

Steven Andrew Maddox, Ph.D.

The University of Texas at Austin
Department of Special Education
maddox_86@yahoo.com

EDUCATION

2022	Ph.D.	<i>Special Education (concentration in Learning Disabilities and Behavioral Disorders)</i> The University of Texas at Austin, Austin, TX Doctoral Advisor: Christian Doabler
2017	M.Ed.	<i>Special Education (concentration in Mild / Moderate Disabilities and Diversity)</i> Masters Advisor: Marcia Barnes
2011	Certificate	<i>Business Foundations</i> The University of Texas at Austin, Austin, TX
2011	B.S.	<i>Applied Learning and Development (minor in English as a Second Language)</i> The University of Texas at Austin, Austin, TX

PROFESSIONAL EXPERIENCE

August 2022 – Present	<i>Special Education Teacher – Developmental</i> Stiles Middle School Leander Independent School District
September 2020 – May 2022	<i>Teaching Assistant</i> Department of Special Education The University of Texas at Austin
September 2018 – August 2020	<i>Graduate Research Assistant</i> The Meadows Center for Preventing Educational Risk The University of Texas at Austin
August 2013 – May 2018	<i>Special Education Teacher</i> Barbara Jordan Early College Prep School Austin Independent School District
March 2013 – May 2013	<i>Instructional Assistant</i> Running Brushy Middle School Leander Independent School District
January 2012 – February 2013	<i>Instructional Assistant</i> Henry Middle School Leander Independent School District
December 2011	<i>Scorer</i> Pearson Education
August 2011 – December 2011	<i>Substitute Teacher</i> Hays Consolidated Independent School District
May 2011 – August 2011	<i>Assistant Teacher</i> Children’s Courtyard

S. A. Maddox

CERTIFICATIONS

Texas Education Agency

English as a Second Language Generalist (EC – 6)

Generalist (4 – 8)

Special Education (EC – 12)

HONORS & AWARDS

Fall 2020 – Summer 2022

Leadership Grant

Office of Special Education Programs

October 2021

Leadership Institute

Council for Learning Disabilities

Fall 2018 – Spring 2019

Recruitment Fellowship

The University of Texas at Austin

RESEARCH INTERESTS

- Research-to-practice gap
- Inclusion-based STEM interventions for students with disabilities
- Predictive analytics – using artificial intelligence and machine learning with educational datasets
- Teacher development

RESEARCH PUBLICATIONS, PRESENTATIONS, & GRANT-WRITING

GRANT WRITING

Funded Grants

Contributing Author: *A systematic replication of a tier 2 kindergarten mathematics intervention.*

(Principal Investigators: B. Clarke, C.T. Doabler, & J. Turtura; U.S. Department of Education, Institute of Education Sciences Research Grants Focused on Systematic Replication in Special Education, Award: 2020-2025, \$3,600,000)

Contributing Author: *Patterns of mathematics achievement and learning difficulties among English learners in Texas: Exploring the Texas Educational Research Center dataset.*

(Principal Investigator: C. T. Doabler; College of Education Small Grant Program; College of Education, Office of the Dean, The University of Texas at Austin, Award: 2018-2020, \$10,000)

PUBLICATIONS

Bos, S. E., Powell, S. R., **Maddox, S. A.**, & Doabler, C. T. (2023). A synthesis of the conceptualization and measurement of implementation fidelity in mathematics intervention research. *Journal of Learning Disabilities*, 56(2), 95-115.

Doabler, C. T., Clarke, B., Kosty, D., Turtura, J. E., Sutherland, M., **Maddox, S. A.**, & Smolkowski, K. (2021). Using direct observation to document “practice-based evidence” of evidence-based mathematics instruction. *Journal of Learning Disabilities*, 54(1), 20-35.

Doabler, C. T., Therrien, W. J., Longhi, M. A., Roberts, G., Hess, K. E., **Maddox, S. A.**, Uy, J., Lovette, G. E., Fall, A. M., Kimmel, G. L., Benson, S., VanUitert, V. J., Wilson, S. E.,

- Powell, S. R., Sampson, V., & Toprac, P. (2021). Efficacy of a second-grade science program: Increasing science outcomes for all students. *Remedial and Special Education, 42*(3), 140-154.
- Doabler, C. T., Clarke, B., Kosty, D., **Maddox, S. A.**, Smolkowski, K., Fien, H., Baker, S. K., & Kimmel, G. L. (2021). Kindergarteners at risk for severe mathematics difficulties: Investigating tipping points of core mathematics instruction. *Journal of Learning Disabilities, 54*(2), 97-110.
- Powell, S. R., Doabler, C. T., Akinola, O., Therrien, W. J., **Maddox, S. A.**, & Hess, K. E. (2020). A synthesis of elementary mathematics interventions: Comparisons of students with mathematics difficulty with and without comorbid reading difficulty. *Journal of Learning Disabilities, 53*(4), 244-276.
- Doabler, C. T., Clarke, B., Kosty, D., Turtura, J. E., Firestone, A. R., Smolkowski, K., Jungjohann, K., Brafford, T. L., Nelson, N. J., Sutherland, M., Fien, H., & **Maddox, S. A.** (2019). Efficacy of a first-grade mathematics intervention on measurement and data analysis. *Exceptional Children, 86*(1), 77-94.

PRESENTATIONS

- Maddox, S. A.**, Bos, S. E., & Powell, S. R. (2022). *University coursework and special education pre-service teachers' mathematics knowledge and anxiety*. Paper presented at the 2022 Pacific Coast Research Conference, Coronado, CA.
- Maddox, S. A.** (2021). *Are high school students with disabilities prepared for stem-related careers?* Paper presented at the 2021 Council for Learning Disabilities 43rd Annual International Conference on Learning Disabilities, Las Vegas, NV.
- Doabler, C. T., **Maddox, S. A.**, Schultz, S. E., VanUitert, V. J., & Therrien, W. J. (2020). *Increasing diversity, equity, and inclusion in science: The Sci2 project*. Paper presented at the 2020 Council for Learning Disabilities 42nd Annual International Conference on Learning Disabilities, Richmond, VA.
- Maddox, S. A.**, VanUitert, V., Doabler, C. T., & Therrien, W. (2020). *Testing the feasibility of a core second-grade science program*. Paper presented at the 2020 Pacific Coast Research Conference, Coronado, CA.
- Doabler, C. T., & **Maddox, S. A.** (2019). *Promoting mathematics problem-solving skills among at-risk learners through a technology-based tier-2 mathematics intervention*. Paper presented at the 2019 Council for Learning Disabilities 41st Annual International Conference, San Antonio, TX.
- Doabler, C. T., Longhi, M., Hess, K., & **Maddox, S. A.** (2019). *Designing equitable learning opportunities in second-grade science classrooms: The Sci2 research project*. Paper presented at the 2019 UT-Austin / AISD Research Forum, Austin, TX.

UNIVERSITY TEACHING

Field Supervising (Student Teaching)

- Spring 2022 *SED 390: Apprenticeship – Research to Practice* (The University of Texas at Austin)
- Spring 2021 *SED 390: Apprenticeship – Research to Practice* (The University of Texas at Austin)

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Field Supervising (Teacher Intern)

Spring 2022 *SED 378S: Teaching Individuals with Autism & Developmental Disabilities* (The University of Texas at Austin)

Fall 2021 *SED 375C: Teaching Individuals with Mild/Moderate Disabilities* (The University of Texas at Austin)

Fall 2021 *EDC 331E: School Organization and Classroom Management* (The University of Texas at Austin)

Spring 2021 *SED 378S: Teaching Individuals with Autism and Developmental Disabilities* (The University of Texas at Austin)

Fall 2020 *SED 375C: Teaching Individuals with Mild/Moderate Disabilities* (The University of Texas at Austin)

Teaching Assistantships

Fall 2020 *EDC 370E: Mathematics* (The University of Texas at Austin)

Spring 2020 *SED 378T: Teaching Mathematics to Students with Disabilities* (The University of Texas at Austin)

Summer 2019 *SED F393: Applied Research in Special Education* (The University of Texas at Austin)

Guest Lectures

Fall 2020 Guest Lecturer, Targeted and Intensive Interventions (*EDC 370E; S. Powell*). The University of Texas at Austin

Fall 2020 Guest Lecturer, Positive/Negative Integers (*EDC 370E; S. Powell; Co-presented with Samantha Bos*). The University of Texas at Austin

Fall 2019 Guest Lecturer, Positive/Negative Integers and Algebraic Concepts (*SED 370E; S. Forsyth*). The University of Texas at Austin

Spring 2019 Guest Lecturer, Early Mathematics Assessments – Data-Based Decision Making (*SED 378T: C. Doabler; Co-presented with Katherine Hess*). The University of Texas at Austin