Jenna A. Gersib, Ph.D.

The University of Texas at Austin
1912 Speedway Austin, TX 78712

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765.993.7696

Education

2020 – 2023 **Doctor of Philosophy (Ph.D.)**
Special Education | The University of Texas at Austin
Learning Disabilities and Behavioral Disorders

2018 - 2020 **Master of Education (M.Ed.)**
Educational Psychology | The University of Texas at Austin
Counselor Education

2012 - 2016 **Bachelor of Science (B.S.)**
Curriculum and Instruction | Indiana University - Bloomington
Special Education and Elementary Education

Professional Experience

2025 – present **Research Assistant Professor**
Department of Special Education
The University of Texas at Austin

2023 - 2025 **Postdoctoral Research Fellow**
NSF STEM Education Research Fellowship
Meadows Center for Preventing Educational Risk
The University of Texas at Austin

2018 - 2023 **Graduate Research Assistant**
Meadows Center for Preventing Educational Risk
The University of Texas at Austin

2021 - 2022 **Adjunct Professor**
Department of Curriculum & Instruction
College of Education | Texas State University

2019 - 2021 **School Counselor**
Spicewood Elementary
Round Rock ISD | Austin, Texas

2016 - 2018 **Special Education Teacher**
Self-contained K-5 classroom serving students with EBD
Spring Branch ISD | Houston, Texas

Sponsored Research Funding

Current Grants

Doabler, C. T., **Gersib, J**., Martinez, L., Davis, K., Rice, S., Therrien, W. J., Chiu, J., Blackorby, J., & Gage, N. (2024-2028). *Preparing high-need students for success in early science instruction: An early phase project.* U.S. Department of Education; Office of Elementary and Secondary Education: Education Innovation and Research, Early-Phase Grant Competition. Award: Funded November 28, 2023. Role: Co-Principal Investigator. $4,000,000.

Pending Grants

Doabler, C. T., **Gersib, J**., Martinez, L., Juergensen, R., & Therrien, W. J. (2025-2030). *Addressing opportunity gaps in early science: Development of a second-grade science program for historically underserved students (Project Scientific Explorers-2)*. National Science Foundation, Directorate for Education & Human Resources, Research on Learning in Formal and Informal Settings, Discovery Research K-12. Award: Pending (Submitted: November 14, 2024). Role: Co-Principal Investigator. $4,999,997.

Unfunded Grants

Gersib, J. G., Doabler, C. T., French, B., Gotch, C., & Therrien, W. J. (2025-2029). *Developing, crowdsourcing, and validating the Science Knowledge in Practice (SKIP) three-dimensional assessment battery for second-grade students.* National Science Foundation, Directorate for Education & Human Resources, Research on Learning in Formal and Informal Settings, Discovery Research K-12. Award: Unfunded. (Submitted: November 14, 2025). Role: Principal Investigator. $2,997,271.

Rojo, M., Doabler, C. T., **Gersib, J.**, & Uanhoro, J. (2025-2029). *Math Velocity: Designing a rational number intervention for students with learning disabilities*. National Science Foundation, Directorate for Education & Human Resources, Research on Learning in Formal and Informal Settings, Discovery Research K-12. Award: Unfunded. (Submitted: November 14, 2024). Role: Co-Principal Investigator. $2,539,650.

Doabler, C. T., Martinez., **Gersib, J**., & Casillas, C. (2025-2030). *Creating pathways to success in science and language for all prekindergarten children.* National Institutes of Health, Science Education Partnership Award (SEPA). Award: Unfunded. (Submitted June 7, 2024). Role: Co-Principal Investigator. $1,250,000.

Doabler, C. T., & **Gersib, J.** (2024-2025). *Promoting scientific literacy with digital game-based learning*. Texas Proof of Concept Award. Award: Unfunded. (Submitted: December 4, 2023). Role: Co-Investigator. $25,000

Gersib, J., & Doabler, C. T. (2024-2027*). Finding the science in science instruction: A systematic review of early science programs*. Spencer Foundation Small Research Grants. Award: Unfunded. (Submitted: December 6, 2023). Role: Co-Principal Investigator. $50,000.

University Teaching

2021-2022

Department of Curriculum and Instruction
College of Education | Texas State University
Adjunct Faculty

Educating Students with Mild Disabilities
Fall 2021 overall course rating: 4.86
Spring 2022 overall course rating: 4.92

Research Scholarship

Refereed Manuscripts

Gersib, J. A., Doabler, C. T., Fall, A-M., Roberts, G., Longhi, M., Uy, J., Lovette, G., Brafford, T., Johnson, K., McLucas, A., Ghafghazi, S., Johnston, K., Roberts, G. & Therrien, W. (2026). (In press). The impact of instructional guidance on science learning in second-grade classrooms. *The Elementary School Journal.*

Therrien, W., Wong, V. C., Chen, L., Taylor, M. C. M., Chiu, J. L., Gonçalves, B., …**Gersib, J. A..**,… Stinchcomb, H. R. (2025). Science instruction for students with learning disabilities: A national survey of elementary special education teachers. *Learning Disabilities Research and Practice.* https://doi.org/10.35542/osf.io/ta739_v1

Wilson, S. E., Therrien, W**., Gersib, J. A.,** Rojo, M., VanUitert, V. J., Benson, S., Lovette, G., Longhi, M. A., Powell, S. R. & Doabler, C. T. (2025). Inquiry-based science instruction for students with disabilities: A systematic and meta-analytic review. *Science Education*. https://doi.org/10.1002/sce.70029

Rojo, M., King, S. G., **Gersib, J. A**., & Doabler, C. T. (2025). The effects of using length models to teach fraction and decimal translation. *Learning Disabilities Quarterly*. https://doi.org/10.1177/07319487241301408

Therrien, W. J., Wong, V. C., Chen, L., Taylor, C. M., Chiu, J. L., Gonçalves, B., Liu, Q., Cook, B. G., Doabler, C. T., Swanson, E., Brame, P. B., Budin, S., Cho, E., Conway, S. J., Davis, K. M., Dunn, M. W., Faggella-Luby, M. N., **Gersib, J.,** … Stinchcomb, H. R. (2025). National survey of 4th and 5th grade science education teachers: Insights into instruction and inclusion of students with disabilities. *Science Education*. https://doi.org/10.35542/osf.io/d4ybt

Maddox, S., **Gersib, J. A.**, Fall, A. M., Longhi, M., Therrien, W. J., Roberts, G., Phelps, J., Ghafghazi, S., & Doabler, C. T. (2025). The role of instructional design in the delivery of early science instruction. *Remedial and Special Education.* https://doi.org/10.1177/07419325251314119

Gersib, J. A., Rojo, M., King, S., & Doabler, C. T. (2024). Motivational interviewing for students in school settings: A meta-analysis. *Journal of School Psychology, 107.* 1-16. https://doi.org/10.1016/j.jsp.2024.101386

Doabler, C. T., Rojo, M., **Gersib, J. A.,** Fall, A. M., Longhi, M., Lovette, G., Uy, J., Johnson, K., Ghafghazi, S., Phelps, J., Powell, S., & Therrien, W. (2024). Do initial mathematics and reading skills impact second-grade science outcomes? *Journal of Learning Disabilities*. https://doi.org/10.1177/00222194241263646

Rojo, M., **Gersib, J. A.**, Powell, S. R., Shen, Z., King, S. G., Akther, S. A., Arsenault, T., Bos, S. E., Laviere, D. O., & Lin, X. (2024). A meta-analysis of mathematics interventions: Examining the impacts of intervention characteristics. *Educational Psychology Review*, *36*(9), 1-34. https://doi.org/10.1007/s10648-023-09843-0

Rojo, M., Doabler, C. T., **Gersib, J. A**., Fall, A. M., Longhi, M.A., Roberts, G., Kimmel, G. L., Uy, J., Lovette, G., Ghafghazi, S., Powell, S. R., & Therrien, W. J. (2024). Challenging educational inequities in early STEM instruction: A case for urgency. *The Elementary School Journal.* https://doi.org/10.1086/732865

Gersib, J. A., & Mason, S. (2023). A meta-analysis of behavior interventions for students with emotional-behavioral disorders in self-contained settings. *Behavioral Disorders*, *48*(4), 269-283. https://doi.org/10.1177/01987429231160285

Doabler, C. T., Clarke, B., Turtura, J. E., Sutherland, M., **Gersib, J. A.**, Lesner, T., Cook, M., Kimmel, G. L., & Smolkowski, K., Kosty, D. (2023). Proficiency with number concepts and operations: Replicating the efficacy of a first-grade mathematics intervention. *Journal of Learning Disabilities.* https://doi.org/10.1177/00222194231209017

Gersib, J. A., Rojo, M., Ghafghazi, S., Uy, J., & Doabler, C. T. (2023). Measuring success: Integrating number lines into measurement instruction in upper elementary grades. *Intervention in School and Clinic, 59*(3). https://doi.org/ 10.1177/10534512231156883

Gersib, J. A. (2022). Supporting middle school student behavior change through motivational interviewing. *Beyond Behavior, 32*(2), 115-127. https://doi.org/10.1177/10742956221122723

Rojo, M., King, S., **Gersib, J. A**., & Bryant, D. P. (2022). Rational number interventions for students with mathematics difficulties: A meta-analysis. *Remedial and Special Education, 44*(3), 225-238. https://doi.org/10.1177/07419325221105520

Manuscripts Under Current Review

Brafford, T., Doabler, C. T., **Gersib, J. A**., Lussier, C., Clarke, B., Turtura, J., Sutton, B. N., & Kosty, D. (2026). (Accepted with Minor Revisions). Purposeful practice opportunities: How guided and independent practice informs number sense development. *Learning Disabilities Research and Practice.*

Gersib, J. A., Rojo, M., King, S., Arsenault, T., Lariviere, D., Bos, S., Lin, X., Shin, Z., & Akther, S. (2025). (Accepted with Minor Revisions). A meta-analysis of interventions with cognitive and behavioral components for students with mathematics difficulties. *Review of Educational Research.*

Gersib, J. A. & Longhi, M. (2025). (Submitted for Publication). Science that sticks: Structured vocabulary routines for inclusive elementary science classrooms. *TEACHING Exceptional Children*. Special Issue: Content-area instruction for students with learning disabilities. Guest Editor.

Doabler, C. T., **Gersib, J. A**., Gonclaves, B., Ghafghazi, S., Longhi, M. A., Martinez, L. R., Uy, J., Eiser Hess, A., Sutton, B. N., Lovette, G., & Therrien, W. J. (Submitted for publication). Science is a social enterprise: Ways to involve students with learning disabilities. *TEACHING Exceptional Children.* Special Issue: Content-area instruction for students with learning disabilities. Guest Editor.

Turtura, J., Sutherland, M., **Gersib, J. A.,** & Doabler, C. D. (Submitted for publication). Collaborating for curricular coherence across the instructional tiers of mathematics support. *TEACHING Exceptional Children*.

Research Experience

2025 – present **Research Director**
Precision Mathematics
Tier 2 First Grade Mathematics Efficacy Trial
National Science Foundation Grant
Principal Investigator: Dr. Christian Doabler

2024 – present **Co-Principal Investigator**
Scientific Scouts
Tier I Kindergarten Science Development Project
Education Innovation and Research Early Phase Grant
Principal Investigator: Dr. Christian Doabler

2023-present **Research Partner**
Crowdsource Science
Fourth and Fifth Grade National Science Observation Study
National Science Foundation Grant
Principal Investigator: Dr. William Therrien

2023 – 2025 **Postdoctoral Fellow**
Precision Mathematics
Tier 2 First Grade Mathematics Efficacy Trial
National Science Foundation Grant

Principal Investigator: Dr. Christian Doabler

2022-2023 **Data Collector**
ROOTS
Tier 2 Kindergarten Mathematics Efficacy Trial
National Science Foundation
Principal Investigator: Dr. Ben Clarke

2022 - 2023 **Project Coordinator**
Scientific Explorers
Whole Class Second-Grade Science Efficacy Trial
National Science Foundation Grant
Principal Investigator: Dr. Christian Doabler

2022 - 2023 **Graduate Research Assistant**
Precision Mathematics
Tier 2 First Grade Mathematics Intervention
National Science Foundation Grant
Principal Investigator: Dr. Christian Doabler

2018 - 2022 **Project Coordinator**
Project AIM: Algebra Intervention Modules
Tier 2 Sixth Grade Mathematics Intervention
Institute for Education Sciences Grant
Principal Investigator: Dr. Diane Bryant

Awards

Fellowships

2023 – 2025 **National Science Foundation (NSF)**
Postdoctoral Research Fellowship ($250,000 across two years)

2020 - 2023 **Office of Special Education Programs (OSEP)**
Doctoral Fellowship ($62,898 across three years)

2020-21 **University of Texas Recruitment Fellowship**
Doctoral Fellowship ($15,000)

2020-21 **University of Texas College of Education Endowment**
Doctoral Student Endowment ($5,000)

2018 **University of Texas First-Year Graduate Student Award**
Master's Scholarship ($15,000)

Accolades

October 2023 **Council for Learning Disabilities (CLD)**

Leadership Academy Cohort 12

March 2023 **Badar-Kauffman Conference (BKC)**
Early Career Research Award

October 2022 **Council for Learning Disabilities (CLD)**
2022 Leadership Institute

Specialized Training Institutes

July 2023 **Meta-Analysis Training Institute**
MATI 2023 Cohort
National Science Foundation

June 2023 **Improving Evaluations of R&D in STEM Education**
Summer Research Training Institute 2023 Cohort
National Science Foundation

June 2022 **Modern Meta-Analysis Training Institute**
MMARI 2022 Cohort
Institute of Education Sciences

Conference Presentations and Invited Talks

Rojo, M., Filderman, M. J., Gersib, J. A., & Stalega, M. V. (2026, February). *Data-Informed Professional Development: Mechanisms, Moderators, and Support*. Panel presentation at annual conference for the Pacific Coast Research Conference, PCRC. Long Beach, CA.

Gersib, J. A. (2025, October). *The need for methodological rigor in the pursuit of developing academic programs: Strengthening the counterfactual in pilot studies*. Panel presentation at the annual Society for Research on Educational Effectiveness conference. Chicago, IL.

Gersib, J. A. (2025, April). *Maximizing science achievement: The role of instructional guidance in second grade science classrooms*. Invited presentation at the annual Badar-Kauffman Special Education Research Conference. Kent, OH.

Doabler, C. T., & **Gersib, J. A.** (2025, March). *Deep in the heart of Texas: Conducting math intervention work from afar*. Invited presentation at the Meadows Center for Preventing Educational Risk Monthly Colloquium. Austin, TX.

Ghafghazi, S., **Gersib, J. A**., Rojo, M., Almedia, D., Longhi, M., & Doabler, C. T. (2025, March). *Math and reading skills: Do they matter in science instruction for students with learning disabilities*? Poster presentation at annual conference for the Council for Exceptional Children, CEC. Baltimore, MD.

Gersib, J. A., Rojo, M., Ghafghazi, S., De Almeida, D. M., & Doabler, C. T. (2025, February. *Unpacking Differential Response in a Core Second-Grade Systematic Science*

Program. Poster presentation at annual conference for the Pacific Coast Research Conference, PCRC. San Diego, CA.

Ghafghazi, S., Doabler, C., & **Gersib, J. A.** (2024, March). *Unlocking Mathematical Success: Supporting Students with Disabilities through Vocabulary Instruction*. Poster presentation at annual conference for the Council for Exceptional Children, San Antonio, TX.

Rojo, M., Doabler, C. T., **Gersib, J. A**., Johnson, K., & Ghafghazi, S. (2024, March). *Enhancing STEM Outcomes for Multilingual Learnings with Disabilities*. Poster presentation at annual conference for the Council for Exceptional Children, San Antonio, TX.

Rojo, M., **Gersib, J. A.,** Turtura, J., Clarke, B., & Doabler, C. T. (2024, February). *Conceptual Replications in STEM Intervention Research: A Tale of Four Projects*. Panel presentation at annual conference for the Pacific Coast Research Conference, PCRC. San Diego, CA.

Maddox, S., **Gersib, J. A.**, & Doabler, C. T. (2024, February). *Unpacking Elementary Science Outcomes through Teacher Observational Data.* Poster presentation at annual conference for the Pacific Coast Research Conference, PCRC. San Diego, CA.

Gersib, J. A., & Doabler, C. T. (2023, November). *Promoting Behavior Change in Students with Emotional-Behavioral Disabilities through Motivational Interviewing*. Panel presentation at annual Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Rojo, M., Doabler, C. T., Clarke, B., & **Gersib, J. A.** (2023, October). *Replication in Mathematics Intervention Research: A Tale of Two Studies*. Panel presentation at annual Council for Learning Disabilities Conference, Denver, CO.

Gersib, J. A. & Doabler, C. T. (2023, March) *A Meta-Analysis of Cognitive and Behavioral Components in Mathematics Interventions*. Poster session at annual Badar-Kauffman Conference, Kent, OH.

Rojo, M., **Gersib, J. A**., Ghafghazi, S., Longhi, M., Doabler, C. T., & Lovette, G. T. (2023, March). *Guided Inquiry ROCKS! An Equitable Approach to Earth Science Instruction*. Poster session at the annual conference for the Council for Exceptional Children, CEC. Louisville, KY**.**

Gersib, J. A. (2023, February). *School-Based Motivational Interviewing: A Meta-Analysis.* Poster session at the annual conference for the Pacific Coast Research Conference, PCRC. San Diego, CA.

Vandertuin, M., Barnicle, K., Dolenc, K., Ghafghazi, S., **Gersib, J.**, & Doabler, C. T. **(**2023, February). *Sociodemographic and Academic Skills as Moderators of Second Grade Science Achievement.* Poster session at the annual conference for the Pacific Coast Research Conference, PCRC. San Diego, CA.

Gersib, J. A., Rojo, M., & King, S. (2022, October). *Mathematics Interventions with Cognitive and Behavioral Components: A Meta-Analysis*. Panel session at annual conference for the Center for Learning Disabilities, CLD. Richmond, VA.

Gersib, J. A., Ghafghazi, S., & Doabler, C. T. (2022, October). *The Moderating Effects of Initial Skill Development on a First-Grade Intervention for Students with Mathematics Difficulties*. Poster session at annual conference for the Center for Learning Disabilities, CLD. Richmond, VA.

Doabler, C. T., Powell, S. R., Turtura, J. E., Sutherland, M. & **Gersib, J. A.** (2022, September). *Boosting STEM Literacy for All Learners: Findings and Lessons Learned from Three Randomized Controlled Trials.* Panel session at annual conference for the Society of Research on Educational Effectiveness, SREE. Washington DC.

Gersib, J. A., Doabler., C. T., Rojo, M., & Longhi, M. (2022, June). *Behind the Curtain: Exploring Factors Associated with Intervention Response*. Mathematical Cognition and Learning Society Conference, MCLS. Antwerp, Belgium.

Gersib, J. A. (2022, February). *Class-wide behavior interventions for students with emotional-behavioral disorders: A synthesis.* Poster presentation at Pacific Coast Research Conference, PCRC. San Diego, CA.

Gersib, J. A. (2022, January). *Motivational interviewing: A counseling technique to integrate in classrooms to increase motivation.* Teacher slam session at Council for Exceptional Children Annual Conference. CEC. Orlando, FL.

Rojo, M., & **Gersib, J. A**. (2021, October). *Rational number interventions for students with mathematics difficulties: A meta-analysis.* Panel session at annual conference for the Center for Learning Disabilities. Las Vegas, NV.

Service

Dissertation Committee Shadi Ghafghazi
2026

Associate Editor
2025 ***Teaching Exceptional Children***
Special Issue: *Content Area Instruction for Students with Learning Disabilities*

Peer Reviewer

Grant Panels
2024 NSF CAREER Review Panel

Journals
2024 – present Journal of Learning Disabilities
2023 – present The Elementary School Journal

2022 - 2023	Texas Education Review

Conference Proposals

2021-2022	Association for Positive Behavior Supports
2021-2024	Conference for Exceptional Children

Licensure

State of Texas	EC-12 School Counselor
Licensed through May 2027	EC-12 Special Education
	EC-12 ESL Certification
	EC-6 Core Subjects