**Emma Shanahan, Ph.D.**

The Meadows Center for Preventing Educational Risk

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**EDUCATION**

**2023 Ph.D.,** Educational Psychology, Special Education

University of Minnesota, Twin Cities, Minneapolis, MN

Doctoral Dissertation: *Effects of Data-Based Writing Instruction on the Reading Outcomes of Elementary Students with Writing Difficulties*

Advisor: Kristen L. McMaster

**2019 M.Ed.**, Prevention Science and Practice Research

Harvard Graduate School of Education, Cambridge, MA

**2014 B.A.**, Psychology

St. Olaf College, Northfield, MN

**PROFESSIONAL APPOINTMENTS**

**2023 – Present Postdoctoral Research Fellow**, The Meadows Center for Preventing Educational Risk, The University of Texas at Austin

**2022 – 2023 Research Lab Manager**, Department of Educational Psychology, University of Minnesota

**2019 – 2022 Graduate Research Assistant,** Department of Educational Psychology, University of Minnesota

**2018 – 2019 Graduate Research Assistant,** Harvard Graduate School of Education

**2016 – 2018 Special Education Chairperson and K-5 Special Education Teacher,** Freedom Preparatory Academy, Memphis, TN

**2014 – 2016 Response to Intervention Coordinator and K-5 Special Education Teacher,** Riverview K-8 School, Memphis, TN

**PUBLICATIONS**

***Peer-Reviewed Journal Articles***

An, J., McMaster, K. L., Choi, S., Bell, L., Guha, M., **Shanahan, E.**, & Lembke, E. (in press). Examining measures and methods for determining students' responsiveness to data-based early writing instruction [Special Issue]. *Scientific Studies of Reading*.

Reno, E., Choi, S., McMaster, K. L., & **Shanahan, E.** (in press). Technical features of sentence-level curriculum-based measures and language sample analysis for students with writing difficulties. *Journal of Learning Disabilities.*

**Shanahan, E.,** Reno, E., Chandler, B. W., Novelli, C., An, J., Choi, S., & McMaster, K. L. (2025). Effects of writing instruction on the reading outcomes of students with literacy difficulties in pre-kindergarten to fifth grade: A meta-analysis. *Reading and Writing*, *38*(3), 627–650. <https://doi.org/10.1007/s11145-024-10527-6>

**Shanahan, E.,** Choi, S., An, J., Casey-Wilke, B., Birinci, S., Roberts, C., & Reno, E. (2025). Ongoing teacher support for data-based individualization: A meta-analysis and synthesis. *Journal of Learning Disabilities*, *58*(1), 3–18. <https://doi.org/10.1177/00222194241271335>

Capin, P., Dahl-Leonard, K., Hall, C., Yoon, N. Y., Cho, E., Chatzoglou, E., Reiley, S., Walker, M., **Shanahan, E.,** Andress, T., & Vaughn, S. (2025). Reading comprehension instruction: Evaluating our progress since Durkin’s seminal study. *Scientific Studies of Reading*, *29*(1), 85–114. <https://doi.org/10.1080/10888438.2024.2418582>

An, J., **Shanahan, E.,** Choi, S., & McMaster, K. L. (2025). Exploring predictors of teachers’ sustained use of data-based instruction. *Journal of Learning Disabilities*, *58*(1), 19–32. <https://doi.org/10.1177/00222194241275636>

**Shanahan, E.,** Birinci, S., Alghamdi, A., Reno, E., Lembke, E., & McMaster, K. (2024). Sustained use of data-based writing instruction before and during the COVID-19 pandemic. *Journal of Educational Psychology*, *116*(7), 1196–1214. <https://doi.org/10.1037/edu0000864>

McMaster, K. L., Lembke, E. S., **Shanahan, E.,** Choi, S., An, J., Schatschneider, C., Duesenberg-Marshall, M. D., Birinci, S., McCollom, E., Garman, C., & Moore, K. (2024). Supporting teachers’ data-based individualization of early writing instruction: An efficacy trial. *Journal of Learning Disabilities*, 1-17. <https://doi.org/10.1177/00222194241300324>

Lembke, E. S., McMaster, K. L., Duesenberg-Marshall, M. D., McCollom, E., Choi, S., **Shanahan, E.,** An, J., Sussman-Dawson, K., & Birinci, S. (2024). Data based individualization in early writing: The importance and measurement of implementation fidelity. *Frontiers in Education*, *9*. <https://doi.org/10.3389/feduc.2024.1380295>

Choi, S., **Shanahan, E.,** Casey-Wilke, B., An, J., & Johnson, L. (2024). Implementation drivers of data-based instruction for students with intensive learning needs: A systematic review. *Journal of Learning Disabilities*, *57*(5), 291–302. <https://doi.org/10.1177/00222194231220070>

Choi, S., McMaster, K. L., Kohli, N., **Shanahan, E.,** Birinci, S., An, J., Duesenberg-Marshall, M., & Lembke, E. S. (2024). Longitudinal effects of data-based instructional changes for students with intensive learning needs: A piecewise linear–linear mixed-effects modeling approach. *Journal of Educational Psychology*, *116*(4), 608–628. <https://doi.org/10.1037/edu0000853>

**Shanahan, E.** (2023). Dysgraphia and dyslexia. *Literacy Today*, *41*(2), 39–40.

**Shanahan, E.,** McMaster, K. L., Bresina, B. C., McKevett, N. M., Choi, S., & Lembke, E. S. (2023). Teacher predictors of student progress in data-based writing instruction: Knowledge, skills, beliefs, and instructional fidelity. *Journal of Learning Disabilities*, *56*(6), 440–452. <https://doi.org/10.1177/00222194231157720>

Choi, S., **Shanahan, E.,** An, J., & McMaster, K. (2023). Monitoring elementary students’ progress using word dictation: Technical features of slope and growth analysis. *Assessment for Effective Intervention*, *48*(4), 201–210. <https://doi.org/10.1177/15345084231182718>

***Chapters in Edited Books***

**Shanahan, E**., Vaughn, S., Capin, P., & Shen, L. (final version accepted). The future of special education research. In C. J. Lemons, P. Weiss, & S. Hirsch (Eds.), *Enduring Issues in Special Education: Personal Perspectives* (2nd ed.). Routledge.

McMaster, K. L., Birinci, S., **Shanahan, E.,** & Lembke, E. S. (2023). Supporting students’ early writing development through data-based instruction. In S. Q. Cabell, S. B. Neuman, & N. P. Terry (Eds.), *Handbook on the Science of Early Literacy*. Guilford Publications.

***Manuscripts Under Review***

Choi, S., McMaster, K. L., **Shanahan, E.**, & An, J. (under review). Supporting writing development of students with intensive learning needs through data-based individualization: Focus on data-based decision-making. Manuscript submitted to *Asia Pacific Education Review*.

Choi, S., Reno, E. A., An, J., **Shanahan, E.**, & McMaster, K. L. (under review). Exploring latent writing profiles and their connection to intervention responsiveness. Manuscript submitted to *Learning and Individual Differences*.

Swanson. E., Mauer, E., **Shanahan, E.**, Wanzek, J., & Vaughn, S. (under review). Student feedback during cross-age peer tutoring. Manuscript submitted to *The Elementary School Journal.*

Vaughn, S., Mauer, E., Swanson, E., **Shanahan, E.**, Chang, A.E., & Wanzek, J. (under review). Tutoring young children with reading difficulties: Perceptions of child and adult tutors. Manuscript submitted to *The Elementary School Journal.*

***Manuscripts In Preparation***

**Shanahan, E.,** Yoon, N., Chatzoglou, E., Espinas, D., & Vaughn, S. (in preparation). Effects of a multisyllabic spelling intervention for upper elementary students: A pilot randomized-controlled trial.

**Shanahan, E.,** An, J., Reno, E., Choi, S., Shen, L., Lembke, E. S., & McMaster, K. L. (in preparation). Exploring the utility of large language models for curriculum-based measure graph interpretation.

An, J., Espinas, D., Reno, E., Kim, N., Choi, S., **Shanahan, E.**, & McMaster, K. L. (in preparation). Examining linguistic abilities from children’s word dictation data.

Roberts, G., **Shanahan, E.**, Fall, A-.M., Sargeant, K., Martinez, L., Wanzek, J., & Vaughn, S. (in preparation). The mediating role of fidelity in a reading intervention effectiveness trial.

**AWARDS AND FELLOWSHIPS**

**2024 Best Dissertation Award Nominee,** College of Education and Human Development, University of Minnesota, Twin Cities

**2022 Doctoral Student Scholar,** Council for Exceptional Children Division for Research

**2022 Leadership Institute Cohort Member,** Council for Learning Disabilities

**2022 Anderson Fellow for Dyslexia Identification and Intervention,** Center for Applied Research and Educational Improvement, University of Minnesota

**2020 Anderson Fellow for Dyslexia Identification and Intervention,** Minnesota Center for Reading Research, University of Minnesota

**2016** **Special Education Teacher of the Year,** Riverview K-8 School, Memphis, TN

**2014 Gordon Allport Psychology Student Award Finalist,** St. Olaf College

**2010 – 2014 Service Leadership Scholarship Recipient,** St. Olaf College

**RESEARCH FUNDING**

***Pending Research Funding***

**Sponsor:** U.S. Department of Education, Institute for Education Sciences

**Principal Investigator:** Emma Shanahan

**Project Title:** *The Effects of Integrated Multisyllabic Spelling and Sentence Generation Instruction on Third Graders’ Informational Writing*

**Funding Period:** September 2025 – August 2029

**Funding Amount:** $400,000

***Completed Research Funding***

**Sponsor:** University of Minnesota, Council of Graduate Students

**Principal Investigator:** Emma Shanahan

**Project Title:** *Investigating Predictors of Student Progress During Data-Based Writing Instruction*

**Funding Period:** October 2023

**Funding Amount:** $900

**Sponsor:** University of Minnesota, Department of Educational Psychology

**Principal Investigator:** Emma Shanahan

**Project Title:** *Surveying Teachers’ Reading and Writing Intervention Practices*

**Funding Period:** March 2022 – June 2022

**Funding Amount:** $500

**GRANT WRITING**

**Sponsor:** U.S. Department of Education, Institute of Education Sciences

**Principal Investigators:** Sharon Vaughn, Amie Grills

**Role:** Project Director

**Project Title:** *Examining the Efficacy of Integrating Anxiety Management Practices with Reading Intervention for Students with Reading Disabilities*

**Funding Period:** August 2024 – July 2029

**Funding Amount:** $3,995,137

**Sponsor:** University of Minnesota, College of Education and Human Development

**Principal Investigators:** Kristen McMaster

**Role:** Graduate Research Assistant

**Project Title:** *Supporting Teachers’ Use of Data-Based Instruction to Promote Early Writing Outcomes*

**Funding Period:** August 2022 – July 2023

**Funding Amount:** $30,000 (Not funded)

**Sponsor:** The Spencer Foundation

**Principal Investigator:** Kristen McMaster

**Role:** Graduate Research Assistant

**Project Title:** *Early Writing Project Upgrade: Redesigning a Research-Based Professional Development Experience for Real-World Application*

**Funding Period:** January 2023 – December 2026

**Funding Amount:** $499,677 (Not funded)

**PRESENTATIONS**

***Invited Presentations***

**Shanahan, E.** (2024, July 24). *Sustaining data-based individualization: A shared responsibility* [Invited presentation]. National Center for Intensive Intervention, Virtual.

**Shanahan, E.** (2023, January 27). *A meta-analysis of the effects of writing instruction on the reading outcomes of elementary students with literacy difficulties* [Invited presentation]. University of Minnesota Department of Educational Psychology Graduate Student Research Day, Minneapolis, MN, United States.

**Shanahan, E.** (2020, February 19). *Psychology Major Alumni Showcase* [Invited panel presentation]. St. Olaf College Department of Psychology, Northfield, MN, United States.

***Conference Presentations***

Swanson, E., Wanzek, J., Vaughn, S., Shanahan, E., & Roberts, G. (2025, July 19). *The effects of reading intervention for young learners when delivered by cross age tutors compared to adult tutors* [Conference presentation]. Society for the Scientific Study of Reading Annual Meeting, Calgary, Canada.

Choi, S., Reno, E. A., An, J., Shanahan, E., McMaster, K. L., & Lembke, E. (2025, July 19). *Exploring latent writing profiles and their connection to intervention responsiveness: Focusing on students with intensive early writing needs within the data-based individualization context* [Conference presentation]. Society for the Scientific Study of Reading Annual Meeting, Calgary, Canada.*(presentation withdrawn due to enforced funding restrictions and international travel constraints)*

**Shanahan, E.**, & Vaughn, S. (2025, February 7). *Effects of a multisyllabic spelling intervention for upper elementary students: A pilot study* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

**Shanahan, E.** (2024, June 18). *Effects of writing instruction on the reading outcomes of students with literacy difficulties in pre-kindergarten to fifth grade: A meta-analysis* [Poster presentation]. The Dyslexia Foundation Extraordinary Brain Symposium, San Anton, Malta.

Filderman, M. J., **Shanahan, E.**, Barnard-Brak, L., & Preast, J. (2024, February 1). *Relations between knowledge, beliefs, and practices surrounding teacher data use* [Conference session]. Pacific Coast Research Conference, Coronado, CA, United States.

An, J., **Shanahan, E.**, Choi, S., McMaster, K. L., & Lembke, E. (2023, March 4). *Predicting teachers' sustained use of data-based instruction with logistic regression* [Poster presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.

Birinci, S., **Shanahan, E.**, Reno, E., & McMaster, K. L. (2023, March 4). *Teachers' experiences sustaining data-based instruction during the COVID-19 pandemic* [Poster presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.

Choi, S., McMaster, K. L., **Shanahan, E.**, & An, J. (2023, March 4). *Effects of data-based instructional change for students with intensive learning needs* [Poster presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.

Reno, E., McMaster, K. L., & **Shanahan, E.** (2023, February 1). *Measuring underlying linguistic growth in sentence-level writing curriculum-based measures* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

**Shanahan, E.**, & McMaster, K. L. (2023, February 1). *Effects of early data-based writing instruction on students' reading outcomes* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

**Shanahan, E.**, McMaster, K. L., Bresina, B. C., McKevett, N., Choi, S., & Lembke, E. (2022, October 21). *Teacher predictors of student growth in data-based instruction* [Conference session]. International Conference on Learning Disabilities, Richmond, VA, United States.

Choi, S., **Shanahan, E.**, An, J., McMaster, K. L., & Lembke, E. (2022, October 20). *Monitoring elementary students' progress using curriculum-based measurement in writing (CBM-W) word dictation: Technical features of slope and growth analysis* [Conference session]. International Conference on Learning Disabilities, Richmond, VA, United States.

**Shanahan, E.**, McMaster, K. L., Bresina, B. C., McKevett, N., & Choi, S. (2022, February 4). *Teacher predictors of student growth in data-based instruction: Knowledge, skills, beliefs, and fidelity* [Conference session]. University of Minnesota Department of Educational Psychology Graduate Student Research Day, Virtual.

**Shanahan, E.**, An, J., Lam, E., McMaster, K. L., & Birinci, S. (2022, January 18). *Sustainability of data-based instruction during distance learning* [Poster presentation]. Council for Exceptional Children Conference, Orlando, FL, United States.

**Shanahan, E.**, An, J., Lam, E., McMaster, K. L., & Birinci, S. (2022, January 17). *Predicting teachers' sustained use of data-based decision-making* [Poster presentation]. Council for Exceptional Children Conference, Orlando, FL, United States.

**Shanahan, E.**, Birinci, S., Lam, E., McMaster, K. L., & Lembke, E. (2021, October 21). *Implementing data-based instruction in writing: Impacts to sustainability amidst the pandemic* [Conference session]. International Conference on Education Research, Virtual.

**Shanahan, E.**, Birinci, S., Alghamdi, A., McMaster, K. L., & Lembke, E. (2021, March 23). *Going the distance: Teachers sustain their use of data-based instruction* [Conference session]. University of Minnesota College of Education and Human Development Research Day, Virtual.

McKevett, M., **Shanahan, E.**, McMaster, K. L., & Lembke, E. (2021, March 12). *Intensification of writing instruction to meet student needs: What, how, when* [Conference session]. Council for Exceptional Children Conference, Virtual.

**Shanahan, E.**, Birinci, S., Alghamdi, A., McMaster, K. L., & Lembke, E. (2021, March 12). *Going the distance: Teachers sustain their use of data-based instruction beyond their participation in research* [Conference session]. Council for Exceptional Children Conference, Virtual.

Lam, E., Alghamdi, A., & **Shanahan, E.** (2020, February 8). *The early writing project: Tools, learning modules, and coaching for data-based individualization* [Poster presentation]. Council for Exceptional Children Conference, Portland, OR, United States.

**Shanahan, E.**, Burkhauser, M., & Kim, J. S. (2019, March 11). *Writing by speaking: Impact of voice dictation on writing quality and engagement* [Poster presentation]. Harvard Graduate School of Education Student Research Conference, Cambridge, MA, United States.

**Shanahan, E.**, Garza, L., Van Dyke, S., & Dickinson, S. (2014, May 4). *Conditioned taste aversion to ethanol and caffeine in adolescent mice* [Poster presentation]. St. Olaf College Honors Convocation, Northfield, MN, United States.

**Shanahan, E.**, Meierding, E., & Cho, G. (2014, April 26). *Worrying of undergraduate students mediated by external and internal factors* [Poster presentation]. Minnesota Undergraduate Psychology Conference, Arden Hills, MN, United States.

**HIGHER EDUCATION TEACHING EXPERIENCE**

***Courses Taught at The University of Texas at Austin***

**2025 Instructor,** SED 396C Independent Study: Trends and Issues in Special Education

**2023 – Present Lead Facilitator,** Dr. Sharon Vaughn’s Doctoral Student Independent Study Group

***Guest Lectures***

**2024 Guest Lecturer,** SED 378R: Reading Assessment and Development with Diverse Populations

**2021 Guest Lecturer,** EPSY 5618: Specialized Interventions for Students with Mild/Moderate Disabilities in Reading & Written Language, University of Minnesota

**2019 Guest Lecturer,** EPSY 5663: Assessment and Intervention for Individuals with Autism Spectrum Disorder

***Teaching Assistantships***

**2020 – 2021 Teaching Assistant,** EPSY 5618: Specialized Interventions for Students with Mild/Moderate Disabilities in Reading and Written Language, University of Minnesota

**PROFESSIONAL SERVICE**

***Departmental Service***

**2024 – Present Lead Facilitator,** Doctoral Student Writing Group, The University of Texas at Austin, Department of Special Education

**2022 – 2023 Special Education Faculty Search Committee Student Representative**, University of Minnesota, Department of Educational Psychology

**2020 Lead Facilitator,** Perspectives on Racial Disproportionality in Special Education Panel, University of Minnesota, Department of Educational Psychology

***Editorial Review Board Memberships and Ad-Hoc Review Service***

**2025 – Present Ad Hoc Reviewer,** *Scientific Studies of Reading*

**2023 – Present Ad Hoc Reviewer,** *Journal of Learning Disabilities*

**2022 – Present Ad Hoc Reviewer,** *Reading and Writing*

**2021 – Present Ad Hoc Reviewer,** *Assessment for Effective Intervention*

**2022 – 2023 Graduate Student Editorial Board Member,** *Assessment for Effective Intervention*

**2021 Ad Hoc Reviewer,** *Learning Disabilities: A Multidisciplinary Journal*

***Professional Development Presentations, In-Service Trainings, and Webinars***

**2022** *Reading Instruction for Students with Characteristics of Dyslexia: A Workshop*, Minnesota Center for Reading Research. <https://events.tc.umn.edu/event/3555-reading-instruction-for-students-with>

**EDUCATION PRODUCT DEVELOPMENT EXPERIENCE**

**2022 Curriculum Product Designer,** Functional Phonics Program, Center for Applied Research and Educational Improvement, University of Minnesota

**2020 Outreach Product Writer,** Minnesota Center for Reading Research, University of Minnesota

**2019 – 2022** **Professional Development Co-Leader,** The Early Writing Project, University of Minnesota Department of Educational Psychology

**2018 – 2019 Professional Development Co-Leader,** READS Lab, Harvard Graduate School of Education

**2018 – 2019 Social Studies and Science Literacy Curriculum Developer,** READS Lab, Harvard Graduate School of Education

**2018 – 2019 Special Education Blog Writer,** Stages Learning Materials

**PROFESSIONAL AFFILIATIONS**

**2022 – Present** Council for Learning Disabilities

**2021 – Present** Council for Exceptional Children Division for Research

**2020 – Present** Council for Exceptional Children Division for Learning Disabilities

**2020 – Present** Council for Exceptional Children Teacher Education Division

**PROFESSIONAL CERTIFICATIONS**

**2014 – 2016** Elementary Education K-5 Teaching Certification,Tennessee

**2014 – 2016** Special Education Comprehensive Program K-12 Teaching Certification,Tennessee