

**CURRICULUM VITAE
DONALD L. COMPTON**

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CURRENT TITLES:

Associate Professor, Department of Special Education, Peabody College of Education,
Vanderbilt University, Nashville, TN

Investigator, John F. Kennedy Center for Research on Human Development,
Vanderbilt University, Nashville, TN

EDUCATION:

1993	Ph.D.	Northwestern University	Learning Disabilities
1986	M.S.	Northwestern University	Chemical Engineering
1983	B.S.	The University of Michigan	Chemical Engineering

PROFESSIONAL EXPERIENCE:

2000-2006 Assistant Professor, Department of Special Education, Peabody College of Education,
Vanderbilt University, Nashville, TN

1999-2000 NICHD Post-Doctoral Research Fellow, Institute for Behavioral Genetics and Department of
Psychology, The University of Colorado, Boulder, CO

1995-1999 Assistant Professor, Special Education Program; Department of Curriculum and Instruction,
University of Arkansas, Fayetteville, AR

1990-1995 LD Resource Teacher, Thomas Edison Elementary School, School District 69, Morton Grove,
IL

1989-1990 Clinical Lecturer in Learning Disabilities, Northwestern University, Evanston, IL

1988-1989 Intern, Special Education Policy, Office of Special Education and Rehabilitative Services and
George Washington University, Washington D.C.

1986-1987 Secondary School Teacher, Reading and Math, Landmark School, Prides Crossing, MA

CERTIFICATION:

Illinois Type 10 Certification in Learning Disabilities (expired)

HONORS and AWARDS:

Morissa Gerber Schatz Memorial Scholarship, Northwestern University

Special Education Policy Fellowship, Office of Special Education and Rehabilitative Services and George
Washington University

Graduated cum laude, The University of Michigan

REFEREED RESEARCH PUBLICATIONS:

- Compton, D. L., & Carlisle, J. F. (1994). Speed of word recognition as a distinguishing characteristic of reading disabilities. *Educational Psychology Review*, 6, 115-140.
- Compton, D. L. (1997). Using a developmental model to assess children's word recognition. *Intervention in School and Clinic*, 32, 283-294.
- Compton, D. L. (2000). Modeling the growth of decoding skills in first-grade children. *Scientific Studies of Reading*, 4, 219-258.
- Compton, D. L. (2000). Modeling the response of normally achieving and at-risk first grade children to word reading instruction. *Annals of Dyslexia*, 50, 53-84.
- Compton, D. L., DeFries, J. C., & Olson, R. K., (2001). Are RAN and phonological awareness deficits additive in reading disabled individuals? *Dyslexia*, 7, 125-149.
- Compton, D. L. (2002). The relationship between phonological processing, orthographic processing, and lexical development in reading-disabled children. *Journal of Special Education*, 35, 201-210.
- Compton, D. L., Olson, R. K., DeFries, J. C., & Pennington, B. F. (2002). Comparing the relationships among two different versions of alphanumeric RAN and various word-level reading skills. *Scientific Studies of Reading*, 6, 343-368.
- McMaster, K., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2002). Monitoring the academic progress of children who are unresponsive to generally effective early reading intervention. *Assessment for Effective Intervention*, 27, 23-33.
- Compton, D. L. (2003). The influence of item composition on RAN letter performance in first-grade children. *Journal of Special Education*, 37, 81-94.
- Compton, D. L. (2003). Modeling the relationship between growth in rapid naming speed and decoding skill in first-grade children. *Journal of Educational Psychology*, 95, 225-239.
- Compton, D. L., Appleton, A., & Hosp, M. K. (2004). Exploring the relationship between text-leveling systems and reading accuracy and fluency in second grade students who are average and poor decoders. *Learning Disabilities Research and Practice*, 19, 176-184.
- Fuchs, L. S., Fuchs, D., & Compton, D. L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. *Exceptional Children*, 71, 7-21.
- Fuchs, D., Fuchs, L. S., & Compton, D. L. (2004). Identifying reading disabilities by responsiveness-to-instruction: Specifying measures and criteria. *Learning Disabilities Quarterly*, 27, 216-228.
- Yoder, P., & Compton, D. L. (2004). Identifying predictors of treatment response. *Mental Retardation and Developmental Research Reviews*, 10, 162-168.
- Compton, D. L., Olinghouse, N. G., Elleman, A., Vining, J., Appleton, A. C., Vail, J. & Summers, M. (2005). Putting transfer back on trial: Modeling individual differences in the transfer of decoding skill gains to other aspects of reading acquisition. *Journal of Educational Psychology*, 97, 55-69.
- Fuchs, L. S., Compton, D. L., Fuchs, D., Paulsen, K., Bryant, J. D., & Hamlett, C. L. (2005). Responsiveness to intervention: Preventing and identifying mathematics disability. *Teaching Exceptional Children*, March/April, 60-63.
- McMaster, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2005). Responding to Nonresponders: An experimental field trial of identification and intervention methods. *Exceptional Children*, 71, 445-463.

- Gersten, R., Fuchs, L. S., Compton, D. L., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.
- Fuchs, L. S., Compton, D. L., Fuchs, D., Paulsen, K., Bryant, J. D., & Hamlett, C. L. (2005). The prevention, identification, and cognitive determinants of math difficulty. *Journal of Educational Psychology, 97*, 493-513.
- Fuchs, L. S., Fuchs, D., Compton, D. L., Powell, S. R., Seethaler, P. M., Capizzi, A. M., Schatschneider, C., & Fletcher, J. M. (2006). The cognitive correlates of third-grade skill arithmetic, algorithm computation, and arithmetic word problems. *Journal of Educational Psychology, 98*, 29-43
- Compton, D. L. (2006). How should “unresponsiveness” to secondary intervention be operationalized? It’s all about the nudge. *Journal of Learning Disabilities, 39*, 170-173.
- Compton, D. L., Fuchs, D., Fuchs, L. S., & Bryant, J. D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. *Journal of Educational Psychology, 98*, 394-409.
- Olinghouse, N. G., Lambert, W., & Compton, D. L. (2006). Monitoring children with reading disabilities’ response to phonics intervention: Are there differences between intervention aligned and general skill progress monitoring assessments? *Exceptional Children, 73*, 90-106.
- Fuchs, L. S., Fuchs, D., Compton, D. L., Bryant, J. D., Hamlett, C. L., & Seethaler, P. M. (2007). Mathematics screening and progress monitoring at first grade: Implications for response-to-intervention. *Exceptional Children, 73*, 311-330.
- Davis G. N., & Lindo, E. J., Compton, D. L. (2007). Children at risk for reading failure: Constructing an early screening measure. *Teaching Exceptional Children, 39(5)*, 32-39.
- Fuchs, D., Fuchs, L. S., Compton, D. L., Bouton, B., Caffrey, E., and Hill, L. (2007). Dynamic assessment as responsiveness to intervention: A scripted protocol to identify young at-risk readers. *Teaching Exceptional Children, 39(5)*, 58-63.
- Fuchs, D., Compton, D. L., Fuchs, L. S., Bryant, J. D., & Davis G. N. (2008). Making “secondary intervention” work in a three-tier responsiveness-to-intervention model: Findings from the first-grade longitudinal reading study at the National Research Center on Learning Disabilities. *Reading and Writing: An Interdisciplinary Journal, 21*, 413-436.
- Compton, D. L., Fuchs, D., Fuchs, L. S., Elleman, A. M., & Gilbert, J. K. (2008). Tracking children who fly below the radar: Latent transition modeling of students with late-emerging reading disability. *Learning and Individual Differences, 18*, 329-337.
- Compton, D. L. (2008). The promise and challenges of RTI: Data-based evaluation of the concept and related practices. *Learning and Individual Differences, 18*, 286-287.
- Morgan, P. L., Fuchs, D., Compton, D. L., Cordray, D. S., & Fuchs, L. S. (2008). Does early reading failure decrease children’s reading motivation? *Journal of Learning Disabilities, 41*, 387-404.
- Fuchs, L. S., Compton, D. L., Fuchs, D., Hollenbeck, K. N., Craddock, C. F., & Hamlett, C. L. (2008). Dynamic assessment of algebraic learning in predicting third graders’ development of mathematical problem solving. *Journal of Educational Psychology, 100*, 829-850.

Elleman, A. M., Lindo, E. J., Morphy, P., & Compton, D. L. (in press). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. *Journal of Research on Educational Effectiveness*.

Stein, M. L., Berends, M., Fuchs, D., McMaster, K., Sáenz, L., Yen, L., Fuchs, L. S., & Compton, D. L. (in press). Scaling up a best-evidence practice: Examining technical assistance, teachers' fidelity of treatment implementation, and kindergartners' reading performance in a randomized control trial across three sites and two years. *Educational Evaluation and Policy Analysis*.

MANUSCRIPTS in PROGRESS:

Compton, D. L., Fuchs, L. S., Hamlett, C. L., Powell, S. R., Capizzi, A., & Morgan, P. (2008). *Examining the comparability of CBM oral reading fluency across passage sets*. Manuscript in preparation.

Olinghouse, N. G., Bigelow, E., Elleman, A., Lawrence, J., Vining, J., & Compton, D. L., (2008). *Isolating the Effects of Metacognitive Instruction on the Retention of Declarative Knowledge in Struggling Readers*. Manuscript in preparation.

Compton, D. L., & Olson, R. K., (2008). *Assessing orthographic representational quality and its relationship with word-level reading skills*. Manuscript in preparation.

Compton, D. L., & Schatschneider, C. (2008). *Are there multiple dimensions of orthographic processing related to early word reading in children?* Manuscript in preparation.

BOOK CHAPTERS:

Compton, D. L., Davis, C. J., DeFries, J. C., Gayan, J., & Olson, R. K. (2001). Genetic and environmental influences on reading and RAN: An overview of results from the Colorado twin study. In M. Wolf (Ed.), *Time, fluency, and developmental dyslexia*. Baltimore, MD: York Press.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., Tilly, W., Newman-Gonchar, R., & Hallgren, K. (2008). *Response to Intervention (RTI), Reading: A Practice Guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/practiceguides>.

NON-REFEREED RESEARCH PUBLICATIONS:

Compton, D. L. (1986). *A mathematical model predicting the effect of choroidal circulation on retinal temperature during exposure to intense light*. Unpublished master's thesis, Northwestern University, Evanston, IL.

Kochar, K. A., Compton, D. L., Bailey, D., & Barr, V. (1988). *Search for quality in doctoral leadership training: A content analysis of 1987-88 OSEP-DDP leadership grants*. Technical Report, U.S. Department of Education.

Compton, D. L. (1993). *The effects of word frequency and orthographic redundancy on the word recognition of children who are good and poor decoders*. Unpublished doctoral dissertation, Northwestern University, Evanston, IL.

INVITED PRESENTATIONS:

Compton, D. L., Olson, R. K., Davis, C. J., Gayan, J., & DeFries, J. C. (2000, June). *Genetic and environmental influences on reading and RAN*. Invited presentation made at the meeting of the National Dyslexia Research Foundation, Crete.

Compton, D. L. (2002, July). *Using Classification and Regression Tree (CART) analysis to predict early reading and math underachievement*. Invited presentation made at the Annual Meeting of the OSEP Research Project Directors, Crystal City, VA.

- Fuchs, D., Reschly, D., Fuchs, L. S., Compton, D. L., Deshler, D., & Mellard, D. (2002, July). *The National Research Center on Learning Disabilities and OSEP's Learning Disabilities Initiative*. Invited presentation made at the Annual Meeting of the OSEP Research Project Directors, Crystal City, VA.
- Compton, D. L. (2002, October). *News from the Nation's Capital regarding IDEA reauthorization and learning disabilities*. Invited presentation made at the 24th annual meeting of the International Conference on Learning Disabilities, Denver, CO.
- Fuchs, L. S., Fuchs, D., & Compton, D. L. (2002, October). *Response-to-treatment as a method to identify reading-disabled students*. Invited presentation made at the OERI and CIERA sponsored meeting on the assessment of reading comprehension, Ann Arbor, MI.
- Deshler, D., Mellard, D., Fuchs, D., Compton, D. L., Fuchs, L. S., Lane, H., Simmons, D., Kamps, D., & Reschly, D., (2003, July). *Research on responsiveness-to-intervention as early intervention and LD identification: What we know and don't know*. Invited presentation made at the Annual Meeting of the OSEP Research Project Directors, Washington, D.C.
- Compton, D. L. (2003, December). *Modeling the relationship between growth in decoding skills and RAN*. Invited presentation made at the 54th Annual Meeting of the International Dyslexia Society, San Diego, CA.
- Compton, D. L. (2003, December). *RTI: It's all about the nudge*. Invited panelist at the Response to Intervention (RTI) Symposium sponsored by the Nation Research Center on Learning Disabilities, Kansas City, MO.
- Fuchs, D, Fuchs, L. S., Reschly, D., Compton, D. L., Bryant, J., Yen, L., Deshler, D., Mellard, D., & Bradley, R. (2003, March). *National Research Center on Learning Disabilities: Experimental, survey, and focus-group research on alternative methods of LD identification*. Invited presentation at the 41st annual meeting of the Learning Disabilities Association of America, Atlanta, GA.
- Danielson, L., Bradley, R., & Compton, D. L. (2004, May). *Responsiveness-to-intervention: A new method of identifying students with learning disabilities*. Invited presentation made at the Annual Meeting of OSEP State Directors of Special Education Leadership Conference, Washington, D.C.
- Deshler, D., Mellard, D., & Compton, D. L. (2004, July). *National Research Center on Learning Disabilities' Work on Responsiveness-To-Intervention*. Invited presentation made at the Annual Meeting of the OSEP Research Project Directors, Washington, D.C.
- Mellard, D., Fuchs, D., Reschly, D., Fuchs, L. S., Compton, D. L., Deshler, D., & Bradley, R. (2004, March). *Alternative methods of learning disabilities identification: Research and practices*. Invited presentation at the 42nd annual meeting of the Learning Disabilities Association of America, Reno, NV.
- Compton, D. L. (2006, March). *Responsiveness-to-intervention: A framework for LD prevention and identification*. Invited presentation at the annual meeting of the New York Branch of the International Dyslexia Association, New York, NY.
- Compton, D. L., Bigalow, E., Olinghouse, N. G., Elleman, A., & Lawrence, J. (2006, March). *Isolating the effects of metacognitive instruction on the retention of declarative knowledge in struggling readers*. Invited presentation made at The Behavioral and Biological Bases of Reading Comprehension Conference, The Florida Center for Reading Research, St. Petersburg, FL.
- Compton, D. L. (2006, April). *Utilizing CBM to predict placement status*. Invited presentation made to the Special Education Strand of the Center on Instruction Response to Intervention Symposium, Austin, TX.

- Compton, D. L. (2006, April). *LD identification within an RTI model: An overview of the tiered service delivery model*. Invited presentation made to the National SEA Conference on SLD Determination, Kansas City, MO.
- Compton, D. L. (2006, November). *Data-Based Decision Making in the Context of RTI*. Invited presentation made at the NYU Steinhardt Conference on Response to Intervention: What, Why, and How Valid Is It? New York, NY.
- Compton, D. L. (2007, June). *Statistical and Methodological Issues in Special Education*. Invited presentation made to the 2007 IES Research Conference, Washington, DC.
- Compton, D. L. (2007, June). *Measuring "Response" in Response to Intervention (RTI)*. Invited presentation made to the 2007 IES Research Conference, Washington, DC.
- Compton, D. L. (2007, November). *Identifying Children Who Are Unresponsive to Secondary Intervention*. Invited presentation made to the 58th annual meeting of the International Dyslexia Association, Dallas, TX.
- Compton, D. L. (2008, March). *Making data-driven decisions within a 3-tier RTI model*. Invited presentation at the annual meeting of the New York Branch of the International Dyslexia Association, New York, NY.
- Compton, D. L. (2008, April). *Exploring Validity and Measurement Issues Associated with Using CBM as a Measure of Responsiveness in Response-to-Intervention Models*. Joint IES-ETS Conference - Assessing reading in the 21st century conference: Aligning and applying advances in the reading and measurement sciences. Philadelphia, PA.

NATIONAL and INTERNATIONAL PRESENTATIONS:

- Compton, D. L. (1994, November). *Speed of word recognition as a distinguishing characteristic of reading disabilities*. Poster session presented at the 45th Annual Conference, The Orton Dyslexia Society, Los Angeles, CA.
- Compton, D. L. (1996, November). *Using a developmental model of word recognition in assessing reading difficulties*. Poster session presented at the 47th Annual Conference, The Orton Dyslexia Society, Boston, MA.
- Compton, D. L. (1996, December). *Differences in skilled and poor reading children's use of orthographic redundancy*. Paper presented at the meeting of the National Reading Conference, Charleston, SC.
- Compton, D. L., Brutus, B. S., & Duran, M. K. (1997, April). *Linking educational technology and instructional methods in preservice courses*. Paper presented at the meeting of the Council for Exceptional Children Annual Convention, Salt Lake City, UT.
- Compton, D. L., & Sims, J. P. (1997, May). *Using technology to enhance instructional methods in preservice courses*. Paper presented at the meeting of the International Reading Association, Atlanta, GA.
- Compton, D. L., Becker, J., & Motycka, S. (1997, November). *The role of orthographic redundancy in explaining reading difficulties in children*. Paper presented at the 48th Annual Conference of The International Dyslexia Association, Minneapolis, MN.
- Compton, D. L. (1997, December). *Poor reader's sensitivity to structural redundancies in words: Problems associated with reading-level matches*. Paper presented at the meeting of the National Reading Conference, Scottsdale, AZ.
- Compton, D. L., Sinette, K., & Petty, R. (1998, November). *Using growth curve analysis to explore basic word recognition processes in at-risk first grade children*. Paper presented at 49th Annual Conference of The International Dyslexia Association, San Francisco, CA.

- Childers, L., Compton, D. L., Knight, M., Jones, S., Aebi, M., & Flora, D. (1998, November). *Restructuring reading and writing instruction in first grade classrooms*. Poster session presented at the 49th Annual Conference of The International Dyslexia Association, San Francisco, CA.
- Compton, D. L. (1998, December). *The influence of lexical development on various dimensions of orthographic processing related to word reading in children*. Paper presented at the meeting of the National Reading Conference, Austin, TX.
- Hodges, A., Wyeth, L., & Compton, D. L. (1999, April). *The effect of using pre-service teachers in the intervention of at-risk first grade children*. Paper presented at the student session of the Council for Exceptional Children Annual Convention, Charlotte, NC.
- McLamore, A., Nall, K., Milton, A., & Compton, D. L. (1999, April). *Using preservice teachers to provide early reading success for at-risk first graders*. Student poster session presented at the meeting of the Council for Exceptional Children Annual Convention, Charlotte, NC.
- Petty, R., & Compton, D. L. (1999, April). *Using growth curve analysis to explore basic word recognition processes in at-risk first graders*. Paper presented at the meeting of the Council for Exceptional Children Annual Convention, Charlotte, NC.
- Petty, R., Compton, D. L., & Mulvenon, S. (1999, April). *An investigation into the dynamic relationship between growth rates in phonemic awareness, grapheme-phoneme connections, orthographic awareness, rapid naming speed, and word reading skills in first grade children*. Poster presented at the Sixth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Compton, D. L. (1999, April). *Exploring the possibility of multiple dimensions of orthographic knowledge related to word reading: The influence of print exposure and lexical development on various measures of orthographic processing*. Poster presented at the Sixth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Compton, D. L. (1999, November). *Do poor readers use orthographic processing as a means of compensating for deficits in phonological processes?* Paper presented at 50th Annual Conference of The International Dyslexia Association, Chicago, IL.
- Compton, D. L. (1999, December). *Using curriculum-based measurement techniques to monitor and model decoding skill growth in first grade children*. Paper presented at the meeting of the National Reading Conference, Orlando, FL.
- Compton, D. L. (2000, July). *A critical evaluation of the double-deficit hypothesis*. Paper presented at the Seventh Annual Meeting of the Society for the Scientific Study of Reading, Stockholm, Sweden.
- Compton, D. L. (2000, December). *Modeling at-risk first grade children's responses to basic word reading instruction*. Paper presented at the meeting of the National Reading Conference, Scottsdale, AZ.
- Compton, D. L., & Olson, R. K. (2001, April). *Are RAN and phonological awareness deficits additive in reading disabled individuals?* Paper presented at the meeting of the British Dyslexia Association, York, England.
- Compton, D. L., Fuchs, D. & Fuchs, L. S. (2001, June). *The influence of item composition on RAN-letter performance in first-grade children*. Paper presented at the Eighth Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.
- Compton, D. L. (2002, February). *Modeling the relationship between growth in rapid naming speed and decoding skill in first-grade children*. Paper presented at the Tenth Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.

- Appleton, A. C., & Compton, D. L. (2002, June). *Exploring the relationship between text leveling systems and reading accuracy and fluency in second grade children*. Paper presented at the Ninth Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.
- Compton, D. L. (2002, June). *Modeling the relationship between growth in rapid naming speed and decoding skill in first-grade children*. Paper presented at the Ninth Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.
- Compton, D. L. (2003, February). *Exploring the early predictors of reading under achievement using the ECLS database and Classification and Regression Tree Analysis (CART)*. Paper presented at the Eleventh Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Compton, D. L., Olinghouse, N. G., Elleman, A., Vining, J., Appleton, A. C., Vail, J. & Summers, M. (2003, June). *Putting transfer back on trial: Modeling individual differences in the transfer of decoding skill gains to other aspects of reading acquisition in children with reading disabilities*. Poster presented at the Tenth Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.
- Appleton, A. C., Compton, D. L., & Elleman, A. (2003, June). *Effects of passage decodability and high frequency words on reading rate and accuracy: Preliminary analysis of the findings*. Poster presented at the Tenth Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.
- Compton, D. L. (2004, February). *Modeling individual differences in the transfer of decoding skill gains to other aspects of reading acquisition in children with reading disabilities*. Poster presented at the Twelfth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Compton, D. L. (2004, February). *Assessing orthographic representational quality and its relationship with word-level reading skills*. Paper presented at the Twelfth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Compton, D. L., & Elleman, A., Olinghouse, N. G., Bigalow, E., Vining, J., & Lawrence, J. (2004, June). *An evaluation of decoding, comprehension, and metacognition instruction on reading comprehension gains in poor readers*. Paper presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.
- Olinghouse, N. G., Lambert, W., & Compton, D. L. (2004, June). *Designing a word recognition task within a response to intervention framework*. Poster presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.
- Morgan, P. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2004, June). *Does early reading failure decrease young children's reading motivation? An evaluation of the negative Matthew effects hypothesis*. Poster presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.
- Compton, D. L., Elleman, A., Olinghouse, N. G., Bigalow, E. & Lawrence, J. (2005, February). *Predicting struggling readers' response to comprehension instruction*. Paper presented at the Thirteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N. G., & Compton, D. L. (2005, June). *Identifying achievement gaps: Effects of student- and class-level characteristics on the narrative writing of third-grade students*. Poster presented at the Twelfth Annual Meeting of the Society for the Scientific Study of Reading, Toronto, CA.
- Elleman, A., Lawrence, J., Olinghouse, N. G., Vining, J., Bigalow, E., & Compton, D. L. (2005, June). *Predicting struggling readers' responsiveness to reading comprehension instruction*. Poster presented at the Twelfth Annual Meeting of the Society for the Scientific Study of Reading, Toronto, CA.

- Compton, D. L., Fuchs, L. S., Hamlett, C. L., Powell, S. L., Capizzi, A. & Morgan P. (2006, February). *Are CBM passages comparable: Examining the effects of set, grade, child characteristics, and passage characteristics on oral reading fluency?* Paper presented at the Fourteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Compton, D. L., Fuchs, D., Fuchs, L. S., & Bryant, J. D. (2006, March). *Selecting at-risk readers in first grade for early intervention: a two-year longitudinal study of decision rules and procedures.* Paper presented at the Thirty-Eighth Annual Meeting of the National Association of School Psychologists, Anaheim, CA.
- Compton, D. L. (2006, June). *Predicting struggling reader's responsiveness to reading comprehension instruction.* Paper presented at the Thirteenth Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, CA.
- Fuchs, D., Compton, D. L., & Fuchs, L. S. (2007, February). *Innovations in identifying learning disabilities using responsiveness-to-instruction.* Paper presented at the Fifteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Compton, D. L. (2007, July). *Facilitating struggling reader's acquisition of declarative knowledge and vocabulary learning during context reading.* Paper presented at the Fourteenth Annual Meeting of the Society for the Scientific Study of Reading, Prague, CZ.
- Compton, D. L., Fuchs, D., Fuchs, L. S., Elleman, A. M., & Gilbert, J. K. (2008, February). *A latent transition model of students with late-emerging reading disability.* Paper presented at the Sixteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Compton, D. L., Fuchs, D., Fuchs, L. S. (2008, July). *Dynamic assessment of decoding as a predictor of future reading skill in developing readers.* Paper presented at the Fifteenth Annual Meeting of the Society for the Scientific Study of Reading, Asheville, NC.
- Compton, D. L. (20078, November). *Selecting at-risk readers in first grade for early intervention: A replication and extension.* Presentation made to the 59th annual meeting of the International Dyslexia Association, Seattle, WA.

LOCAL and REGIONAL PRESENTATIONS:

- Compton, D. L. (1995, November). *Using a model of normal word recognition development as a bench mark in assessing children with word recognition difficulties.* Paper presented at the annual meeting of the Arkansas Federation of The Council for Exceptional Children, Hot Springs, AR.
- Compton, D. L. (1996, April). *Teaching: Some words of wisdom.* Presentation made at the Kappa Delta Pi, Alpha Beta Chapter, Initiation Dinner, Fayetteville, AR.
- Compton, D. L. (1996, July). *Promoting critical and creative thinking in the classroom.* Invited presentation made at the University of Arkansas Faculty Retreat, Wagoner, OK.
- Compton, D. L. (1997, November). *Providing early intervention in reading to at-risk children.* Presentation made to the Springdale School Board, Springdale, AR.
- Compton, D. L., Sinette, K., & Petty, R. (1998, November). *The effects of early intervention on at-risk first grade readers.* Paper presented at the annual meeting of the Arkansas Federation of The Council for Exceptional Children, Hot Springs, AR.
- Compton, D. L. (2001, January). *What's so special about special education?* Invited presentation made as part of Occasional Conversations, John F. Kennedy Center, Vanderbilt University, Nashville, TN.

- Compton, D. L. (2001, April). *What research tells us about teaching children who are experiencing difficulties learning to read*. Invited presentation made at the annual meeting of the Tennessee chapter of the International Dyslexia Association, Murfreesboro, TN.
- Fuchs, D., & Compton, D. L. (2002, March). *Introducing the National Research Center on Learning Disabilities*. Invited presentation made as part of the Community Crossroads Breakfast, John F. Kennedy Center, Vanderbilt University, Nashville, TN.
- Compton, D. L. (2004, November). *Etiology and treatment of reading disabilities/dyslexia*. Invited presentation at Developmental Disabilities Grand Rounds, John F. Kennedy Center, Vanderbilt University, Nashville, TN.
- Compton, D. L. (2006, April). *Etiology and treatment of reading disabilities/dyslexia*. Invited presentation at Child Psychiatry Grand Rounds, Vanderbilt University Medical Center, Nashville, TN.

RESEARCH GRANTS:

- Compton, D. L. (1996). *The role of orthographic redundancy in explaining reading difficulties in children*. Funded by Orton Dyslexia Society - Principal Investigator. One year at \$5,000. Completed.
- Compton, D. L. (1997). *The relationship between growth rates in precursor literacy skills and word recognition and spelling growth rates in young children with reading disability*. Funded by Orton Dyslexia Society - Principal Investigator. One year at \$2,500. Completed.
- Compton, D. L. (2000). *Assessing the quality of stored representations in normally developing and reading-disabled children*. Funded by Peabody College, Vanderbilt University - Principal Investigator. One year at \$4,500. Completed.
- Compton, D. L. (2001). *Modeling reading growth in children with mental retardation*. Funded by the Hobbs Society, John F. Kennedy Center, Vanderbilt University - Principal Investigator. One year at \$2,000. Completed.
- Compton, D. L. (2001). *Linking decoding instruction, decodable text, and metacognitive instruction to effect strong reading comprehension outcomes for children with disabilities*. Funded by U.S. Department of Education, Office of Special Education Programs - Principal Investigator (H324D010003). Three years at \$180,000 per year. Completed.
- Fuchs, D., Reschly, D., Deshler, D., Fuchs, L. S., Compton, D. L., & Mellard, D. (2001). *National research center on learning disabilities*. Funded by U.S. Department of Education, Office of Special Education Programs - Co-Principal Investigator (H324U010001). Five years at \$700,000 per year. No-Cost Extension.
- Fuchs, L. S., Fuchs, D., & Compton, D. L. (2003). *Understanding/Preventing Math Problem-Solving Disability*. Funded by NICHD - Co-Principal Investigator (R01 HD46154-01). Five years at \$660,000 per year. Ongoing.
- Compton, D. L. (2004). *Relating decoding and fluency development in RD children*. Funded by NICHD - Principal Investigator (R03 HD045726-01). Two years at \$50,000 per year. No-Cost Extension.
- Fuchs, D., Berends, M, Fuchs, L. S., Rolle, A., McMaster, K. L., Saenz, L., Schatschneider, C., & Compton, D. L. (2004). *Scaling Up Peer-Assisted Learning Strategies to Strengthen Reading Achievement*. Funded by IES - Co-Principal Investigator (R305G040104). Five years at \$1,100,000 per year. Ongoing.
- Compton, D. L., (2005). *Evaluating a Multicomponent Reading Comprehension Program Designed to Address the Diverse Needs of Struggling Readers in Late Elementary School*. Funded by IES - Principal Investigator (R305G050101). Three years at \$370,000 per year. Ongoing.

Compton, D. L., Fuchs, D. & Fuchs, L. S. (2006). *Response-to-Intervention as an Approach to Preventing and Identifying Learning Disabilities in Reading*. Funded by IES - Principal Investigator (R324G060036). Four years at \$400,000 per year. Ongoing.

Fuchs, L. S. (2007). *Preventing and Understanding Math Disability*. Funded by NICHD - Co-Principal Investigator (RO1 HD053714-01). Five years at \$530,000 per year. Ongoing.

TRAINING GRANTS:

Artiles, A. J. & Compton, D. L. (2002). *Culturally responsive academic instruction for students with learning disabilities*. Funded by U.S. Department of Education, Office of Special Education Programs - Co-Principal Investigator (H325H020075). Four years at \$200,000 per year. Ongoing.

Compton, D. L., Fuchs, D., Fuchs, L. S., & Tyler, N. (2004). *Leadership Training Program in LD: Randomized Intervention Research, University-School Relationships, and Cultural Diversity*. Funded by the U.S. Department of Education, Office of Special Education Programs - Principal Investigator (H325D040050). Four years at \$200,000 per year. Ongoing.

CLASSES TAUGHT:

SPED 2830 Instructional Procedures in Reading Mild/Moderate Disabilities (undergraduate)

SPED 3800 Advanced Trends & Issues in Learning Disabilities (graduate)

SPED 3011 Doctoral Professional Seminar II (graduate)

SPED 3840 Advanced Instructional Procedures Mild/Moderate Disabilities (graduate)

SPED 3900 Readings in Special Education (graduate)

SPED 3930 Hierarchical Linear Modeling in Educational Research (graduate)

PROFESSIONAL MEMBERSHIPS:

The Council for Exceptional Children

National Reading Conference

The International Dyslexia Association (formerly Orton Dyslexia Society)

Society for Research in Child Development (expired)

Society for the Scientific Study of Reading

International Reading Association (expired)

PROFESSIONAL SERVICE:

Vice President/President Elect, Society for the Scientific Study of Reading (2008-present)

Co-Editor (with Chris Schatschneider) *Annals of Dyslexia* (2006-present)

Co-Editor (with Deborah Wells Rowe, Robert T. Jiménez, David K. Dickinson, Youb Kim, Kevin M. Leander, Victoria J. Risko) *National Reading Conference Yearbook* (2006-present)

Treasurer, Society for the Scientific Study of Reading (1998-2006)

Editorial Board, *Journal of Educational Psychology* (2003-2008)

Editorial Board, *Journal of Learning Disabilities* (2004-present)

Editorial Board, *Learning Disabilities Quarterly* (2002-present)

Editorial Board, *Learning Disabilities Research & Practice* (2004-present)

Editorial Board, *Scientific Studies of Reading* (2002-present)

Editorial Board, *Exceptional Children* (2004-present)

Guest Reviewer, *Reading Research Quarterly*

Guest Reviewer, *Reading and Writing*

Guest Reviewer, *Journal of Research in Reading*

Guest Reviewer, *Cognitive Brain Research*

Guest Reviewer, *Journal of Applied Behavioral Analysis*

Guest Reviewer, *Journal of Emotional and Behavioral Disorders*

Reviewer, Member IES Reading and Writing Standing Panel (2007-present)

Reviewer, NICHD Special Emphasis Panel "Research on Adult and Family Literacy"

Reviewer, IES Research Grant Review Panel, General Special Education Grants (FY 2007)

Chair, Technical Advisory Committee, IES National Center for Special Education Research (NCSER)

Technical Advisor, National Center for Education Evaluation of the Institute of Education Sciences

“Supplemental Literacy Interventions in Freshman Academies”
Technical Work Group, National Center for Education Evaluation of the Institute of Education Sciences
“Supplemental Literacy Interventions in Freshman Academies”
Technical Work Group, National Center for Education Evaluation of the Institute of Education Sciences
“Teacher Preparation in Early Reading Instruction”
Technical Work Group, National Center for Education Evaluation of the Institute of Education Sciences
“Response to Intervention (RTI)”