

## CURRICULUM VITAE

**Susan M. Rattan, Ph.D.**

Duquesne University  
School of Education  
Counseling, Psychology, and Special Education  
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### **EDUCATION**

Ph.D. Educational Psychology, Concentration: School Psychology  
University of Connecticut  
Storrs, CT  
May 2008

Dissertation: *Effects of a Tier 2 Vocabulary Intervention on the Word Knowledge of Kindergarten Students At-Risk for Language and Literacy Difficulties.*  
Committee members: Michael Coyne (chair), D. Betsy McCoach, Melissa Bray

M.A. Education  
University of Connecticut  
Storrs, CT  
May 2005

B.A. Psychology  
Siena College  
Loudonville, NY  
May 2001

### **EMPLOYMENT**

July 2018-  
Present      **Assistant Professor**  
Department of Counseling, Psychology, and Special Education  
School Psychology Program  
Duquesne University

July 2014-  
June 2018      **Associate Professor (with tenure)**  
Psychology Department  
School Psychology Program  
University of Rhode Island

July 2008-  
June 2014      **Assistant Professor**  
Psychology Department  
School Psychology Program  
University of Rhode Island

## UNIVERSITY TEACHING

### *Duquesne University*

GPSY 619: Child and Adolescent Development

GPSY 692: Individual Testing

### *University of Rhode Island*

PSY 232: Developmental Psychology

PSY 340: Introduction to School Psychology

PSY 540: Learning Disabilities Assessment and Intervention

PSY 615: Collaborative Research in Psychology

PSY 670: Language and Literacy Practicum

### *University of Connecticut*

*Adjunct Professor*, EPSY 363: *Reading Instruction for Students with Diverse Learning Needs*

University of Connecticut, Storrs, CT (05/07-07/07)

*Graduate Teaching Assistant*, EPSY 384: *Academic Assessment*

University of Connecticut, Storrs, CT (1/07-05/07)

*Graduate Teaching Assistant*, EPSY 363: *Reading Instruction for Students with Diverse Learning Needs*

University of Connecticut, Storrs, CT (1/06-5/06)

*Special Education Intern Supervisor*, Neag School of Education, University of Connecticut, Storrs, CT (9/06-5/07).

*Guest Lecturer*, *Special education identification: Discrepancy analysis vs. RTI*. Guest lecture presented in EPSY 338: *Intellectual Assessment*, University of Connecticut., Storrs, CT (04/07)

*Guest Lecturer*, *Research-Based Vocabulary Instruction*. Guest lecture presented in EPSY 363: *Reading Instruction for Students with Diverse Learning Needs*, University of Connecticut, Storrs, CT (11/06)

*Guest Lecturer*, *Reading Comprehension Strategies*. Guest lecture presented in FRS 101: Freshman Seminar, Briarwood College, Southington, Connecticut. (04/05)

## RESEARCH EXPERIENCE

### **Grants Funded**

2017 **Principal Investigator**, *Project TEVI: Technology-based Early Vocabulary Intervention*. University of Rhode Island Council for Research Proposal Development Program. \$7,800.

2011-2015 **Co-Principal Investigator**, *Project Early Vocabulary Intervention*. U.S. Department of Education, Institute of Education Sciences, Reading, Writing and Language

Development- Special Education Research (Goal 3 - Efficacy) \$4,097,835. University of Rhode Island subcontract, \$876,932.

2009 **Principal Investigator.** *Project EVITAS: Early Vocabulary Intervention Targeting At-Risk Students.* University of Rhode Island Council for Research Proposal Development Program. \$3,800.

### Other Research Activity

**Early Literacy Research Team Member** (2006-2008). *Center for Behavioral Education & Research (CBER): Promoting Academic & Behavior Supports.* Neag School of Education, University of Connecticut. Director: George Sugai.

**Project Coordinator** (2006-2008). *Project IVI: Intensifying Vocabulary Intervention for Kindergarten Students at Risk of Learning Disabilities.* U. S. Department of Education, Institute of Education Sciences, Language and Vocabulary Development – Special Education Research (Goal 2 – Development). Principal Investigator: Michael Coyne.

**Research Team Member** (2004-2006). *Project VITAL: Vocabulary Intervention Targeting At-risk Learners.* U. S. Department of Education, Institute of Education Sciences, Reading Comprehension Research (Goal 2 – Development). Principal Investigator: Michael Coyne.

**Research Assistant** (2002-2004). *Substance Use Research Center (SURC).* Columbia University Department of Psychiatry. Principal Investigator: Carl Hart.

### Refereed journal articles

**Loftus-Rattan, S.M.,** Mitchell, A.M., & Coyne, M.D. (2016). Direct vocabulary instruction in preschool: A comparison of extended instruction, embedded instruction, and incidental exposure. *The Elementary School Journal*, 113, 391-410.

Baker, D.L., Santoro, L., Ware, S., Cuellar, D., Oldham, A., Cuticelli, M., Coyne, M.D., **Loftus-Rattan, S.,** McCoach, B. (2015). Understanding and implementing the common core vocabulary standards in kindergarten. *Teaching Exceptional Children*, 47, 264-271.

Cuticelli, M., Coyne, M.D., Ware, S.M, Oldham, A, & **Loftus-Rattan, S.** (2015). Improving vocabulary skills of kindergarten students through a multi-tier instructional approach. *Intervention in School and Clinic*, 50, 150-156.

**Loftus, S.M.** & Coyne, M.D. (2013). Vocabulary instruction in an RTI model. *Reading and Writing Quarterly*, 29, 4-19.

**Loftus, S. M.,** Coyne, M. D., McCoach, D. B., Zipoli, R., & Pullen, P. (2010). Effects of a Supplemental Vocabulary Intervention on the Word Knowledge of Kindergarten Students At-Risk for Language and Literacy Difficulties. *Learning Disabilities Research & Practice*, 25, 124-136.

Coyne, M. D., McCoach, D. B., **Loftus, S.**, Zipoli, R., Ruby, M., Crevecoeur, Y. & Kapp, S. (2010). Direct & Extended Vocabulary Instruction in Kindergarten: Investigating Transfer Effects. *Journal of Research on Educational Effectiveness*, 3, 93-120.

Coyne, M.D., McCoach, D.B., **Loftus, S.**, Zipoli, R., & Kapp, S. (2009). Direct vocabulary instruction in kindergarten: Teaching for breadth vs. depth. *Elementary School Journal*, 110, 1-18.

Bray, M.A., Kehle, T. J, Grigerick, S.E., **Loftus, S.**, & Nicholson, H. (2008). Children with asthma: Assessment and treatment in school settings. *Psychology in the Schools*, 45, 63-73.

### **Non-refereed journal articles**

Coyne, M. D., Capozzoli, A., Ware, S., & **Loftus, S.** (2010, Spring). Beyond RTI for decoding: Supporting early vocabulary development within a multitier approach to instruction and intervention. *Perspectives on Language and Literacy*, 18-21.

## **PRESENTATIONS AND INVITED TALKS**

### ***National/International***

**Loftus-Rattan, S.M.**, & Ware, S. (2017, April). *Effectiveness of a Tier 2 Vocabulary Intervention for At-risk Kindergarteners*. Paper presented at the Council for Exceptional Children Convention, Boston, MA.

Coyne, M., McCoach, D.B., Ware, S., Baker, D., **Loftus, S.** (2015, March). *Evaluating the Efficacy of a Supplemental Kindergarten Intervention Implemented within a Tiered Instructional Framework*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Furey, J., **Loftus-Rattan, S.M.**, Hardy, S.E., & Tucker, C.A. (2015, February). *Early Vocabulary Assessment within a Response to Intervention Framework*. Paper presented at the National Association of School Psychologists Convention, Orlando, FL.

**Loftus-Rattan, S.M.**, Furey, J., Hardy, S., & Tucker, C. (2014, February). *Early Vocabulary Intervention for At-Risk Kindergarten Students; Year 2 Findings*. Paper presented at the National Association of School Psychologists Convention, Washington, DC.

**Loftus-Rattan, S.M.**, Furey, J., & Hardy, S. (2013, February). *Effects of Tier 2 Kindergarten Vocabulary Intervention on At-risk Students*. Paper presented at the National Association of School Psychologists Convention, Seattle, Washington.

**Loftus-Rattan, S.M.**, Furey, J., & Hardy, S. (2013, February). *Explicit Vocabulary Intervention in Early Childhood Education*. Paper presented at the National Association of School Psychologists Convention, Seattle, Washington.

Hardy, S., Furey, J., & **Loftus-Rattan, S.M.** (2013, February). *Experimenter-developed Vocabulary Measures: An Overview*. Poster presented at the National Association of School Psychologists Convention, Seattle, Washington.

**Loftus, S.M.,** Mitchell, A., Wood, D., & Coyne, M.D. (2011, February). *Supporting the Vocabulary Growth of Preschool English Language Learners*. Paper presented at the National Association of School Psychologists Convention, San Francisco, California.

**Loftus, S.M.,** Coyne, M.D., McDermott, K., & Mitchell, A. (2010, March). *Direct Vocabulary Instruction in Preschool*. Paper presented at the National Association of School Psychologists Convention, Chicago, Illinois.

**Loftus, S.M.,** Coyne, M.D., Kapp, S.T., & Zipoli, R. (2009, February). *Direct Vocabulary Instruction in Kindergarten: Investigating Transfer Effects*. Paper presented at the National Association of School Psychologists Convention, Boston, Massachusetts.

**Loftus, S.M.,** Coyne, M.D., & McCoach, D.B. (2008, April). *Direct Vocabulary Instruction: Effects of a Tier 2 Intervention*. Paper presented at the Council for Exceptional Children Convention, Boston, Massachusetts.

Coyne, M. D., McCoach, D., Zipoli, R. & **Loftus, S.** (2008, April). *Direct Vocabulary Intervention in Kindergarten: Investigating Word Learning and Transfer Effects*. Paper presented at the Council for Exceptional Children Convention, Boston, Massachusetts.

**Loftus, S.M.,** Coyne, M.D., & McCoach, D.B. (2008, February). *Direct Vocabulary Instruction: Effects of a Tier 2 Intervention*. Paper presented at the National Association of School Psychologists Convention, New Orleans, Louisiana.

Coyne, M. D., McCoach, D., Zipoli, R. & **Loftus, S.** (2007, July). *Direct Vocabulary Intervention in Kindergarten: Investigating Transfer Effects*. Poster presented at the Society for the Scientific Studies of Reading Annual Conference, Prague, Czech Republic.

Coyne, M. D., McCoach, D., Zipoli, R. & **Loftus, S.** (2007, June). *Direct Vocabulary Intervention in Kindergarten: Investigating Transfer Effects*. Poster presented at the U.S. Department of Education Institute of Education Sciences' Research Conference, Washington, DC.

**Loftus, S.M.,** Coyne, M.D., & McCoach, D.B. (2007, March). *Direct Vocabulary Instruction in Kindergarten: Effects of a Research-Based Intervention*. Poster presented at the National Association of School Psychologists Convention, New York, New York.

Coyne, M.D., Kapp, S.T., & **Loftus, S.M.** (2007, March). *Decreasing the Vocabulary Gap: Explicit Vocabulary Instruction During Shared Storybook Readings*. Paper presented at the National Association of School Psychologists Convention, New York, New York.

Coyne, M. D., McCoach, D., Kapp, S., **Loftus, S.**, & Zipoli, R. (2006, July). *Direct Vocabulary Instruction during Shared Storybook Reading with Kindergarten Students: A Comparison of Basic Instruction, Extended Instruction, and Incidental Exposure*. Poster presented at the Society for the Scientific Studies of Reading Annual Conference, Vancouver, BC.

Coyne, M. D., McCoach, D., Kapp, S., **Loftus, S.**, & Zipoli, R. (2006, June). *Direct Vocabulary Instruction during Shared Storybook Reading with Kindergarten Students: A Comparison of Basic Instruction, Extended Instruction, and Incidental Exposure*. Poster presented at the U.S. Department of Education Institute of Education Sciences' Research Conference, Washington, DC.

**Loftus, S.,** Kapp, S., Coyne, M.D., & McCoach, D.B. (2006, March). *The Effects of Varying Levels of Direct Vocabulary Instruction on Kindergarteners' Word Knowledge*. Poster presented at the National Association of School Psychologists Convention, Anaheim, California.

Coyne, M. D., McCoach, D., Kapp, S., **Loftus, S.,** & Zipoli, R. (2006, February). *Teaching Vocabulary to Kindergarten Students during Shared Storybook Readings: A Comparison of Rich Instruction, Basic Instruction, and Incidental Exposure*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

### ***Regional***

**Loftus, S.M.** (2012, August). Early Vocabulary Instruction and Intervention. New London School District. New London, Connecticut.

**Loftus, S.M.,** & Elinoff, M.J. (2012, May). Implementing RTI: Research to Practice. Rhode Island School Psychology Association Workshop. Warwick, Rhode Island.

Coyne, M.D., **Loftus, S.M.,** Capozzoli, A., & McNamara, K. (2010, October). Curriculum Writing. Providence School District, Providence Rhode Island.

**Loftus, S.M.** (2009, March). Curriculum-based Measurement: Reading and Written Language. Coventry School District. Coventry, Rhode Island.

**Loftus, S.M.,** Zipoli, R., Coyne, M.D., McCoach, D.B., Faggella-Luby, M., Allen, S., McCoy, E., Curtin, R. (2007, May). *Closing the Vocabulary Gap: Intensifying Vocabulary Instruction for At-Risk Students*. Paper presented at the Closing the Achievement Gap Conference, Storrs, Connecticut.

**Loftus, S.M.,** Kapp, S.T., & Coyne, M.D. (2007, April). *Direct Vocabulary Instruction Through Shared Storybook Readings*. Paper presented at the New England Educational Research Organization Conference, Portsmouth, New Hampshire.

Coyne, M.D., McCoach, D.B., Kapp, S., Zipoli, R., **Loftus, S.,** Ruby, M., Crevecoeur, Y. (2006, June). *Closing the Vocabulary Gap: Effective Strategies for Supporting Vocabulary Development in the Primary Grades*. Paper presented at the Closing the Achievement Gap Conference, Storrs, Connecticut.

### **CLINICAL EXPERIENCE**

***School Psychology Intern, Center Elementary School (grades pre-K-3), Willington, CT (08/07-06/08)***

***School Psychology Intern, Hall Middle School (grades 4-8), Willington, CT (08/07-06/08)***

***School Psychology Practicum Ashford School (grades PK-3), Ashford, CT (09/05-06/07)***

***Literacy Tutor, Cornerstone Learning Center, New York, NY, (03/03-07/04)***

***Americorps Reading Instructor, Blackshear Elementary School (grades 1-2), Austin, TX (08/01-06/02)***

### **EVALUATION, CONSULTATION, & TRAINING**

***Aimsweb Trainer/Consultant (2008-2012). Sterling Memorial School, Sterling, CT***

*Literacy Curriculum Consultant* (2010-2011). Providence School District, Providence, RI

*School-wide Beginning Reading Consultant* (2007-2008). Willington School District, Willington, CT

*DIBELS Trainer/Consultant* (2005-2007). Ashford School District, Ashford, CT

*DIBELS Trainer* (2006) Colchester School District, Colchester, CT

### **HONORS AND AWARDS**

*Course Release Award*, URI College of Health Sciences (2017)

*Early Career Scholar*, School Psychology Research Collaboration Conference (2009)

*Outstanding Student Research Award*. Special Education SIG, AERA (2008)

*Travel Grant Award*, Neag Graduate Student Association, University of Connecticut (2008)

*Doctoral Dissertation Fellowship Award*, University of Connecticut (January 2007)

*Presidential Scholar*, Siena College (1997-2001)

*Psi Chi Honor Society*, Siena College (1999-2001)

*Pi Gamma Mu Honor Society*, Siena College (1999-2001)

### **MEDIA**

Research featured in an article in University of Rhode Island's Momentum magazine (Fall 2017; p. 28-33).

<http://web.uri.edu/researchcondev/current-research-magazine/>

### **PEER REVIEW ACTIVITIES**

Ad-hoc reviewer

*School Psychology Quarterly*

*School Psychology Review*

Conference proposal reviewer

*National Association of School Psychologists*

*Council for Exceptional Children*

*American Psychological Association*

*American Educational Research Association*

Other review activities

*Office of Special Education Programs 3+2 Review Panel*- Washington, D.C. (2011)

### **PROFESSIONAL MEMBERSHIPS**

American Psychological Association

American Psychological Association Division 16

Council for Exceptional Children

National Association of School Psychologists