

Christy Austin is an Assistant Professor in the Educational Psychology Department's Literacy, Language, and Learning program at the University of Utah. She teaches graduate and undergraduate courses related to reading theory, reading assessment, and reading intervention and instruction. She is passionate about preparing pre-service and in-service general education and special education teachers to provide evidence-based reading instruction and intervention for students with reading difficulties and disabilities. Her passion for making sure all children learn to read proficiently drives her teaching.

Christy Austin's research focuses on: a) designing and testing the efficacy of reading interventions for students with reading difficulties and disabilities, and (b) synthesizing and meta-analyzing the effects of reading interventions for students with reading difficulties and disabilities. Specifically, she is interested in decoding, multisyllabic word reading, fluency, vocabulary, interdisciplinary interventions targeting both reading and content-area learning, learning disability, and dyslexia. She has published in journals such as *Exceptional Children*, *Scientific Studies of Reading*, *Remedial and Special Education*, and *TEACHING Exceptional Children*. She has a strong desire to both conduct intervention research in schools and to translate research to support teachers in implementing evidence-based practices in schools with students with reading difficulties and disabilities.