

VITA
February, 2009

STEVE GRAHAM
Professor and Currey Ingram Chair of Special Education and Literacy
Department of Special Education
Vanderbilt University

ACADEMIC BACKGROUND

Degrees:

Ed.D. Special Education, University of Kansas, Lawrence, KS, 1978
M.S. Learning Disabilities, Valdosta State College, Valdosta, GA, 1975
B.S. Secondary Education, Valdosta State College, Valdosta, GA, 1972

Honors and Citations:

2009 Third most productive scholar in journals in educational psychology from 2003 to 2008 (study published in *Contemporary Educational Psychology*, 2009).

2006 Distinguished Alumni Award at Valdosta State University on their 100th anniversary

2005 Recipient (along with Karen Harris) for the Career Award for Research from the International Council for Exceptional Children

2004 Third most productive scholar in journals in educational psychology from 1991 to 2002, and second most productive scholar from 1997 to 2002 (study published in *Contemporary Educational Psychology*, Vol. 29, pp. 333-343).

2003 Samuel A. Kirk Award from the Division of Learning Disabilities for best review/theoretical paper in *Learning Disabilities Research and Practice* (Prevention and intervention of writing difficulties for students with learning disabilities, Vol. 15, pp. 74-84)

2002 Third most productive scholar in journals in educational psychology from 1997-2001(study published in *Contemporary Educational Psychology*, Vol.28, No.3)

2001 Distinguished Researcher Award from the Special Education Special Interest Group of the American Educational Research Association

2001 Elected as a Fellow of the International Academy for Research in Learning Disabilities

- 1999-2000 Distinguished Scholar-Teacher Award, University of Maryland
- 1998 Recipient of the Don Johnston Literacy Lectureship Award for career contributions to literacy
- 1986-1987 Center for Educational Research and Development Research Associate Award, University of Maryland
- 1977 Honors Recognition for Doctoral Comprehensives, University of Kansas

PROFESSIONAL WORK EXPERIENCE

- 2005 - Professor and Currey Ingram Chair, Department of Special Education, Vanderbilt University
- 2006 - Faculty Affiliate, Interdisciplinary Program in Educational Psychology
- 2005 - Learning Science Institute Investigator, Vanderbilt University
- 2005 - Member, Vanderbilt Kennedy Center for Research on Human Development
- 1992-2004 Professor, Department of Special Education, University of Maryland, College Park, MD. Regular Member of the Graduate Faculty, (1985-present), University of Maryland, College Park, MD
- 1999-present Affiliate Faculty Member, Department of Human Development, Educational Psychology Specialization
- 1987-1992 Associate Professor, Department of Special Education, University of Maryland, College Park, MD
- 1982-1987 Assistant Professor, Department of Special Education, University of Maryland, College Park, MD
- 1980-1982 Assistant Professor, Department of Education; Educational Diagnostician - Purdue Achievement Center, Purdue University, West Lafayette, IN
- 1981 Coordinator and Instructor, Purdue University and State Department of Education, Televised Course on Learning Disabilities, Indianapolis, IN
- 1978-1980 Assistant Professor, Department of Rehabilitation and Special Education; Educational Diagnostician - Auburn University Diagnostic and Evaluation Clinic, Auburn University, AL
- 1979-1980 Instructor, Project Free Bird, Department of Youth Services, Montgomery, AL

- 1975-1978 Program Assistant, Department of Special Education; Team Member, Interdisciplinary Evaluation Team - Children=s Rehabilitation Unit/University Affiliated, University of Kansas Medical Center, Kansas City, KS
- 1974-1975 Teacher, Non-Categorical Resource Room, Valdosta City Schools, Valdosta, GA
- 1973-1974 Graduate Assistant, Department of Special Education, Valdosta State College, Valdosta, GA

PUBLICATIONS

Books:

- Harris, K. R., Graham, S., Mason, L., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Baltimore, MD: Brookes.
- Graham, S., & Harris, K. R. (2005). *Writing better: Teaching writing processes and self-regulation to students with learning problems*. Baltimore, MD: Brookes.
- Harris, K., & Graham, S. (1996). *Making the writing process work: Strategies for composition and self-regulation* (2nd Ed.). Cambridge: Brookline Books.
- Harris, K. & Graham, S. (1992). *Helping young writers master the craft: Strategy instruction and self-regulation in the writing process*. Cambridge: Brookline Books.

Books (Edited):

- Harris, K.R., Graham, S., & Pajares, F. (in preparation). *Educational Psychology Handbook* (3 volumes). Washington, D.C.: American Psychological Association.
- Graham, S., MacArthur, C., & Fitzgerald, J. (2007). *Best practices in writing instruction*. NY: Guilford.
- MacArthur, C., Graham, S., & Fitzgerald, J. (2006). *Handbook of research on writing*. NY: Guilford.
- Swanson, L., Harris, K. R., & Graham, S. (2003). *Handbook of learning disabilities*. NY: Guilford.
- Included in Choice=s Magazine 40th Annual Outstanding Academic Title (January, 2004 issue)
 - Alternate selection of the Library of Speech-Language Pathology Club
- Graham, S., & Harris, K. (Eds.). (1999). *Advances in teaching and learning: Teacher=s working together* (Vol. 4). Cambridge, MA: Brookline Books.

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

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

White Papers

Graham, S., & Hebert, M. (in press). *Writing to Reading*. Alliance for Excellence in Education. Washington, D.C. (Commissioned by the Carnegie Corp. of New York)

Graham, S., & Perrin, D. (2007). *Writing Next: Effective strategies to improve writing of adolescent middle and high school*. Alliance for Excellence in Education. Washington, D.C. (Commissioned by the Carnegie Corp. of New York)

Adams, K., Gioia, B., Graham, S., Konopak, B., Koppenhaver, D., Morrow, L., Pearson, D., Petty, P., Pritchard, R., Salas, M., & Young, E. (2002). *Research-Based Literacy Instruction: Implications for Teacher Education*. Washington, D.C.: American Association of Colleges for Teacher Education.

Articles in Popular Press Publication:

Graham, S. (2008). Handwriting. *Time for Kids*, January 11, 6.

Series Edited:

Harris, K., & Graham, S. (2003-present). (Series Editors). *What works for special needs learners*. NY: Guilford.

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

Special Issues of Journals Edited:

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

Graham, S. (2008). Research on writing development, practice, instruction, and development. *Reading and Writing: An Interdisciplinary Journal*, 21, Numbers 1 and 2.

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

Troia, G., & Graham, S. (2004). Exceptional students and writing: Prevention, practice, intervention, and assessment. *Exceptionality*, 12.

- Graham, S., & Harris, K.R. (2001). Keys to successful learning. *Learning Disabilities Research and Practice, 16*(2).
- Graham, S. (2000). Written language disabilities and strategies. *Topics in Language Disorders, 20*(4).
- Graham, S., & Harris, K. (2000). Writing development: The role of cognitive, motivational, and social/contextual factors. *Educational Psychologist, 35*(1).
- Graham, S. (1999). The role of text production skills in writing development. *Learning Disability Quarterly, 22* (#2, #3).
- Harris, K.R., & Graham, S. (1996). Constructivism and students with special needs: Implications for the classroom. *Learning Disabilities Research and Practice, 11*(3).
- Graham, S., Harris, K.R., & MacArthur, C. (1995). Research on writing and literacy instruction. *Learning Disability Quarterly, 18*(4).
- Harris, K.R., & Graham, S. (1994). Implications of constructivism for students with disabilities and students at risk: Issues and directions. *Journal of Special Education, 28*(3).
- Graham, S., & MacArthur, C. (1991). Research and practice in writing. *Learning Disabilities Research and Practice, 6*(4).
- Graham, S., & Harris, K. (1988). Research and instruction in written language. *Exceptional Children, 54*, 492-567.
- Graham, S. (1982). Assessment of written language. *Diagnostique, 8*, (1).

Commercial Programs:

- Senior Author. (2008). *Imagine It!* (basal reading program). McGraw-Hill: Columbus, Ohio.
- Senior Author (2008). *Kaliedescope*. McGraw-Hill: Columbus, Ohio.
- Graham, S., & Harris, K.R. (Senior Authors). (2006). *Open Court Reading and Writing Activities, Grades 1-6*. McGraw Hill: Columbus, Ohio.
- Graham, S., & Harris, K.R., & Pressley, M. (Senior Authors). (2006). *Summer Reading Adventures*. McGraw Hill: Columbus, Ohio.
- Harris, K.R., Graham, S., Zutell, J., & Gentry, R. (Senior Authors). (1994). *Spell It-Write* (A spelling curriculum, grades 1-8). Columbus, Ohio: Zaner-Bloser.
- Harris, K.R., Graham, S., Zutell, J., & Gentry, R. (Senior Authors). (1998). *Spell It-Write* (2nd Edition). Columbus, OH: Zaner-Bloser.

Chapters in Edited Books:

- Graham, S. (in press). Handwriting. In *Zaner-Bloser Handwriting*. Columbus, OH: Zaner-Bloser.
- Harris, K.R., Graham, S., MacArthur, C., Reid, R., & Mason, L. (in press). Self-regulated learning processes and children's writing. B. Zimmerman and D.H. Schunk (Eds.), *Handbook of self-regulation of learning and performance*. Routledge Publishers.
- Graham, S., & Harris, K. R. (in press). Writing and Students with Disabilities. In L. Lloyd, J. Kauffman, & D. Hallahan (Eds.). *Handbook of special education*. London, UK: Routledge.
- Mason, L., Harris, K. R., & Graham, S. (in press). Strategies for improving student outcomes in written expression. In D. Chard, Tankers, M., & Cook, B. (Ed.), *Effective practices in special education*. Upper Saddle River, NJ: Pearson,
- Graham, S., & Harris, K. (in press). Writing. In R. Allington & A. McGill-Franzen. (Eds.), *Handbook of reading disabilities research*. Mahway, NJ: Erlbaum.
- Olinghouse, N., Graham, S., & Harris, K.R. (in press). 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*. Washington, D.C.: National Association of School Psychologists.
- Graham, S., & Olinghouse, N. (in press). Learning and teaching writing. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning*. Farmington Hills, MI: Thomas Gale.
- Graham, S. (in press). Teaching writing. P. Hogan (Ed.), *Cambridge encyclopedia of language sciences*. Cambridge University Press, Cambridge, UK.
- Graham, S. (2010). Facilitating writing development. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *The International Handbook of English, Language, and Literacy Teaching* (pp.125-136). London: Routledge.
- 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.
- 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., & Sandler, B. (2009). Teaching students with learning disabilities to be smarter writers: Self-regulated strategy development. In G. Sideridis & T. Citro (Eds.), *Classroom strategies for struggling learners* (pp. 146-172). Weston, MA: 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
- Harris, K.R., & Graham, S. (2007). Marconi invented the television so people who couldn't afford radio 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). NY: Guilford.
- Graham, S., Harris, K.R., & Olinghouse, N. (2007). Addressing executive function difficulties 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). NY: Guilford.
- Graham, S., MacArthur, C., & Fitzgerald, C. (2007). Best practices in writing instruction. In S. Graham, C. MacArthur, & J. Fitzgerald. *Best practices in writing instruction* (pp. 1-9). NY: Guilford.
- Graham, S., & Harris, K.R. (2007). Best practices in teaching planning. In S. Graham, C. MacArthur, & J. Fitzgerald. *Best practices in writing instruction* (pp. 119-140). NY: Guilford.
- Graham, S. (2006). Writing. In P. Alexander & P. Winne (Eds.), *Handbook of Educational Psychology* (pp. 457-478). Mahwah, NJ: Erlbaum.
- MacArthur, C., Graham, S., & Fitzgerald, J. (2006). Introduction. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 1-7). New York: Guilford.
- Graham, S. (2006). Strategy instruction and the teaching of writing. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (187-207). New York: Guilford.
- Graham, S. (2005). Writing interventions and strategies. In S. Lee (Ed.), *Encyclopedia of school psychology* (pp.587-590). 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. Robinson, & J. Levin (Eds.), *Empirical methods for evaluating educational interventions* (pp. 235-265). San Diego, CA: Elvieser.
- 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.
- 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.
- 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: Kluwer.
- 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 of 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.
- 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.
- 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. 323-344). 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 research on learning disabilities* (pp. 383-402). New York: Guilford.
- Graham, S., & Harris, K.R. (2003). Literacy: Writing. In R. Anand (Ed.), *Encyclopedia of Cognitive Science* (pp. 939-945). London: MacMillian.
- 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). Bethesda, MD: National Association of School Psychologists.
- Graham, S., & Harris, K. R. (2002). The road less traveled: Prevention and intervention in written language. In K. Butler & E. Silliman (Eds.), *Spelling, reading, and writing in children with language learning disabilities*. Mahwah, NJ: Erlbaum.
- Graham, S. (2001). Preface. In K. Thompson (Ed.), *Handwriting research and resources: A*

- guide to curriculum planning* (pp. 9-12). Columbus, OH: Zaner-Bloser.
- 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). New York: Guilford Press.
- Graham, S., Harris, K.R., MacArthur, C., & Schwartz, S. (1998). Writing instruction. In B. Wong (Ed.), *Learning about learning disabilities* (2nd ed., pp. 391-423). Orlando: Academic Press.
- Graham, S., Harris, K., & 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 practice* (pp. 20-41). New York: Guilford.
- Harris, K.R., Schmidt, T., & Graham, S. (1998). Every child can write: Integrating the writing process approach and explicit instruction in self-regulated composition strategies. In K. 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, MA: Brookline.
- Graham, S., & Harris, K.R. (1998). Self-renewal: One school=s approach to meeting the challenge of diversity. In K. Harris, S. Graham, & D. Deshler (Eds.), *Advances in teaching and learning (Vol. 2): Teaching every child everyday: Learning in diverse schools and classrooms* (pp. 1-31). Cambridge, MA: Brookline.
- 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: 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). Mahwah, NJ: Erlbaum Associates, Inc.
- 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.
- Graham, S., Harris, K., Reid, R., & Kandel, M. (1996). Learning disabilities. In E. Meyen (Ed.), *Exceptional children in today=s schools: An alternative resource book* (3rd ed., pp. 221-250). Denver: Love Pub. Co.
- Graham, S., & Harris, K.R. (1996). Addressing problems in attention, memory, and executive functioning: An example from self-regulated strategy development. In G. Lyon & N. Krasnegor (Eds.), *Attention, memory, and executive function* (pp. 349-365). Baltimore, MD: Brookes.

- De La Paz, S., & Graham, S. (1995). Screening for special diagnosis. In W. Schafer (Ed.), *Assessment in counseling and therapy* (#17). Greensboro, NC: ERIC/CASS.
- De La Paz, S., & Graham, S. (1995). Dictation: Application for writing with students with learning disabilities. In T. Scruggs & M. Mastropieri (Eds.), *Research in Learning and Behavioral Disabilities* (pp. 229-249). Greenwich, CT: JAI press.
- Case, L.P., Mamlin, N., Harris, K., & Graham, S. (1995). Self-regulated strategy development: A theoretical and practical perspective. In T. Scruggs & M. Mastropieri (Eds.), *Research in Learning and Behavioral Disabilities* (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). NY: Lawrence Erlbaum Assoc.
- MacArthur, C., Harris, K.R., & Graham, S. (1994). Improving students' planning processes through cognitive strategy instruction. In E. Butterfield (Ed.), *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. (1994). Cognitive strategy instruction: Issues and guidelines in conducting research. In S. Vaughn and C. Bos (Eds.), *Research issues in learning disabilities: Theory, methodology, assessment, and ethics* (pp. 146-160). New York: Springer-Verlag.
- Graham, S., & Harris, K. (1992). Self-regulated strategy development: Programmatic research in writing. In B. Wong (Ed.), *Contemporary intervention research in learning disabilities: An international perspective* (pp. 47-64). New York: Springer-Verlag.
- Harris, K.R., Graham, S., & Pressley, M. (1992). Cognitive-behavioral approaches in reading and written language: Developing self-regulated learners. In N. Singh and I. Beale (Eds.), *Learning disabilities: Nature, theory, and treatment* (pp. 415-451). NY: Springer-Verlag.
- Graham, S., & Harris, K. (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.
- Graham, S., & Harris, K. (1992). Cognitive strategy instruction in written language for learning disabled students. In S. Vogel (Ed.), *Educational alternatives for students with learning disabilities* (pp. 91-115). 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, and J. Guthrie (Eds.), *Promoting academic competence and literacy in school* (pp. 277-309). New York: Academic Press.

- Graham, S., Harris, K.R., MacArthur, C., Schwartz, S. (1991). Writing instruction. In B. Wong (Ed.), *Learning about learning disabilities* (pp. 309-343). Orlando: Academic Press.
- Wong, B., Harris, K., & Graham, S. (1991). Cognitive-behavioral procedures: Academic applications with students with learning disabilities. In P. Kendall (Ed.), *Child and adolescent therapy: Cognitive-behavioral procedures* (pp. 245-275). New York: Guilford Press.
- Graham, S., Harris, K., & Reid, B. (1990). Learning disabilities. In E. Meyen (Ed.), *Exceptional children in today's schools: An alternative resource book*. (2nd ed., pp. 193-222). Denver: Love Pub. Co.
- Graham, S., & Harris, K. (1989). Cognitive training: Implications for written language. In J. Hughes and R. Hall (Eds.), *Cognitive behavioral psychology in the schools: A comprehensive handbook* (pp. 247-279). New York: Guilford Press.
- Graham, S. (1987). Handwriting. In C. Reynolds and L. Mann (Eds.), *Encyclopedia of Special Education* (pp. 758-759). New York: John Wiley & Sons, Inc.
- Graham, S. (1987). Spelling disabilities. In C. Reynolds and L. Mann (Eds.), *Encyclopedia of Special Education* (pp. 1490-1491). New York: John Wiley & Sons, Inc.
- Graham, S. (1987). Writing assessment. In C. Reynolds and L. Mann (Eds.), *Encyclopedia of Special Education* (pp. 1671-1673). New York: John Wiley & Sons, Inc.
- Graham, S., & Harris, K. (1987). Writing remediation. In C. Reynolds and L. Mann (Eds.), *Encyclopedia of Special Education* (pp. 1676-1677). New York: John Wiley & Sons, Inc.
- Graham, S., & MacArthur, C. (1987). Written language of handicapped. In C. Reynolds and L. Mann (Eds.), *Encyclopedia of Special Education* (pp. 1678-1681). New York: John Wiley & Sons, Inc.
- Graham, S. (1982). Learning disabilities. In E. Meyen (Ed.), *Exceptional children in today's schools: An alternative resource book* (1st ed., pp. 209-239). Denver: Love Pub. Co.

Journal Articles:

- Mason, L., Harris, K.R., & Graham, S. (in press). Self-Regulated Strategy Development for Students with Writing Difficulties. *Theory Into Practice*.
- Little, A., Lane, K., Harris, K., Graham, S., Brindle, M., & Sandmel, K. (in press). 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*.
- Harris, K.R., & Graham, S. (in press). An adjective is a word hanging down from a noun”:

- Learning to write and students with learning disabilities. *Annals of Dyslexia*.
- Graham, S., & Gilbert, J. (in press). Teaching writing to elementary students in grades 4 to 6: A national survey. *Elementary School Journal*.
- Graham, S. (in press). Why handwriting is still important in the age of electronic writing. *Handwriting Today*.
- Graham, S. (in press). Handwriting still counts. *American Educator*.
- Lane, K. L., Graham, S., Harris, K. R., Little, M. A., Sandmel, K., & Brindle, M. (in press). Story writing: The effects of self-regulated strategy development for second grade students with writing and behavioral difficulties. *Journal of Special Education*
- Graham, S., Berninger, V., & Abbott, R. (in press). Are attitudes towards writing and reading separable constructs: A study with primary grade children. *Reading and Writing Quarterly*.
- Graham, S., & Harris, K.R. (2009). Evidence-based writing practices: Drawing recommendations from multiple sources. *British Journal of Educational Psychology* (monograph series), number 6, 95-111.
- Harris, K.R., & Graham, S. (2009). Self-regulated strategy development in writing: Premises, evolution, and the future. *British Journal of Educational Psychology* (monograph series), number 6, 113-135.
- 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..
- Tracy, B., Reid, R., & Graham, S. (2009). Teaching young students strategies for planning and drafting stories: The impact of self-regulated strategy development. *Journal of Educational Research*, 102, 323-329.
- Olinghouse, N., & Graham, S. (2009). The relationship between the writing knowledge and the writing performance of elementary-grade students. *Journal of Educational Psychology*, 101, 37-50.
- Kiuhara, S., Graham, S., & Hawken, L. (2009). Teaching writing to high school students: A national survey. *Journal of Educational Psychology*, 101, 136-160.
- Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology*, 100, 907 – 919.

- Rogers, L., & Graham, S. (2008). A meta-analysis of single subject design writing intervention research. *Journal of Educational Psychology, 100*, 879 - 906.
- 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., 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*, 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.
- 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.
- Mason, L., & Graham, S. (2008). Writing instruction for adolescents with learning disabilities: Programs of intervention research. *Learning Disabilities Research and Practice, 23*, 103-112.
- 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 & Writing: An Interdisciplinary Journal, 21*, 49-69.
- Graham, S., & Perrin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology, 99*, 445-476.
- Graham, S., & Perrin, D. (2007). What we know, what we still need to know: Teaching adolescents to write. *Scientific Studies in Reading, 11*, 313-336.
- Graham, S., Berninger, V., & Fan, W. (2007). The structural relationship between writing attitude and writing achievement in young children. *Contemporary Educational Psychology, 32*, 516-536.
- Lundeberg, M., & Graham, S. (2007). Michael George Pressley (1951-2006). *American Psychologist, 62*, 50-51.
- Saddler, B., & Graham, S. (2007). The relationship between writing knowledge and writing

- performance among more and less skilled writers. *Reading and Writing Quarterly*, 23, 231-247.
- 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.
- 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), 1-20.
- Fink-Chorzempa, B., & Graham, S. (2006). A nationwide survey of primary grade teachers' use of within-class ability grouping. *Journal of Educational Psychology*, 98, 529-541.
- 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, 295-340.
- Graham, S., & Perrin, D. (2006). Evidence-based practices for teaching writing to adolescents. *Perspectives on Language and Literacy*, 32, 10-14..
- Lienemann, T., Graham, S., Leader-Janssen, B., & Reid, R. (2006). Improving the writing performance of struggling writers in second grade. *Journal of Special Education*, 40, 66-78.
- 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., Struck, M., Richardson, J., & Berninger, V. (2006). A component analysis of handwriting: Differences between young writers who are good and poor handwriters. *Developmental Neuropsychology*, 29, 43-60.
- Fink-Chorzempa, B., & Graham, S. (2006). Strategies for teaching spelling to students with learning disabilities. *Perspectives On Language and Literacy*, 32, 25-27.
- 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, 64-66.
- Graham, S., Harris, K. R. (2006). Explicitly teaching struggling writers (and their classmates) strategies for mastering the writing process. *Intervention in School and Clinic*, 41, 290-

294.

- Graham, S. (2005). Further behind the scenes of intervention research. *Learning Disabilities Research & Practice, 20*, 221-224.
- 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. (2005). Improving the writing performance of young struggling writers: Theoretical and programmatic research from the center to accelerate student learning. *Journal Special Education, 39*, 19-33.
- Saddler, B., & Graham, S. (2005). The effects of peer-assisted sentence combining instruction on the writing performance of more and less skilled young writers. *Journal of Educational Psychology, 97*, 43-54.
- 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.
- Fink-Chorzempa, B., Graham, S., & Harris, K.R. (2005). Instructional adaptations for struggling writers in primary grade classrooms. *Teaching Exceptional Children, 37*, 60-63.
- Mason, L., Harris, K.R., & Graham, S. (2004). POW+WWW, What=2, How=2 equals fun and exciting stories. *Teaching Exceptional Children, 36*, 70-73.
- 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.
- Troia, G. & Graham, S. (2003). A consultant=s guide to effective writing instruction. *Journal of Educational and Psychological Consultation, 14*, 75-89.
- 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*, 1-16.
- reprinted in T. Skrtic, K. Harris, & J. Shriner (Eds.) (2005), *Special Education policy and practice*. Denver: Love.
- Greigal, M., Neubert, D., Moon, S., & Graham, S. (2003). A survey of parents and regular and general education teachers in secondary special education about self-determination. *Exceptional Children, 70*, 97-112.
- Graham, S., Harris, K.R.,& Fink-Chorzempa, B. (2003). Extra spelling instruction: Improving

- spelling writing and reading right from the start. *Teaching Exceptional Children*, 35, 66-68.
- Graham, S., Harris, K.R., MacArthur, C., & Fink-Chorzempa, B. (2003). Primary grade teachers' instructional adaptations for weaker writers: A national survey. *Journal of Educational Psychology*, 95, 279-293.
- Baker, S., Gersten, R., & Graham, S. (2003). Teaching expressive writing to students with learning disabilities: Research-based applications and examples. *Journal of Learning Disabilities*, 36, 109-123.
- Mason, L., Harris, K. R., & Graham, S. (2002). Every child has a story to tell: Self-regulated strategy development for story writing. *Education and Treatment of Children*, 25, 496-506.
- Graham, S., Harris, K. R., & Fink-Chorzempa, B. (2002). Contributions of spelling instruction to the spelling, writing, and reading of poor spellers. *Journal of Educational Psychology*, 94, 669-686.
- De La Paz, S., & Graham, S. (2002). Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms. *Journal of Educational Psychology*, 94, 687-698.
- Berninger, V., Vaughan, K., Abbott, R., Begay, K., Byrd, K., Curtain, G., Minnich, J., & Graham, S. (2002). Teaching spelling and composition alone and together: Implications for the simple view of writing. *Journal of Educational Psychology*, 94, 291-304.
- 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., 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., & Saddler, B. (2002). Developing self-regulated writers. *Theory into Practice*, 41, 110-115.
- Troia, G., & Graham, S. (2002). The effectiveness of highly explicit and teacher-directed strategy instructional routine: Changing the writing performance of students with learning disabilities. *Journal of Learning Disabilities*, 35, 290-305.
- Berninger, V., Abbott, R., Abbott, S., Graham, S., & Richards, T. (2002). Writing and reading: Connections between language by hand and language by eye. *Journal of Learning Disabilities*, 35, 39-56.
- Graham, S., Weintraub, N., & Berninger, V. (2001). Which manuscript letters do primary grade children write legibly. *Journal of Educational Psychology*, 93, 488-497.

- Lovingfoss, D., Harris, K.R., Molloy, D., & Graham, S. (2001). Preparation, practice, and program reform: Crafting University of Maryland=s Five-year, multicategorical undergraduate program in Special Education. *Journal of Special Education, 35*, 105-114.
- Graham, S., Harris, & Larsen, L. (2001). Prevention and intervention of writing difficulties for students with Learning Disabilities. *Learning Disability Research & Practice, 16*, 74-84.
- 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., & Fink, B. (2000). Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers. *Journal of Educational Psychology, 92*, 620-633.
- reprinted in part in K. Thompson (2001). *Handwriting research and practice: A guide to curriculum planning*. Columbus, OH: Zaner-Blosser.
- Graham, S., Harris, K. R., & Fink, B. (2000). Extra handwriting instruction: Preventing writing difficulties right from the start. *Teaching Exceptional Children, 33*, 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*, 1-14.
- Berninger, V., Vaughn, K., Abbott, R., Brooks, A., Begey, K., Curtin, G., Byrd, K., & Graham, S. (2000). Language-based spelling instruction: Teaching children to make multiple connections between spoken and written words. *Learning Disability Quarterly, 23*, 117-136.
- Weintraub, N., & Graham, S. (2000). The contribution of orthographic, fine-motor, and visual-motor processes to the prediction of handwriting status. *Occupational Therapy Journal of Research, 20*, 121-140.
- Graham, S. (2000). Should the natural learning approach replace traditional spelling instruction. *Journal of Educational Psychology, 92*, 235-247.
- De La Paz, S., Owens, B., Harris, K., & Graham, S. (2000). Riding Elvis' Motorcycle: Composing expository essays for a state writing exam using self-regulated strategy development. *Learning Disability Research and Practice, 15*, 101-109.
- Graham, S., & Harris, K.R. (2000). The role of self-regulation and transcription skills in writing and writing development. *Educational Psychologist, 35*, 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.

- Page-Voth, V., & Graham, S. (1999). Effects of goal setting and strategy use on the writing performance and self-efficacy of students with writing and learning problems. *Journal of Educational Psychology, 91*, 230-240.
- 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.
- Graham, S. (1999). Handwriting and spelling instruction for students with learning disabilities: A review. *Learning Disability Quarterly, 22*, 78-98.
- Troia, G., Graham, S., & Harris, K.R. (1999). The effects of teaching students with LD to plan mindfully when writing. *Exceptional Children, 65*, 235-252.
- Berninger, V., Vaughn, K., Abbott, R., Brooks, A., Abbott, S., Rogan, L., Reed, E., & Graham, S. (1998). A multiple connections approach to early intervention for spelling problems: Integrating instructional, learner and stimulus variables. *Journal of Educational Psychology, 90*, 587-605.
- Troia, G., Roth, F., & Graham, S. (1998). An educator's guide to phonological awareness: Assessment measures and intervention activities for children. *Focus on Exceptional Children, 31*, 1-12.
- Berninger, V., & Graham, S. (1998). Language by hand: A synthesis of a decade of research in handwriting. *Handwriting Review, 12*, 11-25.
- Graham, S., Berninger, V., Weintraub, N., & Schafer, W. (1998). The development of handwriting fluency and legibility in grades 1 through 9. *Journal of Educational Research, 92*, 42-52.
- De La Paz, S., Swanson, P., & Graham, S. (1998). Contribution of executive control to the revising problems of students with writing and learning difficulties. *Journal of Educational Psychology, 90*, 448-460.
- Weintraub, N., & Graham, S. (1998). Writing legibly and quickly: A study of children's ability to adjust their handwriting to meet common classroom demands. *Learning Disabilities Research and Practice, 13*, 146-152.
- Berninger, V., Abbott, R., Rogan, L., Reed, E., Abbott, S., Brooks, A., Vaughan, K., & Graham, S. (1998). Teaching spelling to children with specific learning difficulties: The mind= ear and eye beat the computer or pencil. *Learning Disability Quarterly, 21*, 106-122.
- Alexander, P., Graham, S., & Harris, K. (1998). A perspective on strategy research: Progress and prospects. *Educational Psychology Review, 10*, 129-154.
- Graham, S., Berninger, V., & Weintraub, N. (1998). The relationship between handwriting style and speed and quality. *Journal of Educational Research, 91*, 290-297.

- Sexton, M., Harris, K., & Graham, S. (1998). Self-regulated strategy development and the writing process: Effects on essay writing and attributions. *Exceptional Children, 64*, 295-311.
- Berninger, V., Vaughan, K., Abbott, R., Abbott, S., Rogan, L., Brooks, A., Reed, E., & Graham, S. (1997). Treatment of handwriting problems in beginning writers: Transfer from handwriting to composition. *Journal of Educational Psychology, 89*, 652-666.
- Reid, R., Schmidt, T., Harris, K., & Graham, S. (1997). Using self-regulated strategy development to enhance academic achievement. Reclaiming Children and Youth. *Journal of Emotional and Behavioral Problems, 6*, 97-102.
- 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*, 414-424.
- Graham, S. (1997). Executive control in the revising of students with learning and writing difficulties. *Journal of Educational Psychology, 89*, 223-234.
- De La Paz, S., & Graham, S. (1997). The effects of dictation and advanced planning instruction on the composing of students with writing and learning problems. *Journal of Educational Psychology, 89*, 203-222.
- Graham, S., Berninger, V., Abbott, R., Abbott, S., & Whitaker, D. (1997). The role of mechanics in composing of elementary school students: A new methodological approach. *Journal of Educational Psychology, 89*, 170-182.
- Graham, S., & Harris, K. (1997). Self-regulation and writing: Where do we go from here? *Contemporary Educational Psychology, 22*, 102-114.
- Johnson, L., Graham, S., & Harris, K.R. (1997). The effects of goal setting and self-instructions on learning a reading comprehension strategy: A study with students with learning disabilities. *Journal of Learning Disabilities, 30*, 80-91.
- Graham, S. (1997). Helping children who find spelling challenging. *Teaching K-8, 27*, 12.
- De La Paz, S., & Graham, S. (1997). Strategy instruction in planning: Effects on the writing performance and behavior of students with learning difficulties. *Exceptional Children, 63*, 167-181.
- Harris, K.R., & Graham, S. (1996). Constructivism and students with special needs: Issues in the classroom. *Learning Disabilities Research and Practice, 11*, 134-137.
- 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*, 168-176.
- Harris, K.R., & Graham, S. (1996). Memo to constructivists: Skills count, too. *Educational Leadership, 53*, 26-29.

Reprinted in: Wolfolk, A. (1998). *Reading in educational psychology* (2nd Ed.). Prentice Hall: Old Tappan, NJ.

- Graham, S., & Weintraub, N. (1996). A review of handwriting research: Progress and prospect from 1980 to 1993. *Educational Psychology Review*, 8, 7-87.
- Greenbaum, B., Graham, S., & Scales, W. (1996). Adults with learning disabilities: Occupational and social status after college. *Journal of Learning Disabilities*, 29, 167-173.
- MacArthur, C., Graham, S., Haynes, J., & De La Paz, S. (1996). Spelling checkers and students with learning disabilities: Performance comparisons and impact on spelling. *Journal of Special Education*, 30, 35-57.
- Graham, S., Harris, K.R. & Loynachan, C. (1996). The directed spelling thinking activity: Application with high frequency words. *Learning Disabilities Research and Practice*, 11, 34-40.
- MacArthur, C., Graham, S., Schwartz, S., & Shafer, W. (1995). Evaluation of a writing instruction model that integrated a process approach, strategy instruction, and word processing. *Learning Disability Quarterly*, 18, 278-291.
- Graham, S., & Weintraub, N. (1995). Research Update: Handwriting - The state of the art. *Learning*, 24, 55.
- Graham, S., MacArthur, C., & Schwartz, S. (1995). The effects of goal setting and procedural facilitation on the revising behavior and writing performance of students with writing and learning problems. *Journal of Educational Psychology*, 87, 230-240.
- Greenbaum, B., Graham, S., & Scales, W. (1995). Adults with learning disabilities: Educational and social experiences during college. *Exceptional Children*, 61, 460-471.
- Graham, S., & Harris, (1994). The effects of whole language on writing: A review of literature. *Educational Psychologist*, 29, 187-192.
- Harris, K.R., & Graham, S. (1994). Constructivism: Principles, paradigms, and integration. *Journal of Special Education*, 28, 233-247.
- Graham, S., & Harris, K. (1994). The implications of constructivism for teaching writing to students with special needs. *Journal of Special Education*, 28, 275-289.
- Harris, K.R., Graham, S., Reid, R., McElroy, K., & Hamby, R. (1994). Self-monitoring of attention versus self-monitoring of performance: A cross task comparison. *Learning Disability Quarterly*, 17, 121-139.
- Graham, S. (1994). Author=s Corner: Spelling choice. *Teaching K-8*, 24, 16.
- MacArthur, C., Graham, S., Schwartz, S. (1994). Peers + word processing + strategies = A

- powerful combination for revising student writing. *Teaching Exceptional Children*, 26, 24-29.
- Graham, S., Harris, K., & Loynachan, C. (1994). The spelling for writing list. *Journal of Learning Disabilities*, 27, 210-214.
- Graham, S. (1993/1994). Are slanted manuscript alphabets superior to the traditional manuscript alphabet? *Childhood Education*, 70, 91-95.
- reprinted in part in K. Thompson (2001). *Handwriting research and resources: A guide to curriculum planning*. Columbus, OH: Zaner-Blosser.
- Graham, S., Harris, K.R., & MacArthur, C. (1993). Improving the writing of students with learning problems: Self-regulated strategy development. *School Psychology Review*, 22, 656-670.
- MacArthur, C., Graham, S., & Schwartz, S. (1993). Integrating strategy instruction and word processing into a process approach to writing. *School Psychology Review*, 22, 671-681.
- Graham, S., & Harris, K.R. (1993). Self-regulated strategy development: Helping students with learning problems develop as writers. *Elementary School Journal*, 94, 169-182.
- Danoff, B., Harris, K.R., & Graham, S. (1993). Incorporating strategy instruction into the school curriculum: Effects on children's writing. *Journal of Reading Behavior*, 25, 295-322.
- Graham, S., Harris, K.R., & Loynachan, C. (1993). The Basic Spelling Vocabulary. *Journal of Educational Research*, 86, 363- 368.
- Harris, K.R., & Graham, S. (1993). Cognitive strategy instruction and whole language: A case study. *Remedial and Special Education*, 14, 30-34.
- Graham, S., Schwartz, S., & MacArthur, C. (1993). Knowledge of writing and the composing process, attitude toward writing, and self-efficacy for students with and without learning disabilities. *Journal of Learning Disabilities*, 26, 237-249.
- Sawyer, R., Graham, S., & Harris, K. (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.
- Graham, S. (1992). Issues in handwriting instruction. *Focus on Exceptional Children*, 25, 1-14.
- Case, L., 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.
- Karpinski, M., Neubert, D., & Graham, S. (1992). A follow-along study of postsecondary outcomes for graduates and dropouts with mild disabilities in a rural setting. *Journal of*

Learning Disabilities, 25, 376-385.

Graham, S., MacArthur, C., Schwartz, S., & Page-Voth, V. (1992). Improving the compositions of students with learning disabilities using a strategy involving product and process goal setting. *Exceptional Children*, 58, 322-334.

CLD Research Committee: Rosenberg, M., Bott, D., Majsterek, D., Chiang, B., Gartland, D., Wesson, C., Graham, S., Smith-Myles, B., Miller, M., Swanson, L., Bender, W., Rivera, D., & Wilson, R. (1992). Minimum standards for the description of participants in learning disabilities research. *Learning Disability Quarterly*, 15, 65-70.

-reprinted in: *Remedial and Special Education*, 1994, 15, 56-59.

-reprinted in: *Journal of Learning Disabilities*, 1993, 26, 210-213.

Graham, S. (1992). Helping students with learning disabilities progress as writers. *Interventions*, 27, 145-149.

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

-reprinted in: R. Whelan (Ed.) (1998). *Emotional and behavioral disorders: A 25 year focus*. Denver: Love Pub. Co.

-reprinted in: E. Meyen, G. Vergason, & R. Whelan (Eds.). (1993). *Educating students with mild disabilities*. Denver: Love Pub. Co.

MacArthur, C., Schwartz, S., & Graham, S. (1991). Effect of a reciprocal peer revision strategy in special education classrooms. *Learning Disabilities Research and Practice*, 6, 201-210.

MacArthur, C., Schwartz, S., & Graham, S. (1991). A model for writing instruction: Integrating word processing and strategy instruction into a process approach to writing. *Learning Disabilities Research and Practice*, 6, 230-236.

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

MacArthur, C., Graham, S., & Schwartz, S. (1991). Knowledge of revision and revising behavior among learning disabled students. *Learning Disability Quarterly*, 14, 61-74.

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

Graham, S. (1990). The role of production factors in learning disabled students= compositions. *Journal of Educational Psychology*, 82, 781-791.

- Johnson, L., & Graham, S. (1990). Goal-setting and its application with exceptional learners. *Preventing School Failure, 34*, 4-8.
- Graham, S., & Page-Voth, V. (1990). Spelling instruction: Making modifications for students with learning disabilities. *Academic Therapy, 25*, 447-458.
- Graham, S., & Harris, K. (1989). Improving learning disabled students' skills at composing essays: Self-instructional strategy training. *Exceptional Children, 56*, 201-214.
- 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. (1989). The relevance of IQ in the determination of learning disabilities: Abandoning scores as decision makers. *Journal of Learning Disabilities, 22*, 500-503.
- Graham, S., Boyer-Shick, K., & Tippets, E. (1989). The validity of the Handwriting Scale from the Test of Written Language. *Journal of Educational Research, 82*, 166-171.
- Graham, S., & Johnson, L. (1989). Teaching reading to learning disabled students: A review of research-supported procedures. *Focus on Exceptional Children, 21*, 1-12.
- reprinted in: E. Meyen, G. Vergason, & R. Whelan (Eds.). (1993). *Educating students with mild disabilities*. Denver: Love Pub. Co.
- Graham, S., & MacArthur, C. (1988). Improving learning disabled students' skills at revising essays produced on a word processor: Self-instructional strategy training. *Journal of Special Education, 22*, 133-152.
- Graham, S., & Harris, K. (1988). Instructional recommendations for teaching writing to exceptional students. *Exceptional Children, 54*, 506-512.
- Harris, K., 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., & Graham, S. (1988). Self-instructional strategy training: Improving writing skills among educationally handicapped students. *Teaching Exceptional Children, 20*, 35-37.
- MacArthur, C., & Graham, S. (1987). Learning disabled students' composing under three methods of text production: Handwriting, word processing, and dictation. *Journal of Special Education, 21*, 22-42.
- Graham, S., Harris, K., & Sawyer, R. (1987). Composition instruction with learning disabled students: Self-instructional strategy training. *Focus on Exceptional Children, 20*, 1-111.

- Graham, S., & Harris, K. (1987). Improving composition skills with self-instructional strategy training. *Topics in Language Disorders, 7*, 66-77.
- Graham, S., & Leone, P. (1987). Effects of emotional and behavioral disability labels, quality of writing performance, and examiner=s level of expertise on the evaluation of written products. *Journal of Experimental Education, 55*, 89-94.
- Graham, S., & Dwyer, A. (1987). Effects of the learning disability label, quality of writing performance, and examiner=s level of expertise on the evaluation of written products. *Journal of Learning Disabilities, 20*, 317-318.
- Graham, S. (1986). The reliability, validity, and utility of three handwriting measurement procedures. *Journal of Educational Research, 79*, 373-380.
- Graham, S. (1986). A review of handwriting scales and factors that contribute to variability in handwriting scores. *Journal of School Psychology, 24*, 63-72.
- Graham, S., & Freeman, S. (1986). Strategy training and teacher vs. student-controlled study conditions: Effects on learning disabled student=s spelling performance. *Learning Disability Quarterly, 9*, 15-22.
- Graham, S., Benson, J., & Henry, N. (1985). An analysis of the unidimensionality of the Pupil Control Ideology Scale. *Educational and Psychological Measurement, 45*, 889-896.
- Graham, S. (1985). Teaching basic academic skills to learning disabled students: A model of the teaching/learning process. *Journal of Learning Disabilities, 18*, 528-534.
- Harris, K., & Graham, S. (1985). Improving learning disabled students= composition skills: Self-control strategy training. *Learning Disability Quarterly, 8*, 27-36.
- Graham, S., Halpin, J., Harris, K., & Benson, J. (1985). A factor analysis of the Pupil Control Ideology Scale. *Journal of Experimental Education, 53*, 202-206.
- Graham, S. (1985). Evaluating spelling programs and materials. *Teaching Exceptional Children, 17*, 299-304.
- Burdg, N., & Graham, S. (1984). Effects of sex and label on performance ratings, children=s test scores, and examiners= verbal behaviors. *American Journal of Mental Deficiency, 88*, 422-427.
- Graham, S., Henry, N., Donnelly, B., & Adams, J. (1984). Student teachers= self-assessment of their instructional competence: An evaluation of special education preservice programs. *College Student Journal, 18*, 236-245.
- Graham, S. (1983). Effective spelling instruction. *Elementary School Journal, 83*, 560-568.

- Graham, S., & Deaton, B. (1983). A factor analysis of the Rucker-Gable Educational Programming Scale. *Educational and Psychological Measurement, 43*, 927-933.
- Henry, N. & Graham, S. (1983). The Rucker-Gable Educational Programming Scale: Stability over time. *Psychology in the Schools, 20*, 494-497.
- Graham, S. (1983). The effects of a self-instructional procedure on learning disabilities students' handwriting performance. *Learning Disabilities Quarterly, 6*, 231-234.
- Graham, S. (1983). Selecting reading materials for learning disabled adolescents. *Pointer, 27*, 18-21.
- Graham, S. (1982). Written composition research and practice: A unified approach. *Focus on Exceptional Children, 14*, 1-16.
- Graham, S. (1982). Comparing the SQ3R method with other study techniques for reading improvement. *Reading Improvement, 19*, 44-47.
- Graham, S., & Henry, N. (1982). An examination of the construct validity of the Rucker-Gable Educational Programming Scale. *Teacher Education and Special Education, 5*, 30-35.
- Graham, S. (1982). Measurement of handwriting skills: A critical review. *Diagnostique, 8*, 32-42.
- Graham, S., & Madan, A. (1981). Teaching letter formation. *Academic Therapy, 16*, 389-396.
- Graham, S., & Noland, R. (1981). SQ3R revisited: A look at modifying the procedure. *Organization of Teacher Educators in Reading Journal, 7*, 24-27.
- Creekmore, W., & Graham, S. (1981). The effects of test order on test performance. *Diagnostique, 6*, 40-41.
- Graham, S., & Henry, N. (1981). Reliability of the Rucker-Gable Educational Programming Scale. *Diagnostique, 7*, 130-132.
- Graham, S., & Miller, L. (1980). Handwriting research and practice: A unified approach. *Focus on Exceptional Children, 13*, 1-16.
- reprinted in B. Barbe, V. Lucas, and T. Wasylyk (Eds.), *Handwriting: Basic skills for effective communication*. Columbus: Zaner-Bloser, Inc., 1984.
- reprinted in E. Meyen, G. Vergason, and R. Whelan (Eds.), *Promising practices: Curriculum for exceptional children*. Denver: Love Pub. Co., 1983.
- Deshler, D., & Graham, S. (1980). Tape recording educational materials for secondary handicapped students. *Teaching Exceptional Children, 12*, 52-54.
- reprinted in B. Baskin and K. Harris (Eds.), *Mainstreamed Library*. Chicago, American

Library Association, 1982.

Graham, S. (1980). Word recognition skills of learning disabled children and average students. *Reading Psychology, 2*, 23-33.

Graham, S., Hudson, F., Burdick, N., & Carpenter, D. (1980). Educational personnel's perceptions of mainstreaming and resource room effectiveness. *Psychology in the Schools, 17*, 128-134.

Graham, S., & Sheinker, A. (1980). Creative capabilities of learning disabled and normal students. *Perceptual and Motor Skills, 50*, 481-482.

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

Henry, N., & Graham, S. (1980). Validity of the Rucker-Gable Educational Programming Scale. *Diagnostique, 6*, 24-28.

Hudson, F., Graham, S., & Warner, M. (1979). Mainstreaming: An examination of the attitudes and needs of the regular classroom teachers. *Learning Disability Quarterly, 2*, 58-62.

Graham, S., & Miller, L. (1979). Spelling research and practice: A unified approach. *Focus on Exceptional Children, 12*, 1-16.

-reprinted in E. Meyen, G. Vergason, and R. Whelan (Eds.), *Promising practices: Curriculum for exceptional children*. Denver: Love Pub. Co., 1983.

-reprinted in W. Barbe, A. Francis, and L. Braun (Eds.), *Spelling: Basic skills for effective communication*. Columbus: Zaner-Bloser, Inc., 1982.

Graham, S., & Hudson, F. (1979). Presenting instruction. *Pointer, 23*, 30-31.

Graham, S., & Miller, L. (1979). Miscue analysis: Application with handicapped students. *Diagnostique, 4*, 35-41.

Hudson, F., & Graham, S. (1978). An approach to operationalizing the IEP. *Learning Disability Quarterly, 1*, 13-32.

-reprinted in *Law and the exceptional child: Due Process*. Chicago: Special Learning Corporation, 1980.

-reprinted in R. Piazza and I. Newman (Eds.) *Readings in Individualized Education Programs*. Chicago: Special Learning Corporation, 1978.

-reprinted in O. Haugh and J. Kleinhammer (Eds.), *Educating students in least restrictive environments: Instructional preparation for teachers*. Lawrence, KS: Dean's Grant Project, School of Education, University of Kansas, 1978.

Manuscripts Submitted for Publication:

Lane, K., Harris, K.R., Graham, S., Driscoll, S., Sandmel, K., Morphy, P., Hebert, M., & House, E. (2009). *The Effects of Self-Regulated Strategy Development for Second-Grade Students with Writing and Behavioral Difficulties: A Randomized Control Trial*. Submitted to *Journal of Educational Psychology*.

Sandmel, K., & Graham, S. (2009). *The process writing approach: A meta-analysis*. Submitted to *Contemporary Educational Psychology*.

Morphy, P., & Graham, S. (2009). *Word processing programs and weaker writers/readers: A meta-analysis of research findings*. Submitted to *Journal of Educational Psychology*.

Interviews:

Interview with Steve Graham and Karen Harris (2008). Recommendations: Les 5 pour et les 2 contre. *Le Monde de l'éducation*, November, pp. 44.

Interview with Steve Graham (2008, October 1). Research-based best practices for teaching writing: A discussion with Steve Graham on how to effectively teach writing. *The Writing Teacher: Tips, Techniques, and Strategies for Teaching Writing*. <http://thewritingteacher.org>.

Picon, M. (2007). Getting it write in schools: An interview with Steve Graham. *Pen World*, 20, 34.

Reports:

Graham, S. (2008). *The power of word processing*. Renaissance Learning. Wisconsin Rapids, WI.

Graham, S. (2008). *Effective writing instruction for all students*. Renaissance Learning. Wisconsin Rapids, WI.

Journal Articles (Regional/State):

Graham, S., & Stoddard, B. (1987). Teaching spelling to the learning disabled: Implications from research. *Illinois Schools Journal*, 66, 3-15.

Miller, L., & Graham, S. (1979). Reading skills of LD students: A review. *Alabama Reader*, 7, 16-25.

Graham, S., & Miller, L. (1979). Techniques for facilitating recall. *Alabama Reader*, 7, 32-33.

Carpender, D., & Graham, S. (1979). The reading teacher, learning disabilities teacher, and PL 94-142. *Alabama Reader*, 7, 10-15.

Graham, S., Miller, L., & Zongolowicz. (1979). Progressive inclusion: A model for mainstreaming secondary learning disabled students. *The Professional Educator*, 2,

26-31.

Book Reviews:

Graham, S. (1990). Another view on teaching the learning disabled (Review of New approaches to learning disabilities: Cognitive, metacognitive, and holistic by D. Kronick). *Contemporary Psychology*, 35, 884-885.

Graham, S. (1986). Achieving the complete school: Strategies for effective mainstreaming by D. Bilken & Associates. *Review of Education*, 12, 66-68.

Test Reviews:

Graham, S. (2001). Test of Children's Language: Assessing Aspects of Spoken Language, Reading, and Writing. In B. Blake and J. Impara (Eds.), *Fourteenth Mental Measurement Yearbook* (pp. 1236-1238). Lincoln, NE: Nebraska University Press.

Graham, S. (2001). Oral and Written Language Scales: Listening Comprehension and Oral Expression. In B. Blake and J. Impara (Eds.), *Fourteenth Mental Measurement Yearbook* (pp. 860-862). Lincoln, NE: Nebraska University Press.

Graham, S. (1998). Test of Academic Performance. In J. Conoley and J. Impara (Eds.), *Thirteenth Mental Measurement Yearbook* (pp. 1014-1016). Lincoln, NE: Nebraska University Press.

Graham, S. (1998). Test of Academic Achievement -- Reading, Arithmetic, Spelling. In J. Conoley and J. Impara (eds.), *Thirteenth Mental Measurement Yearbook* (pp. 1013-1014). Lincoln, NE: Nebraska University Press.

Graham, S. (1995). British Ability Scales: Spelling Scale. In J. Conoley and J. Impara (Eds.), *Twelfth Mental Measurement Yearbook* (pp. 137-138). Lincoln, NE: Nebraska University Press.

Graham, S. (1995). Integrated Literature and Language Arts Portfolio. In J. Conoley and J. Impara (Eds.), *Twelfth Mental Measurement Yearbook* (pp. 496-497). Lincoln, NE: Nebraska University Press.

Graham, S. (1992). Test of Legible Handwriting. In J. Conoley and J. Kramer (Eds.), *Eleventh Mental Measurement Yearbook* (pp. 968-969). Lincoln, NE: Nebraska University Press.

Graham, S., & Neubert, D. (1992). Preliminary Diagnostic Questionnaire. In J. Conoley and J. Kramer (Eds.), *Eleventh Mental Measurement Yearbook* (pp. 681-683). Lincoln, NB: Nebraska University Press.

Graham, S. (1989). Is new, necessarily better? A review of the TOWL-2. *Learning Disabilities Focus*, 5, 47-49.

Graham, S. (1985). Spellmaster. In J. Mitchell (Ed.), *The Ninth Mental Measurement Yearbook*.

Lincoln, NB: Nebraska University Press.

Graham, S. (1985). Alberta Essay Scales: Models. In J. Mitchell (Ed.), *The Ninth Mental Measurement Yearbook*. Lincoln, NB: Nebraska University Press.

Editorials and Forwards to Special Issues:

Graham, S. Preview. *Exceptional Children*. (Volume 70 [number 1 – 2004] to Volume 75 [number 3 – 2008]).

Graham, S. Report to the readership. *Exceptional Children*. (Volume 70 [2004] to Volume 75 [2008]).

Graham, S. (2008). Introduction to special issue of Reading & Writing, *Reading & Writing: An Interdisciplinary Journal*, 21, 1-2.

Troia, G., & Graham, S. (2004). Exceptional students and writing prevention, practice, intervention, and assessment: Introduction [Special issue]. *Exceptionality*, 12, 1-2.

Graham, S. (2003). Exceptional children: Familiar paths and new directions. *Exceptional Children*. 70, pp. 7-8.

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

Graham, S. (2000). Foreward. *Topics in Language Disorders*, 20, vi.

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

Graham, S. (1999). The role of text production skills in writing development [Special issue]. *Learning Disability Quarterly*, 22, 75-77.

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

Graham, S., & MacArthur, C. (1991). Introduction to the special issue. *Learning Disabilities Research and Practice*, 6, 200.

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

Eaves, R., & Graham, S. (1982). Introduction [Special issue]. *Diagnostique*, 8, 3.

Newsletters/Special Publications:

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

- Page-Voth, T., & Graham, S. (1993). The application of goal setting to writing. *LD Forum*, 18, 14-17.
- Graham, S., & Harris, K. (1990). Self-instructional strategy development [Special issue]. *LD Forum*, 16, 15-22.
- Graham, S., & Johnson, L. (1990). Research-supported teacher activities that influence the text reading of students with learning disabilities [Special issue]. *LD Forum*, 15, 27-30.
- Graham, S., & Stoddard, B. (1989). Teaching spelling to the learning disabled. *LD Forum*, 14.
- Graham, S. (1989). Teaching writing to students with disabilities. *Focus on Special Education*, 21, 5.
- 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.

SELECTED MAGAZINES AND NEWSPAPERS WHERE “QUOTED”

Time (8-3-09); Newsweek (10-12-07), Le’Monde (2008), Saturday Evening Post (March, 2008), Real Simple (6-9-09), Slate.com (9-10-09), Times of India (8-27-08), New York Times (1-23-07), Wall Street Journal (10-6-07), Washington Post (10-11-06), Los Angeles Times (10-9-07), USA Today (1-23-09), Associated Press (9-19-09; 6-29-04), Chicago Tribune (10-12-06), Boston Globe (2-6-05), Seattle Times (6-29-04), San Francisco Chronicle (2-5-07), Washington Monthly (6-6-09), CBS News.com (6-29-04), Christian Science Monitor (10-14-07), Arizona Daily Star (4-25-09), Arizona Daily Sun (8-4-07), Dallas Morning News (1-12-06), Daily Nebraskan (03-23-09), Pittsburgh Post Gazette (04-137-06), Education Week (09-30-09; 10-25-06; 10-20-02; 02-28-01), Minneapolis Star Tribune (4-14-07); Richmond Times Dispatch (10-29-09)

PROFESSIONAL PRESENTATIONS

Television/Radio Presentations and Interviews (started documenting in 2006)

Handwriting, Voice of America, October, 2009

Handwriting, ABC Radio, San Francisco, July, 2009.

Handwriting, WHRV-Public Affairs Radio Program, NPR- Norfolk, VA, April, 2008.

Handwriting, LD Podcast/internet radio show, November, 2007.

Handwriting. WDEL – Wilmington, DE, November, 2007.

Handwriting. WTVN-AM - Bob Connor's Morning Show, April, 2007.

Handwriting, Fox News, Channel 17. January, 2007.

Writing. WGAV 1340 Athens, Georgia – Newstalk. November, 2006.

Writing Next. WVEZ Louisville – Kentuckian This Week (public affairs program). October, 2006.

Decline of Cursive Handwriting. Washing Post Radio, October, 2006.

Handwriting. Wisconsin Public Radio – Ideas Network (call-in program). October, 2006.

Handwriting Decline. National Public Radio, February, 2006.

Handwriting. Fox News Television Network. February, 2006.

National/International:

Graham, S. (2011, February). Struggling, at-risk, and developing writers: What we have learned from cognitively-oriented research. Invited Plenary Session at Writing Research Across Borders II Conference. George Mason University, VA.

Kiuhara, S., O'Neill, R., Hawken, L., & Graham, S. (2010, May). Effects of Self-Regulated Strategy Development on Persuasive Essay Writing of High School Students with Disabilities. Poster presented at the 36th International Applied Behavior Analysis Conference. San Antonio, TX.

Graham, S. (2010, April). Writing to Read: What Works and with Whom. Presentation at the International Reading Association Annual Conference. Chicago, IL.

Graham, S., & Hebert, M. (2010, April). Strategy Instruction Solutions to Improve Literacy Skills: A Meta-Analysis of the Effects of Writing on Reading. Paper presented at the American Educational Research Association Conference, Denver, CO.

Harris, K.R., Lane, K., Graham, S. Driscoll, S., House, E., Sandmel, K., Hebert, M., & Morphy, P. (2010, April). Self-Regulated Strategy Development for Second-Grade Students with Writing and Behavioral Difficulties: A Randomized Control Trial. Poster presentation at the American Educational Research Association Conference, Denver, CO.

Graham, S. (2010, April). Discussant, Session at the American Educational Research Association Conference, Denver, CO.

Graham, S. (2010, April). Challenges and solutions for students with writing disabilities. Invited presentation at the International Council for Exceptional Children Conference. Nashville, TN.

- Kiuhara, S. A., Graham, S., O'Neill, R., Hawken, L. S., (2010, April). Persuasive Writing for High School Students with Disabilities. Poster presented at Council for Exceptional Children, Nashville, TN.
- Sandmel, K., & Graham, S. (2010, April). The Process Writing Approach: A Meta-Analysis. Poster presentation at the International Council for Exceptional Children Conference. Nashville, TN.
- Lane, K., Harris, K., Graham, S., et al. (2010, April). Strategies instruction and positive behavioral support for second and third graders at-risk for EBD. Paper presentation at the International Council for Exceptional Children Conference. Nashville, TN
- Graham, S. (2010, March). "Do Not Write on Both Sides of the Paper at Once: Evidence-Based Recommendations for Teaching Writing. Keynote presentation at the New York meeting of the International Dyslexic Society. NY, NY.
- Harris, K., & Graham, S. (2010, March). Evidence-Based Writing Practices: Targeted Strategies for Students with LD. Presentation at the New York meeting of the International Dyslexic Society. NY, NY.
- Graham, S., & Hebert, M. (2010, February). Writing to read: A meta-analysis. Presentation at the Pacific Coast Research Conference. San Diego, CA.
- Hebert, M., & Graham, S. (2010, February). Predicting Writing Quality for Struggling Writers across Four Genres. Poster presentation at the Pacific Research Conference. San Diego, CA.
- Morphy, P., & Graham, S. (2010, February). Word processing programs and weaker writers/readers: A meta-analysis of research findings referenced to National outcomes with implications for practice. Poster presentation at the Pacific Research Conference. San Diego, CA.
- Kiuhara, S. A., O'Neill, R.; Hawken, L. S., Graham, S. (2009, November). Persuasion and the Struggling Writer: Evidence-Based Writing Practices. Poster presented at National Council of Teachers of English, Philadelphia, PA.
- Graham, S., & Kiuhara, S. (2009, October). Writing problems and writing solutions. Presentation at Division for Learning Disabilities National Conference. San Deigo, CA.
- Lane, K., Wilson, K., Harris, K., Graham, S., Sandmel, K., & Driscoll, S. (2009, October). 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.
- Gilbert, J., & Graham, S. (2009, July). Writing practices in upper-elementary Grades: What's going on and why? Presentation at the Conference for the Scientific Studies of Reading, Boston, MA.

- Morphy, P., & Graham, S. (2009, June). Effects of word-processing interventions for struggling writers: A meta-analysis of experimental effects referenced to 2007 NAEP Writing outcomes. Poster presentation at Institute of Educational Sciences Project Director's Meeting. Washington, DC.
- Hebert, M., & Graham, S. (2009, June). Comprehension through note-taking: A meta-analysis of the effects of taking notes and note-taking instruction on reading comprehension outcomes. Poster Institute of Education Sciences Projects Director meeting, Washington, D.C.
- Lane, K. L., Harris, K., Graham, S., Driscoll, S., Sandmel, K., & Hebert, M. (2009, June). 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.
- Morphy, P., & Graham, S. (2009, April). Effective computer writing instruction for weaker writers: A meta-analysis of research findings with implications for practice. Presentation at the International Conference for the Council of Exceptional Children, Seattle, WA.
- Graham, S. (2009, April). Publishing in Exceptional Children. Presentation at the International Conference for the Council of Exceptional Children, Seattle, WA.
- Lane, K., Harris, K., & Graham, S. (2009, April). Strategies Instruction and Positive Behavioral Support for Second Graders At Risk for EBD. Presentation at CEC Convention and Expo, Seattle, WA.
- Graham, S. (2009, March). Evidence-Based Writing Instruction for Students with Learning Disabilities. Presentation at the Annual Conference on Learning Disorders, Harvard University, MA.
- Lane, K., Harris, K.R., Graham, S., Driscoll, S., Sandmel, K., Heberet, M., & House, E. (2009, February). 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.
- Harris, K.R., & Graham, S. (2009, February). Scholarship of Teaching – Conducting High Quality Research and Publishing Research in Quality Journals. Presentation to the Faculty of Education at Griffith University at their Annual retreat. Surfers Paradise, Australia.
- Morphy, P., & Graham, S. (2009, February). Effects of word processing interventions for struggling writers: A meta-analysis of experimental research. Poster presentation at Pacific Coast Research Conference, San Diego, CA..
- Sandmel, K., & Graham, S. (2009, February). A meta-analysis of the effects of process writing instruction. Poster presentation at Pacific Coast Research Conference, San Diego, CA..
- Hebert, M., & Graham, S. (2009, February). Summarizing to comprehend: A meta-analysis of

- the effects of summary writing and summary writing instruction on reading. Poster presentation at Pacific Coast Research Conference, San Diego, CA..
- Lane, K., Harris, K.R., & Graham, S. (2009, February). Targeted Writing Interventions to Support Students At-Risk for Emotional and Behavioral. Poster presentation at Pacific Coast Research Conference, San Diego, CA..
- Graham, S. (2009, January). Evidence-based writing instruction for struggling writers. Invited speaker at the Courage to Risk Conference, Colorado Springs, CO.
- Graham, S. (2009, January). Teaching writing strategies to struggling writers. Invited speaker at the Courage to Risk Conference, Colorado Springs, CO.
- Graham, S. (2009, January). Teaching handwriting and spelling to young struggling writers. Invited speaker at the Courage to Risk Conference, Colorado Springs, CO.
- Lane, K., Harris, k., Graham, S., Driscoll, S., Sandmel, K., House, E., & Hebert, M. (2008, November). Improving Writing Skills of Students at Risk for EBD with Poor Writing Skills: Preliminary Findings of Project WRITE. Paper presented at Teacher Education for Children with Behavior Disorders Conference, Tempe, AZ.
- Graham, S. (2008, November). Evidence-based practices in writing. Keynote speaker for a plenary session at "From France to Quebec" - Writing in all its States International Conference, Poitiers, France.
- Lane, K. L. Harris, K., Graham, S., Driscoll, S., Sandmel, Morphy, P., Hebert, M., & House, E. (2008, November). 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.
- Graham, S. (2008, November). Overview to Written Instruction: Symposium on Written Expression. Presentation at the International Dyslexia Association. Seattle, WA.
- Graham, S. (2008, November). Dysgraphia: Symposium on Written Expression. Presentation at the International Dyslexia Association. Seattle, WA.
- Graham, S., Kuhara, S., & Hawken, L. (2008, July). Writing practices of secondary English, science, and social studies teachers. Presentation at the Conference for the Scientific Studies of Reading, Asheville, NC.
- Graham, S., & Harris, K.R. (2008, May). Evidence-based practices in writing instruction. Presentation for the Center for the Support of Infantile Development. Lisbon, Portugal.
- Lane, K. L., Harris, K., & Graham, S. (2008, June). Using single case design to examine the impact of strategy and self-regulation instruction on students' writing performance and behavior: Project WRITE. A paper presented at Institute of Educational Sciences Project Director's Meeting. Washington, DC.

- Graham, S. (2008, May). Improving students' writing – 3 things that can make a difference right away. Presentation at McGraw-Hill both at the International Reading Association 53rd annual Convention, Atlanta, GA.
- Graham, S., & Harris, K.R. (2008, May). Effective writing instruction for elementary grade children. Presentation at the International Reading Association 53rd annual Convention, Atlanta, GA.
- Graham, S., (2008, April). Publishing in Exceptional Children. Presentation at the International Conference for the Council of Exceptional Children. Boston, MA.
- Morphy, P., & Graham, S., (2008, April). The effects of word processing interventions for struggling writers: A meta-analysis. Poster presentation at the International Conference for the Council of Exceptional Children. Boston, MA.
- Rogers, L., & Graham, S., (2008, April). Writing interventions that work: Evidence-based practices. Presentation at the International Conference for the Council of Exceptional Children. Boston, MA.
- Harris, K.R., Lane, K., Graham, S., Brindle, M., Sandmel, K., & Little, A. (2008, April). 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.
- Graham, S. (2008, March). Evidence-based practices for teaching writing to elementary-age students: A meta-analysis. Presentation at the 34th Annual Conference on Dyslexia and Related Learning Disabilities. NY, NY.
- Lane, K. L., Harris, K.R., & Graham (2008, March). 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,
- Graham, S. (2008, February). Writing. Televised presentation for *Reading Rockets*. Washington, DC.
- MacArthur, C., Graham, S., & Fitzgerald, J. (2008, February). New writing research references: *Handbook of Writing Research*. Panel at Conference on Writing Research Across Borders, Santa Barbara, CA.
- Olinghouse, N., & Graham, S. (2008, February). Good writers always have sharp pencils: The relationship between knowledge of writing and narrative writing quality in elementary students. Presentation at Conference on Writing Research Across Borders, Santa Barbara, CA.
- Little, A., Lane, K., Harris, K., & Graham, S. (2008, February). Self-regulated strategies development for improving the writing skills of students with internalizing behavior patterns and writing concerns. A poster presentation at the Midwest Symposium for

Leadership in Behavior Disorders, Kansas City, MO.

Graham, S., & Rogers, L. (2008, February). Effective writing instruction: A meta-analysis of single subject design studies. Presentation at Pacific Coast Research Conference, San Diego, CA.

Lane, K., Harris, K.R., Graham, S., Brindle, M., Sandmel, K., & Little, A. (2008, February). Strategies instruction and positive behavioral support for second graders at-risk for EBD. Presentation at Pacific Coast Research Conference, San Diego, CA.

Graham, S. (2008, February). “A comma is what a medium falls into” – Teaching writing a better way using evidence-based practices. Presentation at the National Conference on Accelerating Learners. Orlando, FL.

Graham, S. (2008, February). Writing Instruction. Webinar presentation sponsored by the Content Center on Instruction in Special Education at the University of Texas, Austin, TX.

Graham, S. (2007, November). Evidence-based practices in writing for students with learning disabilities. Presentation at the Division of Learning Disabilities Conference. San Antonio.

Lane, K., Harris, K., & Graham, S. (2007, November). Improving story writing skills of students with internalizing and externalizing behaviors with poor writing skills: Preliminary findings of Project WRITE. Paper presented at Teacher Education for Children with Behavior Disorders Conference, Tempe, AZ.

Graham, S. (2007, July). Meta-analysis of writing intervention research. Presentation at the Learning and Teaching Writing Conference sponsored by the *British Journal of Educational Psychology*. Oxford, UK.

Graham, S. (2007, July). RTI and effective researched-based practices in writing. Presentation for Mountain Plains Regional Resource Center to State Department of Education Staff and Bureau of Indian Affairs. North Logan, Utah.

Graham, S., & Harris, K.R. (2007, June). Writing. Interactive live web-based presentation on LD Talk for the National Center for Learning Disabilities. NYC, NY.

Lane, K., Harris, K., & Graham, S. (2007, June). The effects of strategy and self-regulation instruction on students’ writing performance and behavior: Preliminary findings of Project WRITE. Poster presentation at the 2007 IES Research Conference, Washington, DC.

Morphy, P. & Graham, S. (2007, June). Primary Grade Teachers’ Instructional Adaptations for Poorer Spellers: A National Survey. Poster presentation at the 2007 IES Research Conference, Washington, DC.

- Graham, S., & Perrin, D. (2007, May). Writing Next: Writing Instruction That Works With Adolescents with Special Needs. Showcase Research presentation at the International Reading Association 52nd annual Convention, Toronto, Canada.
- Graham, S., & Harris, K.R. (2007, May). Effective writing instruction for elementary grade students. Presentation at the International Reading Association 52nd annual Convention, Toronto, Canada.
- Cook, B., & Graham, S., (2007, April). Researchers' perspectives on evidence-based practices. Division of Research Showcase presentation at the International Conference for the Council of Exceptional Children. Louisville, KY/
- Graham, S., (2007, April). Evidence-based writing instruction for secondary students. Program Chair Invited and Highlighted Session at the International Conference for the Council of Exceptional Children. Louisville, KY.
- Graham, S. (2007, April). Publishing in Exceptional Children. Presentation at the International Conference for the Council of Exceptional Children. Louisville, KY.
- Graham, S. (2007, April). Developing and sustaining a research program: Workshop for beginning faculty and researchers. Presentation at the International Conference for the Council of Exceptional Children. Louisville, KY.
- Graham, S., Klingler, J., & Fuchs, L (2007, April). Evidence-based practices in reading, writing, and mathematics for students with special needs. Presentation at the International Conference for the Council of Exceptional Children. Louisville, KY.
- Harris, K.R., & Graham, S. (2007, April). Self-regulated strategy development in writing: An argument for the importance of constructivist learning environments – and more. Paper presented at the American Educational Research Conference, Chicago, IL.
- Graham, S. (2007, March). Primary and secondary/tertiary writing interventions: What works. Presentation at the 34th Annual Conference on Dyslexia and Related Learning Disabilities. NY, NY.
- Graham, S. (2007, February). A meta-analysis of the writing intervention literature grades 4 -12. Presentation at Pacific Coast Research Conference, San Diego, CA.
- Morphy, P., & Graham, S. (2007, February). Instructional adaptations for poor spellers: A national survey. Poster presentation at Pacific Coast Research Conference, San Diego, CA.
- Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. (2007, February). The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. Presentation at Pacific Coast Research Conference, San Diego, CA.

- Graham, S. (2006, November). Writing Next: Summary and questions. National Writing Project Annual meeting. Nashville, TN.
- Graham, S., & Perrin, D. (2006, October). Writing Next: Effective strategies to improve writing of adolescents in middle and high schools. Press conference and presentation at the Washington Court Hotel, sponsored by the Alliance for Excellence in Education, Washington, DC.
- Graham, S. (2006, October). Writing Next: Effective writing instruction for all students. VIP Signature Series: Video-Cast Presentation, Don Johnston Incorporated.
- Graham, S. (2006, September). Infusing writing instruction across the curriculum. Presentation at the Middle School Literacy Forum sponsored by the National Governors' Association Center. Phoenix, AZ.
- Graham, S., & Harris, K.R. (2006, July). Effective writing instruction. Presentation at Literacy Institute 2006: Nonfiction Writing. National Geographic Society, Washington, DC.
- Graham, S., & Harris, K.R. (2006, July). It was a dark and stormy night: Writing instruction that works. Presentation at the 2nd Annual University of California Summer Institute in Reading, Berkeley, CA.
- Graham, S. (2006, May). Evidence-based writing strategies: From process to substance. Presentation at the International Reading Association 51st annual Convention, Chicago, IL.
- Graham, S. (2006, May). A meta-analysis of writing instruction for adolescent students. Presentation at the McGraw-Hill/SRA Booth at the International Reading Association Conference, San Antonio, TX.
- Graham, S. (2006, April). Publishing in Exceptional Children. Presentation at the International Conference of the Council for Exceptional Children, Salt Lake City, UT.
- Graham, S. (2006, April). Evidence-Based Practices in Teaching Writing. Preconference workshop at the International Conference of the Council for Exceptional Children, Salt Lake City, UT.
- Richardson, J., Papadopoulou, E., & Graham, S. (2006, April). Acceptability of writing adaptations and modifications in writing: A national survey. Paper presented at the International Conference of the Council for Exceptional Children, Salt Lake City, UT.
- Graham, S. (2006, March). Evidence-Based Practice: Teaching Writing to Adolescents. Presentation at the 33rd Annual Conference on Dyslexia and Related Learning Disabilities, New York.
- Graham, S., & Harris, K.R. (2006, February). 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.

- Graham, S. (2005, November). Evidence-based practices for teaching handwriting and spelling. Workshop presented at the 6th Annual Conference of the Division of Learning Disabilities, Charleston, SC.
- Graham, S. (2005, July). Supporting development of nonfiction writing. Presentation at Literacy Institute 2005: Building Nonfiction Literacy Today, National Geographic Society, Washington, DC.
- Graham, S. (2005, May). Teaching Writing Strategies. Presentation at the McGraw-Hill/SRA Booth at the International Reading Association Conference, San Antonio, TX.
- Graham, S. (2005, April). Lessons learned: Writing, writing development, and writing instruction for students with special needs. Distinguished Lecture and Highlighted Session for Division of Learning Disabilities at the International Conference of the Council for Exceptional Children, Baltimore, MD.
- Graham, S. (2005, April). Publishing in Exceptional Children. Presentation at the International Conference of the Council for Exceptional Children, Baltimore, MD.
- Fan, W., Graham, S. & Berninger, V. (2005, April). The study of the relationship of writing achievement and writing attitudes. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, CA.
- Chorzempa, B., & Graham, S. (2005, April). A national survey of ability grouping. Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, CA.
- Harris, K.R., Graham, S., & Zito, J. (2005, April). Using self-regulated development to enhance children's writing abilities. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, CA.
- Graham, S. (2005, March). Teaching handwriting and spelling to students with learning disabilities. Presentation at the 32nd Annual Conference on Dyslexia and Related Learning Disabilities, New York.
- Graham, S., & Harris, K. R. (2005, February). The impact of handwriting and spelling instruction on the writing and reading performance of at-risk first grade writers. Presentation at Pacific Coast Research Conference, CA.
- Graham, S. (2004, November). Teaching handwriting and spelling to students with learning disabilities. Workshop presented at the 5th Annual Conference of the Division of Learning Disabilities, Orlando, FL.
- Williams, J., Graham, S., and others (2004, July). Conducting evidence-based research in educational settings. Presentation at 2004 Research Project Director's Conference, Washington, DC.

- Graham, S. (2004, June). Essential components of the writing process and writing instruction: A cognitive model. Presentation at the Meeting of the Adult Literacy Research Working Group, Washington, DC.
- Graham, S. (2004, March). Publishing in Exceptional Children. Presentation at the International Conference of the Council for Exceptional Children, New Orleans, LA.
- Graham, S. (2004, March). Teaching writing strategies to students with disabilities: Application of SRSD. Invited session International Conference of the Council for Exceptional Children, New Orleans, LA.
- Graham, S., Gerston, R., Fuchs, L., & Vaughn, S. (2004, March). Randomized field trials can be done on special education research. Invited session Discussion of Research for the International Council for Exceptional Children Conference, New Orleans, LA.
- Graham, S., & Harris, K. R. (2004, February). The effects of teacher-led SRSD instruction on the writing performance of struggling writers. Presentation at Pacific Coast Research Conference, CA.
- Graham, S. (2003, November). Teaching writing strategies. Workshop presented at the fourth annual conference of the Division of Learning Disabilities, Nashville, TN.
- Graham, S. (2003, July). Writing about writing and the teaching of writing. Presenter at the Harold W. McGraw Jr. Annual Seminar for Reporters New to the K-12 Beat, New York, NY.
- Williams, J., Graham, S., & Others. (2003). Content Area Research: Literacy. Presentation at OSEP's project Directors Meeting, Washington, DC.
- Graham, S. (2003). Breakfast with former editors. Discussion at OSEP Project Directors Meeting, Washington, DC.
- Thurlow, M., & Graham, S. (2003, April). Publishing in CEC journals. Presentation at the International Conference of the Council of Exceptional Children, Seattle, WA.
- Graham, S., & Harris, K.R. (2003, February). Planning strategy instruction for students with and without special needs: Round 2. Presentation at the Pacific Coast Research Conference, LaJolla, CA.
- Graham, S., and others. (2003, January). Becoming literate in literacy. Major and Highlighted forum at 55th Annual AACTE Meeting, New Orleans, LA.
- Graham, S. (2002, September). Making the writing process work for students with learning disabilities. Workshops presented at the third annual conference of the Division of Learning Disabilities, Pittsburgh, PA.
- Graham, S., & Harris, K. R. (2002, November). Strategies for writing. Pre-conference workshop at the International conference on Literacy Strategies, College Park, MD.

- Fuchs, D., Fuchs, L., Harris, K.R., Graham, S., & Williams, J. (2002, July). Scientific-based evidence. Presentation at the 2002 OSEP Research Project Directors= Conference, Washington, DC.
- Fuchs, D., Oxall, L., Williams, J., Harris, K.R., Graham, S., & Fuchs, L. (2002, April). Accelerating students= progress in reading, writing, and math. Symposium at the International Conference of the Council of Exceptional Children, New York.
- Graham, S, Harris, K.R., Mason, L. (2002, February). Planning strategy instruction for students with and without special needs. Presentation at the Pacific Coast Research Conference, La Jolla, CA.
- Graham, S. (2001). Writing uphill: Help for struggling writers. Workshop at the British Columbia Association of Speech-Language Pathologists and Audiologists Conference, Richmond, British Columbia, Canada.
- Mason, L., Harris, K.R., & Graham, S. (2001, November). Every child has a story to tell: Self-regulated writing strategies for story writing. Presentation at the TECBD National Conference, Tempe, AZ.
- Deshler, D., Graham, S., Harris, K., Morocco, C. (2001). Presentation at the OSEP Leadership Project Directors= Conference, Washington, D.C.
- Graham, S., Harris, K., Deshler, D., Schumaker, J., & Morocco, C. (2001). Progress and prospect: The Intervention Institutes. Presentation at the OSEP Project Directors Annual meeting, Washington, DC.
- Graham, S., Harris, K. R., & Fink, B. (2001, February). Is spelling causally related to learning to write. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.
- Harris, K. R., Graham, S., & Mason, L. (2001, April). 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.
- Graham, S., & Harris, K. R. (2001, April). 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.
- De La Paz, S., & Graham, S. (2001, April). Effects of planning instruction on middle school students= expository compositions. Paper presented at the Annual Meeting of the American Education and Research Association, Seattle, WA.
- Graham, S., Harris, K., & Fink, B. (2001, April). Is spelling causally related to learning to write? Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.
- Harris, K., & Graham, S. (2000, October). Every child has something to say: Every child can

- write. Presentation at the International Council for Learning Disabilities, Austin, TX.
- Graham, S. (2000, September). Making the writing process work: Teaching writing and self-regulation strategies to students with learning disabilities. Invited workshop at First Annual Conference of the Division of Learning Disabilities, Charleston, SC.
- Graham, S., & Fink, B. (2000, September). The ABCs of writing: Teaching handwriting and spelling to students with learning disabilities. Invited workshop at First Annual Conference of the Division of Learning Disabilities, Charleston, SC.
- Graham, S., Harris, K., & Fink, B. (2000, February). Preventing writing difficulties: Treating the handwriting fluency problems of struggling writers. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.
- Graham, S. (2000, January). The Center to Accelerate Student Learning: Improving the academic performance of students with and without disabilities. Presentation at the OSEP/NECTAS Conference, Washington, DC.
- Graham, S. (1999, May). A summary on research in writing with students with learning disabilities. Invited Presentation at the National Summit on Research in Learning Disabilities Conference, National Academy of Science, Washington, DC.
- Graham, S. (1999, May). Reading, writing, and higher order learning: Research-based practice in action. Panelist at the National Summit on Research in Learning Disabilities, National Academy of Science, Washington, DC.
- De La Paz, S., Graham, S., & Swanson, P. (1999, April). Contribution of executive control to the revising problems of students with writing and learning difficulties. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Graham, S., & Harris, K. (1999, April). Short circuiting mindfulness when writing: Examples and possible solutions. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Graham, S. (1999, March). Every child can write: Self-regulated strategy development. Keynote presentation Learning Disability Association of Quebec, Montreal, Canada.
- Graham, S. (1999, March). Teaching self-regulation and writing strategies. Presentation at the Learning Disability Association of Quebec, Montreal, Canada.
- Graham, S. (1998, November). The ABC's of writing: Making the writing process work. Invited short course at the American Speech and Hearing Association Convention, San Antonio, TX.
- Harris, K., Graham, S., & Schmidt, T. (1998, April). Every child can write: Self-regulated strategy development and the writing process. Invited presentation for Division of Research at the International Conference for the Council for Exceptional Children,

Minneapolis, MN.

- Weintraub, N., & Graham, S. (1998, March). Predicting handwriting legibility of normally achieving students. Paper presented at American Occupational Therapy Association, Baltimore, MD.
- Graham, S., Harris, K., & Schmidt, T. (1998, March). Intervention research on written language. Invited presentation at the Learning Disabilities Association Conference, Washington, DC.
- Troia, G., & Graham, S. (1998, February). Teaching students to plan mindfully. Paper presented at Pacific Coast Research Conference, La Jolla, CA.
- Graham, S. (1998, January). What does it take to learn to write? Keynote presentation at 7th Symposium on Literacy and Disability, Raleigh, NC.
- Graham, S. (1998, January). Balancing the basics: Teaching writing to children with disabilities. Presentation at 7th Symposium on Literacy and Disability, Raleigh, NC.
- Weintraub, N., & Graham, S. (1997, October). Predicting handwriting legibility of normally achieving students. Paper presented at the Seventh Scientific Conference of the Israel Society of Occupational Therapy, Jerusalem.
- Harris, K., & Graham, S. (1997, October). Reaching and teaching every child everyday. Invited presentation at the 19th International Conference on Learning Disabilities, Washington, DC.
- Schmidt, T., Harris, K., & Graham, S. (1997, October). Making the writing process work: Strategies for composition and self-regulation. Presentation at the 19th International Conference on Learning Disabilities, Washington, DC.
- Troia, G., Graham, S., & Harris, K. (1997, October). Teaching students with LD to use brainstorming and organizing strategies in writing. Presentation at the 19th International Conference on Learning Disabilities, Washington, DC.
- Graham, S., & De La Paz, S. (1997, April). The role of executive control in the revising of students with writing and learning difficulties. Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Graham, S., Berninger, V., Abbott, R., Abbott, S., & Whitaker, D. (1997, April). The role of mechanics in the composing of elementary school students. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Sexton, M., Harris, K., & Graham, S. (1997, April). The effects of strategy instruction on writing, self-efficacy, and students' attributions. Presentation at the 1997 Council for Exceptional Children's Annual Convention, Salt Lake City, UT.
- De La Paz, S., & Graham, S. (1997). Using dictation and planning instruction to improve

- writing for students with disabilities. Presentation at the 1997 Council for Exceptional Children=s Annual Convention, Salt Lake City, UT.
- Graham, S. (1996, May). The role of executive control in the revising of students with learning disabilities. Paper presented at the 1996 Council for Exceptional Children=s Annual Convention, Orlando, FL.
- De La Paz, S., & Graham, S. (1996, April). Effect of dictation and planning instruction on the writing of students with learning disabilities. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- MacArthur, C., Graham, S., Haynes, H., & De La Paz, S. (1995, November). Spelling checkers and students with learning disabilities: Performance comparisons and impact on spelling. Presentation at 1995 National Reading Conference, New Orleans, LA.
- Graham, S. (Participant). (1995, November). Teaching skills in holistic environments: Studies of effective reading and writing instruction. Presentation at the 1995 National Reading Conference, New Orleans, LA.
- Graham, S., MacArthur, C., & Schwartz, S. (1995, November). Impact of an integrated writing curriculum for students with learning disabilities on the quality, length and spelling of compositions. Presentation at the 1995 National Reading Conference, New Orleans, LA.
- De La Paz, S., & Graham, S. (1995, April). An analysis of the effects of writing instruction on the writing of students with special needs. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Graham, S., Harris, K.R., & Pressley, M. (1995, March). The missing link in whole language. Presentation at the 20th Annual International Conference of the Learning Disabilities of Quebec, Quebec, Canada.
- Graham, S., & Harris, K.R. (1995, March). Helping children master the craft of writing. Presentation at the 20th Annual International Conference of the Learning Disabilities Association of Quebec, Quebec, Canada.
- Graham, S., & Harris, K.R. (1994, November). The whys and hows of using single subject design: Investigating the effectiveness of strategy instruction. Presentation at the 1994 National Reading Conference Annual Meeting, San Diego, CA.
- Harris, K., & Graham, S. (1994, July). Metacognitive strategy instruction for students with learning disabilities and the development of good information processing. Presentation at Practice Aspects of Memory Conference, College Park, MD.
- MacArthur, C., Graham, S., & Schwartz, S. (1994, April). The effects of goal setting and procedural facilitation on the revising behavior and writing performance of students with writing and learning problems. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

- MacArthur, C., Schwartz, S., Molloy, D., Graham, S., & Harris, K. (1994, April). The influence of teachers' beliefs and knowledge on strategy instruction. Paper presented at 1994 Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Harris, K., & Graham, S. (1994, January). Practical applications of the concepts of executive function and strategic planning. Presentation at the National Institute of Child Health and Human Development Meeting on Attention, Memory, and Executive Function, Bethesda, MD.
- Graham, S., & Harris, K. (1993, December). Promoting maintenance and generalization: Self-regulated strategy development. Presentation at 1993 National Reading Conference Annual Meeting, Charleston, SC.
- Graham, S. (1993, November). The role of assessment in strategy instruction. Presentation at the 9th Annual Conference on Learning Disorders, Harvard University, MA.
- Graham, S. and others. (1993, November). Round table discussion. Presentation at the 9th Annual Conference on Learning Disorders, Harvard University, MA.
- Graham, S., & Harris, K.R. (1993, October). Helping students with learning problems master the craft of writing: Strategy instruction and self-regulation in the writing process. Preconference Institute at 15th International Conference on Learning Disabilities, Baltimore, MD.
- Graham, S. (1993, August). The educational psychology of children's writing: Strategies, skills, and the writing environment. Invited address at 1993 American Psychological Association, Ontario, Canada.
- Graham, S. and others. (1993, August). Symposium: Whole language III: Panel discussion with audience participation. Presentation at 1993 American Psychological Association, Ontario, Canada.
- Graham, S., & Harris, K.R. (1993, August). Self-regulated strategy development and children's writing. Invited and highlighted presentation at 1993 American Psychological Association, Ontario, Canada.
- Graham, S., & Harris, K. (1993, April). Enhancing strategy outcomes through self-regulation development. Paper presented at 1993 American Educational Research Association Annual Meeting, Atlanta, GA.
- Graham, S., & Harris, K.R. (1992, August). Self-regulated strategy development: A cognitive-behavioral approach. Presentation at 1992 American Psychological Association, Washington, DC.
- Graham, S., & Harris, K.R. (1992, October). Issues in strategy instruction. Invited presentation at 14th International Conference on Learning Disabilities, Kansas City.
- Harris, K.R., & Graham, S. (1992, February). The role of strategy instruction and self-

- regulation in the writing process. Presentation at the International Association for Cognitive Education, Riverside, CA.
- Harris, K.R., Graham, S., & Eddy, D. (1992, April). Self-regulated strategy development: Process, characteristics, and components. Paper presented at 1992 American Educational Research Association Annual Meeting, San Francisco, CA.
- Harris, K.R., & Graham, S. (1992, April). The role of cognitive strategy instruction in the writing process: Issues and recommendations. Paper presented at 1992 American Educational Research Association Annual Meeting, San Francisco, CA.
- Graham, S., Harris, K.R., Sawyer, R., Danoff, B., Bednarczyk, A., & Montague, M. (1992, April). Student research: Investigations examining story grammar strategy instruction to improve literacy of students with learning disabilities. Invited symposium for the Research Division at Council for Exceptional Children=s 69th Annual International Convention, Baltimore, MD.
- Graham, S., MacArthur, C., & Voth, L. (1991, October). The writing of students with LD: What do we know? Presentation at 13th International Conference on Learning Disabilities, Minneapolis, MN.
- Sawyer, R., Graham, S., & Harris, K.R. (1991, April). A components analysis of self-instructional strategy training. Paper presented at 1991 American Educational Research Association Annual Meeting, Chicago, IL.
- Schwartz, S., Graham, S., & MacArthur, C. (1991, April). Learning disabled and normally achieving students' knowledge of the writing process. Paper presented at 1991 American Educational Research Association Annual Meeting, Chicago, IL.
- MacArthur, C., Schwartz, S., & Graham, S., (1991, April). The effectiveness of a cooperative revising strategy with LD students. Paper presented at 1991 American Educational Research Association Annual Meeting, Chicago, IL.
- Graham, S., & Harris, K. (1991, April). The case for strategy instruction: Research on teaching writing to LD students. Invited presentation for the Research Division at Council for Exceptional Children=s 68th Annual International Convention, Atlanta, GA.
- Graham, S. (1991, January). Keynote Speaker - Writing instruction for learning disabled students. Presentation to the Annual Conference of the Learning Disabilities Association of Toronto, Toronto, Canada.
- Graham, S. (1990, June). Teaching writing to students with special needs. Keynote presentation at Third Annual Instructional Methods Forum and Publishers Workshop, Washington, DC.
- Graham, S., & Harris, K. (1990, April). Research on teaching writing strategies to LD students using self-instructional strategy training. Invited presentation for the Research Division at Council for Exceptional Children=s 68th Annual International Convention, Toronto,

Canada.

MacArthur, C., Schwartz, S., & Graham, S. (1990, April). The computers and writing instruction project: A model curriculum. Paper presented at 68th Annual Conference for the Council for Exceptional Children=s 68th Annual International Convention, Toronto, Canada.

MacArthur, C., Graham, S., Schwartz, S., & Stoddard, B. (1990, January). Using word processing and a peer editor strategy to improve learning disabled students' revising skills. Presentation at the National Conference on Special Education and Technology, Lexington, KY.

MacArthur, C., Graham, S., & Schwartz, S. (1989, October). CWIP: An integrated approach to writing instruction. Presentation at 11th International Conference on Learning Disabilities, Denver, CO.

Graham, S., MacArthur, C., Schwartz, S., & Page-Voth, V. (1989, October). Using a strategy involving goal-setting to improve LD students= writing. Poster presentation at 11th International Conference on Learning Disabilities, Denver, CO.

Schwartz, S., Graham, S., & MacArthur, C. (1989, October). Learning disabled and normally achieving students= knowledge of the writing process. Poster presentation at 11th International Conference on Learning Disabilities, Denver, CO.

Graham, S. (1989, April). The role of production factors in learning-disabled students= compositions. Paper presented at 1989 American Educational Research Association Annual Meeting, San Francisco, CA.

Graham, S., MacArthur, C., Schwartz, S., & Page, T. (1989, April). Improving LD students= compositions using a strategy involving product and process goal setting. Paper presented at 1989 American Educational Research Association Annual Meeting, San Francisco, CA.

Graham, S. (1989, February). Keynote speaker - Effective writing instruction for learning disabled students. Presentation at the Second Annual TRI-Services National Institute of Dyslexia Conference, Washington, DC.

Graham, S. (1989, February). Improving LD students= writing performance with self instructional strategy training. Presentation at the Second Annual TRI-Services National Institute of Dyslexia Conference, Washington, DC.

Graham, S., & MacArthur, C. (1989, April). Strategies for improving learning disabled students= expository writing. Presentation at Council for Exceptional Children=s 67th Annual International Convention, San Francisco, CA.

Graham, S., & Harris, K. (1988, April). Improving LD students= skills at generating essays: Self-instructional strategy training. Paper presented at 1988 American Educational

Research Association Annual Meeting, New Orleans, LA.

- Harris, K., Preller, D., & Graham, S. (1988, April). Acceptability of cognitive-behavioral and behavioral interventions among classroom teachers. Presented at 1988 American Educational Research Association Annual Meeting, New Orleans, LA.
- MacArthur, C., Graham, S., Schwartz, S., & Stoddard, B. (1988, January). Word processing, composition instruction, and learning disabled students. Presentation at the Second Annual Conference of the Technology and Media Division of the Council for Exceptional Children, Baltimore, MD.
- Graham, S., Harris, K., & MacArthur, S. (1986, October). Improving learning disabled students= writing: A review of three cognitive behavioral studies. Presentation at Eighth International Conference on Learning Disabilities, Kansas City, KS.
- Graham, S., & Harris, K. (1986, April). Improving learning disabled students= compositions via story grammar training: A component analysis of self-control training. Paper presented at 1986 American Educational Research Association Annual Meeting, San Francisco, CA.
- Harris, K., Graham, S., & Freeman, S. (1986, April). The effects of strategy training and study conditions on metamemory and achievement. Paper presented at 1986 American Educational research Association Annual Meeting, San Francisco, CA.
- MacArthur, C., & Graham, S. (1986, April). LD students= writing under three conditions: Word processing, dictation, and handwriting. Paper presented at 1986 American Educational Research Association Annual Meeting, San Francisco, CA.
- Harris, K., & Graham, S. (1986, March). Cognitive-behavioral training: Procedures for improving learning disabled students= writing skills. Presentation at 1986 Association for Children with Learning Disabilities International Conference, New York, NY.
- Graham, S., MacArthur, S., Malouf, D., & Skarvold, J. (1985, October). An examination of LD students= writing under three conditions. Presentation at 7th International Conference on Learning Disabilities, New Orleans, LA.
- Graham, S., Halpin, G., Harris, K., & Benson, J. (1985, April). A factor analysis of the Pupil Control Ideology Scale. Paper presented at 1985 American Educational Research Association, Chicago, IL.
- Graham, S., & Harris, K. (1984, April). Improving LD students= composition skills via a cognitive training approach. Paper presented at Council for Exceptional Children=s 62nd Annual International Convention, Washington, DC.
- Harris, K., & Graham, S. (1984, April). A cognitive training approach for improving the composition skills of LD students. Paper presented at 1984 American Educational Research Association Annual Meeting, New Orleans, LA.

- Graham, S. (1984, February). A review of procedures for enhancing the academic success of learning disabled youngsters. Presentation at 1984 Association for Children with Learning Disabilities International Conference, New Orleans, LA.
- Graham, S. (1983). The effects of cognitive and behavioral procedures on the handwriting performance of LD students. Paper presented at Council for Exceptional Children=s 61st Annual International Convention, Detroit, MI.
- Graham, S. (1983, February). Teaching composition to LD students. Presentation at 1983 Association for Children with Learning Disabilities International Conference, Washington, DC.
- Graham, S. (1982, October). Handwriting research and practice: A model for teaching LD students. Presentation at the 4th Annual International Conference on Learning Disabilities, Kansas City, KS.
- Graham, S. (1982, April). Research regarding the psychology and teaching of writing. Presentation at Council for Exceptional Children=s 60th Annual International Convention, Houston, TX.
- Graham, S., & Miller, L. (1981, February). Research and practice in spelling: The teaching of spelling. Presentation at Association for Children with Learning Disabilities= 1981 International Conference, Atlanta, GA.
- Graham, S., & Miller, L. (1980, October). An instructional model for unifying spelling research and practice. Presentation at the 2nd Annual International Conference on Learning Disabilities, Denver, CO.
- Graham, S., & Miller, L. (1980, April). Spelling research and practice: Towards a unified approach. Presentation at Council for Exceptional Children=s 58th Annual International Convention, Philadelphia, PA.
- Graham, S. (1978, May). A comparison of the word attack skills of learning disabled students and two groups of average readers. Presentation at the Council for Exceptional Children=s 56th International Convention, Kansas City, MO.

Regional:

- Graham, S. (2007, August). Making writing instruction work for middle and high school students. Presentation for the Southern Regional Education Board to state leaders in policy makers in southern States. Richmond, VA.
- Graham, S. (2001). Teaching writing to students with special needs. Presentation to Directors of Special Education, I.U.B - Pennsylvania, Annapolis, MD.
- Graham, S., & Fink, B. (2000, February). Teaching writing to students with Learning

Disabilities. Workshop for the Washington, DC International Dyslexic Society, Washington, DC.

Graham, S. (1999, October). Every child can write: Helping the child with learning disabilities master the writing process. Keynote presentation at the 7th New England Joint Conference on Specific Learning Disabilities, Marlboro, MA.

Graham, S. (1999, September). Teaching writing. Workshops for Montgomery County Intermediate Unit, Number 23. King of Prussia, PA.

Graham, S. (1999, February, December). AI wrote 10,000 words today!@ Strategies and skills for struggling writers. Workshops for the National Education Institute. Columbus, SC, Atlanta, GA, Wichita, KS, Tulsa, OK.

Page-Voth, V., & Graham, S. (1995, March). The effects of goal-setting as an instructional tool for use with students with learning disabilities. Presentation at the Annual Eastern Educational Research Association Conference, Hilton Head, SC.

Graham, S., & Harris, K. (1990, March). Research on teaching LD students= writing strategies. Presentation at Regional Council for Learning Disabilities, Williamsburg, VA.

Graham, S. (1990, March). Self-instructional strategy training: Applications to writing. Presentation at Regional Council for Learning Disabilities, Williamsburg, VA.

Graham, S. (1984, March). Keynote Speaker - Variables that influence learning. Symposium - 20th Annual Educational Conference Concerned with Children Experiencing Learning or Behavioral Difficulties, Rutgers University, New Brunswick, NJ.

Graham, S. (1977, April). SQ3R: Is it an effective method? Presentation at the Great Plains International Reading Association Conference, Lincoln, NE.

State/Local:

Graham, S. (2009, October). Writing strategies for elementary students with LD. Presentation for Catholic Schools of Nashville. Nashville, TN.

Graham, S., & Kiuvara, S. (2009, October). Writing strategies for secondary students with LD. Presentation for Catholic Schools of Nashville. Nashville, TN.

Lane, K., Driscoll, S., Harris, K., Graham, S., Sandmel, K., & Wilson, S. (2009, April). Targeted Writing Interventions to Support Students with Writing and Behavioral Concerns. Poster presented at 2nd Annual *Tennessee School-Wide Positive Behavior Support Conference*. Nashville, TN.

Graham, S. (2009, April). Matching Instruction to the needs of struggling writers. Presentation at the Pennsylvania 2009 Department of Education Conference. Harrisburg, PA.

Graham, S. (2008, October). Effective writing instruction. Workshop for Grant Wood Area Education Agency. Cedar Rapids, Iowa.

- Lane, K. L., Harris, K., Graham, S., Driscoll, S. A., Sandmel, K., Morphy, P., & Hebert, M. (2008, April). Targeted writing interventions to support students at-risk for emotional and behavioral concerns. A paper presented at *Tennessee School-Wide Positive Behavior Support Conference*. Nashville, TN.
- Graham, S. (2008, April). Evidence-based writing instruction. Workshop presentation for State Department of Massachusetts.
- Graham, S. (2007, October). Evidence-based writing instruction: What works. Presentation at the University of Utah: Salt Lake City, Utah.
- Harris, K.R., & Graham, S. (2007, July). Teaching handwriting, spelling, and sentence construction. Workshop for the Curry-Ingram School. Nashville, TN.
- Graham, S. ((2007, July). "A horse divided against itself cannot stand+ - Evidence-based writing instruction. SRA/McGraw-Hill Summer Institute, Seattle, WA.
- Graham, S. (2007, June). Teaching writing to adolescents: Scientifically-supported practices. Keynote presentation at the Third Annual Adolescent Literacy Conference, Middle Tennessee State University, Murfreesboro, TN.
- Graham, S. (2007, May). "Writing is a thought process, not just a rote process!!!!" Inservice Presentations for SRA/McGraw-Hill in 3 Florida cities: Tampa, Ft. Meyers, and West Palm Beach.
- Graham, S. (2007, March). Effective writing instruction for adolescents. Presentation at the Secondary Literacy Summit VII: Maximizing Student Learning. Anaheim, CA..
- Graham, S. (2007, February). Writing Next: Effective writing instruction for middle and high school students. Presentation to district and school leaders in the State of Utah. Salt Lake City, Utah.
- Lane, K., Harris, K.R., Graham, S., Weisenbach, J., Brindle, M., & Morphy, P. (2006, October). The effects of self-regulated strategy development on the writing performance of second grade students with behavioral and writing difficulties. Presentation at the Tennessee Applied Behavior Analysis Conference, Nashville, TN.
- Graham, S. (2006). Keynote Presentation - Why is writing so hard: Some possible solutions. Presentation at the Maryland International Reading Association Conference. Hunt Valley, MD, March.
- Graham, S. (2006). The ABC=s of writing. Presentation at the Maryland International Reading Association Conference. Hunt Valley, MD, March.
- Graham, S., & Harris, K.R. (2006). Effective writing instruction. Presentation to the staff at the Benchmark School. Philadelphia, PA, January.
- Graham, S. (2004). The ABCs of writing smarter: Helping children become more strategic

- writers. Workshop presented for the Office of Educational Outreach at the University of Wisconsin, Madison: October.
- Graham, S. (2004). Teaching writing to students with dyslexia. Presentation at annual conference, Maryland International Dyslexic Society, May.
- Graham, S. (2004). Writing strategy instruction. Presentation at the Lab school, Washington, D.C., April.
- Graham, S. (2003). Effective writing instruction: How the Research informs vs. Video Conference for the Pennsylvania Training and Technical Assistance Network: Harrisburg, PA, October.
- Graham, S. (2002). Writing smarter: Teaching writing processes to students with LD. Presentation for Bill Stixrud & Associates, Bethesda, MD, November.
- Graham, S. (2002). Teaching writing: Evidence based practices. Teleconference presentation for the Pennsylvania Training and Technical Assistance Network: Harrisburg, PA, October.
- Graham, S. (2002). Spelling - reading connection. Presentation for the Indiana Reading Excellence Act: Notre Dame, IN: July.
- Graham, S., Moran, S., & Saddler, B. (2000). Teaching writing. Workshop at Loyola College: Baltimore, MD, October.
- Graham, S. (1998). I wrote 10,000 words today! - How to teach writing to children with learning disabilities. Presentation for the Annual Conference of the Learning Disabilities Association of New Jersey: Atlantic City, NJ, October.
- Graham, S. (1998). Teaching Writing, Inservice for William Stixrud and Associates, Silver Spring,, Maryland.
- Graham, S. (1997). Writing and Spelling, Inservice for San Antonio, TX public schools, January.
- Graham, S., & Harris, K. (1996). All you ever wanted to know about writing that your teacher never told you. Presentation at Kingsbury Center=s 9th Annual Symposium: National Institute of Mental Health, Bethesda, MD, December.
- Graham, S. (1996). Writing and spelling in the classroom: Putting students in control. Presentation at Texas Association for the Study of Curriculum Development: El Paso, TX, September.
- Graham, S. (1995). Teaching writing to students with learning problems: Components and principles underlying an effective writing program. Presentation at Second Annual Conference of New Jersey Orton and Dyslexia Society and New Jersey Speech and Hearing Association: Newark, NJ, March.
- Graham S. (1995). Teaching planning and revising strategies. Presentation at Second Annual

- Conference of New Jersey Orton and Dyslexia Society and New Jersey Speech and Hearing Association: Newark, NJ, March.
- Graham, S. (1994). Writing. Presentation to the Women in Housing and Finance Group: Washington, DC, November.
- Graham, S. (1993). Teaching planning and revising strategies to children with learning disabilities. Presentation for the Prince George=s County Council for Learning Disabilities: New Carrollton, MD: September.
- Graham, S. (1992). Keynote speaker - Effective instruction. Presentation at 2nd Annual Conference on Learning Disabilities: Montclair State College, NJ, January.
- Graham, S. (1991). Keynote speaker - Helping students with LD master the craft of writing. Presentation at 18th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.
- Graham, S. (1991). Teaching students with LD strategies to improve how they write. Workshop presented at 18th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.
- Graham, S., & Harris, K. R. (1989). Keynote speaker - Developing self-regulated learning and behavior. Presentation at New Jersey Statewide Conference on Teaching Strategies for the Mildly Handicapped Student: Somerset, NJ, January.
- Graham, S. (1989). Cognitive Strategy Instruction: A Writing Workshop, Inservice for Charles County, Maryland, August..
- Graham, S. (1988). Teaching Writing to Handicapped Students, Inservice workshop for the Central Pennsylvania Special Education Resource Center, Harrisburg, PA, November.
- Graham, S. (1988). Learning Strategy Instruction, Workshop for Secondary Special Education Teachers, Prince George=s County Public Schools, Maryland, August.
- Graham, S. (1988). Keynote speaker - Assessment and instruction in written language. Maryland State Department of Education LD Conference: College Park, MD, July.
- Graham, S., & Page, T. (1988). Self-instruction strategy training in composition writing. Presentation at the Thirteenth Annual Metropolitan Baltimore Association for Children with Learning Disabilities Day: Baltimore, MD, October.
- Graham, S. (1987). Improving writing skills: Self-instructional strategy training. PRISE Conference on Cognition and Metacognition, University of Pittsburgh, May.
- Graham, S. (1987). Roundtable - Written language. PRISE Conference on Cognition and Metacognition, University of Pittsburgh, May.
- Graham, S. (1986). Masters program for teachers of the educationally handicapped.

- Presentation at Maryland CEC Conference: College Park, MD, November.
- Graham, S. (1985). Self-instructional training: Procedures for improving LD students= writing. Symposium sponsored by the University of West Virginia, March.
- Graham, S. (1985). Spelling Instruction and Research, Meadow Hall Elementary School, Montgomery County Public Schools, Maryland, April.
- Graham, S. (1985) Teaching Composition to LD Students, Educational Reporters of the Washington Post, Washington, D.C, April.
- Graham, S. (1985-1983). Three Workshops on Administering the Woodcock-Johnson Psychoeducational Battery, Prince George=s County Public Schools, Maryland.
- Graham, S. (1984). Teaching composition to learning disabled students. Keynote speaker at New Jersey Association for Children and Adolescents with Learning Disabilities: Tinton Falls, NJ, October.
- Graham, S. (1983). The right to write. Presentation at the Eighth Annual Metropolitan Baltimore Association for Children with Learning Disabilities Day: Baltimore, MD, October.
- Graham, S. (1983). Two Workshops on Selecting Reading Materials for the Learning Disabled, Maryland Inservice Training System, Baltimore, Maryland.
- Graham, S. (1983). Teaching composition and spelling to LD students. Presentation at the New Jersey Association for Children and Adults with Learning Disabilities Conference: Atlantic City, NJ, September.
- Graham, S. (1983). Keynote speaker - Cognition and basic skills: New applications for old problems. New Jersey Council for Learning Disabilities Annual Spring Meeting; Rutgers University, NJ, April.
- Graham, S. (1983). Spelling assessment. Presentation at Fourth Annual Secondary Learning Disability Conference (College of St. Rose): Albany, NY, April.
- Graham, S. (1983). Handwriting assessment. Presentation at Fourth Annual Secondary Learning Disability Conference (College of St. Rose): Albany, NY, April.
- Graham, S. (1983). Composition assessment. Presentation at Fourth Annual Secondary Learning Disability Conference (College of St. Rose): Albany, NY, April.
- Graham, S. (1982). Teaching written language to mainstreamed students. Presentation at Michigan Association for Children with Learning Disabilities Conference: East Lansing, Michigan, October.
- Graham, S. (1982). Spelling and handwriting models for effective instruction. Presentation at Michigan Association for Children with Learning Disabilities Conference: East Lansing,

Michigan, October.

Graham, S. (1982). Strategies for writing. Presentation at Third Annual Secondary Learning Disability Conference (College of St. Rose): Albany, New York, February.

Graham, S. (1982). Strategies for spelling. Presentation at Third Annual Secondary Learning Disability Conference (College of St. Rose): Albany, New York, February.

Graham, S. (1982). Strategies for handwriting. Presentation at Third Annual Secondary Learning Disability Conference (College of St. Rose): Albany, New York, February.

Graham, S. (1981). Written instruction: A unified approach. Presentation at 8th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.

Graham, S. (1981). Handwriting instruction: Presentation at 8th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.

Graham, S. (1981). Basic skill instruction. Cracker-Barrel session at 8th Annual State Conference of the Michigan Association of Learning Disabilities Educators: Boyne Mountain, Michigan, October.

Graham, S. (1981). Spelling instruction for handicapped students. Presentation at Indiana Federation Council for Exceptional Children Conference: Indianapolis, Indiana, February.

Graham, S. (1981). Counseling Needs of Special Populations: Characteristics of the Learning Disabled, Purdue University, West Lafayette, Indiana, December.

Graham, S. (1981), Learning Strategies Approach to Teaching Learning Disabilities at the secondary Level, Lafayette Public Schools, Lafayette, Indiana, April..

Graham, S. (1981). Model for Teaching Handwriting, Lafayette Public Schools, Lafayette, Indiana, April.

Graham, S. (1981). Spelling and Handwriting, Westminster School, Nashville, Tennessee, January.

Graham, S., & Miller, L. (1980). Handwriting instruction: Model for LD students. Presentation at Louisiana Association for Children with Learning Disabilities Convention: New Orleans, Louisiana, October.

Graham, S., & Miller, L. (1980). Spelling instruction: Model for LD students. Presentation at Louisiana Association for Children with Learning Disabilities Convention: New Orleans, Louisiana, October.

Graham, S. (1980). A proposed model for learning disabled adolescents. Presentation at

Alabama Association for Children with Learning Disabilities Convention: Auburn, Alabama, January.

Graham, S., & Miller, L. (1980). Teaching spelling. Presentation at Alabama Association for Children with Learning Disabilities Convention: Auburn, Alabama, January.

Graham, S., & Garrison (Harris), K. (1980). Learning disabilities spelling model for LD students. Presentation at First Annual Louisiana Special Education Conference: Baton Rouge, Louisiana, March.

Graham, S. (1980). Facts and Fallacies: Learning Characteristics of Learning Disabled Children, Purdue University, West Lafayette, Indiana, November..

Graham, S. (1980). Individualized Instruction, Chuska Board School, Bureau of Indian Affairs, Tohatchi, New Mexico, May.

Graham, S. (1980). Teaching Spelling and Reading, St. Joseph Public Schools, St. Joseph, Missouri, May.

Graham, S. (1980, February) Teaching Reading and Spelling, Board of Cooperative Services, District 5, Jackson Hole, Wyoming.

Graham, S. (1980 – 1979). Two Workshops on Mainstreaming and Reading Techniques, East Alabama Association for Children with Learning Disabilities, Auburn, Alabama.

Graham, S. (1979). A regular class teacher=s viewpoint: Issues, problems and solutions. Sessions leader, Project Reset Auburn University: Auburn, Alabama, May.

Graham, S. (1979). Resource room effectiveness. Presentation at Alabama Council for Exceptional Children Convention: Birmingham, Alabama, March.

Graham, S. (1979). Mainstreaming: An examination of teachers= attitudes and needs. Presentation at Alabama Council for Exceptional Children Convention: Birmingham, Alabama, March.

Graham, S. (1979). Learning disabilities, parental involvement and rights. Presentation at Alabama Association for Children with Learning Disabilities Convention: Mobile, Alabama, January.

Graham, S. (1978). Special Education for Regular Educators, East Alabama Council for Exceptional Children, Auburn, Alabama, September.

Graham, S. (1978). Mainstreaming. Presentation at the Annual Workshop of the Alabama State Council for Social Studies, University of Alabama, December.

University Colloquia:

Graham, S. (2009, May). The role of self-regulation, knowledge, motivation, and skills in

- writing development: Selected studies examining theses relationships. Presentation to Psychology Faculty and Students, University of Memphis, Memphis, TN.
- Graham, S. (2009, April). Evidence-Based Writing Instruction for Elementary, Middle, and High School Students. George Graham Lecture, University of Virginia, Charlottesville, VA.
- Graham, S. (2009, April). Teaching students to be smarter writers. George Graham Lecture, University of Virginia, Charlottesville, VA.
- Graham, S. (2008, November). Evidence-based writing practices. Presentation for Doctoral Students at Pennsylvania State University, State College, PA.
- Graham, S. (2008, April). Evidence-based practices in writing: Drawing on experimental, qualitative, and single-subject design research. Presentation for Michigan State University Literacy Colloquy. East Lansing, MI.
- Graham, S. (2008, March). Evidenced-based practices in special education: Euphoria, concern, and realism. Keynote presentation for the KU Professionals for Disabilities (a student organization at the University of Kansas). Lawrence, KS.
- Graham, S., & Harris, K.R. (2007, October). Interactive session with faculty and graduate students at the University of Utah about our research. Salt Lake City, Utah.
- Graham, S. (2006, August). Valdosta State University College of Education Graduates: The world is their oyster. Presentation at the Fall Convocation of Education Faculty, Valdosta State College, Valdosta, GA, August.
- Graham, S. (2006, August). Publishing. Presentation to the School of Education Faculty, Valdosta State College, Valdosta, GA, August.
- Graham, S. (2006, August). Finding a Research Topic. Presentation to the School of Education Faculty, Valdosta State College, Valdosta, GA, August.
- Graham, S. (2004). Writing research. Presentation at Michigan State University, College of Education, March.
- Graham, S. (2003). A novice's guide to conducting experimental treatment studies: Using an example from the SRSD literature. Presentation at George Mason University, School of Education, Doctoral Program Students, October.
- Graham, S. (2003). An overview of writing research. Presentation at Turku University, Finland.
- Graham, S., & Harris, K.R. (2002). Teleconference question and answer session on writing strategies as a guest faculty for doctoral course at Ohio State University.
- Graham, S. (2002). Preventing writing difficulties. Presentation at Appalachian State University, college of Education Colloquia: Boone, NC: March

Graham, S. (1996). Writing and self-regulation. Presentation at University of Delaware, School of Education, Writing Colloquia, Wilmington, DE, December.

Graham, S. (1996). Self-regulation and strategy instruction for students who find writing and learning difficult. Presentation at the University of Washington, Department of Educational Psychology: Seattle, WA, January.

Graham, S. (1994). Handwriting evaluation. Presentation at the Kennedy Krieger Institute, Johns Hopkins University: Baltimore, MD, May.

Graham, S. (1994). Self-regulation and writing. Presentation at the University of Albany Sesquicentennial Celebratory Symposium in Department of Educational Psychology and Statistics: State University of New York, NY, April.

Graham, S. (1990). Strategy instruction in writing with students with LD. Presentation to the faculty, John F. Kennedy Center, Center School, Johns Hopkins University: Baltimore, MD, December.

Vanderbilt University

Graham, S. (2009, October). The identification of Effective instructional Practices through Scientific Intervention Studies: Findings and Issues from Three Meta-Analyses with School-aged Youngsters. Brown bag presentation to the Vanderbilt Writing Studio.

Driscoll, S. A., Harris, K., Graham, S., Lane, K. L., Sandmel, K., Hebert, M., & House, E. A. (2009, January). Targeted Writing Interventions to Support Students At-Risk for Emotional and Behavioral Concerns. Poster session presented at the Vanderbilt Kennedy Center Science Day. Nashville, TN.

Sandmel, K., & Graham, S. (2009, January). A meta-analysis of the effects of process writing instruction. Poster session presented at the Vanderbilt Kennedy Center Science Day.

Graham, S. (2006). Effective writing instruction: Findings from the Writing Next meta-analysis. Developmental Disabilities Grand Round Series, Vanderbilt University Medical Center.

Graham, S. (2006). Writing Next: A meta-analysis of writing intervention research with students in grades 4 – 12. Presentation at the 4th Annual Australian Research Conference on Cognition, Language, and Special Education.

Graham, S., & Harris, K.R. (2005). Marconi invented the television so people who couldn't afford radios could hear the news: Programmatic intervention research to improve children's literacy. Presentation for the Curry Ingram Endowment reception.

University of Maryland:

Graham, S. (2004). Improving the writing performance of struggling writers attending schools that serve large percentage of minority students from low-income families. Presentation for the Maryland Institute for Minority and Urban Education, December.

- Graham, S. (2000). A Solomon had 300 wives and 700 porcupines: The development of writing difficulties in children. Distinguished Scholar-Teacher Presentation: College Park, MD.
- Graham, S., & MacArthur, C. (1986). Effects of strategy training on LD students= revisions of their essays composed on the word processor. Presentation at Faculty College University of Maryland: College Park, MD, October.
- Graham, S., & Harris, K. (1986). Improving composition skills among learning disabled students with self-instructional strategy training. Presentation at Faculty College, University of Maryland: College Park, MD, October.
- Graham, S., & MacArthur, C. (1986). LD students= writing under three conditions: Word processing, handwriting, and dictation. Presentation - Instructional Research Seminar, University of Maryland, February.
- Graham, S., & Harris, K. (1984). Improving LD students composition skills: A self-control approach. Presentation at Faculty College, University of Maryland: College Park, Maryland, April.

RESEARCH PROJECTS

Grant Awards:

- Graham, S., Compton, D., Fuchs, D., Fuchs, L., & Harris, K. (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.
- Lane, K., Graham, S., & Harris, K.R. (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 Educational Sciences, \$1,431,137.
- Graham, S., & Harris, K.R. (January, 1999-December, 2005). *Research institute to accelerate learning for children with disabilities with curricular and instructional intervention: Kindergarten through grade three*. U.S. Department of Education. Subcontract from Vanderbilt University, \$844,000.
- Speece, D., Graham, S., & Harris, K. (September, 2002-August 2006). *Preparation of leadership personnel in learning disabilities*. U.S. Department of Education, \$800,000.
- Graham, S., & Saddler, B. (September, 2001-August, 2002). *An analysis of the effects of peer assisted sentence combining practice on the sentence construction skills of students with and without learning disabilities*. U.S. Department of Education, \$20,000.
- Speece, D., Graham, S., & Harris, K.R. (September, 1997- August, 2001). *Doctoral leadership program in learning disabilities: Preparing researchers in exclusive environments*. U.S.

- Department of Education, \$820,000.
- Graham, S., & Troia, G. (September, 1997-August, 1998). *A comparison of the effects of proleptic versus direct strategy instruction on the composition skills of students with LD*. U.S. Department of Education, \$19,105.
- Graham, S., (1995). *The role of executive control in the revising of students with learning disabilities*. Summer Grant, Graduate School, University of Maryland, \$7,250.
- Graham, S., & De La Paz, S. (September, 1994-August, 1995). *An analysis of the effects of dictation and planning instruction on the writing of students with learning disabilities*. U.S. Department of Education, \$17,900.
- Graham, S. (1994). *Hypermedia textbook: Instructional design features that support learning by secondary students with learning disabilities*. U.S. Department of Education, Subgrant from University of Delaware, \$9,000.
- Graham, S., & MacArthur, C. (October, 1991-December, 1992). *The challenge of classroom strategy instruction: Implementation, generalization, and maintenance*. U.S. Department of Education, \$75,000.
- Graham, S., & Johnson, L. (September, 1991-August, 1992). *An analysis of the effects of goal-setting and self-instruction on the acquisition, maintenance, and generalization of a reading comprehension strategy by learning disabled students*. U.S. Department of Education, \$13,132.
- Speece, D., Graham, S., & Harris, K.R. (September, 1991-August, 1996). *Doctoral leadership program in learning disabilities: Preparing researchers and teacher educators*. U.S. Office of Education, \$490,000.
- Graham, S., Harris, K., & Speece, D. (August, 1989-July, 1994). *Master=s program for personnel preparation of teachers of learning disabled children and youth*. #H029B90049, Training Personnel for the Education of the Handicapped, U.S.O.E., \$400,000.
- Graham, S., & Page, T. (October, 1989-September, 1990). *Improving composition skills of learning disabled junior high students through goal setting: The effects of product and process goals on writing performance, attitudes, and metacognitive knowledge*. U.S.O.E., \$9,880.
- Graham, S., & Sawyer, R. (September, 1987-August, 1988). *Improving composition skills of learning disabled elementary students with self-instructional strategy training and self-instructional strategy training plus attribution retraining*. U.S. Department of Education, \$8,819.
- Graham, S., Harris, K., & Speece, D. (August 1986-July 1989). *Master=s program for personnel preparation of teachers of learning disabled children and youth*. #G008630234, Training Personnel for the Education of the Handicapped, United States

Office of Education, \$224,000.

Graham, S. (1986). *The effects of self-control training on LD students= revisions of their writing products*. Summer Grant, Graduate School, University of Maryland, \$2,000.

Graham, S. (1982). *An examination of three procedures for evaluating handwriting products*. Summer Grant, Graduate School, University of Maryland, \$4,000.

Graham, S. (1982). *The effects of cognitive behavior modification on LD students= composition skills and writing anxiety*. Internal Grant, Division of Human and Community Resources, University of Maryland, \$725.

Graham, S., & Freeman, S. (1981). *A comparison of three methods for teaching spelling vocabulary to learning disabled students*. Research Projects Branch of Innovation and Development, United States Office of Education, \$8,136.

Graham, S., & Diebold, M. (August, 1978-July, 1980). *Regular education and related service personnel to teach the handicapped*. Handicapped Personnel Preparation, Bureau of Education for the Handicapped, \$91,888.

Hudson, F., & Graham, S. (1977). *A comparison of the word attack skills of learning disabled and average students reading at third grade reading level*. Research Projects Branch of the Division of Innovation and Development, Bureau of Education for the Handicapped, \$5,031.

PROFESSIONAL SERVICE

- | | |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2011 | Scientific Committee for the Writing Across the Borders Research Conference held at George Mason University, VA |
| 2010 | Session Chair, "Reading, Writing, and Drawing Connections Between Them." Pacific Coast Research Conference. San Diego, CA. |
| 2010 | Session Chair, "The Right to Learn: Strategies for Differentiating Literacy Instruction for Diverse Learners" International Reading Association Annual Conference. Chicago, IL. |
| 2010 | Strand Organizer (with Karen Harris) for presentation on Writing Instruction for Council of Exceptional Children's 2010 Annual Convention, Nashville, TN. |
| 2010-2012
2005-2008 | Principal Member Standing Reading and Writing Review Panel, Institute of Education Sciences, U.S. Department of Education |
| 2009-2012 | Member, National Advisory Panel for the National Writing Project's Early History Project |
| 2009 – 2011 | Consultant on NIH grant, Paragraph and Essay Writing Instruction for Struggling |

Secondary Writers – Jean Schumaker, University of Kansas PI.

- 2009 - 2011 Member of the National Research Council Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy
- 2009 – 2010 Chair, practice guide on *Teaching Writing to Elementary School Students* for the US Department of Education Institute of Education Sciences (What Works Clearinghouse)
- 2009-2012 Consultant, Zaner-Bloser incorporated for their handwriting program
- 2008-2010 Member, Division of Research, Council for Exceptional Children, Student Research Award Committee
- 2009 Consultant, Southern Regional Educational Board on policy issues about writing
- 2009 Member of the Expert Working Group for a Writing Development and Instruction Workshop for the National Institute for Literacy and Child Development and Behavioral Branch at the National Institute of Child Health and Human Development
- 2009 Reviewer Grant Proposals for International Dyslexia Association’s 2009 Research Grant Award program
- 2009 Consultant on self-efficacy measures for IES Grant awarded to Danielle McNamara at the University of Memphis entitled “ W-PALS”
- 2009 Consultant, School of Education, Griffith University, Australia on Improving Research Capacity of Faculty at Griffith University
- 2009 Program Chair, Pacific Coast Research Conference
- 2009 Chair and session organizer for symposium, Expository Reading and writing instruction to enhance content learning for struggling learners. Pacific Coast Research Association
- 2008 Grant reviewer for the Leverhulme Trust, London, United Kingdom.
- 2008 Participant, Public Education & Business Coalition’s 2nd Annual Research and Practice Symposium on Elementary literacy research and practice in high poverty and multilingual settings, Denver, Colorado
- 2008 Consultant for IES grant awarded to Carol Olson at the University of California – Irvine entitled “A Cognitive Strategies Approach to Writing and Reading Instruction.”
- 2008 - Member, European Research Network on Learning to Write Effectively, funded through the European Science Foundation

- 2008 - Advisory Board Center's for National Technical Assistant and Dissemination Center on Response to Intervention Instruction - the Technical Review Committee
- 2007- 2012 Expert Consultant, National Technical Assistant and Dissemination Center on Response to Intervention (funded by Office of Special Education Programs)
- 2005 -2010 Consultant, Colorado Learning Disabilities Research Institute (funded by the National Institute of Child Health and Development)
- 2004-2009 Member, National Advisory Board for the Research Institute on Progress Monitoring (University of Minnesota funding by OSEP)
- 2008 Review proposals for Division of Research – 2009 Council for Exceptional Children Conference
- 2008 Discussant, UDL instruction and tools: A survey. Session at the International Council for Exceptional Children Conference, Boston, MA.
- 2008 Chair and session organizer for symposium, Supporting literacy development in the classroom: Practical Strategies and activities. 53rd International Reading Association Conference: Atlanta, GA.
- 2008 Chair and session organizer for symposium: Writing development, instruction, and assessment for writers with and without disabilities. Pacific Coast Research Conference, San Diego, CA.
- 2007 Reviewed a grant for the Spencer Foundation
- 2007 Chair and session organizer for symposium, Evidence-based practice for reading, writing, and mathematics for students with special needs. International Conference of the Council for Exceptional Children.
- 2007 Chair and session organizer for symposium, Reading and writing instruction: Research that makes a difference. Pacific Coast Research Association
- 2007 Consultant to IES Grant (Dolores Perin PI) at Columbia University
- 2007 Consultant to Renaissance Learning for Accelerated Writer (NEO Development Project)
- 2007 Consultant to the National Institute on Family Literacy for supported research priorities for adults.
- 2002-2007 Consultant, Center to Improve Access to the General Education Curriculum Access for Students with Disabilities at the Elementary and Middle School Levels (Center funded by OSEP)

- 2002-2007 Member National Advisory Board for Coordination, Consultation, and Evaluation Center for the K-3 Reading and Behavioral Intervention Research Projects (funded by OSEP)
- 2006 Consultant on writing instruction to the National Institute on Family Literacy
- 2006 Consultant, Great Books Foundation.
- 2001-2006 Consultant to V. Berninger (University of Washington) for grant from the National Institute of Child Health and Human Development on Writing and Writing Interventions
- 2002-2006 Advisory Board, Center for Policy Leadership Training in Conducting Large Scale Special Education Research (University of Maryland), U.S.O.E.
- 2003-2006 Consultant for Early Career grant award to Bruce Saddler (SUNY-Albany), U.S.O.E., AA analysis of the effects of peer asserted sentence combining practice on the writing of students with and without learning disabilities@
- 2003-2006 Consultant for U.S.O.E. grant awarded to Joe Gagnon, Pauli Maccini, and Kimber Malmgren (George Mason University), AA Alternative settings: Curriculum, assessment and accountability@
- 2003-2006 Consultant for U.S.O.E. grant awarded to Linda Mason (University of Illinois), AA multi-component self-regulated strategy approach for expository reading comprehension and writing@
- 2005 - 2006 Member, National Advisory Board for the Composition Initiative for CAST, Wakefield, MA
- 2005-2006 Member VTech Advisory Council for Write and Learn Program
- 2006 Reviewed grants for the National Institute of Family Literacy
- 2006 Reviewed grants for the National Institute of Health
- 2006 Chair and session organizer for symposium, Strategic instruction, goal setting, and teaching basic academic skills: Improving reading and writing performance. Pacific Coast Research Association
- 2005 Reviewed Research proposal for Social Sciences and Humanities Research Council of Canada
- 2005 Reviewed grants for Instructional Educational Sciences (IES)
- 2004-2005 Consultant on adult writing to Evidence-Based Practices for Adult Literacy,

National Institute on Family Literacy

- 2004-2005 Member, Adult Literacy Research Working Group (NIFL/NCSALL); Committee member of Research Committee and Research Review Committee
- 2004 Consultant on Web-Based Writing Article for American Institute for Research, Washington, D.C.
- 2004 Reviewed grant for Israel Science Foundation
- 2004-2009 Review Program Committee, Pacific Coast Research Conference
- 2004 Strand Leader Organizer for A Writing and Reading@ sessions at 2004 Council for Exceptional Children Conference
- 2003 Reviewed grant application for the Alberta Children=s Hospital Foundation
- 2003 Panel Member for NIH/NICHHD review of grant profiled for Centers for the Study of Adolescent Literacy
- 2003 Reviewed grant application for Bloorview Children=s Hospital Foundation
- 2002-2003 Review of Michigan Curriculum Framework grade-level benchmarks for the language arts test
- 2002 Presentation on Handwriting Research for Zaner-Bloser Sales Staff
- 2002 Consultant on two instructional videos on teaching students with learning disabilities in inclusive settings; produced by the Association for Supervision and Curriculum Development
- 2002 Reviewed a book on teaching writing for the Council of Exceptional Children
- 2002 Reviewed proposals for APA, division 15
- 2001-2002 Member of the AACTE Focus Council on Reading/Literacy (Produced a White paper on literacy administered by AACTE)
- 2001 Reviewed Research proposal for Social Sciences and Humanities Research Council of Canada
- 2001 Member of the Maryland State Department of Education Task Force on Early Intervention and Prevention of Reading and Writing Disabilities
- 2001 Reviewed Research proposal for Social Sciences and Humanities Research Council for Canada
- 2000-2002 Advisory Board, The Computer Reading Word Processor as a Compensatory Aid

- for Middle School Students, grant from U.S. Office of Special Education to Prince George=s County Public Schools, Maryland
- 1999-2002 Consultant to P. Maccini (University of Maryland) for Early Career grant award from U.S. Office of Special Education Programs entitled: *Special and General Education Teachers= Perception, Application and Adaptations for the NCTM=s Curriculum and Evaluation Standards for Teaching Math*
- 2001-2002 Consultant to Yvonne Bui (University of Kansas) for grant from the U.S. Office of Special Education Programs
- 2001 Review Book Proposal - Teacher=s College Press
- 2001 Review Book Proposal - Academic Press
- 1997-2001 Advisory Board for Research Institute to Accelerate Content Learning through High Support to Students with Disabilities, Grades 4-8. Funded by the Office of Special Education Programs to the Education Development Center
- 1999-2001 Advisory Board, *Using Technology to Remediate Auditory Processing Deficits*, grant from U.S. Office of Special Education to Prince George=s County Public Schools
- 2000 Consultant for television commercials on learning disabilities prepared for the Coordinated Campaign for Learning Disabilities
- 2000 Student Evaluation for the District of Columbia Public Schools
- 1995-2000 Consultant to V. Berninger and R. Abbott (University of Washington) for grant from the National Institute of Child Health and Human Development entitled: *Interventions for Component Writing*
- 2000 Chair and session organizer for symposium, APrevention and Intervention for children at-risk and with special needs in the primary grades@ at 2000 Annual Meeting AERA, Seattle, WA
- 2000 Reviewed proposals for Division C, Section I, 2001 Annual Meeting of the American Educational Research Association
- 2000 Strand Conference Co-Chair-Writing for 2000 annual conference on Learning Disabilities, Austin, TX, October
- 1999 Reviewer for the DLD Kirk Award (practice section of Learning Disabilities Research and Practice)
- 1999 Member, International Program Committee for 9th biennial conference of the International Graphonomics Society, Singapore

- 1999 Consultant to Psychological Corporation for the *Weshler Individual Achievement Tests and Process Assessment of the Learner*
- 1999 Textbook Reviewer (Brookes Publishing)
- 1998 AAsk the Expert.@ The Learning Disabilities Project at WETA; www.ld.online.org. 1998 Expert on Writing, February
- 1997 Consultant to the New Jersey State Department of Education on teaching writing to students with special needs
- 1997 Textbook Reviewer, Guilford Press (Reviewed 1 book; 1 book proposal)
- 1997 Reviewed Research proposal for Social Sciences and Humanities Research Council of Canada
- 1997 Assessment of Dissertation for evaluation of special education program at Northern Illinois University
- 1996 Reviewed A special education@ entry in DISCOVER (career planning system) published by American College Testing
- 1996 Textbook Reviewer, Guilford Press (Reviewed 1 book proposal and 1 book)
- 1996 Reviewer for the composition program, *Use and Keep Writing Portfolio*; commercial material published by Zaner-Bloser: Columbus, Ohio.
- 1995 Consultant for the handwriting component of *Literacy Place*; basal program developed by Scholastic Press: New York, New York..
- 1995 Team Member for scientific review of the MidWest Collaboration on Specific Language Impairment (University of Iowa) for Department of Human and Health Services, National Institute on Deafness and Other Communication Disorders.
- 1992-1995 Research Scientist on Hypermedia Textbook: Instructional design features that support learning by secondary students with learning disabilities, Grant from U.S. Department of Education to University of Maryland and University of Delaware.
- 1995 Reviewed National Science Foundation=s proposal on APrevention of Reading Difficulties@ submitted to Office of Special Education Programs, Division of Innovation and Development
- 1995 Reviewed proposals for Division C, Section 1A for 1996 Annual Meeting of the American Educational Research Association

- 1995 Reviewed proposals for 1995 National Reading Conference, AREA 2
- 1995 Discussant for session entitled "Research on Learning Disabilities: Social Competence, Writing, and New Technologies." Annual Meeting of the American Educational Research Association, San Francisco, CA
- 1994 Reviewed proposals for Special Education Research/Special Interest Group for Annual Meeting of the American Educational Research Association
- 1994 Participant at National Institute of Child Health Conference on Attention, Memory, and Executive Function
- 1994 Review of book, *The Varieties of Orthographic Knowledge 1: Theoretical and Developmental Issues* - Virginia Berninger (Ed.), Kluwer Academic Publishers, The Netherlands.
- 1985-1993 Network Associate, National Network for Research and Dissemination in Secondary Schools, Lawrence, Kansas
- 1992-1993 Consultant on handwriting; Zaner-Bloser: Columbus, Ohio.
- 1993 Member of Delphi panel for Don Prickle's Dissertation on Assessment of Self-Efficacy in Writing, Oregon State University
- 1993 Reviewed proposals for Special Education Research/Special Interest Group for 1994 Annual Meeting of the American Educational Research Association
- 1986-1993 Member, Research Committee, Council for Learning Disabilities
- 1993 Chair and session organizers for session entitled "Issues and directions in research on children's self-regulated learning and development" at 1993 American Psychological Association, Ontario, Canada
- 1992 Member of Delphi panel for Linda Gray's (EDHD) Dissertation on Future of Learning Disabilities, University of Maryland
- 1992 Reviewed proposals for Special Education Research/Special Interest Group for 1993 Annual Meeting of the American Educational Research Association
- 1991 Consultant for the spelling component of *Literacy Plus*; commercial material developed by Zaner-Bloser: Columbus, Ohio.
- 1987-1991 Project Associate, Computer in Writing Project, Institute for the Study of Exceptional Children and Youth, University of Maryland, College Park, MD.
- 1991 Reviewed proposals for Division C for 1992 Annual Meeting of the American Educational Research Association

- 1991 Reviewed proposals for Special Education Research/Special Interest Group for 92 Annual Meeting of the American Educational Research Association
- 1991 Strand Conference Chair-Reading and Written Expression, for 1991 Annual Conference on Learning Disabilities, Minneapolis, Minnesota, October
- 1990 Reviewed proposals for Special Education Research/Special Interest Group for 1991 Annual Meeting of the American Educational Research Association
- 1990 Participant, Instructional Methods Forum-Writing Instruction for Information Center for Special Education Media and Material, LINC, Inc: Washington, DC
- 1990 Discussant, for paper delivered by John Borkowski at the Contributions to Cognitive Research to Instructional Innovations Conference, University of Maryland, College Park, MD
- 1989 Reviewed proposals for Special Education Research/Special Interest Group for 1990 Annual Meeting of the American Educational Research Association
- 1988 Participant, Instructional methods Forum-Strategy Instruction for Information Center for Special Education Media and Materials, LINC, Inc: Washington, DC
- 1988 Reviewed proposals for Division C/Section 7- for 1989 Annual Meeting of the American Educational Research Association
- 1988 George Washington University, Washington, D.C.
(External Review of Secondary Learning Disabilities Personnel Preparation Project)
- 1988 Textbook Reviewer, Longman, Inc.
(Reviewed 1 book proposal)
- 1984-1987 Project Associate, Microcomputers in Special Education, Institute for the Study of Exceptional Children and Youth, University of Maryland, College Park, Maryland
- 1986 Beaverton Public School District, Beaverton, Oregon (Evaluation of Spelling Curriculum)
- 1984 -1986 Textbook Reviewer, Allyn & Bacon, Inc.
(Reviewed 5 book proposals)
- 1986 Reviewed proposals for Special Education Research/Special Interest Group for 1987 Annual Meeting of the American Educational Research Association
- 1986 Session Chair, Information Processing and Problem Solving, Annual Meeting of the American Educational Research Association, San Francisco, CA

- 1986 Session Chair, Assessment in Special Education, Annual Meeting of the American Educational Research Association, San Francisco, CA
- 1985 Reviewed proposals for Section 6 of Division C for 1986 Annual Meeting of the American Educational Research Association
- 1983 Session Chair, Research on Effective Teaching, Annual Meeting of the Eastern American Educational Research Association, Baltimore, MD
- 1982 Textbook Reviewer, McGraw-Hill Book Company
(Reviewed 1 book proposal)
- 1982 Teaching Resource Corporation, Hingham, Massachusetts
(Technical Review of *Dubnoff Programs I & II*)
- 1981-1982 Advisory Board, Developmental Learning Materials, Dallas, Texas
- 1981-1982 Textbook Reviewer, Charles E. Merrill
(Reviewed 2 book proposals)
- 1981-1982 Advisory Board, Indiana Joint Chapter of the Council for Children with Behavioral Disorders/Council for Learning Disabilities
- 1980 Textbook Reviewer, Love Publishing Co.
(Reviewed handwriting and spelling chapters from *Teaching Language Skills to Exceptional Learners* by Polloway & Smith)
- 1980 Alternate Delegate, DCLD Delegate to the CEC Delegate Assembly, 58th Annual International Convention
- 1980 Chairman-Publications, Alabama Association for Children with Learning Disabilities
- 1980 Advisory Committee, Alabama Association for Children with Learning Disabilities
- 1980 Troy State University, Troy, Alabama
(Technical Review of Learning Disability Program for the State of Alabama)
- 1980 Purdue University, Department of Education, West Lafayette, Indiana
(External Review of BEH Program Assistant Grant)
- 1980 Project Recipe, Sarasota, Florida
(Review of Spelling Modules: Grades K-2, 3-4)
- 1979-1980 Advisory Committee, Cross Training in Vocational Education Project, Auburn University, Auburn, Alabama

- 1979 Consultant, Instructional Handbook for Resource Room Teachers, State Department of Education, Baton Rouge, Louisiana
- 1979 Honors/Awards Committee, Alabama Council for Exceptional Children
- 1978-1979 Due Process Hearing Officer, State of Alabama

Organizational Memberships:

Council for Exceptional Children
 Council for Learning Disabilities
 American Educational Research Association
 Division of Research/Council for Exceptional Children
 International Reading Association

Editorial Responsibilities:

- 2009-2012 Consulting Editor – *Focus on Exceptional Children*
- 2003-2010 Editor - *Exceptional Children* (Volumes 70-76)
- 2004-2006 Coordinated OSEP Center articles for special section of *Teaching Exceptional Children*
- 2001-2003 Editor - *Contemporary Educational Psychology* (Volumes 26-28)
- 2003-2004 Guest Editor for a manuscript submitted to the *Journal of Educational Psychology*
- 1989-1991 *Learning Disabilities Focus* - Special Editor for section on Test Reviews

Appointments to Editorial Boards:

- 2009-present *European Journal of Education and Psychology*
- 2009-present *Reading and Writing: An Interdisciplinary Journal*
- 2008-present *Journal of Writing Research*
- 2007-present *International Yearbook of Research on Disability and Interculturality and Education and Diversity*
- 2006-present *Educational Psychology Review*
- 2006-present *Masters Scholarly Review*
- 2005-present *Educational Psychologist*
- 2004-present *American Education Research Journal*
- 2004-present *Contemporary Educational Psychology*
- 2003-present *Journal of Learning Disabilities*
- 2003-present *Learning Disabilities: A Contemporary Journal*
- 1998-present *Exceptionality*
- 1996-present *Journal of Educational Psychology*
- 1991-present *Learning Disabilities Research and Practice*
- 1989-present; 1979-1982 *Learning Disability Quarterly*

1987-present	<i>Journal of Special Education</i>
1986-2008	<i>Preventing School Failure</i>
2001-2003	<i>Language Speech and Hearing Services in the Schools</i>
1994-1995	<i>Journal of Reading Behavior</i>
1989-1991	<i>Learning Disabilities Focus</i>
1986-1989; 1982-1984	<i>Exceptional Children</i>
1985-1988	<i>Journal of Experimental Education</i>
1982-1988	<i>Educational and Psychological Research</i>
1982	<i>Education Unlimited</i>
1980-1989	<i>Diagnostique</i>

Editorial Consultant: (Periodic reviews; not on editorial board)

2009	<i>Journal of Research on Educational Effectiveness</i>
2009	<i>European Psychologist</i>
2009	<i>McGill Journal of Education</i>
2009	<i>Behavior Disorders</i>
2009	<i>Educational Research and Reviews</i>
2009	<i>Curriculum Inquiry</i>
2009	<i>Psychology in the Schools</i>
2009	<i>National Reading Conference Yearbook</i>
2009	<i>The Open Education Journal</i>
2009	<i>Spanish Journal of Psychology</i>
2008	<i>Community Literacy Journal</i>
2008	<i>Ergonomics</i>
2008	<i>Cognitive Science</i>
2006, 2007	<i>Learning and Individual Differences</i>
2006, 2007, 2008, 2009	<i>Annals of Dyslexia</i>
2006	<i>European Journal of Applied Psychology</i>
2006	<i>Developmental Neuropsychology</i>
2005, 2006	<i>Learning and Instruction</i>
2005	<i>Reading and Writing Quarterly</i>
2003	<i>Educational Assessment</i>
2002	<i>Instructional Sciences</i>
2002, 2008	<i>British Journal of Educational Psychology</i>
2002, 2003, 2006 - 2008	<i>Perceptual and Motor Skills</i>
2001	<i>Educational Psychologist</i>
2001	<i>International Journal of Psychology</i>
2001	<i>Developmental Medicine and Child Neurology</i>
2001	<i>Israel Journal of Occupational Therapy</i>
1999, 2000	<i>Developmental Review</i>
1999	<i>School Psychology Quarterly</i>
1999, 2000	<i>Language Speech and Hearing Services in the Schools</i>
1998	<i>Remedial Special Education</i>
1997-2000	<i>Contemporary Educational Psychology</i>
1997, 2000, 2001	<i>Educational Psychology Review</i>
1996, 2001, 2003, 2004	<i>Cognition and Instruction</i>
1995, 2005	<i>American Journal on Mental Retardation</i>

1994, 2001	<i>Journal of Learning Disabilities</i>
1994	<i>School Psychology Review</i>
1993, 1998, 2003, 2005	<i>Reading and Writing: An Interdisciplinary Journal</i>
2007, 2008	
1992, 1993	<i>Journal of Reading Behavior</i>
1992, 1993, 1996-1999	<i>Elementary School Journal</i>
1991 -1994	<i>Applied Cognitive Psychology</i>
1991, 1992, 1995	<i>Journal of Educational Psychology</i>
1991	<i>Cognitive Therapy and Research</i>
1990, 1992, 1994	<i>Exceptionality</i>
1990,1991,1993,1994,1996	<i>American Educational Research Journal</i>
1988	<i>Learning Disability Quarterly</i> (special issue on strategy instruction)
1985, 1990, 1995	<i>Exceptional Children</i>
1984, 1997	<i>Journal of Applied Behavior Analysis</i>
1983, 2003, 2008	<i>Review of Educational Research</i>

Promotional Referee:

Oxford University, UK
University of Delaware
Columbia University
Rowan University
University of Minnesota
University of Kansas (2)
University of North Carolina-Chapel Hill
University of Nevada-Las Vegas
University of California-Riverside
George Mason University
Michigan State University
University of Pittsburgh
Ohio State University
Texas Tech University
North Carolina State University
Indiana University
Lehigh University
University of Alabama
University of Arizona
University of Wisconsin-Milwaukee
Beaver College (2)
Northeast Louisiana State University
University of Nevada - Reno
University of West Virginia College of Graduate Studies (2)
University of Texas - San Antonio
Western Oregon State College
Texas A & M University
Appalachian State University
Clemson University

University of Haifa, Israel
 University of Nebraska - Lincoln

UNIVERSITY SERVICE

University Level

2008- present Member - Advisory Board for the Writing Studio and Undergraduate Writing Program

Department of Special Education:

2006 – 2009 Member, Faculty Evaluation Committee (Chair 2007-2009)

2005 - 2007 Organizer of the High Incidence Seminar for Faculty and Doctoral Students

2005 - 2009 Co-Chair, Admissions Committee

2005 - 2006 Co-Chair, Social Committee

INSTRUCTION AND ADVISING:

Courses

SPED 2830/3840 Advanced Instructional Principles and Procedures in Reading and Writing for Students with Disabilities

SPED 3900 Instructional Principles and Procedures in Writing and Language Instruction for Students with Disabilities

SPED 3930-3 Seminar on Writing Research

Advising:

Post-Doctoral (current):

Sharlene Kiuvara (2009 – 2011).

Doctoral Advisees (current):

Amy Simpson
 Paul Morphy
 Leslie Rogers
 Michael Hebert
 Cynthia Bachofur

Master Degree Advisees (current):

Sharon Raines
 Elizabeth Smothers
 Mathew Walker
 Amy Riley (co-advise with Dr. Lane)
 Mika Garret
 Joey Lee (co-advise with Dr. Lane)
 George Hargraves
 Lloyd Phillips
 Gloria Haworth
 Urszula Wojciechowska

Doctoral Dissertations advised and completed:

- | | |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Richard Sawyer | <p>Improving LD students= composition skills with story grammar strategy training: A component analysis of self-instructional strategy training. (University of Maryland)</p> <p>Won the 1991 Dissertation of the Year Award from the Division of Learning Disabilities, Council for Exceptional Children.</p> <p>Won the 1991 Award for Outstanding Research in Learning Disabilities from the Council of Learning Disabilities.</p> |
| Michael Karpinski | <p>A follow-along study on the employment outcomes and factors related to the economic self-sufficiency of graduates and nongraduates with mild disabilities. (University of Maryland)</p> |
| Tori Page-Voth | <p>The effects of goal setting and strategy facilitation on writing performance, attitudes and self-efficacy of learning disabled junior high students. (University of Maryland)</p> |
| Beth Greenbaum | <p>A follow-up survey for students with learning disabilities after exiting a postsecondary institution. (University of Maryland)</p> |
| Lee Ann Johnson | <p>The effects of goal-setting and self-instruction on the acquisition, maintenance, and generalization of a reading comprehension strategy by learning disabled students. (University of Maryland)</p> |
| Susan De La Paz | <p>An analysis of the effects of dictation and planning instruction on the writing of students with learning disabilities. (University of Maryland)</p> |
| Naomi Weintraub | <p>The contribution of orthographic, fine-motor, and visual-motor-integration abilities to the prediction of good and poor handwriting among normally achieving students and students with learning disabilities. (University of Maryland)</p> |

- Mark Kandel A Measuring the attitudes and beliefs of high school general education teachers towards the inclusion of students with learning disabilities. @ (University of Maryland)
- Gary Troia A A comparison of the effects of student-constructed versus teacher-instruction strategy instruction on the composition skills of students with disabilities. @ (University of Maryland)
- Bander Alotaibi A The use of constant time delay in the acquisition of incidental learning when teaching functional sight words/phrases recognition to students with moderate and severe disabilities. @ (University of Maryland)
- Susan Moran A Self-monitoring of attention versus self-monitoring of performance with second-grade journal writing: A comparison of two techniques. @ (University of Maryland)
- Bruce Saddler A An analysis of the effects of sentence combining practices on the writing of students with average and above average sentence combining skills. @ (University of Maryland)
- Cynthia Edwards A Writing processes of college students with and without learning disabilities: A protocol analysis. @ (University of Maryland)

Chair Master Thesis advised and completed:

- Laura Agate Investigation of primary grade writing instruction.
(University of Maryland)
- Rachel Mathias Writing performance and behavior of second grade students across four genres
- Cynthia Anelli Writing performance and behavior of third grade students in four genres

Master Students' advised and completed (just Vanderbilt University)

Marjorie Snow
Jane Kacho
Rachel Mathias
Jessica Nackel
Angelin Clarke
Cindy Anelli
Sanja Bosman

Member of Doctoral Dissertation Committee (completed):

Shira Kiuahara (SPED, University of Utah)
 Eleni Popadopoulou (University of Maryland)
 Marva Gavins (SPED, University of Maryland)
 Annette Little (SPED, Vanderbilt University)
 Natalie Olinghouse (SPED, Vanderbilt University)
 Laurie Meltzer (SPED, Vanderbilt University)
 Mary Adkins (EDSP; University of Maryland)
 Debroah Nelson (EDCP; University of Maryland)
 Michelle Buehle (EDHD; University of Maryland)
 Jan Knight (EDCI; University of Maryland)
 Linda Mason (SPED; University of Maryland)
 Joe Gagnon (EDSP; University of Maryland)
 Meg Kreigel (EDSP; University of Maryland)
 Ann-Sofie Selin (Abo Akademi University, Finland: pre-examination Reader and Faculty
 Opponent)
 Lynn Larsen (EDSP; University of Maryland)
 Christopher Sperl (EDHD; University of Maryland)
 Hanna Maki (Turku University, Finland-Pre-examination Reader)
 Meg Kreigel (EDSP; University of Maryland)
 Mary Jo Primosh (EDSP; University of Maryland)
 Marie Smith (EDSP; University of Maryland)
 Ellen Hart (EDSP; University of Maryland)
 Nancy Birganti (EDSP; University of Maryland)
 Angela Bednarczyk (EDSP; University of Maryland)
 Edith Cassatt (EDSP; University of Maryland)
 Dawn Hunter (EDSP; University of Maryland)
 John Reece (external reviewer, LaTrobe University, Australia)
 Robert Reid (EDSP; University of Maryland)
 Shirley Schwartz (EDCI; University of Maryland)
 David Scuccimarria (EDSP; University of Maryland)
 Mary Bannon-Walters (EDSP; University of Maryland)
 Kathryn Weston (EDCP; University of Maryland)
 Bill Girardi (EDCI; University of Maryland)
 Barbara Gruber (EDSP; University of Maryland)
 Kathy Boyer-Shick (EDSP; University of Maryland)
 Rhonda Munson (EDCI; University of Maryland)
 Barbara Kehr (EDCI; University of Maryland)

Member of Doctoral Thesis Committee (in progress):

Yi Song (University of Delaware)
 Jenny Gilbert (SPED, Vanderbilt University)
 Karen Arndt (Speech & Hearing, Vanderbilt University)
 Peter Beddow (SPED, Vanderbilt University)

Member of Master Thesis Committee (completed):

Jan Dierkes (SPED, Vanderbilt University)
Barbara Danoff (EDSP; University of Maryland)
Susan Diveta (EDSP; University of Maryland)
Linda Graham (external reviewer - Simon Fraser University, Canada)
Karen McElroy (EDSP; University of Maryland)
Donna Preller (EDSP; University of Maryland)
Melissa Sexton (EDSP; University of Maryland)