**Nathan H. Clemens, Ph.D.**

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## EDUCATION

| | | |
|---|---|---|
| 2009 | Ph.D. | School Psychology, Lehigh University, Bethlehem, PA. Doctoral Dissertation: *Toward Consensus on First Grade CBM Measures* (Lehigh University, 2009); ProQuest, AAT 3373071, document ID 1885670861. Advisor: Edward S. Shapiro. |
| 2004 | M.Ed. | Human Development, Lehigh University, Bethlehem, PA |
| 1996 | B.S. | Psychology, Kutztown University, Kutztown, PA |

## PROFESSIONAL APPOINTMENTS

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| 2024 – Present | Chair, Department of Special Education, The University of Texas at Austin |
| 2023 – Present | Professor, Department of Special Education, The University of Texas at Austin |
| 2016 – 2023 | Associate Professor, Department of Special Education, The University of Texas at Austin |
| 2018 – Present | Board of Directors and Affiliated Faculty: The Meadows Center for Preventing Educational Risk |
| 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. Promoted to Associate Professor with Tenure in Spring 2016 |
| 2008-2009: | Predoctoral Intern, Devereux Center for Effective Schools, King of Prussia, PA, Supervisor: Jennifer Jeffrey, PhD |
| 2006-2008: | Research Associate, Project MP$^3$ (Monitoring Progress of Pennsylvania Pupils), Lehigh University. Grant #H326M050001, U.S. Department of Education, Office of Special Education Programs. PI: Edward Shapiro, PhD |
| 2003-2008: | Consultant and Project Coordinator, National Center for Students Requiring Intensive Social, Emotional, and Behavioral Interventions, Lehigh University, National Center Grant from Department of Education, Office of Special Education Programs. PI: Lee Kern, PhD |
| 2000-2002: | Clinical Study Assistant, Thomas Jefferson University, Philadelphia, PA |
| 1997-2000: | Therapeutic Support Staff/Behavior Therapist for children with autism spectrum disorder, Holcomb Behavioral Health Systems, Reading, PA |

## AWARDS & HONORS

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|---|---|
| 2025 | Dean's Distinguished Faculty Fellow, 2025-2026 *Audrey Rogers Myers Centennial Professorship in Education,* College of Education, The University of Texas at Austin |
| 2025-2026 | Member, University of Texas–University Charter School Advisory Board |
| 2023 | Editor's Choice Selection, *Journal of Educational Psychology*, for Clemens et al. (2023), *The relations of kindergarten early literacy skill trajectories on common progress* |

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| | *monitoring measures to subsequent word reading skills for students at risk for reading difficulties.* |
| 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. |

## PUBLICATIONS, SCHOLARSHIP, AND CREATIVE WORK

Google Scholar Profile: https://scholar.google.com/citations?user=LNpUuoEAAAAJ&hl=en&oi=ao

### Books

Shapiro, E.S., & **Clemens, N.H.** (2023). *Academic skills problems, fifth edition: Direct assessment and intervention*. Guilford Press.

Shapiro, E.S., & **Clemens, N.H.** (2023). *Academic skills problems, fifth edition workbook.* Guilford Press.

### Peer-Reviewed Journal Articles

Co-authors who were students at the time of writing or revision are *italicized*

**55.** *Shen, L.*, Yan, X., Peng, P., & **Clemens, N. H.** (in press). The effect of technology-based reading comprehension instruction for students with or at risk of reading difficulties: A systematic review and meta-analysis. *Journal of Learning Disabilities*.

**54.** *Shen, L., Huang, Y., Ma, Z., Chen, M., Ma, C.*, & **Clemens, N. H.** (in press). How accurate are computer-adaptive reading screeners? A systematic review and meta-analysis of validity and classification accuracy. *School Psychology Review.*

**53. Clemens, N.H.,** *Boucher, A.N.*, Vaughn, S., Barnes, M.A., Roberts, G., Fall, A.M., Miller, J., Scammacca, N., & Osbon, M. (2026). A pilot study examining elements to improve generalized word-reading skills for students with significant word-reading difficulties. *Journal of Learning Disabilities.* https://doi.org/10.1177/0022219426141758

**52. Clemens, N.H.,** Vaughn, S.R., Boucher, A., Barnes, M.A., Roberts, G.R., Osbon, M., Fall, A., Miller, J., & Scammacca Lewis, N. (2026). Investigating the additive effect of opportunities to spell words on word reading for students with significant reading difficulties. *Reading and Writing.* https://doi.org/10.1007/s11145-025-10729-6

**51. Clemens, N.H.,** Vaughn, S., Roberts, G., & Barnes, M. (2025). Three related experimental studies aimed to innovate reading intervention for students with word reading difficulties. *Mind, Brain, Behavior in Education.*

50. *Shen, L., Kane-Cabello, J. M., Candelaria, P. Y., Stratford., D. C.,* & **Clemens, N. H.** (2025). Can artificial intelligence tools generate text that is useful for reading practice? *Learning Disabilities Research & Practice*. Advance online publication, https://doi.org/10.1177/09388982251352564

49. *Boucher, A. N.*, **Clemens, N. H.,** Vaughn, S., Roberts, G., & Barnes, M. A. (2025). Testing variations in sublexical units to improve word reading for students with word reading disabilities. *Annals of Dyslexia*, *75,* 199-226.

48. Toste, J.R., **Clemens, N.H.,** *Chandler, B., Filderman, M., Rodrigo, S., & Moore, C.* (2026). Investigating the contribution of spelling practice to the multisyllabic word reading skills of upper elementary students with dyslexia. *Learning Disability Quarterly 49*(2), 70-82.

47. Powell, S. R., *Lariviere, D. O.*, & **Clemens, N. H.** (2025). Strategy instruction in mathematics and reading for students with learning disabilities. *Teaching Exceptional Children, 58*(2), 98-107.

46. Toste, J.R., Filderman, M., **Clemens, N.H.,** & *Fry, E.* (2025). Graph out loud: Pre-service teachers' data decisions and interpretations of CBM progress graphs. *Journal of Learning Disabilities, 58*(1), 33-45.

45. Vaughn, S.R., & **Clemens, N.H**. (2024). Misunderstandings of the science of reading. *The Reading League Journal, 5*(3), 37-47.

44. Van Norman, E. R., Truman, K. J., & **Clemens, N. H.** (2024). Further exploration of the predictive validity of growth on early reading curriculum-based measures among students at risk for reading difficulties. *Journal of School Psychology*, *107*, 101360.

43. *Hardy, A.*, & **Clemens, N.H.** (2024). Four strategies for supporting students with dyslexia in solving mathematics word problems. *Teaching Exceptional Children*, advance online publication.

42. Barnes, M.A., **Clemens, N.H.,** Simmons, D., Hall, C., Fogarty, M., Martinez-Lincoln, A., Vaughn, S.R., Simmons, L., Fall, A-M., & Roberts, G. (2024). A randomized controlled trial of tutor- and computer-delivered inferential comprehension interventions for struggling middle school readers. *Scientific Studies of Reading, 28*(4), 411-440.

41. O'Donnell, K. E., Shen, L., Stratford, D. C., Candelaria, P. Y., & **Clemens, N. H.** (2024). Integrating a self-regulation intervention within a tier-2 academic intervention. *Intervention in School and Clinic*, advance online publication.

40. *Boucher, A. N., Bhat, B. H.*, **Clemens, N. H.,** Vaughn, S., & *O'Donnell, K*. (2024). Reading interventions for students in grades 3–12 with significant word reading difficulties. *Journal of Learning Disabilities*, *57*(4), 203-223.

**39. Clemens, N.H.,** & Vaughn, S. (2023). Understandings and misunderstandings about dyslexia: Introduction to the special issue. *Reading Research Quarterly, 58*(2), 181-187.

**38. Clemens, N. H.**, *Lee, K*., Liu, X., *Boucher, A*., Al Otaiba, S., & Simmons, L. (2023). The relations of kindergarten early literacy skill trajectories on common progress monitoring measures to subsequent word reading skills for students at risk for reading difficulties. *Journal of Educational Psychology, 115*(8), 1045–1069.

**37. Clemens, N.H.,** & Burns, M.K. (2022). Key contributions of school psychology to reading science. *The Reading League Journal*, *3*(3), 4-10.

**36. Clemens, N.H**., *Mason, S., & O'Donnell, K*. (2022). Language and self-regulation: Interrelated sources of disparities in reading achievement and opportunities for reducing inequity. *School Psychology.* Advance online publication.

35. *Austin, C*., Vaughn, S.R., **Clemens, N.H.,** Pustejovsky, J., & *Boucher, A.* (2022). 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, 26,* 204-222. https://doi.org/10.1080/10888438.2021.1947294.

34. *Paly, B. J*., Klingbeil, D.A., **Clemens, N.H**., & Osman, D. J. (2022). A cost-effectiveness analysis of four approaches to universal screening for academic risk in reading in upper elementary and middle school. *Journal of School Psychology, 92,* 246-264. https://doi.org/10.1016/j.jsp.2022.03.009.

**33. Clemens, N.H.**, Hsaio, Y., *Lee, K., Martinez-Lincoln, A., Moore, C.,* Toste, J., & Simmons, L.E. (2021). The differential importance of component skills on reading comprehension test performance among struggling adolescent readers. *Journal of Learning Disabilities*, *54*(3), 155-169. https://doi.org/10.1177/0022219420932139.

32. *Capin, P.*, Roberts, G., **Clemens, N.H.,** & Vaughn, S.R. (2021). When treatment adherence matters: Interactions among treatment adherence, instructional quality, and student characteristics on reading outcomes. *Reading Research Quarterly*, 57(2), 753-774. https://doi.org/10.1002/rrq.442.

**31. Clemens, N.H.**, & Fuchs, D. (2021). Commercially-developed tests of reading comprehension: Gold standard or fools' gold? *Reading Research Quarterly, 57*(2), 385-397. https://doi.org/10.1002/rrq.415.

30. Roberts, G., **Clemens, N.H.,** Doabler, C., Vaughn, S.R., Almirall, D., & Nahum-Shani, I. (2021). Multi-tiered systems of support, adaptive interventions and SMART Designs. *Exceptional Children, 88*(1)*,* 8-25. https://doi.org/10.1177/00144029211024141.

*29. 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. https://doi.org/10.1007/s11881-020-00209-7.

**Note:** This article was initially published with an incorrect title, which was subsequently corrected: https://link.springer.com/content/pdf/10.1007/s11881-021-00215-3.pdf. The reference above reflects the correct title.

**28. Clemens, N.H.**, *Lee, K., Henri, M*., Simmons, L., Kwok, O., & Al Otaiba, S. (2020). Growth on sublexical fluency progress monitoring measures in early kindergarten and relations to word reading acquisition. *Journal of School Psychology*, 79, 43-62. https://doi.org/10.1016/j.jsp.2020.01.003.

27. Barnes, M.A., **Clemens, N.H.**, Fall, A.M., Roberts, G., Klein, A., Starkey, P., McCandliss, B., Zuker, T., & Flynn, K. (2020). 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. https://doi.org/10.1037/edu0000404.

**26. 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*(2)*,* 197-211. https://doi.org/10.1177/0014402918787339.

25. *De La Cruz, V.M.,* 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*, *120*, 220-242. https://doi.org/10.1086/705785.

**24. 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*(4), 241-255 https://doi.org/10.1177/1534508418775805.

23. *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*(3), 174-187. https://doi.org/10.1177/0022466918790001.

22. Oslund, E. L., **Clemens, N. H**., Simmons, D. C., & Simmons, L. E. (2018). The direct and indirect effects of word reading and vocabulary on adolescents' reading comprehension: Comparing struggling and adequate comprehenders. *Reading and Writing*, *31*(2), 355-379. https://doi.org/10.1007/s11145-017-9788-3.

**21. 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*(1)*,* 85-104. https://doi.org/10.1177/0022219416688171.

20. *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. https://doi.org/10.1016/j.jsp.2017.09.006.

**19. Clemens, N.H.**, *Lai, M*., Burke, M., & Wu, J. (2017). Interrelations of growth in letter naming and sound fluency in kindergarten and implications for subsequent reading fluency. *School Psychology Review, 46,* 272-287. https://doi.org/10.17105/SPR-2017-0032.V46-3. *This paper received an honorable mention for 2017 Article of the Year in School Psychology Review.*

18. Fogarty, 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*(2)*,* 326-353. https://doi.org/10.1080/19345747.2016.1227412.

**17. 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. https://doi.org/10.1177/0734282916662120.

16. 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*(6)*,* 712-723. https://doi.org/10.1177/0022219416664866.

15. 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*(4)*,* 230-242. https://doi.org/10.1177/1534508416632236.

14. 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*(1), 159-165. https://doi.org/10.1016/j.lindif.2015.11.013.

13. 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*(1), 5-16. https://doi.org/10.1177/1098300715580993.

**12. Clemens, N.H.**, Hagan-Burke, S., Luo, W., *Cerda, 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*(1)*,* 76-97. https://doi.org/10.17105/SPR44-1.76-97.

**11. 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*(2), 154-165. https://doi.org/10.1177/0734282914547493.

**10. 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*(1), 49-61. https://doi.org/10.1016/j.jsp.2013.12.005.

9. Fogarty, M., Oslund, E., Simmons, D., *Davis, J*., Simmons, L., *Anderson, L*., **Clemens, N.H.**, & 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. https://doi.org/10.1007/s10648-014-9270-6.

8. 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*(4)*,* 309-330. https://doi.org/10.1080/19345747.2013.836766.

**7. 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*(3), 254-270. https://doi.org/10.1177/0022219412454455.

6. 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(6),* 799-805. https://doi.org/10.1016/j.lindif.2012.07.005.

**5. 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(1-2),* 47-77. https://doi.org/10.1080/02702711.2011.630608.

4. Parker, R., Vannest, K., [1]*Davis, J*., **Clemens, N.H.** (2012). Defensible progress monitoring data for medium- and high-stakes decisions. *Journal of Special Education, 46 (3),* 141-151. https://doi.org/10.1177/0022466910376837.

**3. 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 (3),* 231-244. https://doi.org/10.1037/a0025173.

2. Shapiro, E.S., & **Clemens, N.H.** (2009). A conceptual model for evaluating systems effects of response to intervention. *Assessment for Effective Intervention, 35(1),* 3-16. https://doi.org/10.1177/1534508408330080.

1. Kern, L., & **Clemens, N.H.** (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44(1),* 65-75. https://doi.org/10.1002/pits.20206.

## Chapters in Edited Books

**16. Clemens, N.H.,** & *Merat, A.* (in press). Dyslexia. In R. Kliegman, J.W. St. Geme, & A. Schuh (Eds.) *Nelson textbook of pediatrics* (23rd ed.). Elsevier.

**15.** Gandhi, A. G., **Clemens, N.H.,** Coyne, M., Goodman, S., Lane. K. L., Lembke, E., & Simonsen, B. (2026). Integrated multi-tiered systems of support (I-MTSS): New directions for supporting students with or at risk for learning disabilities. In C. Okolo, N. Patton-Terry, & L. Cutting (Eds.) *Handbook of learning disabilities* (3rd ed.). Guildford Press.

14. **Clemens, N.H.,** & *O'Donnell, K. E.* (2024). Improving reading comprehension for students with specific reading comprehension disability. In J. Hasbrouck & N. Young (Eds.), *Climbing the ladder of reading & writing*. Benchmark Education.

13. Burns, M.K. & **Clemens, N.H.** (2023). Best practices in school applications of the science of reading. In P.L. Harrison, S.L. Proctor, and A. Thomas (eds.), *Best practices in school psychology* (7th ed., pp. 241-252). National Association of School Psychologists.

**12. Clemens, N.H.,** *Boucher, A., & O'Donnell, K. E.* (2022). Advances in interventions for students with reading difficulties. In C. Lemons, K. Lane, & S. Powell (eds.), *The handbook of special education, Volume II* (pp. 71-82). Routledge.

11. Barnes, M. A., **Clemens, N. H.**, & *Miller, A. H*. (2022). Contributions of cognitive science to special education research and practice: Historical context, current influences, and future directions. In T.W. Farmer, E. Talbott, K. McMaster, D. Lee, & T.C. Aceves (Eds.), *Handbook of special education research, Volume I* (pp. 24-39). Routledge.

**10. Clemens, N.H.,** *Widales-Benitez, O., Kestian, J., Peltier, C., D'Abreu, A., Myint, A., Marbach, J.* (2018). Progress monitoring in the elementary grades. In P.C. Pullen & M.J. Kennedy (Eds.), *Handbook of multi-tiered systems of support and response to intervention* (pp. 175-196). Routledge.

9. 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.

**8. Clemens, N.H.**, Keller-Margolis, M., Scholten, T.S., & Yoon, M. (2016). 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.

**7. 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.

**6. 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.

5. 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.

4. 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.

3. 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* (pp. 205-223). New York: Oxford University Press.

2. 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.

1. 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.

## 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* (pp. 1289). 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.

## Policy Papers, Briefs, and other Non-Peer-Reviewed Articles (*N* = 6)

**Clemens, N.H.** (2023). Intervention for students with dyslexia: Advances in research and lingering questions. *Journal of the Houston Branch of the International Dyslexia Association, 2023.*

Toste, J.R., Filderman, M. & **Clemens, N.H.** (Spring 2020). Current Practice Alert: Data-based individualization. Issue 30, 1 – 4. Council for Exceptional Children, Division of Learning Disabilities. Available: https://www.teachingld.org/wp-content/uploads/2020/03/DLD_Alert30.pdf

**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".*

## Manuscripts Under Review/Revision

**Clemens, N.H.,** Schnakenberg, J., *O'Donnell, K.E.*, Roberts, G., *Hamilton, B.,* Austin, C., & Vaughn, S.R. (2024). *Effects of integrating support for behavioral self-regulation within reading intervention: A sequential multiple assignment randomized trial (SMART).* Manuscript under review.

Van Norman, E., Klinbeil, D., & **Clemens, N.H.** (2026). *An Evaluation of Skill Profiles Derived from Early Literacy Curriculum-Based Measures.* Manuscript under review.

Swanson, E., Mauer, E., & **Clemens, N.H.** (2026). *Examining Non-Completion and Accuracy Among Struggling Readers and Students with Disabilities on Timed Multiple-Choice Tests of Reading Comprehension and Vocabulary.* Manuscript under review.

Lemons, C. J., Lembke, E., **Clemens, N.H.,** Doabler, C. T., Jordan, N., Kearns, D., Ketterlin-Geller, L., Lee, J., Lin, X., McMaster, K., Namkung, J., Powell, S. R., Stevens, E., & Stewart, A. A. *The impact of special education research: A pre-mortem.* Manuscript under review.

Chandler, B., & **Clemens, N.H.** (2026). *The role of spelling in dyslexia.* Manuscript under review.

## Manuscripts in Preparation

**Clemens, N.H.**, Vaughn, S.R., Barnes, M.A., Roberts, G.R., Osbon, M., & Fall, A. (2025). *The effect of including semantic information on word reading skills for students with significant reading difficulties.* Manuscript in preparation.

## Study Pre-Registrations

Martin, B., Barnes, M.A., **Clemens, N.H.**, Vaugh, S., Roberts, G., Scammacca, N.K. (2025). *A randomized trial of the Connect-IT intervention for middle school students with or at-risk for learning disabilities.* Study pre-registration registered with the Center for Open Science, available: https://osf.io/x3b42/overview

**Clemens, N.H.** Vaughn, S., Roberts, G., & Barnes, M.A. (2024). A randomized controlled trial of a novel word reading intervention. Study pre-registration registered with the Center for Open Science, available: https://osf.io/kgxez/overview

**Clemens, N.H.** Vaughn, S., Roberts, G., Doabler, C., & Schnakenberg, J. (2022). *Effects of Integrating Self-Regulation Support Within a Process of Mathematics Intervention Intensification.* Study pre-registration registered with the Center for Open Science, available: https://osf.io/7vqbp.

**Clemens, N.H**., Vaughn, S., Roberts, G., Doabler, C., Toste, J., & Schnakenberg, J. (2019). *Effects of Integrating Self-Regulation Support Within a Process of Reading Intervention Intensification.* Study pre-registration registered with the Center for Open Science, available: https://osf.io/gsy3t.

## Unpublished Manuscripts

**Clemens, N.H.,** Solari, E., Kearns, D. M., Fien, H., Nelson, N. J., Stelega, M., Burns, M., & Hoeft, F. (2021). *They Say You Can Do Phonemic Awareness Instruction "In the Dark", But Should You? A Critical Evaluation of the Trend Toward Advanced Phonemic Awareness Training.* Manuscript under revision. Article preprint available: https://doi.org/10.31234/osf.io/ajxbv

## Media Mentions, Appearances, and Interviews

Interviewed and quoted: Loewus, L. (2026, April 7). The Cost of Over-Teaching Phonics: In Teaching Reading, Don't Miss the Forest for the Trees. *Education Next.* https://www.educationnext.org/cost-of-over-teaching-phonics-reading/

Interviewed for podcast: Misunderstandings of the Science of Reading. *The Literacy View Podcast* (2024, Nov 8). https://podcasts.apple.com/us/podcast/ep-101-misunderstandings-of-the-science-of/id1614519794?i=1000677422640

Interviewed and quoted: Nevada Department of Education (2024, Aug 8): *Nevada Department of Education Releases Dyslexia Guidance Documents.* NDA Press Releases, https://doe.nv.gov/news-media/2024-press-releases/nevada-department-of-education-releases-dyslexia-guidance-documents

Interviewed for podcast: Rutherford, L. & Sanders, L. (2023, Dec 12): Academic assessment. *Not your Average School Psychologist Podcast.* https://open.spotify.com/episode/6gpuXE3zsMnm19ZbKEllkQ?si=fd1d1954137c40e9

Interviewed for podcast: Prater-Rov, N. (2023, Dec 9): Let's stop foolin' around and start assessing basic academic skills. *Educational Diagnosticians Clubhouse Podcast*. https://pod.link/1629058475/episode/ca85fbc02d35ecec348e5bfd8599ada5

Interviewed and quoted: Goldstein, D. (2022, March 8). It's 'Alarming': Children are Severely Behind in Reading. *The New York Times*. https://www.nytimes.com/2022/03/08/us/pandemic-schools-reading-crisis.html

Interviewed for podcast: McShan, K. (2021, April 15). Instruction, intervention, and assessment for children and adolescents with dyslexia. *Let's Have This Conversation* (Podcast). https://www.youtube.com/watch?v=WPyEBHwLp5A&t=385s

## FUNDING

Total research funding awarded as PI or Co-PI = $11,388,691 ($7,088,691 as PI)
Personnel preparation grant funding awarded as co-director = $2,702,331

***Sponsored Reading Funding (as PI or Co-PI)***

**Current Research Support:**

**Sponsor:** U.S. Department of Education, Institute for Education Sciences
**Principal Investigator:** Marcia Barnes
**Role and Effort:** Co-PI (site PI of sub-award), Year 1-2 20% FTE, Year 3-4 14% FTE. I am leading and supervising the sub-award to UT, which includes study design and implementation, and contributing to intervention refinements and dissemination with Dr. Barnes.
**Project Title:** *A Randomized Trial of the Connect-IT Intervention in Middle School Students with or at-risk for Reading Disabilities* (Grant #R324A200101).
**Funding Period:** Sept 2020 – August 2024
**Co-PIs, Affiliations, and Effort: Clemens, N.H.** (The University of Texas at Austin; Year 1-2 20% FTE, Year 3-4 14% FTE), Vaughn, S.R. (The University of Texas at Austin & Meadows Center for Preventing Educational Risk; 5% FTE), Roberts, G. (Meadows Center for Preventing Educational Risk; 5% FTE).
**Funding Amount Under Supervision:** $990,292 supervised as UT subaward (total grant award = $1,400,000)

**Sponsor:** U.S. Department of Education, Institute for Education Sciences
**Principal Investigator: Nathan Clemens**
**Role and Effort:** PI, 25% FTE. I am leading and supervising the project, including intervention and study design, study implementation, and dissemination.
**Project Title:** *Cohesive Integration of Behavior Support Within a Process of Data-Based Intervention Intensification* (Grant # R324N180018).
**Funding Period:** August 2018 – July 2023

**Co-PIs, Affiliations, and Effort:** Vaughn, S.R. (The University of Texas at Austin & Meadows Center for Preventing Educational Risk; 10% FTE), Roberts, G. (Meadows Center for Preventing Educational Risk; 5% FTE Year 1, 10% FTE Years 2-5), Doabler, C.D. (The University of Texas at Austin, 25% FTE Years 3-5).
**Funding Amount Under Supervision:** $4,000,000

***Sponsored Personnel Preparation Funding (Training Grants)***

**Current:**

**Sponsor:** U.S. Department of Education, Institute for Education Sciences
**Project Director/Principal Investigator:** Sharon Vaughn
**Role and Effort:** Associate Director/Co-PI (0% [in-kind] FTE). I assisted with the proposal, and contribute to the recruitment and mentorship of the post-doctoral fellows.
**Project Title:** *Multi-Tiered Systems of Support and Methodological Skill Development* (Grant # R324B20001)
**Funding Period:**
**Associate Directors and Effort:** Clemens, N.H., Roberts, G., Powell, S.R., Swanson, E., & Doabler, C., The University of Texas at Austin (0% [in-kind] FTE).
**Funding Amount Under Supervision:** $753,806

***Completed Sponsored Research Funding (as PI or Co-PI)***

**Sponsor:** U.S. Department of Education, Institute for Education Sciences
**Principal Investigator: Nathan Clemens**
**Role and Effort:** Principal Investigator, 13% FTE. As PI, I am leading and supervising the project, including intervention development, study implementation, and dissemination.
**Project Title:** *Development of an Intervention to Improve Reading Efficiency for Students with or At-Risk for Word Reading Disability* (Grant #R324A200209).
**Funding Period:** July 2020 – June 2024
**Co-PIs, Affiliations, and Effort:** Vaughn, S.R. (The University of Texas at Austin & Meadows Center for Preventing Educational Risk; 4% FTE), Roberts, G. (Meadows Center for Preventing Educational Risk; 5% FTE), Barnes, M. (Vanderbilt University, 10% FTE), & Scammacca Lewis, N. (Meadows Center for Preventing Educational Risk, 12.5% FTE).
**Funding Amount Under Supervision:** $1,399,910

**Sponsor:** U.S. Department of Education, Institute for Education Sciences
**Principal Investigator:** Jessica Toste
**Role and Effort:** Co-PI, 17% FTE. As Co-PI, I contributed significantly to the design of the project study, the concept of the mobile application, the measurement plan, and am providing ongoing contributions to project implementation and dissemination.
**Project Title:** *Collaborative Teacher Expertise in Evidence-Based Decision-Making for Reading Intervention: Development of the EXPERT Training Program* (Grant #R324A200101).
**Funding Period:** July 2019 – June 2023
**Co-PIs, Affiliations, and Effort: Clemens, N.H.** (The University of Texas at Austin; 17% FTE), Roberts, G. (Meadows Center for Preventing Educational Risk; 3% FTE Year 3, 4% FTE Y4).
**Funding Amount Under Supervision:** $1,400,000

**Sponsor:** U.S. Department of Education, Institute for Education Sciences

**Principal Investigator:** Marcia Barnes
**Role and Effort:** Co-PI, 17% FTE. I was a Co-PI and helped lead development of the Connect-IT intervention; and I led implementation of the randomized controlled trial of the intervention.
**Project Title:** *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 (Grant # R324A160052).
**Funding Period:** August 2016 – July 2019
**Co-PIs, Affiliations, and Effort:** Clemens, N.H. (The University of Texas at Austin; 17% FTE), Vaughn, S.R. (The University of Texas at Austin & Meadows Center for Preventing Educational Risk; 5% FTE), Fogarty, M. (Texas A&M University, 15% FTE), Roberts, G. (Meadows Center for Preventing Educational Risk; 5% FTE).
**Funding Amount Under Supervision:** Total grant award = $1,400,000. After Dr. Barnes moved to Vanderbilt University in 2018, remained Co-PI and PI of a subaward to UT, which represented $369,692 for 2018-2019

**Sponsor:** U.S. Department of Education, Institute for Education Sciences
**Principal Investigator: Nathan Clemens**
**Role and Effort:** PI, 44% FTE. I led all aspects of project design, implementation, and dissemination.
**Project Title:** *Investigating the Technical Adequacy of Progress Monitoring Measures for Kindergarten Students at-risk for Reading Disabilities*. U.S. Department of Education, Institute Education Sciences (Grant# R324A130214).
**Funding Period:** July 2013 – June 2017
**Co-PIs, Affiliations, and Effort:** Hagan-Burke, S. (Texas A&M University, 20% FTE), Kwok, O. (Texas A&M University, 13% FTE), Al Otaiba, S. (Southern Methodist University, 20% FTE), Simmons, D. (Texas A&M University, 10% FTE Years 1-2).
**Funding Amount Under Supervision:** $1,599,401.

**Sponsor:** The Dunn Family Foundation
**Principal Investigator: Nathan Clemens**
**Role and Effort:** PI, 0% FTE (in-kind; FTE not included in this award). I led all aspects of project design, implementation, and dissemination.
**Project Title:** *Development of a Mobile System for Monitoring Early Reading Progress*
**Funding Period:** 2013 – 2014
**Co-PIs, Affiliations, and Effort:** None
**Funding Amount Under Supervision:** $62,171.

**Sponsor:** Society for the Study of School Psychology, Early Career Award
**Principal Investigator: Nathan Clemens**
**Role and Effort:** PI, 0% FTE (in-kind; FTE not included in this award). I led all aspects of project design, implementation, and dissemination.
**Project Title:** *Investigating Measures for Monitoring the Growth of Kindergarten Reading Skills*
**Funding Period:** 2013 – 2014
**Co-PIs, Affiliations, and Effort:** None
**Funding Amount Under Supervision:** $12,248.
***Completed Internal Research Funding (as PI or Co-PI)***

**Sponsor:** University of Texas at Austin, College of Education Small Research Grants Program
**Principal Investigator: Nathan Clemens**
**Role and Effort:** PI, 0% FTE (in-kind; FTE not included in this award). I led all aspects of project design, implementation, and dissemination.

**Project Title:** *Basic Research in Statistical Learning to Advance a New Generation of Intensive Reading Interventions.*
**Funding Period:** 2017-2018
**Co-PIs, Affiliations, and Effort:** None
**Funding Amount Under Supervision:** $4,974

**Sponsor:** Texas A&M University, Office of the Vice President for Research: Program to Enhance Scholarly and Creative Activities (PESCA)
**Principal Investigator: Nathan Clemens**
**Role and Effort:** PI, 0% FTE (in-kind; FTE not included in this award). I led all aspects of project design, implementation, and dissemination.
**Project Title:** *Development of the Read2Me Intervention Software for Improving the Reading Skills of At-Risk Learners.*
**Funding Period:** 2015-2016
**Co-PIs, Affiliations, and Effort:** None
**Funding Amount Under Supervision:** $9,987

***Completed Sponsored Personnel Preparation Funding (Training Grants)***

**Sponsor:** U.S. Department of Education, Office of Special Education Programs
**Project Director:** Diane Bryant (2018-2021), **Nathan Clemens** (2021-present)
**Role and Effort:** Co-Director, 2018-2021 (0% FTE); Director, 2021-2023 (10% FTE)
**Project Title:** *Research to Practice: Intensive Interventions for Students with Learning Disabilities and Emotional/ Behavioral Disorders* (doctoral training/personnel preparation grant, CFDA #84.325D)
**Funding Period:** September 2018 – August 2023
**Co-PIs, Affiliations, and Effort:** Vaughn, S.R. (The University of Texas at Austin & Meadows Center for Preventing Educational Risk, 0% [in-kind] FTE), Bryant, D.P. (The University of Texas at Austin, 10% FTE 2018-2021, 0% [in-kind] FTE 2021-present), Clemens, N.H. (The University of Texas at Austin, 0% [in-kind] FTE 2018-2021, 10% FTE 2021-2023
**Funding Amount Under Supervision:** $1,948,525

**Sponsor:** U.S. Department of Education, Office of Special Education Programs
**Project Director:** Diane Bryant (2015-2021), **Nathan Clemens** (2021-present)
**Role:** Director, 2021-present (1% FTE), I assumed Project Director responsibilities for this grant beginning in 2021. I was not part of the original project director team.
**Project Title:** *Research to Practice: Leadership in Multi-Tiered Systems of Support for Students with Learning Disabilities and Emotional/ Behavioral Disorders* (doctoral training/personnel preparation grant, CFDA #84.325D)
**Funding Period:** September 2015 – August 2022
**Co-PIs, Affiliations, and Effort:** Vaughn, S.R. (The University of Texas at Austin & Meadows Center for Preventing Educational Risk; 0% [in-kind] FTE), Bryant, D.P. (The University of Texas at Austin, 10% FTE 2015-2021)
**Funding Amount Under Supervision:** $209,997 (this is the amount I supervised after becoming project director in 2021)

## PRESENTATIONS

## Invited Talks, Keynote Addresses, and Invited Symposia

**Clemens, N.H.** (2025, Oct. 9). *Reading fluency interventions: Research, perspectives, and new directions.* Invited presentation at the Region 18 Dyslexia Conference, Midland, TX.

**Clemens, N.H.** (2025, Aug 19). *Integrating reading, self-regulation, and emotional support for students in elementary grades.* Invited presentation at the North Penn Literacy Symposium, Lansdale, PA.

**Clemens, N.H.** (2025, Aug 19). *Integrating reading, self-regulation, and emotional support for students in secondary grades.* Invited presentation at the North Penn Literacy Symposium, Lansdale, PA.

**Clemens, N.H.** (2025, June 26). *Improving reading comprehension for students with dyslexia.* Invited presentation at the Austin/Houston International Dyslexia Association Symposium, Houston, TX.

**Clemens, N.H.** (2025, Feb 7). *Integrating reading, self-regulation, and emotional support for students in elementary grades.* Invited presentation at the 2025 PA Department of Education Special Education Conference, Hershey, PA.

**Clemens, N.H.** (2025, Feb 7). *Integrating reading, self-regulation, and emotional support for students in secondary grades.* Invited presentation at the 2025 PA Department of Education Special Education Conference, Hershey, PA.

**Clemens, N.H.** (2024, Nov 14). *The science of reading: Contemporary issues and dispelling myths (Part 1).* Invited presentation at the MTSS & PBIS Advanced Implementation Forum, Hershey, PA.

**Clemens, N.**H. (2024, Nov 14). *The science of reading: Contemporary issues and dispelling myths (Part 2).* Invited presentation at the MTSS & PBIS Advanced Implementation Forum, Hershey, PA.

**Clemens, N.H.** (2024, July 25). *Practical application of the science of reading.* Invited keynote address at the Summer Literacy Institute, Reno, NV.

**Clemens, N.H.** (2024, June 18). *Three studies of word reading interventions influenced by Statistical Learning, Lexical quality, and Connectionist Frameworks.* Invited session presented at the Extraordinary Brain Symposium, The Dyslexia Foundation, Malta.

**Clemens, N.H.** (2024, March 22). *Assessment and intervention with the keystone models.* Invited breakout session presented at the annual conference of the Texas Educational Diagnosticians Association, Dallas, TX.

**Clemens, N.H.** (2024, March 21). *Keystone models of reading, mathematics, and writing: A more informed approach to assessing academic skills difficulties.* Invited keynote address at the annual conference of the Texas Educational Diagnosticians Association, Dallas, TX.

**Clemens, N.H.** (2024, February 27), *Not Your Typical MTSS Summit – Live.* Invited panelist, online panel session provided for the Character Strong MTSS Summit, 2024.

**Clemens, N.H.** (2023, Sept 30). *Interventions for students with dyslexia: Advances in research and lingering questions.* Invited keynote address at the annual meeting of the Houston branch of the International Dyslexia Association, Houston, TX.

**Clemens, N.H.** (2022, December 18). *The Science of Reading: What Educators Should know about beginning reading instruction.* Invited presentation at the 2022 Winter Mississippi Literacy Association Conference, Biloxi, MS (presentation completed virtually).

**Clemens, N.H.** (2022, November 18). *The Science of Reading: Application to Intervention Practice and Navigating Unresolved Questions (Part I).* Invited presentation at the 2022 Convention of the American Speech-Language-Hearing Association (ASHA).

**Clemens, N.H.** (2022, November 18). *The Science of Reading: Application to Intervention Practice and Navigating Unresolved Questions (Part II).* Invited presentation at the 2022 Convention of the American Speech-Language-Hearing Association (ASHA).

**Clemens, N.H.** (2022, August 25). *Integrated, not isolated: Practical integration of phonemic awareness within early reading instruction.* Invited presentation for the Lavii Institute Power Up Conference (live virtual presentation).

**Clemens, N.H.** (2022, August 31). *Data-based decision-making in reading instruction and intervention: Current issues and lingering questions.* Invited presentation at the Florida Center for Reading Research, Florida State University, Tallahassee, FL.

**Clemens, N.H.** (2022, March 18-19). *The science of reading: What educators should know about foundational reading skills.* Invited keynote address at the North Carolina Reading Association conference, Winston Salem, NC.

**Clemens, N.H.** (2021, December 1-3). *The science of reading: What educators should know about foundational reading skills.* Invited presentation at the 2021 Winter Mississippi Literacy Association Conference, Biloxi, MS.

**Clemens, N.H.** (2021, November 2). *Current issues and new directions in reading intervention: What does the research say?* Invited presentation at a meeting of the South Region of Texas Academic Language Therapy Association, Austin, TX.

**Clemens, N.H.** (2020, September 18). *Supporting students with dyslexia in late elementary grades and beyond: Complex words, knowledge, and reading comprehension.* Presentation for the Central Texas Dyslexia Conference, Austin, TX.

**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 It's Useful and How to Collect It.* Invited webinar provided for *Decoding Dyslexia*, available: https://www.youtube.com/watch?v=Vc7NXIXf1WI&feature=emb_logo

**Clemens, N.H.** (2019, August 8). *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 6-7). *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 18). *Dyslexia: Early identification and intervention.* Invited keynote address presented at the 2018 Central Texas Dyslexia Conference, Austin, TX.

**Clemens, N.H.** (2018, February 8). *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 23). *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 9-10). *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 26-27). *Predicting risk for co-occuring 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 24). *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 18-19). *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 18-19). *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 22-23). *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.

## Conference Presentations and Symposia

Co-presenters who were students at the time of the presentation are *italicized*

**Clemens, N.H.**, Boucher, A., Vaughn, S.R., Roberts, G., & Barnes, M.A. (2026, July 16). *Iterative development of a reading intervention through a series of experimental studies.* Poster presented at the 2026 Conference of the Society for the Scientific Study of Reading, Rotterdam, The Netherlands.

Peltier, T., Binks-Cantrell, E., Pittman, R., Washburn, E., & **Clemens, N.H.** (2026, July 16). *Understanding reading knowledge through KPEERI data: Exploring certification level, program-based, and temporal patterns in KPEERI performance.* Panel presentation at the 2026 Conference of the Society for the Scientific Study of Reading, Rotterdam, The Netherlands.

**Clemens, N.H.** (2026, Feb 26). *Applying a keystone model of reading assessment and intervention.* Workshop accepted for the 2026 Convention of the National Association of School Psychologists, Chicago, IL.

Van Norman, E.K., Crespy, H.K., & **Clemens, N.H.** (2026, Feb 25). *Early literacy skill profiles derived with curriculum-based measures.* Poster accepted for the 2026 Convention of the National Association of School Psychologists, Chicago, IL.

**Clemens, N.H.,** Fuchs, D., Gersten, R., & Peng, P. (2026, Feb 6). *The value of experimental studies with null or unexpected results.* The Pacific Coast Research Conference, Long Beach, CA.

*Halford, H.,* & **Clemens, N.H.** (2026, Feb 5). *Writing to read, revisited: A systematic review of composition's effects on comprehension.* The Pacific Coast Research Conference, Long Beach, CA.

*Candelaria, P.,* & **Clemens, N.H.** (2026, Feb 5). *Empowering teachers: The role of teacher professional development on reading practices.* The Pacific Coast Research Conference, Long Beach, CA.

Lemons, C., Stevens, E., Stewart, A.A., Lembke, E., **Clemens, N.H.,** & Jordan, N. (2026, Feb 4). *Plenary session 1: The impact of special education research: A pre-mortem.* The Pacific Coast Research Conference, Long Beach, CA.

Peltier, T. & **Clemens, N.H.** (2025, Oct 25). *The science of reading and dyslexia screening: Are we getting it wrong?* International Dyslexia Association 2025 Reading, Literacy, and Learning Conference (DysleciaCon25), Atlanta, GA.

**Clemens, N.H.** (2024, Oct 24). *Three studies of word reading interventions influenced by statistical learning, lexical quality, and connectionist frameworks.* International Dyslexia Association 2024 Reading, Literacy, and Learning Conference (DysleciaCon24), Dallas, TX.

Peltier, T., & **Clemens, N.H.** (2024, Oct 24). *The science of phonemic awareness: Separating belief from evidence.* International Dyslexia Association 2024 Reading, Literacy, and Learning Conference (DysleciaCon24), Dallas, TX.

**Clemens, N.H.**, Vaughn, S., Roberts, G., & Barnes, M. (2025, January). *Intervention Development through a Series of Experimental Studies: A Unique Approach to Development Projects* (accepted). Institute for Education Sciences Principal Investigators Meeting, Washington, DC. [Poster presentation accepted and poster created, but the conference was cancelled the week of the event due to inclement weather.]

**Clemens, N.H.** (2024, April 4). *The science of reading: Applying what we know, and navigating what we don't.* State of Maryland Literacy Association: Bridging Young Readers to Forever Readers. Towson, MD.

*Shen, L., Kane-Cabello, J., Candelaria, P., Straford, D.,* & **Clemens, N.H.** (2024, March 14). *Comparing artificial intelligence tools in generating text for reading practice.* Poster session, Council for Exceptional Children Annual Convention, San Antonio, TX.

Coyne, M., **Clemens, N.H.**, Gandhi, A., Lane, L., & Lembke, E. (2024, March 14). *Multi-Tiered System of Supports Network: Integrating Academic and Behavior Supports.* Panel session presented at the Council for Exceptional Children Annual Convention, San Antonio, TX.

Burns, M.K., Miciak, J., & **Clemens, N.H.** (2024, Feb 14). *Phonemic awareness* [Conference panel session]. Convention for the National Association of School Psychologists, New Orleans, LA.

Lembke, E., Powell, S.R., Clarke, B., & **Clemens, N.H.** (2024, Feb 14). *Eliciting best performance in academics: Top evidence-based interventions* [Conference poster session]. Convention for the National Association of School Psychologists, New Orleans, LA.

Fuchs, D., Fuchs, L.S., & **Clemens, N.H.** (2024, Jan 31). *Challenging traditional notions of intervention in reading and mathematics* [Conference panel session]. Pacific Coast Research Conference, Coronado, CA.

Coyne, M., Simonsen, B., **Clemens, N.H.**, Lane, K., Gandhi, A., & Lembke, E. (2023, March 1). *MTSS Research Network: Integrating academic and behavior supports across tiers.* [Conference session]. Convention of the Council for Exceptional Children, Louisville, KY.

Al Otaiba, S., Russell Freudenhall, D., **Clemens, N.H**, & Flagela-Luby, M. (2023, March 1). *Tips for new authors/reviewers for Journal of Learning Disabilities.* [Conference session]. Convention of the Council for Exceptional Children, Louisville, KY.

Boucher, A.N., & **Clemens, N.H.** (2023, March 1). *Word reading instruction for elementary students with word reading difficulties* [Conference session]. Convention of the Council for Exceptional Children, Louisville, KY.

**Clemens, N.H.,** Yang, V., Fiorella, L., & Tulis, J. (2023, February 1-3). *Advances in research on learning and memory from cognitive and educational psychology* [Panel chair]. Pacific Coast Research Conference, San Diego, CA.

**Clemens, N.H.** (2022, February). *Project I-READ: Adapting an experimental study during an uncontrolled year* [Conference session]. Pacific Coast Research Conference, San Diego, CA.

*O'Donnell, K.*, **Clemens, N.H.** (2022, February) *A meta-analysis of word-reading interventions on fluency outcomes for K-3 struggling readers* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

*Mason, S.*, & **Clemens, N.** (2022, February 17-19). *The Impact of Self-Regulation Interventions on Reading Comprehension* [Poster presentation]. 2022 Pacific Coast Research Conference, San Diego, CA.

*Boucher, A.N.*, **Clemens, N.H.,** Vaughn, S. (2022, February). *Word reading interventions for individuals with word-level reading difficulties in grades 2-4* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.

**Clemens, N.H.** (2022, January). *Cohesive integration of behavior support within a process of intervention intensification* [Conference session]. Convention of the Council for Exceptional Children, Orlando, FL.

**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 presentation]. 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 presentation]. 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 presentation]. Poster presented at the Pacific Coast Research Conference (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 presentation]. 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 presentation]. 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* [Conference session]. 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* [Conference session]. Council for Exceptional Children Annual Convention, Portland, OR.

**Clemens, N.H.** (2020, February). *Early identification of children at-risk for dyslexia: Evidence from kindergarten* [Conference session]. 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* [Conference session]. 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 presentation]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. Pacific Coast Research Conference, Coronado, CA.

**Clemens, N.H.** (2019, February). *Intervention to improve adolescents' inferential reading comprehension* [Conference session]. The University of Texas/Austin Independent School District Collaborative Research Forum, Austin, TX.

Pelham, W., Wehby, J., Kern, L., **Clemens, N.H.**, Roberts, G., & Almirral, D. (2019, January). *Developing and evaluating adaptive interventions in education* [Conference session]. 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* [Conference session]. 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 presentation]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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?* [Conference session]. 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 presentation]. 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 presentation]. 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 presentation]. 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* [Conference session]. 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 presentation]. Convention of the National Association of School Psychologists, San Antonio, TX.

*Prickett, C.,* & **Clemens, N.H.** (2017, February). *Building a better MAZE* [Poster presentation]. 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 presentation]. 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 presentation]. 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.* 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 presentation]. National Association of School Psychologists 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* [Conference session]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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?* [Conference session]. 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 presentation]. 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 presentation]. 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 presentation]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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 presentation]. 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 presentation]. Pacific Coast Research Conference, Coronado, CA.

Mercer, S., **Clemens, N.H.**, & Shapiro, E.S. (2014, February). *Profiles of responsiveness on early literacy indicators* [Poster presentation]. 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 presentation]. 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 presentation]. 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 presentation]. Texas A&M Pathways to the Doctorate Symposium, Kingsville, TX.

*Allee-Smith, P.J., Wiley, C.P., Soohoo, M., & Davis, J.L*., **Clemens, N.H.**, (2013, October). *Advancing our understanding of monitoring early reading skills in kindergarten* [Conference session]. 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 presentation]. 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 presentation]. 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 presentation]. 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* [Conference session]. 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* [Conference session]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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* [Conference session]. 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* [Conference session]. 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 presentation]. Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

**Clemens, N.H.**, [1]*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 presentation]. 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* [Conference session]. 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 presentation]. 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 presentation]. Pacific Coast Research Conference, Coronado, CA.

**Clemens, N.H.**, & Simmons, L. (2011, October). *Assessing kindergarten spelling skills: A comparison of three scoring methods* [Poster presentation]. 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* [Conference session]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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* [Conference session]. 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* [Conference session]. 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 presentation]. Annual Convention of the National Association of School Psychologists, Chicago, IL.

**Clemens, N.H.**, Shapiro, E.S., & *Wu, J.Y*. (2010, February). *Further comparison of NWF and WIF progress monitoring slope in predicting first grade reading skills* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

Shapiro, E. S., Hilt-Panahon, A., **Clemens**, N., Gischlar, K., Devlin, K., Leichman, Bowles, S., et al. (2009, February). *Outcomes of team decision-making within an RTI model* [Conference session]. Pacific Coast Research Conference, San Diego, CA.

**Clemens, N.H.**, Hilt-Panahon, A., Shapiro, E.S., & Gishlar, K.L. (2009, February). *Predicting reading comprehension skills in second grade using early literacy screening measures in kindergarten and first grade* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

**Clemens, N.H.**, Devlin, K., Hilt-Panahon, A., & Gischlar, K.L. (2009, February). *Tools for guiding decisions and evaluating outcomes of RTI implementation* [Conference session]. 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 presentation]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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 presentation]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. 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* [Conference session]. Annual Pennsylvania School Psychologists Conference, State College, PA.

## MENTORING, ADVISING, AND STUDENT-RELATED SERVICE

### Dissertation Committees Chaired

Linling Shen, Special Education, 2026 – present

Jessica Kane-Cabello, Special Education, 2026 – present

Patricia Candelaria, Special Education, 2025 – 2026

Dianne Stratford, Special Education, 2025 – 2026

Katherine O'Donnell, Special Education, 2019-2023 (Defended April, 2023), *The Role of Set for Variability in the Relation Between Word Reading and Reading Fluency*

- Currently: Assistant professor (tenure-track), University of Utah

Alexis N. Boucher, Special Education, 2018-2022 (Defended April, 2022, co-chair with Sharon Vaughn), *Word Reading Intervention for Individuals with Word-Level Reading Difficulties in Grades 2–4*. Department of Special Education, The University of Texas at Austin.
- Currently: Assistant professor (tenure track), University of Tennessee, Knoxville.

Clinton E. Moore, Special Education, 2018-2021 (Defended November, 2021), *Examining the Benefits of Intervention in Decoding Plus Vocabulary Compared to Intervention in Decoding Alone Using an Adapted Alternating Treatment Design.* Department of Special Education, The University of Texas at Austin.
- Currently: Senior Field Analyst at the Meadows Center for Preventing Educational Risk, The University of Texas at Austin.

Saashya Rodrigo, Special Education, 2018-2021 (Defended July, 2021), *A Comparison of Reasons for Teacher Attrition Among General and Special Educator Populations.* Department of Special Education, The University of Texas at Austin.
- Currently: Educational consultant in Austin, TX.

Amanda Martinez-Lincoln 2018-2019 (Defended July, 2019), *The Influence of Student Engagement on the Effects of an Inference-Making Intervention for Middle School Students with Reading Difficulties.* Department of Special Education, The University of Texas at Austin.
- Currently: Post-doctoral research fellow, Vanderbilt University

Michelle M. Soohoo, School Psychology, 2012-2018 (Defended May, 2018, Co-Chair with Jeffrey Liew), *Cultural Values, Parenting, and Help-Seeking Behaviors: Asian American Well-Being in Emerging Adulthood.* Department of Educational Psychology, Texas A&M University.
- Currently: Pediatric psychologist at the Children's Hospital of Los Angeles, Los Angeles, CA

Nicole J. Hale, School Psychology, 2011-2017 (Defended May, 2017), *Universal Screening of Students' Classroom Behaviors: An Investigation of the Validity and Classification Accuracy of the Behavioral Screening Checklist III with Kindergarten Students.* Department of Educational Psychology, Texas A&M University.
- Currently: Practicing psychologist at Baylor, Scott, & White Hospital, College Station, TX.

Paula J. Allee-Smith, School Psychology, 2010-2017 (Defended March, 2017, Co-Chair with Jan Hughes), *Role of Provisions of Mentor Support on Adolescents' School Functioning.* Department of Educational Psychology, Texas A&M University.
- Currently: Psychologist and clinic director, Department of Psychology, Illinois State University

Leah Anderson, Special Education 2013-2015 (Defended May, 2015, Co-Chair with Deborah Simmons), *A Two-Study Examination of Student Engagement and its Relation to Adolescent Reading Comprehension.* Department of Educational Psychology, Texas A&M University.
- Currently: Literacy specialist, Preuss School, UC San Diego

**Research Mentoring (Doctoral Qualifying Examination Project) Committees Chaired**

Hanna Halford (in progress). *Writing to read, revisited: A systematic review.* Department of Special Education, The University of Texas at Austin.

Jessica Kane-Cabello (Spring, 2026). *Meta-analysis of multisyllabic word reading interventions for older students with reading difficulties.* Department of Special Education, The University of Texas at Austin.

Linling Shen (Summer 2025). *The Criterion-Related Validity and Classification of Formative Computer Adaptive Testing on Reading: A Systematic Review and Meta-Analysis.* Department of Special Education, The University of Texas at Austin.

Patricia Candelaria (Summer 2025). *Effects of Teacher Professional Development on Teachers' Knowledge, Self-Efficacy, and Student's Literacy Outcomes: A Systematic Review.* Department of Special Education, The University of Texas at Austin.

Dianne Stratford (Summer 2025). *A Systematic Synthesis of Technology-Based Teacher Professional Development in Reading.* Department of Special Education, The University of Texas at Austin

Sarah Mason (Spring-Summer 2022), *Understanding the Relationship Between Reading and Internalizing Behaviors*. Department of Special Education, The University of Texas at Austin (student transitioned to new advisor prior to defending project).

Katherine O'Donnell (February, 2022), *A Meta-Analysis of Word-Reading Interventions on Fluency Outcomes for Struggling Readers.* Department of Special Education, The University of Texas at Austin.

Alexis Boucher (July, 2020), *Reading Interventions for Students with Significant Word-Level Reading Difficulties in Grades 3-5.* Department of Special Education, The University of Texas at Austin.

Clinton Moore (April, 2020), *The Effects of Interventions that Integrate Instruction in Decoding and Vocabulary on Reading Skills: A Systematic Review.* Department of Special Education, The University of Texas at Austin.

Saashya Rodrigo (April, 2020), *Malleable Factors that Contribute to Teachers' Stress, Burnout, Job Satisfaction, and Job Attrition in Special Education: A Systematic Literature Synthesis.* Department of Special Education, The University of Texas at Austin.

**Dissertation Committee Member**

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| 2025-2026 | Jessica Mao | Department of Special Education, UT Austin |
| 2025-present | Yixian Huang | Department of Special Education, UT Austin |
| 2025-present | Na Young Yoon | Department of Special Education, UT Austin |
| 2024-2026 | Mackenna Vandertuin | Department of Special Education, UT Austin |
| 2024-2025 | Danielle Lariviere | Department of Special Education, UT Austin |
| 2024-2025 | Eleni Chatzoglou | Department of Special Education, UT Austin |
| 2024-2025 | Christina Novelli | Department of Educational Psychology, University of Georgia |
| 2024-2025 | Blair Payne | Department of Special Education, UT Austin |
| 2022-2023 | Sarah Fishstrom | Department of Special Education, UT Austin |
| 2020-2021 | Jordan Dille | Department of Special Education, UT Austin |
| 2021-2022 | Samantha Bos | Department of Special Education, UT Austin |
| 2021-2022 | Zheng Zhang | Department of Special Education, UT Austin |
| 2019-2020 | Benjamin Paly | Department of Educational Psychology, UT Austin |
| 2020-2021 | Xin Lin | Department of Special Education, UT Austin |
| 2020-2021 | Paul Steinle | Department of Special Education, UT Austin |

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| 2019-2020 | Marissa Filderman | Department of Special Education, UT Austin |
| 2019-2020 | Johny Daniel | Department of Special Education, UT Austin |
| 2019-2020 | Christy Austin | Department of Special Education, UT Austin |
| 2019 | Sam Patton | Department of Special Education, Vanderbilt University |
| 2018-2019 | Kejin Lee | Department of Educational Psychology, UT Austin |
| 2018-2019 | Alicia Stewart | Department of Special Education, UT Austin |
| 2018-2019 | Lisa Didion | Department of Special Education, UT Austin |
| 2017-2018 | Gavin Watts | Department of Special Education, UT Austin |
| 2017-2018 | Philip Capin | Department of Special Education, UT Austin |
| 2015-2016 | Amanda Drake | Department of Educational Psychology, Texas A&M |
| 2015-2016 | Jessica Beathard | Department of Educational Psychology, Texas A&M |
| 2014-2015 | Carissa Cerda | Department of Educational Psychology, Texas A&M |
| 2014-2015 | Brenda Gamez-Patience | Department of Educational Psychology, Texas A&M |
| 2014-2015 | Alane Blakely | Department of Educational Psychology, Texas A&M |

**Research Mentoring (Qualifying Examination Project) Committee Member (all at UT Austin)**

2023 Danielle Lariviere
2022 Blair Payne
2021 Zheng Zhang
2021 Xin Lin
2020 Jordan Dille
2019 Soyoung Park
2018 Johny Daniel
2018 Maryam Nozari
2017 Lisa Didion
2017 Alicia Stewart

**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, 2021, 2022, 2023, 2024, 2026
*Professional Seminar in Special Education A* (SED 695SA; instructor)
Semester: Fall of 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026
*Seminar in Learning Disabilities: Reading Disabilities* (SED 395D; instructor)
Semester: Spring of 2019, 2021, 2023, 2025
*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

**Graduate Student-Focused Professional Development and Career Preparation Workshops**

**Clemens, N.H.** (2021, December). *Getting an academic job: Tips on the interview process.* Virtual workshop presented to graduate students of the College of Education, The University of Texas at Austin.

**Clemens, N.H.** (session organizer), Brown, J., Christian, C., Burke, A., Crabtree, K. (2019, November). *Proposing school-based research: Navigating the IRB and Austin Independent School District review processes.* Panel session workshop provided to students and faculty in the College of Education, The University of Texas at Austin.

**Clemens, N.H**., & McMaster, K. (2019, February). *Getting an academic job: Tips on the job search and interview process.* Student-focused workshop presented at the Pacific Coast Research Conference, Coronado, CA.

Toste, J.R., & **Clemens, N.H.** (2018, February). *Academic survival skills.* Student- and early-career-focused workshop presented at the Pacific Coast Research Conference, Coronado, CA.

**Guest Class Lectures**

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| Fall, 2025 | Guest Lecture: Disability and the Media course: *Understandings and misunderstandings of dyslexia,* The University of Texas at Austin. |
| Summer, 2020, 2021, 2022; Spring 2024: | Guest Lecture, *Current Knowledge, Myths, and (Mis)Understandings About Dyslexia*. Department of Educational Leadership and Policy, The University of Texas at Austin. |
| Spring, 2018: | Guest Lecture, *Using Reading Assessment Data to Develop Evidence-Based Interventions.* School Psychology Program, The University of Texas at Austin |
| 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 |

**External Mentoring Activities**

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| 2026 | Mentor, Future Faculty Networking and Mentoring Meeting, National Association of School Psychologists Convention, Chicago, IL |
| 2013 | Mentor, National Association of School Psychologists Mentoring Program, 2013 Convention of the National Association of School Psychologists, Seattle, WA. |

**Teaching Assistantships**

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| 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 |

## ADMINISTRATIVE AND PROFESSIONAL SERVICE

### Departmental Service

***At The University of Texas at Austin: 2016 – Present***

2024 – Present Chair, Department of Special Education
- Led all aspects of department functioning: Supported research, teaching, service, and mentorship missions of the department; budget management; student recruitment; marketing and profile enhancement; faculty support and problem solving
- Helped forge new connections with Department of Curriculum & Instruction through joint hires and interdepartmental student activities
- Facilitated multiple faculty searches and managed faculty hiring and retention
- Led promotion and tenure process for multiple faculty
- Engaged with donors and foundation support
- Represented the department at college and university levels
- Department rose in US News and World Report Rankings, from baseline of #7 in 2024 to #6 in 2025, and to #4 in 2026

2024 – Present Co-Chair, college-wide faculty search in reading/literacy
2017 – Present Scholarships and Fellowships Committee, Department of Special Education
2016 – Present Doctoral Program Committee, Department of Special Education
2019 – 2020 Faculty contributor, *National Center for Leadership in Intensive Intervention* doctoral training grant, Department of Special Education
2017- 2019 Department of Special Education Strategic Promotion Initiative
2017-2018 Chair, Faculty Search Committee, Department of Special Education (resulted in hiring Dr. Peng Peng, Assistant Professor)
2016 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
2013-2015 Committee member: The development of family-centered school-based mental health clinic model for the School Psychology program, Texas A&M University
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, Department of Educational Psychology, Texas A&M University
2014 Committee member, Learning Sciences program faculty search, Department of Educational Psychology, Texas A&M University
2010-2014 Chair, School Psychology program student travel award committee, Department of Educational Psychology, Texas A&M University
2012-2013 Member, Department of Educational Psychology executive committee, Texas A&M University
2013 Committee member, School Psychology program faculty search, Department of Educational Psychology, Texas A&M University
2010-2011 Member, Department of Educational Psychology committee on improving dissemination of departmental and program information, Texas A&M University

## College Service

***At The University of Texas at Austin: 2016 – Present***

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| 2025 – Present | Member, Advisory Board, UT-University Charter School |
| 2024-2025 | Search Committee Co-Chair, college-wide faculty position in reading/literacy, Departments of Curriculum & Instruction and Special Education |
| 2022 – Present | Member, Research-Practice-Policy-Partnership (RP3) initiative, College of Education |
| 2020 – Present | Research Committee (proposal reviews of Summer Research Assignments, Small Grant Awards, Graduate Student Small Grants Awards), College of Education |
| 2017 – Present | Co-Chair of research subcommittee, UT/AISD collaborative, College of Education |
| 2021, Fall | Search Committee Member, Quantitative Methods open-rank tenure-track faculty position, Department of Educational Psychology (out-of-department member; search resulted in hiring Dr. Xiao Liu, Assistant Professor) |
| 2020, Fall | Search Committee Member, Quantitative Methods assistant-level tenure-track faculty position, Department of Educational Psychology (out-of-department member) |
| 2020, Spring | Search Committee Member, College-Wide Bilingual Policy and Practice faculty position, College of Education (resulted in hiring Dr. Doris Baker, Associate Professor) |
| 2019, 2020 | Co-founder and co-organizer, *University of Texas/Austin Independent School District Collaborative Research Forum,* College of Education. |

## University Service

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| 2017 | Unrestricted Endowed Presidential Scholarship review committee, University-Level, The University of Texas at Austin |

## Professional Service

### Editorial Service

***Journal Guest Editor***

2020-2023: Guest Co-Editor (with Sharon Vaughn) on special issue for *Reading Research Quarterly*, "The Science of Dyslexia", appeared Spring 2023 (Vol 58, issue 2)

***Journal Associate Editor***

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| 2021 – Present | Associate Editor, *Journal of Learning Disabilities* |
| 2014 | Ad hoc Associate Editor, *School Psychology Review* |
| 2011 – 2014 | Associate Editor, *Assessment for Effective Intervention* |

***Editorial Review Board Memberships and Ad hoc Review Service***

2025 – Present: Ad hoc reviewer, *Research in Autism*
2024 – Present: Ad hoc reviewer, *Journal of Experimental Child Psychology*
2024 – Present: Ad hoc reviewer, *Journal of Experimental Education*
2023 – Present: Ad hoc reviewer, *Annals of Dyslexia*
2022 – Present: Ad hoc reviewer, *Journal of Research in Reading*
2022 – Present: Ad hoc reviewer, *Reading & Writing, an Interdisciplinary Journal*
2022 – Present: Ad hoc reviewer, *Journal of Educational Psychology*
2022 – Present: Ad hoc reviewer, *Learning Disabilities Research and Practice*
2021 – Present: Editorial review board member, *Scientific Studies of Reading*

2021 – Present: Editorial review board member, *Learning Disability Quarterly*
2021 – Present: Editorial review board member, *School Psychology*
2019 – Present: Editorial review board member, *Journal of Behavioral Education*
2017 – Present: Editorial review board member, *The Elementary School Journal*
2015 – Present: Ad hoc reviewer, *Journal of Research on Educational Effectiveness*
2013 – Present: Editorial review board member, *Assessment for Effective Intervention*
2012 – Present: Editorial review board member, *Journal of School Psychology*
2020: Ad hoc reviewer, *The Journal of Pediatrics*
2011 – 2018: Editorial review board member, *School Psychology Review*
2009 – 2016: Editorial review board member, *Journal of Psychoeducational Assessment*
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 Panel, Technical Work Group, and Consulting Service**

2025 – present: Board Member, Center for Effective Reading Instruction (CERI)
2025 – present: Advisory Board Member, The University of Texas University Charter School
2024 – present: Member, Early Literacy & Numeracy Thought Partner, Austin Ed Fund initiative, Austin Independent School District

Summer, 2019 - present: 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.
Fall 2022 – 2024: Technical advisory panel member, Curriculum Associates.
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
Spring 2022 – Fall 2022: Expert panel member of the Literacy and Language Course Development Panel (with Timothy Shanahan, Sally Beatty, David Paige, Melanie Kuhn), *Best in the World Teachers Foundation*
Summer, 2021: Consultation with The Reading League on the development of *The Science of Reading: Defining Guide* publication (available: https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/).
Spring, 2021: Consultation with Texas Education Agency on statewide practices in early literacy screening
Fall, 2020: Advisory Panel/Workgroup Member: Institute of Education Sciences (IES), *Developing a Core Components Nomenclature in Education,* U.S. Department of Education
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.
Spring, 2019: Consultation with Pennsylvania Training and Technical Assistance Network on reading progress monitoring, rate of improvement metrics, and student growth percentiles
Spring, 2017: Expert panelist, Early Childhood Assessment Review for the Texas Commissioner's Approved List of Literacy Assessments
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).

**Federal Grant Review Service**

2022 Invited Grant Reviewer, unsolicited grant submission review for the Institute for Education Sciences (Summer, 2022)
2022 Grant Review Panel Member, National Science Foundation, DRK-12 Grant Competition, Washington, D.C.
2021 Grant Review Panel Member, Institute for Education Sciences Grant Proposal Review (Reading, Writing, and Language Development), Washington, D.C.
2020 Grant Review Panel Member, Institute for Education Sciences Grant Proposal Review (Reading, Writing, and Language Development), Washington, D.C.

**Tenure and Promotion External Reviewer/Evaluator**

2025 Virginia Commonwealth University
2024 University of Oregon
2024 University of Hawai'i at Mānoa
2022 Arizona State University
2020 University of Houston
2019 University of Maryland
2018 University of Oregon

**External Conference and Award Committees and Chairs**

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

**Professional Development Presentations, In-Service Trainings, and Webinars**

Summer 2024 *Intervention for students with dyslexia: Advances in research and lingering questions.* Professional development presentation provided to teachers and administrators at the Rawson Saunders School, Austin, TX.
Spring 2024 *Characteristics of Reading Instruction Consistent with the Science of Reading.* Series of five professional development sessions provided to teachers and administrators of

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| | the Public School System of the Central Northern Marianna Islands (Saipan, Rota, and Tinian). |
| Spring 2024 | *Intervention for Students with Dyslexia: Advances in Research and Lingering Questions*. Professional development session provided to teachers and staff of The Joy School, Houston, TX. |
| Summer 2023 | *The Science of Reading: What Pre-K and Early Elementary Educators Should Know;* Presentation for teachers of the Philadelphia area Archdiocese Schools. |
| Summer 2023 | *Dyslexia and Reading Intervention: Understandings, Misunderstandings, and Myths.* Live webinar for the Nevada Department of Education. |
| Spring 2023 | *Computer Adaptive Tests of Reading and Early Literacy: Uses and Considerations.* Live webinar provided for The Reading League Florida. |
| Winter 2022 | *The Science of Reading: What Educators Should know about beginning reading instruction.* Live webinar provided for the Palmeto State Literacy Association (South Carolina) |
| Fall 2022 | *Integrating the Science of Reading into Early Literacy Instruction and Interventions.* Live webinar provided to the Nevada Department of Education, Read by Grade 3 Literacy Summit |
| Summer 2022 | *Dyslexia: Understandings, Identifying Risks, and Instructional Approaches.* Live webinar provided to the Nevada Department of Education. Literacy Lifeline Cohort. |
| 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 |
| Spring, 2020 | *Progress Monitoring Data: Why It's Useful and How to Collect It.* Recorded webinar provided for *Decoding Dyslexia* parent advocacy organization, available: https://www.youtube.com/watch?v=Vc7NXIXf1WI&feature=emb_logo |
| Spring, 2020 | *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 |
| Spring, 2020 | *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 |
| Fall 2018/Spring 2019: | Professional development 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 |

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| | 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, PA. |
| 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, PA. |
| Winter, 2009 | Preventing and Managing Behavior Escalations: Staff development training conducted for the teachers and staff of the Devereux Mapleton Center, King of Prussia, PA. |
| Fall, 2008 | Preventing and Managing Behavior Escalations: Staff development training conducted for the teachers and staff of the Devereux Day School, Atlanta, GA. |
| Summer, 2007: | CBM Goal-Setting and Data-Decision Making: Training provided to teachers and staff of Rutherford and Lawnton Elementary Schools, Harrisburg, PA. |
| Summer, 2007: | Co-Led the Training and Professional Development Retreat for the Project MP3 RTI Model, Central Dauphin School District teachers and staff, Harrisburg, PA. |
| 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, Pittsburgh, PA. |
| Spring, 2007: | Introduction to Grade-Level CBM Goal-Setting Procedures: Staff development training provided to teachers and staff of Rutherford Elementary, Harrisburg, PA. |
| 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, Harrisburg, PA. |
| Winter, 2007: | Introduction to the Project MP3 RTI model: Staff development presentation to teachers and staff, Rutherford Elementary, Harrisburg, PA. |
| 2007- 2008: | Making Data-Based Decisions within an RTI Model: Staff development consultation provided to teachers and staff of Rutherford Elementary, Harrisburg, PA. |
| Fall, 2006: | Administration Procedures for the Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Training provided to staff of Central Dauphin School District, Harrisburg, PA. |
| 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, Harrisburg, PA. |
| Fall, 2006-2010: | Staff development trainings on the management of the AIMSweb software system presented to school district staff across the United States (numerous cities and states). |
| Summer, 2006: | Introduction to the AIMSweb Manager and Progress Monitoring Systems: Training provided to Central Dauphin School District Project MP3 team members, Harrisburg, PA. |

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, Harrisburg, PA.

**Professional Memberships**

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

**Professional Certifications & Licenses**

Licensed Psychologist (Lic. #37073), 2022 – 2024
Provisionally Licensed Psychologist (Lic. #37073), 2015 – 2022
Licensed Specialist in School Psychology (LSSP), 2011 – 2020
Nationally Certified School Psychologist (NCSP), 2009 – 2020