

DEVIN KEARNS

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U.S. Citizen

APPOINTMENTS

CURRENT

- Assistant Professor of Special Education, Department of Educational Psychology, Neag School of Education, University of Connecticut (2014–present)
- Research Scientist, Center for Behavioral Education and Research, University of Connecticut (2014–present)
- Research Scientist, Haskins Laboratory (2017–present)
- Faculty Affiliate, Connecticut Institute for the Brain and Cognitive Sciences (2017–present)
- Faculty Affiliate, Institute for Collaboration on Health, Intervention, and Policy (2017–present)

PAST

- Assistant Professor of Special Education, School of Education, Boston University (2011–2014)

EDUCATION

Ph.D., Special Education. (2010).

Vanderbilt University, Peabody College of Education and Human Development Nashville, TN.

Dissertation: “Describing the Cognitive Characteristics of Reading Disability Subtypes”

M.A., Elementary Literacy and Language Arts. (2004).

Loyola Marymount University, School of Education. Los Angeles, CA.

B.A., History and Government, *cum laude*. (1998).

Georgetown University, College of Arts and Sciences, Washington, DC

RESEARCH

AREAS OF SPECIALIZATION

Dyslexia/reading disability; beginning reading instruction; word recognition processes; reading acquisition; specific learning disabilities; multi-tier systems of support (MTSS); intensive intervention; data-based individualization

PUBLICATIONS

PEER-REVIEWED

IN PRESS/ACCEPTED

Kearns, D. M., & Al Ghanem, R. (accepted with minor revisions, *Journal of Educational Psychology*). Orthographic, phonological, and semantic information in polysyllabic word reading: The effects of item-specific and general child knowledge.

Lemons, C. J., Vaughn, S. R., Wexler, J., Kearns, D. M., & Sinclair, A. C. (in press). Envisioning an improved continuum of special education services for students with learning disabilities: Considering intervention intensity. *Learning Disabilities: Research & Practice*

Fuchs, D., Kearns, D. M., Fuchs, L. S., Elleman, A. M., Gilbert, J. K., Patton, S., Peng, P., & Compton, D. L. (in press). Using moderator analysis to identify the first-grade children who benefit most and least from a reading comprehension program: A step towards aptitude-by-treatment interaction. *Exceptional Children*.

2018

Wexler, J., Kearns, D. M., Lemons, Christopher J., Mitchell, M., Clancy, E., ... , Wei, Y. (2018). *Exceptional Children*. Literacy and co-teaching practices in middle school content-area classrooms: An observation study.

2017

Steady, L. M., Kearns, D. M., Gilbert, J. K., Compton, D. L., Cho, E., Lindstrom, E. R., & Collins, A. A. (2017). Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty. *Journal of Educational Psychology*, 109, 51–69. doi:10.1037/edu0000113

Toste, J. R., Capin, P., Vaughn, S., Roberts, G. G., & Kearns, D. M. (2017). Multisyllabic word reading instruction with and without motivational beliefs training for struggling readers in the upper elementary grades: A pilot investigation. *Elementary School Journal*, 117, 593–615. doi:10.1086/691684

Wei, Y., Lombardi, A., Simonsen, B., Coyne, M., Faggella-Luby, M., Freeman, J., & Kearns, D. M. (2017). A revised embedded planning tool for tier three reading instruction. *Learning Disabilities: An Interdisciplinary Journal*, 22, 50–63.

2016

Dobbs, C., & Kearns, D. M. (2016) Using new vocabulary in writing: Exploring how word and learner characteristics relate to the likelihood that writers use newly taught vocabulary. *Reading and Writing: An Interdisciplinary Journal*, 29, 1817-1843. doi:10.1007/s11145-016-9654-8

Kearns, D. M., Rogers, H. J., Al Ghanem, R., & Koriakin, T. (2016). Semantic and phonological ability to adjust recoding: A unique correlate of word reading skill? *Scientific Studies of Reading*, 20, 455–470. doi:10.1080/10888438.2016.1217865

Kearns, D. M., Steacy, L. M., Compton, D. L., Gilbert, J. K., Goodwin, A., Cho, E., Lindstrom, E. R., & Collins, A. A. (2016). Modeling polymorphemic word recognition: Exploring differences among children with early-emerging and late-emerging word reading difficulty. *Journal of Learning Disabilities, 49*, 368–394. doi:10.1177/0022219414554229

McCarthy, T., Rosenblum, P. L., Johnson, B., Ditel, J., & Kearns, D. M. (2016). The Artificial Intelligence Tutor: A supplementary tool for teaching and practicing braille. *Journal of Visual Impairment and Blindness, 110*, 310–322

Powell, S. R., Kearns, D. M., & Driver, M. K. (2016). Exploring the connection between arithmetic and prealgebraic reasoning at first and second grade. *Journal of Educational Psychology, 108*, 943–959. doi:10.1037/edu0000112

2015

Al Ghanem, R., & Kearns, D. M. (2015). Orthographic, phonological, and morphological predictors of children's word reading skills in Arabic: A literature review. *Reading Research Quarterly, 50*, 83–109. doi:10.1002/rrq.84

Kearns, D. M. (2015). How elementary-age children read polysyllabic polymorphemic words. *Journal of Educational Psychology, 107*, 364–390. doi:10.1037/a0037518

2014

McMaster, K. L., Jung, P.-G., Brandes, D., Pinto, V., Fuchs, D., Kearns, D., Lemons, C. J., & Yen, L. (2014). Customizing an evidence-based reading practice: Balancing fidelity and flexibility. *The Reading Teacher, 68*, 173–183. doi:10.1002/trtr.1301

Miller, A. C., Fuchs, D., Fuchs, L. S., Compton, D., Kearns, D. M., Zhang, W., ..., Peterson, D. (2014). Behavioral attention: A longitudinal study of whether and how it influences the development of word reading and reading comprehension among at-risk readers. *Journal of Research on Educational Effectiveness, 7*, 232–249. doi:10.1080/19345747.2014.906691

Goodwin, A., Gilbert, J. K., Cho, S.-J., & Kearns, D. M. (2014). Probing lexical representations: Simultaneous modeling of word and reader contributions to multidimensional lexical representations. *Journal of Educational Psychology, 106*, 448–468 doi:10.1037/a0034754

Gilbert, J. K., Goodwin, A. P., Compton, D. L., & Kearns, D. M. (2014). Word reading as a moderator of morphological awareness and reading comprehension. *Journal of Learning Disabilities, 47*, 34–43. doi:10.1177/0022219413509966

Lemons, C. J., Kearns, D. M., & Davidson, K. A. (2014). Data-based individualization in reading. *Teaching Exceptional Children, 46*(4), 20–29. doi:10.1177/0040059914522978

2013

Kearns, D. M., & Fuchs, D. (2013). Does cognitively focused instruction improve the academic performance of low-achieving students? *Exceptional Children*, *79*, 263–290.

2011

Fuchs, D., Hale, J. B., & Kearns, D. M. (2011). On the importance of a processing-deficit perspective: An introduction. *Journal of Learning Disabilities*, *44*, 99–104.
doi:10.1177/0022219411400019

Gilbert, J. K., Compton, D. L., & Kearns, D. M. (2011). Word and person effects on decoding accuracy: A new look at an old question. *Journal of Educational Psychology*, *103*, 489–507.
doi:10.1037/a0023001

2010

McMaster, K. L., Fuchs, D., Saenz, L., Lemons, C., Kearns, D. M., Yen, L., ... Fuchs, L. S. (2010). Scaling up PALS: Importance of implementing evidence-based practice with fidelity and flexibility. *Division of Learning Disabilities Newsletter*, *28*, 1–3.

Kearns, D. M., Fuchs, D., Meyers, C. Berends, M. McMaster, K., Saenz, L. S., ... Smith, T. M. (2010). Factors contributing to teachers' sustained use of Kindergarten Peer-Assisted Learning Strategies. *Journal of Research on Educational Effectiveness*, *3*, 315–342.
doi:10.1080/19345747.2010.491151

BOOKS AND CHAPTERS

Kearns, D. M., Pollack, M. S., & Whaley, V. M. (in press). Systematic implementation of intensive intervention: A high-leverage practice for improving academic outcomes in students with disabilities.

Carlisle, J. F., & Kearns, D. M. (2017). Learning to read morphologically-complex words. In K. Cain, R. Parrila, & D. L. Compton (Eds.), *Theories of Reading Development*, pp. 191–214. John Benjamins Publishing Company. doi:10.1075/swll.15.11car

Fuchs, D., Kearns, D., Patton III, S., Elleman, A., Fuchs, L., Steacy, L., & Toste, J. (n.d.) *Nashville Early Reading Project: Tutor manual: Decoding and fluency*. Nashville, TN: Vanderbilt University.

Fuchs, D., McMaster, K., & Kearns, D. M. (in press). Evidence-based interventions for reading disabilities in children and adolescents. In L. A. Theodore (Ed.), *Handbook of applied interventions for children and adolescents*. New York, NY: Springer Publishing Company.

Kearns, D. M., Fuchs, D., Fuchs, L. S., McMaster, K. L., & Saenz, L. (2015). How to use Reading PALS: Peer-Assisted Learning Strategies to improve students' word recognition and reading comprehension. In K. R. Harris & L. Meltzer (Eds.), *The power of peers: Enhancing learning, development, and social skills*. New York, NY: Guilford.

Kearns, D. M., Lemons, C. J., Fuchs, D., & Fuchs, L. S. (2014). Essentials of a tiered intervention system to support unique learners: Recommendations from research and practice. In J. Mascolo, D. Flanagan, & V. Alfonso (Eds.), *Essentials of planning, selecting, and tailoring interventions for the unique learner* (pp. 56–91). Hoboken, NJ: Wiley.

Fuchs, D., Fuchs, L. S., Svenson, E., Yen, L., Thompson, A., McMaster, K., Al Otaiba, S., & Kearns, D. M. (2011). *Peer-Assisted Learning Strategies: First-Grade Reading PALS*. Nashville, TN: Vanderbilt University.

Kearns, D. M. (2009). Grade four reading case study: Comprehension. Retrieved from http://www.studentprogress.org/library/CaseStudy/reading_grade4_comprehension_3-4-09.pdf

Kearns, D. M. (2008). Grade one reading case study: Decoding. Retrieved from http://www.studentprogress.org/library/CaseStudy/reading_grade1_10-27-08.pdf

PAPERS UNDER REVIEW

REVISIONS

Kearns, D. M., & Al Ghanem, R. (revised and resubmitted [second revision]; *Reading Research Quarterly*). Dividing printed words into syllables: Do English words follow reliable patterns and are children sensitive to them?

Kearns, D. M., Brown, J. D., & Wei, Y. (revise and resubmit, *Journal of Experimental Child Psychology*). Syllables as perceptual units in children's reading.

Kearns, D. M., & Hiebert, E. (revise and resubmit, *Reading Research Quarterly*). Word reading demands of primary-level texts: Differences between first and third grade in widely-used curricula.

Kearns, D. M., & Whaley, V. M. (revise and resubmit, *Teaching Exceptional Children*). Helping students with dyslexia read long words: Flexible strategies using syllables and morphemes.

Fuchs, D., Elleman, A., Fuchs, L. S., Peng, P., Kearns, D. M., Compton, D. L., Patton III, S., Steacy, L., Toste, J., & Miller, A. (revise and resubmit; *Journal of Educational Psychology*). A randomized control trial of explicit instruction with and without cognitive training to strengthen the reading comprehension of poor readers in first grade.

Hebert, M., Kearns, D. M., Hayes, J. B., Bazis, P., & Cooper, S. (revised and resubmitted, *Language, Speech, and Hearing Services in Schools*). Why children with dyslexia struggle with writing and how to help them.

Peng, P., Fuchs, D., Fuchs, L., Elleman, A. M., Kearns, D. M., Gilbert, J., Compton, D. L., Cho, E., & Patton, S., (revise and resubmit, *Journal of Learning Disabilities*). Early word reading and reading comprehension development among at-risk readers.

FIRST SUBMISSIONS

Jagaiah, T., Olinghouse, N., Kearns, D. M., & Andrada, G. (submitted). Analysis of syntactic complexity and its relationship to writing quality in argumentative essays.

Sinclair, A. C., Bray, L. E., Wei, Y., Clancy, E., Wexler, J., Kearns, D. M., & Lemons, C. J. (under review). Co-teaching in content area classrooms: Lessons and guiding questions for administrators.

PAPERS IN PREPARATION

Kearns, D. M., & Axelson, N. (in preparation). Instruction for polysyllabic words: What do reading programs actually include?

Bray, L., Sinclair, A. C., Wei, Y., Clancy, E. E., Wexler, J., Lemons, Christopher J., & Kearns, D. M. (in preparation). Lessons from middle school co-teachers on their provision of content-area literacy instruction.

COMPUTER SOFTWARE

Kearns, D. M. (2018). *Data-based individualization meeting organizer* [computer software]. Storrs, CT: Author.

Kearns, D. M. (2016). *Student progress monitoring tool for data collection and graphing* [computer software]. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. Retrieved from <http://www.intensiveintervention.org/resource/student-progress-monitoring-tool-data-collection-and-graphing>

Kearns, D. M. (2014). *Phinder Word Locator*. Boston, MA: Author. Retrieved June 16, 2017 from <http://devinkearns.org/phinder>

GRANTS AND CONTRACTS

2018 The Connecticut Institute for the Brain and Cognitive Sciences, University of Connecticut. *Statistical Learning in Word Reading Instruction for Poor Readers*. **\$21,589 (July 2018-June 2019). Principal Investigator.**

2017 U. S. Department of Education, Office of Special Education Programs. *Intensive Intervention Certificate Pilot Project*. **\$488,477 (January 2017-December 2017). Principal Investigator.** subcontract with American Institutes for Research

Eunice Kennedy Shriver National Institute of Child Health and Human Development
Tracking Neurocognitive Changes During Computer-Aided Reading Instruction in Typically and Atypically Developing Children
\$2,487,952 direct costs (July 1, 2017-June 30, 2022). Investigator.

Eunice Kennedy Shriver National Institute of Child Health and Human Development
Experiential and Child Factors that Determine Acquisition of Orthographic-Phonological Regularities in a Quasi-Regular Writing System: An Integrated Behavioral/Computational/Neurobiological Approach
\$1,720,000 direct costs (January 1, 2017-December 31, 2020). Investigator/Mentee.

U.S. Department of Education, Institute of Education Sciences
Empowering Teachers with Technology Skills in Transition (Empower3T): Equipping Teachers to Improve College and Career Readiness Outcomes for Students with Disabilities
 \$1,399,826 (panel review; score 2.06; not funded). Co-Principal Investigator

U.S. Department of Education, Institute of Education Sciences
Towards an Understanding of How Children Read and Spell Complex Words: An Item-Level and Computational Approach to Identifying Malleable Factors to Optimize Instruction
 \$1,400,000 (July 1, 2018-June 30, 2022; no panel review; not funded). Co-Principal Investigator

University of Connecticut
Using Live, "Bug-In-Ear" Coaching to Provide Immediate Feedback to In-Service Teachers
\$500 (January 1, 2018-May 1, 2018). Co-Principal Investigator.

2016 U. S. Department of Education, Office of Special Education Programs.
Intensive Intervention Certificate Pilot Project.
\$171,006 (February 2016-December 2016). Principal Investigator.
 subcontract from American Institutes for Research

Office of Undergraduate Research Support, University of Connecticut.
Social Sciences, Humanities, and Arts Research Experience Grant with Marissa Gadacy
\$2,500 (January 2016-May 2016). Faculty mentor.

Institute of Education Sciences National Center on Special Education Research
The Role of Lexical Feedback in Children's Complex Word Reading and Spelling Development: An Item-Level and Computational Approach to Identifying Malleable Factors
 \$1,500,000 (panel review; score 2.71; not funded). Co-Principal Investigator.

- Institute of Education Sciences National Center on Special Education Research
Empowering Teachers with Technology Skills in Transition (Empower3T): Equipping Teachers to Improve College and Career Readiness Outcomes for Students with Disabilities
 \$1,400,123 (panel review; score 2.56; not funded). Co-Principal Investigator.
- National Science Foundation.
Investigation of the Relationship Between Mathematics Problem Solving and Reading-Related Processes for Students with Learning Disabilities in Middle School
 \$1,499,760 (September 2017-August 2020; not funded; rated “good” by 3 of 4 reviewers). Principal Investigator.
- National Science Foundation.
Middle School Students with Disabilities and a Simple View of Mathematical Competence.
 \$1,491,792 (September 2016-August 2019; not funded; rated “very good” and “good” by 2 of 4 reviewers). Principal Investigator.
- 2015 Institute of Education Sciences National Center on Special Education Research
A Multi-Tiered Approach to Improving Content Area Literacy Instruction in Middle Schools
\$1,500,000 (July 2015-June 2018). Co-Principal Investigator.
- U. S. Department of Education, Office of Special Education Programs
National Center for Leadership in Intensive Interventions.
\$768,712 (September 2015-August 2020). Co-Principal Investigator.
 subcontract from Vanderbilt University
- University of Connecticut, Academic Plan Competition, Tier III.
Qualitatively-Different Reading Interventions and Their Effects on the Brain: An Interdisciplinary Approach to Solving an Educational Problem
\$299,312 (July 2015-June 2018). Principal Investigator.
- Office of the Vice President for Research, University of Connecticut.
As Children Get Older, Do Long Words Get Easier? Longitudinal Examination of Polysyllabic Word Reading in Elementary-Age Children
\$23,580 (March 2015-March 2016). Principal Investigator.
- Office of Undergraduate Research Support, University of Connecticut.
Social Sciences, Humanities, and Arts Research Experience Grant with LaShawna Thompson
\$2,500 (January 2015-May 2015). Faculty mentor.
- 2014 U.S. Department of Education, Office of Special Education Programs

Supporting Teachers in the Implementation of Intensive Intervention in Rhode Island Public Schools.

\$32,913 (September 2014-August 2016). Technical Assistance Provider.

subcontract from American Institutes for Research

Undergraduate Research Opportunities Program Student Internships, Boston University.

\$6,000 (January 2014-June 2014). Faculty mentor.

2013 Boston Public Schools.

Supporting Inclusive Practices in Reading in the Boston Public Schools

\$20,000 (September 2013-August 2014). Principal investigator.

U.S. Department of Education, Office of Special Education Programs.

Supporting Teachers in the Implementation of Intensive Intervention in Rhode Island Public Schools

\$15,455 (September 2013-August 2014). Technical Assistance Provider.

subcontract with American Institutes for Research

Undergraduate Research Opportunities Program Student Internships, Boston University

\$6,500. Faculty mentor.

2012 Institute of Education Sciences National Center on Special Education Research.

Polysyllabic Word Reading for Struggling Readers: Design Experiments to Build Knowledge for New Interventions

\$400,000 (panel review; score 2.20; not funded). Principal Investigator.

Institute of Education Sciences National Center on Special Education Research.

Exploring Malleable Factors that Influence Multisyllabic Word Reading in Children with Reading Disabilities: Building Theory and Informing Instruction

\$1,600,000 (panel review; score 2.38; not funded). Principal Investigator.

Institute of Education Sciences National Center on Special Education Research.

A Multi-Tiered Approach to Improving Content Area Literacy Instruction in Middle Schools

\$1,600,000 (panel review; score 2.78; not funded). Co-Principal Investigator.

United States Agency for International Development All Children Reading Grant.

Introduction of Peer-Assisted Learning Strategies (PALS) to Teach Primary 2 and Primary 3

\$103,194 (panel review; score: 77.06, rank: 44 of 450; in fundable range; not funded due to priority being given to in-country proposals). Principal Investigator.

Eunice Kennedy Shriver National Institute of Child Health and Human Development

Reading Multisyllabic Words: New Questions and Methods.

\$120,000 (not scored; not funded). Principal Investigator.

Undergraduate Research Opportunities Program, Boston University
\$5,000. Faculty mentor.

2011 Spencer Foundation

Understanding How Children Reading Multisyllabic Words.
 \$40,000 (not scored; not funded). Principal Investigator.

Grants for Undergraduate Teaching and Scholarship Program, Boston University.
Multisyllabic Word Reading in University Students: Understanding Critical Psychological Units.
\$1,405. Principal Investigator.

Undergraduate Research Opportunities Program, Boston University
\$1,200. Faculty mentor.

PRESENTATIONS

KEYNOTE

Kearns, D. M. (2017, October). Data-based individualization in reading: An introduction. Presented to the New York City Department of Education (NYC DOE), Special Education Office. New York, NY: NYC DOE.

Kearns, D. M. (2017, May). Dyslexia: What it is, how it is identified, and what instruction should include. Presented to the Virginia Council of Administrators of Special Education (VCASE) Annual Conference. Virginia Beach, VA: VCASE.

Kearns, D. M. (2016, September). We can help children at-risk for reading difficulty: Here's how. Presented to the Bridging the Gap: Supporting EL/Bilingual Learners Professional Development Workshop. Farmington, CT: McGraw-Hill Education.

Kearns, D. M. (2016, May). Three ways to sail smoothly toward literacy success. Presented to the Southern Connecticut State University Literacy Conference. New Haven, CT: Southern Connecticut State University.

Kearns, D. M. (2015, December). Everyday practices that make all the difference. Presented to the Conference of the Connecticut Council for Exceptional Children. New Britain, CT: Central Connecticut State University.

Kearns, D. M. (2015, May). Effective practices for intensifying scientific research-based interventions. Meriden, CT: State Education Resource Center.

INVITED

Kearns, D. M. (2018, May). Dyslexia: What it is and how to help children who have it. Presented to the Nebraska Conference of the Council for Exceptional Children, Lincoln, NE.

- Kearns, D. M. (2018, February). Is word reading instruction good enough? “Ignite” paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Kearns, D. M. (2018, January). Unsiloing instruction across general and special education: How realistic is it? Paper presented at the Institute for Education Sciences Annual Principal Investigators Meeting. Crystal City, VA.
- Ciullo, S., Kearns, D. M., Lemons, C. J., & Zumeta Edmonds, R. (2016, April). “Do this, not that!” Part 2: Differentiating tier 2 and tier 3 interventions. Paper presented at the Annual Conference of the Council for Exceptional Children. St Louis, MO.
- Kearns, D. M. (2016, April). How I do research that reflects the needs of real schools. In Lembke, E., McMaster, K. L., Powell, S. R., & Kearns, D. M., CEC-DR Showcase: Real school problems and research-based solutions: Lessons from the field. Paper presented at the Annual Conference of the Council for Exceptional Children. St Louis, MO.
- Kearns, D. M. (2016, March). Introduction to Intensive Intervention: The Intensive Intervention Course Sequence Module 1. Presented to the Bristol-Warren Regional School District as part of the National Center for Intensive Intervention-funded project. Warren, RI.
- Kearns, D. M. (2016, March). Teaching basic reading skills effectively and efficiently with research-supported practices. Presented to Haskins Training Institute. New Haven, CT.
- Kearns, D. M. (2016, January). Tiered instructional models. Presented at the Leadership Training of the Connecticut K-3 Literacy Initiative. New Britain, CT.
- Kearns, D. M. (2016, January). Your everyday practices make all the difference. Presented to the Connecticut Teaching as Leadership Conference. New Haven, CT.
- Kearns, D. M. (2015, July). Is “set for variability” a unique reading-related skill? Presented to ARC Centre of Excellence in Cognition and Its Disorders. Sydney, Australia: Macquarie University.
- Kearns, D. M. (2015, May). Peer-Assisted Learning Strategies in reading: A Peer-mediated system for improving academic and social behavior. Mystic, CT: Northeast PBIS Network Leadership Forum.
- Kearns, D. M., & Foorman, B. (2015, April). The Common Core State Standards for K-5 ELA: Facts, myths, and what’s next? Program Chair Featured Session presented at the Annual Convention of the Council for Exceptional Children. San Diego, CA.
- Gersten, R., Zumeta, R. O., Kearns, D. M., Lembke, E., & Anderson, L. (2015, March). Implementing data-based individualization. Washington, DC: Intensive Intervention Summit.

- Kearns, D. M. (2015, March). Implementing data-based individualization in Rhode Island. Providence, RI: Special Education unit of the Rhode Island Department of Education.
- Kearns, D. M. (2014, October). RTI in the NYC Public Schools: Improving education outcomes for all students. New York, NY: New York City Public Schools.
- Foorman, B., Harris, K. R., & Kearns, D. M. (2014, April). The Common Core State Standards for K-5 ELA: Are we ready for implementation? Paper presented at the Annual Conference of the Council for Exceptional Children. Philadelphia, PA.
- Kearns, D. M. (2013, October). De+ci+sions, Decide+sions, Decisions: How elementary-age children read polysyllabic words. Paper presented at Haskins Laboratory at Yale University. New Haven, CT.
- Kearns, D. M. (2013, September). Elementary-age children's read polysyllabic words: Evidence from a cross-sectional study. Paper presented at Meadows Center for Preventing Educational Risk at the University of Texas, Austin. Austin, TX.
- Kearns, D. M. (2013, April). How children with reading problems deal with long and polysyllabic words. Paper presented at the Center for Behavioral Educational Research, University of Connecticut. Storrs, CT.
- Kearns, D. M. (2012, December). Are petals like pleats? An investigation of consistency effects in children's reading of polysyllabic words. Paper presented at Macquarie University ARC Centre of Excellence in Cognition and Its Disorders. Sydney, Australia.

PEER-REVIEWED

- Li, M., & Kearns, D. M. (2018, July). Phinder: An educational website to combat academic underachievement in reading. Poster presented at the Annual Conference of the International School Psychology Association, Tokyo, Japan.
- Al Ghanem, R. (2018, July). The orthographic learning of polysyllabic words: Semantics as a source of variability. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Brighton, England.
- Kearns, D. M. (2018, July). Do children rely on orthography when they correct mispronunciations? Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Brighton, England.
- Martinez-Lincoln, A., & Kearns, D.M. (2018, July). Culturally responsive teaching strategies to increase achievement in students. Poster to be presented at the OSEP Project Directors' Conference, Washington, D.C.

- Bresina, B., Conner, C., Stewart, J., Whaley, V. M., & Kearns, D. M. (2018, July). A review of morphology instruction provided in published reading curricula and online reading programs. Poster to be presented at the OSEP Project Directors' Conference, Washington, DC.
- Pollack, M. S., & Kearns, D. M. (2018, May). Using live, "bug-in-ear" coaching to provide immediate feedback to in-service teachers. Poster presented at the Faculty Teaching Workshop Poster Session of the Center for Excellence in Teaching and Learning, Storrs, CT.
- Pollack, M. S., Lyon, C. P., Kearns, D. M., Wexler, J., Clancy, E., & Lemons, C. J. (2018, May). Designing and evaluating a content-area literacy instruction professional development model. Poster presented at the Annual Graduate Student Symposium of the Center for Behavioral Educational Research, Storrs, CT.
- Kearns, D. M., Borges, J., Anderson, L., Benstraum, S., Sackris, B., & Nivens, W. (2018, April). Paper presented at the Annual Convention of the Council for Exceptional Children, Tampa, FL.
- Kearns, D. M., & Whaley, V. M. (2018, April). Unwinding the rope model: A closer look at contributions to reading comprehension. Poster presented at the Annual Convention of the Council for Exceptional Children, Tampa, FL.
- Kearns, D. M., Wexler, J., & Lemons, C. J. (2018, February). Project CALI: Professional development to enhance content-area literacy instruction. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Clancy, E., Wexler, J., Kearns, D., Lemons, Pollack, M., & Lyons, C., (2018, February). Evolution of a coaching model for Project CALI (Content Area Literacy Instruction). Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Kearns, D. M. (2017, July). Vowel pronunciations in polysyllabic words. Paper presented at the Annual Conference of the Society for the Scientific Study of Reading, Halifax, Nova Scotia, Canada.
- Axelson, N., & Kearns, D. M. (2017, April). Reading long words: A comprehensive evaluation of explicit phonics instruction. Paper presented at the Annual Convention of the Council for Exceptional Children, Boston, MA.
- Kearns, D. M., Wexler, J., & Lemons, C. J. (2017, April). What happens in co-taught classrooms? An observation study. Paper presented at the Annual Convention of the Council for Exceptional Children, Boston, MA.
- Bray, L. E., Sinclair, A. C., Clancy, E., Wei, Y., Wexler, J., Lemons, C. & Kearns, D. (2017, April). "Go teach": Lessons from middle school co-teachers on their provision of content-area literacy instruction. Presentation at the American Educational Research Association Annual Meeting. San Antonio, TX.

- Wexler, J., Kearns, D. M., & Lemons, C. J. (2017, February). An investigation of literacy and co-teaching practices in middle school content-area classrooms. In J. Wexler (Chair), *Observation studies: Challenges and lessons learned*. Paper presented at the Pacific Coast Research Conference. Coronado, CA.
- Kearns, D. M., & Ghanem, R. A. (2016, October). What sound does this vowel make? How do children with reading difficulties pronounce vowels in unfamiliar words? Poster presented at the International Dyslexia Association Annual International Conference. Orlando, FL.
- Gadacy, M. & Kearns, D. M. (2016, October). Polysyllabic word spelling: Does word type influence perceived length of words? Poster presented at the biannual Frontiers in Undergraduate Research Poster Exhibition. Storrs, CT.
- Fuchs, D. Fuchs, L. S., Peng, P., Miller, A., Gilbert, J., Compton, D. L., Kearns, D. M., Patton III, S., & Elleman, A. (2016, July). First grade reading and math study. Paper presented at the Annual Conference of the Society for the Scientific Study of Reading. Porto, Portugal.
- Kearns, D. M. (2016, July). Morphological awareness, decoding, and polysyllabic word reading: Relation with reading comprehension in Grade 2 students. In M. A. Wilson & S. H. Deacon (Chairs), *The role of morphology in language acquisition and literacy development across languages*. Paper presented at the Annual Conference of the Society for the Scientific Study of Reading. Porto, Portugal.
- Wexler, J., Kearns, D. M., Lemons, C. J., Mitchell, M. A., Clancy, E., Williams, M., & Hayes, J. (2016, February). What Project CALI has taught us so far: Year 1 preliminary observations. Poster presented at the Pacific Coast Research Conference. Coronado, CA.
- Kearns, D. M., & Al Ghanem, R. (2015, July). The role of orthographic knowledge in polysyllabic word reading. Paper presented at the Annual Conference of the Society for the Scientific Study of Reading. Kona, HI.
- Carlisle, J. F., Kearns, D. M., & Hiebert, E. (2015, July). Examination of polysyllabic and polymorphemic words in first- and third-grade reading texts. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Kona, HI.
- Al Ghanem, R., Kearns, D. M., & Toste, J. R. (2015, July). Orthographic learning for morphologically complex words. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Kona, HI.
- Zumeta, R., Fuchs, L. S., Kearns, D. M., & Hitchener, N. (2015, April). How can we make intensive intervention happen? Considerations for knowledge development, implementation, and policy. Paper presented at the Annual Convention of the Council for Exceptional Children, San Diego, CA.

- Ciullo, S., Kearns, D. M., Lemons, C. J., & Zumeta, R. O. (2015, April). Do this, not that! Unraveling common instructional myths for students with LD. Paper presented at the Annual Convention of the Council for Exceptional Children, San Diego, CA.
- Kearns, D. M. (2015, March). Effect of set for variability on word recognition in developing readers: Strong evidence for an understudied skill? Poster presented at the Biennial Conference of the Society for Research on Child Development, Philadelphia, PA.
- Fuchs, D., Peng, P., Elleman, A., Kearns, D., Fuchs, L., Compton, D., Patton, S., Steacy, L., Toste, J., & Miller, A. (2015, March). Exploring the value of working memory training when combined with skills-based instruction in reading comprehension for young at-risk students. Paper presented at the Spring Conference of Society for Research on Educational Effectiveness.
- Kearns, D. M., & Al Ghanem, R. (2015, February). The effects of item-specific and general child knowledge in word reading. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Toste, J. R., Capin, P., Vaughn, S., Roberts, G., & Kearns, D. M. (2015, February). Enhancing elementary students' word reading skills through targeted multisyllable word reading and motivational beliefs training. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Savaiano, M., & Kearns, D. M. (2015, February). Braille and printed English: Alignment for learning and instruction. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Steacy, L. M., Compton, D. L., & Kearns, D. M. (2014, September). Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty. Paper presented at the International Conference on the Mental Lexicon, Niagara on the Lake, Ontario, Canada.
- Kearns, D. M., Cruz, J., Johnson, M., Sethi, D., & Xu, M. (2014, July). Does the number of syllables matter? Effects of syllables and letters on children's pronunciations of nonwords. Paper presented at Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Al Ghanem, R., & Kearns, D. M. (2014, July). Reading polysyllabic words: Roles of children's word-specific and general reading-related skills. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Fuchs, D., Fuchs, L. S., Compton, D. L., Elleman, A., Kearns, D. M., Peng, P. ... Steacy, L. (2014, July). Randomized control trial of the value of cognitive training in a reading comprehension program for poor readers in first grade. Paper presented at the Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, NM.

- Goodwin, A. P., Gilbert, J. K., Cho, S.-J., & Kearns, D. M. (2014, July). Probing lexical representations: Simultaneous modeling of word and reader contributions to multidimensional lexical representations. Paper presented at the Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, NM.
- McCarthy, T., Rosenblum, P., Johnson, B., Dittel, J., & Kearns, D. M. (2014, July). Using artificial intelligence to teach braille contractions. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Toste, J. R., Vaughn, S., Capin, P., Roberts, G., & Kearns, D. (2014, July). Multisyllabic word reading and motivational beliefs: Integrated intervention approach to improve elementary students' reading performance. Paper presented at Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Kearns, D. M., & Al Ghanem, R. (2014, April). Critical factors in polysyllabic word reading: Roles of letters, sounds, and meaning. Paper to be presented at the Annual Conference of the Council for Exceptional Children. Philadelphia, PA.
- Magnuson, L., Fuchs, D., & Kearns, D. M. (2014, April). Addressing the needs of students with persistent reading difficulties through intensive intervention. In L. Danielson & R. O. Zumeta (Chairs), Using intensive intervention to meet the academic and behavior needs of struggling learners. Paper presented at the Annual Conference of the Council for Exceptional Children. Philadelphia, PA.
- Zumeta, R. O., Lemons, C. J., Kearns, D. M., & Ciullo, S. (2014, April). Aligning the Common Core with standards for students with LD: Considerations for planning and instruction. Paper presented at the Annual Conference of the Council for Exceptional Children. Philadelphia, PA.
- Fuchs, D., Elleman, A., Kearns, D., Fuchs, L.S., Peng, P., Fuchs, L., Compton, D., Patton, S., Toste, J., & Miller, A. (2014, February). Reading comprehension instruction for first-grade struggling readers: Findings from the fourth year of a program of research. In D. Fuchs (Chair), Reading comprehension: Possible determinants and a program to strengthen it. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Toste, J. R., Fuchs, D., Peng, P., Fuchs, L. S., Compton, D. L., Patton III, S. A., Elleman, A. M., Kearns, D. M., & Peterson, D. (2014, February). Do students' reading skills differentially predict teacher perceptions in first through third grades? Poster presented at the Pacific Coast Research Conference. Coronado, CA.
- Kearns, D. M., Al Ghanem, R., Xu, X., & Putnam, R. (2013, November). Frequency and consistency effects in lexical decision for polysyllabic words. Poster presented at the Psychonomic Society Annual Meeting. Toronto, Canada.

- Kearns, D. M. (Chair). (2013, October). Intensive intervention: Evidence for bold new directions in Special Education. Presentation at the Annual Conference of the Association of Researchers In Special Education. Nashville, TN.
- Kearns, D. M., & Gilbert, J. K. (2013, July). Is it me or is this word hard to read? Examining the dual sources of variance that contribute to word reading ability. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading. Hong Kong, China.
- Kearns, D. M., Fuchs, D., & Patton III, S. A. (2013, June). RD versus RD+MD: A different way of thinking about the distinction between reading disability and garden-variety low achievement. Poster presented at the Annual Conference of the International Academy of Research in Learning Disabilities.
- Al Ghanem, R., Kearns, D. M., & Fuchs, D. (2013, April). Reading Self-Concept and its impact on the reading achievement of 2nd, 3rd and 4th grade students with typical achievement and reading disabilities. Poster presented at the Annual Conference of the International Reading Association. San Antonio, TX.
- Kearns, D. M. (2013, April). How children read multisyllabic words: What word parts do they use? Poster presented at the Annual Conference of the Council for Exceptional Children. San Antonio, TX.
- Kearns, D. M. (2013, February). Child and word characteristics related to polysyllabic word reading. Poster presented at the Pacific Coast Research Conference. Mission Bay, CA.
- Fuchs, D., Kearns, D. M., Elleman, A., Peng, P., Fuchs, L. S., Miller, A., ... Steacy, L.. (2013, February). First-grade reading comprehension study. In D. Fuchs (Chair), *New directions in intervention research*. Paper presented at the Pacific Coast Research Conference. Mission Bay, CA.
- Peng, P., Fuchs, D., Kearns, D. M., Elleman, A., & Fuchs, L. S. (2013, February). Exploring the effects of a first-grade tutoring program to strengthen word reading and comprehension for at-risk students. Poster presented at the Pacific Coast Research Conference. Mission Bay, CA.
- Fuchs, D., McMaster, K., Saenz, L., Fuchs, L. S., Kearns, D. M., Lemons, C., Compton, D. L., & Schatschneider, C. (2012, September). An IES-funded effectiveness study of a top-down and bottom-up approach to bring to scale an evidence-based reading program. Paper presented at the Annual Conference of the Society for Research on Educational Effectiveness. Washington, DC.
- Kearns, D. M., Gilbert, J. K., Compton, D. L., Fuchs, D., & Fuchs, L.S. (2012, July). Frequency and consistency effects in the word processing skills among different types of developing readers. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading. Montreal, Canada.

- Elleman, A.M., Fuchs, D., Kim, J.K., Fuchs, L.S., Compton, D.L., Peng Peng, Kearns, D.M., Patton, S.A., & Yen Haga, L. (2012 July). Considering sensitivity: A construct and psychometric evaluation of a battery of tests designed to assess comprehension growth for at-risk first graders. Paper presented Annual Conference of the Society for the Scientific Study of Reading. Montreal, Canada.
- Fuchs, D., Kearns, D.M., Elleman, A.M., Fuchs, L.S., Compton, D.L., Miller, A.C., ... Zhang, W. (2012, July). Working memory as a moderator of responsiveness to a first-grade reading comprehension intervention. In L.S. Fuchs (Chair), Cognitive mediators and moderators of skills-based instruction. Paper presented Annual Conference of the Society for the Scientific Study of Reading. Montreal, Canada.
- Stacey, L. M., Gilbert, J. K., Kearns, D. M., & Compton, D. L. (2012, July). An examination of word level characteristics to form pedagogically relevant clusters of words. Poster presentation at the Annual Conference of the Society for the Scientific Study of Reading. Montreal, Canada.
- Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. L., & Bouton, B. D. (2012, April). Adaptive beginning reading intervention: The effects of rigor and individualized instruction. Paper presentation at the Annual Conference of the Council for Exceptional Children. Denver, CO.
- Fuchs, D., Fuchs, L. S., Kearns, D. M., Compton, D. L., Peng, P. Miller, A., ... Elleman, A. (2012, February) First grade reading and math study. Paper presented at the Pacific Coast Research Conference. Coronado, CA.
- Gilbert, J. K., Compton, D. L., Kearns, D. M., & Goodwin, A. P. (2012, February). Correlates of derived-word reading: Are the effects of word features moderated by late emerging reading disability status? Poster presented at the Vanderbilt Kennedy Center Science Day. Nashville, TN.
- Kearns, D. M., Fuchs, D., Compton, D. L., Fuchs, L. S., Stuebing, K. K., & Patton III, S. A. (July, 2011). Describing the cognitive correlates of reading disability. Paper presented at the Annual Conference of the Society for the Scientific Study of Reading. St. Petersburg, FL.
- Gilbert, J. K., Compton, D. L., & Kearns, D. M. (2011, July). Swallowing a double-edged sword: Considering both word and person effects on decoding accuracy. Poster presentation at the Annual Conference of the Society for the Scientific Study of Reading. St. Petersburg, FL.
- Kearns, D. M., Vukovic, R. K., & Seethaler, P. (2011, February). Cognitive processes related to reading and math disability: Relevant for instruction? (Chair). Presentation at the Pacific Coast Research Conference. Coronado, CA.
- Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. L., & Patton III, S. A. (2011, February). Cognitive processes related to reading disability. Paper presented at the Pacific Coast Research Conference. Coronado, CA.

- Powell, S. R., & Kearns, D. M. (July, 2010). Students learning from each other: Peer tutoring in reading and mathematics. Paper presented at the Embracing Inclusive Approaches for Children and Youth with Special Education Needs Conference. Riga, Latvia.
- Gilbert, J. K., Compton, D. L., Cho, S.-J., Fuchs, L. S., Fuchs, D., & Kearns, D. M. (2010, July). Doubly explanatory item response model with a random item parameter: Word and person effects on decoding accuracy. Paper presented at the International Meeting of the Psychometric Society. Athens, GA.
- Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. C., & Patton III, S. A. (2010, June). Distinguishing subtypes of reading disability: Cognitive correlates of reading, math, and attention problems in elementary-age students. Poster presented at the Institute of Education Sciences Research Conference. Oxon Hill, MD.
- Gilbert, J., Kearns, D. M., & Compton, D. L. (2010, February). Using student and word characteristics to examine students' probability of reading words correctly. Poster presented at the Pacific Coast Research Conference. Coronado, CA.
- Fuchs, D., McMaster, K., Saenz, L., Kearns, D. M., Fuchs, L. S., Yen, L. et al. (2010, February). Bring educational innovation to scale: Top-down, bottom-up, or a third way? Presentation at the Pacific Coast Research Conference. Coronado, CA.
- Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. L., & Patton III, S. A. (2009, July). Cognitive profiles of students with reading disability: Comparison of three reading disability subtypes. Poster presented at the Annual Conference of the Society for the Scientific Study of Reading. Boston, MA.
- Kearns, D. M., Fuchs, D., Meyers, C., Berends, M., McMaster, K., Saenz, L. S., et al. (2009, June). Factors predicting sustainability of evidence-based practices: Findings from the Peer-Assisted Learning Strategies scaling-up study. Poster presented at the Institute of Education Sciences Annual Conference. Washington, DC.
- Fuchs, D., McMaster, K., Saenz, L. S., Kearns, D. M., Lemons, C. L., Fuchs, L. S., et al. (2009, June). Scaling-up PALS: Results from 4 years of a Goal 4 study. Poster presented at the Institute of Education Sciences Annual Conference. Washington, DC.
- Kearns, D. M., Gilbert, J. K., & Compton, D. L. (2009, April). Early predictors of reading comprehension development: The relative importance of reading and non-reading skills. Poster presented at the Society for Research on Child Development Biennial Conference. Denver, CO.
- Kearns, D. M., & Fuchs, D. (2009, February). Can cognitive assessment lead to better interventions for non-responders? Paper presented at the Learning Disabilities Association of American Annual Conference. Salt Lake City, UT.

- Kearns, D. M., Fuchs, D., Zhang, W., McMaster, K., Saenz, L., Fuchs, L., et al. (2009, February). Scaling-up Peer-Assisted Learning Strategies for grades 2 through 6: Results from a multi-year randomized control trial. Poster presented at the Pacific Coast Research Conference. San Diego, CA.
- Kearns, D. M., Gilbert, J. K., & Compton, D. L. (2008, June). Techniques for modeling longitudinal special education treatment effects: An application using the Early Childhood Longitudinal Study. Poster presented at the Institute of Education Sciences Research Conference. Washington, DC.
- Kearns, D. M., & Fuchs, D. (2008, April). What is the value of cognitive assessment in an RTI framework? Paper presented at the Council for Exceptional Children Annual Conference. Boston, MA.
- Kearns, D. M., Fuchs, D., Meyers, C. Berends, M. McMaster, K., Saenz, L. S., et al. (2008, March). Factors contributing to teachers' sustained use of Kindergarten Peer-Assisted Learning Strategies. Paper presented at the American Educational Research Association Annual Meeting. New York, NY.
- Kearns, D. M., & Fuchs, D. (2008, February). Cognitive assessment in an RTI framework. Paper presented at the Learning Disabilities Association of America Annual Conference. Chicago, IL.
- Kearns, D. M., Fuchs, D., Berends, M., Meyers, C., McMaster, K., Saenz, L. S., et al. (2008, February). Factors predicting teacher decisions to sustain Peer-Assisted Learning Strategies (PALS). Poster presented at the Pacific Coast Research Conference. San Diego, CA.

RESEARCH EXPERIENCE

2014–

University of Connecticut, Storrs, CT
Assistant Professor

- Teach courses in special education
- Conduct research on word recognition in developing readers

2014

National Center for Special Education Research, Institute for Education Sciences, Madison, WI
Participant (Single-Case Intervention Research Design and Analysis Summer Training Institute)

2011–2014

Boston University, Boston, MA
Assistant Professor

- Taught courses in special education
- Led research team and conducted research in Boston-area public schools

2006–2011

Vanderbilt University, Nashville, TN

Research Associate (*Understanding Comorbidity* project)

- Designed phonics and fluency curriculum for tutors to implement.
- Co-designed and wrote comprehension curriculum for tutors to implement.
- Recruited teachers for project and managed a staff of 34 research assistant tutors.
- Tutored struggling first grade readers in phonics, fluency, and comprehension.

Research Project Coordinator (*Understanding Reading Disability* project)

- Designed academic and cognitive battery to administer to students.
- Recruited principals and teachers and managed a staff of 20 research assistants.
- Analyzed study data.

Research Assistant (*Peer-Assisted Learning Strategies [PALS] Scaling-Up* project)

- Assisted teachers in implementing PALS.
- Developed and delivered teacher professional development on PALS.
- Analyzed study data using multilevel regression models.

RESEARCH AWARDS

Neag School of Education Early Career Researcher Award (2017).

Gaylord-Ross Award for Excellence in Scholarly Writing (2010).

Institute of Education Sciences Predoctoral Fellowship (2006–2010).

Learning Sciences Institute Predoctoral Fellowship (2006–2010).

TEACHING

NATIONAL TEACHING EXPERIENCE

NATIONAL CENTER FOR LEADERSHIP IN INTENSIVE INTERVENTION

- **Curriculum Committee. Member.** Worked with colleagues from other consortium universities to guide the center scholars' professional development.
- **Module Design Subcommittee. Member.** Worked with K. McMaster and J. McComas to provide an outline of activities to guide the development of all online modules.
- **Introduction to Intensive Intervention Module. Co-Facilitator.** Worked with C. J. Lemons, K. McMaster, and others to design the module, video-recorded an introduction to a video, responded to scholar comments on Moodle for the module, and participated in scholar meetings and final phone calls.
- **Alternative Models of Intensive Intervention Module. Designer and Facilitator.** Conducted interviews with seven leading scholars in intensive intervention; created videos and online guides to help scholars understand content and navigate discussion board; conceptualized, developed, and organized all module content; responded to scholar comments on Moodle for the module; led final course phone call; and graded assignments.

- **Explicit Instruction Module. Co-Designer and Co-Facilitator.** Worked with S. R. Powell to design, record videos for, and assemble materials for the module; with S. R. Powell, responded to scholar comments on Moodle for the module; and co-facilitated other online experiences for scholars.

NATIONAL CENTER FOR INTENSIVE INTERVENTION

- **Lead Developer.** Sequence of four eight-module courses on intensive intervention (introduction, reading, mathematics, behavior).
- **Lead Designer.** Introduction to Intensive Intervention Course.
- **Lead Instructor.** Modules 1, 2, 4, 5, 6, and 7 of Intensive Intervention Course.

UNIVERSITY TEACHING EXPERIENCE

UNIVERSITY OF CONNECTICUT

COURSES TAUGHT

EPSY 3130 Methods for Teaching Students with Disabilities
 EPSY 5114 Adolescent Literacy for Students with and At-Risk for Disabilities
 EPSY 5123 Intensive Intervention for Students with and At-Risk for Disabilities
 EPSY 5116 Assessment for Students with and At-Risk for Disabilities

BOSTON UNIVERSITY COURSES

COURSES TAUGHT

SED SE 580 Methods and Materials in Special Education
 SED SE 503 Learning Disabilities: Characteristics and Methods
 SED SE 760 Cognition, Learning, and Behavior

DISSERTATIONS

Reem Al Ghanem. (2017). Graduated. Co-chair
 Thilagha Jagaiah (2017). Graduated. Co-chair
 Melissa Labelle (2017). Proposal defended. Member.
 Oliver Sawi (2018). Proposal defended. Member.
 Mari Cuticelli (2016). Graduated. Reader.
 Yan Wei (2015). Graduated. Reader.

GUEST LECTURES

Kearns, D. M. (2016, February). Introduction to Stata, Part 2. Presentation to graduate students and faculty in the Department of Educational Psychology, Neag School of Education, University of Connecticut. Storrs, CT.

Kearns, D. M. (2015, October). Introduction to Stata: Basics of an excellent statistics program. Presentation to graduate students and faculty in the Department of Educational Psychology, Neag School of Education, University of Connecticut. Storrs, CT.

Kearns, D. M. (2013, May). Dyslexia in individuals learning English as another language: Theory and practice. Presentation to undergraduate students at Boston University. Boston, MA.

- Kearns, D. M. (2013, April). Evaluating the quality of research analyzed with quantitative research methods: Strategies to help practitioners. Presentation to undergraduate students at Boston University. Boston, MA.
- Kearns, D. M. (2013, March). Creating intensive instruction for children with reading difficulty: Best practices. Presentation to preservice teachers at the University of Virginia. Charlottesville, VA.
- Kearns, D. M. (2012, March). Instruction for struggling readers: Teaching word recognition and reading comprehension. Presentation to preservice teachers at the University of Virginia. Charlottesville, VA
- Kearns, D. M. (2010, February). Peer-Assisted Learning Strategies (PALS) for grades 2 through 6: Development of the research program from 1990 to 2010. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.
- Kearns, D. M. (2010, February). Conducting multilevel analysis without HLM: Using Stata xtmixed and SAS PROC MIXED. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.
- Kearns, D. M. (2009, September). Statistical power for experimental research. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.
- Kearns, D. M. (2009, February). Peer-Assisted Learning Strategies (PALS) for grades 2 through 6: Original research and current findings. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.
- Kearns, D. M. (2008, July). Attribute by treatment interactions with multiple regression: Analyzing data using SPSS and interpreting output. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.
- Kearns, D. M. (2007, July). Phonics: Synthetic and analytic techniques for teaching children to read. Presentation to graduate-level reading methods class at Vanderbilt University. Nashville, TN.
- Kearns, D. M. (2007, April). Into the woods: Bridging research and practice in special education. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.
- Kearns, D. M. (2007, February). Descriptive research. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.
- Kearns, D. M. (2007, February). Correlational research. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.

SCHOOL-BASED TEACHING EXPERIENCE

TEACHING EDUCATORS

Boston University, Boston, MA. Student Teaching Supervisor. (2011–2013).

Los Angeles Unified School District, Los Angeles, CA, & Lynwood Unified School District, Lynwood, CA. Literacy Coach. (2004–2006).

Led literacy professional development, designed and implemented interventions for struggling readers; modeled literacy lessons with students in Kindergarten through fifth grade; observed teachers providing literacy instruction and provided feedback; facilitated grade-level meetings.

2005–2006

Teach For America (TFA), Houston, TX, Philadelphia, PA, and Los Angeles, CA
Literacy Specialist

- Facilitated 22 literacy training sessions to 140 elementary and secondary teachers in 2006.
- Presented phonics and word study training sessions to 500 new TFA teachers in 2005.

2003–2006

California Reading and Literature Project, Center X, University of California, Los Angeles, CA
Teacher Leader

- Presented workshops on English Language Development.
- Assisted other Teacher Leaders in building facilitation skills.

2000–2001

Teach for America, Houston, TX and Los Angeles, CA
Corps Member Advisor and Learning Team Leader

- Observed and provided daily feedback to new teachers.
- Facilitated professional development for new teachers on cultural diversity, classroom management, and instructional methods

TEACHING CHILDREN

2004–2005

The Kelter Center, Los Angeles, CA
Literacy Remediation Specialist

- Taught students with identified reading disabilities.
- Implemented the Lindamood-Bell Phoneme Sequencing Program.

1999–2004

Lynwood Unified School District, Lynwood, CA
Third Grade Teacher

- Fully implemented reading curriculum with support for diverse learners.
- Designed and implemented strategies to increase academic English of English Learners.
- Taught classes for English Learners and gifted students in Title I schools.
- Served as Grade-Level Chairperson.

TEACHING CERTIFICATIONS

California Multiple Subject Credential with Cross-Cultural, Language, and Academic Development Certificate (expired)

California Reading Specialist Credential

PROFESSIONAL DEVELOPMENT PROVIDED

I have provided professional development to more than 100 groups of teachers across the United States and Canada. A selection of professional development sessions can be provided upon request.

SERVICE**NATIONAL AND LOCAL SERVICE*****TECHNICAL ASSISTANCE***

Bristol-Warren Schools, Bristol, RI., and the National Center on Intensive Intervention, Washington, DC. (2013–2016).

- Provided ongoing professional development to help schools in the district implement intensive intervention using data-based individualization (DBI).
- Provided coaching support for principals and school leaders in two of Bristol schools

Boston Public Schools, Department of Special Education, Boston, MA. (2013–2014).

- Provided ongoing professional development to support turn-around efforts and increased inclusion of children with disabilities at Mattahunt School
- Provided professional development for special education network (regional) coordinators to improve implementation of evidence-based reading strategies

LEADERSHIP

Association of Researchers In Special Education (ARISE) Annual Conference. (2013–2017).

Division of Learning Disabilities of the Council for Exceptional Children. Executive Board, Membership Chair. (2016–2018).

Higher Education Consortium for Special Education (HECSE). Representative (2015–).

Performance and Standards Committee, Division of Learning Disabilities of the Council for Exceptional Children. Member. (2013–2016).

Society for the Scientific Study of Reading. Co-Coordinator, Graduate Student and Early-Career Researcher Preconference.

- Kearns, D. M., Ricketts, J., & Wang, H. C. (2016). Porto, Portugal.
- Kearns, D. M., Ricketts, J., & van Bergen, E. (2017). Halifax, Nova Scotia, Canada.

- Ricketts, J., & Kearns, D. M. (2018). Brighton, England, United Kingdom.

EDITORIAL BOARDS

American Journal of Intellectual and Developmental Disabilities. (2014–).
Assessment for Effective Intervention. (2014–2017). Associate editor.
Assessment for Effective Intervention. (2017–2018).
Journal of Educational Psychology. (2016–).
The Reading Teacher. (2015–).
Reading Research Quarterly. (2016–).
Remedial and Special Education. (2016–).

REVIEWS

Annals of Dyslexia. (2008). Ad-hoc reviewer.
Applied Psycholinguistics. (2018). Ad-hoc reviewer.
 Annual Conference of the Society for the Scientific Study of Reading. (2013–). Reviewer.
 Annual Conference of the Council for Exceptional Children. (2011, 2013–2015, 2017–). Reviewer.
 Annual Conference of the International Dyslexia Association. (2018). Reviewer.
Child Development. (2016). Ad-hoc reviewer.
Elementary School Journal. (2014, 2016–2018). Ad-hoc reviewer.
Exceptional Children. (2011–2012, 2015). Ad-hoc reviewer.
Exceptionality. (2014, 2018). Ad-hoc reviewer.
Handbook of Research on Diversity in Special Education. (2014). Invited reviewer.
Journal of Educational Psychology. (2015–2016) Ad-hoc reviewer.
Journal of Educational Psychology. (2016, 2017) Guest editor.
Journal of Experimental Child Psychology. (2013). Ad-hoc reviewer.
Journal of Learning Disabilities. (2014). Ad-hoc reviewer.
Journal of Research in Reading. (2017–2018). Ad-hoc reviewer.
Journal of Special Education. (2013). Ad-hoc reviewer.
Language, Speech, and Hearing Sciences in the Schools. (2018). Ad-hoc reviewer.
Reading Research Quarterly. (2014–2016). Guest reviewer.
Reading and Writing: An Interdisciplinary Journal. (2014, 2016–2017). Ad-hoc reviewer.
Remedial and Special Education. (2013–2014, 2016). Ad-hoc reviewer.
Scientific Studies of Reading. (2015–2018). Ad-hoc reviewer.
 Social Sciences and Humanities Research Council of Canada. (2012) Ad-hoc reviewer.
 Society for Research on Educational Effectiveness Conference. (2015). Ad-hoc reviewer.

MEMBERSHIPS

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|-----------|---|
| 2008– | Council for Exceptional Children |
| 2009– | Society for the Scientific Study of Reading (voting member) |
| 2013–2015 | International Academy for Research in Learning Disabilities |

PROGRAM, DEPARTMENT, SCHOOL, AND UNIVERSITY SERVICE

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| 2018– | Member, UConn Institute for Brain and Cognitive Science Steering Committee |
| 2017–2018 | Member, UConn Brain Imaging Research Center Director Search Committee |
| 2017 | Facilitator, Special Education Roundtable |
| 2017 | Member, SHARE Grant Review Committee |
| 2016– | Leader, Teacher Education Program Subgroup for Core Practice 3 |
| 2016– | Coordinator, Special Education Program Undergraduate Recruitment Initiative |
| 2016 | Co-Host, Visiting scholar for mathematics methods course (with Tutita Casa) |
| 2015– | Member, Department of Educational Psychology Merit Committee |
| 2015– | Member, University of Connecticut Kids in Developmental Research (UConn KIDS) Steering Committee |
| 2014– | Member, UConn Brain Imaging Research Center (BIRC) Steering Committee |
| 2012–2013 | Member, Boston University Special Education Ph.D. Program Design Subcommittee |
| 2013 | Member, Boston Public Schools Literacy Expert Panel |
| 2012–2013 | Member, Adolescent Literacy Tenure-Track Faculty Search Committee |
| 2012–2013 | Member, Boston University Consortium |
| 2012–2013 | Member, Research Advisory Committee |
| 2012–2013 | Member, Boston University Faculty Council |
| 2012–2013 | Member, Boston University Faculty Council Equity and Diversity Subcommittee |

OTHER PROFESSIONAL EXPERIENCE

National Center on Intensive Intervention. Lead Reading Consultant. (2011–2016).

National Center on Responsiveness to Intervention. Consultant. (2008–2010).

Teach for America (TFA), Houston, TX, Philadelphia, PA, and Los Angeles, CA. Curriculum Designer. (2005–2006).

- Wrote literacy modules for new teachers, provided to 1,300 new elementary teachers in 2006.
- Wrote five modules for new teachers, used to support 2,000 new teachers in 2005.