

## **S. Blair Barrows Payne, Ph.D., BCBA**

University of South Carolina  
College of Education: Department of Educational & Developmental Science  
820 Main Street, Columbia, SC 29208  
blairpayne@sc.edu: [Google Scholar](#)

### **APPOINTMENT**

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2025–Current **Assistant Professor**  
Department of Educational and Developmental Science – Special Education  
University of South Carolina, Columbia, South Carolina

### **EDUCATION**

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2020–2025 The University of Texas at Austin, Austin, TX  
Special Education Department: Learning Disabilities and Behavioral Disorders  
Advisor: Dr. Sharon Vaughn  
**Ph.D. Special Education**  
**M.Ed. Educational Psychology:** Quantitative Methods (Completed: December 2023)

2013–2015 Peabody College of Vanderbilt University, Nashville, TN  
**M.Ed. Special Education:** K-12 Mild/Moderate Disabilities

2008–2012 Sewanee: The University of the South, Sewanee, Tennessee  
**B.A. Psychology**

### **LICENSE AND CERTIFICATION**

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#### **Board Certified Behavior Analyst (BCBA)**

Certificate # 1-16-21605 (January 2016 – present)

#### **Special Education: Multi-Categorical (PK-12), South Carolina**

South Carolina Teaching License (June 2025 – present)

Educator ID: 650194

### **PEER REVIEWED PUBLICATIONS**

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15. Didion, L., Filderman, M. J., Hart, E. J., **Payne, S. B.**, Vitale, J., Olmstead, C., & Wexler, J. (Accepted). High-quality professional development improves teacher and student outcomes in special education: A meta-analysis. *Journal of Special Education*.
14. Wexler, J., Shelton, A., Swanson, E., **Payne, S. B.**, Sayers, R., Johnson, T., Hogan, E., & Stark, K. (2026). The development of a coaching model: Challenges and implications for intervention research. *Remedial and Special Education*, 47(2), 153–164.  
<https://doi.org/10.1177/07419325241304126>
13. **Payne, S. B.**, Powell, S., & Fry, E. (2026). A synthesis of mathematics interventions for high school students with mathematics difficulty. *Journal of Learning Disabilities*, 59(2), 75–93.  
<https://doi.org/10.1177/00222194251385204>

12. Fishstrom, S., Capin, P., Hamilton, B. H., Dahl-Leonard, K., **Payne, S. B.**, Wang, H-H., Dille, J., & Vaughn, S. (2025). A meta-analysis of the effects of academic interventions on academic and anxiety outcomes in secondary school children. *Journal of School Psychology, 110*, 101433. <https://doi.org/10.1016/j.jsp.2025.101433>
11. Vaughn, S., Wanzek, J., Martinez, L., Hancock, E., Fall, A-M., **Payne, S. B.**, & Fluhler, S. (2025). The efficacy of a content area reading comprehension intervention for students with disabilities. *Remedial and Special Education, 0*(0). <https://doi.org/10.1177/07419325241310499>
10. Filderman, M. J., Didion, L., Austin, C. R., **Payne, S. B.**, Silvert, C., & Wexler, J. (2025). Teacher professional development for reading: A review of the state of the research. *Reading Research Quarterly, 60*(4), e70054. <https://doi.org/10.1002/rrq.70054>
9. **Payne, S. B.**, & Yoon, N. Y. (2025). A synthesis of academic interventions for high school students with behavioral and learning difficulties. *Behavioral Disorders, 50*(4), 202–212. <https://doi.org/10.1177/01987429241261969>
8. Lariviere, D., Arsenault, T. L., & **Payne, S. B.** (2025). A literature review: Mathematics-vocabulary intervention for students with mathematics difficulty. *School Science and Mathematics, 125*(1), 6–17. <https://doi.org/10.1111/ssm.12684>
7. Hogan, E., & **Payne, S. B.** (2024). A mixed methods study of teachers' use of feedback within middle school social studies classrooms to promote reading comprehension. *Learning and Instruction, 92*. <https://doi.org/10.1016/j.learninstruc.2024.101938>
6. Stark, K.\*, Hogan, E.\*, & **Payne, S. B.** (2024). Opening the black box of teacher development: A synthesis of in-service coaching discourse. *Teaching Education Quarterly, 51*(4), 67–96.  
\*First and second authors contributed equally to the manuscript
5. **Payne, S. B.**, & Swanson, E. (2024). Targeting the transition goals of teens through executive function support. *TEACHING Exceptional Children, 56*(4), 202–209. <https://doi.org/10.1177/00400599211066919>
4. Chatzoglou, E., Fishstrom, S., **Payne, S. B.**, Andress, T. T., & Vaughn, S. (2023). The footprint of the COVID-19 pandemic in reading performance of students in the U.S. with and without disabilities. *Research in Developmental Disabilities, 140*. <https://doi.org/10.1016/j.ridd.2023.104585>
3. Shelton, A., Swanson, E., Wexler, J., **Payne, S. B.**, & Hogan, E. (2023). An exploration of middle school literacy coaching: A survey study of teachers and instructional coaches. *Teacher Education and Special Education, 46*(4), 300–316. <https://doi.org/10.1177/08884064231172733>
2. **Payne, S. B.**, & Swanson, E. (2023). Supporting families to motivate their middle school student during homework time. *TEACHING Exceptional Children, 55*(6), 422–430. <https://doi.org/10.1177/00400599221099656>
1. Lambert, J. M., Chohisy, A. M., **Barrows, S. B.**, & Houchins-Juarez, N. J. (2017). Compound-schedules approaches to noncompliance: Teaching children when to ask and when to work. *Journal of Behavioral Education, 26*(2), 201–220. <http://doi.org/10.1007/s10864-016-9260-5>

## **MANUSCRIPTS UNDER REVIEW**

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- Swanson, E., **Payne, S. B.**, Hogan, E., & Wexler, J. (Manuscript under review). *The most expensive paragraph: Investigating alignment in fidelity scores across video and audio recordings*. Department of Special Education, The University of Texas at Austin.
- Mauer, E., Vaughn, S., Swanson, E., **Payne, S. B.**, Shanahan, E. (Manuscript under review). *A systematic mapping review of focus group interviews in education*. Department of Special Education, The University of Texas at Austin.
- Payne, S. B.**, Thoele, J. M., & Vitale, J. (Revise and resubmit). *What works: Practical strategies for paraprofessionals supporting behavior and learning in secondary classrooms*. Department of Educational and Developmental Science, University of South Carolina.
- Wexler, J., Swanson, E., Shelton, A., Omohundro, K.M., Fall, A.M., Roberts, G., Sayers, R., **Payne, S. B.**, Johnston, T. B., Hogan, E.K. (Manuscript under review). *The efficacy of adaptive coaching: Supporting schoolwide literacy models in middle school*. Department of Counseling, Higher Education, and Special Education, University of Maryland.
- Didion, L., Rogers, D. B., **Payne, S. B.**, Vitale, J., & Hart, E. J. (Manuscript under review). *Beyond business-as-usual: A meta-analysis of active control comparisons in teacher professional development*. Department of Special Education, The University of Kansas.
- Payne, S. B.**, Didion, L., Vitale, J., Hart, E. J. (Manuscript under review). *Supporting secondary educators: Examining the role and impact of professional development*. Department of Educational and Developmental Science, University of South Carolina.
- Didion, L., Powell, S., **Payne, S. B.**, Vitale, J., Douglas, G., & Filderman, M. J. (Manuscript under review). *Professional development literature across decades*. Department of Special Education, The University of Kansas.
- Payne, S. B.\***, Hogan, E.\*, & Swanson, E. (Revise and resubmit). *Sustaining school-wide literacy models in rural contexts: A case study in implementation science*. Department of Educational and Developmental Science, University of South Carolina.  
\*First and second authors contributed equally to the manuscript
- Hogan, E., **Payne, S. B.**, Fuller, S., Fall, A-M., Roberts, G., & Wanzek, J. (Revise and resubmit). *Differentiation practices used by middle school social studies teachers and their association with student achievement*. Department of Special Education, Early Childhood, and Prevention Science, The University of Louisville.
- Didion, L., Filderman, M. J., Chow, J. C., Wexler, J., Vitale, J., Hart, E. J., **Payne, S. B.**, Olmstead, C., & Rogers, D. B. (Revise and resubmit). *The effects of high-quality professional development on teachers' skills, beliefs, and knowledge: A meta-analysis*. Department of Special Education, The University of Kansas.

## **MANUSCRIPTS IN PREPARATION**

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- Fishstrom, S., Chatzoglou, E., Johnson, R., & **Payne, S. B.** (Manuscript in preparation). *Integrating explicit anxiety management practices into instruction for students*. Department of Special Education, University of Hawai'i at Mānoa.

## **BOOK CHAPTERS**

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2. **Payne S. B.**, Swanson, E., McGraw, R. L., Reutebuch, C. K., Smith Levitan, J. A., Hogan, E., & Wexler, J. (2025). Coaching rural schoolteachers to implement schoolwide literacy practices to improve reading outcomes for students with disabilities. In B. Cooke & T. Landrum (Eds.), *Advances in learning and behavioral disabilities*. Emerald. <https://doi.org/10.1108/S0735-004X2025000034A004>
1. **Payne, S. B.** (2022). Credit recovery: Exploring inequities, impacts, and solutions. In R. D. Williams (Ed.), *Challenging deficit thinking for exceptional education improvement*. IGI Global. <http://doi.org/10.4018/978-1-7998-8860-4>

## **AWARDS AND SCHOLARSHIPS**

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| 2026      | <b>Jump Start Funding Award</b> , Office of Research, College of Education, University of South Carolina (\$2,000)  |
| 2020–2025 | <b>National Center for Leadership in Intensive Intervention (NCLII) Scholar</b> , Office of Special Education Programs, The University of Texas at Austin |
| 2022–2023 | <b>Continuing Fellowship Award</b> , College of Education, The University of Texas at Austin  |
| Oct 2022  | <b>Leadership Institute Recipient</b> , Council for Learning Disabilities   |
| 2020–2021 | <b>Recruitment Award</b> , The University of Texas at Austin  |
| 2013–2015 | <b>Peabody College Dean’s Scholarship</b> , Vanderbilt University   |
| 2012–2013 | <b>Thomas J. Watson Fellowship Recipient</b> , Thomas J. Watson Foundation, New York  |

## **GRANTS**

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- LeJeune, L. (Principal Investigator), Holt, A. (Co-I), **Payne, S. B. (Co-I)**, Plumb, A. (Co-I). *Better together: Building university-district partnerships for coaching special education teacher candidates*. South Carolina CEDAR Center State Leadership Team. \$8,992. Status: Funded.
- Barrows, S. B. (Principal Investigator)**. (July 2012–July 2013). *Playing to learn and learning to play: An exploration of play utilized in education*. One of 40 graduating seniors awarded nationally. The Thomas J. Watson Foundation. 25,000. Status: Funded.

## **ADDITIONAL GRANT WRITING ACTIVITY**

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- Payne, S. B. (Principal Investigator)**. (2026–2027). *Ready to read: Preparing future teachers to support every reader*. Dollar General Literacy Foundation. \$4205. Status: Under review.
- Payne, S. B. (Principal Investigator)**, & Hogan, E. (Co-PI). (2026–2027). *Building ongoing opportunities for support and training in coaching (BOOST Coaching)*. Ralph E. Powe Junior Faculty Enhancement Award. \$10,000. Status: Under review

- Arsenault, T. L. (Principal Investigator) & **Payne, S. B. (Co-PI)**. (2026–2027). *Correct word sequences–mathematics writing: A feasibility and reliability evaluation*. Ralph E. Powe Junior Faculty Enhancement Award. \$10,000. Status: Under review.
- Dubinsky, S. (Principal Investigator), Crews, C. (Co-PI), Habib, S. (Co-PI), **Payne, S. B. (Co-PI)**, Waldon, B. (Co-PI), & Werfel, K. (Co-PI). (2025–2027). *Wordification: An innovative tool for individualized spelling instruction*. NewSchools Venture Fund. \$150,000. Status: Under review.
- Dubinsky, S. (Principal Investigator), Crews, C. (Co-PI), Habib, S. (Co-PI), **Payne, S. B. (Co-PI)**, Waldon, B. (Co-PI), & Werfel, K. (Co-PI). (2025–2027). *Wordification: A tool for dialect-aware, individualized spelling instruction*. Provost Research Competition: Bridge Funding – University of South Carolina. \$50,000. Status: Under review.
- Espinass, D. R. (Principal Investigator), **Payne, S. B. (Co-PI)**, & Capin, P. (Co-PI). (2026–2027). *Teacher’s epistemic judgments about dyslexia interventions*. American Psychological Association Division 15 Policy Grant. \$5000. Status: Unfunded.
- Payne, S. B. (Principal Student Investigator)**, Woulfin, S. (Faculty Sponsor). (2021–2022). *Taking the lead: Roles and responsibilities of special educators within multi-tiered systems of support*. The University of Texas at Austin College of Education. \$2000. Status: Unfunded.

## **TRAINING AND FELLOWSHIPS**

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- 2025–2026      **New Faculty Academy**, University of South Carolina
- 2025–2026      **PROPEL Grant Fellowship: NSF CAREER Track**, University of South Carolina
- July 2025        **Institute of Education Sciences Modern Meta-Analysis Training Institute** (selective), Institute of Education Sciences, Chicago, IL
- 2020-2022      **Integrated MTSS (I-MTSS) Early Career Scholar**, Institute of Education Sciences, The University of Connecticut.
- 2018-2019      **Teach Plus Education Policy Fellow**, Denver, Colorado

## **RESEARCH EXPERIENCES**

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- 2023–2025      **Project Coordinator: Examining the Efficacy of Aligning Core Content-Area Reading Instruction and Small Group Reading Intervention for Students with Reading Disabilities (Project ALIGN)**, Meadows Center for Preventing Educational Risk, Austin, TX  
P.I.: Elizabeth Stevens, Ph.D. Co-P.Is.: Sharon Vaughn, Ph.D., Christy Murray, M.Ed., & Greg Roberts, Ph.D. IES Award Number: R324A230239
- 2024–2025      **Graduate Research Assistant: A Replication Study to Examine the Efficacy of Sound Partners When Implemented by Peer Tutors**, Meadows Center for Preventing Educational Risk, Austin, TX  
P.I.: Elizabeth Swanson, Ph.D. Co-P.Is.: Sharon Vaughn, Ph.D., Greg Roberts, Ph.D., & Jeanne Wanzek, Ph.D. IES Award Number: R305R220024

- 2021–2024 **Project Coordinator:** *Developing an Instructional Leader Adaptive Intervention Model (AIM) for Supporting Teachers as They Integrate Evidence-Based Adolescent Literacy Practices School-Wide (Project AIM)*, Meadows Center for Preventing Educational Risk, Austin, TX  
P.I.: Jade Wexler, Ph.D. Co-P.Is.: Elizabeth Swanson, Ph.D. & Greg Roberts, Ph.D.  
IES Award Number: R324A200012
- 2021–2022 **Graduate Research Assistant:** *Examining the Efficacy of a Content Area Reading Comprehension Intervention for Students With Disabilities*, Meadows Center for Preventing Educational Risk, Austin, TX  
P.I.: Sharon Vaughn, Ph.D. Co-P.Is.: Leticia Martinez, Ph.D., Jeanne Wanzek, Ph.D., & Greg Roberts, Ph.D. IES Award Number: R324A190072
- 2021–2022 **Graduate Research Assistant:** *Data Investigation of Comorbidities Between Mathematics and Reading Difficulties*, Vanderbilt University, Nashville, TN  
P.I.s: Lynn Fuchs, Ph.D., Doug Fuchs Ph.D., Marcia Barnes Ph.D., & Eunsoo Cho, Ph.D.

## PROFESSIONAL EXPERIENCES

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- 2017–2020 **Special Education Coordinator:** DSST: Montview High School, Denver, Colorado  
Oversaw special education IEP compliance for students in grades 6–12, co-led the Integrated MTSS team, and served as the 504 academic liaison.
- 2017–2020 **High School Special Education Content Lead:** DSST Schools, Denver, Colorado  
Oversaw the initial onboarding and ongoing professional development, including IEP writing and service delivery, for all middle and high school special education teachers in the DSST network.
- 2015–2020 **High School Special Education Teacher:** DSST: Montview High School, Denver, Colorado  
Responsible for IEP implementation and compliance, delivering instruction, performing tri-annual reviews, and maintaining a personal caseload.

## UNIVERSITY TEACHING

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- Spring 2026 **Instructor**, University of South Carolina, Columbia, SC  
Course: Instruction of Students With Multi-Categorical Disabilities (EDEX 671)
- Fall 2025 **Instructor**, University of South Carolina, Columbia, SC  
Course: Direct Instruction in Reading for At-Risk Learners (EDEX 580)
- Spring 2025 **Facilitator**, The University of Texas at Austin, Austin, TX  
Course: Independent Doctoral Seminar
- Fall 2024 **Facilitator**, The University of Texas at Austin, Austin, TX  
Course: Independent Doctoral Seminar
- Spring 2024 **Adjunct Instructor**, The University of Tennessee, Knoxville, Knoxville, TN  
Course: Foundations in Learning Disabilities and Other Academic Difficulties (SPED 415)

- Spring 2023     **Adjunct Instructor**, The University of Tennessee, Knoxville, Knoxville, TN  
Course: Foundations in Learning Disabilities and Other Academic Difficulties (SPED 415)
- Fall 2022        **Co-teacher**, The University of Texas at Austin, Austin, TX  
Course: Reading Assessment and Development With Diverse Populations (SED387 R)
- Spring 2022     **Co-teacher**, The University of Texas at Austin, Austin, TX  
Course: Field Experiences in Special Education (SED 332)

## **INVITED LECTURES**

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- Spring 2026     **Guest Lecture**, The University of Texas at Austin, Austin, TX  
Course: Reading Assessment and Development (ECD 339D)  
Lecture: Supporting Students with EBD Within a Multi-Tiered Framework of Instruction
- Spring 2025     **Guest Lecturer**, The University of Texas at Austin, Austin, TX  
Course: Reading Assessment and Development (ECD 339D)  
Lecture: Supporting Students with EBD Within a Multi-Tiered Framework of Instruction
- Fall 2024        **Guest Lecturer**, The University of Texas at El Paso, El Paso, TX  
Course: Intervention for Students with High Incidence of Disabilities (SPED 5345)  
Lecture: Supporting Students with Reading Difficulties Using Explicit Vocabulary and Reading Comprehension Instruction
- Spring 2024     **Guest Lecturer**, The University of Texas at Austin, Austin, TX  
Course: Teaching Mathematics to Students with Disabilities (SED 378T)  
Lecture: Service Delivery Models for High School Students with Mathematics Difficulty
- Spring 2024     **Guest Lecturer**, The University of Texas at Austin, Austin, TX  
Course: Reading Assessment and Development (ECD 339D)  
Lecture: Supporting Students with EBD Within a Multi-Tiered Framework of Instruction
- Fall 2023        **Guest Lecturer**, East Tennessee State University, Johnson City, TN  
Course: Teach Math Mild/Mod ELN (SPED-4467-941/SPED-5467-941)  
Lecture: Supporting Secondary-aged Students with Learning Disabilities in Mathematics
- March 2022     **Guest Lecturer**, The University of Texas at Austin, Austin, TX  
Course: Seminar in Mathematics (SED 395D)  
Lecture: Teaching Addition and Subtraction of Fractions Using Virtual Manipulatives

## **DEVELOPED COURSES**

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- Crowell, G. E., Bourget, J., & Payne, S. B. (2024). *An introduction to intervention for students with EBD and related comorbidities*. National Center for Leadership in Intensive Intervention-2; Grant H325H190003. US Department of Education, Office of Special Education Programs. <https://nclii.org/scholar-designed-courses/students-with-ebd/>

## CONFERENCE PRESENTATIONS

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\* *Notes invited presentation*

46. Didion, L., & Filderman, M., Singell, E., **Payne, S. B.** (2026, March). *PD that works: Customizing learning for educators by what, who, and how*. [Presentation]. Council for Exceptional Children Conference, Salt Lake City, Utah, United States.
45. Stevens, S. & **Payne, S. B.** (2026, March). *Aligning reading comprehension instruction in core and intervention settings*. [Presentation]. Council for Exceptional Children Conference, Salt Lake City, Utah, United States.
44. Plumb, A., Carpenter, M., & **Payne, S. B.** (2026, March). *Building a foundation: Three tips for strong tier I integrated academic and behavior instruction*. [Presentation]. South Carolina Council for Exceptional Children Conference, Myrtle Beach, SC, United States.
- \*43. **Payne, S. B.** (2026, March). *Sail into schema-based instruction*. [Presentation]. South Carolina Council for Exceptional Children Conference, Myrtle Beach, SC, United States.
- \*42. **Payne, S. B.** (2026, March). *Hang 10 with 5 key math practices for every classroom*. [Presentation]. South Carolina Council for Exceptional Children Conference, Myrtle Beach, SC, United States.
41. Rojo, M., Filderman, M., Gersib, J., & Stalega, M. (2026, February). In **S. B. Payne** (Discussant), *Data-informed professional development: Mechanisms, moderators, and supports* [Symposium]. Pacific Coast Research Conference, Long Beach, CA, United States.
40. **Payne, S. B.** (2026, February). *Reading difficulties and classroom composition: Impacts on literacy and learning*. [Poster]. Pacific Coast Research Conference, Long Beach, CA, United States.
39. Stevens, L., & **Payne, S. B.** (2025, October). *Aligning core and intervention instruction for fourth graders with reading difficulty*. [Presentation]. International Dyslexia Association Annual Conference, Atlanta, GA, United States.
- \*38. Stevens, L., & **Payne, S. B.** (2025, June). *Aligning reading comprehension instruction across core and intervention settings for students with reading difficulties*. [Online Presentation]. The Reading League – North and South Carolina Virtual Symposium, United States.
37. Shelton, A., Wexler, J., Johnson, T., & **Payne, S. B.** (2025, March). *Promoting secondary students' reading comprehension and content knowledge in inclusive content-area classes*. [Presentation]. Council for Exceptional Children Conference, Baltimore, MD, United States.
36. Filderman, M., Didion, L., Austin, C., & **Payne, S. B.** A meta-analysis of the impacts of professional development on students' reading outcomes. (2025, February). In Erin K. Washburn (Discussant), *Improving teachers' reading instruction: Considerations surrounding the chasm between policy and practice*. [Symposium]. Pacific Coast Research Conference, Coronado, CA, United States.
35. Omohundro, K. M., Wexler, J., Swanson, E., Johnson, T., **Payne, S. B.**, Smith, J. A. (2025, February). *A case study on sustaining adaptive coaching and schoolwide literacy models*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
34. **Payne, S. B.** & Hogan, E. (2025, February). *Teachers' use of feedback to promote reading comprehension: A mixed methods analysis*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

33. King, S.G., Fishstrom, S., **Payne, S. B.**, Chatzoglou, E., Austin, C., O'Donnell, K., Vaughn, S., Haggerty, N., & Balcombe, A. (2025, February). *Special education and general education teachers' views of evidence-based instructional practices*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
32. **Payne, S. B.**, Boucher, A. N., O'Donnell, K., Scammacca Lewis, N., Lee, Y.R., Miller, J.E., Clemens, N.H., Vaughn, S., Fishstrom, S., Andress, T.T. (2024, July). *Initial word reading performance as a moderator of intervention effects for students in grades 3–12 with reading difficulties*. [Poster presentation]. Society for the Scientific Study of Reading Conference, Copenhagen, Denmark.
31. Chatzoglou, E. & **Payne, S. B.** (2024, March). *How to support reading fluency at home: A caregivers guide*. [Poster presentation]. Council for Exceptional Children Conference, San Antonio, TX, United States.
30. **Payne, S. B.**, Swanson, E., Wexler, J., Omohundro, K. & Shelton, A. (2024, March). *Softening the “F Word:” Rethinking fidelity to inform professional development*. [Poster presentation]. Council for Exceptional Children Conference, San Antonio, TX, United States.
29. Lariviere, D., Arsenault, T. L., & **Payne, S. B.** (2024, March). *When words count: Six strategies for math-vocabulary intervention*. [Poster presentation]. Council for Exceptional Children Conference, San Antonio, TX, United States.
28. **Payne, S. B.** (2024, March). *Supporting high school students with learning and behavioral difficulties: Three tips*. [Poster presentation]. Council for Exceptional Children Conference, San Antonio, TX, United States.
27. **Payne, S. B.**, Vaughn, S., Wanzek, J., Martinez, L., Hancock, E., Fall, A-M., & Fuller, S. (2024, February). *The efficacy of a content area reading comprehension intervention for students with disabilities*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
26. **Payne, S. B.**, & Fry, E. (2023, March). *High school mathematics intervention: Five tips for effective implementation*. [Presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.
25. **Payne, S. B.**, Fishstrom, S., & Chatzoglou, E. (2023, March). *Integrating explicit anxiety management into instruction: Three tips for teachers*. [Panel presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.
24. Hogan, E., Ghafghaziasl, S., McGraw, L. R., **Payne, S. B.**, & Swanson, E. (2023, March). *Schoolwide adolescent literacy models: Ingredients for a successful launch*. [Panel presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.
23. Stark, K., Hogan, E., & **Payne, S. B.** (2023, March). *Talking with teachers: A synthesis of coaching/mentoring discourse studies*. [Poster presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.
22. **Payne, S. B.**, & Yoon, N. Y. (2023, February). *A synthesis of academic interventions for high school students with behavioral and learning difficulties*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
21. Shelton, A., Hogan, E., **Payne, S. B.**, Swanson, E., & Wexler, J. (2023, February). *Status of literacy coaching in middle schools: A survey study*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.

20. Boucher, A. N., O'Donnell, K., Lewis, N., Ri, Y., Vaughn, S., Clemens, N. H., **Payne, S. B.**, Fishstrom, S., & Andress, T. T. (2023, February). *Initial word reading performance as a moderator of intervention effects for students in grades 3-12 with reading difficulties*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
19. Fry, E., & **Payne, S. B.** (2022, October). *High school mathematics interventions for students with disabilities: A review* [Panel presentation]. Council for Learning Disabilities National Conference, Richmond, VA, United States.
18. Fishstrom, S., Chatzoglou, E., & **Payne, S. B.** (2022, October). *Integrating explicit anxiety management practices into instruction*. [Panel presentation]. Council for Learning Disabilities National Conference, Richmond, VA, United States.
17. Capin, P., Miciak, J., Hamilton, B., Roberts, G., Steinle, P. K., **Payne, S. B.**, Fletcher, J., & Vaughn, S. (2022, June). *Evaluating the efficacy of a reading intervention with embedded self-regulation instruction for middle school English learners with reading difficulties*. [Poster presentation]. The Dyslexia Foundation, Paget Parish, Bermuda.
16. **Payne, S. B.**, Boucher, A. N., & Chatzoglou, E. (2022, February). *A synthesis on reading interventions in social studies for high school students*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
15. **Payne, S. B.**, Hogan, E., Swanson, E., Wexler, J., & Shelton, A. (2022, February). *Survey study: Status of literacy coaching in middle schools across the nation*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
14. Fishstrom, S., Capin, P., Hamilton, B., **Payne, S. B.**, Dahl-Leonard, K., Dille, J., Wang, H., & Vaughn, S. (2022, February). *A meta-analysis of the effects of academic anxiety interventions on academic and anxiety outcomes in secondary school children*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
13. **Payne, S. B.**, & Fishstrom, S. (2022, January). *Using explicit instruction to support secondary students across content areas*. [Poster presentation]. Council for Exceptional Children Conference, Orlando, FL, United States.
12. Wexler, J., Reutebuch, C., Shelton, A., Hogan, E., & **Payne, S. B.** (2022, January). *Creating sustainable school-wide adolescent literacy models through research-practice partnerships*. [Poster presentation]. Council for Exceptional Children Conference, Orlando, FL, United States.
11. **Payne, S. B.**, Hogan, E., Swanson, E., Wexler, J., & Shelton, A. (2022, January). *Survey study: Status of literacy coaching in middle schools across the nation*. [Poster presentation]. Council for Exceptional Children Conference, Orlando, FL, United States.
10. Hogan, E., **Payne, S. B.**, & Stark, K. (2021, November). *Targeting teacher professional growth through AIM Coaching*. [Poster presentation]. Teacher Education Division of the Council for Exceptional Children National Conference, Fort Worth, TX, United States.
9. **Payne, S. B.** & Fishstrom, S. (2021, October). *Breaking down explicit instruction for classroom teachers*. [Panel presentation]. Council for Learning Disabilities National Conference, Las Vegas, NV, United States.
- \*8. Fishstrom, S. & **Payne, S. B.** (2021, October). *Explicit instruction: The secret sauce of implementing the science of reading*. [Online presentation]. The Reading League National Conference, Syracuse, NY, United States.

7. **Payne, S. B.** (2021, April). *Credit recovery in high schools: The educational inequities and impacts*. [Poster presentation]. Social Justice Research Forum, The University of Texas at Austin, Austin, TX, United States.
6. Wexler, J., Swanson, E., Shelton, A., Kurz, L., & **Payne, S.B.** (2021, March). *Engage your students' parents in literacy support at home*. [Panel presentation]. Council for Exceptional Children Conference, Baltimore, MD, United States.
5. Doyle, A.M., Lambert, J.M., **Barrows, S.B.**, & Houchins-Juarez, N.J. (2015, May). Correspondence between trial-based and traditional FAs of noncompliance with treatment evaluation. In Blair Lloyd, (Chair) & David A. Wilder (Discussant), *New approaches to the experimental assessment and treatment of noncompliance for children with developmental disabilities* [Symposium]. Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX, United States.
4. **Barrows, S.B.**, Lambert, J.M., Doyle, A.M., & Houchins-Juarez, N. (2015, May). Using serial functional communication training to teach appropriate responses to bullying: A preliminary investigation. In Megan A. Boyle (Chair) & Terry S. Falcomata (Discussant), *Translational investigations with individuals with intellectual and developmental disabilities* [Symposium]. Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX, United States.
3. Doyle, A.M., Lambert, J.M., **Barrows, S.B.**, & Houchins-Juarez, N.J. (2014, October). Two variations of traditional FA methodology for assessing the function of noncompliance with treatment evaluation. In Erin E. Barton (Chair), *Assessment and treatment of problem behavior topographies that complicate functional analysis* [Symposium]. Tennessee Association for Behavior Analysis 17th Annual Conference, Nashville, TN, United States.
2. **Barrows, S.B.**, Lambert, J.M., & Doyle, A.M. (2014, October). A functional approach to bullying. In Jennifer R. Ledford (Chair), *Behavior analytic approaches to skill deficits and problem behavior* [Symposium]. Tennessee Association for Behavior Analysis 17th Annual Conference, Nashville, TN, United States.
1. **Barrows, S.B.** (2014, February). *Playing to learn and learning to play: How educational philosophies approach play in early childhood*. [Presentation]. U.S. Play Coalition 5th Annual Conference, Greenville, SC, United States.

## INVITED PROFESSIONAL DEVELOPMENT

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- Payne, S. B.** (2023, August). *Integrating school-wide literacy models*. [In-person]. Presentation for 3<sup>rd</sup>–12<sup>th</sup> grade teachers ( $n = \sim 50$ ), Birmingham, AL.
- Payne, S. B.** (2023, March). *Using an essential words routine to teach academic vocabulary*. [Virtual]. Presentation for 5<sup>th</sup>–8<sup>th</sup> grade teachers ( $n = \sim 25$ ), Birmingham, AL.

## SCHOOL-BASED WORKSHOPS AND PRESENTATIONS

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- Payne, S. B.** & Lang, E. (2024, August). *Supporting 5<sup>th</sup>-grade struggling readers in the classroom*. [In-person]. Presentation for 5<sup>th</sup>-grade teachers ( $n = 2$ ), Taylor, TX.

- Murray, C., **Payne, S. B.**, Lang, E., & Espinas, D. (2024, August). *Supporting 5<sup>th</sup>-grade struggling readers in the classroom*. [In-person]. Presentation for 5<sup>th</sup>-grade teachers ( $n = 3$ ), Austin, TX.
- Murray, C., **Payne, S. B.**, Lang, E., & Espinas, D. (2024, August). *Aligning instruction for 5<sup>th</sup>-grade struggling readers*. [In-person]. Presentation for 5<sup>th</sup>-grade teachers ( $n = 3$ ), Austin, TX.
- Payne, S. B.** (2022, August). *School-wide literacy models at the middle school level*. [In-person]. Presentation for 5<sup>th</sup>–8<sup>th</sup> grade teachers ( $n = 14$ ), McCamey, TX.
- Payne, S. B.** (2022, August). *School-wide literacy models at the middle school level*. [In-person]. Presentation for 6<sup>th</sup>–8<sup>th</sup> grade teachers ( $n = \sim 50$ ), Houston, TX.
- Payne, S. B.**, Swanson, E., & Hogan, E. (2022, February). *Providing Strategic Interventions Using AIM Coaching*. [In-person]. Presentation for instructional coaches ( $n = 2$ ), McCamey, TX.
- Payne, S. B.**, Swanson, E., & Hogan, E. (2022, February). *Implementing partner reading in your classroom*. [In-person]. Presentation 5<sup>th</sup>–8<sup>th</sup> grade teachers ( $n = 12$ ), McCamey, TX.
- Payne, S. B.** (2021, December). *The AIM coaching model*. [In-person]. Presentation for instructional coaches ( $n = 2$ ), McCamey, TX.

## **DIGITAL PUBLICATIONS**

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- Payne, S. B.** & Swanson, E. (2025). *Track then graph: An individualized checklist with rewards and a graphing template*. Council for Exceptional Children. <https://exceptionalchildren.org/teacher-resources/checklist/track-then-graph-individualized-checklist-rewards-and-graphing-template>
- I-MTSS Research Network.** (2024). *Does research support an integrated multi-tiered system of support framework?* Integrated Multi-Tiered Systems of Support Research Network, University of Connecticut, <https://mtss.org/wp-content/uploads/2024/02/Does-Research-Support-I-MTSS-2024.pdf>
- I-MTSS Research Network.** (2024). *What is the current state of I-MTSS implementation in the United States?* Integrated Multi-Tiered Systems of Support Research Network, University of Connecticut, <https://mtss.org/wp-content/uploads/2024/02/States-of-I-MTSS-Brief-2024.pdf>
- I-MTSS Research Network.** (2023). *Integrated Multi-Tiered System of Support: What's in a name?* Integrated Multi-Tiered Systems of Support Research Network, University of Connecticut, <https://mtss.org/wp-content/uploads/2023/04/I-MTSS-Whats-In-a-Name-4.26.23.pdf>
- I-MTSS Research Network.** (2023). *Summary of major milestones toward an I-MTSS framework*. Integrated Multi-Tiered Systems of Support Research Network, University of Connecticut, <https://mtss.org/wp-content/uploads/2023/03/Major-Milestones-toward-I-MTSS-3.13.23.pdf>
- Payne, S. B.** (2022). *Teaching Get the Gist*. Division for Learning Disabilities, Council for Exceptional Children. [https://drive.google.com/file/d/1Lsa8Ve3lMY29ArogYslab2YKV37evIG\\_/view](https://drive.google.com/file/d/1Lsa8Ve3lMY29ArogYslab2YKV37evIG_/view)
- Thoele, J. & **Payne, S. B.** (2022). *Intensifying supports for students with ADHD and anxiety*. National Center for Leadership in Intensive Intervention, U.S. Office of Special Education Programs. <https://nclii.org/wp-content/uploads/2022/05/Thoele-Payne-Brief.pdf>

- Zagata, E., **Payne, S. B.**, & Arsenault, T. L. (2021). *Intensive intervention practice guide: Literacy supports for math content instruction for students with reading and language difficulty*. National Center for Leadership in Intensive Intervention, U.S. Office of Special Education Programs. <https://nclii.org/wp-content/uploads/2021/11/Literacy-Supports-for-Math-Content-Instruction.pdf>
- Fishstrom, S. & **Payne, S.B.** (2021). *10 key policies and practices for explicit instruction*. The Meadows Center for Preventing Educational Risk. [https://meadowscenter.org/files/resources/10Key\\_ExplicitInstruction.pdf](https://meadowscenter.org/files/resources/10Key_ExplicitInstruction.pdf)
- Payne, S. B.**, & Swanson, E. (2021). *How to provide meaningful feedback: Teacher's guide*. The Meadows Center for Preventing Educational Risk. <https://www.meadowscenter.org/files/resources/PACTPLUS-TeacherGuide-Feedback.pdf>
- Payne, S. B.** (2021). *Tools to help your teen with executive function skills*. The Meadows Center for Preventing Educational Risk. [https://www.meadowscenter.org/files/resources/Parent\\_Flyer\\_Three\\_Ways.pdf](https://www.meadowscenter.org/files/resources/Parent_Flyer_Three_Ways.pdf)
- Payne, S. B.** & Swanson, E. (2020). *Findings from six PACT efficacy trials summarized for teachers*. The Meadows Center for Preventing Educational Risk.
- Payne, S. B.** & Swanson, E. (2020). *What you can do to help your teen with anxiety*. The Meadow Center for Preventing Educational Risk. <https://www.meadowscenter.org/library/resource/what-you-can-do-to-help-your-teen-with-anxiety>
- Teach Plus Colorado.** (2019). *Colorado teacher leaders help parents navigate school discipline practices*. Teach Plus Colorado. <http://teachplys.org/news-events/publications>
- Barrows, S. B.** (September 8, 2014). *Is the global perception of risk destroying play opportunities for children?* Op-Ed: Common Good. Link no longer active.

## **DEVELOPED INTERVENTION MATERIALS**

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- Project ALIGN (2024). *Core Teacher Manual*. The University of Kansas: Lawrence, KS.
- Project ALIGN (2024). *Core Student Workbook*. The University of Kansas: Lawrence, KS.
- Project ALIGN (2024). *Intervention Teacher Manual*. The University of Kansas: Lawrence, KS.
- Project ALIGN (2024). *Intervention Student Workbook*. The University of Kansas: Lawrence, KS.
- AIM Coaching (2024). *AIM Schoolwide PACT Lessons: Science, Social Studies, and English Language Arts*. The University of Texas at Austin/Meadows Center for Preventing Educational Risk. <https://meadowscenter.org/resource/aim-schoolwide-pact-lessons/>
- AIM Coaching (2024). *AIM Schoolwide Student Materials: Science, Social Studies, and English Language Arts*. The University of Texas at Austin/Meadows Center for Preventing Educational Risk. [https://meadowscenter.org/wp-content/uploads/2024/02/AIM\\_Coaching\\_Student\\_Materials.pdf](https://meadowscenter.org/wp-content/uploads/2024/02/AIM_Coaching_Student_Materials.pdf)

## **EVALUATION OR EXPERT PANEL REVIEW**

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- March 2026     **Expert Evaluator**, *Error Analysis in Word Reading and Spelling*. National Center for Intensive Intervention (NCII).
- October 2025     **Expert Evaluator**, *Error Analysis Mathematics Tool for Educators*. National Center for Intensive Intervention (NCII).

## **ELECTED SERVICE ACTIVITIES**

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- Jan 2026     **Division for Learning Disabilities Secretary**, Council for Exceptional Children, Two-year term

## **NATIONAL SERVICE ACTIVITIES**

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- Spring 2026     **Conference Presentation Reviewer**, American Psychological Association
- 2025–Present     **Ad Hoc Reviewer**, National Center for Intensive Intervention (NCII) Technical Assistance
- 2025–Present     **Ad Hoc Reviewer**, *Research in Special Education*
- Spring 2025     **Conference Presentation Reviewer**, Council for Learning Disabilities
- 2024–Present     **Ad Hoc Reviewer**, *The Elementary School Journal*
- 2024–Present     **Ad Hoc Reviewer**, *Journal of Educational Psychology*
- 2022–2024     **Technical Review Committee Student Member**, National Center for Intensive Intervention (NCII)
- 2022     **Conference Award Committee**, Council for Learning Disabilities
- 2021–2022     **Conference Presentation Reviewer**, Council for Exceptional Children
- 2021–Present     **Ad Hoc Reviewer**, *TEACHING Exceptional Children*

## **STATE AND LOCAL SERVICE ACTIVITIES**

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- 2026–Present     **Board Member**, The Reading League – South Carolina
- 2025–Present     **USC Liaison**, Academic Alliance of South Carolina Technical Assistance Center
- 2025–Present     **Dyslexia Special Interest Group Committee Member**, CEEDAR Center for Georgia and South Carolina
- 2025–Present     **State Leadership Team Committee Member**, CEEDAR Center and South Carolina Statewide Partnership

**UNIVERSITY SERVICE ACTIVITIES**

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2025–Present **Undergraduate Course Committee – Special Education**, The University of South Carolina

**PROFESSIONAL MEMBERSHIPS**

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Aletheia Society - Early Career Researcher (2025–Present)  
American Psychological Association Division 15 (2025 –present)  
CEC of South Carolina (2025–present)  
Council for Exceptional Children (2015–present)  
CEC Division for Research (2019–present)  
CEC Division of Learning Disabilities (2019–present)  
CEC Teacher Education Division (2019–present)  
Society for the Scientific Study of Reading (2023–present)

Updated: April 2026