

## CONDENSED VITA

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### **EDUCATIONAL BACKGROUND:**

- 1987 Ph.D., University of Kansas, School of Education, Department of Special Education  
1965 M.A., University of Iowa, Iowa City, English  
1963 B.A., University of Iowa, Iowa City, English and Secondary Education (with highest distinction, with honors in English)

### **PROFESSIONAL EXPERIENCE** (including relevant research experience):

- 2013- Research Professor, University of Kansas Center for Research on Learning  
2013- Co-Principal Investigator, *Enhancing Argumentation with Social Media: Supporting Teacher Professional* funded by the National Science Foundation  
2010-2014 Principal Investigator, *The Evidence Games: Collaborative Games Engaging Middle School Students in the Evaluation of Scientific Evidence* funded by National Science Foundation  
2006-2010 Co-Principal Investigator, *Professional Development Materials to Develop Student Knowledge and Skills of Scientific Argumentation* funded by National Science Foundation  
2005-2007 Co-Principal Investigator, *Strategic Instruction Model Adolescent Literary Project* (MDRC) funded by the American Institutes for Research  
2005-2008 Co-Principal Investigator, *MATRIX – Middle School Achievement through Technology-Rich Interventions* subcontract with the Ohio Board of Regents funded by the U.S. Department of Education  
2002-2007 Principal Investigator, *Strategic Advantage Model Demonstration Grant* funded by the U.S. Department of Education  
1999-2007 Site Director, the *Institute for Academic Access: A Research Institute to Improve Results for Adolescents with Disabilities* funded by the U.S. Department of Education  
1999- Courtesy Assistant Professor, University of Kansas, Department of Special Education  
1998-2001 Project Coordinator, *Cognitive/Behavioral Apprenticeship: Validation of a Coordinated Instructional Program to Improve Educational Outcomes for Adolescents with SED* funded by the U.S. Department of Education  
1996- Associate Research Professor, University of Kansas, Center for Research on Learning  
1995-1998 Co-Principal Investigator and Project Director, *Performance Enhancement Routines for Use in Inclusive Content Classrooms* funded by the U.S. Department of Education  
1995-1998 Developer and Strand Leader, *Adult Education Accommodations Grant* funded by the U.S. Department of Education  
1992-1995 Co-Principal Investigator and Project Director, *Development and Validation of Reasoning Strategies for Use in Secondary Mainstream Classrooms Containing Students with Learning Disabilities* funded by the U.S. Department of Education

- 1989-1992 Project Director, *Development and Validation of Teaching Routines for Use in Secondary Mainstream Classrooms Containing Students With Learning Disabilities* funded by the U.S. Department of Education
- 1988-1989 Project Coordinator, *Mathematics Strategy Interventions for Learning Disabled Youth* funded by the U.S. Department of Education

### **SELECTED ARTICLES:**

- Bulgren, J.A., Marquis, J.G., Lenz, B.K., Deshler, D.D., & Schumaker, J.B. (2013). The use and effectiveness of a question exploration routine in secondary-level English language arts classrooms. *Learning Disabilities Research and Practice, 28*(4), 156-169.
- Bulgren, J.A., Ellis, J.D., & Marquis, J. (2013). The use and effectiveness of an argumentation and evaluation intervention in science classes. *Journal of Science and Technology*.doi:10.1007/s10956-013-9452-x
- Bulgren, J.A., Sampson Graner, P., & Deshler, D.D. (2013). Literacy challenges and opportunities for students with learning disabilities in social studies and history. *Learning Disabilities Research & Practice, 28*(1), 17-27. doi:10.1111/ldrp.12003
- Bulgren, J.A., Marquis, J.G., Lenz, B.K., Deshler, D.D., & Schumaker, J.B. (2011). The effectiveness of a question-exploration routine for enhancing the content learning of secondary students. *Journal of Educational Psychology, 103*(3), 578-593.
- Bulgren, J.A., Marquis, J.G., Lenz, B.K., Schumaker, J.B., & Deshler, D.D. (2009). Effectiveness of question exploration to enhance students' written expression of content knowledge and comprehension. *Reading and Writing Quarterly, 25*(4), 271-289. doi:10.1080/10573560903120813
- Bulgren, J.A., Deshler, D.D., & Lenz, B.K. (2007). Engaging adolescents with learning disabilities in higher-order thinking about history concepts using integrated content enhancement routines. *Journal of Learning Disabilities, 40*(2), 121-133. doi:10.1177/00222194070400020301
- Lenz, B.K., Adams, G.L., Bulgren, J.A., Pouliot, N., & Laroux, M. (2007). Effects of curriculum maps and guiding questions on the test performance of adolescents with learning disabilities. *Learning Disability Quarterly, 30*(4), 235-244. doi:10.2307/25474636
- Bulgren, J.A. (2006). Integrated enhancement routines: Responding to the needs of adolescents with disabilities in rigorous inclusive secondary content classes. *Teaching Exceptional Children, 38*(6), 54-58.
- Bulgren, J.A., Lenz, B.K., Marquis, J.G., Deshler, D.D., Schumaker, J.B., Davis, B., & Grossen, B. (2006). The instructional context of inclusive secondary general education classes: Teachers' instructional roles and practices, curricular demands, and research-based practices and standards. *Learning Disabilities: A Contemporary Journal, 4*(1), 39-65.
- Schumaker, J.B., Deshler, D.D., Woodruff, S.K., Hock, M.F., Bulgren, J.A., & Lenz, B.K. (2006). Reading strategy interventions: Can literacy outcomes be enhanced for at-risk adolescents? *Teaching Exceptional Children, 38*(3), 64-68.
- Bulgren, J.A., Lenz, B.K., Schumaker, J.B., Deshler, D.D., & Marquis, J. (2002). The use and effectiveness of a comparison routine in diverse secondary content classrooms. *Journal of Educational Psychology, 94*(2), 356-371. doi:10.1037/0022-0663.94.2.356

- Grossen, B., Caros, J., Carnine, D., Davis, B., Deshler, D.D., Shumaker, J.B., Bulgren, J.A., & Lenz, B.K. (2002) Big ideas (plus a little effort) produce big results. *Teaching Exceptional Children*, 34(4), 70-74.
- Schumaker, J.B., Deshler, D.D., Bulgren, J.A., Davis, B., Lenz, B.K. & Grossen, B. (2002). Access of adolescents with disabilities to general education curriculum: Myth or reality? *Focus on Exceptional Children*, 35(3), 1-16.
- Deshler, D.D., Schumaker, J.B., Bulgren, J.A., Lenz, B.K., Jantzen, J.E., Adams, G., . . . Marquis, J. (2001). Making learning easier: Connecting new knowledge to things students already know. *Teaching Exceptional Children*, 33(4), 82-85.
- Deshler, D.D., Schumaker, J.B., Lenz, B.K., Bulgren, J.A., Hock, M.F., Knight, J., & Ehren, B.J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice*, 16(2), 96-108. doi:10.1111/0938-8982.00011
- Boudah, D.J., Lenz, B.K., Bulgren, J.A., Schumaker, J.B., & Deshler, D.D. (2000). Don't water down: Enhance content learning through the unit organizer routine. *Teaching Exceptional Children*, 32(3), 48-57.
- Bulgren, J.A., Deshler, D.D., Schumaker, J.B., & Lenz, B.K. (2000). The use and effectiveness of analogical instruction in diverse secondary content classrooms. *Journal of Educational Psychology*, 92(3), 426-441. doi:10.1037/0022-0663.92.3.426
- Bulgren, J.A., Deshler, D.D., & Schumaker, J.B. (1997). Use of a recall enhancement routine and strategies in inclusive secondary classes. *Learning Disabilities Research & Practice*, 12(4), 198-208.
- Bulgren, J.A., & Scanlon, D. (1997). Instructional routines and learning strategies that promote understanding of content area concepts. *Journal of Adolescent & Adult Literacy*, 41(4), 292-302.
- Deshler, D.D., & Bulgren, J.A (1997). Redefining instructional directions for gifted students with learning disabilities. *Learning Disabilities*, 8(3), 121-132.
- Bulgren, J.A., Hock, M., Schumaker, J.B., & Deshler, D.D. (1995). The effects of instruction in a paired associates strategy on the information mastery performance of students with learning disabilities. *Learning Disabilities Research and Practice*, (10)1, 22-37.
- Thomas, C., Shaw, J.M., Bulgren, J.A., & Hoffman, A. (1995). Using concept diagrams to promote understanding of geometry concepts. *Teaching Children Mathematics*, 2(3), 84-89.
- Bulgren, J.A., Schumaker, J.B., & Deshler, D.D. (1994). The effects of a recall enhancement routine on the test performance of secondary students with and without learning disabilities. *Learning Disabilities Research and Practice*, 9(1), 2-11.
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- Greenwood, C.R., Delquadri, J., & Bulgren, J. (1993). Current challenges to behavioral technology in the reform of schooling: Large-scale, high-quality implementation and sustained use of effective educational practices. *Education and Treatment of Children*, 16(4) 401-440.
- Bulgren, J.A., & Carta, J.J. (1992). Examining the instructional contexts of students with learning disabilities. *Exceptional Children*, 59(3), 182-191.

Bulgren, J.A., Schumaker, J.B., & Deshler, D.D. (1988). Effectiveness of a concept teaching routine in enhancing the performance of LD students in secondary-level mainstream classes. *Learning Disabilities Quarterly*, 11(1), 3-17. doi:10.2307/1511034

### **SELECTED BOOKS AND CHAPTERS:**

- Bulgren, J. (2013). *Teaching cause and effect* (ipad version). Lawrence: University of Kansas Center for Research on Learning. Available on itunes.
- Bulgren, J.A., & Ellis, J.D. (2012). Argumentation and evaluation intervention in science classes: Teaching and learning with Toulmin. In M.S. Kline (Ed.), *Perspectives on scientific argumentation: Theory, practice, and research* (pp. 135-154). New York, NY: Springer.
- Lenz, B.K., & Bulgren, J. (2012). Improving academic outcomes in content areas. In B.G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 98-115). New York, NY: Pearson.
- Bulgren, J.A., & Schumaker, J.B. (2006). Teaching practices that optimize curriculum access. In D.D. Deshler & J.B. Schumaker (Eds.), *Teaching adolescents with disabilities: Accessing the general education curriculum* (pp. 79-120). Thousand Oaks, CA: Corwin.
- Schumaker, J.B., Deshler, D.D., Bulgren, J.A., Davis, B., Lenz, B.K., & Grossen, B. (2005). Access of adolescents with disabilities to general education curriculum: Myth or reality? In T.M. Skrtic, K.R. Harris, & J.G. Shriner (Eds.), *Special education policy and practice: Accountability, instruction, and social challenges* (pp. 129-155). Denver, CO: Love.
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- Lenz, B.K., Bulgren, J.A., Kissam, B.R., & Taymans, J. (2003). SMARTER planning for academic diversity. In B.K. Lenz & D.D. Deshler with B.R. Kissam (Eds.), *Teaching content to all: Evidence-based inclusive practices in middle and secondary Schools* (pp. 47-77). Boston, MA: Allyn & Bacon.
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- Lenz, B.K., & Bulgren, J.A. (1995). Promoting learning in the content area classes. In P.T. Cegelka & W.H. Berdine (Eds.), *Effective instruction for students with learning disabilities* (pp. 385-417). Boston, MA: Allyn & Bacon.