

CONDENSED VITA

DONALD D. DESHLER

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EDUCATIONAL EXPERIENCE:

- 1974 Ph.D., University of Arizona, Tucson. Major: Special Education, Minor: Psychology
1971 M.Ed., University of Arizona, Tucson. Major: Learning Disabilities
1968 B.A., Whitman College, Walla Walla, Washington. Major: Economics

PROFESSIONAL EXPERIENCE:

- 2008- Williamson Family Distinguished Professor of Special Education, University of Kansas
2007-2008 Gene A. Budig Teaching Professor, University of Kansas School of Education
1997-2014 Director, University of Kansas Center for Research on Learning
1985- Professor of Special Education, University of Kansas

PROFESSIONAL ASSIGNMENTS, ADVISORY BOARDS, ACTIVITIES:

- Division for Learning Disabilities, Council for Exceptional Children (President)
- International Academy for Research in Learning Disabilities (Vice President)
- National Institute for Literacy (Advisory Board)
- National Center for Learning Disabilities (Chairperson, Professional Advisory Board)
- Learning Disabilities Association of America (Professional Advisory Board)
- National Governor's Association (Advisory Board on Adolescent Literacy)
- Carnegie Corporation of New York (Advisory Council on the Advancing Adolescent Literacy)
- U.S. State Department (Advisory Committee on Exceptional Children and Youth)
- Alliance for Excellent Education (Advisory Board on Adolescent Literacy)
- Editorial Boards for eight professional journals

SELECTED PUBLICATIONS (since 2007)

- Bulgren, J. A., Graner, P. S., & Deshler, D. D. (2013). Literacy and challenges for students with learning disabilities in social studies and history. *Learning Disabilities and Research*, 28(1), 17-27.
- Kennedy, M.J., Deshler, D.D., & Lloyd, J.W. (2013). Effects of multimedia vocabulary instruction on adolescents with learning disabilities. *Journal of Learning Disabilities*. doi: 10.1177/0022219413487406
- Deshler, D. D., & Cornett, J. (2012). Leading to improve teacher effectiveness: Implications for practice, reform, research, and practice. In J. B. Crocket, B. S. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership for special education* (pp. 239-259). New York, NY: Routledge.
- Graner, P. S. & Deshler, D. D. (2012). Improving outcomes for adolescents with learning disabilities. In B. Wong & D. Butler (Eds.) *Learning about learning disabilities* (pp. 300-323). New York, NY: Springer-Verlag.
- Mellard, D. F., Prewett, S., & Deshler (2012). Strong leadership in RTI success. *Principal Leadership*, 12(8), 28-34.
- Mitchell, B. B., Deshler, D. D., & Lenz, B. K. (2012). Examining the role of the special educator in a response to intervention model. *Learning Disabilities: A Contemporary Journal*, 10(2), 53-74.

- Prewett, S., Mellard, D.F., Deshler, D.D., Allen, J., Alexander, R., & Stern, A. (2012). Response to intervention in middle schools: Practices and outcomes. *Learning Disabilities Research & Practice, 27*(3), 136-147.
- Brasseur-Hock, I. F., Hock, M. F., Biancarosa, G., Deshler, D. D. (2011). Adolescent struggling readers in urban schools: Results of a latent class analysis. *Learning and Individual Differences, 20*(3), 438-451.
- 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.
- Fagella-Luby, M. N., Graner, P. S., Deshler, D. D., & Drew, S. V. (2011). Building a house on sand: Why disciplinary literacy is not sufficient to replace general strategies for adolescent learners who struggle. *Topics in Language Disorders, 32*(1), 69-84.
- Deshler, D. D., Hock, M. F., Ihle, F. M., & Mark, C. A. (2011). Designing and conducting literacy intervention research. In M. L. Kamil, P. D. Pearson, E. B. Moje & P. Afflerbach (Eds.), *Handbook of Reading Research* (Vol. IV, pp. 66-83). New York, NY: Routledge.
- Harris, M. L., Schumaker, J. B., & Deshler, D. B. (2011). The effects of strategic morphological analysis instruction on the vocabulary performance of secondary students with and without disabilities. *Learning Disability Quarterly, 34*(1), 17-33.
- Ehren, B. J., Deshler, D. D., & Graner, P. S. (2010). Using the content literacy continuum as a framework for implementing RTI in secondary schools. *Theory into Practice, 49*(4), 315-322. doi: 10.1080/00405841.2010.510760
- Fisher, J. B., Schumaker, J. B., Culbertson, J., & Deshler, D. D. (2010). Effects of a computerized professional development program on teacher and student outcomes. *Journal of Teacher Education, 61*(4), 302-312. doi: 10.1177/0022487110369556
- Fritschmann, N., Schumaker, J. B., & Deshler, D. D. (2010). A review of research on inference skills and interventions for poor comprehenders and students with disabilities. *Learning Disabilities on Multidisciplinary Journal, 20*(3), 128-141.
- Kennedy, M. J., & Deshler, D. D. (2010). Literacy instruction, technology, and students with learning disabilities: Research we have, research we need. *Learning Disability Quarterly, 33*, 289-298.
- Novosel, L., & Deshler, D. D. (2010). Response to intervention. In R. T. Boon & V. G. Spencer (Eds.), *Best practices for the inclusive classroom: Scientifically based strategies for success* (pp. 1-24). Waco, TX: Prufrock Press.
- Schumaker, J. B., & Deshler, D. D. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In M. R. Shin & H. M. Walker (Eds.), *Intervention for achievement and behavior problems in a three-tier model including RTI* (pp. 609-632). Bethesda, MD: National Association of School Psychologists.
- 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
- Deshler, D. D., Robinson, S., & Mellard, D. F. (2009). Instructional principles for optimizing outcomes for adolescents with learning disabilities. In G. D. Sideridis & T. A. Citro (Eds.), *Classroom strategies for struggling learners* (pp. 173-189). Weston, MA: Learning Disabilities Association Worldwide.
- Hock, M. F., Brasseur, I. F., Deshler, D. D., Catts, H. W., Marquis, J., Mark, C. A., & Wu Stribling, J. (2009). What is the reading component skill profile of adolescent struggling readers in urban schools. *Learning Disability Quarterly, 32*(1), 21-38. doi:10.2307/25474660

- Lancaster, P. E., Schumaker, J. B., Lancaster, S. J. C., & Deshler, D. D. (2009). Effects of a computerized program on use of the test-taking strategy by secondary students with disabilities. *Learning Disability Quarterly*, 32(3), 165-179.
- Scheuermann, A. M., Deshler, D. D., & Schumaker, J. B. (2009). The effects of the explicit inquiry routine on the performance of students with learning disabilities on one-variable equations. *Learning Disabilities Quarterly*, 32(2), 103-120.
- Scheuermann, A., Harris, M., Faggella-Luby, M. F., Fritschmann, N., Graner, P., & Deshler, D. D. (2009). Closing the performance gap: Learning strategies instruction for adolescents with learning disabilities. In G. D. Sideridis & T. A. Citro (Eds.), *Classroom strategies for struggling learners* (pp. 49-81). Weston, MA: Learning Disabilities Association Worldwide.
- Schumaker, J. B., & Deshler, D. D. (2009). Adolescents with learning disabilities: Are we selling them short? *Learning Disabilities Research & Practice*, 24(2), 81-92. doi:10.1111/j.1540-5826.2009.00282.x
- Boudah, D. J., Lenz, B. K., Schumaker, J. B., & Deshler, D. D. (2008). Teaching in the face of academic diversity: Unit planning and instruction by secondary teachers to enhance learning in inclusive classes. *Journal of Curriculum and Instruction*, 2(2), 74-91. doi:10.3776/joci.2008.v2n2p74-91
- Faggella-Luby, M. N., & Deshler, D. D. (2008). Reading comprehension in adolescents with LD: What we know, what we need to learn. *Learning Disabilities Research & Practice*, 23(2), 70-78. doi:10.1111/j.1540-5826.2008.00265.x
- Gildroy, P., & Deshler, D. D. (2008). Effective learning strategy instruction. In R. Morris & N. Mather (Eds.), *Evidence-based practices for students with learning and behavioral challenges* (pp. 288-301). New York, NY: Routledge.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Comprehension instruction in action: The at-risk student. In C. C. Block & S. R. Parris (Eds.), *Comprehension instruction: Research-based best practices* (2nd ed., pp. 271-293). New York, NY: Guilford Press.
- Biancarosa, G., Palinscar, A. S., Deshler, D. D., & Nair, M. (2007). Adolescent literacy: Myths and realities. In D. D. Deshler, A. S. Palinscar, G. Biancarosa, & M. Nair (Eds.), *Informed choices for struggling adolescent readers: A research-based guide to instructional programs and practices* (pp. 11-36). Newark, DE: International Reading Association.
- Bulgren, J., Deshler, D. D., & Lenz, B. K. (2007). Engaging adolescents with LD in higher order thinking about history concepts using integrated content enhancement routines. *Journal of Learning Disabilities*, 40(2), 121-133. doi:10.1177/00222194070400020301
- Deshler, D. D., Palinscar, A. S., Biancarosa, G., & Nair, M. (2007). *Informed choices for struggling adolescent readers: A research-based guide to instructional programs and practices*. Newark, DE: International Reading Association.
- Deshler, D. D., & Hock, M. F. (2007). Adolescent literacy: Where we are, where we need to go. In M. Pressley, A. K. Billman, K. H. Perry, K. E. Reffitt, & J. M. Reynolds (Eds.), *Shaping literacy achievement: Research we have, research we need* (pp. 98-128). New York, NY: Guilford Publications.
- Deshler, R. T., Deshler, D. D., & Biancarosa, G. (2007). School and district change to improve adolescent literacy. In D. D. Deshler, A. S. Palinscar, G. Biancarosa, & M. Nair (Eds.), *Informed choices for struggling adolescent readers: A research-based guide to instructional programs and practices* (pp. 92-110). Newark, DE: International Reading Association.
- Faggella-Luby, M., Schumaker, J. B., & Deshler, D. D. (2007). Embedded learning strategy instruction: Story structure pedagogy in heterogeneous secondary literature classes. *Learning Disability Quarterly*, 30(2), 131-147. doi:10.2307/30035547

- Fritschmann, N. S., Deshler, D. D., & Schumaker, J. B. (2007). The effects of instruction in an inference strategy on the reading comprehension skills of adolescents with learning disabilities. *Learning Disabilities Quarterly*, 30(4), 245-262. doi:10.2307/25474637
- Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to intervention (and shouldn't be afraid to ask). *Learning Disabilities Research & Practice*, 22(2), 129-136. doi:10.1111/j.1540-5826.2007.00237.x
- Nair, M., Deshler, D. D., Biancarosa, G., & Palincsar, A. S. (2007). The content of adolescent literacy instruction. In D. D. Deshler, A. S. Palincsar, G. Biancarosa, & M. Nair (Eds.), *Informed choices for struggling adolescent readers: A research-based guide to instructional programs and practices* (pp. 37-48). Newark, DE: International Reading Association.
- Palincsar, A. S., Nair, M., Deshler, D. D., & Biancarosa, G. (2007). Characteristics and supports of adolescent literacy instruction. In D. D. Deshler, A. S. Palincsar, G. Biancarosa, & M. Nair (Eds.), *Informed choices for struggling adolescent readers: A research-based guide to instructional programs and practices* (pp. 49-60) Newark, DE: International Reading Association.

SELECTED AWARDS AND RECOGNITIONS:

- 2013 Don Deshler Leadership Award (Inaugural Recipient), Instructional Coaching
- 2013 Donald D. Deshler Make a Difference Legacy Award, FDLRS State of Florida
- 2010 AERA Special Education Research SIG, Distinguished Researcher Award
- 2010 Wheatley Fellow -Wheatley Institute, Brigham Young University
- 2009 Williamson Family Distinguished Professor of Special Education-University of Kansas
- 2007 Gene A. Budig Teaching Professor of Special Education-University of Kansas School of Education
- 2007 Distinguished Education Achievement Award-National Center for Learning Disabilities
- 2006 Maxwell J. Schleifer Distinguished Service Award-*Exceptional Parent*
- 2003 Educator of the Year Award-Learning Disabilities Association of North Carolina
- 1997 Outstanding Professional of the Year-Council for Learning Disabilities
- 1997 J. E. Wallace Wallin Special Education Distinguished Service Award-Council for Exceptional Children