

Curriculum Vitae

Jeanne A. Wanzek

General Information

University Address: Department of Special Education
Vanderbilt University
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Professional Preparation

2005 Ph.D., University of Texas at Austin, Austin, TX. Major: Special Education, Learning Disabilities and Behavior Disorders.

2000 M.S., Northern Illinois University, DeKalb, IL. Major: Special Education, Learning Disabilities.

1995 B.S., Northern Illinois University, DeKalb, IL. Major: Special Education, High Incidence Disabilities.

1995 B.S., Northern Illinois University, DeKalb, IL. Major: Elementary Education, Math

Professional Credentials

1996-present State of Illinois Teacher Certification Type 10 (K-12)
Endorsements: Educable Mentally Handicapped; Learning Disabilities

1996-present State of Illinois Teacher Certification Type 03 (K-9)
Endorsement: Elementary Education

Professional Experience

2019-present	Professor, Currey-Ingram Endowed Chair, Department of Special Education, Peabody College of Education, Vanderbilt University, Nashville, TN
2015-2019	Associate Professor, Currey-Ingram Endowed Chair, Department of Special Education, Peabody College of Education, Vanderbilt University, Nashville, TN
2013-2015	Associate Professor, Special Education Program, School of Teacher Education, College of Education, Florida State University, Tallahassee, FL.
2007-2015	Research Faculty, Florida Center for Reading Research, Vice President for Research, Florida State University, Tallahassee, FL.
2007-2013	Assistant Professor, Special Education Program, School of Teacher Education, College of Education, Florida State University, Tallahassee, FL.
2005-2007	Research Associate, Vaughn Gross Center for Reading and Language Arts, University of Texas at Austin, Austin, TX.
2006	Instructor, College of Education, University of Texas Austin, Austin, TX.
2001-2005	Research Assistant, Vaughn Gross Center for Reading and Language Arts, University of Texas at Austin, Austin, TX.
2003-2004	Editorial Assistant, Journal of Learning Disabilities.
2002-2003	Instructor, College of Education, University of Texas at Austin, Austin, TX.
1998-2001	Second Grade Teacher, James R. Wood Elementary School, Somonauk, IL.
1996-1998	Special Education Teacher, Woodbury Elementary School, Sandwich, IL.

Research and Original Creative Work

Publications

Refereed Journal Articles

- Kent, S. C., **Wanzek, J.**, & *Yun, J. (2019). Screening in the upper elementary grades: Identifying fourth grade students at-risk for failing the state reading assessment. *Assessment for Effective Intervention, 44*, 160-172.
- *Austin, C., **Wanzek, J.**, Scammacca, N., Vaughn, S., *Gesel, S., *Donegan, R., & *Engelmann, M. (2019). The relationship between study quality and the effects of supplemental reading interventions: A meta-analysis. *Exceptional Children, 85*, 347-366.
- Vaughn, S., Fall, A.-M., Roberts, G., **Wanzek, J.**, Swanson, E., & Martinez, L. R. (2019). Class percentage of students with reading difficulties on content knowledge and comprehension. *Journal of Learning Disabilities, 52*, 120-134.
- Wanzek, J.**, Petscher, Y., Al Otaiba, S., & *Donegan, R. E. (2019). Retention of reading intervention effects from fourth to fifth grade for students with reading difficulties. *Reading and Writing Quarterly, 35*, 277-288.
- Wanzek, J.**, Roberts, G., Vaughn, S., Swanson, E. A., & *Sargent, K. (2019). Examining the role of pre-instruction academic performance within a text-based approach to improving student content knowledge and understanding. *Exceptional Children, 85*, 212-228.
- Al Otaiba, S., Lan, P., Petscher, Y., **Wanzek, J.**, & Rivas, B. (2018). I'm not throwing away my shot: What Alexander Hamilton can tell us about standard reading interventions. *Learning Disabilities Research and Practice, 33*, 156-167.
- *Capin, P., *Walker, M.A., Vaughn, S., & **Wanzek, J.** (2018) Treatment fidelity in reading intervention research: A synthesis of the literature. *Educational Psychology Review, 30*, 885-919.
- Kent, S. C., **Wanzek, J.**, & Martinez, L. (2018). The application of empirically supported practices in middle school social studies classrooms. *Remedial and Special Education, 39*, 341-352.
- Kim, Y-S., Gatlin, B., Al Otaiba, S., & **Wanzek, J.** (2018). Theorization and an empirical investigation of the component-based and developmental text writing fluency construct. *Journal of Learning Disabilities, 51*, 320-335.
- Kim, Y-S. G., Petscher, Y., **Wanzek, J.**, & Al Otaiba, S. (2018). Relations between reading and writing: A longitudinal examination from grades 3 to 6. *Reading and Writing: An Interdisciplinary Journal, 31*, 1591-1618.
- Wanzek, J.**, *Stevens, E. A., *Williams, K. J., Scammacca, N., Vaughn, S., & *Sargent, K. (2018). Current evidence on the effects of intensive early reading interventions. *Journal of Learning Disabilities, 51*, 612-624.

- Wanzek, J.**, Martinez, L., Fall, A-M., Roberts, G., Stillman, S., & Kent, S. C. (2018). Text reading supports in social studies content instruction and their relationship to student knowledge acquisition. *Reading and Writing Quarterly*, 34, 349-360.
- *Gatlin, B., & **Wanzek, J.** (2017). Elementary students' use of dialect and reading achievement: Examining students with disabilities. *Exceptional Children*, 84, 97-115.
- *Kent, S. C., **Wanzek, J.**, & Al Otaiba, S. (2017). Reading instruction for fourth-grade struggling readers and the relation to student outcomes. *Reading and Writing Quarterly*, 33, 395-411.
- Kim, Y-S., Schatschneider, C., **Wanzek, J.**, *Gatlin, B., & Al Otaiba, S. (2017). Writing evaluation: Rater and task effects on reliability of writing scores for children in Grades 3 and 4. *Reading and Writing: An Interdisciplinary Journal*, 30, 1287-1310.
- Petscher, Y., Al Otaiba, S., **Wanzek, J.**, Rivas, B., & Jones, F. (2017). The relation between global growth mindset and reading outcomes for elementary school students. *Scientific Studies of Reading*, 21, 376-391.
- Swanson, E., **Wanzek, J.**, Vaughn, S., Fall, A-M., Roberts, G., Hall, C., & Miller, V. (2017). Middle school reading comprehension and content learning intervention for below average readers. *Reading and Writing Quarterly*, 33, 37-53.
- Vaughn, S., Martinez, L. R., **Wanzek, J.**, Roberts, G., Swanson, E. A., & Fall, A.-M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. *Journal of Educational Psychology*, 109, 22-34.
- Wanzek, J.**, *Gatlin, B., Al Otaiba, S., & Kim.Y-S. (2017). The impact of transcription writing interventions for first-grade students. *Reading and Writing Quarterly*, 33, 484-499.
- Wanzek, J.**, Petscher, Y., Al Otaiba, S., Rivas, B. K., Jones, F. G., Kent, S. C., Schatschneider, C., & Mehta, P. (2017). Effects of a year long supplemental reading intervention for students with reading difficulties in fourth grade. *Journal of Educational Psychology*, 109, 1103-1119.
- *Williams, K. J., Walker, M. A., Vaughn, S., & **Wanzek, J.** (2017). A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities. *Journal of Learning Disabilities*, 50, 286-297.
- Al Otaiba, S., Folsom, J. S., **Wanzek, J.**, Gruelich, L., Wasche, J., Schatschneider, C., & Connor, C. (2016). Professional development to differentiate kindergarten tier I instruction: Can already effective teachers improve student outcomes by differentiating tier 1 instruction? *Reading and Writing Quarterly*, 32, 454-476.
- Ciullo, S., *Lo, S., **Wanzek, J.**, & Reed, D. K. (2016). A synthesis of research on informational text reading interventions for elementary students with learning disabilities. *Journal of Learning Disabilities*, 49, 257-271.

- *Gatlin, B., **Wanzek, J.**, & Al Otaiba, S. (2016). An examination of kindergarten oral language for African American students: Are there meaningful differences in comparison to peers? *Reading and Writing Quarterly*, 32, 477-498.
- *Kent, S. C., & **Wanzek, J.** (2016). The relationship between component skills and writing quality and production across developmental levels: A meta-analysis of the last 25 years. *Review of Educational Research*, 86, 570-601.
- Swanson, E. A., **Wanzek, J.**, *McCulley, L., Stillman-Spisak, S., Vaughn, S., Simmons, D., Fogarty, M., & Hairrell, A. (2016). Literacy and text reading in middle and high school social studies and English language arts classrooms. *Reading and Writing Quarterly*, 32, 199-222.
- Wanzek, J.**, Petscher, Y., Al Otaiba, S., *Kent, S. C., Schatschneider, C., Haynes, M., Rivas, B., & Jones, F. (2016). Examining the average and local effects of a standardized treatment for fourth graders with reading difficulties. *Journal of Research on Educational Effectiveness*, 9, 45-66.
- Wanzek, J.**, Swanson, E., Vaughn, S., Roberts, G., & Fall, M-A. (2016). English learner and non-English learner students with disabilities: Content acquisition and comprehension. *Exceptional Children*, 82, 428-442.
- Wanzek, J.**, & Vaughn, S. (2016). Implementation of a text-based content intervention in secondary social studies classes. *New Directions for Child and Adolescent Development*, 154, 31-48.
- Wanzek, J.**, Vaughn, S., Scammacca, N., *Gatlin, B., *Walker, M. A., & *Capin, P. (2016). Meta-analyses of the effects of tier 2 type reading interventions in grades K-3. *Educational Psychology Review*, 28, 551-576.
- Al Otaiba, S., **Wanzek, J.**, & Yovanoff, P. (2015). Response to intervention. *European Scientific Journal*, 1, 260-264.
- *Gatlin, B., & **Wanzek, J.** (2015). Relations among children's use of dialect and literacy skills: A meta-analysis. *Journal of Speech, Language and Hearing Research*, 58, 1306-1318.
- *Kent, S. C., **Wanzek, J.**, Swanson, E. A., & Vaughn, S. (2015). Team-based learning for students with high-incidence disabilities in high school social studies classrooms. *Learning Disabilities Research and Practice*, 30, 3-14.
- Kim, Y-S., Al Otaiba, S., & **Wanzek, J.** (2015). Kindergarten predictors of third grade writing. *Learning and Individual Differences*, 37, 27-37.
- Kim, Y-S., Al Otaiba, S., **Wanzek, J.**, & *Gatlin, B. (2015). Towards an understanding of dimensions, predictors, and gender gap in written compositions. *Journal of Educational Psychology*, 107, 79-95.
- Swanson, E. A., **Wanzek, J.**, Vaughn, S., Roberts, G., & Fall, A-M. (2015). Improving reading comprehension and social studies knowledge among middle school students with disabilities. *Exceptional Children*, 81, 426-442.

- Vaughn, S., Roberts, G., Swanson, E. A., **Wanzek, J.**, Fall, A.-M., & Stillman-Spisak, S. J. (2015). Improving middle school students' knowledge and comprehension in social studies: A replication. *Educational Psychology Review*, 27, 31-50.
- Wanzek, J.**, *Kent, S. C., & Stillman-Spisak, S. J. (2015). Perceptions of instruction in middle and secondary United States history classes. *Theory and Research in Social Education*, 43, 469-498.
- Wanzek, J.**, *Kent, S. C., Vaughn, S., Swanson, E. A., Roberts, G., & Haynes, M. (2015). Implementing team-based learning in middle school social studies classes. *Journal of Educational Research*, 108, 331-344.
- Wanzek, J.**, Swanson, E. A., Vaughn, S., Roberts, G., & *Kent, S. C. (2015). Promoting acceleration of comprehension and content through text in high school social studies classes. *Journal of Research on Educational Effectiveness*, 8, 169-188.
- Al Otaiba, S., Connor, C. M., Folsom, J. S., Greulich, L., **Wanzek, J.**, & Schatschneider, C. (2014). To wait in tier 1 or intervene immediately: A randomized experiment examining first grade response to intervention in reading. *Exceptional Children*, 81, 11-27.
- Al Otaiba, S., Kim, Y.-S., **Wanzek, J.**, Petscher, Y., & Wagner, R. K. (2014). Long term effects of first grade multi-tier intervention. *Journal of Research on Educational Effectiveness*, 7, 250-267.
- *Greulich, L., Al Otaiba, S., Schatschneider, C., **Wanzek, J.**, *Ortiz, M., & Wagner, R. K. (2014). Understanding inadequate response to first grade multi-tier intervention: Nomothetic and ideographic perspectives. *Learning Disability Quarterly*, 37, 204-217.
- *Kent, S. C., **Wanzek, J.**, Petscher, Y., Al Otaiba, S., & Kim, Y. (2014). Writing fluency and quality in kindergarten and first grade: The role of self-regulation, reading, transcription, and oral language. *Reading and Writing: An Interdisciplinary Journal*, 27, 1163-1188.
- Swanson, E. A., Hairrell, A., *Kent, S. C., *Cuillo, S., **Wanzek, J.**, Vaughn, S. (2014). A synthesis and meta-analysis of reading interventions using social studies content for students with learning disabilities. *Journal of Learning Disabilities*, 47, 178-195.
- Swanson, E. A., & **Wanzek, J.** (2014). Applying research in reading comprehension to social studies instruction for middle and high school students. *Intervention in School and Clinic*, 49, 142-147.
- Vaughn, S., & **Wanzek, J.** (2014). Intensive interventions in reading for students with reading disabilities: Meaningful impacts. *Learning Disabilities Research and Practice*, 29, 46-53.
- Vaughn, S., Zumeta, R., **Wanzek, J.**, Cook, B., & Klingner, J. K. (2014). Intensive interventions for students with learning disabilities in the RTI era: Position statement of the Division for Learning Disabilities Council for Exceptional Children. *Learning Disabilities Research and Practice*, 29, 90-92.

- Wanzek, J.** (2014). Building word knowledge: Opportunities for direct vocabulary instruction in general education for students with reading difficulties. *Reading and Writing Quarterly*, 30, 139-164.
- Wanzek, J., Al Otaiba, S., & Petscher, Y.** (2014). Oral reading fluency development for children with emotional disturbance or learning disabilities. *Exceptional Children*, 80, 187-204.
- Wanzek, J., Roberts, G., & Al Otaiba, S.** (2014). Academic responding during instruction and reading outcomes for kindergarten students at-risk for reading difficulties. *Reading and Writing: An Interdisciplinary Journal*, 27, 55-78.
- Wanzek, J., Roberts, G., Al Otaiba, S., & *Kent, S. C.** (2014). The relationship of print reading in tier I instruction and reading achievement for kindergarten students at-risk for reading difficulties. *Learning Disability Quarterly*, 37, 148-160.
- Wanzek, J., Vaughn, S., *Kent, S. C., Swanson, E. A., Roberts, G., Haynes, M., Fall, A. M., Stillman-Spisak, S., & Solis, M.** (2014). The effects of team-based learning on social studies knowledge acquisition in high school. *Journal of Research on Educational Effectiveness*, 7, 183-204.
- *Hall, C., *Kent, S. C., *McCulley, L., Davis, A., & **Wanzek, J.** (2013). A new look at mnemonics and graphic organizers in the secondary social studies classroom. *Teaching Exceptional Children*, 46, 47-55.
- Swanson, E. A., **Wanzek, J.**, *Haring, C., *Ciullo, S., & *McCulley, L. (2013). Intervention fidelity in special and general education research journals. *Journal of Special Education*, 47, 3-13.
- Vaughn, S., Swanson, E. A., Roberts, G., **Wanzek, J.**, Stillman-Spisak, S., Solis, M., & Simmons, D. (2013). Improving reading comprehension and social studies knowledge in middle school. *Reading Research Quarterly*, 48, 77-93.
- Wanzek, J., Vaughn, S., Scammacca, N., *Metz, K., Murray, C., Roberts, G., & Danielson, L.** (2013). Extensive reading interventions for older struggling readers: Implications from research. *Review of Educational Research*, 83, 163-195.
- *Kent, S. C., **Wanzek, J.**, & Al Otaiba, S. (2012). Print reading in general education kindergarten classrooms: What does it look like for students at-risk for reading difficulties? *Learning Disabilities Research & Practice*, 27, 56-65.
- Wanzek, J., & Cavanaugh, C.** (2012). Characteristics of general education reading interventions implemented in elementary schools for students with reading difficulties. *Remedial and Special Education*, 33, 192-202.
- Wanzek, J., & *Kent, S. C.** (2012). Reading interventions for students with learning disabilities in the upper elementary grades. *Learning Disabilities: A Contemporary Journal*, 10, 5-16.
- Wanzek, J., & Roberts, G.** (2012). Reading interventions with varying instructional emphases for fourth graders with reading difficulties. *Learning Disability Quarterly*, 35, 90-101.

- Al Otaiba, S., *Folsum, J. S., Schatschneider, C., **Wanzek, J.**, *Greulich, L., Meadows, J., *Lee, Z., & Connor, C. M. (2011). Predicting first grade reading performance from kindergarten response to tier I instruction. *Exceptional Children, 77*, 453-470.
- Swanson, E., **Wanzek, J.**, Petscher, Y., Vaughn, S., Heckert, J., Cavanaugh, C., Kraft, G., & Tackett, K. (2011). A synthesis of read aloud interventions on early reading outcomes among preschool through third graders at risk for reading difficulties. *Journal of Learning Disabilities, 44*, 258-275.
- Wanzek, J.**, & Vaughn, S. (2011). Is a three-tier reading intervention model associated with reduced placement in special education? *Remedial and Special Education, 32*, 167-175.
- Wanzek, J.**, Vaughn, S., Roberts, G., & Fletcher, J. M. (2011). Efficacy of a reading intervention for middle school students with learning disabilities. *Exceptional Children, 78*, 73-87.
- Vaughn, S., Cirino, P. T., **Wanzek, J.**, Wexler, J., Fletcher, J. M., Denton, C. D., Barth, A., Romain, M., Francis, D. J. (2010). Response to intervention for middle school students with reading difficulties: Effects of primary and secondary intervention. *School Psychology Review, 39*, 3-21.
- Vaughn, S., **Wanzek, J.**, Wexler, J., Barth, A., Cirino, P., Fletcher, J. M., Romain, M., Denton, C. A., Roberts, G., & Francis, D. J. (2010). The relative effects of group size on reading progress of older students with reading difficulties. *Reading and Writing: An Interdisciplinary Journal, 23*, 931-956.
- Wanzek, J.**, Roberts, G., Linan-Thompson, S., Vaughn, S., Woodruff, A. L. & Murray, C. S. (2010). Differences in the relationship of oral reading fluency and high stakes measures of reading comprehension. *Assessment for Effective Intervention, 35*, 67-77.
- Wanzek, J.**, & Vaughn, S. (2010). Tier 3 interventions for students with significant reading problems. *Theory into Practice, 49*, 305-314.
- Wanzek, J.**, Wexler, J., Vaughn, S., & *Ciullo, S. (2010). Reading interventions for struggling readers in the upper elementary grades: A synthesis of 20 years of research. *Reading and Writing: An Interdisciplinary Journal, 23*, 889-912.
- Vaughn, S., **Wanzek, J.**, Murray, C. S., Scammacca, N., Linan-Thompson, S., & Woodruff, A. L. (2009). Response to early reading intervention: Examining higher and lower responders. *Exceptional Children, 75*, 165-183.
- Wanzek, J.**, & Vaughn, S. (2009). Students demonstrating persistent low response to reading intervention: Three case studies. *Learning Disabilities Research and Practice, 24*, 151-163.
- Chard, D. J., Stoolmiller, M., Harn, B. A., **Wanzek, J.**, Vaughn, S., & Linan-Thompson, S., & Kame'enui, E. J. (2008). Predicting reading success in a multi-level school-wide reading model: A retrospective analysis. *Journal of Learning Disabilities, 41*, 174-188.

- Vaughn, S., Fletcher, J. M., Francis, D. J., Denton, C. A., **Wanzek, J.**, Wexler, J., Cirino, P. T., Barth, A. E., & Romain, M. A. (2008). Response to intervention with older students with reading difficulties. *Learning and Individual Differences, 18*, 338-345.
- Wanzek, J.**, & Vaughn, S. (2008). Response to varying amounts of time in reading intervention for students with low response to intervention. *Journal of Learning Disabilities, 41*, 126-142.
- Wanzek, J.**, & Vaughn, S. (2007). Research-based implications from extensive early reading interventions. *School Psychology Review, 36*, 541-561.
- Wanzek, J.**, Vaughn, S., Kim, A., & Cavanaugh, C. L. (2006). The effects of reading interventions on social outcomes for elementary students with reading difficulties: A synthesis. *Reading and Writing Quarterly, 22*, 121-138.
- Wanzek, J.**, Vaughn, S., Wexler, J., Swanson, E. A., Edmonds, M. E., & Kim, A. (2006). A synthesis of spelling and reading interventions and their effects on the spelling outcomes of students with LD. *Journal of Learning Disabilities, 39*, 528-543.
- Cavanaugh, C. L., Kim, A., **Wanzek, J.**, & Vaughn, S. (2004). Kindergarten reading intervention for at-risk students: Twenty years of research. *Learning Disabilities: A Contemporary Journal, 2*, 9-21.
- Kim, A., Vaughn, S., **Wanzek, J.**, & Wei, S. (2004). A synthesis of research on graphic organizers and their effect on reading comprehension for students with learning disabilities. *Journal of Learning Disabilities, 37*, 105-118.
- Wanzek, J.**, Bursuck, W., & Dickson, S. V. (2003). Evaluating the suitability of phonological awareness programs for children who are at risk. *Teaching Exceptional Children, 35*(4), 28-34.
- Wanzek, J.**, & Haager, D. (2003). Teaching word recognition with blending and analogizing. *Teaching Exceptional Children, 36*(1), 32-38.
- Wanzek, J.**, Dickson, S. V., Bursuck, W., & White, J. M. (2000). Teaching phonological awareness to students at-risk for reading failure: An analysis of four instructional programs. *Learning Disabilities Research and Practice, 15*, 226-239.

Refereed Monographs

- Murray, C. S., Coleman, M. A., Vaughn, S., Wanzek, J., & Roberts, G. (2012). *Designing and delivering intensive interventions: A teacher's toolkit*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Vaughn, S., Wanzek, J., Murray, C. S., & Roberts, G. (2012). *Intensive interventions for students struggling in reading and mathematics: A practice guide*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Scammacca, N., Vaughn, S., Roberts, G., **Wanzek, J.**, & Torgesen, J. K. (2007). *Extensive reading interventions in grades k-3: From research to practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Books

Wanzek, J., Al Otaiba, S., & McMaster, K. (2019). *Intensive reading interventions for the elementary grades*. New York, NY: Guilford.

Books, Edited

Wanzek, J. (2019). *Handbook of Multi-Tiered Systems of Support and Response to Intervention* (elementary section editor). Routledge: London, England.

Invited Book Chapters

Al Otaiba, S., Jones, F., Levy, D., Rivas, B., & **Wanzek, J.** (2019). Building a growth mindset within data-based individualization: A case study of two students with reading disabilities learning to learn. In Pullen, P.C., & Kennedy, M. J. (Eds.), *Handbook of Multi-Tiered Systems of Support and Response to Intervention* (pp. 249-265). New York, NY: Routledge.

Al Otaiba, S., Allor, J., Ortiz, M., Greulich, L., **Wanzek, J.**, & Torgesen, J. (2016). Tier 3 Primary Grade Reading Interventions: Can We Distinguish Necessary from Sufficient? To appear in S.R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of response to intervention: The science and practice of multi-tiered systems of support, Second edition* (pp. 389-404). New York, NY: Springer.

Foorman, B., & **Wanzek, J.** (2016). Classroom reading instruction for all students. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of response to intervention: The science and practice of multi-tiered systems of support, Second edition* (pp. 232-252). New York, NY: Springer.

Wanzek, J., Al Otaiba, S., & Gatlin, B. (2016). Implementation of Tier II Interventions in the Primary Grades. To appear in S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of response to intervention: The science and practice of multi-tiered systems of support, Second edition* (pp. 329-340). New York, NY: Springer.

Roberts, G., **Wanzek, J.**, & Vaughn, S. (2012). Passage difficulty and the relationship of oral reading fluency and different measures of reading outcome. In C. Espin, K. McMaster, S. Rose, & M. Wayman (Eds.), *A measure of success: The influence of curriculum-based measurement on education* (pp. 225-235). Minneapolis, MN: University of Minnesota Press

Al Otaiba, S., Calhoun, M. B., **Wanzek, J.** (2010). Response to intervention: Treatment validity and implementation challenges in the primary and middle grades. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Literacy and Learning, Volume 23* (pp. 1-28). Bingley, United Kingdom: Emerald.

- Wanzek, J.**, & Vaughn, S. (2010). Research-based implications from extensive early reading interventions. Reprinted with permission in T. A. Glover, & S. Vaughn (Eds.), *The promise of response to intervention: Evaluating current science and practice* (pp. 113-142). New York: Guilford.
- Vaughn, S., Linan-Thompson, S., Woodruff, A. L., Murray, C. S., **Wanzek, J.**, Scammacca, N., Roberts, G., & Elbaum, B. (2008). Effects of professional development on improving at-risk students' performance in reading. In C. R. Greenwood, T. R. Kratochwill, & M. Clements (Eds.), *Schoolwide prevention models: Lessons learned in elementary schools* (pp. 115-142). New York: Guilford Press.
- Vaughn, S., **Wanzek, J.**, & Fletcher, J. M. (2007). Multiple tiers of intervention: A framework for prevention and identification of students with reading/learning disabilities. In B. M. Taylor & J. E. Ysseldyke (Eds.), *Effective instruction for struggling readers, K-6* (pp 173-195). New York: Teacher's College Press.
- Vaughn, S., **Wanzek, J.**, Linan-Thompson, S., & Murray, C. S. (2007). Monitoring response to supplemental services for students at-risk for reading difficulties: High and low responders. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *The handbook of response to intervention: The science and practice of assessment and intervention* (pp 234-243). Springer Science: New York.
- Vaughn, S., **Wanzek, J.**, Woodruff, A. L., & Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. H. Haager, S. Vaughn, & J. K. Klingner (Eds), *Evidence-based reading practices for response to intervention* (pp. 11-27). Baltimore, MD: Brookes.
- Wanzek, J.**, & Vaughn, S. (2006). Bridging the research to practice gap: Maintaining the consistent implementation of research-based practices. In B. Cook & B. Schirmer (Eds), *What is special about special education? Examining the role of evidence-based practices* (pp. 165-174). Austin, TX: PRO-ED.
- Wexler, J., **Wanzek, J.**, & Vaughn, S. (in press). Spotting problems before they start: preventing and remediating reading disabilities. In N. Young, C. Michael, & T. Citro (Eds.) *From floundering to fluent: Reaching and teaching the struggling reader*. (pp. 1-32). Lanham, MD: Rowman & Littlefield.

Refereed Book Chapters

- Vaughn S., **Wanzek, J.**, & Denton, C. (2014). Teaching elementary students with learning difficulties. In L. Florian (Ed.), *The SAGE Handbook of Special Education* (pp. 633-658). Thousand Oaks, CA: Sage.
- Wexler, J., **Wanzek, J.**, & Vaughn, S. (2009). Preventing and remediating reading difficulties for elementary and secondary students. In G. D. Sideridis & T. A. Citro (Eds.), *Strategies in reading for struggling learners* (pp. 15-35). Weston, MA: LDW Worldwide.
- Vaughn, S., **Wanzek, J.**, & Denton, C. A. (2007). Teaching elementary students who experience difficulties in learning. In L. Florian (Ed.), *Handbook of Special Education* (pp. 360-377). Thousand Oaks, CA: Sage.

Published Curriculum and Training Manuals

Wanzek, J., Harbor, A., & Vaughn, S. (2011). *Word recognition and fluency: Effective upper elementary interventions for students with reading difficulties.* Dallas, TX: Meadows Foundation.

Wanzek, J., Boardman, A., Vaughn, S., & Harbor, A. (2011). *Vocabulary and comprehension: Effective upper elementary interventions for students with reading difficulties.* Dallas, TX: Meadows Foundation.

Cavanaugh, C., Dickey, M., Kim, A., Krezmien, M., Levy, S., Twiddy, K., Vaughn, S., **Wanzek, J.**, Wood, K. (2003). *3-tier reading model: Reducing reading difficulties for kindergarten through third grade students.* Austin, TX: University of Texas System/Texas Education Agency. (authors in alphabetical order)

Ballatore, M., Garrett, S., Krezmien, M., More, S., Linan-Thompson, S., Stone, J., & **Wanzek, J.** (2002). *Supplemental instruction for third grade struggling readers: A guide for tutors.* Austin, TX: Texas Center for Reading and Language Arts and the Texas Education agency. (authors in alphabetical order)

Presentations

Refereed Papers at Conferences

Al Otaiba, S., & **Wanzek, J.** (presented 2011, June). *Exploring responsiveness to beginning reading instruction on first grade reading outcomes.* Paper presented at the 8th International Conference, British Dyslexia Association, Harrogate, England. (International)

Wanzek, J. (presented 2011, April). *Characteristics of general education reading interventions implemented in elementary schools for students with reading difficulties.* Paper presented at the annual meeting, American Educational Research Association, New Orleans, LA. (International)

Refereed Papers at Symposia

Kent, S., & **Wanzek, J.** (presented 2017, February). What does reading instruction look like for fourth grade struggling readers? In J. Wexler (Chair), Observation studies conducted in upper elementary and middle school settings: Challenges and lessons learned. Panel conducted at the annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)

Wanzek, J. & Martinez, L. (presented 2016, July). Effectiveness and fidelity of implementation of a text-based content intervention in secondary social studies classes. In S. Vaughn (Chair), The reading for understanding network: Interventions, research, and theory. Symposium conducted at the annual meeting, Society for the Scientific Study of Reading, Porto, Portugal. (International)

Wanzek, J. (presented 2016, February). *Implementation of promoting adolescents' comprehension of text.* In E. Lembke (Chair), Supporting teachers in their implementation of academic interventions. Symposium conducted at the annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)

Wanzek, J. (presented 2015, July). Kindergarten predictors of third grade writing. In C. Puranik (Chair), *Writing from preschool to fourth grade: Assessment, measurement, instruction.* Symposium conducted at the annual meeting, Society for the Scientific Study of Reading, Big Island, Hawaii. (International)

Wanzek, J. (presented 2015, April). Implementation of a text-based content intervention in secondary social studies classes. In M. Larusso (Chair), *Variation in program implementation in large scale RCTs: Analyzing and addressing implementation challenges in educational settings.* Symposium conducted at the annual meeting, American Educational Research Association, Chicago, IL. (International)

Wanzek, J. (presented 2015, February). Effects of tier 2 intervention for upper elementary students. In E. A. Swanson (Chair), *Multi-component comprehension-focused interventions for adolescent struggling readers.* Panel conducted at the annual meeting, Pacific Coast Research Conference, Coronado, CA. (National).

Wanzek, J. (presented 2014, July). The effects of team-based learning on social studies knowledge acquisition in middle and high school. In E. A. Swanson (Chair), *Improving adolescents' reading comprehension in the content areas.* Symposium conducted at the annual meeting, Society for the Scientific Study of Reading, Santa Fe, New Mexico. (International).

Swanson, E. A., & **Wanzek, J.** (presented 2014, February). Text-based reading comprehension intervention outcomes for adolescents in social studies. In D. Simmons (Chair), *Examining the influence of learner characteristics, interventions, and assessments on adolescents' reading comprehension.* Panel conducted at the annual meeting, Pacific Coast Research Conference, San Diego, CA. (National)

Wanzek, J. (presented 2013, February). Team-based learning and its effects on social studies knowledge acquisition. In K. McMaster (Chair), *Developing reading comprehension intervention: Understanding parts of the whole.* Symposium conducted at the annual meeting, Pacific Coast Research Conference, San Diego, CA. (National)

Wanzek, J. (presented 2011, July). Moderators of oral reading fluency for students with learning disabilities or social/emotional disorders receiving special education. In S. Al Otaiba (Chair), *Mediators and moderators of response to beginning reading interventions: Distinguishing potential levers of change from less malleable variables.* Symposium conducted at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL. (International)

Invited Keynote and Plenary Presentations at Conferences

Wanzek, J. (presented 2016, June). *Understanding dyslexia and learning: What does current research tell us?* Keynote presentation presented at the Neuroscience and Education Conference, Nashville, TN. (State)

Wanzek, J. (presented 2014, October). *Understanding dyslexia*. Keynote presentation at the Iowa State Learning Disabilities Conference, Des Moines, IA. (State)

Wanzek, J. (presented 2013, October). *Leading the way in intensive reading interventions*. Keynote presentation at the Ohio Special Education Leadership Conference, Columbus, OH. (State)

Wanzek, J. (presented 2012, October). *Intensifying instruction for students with reading difficulties: A focus on Tier 2 and 3 intervention*. Keynote presentation for Reading/Literacy Strand at annual Research to Practice Conference, Center on Teaching and Learning, Portland, OR. (National)

Wanzek, J. (presented 2008, August). *Making data-based instructional decisions*. Keynote presentation at Michigan Reading First Conference, Michigan Reading First, Lansing, MI. (State)

Invited Presentations at Conferences

Wanzek, J. (presented 2016, June). *Intensive reading interventions for elementary students struggling with reading*. Presentation at the Neuroscience and Education Conference, Nashville, TN. (State)

Wanzek, J., & Al Otaiba, S. (presented April, 2016). *Examining effects of a standardized treatment for fourth graders with reading difficulties*. Presentation at the annual conference for the Council for Exceptional Children, St. Louis, MO. (International).

Wanzek, J. (presented October, 2014). *Planning and implementing effective reading intervention for elementary students with dyslexia*. Presentation at the Iowa State Learning Disabilities Conference, Des Moines, IA. (State)

Wanzek, J. (presented October, 2014). *Providing effective support and intervention for adolescents with dyslexia*. Presentation at the Iowa State Learning Disabilities Conference, Des Moines, IA. (State)

Kim, Y-S., & **Wanzek, J.** (presented 2014, January). *Kindergarten predictors of third grade writing*. Presentation at the Regional Education Laboratory Southeast Bridge Event, Ft. Lauderdale, FL. (regional)

Wanzek, J. (presented 2014, January). *Literacy strategies in middle school social studies*. Presentation at the Regional Education Laboratory Southeast Bridge Event, Ft. Lauderdale, FL. (regional)

Wanzek, J. (presented 2013, October). *Intensifying reading interventions*. Master session at the Ohio Special Education Leadership Conference, Columbus, OH. (State)

Wanzek, J. (presented 2012, October). *Providing effective comprehension instruction through scaffolded interventions*. Presentation at the annual Research to Practice Conference, Center on Teaching and Learning, Portland, OR. (National)

Wanzek, J. (presented 2012, June). *Planning and implementing effective reading interventions for elementary students with reading difficulties or disabilities*. Presentation at the Special Education Conference, Iowa State, Des Moines, IA. (State)

Wanzek, J. (presented 2012, June). *Providing effective support and intervention for adolescents with reading difficulties or disabilities*. Presentation at the Special Education Conference, Iowa State, Des Moines, IA. (State)

Wanzek, J. (presented 2009, October). *The three-tier reading model and differentiation of instruction for elementary students*. Presentation at the Reading Conference, Central Ohio Branch of the International Dyslexia Association. Columbus, OH. (State)

Wanzek, J. (presented 2009, July). *The engaging classroom: Tools and techniques to building vocabulary with meaningful instruction*. Presentation at Reading First Conference, Washington State, Yakima, WA. (State)

Wanzek, J. (presented 2008, August). *Effective comprehension instruction across the grade levels*. Presentation at Reading First Conference, Washington State, Tacoma, WA. (State)

Wanzek, J. (presented 2008, July). *Building vocabulary with meaningful instruction*. Presentation at annual National Reading First Conference, Nashville, TN. (National)

Wanzek, J. (presented 2007, August). *Effective comprehension instruction across the grade levels*. Presentation at Reading First Conference, West Virginia State, Charleston, WV. (State)

Wanzek, J. (presented 2006, September). *Differentiating instruction*. Presentation at Reading First Conference, Ohio State, Columbus, OH. (State)

Vaughn, S., & **Wanzek, J.** (presented 2005, October). *Education for students with reading/learning disabilities: What makes it special*. Presentation at Conference on Reading, Guy Bond Memorial, Minneapolis, MN. (National)

Wanzek, J. (presented 2005, July). *Selecting and adopting effective supplemental and intervention beginning reading programs*. Presentation at the annual National Reading First Conference, New Orleans, LA. (National)

Invited Presentations at Symposia

Wanzek, J. (presented 2015, December). Reading Research. In J. McLaughlin (Moderator), *NCSEER forum: Keeping the "special" in special education research*. Presentation at the Institute of Education Sciences Principal Investigator Meeting, Washington, D. C. (National).

Wanzek, J. (presented 2014, March). Team-based learning in the social studies: Replication across grade levels. In C. Connor (Chair), *Replicating studies: When treatment effects replicate and when they don't*. Presentation at the annual meeting of the Society for Research on Educational Effectiveness, Washington, D.C. (National).

Wanzek, J. (presented 2011, April). Expert roundtable discussion. In N. Zigmond & D. Fuchs (Chairs), *The vanishing expertise in special education*. Presentation at the annual meeting of Council for Exceptional Children, Washington, D. C. (International)

Refereed Presentations at Conferences

Wanzek, J., Al Otaiba, S., & *Donegan, R. (presented 2019, January). *Effects of a Multi-Component Reading Intervention for Fourth Grade Struggling Readers*. Presentation at the annual meeting of the Council for Exceptional Children, Indianapolis, IN. (International)

Wanzek, J., & Swanson, E. A. (presented 2019, January). *Improving social studies content knowledge and comprehension for middle and secondary learners*. Presentation at the annual meeting of the Council for Exceptional Children, Indianapolis, IN. (International)

*Donegan, R., & **Wanzek, J.** (presented 2018, February). The relationship between study quality and the effects of supplemental reading interventions: A meta-analysis. Poster presented at the annual meeting of Pacific Coast Research Conference, Coronado, CA. (National)

Wanzek, J. (presented 2016, December). *Effects of a year long supplemental reading intervention for students with reading difficulties in fourth grade*. Poster presentation at the Institute of Education Sciences Principal Investigator Meeting, Washington, D. C. (National)

Swanson, E. A., **Wanzek, J., Al Otaiba, S., & De La Cruz, V. M.** (presented 2016, October). Tier I interventions that work for students with disabilities. Presentation at the annual meeting of the Council for Learning Disabilities, San Antonio, TX. (International)

Wanzek, J. (presented 2015, December). *Effects of tier 2 intervention for upper elementary students*. Poster presentation at the Institute of Education Sciences Principal Investigator Meeting, Washington, D. C. (National)

Wanzek, J. (presented 2015, October). *Print reading in tier 1 instruction and reading achievement*. Poster presented at the annual meeting of the Council for Learning Disabilities, Las Vegas, NV. (International)

Ciullo, S., *Lo, S., **Wanzek, J., & Reed, D. K.** (presented 2015, April). *Informational text reading interventions for elementary students with learning disabilities: A synthesis*. Poster presented at the annual meeting of the Council for Exceptional Children, San Diego, CA. (International)

Gatlin, B., Al Otaiba, S., & **Wanzek, J.** (presented 2015, April). *Analyzing the effectiveness of first-grade RTI: Focus on students with ASD*. Poster presented at the annual meeting of the Council for Exceptional Children, San Diego, CA. (International)

Ciullo, S., *Lo, S., **Wanzek, J., & Reed, D. K.** (presented 2015, February). *Informational text interventions for elementary students with learning disabilities: A research synthesis*. Poster presentation at the annual meeting of the Pacific Coast Research Conference, Coronado, CA. (National)

- *Gatlin, B., & **Wanzek, J.** (presented 2015, February). *Relations among children's use of dialect and literacy skills: A meta-analysis*. Poster presentation at the annual meeting of the Pacific Coast Research Conference, Coronado, CA. (National)
- *Kent, S. C., & **Wanzek, J.** (presented 2015, February). *Tier I reading instruction for fourth-grade struggling readers: An observation study*. Poster presentation at the annual meeting of the Pacific Coast Research Conference, Coronado, CA. (National)
- *Gatlin, B., & **Wanzek, J.** (presented 2014, April). *Implementation of a kindergarten tier 2 intervention*. Poster presentation at the annual meeting of the Council for Exceptional Children, Philadelphia, PA. (International)
- Wanzek, J.** (presented 2014, April). *Increasing intervention strength for students with reading disabilities in special education*. Presentation at the annual meeting of the Council for Exceptional Children, Philadelphia, PA. (International)
- *Gatlin, B., *Walker, M., & **Wanzek, J.** (presented 2014, February). *A synthesis of tier 2 intervention studies*. Poster presentation given at the annual meeting of the Pacific Coast Research Conference, Coronado, CA. (National)
- *Kent, S. C., & **Wanzek, J.** (presented 2014, February). *The relationship between component skills and writing quality and fluency across development*. Poster presentation given at the annual meeting of the Pacific Coast Research Conference, Coronado, CA. (National)
- Wanzek, J.**, *Kent, S. C., & Connor, C. (presented 2013, April). *Engaging students with disabilities in content area text and instruction*. Poster presentation at the annual meeting, Council for Exceptional Children, San Antonio, TX. (International)
- *Gatlin, B. T., & **Wanzek, J.** (presented 2013, February). *Oral language interventions designed to improve literacy performance: A synthesis of studies post NELP*. Poster presentation at the annual meeting, Pacific Coast Research Conference, San Diego, CA. (National)
- *Kent, S. C., & **Wanzek, J.** (presented 2013, February). *Effects of team-based learning in social studies on written discourse of content*. Poster presentation at the annual meeting, Pacific Coast Research Conference, San Diego, CA. (National)
- *Gatlin, B. T., **Wanzek, J.**, Al Otaiba, S., & Folsom, J. (presented 2012, July). *An analysis of oral language abilities of African American students*. Poster presentation at the annual meeting, Society for the Scientific Study of Reading, Montreal, Canada. (International)
- *Kent, S. C., **Wanzek, J.**, Al Otaiba, S., & Kim, Y. S. (presented 2012, July). *Kindergarten predictors of first grade early writing skills*. Poster presentation at annual meeting, Society for the Scientific Study of Reading, Montreal, Canada. (International)
- *Kent, S. C., & **Wanzek, J.** (presented 2012, February). *Reading interventions using social studies content for students with learning disabilities: A synthesis and meta-analysis*. Poster presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)

- Vaughn, S., Francis, D. J., Barnes, M., & **Wanzek, J.** (presented 2012, February). *Developing and determining the efficacy of comprehension interventions*. Presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)
- Wanzek, J.** & *Kent, S. C. (presented 2011, February). *Frequency and quality of academic engagement with teachers and text for kindergarten students at-risk for reading difficulties*. Poster presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)
- Wanzek, J.** (presented 2010, February). *Students with reading disabilities in the upper elementary grades: The effectiveness of interventions with varying instructional emphases*. Poster presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)
- Wanzek, J.** (presented 2009, November). *Reading interventions for students in the upper elementary grades*. Presentation at annual meeting, International Dyslexia Association, Orlando, FL. (International)
- Roberts, G., & **Wanzek, J.** (presented 2009, March). *Monitoring student growth with oral reading fluency: Changes in passage difficulty and its relationship to reading comprehension*. Poster presentation at annual meeting, Society for Research on Educational Effectiveness, Washington, D. C. (National)
- Wanzek, J.**, Wexler, J., & *Ciullo, S. P. (presented 2009, February). *A multivocal synthesis of reading interventions for struggling fourth and fifth grade students*. Poster presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)
- Kosanovich, M., **Wanzek, J.**, & Tanner-Smith, T. (presented 2008, July). *Effective instruction for adolescent struggling readers*. Presentation at Reading Conference, Florida Leadership, Orlando, FL. (State)
- Wanzek, J.**, Vaughn, S., & Wexler, J. (presented 2008, April). *Response to intervention with older students*. Presentation at annual meeting, Council for Exceptional Children, Boston, MA. (International)
- Wexler, J., & **Wanzek, J.** (presented 2008, March). *Remediation of older students with reading difficulties: Response to intervention through classroom instruction and intervention*. Poster presentation at annual meeting, Society for Research on Educational Effectiveness, Washington, D.C. (National)
- Wanzek, J.** (presented 2008, February). *Differences in high stakes measures of reading achievement and the effect on ORF benchmarking*. Poster presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)
- Roberts, G., Gersten, R., Mellard, D. G., Fletcher, J. M., & **Wanzek, J.** (presented 2007, March). *Response to intervention: Research, policy, and implementation*. Presentation at annual meeting, National Association of School Psychologists, New York City, NY. (National)

- Wanzek, J.**, Chard, D., Harn, B., & Linan-Thompson, S. (presented 2007, March). *Student response within RTI models: Identification and service delivery*. Presentation at annual meeting, National Association of School Psychologists, New York City, NY. (National)
- Wanzek, J.** (presented 2007, February). *Intensive reading interventions: Research-based implications*. Poster presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)
- Glover, T., **Wanzek, J.**, Vaughn, S., Shinn, M. R., VanDerHeyden, A. M., & Diperna, J. (presented 2006, March). *Multi-tiered service delivery and response to intervention*. Presentation at annual meeting, National Association of School Psychologists, Anaheim, CA. (National)
- Wanzek, J.** (presented 2006, February). *Response to varying amounts of time in reading intervention for students demonstrating insufficient response to intervention*. Poster presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)
- Thompson, S., **Wanzek, J.**, & Hjelm, J. (presented 2005, April). *Implementing 3 tier reading instruction: What and how*. Presentation at annual meeting, Council for Exceptional Children, Baltimore, MD. (International)
- Wanzek, J.**, Wexler, J., Edmonds, M. E., & Vaughn, S. (presented 2005, February). *A synthesis of spelling, writing, and reading interventions and the effects on the spelling outcomes for students with LD*. Poster presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)
- Vaughn, S. R., Thompson, S., Kame'enui, E. J., Chard, D., Harn, B. Cavanaugh, C. L., & **Wanzek, J.** (presented 2004, April). *The three-tier model as a reading intervention approach*. Panel presentation at annual meeting, Council for Exceptional Children, New Orleans, LA. (International)
- Wanzek, J.**, & Cavanaugh, C. (presented 2004, February). *The effects of reading interventions on social outcomes for students with reading difficulties: A synthesis*. Poster presentation at annual meeting, Pacific Coast Research Conference, Coronado, CA. (National)
- Wanzek, J.**, & Linan-Thompson, S. (presented 2003, April). *A comparison of two reading interventions on students' performance on high stakes assessments*. Poster presentation at annual meeting, Council for Exceptional Children, Seattle, WA. (International)
- Kim, A., & **Wanzek, J.** (presented 2003, February). *Effects of graphic organizers on reading comprehension for students with learning disabilities: A synthesis*. Poster presentation at annual meeting, Pacific Coast Research Conference, La Jolla, CA. (National)
- Wanzek, J.**, & Linan-Thompson, S. (presented 2003, February). *A comparison of two reading interventions on students' performance on high stakes assessments*. Poster presentation at annual meeting, Pacific Coast Research Conference, La Jolla, CA. (National)

Dickson, S. V., & **Wanzek, J.** (2001, April). *Applying phonics to reading passages: Sequence of passages counts*. Poster presentation at annual meeting, Council for Exceptional Children, New York City, NY. (International)

Bursuck, W., Young, R., **Wanzek, J.**, & Bolas, K. (2000, April). *Teaching phonemic awareness to at-risk kindergarten children: Curricular and instructional guidelines*. Presentation at annual meeting, Council for Exceptional Children, Vancouver, B.C., Canada. (International)

Invited Workshops

Wanzek, J. & *Rider, E. (presented 2019, February). Intensifying reading interventions for students with persistent reading difficulties. Presented at Catholic Diocese of Nashville Teacher Inservice. (local)

Wanzek, J. (presented 2017, October). Making It Work: RTI and MTSS for Reading and Reading Interventions. Presentation delivered for Presence Learning, webinar. (national)

Wanzek, J., & *Sargent, K. (presented 2017, July). Using team-based learning to improve social studies knowledge acquisition in high school. Presentation delivered for Metro Nashville Public Schools, Nashville, TN. (Local)

Wanzek, J. (presented 2016, March). Effects of tier 2 intervention for upper elementary students. Presentation to Striving Readers comprehensive Literacy State Education Agency grantees, webinar. (national)

Wanzek, J. (presented 2015, May). Differentiating core instruction within an RTI framework. Series of Three workshops delivered for New York State Response to Intervention Technical Assistance Center, webinar. (State)

Wanzek, J. (presented 2015, April). Response to intervention and reading. Workshop delivered for Texas Education Agency, Dallas, TX. (State)

Wanzek, J. (presented 2013, October). *Evidence-based practices in K-12 reading interventions*. Workshop delivered at the Midwest Instructional Leadership Summit, St. Paul, MN. (National)

Wanzek, J. (2013, March). *Recent research updates for reading interventions in special education*. Workshop delivered for New York State Department of Education, webinar. (State)

VanDerheyden, A., & Wanzek, J. (2012, February). *Reading interventions: When core instruction is not enough*. Workshop delivered for Education Week, webinar. (National)

Wanzek, J. (2011, September). *How healthy is your core? Examining your school's core reading program in a Rtl framework*. Workshop delivered for New York State Council for Exceptional Children, Albany, NY. (State)

Vaughn, S., & Wanzek, J. (2007, October). *Extensive interventions for grades K-3: From research to practice*. Workshop delivered at Center on Instruction, webinar. (National)

Contracts and Grants

Contracts and Grants Funded

Vaughn, S., **Wanzek, J.**, & Roberts, G., & Martinez, L. (July 2019- June 2024). *Examining a content-area reading comprehension intervention: Efficacy of novice and experienced implementers*. Funded by Institute of Education Sciences.

Wanzek, J., Al Otaiba, S., Lemons, C., & Petscher, Y. (July 2017- June 2021). *Evaluating mindset as a pathway to enhance students' response to reading intervention*. Funded by National Institutes of Health.

Wanzek, J., Jackson, C., & Schatschneider, C. (July 2017- June 2020). *The Relationship between elementary teachers' language use and students' language and literacy achievement*. Funded by Institute of Education Sciences.

Wanzek, J., Wehby, J., Fuchs, L., Fuchs, D., Lemons, C., & Lloyd, B. (August 2017- July 2022). *Preparing leaders capable of fulfilling the promise of special education with intensive intervention*. Funded by U. S. Department of Education, Office of Special Education Programs.

Wagner, R. K. (July 2017 - June 2022). *Florida Learning Disabilities Center*. Funded by National Institutes of Health.

Roberts, G., Vaughn, S., Swanson, E. A., & **Wanzek, J.** (July 2016-June 2021). *Scale Up of Promoting Adolescents' Comprehension of Text*. Funded by Institute of Education Sciences.

Wanzek, J., Al Otaiba, S., Petscher, Y. & Schatschneider, C. (July 2013-January 2019). *Passport to Literacy: Examining the Effectiveness of the Voyager Passport Intervention for Fourth-grade Students With or At High Risk for Reading Disabilities*. Funded by Institute of Education Sciences.

Wagner, R. K. (Jan 2012- Apr 2017). *Florida Learning Disabilities Center*. Funded by National Institute of Child and Human Development, National Institutes of Health.

Razzouk, R., Lang, L., & Sherdan, D.(2011-2013). *The Project to Collaborate, Plan, Align, Learn, Motivate, and Share (CPALMS)*. Funded by Florida Department of Education.

Vaughn, Fletcher, Simmons, Francis, Barnes, & **Wanzek, J.** (Jul 2010-Jun 2015). *Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7-12*. Funded by Institute of Education Sciences.

Wanzek, J. (Jan 2010-Dec 2012). *Frequency and Quality of Academic Engagement with Teachers and Text and the Relationship to Student Literacy for Kindergarten Students*

At-risk for Reading Difficulties. Funded by National Institute of Child Health and Human Development, National Institutes of Health.

Lonigan, C. & Schatschneider, C. (2010-2014). *Predoctoral Interdisciplinary Training Program to Increase Research Capacity in Educational Science*. Funded by Institute of Education Sciences.

Foorman, B., & Meadows, J. (July 2009-June 2011). *Next Generation Sunshine State Standards Literacy Initiative*. Funded by Florida Department of Education.

Wanzek, J. (Jul 2009-Dec 2009). *Vocabulary Instruction for Students with Reading Difficulties*, Funded by Florida State University Council on Research and Creativity.

Wanzek, J. (May 2008-Aug 2008). *Student Response to Multi-tiered Interventions*. Funded by Florida State University Council on Research and Creativity.

Vaughn, S., & **Wanzek, J.** (Feb 2008-Jan 2011). *Students with Reading Difficulties in the Upper Elementary Grades: Effective Instruction and Intervention*. Funded by Meadows Foundation of Texas.

Fletcher, J., Vaughn, S., Francis, D. J., Denton, C., & Papanicolaou, A. (2006-2011). *Texas Center for Learning Disabilities*. Funded by National Institutes of Child Health and Human Development, National Institutes of Health.

Vaughn, S., Linan-Thompson, S., & Elbaum, B. (2002-2006). *Preventing Reading Difficulties: A Three-Tiered Intervention Model. A study to reduce reading problems by intervention for students most at-risk for reading difficulty through effective early reading instruction and appropriate placements in special education*. Funded by U. S. Department of Education.

Service

The Profession

Editor for Refereed Journals

Editor, *Elementary School Journal* (2017-present)
Associate Editor, *Journal of Learning Disabilities* (2014-2017).
Associate Editor, *Assessment for Effective Intervention* (2010-2013).

Editorial Board Membership

Teaching Exceptional Children (2016-present)

Annals of Dyslexia (2014-present)

Exceptional Children (2013-present)

Journal of Learning Disabilities (2012-present)

Elementary School Journal (2012-present).

Learning Disability Quarterly (2010-present).

Assessment for Effective Intervention (2010-present).

Learning Disabilities Research and Practice (2009-present).

Reading & Writing Quarterly (2009-present).

LD Forum (2009-2015).