

## DEVIN KEARNS

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University of Connecticut  
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### APPOINTMENTS

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#### CURRENT

- 2019– [Associate Professor of Special Education](#), Department of Educational Psychology, Neag School of Education, University of Connecticut
- 2014– [Research Scientist](#), Center for Behavioral Education and Research, University of Connecticut
- 2017– [Research Scientist](#), Haskins Laboratories
- 2017– [Faculty Affiliate](#), Connecticut Institute for the Brain and Cognitive Sciences
- 2017– [Faculty Affiliate](#), Institute for Collaboration on Health, Intervention, and Policy

#### PAST

- 2014–2019 Assistant Professor of Special Education, Department of Educational Psychology, Neag School of Education, University of Connecticut
- 2011–2014 Assistant Professor of Special Education, School of Education, Boston University

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### EDUCATION

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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

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### RESEARCH

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#### AREAS OF SPECIALIZATION

dyslexia; reading disability; reading instruction and intervention; word recognition; reading acquisition; multi-tier systems of support; intensive intervention; data-based individualization

**PEER-REVIEWED PUBLICATIONS*****IN PRESS***

Compton, D. C., Gilbert, J. K., Kearns, D. M., & Olson, R. K. (in press). Using an item-specific predictor to test the dimensionality of the orthographic choice task. *Annals of Dyslexia*.

Savaiano, M. E. & Kearns, D. M. (in press). An examination of Unified English Braille and its efficiency in representing print. *British Journal of Visual Impairment*.

Steady, L. M., Fuchs, D., Gilbert, J. K., Kearns, D. M., Elleman, A. M., & Edwards, A. A. (in press). Sight word acquisition in first grade students at-risk for reading disabilities: An item-level exploration of the number of exposures required for mastery. *Annals of Dyslexia*.

**2020**

Kearns, D. M. (2020). Does English have useful syllable division patterns? *Reading Research Quarterly*. Advance online publication (pp. S145–S160; September 14, 2020). <https://doi.org/10.1002/rrq.342>

Kearns, D. M., & Hoeft, F. (2020). Choosing programs for students with dyslexia: How do I know which programs are best for students with dyslexia? Principles to help you decide which instructional programs and interventions are evidence-based. *IDA Examiner*, 9(2), 22–35.

Kearns, D. M., Lyon, C., & Pollack, M. S. (2020). How co-teachers provide world knowledge and word knowledge to help secondary-age students comprehend new texts. *Intervention in School and Clinic*. Advance online publication (August 1, 2020). <https://doi.org/10.1177/1053451220944371>

Jagaiah, T., Olinghouse, N., Kearns, D. M. (2020). Syntactic complexity measures: Variation by genre, grade-level, students' writing abilities, and writing quality. *Reading and Writing*. Advance online publication (May 19, 2020). <https://doi.org/10.1007/s11145-020-10057-x>

Lyon, C., Kearns, D. M., & Hogan, E. K. (2020). Individualizing literacy instruction in co-taught classrooms through a station teaching model. *Intervention in School and Clinic*. Advance online publication (July 27, 2020). <https://doi.org/10.1177/1053451220944376>

Peng P., Fuchs D., Fuchs, L., Cho, E., Elleman, A. M., Kearns D. M., Patton, S., & Compton, D. L. (2020). Is “response/no response” too simple a notion for RTI frameworks? Exploring multiple response types with latent profile analysis. *Journal of Learning Disabilities*, 53(6), 454-468. <https://doi.org/10.1177/0022219420931818>

Seidenberg, M. S., Cooper Borkenhagen, M., & Kearns, D. M. (2020). Lost in translation? Challenges in connecting reading science and educational practice. *Reading Research Quarterly*. Advance online publication (pp. S119–S130; September 14, 2020). <https://doi.org/10.1002/rrq.341>

Siegelman, N., Kearns, D. M., & Rueckl, J. (2020). Using information-theoretic measures to characterize the structure of the writing system: The case of orthographic-phonological regularities. *Behavior Research Methods*, *52*(3), 1292–1312. <https://doi.org/10.3758/s13428-019-01317-y>

Wexler, J. A., Kearns, D. M., Shelton, A., Hogan, E., & Clancy, E. E. (2020). Preparing to implement evidence-based literacy practices in the co-taught classroom. *Intervention in School and Clinic*. Advance online publication (August 4, 2020). <https://doi.org/10.1177/1053451220944369>

## 2019

Kearns, D. M., Hancock, R. Hoelt, F., Pugh, K., Frost, S. (2019). Neurobiology of dyslexia. *Teaching Exceptional Children*, *51*(3), 175–188. <https://doi.org/10.1177/0040059918820051>

Kearns, D. M., & Whaley, V. M. (2019). Helping students with dyslexia read long words: Flexible strategies using syllables and morphemes. *Teaching Exceptional Children*, *51*, 212–225. <https://doi.org/10.1177/0040059918810010>

Kearns, D. M., & Al Ghanem, R. (2019). The role of semantic information in children's word reading: Does meaning affect ability to say polysyllabic words aloud? *Journal of Educational Psychology*, *111*, 933–956. <https://doi.org/10.1037/edu0000316>

Peng, P., Fuchs, D., Fuchs, L., Elleman, A. M., Kearns, D. M., Gilbert, J., Compton, D. L., Cho, E., & Patton, S. (2019). A longitudinal analysis of the trajectories and predictors of word reading and reading comprehension development among at-risk readers. *Journal of Learning Disabilities*, *52*, 195–208. <https://doi.org/10.1177/0022219418809080>

## 2018

Fuchs, D., Kearns, D. M., Fuchs, L. S., Elleman, A. M., Gilbert, J. K., Patton, S., Peng, P., & Compton, D. L. (2018). 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*, *85*, 229–247. <https://doi.org/10.1177/0014402918802801>

Hebert, M., Kearns, D. M., Hayes, J. B., Bazis, P., & Cooper, S. (2018). Why children with dyslexia struggle with writing and how to help them. *Language, Speech, and Hearing Services in Schools*, *49*, 843–863. [https://doi.org/10.1044/2018\\_LSHSS-DYSLC-18-0024](https://doi.org/10.1044/2018_LSHSS-DYSLC-18-0024)

Lemons, C. J., Vaughn, S. R., Wexler, J., Kearns, D. M., & Sinclair, A. C. (2018). Envisioning an improved continuum of special education services for students with learning disabilities: Considering intervention intensity. *Learning Disabilities: Research & Practice*, *33*, 131–143. <https://doi.org/10.1111/ldrp.12173>

Sinclair, A. C., Bray, L. E., Wei, Y., Clancy, E., Wexler, J., Kearns, D. M., & Lemons, C. J. (2018). Co-teaching in content area classrooms: Lessons and guiding questions for administrators. *NASSP Bulletin*, *102*, 303–322. <https://doi.org/10.1177/0192636518812701>

Wexler, J., Kearns, D. M., Lemons, Christopher J., Mitchell, M., Clancy, E., ... , Wei, Y. (2018). Literacy and co-teaching practices in middle school content-area classrooms: An observation study. *Exceptional Children*, *84*, 384–402. <https://doi.org/10.1177/0014402918771543>

## 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. <https://doi.org/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. <https://doi.org/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. <http://doi.org/10.18666/LDMJ-2017-V22-I2-8274>

## 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. <https://doi.org/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. <https://doi.org/10.1080/10888438.2016.1217865>

Kearns, D. M., Steady, 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. <https://doi.org/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. <https://doi.org/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. <https://doi.org/10.1002/rrq.84>

Kearns, D. M. (2015). How elementary-age children read polysyllabic polymorphemic words. *Journal of Educational Psychology*, *107*, 364–390. <https://doi.org/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. <https://doi.org/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. <https://doi.org/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. <https://doi.org/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. <https://doi.org/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. <https://doi.org/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. <https://doi.org/10.1177/001440291307900200>

## 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. <https://doi.org/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. <https://doi.org/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. <https://doi.org/10.1080/19345747.2010.491151>

## BOOKS AND CHAPTERS

Kearns, D. M., Lyon, C. P., & Kelley, S. A. (in press). Structured literacy interventions for reading long words. In Spear-Swerling, L. (Ed.), *Structured literacy interventions for children with reading difficulties*.

Clement-Lam, S. S.-Y., Lau, A. N.-L., & Kearns, D. M. (in press). Neuroscience and special education: An attempt to break down walls between complementary (but divergent) disciplines. In Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.), *Advances in learning and behavioral disabilities: The next big thing in learning and behavioral disabilities* (Vol. 31). Bingley, United Kingdom: Emerald Publishing.

Kearns, D. M., Powell, S. R., Fuchs, D., & Fuchs, L. S. (in press). Peer-Assisted Learning Strategies. In T. A. Collins & R. O. Hawkins (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools*. Oxford, England: Cambridge University Press.

Kearns, D. M. (2019). On the value of theory-driven research on dyslexia. In J. Washington, D. L. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (pp. 180–191). Baltimore, MD: Brookes Publishing.

Allor, J. H., Kearns, D. M., Ortiz, M., & Conner, C. (in press). An examination of the text characteristics of an early reading book series: Providing intensive practice with connected text. In M. Tankersley, B. G. Cook, & T. J. Landrum (Eds.), *Advances in Learning and Behavioral Disabilities* (Vol. 31), Bingley, UK: Emerald.

Kearns, D. M., Pollack, M. S., & Whaley, V. M. (2018). Systematic implementation of intensive intervention: A high-leverage practice for improving academic outcomes in students with disabilities. In J. McLeskey, L. Maheady, B. Billingsley, M. T. Brownell, & T. J. Lewis (Eds.), *High leverage practices for inclusive classrooms*. New York, NY: Routledge.



- 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. <https://doi.org/10.1075/swll.15.11car>
- Fuchs, D., McMaster, K., & Kearns, D. M. (2017). 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* (pp. 143-187). 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.

#### CURRICULUM MATERIALS

- 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., 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](#). Washington, DC: National Center on Student Progress Monitoring.
- Kearns, D. M. (2008). [Grade one reading case study: Decoding](#). Washington, DC: National Center on Student Progress Monitoring.

#### COMPUTER SOFTWARE

- Kearns, D. M. (2018-2019). [Data-based individualization meeting organizer](#) [computer software]. Vernon, 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.
- Kearns, D. M. (2014-2019). [Phinder Word Locator](#). Vernon, CT: Author.

**PRESS (QUOTATIONS & INTERVIEWS)**

- Schwartz, S. (2020, September 29). [How to use digital reading programs during COVID-19. Teachers still matter.](#) *Education Week*.
- Kearns, D. M. (2020, May 13). [Episode 5: Back to the classroom with Devin Kearns, Ph.D.](#) The Windward Institute READ Podcast.
- Kearns, D. M. (2019, October 28). [Dyslexia Screening App.](#) *Top of Mind with Julie Rose*. SiriusXM 143 BYU Radio.
- Kearns, D. M. (2019, October 7). [Meet the researcher: Devin Kearns, Education.](#) *UConn Today*.
- Kearns, D. M. (2019, October 7). [App endgame: Detect dyslexia earlier.](#) *UConn Today*.
- Zahn, B. (2018, July 24). [School board approves funding for genetics-based reading program in New Haven schools.](#) *New Haven Register*.

**PAPERS UNDER REVIEW****REVISIONS**

- Kearns, D. M., & Hiebert, E. *Word reading demands of primary-level texts: Differences between first and third grade in widely-used curricula* [manuscript submitted for publication, revision granted, *Reading Research Quarterly*]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.
- Fuchs, D., Elleman, A., Fuchs, L. S., Peng, P., Kearns, D. M., Compton, D. L., Patton III, S., Steacy, L., Toste, J., & Miller, A. *A randomized control trial of explicit instruction with and without cognitive training to strengthen the reading comprehension of poor readers in first grade* [Manuscript submitted for publication, revision granted, *Journal of Educational Psychology*]. Department of Special Education, Vanderbilt University, Nashville, TN, United States.
- Wexler, J. A., Kearns, D. M., Lemons, C., Stapleton, L., Pollack, M., Clancy, E. E., Hogan, E., Lyon, C., & Shelton, A. (2020). *Improving instruction in the co-taught middle school classroom to support reading comprehension* [Manuscript submitted for publication]. University of Maryland, College Park, MD, United States.

**FIRST SUBMISSIONS**

- Bray, L. E., Sinclair, A. C., Wei, Y., Clancy, E. E., Wexler, J., Kearns, D. M., & Lemons, C. J. (2019). *Why are students with disabilities often provided with limited instructional support within co-taught settings? Insights from co-teachers' sensemaking of their instruction* [manuscript submitted for publication]. Pennsylvania State University, University Park, PA, United States.



Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2020). *Unpacking the important relationship between set for variability and word reading development: Examining word features and child characteristics that contribute to item-level variance associated with the set for variability task* [manuscript in preparation]. Florida Center for Reading Research, Florida State University, Tallahassee, FL, United States.

Jagaiah, T., Olinghouse, N., Kearns, D. M., & Andrada, G. (2020). *Analysis of syntactic complexity and its relationship to writing quality in argumentative essays* [Manuscript submitted for publication], University of Hartford, Hartford, CT, United States.

### PAPERS IN PREPARATION

Kearns, D. M., Lyon, C. P., Stalega, M. V., Zagata, E., & Kelley, S. L. (2020). Concerns about teaching syllable division to facilitate polysyllabic word reading: Current research and possible alternatives. [Manuscript in preparation]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.

Baker Hayes, J., & Kearns, D. M. (2020). *Effects of peer-tutoring for adolescents with reading difficulties: Do the empirical data match the theorized promise?* [Manuscript in preparation]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.

Kearns, D. M., Brown, J. D., & Wei, Y. *Syllables as perceptual units in children's reading* [Manuscript in preparation]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.

Kearns, D. M., & Axelson, N. (2020). *Instruction for polysyllabic words: What do reading programs actually include?* [Manuscript in preparation]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.

Kearns, D. M., Borges, J., & Duffy, M. (2020). *Implementing data-based individualization in a large urban district: Can a small a researcher-practitioner collaboration make a difference?* [Manuscript in preparation]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.

Kearns, D. M., Bresina, B. C., Conner, C., Stewart, J., & Whaley, V. M. (2020). *Morphological instruction in interventions used in schools: An instructional program review* [Manuscript in preparation]. Department of Educational Psychology, University of Connecticut. Storrs, CT, United States.

Kearns, D. M., Walker, M., Kelley, S. L., & Lyon, C. P. (2020). *Semantics, morphology, and word recognition: Meta-analytic data on the strengths of correlations and effects of instruction* [Manuscript submitted for publication; revision granted, *Reading Research Quarterly*]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.

Whaley, V. M., & Kearns, D. M. (2019). *Modeling reading comprehension with lexical stress sensitivity* [Manuscript in preparation]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.

## GRANTS AND CONTRACTS

### 2020

Assessing and Preventing Detrimental Impacts on Literacy Acquisition During COVID-19-Related School Closures (2029373)

National Science Foundation

**\$199,448 (April 2020-March 2021). Co-Investigator.**

Effort: In kind.

Remediating Effects of COVID-19 on Early Reading with Integrated Instruction Online

National Institutes of Child Health and Human Development

\$2,500,000 (submitted; proposed July 1, 2021-June 30, 2026). Principal Investigator.

Effort: 18%

### 2019

*National Center for Leadership in Intensive Intervention 2* (H325H190003)

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

**\$500,000 (November 2019-October 2024). Site Principal Investigator.**

Effort: 2020: 1%; 2021: 1%; 2022: 1%; 2023: 1%; 2024: 1% (all in kind)

*Preparing Scholar Leaders to Study Interventions and Complex Systems Shaping the Lives and Outcomes of Students with Disabilities: A Special Education Leadership Preparation Program* (H325D190052)

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

**\$2,500,000 (with Boston University; November 2019-October 2024). Site Principal Investigator.**

Academic Year Effort: Year 1: 10%; 2021: 10%; 2022: 10%; 2023: 10%; 2024: 10% (all in kind)

*Supporting Optimal Outcomes for Students with Learning Differences* (OCA-Y-19-215)

The Oak Foundation

**\$1,115,191 (September 2019-August 2022). Co-Principal Investigator.**

Effort: 10% (in kind)

*Neuromodulation for Reading Improvement (NeuRI)* (2541250)

The Connecticut Institute for the Brain and Cognitive Sciences, University of Connecticut.

**\$25,000 (January 2019-June 2019). Principal Investigator.**

Effort: 1% (in kind)

*Evaluating the Impact of Integrated Behavior and Reading Multi-Tiered Systems of Support in Elementary Schools* (R324N190012)

Institute of Education Sciences, National Center on Special Education Research

**\$3,999,589 (July 2019-June 2024). Co-Investigator.**

Effort: 5%

## 2018

*Development and validation of precision learning executive function (PLEF) tool* (2018-188563)  
*APPRISE Project*

Silicon Valley Community Foundation

**\$2,900,000 (September 2018-February 2021). Co-Principal Investigator.**

Effort: 18%

*Statistical Learning in Word Reading Instruction for Poor Readers* (2541200)

The Connecticut Institute for the Brain and Cognitive Sciences, University of Connecticut.

**\$21,589 (July 2018-June 2019). Principal Investigator.**

Effort: 1% (in kind)

## 2017

*Intensive Intervention Certificate Pilot Project* (H326Q160001)

U. S. Department of Education, Office of Special Education (subcontract with American Institutes for Research for Intensive Intervention Support Center grant).

**\$488,477 (January 2017-December 2019). Principal Investigator.**

Effort: 18%

*Tracking Neurocognitive Changes During Computer-Aided Reading Instruction in Typically and Atypically Developing Children* (5R37HD090153-02)

Eunice Kennedy Shriver National Institute of Child Health and Human Development

**\$2,487,952 direct costs (July 1, 2017-June 30, 2022). Co-Principal Investigator.**

Effort: 1% (in kind)

*Experiential and Child Factors that Determine Acquisition of Orthographic-Phonological Regularities in a Quasi-Regular Writing System: An Integrated*

*Behavioral/Computational/Neurobiological Approach* (5P20HD091013-03 Sub-Project 7488)

Eunice Kennedy Shriver National Institute of Child Health and Human Development

**\$1,720,000 direct costs (January 1, 2017-December 31, 2020). Investigator/Mentee.**

*Using Live, "Bug-In-Ear" Coaching to Provide Immediate Feedback to In-Service Teachers*

University of Connecticut Center for Excellence in Teaching and Learning

**\$500 (January 1, 2018-May 1, 2018). Co-Principal Investigator.**

## 2016

*Intensive Intervention Certificate Pilot Project*

U. S. Department of Education, Office of Special Education Programs (subcontract from American Institutes for Research).

**\$171,006 (February 2016-December 2016). Principal Investigator.**

*Social Sciences, Humanities, and Arts Research Experience Grant with Marissa Gadacy*  
Office of Undergraduate Research Support, University of Connecticut.

**\$2,500 (January 2016-May 2016). Faculty mentor.**

## 2015

*A Multi-Tiered Approach to Improving Content Area Literacy Instruction in Middle Schools*  
(R324A150181)

Institute of Education Sciences National Center on Special Education Research.

**\$1,500,000 (July 2015-June 2019). Co-Principal Investigator. 20%**

*National Center for Leadership in Intensive Interventions.*

U. S. Department of Education, Office of Special Education Programs (subcontract from Vanderbilt University).

**\$768,712 (September 2015-August 2020). Co-Principal Investigator. 5%**

*Qualitatively-Different Reading Interventions and Their Effects on the Brain: An Interdisciplinary Approach to Solving an Educational Problem*

University of Connecticut, Academic Plan Competition, Tier III.

**\$299,312 (July 2015-June 2018). Principal Investigator.**

*As Children Get Older, Do Long Words Get Easier? Longitudinal Examination of Polysyllabic Word Reading in Elementary-Age Children*

Office of the Vice President for Research, University of Connecticut.

**\$23,580 (March 2015-March 2016). Principal Investigator.**

*Social Sciences, Humanities, and Arts Research Experience Grant with LaShawna Thompson*  
Office of Undergraduate Research Support, University of Connecticut.

**\$2,500 (January 2015-May 2015). Faculty mentor.**

## 2014

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

U.S. Department of Education, Office of Special Education Programs (subcontract from American Institutes for Research).

**\$32,913 (September 2014-August 2016). Principal Investigator. 26%**

*Undergraduate Research Opportunities Program Student Internships.*

Boston University.

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

**2013**

*Supporting Inclusive Practices in Reading in the Boston Public Schools*

Boston Public Schools.

**\$20,000 (September 2013-August 2014). Principal investigator. 13%**

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

U.S. Department of Education, Office of Special Education Programs (subcontract with American Institutes for Research)

**\$15,455 (September 2013-August 2014). Principal Investigator. 13%**

*Undergraduate Research Opportunities Program Student Internships.*

Boston University

**\$6,500. (January 2013-May 2013). Faculty mentor.**

**2012**

*Undergraduate Research Opportunities Program.*

Boston University

**\$5,000. (September 2012-December 2012). Faculty mentor.**

**2011**

*Multisyllabic Word Reading in University Students: Understanding Critical Psychological Units.*

Grants for Undergraduate Teaching and Scholarship Program: Boston University.

**\$1,405. (November 2011-May 2012). Principal Investigator.**

*Undergraduate Research Opportunities Program*

Boston University

**\$1,200. (October 2011-December 2011). Faculty mentor.**

**PRESENTATIONS****KEYNOTE**

Kearns, D. M. (2020, June). Principles of explicit instruction [Webinar]. The Windward Institute.

Kearns, D. M. (2020, May). How to help students read long words: Pol-y-syl-lab-ic word reading strategies [Webinar]. Haskins Global Literacy Hub.

Kearns, D.M. (2020, March). Integrated evidence-based reading support systems [Webinar]. Houghton Mifflin-Harcourt.

Kearns, D. M., & Hoeft, F. (2020, February). Building integrated evidence-based reading support systems [Paper presentation]. Houghton Mifflin-Harcourt Symposium, New Orleans, LA, United States.

- Kearns, D. M. (2019, October). Cutting edge approaches to intervention: Compensation strategies for students with dyslexia. Presented to the First Annual Conference of the International Dyslexia Association Connecticut, Cromwell, CT, United States.
- Kearns, D. M. (2019, October). [What is dyslexia?](#) Windward Teacher Training Institute (Community Lecture Series). White Plains, NY, United States.
- Kearns, D. M. (2019, October). [What is dyslexia?](#) [Paper presentation]. Third Annual Special Education in Connecticut Summit, Klebanoff Institute & the University of Connecticut, Hartford, CT, United States.
- Kearns, D. M. (2019, October). What is dyslexia and what instruction will help? [Paper presentation]. Connecticut Association of Reading Research, Tunxis Community College, Farmington, CT, United States.
- Kearns, D. M. (2019, September). Making the case for teaching foundational skills. Third convening of the Understood For All Education Leadership Group [Paper presentation]. Understood For All, New York, NY, United States.
- Kearns, D. M. (2019, July). Six causes of reading difficulty [Paper presentation]. Literate Brain Institute, Haskins Laboratories. New Haven, CT, United States.
- Kearns, D. M. (2019, May). Intensive intervention [Paper presentation]. LEARN Regional Educational Service Center, Old Lyme, CT, United States.
- Kearns, D. M. (2019, February). Introduction to intensive intervention and DBI in reading [Paper presentation]. EASTConn Professional Development Series, EASTConn, Hampton, CT.
- Kearns, D. M. (2018, August). Data-based individualization: Master series for instructional coaches [Paper presentation]. Educational Resource Center—Region 20. San Antonio, TX.
- Kearns, D. M. (2017, December). What is dyslexia? How do we help students with dyslexia? [Paper presentation]. Commonwealth of Virginia Department of Education, Richmond, VA, United States.
- Kearns, D. M. (2017, October). Data-based individualization in reading: An introduction [Paper presentation]. New York City Department of Education (NYC DOE), Special Education Office, New York, NY, United States.
- Kearns, D. M. (2017, May). Dyslexia: What it is, how it is identified, and what instruction should include? [Paper presentation]. Virginia Council of Administrators of Special Education (VCASE) Annual Conference, Virginia Beach, VA.
- Kearns, D. M. (2016, September). We can help children at-risk for reading difficulty: Here's how [Paper presentation]. Bridging the gap: Supporting EL/bilingual learners professional development workshop, McGraw-Hill Education, Farmington, CT.



Kearns, D. M. (2016, May). Three ways to sail smoothly toward literacy success [Paper presentation]. Southern Connecticut State University Literacy Conference, New Haven, CT.

Kearns, D. M. (2015, December). Everyday practices that make all the difference [Paper presentation]. Conference of the Connecticut Council for Exceptional Children. New Britain, CT, United States.

Kearns, D. M. (2015, May). Effective practices for intensifying scientific research-based interventions. Presentation to the State of Connecticut Education Resource Center. Meriden, CT, UNITED STATES.

### *INVITED*

#### *2020*

Sayeski, K. L., Lane, H., Kearns, D. M., & Hebert, M. (2020, February). Dyslexia 2.0: How to move beyond the "Big 5" to implement effective reading instruction [Paper presentation]. Annual Conference of the Council for Exceptional Children. Portland, OR, United States.

#### *2019*

Kearns, D. M. (2019, July). The role of the contextual and morphological semantic information in the orthographic learning [Paper presentation]. MURDR Talks for ARC Centre of Excellence in Cognition and its Disorders (CCD), Macquarie University, Sydney, Australia.

McCoach, D. B., Kearns, D. M., & Cintron, D. (2019, May). Teaching data science [Paper presentation]. Annual Conference of the New England Statistical Society, Hartford, CT, United States.

Borges, J., Kearns, D. M., & Duffy, M. (2019, March). Data-based individualization to increase literacy achievement: What we are doing in New York City [Paper presentation]. Annual Everyone Reading Conference, New York, NY, United States.

Zumeta Edmonds, R., Powell, S. R., & Kearns, D. M. (2019, February). To be clear: What every educator needs to know about explicit instruction [Webinar]. National Center on Intensive Intervention.

Wexler, J., Kearns, D. M., Lemons, C. J., Lyon, C., Pollack, M. S., & Clancy, E. E. (2019, January). Supporting middle school teachers' use of evidence-based literacy instruction [Paper presentation]. Annual Convention of the Council for Exceptional Children, Indianapolis, IN, United States.

Sayeski, K., Spear-Swerling, L., Lane, H., Kearns, D. M., Horowitz, S., & Bateman, D. (2019, January). *Dyslexia: A conversation about aligning practice with research and legislation* [Symposium]. Annual Convention of the Council for Exceptional Children, Indianapolis, IN, United States.

## 2018

- Borges, J., Duffy, M., & Kearns, D. M. (2018, June). Empowering special educators to think clinically about reading intervention: Implementing DBI in New York City Public Schools [Poster presentation]. Data-Based Decision-Making Summit at the Lorentz Center, University of Leiden. Leiden, Netherlands.
- Pollack, M. S., & Kearns, D. M. (2018, May). Using live, “bug-in-ear” coaching to provide immediate feedback to in-service teachers [Poster presentation]. Faculty Teaching Workshop Poster Session of the Center for Excellence in Teaching and Learning, Storrs, CT, United States.
- Kearns, D. M. (2018, May). Dyslexia: What it is and how to help children who have it [Paper presentation]. Nebraska Conference of the Council for Exceptional Children, Lincoln, NE, United States.
- Kearns, D. M. (2018, February). Is word reading instruction good enough? “Ignite” paper presented at the Pacific Coast Research Conference, Coronado, CA, United States.
- Kearns, D. M. (2018, January). Unsiloing instruction across general and special education: How realistic is it? [Paper presentation]. Institute for Education Sciences Annual Principal Investigators Meeting. Crystal City, VA, United States.

## 2016

- 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. In R. Zumeta Edmonds (Chair), *CEC-DLD Showcase* [Symposium]. Annual Conference of the Council for Exceptional Children. St. Louis, MO, United States.
- 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*. [Symposium]. Annual Conference of the Council for Exceptional Children. St. Louis, MO, United States.
- Kearns, D. M. (2016, March). Teaching basic reading skills effectively and efficiently with research-supported practices [Paper presentation]. Haskins Training Institute. New Haven, CT, United States.
- Kearns, D. M. (2016, January). Tiered instructional models [Paper presentation]. Leadership Training of the Connecticut K-3 Literacy Initiative. New Britain, CT, United States.
- Kearns, D. M. (2016, January). Your everyday practices make all the difference. Paper presented to the Connecticut Teach For America Teaching as Leadership Conference. New Haven, CT, United States.

*2015*

Kearns, D. M. (2015, July). Is “set for variability” a unique reading-related skill? ARC Centre of Excellence in Cognition and Its Disorders, Macquarie University, Sydney, Australia.

Kearns, D. M. (2015, May). Peer-Assisted Learning Strategies in reading: A Peer-mediated system for improving academic and social behavior [Paper presentation]. Northeast PBIS Network Leadership Forum, Mystic, CT, United States.

Kearns, D. M., & Foorman, B. (2015, April). The Common Core State Standards for K-5 ELA: Facts, myths, and what’s next? In R. Zumeta Edmonds (Chair), Division of Learning Disabilities Program Chair Featured Session. Annual Convention of the Council for Exceptional Children, . San Diego, CA, United States.

Gersten, R., Zumeta, R. O., Kearns, D. M., Lembke, E., & Anderson, L. (2015, March). Implementing data-based individualization [Paper presentation]. Intensive Intervention Summit, Washington, DC, United States.

Kearns, D. M. (2015, March). Implementing data-based individualization in Rhode Island. Paper presented to the Special Education unit of the Rhode Island Department of Education. Providence, RI, United States.

*2014*

Kearns, D. M. (2014, October). RTI in the NYC Public Schools: Improving education outcomes for all students. Paper presented to the New York City Public Schools. New York, NY, United States.

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, United States.

*2013*

Kearns, D. M. (2013, October). De+ci+sions, Decide+sions, Decisions: How elementary-age children read polysyllabic words. Paper presented at Haskins Laboratories at Yale University. New Haven, CT, United States.

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, United States.

Kearns, D. M. (2013, April). How children with reading problems deal with long and polysyllabic words [Paper presentation]. Center for Behavioral Educational Research, University of Connecticut. Storrs, CT, United States.

2012

Kearns, D. M. (2012, December). Are petals like pleats? An investigation of consistency effects in children's reading of polysyllabic words [Paper presentation]. ARC Centre of Excellence in Cognition and Its Disorders. ARC Centre of Excellence in Cognition and Its Disorders, Macquarie University, Sydney, Australia.

**PEER-REVIEWED**

2020

Kearns, D. M., Rueckl, J., Flores-Gonzales, S., & Zhao, M. (2020, July). Effects of rules, practice, and contextual diversity on orthographic learning in elementary-age children. Paper to be presented at the Annual Conference of the Society for the Scientific Study of Reading. Newport Beach, CA, United States. (Conference canceled).

Bray, L. E., Sinclair, A., Wei, Y., Clancy, E., Wexler, J., Lemons, C. J. & Kearns, D. M. (2020, April 17–21) Lessons from middle school teachers on their provision of literacy instruction in co-taught English language arts classrooms [Poster Session]. AERA Annual Meeting San Francisco, CA, United States. <http://tinyurl.com/sfl7p8e> (Conference canceled).

Peng P., Fuchs D., Fuchs, L., Cho, E., Elleman, A. M., Kearns D. M., Patton, S., & Compton, D. L. (2020, April 17–21). Is “Response/No Response” too simple a notion for RTI frameworks? Exploring the validity of multiple response types with latent profile analysis [Paper presentation]. Annual Conference of the American Educational Research Association. San Francisco, CA, United States. (Conference canceled).

Kelley, S., Lyon, C. J., & Kearns, D. M. (2020, February). Mapping reading intervention elements to neurocognitive changes in developing readers. Paper to be presented at the Annual Convention of the Council for Exceptional Children. Portland, OR, United States.

Kearns, D. M., Borges, J., & Duffy, M. (2020, February). Scaling up DBI: Teaching, developing, and building independence in partner schools. Paper to be presented at the Annual Convention of the Council for Exceptional Children. Portland, OR, United States.

2019

Kearns, D. M. (2019, November). *Can we improve reading intervention after all these years? We say yes!* Symposium at the Annual Conference of the International Dyslexia Association (Chair). Portland, OR, United States.

Kearns, D. M. (2019, November). Successful word reading interventions that include morphology and semantics: Implications for practice [Paper presentation]. Annual Conference of the International Dyslexia Association. Portland, OR, United States.

- Borges, J., Kearns, D. M., Duffy, M., & Fuchs, D. (2019, July). Data-based individualization to increase literacy achievement for students in need of intensive intervention in reading [Paper presentation]. the First Annual NYCDOE Forum on Connecting Research, Policy & Practice. New York, NY, United States.
- Kearns, D. M., & Al Ghanem, R. (2019, July). The role of the contextual and morphological semantic information in the orthographic learning of English polysyllabic words. In K. P. Miles (Chair), *Orthographic learning [Paper presentation]*. the Annual Conference of the Society for the Scientific Study of Reading. Toronto, Canada.
- Miles, K. P., & Kearns, D. M. (2019, July). A computer vs. human analysis of the orthographic regularity of high frequency words. In K. P. Miles (Chair), *Orthographic learning [Symposium]*. Annual Conference of the Society for the Scientific Study of Reading. Toronto, Canada.
- Allor, J., Kearns, D. M., Conner, C., & Al Otaiba, S. (2019, July). Improving the “text-diet” for early and struggling readers: Selecting and adapting text [Poster presentation]. Annual Meeting of the Society for Text and Discourse, New York, NY, United States.
- Kearns, D., Conner, C., Whaley, V., Stewart, J., & Bresina, B. (July 2019). Morphological instruction in programs used in schools: A (Mostly) comprehensive survey. Annual Meeting of the Society for Text and Discourse, New York City, NY, United States.
- Kelley, S., Lyon, C., Kearns, D. M. (2019, May). Mapping reading intervention elements to neurocognitive changes in developing readers [Poster presentation]. University of Connecticut Center for Behavioral Education and Research (CBER) Graduate Research Symposium. Storrs, CT, United States.
- Miles, K. P., & Kearns, D. M. (2019, March). An analysis of the regularity of “sight words” [Paper presentation]. Annual Everyone Reading Conference, New York, NY, United States.
- Allor, J., Kearns, D. M., Al Otaiba, S., Conner, C., & Ortiz, M. (2019, January). Improving the "text diet" for early and struggling readers: Selecting and adapting text [Paper presentation]. Annual Convention of the Council for Exceptional Children. Indianapolis, IN, United States.
- Kearns, D. M., Anderson, L., Axelson, N., Borges, J., & Duffy, M. (2019, January). Lessons from the field: Practical implementation of data-based individualization [Paper presentation]. Annual Convention of the Council for Exceptional Children. Indianapolis, IN, United States.
- Kearns, D. M., Clancy, E. E., Lyon, C., Pollack, M. S., & Wexler, J. (2019, January). Coteaching and content-area literacy [Paper presentation]. Annual Convention of the Council for Exceptional Children. Indianapolis, IN, United States.
- Whaley, V. M., & Kearns, D. M. (2019, January). Creating and implementing a word reading intervention with morphemes [Paper presentation]. Annual Convention of the Council for Exceptional Children. Indianapolis, IN, United States.

Wexler J., Kearns, D. M., Lemons, C. J., Clancy, E. E., Shelton, A., Pollack, M. S., Lyon, C., & Hogan, E. (January 2019). Project CALI (Content Area Literacy Instruction): An overview, initial findings, and challenges of bridging research to practice in a professional development study for middle school co-teachers [Paper presentation]. IES Annual Principal Investigator Meeting. Alexandria, VA, United States.

2018

Hiebert, E., Tortorelli, L., Conradi Smith, K., Amendum, S., Lupo, S., & Kearns, D. M. (2018, December). Vocabulary and topic familiarity: Variable or static across text levels? Paper presented at the Annual Conference of the Literacy Research Association. Indian Wells, CA, United States.

Li, M., & Kearns, D. M. (2018, July). Phinder: An educational website to combat academic underachievement in reading [Poster presentation]. Annual Conference of the International School Psychology Association. Tokyo, Japan.

Kearns, D. M. (2018, July). Do children rely on orthography when they correct mispronunciations? [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. Brighton, England.

Kearns, D. M. (2018, July). What are evidence-based strategies for reading long words? Using research on polysyllabic and polymorphemic reading to make our teaching better [Paper presentation]. Annual Conference of the International Literacy Association. Austin, TX, United States.

Martinez-Lincoln, A., & Kearns, D.M. (2018, July). Culturally responsive teaching strategies to increase achievement in students [Poster presentation]. OSEP Project Directors' Conference, Washington, DC, United States.

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 presentation]. OSEP Project Directors' Conference, Washington, DC, United States.

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 [Paper presentation]. Annual Graduate Student Symposium of the Center for Behavioral Educational Research, Storrs, CT, United States.

Kearns, D. M., Borges, J., Anderson, L., Benstraum, S., Sackris, B., & Nivens, W. (2018, April). Case studies of intensive intervention in diverse locations: Implementation of data-based individualization in large urban and small suburban school districts [Paper presentation]. Annual Convention of the Council for Exceptional Children, Tampa, FL, United States.



Whaley, V. M., & Kearns, D. M. (2018, April). Unwinding the rope model: A closer look at contributions to reading comprehension [Paper presentation]. Annual Convention of the Council for Exceptional Children, Tampa, FL, United States.

Borges, J., & Kearns, D. M. (2018, March). What to do after Tier 2: Data-based individualization [Paper presentation]. Everyone Reading Conference. New York, NY, United States.

Kearns, D. M., Wexler, J., & Lemons, C. J. (2018, February). Project CALI: Professional development to enhance content-area literacy instruction [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

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, United States.

### 2017

Kearns, D. M. (2017, July). Vowel pronunciations in polysyllabic words [Paper presentation]. 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 presentation]. Annual Convention of the Council for Exceptional Children, Boston, MA, United States.

Kearns, D. M., Wexler, J., & Lemons, C. J. (2017, April). What happens in co-taught classrooms? An observation study [Paper presentation]. Annual Convention of the Council for Exceptional Children. Boston, MA, United States.

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 [Paper presentation]. American Educational Research Association Annual Meeting. San Antonio, TX, United States.

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* [Symposium]. Pacific Coast Research Conference. Coronado, CA, United States.

Savaiano, M. E., & Kearns, D. M. (2017, November). Comparing Braille to printed English [Paper presentation]. Missouri AER Conference, Columbia, MO, United States.

### 2016

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 presentation]. International Dyslexia Association Annual International Conference. Orlando, FL, United States.

Gadacy, M. & Kearns, D. M. (2016, October). Polysyllabic word spelling: Does word type influence perceived length of words? [Poster presentation]. biannual Frontiers in Undergraduate Research Poster Exhibition. Storrs, CT, United States.

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 presentation]. 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* [Symposium]. Annual Conference of the Society for the Scientific Study of Reading. Porto, Portugal.

Savaiano, M. E., & Kearns, D. M. (2016, May). Alignment of Braille and print English for learning and instruction [Paper presentation]. Sixth General Assembly of the International Council on English Braille. Baltimore, MD, United States.

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 presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

## 2015

Savaiano, M. E., & Kearns, D. M. (2015, November). Comparing Braille to printed English [Paper presentation]. Twelfth Biennial Getting in Touch with Literacy Conference. Albuquerque, NM, United States.

Kearns, D. M., & Al Ghanem, R. (2015, July). The role of orthographic knowledge in polysyllabic word reading [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading. Kona, HI, United States.

Carlisle, J. F., Kearns, D. M., & Hiebert, E. (2015, July). Examination of polysyllabic and polymorphemic words in first- and third-grade reading texts [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. Kona, HI, United States.

Al Ghanem, R., Kearns, D. M., & Toste, J. R. (2015, July). Orthographic learning for morphologically complex words [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. Kona, HI, United States.

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 presentation]. Annual Convention of the Council for Exceptional Children. San Diego, CA, United States.

- 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 presentation]. Annual Convention of the Council for Exceptional Children. San Diego, CA, United States.
- Kearns, D. M. (2015, March). Effect of set for variability on word recognition in developing readers: Strong evidence for an understudied skill? [Poster presentation]. Biennial Conference of the Society for Research on Child Development. Philadelphia, PA, United States.
- 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 presentation]. Spring Conference of Society for Research on Educational Effectiveness. Washington, DC, United States.
- Kearns, D. M., & Al Ghanem, R. (2015, February). The effects of item-specific and general child knowledge in word reading [Paper presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
- 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 presentation]. Pacific Coast Research Conference. Coronado, CA, United States.
- Savaiano, M., & Kearns, D. M. (2015, February). Braille and printed English: Alignment for learning and instruction [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.
- 2014*
- 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 presentation]. 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, United States.
- Al Ghanem, R., & Kearns, D. M. (2014, July). Reading polysyllabic words: Roles of children's word-specific and general reading-related skills [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. Santa Fe, NM, United States.
- 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 presentation]. Annual Conference of the Society for the Scientific Study of Reading. Santa Fe, NM, United States.

- 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 presentation]. Annual Conference of the Society for the Scientific Study of Reading. Santa Fe, NM, United States.
- McCarthy, T., Rosenblum, P., Johnson, B., Dittel, J., & Kearns, D. M. (2014, July). Using artificial intelligence to teach braille contractions [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. Santa Fe, NM, United States.
- 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. United States.
- 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, United States
- 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 [Symposium]. Annual Conference of the Council for Exceptional Children. Philadelphia, PA, United States.
- 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 presentation]. Annual Conference of the Council for Exceptional Children. Philadelphia, PA, United States.
- 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 [Symposium]. Pacific Coast Research Conference. Coronado, CA, United States.
- 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 presentation]. Pacific Coast Research Conference. Coronado, CA, United States.
- 2013
- Kearns, D. M., Al Ghanem, R., Xu, X., & Putnam, R. (2013, November). Frequency and consistency effects in lexical decision for polysyllabic words [Poster presentation]. Psychonomic Society Annual Meeting. Toronto, Canada.

- Kearns, D. M. (Chair). (2013, October). Intensive intervention: Evidence for bold new directions in Special Education [Paper presentation]. Annual Conference of the Association of Researchers In Special Education. Nashville, TN, United States.
- 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 presentation]. 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 presentation]. Annual Conference of the International Academy of Research in Learning Disabilities. Boston, MA, United States.
- 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 presentation]. Annual Conference of the International Reading Association. San Antonio, TX, United States.
- Kearns, D. M. (2013, April). How children read multisyllabic words: What word parts do they use? [Poster presentation]. Annual Conference of the Council for Exceptional Children. San Antonio, TX, United States.
- Kearns, D. M. (2013, February). Child and word characteristics related to polysyllabic word reading [Poster presentation]. Pacific Coast Research Conference. Mission Bay, CA, United States.
- 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* [Symposium]. Pacific Coast Research Conference. Mission Bay, CA, United States.
- 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 presentation]. Pacific Coast Research Conference. Mission Bay, CA, United States.

## 2012

- 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 presentation]. Annual Conference of the Society for Research on Educational Effectiveness, Washington, DC, United States.
- 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 presentation]. 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 presentation]. 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 presentation]. 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]. 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, United States.

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 presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

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 presentation]. Vanderbilt Kennedy Center Science Day, Nashville, TN, United States.

### *2011*

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 presentation]. Annual Conference of the Society for the Scientific Study of Reading, St. Petersburg, FL, United States.

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]. Annual Conference of the Society for the Scientific Study of Reading. St. Petersburg, FL, United States.

Kearns, D. M., Vukovic, R. K., & Seethaler, P. (2011, February). Cognitive processes related to reading and math disability: Relevant for instruction? (Chair) [Symposium]. Pacific Coast Research Conference. Coronado, CA, United States.



Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. L., & Patton III, S. A. (2011, February). Cognitive processes related to reading disability [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

### 2010

Powell, S. R., & Kearns, D. M. (July, 2010). Students learning from each other: Peer tutoring in reading and mathematics [Paper presentation]. 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 presentation]. International Meeting of the Psychometric Society. Athens, GA, United States.

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 presentation]. Institute of Education Sciences Research Conference. Oxon Hill, MD, United States.

Gilbert, J., Kearns, D. M., & Compton, D. L. (2010, February). Using student and word characteristics to examine students' probability of reading words correctly [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

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? [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

### 2009

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 presentation]. Annual Conference of the Society for the Scientific Study of Reading. Boston, MA, United States.

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 presentation]. Institute of Education Sciences Annual Conference. Washington, DC, United States.

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 presentation]. Institute of Education Sciences Annual Conference. Washington, DC, United States.

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 presentation]. Society for Research on Child Development Biennial Conference. Denver, CO, United States, United States.

Kearns, D. M., & Fuchs, D. (2009, February). Can cognitive assessment lead to better interventions for non-responders? [Paper presentation]. Learning Disabilities Association of America Annual Conference. Salt Lake City, UT, United States.

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 presentation]. Pacific Coast Research Conference. San Diego, CA, United States.

## 2008

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 presentation]. Institute of Education Sciences Research Conference. Washington, DC, United States.

Kearns, D. M., & Fuchs, D. (2008, April). What is the value of cognitive assessment in an RTI framework? Paper presented at the Annual Conference of the Council for Exceptional Children. Boston, MA, United States.

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 presentation]. American Educational Research Association Annual Meeting. New York, NY, United States.

Kearns, D. M., & Fuchs, D. (2008, February). Cognitive assessment in an RTI framework [Paper presentation]. Learning Disabilities Association of America Annual Conference. Chicago, IL, United States.

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 presentation]. Pacific Coast Research Conference. San Diego, CA, United States.

## OTHER RESEARCH EXPERIENCE

2014 Participant. Single-Case Intervention Research Design and Analysis Summer Training Institute)  
National Center for Special Education Research, Institute for Education Sciences, Madison, WI

2006–2011 Research Associate (*Understanding Comorbidity* project)

Vanderbilt University, Nashville, TN

- 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).

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## 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 ON INTENSIVE INTERVENTION*

- **Lead Developer.** Sequence of four eight-module courses on intensive intervention (introduction, reading, mathematics, behavior).
- **Lead Designer.** Introduction to Intensive Intervention Course. Course materials can be downloaded from <https://intensiveintervention.org/intensive-intervention-features-explicit-instruction> and used by any individuals who have interest
- **Lead Instructor.** Modules 1, 2, 4, 5, 6, 7, and 8 of Intensive Intervention Course.

## UNIVERSITY TEACHING EXPERIENCE

*UNIVERSITY OF CONNECTICUT COURSES*

|           |  |
|-----------|--|
| EPSY 3130 | Methods for Teaching Students with Disabilities  |
| EPSY 5114 | Adolescent Literacy for Students with and At-Risk for Disabilities                         |
| EPSY 5116 | Assessment for Students with and At-Risk for Disabilities                                  |
| EPSY 5123 | Intensive Intervention for Students with and At-Risk for Disabilities                      |
| EPSY 5195 | Workshop in Education: Data Fundamentals (Doctoral course co-taught with D. Betsy McCoach) |
| EPSY 5199 | Psychology of Reading (Doctoral-Level Independent Study/Colloquium)                        |
| EPSY 6914 | Introduction to Data Science (Doctoral seminar co-taught with D. Betsy McCoach)            |

*BOSTON UNIVERSITY COURSES*

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

*GUEST LECTURES*

Kearns, D. M. (2020, January). Reading research panel. Panel presentation to the Science of Learning and Art of Communication (SLAC) with S. Kelly, S. Richards, & J. Rueckl. University of Connecticut. Storrs, CT.

Kearns, D. M. (2019, December). Linking education and neurobiological research. Presentation to the Clinical Research Seminar. Department of Psychological Sciences, Clinical Division, College of Liberal Arts and Sciences, University of Connecticut. Storrs, CT.

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.

**ADVISING AND MENTORSHIP*****MASTER'S THESES***

Oliver Sawi. (2017). University of Connecticut. Reader.  
 Lyndall Murray. (2018-2019). Macquarie University (Australia). External Reviewer.

***COMPREHENSIVE EXAMINATIONS***

Thilagha Jagaiah. (2017). University of Connecticut. Co-chair.  
 Joanne Hayes. (2019). University of Connecticut. Chair.  
 Kaitlin Leonard. (2019). University of Connecticut. Member.  
 Carlin Conner. (2019). Southern Methodist University. Member.

***DOCTORAL DISSERTATIONS******PROPOSAL DEFENSES***

Diana Kelley (2019). University of Connecticut. Primary advisor in collaboration with Jennie Weiner and Morgaen Donaldson in the Department Educational Leadership.  
 Joanne Hayes. (2020). University of Connecticut. Chair.  
 Carlin Conner. (2019). Southern Methodist University. Member.  
 Kaitlin Leonard. (2019). University of Connecticut. Member.

***DISSERTATION DEFENSES***

Oliver Sawi. (2019). University of Connecticut. Reader.  
 Reem Al Ghanem. (2017). Boston University. Co-chair.  
 Thilagha Jagaiah. (2017). University of Connecticut. Co-chair.  
 Melissa Labelle. (2019). Boston University. Member.  
 Mari Cuticelli (2016). University of Connecticut. Reader.  
 Yan Wei (2015). University of Connecticut. Graduated. Reader.

***POST-DOCTORAL MENTORSHIP***

Silvia Clement-Lam. (2020). University of Connecticut. T-32 Award.

**SCHOOL-BASED TEACHING EXPERIENCE*****TEACHING EDUCATORS***

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

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

- 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 Literacy Specialist. Teach For America (TFA), Houston, TX, Philadelphia, PA, and Los Angeles, CA
- 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 Teacher Leader. California Reading and Literature Project, Center X, University of California, Los Angeles, CA
- Presented workshops on English Language Development.
  - Assisted other Teacher Leaders in building facilitation skills.
- 2000–2001 Corps Member Advisor and Learning Team Leader. Teach for America, Houston, TX and Los Angeles, CA
- 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 Literacy Remediation Specialist. The Kelter Center, Los Angeles, CA
- Taught students with identified reading disabilities.
  - Implemented the Lindamood-Bell Phoneme Sequencing Program.
- 1999–2004 Third Grade Teacher. Lynwood Unified School District, Lynwood, CA
- 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.

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**SERVICE**


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**INTERNATIONAL, NATIONAL, AND LOCAL SERVICE****LEADERSHIP**

- 2020–  
2020 Advisory Board member, Haskins Global Literacy Hub  
Member. International Dyslexia Association’s Annual Conference Executive Committee.
- 2018–  
2018– Board member. International Dyslexia Association—Connecticut Branch.  
Expert. [Understood](#).
- 2016–2018 Membership Chair. Division of Learning Disabilities of the Council for Exceptional Children Executive Board.
- 2016–2018 Co-Coordinator. Graduate Student and Early-Career Researcher Preconference. Society for the Scientific Study of Reading.
- 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.
- 2015–  
2013–2017 Representative. Higher Education Consortium for Special Education (HECSE).  
Conference Chair. Association of Researchers In Special Education (ARISE) Annual Conference.
- 2013–2016 Member. Performance and Standards Committee, Division of Learning Disabilities of the Council for Exceptional Children.
- 2013 Member. Boston Public Schools Literacy Expert Panel

**EDITORIAL BOARDS**

- 2019–  
2017–2018 *The Reading League Journal*. Associate editor.  
*Assessment for Effective Intervention*.
- 2016–  
2015– *Journal of Educational Psychology*.  
*The Reading Teacher*.
- 2016–  
2016– *Reading Research Quarterly*.  
*Remedial and Special Education*.
- 2014–2017 *Assessment for Effective Intervention*. Associate editor.
- 2014–  
2014– *American Journal of Intellectual and Developmental Disabilities*.

**JOURNAL REVIEWS**

- 2008 *Annals of Dyslexia*.
- 2018 *Applied Psycholinguistics*.
- 2016 *Child Development*.
- 2014, 2016–2018, 2019 *Elementary School Journal*.
- 2011–2012, 2015, 2019–2020 *Exceptional Children*.
- 2014, 2018 *Exceptionality*.
- 2014 Handbook of Research on Diversity in Special Education.
- 2015–2016 *Journal of Educational Psychology*.

- 2016, 2017 *Journal of Educational Psychology*. Guest Editor  
 2013 *Journal of Experimental Child Psychology*.  
 2014 *Journal of Learning Disabilities*.  
 2017–2018 *Journal of Research in Reading*.  
 2013 *Journal of Special Education*.  
 2018 *Language, Speech, and Hearing Sciences in the Schools*.  
 2014–2016 *Reading Research Quarterly*.  
 2014, 2016–2019 *Reading and Writing: An Interdisciplinary Journal*.  
 2013–2014, 2016 *Remedial and Special Education*.  
 2015–2019 *Scientific Studies of Reading*.

### **CONFERENCE REVIEWS**

- 2013–2020 Annual Conference of the Society for the Scientific Study of Reading.  
 2011, 2013–2015, 2017–2018 Annual Conference of the Council for Exceptional Children.  
 2018 Annual Conference of the International Dyslexia Association.  
 2015 Society for Research on Educational Effectiveness Conference.

### **GRANT REVIEWS**

- 2020–2022 Institute for Education Sciences. Reading, Writing, and Language Development Panel (Principal Member)  
 2019 Institute for Education Sciences. Reading, Writing, and Language Development Panel  
 2019 Institute for Education Sciences. Low-Cost Dyslexia/SCD Panel  
 2019 National Science Foundation. EHR Core Research Program Panel  
 2019–2020 Spencer Foundation  
 2012 Social Sciences and Humanities Research Council of Canada

### **MEMBERSHIPS**

- 2008– Council for Exceptional Children  
 2009– Society for the Scientific Study of Reading (voting member)  
 2013–2015 International Academy for Research in Learning Disabilities  
 2019– Society for Text & Discourse

### **TECHNICAL ASSISTANCE**

- 2019– Tolland Public Schools, Tolland, CT. Implementation of Data-Based Individualization.  
 • 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
- 2017– New York City Public Schools. Implementation of Data-Based Individualization.  
 • 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
- 2013–2016 Bristol-Warren Schools, Bristol, RI., and the National Center on Intensive Intervention, Washington, DC. Implementation of Data-Based Individualization.
- 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
- 2013–2014 Boston Public Schools, Department of Special Education, Boston, MA. Literacy Professional Development Support.
- 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

## UNIVERSITY SERVICE

### *DEPARTMENT*

- 2019–2020 Member. Department of Educational Psychology Promotion, Tenure, & Review Committee
- 2019–2020 Member. Department of Educational Psychology Scholarship Committee
- 2019 Member, Learning Sciences Faculty Search Committee
- 2019 Member, Special Education Faculty Search Committee
- 2017 Facilitator. Special Education Roundtable
- 2016–2017 Coordinator. Special Education Program Undergraduate Recruitment Initiative
- 2015–2018 Member. Department of Educational Psychology Merit Committee

### *SCHOOL*

- 2020– Member, Neag School of Education Speaker Series Committee
- 2018–2019 Member. Neag School of Education Ad Hoc Committee on Co-Teaching
- 2016–2017 Leader. Teacher Education Program Subgroup for Core Practice 3
- 2016 Co-Host. Visiting scholar for mathematics methods course (with Tutita Casa)
- 2012–2013 Member. Boston University School of Education Adolescent Literacy Tenure-Track Faculty Search Committee
- 2012–2013 Member. Boston University School of Education Special Education Ph.D. Program Design Subcommittee

### *UNIVERSITY*

- 2020– Member, Office of the Vice President for Research Internal Competitions Advisory Board
- 2018– Member. UConn Institute for Brain and Cognitive Science Steering Committee
- 2018 Member. UConn KIDS Child Research Recruitment Coordinator Search Committee
- 2017–2018 Member. UConn Brain Imaging Research Center Director Search Committee

- 2017–2018 Member. SHARE Grant Review Committee  
2015–2019 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 Consortium  
2012–2013 Member. Boston University Research Advisory Committee  
2012–2013 Member. Boston University Faculty Council  
2012–2013 Member. Boston University Faculty Council Equity and Diversity Subcommittee

### **OTHER PROFESSIONAL EXPERIENCE**

- 2011–2016 Lead Reading Consultant. National Center on Intensive Intervention.  
2008–2010 Consultant. National Center on Responsiveness to Intervention.  
2005–2006 Curriculum Designer. Teach for America (TFA), Houston, TX, Philadelphia, PA, and Los Angeles, CA.
- 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.

### **OTHER INFORMATION**

[Biography and Photographs](#)