

Victoria M. Sanchez, Ph.D.

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Curriculum Vitae

CURRENT APPOINTMENT

Assistant Professor of Special Education
 Department of Special Education, Rehabilitation, & Counseling
 College of Education
 Auburn University

EDUCATION

- Ph.D., Special Education, University of California, Riverside 2010
 Advisor: Dr. Rollanda O'Connor
 Dissertation Title: The reading comprehension puzzle: Reading comprehension and assessment in a response to intervention framework
- M.A., Educational Psychology, University of California, Riverside 2007
 Advisor: Dr. Richard Newman
 Thesis Title: Peer harassment and help-seeking: When is it appropriate to come for help?
- B.A., Psychology, *cum laude*, University of California, Riverside 2005

LICENSURE

- Clear Education Specialist Instructional Credential, Mild/Moderate 2018
 Los Angeles County Office of Education
 California Commission on Teacher Credentialing
- Level 1 Education Specialist Instructional Credential, Mild/Moderate 2011
 University of California, Riverside
 California Commission on Teacher Credentialing

PROFESSIONAL EXPERIENCE

- Assistant Professor, Auburn University 2023–Present
- Project Coordinator, University of California, Riverside 2019–2023
 Multiplicative reasoning: Developing an intervention for students with or at risk for mathematics difficulties
 Principal Investigator (PI): Dr. Asha Jitendra, U.S. Department of Education, Institute of Education Sciences
- Literacy Site Coach, California Adolescent Literacy Initiative 2019–2023
 U.S. Department of Education, Office of Special Education Programs and California Department of Education, Special Education Division

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| Project Director, University of California, Riverside Vocabulary CHAAOS: Creating habits that accelerate the academic language of students PI: Dr. Rollanda O'Connor, U.S. Department of Education, Institute of Education Sciences | 2018–2020 |
| M/M Education Specialist, Grades 6-8, Jefferson Middle School San Gabriel Unified School District | 2015–2018 |
| Research Fellow, University of California, Riverside Building reading interventions designed for general education subjects PI: Dr. Rollanda O'Connor, U.S. Department of Education, Institute of Education Sciences | 2012–2015 |
| Research Fellow, University of Massachusetts, Boston Special Olympics <i>Get Into It</i> Program Evaluation Center for Social Development and Education | 2011–2012 |
| Reading Intervention Instructional Coach, University of California, Riverside Precision in response to intervention models: Variations of measurement, instruction, student language, and age PI: Dr. Rollanda O'Connor, U.S. Department of Education, Institute of Education Sciences | 2008–2011 |
| Reading Intervention Instructor, University of California, Riverside Evidence-based interventions for poor readers with cognitive challenges PI: Dr. Rollanda O'Connor, U.S. Department of Education, Office of Special Education Programs | 2006–2008 |
| Title 1 Supplemental Educational Services Site Coordinator Oxford Tutoring Inc., Riverside, CA | 2004–2006 |

PUBLICATIONS

Articles Under Review

Beach, K. D., **Sanchez, V. M.**, Fitzgerald, M. S., Pazzula-Jimenez, M., Neal, E., Wang, J., & Harris, R. (2025). *Vocabulary intervention for students with learning disabilities in grades 3–8: A synthesis of 50 years of research*. [Manuscript submitted for publication]. Department of Special Education and Child Development, University of North Carolina Charlotte.

Beach, K. D., **Sanchez, V. M.**, Fitzgerald, M. S, Neal, E., & Pazzula-Jimenez, M. (2025). *Utilizing semantic, mnemonic, and strategic approaches to vocabulary instruction to promote word learning for students with learning disabilities*. [Manuscript submitted for publication]. Department of Special Education and Child Development, University of North Carolina Charlotte.

Sanchez, V. M., Flores, M., & *Tully, E. (2025). Assessing the impact of the CHAAOS intervention on

emergent bilingual students' vocabulary. [Manuscript submitted for publication]. Department of Special Education, Rehabilitation, and Counseling. Auburn University.

Articles in Refereed Journals

- Sanchez, V.**, Jitendra, A. K., Harwell, M., Dougherty, B., Pulse, M., & Zahn, D. (2025). Facilitating multiplicative reasoning among third-grade students with or at-risk for mathematics difficulties: A pilot study. *Journal of Learning Disabilities*, 0(0), <https://doi.org/10.1177/00222194251342207>
- Flores, M. M, Hinton, V. M., **Sanchez, V. M.**, Kohnke, S., Lee, J., Podemski, M. O., & Burdette, M. G. (2025). Teaching rational number concepts to fifth graders using the concrete-representational-abstract-integrated sequence. *The Journal of Educational Research*, 1–13. <https://doi.org/10.1080/00220671.2025.2469852>
- Jitendra, A. K., Dougherty, B., **Sanchez, V.**, Harwell, M., & Harbour, S. (2023). Building conceptual understanding of multiplicative reasoning content in third graders struggling to learn mathematics. *Learning Disabilities Research & Practice*, 38(4), 285–295. <https://doi.org/10.1111/ldrp.12322>
- Jitendra, A. K., Dougherty, B., **Sanchez, V.**, & Suchilt, L. (2022). Using multiple representations to foster multiplicative reasoning in students with mathematics learning disabilities. *TEACHING Exceptional Children*, 0(0). <https://doi.org/10.1177/00400599221115627>
- Sanchez, V. M.**, & O'Connor, R. E. (2022). Improving academic vocabulary for adolescent students with disabilities: A replication study. *Remedial and Special Education*, 43(2), 87–97. <https://doi.org/10.1177/07419325211016048>
- O'Connor, R. E., **Sanchez, V. M.**, Jones, B. T., Suchilt, L., Youkhanna, V., & Beach, K. D. (2022). Continuing CHAAOS: Vocabulary intervention for students with disabilities in eighth grade who are also English learners. *Learning Disability Quarterly*, 45(2), 108–120. <https://doi.org/10.1177/0731948720922818>
- O'Connor, R. E., **Sanchez, V. M.**, Jones, B. T., Suchilt, L., Youkhanna, V., Beach, K. D., & Widaman, K. (2021). Systematic CHAAOS: Teaching vocabulary in English/Language Arts special education classes in middle school. *Journal of Learning Disabilities*, 54(3), 187–202. <https://doi.org/10.1177/0022219420922839>
- O'Connor, R. E., Beach, K. D., **Sanchez, V. M.**, Kim, J. J., Knight-Teague, K., Orozco, G., & Jones, B. (2019). Teaching academic vocabulary to sixth-grade students with disabilities. *Learning Disability Quarterly*, 42(4), 231–243. <https://doi.org/10.1177/0731948718821091>
- O'Connor, R. E., Beach, K. D., **Sanchez, V. M.**, Bocian, K. M., Roberts, S., & Chan, O. (2017). Building better bridges: Teaching adolescents who are poor readers in eighth grade to comprehend history text. *Learning Disability Quarterly*, 40(3), 174–186. <https://doi.org/10.1177/0731948717698537>
- O'Connor, R. E., **Sanchez, V. M.**, Beach, K. D., & Bocian, K. M. (2017). Special education teachers

integrating reading with eighth grade U.S. History content. *Learning Disabilities Research and Practice*, 32, 99–111. <https://doi.org/10.1111/ldrp.12131>

Beach, K. D., **Sanchez, V. M.**, Flynn, L. J., & O'Connor, R. E. (2015). Teaching academic vocabulary to middle school students with learning disabilities. *Teaching Exceptional Children*, 48(1), 36–44. <https://doi.org/10.1177/0040059915594783>

O'Connor, R. E., Beach, K. D., **Sanchez, V. M.**, Bocian, K. M., & Flynn, L. J. (2015). Building BRIDGES: A design experiment to improve reading and United States history knowledge of poor readers in eighth grade. *Exceptional Children*, 81(4), 399–425. <https://doi.org/10.1177/0014402914563706>

Sanchez, V. M., & O'Connor, R. E. (2015). Building Tier 3 interventions for long-term slow growers in grades 3-4: A pilot study. *Learning Disabilities Research & Practice*, 30, 171–181. <https://doi.org/10.1111/ldrp.12085>

O'Connor, R. E., Bocian, K. M., **Sanchez, V. M.**, & Beach, K. D. (2014). Access to a responsiveness to intervention model: Does beginning intervention in kindergarten matter? *Journal of Learning Disabilities*, 47(4), 307–328. <https://doi.org/10.1177/0022219412459354>

O'Connor, R. E., Bocian, K. M., Beach, K. D., **Sanchez, V. M.**, & Flynn, L. J. (2013). Special education in a four-year response to intervention (RtI) environment: Characteristics of students with learning disability and grade of identification. *Learning Disabilities Research & Practice*, 28, 98–112. <https://doi.org/10.1111/ldrp.12013>

Tran, L., **Sanchez, T.**, Arellano, B., & Swanson, H. L. (2011). A meta-analysis of the RTI literature for children at risk for reading disabilities. *Journal of Learning Disabilities*, 44(3), 283–295. <https://doi.org/10.1177/0022219410378447>

Book Chapters

O'Connor, R. E., **Sanchez, V. M.**, & Kim, J. J. (2017). Responsiveness to intervention and multi-tiered systems of support for reducing reading difficulties and identifying learning disability. In J. Kauffman, D. Hallahan, & P. Pullen (Eds.), *Handbook of Special Education* (2nd ed., pp. 189–202). Routledge.

O'Connor, R. E., & **Sanchez, V. M.** (2011). Responsiveness to intervention models for reducing reading difficulties and identifying learning disability. In J. M. Kauffman and D.P. Hallahan (Eds.), *Handbook of Special Education* (pp. 123–133). Routledge.

O'Connor, R. E., & **Sanchez, V. M.** (2011). Issues in assessment for intervention in implementation of responsiveness to intervention models. In T. Scruggs and M. Mastropieri (Eds.), *Advances in Learning and Behavioral Disabilities*, vol. 24: Assessment and Intervention (pp. 149–170). Emerald.

PRESENTATIONS

Beach, K., Fitzgerald, M., & **Sanchez, V.** (2025, February 5–7). Vocabulary interventions for students

- with LD: Words, instruction, and assessment [Presentation]. Pacific Coast Research Conference, San Diego, CA, United States.
- Beach, K., Fitzgerald, M., & **Sanchez, V.** (2025, February 1). Leveraging the “depth of knowledge” continuum to guide vocabulary instruction [Presentation]. Annual Mebane Early Literacy Summit, Charlotte, NC, United States.
- Beach, K., **Sanchez, V.**, Kennedy, M., & Fitzgerald, M. (2024, October 17–18). Enhancing vocabulary learning for students with LD: Insights from research [Presentation]. 46th International Conference on Learning Disabilities, Charlotte, NC, United States.
- Flores, M, Hinton, V., **Sanchez, V.**, & Lee, J. (2024, October 17–18). Teaching rational number concepts [Presentation]. 46th International Conference on Learning Disabilities, Charlotte, NC, United States.
- Beach, K. D., **Sanchez, V.**, Fitzgerald, M., Pazzula Jimenez, M., Neal, E., & Wang, Jue. (2024, January 31–February 2). Vocabulary instruction for students with learning disabilities: Synthesizing 50+ years of research [Poster Presentation]. Pacific Coast Research Conference, San Diego, CA, United States.
- O’Connor, R., **Sanchez, V.**, & Beach, K. D. (2023, October 12–13). Implementing CHAAOS: Teaching vocabulary in middle school special education classes [Presentation]. 45th International Conference on Learning Disabilities, Denver, CO, United States.
- Dougherty, B., Jitendra, A. K., & **Sanchez, V.** (2023, March 1–4). *Multiplicative reasoning with visual representations: Struggling third-graders ‘get the math!’* [Research Presentation]. Council for Exceptional Children Convention & Expo, Louisville, KY, United States.
- Zahn, D., Pulse, M., Harbour, S., **Sanchez, V.**, Jitendra, A. K., & Dougherty, B. (2023, January). Multiplicative reasoning: Results from a randomized control trial in elementary classrooms [Research Presentation]. University of California Center for Research on Special Education, Disabilities, and Developmental Risk (UC SPEDDR) Annual Conference, Riverside, CA.
- Dougherty, B., Jitendra, A. K., **Sanchez, V. M.**, & Suchilt, L. (2022, February 1–4). *Developing concepts to build multiplicative reasoning: The use of multiple representations* [Presentation]. Council for Exceptional Children Annual Convention and Expo, Virtual Event.
- Jitendra, A. K., Dougherty, B., **Sanchez, V. M.**, Suchilt, L., & Harbor, S. (2021, March 8–13). *Developing a Tier 2 multiplicative reasoning intervention for third graders* [Presentation]. Council for Exceptional Children Annual Convention and Expo, Learning Interactive Virtual Event.
- O’Connor, R. E., & **Sanchez, V. M.** (2021, March 8–13). *Creating CHAAOS: Improving academic vocabulary of students with LD in middle school* [Poster]. Council for Exceptional Children Annual Convention and Expo, Learning Interactive Virtual Event.
- Jitendra, A. K., Dougherty, B., **Sanchez, V. M.**, & Suchilt, L. (2021, February 8–12). *Fostering multiplicative reasoning in third-grade students with mathematics difficulties* [Poster]. Pacific Coast Research Conference Virtual Event.

- O'Connor, R. E., **Sanchez, V. M.**, & Beach, K. D. (2020, February 5–8). *Vocabulary CHAOS: Effective instruction for secondary students* [Demonstration]. Council for Exceptional Children Annual Convention and Expo, Portland, OR, United States.
- O'Connor, R. E., **Sanchez, V. M.**, Beach, K. D., Flynn, L. J., & Bocian, K. M. (2016, April 13–16). *Solving the special education dilemma of time: Teaching reading skills with U.S. History* [Demonstration]. Council for Exceptional Children Annual Convention and Expo, St. Louis, MO, United States.
- O'Connor, R. E., Beach, K. D., **Sanchez, V. M.**, & Bocian, K. M. (2015, April 8–11). *Building better BRIDGES: Teaching comprehension strategies for understanding U.S. History* [Multiple Presentation]. Council for Exceptional Children Annual Convention and Expo, San Diego, CA, United States.
- Beach, K. D., & **Sanchez, V. M.** (2015, April 8–11). *Teaching and assessing compare/contrast to improve comprehension in middle school history classrooms* [Poster]. Council for Exceptional Children Annual Convention and Expo, San Diego, CA, United States.
- Sanchez, V. M.**, & O'Connor, R. E. (2014, April 9–12). *Assessing reading comprehension for elementary school students within a response to intervention framework* [Presentation]. Council for Exceptional Children Annual Convention and Expo, Philadelphia, PA, United States.
- O'Connor, R. E., Bocian, K. M., **Sanchez, V. M.**, & Beach, K. D. (2014, April 9–12). *BRIDGES: Linking reading and U.S. History instruction in 8th grade* [Presentation]. Council for Exceptional Children Annual Convention and Expo, Philadelphia, PA, United States.
- O'Connor, R. E., Bocian, K. M., Beach, K. D., **Sanchez, V. M.**, & Flynn, L. J. (2013, April 27–May 3). *Special education in a four-year response to intervention (RtI) environment: Characteristics of students with learning disability and timing of identification* [Presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.
- O'Connor, R. E., Bocian, K. M., Swanson, H. L., & **Sanchez, V. M.** (2010, April 14–21). *Precision in response to intervention: Longitudinal analysis of first grade outcomes by kindergarten or first grade RTI start and English proficiency* [Poster]. Council for Exceptional Children Annual Convention and Expo, Nashville, TN, United States.
- O'Connor, R. E., Bocian, K. M., & **Sanchez, V. M.** (2009, April 1–4). *Responsiveness to intervention in grades K-2: Reading for students with language challenges* [Presentation]. Council for Exceptional Children Annual Convention and Expo, Seattle, WA, United States.
- Sanchez, V. M.**, Healy, K., & Swanson, H. L. (2009, April 1–4). *A meta-analysis of RTI intervention research on LD: Do the characteristics of nonresponders matter* [Poster]. Council for Exceptional Children Annual Convention and Expo, Seattle, WA, United States.
- Sanchez, V. M.**, O'Connor, R. E., & Bocian, K. M. (2009, April 1–4). *Response to intervention: Instructional choices for nonresponding students* [Poster]. Council for Exceptional Children Annual Convention and Expo, Seattle, WA, United States.
- Rodriguez, T., **Sanchez, V. M.**, O'Connor, R. E., & Bocian, K. M. (2009, April 1–4). *Relationships*

between teaching behaviors and student academic engagement during Tier 1 reading instruction [Poster]. Council for Exceptional Children Annual Convention and Expo, Seattle, WA, United States.

Newman, R., & Sanchez, V. M. (2007, April 8–13). *Coping with peer harassment: Teachers' sensitivity to elementary-school students' requests for help* [Presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.

GRANTS/CONTRACTS

Internal Grants

Auburn University, Department of Special Education, Rehabilitation, & Counseling, Faculty Seed Grant. *Academic Vocabulary: Enhancing the CHAOS Intervention for English Learners*, 2024, (\$2,815.00). Principal Investigator

External Grants

National Institutes of Health (NIH), Science Education Partnership Award (SEPA). *Project VIBE: Vocabulary for Inclusive Biology Education*, Submitted June 2024, (\$696,929.00; Under Review) Co-Principal Investigator.

UNIVERSITY TEACHING

Auburn University | Department of Special Education, Rehabilitation, & Counseling

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| RSED 5150/6150/6150D: Literacy Methods in Special Education | Fall 2024 |
| RSED 5130/6130/6130D: Curriculum in Literacy for Students with Disabilities | Fall 2024 |
| RSED 7400/7400D: Curriculum and Teaching in Specialization – Learning Strategies | Summer 2024 |
| RSED 3000D: Diversity and Exceptionality of Learners | Summer 2024 |
| RSED 3110: Assessment: Eligibility for Special Education | Spring 2024 |
| RSED 3000: Diversity and Exceptionality of Learners | Fall 2023 |
| RSED 5150/6150/6150D: Literacy Methods in Special Education | Fall 2023 |

University of California, Riverside | School of Education

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| Lecturer, Education 136: Educational Assessment of Individuals with Disabilities | 2022 |
| Lecturer, Education 132: The Exceptional Child | 2022 |
| Lecturer, Education 032A: Introduction to Children with Special Needs | 2020 |
| Lecturer, Education 120: Guidance Issues in Special Education | 2013 |
| Lecturer, Education 116: The Exceptional Child | 2010 |

HONORS AND SCHOLARSHIP

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| Special Education Leadership Fellow U.S. Department of Education, Office of Special Education Programs Graduate School of Education, University of California, Riverside | 2008–2010 |
| Quantitative Training for Underrepresented Groups Attendee Society of Multivariate Experimental Psychology, Boston, MA | 2008 |
| Justin Lai Endowed Scholarship Recipient Graduate School of Education, University of California, Riverside | 2007 |

Graduate Division Fellowship Award Recipient 2006
 Graduate School of Education, University of California, Riverside

SERVICE

Dept/College Service

SERC Representative, Higher Education Consortium for Special Educators 2024–Present
 Member, Special Education Advisory Board 2023–Present

University

Grant reviewer, **Pilot 4 2023-2024 CWSIS Intramural Funding Program** 2024

Professional Service

Guest reviewer, *Learning and Individual Differences* 2019
 Guest reviewer, *Education and Treatment of Children* 2015
 Graduate Student Representative, Division of Learning Disabilities, Council for
 Exceptional Children 2009

PROFESSIONAL AFFILIATION

Council for Exceptional Children
 Council for Learning Disabilities