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CURRENT TITLES:

Professor, Developmental Psychology and Department of Curriculum and Instruction, Florida State University, Tallahassee, FL

Associate Director, Florida Center for Reading Research (FCRR), Florida State University, Tallahassee, FL

EDUCATION:

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

PROFESSIONAL EXPERIENCE:

2015-present Professor, Developmental Psychology, Department of Psychology, Florida State University, Tallahassee, FL

2015-present Professor, Department of Curriculum and Instruction, College of Education, Florida State University, Tallahassee, FL

2015-present Associate Director, Florida Center for Reading Research (FCRR), Florida State University, Tallahassee, FL

2012-2015 Chair, Department of Special Education, Peabody College of Education, Vanderbilt University, Nashville, TN

2012-2015 Professor, Department of Special Education, Peabody College of Education, Vanderbilt University, Nashville, TN

2006-2012 Associate Professor, Department of Special Education, Peabody College of Education, Vanderbilt University, Nashville, TN

2001-2015 Investigator, John F. Kennedy Center, Vanderbilt University, Nashville, TN

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

- 1999-2000 NICHHD Post-Doctoral Research Fellow, Institute for Behavioral Genetics and Department of Psychology, The University of Colorado, Boulder, CO
- 1995-1999 Assistant Professor, Special Education Program; Department of Curriculum and Instruction, University of Arkansas, Fayetteville, AR
- 1990-1995 LD Resource Teacher, Thomas Edison Elementary School, School District 69, Morton Grove, IL
- 1989-1990 Clinical Lecturer in Learning Disabilities, Northwestern University, Evanston, IL
- 1988-1989 Intern, Special Education Policy, Office of Special Education and Rehabilitative Services and George Washington University, Washington D.C.
- 1986-1987 Secondary School Teacher, Reading and Math, Landmark School, Prides Crossing, MA

CERTIFICATION:

Illinois Type 10 Certification in Learning Disabilities (expired)

HONORS and AWARDS:

Graduated cum laude, The University of Michigan

Morissa Gerber Schatz Memorial Scholarship, Northwestern University

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

2015 International Literacy Association (formerly International Reading Association) Albert Harris Research Award for the following paper: Gilbert, J. K., Compton, D. L., Fuchs, D., Fuchs, L. S., Bouton, B., Barquero, L. A., & Cho, E. (2013). Efficacy of a first-grade responsiveness-to-intervention prevention model for struggling readers. *Reading Research Quarterly*, 48, 135-154. The Albert J. Harris Award is given to an article published in refereed professional journal that makes an outstanding contribution to our understanding of prevention or assessment of reading or learning disabilities.

2016 American Educational Research Association Fellow

REFEREED RESEARCH PUBLICATIONS:

1. **Compton, D. L., & Carlisle, J. F.** (1994). Speed of word recognition as a distinguishing characteristic of reading disabilities. *Educational Psychology Review*, 6, 115-140.
2. **Compton, D. L.** (1997). Using a developmental model to assess children's word recognition. *Intervention in School and Clinic*, 32, 283-294.
3. **Compton, D. L.** (2000). Modeling the growth of decoding skills in first-grade children. *Scientific Studies of Reading*, 4, 219-258.
4. **Compton, D. L.** (2000). Modeling the response of normally achieving and at-risk first grade

children to word reading instruction. *Annals of Dyslexia*, 50, 53-84.

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

Exceptional Children, 71, 445-463.

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

30. Morgan, P. L., Fuchs, D., **Compton**, D. L., Cordray, D. S., & Fuchs, L. S. (2008). Does early reading failure decrease children's reading motivation? *Journal of Learning Disabilities*, *41*, 387-404.
31. Fuchs, L. S., **Compton**, D. L., Fuchs, D., Hollenbeck, K. N., Craddock, C. F., & Hamlett, C. L. (2008). Dynamic assessment of algebraic learning in predicting third graders' development of mathematical problem solving. *Journal of Educational Psychology*, *100*, 829-850.
32. Davis, G. N. & **Compton**, D. (2008) Falling through the cracks: Children who are exceptions to the RTI identification process, *Perspectives on Language Learning and Education*, *15*, 41-45.
33. Stein, M. L., Berends, M., Fuchs, D., McMaster, K., Sáenz, L., Yen, L., Fuchs, L. S., & **Compton**, D. L. (2008). Scaling up a best-evidence practice: Examining technical assistance, teachers' fidelity of treatment implementation, and kindergartners' reading performance in a randomized control trial across three sites and two years. *Educational Evaluation and Policy Analysis* *30*, 368-388.
34. Elleman, A. M., Lindo, E. J., Morphy, P., & **Compton**, D. L. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. *Journal of Research on Educational Effectiveness* *2*, 1-41.
35. Fuchs, L. S., Fuchs, D., & **Compton**, D. L. (2010). Rethinking response to intervention at middle and high school. *School Psychology Review*, *39*, 22-28.
36. Lemons, C. J., Key, A. P. F., Fuchs, D., Yoder, P. J., Fuchs, L. S., **Compton**, D. L., Williams, S. M., & Bouton, B. (2010). Predicting reading growth with event-related potentials: Thinking differently about indexing "responsiveness." *Learning and Individual Differences*, *20*, 158-166.
37. **Compton**, D. L., Fuchs, D., Fuchs, L. S., Bouton, B., Gilbert, J. K., Barquero, L. A., Cho, E., & Crouch, R. C. (2010). Selecting at-risk readers in first grade for early intervention: Eliminating false positives and exploring the promise of a two-stage screening process. *Journal of Educational Psychology*. *102*, 327-340.
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39. Kearns, D.M., Fuchs, D., McMaster, K.L., Saenz, L., Fuchs, L.S., Yen, L., Meyer, C., Stein, M., **Compton**, D.L., 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*, 315-342.
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41. Davis N., Fan, Q., **Compton**, D. L., Fuchs, D., Fuchs, L. S., Cutting, L. E., Anderson, A. W., Gore, J. C. (2010). Influences of neural pathway integrity in children's response to reading instruction. *Frontiers of Systems Neuroscience*, 4(150), 1-11.
42. Davis N., Barquero, L., **Compton**, D. L., Fuchs, L. S., Fuchs, D., Gore, J. C., Anderson, A. W. (2011) Functional Correlates of Children's Responsiveness to Intervention. *Developmental Neuropsychology*, 36, 288-301.
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44. Elleman, A. M., **Compton**, D. L., Fuchs, D., Fuchs, L. S., Bouton, B. (2011). Exploring dynamic assessment as a means of identifying children at-risk of developing comprehension difficulties. *Journal of Learning Disabilities*, 44, 348-357.
45. Fuchs, D., **Compton**, D. L., Fuchs, L. S., Bouton, B., & Caffrey, E. (2011). The construct and predictive validity of a dynamic assessment of young children learning to read: Implications for RTI frameworks. *Journal of Learning Disabilities*, 44, 339-347.
46. Fuchs, L.S., **Compton**, D.L., Fuchs, D., Hollenbeck, K., Hamlett, C.L., & Seethaler, P.M. (2011). Two-stage screening for math word-problem difficulty using dynamic assessment of algebraic learning. *Journal of Learning Disabilities*, 44, 372-380.
47. Gilbert, J. K., **Compton**, D. L., & Kearns, D. K (2011). Word and person effects on decoding accuracy: A new look at an old question. *Journal of Educational Psychology*. 103, 489-507.
48. Zumeta, R. O., **Compton**, D. L., & Fuchs, L. S. (2012). Using Word Identification Fluency to Assess First-Grade Reading Development: A Comparison of Two Word-Sampling Approaches. *Exceptional Children*, 78, 201-220.
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50. Seethaler, P. M., Fuchs, L. S., Fuchs, D., & **Compton**, D. L. (2012). Predicting first graders' development of calculation versus word-problem performance: The role of dynamic assessment. *Journal of Educational Psychology*, 104, 224-234.
51. Catts, H. W., **Compton**, D. L., Tomblin, J. B., & Bridges, M. S., (2012). Prevalence and nature of late-emerging poor readers. *Journal of Educational Psychology*, 104, 166-181.
52. Fuchs, D., Fuchs, L. S., **Compton**, D. L. (2012). Smart RTI: A next-generation approach to multi-level prevention. *Exceptional Children*, 78, 263-279.
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54. Fuchs, D., **Compton**, D. L., Fuchs, L. S., Hamlett, C., & Lambert, W. (2012). First-grade cognitive abilities as long-term predictors of reading comprehension and disability status. *Journal of Learning Disabilities*, 45, 217-231.
55. Gilbert, J. K., **Compton**, D. L., Fuchs, D., & Fuchs, L. S. (2012). Early screening for risk of reading disabilities: Recommendations for a four-step screening system. *Assessment for Effective Instruction*, 38, 6-14.
56. Fuchs, L. S., **Compton**, D. L., Fuchs, D., Powell, S. R., Schumacher, R. F., Hamlett, C. L., Namkung, J. M., & Vukovic, R. K. (2012). Contributions of domain-general cognitive resources and different forms of arithmetic development to pre-algebraic knowledge. *Developmental Psychology*, 48, 1315-1326.
57. Fuchs, L. S., Geary, D. C., **Compton**, D. L., Fuchs, D., Schatschneider, C., Hamlett, C. L., DeSelms, J., Seethaler, P. M., Wilson, J., Craddock, C. F., Bryant, J. D., Luther, K., Changas, P. (2013). Effects of first-grade number knowledge tutoring with contrasting forms of practice. *Journal of Educational Psychology*, 105, 58-77.
58. Gilbert, J. K., **Compton**, D. L., Fuchs, D., Fuchs, L. S., Bouton, B., Barquero, L. A., & Cho, E. (2013). Efficacy of a first-grade responsiveness-to-intervention prevention model for struggling readers. *Reading Research Quarterly*, 48, 135-154.
59. Fuchs, L. S., Fuchs, D., **Compton**, D. L. (2013). Intervention effects for students with comorbid forms of learning disability: Understanding the needs of nonresponders. *Journal of Learning Disabilities*, 48, 534-548.
60. 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, 34 - 43
61. **Compton**, D. L., Miller, A. C., Elleman, A. M., & Steacy, L. M. (2014). Have we forsaken reading theory in the name of “quick fix” interventions for children with reading disability? *Scientific Studies of Reading*, 18, 55-73.
62. Fuchs, L. S., Geary, D. C., Fuchs, D., **Compton**, D. C., & Hamlett, C. L. (2014). Sources of individual differences in emerging competence with numeration understanding versus multidigit calculation skill. *Journal of Educational Psychology*, 106, 482-498.
63. Steacy, L. M., Kirby, J. R., Parrila, R., & **Compton**, D. L. (2014). Classification of double deficit groups across time: An analysis of group stability from Kindergarten to second grade. *Scientific Studies of Reading*, 18, 255-273.
64. Miller, A. C., Fuchs, D., Fuchs, L., **Compton**, D. C., Kearns, D., Zhang, W., Yen, L., Patton, S., & 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, 232-249.

65. Cho, E., **Compton**, D. L., Fuchs, D., Fuchs, L. S. & Bouton, B. (2014). Examining the predictive validity of a dynamic assessment of decoding in forecasting response to intervention. *Journal of Learning Disabilities*, 47, 409-423.
66. Toste, J. R., **Compton**, D. L., Fuchs, D., Fuchs, L. S., Gilbert, J. K., Cho, E., Barquero, L. A., & Bouton, B. D. (2014). Understanding Unresponsiveness: Exploring the Classification and Profiles of Adequate and Inadequate Responders to Reading Intervention. *Learning Disabilities Quarterly*, 37(4), 192-203.
67. Savaiano, M. E., **Compton**, D. L., & Hatton, D. D. (2014). Reading comprehension for braille readers: An empirical framework for research. *International Review of Research in Developmental Disabilities*, 46, 177-206.
68. Fuchs, L. S., Powell, S. R., Cirino, P. T., Schumacher, R. F., Marrin, S., Hamlett, C. L., Fuchs, D., **Compton**, D. L., & Chagas, P. C. (2014). Does Calculation or Word-Problem Instruction Provide A Stronger Route to Pre-Algebraic Knowledge? *Journal of Educational Psychology*, 106, 990-1006.
69. Fuchs, L. S., Fuchs, D., **Compton**, D. L., Wehby, J. H., Schumacher, R. F., Gersten, R., & Jordan, N. C. (2015). Inclusion versus specialized intervention for very low-performing students: What does access mean in an era of academic challenge? *Exceptional Children*, 81, 134-157.
70. Powell, S. R., Fuchs, L. S., Cirino, P. T., Fuchs, D., **Compton**, D. L. & Chagas, P. C. (2015). Effects of a multi-tier support system on calculations, word-problems and pre-algebraic performance among at-risk learners. *Exceptional Children*, 81, 443-470.
71. Fuchs, L. S., Fuchs, D., **Compton**, D. L., Hamlett, C. L., & Wang, A. (2015). Is word-problem solving a form of text comprehension? *Scientific Studies of Reading*, 19, 204-223.
72. Cho, E. & **Compton**, D. L. (2015). Construct and incremental validity of dynamic assessment of decoding within and across domains. *Learning and Individual Differences*, 37, 183-196.
73. Savaiano, M. E., **Compton**, D. L., Hatton, D. D., & Lloyd, B. P (2016). Vocabulary word instruction for students who read braille. *Exceptional Children*, 82, 337-353.
74. **Compton**, D. L. & Pearson, P. D. (2016). Identifying robust variations associated with reading comprehension skill: The search for pressure points. *Journal of Research on Educational Effectiveness*, 9, 223-231.
75. Fuchs, L. S., Geary, D. C., Fuchs, D., **Compton**, D. L., & Hamlett, C. L. (2016). Pathways to third-grade calculation versus word-reading competence: Are they more alike or different? *Child Development*, 87, 558-567.
76. Gilbert, J., Petscher, Y., **Compton**, D. L., Schatschneider, C. (2016). Consequences of misspecifying levels of variance in cross-classified longitudinal data structures. *Frontiers in Psychology, Section Educational Psychology*, 7, 1-13.
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78. Kearns, D. K, Steacy, L. M., **Compton**, D. L., Gilbert, J. K., Goodwin, A. P., 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, 368-394.
79. Cho, E., **Compton**, D. L., Gilbert, J. K., Steacy, L. M., Collins, A. A., & Lindstrom, E. R. (in press). Development of first-graders' word reading skills: For whom can dynamic assessment tell us more? *Journal of Learning Disabilities*.
80. Seethaler, P.M., Fuchs, L.S., Fuchs, D., & **Compton**, D.L. (in press). Does the value of dynamic assessment in predicting end-of-first-grade mathematics performance differ as a function of English language proficiency? *Elementary School Journal*.
81. Steacy, L. M., Kearns, D. N, Gilbert, J. K., **Compton**, D. L., Cho, E., Lindstrom, E. R., & Collins, A. A. (2016). Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty. *Journal of Educational Psychology*.
82. Gillespie-Rouse, A., Graham, S., **Compton**, D. L. (in press). Writing to learn in science: Effects on fourth-grade students' understanding of balance. *The Journal of Educational Research*.
83. Elleman, A. M. & **Compton**, D. L. (in press). Beyond comprehension strategy instruction: What's next? *Language, Speech, and Hearing Services in Schools*.

MANUSCRIPTS IN PREPARATION:

- Elleman, A. M., Steacy, L. M., Olinghouse, N. G., & Compton, D. L. (under revision). Examining child by word characteristics in vocabulary learning of struggling readers. *Scientific Studies of Reading*.
- Collins, A. A., Compton, D. L., Gilbert, J. K., & Lindstrom, E. R. (submitted, 2015). Performance variations across reading comprehension assessments: Examining the unique contributions of response format, text genre, and child skills.
- Elleman, A. M., Olinghouse, N., Gilbert, J. K., Compton, D. L., & Spencer, J. L. (submitted, 2015). Developing content knowledge in struggling readers: An examination of differential instruction and age effects. *Elementary School Journal*.
- Cho, E., & Compton, D. L. (in preparation). Does phonics instruction propagate long-term word reading development? A meta-analytic review.
- Compton, D. L., Lindstrom, E. R., Steacy, L. M., Gilbert, J. K., Collins, A. A., & Cho, E. (in preparation). Comparing academic and cognitive profiles of children with early- and late-emerging comprehension difficulties.

- Kearns, D. K., Gilbert, J. K., Compton, D. L., Steacy, L. M., & Olson, R. K. (in preparation). Does the orthographic choice task measure orthographic knowledge?
- Compton, D. L., Steacy, L. M., Elleman, A. M., & Gilbert, J. K. (in preparation). Exploring the knowledge basis of reading comprehension skills in developing readers.
- BOOKS:**
- Rowe, D.W., Jiménez, R.T., Compton, D.L., Dickinson, D.K., Kim, Y., Leander, K.M., & Risko, V.J., (Eds.) (2007). *56th Yearbook of the National Reading Conference*. National Reading Conference: Oak Creek, WI.
- Kim, Y., Risko, V.J., Compton, D.L., Dickinson, D.K., Hundley, M.K., Jiménez, R.T., Leander, K.M., & Rowe, D.W. (Eds.) (2008). *57th Yearbook of the National Reading Conference*. National Reading Conference: Oak Creek, WI.
- Petscher, Y., Schatschneider, C., & Compton, D.L. (Eds). (2013). *Applied quantitative analysis in the education and social sciences*. New York: Routledge.
- BOOK CHAPTERS and REPORTS:**
- Compton, D. L., Davis, C. J., DeFries, J. C., Gayan, J., & Olson, R. K. (2001). Genetic and environmental influences on reading and RAN: An overview of results from the Colorado twin study. In M. Wolf (Ed.), *Time, fluency, and developmental dyslexia* (pp. 277-306). Baltimore, MD: York Press.
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., Tilly, W., Newman-Gonchar, R, & Hallgren, K. (2008). *Response to Intervention (RTI), Reading: A Practice Guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/practiceguides>.
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- Compton, D. L., Elleman, A. M., & Catts, H. W. (2012). Searching for Supplementary Screening Measures to Identify Children at High Risk for Developing Later Reading Problems Assessing In J. Sabatini, & E. R. Albro (Eds.), *Reaching an Understanding: Innovations in How we View Reading Assessment*, (pp. 55-80). Lanham, MD: Rowman and Littleford Education.
- Compton, D. L., Miller, A. C., Gilbert, J. K. & Steacy, L. M. (2013). What Can Be Learned About The Reading Comprehension Of Poor Readers Through The Use Of Advanced Statistical Modeling Techniques? In L. E. Cutting, B. Miller, & P. McCardle (Eds.), *Unraveling the behavioral, neurobiological, & genetic components of reading comprehension*, (pp. 135-147). Baltimore, MD: Brookes Publishing.
- Connor, C.M., Alberto, P.A., Compton, D. L., O'Connor, R.E. (2014). Improving Reading Outcomes for Students with or at Risk for Reading Disabilities: A Synthesis of the Contributions from the

Institute of Education Sciences Research Centers (NCSE 2014-3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the IES website at <http://ies.ed.gov/>.

Compton, D. L. (2014). The Contribution of Various Forms of Reader Knowledge to Reading Comprehension Skill. In J. Carroll & K. Saunders (Eds.), *The Dyslexia Handbook 2014*, (pp. 113-118). Eynsham, Oxford: Berforts Information Press.

Compton, D. L., & Steacy, L. M. (2015). Reading Intervention in Perspective: A Thoughtful Analysis. In P. McCardle and C. M. Connor (Eds.), *Reading intervention: From research to practice to research*, (pp. 249-260). Towson, MD: Brookes Publishers.

Compton, D. L. (2016). Exploring the Role of Knowledge Transfer on Passage Comprehension in children with Learning Differences: An Exploratory Study. In V. van Daal & P. Tomalin (Eds.), *The Dyslexia Handbook 2016*, (pp. 99-102). Bracknell, UK: British Dyslexia Association.

Steacy, L. M., Elleman, A. M., & Compton (in press). Opening the “black box” of learning to read: inductive learning mechanisms supporting word-learning development with a focus on interventions for children who struggle to read. *Theories of reading development*. Amsterdam, The Netherlands: John Benjamins Publishing.

NON-REFEREED RESEARCH PUBLICATIONS:

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

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

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

INVITED PRESENTATIONS:

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

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

Fuchs, D., Reschly, D., Fuchs, L. S., Compton, D. L., Deshler, D., & Mellard, D. (2002, July). *The National Research Center on Learning Disabilities and OSEP's Learning Disabilities Initiative*. Invited presentation made at the Annual Meeting of the OSEP Research Project Directors, Crystal City, VA.

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

- Compton, D. L. (2006, April). *Utilizing CBM to predict placement status*. Invited presentation made to the Special Education Strand of the Center on Instruction Response to Intervention Symposium, Austin, TX.
- Compton, D. L. (2006, April). *LD identification within an RTI model: An overview of the tiered service delivery model*. Invited presentation made to the National SEA Conference on SLD Determination, Kansas City, MO.
- Compton, D. L. (2006, November). *Data-Based Decision Making in the Context of RTI*. Invited presentation made at the NYU Steinhardt Conference on Response to Intervention: What, Why, and How Valid Is It? New York, NY.
- Compton, D. L. (2007, June). *Statistical and Methodological Issues in Special Education*. Invited presentation made to the 2007 IES Research Conference, Washington, DC.
- Compton, D. L. (2007, June). *Measuring "Response" in Response to Intervention (RTI)*. Invited presentation made to the 2007 IES Research Conference, Washington, DC.
- Compton, D. L. (2007, November). *Identifying Children Who Are Unresponsive to Secondary Intervention*. Invited presentation made to the 58th annual meeting of the International Dyslexia Association, Dallas, TX.
- Compton, D. L. (2008, March). *Making data-driven decisions within a 3-tier RTI model*. Invited presentation at the annual meeting of the New York Branch of the International Dyslexia Association, New York, NY.
- Compton, D. L. (2008, April). *Exploring Validity and Measurement Issues Associated with Using CBM as a Measure of Responsiveness in Response-to-Intervention Models*. Joint IES-ETS Conference - Assessing reading in the 21st century conference: Aligning and applying advances in the reading and measurement sciences. Philadelphia, PA.
- Compton, D. L. (2008, May). *The Course of Reading and Mathematics Disability in First Grade: Identifying Latent Class Trajectories and Early Predictors of Follow-up Disability Status*. Department of Psychology, Florida State University, Tallahassee, FL.
- Compton, D. L. (2009, January). *Is First-Grade Screening and Early Prevention at the Word Level Sufficient?* Department of Human Development, Teachers College. New York, NY.
- Compton, D. L. (2009, February). *Responsiveness-to-Intervention to Prevent and Identify Reading Disabilities: Challenging Key Assumptions*. Haskins Laboratories, New Haven, CT.
- Compton, D. L. (2009, April). *Exploring issues of identification and treatment of children with late-emerging reading disabilities from an RTI perspective*. Department of Educational Psychology, University of Connecticut, Storrs, CT.
- Compton, D. L. (2009, May). *Exploring Subtypes, Prevalence Rates, and Early Identification of Children Exhibiting 'Late-Emerging' Reading Disability*. Department of Educational Psychology, City University of New York, NY, NY.

- Compton, D. L., & Francis, D. J. (2010, February). *You Got Your Data Now What? Analyzing Complex School-based Data: Reading Research with At-risk Populations*. MITER Invited Lecture, University of Minnesota, MN.
- Compton, D. L. (2010, February). *Testing the Efficacy of a RTI Approach to Early RD Prevention*. MITER Invited Lecture, University of Minnesota, MN.
- Compton, D. L. (2010, May). *Examining the promises and potential hurdles of treatment aligned progress monitoring tools for evaluating response to intervention in developing readers*. TIMES Group, University of Houston, TX.
- Compton, D. L. (2010, August). *Early screening for RD: Present successes and future challenges*. NICHD Workshop: Defining the Intersection of Reading and Math Disability. NICHD, Bethesda, MA.
- Compton, D. L. (2012, March). *Transfer*. Invited presentation made to the 2012 IES Principal Investigators Conference, Washington, DC.
- Compton, D. L. (2012, April). *Examining screening issues within a first grade RTI model of reading*. Invited presentation made at the Annual Meeting of the Council for Exceptional Children, Denver, CO.
- Compton, D. L. Miller, A. C., Gilbert, J. C. & Steacy, L. M. (2012, June) *What can be learned about the reading comprehension of poor readers through the use of advanced modeling techniques?* Invited presentation made at The Extraordinary Brain Series sponsored by The Dyslexia Foundation, Tallinn, Estonia.
- Compton, D. L. (2012, June) *Presidential address*. Presidential address made at the annual Society for the Scientific Study of Reading, Hong Kong.
- Compton, D. L., Fuchs, L. S., Fuchs, D., Seethaler, P., & Shuele, M. (2013, September) *Concurrent difficulty with reading comprehension and mathematics problem solving: A role for language comprehension*. Society for Research on Educational Effectiveness, Washington, D.C.
- Compton, D. L. (2010, February). *Considering the next generation of interventions for children with reading disabilities*. Invited Lecture, Communication Sciences and Disorders Program, Northwestern University, Evanston, IL.
- Compton, D. L., (2014, March) *The Contribution of Various Forms of Reader Knowledge to Reading Comprehension Skill*. Keynote Speech, British Dyslexia Association Ninth Annual Meeting, Gilford, England.
- Compton, D. L., (2014, April) *The Contribution of Various Forms of Reader Knowledge to Reading Comprehension Skill*. Invited Lecture, Florida Center for Reading Research and Department of Psychology, Florida State University, Tallahassee, FL.

- Compton, D. L. (2014, June) *The week in perspective. A thoughtful analysis?* Invited presentation made at The Extraordinary Brain Series sponsored by The Dyslexia Foundation, Horta, Azones.
- Compton, D. L. (2015, January). *RFU impact on theory: Validation, clarification, and extension.* Invited presentation at the IES Leadership Team Meeting for the Reading for Understanding Grants, Washington, DC.
- Compton, D. L. (2015, March). *Accelerating chronically unresponsive children to tier 3 instruction: Pushing screening to its (il)logical limit.* Invited presentation at the OSEP-IES Intensive Intervention Summit, Washington, DC.
- Compton, D. L. (2015, May). *Do early- and late-emerging reading comprehension difficulties share a common phenotype differentiated by severity?* Invited presentation at the Morcom Conference on Reading Disabilities, Tallahassee, FL.
- Compton, D. L. & Pearson, P. D. (2015, June). *Creating a Heuristic for Reading Comprehension Development.* Invited presentation at the IES Leadership Team Meeting for the Reading for Understanding Grants, Washington, DC.
- Compton, D. L. (2015, June). *Screening within the school context: Identifying children at-risk for developing reading disabilities.* Invited presentation at the Joint Agency (NICHD, IES, & OSPED) Evidence-based and Emerging-evidence Meeting, Washington, DC.
- Compton, D. L. (2015, October). *The Role of context and instruction in the manifestation of learning disorders.* Invited presentation to the Committee on the Science and Practice of Learning, appointed by the National Academies of Sciences, Engineering, and Medicine to revise and extend the 2000 report How People Learn, Brain, Mind, Experience, and School, Washington, DC.
- Compton, D. L. (2015, November). *Overview of the hypothesized linkage between exceptional abilities and dyslexia: Considering population and distributional issues.* Invited presentation at The Dyslexia Foundation Meeting – Beyond a Reading Disability: Examining the Full Spectrum of Abilities/Disabilities of the Unique Dyslexic Brain, Dedham, MA.
- Compton, D. L., (2016, March). *Exploring the Role of Knowledge Transfer on Passage Comprehension in children with Learning Differences: An Exploratory Study.* Keynote Speech, British Dyslexia Association Tenth Annual Meeting, Oxford, England.
- Compton, D. L., (2016, March). *From the Printing to Twitter: An Exploratory Study Examining the Role of Knowledge Transfer on Passage Comprehension in children with Learning Differences.* Keynote Speech, Fourth Annual Meeting of the AIM Institute Research to Practice Symposium, Conshohocken, Pennsylvania.
- Compton, D. L., (2016, May). *Reading Interventions During the Early Years.* Moderator, National Symposium on Reading for Understanding, Alexandria, Virginia.

NATIONAL and INTERNATIONAL PRESENTATIONS:

- Compton, D. L. (1994, November). *Speed of word recognition as a distinguishing characteristic of*

reading disabilities. Poster presented at the 45th Annual Conference, The Orton Dyslexia Society, Los Angeles, CA.

Compton, D. L. (1996, November). *Using a developmental model of word recognition in assessing reading difficulties*. Poster presented at the 47th Annual Conference, The Orton Dyslexia Society, Boston, MA.

Compton, D. L. (1996, December). *Differences in skilled and poor reading children's use of orthographic redundancy*. Paper presented at the meeting of the National Reading Conference, Charleston, SC.

Compton, D. L., Brutus, B. S., & Duran, M. K. (1997, April). *Linking educational technology and instructional methods in preservice courses*. Paper presented at the meeting of the Council for Exceptional Children Annual Convention, Salt Lake City, UT.

Compton, D. L., & Sims, J. P. (1997, May). *Using technology to enhance instructional methods in preservice courses*. Paper presented at the meeting of the International Reading Association, Atlanta, GA.

Compton, D. L., Becker, J., & Motycka, S. (1997, November). *The role of orthographic redundancy in explaining reading difficulties in children*. Paper presented at the 48th Annual Conference of The International Dyslexia Association, Minneapolis, MN.

Compton, D. L. (1997, December). *Poor reader's sensitivity to structural redundancies in words: Problems associated with reading-level matches*. Paper presented at the meeting of the National Reading Conference, Scottsdale, AZ.

Compton, D. L., Sinette, K., & Petty, R. (1998, November). *Using growth curve analysis to explore basic word recognition processes in at-risk first grade children*. Paper presented at 49th Annual Conference of The International Dyslexia Association, San Francisco, CA.

Childers, L., Compton, D. L., Knight, M., Jones, S., Aebi, M., & Flora, D. (1998, November). *Restructuring reading and writing instruction in first grade classrooms*. Poster session presented at the 49th Annual Conference of The International Dyslexia Association, San Francisco, CA.

Compton, D. L. (1998, December). *The influence of lexical development on various dimensions of orthographic processing related to word reading in children*. Paper presented at the meeting of the National Reading Conference, Austin, TX.

Hodges, A., Wyeth, L., & Compton, D. L. (1999, April). *The effect of using pre-service teachers in the intervention of at-risk first grade children*. Paper presented at the student session of the Council for Exceptional Children Annual Convention, Charlotte, NC.

McLamore, A., Nall, K., Milton, A., & Compton, D. L. (1999, April). *Using preservice teachers to provide early reading success for at-risk first graders*. Student poster session presented at the meeting of the Council for Exceptional Children Annual Convention, Charlotte, NC.

Petty, R., & Compton, D. L. (1999, April). *Using growth curve analysis to explore basic word*

recognition processes in at-risk first graders. Paper presented at the meeting of the Council for Exceptional Children Annual Convention, Charlotte, NC.

- Petty, R., Compton, D. L., & Mulvenon, S. (1999, April). *An investigation into the dynamic relationship between growth rates in phonemic awareness, grapheme-phoneme connections, orthographic awareness, rapid naming speed, and word reading skills in first grade children.* Poster presented at the Sixth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Compton, D. L. (1999, April). *Exploring the possibility of multiple dimensions of orthographic knowledge related to word reading: The influence of print exposure and lexical development on various measures of orthographic processing.* Poster presented at the Sixth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Compton, D. L. (1999, November). *Do poor readers use orthographic processing as a means of compensating for deficits in phonological processes?* Paper presented at 50th Annual Conference of The International Dyslexia Association, Chicago, IL.
- Compton, D. L. (1999, December). *Using curriculum-based measurement techniques to monitor and model decoding skill growth in first grade children.* Paper presented at the meeting of the National Reading Conference, Orlando, FL.
- Compton, D. L. (2000, July). *A critical evaluation of the double-deficit hypothesis.* Paper presented at the Seventh Annual Meeting of the Society for the Scientific Study of Reading, Stockholm, Sweden.
- Compton, D. L. (2000, December). *Modeling at-risk first grade children's responses to basic word reading instruction.* Paper presented at the meeting of the National Reading Conference, Scottsdale, AZ.
- Compton, D. L., & Olson, R. K. (2001, April). *Are RAN and phonological awareness deficits additive in reading disabled individuals?* Paper presented at the meeting of the British Dyslexia Association, York, England.
- Compton, D. L., Fuchs, D. & Fuchs, L. S. (2001, June). *The influence of item composition on RAN-letter performance in first-grade children.* Paper presented at the Eighth Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.
- Compton, D. L. (2002, February). *Modeling the relationship between growth in rapid naming speed and decoding skill in first-grade children.* Paper presented at the Tenth Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Appleton, A. C., & Compton, D. L. (2002, June). *Exploring the relationship between text leveling systems and reading accuracy and fluency in second grade children.* Paper presented at the Ninth Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.
- Compton, D. L. (2002, June). *Modeling the relationship between growth in rapid naming speed and decoding skill in first-grade children.* Paper presented at the Ninth Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.

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

Predicting struggling readers' responsiveness to reading comprehension instruction. Poster presented at the Twelfth Annual Meeting of the Society for the Scientific Study of Reading, Toronto, CA.

Compton, D. L., Fuchs, L. S., Hamlett, C. L., Powell, S. L., Capizzi, A. & Morgan P. (2006, February). *Are CBM passages comparable: Examining the effects of set, grade, child characteristics, and passage characteristics on oral reading fluency?* Paper presented at the Fourteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

Compton, D. L., Fuchs, D., Fuchs, L. S., & Bryant, J. D. (2006, March). *Selecting at-risk readers in first grade for early intervention: a two-year longitudinal study of decision rules and procedures.* Paper presented at the Thirty-Eighth Annual Meeting of the National Association of School Psychologists, Anaheim, CA.

Compton, D. L. (2006, June). *Predicting struggling reader's responsiveness to reading comprehension instruction.* Paper presented at the Thirteenth Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, CA.

Fuchs, D., Compton, D. L., & Fuchs, L. S. (2007, February). *Innovations in identifying learning disabilities using responsiveness-to-instruction.* Paper presented at the Fifteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

Compton, D. L. (2007, July). *Facilitating struggling reader's acquisition of declarative knowledge and vocabulary learning during context reading.* Paper presented at the Fourteenth Annual Meeting of the Society for the Scientific Study of Reading, Prague, CZ.

Compton, D. L., Fuchs, D., Fuchs, L. S., Elleman, A. M., & Gilbert, J. K. (2008, February). *A latent transition model of students with late-emerging reading disability.* Paper presented at the Sixteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

Compton, D. L., Fuchs, D., Fuchs, L. S. (2008, July). *Dynamic assessment of decoding as a predictor of future reading skill in developing readers.* Paper presented at the Fifteenth Annual Meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Compton, D. L. (20078, November). *Selecting at-risk readers in first grade for early intervention: A replication and extension.* Presentation made to the 59th annual meeting of the International Dyslexia Association, Seattle, WA.

Compton, D. L. (2009, June). *Exploring Subtypes, Prevalence Rates, and Early Identification of Children Exhibiting 'Late-Emerging' Reading Disability.* Presentation made to the Sixteenth Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

Compton, D. L., Barth, A., Shapiro, E., & Gandhi, A. (2010, April). *Evidence-based standards for RTI screening, progress monitoring, and tier 2 instruction.* Presentation made to the Annual Meeting of the Council for Exceptional Children, Nashville, TN.

Compton, D. L., Fuchs, D., Fuchs, L. S., Gilbert, J. K., Jenkins, J. R., Cho, E., & Barquero, L. A., (2011, February). *Accelerating chronically unresponsive children to tier 3 instruction: Pushing*

screening to its (il)logical limit. Paper presented at the Nineteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

Cho, E., & Compton, D. L. (2011, February). *Predictors of growth during tier 2 small group instruction.* Poster presented at the Nineteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

Peng, P., Cho, E., Compton, D. L., Fuchs, D., Kearns, D., & McMaster, K. (2011, February). *Exploring the structure of a fidelity-of-implementation checklist: Why such a exploration is important to interventionists.* Poster presented at the Nineteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

Compton, D. L. (2011, April). *Fast-tracking chronically unresponsive children into tier 3 instruction.* Presentation made to the Annual Meeting of the Council for Exceptional Children, National Harbor, MD.

Kearns, D. M., Fuchs, D., Compton, D. L., Fuchs, L. S., Stuebing, K. K., & Patton, S. A. (2011, July). *Describing the cognitive correlates of reading disability.* Paper presented at the Eighteenth Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

Cho, E., Compton, D. L., & Steacy, L. M. (2011, July). *Is RTI the greatest show on Earth? Comparing responses of nonresponders in Tier 1 and Tier 2.* Poster presented at the Eighteenth Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

Steacy, L. M., Gilbert, J. K., Compton, D. L., & Cho, E. (2011, July). *Walking the tightrope of early reading acquisition: An examination of word reading and decoding preferences in emerging readers;* Poster presented at the Eighteenth Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

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 presented at the Eighteenth Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

Compton, D. L., Gilbert, J. K., & Olson, R. K. (2011, July). *Tugging at the gruff of the bearded lady: Is the orthographic choice task a measure of orthographic processing or just a cleverly disguised reading measure.* Poster presented at the Eighteenth Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

Barquero, L., Compton, D. L., Gilbert, J. K., Cho, E., Bouton, B., Fuchs, D., & Fuchs, L. S. (2011, July). *Step right up: Advancing the lowest achievers at Tier 1 directly to Tier 3 (Upside-down RTI).* Poster presented at the Eighteenth Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

Elleman, A. M., Lindo, E., & Compton, D. L. (2011, July). *Is inference training the "Strongman" we need for increasing RD students' comprehension of text? A meta-analysis of inference studies conducted with students in K-12.* Poster presented at the Eighteenth Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

- Gilbert, J. K., Compton, D. L., Fuchs, D., & Fuchs, L. S., (2012, February). *Reading skill trajectories and cognitive profiles of children with late-emerging reading difficulties*. Presentation made at the Twentieth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Cho, E., & Compton, D. L. (2012, February). *Long term effects of systematic phonics instruction on word reading skills: A meta analytic review*. Poster presented made at the Twentieth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Davis, G. N., Gilbert, J. L., & Compton, D. L. (2012, February). *The relationship in children between executive function, language, word recognition, and reading comprehension: An SEM analysis*. Poster presented made at the Twentieth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Steady, L. M., Miller, A., Gilbert, J. L., & Compton, D. L. (2012, February). *Can we screen for late-emerging reading difficulties?* Poster presented made at the Twentieth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Benedict, S., Davis, N., Lindstrom, E., Compton, D. L., & Cutting, L. (2012, July). *The role of phonology and orthography in children's morphological word reading skills*. Poster presented at the Nineteenth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, CA.
- Lindstrom, E., Davis, N., Gilbert, J. K., Spangler, E., Compton, D. L., & Cutting, L. (2012, July). *Content-specific background knowledge and passage level comprehension: a preliminary investigation*. Poster presented at the Nineteenth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, CA.
- Compton, D. L., Gilbert, J. K., Steady, L., Cho, E., & Miller, A. (2012, July). *Behavioral phenotypes of children with late-emerging reading difficulties*. Poster presented at the Nineteenth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, CA.
- Miller, A., Steady, L. M., & Compton, D. L. (2012, July). *Vocabulary skills of children with early emerging reading disability and children with late-emerging reading disability*. Poster presented at the Nineteenth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, CA.
- Cho, E., Compton, D. L., & Fuch, D. (2012, July). *Predictive validity of dynamic assessment of decoding in forecasting responsiveness to intervention*. Poster presented at the Nineteenth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, CA.
- Kearns, D., Gilbert, J. K., Compton, D. L., & Fuch, D., Fuchs, L. S. (2012, July). *Frequency and consistency effects in the word processing skills among different types of developing readers*. Poster presented at the Nineteenth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, CA.
- Steady, L. M., Compton, D. L., Gilbert, J. K., & Kearns, D. (2012, July). *An examination of word level characteristics to form pedagogically relevant clusters of words*. Poster presented at the Nineteenth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, CA.

- Compton, D. L. (2012, April). *SMART RTI: Accelerating chronically unresponsive children to tier 3 instruction by pushing screening to its (il)logical limit*. Presentation made to the Annual Meeting of the Council for Exceptional Children, Denver, CO.
- Fuchs, D., Fuchs, L., Elleman, A., Kearns, D., Peng, P., Miller, A., Patton, S., Compton, D., Yen, L., & Zhang, W. (2013). *Strengthening reading comprehension among at-risk first graders*. Pacific Coast Research Conference. Mission Bay, CA.
- Steady, L. M., Fuchs, D., Compton, D. L., Fuchs, L. S., Gilbert, J. K., Elleman, A., & Kearns, D. (2013, July). *Sight word acquisition: Word- and child-level predictors of the number of word exposures necessary for mastery*. Poster presented at the Twentieth Annual Society for the Scientific Study of Reading, Hong Kong.
- Cho, E., & Compton, D. L. (2013, July). *What Does Dynamic Assessment of Decoding Measure: Domain-Specific Responsiveness or Domain-General Learning Potential?* Poster presented at the Twentieth Annual Society for the Scientific Study of Reading, Hong Kong.
- Collins, A., Compton, D. L., Gilbert, J. K., & Petscher, Y. (2013, July). *Does intervention change the covariance between prior and later reading performance? If so, for whom?* Poster presented at the Twentieth Annual Society for the Scientific Study of Reading, Hong Kong.
- Lindstrom, E., Gilbert, J., & Compton, D. L. (2013, July). *Exploring the overlap between comprehension, language, knowledge, and executive function*. Poster presented at the Twentieth Annual Society for the Scientific Study of Reading, Hong Kong.
- Miller, A. C., Fuchs, D., Fuchs, L. S., Compton, D. L., Kearns, D. M., Zhang, W., Yen, L., Patton, S., & Peterson, D. (2013, July). *A longitudinal study of the influence of behavioral attention on the development of word reading and comprehension among at-risk readers* Poster presented at the Twentieth Annual Society for the Scientific Study of Reading, Hong Kong.
- Fuchs, D., Elleman, A., Kearns, D., Fuchs, L.S., Peng, P., 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*. Twenty-second Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Compton, D. L., Miller, A. C., Elleman, A. M., Steady, L. M., Gilbert, J., Lindstrom, E., Collins, A. (2014, February). *The determinants of comprehension skill in developing readers: On the overwhelming influence of general knowledge and passage-specific familiarity on passage comprehension*. Paper presented at the Twenty-second Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Cho, E. & Compton, D. L. (2014, February). *Predictors of word reading development: The role of dynamic assessment of decoding*. Poster presented at the Twenty-second Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Collins, A., Compton, D. L., & Lindstrom, E. (2014, February). *A meta-analysis of student response accuracy on comprehension measures*. Poster presented at the Twenty-second Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.

- Lindstrom, E., Compton, D. L., & Miller, A. C. (2014, February). *Reading, language, and attention profiles in late-emerging poor readers*. Poster presented at the Twenty-second Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Toste, J, Fuchs, D., Peng, P., Fuchs, L. S., Compton, D. L., & Patton, S. (2014, February). *Modeling the longitudinal effects of student's reading skills on teacher's perceptions of reading achievement*. Poster presented at the Twenty-second Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Steady, L. M., Lindstrom, E., & Compton, D. L., (2014, April). *The impact of reading instruction on spelling outcomes in students with or at-risk for LD*. Poster presented at the Annual Meeting of the Council for Exceptional Children, Philadelphia, PA.
- Steady, L. M., & Compton, D. L., (2014, April). *Improving the lexicon of sight words of at-risk first graders in one large urban school district*. Paper presented at the Annual Meeting of the Council for Exceptional Children, Philadelphia, PA.
- Fuchs, L. S., Fuchs, D., & Compton D. L. (2014, July). *Cognitive predictors of comprehending math word problems and informational texts*. Paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Steady, L. M., Compton, D. L., Lindstrom, E. R., & Miller, A. C. (2014, July). *Cognitive characteristics and text features as predictors of reading comprehension*. Paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Fuchs, D., Fuchs, L. S., Compton D. L., Elleman, A. M., Kearns, D., Peng, P., Miller, A. C., & Steady, L. M. (2014, July). *Randomized control trial of the value of cognitive training in a reading comprehension program for poor readers in first grade*. Paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Compton, D. L. (2014, July). *Symposium Discussant – Reading comprehension: Exploring determinants and how to strengthen it*. Paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Collins, A. A., Lindstrom, E. R., & Compton, D. L. (2014, July). *A meta-analysis of the response accuracy of students with reading difficulties and typically developing students on comprehension measures*. Poster presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Lindstrom, E. R., Steady, L. M., Elleman, A. M., & Compton, D. L. (2014, July). *Child and word predictors of vocabulary acquisition during text reading among struggling readers*. Paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Savaiano, M., Compton, D. L., Hatton, D., & Lloyd, B. (2014, July). *Comparison of vocabulary instruction strategies for students who read braille*. Poster presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

- Rouse, A. G., Graham, S., & Compton, D. L. (2015, February). *Writing to learn in elementary school children*. Poster presented at the Twenty-third Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Lindstrom, E. R., Steacy, L. M., & Compton, D. L. (2015, February). *What's in the retelling? Connecting expository retell and comprehension outcomes*. Poster presented at the Twenty-third Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Patton, S., Fuchs, D., Fuchs, L., Compton, D. L., & Peng, P. (2015, February). *Training verbal working memory in dyads of first graders with reading difficulties*. Poster presented at the Twenty-third Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Steacy, L. M., Compton, D. L., & Kearns, D. (2015, February). *Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty*. Poster presented at the Twenty-third Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Cho, E., & Compton, D. L. (2015, February). *Different patterns of word reading growth: A conditional analysis by reading level*. Poster presented at the Twenty-third Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Collins, A., & Compton, D. L. (2015, February). *Performance variations across comprehension measures for students with late emerging reading disabilities*. Poster presented at the Twenty-third Annual Meeting of the Pacific Coast Research Conference, La Jolla, CA.
- Compton, D. L. (2015, March). *Instruction and student achievement symposium: Reading for Understanding - new findings from the Catalyzing Comprehension for Discussion and Debate Project*. Discussant at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Fuchs, D., Peng, P., Elleman, A. M., Kearns, D., Fuchs, L. S., Compton, D. L., & Patton, S. (2015, March). *Exploring the value of working memory training when combined with skills-based instruction in reading comprehension for young at-risk students*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Compton, D. L., Toste, J. R., Fuchs, D., Fuchs, L. S., Gilbert, J. K., & Cho, E. (2015, March). *Understanding unresponsiveness to tier-2 reading intervention: Exploring the classification and profiles of adequate and inadequate responders in first grade*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Lindstrom, E. R., Steacy, L. M., Elleman, A. M., Olinghouse, N., & Compton, D. L., (2015, April). *Predicting vocabulary acquisition during text reading among struggling readers using child- and word-level features*. Poster presented at the Annual Meeting of the Council for Exceptional Children, San Diego, CA.
- Compton, D. L. (2015, July). *Struggling readers in adolescence: Assessment and intervention considerations*. Symposium Discussant at the Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hawaii, Hawaii.

- Steady, L. M., Compton, D. L., & Elleman, A. M., (2015, July). *Examining the promise of a treatment aligned assessment tool for evaluating response in children with RD: An item-level analysis*. Paper presented at the Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hawaii, Hawaii.
- Miller, A. C., Fuchs, D., Fuchs, L. S., Compton, D. C., Preacher, K., Peng, P., Yen, L., Petersen, D., & Hamlett, C. (2015, July). *Synergistic effects of a reading and math intervention*. Poster presented at the Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hawaii, Hawaii.
- Compton, D. L. (2015, November). *The long-term effects of RTI as a prevention system. Roundtable: Interventions for struggling readers: When evidence meets the real world*. Presented at the Thirty-Seventh Annual Fall Research Conference of the Association for Public Policy Analysis and Management, Miami, FL.
- Peng, P., Namkung, J. M., Fuchs, D., Fuchs, L., Patton, S., Yen, L., Compton, D. L., Zhang, W. J., Miller, A., & Hamlett, C. (2016, February). *A longitudinal study on predictors of early calculation development among young children at-risk for learning difficulties*. Paper presentation at American Educational Research Association annual conference, Washington, DC.
- Patton III, S. A., Fuchs, D., Fuchs, L., Peng, P., Davis, N., Elleman, A., Yen, L. & Compton, D. (2016, February). *Investigating cognitive moderators of comprehension outcomes for struggling readers in the elementary grades*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Hendricks, E., Fuchs, D., Fuchs, L., Compton, D., Elleman, A., Peng, P., Patton, S., Yen, L., Zhang, W., Steady, L., & Miller, A. (2016, February). *How do linguistic characteristics of listening comprehension responses relate to reading comprehension?* Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Walsh, M., Fuchs, D., Patton, S., Yen, L., Fuchs, L., Compton, D., Davis, N., Zhang, W., Hendrix, E., Kim, W., Elleman, A., & Peng, P. (2016, February). *Moderators of response to reading comprehension instruction*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Steady, L. M., Gilbert, J. K., & Compton, D. L. (2016, March). *Exploring individual differences in irregular word recognition among children with early-emerging and late-emerging word reading difficulty*. Poster presented at the British Dyslexia Association Conference, Oxford, England.
- Fuchs, L. S., Fuchs, D., & Compton, D. L. (2016, July). *Pathways to third-grade competence in word-reading versus math-calculations: Are they more alike or different?* Paper presented at the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- Fuchs, D., Fuchs, L. S., & Compton, D. L. (2016, July). *Does improving math calculation fluency strengthen word-reading competence in children with reading difficulties?* Paper presented at

the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Elleman, A. M., Steacy, L. M., Gilbert, J. K., Fields, S., & Compton, D. L. (2016, July). *From the printing press to Twitter: An exploratory study examining the role of knowledge transfer in comprehension for students with learning differences*. Poster presented at the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Steacy, L. M., Catts, H. W., & Compton, D. L. (2016, July). *Modeling parallel growth between word reading and comprehension in children from first through fourth grade*. Paper presented at the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

McIlraith, A., Compton, D. L., & Catts, H. W. (2016, July). *Comprehension in context: A crossed random-effects model examining item-, reader-, and passage-level predictors of third grade comprehension scores*. Poster presented at the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Compton, D. L. (2016, July). *Is orthographic choice response fully determined by item reading skill? A tribute to Richard Olson's 50 years of research*. Paper presented at the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

LOCAL and REGIONAL PRESENTATIONS:

Compton, D. L. (1995, November). *Using a model of normal word recognition development as a bench mark in assessing children with word recognition difficulties*. Paper presented at the annual meeting of the Arkansas Federation of The Council for Exceptional Children, Hot Springs, AR.

Compton, D. L. (1996, April). *Teaching: Some words of wisdom*. Presentation made at the Kappa Delta Pi, Alpha Beta Chapter, Initiation Dinner, Fayetteville, AR.

Compton, D. L. (1996, July). *Promoting critical and creative thinking in the classroom*. Invited presentation made at the University of Arkansas Faculty Retreat, Wagoner, OK.

Compton, D. L. (1997, November). *Providing early intervention in reading to at-risk children*. Presentation made to the Springdale School Board, Springdale, AR.

Compton, D. L., Sinette, K., & Petty, R. (1998, November). *The effects of early intervention on at-risk first grade readers*. Paper presented at the annual meeting of the Arkansas Federation of The Council for Exceptional Children, Hot Springs, AR.

Compton, D. L. (2001, January). *What's so special about special education?* Invited presentation made as part of Occasional Conversations, John F. Kennedy Center, Vanderbilt University, Nashville, TN.

Compton, D. L. (2001, April). *What research tells us about teaching children who are experiencing difficulties learning to read*. Invited presentation made at the annual meeting of the Tennessee chapter of the International Dyslexia Association, Murfreesboro, TN.

Fuchs, D., & Compton, D. L. (2002, March). *Introducing the National Research Center on Learning Disabilities*. Invited presentation made as part of the Community Crossroads Breakfast, John F. Kennedy Center, Vanderbilt University, Nashville, TN.

Compton, D. L. (2004, November). *Etiology and treatment of reading disabilities/dyslexia*. Invited presentation at Developmental Disabilities Grand Rounds, John F. Kennedy Center, Vanderbilt University, Nashville, TN.

Compton, D. L. (2006, April). *Etiology and treatment of reading disabilities/dyslexia*. Invited presentation at Child Psychiatry Grand Rounds, Vanderbilt University Medical Center, Nashville, TN.

RESEARCH GRANTS:

Compton, D. L. (1996). *The role of orthographic redundancy in explaining reading difficulties in children*. Funded by Orton Dyslexia Society - Principal Investigator. One year at \$5,000. Completed.

Compton, D. L. (1997). *The relationship between growth rates in precursor literacy skills and word recognition and spelling growth rates in young children with reading disability*. Funded by Orton Dyslexia Society - Principal Investigator. One year at \$2,500. Completed.

Compton, D. L. (2000). *Assessing the quality of stored representations in normally developing and reading-disabled children*. Funded by Peabody College, Vanderbilt University - Principal Investigator. One year at \$4,500. Completed.

Compton, D. L. (2001). *Modeling reading growth in children with mental retardation*. Funded by the Hobbs Society, John F. Kennedy Center, Vanderbilt University - Principal Investigator. One year at \$2,000. Completed.

Compton, D. L. (2001). *Linking decoding instruction, decodable text, and metacognitive instruction to effect strong reading comprehension outcomes for children with disabilities*. Funded by U.S. Department of Education, Office of Special Education Programs - Principal Investigator (H324D010003). Three years at \$180,000 per year. Completed.

Fuchs, D., Reschly, D., Deshler, D., Fuchs, L. S., Compton, D. L., & Mellard, D. (2001). *National research center on learning disabilities*. Funded by U.S. Department of Education, Office of Special Education Programs - Co-Principal Investigator (H324U010001). Five years at \$700,000 per year. Completed.

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2003). *Understanding/Preventing Math Problem-Solving Disability*. Funded by NICHD - Co-Principal Investigator (R01 HD46154-01). Five years at \$660,000 per year. Completed.

Compton, D. L. (2004). *Relating decoding and fluency development in RD children*. Funded by NICHD - Principal Investigator (R03 HD045726-01). Two years at \$50,000 per year. Completed.

Fuchs, D., Berends, M., Fuchs, L. S., Rolle, A., McMaster, K. L., Saenz, L., Schatschneider, C., & Compton, D. L. (2004). *Scaling Up Peer-Assisted Learning Strategies to Strengthen Reading*

Achievement. Funded by IES - Co-Principal Investigator (R305G040104). Five years at \$1,100,000 per year. Completed.

Compton, D. L., (2005). *Evaluating a Multicomponent Reading Comprehension Program Designed to Address the Diverse Needs of Struggling Readers in Late Elementary School*. Funded by IES - Principal Investigator (R305G050101). Three years at \$370,000 per year. Completed.

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

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

Fuchs, D., Fuchs, L. S., & Compton, D. L. (2008). *Responsiveness-To-Instruction to Strengthen the Academic Performance of Students with Reading and Math Disabilities*. Funded by IES - Co-Principal Investigator (R324A090052). Five years at \$750,000 per year. Completed.

Fuchs, D., Fuchs, L. S., & Compton, D. L. (2008). *RTI for Determining Risk, Providing Prevention, and Identifying Reading Disability*. Funded by NICHD - Co-Principal Investigator (RO1 HD056109). Five years at \$700,000 per year. Completed.

Compton, D. L., Fuchs, D., & Fuchs, L. S. (2010). *Predictors and Subtypes of Reading Disabilities: Implications for Instruction of "Late-Emergers"*. Funded by IES - Principal Investigator (R305A100034). Four years at \$325,000 per year. Ongoing.

Fuchs, D., Fuchs, L. S., & Compton, D. L. (2013). *Improving Reading and Mathematics Outcomes for Students with Learning Disabilities: Next Generation Intensive Interventions*. Funded by IES – Co-Principal Investigator (R324D130003). Five years at \$2,000,000 per year. Ongoing.

TRAINING GRANTS:

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

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

CLASSES TAUGHT:

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

SPED 2840 The Language Bases of Reading, Writing, and Mathematics Disabilities (undergraduate)

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

SPED 3011 Doctoral Professional Seminar II (graduate)

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

SPED 3900 Readings in Special Education (graduate)

SPED 3930 Hierarchical Linear Modeling in Educational Research (graduate)
SPED 3835 The Language Bases of Reading, Writing, and Mathematics Disabilities (graduate)

PROFESSIONAL MEMBERSHIPS:

The Council for Exceptional Children
Literacy Research Association (formerly National Reading Conference)
The International Dyslexia Association (formerly Orton Dyslexia Society)
Society for Research in Child Development (expired)
Society for the Scientific Study of Reading
International Reading Association

PROFESSIONAL SERVICE:

Associate Director, Florida Center for Reading Research (FCRR), Florida State University,
Tallahassee, FL (2015-present)
Department Chair, Department of Special Education, Peabody College of Education,
Vanderbilt University, Nashville, TN (2012-2015)
Director of Graduate Studies, Department of Special Education, Peabody College of Education,
Vanderbilt University, Nashville, TN (2010-2012)
Investigator, John F. Kennedy Center, Vanderbilt University, Nashville, TN (2001-2015)
Past President, Society for the Scientific Study of Reading (2013-2015)
President, Society for the Scientific Study of Reading (2011-2013)
President Elect, Society for the Scientific Study of Reading (2009-2011)
Vice President, Society for the Scientific Study of Reading (2007-2009)
Treasurer, Society for the Scientific Study of Reading (1998-2006)
AIM Academy Research Advisory Board (2015 – present)
Associate Editor (with Editor Karin Landeral and Associate Editor Helene Deacon),
Scientific Studies of Reading (2015-present)
Co-Editor (with Chris Schatschneider) *Annals of Dyslexia* (2006-2010)
Co-Editor (with Deborah Wells Rowe, Robert T. Jiménez, David K. Dickinson, Youb Kim, Kevin M.
Leander, Victoria J. Risko) *National Reading Conference Yearbook* (2006-2008)
Editorial Board, Journal of Educational Psychology (2014-present)
Editorial Board, Journal of Educational Psychology (2003-2008)
Editorial Board, Reading Research Quarterly (2015-present)
Editorial Board, Journal of Learning Disabilities (2004-present)
Editorial Board, Learning Disabilities Quarterly (2002-present)
Editorial Board, Learning Disabilities Research & Practice (2004-present)
Editorial Board, Scientific Studies of Reading (2002-present)
Editorial Board, Exceptional Children (2004-present)
Abstract Reviewer, Annual Scientific Studies of Reading Conference (2006-present)
Guest Reviewer, Reading Research Quarterly
Guest Reviewer, Reading and Writing
Guest Reviewer, Journal of Research in Reading
Guest Reviewer, Cognitive Brain Research
Guest Reviewer, Journal of Applied Behavioral Analysis
Guest Reviewer, Journal of Emotional and Behavioral Disorders
Guest Reviewer, Science
Guest Reviewer, School Psychology Review
Guest Reviewer, Journal of School Psychology
Guest Reviewer, Reading Psychology

Reviewer, Member IES Reading and Writing Standing Panel (2006-2010)
Chair, IES Reading for Understanding Grant Review Panel (2010)
Reviewer, NICHD Special Emphasis Panel “Research on Adult and Family Literacy”
Reviewer, IES Research Grant Review Panel, General Special Education Grants (FY 2007)
Chair, Technical Advisory Committee, IES National Center for Special Education Research (NCSER)
Technical Advisor, National Center for Education Evaluation of the Institute of Education Sciences
“Supplemental Literacy Interventions in Freshman Academies”
Technical Work Group, National Center for Education Evaluation of the Institute of Education
Sciences “Teacher Preparation in Early Reading Instruction”
Technical Work Group, National Center for Education Evaluation of the Institute of Education
Sciences “Response to Intervention (RTI)”
Expert Panel Member, NICHD/IRA Committee on “Effective Measurement of Classroom Instruction”
(2009)
Reviewer, IES National RTI Impact Evaluation (2009)
Member, IES Reading Synthesis Panel (2010)