

# DEVIN KEARNS

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## APPOINTMENTS

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### CURRENT

2024– Goodnight Distinguished Professor in Early Literacy, College of Education, North Carolina State University at Raleigh  
2017– [Research Scientist](#), Haskins Laboratories

### PAST

2024 Professor, Department of Educational Psychology, University of Connecticut  
2019–2024 Associate Professor, Department of Educational Psychology, University of Connecticut  
2017–2024 Faculty Affiliate, Connecticut Institute for the Brain and Cognitive Sciences  
2017–2024 Faculty Affiliate, Institute for Collaboration on Health, Intervention, and Policy  
2014–2024 Research Scientist, Center for Behavioral Education and Research  
2014–2019 Assistant Professor, Department of Educational Psychology, University of Connecticut  
2011–2014 Assistant Professor, School of Education, Boston University

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## EDUCATION

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2010 Ph.D., Special Education. Vanderbilt University, Peabody College of Education and Human Development. Nashville, TN.  
Dissertation: “Describing the Cognitive Characteristics of Reading Disability Subtypes”  
2004 M.A., Elementary Literacy and Language Arts. Loyola Marymount University, School of Education. Los Angeles, CA.  
1998 B.A., History and Government, cum laude. Georgetown University, College of Arts and Sciences, Washington, DC

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## RESEARCH

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### AREAS OF SPECIALIZATION

data-based individualization (DBI); dyslexia; intensive intervention; learning disabilities; multi-tier systems of support (MTSS), reading acquisition; reading disabilities; reading instruction; responsiveness to intervention (RTI) systems; science of reading (SOR); word recognition

## AWARDS AND HONORS

- 2024 Windward Institute John J. Russell Award for Advocacy in Education (Windward Institute)
- 2017 Early-Career Researcher Award (University of Connecticut Neag School of Education)
- 2010 Robert Gaylord Ross Award for Scholarly Writing (Department of Special Education, Vanderbilt University)

## PEER-REVIEWED PUBLICATIONS

(*N* = 56)

† graduate student at the time of publication

## IN PRESS/ADVANCE ONLINE

Chandler, B. W., Toste, J. R., Hart, E. J. & Kearns, D. M. (2024). Instruction to support word-level reading skills for adolescent learners with learning disabilities. *Journal of Adolescent & Adult Literacy*. Advance online publication (November 2, 2024). <https://doi.org/10.1002/jaal.1399>

## 2024

Kearns, D. M., & Cooper Borkenhagen, M. J. (2024). Following the rules in an unruly writing system: The cognitive science of learning to read in English. *The Reading Teacher*, 77(5), 712–726. <https://doi.org/10.1002/trtr.2299>

Stalega, M. V.†, Kearns, D. M., Bourget, J.†, Bayer, N.†, & Hebert, M. (2024). Is phonological-only instruction helpful for reading?: A meta-analysis. *Scientific Studies of Reading*. Advance online publication. <https://doi.org/10.1080/10888438.2024.2340708>

## 2023

Pugh, A.†, Hiebert, E., & Kearns, D. M. (2023 June 22). Text types and their relation to efficacy in beginning reading interventions. *Reading Research Quarterly*, 58(4), 710–732. <https://doi.org/10.1002/rrq.513>

Richter, C. G., Siegelman, N., Mahaffy, K.†, van den Bunt, M., Kearns, D. M., Landi, N., Sabatini, J., Pugh, K., & Hoefl, F. (2022 December 2). The impact of computer-assisted technology on literacy acquisition during COVID-19 related school closures: Group-level effects and predictors of individual-level outcomes. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1001555>

Talbott, E., De Los Reyes, A., Kearns, D. M., Mancilla-Martinez, J., & Wang, M. (2023). Evidence based assessment in special education research: Advancing the use of evidence in methods, tools, and empirical processes. *Exceptional Children*, 89(4), 467–487. <https://doi.org/10.1177/0014402923117109>

Zagata, E.<sup>†</sup>, Kearns, D. M., Truckenmiller, A. J., & Zhao, Z.<sup>†</sup> (2023). Using the features of written compositions to understand reading comprehension. *Reading Research Quarterly*, 58(4), 624–654. <https://doi.org/10.1002/rrq.503>

## 2022

Kearns, D. M., Lyon, C. P., Stalega, M. V.<sup>†</sup>, Zagata, E.<sup>†</sup>, & Kelley, S. L. (2022). Teaching syllable division to facilitate polysyllabic word reading: Current research and possible alternatives. *The Reading League Journal*, 3(2), 14–22.

Kearns, D. M., Walker, M. A., Borges, J., & Duffy, M. (2022). Can reading practitioners and researchers improve intensive reading support systems in a large urban school system? *Journal of Research in Reading*, 45(3), 488–516. <https://doi.org/10.1111/1467-9817.12406>

Conner, C., Allor, J. H., Stewart, J., Kearns, D.M., & Gillespie Rouse, A. (2022). A synthesis of reading comprehension interventions and measures for students with autism spectrum disorder and intensive support needs. *Review Journal of Autism and Developmental Disorders*. Advance online publication (April 21, 2022). <https://doi.org/10.1007/s40489-022-00321-x>

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

Siegelman, N., Rueckl, J. G., Lo, J. C. M., Kearns, D. M., Morris, R. D., & Compton, D. L. (2022). Quantifying the regularities between orthography and semantics and their impact on group- and individual-level behavior. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 48(6), 839–355. <https://doi.org/10.1037/xlm0001109>

Wexler, J., Kearns, D.M., Lemons, C.J., Shelton, A., Pollack, M.S., Stapleton, L.M., Clancy, E., Hogan, E.K., & Lyon, C.<sup>†</sup>, (2022). Improving literacy instruction in co-taught middle school classrooms to support reading comprehension. *Contemporary Educational Psychology*, 68(102040), 1–14. <https://doi.org/10.1016/j.cedpsych.2021.102040>

## 2021

Kearns, D. M., Feinberg, N. J., & Anderson, L. J. (2021). Implementation of data-based decision making: Linking research from the special series to practice. *Journal of Learning Disabilities*, 54(5), 365–372. <https://doi.org/10.1177/00222194211032403>

Kearns, D. M., & Hiebert, E. (2021). The word complexity of primary-level texts: Differences between first and third grade in widely-used curricula. *Reading Research Quarterly*, 57(1), 255–285. <https://doi.org/10.1002/rrq.429>

- Kearns, D. M., Lyon, C.†, & Pollack, M. S. (2021). Teaching world and word knowledge to access content-area texts in co-taught classrooms. *Intervention in School and Clinic*, 56(4), 208–216. <https://doi.org/10.1177/1053451220944371>
- Lyon, C.†, Kearns, D. M., & Hogan, E. K. (2021). Individualizing literacy instruction in co-taught classrooms through a station teaching model. *Intervention in School and Clinic*, 56(4), 224–232. <https://doi.org/10.1177/1053451220944376>
- Savaiano, M. E., & Kearns, D. M. (2021). An examination of Unified English Braille and its efficiency in representing print. *British Journal of Visual Impairment*, 40(2), 289–300. <https://doi.org/10.1177/0264619620973710>
- Wexler, J. A., Kearns, D. M., Hogan, E., Clancy, E. E., & Shelton, A. (2020). Preparing to implement evidence-based literacy practices in the co-taught classroom. *Intervention in School and Clinic*, 56(4), 200–207. <https://doi.org/10.1177/1053451220944369>
- 2020**
- Kearns, D. M. (2020). Does English have useful syllable division patterns? *Reading Research Quarterly*, 55(S1), S145–S160. <https://doi.org/10.1002/rrq.342>
- Kearns, D. M., & Hoeft, F. (2020). Choosing programs for students with dyslexia: How do I know which programs are best for students with dyslexia? Principles to help you decide which instructional programs and interventions are evidence-based. *IDA Examiner*, 9(2), 22–35.
- Compton, D. C., Gilbert, J. K., Kearns, D. M., & Olson, R. K. (2020). Using an item-specific predictor to test the dimensionality of the orthographic choice task. *Annals of Dyslexia*, 70(2), 243–258. <https://doi.org/10.1007/s11881-020-00202-0>
- Jagaiah, T.†, Olinghouse, N., Kearns, D. M. (2020). Syntactic complexity measures: Variation by genre, grade-level, students' writing abilities, and writing quality. *Reading and Writing*, 33, 2577–2638. <https://doi.org/10.1007/s11145-020-10057-x>
- Peng, P., Fuchs, D., Fuchs, L., Cho, E., Elleman, A. M., Kearns, D. M., Patton III, S., & Compton, D. L. (2020). Is “response/no response” too simple a notion for RTI frameworks? Exploring multiple response types with latent profile analysis. *Journal of Learning Disabilities*, 53(6), 454–468. <https://doi.org/10.1177/0022219420931818>
- Seidenberg, M. S., Cooper Borkenhagen, M., & Kearns, D. M. (2020). Lost in translation? Challenges in connecting reading science and educational practice. *Reading Research Quarterly*, 55(S1), S119–S130. <https://doi.org/10.1002/rrq.341>
- Siegelman, N., Kearns, D. M., & Rueckl, J. (2020). Using information-theoretic measures to characterize the structure of the writing system: The case of orthographic-phonological regularities in English. *Behavior Research Methods*, 52(3), 1292–1312. <https://doi.org/10.3758/s13428-019-01317-y>

Steady, L. M., Fuchs, D., Gilbert, J. K., Kearns, D. M., Elleman, A. M., & Edwards, A. A. (2020). Sight word acquisition in first grade students at-risk for reading disabilities: An item-level exploration of the number of exposures required for mastery. *Annals of Dyslexia*, *70*(2), 259–274. <https://doi.org/10.1007/s11881-020-00198-7>

## 2019

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

Kearns, D. M., & Whaley, V. M.† (2019). Helping students with dyslexia read long words: Using syllables and morphemes. *Teaching Exceptional Children*, *51*(3), 212–225. <https://doi.org/10.1177/0040059918810010>

Kearns, D. M., & Al Ghanem, R. (2019). The role of semantic information in children’s word reading: Does meaning affect readers’ ability to say polysyllabic words aloud? *Journal of Educational Psychology*, *111*(6), 933–956. <https://doi.org/10.1037/edu0000316>

Peng, P., Fuchs, D., Fuchs, L., Elleman, A. M., Kearns, D. M., Gilbert, J., Compton, D. L., Cho, E., & Patton, S. (2019). A longitudinal analysis of the trajectories and predictors of word reading and reading comprehension development among at-risk readers. *Journal of Learning Disabilities*, *52*(3), 195–208. <https://doi.org/10.1177/0022219418809080>

## 2018

Fuchs, D., Kearns, D. M., Fuchs, L. S., Elleman, A. M., Gilbert, J. K., Patton, S., Peng, P., & Compton, D. L. (2018). Using moderator analysis to identify the first-grade children who benefit more and less from a reading comprehension program: A step towards aptitude-by-treatment interaction. *Exceptional Children*, *85*(2), 229–247. <https://doi.org/10.1177/0014402918802801>

Hebert, M., Kearns, D. M., Hayes, J. B.†, Bazis, P., & Cooper, S. (2018). Why children with dyslexia struggle with writing and how to help them. *Language, Speech, and Hearing Services in Schools*, *49*(4), 843–863. [https://doi.org/10.1044/2018\\_LSHSS-DYSLC-18-0024](https://doi.org/10.1044/2018_LSHSS-DYSLC-18-0024)

Lemons, C. J., Vaughn, S. R., Wexler, J., Kearns, D. M., & Sinclair, A. C. (2018). Envisioning an improved continuum of special education services for students with learning disabilities: Considering intervention intensity. *Learning Disabilities: Research & Practice*, *33*(3), 131–143. <https://doi.org/10.1111/ldrp.12173>

Sinclair, A. C., Bray, L. E., Wei, Y., Clancy, E., Wexler, J., Kearns, D. M., & Lemons, C. J. (2018). Coteaching in content area classrooms: Lessons and guiding questions for administrators. *NASSP Bulletin*, *102*(4), 303–322. <https://doi.org/10.1177/0192636518812701>

Wexler, J., Kearns, D. M., Lemons, Christopher J., Mitchell, M., Clancy, E., Davidson, K. A., Sinclair, A. C., & Wei, Y. (2018). Reading comprehension and co-teaching practices in middle school English language arts classrooms. *Exceptional Children*, 84(3), 384–402. <https://doi.org/10.1177/0014402918771543>

## 2017

Steady, L. M., Kearns, D. M., Gilbert, J. K., Compton, D. L., Cho, E., Lindstrom, E. R., & Collins, A. A. (2017). Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty. *Journal of Educational Psychology*, 109(1), 51–69. <https://doi.org/10.1037/edu0000113>

Toste, J. R., Capin, P., Vaughn, S., Roberts, G. G., & Kearns, D. M. (2017). Multisyllabic word-reading instruction with and without motivational beliefs training for struggling readers in the upper elementary grades: A pilot investigation. *Elementary School Journal*, 117(4), 593–615. <https://doi.org/10.1086/691684>

Wei, Y., Lombardi, A., Simonsen, B., Coyne, M., Faggella-Luby, M., Freeman, J., & Kearns, D. M. (2017). A revised embedded planning tool for tier three reading instruction. *Learning Disabilities: An Interdisciplinary Journal*, 22(2), 50–63. <http://doi.org/10.18666/LDMJ-2017-V22-I2-8274>

## 2016

Dobbs, C., & Kearns, D. M. (2016) Using new vocabulary in writing: Exploring how word and learner characteristics relate to the likelihood that writers use newly taught vocabulary. *Reading and Writing: An Interdisciplinary Journal*, 29(9), 1817–1843. <https://doi.org/10.1007/s11145-016-9654-8>

Kearns, D. M., Rogers, H. J., Al Ghanem, R.<sup>†</sup>, & Koriakin, T.<sup>†</sup> (2016). Semantic and phonological ability to adjust recoding: A unique correlate of word reading skill? *Scientific Studies of Reading*, 20(6), 455–470. <https://doi.org/10.1080/10888438.2016.1217865>

Kearns, D. M., Steady, L. M., Compton, D. L., Gilbert, J. K., Goodwin, A., Cho, E., Lindstrom, E. R., & Collins, A. A. (2016). Modeling polymorphemic word recognition: Exploring differences among children with early-emerging and late-emerging word reading difficulty. *Journal of Learning Disabilities*, 49(4), 368–394. <https://doi.org/10.1177/0022219414554229>

McCarthy, T., Rosenblum, P. L., Johnson, B., Dittel, J., & Kearns, D. M. (2016). An Artificial Intelligence Tutor: A supplementary tool for teaching and practicing braille. *Journal of Visual Impairment and Blindness*, 110(5), 310–322. <https://doi.org/10.1177/0145482X1611000503>

Powell, S. R., Kearns, D. M., & Driver, M. K. (2016). Exploring the connection between arithmetic and prealgebraic reasoning at first and second grade. *Journal of Educational Psychology*, 108(7), 943–959. <https://doi.org/10.1037/edu0000112>

**2015**

Al Ghanem, R.†, & Kearns, D. M. (2015). Orthographic, phonological, and morphological predictors of children's word reading skills in Arabic: A literature review. *Reading Research Quarterly*, *50*(1), 83–109. <https://doi.org/10.1002/rrq.84>

Kearns, D. M. (2015). How elementary-age children read polysyllabic polymorphemic words. *Journal of Educational Psychology*, *107*(2), 364–390. <https://doi.org/10.1037/a0037518>

**2014**

McMaster, K. L., Jung, P.-G., Brandes, D., Pinto, V., Fuchs, D., Kearns, D., Lemons, C. J., & Yen, L. (2014). Customizing a research-based reading practice: Balance the importance of implementation fidelity with professional judgment. *The Reading Teacher*, *68*(3), 173–183. <https://doi.org/10.1002/trtr.1301>

Miller, A. C., Fuchs, D., Fuchs, L. S., Compton, D., Kearns, D. M., Zhang, W., ..., Peterson, D. (2014). Behavioral attention: A longitudinal study of whether and how it influences the development of word reading and reading comprehension among at-risk readers. *Journal of Research on Educational Effectiveness*, *7*(3), 232–249. <https://doi.org/10.1080/19345747.2014.906691>

Goodwin, A., Gilbert, J. K., Cho, S.-J., & Kearns, D. M. (2014). Probing lexical representations: Simultaneous modeling of word and reader contributions to multidimensional lexical representations. *Journal of Educational Psychology*, *106*(2), 448–468. <https://doi.org/10.1037/a0034754>

Gilbert, J. K., Goodwin, A. P., Compton, D. L., & Kearns, D. M. (2014). Multisyllabic word reading as a moderator of morphological awareness and reading comprehension. *Journal of Learning Disabilities*, *47*(1), 34–43. <https://doi.org/10.1177/0022219413509966>

Lemons, C. J., Kearns, D. M., & Davidson, K. A. (2014). Data-based individualization in reading: Intensifying interventions for students with significant reading disabilities. *Teaching Exceptional Children*, *46*(4), 20–29. <https://doi.org/10.1177/0040059914522978>

**2013**

Kearns, D. M., & Fuchs, D. (2013). Does cognitively focused instruction improve the academic performance of low-achieving students? *Exceptional Children*, *79*(3), 263–290. <https://doi.org/10.1177/001440291307900200>

**2011**

Fuchs, D., Hale, J. B., & Kearns, D. M. (2011). On the importance of a cognitive processing perspective: An introduction. *Journal of Learning Disabilities*, *44*(2), 99–104. <https://doi.org/10.1177/0022219411400019>

Gilbert, J. K., Compton, D. L., & Kearns, D. M. (2011). Word and person effects on decoding accuracy: A new look at an old question. *Journal of Educational Psychology, 103*(2), 489–507. <https://doi.org/10.1037/a0023001>

## 2010

McMaster, K. L., Fuchs, D., Saenz, L., Lemons, C., Kearns, D. M., Yen, L., Fuchs, L. S. (2010) Scaling up PALS: Importance of implementing evidence-based practice with fidelity and flexibility. *Division of Learning Disabilities Newsletter, 28*(1), 1–3.

Kearns, D. M., Fuchs, D., Meyers, C. Berends, M. McMaster, K., Sáenz, L. S., Fuchs, L. S., Yen, L., Meyers, C., Stein, M., Compton, D., Berends, M., & Smith, T. M. (2010). Factors contributing to teachers' sustained use of Kindergarten Peer-Assisted Learning Strategies. *Journal of Research on Educational Effectiveness, 3*(4), 315–342. <https://doi.org/10.1080/19345747.2010.491151>

## BOOKS AND CHAPTERS

(N = 15)

Feinberg, N., & Kearns, D. M. (2025). How could special education implement evidence-based strategies for academics? In P. Weiss, C. Lemons, & S. Hirsh (Eds.) *Enduring Issues in Special Education: Personal Perspectives* (2<sup>nd</sup> Ed.).

Kearns, D. M., Bayer, N., Stalega, M. V., McKenna, M. (2025). Multi-tiered systems of support for improving literacy outcomes for students in Grades 3 through 8. In M. Kuhn & S. Neuman (Eds.) *Handbook on the Science of Literacy: Grades 3–8*.

Lyon, C. P., Fuchs, D., Stalega, M. V., & Kearns, D. M. (2024). In M. Coolong-Chaffin, R. O. Hawkins, & M. I. Axelrod (Eds.), *Reading intervention case studies for school psychologists* (pp. 64–81). Routledge.

Walker, M. A., & Kearns, D. M. (2022). Provide intensive intervention using data-based individualization. In J. McLeskey, L. Maheady, B. Billingsley, M. T. Brownell, & T. J. Lewis (Eds.), *High leverage practices for inclusive classrooms* (2nd ed., 313–329). Routledge. <https://doi.org/10.4324/9781003148609-26>

Kearns, D. M., Lyon, C. P., & Kelley, S. A. (2022). Structured literacy interventions for reading long words. In L. Spear-Swerling (Ed.), *Structured literacy interventions: Teaching students with reading difficulties, Grades K–6* (pp. 43–66).

Clement-Lam, S. S.-Y., Lau, A. N.-L., & Kearns, D. M. (2021). Neuroscience and special education: An attempt to break down walls between complementary (but divergent) disciplines. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities: The next big thing in learning and behavioral disabilities* (Vol. 31). Emerald Publishing. <https://doi.org/10.1108/S0735-004X20210000031006>

Kearns, D. M., Powell, S. R., Fuchs, D., & Fuchs, L. S. (2021). Peer-Assisted Learning Strategies. In T. A. Collins & R. O. Hawkins (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools* (pp. 61–75). Oxford University Press. <https://doi.org/10.1093/med-psych/9780190068714.001.0001>

- Kearns, D. M., & Hoeft, F. (2020). What is dyslexia? In J. McCombes-Tolis & A. M. Quirion (Chairs), *Task force to analyze the implementation of laws governing dyslexia instruction and training: Special Act 19-8* (pp. 17–22). State of Connecticut, The Connecticut General Assembly. Retrieved from <https://shorturl.at/rCJV2>
- Kearns, D. M. (2019). Integrative commentary 3: On the value of theory-driven research on dyslexia. In J. Washington, D. L. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (pp. 180–191). Brookes Publishing.
- Allor, J. H., Kearns, D., Ortiz, M., & Conner, C. (2022). An examination of the text characteristics of an early reading book series: Providing intensive practice with connected text. In M. Tankersley, B. G. Cook, & T. J. Landrum (Eds.), *Delivering Intensive, Individualized Interventions to Children and Youth with Learning and Behavioral Disabilities* (Advances in Learning and Behavioral Disabilities, Vol. 32, pp. 131–152), Bingley, UK: Emerald. <https://doi.org/10.1108/S0735-004X20220000032008>.
- Kearns, D. M., Pollack, M. S., & Whaley, V. M. (2018). Systematic implementation of intensive intervention: A high-leverage practice for improving academic outcomes in students with disabilities. In J. McLeskey, L. Maheady, B. Billingsley, M. T. Brownell, & T. J. Lewis (Eds.), *High leverage practices for inclusive classrooms* (pp. 279–301). Routledge.
- Carlisle, J. F., & Kearns, D. M. (2017). Learning to read morphologically-complex words. In K. Cain, R. Parrila, & D. L. Compton (Eds.), *Theories of Reading Development* (pp. 191–214). John Benjamins Publishing Company. <https://doi.org/10.1075/swll.15.11car>
- Fuchs, D., McMaster, K., & Kearns, D. M. (2017). Evidence-based interventions for reading disabilities in children and adolescents. In L. A. Theodore (Ed.), *Handbook of applied interventions for children and adolescents* (pp. 83–98). Springer Publishing Company. <https://doi.org/10.1891/9780826127952.0007>
- Kearns, D. M., Fuchs, D., Fuchs, L. S., McMaster, K. L., & Saenz, L. (2015). How to use Reading PALS: Peer-Assisted Learning Strategies to improve students' word recognition and reading comprehension. In K. R. Harris & L. Meltzer (Eds.), *The power of peers: Enhancing learning, development, and social skills* (pp. 143–187). Guilford Press.
- Kearns, D. M., Lemons, C. J., Fuchs, D., & Fuchs, L. S. (2014). Essentials of a tiered intervention system to support unique learners: Recommendations from research and practice. In J. Mascolo, D. Flanagan, & V. Alfonso (Eds.), *Essentials of planning, selecting, and tailoring interventions for the unique learner* (pp. 56–91). Wiley.

## CURRICULUM MATERIALS

- Kearns, D. M., & Ferreira, M. (2021). [Foundational Reading Lesson Set](#). Austin, TX, United States, Texas Education Agency.
- Fuchs, D., Kearns, D., Patton III, S., Elleman, A., Fuchs, L., Steacy, L., & Toste, J. (n.d.) *Nashville Early Reading Project: Tutor manual: Decoding and fluency*. Nashville, TN, United States, Vanderbilt University.

Fuchs, D., Fuchs, L. S., Svenson, E., Yen, L., Thompson, A., McMaster, K., Al Otaiba, S., & Kearns, D. M. (2011). *Peer-Assisted Learning Strategies: First-Grade Reading PALS*. Nashville, TN, United States, Vanderbilt University.

Kearns, D. M. (2009). *Grade four reading case study: Comprehension*. Washington, DC, United States, National Center on Student Progress Monitoring.

Kearns, D. M. (2008). *Grade one reading case study: Decoding*. Washington, DC, United States, National Center on Student Progress Monitoring.

#### **COMPUTER SOFTWARE**

Kearns, D. M. (2018-2021). *Data-based individualization meeting organizer* [computer software]. Vernon, CT: Author.

Kearns, D. M. (2016). *Student progress monitoring tool for data collection and graphing* [computer software]. Washington, DC, United States, U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention.

Kearns, D. M. (2014-2021). *Phinder Word Locator*. Vernon, CT, United States: Author.

#### **PRESS (QUOTATIONS & INTERVIEWS)**

Gomez, D. (Host). (2025). Five years of READ: Reflections and predictions in SoR and education [Audio podcast episode]. In READ Podcast: The Windward Institute. [Apple Podcasts](#). [YouTube](#).

Borkowsky, F., & Boksner, J. (2024, November 12). [Ep.99-Evidence-based answers to questions about decodable and leveled books with Dr. Devin Kearns](#) [Audio podcast episode]. In The Literacy View Podcast. [Apple Podcasts](#).

Downs, J. (Host). (2022, May 21). [Reading long words with Dr. Devin Kearns \(No. 34\)](#) [Audio podcast episode]. In Teaching Literacy Podcast.

Geiger, A. (Host). (2024, April 15). [Teaching students to read longer words – with Dr. Devin Kearns](#). In The Measured Mom Podcast. [Apple Podcasts](#)

Zimmerman, A., & Gonen, Y. (2021, September 1). [NYC plans to screen nearly 200,000 students in the early grades to uncover struggling readers. Then what?](#) Chalkbeat: New York.

Song, A. (2021, July 20). [Five weeks at B.R.A.I.N. Camp could give kids a brighter future.](#) *UConn Today*.

Seidenberg, M., & Farry-Thorn, M. (2021, June 14). [Meeting 11: Reading Meeting with Dr. Devin Kearns](#). Reading Meetings. [YouTube](#). [Apple Podcasts](#).

Shanahan, T. (2021, March 13). [On eating elephants and teaching syllabication](#). Shanahan on Literacy.

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

## PAPERS UNDER REVIEW

### REVISIONS

- Chandler, B., Toste, J. R., Hart, E. J., & Kearns, D. M. (2024). *Instruction and intervention to support word-level reading skills for adolescent learners with learning disabilities*. [Manuscript submitted for publication]. Department of Special Education, University of Texas at Austin.

### FIRST SUBMISSIONS

- Clement-Lam, S.S.-Y., Lasnik O., Kinnie, B., Lyon C., Kearns, D., & Hoefft, F. (submitted). Event-related potentials in the “Triangle” framework of reading and developmental dyslexia: A systematic review. Pre-registration: <https://osf.io/dbgc3>
- Kearns, D. M. (2023). Kearns, D. M., Lyon, C. P., Stalega, M. V., & Zagata, E. (2022). *What words are decodable? It depends on your criteria*. [Manuscript submitted for publication]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.
- Kearns, D. M., Bayer, N., Pugh, A., Stalega, M. V., Zagata, E., & Fuchs, D. (2023). *Reading self-concept and reading-related skills: What is the relation with reading comprehension?* [Manuscript submitted for publication]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.
- Kearns, D. M., Jagaiah, T., Wang, Z., Zhao, Z., & Vadiveloo, J. (2020). *Analysis of student writing to predict reading comprehension* [Manuscript submitted for publication]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.

## PAPERS IN PREPARATION

Feinberg, N., & Kearns, D. M. (2022). *Research-to-practice collaboration to implement an evidence-based professional development system: Data-based individualization in action* [Manuscript submitted for publication]. Rhode Island College, Providence, RI, United States.

Clemens, N. H., Solari, E. J., Kearns, D. M., Fien, H., Nelson, N. J., Stalega, M. V., Burns, M., St. Martin, K., & Hoeft, F. (2021). *They say you can do phonological awareness instruction “in the dark,” but should you? A critical evaluation of the trend toward advanced phonemic awareness training* [Manuscript in preparation]. University of Texas at Austin, Austin, TX, United States.

Fuchs, D., Elleman, A., Fuchs, L. S., Peng, P., Kearns, D. M., Compton, D. L., Patton III, S., Steacy, L., Toste, J., & Miller, A. *A randomized control trial of explicit instruction with and without cognitive training to strengthen the reading comprehension of poor readers in first grade* [Manuscript in preparation]. Department of Special Education, Vanderbilt University, Nashville, TN, United States.

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

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

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

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

Bayer, N., & Kearns, D. M. (2023). *Morphology-based instruction for adult populations with low literacy skills: A literature review.* [Manuscript in preparation]. Department of Educational Psychology, University of Connecticut, Storrs, CT, United States.

## GRANTS AND CONTRACTS

Total funding as Principal Investigator, co-Principal Investigator, or Investigator: \$19,749,279.  
Total funding as Principal Investigator or co-Principal Investigator: \$12,625,237.

**PENDING****Learning Together, Healing Together: Peer-assisted learning strategies for education and mental well-being in conflict-affected regions of Ethiopia**

Sponsor: Global Partnership for Education (Knowledge and Innovation (KIX) grant)  
 Total Award: Ethiopia Birr 475,502  
 Proposed Dates: 01/01/2025–12/31/2027  
 Role: Co-Principal Investigator.  
 Effort: To be determined  
 Result: Selected for full submission (full submission pending)

**Advancing Youth Academic Success through the Virginia Literacy Act (R305S250009)**

Sponsor: Institute for Education Sciences  
 Total Award: \$988,028  
 Proposed Dates: 7/1/25-6/30/28  
 Role: Co-Principal Investigator.  
 Effort: 13.5% academic year

**2024****Predicting Intervention Outcomes in Reading Disabled Students Using In-School Cognitive Neuroscience (1R01HD112521)**

Sponsor: National Institutes of Health, National Institute of Child Health and Human Development  
 Total Award: \$3,879,996  
 Dates: 7/01/2024 – 6/30/2029 (earliest possible)  
 Role: Co-Investigator  
 Effort: 16.6% (Summer)

**2022****AI-LEAPE: Learning Engineering Approaches to Precision Education: Institute for Neurodiversity (not funded)**

Sponsor: National Science Foundation (NSF 22-502)  
 Total Award: \$19,998,827  
 Proposed Dates: 01/01/2023–12/31/2028  
 Role: Co-Principal Investigator.  
 Effort: 22% (Summer)  
 Result: Selected as finalist; not funded

**2021****Connecticut Intensive Intervention Implementation Initiative (CONNi4)**

Sponsor: Connecticut State Department of Education Bureau of Special Education  
 Total Award: \$2,629,145  
 Dates: 10/01/2022–10/31/2024

Role: Principal Investigator.  
 Effort: 18% Academic Year, 67% (Summer)  
 Collaborators: Michael D. Coyne (co-Principal Investigator); Lisa Sanetti (Senior Personnel)  
 Connecticut State Department of Education Bureau of Special Education: Brian Klimkiewicz, Alycia Trakas

## 2020

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

Sponsor: National Science Foundation  
 Total Award: \$199,448  
 Dates: 4/2020–3/2021  
 Role: Senior Personnel.  
 Effort: 0%  
 Collaborators: Fumiko Hoeft, M.D., Ph.D. (Principal Investigator)

### **Intervention for Students with Reading and Math Disabilities: The Unique Case of Comorbidity**

Sponsor: University of Connecticut Brain Imaging Research Center  
 Total Award: \$25,000  
 Dates: 4/1/2020-1/31/2022  
 Role: Principal Investigator  
 Effort: 1% (in kind)  
 Collaborators: University of Connecticut: Airey Lau, Ph.D. (Co-Principal Investigator)

## 2019

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

Sponsor: U.S. Department of Education, Office of Special Education Programs.  
 Total Award: \$500,000  
 Dates: 11/1/2020–10/31/2024  
 Role: Site Co-Principal Investigator.  
 Effort: Effort: 2020: 1%; 2021: 1%; 2022: 1%; 2023: 1%; 2024: 1% (all in kind)  
 Collaborators: University of Connecticut: Michael D. Coyne, Ph.D. (Site Principal Investigator)  
 Vanderbilt University: Joseph Wehby, Ph.D. (Principal Investigator),

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

Sponsor: U.S. Department of Education, Office of Special Education Programs  
 Total Award: \$2,500,000  
 Dates: 11/1/2019-10/31/2024  
 Role: Site Principal Investigator

Effort: 10% (in kind).  
 Collaborators: University of Connecticut: Michael D. Coyne, Ph.D., Jennifer Freeman, Ph.D., Allison Lombardi, Ph.D.  
 Boston University: Elizabeth Bettini (Principal Investigator), Jennifer G. Green (Ph.D.), Nathan D. Jones (Ph.D.), Zach Rosetti (Ph.D.)

### **Supporting Optimal Outcomes for Students with Learning Differences (OCAY-19-215)**

Sponsor: Oak Foundation  
 Total Award: \$1,115,191  
 Dates: 9/1/2019-8/31/2022  
 Role: Co-Principal Investigator  
 Effort: 10% (in kind)  
 Collaborators: University of Connecticut: Fumiko Hoeft, M.D., Ph.D.  
 University of California San Francisco: Stephanie Haft

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

Sponsor: Connecticut Institute for the Brain and Cognitive Sciences (IBACS)  
 Total Award: \$25,000  
 Dates: 1/1/2019-6/30/2021  
 Role: Principal Investigator  
 Effort: 1% (in kind)  
 Collaborators: University of Connecticut Brain Imaging Research Center (BIRC):  
 Roeland Hancock, Ph.D.

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

Sponsor: Institute of Education Sciences, National Center on Special Education Research  
 Total Award: \$3,999,589  
 Dates: 7/1/2019-6/30/2024  
 Role: Senior Personnel  
 Effort: 5%  
 Collaborators: University of Connecticut: Michael D. Coyne, Ph.D. (Principal Investigator), Brandi Simonsen, Ph.D., Jennifer Freeman, Ph.D.

## **2018**

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

Sponsor: Silicon Valley Community Foundation  
 Total Award: \$2,900,000  
 Dates: 9/1/2018-2/28/2021  
 Role: Co-Principal Investigator  
 Effort: 18%  
 Collaborators: University of Connecticut: Fumiko Hoeft, M.D., Ph.D. (Principal Investigator)  
 University of California San Francisco: Melina Uncapher, Ph.D.  
 Curious Learning: Tinsley Galyean

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

Sponsor: Connecticut Institute for the Brain and Cognitive Sciences  
 Total Award: \$21,589  
 Dates: 7/1/2019-6/30/2019  
 Role: Principal Investigator  
 Effort: 1% (in kind)  
 Collaborators: University of Connecticut & Haskins Laboratories: Jay Rueckl, Ph.D.

## **2017**

### **Intensive Intervention Certificate Pilot Project (H326Q160001)**

Sponsor: U. S. Department of Education, Office of Special Education  
 (subcontract with American Institutes for Research)  
 Total Award: \$488,477  
 Dates: 1/1/2017-12/31/2019  
 Role: Principal Investigator  
 Effort: 18%  
 Collaborators: American Institutes for Research: Louis Danielson, Ph.D. (Principal Investigator), Rebecca Zumeta Edmonds, Ph.D.  
 Bristol Warren Regional School District: Leslie J. Anderson

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

Sponsor: Eunice Kennedy Shriver National Institute of Child Health and Human Development  
 Total Award: \$2,487,952  
 Dates: 7/1/2017-6/30/2022  
 Role: Co-Principal Investigator  
 Effort: 1% (in kind)  
 Collaborators: University of Connecticut, Haskins Laboratories, & Yale University: Kenneth R. Pugh, Ph.D.  
 Haskins Laboratories & Yale University: Steven Frost, Ph.D.

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

Sponsor: University of Connecticut Center for Excellence in Teaching and Learning  
 Total Award: \$500  
 Dates: 1/1/2018-5/1/2018  
 Role: Co-Principal Investigator  
 Effort: 0%  
 Collaborators: University of Connecticut: Marney S. Pollack

## **2016**

### **Intensive Intervention Certificate Pilot Project**

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

Total Award: \$171,006  
 Dates: 2/1/2016-12/31/2016  
 Role: Principal Investigator  
 Effort: 1%  
 Collaborators: American Institutes for Research: Louis Danielson, Ph.D. (Principal Investigator), Rebecca Zumeta Edmonds, Ph.D.  
 Bristol Warren Regional School District: Leslie J. Anderson

## 2015

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

Sponsor: Institute of Education Sciences National Center on Special Education Research  
 Total Award: \$1,500,000  
 Dates: 7/1/2015-6/30/2019  
 Role: Co-Principal Investigator  
 Effort: 20%  
 Collaborators: University of Maryland: Jade Wexler, Ph.D. (Principal Investigator)  
 Vanderbilt University: Christopher J. Lemons, Ph.D.

### **National Center for Leadership in Intensive Interventions**

Sponsor: U. S. Department of Education, Office of Special Education Programs (subcontract from Vanderbilt University)  
 Total Award: \$768,712  
 Dates: 9/1/2015-8/31/2020  
 Role: Senior Personnel  
 Effort: 5%  
 Collaborators: University of Connecticut: Michael D. Coyne, Ph.D. (Site Principal Investigator)  
 Vanderbilt University: Christopher J. Lemons, Ph.D. (Principal Investigator), Joseph Wehby, Ph.D.

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

Sponsor: University of Connecticut (Academic Plan Competition, Tier III)  
 Total Award: \$299,312  
 Dates: 7/1/2015-6/30/2018  
 Role: Principal Investigator  
 Effort: 1% (in kind)  
 Collaborators: University of Connecticut: Michael D. Coyne  
 University of Connecticut & Haskins Laboratories: Jay Rueckl  
 University of Connecticut, Haskins Laboratories, & Yale University: Kenneth R. Pugh.

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

Sponsor: Office of the Vice President for Research, University of Connecticut

Total Award: \$23,580  
 Dates: 3/1/2015-2/29/2016  
 Role: Principal Investigator  
 Effort: 0%

## **2014**

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

Sponsor: U.S. Department of Education, Office of Special Education Programs (subcontract with the American Institutes for Research)  
 Total Award: \$32,913  
 Dates: 9/1/2015-8/31/2016  
 Role: Principal Investigator  
 Effort: 26%  
 Collaborators: American Institutes for Research: Louis Danielson, Ph.D. (Principal Investigator), Rebecca Zumeta Edmonds, Ph.D.  
 Bristol Warren Regional School District: Leslie J. Anderson

## **2013**

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

Sponsor: Boston Public Schools Office of Special Education and Student Services  
 Total Award: \$20,000  
 Dates: 9/1/2013-8/31/2014  
 Role: Principal Investigator  
 Effort: 13%  
 Collaborators: Boston Public Schools: Eileen Nash

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

Sponsor: U.S. Department of Education, Office of Special Education Programs (subcontract with American Institutes for Research)  
 Total Award: \$15,455  
 Dates: 9/1/2013-8/31/2014  
 Role: Principal Investigator  
 Effort: 13%  
 Collaborators: American Institutes for Research: Louis Danielson, Ph.D. (Principal Investigator), Rebecca Zumeta Edmonds, Ph.D.

## **2011**

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

Sponsor: Boston University Grants for Undergraduate Teaching and Scholarship Program  
 Total Award: \$1,405

Dates: 11/1/2011-5/30/2012  
 Role: Principal Investigator  
 Effort: 0%

## MENTORING

### **Experiential and Child Factors that Determine Acquisition of Orthographic-Phonological Regularities in a Quasi-Regular Writing System: An Integrated Behavioral/Computational/Neurobiological Approach (5P20HD091013-03 Sub-Project 7488)**

Sponsor: Eunice Kennedy Shriver National Institute of Child Health and Human Development  
 Total Award: \$1,720,000 direct costs  
 Dates: 1/1/2017–12/31-2020.  
 Role: Mentee  
 Effort: 9%  
 Collaborators: University of Connecticut & Haskins Laboratories: Jay Rueckl (Mentor)  
 Florida State University: Donald L. Compton, Ph.D. (Principal Investigator)

### **Social Sciences, Humanities, and Arts Research Experience Grant**

Sponsor: Office of Undergraduate Research Support, University of Connecticut.  
 Sponsor: University of Connecticut Office of Undergraduate Research Support  
 Total Award: \$2,500  
 Dates: 1/1/2016-5/30/2016  
 Role: Mentor  
 Effort: 0%  
 Collaborators: University of Connecticut: Marissa Gadacy (Mentee)

### **Social Sciences, Humanities, and Arts Research Experience Grant**

Sponsor: University of Connecticut Office of Undergraduate Research Support  
 Total Award: \$2,500  
 Dates: 1/1/2015-5/30/2015  
 Role: Mentor  
 Effort: 0%  
 Collaborators: University of Connecticut: Lashawna Thompson (Mentee)  
 Office of Undergraduate Research Support, University of Connecticut.

### **Undergraduate Research Opportunities Program Student Internships**

Sponsor: Boston University Research Opportunities  
 Total Award: \$6,000  
 Dates: 1/1/2014-5/30/2014  
 Role: Mentor  
 Effort: 0%  
 Collaborators: Boston University: Kevin Miao (Mentee)

### Undergraduate Research Opportunities Program Student Internships

Sponsor: Boston University Research Opportunities  
 Total Award: \$6,000  
 Dates: 1/1/2013-5/30/2013  
 Role: Mentor  
 Effort: 0%  
 Collaborators: Boston University: Michael Li (Mentee)

### Undergraduate Research Opportunities Program Student Internships

Sponsor: Boston University Research Opportunities  
 Total Award: \$5,000  
 Dates: 1/1/2012-5/30/2012  
 Role: Mentor  
 Effort: 0%  
 Collaborators: Boston University: Michael Li (Mentee)

## PRESENTATIONS

### KEYNOTE

(N = 50)

### 2024

Kearns, D. M. (2024, June 14). The cognitive science of learning to read in English: The speech-print connection. [Webinar]. Accelerate Literacy Summit.

Kearns, D. M. (2024, May 30). Beyond the simple view: The triangle model, self-teaching, and what's wrong with the psycholinguistic guessing game. Hillsborough County Public Schools, Tampa, FL, United States.

Kearns, D. M. (2024, May 30). The causes of reading difficulties and how to help students who have them. Hillsborough County Public Schools, Tampa, FL, United States.

Kearns, D. M. (2024, April 30). Getting the Gist: Helping readers get the main idea. [Webinar]. Connecticut Reading Association.

Kearns, D. M. (2024, April 19). Identification of reading disabilities: Using the research and understanding the complexities. University of Rhode Literacy Symposium, University of Rhode Island, Kingston, RI, United States.

Kearns, D. M. (2024, March 6). Words to the world: The psychological processes that turn ink into ideas. [Webinar].

Kearns, D. M. (2024, March 12). From letters to sounds and back again: Reading and writing long words. AIM Institute 12<sup>th</sup> Annual Research to Practice Symposium, Conshohocken, PA, United States.

Kearns, D. M. (2024, March 18). It takes a triangle: The cognitive science of learning to read in English. Virginia State Literacy Association, Norfolk, VA, United States.

Kearns, D. M. (2024 February 28). How to help student read and write long words. Wall Township Public Schools, Wall Township, NJ, United States.

Kearns, D. M. (2024, February 23). Reading comprehension strategies. Hyde Park Day School, Chicago, IL, United States.

Kearns, D. M. (2024, February 23). Reasons children have reading difficulty. Hyde Park Day School, Chicago, IL, United States.

## 2023

Kearns, D. M. (2023, December 13). Data-based individualization overview. Snack and Learn, New York City Public Schools, New York, NY, United States.

Kearns, D. M. (2023, October 18). The Third Grade Success Act: A game-changer for West Virginia. West Virginia Literacy Association, White Sulphur Springs, West Virginia, United States.

Kearns, D. M. (2023, July 14). Data-based individualization. SC Teams and the Academic Alliance of South Carolina, Columbia, SC, United States.

Kearns, D. M. (2023, July 14). Reading comprehension instruction and strategies. SC Teams and the Academic Alliance of South Carolina, Columbia, SC, United States.

Kearns, D. M. (2023, July 13). Dyslexia: What it is and what kind of instruction will help. SC Teams and the Academic Alliance of South Carolina, Columbia, SC, United States.

Kearns, D. M. (2023, July 13). Building foundational skills in struggling readers. SC Teams and the Academic Alliance of South Carolina, Columbia, SC, United States.

Kearns, D. M. (2023, June 14). From the science of reading to effective instruction. Radford University, Abingdon, VA, United States.

Kearns, D. M. (2023, June 13). From the science of reading to effective instruction. Radford University, Roanoke, VA, United States.

Kearns, D. M. (2023, March 1). Seeing words and imagining the world: Understanding word recognition and reading comprehension. 24<sup>th</sup> Annual Fletcher Forum, The Fletcher School, Charlotte, NC, United States.

## 2022

Kearns, D. M. (2022, July 25). Principles of explicit instruction [Webinar]. The Windward Institute.

Kearns, D. M. (2022, May 2). [Chapter 3 on polysyllabic words with Devin Kearns](#) [Webinar]. Pennsylvania Training and Technical Assistance Network.

Kearns, D. M. (2022, March 17). [Reading success for Virginia students: Understanding and implementing the science of reading](#). Virginia State Literacy Association, Crystal City, VA, United States.

Kearns, D. M. (2022, February 14). Dyslexia, school teams, and special education [Webinar]. Rhode Island Department of Education.

## 2021

Kearns, D. M. (2021, November 1). [The causes of reading difficulties and how to help students who have them](#) [Webinar]. Houghton Mifflin-Harcourt.

Kearns, D. M. (2021, October 18). The “Science of Reading” debate about word recognition, sound-spellings, letters and morphemes: What do data suggest about the relations among these and how should these affect instruction? [Webinar]. Texas A&M University, College Station, TX, United States.

Kearns, D. M. (2021, September 21). Dyslexia 101: A workshop of the whys and hows of best supporting students in elementary and middle school classrooms [Webinar]. Center for Public School Improvement, Kansas State University, Manhattan, KS, United States.

Kearns, D. M. (2021, August 28). Texas Foundational Reading Lesson Set: An introduction. Connecticut–Science of Reading Working Group.

Kearns, D. M. (2021, March 4). A few strategies: The little things can make all the difference [Webinar]. PaTTAN Literacy Symposium.

Kearns, D. M. (2021, March 4). What is dyslexia? [Webinar]. PaTTAN Literacy Symposium.

Kearns, D. M. (2021, March 3). Making instructional adaptations to maximize reading success: A data-based approach for all classrooms [Webinar]. South Carolina Department of Education Office of Special Education Services and the National Center on Intensive Intervention at American Institutes for Research.

Kearns, D. M. (2021, February 24). [Dyslexia: What is it and what kind of instruction will help?](#) [Webinar]. International Dyslexia Association–Georgia.

## 2020

Kearns, D. M. (2020, November 16). Understanding dyslexia within a multi-tier system of support (MTSS) [Webinar]. South Carolina Department of Education Office of Special Education Services and the National Center on Intensive Intervention at American Institutes for Research.

Kearns, D. M. (2020, November 1). How to help students read long words: Pol-y-syl-lab-ic word reading strategies. The Windward Institute.

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

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

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

## 2019

Kearns, D. M. (2019, October). [What is dyslexia?](#) Windward Teacher Training Institute (Community Lecture Series) [Keynote address]. White Plains, NY, United States.

Kearns, D. M. (2019, October). [What is dyslexia?](#) [Paper presentation]. Third Annual Special Education in Connecticut Summit, Klebanoff Institute & the University of Connecticut, Hartford, CT, United States.

Kearns, D. M. (2019, October). What is dyslexia and what instruction will help? [Paper presentation]. Connecticut Association of Reading Research, Tunxis Community College, Farmington, CT, United States.

Kearns, D. M. (2019, September). Making the case for teaching foundational skills. Third convening of the Understood For All Education Leadership Group [Paper presentation]. Understood For All, New York, NY, United States.

Kearns, D. M. (2019, May). Intensive intervention [Paper presentation]. LEARN Regional Educational Service Center, Old Lyme, CT, United States.

Kearns, D. M. (2019, February). Introduction to intensive intervention and DBI in reading [Paper presentation]. EASTConn Professional Development Series, EASTConn, Hampton, CT, United States.

## 2018

Kearns, D. M. (2018, August). Data-based individualization: Master series for instructional coaches [Paper presentation]. Educational Resource Center—Region 20. San Antonio, TX, United States.

## 2017

Kearns, D. M. (2017, December). What is dyslexia? How do we help students with dyslexia? [Paper presentation]. Commonwealth of Virginia Department of Education, Richmond, VA, United States.

Kearns, D. M. (2017, October). Data-based individualization in reading: An introduction [Paper presentation]. New York City Department of Education (NYC DOE), Special Education Office, New York, NY, United States.

Kearns, D. M. (2017, May). Dyslexia: What it is, how it is identified, and what instruction should include? [Paper presentation]. Virginia Council of Administrators of Special Education (VCASE) Annual Conference, Virginia Beach, VA, United States.

**2016**

Kearns, D. M. (2016, September). We can help children at-risk for reading difficulty: Here's how [Paper presentation]. Bridging the gap: Supporting EL/bilingual learners professional development workshop, McGraw-Hill Education, Farmington, CT.

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

**2015**

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

Kearns, D. M. (2015, May). Effective practices for intensifying scientific research-based interventions [Keynote address]. State Education Resource Center, Meriden, CT, United States.

***INVITED****(N = 48)***2024**

Kearns, D. M. (2024, November 8). Data-based decision-making. The Dyslexia Foundation One-Day Conference, MGH Institute, Boston, MA, United States.

Kearns, D. M. (2024, June). Multi-tiered systems of support: Dyslexia prevention and remediation. Extraordinary Brain Symposium, The Dyslexia Foundation, Valletta, Malta.

Kearns, D. M. (2024, January 31). Causes of word recognition difficulties: Including and beyond dyslexia. Plain Talk Conference, New Orleans, LA, United States.

Kearns, D. M., & Borges, J. (2024, January 31). Data-based individualization. Plain Talk Conference, New Orleans, LA, United States.

**2023**

Kearns, D. M. (2023, December 4). Data-based individualization: An approach to intensive intervention for students with academic difficulty. Haskins Global Literacy Hub, New Haven, CT, United States.

Borges, J., & Kearns, D. M. (2023, April 28). Research-practice partnerships to create system-wide change: The NYC public schools. Implementation IS For All: The Power of Partnerships. MGH Institute of Health Professionals [Virtual].

**2022**

Kearns, D. M. (2022, November 14). Incorrect pronunciation correction: Part of set-for-variability? Set-for-Variability Workshop [Virtual].

Kearns, D. M. (2022, June 15). Syllables or morphemes: When to teach which and why [Webinar]. PaTTAN Literacy Symposium.

Kearns, D. M. (2022, June 15). Beyond the simple view of reading: The triangle model, self-teaching, and what's wrong with the psycholinguistic guessing game [Webinar]. PaTTAN Literacy Symposium.

**2021**

Kearns, D. M. (2021, June 24). Implications of reading cognition for instruction: Reflections on Jay's presentation [Webinar]. Haskins Global Literacy Hub, New Haven, CT, United States.

Kearns, D. M., Cohen, C., & Webster, J. (2021, April 7). Using student data to identify needs and plan instruction [Webinar]. Tolland Public Schools, Tolland, CT, United States.

Kearns, D. M. (2021, April 7). Building instructional data-analysis skills [Webinar]. Tolland Public Schools, Tolland, CT, United States.

Smith, S., & Kearns, D. M. (2021, March 5). Early Career Researcher Workshop [Webinar]. Council for Exceptional Children–Division for Research.

Kearns, D. M. (2021, February 3). Making instructional adaptations to maximize reading success [Webinar]. New York City Public Schools, New York, NY, United States.

**2020**

Kearns, D. M. (2020, October 10). Building world knowledge and word knowledge: Preparing students to read complex texts [Webinar]. MarburnCon20.

Kearns, D. M. (2020, June 11). Getting the gist: Helping readers get the main idea [Webinar]. PaTTAN Literacy Symposium.

Kearns, D. M. (2020, June 11). Building world knowledge and word knowledge: Preparing adolescents to read complex texts [Webinar]. PaTTAN Literacy Symposium.

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

Kearns, D. M. (2020, February 20). Some thoughts: A reflection on Mark Seidenberg's presentation. Pacific Coast Research Conference, Coronado, CA, United States.

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

## 2019

Kearns, D. M. (2019, October). Cutting edge approaches to intervention: Compensation strategies for students with dyslexia [Paper presentation]. First Annual Conference of the International Dyslexia Association Connecticut, Cromwell, CT, United States.

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

Kearns, D. M. (2019, July). Six causes of reading difficulty [Paper presentation]. Literate Brain Institute, Haskins Laboratories, New Haven, CT, United States.

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

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

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

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

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

## 2018

Borges, J., Duffy, M., & Kearns, D. M. (2018, June). Empowering special educators to think clinically about reading intervention: Implementing DBI in the New York City Public Schools [Poster presentation]. Data-Based Decision-Making Summit at the Lorentz Center, University of Leiden, Leiden, Netherlands.

Pollack, M. S., & Kearns, D. M. (2018, May). Using live, “bug-in-ear” coaching to provide immediate feedback to in-service teachers [Poster presentation]. Faculty Teaching Workshop Poster Session of the Center for Excellence in Teaching and Learning, Storrs, CT, United States.

Kearns, D. M. (2018, May). Dyslexia: What it is and how to help children who have it [Paper presentation]. Nebraska Conference of the Council for Exceptional Children, Lincoln, NE, United States.

Kearns, D. M. (2018, February). Is word reading instruction good enough? [“Ignite” paper presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

Kearns, D. M. (2018, January). Unsiloing instruction across general and special education: How realistic is it? [Paper presentation]. Institute for Education Sciences Annual Principal Investigators Meeting. Crystal City, VA, United States.

## 2016

Ciullo, S., Kearns, D. M., Lemons, C. J., & Zumeta Edmonds, R. (2016, April). “Do this, not that!” Part 2: Differentiating tier 2 and tier 3 interventions. In R. Zumeta Edmonds (Chair), *CEC-DLD Showcase* [Symposium]. Annual Conference of the Council for Exceptional Children. St. Louis, MO, United States.

Kearns, D. M. (2016, April). How I do research that reflects the needs of real schools. In Lembke, E., McMaster, K. L., Powell, S. R., & Kearns, D. M., *CEC-DR Showcase: Real school problems and research-based solutions: Lessons from the field*. [Symposium]. Annual Conference of the Council for Exceptional Children, St. Louis, MO, United States.

Kearns, D. M. (2016, March). Teaching basic reading skills effectively and efficiently with research-supported practices [Paper presentation]. Haskins Training Institute, New Haven, CT, United States.

Kearns, D. M. (2016, January). Tiered instructional models [Paper presentation]. Leadership Training of the Connecticut K-3 Literacy Initiative, New Britain, CT, United States.

Kearns, D. M. (2016, January). Your everyday practices make all the difference [Paper presentation]. Connecticut Teach For America Teaching as Leadership Conference, New Haven, CT, United States.

## 2015

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

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

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

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

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

## 2014

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

Foorman, B., Harris, K. R., & Kearns, D. M. (2014, April). The Common Core State Standards for K-5 ELA: Are we ready for implementation? [Paper presentation]. Annual Conference of the Council for Exceptional Children. Philadelphia, PA, United States.

## 2013

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

Kearns, D. M. (2013, September). Elementary-age children's read polysyllabic words: Evidence from a cross-sectional study [Paper presentation]. Meadows Center for Preventing Educational Risk at the University of Texas, Austin. Austin, TX, United States.

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

## 2012

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

**PEER-REVIEWED**

(N = 120)

**2024**

Kearns, D. M., Cooper Borkenhagen, M., Hiebert, E., Rueckl, J., & Crock, N. (2024, July 13). Computational modeling of various print learning environments: Effect of print exposure to decodable books and tradebooks. Annual Conference of the Society for the Scientific Study of Reading, Copenhagen, Denmark.

Kearns, D. M., McKenna, M., Stalega, M. V., Borges, J., Daly-Byrnes, B., Delgado, E., Duffy, M., Goralski, C., Hess, P. & Lawlor, S. (2024, July 11). School leadership in implementation of a data-based decision-making system for students with reading difficulty. Annual Conference of the Society for the Scientific Study of Reading, Copenhagen, Denmark.

Bayer, N., Stalega, M. V., McKenna, M., & Kearns, D. M. (2024, February). Data-based individualization: Implementation framework and professional learning/development. Pacific Coast Research Conference, Coronado, CA, United States.

**2023**

Kearns, D. M., Stalega, M. V., Pugh, A., & Bayer, N. (2023, July 21). Exploring the use of incorrect pronunciation correction to understand set for variability. Annual Conference of the Society for the Scientific Study of Reading, Port Douglas, Queensland, Australia.

Bayer, N., Kearns, D. M., Stalega, M., Zagata, E., & Saluja, S. (2023, March 2). Interventions to support reading multisyllabic and multimorphemic words [Paper presentation]. Annual Conference of the Council for Exceptional Children, Louisville, KY, United States.

Hiebert, E. H., Pugh, A., & Kearns, D. M. (2023, April). The presence and progression of rare vocabulary in texts across elementary grades and between genres [Paper presentation]. Annual Conference of the American Educational Research Association, Chicago, IL, United States.

**2022**

Kearns, D. M. (2022, November 11). Research-to-Practice is a problem... and what can we do about it? [Paper presentation]. In Clement-Lam, S.S.-Y. (Chair). Implementing reading interventions in community outreach setting (symposium). International Dyslexia Association (IDA) Annual Reading, Literacy & Learning Conference, San Antonio, Texas.

Pugh, A., Hiebert, E. E., & Kearns, D. M. (2022, July 16). Text types and their relation to efficacy in beginning reading interventions [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading, Newport Beach, CA, United States.

Kearns, D. M., Walker, M., Borges, J., & Duffy, M. (2022, July 15). Connecting research and practice: Identifying needs and implementing interventions: Sustainment of implementation of data-based individualization: Lessons from the New York City Department of Education [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading, Newport Beach, CA, United States.

Stalega, M. V., & Kearns, D. M. (2022, July 14). Is phonological awareness only instruction helpful for reading? A meta-analysis [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading, Newport Beach, CA, United States.

Zagata, E., Stalega, M. V., Lyon, C. P., & Kearns, D. M. (2022, January 17). Determining decodability: Which sound-spellings should we teach? [Poster presentation]. Annual Conference of the Council for Exceptional Children, Orlando, FL, United States.

Lyon, C. P., & Kearns, D. M. (2022, February 19). Morphological interventions for struggling readers: A meta-analysis [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

## 2021

Kearns, D. M. (2021, December 1). Word study: Phonics, vocabulary, and spelling [Symposium]. Literacy Research Association 71st Annual Conference.

Lyon, C. P., & Kearns, D. M. (2021, July 16). Morphological interventions for struggling adolescent readers: A meta-analysis [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading.

Kearns, D. M., & Borges, J. (2021, January 30). Developing and implementing effective data-based individualization in an urban school system [Paper presentation]. Annual Conference of the Council for Exceptional Children, Virtual.

Kearns, D. M. (2021, December 3). Letter-sound learning: What should children learn? Why? Syllables, sound-spellings, and the science of reading. Annual Conference of the Literacy Research Association.

## 2020

Kearns, D. M., & Borges, J. (2020, November 13). Developing and implementing effective data-based individualization in an urban school system [Paper presentation]. Annual Conference of the International Dyslexia Association, Virtual.

Kearns, D. M. (2020, November 13). Identifying efficient letter-sound units for instruction: Application of principles of quasiregularity [Paper presentation]. Annual Conference of the International Dyslexia Association, Virtual.

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

- Bray, L. E., Sinclair, A., Wei, Y., Clancy, E., Wexler, J., Lemons, C. J. & Kearns, D. M. (2020, April 17–21) Lessons from middle school teachers on their provision of literacy instruction in co-taught English language arts classrooms [Poster presentation]. Annual Conference of the American Educational Research Association, San Francisco, CA, United States. <http://tinyurl.com/sfl7p8e> (Conference canceled).
- Peng P., Fuchs D., Fuchs, L., Cho, E., Elleman, A. M., Kearns D. M., Patton, S., & Compton, D. L. (2020, April 17–21). Is “Response/No Response” too simple a notion for RTI frameworks? Exploring the validity of multiple response types with latent profile analysis [Paper presentation]. Annual Conference of the American Educational Research Association, San Francisco, CA, United States. (Conference canceled).
- Kelley, S., Lyon, C. J., & Kearns, D. M. (2020, February). Mapping reading intervention elements to neurocognitive changes in developing readers [Paper presentation]. Annual Convention of the Council for Exceptional Children, Portland, OR, United States.
- Kearns, D. M., Borges, J., & Duffy, M. (2020, February). Scaling up DBI: Teaching, developing, and building independence in partner schools [Paper presentation]. Annual Convention of the Council for Exceptional Children, Portland, OR, United States.

## 2019

- Kearns, D. M. (2019, November). *Can we improve reading intervention after all these years? We say yes!* Symposium at the Annual Conference of the International Dyslexia Association (Chair), Portland, OR, United States.
- Kearns, D. M. (2019, November). Successful word reading interventions that include morphology and semantics: Implications for practice [Paper presentation]. Annual Conference of the International Dyslexia Association, Portland, OR, United States.
- Borges, J., Kearns, D. M., Duffy, M., & Fuchs, D. (2019, July). Data-based individualization to increase literacy achievement for students in need of intensive intervention in reading [Paper presentation]. the First Annual NYCDOE Forum on Connecting Research, Policy & Practice, New York, NY, United States.
- Kearns, D. M., & Al Ghanem, R. (2019, July). The role of the contextual and morphological semantic information in the orthographic learning of English polysyllabic words. In K. P. Miles (Chair), *Orthographic learning [Paper presentation]*. the Annual Conference of the Society for the Scientific Study of Reading. Toronto, Ontario, Canada.
- Miles, K. P., & Kearns, D. M. (2019, July). A computer vs. human analysis of the orthographic regularity of high frequency words. In K. P. Miles (Chair), *Orthographic learning [Symposium]*. Annual Conference of the Society for the Scientific Study of Reading, Toronto, Ontario, Canada.
- Allor, J., Kearns, D. M., Conner, C., & Al Otaiba, S. (2019, July). Improving the “text-diet” for early and struggling readers: Selecting and adapting text [Poster presentation]. Annual Meeting of the Society for Text and Discourse, New York, NY, United States.

- Kearns, D., Conner, C., Whaley, V., Stewart, J., & Bresina, B. (July 2019). Morphological instruction in programs used in schools: A (Mostly) comprehensive survey. Annual Meeting of the Society for Text and Discourse, New York City, NY, United States.
- Kelley, S., Lyon, C., Kearns, D. M. (2019, May). Mapping reading intervention elements to neurocognitive changes in developing readers [Poster presentation]. University of Connecticut Center for Behavioral Education and Research (CBER) Graduate Research Symposium, Storrs, CT, United States.
- Miles, K. P., & Kearns, D. M. (2019, March). An analysis of the regularity of “sight words” [Paper presentation]. Annual Everyone Reading Conference, New York, NY, United States.
- Allor, J., Kearns, D. M., Al Otaiba, S., Conner, C., & Ortiz, M. (2019, January). Improving the "text diet" for early and struggling readers: Selecting and adapting text [Paper presentation]. Annual Convention of the Council for Exceptional Children, Indianapolis, IN, United States.
- Kearns, D. M., Anderson, L., Axelson, N., Borges, J., & Duffy, M. (2019, January). Lessons from the field: Practical implementation of data-based individualization [Paper presentation]. Annual Convention of the Council for Exceptional Children, Indianapolis, IN, United States.
- Kearns, D. M., Clancy, E. E., Lyon, C., Pollack, M. S., & Wexler, J. (2019, January). Coteaching and content-area literacy [Paper presentation]. Annual Convention of the Council for Exceptional Children, Indianapolis, IN, United States.
- Whaley, V. M., & Kearns, D. M. (2019, January). Creating and implementing a word reading intervention with morphemes [Paper presentation]. Annual Convention of the Council for Exceptional Children, Indianapolis, IN, United States.
- Wexler J., Kearns, D. M., Lemons, C. J., Clancy, E. E., Shelton, A., Pollack, M. S., Lyon, C., & Hogan, E. (January 2019). Project CALI (Content Area Literacy Instruction): An overview, initial findings, and challenges of bridging research to practice in a professional development study for middle school co-teachers [Paper presentation]. IES Annual Principal Investigator Meeting, Alexandria, VA, United States.

## 2018

- Hiebert, E., Tortorelli, L., Conradi Smith, K., Amendum, S., Lupo, S., & Kearns, D. M. (2018, December). Vocabulary and topic familiarity: Variable or static across text levels? [Paper presentation]. Annual Conference of the Literacy Research Association, Indian Wells, CA, United States.
- Li, M., & Kearns, D. M. (2018, July). Phinder: An educational website to combat academic underachievement in reading [Poster presentation]. Annual Conference of the International School Psychology Association, Tokyo, Japan.

- Kearns, D. M. (2018, July). Do children rely on orthography when they correct mispronunciations? [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading, Brighton, England.
- Kearns, D. M. (2018, July). What are evidence-based strategies for reading long words? Using research on polysyllabic and polymorphemic reading to make our teaching better [Paper presentation]. Annual Conference of the International Literacy Association, Austin, TX, United States.
- Martinez-Lincoln, A., & Kearns, D.M. (2018, July). Culturally responsive teaching strategies to increase achievement in students [Poster presentation]. OSEP Project Directors' Conference, Washington, DC, United States.
- Bresina, B., Conner, C., Stewart, J., Whaley, V. M., & Kearns, D. M. (2018, July). A review of morphology instruction provided in published reading curricula and online reading programs [Poster presentation]. OSEP Project Directors' Conference, Washington, DC, United States.
- Pollack, M. S., Lyon, C. P., Kearns, D. M., Wexler, J., Clancy, E., & Lemons, C. J. (2018, May). Designing and evaluating a content-area literacy instruction professional development model [Paper presentation]. Annual Graduate Student Symposium of the Center for Behavioral Educational Research, Storrs, CT, United States.
- Kearns, D. M., Borges, J., Anderson, L., Benstraum, S., Sackris, B., & Nivens, W. (2018, April). Case studies of intensive intervention in diverse locations: Implementation of data-based individualization in large urban and small suburban school districts [Paper presentation]. Annual Convention of the Council for Exceptional Children, Tampa, FL, United States.
- Whaley, V. M., & Kearns, D. M. (2018, April). Unwinding the rope model: A closer look at contributions to reading comprehension [Paper presentation]. Annual Convention of the Council for Exceptional Children, Tampa, FL, United States.
- Borges, J., & Kearns, D. M. (2018, March). What to do after Tier 2: Data-based individualization [Paper presentation]. Everyone Reading Conference, New York, NY, United States.
- Kearns, D. M., Wexler, J., & Lemons, C. J. (2018, February). Project CALI: Professional development to enhance content-area literacy instruction [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.
- Clancy, E., Wexler, J., Kearns, D., Lemons, C., Pollack, M., & Lyons, C., (2018, February). Evolution of a coaching model for Project CALI (Content Area Literacy Instruction) [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

## 2017

- Kearns, D. M. (2017, July). Vowel pronunciations in polysyllabic words [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading, Halifax, Nova Scotia, Canada.

- Axelsson, N., & Kearns, D. M. (2017, April). Reading long words: A comprehensive evaluation of explicit phonics instruction [Paper presentation]. Annual Convention of the Council for Exceptional Children, Boston, MA, United States.
- Kearns, D. M., Wexler, J., & Lemons, C. J. (2017, April). What happens in co-taught classrooms? An observation study [Paper presentation]. Annual Convention of the Council for Exceptional Children. Boston, MA, United States.
- Bray, L. E., Sinclair, A. C., Clancy, E., Wei, Y., Wexler, J., Lemons, C. & Kearns, D. (2017, April). "Go teach": Lessons from middle school co-teachers on their provision of content-area literacy instruction [Paper presentation]. American Educational Research Association Annual Meeting. San Antonio, TX, United States.
- Wexler, J., Kearns, D. M., & Lemons, C. J. (2017, February). An investigation of literacy and co-teaching practices in middle school content-area classrooms. In J. Wexler (Chair), *Observation studies: Challenges and lessons learned* [Symposium]. Pacific Coast Research Conference. Coronado, CA, United States.
- Savaiano, M. E., & Kearns, D. M. (2017, November). Comparing Braille to printed English [Paper presentation]. Missouri AER Conference, Columbia, MO, United States.

## 2016

- Kearns, D. M., & Ghanem, R. A. (2016, October). What sound does this vowel make? How do children with reading difficulties pronounce vowels in unfamiliar words? [Poster presentation]. International Dyslexia Association Annual International Conference. Orlando, FL, United States.
- Gadacy, M. & Kearns, D. M. (2016, October). Polysyllabic word spelling: Does word type influence perceived length of words? [Poster presentation]. biannual Frontiers in Undergraduate Research Poster Exhibition. Storrs, CT, United States.
- Fuchs, D. Fuchs, L. S., Peng, P., Miller, A., Gilbert, J., Compton, D. L., Kearns, D. M., Patton III, S., & Elleman, A. (2016, July). First grade reading and math study [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading. Porto, Portugal.
- Kearns, D. M. (2016, July). Morphological awareness, decoding, and polysyllabic word reading: Relation with reading comprehension in Grade 2 students. In M. A. Wilson & S. H. Deacon (Chairs), *The role of morphology in language acquisition and literacy development across languages* [Symposium]. Annual Conference of the Society for the Scientific Study of Reading. Porto, Portugal.
- Savaiano, M. E., & Kearns, D. M. (2016, May). Alignment of Braille and print English for learning and instruction [Paper presentation]. Sixth General Assembly of the International Council on English Braille. Baltimore, MD, United States.

Wexler, J., Kearns, D. M., Lemons, C. J., Mitchell, M. A., Clancy, E., Williams, M., & Hayes, J. (2016, February). What Project CALI has taught us so far: Year 1 preliminary observations [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

## 2015

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

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

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

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

Zumeta, R., Fuchs, L. S., Kearns, D. M., & Hitchener, N. (2015, April). How can we make intensive intervention happen? Considerations for knowledge development, implementation, and policy [Paper presentation]. Annual Convention of the Council for Exceptional Children. San Diego, CA, United States.

Ciullo, S., Kearns, D. M., Lemons, C. J., & Zumeta, R. O. (2015, April). Do this, not that! Unraveling common instructional myths for students with LD [Paper presentation]. Annual Convention of the Council for Exceptional Children. San Diego, CA, United States.

Kearns, D. M. (2015, March). Effect of set for variability on word recognition in developing readers: Strong evidence for an understudied skill? [Poster presentation]. Biennial Conference of the Society for Research on Child Development. Philadelphia, PA, United States.

Fuchs, D., Peng, P., Elleman, A., Kearns, D., Fuchs, L., Compton, D., Patton, S., Steacy, L., Toste, J., & Miller, A. (2015, March). Exploring the value of working memory training when combined with skills-based instruction in reading comprehension for young at-risk students [Paper presentation]. Spring Conference of Society for Research on Educational Effectiveness. Washington, DC, United States.

Kearns, D. M., & Al Ghanem, R. (2015, February). The effects of item-specific and general child knowledge in word reading [Paper presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

Toste, J. R., Capin, P., Vaughn, S., Roberts, G., & Kearns, D. M. (2015, February). Enhancing elementary students' word reading skills through targeted multisyllable word reading and motivational beliefs training [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

Savaiano, M., & Kearns, D. M. (2015, February). Braille and printed English: Alignment for learning and instruction [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

## 2014

Steady, L. M., Compton, D. L., & Kearns, D. M. (2014, September). Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty [Paper presentation]. International Conference on the Mental Lexicon. Niagara on the Lake, Ontario, Canada.

Kearns, D. M., Cruz, J., Johnson, M., Sethi, D., & Xu, M. (2014, July). Does the number of syllables matter? Effects of syllables and letters on children's pronunciations of nonwords [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading. Santa Fe, NM, United States.

Al Ghanem, R., & Kearns, D. M. (2014, July). Reading polysyllabic words: Roles of children's word-specific and general reading-related skills [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. Santa Fe, NM, United States.

Fuchs, D., Fuchs, L. S., Compton, D. L., Elleman, A., Kearns, D. M., Peng, P. . . . Steady, L. (2014, July). Randomized control trial of the value of cognitive training in a reading comprehension program for poor readers in first grade [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading. Santa Fe, NM, United States.

Goodwin, A. P., Gilbert, J. K., Cho, S.-J., & Kearns, D. M. (2014, July). Probing lexical representations: Simultaneous modeling of word and reader contributions to multidimensional lexical representations [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading. Santa Fe, NM, United States.

McCarthy, T., Rosenblum, P., Johnson, B., Dittel, J., & Kearns, D. M. (2014, July). Using artificial intelligence to teach braille contractions [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. Santa Fe, NM, United States.

Toste, J. R., Vaughn, S., Capin, P., Roberts, G., & Kearns, D. (2014, July). Multisyllabic word reading and motivational beliefs: Integrated intervention approach to improve elementary students' reading performance [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, NM, United States.

- Kearns, D. M., & Al Ghanem, R. (2014, April). Critical factors in polysyllabic word reading: Roles of letters, sounds, and meaning [Paper presentation]. Annual Conference of the Council for Exceptional Children, Philadelphia, PA, United States
- Magnuson, L., Fuchs, D., & Kearns, D. M. (2014, April). Addressing the needs of students with persistent reading difficulties through intensive intervention. In L. Danielson & R. O. Zumeta (Chairs), Using intensive intervention to meet the academic and behavior needs of struggling learners [Symposium]. Annual Conference of the Council for Exceptional Children, Philadelphia, PA, United States.
- Zumeta, R. O., Lemons, C. J., Kearns, D. M., & Ciullo, S. (2014, April). Aligning the Common Core with standards for students with LD: Considerations for planning and instruction [Paper presentation]. Annual Conference of the Council for Exceptional Children. Philadelphia, PA, United States.
- Fuchs, D., Elleman, A., Kearns, D., Fuchs, L.S., Peng, P., Fuchs, L., Compton, D., Patton, S., Toste, J., & Miller, A. (2014, February). Reading comprehension instruction for first-grade struggling readers: Findings from the fourth year of a program of research. In D. Fuchs (Chair), Reading comprehension: Possible determinants and a program to strengthen it [Symposium]. Pacific Coast Research Conference. Coronado, CA, United States.
- Toste, J. R., Fuchs, D., Peng, P., Fuchs, L. S., Compton, D. L., Patton III, S. A., Elleman, A. M., Kearns, D. M., & Peterson, D. (2014, February). Do students' reading skills differentially predict teacher perceptions in first through third grades? [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

## 2013

- Kearns, D. M., Al Ghanem, R., Xu, X., & Putnam, R. (2013, November). Frequency and consistency effects in lexical decision for polysyllabic words [Poster presentation]. Psychonomic Society Annual Meeting. Toronto, Canada.
- Kearns, D. M. (Chair). (2013, October). Intensive intervention: Evidence for bold new directions in Special Education [Paper presentation]. Annual Conference of the Association of Researchers In Special Education. Nashville, TN, United States.
- Kearns, D. M., & Gilbert, J. K. (2013, July). Is it me or is this word hard to read? Examining the dual sources of variance that contribute to word reading ability [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. Hong Kong, China.
- Kearns, D. M., Fuchs, D., & Patton III, S. A. (2013, June). RD versus RD+MD: A different way of thinking about the distinction between reading disability and garden-variety low achievement [Poster presentation]. Annual Conference of the International Academy of Research in Learning Disabilities. Boston, MA, United States.

Al Ghanem, R., Kearns, D. M., & Fuchs, D. (2013, April). Reading Self-Concept and its impact on the reading achievement of 2nd, 3rd and 4th grade students with typical achievement and reading disabilities [Poster presentation]. Annual Conference of the International Reading Association. San Antonio, TX, United States.

Kearns, D. M. (2013, April). How children read multisyllabic words: What word parts do they use? [Poster presentation]. Annual Conference of the Council for Exceptional Children. San Antonio, TX, United States.

Kearns, D. M. (2013, February). Child and word characteristics related to polysyllabic word reading [Poster presentation]. Pacific Coast Research Conference. Mission Bay, CA, United States.

Fuchs, D., Kearns, D. M., Elleman, A., Peng, P., Fuchs, L. S., Miller, A., ... Steacy, L. (2013, February). First-grade reading comprehension study. In D. Fuchs (Chair), *New directions in intervention research* [Symposium]. Pacific Coast Research Conference. Mission Bay, CA, United States.

Peng, P., Fuchs, D., Kearns, D. M., Elleman, A., & Fuchs, L. S. (2013, February). Exploring the effects of a first-grade tutoring program to strengthen word reading and comprehension for at-risk students [Poster presentation]. Pacific Coast Research Conference. Mission Bay, CA, United States.

## 2012

Fuchs, D., McMaster, K., Saenz, L., Fuchs, L. S., Kearns, D. M., Lemons, C., Compton, D. L., & Schatschneider, C. (2012, September). An IES-funded effectiveness study of a top-down and bottom-up approach to bring to scale an evidence-based reading program [Paper presentation]. Annual Conference of the Society for Research on Educational Effectiveness, Washington, DC, United States.

Kearns, D. M., Gilbert, J. K., Compton, D. L., Fuchs, D., & Fuchs, L.S. (2012, July). Frequency and consistency effects in the word processing skills among different types of developing readers [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

Elleman, A.M., Fuchs, D., Kim, J.K., Fuchs, L.S., Compton, D.L., Peng Peng, Kearns, D.M., Patton, S.A., & Yen Haga, L. (2012 July). Considering sensitivity: A construct and psychometric evaluation of a battery of tests designed to assess comprehension growth for at-risk first graders [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

Fuchs, D., Kearns, D.M., Elleman, A.M., Fuchs, L.S., Compton, D.L., Miller, A.C., ... Zhang, W. (2012, July). Working memory as a moderator of responsiveness to a first-grade reading comprehension intervention. In L.S. Fuchs (Chair), *Cognitive mediators and moderators of skills-based instruction* [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

- Steady, L. M., Gilbert, J. K., Kearns, D. M., & Compton, D. L. (2012, July). An examination of word level characteristics to form pedagogically relevant clusters of words [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.
- Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. L., & Bouton, B. D. (2012, April). Adaptive beginning reading intervention: The effects of rigor and individualized instruction Paper presentation at the Annual Conference of the Council for Exceptional Children, Denver, CO, United States.
- Fuchs, D., Fuchs, L. S., Kearns, D. M., Compton, D. L., Peng, P. Miller, A., ... Elleman, A. (2012, February) First grade reading and math study [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.
- Gilbert, J. K., Compton, D. L., Kearns, D. M., & Goodwin, A. P. (2012, February). Correlates of derived-word reading: Are the effects of word features moderated by late emerging reading disability status? [Poster presentation]. Vanderbilt Kennedy Center Science Day, Nashville, TN, United States.

## 2011

- Kearns, D. M., Fuchs, D., Compton, D. L., Fuchs, L. S., Stuebing, K. K., & Patton III, S. A. (July, 2011). Describing the cognitive correlates of reading disability [Paper presentation]. Annual Conference of the Society for the Scientific Study of Reading, St. Petersburg, FL, United States.
- Gilbert, J. K., Compton, D. L., & Kearns, D. M. (2011, July). Swallowing a double-edged sword: Considering both word and person effects on decoding accuracy [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. St. Petersburg, FL, United States.
- Kearns, D. M., Vukovic, R. K., & Seethaler, P. (2011, February). Cognitive processes related to reading and math disability: Relevant for instruction? (Chair) [Symposium]. Pacific Coast Research Conference. Coronado, CA, United States.
- Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. L., & Patton III, S. A. (2011, February). Cognitive processes related to reading disability [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

## 2010

- Powell, S. R., & Kearns, D. M. (July, 2010). Students learning from each other: Peer tutoring in reading and mathematics [Paper presentation]. Embracing Inclusive Approaches for Children and Youth with Special Education Needs Conference. Riga, Latvia.
- Gilbert, J. K., Compton, D. L., Cho, S.-J., Fuchs, L. S., Fuchs, D., & Kearns, D. M. (2010, July). Doubly explanatory item response model with a random item parameter: Word and person effects on decoding accuracy [Paper presentation]. International Meeting of the Psychometric Society. Athens, GA, United States.

Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. C., & Patton III, S. A. (2010, June). Distinguishing subtypes of reading disability: Cognitive correlates of reading, math, and attention problems in elementary-age students [Poster presentation]. Institute of Education Sciences Research Conference. Oxon Hill, MD, United States.

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

Fuchs, D., McMaster, K., Saenz, L., Kearns, D. M., Fuchs, L. S., Yen, L. et al. (2010, February). Bring educational innovation to scale: Top-down, bottom-up, or a third way? [Paper presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

## 2009

Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. L., & Patton III, S. A. (2009, July). Cognitive profiles of students with reading disability: Comparison of three reading disability subtypes [Poster presentation]. Annual Conference of the Society for the Scientific Study of Reading. Boston, MA, United States.

Kearns, D. M., Fuchs, D., Meyers, C., Berends, M., McMaster, K., Saenz, L. S., et al. (2009, June). Factors predicting sustainability of evidence-based practices: Findings from the Peer-Assisted Learning Strategies scaling-up study [Poster presentation]. Institute of Education Sciences Annual Conference. Washington, DC, United States.

Fuchs, D., McMaster, K., Saenz, L. S., Kearns, D. M., Lemons, C. L., Fuchs, L. S., et al. (2009, June). Scaling-up PALS: Results from 4 years of a Goal 4 study [Poster presentation]. Institute of Education Sciences Annual Conference. Washington, DC, United States.

Kearns, D. M., Gilbert, J. K., & Compton, D. L. (2009, April). Early predictors of reading comprehension development: The relative importance of reading and non-reading skills [Poster presentation]. Society for Research on Child Development Biennial Conference. Denver, CO, United States, United States.

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

Kearns, D. M., Fuchs, D., Zhang, W., McMaster, K., Saenz, L., Fuchs, L., et al. (2009, February). Scaling-up Peer-Assisted Learning Strategies for grades 2 through 6: Results from a multi-year randomized control trial [Poster presentation]. Pacific Coast Research Conference. San Diego, CA, United States.

## 2008

Kearns, D. M., Gilbert, J. K., & Compton, D. L. (2008, June). Techniques for modeling longitudinal special education treatment effects: An application using the Early Childhood Longitudinal Study [Poster presentation]. Institute of Education Sciences Research Conference. Washington, DC, United States.

- Kearns, D. M., & Fuchs, D. (2008, April). What is the value of cognitive assessment in an RTI framework? [Paper presentation]. Annual Conference of the Council for Exceptional Children. Boston, MA, United States.
- Kearns, D. M., Fuchs, D., Meyers, C. Berends, M. McMaster, K., Saenz, L. S., et al. (2008, March). Factors contributing to teachers' sustained use of Kindergarten Peer-Assisted Learning Strategies [Paper presentation]. American Educational Research Association Annual Meeting. New York, NY, United States.
- Kearns, D. M., & Fuchs, D. (2008, February). Cognitive assessment in an RTI framework [Paper presentation]. Learning Disabilities Association of America Annual Conference. Chicago, IL, United States.
- Kearns, D. M., Fuchs, D., Berends, M., Meyers, C., McMaster, K., Saenz, L. S., et al. (2008, February). Factors predicting teacher decisions to sustain Peer-Assisted Learning Strategies (PALS) [Poster presentation]. Pacific Coast Research Conference. San Diego, CA, United States.

### **OTHER EXPERIENCE**

- 2014 Participant. Single-Case Intervention Research Design and Analysis Summer Training Institute), National Center for Special Education Research, Institute for Education Sciences, Madison, WI, United States.
- 2006–2011 Research Associate (*Understanding Comorbidity* project), Vanderbilt University, Nashville, TN, United States.
- Designed phonics and fluency curriculum for tutors to implement.
  - Co-designed and wrote comprehension curriculum for tutors to implement.
  - Recruited teachers for project and managed 34 research assistant tutors.
  - Tutored struggling first grade readers in phonics, fluency, and comprehension.
- Research Project Coordinator (*Understanding Reading Disability* project)
- Designed academic and cognitive battery to administer to students.
  - Recruited principals and teachers and managed a staff of 20 research assistants.
  - Analyzed study data.
- Research Assistant (Peer-Assisted Learning Strategies [PALS] Scaling-Up project)
- Assisted teachers in implementing PALS.
  - Developed and delivered teacher professional development on PALS.
  - Analyzed study data using multilevel regression models.

### **RESEARCH AWARDS**

- 2017 Neag School of Education Early Career Researcher Award.
- 2010 Gaylord-Ross Award for Excellence in Scholarly Writing.
- 2006–2010 Institute of Education Sciences Predoctoral Fellowship.
- 2006–2010 Learning Sciences Institute Predoctoral Fellowship.

## TEACHING

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### NATIONAL TEACHING EXPERIENCE

#### *NATIONAL CENTER FOR LEADERSHIP IN INTENSIVE INTERVENTION*

- **Curriculum Committee. Member.** Worked with colleagues from other consortium universities to guide the center scholars' professional development.
- **Module Design Subcommittee. Member.** Worked with K. McMaster and J. McComas to provide an outline of activities to guide the development of all online modules.
- **Introduction to Intensive Intervention Module. Co-Facilitator.** Worked with C. J. Lemons, K. McMaster, and others to design the module, video-recorded an introduction to a video, responded to scholar comments on Moodle for the module, and participated in scholar meetings and final phone calls.
- **Alternative Models of Intensive Intervention Module. Designer and Facilitator.** Worked with D. Fuchs; conducted interviews with seven leading scholars in intensive intervention; created videos and online guides to help scholars understand content; conceptualized, developed, and organized module content; responded to scholar comments on Moodle; led final course phone call; and graded assignments.
- **Explicit Instruction Module. Co-Designer and Co-Facilitator.** Worked with S. R. Powell to design, record videos for, and assemble materials for the module; with S. R. Powell, responded to scholar comments on Moodle for the module; and co-facilitated other online experiences for scholars.

#### *NATIONAL CENTER ON INTENSIVE INTERVENTION*

- **Lead Developer.** Sequence of four eight-module courses on intensive intervention.
- **Lead Designer.** [Introduction to Intensive Intervention Course](#)
- **Lead Instructor.** Modules 1, 2, 4, 5, 6, 7, and 8 of [Intensive Intervention Course](#).

### UNIVERSITY TEACHING EXPERIENCE

#### *NORTH CAROLINA STATE UNIVERSITY AT RALEIGH*

##### **Present**

2024–            ECI-545 Theory and Research in Literacy

#### *UNIVERSITY OF CONNECTICUT*

2016–2023    EPSY 5199 Psychology of Reading (Doctoral-Level Independent Study/Colloquium)

2015–2024    EPSY 3130 Methods for Teaching Students with Disabilities

2014–2023    EPSY 5114 Adolescent Literacy for Students with and At-Risk for Disabilities

2020            EPSY 5195 Workshop in Education: Data Fundamentals (Doctoral course co-taught with D. Betsy McCoach, Ph.D.)

2019–2020    EPSY 5199 Early Childhood Literacy (Doctoral-Level Independent Study)

- 2019 EPSY 6914 Introduction to Data Science (Doctoral seminar co-taught with D. Betsy McCoach, Ph.D.)
- 2017 EPSY 5116 Assessment for Students with and At-Risk for Disabilities
- 2015 EPSY 5123 Intensive Intervention for Students with and At-Risk for Disabilities

### ***BOSTON UNIVERSITY***

- 2012–2014 SED SE 580 Methods and Materials in Special Education
- 2011–2014 SED SE 503 Learning Disabilities: Characteristics and Methods
- 2011–2013 SED SE 760 Cognition, Learning, and Behavior

### ***GUEST LECTURES***

- Kearns, D. M. (2020, January). Reading research panel. Panel presentation to the Science of Learning and Art of Communication (SLAC) with S. Kelly, S. Richards, & J. Rueckl. University of Connecticut. Storrs, CT.
- Kearns, D. M. (2019, December). Linking education and neurobiological research. Presentation to the Clinical Research Seminar. Department of Psychological Sciences, Clinical Division, College of Liberal Arts and Sciences, University of Connecticut. Storrs, CT.
- Kearns, D. M. (2016, February). Introduction to Stata, Part 2. Presentation to graduate students and faculty in the Department of Educational Psychology, Neag School of Education, University of Connecticut. Storrs, CT.
- Kearns, D. M. (2015, October). Introduction to Stata: Basics of an excellent statistics program. Presentation to graduate students and faculty in the Department of Educational Psychology, Neag School of Education, University of Connecticut. Storrs, CT.
- Kearns, D. M. (2013, May). Dyslexia in individuals learning English as another language: Theory and practice. Presentation to undergraduate students at Boston University. Boston, MA.
- Kearns, D. M. (2013, April). Evaluating the quality of research analyzed with quantitative research methods: Strategies to help practitioners. Presentation to undergraduate students at Boston University. Boston, MA.
- Kearns, D. M. (2013, March). Creating intensive instruction for children with reading difficulty: Best practices. Presentation to preservice teachers at the University of Virginia. Charlottesville, VA.
- Kearns, D. M. (2012, March). Instruction for struggling readers: Teaching word recognition and reading comprehension. Presentation to preservice teachers at the University of Virginia. Charlottesville, VA
- Kearns, D. M. (2010, February). Peer-Assisted Learning Strategies (PALS) for grades 2 through 6: Development of the research program from 1990 to 2010. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.

Kearns, D. M. (2010, February). Conducting multilevel analysis without HLM: Using Stata xtmixed and SAS PROC MIXED. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.

Kearns, D. M. (2009, September). Statistical power for experimental research. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.

Kearns, D. M. (2009, February). Peer-Assisted Learning Strategies (PALS) for grades 2 through 6: Original research and current findings. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.

Kearns, D. M. (2008, July). Attribute by treatment interactions with multiple regression: Analyzing data using SPSS and interpreting output. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.

Kearns, D. M. (2007, July). Phonics: Synthetic and analytic techniques for teaching children to read. Presentation to graduate-level reading methods class at Vanderbilt University. Nashville, TN.

Kearns, D. M. (2007, April). Into the woods: Bridging research and practice in special education. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.

Kearns, D. M. (2007, February). Descriptive research. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.

Kearns, D. M. (2007, February). Correlational research. Presentation to graduate-level research design class at Vanderbilt University. Nashville, TN.

## **ADVISING AND MENTORSHIP**

### ***DOCTORAL DISSERTATIONS***

#### **Dissertation Defenses Completed**

Melissa V. Stalega. (2024). University of Connecticut. Chair.  
 Alia Pugh (2024). University of Connecticut. Chair.  
 Joanne Hayes. (2023). University of Connecticut. Chair.  
 Michael Li. (2023). Georgia State University. Member.  
 Cheryl P. Lyon. (2022). University of Connecticut. Chair.  
 Diana Kelley. (2021). University of Connecticut. Chair.  
 Carlin Conner. (2020). Southern Methodist University. Member.  
 Kaitlin Leonard. (2020). University of Connecticut. Member.  
 Oliver Sawi. (2019). University of Connecticut. Reader.  
 Reem Al Ghanem. (2017). Boston University. Co-chair.  
 Thilagha Jagaiah. (2017). University of Connecticut. Co-chair.  
 Melissa Labelle. (2019). Boston University. Member.  
 Mari Cuticelli (2016). University of Connecticut. Reader.  
 Yan Wei (2015). University of Connecticut. Graduated. Reader.

## **Proposal Defenses Completed**

Victoria M. Whaley. (2022). University of Connecticut. Chair.  
Michael Gentile. (2022). University of Connecticut. Reader.

## **Comprehensive Examinations (Qualifying Examinations)**

Melissa V. Stalega. (2023). University of Connecticut. Chair.  
Alia Pugh. (2023). University of Connecticut. Chair.  
Victoria M. Whaley. (2020). University of Connecticut. Chair.  
Cheryl P. Lyon. (2020). University of Connecticut. Chair.  
Joanne Hayes. (2019). University of Connecticut. Chair.  
Kaitlin Leonard. (2019). University of Connecticut. Member.  
Carlin Conner. (2019). Southern Methodist University. Member.  
Thilagha Jagaiah. (2017). University of Connecticut. Co-chair.

## ***MASTER'S THESES***

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

## ***POST-DOCTORAL FELLOWSHIPS***

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

## **SCHOOL-BASED TEACHING EXPERIENCE**

### ***TEACHING EDUCATORS***

- |           |   |
|-----------|---|
| 2011–2013 | Student Teaching Supervisor. Boston University, Boston, MA.   |
| 2004–2006 | Literacy Coach. Los Angeles Unified School District, Los Angeles, CA, & Lynwood Unified School District, Lynwood, CA. <ul style="list-style-type: none"> <li>• Led literacy professional development and providing teacher coaching</li> <li>• Designed, and implemented interventions for struggling readers</li> <li>• Modeled literacy lessons with students in Kindergarten through fifth grade</li> <li>• Facilitated grade-level meetings.</li> </ul> |
| 2005–2006 | Literacy Specialist. Teach For America, Houston, TX, Philadelphia, PA, and Los Angeles, CA <ul style="list-style-type: none"> <li>• Facilitated 22 literacy sessions to 140 teachers (2006).</li> <li>• Presented phonics and word study training to 500 new teachers (2005).</li> </ul>  |
| 2003–2006 | Teacher Leader. California Reading and Literature Project, Center X, University of California, Los Angeles, CA <ul style="list-style-type: none"> <li>• Presented workshops on English Language Development.</li> <li>• Assisted other Teacher Leaders in building facilitation skills.</li> </ul>  |

- 2000–2001 Corps Member Advisor and Learning Team Leader. Teach for America, Houston, TX and Los Angeles, CA
- Observed and provided daily feedback to new teachers.
  - Facilitated professional development for new teachers on cultural diversity, classroom management, and instructional methods

### ***TEACHING CHILDREN***

- 2004–2005 Literacy Remediation Specialist. The Kelter Center, Los Angeles, CA
- Taught students with identified reading disabilities.
  - Implemented the *Lindamood-Bell Phoneme Sequencing Program*.
- 1999–2004 Third Grade Teacher. Lynwood Unified School District, Lynwood, CA
- Implemented science-based reading program with support for diverse learners.
  - Implemented strategies to increase academic English of English Learners.
  - Taught classes for English Learners and gifted students in Title I schools.
  - Served as Grade-Level Chairperson.

### **TEACHING CERTIFICATIONS**

- 2016 California Reading Specialist Credential
- 2014 California Multiple Subject Credential with Cross-Cultural, Language, and Academic Development Certificate (expired)

### **PROFESSIONAL DEVELOPMENT PROVIDED**

I have provided professional development to more than 100 groups of teachers, school leaders, and others interested in literacy education and reading difficulty and disability in 31 states in the United States (California, Connecticut, Georgia, Florida, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Virginia, West Virginia, Wisconsin, and Wyoming) and in Ontario, Canada and New South Wales, Australia. A selection of professional development sessions can be provided upon request.

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## **SERVICE**

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### **INTERNATIONAL, NATIONAL, AND LOCAL**

#### ***LEADERSHIP***

- 2024 Organizer. Spangler and Goodnight Distinguished Professor Inaugural Convening.
- 2023–2022 Chair Elect. Scientific Advisory Board, International Dyslexia Association
- 2022 Research Track Chair. Program Committee for the Annual Conference of the International Dyslexia Association (DyslexiaCON)
- 2021 Program Chair. Annual Conference of the International Dyslexia Association

- 2020, 2022 Member. International Dyslexia Association’s Annual Conference Committee.
- 2019– Member. National Center for Leadership in Intensive Intervention Cohort 2 (NCLII 2) Leadership Committee
- 2018– Member. Board of the International Dyslexia Association—Connecticut Branch.
- 2018– Expert. [Understood](#).
- 2016–2018 Chair. Membership Committee of the Division of Learning Disabilities of the Council for Exceptional Children Executive Board.
- 2016–2018 Co-Coordinator. Graduate Student and Early-Career Researcher Preconference. Society for the Scientific Study of Reading.
- Kearns, D. M., Ricketts, J., & Wang, H. C. (2016). Porto, Portugal.
  - Kearns, D. M., Ricketts, J., & van Bergen, E. (2017). Halifax, Nova Scotia, Canada.
  - Ricketts, J., & Kearns, D. M. (2018). Brighton, England, United Kingdom.
- 2015– Representative. Higher Education Consortium for Special Education (HECSE).
- 2013–2017 Conference Chair. Association of Researchers In Special Education (ARISE) Annual Conference.
- 2013–2016 Member. Performance and Standards Committee, Division of Learning Disabilities of the Council for Exceptional Children.

#### ***PANELS & ADVISORY BOARDS***

- 2025– Advisory Board Member. Center for Early Literacy and Responsible Artificial Intelligence (CELaRAI).
- 2024– Member. International Dyslexia Association Steering Committee on the Definition of Dyslexia.
- 2024– Member. National Assessment of Educational Progress Advisory Board.
- 2024– Member. Elementary Reading Initiative Advisory Group
- 2024– Co-Chair. Office of Dyslexia and Reading Disability Advisory Board.
- 2022– Member. New York City Department of Education Literacy Advisory Board.
- 2022– Member. Scientific Advisory Board, International Dyslexia Association.
- 2021 Panelist. [New York City Public Schools Literacy Summit: Reaching Every Reader: The Next Chapter](#).
- 2021– Member. Academic Alliance of South Carolina Advisory Board
- 2021– Member. Rhode Island State Personnel Grant Stakeholder Advisory Board
- 2021– Member. National Center on Intensive Intervention Advisory Board
- 2021– Member. Windward Institute Advisory Board
- 2021 Participating Researcher. The Reading Forum hosted by Purdue University
- 2020– Advisory Board Member. [Project DIMES](#).
- 2020– Member. Haskins Global Literacy Hub Advisory Board
- 2013 Member. Boston Public Schools Literacy Expert Panel

#### ***EDITORIAL BOARDS***

- 2019– *The Reading League Journal*. Associate editor.
- 2017–2018 *Assessment for Effective Intervention*.
- 2016– *Journal of Educational Psychology*.
- 2016–2023 *Reading Research Quarterly*.

- 2016–2021 *Remedial and Special Education*.  
 2015– *The Reading Teacher*.  
 2014–2017 *Assessment for Effective Intervention*. Associate editor.  
 2014– *American Journal of Intellectual and Developmental Disabilities*.

## **REVIEWS**

### **Grants**

- 2020–2023 Institute for Education Sciences. Reading, Writing, and Language Development Panel (Principal Member)  
 2019 Institute for Education Sciences. Reading, Writing, and Language Development Panel  
 2019 Institute for Education Sciences. Low-Cost Dyslexia/SCD Panel  
 2019 National Science Foundation. EHR Core Research Program Panel  
 2019–2020 Spencer Foundation  
 2012 Social Sciences and Humanities Research Council of Canada

### **Journals**

- Annals of Dyslexia*.  
*Applied Psycholinguistics*.  
*Child Development*.  
*Elementary School Journal*.  
*Exceptional Children*.  
*Exceptionality*.  
*Journal of Educational Psychology*.  
*Journal of Educational Psychology*. Guest Editor  
*Journal of Experimental Psychology*.  
*Journal of Experimental Child Psychology*.  
*Journal of Learning Disabilities*.  
*Journal of Literacy Research*.  
*Journal of Research in Reading*.  
*Journal of Special Education*.  
*Language, Speech, and Hearing Sciences in the Schools*.  
*Quarterly Journal of Experimental Psychology*.  
*Reading Research Quarterly*.  
*Reading and Writing: An Interdisciplinary Journal*.  
*Remedial and Special Education*.  
*Scientific Studies of Reading*.

### **Conferences**

- Annual Conference of the Society for the Scientific Study of Reading.  
 Annual Conference of the Council for Exceptional Children.  
 Annual Conference of the International Dyslexia Association.  
 Society for Research on Educational Effectiveness Conference.

## Handbooks

*Handbook of Research on Diversity in Special Education.*

### MEMBERSHIPS

- 2019– Society for Text & Discourse
- 2017– International Dyslexia Association
- 2013–2015 International Academy for Research in Learning Disabilities
- 2008– Council for Exceptional Children
- 2009– Society for the Scientific Study of Reading (voting member)

### UNIVERSITY

#### UNIVERSITY-LEVEL

- 2014– Member. UConn Brain Imaging Research Center (BIRC) Steering Committee
- 2020–2021 Member. Office of the Vice President for Research Internal Competitions Advisory Board
- 2018–2021 Member. UConn Institute for Brain and Cognitive Science Steering Committee
- 2018–2019 Member. UConn KIDS Child Research Recruitment Coordinator Search Committee
- 2017–2018 Member. UConn Brain Imaging Research Center Director Search Committee
- 2017–2018 Member. SHARE Grant Review Committee
- 2015–2019 Member. University of Connecticut Kids in Developmental Research (UConn KIDS) Steering Committee
- 2012–2013 Member. Boston University Consortium
- 2012–2013 Member. Boston University Research Advisory Committee
- 2012–2013 Member. Boston University Faculty Council
- 2012–2013 Member. Boston University Faculty Council Equity and Diversity Subcommittee

#### DEPARTMENT-LEVEL

- 2022– Chair. EPSY Scholars Selection Committee.
- 2019– Member. Department of Educational Psychology Scholarship Committee
- 2021–2022 Member. EPSY Scholars Selection Committee.
- 2021 Member. Department of Educational Psychology Departmental Administrator Search Committee.
- 2021 Chair. Connecticut Intensive Intervention Implementation Initiative Assistant Research Professor Search Committee.
- 2019–2020 Member. Department of Educational Psychology Promotion, Tenure, & Review Committee
- 2019 Member, Learning Sciences Faculty Search Committee
- 2019 Member. Special Education Faculty Search Committee
- 2017 Facilitator. Special Education Roundtable
- 2016–2017 Coordinator. Special Education Program Undergraduate Recruitment Initiative
- 2015–2018 Member. Department of Educational Psychology Merit Committee

***SCHOOL-LEVEL***

- 2021– Vice Chair. Neag School of Education Faculty Council
- 2021– Member. Neag School of Education Faculty Council
- 2022 Member. Neag School of Education Director of Communications Search Committee.
- 2022 Lead Author. Neag School of Education Strategic Plan (final version).
- 2021–2022 Member. Neag School of Education Faculty Council Strategic Plan Taskforce
- 2020–2022 Member, Neag School of Education Speaker Series Committee
- 2018–2019 Member. Neag School of Education Ad Hoc Committee on Co-Teaching
- 2016–2017 Leader. Teacher Education Program Subgroup for Core Practice 3
- 2016 Co-Host. Visiting scholar for mathematics methods course (with Tutita Casa)
- 2012–2013 Member. Boston University School of Education Adolescent Literacy Tenure-Track Faculty Search Committee
- 2012–2013 Member. Boston University School of Education Special Education Ph.D. Program Design Subcommittee

**COMMUNITY-ENGAGED (TECHNICAL ASSISTANCE)**

- 2020– Rye Public Schools, Rye, NY. Implementation of Data-Based Individualization.
- Provided ongoing professional development to help schools in the district implement intensive intervention using data-based individualization (DBI).
- 2019–2021 Tolland Public Schools, Tolland, CT. Implementation of Data-Based Individualization.
- Provided ongoing professional development to help schools in the district implement intensive intervention using data-based individualization (DBI).
- 2017– New York City Public Schools. Implementation of Data-Based Individualization.
- Provided ongoing professional development to help schools in the district implement intensive intervention using data-based individualization (DBI).
  - Provided coaching support for principals and school leaders
- 2013–2016 Bristol-Warren Schools, Bristol, RI., and the National Center on Intensive Intervention, Washington, DC. Implementation of Data-Based Individualization.
- Provided ongoing professional development to help schools in the district implement intensive intervention using data-based individualization (DBI).
  - Provided coaching support for principals and school leaders in two schools
- 2013–2014 Boston Public Schools, Department of Special Education, Boston, MA. Literacy Professional Development Support.
- Provided ongoing professional development to support turn-around efforts and increased inclusion of children with disabilities at Mattahunt School
  - Provided professional development for special education network (regional) coordinators to improve implementation of evidence-based reading strategies

## OTHER PROFESSIONAL EXPERIENCE

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