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## Positions

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- Professor of Education, The Pennsylvania State University, University Park, PA, 2016-present
- Director, Center for Educational Disparities Research, the Pennsylvania State University, University Park, PA, 2016-present
- Visiting Faculty Scholar, School of Education, Johns Hopkins University, Baltimore, MD, 2015-2016
- Director, Educational Risk Initiative, the Pennsylvania State University, University Park, PA, 2011-2015
- Associate Professor of Education, The Pennsylvania State University, University Park, PA, 2010-present
- Assistant Professor of Education, The Pennsylvania State University, University Park, PA, 2004-2010

## Education

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- Ph.D. in Education and Human Development (Special Education), George Peabody College of Vanderbilt University, Nashville, TN (2004)
- Master's in Teaching in Special (Certified for grades K-12 in Learning Disabilities) and Elementary (Certified for grades K-8) Education, Curry School of Education, University of Virginia, Charlottesville, VA (1997)
- Bachelor of Arts in Philosophy and History, University of Oregon, Eugene, OR (1992), *Cum laude*

## Publications

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*Google Scholar Citations (July 11, 2016): All citations = 3,071; h-index = 23; i10 index = 29*

### *Peer-Reviewed Journals* (50 total)

1. Hammer, C. S., **Morgan, P. L.**, Farkas, G., Hillemeier, M. M., Bitetti, D., & Maczuga, S. (in press). Late talkers: A population-based study of risk factors and school readiness consequences. *Journal of Speech, Hearing, and Language Research*.
2. **Morgan, P. L.**, Farkas, G., Cook, M., Wilson, N., Hillemeier, M. M., & Schussler, D. (in press). Are Black children over-represented in special education? A best-evidence synthesis. *Exceptional Children*.
3. **Morgan, P. L.**, Li, H., Cook, M., Pun, W.-H., Farkas, G., & Hillemeier, M. M. (in press). Executive functioning deficits increase kindergarten children's risk for reading and mathematics difficulties in first grade. *Contemporary Educational Psychology*.

4. **Morgan, P. L.**, & Farkas, G. (in press). Are we helping all the children that we are supposed to be helping? *Educational Researcher*.
5. DuPaul, G., **Morgan, P. L.**, Farkas, G., Hillemeier, M. M., & Maczuga, S. (in press). Academic and social functioning associated with Attention-Deficit/Hyperactivity Disorder: Latent class analysis of trajectories from kindergarten to fifth grade. *Journal of Abnormal Child Psychology*.
6. **Morgan, P. L.**, Hammer, C. S., Farkas, G., Hillemeier, M. M., Maczuga, S., Cook, M., & Morano, S. (2016). Who receives speech/language services by five years of age in the U.S.? *American Journal of Speech Language Pathology*, 25, 183-1999. doi:10.1044/2015\_AJSLP-14-0201
7. **Morgan, P. L.**, Li, H., Cook, M., Farkas, G., Hillemeier, M. M., & Lin, Y.-C. (in press). Which kindergarten children are at greatest risk factor for attention-deficit/hyperactivity and conduct disorder symptomatology as adolescents? *School Psychology Quarterly*.
8. **Morgan, P. L.**, Farkas, G., Hillemeier, M. M., & Maczuga, S. (in press). Who is at risk for persistent mathematics difficulties? *Journal of Learning Disabilities*. (5-year impact factor = 2.81)
9. Wu, G., Lei, P.-W., DiPerna, J. C., **Morgan, P. L.**, & Reid, E. (in press). Identifying differences in early mathematical skills among children in Head Start. *International Journal of Science and Mathematics*.
10. Morgan, P. L., & Farkas, G. (2016). Implications and implications of racial and ethnic disparities in emotional and behavioral disorders identification and treatment. Invited forum submission, *Behavioral Disorders*.
11. \***Morgan, P. L.**, Farkas, G., Hillemeier, M. M., & Maczuga, S. (2016). Science achievement gaps begin early, persist, and are largely explained by modifiable factors. *Educational Researcher*, 45, 18-35.  
\*Findings reported on in U.S. News & World Report, the Atlantic, Huffington Post, Education Week, and the Seattle Times and about 10 other media outlets. In depth interview for American Radioworks (Minnesota Public Radio).
12. \***Morgan, P.L.**, Farkas, G., Hillemeier, M.M., Hammer, C., & Maczuga, S. (2015). 24-month-old children with larger oral vocabularies display greater academic and behavioral functioning at kindergarten entry. *Child Development*, 86, 1351-1370. (5-year impact factor = 5.83)  
\*Findings reported on in U.S. News and World Report, Reuters, Fox News, New York Post, Education Week, Business Insider, Daily Mail, WebMD, Yahoo! News UK, and about 30 other media outlets.
13. \***Morgan, P. L.**, Farkas, G., Hillemeier, M. M., Mattison, R., Maczuga, S., Li, H., & Cook, M. (2015). Minorities are disproportionately underrepresented in special education: Longitudinal evidence across five disability conditions. *Educational Researcher*, 44, 278-292. (5-year impact factor = 2.78)  
\*Findings reported on in U.S. News and World Report, Huffington Post, Huffington Post Live, Education Week, National Journal, and additional media. In depth podcast interviews at American RadioWorks (Minnesota Public Ratio) and To the Best of Our Knowledge (WAMC Northeast Public Radio).  
\*Listed as AERA's Most Read Research Study of 2015
14. \***Morgan, P. L.**, Farkas, G., & Maczuga, S. (2015). Which instructional practices most help 1<sup>st</sup> grade students with and without mathematics difficulties? *Educational Evaluation and Policy Analysis*, 37, 184-205. (5-year impact factor = 2.53)  
\*Listed as the Number 1 Lesson from Education Research in 2014, NPR "What's the Best Way to Teach Math to Struggling First-Graders? The Old-Fashioned Way"  
(<http://www.npr.org/blogs/ed/2015/02/26/387471969/5-lessons-education-research->

[taught-us-in-2014](#)). Findings also highlighted on [aera.net](#) and reported on by U.S. News and World Report, Politico, Pacific Standard, Atlantic Journal Constitution, Education Week, the Australian, additional news outlets. Listed as Second Most Read Journal Article over the prior year.

15. Wu, Q., **Morgan, P. L.** & Farkas, G. (2014). Does minority status increase the effect of disability status on elementary schoolchildren's academic achievement? *Remedial and Special Education, 35*, 366-377.
16. **Morgan, P. L.**, Hillemeier, M. M., Farkas, G., & Maczuga, S. (2014). Racial/ethnic disparities in ADHD diagnosis by kindergarten entry. *Journal of Child Psychology and Psychiatry, 55*, 905-913. (5-year impact factor = 6.24)
17. Lin, Y.-C., **Morgan, P.L.**, Farkas, G., Hillemeier, M. M., Cook, M., & Maczuga, S. (2013). Reading, mathematics, and behavioral difficulties interrelate: Evidence from a cross-lagged panel design and population-based sample of U.S. upper elementary students. *Behavioral Disorders, 38*, 193-200. (5-year impact factor = .82).
18. Sideridis, G. D., Antoniou, F., Stamoivlassis, D., & **Morgan, P. L.** (2013). The relationship between victimization at school and school achievement: The cusp catastrophe model for reading achievement. *Behavioral Disorders, 38*, 193-200. (5-year impact factor = .82)
19. \***Morgan, P. L.**, Staff, J., Hillemeier, M. M., Farkas, G., & Maczuga, S. (2013). Racial and ethnic disparities in ADHD diagnosis from kindergarten to 8th grade. *Pediatrics, 132*, 85-93. (5-year impact factor = 5.93)  
\*Findings reported by CBS News, CNN, USA Today, Fox News, US News & World Report, Denver Post, New York Daily News, and about 40 other news organizations.
20. Hillemeier, M. M., **Morgan, P. L.**, Farkas, G., & Maczuga, S. (2013). Quality disparities in child care for at-risk children: Comparing Head Start and non-Head Start settings. *Maternal and Child Health, 17*, 180-188. (5-year impact factor = 2.38)
21. \***Morgan, P.L.**, Farkas, G., Hillemeier, M. M., & Maczuga, S. (2012). Are minority children disproportionately represented in early intervention and early childhood special education? *Educational Researcher, 41*, 339-351. (5-year impact factor = 2.78)  
\*=4<sup>th</sup> most Educational Researcher read article between August 2012-September 2013, <http://edr.sagepub.com/reports/most-read>
22. **Morgan, P. L.**, Farkas, G., & Maczuga, S (2012). Do poor readers feel angry, sad, and unpopular? *Scientific Studies of Reading, 16*, 360-381. (5-year impact factor = 3.12)
23. **Morgan, P. L.**, Sideridis, G., & Hua, Y. (2012). Initial and over time effects of fluency interventions for students with or at-risk for disabilities: A single-subject design meta-analysis. *Journal of Special Education, 46*, 94-116. (5-year impact factor = 2.20)
24. Hochstedt, K., Lei, P.-W., DiPerna, J. C., & **Morgan, P. L.** (2011). Examining the dimensionality of EARLI literacy skill scores using nonlinear factor analysis. *Journal of Psychoeducational Assessment, 29*, 395-406. (5-year impact factor = 1.02)
25. \***Morgan, P. L.**, Farkas, G., & Wu, Q. (2011). Kindergarten children's growth trajectories in reading and mathematics: Who falls increasingly behind? *Journal of Learning Disabilities, 44*, 472-488. (5-year impact factor = 2.4)  
\*Identified as an "Editor's Choice" study, "specially selected to highlight the journal's most noteworthy manuscripts," [http://ldx.sagepub.com/cgi/collection/articles\\_of\\_interest](http://ldx.sagepub.com/cgi/collection/articles_of_interest)
26. Hillemeier, M. M., **Morgan, P. L.**, Farkas, G., & Maczuga, S. A. (2011). Prenatal and socioeconomic risk factors for variable and persistent cognitive delay in a national sample. *Maternal and Child Health Journal, 15*, 1001-1010. (5-year impact factor = 2.38)
27. Hibel, J., Farkas, G., & **Morgan, P. L.** (2010). Who is placed into special education? *Sociology of Education, 83*, 312-332. (5-year impact factor = 2.67)

28. **Morgan, P. L.**, Frisco, M., Farkas, G., & Hibel, J. (2010). A propensity score matching analysis of the effects of special education. *Journal of Special Education, 43*, 236-254. (5-year impact factor = 2.20).
29. Reid, M. A., DiPerna, J. C., **Morgan, P. L.**, & Lei, P. W. (2009). Reliability and validity evidence for the early literacy probes. *Psychology in the Schools, 46*, 1023-1035.
30. Lei, P.W., Wu, Q., DiPerna, J. C., & **Morgan, P. L.** (2009). Developing short forms of the EARLI numeracy measures: Comparison of item selection methods. *Educational and Psychological Measurement, 69*, 825-842. (5-year impact factor = 1.19)
31. \***Morgan, P. L.**, Farkas, G., & Wu, Q. (2009) Five-year growth trajectories of kindergarten children with learning difficulties in mathematics. *Journal of Learning Disabilities, 42*, 306-321. (5-year impact factor = 2.4)  
 \*=Identified as a "Must Read" for 2009. Bryant, B. R., Bryant, D. P., Boudah, D., & Klinger, J. (2010). Synthesis of research symposium at CLD's 24<sup>th</sup> International Conference on Learning Disabilities: "Must Reads" for 2009. *Learning Disability Quarterly, 33*, 133-140.
32. Hillemeier, M., Farkas, G., **Morgan, P. L.**, Martin, M., & Maczuga, S. (2009). Disparities in the prevalence of cognitive delay: How early do they appear? *Paediatric & Perinatal Epidemiology, 23*, 186-198. (5-year impact factor = 2.57)
33. **Morgan, P. L.**, Farkas, G., Hillemeier, M., & Maczuga, S. (2009). Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates. *Journal of Abnormal Child Psychology, 37*, 401-413. (5-year impact factor = 4.23)
34. **Morgan, P. L.**, Farkas, G., & Wu, Q. (2009). Kindergarten predictors of recurring externalizing and internalizing psychopathology in 3<sup>rd</sup> and 5<sup>th</sup> grade. *Journal of Emotional and Behavioral Disorders, 17*, 67-79. (5-year impact factor = 2.15)
35. **Morgan, P. L.**, Farkas, G., & Hibel, J. (2008). Matthew effects for whom? *Learning Disability Quarterly, 31*, 187-198. (5-year impact factor = 1.06)
36. **Morgan, P. L.**, & Meier, C. (2008). Dialogic Reading's potential to improve children's emergent literacy skills and behavior. *Preventing School Failure, 52*, 11-16.
37. **Morgan, P. L.**, Farkas, G., Tufis, P. S., & Sperling, R. S. (2008). Are reading and behavioral problems risk factors for each other? *Journal of Learning Disabilities, 41*, 417-436. (5-year impact factor = 2.4)
38. **Morgan, P. L.**, Fuchs, D., Compton, D. L., Cordray, D. S., & Fuchs, L. S. (2008). Does early reading failure decrease children's reading motivation? *Journal of Learning Disabilities, 41*, 387-404. (5-year impact factor = 2.4)
39. \*Sutherland, K. S., Lewis-Palmer, T., Stichter, J., & **Morgan, P. L.** (2008). Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes of students with emotional or behavioral disorders. *Journal of Special Education, 41*, 223-233. (5-year impact factor = 2.20)  
 \*Identified as an "Editor's Choice" study, "selected to highlight the journal's most noteworthy manuscripts."  
[http://sed.sagepub.com/cgi/collection/articles\\_of\\_interest?page=2](http://sed.sagepub.com/cgi/collection/articles_of_interest?page=2)
40. **Morgan, P. L.**, & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children, 73*, 165-183. (5-year impact factor = 2.99)
41. **Morgan, P. L.**, & Sideridis, G. D. (2006). Contrasting the effectiveness of fluency interventions for students with or at risk for learning disabilities: A multilevel random coefficient modeling meta-analysis. *Learning Disabilities: Research and Practice, 21*, 191-210. (5-year impact factor = 1.02)
42. Reid, E. E., **Morgan, P. L.**, DiPerna, J. C., & Lei, P. W. (2006). Development of measures to assess young children's early academic skills: Preliminary findings from a Head Start-University partnership. *Insights on Learning Disabilities, 3* (2), 25-38.

43. Morgan, P. L., Young, C., & Fuchs, D. (2006). Peer-assisted Learning Strategies: An effective intervention for young readers. *Insights on Learning Disabilities, 3* (1), 23-42.
44. **Morgan P. L.** (2006). Increasing task engagement using preference or choice-making: Some behavioral and methodological factors affecting their efficacy as classroom interventions. *Remedial and Special Education, 27*, 176-187.
45. Sideridis, G. D., **Morgan, P. L.**, Botsas, G., Padeliadu, S., & Fuchs, D. (2006). Predicting learning disabilities based on motivation, metacognition, and psychopathology: A ROC analysis. *Journal of Learning Disabilities, 39*, 215-229. (5-year impact factor = 2.4)
46. Dion, E., **Morgan, P. L.**, Fuchs, D., & Fuchs, L. (2004). The promise and limitations of reading instruction in the mainstream: The need for a multilevel approach. *Exceptionality, 12*, 163-173. (5-year impact factor = .8).
47. Sutherland, K., & **Morgan, P. L.** (2003). Implications of transactional processes in classrooms for students with emotional/behavioral disorders. *Preventing School Failure, 48*, 32-37.
48. **Morgan, P. L.** (2003). Null hypothesis significance testing: Philosophical and practical considerations of a statistical controversy. *Exceptionality, 11*, 209-221. (5-year impact factor = .8)
49. Fuchs, D., Mock, D., **Morgan, P. L.**, & Young, C. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities: Research and Practice, 18*, 157-171.
50. Fuchs, D., Fuchs, L., Yen, L., McMaster, K., Svenson, E., Yang, N., Young, C., **Morgan, P.**, Gilbert, T., Jaspers, J., Jernigan, M., Yoon, E., & King, S. (2001). Developing first-grade reading fluency through peer mediation. *Teaching Exceptional Children, 34*, 90-93.

### **Book Chapters**

1. **Morgan, P. L.**, Young, C., & Fuchs, D. (2005). Peer-Assisted Learning Strategies: An effective intervention for young readers. In G. Sideridis (Ed.), *Research to practice: Effective interventions for children with learning disabilities* (pp. 123-143). Boston: Learning Disabilities Worldwide.
2. **Morgan, P.**, Young, C., & Fuchs, D. (2004). Using Peer-Assisted Learning Strategies to reverse Matthew effects in reading. In M. K. Riley & T. Citro (Eds.), *Best practices for the inclusionary classroom: Leading researchers talk directly with teachers* (pp. 38-47). Boston: Learning Disabilities Association of Massachusetts.

### **Additional Publications**

1. Morgan, P. L., & Farkas, G. (2016). Evidence of minority under-representation in special education and its implications for school psychologists. *Communique*
2. Morgan, P. L., & Farkas, G. (2015) Is special education racist? *New York Times*. Op-Ed.
3. Morgan, P. L., & Morano, S. (2015). Racial/ethnic disparities in ADHD diagnosis. *Pediatrics for Parents*. (An electronic newsletter sent monthly to 210,000 readers.)
4. Morgan, P. L., & Sideridis, G. D. (2013). Introduction to the special issue on inter-relations between reading and behavioral difficulties. *Behavioral Disorders, 38*, 193-200.
5. Sideridis, G. D., Morgan, P. L., & Simos, P. G. (2013). Introduction to approaching reading comprehension from multiple theoretical perspectives. *Reading & Writing Quarterly: Overcoming Learning Disabilities, 29*, 121-123.



## Grants

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1. Morgan, P. L., Hillemeier, M. M., Farkas, G., Duschl, R., & Oh, Y. (2015-2017). *Science learning difficulties. Patterns and predictions in a nationally representative cohort*. National Center for Special Education Research (Mathematics and Science Education), Institute of Education Sciences (\$700,000). Principal Investigator.
2. Morgan, P.L. (2015-2016). *Understanding and addressing racial/ethnic disability disparities using a public health perspective*. Spencer Foundation Midcareer Grant (\$150,000).
3. Morgan, P.L. (2012-2014). *Educational Risk Initiative*. Social Sciences Research Institute, College of Education, and Population Research Institute, The Pennsylvania State University (\$410,000), Project Director.
4. Morgan, P. L., Farkas, G., Hillemeier, M. M. & Frisco, M. (2012-2014). *ADHD: Population-based estimates of diagnosis, treatment, and school-based outcomes*. National Center for Special Education Research (Social and Behavioral Outcomes to Support Learning), Institute for Education Sciences (\$697,999). Goal 1. Principal Investigator.
5. Morgan, P. L., Farkas, G., Hillemeier, M. M., & Hammer, C. (2012-2014). *Risk factors and services for vocabulary delays in early childhood: Population-based estimates*. National Center for Special Education Research (Early Intervention and Early Learning), Institute for Education Sciences, U.S. Department of Education. (\$699,658). Goal 1. Principal Investigator.
6. Morgan, P. L. (2010-2013). *Children with learning and behavioral disabilities in the primary grades*. Social Sciences Research Institute, The Pennsylvania State University. (\$150,000). Facilitated Project. Principal Investigator.
7. Morgan, P. L., Farkas, G., & Hillemeier, M. (2009-2011). *Poverty, low birthweight, and early cognitive delay: A population-based approach*. National Institute of Child and Human Development, National Institutes of Health (\$403,559). R21. Principal Investigator.
8. Welsh, J. A., Bierman, K. L., Nix, R., Gest, R., & Morgan, P. L. (2009-2014). *Focus on learning*. National Institutes of Child and Human Development, National Institutes of Health (\$3,589,725). R01. Investigator.
9. Morgan, P. L. (2008-2010). *Children's psychopathology: Trajectories, risk factors, and effects of services*. National Academy of Education/Spencer Foundation Postdoctoral Fellowship (\$55,000). Principal Investigator.
10. Morgan, P. L., Hillemeier, M., & Farkas, G. (2008-2009). *Pediatrician-directed screening and intervention for language delays in high-risk children*. The Children, Youth, and Families Consortium, The Pennsylvania State University (\$20,000). Principal Investigator.
11. Farkas, G., & Morgan, P. L. (2007-2009). *Instructional effects on achievement growth of children with learning difficulties in mathematics*. National Center for Special Education Research (Mathematics and Science), Institute for Education Sciences (\$492,000). Goal 1. Principal Investigator.
12. Farkas, G., & Morgan, P. L. (2006-2007). *The demography of early child health and disability*. The Children, Youth, and Families Consortium, The Pennsylvania State University (\$20,000). Co-Principal Investigator.
13. Miccio, A. W., Hammer, C. S., Lawrence, F., Lopez, L. M., Morgan, P. L., & Rodriguez, B. (2005-2010). *Assessing bilingual phonological development in young children*. National Institute of Child and Human Development, National Institutes of Health (\$2,955,658). R01. Investigator.
14. DiPerna, J. C., Morgan, P. L., & Lee, P. W. (2005-2006). *Development of early arithmetic, reading, and learning indicators for preschoolers*. The Children, Youth, and Families Consortium, The Pennsylvania State University (\$20,000). Co-Principal Investigator.

15. Morgan, P. L., & Sperling, R. (2004-2005). *The causes and consequences of early reading failure: Using the ECLS-K to model the Matthew effects*. Research Initiation Proposal Grant, College of Education, The Pennsylvania State University (\$5,750). Principal Investigator.
16. Farkas, G., & Morgan, P. L. (2004-2006). *What's special about special education?* Modeling the determinants and consequences of special education placement using the ECLS-K. American Educational Research Association Research Grant (\$35,000). Co-Principal Investigator.
17. DiPerna, J. C., Morgan, P. L., & Lee, P. W. (2004-2007). *Development of early arithmetic, reading, and learning indicators for Head Start*. Head Start—University Partnership Grant for Measurement Development, U. S. Department of Health and Human Services (\$597,817). Co-Principal Investigator.
18. Morgan, P. L. (2004). *Tracking the effects of print access on the development of Matthew effects in children from low-income communities*. Research Initiation Proposal Grant, College of Education, The Pennsylvania State University (\$9,000). Principal Investigator.
19. Morgan, P. L., & Fuchs, D. (2003). *Tracking the effects of print access on the development of Matthew effects in children from poor, minority, and urban communities*. Dissertation Grant Program, American Educational Research Association/Institute of Education Science, U. S. Department of Education (\$15,000; declined). Student Investigator.
20. Morgan, P. L., & Fuchs, D. (2002). *Reversing the Matthew effects: Using Peer-Assisted Learning Strategies to promote reading skills, reading motivation, and reading practice by children with learning disabilities*. Student-Initiated Research Project, Office of Special Education Programs, U.S. Department of Education (\$19,998). Student Investigator.
21. Morgan, P. L. (2001). *Leaping into literacy!* The Candace Bos Innovative Project Grant, Division of Learning Disabilities, Council for Exceptional Children (\$1,000). Principal Investigator.

## Presentations

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### **Invited Presentations**

1. Morgan, P.L., & Farkas, G. (2015, July). *Minority children are less likely than otherwise similar White children to be identified as disabled and so receive special education services*. Invited presentation to the White House's Office of Management and Budget, President's Domestic Policy Council, and the U.S. Department of Education, Washington, DC.
2. Morgan, P. L. (March, 2015). *The developmental impacts of pre-kindergarten programs for children with special needs*. Invited Discussant. Symposium presented at the Biennial Meeting of the Society for Search on Child Development. Philadelphia, PA.
3. Morgan, P. L. (2014, January). *Raising awareness of racial and ethnic disparities in diagnosis and treatment of ADHD*. Webinar for Continuing Medical Education Credit, Quantiles Medical Education and Shire Pharmaceuticals, Hawthore, NY.
4. Morgan, P.L. (2013, March). *Science achievement gaps in the U.S.: A longitudinal investigation*. Invited presentation at Children's Learning Research Collaborative, the Ohio State University, Columbus, OH.
5. Morgan, P. L., Farkas, G., & Maczuga, S. (2010, June). *Early risk factors for later mathematics difficulties*. Paper presented to the Institutes of Education Sciences Research Conference, Washington, DC.
6. Hillemeier, M. M., Farkas, G., Morgan, P. L., & Maczuga, S. A. (2008, December). *Disparities in children's development: Findings from the Early Childhood Longitudinal Study—Birth*

- Cohort*. Paper presentation to the National Institutes of Health Summit on the Science of Eliminating Health Disparities. Washington, DC.
7. Morgan, P. L. (2006, October). *Using Peer Assisted Learning Strategies to teach mathematics skills to diverse learners*. Presentation to the 15<sup>th</sup> Annual World Congress on Learning Disabilities, Boston, MA.
  8. Morgan, P. L. (2005, October). *Boosting young readers' task engagement using Peer Assisted Learning Strategies*. Presentation to the 14<sup>th</sup> Annual World Congress on Learning Disabilities, Boston, MA.
  9. Morgan, P. L. (2005, November). *Using Peer Assisted Learning Strategies: K-1<sup>st</sup> grade*. 2005 National Conference of the Division of Learning Disabilities, Council for Exceptional Children, Charleston, SC.
  10. Morgan, P. L. (2005, February). *Peer-Assisted Learning Strategies*. Presentation to the 2005 Annual Conference of the Pennsylvania Department of Education, Hershey, PA.
  11. Morgan, P. L. (2004, October). *The role of reading motivation in explaining reading failure*. Thirty-eighth Annual Pennsylvania School Psychologists Conference. University Park, PA.
  12. Morgan, P. L. (2004, October). *Preference and choice-making: Some behavioral and methodological factors that might explain their efficacy as classroom interventions*. Third Annual Behavior Analysis Research Colloquium, The Pennsylvania State University, University Park, PA.

#### **Peer-Reviewed Presentations**

1. Morgan, P. L., & Farkas, G., (January, 2016). *Science achievement gaps begin very early, persist, and are largely explained by modifiable factors*. Presentation made to AERA-UCSB STEM and Special Education Conference, Santa Barbara, CA. Invited.
2. Morgan, P. L., Farkas, G., Hillemeier, M. M., Maczuga, S., Cook, M., & Li, H. (April, 2016). *Science achievement gaps begin very early, persist, and are largely explained by modifiable factors*. Poster to be presented to the annual meeting of the American Educational Research Association, Washington, DC.
3. Morgan, P. L., Farkas, G., & Hillemeier, M. M. (November, 2015). *Disparities in disability identification based on gender, race/ethnicity, and language use: Findings and implications*. Workshop presented at the first annual the Psychology of Boys at Risk: Indicators from 0-5 Conference, Santa Fe, NM.
4. Morgan, P. L., Hammer, C. S., Farkas, G., Hillemeier, M. M., & Maczuga, S. (April, 2015). *24-month-old children with larger oral vocabularies display greater academic and behavioral functioning at kindergarten entry*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
5. Morgan, P. L., Li, H., Cook, M., Farkas, G., Hillemeier, M. M., Lin, Y.-C. (April, 2015). *Which kindergarteners are at greatest risk for attention-deficit/hyperactivity and conduct disorder symptomatology at adolescents?* Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
6. Morgan, P. L., Li, Hui, Cook, M., Farkas, G., Hillemeier, M. M., Lin, Y.-C. (April, 2015). *Kindergarten risk factors for comorbid attention-deficit/hyperactivity and conduct disorder symptomatology in adolescence*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
7. Morgan, P. L., Farkas, G., Hillemeier, M., Hammer, C. S., & Maczuga, S. (April, 2015). *Children's oral vocabulary size predicts their academic and behavioral readiness for kindergarten*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
8. Hammer, C. S., Morgan, P. L., Farkas, G., Maczuga, S., & Hillemeier, M. M. (April, 2015). *A population-based study of late talkers' development during the preschool years*. Poster



- presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
9. Morgan, P. L., Hillemeier, M. M., Farkas, G., & Maczuga, S. (April, 2014). *Racial/ethnic disparities in ADHD diagnosis by kindergarten entry*. Paper presented to the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
  10. Lin, Y.-C., Morgan, P. L., Farkas, G., Hillemeier, M. M., Cook, M., & Maczuga, S. (April, 2014). *Reading and mathematics difficulties each increase children's risk for subsequent behavior problems*. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
  11. Morgan, P. L., Staff, J., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2013, April). *Examining racial/ethnic disparities in ADHD diagnosis across kindergarten to eighth grade*. Paper presentation made to the Annual Meeting of the American Educational Research Association, San Francisco, CA.
  12. Farkas, G., Morgan, P. L., Hillemeier, M. M., & Maczuga, S. (2013, April). *Summarizing social class differences in infant and preschool development: Results from the ECLS-B*. Paper presentation made to the Annual Meeting of the American Educational Research Association, San Francisco, CA.
  13. Morgan, P. L., Staff, J., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2012, May). *Population-based estimates of minority children's receipt of ADHD diagnosis and treatment in the U.S.* Poster presented to the Annual Meeting of the Population Association of American, San Francisco, CA.
  14. Hillemeier, M. M., Morgan, P. L., Farkas, G., & Maczuga, S. (2012, May). *Episodic and persistent maternal depressive symptoms: Population-based estimates of effects on school readiness and behavior*. Poster presented to the Annual Meeting of the Population Association of American, San Francisco, CA.
  15. Morgan, P. L., Zhao, Y., Farkas, G. (2012, April). *Early reading failure and later socio-emotional maladjustment*. Paper presented to the Annual Meeting of the American Educational Research Association, Vancouver, BC.
  16. Morgan, P. L., Farkas, G., Hillemeier, M., Hammer, C., & Maczuga, S. (2012, April). *Risk factors for reading difficulties in early childhood*. Paper presented to the Annual Meeting of the American Educational Research Association, Vancouver, BC.
  17. Morgan, P. L., Farkas, G., & Maczuga, S. (2011, September). *Which teacher instructional practices most help 1<sup>st</sup> grade students with and without mathematics difficulties?* Paper presented to the Fall Meeting of Society for Research on Educational Effectiveness, Washington, DC.
  18. Morgan, P. L., Farkas, G., Maczuga, S. (2011, April). *Risk factors for later mathematics difficulties*. Paper presented to the Annual Meeting of the American Educational Research Association, New Orleans, LA.
  19. Morgan, P. L., Sideridis, G., & Hua, Y. (2011, April) *Effects of fluency interventions for students with or at risk for disabilities*. Paper presented to the Annual Meeting of the American Educational Research Association, New Orleans, LA.
  20. Morgan, P. L., Hillemeier, M. M., Farkas, G., & Maczuga, S. (2010, November). *Low maternal education as a unique and general risk factor for developmental delay in preschoolers: Population-based estimates*. Paper presented to the Annual Meeting of the American Public Health Association, Denver, CO.
  21. Hillemeier, M. M., Morgan, P. L., Farkas, G., & Maczuga, S. (2010, November). *Socioeconomic and race/ethnic disparities in child care quality at 48 months of age*. Paper presented to the Annual Meeting of the American Public Health Association, Denver, CO.

22. Morgan, P. L., Farkas, G., & Wu, Q. (2010, April). *Do poor readers feel angry, sad, and unpopular?* Paper presented to the Annual Meeting of the American Educational Research Association, Denver, CO.
23. Morgan, P. L., Farkas, G., & Maczuga, S. (2010, April). *Are minority children over- or under-represented in their receipt of early intervention and early childhood special education services?* Paper presented to the Annual Meeting of the American Educational Research Association, Denver, CO.
24. Hillemeier, M. M., Morgan, P. L., Farkas, G., & Maczuga, S. (2010, April). *Perinatal and socioeconomic risk factors for variable and persistent cognitive delay at 24 and 48 months of age in a national sample.* Paper presented at the Annual Meeting of the Population Association of America, Dallas, TX.
25. Morgan, P. L., Farkas, G., & Wu, Q. (2009, April). *Risk factors for learning-related behavior problems at 24 months of age.* Paper presented to the Annual Meeting of the American Education Research Association, San Diego, CA.
26. Morgan, P. L., Farkas, G., & Wu, Q. (2009, April). *Predictors of mathematical proficiency: Separate estimates for children entering kindergarten with and without learning difficulties.* Paper presented to the Annual Meeting of the American Education Research Association, San Diego, CA.
27. Wu, Q., Morgan, P. L., & Farkas, G. (2009, April). *Testing for simultaneous Matthew effects in reading and mathematics: A parallel processes growth model.* Paper presented to the Annual Meeting of the American Education Research Association, San Diego, CA.
28. Hillemeier, M. M., Farkas, G., Morgan, P. L., & Maczuga, S. (2008, June). *Socioeconomic disparities in development in early childhood.* Paper presented at the Annual Meeting of the Academy Health, Chicago, IL.
29. Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2008, April). *Class, race, and gender disparities in behavior problems at 24-months: Population-based estimates.* Paper presented to the Annual Meeting of the Population Association of America, New Orleans, LA.
30. Morgan, P. L., Hibel, J., Farkas, G. (2008, April). *Factors predicting children's placement into special education.* Paper presented to the Annual Meeting of the American Educational Research Association, New York, NY.
31. Morgan, P. L., Frisco, M., Farkas, G., & Hibel, J. (2008, April). *A propensity score matching analysis of the effects of special education.* Paper presented to the Annual Meeting of the American Educational Research Association, New York, NY.
32. Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. A. (2008, May). *Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates from the Early Childhood Longitudinal Study—Birth Cohort.* Paper presented at the Annual Meeting of the Pediatric Academic Societies, Honolulu, HI.
33. Hillemeier, M. M., Farkas, G., Morgan, P. L., Martin, M., & Maczuga, S. A. (2007, May). *Cognitive development problems at 9 and 24 months of age: Parental, gestational, and birth-related risk factors.* Paper presented at the Annual Meeting of the Pediatric Academic Societies. Toronto, CA.
34. Morgan, P.L., Farkas, G., & Hibel, J. (2007, April). *Matthew effects from whom?* Paper presented to the Annual Meeting of the American Educational Research Association, Chicago, IL.
35. Morgan, P.L., & Bucknavage, L. B. (2007, April). *How effective is structured storybook reading? A best-evidence synthesis of the emergent literacy outcomes.* Paper presented to the Annual Meeting of the American Educational Research Association, Chicago, IL.
36. Hillemeier, M. M., Farkas, G., Morgan, P. L., Martin, M., & Maczuga, S. A. (2007, March). *Parental, gestational, and birth-related risk factors for low cognitive functioning at 9 and*

- 24 months of age*. Paper presented at the Annual Meeting of the Population Association of America, New York City, NY.
37. DiPerna, J. C., Morgan, P. L., Lei, P. W., Reid, E. E., & Wu, Q. (2007, March). *Development of progress-monitoring measures to assess preschoolers' pre-literacy and early mathematical skills*. Poster session presented at Biennial Meeting of the Society for Research in Child Development, Boston, MA.
  38. DiPerna, J. C., Morgan, P. L., Lei, P. W., Reid, E., & Wu, Q. (2006, November). *Development of progress-monitoring measures to assess preschoolers' early mathematical skills*. Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.
  39. Hibel, J., Farkas, G., & Morgan, P. L. (2006, August). *Who are placed into special education?* Paper presented to the 101<sup>st</sup> Annual Meeting of the American Sociological Association, Montreal, Canada.
  40. Diperna, J. C., Morgan, P. L., Lei, P. W., Reid, E., & Wu, Q. (2006, June). *The EARLI Mathematics probes: Initial reliability and validity evidence for children in HeadStart*. Poster presentation to the 8<sup>th</sup> Annual National Head Start Research Conference, Washington, D.C.
  41. Diperna, J. C., Morgan, P. L., Lei, P. W., Reid, E., & Wu, Q. (2006, June). *Development of early arithmetic, reading, and learning indicators for Head Start*. *Head Start—University Partnership Grant for Measurement Development*. Poster presentation to the 8<sup>th</sup> Annual National Head Start Research Conference, Washington, D.C.
  42. Morgan, P. L., Sideridis, G., & Ha, Y. (2006, April). *Increasing children's oral reading fluency: A single-subject meta-analysis using Hierarchical Linear Modeling*. Paper presented to the Annual Meeting of the American Educational Research Association, San Francisco, CA.
  43. Morgan, P. L., Farkas, G., Tuffis, P. A., & Sperling, R. A. (2006, April). *Do reading problems cause problem behaviors? Evidence from the Early Childhood Longitudinal Study, Kindergarten, 1998-1999*. Paper presented to the Annual Meeting of the American Educational Research Association, San Francisco, CA.
  44. Morgan, P. L. (2005, October). *An empirical analysis of the relation between at-risk preschoolers' early academic skills, self-reported feelings of competency, and adult ratings of task engagement*. Paper presented at the 14<sup>th</sup> Annual World Congress on Learning Disabilities, Boston, MA.
  45. Morgan, P. L. (2005, April). *An empirical exploration of the relation between learning to read and young children's reading motivation*. Paper presented to the Annual Meeting of the American Educational Research Association, Montreal, Canada.
  46. Morgan, P. L. (2005, April). *Reversing negative Matthew effects by boosting children's interest in reading*. Poster presentation to the Annual Convention of the Council for Exceptional Children, Division of Research, Baltimore, MD.
  47. DiPerna, J. C., & Morgan, P. L. (2004, October). *Development of early arithmetic, reading, and learning indicators (the EARLI Project) for Head Start*. Presentation to the Head Start—University Partnership for Measurement Development Grantees, U. S. Department of Health and Human Services, Administration for Children and Families, Washington, DC.
  48. Sideridis, G. D., Botsas, G., Morgan, P. L., & Fuchs, D. (2004, August). *Identification of students with learning disabilities based on metacognition, motivation, emotions, and psychopathology: A ROC analysis*. Fifth World Congress on Dyslexia, Thessaloniki, Greece.
  49. Morgan, P. L., & Sperling, R. (2004, June) *Exploring the causes and consequences of continued reading failure: The dual roles of reading motivation and practice*. Research proposal accepted for the Early Childhood Longitudinal Study-Kindergarten Database Training Seminar, Washington, DC.

50. Morgan, P. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2004, June). *Does early reading failure decrease young children's reading motivation: An experimental evaluation of the negative Matthew effects hypothesis*. Interactive paper presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, the Netherlands.
51. Morgan, P. L., Fuchs, D. (2003, June). *Reversing Matthew effects: Effects of small-group tutoring on the reading skills, self-concept, motivation, and task engagement of children at risk for learning disabilities*. Poster presented at the Project Directors' Meeting, U.S. Department of Education, Office of Special Education Programs, Washington, D.C.
52. Young, C., McMaster, K., Morgan, P. L., Yang, N., Yen, L., & Fuchs, D. (2003, April). *Identifying and treating students unresponsive to generally effective instruction: A new approach*. Presentation to the Annual Convention of the Council for Exceptional Children, Division of Learning Disabilities, Seattle, WA.
53. Morgan, P. L. (2002, November). *Promoting engaged reading by students with emotional and behavioral disorders*. Paper presented at the 26<sup>th</sup> Annual Conference on Severe Behavior, Tempe, AZ.
54. Morgan, P., Young, C., & Fuchs, D. (2002, June). *Effects of tutoring on the reading performance of treatment resistant children*. Poster presented at the Ninth Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.
55. Morgan, P., & McMaster, K. (2002, April). *Using academic structure to promote positive behavior*. Paper presented at the Annual Convention of the Council for Exceptional Children, New York, NY.
56. Morgan, P., & Fuchs, D. (2001, November). *A critical review of preference and choice as interventions to improve outcomes for students with problem behaviors*. Poster presented at the Bi-annual Meeting for the Council for Children with Behavioral Disorders, Atlanta, GA.

## Honors, Accomplishments, and Awards

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1. Most Read Educational Research Article of 2015, American Educational Research Association for Morgan, P. L., Farkas, G., Hillemeier, M. M., Mattison, R., Maczuga, S., Li, H., & Cook, M. (2015). Minorities are disproportionately underrepresented in special education: Longitudinal evidence across five disability conditions. *Educational Researcher*, 44, 278-292.  
<http://www.aera.net/Newsroom/NewsReleasesandStatements/AERAAnnouncesMostReadEducationResearchArticlesof2015/tabid/16204/Default.aspx>
2. Most Read Study published in *Educational Evaluation and Policy Analysis* (2014-present) for Morgan, P. L., Farkas, G., & Maczuga, S. (2015). Which instructional practices most help 1<sup>st</sup> grade students with and without mathematics difficulties? *Educational Evaluation and Policy Analysis*, 37, 184-205.  
<http://epa.sagepub.com/reports/most-read>
3. Distinguished Researcher Award, American Educational Research Association Special Education Special Interest Group (2015)
4. University Teaching Award, Nominee (2014, independently initiated by undergraduate students)
5. Outstanding Reviewer, *Review of Educational Research*, American Educational Research Association, 2013
6. Distinguished Early Career Award, Division of Research, Council for Exceptional Children (2012)



7. Outstanding Senior Researcher Award, College of Education, The Pennsylvania State University (2012)
8. National Institutes of Health's Office of Loan Repayment and Scholarship Award for Pediatric Research (2005-2007, competitively renewed 2007-2009)
9. John Willis Lloyd Outstanding Doctoral Research Award, Division of Learning Disabilities, Council for Exceptional Children (2005)
10. Robert Gaylord-Ross Award for Excellence in Scholarly Writing, Department of Special Education, Peabody College, Vanderbilt University
11. Dean's Research Fellowship, Peabody College, Vanderbilt University
12. Pass with Distinction, Doctoral Qualifying Exams, Department of Special Education, Peabody College, Vanderbilt University
13. Dean's Research Fellowship, University of Oregon
14. General University Scholarship, University of Oregon
15. Phi Beta Kappa National Honor Society
16. Mortar Board National Honor Society
17. Friar's Club Honor Society, University of Oregon
18. Departmental Honors, Department of History, University of Oregon
19. Departmental Honors, Department of Philosophy, University of Oregon
20. Dean's List, University of Oregon

## **Editorial Boards and Reviewer Experience**

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### ***Editorial Boards***

*American Journal of Education* (Invited Consulting Editor, 2009-2012)  
*Behavioral Disorders* (Consulting Editor, 2005-present)  
*Educational Researcher* (Editorial Board, 2015-present)  
*Insights on Learning Disabilities* (Consulting Editor, 2005-present)  
*International Journal of Educational Research* (Special Series Editor, 2006)  
*Journal of Emotional and Behavioral Disorders* (Editorial Review Board, 2010-2016)  
*Journal of Learning Disabilities* (Editorial Review Board, 2012-present)  
*Learning Disability Quarterly* (Consulting Editor, 2010-present)  
*Learning Disabilities: Research & Practice* (Editorial Review Board, 2005-2015)  
*Reading Research Quarterly* (Editorial Review Board, 2010-2012, invitation to continue term until 2016)  
*Review of Educational Research* (Editorial Review Board, 2011-present)  
*School Psychology Review* (Editorial Advisory Board, 2015-present)  
*TEACHING Exceptional Children* (Editorial Review Board, 2014-2016)

### ***Review Experience***

*American Educational Research Journal* (Faculty Ad Hoc Reviewer, Teaching, Learning, & Human Development Section, 2005-present; Invited Reviewer, Structural and Institutional Analysis Section, 2012)  
*Clinical Epidemiology* (Invited Reviewer, 2008)  
*Child Development* (Invited Reviewer, 2012)  
*Developmental Psychology* (Invited Reviewer, 2008-present)  
*The DLD Times* (Eastern Editor and Chair, 2006-2009)  
*Early Childhood Research Quarterly* (Invited Reviewer, 2008, 2010)  
*Elementary School Journal* (Invited Reviewer, 2010-present)

*International Journal of Disability, Development, and Education* (2011-present)  
*Journal of Applied Behavioral Analysis* (Guest Reviewer, 2002, Invited Reviewer, 2008)  
*JAMA Pediatrics* (Invited Reviewer, 2014-present)  
*Journal of Child and Family Studies* (Invited Reviewer, 2006)  
*Journal of Educational Psychology* (Ad Hoc Reviewer, 2006, Invited Reviewer, 2013-present)  
*Journal of Emotional and Behavioral Disorders* (Invited Reviewer, 2002, 2008-2009)  
*Journal of School Psychology* (Invited Reviewer, 2008)  
*Journal of Social and Clinical Psychology* (Invited Reviewer, 2007)  
*Journal of Special Education* (APA Style Reviewer, 2000-2003)  
*Learning and Individual Differences* (Invited Reviewer, 2011-present)  
*Learning and Instruction* (Invited Reviewer, 2014-present)  
*Language, Speech, and Hearing Services in Schools* (Invited Reviewer, 2008-present)  
*Learning Disabilities: A Contemporary Journal* (Guest Reviewer, 2004-present)  
*Learning Disability Quarterly* (Invited Reviewer, 2007-2010)  
*Pediatrics* (Invited Reviewer, 2014)  
*Preventing School Failure* (Guest Reviewer, 2003)  
*Reading and Writing Quarterly* (Special Issue Co-Editor, "Approaching reading comprehension from multiple theoretical perspectives," 2009)  
*Reading Research Quarterly* (Invited Reviewer, 2008, 2010)  
*School Psychology Review* (Ad Hoc Reviewer, 2005)  
*Scientific Studies of Reading* (Invited Reviewer, 2009-present)  
*Social Science Research* (Invited Reviewer, 2013-present)

## Affiliations and Memberships

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### **Affiliations**

1. Research Affiliate, The Population Research Institute, The Pennsylvania State University, University Park, PA.
2. Faculty Affiliate, The Child Study Center, The Pennsylvania State University, University Park, PA.
3. Faculty Affiliate, The Consortium for Children, Youth, and Families, The Pennsylvania State University, University Park, PA.
4. Faculty Affiliate, The Prevention Research Center, The Pennsylvania State University, University Park, PA
5. Research Affiliate, Center for Teaching and Learning, University of Oregon, Eugene, OR.

### **Current or Past Professional Memberships**

1. American Educational Research Association
2. Division of Research, Council for Exceptional Children
3. Division of Learning Disabilities, Council for Exceptional Children
4. Society for the Scientific Studies of Reading
5. Society for Research on Educational Effectiveness
6. Population Association of America
7. Society for Research on Child Development

## Service

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### *Professional Service*

1. Grant Reviewer, Nuffield Foundation, UK (2015)
2. Grant Reviewer, Netherlands Organization for Health Research and Development (2015)
3. Grant Reviewer, Israel Science Foundation (2015)
4. Grant Reviewer, National Academy of Education Spencer Dissertation Fellowships, Spencer Foundation (2014-present)
5. Grant Reviewer, Research and Evaluation on Education in Science and Engineering (2012), Education and Human Resources Core Research (2013), National Science Foundation.
6. Chair, Special Education Research Special Interest Group, American Educational Research Association (2011-2012).
7. Program Chair, Special Education Research Special Interest Group, American Educational Research Association (2010-2011).
8. Secretary-Treasurer, Special Education Research Special Interest Group, American Educational Research Association (2009-2010).
9. Grant Reviewer, Head Start Graduate Student Research Grants, Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.
10. Grant Reviewer, U.S. Department of Education, Institute of Education Sciences, National Center for Education Research's Basic Processes Panel (Standing Panel member, 2008-present).
11. Grant Reviewer (Pre-application Stage), Early Reading First, U.S. Department of Education
12. Member, Publications Committee, Division of Learning Disabilities, Council for Exceptional Children, Arlington, VA.
13. Co-Coordinator, 15<sup>th</sup> Annual World Congress on Learning Disabilities, Learning Disabilities Worldwide, Boston, MA.
14. Conference Reviewer (Special Education Research), Annual Meeting of the American Educational Research Association (2006-2010).
15. Conference Reviewer, Division of Learning Disabilities, Annual Convention of the Council for Exceptional Children.
16. Conference Reviewer (Research in Reading & Literacy; Special Education Research), Annual Meeting of the American Educational Research Association, San Francisco, CA.
17. Grant Reviewer, Head Start-University Partnerships: Curriculum Development and Enhancement for Head Start and Early Head Start Programs, Office of Planning, Research and Evaluation, U. S. Department of Health and Human Services.
18. Conference Reviewer (Cognitive, Social, & Motivational Process; Literacy & Language Arts; Special Education Research), Annual Meeting of the American Educational Research Association, Montreal, Canada.

### *Departmental, College, and University Service*

1. Committee Member, Admissions Committee, Educational Theory and Policy, Department of Education Policy Studies (2015-present)
2. Committee Member, Promotion and Tenure Committee, Department of Education Policy Studies. This committee reviews candidates for promotion and tenure with the Department of Education Policy Studies (2015-present).
3. Member, Health Disparities Working Group. This cross-college group helps to coordinate research activities being conducted at Penn State on the issue of health disparities.

4. Chair, Search Committee for Special Education and Innovative Methods. This committee reviewed and identified candidates for an open-rank tenure-line position, co-funded by the College of Education and the Social Science Research Institute (2013-2014).
5. Chair, Search Committee for Education Policy Studies and Innovative Methods. This committee reviewed and identified candidates for a open-rank tenure-line position, co-funded by the College of Education and the Social Science Research Institute (2013-2014).
6. Member, Search Committee, Child Maltreatment and Well-Being. This committee reviewed and identified candidates for an open-rank tenure-line position, co-funded by the College of Education and the Social Science Research Institute (2013-2015).
7. Member, Research Advisory Committee, College of Education. This committee advises the Associate Dean on research activities and evaluates internal grant proposals for funding. (2013-present, Department Head's invited member).
8. Member, Social Science Research Institute (SSRI) Steering Committee. This committee establishes and oversees University-wide internal funding mechanisms for increasing multidisciplinary research (2010-present; Director's invited member).
9. Member, Associate Director Search Committee, SSRI. This sub-committee evaluated and interviewed for the position of SSRI's Associate Director, who helps coordinate and oversee ongoing SSRI activities including the Steering Committee's panel reviews (2011; Director's invited member).
10. Member, Graduate Council, Graduate School. This committee oversaw changes to the offerings made by Penn State University's Graduate School (2009-2011).
11. Member, Graduate Council Fellowship and Awards Committee. This sub-committee of the Graduate School helped select recipients of University-wide Fellowships and Awards (2010-2014).
12. Member, Graduate Student Admissions Committee. This committee advised the Special Education Program on the relative merits of master's- and doctoral-level students applying for admission into Penn State (Spring, 2009-2010).
13. Member, Strategic Planning Role of Evidence Study Team, College of Education. This sub-committee reported on initiatives that might be advanced in the College's Strategic Plan to increase institutional capacity to conduct and utilize empirical research (Spring, 2008; Dean's invited participant).
14. Member, Social Sciences Research Institute Biological Bases of Behavior, Health, and Development Visioning Group. This committee established a five-year Strategic Plan for SSRI that builds on the University's strengths in research on biobehavior, social policy, and the use of advanced statistical techniques to conduct social science (Fall, 2007; Director's invited participant).
15. Judge, Twentieth Annual Graduate Poster Exhibition. Evaluated content, presentation, and verbal justification and defense of approximately 15 Penn State graduate students research (Spring, 2006).
16. Member, Search Committee, Early Intervention Tenure-Track Position. This committee systematically reviewed applications to a tenure-track (assistant- or associate-level) position in the Special Education Program. The committee also offered recommendations to the Department and Dean on which applicants to interview and, subsequently, consider recruiting. The position is co-funded by the College of Education and the Children, Youth, and Families Consortium (Fall 2005-Spring 2006).
17. Member, Advisory Committee, Child Study Center's Stoll Lectureship Series. This committee worked to select and invite nationally and internationally recognized educational, medical, and social science researchers to present work relating to reading disabilities and their prevention or remediation (2005-2006).



18. Member, Steering Committee, Project FOCUS (Forming Outreach Community University Systems for Engagement). The purpose of this committee was to coordinate efforts to establish long-range research-to-practice collaborations between three low-income communities in Pennsylvania and Penn State's (a) Cooperative Extension (b) Outreach, and (c) research faculty. FOCUS was supported by a \$1,801,607, 3-year grant from the Kellogg Foundation (2005-2007).
19. Member, Research Design and Evaluation Committee, Project FOCUS. The purpose of this sub-committee was to coordinate an empirical evaluation of a home-based literacy and behavior intervention introduced simultaneously into three low-income counties in Pennsylvania. This committee was composed of faculty from the College of Health and Human Development, the College of Liberal Arts, and the College of Education (2005-2006).
20. Member, Intervention Committee, Project FOCUS. This committee helped design a 12-week home-based intervention that targets at risk kindergarteners' literacy and behavior skills. This sub-committee was composed of faculty from the College of Health and Human Development and the College of Education (2005-2006).
21. Member, Council for Exceptional Children Exhibition Committee. The purpose of this committee was to coordinate exhibition activities designed to bolster applications from attendees of the 2005 Council of Exceptional Children conference to the Department's doctoral programs in School Psychology or Special Education (Fall 2004-Spring 2005)
22. Member, Course Selection Committee. The purpose of this committee was to identify coursework offered by various Departments of the University that would be considered by the Special Education Program as meeting its requirements for coursework in qualitative and quantitative methodology (Fall, 2004).

## Advising and Teaching

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### *Student Advising*

#### *Undergraduate Honors*

1. Jacqueline Joos, Human Development and Family Studies (Thesis Advisor; Defended, 2009)

#### *Master's*

1. Caitlin Johnson, Special Education
2. Yao-Jen Tsai, Special Education (Defended, 2010)

#### *Doctoral*

1. Co-chair, Committee Member, Deborah Brooks, Special Education (Defended, 2010)
2. Committee Member, Jacob Hibel, Sociology (Defended, 2009)
3. Committee Member, Mandy Kubo, Special Education
4. Committee Member, Theresa Hoover, Special Education (Defended, 2010)
5. Committee Member, Catherine Meier, School Psychology
6. Committee Member, Julie Fitzgerald, School Psychology (Defended, 2007)
7. Committee Member, Rachel Lago, School Psychology (Defended, 2008)
8. Committee Member, Caitlin Cells, School Psychology
9. Committee Member, Arlene Ortiz, School Psychology (Defended, 2014)
10. Committee Member, Nicole Morgan, Human Development and Family Studies (Defended, 2014)

11. Committee Member, Jeremy Moeller, Special Education

#### *Invited External Reviews*

1. George Sideridis, Promotion to Instructor, Assistant Professor of Pediatrics, Harvard Medical School
2. Kelley Regan, Tenure and Promotion to Associate Professor, George Mason University

#### ***Courses Taught***

SPLED 395 Observing in Exceptional Settings  
 SPLED 409 Mathematics Instruction for Students with Special Needs  
 SPLED 500 Research Methods  
 SPLED 530 Learning Disabilities

### **Additional Experience**

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#### ***Research Experience***

1. *Evaluator, Early Reading First Grant, Intermediate Unit 13, Lancaster, Pennsylvania (2006-2009)*. Evaluated (with James DiPerna) the impact of the grant's activities on a teacher's instructional practice and preschool children's learning of early language and literacy skill. Analyzed the project's data and repeatedly reported on these data to the project's management team. Provided on-going technical support towards the implementation of the project's activities.
2. *Research Assistant, The National Research Center on Learning Disabilities, Vanderbilt University (2002-2003)*. Led skill-intensive 1:4 tutoring sessions for children unresponsive to regular reading instruction. Supervised implementation of Peer Assisted Learning Strategies (PALS) in 1<sup>st</sup> grade classrooms. Provided teachers with academic and behavioral consultation in conjunction with Center's multi-year, multi-site evaluation. Collected and scored both CBM and standardized test data. Analyzed test data for initial group equivalence and intervention effectiveness.
3. *Research Assistant, Curriculum-Based Measurement Passage Decodability Project, Vanderbilt University (2002-2003)*. Developed and employed a word-level coding scheme to rate decodability of CBM reading passages used by Peabody College, the University of Minnesota, the University of Maryland, and the University of Oregon. Assisted in creation of database of rated passages containing over 9,500 coded words.
4. *Research Assistant, Center for Accelerating Student Learning, Vanderbilt University (2000-2002)*. Provided skill-intensive 1:1 and 1:3 tutoring to children non-responsive to PALS instruction. Developed fluency and reading comprehension activities for PALS lessons used by 1<sup>st</sup> and 2<sup>nd</sup> grade general education teachers. Supervised PALS implementation. Collected, scored, and analyzed test data.

#### ***Practitioner Experience***

1. Learning Disabilities Self-Contained Teacher, Mechanicsville Elementary School, Mechanicsville, VA (1999-2000).
2. Learning Disabilities Inclusion Teacher, Rural Point Elementary School, Mechanicsville, VA (1997-1999).
3. Summer School Teacher, Hanover County Public Schools, Hanover County, VA (1998, 1999).
4. Residential Counselor, Region 10 Community Services Board (Mental Retardation Division), Charlottesville, VA (1995-1997).

5. Group Leader and Counselor, New Dominion Residential School, Dillwyn, VA (1994-1995).

***Related Experience***

1. Tutor Supervisor (2003), Peabody Reading Clinic, John F. Kennedy Center for Research on Human Development, Vanderbilt University
2. Electronic Group Facilitator (1997), "Mega-analysis of Meta-analyses: What works in Special Education and Related Services," (Forness, S. R., Kavale, K. A., Blum, I. M., and Lloyd, J. W. *Teaching Exceptional Children*, July/August 1997, pp. 4-9), Council for Exceptional Children, University of Virginia, Charlottesville, VA
3. Survey Consultant (1997), Literacy Volunteer of America, Charlottesville, VA
4. Reference Librarian (1996-1997), University of Virginia, Charlottesville, VA
5. President, Undergraduate Philosophy Club (1991-1992), University of Oregon