

CURRICULUM VITAE

Rebecca S. Martínez, PhD, HSPP

Director, Indiana Resource Center for Autism (IRCA)

Associate Professor & Psychologist

she/her/ella

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Education

- 2002 Ph.D. University of Texas at Austin, Austin, TX, School Psychology
- 2001 M.S. University of Texas at Austin, Austin, TX, Program Evaluation
- 1993 B.S. University of Florida, Gainesville, FL, Psychology, Summa cum Laude

Certification and Licensure

- 2022 Authorized under PSYPACT to practice telepsychology across state lines in other PSYPACT states (currently 33)
- 2018 - Current HSPP Indiana Licensed Psychologist (20043208A Licensed as Rebecca S. Reid)
- 2004 Indiana Certificate in School Psychology
- 2003 National Certification in School Psychology (NCSP)
- 1994 Lifetime Texas Teaching Certificate in Bilingual Education
- 1994 Lifetime Texas Teaching Certificate in Early Childhood Education

Professional Experience

- Fall 2023-Present Director
Indiana Resource Center for Autism (IRCA)
- Spring 2023 Coordinator of MPCAC master's degree Programs
Counseling Psychology Program, Indiana University
- 2018-2020 Counseling Psychologist, Spencer Psychology
Bloomington Indiana. Part-time psychologist in private practice.
- 2017-Present Associate Professor with tenure
Counseling and Educational Psychology, Counselor Education and Counseling Psychology Program, Indiana University
- 2009-2017 Associate Professor with tenure
Counseling and Educational Psychology, School Psychology Program, Indiana University
- 2015- 2016 Director of Clinical Training (DCT)
Counseling and Educational Psychology, School Psychology Program, Indiana University
- 2003-2009 Assistant Professor

- Counseling and Educational Psychology, School Psychology Program,
Indiana University
- 2002-2003 Assistant Professor
Early Childhood Education Program, Department of Curriculum and
Instruction, University of Houston, Houston, TX
- 2001-2002 Psychology Intern
Department of Psychological Services, Cypress-Fairbanks Independent
School District, Houston, Texas
- 1999-2000 Program Specialist
Office of Statewide Initiatives, Texas Reading Initiative, Texas Education
Agency, Austin, TX
- 1997-1998 Bilingual Elementary Teacher, Brooke Elementary, Austin, TX
1st grade
- 1993-1996 Bilingual Elementary Teacher, Teach for America, Whitney Elementary,
Pharr, TX 4th, 3rd and Prekindergarten

Consultation and Clinical Work

- 2017-current Faculty Success Program (FSP) Coach
National Center for Faculty Development & Diversity (NCFDD)
Small Group and Individual Coach
- 2008-2013 Response to Intervention (RTI) Consultant
Indiana Department of Education
Blumberg Center, Indiana State University
- 2003-2013 School Psychology Contract Evaluator
Various school districts in and around Bloomington, Indiana. Specializing in
learning disabilities, English language learners and early adolescents.

Honors and Awards

- 2022 Coach Excellence Award
National Center for Faculty Development and Diversity
- 2011 Reviewer of the Year
Journal of School Psychology
- 2009 Excellence in Graduate Mentoring Award
School of Education
- 2007 Leading Light Award for Academic Well-Check Program
Bloomington Chamber of Commerce
- 2007 School Psychology Research Collaboration Conference (SPRCC 2007)
Member
Selected to Co-Chair 2009 SPRCC and Chair 2011 SPRCC
- 2005 Proffitt Summer Faculty Fellowship
School of Education, Indiana University (1 to 3 awarded annually)
- 1999 Hogg Foundation for Mental Health Evaluation Research Fellowship

- 1999 Texas Alumni Centennial Scholarship Fund for Teachers
University of Texas at Austin
- 1998 College of Education Centennial Endowed Presidential Scholarship
University of Texas at Austin
- 1998 Outstanding Performance as a Teaching Assistant in Educational Psychology
University of Texas at Austin

Publications

Book

Albers, C.A., & Martínez, R. S. (2015). *Promoting Academic Success with English Language Learners: Best Practices for RTI*. Guilford Publications: New York, NY.

Articles

*Student or community partner co-author

Martinez, R.S. (2022). *Becoming Culturally Responsive: Diversity and Multicultural Issues in School Psychology* (pp. 68-83). In K. W. Merrell, R. A Ervin, G. G. Peacock, & T. L. Renshaw (Eds.). *School Psychology for the 21st Century: Third Edition Foundations and Practices*. New York: Guilford.

Ng, J., Martinez, R., & Martinez, S. (2020). *Focus on Faculty: A Missing Link in Community-University Partnerships*. *Journal of Psychological and Educational Consultation*, 31:1, 99-109, DOI: [10.1080/10474412.2020.1726765](https://doi.org/10.1080/10474412.2020.1726765)

Ng, J., Stull, D.S., & Martínez, R.S. (2019). *What if only what can be counted will count? A critical examination of making educational practice “scientific.”* *Teachers College Record*, 121(1), 1-26.

Martínez, R. S. & Nellis (2019). *Learning difficulties and disorders in youth: Diagnosis, Identification, and Intervention*. In Maddux, J. & Winstead, B. (Eds.) *Psychopathology: Foundations for a Contemporary Understanding* (5thEd.). New York, NY: Routledge.¹

*Martínez, R. S., Nellis, L. N., White, S., Jochim, M., & Peters, R.K. (2016). *Learning disorders of childhood and adolescence*. In Maddux, J. & Winstead, B. (Eds.) *Psychopathology: Foundations for a Contemporary Understanding* (4thEd.). New York, NY: Routledge.

Martínez, R.S., & Butera, G. (Guest Co-Editors) (2014, Vol. 24, Issue 2). *Multidisciplinary Collaboration to Support Struggling Readers*. Special series for *Journal of Educational and Psychological Consultation*.

¹ Chapter was completely rewritten to reflect DSM-5 and ICD10 changes in diagnostic criteria.

- Martínez, R.S. (2014). Best practices in instructional strategies for reading in general education. In A. Thomas and P. Harrison (Eds.). *Best Practices in School Psychology VI*. Bethesda, MD: National Association of School Psychologists.
- *Martínez, R. S., Harris, B., & McClain, M. (2014). Effective and Collaborative School Practices that Promote English Reading for English Learners (EL). *Journal of Educational and Psychological Consultation*, 24 (2), 128-148.
- *McIntosh, K., Martínez, R.S., Ty, S.V., McClain, M.B. (2013). Scientific research in school psychology: Leading researchers weigh in on our past, present, and future. *Journal of School Psychology*, 51, 267-318.
- *Missall, K., Mercer, S., Martínez, R. S., & Casebeer, D. (2012). Concurrent and Predictive Patterns and Trends in Performance on Early Numeracy Curriculum-Based Measures in Kindergarten and First Grade. *Assessment for Effective Intervention*, 37(2), 95-106.
- *Mercer, S., Martínez, R. S., & Faust, D., & Mitchell, R. R. (2012). Criterion-Related Validity of Writing Curriculum-Based Measurement (WCBM) in High School Students. *School Psychology Quarterly*, 27(2), 85-95.
- Cummings, J. A., & Martínez, R. S. (2012). Visual representation of data: Showing the effects of intervention. In R. Brown-Chidsey & Andren, K. (Eds.) *Problem-Solving Based Assessment for Educational Intervention Second Edition*. New York, NY: Guildford Publications.
- *Begeny, J., Yeager, A., & Martínez, R. S. (2012). Effects of small-group and one-on-one reading fluency interventions with second grade, low-performing Spanish readers. *Journal of Behavioral Education*, 21(1), 58-79.
- Martínez, R. S., Floyd, R. & Erichsen, L. (2011). Strategies and attributes of highly productive contributors to the school psychology literature. *Journal of School Psychology*, 49, 691-720.
- Albers, C. A., Floyd, R. G., Fuhrmann, M. J., & Martínez, R. S. (2011). Publication criteria and recommended areas of improvement within school psychology journals as reported by editors, journal board members, and manuscript authors. *Journal of School Psychology*, 49, 669-689.
- Martínez, R.S., Aricak, T., Graves, M.N., Peters, J., & Nellis, L. (2011). Changes in perceived social support and socioemotional adjustment across the elementary to middle school transition. *Journal of Youth and Adolescence*, 40, 519-530.
- Mercer, S., Nellis, L., Martínez, R. S., Kirk, M. (2011). Supporting the students most in need: Academic self-efficacy and teacher support as predictors of academic skill growth. *Journal of School Psychology*, 49, 323-338.

- Martínez, R. S., & Hazel, C. (2010). Entry level issues in school psychology. *Trainers' Forum*, 29(2), 9-10.
- Daly, E. J., Hofstadter, K. I., Martínez, R. S., & Andersen, M. (2010). Selecting Academic Interventions for Individual Students. In G. G. Peacock, R. Ervin, & Daly, E. J. (Eds.) *Practical Handbook of School Psychology: Effective Practices for the 21st Century* (pp. 115-132). New York, NY: Guilford Publications.
- Martínez, R.S., & Huberty, T. (2010). Anxiety in Students with Learning Difficulties and Learning Disabilities. In J. Cassady (Ed.). *Anxiety in schools: The causes, consequences, and solutions for academic anxieties* (pp. 137-152). New York, NY: Peter Lang Publishing.
- Martínez, R.S., Missall, K. M., Graney, S. B., K. Aricak, T., & Clarke, B. (2009). Technical adequacy of early numeracy curriculum-based measurement in kindergarten. *Assessment for Effective Intervention*, 34(2), 116-125.
- *Harris, B., Plucker, J. A., Rapp, K. E., & Martínez, R.S. (2009). Identifying gifted and talented English language learners: A case study. *Journal for the Education of the Gifted*, 32, 368–393.
- Graney, S. B., Martínez, R.S., Missall, K., & Aricak, T. (2009). Universal screening of reading in late elementary school: R-CBM versus CBM Maze. *Remedial and Special Education*, 31(5), 368-377.
- Graney, S. B., Missall, K., Martínez, R. S., & Bergstrom, M. (2009). A preliminary investigation of within-year growth patterns in reading and mathematics curriculum-based measures. *Journal of School Psychology*, 47(2), 121-142.
- Martínez, R.S., Aricak, T., & Jewell, J. (2008). Influence of reading attitude on reading achievement: A test of the temporal-interaction model. *Psychology in the Schools*, 45, 1010-1022.
- Aricak, T., Bekci, B., Siyahhan, S., & Martínez, R.S. (2008). Turkish elementary school students' perceptions of local and global terrorism. *Electronic Journal of Research in Educational Psychology*, 6, 117-134.
- Palacios, E. D., Martínez, R.S., & Ridley, C.R. (2008). Bilingual school psychologists. In C. S. Clauss-Ehlers (Ed.). *The Encyclopedia of Cross-Cultural School Psychology*. New York, NY: Springer Publishing.
- Martínez, R. S., & Nellis, L. (2008). A School-Wide Approach for Promoting Academic Wellness for All Students. In B. Doll & J. Cummings (Eds.). *Transforming school mental health services* (pp. 143-164). Thousand Oaks, California: Corwin Press.

- Nellis, L. M., & Martínez, R. S. (2008). Indiana summer academy for school psychologists: A response to professional development needs around tiered models of prevention and intervention. *Trainers' Forum*, 26, 14-17.
- *Pérez, B., Harris, B., Martínez, R.S., & Ridley, C.R. (2008). Culturally competent assessment of English language learners. In Clauss-Ehlers, Caroline S. (Ed.). *The Encyclopedia of Cross-Cultural School Psychology*. New York, NY: Springer Publishing.
- *Martínez, R. S., Graves, M. N., & Heckman, A. R. (2008). School-university partnerships: Marshalling local resources for RTI implementation. *Communiqué*, 36.
- *Graves, M.N., & Martínez, R.S. (2008). A comprehensive look at learning disabilities. In C.S. Clauss-Ehlers (Ed.), *Encyclopedia of cross-cultural school psychology*. New York: Springer.
- *Harris, B., Rapp, K.E., Martínez, R.S., Plucker, J. A. (2007). Identifying English language learners for gifted and talented programs: Current practices and recommendations for improvement. *Roeper Review*, 30, 26-29.
- *Levinson, B., Bucher, K., Harvey, L., Martínez, R.S., Perez, B., Skiba, R., Harris, B., Cowan, P., & Chung, C. (2007, August). *Latino Language Minority Students in Indiana: Trends, Conditions, and Challenges*. Bloomington, IN: Center for Evaluation and Education Policy.
- Martínez, R.S., & Carspecken, P. (2006). Effectiveness of children's literature and discussion to promote the social acceptance of peers with disabilities in a sample of Latino elementary children. *The Journal of Applied School Psychology*, 23, 97-115.
- Martínez, R. S. (2006). Social support in inclusive middle schools: Perceptions of youth with learning disabilities. *Psychology in the Schools*, 43, 197-209.
- *Martínez, R.S., & Humphreys, L. (2006). Providing reasonable academic accommodations for secondary students with documented disabilities. *Principal Leadership*, 12-15.
- *Martínez, R.S., Nellis, L.M., & Prendergast, K. (2006, September 18). Closing the Achievement Gap Series, Part II: Response to Intervention (RTI) – Basic Elements, Practical Applications, and Policy Recommendations. Bloomington, IN: Center for Evaluation and Education Policy.
- *Hopf, A., & Martínez, R.S. (2006). Implementation of Instructional Level Assessment (ILA) within a Response to Intervention (RTI) model of service delivery. *The School Psychologist*, 60, 75-78.
- *Graves, M., & Martínez, R.S. (2006, December). Changes in IDEA 2004: Highlighting what school psychologists ought to know. *Indiana Association of School Psychologists (IASP) Newsletter*.

- *Martínez, R.S., & Dick, A. C. (2005). Inclusion of children with disabilities in regular classroom settings. In Salkind, Neil J. (2005) (Ed.). *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage Publications.
- *Plucker, J., Martínez, R.S., Harris, B., & Rapp, K. (2005). *Identification of Students who are Limited English Proficient as Gifted*. Bloomington, Indiana: Center for Evaluation and Education Policy.
- Martínez, R.S., & Semrud-Clikeman, M. (2004). Psychosocial functioning of young adolescents with multiple versus single learning disabilities. *Journal of Learning Disabilities*, 37, 411-420.
- Martínez, R.S. (2004). Psychosocial problems and learning disability type: A fruitful area for future research in school psychology. *The School Psychologist*, 58, 62-64.
- Martínez, R.S. (2004). General education teachers' attitudes toward inclusion: Implications for school psychologists. *Communiqué*, 33, 16-18.
- Martínez, R. S., & Plucker, J. A. (2004). Identifying Gifted Students: How Far Has Gifted Education Progressed and Where Is It Heading? [Review of the book *Identification of Students for Gifted and Talented Programs*. edited by J. S. Renzulli]. *PsycCRITIQUES*, 49 (Suppl 12).
- Martínez, R.S. (2003). Impact of a graduate class on attitudes toward inclusion, perceived teaching efficacy, and knowledge about adapting instruction for children with disabilities in inclusive settings. *Teacher Development*, 7, 395-416.
- Crandall, C. & Martínez, R.S. (1996). Culture, ideology, and anti-fat attitudes. *Personality and Social Psychology Bulletin*, 22, 1165-1176.

Funded Research Proposals

- 2021 Spring Indiana University's Racial Justice Research Fund (RJRF). Racial Justice in Psychology Initiative (RJPI). Amount: \$15,000
- 2021 Spring Social Sciences Research Funding Program (SSRFP). Equity in Mental Health Care: From Crisis to Post-Pandemic Opportunity (with Aya Shohatee). Amount: \$26,000
- 2017 Spring Lilly Endowment, Inc., Comprehensive Counseling Initiative for Indiana K-12 Students, Written on behalf of the Monroe County Community School Corporation (MCCSC) Amount: \$1,073,700

- 2017 SU Indiana University, Social Science Research Commons, Efficacy of Two Reading Interventions: A Randomized Control Trial with a Mixed-Method Evaluation (Co-PI Karin James) Amount: \$15,000
- 2012-2014 National Institutes of Health, Pediatric Research Loan Repayment Program
- 2008 SU Indiana University, International Programs Committee, Faculty International Networking and Collaboration Grant. Amount: \$1,000
- 2005–2007 Indiana University Special State Research Funds, Child, Adolescent, and Family Intervention Science Initiative (CAFISI) (with Thomas L. Sexton). Amount: \$300,000
- 2006–2007 Indiana State Improvement Grant (INSIG), Response to Intervention (RTI) Consultation Project: Northeast School District. Amount: \$2,500
- 2005–2006 Ohio Department of Education, Identification of Students who are Limited English Proficient as Gifted (with Jonathan Plucker). Amount: \$40,000
- 2005 SU Indiana University School of Education Proffitt Endowment Fund, Research Generated from the Academic Well-Check Program: Year 1. Amount: \$10,000
- 2004–2006 Indiana University School of Education Proffitt Endowment Fund, Psychosocial Adjustment over a Two-Year Period in Children with and without Learning Disabilities. Amount: \$40,000

Research Proposals Submitted (Not funded)

- 2010 Institute of Education Sciences (IES), Preschool Response to Intervention in Indiana: Early Prevention of Reading Failure in Students with Disabilities. In collaboration with the Hamilton-Boone-Madison Special Services Cooperative; Amount: \$2.1 million
- 2008 Society for the Study of School Psychology, Single-Case Design Research in the AWCP. Not funded; Amount: \$10,000
- 2007 US Department of Education, Preparation of Leadership Personnel (84.325D) Collaborative Problem-Based Learning: IU Faculty, Fantasy Faculty and Practitioners. (with J. Cummings, R. Skiba, T. Huberty & S. Bellini). Not funded.
- 2005 Indiana Department of Education, The Indiana RTI Project: Using Response to Intervention as an Alternative to Identifying Learning Disabilities. Not funded; Amount: \$860,000

- 2004 Indiana University Special State Research Funds, Preventing Reading Difficulties at Indiana University's Institute for Child Study. Not Funded; Amount: \$500,000
- 2003 Indiana University School of Education, Committee on Teacher Education, Implementation of Early Screening and Intervention to Prevent Reading Failure and Encourage Attainment of Indiana's Curriculum Standards in a Sample of Kindergarten Children in Monroe County. Not Funded: Amount: \$40,000.

Service to the Profession (School Psychology)

Council of Directors of School Psychology Programs (CDSPP). (2016-2017)
 Secretary (current)
 Executive Board Member (2016-2017)

Co-Guest Editor, Journal of Educational and Psychological Consultation
 Commissioned to select co-guest editor and develop a special issue of JECP focusing on the role of school psychologists and special educators in the prevention and intervention of reading problems. (2014)

National Conference on Contemporary Issues in School Psychology Education & Training
 Selected to be strand co-leader (2010, March)

School Psychology Research Collaboration Conference (SPRCC)
 Chair (2011)
 Co-Chair (2009)

Editorial Board Member
 Assessment for Effective Intervention (2011-2017)
 Journal of School Psychology (2007– 2015)

Reviewer of the Year Award 2010
 Psychology in the Schools (2006 – 2009)

Ad hoc Reviewer
 Journal of Intellectual Disability Research (2007 – 2017)
 Psychology in the Schools (2004 – 2006)
 School Psychology Review (2005 – 2017)
 Communiqué (2004 – 2010)

International Service

Developer and Coordinator, International School Psychology Practicum

Organized and led team of graduate students to work at a children's home in Chimaltenango, Guatemala.

Other National Service

Member, NASP Position Statement Project

Invited to participate in five-person writing team charged with the task of revising/combining the five NASP position statements related to appropriate services for children (2009-2010).

Proposal Reviewer, APA Division 16, School Psychology Annual Convention (2004-2006)

Proposal Reviewer, Head Start's 7th National Research Conference (2003)

Executive Committee Member, National Latino Psychological Association (NLPA) (2004-2006)

Chair, Translation Committee, El Boletín, National Latino Psychological Association (NLPA) (2003-2005)

State Service

Member, Indiana Department of Education Reading Advisory Council

One of ten members selected from the state of Indiana to develop new K-6 Reading Framework (November 2009 – 2012).

Member, Indiana Department of Education Secondary Reading Advisory Council

One of ten members selected from the state of Indiana to develop Secondary Literacy Framework (October 2011 – December 2011).

Co-Developer and Co-Coordinator, Summer Academy for School Psychologists (SASP)

The SASP was an annual summer academy offered in collaboration between the school psychology programs at Indiana University-Bloomington and Indiana State University and the Blumberg Center for Interdisciplinary Studies in Special Education. The purpose of the SASP was to support school psychology practitioners in developing skills and competencies related to tiered systems of prevention and intervention and databased decision-making (2006 – 2010).

Member, Article 7, Rule 26 Committee

Indiana Department of Education, Division of Exceptional Learners (IDOE DEL). One of ten people appointed by the Associate Superintendent of the IDOE DEL to review Indiana's interpretation of IDEA 2004 (2005 – 2006).

Member, LD Policy Academy Committee

Indiana Department of Education, Division of Exceptional Learners (IDOE DEL). One of three people appointed by the Associate Superintendent of the IDOE DEL to gather information about SLD assessment practices around the state (2005 – 2006).

University & School of Education Service

Chair, Third Year Review Committee for CEP
2018
Member, Graduate Studies Committee
2017-2020
Member, Promotion, Tenure, and Contracts Committee
2018-2021
Member, Dissertation of the Year Committee
2018-2019
Member, Selection Committee and Mentor, Indiana University-Bloomington/Universidad de Puerto Rico Education Graduate Scholars Program (Elenita Irizarry Ramos)
(current)
Member, AdHoc Committee on the Structure of the Core Campus (2017)
Member, Proffitt Dissertation Award Committee (2017)
Mentor, Faculty-Student Mentoring Initiative (Akeyla Jordan, undergraduate) (2016)
Mentor, Center for International Education, Development and Research (CIEDR), 2016
Fulbright Distinguished Teachers (Diana Zamudio, Mexico)
Chair and Member, School of Education Grievance Committee (2015-2016)
Member, Administrative Review Committee for Chair of CEP (2008)
Member, Merit Review Committee (2008)
Member, Bloomington Faculty Council Student Affairs Committee (2006 – 2007)
Member, Undergraduate Scholarship Committee (2005, 2007)
Member, STEP Program minority student mentor (2004 – 2005)
Member, Renfro Dissertation Award committee (2004 – present)
Executive Board Member, Latino Faculty and Staff Council (2003 – 2005)

Community Service

Reading Intervention Organizer
Boys and Girls Club (Summer 2017)
Advisory Board Member
Children's Organ Transplant Association (COTA) (2007 – 2013)
Board Member
Children's Organ Transplant Association (COTA) (2004 – 2011)

Counseling Psychology Courses Developed and Taught

Introduction to School Counseling
Cognitive and Affective Bases of Behavior

Multicultural Counseling
Cognitive Behavior Therapy for Youth
Advanced Practicum Supervision (Counseling Psychology)
Educational Research (Undergraduate class)

School Psychology Courses Developed and Taught

Diagnosis, Treatment, and Management of Reading Disabilities
International School Psychology: Guatemala
Response to Intervention Seminar
Minority Mental Health Issues in Schools
Academic Assessment and Intervention
Child Development
Ethical, Legal and Professional Issues in School Psychology
Adapting Instruction for Children with Disabilities
Second Year School Psychology Practicum in Consultation and Intervention
Practicum in School Psychology: Academic Assessment and Intervention
The Academic Well-Check Program (AWCP): A Response to Intervention (RTI)
Research lab
Internship in School Psychology

Professional Affiliations

American Psychological Association (2022-Present)
National Association of School Psychologists (NASP) (2002 – 2017)
Indiana Association of School Psychologists (IASP) (2003 – 2015)
Council of Directors of School Psychology Programs (CDSPP) (2003 – 2017)
National Latino Psychological Association (NLPA) (2002 – 2006)
American Psychological Association (APA) (1999 – 2005; 2022- Current)

Dissertations Chaired

Counseling Psychology

Oliver James Lees 2020 Defended
The Value of Values: Examination of Values Affirmation on Self-Efficacy,
Belongingness, and Imposter Syndrome

Quillian Devon Murphy 2019 Defended
Post-Doctorate Kinship Experiences of Black First-Generation College Students from
Low-Income Communities

School Psychology

Dr. Tiffany Alexis Campbell 2020 Defended
Silent but Salient: The Voices of Black Females in School Discipline #BlackGirlsMatter

- Dr. Tybytha Ryan 2020 Defended
A Children's Book Read Aloud and Discussion Intervention: Teaching Typically Developing Children About Autism Spectrum Disorder
- Dr. Gina Rhodes 2018 Defended
Psychologists' Beliefs and Perceptions of Sibling Abuse
- Dr. Maryellen K. B. McClain 2015 Defended
A Bilingual Paired Reading Intervention for Native Spanish Speaking English Language Learners who are Struggling with English Reading Fluency
- Dr. Michelle Lynn Jochim 2014 Defended
The Relationship Between Emergent Literacy Skills and Family Routines
- Dr. Leslie Renee Jenkins 2013 Defended
Examining the Relations Between Cognitive Motivational Variables and the Academic Achievement of Secondary Students with Learning Disabilities
- Dr. Yuri Kashima-Ellingson 2012 Defended
Experiences of Three Families of Children Receiving Extra Support for Reading Difficulty in a School: A Multiple Case Study Analysis
- Dr. Misha Nicole Graves 2010 Defended
Curriculum-Based Measurement: Attitudes and Training Practices in Teacher Education

Selected Invited Professional Development Sessions

- Martínez, R.S. (2018). College and Career Coaching. Professional Development for the Regional Opportunities Institute, Bloomington, Indiana.
- Martínez, R. S. (2011, January 19). Best Practices and Innovations in Coaching and Professional Development. Presented to the ELL staff and administrators at West Noble Middle School, West Noble, Indiana.
- Martínez, R. S. (2011, January 20-21). Best Practices in ELL Instruction and Intervention. In-class coaching and feedback given to ELL staff and administrators at West Noble Middle School, West Noble, Indiana.
- Martínez, R. S. (2011, January 26). Research-Based Methods to Boost Academic Success for English Language Learners. Webinar presented for the Effective Evaluation and Resource Center (EERC), Bloomberg Center for Interdisciplinary Studies and The Equity Project, Terre Haute, Indiana.

- Martínez, R. S. (2011, January 27). How to use Universal Screening Data to Identify the Right Kids and Intervene Effectively. Presented to the elementary staff and administrators at Springs Valley Elementary School, West French Lick, Indiana.
- Martínez, R. S. (2011, February 16). Making Content Comprehensible for English Language Learners: A Focus on Vocabulary. Presented to the ELL staff and administrators at West Noble Middle School, West Noble, Indiana.
- Martínez, R. S. (2011, February 17-18). Best Practices in ELL Instruction and Intervention. In-class coaching and feedback given to ELL staff and administrators at West Noble Middle School, West Noble, Indiana.
- Martínez, R. S. (2011, March 23). Creating a Professional Learning Community to Bolster ELL Achievement. Presented to the ELL staff and administrators at West Noble Middle School, West Noble, Indiana.
- Martínez, R. S. (2011, March 24-25). Best Practices in ELL Instruction and Intervention: Implementing a Professional Learning Community. In-class coaching and feedback given to ELL staff and administrators at West Noble Middle School, West Noble, Indiana.
- Martínez, R. S. (2011, April 13). Differentiating Instruction: How to. Presented to the ELL staff and administrators at West Noble Middle School, West Noble, Indiana.
- Martínez, R. S. (2011, April 14-15). Best Practices in ELL Instruction and Intervention: Implementing a Professional Learning Community. In-class coaching and feedback given to ELL staff and administrators at West Noble Middle School, West Noble, Indiana.
- Martínez, R. S. (2011, May 4). Differentiating Assessment and Grading. Presented to the ELL staff and administrators at West Noble Middle School, West Noble, Indiana.
- Martínez, R. S. (2011, May 5-6). Best Practices in ELL Instruction and Intervention: Implementing a Professional Learning Community. In-class coaching and feedback given to ELL staff and administrators at West Noble Middle School, West Noble, Indiana.