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**CHRISTIAN T. DOABLER**

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**DEGREES, FIELDS OF STUDY, AND DATES AWARDED**

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**Ph.D. Special Education, 2010**

University of Oregon, Eugene, OR.

**M.S. Special Education Early Childhood/ Elementary, 2003**

University of Oregon, Eugene, OR.

**B.A. Elementary Education & History, 1995**

Rowan University, Glassboro, N.J.

**PROFESSIONAL LICENSURES AND CERTIFICATIONS**

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**State of Oregon:** Initial Teaching License (10357211), Granted 2001

Multiple Subjects Self-Contained: Early Childhood/Elementary Ed.

Special Education: Early Childhood/ Elementary Ed.

**State of Colorado:** Provisional Teacher License, (0182143), Granted 1995

Elementary Education (K-6th)

**State of New Jersey:** Elementary School Teaching License, (00158496), Granted 1995

Elementary Education (K-8th)

**PROFESSIONAL APPOINTMENTS**

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**Assistant Professor: 2016-present**

The University of Texas at Austin, Department of Special Education, Austin, TX

**Research Fellow: 2018-present**

The University of Texas at Austin, Meadows Center on Preventing Educational Risk, Austin, TX.

**Research Assistant Professor: 2010-2016**

University of Oregon, Center on Teaching and Learning, Eugene, OR.

**Co-Director of Research: 2013-2016**

University of Oregon, Center on Teaching and Learning, Eugene, OR.

**Research Assistant Professor: March 2010 – August 2010**

Pacific Institutes for Research, Eugene, OR

**RESEARCH GRANTS: FUNDED**

(~\$37.5 MILLION SINCE 2010)

**Doabler, C.T.**, Clarke, B., Martinez, L., & Knuth, E. *Broadening participation in mathematics for English learners with mathematics difficulties: A multi-site impact study*. National Science Foundation, Directorate for Education & Human Resources, Research on Learning in Formal and Informal Settings, Discovery Research K-12, NSF 17-584, Award: \$5,000,000. (Principal Investigator)

Clarke, B., & **Doabler, C.T.**, & Turtura, J. (2020-2025). *A systematic replication of a tier 2 kindergarten mathematics intervention*. U.S. Department of Education, Institute of Education Sciences Research Grants Focused on Systematic Replication in Special Education, Award: \$3,600,000. (Co-Principal Investigator)

Powell, S., & **Doabler, C.T.** *The role of algebraic reasoning within additive and multiplicative multi-step problem solving for students with mathematics difficulty*. U.S. Department of Education, Institute of Education Sciences National Center on Special Education Research, Goal 3 Efficacy Grant, Award: \$3,289,913. (Co-Principal Investigator)

**Doabler, C. T.**, Therrien, W., Powell, S., & Sampson, V. (2017-2021). *Promoting scientific explorers among students with learning disabilities: The design and testing of a grade 2 science program focused on Earth's systems*. National Science Foundation, Directorate for Education & Human Resources, Research on Learning in Formal and Informal Settings, Discovery Research K-12, NSF 15-592, \$2,477,647. (Principal Investigator)

**Doabler, C. T.** *Patterns of mathematics achievement and learning difficulties among English learners in Texas: Exploring the Texas educational research center dataset*. (2018-2020) College of Education Small Grants Program; College of Education, Office of the Dean, The University of Texas at Austin, \$10,000. (Principal Investigator)

Clemens, N., Vaughn, S., Roberts, G., & **Doabler, C. T.** *Cohesive integration of behavior support within a process of data-based intervention intensification*. (2018-2023). U.S. Department of Education, Institute of Education Sciences; Research Networks Focused on Critical Problems of Policy and Practice in Special Education Grant Competition, \$3,999,000. (Principal Investigator)

**Doabler, C.T.**, Clarke, B., Nelson, N.J., & Fien, H. (2015-2020). *Precision Mathematics: Using interactive gaming technology to build student proficiency in the foundational concepts and problem solving skills of measurement and data analysis*. (National Science Foundation, Directorate for Education & Human Resources, Research on Learning in Formal and Informal Settings, Discovery Research K-12, NSF 13-601, \$2,999,702. (Principal Investigator)

- Shanley, L., Nelson, N. J., Fien, H., **Doabler, C. T.**, Clarke, B., McCammon, S., & Brott, P. (2016-2021). *The NumberShire integrated tutor system: Supporting schools to scale up evidence-based education technology to improve math outcomes for students with disabilities* (H327S160019). U.S. Department of Education, Office of Special Education & Rehabilitative Services, Office of Special Education Programs. Educational Technology, Media, and Materials for Individuals with Disabilities Program/Stepping-up Technology Implementation, \$2,488,179. (Co-Principal Investigator)
- Clarke, B., **Doabler, C. T.**, & Fien, H. *A randomized control trial of a tier 2 first-grade mathematics intervention*. (2016-2020). U.S. Department of Education; Institute of Education Sciences, National Center on Special Education Research, Goal 3 Efficacy Trial, \$3,500,000. (Co-Principal Investigator)
- Fien, H., Nelson, N.J., **Doabler, C. T.**, & Clarke, B. (2016-2020). *A multisite randomized controlled trial to assess the efficacy of the NumbeShire level 1 gaming intervention for improving math outcomes for students with or at risk for math learning disabilities*. U.S. Department of Education; Institute of Education Sciences, National Center on Special Education Research, Goal 3 Efficacy Trial, \$3,500,000. (Co-Principal Investigator)
- Doabler, C.T.**, Nelson, N.J. Stoolmiller, M., & Baker, S. (2015-2018). *Exploring alterable variables of tier 1 and tier 2 instruction: A collaboration across interdisciplinary fields of observational research (Project CIFOR)*. U.S. Department of Education; Institute of Education Sciences, National Center on Education Research, Goal 1 Exploration Project, \$699,706. (Principal Investigator)
- Clarke, B., **Doabler, C. T.**, Fien, H., Baker, S. K., & Smolkowski, K. (2012-2017). *Project ROOTS: A randomized control trial of a tier 2 kindergarten mathematics intervention*. U.S. Department of Education; Institute of Education Sciences, National Center on Special Education Research, Goal 3 Efficacy Trial, \$3,338,552. (Co-Principal Investigator)
- Doabler, C. T.** (2017-2018). *The Measurement of Science Instruction: A descriptive study of elementary classrooms*. College of Education Small Grants Program; College of Education, Office of the Dean, The University of Texas at Austin, \$9,983. (Principal Investigator)
- Doabler, C. T.** (2017). *Promoting quantitative thinkers: Development of an intensive grade 4 mathematics intervention on statistical concepts*. Summer Research Assignment Grant; College of Education, Office of the Dean, The University of Texas at Austin, \$22,000. (Principal Investigator)
- Doabler, C. T.**, Nelson, N.J. & Gause, M. (2013-2015). *Development of a second grade game-based integrated learning system to target whole numbers and operations in base ten and operations and algebraic thinking*. U.S. Department of Education; Institute of Education Sciences, Small Business Innovation Research Program – Phase II, \$1,499,000. (Co-Principal Investigator)

**Doabler, C. T.**, Nelson, N.J., Gause, M. (2012-2014). *Development of a second grade game-based integrated learning system to target whole numbers and operations in base ten and operations and algebraic thinking*. U.S. Department of Education; Institute of Education Sciences, Small Business Innovation Research Program – Phase I, \$463,561. (Co-Principal Investigator)

Fien, H., Gause, M., Baker, S., Clarke, B., **Doabler, C. T.**, & Nelson, N.J. (2012-2015). *NumberShire Kindergarten: Development of a game-based integrated learning and assessment system to target whole number concepts for kindergarten students*. U.S. Department of Education; Institute of Education Sciences, National Center on Special Education Research, Goal 2 Development and Innovation Grant, \$1,500,000. (Co-Principal Investigator)

### **RESEARCH GRANTS: UNDER REVIEW**

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Clarke, B., **Doabler, C.T.**, & Turtura, J. *Building a flexible and comprehensive approach to supporting student development of whole number understanding (Project Flex)*. Submitted to the National Science Foundation, Directorate for Education & Human Resources, Research on Learning in Formal and Informal Settings, Discovery Research K-12, NSF 17-584, Award: Pending. (Co-Principal Investigator)

Clarke, B., **Doabler, C. T.**, Turtura, J., Pane, J. Supporting the Mathematics Development of English Learners: Project ROOTS-ELs. Submitted to the U.S. Department of Education, The Education Innovation and Research (CFDA 84.411B), Award: Pending. (Co-Principal Investigator)

**Doabler, C. T.** & Kimmel, G. (submitted for review). *Eliminating Barriers to Remote Participation in Early STEM Instruction: A Virtual Learning Design and Development Project*. (2020-2021) College of Education Small Grants Program; College of Education, Office of the Dean, The University of Texas at Austin, Pending award amount: \$10,000.

### **PUBLICATIONS: PEER REVIEWED JOURNAL ARTICLES (47)**

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\*Sutherland, M., \*Firestone, A. R., **Doabler, C. T.**, Clarke, B. (in press). Building conceptual understanding of linear measurement: Teaching students with mathematics learning disabilities. *TEACHING Exceptional Children*.

Clarke, B., Cil, G., Smolkowski, K., \*Sutherland, M., Turtura, J., **Doabler, C. T.**, . . . Baker, S. (in press). Examining the cost effectiveness of a kindergarten mathematic: Implications for practice and policy. *School Psychology Review*.

**Doabler, C.T.**, Therrien, W.J., Longhi, M.A., Roberts, G., \*Hess, K., \*Maddox, S. A., Uy, J., Benson, S., Lovette, G. E., \*Kimmel, G., \*VanUitert, V.J., Powell, S.R., Sampson, V.S., & Toprac, P. (2020; in-principle Stage 1 Registered Report acceptance). Efficacy of a

second-grade science program: Increasing science outcomes for all learners. *Remedial and Special Education*.

**Doabler, C. T.**, Clarke, B., Kosty, D., Turtura, J. E., \*Sutherland, M., \*Maddox, S. A., & Smolkowski, K. (in press). Using direct observation to document “practice-based evidence” of evidence-based mathematics instruction. *Journal of Learning Disabilities*.

Clarke, B., **Doabler, C.T.**, Smolkowski, K., Turtura, J., Kosty, D., Fien, H., & Baker, S. (2020). Examining the efficacy of a kindergarten mathematics intervention by group size and initial skill: Implications for practice and policy. *Elementary School Journal*, 121, 125-153.

\***Doabler, C. T.**, Clarke, B., Kosty, D., Fien, H., Smolkowski, K., \*Liu, M. & Baker, S. K. (in press). Measuring the quantity and quality of explicit instructional interactions in an empirically-validated tier 2 kindergarten mathematics intervention. *Learning Disability Quarterly*. doi: 10.1177/073194871988492

Shanley, L., Clarke, B., Anderson, D., Turtura, J., **Doabler, C. T.**, \*Kurtz-Nelson, E., & Fien, H. (in press) Exploring the utility of assessing early mathematics intervention response via embedded assessment. *School Psychology*, 34, 541-554. doi: /10.1037/spq0000326

Powell, S. R., **Doabler, C. T.**, \*Akinola, O., Therrien, W. J., \*Maddox, S., & \*Hess, K. E. (2020). A Synthesis of Elementary Mathematics Interventions: Comparisons of Students with Mathematics Difficulty with and without Comorbid Reading Difficulty. *Journal of Learning Disabilities*, 53, 244-276. doi: 10.1177/0022219419881

**Doabler, C. T.**, Clarke, B., Kosty, D., Turtura, J., \*Firestone, A., Smolkowski, K., Jungjohann, K., \*Brafford, T., Nelson, N., \*Sutherland, M., Fien, H., & \*Maddox, S. (2019). The efficacy of a first-grade mathematics intervention focused on early concepts and problem-solving skills of measurement and data analysis. *Exceptional Children*, 86, 77-94. doi: 10.1177/0014402919857993

**Doabler, C.T.**, \*Gearin, B., Baker, S., Stoolmiller, M., Kennedy, P., Clarke, B., Nelson, N. J., Fien, H., Smolkowski, K. (2019). Student Practice Opportunities in Core Mathematics Instruction: Exploring for a Goldilocks Effect for Kindergartners with Mathematics Difficulties. *Journal of Learning Disabilities*, 52, 271-283. doi:10.1177/0022219418823708

**Doabler, C. T.**, Clarke, B., Kosty, D., Smolkowski, K., \*Kurtz-Nelson, E., Fien, H., & Baker, S. (2019). Building Number Sense Among English Learners: A Multisite Randomized Controlled Trial of a Tier 2 Kindergarten Mathematics Intervention. *Early Childhood Research Quarterly*, 47, 432-444. doi: 10.1016/j.ecresq.2018.08.004

**Doabler, C.T.**, Clarke, B., \*Firestone, A., Turtura, J., Jungjohann, K., \*Brafford, T., \*Sutherland, M., Nelson, N.J., & Fien, H. (2019). Applying the curriculum research framework in the design and development of a technology-based tier 2 mathematics

intervention. *Journal of Special Education Technology*. 34, 176-189. doi: 10.1177/0162643418812051

Benson, S., Therrien, W. J., Lovette, G., **Doabler, C. T.**, & Longhi, M. (in press). Rubrics: Useful Beyond Assessments. *Science and Children*.

**Doabler, C.T.**, Stoolmiller, M., Kennedy, P., Nelson, N. J., Clarke, B., \*Gearin, B., Fien, H., Smolkowski, K., & Baker, S. K. (2019). Do components of explicit instruction explain the differential effectiveness of a core mathematics program for students with mathematics difficulties?: A mediated moderation analysis *Assessment for Effective Intervention*, 44, 197-211. doi: 10.1177/1534508418758364

**Doabler, C.T.**, Clarke, B., Kosty, D., \*Kurtz-Nelson, E., Fien, H., Smolkowski, K., & Baker, S. (2019). Examining the impact of group size on the treatment intensity of a tier 2 mathematics intervention within a systematic framework of replication. *Journal of Learning Disabilities*, 52, 168-180. doi.org/10.1177/00222194187893

Clarke, B., **Doabler, C.T.**, Smolkowski, K., Turtura, J., \*Kurtz-Nelson, E., Fien, H., & Baker, S. (2019). Exploring the relationship between initial math skill and a kindergarten mathematics intervention. *Exceptional Children*, 85, 129-146. doi: 10.1177/0014402918799503

**Doabler, C.T.**, Smith, J. L., Nelson, N., Clarke, B., \*Berg, T. & Fien, H. (2018). A guide for evaluating the mathematics programs used by special education teachers. *Intervention in School and Clinic*, 54, 97-105. doi: 10.1177/1053451218765253

**Doabler, C.T.**, Nelson, N. J., Kennedy, P., Stoolmiller, M., Fien, H., Clarke, B., \*Gearin, B., Smolkowski, K., & Baker, S. (2018). Investigating the longitudinal effects of a core kindergarten mathematics program on teachers' use of evidence-based teaching practices. *Learning Disability Quarterly*, 41, 144-158. doi: 10.1177/0731948718756040

Shanley, L., Clarke, B., **Doabler, C. T.**, Kurtz-Nelson, E., & Fien, H. (2018). Measuring early mathematics knowledge via early number skills and task types. *Mathematical Thinking and Learning*, 20, 324-336. doi: 10.1080/10986065.2018.1509419

\*Kiru, E., **Doabler, C.T.**, Sorrells, A., Cooc, N. (2018). A synthesis of technology-mediated mathematics interventions for students with or at risk for mathematics learning disabilities. *Journal of Special Education Technology*, 33, 11-33. doi:10.1177/0162643417745835

Strand Cary, M., Clarke, B., **Doabler, C.T.**, Smolkowski, K., Fien, H., & Baker, S.K. (2017). A practitioner implementation of a Tier 2 first grade mathematics intervention. *Learning Disability Quarterly*, 40, 211-224. doi: 10.1177/0731948717714715

Shanley, L., Clarke, B., **Doabler, C. T.**, \*Kurtz-Nelson, E., & Fien, H. (2017). Early number skills gains and mathematics achievement: Intervening to establish successful early

mathematics trajectories. *Journal of Special Education*, 51, 177-188. doi: 10.1177/0022466917720455

- Clarke, B., **Doabler, C. T.**, Kosty, D., \*Kurtz Nelson, E., Smolkowski, K., Fien, H., & Baker, S. K. (2017). Testing the efficacy of a kindergarten mathematics intervention by small group size. *AERA Open*, 3(2), 1-16. doi: 10.1177/2332858417706899
- Doabler, C.T.**, Clarke, B., Stoolmiller, M., Kosty, D., Fien, F., Smolkowski, K., & Baker, S.K. (2017). Explicit instructional interactions: Exploring the black box of a tier 2 mathematics intervention. *Remedial and Special Education*. 32, 98-110. doi: 10.1177/0741932516654219
- Doabler, C.T.**, Clarke, B., Kosty, D., \*Kurtz-Nelson, E., Fien, F., Smolkowski, K., & Baker, S.K. (2016). Testing the efficacy of a tier-2 mathematics intervention: A conceptual replication study. *Exceptional Children*, 83, 92-110. doi: 10.1177/0014402916660084 (Note. Manuscript showcased in the 2018 IES/NSF Common Guidelines on Replication & Reproducibility in Education Research)
- Doabler, C. T.**, Clarke, B., Kosty, D., Baker, S., Smolkowski, K., & Fien, H. (2016). Effects of a core kindergarten mathematics program on the mathematics achievement of Spanish-Speaking English learners. *School Psychology Review*, 45, 343-361.
- Doabler, C. T.**, Nelson, N.J., & Clarke, B. (2016). Adapting evidence-based practices to meet the needs of English learners with mathematics difficulties. *TEACHING Exceptional Children*, 48, 301-310. doi: 10.1177/0040059916650638
- Smith, J.L.M., **Doabler, C.T.**, Kame'enui, E.J. (2016) Using explicit and systematic instruction across academic domains. *TEACHING Exceptional Children*, 48, 273-274. doi: 10.1177/0040059916652626
- Smith, J.L.M., Saez, L., & **Doabler, C.T.** (2016) Using explicit and systematic instruction to support working memory in reading and math. *TEACHING Exceptional Children*, 48, 275-281. doi: 10.1177/0040059916650633
- Nelson, N., Fien, H., **Doabler, C.T.**, & Clarke, B. (2016) Using education technology to differentiate and intensity instruction to support student learning outcomes. *TEACHING Exceptional Children*, 48, 293-300. doi: 10.1177/0040059916650639
- Fien, H., **Doabler, C. T.**, Nelson, N., Kosty, D., Clarke, B., & Baker, S. (2016). An examination of the promise of the NumberShire Level 1 gaming intervention for improving student mathematics outcomes. *Journal of Research on Educational Effectiveness*, 9, 635-661. doi: 10.1080/19345747.2015.1119229
- \*Clarke, B., **Doabler, C. T.**, Smolkowski, K., \*Kurtz-Nelson, E., Baker, S., Fien, H., & Kosty, D. (2016). Testing the immediate and long-term efficacy of a tier 2 kindergarten mathematics intervention. *Journal of Research on Educational Effectiveness*. 9, 607-634.

doi: 10.1080/19345747.2015.1116034

- Clarke, B., **Doabler, C. T.**, Smolkowski, K., Baker, S. K., Fien, H., & Strand Cary, M. (2016). Examining the efficacy of a tier 2 kindergarten intervention. *Journal of Learning Disabilities, 49*, 152-165. doi: 10.1177/0022219414538514
- Clarke, B., Baker, S., Smolkowski, K., **Doabler, C.T.**, Strand Cary, M., & Fien, H. (2015). Investigating the Efficacy of a Core Kindergarten Mathematics Curriculum to Improve Student Mathematics Learning Outcomes. *Journal of Research on Educational Effectiveness, 8*, 303-324. doi: 10.1080/19345747.2015.1116034
- Doabler, C. T.**, Clarke, B., Fien, H., Baker, S., Kosty, D., & Strand Cary, M. (2015). The science behind curriculum development and evaluation: Taking a design science approach in the production of a tier 2 mathematics curriculum. *Learning Disability Quarterly, 38*, 97-111. (Note. "Must Read" LDQ Paper of the Year).
- Doabler, C. T.**, Baker, S. K., Kosty, D., Smolkowski, K., Clarke, B., Miller, S. J., & Fien, H. (2015). Examining the association between explicit mathematics instruction and student mathematics achievement. *Elementary School Journal, 115*, 303-333.
- Clarke, B., **Doabler, C. T.**, Nelson, N., & Shanley, L. (2015) Effective Instructional Strategies for Kindergarten and First Grade Students At-Risk in Mathematics. *Intervention in School and Clinic, 50*, 257-265.
- Clarke, B., **Doabler, C. T.**, Strand Cary, M., Kosty, D., Baker, S. K., Fien, H., & Smolkowski, K., & (2014). Preliminary evaluation of a tier-2 mathematics intervention for first-grade students: Using a theory of change to guide formative evaluation activities. *School Psychology Review, 43*, 160-177.
- Sota, M., Clarke, B., Nelson, N., **Doabler, C.**, & Fien, H. (June, 2014). Identifying technology to support differentiation. *ASCD Express*.
- Doabler, C. T.**, Nelson-Walker, N., Kosty, D., Fien, H., Baker, S. K., Smolkowski, K., & Clarke, B. (2014). Examining Teachers' Use of Evidence-Based Practices During Core Mathematics Instruction. *Assessment for Effective Intervention, 39*, 99-111.
- Doabler, C. T.**, & Fien, H. (2013). Explicit mathematics instruction: What teachers can do for teaching students with mathematics difficulties. *Intervention in School and Clinic, 48*, 276-285. (Note. Top 10 downloaded article in 2016 from *Intervention in School and Clinic*).
- Doabler, C. T.**, Fien, H., Nelson Walker, N. J., & Baker, S. K. (2012). Evaluating three elementary mathematics programs for presence of eight research-based instructional design principles. *Learning Disability Quarterly, 35*, 200-211.
- Doabler, C. T.**, Strand Cary, M., Jungjohann, K., Fien, H., Clarke, B., Baker, S. K.,



Smolkowski, K., & Chard, D. (2012). Enhancing core math instruction for students at-risk for mathematics disabilities. *TEACHING Exceptional Children*, 44(4), 48–57.

Clarke, B., Smolkowski, K., Baker, S. K., Fien, H., **Doabler, C. T.**, & Chard, D. J. (2011). The impact of a comprehensive tier 1 core kindergarten program on the achievement of students at-risk in mathematics. *Elementary School Journal*, 111, 1–24.

Baker, S. K., Chard, D. J., Ketterlin Geller, L., Apichatabutra, C., & **Doabler, C. T.** (2009). Teaching writing to at-risk students: The quality of evidence for self-regulated strategy development. *Exceptional Children*, 75, 303–320.

Chard, D. J., Ketterlin Geller, L., Baker, S. K., **Doabler, C. T.**, & Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children*, 75, 263–284.

**Doabler, C. T.** (2008). What CEC students should know about effective reading instruction. *Inspire and Inquire: The Council for Exceptional Children's Resource for Student Professional Development*, 2(2), 4–5.

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#### **PUBLICATIONS: PEER REVIEWED JOURNAL ARTICLES – SUBMITTED**

Roberts, G., Clemens, N., **Doabler, C. T.**, Vaughn, S. (submitted for publication). Multi-tiered systems of support, adaptive interventions and SMART designs. *Exceptional Children*.

**Doabler, C. T.**, Clarke, B., Kosty, D., Maddox, S. A., Smolkowski, K., Fien, H., Baker, S. K., & Kimmel, G. (resubmitted for publication). Kindergarteners at risk for severe mathematics difficulties: Investigating tipping points of core mathematics instruction. *Journal of Learning Disabilities*

Sutherland, M., Clarke, B., Kosty, D. B., Baker, S. K., **Doabler, C. T.**, Smolkowski, K., Fien, H., & Goode, J. (submitted for review). Investigating the interaction between teacher mathematics content knowledge and curriculum on instructional behaviors and student achievement. *Elementary School Journal*.

\*Nozari, M., Bryant, D. P., **Doabler, C. T.**, Falcomata, T. S., Barnes, M., \*Liu, M., \*Grimes, R. (submitted for publication). Effects of early explicit strategic intervention on the mathematics performance of students at-risk for mathematics difficulties. *Journal of Mathematics Teacher Education*

**Doabler, C. T.**, \*Sutherland, M., Clarke, B., Kosty, D., Turtura, J., \*Brafford, T., Jungjohann, K., \*Firestone, A., Nelson, N., & \*Kimmel, G. (submitted for publication). Promoting understanding of measurement and statistical investigation among second-grade students with mathematics difficulties

Clarke, B., \*Sutherland, M., **Doabler, C. T.**, \*Kelsey, N., & \*Landis, B. (resubmitted for publication). Developing and investigating the promise of early measurement screeners. *School Psychology Review*.

Baker, S. K., **Doabler, C. T.**, Kennedy, P., Richards, D., Stoolmiller, M., Nelson-Fien, N., & Fien, H. (submitted for publication). Exploring instructional interactions among 8th grade students during reading interventions

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### **PUBLICATIONS: PEER REVIEWED JOURNAL ARTICLES – IN PREPARATION**

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**Doabler, C. T.**, Clarke, B., Kosty, D., Kimmel, G., Smolkowski, K., Fien, H., Baker, S. (in preparation) Situating a program of observation research within a framework of treatment intensity.

Fien, H., Nelson, J., **Doabler, C.T.**, Shanley, L., Clarke, B., & Baker., S. (in preparation). Examining the effect of the NumberShire kindergarten gaming intervention on at-risk students early math learning.

Nelson, N. J., **Doabler, C. T.**, Stoolmiller, M., Kennedy, P. C., Baker, S. K., Fien, H., Smolkowski, K., & Smith, J. L. M. (in preparation). The effect of student individual practice opportunities on first grade reading achievement.

Nelson, J., Fien, H., **Doabler, C.T.**, Shanley, L., Clarke, B., & Baker., S. (in preparation). Toward a replicable methodology for iterative development of education technology: Leveraging collaboration between small business and education research to design and test the feasibility and usability of an early mathematics gaming intervention suite.

Kennedy, P. C., Stoolmiller, M., Nelson, N., **Doabler, C. T.**, Fien, H., & Baker, S. K. (in preparation). The impact of 8th grade reading interventions on teachers' instructional practices and their effect on students' reading achievement.

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### **PUBLICATIONS: BOOKS**

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Jungjohann, K., & **Doabler, C. T.** (2014). *Whole number foundations: Level 1*. (pp. 1-250). Eugene, OR: Center on Teaching and Learning, University of Oregon.  
<https://dibels.uoregon.edu/market/movingup/kfoundation>

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### **PUBLICATIONS: BOOK CHAPTERS**

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Clarke, B., **Doabler, C. T.**, Sutherland, M. & Kiru, E. (in press). In B. P. Bryant (Ed.). *Intensifying Mathematics Interventions for Students who Struggle to Learn Math*.

Clarke, B., **Doabler, C. T.**, Baker, S. K. Fien, H., Jungjohann, K., & Strand Cary, M. (2011).

Pursuing instructional coherence: Can strong tier 1 systems better meet the needs of the range of students in general education settings? In R. M. Gersten & R. Newman-Gonchar (Eds.), *Understanding RTI in mathematics: Proven methods and applications* (pp. 49–64). Baltimore, MD: Brooke Publishing.

Clarke, B., **Doabler, C. T.**, & Nelson, N. J. (2015). Best practice in mathematics assessment and intervention with elementary students. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology VI*. Bethesda MD: National Association of School Psychologists.

## **SCHOLARLY PRESENTATIONS: CONFERENCES**

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**Doabler, C.T.**, Maddox, S., VanUitert, V., & Longhi, M. (2020). *Increasing diversity, equity and inclusion in science: The Sci2 project*. Peer reviewed paper presented at the 42nd Annual Council for Learning Disabilities Conference, Virtual

**Doabler, C.T.** & Clarke, B. (2020). *Eliminating disparities in mathematics instruction for English learners in kindergarten*. Peer reviewed paper presented at the 2020 Society for Prevention Research Conference: Washington, DC.

**Doabler, C.T.** & Clarke, B. (2020). *Understanding the practical significance of explicit mathematics instruction for at-risk English learners*. Peer reviewed paper presented at the 2020 SREE Conference: Washington, DC.

Shanley, L., Clarke, B., Smolkowski, K. & Doabler, C. (2020). *Examining Relations Between Cognitive Skills, Mathematics Learning, and Intervention Response in Kindergarten*. Peer reviewed paper presented at 2020 AERA Annual Meeting. San Francisco, CA.

\*Maddox, S., \*VanUitert, V., **Doabler, C. T.**, & Therrien, W. (2020). *Testing the feasibility of a core second-grade science program*. Peer reviewed paper presented at 2020 Pacific Coast Research Conference. San Diego, CA.

**Doabler, C. T.** & Clarke, B. (2020). *Initial efficacy of a mathematics intervention: Teaching concepts of measurement & statistical investigation*. Peer reviewed paper presented at 2020 Pacific Coast Research Conference. San Diego, CA.

**Doabler, C. T.**, \*Maddox, S., Forsyth, S., & Clarke, B. (2019, October). *Promoting equitable learning opportunities in STEM for students with LD*. Peer reviewed paper presented at the 41st Annual Council for Learning Disabilities Conference, San Antonio, TX.

**Doabler, C. T.**, & Clarke, B. (2019, August). *Testing the efficacy of a number sense intervention for at-risk kindergarten students*. Peer reviewed paper presented at the EARLI 2019: 18th Biennial European Conference for Research on Learning and Instruction, Aachen, Germany.

- Vaughn, S., Roberts, G., Capin, P., **Doabler, C. T.**, Clemens, N. (2019). *Current findings on MTSS: Assessment, intensive intervention, and fidelity*. Peer reviewed paper presented at the presented at the 2019 National Association of School Psychologists Annual Convention: Atlanta, GA.
- Coyne, M., Fuchs, D., Fuchs, L., **Doabler, C. T.**, Roberts, G. (2019). *Accelerating the academic achievement of students with learning disabilities research initiative: On the importance of moderator analysis in intervention research*. Invited symposium at the Society for Research on Educational Effectiveness 2019 Spring Conference: Washington, D.C.
- \*Firestone, A., Jungjohann, K. J., **Doabler, C. T.**, & Clarke, B. (2019). *A technology-based tier-2 intervention to promote mathematics problem-solving skills*. Peer reviewed paper presented at the 2019 Council for Exceptional Children Convention, Indianapolis, IN.
- Johnson, E., Jones, N., **Doabler, C. T.**, Reddy, L., & Brownell, M. (2019). *Can special education teacher observation tools lead to improvement in practice?* Peer reviewed paper presented at 2019 Pacific Coast Research Conference. San Diego, CA.
- Nelson, N. & **Doabler, C. T.** (2018, July). *The role of student-teacher interactions in explaining the effectiveness of a first grade, systemic reading intervention in a cluster-randomized controlled trial*. Paper presented at the Society for the Scientific Study of Reading Conference, Brighton, England.
- \*Firestone, A., & **Doabler, C. T.** (2018). *A pilot study of a tier 2 mathematics intervention: teaching critical problem-solving skills in measurement and data analysis*. Peer reviewed paper presented at the 40th Annual Council for Learning Disabilities Conference, Portland, OR.
- \*Yoon, H., Zvoch, K., Clarke, B., Kosty, D., **Doabler, C. T.**, Shanley, L., Fien, H., & Smolkowski, K. (2018). *Multiple-cutoff regression discontinuity designs in program evaluation: A comparison of two estimation methods*. Paper presented at the Annual Meeting of American Evaluation Association. Cleveland, OH.
- \*Gearin, B., **Doabler, C. T.**, Baker, S., Stoolmiller, M., Kennedy, P., Clarke, B., Nelson, NJ., Fien, H. (2018). *Using archival data to close the research-to-practice gap: findings from project CIFOR*. Peer reviewed paper presented at Society for Research on Educational Effectiveness. Washington, D.C.
- \*Gearin, B., **Doabler, C. T.**, Baker, S., Stoolmiller, M., Kennedy, P., Clarke, B., Nelson, NJ., Fien, H. (2018). *Investigating dosages of student practice during explicit mathematics instruction*. Peer reviewed paper presented at 2018 Pacific Coast Research Conference. San Diego, CA.
- Doabler, C. T.**, Clarke, B., & \*Gearin, B. (2018). *Unpacking the black box of a core mathematics program: A mediated moderation analysis*. Peer reviewed paper presented at 2018 Pacific Coast Research Conference. San Diego, CA.

- Doabler, C. T.,** Stoolmiller, M., Kennedy, P., Nelson, N. J., Clarke, B., \*Gearin, B., Fien, H., Smolkowski, K., & Baker, S. K. (2018). *Do components of explicit instruction explain the differential effectiveness of a core mathematics program for students with mathematics difficulties?* Peer reviewed paper presented at the 2018 Institute of Education Sciences Principal Investigators Conference, Washington, DC.
- Doabler, C. T. & Therrien, W. J.** (2018). *Promoting STEM learning for students with learning disabilities.* Peer reviewed paper presented at the 2018 National Science Foundation Discovery Research K-12 Principal Investigator Meeting, Washington, DC.
- Doabler, C. T. & Clarke, B.** (2018). *Second city and tier 1 mathematics instruction for English learners.* Peer reviewed paper presented at the presented at the 2018 National Association of School Psychologists Annual Convention: Chicago, IL.
- Doabler, C. T. & Clarke, B.** (2017). *Investigating the impact of group size on the treatment intensity of a tier 2 mathematics intervention.* Peer reviewed paper presented at the 2017 National Science Foundation' STEM Education, Learning Disabilities, and the Science of Dyslexia Conference, Arlington, VA.
- Doabler, C. T.,** Clarke, B., Baker, S. K., & Smolkowski, K. (2017). *Using core mathematics instruction to promote the mathematics achievement of kindergarten English language learners.* Peer reviewed paper presented at the 2017 Promising Math Conference, Chicago, IL.
- Doabler, C.T., & Clarke, B.** (2017). *Situating an IES-funded efficacy trial within a systematic replication framework.* Peer reviewed paper presented at the 2017 Institute of Education Sciences Principal Investigators Conference, Washington, DC.
- \*Sutherland, M., Clarke, B., **Doabler, C.T.,** Nolan, K., & Landis, B. (2017). *Developing and validating screeners of early measurement concepts.* Peer reviewed paper presented at the 39th Annual Council for Learning Disabilities Conference, Baltimore, MD.
- Doabler, C.T.,** Firestone, A., Jungjohann, K., Clarke, B., Nelson, N., & Sutherland, M. (2017). *Promoting critical problem-solving skills of measurement and data analysis among at-risk learners.* Paper presented at the 2017 CEC Annual Convention, Boston, MA.
- Doabler, C.T.,** Clarke, B. (2017). *Exploring student-teacher instructional interactions in multi-tiered systems of support.* Paper presented at the 2017 Pacific Coast Research Conference, Coronado, CA.
- Berg, T., **Doabler, C.T.,** Kennedy, P., & Clarke, B. (2016). *Investigating the mathematics content in kindergarten classrooms.* Paper presented at the 2016 CEC Annual Convention, St. Louis, MO.
- Doabler, C.T.,** Clarke, B., Kosty, D., Smolkowski, K., Fien, H., & Baker, S. (2015). *Improving the number sense of kindergartners at risk for mathematics difficulties.* Paper presented at

the 2015 CEC Annual Convention, San Diego, CA.

Berg, T., **Doabler, C.T.**, Kennedy, P., & Clarke, B. (2015). *Instruction matters: Kindergarten mathematics content and students at risk for mathematics difficulties*. Paper presented at the 2015 CEC Annual Convention, San Diego, CA.

**Doabler, C. T.**, Clarke, B., Smolkowski, K., Fien, H., Baker, S., Kosty, D. (2014). *Testing the efficacy of a tier 2 kindergarten mathematics intervention: Findings of year 1*. Paper presented at the Spring 2014 Conference of the Society for Research on Educational Effectiveness, Washington, DC.

**Doabler, C. T.**, Nelson, N.J., Kosty, D., Baker, S., Smolkowski, K., & Fien, H. (2013). *Explicit instructional interactions: Observed stability and predictive validity during early literacy and beginning mathematics instruction*. Paper presented at the Fall 2013 Conference of the Society for Research on Educational Effectiveness, Washington, DC.

**Doabler, C. T.**, Baker, S. T., Smolkowski, K., Fien, H., Clarke, B., Strand Cary, M. & Chard, D. J. (2012, March). *Impact and implementation analyses of the ELM kindergarten mathematics intervention*. Paper presented at the 2012 Spring Society for Research on Educational Effectiveness Conference, Washington, DC.

**Doabler, C.T.**, Nelson-Walker, N., & Kosty, D. (2012). *Classroom observations: A pertinent measurement tactic in IES-funded efficacy trials*. Paper presented at the 34th Council for Learning Disabilities International Conference, Austin, TX.

**Doabler, C. T.**, Clarke, B., Baker, S. K., Smolkowski, K., Fien, H., Strand Cary, M., & Chard, D. J. (2012, April). *A tier 1 mathematics intervention: Investigations of beneficial impact and effective implementation*. Paper presented at the 2012 Council for Exceptional Children Convention, Denver, CO.

**Doabler, C. T.**, Jungjohann, K., & Berg, T. (2012, April). *Tier-2 math instruction: meeting the needs of students at risk for math difficulties*. Paper presented at the 2012 Annual CEC Conference, Denver, CO.

Gersten, R. M., **Doabler, C. T.**, & Rolhus, E. (2012, April). *Successful response to intervention for K and 1: Two research studies across the tiers*. Paper presented at the 2012 Annual CEC Conference, Denver, CO.

**Doabler, C. T.**, Baker, S. T., Smolkowski, K., Fien, H., Clarke, B., Strand Cary, M. & Chard, D. J. (2012, March). *Impact and implementation analyses of the ELM kindergarten mathematics intervention*. Paper presented at the 2012 Spring Society for Research on Educational Effectiveness Conference, Washington, DC.

**Doabler, C. T.**, Strand Cary, M., Clarke, B., Fien, H., Baker, S. K., & Jungjohann, K. (2012, March). *Using single-case design to explore the potential promise of a tier 2 mathematics intervention on student mathematics achievement*. Poster presented at the 2012 Spring

Society for Research on Educational Effectiveness, Washington, D.C.

**Doabler, C. T.**, Miller, S. J., & Baker, S. K. (2012, February). *The kite and key: Observing mathematics through Ben Franklin's spectacles*. Paper presented at National Association for School Psychologists Annual Convention, Philadelphia, PA.

**Doabler, C. T.** (2012, February). *Exploring rates of instructional interactions in kindergarten mathematics*. Paper presented at the Pacific Coast Research Conference, Coronado, CA.

Jungjohann, K., **Doabler, C. T.**, Clarke, B., Fien, H., Baker, S. K., & Strand Cary, M. (2012, February). *Using formative evaluation to develop a tier 2 mathematics intervention*. Paper presented at the Pacific Coast Research Conference, Coronado, CA.

**Doabler, C. T.**, Jungjohann, K., Baker, S. K., Clarke, B., & Fien, H. (2011, October). *Using tier 2 math instruction to promote proficiency with whole numbers*. Paper presented at the 33rd Council for Learning Disabilities International Conference, Austin, TX.

Baker, S. K., Clarke, B., Smolkowski, K., Fien, H., **Doabler, C. T.**, Chard, D. J., & Strand Cary, M. (2011, September). *Testing the efficacy of a kindergarten tier 2 intervention program*. Paper presented at the 2011 Fall Society for Research on Educational Effectiveness Conference, Washington, DC.

**Doabler, C. T.**, Strand Cary, M., Clarke, B., Fien, H., Baker, S. K., & Jungjohann, K. (2011, September). *Using a scientific process for curriculum development and formative evaluation: Project FUSION*. Poster presented at the 2011 Fall Society for Research on Educational Effectiveness Conference. Washington, DC.

Fien, H., Smolkowski, K., Clarke, B., Baker, S. K., **Doabler, C. T.**, Kosty, D., & Strand Cary, M. (2011, September). *Examining the student and teacher correlates of math achievement and moderators of treatment impact for a kindergarten mathematics curriculum implemented in whole classroom settings*. Poster presented at the 2011 Fall Society for Research on Educational Effectiveness Conference, Washington, DC.

**Doabler, C. T.**, Jungjohann, K. & Strand Cary, M. (2011, April). *No kindergartener left behind: Success in early mathematics for at-risk students*. Paper presented at the 2011 Council for Exceptional Children Conference, National Harbor, MD.

**Doabler, C. T.**, & Strand Cary, M. (2011, April). *Collaborating to develop FUSION, a first-grade mathematics intervention*. Poster presented at the 2011 National Council for Teachers of Mathematics – Research Pre-session, Indianapolis, IN.

Jungjohann, K., **Doabler, C. T.**, & Strand Cary, M. (2011, April). *FUSION: A strategic intervention on whole number concepts for 1st grade students*. Poster presented at the 2011 Council for Exceptional Children Conference, National Harbor, MD.

Clarke, B., **Doabler, C. T.**, Baker, S. K., Fien, H., Smolkowski, K., & Chard, D. J. (2011,

- February). *Developing observation instruments to explore mediators of student achievement*. Paper presented at Pacific Coast Research Conference, Coronado, CA.
- Jungjohann, K., Strand Cary, M., & **Doabler, C. T.** (2011, February). *FUSION: A strategic intervention on whole number concepts for 1st grade students*. Poster presented at the 2011 Pacific Coast Research Conference, Coronado, CA.
- Strand Cary, M., **Doabler, C. T.**, & Jungjohann, K. (2010, October). *A formula for delivering effective tiered instruction in kindergarten mathematics*. Paper presented at the Fall OR/WA Bi-State School Psychology Conference, Vancouver, WA.
- Baker, S. K., Clarke, B., Fien, H., Smolkowski, K., **Doabler, C. T.**, & Chard, D. J. (2010, June). *Early Learning in Mathematics (ELM): The efficacy of a kindergarten curriculum implemented in whole classroom settings*. Paper presented at the 2010 Research Institute for Education Sciences Conference, Washington, D.C.
- Clarke, B., Baker, S. K., Fien, H., **Doabler, C. T.**, & Strand Cary, C. (2010, June). *Developing a strategic intervention on whole number concepts: Project FUSION*. Paper presented at the 2010 Institute for Education Sciences Conference, Washington, D.C.
- Doabler, C. T.**, Fien, H., Baker, D. L., Burns, D., & Nelson Walker, N. J. (2010, April). *Measuring teacher-student instructional interactions in mathematics and bilingual reading classrooms*. Paper presented at the 2010 Council for Exceptional Children Convention, Nashville, TN.
- Doabler, C. T.**, Smolkowski, K., Fien, H., Kosty, D. B., Strand Cary, M. (2010, March). *Instructional interactions of kindergarten mathematics classrooms: Validating a direct observation instrument*. Poster presented at the 2010 Spring Society for Research on Educational Effectiveness, Washington, DC.
- Doabler, C. T.**, Fien, H., & Smolkowski, K. (2010, February). *Measuring instructional interactions in kindergarten mathematics*. Paper presented at the 2010 Pacific Coast Research Conference, Coronado, CA.
- Jungjohann, K., **Doabler, C. T.**, & Griffiths, R. (2009, April). *Early learning in mathematics: An inclusive approach for all children*. Paper presented at the 2009 Annual Council for Exceptional Children Convention, Seattle, WA.
- Doabler, C. T.**, & Nelson, N. J. (2009, April). *Identifying high-quality math programs: A mathematics curriculum evaluation tool*. Paper presented at the 2009 Annual Council for Exceptional Children Convention, Seattle, WA.
- Doabler, C. T.**, Jamgochian, E., Nelson, N. J., Ketterlin Geller, L.R., & Jungjohann, K. (2008, March). *Solving for X: A tiered approach to support students in pre-algebra*. Paper presented at the Northwest Association of Teacher Educators conference, Seattle, WA.



## **SCHOLARLY PRESENTATIONS: INVITED**

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**The University of Texas at Austin.** (2020, February).

*Using instructional design to prevent mathematics difficulties among English learners.*

**Southern Methodist University** (2020, March)

*Direct observation systems: Considerations of Validity*

**University of Connecticut** (2019, November)

*Using direct observation systems in intervention research*

**The University of Texas at Austin.** (2019, April).

*Building a program of mathematics efficacy research for at-risk English learners.*

**Southern Methodist University** (2019, January)

*How to help at-risk learners get “on track” for mathematics success*

**The University of Texas at Austin.** (2018, October).

*Applying for post-doctoral positions: Advice for graduate students*

**The University of Texas at Austin.** (2018, May).

*Building early STEM learning among at-risk kindergarten students.*

**The University of Texas Health and Science Center at Houston.** (2016, October).

*Building capacity in multi-tiered service delivery models in early mathematics*

**University of Oregon** (2015, November)

*Students at risk for mathematics difficulties, intensive interventions, low responders, & multi-tiered systems of support*

**University of Oregon** (2014, October)

*Submitting goal-2 development grants to the Institute of Education Sciences*

**University of Oregon** (2012, April)

*Reading fluency for at-risk learners*

**Lane Education Service Center** (2008, April)

*What works in curriculum adoption process part II*

**Lane Education Service Center** (2008, March)

*What works in curriculum adoption process part I*

**Springfield Public Schools** (2005, September)

*Reauthorization of IDEA 2004*

## **ADVISING AND RELATED STUDENT SERVICES**

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### **Doctoral Advisees**

- Tessa Arsenault (2020-present)
- Steven Maddox (2018-present)
- Olayemi Akinola (Graduated 2019)
- Hui Feng (2017)

### **Dissertation Committee Chairperson (Supervisor)**

- Olayemi Akinola (Graduated 2019)

### **Dissertation Committees**

- Saashya Aneeka Rodgrigo (2020-present)
- Fabiola Londono Vargas (2020-present)
- Cristoforo Andrea Ramirez (2020-present)
- Jiyeon Park (2020-present)
- Brenda Zaparolli (2020-present)
- Lexy House (2020-present)
- Paul Steinle (2020-present)
- Rene Grimes (Graduated 2020)
- Meiji Liu (Graduated 2020)
- Marissa Filderman (Graduated 2020)
- Christy Austin (Graduated 2019)
- Alicia Stewart (Graduated 2019)
- Suzanne Forsyth (Graduated 2019)
- Olayemi Akinola (Graduated 2019)
- Maryam Nozari (Graduated 2019)
- Jihyun Lee (Graduated 2018)
- Sarah Benz (Graduated 2018)
- Elisheba Kiru (Graduated 2018)

### **Research Mentoring Committees**

- Steven Maddox (2020) - Chair
- Saashya Rodrigo (2020)
- Christy Austin (2019)
- Brenda Zaparolli (2019)
- Rene Grimes (2019)
- Olayemi Akinola (2018)
- Elisheba Kiru (2017)

### **Master's Advisees**

- Brittany Knight (2018-2019)
- Les Harris (2018-2019)

- Aishwarya Murthy (2018-2019)
- Tingyi Want (2018-2019)

### **Master's Thesis Committee**

- Zehra Unal (2019)
- Christabelle Moore (2016); University of Oregon
- Tricia Berg (2014); University of Oregon

## **ADMINISTRATIVE AND COMMITTEE SERVICES**

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### The University of Texas at Austin

**University:** (Marshall for Platform Party) 2019 Spring University Commencement

**College of Education:** (Committee member). *Department Chair Review Committee* (2020, winter)

**College of Education:** (Committee member). *Applying for Academic Positions for Doctoral Students: The University of Texas at Austin Graduate Study Symposium* (2018, spring)

**College of Education:** (Panelist). *STEM Symposium*. The University of Texas at Austin STEM Symposium (2018, spring)

**College of Education:** (Committee member). *Office of Instructional Innovation Faculty Advisory Committee* (2017, spring)

**Department of Special Education:** (Committee member). *Faculty search committee for an Open Rank faculty position in diversity and equity position* (2020-present)

**Department of Special Education:** (Committee member). *Faculty search committee for an Associate or Full Professor in diversity and equity position* (2019-2020)

**Department of Special Education:** (Committee member). *Post-baccalaureate program review committee* (2019, fall)

**Department of Special Education:** (Committee member). *Faculty search committee for an Assistant Professor in learning disabilities / behavioral disorders position* (2017-2018)

**Department of Special Education:** (Committee member). *Doctoral program review committee* (2017-2018)

**Department of Special Education:** (Committee member). *Undergraduate advisory council* (2016-present)

### University of Oregon

**College of Education:** (Co-Director of Research). *Center on Teaching and Learning* (2013-2016)

## **ACADEMIC-RELATED PROFESSIONAL AND PUBLIC SERVICE**

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### Federal Grant Review Panels

**National Science Foundation:** (Grant Panelist). EHR Core Research Students with Disabilities

(ECR) Program - Fundamental Research in Science, Technology, Engineering, and Mathematics, Students with Disabilities Panel. (2019, winter)

**National Science Foundation:** (Grant Panelist). Advancing Informal STEM Learning (ASIL) - Division of Research on Learning in Formal and Informal Settings (DRL). (2018, winter)

**National Science Foundation:** (Grant Panelist). Discovery Research PreK-12 (DRK-12) Program - Division of Research on Learning in Formal and Informal Settings (DRL). (2018, winter)

**National Science Foundation:** (Grant Panelist). DRL – Core R&D Programs - Division of Research on Learning in Formal and Informal Settings (DRL), *National Science Foundation*. (2018, winter)

**National Science Foundation:** (Grant Panelist). Discovery Research PreK-12 (DRK-12) Program - Division of Research on Learning in Formal and Informal Settings (DRL). (2016, winter)

**National Science Foundation:** (Grant Panelist). EHR Core Research Students with Disabilities (ECR) Program - Fundamental Research in Science, Technology, Engineering, and Mathematics, Students with Disabilities Panel. (2016, winter)

**Institute of Education Sciences:** (Grant Panelist). SIP Grant Competition, What Works Clearinghouse. (2014, winter)

**Institute of Education Sciences:** (Grant Panelist). SIP Grant Competition, What Works Clearinghouse. (2013, winter)

**Institute of Education Sciences:** (Grant Panelist). SIP Grant Competition, What Works Clearinghouse. (2012, winter)

Peer Reviewer: Intervention Reports

**National Center for Intensive Interventions:** (Peer Reviewer). Academic Interventions. (2014, spring)

**National Center for Intensive Interventions:** (Peer Reviewer). Academic Interventions. (2013, spring)

**National Center for Intensive Interventions:** (Peer Reviewer). Academic Interventions. (2012, spring)

**Institute of Education Sciences:** (Peer Reviewer). Intervention reports & Single study reviews, What Works Clearinghouse. (2014, spring)

**Institute of Education Sciences:** (Peer Reviewer). Intervention reports & Single study reviews,

What Works Clearinghouse. (2013, spring)

**Institute of Education Sciences:** (Peer Reviewer). Intervention reports & Single study reviews, What Works Clearinghouse. (2012, spring)

#### Editorial Review Board

- Journal of Learning Disabilities (2020-present)
- Assessment for Effective Intervention (2018-present)
- Exceptional Children (2018-present)
- Intervention in School and Clinic (2015-present)
- Journal of Special Education (2015-present)
- Journal of Special Education Technology (2015-present)
- TEACHING Exceptional Children (2016-present)

#### Expert Panelist

- Research in Mathematics Education: Southern Methodist University (2019)

#### Peer Reviewer: Journals

- Elementary School Journal (2013-present)
- Learning Disability Quarterly (2012-present)
- Remedial and Special Education (2013-present)

#### Other Service

- Collaborative Research Committee Member, National Center for Leadership in Intensive Intervention (2020, winter).
- Austin Independent School District & UT-Austin College of Education Collaborative Research Forum (2019, winter).
- Committee Planning Member. National Science Foundation DRK-12 Principal Investigator Meeting. (2018, spring).
- Symposium Member. RtI in Mathematics: Collaborating to Make a Difference, National Science Foundation, Council for Exceptional Children, and the National Council of Teachers of Mathematics. (2012, spring)
- Symposium Member. RtI in Mathematics: Collaborating to Make a Difference, National Science Foundation, Council for Exceptional Children, and the National Council of Teachers of Mathematics. (2011, spring)

## **RECOGNITIONS**

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2018 Peer reviewed manuscript showcased in the *2018 Institute of Education Sciences / National Science Foundation Common Guidelines on Replication &*

*Reproducibility in Education Research*

- 2016 Top 10 downloaded article from *Intervention in School and Clinic*
- 2015 “Must Read” Paper of the Year in *Learning Disability Quarterly*