Summary of Research Endeavor

Elizabeth Swanson, Ph.D.

Research Professor · The Meadows Center for Preventing Educational Risk
Department of Special Education · The University of Texas at Austin

$53.8M+	90+	25	K–11
CAREER RESEARCH FUNDING	PEER-REVIEWED PUBLICATIONS	YEARS OF LITERACY RESEARCH	GRADE SPAN SERVED

Tier 1 Literacy Practices

Classroom-wide instruction in phonics, vocabulary & comprehension — for every student

$36.7M IN GRANT FUNDING

ELEMENTARY · K–5

STRIVE — $3.5M · IES
Vocabulary & comprehension PD for elementary teachers.

CA-CSR — $2.5M · OSEP
For English learners with, or at risk for, disabilities.

SECONDARY · 6–12 · BUILDING THE SCIENCE OF TEACHING READING AT THE SECONDARY LEVEL

PACT: 15 Years and $32.1M, From Flagship Trial to Statewide Policy

2010	2015	2020	2023	2026
PACT Launches (IES): flagship RCT testing comprehension instruction, grades 7–12	PACT Plus: School Wide Model, extending PACT for students with disabilities	PACT Train-the-Trainers: scaling coach-delivered PD for sustainability	AIM Coaching Launches: PACT-based certification for instructional coaches	PACT Ohio Expansion: statewide, with the Ohio Dept. of Education & Workforce
$20M	$1.6M	$3.6M	$1.4M · aimcoaching.org	$5.5M

Literacy Intervention

Targeted, evidence-based instruction for struggling readers & students with disabilities

$26.9M IN GRANT FUNDING

ELEMENTARY · K–5 · LEVERAGING COMMUNITY PARTNERS TO DELIVER SOR-ALIGNED INTERVENTION

Reading Buddies: 5 Years and $14.9M, From Initial Trial to Statewide Reach

2022	2026	2027
Reading Buddies Efficacy Trial (IES): RCT of cross-age peer tutoring, with YMCA of Central Texas	Reading Buddies with TEA: statewide expansion into high-need rural Texas schools	Reading Buddies AI (projected): AI-enhanced platform, with Dell Technologies
$4M	$9.9M	$1M

SECONDARY · 6–12

Project CSR — $3M · IES
Comprehension intervention for struggling adolescent readers.

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Parent Engagement

Equipping families — especially those without access to private tutoring — to support reading at home

$10K seed
→ FREE NATIONAL RESOURCES

ELEMENTARY · K–5

Let's Read! / Parent Led Reading Lessons

Free, self-contained lessons and online training that let parents of struggling 1st graders deliver effective reading instruction at home — no cost, no private tutor required.

Family Video Series

Short parent-facing videos on multisyllabic word support, home reading routines, and building motivation — developed as a rapid COVID-era response and still in use.

SECONDARY · 6–12

Motivating Children to Do Homework: A Parent's Guide

Practical strategies for families supporting middle schoolers through homework friction.

Supporting Families During Homework Time

Guidance for motivating middle school students at home.

Executive Function Support for Teens

Family-involved strategies targeting teens' transition goals.

Featured Products & Innovations

Reading Buddies AI

AI-enhanced cross-age tutoring platform, built with Dell Technologies.

bit.ly/RB-UT-DELL

ut-text.com

32 free leveled reading passages, each in two reading levels — English & Spanish.

ut-text.com

AIM Coaching Hub

PACT coaching certification & Tier 1 literacy toolkit for instructional coaches.

aimcoaching.org

Grant Funding by Focus Area



Categorized by each project's primary focus; several grants above touch more than one area. Parent Engagement work is largely delivered as free products built on top of the grants at left, rather than as separately funded lines.

SELECTED RECOGNITION

Dean's Distinguished Professional Track Faculty Award, UT Austin College of Education (2025)

Faculty Development Award, UT Austin College of Education (2024–2026)

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Full Vita

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HIGHER EDUCATION

Year	Degree	Major	Institute
2008	Ph.D.	Learning Disabilities & Behavior Disorders	The University of Texas at Austin
2003	M.Ed.	Special Education	The University of Texas at Austin
1997	B.S.	Applied Learning and Development	The University of Texas at Austin

EXPERIENCE

Position	University Employer	Date
Research Professor	The University of Texas at Austin	2022-present
Research Associate Professor	The University of Texas at Austin	2016-2022
Research Assistant Professor	The University of Texas at Austin	2010-2016
Project Director	Vaughn Gross Center for Reading & Lang. Arts	2007-2010
Graduate Research Assistant	Vaughn Gross Center for Reading & Lang. Arts	2003-2007
Instructor	Huston Tillotson University	2003-2004
Student Teacher Supervisor	The University of Texas at Austin	2003

Position	Professional Employer	Date
Teacher	Austin Independent School District	1997-2002
Special Education Team Leader	Andrews Elementary School	1999-2002
Teacher of the Year Nominee	Andrews Elementary School	2001, 2002

Professional Credential		Date
Project Management Professional	Project Management Institute	2022-present
State of Texas Teacher Certification	General Grades 1-8	1997-present
State of Texas Teacher Certification	Special Education PK-age 21	1997-present

CONTRACTS AND GRANTS

Contracts and Grants Funded

$53,818,758 as PI or Co-PI

1. Reading Buddies to Accelerate Literacy Outcomes in Texas High-Need Rural Schools. Office of Elementary and Secondary Education, Department of Education, 2026-2031, $9,900,000, Principal Investigator of Subaward.
   Note: Partnership with Texas Education Agency
2. Accelerating Literacy Outcomes in High-Needs Ohio Middle Schools through PACT. Office of Elementary and Secondary Education, Department of Education, 2026-2031, $5,500,000, Principal Investigator of Subaward.
   Note: Partnership with Ohio Department of Education and Workforce
3. Computer Assisted Collaborative Strategic Reading: Accessing Scientifically Based Reading Practices for English Learners With, and At Risk For, Disabilities. Office of Special Education Programs, 2023-2028, $2,500,000, Principal Investigator. H327S230005
4. A Replication Study to Examine the Efficacy of Sound Partners When Implemented by Peer Tutors. Institute of Education Sciences, 2022-2027, $4,000,000, Principal Investigator. R305R220024
5. Evaluation of PACT: Replication in a Train-the-Trainers Context. Institute of Education Sciences, 2020-2027, $3,600,000, Subaward PI.
6. Parent Led Reading Lessons for Struggling First Graders. The University of Texas at Austin College of Education, 2022-2023, $10,000, Principal Investigator.
7. Developing an Instructional Leader Adaptive Intervention Model for Supporting Teachers as they Integrate Evidence-Based Adolescent Literacy Practices School-Wide. Institute of Education Sciences, 2020-2024, $2,500,000, Co-Principal Investigator.
8. Multi-Tiered Systems of Support and Methodological Skill Development, Institute of Education Sciences, 2020-2025, $766,000, Mentor.
9. Examining the Efficacy of Differential Levels of Professional Development for Teaching Content Area Reading Strategies. Institute of Education Sciences, 2015-2021, $3,500,000, Principal Investigator
10. Adolescent Literacy Model for Students with Disabilities: Improving Instruction and Intervention to Enhance Reading. Office of Special Education Programming, 2015-2021, $1,600,000, Co-Principal Investigator.
11. Building RTI Capacity. Texas Education Agency, 2018-2019, $708,758, Principal Investigator.
12. Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7-12. Institute of Education Sciences, 2010-2019, $20,000,000, Co-Principal Investigator.

13. Project Collaborative Strategic Reading (CSR): Interventions for Struggling Adolescent and Adult Readers and Writers. Institute of Education Sciences, 2008-2012, $3,000,000, Project Coordinator.
14. Scaling-Up Effective Intervention for Preventing Reading Difficulties in Young Children. Institute of Education Sciences, 2003-2008, $5,999,744, Project Coordinator.

Other Contracts and Grants of Note

In Review: $13,956,133

Reading Buddies: Accelerating Reading Achievement through Cross-Age Tutoring and AI Platform Integration. U.S. Department of Education Small Business, Innovation and Research Competition, $368,714, Principal Investigator of Subaward. Collaboration with Dell Technologies.

Planting and Burgeoning SEEDs in the Permian Basin (PB SEEDS). U.S. Department of Education, $5,979,765, Co-Principal Investigator.

Reducing Inequality in Reading Achievement for English Learners in High-Poverty Schools. William T. Grant, In Review, Queries Received, $600,000, Principal Investigator.

Reading Buddies: Cross-Age Tutoring to Improve Literacy in Rural and Low-Income Schools. U.S. Department of Labor on behalf of the U.S. Department of Education. In Review, $2,007,654, Principal Investigator of Subaward.

Enriching ESL Certification by Embedding Language and Literacy Knowledge in Classroom Practice, U.S. Department of Education, $5,000,000, Principal Investigator.

PUBLICATIONS

Books

Swanson, E., Mauer, E., Vaughn, S. (in preparation). *Focus Group Interviews in Social Science Research*. Sage Publishing.

Wexler, J., Swanson, E., & Shelton, A. (2021). *Literacy Coaching in Secondary Settings: Improving Intensive Instruction for All Students*. New York: The Guilford Press.

Klingner, J. K., Vaughn, S., Boardman, A. G. & Swanson, E. (2012). *Now we get it! Boosting comprehension with collaborative strategic reading*. San Francisco, CA: Jossey-Bass. Note: Book has 5-star rating on Amazon.com

Pre-Registrations

Therrien, W., J.,…Swanson, E.,…et al., (2023, March 25). National Teacher Survey. https://doi.org/10.17605/OSF.IO/AJE43

Swanson, E., & Mauer, E. (2024, December 16). Student Feedback Use During Cross-Age Peer Tutoring. https://doi.org/10.17605/OSF.IO/2KZ64

Swanson, E., Wanzek, J., Vaughn, S., & Roberts, G. (2023, March 30). The Efficacy of Sound Partners When Implemented by Peer Tutors. https://doi.org/10.17605/OSF.IO/37QWA

Peer Reviewed Journal Articles

* Student at time of submission

	All	Since 2021
Citations	6,819	3,596
h-index	37	34
i10-index	69	59

Google Scholar 8/21/2026

1. Wexler, J., Omohundro, K., Shelton, A., & Swanson, E. (in review). Beyond evidence-based practices: Building the systems to support adolescent literacy. *The Reading League Journal.*
2. Swanson, E., Payne, B., Hogan, E., & Wexler, J. (in review). Comparing inexpensive, nonintrusive implementation fidelity data collection methods in school-based research. *Research in Special Education*.

   Preprint: Swanson, E. (2024, November 12). Audio Versus Video Recordings. Retrieved from osf.io/xuras
3. *Mauer, E., Vaughn, S., Swanson, E., Payne, S. B., & Shanahan, E. (in review). Focus group interviews in education: A systematic mapping review. *Review of Educational Research*.
4. Vaughn, S. & Swanson, E. (in review). A sample of effective instructional practices for students with reading difficulties in grades 4 through 9. *Learning Disabilities Quarterly*.
5. Wexler, J., Swanson, E., Shelton, A., Omohundro, K., Fall, A.M., Roberts, G., Sayers, R., *Payne, S.B., Johnson, T. & Hogan, E. (in review). The efficacy of adaptive coaching: Supporting schoolwide literacy models in middle schools. *Remedial and Special Education*.
6. Swanson, E., Clemens, N. & *Mauer, E. (in review). Examining non-completion and accuracy among struggling readers and students with disabilities on timed multiple-choice tests of reading comprehension and vocabulary. *Exceptional Children.*
7. Payne, S. B., Hogan, E., & Swanson, E. (in review). Sustaining school-wide literacy models in rural contexts: A case study in implementation science. *Scientific Studies of Reading*.
8. Swanson, E., Scammacca, N, & *Bhat, B. (in review). The role of social studies departmentalization and instructional quality on fourth grade student reading and content knowledge outcomes. *American Education Research Journal*.
9. Vaughn, S., *Mauer, E., Swanson, E., Shanahan, E., *Chang, A., Wanzek., J. (in press). Tutoring Young Children with Reading Difficulties: Perceptions of Child and Adult Tutors. *The Elementary School Journal*.
10. Swanson, E., *Mauer, E., Vaughn, S., Roberts, G., Wanzek, J., Fall, A-M., Shanahan, E. & Sandmel, K. (2026). Effects of cross age tutoring implementation and dosage on reading outcomes for tutor and tutees. *Journal of Research on Educational Effectiveness.* https://doi.org/10.1080/19345747.2026.2719452
    Note: Open Access
11. Therrien, W….Swanson, E…et al., (2026). Science instruction for students with learning disabilities: A National survey of elementary special education teachers. *Learning Disabilities Research and Practice*, online first.

Preprint:
Therrien, W….Swanson, E…et al., (2025). Science instruction for students with learning disabilities: A National survey of elementary special education teachers. EdArXiv. https://doi.org/10.35542/osf.io/ta739_v1

12. Swanson, E., *Mauer, E., Shanahan, E., Wanzek, J., & Vaughn, S., (2026). Student feedback use during cross-age peer tutoring. *The Elementary School Journal*, 126 (3), Ahead of Print: https://www.journals.uchicago.edu/doi/epdf/10.1086/739254
13. Wexler, J., Shelton, A., Swanson, E., *Payne, S.B., Sayers, R., *Johnston, T., Hogan, E.K., & Stark, K. (2026). The Development of a Coaching Model: Challenges and Implications for Intervention Research. *Remedial and Special Education*, *47*(2), 153-164.
14. Filderman, M. J., Stewart, A., Cramer, A. M., Hughes-Berheim, S. S. & Swanson, E. (2025). Intensification of a reading comprehension intervention using student data: A pilot study. *Remedial and Special Education*, 46(5), 382-394.
15. *Mauer, E. & Swanson, E. (2025). Cross-age peer tutoring to improve literacy outcomes for students with disabilities. *Teaching Exceptional Children*, 57(4), 286-293.
16. Killingly, C., Matheson, S., Bentley, L., & Swanson, E. (2025). Interventions for students with reading difficulties in grades 4-12: A systematic review and meta-analysis. *Review of Educational Research*. Open access at https://doi.org/10.1016/j.edurev.2025.100758
17. Therrien, W. J.,…Swanson, E., … et al. (2025). National survey of 4th and 5th grade science education teachers: insights into instruction and inclusion of students with disabilities. *Science Education*.

    Preprint:
    Therrien, W. J., et al. (2025). National survey of 4th and 5th grade science education teachers: insights into instruction and inclusion of students with disabilities. EdArXiv. https://doi.org/10.35542/osf.io/d4ybt
18. *Chang, A., *Mauer, E., Wanzek, J., Kim, S., & Swanson, E. (2025). Examining the academic effects of cross-age tutoring: A meta-analysis. *Educational Psychology Review,* 37(1), 1-20.
19. Filderman, M. J., Stewart, A. A., Cramer, A. M., Hughes-Berheim, S. S. & Swanson, E. (2025). Intensification of a reading comprehension intervention using student data: A pilot Study. *Remedial and Special Education*, 46(5), 382-394.
20. *Payne, S. B. & Swanson, E. (2024). Targeting the transition goals of teens through executive function support. *Teaching Exceptional Children*, 56(4), 202-209.
21. Stewart, A., & Swanson, E. (2024). Supporting reading comprehension for students with inattention. *Teaching Exceptional Children*, 56(5), 386-395.
22. Swanson, E., *Stewart, A. A., *Stevens, E. A., Scammacca, N. K., Capin, P., *Bhat, B. H., Roberts, G., & Vaughn, S. (2024). The efficacy of two models of professional development mediated by fidelity on fourth grade student reading outcomes. *Journal of Research on Educational Effectiveness*, *17*(2), 288-317.

    Preprint:

Swanson, E., Stewart, A. A., Stevens, E. A., Scammacca, N. K., Capin, P., Hamilton, B. J., Roberts, G. & Vaughn, S. (2023). The efficacy of two models of professional development mediated by fidelity on fourth grade student reading outcomes. EdArXiv. https://doi.org/10.35542/osf.io/7kqrt

23. Stevens, E. A., *Stewart, A., Vaughn, S., Scammacca, N., & Swanson, E. (2024). The effects of a tier 2 reading comprehension intervention aligned to tier 1 instruction for fourth graders with inattention and reading difficulties. *Journal of School Psychology*. 105.
24. *Mauer, E. & Swanson, E. (2024). Cross age peer tutoring to improve literacy outcomes for students with disabilities. *Teaching Exceptional Children*. Open Access and Online First https://doi.org/10.1177/00400599241231229
25. *Payne, S. B., & Swanson, E. (2023). Supporting families to motivate their middle school student during homework time. *TEACHING Exceptional Children.* 55(6), 422-430.
26. Shelton, A., Swanson, E., Wexler, J., *Payne, S.B.B. & Hogan, E. (2023). An exploration of middle school literacy coaching: A study of teachers and instructional coaches. *Teacher Education and Special Education*, 46(4), 300-316.
27. *Stevens, E. A., Capin, P., Stewart, A., Swanson, E., & Vaughn, S. (2023). Examining the type and direction of teacher feedback provided in fourth grade classrooms to inform teacher preparation. *Elementary School Journal*, 124(1), 109-128.
28. Vaughn, S., Alsolami, A., & Swanson, E. (2023). Differentiating instruction for students who are blind or have low vision. *Teaching Exceptional Children*, 55(4), 244-250.
29. Stewart, A. A., Vaughn, S., Scammacca, N., & Swanson, E. A. (2023). Evidence-Based Reading Instruction for Students with Inattention: A Pilot Study. *Remedial and Special Education*, *44*(4), 294-307.
30. Wexler, J., Swanson, E., Shelton, A., Kurz, L. A., Bray, L., & Hogan, E. (2023). Sustaining the use of evidence-based Tier 1 literacy practices that benefit students with disabilities. *Journal of learning disabilities*, *56*(2), 145-160.
31. Wang, H-W, Swanson, E., & Vaughn, S. (2023). Understanding the role of academic vocabulary in content acquisition for middle school students with and without disabilities. *Journal of Special Education*, 57(10), 3-12.
32. Lee, Y-K, Cho, E., Kim, E. H., Lee, G., Capin, P., & Swanson, E. (2022). Profiles of reading self-efficacy and mindset: How are they related to engagement and reading achievement? *Contemporary Educational Psychology,* 42(8), 934-951.
33. *Payne, S. B. & Swanson, E. (2022). Targeting the transition goals of teens through executive function support. *Teaching Exceptional Children*, 56(4), 202-209.
34. Filderman, M. J., Austin, C., *Boucher, A., *O'Donnell, K., & Swanson, E. (2022). A meta- analysis of the effects of reading comprehension interventions on the reading comprehension outcomes of struggling readers in third through twelfth grades. *Exceptional Children, 88(2), 163-184.*
35. Vaughn, S., Swanson, E., Fall, A-M, Roberts, G., Capin, P., Stevens, E. A., & *Stewart, A.A. (2022). The Efficacy of Comprehension and Vocabulary Focused Professional Development on English Learners' Literacy. *Journal of Educational Psychology,* 114(2), 257-272.

36. Swanson, E., Vaughn, S., Fall, A-M, Stevens, E.A., *Stewart, A.A., Capin, P., & Roberts, G. (2021). The differential efficacy of a professional development model on reading outcomes for students with and without disabilities. *Exceptional Children*, 87(4), 497-516.
37. Swanson, E. & *Boucher, A., (2021). Instructional practices to boost tier 1 content area instruction for students with disabilities: A closer look at PACT. *Learning Disabilities: A Multidisciplinary Journal,* 26(1), 73-89.
38. Scammacca, N., & Swanson. E., Vaughn, S., & Roberts, G. (2021). Cost-Effectiveness of a Grade 8 Intensive Reading and Content Learning Intervention. *School Psychology Review,* 49(4), 374-385. Note: Featured article in January 2021
39. *Capin, P., *Stevens, E. A., *Stewart, A., Swanson, E., Vaughn, S. (2021). Examining vocabulary, comprehension, and content knowledge instruction during fourth grade social studies teaching. *Reading and Writing: An Interdisciplinary Journal*. 34(5),1143-1170.
40. *Shelton, A., Wexler, J., *Kurz, L. A., & Swanson, E. (2021). Incorporating evidence-based literacy practices into middle school content areas. *TEACHING Exceptional Children*, 53(4), 270-278.
41. Scammacca, N., Fall, A.-M., *Capin, P., Roberts, G., & Swanson, E. (2020). Examining factors affecting reading and math growth and achievement gaps in grades 1–5: A cohort-sequential longitudinal approach. *Journal of Educational Psychology, 112*(4), 718-734.
42. Swanson, E., *Austin, C., *Stewart, A., & Scammacca, N., (2020). A meta-analysis of the effects of e-book interventions on K-12 student reading outcomes. *Reading and Writing Quarterly*, 36(5), 480-496.
43. Wexler, J., Swanson, E., * Kurz, L-A, & *Shelton, A. (2020). Enhancing reading comprehension in middle school classrooms using a critical reading routine. *Intervention in School and Clinic*, 55(4). Note: Lead Feature Article; Award winner: Must-Read Article
44. Wexler, J., Swanson, E., Vaughn, S., *Shelton, A., & *Kurz, L. A. (2019). Building a sustainable school-wide adolescent literacy model in middle schools: Guidance for administrators. *Middle School Journal*, 50(3), 15-25.
45. Swanson, E., *Stevens, E. A., & Wexler, J. (2019). Engaging students in text-based discussion within content area instruction. *Teaching Exceptional Children*, 51(4), 305-312.
46. Swanson, E., *McCulley, L. V., *Osman, D. J., Scammacca-Lewis, N. & Solis, M. (2019). The Effect of Team Based Learning in Post-Secondary Settings on Content Knowledge: A Meta-Analysis. *Active Learning in Higher Education,* 20(1).
47. Vaughn, S., Fall, A-M, Roberts, G., Wanzek, J. Swanson, E., & Martinez, L (2019). Class percentage of students with reading difficulties on content knowledge and comprehension. *Journal of Learning Disabilities*, 52(2), 120-134.
48. Wanzek, J., Roberts, G., Vaughn, S., Swanson, E., & Sargent, K. (2019). Examining the role of pre-instruction academic performance within a text-based approach to improving student content knowledge and understanding. *Exceptional Children*, 85(2),212-228.
49. Swanson, E., Barnes, M., Fall, A-M, & Roberts, G. (2017). Predictors of reading comprehension among struggling readers who exhibit differing levels of inattention and hyperactivity. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 34(2), 132- 146.
50. Swanson, E., Vaughn, S., & Wexler, J. (2017). Enhancing adolescents' comprehension

of text by building vocabulary knowledge. *Teaching Exceptional Children*, 50(2),84-94.

51. Swanson, E., Stevens, E., A., Scammacca, N., *Capin, P., *Stewart, A., *Austin, C. (2017). The impact of tier-1 reading instruction on reading outcomes for students in grades 4-12: A meta-analysis. *Reading and Writing*, *30*(8), 1639-1665.
52. Swanson, E. & Wexler, J. (2017). Selecting Appropriate Text for Adolescents with Disabilities. *Teaching Exceptional Children*, 49(3) 160-167.
53. Vaughn, S., Martinez, L. R., Wanzek, J., Roberts, G., Swanson, E., & Fall, A.-M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. *Journal of Educational Psychology, 109*(1),22-34.
54. Swanson, E., Wanzek, J., Vaughn, S., Fall, A-M., Roberts, G., Hall, C. & *Miller, V. (2017). Middle school reading comprehension and content learning intervention for below average readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties*. 33, 37-53.
55. Swanson, E., Reed, D., & Vaughn, S. (2016). Research-based lessons that support student independent reading in social studies. *Preventing School Failure*, v60 n4 p337-344.
56. Swanson, E., Wanzek, J., *McCulley, L., Stillman-Spisak, S., Vaughn, S., Simmons, D., *Fogarty, M., & Hairrell, A. (2016). Literacy and text reading in middle and high school social studies and English language arts classrooms. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 32, 3, 199-222.
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59. Vaughn, S. & Swanson, E. (2015). Special education research advances knowledge in education. *Exceptional Children*. 82, 11-24.
60. Wanzek, J., *Kent, S. C., Vaughn, S., Swanson, E., Roberts, G., & Haynes, M. (2015). Implementing team-based learning in middle school studies classes. *Journal of Educational Research, 108(4), 331-334*.
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66. Swanson, E., & Wanzek. J. (2014). Applying research in reading comprehension to social studies instruction for middle and high school students. *Intervention in School and Clinic*, 49(3). 142-147.
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1. Payne S. B., Swanson, E., McGraw, R. L., Reutebuch, C. K., Smith Levitan, J. A., Hogan, E., & Wexler, J. (2025). Coaching rural schoolteachers to implement schoolwide literacy practices to improve reading outcomes for students with disabilities. In B. Cooke & T. Landrum (Eds.), *Advances in learning and behavioral disabilities.* Emerald.
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Other Scholarly/Creative Works

Online Modules for Schools and Community

1. The Meadows Center for Preventing Educational Risk. (2026) *Cross-Age tutoring Guide for Elementary Schools*. Austin, TX: The Meadows Center for Preventing Educational Risk. Major Contributors: Swanson, E., Mauer, E., Smailes, L. https://rise.articulate.com/share/bcSOsQrDtHHZmpELRIDuCBebo-DBzFuF
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Resources for Teachers and School Leaders

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5. The Meadows Center for Preventing Educational Risk (2024) www.ut-text.com Austin, TX: Authors.
   PI: Elizabeth Swanson
   Coauthored a series of 32 reading passages.
   Each passage is in two reading levels and is available in English and Spanish.

   The Inner Planets
   The Outer Planets
   The Moon
   Pluto
   Renewable Resources
   Nonrenewable Resources
   Fossil Fuels
   Conservation
   Nomadic American Indian Tribes of Texas
   Farming American Indian Tribes of Texas
   Texas Tribes of Today
   The Impact of European Exploration on American Indian Tribes of Texas
   Barbara Jordan: A Trailblazing Leader
   Cesar Chavez
   Jose Hernandez: From Farmer to Astronaut
   New to America
   Galveston: Ellis Island of the West
   The Path to Citizenship
   Annie Moore: the First Immigrant Through Ellis Island
   Ann Richards: A Story of Empowerment
   The Women's Suffrage Movement in America
   The Equal Pay Act: A Law for Justice at Work
   Ruth Bader Ginsburg: An Inspiration to All
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   Juneteenth
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Resources for Parents

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6. Meadows Center for Preventing Educational Risk (2020). *What dyslexia looks like in middle school and what you can do to help your child*. Austin, TX: The Meadows Center for Preventing Educational Risk. Major Contributors: Cable, A., Swanson, E., Wexler, J.
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8. Swanson, E., Kurz, L. A., & Wexler, J. (2018). *Motivating children to their homework: Parent's Guide*. Austin, TX: The Meadows Center for Preventing Educational Risk.
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Resources for the Research Field

1. Henry, G. & Swanson, E. (2026). Project Management at The Meadows Center for Preventing Educational Risk (Online Modules). Austin, TX: The Meadows Center for Preventing Educational Risk.
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SCHOLARLY PRESENTATIONS

Keynotes and Symposia

1. Swanson, E. (Chair) (2027, February). *Cross Age Peer Tutoring for Early Reading: Efficacy, Moderators, and Sustainability*. Panel conducted at the Pacific Coast Research Conference, San Diego, CA (National)
2. Swanson, E. (Chair) (2026, September). *Leveraging Peer Interaction to Deliver Effective Reading Interventions*. Symposium conducted at the Society for Research on Educational Effectiveness Conference, Baltimore, MD (National).
3. Swanson, E. (Chair) (2025, July). *The Effect of Cross Age Peer Tutoring on Reading Outcomes and Reflections from Student Participants*. Symposium conducted at the Society for the Scientific Study of Reading Conference, Calgary, Canada (International).
4. Swanson, E. (Chair) (2026, April). *The Efficacy of Sound Partners When Implemented by Elementary Tutors: Academic Outcomes and Student Perceptions*. Symposium conducted at the American Education Research Association Conference, Los Angeles, CA (National).
5. Vaughn, S., Swanson, E., Wexler, J., Kennedy, M., & Francis, D. (2024, February). *Addressing the Neglected Role of Background Knowledge When Designing Interventions*. [**Keynote presentation**]. Pacific Coast Research Conference, San Diego, CA (National).
6. Swanson, E., (Chair) (2020, February). *A variety of approaches to address reading comprehension in the middle grades*. Symposium conducted at the Pacific Coast Research Conference, Coronado, CA (National).
7. Swanson, E. (Chair) (2020, January). *Key components of professional development and their effect on student outcomes*. Symposium conducted at the IES Principal Investigator Meeting, Washington, DC (National).
8. Swanson, E. (Chair) (2019, October). *Establishing a strong tier 1 platform to support struggling readers*. Symposium conducted at the Council for Learning Disabilities, San Antonio, TX (National).
9. Swanson, E. (Chair) (2016, October). *Tier 1 interventions that work for students with disabilities*. Symposium conducted at the Council for Learning Disabilities, San Antonio, TX (National).
10. Swanson, E. (Chair) (2015, February). *Multi-component comprehension-focused interventions for adolescent struggling readers*. Symposium conducted at the Pacific Coast Research Council, San Diego, CA (National).
11. Swanson, E. (Chair) (2014, July). *Improving adolescents' reading comprehension in the content areas*. Symposium conducted at the meeting of Society of the Scientific Study of Reading, Santa Fe, AZ (International).

Refereed Presentations at Conferences

* Student at time of presentation

1. Swanson, E., Vaughn, S., Wanzek, J. & Mauer, E. (proposal under review). *Reading Buddies Main Effects and Dosage Considerations*. Presentation at the Pacific Coast Research Conference, San Diego, CA (National).
2. Mauer, E., Swanson, E., Wanzek, J., & Vaughn, S. (proposal under review). *Moderators of Impact from the Reading Buddies Program*. Presentation at the Pacific Coast Research Conference, San Diego, CA (National).
3. Wanzek, J., Swanson, E., Vaughn, S., Mauer, E. (proposal under review). *Maintenance of Effect Over the Summer for Reading Buddies Participants*. Presentation at the Pacific Coast Research Conference, San Diego, CA (National).
4. Swanson, E., Hudson, A., & Artzi, L. (2026). *Promoting Adolescents Comprehension of Text for Students with Language Based Disabilities.* Presentation at the International Dyslexia Association Conference, Las Vegas, NV. (National).
5. Swanson, E., Mauer, E. (2026). *Reading Buddies Main Effects and Dosage Considerations*. Presentation at the International Dyslexia Association Conference, Las Vegas, NV. (National).
6. Collins, A., Ciullo, S., Swanson, E. & Mauer, E. (2026, October). *Examining Student Characteristics and Instructional Models in Elementary Literacy Interventions.* Council for Learning Disabilities Conference, Fort Worth, TX (National).
7. Swanson, E. (2026, October). *Reading Buddies: Academic Effects, Feedback Quality, and Student Perceptions*. Council for Learning Disabilities Conference, Fort Worth, TX (National).
8. Wexler, J., Swanson, E., Shelton, A. & Lightsey, J. (2026, September). *Reciprocal Knowledge Production: Informing Science Through Partnership.* Integrated Symposium at the Society for Research on Educational Effectiveness Conference, Baltimore, MD (National).
9. Prindle, C., Swanson, E., Luo, H., Fu, Y., Merat, A., & Shen, L., (2026, September) *Click to Connect: How and Where Can Education Researchers Effectively Disseminate Findings Online to K-12 Teachers?* In the Pipeline Poster Presentation at the Society for Research on Educational Effectiveness Conference, Baltimore, MD (National).
10. Swanson, E. (2026, September). *When Reading Meets Social Studies: What a Series of Randomized Trials Reveals About Content-Integrated Instruction*. Presentation at the Society for Research on Educational Effectiveness Conference, Baltimore, MD (National).
11. Swanson, E. & Mauer, E. (2026, September). *The Efficacy of Sound Partners Reading Intervention when Implemented Through Cross-Age Tutoring*. Presentation at the Society for Research on Educational Effectiveness Conference, Baltimore, MD (National).
12. Swanson, E. (2026, August). *When Evidence Meets Access: Advancing Literacy for All Learners.* Poster Presentation at the Office of Special Education Programs Conference, Washington, D.C. (National).

13. Payne, B., Hogan, E., & Swanson, E. (2026, July). Sustaining school-wide literacy models in rural contexts: A case study in implementation science. Presentation at the Society for the Scientific Study of Reading Conference, Rotterdam, Netherlands.
14. Swanson, E., *Mauer, E., Vaughn, S., & Wanzek, J. (2026, July). *The Efficacy of Sound Partners Reading Intervention when Implemented Through Cross-Age Tutoring*. Presentation at the Society for the Scientific Study of Reading Conference, Rotterdam, Netherlands.
15. *Mauer, E., Swanson, E., Vaughn, S., & Wanzek, J. (2026, July). *Factors Influencing Sustained Implementation of Cross-Age Tutoring in Afterschool Care Settings: Students' Perceptions and Program Level Implications*. Presentation at the Society for the Scientific Study of Reading Conference, Rotterdam, Netherlands.
16. Swanson, E., & *Mauer, E. (2026, April). *Efficacy of Sound Partners through Peer Tutors*. Presentation at the American Education Research Association Conference, Los Angeles, CA.
17. *Mauer, E. & Swanson, E. (2026, April). *Student Feedback and Perceptions of Cross-Age Tutoring*. Presentation at the American Education Research Association Conference, Los Angeles, CA.
18. *Merat, A., Swanson, E., Vaughn, S., Smailes, L., & Camp, V. (2026, March). *Bridging research and practice: Collaborating with schools to design meaningful reading comprehension interventions.* [Poster]. Council for Exceptional Children, Salt Lake City, UT, United States.
19. Swanson, E., Mauer, E., Vaughn, S., Wanzek. J. (2026, February). *The Effects of Reading Intervention for Young Learners When Delivered by Cross-Age Tutors Compared to Adult Tutors*. Poster at Pacific Coast Research Conference.
20. Swanson, E., *Mauer, E., (2025, October). *The Impact of Cross-Age Tutoring in YMCA Afterschool Programs on Tutor and Tutee Outcomes*. Presentation at the Society for Research on Educational Effectiveness. Chicago, IL.
21. Swanson, E. (2025, July). *The Effects of Reading Intervention for Young Learners When Delivered by Cross-Age Tutors Compared to Adult Tutors*. Presentation at the Society for the Scientific Study of Reading Conference, Calgary, Canada.
22. Vaughn, S., Swanson, E., *Mauer, E., (2025, July). *Tutoring Young Children with Reading Difficulties: Perceptions of Child and Adult Tutors*. Presentation at the Society for the Scientific Study of Reading Conference, Calgary, Canada.
23. *Mauer, E., Swanson, E. (2025, July). *The Type and Quality of Feedback Upper Elementary Grade Reading Tutors Give to First Grade Tutees*. Presentation at the Society for the Scientific Study of Reading Conference, Calgary, Canada.
24. *Chang, A., *Mauer, E., Wanzek, J & Swanson, E. (2025, April). *Examining the Academic Effects of Cross-Age Tutoring: A Meta-Analysis*. Presentation at the American Educational Research Association Conference, Denver, CO.
25. Swanson, E. & *Mauer, E. (2025, February). *Student Feedback Use When Implementing Sound Partners Through Cross-Age Peer Tutoring*. Poster Presentation at the Pacific Coast Research Conference, San Diego, CA.

26. Wexler, J., & Swanson, E. (2025, February). *AIM Coaching: Barriers, Solutions, Costs, and Evidence of Promise*. Panel presentation at the Pacific Coast Research Conference, San Diego, CA.

27. Swanson, E. (2025, January). *Using Audio to Capture Implementation Fidelity Data: Progress and Next Steps*. Presentation at the Institute of Education Sciences Principal Investigator Meeting, Washington, D. C.

28. Artzi, L, Swanson, E., Pierce, J., D'Souza, I. & Weich, S. (2024, March). *Supporting Teachers with Implementing Content Literacy Evidence-Based Practices in Middle School.* Presentation at the Council for Exceptional Children Conference 2024, San Antonio, TX.

29. Swanson, E. (2024, March). *Engaging Parents in Ways That Contribute to Student Academic Success.* Poster Presentation at the Council for Exceptional Children Conference 2024, San Antonio, TX.

30. *Payne, B., Swanson, E., Wexler, J., Omohundro, K., & Shelton, A. (2024, March). *Softening the "F Word:" Rethinking Fidelity to Inform Professional Development.* Poster presentation at the Council for Exceptional Children Conference 2024, San Antonio, TX.

31. *Chang, A., *Mauer, E., Swanson, E., Wanzek, J., & Vaughn, S. (2024, March). *Cross-age Tutoring to Support Reading Outcomes for Students with Disabilities.* Presentation at the Council for Exceptional Children Conference 2024, San Antonio, TX.

32. Brafford, T., Nelson, G., & Swanson. E. (2024, February). *Mathematics Vocabulary: The Foundation of Mathematics Competence?* [Panel presentation]. Pacific Coast Research Conference, San Diego, CA.

33. *Chang, A. E., *Mauer, E., Swanson, E., & Wanzek, J. (2024), February). *Examining the Effects of Cross-Age Peer Tutoring*. [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.

34. Hogan, E., McGraw, L., *Ghafghazi, S., *Payne, B. & Swanson, E. (2023, March). *Schoolwide Adolescent Literacy Models: Ingredients for a Successful Launch*. Presentation at the Council for Exceptional Children Conference 2023, Louisville, KY.

35. Swanson, E. (2023, February). *Improving Upper Elementary Reading Outcomes Through Efficacious Professional Development*. Presentation at Pacific Coast Research Conference (PCRC) 2023, San Diego, CA.

36. Wexler, J., Shelton, A. & Swanson, E. (2023, February). *The Development of a Coaching Intervention: Challenges and Directions for Intervention Research.* Poster presentation at Pacific Coast Research Conference (PCRC) 2023, San Diego, CA.

37. Filderman, M., Stewart, A., Marques, A., Swanson, E. & Berheim, S. H. (2023, February). *Intensification of Reading Comprehension Instruction: Preliminary Findings from a Randomized Controlled Trial*. Poster presentation at Pacific Coast Research Conference (PCRC) 2023, San Diego, CA.

38. Swanson E., (2022, September). *Learning About Key Features of Professional Development Through Replication Studies*. Presentation at the Society of Research on Educational Effectiveness, 2022, Washinton, D.C.

39. Filderman, M. J., Stewart, A. & Swanson, E. (2022, February). *Intensification of a Reading Comprehension Intervention Using Student Data.* [Poster presentation]. Pacific Coast

Research Conference (PCRC) 2022, San Diego, CA.

40. *Payne, B., & Hogan, E. Swanson, E., Wexler, J., Shelton, A. (2022, February). *Status of Literacy Coaching in Middle Schools: A Survey Study.* Poster presentation at the Pacific Coast Research Conference (PCRC) 2022, San Diego, CA.
41. Swanson, E., Wexler, J., Shelton, A., Hogan, E., & *Payne, B. (2022, January). *A Survey Study Investigating the Status of Literacy Coaching in Middle Schools Across the Nation.* Presentation at the 2022 Council for Exceptional Children Conference, Orlando, FL.
42. Filderman, M. & Swanson, E. (2022, January). *Reading Comprehension Intervention: A Summary of the Evidence and Practices to Support Reading Comprehension Outcomes for Struggling Readers in Grades 3-12.* Presentation at the 2022 Council for Exceptional Children Conference, Orlando, FL.
43. Wexler, J. & Swanson, E. (2021, February). *Sustaining the Use of Evidence-Based Tier-1 Literacy Practices.* Poster at the 2021 Pacific Coast Research Conference, Coronado,CA.
44. Swanson, E. (2021, February). *Efficacy of Distributed Professional Development on Fourth Grade Student Reading Outcomes.* Poster at the 2021 Pacific Coast Research Conference, Coronado, CA.
45. Swanson, E. (2021, February). *Infuse the Social Studies with Reading Practices to Support Students with Disabilities.* Presentation at the 2021 Council for Exceptional Children Convention and Expo, Baltimore, MD.
46. *Stewart, A., Swanson, E. (2021, February). *Examining sustainability of evidence-based practices after professional development.* Poster at the 2021 Council for Exceptional Children Convention and Expo, Baltimore, MD.
47. Wexler, J., Swanson, E., *Shelton, A., & *Kurz, L. A. (2021, February). *Engage your students' parents in literacy support at home.* Presentation at the 2021 Council for Exceptional Children Convention and Expo, Baltimore, MD.
48. Swanson, E. (2020, July). Effects of distributed professional development featuring vocabulary and comprehension instruction on fourth grade student outcomes.Presentation at the Society for the Scientific Study of Reading, Newport Beach, CA. Conference Cancelled.
49. Swanson, E., Wexler, J., & Vaughn, S. (2020, July). Communicating Evidence Based Practices with Parents. Poster presentation at the Office of Special Education Programs Director's Meeting in Washington, DC. Meeting Cancelled.
50. Lee, Y-K., Cho, E., Kim, E.H., *Capin, P., & Swanson, E. (2020, April). *Profiles of Reading Self- Efficacy and Mindset: How Are They Related to Engagement and Reading Achievement?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Conference cancelled.
51. Swanson, E. & Gilliland, M. (2020, February). *Infusing the Social Studies with Evidence Based Literacy Practices*. Presentation at the Collaborative Research Forum hosted by The University of Texas at Austin and Austin Independent School District, Austin, TX (Statewide).
52. Osman, D., Swanson, E., Klingbeil, D., Hutner, T., & Sampson, V. (2020, February). *Researchers and practitioners collaborating to make change: Three lived-exemplars of research-practice partnerships.* Presentation at the Collaborative Research Forum hosted by

The University of Texas at Austin and Austin Independent School District, Austin, TX (Statewide).

53. Swanson, E., & *Stewart, A. (2020, February). *Boost Vocabulary, Knowledge, and Comprehension: Social Studies Practices in Upper Elementary School*. Demonstration at Council for Exceptional Children in Portland, OR.
54. Reed, D., Swanson, E., & *Zimmerman, L., (2020, February). *Bridging Research and Practice: Scaffolding Rigorous Reading Instruction for Students with LD*. Presentation at Council for Exceptional Children in Portland, OR.
55. Swanson, E., Wexler, J., Vaughn, S., *Shelton, A., (2020, February). *Sustainability of a Secondary School-wide Literacy Model: Voices from the field*. Poster presentation at Council for Exceptional Children in Portland, OR.
56. Swanson, E. (2020, February). *The Effects of a Distributed Professional Development Model on Upper Elementary Student Reading Outcomes*. Presentation at the Pacific Coast Research Conference, Coronado, CA (National).
57. Swanson, E. (2020, January). *The Effects of a Distributed Professional Development Model on Upper Elementary Student Reading Outcomes*. Presentation at the IES Principal Investigator Meeting, Washington, DC (National).
58. Swanson, E., *Stewart, A. (2019, October). Improving fourth grade students' comprehension, knowledge, and vocabulary through a distributed professional development model featuring STRIVE. In E. Swanson (Chair), *Establishing a strong tier 1 platform to support struggling readers*. Symposium conducted at the Council for Learning Disabilities, San Antonio, TX.
59. Swanson, E., *Kurz, L. A. (2019, October). Examining the efficacy of PACT instructional practices for middle school struggling readers. In E. Swanson (Chair), *Establishing a strong tier 1 platform to support struggling readers*. Symposium conducted at the Council for Learning Disabilities, San Antonio, TX.
60. Prater, S., Swanson, E., & Benz, S. (2019, April). *Response to Intervention: Q&A.* Presentation at Texas Council of Administrators of Special Education in Austin, TX.
61. *Stevens, E.A., Swanson, E., *Stewart, A., Scammacca, N., & Vaughn, S. (2019, February). Examining the the effects of differential levels of professional development for teaching content area reading strategies in 4th grade social studies classrooms: A replication study. In P. Capin and E. Stevens (Chairs), *Improving Tier I Instruction for Students at Risk for Reading Problems.* Symposium conducted at the Pacific Coast Research Conference, Coronado, CA.
62. *Shelton, A., Wexler, & Swanson, E. (2019, January). *The adaptive intervention model of systematic coaching*. Poster presented at the 2019 Institute of Education Sciences PI Conference, Washington, D. C.
63. Swanson, E. & Wanzek, J., (2019, January). *Improving social studies content knowledge and comprehension for middle and secondary learners*. Presentation at the Council for Exceptional Children Annual Conference, Indianapolis, IN.
64. *Shelton, A., Wexler, J., & Swanson, E. (2018, July). *The Adaptive Intervention Model of Systematic Coaching*. Poster at the Office of Special Education Programs Director's Meeting, Washington, D. C.

65. Swanson, E. (2018, February). *Examining the Efficacy of a Distributed Professional Development Model Featuring STRIVE.* Presentation at the Pacific Coast Research Conference, San Diego, CA.

66. *Stewart, A., *Capin, P., *Stevens, E., & Swanson, E. (2017, February). *STRIVE: A Vocabulary and Comprehension Intervention for 4th Grade Social Studies*. Poster presentation at the Pacific Coast Research Conference. San Diego, CA.

67. Swanson, E., *Capin, P. & *Stevens, E. (2016, February). *Synthesis of Tier 1 Instruction provided in 4th through 12th grades*. Poster presentation at the Pacific Coast Research Conference. San Diego, CA.

68. Swanson, E. (2015, February). Results from a year-long reading intervention for 8th grade struggling readers in social studies. In E. Swanson (Chair), Multi-component comprehension-focused interventions for adolescent struggling readers. Symposium conducted at the Pacific Coast Research Council, San Diego, CA (National).

69. Wanzek, J., Kent, S, Vaughn, S., Swanson, E., Roberts, G., & Haynes, M. (2014, July). The effects of team-based learning on social studies knowledge acquisition in middle and high school. In E. Swanson (Chair), Improving adolescents' reading comprehension in the content areas. Symposium conducted at the meeting of Society of the Scientific Study of Reading, Santa Fe, AZ (International).

70. Vaughn, S., Swanson, E., Roberts, G., Wanzek, J., Stillman-Spisak, S., *Solis, M., Simmons, D., (2014, July). Improving reading comprehension and social studies knowledge in middle school. In E. Swanson (Chair), Improving adolescents' reading comprehension in the content areas. Symposium conducted at the meeting of Society of the Scientific Study of Reading, Santa Fe, AZ (International).

71. Denton, C. A., Walters, C. A., York, M., Swanson, E. Kulesz, P., & Francis, D. J., (2014, July). *A survey of adolescents' use of reading strategies in specific school contexts: Differences related to reading proficiency, grade level, and gender*. Poster presentation at the Society for the Scientific Study of Reading Conference, Santa Fe, AZ.

72. Swanson, E., Vaughn, S., Roberts, G. & Wanzek, J. (2014, July). Improving middle school students'' knowledge and comprehension in social studies: A replication. In E. Swanson (Chair), Improving adolescents' reading comprehension in the content areas. Symposium conducted at the meeting of Society of the Scientific Study of Reading, Santa Fe, AZ (International).

73. Swanson, E. & Wanzek, J. (February, 2014). Text based Reading Comprehension Intervention Outcomes for Adolescents in Social Studies. In D. Simmons (Chair), *Examining the influence of learner characteristics, interventions, and assessments on adolescents' reading comprehension.* Symposium conducted at the annual meeting, Pacific Coast Research Conference, San Diego, CA (National).

74. Wanzek, J., & Swanson, E. (2013, February). *Developing reading comprehension interventions: Understanding parts of the whole.* Presentation at the Pacific Coast Research Conference, San Diego, CA.

75. Vaughn, S., Wanzek, J., Swanson, E. & Roberts, G. (2012, February). *Promoting Adolescents' Comprehension of Text (PACT)*. Presentation at the meeting of the Pacific Coast Research Council, Coronado, CA.

76. *McCulley, L., Swanson. E., & Vaughn, S. (2012, February). *Text Reading in Secondary English Language Arts and Social Studies Classes.* Poster presentation at the meeting of the Pacific Coast Research Council, Coronado, CA.

77. *Kent, S., Wanzek, J. & Swanson, E. (2012, February). *A synthesis and meta-analysis of reading comprehension interventions delivered in Social Studies to students with Learning Disabilities*. Poster presentation at the meeting of the Pacific Coast Research Council, Coronado, CA.

78. *McCulley, L., Swanson. E. (2011, October). *Text Reading in Secondary English Language Arts and Social Studies Classes*. Presentation at the meeting of the Council for Learning Disabilities, Austin, TX.

79. Thomas, C., Kim. S., Reutebuch, C, & Swanson, E. (2011, October) *Conducting Research Syntheses and Meta-Analyses*. Presentation at the meeting of the Council for Learning Disabilities, Austin, TX.

80. Swanson, E., Boardman, A. & Klingner, J. (February, 2011). Collaborative Strategic Reading. In S. Vaughn (Chair), *Reading comprehension in the middle grades*. Symposium conducted at the annual meeting, Pacific Coast Research Conference, San Diego, CA (National).

81. *Solis, M., Swanson, E., *Ciullo, S., & Bryant, D. (2011, February). *Special education teachers' roles within Response to Instruction*. Poster presented at the meting of the Pacific Coast Research Conference, Coronado, CA.

82. Vaughn, S., Klingner, J., Swanson, E. A., & Boardman. A. (2010, June). *Collaborative strategic reading*. Poster presented at the meeting of the Institute for Educational Sciences Annual Conference, Washington, DC.

83. Mohammed, S. S., Swanson, E., Roberts, G., Vaughn, S., Klingner, J. K., & Boardman, A. G. (2010, March). *The effects of collaborative strategic reading instruction on the reading comprehension of middle school students*. Poster presented at the Society for Research on Educational Effectiveness Conference, Washington, DC.

84. Swanson, E. A., Boardman, A., Vaughn, S., Klingner, (2010, February) *Results from first year of Goal 3 intervention study: CSR*. Poster presented at the winter meeting of the Pacific Coast Research Conference, Coronado, CA.

85. Swanson, E. A., *Solis, M., *Cuillo, S., Bryant, D. P., & Vaughn, S. (2010, February) *RTI implementation among special educators: An observation study*. Poster presented at the winter meeting of the Pacific Coast Research Conference, Coronado, CA.

86. Swanson, E. A. & *Hassaram, B. (2009, October). *Improving Comprehension for Adolescent Struggling Readers Using Collaborative Strategic Reading*. Presentation at the 31st International Conference on Learning Disabilities, Dallas, TX.

87. Vaughn, S., Klingner, J., Swanson, E. A., & Boardman. A. (2009, June). *Collaborative strategic reading*. Poster presented at the meeting of the Institute for Educational Sciences Annual Conference, Washington, DC.

88. Hairrell, A., Simmons, D., Vaughn, S. Edmonds, M. & Swanson, E. A. (2009 June). *The effects of a parsimonious comprehension and vocabulary intervention on reading achievement*. Poster presented at the meeting of the Institute for Educational Sciences Annual Conference, Washington, DC.

89. Swanson, E. A. (2009, February). *Observing reading instruction provided to students with LD in the resource room*. Poster presented at the winter meeting of the Pacific Coast Research Conference, Coronado, CA.

90. Swanson, E. A. (2008, October) *Observing reading instruction for students with LD: A synthesis*. Paper presented at the fall meeting of the Higher Education Collaborative, Austin, TX.

91. Denton, C. A., Swanson, E. A., Mathes, P. G., Jia, Y., & Shih, M. (2007, April). *Student outcomes and response to "tier 2" reading intervention scaled up in multiple schools*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

92. Swanson, E. A. & Vaughn, S. (2007, February). *Observing Reading Instruction for Students with LD: A Synthesis*. Poster presented at the meeting of the Pacific Coast Research Council Annual Conference, Coronado, CA.

93. Swanson, E. A., & Howerton, D. (2005, May). *20 Ways to Increase Vocabulary Among English Language Learners*. Paper presented at the meeting of the International Reading Association Annual Conference, San Antonio, TX.

94. Denton, C., Hasbrouk, J., Swanson, E. A., & Hocker, J. (2005, May). *The Reading Coach.* Paper presented at the meeting of the International Reading Association Annual Conference, San Antonio, TX.

95. Levy S. & Swanson, E.A. (2005, April). *Reading Intervention for Students with EBD: Researchers and Teachers Make it Work.* Paper presented at the meeting of the Council for Exceptional Children Annual Conference, Baltimore, MD.

96. Denton, C., Swanson, E.A., Hocker, J., & Miller, S. (2005, April). *Responsive Reading Instruction: Researchers and Teachers Speak..* Paper presented at the meeting of the Council for Exceptional Children Annual Conference, Baltimore, MD.

97. Levy, S. & Swanson, E.A. (2005, February). *Early reading difficulty and behavior: How are they related?* Paper presented at the meeting of the Pacific Coast Research CouncilAnnual Conference, Coronado, CA.

98. Wexler, J., & Swanson, E.A. (2004, June). *Secondary struggling readers*. Paper presented at the meeting of the Texas Council for Exceptional Children Annual Conference, Houston, TX.

99. Levy, S., Swanson, E.A., & Krezmien, M. (2004, April). *Students with emotional and behavioral disorders: Improving outcomes through effective reading instruction*. Paper presented at the meeting of the Council for Exceptional Children Annual Conference,New Orleans, LA.

100. Levy, S., Swanson, E.A., & Krezmien, M. (2003, October). *Effective reading instruction for teachers of students with emotional and/or behavioral disorders*. Paper presented at the meeting of the Council for Children with Behavior Disorders, St. Louis, MO.

Invited Presentations

1. Swanson, E. (2026, September). *PACT in Practice: A Research-Based Model for Teaching Content-Area Literacy*. Keynote address at P20 Ohio meeting.
2. Swanson, E. (2025, September). *Community Engagement to Promote Science for the Common Good*. The University of Texas College of Education Advisory Council.
3. Swanson, E. & Mauer, E. (2025, May). *Reading Buddies*. The Meadows Center for Preventing Educational Risk Monthly Project Feature.
4. Swanson, E. (2025, March). *The Efficacy of STRIVE—a Cost Effective PD Model to Improve Literacy Outcomes for Students with Disabilities*. Department of Special Education Colloquium. The University of Texas at Austin.
5. Swanson, E. (2023, 2024, August) *Promoting Adolescents' Comprehension of Text Instructional Coach Training*. American Institutes of Research.
6. Swanson, E (2023, May). *Promoting Adolescents' Literacy Skills Across the Content Areas*. Presentation at the Michigan MTSS Technical Assistance Center Conference, Lansing, MI.
7. Swanson, E. (2022, November). *Beyond "Read by 3": Foundational Reading Skills for Upper Elementary Grades*. Presentation at the Imagine Learning Partnership Summit, Scottsdale, AZ.
8. Swanson, E. & McGraw, L. A. (2022, March). *Schoolwide Adolescent Literacy Models: Ingredients for Successful Launch*. Nationwide webinar presentation for the 2022 Comprehensive Literacy State Development Program National Convening.
9. Swanson, E. (2021, June). *Infusing the Social Studies with Evidence Based Literacy Practices*. Nationwide webinar presentation with Learning Ally and Texas Education Agency. https://drive.google.com/file/d/1M4Lo2q0H7dINxUQyV4RNFpiGlBocN6aG/view
10. Swanson, E. (2021, June). *Leveraging the Social Studies to Impact Literacy in Upper Elementary School*. Presentation at the Know Your Impact Conference in Mabank, TX. Note: Featured Speaker; Cancelled due to COVID-19
11. Swanson, E. (2021, June). *The Role of Tier 1 Instruction in Supporting Students with Disabilities in early Elementary School*. Presentation at the Know Your Impact Conference in Mabank, TX. Note: Featured Speaker; Cancelled due to COVID-19
12. Swanson, E. (2021, June). *Evidence-Based Practices to Boost Science and SocialStudies Content Knowledge and Reading Comprehension in Middle School*. Presentation at the Know Your Impact Conference in Mabank, TX. Note: Featured Speaker; Cancelled due to COVID-19
13. Swanson, E. (2021, February). *Addressing the Mental Health Needs of Children with Dyslexia*. Panel member at the Impact Dyslexia meeting. Recording distributed nationwide.
14. Swanson, E. (2020, November). *Supporting Literacy Outcomes for Students with Disabilities*. Nationwide presentation for State Education Agencies for American Institutes of Research.
15. Swanson, E. (2020). *Grant Writing for IES*. Presentation to faculty at the University of Texas Arlington in Arlington, TX.

16. Swanson, E. (2020, April). *Helping Your Kid With…Motivation to Work at Home*. Meadows Center for Preventing Educational Risk Video Series for Parents. https://www.meadowscenter.org/library/resource/helping-your-kid-with
17. Swanson, E. (2020, April). *Helping Your Kid With…Partner Reading with Your Child*. Meadows Center for Preventing Educational Risk Video Series for Parents. https://www.meadowscenter.org/library/resource/helping-your-kid-with
18. Swanson, E. (2020, April). *Helping Your Kid With…Reading Long Words*. Meadows Center for Preventing Educational Risk Video Series for Parents. https://www.meadowscenter.org/library/resource/helping-your-kid-with
19. Swanson, E. (2019, September). *Parent Involvement in the RTI Process*. RTI Network, Education Service Center Region 13.
20. Swanson, E. (2019, July). *Welcoming Remarks*. Presentation at the Building RTI Capacity Summer Institute. Meadows Center for Preventing Educational Risk, Austin, TX.
21. Swanson, E. (2019, January). *Preparing for Science A-Z Evaluation Data Collection*. Webinars presented to Milwaukee Public School teachers.
22. Swanson, E. (2016, May). *Promoting Adolescents' Comprehension of Text*. Presentation at the Reading for Understanding Symposium, Institute of Education Sciences,Washington, D. C.
23. Swanson, E., & Clemens, N. (2016, May). *Reading Comprehension Intervention Design, Implementation, and Efficacy Among Adolescent Readers*. Presentation at the Reading for Understanding Symposium, Institute of Education Sciences, Washington, D. C.
24. Swanson, E (2016, February). *Research Matters: Improving the K-12 Experience to Prepare Students with Disabilities for Careers and College.* Presentation at the Special Education Parent Teacher Association, League City, TX.
25. Swanson, E. (2016, January). *ICE-RTI: How To Use the Observation Measure and Establish Inter-rater Reliability.* Presentation at the Meadows Center for Preventing Educational Risk. Austin, TX.
26. Swanson, E. (2015, December). *Improving Content Knowledge and Reading Comprehension Among Adolescents*. Presentation at the Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
27. Swanson, E. & Vaughn, S. (2015, December). *Promoting Adolescents' Comprehension of Text: Trends Over Time*. Presentation at the Institute of Education Sciences RFU Leadership Meeting, Washington, D.C.
28. Swanson, E. (2015, February). *How the Meadows Center for Preventing Educational Risk Addresses Early Reading Needs in Texas*. Presentation at Texas Institute for Education Reform Briefing Breakfast. Austin, TX.
29. Swanson, E., Vaughn, S., & Roberts, G., (2015, January). *Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial*. Presentation at the RFU Leadership Meeting, Washington, D.C.
30. Hougen, M., Swanson, E. A., Reutebuch, C., & Pyle, N. (2009, October). *Responsive Secondary Reading Practices*. Workshop presented at the 31st International Conference on Learning Disabilities, Dallas, TX.

31. Swanson, E. A. (2009, 2010). *Using Grouping Structures to Differentiate Instruction*. Workshop presented for TEACH Alternative Certification Program.

SERVICE

University Service

- Co-Facilitator, *Research Professor Panel*, The University of Texas at Austin Professional Track Conference hosted by the Provost's Office (2026).
- Panelist, *The Reviewer's Perspective: Panel and Q&A*; The University of Texas Libraries (March, 2026)
- Chairperson, Research Faculty Search for Department of Special Education and The Meadows Center for Preventing Educational Risk (2025)
- Faculty Development Award Selection Committee (2024)
- THRIVE Faculty Advisory Committee (2024)
- Early Career Taskforce (2020-2021)
- Professional Learning Sub-Committee to the Early Career Taskforce (2020-2021)

Student Mentorship and Advising

Post-Doctoral Fellows

- Emily Mauer (2026)
  - The Meadows Center for Preventing Educational Risk Post-Doctoral Fellow (IES funded).
- Erin Hogan (2021-2023).
  - The Meadows Center for Preventing Educational Risk Post-Doctoral Fellow (IES funded).
  - Assistant Professor at The University of Louisville (2023-present).

Dissertation Committees

- Emily Mauer, Ph.D. Candidate (2026).
  - *The Effects of Peer-Assisted Writing Strategies on Students' Literacy and Motivational Belief Outcomes*. Chair: Sharon Vaughn and Melissa Wetzel.
- Sholeh Moradibavi, Ph.D. Candidate (2026).
  - Chair: Doris Baker
- Blair Payne, Ph.D. Candidate (2025).
  - *Effects of the Class Proportion of Students with Reading Difficulties on Class- and School-Wide Reading Comprehension and Content Knowledge Outcomes*. Chair: Sharon Vaughn.
- Melody Walker, Ph.D. Candidate (2016).
  - *Examining Student Perceptions, Motivations, and Quality of Reading Instruction for Sixth Grade Students Identified with Significant Reading Disabilities*. Chair: Sharon Vaughn.

Research Mentoring Oral Exam Committee

- Melody Walker, Ph.D. Candidate (2015)

Graduate Research Assistants

- Ashton Keck (Special Education, Doctoral, 2026-present)
- Abbigail Price (Special Education, Doctoral, 2026-present)
- Yifan Fu (Special Education, Doctoral, 2025-2026)
- Audrey Merat (Special Education, Doctoral, 2024-2025)
- Emily Mauer (Curriculum and Instruction, Doctoral, 2022-present)
  - Assistant Professor at Lehigh University
  - Postdoctoral Researcher, The University of Texas at Austin
- Blair Payne (Special Education, Doctoral, 2020-2025)
  - Assistant Professor at University of South Carolina
- Shadi Ghafghazi (Special Education, Doctoral, 2021-2023)
- Clint Moore (Special Education, Doctoral, 2019-2020)
  - Research Associate at The University of Texas at Austin (2023-present)
- Alicia Stewart (Special Education, Doctoral; 2016-2019)
  - Assistant Professor at University of North Carolina at Charlotte (2022-present)
  - Assistant Professor at Central Connecticut State University (2019-2022)
- Elizabeth Stevens (Special Education, Doctoral; 2015-2018)
  - Associate Professor at The University of Texas at Austin (2026-present)
  - Associate Professor at University of Kansas (2023-2026)
  - Assistant Professor at Georgia State University (2019-2023)
  - Research Assistant Professor at The University of Texas at Austin (2018-2019)
- Christa Harring (Special Education, Doctoral 2012-2015)
  - VP Research and Evaluation at Children's Equity Coalition (2021-present)
- Colby Hall (Special Education, Doctoral 2012-2015)
  - Associate Professor of Education at University of Virginia (2020-present)
  - Assistant Professor of Pediatrics at The University of Texas Health Sciences Center, Houston (2018-2020)
- Bindiya Hassaram (Special Education, Doctoral)
- Stephen Ciullo (Special Education, Doctoral)
  - Professor at Texas State University (2013-present)
- Liz Pommier (Educational Psychology, Doctoral)
- Sarah Harrison (Special Education, Masters)
- Heather Googe (Special Education, Doctoral)
  - Research Associate, Yvonne & Schuyler Moore Child Development Research Center, University of South Carolina
- Melissa Dickey (Educational Psychology, Masters)
- Lauren Hugg (Special Education, Masters)

Student Employees on Federally Funded Projects

- Phil Capin (Special Education, Doctoral)
  - Assistant Professor of Education at Harvard University (2024-present)
  - Assistant Research Professor at The University of Texas at Austin (2021-2024)
- Michael Solis (Special Education, Doctoral)
  - Associate Professor at University of California Riverside (2016-present)
- Lisa McCulley (Special Education, Doctoral)

- Director of Research, Evaluation, Assessment at Resources for Learning (2015-present)
- Veronica Miller (Special Education, Masters)
- Chris Lemons (Special Education, Masters)
  - Associate Professor at Stanford University (2020-present)
  - Associate Professor at Vanderbilt University (2017-2019)
  - Assistant Professor at University of Pittsburgh (2008-2013)

Undergraduate Student Faculty Mentor

- Hannah Mekonnen (Psychology Department)
  - Children and Society Bridging Disciplines Program (2026)

Professional Service

Journal Editing

Co-editor of a special issue of *Teaching Exceptional Children* on Content Area Instruction for Students with Learning Disabilities. 2025.

Contributors: Elizabeth Swanson, Alicia Stewart, Jade Wexler, Alexandra Shelton, Tara Johnston, Karen Omohundro, Jeanne Wanzek, Christy Murray, Jenna Gersib, Maria Longhi, Christian Doabler, Shadi Ghafghazi, Denise de Almeida, Bruna Goncalves, Amanda Eiser Hess, William J. Therrien, Rachel Juergensen, Delinda van Garderen

Co-editor of a special issue of *Research in Special Education* on Research Methodologies in Special Education Research. 2026.

Contributors: Elizabeth Swanson, Blair Payne, Sharon Vaughn, Greg Roberts, Kathleen Lane, Michael Coyne

Editorial Board Membership

- Journal of Research on Educational Effectiveness (2026-2028)
- Learning Disability Quarterly (2012-present)
- Journal of Learning Disabilities (2019-2022)
- Exceptional Children (2021-2025)
- Review of Educational Research (2015- 2018; #1 impact factor in social sciences)
- Reading and Writing Quarterly (2015-2019)

Reviewer (Sample from full list)

- AERA Open
- Assessment for Effective Intervention
- Cognition and Instruction
- Educational Research Review
- Educational Psychology Review
- Elementary School Journal
- Exceptional Children
- Exceptionality
- Ikala, revista de lenguaje y cultura
- Journal of Applied School Psychology
- Journal of Educational Psychology
- Journal of Learning Disabilities
- Journal of Research in Childhood Education

- Journal of Research on Educational Effectiveness
- Journal of Research in Reading
- Journal of Special Education
- Journal of Studies in Educational Evaluation
- Learning Disabilities Research and Practice
- Learning Disability Quarterly
- Pediatrics
- Reading and Writing
- Reading and Writing Quarterly
- Reading Research Quarterly
- Remedial and Special Education
- Review of Educational Research (#1 impact factor in social sciences)
- Scientific Studies of Reading
- Springer Publishing House: London, England Studies in Educational Evaluation
- The High School Journal
- Topics in Language Disorders

Grant Proposal Reviewer

- National Science Foundation, STEM K12 Program, ad-hoc reviewer, 2026.
- National Science Foundation, DRK-12 Program, ad-hoc reviewer, 2018.
- National Science Foundation, Education and Human Resources Core Research Program, 2018 National Science Foundation, Education and Human Resources Core Research Program, 2016.

External and Internal Promotion and Tenure Reviewer

- Duke University, Sanford School of Public Policy, Fall 2023.
- University of Oregon, College of Education, Spring 2023.
- The University of Texas at Austin, College of Education, Summer 2022.
- University of Virginia, School of Education and Human Development, Summer 2022.
- Stanford University, College of Education, Spring 2019.
- Binghamton University, Teaching Learning and Educational Leadership, Spring 2018.

Professional Consultation

- Member, Literacy Advisory Committee, State of Ohio, 2026-present.
- Advisor, Marietta Public Schools, 2026-present.
- Advisor, Imagine Learning Literacy Projects, 2025-2026.
- Curriculum Reviewer, NYC Literacy Advisory Council. 2023.
- Subject Matter Expert for the Comprehensive Literacy State Development Technical Assistance Center, U.S. Department of Education Office of Well-Rounded Education. 2023-2024.
- Michigan MTSS Center, Presenter at Annual Conference. 2023.
- Literacy Advisory Council, University of Cincinnati, Ohio Virtual Literacy Improvements for Teachers and Students (OH-V-LIFTS). 2022.
- Early Career Fellowship Task Force, College of Education, The University of Texas at Austin; Member, *Curriculum and Professional Development* work group. 2021-2022.
- SERA Affiliate, Special Education Research Accelerator Network, 2020-present.
- Advisor on *My Path: Next Generation Intervention*, Edgenuity, 2019-2022.

- Endorsement for *Reading and Writing Strategies for the Secondary Social Studies Classroom in a PLC at Work*, Solution Tree Press, 2020.
- Lead Evaluator for Science A-Z external evaluation, in collaboration with Dr. Greg Roberts, 2018-2019.
- VOISE National Expert Panel, IES-funded project to create and validate a teacher evaluation tool for special educators; Led by Dr. Mary Brownell and Dr. Nathan Jones, July 2018.
- Content Consultant for Red Line Editorial, Inc., *Everyday Heroes Series*, books explaining disabilities to students in grades 3-6, 2018.

Service to Professional Associations

- Reviewer, Annual Conference Proposals, Council for Exceptional Children (2012, 2013, 2014, 2015).
- Member, Local Arrangements Committee, Council for Learning Disabilities (2011, 2012).
- Member, Membership Committee, Council for Learning Disabilities (2009-2010).
- Chairperson, Publicity Committee, Council for Learning Disabilities International Conference on Learning Disabilities (2009-2010).
- Product Review Board, Texas Center for Learning Disabilities (2006-2007).
- President, Texas Council for Learning Disabilities (2005-2006).
- Vice President, Texas Council for Learning Disabilities (2004-2005).
- Proposal and Manuscript Review Board, International Reading Association (2004-2005).
- Charter Secretary, Graduate Student Education Council, The University of Texas at Austin (2003-2004).
- Chairperson, Grant Writing Committee, Graduate Student Education Council, The University of Texas at Austin (2003-2004).
- Member, Publications Committee, Graduate Student Education Council, The University of Texas at Austin (2003-2004).

Community Leadership

- Region 13 Star of the Month sponsor, 2026-present.
- Founding Member, Board of Directors, Education Service Center 13 Foundation, 2023-present.
- Member, Region 13 Star of the Month Review Committee, 2023-present.
- Member, Collaborative Comprehensive Needs Assessment, Round Rock Independent School District, 2026.
- Round Rock ISD Community Leadership Member, 2024-2025.
- PTA Executive Board, Ridgeview Middle School, 2023-2026.
- Member, Cedar Ridge High School Data Review Council, 2023.
- Member, Forest Creek Elementary School Site Based Committee, 2021-2023
- Scholarship Panel, Round Rock ISD Partners in Education, 2019, 2020, 2021, 2022, 2023, 2026.
- Hospitality Chairperson, Cedar Ridge High School Parent Teacher Student Association, 2021-22.
- Member, Grisham Middle School Site Based Committee, 2019-2021.
- President, PTA Executive Board, Grisham Middle School, 2019-2021.
- Parliamentarian, PTA Executive Board, Grisham Middle School, 2018-2019.
- Volunteer Coach, Round Rock Soccer Association, Boys Under 6 age group, 2018
- Chairperson, Production Committee, Walk for Compassion, Austin, TX, 2017

- Teacher, NextGen Program for School Age Children, Gateway Church, 2016-2018.
- Member, Board of Directors, Capitol School of Austin, 2009-2019.
- Student assessment of strengths and needs, Trinity Episcopal School, Austin, TX, 2005—2007.
- Committee on the Inclusion of Students with Disabilities, City School, Austin, TX, 2005.

School Based Workshops and Presentations

Mauer, E. & Swanson, E. (2023-2026). *Cross-Age Peer Tutoring: Site Coordinator Training.* Austin, TX: The Meadows Center for Preventing Educational Risk. Major Contributors: Swanson, E. and Mauer, E. Presentations to 80+ YMCA of Central Texas afterschool providers.

Mauer, E. & Swanson, E. (2023-2026). *Cross-Age Peer Tutoring: Tutee Training.* Austin, TX: The Meadows Center for Preventing Educational Risk. Major Contributors: Swanson, E. and Mauer, E. Presentations to 80+ YMCA of Central Texas afterschool providers.

Mauer, E. & Swanson, E. (2023-2026). *Cross-Age Peer Tutoring: Tutor Training.* Austin, TX: The Meadows Center for Preventing Educational Risk. Major Contributors: Swanson, E. and Mauer, E. Presentations to 80+ YMCA of Central Texas afterschool providers.

Swanson, E. (2023, 2024). Promoting Adolescents' Comprehension of Text. Presentation to district leaders in five districts for PACT-L project.

Swanson, E. (2022, January). Promoting Adolescents' Comprehension of Text. Presentation to teachers in McCamey ISD.

Swanson, E. (2019). Results from STRIVE study within Comal ISD. Presentation for School District Leaders, Comal, TX.

Swanson, E. (2019). Results from STRIVE study within San Antonio ISD. Presentation for Social Studies Department Leaders, San Antonio, TX.

Stewart, A. & Swanson, E. (2019). STRIVE: A Comprehension and Vocabulary Intervention Using Social Studies Text. Presentations for Central Texas teachers.

Swanson, E., Capin, P., Stevens, E., Stewart, A. (2015, 2016, 2017, 2018). STRIVE: A Comprehension and Vocabulary Intervention Using Social Studies Text. Presentations for Central Texas teachers.

Vaughn, S., Swanson, E. (2013, 2012). Promoting Adolescents Comprehension of Text. Presentation for Bastrop ISD, Bastrop, TX.

Swanson, E., Martinez, L., Stillman, S. (2013). Promoting Adolescents' Comprehension of Text for Eighth Grade English Language Learners. Presentation for Del Valle ISD and Round Rock ISD; Austin, TX.

Vaughn, S., Swanson, E., Solis, M. Stillman, S., & McCulley, L. (2011). Promoting Adolescents' Comprehension of Text. Presentation for Round Rock ISD.

Swanson, E. A., & Vaughn, S. (2009-2010). Collaborative Strategic Reading for Experienced Teachers. Presentation series for Hays CISD. Kyle, TX.

Vaughn, S., Swanson, E. A., Wexler, J., Boardman, A., Klingner, J. (2008-2009). Collaborative Strategic Reading in the Middle School Classroom. Presentation series for Hays CISD, Kyle, TX.

Vaughn, S., Swanson, E. A., Edmonds, M. S. (2007-2008). Infusing Social Studies Curriculum with Research Based Comprehension and Vocabulary Strategies. Presentation for Del Valle ISD, Del Valle, TX.

Swanson, E. A. (2007, Fall). Effective Comprehension Instruction for Struggling Middle School Readers. Presentation for Manor Middle School, Manor, TX.

Swanson, E. A. (2007, Fall) Making Adaptations to Middle School Reading Curriculum. Presentation for Manor Middle School, Manor, TX.

Swanson, E. A. & Bryan, Deanna (2006-2007). Implementing SBRR Within Middle School Novel

Units. Presentation for Manor Middle School, Manor, TX.
Swanson, E. A. (2006, Fall). REWARDS Multisyllabic Word Reading Strategies. Presentation for Manor Middle School, Manor, TX.
Swanson, E. A. (2005, September). Ways to Effectively Teach Reading Fluency. Presentation for Lexington Elementary School, Lexington, TX.
Swanson, E. A. (2005, September). Learning to Read: A Complex Task. Presentation for Trinity Episcopal School, Austin, TX
Swanson, E. A. (2005, September). The Big Ideas in Reading: What Parents Need to Know. Presentation for Trinity Episcopal School, Austin, TX.
Swanson, E. A. & Hugg, L. (2005, August). Assessment and Instruction: Making the Connection. Presentation for Bartlett Independent School District, Bartlett, TX.
Swanson, E.A. (2002, February). State Developed Alternative Assessment. Andrews Elementary School, Austin, TX.
Swanson, E.A. (1999, January). Dyslexia: Myth versus fact. Andrews Elementary School, Austin, TX.

Community Grant Writing

Addressing Food Insecurity caused by COVID-19 at the Middle School Level. National PTA, 2020-2021, $5,000.
Addressing Mental Health Needs for Middle School Students. National PTA, 2020-2021, $2,500.
Enrichment for All at Grisham Middle School. Round Rock Partners in Education, 2020-2021, $4,350.
Audiobooks to Support Literacy for Struggling Readers. Dollar General, 2020-2021, $4,000.

TEACHING

TC302: Dyslexia: The Science and the Media
Undergraduate Plan II Honors Seminar

- Spring 2027

SED 383: Intervention Research in Learning Disabilities
Doctoral level course at The University of Texas at Austin

- Fall 2026
- Fall 2025—Instructor rating = 4.67 out of 5.0 (University average = 4.40)
- Fall 2023—Instructor rating = 4.88 out of 5.0
- Fall 2022—Instructor rating = 4.88 out of 5.0
- Fall 2019

Guest Lectures

"Logic Models: What are they and How to Create One of Your Own" Doctoral Level Seminar Class led by Dr. Jade Wexler, Department of Special Education, The University of Maryland, Spring, 2021, Spring 2024, Spring 2026.
"A Deep Dive into Sound Partners." Online Asynchronous Class for the UT Austin Dyslexia Master's Degree Program, 2025.
"Conducting Literacy Intervention Research in Middle Schools" Doctoral Level class led by Dr. Emily Solari, Department of Curriculum, Instruction, and Special Education, University of Virginia, Fall, 2020.

"Logic Models: What they Are and How to Create One of Your Own" Doctoral Level Seminar class led by Dr. Elizabeth Stevens, Department of Special Education, The University of Texas at Austin, Fall, 2018.

"Meeting the Needs of Students with Disabilities Through High Quality Instruction for All" Teacher training for Argentinean teachers, Fall 2017.

"United States Special Education Law" Teacher training for Argentinean teachers, Fall 2017.

"Navigating the IRB Process and Writing an IRB Proposal" Doctoral Level Intervention Research Class led by Dr. Sharon Vaughn, Department of Special Education, The University of Texas at Austin, Fall, 2017.

"Logic Models: What are they and How to Create One of Your Own" Doctoral Level Seminar Class led by Dr. Jade Wexler, Department of Special Education, The University of Maryland, Fall, 2017.

"U.S. Special Education Law" Doctoral Level Seminar Class led by Dr. Sharon Vaughn, Department of Special Education, The University of Texas at Austin, Fall, 2017.

"Logic Models and Intervention Design for Grant Proposals" Doctoral Level Seminar Class led by Dr. Colby Hall, Department of Special Education, The University of Texas at Austin, Fall, 2016.

"How to Create Effective Logic Models for Grant Proposals" Doctoral Independent Study Group led by Dr. Sharon Vaughn, Department of Special Education, The University of Texas at Austin, Spring 2015.

"Voyager Passport" Upper Division Reading Difficulties, Department of Special Education, The University of Texas at Austin, Fall, 2014.

"Dyslexia" Upper Division Abnormal Psychology, Department of Psychology, The University of Texas at Austin, Fall, 2013, Fall, 2014.

"Conducting Observation Research: Why and How?" Professional Seminar B (Doctoral Level), The University of Texas at Austin, Spring, 2010.

"The History of the Treatment of People with Disabilities," Professional Seminar A (Doctoral Level), The University of Texas at Austin, Spring 2007 & Spring 2008.

"Comprehension Strategies," Reading Difficulties (Undergraduate Level), The University of Texas at Austin, Fall, 2006

"Using Assessment to Make Instructional Decisions," Seminar on Learning Disabilities Undergraduate Level), The University of Texas at Austin, March, 2006.

"The History of Learning Disabilities," Introduction to Learning Disabilities and Behavior Disorders (Masters Level), The University of Texas at Austin, September, 2005.

"Writing a Quality IEP," Assessment (Masters Level), The University of Texas at Austin, October 28, 2004.

"DIBELS Administration," Assessment, The University of Texas at Austin, September 3, 2004.

"Analyzing Data Gathered from DIBELS," Reading Methods, Huston-Tillotson College, April 12, 2003.

"DIBELS Administration," Reading Methods, Huston-Tillotson College, April 10, 2002.

HONORS AND AWARDS

Title	Organization	Date
Dean's Distinguished Professional Track Faculty Award	College of Education The University of Texas at Austin	2025
Nominee, Carol Connor Mid-Career Award	Society for the Scientific Study of Reading	2026
Faculty Development Award	The University of Texas at Austin	2024
Faculty Writing Community	The University of Texas at Austin	2024
Nominee, Diane Lapp & James Flood Professional Collaborator Award	International Literacy Association	2022, 2023
Faculty Travel Grant	The University of Texas at Austin	2023, 2025
Nominee, Hamilton Book Award	The University of Texas at Austin	2021-2022
Featured Article	School Psychology Review	2021
Lead Feature Article	Intervention in School and Clinic	2020
Must Read Article	Council of Learning Disabilities	2012
Must Read Article	Council of Learning Disabilities	2008
Doctoral Training Fellowship	Office of Special Education Programming	2004-2008
Marye Ann Fox Endowed Presidential Fellowship	The University of Texas at Austin	2004-2005
Carolyn J. and John H. Young Endowed Presidential Fellowship	The University of Texas at Austin	2004-2005
Nominee, Teacher of the Year	Andrews Elementary School	2002
Nominee, Teacher of the Year	Andrews Elementary School	2001

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children
Council for Learning Disabilities
Society for the Scientific Study of Reading
Society for Research on Educational Effectiveness
The Reading League
Founding Member, Aletheia Society https://aletheia-society.org/
Project Management International