

ELIZABETH A. SANDERS

Measurement & Statistics, Educational Psychology,
College of Education, University of Washington
312G Miller Hall, Box 353600, Seattle, WA 98195-3600
Web: education.uw.edu/people/faculty/lizz Email: lizz@uw.edu

PUBLICATIONS

**indicates graduate student*

Peer-Reviewed Journal Articles Under Review

- Sanders, E. A.**, Berninger, V. W., & Abbott, R. D. (under review). Sequential Prediction of Literacy Achievement for Specific Learning Disabilities Contrasting in Impaired Levels of Language in Grades 4 to 9. *Journal of Learning Disabilities*.
- Bocell, F.*, **Sanders, E. A.**, & Abbott, R. D. (under review). The impact of unmodeled error covariance on measurement models in structural equation modeling.
- Harvey-Knowles, J. A.*, Manusov, V. L., Ko, L., **Sanders, E. A.**, & Yi, J. (under review). Utilizing Expressive and Reflective Writing to Improve Cancer Caregivers' Emotion Regulation and Support Provision Quality. *Communication Monographs*.
- Harvey-Knowles, J. A.*, **Sanders, E. A.**, Manusov, V. L., Ko, L., & Yi, J. (under review). Expressive Writing as a Mechanism for Improving Stress and Depression Outcomes for Caregivers of Hematopoietic Stem Cell Transplant Survivors. *Health Communication*. [title revised from earlier title of "Improving Spousal Cancer Caregivers' Emotion Regulation and Relationship Satisfaction: Results of an Expressive Writing Study."]
- Hudson, R. F., **Sanders, E. A.**, Greenway, R.*, Xie, S.*, Smith, M.*, Gasamis, C.*, Martini, J.*, Schwartz, I. S., & Hackett, J.* (under review). Emergent literacy interventions for preschoolers with ASD: A randomized trial. *Exceptional Children*.
- Liaw, Y. L.*, & **Sanders, E. A.** (under review). When can Multidimensional Item Response Theory (MIRT) Models be a Solution for Differential Item Functioning (DIF)? A Monte Carlo Simulation Study.
- Liaw, Y. L.*, **Sanders, E. A.**, & Taylor, C. S. (under review). Why the DIF? The Role of Linguistic Item Characteristics on Math Test Item Bias for ELLs. *Applied Measurement in Education*.
- Limlingan, M. C.*, **Sanders, E. A.**, McWayne, C. M., Lopez, M. (under review). Classroom Language Contexts as Predictors of Latino Preschool Dual-Language Learners' School Readiness. *American Educational Research Journal*.
- Martinková, P., Drabinová, A., Liaw, Y-L.*, **Sanders, E. A.**, McFarland, J. L., & Price, R. M. (under review). Using DIF analysis to reveal potential equity gaps in conceptual assessments. *Cell Biology Education: Life Sciences Education*.
- Roberts, T. A., Vadasy, P. F., **Sanders, E. A.** (under review). Preschoolers' alphabet learning: Letter name and sound instruction, cognitive processes, and English proficiency. *Journal of Educational Psychology*.
- Wood, N.*, **Sanders, E.**, Woods, N., Lewis, F., Blackburn, S. (under review). A Pilot Study of an Educational Program for Mothers with Perceived Insufficient Milk. *Women & Birth*.
- Wood, N.*, **Sanders, E.**, Woods, N. (under review). A feasibility study of home intervention sessions for mothers with perceived insufficient milk. *Contemporary Nurse*.

Published Peer-Reviewed Books, Reports, Book Chapters

- Lohr, S., Schochet, P. Z., **Sanders, E. A.** (2014). *Partially Nested Randomized Controlled Trials in Education Research: A Guide to Design and Analysis* (111 pages, not including appendices). NCER 2014-2000. Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education.
- Vadasy, P. F., & **Sanders, E. A.** (2008). Individual tutoring for struggling readers: Moving research to scale with interventions implemented by paraeducators. In G. A. Reid, A. Fawcett, F. Manis, & L. Seigel (Eds.), *The SAGE Handbook of Dyslexia* (pp. 337-355). Thousand Oaks, CA: Sage Publications, Inc.

Published Peer-Reviewed Journal Articles

- Wood, N.*, **Sanders, E. A.**, Lewis, F., Woods, N. (in press). Mothers with perceived insufficient milk: Preliminary evidence of home interventions to boost mother-infant interactions. *Western Journal of Nursing Research*.
- Lorah, J. A.*, Morrison, S. J., & **Sanders, E. A.** (2015-16). Music achievement of English language learner eighth grade students. *Bulletin of the Council for Research in Music Education*, 206, 23-39.
- Northey, M.*, McCutchen, D. E., **Sanders, E. A.** (2016). Contributions of morphological skill to children's essay writing. *Reading and Writing: An Interdisciplinary Journal*, 29(1), 47-68.
- Vadasy, P. F., & **Sanders, E. A.** (2016). Attention to orthographic and phonological word forms in vocabulary instruction for kindergarten English learners. *Reading Psychology*, 37(6), 833-866.
- Wood, N.*, Woods, N. F., Blackburn, S. T., **Sanders, E. A.** (2016). Interventions that enhance breastfeeding initiation, duration, and exclusivity: A systematic review. *Maternal and Child Nursing*, 41(5), 299-307.
- Alstad, Z.*, **Sanders, E. A.**, Abbott, R. D., Barnett, A. L., Henderson, S. E., Connelly, V., & Berninger, V. W. (2015). Modes of Alphabet letter production during middle childhood and adolescence: Interrelationships with each other and other writing skills. *Journal of Writing Research*, 6(3), 199-231.
- Vadasy, P. F., & **Sanders, E. A.** (2015). Incremental learning of difficult words in story contexts: The role of spelling and pronouncing new vocabulary. *Reading and Writing: An Interdisciplinary Journal*, 28(3), 371-394.
- Vadasy, P. F., **Sanders, E. A.**, & Logan-Herrera, B.* (2015). Efficacy of rich vocabulary classroom instruction for fourth- and fifth-graders. *Journal of Research on Educational Effectiveness*, 8(3), 325-365.
- Vadasy, P. F., **Sanders, E. A.**, & Nelson, J. R. (2015). Effectiveness of supplemental kindergarten vocabulary instruction for English learners: A randomized study of immediate and longer-term effects of two approaches. *Journal of Research on Educational Effectiveness*, 8(4), 490-529.
- Lorah, J. A.*, **Sanders, E. A.**, Morrison, S. J. (2014). The relationship between English language learner status and music ensemble participation. *Journal of Research in Music Education*, 62, 234-244.

- Benner, G. J., **Sanders, E. A.**, Nelson, J. R., & Ralston, N. C.* (2013). How individual and school aggregate baseline behavior levels moderate response to a primary level behavior intervention. *Behavioral Disorders, 38*(2), 73-87.
- Kovarik, D. N., Patterson, D. G., Cohen, C., **Sanders, E. A.**, Peterson, K., Porter, S., Chowning, J. T. (2013). Bioinformatics education in high school: Implications for promoting STEM careers. *Cell Biology Education: Life Sciences Education, 12*(3), 441-459.
- Vadasy, P. F., Nelson, J. R., & **Sanders, E. A.** (2013). Longer-term effects of a Tier 2 kindergarten vocabulary intervention for English learners. *Remedial and Special Education, 34*(2), 27-37.
- Vadasy, P. F., & **Sanders, E. A.** (2013). Two-year follow-up of a code-oriented intervention for lower-skilled first-graders: the influence of language status and word reading skills on third-grade literacy outcomes. *Reading & Writing: An Interdisciplinary Journal, 26*(6), 821-843.
- Benner, G. J., Nelson, J. R., **Sanders, E. A.**, & Ralston, N. C.* (2012). Efficacy of a primary level standard protocol behavior intervention for students with externalizing behavior problems. *Exceptional Children, 78*(2), 181-198.
- Lawton, D.*, Vye, N., Bransford, J., **Sanders, E. A.**, Richey, M. C., French, D. E., & Stevens, R. (2012). Online learning based on essential concepts and formative assessment. *Journal of Engineering Education, 101*(2), 244-287.
- O'Mahoney, K.*, Vye, N. J., Bransford, J. D., **Sanders, E. A.**, Stevens, R., Lin, K., Rickey, M. C., Dang, V. T., Soleiman, M. K. (2012). A comparison of lecture-based and challenge-based learning in a workplace setting: Course designs, patterns of interactivity, and learning outcomes. *The Journal of the Learning Sciences, 21*(1), 182-206.
- Vadasy, P. F., & **Sanders, E. A.** (2012). Two-year follow-up of a kindergarten phonics intervention for English learners and native English speakers: Contextualizing treatment impacts by classroom literacy instruction. *Journal of Educational Psychology, 104*(4), 987-1005.
- Nelson, J. R., Vadasy, P. F., & **Sanders, E. A.** (2011). Efficacy of a Tier 2 supplemental root word vocabulary and decoding intervention with kindergarten Spanish-speaking English learners. *Journal of Literacy Research, 43*(2), 184-211.
- Vadasy, P. F., & **Sanders, E. A.** (2011). Efficacy of supplemental phonics-based instruction for low-skilled first-graders: How language minority status and pretest characteristics moderate treatment response. *Scientific Studies of Reading, 15*(6), 471-497.
- Nelson, J. R., **Sanders, E. A.**, & Gonzalez, J. (2010). The efficacy of supplemental early literacy instruction by community-based tutors for preschoolers enrolled in Head Start. *Journal of Research on Educational Effectiveness, 3*(1), 68-92.
- Vadasy, P. F., & **Sanders, E. A.** (2010). Efficacy of supplemental phonics-based instruction for low-skilled kindergarteners in the context of language minority status and classroom phonics instruction. *Journal of Educational Psychology, 102*(4), 786-803.
- McCutchen, D., Green, L., Abbott, R. D., **Sanders, E. A.** (2009). Further evidence for teacher knowledge: Supporting struggling readers in grades three through five. *Reading & Writing: An Interdisciplinary Journal, 22*, 401-423.
- Vadasy, P. F., & **Sanders, E. A.** (2009). Supplemental fluency intervention and determinants of reading outcomes. *Scientific Studies of Reading, 13*(5), 383-425.
- Vadasy, P. F., & **Sanders, E. A.** (2008a). Benefits of repeated reading intervention for low-achieving 4th- and 5th-grade students. *Remedial and Special Education, 29*(4), 235-249.

- Vadasy, P. F., & **Sanders, E. A.** (2008b). Code-oriented instruction for kindergarten students at risk for reading difficulties: a replication and comparison of instructional groupings. *Reading & Writing: An Interdisciplinary Journal*, 21(9), 929-963.
- Vadasy, P. F., & **Sanders, E. A.** (2008c). Repeated reading intervention: Outcomes and interactions with readers' skills and classroom instruction. *Journal of Educational Psychology*, 100(2), 272-290.
- Vadasy, P. F., **Sanders, E. A.**, & Abbott, R. D. (2008). Effects of supplemental early reading intervention at 2-year follow up: Reading skill growth patterns and predictors. *Scientific Studies of Reading*, 12(1), 51-89.
- Vadasy, P. F., **Sanders, E. A.**, & Tudor, S. (2007). Effectiveness of paraeducator-supplemented individual instruction: Beyond basic decoding skills. *Journal of Learning Disabilities*, 40(6), 508-525.
- Vadasy, P. F., **Sanders, E. A.**, & Peyton, J. A. (2006a). Code-oriented instruction for kindergarten students at risk for reading difficulties: Treatment effects, growth, and responsiveness. *Journal of Educational Psychology*, 98(3), 508-528.
- Vadasy, P. F., **Sanders, E. A.**, & Peyton, J. A. (2006b). Paraeducator supplemented instruction in structural analysis with text reading practice for low-skilled second and third graders. *Remedial and Special Education*, 27(6), 365-378.
- Vadasy, P. F., **Sanders, E. A.**, & Peyton, J. A. (2005). Relative effectiveness of reading practice or word-level instruction in supplemental tutoring: How text matters. *Journal of Learning Disabilities*, 38(4), 364-380.
- Jenkins, J. R., Peyton, J. A., **Sanders, E. A.**, & Vadasy, P. F. (2004). Effects of reading decodable texts in supplemental first-grade tutoring. *Scientific Studies of Reading*, 8(1), 53-86.
- Jenkins, J. R., Vadasy, P. F., Peyton, J. A., & **Sanders, E. A.** (2003). Decodable text – What it is and where to find it. *The Reading Teacher*, 57(2), 185-189.
- Vadasy, P. F., **Sanders, E. A.**, Jenkins, J. R., & Peyton, J. A. (2002). Timing and intensity of tutoring: A closer look at the conditions for effective early literacy tutoring. *Learning Disabilities Research and Practice*, 17(4), 227-241.

Curricula

- Klockars, A. J., & **Sanders, E. A.** (2012). *Basic Educational Statistics, Revised Edition*. Seattle, WA: University of Washington. (Coursepack for UW COE Edpsy 490 courses)

PRESENTATIONS

**indicates graduate student*

- Dietrich, E. A.* & **Sanders, E. A.** (2017, April). *Approaches for Estimating Treatment Effects in Quasi-Experiments: A Comparison of Three Methods*. Paper accepted for presentation at the American Educational Research Association Annual Conference in San Antonio, TX.
- Sanders, E. A.**, & Dietrich, E. A.*. (2017, April). *Comparing Bias Reduction Approaches for Estimating ATE in Multiple Quasi-Experiment Contexts*. Paper accepted for presentation at the American Educational Research Association Annual Conference in San Antonio, TX.
- Sharp, A.* & **Sanders, E. A.**, & Nolen, S. B. (2017, April). *The Unique Contributions of Math and Science Motivation to STEM Outcomes: A Gender Comparison Study*. Paper accepted for presentation at the American Educational Research Association Annual Conference in San Antonio, TX.
- Winters, E.* & **Sanders, E. A.** (2017, April). *Relationship between Comprehensive School Readiness Profiles and Longer-Term Academic Growth*. Paper accepted for presentation at the American Educational Research Association Annual Conference in San Antonio, TX.
- Harvey-Knowles, J. A.* & Manusov, V. L., Ko, L. **Sanders, E. A.** & Yi, J. (2016, November). *Improving spousal cancer caregivers' emotion regulation and relationship satisfaction: Results of an expressive writing intervention*. Paper presented at the National Communication Association Convention, Philadelphia, PA.
- Kost, A.* & **Sanders, E. A.** (2016, June). *What is the Impact of the Underserved Pathway Program on Entering an Underserved Family Medicine Residency? A Comparison of Three Approaches for Estimating the Average Treatment Effect*. Paper presented at CLIME Together Symposium in Seattle, WA.
- Hudson, R. F., **Sanders, E. A.**, Greenway, R. M.*, Xie, S.*, Gasamis, C.*, Smith, M.*, Martini, J.* & Hackett, J.* (2016, May). *Effects of School-Based Early Literacy Interventions for Preschoolers with ASD*. Paper presented at the International Meeting for Autism Research in Baltimore, MD.
- Hudson, R. F., **Sanders, E. A.**, Greenway, R.M.*, Xie, S.*, Gasamis, C.*, Smith, M.*, Hackett, J.* & Martini, J.* (2016, April). *Effects of Storybook Reading and Phonological Awareness Interventions for Preschoolers with ASD*. Paper presented at Council for Exceptional Children Annual Conference in St. Louis, MO.
- Hudson, R. F., **Sanders, E. A.**, Xie, S.*, Smith, M.*, Hackett, J.*, Greenway, R. M.*, Gasamis, C.*, & Schwartz, I. S. (2016, February). *Effects of Storybook Reading and Phonological Awareness Interventions for Preschoolers with ASD*. Paper accepted for the Pacific Coast Research Conference in Coronado Bay, CA.
- Liaw, Y. L.* & **Sanders, E. A.** (2016, April). *When can Multidimensional Item Response Theory (MIRT) Models be a Solution for Differential Item Functioning (DIF)? A Monte Carlo Simulation Study*. Paper presented at annual NCME conference, Washington, DC.

- Sanders, E. A.** (2016, January). *Bioinformatics + Toothbrushing + Kindergarten = ? Towards Equity through Measurement & Statistics*. UW COE EduTalks in Seattle, WA.
- Wood, N.*, Lewis, F., Woods, N., **Sanders, E.**, (2015, October). *Protecting Your Ability to Breastfeed Your Baby: A Pilot Feasibility Study of Breastfeeding Education Program for Mothers and Babies*. Poster presented at the National Institute of Nursing Research 30th Anniversary Scientific Symposium and Poster Session in Bethesda, MD.
- Hudson, R. F., **Sanders, E. A.**, Xie, S.*, Smith, M.*, Hackett, J.*, Greenway, R. M.*, Gasamis, C.*, & Schwartz, I. S., (2015, April). *Effects of Phonological Awareness Intervention for Preschoolers with ASD*. Paper presented at Council for Exceptional Children Annual Conference in San Diego, CA.
- Liaw, Y. L.*, & **Sanders, E. A.** (2014, April). *Math Test Item Bias and the Role of Linguistic Item Characteristics*. Paper presented at annual AERA conference in Chicago, IL.
- Hudson, R. F., **Sanders, E. A.**, Smith, M.*, Greenway, R. M.*, Xie, S.*, Hackett, J.*, & Schwartz, I. S., (2014, April). *Preschool Reading and Language Interventions for Children with Autism*. Paper at Council for Exceptional Children in Philadelphia, PA.
- Hudson, R. F., Greenway, R. M.*, **Sanders, E.**, Smith, M.*, Xie, S.*, Hackett, J.* et al. (2014, April). *Predicting Language Growth Rates in Children with Autism during Dialogic Reading*. Paper at Council for Exceptional Children Conference in Philadelphia, PA.
- Northey, M.*, McCutchen, D., & **Sanders, E.** (2014, April). *Control of Morphological Forms in Writing*. Paper presented at annual AERA conference. Chicago, IL.
- Liaw, Y. L.*, & **Sanders, E.** (2014, March). *Why the DIF? The Role of Linguistic Item Characteristics on Math Test Item Bias for ELLs*. Paper presented at annual TESOL conference in Portland, OR.
- Sanders, E. A.** (2012, May). *Approaches to Testing Treatment Effects for Partially Nested Cluster Randomized Trials*. Modern Modeling Methods (M3) Conference in Storrs, CT.
- Benner, G. J., Ralston, N. C.*, & **Sanders, E. A.** (2010, June). *Second year outcomes of a three-year efficacy study of Think Time Strategy*. Institute of Education Sciences, 4th Annual Research Conference in Washington, DC.
- Vadasy, P. F., & **Sanders, E. A.** (2010, June). *Early reading intervention for K-1 language minority students: Role of L2 vocabulary in response to intervention*. Institute of Education Sciences, 4th Annual Research Conference in Washington, DC.
- Gonzalez, J. E., Nelson, J. R., & **Sanders, E. A.** (2010, June). *The efficacy of supplemental instruction by community-based tutors for preschoolers enrolled in Head Start*. Poster presentation at Society for Research on Educational Effectiveness in Washington, DC.
- Vadasy, P. F., **Sanders, E. A.** (2009, June). *Relative benefits of code-oriented supplemental tutoring for EL and non-EL kindergarten students*. Institute of Education Sciences, 3rd Annual Research Conference in Washington, DC.
- Nelson, J. R., Vadasy, P.F., **Sanders, E. A.** (2009, June). *The effects of a supplemental vocabulary intervention for EL kindergarteners*. Institute of Education Sciences, 3rd Annual Research Conference in Washington, DC.

- Vadasy, P. F., **Sanders, E. A.** (2008, June). *Supplementing early reading instruction for at-risk ELL and non-ELL first graders: Preliminary findings from a randomized trial*. Institute of Education Sciences, 3rd Annual Research Conference in Washington, DC.
- Vadasy, P. F., **Sanders, E. A.**, Sluis, S. (2008, July). *Sound Partners Kindergarten efficacy trials: Findings across four cohorts*. OSEP Annual Conference in Washington, DC.
- Vadasy, P. F., **Sanders, E. A.** (2006, June). *Effectiveness of supplemental fluency instruction: Evaluation of the Quick Reads program implemented by paraeducator tutors*. Institute of Education Sciences, 1st Annual Research Conference in Washington, DC.
- Sanders, E. A.** (2005, May). *Development of a simulation for a split-plot design: A Monte Carlo study of random time*. College of Education, University of Washington in Seattle, WA.
- Sanders, E. A.**, Pickrell, J. E., & Loftus, E. F. (1999, June). *Thanks for the memories: The effect of mere exposure on episodic memory*. Poster presented at American Psychological Society Annual Convention in Boulder, CO.