

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

## ACADEMIC BACKGROUND

- 2006 Ph.D., 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., School of Speech, Department of Communication Sciences and Disorders, Learning Disabilities, Northwestern University, Evanston, IL
- 1991 B.A., Art/Art History and Asian Studies, Colgate University, Hamilton, NY

## Certification/licensure:

Professional Certificate in Special Education (Infant-Grade 3), Maryland  
Maryland Specialized Teaching Certificate (grades K-12)  
Clinician Certificate in *Fast Forward*, Scientific Learning Corporation

## Additional training:

*Read Naturally*, Minneapolis, MN  
*Fast Forward*, Scientific Learning Corporation, Glencoe, IL  
*Auditory Discrimination in Depth*, Lindamood-Bell Program, Northbrook, IL  
*Visualization-Verbalization*, Lindamood-Bell Program, Northbrook, IL  
*Orton-Gillingham*, Northbrook, IL  
*Wilson Reading*, Northbrook, IL

## EMPLOYMENT HISTORY

### University appointments:

- 2021-present Professor, School of Education (SOE), Special Education Learning Disabilities (SELD), American University, Washington, DC
- 2013-2021 Associate Professor, SOE, SELD, American University, Washington, DC
- 2009-2013 Assistant Professor, School of Education, Teaching and Health (SETH), SELD, American University
- 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, MD
- 2005-2006 Research Assistant, Bilingual-Biliteracy Program, Department of Human Development, University of Maryland, College Park, MD
- 2005-2006 Teaching Assistant, Department of Human Development, College of Education, University of Maryland, College Park, MD
- 2004-2005 Instructor, Department of Human Development, College of Education, University of Maryland, College Park, MD
- 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, MD
- 2001-2002 Teaching Assistant, Department of Special Education, College of Education, University of Maryland, College Park, MD
- 2001-2005 Doctoral Trainee, Early Childhood Special Education, University of Maryland, College Park, MD
- 1998-2000 Research Assistant, *Training in Team Collaboration*, Prince Georges County Department of Education/Early Childhood Special Education, University of Maryland, College Park, MD

**Teaching:**

- 2003-2009 Learning Specialist, Delaware County Literacy Council, Media, PA
- 1999-2003 Learning Specialist, K-6<sup>th</sup> grade, McLean School, Potomac, MD
- 2000-2003 Trainer, teacher enrichment program, McLean School, Potomac, MD
- 1995-1998 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, DC

**HONORS AND AWARDS**

**American University research and travel awards:**

- 2025 May, Milton and Sonia Greenberg Scholarship of Teaching and Learning Award, American University
- 2017 March, International Travel Award, “Neuromyths and reading disabilities”, Society for the Scientific Study of Reading (SSSR) Annual Meeting, Halifax, NS
- 2013 June, Faculty Summer Research Award, School of Education, Teaching and Health, American University, Washington, DC
- 2013 April, Education Award (1<sup>st</sup> place) with K. Berry, “Teachers’ Speech Act Use in Dramatic Arts”, The George Washington University's Research Days, Washington, DC
- 2012 June, Faculty Summer Research Award, School of Education, Teaching and Health, American University, Washington, DC
- 2011 June, Faculty Summer Research Award, School of Education, Teaching and Health, American University, Washington, DC
- 2011 February, International Travel Award for presentation, “Exploring the relationship between stress sensitivity, phonemic processing, and reading skill in children with and without dyslexia”, British Dyslexia Association Conference, Harrogate, UK
- 2010 June, Faculty Summer Research Award, School of Education, Teaching and Health (SETH), American University, Washington, DC

**School of Education merit awards:**

- 2024 August, Merit and Service, School of Education, American University
- 2023 August, Merit and Service, School of Education, American University
- 2022 August, Merit and Service, School of Education, American University
- 2021 August, Merit and Service, School of Education, American University

2019	August, Merit Award, School of Education, American University
2018	July, Merit Award, School of Education, American University
2017	June, Merit Award, School of Education, American University
2016	June, Merit Award, School of Education, American University
2013	June, Merit Award, School of Education, Teaching and Health
2012	June, Merit Award, School of Education, Teaching and Health
2011	May, Merit 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
2008	May, Super Merit Award for promotion and tenure, Widener University
2007	May, Merit Award (Tier 1) for promotion and tenure, Widener University
2007	May Service Learning Fellowship Award, Widener University
2006	May, Outstanding Teaching Assistant Award, Center for Teaching and Learning, University of Maryland, College Park

**Other awards:**

2020	March, Service to Division for the Arts, Council for Exceptional Children
1997	October, Outstanding Mentor Award, Leukemia Society, Chicago, IL
1993	December, Volunteer Award, Chicago Children’s Museum, IL
1991	May, High Honors, Art/Art History, 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
1987	June, Visual Arts Award, Sidwell Friends School, Washington, DC

**PUBLICATIONS (in reverse chronological order)**

*underline indicates research mentee*

*† indicates senior authored papers*

**metrics:** 46 refereed publications; h-index = 16; citations = 1053 (Google Scholar)

**Refereed articles:**

Anderson, A., Sodani, D., Dennis, T., Smith, M., & Irvine-Belson, S. (2025). The influence of culturally responsive literacy practices on students’ literacy motivation. *SAGE Open*, 15(2). <https://doi.org/10.1177/21582440251326378>

Chambre, S. J., & **Anderson, A.** (2025). Identifying sources of preservice teachers’ dyslexia knowledge to guide teacher education. *Frontiers in Education*, 9 (1468923). <https://doi.org/10.3389/educ.2024.1468923>

Betts, K., Galoyan, T., Miller, M., Fourie, M., Delaney, B., **Anderson, A.**, Tokuhama-Espinosa, T., Borja, C., Izzatoglu, K., & Black, E. (in press). Quantitative investigation into professional development, awareness of neuromyths, general knowledge about the brain, and evidence-based practices in higher education, *Online Learning*.

- † Pilato, J., Peterson, E., & Anderson, A. (2023). Spatial thinking activities in PK-12 classrooms: Predictors of teachers' activity use and a framework for classifying activity types. *Teaching and Teacher Education, 132*, 104226.
- † Wendt, K., & Anderson, A. (2021, August). The futures of education: Arts as emancipatory pedagogy. *ed. Magazine* (issue 1). Global Citizenship Education Foundation.
- Anderson, A. (2021). Advancing school professionals' dyslexia knowledge through neuroscience: Bridging the science-education gap through developmental psychology. *Frontiers in Education, 5*.  
<https://www.frontiersin.org/articles/10.3389/feduc.2020.615791/full>.
- † Green, C., Miles, T., & Anderson, A. (2021). Strengths-based identity development through dance and special education. *Artlines* (winter). National Women's Caucus for Art. [https://nationalwca.org/wp-content/uploads/2021/02/Artlines\\_Winter20-21.pdf](https://nationalwca.org/wp-content/uploads/2021/02/Artlines_Winter20-21.pdf)
- Anderson, A., Pearlstein, H., Sarlo, G., & McGrath, L. M. (2020). A review of online dyslexia learning modules. *Frontiers in Education, 5* (118), 1-13. <https://doi.org/10.3389/feduc.2020.00118>
- Anderson, A., & Valero, L. (2020). Supporting language and social skills of students with learning disabilities through an arts-integrated social studies club approach. *Teaching Exceptional Children, 53*(2), 150-162. <https://doi.org/10.1177/0040059920942266>
- Anderson, A., Farrand, K. M., Dobson, C., Oakes, W. P., Deeg, M. T., & Valero, L. (2019). Dramatic arts integration practices for learning and growth across PK12 development. *Journal of the Arts and Special Education, 1*(1), 65-105. <https://doi.org/10.17606/ghne-6q49>
- Anderson, A. (2019). Advancing global citizenship education through global competence and critical literacy: Innovative practices for inclusive childhood education. *SAGE Open, 9*(1), 1-7. <https://doi.org/10.1177/2158244019826000>
- Macdonald, K., Germine, L., Anderson, A., Christodoulou, J., & McGrath, L.M. (2017). Dispelling the myth: Training in education or neuroscience decreases but does not eliminate beliefs in neuromyths. *Frontiers in Psychology, 8*, 1314. <https://doi.org/10.3389/fpsyg.2017.01314>
- 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. <https://doi.org/10.18666/LDMJ-2017-V22-I1-7668>
- Anderson, A. (2015). Dance/movement therapy's influence on adolescents' mathematics, social-emotional, and dance skills. *The Educational Forum, 79*(3), 230-247.  
<https://doi.org/10.1080/00131725.2015.1037512>

- 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. <https://doi.org/10.1080/1045988X.2014.903464>
- 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. <https://doi.org/10.1080/15235882.2014.965360>
- 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. <https://doi.org/10.18666/LDMJ-2014-V20-I3-5885>
- 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. <https://doi.org/10.1002/dys.1451>
- 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. <https://doi.org/10.11114/jets.v1i1.18>
- Anderson, A. (2012). The influence of process drama on elementary students' written language. *Urban Education*, 47(5), 959-982. <https://doi.org/10.1177/0042085912446165>
- 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. <https://doi.org/10.1111/j.1467-9817.2010.01456.x>
- 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. <https://doi.org/10.1177/0265659010381691>
- 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 2 and tier 3 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. <https://doi.org/10.1007/s11145-007-9081-y>

**Books:**

A. Anderson (Ed.) (in press). *Identity-affirming arts integration and special education: An inclusive theory of action*.

A. Anderson (Ed.) (2015). *Arts integration and special education: An inclusive theory of action for student engagement*. Routledge. <https://doi.org/10.4324/9781315813158>

**Book chapters:**

Anderson, A., & Mathews, R. (2024). Dance/movement interventions and students with exceptionalities: A critical review. *Routledge Open Research*, 3, 30. <https://doi.org/10.12688/routledgeopenres.18514.1>

Anderson, A., & Burton, J. (2024). Early childhood education and primary prevention in and through the arts. In B. Gerber & D. Guay (Eds.), *Reaching and teaching students with special needs through art* (2<sup>nd</sup> Ed.). Routledge.

Anderson, A., & Berry, K. (2018). Arts integration and special education. In J. Crockett & S. Malley (Eds.), *Handbook of arts education and special education: Policy, research, and practices* (pp. 196-215). Routledge. <https://doi.org/10.4324/9781315618135>

Anderson, A., Berry, K., & Crockett, J. (2018). Necessary connections between the arts and special education: A collaborative framework for practice, research, and policy. *VSA intersections: Arts and special education professional papers series, vol. 4*. The John F. Kennedy Center for Performing Arts, Washington, DC.

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). The John F. Kennedy Center for Performing Arts, Washington, DC.

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). The John F. Kennedy Center for Performing Arts, Washington, DC.

Anderson, A. (2016). Engagement in learning: Inclusive arts integration interventions. In G. Humphries & Y. Pelletier Lewis (Eds.), *Arts integration and education* (pp. 287-307). The University of Chicago Press. ISBN 9781783209552

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). 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). 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). 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). 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). 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). 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). 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* (pp. 77-95). Nova. ISBN: 978-1-61470-844-5.

### **Presentation of refereed papers:**

† **Chambre, S.**, **Tecchione, M. J.**, & **Anderson, A.** (2025, November). Understanding preservice teachers' misconceptions about dyslexia through popular media. Paper presentation at the International Dyslexia Association Conference, Atlanta, GA.

Anderson, A., **Gabriel, J.**, **Richardson, A.**, & **Eder, C.** (2025, June). Arts integration and inclusive education through student identity. Opening symposium at the Summer Institute on Education, Equity, and Justice Conference, American University, Washington, DC.

† **Chambre, S.**, & **Anderson, A.** (2024, July). Mixed-methods investigation of US preservice teachers' dyslexia concepts and knowledge sources. Interactive paper presentation at the Annual Meeting of the SSSR, Copenhagen, Denmark.

† **Chambre, S.**, & **Anderson, A.** (2024, April). Identifying sources of preservice teachers' dyslexia knowledge to guide teacher education. Paper presentation at the AERA Annual Meeting, Philadelphia, PA.

- Anderson, A., & Drexler, O. (2024, March). Student identity through special education diagnosis and literacy/arts integration. Presentation at the CEC Convention, San Antonio, TX.
- Irvine-Belson, S., **Anderson, A.**, Sodani, D., Joseph, O., Evans, A., & Dennis, T. (2023, April). Consequential high intensity tutoring: Developing literary identities within foundational reading intervention through culturally responsive practices. Paper presentation at the AERA Annual Meeting, Chicago, IL.
- † Smith, F., & **Anderson, A.** (2023, March). Leveraging biliteracy for equitable outcomes. Poster presentation at the CEC Convention, Louisville, KY.
- Anderson, A., Sodani, D., Smith, M., & Irvine-Belson, S. (2023, March). Literacy identity development through culturally responsive practices in reading intervention. Paper presentation at the CEC Convention, Louisville, KY.
- † Pilato, J., Peterson, E. G., & **Anderson, A.** (2022, July). Teachers' use of classroom activities that promote spatial thinking skills: Investigation into predictors of use and content of activity. Poster presentation at the International Mind, Brain, and Education Society Conference. Montréal, Canada.
- † Wendt, K., Greene, C., & **Anderson, A.** (2022, January). Seeing our students, seeing ourselves: Teachers' awareness of students' identities in and through arts. CEC Convention, Orlando, FL.
- Anderson, A., Mitchell, K., & Schuler, E. (2021, July). Investigating the effects of an interdisciplinary neuroscience-education learning module on teachers' dyslexia knowledge. Presentation at the 28<sup>th</sup> Annual Meeting of the Society for the Scientific Study of Reading (SSSR), virtual meeting.
- † Peterson, E.G., Pilato, J., & **Anderson, A.** (2021, June). Spatial skills go to the classroom: Understanding teachers' roles in developing students' spatial skills. Poster at the Convention of the International Mind, Brain and Education Society, Montréal, Canada.
- † Peterson, E., & **Anderson, A.** (2020, August). Teachers' beliefs about spatial ability predict incorporation of spatial thinking in K-12 classrooms. Poster presentation at Annual Convention of the American Psychological Association, Washington, DC.
- Anderson, A. (2020, July). Professional development on dyslexia and literacy instruction. Symposium Chair at the 27<sup>th</sup> Annual Meeting of the SSSR, Newport Beach, CA.
- Anderson, A., Mitchell, K., Schuler, E., & McGrath, L.M. (2020, July). Investigating the effects of an interdisciplinary neuroscience-education learning module on teachers' dyslexia knowledge. Presentation at the 27<sup>th</sup> Annual Meeting of the SSSR, Newport Beach, CA.
- Anderson, A., Pilato, J., & Peterson, E. (2020, February). Relationship between visual arts learning and spatial thinking skills: A comparison of disciplinary classroom contexts. Presentation at the Council for Exceptional Children (CEC) Convention, Portland, OR.

- Anderson, A., Pilato, J., & Peterson, E. (2020, February). Investigating teachers' spatial thinking skills in K12 classroom settings. Presentation at the 2020 CEC Convention, Portland, OR.
- Anderson, A., Sarlo, G., Pearlstein, H., & McGrath, L.M. (2019, July). Review of online dyslexia learning modules: to what extent do they dispel the dyslexia neuromyth? Poster presentation at the 26<sup>th</sup> Annual Meeting of the SSSR, Toronto, Canada.
- Anderson, A., & Valero, L. (2019, January). Influences of a visual and performing arts-integrated social studies unit on linguistic and behavioral engagement in students with learning disabilities. Presentation at the 2019 CEC Convention, Indianapolis, IN.
- Carlini, Z., Hanifah, D., Peterson, E.G., **Anderson, A.**, & Irvine Belson, S. (2018, September). Teachers' facilitation of spatial thinking in the classroom: Development of an observation tool. Poster presentation at the International Mind, Brain, and Education Society Conference, Los Angeles, CA.
- Anderson, A., Valero, L., & Brounstein, K. (2018, August). Influences of a visual and performing arts-integrated social studies unit on linguistic and behavioral engagement in students with learning disabilities. Presentation at the 2018 Intersections: Arts and Special Education Conference. John F. Kennedy Center, Atlanta, GA.
- 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, Austin, TX.
- † MacDonald, K., McGrath, L., **Anderson, A.**, & Germine, L. (2017, July). Neuromyths: Perceptions and predictors among educators and the general public. Presentation at the 24<sup>th</sup> Annual Meeting of the 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. Presentation at the *Global Perspectives: Strategies to Meet All Learners Conference*, Marymount University, VA.
- Anderson, A., & Wise, V. (2017, April). Exploring the connections between inclusive early childhood urban education initiatives and educational diplomacy approaches. Presentation at the *Education Diplomacy-2030 Global Development Agenda: Building Bridges for Children's Education*. Center for Education Diplomacy, Washington, DC.
- Anderson, A., & Berry, K. (2016, April). Tableau's influence on the oral language skills of students with language-based learning disabilities. 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 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. Presentation at the CEC Annual Convention, 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. Presentation at the CEC Annual Convention, 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. 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, and 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. 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. Presentation at the 2014 CEC Annual 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, Washington, DC.
- 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, Washington, DC.
- Anderson, A., Loughlin, S., & Berry, K. (2013, April). The influence of dramatic arts integration on teacher and student language in language arts contexts. 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 Annual 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 Annual Convention & Expo, San Antonio, TX.

- Anderson, A., Lin, C., & Wang, M. (2012, July). Native and novel language stress processing in children with/out dyslexia. Presentation at the SSSR Annual Meeting, Montreal, Canada.
- Anderson, A. (2012, April). Creative movement and dance arts integration in literacy learning contexts. Presentation at the AERA Annual Meeting, Vancouver, BC.
- Anderson, A. (2012, April). Influence of process drama on elementary students' oral and written language. Presentation at the 2012 CEC Annual Convention & Expo, Denver, CO.
- Anderson, A. (2012, April). Components of a standards-based numeracy intervention curriculum. Presentation at the 2012 CEC Convention, Denver, CO.
- Anderson, A., Lin, C., & Wang, M. (2011, June). Stress sensitivity in children with and without dyslexia. Presentation at the British Dyslexia Association Conference, Harrogate, UK.
- Anderson, A., & Krakaur, L. (2011, April). Drama as a mediator of linguistic specificity. Presentation at the 2011 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/Technical Assistance for Special Education (TAESE), Wichita, KS.
- Anderson, A., & Krakaur, L. (2010, April). Integrated arts approaches in education: Dramatic arts as a mediator for literacy learning. Presentation at the 2010 International VSA Education Conference, VSA/Kennedy Center for the Performing Arts, Washington, DC.
- Anderson, A. (2010, April). Mathematics strategy instruction with elementary students in a tiered intervention program. Presentation at the 2010 CEC Annual Convention, Nashville, TN.
- † Rimbey, K., & **Anderson, A.** (2010, April). RTI for teaching number concepts and operations to struggling grades K–4 students. Presentation at the Annual Meeting of National Council for the Teaching of Mathematics (NCTM), San Diego, CA.
- Anderson, A., & Wang, M. (2009, June). Utility of Chinese tone processing in detecting children with English reading difficulties. Presentation at the SSSR 19th Meeting, Boston, MA.
- Anderson, A. (2008, October). An implementation model for response-to-intervention math practices in primary settings. Presentation at the 24<sup>th</sup> Annual Conference on Young Children with Special Needs and Their Families, 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, MA.
- Anderson, A., & Rimbey, K. (2008, April). RTI practices for teaching number concepts and operations in primary grades. Presentation, NCTM Annual Meeting, Salt Lake City, UT.

- 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 28<sup>th</sup> Seminar of International Society for Teacher Education, Armidale, NSW, Australia.
- Anderson, A., & Akin, P. (2007, October). Response-to-intervention math practices in an inclusive first grade classroom. Presentation, 23<sup>rd</sup> Annual International Conference on Young Children with Special Needs and Their Families, DEC, Niagara Falls, Ontario.
- Battle, A., **Anderson, A.**, & Moos, D. (2007, October). Self-regulated learning in the graduate classroom: Student and instructor perceptions. Presentation, 5<sup>th</sup> Biennial Meeting for the Society for the Study of Human Development, PA State University, State College, PA.
- Anderson, A., Moos, D., & Battle, A. (2007, January). A mixed method action research approach to teaching in psychology. Participant Idea Exchange Session at the 29<sup>th</sup> Annual National Institute on the Teaching of Psychology (NITOP), St. Petersburg, FL.
- Anderson, A., & Wang, M. (2006, July). Utility of Chinese tone processing in detecting children with English reading difficulties. Presentation at 13<sup>th</sup> Meeting of SSSR, Vancouver, BC.
- Anderson, A., & Battle, A. (2006, January). Self-regulated learning (SRL) and graduate students' task competence. Presentation at the 28<sup>th</sup> Annual NITOP, St. Petersburg, FL.
- Anderson, A. (2005, October). Literate language feature use in preschool age children with specific language impairment and typically developing language. Presentation at the 21<sup>st</sup> Annual International Conference of the DEC, Portland, OR.
- Anderson, A. (2005, June). Linguistic specificity in preschool age children with/without specific language impairment. Presentation at the SSSR 12<sup>th</sup> Annual Meeting, Toronto, Canada.
- Anderson, A. (2005, April). The role of technology in classroom-based Student Assessment of Learning Gains. Presentation at the 12<sup>th</sup> 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, 20<sup>th</sup> International Conference, DEC, Chicago, IL.
- Anderson, A. (2003, October). Integrated arts approaches in early intervention. Fifth Annual Early Intervention Training Institute, Zero-to-Three, Gallaudet University, Washington, DC.
- Anderson, A. (2003, May). The use of "Read Naturally SE" in classrooms with struggling readers: Technology Presentation. The International Reading Association 26<sup>th</sup> Annual Conference and Expo, Orlando, FL.
- Anderson, A. (2003, February). Integrating your reading program to meet the needs of diverse learners. National Association for Independent Schools International Conference, NY.
- Anderson, A. (2002, April). Integrated arts programs in inclusive preschool settings. 5<sup>th</sup> Annual Celebrate Children Conference, Prince Georges County Interagency, Bowie, MD.

Anderson, A. (2001, April). Conflict and its resolution. 4<sup>th</sup> Annual Celebrate Children Conference, Prince Georges County Interagency Early Childhood Committee, MD.

Anderson, A. (1991, May). Transformation in the landscape. Presentation, 5<sup>th</sup> National Conference, Undergraduate Research, California Institute of Technology, Pasadena, CA.

**Invited national/regional lectures and working groups:**

Anderson, A. (2025, November). President's Advisory Council for the Qatar Foundation, Doha.

Anderson, A. (2024, November). Choice-based art education: Engaging K-5<sup>th</sup> grade students in the art classroom. Presentation and resources for the Changing Education Through the Arts (CETA) Program, Kennedy Center for the Performing Arts, Washington, DC.

Anderson, A., & Fashola, O. (2024, March). Overview of the CLASS-PreK. Training for the Child Development Center, American University, Washington, DC.

Anderson, A. (2023, December). Arts Integration and Education. Guest lecture at Teachers College, Columbia University, New York.

Anderson, A. (2023, September). Panelist for the Navigating Differences Symposium, Institute on Disability and Public Policy, American University.

Anderson, A. (2021, June, July, August). Arts and Literacies Thinkers Group Meeting Series, Arts Education Partnership and Education Commission of the States.

Anderson, A. (2020, March). Guest speaker: Learning disabilities and social-emotional challenges among young women. Holton-Arms School, Bethesda, MD.

Anderson, A. (2020, February). Expert interview: The arts and social emotional learning. VSA/Kennedy Center for the Performing Arts, Washington, DC.

Anderson, A. (2019, February). The Academic Club Method for integrating arts and content area learning. Webinar Series, Kennedy Center for the Performing Arts, Washington, DC.

Anderson, A. (2018, August). The arts and special education: Imagining the future of preservice teacher training. Pre-convening at the Kennedy Center/VSA Intersections, Arts and Special Education Conference, Atlanta, GA.

Anderson, A., Day-Vine, N., Griffith, R., & Wise, V. (2018, March). National Child Research Center diversity panel. Washington, DC.

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. 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. *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 at the 2015 VSA Intersections: Arts and Special Education Conference, Washington, DC.
- Anderson, A. (2013, October). Arts education and exceptionality: 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 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, KS.
- Anderson, A. (2010, April). Mathematics error types and analysis. Math Learning Circles presentation, VSA School for the Arts in Learning teaching faculty, Washington, DC.
- Anderson, A. (2007, October). Fostering oral language development in primary classrooms (K-3). Training, Delaware County Reading Council/Intermediate Unit, Springfield, PA.
- Anderson, A. (2007, August). Introduction to Digi-Block and mathematics methods in the primary grades. Weeklong workshop, Widener Partnership Charter School, Chester, PA.
- Schonour, S.J., & **Anderson, A.** (2003, August). Using “Read Naturally” fluency program. Fairfax County Public School in-service training, Fairfax, VA.
- 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, IL.
- Halstead, S., & **Anderson, A.** (1993, October). Museum prototypes for experiential museum-based activities. Presentation at the Chicago Children’s Museum, Chicago, IL.
- Anderson, A. (1991, May). Senior project exhibition, honors thesis. Case Library, Colgate University, Hamilton, NY.

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

**Other refereed publications:**

Anderson, A. (2021, November). Arts and Literacies Working Group Member, *Arts and Literacies Resource Site*, Arts Education Partnership/Education Commission of the States.

Betts, K., Miller, M., Tokuhama-Espinosa, T., Shewokis, P., **Anderson, A.**, Borja, C., Galoyan, T., Delaney, B., Eigenauer, J., & Dekker, S. (2019). *International report: Neuromyths and evidence-based practices in higher education*. Online Learning Consortium: Newburyport, MA. <https://eric.ed.gov/?id=ED599002>

Anderson, A., Bernard, R., Berry, K., Horowitz, R., Keifer-Boyd, K., & Wexler, A. (2017). *The arts and special education: A map for research*. VSA/The John F. Kennedy Center.

Anderson, A. (2017). Arts for all children: How and why the arts support language learning and cognition. *Psychology Today Online*.

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.

**Public scholarship:**

†Wendt, K., Greene, C., & **Anderson, A.** (2022, January). Seeing our students, seeing ourselves: A teaching resource library for supporting students' identities. [website]

Anderson, A. (2021, November). Arts and Literacies Working Group Member, *Arts and Literacies Resource Site*, Arts Education Partnership/Education Commission of the States. [website]

Anderson, A. (2021, August). Neuromyths in education policy. *Lobes and Robes*. American University Center for Neuroscience and Behavior, College of Arts and Sciences, School of Public Affairs, and the Washington College of Law. [podcast]

**Refereed papers, book chapters, and proposals in progress:**

†Chambre, S., & **Anderson, A.** (in review). Preservice teachers' dyslexia knowledge sources and myth endorsement. Manuscript.

Irvine-Belson, S., Miles, K., **Anderson, A.**, Sodani, D., & ... (in progress). Consequential high intensity tutoring: Developing literary identities within foundational reading intervention through culturally responsive practices. Manuscript.

† Smith, F., & **Anderson, A.** (in progress). Leveraging biliteracy through Science of Reading practices for equitable outcomes. Manuscript.

† Wendt, K., Greene, C., & Anderson, A. (in progress). Asset-based identity development in PK12 classrooms: A professional development model.

† Wendt, K., Greene, C., & Anderson, A. (in progress). *Seeing our students, seeing ourselves: A teacher's resource kit for supporting students' identities.*

Anderson, A., Schuler, E., & Mitchell, K. (in progress). Dispelling the dyslexia neuromyth with an interactive science learning module: A pilot study.

Anderson, A., Karabell, A., & Irvine-Belson, S. (in progress). The status of professional development programs in urban secondary special education: Review and pilot study.

## **SPONSORED RESEARCH**

### **External contracts and grants received:**

2023	Benedict Silverman Foundation, American University's Institute for Innovation in Education, Co-Principal Investigator, (PI, S. Belson), "Reading Ready High Intensity Tutoring Program".
2022	Benedict Silverman Foundation, American University's Institute for Innovation in Education, Co-Principal Investigator, (PI, S. Belson), "Reading Ready High Intensity Tutoring Program".
2022	Office of the State Superintendent of Education (OSSE), American University's Institute for Innovation in Education, Principal Investigator (PI), (Co-PI, S. Belson), "Dyslexia Awareness Online Module for All K-2 Educators". \$64,851.
2021	OSSE, American University's Institute for Innovation in Education, Co-Principal Investigator, (PI, S. Belson), "Early Literacy Tutoring: Accelerating Reading Growth for Students in Grades 1-2". \$450,000.
2018	OSSE, American University's Institute for Innovation in Education, Co-Principal Investigator, (PI, S. Belson), "2018 Master Teacher Cadre Institute for Secondary Special Education Teachers", \$160,543.
2017	OSSE, American University's Institute for Innovation in Education, Principal Investigator, (Co-PI, S. Belson), "2017 Master Teacher Cadre Institute for Secondary Special Education Teachers", \$152,861.
2010	U.S. Department of Education/School for the Arts in Learning, Principal Investigator, "Professional development for arts educators", \$190,000.

### **Internal contracts and grants received:**

- 2018 Faculty Research Support Grant (FRSG), American University, PI (Co-PIs: C. Stoodley, L. McGrath, L. Grace), “Dispelling the dyslexia neuromyth with an interactive science learning module”, \$11,860.
- 2018 FRSG, Co-PI (PI: Peterson), “Development of a classroom observation tool to evaluate spatial learning environments”, \$15,500.
- 2016 Mellon Faculty Development Grant, American University, PI, “Learning and motivation project”, \$1200.
- 2011 FRSG, American University, PI, “Exploring the relationship between stress sensitivity, phonemic processing, and reading skill in children with and without dyslexia”, \$9,900.
- 2011 Mellon Faculty Development Grant, American University, PI, “Stress sensitivity and reading”, \$1500.
- 2010 Bridges to Collaboration Grant, CAS, American University, PI, “Using creative drama to foster literacy skill development”, \$3,500.
- 2008 Provost’s Grant Award, Widener University, PI, “Chinese tone processing in detecting children with English reading difficulties”, \$1368.
- 2008 Widener University Faculty Development Grant Options Award, PI, "Response-to-intervention math project", \$2500.
- 2007 Widener University School of Human Service Professions Faculty Development Award, PI, "Response-to-intervention math project", \$1500.
- 2007 Provost’s Grant Award, Widener University, PI, “Chinese tone processing in detecting children with English reading difficulties”, \$1346.

**External proposals submitted:**

- 2022 OSSE, American University’s Institute for Innovation in Education, PI, (Co-PI, S. Belson), “Improving DC School Professionals’ Dyslexia Awareness”, \$64,540, March 16, funded.
- 2020 VSA Arts Connect All–Professional Development Program, PI, “Development and implementation of online professional development for arts and special education”, \$18,000, April 2, not funded.
- 2019 Institute of Educational Sciences, National Center for Special Education Research (IES-NCSER), PI, “Improving School Professionals’ Dyslexia Knowledge and Practice”, \$1,399,450, August 29, not funded.
- 2018 Learning Disabilities Foundation of America Grants Program, PI (Co-PI: S. Belson), “The effects of visual and performing arts-integrated social studies unit on linguistic and behavioral engagement in students with learning disabilities”, \$10,000, April 15, not funded.
- 2018 VSA Arts Connect All–Professional Development Program, PI (Co-PI: S. Belson), “Developing and implementing online professional development for arts and special education”, \$18,000, March 28, not funded.
- 2012 IES-NCSER, PI, “Stress sensitivity, phonemic processing and English reading skill in children with dyslexia”, \$1,078,722 September 20, not funded, scored 2.4.
- 2011 IES-NCSER, PI, “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 IES-NCSEER, PI, “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 DC Commission for the Arts and Humanities Arts Education Program, PI, “Drama as a mediator of literacy skill”, \$39,000, July, not funded.

**Internal proposals submitted:**

- 2020 FRSG, American University, PI (Co-PIs: A. Karabell, E. Schuler, L. McGrath), “Developing an assessment of dyslexia knowledge for school professionals”, \$24,571, January 27, not funded.
- 2018 FRSG, American University, PI (Co-PIs: R. Hone, S. Belson, L. McGrath), “Dispelling the dyslexia myth with an interactive science learning module”, \$17,008, December 10, not funded.
- 2013 Mellon Faculty Development Grant, American University, PI, “Exploring the contribution of context to language learning in students with LD”, \$3,992, March 19, not funded.
- 2012 FRSG, American University, PI, “Investigating classroom drama’s relation to students’ verbal skills: Contextualized language-learning through naturalistic language samples”, \$9,996, 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.
- 2002-2003 Educator Grant, National Association for Arts in Education, \$1,000.
- 1998-2001 Graduate Research Assistantship, Department of Special Education, University of Maryland, College Park, \$13,000 per year.
- 1993-1994 Graduate Grant in Art Therapy, School of the Art Institute of Chicago, IL.

**EDITORIAL ACTIVITIES**

- 2025-2027 Editorial Board Member, *Sage Open*
- 2025-2027 Editorial Board Member, *Journal of the Arts and Special Education*
- 2020-present Article Editor, *Sage Open*
- 2013-present Reviewer, *American Educational Research Journal*
- 2020-present Reviewer, *Teaching Exceptional Children*
- 2011-2024 Reviewer, *Urban Education*
- 2019-2024 Editor, *Special Collection: Arts and Special Education, Sage Open*
- 2016-2022 Reviewer, *Bilingual Research Journal*
- 2013-2022 Reviewer, *Review of Educational Research*
- 2017-2021 Co-Editor, *Journal of the Arts and Special Education*
- 2016-2017 Article Editor, *Sage OPEN*
- 2009-2017 Reviewer, *Journal of Research in Reading*
- 2014-2015 Reviewer, *Journal of Speech, Language, and Hearing Research*
- 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: NY
- 2008 Editorial citation, in B. Otto, *Literacy development in early childhood: Reflective teaching for birth to age eight*. Pearson: Upper Saddle River, NJ
- 1988-1991 Editor-in-chief, *Colgate Portfolio*, Colgate University, Hamilton, NY

### **CONSULTANT ACTIVITIES**

- 2015-2019 Reviewer, *Intersections Conference*, VSA/Kennedy Center, DC
- 2011-2014 Georgetown Hill Early School, Rockville, MD
- 2009-2010 Math Learning Circles Program, School for the Arts in Learning, DC
- 2008-2009 Inclusion trainer, Miss Annette’s Creative Preschool, Broomall, PA
- 2006-2009 Instructional Resource Team, Widener Partnership Charter, Chester, PA
- 2005-2006 Inclusion trainer, Bindeman Preschool Program, Potomac, MD
- 2003-2004 Early intervention trainer, VSA arts, Washington, DC
- 2000-2004 Program advisor, *Learning in the Arts and Sciences*, Bethesda, MD
- 1995-1998 Transition coordinator, Evanston Public School District, Evanston, IL

### **TEACHING RESPONSIBILITIES**

#### **Courses at American University:**

- EDU 465/665: Overview of Exceptionality: The Arts and Special Education
- EDU 644: Language Development and Remediation
- EDU 645: Learning Disabilities I
- EDU 646: Learning Disabilities II
- EDU 643: Foundations of Special Education
- EDU 707: Learning Sciences to Advance Equity

#### **Courses at Widener University:**

- EDU 250/550: Foundations of Special Education
- EDU 326/662: Developmental/Physical Disabilities
- EDU 328: Instructional Design in Special Education
- EDU 329: Collaboration and Inclusion in Special Education
- EDU 499: Practicum Supervision in Special Education
- EDU 655: Teaching Students with Emotional/Behavior Disorders

#### **Doctoral and independent study supervision:**

- Independent Study, EDU 465 (A. Russell, Spring 2025)
- Learning Disabilities I, EDU 645 (I. Jepps, Fall 2024, Spring-Fall, 2025)
- Learning Disabilities I, EDU 645 (J. Carolina, Fall 2023, Spring, 2024)
- Independent Study, Choice-based Art Education, EDU 690 (E. Parker, Spring 2024)
- Learning Disabilities I, EDU 645 (J. Carolina, Fall 2023, Spring, 2024)

Education Policy and Leadership EdD Dissertation of Practice Chair (S. Taylor, 2023-2025; J. West, 2023-2024; F. Smith, 2021-2023; A. Kimble-Cusano, 2020-2022)  
 Education Policy and Leadership EdD advising (K. Gmuer, P. Miller, A. Kimble-Cusano, J. Torres, A. Blount, R. Hunt, 2019-2022)  
 Directed Research, EDU 698 (J. Pilato, Spring-Fall 2020)  
 Learning Disabilities II, EDU 646 (M. McLain, Spring, 2020)  
 Integration and Special Education, EDU 465 (B. Sweeney, Spring, 2020)  
 Special Education/Critical Disability, EDU 490 (K. Bunkholt, 2019-2020)  
 Secondary Transition and Special Education, EDU 6490 (J. Marrone, Spring 2017)  
 Global Policy on Inclusive Early Education, IDPP/SOE (S. Lane, Fall 2016-2017)  
 Arts Integration and Special Education, EDU 671 (M. Carucci, Fall 2016)  
 Arts Integration and Special Education (C. Bosch, R. Davis, P. Shaw, K. Nagy, 2011)  
 International Special Education, EDU 792 (R. Berman, Spring/Fall 2011)  
 Special Education Law Internship, EDU 646 (E. Demaree, Spring 2011)  
 Developmental/Physical Disabilities, ED 326, 60 hrs. (L. Lowery, T. Fuhr, L. Carr, 2007)  
 Developmental/Physical Disabilities, ED 499, 30 hrs. (P. Hockham, Fall 2007)  
 Developmental/Physical Disabilities, ED 662, 30 hrs. (L. Madison, Summer 2007)  
 Collaboration/Inclusion in Special Education, ED 329 (S. Olimpi, E. Cahill, Spring 2007)  
 Developmental/Physical Disabilities ED 326, 60 hrs (S. Sigda, Fall 2006)  
 Special Education Instructional Design, ED 328 (J. Schrader, E. Cahill, S. Olimpi, 2006)  
 Practicum supervision, early childhood special education, 30 hrs. (4 students, 2000-2003)

## **CURRICULUM DEVELOPMENT**

### **Program development and revision at American University:**

MA: Special Education Noncategorical Program/Course Development, 2024-present  
 Development of program courses and curriculum with professional standards (CEC, EdTPA), MA: Special Education: Learning Disabilities (SELD), 2009-present  
 MA: SELD Antiracism and Special Education Course Development, 2020-present  
 MA: SELD internship, expansion work in inclusive urban school settings, 2009-present  
 Field component to Special Education courses (EDU 545, 541), Spring/Fall 2010-2016  
 EdD program: Program of study and course proposals, 2018-present

### **New course development at American University:**

Learning Sciences to Advance Equity, EDU 707, Fall 2018-2021  
 Community Partnerships, EDU 734, Fall 2018  
 Complex Problems in Education: Envisioning an Inclusive Future, Fall, 2016  
 Language Development/Disorders: MA: SELD Internship with Speech and Hearing Services at the Lab School of Washington, DC, Summer 2014  
 Interdisciplinary graduate course, SETH and Department of Performing Arts, “Using creative drama to foster literacy skill development”, Spring 2011  
 Yearlong internship seminar for MA: SELD candidates, 2010-2011

### **Program revision at Widener University:**

Baccalaureate special education program development to meet Pennsylvania Department of Education (PDE) guidelines (developed 12 new courses, authored PDE report,

achieved PDE recognition for Widener baccalaureate special education program as a 'model' for other PA institutions), 2008-2009  
NCATE coordinator for the baccalaureate special education program. Report submitted to the Council for Exceptional Children (CEC) for National Council for the Accreditation of Teacher Education (NCATE) accreditation, 2006-2009 (program recognized by CEC, Fall 2008)

**New course development at Widener University:**

Evidenced Based Instruction for Students with a High Incidence Disability  
Evidence Based Effective Instruction for Students with a Low Incidence Disability  
Evidence Based Instruction for Students with Emotional/Behavioral Disabilities  
Students with Developmental Disorders: Instructional & Assessment Practices  
Technology and Universal Design to Support Reading, Mathematics and Writing  
Special Education Processes (Pre K-4): Screening, Assessment, IEP & Evaluation  
Special Education Processes (Grades 5-12): Screening, Assessment, IEP & Evaluation  
Effective Instruction/Delivery Methods for Special Education Support (PK-8)  
Intensive Reading, Writing, and Mathematics Intervention Approaches  
Subject Area Content Access for Students with Learning Disabilities  
Collaboration and Inclusion  
Language Development in Early Childhood Education  
Introduction to Special Education with Service-Learning Component

**DEPARTMENTAL, COLLEGE AND UNIVERSITY SERVICE ACTIVITIES**

**American University:**

2025-present Member, Faculty Senate Graduate Curriculum Committee  
2025-present Member, Rank and Tenure Committee, SOE  
2025-present Member, SIEEJ Committee, SOE  
2024-present Co-Chair, Ad Hoc Space Committee, SOE  
2021-present Content Lead, SELD program, SOE  
2019-present Affiliate Faculty, EdD program, SOE  
2019-present Member, Teacher Education Council, SOE  
2017-present Member, Center for Behavioral Neuroscience, Psychology, CAS  
2009-present Advisor, MA: SELD program, SOE  
2009-present Application review, MA: SELD program, SOE  
2023-2025 Chair, Rank and Tenure Promotion to Full Committee, SOE  
2022-2025 Member, Early Childhood Education Advisory Committee, SOE  
2023-2024 Member, Awards Committee, SOE  
2020-2023 Member, Neuroscience, Policy, and Law Initiative, AU  
2019-2023 Member, Faculty Senate Honors Advisory Committee, AU  
2022-2023 Member, Search Committee, Assistant Professor in Urban Education, SOE  
2022-2023 Past Chair, Faculty Council Executive Committee, SOE  
2022-2023 Member, Rank and Tenure Promotion to Full Committee, SOE  
2021-2022 Chair, Faculty Search Committee, Assistant ECE Professor, SOE  
2021-2022 Chair, Faculty Council Executive Committee, SOE  
2021-2022 Member, Curriculum Committee, SOE

2020-2021 Vice-Chair, Faculty Council Executive Committee, SOE  
 2018-2021 Chair, Merit and Service Committee, SOE  
 2020 Chair, Faculty Search Committee, Director of MA: SELD program, SOE  
 2018-2020 Representative to Dean's Advisory Committee (Social Sciences), CAS  
 2019-2020 Member, Transition Committee, SOE  
 2010-2020 Evaluator, teacher candidate portfolios, MA: SELD program, SOE  
 2018-2019 Member, EdD Task Force, SOE  
 2017-2018 Member, Curriculum Committee, SOE  
 2017-2018 Member, Academic Diversity Post-Doc Search Committee, CAS  
 2017-2018 Member, Faculty Senate Working Group on ITS/SETs  
 2016-2017 Co-Chair, STEM Faculty Search Committee, SOE  
 2016-2017 Member, Vision Committee, SOE  
 2013-2017 Member, Rank and Tenure Committee, SOE  
 2016 Member, Move Committee, SOE  
 2011-2015 Faculty Coordinator, Greenberg One Seminar Series  
 2011-2012 Member, MA: SELD Faculty Search Committee, SOE  
 2010-2011 Co-Chair, MA: SELD Faculty Search Committee, SOE  
 2010-2015 Evaluator of MA: SELD comprehensive examinations, SOE  
 2009-2015 Orientation representative, MA: SELD program, SOE

**Widener University:**

2008-2009 Co-Chair, Widener University Special Education Advisory Board  
 2006-2009 Faculty Moderator, Student Interdisciplinary Day  
 2006-2009 NCATE Coordinator for the baccalaureate special education program  
 2007-2008 Coordinator/Supervisor, Delaware County Intermediate Unit Options Program/special education internship, Morton, PA  
 2007-2008 Faculty Secretary, Center for Education, Widener University, PA

**MEMBERSHIPS AND PROFESSIONAL ACTIVITIES**

**Professional associations:**

1998-present American Educational Research Association  
 1998-present Council for Exceptional Children (CEC)  
 1998-present CEC Divisions: Arts (DARTS), early childhood (DEC), LD  
 2004-present Society for the Scientific Study of Reading

**Membership positions:**

2018-2022 Member, DARTS Executive Committee, CEC  
 2016-2022 Chair, DARTS Publications Committee, CEC  
 2013-2016 Co-Founder, DARTS, CEC  
 2009-2012 Executive Officer, CEC DC Unit  
 2008-2009 Member, Pennsylvania Higher Education Consortium, Harrisburg, PA  
 2008-2009 Member Promotion/Tenure Committee, Widener University, Chester, PA  
 2008-2009 Member, Academic Affairs Committee, Widener University, Chester, PA  
 2007-2009 Member, Curriculum Committee, Widener Partnership Charter School  
 2007-2009 Member, Kappa Delta Pi, Education Honors Society, Widener University

- 2006-2009 Member, Certification Committee, Education Center, Widener University
- 2006-2009 Member, Delaware County Reading Council, Media, PA
- 2006-2009 Member, Teacher Education Council, Widener University, PA

**COMMUNITY AND CIVIC ACTIVITIES**

- 2023-present Second grade CCD teacher, St. Raphael Catholic Parish, Rockville, MD
- 2023-2024 Esperanza Center, ESOL tutor, Catholic Charities of Baltimore
- 2022-2023 Gabriel Network, angel friend team member/volunteer
- 2021-2022 Arts Education Partnership and Education Commission of the States, Arts and Literacy Thinkers, Working Group Member
- 2019-2021 Maryland State Arts Council, Arts Education Policy Review Board
- 2015-2021 Team manager, Montgomery Soccer, Derwood, MD
- 2019 Expert witness, public hearing on dyslexia, DC Board of Education
- 2015-2017 Consultant, Arcos Iris Somos Spanish Immersion Pre-School, MD
- 2012-2017 John F. Kennedy Center’s National Forum of Thought Leaders, DC
- 2014-2016 Assistant, St. Raphael Special Needs Religious Education Program, MD
- 2013-2015 Inclusion consultant, YMCA camp and sports programs, MD
- 2011-2014 Inclusion consultant, Georgetown Hill Early School, MD
- 2006-2009 Adult/family literacy coach/tutor, Delaware County Literacy Council, PA
- 2002-2006 Facilitator, women’s advocacy group, Holy Cross Hospital, MD
- 1997-2000 Mentor-athlete, Leukemia Society of America, Chicago, IL
- 1996-1998 Cooperating special educator, National Louis and DePaul Universities, IL
- 1996-1997 Community sponsor, New Trier High School service project, Wilmette, IL