

## Michael Hebert

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### ACADEMIC BACKGROUND

#### Degrees:

- Ph.D. Vanderbilt University, Nashville, TN (2012)  
Special Education
- Ed.M. Harvard Graduate School of Education, Cambridge, MA (2002)  
Language and Literacy
- B.S. Plymouth State College, Plymouth, NH (1999)  
Childhood Studies

#### Dissertation Title:

Examining Effects of Note-taking and Extended Writing on the Expository Text  
Comprehension of Fourth Grade Students

### PROFESSIONAL EXPERIENCE

- 2012 - Assistant Professor, University of Nebraska—Lincoln, Department of Special Education and Communication Disorders
- 2015 - Director, Kit and Dick Schmoker Reading Center, University of Nebraska—Lincoln
- 2012 - 2014 Co-Director, Kit and Dick Schmoker Reading Center, University of Nebraska—Lincoln
- 2007 – 2012 Research Assistant, Vanderbilt University, Department of Special Education
- 2008 – 2010 Teaching Assistant, Vanderbilt University, Department of Special Education
- 2005 – 2007 Writing Project Fellow, National Writing Project, University of California, Los Angeles
- 2002 – 2007 Reading Specialist, Center Street Elementary School, El Segundo, CA
- 2002 Project Intern, Center for Applied Special Technology (CAST), Wakefield, MA
- 2000 – 2001 Fourth Grade Teacher, Woodsdale Elementary School, Abington, MA

1999 – 2000 Third Grade Teacher, Greasewood Springs Elementary School, Greasewood, AZ

### **FUNDED GRANTS**

Principal Investigator, Early Career Development and Mentoring grant funded by the U.S. Department of Education, Institute of Education Sciences (R324B130005): *Structures: Improving the Reading Comprehension of Struggling Readers in 4<sup>th</sup> Grade through Expository Text Structure and Writing* 7/1/2013 – 6/31/2017 (Award Total: \$399,073.00)

Principal Investigator, Layman Grant funded by the University of Nebraska—Lincoln: *The Structures Assessment Project*. 2013 - 2015 (Award Total: \$20,000.00).

### **GRANT PROPOSALS UNDER REVIEW**

Principal Investigator, Goal 1 Exploratory Grant submitted to the U.S. Department of Education, Institute of Education Sciences: *Project VIEW: Visual Impairments Education in Writing*. (Amount: \$1,363,173.00) (Status: Under Review)

Co-Principal Investigator, Design and Development Level 1 grant submitted to the National Science Foundation: *Design and Development of Mathematics-Writing Assessments*. (Amount: \$881,181). (Status: Under Review)

### **UNFUNDED GRANT PROPOSALS**

Principal Investigator, Goal 2 Intervention Development Grant submitted to the U.S. Department of Education, Institute of Education Sciences: *Write Mathematics: The Iterative Development of Intervention Modules to Improve the Mathematics Writing Performance of Students At-Risk for Mathematics and Writing Difficulties*. (Amount: \$1,498,359.00) (Status: Unfunded)

Co-Principal Investigator, Design and Development Level 1 grant submitted to the National Science Foundation: *Design and Development of Mathematics-Writing Assessments*. (Amount: \$449,297.00) (Status: Unfunded)

### **PUBLICATIONS**

Hebert, M., Bohaty, J. J., Nelson, J. R., & Brown, J. A. (2016). The effects of text structure instruction on expository reading comprehension: A meta-analysis. *Journal of Educational Psychology, 108*, 609-629.

Hebert, M. & Powell, S. (2016). Examining fourth grade mathematics writing: Features of Organization, Mathematics Vocabulary, and Mathematical Representations. *Reading and Writing: An Interdisciplinary Journal, 29*, 1511-1537. doi: 10.1007/s11145-016-9649-5

Powell, S., & Hebert, M. (2016). Influence of writing ability and computation skill on mathematics writing. *The Elementary School Journal, 117*, 310-335.

Graham, S., Fishman, E., Reid, R., & Hebert, M. (2016). Writing characteristics of students with Attention Deficit Hyperactive Disorder: A meta-analysis. *Learning Disabilities Research & Practice, 31*, 75-89.

- Hebert, M. & Bohaty, J. J. (2016). Using text structures and information frames to help students conquer informational text. *Illinois ASCD Newsletter*, 62, 8-13.
- Graham, S., Hebert, M., Sandbank, M. P., & Harris, K. (2016). Credibly assessing the writing achievement of young struggling writers: Application of generalizability theory. *Learning Disabilities Quarterly*, 39, 72-82. doi: 10.1177/0731948714555019
- Mathematical Writing Task Force. (2016). *Types and purposes for elementary mathematical writing: Task force recommendations*. Retrieved from: <http://mathwriting.education.uconn.edu>
- Graham, S., Hebert, M., & Harris, K. R. (2015). Formative assessment and writing: A meta-analysis with implications for the common core. *The Elementary School Journal*, 115, 523-547. doi: 10.1086/681947
- Brindle, M., Graham, S., Harris, K. R., & Hebert, M. (2015). Third and fourth grade teacher's classroom practices in writing: A national survey. *Reading and Writing: An International Journal. Advance online publication*. doi: 10.1007/s11145-015-9604-x
- Bohaty, J. J., Hebert, M., Nelson, J. R., & Brown, J. A. (2015). Methodological status and trends in expository text structure instruction efficacy research. *Reading Horizons*, 54, 35-65.
- Nelson, J. R., Oliver, R. M., Hebert, M., & Bohaty, J. (2015). Use of self-monitoring to maintain program fidelity of multi-tiered interventions. *Remedial and Special Education*, 36, 14-19.
- Hebert, M., Graham, S., Rigby-Wills, H., Ganson, K. (2014). Effects of writing on informational text comprehension: Who Benefits? *Learning Disabilities—A Contemporary Journal*, 12, 43-68.
- Hebert, M. (2014). The nuances of writing instruction for students with disabilities: An introduction to the special issue. *Learning Disabilities: A Contemporary Journal*, 12, 1-4.
- Gillespie, A., Graham, S., Kiuahara, S., & Hebert, M. (2014). High school teachers' use of writing to support students' learning: A national survey. *Reading and Writing*, 27, 1043-1072.
- Graham, S., Capizzi, A., Harris, K., Hebert, M., & Morphy, P. (2014). Teaching writing to middle school students: A national survey. *Reading and Writing*, 27, 1015-1042
- Hebert, M., Gillespie, A., & Graham, S. (2013). Comparing effects of different writing activities on reading comprehension: A meta-analysis. *Reading and Writing*, 26, 111-138.
- Lipsey, M., Puzio, K., Yun, C., Hebert, M. A., Steinka-Fry, K., Cole, M. W., Roberts, M., Anthony, K. S., Busick, M. D. (2012). *Translating the statistical representation of the effects of education interventions into more readily interpretable forms*. (NCSE 2013-3000). Washington, DC: U.S. Government Printing Office.
- Graham, S., Harris, K., & Hebert, M. (2011). It is more than just the message: Presentation effects in scoring writing. *Focus on Exceptional Children*, 44(4), 1-12

Graham, S., & Hebert, M. (2011). Writing-to-read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review, 81*, 710-744.

Lane, K. L., Harris, K., Graham, S., Driscoll, S. A., Sandmel, K., Morphy, P., Hebert, M., & House, E. (2011). Self-Regulated Strategy Development at Tier 2 for second-grade students with writing and behavioral difficulties: A randomized controlled trial. *Journal of Research on Educational Effectiveness, 4*, 322-353.

Graham, S., Harris, K., & Hebert, M. (2011). *Informing writing: The benefits of formative assessment*. Washington, DC: Alliance for Excellent Education (Manuscript commissioned by Carnegie Corporation of New York).

Graham, S., Hebert, M., Harris, K. (2011). Throw 'em out or make 'em better? State and district high stakes writing assessments. *Focus on Exceptional Children, 44*, 1-12.

Graham, S., & Hebert, M. (2010). *Writing to read: The evidence-base for how writing can improve reading*. Washington, DC: Alliance for Excellent Education (Manuscript commissioned by the Carnegie Corporation of New York).

### **MANUSCRIPTS UNDER REVIEW**

Roehling, J., Hebert, M., Nelson, J. R., & Bohaty, J. (submitted for review). Text Structure Strategies for Improving Reading Comprehension. *The Reading Teacher*.

Hebert, M., Bohaty, J. J., Nelson, J. R., & Lambert, M. C. (submitted for review). Discriminating Expository Text Structures: Development and Pilot Test of an Intervention for Struggling Readers. *Remedial and Special Education*.

Powell, S. R., Hebert, M. A., Cohen, J. A., Casa, T. M., & Firmender, J. M. (submitted for review). A Synthesis of Mathematics Writing: Assessments, Interventions, & Surveys. *Journal of Writing Research*.

### **BOOKS (edited)**

Graham, S., MacArthur, C., & Hebert, M. (commissioned for fall 2017). *Best practices in writing instruction* (Third Edition). NY: Guilford.

### **RESEARCH PRESENTATIONS**

Hebert, M. (2016, September). *Teaching Students to Write Expository Text*. A paper presented at the Association of Researchers in Special Education Conference. Lieper's Fork, TN.

Hebert, M., Bohaty, J. J., Roehling, J., Nelson, J. R., Paradise, A., & Christensen, K. (2016, July). Improving the expository reading comprehension of struggling readers using expository text structures and note taking. A paper presented at the Society for Scientific Study of Reading Conference. Porto, Portugal.

- Roehling, J., Hebert, M., & High, A. (2016, July). *Using Writing to Support Reading in U.S. Elementary School Classrooms: A National Survey*. A paper presented at the SIG Writing Conference. Liverpool, England.
- Hebert, M. A., Bohaty, J. J., Nelson, J. R., Roehling, J. (2016, April). *Taking Notes on Expository Text using Structures: A Strategy for Struggling Readers*. A paper presented at the Council of Exceptional Children Conference. St. Louis, MO.
- Hebert, M. A., & Powell, S. R. (2016, April). *Writing About Mathematics*. A paper presented at the Council of Exceptional Children Conference. St. Louis, MO.
- Hebert, M., Roehling, J., Bohaty, J., Nelson, J. R., & Christensen, K. (2016, February). *Taking notes on informational text using text structures: A multiple-baseline study*. A poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Hou, F., Watts, G. W., Powell, S. R., Hebert, M., & Shin, M. (2016, February). *A meta-analysis of number sense instruction/intervention*. A poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Hebert, M. (2015, September). *The Iterative Development of the Structures Reading Intervention: Conceptualization, Production, and Future Direction*. A paper presented at the Association of Researchers in Special Education Conference. Lieper's Fork, TN.
- Hebert, M., Bohaty, J., Lambert, M., Sharkey, H., Behmer, T., Hower, A. & Harman, K. (2015, October). *Development of the Structures Reading Assessment*. A paper presented at the Council for Learning Disabilities Conference. Las Vegas, NM.
- Powell, S., & Hebert, M. & (2015, October). *The Connection Between Writing Skill and Writing about Mathematics*. A paper presented at the Council for Learning Disabilities Conference. Las Vegas, NM.
- Hebert, M. & Powell, S. (2015, July). *The Connection Between Writing Skill and Writing about Mathematics*. A paper presented at the Society for Scientific Study of Reading Conference. The Big Island, HI.
- Hebert, M., Bohaty, J., & Nelson, R. (2015, April). *Using Text Structures to Help Struggling Readers Comprehend Expository Text*. A paper presented at the Council of Exceptional Children Conference. San Diego, CA.
- Moreland, K., White, J., Roehling, J., Sharkey, H., Hebert, M., Nelson, J. R., & Bohaty, J., (2015, April). *Structures: Teaching 4<sup>th</sup> and 5<sup>th</sup> Grade Struggling Readers About Expository Text Structures*. Poster presented at the University of Nebraska—Lincoln Spring 2015 Research Fair. Lincoln, NE.
- Hebert, M., & Powell, S. (2015, February). *Writing about Mathematics*. A paper presented at the Pacific Coast Research Conference. San Diego, CA.
- Lemons, C., Speece, D., Hebert, M., Kennedy, M., Ledford, J. (2015, February). *IES Early Career Development and Mentoring Grant: Initial Findings and Advice from Current Grantees*. Panel presented at the Pacific Coast Research Conference. San Diego, CA.

- Roehling, J. & Hebert, M. (2014, December). *Learning to Write about Math and Science*. Poster presented at the Nebraska Summit on Math and Science Education. Lincoln, NE.
- Bohaty, J. J., Hebert, M., & Nelson, J. R. (2014, November). *The Effects of Text Structure Instruction on Expository Text Comprehension: A Meta-Analysis*. Poster presented at the University of Nebraska—Lincoln Fall 2014 Research Fair. Lincoln, NE.
- Bohaty, J. J., Hebert, M., & Nelson, J. R. (2014, July). *The Effects of Text Structure Instruction on Expository Text Comprehension: A Meta-Analysis*. Poster presented at the Society for the Scientific Study of Reading Conference. Santa Fe, NM.
- Behmer, T., Hower, A., Wilson, J. Hebert, M., Reid, R. (2014, April). *ACDC: A Sentence Combining Strategy for Struggling Readers*. Poster presented at the University of Nebraska—Lincoln Spring 2014 Research Fair. Lincoln, NE.
- Korth, M., Schmidt, A., Lubber, H., Hebert, M., Nelson, R., Bohaty, J. (2014, April). *Structures: Developing Materials for an Intervention and Assessment for Struggling Readers*. Poster presented at the University of Nebraska—Lincoln, NE.
- Hebert, M., Bohaty, J. J., & Nelson, J. R. (2014, July). *The Effects of Text Structure Instruction on Expository Text Comprehension: A Meta-Analysis*. Poster presented at the Society for Scientific Study of Reading Conference. Santa Fe, NM.
- Hebert, M., Graham, S., & Rigby-Wills, H. (2013, July). *Examining Effects of Note-taking and Extended Writing on the Expository Text Comprehension of Fourth Grade Students*. A paper presented at the Society for Scientific Study of Reading Conference. Hong Kong.
- Hebert, M., Graham, S., & Harris, K. (2013, February). *Factors that Influence or Bias Writing Assessment*. A paper presented at the Pacific Coast Research Conference. San Diego, CA.
- Hebert, M., Gillespie, A., & Graham, S. (2012, February). *Matching Writing Activities to Reading Comprehension Outcomes: A Meta-Analysis Comparing the Effects of Different Writing Activities*. A paper presented at the Pacific Coast Research Conference. San Diego, CA.
- Hebert, M. & Graham, S. (2011, July). *The Impact of Writing Assessment: A Meta-analysis*. Paper presented at the Society for the Scientific Study of Reading Conference. St. Pete Beach, FL.
- Gillespie, A., Hebert, M., Graham, S. (2011, April). *Comparing the Effects of Various writing activities on reading comprehension: A series of meta-analyses*. Paper presented at the American Education Research Conference. New Orleans, LA.
- Graham, S., Gillespie, A., & Hebert, M. (2011, April). *Using writing to improve students' comprehension of text*. Paper presented at the Council for Exceptional Children Conference. Washington, D.C.
- Hebert, M., Graham, S., & Harris, K. (2011, February). *Assessing struggling writers: A comparison of writing performance and behaviors across four genres*. Paper presented at the Writing Research Across Borders II Conference. Washington, D. C.

- Hebert, M., Graham, S., & Harris, K. (2010, July). *Predicting writing quality for struggling writers across four genres*. Poster presented at the Embracing Inclusive Approaches for Children and Youth with Special Education Needs Conference. Riga, Latvia.
- Hebert, M., Gillespie, A., & Graham, S. (2010, July). *Using writing to improve reading: A meta-analysis*. Paper presented at the Society for the Scientific Study of Reading Conference. Berlin, Germany.
- Hebert, M., Simpson, A., & Graham, S. (2010, June). Comparing the effectiveness of writing types on reading outcome measures. Poster presented at the Institute of Education Sciences Conference. Washington, D.C.
- Lipse, M., Puzio, K., Yun, C., Hebert, M., Steinka-Fry, K., Cole, M., Roberts, M., Anthony, K., Busick, M., Bloom, H., Hill, C., & Black, A. (2010, June). *Beyond p-values: Characterizing education intervention effects in meaningful ways*. Paper presented at the Institute of Education Sciences Conference. Washington, D.C.
- Graham, S., & Hebert, M. (2010, April). *Strategy instruction solutions to improve literacy skills: A meta-analysis of the effects of writing on reading*. Paper presented at the American Educational Research Association Conference, Denver, CO.
- Harris, K.R., Lane, K., Graham, S., Driscoll, S., House, E., Sandmel, K., Hebert, M., & Morphy, P. (2010, April). *Self-Regulated Strategy Development for second-grade students with writing and behavioral difficulties: A randomized control trial*. Poster presented at the American Educational Research Association Conference, Denver, CO.
- Hebert, M., Graham, S. (2010, February). *Writing to read: A meta-analysis of the effects of writing on reading outcomes*. A paper presented at the Pacific Coast Research Conference. San Diego, CA.
- Hebert, M., & Graham, S. (2010, February). *Predicting writing quality for struggling writers across four genres*. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego.
- Hebert, M., & Graham, S. (2009, June). *Comprehension through note-taking: A meta-analysis of the effects of taking notes and note-taking instruction on reading comprehension outcomes*. Poster presented at the annual meeting of the Institute of Education Sciences, Washington, D.C.
- Lane, K. L., Graham, S., Harris, K., Hebert, M., & Sandmel, K. (2009, April). *Strategies instruction for second grade students at risk for EBD*. Poster presented at Council for Exceptional Children. Seattle, WA.
- Hebert, M., & Graham, S. (2009, February). *Summarizing to comprehend: A meta-analysis*. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego.
- Lane, K. L., Harris, K., Graham, S., Driscoll, S., Sandmel, K., Hebert, M., & House, E. (2009, February). *Targeted writing interventions to support students at-risk for emotional and behavioral concerns*. Paper presented at Pacific Coast Research Conference, San Diego, CA.
- Lane, K. L., Harris, K., Graham, S., Driscoll, S., Sandmel, K., Morphy, P., Hebert, M., & House, E. (2008, November). *Targeted writing interventions to support students at risk for emotional and*

*behavioral concerns*. Paper presented at the International Child and Adolescent Conference XIV. Bloomington, MN.

Lane, K. L., Harris, K., Graham, S., Driscoll, S. A., Sandmel, K., Morphy, P., & Hebert, M. (2008, April). Targeted writing interventions to support students at-risk for emotional and behavioral concerns. Paper presented at *Tennessee School-Wide Positive Behavior Support Conference*. Nashville, TN.

Dalton, B., Hebert, M. & Deysher S. (December 2003). Scaffolding students' response to digital literature with embedded strategy supports: The role of audio-recorded vs. written student response options. 53<sup>rd</sup> National Reading Conference, Scottsdale, AZ

### **PRACTITIONER WORKSHOPS AND PRESENTATIONS**

Hebert, M. (July, 2011). *Writing to Read: Strategies for using writing to improve reading in middle school and high school*. Presentation at the Lighthouse Academies Summer Institute, Chicago, IL.

Hebert, M. (June, 2011). *Literacy links: Reading and writing across the content (Elementary)*. Presentation at the Fairfax Public Schools Literacy Summit, Fairfax, VA.

Hebert, M. (June, 2011). *Achieving literacy through evidence-based practices (Elementary)*. Presentation at the Fairfax Public Schools Literacy Summit, Fairfax, VA.

Hebert, M. (December, 2010). *Writing to read: Evidence for how writing can improve reading*. Presentation at the Secondary Literacy Summit X, Costa Mesa, CA.

Hebert, M. (July, 2009). *Getting kids on the playing field: Writing strategies instruction*. Presentation at the Lighthouse Academies Summer Institute, Chicago, IL.

Sandmel, K., & Hebert, M. (May, 2009). *It is so much easier to write now! Self-Regulated Strategies Development approach and writing strategies that work!* Presentation at the Tennessee Disability Mega Conference, Nashville, TN.

Sandmel, K., & Hebert, M. (February, 2009). *It's so much easier to write! Self-regulated strategy development and writing strategies*. Presentation at the Tennessee Special Education Conference, Nashville, TN.

Hebert, M. (March, 2006). *Using literature to enhance writing instruction*. Keynote presentation at the University of California Merced National Writing Project Conference, Merced, CA.

### **MENTORED STUDENT AWARDS/GRANTS**

Marissa Esch. (2016 – 2017). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Kayla Ramos. (2016 – 2017). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Carlie Kay. (Summer 2016). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Anastasiya Ivanchuk. (Summer 2016). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Rachel Denniston. (Summer 2016). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Kristin Christensen. (Summer 2015). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Kelsey Moreland. (2014 – 2015). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2014 – 2015, Awardee: (Total Award: \$2400.00).

Jadee White. (2014 – 2015). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Anna Hower. (2014 – 2015). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Taylor Behmer. (2014 – 2015). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Anna Schmidt. (2014 – 2015). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Hannah Luber. (2014 – 2015). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

Megan Korth. (2014 – 2015). University of Nebraska—Lincoln Undergraduate Creative Activities and Research Experiences Student Grant. (Total Award: \$2400.00).

## **PROFESSIONAL SERVICE**

### **University Service:**

- 2016 - Faculty Teaching Mentor for Dr. Peng Peng, Department of Special Education and Communication Disorders, University of Nebraska—Lincoln
- 2016 Faculty Search Committee Member for 3 positions, Department of Special Education and Communication Disorders, University of Nebraska—Lincoln
- 2014 - Graduate Advisory Board, Department of Special Education and Communication Disorders, University of Nebraska—Lincoln
- 2013 - Research Committee, Department of Special Education and Communication Disorders, University of Nebraska—Lincoln

- 2013 - Mentor, Undergraduate Creative Activities and Research Experience program (UCARE), University of Nebraska—Lincoln
- 2008 - 2009 Peabody College Library Committee, Vanderbilt University, Graduate Student Representative

**Student Committees:**

- Dissertation Committee for Jill Holtz: 2014 – 2016  
 Dissertation Committee for Linlin Luo: 2014 – 2016  
 Dissertation Committee for Janet Bohaty: 2012 – 2015  
 Dissertation Committee for Judy Harvey: 2012 – 2013  
 Master’s Thesis Committee for Mallory Johnsen: 2013-2015

**National and State Service:**

- 2015 - A Task Force on Conceptualizing Elementary Mathematical Writing: Implications for Mathematics Education Stakeholders. Funded by the National Science Foundation.
- 2013 External Reviewer – Texas Education Agency, Response to Intervention iOS mobile application project (Rtl Guidance App)
- 2013 - 2014 Editing Committee - Nebraska Department of Education Language Arts Standards  
 President-Elect  
 Membership Committee DLD

**International Service;**

- 2015- Consultant – Research grant funded by the Fonds de recherche Société et culture. (PI: Catherine Turcotte, Université du Québec à Montréal, Canada)

**Advisory Boards**

- 2015 - Technical Advisory Board member for a University of Nebraska-Kearny grant submission examining on-line learning in the area of writing. (PI: Brian Wojcik)

**Editorial Review Boards:**

- 2016 - *Journal of Educational Psychology*
- 2013 - 2014 *Reading and Writing Quarterly: Overcoming Learning Disabilities*

**Guest Editor:**

- 2016 - *Reading and Writing: An Interdisciplinary Journal* – Special Issue Editor
- 2016 *Journal of Educational Psychology* – Guest Action Editor

2015 *Journal of Educational Psychology* – Guest Action Editor

2013 - 2014 *Learning Disabilities: A Contemporary Journal* – Special Issue Editor

**Principal Reviewer:**

2014 - 2016 *Journal of Educational Psychology*

**Editorial Consultant** (Periodic Reviews, not on Editorial Board):

*Journal of Educational Psychology* (10)

*Journal of Writing Research* (2)

*Reading and Writing: An Interdisciplinary Journal* (2)

*Reading and Writing Quarterly: Overcoming Learning Disabilities* (2)

*Journal of Reading and Writing* (2)

*The Elementary School Journal* (6)

*Remedial and Special Education* (1)

*Exceptional Children* (2)

*Education and Treatment of Children* (2)

*Behavior Disorders* (1)

*Journal of Early Intervention* (1)

*Insights for Learning Disabilities* (1)

*Assessment for Effective Intervention* (3)

*Reading Research Quarterly* (1)

**Conference Review Committees:**

2015 - *Society for Research on Educational Effectiveness*. Reviewed 3 papers for Spring 2016 meeting.

2013 - *Society for the Scientific Study of Reading*. Reviewed 22 papers for the 2014 meeting.

2009 - *Council for Exceptional Children Conference*. Reviewed presentations for 2010 meeting.

**UNIVERSITY TEACHING EXPERIENCE**

*University of Nebraska—Lincoln*

SPED 995: Doctoral Seminar in Special Education: Meta-Analysis

SPED 995: Doctoral Seminar in Special Education

SLPA 896-501: Readings and Research (Research Experience)

SPED 415/815: Reading and Writing Disabilities

SPED 401/801: Accommodating Exceptional Learners in the Elementary Classroom

SPED 414: Instructional Methods for Students with Diverse Needs

*Peabody College of Vanderbilt University*

SPED 3900: Teaching Language/Writing to Students with Disabilities

SPED 3900-02: Seminar on Writing Research

**HONORS AND AWARDS**

Institute of Education Sciences (IES), Experimental Education Research Training (ExpERT) Fellow,  
Peabody College of Vanderbilt University (2007-2012)

**PROFESSIONAL MEMBERSHIPS**

Council of Exceptional Children | Division of Learning Disabilities  
Society for Scientific Study of Reading  
Council of Learning Disabilities