

Michael Solís

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<u>CURRENT EMPLOYER</u>	<u>POSITION</u>	<u>DATE</u>
University of California Riverside Riverside, CA	Associate Professor Special Education	2016 to present

<u>INSTITUTION</u>	<u>DEGREE</u>	<u>MAJOR</u>	<u>DATE</u>
The University of Texas at Austin	Ph.D.	Special Education	2012
Northern Arizona University	M.Ed.	Special Education	2002
University of Arizona	B.A.	Communication/Journalism	1993

PEER-REVIEWED PUBLICATIONS (* DENOTES FORMER OR CURRENT GRADUATE STUDENT)

Solis, M., & McKenna, J. (2023). Reading instruction for students with autism spectrum disorder: Comparing observations of instruction to student reading profiles. *Journal of Behavior Education*. Online, <https://doi.org/10.1007/s10864-023-09532-6>

Solis, M., Kulesz, P., Williams, K. (2023). A two-study conceptual replication investigating the role of initial word reading skills with response to intervention for high school students *Learning Disabilities Research and Practice*. 38(1) 26-39 <http://doi.org/10.1111/ldrp.12297>

McKenna, J., **Solis, M.**, Garwood, J. Parenti, M. (2023). Investigating the characteristics of individualized education programs: A cautionary tale. *Learning Disability Quarterly*. Online first.

Shhub, A.*, Jimenez, Z.*, **Solis, M.** (2023). Reading prosody interventions: Instruction supporting improvements with phrasing and syntax. *Reading and Writing Quarterly: Overcoming Learning Difficulties*. 39(6), 530-547, <https://doi.org/10.1080/10573569.2022.2147464>

Solis, M., Reutebuch, C., Vaughn, S., Jimenez, Z.* (2022). Reading enhancements for students with autism spectrum disorder: A matched randomized pilot experimental study. *Research on Autism Spectrum Disorders*, 93, 101937 <https://doi.org/10.1016/j.rasd.2022.101937>

Solis, M., Kulesz, P., Williams, K. (2022). Response to intervention for high school students: Examining baseline word reading skills and reading comprehension outcomes. *Annals of Dyslexia*, 72, 326-340, <https://doi.org/10.1007/s11881-022-00253-5>

Solis, M., Reutebuch, C. K., Falcomata, T., Jimenez, Z.*, & Cravalho, D.* (2022). Reading intervention for students with ASD in the middle grades: An alternating treatment study of embedded interests reading and expository text conditions. *Developmental Neurorehabilitation*, 25(1), 45-58, <https://doi.org/10.1080/17518423.2021.1942279>

McKenna, J., Garwood, J. **Solis, M.** (2022). Reading instruction for students with and at-risk for emotional and behavioral disorders: A synthesis of observation research. *Journal of Behavior Education*. 31(1) 1-27, <https://doi.org/10.1007/s10864-020-09425-y>

- Solis, M.**, Reutebuch, C., Falcomata, T., Steinle, P. *, Miller, V., Vaughn, S. (2021). Vocabulary and main idea reading intervention using text choice to improve content knowledge and reading comprehension of adolescents with autism spectrum disorder. *Behavior Modification*. 45(1), 166-98, <https://doi:10.1177/0145445519853781>
- McKenna, J., Adamson, R., **Solis, M.** (2021). Reading instruction for students with emotional disturbance: A mixed methods investigation. *Behavior Modification*. 45(3), 399-437, <https://doi:10.1177/0145445519868804>
- Cravalho, D. *, Jimenez, Z. *, Shhub, A. *, **Solis, M.** (2020). How teachers can deliver vocabulary and reading comprehension interventions to students with high-functioning autism spectrum disorder. *Beyond Behavior*. 29(1), 31-41, <https://doi.org/10.1177/1074295620907110>.
- Roberts, G. J., **Solis, M.**, Chance, B.* (2019). Embedding self-regulation into reading interventions to support reading and behavior outcomes. *TEACHING Exceptional Children*, 52, 78-86, doi: 10.1177/0040059919874306
- McKenna, J., **Solis, M.**, Brigham, R., & Adamson R. (2019). The responsible inclusion of students with emotional and behavioral disorders: Unraveling the practice to research gap. *Behavior Modification*, 43(4) 587-611, doi:10.1177/0145445518762398
- McKenna, J., Shin, M., Kim, M., **Solis, M.** & Pfannenstiel, K. (2019). Effects of single-case reading interventions for students with and at-risk of emotional and behavioral disorders: A quantitative synthesis. *Psychology in the Schools*. 56, 608-629, doi:10.1002/pits22242
- Swanson, E., McCulley, L. V., Osman, D., Scammacca, N., **Solis, M.** (2019). The effect of team-based learning on content knowledge: A meta-analysis. *Active Learning in Higher Education*. 20(1) 39-50, <doi.org/10.1177/1469787417731201>
- Solis, M.**, Vaughn, S., Stillman-Spisak, S., Cho, E. (2018). Effects of reading comprehension and vocabulary intervention on comprehension related outcomes for ninth graders with low reading comprehension. *Reading and Writing Quarterly*. 34(6) 537-553, doi.org/10.1080/10573569.2018.1499059
- Solis, M.**, El Zein, F., Black, M. *, Therrien, W. J., Invernizzi M. (2018). Word reading intervention for students with ASD: A multiple-baseline study of data-based individualization. *Education and Training in Autism and Developmental Disabilities*. 53(3), 287-298.
- Wu, R., Shimi, A., **Solis, M.**, & Scerif, G. (2018). Learning what to attend to: From the lab to the classroom. *Journal of Cognitive Neuroscience*, 30(12), 1749-1756, doi:10.1162/jocn_1)01316
- Miciak, J., Roberts, G. J., Taylor, P.W., **Solis, M.**, Vaughn, S., Fletcher, J. M. (2018). The Effects of one versus two years of intensive reading intervention implemented with late elementary struggling readers. *Learning Disabilities Research and Practice*. 33(1), 24-36, doi:10.1111/ldrp.12159
- Solis, M.**, Scammacca, N., Barth, A., Roberts, G. J. (2017). Text-based vocabulary intervention training study: Supporting fourth graders with low reading comprehension and learning disabilities. *Learning Disabilities: A Contemporary Journal*. 15(1), 103-115.

- Maynard, B. R., **Solis, M.**, Miller, V. L., Brendel, K. E. (2017). Mindfulness-based intervention for improving academic achievement, behavior, and socio-emotional learning of K-12 students: A systematic review. *Campbell Systematic Reviews*, 5, doi:10.4073/scr.2017.5
- Solis, M.**, El Zein, F., Vaughn, S., McCulley, L. V., & Falcomata, T. S. (2016). Reading comprehension interventions for students with autism spectrum disorders: An alternating treatments comparison. *Focus on Autism and Other Developmental Disabilities*, 31(4), 284-299, doi:10.1177/1088357615583464
- Vaughn, S., **Solis, M.**, Miciak, J., Taylor, P., Fletcher, J. M. (2016). Effects from a randomized control trial comparing researcher and school implemented treatments of fourth graders with significant reading difficulties. *Journal of Research on Educational Effectiveness*, 9(1), 23-44, doi:10.1080/19345747.2015.1126386
- El Zein, F., **Solis, M.**, Lang, R., & Kim, M. K. (2016). Embedding perseverative interest of a child with autism in text may result in improved reading comprehension: A pilot study. *Developmental Neurorehabilitation*, 19(3), 141-145. doi:10.3109/17518423.2014.915893
- El Zein, F., Gevarter, C., Bryant, B., Son, S., Bryant, D., Kim, M., **Solis, M.** (2016). A comparison of Ipad-assisted and teacher-directed reading instruction for students with autism spectrum disorders. *Journal of Developmental and Physical Disabilities*, 28(2), 195-215. doi:10.1007/s10882-015-9458-9
- Therrien, W. J., Mathews, H. M., Hirsch, S. E., **Solis, M.** (2016). Progeny review: An alternative approach for examining the replication of intervention studies in special education. *Remedial and Special Education*, 37(4), 235-243, doi:10.1177/074193251666081
- Solis, M.**, Vaughn, S., & Scammacca, N. (2015). The effects of a reading comprehension and vocabulary intervention for secondary students demonstrating adequate word reading and low comprehension. *Learning Disabilities Research and Practice*, 30(3), 104-113, <https://doi.org/10.1111/ldrp.12061>
- Roberts, G. J., **Solis, M.**, Ciullo, S., McKenna, J. W., & Vaughn, S. (2015) Reading interventions with behavioral and social skill outcomes: A synthesis of findings. *Behavior Modification*, 39(1), 8-42, doi:10.1177/0145445514561318
- Alves, K. D., Kennedy, M. J., Brown, T. S., & **Solis, M.** (2015). Story grammar instruction with third and fifth grade students with disabilities and other struggling readers. *Learning Disabilities: A Contemporary Journal* 13(1), 73-93.
- Solis, M.**, Miciak, J., Vaughn, S., & Fletcher, J. M. (2014). Why intensive interventions matter: Longitudinal studies of adolescents with reading disabilities and poor reading comprehension. *Learning Disability Quarterly*, 37(4), 218-229, doi:10.1177/07311948714528806
- El Zein, F., **Solis, M.**, Vaughn, S., & McCulley, L. V. (2014). Reading comprehension interventions for students with autism spectrum disorders: A synthesis of research. *Journal of Autism and Developmental Disorders*, 44(6), 1303-1322, doi:10.1007/s10803-013-1989-2

Wanzek, J., Vaughn, S., Kent, S. C., Swanson, E. A., Roberts, G., Haynes, M., Fall, A., Stillman-Spisak, S., **Solis, M.** (2014). The effects of team-based learning on social studies knowledge acquisition in high school. *Journal of Research on Educational Effectiveness*, 7 (2), 183-204, doi:10.1080/19345747.2013.836765

Vaughn, S., Swanson, E. A., Roberts, G., Wanzek, J., Stillman-Spisak, S. J., **Solis, M.**, & Simmons, D. (2013). Improving reading comprehension and social studies knowledge in middle school. *Reading Research Quarterly*, 48(1), 77-93, doi:10.1002.rrq

Solis, M., Ciullo, S., Vaughn, S., Pyle, N., Hassaram, B., & Leroux, A. (2012). Reading comprehension interventions for middle school students with learning disabilities: A synthesis of 30 years of research. *Journal of Learning Disabilities*, 45(4), 327-340, doi:10.1177/0022219411402691

Solis, M., Vaughn, S., Swanson, E. A., & McCulley, L. V. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. *Psychology in the Schools*, 49(5), 498-510. doi:10.1002/pits21606

Swanson, E. A., **Solis, M.**, Ciullo, S., & McKenna, J. W. (2012). Special education teachers' perceptions and instructional practices in response to intervention implementation. *Learning Disability Quarterly*, 35(2), 115-126. doi:10.1177/0731984711432510

BOOK CHAPTERS

Solis, M. & McKenna, J.W. (2022), "Intensive Reading Interventions for Adolescents and the Challenges of Comorbid Reading and Behavioral Difficulties", Tankersley, M., Cook, B.G. and Landrum, T.J. (Ed.) *Delivering Intensive, Individualized Interventions to Children and Youth with Learning and Behavioral Disabilities (Advances in Learning and Behavioral Disabilities, Vol. 32)*, Emerald Publishing Limited, Bingley, pp. 153-166. <https://doi.org/10.1108/S0735-004X20220000032009>

Vaughn, S., & **Solis, M.** (2013). Why intensive interventions are necessary for adolescents with dyslexia: Findings from 3-year intervention and future research. In B. Miller, L. Cutting, & P. McCardle (Eds.), *Unraveling Reading Comprehension: Behavioral, Neurobiological, and Genetic Components*. Baltimore, MD: Paul H. Brookes Publishing Co.

Vaughn, S., Swanson, E. A., & **Solis, M.** (2013). Reading comprehension for adolescents with significant reading problems. In H. L. Swanson, K. R. Harris & S. Graham (Eds.), *Handbook of Learning Disabilities* (2nd ed.). New York, NY: The Guilford Press.

PUBLICATIONS IN PROGRESS

Alussaif E.*, **Solis, M.**, El Zein, F. (submitted) Improving reading comprehension for students with intellectual disability: Effectiveness of main idea and self-monitoring strategy.

RESEARCH TO PRACTICE PUBLICATIONS

Long, S., McCulley, L., Osman, D., Jennings, J., Douglas, G., Miller, K., **Solis, M.** (2023). An evaluation of the implementation of every child reads: Year Two. Evaluation report prepared for Fulton County Schools.

Brown, M. P., & **Solis, M.** (2021). Understanding communication methods for children with Angelman Syndrome: A review of literature and research study proposal. UCR Honors Undergraduate Capstone Project.

- Solis, M.** (2019). Reading with your child: Teaching key concepts and creating habits of mind. Online blog article for *ChildNexus.com*. Retrieved from <https://www.childnexus.com/blog/article/reading-with-your-child-teaching-key-concepts-and>
- Solis, M.** (2015). The consumer reports of intensive interventions for reading, mathematics, and behavior. *New Times for Division for Learning Disabilities*, 33(1), 8.
- Solis, M.** (2014). Texas Center for Learning Disabilities Education Research Matters summary of: Petrill, S.A. (2013). Relating reading comprehension to language and broader reading skills. In B. Miller, L. Cutting, & P. McCardle (Eds.), *Unraveling reading comprehension: Behavioral, neurobiological, and genetic components*, (pp. 193-202). Baltimore, MD: Brookes. Retrieved from <http://www.texasldcenter.org/education-research-matters/item/april-2014>
- Swanson, E. A., & **Solis, M.** (2011). Collaborative strategic reading for adolescents with learning disabilities. *LD Forum*, 7-10.
- Ciullo, S., **Solis, M.**, & Vaughn, S. (2010). Critical components of a response to intervention framework: Essential ideas for campus implementation. *The Oklahoma Reader*, 45(2), 8–16.

CURRENT GRANT FUNDING

Institute of Education Sciences (IES), CFD 84.324A: Special Education Grants – Efficacy Trial, \$3,799,999

- Principal Investigator overseeing an efficacy trial of a multicomponent reading intervention for students with Autism.
- Title: Reading enhancements for students with autism spectrum disorders: Reading comprehension interventions

PROPOSED GRANT FUNDING

Institute of Education Sciences (IES), CFD 84.324A: Special Education Grants 2024 – Exploration (under review), \$1,699,489

- Principal Investigator overseeing an explorations of the associations of key factors for coteaching and reading instruction.
- Title: Exploring Co-teaching and Reading Instruction for Students With and At-risk for Learning Disability in Upper Elementary

PREVIOUS GRANT AWARDS

Institute of Education Sciences (IES), CFD 84.324A: Special Education Grants – Goal 2, \$1,499,370

- Principal Investigator overseeing development of reading intervention for students with Autism.
- Reading enhancements for students with autism spectrum disorders: Reading comprehension interventions integrated with positive behavior support

Campbell Collaboration Education Group, Systematic Review Grant, \$14,983

- Maynard, B., **Solis, M.**, Miller, V.
- Mindfulness-Based Intervention for Improving Academic Achievement, Behavior, and Socio-Emotional Learning of K-12 Students: A Systematic Review
- Co-Investigator to conduct a systematic review of mindfulness-based interventions impact on student outcomes within school settings

Arizona Department of Education (ADE), \$100,000 for school years 2006-2008.

- After school language interventions for English language learners (ELL) grades K-8. Assessed and identified language placements for students and coordinated instructors providing language

interventions for 45-minute sessions, three days/week

Williams Unified School District Community Partnership Grant, \$5,000 for school year 2003.

- Classroom grant to complete a community service-learning project to supplement explicit instruction of math and reading interventions in the resource room

PRESENTATIONS

Solis, M., (2023, February). *Reading enhancements for students with ASD: A matched randomized experimental study*. Poster presented at the Council for Exceptional Children Special Education Convention & Expo, Louisville, KY.

Solis, M., Kulesz, P., Williams, K. (2023, February). *A two-study conceptual replication investigating the role of initial word reading skills with response to intervention for high school students*. Poster presented at the online Pacific Coast Research Conference, San Diego, CA.

Jimenez, Z*, **Solis, M.**, Roberts, G. J. (2023, February). *Effects of a reading and reading plus behavior intervention for students with ASD: An alternating treatment study*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Solis, M. (2022, March). *How to get started with providing intensive reading interventions*. Online workshop presentation for Lowell Public Schools, Lowell, MA.

Solis, M., Kulesz, P., Williams, K. (2022, February). *Response to intervention for high school students: Examining baseline word reading skills and reading comprehension outcomes*. Poster presented at the online Pacific Coast Research Conference, San Diego, CA.

Solis, M. (2022, February). *Text-based instruction support language and reading development for culturally and linguistically diverse students*. The Dyslexia Foundation conference on dyslexia, literacy, and vulnerable populations: The science, policy, and culturally responsive practice virtual conference in partnership with the University of California, Riverside.

Jimenez, B., Powell, S., **Solis, M.**, Bouck, E., Hebert, M. (2021, February). *The road to tenure: Pre tenure series*. Panel presented virtually by the Division of Research, Council for Exceptional Children.

Solis, M., McIntyre, N., Roux, C., Reutebuch, C. (2021, February). *The neurodiversity of Autism spectrum disorder and the complexities of reading interventions*. Panel presented at the online Pacific Coast Research Conference, San Diego, CA.

Solis, M. (2020, October). *Integrating self-regulation intervention into reading instruction for students with reading disabilities*. Workshop presentation for the online Summit Help Group conference, Los Angeles, CA.

Solis, M., & Reutebuch, C. (2020, February). *Reading enhancements for students with ASD: A matched randomized experimental study*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Shhub, A., Jimenez, Z., **Solis, M.** (2020, February). *Prosody interventions: What we know and don't know from research*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Watts, G. W., Roberts, G. J., **Solis, M.**, Miciak, J., Lindström, E., & Bryant, B. R. (2020, February). *Practices*

to improve reading and behavior outcomes for students with behavior difficulties. Panel presentation at Council for Exceptional Children Special Education Convention & Expo 2020, Portland, OR

- Solis, M.** (2019, October). *Reading interventions for students with autism spectrum disorder.* Workshop presentation at the Summit Help Group conference, Los Angeles, CA.
- Solis, M.,** Morreno, R., Phillips, J. (2019, October). *A journey towards improved literacy instruction: School improvement at NOLI Indian school.* Presentation at the National Indian Education Association national conference, Minneapolis, MN.
- Solis, M.,** Jimenez, Z., Cravalho, D. (2019, February). *Interest-based reading and vocabulary intervention for middle grade students with ASD.* Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Steinle, P. K., **Solis, M.,** Vaughn, S. (2019, January). *Reading comprehension intervention for students with high functioning autism spectrum disorder: Implications for educators in the middle grades.* Poster presented at the Council for Exceptional Children national convention, Indianapolis, IN.
- McKenna, J. W., Adamson, R., **Solis, M.** (2019, January). *Reading instruction for students receiving special education services for emotional disturbance: A mixed methods investigation.* Poster presented at the Council for Exceptional Children national convention, Indianapolis, IN.
- Maynard, B. R.; **Solis, M.;** Farina, A. S. J. (2019, January). *Conducting a systematic review: A step-by-step introduction.* Presentation at the Society for Social Work and Research. San Francisco, CA.
- Solis, M.** (2018, October). *What's the word? Strategies to support vocabulary development and reading comprehension for struggling readers.* Workshop presentation at the Summit Help Group conference, Los Angeles, CA.
- Solis, M.** (2018, July). *Understanding the reading intervention needs of students with autism spectrum disorder.* Panel presentation at the Society for the Scientific Study of Reading conference, Brighton, United Kingdom.
- Solis, M.** (2018, February). *High decoding and low comprehension in children with Autism spectrum disorders: Not so fast...follow the data.* Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Solis, M.** (2018, February). *From RCT and SEM to ASD and IEP: Keeping sight of what it all means.* Ignite presentation at the closing ceremonies of the Pacific Coast Research Conference, San Diego, CA.
- McKenna, J. W., **Solis, M.,** Brigham, F., & Adamson, R. (2018, February). *A meta-synthesis of academic intervention research for students with ED taught in inclusive classrooms.* Poster presented at the Council for Exceptional Children national convention, Tampa, FL.
- Solis, M.,** Reutebuch, C. (2017, April). *My students with Autism can read all the words but do not understand the text.* Lecture presented at the Council for Exceptional Children national convention, Boston, MA.
- Solis, M.** (2017, February). *Reading interventions for students with ASD: An observation study.* Poster presented at the Pacific Coast Research Conference, San Diego, CA.

- Brendel, K. E., Maynard, B. R., **Solis, M.**, Miller, V. L., & Borquist-Conlon, D. (2017, January). *Effects of yoga as a mindfulness-based intervention in the school setting: A systematic review and meta-analysis*. Paper presented at the Society for Social Work and Research annual conference, New Orleans, LA.
- Maynard, B. R., **Solis, M.**, Miller, V. L., & Brendel, K. E. (2017, January). *Are school-based mindfulness interventions effective? A systematic review and meta-analysis*. Paper presented at the Society for Social Work and Research annual conference, New Orleans, LA.
- Solis, M.**, (2016, October). *A comparison of intensive reading interventions for ninth graders with low reading comprehension*. Poster presented at the International conference of the Council for Learning Disabilities, San Antonio, TX.
- Brendel, K. E., Maynard, B. R., **Solis, M.**, Miller, V., Borquist-Conlon, D., Wulbecker, C. E. K. (2016, September). *Effects of yoga as a mindfulness based intervention in the school setting: A systematic review and meta-analysis*. Poster presented at the Symposium for Yoga Research, Stockbridge, MA.
- Solis, M.**, (2016, February). *Background knowledge and reading: A synthesis of findings*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Toste, J. R., Barth, A. E., Grills, A. E., **Solis, M.** (2016, February). *Social-emotional processes as mechanisms for intensifying reading interventions*. Panel presentation at the Pacific Coast Research Conference, San Diego, CA.
- Solis, M.**, (2015, April). *The effects of an intensive reading intervention for ninth graders with low reading comprehension*. Poster presented at the Council for Exceptional Children National Convention, San Diego, CA.
- Solis, M.**, Powell, S. R. (2015, February). *Mathematics interventions and students with Autism spectrum disorders: A synthesis of findings*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Roberts, G. J., **Solis, M.**, Ciullo, S., & McKenna, J. W. (2015, February). *A synthesis of reading interventions and outcomes on behavioral measures*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Solis, M.**, & El Zein, F. (2014, April). *Reading comprehension intervention for students with Autism spectrum disorders: Finding from an alternating treatments study*. Lecture presented at the Council for Exceptional Children National Convention, Philadelphia, PA.
- Roberts, G. J., **Solis, M.**, Ciullo, S., & McKenna, J. W. (2014, March). *A synthesis of reading interventions and outcomes on behavioral measures*. Poster presented at the 11th International Conference on Positive Behavior Supports, Chicago, IL.
- Solis, M.**, Barth, A., Roberts, G. (2014, February). *The effects of a self-regulation vocabulary and reading intervention for upper elementary students with low reading comprehension*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

- Solis, M., McCulley, L. V., & El Zein, F.** (2013, April). *Reading comprehension interventions for students with autism spectrum disorders: A synthesis of research*. Lecture presented at the Council for Exceptional Children National Convention, San Antonio, TX.
- Vaughn, S., & **Solis, M.** (2013, April). *Importance of intensive interventions: Definitions and illustrations*. Lecture presented at the 2013 Council of Exceptional Children National Convention, San Antonio, TX.
- Solis, M., McCulley, L. V., & El Zein, F.** (2013, February). *An alternating treatments comparison of reading comprehension interventions for students with autism spectrum disorders*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Maynard, B., **Solis, M.,** & Scammacca, N. (2012, October). *Systematic reviews of educational research on learning disabilities*. Lecture presented at the Council for Learning Disabilities National Conference, Austin, TX.
- Reutebuch, C., Boardman, A., Stillman-Spisak, S., & **Solis, M.** (2012, April). *Effects of collaborative strategic reading instruction on struggling readers, including English language learners: Year 3 results*. Lecture presented at the 2012 Council of Exceptional Children National Convention, Denver, CO.
- Solis, M.,** & McCulley, L. V. (2012, February). *My middle school students can read all of the words...But they don't understand the text*. Lecture presented at the 2012 Learning Disabilities Association National Conference, Chicago, IL.
- Solis, M.,** Haring, C., & McCulley, L. V. (2011, April). *Demonstration of evidence-based reading comprehension strategies associated with collaborative strategic reading*. Lecture presented at the 2011 Council of Exceptional Children National Convention, Washington, D.C.
- Solis, M.,** Cuillo, S., & Pyle, N. (2011, February). *Reading comprehension interventions for middle school students with LD: A Synthesis of 30 years of research*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Solis, M.,** Swanson, E. A., Ciullo, S., & Bryant, D. P. (2011, February). *RTI implementation among special educators: An observation study*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Solis, M.,** Boelé, A., & Annamma, S. (2010, April). *Collaborative Strategic Reading*. Poster presented at the annual meeting of Council for Exceptional Children (CEC), Nashville, TN.
- Swanson, E., Mohammed, S. S., Boardman, A. G., Vaughn, S., Klingner, J., Roberts, G., ... & **Solis, M.** (2011). The Effects of Collaborative Strategic Reading Instruction on the Reading Comprehension of Middle School Students: Year 2 Replication. *Society for Research on Educational Effectiveness*.

UNIVERSITY TEACHING

University of California Riverside, course EDUC 171: *Reading and Language Development* (2019 – present)

- Focused on understanding theoretical models of reading and language development
- Demonstration of knowledge of beginning reading instruction including phonological awareness, phonics, fluency, vocabulary, and reading comprehension.

- Demonstration of knowledge of administering and interpreting curriculum-based measurements to inform classroom and intervention instruction
- Preparation for the California Reading Instruction Competence Assessment (RICA) examination

University of California Riverside, course EDUC 255B: *Academic Interventions* (2017 – present)

- Focused on understanding the etiology and educational context of academic problems and options for providing efficacious interventions to prevent or remediate problems with learning
- Knowledge of identifying, evaluating, and implementation of academic interventions in reading, mathematics, and writing
- Demonstration of various proposed models of intervention delivery and specific intervention strategies that address learning and academic problems
- Demonstration of the instructional factors related to understanding the needs of specific populations, (SLD, other disability categories, ELL, struggling learners)
- Demonstration of how and by whom specialized services should be provided

University of California Riverside, course EDUC 246I: *Learning Disabilities* (2017 – present)

- Focused on the theory, evidence, and cognitive profiles related to learning disabilities
- Knowledge of the causes of LD and potential treatments
- Knowledge of the evidence of the research designs and evidence of findings
- Discussion of reading, writing, and mathematics intervention findings from research
- Demonstration of conducting a systematic review of intervention approaches and target students

University of California Riverside, course EDUC 246P: *Adolescent Literacy Interventions* (2021 – present)

- Focused on the theory and evidence of adolescent reader profiles
- Understanding research design and interpretation of group design intervention research
- Knowledge of multi-tiered systems of support (MTSS) at the secondary level
- Knowledge of intervention approaches to address academic problems including explicit instruction, cognitive strategy instruction, and peer mediated learning
- Demonstration of conducting review and translation of intervention approaches to support adolescent students

University of California Riverside, course EDUC 133: *Trends and Issues in Special Education* (2017 – 2018)

- Focused on the characteristics, etiology, and identification of students with disability
- Knowledge of the history, laws, education, and transition to adulthood
- Knowledge of the philosophical foundations for students with disabilities
- Discussion of controversial interventions and remedial techniques

University of Virginia, course EDIS 5320: *Mathematics in the Elementary School* (2015 - 2016)

- Co-teacher with elementary education faculty
- Focused on knowledge of mathematical teaching theory, research-based pedagogy, and differentiated instruction to address mathematics development for students in general education with unique needs and disabilities
- Knowledge of intensive mathematics interventions for teaching exceptional students
- Demonstration of manipulatives tools to support conceptual and concrete development of algorithms
- Knowledge of multi-tiered systems of mathematics education

University of Virginia, course EDIS 5041: *Classroom Management and Problem Behavior* (2015)

- Focused on knowledge of applied behavior analysis, methodologies, and instruments to address problem behavior and classroom management for students with unique learning needs and disabilities
- Knowledge of data collection procedures in teaching exceptional students
- Demonstration of functional behavioral assessments to address problem behavior
- Knowledge of multi-tiered system of behavior management

University of Virginia, course EDIS 5040: *Psychoeducational Assessment* (2014-2016)

- Focused on knowledge of assessment theories, methodologies, and instruments to develop instructional strategies for students with unique learning needs and disabilities
- Knowledge of assessments in teaching exceptional students including academic, behavioral, intelligence, and curriculum-based measurements
- Demonstration of evaluation of instruments, value of norm-referenced and criterion referenced assessment procedures for determining eligibility and appropriate placement for students with learning differences. Administration of standardized and curriculum-based measurements to students in K-12

The University of Texas at Austin, course *SED 378T: Reading Assessment and Development* (2012-14)

- Focused on reading assessments and teaching of evidence-based reading methods and progress monitoring for students with reading difficulties
- Standards of literacy content were taught: phonological and phonemic awareness, alphabetic principle, literacy development and practice, word analysis and decoding, fluency, vocabulary, and reading comprehension
- Practicum class took place on-site at local elementary and course time was dedicated to assessing and tutoring primary grade students with reading difficulties

PUBLIC SCHOOL TEACHING AND ADMINISTRATIVE EXPERIENCE

Administrative Experience, K-8, 2007-2008

- Served as locational educational agency (LEA) representative at IEP meetings to assist in collaboration of placement decisions, educational programming, and procedural issues of IEPs based on federal, state, and school-district policies. Coordinating the placements, scheduling, and instructional materials for the after-school program for English language learners, grades K – 8, (110 students)

Literacy Coach and Reading Specialist, K-8, 2005-2008

- Spearheaded the development of 3-tier model to address K-3 Literacy needs. Collaborated with principal and faculty to address scheduling, student placement, and analysis of student data to assist with instructional decision-making. Supervised a staff of 10 intervention instructors
- Implemented reading intervention curriculum for students identified as at-risk for reading in K – 8th grade (185 students)
- Coordinated implementation of Tier 3 instruction for primary students not responding to Tier 2
- Provided ongoing professional development through in class coaching sessions and literacy workshops for K-8 faculty
- Increased student performance on Arizona Instrument to Measure Standards (AIMS) reading test by indication of 55% of students previously classified as ‘fall far below’ the standard were reclassified as ‘approaching’ the standard in reading. (2004-2007)
- Increased student performance on the AIMS reading test by indication of 30% of students who ‘approached’ the standard were reclassified as ‘meeting’ the standard in reading, (2004-2007)

Middle School Special Education Teacher, 6th-8th grade, 2003-2005

- Special Education teacher for 6th, 7th and 8th grade within a collaborative team environment of middle-school teachers. Duties included IEP development and implementation, IEP accommodations, and differentiated curriculum and instruction. Classroom comprised students with specific learning disabilities (SLD), ADHD, bipolar disorder, behavior disorders, and ASD
- Taught reading and math interventions, language arts, writing/editing skills, technology skills, study/life skills, accelerated math curriculum, and language interventions for students who were English language learners

- Provided inclusion support/collaboration
- Implemented reading intervention pilot. Identified at-risk readers and completed STAR assessment and running record placement tests. Created reading groups. Developed and presented budget and personnel needs to administration.

Intermediate Special Education Teacher, 3rd – 6th grade, 2001-2003

- Taught students with specific learning disabilities, intellectual disabilities, behavior disorders, ADHD, Bipolar Disorder, Autism spectrum disorders and other low-incidence disabilities
- Developed and implemented curriculum in functional, foundations, and essentials categories that was aligned with Arizona State Standards and IEP goals/objectives
- Collaborated with regular education teachers to develop modifications and adaptations for inclusion instruction
- Supervised and trained six instructional assistants

AWARDS, HONORS, AND SCHOLARSHIPS

- UCR undergraduate organizations, Fight for Autism Adviser of the Year, 2021-22
- Gibbs Award 2017, Outstanding contribution to research for the Social Work Division, Campbell Organization, for publication entitled, “Mindfulness-based intervention for improving academic achievement, behavior, and socio-emotional learning of K-12 students: A systematic review”
- Selected as participant to the Institute of Education Sciences Single Case Design Summer Training Institute, 2013
- Article, “Special education teachers’ perceptions and instructional practices in response to intervention implementation,” identified as a “Must Read” for 2012 by Council for Learning Disabilities’ Research Committee
- Student Faculty National Conference Travel Stipend Award recipient, 2009-2011
- Arizona Director of Special Education Administrators Scholarship recipient, 2007

UNIVERSITY STATE LEVEL AND NATIONAL SERVICE

Student club faculty sponsor

- UCR student club with 65 undergraduate student members.
- Increase awareness and acceptance of ASD
- Increase access to and services designed to support individuals with ASD

Editorial board member

- *Learning Disabilities Research and Practice*
- *Journal of Behavior Education*

Reviewer - provide peer-review of articles submitted for publication and presentation

- *Beyond Behavior* (2) (2018)
- *Developmental Neurorehabilitation* (1) (2020)
- *Teaching Exceptional Children* (1) (2020)
- *Exceptional Children* (9) (2016-2022)
- *Journal of Learning Disabilities* (5) (2016-2022)
- *Reading & Writing Quarterly* (5) (2019-2020)
- *New Directions for Child and Adolescent Development* (2) (2016)
- *Scientific Studies of Reading* (1) (2015)
- *Remedial and Special Education* (10) (2013-2020)
- *Learning Disability Research and Practice* (9) (2015-2021)
- *Journal of Developmental and Physical Disabilities* (7) (2011-2016)
- *Focus on Autism and Other Developmental Disabilities* (4) (2014-2015)
- *Journal of Autism and Developmental Disorders* (1) (2018)
- *Exceptionality* (4) (2014-2015)

- *Assessment for Effective Intervention* (5) (2016-2020)
- *Teaching and Teacher Education* (2) (2017)
- *Learning Disability Quarterly* (6) (2014-2022)
- *Council for Exceptional Children National Conference presentation proposals* (35) (2013-2020)

Committee member

- UCSF Dyslexia Intervention Task Force committee member (07/2022).
- Council for Exceptional Children, Division of Learning Disabilities – Research committee chair (2016 to current)
- California Commission Teacher Credentialing – Education Specialist Preliminary Credential Work Group (2016)
- California Council on Teacher Education – UCR delegate (2016 to current)
- University of California Riverside Graduate School of Education, Teacher Education Committee Chair (2018 to 2022)
- University of California Riverside Graduate School of Education, Teacher Education Committee (2016 to 2018)

OTHER EDUCATIONAL EXPERIENCE

Technical Review Committee Member, 2011-present

National Center on Intensive Interventions (NCII) at American Institutes for Research

- Evaluate intensive interventions in reading for a NCII website

Consultant, 2006-present

- Institute for Student Achievement. English language arts/reading intervention instructional coach for Bureau of Indian Education (BIE) school (2016-2020)
- Professional development and trainings to state departments of education, and school districts on the use of evidence-based reading interventions and implementation of multi-tiered systems of support (ongoing)
- Technical reports, presentation development, grant reviewer, webinars (ongoing)
- Hawaii Department of Education intensive reading intervention professional development and instructional coaching for special education teachers (ongoing)

<u>PREVIOUS EMPLOYERS</u>	<u>POSITION</u>	<u>DATE</u>
University of California Riverside Graduate School of Education (current) Riverside, CA	Assistant Professor	2016-2020
Curry School of Education University of Virginia Charlottesville, VA	Assistant Professor	2014-2016
The Meadows Center for Preventing Educational Risk The University of Texas at Austin Austin, TX	Research Assistant Professor Project Director	2013-2014 2008-2012
Sedona Unified School District Sedona, AZ	Reading Specialist/Literacy coach Special Education Teacher	2005–2008 2003–2005
Williams Unified School District Williams, AZ	Special Education Teacher	2001–2003
Flagstaff Unified School District Flagstaff, AZ	Reading Instructor	1998–2000
AT&T Fayetteville, AR	Account Executive	1996–1998
Integrated Communications	Self-employed/Owner	1993–1996

Flagstaff, AZ
U S WEST
Denver, CO

Marketing Manager

1992–1993

AFFILIATIONS

- Council for Exceptional Children (CEC), and Division of Learning Disabilities (DLD)
- The Society for the Scientific Study of Reading (SSSR)
- The Dyslexia Foundation (TDF)
- The Reading League – CA chapter
- California Council on Teacher Education (CCTE)