

## Ilda Carreiro King, Ph.D.

Developmental and Educational Psychologist  
Reading and Educational Diagnostician  
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### EDUCATION

BOSTON COLLEGE, Chestnut Hill, MA

Ph.D. in Developmental and Educational Psychology, 1999

Comprehensive Examination Passed with Distinction, 1995

Areas of Focus: Assessment for Learning, Educational Reform Issues, Teacher-Researcher Relationships, College Student Development, Cognitive Development, Self-Regulation, Feedback, and Motivation. Examinations of culture, race, gender, class within these topics.

Dissertation Title: *Learner-centeredness in middle school, inclusion classrooms: Perceptions of teachers and their students.*

Committee Members: Penny Hauser-Cram, Ed.D., Peter Airasian, Ph.D., Jean Mooney, Ed.D.

Outside advisor: Barbara McCombs, Ph.D. (Mid-continent Regional Educational Laboratory)

TUFTS UNIVERSITY, Medford, MA

Master of Arts with Thesis: Applied Child Development, 1994

Thesis Title: *Enhancement of a Project Spectrum Based Assessment Tool through the Incorporation of a Process Dimension.*

Committee members: David Feldman Ph.D., Martha Bronson Ed.D., George Scarlett, Ph.D.

MASSACHUSETTS GENERAL HOSPITAL, Boston, MA

One year internship (300 hours) for Orton Gillingham Reading Therapist, Language Clinic, 1976/1977

Children and adults with Specific Reading Disability

Orton-Gillingham Technique Certified Therapist for Specific Reading Disability, 1977

LESLEY COLLEGE, Cambridge, MA

Bachelor of Science in Education, Magna Cum Laude, 1974

Major in Elementary Education, grades K-8.

Minor in Teacher of Emotionally Disturbed

MA Certified in Elementary (K-8), Middle School (5-9), Severe Behavioral Disorders, and Special Needs (PreK-9) 177796

### CONFERENCE PRESENTATIONS (Chronological Order)

Hauser-Cram, P., Bronson, M., Carreiro King, I., Miller, E.C., & Warfield, M. (1995, August). Classroom Behavior Changes of Children With and Without Mental Retardation. Presentation at the Annual Meeting of the American Psychological Association, New York, NY.

Brabeck, M., Simi, N., & Carreiro King, I. (1996, August). Are Women's Ways of Knowing and Reflective Judgement Interviews the Same? Presentation at the Annual Meeting of the American Psychological Association, Toronto, ON.

Carreiro King, I. (1999, April). Learner-centered practices in middle school inclusion classrooms: Perceptions of teachers and their students with and without special needs. Presentation at the Annual Meeting of the American Educational Research Association, Montreal, Quebec.

Carreiro King, I. (2000, August). Caring is not enough: Student perceptions of teacher practices in middle school. Presentation at a Symposium entitled *Learner-centered Principles in Practice: Addressing the Personal Domain* chaired by Barbara McCombs, Ph.D. at the Annual Meeting of the American Psychological Association, Washington, DC.

Carreiro King, I. (2002, March). A research-based model for diagnosis of specific reading disabilities. Presentation at the Annual Conference of the Massachusetts School Psychologists Association, Woburn, MA.

- Carreiro King, I. (2002, November). Key components of a research based K-1 literacy program. Presentation at the New England Kindergarten Conference, Providence, RI.
- Carreiro King, I. (2003, February). A learner-centered approach for special needs children. Presentation at the Cambridge Hospital/Harvard Medical School Series entitled *Neurodevelopmental/ Neuropsychiatric Disorders in Children*, Boston, MA.
- Carreiro King, I. (2007, March). Using graphic organizers to teach sentence combining. Workshop session at MSEC Conference, Marlboro, MA
- Carreiro King, I. & Newman, K. (2008, March). Consultant-Literacy Coach-Teacher: A Model for Improving Reading. Workshop session at MSEC conference, Marlboro, MA
- Carreiro King, I. & Newman, K. (2008, May). Consultant-Literacy Coach-Teacher: A Model for Improving Reading. Workshop session at MAAPS Conference, Marlboro, MA
- Carreiro King, I. (2008, May). Grade Equivalents & Readability Levels: NOT the Same! Workshop session at MSEC conference, Marlboro, MA
- Carreiro King, I. (2008, June 2008). I'm Not a Teacher, Am I? Special Libraries Association Annual Conference, Seattle, WA
- Carreiro King, I. (October 2010). Techniques to Enhance Automaticity, Self Regulation, and Transfer of Word Level Skills. Guest Lecture Series of Orton Gillingham Associates, Boston, MA.

### **PUBLICATIONS**

- Arnold, K., & Carreiro King, I. (Eds.). (1997). *College student development and academic life: Psychological, intellectual, social, and moral issues*. (Contemporary Higher Education, Vol. 4). New York: Garland.
- Bronson, M. & Carreiro King, I. (1997). Suggestions for assessing process strategies in the classroom. International Journal of Early Childhood Education, vol. 2.
- Carreiro King, I. (Spring, 2003). Examining middle school inclusion classrooms through the lens of learner-centered principles. *Theory into Practice*. 42(2), 151-158.
- Wenz-Gross, M., Anderson, K., Parker, R., O'Meara, A., & Carreiro King, I. (2002). *Moving to middle school: Life skills and coping skills for successful student transition*. Jalmar Press: Carson, CA.

### **MANUSCRIPTS**

- Carreiro King, I. (1993, April). Assessment pilot for the Co-NECT project (Available from Ilda Carreiro King, Boston College, Department of Developmental & Educational Psychology, Chestnut Hill, MA 02167.
- Carreiro King, I. (1993, April). The standardization of diversity: How can knowledge of culturally diverse populations be integrated into standardized assessment reform? (Available from Ilda Carreiro King, Boston College, Department of Developmental & Educational Psychology, Chestnut Hill, MA 02167.

### **AWARDS**

BOSTON COLLEGE TEACHING FELLOWSHIP	Fall 1998 – Spring 1999
BOSTON COLLEGE RESEARCH FELLOWSHIP	Summer 1998
Summer Dissertation Development Grant	
GIRL SCOUTS USA, PATRIOTS' TRAIL COUNCIL	
Induction into the Council Court of Honor	2002
Recipient of Honor Pin for Outstanding Service within the Council	1991
Recipient of Outstanding Leader Pin, Town of North Reading	1989
Recipient of Outstanding Volunteer Pin, Town of North Reading	1989

### **PROFESSIONAL AFFILIATIONS**

American Association of University Women  
 Association for Supervision and Curriculum Development  
 Council for Exceptional Children  
 International Dyslexia Association  
 International Literacy Association  
 Lesley College Alumni Association, past Alumni Admissions Chairperson 1983-1986  
 Massachusetts General Hospital Reading Disorders Clinic Alumna  
 Massachusetts Reading Association  
 National Association for the Education of Young Children

**EXAMPLES OF 4-5 DAY WORKSHOPS REGULARLY TAUGHT****DIAGNOSTIC READING TRAINING**

2000 to Present

Curriculum Based and Standard Score Assessments. For multi levels of personnel (grades and services), this workshop provides a research based model for diagnosis of specific learning disabilities as part of a continuum of alignment of testing instruments across grades and purposes (screenings-Title One-individual diagnosis). Using theory and student developmental level to choose appropriate subtests, a student profile can be developed from which instruction can be designed and progress measured.

**ASSESSMENT TO IEP**

This course provides a binder of materials that walk participants through reference articles to most used programs, curriculum based assessments, examples of alignment of assessment results to report to balanced literacy plans, to goals/objectives. The participants use a student to practice and collect data for analysis and steps of the process. A special needs student is not usually recommended.

**BALANCED LITERACY STAGE BY STAGE**

This course will allow teachers the unique opportunity to develop an in depth understanding of stage relevant content, activities and techniques within a balanced literacy approach. Each day will be devoted to a single stage of reading development as outlined by Bonnie Campbell Hill's Developmental Continuum. The Common Core will be integrated throughout. Teachers are encouraged to pick which stages they most want to understand and attend those dates.

**PROFESSIONAL EXPERIENCE****PROFESSIONAL DEVELOPMENT PLANNER & PROVIDER,**

1997 to Present

**GENERAL AND SPECIAL NEEDS TEACHING AND LEARNING OF READING**

Serve approximately 20 communities a year in varying capacities from program design and support for one student, all the way up to full systemic reform in a school district. Called in on individual sped students who have not made adequate progress to design and train staff in new methods of reading instruction. Use of a *Gradual Release of Responsibility* model throughout: workshop, supportive modeling with demonstrations, observational feedback for independent use. Continuous evaluation driven by quantitative/qualitative data. Regularly consult on alignment of reading curriculum and services between Regular Education, Title One, and Special Education in grades Pre-K-12. Construct screening devices and professional development workshops based on research and data. Modeling and observation of research based techniques for phonology, linguistics, fluency, content area reading, and comprehension strategies. Assessment and report writing training for research based reading diagnostics- particularly specific reading disabilities.

**School systems for workshops or consultation include (2016-2017):** Algonquin Regional, Ashland, Bedford, Beverly, Burlington, Concord, Hampton NH, Haverhill, Northborough-Southborough, Mansfield, MASCO, Mendon-Upton, North Attleborough, North Middlesex Regional, North Reading, Saint Augustine's Andover, SEEM Collaborative, Tritown- (Middleton, Topsfield, Boxford), Walpole, Waltham, Wayland

**LITERACY PARTNER UNDER DOE LITERACY PARTNERSHIP GRANT**

September 2009-June 2010

Danvers Public Schools: Riverside & Highlands Elementary

Collaborated on grant development. Provider of professional development: workshops, collegial discussions, in class modeling, observations, review of data, report writing.

**SECONDARY LEVEL PROFESSIONAL DEVELOPMENT PROVIDER**

2005 to 2006

DOE reading expert provider for schools awarded grants to improve middle and high school level reading across the content areas. Fairhaven Middle School. Used to consult on appropriateness of assessment instruments and use of data to align outcomes to research based interventions, monitor student and system progress, demonstrate research based practices, observe and give feedback on implementation efforts. Report to the state on efforts and progress.

- CONSULTANT FOR EDUCATIONAL OUTREACH August 2005 to 2009  
Center for Media and Child Health, a joint project between Children's Hospital, Harvard Medical School, and the Harvard School of Public Health.  
Guided creation and marketing of media and body image presentations for young adolescents.
- NICHD GRANT CONSULTANT 2004 to 2008  
Praxis, 271 Waverly Oaks Road, Suite 206, Waltham, MA 02452  
Consultant on research based practices to an NICHD grant to devise a computer based spelling module for classroom use by students with and without special needs.
- MASTER TRAINER, GRADE TWO MODULE Summer 2003  
DOE - Massachusetts Partnership for Achievement in Reading, Lincoln, MA  
Master trainer for grade two teachers who were participating in *Reading First* grant schools under the Commonwealth of Massachusetts funding.
- EXPERT PROVIDER UNDER BAY STATE READERS' INITIATIVE 2002 - 2003  
Old Mill Pond Elementary School, Palmer, MA  
Provider of professional development: collegial discussions, in class modeling, observations, review of data.
- MASSACHUSETTS DEPARTMENT OF EDUCATION Winter-Spring 2001  
BAY STATE READERS' INITIATIVE WORK GROUPS  
Expert reviewer for professional development training modules to be used with grant approved schools.
- MASSACHUSETTS DEPARTMENT OF EDUCATION Fall 2000 – Fall 2001  
SPECIFIC LEARNING DISABILITY DEFINITION & DIAGNOSIS WORK GROUP  
Clarification and alignment of definition and diagnosis of *specific learning disability* for statewide implementation.
- EXPERT PROVIDER UNDER READING EXCELLENCE ACT February 2000-August 2002  
McKinley School, Rockland, MA  
Guided construction of grant through program evaluation and focus groups with teachers and administrators.  
Provider of professional development: collegial discussions, in class modeling, observations, review of data, summer workshops.
- SENIOR RESEARCH ASSOCIATE September 1999 to January 2001  
Center for Social Development and Education, UMASS, BOSTON  
Worked with *BRIDGES*, an intervention study investigating transitions to middle school for students who are at risk for school success in urban, urban fringe, and suburban schools.
- RESEARCH CONSULTANT 1998 - 2000  
Early Intervention Collaborative Study  
Consultation to research team investigating resiliency in families and youth. Subjects are part of a longitudinal study of children diagnosed as *at risk* for developmental disabilities during infancy. Under the auspices of Boston College (Principal Investigator: Penny Hauser-Cram, Ed.D.) and Brandeis University (Principal Investigator: Jack Shonkoff, M.D.).
- DIRECTOR AND TRAINER Summer 2000  
Millbury Public Schools  
Designed and directed the summer reading program serving 20 students, grades 1-3, and trained 9 teachers in multisensory structured language techniques for decoding, encoding, fluency, & comprehension. Training included orientation, ongoing lectures in aspects of reading, and supervision and modeling for staff. Staff received 20 hours of lecture and 12 hours of supervised practicum.

## DIRECTOR AND TRAINER

Summer 2000

Rockland Public Schools

Designed and directed the summer reading program serving 20 students, grades K-3, and trained 11 teachers in multisensory structured language techniques for decoding, encoding, fluency, comprehension, and written retellings. Also trained staff in Peer Assisted Learning Strategies (Fuchs & Fuchs). Training included orientation, ongoing lectures in aspects of reading, and supervision and modeling for staff. Staff received 12 hours of lecture and 12 hours of supervised practicum.

## DIRECTOR AND TRAINER

Summer 1999

Swansea Public Schools

Designed and directed the summer reading program serving 33 students, grades 2-6, and trained 18 teachers in multisensory structured language techniques for decoding, encoding, fluency, comprehension, and written retellings. Also trained staff in Project Read (Enfield & Greene) and Peer Assisted Learning Strategies (Fuchs & Fuchs). Training included orientation, ongoing lectures in aspects of reading, and supervision and modeling for staff. Staff received 20 hours of lecture and 14 hours of supervised practicum.

## TEACHING FELLOW, BOSTON COLLEGE

Fall 1998 &amp; Spring 1999

*Psychology of Learning and Motivation*: Undergraduate, Junior –Senior level course.

## DIRECTOR AND TRAINER

Summer 1998

Multisensory Structured Language Training for Teachers

Rockland Public Schools, Rockland, MA

Designed and directed the summer reading program serving 48 students, grades 2-5, and trained 12 teachers and 6 aides in multisensory structured language techniques using Project Read (Enfield & Greene). Program included orientation training, ongoing lectures in aspects of reading, and supervision and modeling for staff. Staff received 14 hours of lecture and 16 hours of supervised practicum.

## MASSACHUSETTS STATE SCIENCE FAIR JUDGE

1995 to 2002

Judge Behavioral Science category projects for State level High School competition held at Massachusetts Institute of Technology every spring.

## DIRECTOR OF READING SERVICES/ EDUCATIONAL EVALUATION

April 1996 to October 1997

Franciscan Children's Hospital &amp; Rehabilitation Center

Boston, MA

Reported to the Vice President of Ambulatory & Clinical Services. Accountable for the management of the department (ex: policies and procedures, budget, training, supervision, interdisciplinary committees). Monitored day-to-day activity of the department and was accountable for ensuring that quality academic evaluations and reading instruction were uniformly and consistently provided to children in the Kennedy Day School and to those served by various hospital programs. Liaison internally to all therapies and externally to schools and outside agencies for interpretation of multidisciplinary results into school instructional planning.

## FIELD RESEARCH ASSOCIATE

1993 to 1998

Early Intervention Collaborative Study: Collected observation based data of school environment and of mastery and social skills while student was on task in the classroom. Individual assessment of student cognitive potential and parent interviews. Subjects were part of a longitudinal study of children diagnosed as *at risk* for developmental disabilities during infancy. Under the auspices of Boston College (Principal Investigator: Penny Hauser-Cram, Ed.D.) and Brandeis University (Principal Investigator: Jack Shonkoff, M.D.).

## ADJUNCT PROFESSOR

Summer 1994

University of Massachusetts- Lowell

Graduate Level Course: Child Development and Assessment for Learning

- GUEST LECTURER** 1993 to present  
 Boston College, Fairfield University, Simmons College  
 Invited presentations on learner-centered practices, theories of cognitive development, classroom and standardized assessment reform issues, literacy, and special education for undergraduate and graduate courses.
- RESEARCH ASSISTANT** 1992 to 1994  
 Boston College, Dept. of Developmental and Educational Psychology  
 Early Childhood Assessment, Martha Bronson, Ed.D.  
 Brookline Early Education Project (BEEP) Data Set: Reviewed and coded observational protocols from eight time points on 200+ subjects for consistency of interpretation and in light of current research questions. Used SPSS to enter data sets and run basic statistical procedures.
- PILOT STUDY INVESTIGATOR** Spring 1993  
 Collaboration with 4th and 5th grade teachers at the Sarah Greenwood School, Boston, MA on piloting new forms of standardized assessment with minority populations. The pilot study was conducted under the auspices of Walter Haney, Boston College, and Bolt Beranek and Newman's Co-NECT School projects. Results and recommendations were reported in a publication of limited circulation in the USA. Carreiro King, I. (1993, April). Standardized assessment with minority populations (Available from Ilda Carreiro King, No. Boston College, Department of Developmental & Educational Psychology, Chestnut Hill, MA 02167).
- ASSESSMENT COLLABORATOR** 1991 - 1993  
 Collaboration with elementary school teachers in North Suburban Boston area. Review, debate, and development of theory based assessment using units of instruction being implemented in their classrooms.
- TEACHING ASSISTANT** Spring 1992  
 Tufts University, Eliot-Pearson Department of Child Study  
 Undergraduate Course  
 Intellectual Development of the Young Child, David Feldman Ph.D.
- SITE COORDINATOR** Winter 1992  
 American Guidance Service, Circle Pines, MN.  
 Assisting second grade classroom teachers (in Medford and Andover) attempting to implement Performance Based Assessment measures while piloting the use of a new assessment instrument, Language Arts Assessment Portfolio (LAAP).
- EDUCATIONAL DIAGNOSTICIAN, THERAPIST & ADVOCATE** 1980 - 1992  
 Private individual assessment of learning style and academic strengths and weaknesses. Development and implementation of appropriate educational plan and placement with parents, child, and educators. Private individualized services for academic remediation and classroom adaptation and support for adults and children with specific learning disabilities. Advocacy at legal proceedings with MA Dept. of Ed.
- STANDARDIZATION INTERVIEWER** Fall 1981  
 American Guidance Service, Circle Pines, MN.  
 Member of research team interviewing sample from which to standardize revised Vineland Adaptive Behavior Scales.
- PARENT/CHILD PRESCHOOL INSTRUCTOR** 1980 - 1990  
 Andover/North Andover YMCA, Andover, MA  
 The primary focus of this course was introducing three-year-old children in a gradual way to group instruction with the support of their parent. A balance of individual and group games and activities were provided within a movement exploration gym context.

LEARNING DISABILITIES DIAGNOSTICIAN AND TUTOR City of Cambridge School Department, Cambridge, MA Diagnosis and treatment of LD children under Chapter 766. Tutored individuals and small groups in reading, spelling, writing, and math along with classroom support.	1976 - 1979
PRINCIPAL TRANSLATOR Compiled written translation of Key Math Diagnostic Arithmetic Test, American Guidance Service, for Cambridge Schools Bilingual Department to provide a standardized measure of math testing for the Portuguese population.	1976
BILINGUAL PORTUGUESE SPECIAL EDUCATOR BILINGUAL PORTUGUESE ELEMENTARY TEACHER City of Cambridge School Department, Cambridge, MA Serving ages 7-15 as classroom teacher, sped teacher, and mainstreaming.	1975 - 1976 1974 - 1975
PUBLIC SERVICE INTERN Somerville Guidance Center, Somerville, MA Tri-City Mental Health, Malden MA Case Aide and counselor for daytime activities groups for emotionally disturbed children from age 3 - 14.	Summer 1971 1970 - 1971
<b>COMMUNITY INVOLVEMENT</b>	
GIRL SCOUTS USA, PATRIOTS' TRAIL COUNCIL Court of Honor Award Alumnae Association Recipient of Honor Pin for Outstanding Service within the Council Recipient of Outstanding Leader Pin, Town of North Reading Recipient of Outstanding Volunteer Pin, Town of North Reading Area Association Representative Daisy Level Training Coordinator for Council Volunteer Trainer for Council Green Circle Presenter for Council Baby-sitting Course Instructor for Council Service Unit Chairperson for Town of North Reading Family Partnership Chairperson for Town of North Reading Troop 1409 Leader Troop 1873 Leader Encampment Director for Town of North Reading Event Coordinator for Town of North Reading Family of God Program Coordinator for Town of North Reading I Live My Faith Program Coordinator for Town of North Reading Troop 1873 Committee Person Washington, D.C. Town-wide trip coordinator	1985 to present 2002 2002- present 1991 1989 1989 1986 - 1992 1989 - 1990 1987 - 1990 1986 - 1992 1986 - 1990 1986 - 1990 1986 - 1989 1985 - 1992 1987 - 1992 1988 - 1990 1986 - 1993 1987 & 1991 1991 1992 - 1993 1990 & 1993
ESPERANZA ACADEMY, Lawrence. Serve as a volunteer reading consultant to this school for young women, Grades 5-8.	2007 to 2013
CHRIST CHURCH, ANDOVER Thrift shop volunteer, Hostess	2007-2014
REACH FOR RECOVERY, Volunteer, American Cancer Society	2005 to 2012
ADVISORY BOARD MEMBER, BISHOP FENWICK HIGH SCHOOL Student and Parent Life, Professional Development	1996 - 1998

MEMBER, DRAMA CLUB BOOSTERS Bishop Fenwick High School, Peabody, MA	1996 to 2000
MEMBER, SAINT BENEDICT GUILD Bishop Fenwick High School, Peabody, MA	1995 to 2000
MEMBER, TUFTS ALUMNI ADMISSIONS PROGRAM Interviewer of high school seniors seeking admission	1996 to 1999
BOARD MEMBER, READING COUNCIL FOR GIRLS	1990 - 1993
MEMBER, CURRICULUM COMMITTEE Saint Augustine's Elementary School, Andover, MA Review and selection of Foreign Language Program	1990 - 1991
MEMBER, PARENT ASSOCIATION Batchelder Elementary School, North Reading, MA Fundraising and public relations	1984 - 1990
PRESIDENT, BOOKWORMS OF NORTH READING Founding member of library support group Fundraising and programming	1981 - 1986
INSTRUCTOR, CATHOLIC DOCTRINE Saint Theresa's Church, North Reading, MA	1985 - 1986 1988 - 1989