

CURRICULUM VITAE

Natalie G. Olinghouse

CONTACT INFORMATION

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CURRENT TITLE

Assistant Professor, Department of Educational Psychology, University of Connecticut,
Storrs, CT

EDUCATION

2006	Ph.D.	Vanderbilt University	Learning Disabilities
1999	M.A.	Michigan State University	Curriculum and Teaching
1990	B.S.	Eastern Michigan University	Mental Impairment/Elementary Ed.

AWARDS

Peabody Graduate Honor Scholarship (2002-2006), Vanderbilt University
Harold Sterling Vanderbilt Graduate Scholar (2002-2005), Vanderbilt University
Art Department Scholarship (1985-1986), Eastern Michigan University

PROFESSIONAL EXPERIENCE

2006-2008	Assistant Professor, Department of Teacher Education, Michigan State University, East Lansing, MI
2002-2006	Research Assistant, Vanderbilt University, Nashville, TN
2001-2002	Special Education Teacher, Washtenaw County, Ann Arbor, MI
2000-2001	Assistive Technology Consultant, Livingston County, Howell, MI
1993-2000	Special Education Teacher, Pinckney Schools, Pinckney, MI
1994-1996	Varsity Soccer Coach, Concordia University, Ann Arbor, MI
1990-1993	Special Education Teacher, Ocala Schools, Ocala, FL

GRANTS (funded)

Olinghouse, N. G. (July 2009-June 2010). *Vocabulary: Genres differences in writing*. University of Connecticut, Office of Sponsored Programs, \$15,625.

Olinghouse, N. G. (Feb. 2009-May 2009). *Exploring reading and writing connections in struggling readers*. University of Connecticut, Office of Sponsored Programs, \$1500.

Troia, G., **Olinghouse, N. G.** & Certo, J. L. (2007-2008). *Growing writers: Teaching writing to elementary students of all abilities*. Michigan State University, Literacy Achievement Research Center, \$30,000.

Olinghouse, N. G. (October, 2007-May, 2008). *Exploring reading and writing connections in struggling readers: A proposal to support undergraduates in research*. Michigan State University College of Education, \$4,000.

Olinghouse, N. G. (June, 2007-August, 2007). *Accommodating diverse learners in literacy: Developing a hybrid course*. Michigan State University Department of Teacher Education, \$3,000.

PUBLICATIONS

Refereed Journal Articles

Olinghouse, N. G., Zheng, J., & Morlock, L. (in press). State writing assessments: Inclusion of motivational factors in writing tasks. *Reading and Writing Quarterly: Overcoming Learning Difficulties*.

Olinghouse, N. G. (2009). Writing assessment for struggling learners. *Perspectives in Language and Literacy, Summer*, 15-18.

Olinghouse, N. G., & Leaird, J. T. (2009). The relationship between measures of vocabulary and narrative writing quality in second- and fourth-grade students. *Reading and Writing: An Interdisciplinary Journal*, 22, 545-565.

Olinghouse, N. G., & Graham, S. (2009). The relationship between the writing knowledge and the writing performance of elementary-grade students. *Journal of Educational Psychology*, 101, 37-50.

Olinghouse, N. G. (2008). Student- and teacher-level predictors of narrative writing competence of third-grade students. *Reading and Writing: An Interdisciplinary Journal*, 21, 3-26.

Olinghouse, N. G., Lambert, W., & Compton, D. L. (2006). Monitoring children with reading disabilities' response to phonics intervention: Are there differences between intervention aligned and general skill progress monitoring assessments? *Exceptional Children*, 73, 90-106.

Compton, D. L., **Olinghouse, N. G.,** Elleman, A., Vining, J., Appleton, A. C., Vail, J. & Summers, M. (2005). Putting transfer back on trial: Modeling individual differences in the transfer of decoding skill gains to other aspects of reading acquisition. *Journal of Educational Psychology*, 97, 55-69.

Chapters in edited books

Olinghouse, N. G., Zheng, J., & Reed, D. M. (in press). Preparing students for large-scale writing assessments. In G. A. Troia (Ed.), *Writing research in classroom practice: Applications for teacher professional development*. New York: Guilford.

Olinghouse, N. G., Graham, S., & Harris, K. (in press). Evidence-based writing practices at the primary and secondary/tertiary level. In M. R. Shinn, H. Walker, & G. Stoner (Eds.), *Interventions for achievement and behavior in a three-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.

Compton, D. L., Elleman, A. M., **Olinghouse, N. G.,** Lawrence, J., Bigelow, E., Gilbert, J.K., & Davis, G. N. (2009). The influence of in-text instruction on declarative knowledge and vocabulary learning in struggling readers: How IQ confounds the story. In R. K. Wagner, C. Schatschneider, & C. Phythian-Sence (Eds.), *Beyond decoding: The behavioral and biological foundations of reading comprehension* (pp. 46-71). New York: Guilford.

Graham, S., & **Olinghouse, N. G.** (2008). Learning and teaching writing. In E. M. Anderman & L. H. Anderman (Eds), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Thomas Gale.

Graham, S., **Olinghouse, N. G.,** Harris, K. R. (2008). Teaching composing to students with learning disabilities: Scientifically-supported recommendations. In G. Troia (Ed.), *Writing instruction and assessment for struggling writers*. New York: Guilford.

Graham, S., Harris, K., & **Olinghouse, N. G.** (2006). Teaching effective writing strategies to students with executive function difficulties. In L. Meltzer, L. (Ed.), *Understanding executive functioning* (pp. 216-236). New York: Guilford.

PROFESSIONAL PRESENTATIONS

National and International

Coker, D., **Olinghouse, N. G.,** & Ritchey, K. (July, 2009). *Scoring curriculum-based measurement in writing with correct word sequences: An analysis of error categories*. Paper presented at the Sixteenth Annual Meeting of the Society for the Scientific Studies of Reading, Boston, MA.

Olinghouse, N. G., & Colwell, R. (July, 2009). *Word choice: Understanding the relationship between vocabulary characteristics and writing quality in elementary students*. Poster presented at the Sixteenth Annual Meeting of the Society for the Scientific Studies of Reading, Boston, MA.

Olinghouse, N. G., & Colwell, R. (2009, April). *Preparing students with learning disabilities for large-scale writing assessments: Research-based principles*. Paper presented at the Council for Exceptional Children Convention, Seattle, WA.

Olinghouse, N. G. (2009, April). *Transferring domain knowledge from reading to writing in students with reading difficulties*. Poster presented at the Council for Exceptional Children Convention, Seattle, WA.

- Olinghouse, N. G.** (2009, February). *Vocabulary: Intervention effects and predictors of informational writing quality*. Paper presented at The Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N. G., & Jimenez, L.** (2008, December). *Transfer from reading to writing: How instruction in reading informational text changes report writing for students with reading difficulties*. Poster presented at the National Reading Conference, Orlando, FL.
- Olinghouse, N. G.** (2008, July). *Modeling the writing development of second- and fourth-grade students*. Paper presented at the Fifteenth Annual Meeting of the Society for the Scientific Studies of Reading, Asheville, NC.
- Olinghouse, N. G.** (2008, February). *Good writers always have a sharp pencil. The relationship between knowledge of writing and narrative writing quality in elementary students*. Paper presented at Writing Research Across Borders Conference, Santa Barbara, CA.
- Olinghouse, N. G.** (2008, February). *Reading-writing connections: Furthering our understanding of transfer from reading to writing*. Paper presented at The Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N. G.** (2007, October). *Transfer from reading to writing: How instruction in reading informational text changes report writing for students with reading difficulties*. Paper presented at The Learning Disabilities Worldwide Conference, Marlborough, MA.
- Compton, D. L., Bigalow, E., **Olinghouse, N. G.**, Elleman, A., & Lawrence, J. (2006, March). *Isolating the effects of metacognitive instruction on the retention of declarative knowledge in struggling readers*. Invited presentation made at The Behavioral and Biological Bases of Reading Comprehension Conference, The Florida Center for Reading Research, St. Petersburg, FL.
- Olinghouse, N. G.** (2005, June). Identifying achievement gaps: Effects of student- and teacher-level characteristics on the narrative writing ability of third-grade students. Poster presented at the Twelfth Annual Meeting of the Society for the Scientific Study of Reading, Toronto, Canada.
- Caffrey, E., Capizzi, A. M., & **Olinghouse, N. G.** (2005, April). *Longitudinal data analysis in special education research*. Poster presented at the Council for Exceptional Children conference, Baltimore, MD.
- Compton, D. L., Elleman, A., **Olinghouse, N. G.**, & Lawrence, J. (2005, February). *Predicting struggling readers' response to comprehension instruction*. Paper presented at the Thirteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N. G., Lambert, W., & Compton, D. L.** (2004, June). *Designing a word recognition task within a response to intervention framework*. Poster presented at the

Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.

Compton, D. L., **Olinghouse, N. G.**, Elleman, A. (2004, June). An evaluation of the effects of decoding, comprehension, and metacognitive instruction on reading comprehension gains in children who are poor readers. Paper presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.

Olinghouse, N. G., Capizzi, A. M., & Caffrey, E. (2004, April). *Evaluating a response-to-intervention approach for identifying students at-risk for reading failure*. Paper presented at the Council for Exceptional Children conference, New Orleans, LA.

Compton, D. L., **Olinghouse, N. G.**, Elleman, A., Vining, J., Appleton, A., Vail, J., & Summer, M. (2003, June). Transfer back on trial: Individual differences in the transfer of decoding skill gains to other aspects of reading acquisition in children with reading disabilities. Poster presented at the Tenth Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.

Local and Regional

Olinghouse, N. G. (2008, December). *Writing assessment, instruction and intervention in a RtI framework*. Keynote Speaker at 2008 Arizona RtI State Conference, Phoenix, AZ.

Faggella-Luby, M., **Olinghouse, N. G.**, & Coyne, M. (2008, October). *How do I know if they are getting it? Measuring student responsiveness to reading and writing instruction*. Presentation at University of Connecticut, Neag Education's Assessment Colloquium, Storrs, CT.

Olinghouse, N. G. (2008, August). *Thinking about reading and writing connections: Research to practice*. Invited presentation at Arkansas' Statewide Reading First Conference, Little Rock, AR.

Olinghouse, N. G. (2008, August). *Reading and writing connections: Research to practice*. Keynote speaker at Michigan's Statewide Reading First Conference: Reading/Writing Connections Strand, Lansing, MI.

Olinghouse, N. G. (2008, March). *Legislation and Advocacy: Reading and Writing Connections*. Panel at Michigan Reading Association Conference, Detroit, MI.

Olinghouse, N. G. (2007, November). *Exploring reading and writing connections*. Invited presentation at Michigan's Reading First Facilitator Training. Lansing, MI.

Olinghouse, N. G., Zheng, J., & Morlock, L. (2007, October). *How do states measure writing performance? An analysis of current assessment programs across the nation*. Presentation made at the Literacy Achievement Research Center Symposium, East Lansing, MI.

- Olinghouse, N. G.** (2007, July). *Exploring reading and writing connections*. Invited presentation at Michigan's Reading First conference, Dearborn, MI.
- Olinghouse, N. G.** (2007, March). *Exploring reading and writing connections*. Invited presentation at Michigan Reading Association pre-conference, Grand Rapids, MI.
- Olinghouse, N. G.** (2007, February). *Reading and writing connections: Exploring transfer from informational text to report writing for students with reading difficulties*. Invited presentation for Literacy Colloquium, Michigan State University, East Lansing, MI.
- Olinghouse, N. G.** (February, 2005). Identifying achievement gaps: Effects of student- and teacher-level characteristics on the narrative writing ability of third-grade students. Paper presented at Vanderbilt's Tenth Annual Graduate Student Research Day, Nashville, TN.
- Olinghouse, N. G.** (May, 2001). *Using augmentative communication to improve literacy skills in non-verbal students*. Presentation at Michigan's Assistive Technology Resource State Conference, Alma, MI.
- Olinghouse, N. G.** (April, 2001). *Assistive technology and written language*. Invited presentation made as part of Region Two Assistive Technology Awareness Conference, Caro, MI.
- Olinghouse, N. G.** (March, 2001). *Assistive technology for special service personnel*. Invited presentation made as part of Livingston Education Service Agency Continued Learning program, Howell, MI.
- Olinghouse, N. G.** (February, 2001). *Assistive technology in the special education classroom*. Invited presentation made as part of Brighton Area Schools Technology Training, Brighton, MI.
- Olinghouse, N. G., & Snell, M.** (April 1999). *Using IntelliTools to improve literacy skills in special educational classrooms*. Presentation at Michigan Association for Computer-related Technology Users in Learning State Conference, Lansing, MI.

Interviews

The Write Stuff. *Battle Creek Enquirer*, January 20, 2008. Available at:
<http://www.battlecreekenquirer.com/apps/pbcs.dll/article?AID=2008801200315>

Standardized Assessment in Writing. *Education Week*, March, 2007. Available at:
http://www.educationworld.com/a_admin/admin/admin488.shtml

PROFESSIONAL SERVICE

- 2009 Grant reviewer: *Standard Research Grants program of the Social Sciences and Humanities Research Council of Canada*
 Consultant: *Connecticut State Education Resource Center*, Development of SBRI Case Study
 Consultant: *Connecticut Department of Education*, Revision of Writing Worksheet for Connecticut Learning Disability guidelines
- 2008 Textbook reviewer: *Guilford Publishers*
 Textbook proposal reviewer: *Guilford Publishers*
- 2007 Co-chair and session organizer for Division C, Section 1, *American Educational Research Association* 2008 Conference, New York, NY

Editorial Boards

- 2009-present *Journal of Literacy Research* Essay Book Review Editor
 2007-2010 *Exceptional Children* Editorial Review Board

Journal and Conference Reviews

- 2009 Annals of Dyslexia
 Behavioral Disorders
Council for Exceptional Children, 2010 Conference Submissions
- 2008 Annals of Dyslexia
 Elementary School Journal
 Language, Speech, and Hearing Services in Schools
- 2007 *American Education Research Association*, 2008 Conference Submissions
- 2006 American Education Research Journal
- 2006 Educational Evaluation and Policy Analysis
- 2006 Exceptional Children

Organizational Memberships

- American Education Research Association
 Division C: Teaching and Learning
 SIG: Special Education Research
- Council for Exceptional Children
 Division of Research
 Division for Learning Disabilities
- Society for the Scientific Studies of Reading

INSTRUCTION

Courses at University of Connecticut

- EDCI 4110W Introduction to the Teaching of Reading and Writing in Elementary School
 (Undergraduate)
- EPSY 5116 Individual Pupil Assessment (Masters)

Courses at Michigan State University

- TE 402 Crafting Teaching Practice: Language Arts (Undergraduate)
- TE 842 Advanced Methods of Elementary School Reading (Masters)
- TE 846 Accommodating Differences in Literacy Learners (Masters)
- CEP 912 Psychological and Cognitive Aspects of Literacy (Ph.D.)

Courses at Vanderbilt University

- SPED 3900 Advanced Readings in Special Education: Reading and Writing Instruction
(Masters)