

Pamela Shanahan Bazis, Ph.D.
University of Nebraska-Lincoln
Department of Special Education and Communication Disorders
College of Education and Human Services
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EDUCATION

Ph.D. University of Nebraska-Lincoln, Lincoln, NE (2020)
Educational Studies, Special Education
Concentration: Literacy Intervention Development

M.Ed. Midwestern State University, Wichita Falls, TX (2011)
Special Education

PROFESSIONAL EXPERIENCE

2023- pres. Assistant Professor, University of Nebraska-Lincoln, Department of
Special Education and Communication Disorders

2021- 2023 Assistant Professor, University of Tennessee Knoxville, Department of
Theory & Practice in Teacher Education

2020- 2021 Project Coordinator IES Grant: Project VIEW, University of
Nebraska-Lincoln, Department of Special Education and
Communication Disorders

2017-2020 Graduate Research Assistant, University of Nebraska-Lincoln, Department
of Special Education and Communication Disorders

2017- 2020 Instructor, University of Nebraska-Lincoln, Department of Special
Education and Communication Disorders

2016- 2017 Graduate Assistant & Supervisor, Kit and Dick Schmoker Reading
Center, University of Nebraska-Lincoln

2013- 2023 Qualified Instructor, Structured Literacy Course: Take Flight: A
Comprehensive Intervention for Students with Dyslexia, Graduate
Level, McKinney Christian Multi-Sensory Teacher Training

2013- 2016 District Dyslexia Coordinator, Melissa Independent School
District, Melissa, TX

2006- 2016 Reading/Dyslexia Specialist, Melissa Independent School District,
Melissa, TX

1999- 2006 Reading Recovery Teacher/Instructional Specialist, Richardson
Independent School District, Richardson, TX

1992- 1999 Classroom Teacher First and Third Grade, Richardson Independent School District, Richardson, TX & Alief Independent School District, Houston, TX

CERTIFICATIONS

TX Lifetime Texas Educator Certificate, Elementary Self-Contained Grades 1-8
TX Lifetime Texas Educator Certificate, Early Childhood Education
TX Lifetime Texas Educator Certificate, English as a Second Language
ALTA Certified Academic Language Therapist
IMSLEC/ALTA Certified Qualified Instructor
Reading Recovery Certified Instructor
New Jersey Writing Project in Texas (ABYDOS) Writing Certification

GRANTS

Current

Co-Investigator, NCSER Research to Accelerate Pandemic Recovery in Special Education, *WORDS (Workshop on Reading Development Strategies) for Pandemic Recovery in Nebraska. July 2022-June 2023 (Award Total: \$2,682,360)*

Completed

Principal Investigator, ASUN Graduate Student Assembly University of Nebraska-Lincoln Grant: Writing Research for Publication. April 2017 (Award Total: \$1,000)

Submitted

Principal Investigator, The National Academy of Education/Spencer Postdoctoral Fellowship proposal, *Integrated Reading and Writing Instruction to Increase Word-level Literacy Skills*. (Amount Requested: \$70,000) [Unfunded]

Principal Investigator, University of Tennessee, Knoxville Office of Research and External Funding Seed/Pilot Grant, Effects of Reciprocal Peer Tutoring Implemented with “Write Sounds” Intervention on Handwriting, Reading, and Spelling Outcomes. Submitted, October 6, 2022. (Amount Requested: \$8,250.00) [Unfunded]

Principal Investigator, The National Academy of Education/Spencer Postdoctoral Fellowship proposal, *Integration of Reading and Writing Instruction to Increase Foundational Literacy Skills Acquisition: Effects of the “Write Sounds” Intervention on Handwriting, Reading, and Spelling Outcomes*. Submitted November 17, 2021. (Amount Requested: 70,000)[Unfunded]

Principal Investigator, Women Investing in Nebraska Grant proposal, *The Dyslexia Project: Empowering Teachers and Mothers of Students with Dyslexia*. Submitted, February 18, 2019. (Co-PI: Michael Hebert; Amount Requested: \$90,000.00; made it to the interview stage) [Unfunded]

RESEARCH AND SCHOLARSHIP

Articles Published in Refereed Journals

Shanahan Bazis, P., Hebert, M., Wambold, B., Lang, D., & Burk, M. (2022). Integration of reading and writing instruction to increase foundational literacy skills: Effects of the “Write Sounds” intervention on handwriting, decoding, and spelling outcomes. *Learning Disabilities: A Contemporary Journal*, 20(2), 151-174

Savaiano, M. E., Bazis, P., Hebert, M., Rodgers, D., Bosilevac, M., Leutzinger, B., & Thompson, M. (2022). Estimating the number of teachers of students with visual impairments in the United States. *Journal of Visual Impairment & Blindness*, 116(5), 724-728. <https://doi.org/10.1177/0145482X221129285>

Hebert, M., Shanahan Bazis, P., Bohaty, J., Roehling, J., & Nelson, J.R. (2021). Examining the Impacts of the Structures Writing Intervention for Teaching Fourth-Grade Students to Write Informational Text. *Reading and Writing*, 34, (7), 1711-1740. <https://doi.org/10.1007/s11145-021-10125-w>

Howell Smith, M. C. & Shanahan Bazis, P. (2020). Conducting Mixed Methods Research Systematic Methodological Reviews: A Review of Practice and Recommendations. *Journal of Mixed Methods Research*.

Hebert, M., Kearns, D. M., Hayes, J. B., Bazis, P., & Cooper, S. (2018). Why Children with Dyslexia Struggle with Writing and How to Help them. *Language, Speech, and Hearing Services in Schools*, 49, 843-863. https://doi.org/10.1044/2018_LSHSS-DYSLC-18-0024

Book Chapters

Santangelo, T; Hebert, M., & Shanahan Bazis, P., & Santangelo, T. (2023). Hitching a ride with steve graham through the galaxy of writing research.

Hebert, M., Shanahan Bazis, P., & Santangelo, T. (2023). Writing – Reading Connections: Addressing the Needs of Struggling Learners. In Z. Philippakos & S. Graham (Eds.) *Addressing Writing – Reading Connections with Specific Groups of Learners*. NY: Guilford Press.

Articles/Manuscripts Published in Online Sources

Shanahan Bazis, P., Savaiano, M., Hebert, M., Rodgers, D.B., & Koziol, N.A (2022). Lessons learned from a national survey on writing instruction for students with visual impairment. *Visual Impairment and Deafblind Education Quarterly*, 67 (2), 65-71

Bazis, P., Burke, A., Coffey, N., Gunderson, J., Hochstein, R. Johnson, K., Lenser, M., Morris, T., Rhone, A., Wilson, J., Wojcik, B., (2021, April). *Dyslexia Guide: Technical Assistance for Providing Support for Students*. Lincoln, NE: Department of Education (NDE), Special Education. This report is available on the NDE website at <https://cdn.education.ne.gov/wp-content/uploads/2021/06/DyslexiaGuide2021-revised7.20.21.pdf>

Manuscripts Under Review

Rodgers, D. B., Hebert, M., Savaiano, M. E., Koziol, N. A, and Shanahan Bazis, P. (under review). A national survey of the writing instructional practices of teachers and students with visual impairments.

Shanahan Bazis, P., Savaiano, M., Hebert, M., & Rodgers, D.B. (under review). Writing instruction for Students with VI during COVID-19: Phenomenological Study

Manuscripts In Progress

Shanahan Bazis, P., Hebert, M., Blake, K., Roehling, J., & Lang, D. (in process). Effectiveness of the Orton Gillingham approach in reading intervention with students in kindergarten through twelfth Grade: A meta-analysis.

Shanahan Bazis, P., & Dinnes, C. (in process). Written language development, expectations, and assessment methods for elementary students (PK-6). Practitioner-focused paper.

Shanahan Bazis, P., & Blake, K. (in process). What is meant by “Multi-sensory” in Orton Gillingham-based programs: A qualitative analysis.

Shanahan Bazis, P., & Blake, K. (in process). Assessment and identification of dysgraphia: A review of the literature

RESEARCH AND SCHOLARSHIP PRESENTED AT PROFESSIONAL MEETING

International/National

2023

Shanahan Bazis, P., Savaiano, M. E., Hebert, M., & Rodgers, D. (2023, April). *Writing Instruction for Students with VI During COVID-19: A Phenomenological Study*. A presentation at the Council for Exceptional Children International Conference. Virtual Lexington, KY.

2022

Reed, D., Bell, S.M., & Shanahan Bazis, P. (2022, November). Written Language Development, Expectations, and Assessment Methods for Elementary Students (PK-6) [Panel presentation]. A presentation for the Annual Convention of International Dyslexia Association, San Antonio, TX.

Shanahan Bazis, P., & Dinnes, C. (2022, November). Written Language Development, Expectations, and Assessment Methods for Elementary Students (PK-6) [Paper presentation] Presentation for the Annual Convention of the American Speech Language-Hearing Association, New Orleans, LA.

Shanahan Bazis, P., & Hebert, M. (2022, February). *Examining the Effects of Write Sounds: An Integrated Foundational Skills Intervention*. A poster presented at the Pacific Coast Research Conference. San Diego, CA.

Shanahan Bazis, P., Hebert, M., Savaiano, M. E. & Rodgers, D. (2022, January). *Lessons Learned from a National Survey on Writing Instruction for Students with Visual Impairments*. A presentation at the Council for Exceptional Children International Conference. Orlando, FL.

2021

Shanahan Bazis, P., Cooper, S., Cardona, S. L., Pope, S., Hebert, M., & Nelson, J. R. (2021, March). *Lessons Learned About Effective Interventions from What Works Clearinghouse*. A poster presented at the Virtual Council of Exceptional Children International Conference.

Hebert, M., Shanahan Bazis, P., Bohaty, J., Roehling, J. & Nelson, R. (2021, March). *Teaching Fourth-grade Students to Write Informational Text Using Text Structures*. A paper presented at the Virtual Writing Research Across Borders Conference.

2020

Shanahan Bazis, P. & Dinnes, C., (2020, November). 11594: *Assessing the Written Language of Children and Adults with Cognitive-Linguistic Challenges*. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Howell Smith, M. & Shanahan Bazis, P. (2020, Apr 17 - 21) *Conducting Research on the Use of Mixed-Methods Research* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wcfs6z7> (Conference Canceled).

2019

Hebert, M., Bazis, P., Roehling, J., Yang, Y., & Bohaty, J. (2019, July). *Structures Writing: Classroom Implementation Pilot Study*. A poster presented at the Society for the Scientific Study of Reading Conference. Toronto, Canada.

Bazis, P., Hebert, M., Roehling, J. & Bohaty, J. (2019, February). *Improving Informational Text Writing Quality & Confidence with the Structures Writing Intervention*. A demonstration presented at the Council for Exceptional Children International Conference. Indianapolis, IN.

2018

Hebert, M., Bazis, P., Roehling, J., Yang, Y., & Lamnina, M. (2018, July). *Improving Sentence Writing Skills with Quill: An On-line Sentence Combining Intervention with Computer Feedback*. A paper presented at the Society for the Scientific Study of Reading Conference. Brighton, England.

Roehling, J., Bazis, P., Hebert, M. (2018, February). *Examining the Effect of Audience Awareness Interventions on Writing Quality: A Meta-Analysis*. A poster presented at the Pacific Coast Research Conference. San Diego, CA.

2017

Hebert, M., Roehling, J., Bohaty, J., Nelson, J. R., & Bazis, P. (2017, March). *Structures: Teaching students to write expository text*. A poster presented at the Council for Exceptional Children conference. Boston, MA.

2010

Bazis, P., Eichel, A., & Smith, J. (2010). *It Takes a Community to Keep Literacy Alive*. A poster presented at the National Literacy Coaching Summit. Corpus Christi, TX

Regional/Local

2023

Boucher, A. N., and Shanahan Bazis, P. (2023, April). *What is the Science of Reading Anyways*. A presentation for the Reading Instruction Successfully Enhanced Conference of Tennessee Chapter of the International Dyslexia Association IDA, Brentwood, TN

2019

Bazis, P., Hebert, M. & Roehling, J. (2019, September). *The Effectiveness of the Orton Gillingham Approach in Reading Interventions with Students in K-12: A Meta-Analysis*. A poster presented at the Nebraska Council for Exceptional Children Conference. Lincoln, NE.

Hebert, M. & Bazis, P. (2019, September). *Text Structures: An experiment with fourth grade students with learning disabilities in a classroom setting*. A paper presented at the Nebraska Council for Exceptional Children Conference. Lincoln, NE.

2018

Bazis, P. (2018, May). *Getting Started with Code Based Reading*. A presentation at the Nebraska Council for Exceptional Children Conference. Lincoln, NE.

Hebert, M., Kearns, D., Bazis, P., Cooper, S., & Hayes, J. B. (2018, May). *Why Children with Dyslexia Struggle with Writing and How to Help them*. A paper presented at the Nebraska Council for Exceptional Children Conference. Lincoln, NE.

2017

Bazis, P. (2017, April). *Writer's Workshop: A framework for teaching writing in the primary grades*. A presentation at the Writing Research for Publication & Practice Mini-Conference. Lincoln, NE.

2015

Bazis, P. (2015, August). *Understanding and Using I-Station*. A presentation for Connect U Technology Conference, Melissa Independent School District and Teacher Tube. Melissa, TX.

Bazis, P. (2015, August). *Conferencing with Technology*. A presentation for Connect U Technology Conference, Melissa Independent School District and Teacher Tube. Melissa, TX.

INVITED PRESENTATIONS

Shanahan Bazis, P (2023, June). *Dysgraphia: Cognitive Theory, Assessment, & Instruction*. A staff development presentation for Allen Public Schools, Allen, TX.

Shanahan Bazis, P., & Dinnes, C. (2022). *Written Language Development, Expectations, and Assessment Methods for Elementary Students (PK-6)* [Paper presentation]. Invited online webinar for American Speech-Language-Hearing Association's Learning Pass.

Shanahan Bazis, P. (2021, October). *Written Expression for Students with Language-based Learning Differences and Executive Functioning Difficulties*. A presentation for Academic Language Therapy Association, Illinois Chapter.

Shanahan Bazis, P. (2020, January). *Phonological & Phonemic Awareness*. A staff development presentation for Crete Public Schools. Crete, NE.

Bazis, P. (2018, August). *An Introduction to Code Based Reading Instruction: The Orton Gillingham Approach*. A webinar presented for the Nebraska American Speech-Language-Hearing Association. Lincoln, NE.

- Bazis, P. (2018, October). *Striving for Student Success: How and Why Orton-Gillingham Based Multi-sensory Language Teacher Methods Can Work for Children with Dyslexia and Reading Difficulties*. A keynote presentation at the Nebraska Dyslexia Association's Fall Celebration. Lincoln, NE
- Bazis, P. (2014, February) *Understanding the STAR test and How to Help Students with Dyslexia Be Successful*. A presentation for Academic Language Therapy Association- Plano Chapter. Plano, TX.
- Bazis, P. & Ford, D. (2013) *Therapists & Use of Technology with LD Students*. A presentation for Academic Language Therapy Association- Plano Chapter. Plano, TX.
- Bazis, P. (2012). *On Your Mark, Get Set, Read: Getting our reluctant readers to read and much, much more*. A presentation for Friends of Melissa Public Libraries, Melissa, TX.

UNIVERSITY TEACHING

Courses Taught at The University of Tennessee, Knoxville

- | | |
|-------------------|---|
| Summer 2022 | REED 529: Emergent Literacy |
| Spring 2022, 2023 | REED 537: Diagnosis and Correction of Classroom Reading Problems
REED 529: Emergent Literacy |
| Fall 2021, 2022 | REED 529: Emergent Literacy
REED 537: Diagnosis and Correction of Classroom Reading Problems |

Courses Taught at The University of Nebraska--Lincoln

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| Fall 2023 | SPED 312: Assessment Techniques for Diverse Learners |
| Summer 2020 | SPED 992: Code-based Reading Instruction |
| Summer 2019 | SPED 890: Code-based Reading Instruction |
| Fall 2018 | SPED 991: Seminar in Writing Research |
| Fall 2017 | SPED 415: Reading and Writing Disabilities |
| Summer 2017 | SPED 415: Reading and Writing Disabilities
SPED 415A: Reading and Writing Disabilities Practicum |

SERVICE

Professional

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| 2023 | ALER Conference Proposal Reviewer
CEC Conference Proposal Reviewer
LRA Conference Proposal Reviewer |
| 2015- 2023 | IMSLEC Council Committee Member |

2015- 2023 ALTA Committee Member

2019- 2020 Nebraska Department of Education: Dyslexia Handbook
Development Committee

Journal Reviewer

2023 Reading & Writing

2022 Reading & Writing
Perspectives

2021 Journal of Education

2020 Reading Research Quarterly

2018 Reading Research Quarterly

University/Department

2022-2023 Department of Theory and Practice in Teacher Education, University of
Tennessee, Knoxville, Assessment Committee Member

Tenure-Track Assistant Professor Search Committee Member – University
of Tennessee, Knoxville, College of Education and Human Sciences

TPTE Literacy Representative at TACTE Fall & Spring Conference

Clinical Assistant Professor Search Committee Member – University of
Tennessee, Knoxville, College of Education and Human Sciences

Graduate Student Research Colloquium Proposal Review, University of
Tennessee, Knoxville, College of Education and Human Sciences

2021-2022 Clinical Assistant Professor Search Committee Member – University of
Tennessee, Knoxville, College of Education and Human Sciences

Director Reading Research Center Search Committee Member –
University of Tennessee, Knoxville, College of Education and Human
Sciences

Department of Theory and Practice in Teacher Education, University of
Tennessee, Knoxville, Executive Committee Member

Contributor to Modules of Evidence-based Practices for Special
Education, Educator Prep Program, University of Tennessee, Knoxville

TPTE Literacy Representative at TACTE Spring Conference

2016-2017 Co-Organizer, Writing Research Mini-conference. Hosted at the Barkley Memorial Center by the Department of Special Education and Communication Disorders. Keynote speakers Steve Graham and Karen Harris.

AWARDS & HONORS

2023 Outstanding TPTE Community Engagement Team; awarded to the Literacy Education Team at UTK

2022 Selected to receive a complimentary registration to present at 2022 ASHA Convention in New Orleans, LA.

2017- 2020 Department of Special Education & Communication Disorders Travel Grants, University of Nebraska-Lincoln

2017-2019 College of Education & Human Services Grants for Student Participation in Professional Conferences, University of Nebraska-Lincoln

2016- 2020 Graduate Research Assistantship, Department of Special Education & Communication Disorders, University of Nebraska-Lincoln

2016- 2019 Othmer's Fellowship (\$24,000), Department of Special Education & Communication Disorders, University of Nebraska-Lincoln

2010- 2011 Melissa ISD Elementary Teacher of the Year

2006- 2007 New Teacher of the Year Melissa ISD

PROFESSIONAL MEMBERSHIPS

Academic Language Therapy Association

Association of Literacy Educators & Researchers

Council of Exceptional Children

International Dyslexia Association

Literacy Research Association