

Abigail A. Allen

Assistant Professor of Special Education
Clemson University
Department of Education and Human Development
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Education

- Ph.D. in Special Education, University of Missouri-Columbia 2016
Dissertation: *The Effect of a Morphological Awareness Intervention on Early Writing Outcomes*
- M.Ed. in Education Policy & Management, Harvard Graduate School of Education 2012
- M.A. in Speech-Language Pathology, Saint Louis University 2006
Thesis: *Reading Behaviors of Mothers in Poverty and Their Children*
- B.S. in Speech and Hearing Science, University of Illinois at Urbana-Champaign 2004
Senior Research Thesis: *Snack-Time Personal Narrative Intervention for a First Grader with a Language-Learning Disability*

Licensure

- Certificate of Clinical Competence in Speech-Language Pathology (#12067263)
American Speech-Language-Hearing Association - Expires Dec. 31, 2021
- B-12 Student Services Certificate in Speech-Language Pathology (Career Certificate)
Missouri Department of Elementary and Secondary Education - Expires Aug 2110
- Professional License in Speech-Language Pathology (#2007015746)
Missouri Board of Healing Arts - Inactive

Professional Experience

- Assistant Professor of Special Education, Clemson University 2016-present
- Graduate Research Assistant, University of Missouri-Columbia 2012-2016
- Technical Assistance Coach, National Center on Intensive Intervention 2013-2015
- Consultant, Mathematics Content in RTI, Texas Education Agency 2013-2014
- Policy Intern, Center for Applied Special Technology (CAST) 2011
- Speech-Language Pathologist, Special School District of St. Louis County 2006-2011
- Graduate Research Assistant, Saint Louis University 2004-2006

Peer-Reviewed Articles

* graduate student author

Published or In Press

Savitz, R., **Allen, A. A.**, & Brown, C. (2021). Response to intervention in secondary grades: A national study. *Literacy Research and Instruction*. <https://doi.org/10.1080/19388071.2021.1887416>

*Walters, S. M., Hirsch, S. E., *McKown, G., *Carlson, A., & **Allen, A. A.** (2021). Mixed-reality simulation with preservice teacher candidates: A conceptual replication. *Teacher Education and Special Education*. <https://doi.org/10.1177/08884064211001453>

Poch, A. L., **Allen, A. A.**, Jung, P-G., Lembke, E. S., & McMaster, K. L. (In press). Using data-based instruction to support struggling elementary writers. *Intervention in School and Clinic*.

Allen, A. A. & Lembke, E. S. (2020). The effect of a morphological awareness intervention on early writing outcomes. *Learning Disability Quarterly*. <https://doi.org/10.1177/0731948720912414>

Thomas, C. N., **Allen, A. A.**, Ciullo, S., Lembke, E. S., Goodwin, M., Judd, L., & Billingsley, G. (2020). Exploring the perceptions of middle school teachers regarding response to intervention for struggling readers. *Exceptionality*. <https://doi.org/10.1080/09362835.2020.1729765>

Conoyer, S., Goran, L., **Allen, A.**, Hoffman, K. (2020). Using vocabulary-matching curriculum-based measurement in a pre-service classroom. *Assessment for Effective Intervention*, 45(4), 311-320. <https://doi.org/10.1177/1534508418818883>

McMaster, K. M., Lembke, E. S., Shin, J., Poch, A., Smith, R. A., Jung, P-G., **Allen, A. A.**, & Wagner, K. (2020). Supporting teachers' use of data-based instruction to improve students' early writing skills. *Journal of Educational Psychology*, 112(1). 1-21. <https://doi.org/10.1037/edu0000358>

Allen, A. A., Jung, P-G., Poch, A. L., Brandes, D., Shin, J., Lembke, E. S., & McMaster, K. M. (2019). Technical adequacy of curriculum-based measures in writing in grades 1-3. *Reading & Writing Quarterly: Overcoming Learning Difficulties*. <https://doi.org/10.1080/10573569.2019.1689211>

Poch, A. L., **Allen, A. A.**, & Lembke, E. S. (2019). Scoring measures of word dictation curriculum-based measurement in writing: Effects of incremental administration. *Psychology in the Schools*, 56(5), 702-723. <https://doi.org/10.1002/pits.22220>

Wagner, K., Smith, A., **Allen, A.**, McMaster, K., Poch, A., Lembke, E. (2019). Exploration of a new complexity metric for writing curriculum-based measures. *Assessment for Effective Intervention*, 44(4), 256-266. <https://doi.org/10.1177/1534508418773448>

Allen, A., Poch, A., Lembke, E. (2018). An exploration of alternative scoring indices using curriculum-based measurement in early writing. *Learning Disability Quarterly*, 41(2), 85-99. <https://doi.org/10.1177/0731948717725490>

Lembke, E., McMaster, K., Smith, R., **Allen, A.**, Brandes, D., and Wagner, K. (2018). Professional development for data-based instruction in early writing: Tools, learning, and collaborative support. *Teacher Education and Special Education*, 41(2), 106-120. <https://doi.org/10.1177/0888406417730112>

Lembke, E., **Allen, A.**, Cohen, D., Hubbuch, C., Landon, D., Bess, J., Bruns, H. (2017). Vocabulary matching curriculum-based measurement progress monitoring in sixth grade social studies. *Learning Disabilities Research & Practice, 32*(2), 112-120. <https://doi.org/10.1111/ldrp.12130>

Carlisle, A., Thomas, C. N., McCathren, R. B. (2016). The effectiveness of using a content acquisition podcast to teach phonological awareness, phonemic awareness, and phonics to preservice special education teachers. *Journal of Special Education Technology, 31*(2), 84-98. <https://doi.org/10.1177/0162643416651723>

Ciullo, S., Lembke, E. S., **Carlisle, A.**, Thomas, C. N., Goodwin, M. (2016). Implementation of evidence-based literacy practices in middle school response to intervention: An observation study. *Learning Disability Quarterly, 39*(1), 44-57. <https://doi.org/10.1177/0731948714566120>

Thomas, C.N., Pinter, E.B., **Carlisle, A.**, Goran, L. (2015). Student response systems: Learning and engagement in pre-service teacher education. *Journal of Special Education Technology, 30*(4), 223-237. <https://doi.org/10.1177/0162643415623026>

Under Review or Revision

Allen, A. A. (Under review). *Using the Perusall social e-reader for engagement and learning with preservice special education teachers*. Manuscript submitted for publication.

Allen, A. A. (Under review). Learning about communication disorders: Comparison of two instructional methods with multimedia for preservice teachers. Manuscript submitted for publication.

Allen, A. A., Wagner, K., Smith, R. A., Randall, K. N. (Under review). *Scoring methods for progress monitoring using CBM in early writing*. Manuscript submitted for publication.

Allen, A. A., Smith, R. A., Burns, M. K., & Lembke, E. S. (Under review). *Early academic and behavior skills as predictors of later mathematics achievement*. Manuscript submitted for publication.

Smith, R. A., **Allen, A. A.**, Panos, K., Ciullo, S. (Under revision). *Sentence level interventions for at-risk writers in upper elementary*. Manuscript submitted for publication.

Randall, K., Hirsch, S. E., **Allen, A. A.** (Under revision). *Examining the effectiveness of a multimedia video on pedestrian safety with postsecondary individuals with intellectual disabilities*. Manuscript submitted for publication.

*McKown, G. Hirsch, S., *Walters, S., **Allen, A. A.**, *Carlson, A. (Under review). *Preservice special education teachers' perceptions of mixed-reality simulation experiences*. Manuscript submitted for publication.

Randall, K., Ryan, J., Hirsch, S., **Allen, A. A.** (Under revision). *Effects of self-monitoring on the self-determination of individuals with intellectual and developmental disability in a post-secondary educational setting*. Manuscript submitted for publication.

Adams, S. E., Katsiyannis, A., Ryan, J. B., Ennis, R. P., **Allen, A. A.** (Under review). *Teaching high school students with disabilities and at-risk of behavior disorders to improve expository writing skills*. Manuscript submitted for publication.

Book Chapters

Allen, A. & Smith, R. A. (In press). Curriculum-based measurement. In *Routledge International Encyclopedia of Education, 2nd ed.* Taylor & Francis.

Lembke, E., Poch, A., **Allen, A.** (2018). Learning disabilities. In Y. N. Bui and E. Meyen (Eds.) *Exceptional Children in Today's Schools*. PRO-ED.

Lembke, E., **Carlisle, A.**, Poch, A. (2016). Using curriculum-based measurement fluency data for initial screening decisions. In K.D. Cummings and Y. Petscher (Eds.) *The Fluency Construct: Curriculum-Based Measurement Concepts and Applications*. Springer.

Other Publications

Lembke, E., **Allen, A.**, & Poch, A. (2015). *Technical report #1 for the DBI-TLC project: Curriculum-based measurement screening study 1*. University of Minnesota.

Carlisle, A. (2014, June). *Five ways to build vocabulary in Kindergarten through second grade*. LD Forum. Council for Learning Disabilities.

Ralabate, P., Hehir, T., Dodd, E., Grindal, T., Vue, G., Eidelman, H., Karger, J., Smith, F., & **Carlisle, A.** (2012). *Universal design for learning: Initiatives on the move: Understanding the impact of the Race to the Top and ARRA funding on the promotion of universal design for learning*. National Center on Universal Design for Learning.

Grants

Developing a Sentence Writing Intervention for Young Struggling Writers. Institute of Educational Sciences Research Training Program in Special Education: Early Career Development and Mentoring. PI: Abigail Allen. **FUNDED** - \$489,003. (2020-2024)

Efficacy of a Peer Tutoring Application for Word-Reading for Elementary Students With or At Risk for Disabilities. Clemson University ADR Research Grant. PI: Abigail Allen; Co-PI: Pamela Stecker. **FUNDED** - \$8374 (Jan 2018-May 2019).

Developing Classroom Management and Student Observation Measures within the Classroom Teacher (CT) Scan. Clemson University ADR Research Grant. PI: Shanna Hirsch; Co-PI: Abigail Allen. **FUNDED** - \$4735 (Jan-Dec 2017).

Project ANSWER: Addressing the Needs of Students Within Educational Reform. U.S. Office of Education, Office of Elementary and Secondary Education. Education Innovation and Research (EIR) Program. PI: Mitchell Yell. Literacy Consultant: Abigail Allen. Not Funded - \$4,304,183 (\$239,432 subaward to Clemson with Shanna Hirsch as PI, Abigail Allen as co-PI).

Teaching

Courses Taught

Clemson University
Graduate Courses

EDSP 9370 High Incidence Disabilities Research
EDSP 8100 Characteristics and Instruction of Individuals with Learning Disabilities

Undergraduate Courses

EDSP 4940 Teaching Reading to Students with Mild Disabilities
EDSP 3750 Early Intervention for Young Children with Special Needs
EDSP 3730 Characteristics of Individuals with Intellectual Disabilities and Autism

University of Missouri-Columbia

SPC_ED 4371/7371 Literacy Methods in Special Education II (Advanced Literacy)
SPC_ED 4300 Introduction to Special Education
SPC_ED 4375/7375 Language Development of Exceptional Children
SPC_ED 4320 Assessment in Special Education

Refereed Conference Presentations

* = graduate student presenter

International and National

Allen, A., Stecker, P., Johnson, F., Rogers, M., *McKown, G., Randall, K. (2021, March). *Peer tutoring with audio prompting: Impact on high-frequency word reading*. Paper accepted for presentation at the national conference of the Council for Exceptional Children, Baltimore, MD.

Allen, A., Stecker, P., Rogers, M., Johnson, F., Shelnut, J., *Hoover, H. (2021, March). *Developing technology for high-frequency word reading in rural schools*. Paper accepted for presentation at the national conference of the Council for Exceptional Children, Baltimore, MD.

Adams, S., Ryan, J., **Allen, A.** (2021, March). *Using self-regulated strategy development to improve expository writing outcomes for high school students at risk for EBD*. Paper accepted for presentation at the national conference of the Council for Exceptional Children, Baltimore, MD.

Randall, K., Ryan, J., **Allen, A.** (2021, March). *Self-determination instruction for students with IDD attending a post-secondary educational setting*. Paper accepted for presentation at the national conference of the Council for Exceptional Children, Baltimore, MD.

Stecker, P., Rogers, M. **Allen, A.** (2020, February). *Using a peer tutoring application with primary students to practice word reading*. Poster presented at the national Pacific Coast Research Conference, San Diego, CA.

Allen, A., Wagner, K. (2019, November). *Progress monitoring in early writing using curriculum-based measurement*. Paper presented at the national American Speech-Language-Hearing Association conference, Orlando, FL.

Allen, A., Stecker, P. (2019, November). *Efficacy of a peer tutor app for word reading with early elementary students*. Paper presented at the national American Speech-Language-Hearing Association conference, Orlando, FL.

Allen, A., Thomas, C. N., Lembke, E. S., Ciullo, S. (2019, April). *Perceptions of middle school teachers about response to intervention for struggling readers*. Paper presented at the national conference of the American Educational Research Association, Toronto, ON, Canada.

Allen, A., Wagner, K. (2019, February). *Comparing scoring methods for progress monitoring in early writing*. Paper presented at the national conference of the National Association of School Psychologists, Atlanta, GA.

Allen, A., Smith, R. A., Lembke, E. S., Burns, M. K. (2019, February). *Predicting fourth-grade mathematics achievement with early numeracy, early literacy, and behavior measures*. Poster presented at the national Pacific Coast Research Conference, San Diego, CA.

Wagner, D. L., **Allen, A.,** Hensley, K. K., Stecker, P., *Johnson, F. (2019, February). *Technical features of CBM vocabulary probes used in teacher preparation programs*. Poster presented at the national Pacific Coast Research Conference, San Diego, CA.

Stecker, P., *Popham, M., *Counts, J., Garrett, T., **Allen, A.** (2018, February). *Teaching progress monitoring using vocabulary matching in an introductory special education course*. Poster presented at the national conference of the Learning Disabilities Association, Atlanta, GA.

Allen, A., Goran, L. (2018, February). *Incorporating assessment into preservice classrooms with vocabulary-matching CBM*. Poster presented at the national conference of the Council for Exceptional Children, Tampa, FL.

Allen, A., *Randall, K., Wagner, K., Smith, R. A. (2018, February). *Trait-based rubrics and CBM for progress monitoring in writing in grades 2-3*. Poster presented at the national conference of the Council for Exceptional Children, Tampa, FL.

Stecker, P., **Allen, A.** (2018, February). *Technical adequacy of vocabulary-matching curriculum-based measures in a university special education course*. Poster presented at the national Pacific Coast Research Conference, San Diego, CA.

Hoffman, K., **Allen, A.,** Goran, L., Conoyer, S. (2017, November). *Exploring curriculum-based measurement in the preservice programs: Can we monitor progress in the college classroom?* Paper presented at the national conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

*Popham, M., Stecker, P., **Allen, A.** (2017, November). *Instructing preservice teachers in curriculum-based measurement using vocabulary-matching measures*. Poster presented at the national conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

Allen, A., Thomas, C. N., Ciullo, S. (2017, April). *Response to intervention in reading in middle school: Administrator and teacher perceptions*. Poster session presented at the national conference of the Council for Exceptional Children, Boston, MA.

Allen, A., Thomas, C. N., McCathren, R. B. (2017, April). *Using content acquisition podcasts to teach phonological awareness to preservice teachers*. Poster session presented at the national conference of the Council for Exceptional Children, Boston, MA.

Lembke, E., McMaster, K., **Allen, A.** (2017, April). *Data-based instruction in early writing: Outcomes from a pilot study*. Paper presented at the national conference of the Council for Exceptional Children, Boston, MA.

Allen, A., Conoyer, S., Goran, L., Hoffman, K. (2017, April). *Incorporating formative assessment into preservice classrooms with vocabulary-matching CBM*. Poster presented at the national conference of the Council for Exceptional Children, Boston, MA.

Smith, A., Poch, A., **Allen, A.** (2016, October). *A simple view of writing: Implications for data-based instructional decision making*. Paper presented at the annual conference of the Council for Learning Disabilities, San Antonio, TX.

Carlisle, A., Garman, C., Jung, P.G., Amen, C., Boler, A., Morgan, C., Pedrazas, S. (2016, April). *Teachers talk: Feasibility of implementing intensive early writing intervention using data-based instruction*. Paper presented at the annual conference of the Council for Exceptional Children, St. Louis, MO.

Carlisle, A., Poch, A., Lembke, E. (2016, February). *Quantity vs quality: Qualitative rubrics and alternative scoring using CBM-W*. Poster presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.

Smith, A., Poch, A., **Carlisle, A.**, Lembke, E. (2016, February). *English language learners writing development and measures*. Paper presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.

Lembke, E., Garman, C., Moore, K., **Carlisle, A.**, Poch, A., & Smith, A. (2016, February). *The use of early writing CBM's to determine writing performance in at-risk students with EBD*. Paper presented at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.

Lembke, E., Garman, C., Moore, K., **Carlisle, A.**, Poch, A., & Smith, A. (2016, February). *Evidence-based interventions for teaching early writing skills for students with EBD*. Paper presented at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.

Carlisle, A. (2015, July). *The impact of a morphological awareness intervention on spelling and writing outcomes in second and third grade*. Poster session presented at the international conference of the Society for the Scientific Study of Reading, Kona, HI.

Carlisle, A., Lembke, E., Cohen, D. (2015, April). *Technical adequacy of vocabulary matching CBM in sixth grade social studies*. Poster presented at the annual conference of the Division of Learning Disabilities of the Council for Exceptional Children, San Diego, CA.

Carlisle, A., Lembke, E., Poch, A. (2015, April). *Qualitative scoring rubrics in writing: Comparisons to curriculum-based measurement*. Paper presented at the annual conference of the Council for Exceptional Children, San Diego, CA.

Lembke, E., **Carlisle, A.**, Garman, C., Moore, K., Smith, A. (2015, April). *Curriculum-based measures for beginning writers: Results and implications for practice*. Poster presented at the annual conference of the Council for Exceptional Children, San Diego, CA.

Moore, K., **Carlisle, A.**, Garman, C., Poch, A., Lembke, E. (2015, April). *Early writing CBM tools: Administration, scoring, and data utilization*. Paper presented at the annual conference of the Council for Exceptional Children, San Diego, CA.

Carlisle, A., Poch, A. (2014, October). *Incremental administration across grades for word dictation CBM-W*. Poster presented at the annual conference of the Council for Learning Disabilities, Philadelphia, PA.

Carlisle, A., Ciullo, S., Thomas, C. N. (2014, October). *Response to intervention in middle school literacy classrooms*. Paper presented at the annual conference of the Council for Learning Disabilities, Philadelphia, PA.

Kim, S. A., Thomas, C. N., **Carlisle, A.**, Kennedy, M. (2014, October). *Podcasting: Mathematics word problem solving technology for students with LD*. Paper presented at the annual conference of the Council for Learning Disabilities, Philadelphia, PA.

Ciullo, S., Thomas, C., Goodman, M., **Carlisle, A.**, Lembke, E. (2014, April). *Middle school RTI: Research and implications for practice*. Paper presented at the annual conference of the Council for Exceptional Children, Philadelphia, PA.

Carlisle, A. (2013, October). *Middle school RTI*. Paper presented at the annual conference of the Division of Learning Disabilities of the Council for Exceptional Children, Sun Valley, ID.

Lembke, E., Zumeta, R., **Carlisle, A.** (2013, October). *Intensive intervention for students with significant behavior and academic needs*. Paper presented at the annual conference of the Division of Learning Disabilities of the Council for Exceptional Children, Sun Valley, ID.

Thomas, C., Goran, L., **Carlisle, A.** (2013, October). *Anchored instruction for students with LD: Synthesis of the literature*. Poster presented at the annual conference of the Council for Learning Disabilities, Austin, TX.

Carlisle, A. (2013, April). *Poverty and special education placements: How do they relate to MAP scores?* Poster presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, San Antonio, TX.

Carlisle, A., Lembke, E., Thomas, C., Monroe, J., Ciullo, S., Goodwin, M. (2013, April). *Middle school literacy instruction during RTI: Teaching strategies and perceptions*. Poster presented at the annual conference of the Division of Learning Disabilities of the Council for Exceptional Children, San Antonio, TX.

Thomas, C., Goran, L., **Carlisle, A.** (2013, April). *A synthesis of the literature on multimedia anchored instruction in PK-12 education*. Paper presented at the annual conference of the Council for Exceptional Children, San Antonio, TX.

Thomas, C., Blood, E., Goran, L., **Carlisle, A.** (2013, April). *The impact of SRS on preservice teachers' learning and engagement*. Poster presented at the annual conference of the Council for Exceptional Children, San Antonio, TX.

Carlisle, A., Hwa-Froelich, D. (2006, November). *Reading behaviors of mothers with depression and their children*. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Miami, FL.

Allen, A., Johnson, C. (2004, November). *Snack-time personal narrative intervention for a first grader with LLD*. Poster presented at the national conference of the American Speech-Language-Hearing Association, Philadelphia, PA.

State

Allen, A., *Randall, K. (2017, February). *Early writing interventions: Finding and using evidence-based practices*. Paper presented at the annual conference of the South Carolina State Council for Exceptional Children, Myrtle Beach, SC.

Carlisle, A., Smith, A., Lembke, E. (2015, September). *Development of early writing interventions*. Paper presented at the annual conference of the Missouri Council for Administrators of Special Education, Osage Beach, MO.

Lembke, E., Poch, A., **Carlisle, A.** (2014, September). *Data-based decision making in early writing: Getting students off to the 'write' start*. Paper presented at the annual conference of the Missouri Council for Administrators of Special Education, Osage Beach, MO.

Carlisle, A. (2014, March). *The basics of response to intervention in middle school*. Paper presented at the annual conference of the Missouri Council for Exceptional Children, Osage Beach, MO.

Smalls, D., **Allen A.,** Hwa-Froelich, D., Cook, C., Flick, L. (2005, April). *Working with families in low-income/urban environments*. Poster presented at the annual conference of the Missouri Speech-Language-Hearing Association, Osage Beach, MO.

Local

Allen, A., & Stecker, P. (2019, April). *Efficacy of a peer tutor app for word reading with early elementary students in a rural high-poverty school*. Paper presented at the Clemson University Research Symposium, Clemson, SC.

Allen, A., & Stecker, P. (2019, April). *Efficacy of a peer tutor app for word reading with early elementary students in a rural high-poverty school*. Poster presented at the Clemson University Research Symposium, Clemson, SC.

Allen, A. (2017, April). *Technical adequacy of using curriculum-based measures in a preservice teacher education course*. Poster presented at the Clemson University College of Education Research Forum, Clemson, SC.

Carlisle, A. (2015, October). *The effect of a morphological awareness intervention on spelling and writing outcomes in second and third grade*. Poster presented at the University of Missouri College of Education Research Day, Columbia, MO.

Thomas, C.N., **Carlisle, A.** (2015, October). *A snapshot of the continuous improvement process in reforming coursework on inclusion*. Poster presented at the University of Missouri College of Education Research Day, Columbia, MO.

Smith, A., Poch, A., **Carlisle, A.**, & Lembke E. (2015, October). *Developing benchmarks in the area of early writing*. Poster presented at the University of Missouri College of Education Research Day, Columbia, MO.

Carlisle, A. (2014, January). *Response to intervention in middle school*. Paper presented at the annual conference of the University of Missouri Student Council for Exceptional Children, Columbia, MO.

Carlisle, A., Poch, A. (2014, January). *Supporting struggling writers and writers with learning disabilities*. Paper presented at the annual conference of the University of Missouri Student Council for Exceptional Children, Columbia, MO.

Carlisle, A. (2013, January). *Building background knowledge and vocabulary skills in grades K-5*. Paper presented at the annual conference of the University of Missouri Student Council for Exceptional Children, Columbia, MO.

Service

Clemson University

University Committees

Graduate Admissions & Continuing Enrollment Appeals committee	2021-22
Faculty Senate Alternate	2020-2022
University Undergraduate Academic Eligibility Committee	2017-2018

College of Education (COE) Committees

Curriculum Committee	2020-2021
CAEP Committee	2020-2021
Special Education Area Representative, Doctoral Program Taskforce	2020-2021
Scholarship and Awards Committee	2019-2022
Dean's Leadership Institute	2019-2020
Diversity Strategic Plan Committee	2018-2019
Classified Staff Awards Committee	2017

Department of Education & Human Development (EHD) Committees

Merit Committee	2017-2018
Search Committee (Quantitative Methodologist)	2017-2018

Service to the Field

National Conference Proposal Reviewer

Council for Exceptional Children (CEC)	2020-2021
American Educational Research Association (AERA)	2019-2020
Teacher Education Division-CEC (TED-CEC)	2019
Division of Research-CEC (DR-CEC)	2014
Council for Learning Disabilities	2014

Journals

Editorial Board Member, <i>Learning Disabilities Research & Practice</i>	2021-present
Editorial Board Member, <i>Journal of Special Education Technology</i>	2020-present
Editorial Board Member, <i>Remedial and Special Education</i>	2019-present
Editorial Board Member, <i>Assessment for Effective Intervention</i>	2018-present

Professional Organizations

Co-Editor, <i>New Times for LD</i> , DLD-CEC	2021-2022
Guest Speaker, Early Career Researcher Workshops, DR-CEC	2020-2021
Policy Committee, DLD-CEC	2018-present
Professional Development, Standards and Ethics Committee, DLD-CEC	2018-present
Publications & Communications Committee, DLD-CEC	2015-present
National Student Representative, DLD-CEC	2014-2015

Service to the Public

In-Service Workshops

Allen, A. (2019, June). *Using progress monitoring data to guide instruction*. A three-day workshop provided to general and special educators and administrators in the Oconee County School District, Walhalla, SC.

Allen, A. (2019, June). *Data-rich but information-poor: Using progress monitoring data to guide instruction*. A two-day workshop provided to general and special educators and administrators in the Cabarrus County School District, Concord, NC.

Allen, A. (2018, October). *Data-based individualization and curriculum-based measurement*. A 2-hour workshop provided to special educators in Clarendon School District 2, Manning, SC.

Allen, A. (2018, October). *Data-based individualization and curriculum-based measurement*. A 2-hour workshop provided to school psychologists in Clarendon School District 2, Manning, SC.

Allen, A. (2018, June). *Elementary assessments in reading*. One-day workshop provided to general and special educators in the Charleston County School District, Charleston, SC.

Allen, A. (2018, June). *Instructional strategies in elementary reading*. One-day workshop provided to general and special educators in the Charleston County School District, Charleston, SC.

Allen, A. (2018, June). *Secondary assessments in reading*. One-day workshop provided to general and special educators in the Charleston County School District, Charleston, SC.

Allen, A. (2018, June). *Reading instruction in the secondary grades*. One-day workshop provided to general and special educators in the Charleston County School District, Charleston, SC.

Allen, A. (2018, March). *Effective reading instruction*. One-day workshop provided to general and special educators in the Charleston County School District, Charleston, SC.

Honors and Awards

Clemson College of Education Award of Excellence in Teaching	2019-2020
John Wills Lloyd Outstanding Doctoral Research Award, DLD-CEC	2018
Distinguished Dissertation Award, Social Sciences Discipline, University of Missouri	2017
Graduate Student Instructor of the Year, University of Missouri	2015
Outstanding Doctoral Student of the Year, Special Education, University of Missouri	2015