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The Meadows Center for Preventing Educational Risk
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Education

2008	Ph.D., The University of Texas at Austin, Austin, Texas. Major: Special Education, Learning Disabilities and Behavior Disorders.
2003	M. Ed., The University of Texas at Austin, Austin, TX. Major: Special Education.
1997	B. S., The University of Texas at Austin, Austin, TX. Major: Applied Learning and Development, Special Education.

Professional Credentials

1997-present	State of Texas Teacher Certification General 1-8
1997-present	State of Texas Teacher Certification Special Education PK-12

Academic Employment and Appointments

2016-present	Research Associate Professor The University of Texas at Austin College of Education Primary appointment: The Meadows Center for Preventing Educational Risk Courtesy appointment: Department of Special Education
2010-2016	Research Assistant Professor The University of Texas at Austin College of Education Primary appointment: The Meadows Center for Preventing Educational Risk Courtesy appointment: Department of Special Education

Roles and Responsibilities During Academic Employment and Appointments

2018-present	Director, Response to Intervention Institute The Meadows Center for Preventing Educational Risk, The University of Texas at Austin
2015-present	Member of the Board of Directors The Meadows Center for Preventing Educational Risk, The University of Texas at Austin. Principal Investigator , Multiple U.S. Department of Education, Institute of Education Sciences and Texas Education Agency funded research projects awarded to The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.
2010-present	Co-PI , Multiple U.S. Department of Education, Institute of Education Sciences and Office of Special Education Programs funded research projects awarded to The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

- 2007-2010 **Project Director**, Collaborative Strategic Reading, IES Goal 3 Efficacy, The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.
- Project Director**, Teacher Quality Research, IES Goal 2, The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.
- 2008 **Instructor**, Reading Difficulties Undergraduate Course, College of Education, The University of Texas at Austin.
- Assistant Instructor**, Reading Difficulties Undergraduate Course, College of Education, The University of Texas at Austin.
- 2006-2007 **Intervention Coordinator**, Texas Center for Learning Disabilities NICHD, The Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin.
- 2004-2006 **Project Coordinator**, Scaling Up Effective Reading Interventions (USDOE, IERI), The Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin.
- 2003-2004 **Graduate Research Assistant**, The Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin.
- Instructor**, Reading Methods Undergraduate Course, Huston-Tillotson University, Austin, TX.
- 2003 **Student Teacher Supervisor**, College of Education, Department of Special Education, The University of Texas at Austin.
- 1997-2002 **Special Education Teacher, Team Leader**, Andrews Elementary School
Austin Independent School District, Austin, TX.
2000, 2001 Nominated Teacher of the Year

Publications

Google Scholar Citations (January 2022): All citations = 3,681; h-index = 28; i10index = 43

Books

1. Wexler, J., Swanson, E., & Shelton, A. (2021). *Literacy Coaching in Secondary Settings: Improving Intensive Instruction for All Students*. New York: The Guilford Press.
2. Klingner, J. K., Vaughn, S., Boardman, A. G. & Swanson, E. (2012). *Now we get it! Boosting comprehension with collaborative strategic reading*. San Francisco, CA: Jossey-Book has 5-star rating on Amazon.com

Peer Reviewed Journal Articles (67 total)

1. Swanson, E., Stewart, A., Stevens, E. A., Scammacca, N., Capin, P., Hamilton, B. J., Roberts, G., & Vaughn, S. (in review). The Efficacy of Two Models of Professional Development Mediated by Fidelity on Fourth Grade Student Reading Outcomes. *Journal of Research on Educational Effectiveness*.
2. Scammacca, N., Lopez Wallace, M., Miller, J., & Swanson, E. (in review). A cost-effectiveness analysis of two methods of providing professional development to improve learning outcomes for fourth grade students. *School Psychology Review*.
3. Wexler, J., Swanson, E., Shelton, A., Kurz, L. A., Bray, L., & Hogan, E. (in review). Sustaining the use of evidence-based tier 1 literacy practices that benefit students with disabilities. *Journal of Learning Disabilities*.
4. Wang, H-W, Swanson, E., & Vaughn, S. (in review). Understanding the role of academic vocabulary in content acquisition for middle school students with and without disabilities. *Journal of Special Education*.
5. Swanson E. & Stewart, A. A. (in review). Sustaining literacy practices one, two, and three years after professional development. *Teacher Education and Special Education*.
6. Stewart, A. A., Vaughn, S., Scammacca, N., & Swanson, E. A. (in review). Exploring the efficacy of evidence-based reading instruction on the reading outcomes of students with inattentive behaviors. *Remedial and Special Education*.

7. Lee, Y-K, Cho, E., Kim, E. H., Lee, G., Capin, P., & Swanson, E. (in review). Profiles of reading self-efficacy and mindset: How are they related to engagement and reading achievement? *Contemporary Educational Psychology*.
8. Stevens, E. A., Capin, P., Stewart, A., Swanson, E., & Vaughn, S. (in press). Examining the level and direction of feedback provided in fourth grade social studies classrooms: An observation study. *Elementary School Journal*.
9. Stewart, A. A., & Swanson, E. A. (in press). *Supporting reading comprehension for students with inattention. Teaching Exceptional Children*.
10. Payne, S. B. & Swanson, E. (in press). Targeting the transition goals of teens through executive function support. *Teaching Exceptional Children*.
11. Filderman, M. J., Austin, C., Boucher, A., O'Donnell, K., & Swanson, E. (in press). A meta-analysis of the effects of reading comprehension interventions on the reading comprehension outcomes of struggling readers in third through twelfth grades. *Exceptional Children*.
12. Vaughn, S., Swanson, E., Fall, A-M, Roberts, G., Capin, P., Stevens, E. A., & Stewart, A. A. (2022). The Efficacy of Comprehension and Vocabulary Focused Professional Development on English Learners' Literacy. *Journal of Educational Psychology*, 114(2), 257-272..
13. Swanson, E., Stewart, A., Stevens, E. A., Scammacca, N., Capin, P., Hamilton, B. J., Roberts, G., & Vaughn, S. (2021, May 21). The Efficacy of Two Models of Professional Development Mediated by Fidelity on Fourth Grade Student Reading Outcomes. *EdArXiv*. <https://doi.org/10.35542/osf.io/7kqrt>
14. Swanson, E., Vaughn, S., Fall, A-M, Stevens, E.A., Stewart, A.A., Capin, P., & Roberts, G. (2021). The differential efficacy of a professional development model on reading outcomes for students with and without disabilities. *Exceptional Children*, 87(4), 497-516.
15. Swanson, E. & Boucher, A., (2021). Instructional practices to boost tier 1 content area instruction for students with disabilities: A closer look at PACT. *Learning Disabilities: A Multidisciplinary Journal*, 26(1), 73-89.
16. Scammacca, N., & Swanson. E., Vaughn, S., & Roberts, G. (2021). Cost-Effectiveness of a Grade 8 Intensive Reading and Content Learning Intervention. *School Psychology Review*, 49(4), 374-385. **Note: Featured article in January 2021**
17. Capin, P., Stevens, E. A., Stewart, A., Swanson, E., Vaughn, S. (2021). Examining vocabulary, comprehension, and content knowledge instruction during fourth grade social studies teaching. *Reading and Writing: An Interdisciplinary Journal*. 34(5), 1143-1170.

18. Shelton, A., Wexler, J., Kurz, L. A., & Swanson, E. (2020). Incorporating evidence-based literacy practices into middle school content areas. *TEACHING Exceptional Children*. <https://journals.sagepub.com/eprint/2FKD9QUPYR2ZEEXVIMSJ/full>
19. Scammacca, N., Fall, A.-M., Capin, P., Roberts, G., & Swanson, E. (2020). Examining factors affecting reading and math growth and achievement gaps in grades 1–5: A cohort-sequential longitudinal approach. *Journal of Educational Psychology*, 112(4), 718-734.
20. Stevens, E. A., Vaughn, S., Swanson, E., & Scammacca, N. (2020). Examining the Effects of a Tier 2 Reading Comprehension Intervention Aligned to Tier 1 Instruction for Fourth Grade Struggling Readers. *Exceptional Children*, 1-19.
21. Swanson, E., Austin, C., Stewart, A., & Scammacca, N., (2020). A meta-analysis of the effects of e-book interventions on K-12 student reading outcomes. *Reading and Writing Quarterly*, 1-17.
22. Wexler, J., Swanson, E., Kurz, L-A, & Shelton, A. (2020). Enhancing reading comprehension in middle school classrooms using a critical reading routine. *Intervention in School and Clinic*, 55(4). **Note: Lead Feature Article; Award winner: Must-Read Article**
23. Wexler, J., Swanson, E., Vaughn, S., Shelton, A., & Kurz, L. A. (2019). Building a sustainable school-wide adolescent literacy model in middle schools: Guidance for administrators. *Middle School Journal*, 50(3), 15-25.
24. Swanson, E., Stevens, E. A., & Wexler, J. (2019). Engaging students in text-based discussion within content area instruction. *Teaching Exceptional Children*, 51(4), 305-312.
25. Swanson, E., McCulley, L. V., Osman, D. J., Scammacca-Lewis, N. & Solis, M. (2019). The Effect of Team Based Learning in Post-Secondary Settings on Content Knowledge: A Meta-Analysis. *Active Learning in Higher Education*, 20(1).
26. Vaughn, S., Fall, A-M, Roberts, G., Wanzek, J. Swanson, E., & Martinez, L (2019). Class percentage of students with reading difficulties on content knowledge and comprehension. *Journal of Learning Disabilities*, 52(2), 120-134.
27. Wanzek, J., Roberts, G., Vaughn, S., Swanson, E., & Sargent, K. (2019). Examining the role of pre-instruction academic performance within a text-based approach to improving student content knowledge and understanding. *Exceptional Children*, 85(2), 212-228.
28. Swanson, E., Barnes, M., Fall, A-M, & Roberts, G. (2017). Predictors of reading comprehension among struggling readers who exhibit differing levels of inattention and

- hyperactivity. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 34(2), 132-146.
29. Swanson, E., Vaughn, S., & Wexler, J. (2017). Enhancing adolescents' comprehension of text by building vocabulary knowledge. *Teaching Exceptional Children*, 50(2), 84-94.
 30. Swanson, E., Stevens, E. A., Scammacca, N., Capin, P., Stewart, A., Austin, C. (2017). The impact of tier-1 reading instruction on reading outcomes for students in grades 4-12: A meta-analysis. *Reading and Writing*, 30(8), 1639-1665.
 31. Swanson, E. & Wexler, J. (2017). Selecting Appropriate Text for Adolescents with Disabilities. *Teaching Exceptional Children*, 49(3) 160-167.
 32. Vaughn, S., Martinez, L. R., Wanzek, J., Roberts, G., Swanson, E., & Fall, A.-M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. *Journal of Educational Psychology*, 109(1), 22-34.
 33. Swanson, E., Wanzek, J., Vaughn, S., Fall, A.-M., Roberts, G., Hall, C. & Miller, V. (2017). Middle school reading comprehension and content learning intervention for below average readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties*. 33, 37-53.
 34. Swanson, E., Reed, D., & Vaughn, S. (2016). Research-based lessons that support student independent reading in social studies. *Preventing School Failure*, v60 n4 p337-344.
 35. Swanson, E., Wanzek, J., McCulley, L., Stillman-Spisak, S., Vaughn, S., Simmons, D., Fogarty, M., & Hairrell, A. (2016). Literacy and text reading in middle and high school social studies and English language arts classrooms. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 32, 3, 199-222.
 36. Wanzek, J., Swanson, E., Vaughn, S., Roberts, G., & Fall, A.-M. (2016). English learner and non-English learner students with disabilities: Content acquisition and comprehension. *Exceptional Children*, 82(4), 428-442.
 37. Wanzek, J., Swanson, E. A., Roberts, G., Vaughn, S., & Kent, S. C. (2015). Promoting acceleration of comprehension and content through text in high school social studies classes. *Journal of Research on Educational Effectiveness*, 8(2), 169-188.
 38. Vaughn, S. & Swanson, E. (2015). Special education research advances knowledge in education. *Exceptional Children*. 82, 11-24.

39. Wanzek, J., Kent, S. C., Vaughn, S., Swanson, E., Roberts, G., & Haynes, M. (2015). Implementing team-based learning in middle school studies classes. *Journal of Educational Research, 108*(4), 331-334.
40. Kent, S., Wanzek, J., Swanson, E.A., & Vaughn, S. (2015). Team-based learning for students with high-incidence disabilities in high school social studies classrooms. *Learning Disabilities Research and Practice, 30*, 3-14.
41. Swanson, E., Wanzek, J., Vaughn, S., Roberts, G, & Fall, A. (2015). Improving reading comprehension and social studies knowledge among middle school students with disabilities. *Exceptional Children, 81*(4) 426-442.
42. Vaughn, S., Roberts, G., Swanson, E. A., Wanzek, J., Fall, A.-M., & Stillman-Spisak, S. J. (2015). Improving middle school students' knowledge and comprehension in social studies: A replication. *Educational Psychology Review, 27*(1), 31-50.
43. Denton, C.A., Wolters, C.A., York, M, Swanson, E., Kulesz, P., & Francis, D.J. (2014). Adolescents' use of reading comprehension strategies: Differences related to reading proficiency, grade level, and gender. *Learning and Individual Differences. 37*, 81-95.
44. Wanzek, J., Vaughn, S., Kent, S. C., Swanson, E. A., Roberts, G., Haynes, M., Fall, A. M., Stillman-Spisak, S., & Solis, M. (2014). The effects of team-based learning on social studies knowledge acquisition in high school. *Journal of Research on Educational Effectiveness, 7*, 183-204.
45. Swanson, E., & Wanzek. J. (2014). Applying research in reading comprehension to social studies instruction for middle and high school students. *Intervention in School and Clinic, 49*(3). 142-147.
46. Reed, D. K., Swanson, E., Petscher, Y., & Vaughn, S. (2014). The effects of teacher read-alouds and student silent reading on predominantly bilingual high school seniors' learning and retention of social studies content. *Reading and Writing, 27*(7), 1119-1140.
47. Swanson, E., Hairrell, A., Kent, S., Ciullo, S., Wanzek, J., & Vaughn, S. (2014). A Synthesis and Meta-Analysis of Reading Interventions Using Social Studies Content for Students with Learning Disabilities. *Journal of Learning Disabilities. 47*(2), 178-195.
48. Vaughn, S., Roberts, G., Klingner, J. K., Swanson, E., Boardman, A. Stillman, S. J. Muhammed, S., & Leroux, A. (2013). Collaborative Strategic Reading: Findings from experienced implementers. *Journal of Research on Educational Effectiveness, 6*(2), 137-163.

49. Vaughn, S., Swanson, E., Roberts, G., Wanzek, J., Stillman-Spisak, S. J., Solis, M., & Simmons, D. (2013). Improving reading comprehension and social studies knowledge in middle school. *Reading Research Quarterly*, 48(1) 77-93.
50. Newman-Thomas, C., Smith, C. A., Zhao, X, Kethley, C. I., Rieth, H. J., Swanson, E., & Heo, Y. (2012). Technology-based practice to teach preservice teachers to assess oral reading fluency. *Journal of Special Education Technology*, 27(1), 15-32.
51. Solis, M., Vaughn, S., Swanson, E., & McCulley, L. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. *Journal of School Psychology*, 49, 498-510.
52. Swanson, E. Solis M., Ciullo, S., & McKenna, J. (2012). Special Education Teachers' Perceptions and Instructional Practices in Response to Intervention Implementation. *Learning Disability Quarterly*, 35, 115-126.
53. Swanson, E., Wanzek, J., Haring, C., Ciullo, S. P., & McCulley, L. V. (2011). Intervention fidelity in special and general education research journals. *The Journal of Special Education*, 47(1), 3-13.
54. Vaughn, S., Klingner, J. K., Swanson, E., Boardman, A. G., Roberts, G., Mohammed, S. S., Stillman-Spisak, S. J. (2011). Efficacy of Collaborative Strategic Reading with middle school students. *American Educational Research Journal*. 48(4), 938-964.
55. Swanson, E., Vaughn, S., Wanzek, J., Petscher, Y., Heckert, J, Cavanaugh, C., Kurz, G. & Klingner, K. (2011). A Synthesis of Read-Aloud Interventions on Early Reading Outcomes among Preschool through Third Graders at risk for reading difficulties. *Journal of Learning Disabilities*, 44, 258-275.
56. Swanson, E., Edmonds, M. S., Hairrell, A., Vaughn, S. & Simmons, D. (2011). Applying a cohesive set of comprehension strategies to content area instruction. *Intervention in School and Clinic*, 46, 266-272.
57. Swanson, E., & Solis, M. (2011). Collaborative strategic reading for adolescents with learning disabilities, *LD Forum*, 7-9
58. Hairrell, A., Simmons, D., Swanson, E., Edmonds, M., & Vaughn, S. (2010). Translating vocabulary research to social studies instruction: Before, during, and after text reading strategies. *Intervention in School and Clinic*, 46, 1-7.
59. Swanson, E. & Vaughn, S. (2010). An observation study of reading instruction provided to elementary students with learning disabilities in the resource room. *Psychology in the Schools*, 47, 481-492.

60. Denton, C. A., Kethley, C., Nimon, K., Kurz, T. B., Mathes, P. G., Shih, M., Swanson, E. (2010). Effectiveness of a supplemental early reading intervention scaled up in multiple schools. *Exceptional Children, 76*, 394-416.
61. Swanson, E. (2008). Observing reading instruction for students with LD: A synthesis. *Learning Disability Quarterly, 31*, 1-19.
62. Denton, C.A., Swanson, E., & Mathes, P. (2007). Assessment-based instructional coaching provided to reading intervention teachers. *Reading and Writing: An Interdisciplinary Journal, 20*, 569-590.
63. Swanson, E. & Howerton, D. (2007). Twenty ways to influence vocabulary acquisition of English language learners. *Intervention in School and Clinic, 42*(5), 290.
64. Wanzek, J., Wexler, J.A., Swanson, E., Kim, A., Vaughn, S., & Edmonds, M. (2006). A synthesis of spelling research conducted with students with learning disabilities. *Journal of Learning Disabilities, 39*(6), 528-543.
65. Swanson, E. (2005). Ways to reinforce the alphabetic principle in the early childhood classroom. *Texas Council for Learning Disabilities Newsletter, Spring, 2005*.
66. Swanson, E. A. (2005, March). Special education services in charter schools. *The Educational Forum, 69*(1) pp. 34-43.
67. McGuffin-Swanson, E. (2003). A biography of Patty Smith Hill, www.kdp.org/about.html

Invited Peer Reviewed Book Chapters

1. Swanson, E. & Vaughn S. (2016). Learning disabilities: Academic and mental health needs. In Amie Grills (Ed.) *Critical Issues in School-Based Mental Health: Evidence-Based Research, Practice, and Interventions*.
2. Vaughn, S., Swanson, E., & Solis, M. (2013). Reading comprehension for adolescents with significant reading problems. In H. L. Swanson, K. R. Harris & S. Graham (Eds.), *Handbook on Research in Learning Disabilities*.
3. Boardman, A. G., Swanson, E. A., Klingner, J. K. & Vaughn, S. (2012). Using Collaborative Strategic Reading to Improve Reading Comprehension for Students with Learning Disabilities in D. Chard, B. G. Cook, & M. Tankersley (Eds.) *Research Based Strategies for Improving Outcomes in Academics*. Upper Saddle River, NJ: Pearson.

4. Boardman, A. G., Swanson, E. A., Klingner, J. K. & Vaughn, S. (2012). Using Collaborative Strategic Reading to Improve Reading Comprehension for Students with Learning Disabilities in B. G. Cook, & M. Tankersley (Eds.) *Research-Based Practices in Special Education*. Upper Saddle River, NJ: Pearson.
5. Swanson, E. & Vaughn, S. (2011). Implementing a response to intervention model to improve reading outcomes for all students. In Samuels & A. Farstrup (Eds.), *What Research Has to Say About Reading Instruction*. International Reading Association.
6. Boardman, A. G., Klingner, J. K., Boele, A., & Swanson, E. A. (2010). Teaching students with LD to use reading comprehension strategies. In T. Scruggs & Mastropieri (Eds.), *Advances in Learning and Behavioral Disabilities: Literacy and learning*. UK: Emerald Group.
7. Swanson, E. A., Wexler, J., & Vaughn, S. (2009). Text Reading and Students with Learning Disabilities. In E. Hiebert (Ed.), *Reading More, Reading Better*. New York: Guilford.

Published Guidance Documents and Technical Reports

1. Swanson, E. & Stewart, A., (2021). Delivering professional development that sticks: A guide for school leaders. The Meadows Center for Preventing Educational Risk.
2. Payne, B., & Swanson, E. (2021). *How to provide meaningful feedback: Teacher's guide*. The Meadows Center for Preventing Educational Risk.
3. Wexler, J., Swanson, E., & Vaughn, S. (2017). *How do I engage in partner reading with my child?* Austin, TX: U.S. Department of Education Office of Special Education Programs through H326M150016 for the Adolescent Literacy Model for Students with Disabilities: Improving Instruction and Intervention to Enhance Reading at UT Austin.
4. Wexler, J., Vaughn, S., & Swanson, E. (2016). *Resources for improving low literacy levels in adolescents*. Austin, TX: U.S. Department of Education Office of Special Education Programs through H326M150016 for the Adolescent Literacy Model for Students with Disabilities: Improving Instruction and Intervention to Enhance Reading at UT Austin, pgs. 1-12.
5. Swanson, E., Wexler, J., & Vaughn, S. (2016). *Is your child benefiting from high-quality literacy practices? 5 things to consider*. Austin, TX: U.S. Department of Education Office of Special Education Programs through H326M150016 for the Adolescent Literacy Model for Students with Disabilities: Improving Instruction and Intervention to Enhance Reading at UT Austin.

6. Swanson, E., & Roberts, G., (2015). *Texas Commissioner's List of Approved Multidimensional Measures*. MCPER/Texas Education Agency.
7. Bryant, D. P., Swanson, E., & McKenna, J. (2010). *Tier 3 Instruction Within a Response to Intervention Framework*. The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.
8. Bryant, D. P., & Swanson, E. (2010). *RTI Observation Study: Technical Report*. The Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

Other Scholarly/Creative Works

1. Swanson, E. (2021). *Promoting Adolescents' Comprehension of Text*. Interview for YouTube. <https://www.youtube.com/watch?v=DbCIUuTh2A0>
2. Payne, B. & Swanson, E. (2020). *Findings from Six PACT Efficacy Trials Summarized for Teachers*. Austin, TX: The Meadows Center for Preventing Educational Risk.
3. Swanson, E. (2020). *Helping Your Kid with Reading Multisyllable Words: A Video for Parents*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Note: COVID-19 response item
4. Swanson, E. (2020). *Reading with Your Middle School Aged Child: A Video for Parents*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Note: COVID-19 response item
5. Swanson, E. (2020). *Helping Your Kid with Motivation to Work at Home: A Video for Parents*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Note: COVID-19 response item
6. Meadows Center for Preventing Educational Risk (2020). *PACT Coaching Guide: 2021 Edition*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Role: Co-PI; Major Contributors: Swanson, E. and Harbor, A.
7. Swanson, E., Wexler, J., Shelton, A., Hogan, E. (2020). *Middle School Instructional Coach National Survey*. Austin, TX: The Meadows Center for Preventing Educational Risk.
8. Swanson, E., Wexler, J., Shelton, A., Hogan, E. (2020). *Middle School Teacher National Survey*. Austin, TX: The Meadows Center for Preventing Educational Risk.

9. Meadows Center for Preventing Educational Risk (2020). *What dyslexia looks like in middle school and what you can do to help your child*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Role: PI; Major Contributors: Cable, A., Swanson, E., Wexler, J.
10. Meadows Center for Preventing Educational Risk (2020). *How can I help my middle schooler read multisyllabic words? Five helpful steps*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Role: PI; Major Contributors: Cable, A., Swanson, E., Wexler, J.
11. Loeser, L, Putnam, D., Swanson, E., & Collyer, L. (2019). *State spotlight: Increasing visibility and raising awareness of data based individualization*. National Center on Intensive Intervention. <https://intensiveintervention.org/voices-from-the-field/state-spotlight-increasing-visibility-and-raising-awareness-data-based>
12. Meadows Center for Preventing Educational Risk (2019). *Academic vocabulary in the ELAR and mathematics TEKS: A teacher resource for Kindergarten to Grade 2*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Role: PI; Major Contributors: Woodruff, T., Mielke, A., Tamez, N., Blake, B., Swanson, E.
13. Meadows Center for Preventing Educational Risk (2019). *Academic vocabulary in the ELAR and mathematics TEKS: A teacher resource for grades 3-5*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Role: PI; Major Contributors: Woodruff, T., Mielke, A., Tamez, N., Blake, B., Swanson, E.
14. Meadows Center for Preventing Educational Risk (2019). *Academic vocabulary in the ELAR and mathematics TEKS: A teacher resource for grades 6-8*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Role: PI; Major Contributors: Woodruff, T., Mielke, A., Tamez, N., Blake, B., Swanson, E.
15. Meadows Center for Preventing Educational Risk (2019). *Response to Intervention: The importance of intervention fidelity*. Austin, TX: The Meadows Center for Preventing Educational Risk.
Role: PI; Major Contributors: Moore, C., Swanson, E., Woodruff, T.
16. Kurz, L. A., Wexler, J., Shelton, A., & Swanson, E. (2019). *Adolescent literacy resource menu: A guide for instructional leaders*. Austin, TX: The Meadows Center for Preventing Educational Risk.
17. Wexler, J. & Swanson, E. (2019). *Motivation investment and persistence scale*. Austin, TX: Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

18. Stewart, A. & Swanson, E. (2019). *Turn and talk routine practice guide for teachers*. Austin, TX: The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.
19. Swanson, E., Kurz, L. A., & Wexler, J. (2018). *Motivating children to their homework: Parent's Guide*. Austin, TX: The Meadows Center for Preventing Educational Risk.
20. Swanson, E. (2017). *Reading Interest Survey*. Austin, TX: The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.
21. Swanson, E., & Vaughn, S. (2017). *Providing adolescent struggling readers with text-based content area instruction improves reading comprehension*. Council for Exceptional Children Research Matters for U.S. Congressional Use.
22. Swanson, E. & Scammacca, N. (2015). *Teacher Social Validity Rating Scale: Reading Instruction*. Meadows Center for Preventing Educational Risk at the University of Texas at Austin: Austin, TX.
23. Swanson, E. & Scammacca, N. (2015). *Student Social Validity Rating Scale: Reading Instruction*. Meadows Center for Preventing Educational Risk at the University of Texas at Austin: Austin, TX.
24. Meadows Center for Preventing Educational Risk (2015). *Grade 4 STRIVE Teacher Lessons*. The Meadows Center for Preventing Educational Risk. The University of Texas at Austin. PI: Swanson; Major Contributors: Swanson, E., Capin, P, Stevens, E., Vaughn, S.
25. Meadows Center for Preventing Educational Risk (2015). *Grade 5 STRIVE Teacher Lessons*. The Meadows Center for Preventing Educational Risk. The University of Texas at Austin. PI: Swanson; Major Contributors: Swanson, E., Capin, P, Stevens, E., Vaughn, S.
26. Swanson, E., (2015, February). *Education Research Matters*. Review of Al Otaiba, S., Connor, C. M., Folsom, J. S., Wanzek, J., Greulich, L., Schatschneider, C. & Wagner, R. K. (2014). To wait in Tier 1 or intervene immediately: A randomized experiment examining first-grade response to intervention in reading Exceptional Children, 81, 11-27. On Texas Center for Learning Disabilities website: www.texasldcenter.org/education-research-matters/item/february-2015
27. Baker, E. A. & Swanson, E. (2013, March 18). Middle school Social Studies: Using the text to improve reading comprehension. *Voice of Literacy*. Podcast retrieved from <http://voiceofliteracy.org>

28. Vaughn, S., Swanson, E., Stillman, S., McCulley, L., & Harbor, A. (2011, 2012). *Promoting Adolescents' Comprehension of Text: U.S. History Teacher Materials*. The Meadows Center for Preventing Educational Risk. The University of Texas at Austin.
29. Swanson, E., Osmund, D., & Crane, J. (2011). *Norms and Expectations in the Classroom to Support Adolescent Literacy Practices*. Podcast retrieved from <http://www.meadowscenter.org/projects/pact/>
30. Swanson, E., Osmund, D., & Crane, J. (2011). *Facilitating Student Discussion to Support Adolescent Literacy in the Classroom*. Podcast retrieved from <http://www.meadowscenter.org/projects/pact/>
31. Vaughn, S., Klingner, J., Swanson, E., Boardman, A., Solis, M., & Hassaram, B. (2009, 2010). *Collaborative Strategic Reading Focus Lessons*. The Meadows Center for Preventing Educational Risk. The University of Texas at Austin.
32. Swanson, E., & Vaughn, S., (2008-2009). *Student Data Report: Collaborative Strategic Reading Research*. Hays CISD, Kyle, TX.

Scholarly Presentations

Symposia

1. Swanson, E., (Chair) (2020, February). *A variety of approaches to address reading comprehension in the middle grades*. Symposium conducted at the Pacific Coast Research Conference, Coronado, CA (National).
2. Swanson, E. (Chair) (2020, January). *Key components of professional development and their effect on student outcomes*. Symposium conducted at the IES Principal Investigator Meeting, Washington, DC (National).
3. Swanson, E. (Chair) (2019, October). *Establishing a strong tier 1 platform to support struggling readers*. Symposium conducted at the Council for Learning Disabilities, San Antonio, TX (National).
4. Swanson, E. (Chair) (2016, October). *Tier 1 interventions that work for students with disabilities*. Symposium conducted at the Council for Learning Disabilities, San Antonio, TX (National).

5. Swanson, E. (Chair) (2015, February). *Multi-component comprehension-focused interventions for adolescent struggling readers*. Symposium conducted at the Pacific Coast Research Council, San Diego, CA (National).
6. Swanson, E. (Chair) (2014, July). *Improving adolescents' reading comprehension in the content areas*. Symposium conducted at the meeting of Society of the Scientific Study of Reading, Santa Fe, AZ (International).

Refereed Presentations at Conferences

1. Filderman, M. J., Stewart, A. & Swanson, E. (2022, February). *Intensification of a Reading Comprehension Intervention Using Student Data*. [Poster presentation]. Pacific Coast Research Conference (PCRC) 2022, San Diego, CA.
2. Swanson, E., Wexler, J., Shelton, A., Payne, B., & Hogan, E. (2022, February). Status of Literacy Coaching in Middle Schools: A Survey Study. Pacific Coast Research Conference (PCRC) 2022, San Diego, CA.
3. Swanson, E., Wexler, J., Shelton, A., Hogan, E., & Payne, B. (2022, January). A Survey Study Investigating the Status of Literacy Coaching in Middle Schools Across the Nation. Presentation at the 2022 Council for Exceptional Children Conference, Orlando, FL.
4. Filderman, M. & Swanson, E. (2022, January). Reading Comprehension Intervention: A Summary of the Evidence and Practices to Support Reading Comprehension Outcomes for Struggling Readers in Grades 3-12. Presentation at the 2022 Council for Exceptional Children Conference, Orlando, FL.
5. Wexler, J. & Swanson, E. (2021, February). Sustaining the Use of Evidence-Based Tier-1 Literacy Practices. Poster at the 2021 Pacific Coast Research Conference, Coronado, CA.
6. Swanson, E. (2021, February). Efficacy of Distributed Professional Development on Fourth Grade Student Reading Outcomes. Poster at the 2021 Pacific Coast Research Conference, Coronado, CA.
7. Swanson, E. (2021, February). *Infuse the Social Studies with Reading Practices to Support Students with Disabilities*. Presentation at the 2021 Council for Exceptional Children Convention and Expo, Baltimore, MD.

8. Stewart, A., Swanson, E. (2021, February). *Examining sustainability of evidence-based practices after professional development*. Poster at the 2021 Council for Exceptional Children Convention and Expo, Baltimore, MD.
9. Wexler, J., Swanson, E., Shelton, A., & Kurz, L. A. (2021, February). *Engage your students' parents in literacy support at home*. Presentation at the 2021 Council for Exceptional Children Convention and Expo, Baltimore, MD.
10. Swanson, E. (2020, July). Effects of distributed professional development featuring vocabulary and comprehension instruction on fourth grade student outcomes. Presentation at the Society for the Scientific Study of Reading, Newport Beach, CA. Conference Cancelled.
11. Swanson, E., Wexler, J., & Vaughn, S. (2020, July). Communicating Evidence Based Practices with Parents. Poster presentation at the Office of Special Education Programs Director's Meeting in Washington, DC. Meeting Cancelled.
12. Lee, Y-K., Cho, E., Kim, E.H., Capin, P., & Swanson, E. (2020, April). *Profiles of Reading Self-Efficacy and Mindset: How Are They Related to Engagement and Reading Achievement?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Conference cancelled.
13. Swanson, E. & Gilliland, M. (2020, February). *Infusing the Social Studies with Evidence Based Literacy Practices*. Presentation at the Collaborative Research Forum hosted by The University of Texas at Austin and Austin Independent School District, Austin, TX (Statewide).
14. Osman, D., Swanson, E., Klingbeil, D., Hutner, T., & Sampson, V. (2020, February). *Researchers and practitioners collaborating to make change: Three lived-exemplars of research-practice partnerships*. Presentation at the Collaborative Research Forum hosted by The University of Texas at Austin and Austin Independent School District, Austin, TX (Statewide).
15. Swanson, E., & Stewart, A. (2020, February). *Boost Vocabulary, Knowledge, and Comprehension: Social Studies Practices in Upper Elementary School*. Demonstration at Council for Exceptional Children in Portland, OR.
16. Reed, D., Swanson, E., & Zimmerman, L., (2020, February). *Bridging Research and Practice: Scaffolding Rigorous Reading Instruction for Students with LD*. Presentation at Council for Exceptional Children in Portland, OR.

17. Swanson, E., Wexler, J., Vaughn, S., Shelton, A., (2020, February). *Sustainability of a Secondary School-wide Literacy Model: Voices from the field*. Poster presentation at Council for Exceptional Children in Portland, OR.
18. Swanson, E. (2020, February). *The Effects of a Distributed Professional Development Model on Upper Elementary Student Reading Outcomes*. Presentation at the Pacific Coast Research Conference, Coronado, CA (National).
19. Swanson, E. (2020, January). *The Effects of a Distributed Professional Development Model on Upper Elementary Student Reading Outcomes*. Presentation at the IES Principal Investigator Meeting, Washington, DC (National).
20. Swanson, E., Stewart, A. (2019, October). Improving fourth grade students' comprehension, knowledge, and vocabulary through a distributed professional development model featuring STRIVE. In E. Swanson (Chair), *Establishing a strong tier 1 platform to support struggling readers*. Symposium conducted at the Council for Learning Disabilities, San Antonio, TX.
21. Swanson, E., Kurz, L. A. (2019, October). Examining the efficacy of PACT instructional practices for middle school struggling readers. In E. Swanson (Chair), *Establishing a strong tier 1 platform to support struggling readers*. Symposium conducted at the Council for Learning Disabilities, San Antonio, TX.
22. Prater, S., Swanson, E., & Benz, S. (2019, April). *Response to Intervention: Q&A*. Presentation at Texas Council of Administrators of Special Education in Austin, TX.
23. Stevens, E.A., Swanson, E., Stewart, A., Scammacca, N., & Vaughn, S. (2019, February). Examining the the effects of differential levels of professional development for teaching content area reading strategies in 4th grade social studies classrooms: A replication study. In P. Capin and E. Stevens (Chairs), *Improving Tier I Instruction for Students at Risk for Reading Problems*. Symposium conducted at the Pacific Coast Research Conference, Coronado, CA.
24. Shelton, A., Wexler, & Swanson, E. (2019, January). *The adaptive intervention model of systematic coaching*. Poster presented at the 2019 Institute of Education Sciences PI Conference, Washington, D. C.
25. Swanson, E. & Wanzek, J., (2019, January). *Improving social studies content knowledge and comprehension for middle and secondary learners*. Presentation at the Council for Exceptional Children Annual Conference, Indianapolis, IN.

26. Shelton, A., Wexler, J., & Swanson, E. (2018, July). *The Adaptive Intervention Model of Systematic Coaching*. Poster at the Office of Special Education Programs Director's Meeting, Washington, D. C.
27. Swanson, E. (2018, February). *Examining the Efficacy of a Distributed Professional Development Model Featuring STRIVE*. Presentation at the Pacific Coast Research Conference, San Diego, CA.
28. Stewart, A., Capin, P., Stevens, E., & Swanson, E. (2017, February). *STRIVE: A Vocabulary and Comprehension Intervention for 4th Grade Social Studies*. Poster presentation at the Pacific Coast Research Conference. San Diego, CA.
29. Swanson, E., Capin, P. & Stevens, E. (2016, February). *Synthesis of Tier 1 Instruction provided in 4th through 12th grades*. Poster presentation at the Pacific Coast Research Conference. San Diego, CA.
30. Swanson, E. (2015, February). Results from a year-long reading intervention for 8th grade struggling readers in social studies. In E. Swanson (Chair), Multi-component comprehension-focused interventions for adolescent struggling readers. Symposium conducted at the Pacific Coast Research Council, San Diego, CA (National).
31. Wanzek, J., Kent, S, Vaughn, S., Swanson, E., Roberts, G., & Haynes, M. (2014, July). The effects of team-based learning on social studies knowledge acquisition in middle and high school. In E. Swanson (Chair), Improving adolescents' reading comprehension in the content areas. Symposium conducted at the meeting of Society of the Scientific Study of Reading, Santa Fe, AZ (International).
32. Vaughn, S., Swanson, E., Roberts, G., Wanzek, J., Stillman-Spisak, S., Solis, M., Simmons, D., (2014, July). Improving reading comprehension and social studies knowledge in middle school. In E. Swanson (Chair), Improving adolescents' reading comprehension in the content areas. Symposium conducted at the meeting of Society of the Scientific Study of Reading, Santa Fe, AZ (International).
33. Denton, C. A., Walters, C. A., York, M., Swanson, E. Kulesz, P., & Francis, D. J., (2014, July). *A survey of adolescents' use of reading strategies in specific school contexts: Differences related to reading proficiency, grade level, and gender*. Poster presentation at the Society for the Scientific Study of Reading Conference, Santa Fe, AZ.
34. Swanson, E., Vaughn, S., Roberts, G. & Wanzek, J. (2014, July). Improving middle school students' knowledge and comprehension in social studies: A replication. In E. Swanson (Chair), Improving adolescents' reading comprehension in the content areas. Symposium conducted at the meeting of Society of the Scientific Study of Reading, Santa Fe, AZ (International).

35. Swanson, E. & Wanzek, J. (February, 2014). Text based Reading Comprehension Intervention Outcomes for Adolescents in Social Studies. In D. Simmons (Chair), *Examining the influence of learner characteristics, interventions, and assessments on adolescents' reading comprehension*. Symposium conducted at the annual meeting, Pacific Coast Research Conference, San Diego, CA (National).
36. Wanzek, J., & Swanson, E. (2013, February). *Developing reading comprehension interventions: Understanding parts of the whole*. Presentation at the Pacific Coast Research Conference, San Diego, CA.
37. Vaughn, S., Wanzek, J., Swanson, E. & Roberts, G. (2012, February). *Promoting Adolescents' Comprehension of Text (PACT)*. Presentation at the meeting of the Pacific Coast Research Council, Coronado, CA.
38. McCulley, L., Swanson, E., & Vaughn, S. (2012, February). *Text Reading in Secondary English Language Arts and Social Studies Classes*. Poster presentation at the meeting of the Pacific Coast Research Council, Coronado, CA.
39. Kent, S., Wanzek, J. & Swanson, E. (2012, February). *A synthesis and meta-analysis of reading comprehension interventions delivered in Social Studies to students with Learning Disabilities*. Poster presentation at the meeting of the Pacific Coast Research Council, Coronado, CA.
40. McCulley, L., Swanson, E. (2011, October). *Text Reading in Secondary English Language Arts and Social Studies Classes*. Presentation at the meeting of the Council for Learning Disabilities, Austin, TX.
41. Thomas, C., Kim, S., Reutebuch, C, & Swanson, E. (2011, October) *Conducting Research Syntheses and Meta-Analyses*. Presentation at the meeting of the Council for Learning Disabilities, Austin, TX.
42. Swanson, E., Boardman, A. & Klingner, J. (February, 2011). Collaborative Strategic Reading. In S. Vaughn (Chair), *Reading comprehension in the middle grades*. Symposium conducted at the annual meeting, Pacific Coast Research Conference, San Diego, CA (National).
43. Solis, M., Swanson, E., Ciullo, S., & Bryant, D. (2011, February). *Special education teachers' roles within Response to Instruction*. Poster presented at the meeting of the Pacific Coast Research Conference, Coronado, CA.
44. Vaughn, S., Klingner, J., Swanson, E. A., & Boardman, A. (2010, June). *Collaborative strategic reading*. Poster presented at the meeting of the Institute for Educational Sciences Annual Conference, Washington, DC.

45. Mohammed, S. S., Swanson, E., Roberts, G., Vaughn, S., Klingner, J. K., & Boardman, A. G. (2010, March). *The effects of collaborative strategic reading instruction on the reading comprehension of middle school students*. Poster presented at the Society for Research on Educational Effectiveness Conference, Washington, DC.
46. Swanson, E. A., Boardman, A., Vaughn, S., Klingner, (2010, February) *Results from first year of Goal 3 intervention study: CSR*. Poster presented at the winter meeting of the Pacific Coast Research Conference, Coronado, CA.
47. Swanson, E. A., Solis, M., Cuillo, S., Bryant, D. P., & Vaughn, S. (2010, February) *RTI implementation among special educators: An observation study*. Poster presented at the winter meeting of the Pacific Coast Research Conference, Coronado, CA.
48. Swanson, E. A. & Hassaram, B. (2009, October). *Improving Comprehension for Adolescent Struggling Readers Using Collaborative Strategic Reading*. Presentation at the 31st International Conference on Learning Disabilities, Dallas, TX.
49. Vaughn, S., Klingner, J., Swanson, E. A., & Boardman, A. (2009, June). *Collaborative strategic reading*. Poster presented at the meeting of the Institute for Educational Sciences Annual Conference, Washington, DC.
50. Hairrell, A., Simmons, D., Vaughn, S. Edmonds, M. & Swanson, E. A. (2009 June). *The effects of a parsimonious comprehension and vocabulary intervention on reading achievement*. Poster presented at the meeting of the Institute for Educational Sciences Annual Conference, Washington, DC.
51. Swanson, E. A. (2009, February). *Observing reading instruction provided to students with LD in the resource room*. Poster presented at the winter meeting of the Pacific Coast Research Conference, Coronado, CA.
52. Swanson, E. A. (2008, October) *Observing reading instruction for students with LD: A synthesis*. Paper presented at the fall meeting of the Higher Education Collaborative, Austin, TX.
53. Denton, C. A., Swanson, E. A., Mathes, P. G., Jia, Y., & Shih, M. (2007, April). *Student outcomes and response to "tier 2" reading intervention scaled up in multiple schools*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
54. Swanson, E. A. & Vaughn, S. (2007, February). *Observing Reading Instruction for Students with LD: A Synthesis*. Poster presented at the meeting of the Pacific Coast Research Council Annual Conference, Coronado, CA.

55. Swanson, E. A., & Howerton, D. (2005, May). *20 Ways to Increase Vocabulary Among English Language Learners*. Paper presented at the meeting of the International Reading Association Annual Conference, San Antonio, TX.
56. Denton, C., Hasbrouk, J., Swanson, E. A., & Hocker, J. (2005, May). *The Reading Coach*. Paper presented at the meeting of the International Reading Association Annual Conference, San Antonio, TX.
57. Levy S. & Swanson, E.A. (2005, April). *Reading Intervention for Students with EBD: Researchers and Teachers Make it Work*. Paper presented at the meeting of the Council for Exceptional Children Annual Conference, Baltimore, MD.
58. Denton, C., Swanson, E.A., Hocker, J., & Miller, S. (2005, April). *Responsive Reading Instruction: Researchers and Teachers Speak..* Paper presented at the meeting of the Council for Exceptional Children Annual Conference, Baltimore, MD.
59. Levy, S. & Swanson, E.A. (2005, February). *Early reading difficulty and behavior: How are they related?* Paper presented at the meeting of the Pacific Coast Research Council Annual Conference, Coronado, CA.
60. Wexler, J., & Swanson, E.A. (2004, June). *Secondary struggling readers*. Paper presented at the meeting of the Texas Council for Exceptional Children Annual Conference, Houston, TX.
61. Levy, S., Swanson, E.A., & Krezmien, M. (2004, April). *Students with emotional and behavioral disorders: Improving outcomes through effective reading instruction*. Paper presented at the meeting of the Council for Exceptional Children Annual Conference, New Orleans, LA.
62. Levy, S., Swanson, E.A., & Krezmien, M. (2003, October). *Effective reading instruction for teachers of students with emotional and/or behavioral disorders*. Paper presented at the meeting of the Council for Children with Behavior Disorders, St. Louis, MO.

Invited Presentations

1. Swanson, E. (2021, June). *Infusing the Social Studies with Evidence Based Literacy Practices*. Nationwide webinar presentation with Learning Ally and Texas Education Agency. <https://drive.google.com/file/d/1M4Lo2q0H7dINxUQyV4RNFpiGIBocN6aG/view>

2. Swanson, E. (2021, June). *Leveraging the Social Studies to Impact Literacy in Upper Elementary School*. Presentation at the Know Your Impact Conference in Mabank, TX.
Note: Featured Speaker
3. Swanson, E. (2021, June). *The Role of Tier 1 Instruction in Supporting Students with Disabilities in early Elementary School*. Presentation at the Know Your Impact Conference in Mabank, TX.
Note: Featured Speaker
4. Swanson, E. (2021, June). *Evidence-Based Practices to Boost Science and Social Studies Content Knowledge and Reading Comprehension in Middle School*. Presentation at the Know Your Impact Conference in Mabank, TX.
Note: Featured Speaker
5. Swanson, E. (2021, February). *Addressing the Mental Health Needs of Children with Dyslexia*. Panel member at the Impact Dyslexia meeting. Recording distributed nationwide.
6. Swanson, E. (2020, November). *Supporting Literacy Outcomes for Students with Disabilities*. Nationwide presentation for State Education Agencies for American Institutes of Research.
7. Swanson, E. (2020). *Grant Writing for IES*. Presentation to faculty at the University of Texas Arlington in Arlington, TX.
8. Swanson, E. (2020, April). *Helping Your Kid With...Motivation to Work at Home*. Meadows Center for Preventing Educational Risk Video Series for Parents.
<https://www.meadowscenter.org/library/resource/helping-your-kid-with>
9. Swanson, E. (2020, April). *Helping Your Kid With...Partner Reading with Your Child*. Meadows Center for Preventing Educational Risk Video Series for Parents.
<https://www.meadowscenter.org/library/resource/helping-your-kid-with>
10. Swanson, E. (2020, April). *Helping Your Kid With...Reading Long Words*. Meadows Center for Preventing Educational Risk Video Series for Parents.
<https://www.meadowscenter.org/library/resource/helping-your-kid-with>
11. Swanson, E. (2019, September). *Parent Involvement in the RTI Process*. RTI Network, Education Service Center Region 13.
12. Swanson, E. (2019, July). *Welcoming Remarks*. Presentation at the Building RTI Capacity Summer Institute. Meadows Center for Preventing Educational Risk, Austin, TX.
13. Swanson, E. (2019, January). *Preparing for Science A-Z Evaluation Data Collection*.

Webinars presented to Milwaukee Public School teachers.

14. Swanson, E. (2016, May). *Promoting Adolescents' Comprehension of Text*. Presentation at the Reading for Understanding Symposium, Institute of Education Sciences, Washington, D. C.
15. Swanson, E., & Clemens, N. (2016, May). *Reading Comprehension Intervention Design, Implementation, and Efficacy Among Adolescent Readers*. Presentation at the Reading for Understanding Symposium, Institute of Education Sciences, Washington, D. C.
16. Swanson, E. (2016, February). *Research Matters: Improving the K-12 Experience to Prepare Students with Disabilities for Careers and College*. Presentation at the Special Education Parent Teacher Association, League City, TX.
17. Swanson, E. (2016, January). *ICE-RTI: How To Use the Observation Measure and Establish Inter-rater Reliability*. Presentation at the Meadows Center for Preventing Educational Risk. Austin, TX.
18. Swanson, E. (2015, December). *Improving Content Knowledge and Reading Comprehension Among Adolescents*. Presentation at the Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
19. Swanson, E. & Vaughn, S. (2015, December). *Promoting Adolescents' Comprehension of Text: Trends Over Time*. Presentation at the Institute of Education Sciences RFU Leadership Meeting, Washington, D.C.
20. Swanson, E. (2015, February). *How the Meadows Center for Preventing Educational Risk Addresses Early Reading Needs in Texas*. Presentation at Texas Institute for Education Reform Briefing Breakfast. Austin, TX.
21. Swanson, E., Vaughn, S., & Roberts, G., (2015, January). *Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial*. Presentation at the RFU Leadership Meeting, Washington, D.C.
22. Hougren, M., Swanson, E. A., Reutebuch, C., & Pyle, N. (2009, October). *Responsive Secondary Reading Practices*. Workshop presented at the 31st International Conference on Learning Disabilities, Dallas, TX.
23. Swanson, E. A. (2009, 2010). *Using Grouping Structures to Differentiate Instruction*. Workshop presented for TEACH Alternative Certification Program.

Contracts and Grants

Contracts and Grants Funded

Funded projects cover 100% of my research associate professor appointment

Institute of Education Sciences

Examining the Efficacy of Differential Levels of Professional Development for Teaching Content Area Reading Strategies

July 2015-June 2021

PI: Elizabeth Swanson (40%)

Co-PIs: Sharon Vaughn (20%), Greg Roberts (10%)

Total award: \$3,500,000

Amount under Swanson supervision: \$3,500,000

Office of Special Education Programming

Adolescent Literacy Model for Students with Disabilities: Improving Instruction and Intervention to Enhance Reading

October 2015-June 2021

PI: Sharon Vaughn (10%)

Co-PI: Elizabeth Swanson (5%), Greg Roberts (5%), Jade Wexler (30%; University of Maryland)

Total Award: \$1,600,000

Institute of Education Sciences

Developing an Instructional Leader Adaptive Intervention Model for Supporting Teachers as they Integrate Evidence-Based Adolescent Literacy Practices School-Wide

July 2020-June 2024

PI: Jade Wexler (University of Maryland)

Co-PI: Elizabeth Swanson

Total Award: \$2,500,000

Subcontract Amount: \$574,949

Institute of Education Sciences

Multi-Tiered Systems of Support and Methodological Skill Development

August 2020-July 2025

PI: Sharon Vaughn

Mentor: Elizabeth Swanson (5% in kind)

Total Award: \$766,000

Institute of Education Sciences

Evaluation of PACT: Replication in a Train-the-Trainers Context

July 2020-June 2025

PI: Lauren Artzi (American Institutes for Research)

Subaward PI: Elizabeth Swanson

Total Award: \$3,600,000

Subcontract Amount: \$609,330

Texas Education Agency

Building RTI Capacity

June 2018-August 2019

PI: Elizabeth Swanson (25%)

Total Award: \$708,758

Institute of Education Sciences

Understanding Malleable Cognitive Processes and Integrated Comprehension

Interventions for Grades 7-12

June 2010-May 2019

PI: Sharon Vaughn

Co-PIs: Elizabeth Swanson (50%), Jack Fletcher (20%), Deborah Simmons (25%),

David Francis (20%), Marcia Barnes (25%), Jeanne Wanzek (25%), Carolyn Denton (25%)

Total Award: \$20,000,000

Contracts and Grants Submitted

Institute of Education Sciences

A Replication Study to Examine the Efficacy of Sound Partners When Implemented by
Peer Tutors

August 2022-July 2027

PI: Elizabeth Swanson

Total Award: \$4,000,000

Institute of Education Sciences

*Examining the Role of Distributed Professional Development on Teacher and Student
Outcomes: A Replication Study in Rural Schools*

July 2023-June 2028

PI: Elizabeth Swanson

Total Award: \$3,300,000

Institute of Education Sciences

STRIVE for Science Knowledge and Reading Comprehension in Elementary School
July 2023-June 2028
PI: Elizabeth Swanson
Total Award: \$2,000,000

Institute of Education Sciences

A Replication of Simmons and Colleagues' Examination of Supplemental Reading
Interventions for Kindergarten and First Graders in Rural Settings
July 2023-June 2028
PI: Elizabeth Swanson
Total Award: \$3,600,000

Service

University Service

College of Education Service

Early Career Taskforce (2020-present)
Professional Learning Sub-Committee to the Early Career Taskforce (2020-present)

Dissertation Committee

Melody Walker, Ph.D. Candidate (2016). *Examining Student Perceptions, Motivations, and Quality of Reading Instruction for Sixth Grade Students Identified with Significant Reading Disabilities*. Chair: Sharon Vaughn

Research Mentoring Oral Exam Committee

Melody Walker, Ph.D. Candidate (2015)

Graduate Research Assistants

Clint Moore (Special Education, Doctoral, 2019-present)
Alicia Stewart (Special Education, Doctoral; 2016-2019)
Elizabeth Stevens (Special Education, Doctoral; 2015-2018)
Colby Hall (Special Education, Doctoral 2012-2015)
Christa Haring (Special Education, Doctoral)
Bindiya Hassaram (Special Education, Doctoral)
Stephen Ciullo (Special Education, Doctoral)
Liz Pommier (Educational Psychology, Doctoral)
Sarah Harrison (Special Education, Masters)
Heather Googe (Special Education, Doctoral)

Melissa Dickey (Educational Psychology, Masters)
Lauren Hugg (Special Education, Masters)

Student Employees

Phil Capin (Special Education, Doctoral)
Michael Solis (Special Education, Doctoral)
Elisabeth McCulley (Special Education, Doctoral)
Veronica Miller (Special Education, Masters)
Chris Lemons (Special Education, Masters)

Mentorships in Writing:

Payne, B., & Swanson, E. (2021). *How to provide meaningful feedback: Teacher's guide*.
The Meadows Center for Preventing Educational Risk.
Student: Blair Payne (Doctoral)

Swanson, E. & Boucher, A., (2021). Literacy practices in content area classes to improve
outcomes for students with disabilities. *Learning Disabilities: A Multidisciplinary
Journal*, 26(1).
Students: Alexis Boucher (Doctoral)

Swanson, E., Austin, C., Stewart, A., & Scammacca, N., (2020). A meta-analysis of the
effects of e-book interventions on K-12 student reading outcomes. *Reading and
Writing Quarterly*, 1-17.
Students: Alicia Stewart (Doctoral), Christy Austin (Doctoral)

Wexler, J., Swanson, E., Vaughn, S., Shelton, A., & Kurz, L. A. (2019). Building a
sustainable school-wide adolescent literacy model in middle schools: Guidance for
administrators. *Middle School Journal*, 50(3), 15-25.
Students: Alexandra Shelton (Doctoral), Leigh Ann Kurz (Doctoral)

Swanson, E., McCulley, L. V., Osman, D. J., Scammacca-Lewis, N. & Solis, M. (2019).
The Effect of Team Based Learning in Post-Secondary Settings on Content
Knowledge: A Meta-Analysis. *Active Learning in Higher Education*. Online First.
Students: Lisa McCulley (Doctoral) and David Osman (Doctoral)

Swanson, E., Stevens, E., A., Scammacca, N., Capin, P., Stewart, A., Austin, C. (2017). A
meta-analysis of Tier 1 intervention effects on reading outcomes in 4-12 classrooms.
Reading and Writing, 30(8), 1639-1665.
Students: Phil Capin (Doctoral) and Elizabeth Stevens (Doctoral)

- Swanson, E., Wanzek, J., Vaughn, S., Fall, A-M., Roberts, G., Hall, C. & Miller, V. (2017). Middle school reading comprehension and content learning intervention for below average readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties*. 33, 37-53.
Students: Colby Hall (Doctoral) and Veronica Miller (Masters)
- Swanson, E., Wanzek, J., McCulley, L., Stillman-Spisak, S., Vaughn, S., Simmons, D., Fogarty, M., & Hairrell, A. (2015). Literacy and text reading in middle and high school social studies and English language arts classrooms. *Reading and Writing Quarterly*, Advance Online Publication, 10.1080/10573569.2014.910718.
Students: Lisa McCulley (Doctoral)
- Swanson, E. A., Wanzek, J., Haring, C., Ciullo, S. P., & McCulley, L. V. (2013). Intervention fidelity in special and general education research journals. *The Journal of Special Education*, 47(1), 3-13. doi: 10.1177/0022466911419516
Students: Christa Haring (Doctoral), Steve Ciullo (Doctoral), and Lisa McCulley (Doctoral)
- Swanson, E., Hairrell, A., Kent, S., Ciullo, S., Wanzek, J., & Vaughn, S. (2012). A Synthesis and Meta-Analysis of Reading Interventions Using Social Studies Content for Students with Learning Disabilities. *Journal of Learning Disabilities*. Advance Online Publication. doi: 10.1177/0022219412451131
Students: Steve Ciullo (Doctoral)
- Swanson, E. Solis M., Ciullo, S., & McKenna, J. (2012). Special Education Teachers' Perceptions and Instructional Practices in Response to Intervention Implementation. *Learning Disability Quarterly*, 35, 115-126.
Students: Michael Solis (Doctoral), Steve Ciullo (Doctoral), John McKenna (Doctoral)

Professional Service

Publons Data

37 verified reviews since 2011

94nd percentile among reviews tracked by Publons

Editorial Board Membership

Review of Educational Research (2015- 2018; #1 impact factor in social sciences)

Journal of Learning Disabilities (2019-present)

Learning Disability Quarterly (2012-present)

Reading and Writing Quarterly (2015-2019)

Reviewer

Assessment for Effective Intervention
Cognition and Instruction
Educational Research Review
Educational Psychology Review
Elementary School Journal
Exceptional Children
Exceptionality
Ikala, revista de lenguaje y cultura
Journal of Applied School Psychology
Journal of Learning Disabilities
Journal of Research on Educational Effectiveness
Journal of Research in Reading
Journal of Studies in Educational Evaluation
Learning Disabilities Research and Practice
Pediatrics
Reading and Writing Quarterly
Reading Research Quarterly
Review of Educational Research (#1 impact factor in social sciences)
Scientific Studies of Reading
Springer Publishing House: London, England
Studies in Educational Evaluation
The High School Journal

Grant Proposal Reviewer

National Science Foundation, DRK-12 Program, ad-hoc reviewer, 2018
National Science Foundation, Education and Human Resources Core Research Program, 2018
National Science Foundation, Education and Human Resources Core Research Program, 2016

External Tenure Reviewer

Stanford University, College of Education, Spring 2019.
Binghamton University, Teaching Learning and Educational Leadership, Spring 2018.

Professional Consultation

Early Career Fellowship Task Force, College of Education, The University of Texas at Austin;
Member, *Curriculum and Professional Development* work group. 2021-present.
SERA Affiliate, Special Education Research Accelerator Network, 2020-present.
Advisor on *My Path: Next Generation Intervention*, Edgenuity, 2019-present.

Endorsement for *Reading and Writing Strategies for the Secondary Social Studies Classroom in a PLC at Work*, Solution Tree Press, 2020.

Lead Evaluator for Science A-Z external evaluation, in collaboration with Dr. Greg Roberts, 2018-2019.

VOISE National Expert Panel, IES-funded project to create and validate a teacher evaluation tool for special educators; Led by Dr. Mary Brownell and Dr. Nathan Jones, July 2018.

Content Consultant for Red Line Editorial, Inc., *Everyday Heroes Series*, books explaining disabilities to students in grades 3-6, 2018.

Service to Professional Associations

Reviewer, Annual Conference Proposals, Council for Exceptional Children (2012, 2013, 2014, 2015).

Member, Local Arrangements Committee, Council for Learning Disabilities (2011, 2012).

Member, Membership Committee, Council for Learning Disabilities (2009-2010).

Chairperson, Publicity Committee, Council for Learning Disabilities International Conference on Learning Disabilities (2009-2009).

Product Review Board, Texas Center for Learning Disabilities (2006-2007).

President, Texas Council for Learning Disabilities (2005-2006).

Vice President, Texas Council for Learning Disabilities (2004-2005).

Proposal and Manuscript Review Board, International Reading Association (2004-2005).

Charter Secretary, Graduate Student Education Council, The University of Texas at Austin (2003-2004).

Chairperson, Grant Writing Committee, Graduate Student Education Council, The University of Texas at Austin (2003-2004).

Member, Publications Committee, Graduate Student Education Council, The University of Texas at Austin (2003-2004).

Guest Lectures

1. "Logic Models: What are they and How to Create One of Your Own" Doctoral Level Seminar Class led by Dr. Jade Wexler, Department of Special Education, The University of Maryland, Spring, 2021.
2. "Conducting Literacy Intervention Research in Middle Schools" Doctoral Level class led by Dr. Emily Solari, Department of Curriculum, Instruction, and Special Education, University of Virginia, Fall, 2020.
3. "Logic Models: What they Are and How to Create One of Your Own" Doctoral Level Seminar class led by Dr. Elizabeth Stevens, Department of Special Education, The University of Texas at Austin, Fall, 2018.
4. "Meeting the Needs of Students with Disabilities Through High Quality Instruction for All" Teacher training for Argentinean teachers, Fall 2017.

5. "United States Special Education Law" Teacher training for Argentinean teachers, Fall 2017.
6. "Navigating the IRB Process and Writing an IRB Proposal" Doctoral Level Intervention Research Class led by Dr. Sharon Vaughn, Department of Special Education, The University of Texas at Austin, Fall, 2017.
7. "Logic Models: What are they and How to Create One of Your Own" Doctoral Level Seminar Class led by Dr. Jade Wexler, Department of Special Education, The University of Maryland, Fall, 2017.
8. "U.S. Special Education Law" Doctoral Level Seminar Class led by Dr. Sharon Vaughn, Department of Special Education, The University of Texas at Austin, Fall, 2017.
9. "Logic Models and Intervention Design for Grant Proposals" Doctoral Level Seminar Class led by Dr. Colby Hall, Department of Special Education, The University of Texas at Austin, Fall, 2016.
10. "How to Create Effective Logic Models for Grant Proposals" Doctoral Independent Study Group led by Dr. Sharon Vaughn, Department of Special Education, The University of Texas at Austin, Spring 2015.
11. "Voyager Passport" Upper Division Reading Difficulties, Department of Special Education, The University of Texas at Austin, Fall, 2014.
12. "Dyslexia" Upper Division Abnormal Psychology, Department of Psychology, The University of Texas at Austin, Fall, 2013, Fall, 2014.
13. "Conducting Observation Research: Why and How?" Professional Seminar B (Doctoral Level), The University of Texas at Austin, Spring, 2010.
14. "The History of the Treatment of People with Disabilities," Professional Seminar A (Doctoral Level), The University of Texas at Austin, Spring 2007 & Spring 2008.
15. "Comprehension Strategies," Reading Difficulties (Undergraduate Level), The University of Texas at Austin, Fall, 2006
16. "Using Assessment to Make Instructional Decisions," Seminar on Learning Disabilities (Undergraduate Level), The University of Texas at Austin, March, 2006.
17. "The History of Learning Disabilities," Introduction to Learning Disabilities and Behavior Disorders (Masters Level), The University of Texas at Austin, September, 2005.

18. "Writing a Quality IEP," Assessment (Masters Level), The University of Texas at Austin, October 28, 2004.
19. "DIBELS Administration," Assessment, The University of Texas at Austin, September 3, 2004.
20. "Analyzing Data Gathered from DIBELS," Reading Methods, Huston-Tillotson College, April 12, 2003.
21. "DIBELS Administration," Reading Methods, Huston-Tillotson College, April 10, 2002.

Community Service

Community Leadership

Member, Forest Creek Elementary School Site Based Committee, 2021-2022.
Scholarship Panel, Round Rock ISD Partners in Education, 2019, 2020, 2021, 2022.
Hospitality Chairperson, Cedar Ridge High School Parent Teacher Student Association, 21-22.
Member, Grisham Middle School Site Based Committee, 2019-2021.
President, PTA Executive Board, Grisham Middle School, 2019-2021.
Parliamentarian, PTA Executive Board, Grisham Middle School, 2018-2019.
Member, Board of Directors, Capitol School of Austin, 2009-2019.
Member, Round Rock ISD Partners in Education Scholarship Committee, 2019.
Teacher, NextGen Program for School Age Children, Gateway Church, 2016-2018.
Volunteer Coach, Round Rock Soccer Association, Boys Under 6 age group, 2018
Chairperson, Production Committee, Walk for Compassion, Austin, TX, 2017
Student assessment of strengths and needs, Trinity Episcopal School, Austin, TX, 2005—2007.
Committee on the Inclusion of Students with Disabilities, City School, Austin, TX, 2005.

School Based Workshops and Presentations

1. Swanson, E. (2022, January). Promoting Adolescents' Comprehension of Text. Presentation to teachers in McCamey ISD.
2. Swanson, E. (2019). Results from STRIVE study within Comal ISD. Presentation for School District Leaders, Comal, TX.
3. Swanson, E. (2019). Results from STRIVE study within San Antonio ISD. Presentation for

Social Studies Department Leaders, San Antonio, TX.

4. Stewart, A. & Swanson, E. (2019). STRIVE: A Comprehension and Vocabulary Intervention Using Social Studies Text. Presentations for Central Texas teachers.
5. Swanson, E., Capin, P., Stevens, E., Stewart, A. (2015, 2016, 2017, 2018). STRIVE: A Comprehension and Vocabulary Intervention Using Social Studies Text. Presentations for Central Texas teachers.
6. Vaughn, S., Swanson, E. (2013, 2012). Promoting Adolescents Comprehension of Text. Presentation for Bastrop ISD, Bastrop, TX.
7. Swanson, E., Martinez, L., Stillman, S. (2013). Promoting Adolescents' Comprehension of Text for Eighth Grade English Language Learners. Presentation for Del Valle ISD and Round Rock ISD; Austin, TX.
8. Vaughn, S., Swanson, E., Solis, M. Stillman, S., & McCulley, L. (2011). Promoting Adolescents' Comprehension of Text. Presentation for Round Rock ISD.
9. Swanson, E. A., & Vaughn, S. (2009-2010). Collaborative Strategic Reading for Experienced Teachers. Presentation series for Hays CISD. Kyle, TX.
10. Vaughn, S., Swanson, E. A., Wexler, J., Boardman, A., Klingner, J. (2008-2009). Collaborative Strategic Reading in the Middle School Classroom. Presentation series for Hays CISD, Kyle, TX.
11. Vaughn, S., Swanson, E. A., Edmonds, M. S. (2007-2008). Infusing Social Studies Curriculum with Research Based Comprehension and Vocabulary Strategies. Presentation for Del Valle ISD, Del Valle, TX.
12. Swanson, E. A. (2007, Fall). Effective Comprehension Instruction for Struggling Middle School Readers. Presentation for Manor Middle School, Manor, TX.
13. Swanson, E. A. (2007, Fall) Making Adaptations to Middle School Reading Curriculum. Presentation for Manor Middle School, Manor, TX.
14. Swanson, E. A. & Bryan, Deanna (2006-2007). Implementing SBRR Within Middle School Novel Units. Presentation for Manor Middle School, Manor, TX.
15. Swanson, E. A. (2006, Fall). REWARDS Multisyllabic Word Reading Strategies. Presentation for Manor Middle School, Manor, TX.

16. Swanson, E. A. (2005, September). Ways to Effectively Teach Reading Fluency. Presentation for Lexington Elementary School, Lexington, TX.
17. Swanson, E. A. (2005, September). Learning to Read: A Complex Task. Presentation for Trinity Episcopal School, Austin, TX
18. Swanson, E. A. (2005, September). The Big Ideas in Reading: What Parents Need to Know. Presentation for Trinity Episcopal School, Austin, TX.
19. Swanson, E. A. & Hugg, L. (2005, August). Assessment and Instruction: Making the Connection. Presentation for Bartlett Independent School District, Bartlett, TX.
20. Swanson, E.A. (2002, February). State Developed Alternative Assessment. Andrews Elementary School, Austin, TX.
21. Swanson, E.A. (1999, January). Dyslexia: Myth versus fact. Andrews Elementary School, Austin, TX.

Community Grant Writing

National PTA

Addressing Food Insecurity caused by COVID-19 at the Middle School Level
2020-2021
Total Award: \$5,000

National PTA

Addressing Mental Health Needs for Middle School Students
2020-2021
Total Award: \$2,500

Round Rock ISD Partners in Education

Enrichment for All
2020-2021
\$4,350

Dollar General

Audiobooks to support literacy for struggling readers
2020-2021
\$4,000

Fellowships, Honors, and Awards

- 2021-2022 Nominee, Hamilton Book Awards Competition
The University of Texas At Austin
- 2021 Scammacca, N., & Swanson. E., Vaughn, S., & Roberts, G. (2021). Cost-Effectiveness of a Grade 8 Intensive Reading and Content Learning Intervention. *School Psychology Review*, 49(4), 374-385.
- Featured article in January 2021
- 2020 Wexler, J., Swanson, E., Kurz, L-A, & Shelton, A. (2020). Enhancing reading comprehension in middle school classrooms using a critical reading routine. *Intervention in School and Clinic*, 55(4).
- Awarded Lead Feature Article
Awarded "Must Read Article" by the Council of Learning Disabilities.
- 2012 Swanson, E. Solis M., Ciullo, S., & McKenna, J. (2012). Special Education Teachers' Perceptions and Instructional Practices in Response to Intervention Implementation. *Learning Disability Quarterly*, 35, 115-126.
- Awarded "Must Read Article" by the Council of Learning Disabilities.
- 2008 Swanson, E. A. (2008). Observing reading instruction for students with LD: A synthesis. *Learning Disability Quarterly*, 31, 1-19.
- Awarded "Must Read Article" by the Council of Learning Disabilities.
- 2004-2008 Office of Special Education Programming Doctoral Training Fellowship
- 2004-2005 Marye Ann Fox Endowed Presidential Fellowship
- 2004-2005 Carolyn J. and John H. Young Endowed Presidential Fellowship
- 2001 Nominee, Teacher of the Year, Andrews Elementary School, Austin ISD
- 2000 Nominee, Teacher of the Year, Andrews Elementary School, Austin ISD

Professional Memberships

Council for Exceptional Children
Council for Learning Disabilities
Society for the Scientific Study of Reading