CURRICULUM VITA
Stephen Ciullo, Ph.D.

I. Academic/Professional Background

A. Name: Stephen Ciullo Title: Professor

B. Educational Background

Degree	***Year***	***University***	***Major***	***Dissertation/Thesis***
Doctor of Philosophy (Ph.D.)	2011	The University of Texas at Austin	Special Education	The Effects of Graphic Organizers and Explicit Instruction on the Informational Text Learning and Comprehension of Fourth and Fifth Grade Students with Learning Disabilities
Master of Education	2005	State University of New York at Cortland	Literacy (K-6)	NA
Bachelor of Science in Education	2001	State University of New York at Geneseo	General Education, Special Education, History	NA

C. University Experience

Position	***University***	***Dates***
Associate Professor	Texas State University, San Marcos, TX	Fall 2018 – Present
Assistant Professor	Texas State University, San Marcos, TX	Fall 2012- Summer 2018
Adjunct Instructor	The University of Texas at Austin	2011-2012
Research Associate	The University of Texas at Austin: The Meadows Center for Preventing Educational Risk	2007-2012

D. Relevant Professional Experience

Position	*Institution*	*Dates*
Research Fellow	The Meadows Center for Preventing Educational Risk- Reading Institute	Fall 2012 - present.
Research Associate	The Meadows Center for Preventing Educational Risk	2007 - 2012

Project Coordinator (IES Grant)	The Meadows Center for Preventing Educational Risk	2011
Special Education Teacher	Binghamton City School District	2001 - 2007

E. Other Professional Credentials

New York State Teaching Certification
Special Education K-12
General Education K - 6
Literacy (Birth – Grade 6)

II. TEACHING

A. Teaching Honors and Awards:

Recognition letters from Vice President for Student Affairs (2016, 2015)

2006 Conrad Sterns Excellence in Public School Teaching Award (Parent Nominated) Binghamton, NY

B. Courses Taught:
Texas State University

SPED 4344- Educating Students with Mild Disabilities (Spring 2017 - Present)
SPED 5311- Teaching Language Arts to Students with Disabilities (Fall 2012 – Present)
SPED 5355- Characteristics of Learning Disabilities (Spring 2013 - Present)
SPED 5356- Advanced Practices in Learning Disabilities (Spring 2012 - Present)
SPED 5340- Principles of Effective Instruction for Students with Disabilities (Fall 2012-Present)

C. N/A
D. N/A

E. Funded External Teaching Grants and Contracts:

Research to Practice Grants

Collins, A. A., **Ciullo, S.**, & Porterfield, J. A. (Project Co- Director). (2023–2028). *Project LEAD: Learning and Education for All with Dyslexia* (Award H325K230125) [Grant]. Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who have High Intensity Needs, Office of Special Education Programs, Office of Special Education and Rehabilitative Research, U.S. Department of Education. *Note.* Funding for five years at $1,223,265

III. SCHOLARLY/CREATIVE

A. Works in Print

1. Books
d. Chapters in Books

Ciullo, S., Collins, A.A.., & Graham, S. (In Press). Addressing the enduring issue of writing achievement: Evidence-based strategies for students with disabilities. In Lemons C.J., M.P. Weiss, & S. Hirsh (Eds.), *Enduring Issues in Special Education: Personal Perspectives* (2nd ed.). Routledge.

Ciullo, S. & Collins, A.A., (2025). Effective writing instruction for students with learning disabilities in grades 3-8. In Neuman, S., & Kuhn, M. (Eds.). *Handbook on the Science of Literacy: Grades 3-8.* Guilford.

Collins, A. A., Rigby-Wills, H., & **Ciullo, S.** (2024). Quality writing instruction for students in the elementary grades. In B. L. Hott & P. Williamson (Eds.) *Quality instruction and intervention for elementary educators* (pp. 88-106). Rowman & Littlefield.

Ciullo, S., Kosaraju, S. Collins, A. A., & McKenna, J. (2024). Quality writing intervention. In B. L. Hott & P. Williamson (Eds.) *Quality instruction and intervention for elementary educators* (pp. 107-127). Rowman & Littlefield.

Troia, G., **Ciullo, S**., Wolbers, K., & Zajic, M. C. (2024). Written language assessment and instruction for children with significant writing challenges. In Kaufmann, J.M., Hallahan, D.P., & Pullen, P. (Eds.) *Handbook of Special Education* (3rd ed.). Routledge.

Ciullo, S. & Garwood, J. (2024). Integrating effective special education practices with best practices in social studies. In Lintner, T. & Minarek, D. (Eds.) *Creating an Inclusive Social Studies Classroom for Exceptional Learners* (pp. 17-44). Information Age Publishing.

Collins, A. A., **Ciullo, S.**, & Sandbank, M. (2023). Using generalizability theory to explore sources of variance on an observation tool of writing instruction. In K. Liu, M. Hebert, & R. A. Alves (Eds.) *The Hitchhiker's Guide to Writing Research: A Festschrift for Steve Graham*. pp. 277-294. Springer Cham. https://doi.org/10.1007/978-3-031-36472-3

Ciullo, S. & Reutebuch, C.K. (2020). Reading comprehension instruction for students in Grades 4-6. In M. Hougen, & S. Smartt (Eds.), *The Fundamentals of Literacy Instruction and Assessment*, (2nd ed.). Brookes Publishing.

Ciullo, S. (2016). Effective practices for teaching academic skills to students with autism spectrum disorders. In A. Boutot (Ed.), *Autism Spectrum Disorders,* (2nd ed.). Pearson.

Ciullo, S. & Reutebuch, C.K. (2014). Now I get it! Reading comprehension strategies for inclusive secondary classrooms. In M. Hougen (Ed.), *Fundamentals of Literacy Instruction and Assessment, Grades 6-12*. Brookes Publishing.

Reutebuch, C. K., **Ciullo, S**., & Vaughn, S. R. (2013). Graphic organizers for the adolescent learner in content-area, secondary inclusive classrooms. In R. Boon & V. G. Spencer (Eds.), *Reading Comprehension Strategies to Promote Adolescent Literacy in the Content-Areas for the Inclusive Classroom.* Brookes Publishing.

Ciullo, S., & Reutebuch, C. (2012). Reading comprehension strategies for students in Grades 4-6. In M. Hougen, & S. Smartt (Eds.), *The Fundamentals of Literacy Instruction and Assessment*. Brookes Publishing.

2. Articles
a. Refereed Journal Articles

Ciullo, S., Collins, A. A., Graham, S., Kosaraju, S., & Lee, J. W. (2025). Teaching writing to students with learning disabilities: An observational study of classroom practices. *Learning Disabilities Research & Practice*. https://doi.org/10.1177/09388982251341363

Graham, S., Skar, G. B., Collins, A., Ciullo, S., Cao, Y., & won Lee, J. (2025). Trends in writing intervention research: 1930s and onward. *Writing & Pedagogy*. https://utppublishing.com/doi/full/10.3138/wap-2025-0020

Basile, J., Mason, L. H., Ciullo, S. P., Collins, A. A., Brady, S., McKenney, N., & Elcock, L. (2025). Exploring inclusive middle school science teacher's perceptions and preferences for integrating writing and adapting instruction. *Reading & Writing Quarterly*, 1-18. https://doi.org/10.1080/10573569.2025.2578497

Graham, S., Collins, A. A., & **Ciullo, S.** (2024). Evidence-based recommendations for teaching writing. *Education 3-13*, 1-14. https://doi.org/10.1080/03004279.2024.2357893

Wissinger, D. R., Truckenmiller, A. J., Konek, A. E., & **Ciullo, S.** (2024). The validity of two tests of silent reading fluency: A meta-analytic review. *Reading & Writing Quarterly*, *40* (2), 118-134. https://doi.org/10.1080/10573569.2023.2175340

Graham, S., **Ciullo, S.**, & Alyson, A.A. (2024). Do special and general education teachers' mindset theories about the malleability of writing and intelligence predict their writing practices? *Journal of Learning Disabilities, 57*(2), 63-78. https://doi.org/10.1177/00222194231181915

Graham, S., Collins, A. A., & **Ciullo, S.** (2023). Special and general education teachers' beliefs about writing and writing instruction. *Journal of Learning Disabilities*, *56*(3), 163-179. https://doi.org/10.1177%2F00222194221092156

Garwood, J. D., Peltier, C., **Ciullo, S.**, Wissinger, D., McKenna, J. W., Giangreco, M. F., &

Kervick, C. (2023). The experiences of students with disabilities actually doing service learning: A systematic review. *Journal of Experiential Education*, *46*(1), 5-31. https://doi.org/10.1177%2F10538259221109374

Mason, L. H., **Ciullo, S.**, Collins, A. A., Brady, S., Elcock, L., & Owen, L. S. (2022). Exploring inclusive middle-school content teachers' training, perceptions, and classroom practice for writing. *Learning Disabilities: A Contemporary Journal*, *20*(2), 111-128. *Note.* DOI not available for this journal.

Thomas, C., Goodwin, M., Judd, L., **Ciullo, S.**, & Lembke, E., & Carsile, A., Billingsley, G. (2022). Exploring the perceptions of middle school teachers regarding response to intervention for struggling readers. *Exceptionality. 30*(4), 261-278. https://doi.org/10.1080/09362835.2020.1729765

Collins, A. A., **Ciullo, S.,** Graham, S., Sigafoos, L. L., Guerra, S., David, M., & Judd, L. (2021). Writing expository essays from social studies texts: A self-regulated strategy development study. *Reading and Writing, 34,* 1-29. https://doi.org/10.1007/s11145-021-10157-2

Smith, R. A., Allen, A. A., Panos, K. L., & **Ciullo, S.** (2021). Sentence Writing Intervention for At-Risk Writers in Upper Elementary Grades. *Learning Disabilities Research & Practice*, *36*(4), 367-379. https://doi.org/10.1111/ldrp.12266

Garwood, J. D., **Ciullo, S.**, Wissinger, D. R., & McKenna, J. W. (2021). Civics Education for Students With Learning Disabilities and Emotional and Behavioral Disorders. *Intervention in School and Clinic*, *56*(4), 250-254. https://doi.org/10.1177%2F1053451220944143

Garwood, J. D., McKenna, J. W., Roberts, G. J., **Ciullo, S.**, & Shin, M. (2021). Social studies content knowledge interventions for students with emotional and behavioral disorders: A meta-analysis. *Behavior modification (45)* 1, 147-176. https://doi.org/10.1177/0145445519834622

Brownell, M.K., **Ciullo, S.**, Kennedy, M. (2021). High-leverage practices: Teaching students with disabilities – and all students who need a learning boost. *American Educator*, 44(4), 12-19. https://www.aft.org/ae/winter2020-2021/brownell_ciullo_kennedy

Ciullo, S., Collins, A.A., Wissinger, D., McKenna, J.W., Osman, D., Yu-Ling. S (2020). Students with learning disabilities in the social studies: A meta-analysis of intervention research. *Exceptional Children.* 86(4), 393-412. https://doi.org/10.1177/0014402919893932

Garwood, J. D., McKenna, J. W., & **Ciullo, S.** (2020). Early reading instruction with embedded behavioral supports for children with emotional and behavioral disorders. *Beyond Behavior*. *29*(1), 6-17. https://doi.org/10.1177/1074295619900380

Ciullo, S., Mason, L. H., & Judd, L. (2019). Persuasive quick writing about text: Intervention for students with learning disabilities. *Behavior Modification. (45)*1, 122-146. https://doi.org/10.1177%2F0145445519882894

Ciullo, S., Ely, E., McKenna, J. W., Alves, K. D., & Kennedy, M. J. (2019). Reading instruction for students with learning disabilities in grades 4 and 5: An observation study. *Learning Disability Quarterly*, *42*(2), 67-79. https://doi.org/10.1177/0731948718806654

Wissinger, D., & **Ciullo, S**. (2019). Historical literacy instruction for all learners: Evidence from a design experiment. *Reading &Writing Quarterly.* 34(6), 568-586. https://doi.org/10.1080/10573569.2018.1510795

Garwood, J. D., Werts, M. G., Mason, L. H., Harris, B., Austin, M. B., **Ciullo, S**., Magner, K. M., Koppenhaver, D. A., & Shin, M. (2018). Improving persuasive science writing for secondary students with emotional and behavioral disorders educated in residential treatment facilities. *Behavioral Disorders.* 44(4), 227-240. https://doi.org/10.1177/0198742918809341

Wissinger, D. R., & **Ciullo, S.** (2018). Historical literacy research for students with and at risk for learning disabilities: A systematic review. *Learning Disabilities Research & Practice*, *33*(4), 237-249. https://doi.org/10.1111/ldrp.12182

Garwood, J., **Ciullo, S.**, & Brunsting, N. (2017). Teaching adolescents with emotional-behavioral disorders to comprehend narrative texts and read fluently. *Teaching Exceptional Children, 49*(6), 391-401. https://doi.org/10.1177/0040059917707434

Ciullo, S., & Dimino, J. (2017). The strategic use of scaffolded instruction in social studies interventions for students with learning disabilities. *Learning Disabilities Research & Practice, 32*(3), 155-165. https://doi.org/10.1111/ldrp.12138

Ciullo, S., & Mason, L. (2017). Prioritizing elementary school writing intervention: Cultivating middle-school writing readiness for students with learning disabilities. *Intervention in School and Clinic, 52*(5), 287-294. https://doi.org/10.1177/1053451216676801

Toste, J. R., & **Ciullo, S.** (2017). Reading and writing instruction in the upper elementary grades *Intervention in School and Clinic, 52*(5), 259-261. https://doi.org/10.1177/1053451216676835

McKenna, J. & **Ciullo, S**. (2016). Typical reading instructional practices provided to students with emotional and behavioral disorders in a residential and day treatment setting: A mixed methods study. *Residential Treatment for Children and Youth, 33*(3-4)*,* 225-246. https://doi.org/10.1080/0886571X.2016.1207217

Ciullo, S., Al Otaiba, S., Ortiz, M., & Lane, K.L. (2016). Advanced reading comprehension expectations in secondary school: Considerations for students with emotional or behavior disorders. *Journal of Disability Policy Studies 27*(1), 54-64. https://doi.org/10.1177/1044207315604365

Ciullo, S., Lembke, E., Carlisle, A., Thomas, C. N., Goodwin, M., & Judd, L. (2016). Implementation of evidence-based practices in middle school response to intervention. An observation study. *Learning Disability Quarterly (39)*1, 44-57. https://doi.org/10.1177/0731948714566120

Ciullo, S., Lo, Yu-Ling, S., Wanzek, J., & Reed, D (2016). A synthesis of research on informational text reading interventions for elementary students with learning disabilities. *Journal of Learning Disabilities, 49* (3), 257-271. https://doi.org/10.1177/0022219412451131

Kang, E.Y., McKenna, J, Arden, S., & **Ciullo, S.** (2016). Integrated reading and writing interventions for students with learning difficulties: A systematic review of literature. *Learning Disabilities Research & Practice, 31*(1), 22-33. https://doi.org/10.1177/0022219414539566

Ciullo. S. (2015). Improving access to elementary school social studies instruction: Strategies to support students with learning disabilities. *Teaching Exceptional Children 48,* 102-109. https://doi.org/10.1177/0040059915605640

Ciullo, S., Vaughn, S, & Falcomata, T. (2015). Teaching social studies to upper elementary students with learning disabilities: Explicit instruction and graphic organizers. *Learning Disability Quarterly, 38*, 15-26. https://doi.org/10.1177/0040059915605640

McKenna, J., Shin, M., & **Ciullo, S.** (2015). Evaluating reading and mathematics instruction for students with learning disabilities: A synthesis of observation research. *Learning Disability Quarterly, 38,* 195-207. https://doi.org/10.1177/0731948714564576

McKenna, J., Flower, A., Kim, M., **Ciullo, S.,** & Haring, C. (2015). A systematic review of function-based interventions for students with learning disabilities. *Learning Disability Research & Practice,* 30, 15-28. https://doi.org/10.1111/ldrp.12049

Ciullo, S., Falcomata, T., Pfannenstiel, K., & Billingsley, G. (2015). Improving learning with science and social studies text using computer-based concept maps for students with disabilities. *Behavior Modification. 39,* 117-135. https://doi.org/10.1177/0145445514552890

Roberts, G., Solis, M., **Ciullo, S**., McKenna, J., & Vaughn, S. (2015). Reading interventions with behavioral and social outcomes. A synthesis of research. *Behavior Modification, 39*, 8-42. https://doi.org/10.1177/0145445514561318

McKenna, J., Flowers, A., & **Ciullo, S.** (2014). Measuring fidelity to improve intervention effectiveness. *Intervention in School and Clinic. 50,* 15-21. https://doi.org/10.1177/1053451214532348

Swanson, E., Hairrell, A., Kent, S., **Ciullo, S.** Wanzek, J. A., & Vaughn, S. (2014). A synthesis and meta-analysis of reading interventions using social studies content for students with learning disabilities. *Journal of Learning Disabilities, 47,* 178-195. https://doi.org/10.1177/0022219412451131

Ciullo, S., & Billingsley, G. (2013). Strategies for increasing understanding and

engagement with expository text in students with emotional or behavior disorders. *Beyond Behavior (23)*3, 3-11. https://doi.org/10.1177/107429561302300102

Ciullo, S., & Reutebuch, C. (2013). Computer-based graphic organizers for students with LD: A systematic review of literature. *Learning Disabilities Research and Practice, 28,* 196-210. https://doi.org/10.1111/ldrp.12017

Ciullo, S., & Thomas, C. (2013). The 10th birthday of RTI: Recommendations from research. *Learning Disabilities Forum, August* 2-5.
Note. DOI not available for this journal.

Swanson, E. A., Wanzek, J., Haring, C., **Ciullo, S**., & McCulley, L. V. (2013). Intervention fidelity in special and general education research journals. *The Journal of Special Education, 47*, 3-13. DOI: https://doi.org/10.1177/0022466911419516

Solis, M., **Ciullo, S.**, Vaughn, S., Pyle, N., Hassaram, B., & Lereoux, A. (2012). Reading comprehension interventions for middle-school students with LD: A synthesis of 30 years of research. *Journal of Learning Disabilities, 45,* 327-340. DOI: https://doi.org/10.1177/0022219411402691

Swanson, E., Solis, M., **Ciullo, S**., & McKenna, J. (2012). Special education teachers' perceptions and instructional practices in response to intervention implementation. *Learning Disability Quarterly, 35,* 115-126. https://doi.org/10.1177/0731948711432510

Ciullo, S., SoRelle, D.A, Kim, S.A., You-jin, S., & Bryant, B. R. (2011). Monitoring student response to mathematics intervention: Using data to inform tier 3 intervention. *Intervention in School and Clinic, 47*, 120-124. https://doi.org/10.1177/1053451211414188

Ciullo, S., Solis, M. & Vaughn, S. (2010). Critical components of a response to intervention framework: Essential ideas for campus implementation. *The Oklahoma Reader, 45*(2), 8-16.
Note. DOI not available for this journal.

Wanzek, J., Wexler, J., Vaughn, S., & **Ciullo, S.** (2010). Reading interventions for struggling readers in the upper elementary grades: A synthesis of 20 years of research. *Reading and Writing, 23*, 889-912. 10.1007/s11145-009-9179-5

B. Works not in Print

1. Papers Presented at Professional Meetings:
National and International (Peer-Reviewed)

Collins, A.A., & Ciullo, S. "Strategies for Success: Improving Informational Writing for Students with Learning Disabilities in Inclusive Settings". Council for Exceptional Children (CEC), Baltimore, MD, United States (March 13, 2025).

Ciullo, S., Collins, A.A., Graham, S., & Kulesz, P. "How Do Instructional Practices Influence

Students' Writing Outcomes?" Pacific Coast Research Conference (PCRC). San Diego, CA, United States. (February 2, 2025).

Collins, A.A., & **Ciullo, S.** "From Teacher Training to Student Transformation: Professional Development Effects on Student Self-Efficacy and Malleability of Writing Beliefs". Council for Learning Disabilities (CLD), Salt Lake City, UT, United States (October 16, 2025)

Ciullo, S., Collins, A.A., "An Investigation of Writing Instruction for Students with Learning Disabilities." [Roundtable Presentation]. Council for Learning Disabilities (CLD), Salt Lake City, UT, United States (October 17, 2025)

Collins, A. A., **Ciullo, S**., Graham, S., Lee, J. w., SREE 2024, "Evaluating the effectiveness of writing interventions for students in Grades K to 5: A comprehensive meta-analysis.," Society for Research Educational Effectiveness(SREE), Baltimore, MD, United States. (September 21, 2024).

Kosaraju, S. R., **Ciullo, S.**, Graham, S., Collins, A. A., 2024 AERA Annual Meeting, "Exploring the writing instruction of general and special educators teaching writing to students with disabilities," American Educational Research Association (AERA), Philadelphia, United States. (April 11, 2024).

Kosaraju, S., **Ciullo, S.**, Collins, A. A., Graham, S., CEC 2024 Annual Convention and Expo, "Covid-19 Impact on writing for upper elementary students with IEPs, "Council for Exceptional Children (CEC), San Antonio, TX, United States. (March15, 2024).

Ciullo, S. P., Collins, A. A., Graham, S., CEC 2024 Annual Convention and Expo, "Let's talk about writing! Enhancing teacher practice through meta-analysis," (CEC) San Antonio, TX, United States. (March 15, 2024).

Mason, L., **Ciullo, S.**, Collins, A. A., CEC 2024 Annual Convention and Expo, "Writing support for middle school students with disabilities," Council for Exceptional Children (CEC), San Antonio, United States. (March 13, 2024).

Collins, A. A., **Ciullo, S.**, Graham, S., Lee, J., Camping, A., Billingsley, G., The 32ndAnnual Pacific Coast Research Conference, "A comprehensive meta-analysis of writing interventions for students in Grades K to 5," Pacific Coast Research Conference (PCRC), San Diego, CA, United States. (February 1, 2024).

Ciullo, S., Collins, A. A., Graham, S., Kosaraju, S., The 32nd Annual Pacific Coast Research Conference, "Writing instruction provided for students with disabilities: Differing practices of general and special education teachers," Pacific Coast Research Conference (PCRC), San Diego, CA, United States. (February 1, 2024).

Ciullo, S. & Collins, A.A. (2023, October 12-13). *Investigating writing instruction provided to fourth-grade students with learning disabilities.* In Costa, L. (Chair) Examining Writing Instruction From Preschool to Middle School [Panel presentation]. Council for Learning Disabilities 45th International Conference on Learning Disabilities, Denver, CO, United States.

Collins, A.A., & **Ciullo, S.** (2023, October 12-13). *Implementing writing interventions with elementary students with LD.* [Roundtable session]. Council for Learning Disabilities 45th International Conference on Learning Disabilities, Denver, CO, United States.

Ciullo, S., Collins, A. A., & Graham, S. (2023, February 1–3). *Exploring writing instruction delivered by teachers of students with disabilities.* In Graham, S. (Chair), Using Teacher-Specific Outcomes to Inform Professional Development and Intervention learners [Panel presentation]. The 28th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Collins, A. A., **Ciullo, S.**, & Graham, S. (2023, February 1–3). *A Comprehensive Meta-Analysis of Writing Interventions for Elementary Students with Disabilities* [Poster presentation]. The 28th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Collins, A. A., **Ciullo, S.**, Graham, S., & Harris, K. R. (2022, October 20–21). *Integrated reading and writing intervention for elementary students.* In Costa, L. (Chair), Enhancing Student Writing from Preschool to Middle School [Panel presentation]. Council for Learning Disabilities 44th International Conference on Learning Disabilities, Richmond, VA, United States.

Collins, A. A., **Ciullo, S.**, & Graham, S. (2022, February 17–19). *Text-based writing in grade 3: Supporting general education teachers with integrated instruction.* In Ciullo, S. (Chair), Looking ahead: Research to promote writing skills for all learners [Panel presentation]. The 28th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Brady, S., Mason, L., **Ciullo, S.**, Owen, L., Elcock, L., & Basile, J. (2022, January 15-19). *Inclusive middle school content classrooms: Exploring writing instruction and adaptations.* [Poster presentation]. The Annual Convention of the Council for Exceptional Children, Orlando, FL, Virtual Conference.

Collins, A. A., **Ciullo, S.**, & Graham, S. (2021, February 11–12). *Exploring general and special education teachers' beliefs about writing* [Poster presentation]. The 29th Annual Pacific Coast Research Conference, Virtual Conference.

Brownell, M.K., Kennedy, M., & **Ciullo, S.** (2021, February 11-12). *Are High-Leverage Practices Usurping Evidence-Based Practices? Actually, They're Symbiotic.* [Presentation]. The Annual Convention for the Council for Exceptional Children, Virtual Conference.

Ciullo, S., Collins, A. A., & Graham, S. (2020, February 20–22*). Exploring the writing instruction of special educators and general educators in Grade 4: An observation study.* In Graham, S. (Chair), Facilitating writing and facilitating learning through writing [Panel presentation]. The 28th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Collins, A. A., **Ciullo, S.**, & Graham, S. (2020, February 5–6). *Effective practices for improving argumentative writing for students with learning disabilities* [Conference session]. Council for Exceptional Children 2020 Annual Convention and Expo, Portland, OR,

United States.

DeLaPaz, S., Wissinger, D., **Ciullo, S.**, & Brigham, F. (2020, February 5-6). *Teaching History and Social Studies to Students with LD.* [Panel presentation]. Presented at the Annual Convention of the Council for Exceptional Children, Portland, OR, United States.

Ciullo, S., Collins, A. A., Wissinger, D. R., Lo, Y. L., McKenna, J., & Osman, D. (2019, February 1- 2). *Evidence-based social studies interventions for students with learning disabilities.* In Wanzek, J. A. (Moderator), Evidence-based practices for improving social studies interventions [Multi-paper presentation]. Council for Exceptional Children 2019 Annual Convention and Expo, Indianapolis, IN, United States.

Garwood, J.D., McKenna, J.W., & **Ciullo, S.** (2019, February 1-2*). Enhancing persuasive science writing with adolescents in residential treatment for complex trauma.*[Poster presentation] at the Annual Convention of the Council for Exceptional Children, Indianapolis, IA, United States.

Smith, A., **Ciullo, S.**, Lembke, E., & Datchuk, S. (2019, October 3-4). *Sentence Level Writing Interventions for Students with Learning Disabilities.* [Poster presentation] at the Annual Convention of the Council for Learning Disabilities. San Antonio, TX, United States.

Ciullo, S., Collins, A. A., & Graham, S. (2019, November 5–8). *Exploring the writing instruction of special educators: Implications for teacher preparation* [Conference session]. Teacher Education Division (TED) of the Council for Exceptional Children 2019 National Conference, New Orleans, LA, United States.

Brownell, M.T., Kennedy, M.K., Hoffman, B., McLeskey, J., & **Ciullo, S.** (2019, November 5-8). *High-Leverage Practices: The Foundation for Successful Evidence-Based Practices.* Presented at the Annual Conference of the Teacher Education Division (TED) for the Council of Exceptional Children, New Orleans, LA, United States.

Collins, A. A., **Ciullo, S.**, & Graham, S. (2018, April 13–17). *Exploring teachers' use of writing instructional adaptations to support students with disabilities in inclusive classrooms*. In Walker, G. (Chair), Teaching reading and writing to students with special abilities, Special Education Research SIG [Panel presentation]. The 2018 AERA Annual Meeting, New York, NY, United States.

Collins, A. A., **Ciullo, S.**, & Graham, S. (2018, February 1–3). *Writing instruction for students with disabilities in upper elementary inclusive classrooms: Teacher perceptions and classroom observations* [Poster presentation]. The 26th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S. Collins, A.A., Wissinger, D., & Reed, D. (2018, October 11-12). *Enhancing content-area literacy outcomes for students with learning disabilities.* [Panel presentation]. The annual Convention of the Council of Learning Disabilities, Portland, OR, United States.

Mason, L. H., Berkeley, S., **Ciullo, S.**, & Collins, A. A. (2018, October 11–12). Literacy instruction to support students with learning disabilities in content classes [Roundtable]. Council for Learning Disabilities 40th International Conference on Learning Disabilities,

Portland, OR, United States.

Fagella-Luby, M., Al Otaiba, S., & **Ciullo, S.** (2018, October 11-12). *Preparing tomorrow's teachers: Classroom practices and resources for students with SLD.* Presented at the Annual Convention of the Council of Learning Disabilities, Portland, OR, United States.

Ciullo, S., Collins, A. A., & Graham, S. (2017, April 19–22). *Examining the relationship between teacher practices in writing and student achievement* [Conference session]. Council for Exceptional Children 2017 Annual Convention and Expo, Boston, MA, United States.

Ciullo, S., Collins, A. A., Lo, Y. L., McKenna, J., & Osman, D. (2017, April 19–22). *Social studies research for students with LD: A meta-analysis* [Poster presentation]. Council for Exceptional Children 2017 Annual Convention and Expo, Boston, MA, United States.

Sigafoos, L. Bryant, D., Bryant, B., Carroll, M., & **Ciullo, S.** (2017, April 19-22). *Observations of Instructional Writing Practices for At-Risk 1st-and 2nd-Grade Students*. [Conference session]. The annual convention of the Council for Exceptional Children, Boston, MA, United States.

Allen, A., Thomas, C.T., Lembke, E., & **Ciullo, S.** (2017, April 19-22). *Response to Intervention in Reading in Middle School: Administrator and Teacher Perceptions*. [Poster presentation]. The annual convention of the Council for Exceptional Children, Boston, MA, United States.

Ciullo, S., Collins, A. A., & Graham, S. (2017, February 2–4). *Exploring the relationship between writing instruction and student achievement.* In J. Wexler (Chair), Observation studies: Challenges and lessons learned [Panel presentation]. The 25th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S., Collins, A. A., Lo, Y. L., McKenna, J., & Osman, D. (2017, February 2–4). *A meta-analysis of social studies interventions for students with learning disabilities* [Poster presentation]. The 25th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S., Collins, A. A., & Graham, S. (2016, October 13–14). *Examining the relationship between writing instruction and student achievement: An observation study*. In S. Ciullo (Chair), Guiding writing interventions through systematic observational and intervention research [Panel presentation]. Council for Learning Disabilities 38th International Conference on Learning Disabilities, San Antonio, TX, United States.

Ciullo, S., & Mason, L.H. (2016, June). *Self-Regulated Strategy Development Paraphrasing and Writing Instruction in Social Studies Context for Students with Learning Disabilitie*s. [Conference Session]. The Annual Convention of the International Academy for Research in Learning Disabilities, Austin, TX, United States.

Ciullo., S., Kearns, D., Lemons, C., Conoyer, S., & Zumeta, R. (2016, April). *Do this not that!, Part 2: Differentiating Tier 2 and Tier 3 Interventions*. [Conference Session]. The Annual Convention of the Council for Exceptional Children, St. Louis, MO, United States.

Ciullo, S., & Mason, L.H. (2016, April). *Persuasive Quick-Writing in Social Studies for Students with Learning Disabilities*. [Conference Session] The Annual Convention of the Council for Exceptional Children, St. Louis, MO, United States.

Ciullo, S., & Mason, L.H. (2016, February). *Persuasive Quick-Writing in Social Studies for Students with Learning Disabilities*. [Poster presentation]. The Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S., & Collins, AA. (2016, February). *Exploring upper elementary writing instruction and student achievement.* [Poster presentation]. The Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S., & McKenna, J. (2015, October). *Upper elementary reading instruction in low-income ethnically diverse schools*. [Conference Session]. The Annual Convention of the Council for Learning Disabilities, Las Vegas, NV, United States.

Ciullo, S., Toste, J., & Kearns, D. (2015, October). *Transition to the Tenure Track: Perspectives from Early Career Scholars.* [Poster presentation]. The Annual Convention of the Council of Learning Disabilities, Las Vegas, NV, United States.

Ely, E., **Ciullo, S.,** Alves, K., & Kennedy, M. (2015, April). *An Evaluation of the Reading Instruction of Upper-Elementary Special Education Teachers*. [Poster session]. The Annual Convention of the Council for Exceptional Children, San Diego, CA, United States.

Ciullo, S., Kearns, D., Lemons, C., Zumeta, R., & Rodriguez, D. (2015, April) *Do This, Not \ That!* [Panel presentation]. Presented at the Annual Convention for the Council of Exceptional Children, San Diego, CA, United States.

Ciullo, S., Wanzek, J., & Reed, D.K. (2015, February). *Informational-text interventions for elementary students with learning disabilities: A research synthesis*. Poster presented at the Pacific Coast Research Conference, San Diego, CA, United States.

Roberts, G., Solis, M., **Ciullo, S**. & McKenna, J. (2015, February). *A synthesis of reading interventions with behavioral outcomes*. [Poster presentation]. The Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S. & Reed, D. K. (2014, October). *Informational text interventions for students with LD: A synthesis.* [Poster presentation]. Annual Convention of the Council of Learning Disabilities, Philadelphia, PA, United States.

Carlisle, A., **Ciullo, S.,** Thomas, C. T. (2014, October). *Response to intervention in middle school literacy classrooms.* [Conference session]. The Annual Convention of the Council of Learning Disabilities, Philadelphia, PA, United States

Ciullo, S. (2014, October). *Future and Junior Faculty Forum–Sponsored by the CLD Leadership Development Committee.* [Panel presentation]. The Annual Convention of the Council for Learning Disabilities, Philadelphia, PA, United States.

Reed, D. K. **Ciullo, S.,** & Wexler, J. (2014, October). *Science and social studies text comprehension: Implications from emerging research.* [Panel presentation]. The Annual Convention of the Council for Learning Disabilities, Philadelphia, PA, United States.

Al Otaiba, S., Allor, J., Ortiz, M. & **Ciullo, S**., & Whalon, K. (2014, April). *Integration and collaboration to support struggling readers*. [Panel presentation]. The Annual Convention of the Council for Exceptional Children, Philadelphia, PA, United States.

Ciullo, S., Thomas, C., Goodwin, M., & Carlisle, A., & Lembke, E. (2014, April). *Middle-school rti: Research and implications for practice.* [Panel presentation]. The Annual Convention of the Council for Exceptional Children, Philadelphia, PA, United States.

Zumeta, R., Lemons, C., Kearns, D., & Ciullo, S. (2014, April). Unraveling teacher preparation standards for cec and the common core. [Panel presentation]. The Annual Convention of the Council for Exceptional Children, Philadelphia, PA., United States.

Roberts, G. J., Solis, M., **Ciullo, S**., & McKenna, J. W. (2014, March). *A Synthesis of Reading Interventions and Outcomes on Behavioral Measures.* [Poster presentation]. The 11th International Conference on Positive Behavior Supports, Chicago, IL, United States.

Ciullo, S., Thomas, T., Lembke, E., & Goodwin, M. (2014, February). *Evidence-based literacy practices in middle-school rti: A systematic observation study*. [Poster presentation]. The Annual Pacific Coast Research Conference, San Diego, CA, United States.

Pfannenstiel, K., **Ciullo, S.**, & Billingsley, G. (2013, October). *Improving understanding of informational text using computer-based graphic organizers.* [Conference session]. The Annual Convention of the Council for Learning Disabilities, Austin, TX, United States.

Goodwin, M., **Ciullo, S.,** Judd, L., & Thomas, C. N., (2013, October). *Response to intervention in middle school literacy classrooms*. [Poster presentation]. The Annual Convention of the Council for Learning Disabilities, Austin, TX, United States.

McKenna, J., Shin, Mikyung, & **Ciullo, S.** (2013, October). *Instructional delivery for students with LD: A review of observation studies.* [Poster presentation]. The Annual Convention of the Council for Learning Disabilities, Austin, TX, United States.

Al Otaiba, S., Allor, J., **Ciullo, S**., & Ortiz, M. (2013, April). *The implications of the common Core-reading standards for students with disabilities.* [Panel presentation]. Presented at the Annual Convention for the International Reading Association, San Antonio, TX., United States.

Ciullo, S., Dexter, D.D., Boon, R., & Flanagan, S. (2013, April). *Using graphic organizers to enhance learning for students with learning disabilities.* [Panel presentation]. The Annual Convention for the Council for Exceptional Children, San Antonio, TX, United States.

Ciullo, S. & Reutebuch, C. (2013, February). *Computer-based concept mapping interventions*

for students with ld: A systematic review of the literature. [Poster presentation]. The Annual Convention for the Council for Exceptional Children, San Antonio, TX, United States.

Ciullo, S. Lembke, E., Thomas, C. & Goodwin, M. (2013, February). *Teacher use of Evidence based practice in middle school rti: A systematic observation study*. [Poster presentation]. The Annual Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S. (2012, April). *The effects of graphic organizers and explicit instruction on the informational text learning and comprehension of 4th and 5th grade students with LD: A multiple-probe study.* [Poster presentation]. The Annual Convention for the Council for Exceptional Children, Denver, CO, United States.

Ciullo, S., Reutebuch, C. K., Stillman, S., & Harring, C. (2012, April). *A demonstration of A research-based comprehension framework: Collaborative strategic reading*. [Conference session]. The Annual Convention for the Council for Exceptional Children, Denver, CO, United States.

Ciullo, S. (2012, February). *The effects of graphic organizers and explicit instruction on the informational text learning and comprehension of 4th and 5th grade students with LD: A multiple-probe study.* [Poster presentation]. The Pacific Coast Research Conference, February San Diego, CA, United States.

Ciullo, S. (2011, October). *The effectiveness of using graphic organizers to teach social studies to 4th and 5th grade students with ld: A single-case design*. Poster presented at the annual convention of the Council of Learning Disabilities (CLD), Austin, TX, United States.

Solis, M., & **Ciullo, S**. (2011, October). *Reading comprehension interventions for middle-school students with ld: A research synthesis*. [Poster presentation]. The 2011 Annual Convention of the Council for Learning Disabilities (CLD), Austin, TX, United States.

Solis, M., **Ciullo, S.**, Vaughn, S. & Pile, N. (2011, April). *Reading comprehension interventions for middle-school students with ld: A synthesis of 30 years of research.* [Poster presentation]. at the Council for Exceptional Children (CEC) Conference, Washington, D.C., United States.

Ciullo, S. (2011, April). *The effectiveness of using graphic organizers to teach social studies to 4th and 5th grade students with ld: A single-case design*. [Poster presentation]. The annual convention of the Council of Learning Disabilities (CLD), Austin, TX, United States.

Ciullo, S. & Solis, M. (2011, April). *Graphic organizers for middle grade students with ld: A research synthesis.* [Poster presentation]. The Annual Convention of the Council for Exceptional Children (CEC), Washington, D.C, United States.

Solis, M., **Ciullo, S.**, Vaughn, S. & Pile, N. (2011, February). *Reading comprehension*

interventions for middle-school students with ld: A synthesis of 30 years of research. [Poster presentation]. The Pacific Coast Research Conference (PCRC), San Diego, CA, United States.

Swanson, E., Bryant, D., Solis, M., & **Ciullo, S.** (2011, February). *The impact of rti on special education: An observation study.* [Poster presentation]. The 2011 Pacific Coast Research Conference (PCRC), San Diego, CA, United States.

Ciullo, S., & Wexler, J. (2010, April). *On the front lines: A multi-vocal synthesis of high-school dropout prevention.* [Poster presentation]. The Council for Exceptional Children Conference (CEC), Nashville, TN, United States.

Wexler, J., **Ciullo, S.** & Vaughn, S. (2010, February). *On the front lines: A multi-vocal synthesis of high-school dropout prevention.* [Poster presentation]. The Pacific Coast Research Conference (PCRC), San Diego, CA, United States.

Ciullo, S., Misquitta, R. (2009, April). *Graphic organizers to enhance comprehension for middle school students with learning disabilities.* [Poster presented]. The Council for Exceptional Children (CEC) Conference, Seattle, WA, United States.

Wanzek, J., Wexler, J. & **Ciullo, S.** (2009, February). *Reading interventions for struggling readers in the upper elementary grades: A synthesis of 20 years of research.* [Poster presentation]. The Pacific Coast Research Conference (PCRC), San Diego, CA, United States.

2. Invited Talks, Lectures, and Presentations:

February 2025 — Webinar Co-Presenter for WestEd and the National Center for Systemic Improvement Research to Practice Spotlight Series
Title: Strategies for Delivering Effective Writing Instruction in the Elementary Grades.
https://ncsi.wested.org/news-events/research-to-practice-spotlight-series-session-5-strategies-for-delivering-effective-writing-instruction-in-the-elementary-grades/

December 2025 — Webinar for the National Center on Special Education Research (NCSER) & the Council for Exceptional Children
Title: From Good to Great: Strengthening Writing Instruction with Research-Based Strategies
https://www.youtube.com/watch?v=e00Y9bzy02Y

February 2008 — Presenter for Austin Independent School District's (AISD) Professional Development Day
Topic: Interpreting Data to Inform Grouping Practices and Plan Intervention

October 2007 — Guest Presenter at LaPorte Elementary, La Porte, TX
Topic: Scoring Procedures for the Texas Early Mathematics Inventory, Grades K-2

September 2008 Presenter at the 2008 Regional Excellence Through Academia Leadership Conference, Victoria, TX
Topic: An Overview of Response to Intervention

3. Consultancies:
a. Paid

Ciullo, S. (October, 2017). *Strategic Content-Area Writing in Grades 3-4.* Professional development workshop presented to Lost Pines Elementary School, Bastrop, TX.

Ciullo, S. (February, 2017). *Strategic Content-Area Writing in Grades 3-4.* Professional development workshop presented to Emile Elementary School, Bastrop, TX.

Ciullo, S. (January, 2016). *Strategic Content-Area Writing in Grades 3-4.* Professional development workshop presented to Emile Elementary School, Bastrop, TX.

Ciullo, S. (October, 2012). *Using Collaborative Strategic Reading to Improve Reading Comprehension.* Professional development workshop presented to Bastrop Middle School, Bastrop, TX.

b. Unpaid

Ciullo, S. & Collins, A.A. (September, 2015). *Improving reading comprehension in grades 3-5.* Professional development workshop presented to teachers at Travis Elementary School, San Marcos, CISD.

5. Other Works not in Print:

a. Works "submitted" or "under review"

b. Works "in progress"

C. Grants and Contracts

1. *Funded External Grants:*

Collins, A.A., **Ciullo, S.**, Graham, S., Harris, K. (Co-Principal Investigator). (2022-2026). *Turning the TIDE: Building Teacher Capacity to Accelerate Text-Based Writing Performance of Students With and At-Risk for Disabilities.* (Award R324X220101) [Grant]. Institute of Education Sciences.

Note. Funding for four years at $2,999,507.

Collins, A.A. **Ciullo, S.**, Graham, S. (Co-Principal Investigator). (2020-2024). *Comprehensive Meta-Analysis of Writing Interventions for Students in Grades K to 5*. (Award R305A200363) [Grant]. Institute of Education Sciences.

Note. Funding for three years at $599,000.

Mason, L.H., Berkeley, S., **Ciullo, S.** Collins, A.A., & Miller, A. (Co-Principal Investigator). (2019-2024). *Writing in Middle School Science and Social Studies: Exploring Instruction and Support for Students with Disabilities (Project Explore)*. (Award R324A190028) [Grant]. Institute of Education Sciences.

Note. Funding for four years at $1,399,887.

Ciullo, S., Collins, A.A., & Graham, S. (Principal Investigator). (2018-2025). *Exploring Writing Instruction Delivered by Educators Providing Services to Students with Disabilities*., (Award R324A180137) [Grant]. Institute of Education Sciences.

Note. Funding for seven years at $1,398,259.

2. *Funded Internal Grants and Contracts:*

Collins, A.A. & **Ciullo, S.** (2015). *Practice-based professional development: An experimental study to improve third-grade content-area writing*. Funded by the Research Enhancement Program at Texas State University (One year at $16,000). Principal Investigator.

Ciullo, S. (2015). *Cultivating the Written Expression Skills of Students with Learning Disabilities: A Middle School Readiness Investigation*. Funded by the College of Education Faculty Pilot Research Grant (One year at $5,000). Principal Investigator.

Ciullo, S. (2014). *Enhancing learning and engagement using informational text for students with disabilities in Grades 4-5*. Research Enhancement Program at Texas State University. (One year at $8,000).

2. External Grants Under Review

Kennedy, Michael J (Principal), Youngs, Peter, Scott, LaRon A, **Ciullo, S.** (Co-Principal), Collins, Alyson Alexander (Co-Principal), Cook, Bryan G, Kunemund, R, Coleman, O. *Investigating methods and practices in professional development for special education teachers (IMPACT-PD)*, Institute of Education Sciences. Requested: $1,700,000.00.

Lemons, C. (PI), **Ciullo, S.** (Co-PI), Collins, A.A. (Co-PI). *Write Path: Exploring the National Landscape and Local Realities to Enhance Writing Outcomes for Adolescents with Intellectual Disabilities*, Institute of Education Sciences. Requested: $1,700,000

Ciullo, S. (PI), Collins, A., & Graham, S (2020). Middle School Writing Instruction in English Language Arts for Students with Disabilities: An Exploratory Investigation. Submitted to the Institute of Education Sciences, CFDA #84.305A (Proposed Funding, $1,600,000.00).

Ciullo, S. (PI), Collins, A (Co-PI)., & Graham, S (Co-PI). (2016). Exploring Writing Instruction Delivered by Educators Providing Services to Students with Disabilities. Submitted to the Institute of Education Sciences, CFDA # 84.324A (Proposed Funding $1,400,000.00)

Ciullo, S. (PI) Graham, S., Rodriguez, G., Poole, K., Wallace, D., Collins, A., Price, L., & Assaf, L. (2015). The Writing Improvement Network (Project WIN): A Researcher- Practitioner Partnership to Improve Writing in Low-Performing Central Texas Elementary Schools. Submitted to the Institute of Education Sciences, CFDA # 84.305H (Proposed Funding $400,000). Principal Investigator.

Scheuermann, B., Lang, R., Billingsley, G., & **Ciullo, S**. (2015). The Office of Special Education (OSEP) Personnel Training Grant. Specialized Training for Educational Personnel Undertaking Professions Involving Severe and Persistent Educational Delays. *Proposed* Funding $1,228,563 over 5 years.

D. Fellowships, Awards, Honors:

2022	College Achievement Award for Service for the College of Education in the Associate Professor rank
2021	College Achievement Award for Scholarly/Creative Activities for the College of Education in the Associate Professor rank
2019	Presidential Distinction Award in Scholarly/Creative Activities for the College of Education in the Associate Professor rank
2017	Presidential Distinction Award in Scholarly/Creative Activities for the College of Education in the Assistant Professor rank
2016	Presidential Distinction Award in Scholarly/Creative Activities for the College of Education in the Assistant Professor rank
2015	College Achievement Award for Scholarly/Creative Activities for the College of Education in the Assistant Professor rank
2014	Acceptance to the Institute of Education Sciences (IES) Summer Statistics Institute for Faculty at Minority-Serving Institutions: An Introduction to Multi-Level Modeling and Randomized Cluster Trials
2013	Leadership Academy Selection for The Council of Learning Disabilities
2010	University of Texas at Austin: Continuing Graduate School Fellowship Award
2007- 2009	US Office of Special Education (Department of Education), Special Education Leadership Fellowship

IV. SERVICE

A. Institutional

1. University

- *Member:* Service on President Damphousse's Commission Focused on Enhancing University Research: "Run to R1" Commission (2022-2024)
- *Search Committee Member:* Participated in Texas State University's search committee for Associate Vice President for Research and Federal Relations (2021)
- *Presenter:* Disability Studies and Advocacy Dialogue Series (Delta Alpha Pi)- Supporting Students with Reading and Writing Difficulties (May 2017)
- *Presenter* (with Dr. Nathan Bond) and the Office of Disability Services (ODS): "Fostering Success and Appropriate Accommodations for College Students with Disabilities" (March 2014)

2. College

- *Co-Chair:* Research Enhancement Committee (REC) for the Department of Curriculum and Instruction (2021 – 2025)
- *Reviewer:* College of Education Research Enhancement Program (REP) Grant Review Committee (2025)
- *Member:* College of Education College Review Group (alternate member) (2026)
- *Presenter:* College of Education Research Office (COERO) professional development workshop focusing on What Works Clearinghouse Practice Guides for federal grant applications (2024)
- *Presenter:* College of Education Research Office (COERO) professional development workshop focusing on strategies for federal grant applications to the Institute of Education Sciences (2022)
- *Reviewer:* College of Education Scholarship Committee (2021)
- *Member:* Faculty Search Committee for Special Education Assistant Professor Tenure-Track Position (2018 - 2019)
- *Member:* Faculty Search Committee for Special Education Assistant Professor Tenure-Track Position (2016-2017)
- *Presenter:* Dyslexia Awareness Day at the College of Education (October, 2016)

- *Chair*: Faculty Search Committee for Special Education Assistant Professor/Tenure-Track Position (2015)

- *Member*: Doctoral Proposal Development Planning Team (Fall 2015)

- *Attendee and Presenter:* Graduate School Recruitment for the Partnership for Teacher Excellence Program (PTEP)- Texas State University and the Eanes Independent School District (Fall 2015)

- *Member*: Faculty Search Committee for Special Education (Fall 2013-Spring 2014)

3. Department/School

- *Co-Chair:* Developed new comprehensive examination for special education LD/BD Masters program

- *Member:* Search Committee for **two** Tenure-Track Faculty Members (Special Education Program), Department of Curriculum and Instruction (2022 - 2023)

- *Recruiter:* Lead recruiter for Masters-Degree Programs in Special Education. Supports Texas State University Overall Student Recruitment by Promoting Texas State University Masters Degrees. (2018- 2023)

- *Member / Participant:* Special Education Program Improvement activities (comprehensive exam revisions, Student Learning Outcomes revisions and reporting, program/coursework reorganization; 2018 – 2023)

- *Leader:* Low-enrollment in special education strand focusing on increasing undergraduate recruitment (2018 - 2024)

- *Collaborator:* Supports per-course instructor recruitment and retainment each semester by collaborating with Dr. Glenna Billingsley to identify qualified instructors to teach undergraduate and graduate-level courses in Special Education (2018 – Present).

- *Developer and Implementer:* Learning Disabilities/Inclusion Comprehensive Examination (Fall 2013-present)

- *Member:* Special Education Departmental Meetings/Comprehensive Exam Development for the LD/Inclusion Program (Fall 2015)

- *Member:* Strategic Planning for Departmental Goals and Future Plan, Spring 2013

B. Professional / National Service:

- *Co-Chair:* Government Relations and Research Advocacy Committee: Division for Research, a division of the Council for Exceptional Children (2024- Present)

- *Co-Chair:* Digital Media Committee: Division of Learning Disabilities (DLD), a division of the Council for Exceptional Children (2021- Present))
- *Associate Editor: Journal of Learning Disabilities* (October 2017 - Present)
- *Member:* Standing Grant Reviewer for the US Department of Education's Institute of Education Sciences (IES) Literacy panel through the National Center on Educational Research ([NCER] 2020 – Present).
- Editorial Review Board: Remedial and Special Education (2025 – Present)
- Editorial Review Board: *Learning Disabilities Quarterly* (November 2016 - Present)
- Editorial Review Board: *Learning Disabilities Research and Practice* (October 2013-Present)
- Editorial Review Board: *Learning Disabilities: A Contemporary Journal* (2023-Present)
- Editorial Review Board: *Intervention in School and Clinic (*2014 – Present)
- Editorial Review Board: *Teaching Exceptional Children (*2014 – 2021)
- By-Laws Committee Member: *Council for Learning Disabilities (*2018)
- Committee Member: Division of Learning Disabilities (DLD) Professional Development Standards and Ethics Committee (2013- 2018)
- Journal Reviewer, *Reading and Writing: An Interdisciplinary Journal* (2017-present)
- Journal Reviewer, *The Elementary School Journal* (2016-present)
- Journal Reviewer, *The Journal of Social Studies Research* (2016)
- Journal Reviewer, *LD Forum* (Council for Learning Disabilities; 2013-2019)
- Journal Reviewer, *Journal of Behavioral Education* (2012-2013)
- Conference Proposal Reviewer, Council for Exceptional Children Annual Conference (2014, 2015, 2016)
- Conference Proposal Reviewer, *Council for Learning Disabilities* (2015 – present)

Professional Memberships

- Council for Exceptional Children (CEC)

- Division of Learning Disabilities (DLD), Division of the Council for Exceptional Children (CEC)
- Division of Research (DR), Division of the Council for Exceptional Children (CEC)
- Council of Learning Disabilities (CLD)