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## Christy R. Austin, Ph.D.

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University of Utah • Educational Psychology • Literacy, Language, and Learning  
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### APPOINTMENTS

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July 2020 – present    **Assistant Professor**; University of Utah; Salt Lake City, UT  
 Department of Educational Psychology; Literacy, Language, and Learning

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### EDUCATION

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2015-2020            **Ph.D. Special Education**; Learning Disabilities and Behavioral Disorders  
 The University of Texas at Austin; Austin, TX  
 Advisor: Sharon Vaughn  
 Dissertation: *The Relative Effects of Instruction Linking Word Reading and Word Meaning on the Accuracy, Fluency, and Word Meaning Knowledge of Students with Dyslexia*

2008-2009            **M.Ed. Special Education**; Learning Disabilities and Behavioral Disorders  
 The University of Texas at Austin; Austin, TX

2001-2005            **B.A. Humanities**  
 Trinity University; San Antonio, TX

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### PEER REVIEWED PUBLICATIONS

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- Austin, C. R.**, Moore, K. A., Kocherhans, S.\*, & Herman, K. (2024). Phonological Awareness, Phonemic Awareness, and Spelling: When Home and School Dialect Differ. *The Reading League Journal*, January/February.
- Filderman, M. J., & **Austin, C. R.** (2023). I wrote well today: Practical progress monitoring approaches for teachers of students with emotional and behavioral disorders. *Beyond Behavior*.
- Filderman, M. J., **Austin, C. R.**, & Boman, C. D. (2023). Becoming critical consumers: Navigating the educational research landscape. *International Literacy Association's Literacy Today*, October/November/December Issue, 2–6.
- Austin, C. R.**, Stevens, E. A., Demchak, A. N.\*, & Solari, E. J. (2023). Orton-Gillingham: Which aspects are supported by research and which require additional research? *The Reading League Journal*, September/October, 5–15. <https://www.thereadingleague.org/wp-content/uploads/2023/10/TRLJ-Feature-October-2023.pdf>
- Filderman, M. J., **Austin, C. R.**, Boucher, A. N.\*, & O'Donnell, K.\* (2022). A meta-analysis of the effects of comprehension instruction to support struggling readers in third through twelfth grades. *Exceptional Children*, 88(2), 163–184.  
<http://doi.org/10.1177/00144029211050860>
- Austin, C. R.**, & Boucher, A. N.\* (2022). Instruction integrating word reading and word meaning. *Intervention in School and Clinic*, 58(1), 21–30.  
<https://doi.org/10.1177/10534512211047592>

- Austin, C. R.**, Vaughn, S., Clemens, N. H., Pustejovsky, J. E., & Boucher, A. N.\* (2022). The relative effects of instruction integrating word reading and word meaning on the accuracy, fluency, and word meaning knowledge of 4<sup>th</sup>-5<sup>th</sup> grade students with dyslexia. *Scientific Studies of Reading*, 26(3), 204–222. <https://doi.org/10.1080/10888438.2021.1947294>
- Stevens, E. A., **Austin, C. R.**, Moore, C., Scammacca, N. K., Vaughn, S., & Boucher, A. N.\* (2021). Current State of the Evidence: Examining the Effects of Orton-Gillingham Reading Interventions for Students with or at Risk for Word-Level Reading Disabilities. *Exceptional Children*, 87(4), 397–417. <https://doi.org/10.1177/0014402921993406>
- Swanson, E., **Austin, C. R.**, Stewart, A. E., & Scammacca, N. (2020). A meta-analysis examining the effect of e-book use on literacy outcomes for students in grades k-12. *Reading and Writing Quarterly*, 36(5), 480–496. <https://doi.org/10.1080/10573569.2019.1696724>
- Austin, C. R.**, & Filderman, M. J. (2020). Selecting measurement tools to track the progress of struggling readers. *Intervention in School and Clinic*, 56(1), 13–21. <https://doi.org/10.1177/1053451220910736>
- Stewart, A. A., & **Austin, C. R.** (2020). Reading interventions for students with or at risk of attention deficit/hyperactivity disorder: A systematic review. *Remedial and Special Education*, 41(6), 352–367. <https://doi.org/10.1177/0741932519849660>
- Hall, C., Vaughn, S., Barnes, M. A., Stewart, A. A., **Austin, C. R.**, Roberts, G. (2020). The effects of inference instruction on the inference generation and reading comprehension of English learning with reading comprehension difficulties in grades 6 and 7. *Remedial and Special Education*, 41(5), 259–270. <https://doi.org/10.1177/0741932518824983>
- Reutebuch, C. K., Roberts, G. J., Thompson, J. L., Zein, F. E., Mize, M., Weinberg, A. N., **Austin, C. R.**, Forbis, A., Rodriguez, K. (2019). Reading comprehension treatment development for high school students with autism spectrum disorder: Stakeholder considerations for feasibility. *Research in Autism Spectrum Disorders*, 57, 105–119. <https://doi.org/10.1016/j.rasd.2018.10.009>
- Austin, C. R.**, Wanzek, J., Scammacca, N. L., Vaughn, S., Gesel, S. A., Donegan, R. E., Engelmann, M. L. (2019). The relationship between study quality and the effects of supplemental reading interventions: A meta-analysis. *Exceptional Children*, 85(3), 347–366. <https://doi.org/10.1177/0014402918796164>
- Coyne, M. D., McCoach, B. D., Ware, S., **Austin, C. R.**, Loftus-Rattan, S., Luft-Baker, D. (2019). Racing against the vocabulary gap: Matthew effects in early vocabulary instruction and intervention. *Exceptional Children*, 85(2), 163–179. <https://doi.org/10.1177/0014402918789162>
- Filderman, M. J., **Austin, C. R.**, & Toste, J. R. (2019). Data-Based Decision Making for Struggling Readers in the Secondary Grades. *Intervention in School and Clinic*, 55(1), 3–12. <https://doi.org/10.1177/1053451219832991>
- Swanson, E., Stevens, E. A., Scammacca, N. K., Capin, P., Stewart, A. A., **Austin, C. R.** (2017). The impact of tier 1 reading instruction on reading outcomes for students in grades 4-12: A meta-analysis. *Reading and Writing*, 30(8), 1639–1665. <https://doi.org/10.1007/s11145-017-9743-3>
- Austin, C. R.**, Vaughn, S., McClelland, A. M. (2017). Intensive reading interventions for inadequate responders in grades K-3: A synthesis. *Learning Disability Quarterly*, 40(4), 191–201. <https://doi.org/10.1177/0731948717714446>

Williams, K., **Austin, C. R.**, Vaughn, S. (2017). A synthesis of spelling interventions for secondary students with disabilities. *Journal of Special Education*, 52(1), 1–13.

<https://doi.org/10.1177/0022466917732777>

\* indicates student-author

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#### PEER REVIEWED PUBLICATIONS: UNDER REVIEW

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**Austin, C. R.**, & Filderman, M. J. (revise and resubmit). Meaning matters: Robust vocabulary instruction for upper elementary and secondary students with and at risk for a specific learning disability in listening or reading comprehension. *TEACHING Exceptional Children*.

Kocherhans, S.\*, **Austin, C. R.**, & Patrick, K. (under review). Using data-based decision making and the Taxonomy for Intervention Intensity to intensify a reading intervention for a student with an intellectual disability. *Intervention in School and Clinic*.

**Austin, C. R.**, O'Donnell, K., Hicks, E.\*, & Kocherhans, S.\* (revise and resubmit). An instructional routine for teaching upper Elementary and secondary students with word reading difficulties and disabilities to read multisyllabic words accurately and efficiently. *TEACHING Exceptional Children*.

Kocherhans, S.\*, & **Austin, C. R.** (under review). Teacher Knowledge of the Science of Reading and the Impact of Teacher Preparation Programs on Educator Beliefs, Instructional Practices, and Self-Efficacy. *Assessment for Effective Intervention*.

\* indicates student-author

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#### PEER REVIEWED PUBLICATIONS: IN DEVELOPMENT

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**Austin, C. R.**, & Moore, K. A. (in development). Difference versus difficulty: Interpreting early literacy assessments for students who speak African American English.

**Austin, C. R.**, & Liang, L. A., Brown, K. (in development). Exploring Factors of Text Complexity for Emerging Readers with Reading Difficulties and Disabilities.

**Austin, C. R.**, Swanson, E., Payne, B.\*, Silcox, A.\*, Kocherhans, S. (in development). A meta-analysis of the effects of high-frequency word reading instruction on the reading outcomes of students with and at risk for disabilities in grades K-12.

Clemens, N., Schackenberg, J., O'Donnell, K., Roberts, G., Bhat, B. H., **Austin, C. R.**, Lewis, N., & Vaughn, S. (in development). Effects of integrating support for behavioral self-regulation within reading intervention: A sequential multiple assignment randomized trial (SMART)

**Austin, C. R.**, Stevens, E. A., & Powell, S. (in development). The relative effects of integrating math language Instruction within high-frequency word reading instruction on high-frequency word recognition and spelling.

**Austin, C. R.**, O'Donnell, K., & Kocherhans, S.\* (in development). The relative effects of integrating word meaning instruction within word reading instruction on the accuracy, fluency, spelling, and word meaning knowledge of 4<sup>th</sup>-5<sup>th</sup> grade students dually identified as English learners and students with or at risk for a word-level reading disability.

\* indicates student author

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#### BOOK CHAPTERS

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- Austin, C. R.**, Stevens, E. A., Vaughn, S. (2024). Teaching older students to read multisyllabic words. In J. Hasbrouck & N. Young (Eds.). *Climbing the Ladder of Reading and Writing: Meeting the Needs of ALL Learners* (pp. 200-2015). Benchmark Education.
- Stevens, E. A., **Austin, C. R.** (2021). Structured Literacy Intervention for Reading Comprehension. In L. Spear-Swerling (Ed.). *Structured Literacy Interventions*. (pp. 162–188). Guilford Publishing.
- Austin, C. R.**, & Vaughn, S. (2019). Reading Interventions for Young Learners with Reading Difficulties and Disabilities: The Role of Word Reading and Word Meaning. In *Special Education for Young Learners with Disabilities* (pp. 15–37). Emerald Publishing Limited.

#### GRANTS: FUNDED

- Austin, C. R.**, & O'Donnell, K. (2023). Leading Educational Advances in Research and New Technologies (LEARNT) Award Program. Integrating Word Meaning Instruction within Word Reading Instruction for English Learners in Grades 4-5. (\$24,000.<sup>00</sup>)
- Austin, C. R.** (Principal Investigator). (2021). Adapting Reading Methods I for Preservice Special Education Teachers. University of Utah, University Teaching Grant. (\$6,240.<sup>00</sup>)
- Austin, C. R.** (Principal Investigator). (2021-2022). *Putting the Cart Before the Horse: Aligning Dyslexia Legislation with Scientific Research*. University of Utah. Dean Nancy Songer's Initiative to Realize a Post-Pandemic College of Education. (\$2,500.<sup>00</sup>).
- Austin, C. R.** (Principal Investigator). (2021). *The Effects of Wilson Reading System on the Phonemic Decoding and Oral Reading Fluency of Students with Word-Level Reading Difficulties and Disabilities*. University of Utah, Faculty Small Grant Program. (\$5,780.<sup>00</sup>)
- Austin, C. R.** (Principal Investigator). (2020). Instruction Linking Word Reading and Word Meaning for Upper Elementary Students with Dyslexia. National Center for Leadership in Intensive Intervention, Research Grant (\$18,000.<sup>00</sup>)

#### GRANTS: SUBMITTED

- Clemens, N. H., Vaughn, S., **Austin, C. R.**, Stevens, E., Roberts, G. (2023). The Efficacy of Orton-Gillingham-Based Interventions for Students with Word Reading Difficulties. Institute of Education Sciences, National Center for Special Education Research. \$1,000,000.<sup>00</sup> University of Utah sub-award.
- Austin, C. R.** (2023). Developing a Theoretically and Empirically Informed Intervention for Students Dually Identified as English Learners and with a Word Reading Difficulty or Disability in Grades 4-5. Research Training Programs in Special Education ALN 84.324B: Early Career Development and Mentoring. Institute of Education Sciences.

#### GRANTS: NOT FUNDED

- O'Keefe, B. V., **Austin, C. R.**, Kihara, S. A., O'Donnell, K. (2023). *Project RISE: Reading and Writing Intervention in Special Education*. Preparation of Special Education, Early Intervention, and Related Services Faculty CFDA 84.325D, Office of Special Education Programs (OSEP), U.S. Department of Education. Grant proposal, 10/2024-09/2029. \$1,238,653.<sup>00</sup>
- Herman, K, **Austin, C. R.**, Lucas, C. (2023). Preparing Preservice Teachers for the Foundations of Reading Assessment. University of Utah, University Teaching Grant. Unfunded, \$6499.<sup>96</sup>

- Clemens, N. H., Vaughn, S., Stevens, E., **Austin, C. R.**, Roberts, G. (2022). The Efficacy of Orton-Gillingham-Based Interventions for Students with Word Reading Difficulties. Institute of Education Sciences, National Center for Special Education Research. Unfunded, \$1,000,000.<sup>00</sup> University of Utah sub-award.
- Austin, C. R.** (Principal Investigator). (2022). *Integrating Word Meaning Instruction within Word Reading Instruction for English Learners in Grades 4-5*. Spencer Foundation, Research Grants on Education. Unfunded, \$49,999.<sup>00</sup>
- O’Keefe, B. V., **Austin, C.R.**, Kiuahara, S. A., Brown, K. (2022). *Leadership in Implementation Science for Literacy Intervention*. Preparation of Special Education, Early Intervention, and Related Services Faculty CFDA 84.325D, Office of Special Education Programs (OSEP), U.S. Department of Education. Grant proposal, 10/2023-09/2028. Unfunded, \$1,238,653.<sup>00</sup>
- Austin, C. R.** (Principal Investigator). (2022). Integrating Word Meaning Instruction within Word Reading Instruction for Students with Dyslexia in Grades 1-3. The Dyslexia Foundation, Albert M. Galaburda Research Award. Finalist in competition. Unfunded, \$50,000.<sup>00</sup>
- O’Keefe, B. V., **Austin, C.R.**, Kiuahara, S. A., Brown, K. (2021). *Leadership in Implementation Science for Literacy Intervention*. Preparation of Special Education, Early Intervention, and Related Services Faculty CFDA 84.325D, Office of Special Education Programs (OSEP), U.S. Department of Education. Grant proposal, 10/2022-09/2027. Unfunded, \$1,241,810.<sup>00</sup>
- Austin, C. R.** (Principal Investigator). (2021). *Integrating Word Meaning Instruction within Word Reading Instruction and English Learners and Struggling Readers*. Spencer Foundation, Research Grants on Education. Unfunded, \$49,999.<sup>00</sup>

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#### FELLOWSHIPS, AWARDS, AND HONORS

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- 2021 Council for Exceptional Children’s Division for Learning Disabilities John Wills Lloyd Outstanding Doctoral Research Award (\$500.<sup>00</sup> + yearly CEC membership)
- 2021 Council for Exceptional Children’s Division for Research Student Research Award (\$200.<sup>00</sup>)
- 2015-2020 National Center for Leadership in Intensive Intervention (NCLII) Doctoral Scholar (24,000.<sup>00</sup>/year stipend + tuition + travel)

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#### ACADEMIC CONFERENCE PRESENTATIONS

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- Austin, C. R.**, & O’Donnell, K., Powell, S. (2024, February). Integrating math language instruction within high-frequency word reading instruction. {Poster presentation}. Pacific Coast Research Conference (PCRC).
- O’Donnell, K.**, & Clemens, N. H., & Austin, C. R. (2024, February). GET NAME OF PRESENTATION FROM KATHERINE
- Austin, C. R.** (2023, October). An introduction to the Science of Reading for parents of children with dyslexia. {Presentation} Decoding Dyslexia Utah Wasatch Reading Summit.
- Austin, C. R.**, & Filderman, M. J. (2023, February). The effects of an Orton-Gillingham-based Intervention on Students’ phonemic decoding and oral reading fluency. {Poster presentation}. Pacific Coast Research Conference (PCRC).

- Filderman, M. J., Stewart, A. A., Swanson, E., & **Austin, C.R.** (2022). Intensification of reading comprehension intervention using student data. {Poster presentation} Pacific Coast Research Conference.
- Stevens, E. A., **Austin, C. R.**, Solari, E., Petscher, Y., & Hall, C. (2023, February). The recent meta-analysis on Orton-Gillingham interventions: What does it mean? Where do we go from here? {Panel presentation} Council for Exceptional Children (CEC).
- Filderman, M. J., **Austin, C. R.**, Boucher, A. N., & O'Donnell, K. (2022, February). A meta-analysis of the effects of comprehension instruction to support struggling readers in third through twelfth grades. {Panel presentation} Council for Exceptional Children (CEC).
- Austin, C. R.** (2022, October). The science of reading: How does word meaning knowledge support word reading? {Presentation} Decoding Dyslexia Utah Wasatch Reading Summit.
- Austin, C. R.**, Stevens, E., Moore, C., & Boucher, A. N. (2021, February). Effects of Orton-Gillingham Reading Interventions. {Poster presentation}. Pacific Coast Research Conference (PCRC).
- Filderman, M. J., **Austin, C. R.**, Boucher, A. N., & O'Donnell, K. (2021, February). A meta-analysis of the effects of comprehension instruction to support struggling readers in third through twelfth grades. {Poster presentation} Pacific Coast Research Conference (PCRC).
- Austin, C. R.** (2021, February). Instruction Integrating Word Reading and Word Meaning. {Panel Presentation}. Council for Exceptional Children (CEC).
- Moore, C., Boucher, A. N., Rodrigo, S., & **Austin, C. R.** (2020, February). Responsiveness profiles and maintenance effects associated with a reading and self-regulation intervention. {Poster presentation}. Pacific Coast Research Conference (PCRC).
- Austin, C. R.** (2020, February). Instruction Linking Word Reading and Word Meaning. {Poster presentation}. Pacific Coast Research Conference (PCRC).
- Stevens, E., & **Austin, C. R.** (2020, February). Integrating paraphrasing and text structure instruction to support upper elementary struggling readers' main idea generation and reading comprehension. {Panel presentation}. Council for Exceptional Children (CEC)
- Austin, C.R.**, Stevens, E., & Hall, C. (2020, February). Reading Interventions for Students with and At-Risk for Dyslexia. {Panel Presentation}. Council for Exceptional Children (CEC).
- Austin, C. R.**, Coyne, M. D., & Filderman, M. J. (2019, February) Do Pretest Scores Predict Pre-K to 3rd Grade Student Responsiveness to Vocabulary Interventions? A Synthesis. {Poster presentation}. Pacific Coast Research Conference (PCRC).
- Donegan, R. E., **Austin, C. R.**, Wanzek, J., Scammacca, N. L., Vaughn, S., Gesel, S., & Engelmann, M. L. (2018, February) Study Quality as a Moderator to Treatment Effects for Young Struggling Readers. {Poster presentation}. Council for Exceptional Children Conference (CEC).
- Donegan, R. E., **Austin, C. R.**, Wanzek, J., Scammacca, N. L., Vaughn, S., Gesel, S., & Engelmann, M. L. (2018, February) Study Quality as a Moderator to Treatment Effects for Young Struggling Readers. {Poster presentation}. Pacific Coast Research Conference (PCRC).
- Austin, C. R.**, & Stewart, A. A. (2018, February) Response to Intervention in Reading for Grades K-12: A Synthesis of Observation Studies. {Poster presentation}. Pacific Coast Research Conference (PCRC).

- Austin, C. R.** (2017, September). Response to intervention reading instruction in grades K-12: A synthesis of observation studies. {Poster presentation}/ Bi-Annual Meeting of the National Center for Leadership in Intensive Intervention (NCLII).
- Williams, K., **Austin, C. R.**, & Vaughn, S. (2017, February) Improving Spelling Outcomes for Secondary Students with Disabilities. {Poster presentation}. Pacific Coast Research Conference (PCRC).
- Hall, C., Vaughn, S., **Austin, C. R.**, Stewart, S., & Roberts, G. (2017, February) The effects of an inference instruction intervention on the inference generation and reading comprehension of struggling readers in grades 6 and 7. {Poster presentation}. Pacific Coast Research Conference (PCRC).
- Austin, C. R.**, Vaughn, S., & McClelland, A. M. (2017, February). Intensive reading interventions for inadequate responders in grades K-3. {Poster session for the Pacific Coast Research Conference, PCRC, San Diego, CA.}
- Austin, C. R.**, & Vaughn, S., & McClelland, A. (2016, September). Intensive Reading Interventions for Inadequate Responders in Grades K-3. {Poster presentation} Division of Learning Disabilities dinner. Council for Exceptional Children (CEC).
- Austin, C. R.** (2016, September). Intensive reading interventions for inadequate responders in grades K-3. {Panel Presentation}. Bi-Annual Meeting of the National Center for Leadership in Intensive Intervention (NCLII).
- McClelland, A. M., Toste, J. R., & **Austin, C. R.** (2016, October). Inclusive classroom climate: Perceptions of students with high incidence disabilities {Poster presentation}. Council for Learning Disabilities (CLD).
- McClelland, A. M., Toste, J. R., & **Austin, C. R.** (2016, June). Classroom climate in inclusive settings: Perceptions of students with learning disabilities or emotional/behavior disorders. {Round Table Discussion}. International Academy for Research in Learning Disabilities (IARLD).

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#### INVITED PRESENTATIONS: PROFESSIONAL EDUCATION ORGANIZATIONS

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- Austin, C. R.** (2024, March). Phonological Awareness, Phonemic Awareness, and Spelling: When Home and School Dialect Differ. {Coffee Chat, The Reading League}.
- Austin, C. R.** (2023, November). Orton-Gillingham: Which aspects are supported by research and which require additional research? {Coffee Chat, The Reading League}.
- Stevens, E. A., & **Austin, C. R.** (2022, November). Current State of Evidence: The Effects of Orton-Gillingham Interventions on the Reading Outcomes of Students with Word Level Reading Difficulties. {Interview}. Jan Wasowicz, Founder, SpellTalk.  
<https://learningbydesign.com/journal-article-discussion-recording/>
- Stevens, E.A., & **Austin, C. R.** (2022, June). Structured Literacy Interventions: Teaching Reading Comprehension to Students with Reading Difficulties, Grades K-6. {Zoom presentation}. Pattan: Pennsylvania Training and Technical Assistance Network.
- Filderman, M. J., **Austin, C. R.**, & Boucher, A. N. (2022, February). Reading Comprehension Intervention for Struggling Readers: Interpreting the Results of a Meta-Analysis to Inform Practice. {Zoom presentation}. The Reading League Michigan.

- Stevens, E. A., & **Austin, C. R.** (2021, March). Current State of Evidence: The Effects of Orton-Gillingham Interventions on the Reading Outcomes of Students with Word Level Reading Difficulties. {Interview} Matthew Burns, Professor University of Missouri; Director of Center for Collaborative Solutions for Kids, Practice, & Policy  
<https://www.youtube.com/watch?v=eB4AuQygnNI>
- Stevens, E. A., & **Austin, C. R.** (2021, May). Current State of Evidence: The Effects of Orton-Gillingham Interventions on the Reading Outcomes of Students with Word Level Reading Difficulties. {Presentation and Interview} Jan Wasowicz, Founder, President, and CEO; Spell-Links to Reading and Writing.
- Austin, C. R.**, & Stevens, E. A. (2021, September). Current State of Evidence: The Effects of Orton-Gillingham Interventions on the Reading Outcomes of Students with Word Level Reading Difficulties. {Presentation} Decoding Dyslexia Utah.

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### PROFESSIONAL DEVELOPMENT AND SERVICE: DISTRICTS AND SCHOOLS

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- Austin, C. R.** (2023). Reading Instruction and Intervention for Students with Disabilities. Williams Community School, Austin, TX {in person professional development, coaching, and mentorship}
- Austin, C. R.** (2022, August). Teaching Phonics and Decoding to Students with Moderate to Severe Developmental Disabilities. Chase's Place School, Dallas, TX. {Zoom}
- Stevens, E. A., **Austin, C. R.** (2021, April). Discussion with the Luxemburg-Casco district personnel in Luxemburg, WI regarding multi-tiered system of supports and Orton-Gillingham intervention for students with reading difficulties and disabilities. {Zoom call to assist school administration in curricular decisions for students receiving Tier 2 and Tier 3 interventions}.
- Austin, C. R.** (2021, August). Discussion with Relay Graduate School of Education regarding Tier 1 reading instruction, Tiers 2 and 3 reading interventions, and Orton-Gillingham programs for students with dyslexia. {Zoom call to assist a charter school district regarding making decisions about supplemental reading interventions for struggling readers}.
- Austin, C. R.** (2020, January). How to use question writing to build comprehension. Teacher training at Kelly Lane Middle School, Pflugerville, TX

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### GUEST LECTURES

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- Austin, C. R.** (2023, March). Multisyllabic Word Reading: Syllable Types and Syllable Division {Guest lecture for Dr. Elizabeth Stevens, Assistant Professor; Georgia State University. Zoom}
- Austin, C. R.** (2022, October). Multisyllabic Word Reading: Syllable Types and Syllable Division Rules. {Guest lecture for Professor Megan Mowbray; Georgia State University. Zoom}
- Austin, C. R.** (2022, March). Multisyllabic Word Reading: Syllable Types and Syllable Division Rules. {Guest lecture for Dr. Elizabeth Stevens, Assistant Professor; Georgia State University. Zoom}
- Austin, C. R.** (2021, November). Multisyllabic Word Reading: Syllable Types and Syllable Division Rules. {Guest lecture for Dr. Elizabeth Stevens, Assistant Professor; Georgia State University. Zoom}



Austin, C. R. (2021, September). The science of reading: How do children learn to read? {Guest Lecture for Educational Psychology undergraduate students; University of Utah}.

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**SERVICE: STATE AND NATIONAL**

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2021 – present: Decoding Dyslexia Utah Board - Director of Higher Education  
 2021: National Center for Leadership in Intensive Intervention (NCLII) – Curriculum Committee Member

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**SERVICE: PEER REVIEW**

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2024: Reading and Writing Quarterly (1 review)  
 2023: *TEACHING Exceptional Children* (2 review)  
 2023: *Elementary School Journal* (1 review)  
 2023: *Reading and Writing* (4 reviews)  
 2023: *Exceptional Children* (1 review)  
 2022: *Reading and Writing Quarterly* (4 reviews)  
 2022: *Annals of Dyslexia* (1 review)  
 2021: *Exceptional Children* (1 review)  
 2021: *Annals of Dyslexia* (2 reviews)  
 2021: *Reading and Writing Quarterly* (1 review)  
 2020: *Exceptional Children* (1 review)  
 2020: *Language and Education* (1 review)  
 2019: *Exceptional Children* (3 reviews)  
 2019: *Remedial and Special Education* (1 review)  
 2018: *Exceptional Children* (2 reviews)

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**SERVICE: COLLEGE AND DEPARTMENT**

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2024: Education Licensure Program Admissions Committee (UITE)  
 2021 - present: Faculty Advisory Committee on Teacher Education (FACTE) Committee Member  
 2023: Master's Comprehensive Portfolio Member for Kristi Taylor (Special Education)  
 2023: Master's Comprehensive Portfolio Member for Starley Terry (Special Education)  
 2023: Master's Comprehensive Portfolio Member for Ashlynn Robinson (Special Education)  
 2023: Career Line Faculty Peer Teaching Evaluations (Educational Psychology)  
 2023: Department RPT Guideline Task Force Member (Educational Psychology)  
 2023: Search Committee Member for the Science of Reading Position for the Literacy, Language, and Learning Program (Educational Psychology)  
 2023: Master's Comprehensive Portfolio Member for Leia Miller (Special Education)  
 2023: Preliminary Exam Reviewer for Tara Pearce (Educational Psychology)  
 2022 - 2023: Dissertation Committee Member for Laurel Dias (EDPS)  
 2020-2021: Equity, Diversity, Inclusion Committee Member  
 2021: Doctoral Comprehensive Projects Committee Member for Laurel Dias (EDPS)

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**UNIVERSITY TEACHING**


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Summer, 2024	Literacy Instruction and Intervention for Students with Disabilities, Graduate, University of Utah (St. George cohort)
Summer, 2024	Understanding Dyslexia: Facts, Fads, and Fallacies, Doctoral Seminar, University of Utah
Summer, 2024	Reading Methods I, Undergraduate, University of Utah
Spring, 2024	Assessment and Intervention, Graduate, University of Utah
Spring, 2024	Reading Methods I, Undergraduate, University of Utah
Fall, 2023	Assessment and Intervention, Graduate, University of Utah (Granite School District cohort)
Fall, 2023	Reading Methods I, Undergraduate, University of Utah
Summer, 2023	Vocabulary Theory and Instruction, Graduate, University of Utah
Summer, 2023	Literacy Instruction and Intervention for Students with Disabilities, Graduate, University of Utah (St. George cohort)
Spring, 2023	Reading Methods I, Undergraduate, University of Utah
Spring, 2023	Reading Interventionist Seminar, Graduate, University of Utah
Spring, 2023	Independent Study, Doctoral, University of Utah
Fall, 2022	Independent Study, Doctoral, University of Utah
Fall, 2022	Literacy Acquisition, Graduate, University of Utah
Fall, 2022	Reading Methods I, Undergraduate, University of Utah
Spring, 2022	Independent Study, Doctoral, University of Utah
Spring, 2022	Assessment and Intervention, Graduate, University of Utah (Reading Clinic cohort)
Spring, 2022	Reading Methods I, Undergraduate, University of Utah
Fall, 2021	Independent Study, Doctoral, University of Utah
Fall, 2021	Reading Methods I, Undergraduate, University of Utah
Spring, 2021	Reading Interventionist Seminar, Graduate, University of Utah
Fall, 2020	Reading Methods I, Undergraduate, University of Utah
Fall, 2020	Literacy Acquisition, Graduate, University of Utah
Fall, 2018	Teaching Language Arts to Students with Disabilities, Undergraduate, Texas State University

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**DOCTORAL ADVISING**


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2023 – present: Tara Pearce  
 2024 – present: Rose Kjebo  
 2021 – 2022: Kerstin Larson  
 2021 – present: Sarah Kocherhans

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**SPECIALIZED TRAINING**


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2024 NCFDD Faculty Success Program  
 2023 Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Training  
 2021 Council for Exceptional Children Division for Research; Early Career Researcher

Workshop Series  
2020 - 2022 Multi-tiered Systems of Support Research Network Early Career Scholar  
2013-2014 Dyslexia Therapist Certified Academic Language Therapist Level II Training

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**PROFESSIONAL MEMBERSHIPS**

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Council for Exceptional Children: Division for Learning Disabilities  
Council for Exceptional Children: Division for Research  
Decoding Dyslexia Utah Chapter  
The Reading League Utah Chapter

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**RELATED EMPLOYMENT**

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2008 – 2013 KIPP: Texas Special Education Coordinator, 504 Coordinator, Assistant Principal  
2013 – 2015 Rawson Saunders (private school for students with dyslexia) Teacher  
2015 – 2020 Graduate Research Assistant for Meadows Center for Preventing Educational Risk

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**TEACHING CERTIFICATION/LICENSURE**

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Texas Licensure, Special Education Early Childhood–Grade 12  
Texas Licensure, Generalist Early Childhood–Grade 4

updated December 2023