**VITA**

**Karen R. Harris, Regents Professor Emeritus and Research Professor**

Division of Educational Leadership and Innovation

Mary Lou Fulton Teachers College

Arizona State University

**August 18, 2024**

**ADDRESS:**

Mary Lou Fulton Teachers College

Division of Educational Leadership and Innovation

Arizona State University

P.O. Box 871811

Tempe, AZ 85287-1811

Karen.R.Harris@asu.edu

Website: <https://search.asu.edu/profile/1980816>

ORCID ID: orcid.org/0000-0002-2618-8510

**ACADEMIC BACKGROUND**

 Ed.D. Auburn University, Auburn, AL (1981)

 Major: Special Education ‑ Learning Disabilities

 Minors: Research and Statistics; Educational Administration

 M.A. University of Nebraska, Lincoln, NE (1978)

 Major: Educational Psychology: Statistics, Learning, and Child Development

 B.A. University of Northern Colorado, Greeley, CO (1974); Summa Cum Laude

B.A.: Elementary Education

B.A.: Education of the Acoustically Handicapped

**Honors and Awards:**

Lifetime member of the European Literacy Network Summit Honor Committee, for lifetime outstanding contributions to the literacy cause, 2024. Honored at the European II Literacy Summit, March 10-12, 2025.

APA Division 15 Career Award 2022. Literacy and professional development from the viewpoint of self-regulated strategy development (SRSD): Lessons learned, barriers, and implications. <https://www.youtube.com/watch?v=WlrV5iZz8Fc>).

Jeannette Fleischner Career Leadership Award, 2020, CEC Division of Learning Disabilities

Finalist, 2019, ASU Faculty Women’s Association Outstanding Faculty Mentor Award

 American Educational Research Association, 2017, Special Interest Group: Studying and Self-Regulated Learning, Zimmerman Award, recognizing a researcher who has developed a programmatic area of research that has made a strong theoretical, empirical, and applied impact on the field.

American Educational Research Association, 2016, Division C Scribner Award, for a program of work that has significantly influenced thinking and research in the field of learning and instruction.

American Educational Research Association, 2016, Division K Award for Exemplary Research in Teaching and Teacher Education, for Harris, K.R., Graham, S., & Adkins, M. (2015) Practice-based professional development and self-regulated strategy development for Tier 2, at-risk writers in second grade. *Contemporary Educational Psychology, 40*, 5-16.

Division 15 of the American Psychological Association Student Poster Award for study by Houston, J., Ray, A., Barkel, A., Aitken, A., Kavanaugh, C., Harris, K., & Graham, S. (2016). *SRSD for writing persuasively from text: An RCT.*

CEC Division for Research Student Research Award in the qualitative design method category (2016). McKeown, D., Brindle, M., Harris, K.R., Sandmel, K., Steinbrecher, T., Graham, S., Lane, K., & Oakes, W. “Teachers’ voices: Understanding effective practice-based professional development for elementary teachers on SRSD in writing,” McKeown, Brindle, Sandmel, and Steinbrecher were former advisees.

Kauffman-Hallahan Distinguished Researcher Award, with Steve Graham, Division for Research of the Council for Exceptional Children, 2015

 Fellow, American Educational Research Association, 2010

 Recognition from the American Psychological Association for exemplary leadership as

 Editor of the *Journal of Educational Psychology*, 2002-2008

 Fellow, American Psychological Association Division 15 (Educational Psychology), 2007

 Career Award for Research, with Steve Graham, International Council for Exceptional

Children, 2005

Ninth Most Published Scholar in Journals in Educational Psychology from 1991-2002 (study published in *Contemporary Educational Psychology*, 2004, Vol. 29, pp. 333-343).

 Classic Articles in Special Education: Articles that Shaped the Field, 1960-1996. Identified in *Remedial and Special Education, 25*(2), 2004 (for: Harris, K.R., & Pressley, M. 1991. The nature of cognitive strategy instruction: Interactive strategy construction. *Exceptional Children, 57,* 392-404)

 Samuel A. Kirk Award, Division of Learning Disabilities, Council for Exceptional Children, for Best Review/Theoretical Paper in *Learning Disabilities Research and Practice* (for: Graham, S., Harris, K.R., & Larsen, L., 2001. Prevention and intervention for writing difficulties for students with learning disabilities, *16*, 74‑84)

Fellow, International Academy for Research in Learning Disabilities, 2002

Distinguished Researcher Award, American Educational Research Association, Special Interest Group ‑ Special Education Research, 2001

Outstanding Service to Persons with Disabilities Award, President’s Commission on Disability Issues, University of Maryland, 1998

 Distinguished Scholar‑Teacher Award, University of Maryland, 1997

Lilly‑Center for Teaching Excellence Award and Teaching Fellow, University of Maryland, 1996

Outstanding Young Researcher Award, University of Maryland Chapter, Golden Key National Honor Society, 1987

Phi Delta Kappa, Outstanding Doctoral Research Award, Auburn University Chapter, 1982

**Certifications Held:**

Education of the Acoustically Handicapped, Educational Administration, Elementary Education, Learning Disabilities, Mental Retardation

**PROFESSIONAL WORK EXPERIENCE**

2012 -2022 Mary Emily Warner Endowed Professor; Learning, Literacies, and Technologies, Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College, Arizona State University

2016 -2022 Faculty Affiliate, Speech and Hearing Science, College of Health Solutions, ASU.

2013 -2021 Research Professorial Fellow, Institute for Learning Sciences and Teacher Education, Australian Catholic University, Brisbane, Australia.

2013 -2022 Faculty Affiliate, Department of Cognitive Sciences, Arizona State University

2012 -2018 Faculty Affiliate, Institute for the Science of Teaching and Learning, Arizona State University

2018 (June) Visiting Professor, Faculty of Linguistics, Literature and Cultural Studies, University of Regensburg, Regensburg, Germany.

2005‑2012 Professor and Currey Ingram Chair of Special Education and Literacy, Vanderbilt University, Department of Special Education.

2006-2010 Faculty Affiliate, Interdisciplinary Program in Educational Psychology, Vanderbilt University

2005-2012 Learning Science Institute Investigator, Vanderbilt University

2005-2012 Member, Vanderbilt Kennedy Center for Research on Human Development, Vanderbilt University

1994‑2004 Professor, University of Maryland, Department of Special Education.

1999‑2004 Affiliate Faculty Member, Department of Human Development, Educational Psychology Specialization.

1989 Dean’s Associate, Academic Leadership Intern Program, College of Education, University of Maryland; Dean Dale Scannell.

1983‑1994 Assistant/Associate Professor, University of Maryland, Department of Special Education.

1982‑1983 Visiting Assistant Professor, University of Maryland, Department of Special Education.

1981‑1982 Visiting Assistant Professor, Purdue University, Special Education Department.

1978‑1981 Instructor, Educational Psychology/Foundations of Education, Auburn University, Foundations of Education Department.

1979‑1980 Assistant to the Director, Diagnostic and Evaluation Clinic, Auburn University, Department of Rehabilitation and Special Education.

1979‑1980 Educational Evaluator, Learning Disabilities Clinic, Auburn University, Department of Rehabilitation and Special Education.

1977‑1978 Special Education Unit Coordinator, Hayward School, Training for Occupational Proficiency (T.O.P.) Program, Lincoln Public Schools, Lincoln, Nebraska. The school served students with learning, emotional, behavioral, and/or cognitive challenges, ages 13-21.

1975‑1978 Teacher, Hayward School, T.O.P. Program, Lincoln, Nebraska.

1975‑1978 Member, Mental Retardation Advisory Board, Lincoln Public Schools, Lincoln, Nebraska.

1974‑1975 Teacher (K. Garrison), Cassville Grade School (4th grade), Monongalia County Schools, West Virginia. Located in the coal-mining town of Cassville, the school served the children of miners and mine managers. <http://www.morgantownhistorymuseum.org/images/charlene%20marshall-total-2017-11-05.pdf>

**VOLUNTEER EXPERIENCE**

1969-1971 Tutor in a downtown area near Uptown, Chicago, where Appalachian families had settled; Directed by Mr. Michael Lyons, Glenbrook South High School, Glenview, IL.

**PUBLIC MEDIA**

**Selected Public Interest Interviews and Discussions:**

This IES/NCSER blog features an interview with Dr. Karen Harris on Self-Regulated Strategy Development, an evidence-based instructional approach to improve student writing that has been found to work for students at various grade levels with and without disabilities. *Improving Academic Achievement Through Instruction in Self-Regulated Strategy Development: The Science Behind the Practice*. June, 2022. <https://ies.ed.gov/blogs/research/post/improving-academic-achievement-through-instruction-in-self-regulated-strategy-development-the-science-behind-the-practice>

Dr. Karen Harris on AZ PBS, The “Dr.” Jill Biden Controversy, with Mi-Ai Parish on Break It Down, Cronkite News. February, 2021. [https://www.dropbox.com/s/nmo7sn3d1sz5zto/BID21-061%20Jill%20Bidens%20Title\_Final\_NP.mp4?dl=0#](https://www.dropbox.com/s/nmo7sn3d1sz5zto/BID21-061%20Jill%20Bidens%20Title_Final_NP.mp4?dl=0)

Education Experts Worry About Gap Between Low, Higher Performing Readers. (2018). Karen R. Harris with the Fulton Teachers College at Arizona State University joined *The Show with Mark Brodie,* NPR, KJZZ. <https://kjzz.org/content/639702/education-experts-worry-about-gap-between-low-higher-performing-readers>

Why are Student Test Scores Down? Lorna Collier, American Psychological Association *Monitor on Psychology*, March 2016, Vol 47, No. 3. <https://www.apa.org/monitor/2016/03/upfront-scores>

An Interview with Dr. Karen R. Harris, recipient of the Zimmerman Award for Outstanding Contributions to Self-Regulated Learning. Considering Dr. Barry Zimmerman, Dr. Michael Pressley, Equity and Community, and Advice for Future Researchers. By Mr. Kyle Du, Queens College & Graduate School, CUNY. The Studying and Self-Regulated Learning Newsletter, Summer, 2017.

<http://www.aera.net/Portals/38/docs/SIGs/SIG121/AERA.%20SIG.%20%20SSRL.Summer.2017.Newsletter.pdf?ver=2017-06-24-151251-113>

Interview with Karen Harris and Steve Graham (2008). Recommandations: Les 5 pour et les 2

contre. *Le Monde de l’education*, November, pp. 44.

R. Brandt, K.R.Harris, S. Graham, R. Slavin, D. Hardin, S. McNelis, R. Gersten, L. Tamura, & M. Mack. (February, 1996). *Students with special needs. Educational Leadership on Tape*, ASCD: Alexandria, VA.

Harris, K.R. (Participant) (1995). *A house divided: Tradition versus change*. Audio program,

Association for Supervision and Curriculum Development, Alexandria, VA.

**Podcasts**

C. L. Swift (Host). (2024, June 13), Is Evidence-Based Writing Instruction Emotional? with Dr. Karen Harris. *Literacy Matters:* *Empowered Conversations.* S3, #6. Video: <https://www.lwtears.com/literacymatters/season-3/episode-6> (17 mins); Also on Spotify:

<https://open.spotify.com/episode/7uBZP0LD1sZgHTGao0ql9Q?si=a5fe10927bd84142&nd=1&dlsi=50ba88cee110496>

Lovell, O. (Host). (2024, April 3). ERRR #089 – Karen Harris on Teaching Writing and SRSD. *Education Research Reading Room.* <https://www.ollielovell.com/karenharris/>

Serravallo, J. (Host). (2023, Dec. 3). Ep. 29 – Karen Harris: Writing Instruction, Self-Regulation Strategies, and Professional Development in Writing. *To the Classroom.* <https://www.jenniferserravallo.com/blog/karen-harris>

Borkowsky, F., & Boksner, J.(Hosts). (2023, Nov. 20). Ep.11-The One About Powerful Writing Instruction with Karen Harris-Season 3, *The Literacy View*. SRSD, Writers’ and Readers’ Workshop, The Writing Revolution, and writing instruction in our schools. <https://www.youtube.com/watch?v=H6gyyXEPD5U>

Persohn, L. (Host). (2023, Feb. 14). A conversation with Karen R. Harris. (Season 3, No. 18) [Audio podcast episode]. *Classroom Caffeine*. <https://www.classroomcaffeine.com/guests>.

R. Donnelly, R. Comizio, & E. Elias (Hosts). (2022, Dec.). # *155*: Overcoming Barriers and Paradigm Wars: Powerful Evidence-Based Writing Instruction with Karen R. Harris. *School Psyched Podcast* [https://youtu.be/6GbDizv1R3s](https://urldefense.com/v3/__https%3A/youtu.be/6GbDizv1R3s__;!!IKRxdwAv5BmarQ!YOovKjdw_h1UGG5mnHBZnb5UMj78oSvJ7mekANvKJGNmUXUlxEkPdzw1a66zSePPm9c1tR6g5wmrzu3zCMcOfwdTeWdq$).

**Selected Recorded Presentations: Self-Regulated Strategy Development (SRSD) Model of Writing Instruction; Teaching Writing**

Reading and Writing to Learn: Bringing It All Together with Self-Regulated Strategy Development Instruction, Grades 1-12. Dr. Karen R. Harris, 2022 Literacy Summit, South Australia Department of Education.

 Part 1: Introduction and Overview of Videos (2 mins); [https://vimeo.com/dreamengine/review/720501885/ed1c955498](https://urldefense.com/v3/__https%3A/aus01.safelinks.protection.outlook.com/?url=https*3A*2F*2Fvimeo.com*2Fdreamengine*2Freview*2F720501885*2Fed1c955498&data=05*7C01*7Cmichelle.antunes2*40sa.gov.au*7C4eafa33f8441443dc9e408da4ea6b44d*7Cbda528f7fca9432fbc98bd7e90d40906*7C1*7C0*7C637908775147977152*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C3000*7C*7C*7C&sdata=b77FD*2FDQmNX0xSrsjGIEc99jR9CXNJxXOR*2FQyem9bsw*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJSUlJSUlJQ!!IKRxdwAv5BmarQ!bA2Lp35bMoNJl6gYR1CVnwf7h8ezSklfyOzQo3brslBxe_uUG15LcdJltTjNlEGUTrMfM2-dX-_wJov3MBtkX6sKHNSDlZkO$)

 Part 2: What is SRSD Instruction for Writing and Reading for Writing (20 mins);

[https://vimeo.com/dreamengine/review/720502027/cac6ebefe0](https://urldefense.com/v3/__https%3A/aus01.safelinks.protection.outlook.com/?url=https*3A*2F*2Fvimeo.com*2Fdreamengine*2Freview*2F720502027*2Fcac6ebefe0&data=05*7C01*7Cmichelle.antunes2*40sa.gov.au*7C4eafa33f8441443dc9e408da4ea6b44d*7Cbda528f7fca9432fbc98bd7e90d40906*7C1*7C0*7C637908775147977152*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C3000*7C*7C*7C&sdata=Q1mO0iuxvGNThZIUd7BzOhXqbRiKM8iAvctu63bCemE*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJSUlJSU!!IKRxdwAv5BmarQ!bA2Lp35bMoNJl6gYR1CVnwf7h8ezSklfyOzQo3brslBxe_uUG15LcdJltTjNlEGUTrMfM2-dX-_wJov3MBtkX6sKHP9tccGE$)

 Part 3: How SRSD Instruction for Reading for Writing Works (21 mins)

[https://vimeo.com/dreamengine/review/720503795/7dfe8d6e7a](https://urldefense.com/v3/__https%3A/aus01.safelinks.protection.outlook.com/?url=https*3A*2F*2Fvimeo.com*2Fdreamengine*2Freview*2F720503795*2F7dfe8d6e7a&data=05*7C01*7Cmichelle.antunes2*40sa.gov.au*7C4eafa33f8441443dc9e408da4ea6b44d*7Cbda528f7fca9432fbc98bd7e90d40906*7C1*7C0*7C637908775147977152*7CUnknown*7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0*3D*7C3000*7C*7C*7C&sdata=ty1yVHxugYafB6u8bSqRiFRUt8RRfBNEF*2Fpd*2BLxUZvo*3D&reserved=0__;JSUlJSUlJSUlJSUlJSUlJSUlJSUlJSUlJQ!!IKRxdwAv5BmarQ!bA2Lp35bMoNJl6gYR1CVnwf7h8ezSklfyOzQo3brslBxe_uUG15LcdJltTjNlEGUTrMfM2-dX-_wJov3MBtkX6sKHM2UYIP-$)

Self-Regulated Strategy Development Instruction: Built for Teacher Ownership and Differentiation, Dr. Karen R. Harris, Australian Catholic University, Institute for Learning Sciences and Teacher Education (2018). <https://www.youtube.com/watch?v=Qk7KcY3n_OQ&t=24s>

“Socrates Died from an Overdose of Wedlock:” Self-Regulated Strategy Development in Reading and Writing. Dr. Karen R. Harris, Institute for Learning Sciences Australia, Australian Catholic University (2016). <https://www.youtube.com/watch?v=xy1UonFm_hQ>

Writer Tricks with Dr. Karen R. Harris, Council for Exceptional Children. (2014). <https://www.youtube.com/watch?v=w37Gtpl4u9Q>

Reading Rockets; Video interviews with Karen R. Harris (2013). 13 videos: I'm a writer; Starting early to raise a writer; Purpose and audience; Nurturing writing skills in all genres; Reading and writing across the curriculum; Deeper thinking with the Common Core; Powerful writing strategies; Using technology for personalized instruction; Author visits; Role of parents in writing development; Assessing student writing; Effective PD for writing; Teachers as writers. <https://www.youtube.com/playlist?list=PLLxDwKxHx1yIvpIvlxkZtO24XQmLbxDBB>

**Selected Media Regarding Self-Regulated Strategy Development:**

**(Note: thinkSRSD (**<https://www.thinksrsd.com/>**) and SRSDonline (**<https://srsdonline.org/>)

**are independent organizations dedicated to PD for SRSD situated in and differentiated for schools, classrooms, teachers, and students. I have no financial relationship with either, but voluntarily advise both.)**

Science of Writing: What works. Introduction to SRSD and reports from teachers, school leaders, and principals on gains made in their classrooms, schools, and districts (undated). thinkSRSD: <https://www.youtube.com/watch?v=dwZe1amgJUU>

Mr. Robert Mitchel, Superintendent, Cumberland Schools: What is Self-Regulated Strategy Development? SRSD makes students "love to write"! (2019), thinkSRSD:

<https://www.youtube.com/watch?v=nSgx0T2DEqs>

SRSD Changes Craft, Empowers Teachers AND Students (undated). Dr, Susan O’Neil, Principal, Worcester Arts Magnet School. thinkSRSD: <https://www.youtube.com/watch?v=0XmIbRYhhT8>

SRSD Writing Transforms Students, AND Teachers! (undated). Ms. Amy Benoit, Teacher. thinkSRSD: <https://www.youtube.com/watch?v=hXLfQZIVCZo>

With SRSD, "Every child wants to write, every day!" Ms. Michelle Maloney, Teacher. thinkSRSD: <https://www.youtube.com/watch?v=vo0_TH0UuGU>

"Wealth of Data on Writing Gains" in thinkSRSD's Districts Using SRSD (undated). Mr. Robert Mitchel, Superintendent, Cumberland Schools. thinkSRSD: <https://www.youtube.com/watch?v=XTNUtORcWFE>

SRSD: Changing Students Lives Forever with Writing to Learn. (undated). Teachers, students, and researchers talk about SRSD for writing, SRSDonline: <https://honceoui.wistia.com/medias/n0dlewrxva>

SRSD: A Deep Dive, with Dr. Karen R. Harris. (undated). 18 short videos on key aspects of SRSD, SRSDonline. <https://srsdonline.org/srsd-deep-dive/>

SRSD: A Gradual Release Model, Karen R. Harris. SRSDonline. (2017).

<https://www.youtube.com/watch?v=y20U1adKRig&list=PLyX_2scGz1qOpNT7kTrKrh65D7FRmM7l-&index=13&t=0s>

APA Division 15 Presidential Address, Karen R. Harris. (2016). Self-Regulated Strategy Development: Confessions of an Evidence-Based Practice. <https://www.youtube.com/watch?v=6H-RybjWiM0&feature=youtu.be>

What is SRSD - Learning to Write? (2016). Interviews with teachers and researchers, SRSDonline.

<https://www.youtube.com/watch?v=XLYr46hWwMg>

The Six Recursive Stages of SRSD Writing to Learn. (2016). With Dr. Karen R. Harris and Dr. Sandra Jones. SRSDonline. <https://www.youtube.com/watch?v=AUmK4BPk0-0>

Dr. Karen R. Harris, SRSD Creator, Writing to Learn, Biography. (2016). SRSDonline. <https://www.youtube.com/watch?v=csmIIFeMABw&t=46s>

Self-Regulated Strategy Development (SRSD): A Framework for Teaching Instructional Strategies. An interview with Karen R. Harris. (2013). The IRIS Center, Vanderbilt University.

Audio: <http://iris.peabody.vanderbilt.edu/interview/self-regulated-strategy-development-srsd-a-framework-for-teaching-instructional-strategies/>; Transcript: <http://iris.peabody.vanderbilt.edu/interview/self-regulated-strategy-development-srsd-a-framework-for-teaching-instructional-strategies/transcript-karen-harris/>

**Selected Additional Resources on SRSD:**

 <https://www.researchgate.net/publication/381293154_SRSD_resources_and_information_list_692024> SRSD Resources and Information. Harris.

<https://brill.com/view/book/edcoll/9789004270480/B9789004270480_007.xml?body=figshare-43182> Complete set of both PD plans and all teacher and classroom materials to teach strategies for close reading of a source text to learn and to write to persuade, using SRSD. [An overview of instruction and sample student work can be found in: Harris, K.R., Graham, S., Chambers, A., & Houston, J. (2014). Turning broccoli into ice cream sundaes: Self-regulated strategy development for persuasive writing using informational text. In Gansky, K. (Ed.), *Write now! Empowering writers in today’s K-6 classrooms* (pp. 87-111). Newark, DE: International Reading Association. Reprinted as e-book, *Teachers College Press*: <https://www.tcpress.com/write-now-9780807775899>]

<https://www.thinksrsd.com/> ThinkSRSD. Free resources include classroom materials, videos

with teachers, students, and researchers, SRSD blog, data on school districts implementing SRSD, and more. For a detailed Introduction to SRSD see: <https://www.youtube.com/watch?v=dwZe1amgJUU>

<https://srsdonline.org/> SRSDonline. Free resources include e-chapters on SRSD with classroom materials, videos with teachers, students, and researchers, SRSD blog, and more.

<https://www.pinterest.com/oodlesofteach/srsd-resources/> Pinterest, extensive classroom materials shared by teachers.

<https://www.youtube.com/> Search SRSD on YouTube for videos by teachers, students, administrators, and researchers.

**Selected Blogs/Newsletters:**

Harris, K.R. (2024). Four reasons writing instruction needs a makeover—And evidence-based solutions. (Accompanies podcast on *Literacy Matters: Empowered Conversations, S3, #6).*[https://www.lwtears.com/blog/four-reasons-writing-instruction-needs-makeover-and- evidence-based-solutions](https://www.lwtears.com/blog/four-reasons-writing-instruction-needs-makeover-and-%09evidence-based-solutions) (*Writing comes last, favoring reading instruction, teacher preparation is concerning, and paradigm wars*).

Harris, K.R. (2020). Practice-based professional development for SRSD in writing to address

diversity and inequality: Teachers cannot do it alone. AERA SIG Studying and Self-Regulated Learning, Fall Newsletter, p. 8. <https://ssrlsite.files.wordpress.com/2020/12/fall-2020-aera-ssrl-sig-newsletter-final-version.pdf>

Harris, K.R., Graham, S., & Santangelo, T. (2020). Commentary on Fukutomi’s Review of

Chapter 3, Self-Regulated Strategies Development in Writing: Development, Implementation, and Scaling Up*. AERA SSRL SIG Times Magazine, 8* (3), 8.

Harris, K.R. (2019). How to teach writing to elementary students: 6 areas of focus. Houghton Mifflin Harcourt. [https://www.hmhco.com/blog/how-to-teach-writing-to-elementary- students-6-key-areas-of-focus](https://www.hmhco.com/blog/how-to-teach-writing-to-elementary-students-6-key-areas-of-focus)

Harris, K.R. (2014-2015). Impacting education pre-K to gray. APA Division 15 Presidential Theme and Blog Series. <https://apadiv15.org/2014-2015-presidential-theme/>

Harris, K.R. Message from the President: My Final Duty: Thank You. *Newsletter for Educational Psychologists,* APA Division 15, Summer, 2015

 <https://apadiv15.org/wp-content/uploads/2015/07/NEP-Summer-20151.pdf>

Harris, K.R. Message from the President: The Single Case Experiment: A Design Study on Steroids? *Newsletter for Educational Psychologists,* APA Division 15, Spring, 2015.

 <https://apadiv15.org/wp-content/uploads/2015/10/NEP-Spring-2015.pdf>

Harris, K. R. Message from the President: Inaugural Advances in Educational Psychology Conference. *Newsletter for Educational Psychologists,* APA Division 15, Fall, 2014. <https://apadiv15.org/wp-content/uploads/2014/12/NEP-Fall-2014.pdf>

Harris, K.R. Getting to Know our Incoming President: Karen R. Harris. *Newsletter for Educational Psychologists,* APA Division 15, Summer, 2014. [https://apadiv15.org/wp- content/uploads/2014/06/NEPSummer2014.pdf](https://apadiv15.org/wp-content/uploads/2014/06/NEPSummer2014.pdf)

Graham, S., Harris, K.R., & Larsen, L. (2001). Prevention and Intervention of Writing Difficulties for Students with Learning Disabilities; LDOnline: The educators guide to learning disabilities and ADHD. <http://www.ldonline.org/article/6213/>

Harris, K.R., Schmidt, T., & Graham, S. (1998). Strategies for Composition and Self-Regulation in the Writing Process. LDOnline: The educators guide to learning disabilities and ADHD. <http://www.ldonline.org/article/6207/>

Harris, K., & Graham, S. (1996). *Self‑regulated learning in spelling and writing: What, how, and why?* Columbus, OH: Zaner‑Bloser.

Graham, S., & Harris, K. (1990). Self‑instructional strategy development [Special issue]. *LD Forum*, *16*, 15‑22.

Graham, S., & Harris, K. (1988). Improving writing skills with self‑instructional strategy training. *LD Forum, 13*, 20‑21.

Graham, S., & Harris, K. (1987). A summary of the National Conference on Learning Disabilities. *LD Forum, 12*, 1‑2.

**POSITION STATEMENTS/REPORTS OF NATIONAL SIGNIGICANCE:**

Harris, K.R., Stevenson, N.A., & Kauffman, J.M. (2019). *What Works Clearinghouse Standards Handbook, Version 4.0: Negative Effects of Minimum Requirements for Data Points in Multiple Baseline and Multiple Probe Designs.* Position paper of the Division for Research, Council for Exceptional Children. <https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/Position%20Papers/_DR_Position_Statement_5_data_points_WWC_SCD_final.pdf> .

IRA/NICHD Panel Report: The reading-writing connection (2012). (Panelist and contributor).

 [https://eric.ed.gov/?q=ED571549&id=ED571549](https://urldefense.proofpoint.com/v2/url?u=https-3A__eric.ed.gov_-3Fq-3DED571549-26id-3DED571549&d=DQMFAg&c=AGbYxfJbXK67KfXyGqyv2Ejiz41FqQuZFk4A-1IxfAU&r=BCoK96KxyTZ0CWOudv-yA0yIWK517nHH4Q1bXFabIZk&m=zBIeuiPIE9DcILIMNdKaDfNHNL6IHDTDQNgvWxw7zAM&s=bAEvlTEvkLCmt1JW7iLGRZ5p6u7wourdChko1DoRKiE&e=)

Graham, S., Harris, K.R., & Hebert, M. (2011). *Informing writing: The benefits of formative assessment*. Alliance for Excellence in Education. Washington, D.C. (Commissioned by the Carnegie Corp. of New York). <https://www.carnegie.org/publications/informing-writing-the-benefits-of-formative-assessment/>

Odom, S.L., Brantlinger, E., Gersten, R., Horner, R.D., Thompson, B., & Harris, K.R. (2004). Executive Committee, *Quality indicators for research in special education and guidelines for evidence-based practices: Executive summary.* Task Force on Quality Indicators; Division for Research of the Council for Exceptional Children.

 <https://community.cec.sped.org/dr/new-item/new-item5> Published as a Special Issue of *Exceptional Children, Vol. 71*(2).

**PUBLICATIONS**

***Manuscripts Submitted for Publication:***

Graham, S., Harbaugh-Schattenkirk, A., Aitken, A., Harris, K.R., Nj, C., Wilson, J., & Wdowin,

J. Writing motivation questionnaire: Validation and application as a formative assessment.

***Manuscripts in Preparation:***

Harris, K.R., Houston, J., Ray, A., Barkel, A, Aitken, A., & Graham, S. Practice based professional development for special educators on SRSD for close reading of source text to write to persuade at grades 5 and 6: An RCT.

Harris, K.R., Ray, A., Houston, J., Barkel, A, Aitken, A., & Graham, S. Tier 2 SRSD for close reading and writing to persuade among 5th and 6th graders with high incidence disabilities: An RCT.

Barkel, A., Harris, K.R., Graham, S., & Camping, A. A first study of SRSD for writing to persuade among elementary students learning to speak English.

Barkel, A., Harris, K.R., Camping, A., & Graham, S. SRSD for students learning to speak English: Replicating early success and lessons learned.

**Handbooks Edited:**

Swanson, L., Harris, K. R., & Graham, S. (Eds.) (2013). *Handbook of learning disabilities* (2nd ed.)*.* NY: Guilford.

Harris, K.R., Graham, S., & Urdan, T. (Eds.) (2012). *APA educational psychology handbook: Theories, constructs, and critical issues* (Volume 1). Washington, D.C.: American Psychological Association.

Harris, K.R., Graham, S., & Urdan, T. (Eds.) (2012). *APA educational psychology handbook: Individual differences, cultural, and contextual factors in educational psychology* (Volume 2). Washington, D.C.: American Psychological Association.

Harris, K.R., Graham, S., & Urdan, T. (Eds.) (2012). *APA educational psychology handbook: Application to learning and teaching* (Volume 3). Washington, D.C.: American Psychological Association.

Swanson, L., Harris, K. R., & Graham, S. (Eds.) (2003). *Handbook of learning disabilities*. New York: Guilford.

‑Included in Choice Magazine’s 40th Annual Outstanding Academic Title (January, 2004 issue)

‑Alternate selection of the Library of Speech‑Language Pathology Club

**Books:**

Harris, K. R., Graham, S., Mason, L., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Baltimore, MD: Brookes Publishing.

Graham, S., & Harris, K.R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Brookes.

Harris, K.R., & Graham, S. (1996). *Making the writing process work: Strategies for composition and self‑regulation* (2nd ed.). Cambridge: Brookline Books.

Harris, K.R., & Graham, S. (1992). *Helping young writers master the craft: Strategy instruction and self-regulation in the writing process*. Cambridge: Brookline Books.

**Books Edited:**

Fidalgo, R., Harris, K.R., & Braaksma, M. (Eds.) (2018). *Design principles for teaching effective writing: Theoretically and empirically grounded principles.* In R. Fidalgo & T. Olive (Series Eds.), Studies in Writing: Vol. X, Leiden, NL: Brill Editions.

Harris, K.R., & Meltzer, L. (Eds.) (2015). *The power of peers in the classroom: Enhancing learning and social skills*. NY: Guilford.

Skrtic, T. M., Harris, K. R., & Shriner, J. G. (Eds.) (2004). *Special education policy and practice: Accountability, instruction, and social challenges*. Denver, CO: Love Publishing.

Graham, S., & Harris, K.R. (Eds.) (1999). *Advances in teaching and learning. Vol. 4: Teachers working together: Enhancing the performance of students with special needs.* Cambridge: Brookline Books.

Deshler, D., Schumaker, J., Harris, K.R., & Graham, S. (Eds.) (1999). *Advances in teaching and learning. Vol. 3: Teaching every adolescent every day: Learning in diverse high school classrooms*. Cambridge: Brookline Books.

Harris, K.R., Graham, S., & Deshler, D. (Eds.). (1998). *Advances in teaching and learning. Vol. 2: Teaching every child every day: Learning in diverse schools and classrooms.* Cambridge: Brookline Books.

Pressley, M., Harris, K.R., & Guthrie, J.T. (Eds.). (1992). *Promoting academic competence and literacy in school.* New York: Academic Press.

**Series Edited:**

Harris, K.R., & Graham, S. (Series Editors; 20 books completed). (2003‑2015). *What works for special needs learners*. New York: Guilford. <http://www.guilford.com/browse/education/what-works-special-needs-learners-series>

Graham, S., Harris, K.R., & Pressley, M. (Series Editors). (1995‑2003). *Advances in teaching and learning*. Cambridge: Brookline Books.

**Curriculum Programs:**

Harris, K.R., (Senior Author Team). (2024-2030). *New Literacy Program.* McGraw Hill, in development.

Harris, K. R., (Senior Author Team). (2015 - 2024). *Read 180: The Writing Zone.* Scholastic: NY, NY. Writing for Understanding:

 [https://www.hmhco.com/products/read-180/writing- for-understanding.php](https://www.hmhco.com/products/read-180/writing-for-understanding.php)

Harris, K.R., (Senior Author Team). (2016). *SRA Open Court Reading*. McGraw Hill: Columbus, Ohio.

Harris, K.R., & Graham, S. (Senior Author Team). (2008). *Imagine It!* (basal reading program). McGraw-Hill: Columbus, Ohio.

Harris, K.R., (Senior Author Team). (2008). *Kaleidoscope*. McGraw-Hill: Columbus, Ohio.

Harris, K.R., (Senior Author Team). (2006). *Open Court Reading and Writing Activities, Grades 1‑6*. McGraw Hill: Columbus, Ohio.

Harris, K.R., (Senior Author Team). (2006). *Summer Reading Adventures*. McGraw Hill: Columbus, Ohio.

Harris, K.R., Graham, S., Zutell, J., & Gentry, R. (1998; 1995). *Spell It‑Write!* (Grades K‑8). Columbus, OH: Zaner‑Bloser Educational Publishers.

Harris, K.R., Graham, S., Zutell, J., & Gentry, R. (Senior Authors). (1998). *Spell It‑Write* (2nd Edition). Columbus, OH: Zaner‑Bloser.

**Journal Special Issues Edited:**

Garner, J., & Harris, K.R. (2024). Complexity and wicked problems in Education. *International Journal of Complexity in Education*. <https://ejournals.lib.auth.gr/ijce/article/view/10138>

Gersten, R., Harris, K.R., & Mason, L. (2017). Beyond reading: The less addressed aspects of

 research in learning disabilities. *Learning Disabilities Research and Practice, 32*(3).

Graham, S., & Harris, K.R. (2015). Writing and the Common Core. *Elementary School*

*Journal, 125*(4).

Graham, S., & Harris, K.R. (2008). Michael Pressley’s contributions to educational psychology: Impact and future directions. *Educational Psychologist, 43*(2).

Fuchs, L., Fuchs, D., Graham, S., Harris, K.R., Williams, J., & Oxall, I. (Guest Editors). (2005). Accelerating students’ learning in the primary grades. *Journal of Special Education, 39.*

Graham, S., & Harris, K.R. (Guest Editors). (2001). Keys to successful learning. Special issue of *Learning Disabilities Research and Practice, 16*(2).

Graham, S., & Harris, K. (Guest Editors). (2000). Writing development: The role of cognitive, motivational, and social/contextual factors. Special issue of *Educational Psychologist, 35*(1).

Harris, K.R., & Alexander, P.A. (Guest Editors). (1998). Integrated, constructivist education: Challenge and reality. Special issue of *Educational Psychology Review, 10*(2).

Harris, K.R., & Graham, S. (Guest Editors). (1996). Constructivism and students with special needs: Issues in the classroom. Special issue of *Learning Disabilities Research and Practice, 11*(3).

Graham, S., Harris, K.R., & MacArthur, C. (Guest Editors). (1995). Research on writing and literacy. *Learning Disabilities Quarterly, 18*.

Harris, K.R., & Graham, S. (Guest Editors). (1994). Implications of constructivism for students with disabilities and students at risk: Issues and directions. Special issue of *The Journal of Special Education, 28.*

Harris, K.R., & Pressley, M. (Guest Editors). (1994). Integrated approaches to instruction and knowledge construction. Special issue of *Reading and Writing Quarterly: Overcoming Learning Difficulties, 10.*

Pressley, M. & Harris, K.R. (Guest Editors; Lead and concluding articles). (1994). Increasing the quality of educational intervention research. Special issue of *Educational Psychology Review, 6.*

Graham, S., & Harris, K.R. (Guest Editors). (1988). Research and instruction in written language. Special issue of *Exceptional Children, 54*.

Harris, K.R., Wong, B.Y.L., & Keogh, B. (Guest Editors). (1985). Cognitive‑behavior modification with children: A critical review of the state‑of‑the‑art. Special issue of the *Journal of Abnormal Child Psychology, 13.*

**Chapters in Edited Books:**

Harris, K.R., Swanson, L., & Graham, S. (in press). Forward: *Handbook of Learning*

*Disabilities, Third Edition.* In C. Okolo, N. Patton-Terry, & L. Cutting (Eds.), *Handbook of Learning Disabilities* (3rd Ed.), Guilford Press.

Graham, S., & Harris, K.R. (in press). Writing and students with learning disabilities. In C.

Okolo, N. Patton-Terry, & L. Cutting (Eds.), *Handbook of Learning Disabilities* (3rd Ed.), Guilford Press.

Graham, S., & Harris, K.R. (in press). Commentary: Measuring teachers’ knowledge in L1

German language arts. In p. Kirchoff (Ed.). *Assessing teachers’ professional knowledge.* Peter Lang.

Harris, K.R., Camping, A., & McKeown, D. (2023). A review of research on professional development for multicomponent strategy-focused writing instruction: Knowledge gained and challenges remaining. In DeSmedt, F., Bouwer, R., Limpo, T., & Graham, S. (Eds). *Conceptualizing, designing, implementing, and evaluating writing interventions* (pp. 101-136). Brill Publishing. <https://brill.com/display/book/9789004546240/BP000006.xml>

Harris, K.R., & Mason, L. (2023). Self-regulated strategy development: Reading source materials to learn and write. In Philippakos, Z., & Graham, S. (Eds.), *Writing and Reading Connections: Bridging Research and Practice* (pp. 100-120), Guilford.

Bembenutty, H., (Ed.) with Harris, K.R. (2022). An interview with Karen R. Harris: The pioneer and developer of the Self-Regulated Strategy Development (SRSD) model of writing instruction (pp. 109-147). *Contemporary Pioneers in Teaching and Learning,* Vol. 2. Information Age Publishing.

Graham, S., & Harris, K.R. (2020). Writing and students with learning disabilities. In A. Martin, R. Sperling, & K. Newton (Eds.), *Handbook of educational psychology and students with special needs* (pp. 487-509)*.* Routledge.

Graham, S., Bañales, G., Ahumada, S., Harris, K.R., Muñoz, P., & Alvarez, P. (2020). Writing

strategies interventions. In D. Dinsmore, L. Fryer, & M. Parkinson (Eds), *Handbook of strategies and strategic processing: Conceptualization, intervention, measurement, and analysis* (pp. 141-158).NY: Routledge.

Graham, S., & Harris, K.R. (2019). Designing an effective writing program. In S. Graham, C.

MacArthur, & M. Hebert (Eds.), *Best practices in writing instruction* (3rd Edition, pp. 3-28). NY: Guilford.

Harris, K.R., Graham, S., Mason, L., McKeown, D., & Olinghouse, N. (2018). Self-regulated

strategy development in writing: A classroom example of developing executive function processes and future directions. In L. Meltzer (Ed.), *Executive functioning in education: From theory to practice* (2nd Ed., pp. 326-356). NY: Guilford.

Harris, K.R. & Graham, S. (2018). Self-regulated strategy development: Theoretical bases,

critical instructional elements, and future research. In R. Fidalgo, K.R. Harris, & Braaksma, M. (Eds.)*, Design principles for teaching effective writing: Theoretical and empirical grounded principles* (pp. 119–151). Brill. <https://brill.com/view/book/edcoll/9789004270480/B9789004270480_007.xml>

Harris, K.R. & Graham, S. (2018). POW+TREE+TWA for writing persuasively from source

text: Lesson plans, materials, and tips. (pp. 52-175; e-chapter accompanying Chapter 6: Self-regulated strategy development: Theoretical bases, critical instructional elements, and future research, In R. Fidalgo, K.R. Harris, & M. Braaksma, *Design principles for teaching effective writing: Theoretical and empirical grounded principles*).

https://brill.com/view/book/edcoll/9789004270480/B9789004270480\_007.xml?body=figshare-43182

Graham, S., Rouse, A., & Harris, K.R. (2018). Scientifically supported writing practices. In A.

O’Donnell (Ed.), *Oxford handbook of educational psychology*. Oxford University Press: Oxford, England. Online Publication Date: Jun 2018 DOI: 10.1093/oxfordhb/9780199841332.013.40

Graham, S., Harris, K.R., MacArthur, C., & Santangelo, T. (2018). Self-regulation and writing. In D. Schunk & J. Greene (Eds.), *Handbook of self-regulation of learning and performance* (2nd Ed., pp. 138-152). New York: NY, Routledge Publishers.

Graham, S., & Harris, K.R. (2018). Evidence-based writing practices: A meta-analysis of

existing meta-analyses. In R. Fidalgo, K.R. Harris, & M. Braaksma (Eds.). *Design principles for teaching effective writing: Theoretical and empirical grounded principles* (pp. 13-37). Hershey, PA: Brill Editions. <https://doi.org/10.1163/9789004270480_003>

Graham, S., & Harris, K.R. (2017). Reading and writing connections: How writing can

build better readers (and vice versa). In C. Ng (Ed.**),** *Improving reading engagement and achievement in the 21st century: International research and innovations* (pp333-350). Springer: NY.

Troia, G., Graham, S., & Harris, K.R. (2017). Writing and students with language and learning

disabilities. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.). *Handbook of special education* (2nd ed., pp.337-357). London, England, UK: Routledge.

Wijekumar, K., Harris, K.R., Graham, S., & Meyer, B. (2017). A web-based intelligent tutor for supporting elementary classroom teachers in persuasive writing. In S. Crossley & D. McNamara (Eds.), *Handbook of Educational Technologies for Literacy* (pp.294-301)*.* Taylor & Francis: NY.

Graham, S., & Harris, K.R., & Chambers, A. (2016). Evidence-based practice and writing instruction: A review of reviews. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (2nd Ed., pp. 211-226). NY: Guilford.

Wijekumar, K., Meyer, B., Harris, K.R., Graham, S., & Beerwinkle, A. (2016). Outcomes and

implementation factors from student-managed versus teacher-managed intelligent tutoring systems. In R. Atkinson (Ed.), *Intelligent tutoring systems: Structure, applications and challenges* (pp. 175-200). Hauppauge, NY: Nova Science Publishers

Santangelo, T., Harris, K.R., & Graham, S. (2016). Self-regulation and writing: An overview

and meta-analysis. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (2nd Ed, pp.174-193). NY: Guilford.

Harris, K.R., Graham, S., Chambers, A., & Houston, J. (2014). Turning broccoli into ice cream sundaes: Self-regulated strategy development for persuasive writing using informational text. In Gansky, K. (Ed.), *Write now! Empowering writers in today’s K-6 classrooms* (pp. 87-111). Newark, DE: International Reading Association. Reprinted as e-book, *Teachers College Press*: <https://www.tcpress.com/write-now-9780807775899>

Graham, S., & Harris, K.R. (2014). Six recommendations for teaching writing and the

Common Core State Standards. In K. Ganke (Ed.), *Write now! Empowering writers in today’s K-6 classroom* (pp. 18-33)*.* Delaware: International Reading Association.

Harris, K.R., & Graham, S. (2014). Integrating reading and writing instruction In B. Miller, P. McCardle, & R. Long (Eds.), *Teaching reading and writing: Improving instruction and student achievement* (pp. 35-44). Baltimore, MD: Paul H. Brookes Publishing Co.

Harris, K.R., Graham, S., & Santangelo, T. (2013). Self-regulated strategies development in

writing: Development, implementation, and scaling up. In H. Bembenutty, T. Cleary, & A. Kitsantas (Eds.), *Applications of self-regulated learning across diverse disciplines: A tribute to Barry Zimmerman* (pp. 59-88)*.* NY: Guilford.

Graham, S., & Harris, K.R. (2013). Designing an effective writing program. In S. Graham, C.

MacArthur, and J. Fitzgerald (Eds.), *Best practices in writing instruction* (Vol. 2; pp. 3-25). NY: Guilford.

Graham, S., & Harris, K.R. (2013). How do you write? Writing for young children. In R.

Reutzel (Ed.). *Handbook of research-based practices in early childhood education* (pp. 380-394). NY: Guilford.

Graham, S., Harris, K.R., & McKeown, D. (2013). The writing of students with LD and a

meta-analysis of SRSD writing intervention studies: Redux. In L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (2nd Edition; pp. 405-438). NY: Guilford Press.

Swanson, L., Harris, K.R., & Graham, S. (2013). Overview of foundations, causes,

instruction, and methodology in the field of Learning Disabilities. In L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (2nd Edition; pp. 3-14). MY: Guilford Press.

Reid, R., Harris, K.R., Graham, S., & Rock, M. (2012). Self-regulation among students with LD and ADHD. In B. Wong & D. Butler (Ed.), *Learning about learning disabilities* (4th ed, pp. 243-270). Orlando, FL: Academic Press.

MacArthur, C., Philippakos, Z., Graham, S., & Harris, K.R. (2012). Writing instruction. In B. Wong (Ed.), *Learning about learning disabilities* (4rd ed. pp. 141-174). Orlando, FL: Academic Press.

Mason, L., Harris, K. R., & Graham, S. (2012). Strategies for improving student outcomes in

written expression. In D. Chard, Cook, B., & Tankersley, M. (Ed.), *Research-based strategies for improving outcomes in academics* (pp. 83-94). Upper Saddle River, NJ: Pearson,

* Reprinted in Cook, B., & Tankersley, M. (Ed.), (2012). *Research-based practices in special education* (pp. 86-97). Upper Saddle River, NJ: Pearson,

Graham, S., Harris, K.R. (2012). The role of strategies, knowledge, will, and skills in a 30-year program of research; With homage to Hayes, Fayol, and Boscolo (pp. 177-196). In V. W. Berninger (Ed.), *Past, present, and future contributions of cognitive writing research to cognitive psycholog*y. London: Psychology Press.

Harris, K., R., Graham, S., & Urdan, T. (2012). Introduction. *APA Educational Psychology*

*Handbook* (pp. xxi-xxx; Volumes 1 - 3). Washington, D.C.: American Psychological Association.

Harris, K.R., Graham, S., MacArthur, C., Reid, R., & Mason, L. (2011). Self-regulated

 learning processes and children’s writing. B. Zimmerman & D.H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 187-202). London, UK: Routledge Publishers.

Sandmel, K., Wilson, K., Harris, K.R., Lane, K.L., Graham, S. Oakes, W., Kiuhara, S., &

Steinbrecher, T. (2011). Success and failure with Tier 2 SRSD for timed writing tests among 2nd and 5th grade students with writing and behavioral difficulties: Implications for evidence-based practices. In T. Scruggs & M. Mastropieri (Eds.), *Advances* *in leaning and behavioral difficulties: Assessment and intervention* (vol. 24. pp. 251-294)*.* Bingley, UK: Emerald.

Graham, S., & Harris, K. R. (2011). Writing and students with disabilities. In L. Lloyd, J.

Kauffman, & D. Hallahan (Eds.), *Handbook of special education* (pp. 422-433). London, UK: Routledge Publishers.

Graham, S., & Harris, K. (2011). Writing. In R. Allington & A. McGill-Franzen. (Eds.),

*Handbook of reading disabilities research* (pp. 232- 241). Mahway, NJ: Erlbaum.

Harris, K., Santangelo, T., & Graham, S. (2010). Metacognition and strategy instruction in writing. In H.S. Waters & W. Schneider (Eds.), *Metacognition, strategy use, and instruction* (pp. 226-256). NY: Guilford.

Olinghouse, N., Graham, S., & Harris, K.R. (2010). Evidence-based writing practices at the primary and secondary/tertiary level. In M. Shinn, H. Walker, & G. Stoner (Eds.), *Interventions for achievement and behavior in a three-tier model including RTI* (pp. 553-570). Washington, D.C.: National Association of School Psychologists.

Graham, S., & Harris, K. (2010). Writing. In R. Allington & A. McGill-Franzen. (Eds.),

*Handbook of reading disabilities research* (pp. 232- 241). Mahway, NJ: Erlbaum.

Harris, K. R., Graham, S., Brindle, M., & Sandmel, K. (2009). Metacognition and children’s writing. In D. Hacker, J. Dunlosky, & A. Graesser (Eds.), *Handbook of metacognition in education* (pp. 131-153). Mahwah, NJ: Erlbaum.

Graham, S., Harris, K.R., & Saddler, B. (2009). Teaching students with learning disabilities to be smarter writers: Self‑regulated strategy development. In G. Sideridis & T. Citro (Eds.), *Best practices in learning disabilities* (pp. 146-172). Boston: Learning Disabilities Worldwide.

Graham, S., & Olinghouse, N., & Harris, K. R. (2009). Teaching composing to students with

learning disabilities: Scientifically-supported practices (pp. 165-186). In G. Troia (Ed.), *Instruction and assessment for struggling writers: Evidence-based practices*. Mahwah, NJ: Erlbaum

Graham, S., & Harris, K.R. (2007). Best practices in teaching planning. In S. Graham, C. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction* (pp. 119-140). NY: Guilford.

Harris, K.R., & Graham, S. (2007). “Marconi invented the radio so people who couldn’t afford a TV could hear the news.” The research on teaching powerful composition strategies we have, and the research we need. In M. Pressley (Ed.), *Shaping literacy achievement: Research we have, research we need* (pp. 175-198). New York: Guilford.

Graham, S., Harris, K.R., & Olinghouse, N. (2007). Addressing executive function problems in writing: An example from the self-regulated strategy development model. In L. Meltzer (Ed.), *Executive functioning in education: From theory to practice* (pp. 216-236). New York: Guilford.

Pressley, M., & Harris, K.R. (2006). Cognitive strategies instruction: From basic research to classroom instruction. In P.A. Alexander & P. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 265-286). New York: MacMillan.

Graham, S., & Harris, K.R., & Zito, J. (2005). Promoting internal and external validity: A synergism of laboratory experiments and classroom-based research. In G. Phye, D. H. Robinson, J. Levin (Eds.), *Experimental methods for educational intervention* (pp. 235‑265). San Diego, CA: Elvieser.

Harris, K. R., Reid, R., & Graham, S. (2004). Self-regulation among students with LD and ADHD. In B. Wong (Ed.), *Learning about learning disabilities* (3rd ed., pp. 167‑195). Orlando, FL: Academic Press.

Odom, S.L., Brantlinger, E., Gersten, R., Horner, R.D., Thompson, B., & Harris, K.R. (2004). Executive Committee, *Quality indicators for research in special education and guidelines for evidence-based practices: Executive summary.* Task Force on Quality Indicators; Division for Research of the Council for Exceptional Children.

 <https://community.cec.sped.org/dr/new-item/new-item5> Special Issue of *Exceptional Children, Vol. 71*(2).

Graham, S., & Harris, K.R. (2004). Writing instruction. In B. Wong (Ed.), *Learning about learning disabilities* (3rd ed., pp. 281‑313). Orlando, FL: Academic Press.

MacArthur, C., Graham, S., & Harris, K. R. (2004). Insights from instructional research on revision with struggling writers. In L. Allal, L. Changuoy, & P. Largy (Eds.), *Revision: Cognitive and instructional processes* (pp. 125‑137). Amsterdam, Netherlands: Kluwer Academic Press.

Graham, S., Harris, K.R., Fink‑Chorzempa, B., & Adkins, M. (2004). Extra spelling instruction promotes better spelling, writing, and reading performance right from the start. In A. Pincus (Ed.), *Tips from the experts: A compendium on advice on literacy instruction from educators and researchers*. Long Valley, NJ: NJIDA.

Graham, S., Harris, K.R., & Gavins, M. (2004). Early handwriting intervention can help to prevent writing difficulties. In A. Pincus (Ed.), *Tips from the experts: A compendium of advice on literacy instruction from educators and researchers*. Long Valley, NJ: NJIDA.

Harris, K.R., Graham, S., Mason, L., Zito, J. (2004). POW plus TREE equals powerful opinion essays: Improving writing in the early grades. In A. Pincus (Ed.), *Tips from the experts: A compendium of advice on literacy instruction from educators and researchers*. Long Valley, NJ: NJIDA.

Wong, B., Harris, K.R., Graham, S., & Butler, D. (2003). Cognitive strategies instruction research in learning disabilities. In L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of research on learning disabilities* (pp. 383‑402). New York: Guilford.

Graham, S., & Harris, K.R. (2003). Students with learning disabilities and the process of writing: A meta-analysis of SRSD studies. In L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (pp. 323‑344). New York: Guilford.

Swanson, L. Harris, K.R., & Graham, S. (2003). Overview of foundations, causes, instruction, and methods in the field of learning disabilities. In L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of research on learning disabilities* (pp. 3‑15). NY: Guilford.

Graham, S., & Harris, K. R. (2002). Prevention and intervention for struggling writers. In M. Shinn, G. Stoner, & H. Walker (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 589‑610). National Association of School Psychologists.

Graham, S., & Harris, K.R. (2002). The road less traveled: Prevention and intervention in written language. In G. Butler & R. Silliman (Eds.), *Speaking, reading, and writing in children with language learning disabilities: New paradigms in research and practice* (pp. 199‑218). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Pressley, M., & Harris, K.R. (2001). Teaching cognitive strategies for reading, writing, and problem solving. In A. L. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (3rd ed., pp. 466‑471). Alexandria, VA: Association for Supervision and Curriculum Development.

Graham, S., & Harris, K.R. (2000). Helping children who experience reading difficulties: Prevention and intervention. In L. Baker, J. Dreher, & J. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (pp. 43‑67). Orlando: Academic Press.

Graham, S., Harris, K.R., & Troia, G. (1998). Writing and self‑regulation: Cases from the self‑regulated strategy development model. In D. Schunk & B. Zimmerman (Eds.), *Self‑regulated learning: From teaching to self‑reflective practices* (pp. 20‑41). New York: Guilford.

Graham, S., Harris, K.R., MacArthur, C., & Schwartz, S. (1998). Writing instruction. In B. Wong (Ed.), *Learning about learning disabilities* (2nd ed., pp. 391‑424). Orlando: Academic Press.

Harris, K.R., Schmidt, T., & Graham, S. (1998). Every child can write: Strategies for composition and self‑regulation in the writing process. In K. R. Harris, S. Graham, & D. Deshler (Eds.), *Advances in teaching and learning. Vol. 2: Teaching every child every day: Learning in diverse schools and classrooms* (pp. 131‑167). Cambridge: Brookline Books.

Graham, S., & Harris, K.R. (1998). Self‑renewal: One school’s approach to meeting the challenge of student diversity. In K.R. Harris, S. Graham, & D. Deshler (Eds.), *Advances in teaching and learning. Vol. 2: Teaching every child every day: Learning in diverse schools and classrooms* (pp. 1‑31). Cambridge: Brookline Books.

Graham, S., & Harris, K.R. (1997). Whole language and process writing: Does one approach fit all? In J. Lloyd, E. Kameenui, & D. Chard (Eds.), *Issues in educating students with disabilities* (pp. 239‑258). Hillsdale, NJ: Lawrence Erlbaum.

Graham, S., & Harris, K.R. (1996). Self‑regulation and strategy instruction for students with writing and learning difficulties. In S. Ransdell & M. Levy (Eds.), *Science of writing: Theories, methods, individual differences, and applications* (pp. 347‑360). NY: Lawrence Erlbaum.

Graham, S., & Harris, K.R. (1996). Teaching writing strategies within the context of a whole language class. In E. McIntyre & M. Pressley (Eds.), *Balanced instruction: Strategies and skills in whole language* (pp. 155‑175). New York: Christopher‑Gordon Pubs.

Graham, S., Harris, K.R., Reid, R., & Kandel, M. (1996). Children with learning disabilities. In E. Meyen (Ed.), *Exceptional children in today’s schools* (3rd ed., pp. 221‑250). Denver: Love Publishing Co.

Graham, S., & Harris, K.R. (1996). Addressing problems in attention, memory and executive functioning: An example from self‑regulated strategy development. In G.R. Lyon (Ed.), *Attention, memory, and executive function* (pp. 349‑365). Baltimore, MD: Brooks Publishing Co.

Case, L.P., Mamlin, N., Harris, K.R., & Graham, S. (1995). Self‑regulated strategy development: A theoretical and practical perspective. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (Vol. 9, pp. 21‑46). Greenwich, CT: JAI Press.

Graham, S., & Harris, K.R. (1994). The role and development of self‑regulation in the writing process. In D. Schunk & B. Zimmerman (Eds.), *Self‑regulation of learning and performance: Issues and educational applications* (pp. 203‑228). New York: Lawrence Erlbaum.

Graham, S., & Harris, K.R. (1994). Cognitive strategy instruction: Methodological issues and guidelines in conducting research. In S. Vaughn & C. Bos (Eds.), *Learning disabilities research: Theory, methodology, assessment, and ethics* (pp. 146‑162). New York: Springer‑Verlag.

MacArthur, C.A., Harris, K.R., & Graham, S. (1994). Improving students' planning processes through cognitive strategy instruction. In E.C. Butterfield (Ed.), *Advances in cognition and educational practice. Vol. 2: Children’s writing: Toward a process theory of the development of skilled writing* (pp. 173‑198). Greenwich, CN: JAI Press.

Graham, S., & Harris, K.R. (1992). Teaching writing strategies to students with learning disorders: Issues and recommendations. In L. Meltzer (Ed.), *Strategy assessment and instruction for students with learning disabilities* (pp. 271‑292). Austin, TX: Pro‑Ed.

Harris, K.R., Graham S., & Pressley, M. (1992). Cognitive‑behavioral approaches in reading and written language: Developing self‑regulated learners. In N.N. Singh & I.L. Beale (Eds.), *Learning disabilities: Nature, theory, and treatment* (pp. 415‑451). New York: Springer‑Verlag.

Harris, K.R., & Graham, S. (1992). Self‑regulated strategy development: A part of the writing process. In M. Pressley, K.R. Harris, & J.T. Guthrie (Eds.), *Promoting academic competence and literacy in school* (pp. 277‑309). New York: Academic Press.

Graham, S., & Harris, K.R. (1992). Self‑regulated strategy development: Programmatic research in writing. In B.Y.L. Wong (Ed.), *Contemporary intervention research in learning disabilities: An international perspective* (pp. 47‑64). New York: Springer‑Verlag.

Graham, S., & Harris, K.R. (1992). Cognitive strategy instruction in written language for learning disabled students. In S. Vogel (Ed.), *Educational alternatives for students with learning disabilities* (pp. 91‑116). New York: Springer‑Verlag.

Graham, S., Harris, K.R., MacArthur, C., & Schwartz, S. (1991). Writing instruction. In B.Y.L. Wong (Ed.), *Learning about learning disabilities* (pp. 309‑343). New York: Academic Press.

Wong, B.Y.L., Harris, K.R., & Graham, S. (1991). Academic applications of cognitive-behavioral programs with learning disabled students. In P.C. Kendall (Ed.), *Child and adolescent therapy: Cognitive behavioral procedures* (pp. 245‑275). New York: Guilford Press.

Graham, S., Harris, K.R., & Reid, B. (1990). Learning disabilities. In E.L. Meyen (Ed.), *Exceptional children in today's schools: An alternative resource book* (2nd ed., pp. 193‑222). Denver, CO: Love Publishing Co.

Graham, S., & Harris, K.R. (1989). Cognitive training: Implications for written language. In J. Hughes & R. Hall (Eds.), *Cognitive‑behavioral psychology in the schools: A comprehensive handbook* (pp. 247‑279). New York: Guilford Press.

**Journal Articles:**

Harris, K.R. (2024). The Self-Regulated Strategy Development instructional model: Efficacious theoretical integration, scaling up, challenges, and future research. *Educational Psychology Review, 36,* 104. <https://doi.org/10.1007/s10648-024-09921-x>

Kim, Y. S. G., Harris, K. R., Goldstone, R., Camping, A., & Graham, S. (2024). The Science of teaching reading is incomplete without the science of writing: A randomized control trial of integrated teaching of reading and writing. *Scientific Studies of Reading,* 1–23. Online first <https://doi.org/10.1080/10888438.2024.2380272>

Kiuhara, S., Harris, K.R., Graham, S., Hacker, D.J., Brindle, M.E., McKeown, D. (2024). An RCT of PBPD and expert support for classwide SRSD instruction on timed narrative writing at 4th grade: Critical implications. *Reading & Writing,* Online First, <https://doi.org/10.1007/s11145-023-10507-2>

Harris, K. R., Kim, Y-S., Yim, S., Camping, A., & Graham, S. (2023). Yes, they can: Developing transcription skills and oral language in tandem with SRSD instruction on close reading of science text to write informative essays at grades 1 and 2. *Contemporary Educational Psychology, (73)*, 1-14. <https://doi.org/10.1016/j.cedpsych.2023.102150>

McKeown, D., Wijekumar, K., Owens, J., Harris, K., Graham, S., Lei, P., & FitzPatrick, E. (2023). Professional development for evidence-based writing instruction: Elevating fourth grade outcomes. *Contemporary Educational Psychology, (73),* 1-14. <https://doi.org/10.1016/j.cedpsych.2023.102152>

Camping, A., Graham, S., Harris, K.R. (2023). Writing motives and writing achievement of

linguistically diverse elementary school emergent bilingual students. *Journal of Educational Psychology, 115,* 1028-1043*.*

Graham, S., Harbaugh-Schattenkirk, A. Aitken, A., Harris, K.R., Ng, C., Wilson, J., & Wdowin, J. (2023). Writing motivation questionnaire: Factorial and construct validity with middle school students. *Educational Psychology Review*, *35*(1), 1- 28. <https://doi.org/10.1007/s10648-023-09742-4>

Harris, K.R., & McKeown, D. (2022). Overcoming barriers and paradigm wars: Powerful evidence-based writing instruction. *Theory Into Practice, 61* (4), 429-442. <https://doi.org/10.1080/00405841.2022.2107334>

Wijekumar, K., Harris, K.R., Graham, S., & Lie, P. (2022). A teacher technology tango shows strong results on 5th graders persuasive writing. *Educational Technology Research and Development 70(4), 1415-1439*. <https://doi.org/10.1007/s11423-022-10117-9>

Harris, K. R. (2021). SRSD instructional research for students with or at-risk for LD across the content areas: History and reflections. Using Self-Regulated Strategy Development to support students with and at-risk for learning disabilities across the content areas [Special issue], *Learning Disabilities Research and Practice, (36),* (3), 235-241. <https://onlinelibrary.wiley.com/doi/10.1111/ldrp.12260>

Harris, K.R. (2021/Oct/Nov/Dec). Evidence-based writing practices: A close look at obstacles in today’s writing instruction. *Literacy Today*, *39* (2), 26-27. <http://viewer.zmags.com/publication/7be1f82d#/7be1f82d/28>

Graham, S., Camping, A., Harris, K.R., Aitken, A., Wilson, J., Wdowin, J., & Ng, C. (2021).

Writing and writing motivation among students identified as English language learners. *International Journal of TESOL Studies, 3*(1), 50-63.

Graham, S., Aitken, A., Hebert, M., Santangelo, T., Camping, A., Harris, K.R., Eustice, K., &

Ng, C. (2021). Do children with reading difficulties experience writing difficulties? A meta-analysis. *Journal of Educational Psychology.* *113(8),* 1481-1506.

[10.1037/edu0000643](http://dx.doi.org/10.1037/edu0000643)

Graham, S., Harris, K.R., Adkins, M., & Camping, A. (2021). Do content revising goals

change the revising behavior and story writing of fourth grade students at-risk for writing difficulties. *Reading and Writing: An Interdisciplinary Journal, 34, 1915 - 1930.*

Harris, K.R., Ray, A. Graham, S., & Houston, J. (2019). Answering the challenge: SRSD instruction for close reading of text to write to persuade with 4th and 5th grade students experiencing writing difficulties. *Reading and Writing: An Interdisciplinary Journal, 32,* 1345-1357*.* <https://link.springer.com/article/10.1007/s11145-018-9910-1>

McKeown, D., Brindle, M., Harris, K.R., Sandmel, K., Steinbrecher, T.D., Graham, S., Lane, K.L., & Oakes, W.P. (2019). Teachers’ voices: Perceptions of effective professional development and classwide implementation of self-regulated strategy development in writing. *American Educational Research Journal, 56,* 753-791.

Graham, S., Harris, K.R., & Beard, K. (2019). Teaching young African American male

students to write using evidence-based practices. *Reading & Writing Quarterly, 35,* 19-29.

Wijekumar, K., Graham, S., Harris, K.R., Lei, P., Barkel, A., Aitken, A., Ray, A., & Houston, J.

(2019). The roles of writing knowledge, motivation, strategic behaviors, and skills in predicting elementary students’ persuasive writing from source material. *Reading and Writing: An Interdisciplinary Journal, 32,* 1431-1457*.* <https://doi.org/10.1007/s11145-018-9836-7>

Wijekumar, K., Beerwinkle, A., Harris, K.R., & Graham, S. (2019). Etiology of teacher

knowledge and instructional skills for literacy at the upper elementary grades. *Annals of Dyslexia, 69* (10), 5-20.

Graham, S., Wijekumar, K., Harris, K.R., Lei, P., Fishman, E., Ray, A., & Houston, J. (2019).

Writing skills, knowledge, motivation, and strategic behavior predict students’ persuasive writing performance in the context of robust writing instruction. *Elementary School Journal, 119,* 487-510.

Harris, K. R. (2018). Educational psychology: A future retrospective. *Journal of Educational Psychology, 110* (2), 163–173. <http://dx.doi.org/10.1037/edu0000267>

Graham, S., Liu, K., Bartlett, B., Ng, C., Harris, K.R., Aitken, A., Barkel, A., Kavanaugh, C., &

Talukdar, J. (2018). Reading for writing: A meta-analysis of the impact of reading and reading instruction on writing*. Review of Educational Research, 88,* 243-284.

Graham, S., Liu, K., Aitken, A., Ng, C., Bartlett, B., Harris, K.R., & Holzapel, J. (2018).

Balancing reading and writing instruction: A meta-analysis. *Reading Research Quarterly, 53,* 279-304.

Graham, S., Harris, K.R., Adkins, M. (2018). The impact of supplemental handwriting and

spelling instruction with first grade students who do not acquire transcription skills as rapidly as peers: A randomized control trial. *Reading and Writing: An Interdisciplinary Journal, 34,* 1273-1294.

Graham, S., & Harris, K.R. (2018). An examination of the design principles underlying a Self-

Regulated Strategy Development study based on the Writers in Community Model. *Journal of Writing Research, 10,* 139-187*.*

Graham, S., Daley, S., Aitken, A., Harris, K.R., & Robinson, K. (2018). Do writing

motivational beliefs predict middle school students’ writing performance? *Journal of Research in Reading, 41,* 642-656.

Graham, S., Liu, K., Aitken, A., Ng, C., Bartlett, B., Harris, K.R., & Holzapel, J. (2018).

Balancing reading and writing instruction: A meta-analysis. *Reading Research Quarterly, 53,* 279-304*.*

Harris, K.R., Graham, S., Aitken, A., Barkel, A., Houston, J., & Ray, A. (2017). Teaching spelling, writing, and reading for writing: Powerful evidence-based practices. *Teaching Exceptional Children, 49,* 262-272.

Looney, A., Cumming, J., van Der Kleij, F., & Harris, K.R. (2018) Reconceptualizing the role of teachers as assessors: Teacher assessment identity. *Assessment in Education: Principles, Policy & Practice, 25*(5), 442-467, DOI: 10.1080/0969594X.2016.1268090

Gersten, R., Harris, K.R., & Mason, L. (2017). Beyond reading: The less addressed aspects of

 research in learning disabilities. *Learning Disabilities Research and Practice, 32*(3), 137- 139.

Graham, S., Kiuhara, S., Harris, K.R., & Fishman, E. (2017). The relationship between

strategic behavior, motivation, and writing performance with young, developing writers. *Elementary School Journal, 118,* 82-104.

Harris, K.R., & Graham, S. (2016). Self-regulated strategy development in writing: Policy implications of an evidence-based practice. *Policy Insights from Behavioral and Brain Sciences, 3,* 77-84. DOI:

<http://journals.sagepub.com/doi/abs/10.1177/2372732215624216?journalCode=bbsa>

McKeown, D., Brindle, M., Harris, K.R., Graham, S., Collins, A., Brown, M. (2016). Illuminating growth and struggles in elementary classrooms using mixed methods: Practice-based professional development and coaching for differentiating SRSD instruction in writing. *Reading and Writing: An Interdisciplinary Journal, 29,* 1105-1140*.* DOI: [http://link.springer.com/article/10.1007%2Fs11145-016-9627-y](http://link.springer.com/article/10.1007/s11145-016-9627-y)

Brindle, M., Graham, S., Harris, K.R., & Hebert, M. (2016). Third and fourth grade teachers’

classroom practices in writing: A national survey. *Reading and Writing: An Interdisciplinary Journal, 9,* 929-954. [http://link.springer.com/article/10.1007%2Fs11145-015-9604-x](http://link.springer.com/article/10.1007/s11145-015-9604-x)

Ray, A., Graham, S., Houston, J., & Harris, K.R. (2016). Teachers’ use of writing to support

students’ learning in middle school: A national survey in the United States. *Reading and Writing: An Interdisciplinary Journal, 29,* 1039-1068.

Graham, S., Harris, K.R., Bartlett, B., Popadopoulou, E., & Santoro, J. (2016). Acceptability

of adaptations for struggling writers: A national survey with primary grade teachers. *Learning Disability Quarterly, 39,* 5-16.

Graham, S., & Harris, K.R. (2016). A path to better writing: Evidence-based practices in

the classroom. *Reading Teacher, 69,* 359-365.

Graham, S., Hebert, M., Sandbank, M., & Harris, K. R. (2016). Credibly assessing the writing

achievement of young struggling writers: Application of generalizability theory. *Learning Disability Quarterly, 39,* 72-82.

Harris, K.R., Graham, S., & Adkins, M. (2015). Practice-based professional development and self-regulated strategy development for Tier 2, at-risk writers in second grade. *Contemporary Educational Psychology, 40,* 5-16.

Festas, I, Oliveira, A., Rebelo, J, Damião, M., Harris, K.R., & Graham, S. (2015). Professional develpment in self-regulated strategy development: Effects on the writing performance of eigth grade Portuguese students. *Contemporary Educational Psychology, 40*, 17-27. doi: 10.1016/j.cedpsych.2014.05.004

Graham, S., & Harris, K.R. (2015). Common Core State Standards and writing: An

introduction. *Elementary School Journal, 115,* 458-463.

Graham, S., Hebert, M., & Harris, K.R. (2015). Formative assessment and writing: A meta-

analysis. *Elementary School Journal, 115,* 524-547.

Graham, S., Harris, K.R., & Santangelo, T. (2015). Research-based writing practices and the

Common Core: Meta-analysis and meta-synthesis. *Elementary School Journal, 115,* 498-522*.*

Graham, S., Cappizi, A., Harris, K.R., Hebert, M., & Morphy, P. (2014). Teaching writing to

middle school students: A national survey. *Reading and Writing: An Interdisciplinary Journal, 27,* 1015-1042.

Ennis, R.P., Harris, K.R., Lane, K.L., & Mason, L.H. (2014). Lessons learned from implementing self-regulated strategy development with students with emotional and behavioral disorders in alternative educational settings. *Behavioral Disorders, 40* (1), 68-78.

Graham, S., & Harris, K.R. (2014). Conducting high quality writing intervention research:

Twelve recommendations. *Journal of Writing Research, 6,* 89-123.

Graham, S. & Harris, K.R. (2014). Fostering budding writers. *Observer, 27.*

[*http://www.psychologicalscience.org/index.php/publications/observer/2014/september-14/fostering-budding-writers.html*](http://www.psychologicalscience.org/index.php/publications/observer/2014/september-14/fostering-budding-writers.html)

Graham, S., Capizzi, A., Harris, K.R., Hebert, M., & Morphy, P. (2014). Teaching writing to middle school students: A national survey. *Reading and Writing: An Interdisciplinary Journal, 27*, 1015-1042.

Harris, K.R. (2013). Disallowing recommendations for policy and practice: A proposal that is both too much and too little. *Educational Psychology Review, 25,* 309-316.

Harris, K.R., & Graham, S. (2013). “An adjective is a word hanging down from a noun”:

Learning to write and students with learning disabilities. *Annals of Dyslexia, 63,* 65-79.

Harris, K.R., Graham, S., Friedlander, B., & Laud, L. (2013). Bring powerful writing strategies

into your classroom: Why and how*. Reading Teacher, 66,* (7), pp. 538-542.

Graham, S., & Harris, K.R. (2013). Common Core State Standards, writing, and students with

LD. *Learning Disabilities Research & Practice, 28,* 28-37.

Harris, K.R., Lane, K.L., Graham, S., Driscoll, S., Sandmel, K., Brindle, M., & Schatschneider, C. (2012). Practice-based professional development for self-regulated strategies development in writing: A randomized controlled study. *Journal of Teacher Education, 63* (2), 103-119.

Graham, S., Kiuhara, S., McKeown, D., & Harris, K.R. (2012). A meta-analysis of writing

instruction for students in the elementary grades. *Journal of Educational Psychology, 104,* 879-896*.*

Harris, K.R., Lane, K.L., Driscoll, S., Graham, S., Wilson, K., Sandmel, K., Brindle, M., &

Schatschneider, C. (2012). Tier 1, teacher-implemented self-regulated strategy development for students with and without behavioral challenges. *Elementary School Journal, 113,* 160-191*.*

Lane, K., Harris, K.R., Graham, S., Driscoll, S., Sandmel, K., Morphy, P., Hebert, M., & House,

E. (2011). The effects of self-regulated strategy development for second-grade students with writing and behavioral difficulties: A randomized controlled trial. *Journal of Research on Educational Effectiveness*, *4,* 322-353.

Graham, S., Harris, K.R., & Hebert, M. (2011). It is more than just the message: Presentation effects in scoring writing. *Focus on Exceptional Children, 44* (4), 1-12.

Graham, S., Hebert. M., & Harris, K.R. (2011). Throw em’ out or make em’ better? High-

stakes writing assessments. *Focus on Exceptional Children, 44* (1),1-12.

Mason, L., Harris, K.R., & Graham, S. (2011). Self-regulated strategy development for

students with writing difficulties. *Theory Into Practice, 50,* 20-27.

Lane, K. L., Graham, S., Harris, K. R., Little, M. A., Sandmel, K., & Brindle, M. (2010). Story writing: The effects of self-regulated strategy development for second grade students with writing and behavioral difficulties. *Journal of Special Education, 44,* 107-128.

Little, A., Lane, K., Harris, K., Graham, S., Brindle, M., & Sandmel, K. (2010). Self-

regulated strategies development for persuasive writing in tandem with schoolwide positive behavioral support: Effects for second grade students with behavioral and writing difficulties. *Behavioral Disorders, 35,* 157-179.

Harris, K.R., & Graham, S. (2009). Self-regulated strategy development in writing: Premises,

evolution, and the future. *British Journal of Educational Psychology*, *6*, 113-135.

Graham, S., & Harris, K.R. (2009). Evidence-based writing practices: Drawing

recommendations from multiple sources. *British Journal of Educational Psychology*, *6*, 95-111.

Graham, S., & Harris, K.R. (2009). Almost 30 years of writing research: Making sense of it all with *The Wrath of Khan. Learning Disabilities Research & Practice, 24,* 58-68.

Sandmel, K., Brindle, M., Harris, K.R., Lane, K., Graham, S., Little, A., Nackel, J., & Mathias,

R. (2009). Making it work: Differentiating tier two writing instruction with self-regulated strategies development in tandem with schoolwide positive behavioral support for second graders. *Teaching Exceptional Children, 42,* 22-33.

Harris, K.R., Santangelo, T., & Graham, S. (2008). Self-regulated strategy development in

writing: An argument for the importance of new learning environments. *Instructional Sciences, 36,* 395-408.

Graham, S., Morphy, P., Harris, K.R., Fink-Chorzempa, B., Saddler, B., Moran, S., & Mason, L. (2008). Teaching spelling in the primary grades: A national survey of instructional practices and adaptations. *American Educational Research Journal, 45*(3), 796-825.

Graham, S., & Harris, K.R. (2008). In memory of Michael Pressley: A role model for 21st century educational psychologists. *Educational Psychologist, 43*, 65-69.

Harris, K.R., Alexander, P., & Graham, S. (2008). Michael Pressley’s contributions to the history and future of strategy research. *Educational Psychologist, 43*, 86-96.

Santangelo, T., Harris, K.R., & Graham, S. (2008). Using self-regulated strategy development to support students who have “Trubol giting thangs into werds.” *Remedial and Special Education, 29*, 78-89.

Graham, S., Harris, K.R., Mason, L., Fink-Chorzempa, B., Moran, S., & Saddler, B. (2008). How do primary grade teachers teach handwriting? A national survey. *Reading and Writing: An Interdisciplinary Journal, 21*, 49-69.

Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. (2008). The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. *Journal of Special Education, 41,* 234-253.

Santangelo, T., Harris, K.R., & Graham, S. (2007). Self-regulated strategy development: A validated model to support students who struggle with writing. *Learning Disabilities: A Contemporary Journal, 5*, 1-20.

Zito, J., Adkins, M., Gavins, M., Harris, K.R., & Graham, S. (2007). Self‑regulated strategy development: Relationship to the social‑cognitive perspective and the development of self‑regulation. *Reading and Writing Quarterly, 23*, 77-95.

Graham, S., & Harris, K.R. (2006). In memory and tribute: Michael Pressley (1951-2006). *Contemporary* *Educational Psychology, 31,* 377-386.

Pressley, M., Graham, S., & Harris, K.R. (2006). The state of educational intervention research. *British Journal of Educational Psychology, 76,* 1-19.

Harris, K.R., Graham, S., & Mason, L. (2006). Improving the writing, knowledge, and motivation of struggling young writers: Effects of self-regulated strategy development with and without peer support. *American Educational Research Journal, 43*(2), 295-340*.*

Lane, K., Graham, S., Harris, K.R., & Weisenbach, J. (2006). Teaching writing strategies to young students struggling with writing and at-risk for behavioral disorders: Self-regulated strategy development. *Teaching Exceptional Children, 39,* 60-64.

Graham, S., Harris, K.R., & MacArthur, C. (2006). Explicitly teaching struggling writers: Strategies for mastering the writing process. *Intervention in School and Clinic, 41*(5), 290-294.

Graham, S., & Harris, K.R. (2006). Preventing writing difficulties: Providing additional handwriting and spelling instruction to at-risk children in first grade. *Teaching Exceptional Children, 38*(5), 64-66.

Harris, K.R., Danoff‑Friedlander, B., Saddler, B., Frizzelle, R., & Graham, S. (2005). Self‑monitoring of attention versus self‑monitoring of academic performance: Differential effects among students with ADHD in the regular classroom. *Journal of Special Education, 39*, 145-156.

Graham, S., Harris, K.R., & Mason, L. (2005). Improving the writing performance, knowledge, and motivation of struggling young writers: The effects of Self‑Regulated Strategy Development. *Contemporary Educational Psychology, 30*, 207‑241.

Graham, S., & Harris, K.R. (2005). Improving the writing performance of young struggling writers: Theoretical and programmatic research from the Center to Accelerate Student Learning. *Journal of Special Education, 39*(1), 19‑33.

Odom, S.L., Brantlinger, E., Gersten, R., Thompson, B., & Harris, K.R. (2005). Research in special education: Scientific methods and evidence‑based practices. *Exceptional Children, 71*(2), 137‑148.

Fink‑Chorzempa, B., Graham, S., & Harris, K.R. (2005). Instructional adaptations for struggling writers in primary grade classrooms. *Teaching Exceptional Children, 37*, 60‑63.

Saddler, B., Moran S., Graham, S., & Harris, K.R. (2004). Preventing writing difficulties: The effects of planning strategy instruction on the writing performance of struggling writers. *Exceptionality, 12*, 13‑17.

Mason, L., Harris, K.R., & Graham, S. (2004). “POW+WWW, What=2, How=2” equals fun and exciting stories. *Teaching Exceptional Children, 14*, 74‑89.

Harris, K.R. (2003). Editorial: Is the work as good as it could be? *Journal of Educational Psychology, 95*(3), 451-452.

Harris, K.R., Graham, S., & Mason, L. (2003). Self‑regulated strategy development in the classroom: Part of a balanced approach to writing instruction for students with disabilities. *Focus on Exceptional Children, 35*(7), 1‑16.

‑ Reprinted in: T. Skrtic, K. Harris, & J. Shriner (Eds.). (2005). *Special education policy and practice*. Denver: Love.

Graham, S., Harris, K.R., & Fink‑Chorzempa, B. (2003). Extra spelling instruction: Promoting better spelling, writing and reading performance right from the start. *Teaching Exceptional Children, 35*(6), 66‑68.

Graham, S., Harris, K.R., MacArthur, C., & Fink, B. (2003). Primary grade teachers’ instructional adaptations for weaker writers: A national survey. *Journal of Educational Psychology, 95*, 279‑293.

Graham, S., Harris, K.R., & Fink, B. (2002). Contributions of spelling instruction to the spelling, writing, and reading of poor spellers. *Journal of Educational Psychology, 94,* 669‑686.

Mason, L.H., Harris, K.R., & Graham, S. (2002). Every child has a story to tell: Self‑regulated strategy development for story writing. *Educational Treatment of Children, 25*(4), 496‑506.

Graham, S., Harris, K.R., Fink, B., & MacArthur, C. (2002). Primary grade teachers’ theoretical orientations concerning writing instruction: Construct validation and a nationwide survey. *Contemporary Educational Psychology, 27*, 147‑166.

Harris, K.R., Graham, S., Mason, L.H., & Saddler, B. (2002). Developing self‑regulated writers. *Theory into Practice, 41*, 110‑115.

Harris, K.R., Graham, S., & Mason, L. (2002). POW plus TREE equals powerful opinion essays. *Teaching Exceptional Children, 34*, 74‑77.

Graham, S., Harris, K.R., & Larsen, L. (2001). Prevention and intervention of writing difficulties with students with learning disabilities. *Learning Disabilities Research and Practice, 16,* 74‑84.

Lovingfoss, D., Molloy, D., Harris, K.R., & Graham, S. (2001). Preparation, practice, and program reform: Crafting the University of Maryland’s five‑year, multi‑categorical undergraduate program in special education. *Journal of Special Education, 35*, 105‑114.

Graham, S., Harris, K.R., Fink, B., & MacArthur, C. (2001). Teacher efficacy in writing: A construct validation with primary grade teachers. *Scientific Study of Reading, 5*, 177‑202.

Graham, S., & Harris, K. R. (2001). Keys to successful learning: Introduction [Special issue]. *Learning Disabilities Research and Practice,16*, 61.

Mamlin, N., Harris, K.R., & Case, L.P. (2001). A methodological analysis of research on locus of control and learning disabilities: Rethinking a common assumption. *The Journal of Special Education, 34*, 214‑225.

Graham, S., Harris, K.R., & Fink, B. (2000). Is handwriting causally related to learning to write? *Journal of Educational Psychology, 92*, 620‑633.

Graham, S., & Harris, K. (2000). Writing development: Introduction [Special issue]. *Educational Psychologist, 35*, 1.

Graham, S., Harris, K.R., & Fink, B. (2000). Extra handwriting instruction: Preventing writing difficulties right from the start. *Teaching Exceptional Children, 33*(2), 88‑91.

Graham, S., Harris, K.R., & Troia, G. (2000). Self‑regulated strategy development revisited: Teaching writing strategies to struggling writers. *Topics in Language Disorders, 20*(4), 1‑14.

De La Paz, S., Owen, B., Harris, K.R., & Graham, S. (2000). Riding Elvis’ motorcycle: Using self‑regulated strategy development to PLAN and WRITE for a state exam. *Learning Disabilities Research and Practice, 15*(2), 101‑109.

Graham, S., & Harris, K.R. (2000). The role of self‑regulation and transcription skills in writing and writing development. *Educational Psychologist, 35*(1), 3‑12.

Harris, K.R., & Graham, S. (1999). Programmatic intervention research: Illustrations from the evolution of self‑regulated strategy development. *Learning Disability Quarterly, 22*, 251‑262.

Graham, S., & Harris, K.R. (1999). Assessment and intervention in overcoming writing difficulties: An illustration from the self‑regulated strategy development model. *Language, Speech and Hearing Services in the School, 30*, 253‑264.

Troia, G.A., Graham, S., & Harris, K.R. (1999). Teaching students to plan mindfully: Effects on the writing performance of students with learning disabilities. *Exceptional Children, 65*(2), 235‑252.

Mamlin, N., & Harris, K.R. (1998). Elementary teachers’ referral to special education in light of inclusion and prereferral: “Every child is here to learn ... but some of these children are in real trouble.” *Journal of Educational Psychology, 90*(3), 385‑396.

Pressley, M., & Harris, K.R. (1998). Constructivism and instruction. *Issues in Education:* *Contributions from Educational Psychology, 3*(2), 245‑255.

Harris, K.R., & Alexander, P.A. (1998). Integrated, constructivist education: Challenge and reality. *Educational Psychology Review, 10*(2), 115‑127.

Alexander, P.A., Graham, S., & Harris, K.R. (1998). A perspective on strategy research: Progress and prospects. *Educational Psychology Review, 10*(2), 129‑154.

Sexton, M., Harris, K.R., & Graham, S. (1998). Self‑regulated strategy development and the writing process: Effects on essay writing and attributions. *Exceptional Children, 64*(3), 295‑311.

Graham, S., & Harris, K.R. (1997). It can be taught but it does not develop naturally: Myths and realities in writing instruction. *School Psychology Review, 26*(3), 414‑424.

Reid, R., Schmidt, T., Harris, K.R., & Graham S. (1997). Cognitive strategy instruction: Developing self‑regulated learners. *Reclaiming Children and Youth, 6*(2), 97‑102.

Graham, S., & Harris, K.R. (1997). Self‑regulation and writing: Where do we go from here? *Contemporary Educational Psychology, 220*, 102‑114.

Johnson, L., Graham, S., & Harris, K.R. (1997). The effects of goal setting and self‑instruction on learning a reading comprehension strategy among students with learning disabilities. *Journal of Learning Disabilities, 30*(1), 80‑91.

MacArthur, C., Schwartz, S., Graham, S., Molloy, D., & Harris, K.R. (1996). Integration of strategy instruction into a whole language classroom: A case study. *Learning Disabilities Research and Practice, 11*(3), 168‑176.

Harris, K.R., & Graham, S. (1996). Constructivism and students with special needs: Issues in the classroom. *Learning Disabilities Research and Practice, 11*(3), 134‑137.

Graham, S., Harris, K.R., & Loynachan, C. (1996). The directed spelling thinking activity: Application with high frequency words. *Learning Disabilities Research and Practice, 11*(1), 34‑40.

Harris, K.R., & Graham, S. (1996). Memo to constructivists: Skills count, too. *Educational Leadership, 53*(5), 26‑29.

Graham, S., Harris, K.R., & MacArthur, C. (1995). Introduction [Special issue]. *Learning Disability Quarterly, 18*, 250‑252.

Graham, S., & Harris, K.R. (1994). The effects of whole language on children’s writing: A review of literature. *Educational Psychologist, 29*, 187‑192.

Harris, K.R., & Graham, S. (1994). Constructivism: Principles, paradigms, and integration. *The Journal of Special Education, 28*, 233‑247.

Graham, S., & Harris, K.R. (1994). Implications of constructivism for teaching writing to students with special needs. *The Journal of Special Education, 28* (3), 275‑289.

Pressley, M. & Harris, K.R. (1994). Increasing the quality of educational intervention research. *Educational Psychology Review, 6*, 271‑289.

Pressley, M., & Harris, K.R. (1994). More about increasing the quality of educational intervention research: A synthesis. *Educational Psychology Review, 6*, 191‑208.

Harris, K.R., Graham, S., Reid, R., McElroy, K., & Hamby, R. (1994). Self‑monitoring of attention versus self‑monitoring of performance: Replication and cross‑task comparison studies. *Learning Disability Quarterly, 17*, 121‑139.

Graham, S., Harris, K.R., & Loynachan, C. (1994). The spelling for writing list. *Journal of Learning Disabilities, 27*(4), 210‑214.

Graham, S., Harris, K.R., & MacArthur, C.A. (1993). Improving the writing of students with learning problems: Self‑regulated strategy development. *School Psychology Review, 22*(4), 656‑669.

Danoff, B., Harris, K.R., & Graham, S. (1993). Incorporating strategy instruction within the writing process in the regular classroom: Effects on the writing of students with and without learning disabilities. *Journal of Reading Behavior, 25*, 295‑322.

Graham, S., & Harris, K.R. (1993). Self‑regulated strategy development: Helping students with learning problems develop as writers. *Elementary School Journal, 94*, 159‑182.

Reid, R., & Harris, K.R. (1993). Self‑monitoring of attention versus self‑monitoring of performance: Effects on attention and academic performance. *Exceptional Children, 60*, 29‑40.

Harris, K.R., & Graham, S. (1993). Cognitive strategy instruction and whole language: A case study. *Remedial and Special Education, 14*, 30‑34.

Graham, S., Harris, K.R., & Loynachan, C. (1993). The Basic Spelling Vocabulary. *Journal of Educational Research, 86*, 363‑368.

Sawyer, R.J., Graham, S., & Harris, K.R. (1992). Direct teaching, strategy instruction, and strategy instruction with explicit self‑regulation: Effects on learning disabled students’ composition skills and self‑efficacy. *Journal of Educational Psychology, 84*, 340‑352.

Harris, K.R., Bennof, A., Higdon, J., Liebow, H., Metheny, L., Nelson, V., Packman, S., & Strouse, C. (1992). The Charles County Academic Self‑Management Consortium: SCOREing across the grades. *Learning Disabilities Forum, 17,* 37‑42.

Case, L.P., Harris, K.R., & Graham, S. (1992). Improving the mathematical problem-solving skills of students with learning disabilities: Self‑regulated strategy development. *Journal of Special Education, 26*, 1‑19.

Graham, S., Harris, K.R., & Reid, R. (1992). Developing self‑regulated learners. *Focus on Exceptional Children, 24*(6), 1‑16.

‑Reprinted in: E.L. Meyen, G.A. Vergason, & R.J. Whelan, (Eds.) (1995). *Educating students with mild disabilities: New perspectives and practices* (pp. 127‑150). Denver: Love Publishing Company.

Pressley, M., Harris, K.R., & Marks, M.B. (1992). But good strategy instructors are constructivists!! *Educational Psychology Review, 4*, 3‑31.

Harris, K.R., & Pressley, M. (1991). The nature of cognitive strategy instruction: Interactive strategy construction. *Exceptional Children, 57* (5), 392‑405.

Harris, K.R., & Reid, R. (1991). A critical review of the Slosson Intelligence Test. *Learning Disabilities Research and Practice, 6*, 188‑191.

Graham, S., Harris, K.R., MacArthur, C.A., & Schwartz, S. (1991). Writing and writing instruction for students with learning disabilities: Review of a research program. *Learning Disability Quarterly, 14*, 89‑114.

Harris, K.R. (1990). Paradigmatically induced schizophrenia [Letter to the Editor]. *Journal of Learning Disabilities, 21*, 586‑587. <https://doi.org/10.1177/002221949002301001>

Harris, K.R., Preller, D.M., & Graham, S. (1990). Acceptability of cognitive‑behavioral and behavioral interventions among teachers. *Cognitive Therapy and Research, 14*, 573‑587.

Graham, S., & Harris, K.R. (1990). Self‑instructional strategy development. *Learning Disabilities Forum, 16,* 15‑22.

MacArthur, C.A., Haynes, J.A., Malouf, D.B., Harris, K.R., & Owings, M. (1990). Computer assisted instruction with learning disabled students: Achievement, engagement, and other factors that influence achievement. *Journal of Educational Computing Research, 6*, 311‑328.

Harris, K.R. (1990). Developing self‑regulated learners: The role of private speech and self‑instructions. *Educational Psychologist, 25*, 35‑50.

Pressley, M., & Harris, K.R. (1990). What is really known about cognitive strategy instruction. *Educational Leadership, 48*, 31‑34.

Reid, R., & Harris, K.R. (1989). Self‑monitoring of performance. *Learning Disabilities Forum, 15*, 39‑42.

Graham, S., & Harris, K.R. (1989). Improving learning disabled students’ skills at composing essays: Self‑instructional strategy training. *Exceptional Children, 56*, 201‑216.

Graham, S., & Harris, K.R. (1989). A components analysis of cognitive strategy instruction: Effects on learning disabled students’ compositions and self‑efficacy. *Journal of Educational Psychology, 81*, 353‑361.

Graham, S., & Harris, K.R. (1989). The relevance of IQ in the determination of learning disabilities: Abandoning scores as decision‑makers. *Journal of Learning Disabilities, 22*, 500‑503.

Harris, K.R. (1988). Learning disabilities research: The need, the integrity, and the challenge. *Journal of Learning Disabilities, 21*, 267‑270, 274.

Harris, K.R., Graham S., & Freeman, S. (1988). The effects of strategy training and study conditions on metamemory among LD students. *Exceptional Children, 54*, 332‑338.

‑Reprinted in: E. Lombardo & V. Lombardo, (Eds.) (1988). *Learning disabilities: A book of readings.* Needham, MA: Ginn Press.

Harris, K.R., & Graham, S. (1988). Self‑instructional strategy training: Improving writing skills among educationally handicapped students. *Teaching Exceptional Children, 20*, 35‑37.

Graham, S., & Harris, K. (1988). Research and instruction in written language: An introduction to the special issue. *Exceptional Children, 54*, 495‑496.

Graham, S., & Harris, K.R. (1988). Instructional recommendations for teaching writing to exceptional students. *Exceptional Children, 54*, 506‑512.

Graham, S., & Harris, K.R. (1987). Improving composition skills of inefficient learners with self‑instructional strategy training. *Topics in Language Disorders, 7*, 66‑77.

Graham, S., Harris, K.R., & Sawyer, R. (1987). Composition instruction with learning disabled students: Self‑instructional strategy training. *Focus on Exceptional Children, 20*(4), 1‑11.

Harris, K.R. (1986). Self‑monitoring of attentional behavior vs. self‑monitoring of productivity: Effects on on‑task behavior and academic response rate among learning disabled children. *Journal of Applied Behavior Analysis, 19*, 417‑423.

Harris, K.R. (1986). The effects of cognitive‑behavior modification on private speech and task performance during problem solving among learning disabled and normally achieving children. *Journal of Abnormal Child Psychology, 14*, 63‑76.

Cuenin, L.H., & Harris, K.R. (1986). Planning, implementing, and evaluating timeout interventions with exceptional students. *Teaching Exceptional Children, 18*, 272‑276.

Harris, K.R. (1985). Conceptual, methodological, and clinical issues in cognitive‑behavioral assessment. *Journal of Abnormal Child Psychology, 13*, 373‑390.

Harris, K.R. (1985). Definitional, parametric, and procedural considerations in timeout interventions and research. *Exceptional Children, 51*, 279‑288.

Harris, K.R., & Graham, S. (1985). Improving learning disabled students’ composition skills: Self‑control strategy training. *Learning Disability Quarterly, 8*, 27‑36.

Harris, K.R., Halpin, G., & Halpin, G. (1985). Teacher characteristics and stress. *Journal of Educational Research, 78*, 346‑350.

Halpin, G., Harris, K.R., & Halpin, G. (1985). Teacher stress as related to locus of control, sex, and age. *Journal of Experimental Education, 53*, 136‑140.

Graham, S., Halpin, G., Harris, K.R., & Benson, J. (1985). A factor analysis of the Pupil Control Ideology Scale. *Journal of Experimental Education, 53*, 202‑206.

Harris, K.R. (1983). The use of estimated true scores, standard errors of measurement, and confidence intervals in reporting assessment data. *Diagnostique, 8*, 118‑126.

Harris, K.R. (1982). Cognitive‑behavior modification: Application with exceptional students. *Focus on Exceptional Children, 15*(2), 1‑16.<https://doi.org/10.17161/foec.v15i2.7449>

‑Reprinted in: E.L. Meyen, G.A. Vergason, & R.J. Whelan, (Eds.) (1988). Effective instructional strategies for exceptional children (pp. 216‑242). Denver: Love Publishing Co.

Halpin, G., Halpin, G., & Harris, K.R. (1982). Personality characteristics and self‑concept of preservice teachers related to their pupil control orientation. *Journal of Experimental Education, 50*, 195‑200.

Harris, K.R., & Brown, R. (1982). Cognitive modification and informed teacher treatments for shy children. *Journal of Experimental Education, 50*, 137‑144.

Harris, K.R. (1980). The sustained effects of cognitive modification and informed teachers on children’s communication apprehension. *Communication Quarterly, 24*, 47‑57.

Graham, S., & Harris, K.R. (1980). The least restrictive alternative: An educational dilemma. *Education Unlimited, 2*, 12‑14.

Harris (Garrison), K.R., & Garrison, J.P. (1980). Elementary teachers’ perceptions of communication apprehension among their students. *The Professional Educator, 3*, 20‑31.

Garrison, J.P., & Harris (Garrison), K.R. (1979). Measurement of oral communication apprehension among children: A factor in the development of basic speech skills. *Communication Education, 28*, 119‑128.

**Newsletters/Encyclopedia Entries/Special Publications:**

Graham, S., & Harris, K.R. (2003). Literacy: Writing. In R. Anand (Ed.), *Encyclopedia of Cognitive Science* (pp. 939‑945). London: MacMillan.

Harris, K.R., & Schmidt, T. (1998). Learning self‑regulation does not equal self‑instructional training. *The ADHD Report, 6*(3), 7‑11.

Harris, K.R., & Schmidt, T. (1997). Learning self‑regulation in the classroom. *The ADHD Report, 5*(2), 1‑6.

Harris, K.R., & Graham S. (1997). *Self‑regulated learning in spelling and writing: What, how, and why*. Columbus, OH: Zaner‑Bloser Educational Publishers.

Harris, K. R. (1996). Author’s column: Learning to spell the self‑regulated way. *Teaching K‑8*.

Harris, K.R. (1994). Author’s Column: Spelling‑Combining will with skill. *Teaching K‑8, 24*, 16.

Graham, S., & Harris, K. (1990). Self‑instructional strategy development [Special issue]. *Learning Disabilities Forum*, *16*, 15‑22.

Graham, S., & Harris, K.R. (1988). Improving writing skills with self‑instructional strategy training. *Learning Disabilities Forum, 13*, 20‑21.

Graham, S., & Harris, K.R. (1987). A summary of the National Conference on Learning Disabilities. *Learning Disabilities Forum, 12*, 1‑2.

Graham, S., & Harris, K.R. (1987). Writing remediation. In C. Reynolds & L. Mann (Eds.), *Encyclopedia of Special Education* (pp. 1676‑1677). New York: John Wiley & Sons, Inc.

**Media/Materials:**

Harris, K.R., & Graham, S. (Consultants and Participants) (2002). Teaching students with learning disabilities in the regular classroom(Adjusting for learner needs; Using Learning strategies). Professional development video training series. Association for Supervision and Curriculum Development, Alexandria, Va.

Harris, K.R. (Producer) (1990). Tap and count: Guided practice with a writing strategy. Videotape produced at the College of Education, Educational Technology Center, University of Maryland.

Harris, K.R. (Producer) (1990). Modeling a writing strategy: Tap and count. Videotape produced at the College of Education, Educational Technology Center, University of Maryland.

**PROFESSIONAL PRESENTATIONS**

**International/National Symposium**

Barkel, A., Harris, K.R., Graham, S., & Camping, A. Adapting Self-Regulated Strategy Development for Opinion Writing with Elementary-Aged English Language Learners. Poster presentation at Council for Exceptional Children (CEC), Virtual Conference. February, 2022.

Owens, J.K., McKeown, D., Wijekumar, K., & Harris, K.R. Impacts of an implementation intervention for principals’ impact on intervention fidelity. Presentation in the symposium: Powerful technologies to address the pandemic of poverty and prejudice. Society for Research on Educational Effectiveness, September, 2021.

Harris, K.R. The power of Self-Regulated Strategy Development for writing. Virtual presentation as part of a half day symposium: The science of essential writing instruction: A teacher - technology tango to promote persuasive writing. International Dyslexia Association, Annual Reading, Literacy, and Learning Conference. November, 2020.

Harris, K., R. (Chair), Kaplan, A., & Sinatra, G. So, you want to be a journal editor? Understanding the process, demands, and rewards. Symposium at the American Psychological Association Conference. San Francisco, CA. August, 2018.

Harris, K.R. Self-regulated strategy development: Theory, research, and implications for teachers and educational practice. Symposium at the Department of Educational Studies, Ghent University. Ghent, Belgium. May, 2017.

Harris, K.R., & Graham, S. Research methodology: High-quality intervention

research and meta-analyses. Symposium at the Department of Educational Studies, Ghent University. Ghent, Belgium. May, 2017.

Harris, K.R., Wijekumar, & Graham, S. The role of technology in disseminating an evidence-based practice: Beginning efforts, promises, and early lessons learned. **Symposium on** the role of psychology in disseminating psychology**, American Psychological Association. Toronto, CA. August, 2015.**

Harris, K.R. Self-regulated strategy development in writing: Empowering students as authors. The Center for Special Needs Education Research and Practice, Graduate School of Education Department, and the Graduate School for International Development and Cooperation, Hiroshima University, Hiroshima, Japan, December, 2014.

Harris, K.R. Self-regulated strategy development in writing: An evidence-based practice. Kyoto University,Japan, December, 2014.

Harris, K.R. Self-regulated strategy development in writing: An evidence-based practice. Tokyo University,Japan, December, 2014.

Harris, K.R. Self-regulated strategy development in writing: An evidence-based practice. Hiroshima University*,* Japan, December, 2014.

Harris, K.R. Discussant: Design principles for teaching effective writing in learning-to-write and writing-to-learn. Symposium, SIG Writing Conference, Amsterdam, Belgium. August, 2014.

Graham, S., & Harris, K.R. Evidence-based writing practices: Identification, instructional design, and context. Presentation as part of a symposium at the SIG Writing Conference, Amsterdam, Belgium. August, 2014.

Kiuhara, S. A., Harris, K. R., Graham, S., Brindle, M., McKeown, D., & Gilbert, J. SRSD with an on-demand writing task. In S. A. Kiuhara (Chair), An international spectrum of strategies-based writing interventions for school-aged children. Symposium conducted at Writing Research Across Borders III, Paris, France. February, 2014.

Harris, K.R. & Graham, S. Designing experimental intervention studies in writing. Write! Read! 2013 Conference in Trondheim, Norway, May, 2013.

Harris, K.R., et al. Cognition and social/cultural lens: Two separate worlds?

(Session 1). Symposium on Cognition and Context, Writing Research Across Borders

II Conference. George Mason University, VA, February, 2011.

Harris, K.R., et al. (2011, February). Cognition and social/cultural lens: Two separate worlds?

(Session 2). Symposium on Cognition and Context, Writing Research Across Borders

II Conference. George Mason University, VA.

Harris, K.R. Symposium; Research on self-regulated strategy instruction for struggling writers and students with disabilities. University of California – Irvine, February, 2011.

Harris, K.R. Executive function, self-regulation, and writing. Professional development seminar presented at North Carolina Central University, June, 2010.

Harris, K.R. & Graham, S. Skills, will, knowledge, and strategies – The road

to competent writing. Presentation at Southern Methodist University, Dallas, TX, May,

2010.

Harris, K.R. “Well of course I can write now…somebody taught me how”: Self-regulated strategy development in writing. City University of New York, March, 2010.

Harris, K.R. Programmatic research: SRSD in writing. Arcadia University, September, 2009.

Harris, K.R. Constructing and conducting programmatic research. University of Nebraska-Lincoln, Department of Special Education, April, 2008.

Harris, K.R. Publishing in top-tier research journals. University of Kansas, College of Education, March, 2008.

Harris, K.R. Developing strategic writers: Self-regulated strategy development. University of Utah, October, 2007.

Harris, K.R. Writing for publication. Presentation at the International Conference for the Council of Exceptional Children Beginning Career Researchers Workshop. Louisville, KY, April, 2007.

Harris, K.R. Participant, National Science Foundation sponsored symposium, “Theory and practice of successful schooling: The nexus between academic achievement and social emotional competence.” College Park, MD, June, 2006.

Harris, K.R. “Marconi invented the radio so people who couldn’t afford a TV could listen to the news:” Self-regulated strategy development in writing. Lehigh University, November, 2005.

Harris, K.R. “Marconi invented the radio so people who couldn’t afford a TV could listen to the news:” Self‑regulated strategy development in writing. University of Illinois, Champaign-Urbana, October, 2004.

Harris, K.R. Theoretical bases and research in self‑regulation: Application in the area of learning disabilities. Applied Developmental Psychology Department, George Mason University, September, 2004.

Harris, K.R. Every Child has a story to tell ‑ and write: The reading‑writing connection through strategy instruction. I‑Read Summer Institute, University of Notre Dame, July, 2002.

Harris, K.R., & Graham, S. “The steamboat’s invention created a network of rivers:” Developing children’s writing expertise. Distinguished Scholar Symposium, Appalachian State University, April, 2002.

Harris, K.R. Children with ADHD CAN learn self‑regulation. Lehigh University Summer Institute: ADHD: Assessment and Intervention. Bethlehem, PA, July, 1998.

Harris, K.R., & Graham, S. All you ever wanted to know about writing that you never learned in school: Independence in writing for students with learning disabilities through Self-Regulated Strategy Development. National Institutes of Health/The Kingsbury Center Ninth Annual Symposium, NIH, Bethesda, MD, November, 1996.

Harris, K.R. Developing self‑regulation among students with special needs. The Symposium on Self‑Regulation, University at Albany, State University of New York, April, 1994.

**Keynote Presentations/Distinguished Speaker/Pre‑conference Institutes:**

Harris, K.R. Literacy from the viewpoint of SRSD, an evidence-based ppproach to writing instruction from kindergarten to ollege: Lessons learned and policy implications. Keynote presented at the Writing Research Across Borders. Trondheim, Norway, February, 2023.

Harris, K.R. Four decades of research on effective instruction and PD: Lessons learned and thoughts on the future of special education research and practice. Keynote presentation and discussion, Badar-Kauffman Special Education Research Conference. March, 2022.

Harris, K.R. Let's talk: Addressing and dissipating barriers to adoption and integration of evidence-based practices in schools. Keynote speaker breakout session, Badar-Kauffman Special Education Research Conference. March, 2022.

Harris, K.R. Reading and writing to learn, persuade, or inform in the elementary grades. Distinguished Virtual Speaker, The South Australian Department of Education Literacy Summit. February, 2022.

Harris, K.R. Powerful barriers to evidence-based practices in our schools: Lessons learned from Self-Regulated Strategy Development for writing. Virtual Power Session Keynote at the International Literacy Association Conference. November, 2021.

Harris, K.R. Close reading and writing to learn, inform, and persuade across grades K-12. Virtual Keynote at the Neuroscience and Education Symposium. Vanderbilt University and Currey Ingram Academy, Nashville, June, 2021.

Harris, K.R. Self-regulated strategy development in writing: Scaling up and policy implications from an evidence-based practice. Distinguished Speaker, College of Education, University of California, Irvine. January, 2020.

Harris, K.R. Complexity science in education, social justice, and the future of education. Distinguished Speaker (Virtual), Graduate Student Seminar, Department of Curriculum and Instruction, Vanderbilt University. March, 2020

Harris, K.R. How teachers support executive functioning throughout self-regulated strategy development writing instruction. Keynote at Congress on Education, Hiroshima, Japan. September, 2019.

Harris, K.R. Literacy and the worldwide literacy network: Past, present, and future. Keynote at the European Literacy Network 1st Literacy Summit. University of Porto. Porto, Portugal. November, 2018.

Harris, K.R. Self-regulated strategy development instruction: Built for teacher ownership and differentiation. Learning Sciences Institute Australia, Australian Catholic University, Brisbane. March, 2018

Harris, K.R. Self-regulated strategy development in writing: Lessons learned and policy implications from an evidence-based practice. Seminar for Educational Studies, College of Education, University of Oregon. Eugene, OR. January, 2018.

Harris, K.R. Self-regulated strategy development for reading and writing to learn and persuade with 9 to11-year olds. Keynote presented at the DIES Writing Research Group conference, University of Regensburg, Regensburg, Germany. May, 2017.

Harris, K.R. Self-regulated strategy development in writing: Lessons learned and policy implications from an evidence-based practice. Clemson University Tigers ADVANCE Distinguished Speaker Series. Clemson, SC. November, 2017.

Harris, K.R. Self-regulated strategy development: Confessions of an evidence-based practice. Presentation to the Stanford University, College of Education, Graduate Student Organization: Psychological Interventions in Educational Settings. Stanford, CA. May, 2016.

Harris, K.R. Innovative reading and writing strategies instruction. Keynote presentation at the International Symposium on Reading and Reading Engagement: Reading Matters - Global Trends and Innovations. Learning Sciences Institute Australia, Brisbane, Australia. July, 2015.

Harris, K.R. The power of “and.” Conference opening presentation, Advances in Educational Psychology Conference, Fairfax, VA. October, 2014.

Harris, K.R. Self-regulated strategy development: Developing an evidence-based approach in the US and England. Keynote speaker at the Association of Primary Education (ASPE) Primary Curriculum Seminar Series, London, England. March, 2015.

Harris, K.R. Design parameters of self-regulated strategy development. Keynote

Presentation, SIG Writing Conference, Amsterdam, Netherlands. August, 2014.

Harris, K.R. Self-regulated strategy development for writing…and reading. Keynote presentation at the Write! Read Conference in Trondheim, Norway. May, 2013.

Graham, S., & Harris, K.R. Evidence-based writing practices. Presentation at

Coimbra University, Coimbra, Portugal. March, 2012.

Harris, K.R., & Graham, S. Teaching writing strategies: The state of the art.

Presentation at Coimbra University, Coimbra, Portugal. March, 2012.

Harris, K.R., & Graham, S. Scholarship of teaching: Conducting high quality research and publishing in quality journals. Presentation to the Faculty of Education at Griffith University. Surfers Paradise, Australia. February, 2009.

Harris, K.R. Self-regulated strategy development: Evidence-based practice for diverse students. Presentation at the Public Education and Business Coalition, Research and Practice Symposium, Denver, CO, October, 2008.

Harris, K.R. Self-regulated strategy development: An evidence-based practice. Keynote speaker at “From France to Quebec”: Writing in all its States; International Conference, Poitiers, France, November, 2008.

Harris, K.R. Writing for publication. Presentation at the International Conference for the Council of Exceptional Children Beginning Career Researchers Workshop, Louisville, KY, April, 2007.

Harris, K. R., and others. Getting published: A panel of journal editors and emerging scholars. Course presented at the Annual meeting of the American Educational Research Association, San Diego, CA, April, 2004, 2005, 2006, 2007.

Harris, K.R. Every child can write. Presentation made to the 15th Annual symposium for Learning Consultants, Rowan University, Glassboro, NJ, October, 2005.

Harris, K.R. The steamboat’s invention created a network of rivers: Developing writing abilities among students with LD. Presentation made to the 18th Annual Harvard Learning Differences Conference, Cambridge, MA, November, 2002.

Graham, S., & Harris, K.R. Making the writing process work: self‑regulated strategy development. Pre‑conference workshop at the international conference on Literacy Strategies, College Park, MD, November, 2002.

Harris, K.R. Reading, writing, and higher order learning: Research‑based practice in action. Presentation made to the National Summit on Research on Learning Disabilities, National Academy of Science, Washington, DC, May, 1999.

Harris, K.R. Every child can write: Strategies for composition and self‑regulation. Preconference Institute at the International Convention of the Council for Exceptional Children, Charlotte, NC, April, 1999.

Harris, K.R., & Graham, S. Helping young writers master the craft. Presentation made to the 20th Annual International Conference of the Learning Disabilities Association of Quebec, Canada, March, 1995.

Harris, K.R., & Pressley, M. The missing link in whole language. Presentation made to the 20th Annual International Conference of the Learning Disabilities Association of Quebec, Canada, March, 1995.

Graham, S., Harris, K.R., & Kandel, M.W. Helping students with learning problems master the craft of writing: Strategy instruction and self‑regulation in the writing process. Preconference Institute at the 15th International Conference on Learning Disabilities, Baltimore, MD, October, 1993.

Harris, K.R. Strategy instruction and self‑regulation: A part of the writing process. Presentation made at the Seventh Annual Harvard Learning Disorders Conference, Cambridge, MA, November, 1991.

Harris, K.R. & Graham, S. Developing self‑regulated learning and behavior. Presentation made to New Jersey Department of Education, Division of Special Education, Statewide Conference on Teaching Strategies for the Mildly Handicapped Student, January, 1989.

Harris, K.R. Implications of learning strategy research for special education students. Presentation made at the Instructional Methods Forum Conference (Information Center for Special Education Media and Materials), Washington, DC, August, 1988.

**Webinars/Teleconference Presentations**

Harris, K.R. Conducting and publishing high quality research. Multiple universities; CEC - Division for Research Doctoral Student Scholars Symposium Series. Presented annually; 2008 - present.

Harris, K.R. From Conception to publication: Unwrapping the process. Assessment and Evaluation Group, Faculty of Education, Queensland University, Ontario, Canada

 November, 2019

Harris, K.R. Self-regulated strategy development: Empowering students as authors in grades K-12. Writing Project 2 Research Group, Dr. Carol Booth Olson, Director, University of California - Irvine. April, 2017.

Harris, K.R. Creating motivated, effective writers using self-regulated strategy development. Council for Exceptional Children Webinar, April, 2013.

Harris, K.R. The role of self-regulated strategy development in developing motivated, effective

 writers. Council for Exceptional Children Webinar, December, 2010.

Harris, K.R. Starting and sustaining the academic career. University of Kansas, Department of Special Education, July, 2008.

Harris, K.R. Research on Self-Regulated Strategy Development. College of Education Doctoral Program, Ohio State University, November, 2008.

**International/National Conferences and Professional Presentations:**

Harris, K.R., Kim, Y.S., Yim, S., Camping, A., & Graham, S.  (2024, March). SRSD for Reading

to Write plus Skills Instruction: Grades 1-2. Presentation at International Council for Exceptional Children (CEC), San Antonio, TX.

Kim, Y., Harris, K.R., Yim, S., Camping, A., & Graham, S. (2024, April). The Science of

Teaching Reading Part 2: Instructional Approaches that Promote Reading Development. Presentation at the American Educational Research Association Conference, Philadelphia.

McKeown, D., K. Wijekumar., Harris, K.R., Graham, S. (2023, February). Large scale writing

research - Outcomes of two large scale writing intervention studies with elementary

students. Presentation at Writing Across the Borders Conference. Trondheim, Norway.

Harris, K.R., Kim, Y-S., Graham, S., & Camping, A. (2022, January). SRSD for Reading to

Write Plus Skills Instruction: Grades 1 and 2. Presentation at the International Conference of Exceptional Children. Orlando, FL.

Camping, A., Graham, S., & Harris., K.R. (2022, July 13-16). Family, teacher, and student factors in supporting writing: Writing motivation and writing performance of culturally and linguistically diverse elementary school students. [Conference symposium presentation]. Society for the Scientific Study of Reading (SSSR) Annual Meeting 2022, Newport Beach, CA, United States.

Barkel, A.,Harris, K.R., Graham, S., & Camping, A. (2022, February). Adapting Self-Regulated

Strategy Development for Opinion Writing with Elementary-Aged English Language Learners.Poster presentation at Council for Exceptional Children (CEC), Virtual Conference.

McKeown, D., Owens, J., Wijekumar, K., Lei, P., Harris, K. R., & Graham, S. (2022, July 13-16). Integrated writing instruction using teacher-led and computer instruction: A randomized controlled efficacy trial. In M. Quinn (Chair), Examining writing assessment and intervention across ages and contexts [Symposium]. Society for the Scientific Study of Reading (SSSR). Newport Beach, CA.

McKeown, D., Camping, A., Owens, J., Wijekumar, K., Harris, K., Graham, S., & Lei, P. (2022,

June). Improving 4th grade student writing in a U.S. boomtown: Practice-based

professional development, SRSD, and technology challenges. Oral paper presentation at

International Conference on Education and New Developments, Madeira Island,

 Portugal.

Graham, S., Harbaugh-Schattenkirk, G., Aitken, A., Harris, K.R., Ng, C., Ray, A., Wilson, J., &

Wdowin, J. (2022, December). Writing Motivation Questionnaire: Validation and Application as a Formative Assessment. Presentation at the Literacy Research Association’s 72nd Annual Conference, Phoenix, AZ.

Kim, Y-S., & Harris, K.R. (2021, September). SRSD+: A powerful writing program. Virtual Power Session for the International Dyslexia Association Annual Reading, Literacy, and Learning Conference: Science of Reading.

Kim, Y-S., Harris, K., Graham, S., & Camping, A. (2021, February). SRSD for Reading to Write

plus Skills Instruction: Grades 1 and 2. Presentation at the International Council for Exceptional Children Conference. Digital.

Harris, K.R. (2021, August). Building a program of research. Virtual panel for the Weinstein Graduate Student Seminar, at the American Psychological Association Convention.

Harris, K.R. (2021, August). Networking session: Meet your hero. Virtual session at the American Psychological Association Convention.

Harris, K. R. (2021, April). Discussant, panel session: Community engaged educational psychology scholarship: The new wave. Virtual presentation at the Annual Meeting of the American Educational Research, Orlando, FL.

Camping, A., Graham, S., and Harris, K.R. (2021, April). Writing motivational incentives

of elementary-age emergent bilingual students. Virtual presentation at the Annual Meeting of the American Educational Research Association, Orlando, FL.

Graham, S., & Harris, K.R. (2020, October). Using writing as a way to analyze complex texts.

Response to Invited Research Presentation by T. Shanahan entitled: Learning to Read Complex Texts: What the Research Says. International Literacy Association Conference, Columbus: OH. (Conference Cancelled)

Harris, K.R., with Alexander, A., Lombardi, D., Marchand, G., and Neugebauer, C. (2020, August). Panel: Hitting the ground running with classroom-based research. Virtual presentation at the American Psychological Association Convention.

Harris, K.R., & Graham, S. (2020, April). SRSD for writing persuasively from text at 5th and 6th

grade: An RCT. Presentation at the American Educational Research Association Conference, San Francisco, CA. (Conference Cancelled)

Wijekumar, K., Harris, K., Graham, S., McKeown, D., & Owens, J.K. (2020). Teacher Technology Tango Improves Writing for Elementary Students. International Dyslexia Association Conference, November 2020.

McKeown, K., Wijekumar, K., Owens, J., Harris, K.R., & Graham, S. (2020). Pragmatic Computer-Based Formative and Summative Writing Assessments. Society for the Scientific Study of Reading, Newport, CA, July 2020

Harris, K.R., Graham, S., Ray, A., Houston, J., Barkel, A., & Aitken, A. (2019, December).

Close reading of text to learn and write to persuade: An RCT. Presentation at the

American Reading Federation Conference, Sanibel, Island, Florida.

Harris, K. R. (2019, October). Round table leader: Self-regulation. Discussion of the keynote presentation: Do’s & do nots of writing instruction. International Literacy Association Conference, New Orleans, LA.

Suk-Kim, Y., Harris, K.R., Yobin, S., Graham, S., Longa, A. (2019, February). SRSD+: Insights

 from an Implementation Trial. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Wijekumar, K., McKeown, D., Owen, J., Harris, K.R., Graham, S. (2019, August). Feasibility

and usability of the We-Write Intervention in 4th grade classrooms. World Education

Research Association Focal Meeting, Tokyo, Japan.

Wijekumar, K., Owens, J.K., Garza, J., Harris, K.R., & Graham, S. (2019). We-Write teacher-led computer supported instruction makes successful writers. World Educational Research Association, Tokyo, Japan, July 2019.

Harris, K.R., & Graham, S. (2019, July). Publishing in high quality journals. Presentation at the Institute for Learning Sciences and Teacher Education, Brisbane, Australia.

 Harris, K.R. (2019, July). The present and future of research in, and the teaching of, reading, writing, and learning. Presentation at the Institute for Learning Sciences and Teacher Education, Brisbane, Australia.

Graham, S., Aitken, A., Longa, A., & Harris, K.R. (2019, February). Do students who are weaker readers experience writing problems? Presentation at the Pacific Coast Research

Conference, San Diego, CA.

Barkel, A., Harris, K.R., Graham, S, & Longa, A. (2019, February). SRSD for Persuasive

 Writing with Elementary-Aged Students Learning English. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Wijekumar, K., Harris, K.R., & Graham, S. (2019, February). Scaling up We-Write. Presentation

at the Pacific Coast Research Conference, San Diego, CA.

Kim, Y-S., Harris, K.R., Yobin, S., Graham, S., Longa, A. (2019, February). SRSD+: Insights

from an Implementation Trial. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Harris, K. R. (2018, February). Speaker and panel member: HMH Literacy Leadership Summit: Empowered to lead with equity and efficacy. Miami, FL.

Barkel, A., Harris, K.R., Graham, S., Aitken, A., Ray, A., & Houston, J. (2018, February).

PD works: close reading for persuasive writing with elementary students with high incidence disabilities. Poster at International Council for Exceptional Children Conference, Tampa, FL.

Barkel, A., Aitken, A. A., Harris, K. R., Graham, S., Houston, J., & Ray, A. (2018, February).

Research to practice: tips and tools for beginning special educators. Presentation at International Council for Exceptional Children (CEC), Tampa, FL.

Barkel, A. Harris, K.R., Graham, S., Aitken, A.A., Ray, A.B., & Longa, A. (2018, February). “I

don’t want to stop writing these": Opinion writing with elementary-aged ELLs. Poster presented at Pacific Coast Research Conference (PCRC), San Diego, CA.

Graham, S., Wijekumar, K., Harris, K.R., Ray, A., & Cunningham, J. (2018, February). The role

knowledge, skills, motivation, and strategic behavior in writing development. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Wijekumar, K., Harris, K.R., & Graham, S. (2018, February). We-Write: A web-based

intelligent tutor for supporting 4th and 5th grade teachers in SRSD persuasive writing instruction. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Aitken, A., Graham, S., & Harris, K.R. (2018, February). Do writing self-efficacy and writing

attitudes predict middle school students' writing performance? Poster presentation at the Pacific Coast Research Conference, San Diego, CA.

Harris, K.R. (2018, March). Adapting and differentiating SRSD instruction for struggling writers and students with disabilities. Presentation at the Institute for Learning Sciences and Teacher Education, Australian Catholic University, Brisbane, Australia.

Harris, K.R., & Graham, S. (2018, March). Five essentials of teaching reading and writing: An example from self-regulated strategy development for reading to learn and writing to persuade. Presentation at the Institute for Learning Sciences and Teacher Education, Australian Catholic University, Brisbane, Australia.

Harris, K.R. (2018, November). Research on practice-based professional development for scaling up SRSD: Lessons learned and challenges remaining. Presentation at the University of Porto Winter School on Intervention Research in Education. Porto, Portugal.

Harris, K.R., Graham, S., Houston, J., Ray, A., Aitken, A., Barkel, A., & Longa, A. (November,

2018). Reading to learn and writing to persuade: Effective strategies instruction for ages 9-11. Presentation at the 1st Literacy Summit, University of Porto, Portugal.

Harris, K.R. (2018, November). Research on Practice-Based Professional Development for Scaling Up SRSD: Lessons Learned and Challenges Remaining. Presentation at Winter School for Intervention Research in Education. University of Porto, Portugal.

Wijekumar, K., Harris, K.R., & Graham, S. (2018, November). Integrating reading and writing to improve persuasive writing. Presentation at the 1st Literacy Summit, University of Porto, Portugal.

Barkel, A., Longa, A. Harris, K.R., Graham, S., & Diaz, S. (2018, October). Tier 2self-

            regulated strategy development for opinion writing with elementary-aged

            ELLs: “It’s got everything!”  Presentation at Teacher Educators for Children

            with Behavior Disorders (TECBD) Annual Conference on Severe Behavior

            Disorders of Children and Youth, Tempe, AZ.

Aitken, A. A., Ray, A. B., Barkel, A. A., Houston, J. D., Harris, K. R., Graham, S., &

Kavanagh, C. P. (2017, October). Using the self-regulated strategy development

(SRSD) model to teach 5th and 6th grade students persuasive writing from source

text.Presentation at annual Pacific Rim Conference, Honolulu, HI.

Chen, J., Cross Francis, D., & Harris, K.R. (2017, August). Developing teams and grant writing. Presented at the American Psychological Association Convention. Washington, D.C.

Wijekumar, J., Harris, K.R., Graham, S. Lei, P., Meyer, B. (2017, August). Changing the

dynamics of learning technologies in classrooms: Choreographing teacher and technology roles to improve persuasive writing skills of 4th and 5th graders. Presented at the American Psychological Association Annual Convention. Washington, D.C.

Harris, K.R., Graham, S., Cunningham, J., Barkel, A., Aitken, A., Ray, A., Liu, K., & Kavanagh,

C. (2017, August) Genre jazz: PD that works for SRSD in writing with elementary special education teachers and students. Paper presented at the American Psychological Association Annual Convention. Washington, D.C.

Aitken, A., Graham, S., & Harris, K.R. (2017, August). Balanced reading and writing instruction: A meta-analysis. Poster presented at the American Psychological Association Annual Convention. Washington, D.C.

Wijekumar, K., Graham, S., Harris, K.R., & Meyer, B. (2017, July). Teacher perception and

teacher knowledge about reading and writing at upper elementary grade levels. Presentation at the Scientific Society for the Study of Reading Conference. Halifax, Canada.

Harris, K.R., & Graham, S. (May, 2017). International trends in research and practice on ‘writing

to learn’ and ‘learning to write.’ Presentation at Writing to Learn and Learning to Write Conference. Ghent, Belgium.

Graham, S., & Harris, K.R. (2017, May). Research methodology: High-quality intervention

research and meta-analyses. Presentation at Ghent University. Ghent, Belgium.

Harris, K.R., Graham, S., Rijlaarsdam, G., & Van Steendam, E. (May 2017). Debate on topics in

writing. Panel at Writing to Learn and Learning to Write Conference. Ghent, Belgium.

Harris, K.R., Wijekumar, K., & Graham, S. (2017, April). Teacher-Led Web-Enhanced Self-

Regulated Strategies Development Instruction to Improve Persuasive Writing Skills of 4th and 5th Graders. Presentation at the Annual Convention of the American Educational Research Association, San Antonio, TX.

Barkel, A., Aitken, A., Harris, K.R., Kavanaugh, C., Cunningham, J., Ray, A., Liu, X., &

Graham, S. (2017, April). Super-Duper Fun: Close Reading for Persuasive Writing for 5th - 6th Grade.Poster at the annual Council for Exceptional Children (CEC) Convention & Expo, Boston, MA.

Harris, K.R., Wijekumar, K., & Graham, S. (2017, March). Teacher-Led Web-Enhanced Self-

Regulated Strategies Development Instruction to Improve Persuasive Writing Skills of 4th and 5th Graders. Presentation at Society for Research on Educational Effectiveness. Washington, D.C.

Barkel, A. Harris, K.R., Graham, S., Aitken, A.A., Ray, A.B., & Longa, A. (2017, October). Easy Peasy Lemon Squeezy: Tier 2 Self-Regulated Strategy Development for Writing with Elementary ELLs. Presentation at Teacher Educators for Children with Behavior Disorders (TECBD) Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Aitken, A. A., Ray, A. B., Barkel, A. A., Houston, J. D., Harris, K. R., Graham, S., &

Kavanagh, C. P. (2017, October). Using the self-regulated strategy development

(SRSD) model to teach 5th and 6th grade students’ persuasive writing from source

text.Presentation at annual Pacific Rim Conference, Honolulu, HI.

Aitken, A., Barkel, A., Houston, J., Ray, A., Liu, X., Cavanaugh, C., Harris, K.R., & Graham, S.

(October, 2017). Practice-based professional development: Teaching students with high incidence disabilities persuasive writing from source text. Presentation at the TECBD conference. Tempe, AZ.

Graham, S., Liu, K., Harris, K.R., Aitken, A., Barkel, A., Kavanaugh, C. (2017, February). Does

reading and reading instruction enhance the writing performance of students: A meta-analysis. Presentation at annual Pacific Coast Research Conference, San Diego, CA.

Graham, S., Liu, K., Harris, K.R., Aitken, A., Barkel, A., Kavanaugh, C. (2017, February). Does

reading and reading instruction enhance the writing performance of students: A meta-analysis. Presentation at annual Pacific Coast Research Conference, San Diego, CA.

Harris, K.R., Graham, S., Cunningham, J., Liu, X., Aitken, A., Barkel, A., & Cavanaugh, C.

(2017, February). Practice-based professional development for persuasive writing from source: A randomized control study. Presentation at annual Pacific Coast Research Conference, San Diego, CA.

Harris, K.R. Presidential Address, Division 15 (Educational Psychology) of the American Psychological Association: Self-Regulated Strategy Development for Writing: Confessions of an Evidence-Based Practice. Presentation at the American Psychological Association, Denver, CO, August, 2016.

Harris, K.R., Graham, S., & Colleagues. **Lessons learned and challenges to face: Practice-based professional development for SRSD. Presentation at the CEC Teacher Education Division Conference, Lexington, KY. November, 2016.**

Houston, J., Ray, A., Barkel, A., Aitken, A., Kavanaugh, C., Harris, K., & Graham, S. SRSD for writing persuasively from text: An RCT. Poster presentation at the 2016 Conference of the American Psychological Association, Denver, CO. August, 2016.

Graham, S., Wijekumar, K., Harris, K.R., & Lei, P-W. Factors contributing to writing skills of 5th grade learners. Presentation at the World Education Research Association Conference, Washington, D.C. April, 2016.

Harris, K.R., Graham, S., Ray, A., Houston, J., Barkel, A., Aitken, A., Kavanaugh, C. Teaching students with high incidence disabilities to write persuasively from text source: A randomized controlled trial. Presentation at Pacific Coast Research Conference, San Diego, CA. February, 2016.

Kavanaugh, C., Graham, S., Wijekumar, K., Harris, K.R., Houston, J., Ray, A., Barkel, A., &

Aitkens, A. A test of the domain model of learning with writing. Poster presented at Pacific Coast Research Conference, San Diego, CA. February, 2016.

Aitken, A, Barkel, A., Graham, S., Wijekumar, K., Harris, K.R., Kavanaugh, C., Ray, A., &

Cumming, J. Does the quality of structural elements predict overall writing quality? Poster presented at Pacific Coast Research Conference, San Diego, CA. February, 2016.

Ray, A., Houston, J., Graham, S., & Harris, K.R. National survey of teachers using writing to support students’ learning. Poster presented at Pacific Coast Research Conference, San Diego, CA. February, 2016.

Harris, K.R., Brindle, M., Kiuhara, S., McKeown, D., & Graham, S. Lessons learned and challenges remaining: Practice-based professional development for SRSD. Featured session at the Annual Conference of the Teacher Education Division (TED) of the Council for Exceptional Children, Phoenix, AZ. November, 2015.

Ray, A. B., Houston, J.D., Barkel, A. A., Aitken, A. A., Kavanagh, C., Harris, K. R., & Graham,

S. Awesome strategies: SRSD for teaching 5th-6th grade students persuasive writing using source text. Presentation at Teacher Education Division (TED) of the Council for Exceptional Children (CEC) Conference, Tempe, AZ. November, 2015.

Ray, A. B., Houston, J. D., Kavanagh, C. P., Barkel, A. A., Aitken, A. A., Harris, K. R. &

Graham, S. SRSD for writing persuasively from source text: “Super

duper fun!”Presentation at Teacher Educators for Children with Behavior Disorders

(TECBD) Annual Conference on Severe Behavior Disorders of Children and Youth,

Tempe, AZ. October, 2015.

Houston, J. D., Aitken, A. A., Ray, A. B., Kavanagh, C. P., Barkel, A. A., & Harris, K. R.

Graham, S. Get more out of writing: Evidence-based SRSD strategies for persuasive writing using source text*.* Presentation at the Institute for Human Development’s Annual Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ. October, 2015.

Harris, K.R., Graham, S., & Adkins, M. Practice-based professional development

 for self-regulated strategy development with at-risk writers in second grade. Presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL. April, 2015.

Harris, K.R., & McKeown, D. Cognitive modeling: Lessons learned from Self-Regulated Strategy Development. Symposium presentation (Cognitive, Social, and Motivational Processes Involving Modeling: A Means of Effective Self-Regulatory Instruction and Learning) at the Annual Meeting of the American Educational Research Association, Chicago, IL. April, 2015.

Harris, K.R., & Graham, S. Structured scenario based assessments as tools to support best practices in reading/writing instruction. Discussants for symposium at the Annual Meeting of the American Educational Research Association, Chicago, IL. April, 2015.

Graham, S., & Harris, K.R. Meta-analysis of writing practices: Grades 1 to 12.

 Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL. April, 2015.

Chambers, A., Houston, J., Harris, K.R., & Graham, S. CCSS aligned persuasive writing from source texts: SRSD for struggling 4th-5th grade writers. Poster at the International Council for Exceptional Children, San Diego, CA. April, 2015.

Harris, K.R., Graham, S., & Dockrell, J. Questions for the keynote speakers. Discussion session at the Association of Primary Education Primary Curriculum Seminar Series, London, England. March, 2015.

Harris, K.R. Panel member: The many facets and applications of text structure in supporting educational trajectories of elementary and middle grade children in content area reading comprehension and writing. Society for Research on Educational Effectiveness, Washington, D.C. March, 2015.

Brindle, M. Harris, K.R., & Graham, S. Teacher efficacy, efficacy for writing, and attitudes toward writing: Are they separable constructs? Presentation at the Pacific Coast Research Conference, Coronado, Island, CA. February, 2015.

Harris, K.R., Festas, I, Oliveira, A., Rebelo, J, Damião, M., & Graham, S. The effects of Self-Regulated Strategy Development (SRSD) on the writing performance of eighth grade Portuguese students*.* Presentation at the Pacific Cost Research Conference, Coronado Island, CA. February, 2015.

Harris, K.R., Graham, S. Chambers, A., & Houston-Cunningham, J. CCSS aligned writing from

source texts: SRSD for struggling 4th and 5th grade writers. Poster presentation at the Pacific Coast Research Conference, Coronado Island, CA. February, 2015.

Harris, K.R., Graham, S., Houston, J., & Chambers, A. Common Core state standards aligned persuasive writing from source texts:  Self-regulated strategy development for 4th-5th grade writers. Poster presented at the Advances in Educational Psychology Conference, Fairfax, VA. October, 2014.

Harris, K.R., Graham, S., Chambers, A., & Houston, J. (2014, October). Tier 2 SRSD for

struggling 4th and 5th grade writers: CCSS aligned strategies for class reading and text-based persuasive writing. Presentation at TECBD, Tempe, AZ.

Harris, K.R. Chair, Effective elements in writing courses. Panel, SIG Writing Conference, Amsterdam, Belgium. August, 2014.

Graham, S., & Harris, K.R. Evidence-based writing practices: Identification, instructional design, and context. Presentation as part of a symposium at the SIG Writing Conference, Amsterdam, Belgium. August, 2014.

Harris, K.R. Moderator and presenter: The Common Core State Standards for K-5 ELA: Are We Ready for Implementation? International Council for Exceptional Children, Philadelphia, PA. April, 2014.

McKeown, D., Brindle, M., Harris, K.R., Graham, S., Gillespie, A., & Collins, A. Practice-based professional development in SRSD for writing: Differentiating at tiers 1 and 2. International Council for Exceptional Children, Philadelphia, PA. April, 2014.

Harris, K.R., & Graham, S. A 10 year examination of writing practices in the United States. Presentation at Writing Research Across Borders III, Paris, France. February, 2014.

Harris, K.R., Graham, S., & Adkins, M. Strategy instruction in writing. Presentation at Writing Research Across Borders III, Paris, France. February, 2014.

Graham, S., & Harris, K.R. A meta-synthesis of meta-analyses of writing instruction research. Presentation at Writing Research Across Borders III, Paris, France. February, 2014.

Graham, S., Kiuhara, S., Fishman, E., & Harris, K.R. Role of writing attitude, self-efficacy, and strategic approach to writing in writing development. Presentation at Writing Research Across Borders III, Paris, France. February, 2014.

McKeown, D., Brindle, M., Harris, K., Graham, S., Collins, A., & Gillespie, A. Practice-based

professional development for differentiating SRSD in writing. In S. A. Kiuhara (Chair), An international spectrum of strategies-based writing interventions for school-aged children. Presented at Writing Research Across Borders III, Paris, France. February, 2014.

Hebert, M., Graham, S., Sandbank, M., & Harris, K.R. Credibly assessing achievement of young struggling writers: Application of generalizability theory. Presentation at Writing Research Across Borders III. Paris, France. February, 2014.

Kiuhara, S., Graham, S., Harris, K.R., & Fishman, E. The role of attitude, self-efficacy, and strategic approach to writing development. Poster presented at Pacific Coast Research Conference, San Diego, CA. February, 2014.

Brindle, M., Harris, K.R., Graham, S. National survey of teachers’ efficacy to teach writing. Presentation at the Pacific Coast Research Conference, San Diego, CA. February, 2014.

McKeown, D., Brindle, M., Harris, K. R., Sandmel, K., Steinbrecher, T., & FitzPatrick, E. Practice-based professional development and coaching for SRSD: Lessons learned from teacher interviews. Presentation at Pacific Coast Research Conference, Coronado, CA. February, 2014.

McKeown, D., Brindle, M., Harris, K.R., Graham, S., Gillespie, A., & Collins, A. Practice-based professional development in SRSD for writing: Differentiating at tiers 1 and 2. Presented at the Teacher Education Division of Council for Exceptional Children Conference, Ft. Lauderdale, FL. November, 2013.

Harris, K.R., Graham, S., & Chambers, A. Common Core Standards in writing and students with EBD: The role of SRSD in writing. Workshop at Teacher Education for Children with Behavior Disorders Conference, Tempe, AZ. October, 2013.

Harris, K., R., Connor, C., & Graham, S. Research directions: A report on and

discussion of the 2012 *IRA/NICHD Expert Panel on Research on the Reading-Writing Connection*. Invited presentation at the International Council for Exceptional Children, San Antonio, TX. April, 2013.

Harris, K.R. CEC's Recommendations for the Education Sciences Reform Act: Contributions from the Division for Research. Presented at the International Conference of the Council for Learning Disabilities, San Antonio, TX. April, 2013.

Harris, K.R. Presidential Invited Speaker: Things you probably should to know about publishing your scholarship. Southwest Educational Research Association, San Antonio, TX. February, 2013.

Graham, S., Harris, K.R., & McKeown, D. Meta-analysis of self-regulated strategy development. Presentation at Pacific Coast Research Conference, Mission Beach, CA. February, 2013.

Hebert, M., Graham, S., Harris, K.R. Meta-analysis of formative writing assessments. Presentation at Pacific Coast Research Conference, Mission Beach, CA.

February, 2013.

Harris, K.R., Sandmel, K., Wilson, K., Lane, K., Graham, S. Oakes, W., Kiuhara, S., &

Steinbrecher, T. Success and failure with Tier 2 SRSD for timed writing tests among 2nd and 5th grade students with writing and behavioral difficulties: Implications for evidence-based practices. Presentation at Pacific Coast Research Conference, Mission Beach, CA. February, 2013.

Kiuhara, S., Harris, K.R., & Graham, S. Teaching a planning and drafting strategy via SRSD for a personal narrative State writing assessment. Presentation at Pacific Coast Research Conference, Mission Beach, CA. February, 2013.

McKeown, D., Harris, K.R., Graham, S. The effects of professional development for SRSD instruction and differentiation on students’ personal narrative writing skills. Presentation at Pacific Coast Research Conference, Mission Beach, CA. February, 2013.

Long, R., Harris, K.R., Brenner, D., & Graham, S. Research Directions: A Report on
the IRA-NICHD Expert Panel on Research on the Reading-Writing Connection. National Title I Conference: Every Child...Now! Nashville, TN. January, 2013.

Harris, K.R. “The Magna Carta Provided That No Free Man Should be Hanged Twice for the Same Offense:” Self-Regulated Strategies Development in the Elementary Grades. Presentation at the Center for Teaching and Learning Research to Practice Conference (sponsored by the University of Oregon). Portland, OR. October 2012.

Ennis, R. P., Harris, K. R., Lane, K. L., & Mason, L. H. Implementing self-regulated strategy development in alternative education settings: Identifying students and overcoming potential barriers. A paper presented at Teacher Educators for Children with Behavioral Disorders 36th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ. October, 2012.

Harris, K.R. What do we know about writing instruction? Panel member, Report of the IRA-NICHD Expert Panel on Research on the Reading-Writing Connection. Society for Research on Educational Effectiveness. Washington, D.C. September, 2012

Kiuhara, S., Harris, K.R., Graham, S., Brindle, M., McKeown, M. The effects of self-regulated strategy development on timed personal narrative writing of fourth grade students. Presented at the Pacific Coast Research Conference, Coronado, CA. February, 2012.

Harris, K.R., Lane, K., Graham, S., Oakes, W. The effects of SRSD for persuasive and story writing development. Presented at the Pacific Coast Research Conference, Coronado, CA. February, 2012.

Graham, S., Kiuhara, S., McKeown, D., & Harris, K.R. Effective writing instruction at the

elementary grade level: A meta-analysis. Presentation at the Pacific Coast Research Conference, Coronado, CA. February, 2012.

Harris, K.R., & Graham, S. Design principles underlying self-regulated strategies

development in writing. Presentation at the Spring Seminar at the Institute of Child Development and Education, University of Amsterdam, Amsterdam, Netherlands. May, 2012.

Harlan, A., Harris, K.R., Kiuhara, S., Graham, S., McKeown, D., & Brindle, M.

Self-regulated strategy instruction: Effects on elementary students’ self-efficacy for writing. Poster presentation at the International Conference for the Council for Exceptional Children. Denver, CO. April, 2012.

Graham, S., Harris, K., & Hebert, M. (2011, September). Informing Writing. Press conference at the Mayflower Hotel, Washington, D.C.

Harris, K.R., & Graham, S. Enhancing motivation and executive functioning in

writing: Combining peer support with strategies instruction throughout the writing

process. Paper presented at the Annual Conference of the American Educational

Research Association, New Orleans, LA. April, 2011.

Harris, K.R. Scaling up: Effective self-regulated strategy development in classrooms and schools. Panel leader and presenter, International Council for Exceptional Children Conference, Washington, DC. April, 2011.

Harris, K.R. Doctoral student research colloquium: Exploring the hallmarks of excellent special education research. Colloquium at the International Council for Exceptional Children Conference, Washington, DC. April, 2011.

Sandmel, K., Harris, K.R., Lane, K., Wilson, K., Oakes, W., Kiuhara, S., Steinbrecher, T., &

Graham, S. Tier two writing intervention: Success, failure, and implications for

evidence-based practice. Paper presented at the International Council for

Exceptional Children Conference, Washington, DC. April, 2011.

Harris, K.R. et al. Cognition and social/cultural lenses: Two separate worlds?

Part 1. Symposium on Cognition and Context, Writing Research Across Borders

II Conference, George Mason University, VA. February, 2011.

Harris, K.R. et al. Cognition and social/cultural lenses: Two separate worlds?

Part 2. Symposium on Cognition and Context, Writing Research Across Borders

II Conference. George Mason University, VA. February, 2011.

Hebert, M., Graham, S., & Harris, K.  Assessing struggling writers: A comparison of writing performance and behaviors across four genres*.* Paper presented at the Writing Research Across Borders II Conference, George Mason University, VA. February, 2011.

Graham, S., Kiuhara, S., McKeown, D., & Harris, K. Meta-analysis of writing

interventions for elementary school children. Presentation at Writing Research Across Borders II Conference. George Mason University, VA. February, 2011.

Harris, K.R. Self-regulated strategy development: Expanding the parameters. Presented at the Pacific Coast Research Conference, Coronado, CA. January, 2011.

Hebert, M., Graham, S., & Harris, K.  Predicting writing quality for struggling writers across four genres.Poster presented at the Embracing Inclusive Approaches for Children and Youth with Special Education Needs Conference. Riga, Latvia. July, 2010.

Lane, K. L., Harris, K. H., Graham, S., & Oakes, W. P. The efficacy of classwide writing interventions using self-regulated strategy development for students with and without behavior concerns. A poster presented at the Institute for Educational Sciences Research Conference, National Harbor, MD. June, 2010.

Harris, K.R., & Sandmel, K. Differentiating writing instruction: Teaching writing and self- regulation strategies. Presentation at the International Reading Association conference, Chicago, IL. April, 2010.

Harris, K.R. Discussant: Strategy instruction solutions to improve literacy skills. Presented at the American Educational Research Association Conference, Denver, CO. April, 2010.

Harris, K.R., Sandmel, K., Lane, K., Graham, S. Driscoll, S., Morphy, P., Hebert, M., & House,

E. Self-regulated strategy development for second-grade students with writing and behavioral difficulties: A randomized controlled trial. Poster presented at the American Educational Research Association Conference, Denver, CO. April, 2010.

Harris, K.R. Doctoral student research colloquium : Exploring the hallmarks of excellent special education research. Colloquium at the International Council for Exceptional Children Conference. Nashville, TN. April, 2010

Harris, K.R. The role of self-regulated strategy development in developing motivated, effective writers. Presented at the International Council for Exceptional Children Conference. Nashville, TN. April, 2010.

Harris, K.R. The contributions of research to special education’s past, present, and future. Division for Research Showcase Session, presented at the International Council for Exceptional Children Conference. Nashville, TN. April, 2010.

Harris, K.R. Meet the reviewers: Publishing in top tier journals. Presented at the International Council for Exceptional Children Conference. Nashville, TN. April, 2010.

Lane, K., Harris, K., Graham, S., & Wilson, K. Strategies instruction and positive behavioral support for second and third graders at-risk for EBD. Paper presented at the International Council for Exceptional Children Conference. Nashville, TN. April, 2010.

Harris, K., & Graham, S. Evidence-based writing practices: Targeted strategies for students with LD. Presented at the New York meeting of the International Dyslexic Society. NY. March, 2010.

Harris, K.R. An intimate discussion: Conducting high quality intervention research. Session leader and discussant, Pacific Coast Research Conference, Coronado, CA. February, 2010.

Lane, K. L., Harris, K., Graham, S. & Oakes, W. P. The efficacy of class-wide writing interventions using self-regulated strategy development for students with and without behavior concerns: A randomized control trial.Poster at the Pacific Coast Research Conference, Coronado, CA. February, 2010.

Harris, K.R. “The Magna Carta provided that no free man should be hanged twice for the same offense:” Self-regulated strategies development in the elementary grades. Parts 1 and 2. Presentations at the Center for Teaching and Learning Research to Practice Conference. Portland, OR. October, 2010

Kamil, M., Gersten, R., Graham, S., Harris, K.R., Shannahan, T., & Horner, R. Panel Discussion: Moving rigorous research into practice. Presentation at the Center for Teaching and Learning Research to Practice Conference. Portland, OR. October, 2010

Harris, K.R., Sandmel, K., & Brindle, M. “The Magna Carta provided that no free man should be hanged twice for the same offense: Self-regulated strategy development for writing. Presentation at the Division for Learning Disabilities conference, San Diego, CA. October, 2009.

Lane, K., Wilson, K., Harris, K., Graham, S., Sandmel, K., & Driscoll, S. Improving Writing Skills of Students at Risk for EBD with Poor Writing Skills: Outcomes of Project WRITE. Presentation at the 33rd Annual TECBD Conference,

Temple Mission Palms, AZ. October, 2009.

Lane, K. L., Harris, K., Graham, S., Driscoll, S., Sandmel, K., & Hebert, M. Impact

of self-regulated strategy instruction on students’ writing performance and behavior:

Project WRITE Findings*.* A paper presented at Institute of Educational Sciences Project

Director’s Meeting. Washington, DC. June, 2009.

Lane, K., Graham, S., Harris, K.R., Hebert, S., & Sandmel, K. Strategies instruction and positive behavioral support for second graders at risk for EBD. Presented at the International Council for Exceptional Children Conference, Seattle, WA. April, 2009.

Harris, K.R. Self-regulated strategy development: Differentiation and executive function. Presentation at the Annual Conference on Learning Disorders, Harvard University, MA, March, 2009.

Lane, K., Harris, K.R., Graham, S., Driscoll, S., Sandmel, K., Hebert, M., & House, E. Self-regulated strategies development for improving the writing skills of students at-risk for behavior disorders and writing concerns. Presentation at Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS. February, 2009.

Lane, K., Harris, K.R., & Graham, S. Targeted writing interventions to support students at-risk for emotional and behavioral disorders. Poster presented at Pacific Coast Research Conference, San Diego, CA. February, 2009.

Lane, K., Harris, K.R., Graham, S., Driscoll, S., Sandmel, K., House, E., & Hebert, M. Improving writing skills of students at risk for EBD with poor writing skills: Preliminary findings of Project Write. Presentation at the TECBD National Conference, Tempe, AZ, November, 2008.

Harris, K.R. “Marconi invented the radio for people who couldn’t afford a TV:” Teaching students with LD writing strategies. Presentation at the Division of Learning Disabilities Conference, San Antonio, TX, November, 2008.

Lane, K. L. Harris, K., Graham, S., Driscoll, S., Sandmel, Morphy, P., Hebert, M., & House, E. Targeted writing interventions to support students at risk for emotional and behavioral concerns. A paper presented at the International Child and Adolescent Conference XIV. Bloomington, MN. November, 2008.

Harris, K.R. Meta-analysis of the effectiveness of the Self-Regulated Strategy Development model for teaching writing. Presentation at the Conference for the Scientific Studies of Reading, Ashville, NC, May, 2008.

Harris, K.R., & Graham, S. Evidence-based practices in writing instruction. Presentation at the Center for the Support of Infantile Development. Lisbon, Portugal, May, 2008.

Graham, S., & Harris, K.R. Effective writing instruction for elementary grade children. Presentation at the International Reading Association 53rd annual Convention, Atlanta, GA, May, 2008.

Harris, K.R., Lane, K., Graham, S., Brindle, M., Sandmel, K., & Little, A. Strategies instruction and positive behavioral support for second graders at-risk for EBD. Presentation at the International Conference for the Council of Exceptional Children. Boston, MA, April, 2008.

Harris, K.R., & Graham, S. Helping our students become self-regulated writers. Presentation at the New York Branch of the International Dyslexia Association, New York, New York, March, 2008.

Lane, K.L., Harris, K.R., & Graham, S. Targeted interventions in elementary schools: Improving story writing skills of students with emotional behavioral disorders. Presentation at the Fifth International Conference on Positive Behavior Support, Chicago, IL, March, 2008.

Little, A., Lane, K.L., Harris, K.R., & Graham, S. Self-regulated strategy development for improving the writing skills of students with internalizing behavior patterns and writing concerns. Presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, February, 2008.

Harris, K.R. Self-regulated strategy development for writing: What is needed next. Presentation at International Writing Research Across Borders Conference, Santa Barbara, CA, February, 2008.

Harris, K.R. Integrative theoretical basis for self-regulated strategy development in writing and the research base. Presentation at Pacific Coast Research Conference, San Diego, CA, February, 2008.

Lane, K., Harris, K.R., Graham, S., Brindle, M., Sandmel, K., & Little, A. Strategies instruction and positive behavioral support for second graders at-risk for EBD. Presentation at Pacific Coast Research Conference, San Diego, CA, February, 2008.

Lane, K., Harris, K., & Graham, S. Improving story writing skills of students with internalizing and externalizing behaviors with poor writing skills: Preliminary findings of Project WRITE. Presentation at the Teacher Education for Children with Behavior Disorders Conference, Tempe, AZ, November, 2007.

Lane, K., Harris, K., & Graham, S. The effects of strategy and self-regulation instruction on students’ writing performance and behavior: Preliminary findings of Project WRITE. Presentation at the IES Research Conference, Washington, DC, June, 2007.

Harris, K.R., & Graham, S. LD and written expression. Interactive live web-based presentation on LD Talk for the National Center for Learning Disabilities (<http://www.ncld.org/content/view/1255>), New York, NY, June, 2007.

Harris, K.R. “Socrates died from an overdose of wedlock:” Research on self-regulated strategy development. Presentation at the Learning and Teaching Writing Conference sponsored by the *British Journal of Educational Psychology*, Oxford, UK, June, 2007.

Graham, S., & Harris, K.R. Effective writing instruction for elementary grade students. Presentation at the International Reading Association 52nd annual Convention, Toronto, Canada, May, 2007.

Harris, K.R., & Graham, S. Self-regulated strategy development in writing: An argument for the importance of constructivist learning environments – and more. Presentation at the American Educational Research Conference, Chicago, IL, April, 2007.

Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. Presentation at the Pacific Coast Research Conference, San Diego, CA, February, 2007.

Harris, K.R. Self-regulated strategy development in writing. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, April, 2007.

Harris, K.R. Teaching writing: Effective strategies instruction. Presentation at the Learning and Teaching Writing Conference sponsored by the *British Journal of Educational Psychology*, Oxford, UK, July, 2007.

Graham, S., & Harris, K.R. Effective writing instruction for elementary grade students. Presentation at the International Reading Association 52nd Annual Convention, Toronto, Canada, May, 2007.

Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. Presentation at the Pacific Coast Research Conference, CA, February, 2007.

Harris, K.R. Marconi invented the radio so people who couldn’t afford TVs could hear the news: SRSD and the Writing Process. Presentation at the Literacy Institute 2006: Nonfiction Writing, National Geographic Society, Washington, DC, July, 2006.

Harris, K.R. Self-regulated strategy development: Summary of research. Presentation at the 4th Annual Australian Research Conference on Cognition, Language, and Special Education, Vanderbilt University, TN, July, 2006.

Harris, K.R. Bringing out the author in all: Strategies for challenged writers. Presentation at the International Reading Association 51st Annual Conference, Chicago, IL, May, 2006.

Harris, K.R. Self-regulated strategy development: Improving children’s writing. Presentation at the Annual Conference of the International Dyslexia Association, New York, NY, March, 2006.

Graham, S., & Harris, K.R. “It was a dark and stormy night”: Writing instruction that works. Presentation at the 2nd Annual University of California Summer Institute in Reading, Berkley, CA, July, 2006.

Graham, S., & Harris, K.R. The effects of goal setting in revising on the revising behavior and story writing of fourth grade struggling writers. Presentation at Pacific Coast Research Conference, CA, February, 2006.

Harris, K.R. Implementing self-regulated strategy development in writing. Workshop presented at the 6th Annual Conference of the Division of Learning Disabilities, Charleston, SC, November, 2005.

Harris, K.R., Graham, S., & Zito, J. Using self‑regulated strategy development to enhance children’s writing abilities. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, 2005.

Graham, S., & Harris, K.R. The impact of handwriting and spelling instruction on the writing and reading performance of at‑risk first grade writers. Presentation at the Pacific Coast Research Conference, CA, February, 2005.

Harris, K.R. Editor’s mentoring roundtable. Sessions at the Annual meeting of the American Educational Research Association, San Diego, CA, April, 2004, 2005.

Harris, K.R. Status and characteristics of high quality intervention research. Presentation at the OSEP Research Project Directors Conference, Washington, DC, July, 2004.

Harris, K.R. Discussant; Educational psychology journals: Who’s publishing, who’s editing, and the decline in intervention and experimental research. Annual Meeting of the American Educational Research Association, San Diego, CA, April, 2004.

Harris, K.R. Discussant; Integrating diverse forms of research in service of evidence‑based practice and policy making. Annual Meeting of the American Educational Research Association, San Diego, CA, April, 2004.

Harris, K.R . Journal talks. Session at the Annual meeting of the American Educational Research Association, San Diego, CA, April, 2004

Graham, S., & Harris, K.R. Planning strategy instruction for students with and without special needs: Round 2. Presentation at the Pacific Coast Research Conference, La Jolla, CA, February, 2003.

Harris, K.R., & others. NAS workshop on peer review. Panel at the OSEP Research Project Directors Conference, Washington, DC, July, 2003.

Graham, S., Harris, K.R., & Mason, L. Planning strategy instruction for students with and without special needs. Presentation at the Pacific Coast Research Conference. La Jolla, CA, February, 2002.

Fuchs, D., Fuchs, L., Graham, S., Harris, K R., Williams, J., & Oxaal, I. Accelerating students’ progress in reading, writing, and math in grades K‑3. Presentation at the International Council for Exceptional Children, New York, NY, April, 2002.

Fuchs, D., Harris, K.R., Graham, S., Williams, J., & Fuchs, L. Scientific based evidence. Panel at the OSEP Research Project Directors’ Conference, Washington, DC, 2002.

Mason, L., Harris, K.R., & Graham, S. Every child has a story to tell: Self‑regulated writing strategies for story writing. Presentation at the TECBD National Conference, Tempe, AZ, November, 2001.

Graham, S., Harris, K., Deshler, D., Schumaker, J., & Morocco, C. Progress and prospect: The Intervention Institutes. Presentation at the OSEP Research Project Directors’ Conference, Washington, DC, July, 2001.

Graham, S., Harris, K.R., & Fink, B. Is spelling causally related to learning to write? Paper presented at the Pacific Coast Research Conference. La Jolla, CA, February, 2001.

Harris, K. R., Graham, S., & Mason, L. Self‑regulated strategy development in writing: Progress in the elementary grades. Presentation at the International Conference of the Council of Exceptional Children, Kansas City, KS, April, 2001.

Graham, S., & Harris, K.R. Writing uphill: Research on overcoming writing difficulties. Presentation for the Distinguished Research Award, Special Education, SIG, Annual meeting of the American Educational Research Association, Seattle, WA, April, 2001.

Graham, S., Harris, K., & Fink, B. Is spelling causally related to learning to write? Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, April, 2001.

Harris, K.R. Every child has something to say: Every child can write. Presentation made to the International Convention of the Council for Exceptional Children, Vancouver, British Columbia, Canada, April, 2000.

Harris, K.R., & Graham, S. Every child can write. Presentation made to the International Council for Learning Disabilities, Austin, TX, October, 2000.

Graham, S., Harris, K.R., & Fink, B. Preventing writing difficulties: Treating the handwriting fluency problems of struggling writers. Presentation made to the Pacific Coast Research Conference, La Jolla, CA, February, 2000.

Harris, K.R. The need for explicit instruction within the writing process: Implications for LD. Panel Leader and Presenter, International Convention of the Council for Exceptional Children, Charlotte, NC, April, 1999.

Graham, S., & Harris, K.R. Short‑circuiting mindfulness when writing: Examples and solutions. Presentation made to the American Educational Research Association, Montreal, April, 1999.

Harris, K.R., & Graham, S. The role of self‑regulation in children’s writing. Presentation made to the 24th Annual International Conference of the Learning Disabilities Association of Quebec, Canada, March, 1999.

Harris, K.R., Graham, S., & Schmidt, T. Every child can write: Self‑regulated strategy development and the writing process. Presentation made to the International Convention of the Council for Exceptional Children, Minneapolis, MN, April 1998.

Harris, K.R., & Graham, S. Research on writing: State of the art. Symposium at the International Convention of the Council for Exceptional Children, Minneapolis, MN, April, 1998.

Graham, S., & Harris, K.R., & Schmidt, T. Intervention research on written language. Presentation made to the Learning Disabilities Association International Conference, Washington, DC, March, 1998.

Harris, K.R., & Graham, S. Reaching and teaching every child every day. Invited presentation made to the 19th International Conference on Learning Disabilities, Washington, DC, October, 1997.

Schmidt, T., Harris, K.R., & Graham, S. Making the writing process work: Strategies for composition and self‑regulation. Presentation made to the 19th International Conference on Learning Disabilities, Washington, DC, October, 1997.

Troia, G., Graham, S., & Harris, K.R. Teaching students with LD to use brainstorming and organizing strategies in writing. Presentation made to the 19th International Conference on Learning Disabilities, Washington, DC, October, 1997.

Briganti, N., & Harris, K.R. Inclusion of students with LD using reciprocal teaching, cooperative learning, peer tutoring, and transenvironmental programming. Presentation made to the International Convention of the Council for Exceptional Children, Salt Lake City, UT, April, 1997.

Sexton, M., Harris, K.R., & Graham, S. The effects of strategy instruction on writing, self‑efficacy, and students’ attributions. Presentation made to the International Convention of the Council for Exceptional Children, Salt Lake City, UT, April, 1997.

Harris, K.R. Self‑regulation and strategic academic performance: Placing the child in control. Presentation made to the International Children and Adults with Attention Deficit Disorders Conference, Chicago, IL, November, 1996.

Mamlin, N., Case, L.P., & Harris, K.R. Locus of control among students with LD: A methodological analysis of descriptive and comparative research. Presentation made to the International Convention of the Council for Exceptional Children, Orlando, FL, April, l996.

Harris, K.R. The role and importance of self‑speech. Presentation made to the Applied Behavior Analysis Annual Meeting, San Francisco, CA, May, 1996.

Harris, K.R. The state of strategy research: Is this old territory or are there new frontiers? Symposium at the American Educational Research Association, New York, April, 1996.

Harris, K.R. Self‑regulation in education: Future directions in research and applications. Symposium at the American Educational Research Association, New York, April, 1996.

Harris, K.R. Marrying Constructivism and skill‑based approaches: Lessons from whole language. Presentation made to the American Educational Research Association, San Francisco, CA, April, 1995.

Harris, K.R. Interactive symposium: A public meeting between self‑regulation interventionists, self‑regulation theorists, and interested members of AERA. Symposium at the American Education Research Association, San Francisco, CA, April, 1995.

Graham, S., & Harris, K.R. The whys and hows of using single subject design: Investigating the effectiveness of strategy instruction. Presentation made to the 1994 National Reading Conference Annual Meeting, San Diego, CA, November, 1994.

Harris, K.R., & Graham, S. Metacognitive strategy instruction for students with learning problems and the development of good information processing. Presented to the Practical Aspects of Memory Conference, College Park, MD, August, 1994.

MacArthur, C.A., Schwartz, S., Molloy, D., Graham, S., & Harris, K.R. The influence of teachers' beliefs and knowledge on strategy instruction: A qualitative view. Presented to the American Educational Research Association, New Orleans, LA, April, 1994.

Harris, K.R., & Graham, S. Practical applications of the concepts of executive function and strategic planning. Presentation at the National Institute of Child Health and Human Development Conference on Attention, Memory and Executive Function, Bethesda, MD, January, 1994.

Graham, S., & Harris, K.R. Promoting maintenance and generalization: Self‑regulated strategy development. Presentation made to the National Reading Conference, Charleston, SC, December, 1993.

Harris, K.R., & Graham, S. Self‑regulated strategy development and children’s writing. Invited presentation made to the American Psychological Association, Toronto, Canada, August, 1993.

Harris, K.R. Symposium on whole language: Panel discussion. Presented to the American Psychological Association, Toronto, Canada, August, 1993.

Graham, S., & Harris, K.R. Enhancing strategy outcomes through self‑regulation development. Paper presented to the American Educational Research Association, Atlanta, GA, April, 1993.

Graham, S., & Harris, K.R. Self‑regulated strategy development: A cognitive‑behavioral approach. Presentation made to the 1992 American Psychological Association, Washington, DC, August, 1992.

Harris, K.R., Graham, S., & Eddy, D. Self‑regulated strategy development: Process, characteristics, and components. Presentation made to the American Educational Research Association, San Francisco, CA, April, 1992.

Harris, K.R., & Graham. S. The role of cognitive strategy instruction in the writing process: Issues and recommendations. Presentation made to the American Educational Research Association, San Francisco, CA, April, 1992.

Harris, K.R., & Graham, S. The role of strategy instruction and self‑regulation in the writing process. Presentation made at the International Association for Cognitive Education, Riverside, CA, February, 1992.

Graham, S., & Harris, K.R. Issues in strategy instruction. Invited presentation at the 14th International Conference on Learning Disabilities, Kansas City, KS, October, 1992.

Graham, S., Harris, K.R., Sawyer, R., Danoff, B., Bednarczyk, A., & Montague, M. Student research: Investigations examining story grammar strategy instruction to improve literacy of students with learning disabilities. Invited symposium for the Research Division at the Council for Exceptional Children’s 69th Annual International Convention, Baltimore, MD, April, 1992.

Harris, K.R. Identification and intervention for writing difficulties. Presentation made at the Seventh Annual Harvard Learning Disorders Conference, Cambridge, MA, November, 1991.

Sawyer, R.J., Graham, S., & Harris, K.R. A component analysis of self‑instructional strategy development. Presentation made to the American Educational Research Association, Chicago, IL, April, 1991.

Graham, S., & Harris, K.R. The case for strategy instruction: Research on teaching writing to students with LD. Presentation made to the Council for Exceptional Children, Atlanta, GA, April, 1991.

Graham, S., Harris, K.R., & MacArthur, C. Research on teaching writing strategies to LD students using self-instructional strategy training. Presentation made to the Council for Exceptional Children, Toronto, Canada, April, 1990.

Harris, K.R., & Pressley, M. Interactive strategy construction. Paper presented to the American Educational Research Association, Boston, MA, April, 1990.

Harris, K.R. Self‑instructional strategy training: Insights from research. Presentation made to the Instructional Methods Forum Conference (Information Center for Special Education Media and Materials), Washington, DC, August, 1990.

Graham, S., MacArthur, C., & Harris, K.R. Strategies for improving learning disabled students' expository writing. Presentation made to the Council for Exceptional Children, San Francisco, CA, April, 1989.

Harris, K.R. The role of self‑efficacy in self‑instructional strategy training and the development of self‑regulated learning among learning disabled children. Paper presented to the American Educational Research Association, San Francisco, CA, March, 1989.

Harris, K.R. What’s wrong with strategy intervention research: Intervention integrity. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1988.

Harris, K.R., Preller, D., & Graham, S. Acceptability of cognitive‑behavioral and behavioral interventions among classroom teachers. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1988.

Graham, S., & Harris, K.R. Improving learning disabled students’ skills at generating essays: Self- instructional strategy training. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1988.

Pericola, L., & Harris, K.R. Self‑instructional strategy training: Improving the mathematical problem-solving skills of learning-disabled students. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1988. **Recipient, Honorable Mention, Student Research Award Competition, Special Interest Group: Special Education Research.**

MacArthur, C.A., Haynes, J.A., Malouf, D.B., & Harris, K.R. Computer assisted instruction for learning disabled students: Achievement, engagement, and other factors that influence achievement. Paper presented to the American Educational Research Association, Washington, DC, April, 1987.

Harris, K.R., & Graham, S. Cognitive‑behavioral training: Procedures for improving learning disabled students’ writing skills. Presentation made to the International Conference of the Association for Children with Learning Disabilities, New York, March, 1986.

Harris, K.R., Graham, S., & Freeman, S. The effects of strategy training and study conditions on metamemory among learning disabled students. Paper presented to the American Educational Research Association, San Francisco, CA, April, 1986.

Graham, S., & Harris, K.R. Improving learning disabled students’ compositions via story grammar training: A component analysis of self‑control strategy training. Paper presented to the American Educational Research Association, San Francisco, CA, April, 1986.

Graham, S., Harris, K.R., & MacArthur, C. Improving learning disabled students’ writing: A review of three cognitive-behavioral studies. Paper presented to the International Conference on Learning Disabilities, Kansas City, MO, October, 1986.

Harris, K.R. The effects of self‑regulation of on‑task behavior as compared to self‑regulation of productivity on a classroom spelling task. Paper presented to the Association for Advancement of Behavior Therapy, Houston, TX, November, 1985.

Harris, K.R., & Stern, R. Self‑monitoring of on‑task behavior vs. self‑monitoring of productivity among learning disabled children: A comparison study. Paper presented to the Council for Learning Disabilities, New Orleans, LA, October, 1985.

Graham, S., Halpin, G., & Harris, K.R. A factor analysis of the Pupil Control Ideology Scale. Paper presented to the American Educational Research Association, Chicago, IL, April, 1985.

Harris, K.R., & Graham, S. The effects of cognitive-behavior modification on LD students’ composition skills. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1984.

Harris, K.R., Halpin, G., & Halpin, G. Teacher characteristics as related to five dimensions of teacher stress, sex, and age. Paper presented to the American Educational Research Association, New Orleans, LA, April, 1984.

Graham, S., & Harris, K.R. Improving LD students’ composition skills via a cognitive training approach. Presentation made to the Council for Exceptional Children, Washington, DC, April, 1984.

Harris, K.R. The effects of cognitive training on private speech and task performance during problem solving among learning disabled and normally achieving children. Paper presented to the International Conference on Learning Disabilities, Kansas City, MO, October, 1982.

Harris, K.R. Self‑speech, problem‑solving, and cognitive training among learning disabled and normally achieving children. Paper presented to the American Educational Research Association, New York, March, 1982.

Harris, K.R., Halpin, G., Halpin, G., & Roach, D. The relationships between pupil control ideology, self-concept, and teacher personality: Dimensions of teacher effectiveness. Paper presented to the International Communication Association, Boston, MA, May, 1982. **Recipient, Top Three Papers Award, Instructional Division.**

Harris, K.R. Self‑speech, language, and cognitive‑training: A review of theory and practice. Paper presented to the International Communication Association, Minneapolis, MN, May, 1981.

Harris, K.R., Brown, E., & Radke, A. Teaching time and money skills: A task analysis approach. Presentation made to the Council for Exceptional Children, Philadelphia, PA, April, 1980.

Harris, K.R., & Burdg, N. Teaching self‑confidence: Helping the apprehensive student. Presentation made to the Council for Exceptional Children, Philadelphia, PA, April, 1980.

Harris, K.R. The sustained effects of cognitive modification and informed teachers on children’s communication apprehension. Paper presented to the International Communication Association, Acapulco, Mexico, May, 1980. **Recipient, 1980 Student Research Award, Instructional Division.**

Harris (Garrison), K.R. Analyzing the development, treatment, and effects of communication apprehension. Paper presented to the International Communication Association, Philadelphia, PA, May, 1979.

Harris (Garrison), K.R., & Garrison, J.P. Elementary teachers’ perceptions of communication apprehension among their students. Paper presented to the International Communication Association, Philadelphia, PA, May, 1979.

Harris (Garrison), K.R., & Brown, R.D. The effects of cognitive modification and informed teachers on communication apprehension in children. Paper presented to the American Educational Research Association, San Francisco, CA, April, 1979.

Harris (Garrison), K.R., & Garrison, J.P. Measurement of communication apprehension among children. Paper presented to the International Communication Association: An International Congress on Communication Sciences, Berlin, Germany, May, 1977. **Recipient, 1977 Student Research Award, Interpersonal Division.**

**Regional/State Conferences:**

Harris, K.R., Chambers, A., Aitken, A., Houston, J., Kavanuagh, C., Barkel, A., & Graham, S.

Get more out of writing: Evidence-based SRSD strategies for persuasive writing using source text. Presentation at the Evidence-based Practice in Disability Disciplines Conference, Phoenix, AZ. October, 2015.

Graham, S., Harris, K.R., Chambers, A., Cunningham, J. "I am the best they is in English class": The writing of students with LD. Presentation at Symposium at AIMS. Philadelphia, PA. March, 2015.

Lane, K.L., Driscoll, S., Harris, K.R., Graham, S., Sandmel, K., & Wilson, K. Targeted writing interventions to support students at-risk for emotional and behavioral concerns. Poster presented at the Tennessee School-Wide Positive Behavior Support Conference, Nashville, TN. April, 2009.

Little, M. A., Lane, K. L., Harris, K., & Graham, S. Self-regulated strategies development for improving the writing skills of students with internalizing behavior patterns and writing concern. Poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri, February, 2008.

Lane, K.L., Harris, K.R., Graham, S., Weisenbach, J., Story, M., & Morphy, P. The effects of strategy and self-regulation instruction on the writing performance of students with poor writing skills and problem behavior. A paper presented at the Tennessee Association of Applied Behavior Analysis, Nashville, TN, November, 2006.

Harris, K.R., & Graham, S. Self‑instructional strategy training: Applications to writing. Presentation made to the Council for Learning Disabilities Spring Regional Conference, Williamsburg, MA, 1990.

Harris, K.R., Halpin, G., & Halpin, G. The relationships between pupil control orientation and five dimensions of teacher stress. Paper presented to the Eastern Educational Research Association, Baltimore, MD, February, 1983.

Halpin, G., Halpin, G., & Harris, K.R. Teacher stress and locus of control. Paper presented to the Eastern Educational Research Association meeting, Baltimore, MA, February, 1983.

Harris, K.R. Cognitive training: Classroom applications for exceptional students. Presentation made to the New Jersey Council for Learning Disabilities, New Brunswick, NJ, April, 1983.

Harris, K.R. Cognitive training: Classroom applications for the learning disabled. Presentation made to the Michigan Association for Children with Learning Disabilities, East Lansing, MI, October, 1982.

Harris, K.R., & Sheehan, R. Making assessment work for you. Presentation made to the Midwest Association for the Education of Young Children, Indianapolis, IN, May, 1982.

Harris, K.R. Cognitive training: Classroom applications for the learning disabled. Presentation made to the Michigan Association of Learning Disabilities Educators, Boyne Mountain, MI, October, 1981.

Harris, K.R. Cognitive training for mentally handicapped students. Presentation made to the Indiana Chapter of the American Association for Mental Deficiency, Lafayette, IN, September, 1981.

Harris, K.R. Cognitive‑behavior modification: Developing self‑confidence in the apprehensive learner. Short course presented to the Central States Speech Communication Association, Chicago, IL, April, 1981.

Harris, K.R. Cognitive modification training: A behavioral regulator. Presentation made to the Indiana Federation CEC, Indianapolis, IN, February, 1981.

Harris, K.R., & Burdg, N. Cognitive modification training: Facilitating personal growth. Presentation made to the Southeast Region, National Rehabilitation Association, Atlanta, GA, May, 1980.

Harris, K.R., & Burdg, N. Teaching time and money skills: A task analysis approach. Presentation made to the Alabama Association for Children with Learning Disabilities, Alabama, January, 1980.

Harris, K.R., & Burdg, N. Teaching self‑confidence: Helping the apprehensive student. Presentation made to the Alabama Association for Children with Learning Disabilities, Alabama, January, 1980.

Harris, K.R., & Burdg, N. Who am I and who are you? Effectiveness training for adults and the learning disabled child. Presentation made to the Alabama Association for Children with Learning Disabilities, January, 1980.

Harris, K.R., & Burdg, N. Parent/professional communication training program. Presentation made to the East Alabama Association for Children with Learning Disabilities, Auburn, February, 1980.

Graham, S., & Harris (Garrison), K.R. A spelling model for LD students. Presentation made to the Louisiana Federation of CEC and the Louisiana State Department of Education, Baton Rouge, LA, March, 1980.

Halpin, G., Halpin, G., & Harris (Garrison), K.R. Personality characteristics and self‑concept as related to classroom management orientations. Paper presented to the Eastern Educational Research Association, Kiawah Island, SC, February, 1979.

Harris (Garrison), K.R., & Lashbrook, V.J. Workshop on student performance apprehension. Presentation made to the Alabama Speech Communication Association, Mobile, AL, November, 1978.

Harris (Garrison), K.R., Garrison, J.P., & Seller, W.J. A program of systematic desensitization for the elementary, secondary, and college teacher. Presentation made to the Nebraska Speech Communication Association, Omaha, NE, October, 1976.

Garrison, J.P., & Harris (Garrison), K.R. The measurement of communication apprehension in the elementary and secondary schools. Presentation made to the Nebraska Speech Communication Association, Kearney, NE, October, 1975.

**GRANT AWARDS**

**External Grant Awards:**

Collins, A. A., Ciullo, S., Harris, K. R. & Graham, S. (Co-PIs). (2022–2026). *Turning the TIDE: Building teacher capacity to accelerate text-based writing performance of students with and at-risk for disabilities* (Award R324X220101)[Grant]*.*Institute of Education Sciences. $2,999,507

Hall, T. (PI) & Harris, K.R. (Principal Consultant). (2021-2026). *Stepping up with OASIS: Opening Access to Science Instruction and Support.* (Award H327S210014) U.S. Department of Education-OSEP: Educational Technology, Media, and Materials for Individuals with Disabilities. $2,495,832 (Sub-Awards not allowed)

Wijekumar, K., Harris, K.R., Graham, S., & McKeown, D. (Co-PI, July 31, 2018 to August 1, 2023). *Efficacy of We-Write: A Teacher-Led and Computer-Supported Intervention with Fourth and Fifth Grade Students.* U.S. Department of Education, Institute of Educational Sciences. $ 3,299,914

Gray, S, Restrepto, L., Artilles, A., Harris, K.R., & Graham, S. (Co-PI, August, 2017 – July 2022). *Interdisciplinary Program to Prepare Faculty in Evidence-Based Interventions for English Language Learners with Learning Disabilities*. U.S. Department of Education, $1,250,000.

Kim, Y.-S.G., & Harris, K.R. (Co-PI, August, 2017- July, 2022). *SRSD Plus – Writing and Transcription Intervention for Children in Grades 1 and 2.* U.S. Department of Education, Institute of Educational Sciences, $1,400,000.

 Blackorby J., Yu, J., Harris, K.R., Graham, S. & Hall, T. E. (Co-PI, July 31, 2017 to August 1, 2021). *Keys to Writing Smarter: An Online UDL Writing Workbench for Students with High Incidence Disabilities.* U.S. Department of Education, Institute of Educational Sciences, $1,399,656.

Hall, T., & Harris, K.R. (Co-PI, August, 2015-July, 2021). *The UDL Science Notebook: Scaling an Inclusive Solution to Sense Making in Science.* U.S. Department of Education-OSEP: Educational Technology, Media, and Materials for Individuals with Disabilities 84-305D2015-1, CFDA #84.327S, $2,499,611.

Cumming, J., Wyatt-Smith, C., Webster, A., Dickson, E., Harris, K.R., & Graham, S. (Co PI, January1, 2015 to December 31, 2019). *Effective Teacher-Based Assessment Adjusted for Students with Disabilities.* Australian Research Council, Australia, $330,000.

Artiles, A., Graham, S., Harris, K.R., Mathur, S. (CoPI, August, 2013 – July, 2018).*Evidence-Based Interventions in High-Need Schools: An Interdisciplinary Program to Prepare Special Education Faculty.* U.S. Department of Education, $1,250,000.

Ng, C., Graham, S. & Harris, K. (Co-PI, 2016-2017). *Improving disadvantaged students’ reading engagement and reading outcomes using student-voice driven and*

*mastery-focused reading models*. Education Horizon Research Grant Scheme. Department of Education and Training, Queensland State Government. ($108,536).

Harris, K.R., & Graham, S. (Co-PI, January 1, 2012 – December 31, 2016). *Center on the Use of Emerging Technologies to Improve Literacy Achievement for Students with Disabilities in Middle School.* U.S. Department of Education. Subcontract from CAST to Arizona State University, $789,570.

Wijekumar, K., Harris, K.R., & Graham, S. (Co-PI, August, 2013 – July, 2016). *We-Write*

*Persuasively.* U.S. Department of Education, Institute of Educational Sciences, $1, 485,702.

Harris, K.R., Wijekumar, K., & Canavesi, B. (Co-PI; August, 2013 - December, 2014). ***P****ersonalized* ***E****ngaging* ***A****daptive* ***R****eal-life* ***L****earning* ***S****ystem for Persuasive Writing (PEARLS).* Gates Foundation: Literacy Courseware Challenge, $100,000

Graham, S., Compton, D., Fuchs, D., Fuchs, L., & Harris, K. (Co-PI, September 2009 – August 2013). *Leadership preparation program in LD: Scientifically-Based Academic Practices, Cultural Diversity, and the General Education Curriculum*. U.S. Department of Education, $798,884.42.

Harris, K.R., Craig, K., & Kaiser, A. (Co-PI, September 2008-August 2013). *VU Department of Special Education Postdoctoral Intervention Research Training Program*. U.S. Department of Education, Institute of Education Sciences, $648,012.

Lane, K., Harris, K.R., & Graham, S. (Co-PI, September, 2006 – August, 2009). *The Effects of Strategy and Self-Regulation Instruction on Students’ Writing Performance and Behavior: A Preventative Approach (Project Write)*. U.S. Department of Education, Institute of Education Sciences, 2006-2009, $1,431,137.

Speece, D., Graham, S., & Harris, K.R. (Co-PI, September 2002‑August 2006). *Preparation of Leadership Personnel in Learning Disabilities.* U.S. Department of Education, Office of Special Education. $800,000.

Harris, K.R., & Graham, S. (Co‑Directors). (January 1999‑December, 2005). *Research Center to Accelerate Learning for Children with Disabilities: Kindergarten Through Grade 3.* U.S. Department of Education, Office of Special Education. UM: $844,000. Collaborating institutions: Vanderbilt University; Columbia University.

Speece, D., Graham, S., & Harris, K.R. (Co-PI, September, 1997‑August, 2001). *Doctoral Leadership Program in Learning Disabilities*. U.S. Department of Education, Office of Special Education. $800,000.

Speece, D., Graham, S., & Harris, K.R. (Co-PI, September, 1991‑August, 1996*). Doctoral Leadership Program in Learning Disabilities: Preparing Researchers and Teacher Educators*. U.S. Department of Education, Office of Special Education. $490,000.

Graham, S., Harris, K.R., & Speece, D. (Co-PI, August 1989‑August, 1994). *Master’s Program for Personnel Preparation of Teachers of Learning Disabled Children and Youth*. U.S. Department of Education, Office of Special Education, Division of Personnel Preparation. $400,000.

Graham, S., Harris, K.R., & Speece, D. (Co-PI, August, 1986‑August, 1989). *Masters’ Program for Personnel Preparation of Teachers of Learning Disabled Children and Youth*. U.S. Department of Education, Office of Special Education, Division of Personnel Preparation. Grant Number G008630234, $224,400.

Harris, K.R., & Pericola, L. (Co-PI, September 1, 1986‑August 31, 1987). *Self‑Instructional Strategy Training: Improving the Mathematical Problem Solving Skills of Learning Disabled Students*. U.S. Department of Education, Office of Special Education, Division of Research in Education of the Handicapped. $5,752.

Harris, K.R. (1977‑1978). *Helping the Shy Child: Systematic Desensitization and Cognitive Training as a Treatment for Communication Apprehension Among Children*. Funded by Title IV‑C of the Elementary and Secondary Education Act, $1,125.

**Internal Grant Awards:**

Harris, K.R. Self‑efficacy and academic achievement: A meta‑analytic review of research. Semester Research Award, General Research Board, University of Maryland Fall 1992.

Harris, K.R., Liebow, H., & Higdon, J. Achieving transition through collaboration: Development of strategies from elementary to middle to high school. School/University Cooperative Programs, Office of the Vice President for Academic Affairs and Provost, University of Maryland, 1990‑1991.

Harris, K.R. The effects of self‑monitoring of attentional behavior as compared to self‑monitoring of productivity on on‑task behavior and academic performance among learning disabled children. Research Support Award, General Research Board, University of Maryland, 1987‑88.

Gossett, S., & Harris, K.R. The effects of self‑regulation procedures on composition skills among learning disabled students. Undergraduate Apprenticeship in Research and Scholarship, General Honors Program, University of Maryland, Fall, 1987.

Harris, K.R. The effects of strategy training and study conditions on metamemory among learning disabled students. Summer Research Award, General Research Board, University of Maryland, 1986.

Harris, K.R. The perceived social validity of self‑regulation and behavioral interventions among special education teachers. Division of Human and Community Resources Small Grant Award, University of Maryland, 1985‑86.

Hartlove, R., & Harris, K.R. The effects of differential interventions on behavioral sub‑types of learning disabled children. Undergraduate Research Apprenticeship Program, General Honors Program, University of Maryland, 1985‑86.

Harris, K.R., & Speece, D. Support for the improvement of instruction: Instructional innovations. Office of the Dean for Undergraduate Studies, University of Maryland, 1985‑86.

Harris, K.R. The relative effects of cognitive training and direct instruction in the development of composition skills among learning disabled students. Research Support Award, General Research Board, University of Maryland, 1984‑85.

Harris, K.R. Self‑regulation of on‑task behavior among learning disabled children. Summer Research Award, General Research Board, University of Maryland, 1984.

**PROFESSIONAL PUBLIC SERVICE**

**Editorships:**

2012-2014 *Archives of Scientific Psychology,* American Psychological Association,Associate Editor, Section for *Educational and School Psychology*

2002‑2008 *Journal of Educational Psychology*, Editor

1998‑2001 *Journal of Educational Psychology*, Associate Editor

2000‑2004 *Focus on Exceptional Children*, Consulting Editor

1987‑1991 *Exceptional Children*, Associate Editor

1983‑1986 *Diagnostique*, Associate Editor

**Editorial Boards/Board Member:**

2019-present Senior Advisor, *International Journal of TESOL Studies*

2015-present Brill Publishing, *Studies in Writing* Series

2015-present *Learning Disabilities Research and Practice*

2014-present *Journal of Educational Psychology*

2010-present *Reading & Writing Quarterly*

1987‑present *Journal of Special Education*

2016-2020 *Learning Disabilities Quarterly*

2007-2016 *Journal of Research on Educational Effectiveness*

2010-2016 *Exceptional Children*

2008-2016 *European Journal of Education and Psychology*

2011-2015 *Reading Research Quarterly*

2009-2011 *Journal of Educational Psychology*

2000‑2010 *American Educational Research Journal*

1996‑1998 *Journal of Educational Psychology*

1995‑1998 *Scientific Studies of Reading*

1993‑1995 *Applied Cognitive Psychology*

1989‑1994 *Learning Disability Quarterly*

1989‑1992 *American Educational Research Journal*

1984‑1987 *Exceptional Children*

1983‑1985 *Journal of Experimental Education*

**Selected Editorial Boards/Guest/Ad Hoc Reviewer:**

*American Psychologist, Child Development, Educational Psychologist, Journal of Teacher Education, Learning and Instruction, Elementary School Journal, Learning Disabilities Research and Practice, Review of Educational Research, Instructional Science, Educational Research and Evaluation, Exceptionality, Applied Cognitive Psychology, Cognitive Therapy and Research, Journal of Consulting and Clinical Psychology, Journal of Learning Disabilities, Journal of Abnormal Child Psychology, Remedial and Special Education, Journal of Applied Behavior Analysis, School Psychology Review, Educational Researcher, Diagnostique, British Journal of Educational Psychology, Teaching Exceptional Children, Learning Disability Quarterly, Annals of Dyslexia, Reading and Writing Quarterly, Reading and Writing: An Interdisciplinary Journal, School Psychology Review, American Educational Research Journal, The Reading Teacher, Journal of Research in Reading, and others*

**Consultancies and Advisory/Membership Positions:**

2015-present Member, Scientific Advisory Board, Currey Ingram Academy, Brentwood, TN.

2015-present Member (Volunteer), Advisory Board for thinkSRSD ([https://thinksrsd.com/](https://www.thinksrsd.com/))

2015-present Member (Volunteer), Advisory Board for SRSD Online (<https://srsdonline.org/>)

2015-2020 Member (Volunteer), Advisory Board for Language & Literacy Connection; PD and online courses for SRSD

2008-present Member, European Research Network on Learning to Write Effectively, funded through the European Science Foundation.

2005-2015 Member, Advisory Board: Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA.

1996‑2015 Special Education Advisory Editor, Guilford Publishing Company, New York, NY.

1994‑present Member, Advisory Board, Institute for Learning and Development, Cambridge, Massachusetts.

2013 External Reviewer, Intensive Interventions: A Research to Practice Brief,

Center on Instruction of the Federal Comprehensive Centers program

2008-2012 Member, Advisory Board, IES funded project on expository writing research. Pennsylvania State University.

2010-2011 Member, Advisory Council for the Protection & Advocacy for Individuals with Mental Illness (PAIMI) program of the Disability Law & Advocacy Center of Tennessee.

2009-2011 Member, Curriculum Advisory Board, Urban Teacher Center (Washington, D.C. and Baltimore, MD). Project funded by New Schools Venture Fund.

2008-2009 External Mentor, University of Kansas doctoral program.

2008-2009 Consultant, Improving research capacity at Griffith University, School of Education, Australia.

2008-2009 Member, Urban Teacher Center Board: Essentials in Special Education; Washington D.C. and Baltimore, MD

2004-2007 Member, Advisory Board: Center to Improve Access to the General Education Curriculum for Students with Disabilities at the Elementary and Middle School Levels, American Institute for Research, Washington, DC.

2007 Member, External Review Committee, College of Education, University of California-Riverside.

1997‑2003 Member, Advisory Board, Project Reach, Office of Special Education Programs, Washington, DC.

2000‑2003 Member, Advisory Board: Focus on Exceptional Children, Love Publishing, Denver, Colorado.

1998 Co‑developer and Participant, Ask the Expert: Writing Month. WETA/LDOnline.aol.com.

1996‑97 Member, Working Group, OSEP Research Synthesis Activities, for the Chesapeake Institute of the American Institutes for Research, Washington DC.

1996 Research Proposal Evaluator for the Office of the Vice President for Research, University at Buffalo, State University of New York.

1996 Consultant/Reviewer for Use‑and‑Keep Writing Portfolios, Grades 3‑6; commercial material developed by Zaner‑Bloser, Columbus, OH.

1995 Consultant on integration of Special Education in General Education Programs to the Directors, Teacher Training Programmes, Concordia University, Montreal, Canada.

1995 Consultant on ADHD/ADD; Women in Housing and Finance ‑ Task Force, Washington, DC.

1994 Research Grant Evaluator for the Social Sciences and Humanities Research Council of Canada, Research Grant Program.

1993 Consultant, Grant development review in self‑instructional research, for Donald Baer and Jesus Resales, Human Development Department, University of Kansas.

1991 Consultant for the spelling component of Literacy Plus: commercial material developed by Zaner‑Bloser, Columbus, OH.

1990‑91 Consultant to Macro International, Inc: Making Administrative Decisions About Technology by Examining Promising Instructional Practices. Funded by USDE/OSE.

1990 Instructional Methods Forum: Effective writing instruction. Information Center for Special Education Media and Materials, LINC Resources, Columbus, OH.

1989 Instructional Methods Forum: Understanding and applying mathematical concepts and functions. Information Center for Special Education Media and Materials, LINC Resources, Columbus, OH.

1989 Evaluation of the Content Mastery Examinations for Educators (CMEE) test in Special Education, IOX Assessment Associates, Los Angeles, CA.

1988 Instructional Methods Forum: Implications of Learning Strategy Research for Special Education Students; Information Center for Special Education Media and Materials, LINC Resources, Columbus, OH.

1985 Evaluation of the curriculum guide, “A Learning Strategies Approach to Functional Mathematics for Students with Special Needs.” Harford County Public Schools, Division of Special Education, MD.

**External Promotion/Tenure Review:**

- Over 60 colleges and universities -

**Professional Organizations:**

2022-2023 Chair, APA Division 15 Publication Negotiating Committee

2018-present Member, AERA Division C Scribner Award Committee

2017-present Member, APA Division 15 Selection Committee, *Educational Psychologist* Best Article of the Year Award

2017-2019 Member, Barry J. Zimmerman Award Committee for Outstanding Contributions to the Fields of Studying and Self-Regulated Learning Research, SIG: Studying and Self-Regulated Learning, AERA

2016-2018 APA Division 15 Representative and Member, Consortium for Science-Based Information on Children, Youth and Families (CSICYF), Website:

 [www.infoaboutkids.org](http://www.infoaboutkids.org)

2016-present Member, APA Division 15 Publications Committee

2017 Member, APA Division 15, Outstanding Graduate Student Poster Award Committee

2016-2017 Reviewer for the National Academies of Sciences, Engineering, and Medicine’s Board on Behavioral and Cognitive and Sensory Sciences report, How People Learn II: The Science and Practice of Learning

2013- 2016 President-Elect, President, and Past-President, Division 15 (Educational Psychology), American Psychological Association

2014-2016 Chair, APA Division 15 Webinars in Educational Psychology Committee

2015-2016 Member, APA Division 15 Memorial Awards Committee

2015-2016 Chair, APA Division 15 Webinar Committee

2012-2014 Friendly Reviewer, *AERA Handbook of Research on Teaching, 5th Ed.* (2016), Edited by Drew H. Gitomer and Courtney A. Bell, for Chapter 10 by J. Klingner, M. Brownell, L. Mason, P. Sindelar, A. Benedict et al., Teaching students with special needs in the new millennium.

2012-2013 Member, APA Division 15 Fellows Committee

2010-2016 Member, Federal Policy Advisory Committee, Division for Research, Council for

 Exceptional Children

1998- 2016 Chair, DR Research Awards, Division for Research, Council for Exceptional Children.

2009-2010 Chair, DR Early Career Research Award Committee, Council for Exceptional Children.

1984‑present Paper referee for American Psychological Association; Division C/Division K/SIG: Special Education Research/other SIGs, of the American Educational Research Association; Council for Exceptional Children; National Reading Conference.

2010-2013 Member, American Psychological Association, Division 15, Fellows Selection Committee

2011 Reviewer, Center on Instruction, a federally-funded technical assistance center; Research to Practice Briefs

2011 Strand organizer (with Robert Reid): Academics and students with ADHD. International Council for Exceptional Children Conference, Washington, DC.

2010 Strand organizer (with Steve Graham): Writing instruction for students with disabilities. International Council for Exceptional Children Conference, Nashville, TN.

2009 Member, Expert Working Group, Writing Development and Instruction, for the National Institute for Literacy and Child Development and Behavioral Branch at the National Institute of Child Health and Human Development.

2007-2009 Member, Sylvia Scribner Award Selection Committee, Division C, American Educational Research Association.

2006, 2007 Research Mentor, American Educational Research Association.

2003‑2005 Member, Cattell Early Career Research Award Selection Committee, American Educational Research Association.

1999‑2002 Member, Interdisciplinary Qualitative Research Subcommittee, Task Force on Empirically Supported Interventions in School Psychology, Division 16, American Psychological Association.

2003 Publishing in the Journal of Educational Psychology. Roundtable at the American Educational Research Association, Chicago, IL, April, 2003.

2003 Session for beginning researchers: Meet the editors. Roundtable at the OSEP Research Project Directors' Conference, Washington, DC, July, 2003.

2001‑2002 President, Division for Research, Council for Exceptional Children; Member, Families Committee.

2000‑2001 President‑Elect, Division for Research, Council for Exceptional Children; Chair, Program Committee; Member, Families Committee.

2000 Co‑Chair, Conference Strand on Writing, International Council for Learning Disabilities.

1999‑2000 Vice President, Division for Research, Council for Exceptional Children; Member, Families Committee.

1995‑1998 Secretary and Member of the Board, Division for Research, Council for Exceptional Children; Member, Publications Committee.

1997 Reviewer, National Information Center for Children and Youth with Disabilities.

1996 Member, American Psychological Association conference with Office of Educational Research and Improvement, USDE, to develop the report, “Recommendations: OERI Research Priorities for the 21st Century.”

1993 Co‑Organizer and Chair: Issues and directions in research on children's self‑regulated learning and development. Featured symposium, American Psychological Association, Toronto, Canada.

1991‑1992 Chair of the Special Interest Group: Special Education Research, of the American Educational Research Association.

1991 Organizer: Women in the Deanship: Enhancing Opportunities for Women in Higher Education Leadership. Roundtable for the Committee on the Role and Status of Women in Educational R & D, American Education Research Association.

1990‑1991 Chair‑Elect of the Special Interest Group: Special Education Research, of the American Educational Research Association.

1988‑1989 Secretary‑Treasurer of the Special Interest Group: Special Education Research, of the American Educational Research Association.

1989 Discussant: The interdependence of research on cognitive strategy instruction and the practice of cognitive strategy instruction. Symposium presented to the American Educational Research Association, San Francisco, CA, March.

1988 Participant, Southeast Regional Holmes Group, Conference on the Preparation of Elementary/Special Education Teachers, Charlottesville, VA.

1988 Chair: Student Research Award Committee for the Special Interest Group: Special Education Research, of the American Educational Research Association.

1988 Discussant: Self‑regulated learning, I: Theories and models of self‑regulation. Program presented to the American Educational Research Association, New Orleans, LA, April.

1984‑1986 Secretary‑Treasurer of the Special Interest Group: Special Education Research, of the American Educational Research Association.

1982 Chair: Using television to educate. Program presented to the International Communication Association, Boston, May, 1982.

1981 Member, College Competencies Assessment Task Force Committee, International Communication Association/Speech Communication Association.

1979 Member, College Competencies Assessment Task Force Committee, International Communication Association/Speech Communication Association.

1979 Member, Instructional Communication Competencies Committee, International Communication Association.

**United States Department of Education:**

2008 Expert Reviewer, OSEP Evidence-Based Practices Validation Study.

2007 Reviewer, Special Education I Panel, USDE, Institute of Education Sciences.

2005 Reviewer, Field‑Initiated Evaluations of Education Innovations, USDE, Institute of Education Sciences.

2004 Member, Expert Panel: Teacher Preparation Review, USDE, Institute of Education Sciences/NRC/National Academies of Sciences.

2004 Member, OSEP Research Project Directors' Conference Planning Committee.

2002‑2003 Reviewer, USDE, Reading First State Grant Proposals.

Sept., 2001 Reviewer, USDE, Office of Special Education Programs, Research Centers.

March, 2001 Member, USDE, Office of Special Education Programs, Peer Review Process Work Group.

May, 1999 Reviewer, USDE, Office of Postsecondary Education, Congressional Priorities for Postsecondary Education.

July, 1996 Session/discussion leader: Constructivism in Special Education. Roundtable at the OSEP Research Project Directors’ Conference, USDE.

March, 1995 Briefing Paper and Presentation on Students with Learning Disabilities, prepared for Frank Holleman, Chief of Staff to the Secretary of Education, at request of the Office of Special Education.

April, 1985 Reviewer, USDE, FY 1985 research grant competition; Research in the education of the handicapped: Enhancing instructional program options.

**Arizona State Department of Education:**

2013 Harris, K.R., & Graham, S., & Chambers, A. Powerful Writing Strategies for All Students, Grades K-5. Arizona Department of Education, Phoenix, AZ . (March)

2013 Graham, S., & Harris, K.R. . Powerful Writing Strategies for All Students, Secondary Grades. Arizona Department of Education, Phoenix, AZ . (November)

2013 Harris, K.R., & Graham, S. Powerful Writing Strategies for All Students. Grades K-5. Arizona Department of Education, Phoenix, AZ . (September)

**Maryland State Department of Education:**

1998 ADHD and the development of self‑regulation: A new piece of the puzzle. Presentation made to the Maryland Interdisciplinary Conference on ADHD, November.

1996 Reviewer, “Skills for Success” (SFS), high school core learning goals.

1989 Participant, Regional Meeting on the Maryland Essential Teaching Knowledge for the Beginning Teacher.

1988 Self‑regulated learning and mildly‑moderately handicapped students. Presentation made to the Directors of Special Education Retreat.

1983‑1987 Consultant and Project Director; “Development of innovative instructional techniques: Self‑regulation strategies and cognitive‑behavioral training for the Learning Disabled.” Maryland State Department of Education, Learning Disabilities Project.

1984 November, Panel Judge; National Teacher Exam Validation Study. Maryland State Department of Education, Teacher Education and Certification Branch. Public Schools, Professional Development, and Parent/Family Associations.

**Schools, Professional Development, and Parent/Family Associations**

Sep-Oct, 2017 Turning Broccoli into Ice Cream Sundaes: SRSD instruction in reading and writing to persuade. Kyrene Elementary Schools, Tempe, AZ. Hosted by the Center for the Art and Science of Teaching, COE, ASU.

2014-2016 Collaboration on Assessment of Teachers and Students in Writing, with John Wilson, Assessment and Evaluation Coordinator, Tempe School District No. 3,

 Tempe, AZ.

August, 2013 Implementing Self-Regulated Strategy Development (SRSD) with students who are struggling with writing or have a writing disability. Jefferson County School District, General and Special Education, Golden, CO.

Oct., 2009 What we know now and what we can do: Students with ADHD. Presentation at the Catholic Schools Professional Development meeting, Diocese of Nashville, TN.

April, 2007 “Marconi invented the radio so people who couldn’t afford TV could hear the news:” Writing is a thought process, not a rote process! Florida Reading Symposiums, Pensacola and Orlando, FL.

Nov., 2006 Helping the child with ADHD develop self-regulation and strategic performance.

 Oakland Schools Professional Development Seminar, Waterford, MI.

August, 2006 Follow up: Implementing SRSD. Currey Ingram Academy, Brentwood, TN.

June, 2006 How to teach writing using the SRSD model of instruction. Currey Ingram Academy, Brentwood, TN.

Jan., 2006 Self-regulated strategy development and writing instruction. Benchmark School, Philadelphia, PA.

March 2004 ADHD: What we know now and what we can do together. Rockledge Elementary School, Bowie, MD.

Sept., 2003 Self‑regulation and the writing process. ADHD Institute. Region IV ESC, Houston, TX.

Sept., 2003 Helping your child with ADHD develop self‑regulation. ADHD Institute, Region IV ESC, Houston, TX.

March, 2003 ADHD: What we know now and what we can do together. Alternative Middle School, Bladensburg, MD.

Nov., 2002 ADHD: What we know now and what we can do together. Prince George’s County Chapter, Council for Exceptional Children.

Nov., 2002 Self‑regulated strategy development: Making the writing process work. Conference on improving learning strategies for literacy research and practice. University of Maryland.

April, 2002 Making the writing process work for struggling writers: Self‑regulated strategy development. Boone, NC.

Oct., 2001 Teaching students with learning disabilities how to write: Strategies for success. Northeastern Education Intermediate Unit, Scranton Public Schools, and Marywood University, PA.

1998‑2001 Teaching students with learning disabilities how to write: Strategies for success. National Educational Institute, National Sites.

Nov., 1999 ADHD and other challenges: Improving classroom behavior and communication. PG County Chapter, CEC.

August, 1999 Understanding and supporting children with ADHD. Summer Institute, Prince George’s County Public Schools.

March, 1999 Fundamentals of positive behavioral support for children: Building positive behavior and communication. Maryland Association of Resources for Families and Youth.

March, 1999 ADHD: Further understandings. Baltimore Association for Retarded Citizens.

Oct., 1998 Behavior management and the challenging child. Baltimore Department of Social Services.

Oct., 1998 ADHD. Baltimore Association for Retarded Citizens.

July, 1998 Self‑regulation: Helping every child develop self‑control. Maryland Association of Resources for Families and Youth.

June, 1998 ADHD: What causes it, helping foster families live with it. Baltimore Department of Social Services.

1997‑1998 ADHD: What we really know and what we can do together. Maryland Association of Resources for Families and Youth.

Oct., 1996 ADHD: What we think we know now ... The connection to self‑regulation. Parents Supporting Parents of Maryland.

Oct., 1995 Consultant, Classroom Behaviors, Friends Community School, College Park, MD.

Dec., 1993 Consultant, ARD/Due Process Hearing, Prince George’s County, Division of Special Education, MD.

Nov., 1993 The Role of Traditional and Alternative Assessments in the Classroom and School. Presented to Friends Community School, College Park, MD.

1990‑1991 Co‑Developer, Academic Self‑Management Consortium, in collaboration with Charles County Public Schools, MD.

1989‑1990 Cognitive strategy instruction: A writing workshop and classroom follow‑ up. Conducted with Charles County, Division of Special Education, MD.

Dec., 1989 Cognitive‑behavior modification and self‑regulation training. Presented to parochial school teachers of Charles County, MD.

Dec., 1988 Administration and interpretation of the WISC‑R. Presented to Charles County, Division of Special Education, MD.

Nov., 1988 Cognitive strategy instruction and the development of self‑regulated learning among educationally handicapped students. Presented to Charles County, Division of Special Education, MD.

Nov., 1988 Developing self‑regulated learning and behavior. Presented to Charles County, Division of Elementary Education, MD.

Sept., 1988 Cognitive strategy instruction for the educationally handicapped. Presented to Prince George's County, Division of Special Education, MD.

May, 1988 Assessment of mildly‑moderately handicapped students. Presented to Baltimore County Administrators Roundtable Retreat, MD.

Jan., 1988 Consultant, Special Education Appeal Hearing, Prince George’s County, Division of Special Education, MD.

Nov., 1987 Assessment of the Educationally Handicapped: The Woodcock‑Johnson Psycho‑Educational Battery. Presented to Charles County, Division of Special Education, MD.

May, 1987 Cognitive‑behavior modification and self‑regulation training for educationally handicapped students. Presented to Anne Arundel County, Divisions of Special and Regular Education, MD.

Nov., 1986 Educational assessment. Presented to Charles County, Division of Special Education, MD.

Nov., 1985 Cognitive‑behavior modification, strategy training, and self‑regulation: Classroom applications with exceptional students. Presented to Harford County Division of Special Education, MD.

May, 1985 Cognitive‑behavior modification and strategy training for the educationally handicapped. Presented to Wicomico County, MD.

April, 1985 Cognitive‑behavior modification and strategy training for the educationally handicapped. Presented to the Samuel Clemens Learning Center, Montgomery County, MD.

March, 1985 Cognitive‑behavioral and self‑regulation training for the educationally handicapped. Presented to West Virginia Special Educators, sponsored by the Department of Special Education, West Virginia University.

Nov., 1984 Cognitive‑behavioral assessment. Guest lecture presented for Dr. Bernice Wong, Faculty of Education, Simon‑Fraser University, Canada.

Sept., 1984‑ Cognitive‑behavioral training for the learning disabled. Presented to the

Dec., 1984 Montgomery County Public Schools, MD.

Fall, 1983 ‑ Assessing achievement of exceptional students and preparation of written

Fall, 1984 reports. Presented to Prince George’s County Public Schools, MD.

May, 1983 Cognitive‑behavioral training: Developing self‑regulation and self‑management skills with exceptional children. Short course presented for Pacific Lutheran University, Tacoma, WA.

May, 1983 Invited participant. The Affective Domain in Exceptional Education Conference, John Hopkins University, Baltimore, MD.

March, 1983 Cognitive‑behavior modification: History and applications with exceptional children. Presented to the Department of Education, Catholic University of America, Washington, DC.

August, 1982 Self‑speech, self‑control, and cognitive training. Presented to the Oakland, MI Schools Summer Conference.

March, 1982 Private speech and cognitive training: A means for developing self‑control. Presented to the Oakland Schools, MI.

April, 1981 Teaching self‑confidence: Helping the shy student. Presented to Greater Lafayette Area Special Services, IN.

**Organization Memberships:**

 American Educational Research Association (Fellow)

 AERA Divisions: C, K

 AERA SIGs: Complexity Theories in Education, Special Education, Studying and Self-Regulated Learning, Writing and Literacies,

 American Psychological Association, Division 15 (Fellow)

 American Association of Colleges of Teacher Education

 Association for Supervision and Curriculum Development

 Council for Exceptional Children

 CEC Divisions: Learning Disabilities, Research, Teacher Education

 Council for Learning Disabilities

 European Association for Research on Learning and Instruction (EARLI)

 EARLI SIG: Writing

 Phi Delta Kappa

 Society for Research in Educational Effectiveness

 Society for the Scientific Study of Reading

 Writing Research Across Borders

**Post-Doctoral Advisees:**

Trish Steinbrecher (Vanderbilt University, 2009 – 2011). Assistant Professor, University of New Mexico, 2011-2016.

**external Member of Doctoral Dissertation Committee NATIONAL/INTERNATIONAL:**

Dissertation Examiner, **Kristen Finlayson**, Victoria University of Wellington, New Zealand. Dr. Jeff Sigafoss and Dr. Matthew McCrudden, Advisors. Title: Teacher-implemented Self-Regulated Strategy Development instruction for story writing with year two students in New Zealand. (2020)

Dissertation Examiner, **Shawn Butler**, School of Education, The University of the West Indies; Dr. Beular Mitchell, Advisor. Title: Teachers who teach writing: A multi-site case study investigation of the writing instruction practices of primary school language arts teachers in St. Vincent and the Grenadines. (2019).

Dissertation Committee Member; **Erin FitzPatrick**, Special Education, Georgia State University; Dr. Debra McKeown, Advisor. Title: SRSD instruction in the text-based evidence genre employing POW+TONES. (2019).

Dissertation Committee Member, **Sarah W. Ingebrand**, Department of Psychology, Arizona State University. Dr. Carol McDonald Connor, Advisor. Title: The development of writing skills: The use of genre-specific elements in second and third grade students’ writing (2016).

Dissertation Examiner; **Tara Kocek**, Southern Cross University, Lismore, New South Wales, Australia; Dr. Scott Rheuben, Research Training. Title: The influence of executive function on externalising and internalising behaviours in middle childhood. (2015).

Dissertation Examiner; **David Yeigh**, Southern Cross University, Lismore, NSW; Dr. Phil Hayward, Director of Research Training. Title: Inhibition and mental effort: A moderation hypothesis (2011).

Dissertation Committee Member; **Sharon Zumbrunn**, Special Education, University of Nebraska-Lincoln; Dr. Roger Bruning, Advisor. Title: Nurturing young students’ writing knowledge, self-regulation, attitudes, and self-efficacy: The effects of self-regulated strategy development (2010).

**DISSERTATION/RESEARCH ADVISOR:**

**Arizona State University:**

 **Doctoral Advisees (Completed):**

April Camping –

(Research Associate, Arizona State University) Writing Motivation and Writing Performance of Culturally and Linguistically Diverse Elementary School Students (2021)

 Ashely Barkel –

 (Assistant Professor of Practice, University of Arizona) Self-Regulated Strategy Development Writing Instruction with Elementary-Aged Students Learning English (2018)

 **Dissertation Committee Member:**

Amber Chambers Ray, Special Education, ASU. Steve Graham, Advisor. Title: A College Entrance Essay Exam Intervention for Students with Disabilities and Struggling Writers: A Randomized Control Trial

 (Assistant Professor, Special Education, University of Illinois, Urbana-Champaign)

Sarah W. Ingebrand, Psychology, ASU. Carol Connor, Advisor. Title: The development of writing skills: The use of genre-specific elements in second and third grade students (2016).

 **Research Supervisor (Former and Current):**

Anna Cirell

 Amber Ray

 Angelique Aitkin

 Colin Kavanagh

**Vanderbilt University:**

Mary Brindle –

(Assistant Professor, University of New Mexico); Examining Relationships Among Teachers’ Preparation, Efficacy, and Writing Practices (2013)

 Debra McKeown –

(Associate Professor, Texas A&M University); Examining the effects of practice-based professional development and coaching on the differentiation of SRSD writing instruction (2012). Recipient, 2014: Outstanding urban education research award, Georgia State University, College of Education. Recipient: 2016: McKeown et al., “Teachers’ voices: Understanding effective practice-based professional development for elementary teachers on SRSD in writing.”

Karin Sandmel –

(Assistant Professor, Johns Hopkins University); “I am a raindrop!” On-Demand Writing Strategies and Self-Regulated Strategy Development for Fourth and Fifth Grade Students

 with Writing and Behavioral Difficulties (2010)

 Laurie Meltzer –

(Special Education Teacher, Melville, NY): Examining Self-Regulated Strategy Development in Writing (conducted 2006 under first advisor, completed 2012)

**UNIVERSITY OF MARYLAND:**

 Marva Gavins –

 (Assistant Professor, University of Houston-Clear Lake); IEP Development

 As a Function of Pedagogical Experience in Special Education Teachers (2006)

 Mary Adkins -

(Associate Professor, Goucher College); Self-regulated Strategy Development and Generalization Instruction: Effects on Story writing Among Second and Third Grade Students with Emotional and Behavioral Disorders (2005)

 Zina Sutch -

(George Mason University and VA Public Schools); Relational Aggression Among Girls and Boys with Emotional/Behavior Disorders (2005)

 Tanya Schmidt Santangelo -

(Associate Professor, Arcadia University, PA); The Collaborative Action Process: A Qualitative Inquire into Processes, Practices, and Perceptions (2004)

 Linda H. Mason ‑

(Professor, George Mason University); Self‑regulated Strategy Instruction: Effects on Expository Reading Comprehension Among Students who Struggle with Reading (2002)

 Mary Jo Primosch ‑

(Montgomery County Public Schools); Executive Function Scores of Organized and Disorganized Fourth‑ to Sixth‑Graders (1997)

 Lisa Pericola Case ‑

(Research Project Coordinator, University of Maryland); Mathematical Understandings: How Students with Learning Difficulties Progress in a Constructivist Classroom (1997)

 Kathy Boyer‑Shick ‑

(Baltimore City Public Schools, MD); Self‑Regulated Learning: The Effects of Task Difficulty on the Self‑Speech of Students With and Without Learning Disabilities (1996)

 Nancy Mamlin ‑

(Associate Professor, Appalachian State University); A Restructuring Initiative Focusing on Special Education: One School's Interpretations of Inclusion and Change (1995)

Recipient of the 1995 Outstanding Student Research Award, Special Interest Group in Special Education Research of the American Educational Research Association

 Nancy Briganti ‑

(Special Education, Montgomery Co., MD); Reintegration of Students with Learning Disabilities Using Reciprocal Teaching, Cooperative Learning, Peer Tutoring, and Transenvironmental Programming (1995)

 Robert Reid ‑

(Emeritus Professor, University of Nebraska‑Lincoln); Effects of Self‑Monitoring of Attention and Self‑Monitoring of Performance on Attentional Behaviors and Spelling Performance of Students with Learning Disabilities (1991)

Recipient of the 1992 Outstanding Student Research Award, Special Interest Group in Special Education Research of the American Educational Research Association

 Angela Bednarczyk ‑

(Educational Program Director, Kendall School for the Deaf, Gallaudet University, Washington, DC); The Effectiveness of Story Grammar Instruction with a Self‑Instructional Strategy Development Framework for Students with Learning Disabilities (1991)

**Doctoral Dissertation Co‑Directed (Completed):**

 Richard Sawyer ‑

(Director: Quantitative Analytics, LLC, Washington, DC): Improving LD students’ composition skills with story grammar strategy training: A component analysis of self‑instructional strategy training. Recipient of the 1991 Dissertation of the Year Award from the Division of Learning Disabilities, Council for Exceptional Children. Recipient of the 1991 Award for Outstanding Research in Learning Disabilities from the Council of Learning Disabilities

**UNIVERSITY SERVICE AND TEACHING: ARIZONA STATE UNIVERSITY**

**University:**

2016-2017 University Promotion and Tenure Committee

2015-2016 OKED Standing Panel for Limited Submissions

2013-2015 Regents’ Professors Selection Committee

2013-2014 Undergraduate Mentor, Honors College Educators Academy

**Mary Lou Fulton Teachers College, Arizona State University:**

2019-present Faculty Advisory Committee to the Dean

2018-present Dean's Team 10: Faculty Systems

2017-present Co-Director, COE Early Career Faculty Development

2016-2018 Member, Learning, Literacies, and Technologies Admissions Committee

2016-2017 Member, Search Committee for Educational Psychology Faculty Member

2017-2018 Coordinator, LLT Course Coordination Committee: Proposal Writing

2016-2017 Chair, Search Committee for Pinnacle West Presidential Chair, Teacher Education

2015-2016 Chair, ad hoc Personnel Evaluation Committee

2015-2016 Chair, Pinnacle West Presidential Chair for Teacher Education Search Committee

2015-2016 Member, Methods Task Force for Doctoral Executive Committee

2014-2015 Member, Search Committee for Full Professor and Director, Division of Teacher Preparation

2014-2015 Member, Search Committee for Full Professor, Teacher Preparation

2014-2015 Member, Executive Committee of the PhD Programs

2013-2014 Co-Chair, Executive Committee of the PhD programs

2013- 2014 Member, Learning, Literacies, and Technology Program Committee

2012-2014 Member, Search Committee for Snell Professor of Teacher Preparation, Educational Policy & Leadership

2012-2013 Member, Dean’s Research Advisory Committee

2012-2013 Member, Specialization Committee, MLFTC PhD programs

**Courses Taught:**

 DCI 691: Introduction to Quantitative Research Design and Methods

COE 691: Advanced Quantitative Research Design and Methods

DCI 792 Research

 DCI 791 Proposal Writing Seminar

 DCI 79 1 Scholarly Writing Seminar

DCI 790 Reading and Conference: Foundational Theories in Learning and Teaching

 DCI 790 Reading and Conference: Advanced Quantitative Research Design

 DCI 790 Reading and Conference: College Teaching

 TEL 504 Learning and Instruction

**UNIVERSITY SERVICE AND TEACHING: VANDERBILT UNIVERSITY**

**University:**

2009-2010 Chair, University Athletics Advisory Committee

2007-2009 Member, University Athletics Advisory Committee

2005‑2006 Consultant, Numeracy Study. Vanderbilt Diabetes Center.

**Peabody College, Vanderbilt University:**

2008-2012 Co-Chair, Teacher Education Policy Committee

2010 (F) Special Education Faculty Representative, Peabody Honor Council

2007-2008 Member, Teacher Education Task Force

2006-2008 Member, Faculty Affairs Committee

**Departmental, Vanderbilt University:**

2008-2012 Department Mentor

2005-2012 Co-Chair, Doctoral Studies Committee

2005-2012 Member, High Incidence Disabilities Program Committee

2010-2011 Member, Appointment, Promotion and Tenure Committee

2006 Chair, Search Committee for Department Chair, Special Education

2005-2007 Department Executive Committee

**Courses Taught:**

 SPED 101 Introduction to Exceptionality

SPED 3930 Leadership in Special Education: Role of Theory in Research, College Teaching, and Career Options

 SPED 3240 Attention Deficit Hyperactivity Disorder: Educational Implications

 SPED 3230 Research Methods in Special Education

**Advising:**

**M.Ed. Advisees (Completed):**

Alison Harlan, Paige Starkey, Kate Mahan, Janelle Wettour, Tracy Voyles, Sarah Thomas, Lauren Moore, Mary Lovett, Rui Chen

**Member of Doctoral Dissertation Committee, VU:**

 Leslie Rogers (SPED)

 Annette Little (SPED)

 Michael Hebert (SPED)

**UNIVERSITY SERVICE AND TEACHING: UNIVERSITY OF MARYLAND**

**University:**

2001 Member, Founding Council of the UM Academy of Excellence in Teaching and Learning

2001 Member, Kirwan Undergraduate Education Award Committee

2000 Member, UMCP Distinguished Scholar‑Teacher Award Selection Committee

1998‑1999; Member, University Academic Planning and Advisory Committee (APAC)

1996‑1997

1995‑1996 Member, University Appointment, Promotion and Tenure Committee

1994‑1996 UM Representative to the Faculty Advisory Council to the Maryland Higher Education Commission

1990‑1994 Chair, Presidential Award Advisory Committee, Awards for Outstanding Service to the Schools

1992‑1994 Member, School/University Cooperative Programs

1993 Faculty Judge, Rewrite Lincoln's Gettysburg Address essay contest, UMCP Honors Program and Office of Campus Programs

1986‑1987 Member, UMCP Senate Adjunct Committee on Research

**College of Education, University of Maryland:**

2002-2005 Member, Joint Committee on Faculty Development

1999‑2002 Chair, Joint Committee on Faculty Development

1999‑2000 Member, College of Education Faculty Senate (At‑Large)

1999‑2000 Member, Program Review Board

1999‑2000 Member, EDCI Search Committee

1989‑2004 Member, College of Education Undergraduate Honors Council

1992‑1996 College Mentor

1998 Member, Search Committee for Dean, College of Education

1994‑1995 Chair, College of Education Faculty Senate

1994‑1995 Member, Search Committee for Full/Associate Professor in Cognition and Instruction, Department of Human Development

1993‑1994 Chair‑Elect, College of Education Faculty Senate

1991‑1992 Member, Search Committee for Dean, College of Education

1991‑1992 Member, Faculty Senate Steering Committee

1990‑1992 Member, College of Education Faculty Senate (At‑Large)

1991 Member, Search Committee for Placement Coordinator, Office of Laboratory Experiences

1990‑1991 Member, Search Committee for Chair, Department of Educational Policy, Planning and Administration

1989‑1990 Co‑Organizer, Contributions of Cognitive Research to Instructional Innovation Conference

1988‑1990 Co‑organizer, Cognitive Processes in Learning and Teaching Research Group

1988‑1990 Member, Undergraduate Committee

1988‑1989 Member, College of Education Faculty Survey Committee

1987‑1988 Leadership Development Committee, College of Education in Collaboration with Prince George’s County

1982‑1983 Member, Generic elements in undergraduate teacher education; Diagnosis/Assessment Committee

**Department of Special Education, University of Maryland:**

1999‑2004 Department Mentor

1998‑2004 Chair, EDSP Undergraduate Program Committee (UM Departmental Excellence and Innovation in Undergraduate Teaching Award, 2001)

1982‑2004 Member, Undergraduate Program Committee, Educationally Handicapped/Elementary Special Education

1982‑2004 Member, Graduate Program Committee, Learning Disabilities

1995‑1996 Member and Acting Chair, Promotion and Tenure Committee

1993 Member, Salary Sub‑Committee

1989‑1990 Member, Graduate Admissions and Review Committee

1988‑1989 Chair, Developmental Action Plan Document Development Committee

1984‑1989 Chair, Graduate Admissions and Review Committee

1987‑1988 Member, Faculty Search Committee for Assistant/Associate Professor in Behavior Disorders

1984‑1988 Project Associate, Microcomputers in Special Education, Institute for the Study of Exceptional Children and Youth

1983‑1984 Member, Graduate Admissions and Review Committee

**Special Assignments:**

1983 Member, Advisory Committee to select the Assistant Director for the M. Lucia James Curriculum Laboratory

1982 Member, Elementary Program Revisions Committee (Competencies for Mainstreaming), EDCI

**Courses Taught:**

EDSP 320 Introduction to Assessment in Special Education

EDSP 321 Comparative Approaches to Behavior and Classroom Management in Special Education

EDSP 440 Assessment and Instructional Design for the Educationally Handicapped: Cognitive and Psychosocial Development

EDSP 441 Assessment and Instructional Design for the Educationally Handicapped: Oral Language and Communication Disorders

EDSP 453 Methods and Models of Instruction: Elementary Special Education

EDSP 489 Field Experiences in Special Education

EDSP 491 Characteristics of Students with Learning Disabilities

EDSP 615 Evaluation and Measurement of Exceptional Children and Youth

EDSP 640 Seminar in Learning Disabilities

EDSP 872 Theory and Empirical Design in Special Education

EDSP 678 Attention Deficit Hyperactivity Disorder: Educational Implications

EDSP 798 Special Problems in Special Education

EDSP 888 Apprenticeship in Special Education

EDSP 889 Internship in Special Education

EDCI 390 Co‑Taught: Principles and Methods of Secondary Education

EDCI 397 Co‑Taught: Principles and Methods of Teaching in Elementary Schools

**ADVISING**

Undergraduate Advisees: Approximately 20 per year

**M.Ed. Advisees (Completed):**

Mary Adkins, Janet Amsterdam, Allison Beller, Anne Bordine, Elayne Brugger, Kate Bedford, Sally Burnell, Jennifer Cable, Jacqueline Dabney, Elizabeth Daubert, Dawn Eddy, Stacey Gordon, Sarah Gossett, Lisa Gray, Gloria Martin‑Pressman, Kathleen Harbrant, Jackie Loso,

Linda Mason, Robin Meiners, Erika Moshirfar, Cynthia Price, Karen Racer, Wendy Roit,

Mary Jo Ruggeri, Marjorie Schwartzberg, Francis Simbo, Maris Spiessbach, Julie Tomasik,

Harrison Toy, Cherylyn Torguson, Marissa Valentine, Sharon Zgoda

**M.A. Advisees (Completed):**

 Melissa Sexton

 Lisa Pericola

 Nancy Mamlin

 Barbara Danoff

 Karen McElroy

 Donna Preller

**Member of Master Thesis Committee (Completed):**

 Barbara Davis

 Susan Diveta

**Member of Doctoral Dissertation Committee (Completed):**

 Susan Moran (EDSP)

 Elgen Hillman (EDSP)

 Jan Bowman (EDCI)

 Terry Northcutt (EDCP)

 Susan Mason (EDSP)

 Beth Greenbaum (EDSP)

 Rebecca Karp (EDCI)

 Susan De La Paz (EDSP)

 Susan Gersen (EDCP)

 Rhonda Manson (EDCI)

 Barbara Walker (EDCI)

 Richard Sawyer (EDSP)

 Naomi Weintraub (EDSP)

 Tori Page‑Voth (EDSP)

 LeAnn Johnson (EDSP)

 Karen Murphy (EDHD)

 Gary Troia (EDSP)

 Bruce Saddler (EDSP)

 Alison Weintraub (EDCP)