TEXAS STATE VITA
Alyson A. Collins

I. Academic/Professional Background

A. Name: Alyson A. Collins Title: Associate Professor of Special Education

B. Education Background

Degree	*Year*	*University*	*Major (Specialization)*	*Thesis/Dissertation*
Ph.D.	2015	Vanderbilt University	Special Education	Performance Variations Across Response Formats on Reading Comprehension Assessments
M.Ed.	2002	The University of Texas at Austin	Curriculum & Instruction (Language and Literacy)	N/A
B.S.	2001	The University of Texas at Austin (w/ highest honors)	Applied Learning & Development (Early Childhood Studies)	N/A

C. University Experience

Position	*University*	*Dates*
Associate Professor of Special Education	Texas State University San Marcos, TX, United States.	2022–Present

D. Relevant Professional Experience

Position	*Entity*	*Dates*
Assistant Professor of Special Education	Texas State University San Marcos, TX, United States.	2015–2022
Research Assistant	Vanderbilt University, Peabody College Nashville, TN, United States.	2011–2015
Reading Intervention Specialist	Forest Trail Elementary Eanes Independent School District Austin, TX, United States.	2007–2011
Basic Language Skills Course Assistant	Neuhaus Education Center Houston, TX, United States.	Summer 2009–2011

Kindergarten Teacher (Inclusion)	Forest Trail Elementary Eanes Independent School District Austin, TX, United States.	2005–2007
First Grade Teacher (Inclusion)	Hunters Creek Elementary Spring Branch Independent School District Houston, TX, United States.	2004–2005
Kindergarten Teacher (Inclusion)	Bridge Point Elementary Eanes Independent School District Austin, TX, United States.	2003–2004
Reading Specialist	Cedar Creek Elementary Eanes Independent School District Austin, TX, United States.	2002–2003
Third Grade Long-Term Substitute (Inclusion)	Kocurek Elementary Austin Independent School District Austin, TX, United States.	Spring 2001

E. Other Professional Credentials

Special Education (EC–12), TEA ID#: 1099626, Texas	2025–valid until 2031
Dyslexia Therapist, License #1760, Texas	2011–valid until 2023
Certified Academic Language Therapist (CALT), Academic Language Therapy Association	2010–valid until 2022
Reading Specialist (PK–12), Texas	2004–valid until 2031
Elementary Early Childhood Education (PK–6), Texas	2001–valid until 2031
Elementary Self-Contained (PK–6), Texas	2001–valid until 2031

II. TEACHING

A. Teaching Honors and Awards

Recognition from Student Veteran of Campus Support Program 2019
Veteran's Affairs Office
Texas State University, San Marcos, TX, United States.

Graduating Student Recognition of Campus Support Program 2018
Retention Management & Planning Office
Texas State University, San Marcos, TX, United States.

Favorite Professor, The Alfred H. Nolle Chapter of the Alpha Chi National 2017
College Honor Society, Texas State University, San Marcos, TX, United States.

Teacher of the Year, Forest Trail Elementary, Eanes Independent School District 2009
Austin, TX, United States.

B. Courses Taught:

Graduate Courses at Texas State University

SPED 5394: Field-Based Practicum in Learning Disabilities — Spring 2026
Texas State University, San Marcos, TX, United States.

SPED 5356: Advanced Practices in Learning Disabilities — Fall 2025
Texas State University, San Marcos, TX, United States.

SPED 5334: Assessment and Evaluation of Students with Disabilities — Spring 2017–Present
Texas State University, San Marcos, TX, United States.

SPED 5360: Survey of Exceptionality — Fall 2016
Texas State University, San Marcos, TX, United States.

SPED 5326: Educating Students with Mild Disabilities — Spring 2016
Texas State University, San Marcos, TX, United States.

SPED 5311: Teaching Language Arts to Students with Disabilities — Fall 2015
Texas State University, San Marcos, TX, United States.

Undergraduate Courses at Texas State University

SPED 3390: Assessing Students with Disabilities — Spring 2017–Present
Texas State University, San Marcos, TX, United States.

Undergraduate Courses at Vanderbilt University

SPED 2800: Characteristics of Students with High Incidence Disabilities — Spring 2013
Vanderbilt University, Nashville, TN, United States.
Co-Instructor with Amy Gillespie Rouse

C. Graduate Theses/Dissertations, Honors Theses, or Exit Committees (if supervisor, please indicate)

Kirkpatrick, C. W. (2024). *Access, accommodation, and inclusion post-COVID-19: A mixed methods study of disability in higher education* [Honors thesis, Texas State University].
Supervisor: **Dr. Alyson A. Collins**; Co-Advisor: Dr. Erin K. Dorrell

D. Courses Prepared and Curriculum Development

SPED 4345: Teaching Language Arts to Students with Disabilities — Fall 2025
Prepared with Dr. Stephen Ciullo
Developed for Accelerated Online Program (AOP) through TXST Global
Texas State University, San Marcos, TX, United States.

SPED 4344: Educating Students with Mild Disabilities — Summer 2025
Prepared with Dr. Tasia Brafford
Developed for Accelerated Online Program (AOP) through TXST Global
Texas State University, San Marcos, TX, United States.

SPED 4344: Assessment and Evaluation of Students with Disabilities Summer 2025
Developed for Accelerated Online Program (AOP) through TXST Global
Texas State University, San Marcos, TX, United States.

SPED 5334: Assessment and Evaluation of Students with Disabilities Spring 2025
Developed for Accelerated Online Program (AOP) through TXST Global
Texas State University, San Marcos, TX, United States.

E. Funded External Teaching Grants and Contracts

Research to Practice Grants

Collins, A. A., Ciullo, S., & Porterfield, J. A. (Project 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 from October 1, 2023 to September 30, 2028.

Thomas, C. N., Lasser, J., & **Collins, A. A.** (Co-Director). (2019–2024). *Partnering assessment and intervention responsiveness in interdisciplinary teams (PAIR-IT)* (Award H325K190106) [Grant]. Preparation of Special Education, Related Services, and Early Intervention, Office of Special Education Programs, Office of Special Education and Rehabilitative Research, U.S. Department of Education.

- *Note.* Funding for five years at $1,208,096 from October 31, 2019 to September 30, 2024.
- https://www.education.txstate.edu/newsroom/pairit.html

F. Submitted, but not Funded, External Teaching Grants and Contracts:

Randolph, K. M., Porterfield, J., Thomas, C. N. & **Collins, A. A.** (Co-Director). (2025, 2024). *Project INSPIRE – Inclusive nurturing special education professional improvement resources for education* (ALN 84.325M) [Grant]. Personnel Development to Improve Services and Results for Children with Disabilities Program: Preparation Special Education, Early Intervention, and Related Personnel at Historically Black Colleges and Universities, Tribally Controlled Colleges, and Other Minority Serving Institutions, Office of Special Education Programs, Office of Special Education and Rehabilitative Research, U.S. Department of Education.

- *Note.* Not funded - *Proposed* funding for five years at $1,250,000.

Randolph, K. M., Porterfield, J., Thomas, C. N. & **Collins, A. A.** (Co-Director). (2023). *Project UNITY: Uplifting nurturing in teaching youth: Enhancing reading and behavior with a multicultural focus* (ALN 84.325M) [Grant]. Personnel Development to Improve Services and Results for Children with Disabilities Program: Preparation Special Education, Early Intervention, and Related Personnel at Historically Black Colleges and Universities, Tribally Controlled Colleges, and Other Minority Serving Institutions, Office of Special Education Programs, Office of Special Education and Rehabilitative Research, U.S. Department of Education.

- *Note.* Not funded - *Proposed* funding for four years at $1,250,000.

G. Funded Internal Teaching Grants and Contracts:

H. Submitted, but not Funded, Internal Teaching Grants and Contracts:

I. Other

Guest Lectures and Other Teaching Activities

Grader for Comprehensive Exams for LD/Inclusion Concentration 2015–Present
Special Education Program
Texas State University, San Marcos, TX, United States.

Guest instructor Spring 2023
Topic: *Reading assessments in special education: Multi-tiered systems of support (MTSS) and considerations with assessment*
RDG 5335: Basic Academic Literacy (Dr. Holschuh)
Texas State University, San Marcos, TX, United States.

Guest Panel Participant Spring 2022
Topic: *Practical Applications of Meta-Analyses in Education*
CHSE 675: Applied Meta-Analysis (Dr. Chow)
University of Maryland, College Park, MD, United States.

Guest instructor Fall 2021
Topics: *Phonological Awareness and Phonics Foundations, Strategy Instruction, Content-Area Reading, & Writing Instruction*
SPED 5311: Teaching Language Arts to Students with Disabilities (Dr. Thomas)
Texas State University, San Marcos, TX, United States.

Guest lecture Fall 2021
Topic: *Phonological Awareness and Phonics Foundations*
SPED 5311: Teaching Language Arts to Students with Disabilities (Dr. Thomas)
Texas State University, San Marcos, TX, United States.

Guest lecture Spring 2021
Topic: *Reliability and validity.*
SPED 5334: Assessment & Evaluation of Students with Disabilities (Dr. Thomas, Section 251)
Texas State University, San Marcos, TX, United States.

Guest lecture Fall 2018
Topic: *Reliability and validity in norm-referenced assessments.*
SPED 3390: Assessing Students with Disabilities (Dr. Thomas, Section 001)
Texas State University, San Marcos, TX, United States.

Guest lecture Spring 2018
Topic: *Curriculum based measurement (CBM) in writing.*
SPED 3390: Assessing Students with Disabilities (Dr. Thomas, Section 252)
Texas State University, San Marcos, TX, United States.

Guest lecture with Laura M. Steacy Summer 2013
Topic: *Learning disabilities: Reading* and *multi-tiered models for RtI.*
SPED 3000: Education and Psychology of Exceptional Learners
Vanderbilt University, Nashville, TN, United States.

Guest lecture Spring 2013
Topic: *Curriculum based measurement (CBM) in writing.*
SPED 2810: Assessment Strategies for Students with Disabilities
Vanderbilt University, Nashville, TN, United States.

Teaching Assistant to Dr. Jessica Toste Fall 2012
SPED 2830: Instructional Principles & Procedures in Reading
for Students with Disabilities
Vanderbilt University, Nashville, TN, United States.

Guest lecture Summer 2012
Topic: *What you need to know about learning disabilities.*
MDE 5322: Children with Hearing Loss & Additional Disabilities
Vanderbilt University, Nashville, TN, United States.

Student teacher mentor/supervisor Spring 2012
Vanderbilt University, Nashville, TN, United States.

Guest lecture Spring 2011, Fall 2010
Topic: *An overview of phonological awareness as a predictor of reading success.*
LTC 5330: Language Acquisition and Emergent Literacy
Concordia University, Austin, TX, United States.

Teaching Professional Development Activities Attended

Attended *Effective Communication and Discussions in the Classroom* Fall 2025
Texas State University, San Marcos, TX, United States.

Attended *Strategies for Conducting Peer Teaching Evaluations* Fall 2025
Texas State University, San Marcos, TX, United States.

Attended *UDOIT Right! Accessibility Tools in Canvas* Summer 2025
Texas State University, San Marcos, TX, United States.

Attended *186 Special Education Specialist EC-12 CRI Deep Dive & Work Session* Spring 2025
Texas Education Agency (TEA), TX, United States

Attended *Top Hat: Getting Started* Spring 2025
Texas State University, San Marcos, TX, United States.

Attended Special Education Specialist EC-12 Framework Fall 2024
Overview & Application Process
Texas Education Agency (TEA), TX, United States

Attended *The Value of the Texas Teaching Profession* Fall 2024
The 2024 Charles Butt Foundation Teacher Poll

Attended *Top Hat Summer Camp: Teaching a Great First Day of Class* Summer 2024
Dr. James Lang, Hosted by Top Hat.

Attended Graduate Advising 101: Spring 2024
Supporting Students' Applications for External Funding
Texas State University, San Marcos, TX, United States.

Attended *The Write Team: Publishing Partnerships Between Faculty and Students* Fall 2023
Texas State University, San Marcos, TX, United States.

Attended *You, Me, and IDP!* Fall 2023
Texas State University, San Marcos, TX, United States.

Attended *Graduate Advising 101: Using The Graduate College's RFI Form for Program Recruiting* Fall 2023
Texas State University, San Marcos, TX, United States.

Attended *Prepping for Your Postdoc: New Postdoc Supervisor Orientation* Fall 2023
Texas State University, San Marcos, TX, United States.

Attended *YuJa Basics and Advanced: Features for Canvas* Summer 2023
Texas State University, San Marcos, TX, United States.

Attended *OPENtxst: Creative Commons Licenses for Open Education* Spring 2023
Texas State University, San Marcos, TX, United States.

Attended *Communicating Progress: Developing and Documenting Evidence of Student Improvement* Spring 2023
Texas State University, San Marcos, TX, United States.

Attended *ODEL's Summer Institute Keynote Speaker: Dr. Richard Mayer* Summer 2022
Evidence-Based Principles for Designing Online Multimedia Instruction
Texas State University, San Marcos, TX, United States.

Attended *ODEL's Summer Institute Keynote Speaker: Dr. Patricia Young* Summer 2021
The Practice of Culture in Resilient Online and Hybrid Contexts
Texas State University, San Marcos, TX, United States.

Attended *Zoom Bombing* Spring 2020
Texas State University, San Marcos, TX, United States.

Attended *Canvas Basics* Spring 2020
Texas State University, San Marcos, TX, United States.

Attended *Canvas Migration Workshop* Spring 2020
Texas State University, San Marcos, TX, United States.

Attended *Gato 1: Fundamentals Training* Spring 2020
Texas State University, San Marcos, TX, United States.

Attended *In Limbo: Dilemmas Faced by Undocumented Students* Spring 2020
Texas State University, San Marcos, TX, United States.

Attended *We are One Initiative: Epilepsy Training Program* Fall 2019
Office of Disability Services (ODS)
Texas State University, San Marcos, TX, United States.

Attended *Allies for Individuals with Disabilities* Summer 2019
Texas State University, San Marcos, TX, United States.

Attended *Foundations of Online Instruction* Summer 2018
Texas State University, San Marcos, TX, United States.

Attended *Allies Training* Fall 2016
Texas State University, San Marcos, TX, United States.

Attended *Faculty Showcase: Flipped Classroom* Spring 2016
Texas State University, San Marcos, TX, United States.

Participated in *Program for Excellence in Teaching and Excellence* 2015–2016
Texas State University, San Marcos, TX, United States.

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press)

1. Books (if not refereed, please indicate)

a. Scholarly Monographs

b. Textbooks

c. Edited Books

d. Chapters in Books

Ciullo, S., **Collins, A. A.,** & Graham, S. (in press). How would Special Education Implement Evidence-Based Strategies for Writing?: The Enduring Issue of Writing Achievement for Students with Disabilities. In C. Lemons, M. Weiss, & S. Hirsh (Eds.) *Enduring issues in special education: Personal perspectives.* Routledge.

Ciullo, S., & **Collins, A. A.** (2025). Rising to the challenge: Effective writing instruction for students with learning disabilities in grades 3–8. In S. Neuman & M. R. Kuhn (Eds.) *Handbook on the Science of Literacy in Grades 3–8* (pp. 290–306). Guilford Press.

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 for students with disabilities in the elementary grades. In B. L. Hott & P. Williamson (Eds.) *Quality instruction and intervention for elementary educators* (pp. 107–127). Rowman & Littlefield.

Collins, A. A., Ciullo, S., & Sandbank, M. P. (2023). Using generalizability theory to explore sources of variance on an observation tool of writing instruction. In X. Liu, M. Hebert, & R. A. Alves (Eds.) *The hitchhiker's guide to writing research: A festschrift for Steve Graham* (pp. 277–294). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-36472-3_15

Gillespie Rouse, A. & **Collins, A. A.** (2016). Effective and ineffective writing practices for students with disabilities. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.) *Advances in learning and behavioral disabilities: Instructional practices with and without empirical validity* (Vol. 29, pp. 61–84). Emerald Group Publishing Limited. https://doi.org/10.1108/S0735-004X20160000029004

2. Articles

a. Refereed Journal Articles

Graham, S., Camping, A., Cao, Y., **Collins, A. A**., & Ciullo, S. (in press). Teaching argumentative writing: A meta-analysis with school-aged students. *Journal of Educational Psychology.*

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

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

Tavsanli, O. F., Graham, S., & **Collins, A. A**. (2025). Writing informative essays from social studies materials: A self-regulated strategy development study. *Reading and Writing: An Interdisciplinary Journal.* Advanced online publication. https://doi.org/10.1007/s11145-025-10685-1

Ciullo, S., **Collins, A. A.,** Graham, S., & Kosaraju, S. (2025) Teaching writing in fourth grade: An observation study of special and general education practices. *Learning Disabilities Research & Practice, 40*(4), 232–243. https://doi.org/10.1177/09388982251341363

Graham, S., **Collins, A. A.**, & Ciullo, S. (2024). Evidence-based recommendations for teaching writing. *Education 3-13*, 979–992. https://doi.org/10.1080/03004279.2024.2357893

Graham, S., Ciullo, S., & **Collins, 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

Tavsanli, O. F., Graham, S., Kaldirim, A., & **Collins, A. A.** (2023). The effect of sentence combining instruction with second-to fourth-grade children: A replication study in Turkey. *Educational Psychology Review*, *35*(3), 1–25. https://doi.org/10.1007/s10648-023-09806-5

Graham, S., **Collins, A. A.**, & Ciullo, S. (2023). Special and general education teacher beliefs about writing and writing instruction. *Journal of Learning Disabilities*, *56*(3), 163–179. https://doi.org/10.1177/00222194221092156

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.

Collins, A. A., & Lindström, E. R. (2021). Making sense of reading comprehension assessments: Guidance for evaluating student performance. *Intervention in School and Clinic*, *57*(1) 23–31. https://doi.org/10.1177/1053451221994806

Collins, A. A., Ciullo, S., Graham, S., Sigafoos, L., Guerra, S., David, M., & Judd, L. (2021). Writing expository essays from social studies texts: A self-regulated strategy development study. *Reading and Writing: An Interdisciplinary Journal*, *34*, 1623–1651. https://doi.org/10.1007/s11145-021-10157-2

Collins, A. A., Lindström, E. R. &, Sandbank, M. (2021). The influence of language knowledge and test components on reading comprehension scores. *Annals of Dyslexia*, *71*, 238–259. https://doi.org/10.1007/s11881-020-00212-y

Ciullo, S., **Collins, A. A.,** Wissinger, D. R., Lo, Y. L., McKenna, J., & Osman, D. (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

Collins, A. A., Compton, D. L., Lindström, E. R., & Gilbert, J. K. (2020) Performance variations across reading comprehension assessments: Examining the unique contributions of text, activity, and reader. *Reading and Writing: An Interdisciplinary Journal, 33*(3)*,* 605–634. https://doi.org/10.1007/s11145-019-09972-5

Collins, A. A., Lindström, E. R., & Compton, D. L. (2018). Comparing students with and without reading difficulties on reading comprehension assessments: A meta-analysis. *Journal of Learning Disabilities*, *51*(2), 108–123. https://doi.org/10.1177/0022219417704636

Cho, E., Compton, D. L., Gilbert, J. K., Steacy, L. M., **Collins, A. A.**, & Lindström, E. R. (2017). Development of first-graders' word reading skills: For whom can dynamic assessment tell us more? *Journal of Learning Disabilities*, *50*(1), 95–112. https://doi.org/10.1177/0022219415599343

Graham, S., **Collins, A.A**., & Rigby-Wills, H. (2017). Writing characteristics of students with learning disabilities and typically achieving peers: A meta-analysis. *Exceptional Children, 83*(2), 199–218. https://doi.org/10.1177/0014402916664070

Steacy, L. M., Kearns, D. K, Gilbert, J. K., Compton, D. L., Cho, E., Lindström, E. R., & **Collins, A. A**. (2017). Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty. *Journal of Educational Psychology*, *109*(1), 51–69. https://doi.org/10.1037/edu0000113

McKeown, D., Brindle, M., Harris, K. R., Graham, S., **Collins, A. A.**, & Brown, M. (2016). Illuminating growth and struggles using mixed methods: Practice-based professional development and coaching for differentiating SRSD instruction in writing. *Reading and Writing: An Interdisciplinary Journal, 29*(6)*,* 1105–1140*.* https://doi.org/10.1007/s11145-016-9627-y

Kearns, D. M., Steacy, L. M., Compton, D. L., Gilbert, J. K., Goodwin, A. P., Cho, E., Lindstrom, E. R., & **Collins, A. A.** (2016). Modeling polymorphemic word recognition: Exploring differences among children with early-emerging and late-emerging word reading difficulty. *Journal of Learning Disabilities*, *49*(4), 368–394. https://doi.org/10.1177/0022219414554229

b. Non-refereed Articles

3. Conference Proceedings

a. Refereed Conference Proceedings

b. Non-refereed

4. Abstracts

5. Reports

6. Book Reviews

7. Other works in Print

Dissertation

Collins, A. A. (2015). *Performance variations across response formats on reading comprehension assessments* (Publication No. 3732106) [Doctoral dissertation, Vanderbilt University]. ProQuest Dissertations & Theses Global.

B. Works not in Print

1. Papers Presented at Professional Meetings:

**Notes Texas State University student presentations.*

National and International

Ciullo, S,. & **Collins, A. A.** (2025, October 16–17). An investigation of writing instruction for students with learning disabilities [Roundtable presentation]. Council for Learning Disabilities 47th International Conference on Learning Disabilities, Salt Lake City, UT, United States.

Collins, A. A., & Ciullo, S. (2025, October 16–17). From teacher training to student transformation: Professional development effects on student self-efficacy and malleability of writing beliefs. In Ray, A. B., Connor, K. E., Poch, A. L., Olszewski, A., Collins, A. A., & Ciullo, S. (Chairs), *In their own words: Student perspectives on writing instruction.* [Panel presentation]. Council for Learning Disabilities 47th International Conference on Learning Disabilities, Salt Lake City, UT, United States.

Collins, A. A., Ciullo, S., Harris, K., & Graham, S. (2025, May 1–2). *Enhancing teacher effectiveness for improving text-based writing in children with and at risk for disabilities.* In A. L. Sussman (Chair), *Research addressing pandemic challenges to improve developmental and learning outcomes for children with disabilities* [Panel presentation]. Society for Research in Child Development (SRCD) 2025 Biennial, Minneapolis, MN, United States.

Collins, A. A. & Ciullo, S. (2025, March 12–15). *Strategies for Success: Improving Informational Writing in Students with Learning Disabilities in Inclusive Settings* [Conference session]. Council for Exceptional Children 2025 Annual Convention and Expo, Baltimore, MD, United States.

Ciullo, S., **Collins, A. A.**, & Graham, S., (2025, January 31– February 2). *How do instructional practices influence students' writing outcomes?* In S. Graham (Chairs), *Teaching writing: AI, efficacy, and explicit instruction (implicit too!)* [Panel presentation]. The 32nd Annual Pacific Coast Research Conference, San Diego, CA, United States.

Costa, L. C., **Collins, A. A.,** Datchuk, S. M., Miller, K., M., Poch, A., & Ciullo, S. (2024, October 17–18). Evidence-based answers to all of your questions about teaching writing. [Panel presentation]. Council for Learning Disabilities 46th International Conference on Learning Disabilities, Charlotte, NC, United States.

Ray, A. B., Connor, K. E., **Collins, A. A.,** FitzPatrick, E., & Ciullo, S. (2024, October 17–18). SRSD for informative writing from source text in K-12 classrooms [Panel presentation]. Council for Learning Disabilities 46th International Conference on Learning Disabilities, Charlotte, NC, United States.

Collins, A. A., Ciullo, S., Graham, S., & Lee, J. (September 18–21). *Evaluating the effectiveness of writing interventions for students in Grades K to 5: A comprehensive meta-analysis*. In V. C. Wong (Chair), *Innovative approaches to literacy: Assessments and interventions across age groups and contexts* [Panel presentation]. Society for Research Educational Effectiveness (SREE), Baltimore, MD, United States.

Kosaraju, S., Ciullo, S., Graham, S., & **Collins, A. A.** (April 11–14). *Exploring the writing instruction of general and special educators teaching writing to students with disabilities*. [Paper presentation]. 2024 American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA, United States.

Ciullo, S., **Collins, A. A.,** & Graham, S. (March 13–16). *Let's talk about writing! Enhancing teacher practice through meta-analysis* [Conference session]. Council for Exceptional Children 2024 Annual Convention and Expo, San Antonio, TX, United States.

Kosaraju, S., Ciullo, S., **Collins, A. A.**, & Graham, S. (March 13–16). Covid-19 Impact on writing for upper elementary students with IEPs. In S. Kosaraju & A. A. Collins (Chairs) *Data Blitz - Language* [Multi-paper presentation]. Council for Exceptional Children 2024 Annual Convention and Expo, San Antonio, TX, United States.

Mason, L., Ciullo, S., & **Collins, A. A.,** & (2024, March 13–16). *Writing support for middle school students with disabilities* [Conference session]. Council for Exceptional Children 2024 Annual Convention and Expo, San Antonio, TX, United States.

Collins, A. A., Ciullo, S., Graham, S., Lee, J., Camping, A., & Billingsley, G. (January 31–February 2). A comprehensive meta-analysis of writing interventions for students in Grades K to 5. In A. Collins & S. Ciullo (Chairs), *What is the 'write' way forward? Considerations for teaching writing effectively* [Panel presentation]. The 32nd Annual Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S., **Collins, A. A.**, Graham, S., & Kosaraju, S. (2024, January 31– February 2). Writing instruction provided for students with disabilities: Differing practices of general and special education teachers. In A. Collins & S. Ciullo (Chairs), *What is the 'write' way forward? Considerations for teaching writing effectively* [Panel presentation]. The 32nd Annual Pacific Coast Research Conference, San Diego, CA, United States.

McClelland, A., Mason, L. **Collins, A. A.,** & Ciullo, S. (2023, October 12–13). Content-area writing in middle school inclusive classrooms: Preliminary findings. In L. Costa (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.

Ciullo, S., **Collins, A. A.,** Graham, S., & Kosaraju, S. (2023, October 12–13). Investigating writing instruction provided to fourth-grade students with learning disabilities. In L. Costa (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., & Graham, S., (2023, October 12–13). *Implementing writing interventions with elementary students with learning disabilities* [Roundtable presentation]. Council for Learning Disabilities 45th International Conference on Learning Disabilities, Denver, CO, United States.

Mason, L. H., Ciullo, S. P., **Collins, A.A.,** Brady, S., Elcock, L., & Owen, L. (2023, April 13–16). *Exploring inclusive middle school content teachers' training, perceptions, and classroom practice for writing* [Roundtable presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.

Graham, S., **Collins, A. A.,** & Ciullo, S. (2023, April 13–16). *Special and general education teachers' beliefs about writing and writing instruction* [Roundtable presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.

Ciullo, S., **Collins, A. A.,** & Kosaraju, S. (2023, March 1–4). *Specialized writing instructional practices for students with learning disabilities* [Poster presentation]. Council for Exceptional Children 2023 Annual Convention and Expo, Louisville, KY, United States.

Collins, A. A., (2023, February 1–3). *A Comprehensive Meta-Analysis of Writing Interventions for Elementary Students with Disabilities* [Poster presentation]. The 31st Annual Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S., **Collins, A. A.**, Graham, S., & Kosaraju, S. (2023, February 1–3). Exploring writing instruction delivered by teachers of students with disabilities. In S. Graham (Chair), *Using teacher-specific outcomes to inform professional development and intervention* [Panel presentation]. The 31st Annual Pacific Coast Research Conference, San Diego, CA, United States.

Owen, L. S. Mason, L. H., **Collins, A. A.,** & Ciullo, S. (2022, October 20–21). Adaptations to support writing instruction in inclusion content classrooms. In L. Costa (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.

Ciullo, S., **Collins, A. A.,** Graham, S., & Harris, K. R. (2022, October 20–21). Integrated reading and writing intervention for elementary students. In L. Costa (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.

Brady, S., Owen, L.S., Elcock, L., Mason, L.H., **Collins, A.A.,** & Ciullo, S. (2022, October 20–21). *Morphology matters to middle school students.* [Poster 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 S. Ciullo (Chair), *Looking ahead: Research to promote writing skills for all learners* [Panel presentation]. The 30th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Collins, A. A., Ciullo, S., Graham, S., & David, M. (2022, January 15–19). Teaching students with learning disabilities to write expository essays from informational texts. In *Writing instruction for students at risk or with learning disabilities* [Multi-paper presentation]. Council for Exceptional Children 2022 Annual Convention and Expo, Orlando, FL, United States.

Ciullo, S., **Collins, A. A.,** Graham, S., Hebert, M., & Rodgers, D. (2021, October 14–15). Elementary writing instruction for students with learning disabilities: An observation study of special and general education teachers. In S. Ciullo (Chair), *Developments in writing research for students with learning disabilities* [Panel presentation]. Council for Learning Disabilities 43rd International Conference on Learning Disabilities, Las Vegas, NV, United States.

Berkeley, S., **Collins, A. A**., Mason, L. H., Cuillo, S., & Basile, J. (2021, October 14–15). *An observation study of writing instruction in middle school content classes* [Poster presentation]. Council for Learning Disabilities 43rd International Conference on Learning Disabilities, Las Vegas, NV, United States.

Mason, L. H., Brady, S. P., Elcock, L. M., Berkeley, S., Ciullo, S., & **Collins, A. A.** (2021, March 3–6). *Inclusive middle school content classrooms: Exploring writing instruction and adaptations* [Conference session]. Council for Exceptional Children 2021 Annual Convention and Expo, 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.

Collins, A. A., Lindström, E. R., & Sandbank, M (2020, July 8–11). Reader skill and measurement error in reading comprehension assessment. In Y.-S. Kim & D. Francis (Chairs), *Delving deeper into comprehension considering child, text, and assessment factors* [Symposium]. Annual Meeting of the Society for Scientific Studies of Reading, Newport Beach, CA, United States (Conference canceled).

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.

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.

Billingsley, G., Thomas, C. N., & **Collins, A. A.** (2019, October 3–4) *Instructional choice and learning outcomes for students with LD/ED* [Panel presentation]. Council for Learning Disabilities 41st International Conference on Learning Disabilities, San Antonio, TX, United States.

Collins, A. A., & Lindström, E. R. (2019, October 3–4) *Using reading comprehension assessments with students with learning disabilities* [Roundtable]. Council for Learning Disabilities 41st International Conference on Learning Disabilities, San Antonio, TX, United States.

Ciullo, S., & **Collins, A. A.** (2019, October 3–4). Effective writing instruction for students with learning disabilities. In Bryant, D. & Berkeley, S. (Chairs), *Evidence-based practices for reading, writing, and mathematics with implementation recommendations* [Panel presentation]. Council for Learning Disabilities 41st International Conference on Learning Disabilities, San Antonio, TX, United States.

Collins, A. A., Ciullo, S., Longa, A., & Graham, S. (2019, February 21–23). *A meta-analysis of interventions to improve argumentative writing* [Poster presentation]. The 27th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Ciullo, S., **Collins, A. A.,** Wissinger, D. R., Lo, Y. L., McKenna, J., & Osman, D. (2019, January 29–February 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.

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.

Ciullo, S., **Collins, A. A.,** Wissinger, D. R., Lo, Y. L., McKenna, J., & Osman, D (2018, October 11–12). *Enhancing-content area literacy outcomes for students with learning disabilities* [Panel presentation]. Council for Learning Disabilities 40th International Conference on Learning Disabilities, Portland, OR, United States.

Collins, A. A., Lindström, E. R., & Sandbank, M. (2018, October 11–12). Are reading comprehension tests dependable measures of reading difficulties? In **Collins, A. A.**

(Session discussant), *Research, practice, and preparation in the field of reading* [Poster presentation]. Council for Learning Disabilities 40th International Conference on Learning Disabilities, Portland, OR, 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]. 2018 American Educational Research Association (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.

Lindström, E. R., **Collins, A. A.**, & Sandbank, M. (2017, October 19–20). *Examining the stability of reading comprehension test scores* [Poster presentation]. Council for Learning Disabilities 39th International Conference on Learning Disabilities, Baltimore, MD, 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.

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.

Collins, A. A., Compton, D. L., & Gilbert, J. K., & Lindström, E. R. (2017, February 2–4). *Text and child predictors of retell comprehension* [Poster 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.

Collins, A. A., & Toste, J. R. (2016, October 13–14). The connection between students' self-reported motivations and performance on reading tasks. In J. Toste (Chair), *Expanding perspectives on the role of motivation in reading performance* [Panel presentation]. Council for Learning Disabilities 38th International Conference on Learning Disabilities, San Antonio, TX, 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.

Collins, A. A., & Toste, J. R. (2016, June 28–30). *Ar*e motivational behaviors and beliefs differentially related to comprehension and word reading? In J. Toste (Chair), *Motivation: Understanding how psychological processes influence reading performance* [Panel presentation]. International Academy for Research on Learning Disabilities, Austin, TX, United States.

Collins, A. A., Lindström, E. R., Compton, D. L., & Gilbert, J. K., (2016, April 13–16). *Understanding the role of child skills on comprehension assessments* [Conference session]. Council for Exceptional Children 2016 Annual Convention and Expo, St. Louis, MO, United States.

Collins, A. A., Lindström, E. R., Compton, D. L., & Gilbert, J. K., (2016, April 13–16). *Effects of text genre and child skills on reading comprehension* [Poster presentation]. Council for Exceptional Children 2016 Annual Convention and Expo, St. Louis, MO, United States.

Collins, A. A., Sandbank, M., & Lindström, E. R. (2016, February 4–6). *Stability of reading comprehension assessments across response formats and passage types* [Poster presentation]. The 24th Annual Pacific Coast Research Conference, San Diego, CA, United States.

Collins, A. A., Compton, D. L., Gilbert, J. K., & Lindström, E. R. (2015, October 1–2). Performance variations across reading comprehension assessments: Examining the unique contributions of response format, text genre, and child skills. In J. Toste (Chair), *Assessment of word-level and text-level reading processes: Interpretations of data to support interventions for students with reading difficulties* [Panel presentation]. Council for Learning Disabilities 37th International Conference on Learning Disabilities, Las Vegas, NV, United States.

Collins, A. A., Compton, D. L., Gilbert, J. K., Lindström, E. R., & Steacy, L. M., (2015, April 9–12). *Examining variations in student performance across comprehension assessments* [Conference session]. Council for Exceptional Children 2015 Annual Convention and Expo, San Diego, CA, United States.

Collins, A. A., Gilbert, J. K., Lindström, E. R., Compton, D. L., Steacy, L. M., & Cho, E. (2015, February 5–7). *Performance variations across comprehension measures for students with late emerging reading difficulties* [Poster presentation]. The 23rd Annual Pacific Coast Research Conference, San Diego, CA, United States.

Collins, A. A., Lindström, E. R., & Compton, D. L. (2014, July 16–19). *A meta-analysis of the response accuracy of students with reading difficulties and typically developing students on comprehension measures* [Poster presentation]. Twenty-First Annual Meeting Society for the Scientific Study of Reading, Santa Fe, NM, United States.

Collins, A. A., McKeown, D., Brindle, M., Harris, K. R., Graham, S., Gillespie, A., (2014, April 9–12). *Practice-based professional development in SRSD for writing: Differentiating at tiers 1 and 2* [Poster presentation]. Council for Exceptional Children 2014 Annual Convention and Expo, Philadelphia, PA, United States.

Collins, A. A., Lindström, E. R., & Compton, D. L., (2014, February 6–8). *A meta-analysis of student response accuracy on comprehension measures* [Poster presentation]. The 22nd Annual Pacific Coast Research Conference, San Diego, CA, United States.

McKeown, D., Brindle, M., Harris, K. R., Graham, S., **Collins, A. A.**, & Gillespie, A. (2014, February 19–22). Practice-based professional development for differentiating SRSD in writing. In S. A. Kiuhara (Chair), *An international spectrum of strategies-based writing interventions for school-aged children* [Symposium]. Writing Research Across Borders III, Paris, France.

McKeown, D., Brindle, M., Harris, K. R., Graham, S., Gillespie, A., & **Collins, A. A.** (2013, November 5–9). *Practice-based professional development in SRSD for writing: Differentiating at tiers 1 and 2* [Conference session]. Teacher Education Division of Council for Exceptional Children 2013 National Conference, Ft. Lauderdale, Florida, United States.

Collins, A. A., Compton, D. L., Gilbert, J. K., & Petscher, Y. (2013, July 10–13). *Does intervention change the covariance between prior and later reading performance? If so, for whom?* [Poster presentation]. Twentieth Annual Meeting Society for the Scientific Study of Reading, Hong Kong.

Rigby-Wills, H., **Collins, A. A.**, & Graham, S. (2013, April 3–6). Differences in *writing characteristics of students with learning disabilities and normally achieving writers: A meta-analysis and implications for instruction* [Poster presentation]. Council for Exceptional Children 2013 Annual Convention and Expo, San Antonio, TX, United States.

Collins, A. A., Rigby-Wills, H., & Graham, S. (2013, February 7–9). *Writing characteristics of students with learning disabilities: A Meta-analysis* [Poster presentation]. The 21st Annual Pacific Coast Research Conference, San Diego, CA, United States.

McKeown, D., Harris, K., Brindle, M., Graham, S., Gillespie, A., & **Collins, A. A.** (2013, February 7–9). *Project differentiate: A mixed methods SRSD study of professional development and its impact on teacher differentiation and student writing outcomes* [Panel presentation]. The 21st Annual Pacific Coast Research Conference, San Diego, CA, United States.

Local and Regional

Collins, A. A. (2023, March 7). Accelerating pandemic recovery: Building teacher capacity in text-based writing instruction for students with and at risk for disabilities. In M. Blanda (Moderator), *Our Covid Experience* [Panel presentation]. Texas State University, San Marcos, TX, United States.

Guha, M.* & **Collins, A. A.** (2022, April 5–8). *Assistive technologies and strategies in writing in middle school* [Poster presentation]. 2022 International Research Conference for Graduate Students, Texas State University, San Marcos, TX, United States.

Steacy, L. & **Collins, A. A.** (2012, October 18–19). *Screening for late emerging reading difficulties* [Paper presentation]. Tennessee Council for Exceptional Children State Conference, Nashville, TN, United States.

2. Invited Talks, Lectures, and Presentations:

Collins, A. A. (2025, October 8). *Building Writing Success in Elementary Grades: Research-Proven Practices for Educational Teachers & Leaders* [Invited presentation]. Dyslexia Literacy Conference, Region 18 Education Service center, Midland, Texas.

Collins, A. A. &, & Ciullo, S. (2025, September 29–30). *Building strong writers: Meta-analytic insights on writing instruction for students with disabilities* [Keynote presentation]. The 33rd Annual World Congress on Learning Disabilities, virtual conference.

Ciullo, S. & **Collins, A. A.** (2022, September 2–3). *Effective instruction in writing for students with learning disabilities: Using research to guide practice* [Keynote presentation]. The 30th Annual World Congress on Learning Disabilities, San Marcos, TX, United States.

Collins, A. A. & Ciullo, S. (2022, March 11). *Putting the pieces together: Applied strategies for submitting grant applications to the Institute of Education Sciences (IES)* [Invited Presentation]. College of Education Research Office (COERO) Funded Research Lecture Series 2022, Texas State University, San Marcos, TX, United States.

Ciullo, S. & **Collins, A. A.** (2021, February 26). *Do this, not that! Grant writing strategies for the Institute of Education Sciences (IES)* [Invited Presentation]. College of Education Research Office (COERO) Funded Research Lecture Series 2021, Texas State University, San Marcos, TX, United States.

Collins, A. A. (2020, November 5). *Effective writing instruction for students with disabilities in elementary grades*. [Invited Presentation]. Henderson Training Series: ECHO Reading, Vanderbilt Kennedy Center, Virtual Lecture.

Collins, A. A. (2020, October 17). *Collaborative research partnerships* [Invited Roundtable]. Council for Learning Disabilities (CLD) 2020 Leadership Institute, Virtual Conference.

Collins, A. A. (2020, August 19). *Becoming a productive scholar & researcher* [Invited Roundtable]. College of Education (COE) New Tenure-Track Faculty Orientation, Texas State University, San Marcos, TX, United States.

Collins, A. A. (2019, October 2). *Collaborative research partnerships* [Invited Roundtable]. Council for Learning Disabilities (CLD) 2019 Leadership Institute, San Antonio, TX, United States.

Collins, A. A. (2019, September 6). *Biosketches* [Invited Roundtable]. Grant Development Scholars Program (GDSP), College of Education Research Office (COERO), Texas State University, San Marcos, TX, United States.

Ciullo, S., Beck, J., & **Collins, A. A.** (2019, March 8). *The process for pursuing external funding* [Invited Roundtable]. Grant Development Scholars Program (GDSP), College of Education Research Office (COERO), Texas State University, San Marcos, TX, United States.

Collins, A. A. (2017, April 24). *Understanding the role of reader skills on comprehension assessments.* [Invited Presentation]. Disability Studies and Advocacy Dialogue Series, Delta Alpha Pi and the Office of Disability Services (ODS), Texas State University, San Marcos, TX, United States.

Media Recognition, Podcasts & Webinars

Collins, A. A., Ciullo, S., & Jones, N. (2025, December 2). From good to great: Strengthening writing instruction with research-based strategies [Webinar]. Council for Exceptional Children (CEC) & National Center for Special Education Research (NCSER).

Pater-Rov, N. (Host). (2025, October 15). *Making space for a better place with the CLD*| ***Alyson Collins*** [Audio podcast episode]. In Educational Diagnosticians Clubhouse.

Collins, A. A., Ciullo, S., Artzi, L., & Pfannenstiel, K. (2025, February 25). *Research to Practice Spotlight Series, Session 5: Strategies for delivering effective writing instruction in the elementary grades* [Webinar]. National Center for Systemic Improvement (NCSI), WestEd. https://ncsi.wested.org/news-events/research-to-practice-spotlight-series-session-5-strategies-for-delivering-effective-writing-instruction-in-the-elementary-grades/

Collins, A. A., & Ciullo, S. (2024, October 22). *Elevating writing instruction: Evidence-based strategies* [Invited webinar]. Learning A to Z, edWeb. https://home.edweb.net/webinar/teach2read20241022/

Borkowski, F. & Boksner, J. (Host). (2023, November 7). The one about: Writing research with Stephen Ciullo and Alyson Collins (Season 3, Episode 8) [Audio podcast episode]. In *The Literacy View*. https://www.buzzsprout.com/1955184/13923027-the-one-about-writing-research-with-stephen-ciullo-and-alyson-collins

Goran, L. (Host). (2023, May 13). Alyson Collins (No. 38) [Audio podcast episode]. In *Think aloud with Dr. G*. https://podcasts.apple.com/us/podcast/e38-alyson-collins/id1574326783?i=1000612896461

Seed, D. (Host). (2023, March 6). Improving writing instruction for students with disabilities with Alyson Collins and Stephen Ciullo (No. 38) [Audio podcast episode]. In *Big Ideas TXST*. Division of University Marketing and Communications. https://news.txst.edu/inside-txst/big-ideas-podcast/episode-38.html

Sparks, S. (2022, July 28). Co-Teaching: Valuable, but hard to get right. *Education Week.* *https://www.edweek.org/teaching-learning/co-teaching-valuable-but-hard-to-get-right/2022/07*

- *Note.* Press highlights on Institute of Education Sciences (IES) grant *Turning the TIDE: Building Teacher Capacity to Accelerate Text-Based Writing Performance of Students with and At-Risk for Disabilities* (2022-2026).

3. Consultancies

Paid

Collins, A. A. (2026, February; 2025, November; 2025, May). *Disentangling Intervention Practices Aligned With Motivational, Agentic, and Self Theories (MAST): An Integrative Meta-Analysis and Scoping Review* [Consultation]. Dr. Jessica R. Toste, Principal Investigator, The University of Texas at Austin, Austin TX, United States.

Collins, A. A. (2022, December). *Effective Strategies for Teaching Students to Write Strong Sentences* [Training]. Centennial School of Lehigh University, Bethlehem, PA, United States.

Collins, A. A. (2022, July). *An Introduction to REDCap: Basic and Advanced Features* [Training]. Special Education Research Team of Dr. Jessica Toste, The University of Texas at Austin, Austin, TX, United States.

Collins, A. A. (2021, January). *Strategies for Writing Summaries* [Script development]. Writing to Learn™, SRSD Online, United States. https://srsdonline.org/

4. Workshops

Professional development designed and delivered

Collins, A. A., Ciullo, S., Kosaraju, S., Bridges, P. B., & McClelland, A. (2023, Fall; 2025, Fall). Practice-based professional development in Self-Regulated Strategy Development for teaching TIDE [Professional development]. Judson Independent School District, San Antonio, TX, United States.

Collins, A. A., Ciullo, S., Kosaraju, S., & Bridges, P. B. (2024, Fall). Practice-based professional development in Self-Regulated Strategy Development for teaching TIDE [Professional development]. Lockhart Independent School District, Lockhart, TX, United States.

Collins, A. A., Ciullo, S., Kosaraju, S., Bridges, P. B., & McClelland, A. (2022, Fall; 2023, Fall; 2024, Fall). Practice-based professional development in Self-Regulated Strategy Development for teaching TIDE [Professional development]. Hays Consolidated Independent School District, Kyle, TX, United States.

Collins, A. A., Ciullo, S., & Bridges, P. B. (2022, Fall). Practice-based professional development in Self-Regulated Strategy Development for teaching TIDE [Professional development]. Dripping Springs Independent School District, Dripping Springs, TX, United States.

Collins, A. A. (2021, November). *Demonstration of the REDCap application: Building and managing research data collection* [Demonstration]. College of Education, Texas State University, San Marcos, TX, United States.

Collins, A. A., Ciullo, S., Guerra, S., Judd, L., & Sigafoos, L. (2016, August). *Practice-based professional development in Self-Regulated Strategy Development* [Professional development]. San Marcos Consolidated Independent School District, San Marcos, TX, United States.

Ciullo, S., & **Collins, A. A.** (2015, August). *Enhancing reading comprehension in upper elementary school* [Professional development]. Travis Elementary, San Marcos Consolidated Independent School District, San Marcos, TX, United States.

Collins, A. A. (2015, January). *Self-regulated strategy development in writing* [Professional development]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2012, December). *Implementing self-regulated strategy development in tier 2* [Professional development]. Eanes Independent School District, Austin, TX, United States.

Sekel, P., & **Collins, A. A.** (2009, Summer; 2010, Summer). *Developing metacognitive skills (Curriculum developed by Neuhaus Education Center)* [Professional development]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2009, Fall; 2010, Summer) *AIMSweb progress monitoring and interpreting data* [Training]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2008, Fall; 2009, Fall) *Administering, scoring, and interpreting AIMSweb measures: Middle school assessments* [Training]. Hill Country & West Ridge Middle Schools, Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2009, Fall). *Using Reading A to Z in tier 1 and 2* [Professional development]. Forest Trail Elementary, Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2009, Summer). *AIMSweb and AWARE: Entering and interpreting data* [Training]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2008, Fall). *Administering AIMSweb benchmarks: Elementary assessments* [Training]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2008, Fall). *AIMSweb referesher: Reviewing the system* [Training]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2008, Fall). *Managing AIMSweb* [Training]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2008, Spring; 2008, Fall). *Intro to AIMSweb: Administering measures and entering data* [Training]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2008, Spring). *Progress monitoring with AIMSweb: The technology side* [Training]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2008, Winter). *Eduphoria Forethought lesson plans* [Training]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2007, Fall). *TPRI administration for kindergarten* [Professional development]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2007, Summer). *Language arts instruction: A day in the second-grade phonics curriculum* [Professional development]. Eanes Independent School District, Austin, TX, United States.

Collins, A. A. (2003, Spring). *Think alouds* [Professional development]. Cedar Creek Elementary, Eanes Independent School District, Austin, TX, United States.

5. Other Works not in Print

a. Works "Submitted" or "under review"

b. Works "in progress"

Collins, A. A., Berkeley, S., Mason, L. H., Ciullo, S., Basile, J., Brady, S., & Miller, A. (in preparation). *Observations of writing instruction for students with disabilities in middle school science and social studies classrooms* [Manuscript in preparation]. Department of Special Education, George Mason University.

c. Other works not in print:

C. Grants

1. Funded External Grants and Contracts

Collins, A. A., Ciullo, S., Harris, K.R. & Graham, S. (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 from July 1, 2022 to June 30, 2026.

Collins, A. A., Ciullo, S., & Graham, S. (Principal Investigator). (2020–2023). *Comprehensive meta-analysis of writing interventions for students in grades K to 5* (Award R305A200363) [Grant]. Institute of Education Sciences.

- *Note.* Funding for two years at $599,953 from August 1, 2020 to July 31, 2023.
- https://www.education.txstate.edu/newsroom/ies-grant.html

Mason, L. H., Berkeley, S., Ciullo, S., **Collins, A. A.,** & Miller, A. (Co-Principal Investigator). (2019–2023). *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 from July 1, 2019 to June 30, 2023.

Ciullo, S., **Collins, A. A.**, & Graham, S. (Co-Principal Investigator). (2018–2023). *Exploring writing instruction delivered by teachers providing services to students with disabilities* (Award R324A180137) [Grant]. Institute of Education Sciences.

- *Note.* Funding for four years at $1,398,259 from August 1, 2018 to July 31, 2023.

2. Submitted, but not Funded, External Grants and Contracts:

Kennedy, M. J., Youngs, P., Scott, L. A., Ciullo, S., & **Collins, A. A.**, Cook, B. G., Kunemund, R., Coleman, O. (Co-Principal Investigator). (2024). *Investigating methods and practices in professional development for special education teachers (IMPACT-PD).* (CFDA 84.324A) [Grant proposal]. Submitted to the Institute of Education Sciences.

- *Note.* Original under review - *Proposed* funding for three years at $1,700,000.

Lemons, C. J. Ciullo, S., & **Collins, A. A.** (Co-Principal Investigator). (2023). *Write Path: Exploring the national landscape and local realities to enhance writing outcomes for adolescents with intellectual and developmental disabilities.* (CFDA 84.324A) [Grant proposal]. Submitted to the Institute of Education Sciences.

- *Note.* Not funded - *Proposed* funding for four years at $1,700,000.

Ciullo, S., **Collins, A. A.**, & Graham, S. (Co-Principal Investigator). (2020). *Middle school writing instruction in English language arts for students with disabilities: An exploratory investigation.* (CFDA 84.324A) [Grant proposal]. Submitted to the Institute of Education Sciences.

- *Note.* Not funded - *Proposed* funding for four years at $1,699,823.

Collins, A. A., Barnes, M. A., & Price, L. R. (Principal Investigator). (2016). *Student comprehension outcomes reading exploration studies (SCORES): Investigating the accuracy and stability of classifying students with reading disabilities on comprehension assessments* (Program CFDA: 84.324B) [Grant proposal]. Submitted to the Institution of Education Sciences.

- *Note.* Not funded - *Proposed* funding for four years at $399,956.

Ciullo, S., Graham, S., Poole, K., Rodriguez, G., Wallace, D., **Collins, A. A.**, Assaf, L., & Price, L. R. (Key Personnel). (2015). *The Writing Improvement Network (Project WIN): A researcher-practitioner partnership to improve writing in low-performing central Texas elementary schools* (Program CFDA 84.305H) [Grant proposal]. Submitted to the Institution of Education Sciences (IES).

- *Note.* Not funded - *Proposed* funding for two years at $400,000.

3. Funded Internal Grants and Contracts

Collins, A. A. (Principal Investigator). (2023–2025*). Building a federal grant proposal pipeline to bridge research to practice in special education* [Grant]. Run to R1 Postdoctoral Research Catalyst Program, Texas State University.

Collins, A. A., & Ciullo, S. (Principal Investigator). (2016–2017). *Practice-based professional development: An experimental study to improve third-grade content-area writing* [Grant]. Research Enhancement Program (REP), Texas State University.

Collins, A. A. (Principal Investigator). (2023–2025). *Building a Federal Grant Proposal Pipeline to Bridge Research to Practice in Special Education* [Postdoctoral Fellowship]. Run to R1 Postdoctoral Researcher Catalyst Program Funding.

4. Submitted, but not Funded, Internal Grants and Contracts

Collins, A. A. (Principal Investigator). (2015). *Examining the effects of assessment dimensions and child skills on reading comprehension test scores*. Submitted to the College of Education Pilot program at Texas State University.

- *Note.* Disqualified for the COE grant after receiving the REP Award.

D. Fellowships, Awards, Honors

College Achievement Award in Service, 2024
College of Education, Texas State University
College Achievement Award in Scholarly/Creative Activities, 2023
College of Education, Texas State University
Presidential Distinction Award in Scholarly/Creative Activities, 2020, 2022
College of Education, Texas State University
Melvyn I. Semmel Dissertation Research Award, Peabody College 2015
Peabody Dean's Fellowship, Professional Development Research Funds, 2014
Vanderbilt University
SEE Research Funds, Peabody College, Vanderbilt University 2014
Houston Livestock Show and Rodeo Scholarship 1998–2002
University Honors, The University of Texas at Austin 1998, 1999, 2000
Distinguished Scholar Award, The University of Texas at Austin 2000, 2001
Highest GPA Award, Kappa Kappa Gamma, Beta XI Chapter 1999, 2001
The University of Texas at Austin
The 1000 Club Scholarship, The University of Texas at Austin 1999–2000
The Texas Ex-Students' Association Scholarship, Houston Chapter 1998–2000

E. Other

Scholarly / Creative Professional Development Activities Attended

Attended *Field Vision: Understanding the Processes and Procedures for* Fall 2025
Doing Research with Austin Independent School District
Texas State University, San Marcos, TX, United States.

Attended *Developing Quality Research Data Management Plans with the DMPTool* Fall 2024
Texas State University, San Marcos, TX, United States.

Attended *Positive Practices: Fostering Healthy Lab Environments* Fall 2024
Texas State University, San Marcos, TX, United States.

Attended *Re-Envisioning Your Career Path and Professional Goals* Fall 2024
Texas State University, San Marcos, TX, United States.

Attended *Protecting Research Data* Summer 2021
Texas State University, San Marcos, TX, United States.

Attended *Using Factor Analysis for Survey Design and Validation* Spring 2021
AERA Virtual Learning Series.

Attended *Open Access and Sharing Your Research* Fall 2020
Texas State University, San Marcos, TX, United States.

Attended *Post-Award Services for the University Community* Fall 2018
Texas State University, San Marcos, TX, United States.

Attended *IES Meta-Analysis Training Institute (MATI)* Summer 2018
Hosted by the Institute of Education Sciences
Loyola University at Chicago, Chicago, IL

- *Note.* Application was required to attend this 6-day 'invitation only' institute. MATI received over 100 applications and approximately 30 accepted were accepted.
- https://www.meta-analysis-training-institute.com/

Attended *A Deeper Look at Focus Groups* Fall 2017
Texas State University, San Marcos, TX, United States.

Attended *Flip your REP: Turning an Internal Texas State Grant into External Funding"* Spring 2017
Texas State University, San Marcos, TX, United States.

Attended *Pursuing Funding from Foundations and Private Sources* Fall 2016
Texas State University, San Marcos, TX, United States.

Attended *Structural Equation Modeling* Summer 2016
Professional Development by Tiffany Whittaker
Summer Statistics Institute, University of Texas at Austin, Austin, TX, United States.

Attended *Overview of the Research Enhancement Program* Fall 2015
Texas State University, San Marcos, TX, United States.

Attended *Effective Strategies for Developing and Writing Grant Proposals* Fall 2015
Texas State University, San Marcos, TX, United States.

IV. SERVICE

A. Institutional

1. University

University Research Enhancement Program (REP) Committee 2025–2028

Principal Investigator's (PI's) Council, Texas State University 2023–2025

Summative Evaluation Committee for Dr. Michael O'Malley, 2024
Dean of the College of Education, Texas State University

Search Committee for Assistant Vice President of Research Development 2022–2023
Texas State University

Library Committee, Texas State University 2016–2022

Faculty Respondent, 2022 International Research Conference for Graduate Students 2022
Texas State University, San Marcos, TX, United States.

Search Committee for Associate Vice President and University Librarian 2021
Texas State University

2. College

Scholarship Committee, College of Education, Texas State University 2019–Present

College of Education Research Office (COERO) Advisory Committee, 2024–2025
College of Education, Texas State University

Outstanding Graduate Student Award Review Committee, College of Education 2024–Present
Texas State University

Principal Investigator's (PI's) Working Group, College of Education 2023–2024
Texas State University

Search Committee for COERO Research Coordinator for Proposal Development 2022
College of Education Research Office (COERO), Texas State University

Search Committee for COERO Research Coordinator for Proposal Development 2019
College of Education Research Office (COERO), Texas State University

Attended *Equity Audit Focus Group for College of Ed Assistant Professors* Summer 2019
Led by Melissa Martinez, Ph.D. & Michelle Hamilton, Ph.D.
College of Education, Texas State University

3. Department/School

Texas State University, Department of Curriculum & Instruction

Review Committee for Charles Butt Foundation Scholarship Applications 2025

Undergraduate Coordinator, Special Education Program 2022–2025

Search Committee for the Chair of the Department of Curriculum & Instruction 2022–2023

Scholarship Committee, Curriculum & Instruction, Texas State University 2016–2018

Interim Graduate Advisor, Special Education Program 2017–2018

Student Recommendations & References 2016–Present

- Includes more than 50 scholarships, graduate program admission letters, and employment references.

Special Education Program Student Recruitment & Faculty Search Committees 2015–Present

- Member of Special Education Search Committee during candidate visits in January–February 2017 & 2019.

Vanderbilt University, Department of Special Education

Mentor for New Doctoral Student 2012–2013
Social Committee 2011–2012

Eanes Independent School District

Campus Safety Committee, Forest Trail Elementary 2007–2011
Student Assistance Team/Student Support Team, Forest Trail Elementary 2006–2011
Teacher Leadership Academy 2007–2009
Mascot Co-Supervisor, Forest Trail Elementary 2008–2009
District Leadership Team, Eanes ISD 2007–2008
Sunshine Committee, Forest Trail Elementary 2007–2008
Campus Leadership Team, Forest Trail Elementary 2006–2008
Science Committee, Forest Trail Elementary 2006–2007
Kindergarten Math District Curriculum Committee 2006–2007

B. Professional

Local, National, and International Committees

President Elect, President, Past President, Vice President, 2024–2028
Executive Committee, Council for Learning Disabilities (CLD)

Conference Chair, 47th International Conference on Learning Disabilities 2025
Council for Learning Disabilities (CLD), Salt Lake City, Utah

Secretary, Executive Committee, Council for Learning Disabilities (CLD) 2021–2024

DLD Professional Development, Standards, & Ethics Committee 2019–Present
Division of Learning Disabilities (DLD)
Council for Exceptional Children (CEC)

Research Committee, Council for Learning Disabilities (CLD) 2015–2021

Austin Area Branch of International Dyslexia Association (AABIIDA) Board 2010–2011
Austin, TX, United States.

Local Unit President, Association of Texas Professional Educators 2009–2010
Eanes Independent School District, Austin, TX, United States.

Building Representative, Association of Texas Professional Educators 2007–2009
Eanes Independent School District, Austin, TX, United States.

Editorial Board

Review of Educational Research (RER) 2025–Present
Learning Disability Quarterly (LDQ) 2024–Present
Learning Disabilities: A Contemporary Journal (LDCJ) 2023–Present
Journal of Learning Disabilities (JLD) 2022–Present
Learning Disabilities: A Multidisciplinary Journal 2022–Present
Learning Disabilities Research & Practice (LDRP) 2020–Present

Grant Proposal Reviews

Deutsche Forschungsgemeinschaft (German Research Foundation) 2025

Outside Award Reviewer

Folsum Distinguished Master's Thesis Award 2019
University of Nebraska-Lincoln, Lincoln, NE

Guest Reviewer

Teacher and Teacher Education 2023–Present
Review of Educational Research 2022–Present
Scientific Studies of Reading 2022–Present
Teaching and Teacher Education 2022–Present
Written Communication 2022–Present
Annals of Dyslexia 2021–Present
Child Development 2021–Present
The Elementary School Journal 2021–Present
Journal of Educational Psychology 2021–Present
Journal of Research in Childhood Education 2020–Present
Learning and Individual Differences 2019–Present
Journal of Research in Reading 2018–Present
Learning Disabilities: A Contemporary Journal 2018–Present
Reading and Writing: An Interdisciplinary Journal 2018–Present
The Reading Teacher 2016–Present
Assessment for Effective Intervention 2014–Present
Exceptional Children 2015–Present
Learning Disability Quarterly 2018–2024
Journal of Learning Disabilities 2019–2022
Learning Disabilities: A Multidisciplinary Journal 2020–2022
Learning Disabilities Research and Practice 2017–2019
Learning and Individual Differences 2019
Journal of Early Intervention 2013
Education and Treatment of Children 2012

Professional Organizations

Academic Language Therapy Association (ALTA)	2010–Present
American Educational Research Association (AERA)	2017–2018
Association of Texas Professional Educators (ATPE)	2002–2011
Council for Exceptional Children (CEC)	2011–Present
Division for Learning Disabilities	
Division for Research	
Council for Learning Disabilities (CLD)	2015–Present
International Dyslexia Association (IDA)	2010–Present
International Literacy Association (ILA)	2001–2004, 2007–Present
Society for the Scientific Study of Reading (SSSR)	2012–2020

C. Community

Buttercup Parent Representative, Texas State Child Development Center (CDC)	2015–2016
San Marcos, TX, United States.	
The Student Council for the College of Education, University of Texas at Austin	2000–2001
Gamma Beta Phi, Alpha Lambda Delta, and Phi Eta Sigma Honor Societies,	1999–2001
University of Texas at Austin	
National Society of Collegiate Scholars	1999–2001
Scholarship Chairman, Kappa Kappa Gamma Sorority, Beta XI Chapter	2001
University of Texas at Austin	

D. Service Honors and Awards:

College Achievement Award in Service, College of Education, Texas State University	2024
Eanespiration Award, Forest Trail Elementary, Eanes Independent School District	2006
Austin, Texas, United States.	

E. Service Grants and Contracts

1. Funded External Service Grants and Contracts

2. Submitted, but not Funded, External Service Grants and Contracts

3. Funded Internal Service Grants and Contracts

4. Submitted, but not Funded, Internal Service Grants and Contracts