

L. Brook E. Sawyer
College of Education, Lehigh University
111 Research Drive, Iacocca Hall A-111, Bethlehem, PA 18015
610-758-3236
brooksawyer@lehigh.edu

EDUCATION

Doctor of Philosophy, Educational Psychology
University of Virginia, Charlottesville, VA (2003)
Dissertation: *Teacher collaboration in context of Responsive Classroom® approach.*

Master of Science in Education, Psychological Services
University of Pennsylvania, Philadelphia, PA (1997)

Bachelor of Science in Education, Elementary Education
University of Delaware, Newark, DE (1996)
Graduated *magna cum laude.*

EMPLOYMENT HISTORY

Associate Dean of Graduate Studies, College of Education
Lehigh University, Bethlehem, PA (Fall 2024-present)

Program Director, Teaching, Learning, and Technology
Lehigh University, Bethlehem, PA (Fall 2019; 2020-2024)

Professor, Teaching, Learning, and Technology
Lehigh University, Bethlehem, PA (2023-present)

Associate Professor, Teaching, Learning, and Technology
Lehigh University, Bethlehem, PA (2018-2023)

Assistant Professor, Teaching, Learning, and Technology
Lehigh University, Bethlehem, PA (2012-2018)

Research Associate, Department of Communication Sciences and Disorders
Temple University, Philadelphia, PA (2011-2012)

Research Scientist, School of Teaching and Learning
The Ohio State University, Columbus, OH (2010- 2011)

Research Faculty, Child and Family Studies Research Programs
Thomas Jefferson University, Philadelphia, PA (2004- 2010)

Guidance Counselor, Elementary School
Clifton Avenue Grade School, Lakewood, NJ (2003- 2004)

Teacher, Middle School
Moultrie Middle School, Mount Pleasant, SC (1998- 2000)

OTHER PROFESSIONAL EXPERIENCE

Research Consultant, Northeast Foundation for Children, Turners Falls, MA (2007-2012)

Adjunct Instructor, Muhlenberg College, Allentown, PA (2007-2008)

Publications and Creative Activities

Books: Authored

Cassetta, G., & **Sawyer, B.** (2015). *Classroom management matters: The social-emotional learning approach children deserve*. Portsmouth, NH: Heinemann.

Cassetta, G., & **Sawyer, B.** (2013). *No more taking away recess and other problematic discipline practices*. Portsmouth, NH: Heinemann.

Books: Editorship

Sonnenschein, S., & **Sawyer, B.E.** (Editors) (2019). *Academic Socialization of Young Black and Latino Children - Building on Family Strengths*. New York: Springer Publishers.

Book Chapters: Peer-Reviewed

* *Student Collaborator*

Hammer, C.S., **Sawyer, B.E.**, & Cychk, L. (2019). Madres educando a sus niños: Integrating culture into intervention. In S. Sonnenschein & B.E. Sawyer (Eds.), *Academic Socialization of Young Black and Latino Children - Building on Family Strengths*. New York: Springer Publishers.

Sawyer, B.E., Manz, P.H., Martin, K.A.*, Hammond, T.C., & Garrigan, S. (2017). Teachers and parents as partners: Developing a community of practice to support preschool dual language learners. In J.A. Sutterby (Ed.), *Advances in Early Education and Day Care: Vol. 20. Family Involvement in Early Education and Child Care* (pp. 159-186). West Yorkshire, England: Emerald Group Publishing.

Sonnenschein, S., **Sawyer, B.E.**, & Kong, P. (2023). School readiness of Latinx children: Building on the strengths of the home learning environment. In O. Saracho (Ed.), *Contemporary Perspectives in Early Childhood Education*. Charlotte, NC: Information Age Publishing.

Articles in Refereed Journals

* *Student Collaborator*

Schmidt, E.*, & **Sawyer, B.E.** (in press). Heritage-based digital storytelling for elementary multilingual learners. *Journal of Education*.

Sawyer, B.E., Hindman, A., Smith, J.C.*, Hammer, C.S., & Santoro, J.R. (2025). Parents Plus: A parent-implemented intervention for preschool children with developmental language disorders. *Language, Speech, & Hearing Services in Schools*, 56 (1), 177-193.
https://doi.org/10.1044/2024_LSHSS-24-00042

- Wood, C.*, Manz, P., **Sawyer, B.E.**, & Fu, J. (2024). The Influence of Student Language and Student-Teacher Relationships on Student-Specific Teacher Self-Efficacy in Early Childhood. *Bilingual Research Journal*. Advance online publication. <https://doi.org/10.1080/15235882.2024.2322744>
- Perkins, R.* & **Sawyer, B.E.** (2024). Context matters: Factors that influence storytime providers' knowledge, beliefs, and self-efficacy. *Early Childhood Education Journal*. Advance online publication. <https://doi.org/10.1007/s10643-024-01639-3>
- Sawyer, B.E.**, Shera, S.B.*, Cai, Y.*, Kong, P., Sonnenschein, S., Simons, C., Zhang, X.*, & Yu, X.* (2023). Comparison of the school readiness beliefs of early childhood teachers and immigrant Latine and Chinese parents. *Early Childhood Education Journal*. Advance online publication. <https://link.springer.com/article/10.1007/s10643-023-01617-1>
- Durán, L., López, L., Wackerle-Hollman, A., Miranda, A.*, **Sawyer, B.**, & Scheffner Hammer, C., (2023). Look who's talking now: Examining language use with dual language learners in preschool classrooms. *Bilingual Research Journal*. Advance online publication. <https://doi.org/10.1080/15235882.2023.2210090>
- Sawyer, B.E.**, Wakeel, F., Manz, P.H., & Link, O.* (2023). Children's stress in the time of COVID-19: Relationships with school, social and recreational experiences. *Education Sciences*. Advance online publication. <https://doi.org/10.3390/educsci13070630>
- Yudt, K.E.*, **Sawyer, B.E.**, & Shera, S.B.* (2023). Preservice elementary teachers' mathematical skills and attitudes: A study of blended learning. *Journal of Mathematics Teacher Education*. Advance online publication.
- Hammer, C.S., Cycyk, L.M.*, Scarpino, S., **Sawyer, B.E.**, & Jury, K. (2022). Development of the CECER-DLL child and family questionnaire: A new tool for documenting the language and literacy experiences of Latino dual language learners. *International Journal of Bilingual Education and Bilingualism*, 25 (6), 2018-2040. <https://doi.org/10.1080/13670050.2020.1840507>
- Sawyer, B.E.**, Dever B., Kong, P., Sonnenschein, S., Simons, C.*, Zhang, X.*, Yu, X.*, & Cai, Y.* (2022). Dominican, Salvadoran, & Chinese immigrant parents' reasoning about school readiness skills. *Child and Youth Care Forum*, 51, 137-159. <http://link.springer.com/article/10.1007/s10566-021-09623-3>
- Sawyer, B.E.**, Hammer, C.S., Santoro, J.R., Smith, J.C.*, & Feil, E. (2022). Developing Parents Plus: A parent-implemented intervention for young children with developmental language disorders. *Infants & Young Children*, 35(3), 205-221. <https://doi.org/10.1097/IYC.0000000000000219>
- Perkins, R.* & **Sawyer, B.E.** (2021). Measuring self-efficacy in public library storytime providers. *The Library Quarterly*, 91 (3), 285-303. <https://doi.org/10.1086/714318>
- Simons, C.*, Sonnenschein, S., **Sawyer, B.E.**, Kong, P., & Brock, A.* (2021). School readiness beliefs of Dominican and Salvadoran immigrant parents. *Early Education and Development* 33(2), 269-290. <https://doi.org/10.1080/10409289.2021.1930747>

- Toonder, S.* & **Sawyer, B.E.** (2021). The impact of adaptive computer assisted instruction on reading comprehension: Identifying the main idea. *Journal of Computer Assisted Learning*, 37(5), 1336-1347. <https://doi.org/10.1111/jcal.12573>
- Chen, J., Justice, L.M., Tambyraja, S., & **Sawyer, B.** (2020). Exploring the mechanism through which peer effects operate in preschool classrooms to influence young children's language growth. *Early Childhood Research Quarterly*, 53 (4), 1-10. <https://doi.org/10.1016/j.ecresq.2020.02.002>
- Sawyer, B.E.**, O'Connell, A., Bhaktha, N.*, Justice, L.M., Santoro, J.R., & Rhoad Drogalis, A. (2020). Does teachers' self-efficacy vary for different children? A study of early childhood special educators. *Topics in Early Childhood Special Education*. Advance online publication. <https://doi.org/10.1177/0271121420906528>
- Chen, J., Justice, L.M., Rhoad-Drogalis, A., Lin-T.-J., & **Sawyer, B.** (2020). Social networks of children with language impairment in inclusive preschool programs. *Child Development*, 91 (2), 471-487. doi: 10.1111/cdev.13183
- Piasta, S.B., **Sawyer, B.E.**, Justice, L.M., O'Connell, A.A., Jiang, H., Dogucu, M., & Khan, K.S. (2020). Effects of Read It Again! in early childhood special education classrooms as compared to regular shared book reading. *Journal of Early Intervention*, 42(3), 224-243, <https://doi.org/10.1177/1053815119883410>
- Chen, J., Lin, T.-J., Justice, L., Piasta, S., & **Sawyer, B.** (2019). The social networks of children with and without disabilities in early childhood special education classrooms. *Journal of Autism and Developmental Disorders*, 49, 2779-2794. doi: 10.1007/s10803-017-3272-4
- Lin, T.-J., Chen, J., Justice, L.M., & **Sawyer, B.E.** (2019). Peer interactions in preschool inclusive classrooms: The roles of pragmatic language and self-regulation. *Exceptional Children*, 85(4) 432-452. doi: 10.1177/0014402919828364
- Logan, J.A.R., Dynia, J.D., **Sawyer, B.E.**, Justice, L.M., Pentimonti, J.M., & Kaderavek, J.N. (2019). Caregiver implementation of a home-based reading program with their children with disabilities: Patterns of adherence. *Learning Disabilities Quarterly*, 42(3) 135-146. doi: 10.1177/0731948718786231
- Tambyraja, S.R., Rhoad-Drogalis, A., Khan, K.S., Justice, L.M., & **Sawyer, B.E.** (2019). Inattentiveness and language abilities in preschoolers in early childhood special education classrooms: A latent profile analysis. *Journal of Abnormal Child Psychology*, 47, 245-247. doi: 10.1007/s10802-018-0451-5
- Aragona-Young, E.* & **Sawyer, B.E.** (2018). Elementary teachers' beliefs about multicultural practices. *Teachers and Teaching: Theory and Practice*, 24, 465-486. doi: 10.1080/13540602.2018.1435527
- Rhoad-Drogalis, A.R., Justice, L.M., O'Connell, A., & **Sawyer, B.E.** (2018). Teacher-child relationships and classroom learning behaviors of children with language impairment. *International Journal of Language & Communication Disorders*, 53 (2), 324-338. doi: 10.1111/1460-6984.12351

- Rhoad-Drogalis, A.R., **Sawyer, B.E.**, Justice, L.M., & O'Connell, A. (2018). Assessing learning behaviors in early childhood special education classrooms. *Early Education and Development, 29* (4), 450-466. doi: 10.1080/10409289.2018.1460982
- Sawyer, B.E.**, Atkins-Burnett, S., Sandilos, L., Hammer, C.S., López, L., & Blair, C. (2018). Variations in classroom language environments of preschool children who are low-income and linguistically diverse. *Early Education and Development, 29*, 398-416. doi:10.1080/10409289.2017.1408373
- Sawyer, B.E.**, Cycyk, L.M.*, Sandilos, L., & Hammer, C.S. (2018). "So many books they don't even all fit on the bookshelf": An examination of low-income and ethnic minority mothers' home literacy practices, beliefs, and influencing factors. *Journal of Early Childhood Literacy, 18* (3), 331-372. doi: 10.1177/1468798416667542
- Sawyer, B.E.** & Campbell, P.H. (2017). Teaching caregivers in early intervention. *Infants and Young Children, 30*, 175-189. doi: 10.1097/IYC.0000000000000094
- Hammer, C.S., & **Sawyer, B.E.** (2016a). Effects of a culturally responsive interactive book-reading intervention on the language abilities of preschool dual language learners: A pilot study. *NHSA Dialog, 18*(4), 59-79.
- Hammer, C.S., & **Sawyer, B.E.** (2016b). Development of a culturally responsive book reading intervention for Latina mothers and their Head Start children: Research to practice summary. *NHSA Dialog, 18*(4), 123-128. [Note: companion article to 2016a]
- Lewis, K., Sandilos, L., Hammer, C.S., **Sawyer, B.E.**, & Mendez, L. (2016). Relations among the home language and literacy environment and children's language abilities: A study of Head Start dual language learners and their mothers. *Early Education and Development, 27*, 478-494. doi: 10.1080/10409289.2016.1082820
- Sawyer, B.E.**, Hammer, C.S., Cycyk, L.M.*, Lopez, L., Blair, C., Sandilos, L., & Komaroff, E. (2016). Preschool teachers' language and literacy practices with dual language learners. *Bilingual Research Journal, 39* (1), 35-49. doi:10.1080/15235882.2016.1138904
- Sawyer, B.E.**, Manz, P.H., & Martin, K.A.* (2016). Supporting preschool dual language learners: Parents' and teachers' beliefs about language development and collaboration. *Early Child Development and Care, 187*, 707-726. doi:10.1080/03004430.2016.1163548
- Sandilos, L., Cycyk, L.M. *, Hammer, C.S., **Sawyer, B.E.**, Lopez, L., & Blair, C. (2015). Depression, control, and climate: An examination of factors impacting teaching quality in pre-kindergarten classrooms. *Early Education and Development, 26* (8), 1111-1127. doi: 10.1080/10409289.2015.1027624
- Petrill, S.A., Logan, J.A.R., **Sawyer, B.E.**, & Justice, L.M. (2014). It depends: The conditional correlation between storybook reading and emergent literacy skills in children with language impairments. *Journal of Learning Disabilities, 47* (6), 491-502. doi: 10.1177/0022219412470518
- Sawyer, B.E.**, Justice, L.M., Guo, Y., Logan, J.A.R., Petrill, S.A., Glenn-Applegate, K.*, Kaderavek, J.N., & Pentimonti, J.M. (2014). Relations among the home literacy environment, child characteristics, and print knowledge for preschoolers with disabilities. *Journal of Research in Reading, 37* (1), 65-83. doi: 10.1111/jrir.12008

- Dinnebeil, L., **Sawyer, B.**, Logan, J., Cancio, E., Dynia, J., & Justice, L.M. (2013). Influences on the congruence between parents' and teachers' ratings of young children's social skills and problem behaviors. *Early Childhood Research Quarterly*, 28 (1), 144-152. <http://dx.doi.org/10.1016/j.ecresq.2012.03.001>
- Guo, Y., **Sawyer, B.E.**, Justice, L., & Kaderavek, J. (2013). Quality of the literacy environment in inclusive early childhood special education classrooms. *Journal of Early Intervention*, 35, 40-60. doi: 10.1177/1053815113500343
- Sawyer, B.E.**, & Campbell, P.H. (2012). Early interventionists' perspectives on teaching caregivers. *Journal of Early Intervention*, 34, 104-124. doi: 10.1177/1053815112455363
- Fleming, J., **Sawyer, L.B.E.**, & Campbell, P.H. (2011). Early intervention providers' perspectives about implementing participation-based practices. *Topics in Early Childhood Special Education*, 30, 233-244. doi: 10.1177/0271121410371986
- Guo, Y., Justice, L.M., **Sawyer, B.**, & Tompkins, V. (2011). Exploring factors related to preschool teachers' self-efficacy. *Teaching and Teacher Education: An International Journal of Research*, 27, 961-968. <http://dx.doi.org/10.1016/j.tate.2011.03.008>
- Colyvas, J.L.*, **Sawyer, B.E.**, & Campbell (2010). Identifying strategies early intervention occupational therapists use to teach caregivers. *American Journal of Occupational Therapy*, 64, 776-785.
- Campbell, P.H., & **Sawyer, L.B.** (2009). Changing early intervention providers' home visiting skills through participation in professional development. *Topics in Early Childhood Special Education*, 28 (4), 219-234. doi: 10.1177/0271121408328481
- Campbell, P.H., **Sawyer, L.B.E.**, & Muhlenhaupt, M. (2009). The meaning of natural environments for parents and professionals. *Infants and Young Children*, 22, 264-278.
- Sawyer, L.B.E.**, & Campbell, P.H. (2009). Beliefs about participation-based practice in early intervention. *Journal of Early Intervention*, 31, 326-343. doi: 10.1177/1053815109351536
- Campbell, P.H., & **Sawyer, L.B.** (2007). Supporting learning opportunities in natural settings through participation-based services. *Journal of Early Intervention*, 29, 287-305.
- Sawyer, L.B.E.**, & Rimm-Kaufman, S.E. (2007). Teacher collaboration in context of the *Responsive Classroom* approach. *Teachers and Teaching: Theory and Practice*, 13, 211-245.
- Rimm-Kaufman, S.E., Storm, M.D., **Sawyer, B.E.**, Pianta, R.C., & LaParo, K.M. (2006). The teacher belief q-Sort: A measure of teachers' priorities in relation to disciplinary practices, teaching practices, and beliefs about children. *Journal of School Psychology*, 44, 141-165.
- Rimm-Kaufman, S.E., & **Sawyer, L.B.E.** (2004). Primary grade teachers' self-efficacy beliefs, attitudes toward teaching, and discipline and teaching priorities in relation to the *Responsive Classroom Approach*. *Elementary School Journal*, 104 (4), 321-341.

Working Papers: Manuscripts Submitted for Publication

* *Student Collaborator*

Biegley, L.*, Pan, Z., & Sawyer, B.E. (under review). *The relationship between peer learning, problem-solving and expressive communication in elementary mathematics contexts.*

Biegley, L.*, & Sawyer, B.E. (under review). *Exploring educator perspectives on K-12 public speaking education.*

Boshkoski, J.*, & **Sawyer, B.E.** (under review). *Exploring social validity and factors associated with implementation of Lexia Core5.*

Hindman, A., **Sawyer, B.E.**, & McMillan, B. (under review). *Vocabulary learning among Head Start children with speech/language Concerns: A national perspective.*

Perkins, R., & **Sawyer, B.E.** (under review). *Reaching beyond the library walls: Providers' perspectives on virtual storytime programming.*

O'Brien-Sheats, J.*, & **Sawyer, B.E.** (under review). *Examining teachers' perceptions of the social validity of StudySync®*

O'Brien-Sheats, J.*, & **Sawyer, B.E.** (under review). *Pre-Service English language arts teachers' beliefs about curricula, autonomy, and self-efficacy*

Published Reports

Sonnenschein, S., **Sawyer, B.**, & Kong, P. (2022). Promoting Latinx immigrant children's success in school: Building on the home learning environment. *Maryland School Psychologists' Association Protocol*, 62 (1), 4-8.

Working Papers: Manuscripts in Preparation

Kong, P., Yu, X.*, **Sawyer, B.E.**, & Sonnenschein, S. (in preparation). *Parents' perceptions about gateway school readiness skills for Chinese immigrant children.*

Sawyer, B.E. & des Jardin, J. (in preparation). *Perspectives of early intervention: Focus on parents of children with hearing loss.*

Sawyer, B.E., Hindman, A., & Nicolopoulou, A. (in preparation). *Examination of factors that promote early childhood narrative and vocabulary skills.*

Wood, C.N.*, Manz, P.H., Hyland, J.L.*, DuPaul, G. & **Sawyer, B.E.** (in preparation). *The extent of integration between pediatrics and birth-to-three service systems.*

Publication of Supplemental Teaching Material

Sawyer, B. (2012). The Responsive Classroom assessment tool for administrators. In *The Responsive Classroom Assessment Tool for Administrators*. Turners Falls, MA: Northeast Foundation for Children.

Sawyer, B. & Denton, P. (2009). The Responsive Classroom assessment tool. In *The Responsive Classroom Assessment*. Turners Falls, MA: Northeast Foundation for Children.

Book Chapter: Internal Publication

Sawyer, B. & Spokane, A. (2016). New directions in education research and practice at the College of Education. In *100 Years of Excellence* (pp. 143-153). Bethlehem, PA: College of Education, Lehigh University.

Unpublished Instruments

Abry, T., Brewer, A., Nathanson, L., **Sawyer, B.**, & Rimm-Kaufman, S. E. (2010). Classroom Practices Observation Measure. Unpublished instrument. University of Virginia.

Campbell, P.H., & **Sawyer, L.B.** (2008). Natural Environments Rating Scale-Revised. Unpublished instrument. Child and Family Studies Research Programs, Thomas Jefferson University.

Nathanson, L., **Sawyer, B.**, & Rimm-Kaufman, S.E. (2007). Classroom Practices Teacher Survey. Unpublished instrument. University of Virginia.

Nathanson, L., **Sawyer, B.**, & Rimm-Kaufman, S.E. (2007). Classroom Practices Frequency Survey. Unpublished instrument. University of Virginia.

Other Unpublished References

Sawyer, B., Milbourne, S., Dugan, L., & Campbell, P. (2005). Report of assistive technology training for providers and families of children in early intervention. *Research Brief Volume 2, Number 1*. Tots n Tech Research Institute. Available from <http://tnt.asu.edu>.

Sawyer, B., Milbourne, S., & Campbell, P. (2005). Early intervention assistive technology resource chart. Tots n Tech Research Institute. Available from http://www.asu.edu/clas/tnt/presentations/OSEP_handout_FINAL_with_date_footer.pdf.

Honors and Awards

Graduate Student Mentorship Appreciation Award (2020)

Class of 1961 Professorship (2019-2021) – distinction in teaching, research, and service

Frank Hook Assistant Professor (2017-2019) – distinction in teaching and research

Research Funding

Awarded Grants: Externally Funded Competitive Research Grants

Principal Investigator

Parents Plus en Español Institute of Education Sciences. \$1,999,143. Funding September 2024-August 2027. Role: Principal Investigator. Co-Principal Investigator: Dr. Carol Scheffner Hammer and Co-Investigators: Dr. Bryan Keller and Dr. Fiona Holland. The purpose of this project is to culturally and linguistically adapt *Parents Plus*, an online parent-implemented intervention for preschool children with language delays, for Spanish-speaking families. A 3- phase iterative process will be used to develop and assess the feasibility and promise of *Parents Plus en Español*.

Accelerating Preschool Children's Language Development with Parents Plus, Institute of Education Sciences. \$2,382,812. Funding September 2022-August 2025. Role: Principal Investigator. Co-Principal Investigator: Dr. Carol Scheffner Hammer and Co-Investigators: Dr. Bryan Keller and Dr. Fiona Holland. The purpose of this project is to adapt, implement and examine whether *Parents Plus*, an online parent-implemented intervention, accelerates the language development of preschoolers with developmental language disorders by increasing the dosage of services (i.e., adding *Parents Plus* to children's existing services).

Parents Plus: Language Coach, Institute of Education Sciences. Funding September 1, 2016-August 30, 2019; no cost extension 2019-2022. \$1,499,684. Role: Principal Investigator. Co-Principal Investigator: Drs. Carol Scheffner Hammer and Co-Investigator: Annemarie Hindman. A 3- phase iterative process will be used to develop and assess the feasibility and promise of an approach to teach parents to use focused stimulation and other responsive language strategies in familiar activities to improve the language outcomes of their preschool children with language impairment (LI).

Co-Investigator

Validity of Multi-System Developmental Monitoring for Low-Income Infants and Toddlers, Pennsylvania Health Research Formula Grant. Funding June 1, 2019-May 31, 2021. \$48,346 for year 1. Role: Co-Investigator. PI: Dr. Patricia Manz. Co-Investigator: Dr. George DuPaul. The purpose of this project is to examine the psychometric quality of routine developmental screening with the Ages and Stages Questionnaire, Third Edition (ASQ-3) as conducted concurrently by primary healthcare providers and home visitors for low-income infants and toddlers.

Read It Again! In Early Childhood Special Education, Institute of Education Sciences. Funding July 1, 2013-June 30, 2017. \$3,500,000. Sub-award to Lehigh University: \$685,076. Role: Co-Investigator. Principal Investigator: Dr. Laura Justice. Co-Investigators: Drs. Shayne Piasta & Ann O'Connell. A randomized controlled trial (RCT) is designed to determine the causal impacts of a fully developed and freely available systematic language and literacy intervention titled *Read It Again- PreK!* when implemented in 104 early childhood special education classrooms.

Awarded Grants: Internally Funded Competitive Research Grants

Principal Investigator/Co-Principal Investigator

Perspectives of Parents of Young Children with Hearing Loss: A Mixed-Methods Examination of Early Intervention Services. Lehigh University, Faculty Research Grant. \$6,000. Funding November 2020-May 2022. Role: Principal Investigator. The aim of this project is to understand the perspectives of parents who have young children (birth to 5 years of age) with hearing loss, particularly how they select, engage in, and view early intervention services.

Investigation of the School Readiness Beliefs and Practices of Immigrant Families, Lehigh University, Faculty Research Grant. Funding April 1, 2017-March 31, 2018; \$6,000. Role: Principal Investigator. Co-PI: Dr. Peggy Kong. The purpose of this proposed mixed-methodology study is to understand the school readiness beliefs and practices of Asian and Latino immigrant families, specifically Chinese and Dominican families.

The Impact of Early Childhood Education Program Participation on Parents and Children: An Examination of Parental Beliefs, Parental Practices, and Children's Early Academic Skills, Lehigh University, Faculty Research Grant. Funding January 1, 2016-December 31, 2016; \$6,000. Role: Co-Principal Investigator. Co-PI: Dr. Sothy Eng. The aim of the study is to examine the impact of early childhood education (ECE) program participation on Cambodian parents (e.g., involvement, gender role attitudes, fatalistic beliefs, social networks, trust) and children (reading and math skills).

Using National Datasets to Answer Key Questions about Early Child Development and Education, Lehigh University Mountaintop Summer Project. Funding June-August 2015. \$3,742. Role: Co-Principal Investigator. Co-PIs: Drs. Ageliki Nicolopoulou, Patricia Manz, and Amanda Brandone. Student Investigators: Laura Wallace & Burcu Unlutabak. The aim of this project was to foster collaborative work among faculty, doctoral students, and undergraduate students with the purpose of learning how to utilize large national datasets as a way to answer important questions about early childhood development and education.

Preventive Healthcare for Children: Early Head Start in the Lehigh Valley, Lehigh University Mountaintop Summer Project. Funding June-August 2014. \$3,100. Role: Co-Principal Investigator. Co-PI: Dr. Patricia Manz. Student Investigators: Laura Spearot & Jamie Whitenack. The aim of this project was to foster a mentoring network among faculty, doctoral students, and undergraduate students that will strive to explore barriers to preventive care among underserved families and their young children in Lehigh University's surrounding community.

The Formation of a Parent-Teacher Community of Practice to Support the Language Development of Preschool Dual Language Learners, Lehigh University, Faculty Internal Grant. Funding September 1, 2013-August 31, 2014; \$24,056. Role: Co-Principal Investigator. Co-PI: Dr. Patricia Manz. The project aim was to support the language development of preschool Dual Language Learners (DLLs) through the development of sustainable partnerships between parents and teachers of DLLs.

Beliefs about Participation-based Practice in Early Intervention, Summer Exploration Fund, Thomas Jefferson University (May, 2006), ~\$1,000. Role: Principal Investigator. Awarded funds to conduct research study to investigate early interventionists' perspectives about recommended practices and whether 3 groups, current EI practitioners, pre-service students, and leaders in the field, differ in their views of practices.

Co-Investigator

HearMyCI, A Patient-Customized Cochlear Implant Simulation App. Lehigh University Mountaintop Summer Project. Funding June-August 2019. \$1,500. Role: Co-Investigator. PI: Dr. Susan Perry; Co-I: Dr. Michael Berger. The aim of this project is to finalize a cochlear implant simulation app and to develop an applied research plan.

Synergy of Care: Promoting Healthy Development of Young, Vulnerable Infants and Toddlers through Research, Practice and Policy, Lehigh University, Accelerator Grant. Funding June 2017-May 2019; \$100,000. Role: Co- Investigator. PI: Dr. Patricia Manz Co-Is: Drs. Sirry Alang, George DuPaul, and Brenna Wood. This project will examine state policies and the service provision procedures of major healthcare, educational and family support services for low-income infants and toddlers with health and developmental risks, with results directing the creation of a multi-faceted research program for instilling an innovative synergy of care model that is supported through policy, research, and practice.

A Family Support Approach to Promoting School Readiness: A Pilot Study, Lehigh University, Faculty Research Grant. Funding June 1, 2015-May 31, 2016; \$5,726. Role: Co-Investigator. PIs: Dr. Robin Hojniski & Dr. Susan Woodhouse. Co-Investigators: Dr. Peggy Kong & Dr. Brenna Wood. The purpose of the project is to promote school readiness through development and implementation of a family support program.

Multidisciplinary & Community Partnership to Develop a Mobile Applications for Enhancing the Provision of Home Visiting to Young Children who Experience Poverty, Lehigh University, CORE Grant. Funding June 1, 2014-May 31, 2015; \$60,000. Role: Co-Investigator. PI: Dr. Patricia Manz; Co-Investigator: Drs. Susan Woodhouse, Mooi Choo Chuah, & Daniel Lopresti. Through innovative collaboration among faculty from the Colleges of Education and Engineering and Applied Sciences, the aims of this project will be to develop mobile applications for measuring home visiting integrity and data mining procedures that enable the use of integrity data in routine home visitor supervision to continuously improve intervention implementation.

Current and Pending Support

Sponsor, Project title, Total Award	Percent Time Committed			
	2023-2025	2024-2025	2025-2026	2026-2027
Current Projects				
US Department of Education, Institute of Education Sciences <i>Accelerating Preschoolers' Language Development with Parents Plus</i> \$2,382,884	16%	16%	--	--
US Department of Education, Institute of Education Sciences <i>Parents Plus en Español</i> \$2,000,000	--	16%	16%	16%
TOTAL	16%	32%	16%	16%

Consulting Work

Program Evaluation of Lehigh Valley Reads Microcredential Program (July -December 2021). Contracted by United Way of Lehigh Valley. Role: Principal Investigator. Research Assistant: Samantha Shera*

Editor/Editorial Review Board Membership for Scholarly Publications

Associate Editor

Early Education & Development (2023-present)

Editorial Review Board Membership

Early Education & Development (2018-2023)

Infants & Young Children (2014-present)

Ad Hoc Reviewer: Refereed Journal

Assessment for Effective Intervention (2014)

Bilingual Research Journal (2017, 2020-2023)
 Child Development (2016, 2019-2020; 2023)
 Child Language Teaching and Therapy (2018-2019)
 Developmental Psychology (2024-2025)
 Early Child Development and Care (2023)
 Early Childhood Research Quarterly (2018-2023; 2025)
 Early Education and Development (2015-2018)
 Educational Review (2023)
 Infant Mental Health Journal (2018; 2023-2024)
 International Journal of Speech-Language Pathology (2025)
 Journal of Applied Developmental Psychology (2022-2023)
 Journal of Computer Assisted Learning (2019)
 Journal of Education for Students Placed at Risk (2018-2019)
 Journal of Research in Childhood Education (2015; 2023)
 Journal of Research in Reading (2016-2017; 2020-2022; 2026)
 Journal of Early Childhood Literacy (2024)
 Journal of Early Childhood Research (2023)
 Journal of Early Intervention (2008-2010; 2012-2013; 2015; 2021-2022)
 Journal of School Psychology (2013)
 Learning and Individual Differences (2021-2022)
 Research in Human Development (2015)
 School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice (2015)
 Teaching and Teacher Education (2017, 2021-2023)
 Topics in Early Childhood Special Education (2017-2023)

Scholarly Presentations

National/International Invited Presentations

- Sawyer, B.E.** (2023, May). *Recruiting for Parents Plus*. Invited presentation to Institute of Education Sciences Conference. Online.
- Sawyer, B.E.** (2022, November). *Parents Plus: A Parent-Implemented Intervention to Accelerate the Language Skills of Preschool Children with Developmental Language Disorders*. Invited presentation to Institute of Education Sciences Early Learning Development Group. Online.
- Hammer, C.S., Scarpino, S., & **Sawyer, B.** (2016, February; repeated 2016, October). *Working with parents, teachers, and paraprofessionals to enhance preschoolers' language development*. Session presentation at the 2016 American Speech-Language-Hearing Association Conference on Collaboration for Preschool Language and Literacy, Online Conference.
- Hammer, C.S., & **Sawyer, B.** (2015, November). *Integrating culture and language into intervention*. Poster presentation at the 2015 LENA Conference: Parents Have the Power, Denver, CO.

National/International Refereed Presentations

* *Student Collaborator*

- Biegly, L. T.* & **Sawyer, B.** (2026, April). *Practitioner perspectives on public speaking education in K-12 schools: An implementation science approach*. Poster to be presented at 2026 American Educational Research Association Conference. Virtual Session.

- O'Brien-Sheats, J.* & **Sawyer, B.** (2026, April). *Understanding secondary ELA pre-Service teachers' curricular experiences: Insights from clinical placements in diverse school contexts*. Poster to be presented at 2026 American Educational Research Association Conference. Virtual Session.
- Hammer, C.S., **Sawyer, B.**, Smith, J., Duran, P., Mejia, K., Hokenson, J., & Santoro, J. (2025, November). *Parents Plus: A parent-implemented intervention for preschool English- and Spanish-speaking children with developmental language disorder*. Paper presented at the American Speech-Language-Hearing Association Convention. Washington D.C.
- O'Brien-Sheats, J.* & **Sawyer, B.** (2025, November). *ELA preservice teachers' perceptions of curricula and beliefs about teaching autonomy and self-efficacy*. Poster presented at the National Council of Teachers of English (NCTE). Denver, CO.
- Biegley, L. T.*, Pan, Z., & **Sawyer, B.** (2025, October). *Understanding student problem-solving experiences through peer-learning in a gamified math environment*. Poster presented at the annual conference of the Association for Educational Communications and Technology (AECT). Las Vegas, NV.
- Sawyer, B.**, Scheffner Hammer, C., Smith, J.C., Hindman, A., Santoro, J.R., Hokenson, J.*, & Gilden, E. (2025, August). *Parents Plus: A parent-implemented intervention for children with language delays*. Poster presented at the European Association for Research on Learning and Instruction Conference. Graz, Austria.
- Diop, Y., **Sawyer, B.E.**, & Manz, P. (2025, May). *Senegalese Parents' Cultural Beliefs about Parenting and their Communicative Practices with Young Children*. Paper presented at the 2025 Society for Research in Child Development Conference. Minneapolis, MN.
- *Leeson, D. & **Sawyer, B.E.** (2025, April). *Secondary science teachers' disciplinary literacy beliefs and practices*. Paper presented at the 2025 American Educational Research Association Conference. Denver, CO.
- *O'Brien-Sheats, J. & **Sawyer, B.E.** (2025, April). *Examining teachers' perceptions of the social validity of StudySync®*. Poster presented at the 2025 American Educational Research Association Conference. Denver, CO.
- *Boshkoski, J. & **Sawyer, B.E.** (2025, February). *Exploring social validity and factors associated with implementation of computer-assisted reading instruction*. Paper presented at the 2025 International Congress of School Effectiveness and Improvement Conference. Melbourne, Australia.
- Sawyer, B.E.**, Hammer, C.S., Smith, J.C.*, & Santoro, J., & (2024, April). *Developing Parents Plus: A parent-implemented language intervention for preschool children with developmental language disorder*. Session presented at the 2024 American Educational Research Association Conference. Philadelphia, PA.
- Sawyer, B.E.**, Sonnenschein, S., Placide, D.*, Chemidlin, K.*, Davis-Hilton, A.*, Matamoros, C.*, & Kong, P. (2024, April). *Parents' views about how language and culture promote Dominican and Salvadoran preschool children's school readiness skills*. Roundtable presented at the 2024 American Educational Research Association Conference. Philadelphia, PA.

- Sawyer, B.E.**, Smith, J.C.*, Hindman, A., Hammer, C.S., & Santoro, J., & (2024, February). *Parents Plus: A Parent-Implemented Intervention for Preschool Children with Developmental Language Delays*. Poster presented at the 2024 Conference on Research Innovations in Early Intervention. San Diego, CA.
- DesJardin, J., **Sawyer, B.E.**, Schneider, G.*, & Symia, R.* (2023, November). *Parents' perspectives of early intervention for young children with hearing loss*. Poster presented at the Division of Early Childhood Conference. Minneapolis, MN.
- Yu, X.*, **Sawyer, B.E.**, & Kong, P. (2023, May). *Parental Social Capital, Neighborhood Characteristics, and Educational Achievement of Elementary School Students*. Poster presented at the 2023 American Educational Research Association Conference. Virtual Conference.
- Sawyer, B.E.**, Hammer, C.S., Hindman, A., Santoro, J., & Smith, J.C.* (2023, April). *Teaching Parents to Promote Young Children's Language Skills With Parents Plus*. Roundtable presented at the 2023 American Educational Research Association Conference. Chicago, IL.
- Sawyer, B.E.**, Gross, Y.*, Hammer, C.S., Santoro, J., & Smith, J.C.* (2023, March). *Parents Plus: Effects of a Parent-Implemented Intervention on Children's Language Skills and Parent Responsivity*. Poster presented at the Society for Research in Child Development Conference. Salt Lake City, UT.
- Kong, P., Yu, X.*, **Sawyer, B.**, & Sonnenschein, S. (2022, June). *Understanding the School Readiness Beliefs of Chinese Immigrant Parents*. Poster presented at the National Research Conference on Early Childhood. Virtual Conference.
- Sawyer, B.E.**, Sonnenschein, S., Kong, P., Simons, C.*, Yu, X*, & Zhang, X*. (2022, May). *School readiness beliefs and practices of Chinese and Latinx immigrant parents of preschoolers*. Poster presented at the Society for Research in Child Development. Rio Grande, Puerto Rico.
- Perkins, R.*, & **Sawyer, B.E.** (2022, April). *Knowledge, practice, and self-efficacy of public library storytime providers*. Poster presented at the 2022 American Educational Research Association Conference. San Diego, CA.
- Sawyer, B.E.**, Hammer, C.S., Santoro, J., & Smith, J.C.* (2022, April). *Parents Plus: Examining the promise of a caregiver-implemented intervention for young children*. Roundtable session presented at the 2022 American Educational Research Association Conference. San Diego, CA.
- Smith, J.*, Hammer, C.S., **Sawyer, B.**, & Santoro, J. (2021, November). *Parents Plus: Preliminary findings on the effectiveness of a parent-implemented preschool language intervention*. Poster presented at the American Speech-Language-Hearing Association Convention. Virtual Conference.
- Sawyer, B.E.**, DesJardin, J., & Gross, Y.* (2021, September). *Learning from parents of young children with hearing loss*. Poster presented at the Division of Early Childhood Conference. Virtual conference.
- Simons, C., Sonnenschein, S., **Sawyer, B.**, Kong, P., & Brock, A.* (2021, August). *Latinx immigrant parents' beliefs about school readiness*. Poster presented at the American Psychological Association. Virtual conference.

- Smith, J.*, Hammer, C.S., **Sawyer, B.**, & Santoro, J. (2021, July- rescheduled from 2020, July due to COVID). *Investigating the promise of Parents Plus training for parents of preschoolers with language impairment*. Poster presented at the International Association for the Study of Child Language. Philadelphia, PA.
- Durán, L., López, L., Wackerle-Hollman, A., Miranda, A., **Sawyer, B.**, & Scheffner Hammer, C. (2021, April). *Examining language use with dual language learners in preschool classrooms*. Paper presented at the Society for Research in Child Development. Virtual Conference.
- Perkins, R.*, & **Sawyer, B.E.** (2021, April). *Self-efficacy in public library storytime providers*. Poster presented at the 2021 American Educational Research Association Conference. Virtual Conference.
- Sawyer, B.E.**, Dever, B., Kong, P., Sonnenschein, S., Simons, C., Yu, X*, Zhang, X.*, & Cai, Y. (2021, April). *Latinx and Chinese immigrant parents' reasoning about school readiness skills*. Poster presented at the 2021 American Educational Research Association Conference. Virtual Conference.
- Sawyer, B.E.**, Scheffner Hammer, C., Smith, J.*, Santoro, J., Cai, Y.*, & Hindman, A. (2021, April). *Examining the promise of Parents Plus: A parent-intervention for preschoolers with developmental language disorder*. Paper presented at the Society for Research in Child Development. Virtual Conference.
- Wood, C.*, Manz, P., **Sawyer, B.E.**, & Fu, J. (2021, April). *Variability in teacher self-efficacy among linguistically diverse preschoolers: Student-teacher relationship quality as a predictor*. Poster presented at the Society for Research in Child Development. Virtual Conference.
- Ivory, K.*, Levert, D.*, & **Sawyer, B.E.**, (2021, March). *Hear my cochlear implant: Application of a mobile simulation for parents and teachers*. Poster presented at the Council for Exceptional Children Conference. Virtual Conference.
- Wood, C.*, Manz, P., **Sawyer, B.**, & Fu, J. (2021, February). *Variability in student-specific teacher self-efficacy for diverse students*. Poster presented at the National Association for School Psychologists Virtual Conference.
- Smith, J.C.*, Hammer, C.S., **Sawyer, B.E.**, & Santoro, J. (2020, November; conference cancelled due to COVID-19). *Parents Plus: Preliminary findings on the effectiveness of a parent-implemented preschool language intervention*. Proposal accepted to 2020 American Speech-Language-Hearing Association Convention.
- Sawyer, B.S.**, Hammer, C.S., Santoro, J.K., & Smith, J.C.* (2020, February). *Parents Plus: Examining the promise of a language intervention for parents of preschool children with language impairment*. Poster presented at the 2020 Conference on Research Innovations in Early Intervention, San Diego, CA.
- Cai, Y.*, **Sawyer, B.**, Kong, P., & Sonnenschein, S., (2020, February). *Comparison of immigrant parents' and teachers' school readiness beliefs*. Poster presented at the 2020 National Association of School Psychology Convention. Baltimore, MD.

- Grossman, J., Sonnenschein, S., **Sawyer, B.**, & Kong, P. (2020, February). *School readiness beliefs and practices of immigrant parents*. Poster presented at the 2020 National Association of School Psychology Convention. Baltimore, MD.
- Hammer, C.S., **Sawyer, B.S.**, Smith, J.C.* , & Santoro, J.K. (2019, November). *Parents Plus: Training parents to support their preschoolers' language skills*. Oral seminar presented at the 2019 American Speech-Language-Hearing Association Convention. Orlando, FL.
- Justice, L.M., Chen, J.* , Rhoad-Drogalis, A. , Lin, T.J., & **Sawyer, B.** (2019, March). *Social networks of children with developmental language disorder in inclusive preschool programs*. Paper presented at the 2019 Society for Research in Child Development. Baltimore, M.D.
- Sawyer, B.**, Sonnenschein, S., Kong, P., Dever, B., Simons, C.* , Zhang, X.* , Yu, X.* , Cai, Y.* , & Shepherd, B. (2019, March). *What school readiness skills are most important to immigrant parents? A comparison across groups*. Poster presented at the 2019 Society for Research in Child Development. Baltimore, M.D.
- Sonnenschein, S., & **Sawyer, B.** (Chairs) (2019, March). *Building on family strengths to promote the academic development of young Black and Latino children*. Symposium presented at 2019 Society for Research in Child Development. Baltimore, M.D.
- Sawyer, B.E.**, Hammer, C.S., Santoro, J.K., & Smith, J.C.* (2019, February). *Parents Plus: An examination of feasibility, usability, and fidelity*. Poster presented at the Pacific Coast Research Conference. Coronado, CA.
- Manz, P. H., Ventresco, N.* , Carr, D.* , Sole, D.* , Levert, D.* , Cai, Y.* , DuPaul, G., & **Sawyer, B.** (2019, February). *Integrating child development service systems: Unlocking potential for low-income children*. Paper presented at the annual convention of the National Association of School Psychology. Atlanta, GA.
- Sawyer, B.E.**, Hammer, C.S., Santoro, J.K., & Smith, J.C.* (2018, October). *Parents Plus: An intervention for parents of young children with language impairment*. Poster presented at the International Clinical Phonetics and Linguistics Association Conference. Malta.
- Chen, J.* , Justice, L., Drogalis, A. & **Sawyer, B.** (2018, June). *The social networks of children with language impairment in inclusive preschool special education classrooms*. Poster presented at the 2018 National Research Conference on Early Childhood. Washington D.C.
- Sawyer, B.E.**, Hammer, C.S., Santoro, J.K., & Smith, J.C.* (2018, June). *Parents Plus: An examination of feasibility, usability and fidelity*. Poster presented at the 2018 National Research Conference on Early Childhood. Washington D.C.
- Sonnenschein, S. Kong, P., **Sawyer, B.E.**, Simons, C.* , Dever, B.V., & Zhang, X.* , & Yu, X.* (2018, June). *School readiness beliefs and practices of Latino and Chinese immigrant parents*. Poster presented at the 2018 National Research Conference on Early Childhood. Washington D.C.
- Hindman, A., **Sawyer, B.**, & McMillan, B. (2018, March). *A national perspective on Head Start children with speech and language issues*. Poster presented at 2018 Conference on Research Innovations in Early Intervention, San Diego, CA.

- Smith, J.*, Hammer, C.S., **Sawyer, B.**, & Santoro, J. (2018, March). *Examining fidelity of implementation and social validity of a parent-focused language intervention*. Poster presented at 2018 Conference on Research Innovations in Early Intervention, San Diego, CA.
- Khan, K., Justice, L.J., Piasta, S., **Sawyer, B.** & O'Connell, A., (2018, February). *Teachers' use of instructional and scaffolding strategies during shared book reading in early childhood special education classrooms*. Poster presented at 2018 Pacific Coast Research Conference Meeting, Coronado, CA.
- Sawyer, B.E.**, Hammer, C.S., Santoro, J.K., & Smith, J.C.* (2017, October). *Engaging stakeholders to develop a feasible language-focused intervention for parents*. Poster presented at the 2017 Division of Early Childhood Conference. Portland, OR.
- Sawyer, B.E.**, Hammer, C.S., & Santoro, J.K., & Smith, J.C.* (2017, October). *Teaching parents how to promote children's language development through focused stimulation*. Poster presented at the 2017 Division of Early Childhood Conference. Portland, OR.
- Sawyer, B.E.**, O'Connell, A., Bhaktha, N.*, Santoro, J.R., & Justice, L.M. (2017, August). *The influence of child characteristics on teacher self-efficacy in early childhood special education classrooms*. Paper presented at the 2017 European Association for Research on Learning and Instruction. Tampere, Finland.
- Tambyraja, S., Drogalis, A., Khan, K., **Sawyer, B.E.**, & Justice, L.M (2017, June). *Effects of inattentiveness on preschoolers' language and literacy development*. Paper presented at the 2017 Symposium on Research in Child Language Disorders. Madison, WI.
- Hammer, C.S. & **Sawyer, B.E.** (2017, April). *Understanding the quality of classroom language learning environments using the language interaction snapshot*. Paper presented at the 2017 Society for Research in Child Development. Austin, TX.
- Sawyer, B.E.**, Atkins-Burnett, S., Hammer, C.S., Sandilos, & L., Lopez, L. (2017, April). *Variations in classroom language environments of preschool children who are low-income and linguistically diverse*. Paper presented at the 2017 Society for Research in Child Development. Austin, TX.
- Sawyer, B.E.**, O'Connell, A., Bhaktha, N.*, Santoro, J.R., & Justice, L.M. (2017, April). *Associations between child characteristics and teacher self-efficacy in early childhood special education classrooms*. Poster presented at the 2017 Society for Research in Child Development. Austin, TX.
- Scarpino, S., Hammer, C.S., & **Sawyer, B.** (2016, November). *Collaborating with teachers, paraprofessionals and parents to facilitate language & early literacy skills*. Paper presented at the 2016 American Speech-Language-Hearing Association Convention. Philadelphia, PA.
- Nicolopoulou, A., Hindman, A., **Sawyer, B.E.**, & Unlutabak, B.* (2016, July). *Examination of factors promoting early narrative skills*. Poster presented at the Society for the Scientific Study of Reading. Porto, Portugal.
- Hammer, C.S., & **Sawyer, B.E.** (2016, July). *Preschool teachers' language and literacy practices with dual language learners*. Poster presented at the National Research Conference on Early Childhood. Washington D.C.

- Sawyer, B.E.**, Manz, P., & Martin, K.* (2016, July). *Beliefs of parents and early childhood teachers on the language development of preschool dual language learners*. Poster presented at the National Research Conference on Early Childhood. Washington D.C.
- Aragona-Young, E.* , & **Sawyer, B.E.** (2016, April). *Elementary teachers' multicultural education practices*. Paper presented at the 2016 American Educational Research Association Conference Meeting, Washington, D.C.
- Sawyer, B.E.**, Atkins-Burnett, S., Hammer, C.S., Komaroff, E., Sandilos, L., Lopez, L., & Blair, C. (2016, April). *Variations in classroom language environments of preschool children who are low-income and linguistically diverse*. Paper presented at the 2016 American Educational Research Association Conference Meeting, Washington, D.C.
- Piasta, S.B., **Sawyer, B.E.**, Justice, L.M., O'Connell, A., & Jiang, H.* (2016, February). *Using Read It Again in early childhood special education classrooms: Preliminary results*. Paper presented at the 2016 Pacific Coast Research Conference Meeting, Coronado, CA.
- Sawyer, B.E.**, Piasta, S.B., Santoro, J.K., Justice, L.M., & O'Connell, A. (2016, February). *Examining fidelity of implementation in early childhood special education classrooms*. Paper presented at the 2016 Pacific Coast Research Conference Meeting, Coronado, CA.
- Hammer, C.S., **Sawyer, B.E.**, & Lopez, L. (2015, November). *The beliefs and practices of teachers who work with DLLs: Building on the work of Dr. Patton Tabors*. Paper presented at the Annual Conference of the National Association of Educators of Young Children, Orlando, FL.
- Sawyer, B.E.**, Cycyk, L.* , Sandilos, L., & Hammer, C.S. (2015, March). *"A lot of books": Home language and literacy practices and influencing factors of African American and Puerto Rican mothers of children in Head Start*. Poster presentation at the 2015 Society for Research in Child Development Meeting, Philadelphia, PA.
- Sawyer, B.E.**, Manz, P., Martin, K*., Hammond, T., & Garrigan, S. (2015, February). *Project TAPP: Teachers and parents as partners*. Paper presentation at the 2015 National Association of School Psychologists. Orlando, FL.
- Hammer, C.S, Cycyck, L.* , Scarpino, S., Lopez, L., **Sawyer, B.**, & Rica, R.* (2014, July). *Documenting DLLs' early language and literacy experiences: Development of a comprehensive family questionnaire*. Poster presentation at Head Start's 12th National Research Conference, Washington, D.C.
- Hammer, C.S, Cycyck, L.* , Scarpino, S., Burchinal, M., & **Sawyer, B.** (2014, July). *Validation of the CECER-DLL family and teacher questionnaires*. Poster presentation at Head Start's 12th National Research Conference, Washington, D.C.
- Hammer, C.S, Scarpino, S., Cycyck, L.* , Lopez, L., **Sawyer, B.**, & Rica, R.* (2014, July). *Documenting DLLs' early language and literacy experiences: Development of a comprehensive teacher questionnaire*. Poster presentation at Head Start's 12th National Research Conference, Washington, D.C.
- Sandilos, L., Hammer, C.S, Komaroff, E., **Sawyer, B.**, Cycyck, L.* , Lopez, L., & Blair, C., (2014, July). *Teacher language quality in preschool classrooms with DLLs*. Poster presentation at Head Start's 12th National Research Conference, Washington, D.C.

- Sawyer, B.**, Cycyk, L.*, Sandilos, L., & Hammer, C.S. (2014, July). *Language and literacy beliefs of African American and Puerto Rican mothers of children in Head Start*. Poster presentation at Head Start's 12th National Research Conference, Washington, D.C.
- Sawyer, B.E.**, Logan, J.A.R., Dynia, J., & Justice, L.M. (2014, July). *Describing and predicting continued study involvement in longitudinal research*. Paper presentation at Society for Scientific Study of Reading Conference, Santa Fe, NM.
- Cassetta, G., & **Sawyer, B.** (2014, May). *Not this but that: Replacing less effective practices with more effective alternatives*. Symposium conducted at the 2014 International Reading Association Conference. New Orleans, LA.
- Sawyer, B.**, Manz, P., Martin, K.*, Hammond, T., & Garrigan, S. (2014, April). *Project TAPP: Teachers and parents as partners*. Symposium conducted at the 2014 Society for Research in Child Development Themed Meeting: Strengthening Connections among Child and Family Research, Policy, and Practice. Alexandria, VA.
- Guimond, A., **Sawyer, B.**, Wilcox, M.J., DiDonato, A.M.*, & Fox, A.* (2013, April). *What influences caregiver efficacy in early intervention home visits?* Poster presentation at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Sawyer, B.**, Hammer, C.S., López, L., Blair, C., & Komaroff, E. (2013, April). *Quality of the classroom language environment for preschool Spanish-speaking dual language learners*. Paper presented at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Sawyer, B.**, & Hammer, C.S. (2013, April). *A culturally-relevant book reading intervention for preschool dual language learners*. Poster presentation at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Guo, Y., **Sawyer, B.E.**, Justice, L. M., & Kaderavek, J. (2012, December). *The quality of the literacy environment in inclusive early childhood special education (ECSE) classrooms*. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA.
- Sawyer, B.**, Cycyk, L.*, Hammer, C.S., López, L., & Blair, C. (2012, November). *Preschool teachers' practices to promote the language and literacy development of dual language learners*. Poster presentation at the 2012 American Speech-Language-Hearing Association Convention. Atlanta, GA.
- Bitetti, D.*, **Sawyer, B.**, Hammer, C.S., Rodríguez, B., López, L., & Goldstein, B. (2012, November). *Maternal concerns as critical information about bilingual children's speech-language abilities*. Poster presentation at the 2012 American Speech-Language-Hearing Association Convention. Atlanta, GA.
- Hammer, C.S., Blair, C., López, L., **Sawyer, B.**, Komaroff, E., Leong, D., & Bodrova, E., Cycyk, L.*, & Bitetti, D.* (2012, June). *Tools of the Mind: Promoting the school readiness of dual language learners*. Session presented at Head Start's 11th National Research Conference, Washington, D.C.

- Rodríguez, B., López, L., **Sawyer, B.**, Scarpino, S.E., Hammer, C. S., Bitetti, D.*, Komaroff, E., & Goldstein, B. (2012, June). *Cuidando los niños: Characteristics of Latino children's early education and child care experiences*. Session presented at Head Start's 11th National Research Conference, Washington, D.C.
- Sawyer, B.**, Bitetti, D.*, Scarpino, S.E., Hammer C.S., Komaroff, E., López, L., Rodríguez, B., & Goldstein, B. (2012, June). *Relation between maternal concerns and speech and language abilities of young bilingual children*. Session presented at Head Start's 11th National Research Conference, Washington, D.C.
- Hammer, C.S., Lopez, L., Blair, C., **Sawyer, B.**, & Komaroff, E. (2012, February). *Supporting the school readiness of dual language learners: Teachers' beliefs and practices*. Paper presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children. Tampa, Florida.
- Sawyer, B.**, Justice, L., Guo, Y., Glenn-Applegate, K.*, Petrill, S., & Kaderavek, J. (2011, July). *Relations among home literacy environment, child characteristics, and print knowledge for preschool children with language impairment*. Conference session presented at Society for the Scientific Study of Reading. Saint Petersburg, FL.
- Sawyer, B.E.**, & Campbell, P.H. (2011, May). *Caregiver teaching in early intervention*. Conference session presented at the International Society on Early Intervention's 3rd Annual International Conference. New York, New York.
- Fleming, J.L., & **Sawyer, L.B.E.** (2009, October). *Early interventionists' perceptions of the family during home visits*. Poster presentation at the Division of Early Childhood's 25th Annual International Conference on Young Children with Special Needs and their Families. Albuquerque, New Mexico.
- Sawyer, L.B.E.**, Colyvas, J.L.*, & Campbell, P.H. (2008, October). *Strategies used by early intervention providers to teach caregivers*. Conference session presented at the Division of Early Childhood's 24th Annual International Conference on Young Children with Special Needs and their Families. Minneapolis, Minnesota.
- Sawyer, L.B.E.** (2007, October). *Perspectives on best practice in early intervention: A q-sort methodology*. Poster presentation at the Division of Early Childhood's 23rd Annual International Conference on Young Children with Special Needs and their Families. Niagara Falls, Ontario, Canada.
- Sawyer, L.B.E.** (2007, March). *The contribution of the Responsive Classroom Approach for enhancing teacher capacity and improving children's performance*. Conference session presented at the Beginning Teacher Center Conference, Boston, MA.
- Campbell, P.H., Dugan, L.M., & **Sawyer, L.B.E.** (2005, October). *Looking for a new way to assess the quality of home visits?* Conference session presented at the Division of Early Childhood's 21st Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.
- Campbell, P.H., Milbourne, S.A., **Sawyer, L.B.E.**, & Dugan, L.M. (2005, February). *State snapshots – The use of assistive technology with young children across the United States*. Conference

session presented at the meeting of the OSEP National Early Childhood Conference, Washington D.C.

Campbell, P.H., **Sawyer, L.B.E.**, Dugan, L.M., & Williams, S.W. (2004, December). *Community resources to promote children's learning opportunities and address family needs*. Conference session presented at the meeting of the Division of Early Childhood of the Council for Exceptional Children, Chicago, IL.

Rimm-Kaufman, S.E. & **Sawyer, L.B.E.** (2004, April). *Elementary school teachers' beliefs and attitudes in relation to the Responsive Classroom Approach*. Roundtable presentation at the American Educational Research Association. San Diego, CA.

Rimm-Kaufman, S.E., Storm, M.D., **Sawyer, L.B.E.**, & Pianta, R.C. (2004, April). *The Teacher Belief Q-Sort*. In S.E. Rimm-Kaufman (Chair) *Three New Quantitative Methods to Measure Classroom Processes*. Symposium presented at the meeting of the American Educational Research Association, San Diego, CA.

Regional/Local/State Presentations (Refereed)

Santoro, J.R., **Sawyer, B.S.**, Hammer, C.S., & Smith, J.C.* (2023, April). *Parents Plus: A Study of Parent-implemented Preschool Language Intervention*. Paper presented at the Pennsylvania Speech-Language Hearing Association Conference. King of Prussia, PA.

Kong, P., Yu, X.*, **Sawyer, B.S.**, Sonnenschein, S., & Zhang, X.* (2021, October) *School Readiness Beliefs and Practices of Chinese Immigrant Parents*. Paper presented at the Northeastern Educational Research Association Conference. Virtual conference.

Brock, A.*, Padeletti, M.*, Argueta, M.*, Simons, C.*, Rennie, A.*, Sonnenschein, S., **Sawyer, B.**, & Kong, P. (2019, February). *What do children need to know before kindergarten? Latino/a immigrant parents' views*. Poster presented at the 2019 Eastern Psychological Association. New York, NY.

Deegan, J., Rutt, S., & **Sawyer, L.B.E.** (2016, April). *Framework for creating K-12 and higher education partnerships for successful student transitions*. Paper presented at the P4CE Bridges Conference, Cape May, NJ.

Sawyer, L.B.E. & Dugan, L.M. (2005, October). *Looking for a new way to assess the quality of home visits?* Conference session presented at the 28th Annual Pennsylvania Occupational Therapy Association Conference, Valley Forge, PA.

Sawyer, B., Dugan, L., & Campbell, P. (2005, April). *Making your family visit the best possible: Using participation-based intervention*. Conference session presented at the Contemporary Therapy Practices in Early Intervention and School Based Settings: Third Annual Institute, Malvern, PA.

Regional/Local/State Presentations (Non-Refereed)

* Student Collaborator

Kuscenko, D.* & **Sawyer, B.E.** (2016, October). Supporting collaborative writing in secondary classrooms. Session conducted at the 2016 Teaching, Learning and Technology Summit, Bethlehem, PA.

Sawyer, B., Manz, P., Martin, K.*, Hammond, T.C., & Garrigan, S. (2016, April). *Project TAPP: Teachers and parents as partners*. Session conducted at the Lehigh University Community-Engaged Learning and Research Symposium. Bethlehem, PA.

Sawyer, B. & Hammond, T.C. (2016, April). *Project TAPP: Teachers and parents as partners*. Session conducted at the Speaking My Language: Educating Students who are Culturally and Linguistically Diverse. Bethlehem, PA.

Toonder, S.* & **Sawyer, B.** (2015, October). *Let's read: Instructional technology and reading development for elementary school students*. Session conducted at the 2015 Teaching, Learning and Technology Summit, Bethlehem, PA.

Sawyer, B. (2015, September). *Project TAPP: Teachers and parents as partners*. Session conducted at the Innovations in Early Development and Education: Bridging Research to Practice Conference. Bethlehem, PA.

Sawyer, B. (2014, October). *iPads as a Tool to Promote the Language Development of Spanish-Speaking Young Learners*. Session conducted at the 2014 Mobile Learning and Teaching Summit, Bethlehem, PA.

Other Presentations

Sawyer, L.B.E. (2009, July). *Does the Responsive Classroom approach work?* Plenary session presented at the Responsive Classroom Schools Conference. Washington DC. [Presented on behalf of Sara Rimm-Kaufman.]

Teaching and Research Advising

Teaching

Graduate Courses Taught

- ❖ Child Development and Cognition (TLT 380). Spring 2012: Enrollment: 13 students.
- ❖ Critical Reading and Writing (TLT 402). Fall 2013; Fall 2015; Fall 2017; Fall 2022; Fall 2023; Fall 2025. Average enrollment: 9 students (range 7-14 students).
- ❖ Diversity and Family-School Collaboration (TLT/SPED 404). Summer 2017-2019; Fall 2018. Average enrollment: 16 students (range 13-20 students).
- ❖ Early Childhood Education (TLT/SPED 411). Summer 2021-2024. Average enrollment: 13 students (range 12-14 students).
- ❖ Literacy in Prekindergarten through Fourth Grade: Reading and Its Foundations (TLT 420). Summer 2012; Fall 2012; Spring 2013-2021. Average enrollment: 11 students (range: 4-19 students)
- ❖ Reading and Critical Thinking in Middle and High School Education (TLT 432). Fall 2014; 2016-2017; 2020-2021. Average enrollment: 13 students (range 7-18 students).
- ❖ Foundations of Social-Emotional Learning (Educ 406). Fall 2021. Enrollment: 13 students.

Graduate Courses, Supervisor and/or Coordinator

- ❖ General Education and Special Education Student Teaching and Seminar (SpEd/TLT 442 and TLT 444), Seminar Coordinator. Spring 2013-2025 & Fall 2024. Average enrollment: 17 students (range 8-26 students).
- ❖ General Education Student Teaching and Seminar (TLT 444), Supervisor, Intern Teaching. Spring 2013- 2015, 2022-2025; Fall 2024. Average enrollment: 4 students (range 2-7 students).

Undergraduate Courses Taught

- ❖ How Can I Help: Exploring Careers in Education, Human Services, and Health-Related Careers (Educ/Psyc 395; Psyc 298). Spring 2021-2022. Average enrollment: 32 students (range 25-39 students).
- ❖ Educational Psychology (2008; Muhlenberg College)

Supervisor of Teaching Apprenticeships

- ❖ Jillian Boshkoski (TLT) in Early Childhood Education (SPED/TLT 411). Summer 2024. Enrollment: 14 students.
- ❖ Taneshia Elam-Snowden (School Psychology) in Diversity, Families, and School Collaboration in K-12 (TLT/SPED 404). Spring 2019. Enrollment: 17 students.
- ❖ Jessie O'Brien-Sheats (TLT) in Reading and Critical Thinking in Middle and High School Education (TLT 432). Fall 2020. Enrollment: 10 students.
- ❖ Alyssa Blasko (Special Education) and Yin Cai (School Psychology) in How Can I Help: Exploring Careers in Education, Human Services, and Health-Related Careers (Educ/Psyc 395). Spring 2021. Enrollment 39 students.
- ❖ Morgan Benner (Counseling Psychology) and Henry Zink (School Psychology) in How Can I Help: Exploring Careers in Education, Human Services, and Health-Related Careers (Psyc 298). Spring 2022. Enrollment 25 students.

Invited Lectures

- ❖ Lecture entitled *Parents Plus* for Professor Ceron-Anaya, undergraduate study-abroad Utopias course. Fall 2024.
- ❖ Lecture entitled *Variations in classroom language environments of preschool children who are low-income and linguistically diverse* for Professor Hochbein, Educational Leadership program, Lehigh University. Summer 2017.

Implementation of Innovative Programs

Teaching Young Children about Antiracism through Interactive Booksharing. Summer 2022. Two Lehigh students (one graduate and one undergraduate) funded as Lehigh University Marcon Fellows. \$8,000. Role: Faculty advisor. Project aim is to build a library of freely accessible anti-racist resources for parents and teachers of preschool-aged children.

Speaking My Language: Educating Students who are Culturally and Linguistically Diverse. Funding by Lehigh Valley Association of Independent Colleges (LVAIC), 2015-2016. \$4,825. Role: Primary Coordinator. Co-Coordinator: Dr. Thomas Hammond. On April 2nd 2016, a one-day conference was hosted at Lehigh University for educators to expand their knowledge and skills to better support students who are culturally and linguistically diverse.

Research Advising

Undergraduate

Imagine Matemáticas. Fall 2021-Spring 2022. Independent study with Ally McGrath, an undergraduate psychology major focused on developing materials for the intervention *Imagine Matemáticas*.

Aromapen. Spring 2022. Independent study with Sam Gritton, an undergraduate business major focused on developing a pen that can stimulate learning; guiding student on conducting a relevant literature review to support his product.

Parents Plus: Focus on Parent Responsivity. Spring 2021. Independent Study with Ashley Paquin and Sydney Berkowitz, two undergraduate students focused on developing an observational coding system for parent responsivity and coding parent-child interactions. Graduate supervisor of project: Yael Gross (School Psychology).

Color Me and Learn, Strohl Undergraduate Research Grant. Funding December 2014-May 2015. \$3,000. Role: Mentor. Student recipient: Parrish McClain, College of Arts and Sciences. The aim of this project is to develop and test the efficacy of a coloring book to promote the vocabulary development of elementary school students. *Project terminated January 2015 because student unable to fulfill responsibilities.*

Dissertation Committee Chair: Completed

Aragona-Young, Emily	Developing equity literacy: A collaborative approach (Dr. Brook Sawyer, Chair, Spring 2017)
Kotsko, Adrienne	A professional learning community approach to improving ELA curriculum planning (Dr. Brook Sawyer, Chair, Summer 2017)
Kuscenko, Daria	Supporting collaborative writing in secondary Language Arts: A revision decision model intervention (Dr. Brook Sawyer, Chair, Fall 2017)
O'Brien-Sheats, Jessie	English Language Arts pre-service teachers' perceptions of curricula and beliefs about teaching autonomy and self-efficacy (Dr. Brook Sawyer, Chair, Winter 2024)
Park, Maureen	Persistent inequities: Language of instruction, school choice, and gendered parental attitudes in Nepal (Dr. Brook Sawyer, Chair, Spring 2021)
Perkins, Roseanne	Knowledge, practice, and self-efficacy of public library storytime providers: A Mixed-Methods Study (Dr. Brook Sawyer, Chair, Spring 2021)
Toonder, Scott	The impact of adaptive computer assisted instruction on reading comprehension: Identifying the main idea (Dr. Brook Sawyer, Chair, Spring 2020)
Yudt, Kristin	The effects of blended learning in pre-service elementary mathematics teachers' performance and attitude (Dr. Brook Sawyer, Chair, Fall 2018)
Yu, Xiaoran	Parental involvement, neighborhood characteristics, and educational achievement of elementary school students (Dr. Brook Sawyer, Chair, Summer 2022)

Dissertation Committee Chair: In Progress

Biegley, Lauren	Exploring public speaking in middle schools (Dr. Brook Sawyer, Chair, proposed Fall 2025)
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Boshkoski, Jillian	Professional learning community members' experiences with implementation of Core Knowledge language arts curriculum (Dr. Brook Sawyer, Chair, proposed Summer 2025)
Deduck, Stephen	Project-based learning course on intercultural education as a transformative learning experience for Kenyan university students (Dr. Brook Sawyer, Chair, proposed Spring 2026)
Leeson, Douglas	Designing socially valid professional development to improve scientific literacy knowledge and practices (Dr. Brook Sawyer, Chair, proposed Fall 2025)
Schmidt, Eric	Heritage-based digital storytelling and belonging (Dr. Brook Sawyer, Chair, proposal in development)

Dissertation Committee Membership: Completed

Barnabas, Ernesto	Comparing preferences in parent training between low-income and middle-to-upper income ethnic minority caregivers (Dr. Patricia Manz, Chair, Spring 2015)
Chovanes, Jacqueline	Effects of data-based individualization on reading comprehension for high school students with reading disabilities (Dr. Minyi Dennis, Chair, Summer 2018)
Eisenberg, Rachel	The quality of relationships in home visiting service provision in Early Head Start: Associations with parenting efficacy and child language (Dr. Patricia Manz, Chair, Spring 2015)
Elam-Snowden, Taneshia	The effects of school-level achievement goals and student-level characteristics on academic self-efficacy (Dr. Bridget Dever, Chair, Spring 2025)
Deacon, Alyssa	The effects of a paraphrasing intervention on word problem-solving performance of students with math difficulties and reading difficulties in middle school (Dr. Minyi Dennis, Chair, Spring 2025)
Findora, Jessie	The impact of interracial literary fiction on intergroup empathy: A mixed-methods study of White high school students (Dr. Thomas Hammond, Chair, Spring 2020)
Glover, Kevin	Conceptual framework for the design of serious simulation games for female health sciences students: Design, development and early efficacy testing of a hand hygiene serious simulation game for emerging health professionals (Dr. Alec Bodzin, Chair, Spring 2021)
Gomez, Karen	Career aspirations and perceptions of self-efficacy of economically disadvantaged fourth- and fifth-grade (Dr. Floyd Beachum, Chair, Spring 2014)
Gross, Yael	Evaluating child, parent, and family predictors and moderators of school readiness for young children with asthma (Dr. Patricia Manz, Chair, Spring 2024)
Grossbauer, Lisa	Calculus gate: The impact of self-beliefs and high school math experience upon performance on college math placement exams (Dr. Alec Bodzin, Chair, Fall 2023)
Hauser, Megan	The women in the principal's office: An exploratory study of the intersection of principal time use and the gendered division of household (Dr. Craig Hochbein, Chair, Fall 2023)

Ivory, Kyleigh	Evaluating the rate and quality of parent delivered behavior specific praise and the impact of self-monitoring for skill maintenance (Dr. Lee Kern, Chair, Summer 2021)
Levert, Dominique	Ensuring young children have a Head Start: Transition practices that link early childhood education settings (Dr. Patricia Manz, Chair, Spring 2023)
Marsteller, Robert	Making online learning personal: Evolution, evidentiary reasoning, and self-regulation in an online curriculum (Dr. Alec Bodzin, Chair, Spring 2017)
McFadden, Kimberly	Secondary special education teachers' knowledge of word reading: A national survey (Dr. Lee Kern, Chair, Spring 2025)
Oltman, Julia	The game-effect: Embedding augmented reality game-based learning within an early elementary social studies curriculum (Dr. Thomas Hammond, Chair, Spring 2018)
Ortiz, Elizabeth	Reading and writing a new script: Learners' experiences with counternarratives (Dr. Sara Kangas, Chair, proposed Spring 2024)
Perugini, Samuel	GIS and Hurricane Irma: Using a web-based GIS activity to assess students' hurricane knowledge and spatial habits of mind (Dr. Alec Bodzin, Chair, Spring 2022)
Pressimone, Vanessa	Head Start families' school readiness beliefs and transitioning roles (Dr. Patricia Manz, Chair, Spring 2014)
Reed, Rajika	Using geospatial thinking and reasoning skills to examine vector borne disease transmission through web GIS in undergraduate students studying public health (Dr. Alec Bodzin, Chair, Spring 2017)
Ridgard, Tamique	Supporting positive parenting in the context of home visiting: An Exploration of observed home visitor practice (Dr. Patricia Manz, Chair, Spring 2017).
Solé, Marisa	US-Born, Latine parenting practices: Ethnic-racial socialization of infants and toddlers (Dr. Patricia Manz, Chair, Fall 2023)
Stanlick, Sarah	Quality and directionality of global citizenship identity development in the context of online and offline reflections during an introductory global citizenship (Dr. Thomas Hammond, Chair, Spring 2015)
Steckel Jr., Robert	The direct effect of principals on the academic and non-academic outcomes of students at risk (Dr. Craig Hochbein, Chair, Spring 2020)
Stenson-Ullon, Katrina	Preparing inservice secondary mathematics teachers to Support English Learners: A mixed-method study (Dr. Sara Kangas, Chair, Spring 2024)
Stotz, Megan	Creature counting: The effects of augmented reality and perseverance on task in early childhood mathematics (Dr. Lynn Columba, Chair, Spring 2018)
Szmodis, Whitney	Exploring social, cultural, and contextual factors that impact the underrepresentation of female populations in STEM fields (Dr. Alec Bodzin, Chair, Spring 2021)

Tooher-Hancock, Oli	Links among distributed leadership in IBMYP schools program coordinators' role clarity and professional self-efficacy (Dr. Jill Sperandio, Chair, Spring 2014)
Vail, Christine (Teachers College)	The early oral language of Spanish-English dual language learners: A usage-based approach (Dr. Carol Scheffner Hammer, Chair, Spring 2024)
Wood, Christina	Interagency training to promote culturally responsive, family-centered home visiting and pediatric service integration (Dr. Patricia Manz, Chair, Spring 2025)
Ziegmont, Stephanie	Career Education Impact on Students' Career Knowledge, Confidence and Influences (Dr. Floyd Beachum, Chair, Spring 2021)
Ziltz, Kallie	Painting computer science LILAC: Using theories of motivation and learning to inform design & application of an instructional intervention aimed to address gender gap in computing (Dr. Thomas Hammond, Chair, Spring 2024)

Dissertation Committee Membership: In Progress

Nabavian, Ali	High school English language arts and social studies teachers as teachers of ethics in the classroom: Teacher perspectives and practices (Dr. Floyd Beachum, Chair, Fall 2025)
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Qualifying Doctoral Research Project Chair (doctoral level): Completed

Aragona-Young, Emily	Examination of the multicultural practices of elementary school teachers (Dr. Brook Sawyer, Chair, Fall 2014)
Biegley, Lauren	Exploring practitioner perspectives on K-12 public speaking education using the EPIS implementation framework (Dr. Brook Sawyer, Chair, Fall 2025)
Boshkoski, Jillian	Exploring Social Validity and Factors Associated with Implementation of Lexia Core5 (Dr. Brook Sawyer, Chair, Spring 2025)
Deduck, Stephen	Social validity of project-based learning to develop intercultural competencies and motivation of university students in Uzbekistan (Dr. Brook Sawyer, Chair, Fall 2025)
Kuscenko, Daria	Sequences of transfer in collaborative writing (Dr. Brook Sawyer, Chair, Fall 2016)
Leeson, Douglas	Examining secondary science teachers' disciplinary literacy beliefs and practices (Dr. Brook Sawyer, Chair, Spring 2023)
O'Brien-Sheats, Jessie	Examining teachers' perceptions of the social validity of <i>StudySync</i> [®] (Dr. Brook Sawyer, Chair, Spring 2023)
Perkins, Roseanne	Measuring self-efficacy of storytime providers (Dr. Brook Sawyer, Chair, Spring 2019)
Schmidt, Eric	Digital storytelling, family engagement, and writing for elementary multilingual learners (Dr. Brook Sawyer, Chair, Fall 2023)

Toonder, Scott The impact of adaptive instructional software on reading comprehension: Identifying the main idea
(Dr. Brook Sawyer, Chair, Spring 2019)

Qualifying Doctoral Research Project Chair (doctoral level): In Progress

Burden, Scottie Supporting transgender college students in STEM
(Dr. Brook Sawyer, Chair, proposal in development)

Chemidlin, Kaitlyn The role of experiential learning in high school students' decisions about education as a career
(Dr. Brook Sawyer, Chair, proposal in development)

Harvey, Chris Collaborative online international learning's impact on university student's motivation and global perspectives
(Dr. Brook Sawyer, Chair, proposal in development)

Klaric, Colleen SRSD to support writing and reading: A pilot study
(Dr. Brook Sawyer, Chair, proposal in development)

Mele, Michael Examining teacher and student analogies in a secondary biology classroom
(Dr. Brook Sawyer, Chair, proposed Fall 2025)

Taglioli, Elizabeth
(Special Education) Classroom management training intervention: Examining the social validity of a behavioral skills training intervention for secondary general education teachers
(Dr. Brook Sawyer, Chair, proposal in development)

Uhrich, Kara Academic co-working spaces: Examining the social validity of a modified peer academic coaching model
(Dr. Brook Sawyer, Chair, proposed Fall 2025)

Qualifying Doctoral Research Project Committee Membership (doctoral level): Completed

Barnabas, Ernesto Examining preferences in parent management training: Partnership with low-income and ethnic minority families
(Dr. Patricia Manz, Chair, Fall 2009)

Cai, Yin Parental play belief and early childhood learning: A comparison between US-born and immigrant families in a parent-child home program
(Dr. Patricia Manz, Chair, Fall 2020)

Faison, Jacqueline An examination of the book preferences of Latino parents of toddlers
(Dr. Patricia Manz, Chair, Spring 2014)

Farina Jr., William The effectiveness of an asynchronous online module on university students' understanding of the Bohr model of the hydrogen atom
(Dr. Alec Bodzin, Chair, Spring 2017)

Galea, Nicholas Predictors of staff well-being in the secondary setting on a schoolwide survey: Years of experience as a moderator
(Dr. Lia Sandilos, Chair, Spring 2025)

Glover, Kevin Psychometric Testing of a Modified Value-Achievement-Cost (VAC) Student Self-Assessment Questionnaire
(Dr. Alec Bodzin, Chair, Fall 2018)

Grossbauer, Lisa Tracking continued: The impact of self-beliefs and high school math experience upon performance on college math placement exams
(Dr. Alec Bodzin, Chair, Fall 2022)

Kotsko, Adrienne	Technology's potential in preservice English teachers' training in writing instruction: A needs assessment (Dr. Ward Cates, Chair, Spring 2014).
Lee, Milim	Family perspectives on Part C service coordination and family capacity-building (Dr. Patricia Manz, Chair, Spring 2021)
Lewis, Matthew	Effect of authentic story intervention on student's self-efficacy/interest in STEM career decisions (Dr. Thomas Hammond, Chair, Spring 2023)
Lopez, Katherine	The concurrent relationship between parent preparedness for preschool and children's developmental outcomes (Dr. Patricia Manz, Chair, Spring 2025)
Marsteller, Robert	The effectiveness of an online instructional unit on high school students' understanding of biological evolution (Dr. Alec Bodzin, Chair, Spring 2015)
Oltman, Julia	Exploring the use of a location-based iPad augmented reality game for elementary history education (Dr. Thomas Hammond, Chair, Fall 2015)
Ortiz, Elizabeth	Looking for people like me: Girls' media use in minoritized communities (Dr. Sara Kangas, Chair, Fall 2022)
Perugini, Sam	GIS and Hurricane Irma: Using a web-based GIS activity to assess students' hurricane knowledge and spatial habits of mind (Dr. Alec Bodzin, Chair, Spring 2019)
Reed, Rajika	Measuring geospatial thinking and reasoning skills in high school through public health education using GIS mapping (Dr. Alec Bodzin Chair, Spring 2016)
Rosenblum, Richard	Middle level special education teachers' adoption of interactive whiteboards in social studies instruction (Dr. Thomas Hammond, Chair, Spring 2016)
Stotz, Megan	An assessment of learner numeracy skills during a mobile augmented reality math game (Dr. Lynn Columba, Chair, Summer 2014)
Szmodis, Whitney	An assessment of learner attitudes and beliefs in an engineering design curriculum at a Cambodia school (Dr. Alec Bodzin, Chair, Spring 2016)
Vallera, Farah	An examination of agricultural literacy content in upper elementary science curricula (Dr. Alec Bodzin, Chair, Spring 2014)
Wallace, Duane	The development of an instrument and approach to understand mobile learning and identity formation in citizen science contexts (Dr. Alec Bodzin, Chair, Fall 2016)
Whitenack, Jamie	Early Head Start outcomes: The influence of multiple sibling enrollment (Dr. Patti Manz, Chair, Fall 2016)
Wood, Christina	Variability in teacher self-efficacy among linguistically diverse preschoolers: Student-teacher relationship quality as a predictor (Dr. Patricia Manz, Chair, Chair, Spring 2022)
Yudt, Kristin	The effects of blended learning in pre-service elementary mathematics teachers' performance and attitude (Dr. Lynn Columba, Chair, Spring 2017)

Ziltz, Kallie Fixing the “leaky” computer science pipeline: Using expectancy-value theory to inform curricular change to address the gender gap in computing
(Dr. Thomas Hammond, Chair, Fall 2020)

Qualifying Doctoral Research Project Committee Membership (doctoral level): In Progress

Bonnet, Andrea Effect of advising in world language courses on language learning anxiety, motivation, and learning outcomes
(Dr. Thomas Hammond, Chair, proposed Spring 2024)

Capstone Doctoral Research Project Committee Member: Completed

Ransome, Shayla Increasing teacher-OT collaboration in a school-based setting
(University of St. Augustine) (Dr. Angela Blackwell, Chair, Fall 2024)

Service

University

Member, research advisory board for Office of Research and Sponsored programs (Fall 2023-present)
Member, research personnel evaluation committee (Spring 2024)
Member, search committee for faculty member in Cognitive Psychology (Fall 2022)
Member, advisory board for Marcon Institute (2022-2023)
Member, search committee for Vice Provost of Research (Spring 2022)
Member, Education Policy committee (Fall 2021- Spring 2023)
Member, Committee of the Standing of Students (SOS; Summer -Fall 2021)
Member, Institutional Review Board (January 2017-present)
Member, Office of Research Internal Review Committee (Fall 2018- Spring 2024)
Member, search committee for professor of practice of global citizenship program (Summer 2019)
Substitute member, Faculty Senate (Fall 2018)
Member, search committee for Dean of College of Education (November 2017-May 2018)
Member, award committee: Frank Hook teaching award (Spring 2018; Spring 2019)
Member, search committee for Vice Provost of Admissions and Financial Aid (December 2016-December 2017)
Member, Council for Equity and Community (June 2015-May 2016)
Member, search committee for community-based participatory research methodologist- cluster hire for the College of Education and the College of Arts and Science’s Health, Medicine, and Society interdisciplinary program (Fall 2014)
Member, search committee for librarian for College of Education (Fall 2013)
Presented “Tips for Reading Tutors” to the Tutoring Program of the Community Services Office (Fall 2017)

College

Member, search committee for tenure-track faculty member focused on literacy in College of Education (Spring 2026)
Member, search committee for two academic coordinator staff positions (Spring 2026)
Chair, search committee for Assistant Teaching Faculty in Learning Sciences (Fall 2023-Spring 2024)
Member, review committee, Advancing Future Faculty Diversity Postdoctoral Scholars program (Spring 2023)

Program Director, Teaching, Learning and Technology program (interim: Fall 2018; Spring 2019-2024)

Member, Board of Directors, Centennial School (2020- present)

Chair, mentoring committee (2020- 2021)

Member, Department of Education and Human Services promotion and tenure review committee (2019-2025)

Member, search committee for tenure-track faculty member in TLT program (2021-2022)

Member, ad hoc committee: workload equity committee (2021-2022)

Member, ad hoc committee: promotion and tenure criteria revision committee (2020-2021)

Member, ad hoc committee: Go Beyond award committee (Spring 2021)

Member, mentoring committee (substitute member-Fall 2013; 2016-2019)

Member, search committee for tenure-track faculty member in Educational Leadership program (Fall 2018)

Member, ad hoc committee: Strategic planning evaluation (2017-2018)

Member, ad hoc committee: English as a Second Language Program (2013-2014; 2016-2017)

Member, search committee for tenure-track faculty member in Special Education program (Fall 2016)

Member, ad hoc committee: Zirkel teaching award (Spring 2016- 2021)

Member, ad hoc committee: Stout dissertation award (Spring 2016)

Facilitated film-screening and panel discussion of "Tested" (Spring 2016)

Co-Presenter at School Study Council Meeting- "Schools: Are We Asking Too Much or Too Little?" (Spring 2016)

Member, search committee for faculty member in Teaching, Learning and Technology program (Fall 2015)

Co-Presenter of COE Sesquicentennial Leadership Dialog- "Schools: Are We Asking Too Much or Too Little?" (Fall 2014)

Co-Chair, diversity committee (Fall 2014-Spring 2016)

Co-Coordinator, College of Education Colloquium, Speaker Laura Justice (Spring 2015)

Member, diversity committee (2013-2014)

Member, ad hoc committee: Online education (2014-2016)

Member, ad hoc committee: Sesquicentennial celebration (December 2013- January 2014)

Substitute member, ad hoc committee to revise promotion and tenure documents (Fall 2013)

Professional

Mentor for SRC'D's Early Career Interdisciplinary Scholars Fellowship (2024-2025)

External Funding Agency Reviewer

Institute of Education Sciences Peer Review Panel Member: Early Intervention and Early Childhood Education (2018-2023)

Social Sciences and Humanities Research Council of Canada (2015)

Ad Hoc Reviewer

Proposed book entitled "*The Time Machine: Attachment-focused Early Childhood Intervention*" for publication by Brookes Publishing. (2023)

Hjetland, H.N., Hofslundsen, H., Klem, M., Karlsen, J., Hagen, Å.M.M.... Næss, K-A.B. Vocabulary interventions for second language (L2) learners aged from birth to six years with poor L2 vocabulary skills. Cochrane Protocol Review. (2021)

Veneziano, E. & Nicolopoulou, A. (Eds). *Narrative, literacy, and other skills: Studies in intervention*. Studies in Narrative [SiN] Series: John Benjamin Press. (2015)

Ad Hoc Reviewer: Conference

Conference on Research Innovations in Early Childhood (2019)
European Association of Research on Learning and Instruction Conference (2016)
National Research Conference on Early Childhood (formerly Head Start Research Conference)
Proposal (biannually 2014-2022)
American Educational Research Conference Proposal (2015- 2017, 2019-2025)
Division of Early Childhood Conference Proposal (2012)

External Tenure Evaluator

Dr. Rufan Luo, New College of Arizona State University (2024)
Dr. Tricia Zucker, McGovern Medical School at University of Texas Health Center (2018)

Professional Memberships

American Educational Research Association
Council for Exceptional Children, Division of Early Childhood
Society for Research in Child Development
Promoting Opportunities for Women in Educational Research (POWER), Steering Committee
Member

Community

Community Committee Membership

Member, Board of Directors, Solehi KidCare (2012-present)
Vice Chairperson, Board of Directors, Lehigh Valley Children's Center (2020-2023)
Member, Board of Directors, Lehigh Valley Children's Center (2014-present)
Member, Advisory Board, Greater Valley YMCA, Forks Township Branch (2014-2017)
Member, Steering Committee, Lehigh Valley Reads (May 2017-2021)

Development and Implementation of In-service Sessions

"Speech and Language Development from Birth to Five." Presented to Bergen County Council for Young Children (Spring 2024). Co-Presenter: Linye Jing
"Storytime Behind the Scenes." Presented to Reading Public Library (Fall 2022). Co-Presenter: Roseanne Perkins.
"Building Positive Interactions with Children and Families while Increasing Language Development: Focus on Dual Language Learners." Presented to Lehigh Valley Children's Center (Summer 2021). Co-Presenter: Christina Wood.*
"Phonological Awareness: The Heggerty Curriculum." Presented to Lehigh Valley Children's Center (Spring 2020)
"Effective Vocabulary Instruction." Presented to Innova Schools, Peru (Summer 2019)
"Making the Most Out of Your Shared Read Alouds." Presented to Colonial Intermediate Unit (Fall 2018)
"Understanding, Observing and Assessing Child Development." Presented to Colonial Intermediate Unit (Fall 2017)
"Early Language and Literacy Development." Presented to Lehigh Valley Children's Centers (Summer 2016)
"Shared Book-reading & Beyond: Promoting Evidenced-Based Language and Literacy Practices for Young Children." Presented to St. Stephen's Episcopal School (Spring 2016); Hillside School (Fall 2015); and Early Intervention Services Staff, Colonial Intermediate Unit (Spring 2015)
"Language Development and Supportive Instructional Practices for Toddlers." Presented to Lehigh Valley Children's Centers (Spring 2014)

“Becoming Participation-Based.” Presented to Lehigh and Northampton Counties Early Intervention Programs, PA (2011-present)
Philadelphia Inclusion Network, Philadelphia, PA (2004-2010)
Teaching and Learning Collaborative, Philadelphia, PA (2004-2010)

Invited guest speaker

“Using Empirical Evidence to Make the Case for Full Day Kindergarten” presented to the Southern Lehigh School Board Directors (February 8, 2016) and Saucon Valley School Board Directors (February 9, 2016)

Other

Facilitated/Supervised tutoring in the area of reading for an adult community member by a Lehigh College of Education student, Molly Schonfeld (January 2016- September 2016)