Gabrielle R. Schlichtmann

EDUCATION

2007 **Harvard Graduate School of Education**, Cambridge, MA
EdD, Human Development & Psychology
Committee: Kurt Fischer, PhD, John Willett, PhD, Catherine Ayoub, EdD,

2000 **Harvard Graduate School of Education**, Cambridge, MA
EdM, Mind, Brain, and Education
Advisor: Howard Gardner, PhD

1997 **Trinity College**, Hartford, CT
BS, Neuroscience
Advisor: William Church, PhD

PROFESSIONAL & RESEARCH EXPERIENCE

2016-present **EdTogether:** ***Executive Director and Chief Scientist***
EdTogether is a not-for-profit research and development organization focused on empowering youth with disabilities to imagine and realize a meaningful education by harnessing the power of emotion in learning.

2007-2016 **CAST:** ***Co-President, Director of Learning Science, Director of Research***
CAST (Center for Applied Special Technology) is an education research & development organization that works to expand learning opportunities for all through Universal Design for Learning.

2005-2007 **Emotion, Health, and Psychophysiology Lab, Harvard University:** ***Research Assistant*** (PI: Wendy Berry Mendes, Ph.D.)

2003-2007 **Early Head Start National Research and Evaluation Project, Harvard Graduate School of Education:** ***Research Assistant*** (PI & Co-PIs: Catherine Snow, Catherine Ayoub & Barbara Pan)

2000-2007 **Developmental Pathways Project, Harvard Graduate School of Education:** ***Research Assistant*** (PIs: Catherine Ayoub & Kurt Fischer)

1997-1999 **Center on Neuropsychological Functioning and PTSD, University of Medicine and Dentistry of New Jersey/Kessler Institute:** ***Research Assistant*** (PI & Co-PIs: Benjamin Natelson, MD & Lana Tiersky, PhD)

TEACHING EXPERIENCE

2010-present **Harvard Graduate School of Education:** ***Adjunct Lecturer on Education***
Course: H-137 Emotion in Development and Learning: Usable Knowledge, Variability, and Context

2004-2006 **Harvard Graduate School of Education:** ***Instructor***
Courses: HT101 Cognitive Development and Education; H383 Childhood Practicum: A Developmental Approach to Practice, Policy, and Research in Early-Education and Child-Care Settings

2000-2006 **Harvard University (GSAS & HGSE):** ***Teaching Fellow***
Courses: HT100 Cognitive Development, Education, and the Brain: Theory and Practice; H392 Childhood Trauma; PSY1950 Intermediate Statistical Analysis in Psychology; T560 Universal Design for Learning: Meeting the Challenge of Individual Differences

RESEARCH FUNDING

Principal Investigator & Social Entrepreneur, *EdTech Hackathon: A Collaborative Mentoring Adventure for Students with Disabilities*, New Profit: Incubation Fund. 2015-2016.

Principal Investigator (Co-PIs Tracey Hall & Karen Harris), *The UDL Science Notebook: Scaling an Inclusive Digital Solution to Sense Making in Science,* U.S. Dept. of Education, Office of Special Education Programs (H327S150011). 2015-2020.

Co-Principal Investigator (PIs Alison Boardman & Joseph Polman), *Composing Our World: High School English Language Arts, a UDL Project Based Learning Approach,* George Lucas Foundation: Lucas Education Research. 2015-2018.

Principal Investigator, *Developing Understood.org: A UDL Digital Resource for Parents of Children with Learning and Attention Issues*, The Oak Foundation. 2014-2015.

Co-Project Director & Proposal Co-Author (PI David Rose), *Center on Emerging Technologies to Improve Literacy Achievement for Students with Disabilities in Middle School*, Office of Special Education Programs, U.S. Department of Education (H327M110003) 2012-2016.

Principal Investigator (Co-PI Samantha Daley), *Stigmatization and Stereotype Threat among Adolescents with Learning Disability: Impacts on Cognition and Performance in Math*, National Science Foundation (HRD #1251819). 2013-2015.

Principal Investigator (Co-PIs Samantha Daley & Christine Reich), *Pathways: Emotion and Thinking in Designed Informal Science Environments*, National Science Foundation (DRL #1222613). 2013-2015.

Principal Investigator, *Universal Design for Learning Modules: Supporting Literacy in Physics*, Next Generation Learning Challenges: EduCause/Bill & Melinda Gates Foundation. 2011-2013.

Principal Investigator, *The Universally Designed Science Notebook: An Intervention to Support Students with Disabilities in Science Learning*, U.S. Dept. of Education, Institute of Education Sciences (#R324A070130). 2007-2011.

PUBLICATIONS

Peer Reviewed Articles (Note: Earlier publications appear with the name "Rappolt")

Rappolt-Schlichtmann, G., Bakia, M., Blackorby, J., & Rose, D. (2015, November). Understanding Universal Design for Learning. *The Center for Innovative Research in CyberLearning.* Retrieved from: http://circlcenter.org/understanding-udl/

Rappolt-Schlichtmann, G. & Daley, S.G. (2013). Providing access to engagement in learning: The potential of Universal Design for Learning in museum design. *Curator, 56*(3), 307-321.

Rappolt-Schlichtmann, G., & Watamura, S. (Eds.). (2013). Translational science: Utilizing research on hormones to inform education*.[Special Section]*. *Mind, Brain and Education.7*(4*), 213-256.*

Rappolt-Schlichtmann, G., & Watamura, S. (2013). Examining systems of influence and breaking methodological barriers to create usable knowledge. *Mind, Brain and Education*.*7*(4), 232-233.

Rappolt-Schlichtmann, G., Daley, S.G., Lim, S., Lapinski, S., Robinson, K.H. & Johnson, M. (2013). Universal Design for Learning and elementary school science: Exploring the efficacy, use, and perceptions of a web-based science notebook. *Journal of Educational Psychology*, *105*(4), 1210-1225.

Rappolt-Schlichtmann, G., & Watamura, S. (2010). Inter- and transdisciplinary work: Connecting research on hormones with problems of educational practice. *Mind, Brain and Education, 4*(4), 156-158.

Rappolt-Schlichtmann, G., Ayoub, C., & Gravel, J. (2009). Examining the ''Whole Child'' to generate usable knowledge. *Mind, Brain and Education, 3*(4), 209-217.

Rappolt-Sclichtmann, G.,Willett, J. B., Ayoub, C., Lindsley, R., Hulette, A., & Fischer, K. W. (2009). Poverty, relationship conflict and the regulation of cortisol in small and large group contexts at child care. *Mind, Brian and Education, 3*(3), 131-142.

Ayoub, C., O'Connor, E., Rappolt-Schlichtmann, G., Raikes, H., Chazan-Cohen, R., & Vallotton, C. (2009). Losing ground early: Protection, risk and change in poor children's cognitive performance. *Early Childhood Research Quarterly, 24*, 289-305.

Rappolt-Schlichtmann, G., Tenenbaum, H., Keopke, M., & Fischer, K. (2007). Transient and robust knowledge: Contextual support and the dynamics of children's reasoning about density. *Mind, Brain, and Education*, *1*(2), 98-108.

Ayoub, C., O'Connor, E., Rappolt-Schlichtmann, G., Fischer, K., Rogosch, F., Toth, S., & Cicchetti, D. (2006). Cognitive and emotional differences in young maltreated children: A translational application of dynamic skill theory. *Development and Psychopathology, 18*(3), 679-706.

Tenenbaum, H., Rappolt-Schlichtmann, G., & Zanger, V. (2004). Children's learning about water in a museum and in the classroom. *Early Childhood Research Quarterly, 19*(1), 40-58.

Tiersky, L. A., DeLuca, J., Hill, N., Dhar, S. K., Johnson, S. K., Lange, G., Rappolt, G. & Natelson, B. H. (2001). Longitudinal assessment of neuropsychological functioning,

psychiatric status, functional disability and employment status in chronic fatigue syndrome. *Applied Neuropsychology*, *8*(1), 41-50.

Church, W.H. & Rappolt, G. (1999). Nigrostriatal Catecholamine metabolism is altered by purine enzyme inhibition. *Experimental Brain Research, 127*, 147-150.

Kehoe, P., Shoemaker, W. J., Triano, L., Callahan, M., & Rappolt, G. (1998). Adult rats stressed as neonates show exaggerated behavioral responses to both pharmacological and environmental challenges. *Behavioral Neuroscience*, *112*(1), 116-125

Books, Chapters, Blog Posts

Rappolt-Schlichtmann, G. (Spring, 2015). Learning Disabilities and the Emotion of Reading in Middle School [Blog post]. Retrieved from http://cet.cast.org/2015/03/learning-disabilities-and-the-emotion-of-reading-in-middle-school/

Murray, E., Hillaire, G., Johnson, M. & Rappolt-Schlichtmann, G., (2014). Representing, acting, and engaging: UDL and mathematics. In S. Chinn (Ed.), *The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties*. Routledge: London.

Rappolt-Schlichtmann, G. (Fall, 2013). What's the big idea? Use teacher "talk" to reduce student stress. *Ed. Magazine,* 22-31.

Rappolt-Schlichtmann, G., Daley, S. G., & Rose, L. T. (2012). Introduction. In G. Rappolt-Schlichtmann, S. G. Daley, & L. T. Rose (Eds.), *A research reader in universal design for learning*. Cambridge, MA: Harvard Education Press.

Rappolt-Schlichtmann, G., Daley, S. G., & Rose, L. T. (Eds.) (2012). *A research reader in Universal Design for Learning*. Cambridge, MA: Harvard Education Press.

Rappolt-Schlichtmann, G. (2012, April 5). Struggling students under stress: My personal and professional perspectives [Blog post]. Retrieved from http://www.ncld.org/ld-insights/entry/1/308

Rose, D., & Rappolt-Schlichtmann, G. (2008). Applying universal design for learning with children living in poverty. In S. Neumann (Ed.), *Educating the other America: Top experts tackle poverty, literacy and achievement in our schools*. Baltimore, MD: Paul H. Brookes Publishing.

Rose, D. H., Rappolt-Schlichtmann, G., Coyne, P., & Hall, T. (2007). *Technology and the assessment of young children.* Paper commissioned by Committee on Developmental Outcomes and Assessments for Young Children, Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education, National Research Council, Washington, DC.

Ayoub, C., & Rappolt-Schlichtmann, G. (2007). Child maltreatment and the development of alternate pathways in biology and behavior. In D. Coch, G. Dawson, & K. Fischer (Eds.), *Human behavior, learning, and the developing brain: Atypical development.* New York: The Guilford Press.

Meyer, A., & Rose, D., with Rappolt, G., & Strangman, N. (2002). *Teaching every student in the digital age: Universal design for learning*. New York: ASCD.

Manuscripts Under Review & In Preparation

Rose, D., Daley, S. & Rappolt-Schlichtmann, G. (in press). UDL and Education Redesign for Inclusion on the 40th Anniversary of IDEA [Blog post]. Office of Special Education and Rehabilitive Services

Rappolt-Schlichtmann, G., Daley, S.G., & Evans, M. (under review). Advancing measurement in informal learning: The role of emotion in engagement and learning. *Curator*.

Rappolt-Schlichtmann, G., & Hillaire, G. (in preparation). Stability and change among middle school students interest development in a digital, choice driven independent reading platform.

Rappolt-Schlichtmann, G., & Daley, S.G. (in preparation). The development and validation of the stigma consciousness questionnaire for children with learning disabilities (SCQ-LD).

SELECTED PRESENTATIONS

Peer-Reviewed Conferences

Rappolt-Schlichtmann, G., Dockterman, D., & Grant, W. (2016, March). Optimizing Education: UDL, Technology & Personalized Learning [Panel Presentation]. SXSWedu. Austin, TX.

Daley, S.G. & Rappolt-Schlichtmann, G. (April 2015). *A Literacy Intervention for Struggling Middle-School Readers: Starting with Affect and Universal Design for Learning*. Showcase session at Council for Exceptional Children annual conference, San Diego, CA.

Rose, D.H., Hasselbring, T., Rappolt-Schlichtmann, G., Daley, S.G., & Boucher, A. (March 2015). *Using Data to Support Iterative Project Development: The Case of an Online Literacy Platform to Support Middle-School Students with Disabilities*. Paper presented at virtual annual project directors' meeting of the Office of Special Education Programs, U.S. Department of Education.

Rappolt-Schlichtmann, G. (2014). *Universal Design for Learning and Learning Analytics: A Model for Supporting Teachers and Students in Data Driven Decision Making.* Society for Learning Analytics Research. Regional Meeting, Boston, Massachusettes.

Rappolt-Schlichtmann, G., Daley, S.G., Rose, D.H., & Hasselbring, T. (July 2014). *Transforming Stakeholders' Roles: Universal Design for Learning and the Process of Research in Development*. Paper presented at annual project directors' meeting of the Office of Special Education Programs (OSEP), U.S. Department of Education, Washington, D.C.

Rappolt-Schlichtmann, G. (2013). *Udio: A Program to Support Middle School Literacy Among Students with Disabilities*. Breakout Session, OSEP Project Directors Meeting, Washington, DC.

Rappolt-Schlichtmann, G. & Daley, S.G. (June 2012). *Contextual Support in Universally Designed Digital Learning Environments: Efficacy in Inquiry Science, Mechanisms in Concept Development.* In H. Steenbeek (Organizer) and S. van der Steen (Organizer), Measuring children's understanding of scientific concepts using skill theory. Paper presented at annual meeting of the Jean Piaget Society, Toronto, ON.

Rappolt-Schlichtmann, G., Hall, T., & Johnson, M. (2011). *The application of integrated design guidelines in inquiry science.* Paper presented at the American Education Research Association (AERA) Annual Meeting, New Orleans, LA.

Daley, S.G. & Rappolt-Schlichtmann, G. (May 2009). *The Educational Relevance of Stress Physiology*. Poster presented at the national conference of the International Mind, Brain, and Education Society, Philadelphia, PA.

Rappolt-Schlichtmann, G., Johnson, M., Wasson, J., & Lim, S. (2009). *Supporting the scientific inquiry process with UDL*. Paper presented at National Science Teacher Association's National Conference on Science Education, New Orleans, LA.

Rappolt-Schlichtmann, G. (2009). *Stability and change in children's cortisol regulation at U.S. center based childcare*. Paper presented at the Society for Research in Child Development, Denver, CO.

Rappolt-Schlichtmann, G. (2009). *Leveraging the emotion-cognition connection: How support for student engagement can be differentiated through Universal Design for Learning*. Paper presented at Learning Differences Conference, Harvard University, Cambridge, MA.

O'Connor, E., & Rappolt-Schlichtmann, G. (2009). *Academic achievement among children with low-level emergent literacy skills: The role of classroom socio-emotional factors.* Poster presented at the Society for Research in Child Development, Denver, CO.

Invited Scholarly Presentations

Rappolt-Schlichtmann, G. (2015, July). Evidence-Based Advocacy to Transform the Lives of Children with Learning Disability [Speech]. Congressional breakfast with disability advocates and members of U.S. House of Representatives Dyslexia Caucus. Capitol Hill: Washington, D.C.

Rappolt-Schlichtmann, G. (2015, May). Serving Students with LD: Understanding the Impact of Stigma and Stereotype Threat [Presentation]. OSEP Project Directors Meeting: Washington, DC.

Rappolt-Schlichtmann, G. (2014, October). The Future of Reading is in the Margins [Speech with live company-wide simulcast]. Amazon Accessibility Advisory Council: Seattle, WA.

Rappolt-Schlichtmann, G. (2013, July). Big Data, Learning Analytics: Promise & Potential Pitfalls for the LD Field [Webinar]. *The Providence Group Webinar Series.*

Rappolt-Schlichtmann, G. (2013, July). What is Universal Design for Learning? Transforming Learning and Teaching by Design [Speech]. Amplify: Brooklyn, New York.

Rappolt-Schlichtmann, G. (2013, September). New Directions in Educational Innovation and Implications for Federal Policy [Briefing]. The Aspen Institute's Senior Congressional Education Staff Retreat: Wye River Conference Center, Maryland.

Rappolt-Schlichtmann, G. (2012, June). Broadening participation in STEM through Universal Design for Learning [Invited Keynote]. National Science Foundation, Joint Annual Meeting: Washington, DC.

Rappolt-Schlichtmann, G., (2012, November). This is Mad Work, but It's Easier…: A UDL Approach to Support Literacy in Physics [Webinar]. Next Generation Learning Challenge Grantee Series.

Rappolt-Schlichtmann, G. (May, 2010). Realizing Universal Design for Learning and the Future of Inclusive Education. NSF Blue Sky Conference: Articulating a Research and Development Agenda for Learning Designers. Landsdowne, VA.

AWARDS, FELLOWSHIPS, HONORS & PRESS

2015	**Usable Knowledge: Connecting Research to Practice/Harvard Gazette** "When the Classroom Feels Hostile: How Stigma, Stereotype, and Labels can Affect Kids with Learning Disabilities" [http://www.gse.harvard.edu/news/uk/15/08/when-classroom-feels-hostile]
2012	**Aspen Institute's Senior Congressional Education Staff Retreat:** Invited Faculty & Speaker
2008	**National Science Foundation:** DRK12 CADRE Early Career Fellow
2004-2007	**National Institutes of Health Pre-doctoral Fellowship:** Ruth L. Kirschstein National Research Service Award
2004	**Harvard Graduate School of Education:** Student Educator Award, recognizing one non-faculty educator who has shown excellence in the areas of teaching, advising, and/or mentorship.
2002-2004	**Harvard Educational Review**: Solicitations Editor & Editorial Board Member.

PROFESSIONAL SERVICE

Advisory Boards Memberships

2015-present	**New Profit:** Reimagine Learning Design Council
2014-present	**Amazon**: Amazon Accessibility Advisory Council
2013-present	**New Profit:** Reimagine Learning Domain
2009-present	**National Center for Learning Disabilities:** Professional Advisory Board
2015-2016	**Understood.org:** Advisory Board
2010	**Boston Museum of Science:** Advisory Board/Creating Museum Materials for Everyone

Digital Materials Advising, Consulting & Co-Design

2008-present	**Scholastic, now Houghton Mifflan Harcourt:** Digital program development - Read180, Math180, iRead
2014-present	**Intel:** User experience design for educational technology; Affective computing and analytics
2015-present	**Curriculum Associates:** Digital program development; Affective computing
2012-2014	**Sesame Learning:** Digital curriculum; Analytics
2012-2014	**Amplify:** Digital curriculum; Accessibility

Grant Reviewer

Bill & Melinda Gates Foundation
National Institutes of Health
National Science Foundation (ad hoc)

Ad Hoc Reviewer

British Journal of Education Technology
Mind, Brain, and Education
Early Childhood Research Quarterly

Conference Reviewer

American Educational Research Association

Memberships in Professional Associations
American Educational Research Association
Council for Exceptional Children