

## Endia J. Lindo, Ph. D.

Associate Professor of Special Education and ANSERS Institute Faculty  
College of Education  
Texas Christian University

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### EDUCATION

- Ph.D. 2007 Department of Special Education, Vanderbilt University, Nashville, TN  
Area of Focus: *High Incidence Disabilities*; Minor: *Research Methods*
- M.Ed. 2000 Department of Special Education, Vanderbilt University, Nashville, TN  
Area of Focus: *Mild to Moderate Disabilities*
- B.S.S. 1998 Department of Communication Science and Disorders,  
Northwestern University, Evanston, IL  
Major: *Communication Science & Disorders: Learning Disabilities*

### CERTIFICATION AND LICENSURE

- 2021-Present Intercultural Development Inventory Qualified Administrator  
2000-Present Georgia Educator Certificate (Interrelated Special Education, P-12)  
2010- Present Strategic Instruction Model (SIM) Professional Developer

### PROFESSIONAL EXPERIENCE

TEXAS CHRISTIAN UNIVERSITY, FORT WORTH, TX

***Faculty Coordinator of Graduate Studies*** (College of Education). Plan and implement programming for the recruitment, development, and mentorship of graduate students in the college of education. Facilitate graduate scholarships and awards and coordinate other academic affairs activities related to graduate programming and Holmes scholars.  
(August, 2019- Present)

***Associate Professor of Special Education and ANSERS Institute Fellow.***  
(April 2019-Present)

***Assistant Professor of Special Education and ANSERS Institute Fellow.*** Conduct research identifying components of effective reading instruction/intervention, examining the impact of social factors and teacher cultural competence on reading outcomes. Instruct graduate students regarding planning and implementing instruction in inclusive environments (EDSP 60433), educational assessment (EDUC 60313/EDMS/EDSE 51103), research methods (EDUC 70953), survey methodology (EDUC 70823), and critical issues in special education (EDUC 60313); as well as, undergraduate student in Study of Exceptional Students

(EDUC/EDSE/EDMS 30603-005), Special education methods and assessment (EDSP 30243) and Critical Literacy and Children's Literature (EDEC 30073). Supervise students conducting independent research projects and participate in various service activities on the local and national level.

(August 2016-April 2019)

UNIVERSITY OF NORTH TEXAS, DENTON, TX

**Assistant Professor of Special Education.** Conduct research identifying components of effective reading instruction/intervention and examining the impact of social factors on reading outcomes. Instruct doctoral students regarding current trends and issues in the field of special education (EDSP 6270), Evidence based practices (EDSP 6275) and literacy research (EDSP 6430). Teach pre-service, alternative certification, and certified teachers' basic knowledge of the field of special education (EDSP 5710) and intervention strategies (EDSP 4330, EDSP 5740). Participate in various service activities on the local and national level.

(January 2010-August 2016)

GEORGIA STATE UNIVERSITY, Atlanta, GA

**IES Postdoctoral Research Fellow.** Designed, implemented, analyzed, and presented research data examining the effects of reading interventions and family background variables on students' vocabulary and comprehension outcomes.

(September 2007-January, 2010)

PEABODY COLLEGE-VANDERBILT UNIVERSITY, Nashville, TN

**Graduate Research Assistant.** Presented a research-based, multi-component reading intervention to upper elementary students with comprehension difficulties; and recruited the parents of students receiving the intervention for participation in a study examining the effects of family background on the students' reading comprehension performance. Worked in support of implementation and evaluation of various studies examining of Peer Assisted Learning Strategies (PALS).

(August 2003-February 2007)

DEKALB COUNTY SCHOOL SYSTEM: MEDLOCK ELEMENTARY, Decatur, GA

**Special Education Interrelated Teacher.** Prepared and taught language arts, mathematics, social studies, science, and affective lessons to students with mild to moderate disabilities, in grades K-5. Developed and implemented behavioral interventions and individual education programs for students. Tracked students' progress and made appropriate adjustments to instruction.

(August 2000-May 2003)

## PUBLICATIONS

Stark, M. & Lindo, E. (In press). Executive functioning supports for college students with an Autism Spectrum Disorder, *Review Journal of Autism and Developmental Disorders*.

Hines, D. E., Boveda, M., & Lindo, E. (2021). *Racism by another name: Black students, overrepresentation, and carcerality in special education*, Charlotte, N.C.: Information Age Publishing.

- Przymus, S. & **Lindo, E. J.** (2021) Dual-language books as a red herring: Exposing language use and ideologies. *The Reading Teacher*, 75(3), 317-327.  
<https://doi.org/10.1002/trtr.2063>
- Fuller, M. C., Harkins-Monaco, E. A., Stansberry-Brusnahan, L.L., & **Lindo, E. J.** (2021). Introducing cultural competence in the context of disability and additional social identities. In E. A. Harkins-Monaco, W. Paterson, Fuller, & Stansberry-Brusnahan (Eds), *Diversity, autism, and developmental disabilities: Guidance for the culturally responsive educator*. Prism Series 13, DADD Publications.
- Kliemann, K. A., Boesch, M. C., & **Lindo, E. J.** (2021). Answering wh-questions with the support of graphic organizers: The effects of 8<sup>th</sup> graders with autism spectrum disorder. *Journal of the American Academy of Special Education Professionals*.
- Faggella-Luby, M., **Lindo, E. J.**, Jimerson, J., Payne, K., Keaney, L., & Buckley, K. (2020). A university-lab school partnership project: Benefits of curriculum-based measures and intervention for students with learning differences. *The Reading Teacher*, 74(2), 230-236.  
<https://doi.org/10.1002/trtr.1938>
- Lindo, E.** (2020). Committed to advancing cultural competence and culturally sustaining pedagogy. *TEACHING Exceptional Children*, 53(1), 10–11.
- Lindo, E. J.**, & Lim, O. J. (Spring, 2020). Becoming more culturally competent educators. *Perspectives on Language and Literacy*, 46(2), 33-38.  
<https://dyslexiaida.org/perspectives/>
- Combes, B. H., **Lindo, E. J.**, Kliewer, A., & Solomon, C. (2019). My Possibilities University: A university and community collaborative, *Special Education Research, Policy & Practice*, 3(1), 182-193.
- Chen, C.\*, & **Lindo, E. J.** (2018). Culturally responsive evaluation practices: Reviewing the evidence. *The DiaLog*, 47(2), 9-13
- Hovey, K. A.\*, Combes, B. H., **Lindo, E. J.**, Chang, M., & Ferguson, S. (2018). Pre-Service teachers' perceptions and experiences with key components of response to intervention during university coursework and field experiences. *The Field Experience Journal*, 22(2), 71-86.
- Lindo, E. J.**, Weiser, B., Cheatham, J. P., & Allor, J. H. (2018). Benefits of structured afterschool literacy tutoring by university students for struggling elementary readers. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 34(2), 117-131 doi: 10.1080/10573569.2017.1357156.
- Hovey, K. A., **Lindo, E. J.**, & Combes, B. H. (2017). Pre-service teachers' field experiences with response to intervention. *The Field Experience Journal*, 20, 109-128.

- Combes, B. H., Peak, P. W., Barrio, B. L., **Lindo, E. J.**, Hovey, K. A.\*, Lim, O., et al. (2016). Updating and disseminating the Council for Learning Disabilities' principles of ethical practice: employing a case-based framework. *Intervention in School and Clinic, 52*(2), 1-10. doi: 10.1177/1053451216636061; h-index: 25
- Lindo, E. J.**, Kleimann, K., Combes, B. H., & Franks, J. (2016). Managing stress levels of parents of children with developmental disabilities: A meta-analytic review. *Family Relations, 65*(1), 207-224. doi: 10.1111/fare.12185
- Barrio, B. L., **Lindo, E. J.**, Combes, B. H. & Hovey, K. A.\* (2015). Ten years of response to intervention: Implications for general education teacher preparation programs. *Action in Teacher Education, 37*(2), 190-204, doi: 10.1080/01626620.2015.1004603
- Lindo, E. J.** (2014). Family background as a predictor of reading comprehension performance: An examination of the contributions of human, financial, and social capital. *Learning and Individual Differences, 32*, 287-293. doi: 10.1016/j.lindif.2014.03.021.
- Lindo, E.**, & Hovey, K\*. (2014). Book Review: Resilience in children, adolescents, and adults: Translating research into practice. *Journal of Psychoeducational Assessment, 32*(4), 370-373. (invited); h-index: 38
- Lindo, E. J.**, & Elleman, A. M. (2010). Social validity's presence in field-based reading intervention research. *Remedial and Special Education, 31*(6), 489-499.
- Elleman, A. M., **Lindo, E. J.**, Morphy, P., & Compton, D. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. *Journal of Research on Educational Effectiveness, 2*, 1-43.
- Davis, G. N., **Lindo, E. J.**, & Compton, D. L. (2007). Children at risk for reading failure: Constructing an early screening measure. *Teaching Exceptional Children, 39*(5), 32-37.
- Lindo, E. J.** (2006). The African American presence in reading intervention experiments. *Remedial and Special Education, 27*(3), 148-153.

## RECENT PRESENTATIONS

- Banks, J., Therrien, W., Spooner, F., Bettini, E., Pennington, R., Ellis-Robinson, T., & **Lindo, E.** (2022, January) *Benefits of Being a Reviewer: Reviewing Manuscripts through an Equity Lens*. Pre-conference workshop, Council for Exceptional Children, Orlando, FL.
- Coleman, M., Kea, C., **Lindo, E.**, Banks, J., Bunch-Crump, K., & Broughton, J. (2022, January). *Implementing Culturally Responsive Practices that Foster Family Engagement*. Collaborative Panel presentation at Council for Exceptional Children, Orlando, FL.

- Cormier, C., **Lindo, E.**, Ford, & Odmina, M. (2022, January). *Daylighting the Powerless: Strategies to Increase and Support Minoritized Twice Exceptional Learners*. DDEL Showcase at Council for Exceptional Children, Orlando, FL (invited)
- Lindo, E., Banks, J., Ellis-Robinson, T., Scott, L., & Werunga, R. (2022, January). *Project 20/20 Town Hall*. Council for Exceptional Children, Orlando, FL
- Patton, D., Payne, K., Faggella-Luby, M., & **Lindo, E.** (2021, November). *Transforming teacher preparation with lab schools for students with disabilities: TCU's Starpoint and KinderFrogs School partnership*. Panel presentation at the Council for Exceptional Children Teacher Education Division Conference, Fort Worth, TX.
- Faggella-Luby, M., **Lindo, E.**, Jimerson, J.B., & Payne, K. (2021, November). *A university-lab school writing partnership project: Benefits of curriculum-based measures and interventions for students with learning differences*. Panel presentation at the Council for Exceptional Children Teacher Education Division Conference, Fort Worth, TX.
- Przymus, S., Faggella-Luby, M., & **Lindo, E.** (2021, November). *Changing the Locus of Control: Culturally, Linguistically, and Ability Relevant Lesson Plans for Preservice Teachers*. Panel presentation at the Council for Exceptional Children Division of Learning Disabilities' DLD@Night Conference, Fort Worth, TX.
- Przymus, S. & **Lindo, E. J.** (2021, April) *Dual-language books as a red herring: A Linguistic Typology for Exposing English-First Metonymy*. SIG-Bilingual Education Research Roundtable: Deconstructing and Problematizing in the Education of Emergent Bilinguals. Virtual Presentation at the annual meeting of the American Educational Research Association.
- Lindo, E.**, Patton-Terry, N., Capin, P., Gatlin-Nash, B., Hall, C., Johnson, L., & Vaughn, S. (2021, March). *CEC-DR Showcase: Evidence Based Instructional Approaches for Linguistically Diverse Learners: A Call to Action*. Panel presentation at the Council for Exceptional Children Virtual Conference. (invited)
- Coleman, M., Kea, C., **Lindo, E.**, Banks, J., Bunch-Crump, K., & Broughton, J. (2021, March). *CEC Pioneer Division and DDEL Showcase Session: Implementing Culturally Responsive Practices to Foster Family Engagement*. Panel presentation at the Council for Exceptional Children Virtual Conference. (invited)
- Lindo, E.** Ortiz, M., Wang, P., & Hughes, E. (2021, March). *Collaborative Session: Crucial Conversations: Enhancing the Field of Learning Disabilities for Culturally and Linguistically Diverse Students*. Panel presentation at the Council for Exceptional Children Virtual Conference. (invited)
- Przymus, S., Faggella-Luby, M., & **Lindo, E.** (2020, February). *Culturally, linguistically, and ability relevant tier-one instruction: Conversations, checklists, and what could be*. Workshop at the 2020 Fort Worth Independent School District/TCU Multicultural Educational Institute, Fort Worth, TX.

- Boveda, M., Bryant, L., Cichy-Parker, B., McCray, E., **Lindo, E.**, & Hines, D. (2020, February). *Black children and the carceral state of special education*. Panel Presentation at the Council for Exceptional Children Conference, Portland, OR. (invited)
- Lindo, E.**, Kea, C., Simmons-Reed, E., & Ford, D. (2020, February). *Tips for navigating the ivory tower for early career scholars*. Roundtable presentations at the Council for Exceptional Children Conference, Portland, OR. (invited)
- Lindo, E.**, DeClouette, N.M., & Cichy-Parker, B. (2020, February). *Building cultural competence to address the needs of diverse exceptional learners*. Diversity Showcase Panel at the Council for Exceptional Children Conference, Portland, OR. (invited)
- Lindo, E.** (2019, November). *Helping steer my PWI towards inclusive excellence*. Diversity Caucus presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, New Orleans, LA (invited)
- Lindo, E.**, Agrawal, J. & Sedano, L. (2019, October). *Engaging culturally and linguistically diverse families in the IEP process*. Panel presentation at the annual meeting for Council for Learning Disabilities, San Antonio, TX. (refereed)
- Smith, H., Bos, S., Miller, K.M., **Lindo, E.**, Pastorino, L. Reeves, D., & Summers, R. (2019, October). *Bridging the research to practice gap: Interventions in the classroom*. Panel presentation at the annual meeting for Council for Learning Disabilities, San Antonio, TX. (invited)
- Huckaby, F., Huddleston, G., Thomas, R., **Lindo, E.**, & Przymus, S. (2019). *Education and race*. Panel presentatin for CRES Colloquium Series., Texas Christian University, Fort Worth, TX. (invited).
- Lindo, E. J.** & Espin, C. (2019, February). *Finding harmony: Balancing personal and professional life*. Graduate round table at the Pacific Coast Research Conference, Coronado, CA. (invited presentation)
- Lindo, E. J.** (2019, January). *Beyond CBM and SEL: Employing justice in special education*. Diversity summit panel member hosted by the International Black Caucus of Special Educators, Council for Exceptional Children, Tampa, FL.
- Lindo, E. J.** (2018, May). *Promoting research agendas and collaborations*. Invited presentation at the TCU Women of Color Faculty Retreat, Rockwall, TX.
- Peña, E., Johnson, S. I., Perez, J. R., Payne, I. R., **Lindo, E. J.**, Przymus, S. D., & Sheffield, M. (2018, March). *The role of translanguaging in dynamic assessment with emergent bilinguals with disabilities*. Invited panel, JoAnn Houston Outstanding Contemporary Thinkers Lecture Series, Texas Christian University, Fort Worth, T.X.

**Lindo, E. J.** (2018, February). *Engage!* Invited IGNITE!<sup>TM</sup> presentation at closing session of the Pacific Coast Research Conference, Coronado, CA. (invited presentation)

**Lindo, E., & Peak, P.** (2018, February). *Knowledge and implementation of response to intervention: An examination of pre-service teachers (RTI Prep Year I findings)*. Presentation accepted for presentation at the Pacific Coast Research Conference, Coronado, CA. (refereed)

#### WEBINARS

Arway, T., Boveda, M., Lindo, E., Threlkeld, A., Wilt, C., & Watson, E. (2022, February). *Intersection Collective: Disability + BIPOC Youth*. Webinar series hosted by Easterseals & Edweek.

Boveda, M. & Lindo, E. (2022, February). *Strategies to Teach Students with Different Life Experience than Yours*. Webinar series by Global Science of Learning Education Network (GSoLEN) and American Association of Colleges for Teacher Education (AACTE) On Teaching Diverse Learners.

Cormier, C., **Lindo, E.** & Ford, D. (2021, Decemember). *Removing Shade from Their Light: Magnifying Minoritized 2E Learners with Strategies and Implications for Research*. Critical Conversations: Revealing Educational Issues at the Intersections of Disability, Race, Language and Culture Webinar Series presented by Council for Exceptional Children and the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL).

**Lindo, E. & Banks, J.** (2021, September). *Session I: Reflection!-Connecting with Cultural Competence*. Engage! Webinar Series presented by Council for Exceptional Children's Pioneers Division and the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL).

Agrawal, J., & **Lindo, E.** (2015, April). *The intersection of race, poverty, and learning disabilities: Strategies for reading and mathematics*. Webinar hosted by the Council for Learning Disabilities.

#### SELECT FUNDED PROJECTS

- *Inclusive Excellence Faculty Learning and Course Development Program*, TCU Inclusive Excellence Grant Competition, \$12,200 (June 2021-June 2023).
- *Parent Inference Training (PIT): Examining the role of parents as comprehension builders for their struggling middle school readers*, PI of TCU Research and Creative Activities Fund Grant, \$4,500.00 (May 2021).
- *Project TELL (Training Effective Leaders for High-Needs Schools through Local Partnerships)*. Co-PI for preparation of leadership personnel grant for \$1.2 million over 5

years (Absolute Priority I: CFDA 84.325D -Type B). Office of Special Education Programs (Fall 2011-2016).

## SELECT SERVICE

### UNIVERSITY

*College Diversity Advocate and Co-Chair* – College of Education Diversity, Equity, and Inclusiveness Committee, Texas Christian University (April, 2018-September 2024)

*Academic Affairs Committee Chair*- College of Education  
Texas Christian University (August, 2021-Present)

*Member*-Deans for Impact Work Group  
(Spring 2021-Present)

*Mentor*-Holmes Scholar  
(Spring 2020-Present)

*Member* - COE Scholarship Committee  
(April 2019-Present)

*Member* - COE Assessment Committee  
(April 2017-Present)

*Member*- TCU Laboratory Schools Advisory Board  
(September 2017-Present)

*Associated Faculty* – Comparative Race and Ethnic Studies (CRES)  
(January 2017-Present)

*Associated Faculty* – Women and Gender Studies (WGST)  
(August, 2019-Present)

*Member*- Campus Connect Committee  
(Summer 2020-Summer 2021)

*Chair* - Research and Pedagogy Festival Committee  
(May 2018- May 2019; *Member* - April 2017-April 2018)

*Member*- Vision in Action (University Strategic Plan) - Strengthen Endowment Committee  
(August 2017-August 2019)

*Member of Faculty Senate*- Committee on the Status of People of Color (UNT)  
(December 2014-August 2016)

### OTHER PROFESSIONAL SERVICE



*Program Chair*, Council for Exceptional Children's project 20/20

<https://exceptionalchildren.org/project2020>

(January, 2020 – Present)

*Chair of Professional Development Committee* of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) of the Council for Exceptional Children

(January, 2022-Present)

*Expert Reviewer* for National Center on Intensive Intervention (American Institutes of Research)

(2012-Present)

*Immediate Past President*, of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) of the Council for Exceptional Children

(2021) *President* (2020) *President-Elect* (2019)

*Member of Professional Development, Standards, and Ethics Committee* for Division of Learning Disabilities (DLD) of Council for Exceptional Children (2018 – 2021)

*Member of Programing Committee* for Pacific Coast Research Conference (2018-2021)

*Member of Diversity Committee* of the Council for Learning Disabilities (Co-Chair, 2015)

(October 2012-2020)

*Chair of Research & Professional Issues Committee* of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) of the Council for Exceptional Children

(March, 2018 – January, 2019)

#### EDITORIAL BOARDS (since):

2020 *Multicultural Learning and Teaching*

2019 *Multiple Voices*

2018 *Learning Disability Quarterly*

2014 *Intervention in School and Clinic*

2012 *LD Forum*

#### HONORS AND AWARDS

Deans' Award for Research and Creativity (2022 Nominee, College of Education)

DDEL Service Award (Awarded January 2022)

Junior Faculty Research Award (2016 Nominee, UNT College of Education)

#### MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- American Educational Research Association (AERA)
- American Association of College for Teacher Education (AACTE)
- Council for Exceptional Children (CEC)
  - Division of Research-(DR)
  - Division for Learning Disabilities-(DLD)

- Teacher Education Division-(TED)
- Division for Culturally & Linguistically Diverse Exceptional Learners-(DDEL)
- Council for Learning Disabilities (CLD)
- Society for the Scientific Study of Reading (SSSR)