

VITA of ALIDA ANDERSON, Associate Professor, School of Education, American University, Washington, DC

ACADEMIC BACKGROUND

- 2006 Ph.D., May 22, College of Education, Department of Special Education, Early Childhood Division, University of Maryland, College Park, MD
Dissertation: *Literate language feature use in preschool age children with specific language impairment and typically developing language*
- 1995 M.A., June 21, School of Speech, Department of Communication Sciences and Disorders, Learning Disabilities, Northwestern University, Evanston, IL
- 1991 B.A., May 18, Art/Art History and Asian Studies, Colgate University, Hamilton, NY

EMPLOYMENT HISTORY

University appointments:

- 2013-present Associate Professor of Special Education-Learning Disabilities, School of Education (SOE), American University, Washington, DC
- 2009-2013 Assistant Professor of Special Education-Learning Disabilities, School of Education, Teaching and Health (SETH), American University, Washington, DC
- 2006-2009 Assistant Professor of Special Education, Center for Education, School of Human Service Professions, Widener University, Chester, PA
- 2006 Instructor, Department of Human Development, College of Education, University of Maryland, College Park
- 2005-2006 Research Assistant, Bilingual-Biliteracy Program, Department of Human Development, University of Maryland, College Park
- 2005-2006 Teaching Assistant, Department of Human Development, College of Education, University of Maryland, College Park
- 2004-2005 Instructor, Department of Human Development, College of Education, University of Maryland, College Park
- 2004-2005 Research Affiliate, Preschool Language and Literacy Research Laboratory, Curry School of Education, University of Virginia, Charlottesville VA
- 2000-2003 Instructor/Supervisor, Department of Special Education, College of Education, University of Maryland, College Park
- 2001-2002 Teaching Assistant, Department of Special Education, College of Education, University of Maryland, College Park
- 2001-2005 Doctoral Trainee, Early Childhood Special Education, University of Maryland
- 1998-2000 Research Assistant, *Training in Team Collaboration*, Prince Georges County Department of Education/Early Childhood Special Education, University of Maryland, College Park

Teaching:

- 2003-2009 Learning Specialist, Delaware County Literacy Council, Media, PA
- 1999-2003 Learning Specialist, K-6th grade, McLean School, Potomac, MD
- 2000-2003 Trainer, teacher enrichment program, McLean School, Potomac, MD
- 1995-1998 Learning Disabilities Specialist/Case Manager, Cove School, Northbrook, IL
- 1994-1995 Learning Disabilities Clinician, Northwestern University, Evanston, IL
- 1992-1994 Teacher/Therapist, Easter Seals Therapeutic Day School, Chicago, IL
- 1991-1992 Preschool Teacher, Smithsonian Early Enrichment Center, Washington, DC

HONORS AND AWARDS

American University:

- 2017 June, Merit Award, School of Education, American University
- 2017 February, International Travel Award, American University

- 2016 June, Merit Award, School of Education, American University
- 2013 June, Faculty Summer Research Award, School of Education, Teaching and Health
- 2013 June, Merit Award, School of Education, Teaching and Health
- 2013 April, Education Award (1st place) for Berry, K., & Anderson, A. (2013, April). Teachers' speech acts in elementary arts integrated and conventional language arts contexts. The George Washington University's Research Days. Washington, DC.
- 2012 June, Faculty Summer Research Award, School of Education, Teaching and Health
- 2012 June, Merit Award, School of Education, Teaching and Health
- 2011 June, Faculty Summer Research Award, School of Education, Teaching and Health
- 2011 May, Merit Award, School of Education, Teaching and Health
- 2011 February, International Travel Award to present at the British Dyslexia Association
- 2010 June, Faculty Summer Research Award, School of Education, Teaching and Health
- 2010 May, Merit Award, School of Education, Teaching and Health

Previous institutions:

- 2009 May, Merit Award (Tier 1) for promotion and tenure, Widener University, Chester, PA
- 2008 May, Super Merit Award for promotion and tenure, Widener University, Chester, PA
- 2007 May, Merit Award (Tier 1) for promotion and tenure, Widener University, Chester, PA
- 2007 May Service Learning Fellowship Award, Widener University, Chester, PA
- 2006 May, Outstanding Teaching Assistant Award, Center for Teaching and Learning, University of Maryland, College Park

Other:

- 1997 October, Outstanding Mentor Award, Leukemia Society Team-In-Training, Chicago, IL
- 1993 December, Volunteer Achievement Award, Chicago Children's Museum, IL
- 1991 May, High Honors, Art/Art History Department, Colgate University, Hamilton, NY
- 1991 May, University Graduation Honors, Colgate University, Hamilton, NY
- 1988-1991 May, Dean's Award, Colgate University, Hamilton, NY
- 1988 March, Cobb Fellowship for Student Leadership, Colgate University, Hamilton, NY
- 1987 June, Visual Arts Award, Sidwell Friends School, Washington, DC

PUBLICATIONS (in reverse chronological order)

Refereed articles:

- Macdonald, K., Germine, L., **Anderson, A.**, Christodoulou, J., & McGrath, L.M. (2017). Neuromyths: Perceptions and predictors among educators and the general public. *Frontiers in Psychology*.
- Anderson, A., & Berry, K. (2017). Tableau's influence on the oral language skills of students with language-based learning disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 22(1), 1-18.
- Anderson, A. (2015). Dance/movement therapy's influence on adolescents' mathematics, social-emotional, and dance skills. *The Educational Forum*, 79(3), 230-247.
- Anderson, A., & Berry, K. (2015). The influence of classroom drama on teachers' language and students' on-task behavior. *Preventing School Failure*, 59(4), 197-206.
- Anderson, A., & Loughlin, S.M. (2014). The influence of classroom drama on English learners' academic language use during English language arts lessons. *Bilingual Research Journal*, 37(3), 263-286.
- Anderson, A., & Berry, K.A. (2014). The influence of drama on elementary students' written narratives and on-task behavior. *Learning Disabilities: A Multidisciplinary Journal*, 20(3), 143-157.
- Anderson, A., Lin, C., & Wang, M. (2013). Prosodic sensitivity to native and novel language in children with and without dyslexia. *Dyslexia*, 19(2), 92-112.

- Anderson, A. (2013). A practical guide to early numeracy instruction for general and special educators. *Journal of Education and Training Studies*, 1(1), 1-10.
- Anderson, A. (2012). The influence of process drama on elementary students' written language. *Urban Education*, 47(5), 959-982.
- Anderson, A., & Wang, M. (2012). The utility of Chinese tone processing skill in detecting children with English reading disabilities. *Journal of Research in Reading*, 35(3), 227-250.
- Anderson, A. (2011). Linguistic specificity through literate language use in preschool age children with specific language impairment and typical language. *Child Language Teaching and Therapy*, 27(1), 1-15.
- Anderson, A., Rimbey, K., & Akin, P. (2010). Features and strategies for tier 1-3 instruction in mathematics. *PACEC Journal*, 49, 4-5.
- Anderson, A. (2009). Talking and writing to learn mathematics: Instruction with tier two and tier three primary students with learning and developmental disabilities. *PACEC Journal*, 48, 6-8.
- Battle, A., **Anderson, A.**, & Moos, D. (2009). Teachers as reflective practitioners: A study of self-regulated learning in the graduate teacher classroom. *Journal of the International Society for Teacher Education*, 13 (1), 40-53.
- Wang, M., **Anderson, A.**, Cheng, X., Park, S., & Thomson, J. (2008). General auditory, Chinese tone processing, English phonemic processing and English reading skill: A comparison between Chinese-English and Korean-English bilingual children. *Reading and Writing: An Interdisciplinary Journal*, 21, 627-644.

Books:

- A. Anderson (Ed.) (2015). *Arts integration and special education: An inclusive theory of action for student engagement*. New York, NY: Routledge.

Book chapters:

- Anderson, A., & Berry, K. (in press). Arts integration and special education. In J. Crockett & S. Malley (Eds.), *Handbook of Arts Education and Special Education*. New York: Routledge.
- Anderson, A., Lee, B., & Brown, M. (2017). Promoting literacy and language-learning in special education through drama based pedagogies. *VSA Intersections: Arts and Special Education. Exemplary programs and approaches professional papers series, vol. 3* (pp. 111-133). Washington, DC: Kennedy Center.
- Berry, K., **Anderson, A.**, & Frey, J. (2017). The use of tableau to increase the on-task behavior of students with language-based learning disabilities in inclusive language arts settings. *VSA intersections: Arts and special education. Exemplary programs and approaches professional papers series, vol. 3* (pp. 134-153). Washington, DC: Kennedy Center.
- Anderson, A. (2016). Engagement in learning: Inclusive arts integration interventions. In G. Humphries & Y. Pelletier Lewis (Eds.), *Arts integration and education* (pp. 287-307). Chicago, IL: The University of Chicago Press.
- Anderson, A. (2015). Arts integration as a contextualized language-learning environment. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement* (pp. 31-45). New York: Routledge.

- Anderson, A. (2015). Understanding *how* and *why* arts integration engages learners. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement* (pp. 59-73). New York: Routledge.
- Bosch, C., & **Anderson, A.** (2015). Process drama and social studies. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement* (pp. 103-132). New York: Routledge.
- Crockett, J., Berry, K., & **Anderson, A.** (2015). Where we are now? Arts integration and special education. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement* (pp. 157-188). New York: Routledge.
- Davis, R., & **Anderson, A.** (2015). Dance/movement arts integration and mathematics. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement* (pp. 133-151). New York: Routledge.
- Loughlin, S.M., & **Anderson, A.** (2015). Arts integration research and practice yesterday and today: Lessons learned. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement* (pp. 5-30). New York: Routledge.
- Nagy, K., & **Anderson, A.** (2015). Film arts integration and literature study: Influences on engagement. In A. Anderson (Ed.), *Arts integration and special education: An inclusive theory of action for student engagement* (pp. 81-102). New York: Routledge.
- Anderson, A. (2012). Exploring the relationship between stress sensitivity, phonemic processing, and reading skill in children with and without dyslexia. In T. Long & L. Eifert (Eds.), *Speech processing and auditory processing disorders: Causes, diagnosis and treatment*. Nova. ISBN: 978-1-61470-844-5.

Presentation of refereed papers:

- Anderson, A., Crockett, J., & Berry, K. (2017, August). *What are necessary connections between arts and special education? Directions for practice, research, and policy*. Panel presentation at the 2017 Intersections: Arts and Special Education Conference. John F. Kennedy Center for the Performing Arts, Austin, TX.
- McGrath, L., **Anderson, A.**, & Germine, L. (2017, July). Neuromyths: Perceptions and predictors among educators and the general public. Paper presentation at the 24th Annual Meeting of the Society for the Scientific Study of Reading (SSSR). Halifax, Nova Scotia.
- Lane, S., & **Anderson, A.** (2017, June). Help me grow: Comparative analysis of inclusive approaches to early childhood education across the globe. Paper presentation at *Global Perspectives: Instructional Strategies to Meet the Needs of All Learners*. Marymount University, Arlington, VA.
- Anderson, A., & Wise, V. (2017, April). Exploring the connections between inclusive early childhood urban education initiatives and educational diplomacy approaches. Paper presentation at the *Education Diplomacy and the 2030 Global Development Agenda: Building Bridges for Children's Education*. The 2017 Institute of the Center for Education Diplomacy, AECI, Washington, DC.
- Anderson, A., & Berry, K. (2016, April). Tableau's influence on the oral language skills of students with language-based learning disabilities. Paper presentation at the 2016 American Educational Research Association (AERA) Annual Meeting, Washington, DC.

- Anderson, A., Crockett, J., & Berry, K. (2016, April). Building bridges among arts in special education policy, research, and practice. Panel presentation at the 2016 Council for Exceptional Children (CEC) Annual Convention & Expo, St. Louis, MO.
- Anderson, A., & Berry, K. (2015, April). Drama's influence on narratives of students with language-based learning disabilities in inclusive classrooms. Paper presentation at the CEC Annual Convention & Expo, San Diego, CA.
- Berry, K., & **Anderson, A.** (2015, April). The influence of tableau on the on-task behavior of students with language-based learning disabilities. Paper presentation at the CEC Annual Convention & Expo, San Diego, CA.
- Berry, K., & **Anderson, A.** (2015, April). The influence of tableau on the on-task behavior and narrative skills of students with learning disabilities. Paper presentation at the 2015 AERA Annual Meeting, Chicago, IL.
- McGrath, L.M., **Anderson, A.**, & Germine, L. (2014, November). Neuromyths: Perceptions and predictors among educators. Poster presentation at the *International Mind, Brain, Education Society Conference*, Fort Worth, TX.
- Anderson, A., Berry, K., & Loughlin, S.M. (2014, April). The influence of drama on elementary students' oral narrative skill and on-task behavior. Paper presentation at the 2013 AERA Annual Meeting, Philadelphia, PA.
- Berry, K., & **Anderson, A.** (2014, April). Behavioral engagement of students with language-based learning disabilities in elementary arts integrated and conventional language arts contexts. Paper presentation at the 2014 CEC Convention, Philadelphia, PA.
- Anderson, A., Nagy, K., & Davis, R. (2013, August). Demonstrations of practice using arts integration in special education: Voices from the field. Panel presentation at the Arts Education and Special Education Conference, John F. Kennedy Center for the Performing Arts.
- Anderson, A., Loughlin, S., & Berry, K. (2013, August). Classroom drama as a contextualized language-learning environment. Research presentation at the Arts Education and Special Education Conference, John F. Kennedy Center for the Performing Arts.
- Anderson, A., Loughlin, S., & Berry, K. (2013, April). The influence of dramatic arts integration on teacher and student language in language arts contexts. Paper presentation at the 2013 AERA Annual Meeting, San Francisco, CA.
- Loughlin, S., **Anderson, A.**, & Berry, K. (2013, April). Reading between the lines: Classroom discourse and academic rigor in traditional and drama-integrated language arts. Presentation at the 2013 AERA Annual Meeting, San Francisco, CA.
- Anderson, A., Loughlin, S., & Berry, K. (2013, April). Influence of process drama on elementary students' oral and written language. Presentation at the 2013 CEC Convention, San Antonio, TX.
- Berry, K., & **Anderson, A.** (2013, April). Teachers' speech acts in elementary arts integrated and conventional language arts contexts. Presentation at the 2013 CEC Convention, San Antonio, TX, April.

- Anderson, A., Lin, C., & Wang, M. (2012, July). Native and novel language stress processing in children with and without dyslexia. Paper presentation at the SSSR Annual Meeting, Montreal, Canada.
- Anderson, A. (2012, April). Creative movement and dance arts integration in literacy learning contexts. Paper presentation at the AERA Annual Meeting, Vancouver, BC.
- Anderson, A. (2012, April). Influence of process drama on elementary students' oral and written language. Paper presentation at the 2012 CEC Convention, Denver, CO.
- Anderson, A. (2012, April). Components of a standards-based numeracy intervention curriculum: Guidance from the field. Paper presentation at the 2012 CEC Convention, Denver, CO.
- Anderson, A., Lin, C., & Wang, M. (2011, June). Stress sensitivity in children with and without dyslexia. Paper presentation at the British Dyslexia Association Annual Conference, Harrogate, UK.
- Anderson, A., & Krakaur, L. (2011, April). Drama as a mediator of linguistic specificity. Paper presentation at the AERA Annual Meeting, New Orleans, LA.
- Anderson, A., & Akin, P. (2011, March). Implementing RtI to teach number concepts to students with learning disabilities. Kansas State Department of Education, Special Education Services Team/Technical Assistance for Excellence in Special Education (TAESE), Wichita, KS. Available at: <http://www.cvent.com/events/numeracy-conference-for-administrators/custom-17-5003171587e74588b6b3a5298dfb32f5.aspx>
- Anderson, A., & Krakaur, L. (2010, April). Integrated arts approaches in education: Dramatic arts as a mediator for literacy learning. *Proceedings of the 2010 International VSA Education Conference*. Available at: <http://www.vsarts.org/x6742.xml>
- Anderson, A. (2010, April). Mathematics strategy instruction with elementary students in a tiered intervention program. Presentation at the 2010 CEC Convention, Nashville, TN.
- Rimbey, K., & Anderson, A. (2010, April). Response to intervention (RTI) for teaching number concepts and operations to struggling grades K–4 students. Presentation at the Annual Meeting of the National Council for the Teaching of Mathematics (NCTM), San Diego, CA.
- Anderson, A., & Wang, M. (2009, June). The utility of Chinese tone processing skill in detecting children with English reading difficulties. Paper presentation at the SSSR 19th Annual Meeting, Boston, MA.
- Anderson, A. (2008, October). An implementation model for response-to-intervention math practices in primary settings. Presentation at the 24th Annual International Conference on Young Children with Special Needs and Their Families, Division of Early Childhood (DEC), CEC, Minneapolis, MN.
- Anderson, A. (2008, April). Response-to-intervention math practices in an inclusive first grade class. Presentation at the 2008 CEC Convention, Boston, Massachusetts.
- Anderson, A., & Rimbey, K. (2008, April). Response-to-intervention (RTI) practices for teaching number concepts and operations in inclusive primary grades. Presentation at the Annual Meeting of the NCTM, Salt Lake City, Utah.

- Battle, A., **Anderson, A.**, & Moos, D. (2008, April). Teachers as reflective practitioners: A study of self-regulated learning in the graduate teacher classroom. Presentation at the 28th Seminar of International Society for Teacher Education (ISTE), University of New England, Armidale, NSW, Australia.
- Anderson, A., & Akin, P. (2007, October). Response-to-intervention math practices in an inclusive first grade classroom. Presentation at the 23rd Annual International Conference on Young Children with Special Needs and Their Families, DEC, CEC, Niagara Falls, Ontario.
- Battle, A., **Anderson, A.**, & Moos, D. (2007, October). Self-regulated learning in the graduate classroom: Student and instructor perceptions. Presentation at the 5th Biennial Meeting for the Society for the Study of Human Development (SSHD), Pennsylvania State University, State College.
- Anderson, A., Moos, D., & Battle, A. (2007, January). A mixed method action research approach to teaching in psychology. Participant Idea Exchange Session at the 29th Annual National Institute on the Teaching of Psychology (NITOP), St. Petersburg, Florida.
- Anderson, A., & Wang, M. (2006, July). The utility of Chinese tone processing skill in detecting children with English reading difficulties. Interactive paper at the SSSR 13th Annual Meeting, Vancouver, BC.
- Anderson, A., & Battle, A. (2006, January). Self-regulated learning (SRL) and graduate students' task competence. Presentation at the 28th Annual NITOP, St. Petersburg, Florida.
- Anderson, A. (2005, October). Literate language feature use in preschool age children with specific language impairment and typically developing language. Presentation at the 21st Annual International Conference of the DEC, CEC, Portland, Oregon.
- Anderson, A. (2005, June). Linguistic specificity in preschool age children with and without specific language impairment. Interactive paper at the SSSR 12th Annual Meeting, Toronto, Canada.
- Anderson, A. (2005, April). The role of technology in classroom-based Student Assessment of Learning Gains. Presentation at the 12th Annual Teaching with Technology Conference, University of Maryland, College Park.
- Anderson, A. (2004, December). Literate language feature use in young children with specific language impairment. Presentation at the 20th Annual International Conference of the DEC, CEC, Chicago, Illinois.
- Anderson, A. (2003, October). Integrated arts approaches in early intervention. Fifth Annual Early Intervention/Early Childhood Training Institute, Coordinated by Zero To Three, Gallaudet University, Washington, D.C.
- Anderson, A. (2003, May). The use of "Read Naturally SE" in classrooms with struggling readers: Technology Presentation. The International Reading Association 26th Annual Conference and Expo, Orlando, Florida.
- Anderson, A. (2003, February). Integrating your reading program to meet the needs of diverse learners. National Association for Independent Schools International Conference, New York.
- Anderson, A. (2002, April). Integrated arts programs in inclusive preschool settings. Fifth Annual Celebrate Children Conference, Prince Georges County Interagency Early Childhood Committee, Bowie, Maryland.
- Anderson, A. (2001, April). Conflict and its resolution. Fourth Annual Celebrate Children Conference, Prince Georges County Interagency Early Childhood Committee, Bowie, Maryland.

Anderson, A. (1991, May). Transformation in the landscape: Evolution to decay. Presentation at the 5th National Conference on Undergraduate Research, California Institute of Technology, Pasadena, California.

Invited national/regional lectures:

Anderson, A., & Glass, D. (2017, August). Arts education and special education: A map for research. Presentation at the Intersections Conference of VSA/Kennedy Center, Austin, TX.

Anderson, A. (2016, November). What Teaching Theater Teaches Us About Teaching Students with Autism. Webinar Series, VSA/Kennedy Center, Washington, DC.

Anderson, A. (2016, September). Advancing the Arts and Special Education Research: An Action Plan Convening. Participation in VSA/Kennedy Center Convening Toward an Action Plan for Future Research: Advancing the Arts and Special Education, Washington, DC.

Anderson, A. (2016, July). Dissemination of research in and beyond the field: Building on the shoulders of giants. Presentation at VSA/Kennedy Center Convening Toward an Action Plan for Future Research: Advancing the Arts and Special Education, Pittsburgh, PA.

Anderson, A. (2016, May). Engagement in learning: Inclusive arts integration interventions. Presentation at the *Arts Integration in Education* book launch, Imagination Stage, Bethesda, MD.

Anderson, A., Crockett, J., & Bosch, C. (2015, August). Issues of translation: Theory and practice in arts integration and special education. Panel presentation at the 2015 VSA Intersections: Arts and Special Education Conference, Washington, DC.

Anderson, A. (2013, October). Arts education and exceptionalty: A theory of action. Keynote presented at the Larissa Gerstel Symposium, American University, Washington, DC.

Berry, K., & **Anderson, A.** (2013, April). Teachers' speech acts in elementary arts integrated and conventional language arts contexts. Poster presented at The George Washington University's Research Days. Washington, DC.

Anderson, A., & Akin, P. (2011, March). Implementing RtI to teach number concepts to students with learning disabilities. Kansas State Department of Education, Special Education Services Team/Technical Assistance for Excellence in Special Education, Wichita, Kansas.

Anderson, A. (2010, April). Mathematics error types and analysis. Math Learning Circles presentation to the Washington VSA School for the Arts in Learning teaching faculty.

Anderson, A. (2007, October). Fostering oral language development in primary classrooms (K-3). Training for the Delaware County Reading Council/Delaware County Intermediate Unit, Springfield, Pennsylvania.

Anderson, A. (2007, August). Introduction to Digi-Block and mathematics methods in the primary grades. Workshop for Widener Partnership Charter School staff development training week, Chester, Pennsylvania.

Schonour, S.J., & **Anderson, A.** (2003, August). Using "Read Naturally" fluency program. Fairfax County Public School in-service training, Fairfax, Virginia.

Anderson, A., & Hoepfner, J. (1997, November). The use of “Fast Forward” training in a primary classroom: Pilot data. Cove Conference at the University of Illinois, Chicago.

Halstead, S., & Anderson, A. (1993, October). Museum prototypes for experiential museum-based activities. Presentation at the Chicago Children’s Museum, Chicago, Illinois.

Anderson, A. (1991, May). Senior project exhibition of honors thesis. Case Library, Colgate University, Hamilton, New York.

Anderson, A., & Wolk, L. (1990, October). Evolution or revolution: Paintings and mixed media prints. The Creative Arts Gallery, Hamilton, New York.

Other publications:

Anderson, A. (2007). *Field Based Performance Assessment (FBPA)*. Quantitative/qualitative instrument for undergraduate and graduate special education program evaluation, Widener University, Chester, PA.

Anderson, A. (2001). *Training in team collaboration*. Prince Georges County Department of Early Childhood Special Education, University of Maryland, College Park.

Anderson, A. (1991). Technology in art (cover artist and abstract). *J.C.T.: Journal of Education and Communication*. University of Wisconsin: Madison, WI.

Anderson, A. (1991). Abstract ARS.III.3E. *Fifth Annual Conference on Undergraduate Research*. California Institute of Technology, Pasadena, CA.

Refereed papers in progress:

Anderson, A., & Karabell, A. (in progress). The status of professional development programs in urban secondary special education: critical review and pilot study.

Anderson, A. (in progress). Advancing inclusive education through global competence and critical literacy: Innovative practices that promote global citizenship.

Anderson, A., & Lane, S. (in progress). Comparative analysis of inclusive approaches to early childhood education across the globe.

Anderson, A., Crockett, J., & Berry, K. (in progress). Building bridges among arts in special education policy, research, and practice.

Anderson, A. (in review). Influences of a visual and performing arts-integrated social studies unit on linguistic and behavioral engagement in students with learning disabilities. Paper presentation at the 2018 American Educational Research Association (AERA) Annual Meeting, New York.

SPONSORED RESEARCH

Contracts and grants received:

External

2017 Office of the State Superintendent of Education (OSSE), American University’s Institute for Innovation in Education, Principal Investigator, “2016 Master Teacher Cadre Institute for Secondary Special Education Teachers”, \$152,861, January, 2017.

2010 Sub-contract from U.S. Department of Education/WVSA School for the Arts in Learning, Principal Investigator, “Professional development for arts educators”, \$190,000.00, May.

Internal

- 2017 International Travel Award, American University, Presentation at the Meeting of the Society for the Scientific Study of Reading, “Neuromyths and reading disabilities”, \$1,300.00, March 12.
- 2016 Mellon Faculty Development Grant, American University, Principal Investigator, “Learning and motivation project”, \$1200.00, November 22.
- 2011 International Faculty Travel Award, American University, Presentation at British Dyslexia Association, “Exploring the relationship between stress sensitivity, phonemic processing, and reading skill in children with and without dyslexia”, \$2,500.00, July 12.
- 2011 Faculty Research Support Grant, American University, Principal Investigator, “Exploring the relationship between stress sensitivity, phonemic processing, and reading skill in children with and without dyslexia”, \$9,900.00, February 17.
- 2011 Mellon Grant, American University, Principal Investigator, “Stress sensitivity and reading”, \$1500.00, January 10.
- 2010 Bridges to Collaboration Grant, College of Arts and Sciences, American University, Principal Investigator, “Using creative drama to foster literacy skill development”, \$3,500.00, June 12.
- 2008 Provost’s Grant Award, Widener University, Principal Investigator, “Comparative analysis of Chinese tone processing in detecting children with English reading difficulties”, \$1368.00, May.
- 2008 Widener University Faculty Development Grant Options Award, Principal Investigator, "Response-to-intervention math project", \$2500.00, May.
- 2007 Widener University School of Human Service Professions Faculty Development Award, Principal Investigator, "Response-to-intervention math project", \$1500.00, May.
- 2007 Provost’s Grant Award, Widener University, Principal Investigator, “The utility of Chinese tone processing in detecting children with English reading difficulties”, \$1346.00, May.

Proposals submitted:

External

- 2012 Institute of Educational Sciences Special Education Research Program, Principal Investigator, “Stress sensitivity, phonemic processing and English reading skill in children with dyslexia”, \$1,078,722 September 20, not funded, scored 2.4.
- 2011 Institute of Educational Sciences Special Education Research Program, Principal Investigator, “Chinese stress, English stress, English phonemic processing and non-linguistic rhythm and English reading skill in children with dyslexia”, \$955,151, September 22, not funded, scored 2.6.
- 2010 Institute of Educational Sciences Special Education Research Program, Principal Investigator, “Exploring relationships among Chinese stress, English stress, English phonemic processing and non-linguistic rhythm and English reading skill in children with dyslexia and typical reading skill”, \$781,000, September 16, not funded.
- 2010 District of Columbia Commission for the Arts and Humanities Arts Education Program, Principal Investigator, “Drama as a mediator of literacy skill”, \$39,000, July, not funded.

Internal

- 2013 Mellon Grant, American University, Principal Investigator, “Exploring the contribution of context to language learning in students with LD”, \$3,992.00, March 19, not funded.
- 2012 Faculty Research Support Grant, American University, Principal Investigator, “Investigating classroom drama’s relation to students’ verbal skills: Cases of contextualized language-learning through naturalistic language sampling”, \$9,996.00, November 29, not funded.

Other sponsored research:

- 2004-2006 Graduate Research Assistantship, Department of Human Development, University of Maryland, College Park, \$15,000 per year.
- 2001-2005 Doctoral Traineeship in early childhood special education, University of Maryland, College Park, \$14,000 per year.
- 2002 Educator Grant, National Association for Arts in Education, Reston, VA, \$1,000, July.
- 1998-2001 Graduate Research Assistantship, Department of Special Education, University of Maryland, College Park, \$13,000 per year.
- 1993 Graduate Grant in Art Therapy, School of the Art Institute of Chicago, IL, \$5,000, June.

EDITORIAL ACTIVITIES

- 2017-present Co-Editor, *Journal of the Division of the Arts and Special Education*
- 2016-2017 Article Editor, *Sage OPEN*
- 2016-present Reviewer, *Bilingual Research Journal*
- 2013-present Reviewer, *Review of Educational Research*
- 2011-present Reviewer, *Urban Education*
- 2009-2015 Reviewer, *Journal of Research in Reading*
- 2015-2015 Reviewer, *Journal of Speech, Language, and Hearing Research*
- 2013-2014 Reviewer, *American Educational Research Journal*
- 2010-2014 Reviewer, *American Educational Research Association*
- 2011-2014 Reviewer, *Contemporary Educational Psychology*
- 2011-2014 Reviewer, *Developmental Psychology*
- 2012-2013 Reviewer, *Dyslexia*
- 2011-2012 Reviewer, *Teaching Children Mathematics*
- 2008-2009 Reviewer, *Language, Speech, and Hearing Services in Schools*
- 2009 Editorial citation, in J. Byrnes and B. Wasik, *Language and literacy development: What educators need to know*. Guilford Press: New York
- 2008 Editorial citation, in B. Otto, *Literacy development in early childhood: Reflective teaching for birth to age eight*. Pearson Education: Upper Saddle River, NJ
- 1988-1991 Editor-in-chief, *Colgate Portfolio*, Colgate University, Hamilton, NY.