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### ***Education***

Ph.D. in Education and Human Development (Special Education), George Peabody College of Vanderbilt University, Nashville, TN (2004).  
Master's in Teaching in Special (Certified for grades K-12 in Learning Disabilities) and Elementary (Certified for grades K-8) Education, Curry School of Education, University of Virginia, Charlottesville, VA (1997).  
Bachelor of Arts in Philosophy and History, University of Oregon, Eugene, OR (1992),  
*Cum laude.*

### ***Positions***

Associate Professor of Education, The Pennsylvania State University, University Park, PA, 2010-present  
Assistant Professor of Education, The Pennsylvania State University, University Park, PA, 2004-2010.

### ***Publications***

*Peer-Reviewed Journals* (28 total)

- Hillemeier, M. M., **Morgan, P. L.**, Farkas, G., & Maczuga, S. (in press). Quality disparities in child care for at-risk children: Comparing Head Start and non-Head Start settings. *Maternal and Child Health*.
- Morgan, P. L.**, Farkas, G., & Maczuga, S. (in press). Do poor readers feel angry, sad, and unpopular? *Scientific Studies of Reading*.
- Morgan, P. L.**, Sideridis, G., & Hua, Y. (in press). Initial and over time effects of fluency interventions for students with or at-risk for disabilities: A single-subject design meta-analysis. *Journal of Special Education*.
- Hochstedt, K., Lei, P.-W., DiPerna, J. C., & **Morgan, P. L.** (2011). Examining the dimensionality of EARLI literacy skill scores using nonlinear factor analysis. *Journal of Psychoeducational Assessment*, 29, 395-406.
- Morgan, P. L.**, Farkas, G., & Maczuga, S. (2011). Kindergarten children's growth trajectories in reading and mathematics: Who falls increasingly behind? *Journal of Learning Disabilities*, 44, 472-488.
- Hillemeier, M. M., **Morgan, P. L.**, Farkas, G., & Maczuga, S. A. (2011). Prenatal and socioeconomic risk factors for variable and persistent cognitive delay in a national sample. *Maternal and Child Health Journal*, 15, 1001-1010.
- Hibel, J., Farkas, G., & **Morgan, P. L.** (2010). Who is placed into special education? *Sociology of Education*, 83, 312-332.

- Morgan, P. L.,** Frisco, M., Farkas, G., & Hibel, J. (2010). A propensity score matching analysis of the effects of special education. *Journal of Special Education, 43*, 236-254.
- Lei, P.W., Wu, Q., DiPerna, J. C., & **Morgan, P. L.** (2009). Developing short forms of the EARLI numeracy measures: Comparison of item selection methods. *Educational and Psychological Measurement, 69*, 825-842.
- \***Morgan, P. L.,** Farkas, G., & Wu, Q. (2009) Five-year growth trajectories of kindergarten children with learning difficulties in mathematics. *Journal of Learning Disabilities, 42*, 306-321.
- Hillemeier, M., Farkas, G., **Morgan, P. L.,** Martin, M., & Maczuga, S. (2009). Disparities in the prevalence of cognitive delay: How early do they appear? *Paediatric & Perinatal Epidemiology, 23*, 186-198.
- Morgan, P. L.,** Farkas, G., Hillemeier, M., & Maczuga, S. (2009). Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates. *Journal of Abnormal Child Psychology, 37*, 401-413.
- Morgan, P. L.,** Farkas, G., & Wu, Q. (2009). Kindergarten predictors of recurring externalizing and internalizing psychopathology in 3<sup>rd</sup> and 5<sup>th</sup> grade. *Journal of Emotional and Behavioral Disorders, 17*, 67-79.
- Morgan, P. L.,** Farkas, G., & Hibel, J. (2008). Matthew effects for whom? *Learning Disability Quarterly, 31*, 187-198.
- Morgan, P. L.,** & Meier, C. (2008). Dialogic Reading's potential to improve children's emergent literacy skills and behavior. *Preventing School Failure, 52*, 11-16.
- Morgan, P. L.,** Farkas, G., Tufis, P. S., & Sperling, R. S. (2008). Are reading and behavioral problems risk factors for each other? *Journal of Learning Disabilities, 41*, 417-436.
- 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.
- Sutherland, K. S., Lewis-Palmer, T., Stichter, J., & **Morgan, P. L.** (2008). Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes of students with emotional or behavioral disorders. *Journal of Special Education, 41*, 223-233.
- Morgan, P. L.,** & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children, 73*, 165-183.
- Morgan, P. L.,** & Sideridis, G. D. (2006). Contrasting the effectiveness of fluency interventions for students with or at risk for learning disabilities: A multilevel random coefficient modeling meta-analysis. *Learning Disabilities: Research and Practice, 21*, 191-210.
- Reid, E. E., **Morgan, P. L.,** DiPerna, J. C., & Lei, P. W. (2006). Development of measures to assess young children's early academic skills: Preliminary findings from a Head Start-University partnership. *Insights on Learning Disabilities, 2*, 25-38.
- Morgan P. L.** (2006). Increasing task engagement using preference or choice-making: Some behavioral and methodological factors affecting their efficacy as classroom interventions. *Remedial and Special Education, 27*, 176-187.

- Sideridis, G. D., **Morgan, P. L.**, Botsas, G., Padeliadu, S., & Fuchs, D. (2006). Predicting learning disabilities based on motivation, metacognition, and psychopathology: A ROC analysis. *Journal of Learning Disabilities, 39*, 215-229.
- Dion, E., **Morgan, P. L.**, Fuchs, D., & Fuchs, L. (2004). The promise and limitations of reading instruction in the mainstream: The need for a multilevel approach. *Exceptionality, 12*, 163-173.
- Sutherland, K., & **Morgan, P. L.** (2003). Implications of transactional processes in classrooms for students with emotional/behavioral disorders. *Preventing School Failure, 48*, 32-37.
- Morgan, P. L.** (2003). Null hypothesis significance testing: Philosophical and practical considerations of a statistical controversy. *Exceptionality, 11*, 209-221.
- Fuchs, D., Mock, D., **Morgan, P. L.**, & Young, C. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities: Research and Practice, 18*, 157-171.
- Fuchs, D., Fuchs, L., Yen, L., McMaster, K., Svenson, E., Yang, N., Young, C., **Morgan, P.**, Gilbert, T., Jaspers, J., Jernigan, M., Yoon, E., & King, S. (2001). Developing first-grade reading fluency through peer mediation. *Teaching Exceptional Children, 34*, 90-93.

\*=Identified as a "Must Read" for 2009. Bryant, B. R., Bryant, D. P., Boudah, D., & Klinger, J. (2010). Synthesis of research symposium at CLD's 24<sup>th</sup> International Conference on Learning Disabilities: "Must Reads" for 2009. *Learning Disability Quarterly, 33*, 133-140.

#### *Book Chapters*

- Morgan, P. L.**, & Fuchs, D. (in press). Does poor reading performance undermine young children's motivation? For G. Sideridis & T. A. Citro (Eds.), *Best practices in learning disabilities: Bridging the gap between research and practice*. Boston, MA: Learning Disabilities Worldwide.
- Morgan, P. L.**, Young, C., & Fuchs, D. (2005). Peer-Assisted Learning Strategies: An effective intervention for young readers. In G. Sideridis (Ed.), *Research to practice: Effective interventions for children with learning disabilities* (pp. 123-143). Boston: Learning Disabilities Worldwide.
- Morgan, P.**, Young, C., & Fuchs, D. (2004). Using Peer-Assisted Learning Strategies to reverse Matthew effects in reading. In M. K. Riley & T. Citro (Eds.), *Best practices for the inclusionary classroom: Leading researchers talk directly with teachers* (pp. 38-47). Boston: Learning Disabilities Association of Massachusetts.

#### **Grants**

*Awarded* (17 competitively reviewed and funded projects)

- Morgan, P. L., Farkas, G., Hillemeier, M. M., & Hammer, C. (2012-2014). *Risk factors and services for vocabulary delays in early childhood: Population-based estimates*. National Center for Special Education Research (Early Intervention and Early Learning), Institute for Education Sciences, U.S. Department of Education. (\$699,658). Goal 1. Principal Investigator.

- Morgan, P. L. (2010-2013). *Children with learning and behavioral disabilities in the primary grades*. Social Sciences Research Institute, The Pennsylvania State University. (\$150,000). Facilitated Project. Principal Investigator.
- Morgan, P. L., Farkas, G., & Hillemeier, M. (2009-2011). *Poverty, low birthweight, and early cognitive delay: A population-based approach*. National Institute of Child and Human Development, National Institutes of Health (\$403,559). R21. Principal Investigator.
- Welsh, J. A., Bierman, K. L., Nix, R., Gest, R., & Morgan, P. L. (2009-2014). *Focus on learning*. National Institutes of Child and Human Development, National Institutes of Health (\$3,589,725). R01. Investigator.
- Morgan, P. L. (2008-2010). *Children's psychopathology: Trajectories, risk factors, and effects of services*. National Academy of Education/Spencer Foundation Postdoctoral Fellowship (\$55,000). Principal Investigator.
- Morgan, P. L., Hillemeier, M., & Farkas, G. (2008-2009). *Pediatrician-directed screening and intervention for language delays in high-risk children*. The Children, Youth, and Families Consortium, The Pennsylvania State University (\$20,000). Principal Investigator.
- Farkas, G., & Morgan, P. L. (2007-2009). *Instructional effects on achievement growth of children with learning difficulties in mathematics*. National Center for Special Education Research (Mathematics and Science), Institute for Education Sciences (\$492,000). Goal 1. Principal Investigator.
- Farkas, G., & Morgan, P. L. (2006-2007). *The demography of early child health and disability*. The Children, Youth, and Families Consortium, The Pennsylvania State University (\$20,000). Co-Principal Investigator.
- Miccio, A. W., Hammer, C. S., Lawrence, F., Lopez, L. M., Morgan, P. L., & Rodriguez, B. (2005-2010). *Assessing bilingual phonological development in young children*. National Institute of Child and Human Development, National Institutes of Health (\$2,955,658). R01. Investigator.
- DiPerna, J. C., Morgan, P. L., & Lee, P. W. (2005-2006). *Development of early arithmetic, reading, and learning indicators for preschoolers*. The Children, Youth, and Families Consortium, The Pennsylvania State University (\$20,000). Co-Principal Investigator.
- Morgan, P. L., & Sperling, R. (2004-2005). *The causes and consequences of early reading failure: Using the ECLS-K to model the Matthew effects*. Research Initiation Proposal Grant, College of Education, The Pennsylvania State University (\$5,750). Principal Investigator.
- Farkas, G., & Morgan, P. L. (2004-2006). *What's special about special education? Modeling the determinants and consequences of special education placement using the ECLS-K*. American Educational Research Association Research Grant (\$35,000). Co-Principal Investigator.
- DiPerna, J. C., Morgan, P. L., & Lee, P. W. (2004-2007). *Development of early arithmetic, reading, and learning indicators for Head Start*. Head Start—University Partnership Grant for Measurement Development, U. S. Department of Health and Human Services (\$597,817). Co-Principal Investigator.
- Morgan, P. L. (2004). *Tracking the effects of print access on the development of Matthew effects in children from low-income communities*. Research Initiation Proposal Grant, College of Education, The Pennsylvania State University (\$9,000). Principal Investigator.

- Morgan, P. L., & Fuchs, D. (2003). *Tracking the effects of print access on the development of Matthew effects in children from poor, minority, and urban communities*. Dissertation Grant Program, American Educational Research Association/Institute of Education Science, U. S. Department of Education (\$15,000; declined). Student Investigator.
- Morgan, P. L., & Fuchs, D. (2002). *Reversing the Matthew effects: Using Peer-Assisted Learning Strategies to promote reading skills, reading motivation, and reading practice by children with learning disabilities*. Student-Initiated Research Project, Office of Special Education Programs, U.S. Department of Education (\$19,998). Student Investigator.
- Morgan, P. L. (2001). *Leaping into literacy!* The Candace Bos Innovative Project Grant, Division of Learning Disabilities, Council for Exceptional Children (\$1,000). Principal Investigator.

#### *In Review*

- Morgan, P. L., Farkas, G., Hillemeier, M. M. & Frisco, M. (in review). *ADHD: Population-based estimates of diagnosis, treatment, and school-based outcomes*. National Center for Special Education Research (Social and Behavioral Outcomes to Support Learning), Institute for Education Sciences (\$697,999). Goal 1. Principal Investigator.
- Morgan, P. L., Farkas, G., Hillemeier, M. M., & Frisco, M. (in review). *National estimates of diagnoses, treatment, and outcomes for children with ADHD*. National Institutes of Mental Health, National Institutes of Health. (\$424,266). R21. Principal Investigator.

#### ***Presentations***

- Morgan, P. L., Staff, J., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2012, May). *Population-based estimates of minority children's receipt of ADHD diagnosis and treatment in the U.S.* Poster to be presented to the Annual Meeting of the Population Association of American, San Francisco, CA.
- Hillemeier, M. M., Morgan, P. L., Farkas, G., & Maczuga, S. (2012, May). *Episodic and persistent maternal depressive symptoms: Population-based estimates of effects on school readiness and behavior*. Poster to be presented to the Annual Meeting of the Population Association of American, San Francisco, CA.
- Morgan, P. L., Zhao, Y., Farkas, G. (2012, April). *Early reading failure and later socio-emotional maladjustment*. Paper to be presented to the Annual Meeting of the American Educational Research Association, Vancouver, BC.
- Morgan, P. L., Farkas, G., Hillemeier, M., Hammer, C., & Maczuga, S. (2012, April). *Risk factors for reading difficulties in early childhood*. Paper to be presented to the Annual Meeting of the American Educational Research Association, Vancouver, BC.
- Morgan, P. L., Farkas, G., & Maczuga, S. (2011, September). *Which teacher instructional practices most help 1<sup>st</sup> grade students with and without mathematics difficulties?* Paper presented to the Fall Meeting of Society for Research on Educational Effectiveness, Washington, DC.
- Morgan, P. L., Farkas, G., Maczuga, S. (2011, April). *Risk factors for later mathematics difficulties*. Paper presented to the Annual Meeting of the American Educational Research Association, New Orleans, LA.

- Morgan, P. L., Sideridis, G., & Hua, Y. (2011, April) *Effects of fluency interventions for students with or at risk for disabilities*. Paper presented to the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Morgan, P. L., Hillemeier, M. M., Farkas, G., & Maczuga, S. (2010, November). *Low maternal education as a unique and general risk factor for developmental delay in preschoolers: Population-based estimates*. Paper presented to the Annual Meeting of the American Public Health Association, Denver, CO.
- Hillemeier, M. M., Morgan, P. L., Farkas, G., & Maczuga, S. (2010, November). *Socioeconomic and race/ethnic disparities in child care quality at 48 months of age*. Paper presented to the Annual Meeting of the American Public Health Association, Denver, CO.
- \*Morgan, P. L., Farkas, G., & Maczuga, S. (2010, June). *Early risk factors for later mathematics difficulties*. Paper presented to the Institutes of Education Sciences Research Conference, Washington, DC.
- Morgan, P. L., Farkas, G., & Wu, Q. (2010, April). *Do poor readers feel angry, sad, and unpopular?* Paper presented to the Annual Meeting of the American Educational Research Association, Denver, CO.
- Morgan, P. L., Farkas, G., & Maczuga, S. (2010, April). *Are minority children over- or under-represented in their receipt of early intervention and early childhood special education services?* Paper presented to the Annual Meeting of the American Educational Research Association, Denver, CO.
- Hillemeier, M. M., Morgan, P. L., Farkas, G., & Maczuga, S. (2010, April). *Perinatal and socioeconomic risk factors for variable and persistent cognitive delay at 24 and 48 months of age in a national sample*. Paper presented at the Annual Meeting of the Population Association of America, Dallas, TX.
- Morgan, P. L., Farkas, G., & Wu, Q. (2009, April). *Risk factors for learning-related behaviors problems at 24 months of age*. Paper presented to the Annual Meeting of the American Education Research Association, San Diego, CA.
- Morgan, P. L., Farkas, G., & Wu, Q. (2009, April). *Predictors of mathematical proficiency: Separate estimates for children entering kindergarten with and without learning difficulties*. Paper presented to the Annual Meeting of the American Education Research Association, San Diego, CA.
- Wu, Q., Morgan, P. L., & Farkas, G. (2009, April). *Testing for simultaneous Matthew effects in reading and mathematics: A parallel processes growth model*. Paper presented to the Annual Meeting of the American Education Research Association, San Diego, CA.
- Hillemeier, M. M., Farkas, G., Morgan, P. L., & Maczuga, S. (2008, June). *Socioeconomic disparities in development in early childhood*. Paper presented at the Annual Meeting of the Academy Health, Chicago, IL.
- Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2008, April). *Class, race, and gender disparities in behavior problems at 24-months: Population-based estimates*. Paper presented to the Annual Meeting of the Population Association of America, New Orleans, LA.
- Morgan, P. L., Hibel, J., Farkas, G. (2008, April). *Factors predicting children's placement into special education*. Paper presented to the Annual Meeting of the American Educational Research Association, New York, NY.

- Morgan, P. L., Frisco, M., Farkas, G., & Hibel, J. (2008, April). *A propensity score matching analysis of the effects of special education*. Paper presented to the Annual Meeting of the American Educational Research Association, New York, NY.
- \*Hillemeier, M. M., Farkas, G., Morgan, P. L., & Maczuga, S. A. (2008, December). *Disparities in children's development: Findings from the Early Childhood Longitudinal Study—Birth Cohort*. Paper presentation to the National Institutes of Health Summit on the Science of Eliminating Health Disparities. Washington, DC.
- Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. A. (2008, May). *Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates from the Early Childhood Longitudinal Study—Birth Cohort*. Paper presented at the Annual Meeting of the Pediatric Academic Societies, Honolulu, HI.
- Hillemeier, M. M., Farkas, G., Morgan, P. L., Martin, M., & Maczuga, S. A. (2007, May). *Cognitive development problems at 9 and 24 months of age: Parental, gestational, and birth-related risk factors*. Paper presented at the Annual Meeting of the Pediatric Academic Societies. Toronto, CA.
- Morgan, P.L., Farkas, G., & Hibel, J. (2007, April). *Matthew effects from whom?* Paper presented to the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Morgan, P.L., & Bucknavage, L. B. (2007, April). *How effective is structured storybook reading? A best-evidence synthesis of the emergent literacy outcomes*. Paper presented to the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Hillemeier, M. M., Farkas, G., Morgan, P. L., Martin, M., & Maczuga, S. A. (2007, March). *Parental, gestational, and birth-related risk factors for low cognitive functioning at 9 and 24 months of age*. Paper presented at the Annual Meeting of the Population Association of America, New York City, NY.
- DiPerna, J. C., Morgan, P. L., Lei, P. W., Reid, E. E., & Wu, Q. (2007, March). *Development of progress-monitoring measures to assess preschoolers' pre-literacy and early mathematical skills*. Poster session presented at Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- DiPerna, J. C., Morgan, P. L., Lei, P. W., Reid, E., & Wu, Q. (2006, November). *Development of progress-monitoring measures to assess preschoolers' early mathematical skills*. Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.
- \*Morgan, P. L. (2006, October). *Using Peer Assisted Learning Strategies to teach mathematics skills to diverse learners*. Presentation to the 15<sup>th</sup> Annual World Congress on Learning Disabilities, Boston, MA.
- Hibel, J., Farkas, G., & Morgan, P. L. (2006, August). *Who are placed into special education?* Paper presented to the 101<sup>st</sup> Annual Meeting of the American Sociological Association, Montreal, Canada.
- Diperna, J. C., Morgan, P. L., Lei, P. W., Reid, E., & Wu, Q. (2006, June). *The EARLI Mathematics probes: Initial reliability and validity evidence for children in Head Start*. Poster presentation to the 8<sup>th</sup> Annual National Head Start Research Conference, Washington, D.C.

- Diperna, J. C., Morgan, P. L., Lei, P. W., Reid, E., & Wu, Q. (2006, June). *Development of early arithmetic, reading, and learning indicators for Head Start. Head Start—University Partnership Grant for Measurement Development*. Poster presentation to the 8<sup>th</sup> Annual National Head Start Research Conference, Washington, D.C.
- Morgan, P. L., Sideridis, G., & Ha, Y. (2006, April). *Increasing children's oral reading fluency: A single-subject meta-analysis using Hierarchical Linear Modeling*. Paper presented to the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Morgan, P. L., Farkas, G., Tufis, P. A., & Sperling, R. A. (2006, April). *Do reading problems cause problem behaviors? Evidence from the Early Childhood Longitudinal Study, Kindergarten, 1998-1999*. Paper presented to the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- \*Morgan, P. L. (2005, October). *Boosting young readers' task engagement using Peer Assisted Learning Strategies*. Presentation to the 14<sup>th</sup> Annual World Congress on Learning Disabilities, Boston, MA.
- Morgan, P. L. (2005, October). *An empirical analysis of the relation between at-risk preschoolers' early academic skills, self-reported feelings of competency, and adult ratings of task engagement*. Paper presented at the 14<sup>th</sup> Annual World Congress on Learning Disabilities, Boston, MA.
- \*Morgan, P. L. (2005, November). *Using Peer Assisted Learning Strategies: K-1<sup>st</sup> grade*. 2005 National Conference of the Division of Learning Disabilities, Council for Exceptional Children, Charleston, SC.
- Morgan, P. L. (2005, April). *An empirical exploration of the relation between learning to read and young children's reading motivation*. Paper presented to the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Morgan, P. L. (2005, April). *Reversing negative Matthew effects by boosting children's interest in reading*. Poster presentation to the Annual Convention of the Council for Exceptional Children, Division of Research, Baltimore, MD.
- \*Morgan, P. L. (2005, February). *Peer-Assisted Learning Strategies*. Presentation to the 2005 Annual Conference of the Pennsylvania Department of Education, Hershey, PA.
- \*Morgan, P. L. (2004, October). *The role of reading motivation in explaining reading failure*. Thirty-eighth Annual Pennsylvania School Psychologists Conference. University Park, PA.
- DiPerna, J. C., & Morgan, P. L. (2004, October). *Development of early arithmetic, reading, and learning indicators (the EARLI Project) for Head Start*. Presentation to the Head Start—University Partnership for Measurement Development Grantees, U. S. Department of Health and Human Services, Administration for Children and Families, Washington, D. C.
- \*Morgan, P. L. (2004, October). *Preference and choice-making: Some behavioral and methodological factors that might explain their efficacy as classroom interventions*. Third Annual Behavior Analysis Research Colloquium, The Pennsylvania State University, University Park, PA.



- Sideridis, G. D., Botsas, G., Morgan, P. L., & Fuchs, D. (2004, August). *Identification of students with learning disabilities based on metacognition, motivation, emotions, and psychopathology: A ROC analysis*. Fifth World Congress on Dyslexia, Thessaloniki Greece.
- Morgan, P. L., & Sperling, R. (2004, June) *Exploring the causes and consequences of continued reading failure: The dual roles of reading motivation and practice*. Research proposal accepted for the Early Childhood Longitudinal Study-Kindergarten Database Training Seminar, Washington, DC.
- Morgan, P. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2004, June). *Does early reading failure decrease young children's reading motivation: An experimental evaluation of the negative Matthew effects hypothesis*. Interactive paper presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, the Netherlands.
- Morgan, P. L., Fuchs, D. (2003, June). *Reversing Matthew effects: Effects of small-group tutoring on the reading skills, self-concept, motivation, and task engagement of children at risk for learning disabilities*. Poster presented at the Project Directors' Meeting, U.S. Department of Education, Office of Special Education Programs, Washington, D.C.
- Young, C., McMaster, K., Morgan, P. L., Yang, N., Yen, L., & Fuchs, D. (2003, April). *Identifying and treating students unresponsive to generally effective instruction: A new approach*. Presentation to the Annual Convention of the Council for Exceptional Children, Division of Learning Disabilities, Seattle, WA.
- Morgan, P. L. (2002, November). *Promoting engaged reading by students with emotional and behavioral disorders*. Paper presented at the 26<sup>th</sup> Annual Conference on Severe Behavior, Tempe, AZ.
- \*Hosp, M., & Morgan, P. L. (2002, August). *Using Curriculum-Based Measurement to evaluate growth in reading ability*. Presentation and training made to the Nashville Metropolitan School District, Nashville, TN.
- Morgan, P., Young, C., & Fuchs, D. (2002, June). *Effects of tutoring on the reading performance of treatment resistant children*. Poster presented at the Ninth Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.
- Morgan, P., & McMaster, K. (2002, April). *Using academic structure to promote positive behavior*. Paper presented at the Annual Convention of the Council for Exceptional Children, New York, NY.
- Morgan, P., & Fuchs, D. (2001, November). *A critical review of preference and choice as interventions to improve outcomes for students with problem behaviors*. Poster presented at the Bi-annual Meeting for the Council for Children with Behavioral Disorders, Atlanta, GA.

\*=invited

#### ***Additional Research Experience***

*Evaluator, Early Reading First Grant, Intermediate Unit 13, Lancaster, Pennsylvania (2006-2009).*

Evaluated (with James DiPerna) the impact of the grant's activities on a teacher's instructional practice and preschool children's learning of early language and literacy

skill. Analyzed the project's data and repeatedly reported on these data to the project's management team. Provided on-going technical support towards the implementation of the project's activities.

*Research Assistant, The National Research Center on Learning Disabilities, Vanderbilt University (2002-2003).*

Led skill-intensive 1:4 tutoring sessions for children unresponsive to regular reading instruction. Supervised implementation of Peer Assisted Learning Strategies (PALS) in 1<sup>st</sup> grade classrooms. Provided teachers with academic and behavioral consultation in conjunction with Center's multi-year, multi-site evaluation. Collected and scored both CBM and standardized test data. Analyzed test data for initial group equivalence and intervention effectiveness.

*Research Assistant, Curriculum-Based Measurement Passage Decodability Project, Vanderbilt University (2002-2003).*

Developed and employed a word-level coding scheme to rate decodability of CBM reading passages used by Peabody College, the University of Minnesota, the University of Maryland, and the University of Oregon. Assisted in creation of database of rated passages containing over 9,500 coded words.

*Research Assistant, Center for Accelerating Student Learning, Vanderbilt University (2000-2002).*

Provided skill-intensive 1:1 and 1:3 tutoring to children non-responsive to PALS instruction. Developed fluency and reading comprehension activities for PALS lessons used by 1<sup>st</sup> and 2<sup>nd</sup> grade general education teachers. Supervised PALS implementation. Collected, scored, and analyzed test data.

### ***Honors and Awards***

Distinguished Early Career Award, Division of Research, Council for Exceptional Children (2012)

Outstanding Researcher Award, College of Education, The Pennsylvania State University (2012)  
National Institutes of Health's Office of Loan Repayment and Scholarship Award for Pediatric Research (2005-2007, 2007-2009)

Dissertation Award for Outstanding Doctoral Level Research, Division of Learning Disabilities, Council for Exceptional Children (2005)

Robert Gaylord-Ross Award for Excellence in Scholarly Writing, Department of Special Education, Peabody College, Vanderbilt University

Dean's Research Fellowship, Peabody College, Vanderbilt University

Pass with Distinction, Doctoral Qualifying Exams, Department of Special Education, Peabody College, Vanderbilt University

Dean's Research Fellowship, University of Oregon

General University Scholarship, University of Oregon

Phi Beta Kappa National Honor Society

Mortar Board National Honor Society

Friar's Club Honor Society, University of Oregon

Departmental Honors, Department of History, University of Oregon

Departmental Honors, Department of Philosophy, University of Oregon

Dean's List, University of Oregon

### ***Editorial Boards***

*American Journal of Education* (Invited Consulting Editor, 2009-present)  
*Behavioral Disorders* (Consulting Editor, 2005-present)  
*Insights on Learning Disabilities* (Consulting Editor, 2005-present)  
*International Journal of Educational Research* (Special Series Editor, 2006)  
*Journal of Emotional and Behavioral Disorders* (Editorial Review Board, 2010-present)  
*Journal of Learning Disabilities* (Editorial Review Board, 2012-2015)  
*Learning Disability Quarterly* (Consulting Editor, 2010-present)  
*Learning Disabilities: Research & Practice* (Editorial Review Board, 2005-present)  
*Reading Research Quarterly* (Editorial Review Board, 2010-2012, invitation to continue term until 2013)  
*Review of Educational Research* (Editorial Review Board, 2011-present)

### ***Review Experience***

*American Educational Research Journal* (Faculty Ad Hoc Reviewer, Teaching, Learning, & Human Development Section, 2005-present)  
*Clinical Epidemiology* (Invited Reviewer, 2008)  
*Developmental Psychology* (Invited Reviewer, 2008-present)  
*The DLD Times* (Eastern Editor and Chair, 2006-2009)  
*Early Childhood Research Quarterly* (Invited Reviewer, 2008, 2010)  
*International Journal of Disability, Development, and Education* (2011-present)  
*Journal of Applied Behavioral Analysis* (Guest Reviewer, 2002, Invited Reviewer, 2008)  
*Journal of Child and Family Studies* (Invited Reviewer, 2006)  
*Journal of Educational Psychology* (Ad Hoc Reviewer, 2006)  
*Journal of Emotional and Behavioral Disorders* (Invited Reviewer, 2002, 2008-2009)  
*Journal of School Psychology* (Invited Reviewer, 2008)  
*Journal of Social and Clinical Psychology* (Invited Reviewer, 2007)  
*Journal of Special Education* (APA Style Reviewer, 2000-2003)  
*Language, Speech, and Hearing Services in Schools* (Invited Reviewer, 2008)  
*Learning Disabilities: A Contemporary Journal* (Guest Reviewer, 2004-present)  
*Learning Disability Quarterly* (Invited Reviewer, 2007-2010)  
*Preventing School Failure* (Guest Reviewer, 2003)  
*Reading and Writing Quarterly* (Special Issue Co-Editor, "Approaching reading comprehension from multiple theoretical perspectives," 2009)  
*Reading Research Quarterly* (Invited Reviewer, 2008, 2010)  
*School Psychology Review* (Ad Hoc Reviewer, 2005)  
*Scientific Studies of Reading* (Invited Reviewer, 2009-present)

### ***Professional Affiliations***

Research Affiliate, The Population Research Institute, The Pennsylvania State University, University Park, PA.

Faculty Affiliate, The Child Study Center, The Pennsylvania State University, University Park, PA.

Faculty Affiliate, The Consortium for Children, Youth, and Families, The Pennsylvania State University, University Park, PA.

***Current or Past Professional Memberships***

American Educational Research Association  
Division of Research, Council for Exceptional Children  
Division of Learning Disabilities, Council for Exceptional Children  
Society for the Scientific Studies of Reading  
Society for Research on Educational Effectiveness

***Professional Service***

Chair, Special Education Research Special Interest Group, American Educational Research Association (2011-2012).  
Program Chair, Special Education Research Special Interest Group, American Educational Research Association (2010-2011).  
Secretary-Treasurer, Special Education Research Special Interest Group, American Educational Research Association (2009-2010).  
Grant Reviewer, Head Start Graduate Student Research Grants, Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.  
Grant Reviewer, U.S. Department of Education, Institute of Education Sciences, National Center for Education Research's Basic Processes Panel (Standing Panel member).  
Grant Reviewer (Pre-application Stage), Early Reading First, U.S. Department of Education  
Member, Publications Committee, Division of Learning Disabilities, Council for Exceptional Children, Arlington, VA.  
Co-Coordinator, 15<sup>th</sup> Annual World Congress on Learning Disabilities, Learning Disabilities Worldwide, Boston, MA.  
Conference Reviewer (Special Education Research), Annual Meeting of the American Educational Research Association (2006-2010).  
Conference Reviewer, Division of Learning Disabilities, Annual Convention of the Council for Exceptional Children.  
Conference Reviewer (Research in Reading & Literacy; Special Education Research), Annual Meeting of the American Educational Research Association, San Francisco, CA.  
Grant Reviewer, Head Start-University Partnerships: Curriculum Development and Enhancement for Head Start and Early Head Start Programs, Office of Planning, Research and Evaluation, U. S. Department of Health and Human Services.  
Conference Reviewer (Cognitive, Social, & Motivational Process; Literacy & Language Arts; Special Education Research), Annual Meeting of the American Educational Research Association, Montreal, Canada.

***Departmental, College, and University Service***

- Member, Social Science Research Institute (SSRI) Steering Committee. This committee establishes and oversees University-wide internal funding mechanisms for increasing multidisciplinary research (2010-2012; Director's invited member).
- Member, Associate Director Search Committee, SSRI. This sub-committee evaluated and interviewed for the position of SSRI's Associate Director, who helps coordinate and oversee ongoing SSRI activities including the Steering Committee's panel reviews (2011; Director's invited member).
- Member, Graduate Council, Graduate School. This committee oversees changes to the offerings made by Penn State University's Graduate School (2009-2011).
- Member, Graduate Council Fellowship and Awards Committee. This sub-committee of the Graduate School helps select recipients of University-wide Fellowships and Awards (2010-present).
- Member, Graduate Student Admissions Committee. This committee advised the Special Education Program on the relative merits of master's- and doctoral-level students applying for admission into Penn State (Spring, 2009-2010).
- Member, Strategic Planning Role of Evidence Study Team, College of Education. This sub-committee reported on initiatives that might be advanced in the College's Strategic Plan to increase institutional capacity to conduct and utilize empirical research (Spring, 2008; Dean's invited participant).
- Member, Social Sciences Research Institute Biological Bases of Behavior, Health, and Development Visioning Group. This committee established a five-year Strategic Plan for SSRI that builds on the University's strengths in research on biobehavior, social policy, and the use of advanced statistical techniques to conduct social science (Fall, 2007; Director's invited participant).
- Judge, Twentieth Annual Graduate Poster Exhibition. Evaluated content, presentation, and verbal justification and defense of approximately 15 Penn State graduate students research (Spring, 2006).
- Member, Search Committee, Early Intervention Tenure-Track Position. This committee systematically reviewed applications to a tenure-track (assistant- or associate-level) position in the Special Education Program. The committee also offered recommendations to the Department and Dean on which applicants to interview and, subsequently, consider recruiting. The position is co-funded by the College of Education and the Children, Youth, and Families Consortium (Fall 2005-Spring 2006).
- Member, Advisory Committee, Child Study Center's Stoll Lectureship Series. This committee worked to select and invite nationally and internationally recognized educational, medical, and social science researchers to present work relating to reading disabilities and their prevention or remediation (2005-2006).
- Member, Steering Committee, Project FOCUS (Forming Outreach Community University Systems for Engagement). The purpose of this committee was to coordinate efforts to establish long-range research-to-practice collaborations between three low-income communities in Pennsylvania and Penn State's (a) Cooperative Extension (b) Outreach, and (c) research faculty. FOCUS was supported by a \$1,801,607, 3-year grant from the Kellogg Foundation (2005-2007).

Member, Research Design and Evaluation Committee, Project FOCUS. The purpose of this sub-committee was to coordinate an empirical evaluation of a home-based literacy and behavior intervention introduced simultaneously into three low-income counties in Pennsylvania. This committee was composed of faculty from the College of Health and Human Development, the College of Liberal Arts, and the College of Education (2005-2006).

Member, Intervention Committee, Project FOCUS. This committee helped design a 12-week home-based intervention that targets at risk kindergarteners' literacy and behavior skills. This sub-committee was composed of faculty from the College of Health and Human Development and the College of Education (2005-2006).

Member, Council for Exceptional Children Exhibition Committee. The purpose of this committee was to coordinate exhibition activities designed to bolster applications from attendees of the 2005 Council of Exceptional Children conference to the Department's doctoral programs in School Psychology or Special Education (Fall 2004-Spring 2005).

Member, Course Selection Committee. The purpose of this committee was to identify coursework offered by various Departments of the University that would be considered by the Special Education Program as meeting its requirements for coursework in qualitative and quantitative methodology (Fall, 2004).

### ***Student Advising***

#### *Undergraduate Honors*

Jacqueline Joos, Human Development and Family Studies (Thesis Advisor; Defended, 2009)

#### *Master's*

Caitlin Johnson, Special Education

Yao-Jen Tsai, Special Education (Defended, 2010)

#### *Doctoral*

Committee Member, Deborah Brooks, Special Education (Defended, 2010)

Committee Member, Jacob Hibel, Sociology (Defended, 2009)

Committee Member, Mandy Kubo, Special Education

Committee Member, Theresa Hoover, Special Education (Defended, 2010)

Committee Member, Catherine Meier, School Psychology

Committee Member, Julie Fitzgerald, School Psychology (Defended, 2007)

Committee Member, Rachel Lago, School Psychology (Defended, 2008)

Committee Member, Caitlin Cells, School Psychology

### ***Courses Taught***

SPLED 395 Observing in Exceptional Settings

SPLED 409 Mathematics Instruction for Students with Special Needs

SPLED 500 Research Methods

SPLED 530 Learning Disabilities

### ***Professional Experience***

Learning Disabilities Self-Contained Teacher, Mechanicsville Elementary School, Mechanicsville, VA (1999-2000).  
Learning Disabilities Inclusion Teacher, Rural Point Elementary School, Mechanicsville, VA (1997-1999).  
Summer School Teacher, Hanover County Public Schools, Hanover County, VA (1998, 1999).  
Residential Counselor, Region 10 Community Services Board (Mental Retardation Division), Charlottesville, VA (1995-1997).  
Group Leader and Counselor, New Dominion Residential School, Dillwyn, VA (1994-1995).

### ***Related Experience***

Tutor Supervisor (2003), Peabody Reading Clinic, John F. Kennedy Center for Research on Human Development, Vanderbilt University  
Electronic Group Facilitator (1997), "Mega-analysis of Meta-analyses: What works in Special Education and Related Services," (Forness, S. R., Kavale, K. A., Blum, I. M., and Lloyd, J. W. *Teaching Exceptional Children*, July/August 1997, pp. 4-9), Council for Exceptional Children, University of Virginia, Charlottesville, VA  
Survey Consultant (1997), Literacy Volunteer of America, Charlottesville, VA  
Reference Librarian (1996-1997), University of Virginia, Charlottesville, VA  
President, Undergraduate Philosophy Club (1991-1992), University of Oregon

### ***References***

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