VITA

March, 2024

**STEVE GRAHAM**

Regents Professor

Mary Emily Warner Professor

Division of Educational Leadership and Innovation

Mary Lou Fulton Teachers College

Arizona State University

**ACADEMIC BACKGROUND**

**Degrees:**

Ed.D. Special Education, University of Kansas, Lawrence, KS, 1978

M.S. Learning Disabilities, Valdosta State College, Valdosta, GA, 1975

B.S. Secondary Education, Valdosta State College, Valdosta, GA, 1972

**Honors and Citations:**

2024 Selected as Outstanding Reviewer for *Reviewer of Educational Research* during 2023 (honored at 2024 American Educational Research Association Conference)

2023 Volume 6 (#3), 2023 *Times Magazine* published by the Studying and Self-Regulation Special Interest Group of the American Educational Research Association devoted to Steve Graham and his collaborative work

2023 Barry J. Zimmerman Awardfor Outstanding Contributions to the fields of studying and self-regulated learning research from the Studying and Self-Regulated Learning SIG of the American Educational Research Association

2023 Symposium (The hitchhiker’s guide to writing research: A symposium honoring Steve Graham) presented at the Writing Research Across Borders 2023 Conference, Trondheim, Norway

2023 Division for Research, International Council for Exceptional Children, for the Early Career Publication Award for article by Ray, A. B.,& Graham, S. (2021). A college entrance essay exam intervention for students with high-incidence disabilities and struggling writers. *Learning Disability Quarterly, 44*(4), 275 - 287*.* [https://doi.org/10.1177/0731948720917761](https://urldefense.com/v3/__https:/doi.org/10.1177/0731948720917761__;!!IKRxdwAv5BmarQ!MKZg-qwZwRJihoUtIXcKjwCAMBgvPtMTrJq0FJjcU-C7Mnno7k4xSEgCl9gZVBnqUg$)

2023 Ranked Number 20 worldwide in the field of Education for career contributions in "Updated science-wide author databases of standardized citation indicators (from Stanford University)" Elsevier Data Repository https://elsevier.digitalcommonsdata.com/datasets/btchxktzyw/6

2022 John Nisbet Fellowship from the British Educational Research Association

(BERA’s highest honor for research)

2022 Seventh most productive scholar in journals in educational psychology from 2015 to 2021 (study published in *Educational Psychology Review*, Fong et al., 2022).

2022 Interviewed as contemporary pioneer in human learning and development in H.

Bembenutty. *Contemporary Pioneers in human learning and development: Teaching, research, and applications.* IAP

2021 William S. Gray Citation of Merit Recipient from the International Literacy Association

2020 Appointed as Regents Professor, Arizona State University

2020 Jeannette Fleischner Career Leadership Award from the International Council for Exceptional Children -Division for Learning Disabilities

2020 Identified as the lead researcher examining writing skills based on an analysis of articles published in journals in Thomson Reuters Web of Science in article by Karagöz and ve Şeref (2020), *Journal of Mother Tongue Education,* 8(1), 67-86.

2019 Edward L. Thorndike Award from Division 15, American Psychological Association

2018 Sylvia Scribner Award from Division C, American Educational Research Association

2018 Reading Hall of Fame

2017 Finalist Outstanding Faculty Mentor Award, Graduate School, Arizona State University

2016 AERA Division K Award for Exemplary Research in Teaching and Teacher Education for Harris, K.R., Graham, S., & Atkins, M. (2015). Practice-based professional development and Self-Regulated Strategy Development for Tier 2, at-risk writers in second grade. *Contemporary Educational Psychology,* *40,* 5-16*.*

2016 CEC Division for Research Student Research Award in the qualitative design method category for paper by McKeown, D., Brindle, M., Harris, K.R., Sandmel, K., Steinbrecher, T., Graham, S., Lane, K., & Oakes, W. (2016). *Teachers’ voices: Understanding effective practice-based professional development for elementary teachers on SRSD in writing*.

2016 Division 15 of the American Psychological Association Student Poster Award for study by Houston, J., Ray, A., Barkel, A., Aitken, A., Kavanaugh, C., Harris, K., & Graham, S. (2016). *SRSD for writing persuasively from text: An RCT.*

2015 Outstanding Research with Sustained Impact, Award from the Mary Lou Fulton

Teachers College, Arizona State University

2015 Division 15 Fellow (Educational Psychology), American Psychological Association

2015 Recipient (along with Karen Harris) the Kauffman-Hallahan Distinguished Researcher Award from the Division of Research, International Council for Exceptional Children

2014 Article by Kiuhara, O’Neil, Hawken, & Graham, S. (2012) In *Exceptional Children*  (78) won the 2014 Early Career Award for Research Article from the Division of Research of the Council for Exceptional Children

2012 American Educational Research Association Fellow

2012 Recipient of the J. Lee Wiederholt Distinguished Lecturer Award for outstanding professional in the field of learning disabilities from the Council for Learning Disabilities.

2010 Third most productive scholar in journals in educational psychology from 2003 to 2008 (study published in *Contemporary Educational Psychology*, Vol. 35, pp. 11-16).

2010 Recognition from Council for Exceptional Children for exemplary service as editor of *Exceptional Children* (inside cover volume 76, number 4, *Exceptional Children*)

2006 Distinguished Alumni Award at Valdosta State University on their 100th anniversary

2005 Recipient (along with Karen Harris) for the Career Award for Research from the International Council for Exceptional Children

2004 Third most productive scholar in journals in educational psychology from 1991 to 2002, and second most productive scholar from 1997 to 2002 (study published in *Contemporary Educational Psychology*, Vol. 29, pp. 333‑343).

2003 Samuel A. Kirk Award from the Division of Learning Disabilities for best review/theoretical paper in *Learning Disabilities Research and Practice* (Prevention and intervention of writing difficulties for students with learning disabilities, Vol. 16, 2001, , pp. 74‑84)

2002 Third most productive scholar in journals in educational psychology from 1997‑2001 (study published in *Contemporary Educational Psychology*, Vol.28, No.3)

2001 Distinguished Researcher Award from the Special Education Special Interest Group of the American Educational Research Association

2001 Elected as a Fellow of the International Academy for Research in Learning Disabilities

1999‑2000 Distinguished Scholar‑Teacher Award, University of Maryland

1998 Recipient of the Don Johnston Literacy Lectureship Award for career contributions to literacy

1986‑1987 Center for Educational Research and Development Research Associate Award, University of Maryland

1977 Honors Recognition for Doctoral Comprehensives, University of Kansas

**PROFESSIONAL WORK EXPERIENCE**

2019-2023 Co-director of the WRITE Center at University og California-Irvine funded by the Institute of Educational Sciences

2012 - Warner Professor in the Division of Educational Leadership and Innovation, Fulton Teachers College, Arizona State University

2013 - Professorial Fellow (Research only) within the Faculty of Education, Australian

Catholic University, located at the McAuley at Banyo campus, Brisbane.

2019 - Visiting Professor in the Education and Society Ph.D. program at the University Of Andres Bello in Chile

2018 (June) Visiting Professor, University of Regensburgh, Germany

2017-2018 Faculty Affiliate, Speech & Hearing Sciences, Arizona State University

2012 - 2015 Affiliate of the Learning Science Institute, Arizona State University

2005 - 2012 Professor and Currey Ingram Chair, Department of Special Education, Vanderbilt University

2006 - 2010 Faculty Affiliate, Interdisciplinary Program in Educational Psychology

2005 ‑ 2010 Learning Science Institute Investigator, Vanderbilt University

2005 ‑ 2012 Member, Vanderbilt Kennedy Center for Research on Human Development

1992 ‑ 2004 Professor, Department of Special Education, University of Maryland, College Park, MD. Regular Member of the Graduate Faculty, (1985‑present), University of Maryland, College Park, MD

1999‑2005 Affiliate Faculty Member, Department of Human Development, Educational Psychology Specialization

1987‑1992 Associate Professor, Department of Special Education, University of Maryland, College Park, MD

1982‑1987 Assistant Professor, Department of Special Education, University of Maryland, College Park, MD

1980‑1982 Assistant Professor, Department of Education; Educational Diagnostician - Purdue Achievement Center, Purdue University, West Lafayette, IN

1981 Coordinator and Instructor, Purdue University and State Department of Education, Televised Course on Learning Disabilities, Indianapolis, IN

1978‑1980 Assistant Professor, Department of Rehabilitation and Special Education; Educational Diagnostician ‑ Auburn University Diagnostic and Evaluation Clinic, Auburn University, AL

1979‑1980 Instructor, Project Free Bird, Department of Youth Services, Montgomery, AL

1975‑1978 Program Assistant, Department of Special Education; Team Member, Interdisciplinary Evaluation Team - Childrens Rehabilitation Unit/University Affiliated, University of Kansas Medical Center, Kansas City, KS

1974‑1975 Teacher, Non‑Categorical Resource Room, Valdosta City Schools, Valdosta, GA

1973‑1974 Graduate Assistant, Department of Special Education, Valdosta State College, Valdosta, GA

**PUBLICATIONS**

**Books:**

Harris, K. R., Graham, S., Mason, L., & Friedlander, B. (2008). *Powerful writing strategies for all students.* Baltimore, MD: Brookes.

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

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

Harris, K. & Graham, S. (l992). *Helping young writers master the craft: Strategy instruction and self‑regulation in the writing process.* Cambridge: Brookline Books.

**Books (Edited):**

MacArthur, C., Graham, S., & Fitzgerald, J. (in preparation). *Handbook of Writing Research* (3rd

Ed). Guilford, NY.

Graham, S., Olson, C., & Baker, T. (in preparation). *What works in writing instruction?*

*Evidence-based practices across the disciplines.* Guilford.

Graham, S., Skar, G., & Troia, G. (in press). T *The study of the motivational beliefs of writers*

*and teachers.* EBook Fronriers in Paychology.

De Smedt, F., Bouwer, R., Limpo, T., & Graham, S. (2023). *Methodological issues in*

*high quality intervention research in writing* (Studies in Writing Series).Brill Editions.

Phiippokos, Z., & Graham, S. (2023). *Writing and Reading Connections: Bridging Research and Practice*. NY: Guilford.

Graham, S., MacArthur, C., & Fitzgerald, J. (2019). *Best practices in writing instruction* (Third Edition)*.* NY: Guilford.

Bazerman, C.,Berninger, V., Brandt, D., Graham, S., Langer, J., Murphy, S. Matsuda, P., .

Rowe, D., & Schleppegrell, M, (2018), *The lifespan development of writing*. Urbana, IL: National Council of English.

MacArthur, C., Graham, S., & Fitzgerald, J. (2016). *Handbook of research on writing* (2nd Edition)*.* NY: Guilford.

Graham, S., Horn, E., & Nelson, R. (2015). *Teaching students with special needs.* Denver: Lobe Pub.

Graham, S., MacArthur, C., & Fitzgerald, J. (2013). *Best practices in writing instruction* (Second Edition)*.* NY: Guilford.

Swanson, L., Harris, K. R., & Graham, S. (2013). *Handbook of learning disabilities* (Second Edition)*.* NY: Guilford.

Harris, K.R., Graham, S., & Urdan, T. (2012). *APA Educational Psychology Handbook: Theories, Constructs, and Critical Issues* (Volume 1). Washington, D.C.: American Psychological Association.

Harris, K.R., Graham, S., & Urdan, T. (2012). *APA Educational Psychology Handbook: Individual Differences, Cultural, and Contextual Factors in Educational Psychology* (Volume 2). Washington, D.C.: American Psychological Association.

Harris, K.R., Graham, S., & Urdan, T. (2012). *APA Educational Psychology Handbook: Application to Learning and Teaching* (Volume 3). Washington, D.C.: American Psychological Association.

Graham, S., MacArthur, C., & Fitzgerald, J. (2007). *Best practices in writing instruction* (First Edition)*.* NY: Guilford.

MacArthur, C., Graham, S., & Fitzgerald, J. (2006). *Handbook of research on writing.* NY: Guilford.

Swanson, L., Harris, K. R., & Graham, S. (2003). *Handbook of learning disabilities* (First Edition)*.* NY: Guilford.

‑Included in Choice’s Magazine 40th Annual Outstanding Academic Title (January, 2004 issue)

‑Alternate selection of the Library of Speech‑Language Pathology Club

Graham, S., & Harris, K. (Eds.). (1999). *Advances in teaching and learning: Teacher’s working together* (Vol. 4). Cambridge, MA: Brookline Books.

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

Harris, K., Graham, S., & Deshler, D. (Eds.). (l998). *Advances in teaching and learning: Teaching every child everyday - Learning in diverse schools and classrooms* (Vol. 2). Cambridge: Brookline.

**White Papers and Reports of National Significance**

Philappakos, Z., & Graham, S. (2020). *Want better readers and writers? Teach writing*.

Research Alert. Newark, DE: International Literacy Association.

Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J.,

Olson, C.B., & Smither Wulsin, C. (2016). *Teaching secondary students to write effectively* (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.

Graham, S. and others. (2013). *Get it in writing: Making adolescent writing an immediate priority*

*in Texas*. Atlanta, GA: Southern Regional Educational Board.

http://publications.sreb.org/2013/GetItInWriting\_TX\_Final.pdf

Graham, S. (2013). *It all starts here: Fixing our national writing crises from the foundation.*

Columbus, OH: Saperstein Associates. http://click2start.org/It\_All\_Starts\_Here\_Graham.pdf

Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D.,

Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sci­ences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Contributor to National Research Council. (2012). *Improving Adult Literacy Instruction:*

*Options for Practice and Research*. Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy, Alan M. Lesgold and Melissa Welch-Ross, Editors. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Graham, S., Harris, K.R., & Hebert, M. (2011). *Informing Writing: The benefits of formative assessment*. Alliance for Excellence in Education. Washington, D.C. (Commissioned by the Carnegie Corp. of New York)

Gentry, R., & Graham, S. (2010). *Creating better readers and writers: The importance of direct,*

*systematic spelling and handwriting instruction in improving academic performance*. http://www.sapersteinassociates.com/downloads/Color%20copy%20National\_Whitepaper.pdf

Reprinted in part in Zaner-Bloser. (2011). *Spelling research: A guide to curriculum planning.* Columbus, OH: Zaner-Bloser Inc.

Graham, S., & Hebert, M. (2010). *Writing to Reading: Evidence for how writing can improve reading*. Alliance for Excellence in Education. Washington, D.C. (Commissioned by the Carnegie Corp. of New York)

Reprinted in part in Zaner-Bloser. (2011). *Spelling research: A guide to curriculum planning.* Columbus, OH: Zaner-Bloser Inc.

Graham, S., & Perin, D. (2007). *Writing Next: Effective strategies to improve writing of adolescent middle and high school*. Alliance for Excellence in Education. Washington, D.C. (Commissioned by the Carnegie Corp. of New York)

Adams, K., Gioia, B., Graham, S., Konopak, B., Koppenhaver, D., Morrow, L., Pearson, D., Petty, P., Pritchard, R., Salas, M., & Young, E. (2002). *Research-Based Literacy Instruction: Implications for Teacher Education*. Washington, D.C.: American Association of Colleges for Teacher Education.

**Articles in Popular Press Publications:**

Graham, S. (2018, March). Good writing is taught and caught. *Mrs. Wordsmith Magazine.*

[*https://magazine.mrswordsmith.com/good-writing-is-taught-and-caught-how-to-encourage-developing-writers/*](https://magazine.mrswordsmith.com/good-writing-is-taught-and-caught-how-to-encourage-developing-writers/)

Graham, S. (2008). Handwriting. *Time for Kids*, January 11, 6.

**Series Edited:**

Harris, K., & Graham, S. (2003‑present). (Series Editors). *What works for special needs’ learners.* NY: Guilford.

Graham, S., Harris, K., & Pressley, M. (l995‑2003). (Series Editors). *Advances in teaching and learning.* Cambridge: Brookline Books.

**Special Issues of Journals Edited:**

Busse, V., Van Keer, H., & Graham, S. (in preparation). Literacy and feedback. *Learning &*

*Instruction.*

Graham, S., Skar, G., & Camping, A. (in press). Research examining the practice of

teaching writing. *Reading & Writing: An Interdisciplinary Journal*

Graham, S., Skar, G., & Troia, G. (2023). Students and teachers writing motivational

beliefs. *Frontiers in Psychology.* [*https://www.frontiersin.org/research-*](https://www.frontiersin.org/research-)*topics/43896/student-and-teacher-writing-motivational-beliefs*

Skar, G., Graham, S., & Rijlaarsdam, G. (2022). Formative writing assessment for

change. *Assessment in Education:* Principles, Policy & Practice*, 29*(2)*.*

Graham, S., & Rui, A. (2021). Teaching writing to elementary grade students. *Reading &*

*Writing: An Interdisciplinary Journal, 34* (7)*.*

Ferretti, R., & Graham, S. (2019). Persuasive writing. *Reading & Writing: An*

*Interdisciplinary Journal, 32.*

Graham, S. (2018). Conceptualizing writing: Implications for development and future

research. *Educational Psychologist, 53* (4)*.*

Ng, C., & Graham, S. (2018). Literacy and engagement. *Journal of Research in*

*Reading, 41,* (4)*.*

Graham, S., & Rijalsardamm, G. (2016). Writing instruction across the world. *Reading*

*& Writing, 29* (5)*.*

Graham, S., & Hall, T. (2016). Writing and Writing Difficulties from Primary Grades to

College. *Learning Disability Quarterly, 39,* 1 & 2*.*

Graham, S., & Harris, K.R. (2015). Writing and Common Core. *Elementary School*

*Journal, 125,* (4)*.*

Graham, S., Wilcox, K., & Early, J. (2014). Writing Instruction in the Secondary

Schools. *Reading & Writing: An Interdisciplinary Journal, 27.*

Graham, S., Gillespie, A., & McKeown, D. (2013). Understanding writing development

and instruction. *Reading and Writing: An Interdisciplinary Journal, 26* (1).

Graham, S. (2012). Writing assessment and instruction. *Exceptionality, 20* (4)*,* pp. 197-265.

Graham, S., & Harris, K.R. (2008). Michael Pressley’s contributions to educational psychology: Impact and future directions. *Educational Psychologist, 43,* (2).

Graham, S. (2008). Research on writing development, practice, instruction, and development. *Reading and Writing: An Interdisciplinary Journal, 21,* Numbers 1 and 2.

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

Troia, G., & Graham, S. (2004). Exceptional students and writing: Prevention, practice, intervention, and assessment. *Exceptionality*, *12.*

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

Graham, S. (2000). Written language disabilities and strategies. *Topics in Language Disorders*, *20*(4).

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

Graham, S. (1999). The role of text production skills in writing development. *Learning Disability Quarterly,* *22* (#2, #3).

Harris, K.R., & Graham, S. (l996). Constructivism and students with special needs: Implications for the classroom. *Learning Disabilities Research and Practice, 11* (3).

Graham, S., Harris, K.R., & MacArthur, C. (1995). Research on writing and literacy instruction. *Learning Disability Quarterly, 18* (4).

Harris, K.R., & Graham, S. (l994). Implications of constructivism for students with disabilities and students at risk: Issues and directions. *Journal of Special Education, 28* (3).

Graham, S., & MacArthur, C. (1991). Research and practice in writing. *Learning Disabilities Research and Practice, 6* (4).

Graham, S., & Harris, K. (1988). Research and instruction in written language. *Exceptional Children, 54,* 492‑567.

Graham, S. (1982). Assessment of written language. *Diagnostique, 8,* (1).

**Commercial Programs:**

Senior Author (2015). *Read 180.* Scholastic, NY, NY.

Senior Author. (2016). *Open Court Reading.* McGraw-Hill: Columbus.

Senior Author. (2008). *Imagine It!* (basal reading program). McGraw-Hill: Columbus,

Ohio.

Senior Author (2008). *Kaliedescope*. McGraw-Hill: Columbus, Ohio.

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

Graham, S., & Harris, K.R., & Pressley, M. (Senior Authors). (2006). *Summer Reading Adventures*. McGraw Hill: Columbus, Ohio.

Harris, K.R., Graham, S., Zutell, J., & Gentry, R. (Senior Authors). (1994). *Spell It‑Write* (A spelling curriculum, grades l‑8). Columbus, Ohio: Zaner‑Bloser.

Harris, K.R., Graham, S., Zutell, J., & Gentry, R. (Senior Authors). (1998). *Spell It‑Write* (2nd Edition). Columbus, OH: Zaner‑Bloser.

**Chapters in Edited Books:**

Graham, S. (in press). What do meta-analyses tell us about the teaching of writing? In C.

MacArthur, S. Graham, & J. Fitzgerald, J. (Eds.). *Handbook of Writing Research* (3rd Ed). Guilford.

Graham, S., & Aitken, A. (in press). Writer(s)-within-community model. In C. MacArthur, S.

Graham, & J. Fitzgerald, J. (Eds.). *Handbook of Writing Research* (3rd Ed). Guilford.

Graham, S., Philappokos, Z. (in press). Reading and writing research and educational policy in

the United States. In D. Wyse, V. Baumfield, N. Mockler, & M. Reardon (Eds.), *The BERA-SAGE handbook of research-informed education practice and policy*, Routledge.

Harris, K.R., Swanson, L., & Graham, S. (in press). Forward: *Handbook of Learning*

*Disabilities, Third Edition.* In C. Okolo, N. Patton-Terry, & L. Cutting (Eds.), *Handbook of Learning Disabilities* (3rd Edition), Guilford Press.

Graham, S., & Harris, K.R. (in press). Writing and students with learning disabilities. In C.

Okolo, N. Patton-Terry, & L. Cutting (Eds.), *Handbook of Learning Disabilities* (3rd Edition), Guilford Press.

Graham, S., & Harris, K.R. (in press). Commentary: Measuring teachers’ knowledge in L1

German language arts. In p. Kirchoff (Ed.). *Assessing teachers’ professional knowledge.* Peter Lang.

De Smedt, F., Renske, B., Limpo, T., & Graham, S. (2023). Writing intervention research in

authentic classroom contexts: A brief introduction. In F. De Smedt, R. Bouwer, T. Limpo, & S. Graham (Eds), *Conceptualizing, designing, implementing, and evaluating writing interventions* (pp. 1–8)*.* Brill Editions.

Graham, S. (2023). Writing instruction and intervention research: A historical and theoretical

perspective. In F. De Smedt, R. Bouwer, T. Limpo, & S. Graham (Eds), *Conceptualizing, designing, implementing, and evaluating writing interventions* (pp. 11-34)*.* Brill Editions.

Graham, S., Huebner, A., & Skar, G. (2023). Credibly assessing writing transcription skills:

Application of generalizability theory. In Ye, Y., Inoue, T., McBride, C. (Eds.), *Routledge International Handbook of Visual-motor skills, Handwriting, and Spelling: Theory, Research, and Practice* (177-193). Routledge.

Graham, S., & Nusrat, A. (2023). Writing to promote better reading comprehension. In Z. Philappokos & S. Graham (Eds.) *Writing and Reading Connections: Bridging Research and Practice* (pp. 84-99). NY: Guilford.

Graham, S. (2023). Writer(s)-Within-Community model of writing as a lens for studying the

teaching of writing. In R. Horrowitz (Ed.), *The Routledge Handbook of International Research on Writing, Vol. II* (pp.337-350) *.* NY: Routledge.

Graham , S., (2022). Teaching Writing in the Digital Age. In T. L. Good & M. McCaslin

(Eds.), Educational Psychology Section; D. Fisher (Ed.), *Routledge Encyclopedia of Education*  (Online). Taylor & Francis: New York. https://www.taylorfrancis.com/entries/10.4324/9781138609877-REE101-1/teaching-writing-digital-age-steve-graham?context=rroe&refId=401e8112-4dcf-46ad-b94c-89932874cb30

Graham, S., & Bembenutty, H. (2022). An interview with Steve Graham. In H. Bembenutty

(Ed.), *Contemporary Pioneers in Human Learning and Development: Teaching, Research, and Applications*(Volume 3, pp. 51-70). NY: Information Age Pub.

Graham, S. (2021). Executive Control and the Writer(s)-Within-Community Model. In T.

Limpo & T. Olive (Eds.), *Executive functions and writing* (pps. 38-76)*.* Oxford, UK: Oxford Press.

Graham, S. (2021). Preface – The Writing Game. In R. Hardman, *The Writing Game: Fifty*

*Evidence-Informed Writing Skill Activities for GCSE and A Level Teachers* (pp. 11 -13)*.* John Catt Educational.

Longa, A., & Graham, S. (2021). Effective practices for teaching writing to students with

disabilities in the United States. In U. Sharma & S. Salend (Eds.), *Oxford Encyclopedia of Inclusive and Special Education* (pp. 444-457). Oxford University Press.

* Also published as Longa, A., & Graham, S. (2019). Effective practices for teaching writing to students with disabilities in the United States. In Noblit, G. (Ed.), *Oxford Research Encyclopedia – Education (*Curriculum and Pedagogy, Languages and Literacies)*.* Oxford, UK: Oxford University Press. DOI: 10.1093/acrefore/9780190264093.013.1208

Graham, S., & Harris, K.R. (2020). Writing and students with learning disabilities. A Martin,

R. Sperling, & K. Newton (Eds.). *Handbook of educational psychology and students with special needs* -509)*.* NY: Routledge.

Poch, A., Zajic, M., & Graham, S. (2020). Informing inquiry into writing across the lifespan

from perspectives on students with learning disabilities or autism spectrum disorder. In R.

Dippre & T. Phillips (Eds.), *Approaches to Lifespan Writing Research: Generating Murmurations Towards an Actionable Coherence* (pp. 195-210). Louisville, CO: WAC and University of Colorado Press.

Dostal, H., & Graham, S. (2020). The writing bridge: Investigating reading and writing

reciprocity. In S. Easterbrooks & H. Dostal (eds.), *The Oxford handbook of deaf studies in literacies.* Oxford, UK: Oxford Press. On-line publication date, July, 2020: DOI:10.1093/oxfordhb/9780197508268.013.22

Graham, S. (2020). Reading and writing connections: A commentary. In R. Alves, T. Limpo,

& M. Joshi (Eds.), *Reading-writing connections: Towards integrative literacy science* (pp. 313-317)*.* NY: Springer.

Graham, S., Bañales, G., Ahumada, S., Harris, K.R., Muñoz, P., & Alvarez, P. (2020). Writing

strategies interventions. In D. Dinsmore, L. Fryer, & M. Parkinson (Eds), *Handbook of strategies and strategic processing* (pp 141-158)*.* NY: Routledge.

# Graham, S. (2019). Writers in Community Model: 15 Recommendations for Future Research in

# Using Writing to Promote Science Learning. In V. Prain & B. Hand (Eds.), [*Theorizing the Future of Science Education Research*](https://link.springer.com/book/10.1007/978-3-030-24013-4) *Future* (pp. 43-60)*.* NY: Springer.

Graham, S., & Harris, K.R. (2019). Designing an effective writing program. In S. Graham, C.

MacArthur, & M. Hebert (Eds.), *Best practices in writing instruction* (3rd Edition, pp. 3-28). NY: Guilford.

Graham, S. (2018). Instructional Feedback in Writing. In A. Lipnevich & J. Smith (Eds.), *The*

*Cambridge Handbook of Instructional Feedback* (Cambridge Handbooks in Psychology, pp. 145-168). Cambridge: Cambridge University Press.

Graham, S. (2018). Forward: A tale of two cities. In C. Ng, B. Bartlett, & S. Elliott.

*Empowering engagement: Creating learning opportunities for students from disadvantaged backgrounds* (pp. v11-x)*.* NY: Springer.

Robinson, D., Levin, J., Vaughn, S., Fuchs, L., Graham, S., & Shraw, G. (2018). Improving

the credibility of educational intervention research. In A. O’Donnell (Ed.), *Oxford handbook of educational psychology*. Oxford University Press: Oxford, England. Online Publication Date: Aug 2018 DOI: 10.1093/oxfordhb/9780199841332.013.46

Graham, S., Rouse, A., & Harris, K.R. (2018). Scientifically supported writing practices. In A.

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Chapter 3, Self-Regulated Strategies Development in Writing: Development, Implementation, and Scaling Up*. AERA SSRL SIG Times Magazine, 8* (3), 8.

Gillespie, A., & Graham, S. (2014). *Hotsheet 5: Effective practices for written expression.* Hotsheet doe the Division of Learning Disabilities, Council for Excpetional Children.

Harris, K., & Graham, S. (1996). *Self‑regulated learning in spelling and writing: What, how, and why?* Columbus, OH: Zaner‑Bloser.

Page‑Voth, T., & Graham, S. (1993). The application of goal setting to writing. *LD Forum, 18*, 14‑17.

Graham, S., & Harris, K. (1990). Self‑instructional strategy development [Special issue]. *LD Forum*, *16*, 15‑22.

Graham, S., & Johnson, L. (1990). Research‑supported teacher activities that influence the text reading of students with learning disabilities [Special issue]. *LD Forum*, *15*, 27‑30.

Graham, S., & Stoddard, B. (1989). Teaching spelling to the learning disabled. *LD Forum*, 14.

Graham, S. (1989). Teaching writing to students with disabilities. *Focus on Special Education, 21*, 5.

Graham, S., & Harris, K. (1988). Improving writing skills with self‑instructional strategy training. *LD Forum, 13*, 20‑21.

Graham, S., & Harris, K. (1987). A summary of the National Conference on Learning Disabilities. *LD Forum, 12*, 1‑2.

**SELECTED MAGAZINES, NEWSPAPERS, NEWSLETTERS, AND WEB-OUTLETS WHERE “QUOTED” OR RESEARCH DESCRIBED**

TES Magazine (11-8-2023); National Geographic (July, 2012); Time Magazine (8-3-09; 10-20-14); Newsweek (10-12-07), Le’Monde (2008), Saturday Evening Post (March, 2008), Atlantic Monthly (October, 2012), Real Simple (6-9-09), Slate.com (4-29-11; 9-10-09; 4-29-11), Prospect Magazine (2-20-13); Millner-McCune.com (1-24-10; 12-17-09), APA Monitor on Psychology (11-2013); District Administrator Magazine (3-15-17), Parents Magazine (November, 2017; August, 2016); Prospect Magazine (2-20-13); Kiwi Magazine (February/March, 2015); The Week (10-30-14); The Morning News (08-31-11); Liberation – France (9-24-13); Times of India (8-27-08), The Japan News (8-30-14), Tages-Anzeiger (Switzerland; 7-29-13); Valor Economico – Brazil (7-18-11); Onderwijsblad (11-2-2013), New York Times (1-23-07; 1-19-05; 4-28-11; 8-21-16; 8-6-17), Wall Street Journal (11-27-2023; 10–5- 10; 10-6-07), Washington Post (4-4-13; 10-11-06), Los Angeles Times (10-9-07), USA Today (1-23-09; 7-27-14), Associated Press (11-25-12; 9-19-09; 6-29-04), Chicago Tribune (9-25-2011; 12-14-10; 04-23-2010; 10-12-06), Baltimore Sun (11-26-11; 4-3-05), Boston Globe (4-5-15; 2-6-05; 1-19-09), Reuters (3-29-12); Seattle Times (6-29-04; 5-23-10), San Francisco Chronicle (1-29-10; 2-5-07), Hechinger Report (11-16-20; 11-4-2019; 1-11-16; 10-27-2014; 9-22-14; 1-11-16); Washington Monthly (6-6-09), CBS News.com (6-29-04), Christian Science Monitor (3-11-05; 10-14-07), Arizona Daily Star (4-25-09), Arizona Daily Sun (8-4-07), Dallas Morning News (5-3-13 (blog); 1-12-06), Houston Chronicle (1-23-13; 11-13-09); Daily Nebraskan (03-23-09), Pittsburgh Post Gazette (04-13-06; 12-15-10), Pittsburgh Tribune-Review (9-11-13; 8-6-09); Education Week (06-20, 2016; 11-14-12; 2-8-12; 1-25-12; 9-21-2011; 07-12-11; 04-21-10; 09-30-09; 10-25-06; 10-20-02; 02-28-01; 09-25-2018 – two articles; 1-17-23, multiple articles), Education Week Blog (10-10-16), Minneapolis Star Tribune (4-14-07); Richmond Times Dispatch (10-29-09), The Parent Paper (June, 2010), American Educator (Summer, 2010), Atlantic Monthly Magazine Online (3-19-09); Wausau Daily Herald (11-1-10); Biloxi-Gulfport Sun Herald (9-28-10); Northwest Herald (10-6-10); Philadelphia Inquirer (06-13-11); St Petersburgh Times (12-13-2010); Arkansas Democratic Gazette (3-7-11); Atlanta Constitution (2-9-11; 9-20-09); Denver Post (3-27-11); Cincinnati Enquirer (4-24-11); Indianapolis Star (7-15-11); Fort Wayne News Sentinel (7-15-11); Vindicator – Youngstown (8-8-11); Deseret News – Salt Lake City (9-21-11); Sun Sentinel – Fort Lauderdale (11-30-11); The Journal Times – Racine, WI (11-8-11); Times Record News – Wichita Falls (10-21-11); Current Health Kids Weekly Reader (1-9-2011); Education Update (2-12); Palm Beach Post (5-23-2012); Newark Star Ledger (6-17-12); Winston Salem Journal (12-1-2012); Salt Lake Tribune (4-3-13); Arizona Republic (4-21-13; 7- 27-14; 1-16-15; 1-25-16; 3-30-2016); Providence Journal (July 14, 2013); NewJerseynewsroom.com (12-5-13); The News Leader Stauton, VA (12-08-13); Scholastic Child and Parent Magazine (11-2013); Tampa Bay Times (2-2-2014); medium.com (Joy of Typing, 6-20-14); US News & World Report (1-11-16; 10-27-14); Omaha World Tribune (5-5-15); Metro Philidelphia (6-4-15); Green Valley News (10-20-15); Teachers College Newsroom (2-12-16); Wallethub (9-26-1016); Your West Valley (10-5-16); Reboot (3-23-17); Shrevesport Times (7-15-17); Litoral press – Chile (11-12-17); Healthway (11-6-17); Businesswire (11-15-17); Digital Promise Blog (10-19-18); Asheville Citizen-Times (12-10-19); Philidelphia Inquirer (1-12-20); Fayetteville Observer; 2-21-22); BuiltIn (6-1-22)

**PROFESSIONAL PRESENTATIONS**

**Television/Radio/Web News Presentations and Interviews (started documenting in 2006)**

KJZZ, NPR Phoenix, AZ January 18, 2023

Studio 2 NPR/WHYY, Philidelphia, PA January 9, 2024

Language of Business (episode 10): The Business of Education, 12-20-22; <https://www.youtube.com/watch?v=WXX7CMzyjj0>

The Why – Newsie, Cursive handwriting, December 14, 2022

Class Dismissed, Podcast on Changing How Writing is Taught, August 6, 2019

BYU World’s Awaiting Worlds Awaiting, February 17, 2018

BYU Radio's Children & Young Adult Literacy Show, September, 2017

Blaze Radio, Vouchers, March, 2017

NPR *Here & Now*, December 12, 2016

WNPR's *Colin McEnroe Show*in Hartford, CT, July 31, 2014

PBS NewsHour, Why some schools still insist on lessons in elegant cursive, May 6, 2014

PBS NewsHour, Is cursive handwriting slowly dying out in America? April, 24, 2014

Interview, Steve Graham: Writing as a Thinking Activity – What Works Clearinghouse Website; Posted March, 2014 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17

All Things Considered NPR, March 25, 2014

KTAR News, The LIST, August, 2013

Growing Writers (part of the Young Readers Series); interviewed for “A room of Writers” segment, July 2013; http://www.readingrockets.org/shows/launching/growing\_writers/#experts

KTAR Radio, Phoenix, April 8, 2013

AP Press, Cursive Writing: An Endangered Art?, December 17, 2012; http://www.youtube.com/watch?v=P-DRNIYw5bA

American RadioWorks, November 30, 2012

Radio Free Europe, September 16, 2012

“Power of Writing” Center for Reading, Copenhagen, Denmark aired on DK4 (September, 2012)

Available [http://www.youtube.com/watch?v=MtPh5oYfJCs&feature=share&list=UUpG2OUXxLWOpDLSh9DjP48w](https://email.vanderbilt.edu/owa/redir.aspx?C=tKbbM0vNm0ajtOUxttn_3ogA9bU_Xs8Ip-JXULDfdyNAmIrGFUNESd7s0BFGcn5S6-7I0gAVeOw.&URL=http%3a%2f%2fwww.youtube.com%2fwatch%3fv%3dMtPh5oYfJCs%26feature%3dshare%26list%3dUUpG2OUXxLWOpDLSh9DjP48w)

“Why Writing Instruction Is Necessary” Education Update Online Extra, Association for Supervision and Curriculum Development,, February 12, 2012 http://www.ascd.org/Publications/Newsletters/Education-Update/eu-feb12-qr-video.aspx

All Sides with Ann Fisher, NPR Columbus, Ohio, January 17, 2012

NBC Today Show – October 18, 2011

National Public Radio – Indiana, State Impact, September 29, 2011

Shaw TV Network (Edmonton, Canada), September 9, 2011

Shaw TV Network (Calgary, Canada), September 8, 2011

CTV Noon News Category (Calgary, Canada), September 8, 2011

CH TV Morning Live (Toronto, Canada), September 7, 2011

Rogers Daytime Kitchener - TV (Toronto, Canada); September 7, 2011

Todd Veinotte, News 88.9, News Across Canada, “Writing by Hand” August,25,2011

CNN, Katia Heller, “Nation of adults who will write like children”, August 10, 2011.

Handwriting, At Issue with Ben Merens, Wisconsin Public Radio, July 27, 2011

Body, Mind, and Child; BAM Radio net.com and the Education Channel; April, 2011

CBS Sunday Morning, January 23, 2011 (replayed September 18, 2011)

CNN – Los Angeles, January 20, 2011

Handwriting, Voice of America, October, 2009

Handwriting, ABC Radio, San Francisco, July, 2009.

Handwriting, WHRV-Public Affairs Radio Program, NPR- Norfolk, VA, April, 2008.

Handwriting, LD Podcast/internet radio show, November, 2007.

Handwriting. WDEL – Wilmington, DE, November, 2007.

Handwriting. WTVN-AM - Bob Connor’s Morning Show, April, 2007.

Handwriting, Fox News, Channel 17. January, 2007.

Writing. WGAV 1340 Athens, Georgia – Newstalk. November, 2006.

Writing Next. WVEZ Louisville – Kentuckian This Week (public affairs program). October,

2006.

Decline of Cursive Handwriting. Washing Post Radio, October, 2006.

Handwriting. Wisconsin Public Radio – Ideas Network (call-in program). October, 2006.

Handwriting Decline. National Public Radio, February, 2006.

Handwriting. Fox News Television Network. February, 2006.

**National/International:**

Wang, J., Graham, S., Steiss, J., & Kim, Y.-S. (2024, July). An investigation of Dimensionality

and Validity of Domain-general and Domain-specific Writing Self-efficacy Scales. 2024 Society for the Scientific Study of Reading Annual Conference. Copenhagen, Denmark.

**Hsiang, T., Graham, S., Chunf, L., & Wang, C. (2024, April). Grades 4 to 9 Students’**

**Perceptions of Their Digital Citizenship and Practices.** Poster at the American Educational Research Association Conference, Philidelphia

Tate, T., Steiss, J. Graham, S., & Warschauer, M. (2024, April). **Can ChatGPT Provide Useful**

**Holistic Essay Scoring?** Presentation at the American Educational Research Association Conference, Philidelphia.

Steiss, J. Tate, T., Graham, S., Cruz, J., Hebert, M., Wang, J., Moon, Y., Tseng, W., &

Warschauer, M. (2024, April). Comparing the Quality of Human and ChatGPT Feedback on Student Writing. Presentation at the American Educational Research Association Conference, Philidelphia.

Kim, Y., Harris, K.R., Yim, S., Camping, A., & Graham, S. (2024, April). The Science of

Teaching Reading Part 2: Instructional Approaches that Promote Reading Development. Presentation at the American Educational Research Association Conference, Philidelphia.

Ciullo, S., Collins, A., Graham, S., & Sagarika, K. (2024, April). Exploring the Writing

Instruction of Special and General Educators Teaching Writing to Students with Disabilities. Presentation at the American Educational Research Association Conference, Philidelphia.

Graham, S. (2024, March). What Works in Secondary Writing Instruction? Best Practices from a

2023 Meta-Analysis of Writing Treatments for Students in Grades 6-12. Plenary Session at the Pathway to Academic Success Conference. Newport, CA.

Harris, K.R., Kim, Y.S., Yim, S., Camping, A., & Graham, S.  (2024, March). SRSD for Reading

to Write plus Skills Instruction: Grades 1-2,  Presentation at International Council for Exceptional Children (CEC), San Antonio, TX.

Collins, A., Ciullo, S., & Graham, S. (2024, March). Let’s Talk About Writing! Enhancing

Teacher Practice through Meta-Analysis. Concurrent Session at the International Council for Exceptional Children Conference. San Antonio, TX

Graham, S., Kim, Y., Cao, Y., Lee, W., Tate, T., Collins, T., Cho, M., Moon, Y., Chung, H.,

Olson, C. (2024, February). A meta-analysis of writing treatments for students in Grades 6 to 12. Presentation at the Pacific Coast Research Association. San Diego, CA.

Skar, G., Graham, S., Huebner, A., Kvistad, A., Johansen, M., & Aasen, A. (2024, February). A

longitudinal intervention study of the effects of increasing amount of meaningful writing across Grades 1 and 2. Presentation at the Pacific Coast Research Association. San Diego, CA.

Collins, A., Cuillo, S., Graham, S. (2024, February). A meta-analysis of writing treatments for

students in Kindergarten to Grade 5. Presentation at the Pacific Coast Research Association. San Diego, CA.

Cuillo, S., Collins, A., & Graham, S. (2024, February). An observational study of writing

instruction provided to students with disabilities by general and special education teachers. Presentation at the Pacific Coast Research Association. San Diego, CA.

Gade, K., Graham, S., Busse, V. (January, 2024). Fostering writing through a process-oriented

approach in cooperative digital settings: A quasi-experimental intervention study involving primary school children. Presentation at Literacy for a New Generation Conference. Hamburg, Germany.

Graham, S. (2024, January). Teaching writing to students with learning differences. Presentaion

online for Comprehensive Assessment for Intervention Conference.

Graham, S. (2023, November). Teaching Writing to Secondary Students: A Meta-analysis.

Reading Hall of Fame Mentoring Session at the Literacy Research Association Conference Convention. Atlanta, GA.

Graham, S. (2023, November). Five essential features of an effective writing program. Keynote

presentation at the HHCP Biennial Conference: Children’s Language, Literacy and Literature, London.

Graham and colleagues (2023, October). Evidence-based writing instruction. Meta-analysis of

teaching writing to students in Grades 6 to 12. Presentation for the WRITE Center, University of California- Irvine.

Graham, S. (2023, October). What are best practices for teaching writing to all students.

University of Munester, Germany.

Graham, S. (2023, September). Accelerating instruction to meet the needs of students: Learning

recovery in writing. Digital presentation for NJCLD.

Scherer, S., Busse, V., & Graham, S. (2023, August). How can feedback improve L1, L2, and FL

learner’s writing: A systematic review. Presentation at the European Association for

Research on Learning & Instruction Conference, Thessaloniki, Greece.

Scherer, S., Busse, V., & Graham, S. (2023, August). Association between self-efficacy and

writing performance for elementary grade Norwegian students. Presentation at the

European Association for Research on Learning & Instruction Conference, Thessaloniki,

Greece.

Scherer, S., Graham, S., & Busse, V. (2023, June). How can teachers best promote L1, L2

(multilingual), and FL learners‘ writing through feedback? A systematic review.

Evidence-based foreign langage learning conference. Zurich, Switzerland.

Graham, S. (2023, May). What does a five-star writing program look like? Webinar for the

Collaborative Classroom.

Graham, S. (2023, April). Writing is self-regulation. Presentation at **the American Educational**

**Research Association Conference, Chicago.**

Graham, S., Collins, A., & Ciullo, S. (2023, April). **Special and General Education Teachers**

**Beliefs about Writing and Writing Instruction. Round table at the American Educational**

**Research Association Conference, Chicago.**

Hsiang, T., Zhou, Z., & Graham, S. (2023, April). **Teaching Chinese Characters to First and**

**Second Graders During the First Covid-19 School Closure in China: An Observational**

**Study. Poster presentation at the American Educational Research Association**

**Conference, Chicago.**

Ciullo, S., Collins, A., & Graham, S. (2023, March). Specialized Writing Instructional Practices

for Students with Learning Disabilities. Poster presentation at International Council for

Exceptional Children, Louisville, KY.

Rijlaarsdam, G., Graham, & Jeffrey, J. (2023, March). Workshop on Publishing in journals

on writing/composing. Presentation at Writing Across the Borders Conference.

Trondheim, Norway.

McKeown, D., K. Wijekumar., Harris, K.R., Graham, S. (2023, February). Large scale writing

research - Outcomes of two large scale writing intervention studies with elementary

students. Presentation at Writing Across the Borders Conference. Trondheim, Norway.

Graham, S. (2023). Evidenced-based writing instruction. Presentation to teachers in Trondheim,

Norway. Sponsored by the Writing Center, Tronheim, Norway.

Graham, S. (2023). Presentation on working with teachers. Presented to staff of the Writing

Center, Tronheim, Norway.

Graham, S. (2023, February). Looking Ahead: Research to Promote Writing Skills: for All

Learners. Panel Discussant at Pacific Coast Research Conference. Coronado Island, CA.

Silva, M., & Graham, S. (2023, February). A Meta-Analysis: Effective reading interventions for

emergent bilingual students. Poster presentation at Pacific Coast Research Conference. Coronado Island, CA.

Collins, A., Ciullo, S., & Graham, S. (2023, February). A Comprehensive Meta-Analysis of

Writing: Interventions for Elementary Students with Disabilities. Poster presented at Pacific Coast Research Conference. Coronado Island, CA.

Graham, S. (2022, December). Highlighted Session - Assessing for Change: The potential of

formative assessment of writing in elementary school. Chair/Discussant at the Literacy

Research Association’s 72nd Annual Conference, Phoenix, AZ.

Graham, S. (2022, December). Towards Equitable Writing Instruction to Enhance the Academic

Writing Development of Multilingual Learners. Chair/Discussant at the Literacy

Research Association’s 72nd Annual Conference, Phoenix, AZ.

Graham, S., Harbaugh-Schattenkirk, G., Aitken, A., Harris, K.R., Ng, C., Ray, A., Wilson, J., &

Wdowin, J. (2022, December). Writing Motivation Questionnaire: Validation and Application as a Formative Assessment. Presentation at the Literacy Research Association’s 72nd Annual Conference, Phoenix, AZ.

Skar, G., & Graham, S., Huebner, A., Kuistad, A., Johnsen, M., & Asan, A. (2022, December).

Limited effect of focusing on the functions of writing in elementary school. Presentation

at the Literacy Research Association’s 72nd Annual Conference, Phoenix, AZ.

**Graham, S. (2022, July). Teaching Writing and Writing to Learn. Keynote presentation at the 5th**

**Annual South Australian Department for Education Online Literacy Summit. Online.**

Camping, A., Graham**, S., & Harris, K.R. (2022, July). Family, teacher, and student factors in**

**supporting writing: Writing Motivation and Writing Performance of Culturally and**

**Linguistically Diverse Elementary School Students. Presentation at the Society for the**

**Scientific Study of Reading, Newport, CA.**

McKeown, D., Owens, J., Wijekumar, K., Lei, P., Harris, K. R., & Graham, S. **(2022, July).**

**Examining writing assessment and intervention across ages and contexts: Integrated**

**writing instruction using teacher-led and computer instruction: A randomized controlled**

**efficacy trial. Presentation at the Society for the Scientific Study of Reading, Newport,**

**CA.**

Graham, S. (2022, June). Writing development and effective instructional practices. Public

seminar for Macquarie University, Australia. Online.

McKeown, D., Camping, A., Owens, J., Wijekumar, K., Harris, K., Graham, S., & Lei, P. (2022,

June). Improving 4th grade student writing in a U.S. boomtown: Practice-based

professional development, SRSD, and technology challenges. Oral paper presentation at

International Conference on Education and New Developments, Madeira Island,

Portugal.

**Scherer, S., Graham, S., & Busse, V. (2022, June). The impact of feedback on L1, L2, and FL**

**learners’ writing self-efficacy: A systematic review. Paper presented at Writing SIG**

**conference, Umea, Sweden.**

Graham, S. (2022, April). Writing and Students with Dyslexia: What we know. Keynote

presentation at the Orton-Gillingham Conference. Online.

Graham, S. (2022, April). Multiple Lenses for Understanding Source-Based Analytical Writing

Development. Moderator and discussant for panel of presentations at the Annual Meeting of the American Educational Research Conference, San Diego, CA.

Restrepo, L., Scheer, N., Gray, S., Graham, S., & Alt, M. (2022, March). Breaking the

intervention mode. Keynote panel for SLLVRS conference. Keynote panel at the Annual SLLVRS Conference. Online.

Collins, A., Cuillo, S., & Graham, S. (2022, February). Text-Based Writing Instruction in Grade

3: A Randomized Control Trial. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Barkel, A.,Harris, K.R., Graham, S., & Camping, A. (2022, February). Adapting Self-Regulated

Strategy Development for Opinion Writing with Elementary-Aged English Language Learners.Poster presentation at Council for Exceptional Children (CEC), Virtual Conference. 

Graham, S. (2022, February). The connection between writing, language, reading, and writing.

Presentation at the Southwest Branch of the International Dyslexia Association (online).

Harris, K.R., Young, S., Graham, S., & Camping, A. (2022, January). SRSD for Reading to

Write Plus Skills Instruction: Grades 1 and 2. Presentation at the International Conference of Exceptional Children. Orlando, FL.

Collins, A., Cuillo, S., & Graham, S. (2022, January). Teaching Students with Learning

Disabilities to Write Expository Essays from Informational Texts.Presentation at the International Conference of Exceptional Children. Orlando, FL.

Graham, S. (2021, November). Host and lead presenter for International Literacy Association

Intensive – Rethinking Writing Instruction: Advancing Writing Instruction. International Literacy Association, Newark, Delaware.

Graham, S. (2021, November). Host and lead presenter for International Literacy Association

Intensive – Rethinking Writing Instruction: Building a Better Foundation. International Literacy Association, Newark, Delaware.

Graham, S. (2021, November). Creating a vision for Writing. On demand digital workshop for

the International Literacy Association, Newark, Delaware.

Graham, S. (2021, October). Evidence-based practices in writing. Keynote presentation for the

J.P. Das Conference, Alberta, Canada.

Graham, S., Skar, G., & Huebner, A. (2021, October). Handwriting Fluency and the Writing

Quality of Primary Grade Students. Presentation at the Council for Learning Disabilities Conference, Las Vegas, NV.

Collins, A., Cuillo, S., & Graham, S. (2021, October). Developing in writing research for

students with learning disabilities. Presentation at the Council for Learning Disabilities Conference, Las Vegas, NV.

Graham, S. (2021, September). The Power of Writing: How Writing Can Promote Learning and

Reading. Keynote Presentation for China English Reading Academy, Beijing, China. Digital.

Graham, S. (2021, August). Becoming a Fellow of Division 15. Chat with interested scholars,

American Psychological Association Conference. Digital.

Graham, S. (2021, June). Writing. Presentation to scholars and practitioners in the Barksdale

Institute Group. Digital.

Graham, S. (2021, June). The Power of Feedback for Effective Learning. Keynote presentation at

the Neuroscience and Education Symposium. Nashville, TN.

Graham, S. (2021, May). Effective Writing Instruction for Students with Dyslexia. Keynote

presentation for the British Dyslexia Society Conference. Digital.

Graham, S. (2021, May). Chat with Steve Graham. Session at the British Dyslexia Society

Conference. Digital.

Aitken, A. A., McNeish, D., & Graham, S. (2021, April). The mediating role of motivation

between choice and writing quality*.*  Roundtable presentation at the American Educational Research Association Conference, Online.

Camping, A., Graham, S., and Harris, K.R. (2021, April). Writing motivational incentives

of elementary-age emergent bilingual students. Paper presentation at the Annual Meeting of the American Educational Research Association 2021 Annual Meeting, Orlando, FL.

Fuchs, L., Graham, S., & Talbott, B. (2021, March). The tenure committee. Online webinar for

the Division of Research, International Council for Exceptional Children.

Duran, L., Graham, S., Gray, S., & Ijalba, E. (2021, March). Literacy instruction. Roundtable at

the Speech, Language and Learning Intervention – Virtual Research Symposium**.**

Young, S., Harris, K., Graham, S., & Camping, A. (2021, February). SRSD for Reading to Write

plus Skills Instruction: Grades 1 and 2. Presentation at the International Council for Exceptional Children Conference. Digital.

Cuillo, S., Collins, A., & Graham, S. (2021, February). Examining Special Educators’ Writing

Instruction: Improving Practice and Professional Development.Presentation at the International Council for Exceptional Children Conference. Digital.

Collins, A., Cuillo, S., & Graham, S. (2021, February). Exploring General and Special Education

Teachers' Beliefs about Writing. Poster presented at Pacific Coast Research Conference. Digital.

Graham, S. (2020, November). **A Confluence of Approaches for Enhancing Adolescents'**

**Academic Writing. Presentation at the National Council of English Teachers Conference. Denver, CO.** (Conference Cancelled)

Graham, S. (2020, November). **The Swirl and Swing of Words: Grammar's Potential to Foster**

**Expression. Organizer and Discussant for Panel at the National Council of English Teachers Conference. Denver, CO.** (Conference Cancelled)

Wijekumar, K., Harris, K., Graham, S., McKeown, D., & Owens, J.K. (2020). Teacher Technology Tango Improves Writing for Elementary Students. International Dyslexia Association Conference, November 2020.

Graham, S. (2020, November). Teaching writing to elementary grade students. Presentation at

the International Dyslexia Association Annual Meeting. (Conference Delivered Digitally).

Graham, S. (October, 2020). Teaching Writing Makes Better Readers and Teaching Reading

Makes Better Writers. Keynote presentation Main Stage Sessions. International Literacy Association, Newark, Delaware.

Graham, S. (2020, October). Teaching Writing: Looking in and BEYOND the 4th Ed. Of the

Handbook of Research on Teaching the English Language Arts. Featured Research

Session. International Literacy Association Conference, Columbus: OH. (Conference Cancelled)

Graham, S., & Harris, K.R. (2020, October). Using Writing as a Way to Analyze Complex Texts.

Response Table to Invited Research Presentation by T. Shanahan entitled: Learning To Read Complex Texts: What the Research Says. Discussant at the International Literacy Association Conference, Columbus: OH. (Conference Cancelled)

Graham, S. (2020, September). Writing, Reading, and Learning. Keynote presentation for

Conference hosted by the Directorate of Education in Iceland at the University of Akureyri. (Conference Held Digitally).

Graham, S. (2020, August). 42 Years, 36 Days, and 7 Minutes of Writing Research: But who is

counting? Thorndike Award Presentation. American Psychological Association Conference. Washington, D.C.

McKeown, K., Wijekumar, K., Owens, J., Harris, K.R., & Graham, S. (2020). Pragmatic Computer-Based Formative and Summative Writing Assessments. Society for the Scientific Study of Reading, Newport, CA, July 2020

Camping, A., & Graham, S. (2020, April). Writing Motivation of Middle School Emergent

Bilingual Students. Round table presentation at the American Educational Research Association Conference, San Francisco, CA. (Conference Cancelled)

Hsiang, E., & Graham, S. (2020, April). Teachers’ Practices and Beliefs about Teaching Writing:

A Comprehensive Survey of Primary Grades Teachers. Presentation at the American Educational Research Association Conference, San Francisco, CA. (Conference Cancelled)

Aitken, A., & Graham, S. (2020, April). A Mixed Methods Study: Dichotomous Choice on

Argumentative Essays. Is it Important? Poster presentation at the American Educational Research Association Conference, San Francisco, CA. (Conference Cancelled)

Harris, K.R., & Graham, S. (2020, April). SRSD for Writing Persuasively From Text at 5th and 6th

Grade: An RCT. Presentation at the American Educational Research Association Conference, San Francisco, CA. (Conference Cancelled)

Graham, S., Aitken, A., Eustice, K., Sweet, J., & Camping, A. (2020, April). Do students who are

weaker readers experience difficulty learning to write? Presentation at the American

Educational Research Association Conference, San Francisco, CA. (Conference

Cancelled)

Cuillo, S., Collins, A., Graham, S., Camping, A. (2020, February). Effective Practices for

Improving Argumentative Writing for Students with Learning Disabilities. Presentation

at the International Conference of the Council for Exceptional Children. Portland, OR.

Kiuhara, S., & Graham, S. (2020, February). A meta-analysis examining the effects of learning

on writing. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Ray, A., Graham, S., & Liu, K. (2020). A college entrance essay exam intervention for students

with disabilities and struggling writers: A randomized control trial*.* Presentation at the Pacific Coast Research Conference, San Diego, CA.

Cuillo, S., Collins, A., & Graham, S., (2020, February). An observational study of instructional

writing practices for students with disabilities. Presentation at the Pacific Coast Research

Conference, San Diego, CA.

Aitken, A., & Graham, S., (2020, February). The effects of choice on writing. Presentation at the

Pacific Coast Research Conference, San Diego, CA.

Graham, S. (2019, December). The state of writing: Challenges and needs. American Reading

Federation Conference opening Keynote presentation. American Reading Federation Conference, Sanibel, Island, Florida.

Graham, S. (2019, December). Reading and writing connections: Drawing from the same well of

knowledge. Keynote presentation. American Reading Federation Conference, Sanibel,

Island, Florida.

Harris, K.R., Graham, S., Ray, A., Houston, J., Barkel, A., & Aitken, A. (2019, December).

Close Reading of Text to Learn and Write to Persaude: An RCT. Presentation at the

American Reading Federation Conference, Sanibel, Island, Florida.

Graham, S. (2019, December). Writing about content facilitates learning. Award presentation for

entry into the Reading Hall of Fame, 2019 Literacy Research Association Conference,

Tampa, FL.

Graham, S. (2019, December). Providing feedback in writing. Presentation at the 2019 Literacy

Research Association Conference. Tampa, FL.

Graham, S. (2019, October). Research-based Best Practices to Improve Secondary Writing

Instruction. Kick-off Presentation for the National Center on Writing. Irvine, CA.

Hsiang, E., & Graham, S. (2019, October). Teaching writing to middle school students in greater

Asia. Invited Poster at the International Literacy Association Conference, New Orleans,

LA.

Graham, S. (2019, October). Do’s & Do Not’s of Writing Instruction. Invited key note

presentation on research at the International Literacy Association Conference, New

Orleans, LA.

Graham, S. (2019, October). Teaching writing in the English language arts. Round Table at

the International Literacy Association Conference, New Orleans, LA.

Graham, S. (2019, September). Working Together: Reading and Writing Instruction. Keynote

Presentation at the 57th Conference of the Japanese Association of Special Education,

Hiroshima, Japan.

De Smedt, F., Van Keer, H., & Graham, S. (2019, August). Writing texts because you ‘want’ or

because you ‘must’?: A self-determination theory perspective. Presentation at the

Conference of the European Association of Research on Learning and Instruction,

Aachen, Germany.

Wijekumar, K., McKeown, D., Owen, J., Harris, K.R., Graham, S. (2019, August). Feasibility

and Usability of the We-Write Intervention in 4th Grade Classrooms. World Education

Research Association Focal Meeting, Tokyo, Japan.

De Smedt, F., Van Keer, H., & Graham, S. (2019, August). Stimulating students’ self-efficacy

for writing: Lessons learned from a two-iteration intervention study. Presentation at the

Conference of the European Association of Research on Learning and Instruction,

Aachen, Germany.

Wijekumar, K., Owens, J.K., Garza, J., Harris, K.R., & Graham, S. (2019). We-Write teacher-led computer supported instruction makes successful writers. World Educational Research Association, Tokyo, Japan, July 2019.

Graham, S. (2019, July). Changing how writing is taught: Forty years of research. Presentation at

the Institute for Learning Sciences and Teacher Education Brisbane, Australia.

Harris, K.R., & Graham, S. (2019, July). Publishing in high quality journals. Presentation at

the Institute for Learning Sciences and Teacher Education Brisbane, Australia.

Graham, S. (2019, April). Education Week – Literacy for the Workplace summit. Expert for

online event hosted by Education Week.

Graham, S. (2019, April). Changing school-based writing practices: evidence from 40 years of

research. Sylvia Scribner Award Presentation at the American Educational Research

Association Conference, Toronto, CA.

Graham, S. (2019, April). Chair Early Career Award – Division. Chair for presentation at the

American Educational Research Association, NY, NY.

Graham, S. (2019, April). Exploring the writing development of and writing instructional

needs for students with autism spectrum disorder. Discussant for Session presented at

the American Educational Research Association Conference. Toronto, CA.

Graham, S. (2019, April). Instructional feedback: Types, contexts, and recommendations.

Discussant for Session presented at the American Educational Research Association

Conference. Toronto, CA.

Graham, S. (2019, April). Validity and fairness in educational tests. Discussant for Session

presented at the American Educational Research Association

Conference. Toronto, CA.

De Smedt, F., Graham, S., & Van Keer, H. (2019, March). Overcoming motivational challenges

in writing: A randomized control trial. Paper presented at the Spring SREE Conference,

Washington, DC.

Graham, S., Aitken, A., Longa, A., & Harris, K.R. (2019, February). Do students who areweaker

readers experience writing problems? Presentation at the Pacific Coast Research

Conference, San Diego, CA.

Barkel, A., Harris, K.R., & Graham, S. (2019, February). SRSD for Persuasive Writing with

Elementary-Aged Students Learning English. Presentation at the Pacific Coast Research

Conference, San Diego, CA.

Wijekumar, K., Harris, K.R., & Graham, S. (2019, February). Scaling up We-Write. Presentation

at the Pacific Coast Research Conference, San Diego, CA.

Suk-Kim, Y., Harris, K.R., Yobin, S., Graham, S., Longa, A. (2019, February). SRSD+: Insights

from an Implementation Trial. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Cuillo, S., Collins, A., Longa, A., Graham, S. (2019, February). A Meta-Analysis of

Interventions to Improve Argumentative Writing. Poster at the Pacific Coast Research

Conference, San Diego, CA.

Graham, S. (2018, November).The Nexus between Reading and Writing: Research and

Implications for Instruction. Keynote speaker for First Literacy Summit, Porto, Portugal.

Wijekumar, K., Harris, K.R., & Graham, S. (2018, November). Integrating reading and writing

to improve persuasive writing. Presentation at the 1st Literacy Summit, University of Porto, Portugal.

De Smedt, F., Graham, S., & Van Keer, H. (2018, November). Teaching primary school students

to write effectively: Combining explicit writing instruction and collaborative writing. Presentation at the 1st Literacy Summit, University of Porto, Portugal.

Harris, K.R., Graham, S., Houston, J., Ray, A., Aitken, A., Barkel, A., & Longa, A. (November,

2018). Reading to Learn and Writing to Persuade: Effective Strategies Instruction for Ages 9-11. Presentation at the 1st Literacy Summit, University of Porto, Portugal.

Graham, S. (2018, November). Guidelines for conducting high quality intervention research.

Presentation at Winter School for Intervention Research in Education. Porto, Portugal.

Barkel, A., Longa, A. Harris, K.R., Graham, S., & Diaz, S. (2018, October). Tier 2Self-

            Regulated Strategy Development for Opinion Writing with Elementary-Aged

            ELLs: “It’s Got Everything!”  Presentation at Teacher Educators for Children

            with Behavior Disorders (TECBD) Annual Conference on Severe Behavior

            Disorders of Children and Youth, Tempe, AZ.

De Smedt, F., Van Keer, H., & Graham, S. (2018, August). Promoting primary students’ writing:

Results of a second iteration intervention study. Paper Presentation at SIG Writing Conference 2018 in University of Antwerp, Antwerp, Belgium.

Graham, S. (2018, June). Integrating writing and reading instruction: Recommendations based

on intervention research. Keynote presentation at Summer School Workshop on Writing for Ph.D. students, University of Regenburgh, Regenburgh, Germany.

Graham, S. (2018, June). Writers-within-Community model of writing. Keynote presentation at

the Life Span writing conference. Athens, Ohio.

Graham, S., & Hsiang, E. (2018, April). Teaching Writing in Grades 7 to 9 in Urban Schools in

China. Paper presented at the American Educational Research Association, NY, NY.

Graham, S. (2018, April). Chair Early Career Award – Division. Chair for presentation at the

American Educational Research Association, NY, NY.

Graham, S., & Rijlaarsdam, G. (2018, April). Research on Writing Instruction Around the

World. Chair for presentation at the American Educational Research Association, NY, NY.

Graham, S. (2018, April). How writing works. Chair and Discussant for symposium at the

American Educational Research Association, NY, NY.

Ciullo, S., Collins, A., & Graham, S. (2018, April). Exploring Teachers’ Use of Writing

Instructional Adaptations to Support Students with Disabilities in Inclusive Classrooms. Paper presented at the American Educational Research Association, NY, NY.

Graham, S. (2018, April). Teaching Secondary Students to Regulate the Writing Process: An

example from Self-Regulated Strategy Development. Paper presented at the American Educational Research Association, NY, NY.

Graham, S. (2018, March). Writing & Reading, Reading & Writing: Is It One, Both, Or the Two

Together. Presentation at Conference at Australian Catholic University, Brisbane. Brisbane, AU.

Graham, S., Wijekumar, K., Harris, K.R., Ray, A., & Cunningham, J. (2018, February). The role

knowledge, skills, motivation, and strategic behavior in writing development. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Wijekumar, K., Harris, K.R., & Graham, S. (2018, February). We-Write: A Web-Based

Intelligent Tutor for Supporting 4th and 5th Grade Teachers in SRSD Persuasive Writing Instruction. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Aitken, A., Graham, S., & Harris, K.R. (2018, February). Do Writing Self-Efficacy and Writing

Attitudes: Predict Middle School Students' Writing Performance? Poster presentation at the Pacific Coast Research Conference, San Diego, CA.

Collins, A.C., Ciullo, S., & Graham, S. (2018, February). Writing instruction for students with

learning disabilities in upper elementary inclusive classrooms. Poster to be presented at the annual Pacific Coast Research Conference, San Diego, CA.

Ray, A. B. & Graham, S. (2018, February). *Write to college: Self-regulated strategy*

*development intervention for college entrance essay exams*. Presentation at annual

Pacific Coast Research Conference (PCRC), San Diego, CA.

Barkel, A. Harris, K.R., Graham, S., Aitken, A.A., Ray, A.B., & Longa, A. (2018, February).“I

Don’t Want to Stop Writing These:” Opinion Writing with Elementary-Aged ELLs. Poster presented at Pacific Coast Research Conference (PCRC), San Diego, CA.

Ray, A., & Graham, S. (2018, February). *Write to College: Self-Regulated Strategy Development*

*Intervention for College Entrance Essay Exam. Presentation at* International Council for Exceptional Children Conference, Tampa, FL.

Barkel, A., Harris, K.R., Graham, S., Aitken, A., Ray, A., & Cunningham, J. (2018, February).

PD Works: Close Reading for Persuasive Writing with Elementary Students with High Incidence Disabilities. Poster at International Council for Exceptional Children Conference, Tampa, FL.

Barkel, A., Aitken, A. A., Harris, K. R., Graham, S., Houston, J., & Ray, A. (2018, February).

Research to Practice: Tips and Tools for Beginning Special Educators. Presentation at Council for Exceptional Children (CEC), Tampa, FL.

Graham, S. (2017, November). Best practices for writing instruction in the primary education.

Plenary Conference presentation for the Writing Instruction in Primary Education Conference, University Andres Bello, Santiago, Chile.

Barkel, A. Harris, K.R., Graham, S., Aitken, A.A., Ray, A.B., & Longa, A. (2017,

October). Easy Peasy Lemon Squeezy: Tier 2 Self-Regulated Strategy Development for Writing with Elementary ELLs. Presentation at Teacher Educators for Children with Behavior Disorders (TECBD) Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Aitken, A. A., Ray, A. B., Barkel, A. A., Houston, J. D., Harris, K. R., Graham, S., &

Kavanagh, C. P. (2017, October). *Using the self-regulated strategy development*

*(SRSD) model to teach 5th and 6th grade students’ persuasive writing from source*

*text.* Presentation at annual Pacific Rim Conference, Honolulu, HI.

Ray, A. B. & Graham, S. (2017, October). *HIT SONGS3: Using self-regulated strategy*

*development to prepare students for college entrance essay exams.* Presentation at

annual Pacific Rim Conference, Honolulu, HI.

Aitken, A., Barkel, A., Houston, J., Ray, A., Liu, X., Cavanaugh, C., Harris, K.R., & Graham, S.

(October, 2017). Practice-based professional development: Teaching students with high incidence disabilities persuasive writing from source text. Presentation at the TECBD conference. Tempe, AZ.

Graham, S. (2017, October). Writing Better: What Teachers Can Do Today To Enhance Their

Students’ Writing. Webinar for the Division for Research of the Council for Exceptional Children and the National Center on Intensive Intervention.

Wijekumar, J., Harris, K.R., Graham, S. Lei, P., Meyer, B. (2017, August). Changing the

dynamics of learning technologies in classrroms: Choreographing teacher and technology roles to improve persuasive writing skills of 4th and 5th graders. Presented at the American Psychological Annual Convention. Washington, D.C.

Graham, S. (2017, August) Writing for Publication: Conversations with Journal Editors.

Presented at the American Psychological Annual Convention. Washington, D.C.

Harris, K.R., Graham, S., Cunningham, J., Barkel, A., Aitken, A., Ray, A., Liu, K., & Kavanagh,

C. (2017, August) Genre Jazz: PD that works for SRSD in writing with elementary special education teachers and students. Paper presented at the American Psychological Annual Convention. Washington, D.C.

Aitken, A., Graham, S., & Harris, K.R.(2017, August). Balanced reading and writing instruction:

A meta-analysis. Poster presented at the American Psychological Annual Convention. Washington, D.C.

Wijekumar, K., Graham, S., Harris, K.R., & Meyer, B. (2017, July). Teacher perception and

teacher knowledge about reading and writing at upper elementary grade levels. Presentation at the Scientific Society for the Study of Reading Conference. Halifax, Canada.

Graham, S. (2017, May). International trends in writing research and practice. Presentation at

Ghent University. Ghent, Belgium.

Graham, S., & Harris, K.R. (2017, May). Research methodology: High-quality intervention

research and meta-analyses. Presentation at Ghent University. Ghent, Belgium.

Harris, K.R., & Graham, S. (2017, May). International trends in research and practice on ‘writing

to learn’ and ‘learning to write’. Presentation at Writing to Learn and Learning to Write Conference. Ghent, Belgium.

Graham, S., Harris, K.R., Rijlaarsdam, G., & Van Steendam, E. (2017, May). Debate on topics in

writing. Discussion at Writing to Learn and Learning to Write Conference. Ghent, Belgium.

Graham, S. (2017, April). Modeling Scientific Writing: Current Problems and Potential

Solutions for Teaching Writing to Struggling Students, Discussant Annual Convention of the American Educational Research Association, San Antonio, TX.

Graham, S. (2017, April). Building bridges from research to policy – How can Div C researchers

work more effectively with policy professionals? Invited Session for Division C, Annual Convention of the American Educational Research Association, San Antonio, TX.

Troia, G., & Graham, S. (2017, April). Use and Acceptability of Writing Instruction Adaptations

for Students with Disabilities: Grade 3-8 Teacher Survey. Poster Session at the Annual Convention of the American Educational Research Association, San Antonio, TX.

Troia, G., & Graham, S. (2017, April). Common Core Writing Standards and Aligned State

Assessments: A Survey of Teacher Beliefs and Attitudes. Poster Session at the Annual Convention of the American Educational Research Association, San Antonio, TX.

Harris, K.R., Wijukumar, K., & Graham, S. (2017, April). Teacher-Led Web-Enhanced Self-

Regulated Strategies Development Instruction to Improve Persuasive Writing Skills of 4th and 5th Graders. Presentation at the Annual Convention of the American Educational Research Association, San Antonio, TX.

Wolbers, K., Dostal, H., Graham, S., & Branum-Matin, L. (2017, April). Clarifying an Elusive

Construct: A Systematic Review of Writing Attitudes. Roundtable at the Annual Convention of the American Educational Research Association, San Antonio, TX.

Pirnay-Dummer, P., Wijekumar, K. & Graham, S. (2017, April). Using automatically computed

type-of-word chains in linear models to predict topic-relatedness and quality of writing. Paper presentation at the Annual Convention of the American Educational Research Association, San Antonio, TX.

Ciullo, S., Collins, A.C., & Graham, S. (2017, April). *Examining the Relationship Between*

*\ Teacher Practices in Writing and Student Achievement*. Council for Exceptional Children Annual Conference, Boston, MA.

Barkel, A., Aitken, A., Harris, K.R., Kavanaugh, C., Cunningham, J., Ray, A., Liu, X., &

Graham, S. (2017, April). *Super-Duper Fun: Close Reading for Persuasive Writing for 5th - 6th Grade.* Poster at the annual Council for Exceptional Children (CEC) Convention & Expo, Boston, MA.

Ray, A.B., Graham, S., & Liu, X. (2017, April). *Effects of college entrance essay exam*

*instruction for high school struggling writers.* Presentation at the annual Council for Exceptional Children (CEC) Convention & Expo, Boston, MA.

Harris, K.R., Wijukumar, K., & Graham, S. (2017, March). Teacher-Led Web-Enhanced Self-

Regulated Strategies Development Instruction to Improve Persuasive Writing Skills of 4th and 5th Graders. Presentation at Society for Research on Educational Effectiveness. Washington, D.C.

Graham, S. (2017, March). A path to better writing. Keynote presentation at the Achievement

Summitt. NYC, NY.

Graham, S., Liu, K., Harris, K.R., Aitken, A., Barkel, A., Kavanaugh, C. (2017, February). Does

reading and reading instruction enhance the writing performance of students: A meta-analysis. Presentation at annual Pacific Coast Research Conference, San Diego, CA.

Harris, K.R., Graham, S., Cunningham, J., Liu, X., Aitken, A., Barkel, A., & Cavanaugh, C.

(2017, February). Practice-based professional development for persuasive writing from source: A randomized control study. Presentation at annual Pacific Coast Research Conference, San Diego, CA.

Cuillo, S., Collins, A., Graham, S. (2017, February). Exploring upper elementary writing

instruction. Presentation at annual Pacific Coast Research Conference, San Diego, CA.

Ray, A.B., Graham, S., & Liu, X. (2017, February). *Effects of college entrance essay exam*

*instruction for high school struggling writers.* Poster presentation at annual Pacific Coast Research Conference, San Diego, CA.

Aitken, A., Barkel, A., Liu., X, & Graham, S. (2017, February). Balanced reading and writing

instruction: A meta-analysis. Poster presentation at annual

Pacific Coast Research Conference, San Diego, CA.

Wolbers, K., Dostal, H. Kilpatrick, J., Graham, S. & Branum-Martin, L. (2017, February). *An*

*experimental study of Strategic and Interactive Writing Instruction.* Paper presented at

Writing Across the Borders Conference, Bogota, Columbia.

Graham, S. (2017, January). What Works Clearinghouse Secondary Writing Guide Webinar.

Mathematica: Washington, DC.

Harris, K.R., Graham, S., & Colleagues (2016, November). **Lessons learned and challenges to**

**face: Practice-based professional development for SRSD. Presentation at the CEC**

**Teacher Education Division Conference, Lexington, KY.**

Gillespie, A., & Graham, S. (2016, November). Teaching writing to adolescents: The use of

evidence-based practices, Presentation at the 66Th Annual Literacy Research Association, Nashville, TN.

Graham, S. (2016, November). Session honoring Arthur Applebee. Annual Conference of the

National Council of Teachers of English. Atlanta, GA.

Graham, S. (2016, September). Evidence-based writing instruction. Presentation at Utrecht

University, Bringing Writing Research into the Classroom Symposium, Utrecht,

Netherlands.

Keer, H., Graaff, R., Graham, S., MacArthur, C., Rijlaarsdam, G. (2016, August). Panel

Discussion. Graham, S. (2016, September). Evidence-based writing instruction. Bringing

Writing Research into the Classroom Symposium, Utrecht, Netherlands.

Houston, J., Ray, A., Barkel, A., Aitken, A., Kavanaugh, C., Harris, K., & Graham, S. (2016,

August). SRSD for writing persuasively from text: An RCT. Poster presentation at the 2016 Conference of the American Psychological Association, Denver, CO.

Graham, S. (2016, July). Conducting a meta-analysis. Presentation at the Learning Science

Center, Australian Catholic University. Brisbane, Australia.

Harris, K.R., Graham, S., Lei, P-W., & Meyer, B.J.F. (2016, July). Reading comprehension

and persuasive writing with sources. Presentation at the SIG-Writing Conference, Liverpool, UK.

Graham, S., Wijekumar,K., Harris, K., & Pui-wa, L. (2016, April). Factors contributing to

writing skills of 5th grade learners. Presentation at the World Education Research Association Conference, Washington, D.C.

Hsiang, T., & Graham, S. (2016, April). Teaching writing in grades 7-9 in urban schools in the

Greater China Region. Presentation at the American Educational Research Association Annual Meeting. Washington, D.C.

Wolbers, K., Dostal, H. Kilpatrick, J., Graham, S. & Branum-Martin, L. (2016, February). *An efficacy study of Strategic and Interactive Writing Instruction (SIWI) in grades 3-5.* Research presented at the Association of College Educators – Deaf and Hard of Hearing, New York.

Graham, S., Collins, A., Fishman, E., Wills, H., Reid, R., & Hebert, M. (2016, February).

Differences in the writing of normally achieving students and those with LD and ADHD. Presentation at Pacific Coast Research Conference, San Deigo, CA.

Harris, K.R., Graham, S., Ray, A., Houston, J., Barkel, A., Aitken, A., Kavanaugh, C. (2016,

February). Teaching students with high incidence disabilities to write persuasively from text source: A randomized control trial. Presentation at Pacific Coast Research Conference, San Deigo, CA.

Kavanaugh, C., Graham, S., Wijekumar, K., Harris, K.R., Houston, J., Ray, A., Barkel, A., &

Aitkens, A. (2016, February). A test of the domain model of learning with writing. Poster presented at Pacific Coast Research Conference, San Deigo, CA.

Aitken, A, Barkel, A., Graham, S., Wijekumar, K., Harris, K.R., Kavanaugh, C., Ray, A., &

Cuningham, J. (2016, February). Does the quality of structural elements predict overall writing quality. Poster presented at Pacific Coast Research Conference, San Deigo, CA.

Ray, A., Houston, J., Graham, S., & Harris, K.R. (2016, February). National survey of teachers

using writing to support students’ learning. Poster presented at Pacific Coast Research Conference, San Deigo, CA.

Santangelo, T., & Graham, S. (2016, February). How effective are different spelling instructional

practices and programs: A meta-analytic review. Poster presented at Pacific Coast Research Conference, San Deigo, CA.

Graham, S. (2016, February). Four basic ingredients for teaching writing. Webinar for

McGraw Hill, Columbus, OH.

Harris, K.R., Brindle, M., Kiuhara, S., McKeown, D., & Graham, S. (November, 2015). Lessons

learned and challenges remaining: Practice-based professional development for SRSD. Featured session at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Phoenix, AZ.

Ray, A. B., Houston, J.D., Barkel, A. A., Aitken, A. A., Kavanagh, C., Harris, K. R., & Graham,

S. (2015, November). *Awesome Strategies: SRSD for Teaching 5th-6th Grade Students*

*Persuasive Writing Using Source Text.* Presentation at Teacher Education Division (TED) of the Council for Exceptional Children (CEC) Conference, Tempe, AZ.

Ray, A. B., Houston, J. D., Kavanagh, C. P., Barkel, A. A., Aitken, A. A., Harris, K. R. &

Graham, S. (2015, October). *SRSD for Writing Persuasively from Source Text: “Super*

*Duper Fun!”.* Presentation at Teacher Educators for Children with Behavior Disorders

TECBD) Annual Conference on Severe Behavior Disorders of Children and Youth,

Tempe, AZ.

Houston, J. D., Aitken, A. A., Ray, A. B., Kavanagh, C. P., Barkel, A. A., & Harris, K. R.,

Graham, S. (2015, October). *Get More Out of Writing: Evidence-Based SRSD Strategies for Persuasive Writing Using Source Text.* Presentation at the Institute for Human Development’s Annual Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ.

Ray, A. B., Graham, S., Houston, J. D., & Harris, K. R. (2015, October). *The Use of Writing-*

*to-Learn Activities to Support Students' Learning in Middle School.* Presentation at Teacher Educators for Children with Behavior Disorders TECBD) Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Graham, S. (October, 2015). Writing by hand, keyboard, voice, and beyond. Presentation for the

Virtual Conference Student Success Week sponsored by Turnitin.

Graham, S. (August, 2015). How to publish in educational psychology. Presentation at a

luncheon for early career faculty sponsored by Division 15, Annual Meeting of the American Psychology Association, Washington, D.C.

Harris, K.R., Wijekumat, & Graham, S. (August, 2015). The Role Of Technology in Disseminating

an Evidence-Based Practice: Beginning Efforts, Promises, and Early Lessons Learned. **Presentation at American Psychological Association Convention. Toronto, CA.**

Graham, S. (August, 2015). **The replication crisis---What brought us here and where we need to**

**go. Presentation at American Psychological Association Convention. Toronto, CA.**

Graham, S. (July, 2015). Reading and Writing Connections. Featured speaker at the LSIA

International Symposium on Reading and Reading Engagement: Data-driven, evidence-based accounts. Brisbane, Australia.

Wolbers, K., Dostal, H., Graham, S., Kilpatrick, J., & Saulsburry, R. (2015, July). The language

zone in strategic and interactive writing. Presentation at the International Conference on the Education of the Deaf, Athens, Greece.

Hsiang, T. P., & Graham, S. (2015, June).Taipei City Grades 4-6 Chinese Writing Instruction:

Strengths and Prospects. In Y. Kuo (Chair), *Advancing Scientific Research in Education*. Symposium conducted at the meeting of CAERDA Annual International Conference, Taichung, Taiwan.

Chambers, A., Cunningham, J., Harris, K.R., & Graham, S. (2015, April).CCSS aligned writing

from source texts: SRSD for struggling 4th-5th grade writers. Poster session at the

International Conference of Children with Exceptional Needs, San Diego, CA.

Gillespie, A., Graham, S., & Compton, D. (2015, April). Writing-to-learn in elementary science

Presentation at the International Conference of Children with Exceptional Needs,

San Diego, CA.

Graham, S., & Harris, K.R. (2015, April). Meta-Analysis of Writing Practices: Grades 1 to 12.

Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Harris, K.R., Graham, S., & Adkins, M. (2015, April). Practice-Based Professional Development

for Self-Regulated Strategy Development with At-Risk Writers in Second Grade. Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Graham, S. (2015, April). Structured Scenario Based Assessments as Tools to

Support Best Practices in Reading/Writing Instruction. Discussant for Symposium presentations at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Graham, S. (2015, March). Evidence-based practices and the teaching of writing. Keynote

presentation at the Association of Primary Education Primary Curriculum Seminar Series, London, England.

Dockrell, J., Graham, S., & Harris, K.R. Graham, S. (2015, March). Questions for the Keynote

Speakers. Discussion session at the Association of Primary Education Primary Curriculum Seminar Series, London, England.

Aitken, A., Wheby, J., & Graham, S. (2015, February). Academic coaching to increase number

of functional elements in persuasive essay. Poster presentation at the Pacific Coast

Research Conference, Coronado Island, CA.

Rouse, A., Graham, S., & Compton, D. (2015, February). Writing to learn in elementary science.

Poster presentation at the Pacific Coast Research Conference, Coronado Island, CA.

Santangelo, T., Harris, K.R., & Graham, S. (2015, February). Self-regulation and writing: A

meta-analysis. Presentation at the Pacific Coast Research Conference, Coronado, Island,

CA.

Brindle, M. Harris, K.R., & Graham, S. (2015, February). Teacher efficacy, efficacy for writing,

and attitudes toward writing: Are they separable constructs. Presentation at the Pacific Coast Research Conference, Coronado, Island, CA.

Harris, K.R., Festas, I, Oliveira, A., Rebelo, J, Damião, M., & Graham, S. (2015, February). The

effects of Self-Regulated Strategy Development (SRSD) on the writing performance of

eighth grade Portuguese students*.* Presentation at the Pacific Cost Research Conference,

Coronado Island, CA.

Harris, K.R., Graham, S. Chambers, A., & Houston-Cunningham, J. (2015, February). CCSS

aligned writing from source texts: SRSD for struggling 4th and 5th grade writers.

Poster presentation at the Pacific Coast Research Conference, Coronado Island, CA.

Morphy, P., Graham, S. Rigby Wells, H. (2015, February). Finding reason In the lesson:

Writing to read and relate history and life among African American adolescents at a

high-poverty urban school. Poster at the Society for Personality and Social Psychology.

Long Beach:CA.

Graham, S. (2014, December). Writing to read. Symposium Hiroshima University, Hirshima,

Japan.

Graham, S. (2014, December). Writing to read. Symposium Tokyo University, Tokyo,

Japan.

Graham, S. (2014, December). Writing to read. Symposium Kyoto University, Kyoto,

Japan.

Graham, S. (2014, Novemeber). Chair session on Building a support system for English

Language Learners at a career college at 2014 Symposium on Second Language Writing,

Tempe, AZ.

Gottfried, A., & Graham, S. (2014, October). Principles and mechanisms of change. Panel

moderators at 2014 Advances in Educational Psychology Conference. Washington, D.C.

Harris, K.R., Graham, S., Chambers, A., & Houston, J. (2014, October). Tier 2 SRSD for

struggling 4th and 5th grade writers: CCSS aligned strategies for class reading and text-based persuasive writing. Presentation at TECBD, Tempe, AZ.

Graham, S. (2014, October). Evidence-based practices for teaching writing instruction. Summit

on Learning and Education. Kent University, OH.

Harris, K.R., Graham, S., Chambers, A., & Houston, J. (2014, October). Common Core State

Standards Aligned Persuasive Writing from Source Texts: Self-Regulated Strategy Development for 4th-5th Grade Writers. Poster presentation at Advances in Educational Psychology Conference. Fairfax, VA.

Graham, S. (2014, August). How to publish in educational psychology. Presentation at a

luncheon for early career faculty sponsored by Division 15, Annual Meeting of the American Psychology Association, Washington, D.C.

Graham, S. (2014, August). How to conduct high-quality writing intervention research. Keynote

presentation for the SIG Writing Conference, Amsterdam, Belgium.

Morphy, P., Graham, S., & Rigby-Wills, H. (2014, August). Frederick Douglass and I: Writing

to Read and Relate History with Life Among African American Adolescents at a High-Poverty Urban School. Paper presentation as part of a symposium for the SIG Writing Conference, Amsterdam, Netherlands.

Morphy, P., Graham, S., & Rigby-Wills, H. (2014, August). *Writing to care: The potential of writing for enhancing interest, motivation and other non-cognitive learning factors.* Paper presented at the Conference on Writing Research School: Conceptualization of Writing: Urgent Issues and Best Solutions, Amsterdam & Utrecht, Netherlands.

Graham, S. (2014, August). Discussant for session on Discourse Knowledge and Intervention.

SIG Writing Conference, Amsterdam, Belgium.

Graham, S. (2014, August). Chair of Writing in secondary education session. SIG Writing

Conference, Amsterdam, Belgium.

Olinghouse, N., Graham, S., & Gillespie, A. (2014, August). The contribution of discourse and

genre knowledge to fifth grade students’ writing. Paper presentation as par of a symposium for the SIG Writing Conference, Amsterdam, Belgium.

Graham, S. (2014, August). Points of agreement and disagreement in writing development across

the life span. Presentation as part of a symposium at the SIG Writing Conference, Amsterdam, Belgium.

Graham, S., & Harris, K.R. (2014, August). Evidence-Based Writing practices: Identification,

instructional design, and context. Presentation as part of a symposium at the SIG Writing Conference, Amsterdam, Belgium.

Morphy, P., Graham, S., & Rigby-Wills, H. (2014, July). Frederick Douglass and I: Writing to

read and relate history with life among African American adolescents at a high-poverty urban school. Interactive Discussion Session at the Scientific Studies of Reading Conference, Santa Fe, NM.

Hsiang, T., & Graham, S. (2014, June). Grades 4 to 6 Chinese Writing Activities: A Survey in

Beijing, Taipei City, and Macao. Presentation at the Chinese American Educational Research and Development Conference. Xian, China.

Alexander, P., Barab, S., Graham, S., & Lee, C. (2014, April). Educational Psychology and the

Learning Sciences: Strengthening Research or Dividing It?" Division C Vice-Presidential Moderated Debate at the Annual Conference of the American Educational Research Assoication, Philidelphia, PA.

Graham, S., & Chambers, A. (2014, April). WWC Elementary Writing Guide. Invited

presentation at the International Council for Exceptional Children Conference, Philidelphia, PA.

McKeown, D., Brindle, M., Harris, K., Graham, S., Gillespie, A., & Collins, A. (2014, April).

Practice-based professional development in SRSD for writing: Differentiating at tiers 1 and 2. Presentation at the International Council for Exceptional Children Conference, Phillidelphia, PA.

Wolbers, K., Dostal, H., Graham, S., Kilpatrick, J., & Saulsburry, R. (2014, April). A functional

language analysis of deaf students’ writing: Implications for instruction. Paper presented at the 41st International Systemic Functional Congress, Mendoze, Argentina.

Wolbers, K., Dostal, H., Graham, S., Kilpatrick, J. & Saulsburry, R. (2014, March). *A functional language analysis of deaf students’ writing: Implications for instruction.* Research presented at the meeting of the American Association for Applied Linguistics, Portland, OR.

Hall, T., Graham, S., Coyne, P., & Vur, G. (2014, February). Applying UDL to Support Writing

in the Digital Environment: The Composition-Builder. Poster presentation at the Pacific

Coast Research Conference, San Diego, CA.

Santangelo, T., & Graham, S. (2014, February). We know it’s beneficial to teach spelling, but

does it matter how? Poster presented at Pacific Coast Research Conference, San Deigo, CA.

Kiuhara, S., Graham, S., Harris, K.R., & Fishman, E. (2014, February). The role of attitude, self-

efficacy, and strategic approach to writing development. Poster presented at Pacific Coast Research Conference, San Deigo, CA.

Santangelo, T., & Graham, S. (2014, February). Meta-analysis of writing interventions

kindergarten to grade 8. Presentation at the Pacific Coast Research Conference, San Deigo, CA.

McKeown, D., & Graham, S. (2014, February). Meta-analysis of strategy instruction.

Presentation at the Pacific Coast Research Conference, San Deigo, CA.

Brindle, M., Harris, K.R., Graham, S. (2014, February). National survey of teachers’ efficacy to

teach writing. Presentation at the Pacific Coast Research Conference, San Deigo, CA.

Graham, S., & Harris, K.R. (2014, February). A meta-synthesis of meta-analyses of writing

instruction research. Presentation at Writing Across the Borders III. Paris, France.

Graham, S., Kiuhara, S., Fishman, E., & Harris, K.R. (2014, February). Role of writing attitude,

self-efficacy, and strategic approach to writing in writing development. Presentation at Writing Across the Borders III. Paris, France.

Harris, K.R., & Graham, S. (2014, February). A 10 year examination of writing practices in the

United States. Presentation at Writing Across the Borders III. Paris, France.

Bazerman, C., Applebee, A., Berninger, V., Graham, S., Matsuda, P. (2014, February).

Synthesizing models of lifespan development of writing abilities. Presentation at Writing Across the Borders III. Paris, France.

Harris, K.R., Graham, S., & Adkins, M. (2014, February). Strategy instruction in writing.

Presentation at Writing Across the Boarders, Paris, France.

Hebert, M., Graham, S., Sandbank, M., & Harris, K.R. (2014, February). Credibly assessing

achievement of young struggling writers: Application of generalizability theory. Presentation at Writing Across the Borders III. Paris, France.

Hsiang, T., & Graham, S. (2014, February). Primary Grade Chinese Writing Instruction: A

Survey in Macao, Hong Kong, Taipei City, and Beijing. Presentation at Writing Across the Borders III. Paris, France.

McKeown, D., Brindle, M., Harris, K., Graham, S., Collins, A., & Gillespie, A. Practice-based

professional development for differentiating SRSD in writing. (2014, February). In S. A. Kiuhara (Chair), *An international spectrum of strategies-based writing interventions for school-aged children*. Study presented at Writing Research Across Borders III, Paris, France.

Kiuhara, S. A., Harris, K. R., Graham, S., Brindle, M., McKeown, D., & Gilbert, J. (2014, February). SRSD with an on-demand writing task. In S. A. Kiuhara (Chair), *An international spectrum of strategies-based writing interventions for school-aged children*. Symposium conducted at Writing Research Across Borders III, Paris, France.

Wolbers, K., Dostal, H., Graham, S., Kilpatrick, K., & Saulsburry, R. (2014, February).

Teaching writing strategies to students who are deaf and hard of hearing. Presentation at Writing Across the Borders III. Paris, France.

Kilpatrick, J., Saulsbury, R., Wolbers, K., Dostal, H., & Graham, S. (2014, February). Exploring

Connections between Professional Development and the Integration of Digital Tools during Writing Instruction. Presentation at the 2014 Association of College Educators – Deaf and Hard of Hearing (ACE-DHH) Annual Conference, Washington, D.C.

Graham, S. (2013, December). Bringing Research-Based Writing Instructional Practices to Life.

Webinar presented on the What Works Clearinghouse Writing Guide sponsored by American Research Institute and Doing What Works.

McKeown, D., Brindle, M., Harris, K.R., Graham, S., Gillespie, A., & Collins, A. (2013,

November). Practice-based professional development in SRSD for writing: Differentiating at tiers 1 and 2. Presented at Teacher Education Division of Council for Exceptional Children, Ft. Lauderdale, Florida.

Robinson, D., & Graham, S. (2013, October). Publishing in educational psychology. Keynote

presentation at the Texas Educational Intervention Research Collaboration. Lubbock, TX.

Harris, K.R., Graham, S., & Chambers, A. (2013, October). Common Core Standards in writing

and students with EBD: The role of SRSD in writing. Workshop at Teacher Education for Children with Behavior Disorders Conference, Tempe, AZ.

Graham, S. (2013, August). Improving learning from text through writing: A meta-analysis.

Paper presented at the Annual Meeting of the European Association of Research on Learning and Instruction. Munich: Germany.

Graham, S. (2013, August). Discussant for “Intervention studies in writing-to-learn (part II):

Effects on domain-specific learning outcomes” Annual Meeting of the European Association of Research on Learning and Instruction. Munich: Germany.

Graham, S. (2013, June). Writing more sophisticated text. Keynote presentation for the Emma

Eccles Jones 14th Annual Early Childhood Symposium, Logan, Utah.

Graham, S. (2013, June). Why reading and writing matter for middle school success. Keynote

presentation at the Middle School Matters Conference. Austin, TX.

Graham, S., & Santangelo, T. (2013, June). Writing and writing intervention. Workshop

presented at the Middle School Matters Conference. Austin, TX.

Graham, S. (2013, June). Why reading and writing matter for middle school success. Keynote

Presentation at the Middle School Matters Summer Conference, Austin, TX.

Graham, S., & Santangelo, T. (2013, June). Why reading and writing matter for middle school

success. Keynote Presentation at the Middle School Matters Summer Conference, Austin, TX.

Graham, S. (2013, May). Using writing to facilitate reading growth and reading comprehension.

Keynote presentation at the Write!Read 2013 Conference in Trondheim, Norway.

Graham, S. (2013, May). Discussant for Symposium on Writing Fluency. Write!Read 2013

Conference in Trondheim, Norway.

Graham, S., & Harris, K.R. (2013, May). Symposium on Designing A Writing Intervention

Strudy. Write!Read 2013 Conference in Trondheim, Norway.

Graham, S. (2013, April). Ten Things Every Teacher Should Know About Writing, Writing

Instruction, and Common Core. Keynote presentation for Preconference Institute on Writing at the International Reading Association Conference, San Antonio, TX.

Morphy, P., & Graham, S. (2013, April). Frederick Douglass and I: Writing to Read, Relate, and

Motivate Poor, Urban, African American Eighth-Graders. Paper presented at the Annual American Educational Research Conference, San Francisco, CA.

Harris, K., R., Connor, C., & Graham, S. (2013, April). Research Directions: A Report on and

Discussion of the 2012 IRA/NICHD Expert Panel on Research on the Reading-Writing Connection. Invited presentation At the International Council for Exceptional Chilfren, San Antonio, TX.

Gillespie, A., & Graham, S. (2013, April). A Meta-Analysis of Writing Interventions for

Students With Learning Disabilities. Presentation at International Council for Exceptional Children Conference. San Antonio, TX.

Riggs-Wills, H., Collins, A., & Graham, S. (2013, April). Differences in Writing Characteristics

of Students With LD and Normally Achieving Writers: A Meta-Analysis and Implications for Instruction. Presentation at International Council for Exceptional Children Conference. San Antonio, TX.

Graham, S., Harris, K.R., & McKeown, D. (2013, February). Meta-analysis of Self-Regulated

Strategy Development. A presentation at Pacific Coast Research Conference, Mission Beach, CA.

Santangelo, T., & Graham, S. (2013, February). Meta-analyses of handwriting and spelling

instruction. A presentation at Pacific Coast Research Conference, Mission Beach, CA.

Hebert, M., Graham, S., Harris, K.R. (2013, February). Meta-analysis of formative writing

assessments. A presentation at Pacific Coast Research Conference, Mission Beach, CA.

Sandmel, K., Wilson, K., Harris, K.R., Lane, K., Graham, S. Oakes, W., Kiuhara, S., &

Steinbrecher, T. (2013, February). Success and failure with Tier 2 SRSD for rimed writing tests among 2nd and 5th grade students with writing and behavioral difficulties: Implications for evidence-based practices. A presentation at Pacific Coast Research Conference, Mission Beach, CA.

Kiuhara, S., Harris, K.R., & Graham, S. (2013, February). Teaching a planning and drafting

strategy via SRSD for a personal narrative State writing assessment. A presentation at Pacific Coast Research Conference, Mission Beach, CA.

McKeown, D., Harris, K.R., Graham, S. (2013, February). The effects of professional

development for SRSD instruction and differentiation on students’ personal narrative writing skills. A presentation at Pacific Coast Research Conference, Mission Beach, CA.

Santangelo, T., & Graham, S. (2013, February). Spelling instruction for adolescents: A meta-

analytic review. A poster presentation at Pacific Coast Research Conference, Mission Beach, CA.

Collins, A., Rigby-Wills, & Graham, S. (2013, February). Writing characteristics of students

with LD: A meta-analysis. A poster presentation at Pacific Coast Research Conference, Mission Beach, CA.

Gillespie, A., & Graham, S. (2013, February). Writing instruction for students with LD: A meta-

analytic review. A poster presentation at Pacific Coast Research Conference, Mission Beach, CA.

Morphy, P., & Graham, S. (2013, February). Frederick Douglas and I: Writing to read and relate

to history with African American eighth-graders at a high poverty urban school. A poster presentation at Pacific Coast Research Conference, Mission Beach, CA.

Discussant (2013, January). The IRA/NICHD Panel on research on reading-writing connections:

Report, Discussion, and Implications. National Title 1 Conference, Nashville, TN.

MacArthur, C., Graham, S., & Phillipikos, Z. (2012, November). Writing motivation and

achievement of basic college writers. Presentation at the Literacy Research Association, San Diego, CA.

Graham, S. (2012, October). Evidence-based writing instruction in the classroom. Keynote presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR.

Graham, S. (2012, October). Teaching sentence combining and spelling skills: Improving both writing and reading. Presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR.

Graham, S. (2012, October). Evidence-Based Practices for Teaching Writing to Students with

Learning Disabilities. Keynote presentation at the Council for Learning Disabilities Conference, Austin, TX.

Graham, S. (2012, October). Designing Writing Intervention Studies/Applying Evidence-Based

Writing in the Classroom. Presentation at Council for Learning Disabilities Conference, Austin, TX.

MacArthur, C., Graham, S., & Phillipikos, Z. (2012, August). Writing motivation and

achievement among struggling writers. Presentation at the Writing SIG of the European Research and Learning Institute, Porto, Portugal.

Graham, S. (2012, August). Learning to Write and Writing to Learn: Evidence-Based Practices.

Workshop presented for the National Center for Learning, Cophenhaven, Denmark.

Harris, K.R., & Graham, S. (2012, May). Design Principles Underlying Self-Regulated

Strategies Development in Writing. Presentation at the Spring Seminar at the Institute of Child Development and Education, University of Amsterdam, Amsterdam, Netherlands.

Graham, S. (2012, May). Introduction to the What Works Clearinghouse Writing Practice Guide.

Presentation at the International Research Association Conference, Chicago, IL.

Graham, S. (2012, May). Evidenced-based practices in writing: Don’t sweat the common core

blues. Workshop for the AIMS for Learning and Research – Speakers Series. Conshohoken, PA.

Harlan, A., Harris, K.R., Kiuhara, S., Graham, S., McKeown, D., & Brindle, M. (2012, April).

Self-regulated strategy instruction: Effects on elementary students’ self-efficacy for writing. Poster presentation at the International Conference for the Council for Exceptional Children. Denver, CO.

Graham, S., & Harris, K.R. (2012, March). Evidence-based writing practices. Presentation at

Coimbra University, Coimbera, Portugal.

Harris, K.R., & Graham, S. (2012, March). Teaching writing strategies: The state of the art.

Presentation at Coimbra University, Coimbera, Portugal.

Kiuhara, S., Harris, K.R., Graham, S., Brindle, M., McKeown, M. (2012, February). The effects

of self-regulated strategy development on timed personal narrative writing of fourth grade students. A presentation at Pacific Coast Research Conference, Coronado, CA.

Harris, K.R., Lane, K., Graham, S., Oakes, W. (2012, February). The effects of persuasive and

story self-regulated strategy development. A presentation at Pacific Coast Research Conference, Coronado, CA.

Olinghouse, N., Graham, S., & Gillespie, A. (2012, February). The role of discourse and content

knowledge in the narrative, persuasive, and informational writing of fourth grade students. A presentation at Pacific Coast Research Conference, Coronado, CA.

Graham, S., Kiuhara, S., McKeown, D., & Harris, K.R.. (2012, February) Effective writing

instruction at the elementary grade level: A meta-analysis. A presentation at Pacific Coast Research Conference, Coronado, CA.

Santangelo, T., & Graham, S. (2012, February). Handwriting instruction: A comprehensive

meta-analytic review. A poster presentation at Pacific Coast Research Conference, Coronado, CA.

Gillespie, A., Graham, S., & Olinghouse, N. (2012, February). The relationship betwe students’ narrative, persuasive, and informational discourse knowledge in writing. A poster presentation at Pacific Coast Research Conference, Coronado, CA.

Hebert, M., Gillespie, A., & Graham, S. (2012, February). The comparative effectiveness of

writing to read activities: A meta-analysis. A poster presentation at Pacific Coast Research Conference, Coronado, CA.

Graham, S. (2012, January). A meta-analysis of the effectiveness of teaching handwriting. Presentation at “Handwriting in the 21st Century: An Educational Summit.” Newsweek Museum, Washington, DC.

Graham, S. (2011, November). Evidence-based practices in writing K -12. Keynote presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR.

Graham, S. (2011, November). Teaching handwriting, spelling, and technology. Presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR.

Graham, S. (2011, November) Writing-to-read. Presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR.

Graham, S., Harris, K., & Hebert, M. (2011, September). Informing Writing. Press conference at the Mayflower Hotel, Washington, D.C.

Graham, S. (2011, July). Why We Must Teach Writing and How To Do It Effectively. Keynote

presentation at SIM International Conference, Kansas University. Lawrence, KS.

Graham, S., Deshler, D., and others (2011, July). Panel presentation on literacy. SIM

International Conference, Kansas University. Lawrence, KS.

Hebert, M., & Graham, S. (2011, July). Assessing writing. Presentation at the Conference for the

Scientific Studies of Reading, Saint Petersberg, FL.

Graham, S. (2011, April). Developing better readers: The role of writing and writing instruction.

Webinar presentation sponsored by the Florida Reading Center, Florida State University, Tallahasee, FL.

Harris, K.R., & Graham, S. (2011, April). Enhancing motivation and executive functioning in

writing: Combining peer support with strategies instruction throughout the writing

process. Paper presented at the Annual Conference of the American Educational

Research Association, New Orleans, LA.

Gillespie, A., Hebert, M., & Graham, S. (2011, April). Comparing the effects of various

writing activities on reading comprehension: A series of meta-analyses. Poster presented

at the Annual Conference of the American Educational Research Association, New

Orleans, LA.

Graham, S. (2011, April). A National Study of Writing Instruction in Typical and High-

Performing Schools. Discussant at the Annual Conference of the American Educational Research Association, New Orleans, LA.

Graham, S. (2011, April). Reading and Writing Together:  A Cognitively-Based Approach to

Literacy Assessment. Discussant at the Annual Conference of the American Educational Research Association, New Orleans, LA.

Graham, S. (2011, April). Honoring Barry J. Zimmerman: His achievements as an educator,

collaborator, and theorist. Discussant at the Annual Conference of the American Educational Research Association, New Orleans, LA.

Graham, S. (2011, April). Writing Instruction for the Public Good. Chair at the Annual

Conference of the American Educational Research Association, New Orleans, LA.

Gillespie, A., Hebert, M., & Graham, S. (2011, April). Writing-To-Read: Using Writing to Improve

Students’ Reading. Invited paper and high lighted strand at the International Council for

Exceptional Children Conference, Baltimore, MD.

Sandmel, K., Harris, K.R., Lane, K., Wilson, K., Oakes, W., Kiuhara, S., Steinbrecher, T.,&

Graham, S. (2011, April). Tier Two Writing Intervention: Success, Failure, and

Implications for Evidence Based Practice. Paper presented at the International Council

for Exceptional Children Conference, Baltimore, MD.

Graham, S. (February, 2011).Does Writing and Writing Instruction Improve Reading? A

Summary of What We have Learned from Research. Keynote presentation for the Improving Reading Through Writing Conference hosted by the National Reading Technical Assistance Center, San Diego, CA.

Graham, S. (2011, February). Struggling, at-risk, and developing writers: What we have learned

from cognitively-oriented research. Invited Plenary Session at Writing Research Across

Borders II Conference. George Mason University, VA.

Graham, S. et al. (2011, February). Cognition and social/cultural lens: Two separate worlds

(Session 1)? Symposium on Cognition and Context at Writing Research Across Borders

II Conference. George Mason University, VA.

Graham, S. et al. (2011, February). Cognition and social/cultural lens: Two separate worlds

(Session 1)? Symposium on Cognition and Context at Writing Research Across Borders

II Conference. George Mason University, VA.

Graham, S., Kiuhara, S., McKeown, D., & Harris, K. (2011, February). Meta-analysis of writing

interventions for elementary school children. Presentation at Writing Research Across Borders II Conference. George Mason University, VA.

Hebert, M., Graham, S., & Harris, K.  (2011, February). Assessing struggling writers: A comparison of writing performance and behaviors across four genres*.* Paper presented at the Writing Research Across Borders II Conference. Washington, D. C.

Kiuhara, S., Graham, S., O’Neill, R., & Hawken, L. S. (2011, February). The effects of self-

regulated strategy development on the persuasive essay writing of high school students with disabilities. A poster presentation at Pacific Coast Research Conference, Coronado, CA.

Santangelo, T., & Graham, S. (2011, February). Does spelling matter: A meta-analysis A poster

presentation at Pacific Coast Research Conference, Coronado, CA.

Morphy, P., & Graham, S. (2011, January). Writing to improve comprehension, perceived self

relevance, and topic interest of historical text among inner-city middle school youth.

Hawaii International Conference on Education. Honolulu, HA.

Graham, S. (2010, October). Evidence-based practices in writing. Keynote presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR.

Graham, S. (2010, October). Teaching handwriting, spelling, and technology. Presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR.

Kamil, M., Gersten, R., Graham, S., Shannahan, T., & Horner, R. (2010, October). Panel Discussion. Presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR.

Graham, S. (2010, October). Why is writing hard and what you can do about it? Presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR.

Hebert, M., Simpson, A., & Graham, S. (2010, July). Using writing to improve reading: A meta-

analysis. Presentation at the Conference for the Scientific Studies of Reading, Berlin, Germany.

Hebert, M., Graham, S., & Harris, K.  (2010, July).  Predicting writing quality for struggling writers across four genres.Poster presented at the Embracing Inclusive Approaches for Children and Youth with Special Education Needs Conference. Riga, Latvia.

Lane, K. L., Harris, K. H., Graham, S., & Oakes, W. P. (2010, June). The efficacy of classwide writing interventions using self-regulated strategy development for students with and without behavior concerns. A poster presented at the Institute for Educational Sciences Research Conference, National Harbor, MD.

Hebert, M., Simpson, A., & Graham, S. (2010, June). Comparing the Effects of Various Writing

Activities on Reading Outcome Measures: A Series of Meta-Analyses. Poster presentation at Institute of Educational Sciences Project Director’s Meeting. Washington, DC.

Morphy, P., & Graham, S. (2010, June). Using Compare-and-Contrast Writing to Improve

Writing Quality, History Learning, and Future Possible Selves. Poster presentation at Institute of Educational Sciences Project Director’s Meeting. Washington, DC.

Kiuhara, S., O’Neill, R., Hawken, L., & Graham, S. (2010, May). Effects of Self-Regulated

Strategy Development on Persuasive Essay Writing of High School Students with

Disabilities. Poster presented at the 36th International Applied Behavior Analysis

Conference. San Antonio, TX.

Graham, S. & Hebert, M. (2010, April). Writing to Read. Press Conferences hosted by the

Alliance for Excellence in Education and Carnegie Corporation on New York.

Washington, DC.

Graham, S., & Hebert, M. (2010, April). Writing to Read: What Works and with Whom.

Presentation at the International Reading Association Annual Conference. Chicago, IL.

Graham, S., & Hebert, M. (2010, April). Strategy Instruction Solutions to Improve Literacy

Skills: A Meta-Analysis of the Effects of Writing on Reading. Paper presented at the American Educational Research Association Conference, Denver, CO.

Harris, K.R., Lane, K., Graham, S. Driscoll, S., House, E., Sandmel, K., Hebert, M., & Morphy,

P. (2010, April). Self-Regulated Strategy Development for Second-Grade Students with Writing and Behavioral Difficulties: A Randomized Control Trial. Poster presentation at the American Educational Research Association Conference, Denver, CO.

Graham, S. (2010, April). Discussant, Session at the American Educational Research

Association Conference, Denver, CO.

Graham, S. (2010, April). Challenges and solutions for students with writing disabilities. Invited

presentation at the International Council for Exceptional Children Conference. Nashville, TN.

Kiuhara, S. A., Graham, S., O’Neill, R., Hawken, L. S., (2010, April). Persuasive Writing for High School Students with Disabilities. Poster presented at Council for Exceptional Children, Nashville, TN.

Sandmel, K., & Graham, S. (2010, April). The Process Writing Approach: A Meta-Analysis.

Poster presentation at the International Council for Exceptional Children Conference. Nashville, TN.

Lane, K. L., Graham, S., Harris, K., Sandmel, K., & Wilson, K. (2010, April). Strategies and PBS for second and third graders at risk for EBD*.* A paper presented at the Council for Exceptional Children, Nashville, TN.

Graham, S. (2010, March). “Do Not Write on Both Sides of the Paper at Once:  Evidence-Based

Recommendations for Teaching Writing. Keynote presentation at the New York meeting of the International Dyslexic Society. NY, NY.

Harris, K., & Graham, S. (2010, March). Evidence-Based Writing Practices: Targeted Strategies

for Students with LD. Presentation at the New York meeting of the International Dyslexic Society. NY, NY.

Lane, K. L., Harris, K., Graham, S. & Oakes, W. P. (2010, February). The efficacy of class-wide writing interventions using self-regulated strategy development for students with and without behavior concerns: A randomized control trial. A poster presented at the meeting of the Eighteenth Annual Pacific Coast Research Conference, Coronado, California.

Graham, S., & Hebert, M. (2010, February). Writing to read: A meta-analysis. Presentation at the

Pacific Coast Research Conference. San Diego, CA.

Hebert, M., & Graham, S. (2010, February). Predicting Writing Quality for Struggling

Writers across Four Genres. Poster presentation at the Pacific Research Conference. San Diego, CA.

Morphy, P., & Graham, S. (2010, February). Word processing programs and weaker

writers/readers: A meta-analysis of research findings referenced to National outcomes with implications for practice. Poster presentation at the Pacific Research Conference. San Diego, CA.

Kiuhara, S. A., O’Neill, R.; Hawken, L. S., Graham, S. (2009, November). Persuasion and the Struggling Writer: Evidence-Based Writing Practices. Poster presented at National Council of Teachers of English, Philadelphia, PA.

Lane, K., Wilson, K., Harris, K., Graham, S., Sandmel, K., & Driscoll, S. (2009, November).

Improving Writing Skills of Students at Risk for EBD with Poor Writing Skills:

Outcomes of Project WRITE. Presentation at the 33rd Annual TECBD Conference,

Temple Mission Palms, AZ.

Graham, S., & Kiuhara, S. (2009, October). Writing problems and writing solutions. Presentation

at Division for Learning Disabilities National Conference. San Deigo, CA.

Gilbert. J., & Graham, S. (2009, July). Writing practices in upper-elementary Grades: What's

going on and why? Presentation at the Conference for the Scientific Studies of Reading, Boston, MA.

Morphy, P., & Graham, S. (2009, June). Effects of word-processing interventions for struggling

writers: A meta-analysis of experimental effects referenced to 2007 NAEP Writing outcomes. Poster presentation at Institute of Educational Sciences Project Director’s Meeting. Washington, DC.

Hebert, M., & Graham, S. (2009, June). Comprehension through note-taking: A meta-analysis of

the effects of taking notes and note-taking instruction on reading comprehension outcomes. Poster Institute of Education Sciences Projects Director meeting, Washington, D.C.

Lane, K. L., Harris, K., Graham, S., Driscoll, S., Sandmel, K., & Hebert, M. (2009, June). Impact

of self-regulated strategy instruction  on students’ writing performance and behavior:

Project WRITE Findings*.* A paper presented at Institute of Educational Sciences Project

Director’s Meeting. Washington, DC.

Morphy, P., & Graham, S. (2009, April). Effective computer writing instruction for weaker

writers: A meta-analysis of research findings with implications for practice. Presentation at the International Conference for the Council of Exceptional Children, Seattle, WA.

Graham, S. (2009, April). Publishing in Exceptional Children. Presentation at the International

Conference for the Council of Exceptional Children, Seattle, WA.

Lane, K., Harris, K., & Graham, S. (2009, April). Strategies Instruction and Positive Behavioral Support for Second Graders At Risk for EBD. Presentation at CEC Convention and Expo, Seattle, WA.

Graham, S. (2009, March). Evidence-Based Writing Instruction for Students with Learning Disabilities. Presentation at the Annual Conference on Learning Disorders, Harvard University, MA.

Lane, K., Harris, K.R., Graham, S., Driscoll, S., Sandmel, K., Heberet, M., & House, E. (2009, February). Self-Regulated Strategies Development for Improving the Writing Skills of Students At-Risk for Behavior Disorders and Writing Concerns . Presentation at Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS.

Harris, K.R., & Graham, S. (2009, February). Scholarship of Teaching – Conducting High

Quality Research and Publishing Research in Quality Journals. Presentation to the Faculty of Education at Griffith University at their Annual retreat. Surfers Paradise, Australia.

Morphy, P., & Graham, S. (2009, February). Effects of word processing interventions for struggling writers: A meta-analysis of experimental research. Poster presentation at Pacific Coast Research Conference, San Diego, CA..

Sandmel, K, & Graham, S. (2009, February). A meta-analysis of the effects of process writing instruction. Poster presentation at Pacific Coast Research Conference, San Diego, CA..

Hebert, M., & Graham, S. (2009, February). Summarizing to comprehend:  A meta-analysis of the effects of summary writing and summary writing instruction on reading. Poster presentation at Pacific Coast Research Conference, San Diego, CA..

Lane, K., Harris, K.R., & Graham, S. (2009, February). Targeted Writing Interventions to

Support Students At-Risk for Emotional and Behavioral. Poster presentation at Pacific Coast Research Conference, San Diego, CA..

Graham, S. (2009, January). Evidence-based writing instruction for struggling writers. Invited

speaker at the Courage to Risk Conference, Colorado Springs, CO.

Graham, S. (2009, January). Teaching writing strategies to struggling writers. Invited

speaker at the Courage to Risk Conference, Colorado Springs, CO.

Graham, S. (2009, January). Teaching handwriting and spelling to young struggling writers.

Invited speaker at the Courage to Risk Conference, Colorado Springs, CO.

Lane, K., Harris, K., Graham, S., Driscoll, S., Sandmel, K., House, E., & Hebert, M. (2008,

November).Improving Writing Skills of Students at Risk for EBD with Poor Writing Skills: Preliminary Findings of Project WRITE. Paper presented at Teacher Education for Children with Behavior Disorders Conference, Tempe, AZ.

Graham, S. (2008, November). Evidence-based practices in writing. Keynote speaker for a

plenary session at "From France to Quebec” - Writing in all its States International Conference, Poitiers, France.

Lane, K. L. Harris, K., Graham, S., Driscoll, S., Sandmel, Morphy, P., Hebert, M., & House, E. (2008, November). Targeted writing interventions to support students at risk for emotional and behavioral concerns. A paper presented at the International Child and Adolescent Conference XIV. Bloomington, MN.

Graham, S. (2008, November). Overview to Written Instruction: Symposium on Written

Expression. Presentation at the International Dyslexia Association. Seattle, WA.

Graham, S. (2008, November). Dysgraphia: Symposium on Written Expression. Presentation at

the International Dyslexia Association. Seattle, WA.

Graham, S., Kuhara, S., & Hawken, L. (2008, July). Writing practices of secondary English,

science, and social studies teachers. Presentation at the Conference for the Scientific Studies of Reading, Ashville, NC.

Graham, S., & Harris, K.R. (2008, May). Evidence-based practices in writing instruction.

Presentation for the Center for the Support of Infantile Development. Lisbon, Portugal.

Lane, K. L., Harris, K., & Graham, S. (2008, June). Using single case design to examine the

impact of strategy and self-regulation instruction on students’ writing performance and behavior: Project WRITE*.* A paper presented at Institute of Educational Sciences Project Director’s Meeting. Washington, DC.

Graham, S. (2008, May). Improving students’ writing – 3 things that can make a difference right

away. Presentation at McGraw-Hill both at the International Reading Association 53rd annual Convention, Atlanta, GA.

Graham, S., & Harris, K.R. (2008, May). Effective writing instruction for elementary grade

children. Presentation at the International Reading Association 53rd annual Convention, Atlanta, GA.

Graham, S., (2008, April). Publishing in Exceptional Children. Presentation at the International

Conference for the Council of Exceptional Children. Boston, MA.

Morphy, P., & Graham, S., (2008, April). The effects of word processing interventions for

struggling writers: A meta-analysis. Poster presentation at the International

Conference for the Council of Exceptional Children. Boston, MA.

Rogers, L., & Graham, S., (2008, April). Writing interventions that work: Evidence-based

practices. Presentation at the International Conference for the Council of Exceptional Children. Boston, MA.

Harris, K.R., Lane, K., Graham, S., Brindle, M., Sandmel, K., & Little, A. (2008, April).

Strategies instruction and positive behavioral support for second graders at-risk for EBD. Presentation at the International Conference for the Council of Exceptional Children. Boston, MA.

Graham, S. (2008, March). Evidence-based practices for teaching writing to elementary-age

students: A meta-analysis. Presentation at the 34th Annual Conference on Dyslexia and Related Learning Disabilities. NY, NY.

Lane, K. L., Harris, K.R., & Graham (2008, March). Targeted interventions in elementary schools: Improving story writing skills of students with emotional behavioral disorders.Presentation at the Fifth International Conference on Positive Behavior Support. Chicago, IL,

Graham, S. (2008, February). Writing. Televised presentation for *Reading Rockets*. Washington,

DC.

MacArthur, C., Graham, S., & Fitzgerald, J. (2008, February). New writing research references:

*Handbook of Writing Research*. Panel at Conference on Writing Research Across Borders, Santa Barbara, CA.

Olinghouse, N., & Graham, S. (2008, February). Good writers always have sharp pencils: The

relationship between knowledge of writing and narrative writing quality in elementary students. Presentation at Conference on Writing Research Across Borders, Santa Barbara, CA.

Little, A., Lane, K., Harris, K., & Graham, S. (2008, February). Self-regulated strategies

development for improving the writing skills of students with internalizing behavior patterns and writing concerns. A poster presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Graham, S., & Rogers, L. (2008, February). Effective writing instruction: A meta-analysis of

single subject design studies. Presentation at Pacific Coast Research Conference, San Diego, CA.

Lane, K., Harris, K.R., Graham, S., Brindle, M., Sandmel, K., & Little, A. (2008, February).

Strategies instruction and positive behavioral support for second graders at-risk for EBD. Presentation at Pacific Coast Research Conference, San Diego, CA.

Graham, S. (2008, February). “A comma is what a medium falls into” – Teaching writing a

better way using evidence-based practices. Presentation at the National Conference on Accelerating Learners. Orlando, FL.

Graham, S. (2008, February). Writing Instruction. Webinar presentation sponsored by the

Content Center on Instruction in Special Education at the University of Texas, Austin, TX.

Graham, S. (2007, November). Evidence-based practices in writing for students with learning

disabilities. Presentation at the Division of Learning Disabilities Conference. San Antonio.

Lane, K., Harris, K., & Graham, S. (2007, November). Improving story writing skills of students

with internalizing and externalizing behaviors with poor writing skills: Preliminary findings of Project WRITE. Paper presented at Teacher Education for Children with Behavior Disorders Conference, Tempe, AZ.

Graham, S. (2007, July). Meta-analysis of writing intervention research. Presentation at the

Learning and Teaching Writing Conference sponsored by the *British Journal of Educational Psychology*. Oxford, UK.

Graham, S. (2007, July). RTI and effective researched-based practices in writing. Presentation

for Mountain Plains Regional Resource Center to State Department of Education Staff and Bureau of Indian Affairs. North Logan, Utah.

Graham, S., & Harris, K.R. (2007, June). Writing. Interactive live web-based presentation on LD

Talk for the National Center for Learning Disabilities. NYC, NY.

Lane, K., Harris, K., & Graham, S. (2007, June). The effects of strategy and self-regulation

instruction on students’ writing performance and behavior: Preliminary findings of Project WRITE. Poster presentation at the 2007 IES Research Conference, Washington, DC.

Morphy, P. & Graham, S. (2007, June). Primary Grade Teachers’ Instructional Adaptations for

Poorer Spellers: A National Survey. Poster presentation at the 2007 IES Research Conference, Washington, DC.

Graham, S., & Perin, D. (2007, May). Writing Next: Writing Instruction That Works With

Adolescents with Special Needs. Showcase Research presentation at the International Reading Association 52nd annual Convention, Toronto, Canada.

Graham, S., & Harris, K.R. (2007, May). Effective writing instruction for elementary grade

students. Presentation at the International Reading Association 52nd annual Convention, Toronto, Canada.

Cook, B., & Graham, S., (2007, April). Researchers’ perspectives on evidence-based practices.

Division of Research Showcase presentation at the International Conference for the Council of Exceptional Children. Louisville, KY/

Graham, S., (2007, April). Evidence-based writing instruction for secondary students.

Program Chair Invited and Highlighted Session at the International Conference for the Council of Exceptional Children. Louisville, KY.

Graham, S. (2007, April). Publishing in Exceptional Children. Presentation at the International

Conference for the Council of Exceptional Children. Lousville, KY.

Graham, S. (2007, April). Developing and sustaining a research program: Workshop for

beginning faculty and researchers. Presentation at the International Conference for the Council of Exceptional Children. Lousville, KY.

Graham, S., Klinger, J., & Fuchs, L (2007, April). Evidence-based practices in reading, writing,

and mathematics for students with special needs. Presentation at the International Conference for the Council of Exceptional Children. Lousville, KY.

Harris, K.R., & Graham, S. (2007, April). Self-regulated strategy development in writing: An argument for the importance of constructivist learning environments – and more. Paper presented at the American Educational Research Conference, Chicago, IL.

Graham, S. (2007, March). Primary and secondary/tertiary writing interventions: What works. Presentation at the 34th Annual Conference on Dyslexia and Related Learning Disabilities. NY, NY.

Graham, S. (2007, February). A meta-analysis of the writing intervention literature grades 4 -12. Presentation at Pacific Coast Research Conference, San Diego, CA.

Morphy, P., & Graham, S. (2007, February). Instructional adaptations for poor spellers: A national survey. Poster presentation at Pacific Coast Research Conference, San Diego, CA.

Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. (2007, February).

The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. Presentation at Pacific Coast Research Conference, San Diego, CA.

Graham, S. (2006, November). Writing Next: Summary and questions. National Writing Project Annual meeting. Nashville, TN.

Graham, S., & Perin, D. (2006, October). Writing Next: Effective strategies to improve writing of adolescents in middle and high schools. Press conference and presentation at the Washington Court Hotel, sponsored by the Alliance for Excellence in Education, Washington, DC.

Graham, S. (2006, October). Writing Next: Effective writing instruction for all students. VIP Signature Series: Video-Cast Presentation, Don Johnston Incorporated.

Graham, S. (2006, September). Infusing writing instruction across the curriculum. Presentation at the Middle School Literacy Forum sponsored by the National Govenors’ Association Center. Pheonix, AZ.

Graham, S., & Harris, K.R. (2006, July). Effective writing instruction. Presentation at Literacy Institute 2006: Nonfiction Writing. National Geographic Society, Washington, DC.

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

Graham, S. (2006, May). Evidence‑based writing strategies: From process to substance. Presentation at the International Reading Association 51st annual Convention, Chicago, IL.

Graham, S. (2006, May). A meta-analysis of writing instruction for adolescent students.

Presentation at the McGraw‑Hill/SRA Booth at the International Reading Association Conference, San Antonio, TX.

Graham, S. (2006, April). Publishing in Exceptional Children. Presentation at the International Conference of the Council for Exceptional Children, Salt Lake City, UT.

Graham, S. (2006, April). Evidence‑Based Practices in Teaching Writing. Preconference workshop at the International Conference of the Council for Exceptional Children, Salt Lake City, UT.

Richardson, J., Papadopoulou, E., & Graham, S. (2006, April). Acceptability of writing adaptations and modifications in writing: A national survey. Paper presented at the International Conference of the Council for Exceptional Children, Salt Lake City, UT.

Graham, S. (2006, March). Evidence‑Based Practice: Teaching Writing to Adolescents. Presentation at the 33rd Annual Conference on Dyslexia and Related Learning Disabilities, New York.

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

Graham, S. (2005, November). Evidence‑based practices for teaching handwriting and spelling. Workshop presented at the 6th Annual Conference of the Division of Learning Disabilities, Charleston, SC.

Graham, S. (2005, July). Supporting development of nonfiction writing. Presentation at Literacy Institute 2005: Building Nonfiction Literacy Today, National Geographic Society, Washington, DC.

Graham, S. (2005, May). Teaching Writing Strategies. Presentation at the McGraw‑Hill/SRA Booth at the International Reading Association Conference, San Antonio, TX.

Graham, S. (2005, April). Lessons learned: Writing, writing development, and writing instruction or students with special needs. Distinguished Lecture and Highlighted Session for Division of Learning Disabilities at the International Conference of the Council for Exceptional Children, Baltimore, MD.

Graham, S. (2005, April). Publishing in Exceptional Children. Presentation at the International Conference of the Council for Exceptional Children, Baltimore, MD.

Fan, W., Graham, S. & Berninger, V. (2005, April). The study of the relationship of writing achievement and writing attitudes. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, CA.

Chorzempa, B., & Graham, S. (2005, April). A national survey of ability grouping. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, CA.

Harris, K.R., Graham, S., & Zito, J. (2005, April). Using self‑regulated development to enhance children’s writing abilities. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, CA.

Graham, S. (2005, March). Teaching handwriting and spelling to students with learning disabilities. Presentation at the 32nd Annual Conference on Dyslexia and Related Learning Disabilities, New York.

Graham, S., & Harris, K. R. (2005, February). The impact of handwriting and spelling instruction on the writing and reading performance of at‑risk first grade writers. Presentation at Pacific Coast Research Conference, CA.

Graham, S. (2004, November). Teaching handwriting and spelling to students with learning disabilities. Workshop presented at the 5th Annual Conference of the Division of Learning Disabilities, Orlando, FL.

Williams, J., Graham, S., and others (2004, July). Conducting evidence-based research in educational settings. Presentation at 2004 Research Project Director’s Conference, Washington, DC.

Graham, S. (2004, June). Essential components of the writing process and writing instruction: A cognitive model. Presentation at the Meeting of the Adult Literacy Research Working Group, Washington, DC.

Graham, S. (2004, March). Publishing in Exceptional Children. Presentation at the International Conference of the Council for Exceptional Children, New Orleans, LA.

Graham, S. (2004, March). Teaching writing strategies to students with disabilities: Application of SRSD. Invited session International Conference of the Council for Exceptional Children, New Orleans, LA.

Graham, S., Gerston, R. , Fuchs, L., & Vaughn, S. (2004, March). Randomized field trials can be done on special education research. Invited session Discussion of Research for the International Council for Exceptional Children Conference, New Orleans, LA.

Graham, S., & Harris, K. R.(2004, February). The effects of teacher‑led SRSD instruction on the writing performance of struggling writers. Presentation at Pacific Coast Research Conference, CA.

Graham, S. (2003, November). Teaching writing strategies. Workshop presented at the fourth annual conference of the Division of Learning Disabilities, Nashville, TN.

Graham, S. (2003, July). Writing about writing and the teaching of writing. Presenter at the Harold W. McGraw Jr. Annual Seminar for Reporters New to the K‑12 Beat, New York, NY.

Williams, J., Graham, S., & Others. (2003). Content Area Research: Literacy. Presentation at OSEP’s project Directors Meeting, Washington, DC.

Graham, S. (2003). Breakfast with former editors. Discussion at OSEP Project Directors Meeting, Washington, DC.

Thurlow, M., & Graham, S. (2003, April). Publishing in CEC journals. Presentation at the International Conference of the Council of Exceptional Children, Seattle, WA.

Graham, S., & Harris, K.R. (2003, February). Planning strategy instruction for students with and without special needs: Round 2. Presentation at the Pacific Coast Research Conference, LaJolla, CA.

Graham, S., and others. (2003, January). Becoming literate in literacy. Major and Highlighted forum at 55th Annual AACTE Meeting, New Orleans, LA.

Graham, S. (2002, September). Making the writing process work for students with learning disabilities. Workshops presented at the third annual conference of the Division of Learning Disabilities, Pittsburgh, PA.

Graham, S., & Harris, K. R. (2002, November). Strategies for writing. Pre-conference workshop at the International conference on Literacy Strategies, College Park, MD.

Fuchs, D., Fuchs, L., Harris, K.R., Graham, S., & Williams, J. (2002, July). Scientific‑based evidence. Presentation at the 2002 OSEP Research Project Directors’ Conference, Washington, DC.

Fuchs, D., Oxall, L., Williams, J., Harris, K.R., Graham, S., & Fuchs, L. (2002, April). Accelerating students progress in reading, writing, and math. Symposium at the International Conference of the Council of Exceptional Children, New York.

Graham, S, Harris, K.R., Mason, L. (2002, February). Planning strategy instruction for students with and without special needs. Presentation at the Pacific Coast Research Conference, La Jolla, CA.

Graham, S. (2001). Writing uphill: Help for struggling writers. Workshop at the British Columbia Association of Speech-Language Pathologists and Audiologists Conference, Richmond, British Columbia, Canada.

Mason, L., Harris, K.R., & Graham, S. (2001, November). Every child has a story to tell: Self‑regulated writing strategies for story writing. Presentation at the TECBD National Conference, Tempe, AZ.

Deshler, D., Graham, S., Harris, K., Morocco, C. (2001). Presentation at the OSEP Leadership Project Directors Conference, Washington, D.C.

Graham, S., Harris, K., Deshler, D., Schumaker, J., & Morocco, C. (2001). Progress and prospect: The Intervention Institutes. Presentation at the OSEP Project Directors Annual meeting, Washington, DC.

Graham, S., Harris, K. R., & Fink, B. (2001, February). Is spelling causally related to learning to write. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

Harris, K. R., Graham, S., & Mason, L. (2001, April). Self‑regulated strategy development in writing: Progress in the elementary grades. Presentation at the International Conference of the Council of Exceptional Children, Kansas City, KS.

Graham, S., & Harris, K. R. (2001, April). Writing uphill: Research on overcoming writing difficulties. Presentation for the Distinguished Research Award, Special Education, SIG, Annual meeting of the American Educational Research Association, Seattle, WA.

De La Paz, S., & Graham, S. (2001, April). Effects of planning instruction on middle school students’ expository compositions. Paper presented at the Annual Meeting of the American Education and Research Association, Seattle, WA.

Graham, S., Harris, K., & Fink, B. (2001, April). Is spelling causally related to learning to write? Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

Harris, K., & Graham, S. (2000, October). Every child has something to say: Every child can write. Presentation at the International Council for Learning Disabilities, Austin, TX.

Graham, S. (2000, September). Making the writing process work: Teaching writing and self‑regulation strategies to students with learning disabilities. Invited workshop at First Annual Conference of the Division of learning Disabilities, Charleston, SC.

Graham, S., & Fink, B. (2000, September). The ABCs of writing: Teaching handwriting and spelling to students with learning disabilities. Invited workshop at First Annual Conference of the Division of Learning Disabilities, Charleston, SC.

Graham, S., Harris, K., & Fink, B. (2000, February). Preventing writing difficulties: Treating the handwriting fluency problems of struggling writers. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

Graham, S. (2000, January). The Center to Accelerate Student Learning: Improving the academic performance of students with and without disabilities. Presentation at the OSEP/NECTAS Conference, Washington, DC.

Graham, S. (1999, May). A summary on research in writing with students with learning disabilities. Invited Presentation at the National Summit on Research in Learning Disabilities Conference, National Academy of Science, Washington, DC.

Graham, S. (1999, May). Reading, writing, and higher order learning: Research‑based practice in action. Panelist at the National Summit on Research in Learning Disabilities, National Academy of Science, Washington, DC.

De La Paz, S., Graham, S., & Swanson, P. (1999, April). Contribution of executive control to the revising problems of students with writing and learning difficulties. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Graham, S., & Harris, K. (1999, April). Short circuiting mindfulness when writing: Examples and possible solutions. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Graham, S. (1999, March). Every child can write: Self‑regulated strategy development. Keynote presentation Learning Disability Association of Quebec, Montreal, Canada.

Graham, S. (1999, March). Teaching self‑regulation and writing strategies. Presentation at the Learning Disability Association of Quebec, Montreal, Canada.

Graham, S. (1998, November). The ABC’s of writing: Making the writing process work. Invited short course at the American Speech and Hearing Association Convention, San Antonio, TX.

Harris, K., Graham, S., & Schmidt, T. (1998, April). Every child can write: Self‑regulated strategy development and the writing process. Invited presentation for Division of Research at the International Conference for the Council for Exceptional Children, Minneapolis, MN.

Weintraub, N., & Graham, S. (1998, March). Predicting handwriting legibility of normally achieving students. Paper presented at American Occupational Therapy Association, Baltimore, MD.

Graham, S., Harris, K., & Schmidt, T. (1998, March). Intervention research on written language. Invited presentation at the Learning Disabilities Association Conference, Washington, DC.

Troia, G., & Graham, S. (1998, February). Teaching students to plan mindfully. Paper presented at Pacific Coast Research Conference, La Jolla, CA.

Graham, S. (1998, January). What does it take to learn to write? Keynote presentation at 7th Symposium on Literacy and Disability, Raleigh, NC.

Graham, S. (1998, January). Balancing the basics: Teaching writing to children with disabilities. Presentation at 7th Symposium on Literacy and Disability, Raleigh, NC.

Weintraub, N., & Graham, S. (1997, October). Predicting handwriting legibility of normally achieving students. Paper presented at the Seventh Scientific Conference of the Israel Society of Occupational Therapy, Jerusalem.

Harris, K., & Graham, S. (1997, October). Reaching and teaching every child everyday. Invited presentation at the 19th International Conference on Learning Disabilities, Washington, DC.

Schmidt, T., Harris, K., & Graham, S. (1997, October). Making the writing process work: Strategies for composition and self‑regulation. Presentation at the 19th International Conference on Learning Disabilities, Washington, DC.

Troia, G., Graham, S., & Harris, K. (1997, October). Teaching students with LD to use brainstorming and organizing strategies in writing. Presentation at the 19th International Conference on Learning Disabilities, Washington, DC.

Graham, S., & De La Paz, S. (1997, April). The role of executive control in the revising of students with writing and learning difficulties. Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Graham, S., Berninger, V., Abbott, R., Abbott, S., & Whitaker, D. (1997, April). The role of mechanics in the composing of elementary school students. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Sexton, M., Harris, K., & Graham, S. (1997, April). The effects of strategy instruction on writing, self‑efficacy, and students attributions. Presentation at the l997 Council for Exceptional Childrens Annual Convention, Salt Lake City, UT.

De La Paz, S., & Graham, S. (1997). Using dictation and planning instruction to improve writing for students with disabilities. Presentation at the l997 Council for Exceptional Childrens Annual Convention, Salt Lake City, UT.

Graham, S. (1996, May). The role of executive control in the revising of students with learning disabilities. Paper presented at the 1996 Council for Exceptional Childrens Annual Convention, Orlando, FL.

De La Paz, S., & Graham, S. (1996, April). Effect of dictation and planning instruction on the writing of students with learning disabilities. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

MacArthur, C., Graham, S., Haynes, H., & De La Paz, S. (1995, November). Spelling checkers and students with learning disabilities: Performance comparisons and impact on spelling. Presentation at l995 National Reading Conference, New Orleans, LA.

Graham, S. (Participant). (1995, November). Teaching skills in holistic environments: Studies of effective reading and writing instruction. Presentation at the l995 National Reading Conference, New Orleans, LA.

Graham, S., MacArthur, C., & Schwartz, S. (1995, November). Impact of an integrated writing curriculum for students with learning disabilities on the quality, length and spelling of compositions. Presentation at the l995 National Reading Conference, New Orleans, LA.

De La Paz, S., & Graham, S. (1995, April). An analysis of the effects of writing instruction on the writing of students with special needs. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Graham, S., Harris, K.R., & Pressley, M. (1995, March). The missing link in whole language. Presentation at the 20th Annual International Conference of the Learning Disabilities of Quebec, Quebec, Canada.

Graham, S., & Harris, K.R. (1995, March). Helping children master the craft of writing. Presentation at the 20th Annual International Conference of the Learning Disabilities Association of Quebec, Quebec, Canada.

Graham, S., & Harris, K.R. (1994, November). The whys and hows of using single subject design: Investigating the effectiveness of strategy instruction. Presentation at the l994 National Reading Conference Annual Meeting, San Diego, CA.

Harris, K., & Graham, S. (1994, July). Metacognitive strategy instruction for students with learning disabilities and the development of good information processing. Presentation at Practice Aspects of Memory Conference, College Park, MD.

MacArthur, C., Graham, S., & Schwartz, S. (1994, April). The effects of goal setting and procedural facilitation on the revising behavior and writing performance of students with writing and learning problems. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

MacArthur, C., Schwartz, S., Molloy, D., Graham, S., & Harris, K. (1994, April). The influence of teachers’ beliefs and knowledge on strategy instruction. Paper presented at 1994 Annual Meeting of the American Educational Research Association, New Orleans, LA.

Harris, K., & Graham, S. (1994, January). Practical applications of the concepts of executive function and strategic planning. Presentation at the National Institute of Child Health and Human Development Meeting on Attention, Memory, and Executive Function, Bethesda, MD.

Graham, S., & Harris, K. (1993, December). Promoting maintenance and generalization: Self‑regulated strategy development. Presentation at 1993 National Reading Conference Annual Meeting, Charleston, SC.

Graham, S. (1993, November). The role of assessment in strategy instruction. Presentation at the 9th Annual Conference on Learning Disorders, Harvard University, MA.

Graham, S. and others. (1993, November). Round table discussion. Presentation at the 9th Annual Conference on Learning Disorders, Harvard University, MA.

Graham, S., & Harris, K.R. (1993, October). Helping students with learning problems master the craft of writing: Strategy instruction and self‑regulation in the writing process. Preconference Institute at 15th International Conference on Learning Disabilities, Baltimore, MD.

Graham, S. (1993, August). The educational psychology of children’s writing: Strategies, skills, and the writing environment. Invited address at 1993 American Psychological Association, Ontario, Canada.

Graham, S. and others. (1993, August). Symposium: Whole language III: Panel discussion with audience participation. Presentation at l993 American Psychological Association, Ontario, Canada.

Graham, S., & Harris, K.R. (1993, August). Self‑regulated strategy development and childrens writing. Invited and highlighted presentation at 1993 American Psychological Association, Ontario, Canada.

Graham, S., & Harris, K. (1993, April). Enhancing strategy outcomes through self‑regulation development. Paper presented at l993 American Educational Research Association Annual Meeting, Atlanta, GA.

Graham, S., & Harris, K.R. (1992, August). Self‑regulated strategy development: A cognitive-behavioral approach. Presentation at l992 American Psychological Association, Washington, DC.

Graham, S., & Harris, K.R. (1992, October). Issues in strategy instruction. Invited presentation at 14th International Conference on Learning Disabilities, Kansas City.

Harris, K.R., & Graham, S. (1992, February). The role of strategy instruction and self‑ regulation in the writing process. Presentation at the International Association for Cognitive Education, Riverside, CA.

Harris, K.R., Graham, S., & Eddy, D. (1992, April). Self‑regulated strategy development: Process, characteristics, and components. Paper presented at l992 American Educational Research Association Annual Meeting, San Francisco, CA.

Harris, K.R., & Graham, S. (1992, April). The role of cognitive strategy instruction in the writing process: Issues and recommendations. Paper presented at l992 American Educational Research Association Annual Meeting, San Francisco, CA.

Graham, S., Harris, K.R., Sawyer, R., Danoff, B., Bednarczyk, A., & Montague, M. (1992, April). Student research: Investigations examining story grammar strategy instruction to improve literacy of students with learning disabilities. Invited symposium for the Research Division at Council for Exceptional Children’s 69th Annual International Convention, Baltimore, MD.

Graham, S., MacArthur, C., & Voth, L. (1991, October). The writing of students with LD: What do we know? Presentation at 13th International Conference on Learning Disabilities, Minneapolis, MN.

Sawyer, R., Graham, S., & Harris, K.R. (1991, April). A components analysis of self‑instructional strategy training. Paper presented at 1991 American Educational Research Association Annual Meeting, Chicago, IL.

Schwartz, S., Graham, S., & MacArthur, C. (1991, April). Learning disabled and normally achieving students’ knowledge of the writing process. Paper presented at 1991 American Educational Research Association Annual Meeting, Chicago, IL.

MacArthur, C., Schwartz, S., & Graham, S., (1991, April). The effectiveness of a cooperative revising strategy with LD students. Paper presented at 1991 American Educational Research Association Annual Meeting, Chicago, IL.

Graham, S., & Harris, K. (1991, April). The case for strategy instruction: Research on teaching writing to LD students. Invited presentation for the Research Division at Council for Exceptional Childrens 68th Annual International Convention, Atlanta, GA.

Graham, S. (1991, January). Keynote Speaker ‑ Writing instruction for learning disabled students. Presentation to the Annual Conference of the Learning Disabilities Association of Toronto, Toronto, Canada.

Graham, S. (l990, June). Teaching writing to students with special needs. Keynote presentation at Third Annual Instructional Methods Forum and Publishers Workshop, Washington, DC.

Graham, S., & Harris, K. (1990, April). Research on teaching writing strategies to LD students using self‑instructional strategy training. Invited presentation for the Research Division at Council for Exceptional Childrens 68th Annual International Convention, Toronto, Canada.

MacArthur, C., Schwartz, S., & Graham, S. (1990, April). The computers and writing instruction project: A model curriculum. Paper presented at 68th Annual Conference for the Council for Exceptional Childrens 68th Annual International Convention, Toronto, Canada.

MacArthur, C., Graham, S., Schwartz, S., & Stoddard, B. (1990, January). Using word processing and a peer editor strategy to improve learning disabled students’ revising skills. Presentation at the National Conference on Special Education and Technology, Lexington, KY.

MacArthur, C., Graham, S., & Schwartz, S. (1989, October). CWIP: An integrated approach to writing instruction. Presentation at 11th International Conference on Learning Disabilities, Denver, CO.

Graham, S., MacArthur, C., Schwartz, S., & Page‑Voth, V. (1989, October). Using a strategy involving goal‑setting to improve LD students’ writing. Poster presentation at 11th International Conference on Learning Disabilities, Denver, CO.

Schwartz, S., Graham, S., & MacArthur, C. (1989, October). Learning disabled and normally achieving students’ knowledge of the writing process. Poster presentation at 11th International Conference on Learning Disabilities, Denver, CO.

Graham, S. (1989, April). The role of production factors in learning‑disabled students compositions. Paper presented at l989 American Educational Research Association Annual Meeting, San Francisco, CA.

Graham, S., MacArthur, C., Schwartz, S., & Page, T. (1989, April). Improving LD students compositions using a strategy involving product and process goal setting. Paper presented at l989 American Educational Research Association Annual Meeting, San Francisco, CA.

Graham, S. (1989, February). Keynote speaker ‑ Effective writing instruction for learning disabled students. Presentation at the Second Annual TRI‑Services National Institute of Dyslexia Conference, Washington, DC.

Graham, S. (1989, February). Improving LD students’ writing performance with self instructional strategy training. Presentation at the Second Annual TRI‑Services National Institute of Dyslexia Conference, Washington, DC.

Graham, S., & MacArthur, C. (1989’pril). Strategies for improving learning disabled students’ expository writing. Presentation at Council for Exceptional Childrens 67th Annual International Convention, San Francisco, CA.

Graham, S., & Harris, K. (1988, April). Improving LD students’ skills at generating essays: Self‑instructional strategy training. Paper presented at l988 American Educational Research Association Annual Meeting, New Orleans, LA.

Harris, K., Preller, D., & Graham, S. (1988, April). Acceptability of cognitive‑behavioral and behavioral interventions among classroom teachers. Presented at l988 American Educational Research Association Annual Meeting, New Orleans, LA.

MacArthur, C., Graham, S., Schwartz, S., & Stoddard, B. (1988, January). Word processing, composition instruction, and learning disabled students. Presentation at the Second Annual Conference of the Technology and Media Division of the Council for Exceptional Children, Baltimore, MD.

Graham, S., Harris, K., & MacArthur, S. (1986, October). Improving learning disabled students writing: A review of three cognitive behavioral studies. Presentation at Eighth International Conference on Learning Disabilities, Kansas City, KS.

Graham, S., & Harris, K. (1986, April). Improving learning disabled students compositions via story grammar training: A component analysis of self‑control training. Paper presented at 1986 American Educational Research Association Annual Meeting, San Francisco, CA.

Harris, K., Graham, S., & Freeman, S. (1986, April). The effects of strategy training and study conditions on metamemory and achievement. Paper presented at 1986 American Educational research Association Annual Meeting, San Francisco, CA.

MacArthur, C., & Graham, S. (1986, April). LD students writing under three conditions: Word processing, dictation, and handwriting. Paper presented at 1986 American Educational Research Association Annual Meeting, San Francisco, CA.

Harris, K., & Graham, S. (1986, March). Cognitive‑behavioral training: Procedures for improving learning disabled students’ writing skills. Presentation at 1986 Association for Children with Learning Disabilities International Conference, New York, NY.

Graham, S., MacArthur, S., Malouf, D., & Skarvold, J. (1985, October). An examination of LD students’ writing under three conditions. Presentation at 7th International Conference on Learning Disabilities, New Orleans, LA.

Graham, S., Halpin, G., Harris, K., & Benson, J. (1985, April). A factor analysis of the Pupil Control Ideology Scale. Paper presented at 1985 American Educational Research Association, Chicago, IL.

Graham, S., & Harris, K. (1984, April). Improving LD students’ composition skills via a cognitive training approach. Paper presented at Council for Exceptional Childrens 62nd Annual International Convention, Washington, DC.

Harris, K., & Graham, S. (1984, April). A cognitive training approach for improving the composition skills of LD students. Paper presented at 1984 American Educational Research Association Annual Meeting, New Orleans, LA.

Graham, S. (1984, February). A review of procedures for enhancing the academic success of learning disabled youngsters. Presentation at 1984 Association for Children with Learning Disabilities International Conference, New Orleans, LA.

Graham, S. (1983). The effects of cognitive and behavioral procedures on the handwriting performance of LD students. Paper presented at Council for Exceptional Childrens 61st Annual International Convention, Detroit, MI.

Graham, S. (1983, February). Teaching composition to LD students. Presentation at 1983 Association for Children with Learning Disabilities International Conference, Washington, DC.

Graham, S. (1982, October). Handwriting research and practice: A model for teaching LD students. Presentation at the 4th Annual International Conference on Learning Disabilities, Kansas City, KS.

Graham, S. (1982, April). Research regarding the psychology and teaching of writing. Presentation at Council for Exceptional Children’s 60th Annual International Convention, Houston, TX.

Graham, S., & Miller, L. (1981, February). Research and practice in spelling: The teaching of spelling. Presentation at Association for Children with Learning Disabilities 1981 International Conference, Atlanta, GA.

Graham, S., & Miller, L. (1980, October). An instructional model for unifying spelling research and practice. Presentation at the 2nd Annual International Conference on Learning Disabilities, Denver, CO.

Graham, S., & Miller, L. (1980, April). Spelling research and practice: Towards a unified approach. Presentation at Council for Exceptional Children’s 58th Annual International Convention, Philadelphia, PA.

Graham, S. (1978, May). A comparison of the word attack skills of learning disabled students and two groups of average readers. Presentation at the Council for Exceptional Children’s 56th International Convention, Kansas City, MO.

**Regional:**

Graham, S. (2007, August). Making writing instruction work for middle and high school students. Presentation for the Southern Regional Education Board to state leaders in policy makers in southern States. Richmond, VA.

Graham, S. (2001). Teaching writing to students with special needs. Presentation to Directors of Special Education, I.U.B ‑ Pennsylvania, Annapolis, MD.

Graham, S., & Fink, B. (2000, February). Teaching writing to students with Learning Disabilities. Workshop for the Washington, DC International Dyslexic Society, Washington, DC.

Graham, S. (1999, October). Every child can write: Helping the child with learning disabilities master the writing process. Keynote presentation at the 7th New England Joint Conference on Specific Learning Disabilities, Marlboro, MA.

Graham, S. (1999, September). Teaching writing. Workshops for Montgomery County Intermediate Unit, Number 23. King of Prussia, PA.

Graham, S. (1999, February, December). I wrote 10,000 words today! Strategies and skills for struggling writers. Workshops for the National Education Institute. Columbus, SC, Atlanta, GA, Witchita, KS, Tusla, OK.

Page‑Voth, V., & Graham, S. (1995, March). The effects of goal‑setting as an instructional tool for use with students with learning disabilities. Presentation at the Annual Eastern Educational Research Association Conference, Hilton Head, SC.

Graham, S., & Harris, K. (1990, March). Research on teaching LD students’ writing strategies. Presentation at Regional Council for Learning Disabilities, Williamsburg, VA.

Graham, S. (1990, March). Self‑instructional strategy training: Applications to writing. Presentation at Regional Council for Learning Disabilities, Williamsburg, VA.

Graham, S. (1984, March). Keynote Speaker ‑ Variables that influence learning. Symposium ‑ 20th Annual Educational Conference Concerned with Children Experiencing Learning or Behavioral Difficulties, Rutgers University, New Brunswick, NJ.

Graham, S. (1977, April). SQ3R: Is it an effective method? Presentation at the Great Plains International Reading Association Conference, Lincoln, NE.

**State/Local:**

Graham, S. (2024, February). Writing, Reading, and Learning Connections. Keynote

presentation for the Virginia College Literacy Educators Association, Virginia.

Graham, S. (2023, March). Evidence-Based Writing Instruction: Navigating the Tensions

Between Explicit and Implicit Approaches to Teaching Writing. Keynote presentation Marshal University and West Virginia National Writing Project.

Graham, S. (2023, March). Writing and dyslexia. Presentation for SRSD Online and New York

City Teachers.

Graham, S. (2022, December). Teaching writing to children and adolescents with dyslexia and

learning difficulties. Presentation for the Arizona Branch of the International Dyslexia Society. Online presentation.

Graham, S. (2020, September). Writing development and evidence-based practices. Keynote

Presentation at the LLRC Literacy Conference. University of Wyoming, Laramie, WY.

Graham, S. (2020, September). Question and Answer Session. LLRC Literacy Conference.

University of Wyoming, Laramie, WY.

Harris, K.R., & Graham, S. (2020, February). Yes They Can! Evidence Based Practices in

Writing that Work for Elementary Teachers and Students. Zoom presentation to the Texas Association for Literacy Education.

Graham, S. (2020, November). Writing in Secondary Schools. Presentation to School

Administrators. Sponsored by the New York Department of Education, Albany, NY.

Graham, S. (2019, May). Evidence-based Practices in Writing. Presentation at the College

Board, NY, NY.

Graham, S. (2019, March). Evidence-Based Writing Practices. Presentation for the Mississippi

Higher Education Literacy Council. Jackson, MS.

Graham, S. (2019, May). Writing. On-line presentation for the Illinois Department of

Education/Illinois State University Consortium.

Graham, S., (2018, December). Question and answer panel with the experts. Presentation at the

Curry-Ingram School, Nashville, TN.

Barkel, A., Harris, K.R., & Graham, S. (2017, December). “Easy-Peasy Lemon Squeezy:”

Opinion Writing for 4th and 5th Grade Students Learning English. Presentation at the 2017 OLEAS Conference, Tucson, AZ.

Graham, S. (2017, December). “Pavlov studied the salvation of dogs”: Evidence-Based practices

in writing. Presentation at 2017 Oleas Conference, Tucson, AZ.

Barkel, A., Harris, K.R., Graham, S., Longa, A., Aitken, A.A., & Ray, A.B.

2017, October). *Opinion Writing for Elementary-Aged ELLs: “Easy-Peasy Lemon Squeezy.”*Presentation at annual AZTESOL Conference, Tucson, AZ.

Graham, S. (2017, September – October). A short course for area teachers on teaching grammar,

spelling, and sentence construction. Delivered for the Center on the Science and Art of Teaching, Arizona State University, Tempe, AZ.

Graham, S. (2017, September). "The Pen is Mighter Than the Atom": The Five Rules for

Fostering Good Writing. Presentation for the Texas School Summit, Brownsville, TX.

Graham, S. (2017, August). Effective writing instruction in elementary classrooms. Presentation

at the Symposium on Literacy. Whicita, KS.

Graham, S. (2017, April). The Complex Nature of Writing Challenges in Schools and

Research-Based Solutions. Presentation for the Texas School Summit, San Antonio, TX.

Graham, S. (2017, January). Motivation and writing. Discussion with literacy coaches. Tempe

Public Schools, Tempre, AZ.

Graham, S (2016, December). The elements of a strong writing program. Keynote presentation at

the Georgia Association fo0r Supervision & Curriculum Development. Greensboro, GA.

Graham, S. (2016, December). Writing in response to source material: Ensuring success.

Presentation at the Georgia Association fo0r Supervision & Curriculum Development. Greensboro, GA.

Graham, S. (2016, October). The Complex Nature of Writing Challenges in Schools and

Research-Based Solutions. Presentation for the Texas School Summit, Houstn, TX.

Graham, S., & Ray, A. (2016, April). Writing to Learn. Presentation at Seaton High School.

Tempe, AZ.

Graham, S. (2016, April). Writing and reading with a focus on all children. Presentation at the

Summit for Meaningful Impact on Learning and Education – A Texas Schools Summit. Houston, TX.

Graham, S. (2015, November). Providing effective feedback in writing. Keynote presentation

Write for Texas 2015 Fall Institute. Austin, TX.

Graham, S. (2015, October). Evidence-based practices for teaching writing. Presentation at the

Institute for Human Development’s Annual Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ.

Houston, J. D., Aitken, A. A., Ray, A. B., Kavanagh, C. P., Barkel, A. A., & Harris, K. R.

Graham, S. (2015, October). *Get More Out of Writing: Evidence-Based SRSD Strategies for Persuasive Writing Using Source Text.* Presentation at the Institute for Human Development’s Annual Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ.

Graham, S. (2015, March). SRSD Instruction and writing at the elementary and middle school

levels. Workshop presented at AIMS. Philidelphia, PA.

Graham, S., Harris, K.R., Chambers, A., Cunningham, J. (2015, March). "I am the best they is in

English class": The writing of students with LD. Presentation at Symposium At AIMS. Philidelphia, PA.

Graham, S. (2014, November). Teaching writing to young children. Workshop presented for the

Child Language and Literacy Lab, Speech and Hearing, Arizona State University, Tempe, AZ.

Santangelo, T., & Graham, S. (2014, October). Writing and writing interventions. Two day

workshop presented at Lee Middle School, San Angleo, TX.

Graham, S. (2014, September). Evidence-based practices in writing development and instruction.

Three presentations made at the Director’s Institute for Special Education, Arizona State Department, Phoneix, AZ.

Graham, S., & Harris, K.R. (2014, March). Powerful writing strategies for all

students (grades 6 -12). Workshop for the Arizona Department of Education. Phoenix, AZ.

Graham, S. Harris, K.R., & Chambers, A. (2014, March). Powerful writing strategies for all

students (grades 1 – 5). Workshop for the Arizona Department of Education. Phoenix, AZ.

Graham, S. (2014, January). Effective writing instruction. Workshop presented at the COVE

School, Brookfield, Illinois.

Graham, S. (2013, November). Using Writing to Support Reading and Learning. Keynote

presentation for the Induction Conference at St. Rose College, Albany, NY.

Graham, S. (2013, November). Teaching handwriting and spelling. Presentation for the

Induction Conference at St. Rose College, Albany, NY.

Graham, S. (2013, November). Teaching sentence construction and grammar skills.

Presentation for the Induction Conference at St. Rose College, Albany, NY.

Graham, S. & Harris, K.R. (2013, September). Powerful writing strategies for all students

(grades 1 – 5). Workshop for the Arizona Department of Education.Phoenix, AZ.

Graham, S. (2013, September. Evidence-Based Practices for Teaching Writing to Students with

Dyslexia and Learning Disabilities. Workshop for New Hampshire IDA.

Harris, K., R., & Graham, S. (2013, August).SRSD: A powerful part of teaching writing! Two

day workshop, Denver, CO.

Graham, S. (2012, December). Putting Evidence Based-Practices into play in your classroom.

Workshop for Region 10 Educational Service Center, Dallas, TX.

Graham, S. (2012, December). Writing uphill: Evidence-based practices for students with

dyslexia. Workshop for Region 10 Educational Service Center, Dallas, TX.

Graham, S. (2012, October). Don’t Sweet the common core blues: Evidence-based practices to

the rescue. Presentation for the Arizona State University National Writing Project, Tempe, AZ.

Graham, S. (August, 2012). Teaching writing to adolescents with learning differences. Workshop

for Currey-Ingram Academy, Nashville, TN.

Graham, S. (March, 2012). Why handwriting matters! Three presentations to Reading Coaches in

Nashville Metropolitan public Schools, Nashville, TN.

Graham, S. (February, 2012). Evidence-based writing practices: Don’t sweat the common core

Blues. Keynote presentation South Carolina International Reading Association Annual Conference, Myrtle Beach, SC.

Graham, S. (September, 2011). Evidence-based practices for teaching writing and using writing

to support reading. Keynote presentation Utah International Reading Association Annual Conference, Salt Lake City, Utah.

Graham, S. (September, 2011). Effective practices for teaching handwriting and spelling and

why such instruction makes a difference. Presentation at Utah International Reading Association Annual Conference, Salt Lake City, Utah.

Graham, S. (June, 2011). Effective writing instruction. Keynote presentation, Writing on the

River, Memphis Schools, Memphis, TN.

Graham, S. (November, 2010). Powerful writing instruction for all students. Workshop

sponsored by the Utah Department of Education. Salt Lake, City, Utah.

Graham, S. (November, 2010). Why handwriting is till important in a digital world. Presentation

to language arts supervisors in Houston Public Schools. Houston, TX.

Graham, S. (November, 2010). Handwriting and spelling in a digital world: Why they are still

important. Presentation to Metropolitan Dallas language arts supervisors.. Dallas, TX.

Graham, S. (November, 2010). Teaching handwriting and spelling: Evidence-based practices.

Highlighted presentation at the Arkansas Reading Association Fall Conference. Little Rock, AR.

Graham, S. (2010, February). Effective elementary writing instruction. Presentation at Joelton

Elementary School, Nashville, TN.

Graham, S. (2009, October). Writing strategies for elementary students with LD. Presentation for

Catholic Schools of Nashville. Nashville, TN.

Graham, S., & Kiuhara, S. (2009, October). Writing strategies for secondary students with LD.

Presentation for Catholic Schools of Nashville. Nashville, TN.

Lane, K., Driscoll, S., Harris, K., Graham, S., Sandmel, K., & Wilson, S. (2009, April). Targeted

Writing Interventions to Support Students with Writing and Behavioral Concerns. Poster presented at 2nd Annual *Tennessee School-Wide Positive Behavior Support Conference. Nashville, TN.*

Graham, S. (2009, April). Matching Instruction to the needs of struggling writers. Presentation at the Pennsylvania 2009 Department of Education Conference. Harrisburg, PA.

Graham, S. (2008, October). Effective writing instruction. Workshop for Grant Wood Area Education Agency. Cedar Rapids, Iowa.

Lane, K. L., Harris, K., Graham, S., Driscoll, S. A., Sandmel, K., Morphy, P., & Hebert, M. (2008, April). Targeted writing interventions to support students at-risk for emotional and behavioral concerns. A paper presented at *Tennessee School-Wide Positive Behavior Support Conference. Nashville, TN.*

Graham, S. (2008, April). Evidence-based writing instruction. Workshop presentation for

State Department of Massachusetts.

Graham, S. (2007, October). Evidence-based writing instruction: What works. Presentation at the

University of Utah: Salt Lake City, Utah.

Harris, K.R., & Graham, S. (2007, July). Teaching handwriting, spelling, and sentence

construction. Workshop for the Curry-Ingram School. Nashville, TN.

Graham, S. (2007, July). “A horse divided against itself cannot stand+ - Evidence-based writing

instruction. SRA/McGraw-Hill Summer Institute, Seattle, WA.

Graham, S. (2007, June). Teaching writing to adolescents: Scientifically-supported practices.

Keynote presentation at the Third Annual Adolescent Literacy Conference, Middle Tennessee State University, Murfreesboro, TN.

Graham, S. (2007, May). “Writing is a thought process, not just a rote process!!!!” Inservice

Presentations for SRA/McGraw-Hill in 3 Florida cities: Tampa, Ft. Meyers, and West Palm Beach.

Graham, S. (2007, March). Effective writing instruction for adolescents. Presentation at the

Secondary Literacy Summit VII: Maximizing Student Learning. Anahiem, CA..

Graham, S. (2007, February). Writing Next: Effective writing instruction for middle and high

school students. Presentation to district and school leaders in the State of Utah. Salt Lake City, Utah.

Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. (2006,

October).The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. Presentation at the Tennessee Applied Behavior Analysis Conference, Nashville, TN.

Graham, S. (2006). Keynote Presentation - Why is writing so hard: Some possible solutions. Presentation at the Maryland International Reading Association Conference. Hunt Valley, MD, March.

Graham, S. (2006). The ABC’s of writing. Presentation at the Maryland International Reading Association Conference. Hunt Valley, MD, March.

Graham, S., & Harris, K.R. (2006). Effective writing instruction. Presentation to the staff at the Benchmark School. Philadelphia, PA, January.

Graham, S. (2004). The ABCs of writing smarter: Helping children become more strategic writers. Workshop presented for the Office of Educational Outreach at the University of Wisconsin, Madison: October.

Graham, S. (2004). Teaching writing to students with dyslexia. Presentation at annual conference, Maryland International Dyslexic Society, May.

Graham, S. (2004). Writing strategy instruction. Presentation at the Lab school, Washington, D.C., April.

Graham, S. (2003). Effective writing instruction: How the Research informs vs. Video Conference for the Pennsylvania Training and Technical Assistance Network: Harrisburg, PA, October.

Graham, S. (2002). Writing smarter: Teaching writing processes to students with LD. Presentation for Bill Stixrud & Associates, Bethesda, MD, November.

Graham, S. (2002). Teaching writing: Evidence based practices. Teleconference presentation for the Pennsylvania Training and Technical Assistance Network: Harrisburg, PA, October.

Graham, S. (2002). Spelling ‑ reading connection. Presentation for the Indiana Reading Excellence Act: Notre Dame, IN: July.

Graham, S., Moran, S., & Saddler, B. (2000). Teaching writing. Workshop at Loyola College: Baltimore, MD, October.

Graham, S. (1998). I wrote l0,000 words today! ‑ How to teach writing to children with learning disabilities. Presentation for the Annual Conference of the Learning Disabilities Association of New Jersey: Atlantic City, NJ, October.

Graham, S. (1998). Teaching Writing, Inservice for William Stixrud and Associates, Silver

Spring,, Maryland.

Graham, S. (1997).Writing and Spelling, Inservice for San Antonio, TX public schools, January.

Graham, S., & Harris, K. (1996). All you ever wanted to know about writing that your teacher never told you. Presentation at Kingsbury Centers 9th Annual Symposium: National Institute of Mental Health, Bethesda, MD, December.

Graham, S. (1996). Writing and spelling in the classroom: Putting students in control. Presentation at Texas Association for the Study of Curriculum Development: El Paso, TX, September.

Graham, S. (1995). Teaching writing to students with learning problems: Components and principles underlying an effective writing program. Presentation at Second Annual Conference of New Jersey Orton and Dyslexia Society and New Jersey Speech and Hearing Association: Newark, NJ, March.

Graham S. (1995). Teaching planning and revising strategies. Presentation at Second Annual Conference of New Jersey Orton and Dyslexia Society and New Jersey Speech and Hearing Association: Newark, NJ, March.

Graham, S. (1994). Writing. Presentation to the Women in Housing and Finance Group: Washington, DC, November.

Graham, S. (1993). Teaching planning and revising strategies to children with learning disabilities. Presentation for the Prince Georges County Council for Learning Disabilities: New Carrollton, MD: September.

Graham, S. (1992). Keynote speaker ‑ Effective instruction. Presentation at 2nd Annual Conference on Learning Disabilities: Montclair State College, NJ, January.

Graham, S. (1991). Keynote speaker ‑ Helping students with LD master the craft of writing. Presentation at 18th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.

Graham, S. (1991). Teaching students with LD strategies to improve how they write. Workshop presented at 18th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.

Graham, S., & Harris, K. R. (1989). Keynote speaker ‑ Developing self‑regulated learning and behavior. Presentation at New Jersey Statewide Conference on Teaching Strategies for the Mildly Handicapped Student: Somerset, NJ, January.

Graham, S. (1989). Cognitive Strategy Instruction: A Writing Workshop, Inservice for Charles

County, Maryland, August.

Graham, S. (1988). Teaching Writing to Handicapped Students, Inservice workshop for the

Central Pennsylvania Special Education Resource Center, Harrisburg, PA, November.

Graham, S. (1988).Learning Strategy Instruction, Workshop for Secondary Special Education

Teachers, Prince George’s County Public Schools, Maryland, August.

Graham, S. (1988). Keynote speaker ‑ Assessment and instruction in written language. Maryland State Department of Education LD Conference: College Park, MD, July.

Graham, S., & Page, T. (1988). Self‑instruction strategy training in composition writing. Presentation at the Thirteenth Annual Metropolitan Baltimore Association for Children with Learning Disabilities Day: Baltimore, MD, October.

Graham, S. (1987). Improving writing skills: Self-instructional strategy training. PRISE Conference on Cognition and Metacognition, University of Pittsburgh, May.

Graham, S. (1987). Roundtable ‑ Written language. PRISE Conference on Cognition and Metacognition, University of Pittsburgh, May.

Graham, S. (1986). Masters program for teachers of the educationally handicapped. Presentation at Maryland CEC Conference: College Park, MD, November.

Graham, S. (1985). Self‑instructional training: Procedures for improving LD students writing. Symposium sponsored by the University of West Virginia, March.

Graham, S. (1985). Spelling Instruction and Research, Meadow Hall Elementary School,

Montgomery County Public Schools, Maryland, April.

Graham, S. (1985) Teaching Composition to LD Students, Educational Reporters of the

Washington Post, Washington, D.C, April.

Graham, S. (1985-1983). Three Workshops on Administering the Woodcock-Johnson

Psychoeducational Battery, Prince George’s County Public Schools, Maryland.

Graham, S. (1984). Teaching composition to learning disabled students. Keynote speaker at New Jersey Association for Children and Adolescents with Learning Disabilities: Tinton Falls, NJ, October.

Graham, S. (1983). The right to write. Presentation at the Eighth Annual Metropolitan Baltimore Association for Children with Learning Disabilities Day: Baltimore, MD, October.

Graham, S. (1983). Two Workshops on Selecting Reading Materials for the Learning Disabled,

Maryland Inservice Training System, Baltimore, Maryland.

Graham, S. (1983). Teaching composition and spelling to LD students. Presentation at the New Jersey Association for Children and Adults with Learning Disabilities Conference: Atlantic City, NJ, September.

Graham, S. (1983). Keynote speaker ‑ Cognition and basic skills: New applications for old problems. New Jersey Council for Learning Disabilities Annual Spring Meeting; Rutgers University, NJ, April.

Graham, S. (1983). Spelling assessment. Presentation at Fourth Annual Secondary Learning Disability Conference (College of St. Rose): Albany, NY, April.

Graham, S. (1983). Handwriting assessment. Presentation at Fourth Annual Secondary Learning Disability Conference (College of St. Rose): Albany, NY, April.

Graham, S. (1983). Composition assessment. Presentation at Fourth Annual Secondary Learning Disability Conference (College of St. Rose): Albany, NY, April.

Graham, S. (1982). Teaching written language to mainstreamed students. Presentation at Michigan Association for Children with Learning Disabilities Conference: East Lansing, Michigan, October.

Graham, S. (1982). Spelling and handwriting models for effective instruction. Presentation at Michigan Association for Children with Learning Disabilities Conference: East Lansing, Michigan, October.

Graham, S. (1982). Strategies for writing. Presentation at Third Annual Secondary Learning Disability Conference (College of St. Rose): Albany, New York, February.

Graham, S. (1982). Strategies for spelling. Presentation at Third Annual Secondary Learning Disability Conference (College of St. Rose): Albany, New York, February.

Graham, S. (1982). Strategies for handwriting. Presentation at Third Annual Secondary Learning Disability Conference (College of St. Rose): Albany, New York, February.

Graham, S. (1981). Written instruction: A unified approach. Presentation at 8th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.

Graham, S. (1981). Handwriting instruction: Presentation at 8th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.

Graham, S. (1981). Basic skill instruction. Cracker‑Barrel session at 8th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.

Graham, S. (1981). Spelling instruction for handicapped students. Presentation at Indiana Federation Council for Exceptional Children Conference: Indianapolis, Indiana, February.

Graham, S. (1981). Counseling Needs of Special Populations: Characteristics of the Learning

Disabled, Purdue University, West Lafayette, Indiana, December.

Graham, S. (1981), Learning Strategies Approach to Teaching Learning Disabilities at the

secondary Level, Lafayette Public Schools, Lafayette, Indiana, April..

Graham, S. (1981).Model for Teaching Handwriting, Lafayette Public Schools, Lafayette,

Indiana, April.

Graham, S. (1981). Spelling and Handwriting, Westminster School, Nashville, Tennessee,

January.

Graham, S., & Miller, L. (1980). Handwriting instruction: Model for LD students. Presentation at Louisiana Association for Children with Learning Disabilities Convention: New Orleans, Louisiana, October.

Graham, S., & Miller, L. (1980). Spelling instruction: Model for LD students. Presentation at Louisiana Association for Children with Learning Disabilities Convention: New Orleans, Louisiana, October.

Graham, S. (1980). A proposed model for learning disabled adolescents. Presentation at Alabama Association for Children with Learning Disabilities Convention: Auburn, Alabama, January.

Graham, S., & Miller, L. (1980). Teaching spelling. Presentation at Alabama Association for Children with Learning Disabilities Convention: Auburn, Alabama, January.

Graham, S., & Garrison (Harris), K. (1980). Learning disabilities spelling model for LD students. Presentation at First Annual Louisiana Special Education Conference: Baton Rouge, Louisiana, March.

Graham, S. (1980). Facts and Fallacies: Learning Characteristics of Learning Disabled Children,

Purdue University, West Lafayette, Indiana, November..

Graham, S. (1980). Individualized Instruction, Chuska Board School, Bureau of Indian Affairs,

Tohatchi, New Mexico, May.

Graham, S. (1980). Teaching Spelling and Reading, St. Joseph Public Schools, St. Joseph,

Missouri, May.

Graham, S. (1980, February Teaching Reading and Spelling, Board of Cooperative Services,

District 5, Jackson Hole, Wyoming.

Graham, S. (1980 – 1979). Two Workshops on Mainstreaming and Reading Techniques, East

Alabama Association for Children with Learning Disabilities, Auburn, Alabama.

Graham, S. (1979). A regular class teacher’s viewpoint: Issues, problems and solutions. Sessions leader, Project Reset Auburn University: Auburn, Alabama, May.

Graham, S. (1979). Resource room effectiveness. Presentation at Alabama Council for Exceptional Children Convention: Birmingham, Alabama, March.

Graham, S. (1979). Mainstreaming: An examination of teachers attitudes and needs. Presentation at Alabama Council for Exceptional Children Convention: Birmingham, Alabama, March.

Graham, S. (1979). Learning disabilities, parental involvement and rights. Presentation at Alabama Association for Children with Learning Disabilities Convention: Mobile, Alabama, January.

Graham, S. (1978). Special Education for Regular Educators, East Alabama Council for

Exceptional Children, Auburn, Alabama, September.

Graham, S. (1978). Mainstreaming. Presentation at the Annual Workshop of the Alabama State Council for Social Studies, University of Alabama, December.

**Other**

Graham, S., Harris, K.R., & Hebert, M. (March, 2012). Writing assessment and instruction. Presentation at the Educational Testing Service, Princeton, NJ.

**University Colloquia:**

Graham, S. (February, 2024). Teaching writing to secondary students: A meta-analysis. Texas

` A&M University.

Graham, S. (2023, April). Promoting a community of writers: A program of research for

informing research, practice, and policy. Presentation to the College of Education Faculty, Texas State University, Marco, Texas.

Graham, S. (2023, January). A conversation with Steve Graham. Scholar Series at Augusta

University.

Graham, S. (2023, January). Question and Answers -Scholar Series. Augusta University.

Graham, S. (2020, November). Writing to Learn. Brown bag presentation Columbia University.

Graham, S. (2017, November). A series of research seminars on writing for faculty, staff and

students. Bellavista Campus, University Andres Bello, Santiago, Chile.

Graham, S. (2017, April). A New theory of writing and its development: Implications for

teaching writing. Presentation at the University of Nebraska, Linclon, NE.

Graham, S., & Harris, K.R. (2017, April). Publishing. Conversation with doctoral students and

faculty at the University of Nebraska. Lincoln, NE.

Graham, S. (2016, May). The role of strategies, skills, knowledge, and will in writing development: Supportive studies. Presentation at the University of Delaware, Newark, DE.

Graham, S. (2016, March). Evidence-based writing instruction. Presentation at Teacher’s

College, Columbia University, NYC, NY.

Graham, S. (2015, Novemeber). Teaching writing – What Works. Presentation to the literacy faculty at Texas A & M Univerisyt, College Station, TX.

Graham, S., & Harris, K.R. (2014, June). Our writing research. Presentation to Australian Catholic University Faculty. Brisbane, Australia.

Graham, S. (November, 2012). Writing mini-conference for the Predoctoral Interdisciplinary Research Training program at Florida State University and the Florida Center for Reading Research. Tallahassee, Florida.

Graham, S. (April, 2012). Writing to read – the effects of writing on reading. Presentation at the University of Central Florida, Orlando, FL.

Graham, S. (April, 2012). Skills, will, strategies, and knowledge: writing development and instruction. Presentation at State University of New York – Albany, Albany, NY.

Graham, S. (February, 2012). Skill, will, strategies, and knowledge. Colloquia at Arizona State University, Tempre, AZ.

Graham, S. (November, 2011). Teleconference question and answer session on writing instruction as a guest faculty for doctoral students in special education at Ohio State University.

Graham, S. (September, 2011). Skills, will, strategies, and knowledge: Catalysts for writing

development. Presentation to Education faculty at Georgia State University, Atlanta, GA.

Graham, S. (February, 2011). Meta-Analysis: A Tool for Synthesizing Writing Research and

Getting Policy Makers' Attention. Presentation to Education faculty and students at University of California-Irvine, Irvine, CA.

Graham, S. (November, 2010). Past research and new directions: A 30 year program of research.

Interactive session with faculty and graduate students at the University of Utah about our research. Salt Lake City, Utah.

Graham, S., & Harris, K.R. (May, 2010). Skills, will, knowledge, and strategies – The road

to competent writing. Presentation at Southern Methodist University, Dallas, TX.

Graham, S. (2009, May). The role of self-regulation, knowledge, motivation, and skills in

writing development: Selected studies examining theses relationships. Presentation to Psychology Faculty and Students, University of Memphis, Memphis, TN.

Graham, S. (2009, April). Evidence-Based Writing Instruction for Elementary, Middle, and High

School Students. George Graham Lecture, University of Virginia, Charlottesville, VA.

Graham, S. (2009, April). Teaching students to be smarter writers. George Graham Lecture,

University of Virginia, Charlottesville, VA.

Graham, S. (2008, November). Evidence-based writing practices. Presentation for Doctoral Students at Pennsylvania State University, State College, PA.

Graham, S. (2008. April). Evidence-based practices in writing: Drawing on experimental, qualitative, and single-subject design research. Presentation for Michigan State University Literacy Colloquy. East Lansing, MI.

Graham, S. (2008, March). Evidenced-based practices in special education: Euphoria, concern, and realism. Keynote presentation for the KU Professionals for Disabilities (a student organization at the University of Kansas). Lawrence, KS.

Graham, S., & Harris, K.R. (2007, October). Interactive session with faculty and graduate

students at the University of Utah about our research. Salt Lake City, Utah.

Graham, S. (2006, August). Valdosta State University College of Education Graduates: The world is their oyster. Presentation at the Fall Convocation of Education Faculty, Valdosta State College, Valdosta, GA, August.

Graham, S. (2006, August). Publishing. Presentation to the School of Education Faculty, Valdosta State College, Valdosta, GA, August.

Graham, S. (2006, August). Finding a Research Topic. Presentation to the School of Education

Faculty, Valdosta State College, Valdosta, GA, August.

Graham, S. (2004). Writing research. Presentation at Michigan State University, College of Education, March.

Graham, S. (2003). A novice’s guide to conducting experimental treatment studies: Using an example from the SRSD literature. Presentation at George Mason University, School of Education, Doctoral Program Students, October.

Graham, S. (2003). An overview of writing research. Presentation at Turku University, Finland.

Graham, S., & Harris, K.R. (2002). Teleconference question and answer session on writing strategies as a guest faculty for doctoral course at Ohio State University.

Graham, S. (2002). Preventing writing difficulties. Presentation at Appalachian State University, college of Education Colloquia: Boone, NC: March

Graham, S. (1996). Writing and self‑regulation. Presentation at University of Delaware, School of Education, Writing Colloquia, Wilmington, DE, December.

Graham, S. (1996). Self‑regulation and strategy instruction for students who find writing and learning difficult. Presentation at the University of Washington, Department of Educational Psychology: Seattle, WA, January.

Graham, S. (1994). Handwriting evaluation. Presentation at the Kennedy Krieger Institute, Johns Hopkins University: Baltimore, MD, May.

Graham, S. (1994). Self‑regulation and writing. Presentation at the University of Albany Sesquicentennial Celebratory Symposium in Department of Educational Psychology and Statistics: State University of New York, NY, April.

Graham, S. (1990). Strategy instruction in writing with students with LD. Presentation to the faculty, John F. Kennedy Center, Center School, Johns Hopkins University: Baltimore, MD, December.

**Arizona State University**

Graham, S. (2022, June). Panel member for a University-wide Faculty and Recent Graduate

Panel focusing on a Dissertation Writing Camp.

Graham, S. (2020, October). Faculty-led interdisciplinary panel. Panel member for

session for MLFTC doctoral students.

Graham, S. (January, 2020). Changing school-based writing practices. Presentation to the

College of Education faculty.

Graham, S. (2017, October). On the Market: Phone & Skype Interviews. Panel member for

session for MLFTC doctoral students.

Graham, S. (2016, September). Does reading and reading instruction make you a better writer? A

meta-analysis. Distinguished Professor Presentation for MFLTC lecture series..

Durand, S., Graham, S., Jordan, M. & Kellam, N. (2016, February). Interdisciplinary! With

Mirka. Presentation for LLT PC at Mary Lou Fulton College of Teacher Education.

**Vanderbilt University**

Graham, S. (2009, October). The identification of Effective instructional Practices through

Scientific Intervention Studies: Findings and Issues from Three Meta-Analyses with School-aged Youngsters. Brown bag presentation to the Vanderbilt Writing Studio.

Driscoll, S. A., Harris, K., Graham, S., Lane, K. L., Sandmel, K., Hebert, M., & House, E. A. (2009, January). Targeted Writing Interventions to Support Students At-Risk for Emotional and Behavioral Concerns.Poster session presented at the Vanderbilt Kennedy Center Science Day. Nashville, TN.

Sandmel, K, & Graham, S. (2009, January). A meta-analysis of the effects of process writing instruction. Poster session presented at the Vanderbilt Kennedy Center Science Day.

Graham, S. (2006). Effective writing instruction: Findings from the Writing Next meta-analysis. Developmental Disabilities Grand Round Series, Vanderbilt University Medical Center.

Graham, S. (2006). Writing Next: A meta-analysis of writing intervention research with students in grades 4 – 12. Presentation at the 4th Annual Australian Research Conference on Cognition, Language, and Special Education.

Graham, S., & Harris, K.R. (2005). Marconi invented the television so people who couldnt afford radios could hear the news: Programmatic intervention research to improve children’s literacy. Presentation for the Curry Ingram Endowment reception.

**University of Maryland:**

Graham, S. (2004). Improving the writing performance of struggling writers attending schools that serve large percentage of minority students from low‑income families. Presentation for the Maryland Institute for Minority and Urban Education, December.

Graham, S. (2000). Solomon had 300 wives and 700 porcupines: The development of writing difficulties in children. Distinguished Scholar‑Teacher Presentation: College Park, MD.

Graham, S., & MacArthur, C. (1986). Effects of strategy training on LD students revisions of their essays composed on the word processor. Presentation at Faculty College University of Maryland: College Park, MD, October.

Graham, S., & Harris, K. (1986). Improving composition skills among learning disabled students with self‑instructional strategy training. Presentation at Faculty College, University of Maryland: College Park, MD, October.

Graham, S., & MacArthur, C. (1986). LD students’ writing under three conditions: Word processing, handwriting, and dictation. Presentation ‑ Instructional Research Seminar, University of Maryland, February.

Graham, S., & Harris, K. (1984). Improving LD students’ composition skills: A self‑control approach. Presentation at Faculty College, University of Maryland: College Park, Maryland, April.

**RESEARCH SUPPORT**

**Grant Awards:**

Banales, G., & Graham, S. (March, 2024 to March, 2025). Exploring Chilean teachers’ voices

about the SRSD model teaching writing: A professional development experiment. Second Cintana Research Competition. $7,788

Collins, A., Ciullo, S., Harris, K.R., & Graham, S. (July 31, 2022 to August 1, 2025), Turning

the TIDE: Building Teacher Capacity to Accelerate Text-Based Writing Performance of Students with and At-Risk for Disabilities. U.S. Department of Education, Institute of Educational Sciences. $2,999,507.

Collins, A. Ciullo, S., & Graham, S. (July 31, 2020 to August 1, 2023). Comprehensive Meta-

Analysis of Writing Interventions for Students in Grades K to 5. . U.S. Department of Education, Institute of Educational Sciences. $599,953.

Olson, B. Baker, T. Graham, S., & Warschauer, M. (January 1, 2019 to December 31, 2023).

WRITE Center for Secondary Students. U.S. Department of Education, Institute of Educational Sciences. $5,000,000.

Ciullo, S., Collins, A., & Graham, S. (July 31, 2018 to August 1, 2023). Exploring Writing

Instruction Delivered by Teachers Providing Services to Students with Disabilities. U.S. Department of Education, Institute of Educational Sciences. $1,398,259.00

Wijekumar, K., Harris, K.R., Graham, S., & McKeown, D. (July 31, 2018 to August 1, 2023).

Efficacy of We-Write: A Teacher-Led and Computer-Supported Intervention with fourth and Fifth Grade Students. U.S. Department of Education, Institute of Educational Sciences. $ 3,299,914

Wolbers, K., Dostal, H., Graham, S., & Martin, L. (July 31, 2017 to August 1, 2021). *An*

*efficacy study of Strategic and Interactive Writing Instruction (SIWI): Teacher development and student outcomes*. U.S. Department of Education, Institute of Educational Sciences. $3,298,243

Hall, T., Harris, K.R., & Graham, S. (July 31, 2017 to August 1, 2020). *Keys to Writing Smarter:*

*An Online UDL Writing Workbench for Students with High Incidence Disabilities.* U.S. Department of Education, Institute of Educational Sciences, $1,399,656.

Ng, C., Renshaw, P., Chueng, A., Mak, B., & Graham, S. (C0-PIs, 2018 -2022). *Raising the literacy bar for economically-disadvantaged students*. Australian Research Council, Australia, $535,418.

Gray, S, Restrepto, L., Artilles, A., Graham, S., & Harris, K.R. (Co-PIs, August, 2017 – July 2022). *Interdisciplinary Program to Prepare Faculty in Evidence-Based Interventions for English Language Learners with Learning Disabilities*. U.S. Department of Education, $1,250,000.

Ng, C., Graham, S. & Harris, K. (2016-2017). *Improving disadvantaged students’ reading*

*engagement and reading outcomes using student-voice driven and*

*mastery-focused reading models*. Education Horizon Research Grant Scheme. Department of Education and Training, Queensland State Government. (A$108,536)

Cumming, J., Wyatt-Smith, C., Webster, A., Dickson, E., Harris, K.R., & Graham, S. (PIs; January1, 2015 to December 31, 2019). *Effective teacher-based assessment adjusted for students with disabilities.* Australian Research Council, Australia, $330,000.

Artilles, A., Graham, S., Harris, K.R., Mathur, S. (C0-PIs; August, 2013 – July, 2018).*Evidence-Based Interventions in High-Need Schools: An Interdisciplinary Program to Prepare Special Education Faculty.* U.S. Department of Education, $1,250,000.

Wikekumar, K., Harris, K.R., & Graham, S. (Co-PIs; August, 2013 – July, 2016). *We-Write*

*Persuasively.* U.S. Department of Education, Institute of Educational Sciences, $1, 485,702.

Wolbers, K., & Graham, S. (Co-PIs; August, 2012 – July, 2015). *Development of Strategic and*

*Interactive Writing Instruction for deaf and hard of hearing students.* U.S. Department of Education, Institute of Educational Sciences, $1,156,576.

Hall, T., & Graham, S. (Co-PIs; July 2011 – June 2014). *Creating Compositions using A*

*Technology-Based Writing Tool: Supporting Students with Universal Design for Learning.*). U.S. Department of Education, Institute of Educational Sciences, $1,448,649.

Graham, S., & Harris, K.R. (January 1, 2012 – December 31, 2016). *Center on the Use of*

*Emerging Technologies to Improve Literacy Achievement for Students with Disabilities in Middle School.* U.S. Department of Education. Subcontract from CAST to Arizona State University, $789,570.

Graham, S., Compton, D., Fuchs, D., Fuchs, L., & Harris, K. (September 2009 – August 2013). Leadership preparation program in LD: Scientifically-based academic practices, cultural diversity, and the general education curriculum. U.S. Department of Education, $798,884.42.

Lane, K., Graham, S., & Harris, K.R. (September, 2006 – December, 2009). The Effects of Strategy and Self-Regulation Instruction on Students’ Writing Performance and Behavior: A Preventative Approach (Project WRITE). U.S. Department of Education, Institute of Educational Sciences, $1,431,137.

Graham, S., & Harris, K.R. (January, 1999‑December, 2005). *Research institute to accelerate learning for children with disabilities with curricular and instructional intervention: Kindergarten through grade three.* U.S. Department of Education. Subcontract from Vanderbilt University, $844,000.

Speece, D., Graham, S., & Harris, K. (September, 2002‑August 2006). *Preparation of leadership personnel in learning disabilities*. U.S. Department of Education, $800,000.

Graham, S., & Saddler, B. (September, 2001‑August, 2002). *An analysis of the effects of peer assisted sentence combining practice on the sentence construction skills of students with and without learning disabilities.* U.S. Department of Education, $20,000.

Speece, D., Graham, S., & Harris, K.R. (September, 1997‑ August, 2001). *Doctoral leadership program in learning disabilities: Preparing researchers in exclusive environments*. U.S. Department of Education, $820,000.

Graham, S., & Troia, G. (September, 1997‑August, 1998). *A comparison of the effects of proleptic versus direct strategy instruction on the composition skills of students with LD.* U.S. Department of Education, $19,105.

Graham, S., (1995). *The role of executive control in the revising of students with learning disabilities.* Summer Grant, Graduate School, University of Maryland, $7,250.

Graham, S., & De La Paz, S. (September, 1994‑August, 1995). *An analysis of the effects of dictation and planning instruction on the writing of students with learning disabilities.* U.S. Department of Education, $17,900.

Graham, S. (1994). *Hypermedia textbook: Instructional design features that support learning by secondary students with learning disabilities.* U.S. Department of Education, Subgrant from University of Delaware, $9,000.

Graham, S., & MacArthur, C. (October, 1991‑December, 1992). *The challenge of classroom strategy instruction: Implementation, generalization, and maintenance.* U.S. Department of Education, $75,000.

Graham, S., & Johnson, L. (September, 1991‑August, 1992). *An analysis of the effects of goal‑setting and self‑instruction on the acquisition, maintenance, and generalization of a reading comprehension strategy by learning disabled students.* U.S. Department of Education, $13,132.

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

Graham, S., Harris, K., & Speece, D. (August, 1989‑July, 1994). *Masters program for personnel preparation of teachers of learning disabled children and youth.* #H029B90049, Training Personnel for the Education of the Handicapped, U.S.O.E., $400,000.

Graham, S., & Page, T. (October, 1989‑September, 1990). *Improving composition skills of learning disabled junior high students through goal setting: The effects of product and process goals on writing performance, attitudes, and metacognitive knowledge.* U.S.O.E., $9,880.

Graham, S., & Sawyer, R. (September, 1987‑August, 1988). *Improving composition skills of learning disabled elementary students with self‑instructional strategy training and self-instructional strategy training plus attribution retraining.* U.S. Department of Education, $8,819.

Graham, S., Harris, K., & Speece, D. (August 1986‑July 1989). *Masters program for personnel preparation of teachers of learning disabled children and youth*. #G008630234, Training Personnel for the Education of the Handicapped, United States Office of Education, $224,000.

Graham, S. (1986). *The effects of self‑control training on LD students revisions of their writing products.* Summer Grant, Graduate School, University of Maryland, $2,000.

Graham, S. (1982). *An examination of three procedures for evaluating handwriting products.* Summer Grant, Graduate School, University of Maryland, $4,000.

Graham, S. (1982). *The effects of cognitive behavior modification on LD students composition skills and writing anxiety.* Internal Grant, Division of Human and Community Resources, University of Maryland, $725.

Graham, S., & Freeman, S. (1981). *A comparison of three methods for teaching spelling vocabulary to learning disabled students.* Research Projects Branch of Innovation and Development, United States Office of Education, $8,136.

Graham, S., & Diebold, M. (August, 1978‑July, 1980). *Regular education and related service personnel to teach the handicapped*. Handicapped Personnel Preparation, Bureau of Education for the Handicapped, $91,888.

Hudson, F., & Graham, S. (1977). *A comparison of the word attack skills of learning disabled and average students reading at third grade reading level*. Research Projects Branch of the Division of Innovation and Development, Bureau of Education for the Handicapped, $5,031.

**PROFESSIONAL SERVICE**

2024 - Member of Advisory Board for the Writing Lab

2024 Consulted on teaching writing with the Robertson Foundation

2024 Consulted on teaching writing with the Department of Education, United Kingdom

2023 – 2025 Reading Hall of Fame mentor for Lindsey W. Rowe of Clemson University

2023 National Advisory Board for Reading Universe

2023 Member, External Review Panel for Editor of *Exceptional Children*

2023 Panel organizer of Looking Ahead: Research to Promote Writing Skills: for All

Learners. Pacific Coast Research Conference. Coronado Island, CA.

2023 Editorial Committee, International Educational Psychology Conference, Valencia,

Spain

2022 – 2024 Advisor, IES Grant, Harvard University, Practical tools for impact analysis using

text-based outcomes in randomized trials in education, Luke Miratrix

23022 Provided mentoring for younger scholars through the Reading Hall of Fame at the

Literacy Research Conference in Tempe, AZ

2022 Reviewer for proposal for special issue on the Science of Reading for *Educational*

*Psychologist*

2022 External Consultant to the State of South Dakota for constructing their literacy

framework

2021 Expert validation of interview script for study “Teaching argumentative writing in 3rd and 4th grade high school curricula in Chile: Exploration of teaching beliefs, pedagogical practices and professional development challenges of secondary school teachers"; University Andres Bello, Chile.

2021 - Member of Development Advisory Council for grant, Stepping Up with OASIS: Opening Access to Science Instruction & Support, for CAST from OSEP

2021 Reviewer for conference proposals for Writing & Literacy SIG, American

Educational Research Association

2021 – 2025 Advisory Board Member, IES Grant, University of Delaware, Writing Across

Levels of Language in First Grade

2021 – 2023 Member, Reading Hall of Fame Emerging Scholar Fellowship Committee

2021 – 2023 Member, Advisory Board for Carnegie Learning

2021 - Member, Publication Committee, Division 15, American Psychological Association

2021 Review of Reading & Writing Chapter for the Fourth Edition of the *Handbook of Educational Psychology*

2020 Introduce the YouTube Video, Interactive Writing Instruction Online With Young Children (produced by WestEd)

2020 – 2021 Member, Research & Practice Task Force, International Literacy Association

2020 Assessment for the British Academy of an Applicant for admissions

2020 - 2021 Reading Hall of Fame mentor for Literacy Research Association at the Literacy Research Association National Conference

2020 Consultant on IES Early Career Development and Mentoring Grant (Developing a Sentence Writing Intervention for Young Struggling Writers) awarded to Abigail A. Allen, Clemson University

2020 Reviewer of the Module, Improving writing performance: A strategy for writing

practices; IRIS Center, Nashville, TN

2020 Consultant to Gates Foundation & Mathematica Big Bets Secondary Writing

Measure

2020 Symposium organizer of “Facilitating Writing and Learning Through Writing” at

the Pacific Coast Research Conference, San Deigo, CA.

2019 – 2022 Member, Literacy Research Panel, International Literacy Association

2020 Member, Scientific Committee for Writing Across the Borders Conference, Xi’an, China

2020 - Member, Committee for Sylvia Scribner Award, Division C, American Educational Research Association

2019 Review Conference submissions for the 2020 International Literacy Association

Conference

2019 Member, APA Science Directorate’s Dissertation Research Award, (Educational/School Psychology)

2019 – 2022 Consultant on IES Goal 1 grant, University of Nebraska- Lincoln, PIs Michael Heber and Mackenzie Savaiano.

2019 – 2020 Member, Advisory Board for the Learning, Evaluation, and Research Division of the College Board.

2019 – 2020 Senior Research Mentor for Dr. Mercer and Dr. Keller-Margulis for the Shapiro Mid-Career Scholarship Award from the Society for the Study of School Psychology.

2019 - Advisor, College Board, NY, NY

2019 – Selection Committee for the Yu Pang-lin Distinguished Lecture Series, Teachers College, Columbia University the Education Persistence and Innovation Center

2019 Mentor for Dr. Kelly Roberts, Writing & Literacy SIG, AERA

2019 - Early Career Mentor to Dr. Jiahu Wang for Division C, AERA

2019 Consultant on Learner Model for Literacy (middle school) for Digital Promise

2019 Symposium organizer (with Karen Harris) “Reading & Writing Connections” at

the Pacific Coast Research Conference, San Deigo, CA.

2018 – 2013 Member, Advisory Board – IES Grant University of California – Irvine, PI Carol

Booth Olson

2018 – 2023 Advisor on European funded grant - Functional Writing in Primary Schools at

Norweigan University of Science and Technology

2018 – 2022 Advisor on IES Goal 2 grant -The Development of the Writing Assessment Tool,

Arizona State University, Danielle McNamara

2018 - 2021 Member, Scientific Advisory Board, Currey-Ingram School, Nashville, TN

2018 Mentor for Division C, American Educational Research Association, New Faculty

Mentorship Program

2018 Symposium organizer (with Gert Rijalrsdaam) of “Research on Writing

Instruction Around the World” at the American Educational Research Association Conference, NY,NY.

2018 Symposium organizer (with Ralph Ferretti) of “Determinants of argumentative

writing: Methodological and instructional considerations” at PCRC in San Diego, CA

2018 Member of the Scientific Committee for the 16th SIG Writing Conference, University of Antwerp, Belgium

2017 – 2018 Consultant on Learner Model for Literacy (elementary grades) for Digital Promise

2017 – 2019 Member of the Writing Task Force of the International Literacy Association

2017-2018 Consultant on writing for the Chan Zuckerberg Initiative

2017-2020 Consultant on IES Goal 2 grant, RSD Plus - writing intervention for children in

primary grades, University of California at Irvine, Young Suk-Kim.

2017-2020 Advisory Board on IES Goal 2 grant, Middle School Matters:  Promoting

Research- and Evidence-Based Practices that Support Reading Comprehension, University of Texas, Sharon Vaughn.

2017-2021 Advisory Board on IES grant, Supporting Teachers’ Implementation of Data-Based

Instruction in Early Writing: An Efficacy Study - Lembke and McMasters, University of Missouri and Minnesotta

2017 Provided Feedback for Oxford University Press on a proposal for the

*Encyclopedia for Educational Psychology*

2017 Consulted with the State Department of Education for New York on writing and students with disabilities

2017 Symposium organizer, Reading and Writing Connections: Are They Supported by

Research. International Association for Research in Learning Disabilities Annual Conference, Brisbane, AU.

2017 Review on chapter on “study quality” for *Handbook of Research Synthesis*

*and Meta-Analysis* (for book by Hedges, Valentine, and Harris).

2017 Organizer of symposium with Karen Harris at the Pacific Coast Research

Conference entitled: Enhancing Reading, Writing, and Learning Among Struggling and Typical Learners

2017, Member, Program Committee, Conference of the International Graphonomics Society, Gaeta, Italy

2017 Reviewer for European Association of Research and Learning Conference

2017 Reviewer for SIG Writing, 2017 conference of the European Association of Research and Learning

2017 Member, Scientific Committee for Writing Across the Borders Conference, Bogata, Columbia

2016 Member, technical working group for adolescent writing for Institute of

Educational Sciences (IES) on recommendations for future research

2016 – 2020 Consultant on IES Goal 3 grant, Supporting Strategic Writers: Effects of an

Innovative Developmental Writing Program on Writing and Reading Outcomes, University of Delaware, Charles MacArthur.

2016 – 2019 Consultant in IES Goal 1 grant, Fourth and Fifth Graders’ Growth in Writing

Knowledge, Motivation, and Performance: The Influence of Teacher Instruction and Assessment Practices in the Context of Common Core State Standards and Aligned Assessments, Michigan State University, Gary Troia.

2016 – 2019 Consultant on IES Goal 5 grant, Response-to-Text Tasks to Assess Students’ Use of

Evidence and Organization in Writing: Using Natural Language Processing for Scoring Writing and Providing Feedback At-Scale, University of Pittsburgh, Lindsay Matsumara, Richard Correnti, Diane Litman

2016 – 2019 Consultant on IES Goal 1 grant, Exploration of writing instruction for kindergarten children, University of Cincinnati, Ying Guo

2016 Consultant, Collections K-5 basal reading program, Houghton Mifflin Harcourt

2016 Faculty mentor for Dr. Okonsona Vorobol from Manhatten University for Division C, American Education Research Association

2016 Host for Visiting International Scholar, Tien Ping Hsiang, from University of Macau, China

2016 Host for Visiting International Scholar, Fein De Smedt, from Gent University, Belgium

2015-2018 Member, Committee to select Fellows for Division 15 of the American Psychological Association

2016 Reviewed book proposal for Cambridge University Press

2015 Chapter reviewer for Professional Writing Expertise chapter in the *Cambridge Handbook of Expertise*

2015 Session organizer (with Karen Harris) of Writing, science, and math: Writing competence and evidence-based practices for the 2016 Pacific Coast Research Conference, San Diego, CA.

2015-2020 Consultant, Grant from OSEP to CAST on “The UDL Science Notebook: Scaling an Inclusive Solution to Sense Making in Science”

2015-2018 Advisory Committee IES Grant, “For Argument’s Sake: Applying Questioning

the Author Techniques to Support Comprehension and Composition of Written Arguments,” Amy Crossen, Margaret McKeown, & Lindsay Matsumara at the University of Pittsburgh

2015-2019 Chair, Early Career Award, Division C, American Educational Research Association

2016 Mentor for Shufeng Ma, doctoral student University of Illinois, for Division 15, American Psychological Association

2016 Member, Scientific Committee for Writing Conference for the SIG EARLI

2015-2016 Host for Visiting International Scholar, Kevin Liu, from Shanghai University, China

2015 Expert on writing for the Global Good Collaboration Event on Literacy and Learning Sciences, Bellevue, WA

2015 Consultant to Gates Foundation (planning for Language and Literacy seession with Bill Gates)

2014-2015 Co-Chair, Early Career Award, Division C, American Educational Research Association

2015 Organizer of symposium with Karen Harris at the Pacific Coast Research Conference entitled: Improving Instruction in Reading and Writing: Critical Factors and Acute Challenges

2014 Member, Division of Research (Council of Exceptional Children) subcommittee

on IES call for feedback on the National Center for Special Education Research and the National Center for Education Research (NCER).

2014 Consultant, University of Amsterdam on writing studies

2014-2015 Consultant to Kaplan Learning on basic writing courses

2014 Advisory Board member for ThinkSRSD

2014 Mentor for Daniell Di Francesca, doctoral student North Carolina State University, for Division 15, American Psychological Association

2014 Reviewer, European Science Foundation, Portuguese Foundation for

Science and Technology periodic evaluation of Research and Development Units

2014 Consultant, on writing instructional materials developed by Pearson Foundation to

address writing benchmarks for Common Core State Standards

2014 Member, Early Career Award, Division C, American Educational Research Association

2014 Literacy Courseware Challenge Review Panelist, Gates Foundation

2014 Scientific Committee for 2014 European Association of Research in Learning and Instruction SIG Writing Conference in Amsterdam

2014 Session Organizer for Writing Intervention, Research, Meta-Analysis, and Practice at the 2014 Pacific Coast Research Conference, San Diego, CA.

2012-2017 Consultant on an OSEP Stepping Up Technology Implementation Grant – Anna Evemenova and Kelley Regan, George Mason University

2012-2015 Consultant on IES grant, Exploration of Automated Writing Strategy Instruction for Adolescent Writings Using the Writing Pal – Danielle McNamara, Arizona State University

2012-2016 Consultant on IES grant, Written Language Problems in Middle School Students: A Randomized Trial of the Self-Regulated Strategy Development (SRSD) Model Using a Tier 2 Intervention – Stephen Hooper, University of North Carolina

2013-2016 Consultant on IES grant, Supporting Teachers’ Data Based Instruction in Early Writing – Lembke and McMasters, University of Missouri and Minnesotta

2013 - Consultant on Writing to the Meadows Center, University of Texas, Austin

2013 Reviewer for chapter, Writing Post Modernity: Fostering Literate Identities in a Global Word*,* For the *Handbook of Research on Teaching* (4th edition)

2013 Discussion with Smarter Balance and other experts (via Wested) on the “writing” construct

2013 Consulted with Chandler Public Schools in Arizona about their professional development in writing

2013 Consulted with the Commissioner of Education of Texas about prioritizing the teaching of writing in Texas Public schools

2013 Consulted with the Arizona State Department of Education about effective writing instruction

2013 Scientific Committee for the Writing Across the Boarders III Research Conference held at George Mason University, VA

2013 Literacy Courseware Challenge Review Panelist, Gates Foundation

2013 Advisor to ASAP Classroom Trials Automated Essay Evaluation (the design of the randomized experiment) funded by the Carnegie Corporation

2012-2013 Advisory Board, Virginia Berninger’s book, *Interdisciplinary Frameworks for School Assessment, Instruction, and Learning Solutions****,*** to be published by the America Psychological Asociation

2012 - Member of Middle Scholl Matters advisory board, George W. Bush Institute Library, Dallas, Texas

2012 – Member, Research Advisory Board for AIM, a private school for students with learning disabilities in Philadelphia, PA

2013 Session Organizer – Meta-analyses of writing interventions involving formative assessment, SRSD instruction, handwriting, and spelling , Pacific Coast Research Conference

2012 Consulted with Gates Foundation on their development of a grant competition for funding digital instructional procedures for writing (i.e., Literacy Courseware Challenge)

2012 Reviewed grant proposal for Dutch Program for Educational Research

2012 Consultant on the CBAL ELA Progression Learning Wiki for Educational Testing Service

2012 - Advisory Board, Book Series: “Teaching and Assessing with Common Core Standards” from *Teachers College Press* (Senior Editors: Susan Neuman and Ray Ruetzel)

2012 - 2017 Consultant, on National Professional Development Grant for the Office of English Language Acquisition (UCDOE) – Carol Both Olson, University of California Riverside.

2011-2017 Member, National Research Advisory Panel for the National Writing Project

2011-2015 Consultant on IES grant, Development of a Curriculum to Teach Writing in Postsecondary Developmental English Composition Classes – Charles MacArthur & Melissa Ianetta, University of Delaware

2011-2005 Consultant on IES grant, Investigating the Impact of Classroom Instruction and Literacy Skills on Writing Achievement in First Grade – David Coker, Charles MacArthur, and Elizabeth Farley-Ripple, University of Delaware

2011-2013 Elected Member, Temporary Steering Committee for the development of an International Society for the Advancement of Writing Research

2010-2012 Contributing Member for the George W. Bush Institute, Policy and Planning Practice Group for the Middle Schools Initiative, Dallas, Texas

2012 Member of Advisory Panel for the National Writing Project’s Randomized Control Trial National Evaluation conducted by SRI International.

2012 Consultant to Doing What Works web site concerning the WWC Elementary Writing Practice Guide (video interview and provided review and feedback on multi-media and web text)

2012 Consultant to writing projects conducted by Jose Rebeto and colleagues at Coimbra University, Coimbera, Portugal

2012 Expert Consultant with Reading Rockets (PBS-WETA Washington, D.C.) on a planned Web Series on Writing (Growing Writers, Young Readers Series)

http://www.readingrockets.org/shows/launching/growing\_writers/#experts

2012 Expert Meeting on Formative Assessment of Early Grade Writing, UNESCO, Canary, Islands, Spain

2012 Session Organizer – Writing Instruction and Development, Pacific Coast Research Conference

2012 Scientific Committee for the Writing SIG Conference of the European Association for Learning and Instruction, Porto, Portugal

2012 International Program Committee, 4th International Conference on Computers in Education, Porto, Portugal

2011 Reviewed model unit designed for Common Core developed by the Pearson Foundation

2011 Consultant and author of writing instruction section for the Knowledge Management System

2011 Spokesperson for BIC (pen) Inc.

2011 Served as mentor for Sharon Zumbrunn for the New Faculty Mentoring Program for Division C, American Educational Research Association

2011 External Peer Reviewer for report from the Institute of Educational Science National Center for Educational Evaluation.

2011 Reviewed Research proposal for Social Sciences and Humanities Research

Council of Canada

2011 Strand Organizer for presentations on Writing to Read for Council of Exceptional

Children’s 2010 Annual Convention, Nashville, TN.

2011 Scientific Committee for the Writing Across the Boarders II Research Conference held at George Mason University, VA

2010 Reviewer proposals for Council of Exceptional Children’s Annual Conference (2011), Division of Research.

2010 Testified to the Texas State Senate on writing at the middle school level.

2010 Reviewed book proposal on writing development and instruction for Oxford University Press

2010 Session Chair, “Reading, Writing, and Drawing Connections Between Them.”

Pacific Coast Research Conference. San Diego, CA.

2010 Session Chair, “The Right to Learn: Strategies for Differentiating Literacy Instruction for Diverse Learners” International Reading Association Annual Conference. Chicago, IL.

2010 Strand Organizer (with Karen Harris) for presentations on Writing Instruction for

Council of Exceptional Children’s 2010 Annual Convention, Nashville, TN.

2010-2014 Consultant on IES grant, Alignment across K-12 Writing Standards, Assessments,

Achievement, and Postsecondary Expectations: A State-by-State Analysis – Gary Troia and Natalie Olinghouse, Michigan State University

2010‑2012 Principal Member Standing Reading and Writing Review Panel, Institute of Education Sciences, U.S. Department of Education

2009-2012 Member, National Advisory Panel for the National Writing Project’s Early History Project

2009 – 2011 Consultant on NIH grant, Paragraph and Essay Writing Instruction for Struggling

Secondary Writers – Jean Schumaker, University of Kansas PI.

2009 - 2011 Member of the National Research Council Committee on Learning Sciences:

Foundations and Applications to Adolescent and Adult Literacy

2009 – Content Expert to What Works Clearinghouse on topic reviews for writing

2009 – 2011 Chair, practice guide on *Teaching Writing to Elementary School Students* for the

US Department of Education Institute of Education Sciences (What Works Clearinghouse)

2009-2010 Consultant, Southern Regional Educational Board on policy issues about writing

2009-2013 Consultant, Zaner-Bloser incorporated for their handwriting program

2008-2010 Member, Division of Research, Council for Exceptional Children, Student

Research Award Committee

2009 Member of the Expert Working Group for a Writing Development and Instruction Workshop for the National Institute for Literacy and Child Development and Behavioral Branch at the National Institute of Child Health and Human Development

2009 Reviewer Grant Proposals for International Dyslexia Association’s 2009 Research Grant Award program

2009 Consultant on self-efficacy measures for IES Grant awarded to Danielle McNamara at the University of Memphis entitled “ W-PALS”

2009 Consultant, School of Education, Griffith University, Australia on Improving

Research Capacity of Faculty at Griffith University

2009 Program Chair, Pacific Coast Research Conference

2009 Chair and session organizer for symposium, Expository Reading and

writing instruction to enhance content learning for struggling learners.

Pacific Coast Research Association

2008 Grant reviewer for the Leverhulme Trust, London, United Kingdom.

2008 Participant, Public Education & Business Coalition’s 2nd Annual

Research and Practice Symposium on Elementary literacy research and practice in high poverty and multilingual settings, Denver, Colorado

2008 Consultant for IES grant awarded to Carol Olson at the University of California –

Irvine entitled “A Cognitive Strategies Approach to Writing and Reading Instruction.”

2008 - Member, European Research Network on Learning to Write Effectively, funded through the European Science Foundation

2008 - Advisory Board Center’s for National Technical Assistant and Dissemination Center on Response to Intervention Instruction - the Technical Review Committee

2007- 2012 Expert Consultant, National Technical Assistant and Dissemination Center on Response to Intervention (funded by Office of Special Education Programs)

2005 ‑2010 Consultant, Colorado Learning Disabilities Research Institute (funded by the National Institute of Child Health and Development)

2004‑2009 Member, National Advisory Board for the Research Institute on Progress Monitoring (University of Minnesota funding by OSEP)

2008 Review proposals for Division of Research – 2009 Council for Exceptional

Children Conference

2008 Discussant, UDL instruction and tools: A survey. Session at the International Council for Exceptional Children Conference, Boston, MA.

2008 Chair and session organizer for symposium, Supporting literacy

development in the classroom: Practical Strategies and activities. 53rd International Reading Association Conference: Atlanta, GA.

2008 Chair and session organizer for symposium: Writing development, instruction, and assessment for writers with and without disabilities. Pacific Coast Research Conference, San Diego, CA.

2007 Reviewed a grant for the Spencer Foundation

2007 Chair and session organizer for symposium, Evidence-based practice for reading, writing, and mathematics for students with special needs. International Conference of the Council for Exceptional Children.

2007 Chair and session organizer for symposium, Reading and writing instruction: Research that makes a difference. Pacific Coast Research Association

2007 Consultant to IES Grant (Dolores Perin PI) at Columbia University

2007 Consultant to Renaissance Learning for Accelerated Writer (NEO Development Project)

2007 Consultant to the National Institute on Family Literacy for supported research priorities for adults.

2002‑2007 Consultant, Center to Improve Access to the General Education Curriculum Access for Students with Disabilities at the Elementary and Middle School Levels (Center funded by OSEP)

2002‑2007 Member National Advisory Board for Coordination, Consultation, and Evaluation Center for the K‑3 Reading and Behavioral Intervention Research Projects (funded by OSEP)

2006 Consultant on writing instruction to the National Institute on Family Literacy

2006 Consultant, Great Books Foundation.

2006 Consultant PALS test (Berninger, 2006) published by Psychological Corporation

2001‑2006 Consultant to V. Berninger (University of Washington) for grant from the National Institute of Child Health and Human Development on Writing and Writing Interventions

2002‑2006 Advisory Board, Center for Policy Leadership Training in Conducting Large Scale Special Education Research (University of Maryland), U.S.O.E.

2003‑2006 Consultant for Early Career grant award to Bruce Saddler (SUNY‑Albany), U.S.O.E., An analysis of the effects of peer asserted sentence combining practice on the writing of students with and without learning disabilities

2003‑2006 Consultant for U.S.O.E. grant awarded to Joe Gagnon, Pauli Maccini, and Kimber Malmgren (George Mason University), Alternative settings: Curriculum, assessment and accountability

2003‑2006 Consultant for U.S.O.E. grant awarded to Linda Mason (University of Illinois), A multi‑component self-regulated strategy approach for expository reading comprehension and writing

2005 ‑ 2006 Member, National Advisory Board for the Composition Initiative for CAST, Wakefield, MA

2005‑2006 Member VTech Advisory Council for Write and Learn Program

2006 Reviewed grants for the National Institute of Family Literacy

2006 Reviewed grants for the National Institute of Health

2006 Chair and session organizer for symposium, Strategic instruction, goal setting, and teaching basic academic skills: Improving reading and writing performance. Pacific Coast Research Association

2005 Reviewed Research proposal for Social Sciences and Humanities Research

Council of Canada

2005 Reviewed grants for Instructional Educational Sciences (IES)

2004‑2005 Consultant on adult writing to Evidence‑Based Practices for Adult Literacy, National Institute on Family Literacy

2004‑2005 Member, Adult Literacy Research Working Group (NIFL/NCSALL); Committee member of Research Committee and Research Review Committee

2004 Consultant on Web‑Based Writing Article for American Institute for Research, Washington, D.C.

2004 Reviewed grant for Israel Science Foundation

2004‑2009 Review Program Committee, Pacific Coast Research Conference

2004 Strand Leader Organizer for Writing and Reading sessions at 2004 Council for Exceptional Children Conference

2003 Reviewed grant application for the Alberta Childrens Hospital Foundation

2003 Panel Member for NIH/NICHHD review of grant profiled for Centers for the Study of Adolescent Literacy

2003 Reviewed grant application for Bloorview Childrens Hospital Foundation

2002‑2003 Review of Michigan Curriculum Framework grade‑level benchmarks for the language arts test

2002 Presentation on Handwriting Research for Zaner‑Bloser Sales Staff

2002 Consultant on two instructional videos on teaching students with learning disabilities in inclusive settings; produced by the Association for Supervision and Curriculum Development

2002 Reviewed a book on teaching writing for the Council of Exceptional Children

2002 Reviewed proposals for APA, division 15

* 1. Member of the AACTE Focus Council on Reading/Literacy (Produced a White

paper on literacy administered by AACTE)

2001 Reviewed Research proposal for Social Sciences and Humanities Research

Council of Canada

2001 Member of the Maryland State Department of Education Task Force on Early Intervention and Prevention of Reading and Writing Disabilities

2001 Reviewed Research proposal for Social Sciences and Humanities Research

Council for Canada

2000‑2002 Advisory Board, The Computer Reading Word Processor as a Compensatory Aid for Middle School Students, grant from U.S. Office of Special Education to Prince Georges County Public Schools, Maryland

1999‑2002 Consultant to P. Maccini (University of Maryland) for Early Career grant award from U.S. Office of Special Education Programs entitled: *Special and General Education Teachers Perception, Application and Adaptations for the NCTMs Curriculum and Evaluation Standards for Teaching Math*

2001‑2002 Consultant to Yvonne Bui (University of Kansas) for grant from the U.S. Office of Special Education Programs

2001 Review Book Proposal ‑ Teachers College Press

2001 Review Book Proposal ‑ Academic Press

1997‑2001 Advisory Board for Research Institute to Accelerate Content Learning through High Support to Students with Disabilities, Grades 4‑8. Funded by the Office of Special Education Programs to the Education Development Center

1999‑2001 Advisory Board, *Using Technology to Remediate Auditory Processing Deficits*, grant from U.S. Office of Special Education to Prince Georges County Public Schools

2000 Consultant for television commercials on learning disabilities prepared for the Coordinated Campaign for Learning Disabilities

2000 Student Evaluation for the District of Columbia Public Schools

1995‑2000 Consultant to V. Berninger and R. Abbott (University of Washington) for grant from the National Institute of Child Health and Human Development entitled: *Interventions for Component Writing*

2000 Chair and session organizer for symposium, Prevention and Intervention for children at‑risk and with special needs in the primary grades at 2000 Annual Meeting AERA, Seattle, WA

2000 Reviewed proposals for Division C, Section I, 2001 Annual Meeting of the American Educational Research Association

2000 Strand Conference Co‑Chair‑Writing for 2000 annual conference on Learning Disabilities, Austin, TX, October

1999 Reviewer for the DLD Kirk Award (practice section of Learning Disabilities Research and Practice)

1999 Member, International Program Committee for 9th biennial conference of the

International Graphonomics Society, Singapore

1999 Consultant to Psychological Corporation for the *Weshler Individual Achievement Tests and Process Assessment of the Learner*

1999 Textbook Reviewer (Brookes Publishing)

1998 Ask the Expert. The Learning Disabilities Project at WETA; www.ld.online.org. l998 Expert on Writing, February

1997 Consultant to the New Jersey State Department of Education on teaching writing to students with special needs

1997 Textbook Reviewer, Guilford Press (Reviewed l book; l book proposal)

1997 Reviewed Research proposal for Social Sciences and Humanities Research

Council of Canada

1997 Assessment of Dissertation for evaluation of special education program at

Northern Illinois University

1996 Reviewed special education entry in DISCOVER (career planning system)

published by American College Testing

1996 Textbook Reviewer, Guilford Press

(Reviewed l book proposal and l book)

1996 Reviewer for the composition program, *Use and Keep Writing Portfolio*; commercial material published by Zaner‑Bloser: Columbus, Ohio.

1995 Consultant for the handwriting component of *Literacy Place*; basal program developed by Scholastic Press: New York, New York..

1995 Team Member for scientific review of the MidWest Collaboration on Specific Language Impairment (University of Iowa) for Department of Human and Health Services, National Institute on Deafness and Other Communication Disorders.

1992‑1995 Research Scientist on Hypermedia Textbook: Instructional design features that support learning by secondary students with learning disabilities, Grant from U.S. Department of Education to University of Maryland and University of Delaware.

1995 Reviewed National Science Foundations proposal on Prevention of Reading Difficulties submitted to Office of Special Education Programs, Division of Innovation and Development

1995 Reviewed proposals for Division C, Section 1A for 1996 Annual Meeting of the American Educational Research Association

1995 Reviewed proposals for l995 National Reading Conference, AREA 2

1995 Discussant for session entitled Research on Learning Disabilities: Social

Competence, Writing, and New Technologies. Annual Meeting of the American Educational Research Association, San Francisco, CA

1994 Reviewed proposals for Special Education Research/Special Interest Group for Annual Meeting of the American Educational Research Association

1994 Participant at National Institute of Child Health Conference on Attention,

Memory, and Executive Function

1994 Review of book, *The Varieties of Orthographic Knowledge 1: Theoretical and Developmental Issues* ‑ Virginia Berninger (Ed.), Kluwer Academic Publishers, The Netherlands.

1985‑1993 Network Associate, National Network for Research and Dissemination in Secondary Schools, Lawrence, Kansas

1992‑1993 Consultant on handwriting; Zaner‑Bloser: Columbus, Ohio.

1993 Member of Delphi panel for Don Prickles Dissertation on Assessment of

Self‑Efficacy in Writing, Oregon State University

1993 Reviewed proposals for Special Education Research/Special Interest Group for

l994 Annual Meeting of the American Educational Research Association

1986‑1993 Member, Research Committee, Council for Learning Disabilities

1993 Chair and session organizers for session entitled‑Issues and directions in research on children’s self‑regulated learning and development‑at l993 American Psychological Association, Ontario, Canada

1992 Member of Dephi panel for Linda Gray’s (EDHD) Dissertation on Future of Learning Disabilities, University of Maryland

1992 Reviewed proposals for Special Education Research/Special Interest Group for l993 Annual Meeting of the American Educational Research Association

1991 Consultant for the spelling component of *Literacy Plus*; commercial material developed by Zaner‑Bloser: Columbus, Ohio.

1987‑1991 Project Associate, Computer in Writing Project, Institute for the Study of Exceptional Children and Youth, University of Maryland, College Park, MD.

1991 Reviewed proposals for Division C for l992 Annual Meeting of the American Educational Research Association

1991 Reviewed proposals for Special Education Research/Special Interest Group for 92 Annual Meeting of the American Educational Research Association

1991 Strand Conference Chair‑Reading and Written Expression, for l99l Annual

Conference on Learning Disabilities, Minneapolis, Minnesota, October

1990 Reviewed proposals for Special Education Research/Special Interest Group for l99l Annual Meeting of the American Educational Research Association

1990 Participant, Instructional Methods Forum‑Writing Instruction for Information

Center for Special Education Media and Material, LINC, Inc: Washington, DC

1990 Discussant, for paper delivered by John Borkowski at the Contributions to

Cognitive Research to Instructional Innovations Conference, University of

Maryland, College Park, MD

1989 Reviewed proposals for Special Education Research/Special Interest Group for

l990 Annual Meeting of the American Educational Research Association

1988 Participant, Instructional methods Forum‑Strategy Instruction for Information

Center for Special Education Media and Materials, LINC, Inc: Washington, DC

1988 Reviewed proposals for Division C/Section 7‑ for l989 Annual Meeting of the

American Educational Research Association

1988 George Washington University, Washington, D.C. (External Review of Secondary Learning Disabilities Personnel Preparation Project)

1988 Textbook Reviewer, Longman, Inc. (Reviewed l book proposal)

1984‑1987 Project Associate, Microcomputers in Special Education, Institute for the Study of Exceptional Children and Youth, University of Maryland, College Park, Maryland

1986 Beaverton Public School District, Beaverton, Oregon (Evaluation of Spelling Curriculum)

1984 ‑1986 Textbook Reviewer, Allyn & Bacon, Inc. (Reviewed 5 book proposals)

1986 Reviewed proposals for Special Education Research/Special Interest Group for

l987 Annual Meeting of the American Educational Research Association

1986 Session Chair, Information Processing and Problem Solving, Annual Meeting of

the American Educational Research Association, San Francisco, CA

1986 Session Chair, Assessment in Special Education, Annual Meeting of the

American Educational Research Association, San Francisco, CA

1985 Reviewed proposals for Section 6 of Division C for l986 Annual Meeting of the

American Educational Research Association

1983 Session Chair, Research on Effective Teaching, Annual Meeting of the Eastern

American Educational Research Association, Baltimore, MD

1982 Textbook Reviewer, McGraw‑Hill Book Company (Reviewed l book proposal)

1982 Teaching Resource Corporation, Hingham, Massachusetts

(Technical Review of *Dubnoff Programs I & II*)

1981‑1982 Advisory Board, Developmental Learning Materials, Dallas, Texas

1981‑1982 Textbook Reviewer, Charles E. Merrill

(Reviewed 2 book proposals)

1981‑1982 Advisory Board, Indiana Joint Chapter of the Council for Children with

Behavioral Disorders/Council for Learning Disabilities

1980 Textbook Reviewer, Love Publishing Co.

(Reviewed handwriting and spelling chapters from *Teaching Language Skills to Exceptional Learners* by Polloway & Smith)

1980 Alternate Delegate, DCLD Delegate to the CEC Delegate Assembly, 58th Annual

International Convention

1980 Chairman‑Publications, Alabama Association for Children with Learning

Disabilities

1980 Advisory Committee, Alabama Association for Children with Learning

Disabilities

1980 Troy State University, Troy, Alabama

(Technical Review of Learning Disability Program for the State of Alabama)

1980 Purdue University, Department of Education, West Lafayette, Indiana

(External Review of BEH Program Assistant Grant)

1980 Project Recipe, Sarasota, Florida

(Review of Spelling Modules: Grades K‑2, 3‑4)

1979‑1980 Advisory Committee, Cross Training in Vocational Education Project, Auburn University, Auburn, Alabama

1979 Consultant, Instructional Handbook for Resource Room Teachers, State Department of Education, Baton Rouge, Louisiana

1979 Honors/Awards Committee, Alabama Council for Exceptional Children

1978‑1979 Due Process Hearing Officer, State of Alabama

**Organizational Memberships:**

National Council of English Teachers

Council for Exceptional Children

Council for Learning Disabilities

American Educational Research Association

Division of Research/Council for Exceptional Children

International Literacy Association

International Association of Research on Learning Disabilities

**Editorial Responsibilities:**

2014 - 2020 Editor – *Journal of Educational Psychology*

2019 - Senior Advisor, *International Journal of TESOL Studies*

2012 – 2014 Editor - *Journal of Writing Research*

2009-2012 Consulting Editor – *Focus on Exceptional Children* (Volumes 42-44)

2003‑2010 Editor - *Exceptional Children* (Volumes 70‑76)

2004‑2006 Coordinated OSEP Center articles for special section of *Teaching Exceptional Children*

2001‑2003 Editor ‑ *Contemporary Educational Psychology* (Volumes 26‑28)

2003‑2004 Guest Editor for a manuscript submitted to the *Journal of Educational Psychology*

1989‑1991 *Learning Disabilities Focus* ‑ Special Editor for section on Test Reviews

**Appointments to Editorial Boards:**

2022 – present *Aula Abierta*

2022 – present *Education Sciences*

2021 – present *Review of Educational Research*

1996‑2014; 2021 -present *Journal of Educational Psychology*

2021 – present *Scientific Studies of Reading*

2020 – present *International Journal of Education in Mathematics, Science and Technology*

2020 – present *International Journal of Research in Education and Science*

2019- present *Educational Psychology Review*

2019 - present *Technology, Mind, and Behavior*

2012 – present *Research in the Teaching of Writing*

2012 –present *Reading Research Quarterly*

2012 – present *International Journal of Learning Disabilities*

2008-2012, 2015-present *Journal of Writing Research*

2014 - present *Written Communication*

2009-present *Reading and Writing: An Interdisciplinary Journal*

2005‑present *Educational Psychologist*

2003‑present *Journal of Learning Disabilities*

2003‑present *Learning Disabilities: A Contemporary Journal*

1998‑present *Exceptionality*

1991‑present *Learning Disabilities Research and Practice*

1989‑ present *Learning Disability Quarterly*

1979 -1982

1987‑present *Journal of Special Education*

2014 – present *Cultura y Educación*

2015 – present *Saudi Journal of Special Education*

2015 – present *Profile Journal*

2015 – present *Psicothema*

2015 – present *Revista de Psihologie*

2011- present *Revista Portugesa de Pedagogia*

2009-present *European Journal of Education and Psychology*

2020 – 2022 *German Journal of Educational Psychology*

2004‑2021 *Contemporary Educational Psychology*

2015 *Learning Disabilities: A Multidisciplinary Journal*

2010-2014 *Reading and Writing Quarterly*

2007-2014 *International Yearbook of Research on Discapacity and Interculturality and Education and Diversity*

2010- 2014 *Annals of Dyslexia*

2006- 2007 *Masters Scholarly Review*

2010 - 2013; *Exceptional Children*

1986‑1989; 1982‑1984

2004‑2010 *American Education Research Journal*

1986‑2008 *Preventing School Failure*

2001-2003 *Language Speech and Hearing Services in the Schools*

1994‑1995 *Journal of Reading Behavior*

1989‑1991 *Learning Disabilities Focus*

1985‑1988 *Journal of Experimental Education*

1982‑1988 *Educational and Psychological Research*

1982 *Education Unlimited*

1980‑1989 *Diagnostique*

**Editorial Consultant:** (Periodic reviews; not on editorial board)

2023 *The Reading Teacher*

2021 *Journal of Experimental Psychology: Applied*

2021 *Journal of Research in Reading*

2020 *Knowledge, Technology, and Learning*

2020 *Australian Journal of Learning Difficulties*

2020 *Journal of Second Language Writing*

2020 *Educational Review*

2019, 2021 *Literacy Research & Instruction*

2019 *Language Learning: A Journal of Research in Language Studies*

2019, 2021 *AERA Open*

2019, 2020 *Child Development*

2019, 2020 *Studies in Educational Evaluation*

2019 *Bilingual Research Journal*

2018 *Behavior Modification*

2018 *Journal of Research on Educational Effectiveness*

2018 – 2020, 2022, 2023 *Assessing Writing*

2018 *Acta Psychologica*

2018 *Education and Training in Autism and Developmental Disabilities*

2018 *Journal of Education for Business*

2017 - 2019 *Teaching and Teacher Education*

2017 *Review of Education*

2017 *Writing & Pedagogy*

2017 *Educational Researcher*

2017 - 2019 *Educational Psychology Review*

2016, 2017 *Current Directions in Psychological Sciences*

2016 *Educational Research and Reviews*

2016, 2017 *International Journal of Artificial Intelligence in Education*

2015 *Journal of Emotional & Behavioral Disorders*

2015 *Language and Education*

2013 *Journal of Experimental Education*

2013, 2017 *Scientific Studies of Reading*

2012, 2013, 2016, 2019 *Journal of Writing Assessment*

2012 *Child Language Teaching & Therapy*

2012 *Written Communication*

2011 *International Journal of Language and Communication Disorders*

2011 *European Journal of Psychology of Education*

2011 *Journal of Child Language*

2011 *Psychonomic Bulletin & Review*

2011 *Educational Psychology*

2011 *Applied Psycholinguistics*

2011 *Research in the Teaching of English*

2010 *Child Development Research*

2010 *Topics in Language Disorders*

2010 *Canadian Modern Language Review*

2010 *Archives of Physical Medicine and Rehabilitation*

2010 *Early Childhood Research Quarterly*

2009, 2010, 2012 *Journal of Research on Educational Effectiveness*

2009 *European Psychologist*

2009 *McGill Journal of Education*

2009 *Behavior Disorders*

2009 *Educational Research and Reviews*

2009 *Curriculum Inquiry*

2009 *Psychology in the Schools*

2009 *National Reading Conference Yearbook*

2009 *The Open Education Journal*

2009 *Spanish Journal of Psychology*

2008 *Community Literacy Journal*

2008 *Ergonomics*

2008 *Cognitive Science*

2006, 2007, 2011, 2016,2020 *Learning and Individual Differences*

2006, 2007, 2008, 2009 *Annals of Dyslexia*

2006 *European Journal of Applied Psychology*

2006 *Developmental Neuropsychology*

2005, 2006, 2010, 2012

2019 *Learning and Instruction*

2013

2005 *Reading and Writing Quarterly*

2003 *Educational Assessment*

2002 *Instructional Sciences*

2002, 2008, 2010, 2011, *British Journal of Educational Psychology*

2017, 2020

2002, 2003, 2006 - 2008 *Perceptual and Motor Skills*

2001 *Educational Psychologist*

2001 *International Journal of Psychology*

2001 *Developmental Medicine and Child Neurology*

2001 *Israel Journal of Occupational Therapy*

1999, 2000 *Developmental Review*

1999 *School Psychology Quarterly*

1999, 2000 *Language Speech and Hearing Services in the Schools*

1998 *Remedial Special Education*

1997‑2000, 2022 *Contemporary Educational Psychology*

1997, 2000, 2001, 2016 *Educational Psychology Review*

1996, 2001, 2003, 2004 *Cognition and Instruction*

1995, 2005 *American Journal on Mental Retardation*

1994, 2001 *Journal of Learning Disabilities*

1994 *School Psychology Review*

1993, 1998, 2003, 2005 *Reading and Writing: An Interdisciplinary Journal*

2007, 2008

1992, 1993 *Journal of Reading Behavior*

1992, 1993, 1996‑1999, *Elementary School Journal*

2013- 2015, 2021

1991 ‑1994 *Applied Cognitive Psychology*

1991, 1992, 1995 *Journal of Educational Psychology*

199l *Cognitive Therapy and Research*

1990, 1992, 1994 *Exceptionality*

1990,1991,1993,1994,1996 *American Educational Research Journal*

2011

1988 *Learning Disability Quarterly*

(special issue on strategy instruction)

1985, 1990, 1995, 2019, Ex*ceptional Children*

2020

1984, 1997 *Journal of Applied Behavior Analysis*

1983, 2003, 2008, 2011 *Review of Educational Research*

2012, 2013, 2014, 2018

**Promotional Referee:**

University of Rochester

Idaho State University

City University of New York Queens College

University of Texas (3)

Victoria University of Wellington

Temple University (2)

University of Wisconsin - Madison

University of Texas at San Antonio (2)

Rutgers University

University of Louisville

Virginia Commonwealth University (2)

University of Massachusetts

Vanderbilt University (2)

Utah State University

University of Connecticut (2)

University of Texas Medical School - Houston

Florida State University (2)

Georgia State University

Harvard University

University of Maryland (5)

Southern Methodist University

University of Southern California (2)

University of Pittsburgh (3, with one for a Distinguished Professorship)

Research Institute at the Hospital for Sick Children – Ontario, Canada

University of Iowa (2)

University of California – Irvine (2)

Oxford University, UK

University of Delaware (3)

Columbia University (2)

Rowan University

University of Minnesota (2)

University of Kansas (4 times)

University of North Carolina‑Chapel Hill

University of Nevada‑Las Vegas (2 times)

University of California‑Riverside

George Mason University (2)

Michigan State University (2)

University of Pittsburgh

Ohio State University

Texas Tech University

North Carolina State University

Indiana University

Purdue University (2)

Lehigh University

University of Alabama

University of Arizona

University of Wisconsin‑Milwaukee

Beaver College (2 times)

Northeast Louisiana State University

University of Nevada ‑ Reno

University of West Virginia College of Graduate Studies (2 times)

Western Oregon State College

Texas A & M University (3)

Appalachian State University

Clemson University

University of Haifa, Israel

University of Nebraska – Lincoln

Borough of Manhatten Community College

**UNIVERSITY SERVICE**

2019 - 2022 Member, Faculty Senate

2020 -2022 Member, University Senate Library Liaison Committee

2013 Member, College of Health Solutions Personnel Action Committee

**College**

2021 Bearer of the College gonfalon at the University Commencment for Graduation (Fall, 2021)

2020 Member, Ad Hoc Committee Promotion Committee for Full Professor

2020 - 2021 Member, Division II Director Search Committee

2019 – 2020 Chair, Quantitative Methodology Search Committee

2019 Member, Ad Hoc Committee Promotion Committee for Full Professor

2017 – 2018 Chair, International Teacher Education Search Committee

2017 – 2018 Member, Governance and Policy Committee

2017 Course coordinating committee for Transdisciplinary Seminars 1 and 2.

2016-2017 Chair, Pinnacle West Chair Search

2016 – 2017 Member, Tenured/Tenure-Eligible Personnel Evaluation Committee

2016 Member, Mary Lou Fulton Teachers College Achievement Awards 2016

Committee

2016 – 2017 Member, Office of Scholarship Faculty Advisory Board

2016, Spring Chair, Office of Scholarship Faculty Advisory Board

2015-2016 Chair, Search Committee Associate Dean Office of Scholarship

2015 – 2016 Member, Admission Committee MLFTC LLT Ph.D. Program

2015 Chair, Committee to Redesign Director of Graduate Studies Position

2014 Member, Teacher Preparation Framework Design Focus Group

2014-2015 Member, Ad-Hoc Promotion/Review Committee for Full Professors

2013-2015 Chair, Admission Committee MLFTC LLT Ph.D. Program

2014-2015 Member, LLT Program Committee, Ph.D. Program

2014-2015 Member, Search Committee Educational Leadership

2013 – 2014 Search Committee, Division II Director, Teachers College

2012 -2013 Executive Committee, Learning, Literacy, & Technologies Ph.D. Program

2012-2013 Search Committee for Open Rank Position in Autism

**Post-Doctoral Advisees:**

Sharlene Kiuhara (2009-2011)

Received the 2014 Early Career Award for Research Article from the Division of Research of the Council for Exceptional Children (This was completed while she was a post-doc)

**Doctoral Dissertations advised and completed:**

April Longa Writing Motivations and Writing Performance of Culturally and Linguistically Diverse Elementary School Students

(co-advise with Karen Harris)

Angelique Aitken May the Choice Be with You? The Effects and Perceptions of Choice on Writing for College Students

Amber Ray A College Entrance Essay Exam Intervention for Students with Disabilities and Struggling Writers: A Randomized Control Trial

Richard Sawyer Improving LD students’ composition skills with story grammar strategy training: A component analysis of self‑instructional strategy training. (University of Maryland)

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

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

Michael Karpinski A follow‑along study on the employment outcomes and factors related to the economic self‑sufficiency of graduates and nongraduates with mild disabilities. (University of Maryland)

Tori Page‑Voth The effects of goal setting and strategy facilitation on writing performance, attitudes and self-efficacy of learning disabled junior high students. (University of Maryland)

Beth Greenbaum A follow‑up survey for students with learning disabilities after exiting a postsecondary institution. (University of Maryland)

Lee Ann Johnson The effects of goal-setting and self‑instruction on the acquisition, maintenance, and generalization of a reading comprehension strategy by learning disabled students. (University of Maryland)

Susan De La Paz An analysis of the effects of dictation and planning instruction on the writing of students with learning disabilities. (University of Maryland)

Naomi Weintraub The contribution of orthographic, fine‑motor, and visual-motor-integration abilities to the prediction of good and poor handwriting among normally achieving students and students with learning disabilities. (University of Maryland)

Mark Kandel Measuring the attitudes and beliefs of high school general education teachers towards the inclusion of students with learning disabilities. (University of Maryland)

Gary Troia A comparison of the effects of student‑constructed versus teacher-instruction strategy instruction on the composition skills of students with disabilities. (University of Maryland)

Bander Alotaibi The use of constant time delay in the acquisition of incidental learning when teaching functional sight words/phrases recognition to students with moderate and severe disabilities. (University of Maryland)

Susan Moran Self‑monitoring of attention versus self‑monitoring of performance with second‑grade journal writing: A comparison of two techniques. (University of Maryland)

Bruce Saddler An analysis of the effects of sentence combining practices on the writing of students with average and above average sentence combining skills. (University of Maryland)

Cynthia Edwards writing processes of college students with and without learning disabilities: A protocol analysis. (University of Maryland)

Leslie Rogers Effects of self-regulated strategy development story writing instruction: Adult School Volunteers in action

Michael Hebert Examining Effects of Note-taking and Extended Writing on the Expository Text Comprehension of Fourth Grade Students

Paul Morphy Frederick Douglas and I: Writing to read and relate (W2R) personal and historical narratives for improving topic knowledge, and topic motivation among African American Eighth-Graders Attending a high poverty urban school

Cindy Bachofur Long-term optical device use by young adults with low vision

Amy Gillespie Writing to learn in science: Effects on fourth-grade students’ understanding of balance

**Chair Master Thesis advised and completed:**

Laura Agate Investigation of primary grade writing instruction.

(University of Maryland)

Rachel Mathias Writing performance and behavior of second grade students across

four genres

Cynthia Anelli Writing performance and behavior of third grade students in

four genres

**Advisor Doctoral Students**

Sina Scherer (Second Supervisor; Muenster University, Germany)

**Outside Evaluator of Doctoral Proposal or Dissertation**

Vy Doan, University of Wellington, New Zealand (2021)

Sally Drew (Unversity of Connecticutt; Reader Dissertation Proposal)

Ann‑Sofie Selin (Abo Akademi University, Finland: pre-examination Reader)

**Abeer Salameh Matar (Hebrew University; Reader Dissertation)**

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

Jacob Stein (University of California – Irvine)

Yenda Prado (University of California – Irvine)

Flores Ferres (University of Amsterdam)

Justin Schloss (Arizona State University, English)

Sarah Alvarado (Arizona State University, Education)

Shawn Towner (Arizona State University, English)

Fien De Smedt (Ghent University, Belgium)

Yueyue Fan (University of Delaware)

Matthew Zajic (University of California – Davis)

Ashley Barkel (Arizona State University, Education)

Josh Cruz (Arizona State University, Education)

Jason Griffith (Arizona State University, English)

Monica Koster (University of Utrecht)

Renske Bouwer (University of Utrecht)

Huijing Wen (University of Delaware)

Nora Schlesinger (Arizona State University, Speech & Hearing)

Shawn Robinson (Stritch University)

Jennifer Weston (Psychology, Arizona State University)

Evan Fishman (Arizona State University)

Tara Alvey (T&L, Vanderbilt University

Sonia Wang (T&L, Vanderbilt University)

Blaine Smith (T&L, Vanderbilt University)

Emily Bigelow (T&L, Vanderbilt University)

Mary Brindlie (SPED, Vanderbilt University)

Krystal Werfel (Speech & Hearing, Vanderbilt University)

Deborah McKeown (SPED, Vanderbilt University)

Anna Hall (SPED, University of Kentucky)

Yi Song (SPED, University of Delaware)

Peter Beddow (SPED, Vanderbilt University)

Karin Sandmel (SPED, Vanderbilt University)

Jenny Gilbert (SPED, Vanderbilt University)

Kate Ndlovu (Ontario Institute for the Study of Education)

Sharlene Kiuhara (SPED, University of Utah)

Eleni Popadopoulou (University of Maryland)

Marva Gavins (SPED, University of Maryland)

Annette Little (SPED, Vanderbilt University)

Natalie Olinghouse (SPED, Vanderbilt University)

Laurie Meltzer (SPED, Vanderbilt University)

Mary Adkins (EDSP; University of Maryland)

Debroah Nelson (EDCP; University of Maryland)

Michelle Buehle (EDHD; University of Maryland)

Jan Knight (EDCI; University of Maryland)

Linda Mason (SPED; University of Maryland)

Joe Gagnon (EDSP; University of Maryland)

Meg Kreigel (EDSP; University of Maryland)

Ann‑Sofie Selin (Abo Akademi University, Finland;:served as Faculty Opponent)

Lynn Larsen (EDSP; University of Maryland)

Christopher Sperl (EDHD; University of Maryland)

Hanna Maki (Turku University, Finland‑Pre‑examination Reader)

Meg Kreigel (EDSP; University of Maryland)

Mary Jo Primosh (EDSP; University of Maryland)

Marie Smith (EDSP; University of Maryland)

Ellen Hart (EDSP; University of Maryland)

Nancy Birganti (EDSP; University of Maryland)

Angela Bednarczyk (EDSP; University of Maryland)

Edith Cassatt (EDSP; University of Maryland)

Dawn Hunter (EDSP; University of Maryland)

John Reece (external reviewer, LaTrobe University, Australia)

Robert Reid (EDSP; University of Maryland)

Shirley Schwartz (EDCI; University of Maryland)

David Scuccimarria (EDSP; University of Maryland)

Mary Bannon‑Walters (EDSP; University of Maryland)

Kathryn Weston (EDCP; University of Maryland)

Bill Girardi (EDCI; University of Maryland)

Barbara Gruber (EDSP; University of Maryland)

Kathy Boyer‑Shick (EDSP; University of Maryland)

Rhonda Munson (EDCI; University of Maryland)

Barbara Kehr (EDCI; University of Maryland)

**Member of Doctoral Thesis Committee (in progress):**

Tania Cruz (University of Delaware)

Julia Cunningham (Arizona State University, Education)

Jiali Wang (University of California – Irvine)

Sina Scherer (University of Meunster, Germany)

**Member of Master Thesis Committee (completed):**

Jo Anne White (Speech & Hearing, Vanderbilt University)

Urszula Wojciechowska SPED, Vanderbilt University)

Allison Harlan (SPED, Vanderbilt University)

Jan Dierkes (SPED, Vanderbilt University)

Barbara Danoff (EDSP; University of Maryland)

Susan Diveta (EDSP; University of Maryland)

Linda Graham (external reviewer ‑ Simon Fraser University, Canada)

Karen McElroy (EDSP; University of Maryland)

Donna Preller (EDSP; University of Maryland)

Melissa Sexton (EDSP; University of Maryland