

## ***CURRICULUM VITAE***

### **PROFESSIONAL SUMMARY**

My research interests include the identification and remediation of reading-related learning disorders, the use of standardized instruments in the diagnosis of reading-related learning disorders, and the design and validation of educational and psychoeducational assessments. I am passionate about inclusion, Universal Design for Learning, educational equity, evidence-based reading instruction, the promotion of literacy, and the purposeful use of technology in education.

### **CHRONOLOGY OF EDUCATION**

#### **Université de Paris VIII Vincennes-Saint-Denis**

##### **Licence de psychologie**

- Admitted for the 2021-2022 academic year to complete one semester of distance-education courses and 300 hours of supervised training required to satisfy European and Swiss standards for practice as a psychologist.

#### **University of Arizona**

##### **Ph.D. in Special Education (Emphasis in Disability & Psychoeducational Studies), 2015**

- College of Education Outstanding Graduate for 2015
- Graduate Fellow
- University of Arizona Graduate Tuition Scholarship Recipient
- Dissertation: *The Effects of the Use of an ICT-Based Reading Intervention on Students' Achievement in Grade Two*
- Committee Chair: Prof. Dr. Nancy Mather

##### **Ed.S. in Language, Reading and Culture, 2008**

- Wakonse Arizona Fellow
- Kate Farness Memorial Scholarship Recipient
- University of Arizona Graduate Tuition Scholarship Recipient
- Thesis: Responder Perceived Efficacy Related to Classroom Adoption

##### **M.A. in Educational Psychology, 2006**

- University of Arizona Full Tuition Scholarship Recipient
- Exit Project: *Curriculum on Medical Ignorance*

##### **B.A. in English with thematic minor in K-12 Education, *Summa cum Laude*, 2004**

- University of Arizona Honors College Student
- Nugent Outstanding Senior Award Nominee
- Altrusa International Scholarship Recipient
- Kate Farness Memorial Scholarship Recipient
- University of Arizona Full Tuition Scholarship Recipient

## **Deborah Schneider, PhD, EdS, MA**

[deborah@email.arizona.edu](mailto:deborah@email.arizona.edu)

+1 520 612 1112

[deborah.schneider@hin.ch](mailto:deborah.schneider@hin.ch)

+41 78 718 07 67

### **CHRONOLOGY OF EMPLOYMENT**

#### **Research Scientist**

Hoelt BrainLENS Laboratory for Learning Engineering and Neural Systems at the University of Connecticut

May 2021 to present

#### **Psychoeducational Diagnostician (Under Supervision)**

Cabinet Pluridisciplinaire le Chamossaire

Nov 2020 to April 2021

- Provide psychoeducational evaluation and educational diagnostics to local and international school students.
- Administered and interpreted neuropsychological evaluations for local and international students under supervision. (I am currently training to satisfy Swiss/European requirements to practice as a psychologist.)

#### **Regional Lead (Contractor & Volunteer)**

All Special Kids, Geneva

August 2020 to present

- I provide evaluation and educational diagnostics, teacher professional development, and support to parents of children with special needs as Regional Lead for All Special Kids.

#### **Designated College Colleague**

University of Arizona Department of Special Education

June 2020 to present

- I am the principle investigator for two ongoing research projects: a systematic review and synthesis of research into the Simple View of Reading and a meta-analysis of research in ICT-based reading interventions.

#### **Adjunct Instructional Faculty**

University of Arizona Department of Applied Science & Technology

Dec 2016 to May 2020 (Furloughed owing to economic effects of COVID-19.)

- Designed and delivered graduate courses in learning theory and the design of instructional and e-learning technologies, including Learning Theory in Instructional Design (ETCV 510), Learning Technologies in the Digital Age (ETCV 511), Student Engagement in Online Learning (ETCV 512), and Instructional Design for Online Learning (ETCV 538).
- Collaborated with faculty and other stakeholders on literacy research projects, publications, and related activities.

#### **Researcher & Content Contributor (Contractor)**

MindPlay, Inc.

Dec 2015 to present

- I design and execute research, validate assessments, and create content as a contractor for a large educational software company in the Southwestern United States.

## **Deborah Schneider, PhD, EdS, MA**

[deborah@email.arizona.edu](mailto:deborah@email.arizona.edu)

+1 520 612 1112

[deborah.schneider@hin.ch](mailto:deborah.schneider@hin.ch)

+41 78 718 07 67

### **External Evaluator (Contractor)**

United States Department of Defense Education Activity Agency (entity responsible for K-12 education on US military bases) Grant

May 2014 to Nov 2017

- Designed and executed qualitative and quantitative evaluations for a six-figure (USD) federally-funded initiative to improve reading and math achievement among students on US military bases using multimedia instruction.

### **Designated College Colleague**

University of Arizona Department of Special Education

May 2015 to Dec 2016

- Supervised graduate research assistants and collaborated with faculty and other stakeholders on literacy research projects, publications, and grant writing activities.
- Designed, managed, and executed a mid-scale, quasi-experimental study involving over 200 participants and nine research team members.

### **Graduate Fellow in Special Education**

University of Arizona

August 2010 to May 2015

- Collaborated with faculty and other stakeholders on literacy research projects, publications, and grant writing activities.
- Co-designed, managed, and executed a one-year, quasi-experimental study involving over 170 participants and 11 research team members.

### **Adjunct Instructional Faculty**

Brown Mackie College, Tucson, Arizona

June 2010 to June 2015

- Designed and instructed blended and traditional sections of Fundamentals of English (SSE0050), Principles of Psychology (PS1200), Composition II (EN1102), World Literature, (EN3000) and Introduction to Literature (EN2000).
- Designed and delivered course materials, activities, and assessments using a variety of traditional methods and e-learning technologies.

### **Research Associate & Technology Specialist**

University of Arizona Department of Educational Leadership

May 2007 to May 2012

- Designed and developed multimedia curricular materials, educational websites, and professional newsletters within the context of grant-funded projects designed to improve school climate and reduce behavioral problems and substance abuse among students.
- Assisted with research and grant writing activities.
- Created and developed websites and virtual instructional materials for the S3AZ, Preventive Schools, and UA Links grant-funded prevention programs.

## **Deborah Schneider, PhD, EdS, MA**

[deborah@email.arizona.edu](mailto:deborah@email.arizona.edu)

+1 520 612 1112

[deborah.schneider@hin.ch](mailto:deborah.schneider@hin.ch)

+41 78 718 07 67

### **Preceptor**

University of Arizona Department of Special Education

Spring 2012

- Provided teaching assistance and academic support for a graduate section of Academic Applications for High Incidence Disabilities (SERP 511b).

### **High School English Teacher**

Cesar Chavez Learning Community Alternative Public Charter School

2008 to 2009 (Left owing to closure of school)

- Taught English literature and literacy to diverse students, many of whom were English-language learners, had special educational needs, had experienced criminal justice involvement, or had experienced academic or reading failure.

### **Teaching Assistant & Graduate Student Researcher**

University of Arizona Teaching Center

Spring 2007

- Provided teaching assistance and academic support for one section of Elements of Leadership (INDV 103), a course in study skills, hardiness, and coping strategies for U.S. Army veterans.
- Collaborated with faculty and other stakeholders on a mixed-methods in-house research project designed to evaluate perceptions of efficacy of classroom responder systems deployed in University of Arizona classrooms.
- Designed course materials and assessments and contributed extensive content to the training manual developed for the course.

### **Instructional Design Intern**

University of Arizona Department of Biomedical Communications

Spring 2006

- Collaborated with medical professionals to create the scope and sequence, scripts, and manual for an online course in medical inquiry for disadvantaged high school students.

## **SELF-EMPLOYMENT**

### **Owner-Operator, Exceptional Education, Switzerland**

December 2017 to November 2020

- Provide high-quality evaluation and intervention to students in the French-speaking region of Switzerland.

### **Owner-Operator, Tucson Tutors, LLC**

2008 to 2017

- Provided high-quality evaluation and intervention to Tucson-area students.

## Deborah Schneider, PhD, EdS, MA

[deborah@email.arizona.edu](mailto:deborah@email.arizona.edu)  
+1 520 612 1112

[deborah.schneider@hin.ch](mailto:deborah.schneider@hin.ch)  
+41 78 718 07 67

### RESEARCH AS PRINCIPAL INVESTIGATOR

Schneider, D., Chambers, A., Mather, N., Bauschatz, R. (not yet published)

- Designed, managed, and executed a one-year quasi-experimental study involving over 200 participants and nine research team members.

Schneider, D., Chambers, A., Mather, N., Bauschatz, R., Bauer, M., & Doan, L. (2015)

- Co-designed, managed, and executed a one-year, quasi-experimental study involving over 170 participants and 11 research team members.

### PUBLICATIONS

#### Articles

Cohen, R. A., Mather, N., Schneider, D. A., & White, J. M. (2017). A comparison of schools: Teacher knowledge of explicit code-based reading instruction. *Reading and Writing*, 30(4), 653-690.

Schneider, D. & Mather, N. (2017). *Achievement tests*. The Encyclopedia of Abnormal Clinical Psychology. New York: Sage Press.

Schneider, D. & Mather, N. (2017). *Individuals with Disabilities in Education Act*. The Encyclopedia of Abnormal Clinical Psychology. New York: Sage Press.

Schneider, D. & Mather, N. (2017). *Reading disability*. The Encyclopedia of Abnormal Clinical Psychology. New York: Sage Press.

Schneider, D., Chambers, A., Mather, N., Bauschatz, R., Bauer, M., & Doan, L. (2016). The effects of an ICT-based reading intervention on students' achievement in grade two. *Reading Psychology*, 37(5), 793-831.

Schneider, D., & Mather N. (2014). *Achievement testing*. In R. Cautin and S. Lilienfeld (Eds.). The Encyclopedia of Clinical Psychology. Hoboken, NJ: John Wiley & Sons.

#### Chapters

White, J., Mather, N., Schneider, D., & Kirkpatrick, J. (2019). Achievement Assessment. In M. Sellbom & J. Suhr (Eds.), *The Cambridge Handbook of Clinical Assessment and Diagnosis* (Cambridge Handbooks in Psychology (pp. 160-179). Cambridge: Cambridge University Press.

Mather, N. Jaffe, L., & Schneider, D. (2016). *Mathematics: Basic skills*. In N. Mather, & L. Jaffe. Woodcock-Johnson IV: Reports, Recommendations, and Strategies (pp. 353-367). Hoboken, NJ: John Wiley & Sons.

**Deborah Schneider, PhD, EdS, MA**

deborah@email.arizona.edu  
+1 520 612 1112

deborah.schneider@hin.ch  
+41 78 718 07 67

Mather, N. Jaffe, L., & Schneider, D. (2016). *Mathematics: Problem solving strategies*. In N. Mather, & L. Jaffe. Woodcock-Johnson IV: Reports, Recommendations, and Strategies (pp. 368-372). Hoboken, NJ: John Wiley & Sons.

Mather, N., Goldstein, S., Eklund, K., & Schneider, D. (2015). *Chapter 8: Specific Learning Disabilities and the Processing Blocks*. In N. Mather, S. Goldstein, & K. Eklund. Learning Disabilities and Challenging Behaviors (pp. 207-272). Baltimore, MD: Paul H. Brookes.

Mather, N., & Schneider, D. (2015). *The use of intelligence tests in the diagnosis of specific reading disability*. In S. Goldstein, D. Princiotta, and J. A. Naglieri (Eds.). Handbook of intelligence: Evolutionary theory, historical perspective, and current concepts (pp. 415-433). New York, NY: Springer.

**Presentations**

Schneider, D. & Chambers, A. (October 2015). The effects of an ICT-based reading intervention on students' achievement in grade two. A session presented to the annual conference of the Teacher Education Division of the Council for Exceptional Children, Tempe, AZ.

Schneider, D. & Bauschatz, R. (October 2015). The effects of an ICT-based reading intervention on students' achievement in grade two. A poster presented to the annual conference of the International Dyslexia Association: Grapevine, TX.

Schneider, D. & Bauschatz, R. (July 2015). The effects of an ICT-based reading intervention on students' achievement in grade two. A poster accepted by the the annual conference of the International Academy of Research in Learning Disabilities: Vancouver, CA.

Schneider, D. & Bauschatz, R. (February 2015). The effects of an ICT-based reading intervention on students' achievement in grade two. A poster presented to the the annual conference of the Learning Disabilities Association: Chicago, IL.

Schneider, D. & Bauschatz, R. (February 2015). ICT-based reading interventions: A critical synthesis of the literature. A poster presented to the the annual conference of the Learning Disabilities Association: Chicago, IL.

**Educational Software**

Content Contributor, MindPlay Teacher Companion, 2018  
<https://mindplay.com/teacher-programs/teacher-companion/>

Content Contributor, MindPlay Virtual Reading Coach, 2017  
<https://www.mindplayvirtualreadingcoach.com/>

## **Deborah Schneider, PhD, EdS, MA**

[deborah@email.arizona.edu](mailto:deborah@email.arizona.edu)

+1 520 612 1112

[deborah.schneider@hin.ch](mailto:deborah.schneider@hin.ch)

+41 78 718 07 67

### **Multimedia Curricula**

Witte, M., Hall, J. & Schneider, D. (2005) Q-Cubed Curriculum on Medical Ignorance Manual. Tucson, Arizona: University of Arizona Department of Biomedical Communications.

### **RESEARCH AS INDEPENDENT CONTRACTOR (WHITE PAPERS)**

Schneider, D. (2019) Predictive validity of RAPS 360 relative to the AZMerit Assessment. Tucson, AZ: Mindplay, Inc.

Schneider, D. (2018) Predictive validity of RAPS 360 relative to the MAP Growth Assessment. Tucson, AZ: Mindplay, Inc.

Schneider, D. (2017) Predictive validity of RAPS 360 relative to the PARCC-ELA/L Assessment. Tucson, AZ: Mindplay, Inc.

Schneider, D. (2016) Predictive validity of RAPS 360 relative to the STAAR Assessment. Tucson, AZ: Mindplay, Inc.

Schneider, D. (2015) Predictive validity of RAPS 360 relative to the AIMS Assessment. Tucson, AZ: Mindplay, Inc.

### **GRANT AUTHORSHIP**

- Co-Author with Anne Hendricks, Department of Justice Pascua Youth Appeals Court Enhancement Grant (2009, \$450,000)
- Co-Author with Anne Hendricks, Department of Justice Tribal Legal Assistance Program Grant (2010, \$200,000)

### **PROFESSIONAL AFFILIATIONS**

- Member, American Psychological Association
- Member, International Dyslexia Association
- Member, Phi Beta Kappa

### **FELLOWSHIPS & AWARDS**

- Department of Disability and Psychoeducational Studies Fellowship, 2013-2015
- Graduate Tuition Scholarship, 2011-2012
- Wakonse Arizona Teaching Fellowship, 2007
- Graduate Tuition Scholarship, 2005-2007
- Kate Farness Memorial Scholarship, 2001 & 2007
- Nugent Outstanding Senior Award Nominee, 2004
- University of Arizona Honors College Student, 2001-2004
- Altrusa International Scholarship, 2002
- Undergraduate Tuition Scholarship, 2001-2004

## **Deborah Schneider, PhD, EdS, MA**

[deborah@email.arizona.edu](mailto:deborah@email.arizona.edu)

+1 520 612 1112

[deborah.schneider@hin.ch](mailto:deborah.schneider@hin.ch)

+41 78 718 07 67

### **SERVICE**

- Regional Lead, All Special Kids, Geneva, August 2020 to present
- Peer Reviewer, *Learning Disabilities: A Multidisciplinary Journal*
- Peer Reviewer, *Journal of Learning Disabilities*
- Peer Reviewer, *Reading Psychology*
- Medically Fragile/Special Needs Foster Parent, 2010 to 2015

### **PROFESSIONAL SKILLS**

**Cognitive, Achievement, and Neuropsychological Evaluations:** WAIS-IV, WISC-V, WPPSI-IV, WIAT-4, WJ-IV COG, WJ-IV ACH, WJ-IV ORL, KTEA-3, WRAT-5, NEPSY-II, D-KEFS, Conners CPT 3, Conners 3, ACE, TEA, TEA-Ch2

**Statistical Analyses:** Univariate and multivariate analyses of variance and covariance; linear regression and multiple linear regression; factor analysis and other data reduction techniques; estimation of effect size; item analysis; analysis of instrument reliability (inclusive of Chronbach's alpha, split halves, inter-item correlation, etc.); analysis of concurrent and predictive validity; power analysis (inclusive of power analyses for multi-level models); and others

**Statistics Software:** SPSS, JMetric, PASS14, Optimal Design, R Studio, Qualtrix

**Qualitative Research Software:** Transana, MAXQDA, NVivo

**Instructional Software:** Storyline 360/Articulate, D2L Brightspace, Canvas, Blackboard

**Creative Software:** Adobe Creative Suite, Dreamweaver, Flash, Publisher, Spark, PhotoShop, Audible, Premiere Pro, FinalCut Pro, and others

### **LANGUAGES**

English (native language), French (fluent speaker and writer), Spanish (reasonably competent reader, limited oral language skills)

### **ENDORSEMENTS & CERTIFICATIONS**

State of Arizona English-Language Learner Endorsement, 2007

College Reading and Learning Association Tutor Certificate, 2002

Arizona-State Attorney General's Office Advanced Civil Rights Meditation Certificate, 2010

### **REFERENCES**

**Prof Dr Nancy Mather, Professor Emerita, University of Arizona**

[nmather@email.arizona.edu](mailto:nmather@email.arizona.edu)



**Deborah Schneider, PhD, EdS, MA**

[deborah@email.arizona.edu](mailto:deborah@email.arizona.edu)

[deborah.schneider@hin.ch](mailto:deborah.schneider@hin.ch)

+1 520 612 1112

+41 78 718 07 67

**Prof Dr Kris Bosworth, Professor, University of Arizona**

[boswork@email.arizona.edu](mailto:boswork@email.arizona.edu)

**Prof Dr Ryan Straight, Professor, University of Arizona**

[ryanstraight@email.arizona.edu](mailto:ryanstraight@email.arizona.edu)

**Prof Dr Chris Johnson, Professor, University of Arizona**

[cgj@email.arizona.edu](mailto:cgj@email.arizona.edu)

**Dr Meredyth Bauer-Kealy, Director of Literacy & Research, MindPlay, Inc.**

[mkealey@mindplay.com](mailto:mkealey@mindplay.com)