

Laura V. Rhinehart
Curriculum Vitae
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ACADEMIC DEGREES

- 2019** **Ph.D., University of California, Los Angeles and California State University, Los Angeles**
Degree: Special Education
Department at UCLA: The Graduate School of Education and Information Studies, Human Development and Psychology Division
Advisor: Alison Bailey, UCLA
Dissertation: Predictors, Profiles, and Policies: Analyzing Students in Special Education Across Three Studies
- 2011** **M.Ed., University of California, Los Angeles**
Degree: Urban Education
- 2003** **B.A., University of California, Santa Barbara**
Degree: Philosophy: Ethics and Public Policy

ACADEMIC POSITIONS

- 2020-present** **Assistant Researcher**, Education Department, University of California, Los Angeles
2019-2020 **Postdoctoral Scholar**, Education Department at UCLA with Professor Maryanne Wolf

RESEARCH FOCUS

Special Education, Learning Disabilities, Dyslexia, ADHD, Executive Functioning Skills

PEER REVIEWED PUBLICATIONS

- Kim, S. A., & **Rhinehart, L. V.** (2025). Marginalized Identities and Intersectionalities that Contribute to College Students' Mental Health Challenges and Use of Psychological Services. *Journal of Attention Disorders*, <https://doi.org/10.1177/10870547251358674>
- Wolf, M., Gotlieb, R., Sohyun, K., Pedroza, V., **Rhinehart, L.**, & Sears, S. (2024) Towards a Dynamic, Comprehensive Conceptualization of Dyslexia. *Annals of Dyslexia*. <https://doi.org/10.1007/s11881-023-00297-1>
- Kim, S. A., Gotlieb, R., **Rhinehart, L. V.**, Pedroza, V., & Wolf, M. (2023). A Validity Study of the Digitized Version of the Rapid Automatized Naming Test. *Journal of Psychoeducational Assessment*, 0(0). <https://doi.org/10.1177/07342829231218582>

Rhinehart, L. & Gotlieb, R. (2023). English Learners' Performance on a Measure of Dyslexia Risk. *Learning Disabilities Research & Practice*. <https://doi.org/10.1111/ldrp.12316>

Gotlieb, R. J. M., Immordino-Yang, M. H., Gonzalez, E., **Rhinehart, L.**, Mahjouri, S., Pueschel, E., & Nadaya, G. (2022). Becoming Literate: Educational Implications of Coordinated Neuropsychological Development of Reading and Social-Emotional Functioning Among Diverse Youth. *Literacy Research: Theory, Method, and Practice*, 0(0). <https://doi.org/10.1177/23813377221120107>

Rhinehart, L.V., Bailey, A.L. & Haager, D. Long-term English Learners: Untangling Language Acquisition and Learning Disabilities. *Contemporary School Psychology* (2022). <https://doi.org/10.1007/s40688-022-00420-w>

Rhinehart, L., Vazquez, S. R., & Greenfield, P. M. (2021). The Impact of Screen-Free Zones in an Undergraduate Psychology Classroom: Assessing Exam Performance and Instructor Evaluations in Two Quasi-Experiments. *Teaching of Psychology*, <https://doi.org/10.1177/00986283211017443>

Rhinehart, L. Iyer, S. & Haager, D. (2021). Children Who Receive Special Education Services for ADHD: Early Indicators and Evidence of Disproportionate Representation in the Early Childhood Longitudinal Study (ECLS-K: 2011). *Journal of Emotional and Behavioral Disorders*. <https://doi.org/10.1177/10634266211039757>

Kim, B.-K. E., Johnson, J., **Rhinehart, L.**, Logan-Greene, P., Lomeli, J., & Nurius, P. S. (2021). The school-to-prison pipeline for probation youth with special education needs. *American Journal of Orthopsychiatry*, 91(3), 375-385. <https://doi.org/10.1037/ort0000538>

BOOK CHAPTERS

Harju-Luukkainen, H., Björklund, C., Sandberg, E., & **Rhinehart, L.** (2022). Experiences of Educational Support for Mathematical High-Ability Children in Finland. A Netnography of Parental Perspective from ECE to the School Context. In *Special Education in the Early Years* (pp. 135-149). Springer, Cham. https://doi.org/10.1007/978-3-030-91297-0_10

Rhinehart, L. (2022) Assessing Children's Executive Functioning Skills Within Early Childhood Education Systems. (pp. 173-188) In S. Garvis, J. Kangas & H. Harju-Luukkainen (Eds.) *Assessing and Evaluating Early Childhood Education Systems*. Singapore: Springer. https://doi.org/10.1007/978-3-030-99910-0_12

RESEARCH TO PRACTICE PUBLICATIONS

Gotlieb, R., **Rhinehart, L.**, & Feuerman, R. (2023). Towards implementation of differentiated reading interventions: Lessons learned from a research-practice partnership. *The Reading League Journal*, 23-29.

Gotlieb, R., **Rhinehart, L.**, & Wolf, M. (2022). The "Reading Brain" Is Taught, Not Born: Evidence from the Evolving Neuroscience of Reading for Teachers and Society. *The Reading League Journal*, 11-17.

Orkin, M., Vanacore, K., **Rhinehart, L.**, Gotlieb, R., & Wolf, M. (2022). The More You Know: How Teaching Multiple Aspects of Word Knowledge Builds Fluency Skills. *The Reading League Journal*, 4-13.

MANUSCRIPTS UNDER REVIEW

Gotlieb, R, Kim, S. & **Rhinehart, L.** (under review). Early Predictors of Reading Anxiety and Their Overlap with Early Predictors of Reading Performance.

Greenfield, P., Burgos-Calvillo, R., and **Rhinehart, L.** (under review) Children, Cellphones, and Reading Comprehension

MANUSCRIPTS IN PREPARATION

Rhinehart, L. & Kim, S. Gender and Special Education: Girls Are Less Likely to Receive Special Education Services.

Rhinehart, L. A meta-analysis of reading interventions for middle and high school students.

RESEARCH EXPERIENCE AND TRAINING

- 2025 **Fellowship:** Selected as a CATIE Fellow for the 2024 IES-funded Comprehensive Program for Adaptive Interventions Training in Education (CATIE). University of Michigan, Institute for Education Sciences
- 2020-present **Assistant Researcher:** Conducting research projects at the Center for Dyslexia, Diverse Learners, and Social Justice at UCLA. Work focuses on my role as a Co-PI for a federally funded project, Towards Early, Differential Intervention for Children with Dyslexia. This project aims to determine the overall effectiveness of different systematic intervention programs for particular profiles of students identified in kindergarten with, or at-risk of, dyslexia and/or reading disability
- 2019-2020 **Postdoctoral Scholar with Professor Maryanne Wolf:** Conducting research projects at the Center for Dyslexia, Diverse Learners, and Social Justice at UCLA, including work on the preparation of teachers for targeted teaching and early intervention for neurodiverse children (California Assembly Bill 73) and work on a federally funded project, Towards Early, Differential Intervention for Children with Dyslexia. This project is a Model Demonstration Project for Early Identification of Students with Dyslexia in Elementary School and was funded through the federal Office of Special Education Programs (CFDA # 84.326M).
- 2019-2020 **Postdoctoral Researcher** with Sai Iyer, M.D.: Measuring the efficacy of a new screening tool to identify preschool children with delays in their early literacy skills
- 2017-2018 **Long-term Fellow:** California Leadership Education in Neurodevelopmental and Related Disabilities; Children's Hospital Los Angeles, Division of General Pediatrics
- 2016-2019 **Research Assistant:** *Project, Interventions that Improve School Readiness in Children without Developmental Delay*
P.I.: Bergen Nelson, M.D.

David Geffen School of Medicine, UCLA
--Conducted a strategic literature search for interventions to improve school readiness in children from birth to five years old

2016 ***Workshop Participant: Using Geographic Information in the National Survey of Early Care and Education (NSECE) Analyses***
NORC at the University of Chicago
-- Completed a detailed training on the various geographic data available within the NSECE data set and statistical issues associated with using them (i.e., use of GIS data, reporting state-specific estimates, linking households and providers through the NSECE provider cluster, and managing disclosure risk)

2014-2015 ***Research Assistant and Testing Coordinator: Project: Scale-up Evaluation of Reading Intervention for First Grade English Learners***
P.I.s: David Francis and Coleen Carlson
CSULA/University of Houston
Texas Institute for Measurement, Evaluation and Statistics
--Coordinated screening, pretesting, and post testing in English and Spanish for approximately 500 first grade students

SELECTED PEER-REVIEWED CONFERENCE PRESENTATIONS

OSEP Project Leadership and Project Directors' Conference

Presentation: Improving Elementary School Student Support for Students at-risk for Dyslexia
Laura Rhinehart, Karen Harrison, Kristi Santi, Melissa Weber-Mayrer, Wendy Stickler
August, 2024 Washington, D.C.

Pacific Coast Research Conference

In Panel: Research to Practice: Engaging Educators to Improve Reading Instruction and Intervention
Co-Chairs: Kristi L. Santi, Wendy Strickler
January, 2024 San Diego, California

American Educational Research Association (AERA)

Presentation: Identifying Distinct Reading Profiles and Dyslexia Risk in Kindergarten Students
In Event: Literacy Learning for Students with Characteristics of Dyslexia or Other Reading Disabilities
Rebecca Gotlieb, Laura Rhinehart, and Maryanne Wolf
April, 2022 San Diego, California

Pacific Coast Research Conference

Panel: Three Approaches to Support Effective Reading Instruction and Better Identification of Dyslexia
Rebecca Gotlieb, Laura Rhinehart, and Maryanne Wolf
February, 2022 San Diego, California

OSEP Project Leadership and Project Directors' Conference

Session Title: Model Demonstration Projects for Identification of Students with Dyslexia
Rebecca Gotlieb, Laura Rhinehart, and Maryanne Wolf
July, 2021 Online

Council for Exception Children Conference

Presentation with Q&A: Long-term English Language Learners with Learning Disabilities: Implications for Policy and Practice

April, 2017 Boston, Massachusetts

INVITED TALKS: TO SUPPORT TRANSLATION AND USABILITY

Georgia Litlink

Presentation: What we know (and don't know yet!) about the "science of reading"

June, 2025 Atlanta, Georgia

POSSuM: An Instructional Strategy Based on the Science of Reading

Presentation for Rollins Center's Year Long Journey Series for K-5 teachers (The Rollins Center in partnership with the Georgia Department of Education)

February, 2025 Virtual

Neuroscience, Diversity, and Learning Summit

Presentation: Online Resources to Promote the Translation of Research to Practice

Sue Sears and Laura Rhinehart

November, 2024 Dominguez Hills, California

The Buckley School

Presentation: What we know (and don't know!) about the "science of reading"

November, 2024 Los Angeles, California

California Dyslexia Initiative Conference

Presentation: Dyslexia Screening and Assessment: A Resource Tool for Educators

Sue Sears, Laura Rhinehart, Vanessa Goodwin, Dominic Grasso

June, 2024 Virtual

Georgia Litlink

Presentation: Supporting Students' Reading Fluency

June, 2024 Atlanta, Georgia

Presentation for Partnership with Rollins and Georgia Department of Education

Presentation: Building Reading Fluency

March, 2024 Virtual

California Reading Summit

Panelist: California's Call to Strengthen Teacher Prep in the Science of Reading

November, 2023 Virtual Conference

August, 2025

The California Commission on Teacher Credentialing: Meredith Fellows Implementation Conference

Presentation: Dyslexia E-Learning Modules: A Resource for Teacher Educators and Teacher Candidates
September, 2023 Virtual Conference

Cobb County School District

Keynote talk: How Teaching Multiple Aspects of Word Knowledge Builds Fluency
January, 2023 Atlanta, Georgia (over Zoom)

California Reading and Literature Project at UCLA: Reading Warrior Series

Talk: Recent Research on Reading: What We Can Learn from Studies on Emerging Bilinguals, Screening for Dyslexia, and Executive Functioning Skills
October, 2022 Los Angeles, California (over Zoom)

Los Angeles Unified School District (LAUSD) School Board: Special Education Committee

Talk: Long-term English Learners: Untangling Language Acquisition and Learning Disabilities
September, 2022 Los Angeles, California

Speech, Language and Learning Intervention Research Symposium (SLLIVRS)

Panel: The University of California/California State University California Collaborative for Neurodiversity and Learning: Better Practices to Support Culturally and Linguistically Diverse Children with Learning Differences

Kai Green, Laura Rhinehart, Sue Sears, and Anna Osipova

March, 2021 Arizona State University, Virtual Conference

Student Research Conference at California State University, Dominguez Hills (CSUDH)

Panel Discussion: The Journey into Research, More than One Road
March, 2021 CSUDH, Virtual Conference

The California Council on Teacher Education

Presentation: UC/CSU Presentation: California Collaborative for Neurodiversity and Learning: Creating Different Models for Including Neurodiversity and Learning in Teacher Education Programs
Osipova, A., Sears, S., Rhinehart, L., Greene, K., & Ziolkowska, R.
November, 2020 Virtual Conference

San Bernardino City Unified School District: English Language Arts Summer Conference

Presentation: The Reading Brain: What It Teaches Us for All Our Students
July, 2020 San Bernardino, California (virtual)

Conejo Valley Unified School District

Presentation: Disproportionate Representation of Students by Race, Ethnicity, and Home Language in Special Education
February, 2019 Thousand Oaks, California

Children's Hospital Los Angeles, Division of General Pediatrics: Noon Conference for Residents

Topic: Special Education and ADHD
April, 2018 Los Angeles, California

Mental and Behavioral Health Conference

Presentation Title: Adolescents in the Juvenile Justice System
April, 2018 California State University, Los Angeles, California

Mental and Behavioral Health Conference: Making Meaningful Intergenerational Connection

Panel Presentation Title: Mental Health Services for Children and Adolescents After AB3632
March, 2017 California State University, Los Angeles, California

One Vision, One Community, One Integration Conference

Title of Presentation: Transition to Post-Secondary Education Settings for Students with Disabilities
February, 2015 Los Angeles Unified School District

Teachers for Social Justice Conference

Title of Presentation: Social Justice and Special Education
October, 2011 San Francisco, CA

Educating for Social Justice Conference

Co-presenter at a Workshop Titled: Paulo Freire and the Indispensable Qualities of Progressive Educators
May, 2011 UCLA

EXPERT TALKS/INTERVIEWS

Rhinehart, Laura. California Department of Education: Literacy Knowledge Building Video Series
Presentation: Making Reading Instruction Accessible for All Elementary School Students. October, 2020.

Rhinehart, Laura. Interview with Sharon McNary. AirTalk. KPCC 89.3FM, August 10, 2022.

Kamath, K. (Host). (2022, December, 10). Building Blocks (No. 193) [Audio podcast episode]. In *Full PreFrontal*. Apple Podcasts. <https://podcasts.apple.com/us/podcast/ep-193-laura-rhinehart-ph-d-building-blocks/id1256689090?i=1000589696415>

CURRICULUM DEVELOPMENT

Assessment E-learning Module

<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/>
The UC/CSU California Collaborative for Neurodiversity and Learning
Modules for preservice and in-service teachers

Multilingual E-learning Module

<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/>

The UC/CSU California Collaborative for Neurodiversity and Learning
Modules for preservice and in-service teachers

HIGH 5 Curriculum

A curriculum to support students with ADHD and their teachers

AWARDS

Early Career Publication Award

Council for Exceptional Children Division for Research

--The Early Career Publication Award recognizes an outstanding research publication by an individual within five years after completing the doctorate.

2024

George Kneller Award (included \$2,500 prize)

University of California, Los Angeles

--For graduate students whose research: draws substantially from one of the basic disciplines (e.g., history, philosophy, psychology), questions the traditional canon, and/or addresses the philosophical underpinnings of educational research or practice

2017

GRANTS AND FUNDING

Office of Special Education Programs (OSEP)

Co-PI on a 2019 OSEP Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities - Model Demonstration Projects for Early Identification of Students with Dyslexia in Elementary School (CFDA # 84.326M) Grant
Funded, beginning 2019: \$1,600,000 (400,000/year)

The California Commission on Teacher Credentialing

Co-authored the proposal with Dr. Emma Hipolito for a 2021 Dyslexia Grant to teacher preparation programs to update program curriculum and course offerings to align with the common trunk (Universal) Teacher Performance Expectations and the updated Education Specialist Teacher Performance Expectations and to include pedagogy on dyslexia, research-based practices that support teaching students with dyslexia, and incorporate the California Dyslexia Guidelines.
Funded, beginning 2022: \$14,000

California Leadership Education in Neurodevelopmental and Related Disabilities (CA-LEND)

Children's Hospital Los Angeles, Division of General Pediatrics (\$3,000 stipend)

Long-term Fellow

2017-2018

Graduate Summer Research Mentorship Program (\$6,000 stipend)

UCLA

Summer, 2015

LEAD Grant

U.S. Department of Education and IDEA
2013-2019

UNIVERSITY TEACHING EXPERIENCE

- 2024-2025 **University of California, Los Angeles**
 Psychology Department
 Instructor: PSYCH 133G, Culture and Human Development
 -- Student evaluations: Overall rating of the instructor: 8.75/9; Overall rating of the course: 8.75/9
- 2017-2019 **University of California, Los Angeles**
 Teaching Assistant: Disability Studies 101: Perspectives on Disability
 Teaching Associate: Culture and Human Development (Psych 133G)
- 2016-2019 **California State University, Dominguez Hills**
 Instructor: SPE 503 – Reading and Language Arts Instruction for Students with Disabilities in K-12
- 2018 **University of California, Los Angeles**
 Teacher Education Program
 Instructor: ED 425 Principles of Teaching Exceptional Individuals
- 2014-2018 **California State University, Los Angeles**
 Instructor: EDSP 5180 Evidence-Based Practices in Literacy and Curriculum for Young Children with Disabilities, EDSP 557: Teaching Foundational Literacy Skills to Students with Mild-to-Moderate Disabilities, EDSP 5257: Advanced Study of Literacy Problems and Specialized Interventions for Students with Mild/Moderate Disabilities
 University Supervisor for Educational Specialists
- 2015 **Loyola Marymount University**
 Instructor: EDSS 6601: Language and Literacy in Culturally and Linguistically Diverse K-8 Environments
- 2014-2015 **University of the Pacific**
 Instructor: Advanced Programming for Mild to Moderate Students

TEACHING CREDENTIAL

Education Specialist Teacher Credential
California Commission on Teacher Credentialing
Mild/Moderate Disabilities

SELECTED PROFESSIONAL TEACHING EXPERIENCE

- 2014-2015 **Aspire Public Charter Schools**
 Transition Coach

2012-2014	Aspire Pacific Academy, Aspire Public Charter Schools Educational Specialist, Lead Teacher, and Master Teacher
2011-2013	The Kelter Center Educational Therapist
2011-2012	El Camino Community College English Department and Writing Center Tutor
2009-2011	Locke High School, Green Dot Public Charter Schools Special Education English Teacher
2006-2009	Juvenile Court Schools, Los Angeles County Office of Education Special Day Class Teacher

PROFESSIONAL AND UNIVERSITY SERVICE

Consulting Editor

Annals of Dyslexia

Manuscript Reviewer

Annals of Dyslexia
Educational Assessment
Journal of Attention Disorders
Mind, Brain and Education
Research in Special Education
Teachers College Record
Teaching of Psychology

Program Reviewer

SB 488 Literacy Certification Reviewer
California Commission on Teacher Credentialing (CTC)

External Consultant

California Department of Education's Comprehensive Literacy State Development grant from The U.S.
Department of Education
2024-present

Advisory Board Member

California Chapter of The Reading League
Two-year term
2023-present

Design Team for the New Teaching Performance Assessments (Literacy)

California Commission on Teacher Credentialing (CTC)
2023-present

Consultant

Literably reading assessment
2023-2024

Consultant

Literacy and Social Emotional Learning Project: USC Rossier School of Education

2021-2022

Scientific Advisory Council Member

The Rollins Center at the Atlanta Speech School

2021-present

Task Force Member

The UC/CSU California Collaborative for Neurodiversity and Learning:
Bringing Together California's Knowledge Resources in Strategic Ways
Pre-service Teacher Education Task Force

2020-present

Haskins Global Literacy Hub

Helped Develop a Resource Library for Parents and Educators

2020-2021

AFFILIATIONS

American Educational Research Association (AERA)

Council for Exceptional Children (CEC)

International Dyslexia Association (IDA)

The Reading League

Society for Research in Child Development (SRCD)

The Society for the Scientific Study of Reading (SSSR)