

VITA of ALIDA ANDERSON, Associate Professor, School of Education, American University, Washington, DC

ACADEMIC BACKGROUND

- 2006 Ph.D., May 22, College of Education, Department of Special Education, Early Childhood Division, University of Maryland, College Park, MD
Dissertation: *Literate language feature use in preschool age children with specific language impairment and typically developing language*
- 1995 M.A., June 21, School of Speech, Department of Communication Sciences and Disorders, Learning Disabilities, Northwestern University, Evanston, IL
- 1991 B.A., May 18, Art/Art History and Asian Studies, Colgate University, Hamilton, NY

Certification/licensure:

Professional Certificate in Special Education (Infant-Grade 3), Maryland, #50 218-90-9902
Maryland Specialized Teaching Certificate (grades K-12) # 38 218-90-9902
Clinician Certificate in *Fast Forward*, Scientific Learning Corporation, CA

Additional training:

Read Naturally, Minneapolis, MN.
Fast Forward, Scientific Learning Corporation, Glencoe, IL.
Auditory Discrimination in Depth, Lindamood-Bell Program, Northbrook, IL.
Visualization-Verbalization, Lindamood-Bell Program, Northbrook, IL.
Orton-Gillingham, Northbrook, IL.
Wilson Reading, Northbrook, IL.

EMPLOYMENT HISTORY

University appointments:

- 2013-present Associate Professor of Special Education-Learning Disabilities, School of Education (SOE), American University, Washington, DC
- 2009-2013 Assistant Professor of Special Education-Learning Disabilities, School of Education, Teaching and Health (SETH), American University, Washington, DC
- 2006-2009 Assistant Professor of Special Education, Center for Education, School of Human Service Professions, Widener University, Chester, PA
- 2006 Instructor, Department of Human Development, College of Education, University of Maryland, College Park
- 2005-2006 Research Assistant, Bilingual-Biliteracy Program, Department of Human Development, University of Maryland, College Park
- 2005-2006 Teaching Assistant, Department of Human Development, College of Education, University of Maryland, College Park
- 2004-2005 Instructor, Department of Human Development, College of Education, University of Maryland, College Park
- 2004-2005 Research Affiliate, Preschool Language and Literacy Research Laboratory, Curry School of Education, University of Virginia, Charlottesville VA
- 2000-2003 Instructor/Supervisor, Department of Special Education, College of Education, University of Maryland, College Park
- 2001-2002 Teaching Assistant, Department of Special Education, College of Education, University of Maryland, College Park
- 2001-2005 Doctoral Trainee, Early Childhood Special Education, University of Maryland
- 1998-2000 Research Assistant, *Training in Team Collaboration*, Prince Georges County Department of Education/Early Childhood Special Education, University of Maryland, College Park

Teaching:

2003-2009	Learning Specialist, Delaware County Literacy Council, Media, PA
1999-2003	Learning Specialist, K-6 th grade, McLean School, Potomac, MD
2000-2003	Trainer, teacher enrichment program, McLean School, Potomac, MD
1995-1998	Learning Disabilities Specialist/Case Manager, Cove School, Northbrook, IL
1994-1995	Learning Disabilities Clinician, Northwestern University, Evanston, IL
1992-1994	Teacher/Therapist, Easter Seals Therapeutic Day School, Chicago, IL
1991-1992	Preschool Teacher, Smithsonian Early Enrichment Center, Washington, DC

HONORS AND AWARDS**American University:**

2013	June, Faculty Summer Research Award, School of Education, Teaching and Health
2013	June, Merit Award, School of Education, Teaching and Health
2013	April, Education Award (1 st place) for Berry, K., & Anderson, A. (2013, April). Teachers' speech acts in elementary arts integrated and conventional language arts contexts. The George Washington University's Research Days. Washington, DC.
2012	June, Faculty Summer Research Award, School of Education, Teaching and Health
2012	June, Merit Award, School of Education, Teaching and Health
2011	June, Faculty Summer Research Award, School of Education, Teaching and Health
2011	May, Merit Award, School of Education, Teaching and Health
2011	February, International Travel Award to present at the British Dyslexia Association
2010	June, Faculty Summer Research Award, School of Education, Teaching and Health
2010	May, Merit Award, School of Education, Teaching and Health

Previous institutions:

2009	May, Merit Award (Tier 1) for promotion and tenure, Widener University, Chester, PA
2008	May, Super Merit Award for promotion and tenure, Widener University, Chester, PA
2007	May, Merit Award (Tier 1) for promotion and tenure, Widener University, Chester, PA
2007	May Service Learning Fellowship Award, Widener University, Chester, PA
2006	May, Outstanding Teaching Assistant Award, Center for Teaching and Learning, University of Maryland, College Park

Other:

1997	October, Outstanding Mentor Award, Leukemia Society Team-In-Training, Chicago, IL
1993	December, Volunteer Achievement Award, Chicago Children's Museum, IL
1991	May, High Honors, Art/Art History Department, Colgate University, Hamilton, NY
1991	May, University Graduation Honors, Colgate University, Hamilton, NY
1988-1991	May, Dean's Award, Colgate University, Hamilton, NY
1988	March, Cobb Fellowship for Student Leadership, Colgate University, Hamilton, NY
1987	June, Visual Arts Award, Sidwell Friends School, Washington, DC

PUBLICATIONS (in reverse chronological order)**Refereed articles:**

- Anderson, A. (2015). Dance/movement therapy's influence on adolescents' mathematics, social-emotional, and dance skills. *The Educational Forum*, 79(3), 230-247.
- Anderson, A., & Berry, K. (2015). The influence of classroom drama on teachers' language and students' on-task behavior. *Preventing School Failure*, 59(4), 197-206.
- Anderson, A., & Loughlin, S.M. (2014). The influence of classroom drama on English learners' academic language use during English language arts lessons. *Bilingual Research Journal*, 37(3), 263-286.

- Anderson, A., & Berry, K.A. (2014). The influence of drama on elementary students' written narratives and on-task behavior. *Learning Disabilities: A Multidisciplinary Journal*, 20(3), 143-157.
- Anderson, A., Lin, C., & Wang, M. (2013). Prosodic sensitivity to native and novel language in children with and without dyslexia. *Dyslexia*, 19(2), 92-112.
- Anderson, A. (2013). A practical guide to early numeracy instruction for general and special educators. *Journal of Education and Training Studies*, 1(1), 1-10.
- Anderson, A. (2012). The influence of process drama on elementary students' written language. *Urban Education*, 47(5), 959-982.
- Anderson, A., & Wang, M. (2012). The utility of Chinese tone processing skill in detecting children with English reading disabilities. *Journal of Research in Reading*, 35(3), 227-250.
- Anderson, A. (2011). Linguistic specificity through literate language use in preschool age children with specific language impairment and typical language. *Child Language Teaching and Therapy*, 27(1), 1-15.
- Anderson, A., Rimbey, K., & Akin, P. (2010). Features and strategies for tier 1-3 instruction in mathematics. *PACEC Journal*, 49, 4-5.
- Anderson, A. (2009). Talking and writing to learn mathematics: Instruction with tier two and tier three primary students with learning and developmental disabilities. *PACEC Journal*, 48, 6-8.
- Battle, A., **Anderson, A.**, & Moos, D. (2009). Teachers as reflective practitioners: A study of self-regulated learning in the graduate teacher classroom. *Journal of the International Society for Teacher Education*, 13 (1), 40-53.
- Wang, M., **Anderson, A.**, Cheng, X., Park, S., & Thomson, J. (2008). General auditory, Chinese tone processing, English phonemic processing and English reading skill: A comparison between Chinese-English and Korean-English bilingual children. *Reading and Writing: An Interdisciplinary Journal*, 21, 627-644.

Books:

A. Anderson (Ed.) (2015). *Arts integration and special education: An inclusive theory of action for student engagement*. New York, NY: Routledge.

Book chapters:

Anderson, A. (2015). Inclusive arts integration interventions: Evidence of engagement in learning. In G. Humphries (Ed.), *Arts integration and education*. Intellect.

Anderson, A. (2015). Arts integration as a contextualized language learning environment. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement*. New York: Routledge.

Anderson, A. (2015). A theory of action for understanding how and why AI functions as a learning context. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement*. New York: Routledge.

Bosch, C., & **Anderson, A.** (2015). Process drama and social studies. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement*. New York: Routledge.

- Crockett, J., Berry, K., & **Anderson, A.** (2015). Where we are now? Arts integration and special education. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement*. New York: Routledge.
- Davis, R., & **Anderson, A.** (2015). Dance/movement arts integration and mathematics. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement*. New York: Routledge.
- Loughlin, S.M., & **Anderson, A.** (2015). Arts integration research and practice yesterday and today: Lessons learned. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement*. New York: Routledge.
- Nagy, K., & **Anderson, A.** (2015). Film arts integration and literature study: Influences on engagement. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement*. New York: Routledge.
- Anderson, A. (2012). Exploring the relationship between stress sensitivity, phonemic processing, and reading skill in children with and without dyslexia. In T. Long & L. Eifert (Eds.), *Speech processing and auditory processing disorders: Causes, diagnosis and treatment*. Nova. ISBN: 978-1-61470-844-5.
- Presentation of refereed papers:**
- Anderson, A., & Berry, K. (2016, April). Tableau's influence on the oral language skills of students with language-based learning disabilities. Paper to be presented at the 2016 American Educational Research Association (AERA) Annual Meeting, Washington, DC.
- Anderson, A., Crockett, J., & Berry, K. (2016, April). Building bridges among arts in special education policy, research, and practice. Panel to be presented at the 2016 Council for Exceptional Children (CEC) Annual Convention & Expo, St. Louis, MO.
- Anderson, A., & Berry, K. (2015, April). Drama's influence on narratives of students with language-based learning disabilities in inclusive classrooms. Paper presented at the Council for Exceptional Children (CEC) Annual Convention & Expo, San Diego, CA.
- Berry, K., & **Anderson, A.** (2015, April). The influence of tableau on the on-task behavior of students with language-based learning disabilities. Paper presented at the CEC Annual Convention & Expo, San Diego, CA.
- Berry, K., & **Anderson, A.** (2015, April). The influence of tableau on the on-task behavior and narrative skills of students with learning disabilities. Paper presented at the 2015 American Educational Research Association (AERA) Annual Meeting, Chicago, IL.
- McGrath, L.M., **Anderson, A.**, & Germine, L. (2014, November). Neuromyths: Perceptions and predictors among educators. Poster presented at the *International Mind, Brain, Education Society Conference*, Fort Worth, TX.
- Anderson, A., Berry, K., & Loughlin, S.M. (2014, April). The influence of drama on elementary students' oral narrative skill and on-task behavior. Presentation at the 2013 AERA Annual Meeting, Philadelphia, PA.
- Berry, K., & **Anderson, A.** (2014, April). Behavioral engagement of students with language-based learning disabilities in elementary arts integrated and conventional language arts contexts. Presentation at the 2014 CEC Convention, Philadelphia, PA.

- Anderson, A., Nagy, K., & Davis, R. (2013, August). Demonstrations of practice using arts integration in special education: Voices from the field. Panel presentation at the Arts Education and Special Education Conference, John F. Kennedy Center for the Performing Arts.
- Anderson, A., Loughlin, S., & Berry, K. (2013, August). Classroom drama as a contextualized language-learning environment. Research presentation at the Arts Education and Special Education Conference, John F. Kennedy Center for the Performing Arts.
- Anderson, A., Loughlin, S., & Berry, K. (2013, April). The influence of dramatic arts integration on teacher and student language in language arts contexts. Presentation at the 2013 AERA Annual Meeting, San Francisco, CA.
- Loughlin, S., **Anderson, A.**, & Berry, K. (2013, April). Reading between the lines: Classroom discourse and academic rigor in traditional and drama-integrated language arts. Presentation at the 2013 AERA Annual Meeting, San Francisco, CA.
- Anderson, A., Loughlin, S., & Berry, K. (2013, April). Influence of process drama on elementary students' oral and written language. Presentation at the 2013 CEC Convention, San Antonio, TX.
- Berry, K., & **Anderson, A.** (2013, April). Teachers' speech acts in elementary arts integrated and conventional language arts contexts. Presentation at the 2013 CEC Convention, San Antonio, TX, April.
- Anderson, A., Lin, C., & Wang, M. (2012, July). Native and novel language stress processing in children with and without dyslexia. Society for the Scientific Study of Reading (SSSR) Annual Meeting, Montreal, Canada.
- Anderson, A. (2012, April). Creative movement and dance arts integration in literacy learning contexts. Presentation at the American Educational Research Association (AERA) Annual Meeting, Vancouver.
- Anderson, A. (2012, April). Influence of process drama on elementary students' oral and written language. Presentation at the 2012 Council for Exceptional Children (CEC) Convention, Denver, CO.
- Anderson, A. (2012, April). Components of a standards-based numeracy intervention curriculum: Guidance from the field. Presentation at the 2012 CEC Convention, Denver, CO.
- Anderson, A., Lin, C., & Wang, M. (2011, June). Stress sensitivity in children with and without dyslexia. Presentation at the British Dyslexia Association Annual Conference, Harrogate, UK.
- Anderson, A., & Krakaur, L. (2011, April). Drama as a mediator of linguistic specificity. Presentation at the AERA Annual Meeting, New Orleans, LA.
- Anderson, A., & Akin, P. (2011, March). Implementing RtI to teach number concepts to students with learning disabilities. Kansas State Department of Education, Special Education Services Team/Technical Assistance for Excellence in Special Education (TAESE), Wichita, KS. Available at: <http://www.cvent.com/events/numeracy-conference-for-administrators/custom-17-5003171587e74588b6b3a5298dfb32f5.aspx>
- Anderson, A., & Krakaur, L. (2010, April). Integrated arts approaches in education: Dramatic arts as a mediator for literacy learning. *Proceedings of the 2010 International VSA Education Conference*. Available at: <http://www.vsarts.org/x6742.xml>

- Anderson, A. (2010, April). Mathematics strategy instruction with elementary students in a tiered intervention program. Presentation at the 2010 CEC Convention, Nashville, TN.
- Rimbey, K., & **Anderson, A.** (2010, April). Response to intervention (RTI) for teaching number concepts and operations to struggling grades K–4 students. Presentation at the Annual Meeting of the National Council for the Teaching of Mathematics (NCTM), San Diego, CA.
- Anderson, A., & Wang, M. (2009, June). The utility of Chinese tone processing skill in detecting children with English reading difficulties. Interactive paper at the SSSR 19th Annual Meeting, Boston, MA.
- Anderson, A. (2008, October). An implementation model for response-to-intervention math practices in primary settings. Presentation at the 24th Annual International Conference on Young Children with Special Needs and Their Families, Division of Early Childhood (DEC), CEC, Minneapolis, MN.
- Anderson, A. (2008, April). Response-to-intervention math practices in an inclusive first grade class. Presentation at the 2008 CEC Convention, Boston, Massachusetts.
- Anderson, A., & Rimbey, K. (2008, April). Response-to-intervention (RTI) practices for teaching number concepts and operations in inclusive primary grades. Presentation at the Annual Meeting of the NCTM, Salt Lake City, Utah.
- Battle, A., **Anderson, A.**, & Moos, D. (2008, April). Teachers as reflective practitioners: A study of self-regulated learning in the graduate teacher classroom. Presentation at the 28th Seminar of International Society for Teacher Education (ISTE), University of New England, Armidale, NSW, Australia.
- Anderson, A., & Akin, P. (2007, October). Response-to-intervention math practices in an inclusive first grade classroom. Presentation at the 23rd Annual International Conference on Young Children with Special Needs and Their Families, DEC, CEC, Niagara Falls, Ontario.
- Battle, A., **Anderson, A.**, & Moos, D. (2007, October). Self-regulated learning in the graduate classroom: Student and instructor perceptions. Presentation at the 5th Biennial Meeting for the Society for the Study of Human Development (SSHD), Pennsylvania State University, State College.
- Anderson, A., Moos, D., & Battle, A. (2007, January). A mixed method action research approach to teaching in psychology. Participant Idea Exchange Session at the 29th Annual National Institute on the Teaching of Psychology (NITOP), St. Petersburg, Florida.
- Anderson, A., & Wang, M. (2006, July). The utility of Chinese tone processing skill in detecting children with English reading difficulties. Interactive paper at the SSSR 13th Annual Meeting, Vancouver, BC.
- Anderson, A., & Battle, A. (2006, January). Self-regulated learning (SRL) and graduate students' task competence. Presentation at the 28th Annual NITOP, St. Petersburg, Florida.
- Anderson, A. (2005, October). Literate language feature use in preschool age children with specific language impairment and typically developing language. Presentation at the 21st Annual International Conference of the DEC, CEC, Portland, Oregon.
- Anderson, A. (2005, June). Linguistic specificity in preschool age children with and without specific language impairment. Interactive paper at the SSSR 12th Annual Meeting, Toronto, Canada.

- Anderson, A. (2005, April). The role of technology in classroom-based Student Assessment of Learning Gains. Presentation at the 12th Annual Teaching with Technology Conference, University of Maryland, College Park.
- Anderson, A. (2004, December). Literate language feature use in young children with specific language impairment. Presentation at the 20th Annual International Conference of the DEC, CEC, Chicago, Illinois.
- Anderson, A. (2003, October). Integrated arts approaches in early intervention. Fifth Annual Early Intervention/Early Childhood Training Institute, Coordinated by Zero To Three, Gallaudet University, Washington, D.C.
- Anderson, A. (2003, May). The use of “Read Naturally SE” in classrooms with struggling readers: Technology Presentation. The International Reading Association 26th Annual Conference and Expo, Orlando, Florida.
- Anderson, A. (2003, February). Integrating your reading program to meet the needs of diverse learners. National Association for Independent Schools International Conference, New York.
- Anderson, A. (2002, April). Integrated arts programs in inclusive preschool settings. Fifth Annual Celebrate Children Conference, Prince Georges County Interagency Early Childhood Committee, Bowie, Maryland.
- Anderson, A. (2001, April). Conflict and its resolution. Fourth Annual Celebrate Children Conference, Prince Georges County Interagency Early Childhood Committee, Bowie, Maryland.
- Anderson, A. (1991, May). Transformation in the landscape: Evolution to decay. Presentation at the 5th National Conference on Undergraduate Research, California Institute of Technology, Pasadena, California.

Invited national/regional lectures:

- Anderson, A., Crockett, J., & Bosch, C. (2015, August). Issues of translation: Theory and practice in arts integration and special education. Panel presentation at the 2015 VSA Intersections: Arts and Special Education Conference, Washington, DC.
- Anderson, A. (2013, October). Arts education and exceptionality: A theory of action. Keynote presented at the Larissa Gerstel Symposium, American University, Washington, DC.
- Berry, K., & **Anderson, A.** (2013, April). Teachers' speech acts in elementary arts integrated and conventional language arts contexts. Poster presented at The George Washington University's Research Days. Washington, DC.
- Anderson, A., & Akin, P. (2011, March). Implementing RtI to teach number concepts to students with learning disabilities. Kansas State Department of Education, Special Education Services Team/Technical Assistance for Excellence in Special Education, Wichita, Kansas.
- Anderson, A. (2010, April). Mathematics error types and analysis. Math Learning Circles presentation to the Washington VSA School for the Arts in Learning teaching faculty.
- Anderson, A. (2007, October). Fostering oral language development in primary classrooms (K-3). Training for the Delaware County Reading Council/Delaware County Intermediate Unit, Springfield, Pennsylvania.
- Anderson, A. (2007, August). Introduction to Digi-Block and mathematics methods in the primary grades. Workshop for Widener Partnership Charter School staff development training week, Chester, Pennsylvania.

Schonour, S.J., & **Anderson, A.** (2003, August). Using “Read Naturally” fluency program. Fairfax County Public School in-service training, Fairfax, Virginia.

Anderson, A., & Hoepfner, J. (1997, November). The use of “Fast Forward” training in a primary classroom: Pilot data. Cove Conference at the University of Illinois, Chicago.

Halstead, S., & **Anderson, A.** (1993, October). Museum prototypes for experiential museum-based activities. Presentation at the Chicago Children’s Museum, Chicago, Illinois.

Anderson, A. (1991, May). Senior project exhibition of honors thesis. Case Library, Colgate University, Hamilton, New York.

Anderson, A., & Wolk, L. (1990, October). Evolution or revolution: Paintings and mixed media prints. The Creative Arts Gallery, Hamilton, New York.

Other publications:

Anderson, A. (2007). *Field Based Performance Assessment (FBPA)*. Quantitative/qualitative instrument for undergraduate and graduate special education program evaluation, Widener University, Chester, PA.

Anderson, A. (2001). *Training in team collaboration*. Prince Georges County Department of Early Childhood Special Education, University of Maryland, College Park.

Anderson, A. (1991). Technology in art (cover artist and abstract). *J.C.T.: Journal of Education and Communication*. University of Wisconsin: Madison, WI.

Anderson, A. (1991). Abstract ARS.III.3E. *Fifth Annual Conference on Undergraduate Research*. California Institute of Technology, Pasadena, CA.

Refereed papers in progress:

Anderson, A., Lee, B., & Brown, M. (accepted, in progress). Promoting literacy and language-learning in special education through drama based pedagogies. Proposal submitted to the *2016 VSA Call for Abstracts Examining the Intersection of Arts and Special Education*, Washington, DC: Kennedy Center.

Berry, K., **Anderson, A.**, & Frey, J. (accepted, in progress). The use of tableau to increase the on-task behavior of students with language-based learning disabilities in inclusive language arts settings. Proposal submitted to the *2016 VSA Call for Abstracts Examining the Intersection of Arts and Special Education*, Washington, DC: Kennedy Center.

Anderson, A., & Berry, K. (in progress). Arts integration and special education. In J. Crockett & S. Malley (Eds.), *Handbook of Arts Education and Special Education*. New York: Routledge.

Anderson, A., & Berry, K. (in progress). Tableau’s influence on the oral language skills of students with language-based learning disabilities.

Anderson, A., Crockett, J., & Berry, K. (in progress). Building bridges among arts in special education policy, research, and practice.

Anderson, A., & Loughlin, S.M. (under revision). The influence of drama on student and teacher linguistic specificity and dialogic discourse in an inclusive urban third grade language arts classroom. *Journal of Education for Students Placed At Risk*.

SPONSORED RESEARCH

Contracts and grants received:

External

- 2015 Office of the State Superintendent of Education (OSSE), American University's Institute for Innovation in Education, Principal Investigator, "2016 Master Teacher Cadre Institute for Secondary Special Education Teachers", \$142,861, December, 2015.
- 2010 Sub-contract from U.S. Department of Education/WVSA School for the Arts in Learning, Principal Investigator, "Professional development for arts educators", \$190,000.00, May.

Internal

- 2011 Faculty Research Support Grant, American University, Principal Investigator, "Exploring the relationship between stress sensitivity, phonemic processing, and reading skill in children with and without dyslexia", \$9,900.00, February 17.
- 2011 Mellon Grant, American University, Principal Investigator, "Stress sensitivity and reading", \$1500.00, January 10.
- 2010 Bridges to Collaboration Grant, College of Arts and Sciences, American University, Principal Investigator, "Using creative drama to foster literacy skill development", \$3,500.00, June 12.
- 2008 Provost's Grant Award, Widener University, Principal Investigator, "Comparative analysis of Chinese tone processing in detecting children with English reading difficulties", \$1368.00, May.
- 2008 Widener University Faculty Development Grant Options Award, Principal Investigator, "Response-to-intervention math project", \$2500.00, May.
- 2007 Widener University School of Human Service Professions Faculty Development Award, Principal Investigator, "Response-to-intervention math project", \$1500.00, May.
- 2007 Provost's Grant Award, Widener University, Principal Investigator, "The utility of Chinese tone processing in detecting children with English reading difficulties", \$1346.00, May.

Proposals submitted:

External

- 2012 Institute of Educational Sciences Special Education Research Program, Principal Investigator, "Stress sensitivity, phonemic processing and English reading skill in children with dyslexia", \$1,078,722 September 20, not funded, scored 2.4.
- 2011 Institute of Educational Sciences Special Education Research Program, Principal Investigator, "Chinese stress, English stress, English phonemic processing and non-linguistic rhythm and English reading skill in children with dyslexia", \$955,151, September 22, not funded, scored 2.6.
- 2010 Institute of Educational Sciences Special Education Research Program, Principal Investigator, "Exploring relationships among Chinese stress, English stress, English phonemic processing and non-linguistic rhythm and English reading skill in children with dyslexia and typical reading skill", \$781,000, September 16, not funded.
- 2010 District of Columbia Commission for the Arts and Humanities Arts Education Program, Principal Investigator, "Drama as a mediator of literacy skill", \$39,000, July, not funded.

Internal

- 2013 Mellon Grant, American University, Principal Investigator, "Exploring the contribution of context to language learning in students with LD", \$3,992.00, March 19, not funded.

2012 Faculty Research Support Grant, American University, Principal Investigator, “Investigating classroom drama’s relation to students’ verbal skills: Cases of contextualized language-learning through naturalistic language sampling”, \$9,996.00, November 29, not funded.

Other sponsored research:

2004-2006 Graduate Research Assistantship, Department of Human Development, University of Maryland, College Park, \$15,000 per year.
2001-2005 Doctoral Traineeship in early childhood special education, University of Maryland, College Park, \$14,000 per year.
2002 Educator Grant, National Association for Arts in Education, Reston, VA, \$1,000, July.
1998-2001 Graduate Research Assistantship, Department of Special Education, University of Maryland, College Park, \$13,000 per year.
1993 Graduate Grant in Art Therapy, School of the Art Institute of Chicago, IL, \$5,000, June.

EDITORIAL ACTIVITIES

2009-present Reviewer, *Journal of Research in Reading*
2015-present Reviewer, *Journal of Speech, Language, and Hearing Research*
2013-2015 Reviewer, *Review of Educational Research*
2013-2014 Reviewer, *American Educational Research Journal*
2010-2014 Reviewer, *American Educational Research Association*
2011-2014 Reviewer, *Urban Education*
2011-2014 Reviewer, *Contemporary Educational Psychology*
2011-2014 Reviewer, *Developmental Psychology*
2012-2013 Reviewer, *Dyslexia*
2011-2012 Reviewer, *Teaching Children Mathematics*
2008-2009 Reviewer, *Language, Speech, and Hearing Services in Schools*
2009 Editorial citation, in J. Byrnes and B. Wasik, *Language and literacy development: What educators need to know*. Guilford Press: New York
2008 Editorial citation, in B. Otto, *Literacy development in early childhood: Reflective teaching for birth to age eight*. Pearson Education: Upper Saddle River, NJ
1988-1991 Editor-in-chief, *Colgate Portfolio*, Colgate University, Hamilton, NY.

CONSULTANT ACTIVITIES

2015-present Reviewer, *VSA Intersections Conference*, Kennedy Center, Washington, DC
2011-2014 Georgetown Hill Early School, Potomac, MD
2009-2010 Math Learning Circles Program, School for the Arts in Learning, Washington, DC
2008-2009 Inclusion trainer, Miss Annette’s Creative Preschool, Broomall, PA
2006-2009 Instructional Resource Team member, Widener Partnership Charter School, Chester, PA
2005-2006 Inclusion trainer, Bindeman Preschool Program, Potomac, MD
2003-2004 Early intervention trainer, VSArts, Washington, DC
2000-2004 Program advisor, *Learning in the Arts and Sciences*, Bethesda, MD
1995-1998 Transition coordinator, Evanston Public School District, Evanston, IL

TEACHING RESPONSIBILITIES

Supervision of theses and dissertations:

Dissertation committee member (chair, Dr. M. Freund; student: Katherine A. Berry), January 2013-May 2015
Dissertation committee member (chair, Dr. M. Strong; student: Irene Van Riper), January 2008- December 2009
Dissertation committee chair (student: Daniel McKee), Widener University, May 2007- May 2009
Dissertation committee member (chair, Dr. M. Ledoux; student: Ann Corwell), January 2007- May 2009
Dissertation committee member (chair, Dr. P. Lawler; student: Dawn Francis), April 2008- December 2009

Dissertation committee member (chair, Dr. N. Wang; student: Nancy Silvious), March 2008- May 2009
Dissertation committee member (chair, Dr. M. Ledoux; student: Ann Corwell), January 2007- May 2009
Dissertation committee chair (student: Joan Sambucci), Widener University, January-September 2008

Independent studies:

Arts Integration and Special Education (Christina Bosch, Robyne Davis, Patrick Shaw, Kristin Nagy, Fall 2011)
International Special Education, EDU 792 (Rebecca Berman, Spring/Fall 2011)
Special Education Law Internship, EDU 646 (Elizabeth Demaree, Spring 2011)
Developmental/Physical Disabilities ED 326, 60 hr. supervision (Lisa Lowery, Tim Fuhr, Laurie Carr, Fall 2007)
Developmental/Physical Disabilities ED 499, 30 hr. supervision (Patricia Hockham, Fall 2007)
Developmental/Physical Disabilities, ED 662, 30 hr. supervision (Lauren Madison, Summer 2007)
Collaboration and Inclusion in Special Education, ED 329 (Samantha Olimpi, Eileen Cahill, Spring 2007)
Developmental/Physical Disabilities ED 326, 60 hr. supervision (Stephanie Sigda, Fall 2006)
Instructional Design in Special Education: ED 328 (Joseph Schrader, Eileen Cahill, Samantha Olimpi, Fall 2006)
Practicum supervision (4 students/30 hrs), early childhood special education, August 2000-2003

CURRICULUM DEVELOPMENT

Program revision at American University:

Alignment of program courses with professional standards for the Master of Arts in Special Education: Learning Disabilities (MA: SELD), 2009-present
Expansion of MA: SELD internship to include work in inclusive urban school settings, 2009-present
Addition of field component to Special Education courses (EDU 545, 541), Spring/Fall 2010-present

New course development at American University:

Language Development and Disorders: A cooperative internship with Speech and Hearing Services at the Lab School of Washington, DC, Summer 2014
Interdisciplinary graduate course, School of Education, Teaching and Health, and Department of Performing Arts, "Using creative drama to foster literacy skill development", Spring 2011
Yearlong internship seminar for MA: SELD candidates, 2010-2011

Program revision at Widener University:

Baccalaureate special education program development to meet Pennsylvania Department of Education (PDE) guidelines (developed 12 new courses, authored PDE report, achieved PDE recognition for Widener baccalaureate special education program as a 'model' for other institutions), 2008-2009
NCATE coordinator for the baccalaureate special education program. Report submitted to the Council for Exceptional Children (CEC) for National Council for the Accreditation of Teacher Education (NCATE) accreditation, 2006-2009 (program recognized by CEC, Fall 2008)

New course development at Widener University:

- Evidenced Based Instruction in Educating Students Identified with a High Incidence Disability
- Evidence Based Effective Instruction in Educating Students Identified with a Low Incidence Disability
- Evidence Based Instruction in Educating Students with Behavioral Disabilities (Social/Emotional)
- Students with Developmental Disorders: Instructional & Assessment Practices
- Technology: Instructional, Assistive, Universal Design to Support Reading, Mathematics and Writing
- Special Education Processes (Pre K-4): Screening, Assessment, IEP Development & Evaluation
- Special Education Processes (Grades 5-12): Screening, Assessment, IEP Development & Evaluation
- Effective Instructional Practices/Delivery Methods for All Levels of Special Education Support (PK-8)
- Intensive Reading, Writing, and Mathematics Intervention Approaches
- Subject Area Content Access for Students with Learning Disabilities
- Collaboration and Inclusion
- Language Development in Early Childhood Education
- Introduction to special education with service-learning component

DEPARTMENTAL, COLLEGE AND UNIVERSITY SERVICE ACTIVITIES

2016-present	Member, Move Committee, SOE, American University
2013-present	Member, Rank and Tenure Committee, SOE, American University
2011-2015	Coordinator, Greenberg One Seminar Series, American University
2011-2012	Member, LD Faculty Search Committee, American University
2010-2011	Co-Chair, LD Faculty Search Committee, American University
2010-present	Evaluator of teacher candidate electronic portfolios, SETH, American University
2010-present	Evaluator of MA: SELD comprehensive examinations, SETH, American University
2009-present	Orientation representative, MA: SELD program, SETH, American University
2009-present	Advising, MA: SELD program, SETH, American University
2009-present	Candidate review, MA: SELD program, SETH, American University
2008-2009	Co-chair, Widener University Special Education Advisory Board, Chester, PA
2006-2009	Faculty Moderator, Student Interdisciplinary Day, Widener University, Chester, PA
2006-2009	NCATE coordinator for the baccalaureate special education program, Widener University
2007-2008	Coordinator, Delaware County Intermediate Unit (DCIU) Options Program/Widener University special education internship, Morton, PA
2007-2008	Faculty Secretary, Center for Education, Widener University, Chester, PA
2006-2007	Special education open house representative, Widener University, Chester, PA

MEMBERSHIPS AND PROFESSIONAL ACTIVITIES

Professional associations:

1998-present	Council for Exceptional Children (CEC)
1998-present	CEC Divisions: Arts, Early Childhood, Learning Disabilities
1998-present	American Educational Research Association
2004-2013	Society for the Scientific Study of Reading

Memberships:

2013-present	Division for Arts (DARTs), Council for Exceptional Children, co-Founder
2009-2012	Council for Exceptional Children DC Unit, Executive Officer
2008-2009	Pennsylvania Higher Education Consortium, Harrisburg, PA
2008-2009	Promotion and Tenure Committee, Widener University, Chester, PA
2008-2009	Academic Affairs Committee, Widener University, Chester, PA
2007-2009	Curriculum Committee, Widener Partnership Charter School, Chester, PA
2007-2009	Kappa Delta Pi, Education Honors Society, Widener University, Chester, PA
2006-2009	Certification Committee, Center for Education, Widener University, Chester, PA
2006-2009	Delaware County Reading Council, Media, PA
2006-2009	Teacher Education Council, Center for Education, Widener University, Chester, PA
1999-2003	Admissions and Strategic Planning Committee, McLean School, Potomac, MD
2002	Accreditation team and subcommittee chair, National Association for Independent Schools, MD
1996-1998	Admissions Committee, Cove School Primary Program, Northbrook, IL

COMMUNITY AND CIVIC ACTIVITIES

2015-present	Coach and inclusion coordinator, Montgomery Soccer (MSI), Derwood, MD
2015-present	Consultant, Arcos Iris Somos Spanish Immersion Pre-School, Chevy Chase, MD
2014-present	Classroom Assistant, St. Raphael Special Needs Religious Education Program, Rockville, MD
2013-2015	Inclusion consultant, YMCA camp and sports programs, Bethesda, MD
2012-2013	John F. Kennedy Center's National Forum of Thought Leaders, Arts and Special Education, DC
2011-2014	Inclusion consultant, Georgetown Hill Early School, Potomac, MD
2006-2009	Adult literacy tutor and family literacy coach, Delaware County Literacy Council, Chester, PA
2002-2006	Facilitator, women's advocacy group, Holy Cross Hospital, Silver Spring, MD
1997-2000	Mentor-athlete, Leukemia Society of America, Chicago, IL
1996-1998	Cooperating special educator, National Louis University and DePaul University, Chicago, IL
1996-1997	Community sponsor, New Trier High School student service project, Wilmette, IL
1993-1994	Education department intern, Chicago Children's Museum, IL
1987	Teacher assistant, Saint Albans Day Care Center, Washington, DC
1985	Teacher assistant, Sidwell Friends School, Washington, DC