
Nathan H. Clemens, Ph.D., NCSP, LSSP

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CURRENT APPOINTMENT

2016 – Present: Associate Professor, Department of Special Education, The University of Texas at Austin
Board of Directors and Affiliated Faculty: The Meadows Center for Preventing Educational Risk

EDUCATION

2009 Ph.D. School Psychology, Lehigh University, Bethlehem, PA
Doctoral Advisor and Dissertation Chair: Edward S. Shapiro, Ph.D.
2004 M.Ed. Human Development, Lehigh University, Bethlehem, PA
1996 B.S. Psychology, Kutztown University, Kutztown, PA

CERTIFICATIONS & LICENSES

Nationally Certified School Psychologist (NCSP)

HONORS & AWARDS

2020 Dean's Distinguished Faculty Fellow, *Joe R. & Teresa Lozano Long Endowed Faculty Fellows Fund*, College of Education, The University of Texas at Austin
2018 *Fellow, Audrey Rogers Myers Centennial Professorship in Education*, The University of Texas at Austin
2018 Article of the Year Honorable Mention, School Psychology Review (for Clemens et al., 2017, *Interrelations of growth in letter-name and sound fluency in kindergarten and implications for subsequent reading fluency*).
2016-2018 *Mollie Villeret Davis Professorship in Learning Disabilities*, The University of Texas at Austin
2015-2016 *Dr. Deanna & Thomas Yates Faculty Fellowship*, Texas A&M University
2015 *Lightner Witmer Award* for excellence in early-career scholarship, American Psychological Association, Division 16.
2015 *Distinguished Achievement Award for Teaching*, College-Level Association of Former Students, Texas A&M University
2015 Reviewer of the Year, *Assessment for Effective Intervention*.
2011 *Early Career Scholar*, School Psychology Research Collaboration Conference, Society for the Study of School Psychology.
2010 *Outstanding Dissertation Award*, American Psychological Association, Division 16.
2008 *Irwin Hyman Memorial Scholarship* Recipient, American Academy of School Psychology.

CURRENT EDITORIAL POSITIONS

Editorial board member: *Scientific Studies of Reading*
The Elementary School Journal
Assessment for Effective Intervention
Journal of School Psychology
School Psychology Review
Journal of Psychoeducational Assessment

PROFESSIONAL EXPERIENCE

2016-present: Associate Professor, The University of Texas at Austin, Department of Special Education.
 2015-2016: Language & Literacy Research Program Director, Texas A&M Center on Disability and Development
 2009-2016: Assistant Professor, Texas A&M University, Department of Educational Psychology, School Psychology Program
 2008-2009: Predoctoral Intern, Devereux Center for Effective Schools, King of Prussia, PA
 2006-2010: AIMSweb Trainer: Trainer for the AIMSweb data system and curriculum-based measurement to school districts across the United States
 2006-2008: Research Associate, RTI Consultant and Trainer, Project MP³(Monitoring Progress of Pennsylvania Pupils), Lehigh University. PI: Edward Shapiro, Ph.D.
 2003-2008: Consultant and Coordinator, Project REACH (National Center for Students with Intensive Social, Emotional, and Behavioral Needs), Lehigh University. PI: Lee Kern, Ph.D.
 2002-2003: Practicum Training in Education and Consultation in Low-Incidence Disabilities
 2000-2002: Clinical Study Assistant, Thomas Jefferson University, Philadelphia, PA
 1997-2000: Therapeutic Support Staff/Behavior Therapist for children with autism spectrum disorders, Holcomb Behavioral Health Systems, Reading, PA

RESEARCH & PRACTICAL INTEREST AREAS

Word-level reading disabilities (i.e., dyslexia) – Intervention and assessment
 Reading comprehension difficulties – Intervention and assessment
 Progress monitoring, data-based individualization, assessment-informed interventions
 Technology that enhances assessment and intervention implementation

RESEARCH SCHOLARSHIP: GRANTS, PUBLICATIONS, & PRESENTATIONS

GRANT WRITING

Funded Grants

Clemens, N.H., Vaughn, S.R., Roberts, G., Barnes, M., & Scammacca Lewis, N. (submitted 2019). *Development of and Intervention to Improve Reading Efficiency for Students with or At-Risk for Word Reading Disability*. U.S. Department of Education, Institute for Education Sciences (Grant #R324A200209). Budgeted \$1,400,000 for four years (2020-2024). Status: Funded.

- Barnes, M., **Clemens, N.H.**, Vaughn, S.R., & Roberts, G. (submitted 2019). *A Randomized Trial of the Connect-IT Intervention in Middle School Students with or at risk for Reading Disabilities*. U.S. Department of Education, Institute for Education Sciences (Grant #R324A200101). Budgeted \$1,400,000 for four years (2020-2024). Status: Funded.
- Toste, J.R., **Clemens, N.H.**, & Roberts, G. (submitted 2018). *Collaborative Teacher Expertise in Evidence-Based Decision-Making for Reading Intervention: Development of the EXPERT Training Program*. U.S. Department of Education, Institute for Education Sciences. Budgeted \$1,400,000 for four years (2018-2022). Status: Funded, study ongoing.
- Clemens, N.H.**, Vaughn, S.R., Roberts, G., & Doabler, C. (submitted 2017). *Cohesive Integration of Behavior Support Within a Process of Data-Based Intervention Intensification*. U.S. Department of Education, Institute for Education Sciences. Grant # R324N180018. Budgeted \$4,000,000 for five years (2018-2023), 25% FTE. Status: Funded, study ongoing.
- Bryant, D.P., Vaughn, S.R., & **Clemens, N.H.** (submitted 2017). *Research to Practice: Intensive Interventions for Students with Learning Disabilities and Emotional/ Behavioral Disorders*. Doctoral training/personel preparation grant submitted to U.S. Department of Education, OSERS-OSEP: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA Number 84.325D). Budgeted \$1,948,525 for five years. Status: Funded, project ongoing.
- Barnes, M., **Clemens, N.H.**, Roberts, G., Vaughn, S., & Fogarty, M. (submitted 2015). *Project Connect-IT (Connecting Text by Inference and Technology): Development of a Text-Integration Intervention for Middle School Students with Comprehension Difficulties*. U.S. Department of Education, Institute for Education Sciences (CFDA: 84.324). Grant # R324A160052. Total Award Requested: \$1,500,000 for three years (2016-2019). Status: Funded, project ongoing.
- Clemens, N.H.** (submitted 2016). *Basic Research in Statistical Learning to Advance a New Generation of Intensive Reading Interventions*. University of Texas at Austin, College of Education Small Research Grants Program. Awarded \$4,974 for one year. Status: Funded, project complete.
- Clemens, N.H.**, Hagan-Burke, S., Al-Otaiba, S., Kwok, O., & Simmons, D. (submitted 2012). *Investigating the Technical Adequacy of Progress Monitoring Measures for Kindergarten Students at-risk for Reading Disabilities*. U.S. Department of Education, Institute Education Sciences (CFDA: 84.324A). Grant# R324A130214. Budgeted \$1,599,401 for 4 years (2013-2017). Status: Funded; study and project complete.
- Palma, M.A., Woltering, S., Ribera, L., Zhang, Y, Hall, C., **Clemens, N.H.**, Liew, J., Eckel, C., Lench, H., Fields, S., Talebpour, A., Lahey, J., Cheng, H., Hong, Y.A., & Benden, M. (submitted 2016). *Integrating Biometric Responses to Human Behavior*. Texas A&M University Research Development Fund. Total amount requested: \$3,458,477. Status: Funded, participated as affiliated researcher without FTE support.

Clemens, N.H. (submitted 2014). *Development of the Read2Me Intervention Software for Improving the Reading Skills of At-Risk Learners*. Texas A&M University, Office of the Vice President for Research: Program to Enhance Scholarly and Creative Activities (PESCA). Budgeted \$9,987 for 1 year (2015-2016). Status: Funded, project complete.

Clemens, N.H. (submitted 2013). *Development of a Mobile System for Monitoring Early Reading Progress*. The Dunn Family Foundation. Budgeted \$62,171 for one year (2013-2014). Status: Funded, project complete.

Clemens, N.H. (submitted 2011). *Investigating Measures for Monitoring the Growth of Kindergarten Reading Skills*. Society for the Study of School Psychology, Early Career Award. Budgeted \$12,248 for two years (2011-2013). Status: Funded, project complete.

Additional Grant-Writing Activity

U.S. Department of Education, Institute for Education Sciences; Coyne, Michael (PI). (07/01/2022 – 06/30/2027). *Project PA: Evaluating the Efficacy of Advanced Phonemic Awareness Instruction and Intervention in Grades K-1*. Budgeted \$3,800,000 for five years. Role: Co-PI, FTE = 10%. Status: Under review.

U.S. Department of Education, Institute for Education Sciences; Van Norman, Ethan (PI). (07/01/2022 – 06/30/2026). *PAS-CBM: Profiles of Academic Skills from Curriculum-Based Measures*. Budgeted \$2,000,000 for four years. Role: Co-PI, FTE = 10%. Status: Under review.

Powell, S.R., & **Clemens, N.H.** (submitted 2020). *The Impact of COVID-19 School Closures on Students with Disabilities*. Spencer Foundation, special grant request. Budgeted \$49,826 for three years. Status: Unfunded.

Lewis, N., Roberts, G., & **Clemens, N.H.** (re-submitted 2018). *Developing a Formative Assessment of Essential Middle-School Academic Vocabulary*. U.S. Department of Education, Institute for Education Sciences. Budgeted \$1,400,000 for four years (2018-2022), 15% FTE. Status: Unfunded.

Solis, M., O'Connor, R., **Clemens, N.H.**, & Barnes, M. (Submitted 2017). *Knowledge-Reading Treatment and Training Manual: Integrated Tiers of Content Area Instruction and Reading Interventions for Middle School English Learners*. U.S. Department of Education, Institute for Education Sciences. Budgeted \$1,400,000 for four years (2018-2022). Status: Unfunded.

Clemens, N.H., Barnes, M., Vaughn, S.R., & Roberts, G. (submitted 2017). *Exploring the Characteristics of Reading Practice Associated with Stronger Outcomes for Students with or At-Risk for Reading Disability*. U.S. Department of Education, Institute for Education Sciences. Budgeted \$1,400,000 for four years (2018-2022), 25% FTE. Status: Unfunded.

Clemens, N.H., & Conoyer, S. (submitted September 2016). *Monitoring Students' Progress in the Language of Science: Development of the PASCAL System*. National Science Foundation. Budgeted \$524,563 for three years (2017-2020). Status: Unfunded.

Roberts, G., Vaughn, S., Grimaldo, L., Giroir, S., & **Clemens, N.H.** (submitted 2016). *Ensuring learning for ELs by valuing family engagement and teacher effectiveness: Project ELEVATE*. Grant proposal submitted to Office of English Language Acquisition, U.S. Department of Education. Status: Unfunded.

Clemens, N.H., Woltering, S., & Liew, J. (submitted 2014). *Investing in the future of the Bio-Behavioral and Educational Neuroscience Lab in the College of Education*. Texas A&M University Lead by Example Campaign; internal proposal submitted to College of Education. Status: Unfunded.

Blake, J. J., **Clemens, N.H.**, & Simmons, K.T. (submitted 2014). *Doctoral Training Grant to Increase Scholars in Prevention and Implementation Science to Reduce Educational Disparities for Children with Disabilities (Project InSPIRED)*. U.S. Department of Education, Office of Special Education Programs (CFDA: 84.325D). Total Award Requested: \$1,249,590 for four years (2015-2019). Status: Unfunded.

Burke, M., Hagan-Burke, S., **Clemens, N.H.**, Bowman-Perrott, L., Simmons, L., & Yoon, M. (2010). *Developing district capacity for supporting a multi-tier behavioral and early literacy response to intervention model in K-2 (Project BEL-RtI)*. Proposal submitted to *Investing in Innovation Fund* (i3) (Development), CFDA 84.396C, U.S. Department of Education. Total requested budget (5 years): \$4,600,000. Status: Unfunded.

PUBLICATIONS

Book

Shapiro, E.S., & **Clemens, N.H.** (in press). *Academic skills problems: Direct assessment and intervention* (5th ed.). New York: Guilford Press. *I conducted an extensive revision of this text for a 5th edition. The late Dr. Edward S. Shapiro was the sole author of previous editions, and he will continue to remain an author posthumously.

Journal Articles (Peer Reviewed)

*indicates student co-author

Capin, P., Roberts, G., **Clemens, N.H.**, & Vaughn, S.R. (in press). When Treatment Adherence Matters More: Interactions Among Treatment Adherence, Instructional Quality, and Student Characteristics on Reading Outcomes. *Reading Research Quarterly*.

Austin, C., Vaughn, S.R., **Clemens, N.H.**, Pustejovsky, J., & Boucher, A. (in press). Relative effects of instruction linking word reading and word meaning compared to word reading instruction alone on the accuracy, fluency, and word meaning knowledge of 4th-5th grade students with dyslexia. *Scientific Studies of Reading*.

- Clemens, N.H., & Fuchs, D.** (2021). Commercially-developed tests of reading comprehension: Gold standard or fools' gold? *Reading Research Quarterly*, Advance online publication.
- Roberts, G., **Clemens, N.H.**, Doabler, C., Vaughn, S.R., Almirall, D., & Nahum-Shani, I. (in press). Multi-tiered systems of support, adaptive interventions and SMART Designs. *Exceptional Children*.
- Martinez-Lincoln, A., Barnes, M., & **Clemens, N.H.** (2021). Differential effectiveness of an inferential reading comprehension intervention for struggling middle school readers in relation to mind-wandering, anxiety, mindset, and English learner status. *Annals of Dyslexia, 71*, 322–345.
- Clemens, N.H.**, *Hsaio, Y., Lee, K., Martinez-Lincoln, A., *Moore, C., Toste, J., & Simmons, L.E. (2020). A dominance analysis of the relative importance of component reading skills to struggling adolescent readers' performance on different measures of reading comprehension. *Journal of Learning Disabilities*, advance online publication.
- Clemens, N.H.**, * Lee, K., *Henri, M., Simmons, L., Kwok, O., & Al Otaiba, S. (2020). Growth in sublexical fluency during early reading instruction and its relation to decoding acquisition. *Journal of School Psychology, 79*, 43-62.
- Barnes, M.A., **Clemens, N.H.**, Fall, A.M., Roberts, G., Klein, A., Starkey, P.,...& Flynn, K. (2019). Cognitive Predictors of Difficulties in Math and Reading in Pre-Kindergarten Children at High Risk for Learning Disabilities. *Journal of Educational Psychology, 112*, 685-700.
- De La Cruz, V., Al Otaiba, S., Hsiao, Y., **Clemens, N.H.**, Jones, F., Hagan-Burke, S., Greene, E., Simmons, L., & Rivas, B. (2019). The prevalence and stability of challenging behaviors and concurrent early literacy growth among kindergarteners at reading risk. *The Elementary School Journal*.
- Clemens, N.H.**, Oslund, E., Fogarty, M., Kowk, O., Davis, J., & Simmons, D. (2019). Skill moderators of the effects of a reading comprehension intervention. *Exceptional Children, 85*, 197-211.
- Clemens, N.H.**, Hsaio, Y., Simmons, L., Kwok, O., *Greene, E., *Soohoo, M., *Henri, M., Luo, W., *Prickett, C., Rivas, B., & Al Otaiba, S. (2019). The predictive validity of kindergarten progress monitoring measures across the school year: An application of dominance analysis. *Assessment for Effective Intervention, 44*, 241-255.
- Filderman, M. J., Toste, J. R., Didion, L. A., Peng, P., & **Clemens, N. H.** (2018). Data-based decision making in reading interventions: A synthesis and meta-analysis of the effects for struggling readers. *Journal of Special Education, 52*, 174-187.

- Oslund, E.L., **Clemens, N.H.**, Simmons, D.C., & Simmons, L.E. (2018). A multicomponent model of adolescent reading comprehension: Comparing struggling and adequate comprehenders. *Reading and Writing, 31*, 355-379.
- Clemens, N.H.**, *Soohoo, M., *Wiley, C.P., *Hsiao, Y., *Estrella, I., *Allee-Smith, P.J., & Yoon, M. (2018). Advancing stage 2 research on measures for monitoring kindergarten reading progress. *Journal of Learning Disabilities, 51*, 85-104.
- Allee-Smith, P.J., Im, M.H., Hughes, J.N., & **Clemens, N.H.** (2018). Mentor support provisions scale: Measure dimensionality, measurement invariance, and associations with adolescent school functioning. *Journal of School Psychology, 67*, 69-87.
- Clemens, N.H.**, *Lai, M., Burke, M., & Wu, J. (2017). Interrelations of growth in letter-name and sound fluency in kindergarten and implications for subsequent reading fluency. *School Psychology Review, 46*, 272-287.
- Forgarty, M., **Clemens, N.H.**, Simmons, D., Simmons, L., Anderson, L., Oslund, E., Davis, J., & Smith, A. (2017). The impact of a technology-mediated intervention on adolescents' reading comprehension. *Journal of Research in Educational Effectiveness, 10*, 326-353.
- Clemens, N.H.**, & Simmons, D., Simmons, L., *Wang, H., & Kwok, O. (2017). The prevalence of reading fluency and vocabulary difficulties among adolescents struggling with reading comprehension. *Journal of Psychoeducational Assessment, 35*, 785-798.
- Oslund, E. L., Hagan-Burke, S., Simmons, D. C., **Clemens, N. H.**, Simmons, L. E., Taylor, A, Kwok, O., & Coyne, M. D. (2017). The predictive validity of curriculum-embedded measures on outcomes of kindergarteners identified as at-risk of reading difficulty. *Journal of Learning Disabilities, 50*, 712-723.
- Marcotte, A.M., **Clemens, N.H.**, Parker, C., & Whitcomb, S. (2016). Examining the classification accuracy of a vocabulary screening measure with preschool children. *Assessment for Effective Intervention, 41*, 230-242.
- Oslund, E., **Clemens, N. H.**, Simmons, D. C., Smith, S., & Simmons, L.E. (2016). How vocabulary knowledge of middle-school students from low socioeconomic backgrounds influences comprehension processes and outcomes. *Learning and Individual Differences, 45*, 159-165.
- Burke, M.D., Rispoli, M. **Clemens, N.H.**, Lee Y., *Sanchez, L. & *Hatton, H. (2016). Integrating universal behavioral screening within program-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions, 18*, 5-16.
- Clemens, N.H.**, Hagan-Burke, S., Luo, W., *Cerdeza, C.A., *Blakely, A., *Frosch, J., *Gamez-Patience, B., & *Jones, M. (2015). The predictive validity of a computer-adaptive assessment of kindergarten and first-grade reading skills. *School Psychology Review, 44*, 76-97.

- Clemens, N.H.**, *Davis, J.L., Simmons, L., Oslund, E.O., & Simmons, D. (2015). Interpreting secondary students' performance on a timed, multiple-choice reading comprehension assessment: Accuracy patterns and prevalence of non-attempted items. *Journal of Psychoeducational Assessment*, 33, 154-165.
- Clemens, N.H.**, Oslund, E. L., Simmons, L. E., & Simmons, D. (2014). Assessing spelling in kindergarten: Further comparison of scoring metrics and their relation to reading skills. *Journal of School Psychology*, 52, 49-61.
- Fogarty, M., Oslund, E., Simmons, D., *Davis, J., Simmons, L., *Anderson, L., **Clemens, N.H.**, Vaughn, S., & Roberts, G. (2014). Examining the effectiveness of a multicomponent reading comprehension intervention in middle schools: A focus on treatment fidelity. *Educational Psychology Review*, 26, 425-449.
- Simmons, D., Fogarty, M., Oslund, E., Simmons, L., Hairrell, A., *Davis, J., *Anderson, L., **Clemens, N.H.**, Vaughn, S., Roberts, G., & Stillman, S., & Fall, A. (2014). Integrating content knowledge-building and student-regulated comprehension practices in secondary English language arts classes. *Journal of Research on Educational Effectiveness*, 7, 309-330.
- Clemens, N.H.**, Shapiro, E.S., Wu, J.Y., Taylor, A., & Caskie, G.L. (2014). Monitoring early first grade reading progress: A comparison of two measures. *Journal of Learning Disabilities*, 47, 254-270.
- Keller-Margulis, M., **Clemens, N.H.**, *Im, M., Kwok, O., & Booth, C. (2012). Curriculum-based measurement of yearly growth rates: An examination of English language learners and native English speakers. *Learning and Individual Differences*, 22, 799-805.
- Clemens, N.H.**, Hilt-Panahon, A., Shapiro, E.S., & Yoon, M. (2012). Tracing student responsiveness to intervention with early literacy skills indicators: Do they reflect growth toward text reading outcomes? *Reading Psychology*, 33, 47-77.
- Parker, R., Vannest, K., *Davis, J., **Clemens, N.H.** (2012). Defensible progress monitoring data for medium- and high-stakes decisions. *Journal of Special Education*, 46, 141-151.
- Clemens, N.H.**, Shapiro, E.S., & Thoemmes, F.J. (2011). Improving the efficacy of first grade reading screening: An investigation of Word Identification Fluency with other early literacy indicators. *School Psychology Quarterly*, 26, 231-244.
- Shapiro, E.S., & **Clemens, N.H.** (2009). A conceptual model for evaluating systems effects of RTI. *Assessment for Effective Intervention*, 35, 3-16.
- Kern, L., & **Clemens, N.H.** (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44, 65-75.

Invited Chapters in Edited Books

- Clemens, N.H.**, *Boucher, A., & *O'Donnell, Katherine (in press). Advances in interventions for students with reading difficulties. To appear in C. Lemons, K. Lane, & S. Powell (eds.), *The Handbook of Special Education (vol III)*. Routledge.
- Clemens, N.H.**, *Widales-Benitez, O., *Kestian, J., *Peltier, C., *D'Abreu, A., *Myint, A., *Marbach, J. (in press). Progress monitoring in the elementary grades. To appear in P.C. Pullen & M.J. Kennedy (Eds.), *Handbook of Multi-Tiered Systems of Support and Response to Intervention*. New York: Routledge.
- Al Otaiba, S., Allor, J., Werfel, K., & **Clemens, N.H.** (2016). Critical components of phonemic awareness instruction and intervention: Recommendations for teacher training and for future research. In R. Schiff & M. Joshi (Eds.), *Handbook of Interventions in Learning Disabilities* (pp. 9-28). Switzerland: Springer International.
- Clemens, N.H.**, Keller-Margolis, M., Scholten, T.S., & Yoon, M. (2015). Screening assessment within a multi-tiered system of support: Current practices, advances, and next steps. In S.R. Jimerson, M.K. Burns, & A.M. VanDerHeyden (Eds.), *The Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* (2nd ed., pp. 187-214). New York, NY: Springer.
- Clemens, N.H.**, Shapiro, E.S., & *Seibert, A.L. (2012). Conducting systematic direct classroom observations to define school-related problems. In R. Brown-Chidsey & K. Arden (Eds.), *Assessment for intervention: A problem-solving approach* (2nd ed., pp. 157-179). New York: Guilford Press.
- Clemens, N.H.**, Shapiro, E.S., Hilt-Panahon, A., & Gischlar, K.L. (2011). Student achievement outcomes. In E.S. Shapiro, N. Zigmond, T. Wallace, & D. Marston (Eds.), *Models for implementing response to intervention: Tools, outcomes, and implications* (pp. 77 – 98). New York: Guilford Press.
- Hilt-Panahon, A., Shapiro, E.S., **Clemens, N.H.**, & Gischlar, K.L. (2011). The structure and content of the RTI model. In E.S. Shapiro, N. Zigmond, T. Wallace, & D. Marston (Eds.), *Models for implementing response to intervention: Tools, outcomes, and implications* (pp. 11-45). New York: Guilford Press.
- Gischlar, K.L., Hilt-Panahon, A., **Clemens, N.H.**, & Shapiro, E.S. (2011). The process of implementation and design for sustainability. In E.S. Shapiro, N. Zigmond, T. Wallace, & D. Marston (Eds.), *Models for implementing response to intervention: Tools, outcomes, and implications* (pp.46-76). New York: Guilford Press.
- Shapiro, E.S., Benson, J., **Clemens, N.H.**, & Gischlar, K.L. (2011). Academic assessment. In M. Bray & T. Kehle (Eds.), *The Oxford handbook of school psychology*. New York: Oxford University Press.

Kern, L., Benson, J.L., & **Clemens, N.H.** (2010). Strategies for working with severe challenging and violent behavior. In Peacock, G.G., Ervin, R.A., Daly, E., & Merrell, K. (Eds.). *The practical handbook of school psychology: Effective practices for the 21st century*. New York: Guilford Press.

Shapiro, E.S., & **Clemens, N.H.** (2005). Conducting systematic direct observations to define school-related problems. In R. Brown-Chidsey (Ed.). *Assessment for intervention: A problem solving approach* (pp. 175-199). New York: Guilford Press.

Policy Papers, Briefs, and other Non-Refereed Articles

Toste, J.R., Filderman, M. & **Clemens, N.H.** (in press). *DLD research alert: Data-based individualization*. Council for Exceptional Children, Division of Learning Disabilities.

Clemens, N.H. (2017). Presenters in focus: Updating your toolkit for monitoring progress with younger struggling readers: Q&A with Nathan Clemens. *Communique*, 46(3; Nov 2017), 24-25.

Clemens, N.H., Ragan, K., & Widales-Benitez, O. (2016). Reading difficulties in young children: Beyond basic early literacy skills. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 177-184.

Clemens, N.H., & DuPaul, G.J. (2016). A tribute to Edward S. Shapiro (in memoriam). *Learning Disability Quarterly*, 39, 131-132.

Sullivan, A. L., Proctor, S., & **Clemens, N.** (2013, December). So you want to be a professor? Perspectives on the academic job search process – Part II – Interviewing and beyond. *The School Psychologist*, 67(1), 74-80.

Instructional Curricula and Programs (Author, Advisor, or Consultant)

Houghton Mifflin Harcourt (2020). *Into Reading* (Reading Curriculum). *I was a consulting advisor on this curriculum and I am credited as an "Author and Advisor"*.

Encyclopedia Entries

Clemens, N.H., Ragan, K., & Prickett, C. (2018). Predictive validity. In B.B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. Thousand Oaks, CA: SAGE.

Kern, L., & **Clemens, N.H.** (2005). Task interspersal. In M. Hersen, G. Sugai, & R. Horner (Eds.). *Encyclopedia of Behavior Modification and Cognitive Therapy, Volume III* (pp. 1565-1568). Thousand Oaks, CA: Sage.

Technical Reports

Clemens, N.H., & Lee, K. (2018). *Descriptive, predictive, and trajectory data from seven progress monitoring measures collected with kindergarten students at-risk for reading disabilities* (technical report). University of Texas at Austin, available on request.

Shapiro, E.S., **Clemens, N.H.**, Panahon, A.H., Devlin, K.T., Gischlar, K.L., & Bowles, S.A. (2010). *Outcomes of benchmark assessment across two years of RTI implementation in MP3 schools* (technical report). Lehigh University.

Manuscripts Under Review/Revision

Clemens, N.H., Powell, S.R., & Vaughn, S.R. (2021). *A special educators' guide to evidence*. Manuscript under review.

Clemens, N.H., Mason, S., & O'Donnell, K. (2021). *Language and self-regulation: Sources of disparities in reading achievement and opportunities for reducing inequity*. Manuscript under review.

Paly, B. J., Klingbeil, D.A., **Clemens, N.H.**, & Osman, D. J. (2021). *A cost-effectiveness analysis of four approaches to universal screening for academic risk in reading in upper elementary and middle school*. Manuscript under review.

Toste, J.R., **Clemens, N.H.**, Filderman, M., Rodrigo, S., & Moore, C. (2019). *An experimental study of the benefits of spelling instruction and practice on students' decoding skills*. Manuscript under review.

Manuscripts in Preparation

Clemens, N.H., Kearns, D., Solari, E., et al. (2021). *A critique of recent trends on specific, advanced phonemic awareness instruction*. Manuscript in preparation.

Clemens, N.H., *Lee, K., Boucher, A., Simmons, L., Henri, M., Kwok, O., & Al Otaiba, S. (2021). *Kindergarten skill trajectories of students who subsequently demonstrate word-level reading disability skill profiles*. Manuscript in preparation.

Vaughn, S.R., & **Clemens, N.H.** (2020). *Myths and (mis)understandings about dyslexia: Introduction to the special issue*. Manuscript in preparation.

Swanson, E., & **Clemens, N.H.** (2020). *Investigation of Test Item Accuracy and Non-Completion of Struggling Adolescent Readers on the Gates-MacGinitie Test of Reading Comprehension*. Manuscript in preparation.

*Lee, K., Henri, M., Kwok, O., & **Clemens, N.H.** (2019). *Determining the best-fitting growth trajectories of kindergarten students on seven measures of early literacy development*. Manuscript in preparation.

Doctoral Dissertation

Clemens, N.H. (2009). Toward consensus on first grade CBM measures. (Doctoral dissertation, Lehigh University, 2009). *ProQuest, AAT 3373071, document ID 1885670861.*

Intervention and Assessment Tools Developed

Clemens, N.H., & Barnes, M.A. (2019) *Connect-IT Reading Comprehension Assessment (CIRCA)*; a test of inferential reading comprehension. The University of Texas at Austin.

Clemens, N.H. (2016). *Read2Me: A tool for making individualized reading intervention more efficient* (prototype tutoring software). Texas A&M University.

Clemens, N.H., Zellner, R., *Carnes, L. (2014). *Mobile Reading* (prototype assessment software). Texas A&M University.

PRESENTATIONS

Invited Presentations and Symposia

Clemens, N.H. (2020, September). *Supporting students with dyslexia in late elementary grades and beyond: Complex words, knowledge, and reading comprehension.* Video recorded presentation for the Central Texas Dyslexia Conference, Austin, TX.

Clemens, N.H. (2019, August). *A Few Things All Educators Should Know About Supporting Students With or At-Risk for Dyslexia.* Invited keynote presentation at the Dyslexia and Learning Symposium, Austin, TX.

Clemens, N.H. (2019, May). *Teachers Data-Based Decision-Making in Reading Intervention: Current Issues and Findings.* Invited presentation at the TIES Summer Institute: Methodological Innovations in the Interdisciplinary Educational Sciences, Penn State University, State College, PA.

Clemens, N.H. (2018, October). *Dyslexia: Early identification and intervention.* Invited keynote address presented at the 2018 Central Texas Dyslexia Conference, Austin, TX.

Clemens, N.H. (2018, February). *Using reading assessment data to develop recommendations for evidence-based interventions.* Invited session presented at the 2018 Statewide Evaluation Personnel (SWEP) Conference, Dallas, TX.

Clemens, N.H. (2018, January). *Self-regulation and goal-setting to promote adolescents' academic achievement.* Invited session presented at the Texas Association of Secondary School Principals Middle School Matters Symposium, Austin, TX.

- Chafouleas, S., **Clemens, N.H.**, & Walker, D. (2018, January). *Defining and measuring risk in special education and early intervention research*. Invited panel session at the 2018 Institute for Education Sciences Principal Investigators Meeting, Washington, D.C.
- Barnes, M., **Clemens, N.H.**, Fall, A.M., Roberts, G., & Klein, A. (2017, September). *Predicting risk for co-occurring difficulties in reading and mathematics*. Invited poster session at the National Science Foundation STEM Education, Learning Disabilities, and the Science of Dyslexia conference. Alexandria, VA.
- Clemens, N.H.** (2017, March). *Advancements in the technical aspects of multi-tiered systems of support*. Invited presentation at the Symposium Celebrating Dr. Edward Shapiro, A Grand Slam Every Time, Lehigh University, Bethlehem, PA.
- Clemens, N.H.**, & Swanson, E. (2016, May). *Promoting adolescents' comprehension of text (PACT)*. Invited presentation at Building Capacity for Reading for Understanding from Pre-Kindergarten through High School: Updates from the Reading for Understanding Research Initiative, U.S. Department of Education, Washington, D.C.
- Swanson, E., & **Clemens, N.H.** (2016, May). *Reading comprehension intervention design, implementation, and efficacy among adolescent readers*. Invited session at the National Symposium on Reading for Understanding, Alexandria, VA.
- Compton, D.L., **Clemens, N.H.**, & McMaster, K.L. (2015, March). *Efficient identification for intensive intervention: What can we learn from research and what do we still need to know*. Discussant for invited session at Office of Special Education Programs and Institutes for Education Sciences Intensive Intervention Summit, Washington, D.C.

Refereed Conference Presentations and Symposia

**indicates student co-presenter*

- Clemens, N.H.**, Lee, K., Boucher, A., & Al Otaiba, S. (2021, July). *Kindergarten skill trajectories of students who subsequently demonstrate word-level reading disability skill profiles*. Poster presented at the Conference for the Society for the Scientific Study of Reading (online).
- Mason, S., **Clemens, N.H.**, Barnes, M., Fall, A.M. (2021, July) *Preliminary validation of a measure of inferential reading comprehension*. Poster presented at the Conference for the Society for the Scientific Study of Reading (online).
- O'Donnell, K., & **Clemens, N.H.** (2021, February). *Relations Between Group and Individually Administered Reading Measures for Evaluating Intervention Responsiveness*. Poster presented at the Pacific Coast Research Conference (Virtual/Online).
- Moore, C., Boucher, A., Rodrigo, S., **Clemens, N.H.**, & Austin, C. (2020, February). *Responsiveness Profiles Associated with a Reading and Self-Regulation Intervention*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.

- Martinez-Lincoln, A., Barnes, M., & **Clemens, N.H.** (2020, February). *Mediators of an inference-making intervention for middle-school students with reading difficulties*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Coyne, M., **Clemens, N.H.**, Taylor, K., Ghandi, A., & Gersten, R. (2020, February). *Integrated MTSS: Updates from the IES Research Network*. Panel presented at the Pacific Coast Research Conference, Coronado, CA.
- Coyne, M., Ghandi, A., **Clemens, N.H.**, & Lane, K. (2020, February). *Overview of the IES Integrated MTSS Research Network*. Panel presented at the Council for Exceptional Children Annual Convention, Portland, OR.
- Clemens, N.H.** (2020, February). *Early identification of children at-risk for dyslexia: Evidence from kindergarten*. Presentation at the University of Texas/Austin Independent School District Collaborative Research Forum. Austin, TX.
- Clemens, N.H.** (2020, February). *Integrating behavior self-regulation support within reading intervention*. Presentation at the University of Texas/Austin Independent School District Collaborative Research Forum. Austin, TX.
- Boucher, A., **Clemens, N.H.**, & Toste, J. (2020, February). *What the Research Says about Word Reading Interventions for Struggling Readers in the Upper Elementary Grades*. Paper presented at the Council for Exceptional Children Annual Convention, Portland, OR.
- Burns, M., **Clemens, N.H.**, Vanderheyden, A., McCollum, E., Eckert, T., & Sturgell, E. (2019, February). *Skill by Treatment Interactions: Using Data to Select Academic Interventions*. Panel presented at the 2019 Convention of the National Association of School Psychologists, Atlanta, GA.
- Vaughn, S., Roberts, G., **Clemens, N.H.**, Doabler, C., & Capin, P. (2019, February). *Current findings on MTSS: Assessment, Intensive Intervention, and Fidelity*. Panel presented at the 2019 Convention of the National Association of School Psychologists, Atlanta, GA.
- Scammacca, N., **Clemens, N.H.**, & Roberts, G. (2019, February). *Best Practices in Developing Proximal Measures of Intervention Effects*. Panel presented at the 2019 Pacific Coast Research Conference, Coronado, CA.
- Clemens, N.H.** (2019, February). *Intervention to Improve Adolescents' Inferential Reading Comprehension*. Presentation at the University of Texas/Austin Independent School District Collaborative Research Forum. Austin, TX.
- Pelham, W., Wehby, J., Kern, L., **Clemens, N.H.**, Roberts, G., & Almiral, D. (2019, January). *Developing and Evaluating Adaptive Interventions in Education*. Panel presented at the 2019 Institute for Education Sciences Principal Investigators Meeting, Washington, D.C.

- Fuchs, D., Fuchs, L.S., **Clemens, N.H.**, & Roberts, G. (2019, January). *The Misalignment of Reading Comprehension Interventions and the Measures We Use to Explore their Efficacy: A Case for Experimenter-Designed Tests*. Panel presented at the 2019 Institute for Education Sciences Principal Investigators Meeting, Washington, D.C.
- Barnes, M., Clemens, N.H., Hall, C., Simmons, D., & Fogarty, M. (2019, January). *Creation and testing of a technology-based inferencing intervention for middle school readers*. Poster presented at the 2019 Institute for Education Sciences Principal Investigators Meeting, Washington, D.C.
- Clemens, N.H.** (2018, February). *Updating your toolkit for monitoring progress of younger struggling readers*. Field-based skills session presented at the 2018 Convention of the National Association of School Psychologists, Chicago, IL.
- Burns, M.K., Young, H., **Clemens, N.H.**, Miciak, J., & Van Der Heyden, A. (2018, February). *Working memory and student response to intervention*. Panel presentation at the 2018 Convention of the National Association of School Psychologists, Chicago, IL.
- Clemens, N.H.** (2018, February). *Key findings from a longitudinal study of kindergarten students at-risk for reading disability*. Ignite! session presented at the Pacific Coast Research Conference, San Diego, California
- Oslund, E.L., **Clemens, N.H.**, Kwok, O., & Fall, A.M., (2018, February). *Do pretest reading skills moderate the effect of intervention in adolescent readers?* Presentation at the Pacific Coast Research Conference, San Diego, CA.
- Clemens, N.H.**, Lee, K., Al Otaiba, S., & *Henri, M. (2018, January). *Growth trajectories of kindergarten students at-risk for reading disability, and reading outcomes through second grade*. Poster presented at the 2018 Institute for Education Sciences Principal Investigators Meeting, Washington, D.C.
- Hsiao, Y. Y., **Clemens, N. H.**, Kwok, O. M., *Henri, M. A., Simmons, L., SooHoo, M., *Greene, E. (2017, April). *On modeling instruction absence with curriculum-based measurement data: Estimating growth and reliability with multiphase latent growth models*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Hsiao, Y. Y., **Clemens, N. H.**, Kwok, O. M., & Simmons, L. (2017, April). *Power analysis for detecting growth in alphabetic knowledge for at-risk kindergarten students*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Mellado de la Cruz, V., Al Otaiba, S., Rivas, B., Yovanoff, P., **Clemens, N.**, & Baker, D. (2017, April). *Knowledge to inform access to early literacy intervention: The role of English and Spanish assessments in Kindergarten*. Paper presented at the Annual Conference of the American Educational Research Association, San Antonio, TX.

- *Ura, S., *Wildales-Benitez, O., & **Clemens, N.H.** (2017, February). *Can technology ease individualized reading intervention? A pilot study.* Poster session presented at the 2017 Convention of the National Association of School Psychologists, San Antonio, TX.
- *Prickett, C., & **Clemens, N.H.** (2017, February). *Building a better MAZE.* Poster session presented at the 2017 Convention of the National Association of School Psychologists, San Antonio, TX.
- Clemens, N.H.**, Al Otaiba, S., & *Henri, M. (2017, February). *Kindergarten progress monitoring growth and relations to second grade reading comprehension.* Poster session presented at the 2017 Pacific Coast Research Conference, Coronado, CA.
- *Myint, A., **Clemens, N.H.**, *Hsiao, Y., & Simmons, L. (2016, February). *Understanding letter naming fluency and letter sound fluency within the context of the sublexical fluency hypothesis.* Poster session presented at the 2016 Convention of the National Association of School Psychologists, New Orleans, LA.
- Ysseldyke, J., Shinn, M., Betts, J., & **Clemens, N.H.** (2016, February). *Psychometric and practical comparison of CBM and CAT assessments.* Invited discussant for symposium presented at the 2016 Convention of the National Association of School Psychologists, New Orleans, LA.
- *Greene, E. A., *SooHoo, M. M., *Svenkerud-Hale, N., & **Clemens, N. H.** (2016, February). *The importance of vowel accuracy on letter sound fluency probes.* Poster presented at National Association of School Psychologists 2016 Annual Convention, New Orleans, LA.
- *Hinojosa, R., *Myint, A., *Kestian, J., & **Clemens, N.H.** (2016, February). *Self-monitoring interventions for students with ADHD: An updated literature synthesis.* Paper session presented at the 2016 Convention of the National Association of School Psychologists, New Orleans, LA.
- Clemens, N.H.**, Fogarty, M., Simmons, L.E., & Simmons, D. (2016, February). *The effect of word reading difficulties on vocabulary assessments that require reading.* Poster session presented at the 2016 Pacific Coast Research Conference, Coronado, CA.
- Clemens, N.H.**, *Hsaio, Y., & Al Otaiba, S. (2016, February). *A dominance analysis of the changing validity of kindergarten progress monitoring measures.* Poster presented at the 2016 Pacific Coast Research Conference, Coronado, CA.
- Clemens, N.H.**, *Hsiao, Y., & Al Otaiba, S. (2015, December). *A comparison of computer-adaptive and paper-based measures for monitoring the reading growth of at-risk kindergarten students.* Poster session presented at the 2015 Principal Investigators Meeting of the Institute for Education Sciences, Washington, D.C.
- *SooHoo, M. M., *Smith, A. M., **Clemens, N. H.**, & Simmons, L. E. (2015, February). *Alphabetic knowledge: The influence of administration format on predictive validity.* Poster

session presented at the 2015 Convention of the National Association of School Psychologists, Orlando, FL.

*Smith, A. M., *Greene, E. A., **Clemens, N. H.**, *Svenkerud-Hale, N., & *Anderson, L. L. (2015, February). *From reading to time out: How challenging behaviors impact early literacy*. Poster session presented at the 2015 Convention of the National Association of School Psychologists, Orlando, FL.

Clemens, N.H., Simmons, L.E., *Davis, J., & Simmons, D. (2015, February). *What do reading comprehension tests measure with struggling adolescent readers?* Paper presented at the 2015 Pacific Coast Research Conference, Coronado, CA.

Hagan-Burke, S., **Clemens, N.H.**, Simmons, L.E., *Hsiao, Y., & Al Otaiba, S. (2015, February). *Problem behavior profiles of kindergarten students with high and low literacy outcomes: Preliminary analyses*. Poster session presented at the 2015 Pacific Coast Research Conference, Coronado, CA.

Clemens, N.H., Al Otaiba, S., Luft de Baker, D., & Baker, S. (2014, July). *Literacy skills of at-risk learners at kindergarten entry: A contemporary analysis*. Poster session presented at the the 2014 conference of the Society for the Scientific Study of Reading, Santa Fe, NM.

Oslund, E.L., **Clemens, N.H.**, & Simmons, D. (2014, July). *Vocabulary development of middle-school students from low socioeconomic households and its influence on component processes and comprehension outcomes*. Poster session presented at the 2014 conference of the Society for the Scientific Study of Reading, Santa Fe, NM.

Clemens, N.H. (2014, April). *A comparison of measures for frequently monitoring kindergarten word reading growth*. Paper presented at the 2014 Council for Exceptional Children Convention and Expo, Philadelphia, PA.

Clemens, N.H., Simmons, D., Oslund, E., & Coyne, M. (2014, April). *Examining the role of vocabulary knowledge in struggling comprehenders*. Invited session presented at the 2014 Council for Exceptional Children Convention and Expo, Philadelphia, PA.

Clemens, N.H., *Wiley, C.P., *Soohoo, M., & *Allee-Smith, P. (2014, February). *Monitoring kindergarten reading progress: Choosing measures and making data-based decisions*. Paper presented at the 2014 Convention of the National Association of School Psychologists, Washington, D.C.

*Soohoo, M., *Wiley, C.P., **Clemens, N.H.**, & *Allee-Smith, P. (2014, February). *Kindergarten spelling skills: Informing early reading development*. Poster presented at the 2014 Convention of the National Association of School Psychologists, Washington, D.C.

Clemens, N.H., Lembke, E., McMaster, K., Chafouleas, S., & Hosp, J. (2014, February). *Advances in progress monitoring of academic and behavioral skills (session organizer)*. Panel session presented at the 2014 Pacific Coast Research Conference, Coronado, CA.

Marcotte, A., & **Clemens, N.H.** (2014, February). *Examining differences in vocabulary knowledge among vulnerable preschool populations*. Poster session presented at the 2014 Pacific Coast Research Conference, Coronado, CA.

Mercer, S., **Clemens, N.H.**, & Shapiro, E.S. (2014, February). *Profiles of responsiveness on early literacy indicators*. Poster session presented at the 2014 Pacific Coast Research Conference, Coronado, CA.

Oslund, E., **Clemens, N.H.**, *Davis, J.D., Simmons, L., & Simmons, D. (2014, February). *Literal and inferential questions in 8th grade students: Patterns and prediction*. Poster session presented at the 2014 Pacific Coast Research Conference, Coronado, CA.

*Davis, J., Simmons, L., Oslund, E., & **Clemens, N.H.** (2014, February). *Predictors of reading comprehension growth: A latent class analysis of secondary students*. Poster session presented at the 2014 Pacific Coast Research Conference, Coronado, CA.

*Wedeking, T., & **Clemens, N.H.** (2013, November). *Monitoring the early reading growth of English Language Learners: A review of the literature*. Poster session presented at the 2013 Texas A&M Pathways to the Doctorate Symposium, Kingsville, TX.

*Allee-Smith, P.J., *Wiley, C.P., *Sooahoo, M., & *Davis, J.L., **Clemens, N.H.**, (2013, October). *Advancing our understanding of monitoring early reading skills in kindergarten*. Symposium conducted at the 2013 Council for Learning Disabilities International Conference, Austin, TX.

*Estrella, Y., & **Clemens, N.H.** (2013, October). *English language learners' growth on kindergarten progress monitoring measures*. Poster session presented at the 2013 Council for Learning Disabilities International Conference, Austin, TX.

*Frosch, J., **Clemens, N.H.**, & Hagan-Burke, S. (2013, April). *Computer-adaptive reading assessments for kindergarten students: Concurrent and predictive validity*. Poster session presented at the 2013 Council for Exceptional Children Convention and Expo, San Antonio, TX.

Clemens, N.H., *Davis, J.L., Simmons, L., & Oslund, E. (2013, April). *Secondary students' self-reported reading motivation and comprehension: Relations and implications*. Poster session presented at the 2013 Council for Exceptional Children Convention and Expo, San Antonio, TX.

Clemens, N.H., *Smith, P.J., & *Gamez, B.A. (2013, February). *Assessing spelling in kindergarten: Why and how-to*. Paper presented at the 2013 Convention of the National Association of School Psychologists, Seattle, WA.

- Sullivan, A.L., **Clemens, N.H.**, & Proctor, S.L. (2013, February). *So you want to be a professor: Navigating job searches*. Mini-skills workshop presented at the 2013 Convention of the National Association of School Psychologists, Seattle, WA.
- Clemens, N.H.**, Simmons, L., & *Davis, J.L., Simmons, D., & Oslund, E. (2013, February). *Effects of test properties on secondary students reading comprehension test performance*. Poster session presented at the annual Pacific Coast Research Conference, San Diego, CA.
- Clemens, N.H.**, Simmons, L., & *Davis, J.L. (2013, February). *Can we identify ideal measures for monitoring kindergarten reading progress?* Poster session presented at the annual Pacific Coast Research Conference, San Diego, CA.
- Oslund, E. L., **Clemens, N. H.**, & Simmons, L. E. (2012, October). *Literal vs. inferential questions in assessing secondary students' comprehension skills*. Poster session presented at the 2012 Council for Learning Disabilities International Conference, Austin, TX.
- Clemens, N.H.**, *Allee-Smith, P.J., & *Gamez, B.A. (2012, October). *Investigating measures for monitoring the progress of early reading skills*. Poster session presented at the 2012 Council for Learning Disabilities International Conference, Austin, TX.
- *Seibert, A.L., & **Clemens, N.H.** (2012, March). *Literature synthesis of universal screening measures for emotional and behavioral problems*. Paper presented at the 9th International Conference on Positive Behavior Support, Atlanta, GA.
- Clemens, N.H.**, & Scholten, T.L. (2012, February). *The implications of growth in word identification fluency across first grade*. Paper presented at the 2012 Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Clemens, N.H.**, *Adame, C., & *Gamez, B. (2012, February). *Early literacy progress monitoring measures: Do we know enough?* Poster session presented at the 2012 Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Clemens, N.H.**, *Blakely, A., *Cerda, C., *Gamez, B., *Frosch, J., *Jones, M., & Hagan-Burke, S. (2012, February). *The concurrent and predictive validity of STAR Early Literacy*. Poster session presented at the 2012 Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Sullivan, A.L., Proctor, S., Shriberg, D., & **Clemens, N.H.** (2012, February). *Landing an academic job: A primer for aspiring trainers*. Paper session presented at the 2012 Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Clemens, N.H.**, *Simmons, L.E., & *Oslund, E.L. (2012, February). *Formative assessment of kindergarten spelling and relations to later reading skills*. Poster session presented at the Pacific Coast Research Conference, Coronado, CA.

- Clemens, N.H.**, Shapiro, E.S., & Hilt-Panahon, A. (2012, February). *Responders and non-responders to early reading intervention*. Poster session presented at the Pacific Coast Research Conference, Coronado, CA.
- Clemens, N.H.**, & *Simmons, L. (2011, October). *Assessing kindergarten spelling skills: A comparison of three scoring methods*. Poster session presented at the International Conference on Learning Disabilities, Austin, TX.
- Clemens, N.H.** (2011, August). *Investigating measures for screening and monitoring progress of early reading skills: Word Identification Fluency and other early literacy indicators*. APA Division 16 Outstanding Dissertation Award (2010) address, 2011 Annual Convention of the American Psychological Association, Washington, D.C.
- Clemens, N.H.**, & Scholten, T.L. (2011, February). *Word reading in kindergarten to predict later reading skills*. Paper presented at the 2011 Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Clemens, N.H.**, *Turner, T., & Kern, L. (2011, February). *Improving treatment integrity: A problem-solving model*. Poster session presented at the 2011 Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Clemens, N.H.**, & *Simmons, L. (2011, February). *Kindergarten spelling skills: A comparison of scoring methods and their relation to reading skills*. Poster session presented at the 2011 Pacific Coast Research Conference, Coronado, CA.
- Burke, M.D., **Clemens, N.H.**, & *Wu, J.Y. (2011, February). *Interrelationships between phonological awareness and alphabetic fluency in kindergarten*. Poster session presented at the 2011 Pacific Coast Research Conference, Coronado, CA.
- Clemens, N.H.**, & Shapiro, E.S. (2010, May). *A comparison of NWF and WIF as first grade screening measures*. Poster session presented at the 2010 Annual Meeting of the American Education Research Association, Denver, CO.
- Clemens, N.H.**, & Shapiro, E.S. (2010, March). *NWF versus WIF: The predictive validity of progress monitoring slope*. Paper presented at the 2010 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Clemens, N.H.**, & Jeffrey, J. (2010, March). *The Headsprout Early Reading Intervention in an urban kindergarten setting*. Paper presented at the 2010 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- McCurdy, B., Jeffrey, J., & **Clemens, N.H.** (2010, March). *Reading and students with behavior disorders: Unraveling the conundrum*. Poster session presented at the 2010 Annual Convention of the National Association of School Psychologists, Chicago, IL.

- Clemens, N.H.**, Shapiro, E.S., & *Wu, J.Y. (2010, Feb). *Further comparison of NWF and WIF progress monitoring slope in predicting first grade reading skills*. Poster session presented at the 2010 Pacific Coast Research Conference, Coronado, CA.
- Shapiro, E. S., Hilt-Panahon, A., **Clemens, N.**, Gischlar, K., Devlin, K., Leichman, Bowles, S., et al. (2009). *Outcomes of team decision-making within an RTI model*. Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.
- Clemens, N.H.**, Hilt-Panahon, A., Shapiro, E.S., & Gishlar, K.L. (2009, Feb). *Predicting reading comprehension skills in second grade using early literacy screening measures in kindergarten and first grade*. Poster session presented at the 2009 Pacific Coast Research Conference, Coronado, CA.
- Clemens, N.H.**, Devlin, K., Hilt-Panahon, A., & Gischlar, K.L. (2009, Feb.). *Tools for guiding decisions and evaluating outcomes of RTI implementation*. Paper presented at the 2009 Annual Convention of the National Association of School Psychologists, Boston, MA.
- Clemens, N.H.**, & Shapiro, E.S. (2008, August). *Improving diagnostic accuracy in reading within RTI models*. Poster session presented at the 2008 Annual Convention of the American Psychological Association, Boston, MA.
- Clemens, N.H.**, Hayling, C.C., State, T.M., Sacks, G., & Kern, L. (2008, March). *Children with emotional and behavioral disorders and their families: Life quality issues*. Paper presented at the 2008 Annual Convention of the Association for Positive Behavior Support, Chicago, IL.
- Kern, L., State, T.M., **Clemens, N.H.**, & Medley, N. (2007, November). *Serving students with EBD: Overcoming obstacles*. Paper presented at the 2007 Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Shapiro, E.S., Tindal, G., Wallace, T., & **Clemens, N.H.** (2007, July). *Challenges and successes in implementing a response to intervention (RTI) model demonstration project: Perspectives from three states*. Breakout session presented at the Office of Special Education Programs Project Directors Conference, Washington, D.C.
- Shapiro, E.S., & **Clemens, N.H.** (2007, March). *Differential effects of frequent vs. infrequent measurement in progress monitoring*. Paper presented at the 2007 Annual Convention of the National Association of School Psychologists, New York, NY.
- Clemens, N.H.**, Tipton, D.L., & Parker, E.A. (2007, March). *Simple, brief, and effective academic interventions for struggling students*. Paper presented at the 2007 Annual Convention of the National Association of School Psychologists, New York, NY.
- Clemens, N.H.**, Hilt-Panahon, A., & Davatia, A.P. (2006, March). *Preventing summer reading decline: A parent implemented intervention*. Poster session presented at the 2006 Annual Convention of the National Association of School Psychologists, Anaheim, CA.

Clemens, N.H., State, T.M., and Kern, L. (2006, March). *What Happened? The reading failure of three students with behavior disorders*. Paper presented at the 2006 Annual Convention of the National Association of School Psychologists, Anaheim, CA.

Clemens, N.H., Boyd, D., State, T., & Kern, L. (2005, November). *Improving behavior in the long-term: Three case studies*. Symposium presented at the 46th Annual Convention of Pennsylvania Federation Council for Exceptional Children, Grantville, PA.

Gresham, F., Bender, H., Cook, C., Berreras, R., Hilt-Panahon, A., Kern, L., & **Clemens, N.H.** (2005, April). *First-year investigation results: Issues related to interventions for students with intense emotional and behavioral disorders*. Symposium presented at the 2005 Annual Convention of the National Association of School Psychologists, Atlanta, GA.

Clemens, N.H., & Starosta, K. (2004, November). *Preventing problem behavior through effective academic instruction: Strategies for assessment, intervention, and progress monitoring*. Paper presented at the 45th Annual Convention of Pennsylvania Federation Council for Exceptional Children, Grantville, PA.

Kern, L., Skinner, C.H., Lane, K., Hilt, A., & **Clemens, N.H.** (2004, May). *The status of academic interventions for students with and at-risk for behavioral disorders*. Symposium presented at the Annual International Convention of the Association for Behavior Analysis, Boston, MA.

Sawka, K.D., & **Clemens, N.H.** (2004, April). *Put your heads together! Peer-mediated strategies that work*. Workshop presented at the Annual Convention of the National Association of School Psychologists, Dallas, TX.

Kern, L., Starosta, K., **Clemens, N.H.**, & Sposato, C.A. (2003, November). *Three simple and effective interventions for students with emotional/behavioral disorders*. Symposium presented at the 44th Annual Convention of the Pennsylvania Federation Council for Exceptional Children, Grantville, PA.

Curtis, D., **Clemens, N.H.**, & Nelson, J. (2003, October). *Training school psychologists as inclusion facilitators for students with low-incidence disabilities*. Symposium presented at the Annual Pennsylvania School Psychologists Conference, State College, PA.

UNIVERSITY TEACHING

Courses Taught at The University of Texas at Austin (2016 – Present)

Professional Seminar in Special Education B (SED 695SA; instructor)
Semester: Spring of 2018, 2019, 2020

Professional Seminar in Special Education A (SED 695SA; instructor)

Semester: Fall of 2017, 2018, 2019

Seminar in Learning Disabilities: Reading Disabilities (SED 395D; instructor)

Semester: Spring of 2019

Intensive Intervention in Reading (SED 383; instructor)

Semester: Spring of 2017

Courses & Practica Taught at Texas A&M University (2009 – 2016)

Academic Assessment and Intervention (SPSY 643; instructor)

Semesters: Fall of 2010, 2011, 2012, 2013, 2014, 2015

Behavioral Assessment and Intervention (SPSY 642; instructor)

Semesters: Spring of 2010, 2011, 2012, 2013, 2014, 2015, 2016

Systems Consultation and Prevention Science (SPSY 638; instructor)

Semesters: Fall of 2013, 2014, 2015

Research Practicum (SPSY 691; supervisor)

Semesters: Fall of 2014; Spring of 2015; Fall of 2015

Field Practicum: Early Childhood Intervention (SPSY 683; supervisor)

Semester: Spring of 2013

Directed Studies: History and Systems of Psychology (SPSY 685; instructor, independent study)

Semester: Summer 2012

Directed Studies: Reading Comprehension (SPSY 685; instructor, independent study)

Semester: Spring 2012; Summer 2012

Doctoral Advisor or Dissertation Chair/Co-Chair

Student	Year of Admission	Doctoral Program	Status
Sarah Mason	2020	Special Education (UT)	1 st year student
Katherine O'Donnell	2019	Special Education (UT)	2 nd year student
Alexis Boucher (co-advisor with Sharon Vaughn)	2018	Special Education (UT)	3 rd year student
Saashay Rodrigo	2017	Special Education (UT)	4 th year student
Clinton Moore	2017	Special Education (UT)	4 th year student
Amanda Martinez-Lincoln (co-advisor with Marcia Barnes)	2016	Special Education (UT)	Graduated May 2019
Ahmarlay Myint	2014	School Psychology (TAMU)	
Jade Kestian	2014	School Psychology (TAMU)	In progress
Joshua Marbach	2014	School Psychology (TAMU)	In progress
Emily Greene	2013	School Psychology (TAMU)	Dissertation Defended
Ashley Smith	2013	School Psychology (TAMU)	Graduated May 2018
Nicole Svenkerud-Hale	2013	School Psychology (TAMU)	Graduated May 2017

Colby Wiley	2012	School Psychology (TAMU)	In progress
Michelle Soohoo	2012	School Psychology (TAMU)	Graduated May 2017
Paula Allee-Smith	2011	School Psychology (TAMU)	Graduated August 2017
Leah Anderson (co-chair)	2011	Special Education (TAMU)	Graduated May 2015

UT = University of Texas at Austin, Department of Special Education; TAMU = Texas A&M University, Department of Educational Psychology

Dissertation Committee Membership

Student	Year of Admission	Doctoral Program	Status
Sam Patton		Special Education (Vanderbilt)	Dissertation Defended
Johny Daniel		Special Education (UT)	In progress
Maryam Nozari		Special Education (UT)	In progress
Kejin Lee		Quantitative Methods (UT)	Dissertation Defended
Philip Capin		Special Education (UT)	Dissertation Defended
Alicia Stewart		Special Education (UT)	Dissertation Defended
Marissa Fildermann		Special Education (UT)	In progress
Lisa Didion		Special Education (UT)	Dissertation Defended
Christy Austin		Special Education (UT)	Dissertation Defended
Gavin Watts		Special Education (UT)	Dissertation Defended
Myracle Primus	2011	School Psychology (TAMU)	Dissertation Defended
Amanda Drake	2011	School Psychology (TAMU)	Dissertation Defended
Jessica Pliego (Beathard)	2011	School Psychology (TAMU)	Dissertation Defended
Brenda Gamez	2009	School Psychology (TAMU)	Graduated August 2015
Carissa Cerda	2009	School Psychology (TAMU)	Graduated August 2015
Alane Blakely	2009	School Psychology (TAMU)	Graduated August 2015
Eric Oslund	2008	Special Education (TAMU)	Graduated August 2013
Kate Semeniak	2006*	School Psychology (Lehigh University)*	Dissertation proposed

*Served as external committee member at Lehigh University

Guest Lectures

- Spring, 2018: Guest Lecture, UT School Psychology program: *Using Reading Assessment Data to Develop Evidence-Based Interventions*.
- Spring, 2015: Guest Lecturer, Doctoral Seminar in Special Education: *Response to Intervention and Learning Disabilities Identification*. Texas A&M University.
- Fall, 2009: Guest Lecturer, Academic Assessment & Intervention: *Curriculum-based measurement*. Texas A&M University.
- Spring, 2009: Guest Lecturer, Assessment: *Response to Intervention*. Eastern University (Pennsylvania).
- Fall, 2007: Guest lecturer, Assessment of Students with Disabilities: *Progress monitoring tools and techniques*. Gwynedd-Mercy College.

Spring, 2006: Guest lecturer, Assessment of Students with Disabilities: *Administering curriculum-based measurement probes and the Dynamic Indicators of Basic Early Literacy Skills*. Lehigh University

Teaching Assistantships

Fall of 2005, 2006, 2007: Teaching assistant to Dr. Edward S. Shapiro, Behavioral Assessment, Lehigh University

Spring of 2005, 2006, 2007: Teaching assistant to Dr. Edward S. Shapiro, Assessment and Intervention in Academic Consultation, Lehigh University

SERVICE

2019, 2020 Co-founder and co-organizer, *Collaborative Research Forum*. This one-day conference brings university- and school-based researchers to share findings and create new collaborations. I am a co-founder and co-organizer of the event, which has now been held for two consecutive years in Austin, TX.

Journal Guest Editor

2020-Present: Co-guest editor (with Sharon Vaughn) on special issue for Reading Research Quarterly: *The Science of Dyslexia*, to appear 2022

Associate Editor

2011 – 2014: Associate Editor, *Assessment for Effective Intervention*
 2014: Ad-hoc Associate Editor, *School Psychology Review*

Editorial Review Board Memberships and Editorial Service

2021 – Present: Editorial review board member, *Scientific Studies of Reading*
 2017 – Present: Editorial review board member, *The Elementary School Journal*
 2009 – Present: Editorial review board member, *Journal of Psychoeducational Assessment*
 2011 – Present: Editorial review board member, *School Psychology Review*
 2012 – Present: Editorial review board member, *Journal of School Psychology*
 2013 – Present: Editorial review board member, *Assessment for Effective Intervention*
 2015 – Present: Ad-hoc reviewer, *Journal of Research on Educational Effectiveness*
 2014 – 2016: Ad-hoc reviewer, *The Elementary School Journal*
 2010 – 2012: Ad-hoc reviewer, *Journal of Behavioral Education*
 2010 – 2011: Ad-hoc reviewer, *Assessment for Effective Intervention*
 2009 – 2011: Ad-hoc reviewer, *School Psychology Review*
 2005 – 2011: Ad-hoc reviewer, *Journal of Positive Behavior Interventions*

Invited Advisory and Consulting Panel Memberships

- Fall, 2020: Advisory Panel/Workgroup Member: Institute of Education Sciences (IES), *Developing a Core Components Nomenclature in Education*, U.S. Department of Education
- Summer 2020 – Present: Curriculum Committee Member, Module Workgroup Member, and Module Leader: National Center for Leadership in Intensive Intervention II, doctoral leadership training program, Office of Special Education Programs, U.S. Department of Education
- Summer, 2019: Technical Working Group member for the *Multi-Tiered Systems for Support for Reading in Early Grades* (MTSS-R) study, American Institutes for Research and U.S. Department of Education, Washington, D.C.
- Spring, 2019: Expert review panel member for the *Multi-Tiered Systems for Support for Reading in Early Grades* (MTSS-R) study, American Institutes for Research and U.S. Department of Education, Washington, D.C.
- March, 2015: Office of Special Education Programs and Institutes for Education Sciences *Intensive Intervention Summit*, Washington, D.C.
- Spring, 2014: Meadows Center for Preventing Educational Risk Advisory Committee on the creation of the commissioner's list of approved multidimensional assessments for kindergarten (Texas Senate Bill 172).

Proposal Review/Grant/Conference/Awards Committee Memberships

- 2020-Present Review Panel Member, Institute for Education Sciences Grant Proposal Review (Reading, Writing, and Language Development), Washington, D.C.
- 2019-2020 Program Committee Chair, Pacific Coast Research Conference
- 2017-2018 Program Committee member, Pacific Coast Research Conference
- 2017 Committee Member: Lightner Witmer Award, American Psychological Association, Division 16
- 2016 Proposal reviewer: 2016 American Psychological Association Convention, Division 16
- 2014 Proposal reviewer: 2015 American Psychological Association Convention, Division 16
- 2013 Proposal reviewer: 2014 American Psychological Association Convention, Division 16
- 2013 Committee chair: Outstanding Dissertation Award, American Psychological Association, Division 16
- 2011, 2012 Committee member: Outstanding Dissertation Award, American Psychological Association, Division 16
- 2012 Proposal reviewer: 2013 American Psychological Association Convention, Division 16
- 2010 Proposal reviewer: 2011 American Psychological Association Convention, Division 16
- 2009 Proposal reviewer: 2010 American Psychological Association Convention, Division 16
- 2007 Proposal reviewer: 2008 National Association of School Psychologists Convention
- 2006 Proposal reviewer: 2007 National Association of School Psychologists Convention

Program/Departmental Service and Committee Memberships

At The University of Texas at Austin: 2016 - present

2020, Fall	Search Committee Member, Quantitative Methods tenure-track faculty position
2020, Spring	Search Committee Member, College-Wide Bilingual Policy and Practice faculty position
2019 – Present	Faculty member, National Center for Leadership in Intensive Intervention doctoral training grant
2018	Co-organizer, UT/AISD Collaborative Research Forum
2017- Present	Co-Chair of research subcommittee, UT/AISD collaborative; Co-chair of UT/AISD Collaborative Research Forum
2017- Present	Department of Special Education Strategic Promotion Initiative
2016 – Present	Doctoral Program Committee, Department of Special Education
2017-2018	Chair, Faculty Search Committee, Department of Special Education
2017	Unrestricted Endowed Presidential Scholarship review committee (university)
2016	Member, Doctoral Student Review Committee, Department of Special Education

At Texas A&M University: 2009 – 2016

2015-2016	Department representative, College of Education and Human Development Committee of Principal Investigators
2015-2016	Committee member, School Psychology Program faculty search committee
2015-present	Program Director (early childhood language development), Texas A&M Center on Disability and Development
2014	Member, Department of Educational Psychology Principal Investigators Committee for self-study on grants and funded projects support
2014	Member, search committee for Center for Disability and Development director, Texas A&M University
2014	Member, Learning Sciences program faculty search, Texas A&M University
2013- present	Committee member: The development of an ecological/family-centered school-based mental health clinic model for the School Psychology program, Texas A&M University
2013	Committee member, School Psychology program faculty search, Texas A&M University
2010-2014	Chair, School Psychology program student travel award committee, Texas A&M University
2012-2013	Member, Educational Psychology department executive committee, Texas A&M University
2010-2011	Member, Educational Psychology department committee on improving dissemination of departmental and program information, Texas A&M University

Webinars and Online Presentations Provided to Teachers, Parents, and School Administrators

Clemens, N.H. (2020, July). *The Science of Reading: What Educators Should Know*. Live webinar provided for teachers and school administrators; supported by Houghton Mifflin Harcourt. Available: <https://www.hmhco.com/webinar/the-science-of-reading-what-educators-should-know-with-nathan-clemens>

Clemens, N.H. (2020, April). *Progress Monitoring Data: Why its Useful and How to Collect It*. Webinar provided for *Decoding Dyslexia*, available:
https://www.youtube.com/watch?v=Vc7NXIXf1WI&feature=emb_logo

Clemens, N.H. (2020, April). *Helping your Kid with Basic Phonics at Home*. Recorded webinar provided as part of the “Helping your Kid with...” series during the COVID-19 quarantine, The Meadows Center for Preventing Educational Risk. Available:
<https://www.meadowscenter.org/library/resource/helping-your-kid-with>

Clemens, N.H. (2020, March). *Helping your Kid Practice Reading at Home*. Recorded webinar provided as part of the “Helping your Kid with...” series during the COVID-19 quarantine, The Meadows Center for Preventing Educational Risk. Available:
<https://www.meadowscenter.org/library/resource/helping-your-kid-with>

In-Person Professional Development and Invited In-Service Trainings Delivered

Summer 2021	Interventions for Older Students with Dyslexia: Reading Complex Words, Reading Fluency, Vocabulary, and Comprehension. Professional development training provided to teachers at the Educational Service Center, Region 15, San Angelo, TX
Fall 2018/Spring 2019	Series on dyslexia (intervention, high-impact practices, and assessment) presented to teachers and administrators as part of the Austin Independent School District dyslexia support grant. Austin, TX.
Fall 2018	A Deeper Understanding of Dyslexia to Inform Assessment and Intervention. Workshop presented to area evaluation staff (school psychologists, educational diagnosticians), Education Service Center Region 13, Austin, TX.
Summer, 2018	Understanding Dyslexia and the Roles of SLPs in Assessment and Intervention. Workshops presented to speech and language pathologists of the Austin Independent School District, Austin, TX.
Summer, 2018	A Deeper Understanding of Dyslexia (Beyond the Test Scores). Workshops presented to evaluation staff and school psychologists of the Austin Independent School District, Austin, TX.
Spring, 2018	Using reading assessment data to develop evidence-based intervention recommendations. Workshop presented to district school psychologists and assessment staff, Pflugerville Independent School District, Pflugerville, TX.
2011-2017	Data-based decision-making, cut scores for universal screening, and early identification of students at risk for reading difficulties. Ongoing training and consultation provided to administrators of Ossining Union Free School District, Ossining, NY.
Spring, 2013	Strategies for goal setting and interpretation of progress monitoring data. Training provided to staff of College Station Independent School District, College Station, TX.
Fall, 2010	Curriculum-Based Measurement for PLAAFP, Goal Writing, and Progress Monitoring. Invited in-service trainings delivered to teachers and staff of College Station Independent School District, College Station, TX.
Fall, 2010	Progress Monitoring. Invited in-service training delivered to teachers and staff of College Station Independent School District, College Station, TX.
Fall, 2009	Progress Monitoring for Students with Word Reading Difficulties: Things to Think About. Invited in-service training presented to teachers and staff of College Station Independent School District, College Station, TX.

Spring, 2009	School-Wide Positive Behavior Support: Training provided to teachers and staff of The School District of Philadelphia.
Winter, 2009	What Happens After the School Bell Rings? Positive Approaches to Setting Up an After-School Program. Professional development workshop provided to after-school program staff, Pottstown School District.
Winter, 2009	Preventing and Managing Behavior Escalations: Staff development training conducted for the teachers and staff of the Devereux Mapleton Center.
Fall, 2008	Preventing and Managing Behavior Escalations: Staff development training conducted for the teachers and staff of the Devereux Day School.
Summer, 2007:	CBM Goal-Setting and Data-Decision Making: Training provided to teachers and staff of Rutherford and Lawnton Elementary Schools, Project MP3
Summer, 2007:	Co-Led the Training and Professional Development Retreat for the Project MP3 RTI Model, Central Dauphin School District teachers and staff
Spring, 2007:	Tools to Facilitate Data Decision-Making and Outcome Evaluation in RTI Systems: Training provided with Dr. Edward S. Shapiro to staff of Pennsylvania Training and Technical Assistance Network
Spring, 2007:	Introduction to Grade-Level CBM Goal-Setting Procedures: Staff development training provided to teachers and staff of Rutherford Elementary, Project MP3
Spring, 2007:	History of the Research and Use of Oral Reading Fluency and Maze: Staff development provided to the teachers and staff of Central Dauphin School District, Project MP3
Winter, 2007:	Introduction to the Project MP3 RTI model: Staff development presentation to teachers and staff, Rutherford Elementary, Project MP3
2007- 2008:	Making Data-Based Decisions within an RTI Model: Staff development consultation provided to teachers and staff of Rutherford Elementary, Project MP3
Fall, 2006:	Administration Procedures for the Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Training provided to staff of Central Dauphin School District, Project MP3
Fall, 2006:	Implementation of Peer-Assisted Learning Strategies (PALS) and The Six-Minute Solution Programs: Training provided to teachers and staff of Central Dauphin School District, Project MP3
Fall, 2006-2010:	Staff development trainings on the management of the AIMSweb software system presented to school district staff across the United States
Summer, 2006:	Introduction to the AIMSweb Manager and Progress Monitoring Systems: Training provided to Central Dauphin School District Project MP3 team members
Summer, 2006:	Introduction to CBM Data-Based Decision-Making: Training provided as part of Project MP3 to teachers and staff of E.H. Phillips Elementary School

External Mentoring Activities

2013 Mentor, National Association of School Psychologists Mentoring Program, 2013 Convention of the National Association of School Psychologists, Seattle, WA.

Professional Affiliations

Council for Exceptional Children, Division of Learning Disabilities
 Society for the Scientific Study of Reading
 National Association of School Psychologists
 International Dyslexia Association