learning Disabled Teachers. U.S. Department of Education, 1986-1989, \$300,000, Co-Principal Investigator.

Quality Personnel Preparation for Teachers of Behavior Disordered and Rural Special Education Teachers. U.S. Department of Education, 1985-1988, \$300,000, Principal Investigator.

Editorial And Professional Responsibilities

Editor in Chief	<i>Journal of Learning Disabilities</i> (2002-2005)
Co-Editor	<i>Learning Disabilities Research and Practice</i> (1997-2001)
Guest Editor	<i>Remedial and Special Education</i> (January/February 2004)
Senior Advisory Editor	<i>Educational Psychology Review</i> (2006-present)
Editorial Review Board	<i>American Education Research Journal</i> (2002-present)
	<i>Review of Educational Research</i> (2006-present)
	<i>Journal of School Psychology</i> (2007-present)

Journal of Educational Psychology (2002-present)

Exceptional Children (1990-present)

Journal of Learning Disabilities (1993-present)

Journal of Special Education (1997-present)

Learning Disabilities Research and Practice (1989-present)

Reading and Writing: An Interdisciplinary Journal (2005-present)

Canadian Journal of Special Education (1994-1997)

Journal of the Division for Early Childhood (1982-1988)

National Reading Conference Yearbook (1987-1988)

Reading Research and Instruction (1985-1987)

Teaching Exceptional Children (1984-1988)

Reviewer, *Canadian Journal of Behavioral Science*

Reviewer, *Child Development*

Reviewer, *Developmental Neuropsychology*

Reviewer, *Journal of Abnormal Child Psychology*

Reviewer, *Journal of Pediatric Psychology*