

DAVID J. SCANLON

abridged Vitae

2003-current	Associate Professor with Tenure -Department of Teacher Education, Special Education, and Curriculum & Instruction, Lynch School of Education and Human Development, Boston College
1997-2003	Assistant Professor -Department of Teacher Education, Special Education, and Curriculum & Instruction, Lynch School of Education, Boston College
1991-1997	Assistant Scientist -University of Kansas Center for Research on Learning / Institute for Research in Learning Disabilities
1991-1997	Assistant Professor (courtesy appointment) -Department of Special Education, University of Kansas
1988-1991	Instructor, Disabled Student Services, Pima Community College, Tucson, AZ

EDUCATIONAL BACKGROUND

Ph.D.	1991	Special Education and Rehabilitation, University of Arizona
M.O.E. ¹	1986	Vocational-Special Education, University of New Hampshire
B.S.	1983	Plant Science, University of New Hampshire
A.A.S.	1981	Applied Plant Science, Thompson School of Applied Sciences, University of New Hampshire

RESEARCH

External and Internal Funded Research

9/20-5/23	Bottema-Beutel, K., & Scanlon, D. (Principal Investigator). <i>Developing Team Leader Certificate Program: A Collaborative Project with Newton Public Schools</i> . Collaborative Fellows, Lynch School, Boston College. (\$119,326)
9/20-5/21	Scanlon, D. (Principal Investigator). <i>A Comprehensive Accommodation Model In the Catholic School Context</i> . Warmenhoven Family Endowed Fund, Lynch School, Boston College. (\$43,592)
6/17-5/18	Bottema-Beutel, K. & Scanlon, D. <i>Developing Support Materials for High School Students with Autism Spectrum Disorder and Learning Disabilities: A Community-based Participatory Research Project</i> . Michael & Susan Argyelan Education Research Fund. (\$14,000)
9/15-6/16	Principal Investigator. <i>Assessing Academic Engagement and the Benefits of the "Student Self-Accommodation Strategy" for High School Students with LD</i> . Argyelan Family Education Research Fund, LSOE) (\$11,060)
9/13-6/14	Principal Investigator. <i>Validation of the Student Self-Accommodation Strategy</i> . (Argyelan Family Education Research Fund, LSOE) (\$15,000)
9/10-5/11	Principal Investigator. <i>Exploring Metacognition Instruction for Students with ASD</i> . (Argyelan Family Education Research Fund, LSOE). (\$14,880)

¹ Master of Occupational Education

- 9/09-10/10 Principal Investigator. *Secondary Classroom Accommodations Project*. (Argyelan Family Education Research Fund, LSOE). (\$13,856)
- 10/09-6/10 Principal Investigator. *Implementation of the "ADePT Pragmatic Language Model"*. (Anne and Paul Marcus Family Foundation) (\$17,000 for dedicated research assistant)
- 1/07-7/07 Principal Investigator. *Pilot Study on Metacognition in Speech and Language Instruction*. (Anne and Paul Marcus Family Foundation) (\$61,957)
- 7/05-5/07 Principal Investigator. *Boston College Evaluative Research Project on Children's Hospital Social and Academic Discourse Program*. (Anne and Paul Marcus Family Foundation) (\$150,000)
- 7/02-7/03 Co-Principal Investigator. *Youth with learning disabilities in inner-city high school: Barriers and resources in the pathway of school and career achievement*. Maureen Kenny, Co-Principal Investigator (Boston College Lynch School of Education Argyelan Family Education Research Fund) (\$12,000)
- 1/02-6/04 Co-investigator. *Survey of secondary teachers' knowledge of learning disabilities and student potential in inclusive contexts*. Dr. Chriss Walther-Thomas and Mr. Richard Cass², Co-investigators (Partially supported by Boston College Lynch School of Education Argyelan Family Education Research Fund) (\$2,145)
- 10/99-6/2000 Principal Investigator. *Model and strategy validation for teachers' collaborative instruction of content-area literacy strategies*. (Boston College Lynch School of Education Argyelan Family Education Research Fund) (\$1500)
- 7/98 - 6/99 Principal Investigator. *Collaborative development of procedures for teaching strategies across the curriculum to academically diverse learners*. (Boston College, Research Incentive Grant) (\$5000)
- 1/94 - 8/97 Co-investigator. *Development and validation of a GED proficiency attainment model for students with learning disabilities and severe emotional disabilities*. Daryl F. Mellard, Principal Investigator (U.S.D.O.E., Office of Special Education and Rehabilitative Services, H023P30008) (\$812,128)
- 10/93 – 9/99 Best Practices Research Strand Leader. *National Adult Literacy and Learning Disabilities Center*. Academy for Educational Development & University of Kansas Institute for Research in Learning Disabilities (National Institute for Literacy, X257B30002) (\$1,500,000)
- 9/91 - 8/94 Project Coordinator. *Validation of an integrated model of strategic and content instruction for secondary mainstream classes*. Donald D. Deshler and Jean B. Schumaker, Principal Investigators (U.S.D.O.E., Office of Special Education and Rehabilitative Services, HO23C10020) (\$472,236)

Research Conducted without Funding

- 2016 Co-Principal Investigator. *Evaluation of an Alternative IEP Dispute Resolution Program*. L. Saenz, Co-Investigator. (Research project conducted without request for funding)

² Curriculum & Instruction doctoral student

5/06-5/07 Co-Principal Investigator. *Tools for Tomorrow Graduation Year Follow Up Study*.
Maureen Kenny C0-Principal Investigator. Extension of *Youth with LD* study.
(Conducted without additional funding)

Other Funded Projects

7/1/18-6/30/22 Principal Investigator/Administrator. *SpedEx: Empowering Schools and Parents to Resolve Their Own IEP Disputes*. MA Department of Elementary and Secondary Education. (\$280,000)

9/1/16-6/30/17 Participant. *Creating Inclusive Classrooms*. Center for Teaching Excellence, Boston College (\$2,500)

9/7/16-6/30/18 Principal Investigator/Administrator. *SpedEx: A Massachusetts Alternative IEP Dispute Resolution Program*. MA Department of Elementary and Secondary Education. (\$140,000)

6/15-5/15 Project Director. *Multi-Use Video Catalog of Disabilities*. MediaKron Project, Academic Technology Advisory Board, Boston College (\$5000)

9/14-6/16 Peck, A. (Principal Investigator), Albert, L., Barnett, G. M., Scanlon, D., Brisk, M. E., Bottema-Beutel, K. M. The Development of Technology Badges for Students in Teacher Preparation Programs. UCT/ ATAB, Boston College. (\$50,000)

8/13-6/16 Principal Investigator/Administrator. *Administration of SpedEx Special Education Alternative Dispute Resolution Program*. Boston College. (MA Department of Elementary and Secondary Education) (\$176,985)

7/12-6/13 Principal Investigator/Administrator. *Administration of SpedEx Special Education Alternative Dispute Resolution Program*. Boston College. (MA Department of Elementary and Secondary Education) (\$77,181)

Research Consulting

2018-2022 Advisory Board. *Motivation in Science among Students with Learning Disabilities: Broadening Participation and Persistence*. National Science Foundation CAREER Award. S. Daly Principal Investigator, University of Rochester.

7/12-13/18 Consultant. *Participation and Acknowledgement in Response-to-Intervention*. M. Grosche, Principal Investigator, University of Wuppertal, Wuppertal, Germany.

2010-2012 Subject Matter Expert. *Teaching Excellence in Adult Literacy*. American Institutes for Research [AIR], Washington, DC

2007-2008 Organizer. Seminar series on pragmatic language teaching and learning. (Funded by the Anne & Paul Marcus Family Foundation)

11/01-11/06 National Advisory Board member. *Institute for Academic Access: A research institute to improve results for adolescents with disabilities*. D. Deshler & J. Schumaker, Principal Investigators, University of Kansas. (U.S.D.O.E., Office of Research and Improvement)

11/99-12/04 Research Partner. *National Center for Access to the General Education Curriculum*. Center for Applied Special Technology in collaboration with Boston College,

Council for Exceptional Children, Harvard University. (U.S.D.O.E., Office of Special Education and Rehabilitative Services)

SCHOLARLY WORK and PUBLICATIONS

Books

- 2019 Boyle, J. & Scanlon, D. *Methods and strategies for teaching students with high incidence disabilities, A case-based approach, 2nd Edition*. Belmont, CA: Wadsworth/Cengage Learning.
- 2010 Boyle, J. & Scanlon, D. *Methods and strategies for teaching students with mild disabilities, A case-based approach*. Belmont, CA: Wadsworth/Cengage Learning.
- 1996 Lenz, B.K., Ellis, E.S., & Scanlon, D. *Teaching learning strategies to adolescents and adults with learning disabilities*. Austin, TX: Pro-Ed.

Curriculum Handbooks and Materials

- 2004 Scanlon, D., Deshler, D., & Schumaker, J. *The ORDER Routine Manual*. Lawrence, KS: Edge Publications.
- 1999 Mellard, D., Scanlon, D., & Topeka Adult Learning Center. *The Comprehensive Adult Education Planner: Providing education for adult learners including those with learning and behavioral disabilities*. Lawrence, KS: University of Kansas Institute for Adult Studies.
- 1999 National Adult Literacy and Learning Disabilities Center [Corley, M., Lenz, B. K., Scanlon, D., Mellard, D., Catts, H., Sturumski, N., & Tibbetts, J.]. *Bridges to Practice: A research-based guide for literacy practitioners serving adults with learning disabilities*. Washington, D.C: Academy for Educational Development.

Articles and Chapters in Refereed Journals and Handbooks

- 2021 Scanlon, D., Calhoun, M.B., & Berkeley, S. Making FAPE appropriate now for students with learning disabilities. *Learning Disabilities Research & Practice*, 36(4), 287-294. DOI: 10.1111/ldrp.12262
- 2021 Louick, R, & Scanlon, D. Sustained feelings of success and agency: Keys to literacy motivation among adolescents with learning disabilities, *Exceptionality*, 29(1), 1-15. DOI: [10.1080/09362835.2019.1639184](https://doi.org/10.1080/09362835.2019.1639184)
- 2021 Scanlon, D., Nannemann, A., & Baker, D. Lessons from research for implementing an instructional accommodations model in secondary inclusion. *Learning Disabilities: A Multidisciplinary Journal*, 26(1), 1-15.
- 2020 Berkeley, S., Scanlon, D. Sutton, & J., Sacco, D. A snapshot of RTI implementation a decade later: New picture, same story? *Journal of Learning Disabilities*, 53(5), 332-342. <https://doi.org/10.1177/0022219420915867>
- 2020 Bottema-Beutel, K., Cuda, J., Kim, S.Y., Crowley, S., & Scanlon, D. High school experiences and support recommendations of autistic youth. *Journal of Autism and Developmental Disorders*, 50(9), 3397-3412. doi:10.1007/s10803-019-04261-0
- 2019 Calhoun, M.B., Berkeley, S.B., & Scanlon, D. The erosion of FAPE for students with LD. *Learning Disability Research and Practice*, 34(1), 6-13. DOI: DOI:10.1111/ldrp.12188
- 2018 Scanlon, D., Saenz, L, & Kelly, M.P. (2018). The effectiveness of alternative IEP dispute resolution practices. *Learning Disability Quarterly*, 41(2), 68-78. DOI 10.1177/0731948717698827

- 2016 Baker, D., & Scanlon, D. Student perspectives on academic accommodations. *Exceptionality*, 24(2), 93-108.
- 2015 Sinclair, J., Unruh, D., Lindstrom, L., & Scanlon, D. Barriers to sexuality for individuals with intellectual and developmental disabilities: A literature review. *Education and Training in Autism and Developmental Disabilities*, 50(1), 3-16.
- 2013 Scanlon, D. Specific Learning Disability and its newest definition: Which is comprehensive? and Which is insufficient? *Journal of Learning Disabilities*, 46(1), 26-33.
- 2012 Scanlon, D. & Baker, D. An accommodations model for the secondary inclusive classroom. *Learning Disability Quarterly*, 35(4), 212-224.
- 2009 Scanlon, D., Cass, R., Amtzis, A., & Sideridis, G. Procedural facilitation of propositional knowledge in the content-areas. *Reading & Writing Quarterly*, 25, 290-310.
- 2008 Scanlon, D., Saxon, K., Cowell, M., Kenny, M. E., Gualdron-Muhrib, L., & Jernigan, M. Urban adolescents' post-school aspirations and awareness. *Remedial and Special Education*, 29(3), 161-174.
- 2007 Kenny, M., Gualdron, L., Scanlon, D., Sparks, E., Blustein, D.L., & Jernigan, M. Urban adolescents' constructions of supports and barriers to educational and career attainment. *Journal of Counseling Psychology*, 54, 336-343.
- 2006 Mellard, D., & Scanlon, D. Feasibility of explicit instruction in adult basic education: Instructor-learner interaction patterns. *Adult Basic Education*, 16(1), 21-37.
- 2005 Klingner, J., Scanlon, D., & Pressley, M. How to publish in scholarly journals. *Educational Researcher*, 34(8), 14-20.
- 2005 Mellard, D., Scanlon, D., Kissam, B., & Woods, K. Adult education instructional environments and interaction patterns between teachers and students: An ecobehavioral assessment. *Literacy and Numeracy Studies: An International Journal in the Education and Training of Adults*, 14(1), 49-68.
- 2005 Scanlon, D., Gallego, M., Zamora Duran, G., & Reyes, E. Interactive staff development: Collaborating to learn and teach. *Teacher Education and Special Education*, 28(1).
- 2003 Scanlon, D. Learning strategies expected in content-area inclusion. *Developmental Disabilities Bulletin*, 31, 11-41.
- 2003 Scanlon, D., Boudah, D., Elksnin, L. K., Gersten, R., & Klingner, J. Important publications in the field of LD in light of imminent topics. *Learning Disability Quarterly*, 26, 215-224.
- 2002 Scanlon, D., & Lenz, B. K. Intervention practices in adult literacy education for adults with learning disabilities. *Journal of Postsecondary Education and Disability*, 16, 32-49.
- 2002 Baker, S., Gersten, R., & Scanlon, D. Procedural facilitators and cognitive strategies: Tools for unraveling the mysteries of comprehension and the writing process and for providing meaningful access to the general curriculum. *Learning Disabilities Research & Practice*, 17, 65-77.
- 2002 Scanlon, D. PROVE-ing what you know: Using a learning strategy in an inclusive classroom. *Teaching Exceptional Children*, 34, 48-54.

- 2002 Scanlon, D., & Mellard, D. F. Academic and participation profiles of school-age dropouts with and without learning disabilities. *Exceptional Children*, 68, 239-258.
- 2001 ³Elksnin, L., Bryant, D., Gartland, D., King-Sears, M., Larson, N., Scanlon, D., Strosnider, R., & Wilson, R. CLD responds to the Office of Special Education Program's Learning Disabilities Summit. *Learning Disabilities Quarterly*, 24, 297-305.
- 2001 Gersten, R., Baker, S., Pugach, M., Scanlon, D., & Chard, D. Contemporary research on special education teaching. In V. Richardson (Ed.), *Handbook of Research on Teaching*, fourth edition (pp. 695-722), Washington, D.C: American Educational Research Association.
- 1997/1998 Bulgren, J.A., & Scanlon, D. Teachers' instructional routines and learning strategies that promote understanding of content-area concepts. *Journal of Adolescent & Adult Literacy*, 41, 292-302.
- 1996 Scanlon, D., Deshler, D.D., & Schumaker, J.B. Can a strategy be taught and learned in secondary inclusive classrooms? *Learning Disabilities Research & Practice*, 11, 41-57.
- 1994 Scanlon, D., Schumaker, J.B., & Deshler, D.D. Collaborative dialogues between teachers and researchers to create educational interventions: A case study. *Journal of Educational and Psychological Consultation*, 5, 69-76.
- 1992 Scanlon, D.J., Duran, G.Z., Reyes, E.I., & Gallego, M.A. Interactive semantic mapping: An interactive approach to enhancing LD students' content area comprehension. *Learning Disabilities Research & Practice*, 7, 142-146.
- 1990 Gallego, M.A., Duran, G.Z., & Scanlon, D.J. Interactive teaching and learning: Facilitating learning disabled students' progress from novice to expert. In J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple paradigms: Thirty-ninth yearbook of the National Reading Conference* (pp. 311-319). Chicago: National Reading Conference.
- 1989 Bos, C.S., Allen, A.A., & Scanlon, D.J. Vocabulary instruction and reading comprehension with bilingual learning disabled students. In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction: Thirty-eighth yearbook of the National Reading Conference* (pp. 173-179). Chicago: National Reading Conference.
- 1989 Reyes, E.I., Gallego, M.A., Duran, G.Z., & Scanlon, D.J. Integration of internal concepts and external factors: Extending the knowledge of learning disabled adolescents. *Journal of Early Adolescence*, 9, 112-124.

Book Chapters

- 2017 Scanlon, D. Transition to adulthood and high incidence disabilities. In J. Kauffman, D. Hallahan, & P. Pullen (Eds.), *Handbook of Special Education*, 2nd Ed. (pp. 687-689). Routledge.
- 2017 Scanlon, D., Patton, J., & Raskind, M. Transition to daily living for persons with high incidence disabilities. In J. Kauffman, D. Hallahan, & P. Pullen (Eds.), *Handbook of Special Education*, 2nd Ed. (pp. 718-737). Routledge.
- 2011 Scanlon, D. Transition to adulthood and high incidence disabilities. In J. Kauffman, D. & Hallahan (Eds.), *Handbook of Special Education*.. Routledge.

³ Authors listed alphabetically after lead author Elksnin

- 2011 Scanlon, D., Patton, J., & Raskind, M. Transition to daily living for persons with high incidence disabilities. In J. Kauffman & D. Hallahan (Eds.), (pp. 594-610) *Handbook of Special Education*. Routledge.
- 2006 Scanlon, D. Learning disabilities and attention deficits. In K. Thies & J. Travers (Eds.), *Handbook of human development for health professionals*. Thorofare, N.J: SLACK Inc.
- 2003 Kissam, B., Lenz, B. K., & Scanlon, D. Course planning: Establishing a classroom learning community. In B. K. Lenz, D. D. Deshler, & B. R. Kissam (Eds.), *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools* (pp. 78-103). Boston: Allyn & Bacon.
- 2003 Lenz, B. K., Kissam, B., & Scanlon, D. Course planning for an academically diverse class. In B. K. Lenz, D. D. Deshler, & B. R. Kissam (Eds.), *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools* (pp. 104-137). Boston: Allyn & Bacon.
- 2000 Scanlon, D. Learning disabilities. In R. L. Leahy (Series Ed.) & C. L. Radnitz (Vol. Ed.), *Cognitive-behavioral interventions for persons with disabilities* (pp. 265-289). Northvale, N.J: Jason Aronson.
- 1998 Sturomski, N., Lenz, B. K., Scanlon, D., & Catts, H. The National Adult Literacy and Learning Disabilities Center: Standards, criteria, procedures, and strategies for screening and teaching adults with learning disabilities. In S.A. Vogel, & S. Reder (Eds.) *Bridging the gap: Learning disabilities, adult education, and literacy* (pp. 93-105). Baltimore: Paul H. Brookes.
- 1996 Scanlon, D. Social skills strategy instruction. In D.D. Deshler, E.S. Ellis, & B.K. Lenz (Eds.), *Teaching adolescents with learning disabilities: Strategies and methods*, second edition (pp. 369-408). Denver, CO: Love.
- Other**
- 2011 Scanlon, D. Transition to adulthood and high incidence disabilities. In J. Kauffman & D. Hallahan (Eds.) (pp. 569-570), *Handbook of Special Education*. Routledge.
- 2009 Scanlon, D. Introduction to the issue: Tools that support literacy education. *Reading & Writing Quarterly*, 25, 247-249.
- 2008 Scanlon, D. Contexts of transition. *Remedial and Special Education*, 29(3), 131-132.
- 2006 Cass, R. J., Scanlon, D., & Walther-Thomas, C. Secondary teachers' knowledge and beliefs about LD. In G. Sideridis & D. Scanlon (Eds.), *Proceedings of the 14th Annual World Congress on Learning Disabilities*. Weston, MA: Learning Disabilities Worldwide.
- 2006 Sideridis, G. & Scanlon, D. Past, present, and future for learning disabilities: A diversity of contributions. In G. Sideridis & D. Scanlon (Eds.), *Proceedings of the 14th Annual World Congress on Learning Disabilities*. Weston, MA: Learning Disabilities Worldwide.
- 2006 Sideridis, G., & Scanlon, D. Motivational issues in learning disabilities: Editors' introduction to special issue. *Learning Disability Quarterly*, 29(3), 131-135.
- 2005 Scanlon, D. How America responds to special education needs: Past, present, and future. [Keynote Address] *Proceedings of Student Journeys: The Special Education Routes*. National Disability Authority of Ireland. Dublin, IRE.
- 2003 Scanlon, D. Changing LD eligibility --Proceed with caution. *CEC Today*, 10(2), 14.

- 2002 ⁴Elksnin, L., Bryant, D., Gartland, D., King-Sears, M., Scanlon, D., Stronsnider, R., & Wilson, R. *Learning Disabilities Roundtable: Seeking Common Ground priority issues responses*. Retrieved October 8, 2002 from http://www.cldinternational.org/c/@xQWkGcn5RW_WI/Pages/whitepaper.html
- 2001 The Scientific Basis of Learning Disabilities. <http://www.cldinternational.org/c/@jh9mwxoPSuX7U/Pages/science.html>
- 1999 Scanlon, D., Mellard, D., Garrison, S., Lancaster, S., Mellard, J., & Rasch, T. *What we know about literacy interventions for adults with LD: A review of published research*. Lawrence, KS: University of Kansas. (ERIC Documents Reproduction Service No. 421 633)
- 1998 Lenz, B.K., & Scanlon, D. Smarter teaching: Developing accommodations to reduce cognitive barriers to learning for individuals with learning disabilities. In J. Mooney (Ed.) *Perspectives*, 24 (3), 16-19. Baltimore: International Dyslexia Association.

Media

quoted: P. Rajesh, "Virtual learning for students with disabilities creates new problems, exacerbates old ones" *The Huntington News*, January 26, 2021.

quoted: J. Mader, & S. Butrymowicz, "The vast majority of students with disabilities don't get a college degree" *Hechinger Report*, November 11, 2017.

D. Scanlon (2/7/17). *SpedEx: A Massachusetts Alternative IEP Dispute Resolution Option*. <https://youtu.be/JMx2Mx0KtZg>

D. Scanlon (11/6/16). *Student perspectives on academic accommodations*. <https://youtu.be/QTlvLpJMRcg>

Editing

Editor

2022-20225	Editor	<i>Learning Disabilities Research & Practice</i>
2016-2017	Section Editor	<i>Handbook of Special Education</i> section on Transition for Students with High Incidence Disabilities
2010-current	Editor	<i>International Journal for Research in Learning Disabilities</i> (formerly <i>Thalamus</i>)
2008-2011	Section Editor	<i>Handbook of Special Education</i> [2011] section on Transition for Students with High Incidence Disabilities
7/2007-6/2010; 7/2004-6/2007	Editor	<i>Learning Disability Quarterly</i>
2001-2006	Associate Editor:	<i>Journal of Teacher Education</i>
1999-2001	Lead Associate Editor:	<i>Journal of Teacher Education</i>

⁴ Authors listed alphabetically after lead author Elksnin

Guest Editor

2009	<i>"Technologies for Procedural Facilitation"</i>	<i>Reading & Writing Quarterly, 25(4)</i>
2008	<i>"Contexts of Transition for Students with Learning Disabilities"</i>	<i>Remedial and Special Education, 29(3)</i>
2002	<i>"Strategy Instruction"</i>	<i>ERIC Digest</i>
1997	<i>"Interventions for Students with Learning Disabilities"</i>	<i>NICHY News Digest</i> Co-Editor ⁵

Editorial Board

2015-current	Editorial Board	<i>Learning Disabilities: A Multidisciplinary Journal</i>
2010-current	Comité Editorial	<i>Psicothema</i>
2011-current	Consulting Editor	<i>Journal of Learning Disabilities</i>
2008-current	Comité Editorial	<i>European Journal of Education and Psychology</i>
2005-2008	Editorial Board	<i>American Educational Research Journal:</i> <i>Social and Institutional Analysis section</i>
2003-current	Consulting Editor	<i>Learning Disabilities: A Contemporary Journal</i>
2019-current; 2011-2019; 2002-2004	Consulting Editor:	<i>Learning Disability Quarterly</i>
2007-2015	Editorial Review Board	<i>Reading & Writing Quarterly</i>
2002-2020 1999-2002; 1995-1999	Consulting Editor: Consulting Editor reviewer	<i>Remedial and Special Education</i>
2015-2021; 2009-2011; 2007-2009; 1993-1997	Editorial Review Board:	<i>Learning Disabilities Research & Practice</i>
2010-2018	Editorial Board:	<i>Teacher Education & Special Education</i>

⁵ Co-Editor: Karen Harris, University of Maryland

PRESENTATIONS**Keynote Addresses**

- 7/12/18 Grosche, M., & Scanlon, D. *Response-to-intervention, interdisciplinary cooperation, and the blurring of special education*. SIG keynote, Invitational Pre-Conference: International Conference on Inclusion. University of Wuppertal, Wuppertal, Germany
- 10/11/08 Scanlon, D. Teaching learning strategies in the content-areas: Lessons from research & practice. Keynote address, *Learning Strategies: From Research to Teaching*. University of Volos, Thessaloniki, GRE.
- 12/6/04 Scanlon, D. How America responds to special education needs. Keynote address, *Student Journeys: The Special Education Routes*. National Disability Authority Conference, Dublin, IRE.

Invited Addresses

- 4/2017 Scanlon, D. (invited session leader), Berkley, S., Calhoun, M.B., Hintz, A. M., & Paal, M. *How Can We Do Both Inclusion and Special Education?* Invited Panel Discussion at the annual meeting of the Council for Exceptional Children, Boston, MA
- 3/2016 Scanlon, D., Paisner-Roffman, H., & Nannemann, A. *The Role of Metacognition in Learning From Explicit Strategy Instruction*. Invited presentation at the 31st Annual Harvard Graduate School of Education Learning Disorders Conference, Cambridge, MA
- 10/2010 Scanlon, D. *Relationships between self-determination pathways and high school outcomes*. Paper presentation at the annual meeting of the Division for Career Development and Transition of the Council for Exceptional Children. Groton, CT.
- 11/2009 Scanlon, D. *Higher order strategic learning in the content-area classroom*. Invited presentation, Division for Learning Disabilities Conference, San Diego, CA.
- 7/2009 Scanlon, D. *Focusing on learning processes makes inclusion work for all: Tips and two strategies*. Invited presentation, Inclusive Education Conference. New Jersey Council on Inclusive Education. Ewing, NJ.
- 10/2008 Scanlon, D. Collaborating with inclusive content-area teachers to integrate strategies into the content curriculum. Invited workshop, *Colloquium on Learning Strategies*. University of Volos, Thessaloniki, GRE.
- 11/2007 Scanlon, D. *Higher order strategic learning in the content-area classroom*. Invited presentation, Division for Learning Disabilities Conference, San Antonio, TX.
- 9/2007 Scanlon, D. *Literacy instruction in support of content-area comprehension*. Invited address, 16th National Learning Disabilities Conference, Learning Disabilities Association of Newfoundland and Labrador. St John's, Newfoundland.
- 3/2006 Scanlon, D. *Ways to teach and use metacognition in the secondary inclusive classroom*. Invited presentation at the 21st Annual Harvard Graduate School of Education Learning Disorders Conference, Cambridge, MA.
- 3/2003 Scanlon, D. *Being literate in secondary-level content-area classrooms*. Invited presentation at the 19th Annual Harvard Graduate School of Education Learning Disorders Conference, Cambridge, MA.

National/International

- 3/2021 Cuda, J., & Scanlon, D. *Navigating Academics and Socialization: Tips from Recent High School Graduates with LD*. Paper presentation at the annual meeting of the Council for Exceptional Children [online]

- 10/2020 Scanlon, D. & Francis, H. *Best Practice in Supporting Positive Disability-Awareness in Adolescents with LD*. Council for Learning Disabilities [virtual conference]
- 2/2020 Park, H. & Scanlon, D. *Teachers' reflection on inclusive and appropriate project-based learning for struggling learners*. Research presentation at the annual meeting of the Council for Exceptional Children, Portland, OR.
- 10/2019 Paal, M., Hintz, A.M., & Scanlon, D. *Equity and inequality in education in Germany and the USA*. Structured poster presentation at the annual meeting of the Council for Learning Disabilities. San Antonio, TX.
- 10/2019 Park, H. & Scanlon, D. *Preservice teachers' sense-making of inclusion in inquiry-framed discussions*. Structured poster presentation at the annual meeting of the Council for Learning Disabilities. San Antonio, TX.
- 6/2019 Grosche, M., Bruns, G., Pulst, L., Grünke, M., Scanlon, D., & Sideridis, G. *Developing a coding system for a typology of "learning disability" definition*. Poster presentation at the annual meeting of the International Academy for Research in Learning Disabilities. Crete, Greece.
- 6/2019 Scanlon, D. *Assessing "unobservable" strategic self-regulation during inclusive classroom learning*. Scholarly presentation at the International Conference on Inclusion, Amherst, MA.
- 6/2019 Scanlon, D., Berkeley, S., Calhoun, M., & Grosche, M. *"Appropriateness" of special education for students with LD*. Roundtable presentation at the annual meeting of the International Academy for Research in Learning Disabilities. Crete, Greece.
- 7/2018 Grosche, M., Grünke, M., Scanlon, D., & Sideridis, G. *Towards an International Understanding of Learning Disabilities –How are Learning Disabilities Defined and Operationalized in Your Country / Culture?* Roundtable presentation at the annual meeting of the International Academy for Research in Learning Disabilities. Ghent, Belgium.
- 7/2018 Scanlon, D. *How varied data explain strategy learning and outcomes*. Poster presentation at the annual meeting of the International Academy for Research in Learning Disabilities. Ghent, Belgium.
- 7/18 Scanlon, D. *How strategy development occurs in inclusion for students with LD*. Paper presentation at the International Conference on Inclusion. University of Wuppertal, Wuppertal, Germany
- 2/2018 Baker, D., & Scanlon, D. *Assessing self-regulation of cognitive skills by students with learning disabilities*. Poster presentation at the annual meeting of the Council for Exceptional Children, Tampa, FL.
- 2/2018 Suchow, A., & Scanlon, D. *Current and former students' perspectives on disability awareness and self-advocacy*. Poster presentation at the annual meeting of the Council for Exceptional Children, Tampa, FL.
- 10/2017 Hintz, A., Paal, M., & Scanlon, D. *Including Students with LD: Lessons from Germany and the USA*. Roundtable presentation at the annual meeting of the International Council for Learning Disabilities. Baltimore, MD.
- 4/2017 Scanlon, D., Paisner-Roffman, H., & Nannemann, A. *How Students with LD Develop Metacognition and EF to Be Strategic Performers*. Paper presentation at the annual meeting of the Council for Exceptional Children, Boston, MA.
- 4/2017 Scanlon, D., Saenz, L., & Kelly, M. *Improving Family Partnerships During the IEP Process*. Paper presentation at the annual meeting of the Council for Exceptional Children, Boston, MA.

- 2/2017 Scanlon, D. *Trajectories of Metacognitive Self-Regulation Relate to Cognitive Strategy Learning*. Poster presentation at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- 10/2016 Nannemann, A., & Scanlon, D. *Taking Charge: Self-Advocacy for High School Students*. Roundtable presentation at the annual meeting of the Council for Learning Disabilities, San Antonio, TX.
- 10/2016 Scanlon, D, Nanemman, A., Morrison, W., & Urso, A. *Services & Interventions In Response to Older Students with LD*. Panel presentation at the annual meeting of the Council for Learning Disabilities, San Antonio, TX.
- 6/2016 Scanlon, D. *How Strategy Learning and Metacognition Develop Over Time for High School Students with LD*. Paper presentation at the annual meeting of the International Academy for Research in Learning Disabilities, Austin, TX.
- 4/2016 Scanlon, D., Baker, D., Stringer-Keefe, E., Paisner-Roffman, H., & Nannemann, A. *The Role of Metacognition in Learning and Applying a Self-Accommodation Strategy: Three Case Studies*. Poster presentation at the Annual Meeting of the American Educational Research Association (AERA); Washington, DC.
- 4/2016 Nannemann, A., Paisner-Roffman, H., & Scanlon, D. *The Road to Self-Advocacy: A Comparative Case Study of Three Students with HI Disabilities*. Poster presentation at the Annual Meeting of the American Educational Research Association (AERA); Washington, DC.
- 10/2015 Haley, K, Scanlon, D., & Cavendish, W. *Collaborative Family-School Challenges and Alternate Approaches in Special Education Planning*. Panel presentation at the annual meeting of the Council for Learning Disabilities, Las Vegas, NV.
- 10/2014 Baker, D., Burton, S., Louick, R., Paisner-Roffman, H., Scanlon, D., & Stringer-Keefe, E. *Impact of a student strategy for engaging in instructional accommodations*. Interactive Paper presentation at the annual meeting of the Council for Learning Disabilities, Philadelphia, PA.
- 4/2014- Baker, D., & Scanlon, D. *Using accommodations "takes courage" Beliefs and practices of secondary students with disabilities*. Paper presentation at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.

PROFESSIONAL SERVICE

- 2021-2022;
2019-2020 New Faculty Mentor. Leadership Institute. International Council for Learning Disabilities.
- 2018-2020 Mentorship Committee Member, Associate Professor of Pediatrics, Tufts University School of Medicine.
- 2014-2015 Associate Program Chairperson. Council for Exceptional Children Annual Conference. The Council for Exceptional Children.
- 2014 Invited Research Proposal Reviewer. Social Science and Humanities Research Council of Canada.
- 2013-2014 Associate Program Chairperson. Council for Exceptional Children Annual Conference. The Council for Exceptional Children.
- 2012-current Technical Review Committee Member. National Center on Intensive Interventions. American Institutes for Research [AIR], Vanderbilt University. Sponsored by the U.S. DOE Office of Special Education Programs.

2012-current	Reviewer. Learning Information and Communication System (LINCS) Resource Collection. U.S. Department of Education, Office of Vocational and Adult Education.
2012-2013	Member, Program Committee. International Academy for Research in Learning Disabilities annual conference
2011-2012	Reviewer. Teaching Excellence in Adult Literacy Project. U.S. Department of Education, Office of Vocational and Adult Education.
2010-2011	Member, Peer Review Panel. National Institute for Literacy.
2010	Expert Panelist. IDEA Personnel Development Program Evaluation. Institute of Educational Sciences (IES) and Westat.
2010-current	Member, Executive Board. International Academy for Research in Learning Disabilities.
2010-current	Member, Publications Committee. International Academy for Research in Learning Disabilities.
2010-2013 1999- 2002 1993-1995	Member, Research Committee. International Council for Learning Disabilities Chairperson, Council for Learning Disabilities, Research Committee Member, Council for Learning Disabilities, Research Committee
2009-2013	Member, Research Committee, Council for Exceptional Children, Division for Learning Disabilities
2009-2012	Technical Review Committee Member. <i>National Center on Responsiveness to Intervention</i> . American Institutes for Research [AIR], Vanderbilt University, University of Kansas. Sponsored by the U.S. DOE Office of Special Education Programs.
2007-2008	Chairperson, Special Education Research Special Interest Group, American Educational Research Association
2006-2007	Program Chairperson, Special Education Research Special Interest Group, American Educational Research Association
2005-2006	Secretary/Treasurer, Special Education Research Special Interest Group. American Educational Research Association.
2005-current	Member, Institutional Review Board, Center for Applied Special Technologies, Wakefield, MA
2005, August	Model Demonstration Centers on Progress Monitoring Proposal Reviewer, U.S.D.O.E., Office of Special Education and Rehabilitative Services

2002-2005	Expert Member, Consensus panel <i>Build a Future Without AIDS</i> . American Association of Colleges for Teacher Education (funded by the Centers for Disease Control) <u>Product:</u> American Association of Colleges for Teacher Education (2006). <i>Humanizing Pedagogy through HIV/AIDS Prevention: Transforming Teacher Education Knowledge</i> . Paradigm Press.
2002-2004	Standing Panel Member, Review of discretionary grant proposals, U.S. D.O.E., Office of Special Education Programs, Research to Practice Division
2001	Participant, <i>Learning Disabilities Summit: Building a Foundation for the Future</i> , U.S. D.O.E., Office of Special Education and Rehabilitative Services
2000, April	Research Grants Proposal Reviewer, U.S. D.O.E., Office of Special Education and Rehabilitative Services

Professional Memberships

2013-current	Fellow, Autism Consortium
2007-current; 1991-1994	Fellow, International Academy for Research in Learning Disabilities Student Member
1993- current 2010-2013; 1994- 2002	Council for Learning Disabilities Research Committee
2014-2018 1989- 2010 1990-current 1989-1993	American Educational Research Association Division C: Learning and Instruction Special Education Research SIG Division G: Social Context of Education
1987- current 1993- current	Council for Exceptional Children Division for Learning Disabilities Division for Research

Awards and Honors

2019	Doctoral Fellowship, Hammill Institute on Disabilities. *Awarded to two doctoral students studying with D. Scanlon
2013-current	Fellow, Autism Consortium
2007-current; 1991-1994	Fellow, International Academy for Research in Learning Disabilities Student Member