

## CURRICULUM VITA

**Carolyn A. Denton, Ph.D.**

November 8, 2007

### **DEMOGRAPHICS**

PRESENT TITLE: Associate Professor

ADDRESS: Children's Learning Institute  
Department of Pediatrics  
University of Texas Health Science Center Houston  
7000 Fannin St., UCT 2443  
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Carolyn.A.Denton@uth.tmc.edu

BIRTHDATE: October 5, 1952

CITIZENSHIP: United States of America

### **EDUCATION**

#### **Undergraduate Education:**

1974 University of North Texas, Denton, Texas  
Bachelor of Music, Magna cum Laude  
Major in Music Education

#### **Graduate Education:**

1996 Texas A&M University, College Station, Texas  
Master of Education, Educational Psychology

2000 Texas A&M University, College Station, Texas  
Ph.D., Educational Psychology

### **ACADEMIC APPOINTMENTS**

1978-1997 Public School Teacher, Colorado, South Dakota, and Texas

1986-1988 Instructor, Trinidad State Junior College  
Department of Music, Trinidad, Colorado

Oct., 2000-  
Jan., 2003 Assistant Professor, Research (non-tenure track)  
University of Texas Health Science Center Houston  
Department of Pediatrics, Division of Developmental Pediatrics

Jan., 2003- June, 2007	Assistant Professor (tenure track) University of Texas at Austin, Department of Special Education
June, 2007- Oct., 2007	Associate Professor University of Texas Health Science Center Houston Department of Pediatrics, Division of Developmental Pediatrics

### **PROFESSIONAL HONORS AND AWARDS**

2006 Co-recipient of the 2006 Albert J. Harris Award from the International Reading Association, awarded annually for a journal article that makes a significant contribution to the understanding of reading difficulties or disabilities for: Mathes, P.G., Denton, C.A., Fletcher, J.M., Anthony, J.L., Francis, D.J., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly, 40*, 148-182.

### **EDITORIAL POSITIONS**

#### **Editorial Boards: (Member)**

*Journal of Educational and Psychological Consultation*, 2001-present  
*State of Reading*, Journal of the Texas State Reading Association, 1998-2002

#### **Invited Guest Editor for Themed Issues:**

*Learning Disabilities Research and Practice*, a publication of the Division of Learning Disabilities of the Council for Exceptional Children; Co-Edited by Dr. Sharon Vaughn of the University of Texas at Austin; Themed issue on Intervention for Struggling Readers in Grades 4-12, in press.

*Perspectives*, a publication of the International Dyslexia Association; Themed issue on Using Evidence of Response to Intervention in the Identification of Learning Disability, Winter, 2006.

#### **Invited Guest Reviewer:**

*Scientific Studies of Reading*  
*Annals of Dyslexia*  
*Learning and Individual Differences*  
*Exceptional Children*  
*Journal of Learning Disabilities*

### **SERVICE ON NATIONAL GRANT REVIEW PANELS AND COMMITTEES**

Member, Content Expert Panel for the Redesign of the ERIC database, US Institute for Education Sciences (US Department of Education), 2004-present.

Member, Scientific Peer Review Standing Panel, Reading and Writing Research Grants and Teacher Quality Grants, Institute for Education Sciences (US Department of Education), 2005-2007.

Member, Technical Working Group, *Improving Academic Instruction for After-School Programs*. US Department of Education, 2004-2007.

Reviewer, After-school reading intervention curriculum for *Improving Academic Instruction for After-School Programs*. US Department of Education, 2004.

Ad-Hoc Member, Scientific Peer Review Panel, Teacher Quality Grants, US Institute for Education Sciences (US Department of Education), 2004.

### **SERVICE ON STATE GRANT REVIEW PANELS AND COMMITTEES**

Reviewer, *Reading First* Grants for Texas, 2003.

Member, Pilot Test Results Review Committee, Certification Test for the Master Reading Teacher Certification, for the Texas State Board of Educator Certification, 2000.

Member, Pilot Test Results Review Committee, Generic Special Education Certification Assessment, for the Texas State Board of Educator Certification, June, 2000.

Member, Standards Development Committee, Reading Specialist Teaching Certificate, for the Texas State Board of Educator Certification, 2001.

Reviewer, Grant proposals for *Reading Excellence and Academic Development (READ) for Texas*, Office of Statewide Initiatives, Texas Education Agency, 2001.

Member, Framework Development Committee, Reading Specialist Teaching Certificate, for the Texas State Board of Educator Certification, 2002.

### **COLLEGE TEACHING**

#### **Department of Special Education, University of Texas at Austin**

Spring, 2003	Teaching Students with Reading Difficulties (Undergraduate)
Fall, 2003, 2004	Assessment in Special Education (Graduate)
Spring, 2004, 2005, 2006, 2007	Foundations and Issues in Special Education (Undergraduate)
Fall, 2005, 2006	Introduction to Learning Disabilities and Behavior Disorders (Graduate)

## Teaching Innovations

- 2003            Project leader: Development of scenario-based interactive instructional technology for the preparation of preservice teachers. University of Texas at Austin.
- 2003-2004      Project leader: *The Virtual Coach*. Development of a technology-based environment to provide long-term job-embedded professional development to teachers of students at-risk for reading difficulties located in diverse geographic areas. University of Texas at Austin.

## **CURRENT GRANT SUPPORT**

Co-Principal Investigator, *Scaling-up Effective Interventions for Preventing Reading Difficulties*. Funded under the Interagency Educational Research Initiative by the Institute of Education Sciences (Department of Education), Grant R305W030257. Large-scale randomized field study in 48 schools. 2003-2008. \$5,999,764. (As this project is in its final year of funding and is being implemented in Austin-area schools, funding was left with the University of Texas at Austin when I came to UTH in June, 2007).

Co-Principal Investigator, *Texas Center for Learning Disabilities*, Projects 1 (Classification and Definition of Learning Disabilities Based on Response to Instruction Models), 2 (Response to Early Reading Intervention and the Identification of Learning Disabilities), and 3 (Remediation of Older Students with Reading Difficulties: Response to Intervention through Classroom Instruction and Interventions). Funded by the National Institute for Child Health and Human Development (NICHD). 2006-2011. \$344,684.

Co-Principal Investigator. *Evaluation of the efficacy of Earobics Step 1 in ESL children and low SES minority children*. U.S. Department of Education, Institute of Education Sciences, Cognition and Student Learning Research Grant Program. 2007-2011. \$3,000,000 .

## **PAST GRANT SUPPORT**

Project Coordinator, *Early Development of Reading Skills: A Cognitive Neuroscience Approach*, funded under the Interagency Educational Research Initiative by the National Institute of Child Health and Human Development, the US Department of Education, and the National Science Foundation. Grant # NSF 9979968. Randomized field trial of two reading interventions. Jack M. Fletcher (PI), Patricia A. Mathes (PI- P1), Andrew C. Papanicolaou (PI- P2), Barbara R. Foorman (PI- P3), 2000-2003 (completed).

Principal Investigator, *Making Instructional Decisions for Students with Reading Difficulties: An On-Line Scenario-Based Application*. Development grant for interactive instructional technology funded under the Vision Award Initiative, College of Education, University of Texas. \$2,380. 2003 (completed).

Co-Principal Investigator, *Older Students with Reading Difficulties: Providing Instruction that Works*. Funded by the Meadows Foundation. \$333,000. 2004-2007 (completed).

Principal Investigator, *Texas Adolescent Literacy Project*. Development and validation of assessment and intervention approaches for struggling middle school readers. Funded through a contract with the Texas Education Agency (#1598). \$4,000,000. 2006-2007 (completed).

### **PENDING GRANT SUPPORT**

Principal Investigator, *The Development of a Virtual Environment for Providing Sustained, Customized Professional Development to Reading Teachers in Remote Locations*. U.S. Department of Education, Institute of Education Sciences, Education Technology Research Grant Program. \$499,999 (Pending). 2008-2011.

### **PUBLICATIONS**

#### **Refereed Original Articles in Journals**

1. Denton, C. (1999). A teacher's evaluation of a Reading Recovery program. *The State of Reading*, 5(1), 49-62.
2. Denton, C.A., Hasbrouck, J.E., Weaver, L.R., & Riccio, C.A. (2000). What do we know about phonological awareness in Spanish? *Reading Psychology*, 21, 335-352.
3. Riccio, C., Amado, A., Jimenez, S., Hasbrouck, J. E., Imhoff, B., & Denton, C. (2001). Cross-linguistic transfer of phonological processing: Development of a measure of phonological processing in Spanish. *Bilingual Research Journal*, 25, 555-575.
4. Mathes, P. G., & Denton, C.A. (2002). The prevention and identification of reading disability. *Seminars in Pediatric Neurology*, 9(3), 185-191.
5. Simos, P.G., Fletcher, J.M., Foorman, B.R., Francis, D.J., Castillo, E.M., Davis, R.N., Fitzgerald, M., Mathes, P.G., Denton, C., & Papanicolaou, A.C. (2002). Brain activation profiles during the early stages of reading acquisition. *Journal of Child Neurology*, 17, 159-63.
6. Denton, C.A., Hasbrouck, J.H., & Sekaquaptewa, S. (2003). The consulting teacher: A case study in Responsive Systems Consultation. *Journal of Educational and Psychological Consultation*, 14, 41-73.
7. Denton, C.A., Vaughn, S., & Fletcher, J.M (2003). Bringing research-based practice to scale. *Learning Disabilities Research and Practice*, 18, 201-211.
8. Denton, C.A., Anthony, J.L., Parker, R., & Hasbrouck, J.E. (2004). The effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *Elementary School Journal*, 104, 289-305.

9. Pollard-Durodola, S.D., Cedillo, G., Denton, C.A. (2004). Linguistic units and instructional strategies that facilitate word recognition for Latino kindergarteners learning to read in Spanish. *Bilingual Research Journal*, 28, 319-354.
10. Breier, J.I., Fletcher, J.M., Denton, C., & Gray, L.C. (2004). Categorical perception of speech stimuli in children at-risk for reading difficulty. *Journal of Experimental Child Psychology*, 88, 152-170.
11. Mathes, P.G., Denton, C.A., Fletcher, J.M., Anthony, J.L., Francis, D.J., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40, 148-182.
12. Fletcher, J.M., Denton, C.A., & Francis, D.J. (2005). Validity of alternative approaches for the identification of learning disability: Operationalizing unexpected underachievement. *Journal of Learning Disabilities*, 38, 545-552.
13. Simos, P.G., Fletcher, J.M., Sarkari, S., Billingsley, R.L., Francis, D.J., Castillo, E.M., Patariaia, E., Denton, C., & Papanicolaou (2005). Early development of neurophysiological processes involved in normal reading and reading disability. *Neuropsychology*, 19, 787-798.
14. Simos, P.G., Fletcher, J.M., Denton, C., Sarkari, S., Billingsley-Marshall, R., & Papanicolaou, A.C. (2006). Magnetic source imaging studies of dyslexia interventions. *Developmental Neuropsychology*, 30, 591-611.
15. Denton, C.A., Ciancio, D.J., & Fletcher, J.M. (2006). Validity, reliability, and utility of the Observation Survey of Early Literacy Achievement. *Reading Research Quarterly*, 41, 8-34.
16. Denton, C.A., Fletcher, J.M., Anthony, J.L., & Francis, D.J. (2006). An evaluation of intensive intervention for students with persistent reading difficulties. *Journal of Learning Disabilities*, 39, 447-466.
17. Simos, P.G, Fletcher J.M., Sarkari, S., Billingsley-Marshall, R., Denton, C. & Papanicolaou, A. C. (2007). Intensive instruction affects brain magnetic activity associated with reading fluency in children with persistent reading disabilities. *Journal of Learning Disabilities*, 40, 37-48.
18. Simos, P.G., Fletcher, J.M., Sarkari, S., Billingsley, R.L., Denton, C., & Papanicolaou, A.C. (2007). Altering the brain circuits for reading through intervention: A magnetic source imaging study. *Neuropsychology*, 21, 485-496.
19. Denton, C.A., & Hasbrouck, J. (in press). A Description of Instructional Coaching and its Relationship to Consultation. *Journal of Educational and Psychological Consultation*.
20. Denton, C.A., Wexler, J., Vaughn, S., & Bryan, D. (in press). Intervention Provided to Linguistically Diverse Middle School Students with Severe Reading Difficulties. *Learning Disabilities Research and Practice*.

21. Ebbers, S., and Denton, C.A. (in press). A Root Awakening: Effective Vocabulary Instruction for Older Students with Reading Difficulties. *Learning Disabilities Research and Practice*.
22. Gentry, L., Denton, C.A., & Kurz, T. (in press). Technologically-based mentoring provided to teachers: A synthesis of the literature. *Journal of Technology and Teacher Education*.
23. Vaughn, S., Fletcher, J.M., Francis, D.J., Denton, C.A., Wanzek, J., Cirino, P., Barth, A., & Romain, M. (in press). Response to intervention with older students with reading difficulties. *Learning and Individual Differences*.
24. Barth, A.E., Stuebing, K.K., Anthony, J.L., Denton, C.A., Mathes, P.G., Fletcher, J.M., & Francis, D.J. (under review). Agreement among Response to Intervention Criteria for Identifying Responder Status. *Learning and Individual Differences*.

### **Invited Articles**

1. Parker, R. I., Hasbrouck, J. E., & Denton, C. A. (2002). How to tutor students with reading comprehension problems. *Preventing School Failure, 47*(1), 45-47.
2. Parker, R. I., Hasbrouck, J. E., & Denton, C. A. (2002). How to tutor students with reading problems. *Preventing School Failure, 47*(1), 42-44.
3. Denton, C. A., Parker, R. I., & Hasbrouck, J. E.,. (2003). How to tutor very young students with reading problems. *Preventing School Failure, 48* (1), 42-44.
4. Denton, C.A., Foorman, B.R., & Mathes, P.M. (2003). Schools that “beat the odds”: Implications for reading instruction. *Remedial and Special Education, 24*, 258-261.
5. Hasbrouck, J., & Denton, C. (2005). The literacy coach: An overview. *The Utah Special Educator, 26*(2), 46-47.
6. Denton, C.A. (2006). Responsiveness to intervention as an indication of learning disability: Introduction to the themed issue. *Perspectives, 32*(1), 1, 4-7.
7. Hasbrouck, J., & Denton, C.A. (2007). Student-focused coaching: A model for reading coaches. *Reading Teacher, 60*, 690-693.

### **Chapters**

1. Hasbrouck, J. E., & Denton, C. A. (1999). Phonological awareness in Spanish: A summary of research and implications for practice. In J. V. Tinajero & R. A. DeVillar (Eds.), *The power of two languages: Effective dual-language use across the curriculum for academic success* (pp.54-65). NY: McGraw-Hill.
2. Denton, C.A., & Fletcher, J.M. (2003). Scaling reading interventions. In B.R. Foorman (Ed.), *Preventing and Remediating Reading Difficulties: Bringing Science to Scale* (pp. 445- 463). Timonium, MD: York Press.
3. Denton, C.A., & Mathes, P.G. (2003). Intervention for Struggling Readers: Possibilities and Challenges. In B.R. Foorman (Ed.), *Preventing and Remediating*

*Reading Difficulties: Bringing Science to Scale* (pp. 229-251). Timonium, MD: York Press.

4. Fletcher, J.M., Papanicolaou, A.C., Simos, P.G, and Denton, C.A. (2004). Neuroimaging in reading research. In N.K. Duke & M. Mallette (Eds.). *Literacy Research Methods* (pp. 252-286). New York: Guilford.
5. Fletcher, J.M., Denton, C.A., Fuchs, L., & Vaughn, S.R. (2005). Multi-tiered reading instruction: Linking general education and special education (pp. 21-43). *Research-Based Education and Intervention: What We Need to Know*. Baltimore: International Dyslexia Association.
6. Fletcher, J.M., Foorman, B.R., Denton, C. A., and Vaughn, S. (2006). Scaling research on beginning reading: Consensus and conflict. In M. Constan and R. Sternberg (Eds.) *Translating education theory and research into practice* (pp. 53-75). Mahwah, NJ: Lawrence Erlbaum.
7. Vaughn, S., Wanzek, J., & Denton, C.A. (2006). Teaching elementary students with learning disabilities. In L. Florian (Ed.) *Sage Handbook of Special Education*. London: Sage.
8. Denton, C.A., Fletcher, J. M., Simos, P.C., Papanicolaou, A.C. & Anthony, J.L. (2007). An implementation of a tiered intervention model: Reading outcomes and neural correlates. In D. Haager, J., Klingner, & S. Vaughn (Eds.). *Evidence-based reading practices for response to intervention* (pp. 107-137). Baltimore, MD: Brookes.
9. Vaughn, S., & Denton, C.A. (in press). Secondary prevention: The role of intervention. In D. Fuchs, L. S. Fuchs, & S. Vaughn (Eds.). *Response to Intervention (RTI): An Overview for Reading Educators*. Newark, DE: International Reading Association.
10. Denton, C.A., & Vaughn, S. (in press). Preventing and Remediating Reading Difficulties. In M.R.Shinn, H.M.Walker, & G. Stoner (Eds), *Interventions for achievement and behavior problems: Preventive and remedial approaches*. National Association of School Psychologists.

## **Books**

1. Hasbrouck, J.E., & Denton, C.A. (2005). *The reading coach: A how-to manual for success*. Longmont, CO: Sopris West.
2. Denton, C.A., & Hocker, J.L. (2006). *Responsive reading instruction: Flexible intervention for struggling readers in the early grades*. Longmont, CO: Sopris West.
3. Denton, C.A., Bryan, D., Wexler, J., Reed, D. & Vaughn, S. (2007). *Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook*. Austin, TX: Texas Education Agency and the University of Texas System.

## OTHER PROFESSIONAL COMMUNICATIONS

### Invited Presentations

1. Hasbrouck, J.E. & Denton, C.A. (March, 2000). *Early reading assessments in rural Texas sites*. In B. Foorman (Chair), *Early reading assessment in Texas: Implementation, interventions, and updates*. Invited symposium presented at the meeting of the Texas State Reading Association. Corpus Christi, TX.
2. Fletcher, J.M., Foorman, B., & Denton, C.A. (November, 2000). *Early development of reading skills: A cognitive neuroscience approach: Year 1*. Poster presented at the annual meeting of the Interagency Education Research Initiative, Washington, DC.
3. Denton, C.A. (June, 2001). *Meeting the Needs of Struggling Readers: Prevention and Intervention*. Two-Day Professional Development, South Panola School District, Batesville, Mississippi.
4. Fletcher, J.M., Mathes, P.G., Schatschneider, C., Denton, C.A., Anthony, J.L., & Griffin, J. (November, 2001). *Early development of reading skills: A cognitive neuroscience approach*. Poster presented at the annual meeting of the Interagency Education Research Initiative, Washington, DC.
5. Fletcher, J., Foorman, B., Francis, D., and Denton, C. (February, 2002) *The integration of federally-funded research on early reading with the Texas Reading Initiative*. Presentation for the National Educational Research Policy and Priorities Board, Houston, TX.
6. Denton, C.A. & Mathes, P.G. (June, 2002) “*Slow responders*” in early literacy interventions. Invited paper presented at the annual meeting of National Dyslexia Research Foundation, Kona, Hawaii.
7. Denton, C.A. (June, 2002). *Report to the Charlotte-Mecklenburg Schools: Pre-Kindergarten literacy curriculum and district literacy assessments*. Presentation for the administration of the Charlotte-Mecklenburg Schools, Charlotte, NC.
8. Denton, C.A. (June, 2002). *Proactive Beginning Reading: Small group intervention for struggling readers*. 1-day professional development for teachers from several different school districts, offered through the Center for Early Intervention in Reading and Behavior, Juniper Gardens Children’s Project, University of Kansas, Kansas City, KS.
9. Denton, C.A. (September, 2002). *What do we really know about reading disability?* Presentation for the Redesign of Special Services Symposium, Vancouver Public Schools, Vancouver, WA.
10. Denton, C.A., & Fletcher, J.M. (May, 2003) *Preventing reading difficulties: Integrated perspectives from instruction, the brain, and cognitive science*. Invited paper presented at the annual Reading Research Conference of the International Reading Association, Orlando, FL.

11. Denton, C.A. (September, 2003-April, 2004). Series of five full-day presentations on the role of the reading coach for Louisiana Reading First, Louisiana Department of Education.
12. Denton, C.A. (October, 2003). High intensity intervention for students with severe reading difficulties, In R. Lyon (Chair), *Current Findings from the NICHD and IERI Reading Research Programs*, Symposium presented at the meeting of the Council for Learning Disabilities, Seattle.
13. Fletcher, J.M., & Denton, C.A. (December, 2003). *Validity of alternative approaches to the identification of learning disability: Operationalizing unexpected underachievement*. Paper presented at the conference on response to intervention. National Center on Learning Disabilities.
14. Denton, C.A. (January, 2004). *The Responsive Reading Intervention*. Presentation for the Texas Reading First Regional Technical Assistance Team at the University of Texas Health Science Center Houston.
15. Denton, C.A. (June, 2004). *The Three-Tier Reading Model*. Presentation for teachers and administrators. Jackson, TN.
16. Denton, C.A. (June, 2004). *The Reading Coach*. Featured presentation for the State of Missouri Reading First Initiative.
17. Denton, C.A. (July, 2004). *The Reading First Coaching Guide: Leading for Reading Success*. US Department of Education's First National Reading First Conference. Minneapolis, MN.
18. Denton, C.A. (August, 2004). Featured presentation for State of Oklahoma Reading First. Oklahoma City, OK.
19. Denton, C.A. (August, 2004). Featured presentations for the Washington State Office of the Superintendent of Public Instruction Summer Institutes. Yakima and Bellevue, WA.
20. Denton, C.A. (August, 2004). Day-long Professional Development on Instruction for Struggling Readers. High Plains Regional Education Cooperative. Raton, NM.
21. Denton, C.A., & McGrath, M., Buss, C., & Hocker, J. (March, 2005). *Student-focused coaching: The skills for success*. Workshop Presented at the Plain Talk about Reading Institute sponsored by the Center for Development and Learning, Plano, TX.
22. Denton, C.A., Swanson, E., Hocker, J., & Dainton, V. (March, 2005). *Responsive Intervention Strategies to Support Struggling Readers in the Early Grades*. Workshop Presented at the Plain Talk about Reading Institute sponsored by the Center for Development and Learning, Plano, TX.
23. Denton, C.A. (July, 2005). Featured presentation at the New York Statewide Reading First Conference. New York State Department of Education, Albany, NY.

24. Denton, C.A. (June, 2005). Featured Speaker (three keynote addresses), Statewide conference on implementing three-tier intervention models and response-to-intervention. Utah State Department of Education. Provo, UT.
25. Denton, C.A. (August, 2005). Presentation for the Washington State Reading First Conference, Tacoma, WA.
26. Denton, C.A. (August, 2005). Presentation for Washington State Office of the Superintendent of Public Education Conference, Vancouver, WA.
27. Denton, C.A. (October, 2005-January, 2006). Series of three day-long presentations on instructional coaching for North Carolina State Reading First Initiative, Raleigh-Durham, NC.
28. Denton, C.A. (January, 2006). *Reading Foundations: Phonemic Awareness, Phonics*. Featured Speaker, State of Utah Office of Special Education, Provo.
29. Denton, C.A. (January, 2006). Featured Speaker, *Reading Intervention for Secondary Students*. State of Utah Office of Special Education, Provo.
30. Denton, C.A. (January, 2007). *Response to intervention and bringing science to scale*. Keynote address presented at the annual LETRS Summit. Austin, TX.
31. Denton, C.A. (January, 2007). *Responsive reading instruction*. Session presented at the annual LETRS Summit. Austin, TX.
32. Denton, C.A. (June, 2007). *Closing the Achievement Gap: Possibilities and Challenges*. Keynote address delivered at the Fourth Annual Desert Canyon Institute, Arizona Department of Education and Sopris West Educational Services. Tucson, AZ.
33. Denton, C.A. (June, 2007). *Research-Validated Strategies for Supporting Struggling Readers in the K-3 Classroom*. Session presented at the Fourth Annual Desert Canyon Institute, Arizona Department of Education and Sopris West Educational Services. Tucson, AZ.
34. Denton, C.A. (June, 2007). *Response to Intervention in Primary-Grade Reading: From Research to Practice*. Featured Address delivered at the Fourth Annual Desert Canyon Institute, Arizona Department of Education and Sopris West Educational Services. Tucson, AZ.
35. Denton, C.A. (November, 2007). *Response to Intervention: Possibilities and Challenges*. Keynote address presented at the Tenth Annual Best Practices Conference on Education for All Children. New Hampshire School Administrators Assn. and New Hampshire Assn. of Special Education Administrators. Concord, NH.

#### **Presentations at Scholarly Meetings (Peer-Reviewed)**

1. Denton, C.A. (February, 1999). *Designing literacy group programs to meet student needs*. Presentation at the annual meeting of the National Reading Recovery

Conference. Columbus, OH.

2. Denton, C.A. (April, 1999). *Intervention for helpless readers: From dependence to independence*. Paper presented at the annual meeting of the National Association of School Psychologists. Las Vegas, Nevada.
3. Denton, C.A. & Hasbrouck, J.E. (May, 1999). *Outcomes of Reading Recovery tutoring: A three-year study*. Paper presented at the annual meeting of the International Reading Association. San Diego, CA.
4. Hasbrouck, J. E., Weaver, L. R., Denton, C. A., & Riccio, C. (February, 2000). *Phonological awareness in Spanish: Implications for bilingual educators*. Presentation at the annual meeting of the National Association of Bilingual Educators, San Antonio, TX.
5. Hasbrouck, J.E., Denton, C.A., Riccio, C.A., & Weaver, L. R. (April, 2000). *Phonological awareness in the Spanish language: Implications for students with learning disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children, Vancouver, B.C.
6. Denton, C.A., Parker, R., Hasbrouck, J.E., & O'Neill, K. (April, 2001). *An evaluation of an English literacy tutorial for Spanish-dominant bilingual students*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
7. Denton, C.A., & Hasbrouck, J.E., (June, 2001). *The Efficacy of two English reading interventions for bilingual students*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO.
8. Denton, C.A., Mathes, P.G., & Schatschneider, C. (February, 2002) *A comparison of measures for the early identification of at-risk readers*. Poster presented at the annual meeting of the Pacific Coast Research Association, San Diego, CA.
9. Denton, C.A. & Mathes, P.G. (April, 2002) *Responding to the "Nonresponders" in Two Early Literacy Interventions*. Paper presented at the annual meeting of the Council for Exceptional Children, New York, NY.
10. Denton, C., Held, M., & Powell, L. (April, 2002) *What four schools did to ensure success for at-risk readers*. Presentation at the annual meeting of the International Reading Association, San Francisco, CA.
11. Denton, C.A., Mathes, P.G., Fletcher, J.M., Anthony, J.L., & Schatschneider, C. (April, 2003). *The effectiveness of two early reading interventions derived from diverse models*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
12. Denton, C.A. & Mathes, P.G. (June, 2002) *Word identification strategies in two early reading intervention models*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago, IL.

13. Denton, C.A., Mathes, P.G., Simos, P.G., & Grek, M. (February, 2003) *The effects of two early reading interventions on reading achievement and brain activation patterns*. Paper presented at the annual meeting of the Pacific Coast Research Association, San Diego, CA.
14. Denton, C.A., Anthony, J.L., Mathes, P.G., & Fletcher, J.M. (June, 2003). *Properties of Clay's Observation Survey of Early Literacy Achievement: Implications for early reading intervention research*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO.
15. Denton, C.A., & Anthony, J.L. (February, 2004). *Intensive reading intervention for "treatment resisters" and students with severe reading difficulties*. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
16. Denton, C.A., Hasbrouck, J., and Mathes, P.G. (February, 2005). *Coaching provided to teachers of students placed at-risk and students with disabilities*. Panel discussion presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
17. Denton, C.A., Swanson, E.A., Hocker, J., & Miller, S. (April, 2005). *Tier-2 reading intervention programs in public schools: Researchers and teachers make it work*. Presentation at the annual meeting of the Council for Exceptional Children. Baltimore, MD.
18. Denton, C.A., Swanson, E., and Hocker, J. (May, 2005). *The reading coach: Beyond observing in classrooms. A workshop in advanced coaching skills and techniques for coaches and principals*. Presentation at the annual meeting of the International Reading Association, San Antonio, TX.
19. Mathes, P.G., & Denton, C.A. (May, 2005). *Scaling-up effective interventions for preventing reading difficulties*. Paper presented at the annual meeting of the International Reading Association, San Antonio, TX.
20. Denton, C.A. (May, 2005). *SAILS: Standards, assessments, instruction & intervention, leadership & sustained school-wide commitment: A systemic model for improving reading outcomes for all students K-12*. Presentation at the annual meeting of the International Reading Association, San Antonio, TX.
21. Gersten, R., Bean, R., & Denton, C.A. (February, 2006). *Research in coaching*. Panel presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
22. Denton, C.A., & Hjelm, J. (April, 2006). *Older students with reading difficulties: The search for solutions*. Paper presented at the annual meeting of the Council for Exceptional Children. Salt Lake City, UT.
23. Hasbrouck, J., & Denton, C.A. (April, 2006). *Student-focused coaching: A new model for collaboration*. Session presented at the annual meeting of the Council for Exceptional Children. Salt Lake City, UT.

24. Denton, C.A., & Shih, M. (February, 2007). *Characteristics of high and low-progress schools in an early reading intervention scaled up in multiple contexts*. Panel presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.
25. Denton, C.A., Swanson, E.A., Mathes, P.G., Jia, H.Y, & Shih, M. (April, 2007). *Student outcomes and response to “tier 2” reading intervention scaled up in multiple schools*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
26. Denton, C.A., Mathes, P.M., & Shih, M. (July, 2007). *The effects on student outcomes of coaching support provided to reading intervention teachers*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Prague, The Czech Republic.
27. Barth, A.E., Anthony, J.L., Denton, C., Francis, D., & Fletcher, J.M. (July, 2007). *Stability and overlap of response to intervention criteria*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Prague, The Czech Republic.

#### **Non-refereed Publications**

1. Denton, C.A. (1997). *An evaluation of an implementation of the Reading Recovery program*. Paper presented at the annual meeting of the Southwest Educational Research Association. Austin, TX. (ERIC Document Reproduction Service No. ED 408 309)
2. Denton, C.A., & Hasbrouck, J.E. (2000). *Teaching Students with Disabilities to Read: A Parent Information Brief For the PEER Project*. Publication solicited by Parents Engaged in Education Reform (PEER), a project of the Federation for Children With Special Needs, Boston, MA.
3. Denton, C.A., & Mathes, P.G. (2002). *Current practice alerts: A focus on Reading Recovery*, A publication of the Division for Learning Disabilities and Division for Research of the Council for Exceptional Children.

#### **Videos**

1. Denton, C.A. (2006). *Responsive reading instruction*. Compact disk demonstrating instructional techniques for students at-risk for reading difficulties. Longmont, CO: Sopris West.
2. Moats, L. (2006). *Teaching reading essentials*. Appeared on multiple video segments demonstrating effective reading instructional techniques. Longmont, CO: Sopris West.

**PROFESSIONAL ORGANIZATIONS**

Regional	Texas Dyslexia Association
National	American Educational Research Association Council for Exceptional Children Division for Learning Disabilities Division for Research National Association of School Psychologists
International	International Dyslexia Association International Reading Association Society for the Scientific Study of Reading