

Carlin Conner  
 Senior Research Scientist  
 Center for the Advanced Study of Teaching and Learning  
 School of Education and Human Development  
 University of Virginia  
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## **Education**

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### **Doctor of Philosophy, Education (2020)**

Department of Teaching and Learning, Southern Methodist University  
 Advisor: Dr. Jill Allor  
 Focus: Special Education

### **Master of Education, Special Education (2016)**

Department of Teaching and Learning, Southern Methodist University  
 Summa cum laude

### **Bachelor of Science, Child and Family Development, Certificate, Disability Studies (2012)**

College of Family and Consumer Economics, University of Georgia

## **Professional Experience**

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2021-Current	Senior Research Scientist School of Education and Human Development Phonological Awareness Literacy Screener Center for Advanced Study of Teaching and Learning University of Virginia
2020-2021	IES Postdoctoral Fellow, Grant #R324B180034 School of Education and Human Development University of Virginia
2016-2020	Adjunct Faculty, Department of Teaching and Learning Department of Teaching and Learning Simmons School of Education & Human Development Southern Methodist University
2016-2020	Research Fellow NCLII Fellowship, an IES-Funded Grant #H325H140001 Southern Methodist University
2017-2019	Research Assistant Project Focus, an IES-Funded Grant #R324A160132

Department of Teaching and Learning  
 Simmons School of Education & Human Development  
 Southern Methodist University

- 2016-2019            Research Assistant  
 Project Intensity, an IES-Funded Grant #RA324A130102  
 Department of Teaching and Learning  
 Simmons School of Education & Human Development  
 Southern Methodist University
- 2015-2016            Special Education Resident Coordinator, Williams Preparatory  
 Uplift Charter Schools, Dallas, TX
- 2012-2016            Special Education Teacher, Williams Preparatory  
 Uplift Charter Schools, Dallas, TX

### **Research Experience**

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#### **Senior Research Scientist on Literacy Screener Revision (2021-Present)**

*Center for the Advanced Study of Teaching and Learning, University of Virginia*

Senior research scientist working with Dr. Emily Solari to manage the revision to the early literacy screener in English and Spanish for PreK through third grade students in Virginia. As a senior research scientist, responsibilities include managing teams of scientists to collect, analyze, and report on data collected across the state as part of the screener revision process. Other responsibilities include: assessment development, communication with the Virginia Department of Education and stakeholders around measure development, overseeing a three-year professional development series for the state around literacy instruction to prime individuals for the revised screener, and disseminating information collected during the revision process regarding the state of literacy development in PreK through third grade students in Virginia.

#### **Co-Principal Investigator on Reading Comprehension Study (2020-Present)**

*School of Education and Human Development, University of Virginia*

Working with Dr. Emily Solari, Dr. Alyssa Henry, and Dr. Matthew Zajic to examine the feasibility and efficacy of a listening comprehension intervention for children with autism spectrum disorder delivered over telecommunication platform. As the co-PI of the study, major responsibilities include development of the study design, researcher training, and communication with researchers, parents, and reading coaches.

#### **Research Assistant on Observation Tool Development (2018-Present)**

*Annette Caldwell Simmons School of Education, Southern Methodist University*

Working with Dr. Paul Yovanoff, Dr. Francesca Jones, and Dr. Diane Gifford, to develop an observation tool to measure engagement of students with disabilities during literacy instruction. Major responsibilities include calculating interrater reliability and analyzing data via SPSS, MPLUS, and R

**Research Associate at the National Center for Research on Education Access and Choice (REACH) (2018-2020)**

*Tulane University*

Working under Dr. Julie Marsh and Dr. Huriya Jabbar as part of a qualitative research team to develop interview protocols and create policy briefs for state and district level leaders in education. Working on the team as a specialist in special education.

**Project Focus Research Assistant (2017-2019)**

*Annette Caldwell Simmons School of Education, Southern Methodist University*

Research assistant for Dr. Stephanie Al Otaiba, responsible for communicating with school personnel and observing students in tier 1 and tier 3 settings using the ICE-R observation tool.

**Project Intensity Research Assistant and Instructional Coach (2016-2019)**

*Annette Caldwell Simmons School of Education, Southern Methodist University*

Research assistant for Dr. Jill Allor, Dr. Stephanie Al Otaiba, and Dr. Paul Yovanoff, piloting a reading curriculum designed for students with Intellectual Disabilities (ID). Responsibilities included coaching teachers, collecting data, conducting observations, coding fidelity, analyzing data on various online platforms, creating graphs, and writing and editing various manuscripts and presentations

**Research Assistant on National Survey (2016-2018)**

*Annette Caldwell Simmons School of Education, Southern Methodist University*

Working with Dr. Francesca Jones and Dr. Lynn Ahlgrim-Delzell to develop and disseminate a survey of teacher efficacy of teaching reading to students with disabilities, specifically intellectual disabilities and autism. Co-authored a manuscript summarizing the findings and assisted in developing presentations for conferences.

**University Teaching Experience**

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**Instructor, Foundations for Special Education, (EDU 6356), summer 2018**

*Annette Caldwell Simmons School of Education, Southern Methodist University*

Developed syllabus and course structure. Taught classes as a mix of activities and lectures, as well as online modules.

**Teaching Assistant, Literacy and Leadership Consultation (EDU 6311), spring 2018**

*Annette Caldwell Simmons School of Education, Southern Methodist University*

Assisted Dr. Stephanie Al Otaiba in her instruction of the master's level class by attending various classes, grading assignments, guest lecturing, and facilitating class discussion.

**Teaching Assistant, Foundations of Special Education (EDU 6365), fall 2017**

*Annette Caldwell Simmons School of Education, Southern Methodist University*

Assisted Dr. Francesca Jones in her instruction of the master's level foundations course, by attending classes, grading assignments, and meeting with students to discuss and develop their literature reviews. Developed online modules, as this was a hybrid class

**Instructor, Late Literacy Development Practicum** (EDU 6142), summer 2016  
*Annette Caldwell Simmons School of Education, Southern Methodist University*  
Developed a syllabus and curriculum for master's level students to complete the practicum attached to their Late Literacy Development Lecture. Assisted students in choosing an evidence based practice (EBP) in reading and instructing struggling students through the chosen EBP. Call was held in synchronous format (completely online)

**Teaching Assistant, Late Literacy Development** (EDU 6363), summer 2016  
*Annette Caldwell Simmons School of Education, Southern Methodist University*  
Assisted Dr. Diane Gifford in her instruction of Late Literacy Development by attending classes, grading assignments, and meeting with students to discuss and develop their literature reviews.

## **Publications**

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### **Peer Reviewed Journal Articles**

- Conner, C.,** Allor, J. H., Henry, A. R., Al Otaiba, S., & Ortiz, M., (2023). Planning and implementing effective language and reading comprehension instructional techniques for students with autism spectrum disorder and cognitive disabilities. *The Reading Teacher*. <https://doi.org/10.1002/trtr.2207>
- Conner, C.,** Allor, J. H., Al Otaiba, S., Yovanoff, P., & Lejeune, L. M. (2022). Examining the response to a teacher-delivered comprehensive literacy curriculum for students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*. <https://doi.org/10.1177/10883576221137905>
- Conner, C.,** Henry., A. R., Zajic., M. C., & Solari, E. J., (2022). Conducting oral and written language adapted tele-assessments with early elementary-age children with autism spectrum disorder. *Autism and Developmental Language Impairments*. <https://doi.org/10.1177/239694152211332>
- Hall, C., Dahl-Leonard, K., Cho, E., Solari, E. J., Capin, P., **Conner, C.,** Henry, A. R., Cook, L., Hayes, L., Richmond, C. L., Vargas, I., & Kehoe, K. F. (2022). Forty years of literacy intervention research for elementary students with or at risk for dyslexia: A systematic review and meta-analysis. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.477>
- Solari, E. J., Kehoe, K. F., Cho, E., Hall, C., Vargas, I., Dahl-Leonard, K., Richmond, C., Henry, A. R., Cook, L., Hayes, T., & **Conner, C.** (2022). Effectiveness of interventions for English learners with reading difficulties: A research synthesis. *Learning Disabilities Research and Practice*. <https://doi.org/10.1111/ldrp.12286>

- Conner, C.**, Allor, J. H., Stewart, J., Kearns, D. M., & Gillespie Rouse, A. (2022). A synthesis of reading comprehension interventions and measures for students with autism spectrum disorder and intensive support needs. *Review Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s40489-022-00321-x>
- Henry, A. R., **Conner, C.**, Zajic, M. C., & Solari, E. J., (2022). Feasibility and initial efficacy of a remote-delivered listening comprehension intervention for school-aged children with ASD. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-022-05474-6>
- Biel, C., **Conner, C.**, Abry, T., Williams, B. S., Tyree, L., Blackwell-Bullock, R., & Solari, E. J. (2022) How does the science of reading inform early literacy screening? *Virginia State Literacy Association*.
- Conner, C.**, Jones, F.J., Ahlgrim-Delzell, L., Walte, S., & Allor, J. H. (2021). What teachers know about teaching reading to students with developmental disabilities: A survey of special educators. *Journal of Policy and Practice in Developmental Disabilities*. <https://dio.org/10.1111/jppi.12406>
- Conner, C.**, Baker, D. L., & Allor, J. H. (2020). Multiple language exposure for children with autism spectrum disorder from culturally and linguistically diverse communities. *Bilingual Research Journal*, 43, <https://doi.org/10.1080/15235882.2020.1799885>
- Allor, J. H., Yovanoff, P., Al Otaiba, S., Ortiz, M., & **Conner, C.** (2020). Evidence for a literacy intervention for students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 55, 290-302.
- Al Otaiba, S., Allor, J. H., Baker, K., **Conner, C.**, Stewart, J., & Mellado De La Cruz, V. (2019). Teaching phonemic awareness and word reading skills: Focusing on explicit and systematic approaches. *Perspectives on Language and Literacy*, 45, 11-16.
- Demchak, A.**, Anaya, J., Hall, C., Conner, C., Dahl-Leonard, K. & Solari, E. J. (2022) *Analyzing alphabet knowledge acquisition in young children*. [Manuscripts in preparation.] Department of Curriculum, Instruction, and Special Education, University of Virginia.

### Book Chapter

- Allor, J., Kearns, D., Ortiz, M. and **Conner, C.** (2022), "An Examination of the Text Characteristics of an Early Reading Book Series: Implications for Providing Intensive Practice with Connected Text", Tankersley, M., Cook, B.G. and Landrum, T.J. (Ed.) *Delivering Intensive, Individualized Interventions to Children and Youth with Learning and Behavioral Disabilities (Advances in Learning and*

Behavioral Disabilities, Vol. 32), Emerald Publishing Limited, Bingley, pp. 131-152. <https://doi.org/10.1108/S0735-004X20220000032008>

### Conference Proceedings/Other

**Conner, C., & Al Otaiba, S.** (2019). Recommendations for providing linguistic support to culturally and linguistically diverse children with autism spectrum disorder. *8th Annual International Conference on Language, Literature, and Linguistics*. (Singapore, June 2019), Copyright GSTF © 2019. ISSN 2251-3566. doi: 10.5176/2251-3566\_L319.398

**Conner, C., Baker, K., Chaing, E., Chelule, G., Springer, K., Stewart, J.** (2018). *Evaluation of the Parent Readiness and Empowerment Program (PREP)*. Dallas, TX: Southern Methodist University.

Hugh, M. L., **Conner, C., & Stewart, J.** (2018). Intensive intervention practice guide: Using visual activity schedules to intensify academic interventions for young children with autism spectrum disorder. *Office of Special Education Programs, US Department of Education*.

Solari, E. J., **Conner, C., Abry, T., Shea, K., & Gray, A.,** (2021). Examining the impact of COVID-19 on identification of at-risk students: Spring 2021 literacy screening findings. *Phonological Awareness Literacy Screening Statewide Report*. [https://pals.virginia.edu/public/pdfs/login/PALS\\_StateReport\\_Fall\\_2021.pdf](https://pals.virginia.edu/public/pdfs/login/PALS_StateReport_Fall_2021.pdf)

### Presentations

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De La Cruz, V. & **Conner, C.,** (April 2017) *Reading risk and behavioral challenges: How much literacy learning is associated with patterns of behavior changes?* Poster presented at the Annual Council for Exceptional Children Convention, Boston, MA.

Allor, J. H., Al Otaiba, S., Ortiz, M. B., Yovanoff, P., **Conner, C., & Baker, K.** (April 2017). *The effectiveness of a text-centered literacy curriculum for students with intellectual disability*. Annual Council for Exceptional Children Convention, Boston, MA.

Jones, F., & **Conner, C.** (2017). No More Bad Kids: Planning effective behavioral interventions. HEB ISD Staff Development Day, Euless, TX

Allor, J. H. & **Conner, C.** (January 2018). *Raising literacy expectations: Instructional implications from recent research on a text-centered curriculum*. International Conference on Autism, Intellectual Disability and Developmental Disabilities, Clearwater Beach, FL.

- Allor, J. H., Al Otaiba, S., Ortiz, M. B., & **Conner, C.** (February 2018). *Promising evidence for a text-centered literacy curriculum for students with intellectual disability*. Annual Council for Exceptional Children Convention, Tampa, FL.
- Allor, J. H., Al Otaiba, S., Ortiz, M. B., **Conner, C.**, & Baker, K. (February 2018). *Addressing foundational reading skills using a text-centered curriculum for students with disabilities*. Annual Council for Exceptional Children Convention, Tampa, FL.
- Stewart, J., & **Conner, C.**, (February 2018). *Observing reading instruction for elementary students with or at-risk for learning disabilities: A synthesis*. Poster presented at the Annual Council for Exceptional Children Convention, Tampa, FL.
- Conner, C.**, & Ortiz, M.B., (February 2018). *The effectiveness of a text-centered literacy curriculum for struggling readers*. Texas Association for Literacy Education's Annual Conference, Amarillo, TX.
- Conner, C.**, (March, 2018). *Case study of a child with ASD responding to a researcher designed, text-centered literacy intervention*. Poster presented at research Day, Southern Methodist University, Dallas, TX. Winning presentation.
- Baker, K., Chiang, E., Chelule, N., **Conner, C.**, Stewart, J., & Wu, S., (April 2018). *Rhetoric versus reality: What State of the Union speeches show us about Presidential education policy*. Paper presented at the American Educational Research Association Annual Meeting, New York City, New York.
- Conner, C.**, Baker, K., Allor, J. H., & Al Otaiba, S., (July 2018). *Key characteristics of an early literacy intervention for students with intellectual and developmental disabilities*. Poster presented at the Annual conference for the Society for the Scientific Study of Reading, Brighton, U.K.
- Allor, J. H., Al Otaiba, S., & **Conner, C.**, (July 2018). *Evidence for a literacy intervention for students with intellectual and developmental disabilities*. Poster presented at the Annual conference for the Society for the Scientific Study of Reading, Brighton, U.K.
- Bresina, B., **Conner, C.**, Kearns, D., Stewart, J., & Whaley, V., (July 2018). *What forms morphology instruction? A review of reading programs*. Poster presented at the 2018 OSEP Project Directors' Conference, Washington, D.C.
- Allor, J., Kearns, D., Al Otaiba, S., **Conner, C.**, & Ortiz, M. (February 2019). *Improving the "text-diet" for early and struggling readers: Selecting and adapting text*. Annual Conference for the Council for Exceptional Children, Indianapolis, IN.

- Jones, F.J., **Conner, C.**, Walte, S., Ahlgrim-Delzell, L., & Allor, J. (February 2019). *What do teachers know and need to know about teaching reading to students with developmental disabilities: Results of a nationwide survey*. Poster presented at the Annual Conference for the Council for Exceptional Children, Indianapolis, IN.
- Hugh, M.L., **Conner, C.**, Stewart, J. (February 2019). *Using visual activity schedules to intensify academic interventions for children with autism spectrum disorder*. Poster presented at the Annual Conference for the Council for Exceptional Children, Indianapolis, IN.
- Conner, C.**, & Al Otaiba, S. (June 2019). *Recommendations for providing linguistic support to culturally and linguistically diverse children with autism spectrum disorder*. International Conference on Language, Literature, and Linguistics. Singapore, SIN.
- Al Otaiba., S. & **Conner, C.** (June 2019). *Improving language, literacy, and growth mindset: Using intensive shared book dialogic reading strategies*. International Conference on Language, Literature, and Linguistics. Singapore, SIN.
- Allor, J., Kearns, D., **Conner, C.**, Al Otaiba, S. (July 2019). *Improving the “text-diet” for early and struggling readers: Selecting and adapting text*. Poster presented at the annual meeting of the Society for Text and Discourse, New York City, NY.
- Kearns, D., **Conner, C.**, Whaley, V., Stewart, J., & Bresina, B. (July 2019). *Morphological instruction in programs used in schools: A (Mostly) comprehensive survey*. Annual meeting of the Society for Text and Discourse, New York City, NY.
- Conner, C.**, Baker, K., Chiang, E., Stewart, J., & Wu, S., (July 2019). *Using qualitative methods to analyze the function of speeches and social media in current education policy*. Poster presented at the annual meeting of the Society for Text and Discourse, New York City, NY.
- Al Otaiba, S., Stewart, S., Baker, K., Allor, J. A., & **Conner, C.** (February 2020). *Exploring school-implemented RTI: Findings from a national study*. Poster presented at the Annual Conference for the *Council for Exceptional Children*, Portland, OR
- Conner, C.**, & Yovanoff, P. (February 2020). *Interrater reliability conditional on literacy behavior*. Poster presented at the Annual *Pacific Coast Research Conference* in San Diego, California.
- Henry, A.R., **Conner, C.**, & Solari, E.J. (2021). Using read-alouds to improve comprehension of children with ASD, ID, or SLI. *Invited webinar to educators and practitioners as a part of The Reading League’s Live Events*.



- Conner, C.,** Allor, J.H., & Al Otaiba, S.A. (2021). Comprehensive reading interventions for students with ASD and cognitive disabilities: Focus on reading comprehension. *Council for Exceptional Children Convention*. Poster Presentation.
- Conner, C.,** Gifford, D., Jones F.J., & Allor., J.H. (2021). Using an observation tool to assess reading comprehension for students with disabilities. *Council for Exceptional Children Convention*. Oral demonstration presentation.
- Zajic, M. C., Henry, A. R., **Conner, C.,** & Solari, E. J. (2021). Written language adapted tele-assessment practices during COVID-19: Successes and challenges with elementary-age children with autism spectrum disorder. *International Society for Autism Research*.
- Conner, C.,** Solari, E.J., Henry, A.R., & Zajic, M.C. (2021). Conducting standardized assessments over a technology platform for children with ASD. *International Society for Autism Research*.
- Zajic, M. C., Henry, A. R., **Conner, C.,** & Solari, E. J. (2021). Insights from an elementary-age sample of children with autism about parental involvement during writing adapted tele-assessment. *Society for the Scientific Study of Reading*. Oral paper as part of a symposium (Writing Assessment: Novel Approaches Across Ages and Contexts, Chair: H. Gerde).
- Conner, C.** (2021). Special considerations when assessing children with intellectual disability and autism spectrum disorder. *University of Virginia*. Guest lecture for EDIS5857 Content Seminar: Special Education.
- Solari, E. J., **Conner, C.,** Vargas, I., & Kehoe, K. F., (2021). Supporting the reading and language development of English learners. *Division for Learning Disabilities*. Oral presentation for *Division of Learning Disabilities at Night* webinar.
- Richmond, C., Vargas, I., **Conner., C.,** Henry., A. R., & Solari, E. J., (2021). Reading and language comprehension instruction for diverse learners. *Council for Exceptional Children Convention*. Oral Presentation.
- Conner, C.** (2021). Intensifying reading instruction: Foundational principles for success. *Virginia Department of Education Professional Learning Community Presentation Series*. Oral presentation for presentation series developed by the Office of Special Education at the Virginia Department of Education.
- Henry, A. R. & **Conner, C.,** (2022). Instructional supports to target reading and language comprehension development in children with autism spectrum disorder. Online oral presentation for *Loudoun County Public Schools Special Education Advisory Committee*.

- Solari, E. J., & **Conner, C.** (2022). Using the science of reading to guide the intensification of reading interventions. *Plain Talk about Literacy and Learning*. Oral presentation.
- Conner, C.**, & Solari, E. J., (2022). Using systematic and explicit read-alouds to target comprehension development. *Plain Talk about Literacy and Learning*. Oral presentation.
- Hall, C., Dahl-Leonard, K., Cho, E., Solari, E. J., Capin, P., **Conner, C.**, Henry, A. R., Cook, L., Hayes, L., Richmond, C. L., Vargas, I., & Kehoe, K. F. (2022). A systematic review of literacy interventions for elementary students with dyslexia. Poster presented at the *Pacific Coast Research Conference*, San Diego, CA.
- Henry, A. R., **Conner, C.**, Zajic, M. C., & Solari, E. J., (2022). Conducting a remote-delivered listening comprehension intervention for children with autism. Poster presented at the *Pacific Coast Research Conference*, San Diego, CA.
- Conner, C.**, Henry A. R., Solari, E. J., & Yovanoff, P., (2022). Language comprehension growth of children with ASD in response to a virtual intervention. Poster presented at the *Pacific Coast Research Conference*, San Diego, CA.
- Conner, C.**, Solari E. J., Biel. C., Bullock-Blackwell, R., & Tyree, L., (2022) Virginia assessment of literacy: Updated and expanded. *Dyslexia Advisors Meeting*. Charlottesville, VA.
- Henry, A. R., **Conner, C.**, Zajic, M. C., & Solari, E. J., (2022). Remote-delivered listening comprehension intervention for children with autism: Feasibility and initial efficacy. Poster presented at the *International Society for Autism Research*, Austin, TX.
- Kehoe, K. F., Solari, E. J., Cho, E., Hall, C., Dahl-Leonard, K., Vargas, I., Richmond, C.L., Henry, A. R., Cook, L., Hayes, L., & **Conner, C.** (2022). A systematic review of research on the effectiveness of interventions for English learners with reading difficulties. Poster presented at the *Society for the Scientific Study of Reading* annual conference. Newport Beach, CA.
- Henry, A. R., Shero, J., **Conner, C.**, Solari., E. J., & Hart, S. (2022). Comparing reading profiles of first-grade students with autism and first-grade students with specific language impairment. Poster presented at the *Society for the Scientific Study of Reading* annual conference. Newport Beach, CA.
- Conner, C.**, Solari, E.J., & Demchak, A. (2022). Child performance on assessments of alphabet knowledge during the return to in-person learning. Poster presented at the *European Early Childhood Education Research Association*, Glasgow, Scotland.

- Demchak, A., Anaya, J., Hall, C., Dahl-Leonard, K., **Conner, C.**, & Solari, E. J. (2023). *Letter Name and Letter Sound Item Difficulty and Instructional Considerations for Young Children*. Poster proposed at the Council for Exceptional Children Annual Conference. Louisville, KY.
- Demchak, A., Anaya, J., Hall, C., Dahl-Leonard, K., **Conner, C.**, & Solari, E. J. (2023, February). *Analyzing Alphabet Knowledge Acquisition in Young Children*. Poster presentation at the 31<sup>st</sup> Annual Pacific Coast Research Conference.
- Vann, S., Henry, A.R., DeCoster, J., Katlynn Dahl-Leonard, **Conner, C.**, Solari, E. J., (2023, February). *Profiles of kindergarten students with Emotional Disturbance: Latent Transition Analysis (LTA)*. Poster presentation at the 31<sup>st</sup> Annual Pacific Coast Research Conference.
- Vann, S., Henry, A.R., DeCoster, J., Katlynn Dahl-Leonard, **Conner, C.**, Solari, E. J., (2023). *Literacy profiles of kindergarten students with Emotional Disturbance: Latent Profile Analysis (LPA)*. Presentation at the Council for Exceptional Children Annual Conference. Louisville, KY.
- Conner, C.**, Solari, E. J., & Demchak, A., (2023). *A state level approach to the translation of reading science into practice: using screener data to guide implementation of effective intervention*. Presentation at Plain Talk about Literacy and Learning Conference. New Orleans, LA.
- Conner, C.**, Solari, E. J., & Stewart, J., (2023). *Explaining the simple view of reading*. Presentation at the 2023 Diversity in Literature Symposium: The How and Why of Literacy. Lansing, MI.
- Conner, C.**, Shero, J., Marks, R., Stewart, J. & Solari, E. J. (2023). *Reading ability of English learners with autism: An analysis of school level data*. Poster presented at the 2023 International Society for Autism Research (INSAR). Stockholm, Sweden.

### **Additional Professional Development**

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Semi-Annual meeting for National Center for Leadership on Intensive Intervention. September, 2016. Southern Methodist University, Dallas, TX.

Semi-Annual meeting for the National Center for Leadership on Intensive Intervention. September, 2017. University of Minnesota, Minneapolis, MN.

Comparative International Policy/Comparative Higher Education (EPL 7354). 10 days in London/Belgium attending meetings/touring schools, focus on international education policy. Course provided by SMU.

Conducting Meta-Analyses: Workshop/Training. June, 2018. Vanderbilt University, Nashville, TN.

Council for Exceptional Children Special Education Legislative Summit. July, 2018. Washington, District of Columbia.

Semi-Annual meeting for the National Center for Leadership on Intensive Intervention. Supported by the American Institutes for Research. January, 2019. Washington, District of Columbia.

Semi-Annual meeting for the National Center for Leadership on Intensive Intervention. Supported by COMPASS training. June, 2019. Vanderbilt University, Nashville, TN.

Council for Exceptional Children Special Education Legislative Summit. July, 2019. Washington, District of Columbia.

### **Selected Honors and Awards**

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#### **Division for research Early Career Researcher Workshop (2021-2022)**

*Part of the Council for Exceptional Children's Division for Research*

Selected as a member of a group of early career researchers, including junior faculty in a tenure-track position or post-doc fellows who plan to seek a tenure-track position, seeking professional development designed to help early career researchers develop their research agenda and collaborate with other early career researchers.

#### **National Center for Leadership in Intensive Intervention (NCLII) Fellowship (2016-2020) IES Grant # H325H140001**

Selected as a fellow from SMU; NCLII is a consortium made of professors and doctoral students from seven universities (Vanderbilt, SMU, University of Connecticut, University of Illinois at Chicago, University of Minnesota, University of Texas at Austin, and Virginia Commonwealth University); NCLII fellows are committed to research and scholarly work with a focus on intensive interventions and special populations; provided with professional development through NCLII throughout years of participation; see [nclii.org](http://nclii.org) for more information

#### **Recipient of SMU Graduate Student Travel Grant (2019)**

Awarded the maximum amount of \$500 to present accepted presentations at the 29<sup>th</sup> Annual Meeting of the Society of Text and Discourse in New York, New York

#### **Winner of Southern Methodist University research day (2018);**

Best Poster: Case study of a child with ASD responding to a researcher designed, text-centered literacy intervention

#### **Recipient of Graduate Student Council Funding (2018)**

Awarded over \$1,200 to present at and attend the CEC legislative Summit Conference in Washington, D.C. as well as SSSR in Brighton, England

**Phi Lambda Theta Honor Society (2016)**

Membership awarded due to completion of M.Ed. program with an exceptional GPA

**AmeriCorps Award (2014-2016)**

Scholarship awarded upon completion of two years of teaching service at a Title 1 school through Teach for America

**Special Education District Person of the Year (2016)**

Elected as the person of the year from the Special Education Department for the Uplift Charter School District for the 2015-2016 school year

**Team of the Year (2013)**

Member of the team of the year for Williams Preparatory for the 2012-2013 school year

**Texas Teacher Certifications**

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Generalist, EC-6 (2012)

Special Education, EC-12 (2012)

**Other Skills**

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- Proficient in various online statistical programs such as R, SPSS, and Mplus
- Experience with qualitative software including NVivo and Dedoose
- Reviewer for conference proposals including Council for Exceptional Children (CEC) and University Council for Educational Administrators (UCEA)
- Reviewer of manuscripts including the Journal of International Special Needs Education (JISNE), Research in Developmental Disabilities (RIDDD), Journal of Learning Disabilities (JLD), Remedial and Special Education (RASE), TEACHING Exceptional Children (TEC), and Heliyon