

PAUL L. MORGAN

Assistant Professor of Education
Department of Educational Psychology, School Psychology, and Special Education
211 CEDAR Building
The Pennsylvania State University
University Park, PA 16802
(814) 863-2285 Voice
(814) 883-1002 Fax
Email: paulmorgan@psu.edu

Education

Ph.D. in Education and Human Development (Special Education), George Peabody
College of Vanderbilt University, Nashville, TN (2004).

Master's in Teaching in Special (Certified for grades K-12 in Learning Disabilities) and
Elementary (Certified for grades K-8) Education, Curry School of Education, University
of Virginia, Charlottesville, VA (1997).

Bachelor of Arts in Philosophy and History, University of Oregon, Eugene, OR (1992),
Cum laude.

Publications

Peer-Reviewed Journals

Hibel, J., Farkas, G., & Morgan, P. L. (conditional acceptance). Who is placed into special
education? *Sociology of Education*.

Morgan, P. L., Sideridis, G., & Hua, Y. (accepted with minor revisions). Initial and over time
effects of fluency interventions for students with or at-risk for disabilities: A single-
subject design meta-analysis. *Journal of Special Education*.

Morgan, P. L., Farkas, G., Hillemeier, M., & Maczuga, S. (in press). Risk factors for learning-
related behavior problems at 24 months of age: Population-based estimates. *Journal of
Abnormal Child Psychology*.

Hillemeier, M., Farkas, G., Morgan, P. L., Martin, M., & Maczuga, S. (in press). Disparities in
the prevalence of cognitive delay: How early do they appear? *Paediatric & Perinatal
Epidemiology*.

Morgan, P. L., Frisco, M., Farkas, G., & Hibel, J. (in press). A propensity score matching
analysis of the effects of special education. *Journal of Special Education*.

- Morgan, P. L., Farkas, G., & Wu, Q. (in press). Kindergarten predictors of recurring externalizing and internalizing psychopathology in 3rd and 5th grade. *Journal of Emotional and Behavioral Disorders*.
- Morgan, P. L., & Meier, C. (in press). Dialogic Reading's potential to improve children's emergent literacy skills and behavior. *Preventing School Failure*.
- Morgan, P. L., Farkas, G., & Hibel, J. (in press). Matthew effects for whom? *Learning Disabilities Quarterly*.
- Morgan, P. L., Farkas, G., Tufis, P. S., & Sperling, R. S. (2008). Are reading and behavioral problems risk factors for each other? *Journal of Learning Disabilities, 41*, 417-436.
- Morgan, P. L., Fuchs, D., Compton, D. L., Cordray, D. S., & Fuchs, L. S. (2008). Does early reading failure decrease children's reading motivation? *Journal of Learning Disabilities, 41*, 387-404.
- Sutherland, K. S., Lewis-Palmer, T., Stichter, J., & Morgan, P. L. (2008). Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes of students with emotional or behavioral disorders. *Journal of Special Education, 41*, 223-233.
- Morgan, P. L., & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children, 73*, 165-183.
- Morgan, P. L., & Sideridis, G. D. (2006). Contrasting the effectiveness of fluency interventions for students with or at risk for learning disabilities: A multilevel random coefficient modeling meta-analysis. *Learning Disabilities: Research and Practice, 21*, 191-210.
- Reid, E. E., Morgan, P. L., DiPerna, J. C., & Lei, P. W. (2006) Development of measures to assess young children's early academic skills: Preliminary findings from a Head Start—University partnership. *Insights on Learning Disabilities, 2*, 25-38.
- Morgan P. L. (2006). Increasing task engagement using preference or choice-making: Some behavioral and methodological factors affecting their efficacy as classroom interventions. *Remedial and Special Education, 27*, 176-187.
- Sideridis, G. D., Morgan, P. L., Botsas, G., Padeliadu, S., & Fuchs, D. (2006). Predicting learning disabilities based on motivation, metacognition, and psychopathology: A ROC analysis. *Journal of Learning Disabilities, 39*, 215-229.
- Dion, E., Morgan, P. L., Fuchs, D., & Fuchs, L. (2004). The promise and limitations of reading instruction in the mainstream: The need for a multilevel approach. *Exceptionality, 12*, 163-173.

Sutherland, K., & Morgan, P. L. (2003). Implications of transactional processes in classrooms for students with emotional/behavioral disorders. *Preventing School Failure, 48*, 32-37.

Morgan, P. L. (2003). Null hypothesis significance testing: Philosophical and practical considerations of a statistical controversy. *Exceptionality, 11*, 209-221.

Fuchs, D., Mock, D., Morgan, P. L., & Young, C. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities: Research and Practice, 18*, 157-171.

Fuchs, D., Fuchs, L., Yen, L., McMaster, K., Svenson, E., Yang, N., Young, C., Morgan, P., Gilbert, T., Jaspers, J., Jernigan, M., Yoon, E., & King, S. (2001). Developing first-grade reading fluency through peer mediation. *Teaching Exceptional Children, 34*, 90-93.

Book Chapters

Morgan, P. L., & Fuchs, D. (in press). Does poor reading performance undermine young children's motivation? For G. Sideridis & T. A. Citro (Eds.), *Best practices in learning disabilities: Bridging the gap between research and practice*. Boston, MA: Learning Disabilities Worldwide.

Morgan, P. L., Young, C., & Fuchs, D. (2005). Peer-Assisted Learning Strategies: An effective intervention for young readers. In G. Sideridis (Ed.), *Research to practice: Effective interventions for children with learning disabilities* (pp. 123-143). Boston: Learning Disabilities Worldwide.

Morgan, P., Young, C., & Fuchs, D. (2004). Using Peer-Assisted Learning Strategies to reverse Matthew effects in reading. In M. K. Riley & T. Citro (Eds.), *Best practices for the inclusionary classroom: Leading researchers talk directly with teachers* (pp. 38-47). Boston: Learning Disabilities Association of Massachusetts.

Grants Awarded

Morgan, P. L. (2008-2010). Children's psychopathology: Trajectories, risk factors, and effects of services. National Academy of Education/Spencer Foundation Postdoctoral Fellowship (\$55,000). Principal Investigator.

Morgan, P. L., Hillemeier, M., & Farkas, G. (2008-2009). Pediatrician-directed screening and intervention for language delays in high-risk children. The Children, Youth, and Families Consortium, The Pennsylvania State University (\$20,000). Principal Investigator.

- Farkas, G., & Morgan, P. L. (2007-2009). Instructional effects on achievement growth of children with learning difficulties in mathematics. U. S., Department of Education's Institute for Education Sciences (National Center for Special Education Research) (\$492,000). Principal Investigator.
- Farkas, G., & Morgan, P. L. (2006-2007). The demography of early child health and disability. The Children, Youth, and Families Consortium, The Pennsylvania State University (\$20,000). Co-Principal Investigator.
- Miccio, A. W., Hammer, C. S., Lawrence, F., Lopez, L. M., Morgan, P. L., & Rodriguez, B. (2005-2010). Assessing bilingual phonological development in young children. National Institutes of Health (\$2,955,658). Investigator.
- DiPerna, J. C., Morgan, P. L., & Lee, P. W. (2005-2006). Development of early arithmetic, reading, and learning indicators for preschoolers. The Children, Youth, and Families Consortium, The Pennsylvania State University (\$20,000). Co-Principal Investigator.
- Morgan, P. L., & Sperling, R. (2004-2005). The causes and consequences of early reading failure: Using the ECLS-K to model the Matthew effects. Research Initiation Proposal Grant, College of Education, The Pennsylvania State University (\$5,750). Principal Investigator.
- Farkas, G., & Morgan, P. L. (2004-2006). What's special about special education? Modeling the determinants and consequences of special education placement using the ECLS-K. American Educational Research Association Research Grant (\$35,000). Co-Principal Investigator.
- DiPerna, J. C., Morgan, P. L., & Lee, P. W. (2004-2007). Development of early arithmetic, reading, and learning indicators for Head Start. Head Start—University Partnership Grant for Measurement Development, U. S. Department of Health and Human Services (\$597,817). Co-Principal Investigator.
- Morgan, P. L. (2004). Tracking the effects of print access on the development of Matthew effects in children from low-income communities. Research Initiation Proposal Grant, College of Education, The Pennsylvania State University (\$9,000). Principal Investigator.
- Morgan, P. L., & Fuchs, D. (2003). Tracking the effects of print access on the development of Matthew effects in children from poor, minority, and urban communities. Dissertation Grant Program, American Educational Research Association/Institute of Education Science, U. S. Department of Education (\$15,000). Student Investigator.
- Morgan, P. L., & Fuchs, D. (2002). Reversing the Matthew effects: Using Peer-Assisted Learning Strategies to promote reading skills, reading motivation, and reading practice by

P. L. Morgan

children with learning disabilities. Student-Initiated Research Project, Office of Special Education Programs, U.S. Department of Education (\$19,998). Student Investigator.

Morgan, P. L. (2001). Leaping into Literacy! The Candace Bos Innovative Project Grant, Division of Learning Disabilities, Council for Exceptional Children (\$1,000). Principal Investigator.

Presentations

*=*invited*

Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (April, 2008). *Class, race, and gender disparities in behavior problems at 24-months: Population-based estimates*. Paper presented to the Annual Meeting of the Population Association of America, New Orleans, LA.

Morgan, P. L., Hibel, J., Farkas, G. (April, 2008). *Factors predicting children's placement into special education*. Paper presented to the Annual Meeting of the American Educational Research Association (Special Education Research), New York.

Morgan, P. L., Frisco, M., Farkas, G., & Hibel, J. (2008, April). *A propensity score matching analysis of the effects of special education*. Paper presented to the Annual Meeting of the American Educational Research Association (Special Education Research), New York.

Morgan, P.L., Farkas, G., & Hibel, J. (2007, April). *Matthew effects from whom?* Paper presented to the Annual Meeting of the American Educational Research Association (Special Education Research), Chicago, IL.

Morgan, P.L., & Bucknavage, L. B. (2007, April). *How effective is structured storybook reading? A best-evidence synthesis of the emergent literacy outcomes*. Paper presented to the Annual Meeting of the American Educational Research Association (Special Education Research), Chicago, IL.

DiPerna, J. C., Morgan, P. L., Lei, P. W., Reid, E., & Wu, Q. (November, 2006). *Development of progress-monitoring measures to assess preschoolers' early mathematical skills*. Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.

*Morgan, P. L. (October, 2006). *Using Peer Assisted Learning Strategies to teach mathematics skills to diverse learners*. Presentation to the 15th Annual World Congress on Learning Disabilities, Boston, MA.

Hibel, J., Farkas, G., & Morgan, P. L. (August, 2006). *Who are placed into special education?* Paper presented to the 101st Annual Meeting of the American Sociological

Association, Montreal, Canada.

- Diperna, J. C., Morgan, P. L., Lei, P. W., Reid, E., & Wu, Q. (June, 2006). *The EARLI Mathematics probes: Initial reliability and validity evidence for children in Head Start*. Poster presentation to the 8th Annual National Head Start Research Conference, Washington, D.C.
- Diperna, J. C., Morgan, P. L., Lei, P. W., Reid, E., & Wu, Q. (June, 2006). *Development of early arithmetic, reading, and learning indicators for Head Start. Head Start—University Partnership Grant for Measurement Development*. Poster presentation to the 8th Annual National Head Start Research Conference, Washington, D.C.
- Morgan, P. L., Sideridis, G., & Ha, Y. (April, 2006). *Increasing children's oral reading fluency: A single-subject meta-analysis using Hierarchical Linear Modeling*. Paper presented to the Annual Meeting of the American Educational Research Association (Special Education Research), San Francisco, CA.
- Morgan, P. L., Farkas, G., Tufis, P. A., & Sperling, R. A. (April, 2006). *Do reading problems cause problem behaviors? Evidence from the Early Childhood Longitudinal Study, Kindergarten, 1998-1999*. Paper presented to the Annual Meeting of the American Educational Research Association (Special Education Research), San Francisco, CA.
- *Morgan, P. L. (October, 2005). *Boosting young readers' task engagement using Peer Assisted Learning Strategies*. Presentation to the 14th Annual World Congress on Learning Disabilities, Boston, MA.
- Morgan, P. L. (October, 2005). *An empirical analysis of the relation between at-risk preschoolers' early academic skills, self-reported feelings of competency, and adult ratings of task engagement*. Paper presented at the 14th Annual World Congress on Learning Disabilities, Boston, MA.
- *Morgan, P. L. (November, 2005). *Using Peer Assisted Learning Strategies: K-1st grade*. 2005 National Conference of the Division of Learning Disabilities, Council for Exceptional Children, Charleston, SC.
- Morgan, P. L. (April, 2005). *An empirical exploration of the relation between learning to read and young children's reading motivation*. Paper presented to the Annual Meeting of the American Educational Research Association (Motivation in Education), Montreal, Canada.
- Morgan, P. L. (April, 2005). *Reversing negative Matthew effects by boosting children's interest in reading*. Poster presentation to the Annual Convention of the Council for Exceptional Children (Division of Research), Baltimore, MD.

- *Morgan, P. L. (February, 2005). *Peer-Assisted Learning Strategies*. Presentation to the 2005 Annual Conference of the Pennsylvania Department of Education, Hershey, PA.
- *Morgan, P. L. (October, 2004). *The role of reading motivation in explaining reading failure*. Thirty-eighth Annual Pennsylvania School Psychologists Conference. University Park, PA.
- DiPerna, J. C., & Morgan, P. L. (2004, October). *Development of early arithmetic, reading, and learning indicators (the EARLI Project) for Head Start*. Presentation to the Head Start—University Partnership for Measurement Development Grantees, U. S. Department of Health and Human Services, Administration for Children and Families, Washington, D. C.
- *Morgan, P. L. (2004, October). *Preference and choice-making: Some behavioral and methodological factors that might explain their efficacy as classroom interventions*. Third Annual Behavior Analysis Research Colloquium, The Pennsylvania State University, University Park, PA.
- Sideridis, G. D., Botsas, G., Morgan, P. L., & Fuchs, D. (2004, August). *Identification of students with learning disabilities based on metacognition, motivation, emotions, and psychopathology: A ROC analysis*. Fifth World Congress on Dyslexia, Thessaloniki Greece.
- Morgan, P. L., & Sperling, R. (2004, June) *Exploring the causes and consequences of continued reading failure: The dual roles of reading motivation and practice*. Research proposal accepted for the Early Childhood Longitudinal Study-Kindergarten Database Training Seminar, Washington, DC.
- Morgan, P. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2004, June). *Does early reading failure decrease young children's reading motivation: An experimental evaluation of the negative Matthew effects hypothesis*. Interactive paper presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, the Netherlands.
- Morgan, P. L., Fuchs, D. (2003, June). *Reversing Matthew effects: Effects of small-group tutoring on the reading skills, self-concept, motivation, and task engagement of children at risk for learning disabilities*. Poster presented at the Project Directors' Meeting, U.S. Department of Education, Office of Special Education Programs, Washington, D.C.
- Young, C., McMaster, K., Morgan, P. L., Yang, N., Yen, L., & Fuchs, D. (2003, April). *Identifying and treating students unresponsive to generally effective instruction: A new approach*. Presentation to the Annual Convention of the Council for Exceptional Children (Division of Learning Disabilities), Seattle, WA.

Morgan, P. L. (2002, November). *Promoting engaged reading by students with emotional and behavioral disorders*. Paper presented at the 26th Annual Conference on Severe Behavior, Tempe, AZ.

*Hosp, M., & Morgan, P. L. (2002, August). *Using Curriculum-Based Measurement to evaluate growth in reading ability*. Presentation and training made to the Nashville Metropolitan School District, Nashville, TN.

Morgan, P., Young, C., & Fuchs, D. (2002, June). *Effects of tutoring on the reading performance of treatment resistant children*. Poster presented at the Ninth Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.

Morgan, P., & McMaster, K. (2002, April). *Using academic structure to promote positive behavior*. Paper presented at the Annual Convention of the Council for Exceptional Children, New York, NY.

Morgan, P., & Fuchs, D. (2001, November). *A critical review of preference and choice as interventions to improve outcomes for students with problem behaviors*. Poster presented at the Bi-annual Meeting for the Council for Children with Behavioral Disorders, Atlanta, GA.

Additional Research Experience

Research Assistant, The National Research Center on Learning Disabilities, Vanderbilt University (2002-2003).

Led skill-intensive 1:4 tutoring sessions for children unresponsive to regular reading instruction. Supervised implementation of Peer Assisted Learning Strategies (PALS) in 1st grade classrooms. Provided teachers with academic and behavioral consultation in conjunction with Center's multi-year, multi-site evaluation. Collected and scored both CBM and standardized test data. Analyzed test data for initial group equivalence and intervention effectiveness.

Research Assistant, Curriculum-Based Measurement Passage Decodability Project, Vanderbilt University (2002-2003).

Developed and employed a word-level coding scheme to rate decodability of CBM reading passages used by Peabody College, the University of Minnesota, the University of Maryland, and the University of Oregon. Assisted in creation of database of rated passages containing over 9,500 coded words.

Research Assistant, Center for Accelerating Student Learning, Vanderbilt University (2000-2002).

Provided skill-intensive 1:1 and 1:3 tutoring to children non-responsive to PALS instruction. Developed fluency and reading comprehension activities for PALS lessons

used by 1st and 2nd grade general education teachers. Supervised PALS implementation. Collected, scored, and analyzed test data.

Honors and Awards

National Institutes of Health's Office of Loan Repayment and Scholarship Award for Pediatric Research (2005-2007, 2007-2009)
Council for Exceptional Children's Division of Learning Disabilities Dissertation Award for Outstanding Doctoral Level Research
Robert Gaylord-Ross Award for Excellence in Scholarly Writing, Department of Special Education, Peabody College, Vanderbilt University
Dean's Research Fellowship, Peabody College, Vanderbilt University
Pass with Distinction, Doctoral Qualifying Exams, Department of Special Education, Peabody College, Vanderbilt University
Dean's Research Fellowship, University of Oregon
General University Scholarship, University of Oregon
Phi Beta Kappa National Honor Society
Mortar Board National Honor Society
Friar's Club Honor Society, University of Oregon
Departmental Honors, Department of History, University of Oregon
Departmental Honors, Department of Philosophy, University of Oregon
Dean's List, University of Oregon

Editorial or Review Experience

Reading Research Quarterly (Invited Reviewer, 2008)
Journal of Emotional and Behavioral Disorders (Invited Reviewer, 2002, 2008)
Language, Speech, and Hearing Services in Schools (Invited Reviewer, 2008)
Early Childhood Research Quarterly (Invited Reviewer, 2008)
Journal of School Psychology (Invited Reviewer, 2008)
Learning Disabilities Quarterly (Invited Reviewer, 2007-present)
Developmental Psychology (Invited Reviewer, 2008)
Journal of Child and Family Studies (Invited Reviewer, 2006)
Journal of Social and Clinical Psychology (Invited Reviewer, 2007))
Reading and Writing Quarterly (Special Issue Co-Editor, "Approaching reading comprehension from multiple theoretical perspectives," 2008)
The DLD Times (Eastern Editor and Chair, 2006-2009)
Journal of Educational Psychology (Ad Hoc Reviewer, 2006)
School Psychology Review (Ad Hoc Reviewer, 2005)
American Educational Research Journal (Faculty Ad Hoc Reviewer, Teaching, Learning, & Human Development Section, 2005-present)
International Journal of Educational Research (Special series editor, 2006)
Learning Disabilities: Research & Practice (Editorial Review Board, 2005-present)
Behavioral Disorders (Consulting Editor, 2005-present)

Insights on Learning Disabilities (Consulting Editor, 2005-present)
Learning Disabilities: A Contemporary Journal (Guest Reviewer, 2004-present)
Preventing School Failure (Guest Reviewer, 2003)
Journal of Special Education (APA Style Reviewer, 2000-2003)
Journal of Applied Behavioral Analysis (Guest Reviewer, 2002, Invited Reviewer, 2008)

Professional Affiliations

Faculty Affiliate, The Consortium for Children, Youth, and Families, The Pennsylvania State University, State College, PA.
Research Affiliate, The Population Research Institute, The Pennsylvania State University, State College, PA.

Professional Memberships

American Educational Research Association
Division of Research, Council for Exceptional Children
Division of Learning Disabilities, Council for Exceptional Children
Society for the Scientific Studies of Reading
Society for Research on Educational Effectiveness

Professional Service

Member, Publications Committee, Division of Learning Disabilities, Council for Exceptional Children, Arlington, VA.
Co-Coordinator, 15th Annual World Congress on Learning Disabilities, Learning Disabilities Worldwide, Boston, MA.
Conference Reviewer (Special Education Research), Annual Meeting of the American Educational Research Association (2006-present)
Conference Reviewer, Division of Learning Disabilities, Annual Convention of the Council for Exceptional Children (2006-present)
Conference Reviewer (Research in Reading & Literacy; Special Education Research), Annual Meeting of the American Educational Research Association, San Francisco, CA.
Grant Reviewer, Head Start-University Partnerships: Curriculum Development and Enhancement for Head Start and Early Head Start Programs, Office of Planning, Research and Evaluation, U. S. Department of Health and Human Services.
Conference Reviewer (Cognitive, Social, & Motivational Process; Literacy & Language Arts; Special Education Research), Annual Meeting of the American Educational Research Association, Montreal, Canada

Professional Experience

Learning Disabilities Self-Contained Teacher, Mechanicsville Elementary School, Mechanicsville, VA (1999-2000).

P. L. Morgan

Learning Disabilities Inclusion Teacher, Rural Point Elementary School, Mechanicsville, VA (1997-1999).

Summer School Teacher, Hanover County Public Schools, Hanover County, VA (1998, 1999).

Residential Counselor, Region 10 Community Services Board (Mental Retardation Division), Charlottesville, VA (1995-1997).

Group Leader and Counselor, New Dominion Residential School, Dillwyn, VA (1994-1995).

Related Experience

Tutor Supervisor (2003), Peabody Reading Clinic, John F. Kennedy Center for Research on Human Development, Vanderbilt University

Electronic Group Facilitator (1997), "Mega-analysis of Meta-analyses: What works in Special Education and Related Services," (Forness, S. R., Kavale, K. A., Blum, I. M., and Lloyd, J. W. *Teaching Exceptional Children*, July/August 1997, pp. 4-9), Council for Exceptional Children, University of Virginia, Charlottesville, VA

Survey Consultant (1997), Literacy Volunteer of America, Charlottesville, VA

Reference Librarian (1996-1997), University of Virginia, Charlottesville, VA

President, Undergraduate Philosophy Club (1991-1992), University of Oregon