

# VITA

## **Karen R. Harris** **Currey Ingram Chair of Special Education and Literacy**

### **ADDRESS:**

Department of Special Education  
Peabody College, Box 328  
Vanderbilt University  
Nashville, TN 37203  
Phone: 615-343-6686  
karen.harris@vanderbilt.edu

### **ACADEMIC BACKGROUND**

Ed.D. Auburn University, Auburn, AL (1981)  
Major: Special Education - Learning Disabilities  
Minors: Research and Statistics; Educational Administration

MA. University of Nebraska, Lincoln, NE (1978)  
Major: Educational Psychology: Statistics, Learning, and Child Development

BA. University of Northern Colorado, Greeley, CO (1974)  
Dual Degrees: Elementary Education, Education of the Acoustically  
Handicapped; Summa Cum Laude

### **Selected Honors and Awards:**

Career Award for Research, with Steve Graham, International Council for Exceptional Children, 2005  
Samuel A. Kirk Award, Division of Learning Disabilities, Council for Exceptional Children, for best review/theoretical paper in Learning Disabilities Research and Practice ("Prevention and intervention for writing difficulties for students with learning disabilities," 15, pp.74-84 ), 2003  
Distinguished Researcher Award, American Educational Research Association, Special Interest Group - Special Education Research, 2001  
Outstanding Service to Persons with Disabilities Award, President's Commission on Disability Issues, University of Maryland  
Distinguished Scholar-Teacher Award, University of Maryland, 1997  
Lilly-Center for Teaching Excellence Award and Teaching Fellow, 1996  
Outstanding Young Researcher Award, University of Maryland Chapter, Golden Key National Honor Society, 1987  
Phi Delta Kappa Outstanding Doctoral Research Award, Auburn University Chapter, 1982

### **Certifications Held:**

Education of the Acoustically Handicapped, Educational Administration, Elementary Education, Learning Disabilities, Mental Retardation

## PROFESSIONAL WORK EXPERIENCE

- 2005-present Professor and Currey Ingram Chair of Special Education and Literacy, Vanderbilt University, Department of Special Education.
- 2005-present Learning Science Institute Investigator, Vanderbilt University
- 2005-present Member, Vanderbilt Kennedy Center for Research on Human Development
- 1994-2004 Professor, University of Maryland, Department of Special Education.
- 1999-2004 Affiliate Faculty Member, Department of Human Development, Educational Psychology Specialization.
- 1989 Dean's Associate, Academic Leadership Intern Program, College of Education, University of Maryland.
- 1983-1994 Assistant/Associate Professor, University of Maryland, Department of Special Education.
- 1982-1983 Visiting Assistant Professor, University of Maryland, Department of Special Education.
- 1981-1982 Visiting Assistant Professor, Purdue University, Special Education Department.
- 1978-1981 Instructor, Auburn University, Foundations of Education Department.
- 1979-1980 Assistant to the Director, Diagnostic and Evaluation Clinic, Auburn University, Department of Rehabilitation and Special Education.
- 1979-1980 Educational Evaluator, Learning Disabilities Clinic, Auburn University, Department of Rehabilitation and Special Education.
- 1977-1978 Special Education Unit Coordinator, Hayward School, Training for Occupational Proficiency (T.O.P.) Program, Lincoln Public Schools, Lincoln, Nebraska.
- 1975-1978 Teacher, Hayward School, T.O.P. Program, Lincoln, Nebraska.
- 1975-1978 Member, Mental Retardation Advisory Board, Lincoln Public Schools, Lincoln, Nebraska.
- 1976 Abstractor, Specialized Office for the Deaf and Hard of Hearing, University of Nebraska, Lincoln.
- 1974-1975 Teacher, Cassville Elementary School (4<sup>th</sup> grade), Monongalia County Schools, West Virginia.

## PUBLICATIONS

### Books:

Harris, K. R., Graham, S., & Mason, L. (in press). *Educator's guide to powerful writing strategies: Self-regulated strategy instruction*. Baltimore, MD: Brookes Publishing.

Graham, S., & Harris, K.R. (2005). *Writing better: Teaching writing process and self-regulation to students with learning problems*. Baltimore, MD: Brookes.

Harris, K.R., & Graham, S. (1996). *Making the writing process work: Strategies for composition and self-regulation* (2nd ed.). Cambridge: Brookline Books.

Harris, K.R., & Graham, S. (1992). *Helping young writers master the craft: Strategy instruction and self-regulation in the writing process*. Cambridge: Brookline Books.

### **Books Edited:**

Skritic, T. M., Harris, K. R., & Shriner, J. G. (Eds.) (2004). *Special education policy and practice: Accountability, instruction, and social challenges*. Denver, CO: Love Publishing.

Swanson, L., Harris, K. R., & Graham, S. (Eds.) (2003). *Handbook of research in learning disabilities*. New York: Guilford.

Graham, S., & Harris, K.R. (Eds.) (1999). *Advances in teaching and learning. Vol. 4: Teachers working together: Enhancing the performance of students with special needs*. Cambridge: Brookline Books.

Deshler, D., Schumaker, J., Harris, K.R., & Graham, S. (Eds.) (1999). *Advances in teaching and learning. Vol. 3: Teaching every adolescent every day: Learning in diverse high school classrooms*. Cambridge: Brookline Books.

Harris, K.R., Graham, S., & Deshler, D. (Eds.). (1998). *Advances in teaching and learning. Vol. 2: Teaching every child every day: Learning in diverse schools and classrooms*. Cambridge: Brookline Books.

Pressley, M., Harris, K.R., & Guthrie, J.T. (Eds.). (1992). *Promoting academic competence and literacy in school*. New York: Academic Press.

### **Series Edited:**

Graham, S., & Harris, K.R. (2003-present). (Series Editors). *What works for special needs learners*. New York: Guilford.

Graham, S., Harris, K.R., & Pressley, M. (1995-2003). (Series Editors). *Advances in teaching and learning*. Cambridge: Brookline Books.

### **Curriculum Programs:**

Harris, K.R., & Graham, S. (Senior Authors). (in preparation). *Imagine It!* (basal reading program). McGraw-Hill: Columbus, Ohio.

Harris, K.R., & Graham, S. (Senior Authors). (in press). *Summer Reading Adventures*. McGraw Hill: Columbus, Ohio.

Harris, K.R., & Graham, S. (Senior Authors). (2006). *Open Court Reading and Writing Activities, Grades 1-6*. McGraw Hill: Columbus, Ohio.

Harris, K.R., Graham, S., Zutell, J., & Gentry, R. (1998; 1995). *Spell It-Write!* (Grades K-8). Columbus, OH: Zaner-Bloser Educational Publishers.

### **Journal Special Issues Edited:**

Graham, S., & Harris, K.R. (in preparation). Michael Pressley's contributions to educational psychology: Impact and future directions. *Educational Psychologist*.

Fuchs, L., Fuchs, D., Graham, S., Harris, K.R., Williamson, J., & Oxall, I. (Guest Editors). (2005). Accelerating students' learning in the primary grades. *Journal of Special Education*, 39.

Graham, S., & Harris, K.R. (Guest Editors). (2001). Keys to successful learning. Special issue of *Learning Disabilities Research and Practice*, 16(2).

Graham, S., & Harris, K. (Guest Editors). (2000). Writing development: The role of cognitive, motivational, and social/contextual factors. Special issue of *Educational Psychologist*, 35(1).

Harris, K.R., & Alexander, P.A. (Guest Editors). (1998). Integrated, constructivist education: Challenge and reality. Special issue of *Educational Psychology Review*, 10(2).

Harris, K.R., & Graham, S. (Guest Editors). (1996). Constructivism and students with special needs: Issues in the classroom. Special issue of *Learning Disabilities Research and Practice*, 11(3).

Graham, S., Harris, K.R., & MacArthur, C. (Guest Editors). (1995). Research on writing and literacy. *Learning Disabilities Quarterly*, 18.

Harris, K.R., & Graham, S. (Guest Editors). (1994). Implications of constructivism for students with disabilities and students at risk: Issues and directions. Special issue of *The Journal of Special Education*, 28.

Harris, K.R., & Pressley, M. (Guest Editors). (1994). Integrated approaches to instruction and knowledge construction. Special issue of *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 10.

Pressley, M. & Harris, K.R. (Lead and concluding articles). (1994). Increasing the quality of

educational intervention research. Special issue of *Educational Psychology Review*, 6.

Graham, S., & Harris, K.R. (Guest Editors). (1988). Research and instruction in written language. Special issue of *Exceptional Children*, 54.

Harris, K.R., Wong, B.Y.L., & Keogh, B. (Guest Editors). (1985). Cognitive-behavior modification with children: A critical review of the state-of-the-art. Special issue of the *Journal of Abnormal Child Psychology*, 13.

### **Chapters in Edited Books:**

Harris, K.R., & Graham, S. (in press). "Marconi invented the television so people who couldn't afford a radio could hear the news." The research on teaching powerful composition strategies we have, and the research we need. In M. Pressley (Ed.), *Literacy achievement research we have, literacy research we need*. New York: Guilford.

Graham, S., Harris, K.R., & Olinghouse, N. (in press). Teaching effective writing strategies to students with executive function difficulties. In L. Meltzer (Ed.), *Understanding executive functioning*. New York: Guilford.

Graham, S., Harris, K.R., & Saddler, B. (in press). Teaching students with learning disabilities to be smarter writers: Self-regulated strategy development. In G. Sideridis & T. Citro (Eds.), *Best practices in learning disabilities*. Boston: Learning Disabilities Worldwide.

Graham, S., & Harris, K.R. (in press). Best practices in teaching planning. In S. Graham, C. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction*. New York: Guilford.

Pressley, M., & Harris, K.R. (2006). Cognitive strategies instruction: From basic research to classroom instruction. In P.A. Alexander & P. Winne (Eds.), *Handbook of educational psychology* (2<sup>nd</sup> ed., pp. 265-286). New York: MacMillan.

Graham, S., & Harris, K.R., & Zito, J. (2005). Promoting internal and external validity: A synergism of laboratory experiments and classroom based research. In G. Phye, D. H. Robinson, J. Levin (Eds.), *Experimental methods for educational intervention* (pp. 235-265). San Diego, CA: Elvieser.

Harris, K. R., Reid, R., & Graham, S. (2004). Self-regulation among students with LD and ADHD. In B. Wong (Ed.), *Learning about learning disabilities* (3<sup>rd</sup> ed., pp. 167-195). Orlando, FL: Academic Press.

Graham, S., & Harris, K.R. (2004). Writing instruction. In B. Wong (Ed.), *Learning about learning disabilities* (3<sup>rd</sup> ed., pp. 281-313). Orlando, FL: Academic Press.

MacArthur, C., Graham, S., & Harris, K. R. (2004). Insights from instructional research on revision with struggling writers. In L. Allal, L. Changuoy, & P. Largy (Eds.), *Revision: Cognitive and instructional processes* (pp. 125-137). Amsterdam, Netherlands: Kluwer

Academic Press.

- Graham, S., Harris, K.R., Fink-Chorzempa, B., & Adkins, M. (2004). Extra spelling instruction promotes better spelling, writing, and reading performance right from the start. In A. Pincus (Ed.), *Tips from the experts: A compendium on advice on literacy instruction from educators and researchers*. Long Valley, NJ: NJIDA.
- Graham, S., Harris, K.R., & Gavins, M. (2004). Early handwriting intervention can help to prevent writing difficulties. In A. Pincus (Ed.), *Tips from the experts: A compendium of advice on literacy instruction from educators and researchers*. Long Valley, NJ: NJIDA.
- Harris, K.R., Graham, S., Mason, L., Zito, J. (2004). POW plus TREE equals powerful opinion essays: Improving writing in the early grades. In A. Pincus (Ed.), *Tips from the experts: A compendium of advice on literacy instruction from educators and researchers*. Long Valley, NJ: NJIDA.
- Wong, B., Harris, K.R., Graham, S., & Butler, D. (2003). Cognitive strategies instruction research in learning disabilities. In L. Swanson, K.R. Harris, S. Graham (Eds.), *Handbook of research on learning disabilities* (pp. 383-402). New York: Guilford.
- Graham, S., & Harris, K.R. (2003). Students with learning disabilities and the process of writing: A meta-analysis of SRSD studies. In L. Swanson, K.R. Harris, S. Graham (Eds.), *Handbook of research on learning disabilities* (pp. 323-344). New York: Guilford.
- Swanson, L. Harris, K.R., & Graham, S. (2003). Overview of foundations, causes, instruction, and methods in the field of learning disabilities. In L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of research on learning disabilities* (pp. 3-15). NY: Guilford.
- Graham, S., & Harris, K. R. (2002). Prevention and intervention for struggling writers. In M. Shinn, G. Stoner, & H. Walker (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 589-610). National Association of School Psychologists.
- Graham, S., & Harris, K.R. (2002). The road less traveled: Prevention and intervention in written language. In G. Butler & R. Silliman (Eds.), *Speaking, reading, and writing in children with language learning disabilities: New paradigms in research and practice* (pp. 199-218). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Pressley, M., & Harris, K.R. (2001). Teaching cognitive strategies for reading, writing, and problem solving. In A. L. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (3<sup>rd</sup> ed., pp. 466-471). Alexandria, VA: Association for Supervision and Curriculum Development.
- Graham, S., & Harris, K.R. (2000). Helping children who experience reading difficulties: Prevention and intervention. In L. Baker, J. Dreher, & J. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (pp. 43-67). Orlando: Academic Press.

- Graham, S., Harris, K.R., & Troia, G. (1998). Writing and self-regulation: Cases from the self-regulated strategy development model. In D. Schunk & B. Zimmerman (Eds.), *Self-regulated learning: From teaching to self-reflective practices* (pp. 20-41). New York: Guilford.
- Graham, S., Harris, K.R., MacArthur, C., & Schwartz, S. (1998). Writing instruction. In B. Wong (Ed.), *Learning about learning disabilities* (2<sup>nd</sup> ed., pp. 391-424). Orlando: Academic Press.
- Harris, K.R., Schmidt, T., & Graham, S. (1998). Every child can write: Strategies for composition and self-regulation in the writing process. In K. R. Harris, S. Graham, & D. Deshler (Eds.), *Advances in teaching and learning. Vol. 2: Teaching every child every day: Learning in diverse schools and classrooms* (pp. 131-167). Cambridge: Brookline Books.
- Graham, S., & Harris, K.R. (1998). Self-renewal: One school's approach to meeting the challenge of student diversity. In K.R. Harris, S. Graham, & D. Deshler (Eds.), *Advances in teaching and learning. Vol. 2: Teaching every child every day: Learning in diverse schools and classrooms* (pp. 1-31). Cambridge: Brookline Books.
- Graham, S., & Harris, K.R. (1997). Whole language and process writing: Does one approach fit all? In J. Lloyd, E. Kameenui, & D. Chard (Eds.), *Issues in educating students with disabilities* (pp. 239-258). Hillsdale, NJ: Lawrence Erlbaum.
- Graham, S., & Harris, K.R. (1996). Self-regulation and strategy instruction for students with writing and learning difficulties. In S. Ransdell & M. Levy (Eds.), *Science of writing: Theories, methods, individual differences, and applications* (pp. 347-360). NY: Lawrence Erlbaum.
- Graham, S., & Harris, K.R. (1996). Teaching writing strategies within the context of a whole language class. In E. McIntyre & M. Pressley (Eds.), *Balanced instruction: Strategies and skills in whole language* (pp. 155-175). New York: Christopher-Gordon Pubs.
- Graham, S., Harris, K.R., Reid, R., & Kandel, M. (1996). Children with learning disabilities. In E. Meyen (Ed.), *Exceptional children in today's schools* (3<sup>rd</sup> ed., pp. 221-250). Denver: Love Publishing Co.
- Graham, S., & Harris, K.R. (1996). Addressing problems in attention, memory and executive functioning: An example from self-regulated strategy development. In G.R. Lyon (Ed.), *Attention, memory, and executive function* (pp. 349-365). Baltimore, MD: Brooks Publishing Co.
- Case, L.P., Mamlin, N., Harris, K.R., & Graham, S. (1995). Self-regulated strategy development: A theoretical and practical perspective. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (Vol. 9, pp. 21-46). Greenwich, CT: JAI Press.

- Graham, S., & Harris, K.R. (1994). The role and development of self-regulation in the writing process. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 203-228). New York: Lawrence Erlbaum.
- Graham, S., & Harris, K.R. (1994). Cognitive strategy instruction: Methodological issues and guidelines in conducting research. In S. Vaughn & C. Bos (Eds.), *Learning disabilities research: Theory, methodology, assessment, and ethics* (pp. 146-162). New York: Springer-Verlag.
- MacArthur, C.A., Harris, K.R., & Graham, S. (1994). Improving students' planning processes through cognitive strategy instruction. In E.C. Butterfield (Ed.), *Advances in cognition and educational practice. Vol. 2: Children's writing: Toward a process theory of the development of skilled writing* (pp. 173-198). Greenwich, CN: JAI Press.
- Graham, S., & Harris, K.R. (1992). Teaching writing strategies to students with learning disorders: Issues and recommendations. In L. Meltzer (Ed.), *Strategy assessment and instruction for students with learning disabilities* (pp. 271-292). Austin, TX: Pro-Ed.
- Harris, K.R., Graham S., & Pressley, M. (1992). Cognitive-behavioral approaches in reading and written language: Developing self-regulated learners. In N.N. Singh & I.L. Beale (Eds.), *Learning disabilities: Nature, theory, and treatment* (pp. 415-451). New York: Springer-Verlag.
- Harris, K.R., & Graham, S. (1992). Self-regulated strategy development: A part of the writing process. In M. Pressley, K.R. Harris, & J.T. Guthrie (Eds.), *Promoting academic competence and literacy in school* (pp. 277-309). New York: Academic Press.
- Graham, S., & Harris, K.R. (1992). Self-regulated strategy development: Programmatic research in writing. In B.Y.L. Wong (Ed.), *Contemporary intervention research in learning disabilities: An international perspective* (pp. 47-64). New York: Springer-Verlag.
- Graham, S., & Harris, K.R. (1992). Cognitive strategy instruction in written language for learning disabled students. In S. Vogel (Ed.), *Educational alternatives for students with learning disabilities* (pp. 91-116). New York: Springer-Verlag.
- Graham, S., Harris, K.R., MacArthur, C., & Schwartz, S. (1991). Writing instruction. In B.Y.L. Wong (Ed.), *Learning about learning disabilities* (pp. 309-343). New York: Academic Press.
- Wong, B.Y.L., Harris, K.R., & Graham, S. (1991). Academic applications of cognitive-behavioral programs with learning disabled students. In P.C. Kendall (Ed.), *Child and adolescent therapy: Cognitive behavioral procedures* (pp. 245-275). New York: Guilford Press.
- Graham, S., Harris, K.R., & Reid, B. (1990). Learning disabilities. In E.L. Meyen (Ed.), *Exceptional children in today's schools: An alternative resource book* (2<sup>nd</sup> ed., pp. 193-222). Denver, CO: Love Publishing Co.



Graham, S., & Harris, K.R. (1989). Cognitive training: Implications for written language. In J. Hughes & R. Hall (Eds.), *Cognitive-behavioral psychology in the schools: A comprehensive handbook* (pp. 247-279). New York: Guilford Press.

### **Journal Articles:**

Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. (in press). The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. *Journal of Special Education*.

Santangelo, T., Harris, K.R., & Graham, S. (in press). Using self-regulated strategy development to support students who have “Trubol giting thangs into werds.” *Remedial and Special Education*.

Santangelo, T., Harris, K.R., & Graham, S. (in press). Self-regulated strategy development: A validated model to support students who struggle with writing. *Learning Disabilities: A Contemporary Journal*.

Lane, K.L., Graham, S., Harris, K.R., & Weisenbach, J.L. (in press). Teaching writing strategies to young students struggling with writing and at-risk for behavioral disorders: Self-regulated strategy development. *Teaching Exceptional Children*.

Graham, S., Harris, K.R., Mason, L., Fink-Chorzempa, B., Moran, S., & Saddler, B. (in press). How do primary grade teachers teach handwriting? A national survey. *Reading and Writing: An Interdisciplinary Journal*.

Zito, J., Adkins, M., Gavins, M., Harris, K.R., & Graham, S. (2007). Self-regulated strategy development: Relationship to the social-cognitive perspective and the development of self-regulation. *Reading and Writing Quarterly*, 23, 77-96.

Graham, S., & Harris, K.R. (2006). In memory and tribute: Michael Pressley (1951-2006). *Contemporary Educational Psychology*, 31, 377-386.

Pressley, M., Graham, S., & Harris, K.R. (2006). The state of educational intervention research. *British Journal of Educational Psychology*, 76, 1-19.

Harris, K.R., Graham, S., & Mason, L. (2006). Improving the writing, knowledge, and motivation of struggling young writers: Effects of self-regulated strategy development with and without peer support. *American Educational Research Journal*, 43(2), 295-340.

Lane, K., Graham, S., Harris, K.R., & Weisenbach, J. (2006). Teaching writing strategies to young students struggling with writing and at-risk for behavioral disorders: Self-regulated strategy development. *Teaching Exceptional Children*, 39, 60-64.

Graham, S., Harris, K.R., & MacArthur, C. (2006). Explicitly teaching struggling writers: Strategies for mastering the writing process. *Intervention in School and Clinic*, 41(5),

290-294.

- Graham, S., & Harris, K.R. (2006). Preventing writing difficulties: Providing additional handwriting and spelling instruction to at-risk children in first grade. *Teaching Exceptional Children, 38*(5), 64-66.
- Harris, K.R., Danoff-Friedlander, B., Saddler, B., Frizzelle, R., & Graham, S. (2005). Self-monitoring of attention versus self-monitoring of academic performance: Differential effects among students with ADHD in the regular classroom. *Journal of Special Education, 39*, 145-156.
- Graham, S., Harris, K.R., & Mason, L. (2005). Improving the writing performance, knowledge, and motivation of struggling young writers: The effects of Self-Regulated Strategy Development. *Contemporary Educational Psychology, 30*, 207-241.
- Graham, S., & Harris, K.R. (2005). Improving the writing performance of young struggling writers: Theoretical and programmatic research from the Center to Accelerate Student Learning. *Journal of Special Education, 39*(1), 19-33.
- Odom, S.L., Brantlinger, E., Gersten, R., Thompson, B., & Harris, K.R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*(2), 137-148.
- Fink-Chorzempa, B., Graham, S., & Harris, K.R. (2005). Instructional adaptations for struggling writers in primary grade classrooms. *Teaching Exceptional Children, 37*, 60-63.
- Saddler, B., Moran S., Graham, S., & Harris, K.R. (2004). Preventing writing difficulties: The effects of planning strategy instruction on the writing performance of struggling writers. *Exceptionality, 12*, 13-17.
- Mason, L., Harris, K.R., & Graham, S. (2004). "POW+WWW, What=2, How+2" equals fun and exciting stories. *Teaching Exceptional Children, 14*, 74-89.
- Harris, K.R., Graham, S., & Mason, L. (2003). Self-regulated strategy development in the classroom: Part of a balanced approach to writing instruction for students with disabilities. *Focus on Exceptional Children, 35*(7), 1-16.
- Graham, S., Harris, K.R., & Fink-Chorzempa, B. (2003). Extra spelling instruction: Promoting better spelling, writing and reading performance right from the start. *Teaching Exceptional Children, 35*(6), 66-68.
- Reprinted in: T. Skrtic, K. Harris, & J. Shriner (Eds.). (2005). *Special education policy and practice*. Denver: Love.
- Graham, S., Harris, K.R., MacArthur, C., & Fink, B. (2003). Primary grade teachers instructional adaptations for weaker writers: A national survey. *Journal of Educational Psychology, 95*, 279-293.

- Graham, S., Harris, K.R., & Fink, B. (2002). Contributions of spelling instruction to the spelling, writing, and reading of poor spellers. *Journal of Educational Psychology, 94*, 669-686.
- Mason, L.H., Harris, K.R., & Graham, S. (2002). Every child has a story to tell: Self-regulated strategy development for story writing. *Educational Treatment of Children, 25*(4), 496-506.
- Graham, S., Harris, K.R., Fink, B., & MacArthur, C. (2002). Primary grade teachers' theoretical orientations concerning writing instruction: Construct validation and a nationwide survey. *Contemporary Educational Psychology, 27*, 147-166.
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- Graham, S., Harris, K.R., & Larsen, L. (2001). Prevention and intervention of writing difficulties with students with learning disabilities. *Learning Disabilities Research and Practice, 16*, 74-84.
- Lovingfoss, D., Molloy, D., Harris, K.R., & Graham, S. (2001). Preparation, practice, and program reform: Grafting the University of Maryland's five-year, multi-categorical undergraduate program in special education. *Journal of Special Education, 35*, 105-114.
- Graham, S., Harris, K.R., Fink, B., & MacArthur, C. (2001). Teacher efficacy in writing: A construct validation with primary grade teachers. *Scientific Study of Reading, 5*, 177-202.
- Mamlin, N., Harris, K.R., & Case, L.P. (2001). A methodological analysis of research on locus of control and learning disabilities: Rethinking a common assumption. *The Journal of Special Education, 34*, 214-225.
- Graham, S., Harris, K.R., & Fink, B. (2000). Is handwriting causally related to learning to write? *Journal of Educational Psychology, 92*, 620-633.
- Graham, S., Harris, K.R., & Fink, B. (2000). Extra handwriting instruction: Preventing writing difficulties right from the start. *Teaching Exceptional Children, 33*(2), 88-91.
- Graham, S., Harris, K.R., & Troia, G. (2000). Self-regulated strategy development revisited: Teaching writing strategies to struggling writers. *Topics in Language Disorders, 20*(4), 1-14.
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- Graham, S., & Harris, K.R. (1999). Assessment and intervention in overcoming writing difficulties: An illustration from the self-regulated strategy development model. *Language, Speech and Hearing Services in the School, 30*, 253-264.
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- Alexander, P.A., Graham, S., & Harris, K.R. (1998). A perspective on strategy research: Progress and prospects. *Educational Psychology Review, 10*(2), 129-154.
- Sexton, M., Harris, K.R., & Graham, S. (1998). Self-regulated strategy development and the writing process: Effects on essay writing and attributions. *Exceptional Children, 64*(3), 295-311.
- Graham, S., & Harris, K.R. (1997). It can be taught but it does not develop naturally: Myths and realities in writing instruction. *School Psychology Review, 26*(3), 414-424.
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- Graham, S., & Harris, K.R. (1997). Self-regulation and writing: Where do we go from here? *Contemporary Educational Psychology, 22*(2), 102-114.
- Johnson, L., Graham, S., & Harris, K.R. (1997). The effects of goal setting and self-instruction on learning a reading comprehension strategy among students with learning disabilities. *Journal of Learning Disabilities, 30*(1), 80-91.
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*Research and Practice*, 11(3), 168-176.

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### **Newsletters/Encyclopedia Entries/Special Publications:**

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Harris, K.R., & Schmidt, T. (1998). Learning self-regulation does not equal self-instructional training. *The ADHD Report*, 6(3), 7-11.

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### **Media/Materials:**

Harris, K.R., & Graham, S. (Consultants and Participants) (2002). Teaching students with learning disabilities in the regular classroom (Adjusting for learner needs; Using Learning strategies). Professional development video training series. Association for Supervision and Curriculum Development, Alexandria, Va.

Harris, K.R. (Participant) (1995). A house divided: Tradition versus change. Audio program,

Association for Supervision and Curriculum Development, Alexandria, VA.

Harris, K.R. (Producer) (1990). Tap and count: Guided practice with a writing strategy. Videotape produced at the College of Education, Educational Technology Center, University of Maryland.

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## **PROFESSIONAL PRESENTATIONS**

### **Symposium**

Harris, K.R. Participant, National Science Foundation sponsored symposium, A Theory and practice of successful schooling: The nexus between academic achievement and social emotional competence. @ College Park, MD, June, 2006.

Harris, K.R. A Marconi invented the radio so people who couldn't afford TVs could listen to the news: @ Self-regulated strategy development in writing. Lehigh University, November, 2005.

Harris, K.R. A Marconi invented the television so people who couldn't afford a radio could listen to the news: @ Self-regulated strategy development in writing. University of Illinois, Champaign-Urbana, October, 2004.

Harris, K.R. Theoretical bases and research in self-regulation: Application in the area of learning disabilities. Applied Developmental Psychology Department, George Mason University, September, 2004.

Harris, K.R. Every Child has a story to tell - and write: The reading-writing connection through strategy instruction. I-Read Summer Institute, University of Notre Dame, July, 2002.

Harris, K.R., & Graham, S. A The steamboat's invention created a network of rivers: @ Developing children's writing expertise. Distinguished Scholar Symposium, Appalachian State University, April, 2002.

Harris, K.R. Children with ADHD CAN learn self-regulation. Lehigh University Summer Institute: ADHD: Assessment and Intervention. Bethlehem, PA, July, 1998.

Harris, K.R., & Graham, S. All you ever wanted to know about writing that you never learned in school: Independence in writing for students with learning disabilities through Self-Regulated Strategy Development. National Institutes of Health/The Kingsbury Center Ninth Annual Symposium, NIH, Bethesda, MD, November, 1996.

Harris, K.R. Developing self-regulation among students with special needs. The Symposium on Self-Regulation, University at Albany, State University of New York, April, 1994.

### **Keynote Presentations/Pre-conference Institutes:**

Harris, K. R., and others. Getting published: A panel of journal editors and emerging scholars. Course presented at the Annual meeting of the American Educational Research Association, San Diego, CA, April, 2004, 2005, 2006, 2007.

Harris, K.R. Every child can write. Presentation made to the 15<sup>th</sup> Annual symposium for Learning Consultants, Rowan University, Glassboro, NJ, October, 2005.

Harris, K.R. The steamboat=s invention created a network of rivers: Developing writing abilities among students with LD. Presentation made to the 18<sup>th</sup> Annual Harvard Learning Differences Conference, Cambridge, MA, November, 2002.

Graham, S., & Harris, K.R. Making the writing process work: self-regulated strategy development. Pre-conference workshop at the international conference on Literacy Strategies, College Park, MD, November, 2002.

Harris, K.R. Reading, writing, and higher order learning: Research-based practice in action. Presentation made to the National Summit on Research on Learning Disabilities, National Academy of Science, Washington, DC, May, 1999.

Harris, K.R. Every child can write: Strategies for composition and self-regulation. Preconference Institute at the International Convention of the Council for Exceptional Children, Charlotte, NC, April, 1999.

Harris, K.R., & Graham, S. Helping young writers master the craft. Presentation made to the 20<sup>th</sup> Annual International Conference of the Learning Disabilities Association of Quebec, Canada, March, 1995.

Harris, K.R., & Pressley, M. The missing link in whole language. Presentation made to the 20<sup>th</sup> Annual International Conference of the Learning Disabilities Association of Quebec, Canada, March, 1995.

Graham, S., Harris, K.R., & Kandel, M.W. Helping students with learning problems master the craft of writing: Strategy instruction and self-regulation in the writing process. Preconference Institute at the 15<sup>th</sup> International Conference on Learning Disabilities, Baltimore, MD, October, 1993.

Harris, K.R. Strategy instruction and self-regulation: A part of the writing process. Presentation made at the Seventh Annual Harvard Learning Disorders Conference, Cambridge, MA, November, 1991.

Harris, K.R. & Graham, S. Developing self-regulated learning and behavior. Presentation made to New Jersey Department of Education, Division of Special Education, Statewide Conference on Teaching Strategies for the Mildly Handicapped Student, January, 1989.

Harris, K.R. Implications of learning strategy research for special education students.

Presentation made at the Instructional Methods Forum Conference (Information Center for Special Education Media and Materials), Washington, DC, August, 1988.

### **International/National Conferences:**

Harris, K.R. Self-regulated strategy development in writing. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April, 2007.

Harris, K.R. Teaching writing: Effective strategies instruction. Presentation at the Learning and Teaching Writing Conference sponsored by the *British Journal of Educational Psychology*, Oxford, UK, July 2007.

Graham, S., & Harris, K.R. Effective writing instruction for elementary grade students. Presentation at the International Reading Association 52<sup>nd</sup> Annual Convention, Toronto, Canada, May, 2007.

Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. Presentation at the Pacific Coast Research Conference, CA, February, 2007.

Harris, K.R. AMarconi invented the radio so people who couldn=t afford TVs could hear the news:@ SRSD and the Writing Process. Presentation at the Literacy Institute 2006: Nonfiction Writing, National Geographic Society, Washington, DC, July, 2006.

Harris, K.R. Self-regulated strategy development: Summary of research. Presentation at the 4<sup>th</sup> Annual Australian Research Conference on Cognition, Language, and Special Education, Vanderbilt University, TN, July, 2006.

Harris, K.R. Bringing out the author in all: Strategies for challenged writers. Presentation at the International Reading Association 51<sup>st</sup> Annual Conference, Chicago, IL, May, 2006.

Harris, K.R. Self-regulated strategy development: Improving children's writing. Presentation at the Annual Conference of the International Dyslexia Association, New York, NY, March, 2006.

Graham, S., & Harris, K.R. AIt was a dark and stormy night@: Writing instruction that works. Presentation at the 2<sup>nd</sup> Annual University of California Summer Institute in Reading, Berkley, CA, July 2006.

Graham, S., & Harris, K.R. The effects of goal setting in revising on the revising behavior and story writing of fourth grade struggling writers. Presentation at Pacific Coast Research Conference, CA, February, 2006.

Harris, K.R. Implementing self-regulated strategy development in writing. Workshop presented at the 6<sup>th</sup> Annual Conference of the Division of Learning Disabilities, Charleston, SC, November, 2005.

- Harris, K.R., Graham, S., & Zito, J. Using self-regulated strategy development to enhance children's writing abilities. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, 2005.
- Graham, S., & Harris, K.R. The impact of handwriting and spelling instruction on the writing and reading performance of at-risk first grade writers. Presentation at the Pacific Coast Research Conference, CA, February, 2005.
- Harris, K.R. Editor=s mentoring roundtable. Sessions at the Annual meeting of the American Educational Research Association, San Diego, CA, April, 2004, 2005.
- Harris, K.R. Status and characteristics of high quality intervention research. Presentation at the OSEP Research Project Directors= Conference, Washington, DC, July, 2004.
- Harris, K.R. Discussant; Educational psychology journals: Who=s publishing, who=s editing, and the decline in intervention and experimental research. Annual Meeting of the American Educational Research Association, San Diego, CA, April, 2004.
- Harris, K.R. Discussant; Integrating diverse forms of research in service of evidence-based practice and policy making. Annual Meeting of the American Educational Research Association, San Diego, CA, April, 2004.
- Harris, K.R. . Journal talks. Session at the Annual meeting of the American Educational Research Association, San Diego, CA, April, 2004
- Graham, S., & Harris, K.R. Planning strategy instruction for students with and without special needs: Round 2. Presentation at the Pacific Coast Research Conference, La Jolla, CA, February, 2003.
- Harris, K.R., & others. NAS workshop on peer review. Panel at the OSEP Research Project Directors Conference, Washington, DC, July, 2003.
- Graham, S., Harris, K.R., & Mason, L. Planning strategy instruction for students with and without special needs. Presentation at the Pacific Coast Research Conference. La Jolla, CA, February, 2002.
- Fuchs, D., Fuchs, L., Graham, S., Harris, K R., Williams, J., & Oxaal, I. Accelerating students= progress in reading, writing, and math in grades K-3. Presentation at the International Council for Exceptional Children, New York, NY, April, 2002.
- Fuchs, D., Harris, K.R., Graham, S., Williams, J., & Fuchs, L. Scientific based evidence. Panel at the OSEP Research Project Directors= Conference, Washington, DC, 2002.
- Mason, L., Harris, K.R., & Graham, S. Every child has a story to tell: Self-regulated writing strategies for story writing. Presentation at the TECBD National Conference, Tempe, AZ, November, 2001.

- Graham, S., Harris, K., Deshler, D., Schumaker, J., & Morocco, C. Progress and prospect: The Intervention Institutes. Presentation at the OSEP Research Project Directors= Conference, Washington, DC, July, 2001.
- Graham, S., Harris, K.R., & Fink, B. Is spelling causally related to learning to write? Paper presented at the Pacific Coast Research Conference. LaJolla, CA, February, 2001.
- Harris, K. R., Graham, S., & Mason, L. Self-regulated strategy development in writing: Progress in the elementary grades. Presentation at the International Conference of the Council of Exceptional Children, Kansas City, KS, April, 2001.
- Graham, S., & Harris, K.R. Writing uphill: Research on overcoming writing difficulties. Presentation for the Distinguished Research Award, Special Education, SIG, Annual meeting of the American Educational Research Association, Seattle, WA, April, 2001.
- Graham, S., Harris, K., & Fink, B. Is spelling causally related to learning to write? Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, April, 2001.
- Harris, K.R. Every child has something to say: Every child can write. Presentation made to the International Convention of the Council for Exceptional Children, Vancouver, British Columbia, Canada, April, 2000.
- Harris, K.R., & Graham, S. Every child can write. Presentation made to the International Council for Learning Disabilities, Austin, TX, October, 2000.
- Graham, S., Harris, K.R., & Fink, B. Preventing writing difficulties: Treating the handwriting fluency problems of struggling writers. Presentation made to the Pacific Coast Research Conference, La Jolla, CA, February, 2000.
- Harris, K.R. The need for explicit instruction within the writing process: Implications for LD. Panel Leader and Presenter, International Convention of the Council for Exceptional Children, Charlotte, NC, April, 1999.
- Graham, S., & Harris, K.R. Short-circuiting mindfulness when writing: Examples and solutions. Presentation made to the American Educational Research Association, Montreal, April, 1999.
- Harris, K.R., & Graham, S. The role of self-regulation in children=s writing. Presentation made to the 24<sup>th</sup> Annual International Conference of the Learning Disabilities Association of Quebec, Canada, March, 1999.
- Harris, K.R., Graham, S., & Schmidt, T. Every child can write: Self-regulated strategy development and the writing process. Presentation made to the International Convention of the Council for Exceptional Children, Minneapolis, MN, April 1998.

- Harris, K.R., & Graham, S. Research on writing: State of the art. Symposium at the International Convention of the Council for Exceptional Children, Minneapolis, MN, April, 1998.
- Graham, S., & Harris, K.R., & Schmidt, T. Intervention research on written language. Presentation made to the Learning Disabilities Association International Conference, Washington, DC, March, 1998.
- Harris, K.R., & Graham, S. Reaching and teaching every child every day. Invited presentation made to the 19<sup>th</sup> International Conference on Learning Disabilities, Washington, DC, October, 1997.
- Schmidt, T., Harris, K.R., & Graham, S. Making the writing process work: Strategies for composition and self-regulation. Presentation made to the 19<sup>th</sup> International Conference on Learning Disabilities, Washington, DC, October, 1997.
- Troia, G., Graham, S., & Harris, K.R. Teaching students with LD to use brainstorming and organizing strategies in writing. Presentation made to the 19<sup>th</sup> International Conference on Learning Disabilities, Washington, DC, October, 1997.
- Briganti, N., & Harris, K.R. Inclusion of students with LD using reciprocal teaching, cooperative learning, peer tutoring, and transenvironmental programming. Presentation made to the International Convention of the Council for Exceptional Children, Salt Lake City, UT, April, 1997.
- Sexton, M., Harris, K.R., & Graham, S. The effects of strategy instruction on writing, self-efficacy, and students' attributions. Presentation made to the International Convention of the Council for Exceptional Children, Salt Lake City, UT, April, 1997.
- Harris, K.R. Self-regulation and strategic academic performance: Placing the child in control. Presentation made to the International Children and Adults with Attention Deficit Disorders Conference, Chicago, IL, November, 1996.
- Mamlin, N., Case, L.P., & Harris, K.R. Locus of control among students with LD: A methodological analysis of descriptive and comparative research. Presentation made to the International Convention of the Council for Exceptional Children, Orlando, FL, April, 1996.
- Harris, K.R. The role and importance of self-speech. Presentation made to the Applied Behavior Analysis Annual Meeting, San Francisco, CA, May, 1996.
- Harris, K.R. The state of strategy research: Is this old territory or are there new frontiers? Symposium at the American Educational Research Association, New York, April, 1996.
- Harris, K.R. Self-regulation in education: Future directions in research and applications. Symposium at the American Educational Research Association, New York, April, 1996.
- Harris, K.R. Marrying Constructivism and skill-based approaches: Lessons from whole

- language. Presentation made to the American Educational Research Association, San Francisco, CA, April, 1995.
- Harris, K.R. Interactive symposium: A public meeting between self-regulation interventionists, self-regulation theorists, and interested members of AERA. Symposium at the American Education Research Association, San Francisco, CA, April, 1995.
- Graham, S., & Harris, K.R. The whys and hows of using single subject design: Investigating the effectiveness of strategy instruction. Presentation made to the 1994 National Reading Conference Annual Meeting, San Diego, CA, November, 1994.
- Harris, K.R., & Graham, S. Metacognitive strategy instruction for students with learning problems and the development of good information processing. Presented to the Practical Aspects of Memory Conference, College Park, MD, August, 1994.
- MacArthur, C.A., Schwartz, S., Molloy, D., Graham, S., & Harris, K.R. The influence of teachers' beliefs and knowledge on strategy instruction: A qualitative view. Presented to the American Educational Research Association, New Orleans, LA, April, 1994.
- Harris, K.R., & Graham, S. Practical applications of the concepts of executive function and strategic planning. Presentation at the National Institute of Child Health and Human Development Conference on Attention, Memory and Executive Function, Bethesda, MD, January, 1994.
- Graham, S., & Harris, K.R. Promoting maintenance and generalization: Self-regulated strategy development. Presentation made to the National Reading Conference, Charleston, SC, December, 1993.
- Harris, K.R., & Graham, S. Self-regulated strategy development and children's writing. Invited presentation made to the American Psychological Association, Toronto, Canada, August, 1993.
- Harris, K.R. Symposium on whole language: Panel discussion. Presented to the American Psychological Association, Toronto, Canada, August, 1993.
- Graham, S., & Harris, K.R. Enhancing strategy outcomes through self-regulation development. Paper presented to the American Educational Research Association, Atlanta, GA, April, 1993.
- Graham, S., & Harris, K.R. Self-regulated strategy development: A cognitive-behavioral approach. Presentation made to the 1992 American Psychological Association, Washington, DC, August, 1992.
- Harris, K.R., Graham, S., & Eddy, D. Self-regulated strategy development: Process, characteristics, and components. Presentation made to the American Educational Research Association, San Francisco, CA, April, 1992.
- Harris, K.R., & Graham, S. The role of cognitive strategy instruction in the writing process:



- Issues and recommendations. Presentation made to the American Educational Research Association, San Francisco, CA, April, 1992.
- Harris, K.R., & Graham, S. The role of strategy instruction and self-regulation in the writing process. Presentation made at the International Association for Cognitive Education, Riverside, CA, February, 1992.
- Graham, S., & Harris, K.R. Issues in strategy instruction. Invited presentation at the 14<sup>th</sup> International Conference on Learning Disabilities, Kansas City, KS, October, 1992.
- Graham, S., Harris, K.R., Sawyer, R., Danoff, B., Bednarczyk, A., & Montague, M. Student research: Investigations examining story grammar strategy instruction to improve literacy of students with learning disabilities. Invited symposium for the Research Division at the Council for Exceptional Children=s 69<sup>th</sup> Annual International Convention, Baltimore, MD, April, 1992.
- Harris, K.R. Identification and intervention for writing difficulties. Presentation made at the Seventh Annual Harvard Learning Disorders Conference, Cambridge, MA, November, 1991.
- Sawyer, R.J., Graham, S., & Harris, K.R. A component analysis of self-instructional strategy development. Presentation made to the American Educational Research Association, Chicago, IL, April, 1991.
- Graham, S., & Harris, K.R. The case for strategy instruction: Research on teaching writing to students with LD. Presentation made to the Council for Exceptional Children, Atlanta, GA, April, 1991.
- Graham, S., Harris, K.R., & MacArthur, C. Research on teaching writing strategies to LD students using self-instructional strategy training. Presentation made to the Council for Exceptional Children, Toronto, Canada, April, 1990.
- Harris, K.R., & Pressley, M. Interactive strategy construction. Paper presented to the American Educational Research Association, Boston, MA, April, 1990.
- Harris, K.R. Self-instructional strategy training: Insights from research. Presentation made to the Instructional Methods Forum Conference (Information Center for Special Education Media and Materials), Washington, DC, August, 1990.
- Graham, S., MacArthur, C., & Harris, K.R. Strategies for improving learning disabled students' expository writing. Presentation made to the Council for Exceptional Children, San Francisco, CA, April, 1989.
- Harris, K.R. The role of self-efficacy in self-instructional strategy training and the development of self-regulated learning among learning disabled children. Paper presented to the American Educational Research Association, San Francisco, CA, March, 1989.

- Harris, K.R. What=s wrong with strategy intervention research: Intervention integrity. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1988.
- Harris, K.R., Preller, D., & Graham, S. Acceptability of cognitive-behavioral and behavioral interventions among classroom teachers. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1988.
- Graham, S., & Harris, K.R. Improving learning disabled students= skills at generating essays: Self- instructional strategy training. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1988.
- Pericola, L., & Harris, K.R. Self-instructional strategy training: Improving the mathematical problem solving skills of learning disabled students. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1988. **Recipient, Honorable Mention, Student Research Award Competition, Special Interest Group: Special Education Research.**
- MacArthur, C.A., Haynes, J.A., Malouf, D.B., & Harris, K.R. Computer assisted instruction for learning disabled students: Achievement, engagement, and other factors that influence achievement. Paper presented to the American Educational Research Association, Washington, DC, April, 1987.
- Harris, K.R., & Graham, S. Cognitive-behavioral training: Procedures for improving learning disabled students= writing skills. Presentation made to the International Conference of the Association for Children with Learning Disabilities, New York, March, 1986.
- Harris, K.R., Graham, S., & Freeman, S. The effects of strategy training and study conditions on metamemory among learning disabled students. Paper presented to the American Educational Research Association, San Francisco, CA, April, 1986.
- Graham, S., & Harris, K.R. Improving learning disabled students= compositions via story grammar training: A component analysis of self-control strategy training. Paper presented to the American Educational Research Association, San Francisco, CA, April, 1986.
- Graham, S., Harris, K.R., & MacArthur, C. Improving learning disabled students= writing: A review of three cognitive-behavioral studies. Paper presented to the International Conference on Learning Disabilities, Kansas City, MO, October, 1986.
- Harris, K.R. The effects of self-regulation of on-task behavior as compared to self-regulation of productivity on a classroom spelling task. Paper presented to the Association for Advancement of Behavior Therapy, Houston, TX, November, 1985.
- Harris, K.R., & Stern, R. Self-monitoring of on-task behavior vs. self-monitoring of productivity among learning disabled children: A comparison study. Paper presented to the Council for Learning Disabilities, New Orleans, LA, October, 1985.

- Graham, S., Halpin, G., & Harris, K.R. A factor analysis of the Pupil Control Ideology Scale. Paper presented to the American Educational Research Association, Chicago, IL, April, 1985.
- Harris, K.R., & Graham, S. The effects of cognitive-behavior modification on LD students= composition skills. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1984.
- Harris, K.R., Halpin, G., & Halpin, G. Teacher characteristics as related to five dimensions of teacher stress, sex, and age. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1984.
- Graham, S., & Harris, K.R. Improving LD students= composition skills via a cognitive training approach. Presentation made to the Council for Exceptional Children, Washington, DC, April, 1984.
- Harris, K.R. The effects of cognitive training on private speech and task performance during problem solving among learning disabled and normally achieving children. Paper presented to the International Conference on Learning Disabilities, Kansas City, MO, October, 1982.
- Harris, K.R. Self-speech, problem-solving, and cognitive training among learning disabled and normally achieving children. Paper presented to the American Educational Research Association, New York, March, 1982.
- Harris, K.R., Halpin, G., Halpin, G., & Roach, D. The relationships between pupil control ideology, self-concept, and teacher personality: Dimensions of teacher effectiveness. Paper presented to the International Communication Association, Boston, MA, May, 1982. **Recipient, Top Three Papers Award, Instructional Division.**
- Harris, K.R. Self-speech, language, and cognitive-training: A review of theory and practice. Paper presented to the International Communication Association, Minneapolis, MN, May, 1981.
- Harris, K.R., Brown, E., & Radke, A. Teaching time and money skills: A task analysis approach. Presentation made to the Council for Exceptional Children, Philadelphia, PA, April, 1980.
- Harris, K.R., & Burdg, N. Teaching self-confidence: Helping the apprehensive student. Presentation made to the Council for Exceptional Children, Philadelphia, PA, April, 1980.
- Harris, K.R. The sustained effects of cognitive modification and informed teachers on children=s communication apprehension. Paper presented to the International Communication Association, Acapuico, Mexico, May, 1980. **Recipient, 1980 Student Research Award, Instructional Division.**

Harris (Garrison), K.R. Analyzing the development, treatment, and effects of communication apprehension. Paper presented to the International Communication Association, Philadelphia, PA, May, 1979.

Harris (Garrison), K.R., & Garrison, J.P. Elementary teachers= perceptions of communication apprehension among their students. Paper presented to the International Communication Association, Philadelphia, PA, May, 1979.

Harris (Garrison), K.R., & Brown, R.D. The effects of cognitive modification and informed teachers on communication apprehension in children. Paper presented to the American Educational Research Association, San Francisco, CA, April, 1979.

Harris (Garrison), K.R., & Garrison, J.P. Measurement of communication apprehension among children. Paper presented to the International Communication Association: An International Congress on Communication Sciences, Berlin, Germany, May, 1977.  
**Recipient, 1977 Student Research Award, Interpersonal Division.**

#### **Regional/State Conferences:**

Harris, K.R., & Graham, S. Self-instructional strategy training: Applications to writing. Presentation made to the Council for Learning Disabilities Spring Regional Conference, Williamsburg, MA, 1990.

Harris, K.R., Halpin, G., & Halpin, G. The relationships between pupil control orientation and five dimensions of teacher stress. Paper presented to the Eastern Educational Research Association, Baltimore, MD, February, 1983.

Halpin, G., Halpin, G., & Harris, K.R. Teacher stress and locus of control. Paper presented to the Eastern Educational Research Association meeting, Baltimore, MA, February, 1983.

Harris, K.R. Cognitive training: Classroom applications for exceptional students. Presentation made to the New Jersey Council for Learning Disabilities, New Brunswick, NJ, April, 1983.

Harris, K.R. Cognitive training: Classroom applications for the learning disabled. Presentation made to the Michigan Association for Children with Learning Disabilities, East Lansing, MI, October, 1982.

Harris, K.R., & Sheehan, R. Making assessment work for you. Presentation made to the Midwest Association for the Education of Young Children, Indianapolis, IN, May, 1982.

Harris, K.R. Cognitive training: Classroom applications for the learning disabled. Presentation made to the Michigan Association of Learning Disabilities Educators, Boyne Mountain, MI, October, 1981.

Harris, K.R. Cognitive training for mentally handicapped students. Presentation made to the

- Indiana Chapter of the American Association for Mental Deficiency, Lafayette, IN, September, 1981.
- Harris, K.R. Cognitive-behavior modification: Developing self-confidence in the apprehensive learner. Short course presented to the Central States Speech Communication Association, Chicago, IL, April, 1981.
- Harris, K.R. Cognitive modification training: A behavioral regulator. Presentation made to the Indiana Federation CEC, Indianapolis, IN, February, 1981.
- Harris, K.R., & Burdick, N. Cognitive modification training: Facilitating personal growth. Presentation made to the Southeast Region, National Rehabilitation Association, Atlanta, GA, May, 1980.
- Harris, K.R., & Burdick, N. Teaching time and money skills: A task analysis approach. Presentation made to the Alabama Association for Children with Learning Disabilities, Alabama, January, 1980.
- Harris, K.R., & Burdick, N. Teaching self-confidence: Helping the apprehensive student. Presentation made to the Alabama Association for Children with Learning Disabilities, Alabama, January, 1980.
- Harris, K.R., & Burdick, N. Who am I and who are you? Effectiveness training for adults and the learning disabled child. Presentation made to the Alabama Association for Children with Learning Disabilities, January, 1980.
- Harris, K.R., & Burdick, N. Parent/professional communication training program. Presentation made to the East Alabama Association for Children with Learning Disabilities, Auburn, February, 1980.
- Graham, S., & Harris (Garrison), K.R. A spelling model for LD students. Presentation made to the Louisiana Federation of CEC and the Louisiana State Department of Education, Baton Rouge, LA, March, 1980.
- Halpin, G., Halpin, G., & Harris (Garrison), K.R. Personality characteristics and self-concept as related to classroom management orientations. Paper presented to the Eastern Educational Research Association, Kiawah Island, SC, February, 1979.
- Harris (Garrison), K.R., & Lashbrook, V.J. Workshop on student performance apprehension. Presentation made to the Alabama Speech Communication Association, Mobile, AL, November, 1978.
- Harris (Garrison), K.R., Garrison, J.P., & Seller, W.J. A program of systematic desensitization for the elementary, secondary, and college teacher. Presentation made to the Nebraska Speech Communication Association, Omaha, NE, October, 1976.
- Garrison, J.P., & Harris (Garrison), K.R. The measurement of communication apprehension in

the elementary and secondary schools. Presentation made to the Nebraska Speech Communication Association, Kearney, NE, October, 1975.

## **GRANT AWARDS**

### **External Grant Awards:**

Lane, K., Graham, S., & Harris, K.R. (Co-Investigators). The effects of strategy and self-regulation instruction on students= writing performance and behavior: A preventative approach. U.S. Department of Education, Institute of Education Sciences, 2006-2009, \$1,431,137.

Speece, D., Graham, S., & Harris, K.R. Preparation of leadership personnel in learning disabilities. U.S. Department of Education, Office of Special Education. September 2002-August 2006, \$800,000.

Harris, K.R., & Graham, S. (Co-Directors). Research center to accelerate learning for children with disabilities: Kindergarten through grade 3. U.S. Department of Education, Office of Special Education. January 1999-December, 2005, UM: \$844,000. Collaborating institutions: Vanderbilt University; Columbia University.

Speece, D., Graham, S., & Harris, K.R. Doctoral leadership program in learning disabilities. U.S. Department of Education, Office of Special Education. September, 1997-August, 2001, \$800,000.

Speece, D., Graham, S., & Harris, K.R. Doctoral leadership program in learning disabilities: Preparing researchers and teacher educators. U.S. Department of Education, Office of Special Education. September, 1991-August, 1996, \$490,000.

Graham, S., Harris, K.R., & Speece, D. Master=s program for personnel preparation of teachers of learning disabled children and youth. U.S. Department of Education, Office of Special Education, Division of Personnel Preparation. August 1989-August, 1994, \$400,000.

Graham, S., Harris, K.R., & Speece, D. Master=s program for personnel preparation of teachers of learning disabled children and youth. U.S. Department of Education, Office of Special Education, Division of Personnel Preparation. Grant Number G008630234, August, 1986-August, 1989, \$224,400.

Harris, K.R., & Pericola, L. Self-instructional strategy training: Improving the mathematical problem solving skills of learning disabled students. U.S. Department of Education, Office of Special Education, Division of Research in Education of the Handicapped. September 1, 1986-August 31, 1987, \$5,752.

Harris, K.R. Helping the shy child: Systematic desensitization and cognitive training as a treatment for communication apprehension among children. Funded by Title IV-C of the Elementary and Secondary Education Act, 1977-1978, \$1,125.

### **Internal Grant Awards:**

- Harris, K.R. Self-efficacy and academic achievement: A meta-analytic review of research. Semester Research Award, General Research Board, University of Maryland Fall 1992.
- Harris, K.R., Liebow, H., & Higdon, J. Achieving transition through collaboration: Development of strategies from elementary to middle to high school. School/University Cooperative Programs, Office of the Vice President for Academic Affairs and Provost, University of Maryland, 1990-1991.
- Harris, K.R. The effects of self-monitoring of attentional behavior as compared to self-monitoring of productivity on on-task behavior and academic performance among learning disabled children. Research Support Award, General Research Board, University of Maryland, 1987-88.
- Gossett, S., & Harris, K.R. The effects of self-regulation procedures on composition skills among learning disabled students. Undergraduate Apprenticeship in Research and Scholarship, General Honors Program, University of Maryland, Fall, 1987.
- Harris, K.R. The effects of strategy training and study conditions on metamemory among learning disabled students. Summer Research Award, General Research Board, University of Maryland, 1986.
- Harris, K.R. The perceived social validity of self-regulation and behavioral interventions among special education teachers. Division of Human and Community Resources Small Grant Award, University of Maryland, 1985-86.
- Hartlove, R., & Harris, K.R. The effects of differential interventions on behavioral sub-types of learning disabled children. Undergraduate Research Apprenticeship Program, General Honors Program, University of Maryland, 1985-86.
- Harris, K.R., & Speece, D. Support for the improvement of instruction: Instructional innovations. Office of the Dean for Undergraduate Studies, University of Maryland, 1985-86.
- Harris, K.R. The relative effects of cognitive training and direct instruction in the development of composition skills among learning disabled students. Research Support Award, General Research Board, University of Maryland, 1984-85.
- Harris, K.R. Self-regulation of on-task behavior among learning disabled children. Summer Research Award, General Research Board, University of Maryland, 1984.

### **PROFESSIONAL PUBLIC SERVICE**

#### **Consultancies:**

2005-present Member, Advisory Board: Center for Promoting Research to Practice, Lehigh

University, Bethlehem, PA.

- 2004-present Member, Advisory Board: Center to Improve Access to the General Education Curriculum for Students with Disabilities at the Elementary and Middle School Levels, American Institute for Research, Washington, DC.
- 1996-present Special Education Advisory Editor, Guilford Publishing Company, New York, NY.
- 1994-present Member, Advisory Board, Institute for Learning and Development, Cambridge, Massachusetts.
- 1997-2003 Member, Advisory Board, Project Reach, Office of Special Education Programs, Washington, DC.
- 2000-2003 Member, Advisory Board: Focus on Exceptional Children, Love Publishing, Denver, Colorado.
- 1998 Co-developer and Participant, Ask the Expert: Writing Month. WETA/LDOnline.aol.com.
- 1996-97 Member, Working Group, OSEP Research Synthesis Activities, for the Chesapeake Institute of the American Institutes for Research, Washington DC.
- 1996 Research Proposal Evaluator for the Office of the Vice President for Research, University at Buffalo, State University of New York.
- 1996 Consultant/Reviewer for Use-and-Keep Writing Portfolios, Grades 3-6; commercial material developed by Zaner-Bloser, Columbus, OH.
- 1995 Consultant on integration of Special Education in General Education Programs to the Directors, Teacher Training Programmes, Concordia University, Montreal, Canada.
- 1995 Consultant on ADHD/ADD; Women in Housing and Finance - Task Force, Washington, DC.
- 1994 Research Grant Evaluator for the Social Sciences and Humanities Research Council of Canada, Research Grant Program.
- 1993 Consultant, Grant development review in self-instructional research, for Donald Baer and Jesus Resales, Human Development Department, University of Kansas.
- 1991 Consultant for the spelling component of Literacy Plus: commercial material developed by Zaner-Bloser, Columbus, OH.



- 1990-91 Consultant to Macro International, Inc: Making Administrative Decisions About Technology By Examining Promising Instructional Practices. Funded by USDE/OSE.
- 1990 Instructional Methods Forum: Effective writing instruction. Information Center for Special Education Media and Materials, LINC Resources, Columbus, OH.
- 1989 Instructional Methods Forum: Understanding and applying mathematical concepts and functions. Information Center for Special Education Media and Materials, LINC Resources, Columbus, OH.
- 1989 Evaluation of the Content Mastery Examinations for Educators (CMEE) test in Special Education, IOX Assessment Associates, Los Angeles, CA.
- 1988 Instructional Methods Forum: Implications of Learning Strategy Research for Special Education Students; Information Center for Special Education Media and Materials, LINC Resources, Columbus, OH.
- 1985 Evaluation of the curriculum guide, AA Learning Strategies Approach to Functional Mathematics for Students with Special Needs.@ Harford County Public Schools, Division of Special Education, MD.

#### **Editorial Boards:**

- 2002-2008 *Journal of Educational Psychology*, Editor
- 1998-2001 *Journal of Educational Psychology*, Associate Editor
- 2000-present *American Educational Research Journal*
- 1987-present *Journal of Special Education*
- 2000-2004 *Focus on Exceptional Children*, Consulting Editor
- 1996-1998 *Journal of Educational Psychology*
- 1995-1998 *Scientific Studies of Reading*
- 1993-1995 *Applied Cognitive Psychology*
- 1989-1994 *Learning Disability Quarterly*
- 1989-1992 *American Educational Research Journal*
- 1987-1991 *Exceptional Children*, Associate Editor
- 1984-1987 *Exceptional Children*
- 1983-1986 *Diagnostique*, Associate Editor
- 1983-1985 *Journal of Experimental Education*

#### **Guest/Ad Hoc Reviewer for Editorial Boards:**

*American Psychologist, Child Development, Educational Psychologist, Journal of Teacher Education, Elementary School Journal, Learning Disabilities Research and Practice, Review of Educational Research, Instructional Science, Educational Research and Evaluation, Exceptionality, Applied Cognitive Psychology, Cognitive Therapy and Research, Journal of Consulting and Clinical Psychology, Journal of Learning Disabilities, Journal of Abnormal*

*Child Psychology, Remedial and Special Education, Journal of Applied Behavior Analysis, School Psychology Review, Educational Researcher, Diagnostique*

**External Promotion/Tenure Review:**

University of Colorado; Kent State University; Appalachian State University; University of Massachusetts; University of New Mexico; University of Toronto/OISE; University of California - Riverside; University of Utah; University of British Columbia; University of Florida; University of Delaware; Portland State University; Purdue University; West Virginia Graduate College; University of North Carolina - Greensboro; University of West Virginia, College of Graduate Studies; Western Oregon State College; University of Miami; Texas A&M University; The University of Tennessee, Santa Clara University; University of California-Berkley; University of Colorado at Boulder

**Professional Organizations:**

- 1998-Present Chair, Distinguished Early Career Research Award Committee, Division for Research, Council for Exceptional Children.
- 1984-Present Paper referee for American Psychological Association; Division C/Division K/SIG: Special Education Research/other SIGs, of the American Educational Research Association; Council for Exceptional Children; National Reading Conference.
- 2003-2005 Member, Cattell Early Career Research Award Selection Committee, American Educational Research Association.
- 1999-2002 Member, Interdisciplinary Qualitative Research Subcommittee, Task Force on Empirically Supported Interventions in School Psychology, Division 16, American Psychological Association.
- 2003 Publishing in the Journal of Educational Psychology. Roundtable at the American Educational Research Association, Chicago, IL, April, 2003.
- 2003 Session for beginning researchers: Meet the editors. Roundtable at the OSEP Research Project Directors' Conference, Washington, DC, July, 2003.
- 2001-2002 President, Division for Research, Council for Exceptional Children; Member, Families Committee.
- 2000-2001 President-Elect, Division for Research, Council for Exceptional Children; Chair, Program Committee; Member, Families Committee.
- 2000 Co-Chair, Conference Strand on Writing, International Council for Learning Disabilities.

- 1999-2000 Vice President, Division for Research, Council for Exceptional Children; Member, Families Committee.
- 1995-1998 Secretary and Member of the Board, Division for Research, Council for Exceptional Children; Member, Publications Committee.
- 1997 Reviewer, National Information Center for Children and Youth with Disabilities.
- 1996 Member, American Psychological Association conference with Office of Educational Research and Improvement, USDE, to develop the report, "Recommendations: OERI Research Priorities for the 21<sup>st</sup> Century."
- 1993 Co-Organizer and Chair: Issues and directions in research on children's self-regulated learning and development. Featured symposium, American Psychological Association, Toronto, Canada.
- 1991-1992 Chair of the Special Interest Group: Special Education Research, of the American Educational Research Association.
- 1991 Organizer: Women in the Deanship: Enhancing Opportunities for Women in Higher Education Leadership. Roundtable for the Committee on the Role and Status of Women in Educational R & D, American Education Research Association.
- 1990-1991 Chair-Elect of the Special Interest Group: Special Education Research, of the American Educational Research Association.
- 1988-1989 Secretary-Treasurer of the Special Interest Group: Special Education Research, of the American Educational Research Association.
- 1989 Discussant: The interdependence of research on cognitive strategy instruction and the practice of cognitive strategy instruction. Symposium presented to the American Educational Research Association, San Francisco, CA, March.
- 1988 Participant, Southeast Regional Holmes Group, Conference on the Preparation of Elementary/Special Education Teachers, Charlottesville, VA.
- 1988 Chair: Student Research Award Committee for the Special Interest Group: Special Education Research, of the American Educational Research Association.
- 1988 Discussant: Self-regulated learning, I: Theories and models of self-regulation. Program presented to the American Educational Research Association, New Orleans, LA, April.
- 1984-1986 Secretary-Treasurer of the Special Interest Group: Special Education Research, of the American Educational Research Association.

- 1982 Chair: Using television to educate. Program presented to the International Communication Association, Boston, May, 1982.
- 1981 Member, College Competencies Assessment Task Force Committee, International Communication Association/Speech Communication Association.
- 1979 Member, College Competencies Assessment Task Force Committee, International Communication Association/Speech Communication Association.
- 1979 Member, Instructional Communication Competencies Committee, International Communication Association.

**United States Department of Education:**

- 2005 Reviewer, Field-Initiated Evaluations of Education Innovations, U.S. Department of Education, Institute of Education Sciences.
- 2004 Member, OSEP Research Project Directors' Conference Planning Committee.
- 2002-2003 Reviewer, USDE, Reading First State Grant Proposals.
- Sept., 2001 Reviewer, USDE, Office of Special Education Programs, Research Centers.
- March, 2001 Member, USDE, Office of Special Education Programs, Peer Review Process Work Group.
- May, 1999 Reviewer, USDE, Office of Postsecondary Education, Congressional Priorities for Postsecondary Education.
- July, 1996 Session/discussion leader: Constructivism in Special Education. Roundtable at the OSEP Research Project Directors' Conference, USDE.
- March, 1995 Briefing Paper and Presentation on Students with Learning Disabilities, prepared for Frank Holleman, Chief of Staff to the Secretary of Education, at request of the Office of Special Education.
- April, 1985 Reviewer, USDE, FY 1985 research grant competition; Research in the education of the handicapped: Enhancing instructional program options.

**Maryland State Department of Education:**

- 1998 ADHD and the development of self-regulation: A new piece of the puzzle. Presentation made to the Maryland Interdisciplinary Conference on ADHD, November.
- 1996 Reviewer, "Skills for Success" (SFS), high school core learning goals.

- 1989 Participant, Regional Meeting on the Maryland Essential Teaching Knowledge for the Beginning Teacher.
- 1988 Self-regulated learning and mildly-moderately handicapped students. Presentation made to the Directors of Special Education Retreat.
- 1983-1987 Consultant and Project Director; "Development of innovative instructional techniques: Self-regulation strategies and cognitive-behavioral training for the Learning Disabled." Maryland State Department of Education, Learning Disabilities Project.
- 1984 November, Panel Judge; National Teacher Exam Validation Study. Maryland State Department of Education, Teacher Education and Certification Branch. Public Schools, Professional Development, and Parent/Family Associations.

### **Schools, Professional Development, and Parent/Family Associations**

- Nov., 2006 Helping the child with ADHD develop self-regulation and strategic performance. Oakland Schools Professional Development Seminar, Waterford, MI.
- August, 2006 Follow up: Implementing SRSD. Currey Ingram Academy, Brentwood, TN.
- June, 2006 How to teach writing using the SRSD model of instruction. Currey Ingram Academy, Brentwood, TN.
- Jan., 2006 Self-regulated strategy development and writing instruction. Benchmark School, Philadelphia, PA.
- March 2004 ADHD: What we know now and what we can do together. Rockledge Elementary School, Bowie, MD.
- Sept., 2003 Self-regulation and the writing process. ADHD Institute. Region IV ESC, Houston, TX.
- Sept., 2003 Helping your child with ADHD develop self-regulation. ADHD Institute, Region IV ESC, Houston, TX.
- March, 2003 ADHD: What we know now and what we can do together. Alternative Middle School, Bladensburg, MD.
- Nov., 2002 ADHD: What we know now and what we can do together. Prince George's County Chapter, Council for Exceptional Children.
- Nov., 2002 Self-regulated strategy development: Making the writing process work. Conference on improving learning strategies for literacy research and practice. University of Maryland.

- April, 2002 Making the writing process work for struggling writers: Self-regulated strategy development. Boone, NC.
- Oct., 2001 Teaching students with learning disabilities how to write: Strategies for success. Northeastern Education Intermediate Unit, Scranton Public Schools, and Marywood University, PA.
- 1998-2001 Teaching students with learning disabilities how to write: Strategies for success. National Educational Institute, National Sites.
- Nov., 1999 ADHD and other challenges: Improving classroom behavior and communication. PG County Chapter, CEC.
- August, 1999 Understanding and supporting children with ADHD. Summer Institute, Prince George=s County Public Schools.
- March, 1999 Fundamentals of positive behavioral support for children: Building positive behavior and communication. Maryland Association of Resources for Families and Youth.
- March, 1999 ADHD: Further understandings. Baltimore Association for Retarded Citizens.
- Oct., 1998 Behavior management and the challenging child. Baltimore Department of Social Services.
- Oct., 1998 ADHD. Baltimore Association for Retarded Citizens.
- July, 1998 Self-regulation: Helping every child develop self-control. Maryland Association of Resources for Families and Youth.
- June, 1998 ADHD: What causes it, helping foster families live with it. Baltimore Department of Social Services.
- 1997-1998 ADHD: What we really know and what we can do together. Maryland Association of Resources for Families and Youth.
- Oct., 1996 ADHD: What we think we know now ... The connection to self-regulation. Parents Supporting Parents of Maryland.
- Oct., 1995 Consultant, Classroom Behaviors, Friends Community School, College Park, MD.
- Dec., 1993 Consultant, ARD/Due Process Hearing, Prince George=s County, Division of Special Education, MD.
- Nov., 1993 The Role of Traditional and Alternative Assessments in the Classroom and

- School. Presented to Friends Community School, College Park, MD.
- 1990-1991 Co-Developer, Academic Self-Management Consortium, in collaboration with Charles County Public Schools, MD.
- 1989-1990 Cognitive strategy instruction: A writing workshop and classroom follow-up. Conducted with Charles County, Division of Special Education, MD.
- Dec., 1989 Cognitive-behavior modification and self-regulation training. Presented to parochial school teachers of Charles County, MD.
- Dec., 1988 Administration and interpretation of the WISC-R. Presented to Charles County, Division of Special Education, MD.
- Nov., 1988 Cognitive strategy instruction and the development of self-regulated learning among educationally handicapped students. Presented to Charles County, Division of Special Education, MD.
- Nov., 1988 Developing self-regulated learning and behavior. Presented to Charles County, Division of Elementary Education, MD.
- Sept., 1988 Cognitive strategy instruction for the educationally handicapped. Presented to Prince George's County, Division of Special Education, MD.
- May, 1988 Assessment of mildly-moderately handicapped students. Presented to Baltimore County Administrators= Roundtable Retreat, MD.
- Jan., 1988 Consultant, Special Education Appeal Hearing, Prince George=s County, Division of Special Education, MD.
- Nov., 1987 Assessment of the Educationally Handicapped: The Woodcock-Johnson Psycho-Educational Battery. Presented to Charles County, Division of Special Education, MD.
- May, 1987 Cognitive-behavior modification and self-regulation training for educationally handicapped students. Presented to Anne Arundel County, Divisions of Special and Regular Education, MD.
- Nov., 1986 Educational assessment. Presented to Charles County, Division of Special Education, MD.
- Nov., 1985 Cognitive-behavior modification, strategy training, and self-regulation: Classroom applications with exceptional students. Presented to Harford County Division of Special Education, MD.
- May, 1985 Cognitive-behavior modification and strategy training for the educationally handicapped. Presented to Wicomico County, MD.

- April, 1985 Cognitive-behavior modification and strategy training for the educationally handicapped. Presented to the Samuel Clemens Learning Center, Montgomery County, MD.
- March, 1985 Cognitive-behavioral and self-regulation training for the educationally handicapped. Presented to West Virginia Special Educators, sponsored by the Department of Special Education, West Virginia University.
- Nov., 1984 Cognitive-behavioral assessment. Guest lecture presented for Dr. Bernice Wong, Faculty of Education, Simon-Fraser University, Canada.
- Sept., 1984-  
Dec., 1984 Cognitive-behavioral training for the learning disabled. Presented to the Montgomery County Public Schools, MD.
- Fall, 1983 -  
Fall, 1984 Assessing achievement of exceptional students and preparation of written reports. Presented to Prince George=s County Public Schools, MD.
- May, 1983 Cognitive-behavioral training: Developing self-regulation and self-management skills with exceptional children. Short course presented for Pacific Lutheran University, Tacoma, WA.
- May, 1983 Invited participant. The Affective Domain in Exceptional Education Conference, John Hopkins University, Baltimore, MD.
- March, 1983 Cognitive-behavior modification: History and applications with exceptional children. Presented to the Department of Education, Catholic University of America, Washington, DC.
- August, 1982 Self-speech, self-control, and cognitive training. Presented to the Oakland, MI Schools Summer Conference.
- March, 1982 Private speech and cognitive training: A means for developing self-control. Presented to the Oakland Schools, MI.
- April, 1981 Teaching self-confidence: Helping the shy student. Presented to Greater Lafayette Area Special Services, IN.

### **Organization Memberships:**

American Educational Research Association  
 American Psychological Association  
 Association for Supervision and Curriculum Development  
 Council for Exceptional Children  
 Council for Learning Disabilities  
 Phi Delta Kappa  
 Society for the Scientific Study of Reading



## **UNIVERSITY SERVICE**

### **Vanderbilt University:**

2005-2006     Consultant, Numeracy Study. Vanderbilt Diabetes Center.

### **College, Vanderbilt University:**

2006-2007     Member, Faculty Affairs Committee

### **Departmental, Vanderbilt University:**

2006            Chair, Search Committee for Department Chair

2005-present   Department Executive Committee

2005-present   Doctoral Studies Committee

### **University of Maryland:**

2001            Member, Founding Council of the UM Academy of Excellence in Teaching and Learning

2001            Member, Kirwan Undergraduate Education Award Committee

2000            Member, UMCP Distinguished Scholar-Teacher Award Selection Committee

1998-1999;     Member, University Academic Planning and Advisory Committee (APAC)  
1996-1997

1995-1996     Member, University Appointment, Promotion and Tenure Committee

1994-1996     UM Representative to the Faculty Advisory Council to the Maryland Higher Education Commission

1990-1994     Chair, Presidential Award Advisory Committee, Awards for Outstanding Service to the Schools

1992-1994     Member, School/University Cooperative Programs

1993            Faculty Judge, Rewrite Lincoln's Gettysburg Address essay contest, UMCP Honors Program and Office of Campus Programs

1986-1987     Member, UMCP Senate Adjunct Committee on Research

### **College, University of Maryland:**

2002-2005 Member, Joint Committee on Faculty Development

1999-2002 Chair, Joint Committee on Faculty Development

1999-2000 Member, College of Education Faculty Senate (At-Large)

1999-2000 Member, Program Review Board

1999-2000 Member, EDCI Search Committee

1989-2004 Member, College of Education Undergraduate Honors Council

1992-1996 College Mentor

1998 Member, Search Committee for Dean, College of Education

1994-1995 Chair, College of Education Faculty Senate

1994-1995 Member, Search Committee for Full/Associate Professor in Cognition and Instruction, Department of Human Development

1993-1994 Chair-Elect, College of Education Faculty Senate

1991-1992 Member, Search Committee for Dean, College of Education

1991-1992 Member, Faculty Senate Steering Committee

1990-1992 Member, College of Education Faculty Senate (At-Large)

1991 Member, Search Committee for Placement Coordinator, Office of Laboratory Experiences

1990-1991 Member, Search Committee for Chair, Department of Educational Policy, Planning and Administration

1989-1990 Co-Organizer, Contributions of Cognitive Research to Instructional Innovation Conference

1988-1990 Co-organizer, Cognitive Processes in Learning and Teaching Research Group

1988-1990 Member, Undergraduate Committee

1988-1989 Member, College of Education Faculty Survey Committee

1987-1988 Leadership Development Committee, College of Education in Collaboration with Prince George's County

1982-1983 Member, Generic elements in undergraduate teacher education;  
Diagnosis/Assessment Committee

**Departmental:**

1999-2004 Department Mentor

1998-2004 Chair, EDSP Undergraduate Program Committee (UM Departmental Excellence and Innovation in Undergraduate Teaching Award, 2001)

1982-2004 Member, Undergraduate Program Committee, Educationally Handicapped/Elementary Special Education

1982-2004 Member, Graduate Program Committee, Learning Disabilities

1995-1996 Member and Acting Chair, Promotion and Tenure Committee

1993 Member, Salary Sub-Committee

1989-1990 Member, Graduate Admissions and Review Committee

1988-1989 Chair, Developmental Action Plan Document Development Committee

1984-1989 Chair, Graduate Admissions and Review Committee

1987-1988 Member, Faculty Search Committee for Assistant/Associate Professor in Behavior Disorders

1984-1988 Project Associate, Microcomputers in Special Education, Institute for the Study of Exceptional Children and Youth

1983-1984 Member, Graduate Admissions and Review Committee

**Special Assignments:**

1983 Member, Advisory Committee to select the Assistant Director for the M. Lucia James Curriculum Laboratory

1982 Member, Elementary Program Revisions Committee (Competencies for Mainstreaming), EDCI

**INSTRUCTION AND ADVISING: Vanderbilt University**

**Courses Taught:**

SPED 3930 Leadership in Special Education

## ADVISING

### **M.Ed. Advisees (In Progress):**

Kate Mahan, Tracy Voyles

### **Doctoral Advisees (In Progress):**

Mary Story Brindle, Karin Sandmel

### **Doctoral Advisees (Completed):**

Laurie Meltzer, 2006

## **INSTRUCTION AND ADVISING: University of Maryland**

### **Courses Taught:**

EDSP 320	Introduction to Assessment in Special Education
EDSP 321	Comparative Approaches to Behavior and Classroom Management in Special Education
EDSP 440	Assessment and Instructional Design for the Educationally Handicapped: Cognitive and Psychosocial Development
EDSP 441	Assessment and Instructional Design for the Educationally Handicapped: Oral Language and Communication Disorders
EDSP 453	Methods and Models of Instruction: Elementary Special Education
EDSP 489	Field Experiences in Special Education
EDSP 491	Characteristics of Students with Learning Disabilities
EDSP 615	Evaluation and Measurement of Exceptional Children and Youth
EDSP 640	Seminar in Learning Disabilities
EDSP 872	Theory and Empirical Design in Special Education
EDSP 678	Attention Deficit Hyperactivity Disorder: Educational Implications
EDSP 798	Special Problems in Special Education
EDSP 888	Apprenticeship in Special Education
EDSP 889	Internship in Special Education

EDCI 390 Co-Taught: Principles and Methods of Secondary Education

EDCI 397 Co-Taught: Principles and Methods of Teaching in Elementary Schools

## **ADVISING**

Undergraduate Advisees: Approximately 20 per year

### **M.Ed. Advisees (Completed):**

Mary Adkins, Janet Amsterdam, Allison Beller, Anne Bordine, Elayne Brugger, Kate Bedford, Sally Burnell, Jennifer Cable, Jacqueline Dabney, Elizabeth Daubert, Dawn Eddy, Stacey Gordon, Sarah Gossett, Lisa Gray, Gloria Martin-Pressman, Kathleen Harbrant, Jackie Loso, Linda Mason, Robin Meiners, Erika Moshirfar, Cynthia Price, Karen Racer, Wendy Roit, Mary Jo Ruggeri, Marjorie Schwartzberg, Francis Simbo, Maris Spiessbach, Julie Tomasik, Harrison Toy, Cherylyn Torguson, Marissa Valentine, Sharon Zgoda

### **M.A. Advisees (Completed):**

Melissa Sexton  
 Lisa Pericola  
 Nancy Mamlin  
 Barbara Danoff  
 Karen McElroy  
 Donna Preller

### **Member of Master Thesis Committee (Completed):**

Barbara Davis  
 Susan Diveta

### **Doctoral Advisees (In Progress):**

Jennifer Zito, Marva Gavins

### **Doctoral Advisees (Completed) - Dissertation Titles:**

Mary Adkins -  
 (Assistant Professor, Goucher College); Self-regulated Strategy Development and Generalization Instruction: Effects on Story writing Among Second and Third Grade Students with Emotional and Behavioral Disorders (2005)

Zina Sutch -  
 (George Mason University and VA Public Schools); Relational Aggression Among Girls and Boys with Emotional/Behavior Disorders (2005)

Tanya Schmidt Santangelo -

(Assistant Professor, Rowan University, PA); *The Collaborative Action Process: A Qualitative Inquire into Processes, Practices, and Perceptions* (2004)

Linda H. Mason -

(Assistant Professor, Pennsylvania State University); *Self-regulated Strategy Instruction: Effects on Expository Reading Comprehension Among Students who Struggle with Reading* (2002)

Mary Jo Primosch -

(Montgomery County Public Schools); *Executive Function Scores of Organized and Disorganized Fourth- to Sixth-Graders* (1997)

Lisa Pericola Case -

(Research Project Coordinator, University of Maryland); *Mathematical Understandings: How Students with Learning Difficulties Progress in a Constructivist Classroom* (1997)

Kathy Boyer-Shick -

(Baltimore City Public Schools, MD); *Self-Regulated Learning: The Effects of Task Difficulty on the Self-Speech of Students With and Without Learning Disabilities* (1996)

Nancy Mamlin -

(Associate Professor, Appalachian State University); *A Restructuring Initiative Focusing on Special Education: One School's Interpretations of Inclusion and Change* (1995)  
Recipient of the 1995 Outstanding Student Research Award, Special Interest Group in Special Education Research of the American Educational Research Association

Nancy Briganti -

(Special Education, Montgomery Co., MD); *Reintegration of Students with Learning Disabilities Using Reciprocal Teaching, Cooperative Learning, Peer Tutoring, and Transenvironmental Programming* (1995)

Robert Reid -

(Associate Professor, University of Nebraska-Lincoln); *Effects of Self-Monitoring of Attention and Self-Monitoring of Performance on Attentional Behaviors and Spelling Performance of Students with Learning Disabilities* (1991)  
Recipient of the 1992 Outstanding Student Research Award, Special Interest Group in Special Education Research of the American Educational Research Association

Angela Bednarczyk -

(Educational Program Director, Kendall School for the Deaf, Gallaudet University, Washington, DC); *The Effectiveness of Story Grammar Instruction with a Self-Instructional Strategy Development Framework for Students with Learning Disabilities* (1991)

### **Doctoral Dissertation Co-Directed (Completed):**

Richard Sawyer -

Improving LD students= composition skills with story grammar strategy training: A component analysis of self-instructional strategy training.

Recipient of the 1991 Dissertation of the Year Award from the Division of Learning Disabilities, Council for Exceptional Children.

Recipient of the 1991 Award for Outstanding Research in Learning Disabilities from the Council of Learning Disabilities

**Member of Doctoral Dissertation Committee (Completed):**

Jan Bowman (EDCI)  
 Terry Northcutt (EDCP)  
 Susan Mason (EDSP)  
 Bern Greenbaum (EDSP)  
 Rebecca Karp (EDCI)  
 Susan De La Paz (EDSP)  
 Susan Gersen (EDCP)  
 Rhonda Manson (EDCI)  
 Barbara Walker (EDCI)  
 Richard Sawyer (EDSP)  
 Naomi Weintraub (EDSP)  
 Tori Page-Voth (EDSP)  
 LeAnn Johnson (EDSP)  
 Karen Murphy (EDHD)  
 Gary Troia (EDSP)  
 Bruce Saddler (EDSP)  
 Alison Weintraub (EDCP)

**Member of Doctoral Dissertation Committee (In Progress):**

Elgen Hillman (EDSP)  
 Laura Kraft (Kinesiology)  
 Mary Beth Malone (EDCP)  
 Susan Moran (EDSP)