

Carolyn A. Denton, Ph.D.

Curriculum Vita

November 2, 2023

PRESENT TITLE Researcher and Educational Consultant, Port Townsend, WA

EDUCATION

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

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

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

ACADEMIC APPOINTMENTS

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

2001-2003 Research Assistant Professor
University of Texas Health Science Center Houston-Medical
School, Department of Pediatrics, Center for Academic and
Reading Skills

2003-2007 Assistant Professor
University of Texas at Austin, Department of Special Education

2003-2007 Associate Professor
University of Texas Health Science Center Houston- McGovern
Medical School, Department of Pediatrics, Children's Learning
Institute

2013-2019 Professor
University of Texas Health Science Center Houston-McGovern
Medical School, Department of Pediatrics, Children's Learning
Institute

OTHER EXPERIENCE

1978-1998 Public School Teacher
Reading Interventionist, Classroom Teacher, Music Educator
Texas, South Dakota, and Colorado

HONORS AND AWARDS

- 2006 Co-recipient of the 2006 Albert J. Harris Award from the International Reading Association, awarded annually for a journal article that makes a significant contribution to the understanding of reading difficulties or disabilities for: Mathes, P.G., Denton, C.A., Fletcher, J.M., Anthony, J.L., Francis, D.J., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40, 148-182.
- 2011 Co-author of the 2011 Article of the Year from the National Association of School Psychologists for: Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D., Barth, A., Romain, M., & Francis, D. J. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. *School Psychology Review*, 39 (1), 3-21.
- 2014 Primary author of the most accessed article of the year 2014 for the *Journal of Research on Educational Effectiveness* for Denton, C.A., Fletcher, J.M., Taylor, W.P., Barth, A.E., & Vaughn, S. (2014). An experimental evaluation of guided reading and explicit intervention for primary-grade students at-risk for reading difficulties. *Journal of Research on Educational Effectiveness*, 7, 268-293.
- 2015 Awarded the Meg and Dick Weekley Chair in Childhood Reading and Learning, University of Texas Health Science Center at Houston.

EDITORIAL POSITIONS

Guest Editor for Themed Issues

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

Learning Disabilities Research and Practice. Special issue co-Edited with Dr. Sharon Vaughn of the University of Texas at Austin; Topic: Intervention for Struggling Readers in Grades 4-12, 2008.

Editorial Boards

Member: Editorial Review Board, *State of Reading*, Journal of the Texas State Reading Association, 1998-2002.

Member: Editorial Review Board, *Journal of Educational and Psychological Consultation*, 2001-2010.

Member, Editorial Review Board, *Annals of Dyslexia*, 2010-2014.

Member, Editorial Review Board, *Learning Disability Quarterly*, 2010-2016.

Member, Editorial Review Board, *Journal of Learning Disabilities*, 2012-2017.

Invited Guest Reviewer

Journal of Educational Psychology
Scientific Studies of Reading
Learning and Individual Differences
Exceptional Children
Elementary School Journal
American Educational Research Journal
Journal of Research on Educational Effectiveness
Reading and Writing: A Multidisciplinary Journal
Reading and Writing Quarterly
Journal of Research in Childhood Education

SERVICE ON INTERNATIONAL PANELS AND COMMITTEES

Ad-Hoc Reviewer, National Initiative Brain & Cognition Subsidy-- Societal Innovation in Health Care, Education and Social Safety. Netherlands Organisation for Scientific Research, 2010.

Ad-Hoc Reviewer. Israel Science Foundation proposal on cognitive and reading acceleration training, 2012.

Ad-Hoc Reviewer. Icelandic research fund for graduate students. Icelandic Centre for Research, Reykjavík, Iceland, 2012.

SERVICE ON NATIONAL PANELS AND COMMITTEES

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

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

Member, Content Expert Panel for the Redesign of the ERIC database, US Department of Education Institute for Education Sciences, 2004-2010.

Member, Scientific Peer Review Standing Panel, *Reading and Writing Research Grants and Reading and Writing Special Education Research Grants*, US Department of Education Institute for Education Sciences, 2005-2007 and 2009-2016.

Member, Instructional Interventions Technical Review Committee, National Center on Response to Intervention, US Department of Education Office of Special Education Programs, 2009-2012.

Member, Expert Panel for the Development of the *Foundational Reading Skills Practice Guide* for the What Works Clearinghouse. US Department of Education Institute for Education Sciences, 2011-2016.

SERVICE TO THE COMMUNITY

Presentations and trainings for various school districts and Regional Educational Service Centers. 2001-present.

Led a group of UTHealth faculty in the development of a summer school intervention for implementation in four Houston Independent School District (HISD) schools, provided curricular materials and training to HISD teachers, and conducted an evaluation of the intervention with a comprehensive report to HISD. 2007.

Member, Kindergarten-Grade 3 Working Group Subcommittee of Early Matters, a community initiative to promote increased literacy in children in the greater Houston area. 2014.

COURSES TAUGHT

Department of Special Education, University of Texas at Austin

Teaching Students with Reading Difficulties (Undergraduate)

Foundations and Issues in Special Education (Undergraduate)

Introduction to Learning Disabilities and Behavior Disorders (Graduate)

Assessment in Special Education (Graduate)

GRANT SUPPORT

Principal Investigator. *Reading RULES in Kindergarten: Development of a Small-Group Intervention to Support Emergent Reading and Writing.*

Institute of Education Sciences, US Department of Education. \$1,399,980. 7/01/18-6/30/21. The goals of this project are to revise and extend a small-group reading intervention for kindergarten children at-risk for reading difficulties to incorporate early writing intervention.

Principal Investigator. *“Idea Detectives”: Individualized Intervention in Reading Comprehension and Word Reading based on Best Evidence from Cognitive Science.*

Institute for Education Sciences, US Department of Education. \$1,499,998. 7/1/15 – 6/30/19. The goals of this project are to develop and pilot an intervention for children in grades 2-3 who have serious reading difficulties and disabilities.

Co-Investigator. *Testing the Efficacy of Reading RULES: A Tier 1 and Tier 2 Intervention for First Grade Children with Decoding and Comprehension Difficulties.*

Institute for Education Sciences, US Department of Education. \$1,682,007. 7/1/15 – 6/30/19. The goal of this project is to conduct a randomized efficacy trial of an early reading intervention we developed under previous federal funding (see *First Grade Super-Readers*, below).

Co-Investigator and Director of the UTHealth Reading Center for the *Convergence Insufficiency Treatment Trial – Attention and Reading Trial (CITT-ART)*. National Eye Institute, National Institutes of Health. 2/15/2016 – 4/30/2019. The major goal of this project is to experimentally evaluate the effects on reading and attention outcomes of

treatments of Convergence Insufficiency, an eye disorder. The goal of the UTHealth Reading Center for the CITT-ART study is to verify the accuracy and scoring of reading assessments administered at various study sites.

Principal Investigator. *Reading ICARD: Interventions for Children with Reading and Attention Disorders.* National Institute of Child Health and Human Development, 1R01HD060617-01. \$3,852,242. 4/1/2010 – 2/28/16. The major goal of this randomized clinical trial is to investigate outcomes for students with comorbid ADHD and reading disability (RD) when provided with various combinations of attentional and reading interventions, including a combination of pharmacological intervention for ADHD and instructional intervention for RD.

Co-Investigator. *Multi-Tiered Systems of Support.* The Duncan Family. \$1.5 million. 3/1/2014 – 8/31/2017. The purpose of this project was to implement a multi-tiered systems of support model for literacy development in pre-kindergarten through first grade classrooms in a district-wide implementation in the Texas Rio Grande Valley.

Co-Investigator. *Preventing Reading Difficulties in the Houston Area: Developing a Seamless Multi-Tiered System of Supports from Pre-Kindergarten through First Grade.* Brown Foundation. \$1,000,000. 6/1/2014 - 9/1/2016. The goal of this project was to develop components of a multi-tiered system of supports to support literacy development in pre-kindergarten, kindergarten, and first grade and to disseminate the materials and associated training in the Houston area.

Principal Investigator. *“First Grade Super-Readers”: Intervention for the Prevention of Reading Comprehension and Decoding Difficulties in Children At-Risk for Reading Difficulties.* Institute for Education Sciences, US Department of Education. \$1,021,919. 7/1/10 – 7/31/14. The major goals of this project are to develop and investigate the feasibility of an intervention providing direct instruction in both decoding and comprehension to first grade children at risk for serious reading difficulties

Co-Investigator, *Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7-12.* Institute for Education Sciences, US Department of Education, funded under the Reading for Understanding initiative. \$523,894. 7/01/10 – 6/30/16. The major goal of this project is to identify potential targets for intervention in reading comprehension for students in grades 7-12 and to develop, pilot, and test the efficacy of interventions.

Co-Principal Investigator, *Texas Center for Learning Disabilities, Projects 1 (Classification and Definition of Learning Disabilities Based on Response to Instruction Models), 2 (Response to Early Reading Intervention and the Identification of Learning Disabilities), and 3 (Remediation of Older Students with Reading Difficulties: Response to Intervention through Classroom Instruction and Interventions).* Multi-Site Research Center Funded by the National Institute for Child Health and Human Development (NICHD). P50 HD052117-03 (J.M. Fletcher, PI) 12/1/06-11/30/11. \$344,684

Co-Principal Investigator. *Evaluation of the efficacy of Earobics Step 1 in ESL children and low SES minority children.* U.S. Department of Education, Institute of Education

Sciences, Cognition and Student Learning Research Grant Program. 2007-2011.
\$3,000,000

Member, Scientific Steering Group. *Interventions for Children with Reading and Attention Difficulties.* 2007-2008. Contract with the REACH Institute, New York, NY. The purpose of this committee was to bring together experts in reading disability and ADHD research to design studies that integrate the two domains. \$3,000

Co-Principal Investigator, *Scaling-up Effective Interventions for Preventing Reading Difficulties.* Funded under the Interagency Educational Research Initiative by the Institute of Education Sciences (US Department of Education), Grant R305W030257. Large-scale randomized field study in 48 schools. 2003-2008. \$5,999,764

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

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

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

PUBLICATIONS

Refereed Original Articles in Scientific Journals

1. **Denton, C.** (1999). A teacher's evaluation of a Reading Recovery program. *The State of Reading* (Texas Reading Association), 5(1), 49-62.
2. **Denton, C.A.,** Hasbrouck, J.E., Weaver, L.R., & Riccio, C.A. (2000). What do we know about phonological awareness in Spanish? *Reading Psychology*, 21, 335-352.
3. Riccio, C., Amado, A., Jimenez, S., Hasbrouck, J. E., Imhoff, B., & **Denton, C.** (2001). Cross-linguistic transfer of phonological processing: Development of a measure of phonological processing in Spanish. *Bilingual Research Journal*, 25, 555-575.
4. Mathes, P. G., & **Denton, C.A.** (2002). The prevention and identification of reading disability. *Seminars in Pediatric Neurology*, 9(3), 185-191.
5. Simos, P.G., Fletcher, J.M., Foorman, B.R., Francis, D.J., Castillo, E.M., Davis, R.N., Fitzgerald, M., Mathes, P.G., **Denton, C.,** & Papanicolaou, A.C. (2002). Brain activation profiles during the early stages of reading acquisition. *Journal of Child Neurology*, 17, 159-63.
6. Parker, R. I., Hasbrouck, J. E., & **Denton, C. A.** (2002). How to tutor students with reading comprehension problems. *Preventing School Failure*, 47(1), 45-47.

7. Parker, R. I., Hasbrouck, J. E., & **Denton, C. A.** (2002). How to tutor students with reading problems. *Preventing School Failure*, 47(1), 42-44.
8. **Denton, C.A.**, Hasbrouck, J.H., & Sekaquaptewa, S. (2003). The consulting teacher: A case study in Responsive Systems Consultation. *Journal of Educational and Psychological Consultation*, 14, 41-73.
9. **Denton, C.A.**, Vaughn, S., & Fletcher, J.M (2003). Bringing research-based practice to scale. *Learning Disabilities Research and Practice*, 18, 201-211.
10. **Denton, C. A.**, Parker, R. I., & Hasbrouck, J. E. (2003). How to tutor very young students with reading problems. *Preventing School Failure*, 48 (1), 42-44.
11. **Denton, C.A.**, Foorman, B.R., & Mathes, P.M. (2003). Schools that “beat the odds”: Implications for reading instruction. *Remedial and Special Education*, 24, 258-261.
12. **Denton, C.A.**, Anthony, J.L., Parker, R., & Hasbrouck, J.E. (2004). The effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *Elementary School Journal*, 104, 289-305.
13. Pollard-Durodola, S.D., Cedillo, G., **Denton, C.A.** (2004). Linguistic units and instructional strategies that facilitate word recognition for Latino kindergarteners learning to read in Spanish. *Bilingual Research Journal*, 28, 319-354.
14. Breier, J.I., Fletcher, J.M., **Denton, C.**, & Gray, L.C. (2004). Categorical perception of speech stimuli in children at-risk for reading difficulty. *Journal of Experimental Child Psychology*, 88, 152-170.
15. Mathes, P.G., **Denton, C.A.**, Fletcher, J.M., Anthony, J.L., Francis, D.J., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40, 148-182.
16. Fletcher, J.M., **Denton, C.A.**, & Francis, D.J. (2005). Validity of alternative approaches for the identification of learning disability: Operationalizing unexpected underachievement. *Journal of Learning Disabilities*, 38, 545-552.
17. Simos, P.G., Fletcher, J.M., Sarkari, S., Billingsley, R.L., Francis, D.J., Castillo, E.M., Pataraiia, E., **Denton, C.**, & Papanicolaou (2005). Early development of neurophysiological processes involved in normal reading and reading disability. *Neuropsychology*, 19, 787-798.
18. Simos, P.G., Fletcher, J.M., **Denton, C.**, Sarkari, S., Billingsley-Marshall, R., & Papanicolaou, A.C. (2006). Magnetic source imaging studies of dyslexia interventions. *Developmental Neuropsychology*, 30, 591-611.
19. **Denton, C.A.**, Ciancio, D.J., & Fletcher, J.M. (2006). Validity, reliability, and utility of the Observation Survey of Early Literacy Achievement. *Reading Research Quarterly*, 41, 8-34.

20. **Denton, C.A.**, Fletcher, J.M., Anthony, J.L., & Francis, D.J. (2006). An evaluation of intensive intervention for students with persistent reading difficulties. *Journal of Learning Disabilities*, 39, 447-466.
21. **Denton, C.A.** (2006). Responsiveness to intervention as an indication of learning disability: Introduction to the themed issue. *Perspectives on Language and Literacy*, 32(1), 1, 4-7.
22. Simos, P. G., Fletcher, J. M., Sarkari, S., Billingsley-Marshall, R., **Denton, C. A.**, Papanicolaou, A. C. (2007). Intensive instruction affects brain magnetic activity associated with oral word reading in children with persistent reading difficulties. *Journal of Learning Disabilities*, 40(1), 37-48.
23. Simos, P.G., Fletcher, J.M., Sarkari, S., Billingsley, R.L., **Denton, C.**, & Papanicolaou, A.C. (2007). Altering the brain circuits for reading through intervention: A magnetic source imaging study. *Neuropsychology*, 21, 485-496.
24. **Denton, C.A.**, Swanson, E.A., & Mathes, P.G. (2007). Assessment-based instructional coaching provided to reading intervention teachers. *Reading and Writing: An Interdisciplinary Journal*, 20, 569-590.
25. Hasbrouck, J., & **Denton, C.A.** (2007). Student-focused coaching: A model for reading coaches. *Reading Teacher*, 60, 690-693.
26. **Denton, C. A.**, & Vaughn, S. (2008). Reading and writing intervention for older students with disabilities: Possibilities and challenges. *Learning Disabilities Research and Practice*, 23(2), 61-62.
27. **Denton, C.A.**, Wexler, J., Vaughn, S., & Bryan, D. (2008). Intervention Provided to Linguistically Diverse Middle School Students with Severe Reading Difficulties. *Learning Disabilities Research and Practice*, 23, 79-89.
28. Ebbers, S., and **Denton, C.A.** (2008). A root awakening: Effective vocabulary instruction for older students with reading difficulties. *Learning Disabilities Research and Practice*, 23(2), 90-102.
29. Gentry, L., **Denton, C.A.**, & Kurz, T. (2008). Technologically-based mentoring provided to teachers: A synthesis of the literature. *Journal of Technology and Teacher Education*, 16, 339-373.
30. Vaughn, S., Fletcher, J.M., Francis, D.J., **Denton, C.A.**, Wanzek, J., Cirino, P., Barth, A., & Romain, M. (2008). Response to intervention with older students with reading difficulties. *Learning and Individual Differences*, 18, 338-345. **PMCID: PMC2614270**
31. Barth, A.E., Stuebing, K.K., Anthony, J.L., **Denton, C.A.**, Mathes, P.G., Fletcher, J.M., & Francis, D.J. (2008). Agreement among Response to Intervention Criteria for Identifying Responder Status. *Learning and Individual Differences*, 18, 296-307. **PMCID: PMC2600471**

32. **Denton, C.A.,** & Hasbrouck, J. (2009). A Description of Instructional Coaching and its Relationship to Consultation. *Journal of Educational and Psychological Consultation, 19*, 150-175.
33. Wexler, J., Vaughn, S. Roberts, G., & **Denton, C.A.** (2010). The efficacy of repeated reading and wide reading practice for high school students with severe reading disabilities. *Learning Disabilities Research & Practice, 25*, 2-10. **PMCID: PMC2980335**
34. Vaughn, S., **Denton, C.A.,** & Fletcher, J.F. (2010). Why intensive interventions are necessary for students with severe reading difficulties. *Psychology in the Schools, 47*, 432 - 444. **PMCID: PMC2975106**
35. **Denton, C.A.,** Solari, E.J., Ciancio, D.J., Hecht, S.A., & Swank, P. (2010). A pilot study of a kindergarten summer school reading program in high-poverty urban schools. *Elementary School Journal, 110*, 423-439.
36. Barth, A. E., **Denton, C.,** Stuebing, K.K., Fletcher, J.M., Cirino, P.T., Francis, D. J., & Vaughn, S. (2010). A test of the cerebellar hypothesis of dyslexia in adequate and inadequate responders to reading intervention. *Journal of the International Neuropsychological Society, 16*, 526-536. **PMCID: PMC20298639** **PMCID: PMC3891301**
37. **Denton, C.A.,** Nimon, K., Mathes, P.G., Swanson, E.A., Kethley, C., Kurz, T., & Shih, M. (2010). The effectiveness of a supplemental early reading intervention scaled up in multiple schools. *Exceptional Children, 76*, 394-416.
38. Vaughn, S., Wanzek, J., Wexler, J., Barth, A., Cirino, P. T., Fletcher, J.M., Romain, M.A., **Denton, C.A.,** Roberts, G., & Francis, D. J. (2010). The relative effects of group size on reading progress of older students with reading difficulties. *Reading and Writing: An Interdisciplinary Journal 23*(8), 931-956. **PMCID: PMC2975110**
39. Vaughn, S.R., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., **Denton, C. A.** ...Francis, D. J. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. *School Psychology Review, 39*(1), 3-21. **PMCID: PMC3072689**
40. **Denton, C.A.,** Barth, A., E., Fletcher, J.M., Wexler, J., Vaughn, S., Cirino, P.T., Romain, M., & Francis, D.J. (2011). The relations among oral and silent reading fluency and comprehension in middle school: Implications for identification and instruction of students with reading difficulties. *Scientific Studies of Reading, 15*, 109-135. **PMCID: PMC3104321**
41. Vaughn, S., Wexler, J., Roberts, G., Barth, A.E., Cirino, P.T., Romain, M.A., Francis, D., Fletcher, J., & **Denton, C.A.** (2011). The effects of tertiary treatments on middle school students with reading disabilities: An individualized versus standardized approach. *Exceptional Children, 77*(4), 391-409. **PMCID: PMC3485696**

42. Fletcher, J.M., Stuebing, K.K., Barth, A.E., **Denton, C.A.**, Cirino, P.T., Francis, D.J., & Vaughn, S. (2011). Cognitive correlates of inadequate response to reading intervention. *School Psychology Review*, 40, 3-22. **PMCID: PMC3485697**
43. **Denton, C.A.**, Cirino, P.T., Barth, A. E., Romain, M., Vaughn, S., Wexler, J., Francis, D.J., & Fletcher, J.M. (2011). An Experimental Study of Scheduling and Duration of “Tier 2” First Grade Reading Intervention. *Journal of Research on Educational Effectiveness*, 4, 208–230. **PMCID: PMC3142957**
44. **Denton, C.A.** (2011, Winter). Physical exercise and movement-based interventions for dyslexia. *Perspectives on Language and Literacy*, 37(1). 27.
45. **Denton, C.A.** (2012). Response to intervention for reading difficulties in the primary grades: Some answers and lingering questions. *Journal of Learning Disabilities*, 45, 232-243. **PMCID: PMC3454349**
46. Vaughn, S., Wexler, J., Leroux, A. J., Roberts, G., **Denton, C.A.**, Barth, A.E., and Fletcher, J.M. (2012). Effects of intensive reading intervention for eighth-grade students with persistently inadequate response to intervention. *Journal of Learning Disabilities*, 45, 515-525. **PMCID: PMC3570055**
47. Grills-Taquechel, A.E., Fletcher, J.M., Vaughn, S.R., **Denton, C.A.**, & Taylor, P. (2013) Anxiety and inattention as predictors of achievement in early elementary school children. *Anxiety, Stress & Coping: An International Journal*, 26 (4), 391-410. **PMCID: PMC3467362**
48. **Denton, C.A.**, Tolar, T. D., Fletcher, J.M., Barth, A.E., Vaughn, S., & Francis, D.J. (2013). Effects of Tier 3 intervention for students with persistent reading difficulties and characteristics of inadequate responders. *Journal of Educational Psychology*, 105, 633-648. **PMCID: PMC4191908**
49. Wolters, C., **Denton, C.**, York, M., & Francis, D. (2013). Adolescents’ motivation for reading: Group differences and relation to standardized achievement. *Reading and Writing*, 27, 503-533. doi: 0.1007/s11145-013-9454-3
50. Molfese, P. J., Fletcher, J. M, & **Denton, C. A.** (2013). Adequate versus inadequate response to reading intervention: An event-related potentials assessment. *Developmental Neuropsychology*, 38(8), 534-49.
51. **Denton, C.A.**, Fletcher, J.M., Taylor, W.P., Barth, A.E., & Vaughn, S. (2014). An experimental evaluation of guided reading and explicit intervention for primary-grade students at-risk for reading difficulties. *Journal of Research on Educational Effectiveness*, 7, 268-293. **PMCID: PMC4712689**
52. Tamm, L., Epstein, J.N., **Denton, C.A.**, Vaughn, A., Peugh, J., & Willcutt, E. (2014). Reaction time variability associated with reading skills in poor readers with

ADHD. *Journal of the International Neuropsychological Society*, 20, 292-301.
PMCID: PMC3963392

53. Fletcher, J.M., Stuebing, K.K., Barth, A.E., Miciak, J., Francis, D.J., & **Denton, C.A.** (2014). Agreement and coverage of indicators of response to intervention: A multimethod comparison and simulation. *Topics in Language Disorders*, 34, 74-89. PMCID:PMC4212689
54. Roberts, G., Rane, S., Fall, A-M., **Denton, C.A.**, Fletcher, J., & Vaughn, S. (2015). The impact of a longitudinal intervention for reading on teacher-rated attention in middle school students. *Journal of Clinical Child and Adolescent Psychology*, 44(6):942-53. **PMCID: PMC4254375**
55. Barnes, M.A., Raghobar, K.P., Faulkner, H., & **Denton C.A.** (2014). The construction of visual-spatial situation models in children's reading and their relation to reading comprehension. *Journal of Experimental Child Psychology*, 119, 101-111. **PMCID: PMC3985737**
56. Grills, A.E., Fletcher, J.M., Vaughn, S., Barth, A., **Denton, C.A.**, & Stuebing, K.K. (2014) Anxiety and response to reading intervention among first grade students. *Child Youth Care Forum*. 43, 417-431. **PMCID: PMC4241545**
57. Barth, A. E., Stuebing, K., Fletcher, J.M., **Denton, C.A.**, Vaughn, S., & Francis, D. (2014). The effects of reading duration on the reliability and validity of middle school students' ORF performance. *Assessment for Effective Intervention*, 40, 53-64. **PMCID: PMC4274619**
58. **Denton, C.A.**, Wolters, C.A., York, M, Swanson, E., Kulesz, P., & Francis, D.J. (2014). Adolescents' use of reading comprehension strategies: Differences related to reading proficiency, grade level, and gender. *Journal of Learning and Individual Differences*, 37, 81-95. doi: 10.1016/j.lindif.2014.11.016
59. **Denton, C.A.**, Enos, M., York, M.J., Francis, D.J., Barnes, M.A., Kulesz, P.A., Fletcher, J.M., & Carter, S. (2015). Text processing differences in adolescent adequate and poor comprehenders reading accessible and challenging narrative and informational text. *Reading Research Quarterly*, 50, 393-416.
60. Miciak J, Taylor W.P., **Denton C.A.**, Fletcher J.M. (2015). The effect of achievement test selection on identification of learning disabilities within a pattern of strengths and weaknesses framework. *School Psychology Quarterly*. 30(3), 321-34. **PMCID: PMC4369466**
61. CITT-ART Investigator Group, Scheiman M, Mitchell GL, Cotter SA, Kulp M, Chase C, Borsting E, Arnold E, **Denton C**, Hertle R. (2015). Convergence Insufficiency Treatment Trial - Attention and Reading Trial (CITT-ART): Design and Methods. *Vision Development and Rehabilitation* 1(3), 214-228. **PMCID: PMC4772970**

62. Solari, E. J., **Denton, C. A.**, & Haring, C. (2017). How to reach first-grade struggling readers: An integrated instructional approach. *TEACHING Exceptional Children*, 49(3), 149-159.
63. **Denton, C.A.**, York, M.J., Francis, D.J., Haring, C., Ahmed, Y., & Bidulescu, A. (2017). An investigation of an intervention approach to promote inference generation by adolescent poor comprehenders. *Learning Disabilities Research & Practice*. 32(2), 85-98.
64. Tamm, L., **Denton, C.A.**, Epstein, J.N., Schatschneider, C., Taylor, H., Arnold, L.E., Bukstein, O., Anixt, J., Koshy, A., Newman, N.C., Maltinsky, J., Brinson, P., Loren, R.E.A., Prasad, M.R., Ewing-Cobbs, L., & Vaughn, A. (2017). Comparing treatments for children with ADHD and word reading difficulties: A randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 85, 434-446. .
PMCID: PMC5398920
65. Mano, Q. R., Jastrowski Mano, K. E., Tamm, L., **Denton, C. A.**, & Epstein, J. N. (2017). Gender moderates association between emotional-behavioral problems and text comprehension in children with both reading difficulties and ADHD. *Psychology in the Schools*, 54.5 (2017): 504-518. **PMCID: PMC5526612**
66. Solari, E.J., **Denton, C.A.**, Petscher, Y., & Haring, C. (2018). A pilot study of “Reading RULES,” A first grade Tier 2 intervention targeting both comprehension and decoding. *Journal of Research on Educational Effectiveness*, 11(2), 163-191.
67. Mano, Q. R., Jastrowski Mano, K. E., Guerin, J., Gibler, R., Becker, S., Epstein, J. N., **Denton, C. A.**, & Tamm, L. (2018). Fluid reasoning and reading difficulties among children with ADHD. *Applied Neuropsychology: Child*. **PMCID: PMC in Process**
68. Grimm, R.P., Solari, E.J., McIntyre, N.S., & **Denton, C.A.** (in press). Early reading skill profiles in typically developing and at-risk first grade readers to inform targeted early reading instruction. *Journal of School Psychology*.
69. **Denton, C.A.**, Tamm, L., Schatschneider, C., & Epstein, J.N. (2020). The effects of ADHD treatment and reading intervention on the fluency and comprehension of children with ADHD and word reading difficulties: A randomized clinical trial. *Scientific Studies of Reading*, 24, 72-89. DOI: 10.1080/10888438.2019.1640704
PMCID: PMC7518569
70. CITT-ART Investigator Group, Scheiman M, **Denton, CA**, Borsting, E., Kulp, M., Mitchell GL, Cotter, S., Chase, C., Jones-Jordan, L., Arnold, E., Hertle, R., Gallaway, M., Schulman, E., Tamkins, S., Hopkins, K., Coulter, R., & Lorenzana, I. (2019). Effect of vergence/ accommodative therapy on reading in children with convergence insufficiency: A randomized clinical trial. *Optometry and Vision Science* 96(11), 836. **PMCID: PMC6855328**

71. CITT-ART Investigator Group, Scheiman M, et al. (2019). Treatment of symptomatic convergence insufficiency in children enrolled in the CITT-ART randomized clinical trial. *Optometry and Vision Science*, 96 (11), 825-835.
PMCID: PMC6855327
72. **Denton, C.A.**, Montroy, J., Zucker, T., & Cannon, G. (2021). Designing an intervention in reading and self-regulation for students with significant reading difficulties, including dyslexia. *Learning Disability Quarterly*, 44 (3), 170-182.
73. Hall, C., Dahl-Leonard, K., **Denton, C. A.**, Stevens, E. A., Capin, P. (2022). Fostering independence while teaching students with or at risk for reading disabilities. *TEACHING Exceptional Children*, 54(2), 124-133.
<https://doi.org/10.1177/0040059921994596>

Chapters in Edited Books

1. Hasbrouck, J. E., & **Denton, C. A.** (1999). Phonological awareness in Spanish: A summary of research and implications for practice. In J. V. Tinajero & R. A. DeVillar (Eds.), *The power of two languages: Effective dual-language use across the curriculum for academic success* (pp.54-65). NY: McGraw-Hill.
2. **Denton, C.A.**, & Fletcher, J.M. (2003). Scaling reading interventions. In B.R. Foorman (Ed.), *Preventing and Remediating Reading Difficulties: Bringing Science to Scale* (pp. 445- 463). Timonium, MD: York Press.
3. **Denton, C.A.**, & Mathes, P.G. (2003). Intervention for Struggling Readers: Possibilities and Challenges. In B.R. Foorman (Ed.), *Preventing and Remediating Reading Difficulties: Bringing Science to Scale* (pp. 229-251). Timonium, MD: York Press.
4. Fletcher, J.M., Papanicolaou, A.C., Simos, P.G, and **Denton, C.A.** (2004). Neuroimaging in reading research. In N.K. Duke & M. Mallette (Eds.). *Literacy Research Methods* (pp. 252-286). New York: Guilford.
5. Fletcher, J.M., **Denton, C.A.**, Fuchs, L., & Vaughn, S.R. (2005). Multi-tiered reading instruction: Linking general education and special education (pp. 21-43). *Research-Based Education and Intervention: What We Need to Know*. Baltimore: International Dyslexia Association.
6. Fletcher, J.M., Foorman, B.R., **Denton, C. A.**, and Vaughn, S. (2006). Scaling research on beginning reading: Consensus and conflict. In M. Constan and R. Sternberg (Eds.) *Translating education theory and research into practice* (pp. 53-75). Mahwah, NJ: Lawrence Erlbaum.
7. Vaughn, S., Wanzek, J., & **Denton, C.A.** (2006). Teaching elementary students with learning disabilities. In L. Florian (Ed.) *Sage Handbook of Special Education*. London: Sage.
8. **Denton, C.A.**, Fletcher, J. M., Simos, P.C., Papanicolaou, A.C. & Anthony, J.L. (2007). An implementation of a tiered intervention model: Reading outcomes and

- neural correlates. In D. Haager, J., Klingner, & S. Vaughn (Eds.). *Evidence-based reading practices for response to intervention* (pp. 107-137). Baltimore, MD: Brookes.
9. Vaughn, S., & **Denton, C.A.** (2008). Tier 2: The role of intervention. In D. Fuchs, L. S. Fuchs, & S. Vaughn (Eds.). *Response to Intervention (RtI): A Framework for Reading Educators*, pp. 51-70. Newark, DE: International Reading Association.
 10. **Denton, C.A.**, & Vaughn, S. (2010). Preventing and Remediating Reading Difficulties. In M.R.Shinn & H.M.Walker (Eds.) *Interventions for Achievement and Behavior Problems in a Three-Tier Model including RtI*. pp. 469-500. National Association of School Psychologists.
 11. Rezaie, R., Simos, P.G., Fletcher, J.M., **Denton, C.**, and Papanicolaou, A.C. (2012). Exploring the brain mechanism for typical and impaired reading ability using magnetic source imaging. In Z. Breznitz, V. Berninger, and O. Rubinsten (Eds.). *Listening to many voices: Reading, writing, math and the brain*. Springer. In *Literacy Studies: Perspectives from Cognitive Neurosciences, Linguistics, Psychology, and Education Series*. Series Editor: R. Malatesha Joshi, Texas A & M University.
 12. Vaughn, S., Wanzek, J., & **Denton, C.** (2013). Teaching elementary students with learning difficulties. In L. Florian (Ed), *Sage Handbook of Special Education* (2nd ed). Thousand Oaks, CA: Sage.
 13. **Denton, C.A.**, & Madsen, K.M. (2016). Word reading interventions for students with reading difficulties and disabilities. In R. Schiff & R. Malatesha Joshi (Eds.). *Handbook of Interventions in Learning Disabilities*. Springer.
 14. **Denton, C.A.** (in press, 2024). Attention Deficit/Hyperactivity Disorder. In Nancy Young & Jan Hasbrouck (Eds.), *Climbing the Ladder of Reading & Writing: Meeting the needs of all learners*, pp. 146-157. PD Essentials/Benchmark Education.

Books

1. Hasbrouck, J.E., & **Denton, C.A.** (2005). *The reading coach: A how-to manual for success*. Longmont, CO: Sopris West. (out of print)
2. **Denton, C.A.**, & Hocker, J.L. (2006). *Responsive reading instruction: Flexible intervention for struggling readers in the early grades*. Longmont, CO: Sopris West. (out of print)
3. Hasbrouck, J.E., & **Denton, C.A.** (2010). *The reading coach II: More tools and strategies for student-focused coaches*. Longmont, CO: Sopris West. (out of print)

4. **Denton, C.A.**, Vaughn, S., Wexler, J., Bryan, D., & Reed, D. (2012). *The Reading Teacher's Sourcebook: Effective Instruction for Middle School Students with Reading Difficulties*. Baltimore: Brookes.

Unpublished Instructional Programs

1. **Denton, C.A.**, Beegle, R., Madsen, K., et al. (2016). *Reading RULES Grade 1: A Tier 1 and Tier 2 intervention in word study, text reading, vocabulary, and comprehension*. Houston: The Children's Learning Institute.
2. **Denton, C.A.**, Beegle, R.S., de Marin, S., Hanus, C.M., & Simpson, N. (2017). *Idea Detectives: Intervention in Reading Comprehension and Self-Regulation for Students in Grades 2-5*. Houston: The Children's Learning Institute.
3. **Denton, C.A.**, Beegle, R., Hanus, C., Hall, C., & Haring, C. (2018). *Reading RULES Kindergarten: A Tier 2 intervention in alphabets and word study for students at-risk for reading difficulties*. Unpublished educational curriculum. Houston: The Children's Learning Institute.

Other Publications

1. **Denton, C.A.**, & Hasbrouck, J.E. (2000). *Teaching Students with Disabilities to Read: A Parent Information Brief for the PEER Project*. Publication of Parents Engaged in Education Reform (PEER), a project of the Federation for Children with Special Needs, Boston, MA.
4. **Denton, C.A.**, & Mathes, P.G. (2002). *Current practice alerts: A focus on Reading Recovery*, A publication of the Division for Learning Disabilities and Division for Research of the Council for Exceptional Children.
5. **Denton, C.A.**, & Al Otaiba, S. (2011). Teaching word identification to students with reading difficulties and disabilities. *Focus on Exceptional Children*, 43 (7), 1-16. **PMCID: PMC4299759**.
6. Foorman, B., Beyler, N., Borradaile, K., Coyne, M., **Denton, C. A.**, Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.

PRESENTATIONS

Invited Presentations at Conferences and Institutes

1. Denton, C.A. & Mathes, P.G. (June, 2002) *“Slow responders” in early literacy interventions*. Invited presentation at the annual meeting of National Dyslexia Research Foundation, Kona, Hawaii.
2. Denton, C.A., & Fletcher, J.M. (May, 2003) *Preventing reading difficulties: Integrated perspectives from instruction, the brain, and cognitive science*. Invited paper presented at the annual Reading Research Conference of the International Reading Association, Orlando, FL.
3. Denton, C.A. (October, 2003). High intensity intervention for students with severe reading difficulties, In R. Lyon (Chair), *Current Findings from the NICHD and IERI Reading Research Programs*, Symposium presented at the meeting of the Council for Learning Disabilities, Seattle.
4. Fletcher, J.M., & Denton, C.A. (December, 2003). *Validity of alternative approaches to the identification of learning disability: Operationalizing unexpected underachievement*. Paper presented at the conference on response to intervention. National Center on Learning Disabilities.
5. Denton, C.A., & McGrath, M., Buss, C., & Hocker, J. (March, 2005). *Student-focused coaching: The skills for success*. Concurrent session at the *Plain Talk about Reading Institute* sponsored by the Center for Development and Learning, Plano, TX.
6. Denton, C.A., Swanson, E., Hocker, J., & Dainton, V. (March, 2005). *Responsive Intervention Strategies to Support Struggling Readers in the Early Grades*. Session Concurrent session at the *Plain Talk about Reading Institute* sponsored by the Center for Development and Learning, Plano, TX.
7. Denton, C.A. (January, 2007). *Response to intervention and bringing science to scale*. Keynote address presented at the annual *LETRS Summit*. Austin, TX.
8. Denton, C.A. (April, 2008). *Responding to the needs of students with specific learning disabilities: New developments in identification and intervention*. Featured Public Lecture, Chinese University of Hong Kong. Hong Kong.
9. Denton, C.A. (April, 2008). *Teaching Reading Comprehension and Vocabulary in English*. Invited Lecture for the Education Faculty, Chinese University of Hong Kong. Hong Kong.
10. Denton, C.A. (April, 2008). *High-Intensity Intervention for Students with Serious Reading Difficulties*. Concurrent session at the *Plain Talk about Reading Institute* sponsored by the Center for Development and Learning. Houston, TX.
11. Hasbrouck, J.E., & Denton, C.A. (April, 2008). *Student-Focused Coaching: A Model for Effective Professional Development*. Concurrent session at the *Plain Talk*

about Reading Institute sponsored by the Center for Development and Learning. Houston, TX.

12. Denton, C.A. (November, 2011). *ADHD and Learning Disabilities*. Featured presentation at the 4th Nordic Psychiatry Academy ADHD. Copenhagen, Denmark.
13. Denton, C.A. (to be presented January-February, 2024). *Reading intervention for students with ADHD and reading difficulties*. *Plain Talk about Literacy and Learning Institute*, New Orleans, LA.
14. Denton, C.A. (to be presented January-February, 2024). *Adapting reading instruction to support success for all students*. *Plain Talk about Literacy and Learning Institute*, New Orleans, LA.

Invited Keynotes, Presentations, and Workshops for State Education Departments, School Districts, and Other Organizations (selection)

1. Denton, C.A. (June, 2001). *Meeting the Needs of Struggling Readers: Prevention and Intervention*. Two-Day Professional Development, South Panola School District, Batesville, Mississippi.
2. Denton, C.A. (September, 2002). *What do we really know about reading disability?* Featured presentation for the Redesign of Special Services Symposium, Vancouver Public Schools, Vancouver, WA.
3. Denton, C.A. (September, 2003-April, 2004). *The role of the reading coach*. Series of five full-day presentations for the State of Louisiana Reading First, Louisiana Department of Education.
4. Denton, C.A. (August, 2004). Day-long Professional Development on Instruction for Struggling Readers. High Plains Regional Education Cooperative. Raton, NM
5. Denton, C.A. (August, 2004). Featured presentations for the Washington State Office of the Superintendent of Public Instruction Summer Institutes. Yakima and Bellevue, WA.
6. Denton, C.A. (June, 2005). Featured Speaker (three keynote addresses), Statewide conference on implementing three-tier intervention models and response-to-intervention. Utah State Department of Education. Provo, UT.
7. Denton, C.A. (July, 2005). Featured presentation at the New York Statewide Reading First Conference. New York State Department of Education, Albany, NY.
8. Denton, C.A. (January, 2006). *Reading Foundations: Phonemic Awareness, Phonics*. Featured Speaker, State of Utah Office of Special Education, Provo.
9. Denton, C.A. (January, 2006). Featured Speaker, *Reading Intervention for Secondary Students*. State of Utah Office of Special Education, Provo.
10. Denton, C.A. (June, 2007). *Closing the Achievement Gap: Possibilities and*

Challenges. Keynote address delivered at the Fourth Annual Desert Canyon Institute, Arizona Department of Education. Tucson, AZ.

11. Denton, C.A. (June, 2007). *Response to Intervention in Primary-Grade Reading: From Research to Practice*. Featured Address delivered at the Fourth Annual Desert Canyon Institute, Arizona Department of Education. Tucson, AZ.
12. Denton, C.A. (November, 2007). *Response to Intervention: Possibilities and Challenges*. Keynote address presented at the Tenth Annual Best Practices Conference on Education for All Children. New Hampshire School Administrators Assn. and New Hampshire Assn. of Special Education Administrators. Concord, NH.
13. Denton, C.A. (February, 2008). *Implementing a Response to Intervention model in the "Real World."* Featured Speaker, Annual Reading First Statewide Conference. Alaska Department of Education, Anchorage.
14. Denton, C.A. (August, 2008). *High-Intensity Intervention for Students with Serious Reading Difficulties*. Featured speaker, Texas Dyslexia Conference. Dallas, TX.
15. Denton, C.A. (2019, August). *Teaching Students with Dyslexia*. Keynote presentation for K-12 teachers in Northshore School District. Bothell, WA.
16. Denton, C.A. (2019, August). *Teaching Students at-risk for Dyslexia in the Primary Grades*. Presentation for K-3 teachers in Northshore School District. Bothell, WA.
17. Denton, C.A. (2021, June). *The Science of Dyslexia: An Overview of the Science*. Webinar presented for *Read Washington*, nonprofit organization in Seattle, WA.
18. Denton, C.A. (2021, June). *The Science of Dyslexia: Practical Applications*. Webinar presented for *Read Washington*, nonprofit organization in Seattle, WA.

Presentations at Scholarly Meetings (Peer-Reviewed) (selection)

1. Denton, C.A. (April, 1999). *Intervention for helpless readers: From dependence to independence*. Paper presented at the annual meeting of the National Association of School Psychologists. Las Vegas, Nevada.
2. Denton, C.A., Parker, R., Hasbrouck, J.E., & O'Neill, K. (April, 2001). *An evaluation of an English literacy tutorial for Spanish-dominant bilingual students*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
3. Denton, C.A., & Hasbrouck, J.E., (June, 2001). *The Efficacy of two English reading interventions for bilingual students*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO.
4. Denton, C.A., Mathes, P.G., & Schatschneider, C. (February, 2002) *A comparison of measures for the early identification of at-risk readers*. Poster presented at the annual meeting of the Pacific Coast Research Association, San Diego, CA.

5. Denton, C.A. & Mathes, P.G. (April, 2002) *Responding to the “Nonresponders” in Two Early Literacy Interventions*. Paper presented at the annual meeting of the Council for Exceptional Children, New York, NY.
6. Denton, C.A., Mathes, P.G., Fletcher, J.M., Anthony, J.L., & Schatschneider, C. (April, 2003). *The effectiveness of two early reading interventions derived from diverse models*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
7. Denton, C.A. & Mathes, P.G. (June, 2002) *Word identification strategies in two early reading intervention models*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago, IL.
8. Denton, C.A., Mathes, P.G., Simos, P.G., & Grek, M. (February, 2003) *The effects of two early reading interventions on reading achievement and brain activation patterns*. Paper presented at the annual meeting of the Pacific Coast Research Association, San Diego, CA.
9. Denton, C.A., Anthony, J.L., Mathes, P.G., & Fletcher, J.M. (June, 2003). *Properties of Clay’s Observation Survey of Early Literacy Achievement: Implications for early reading intervention research*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder, CO.
10. Denton, C.A., & Anthony, J.L. (February, 2004). *Intensive reading intervention for “treatment resisters” and students with severe reading difficulties*. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
11. Denton, C.A., Hasbrouck, J., and Mathes, P.G. (February, 2005). *Coaching provided to teachers of students placed at-risk and students with disabilities*. Panel discussion presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
12. Denton, C.A., Swanson, E.A., Hocker, J., & Miller, S. (April, 2005). *Tier-2 reading intervention programs in public schools: Researchers and teachers make it work*. Presentation at the annual meeting of the Council for Exceptional Children. Baltimore, MD.
13. Denton, C.A., Swanson, E., and Hocker, J. (May, 2005). *The reading coach: Beyond observing in classrooms. A workshop in advanced coaching skills and techniques for coaches and principals*. Presentation at the annual meeting of the International Reading Association, San Antonio, TX.
14. Mathes, P.G., & Denton, C.A. (May, 2005). *Scaling-up effective interventions for preventing reading difficulties*. Paper presented at the annual meeting of the International Reading Association, San Antonio, TX.
15. Denton, C.A. (May, 2005). *SAILS: Standards, assessments, instruction & intervention, leadership & sustained school-wide commitment: A systemic model for improving reading outcomes for all students K-12*. Paper presented at the annual meeting of the International Reading Association, San Antonio, TX.

16. Gersten, R., Bean, R., & Denton, C.A. (February, 2006). *Research in coaching*. Panel presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
17. Denton, C.A., & Hjelm, J. (April, 2006). *Older students with reading difficulties: The search for solutions*. Paper presented at the annual meeting of the Council for Exceptional Children. Salt Lake City, UT.
18. Hasbrouck, J., & Denton, C.A. (April, 2006). *Student-focused coaching: A new model for collaboration*. Paper presented at the annual meeting of the Council for Exceptional Children. Salt Lake City, UT.
19. Denton, C.A., & Shih, M. (February, 2007). *Characteristics of high and low-progress schools in an early reading intervention scaled up in multiple contexts*. Panel presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.
20. Denton, C.A., Swanson, E.A., Mathes, P.G., Jia, H.Y., & Shih, M. (April, 2007). *Student outcomes and response to "tier 2" reading intervention scaled up in multiple schools*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
21. Denton, C.A., Mathes, P.M., & Shih, M. (July, 2007). *The effects on student outcomes of coaching support provided to reading intervention teachers*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Prague, The Czech Republic.
22. Barth, A.E., Anthony, J.L., Denton, C., Francis, D., & Fletcher, J.M. (July, 2007). *Stability and overlap of response to intervention criteria*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Prague, The Czech Republic.
23. Denton, C.A., & Kurz, T. (March, 2008). *The relationship between fidelity of intervention implementation and first grade struggling readers' response to intervention*. Paper presented at the annual meeting of the American Educational Research Conference. New York, NY.
24. Denton, C.A., Barth, A.E., Cirino, P.T., Wexler, J., Vaughn, S., Romain, M., & Fletcher, J.M. (July, 2008). *The relationship between oral and silent reading fluency and comprehension in middle school: How fluent is "fluent enough?"* Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.
25. Denton, C.A. (2009, February). Project 2: Prevention of reading difficulties. In S. Vaughn (Chair), *Research of the Texas Center for Learning Disabilities*, Symposium conducted at the annual Pacific Coach Research Conference, Coronado, CA.

26. Denton, C.A. (2010, February). *The impact of instructional variables on outcomes in Tier 2 first grade reading intervention*. Paper presented at the annual Pacific Coach Research Conference, Coronado, CA.
27. Denton, C.A. (April, 2010). Reading disabilities? Reading difficulties? Dyslexia? Making sense of it all. In *Identifying and Teaching Students with Reading Disabilities in an "RTI World,"* Presentation strand organized by Carolyn Denton for the annual meeting of the Council for Exceptional Children. Nashville, TN.
28. Al Otaiba, S., & Denton, C.A. (April, 2010). Tiered reading interventions in the primary grades: What have we learned? In *Identifying and Teaching Students with Reading Disabilities in an "RTI World,"* Presentation strand organized by Carolyn Denton for the annual meeting of the Council for Exceptional Children. Nashville, TN.
29. Denton, C.A., Tolar, T., & Fletcher, J.M. (2010, July). *The effects of intensive reading intervention provided to primary grade children who had demonstrated inadequate response to previous intervention*. Paper presented at the annual meeting of the International Neuropsychological Society. Krakow, Poland.
30. Denton, C.A., Barth, A., Tolar, T, Fletcher, J.M., Vaughn, S., & Francis, D.J. (2010, July). *The effects of an individualized tier 3 reading intervention provided to primary grade students with previous low response to intervention*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading. Berlin, Germany.
31. Denton, C.A. (2011, July). *The effects of teacher-reported ADHD symptomatology on reading outcomes for primary-grade children in tier 3 reading intervention*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading. St. Pete's Beach, FL.
32. Denton, C.A., Taylor, P., Fletcher, J.M., Vaughn, S., Barth, A., & Francis, D. (2012). *An experimental evaluation of guided reading as an intervention for primary-grade at-risk readers*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading. Montreal, Quebec, Canada.
33. Denton, C.A. and Solari, E.J. (2013). *A pilot study of "Reading RULES": A first grade intervention targeting both comprehension and decoding*. Poster presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.
34. Tamm, L., Garner, A., Webb, A., Peugh, J., Ciesielski, H., Schatschneider, C., Vaughn, A., Loren, R.E.A., Langberg, J., Epstein, J. N., & Denton, C. (2013, May). *Sluggish-cognitive-tempo and reaction time variability associated with reading in children with ADHD*. Poster presented at the 25th annual meeting of the Association for Psychological Science, Washington, DC.

35. Denton, C.A., Barnes, M.A., & Wolters, C. (2013). *Text processing and motivation in secondary school students with poor reading comprehension*. April 4, Poster presentation, Council for Exceptional Children Meeting, San Antonio, TX.
36. Denton, C.A., Wolters, C.A., York, M., Swanson, E.A., Kulesz, P., & Francis, D.J. (2014). *A survey of adolescents' use of reading strategies in specific school contexts*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading. Santa Fe, NM.
37. Denton, C.A. (2014). *What were they thinking? An investigation of the text processing of adolescents with reading comprehension difficulties and implications for practice*. Presentation at the annual meeting of the International Dyslexia Association, San Diego, CA.
38. Denton, C.A., York M.J., & Francis, D.J. (2015, February). *Oral response to text for adolescents with reading comprehension difficulties: A design experiment*. Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.
39. Denton, C.A. & Madsen, K. (2015, July). *Text processing differences in adolescent adequate and poor comprehenders reading accessible and challenging narrative and informational text*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Kona, HI.
40. Denton, C.A. (2015, September). *Reading instruction for children with both ADHD and reading difficulties*. Presentation at the annual meeting of the Literacy Association of Ireland, Dublin, Ireland.
41. Denton, C.A., Tamm, L., Schatschneider, C., Epstein, J.N., Arnold, L.E., & Taylor, H. (2016, February). *The effects of ADHD treatment and intensive reading instruction for children with comorbid ADHD and word reading difficulties*. Paper presented at the annual meeting of the International Neuropsychological Association, Boston, MA.
42. Denton, C.A., Tamm, L., Schatschneider, C., & Epstein, J. (2016). *The effects of ADHD treatment, intensive reading intervention, and their combination on the reading comprehension of children with comorbid ADHD and reading difficulties or disabilities*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
43. Tamm, L., Denton, C.A., Epstein, J., & Schatschneider, C. (2016). *Does concurrent treatment with medication and parent training improve response to reading intervention in poor readers with ADHD?* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
44. Denton, C.A. (2016). *Teaching students with both ADHD and dyslexia to read*. Workshop presented at the annual meeting of the European Dyslexia Association, Modena, Italy.

45. Denton, C.A., Tamm, L., Epstein, J., & Schatschneider, C. (2017, July). *Predictors of intervention response by children with ADHD and reading difficulties: Contributions of ADHD symptoms and sluggish cognitive tempo*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
46. Denton, C.A., Tamm, L. (2018, July). *What Will Improve the Reading of Children with Both ADHD and Reading Disabilities?* Paper presented at the annual meeting of the Council for Exceptional Children's Division of International Special Education and Services, Cape Town, South Africa.
47. Denton, C.A. (2018, July). *Supplemental Reading Instruction Delivered by Classroom Teachers to Children with Reading Difficulties and Disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children's Division of International Special Education and Services, Cape Town, South Africa.
48. Scheiman, M.M., Denton, C., and the CITT-ART Investigator Group (2019, October). *Effect of vergence/accommodative therapy on reading in children with convergence insufficiency: A randomized clinical trial*. Paper presented at the 3rd Annual World Congress of Optometry, Orlando, FL.
49. Denton, C.A. (2019, November). *Does ADHD treatment improve reading outcomes of students with word-reading difficulties and ADHD?* Paper presented at the annual meeting of the International Dyslexia Association, Portland, OR.