

Endia J. Lindo, Ph. D.

Department of Teaching and Learning Sciences
College of Education, Texas Christian University
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Education

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

Professional Certifications

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

Professional Appointments

TEXAS CHRISTIAN UNIVERSITY, FORT WORTH, TX

Professor of Special Education (2025)
Faculty Coordinator: Graduate Studies (2019-Present)
Associate Professor of Special Education (2019-2025)
Assistant Professor of Special Education (2016-2019)

UNIVERSITY OF NORTH TEXAS, DENTON, TX

Assistant Professor of Special Education (January 2010-August 2016)

GEORGIA STATE UNIVERSITY, Atlanta, GA

Institute of Educational Sciences (IES) Postdoctoral Research Fellow (Sept. 2007-Jan. 2010)

PEABODY COLLEGE-VANDERBILT UNIVERSITY, Nashville, TN

Research Assistant Professor of Special Education (Summer 2006)

Formal Continuing Education

Dean's for Impact: Learning by Scientific Design (2020-2025)
Managers Foundations Training (2021-2022)
Empowering Faculty with AI Workshop (TCU Inaugural cohort, 2024-2025)

Honors and Awards

J. George Jones Jr., & Velma Rife Jones Distinguished Visiting Lecturer (University of Utah, 2025)
TCU Chancellor's Award for Diversity, Equity, and Inclusion (Finalist, 2023)

Deans' Award for Research and Creativity (Awarded April 2022)
 DDEL Service Award (Awarded January 2022)
 FABBS IDEA Award Nominee (October, 2023) <https://fabbs.org/honoring-our-scientists/idea-award/>
 Junior Faculty Research Award (2016 Nominee; left before decision was rendered)

RESEARCH AND CREATIVE ACTIVITY

PUBLICATIONS

*Denotes student co-author

Cormier, C., **Lindo, E. J.**, & Ford, D. (2025). Removing shade from their light: Magnifying minoritized 2e learners with strategies for practice (Special Issue Editors). *TEACHING Exceptional Children*, 57(6), 408-410. <https://doi.org/10.1177/00400599251353286>.

Love*, E., & **Lindo, E. J.** (2025). When Banned Books and Critical Race Come to Town. *Journal of Cases in Educational Leadership*, 28(2), 73-85. <https://doi.org/10.1177/15554589241309738>.

Lindo, E. J., Kyzar, K. B., & Gershwin, T. (2025). Cultural Considerations for Building Equitable and Trusting Relationships (BETR) With All Families. *TEACHING Exceptional Children*, 57(3), 208-217. <https://doi.org/10.1177/00400599231161799>

Langford*, M., & **Lindo, E.** (2023). Preparing preservice teachers to implement SEL strategies: One Approach to disrupt the school-to-prison pipeline. *Journal of Student Research*, 12(3). <https://doi.org/10.47611/jsr.v12i3.1980>

Stark, M. & **Lindo, E.** (2023). Executive functioning supports for college students with an Autism Spectrum Disorder, *Review Journal of Autism and Developmental Disorders*, 10(4), 604-614. <https://doi.org/10.1007/s40489-022-00311-z>

Elleman, A. C., & **Lindo, E. J.** (2022). Prioritizing Vocabulary in a Busy Elementary Classroom, *Literacy Today*, 40(2), 62-64. Retrieved from: <https://publuu.com/flip-book/24429/135735/page/1>

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>

Kliemann*, K. A., Boesch, M. C., & **Lindo, E. J.** (2021). Answering wh-questions with the support of graphic organizers: The effects of 8th graders with autism spectrum disorder. *Journal of the American Academy of Special Education Professionals*, 89-109. <https://www.naset.org/index.php?id=5771>

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. J., & Lim, O. J. (Spring, 2020). Becoming more culturally competent educators. *Perspectives on*

- Language and Literacy*, 46(2), 33-38. <https://dyslexiaida.org/perspectives/>
- Lindo, E.** (2020). Committed to advancing cultural competence and culturally sustaining pedagogy. *TEACHING Exceptional Children*, 53(1), 10–11.
- 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). Teachers Candidates' perceptions and field experiences with components of RTI. *The Field Experience Journal*, 22(2), 74-86.
- 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.
- 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; h-index: 73
- 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; h-index: 61
- 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. h-index: 52
- 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. h-index: 23
- 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; h-index: 52.

Co-Edited Book

Hines, D. E., Boveda, M., & **Lindo, E. J.** (2021). *Racism by another name: Black students, overrepresentation, and carcerality in special education*, Charlotte, N.C.: Information Age Publishing. <https://www.infoagepub.com/products/Racism-by-Another-Name>

Book Chapter

Lindo, E. J., and Elleman, A. E. (2026). Reading Comprehension Research from an Intersectional Lens: Examining the knowledge based in the context of race, language and disability. In Sue Isreal (Ed.). *Handbook of Research and Reading Comprehensions* 3rd ed., Routledge.

Pittman, R. T., **Lindo, E. J.**, McCoy, W., & Rogers, J. L. (2026). Hearing themselves in books: Using authentic children's literature to support the language of African American students. In R. Silverman & K. Keane (Eds.), *Language and Literacy Beyond decoding: Evidence-based instruction in grades PreK-6* (pp. xx-xx). Guilford Press. <https://www.guilford.com/books/Language-and-Literacy-Beyond-Decoding/Silverman-Keane/9781462559596/contents>

Lindo, E. J. (2026). Exploring Racial Issues Through Children's Literature: Strategies for Text Selection and Critical Discussion. In J. Lacina (Ed.) *Children's Literature to Read Our World: Text Selection and Strategies for Critical Reflection*, Routledge. https://www.routledge.com/Childrens-Literature-to-Read-Our-World-Text-Selection-and-Strategies-for-Critical-Reflection/Lacina/p/book/9781032912981?srsId=AfmBOooQVV2OpEL4phNPP-gDwqrEyji-u2VVgJtMrjhfUq9Ixx5_qQr

Ellis-Robinson, T., Scott, L.A., Banks, J., **Lindo, E. J.**, & Werunga, R. (2024). The benefits of sustaining a diverse special education teacher workforce. In E.D. McCray, E. Bettini, M. Brownell, J. McLeskey, & P.T. Sindelar (Eds). *Handbook of Research on Special Education Teacher Preparation (2nd Ed)*. Routledge. https://www.routledge.com/Handbook-of-Research-on-Special-Education-Teacher-Preparation/McCray-Bettini-Brownell-McLeskey-Sindelar/p/book/9781032267272?gclid=Cj0KCQjw_5unBhCMARIsACZyzS0dq5qUIHZwsxqb96vxsBW15J0bFnqw_Qb4aT-knOJ-XhAI68p0esUaAoJSEALw_wcB

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 I3, DADD Publications.

Featured Articles

- Lindo, E. J.** (2024, July/August/September). The Science of Teaching Reading: Evidence and areas for exploration. *Literacy Today*, 42(1), 26-30. <https://publuu.com/flip-book/24429/1282661/page/28>
- Faggella-Luby, M., **Lindo, E. J.**, & Carlson*, K. (2024, July/August/September). Promising adolescent literacy intervention practice at the intersection of race & disability. *Literacy Today*, 42(1), 32-37. <https://publuu.com/flip-book/24429/1282661/page/34>
- Editorials*
- Martínez-Álvarez, P., Sullivan, A. L., Thorius, K. K., & Lindo, E. J., (2026). A retrospective analysis: The evolving mission of *Exceptional Children*. *Exceptional Children*, 92(3).
- Lindo, E. J.**, King Thorius, K., Sullivan, A. L., & Martínez-Álvarez, P. (2026). Writing Against Dismantling—Defending the Future of Special Education and Rehabilitation. *Exceptional Children*, 92(2), 117-121. <https://doi.org/10.1177/00144029251397698>.
- Lindo, E. J.**, Martínez-Álvarez, P., Sullivan, A. L., & Thorius, K. K. (2025). IDEA at 50—Progress, Equity, and the Work Ahead. *Exceptional Children*, 92(1), 5-10. <https://journals.sagepub.com/doi/10.1177/00144029251367473>
- Thorius, K. K., Sullivan, A. L., **Lindo, E. J.**, & Martínez-Álvarez, P. (2025). A Refusal to Normalize Homogeneity, Inequity, and Exclusion in Special Education. *Exceptional Children*, 91(4), 325-335. <https://journals.sagepub.com/doi/full/10.1177/00144029251342416>
- Lindo, E. J.**, Martínez-Álvarez, P., Sullivan, A. L., & Thorius, K. K. (2025). Existence and persistence during divisive and uncertain times. *Exceptional Children*, 91(3), 233-235. <https://doi.org/10.1177/00144029251323745>
- Lindo, E. J.**, Martínez-Álvarez, P., Sullivan, A. L., & Thorius, K. K. (2025). Deeping the commitment to our editorial vision and recognizing areas for comprehensive reform in special education. *Exceptional Children*, 91(2). <https://doi.org/10.1177/00144029241302399>
- Lindo, E. J.** (2024, July/August/September). From the Guest Editor: Intersectional Len on Literacy. *Literacy Today*, 42(1), 6. <https://publuu.com/flip-book/24429/1282661/page/6>
- Thorius, K. K., **Lindo, E. J.**, Martínez-Álvarez, P., & Sullivan, A. L. (2024). Situating Ourselves in Coalitions with and for Exceptional Children: Editors' Introduction. *Exceptional Children*, 90(4), 353-360. <https://doi.org/10.1177/00144029241273996>
- Thorius, K. K., **Lindo, E. J.**, Martínez-Álvarez, P., & Sullivan, A. L. (2024). Theoretical and Methodological Diversity of Exceptional Children Scholarship. *Exceptional Children*, 90(3), 209-216. <https://doi.org/10.1177/00144029241240615>
- Thorius, K. K., **Lindo, E. J.**, Martínez-Álvarez, P., & Sullivan, A. L. (2023). Introduction to the New Editors of Exceptional Children: The Editorial Vision of the New Team. *Exceptional Children*, 90(1), 4-10. <https://doi.org/10.1177/00144029231196264>

Thorius, K. K., **Lindo, E. J.**, Martínez-Álvarez, P., & Sullivan, A. L. (2023). Editorial Perspectives on Critical Issues Affecting Special Education to be Addressed by Exceptional Children. *Exceptional*

PRESENTATIONS

National and International

Lindo, E. J., Pittman, R., & Sorrells, A. (July, 2026). *Inclusive Literacy Strategies for Diverse Learners in High-Poverty Contexts*. Presentation at Council for Exceptional Children' Division for International Special Education Conference. Cusco, Peru (refereed).

Sorrells, A., Ellis-Robinson, T., Harkins, E., **Lindo, E.**, & Kyzar, K. (April, 2026). *Unsettling the Present: Multigenerational, Interdisciplinary Dialogues on the Past, Present, and Futures of Inclusive Education*. Presentation at the annual meeting of the American Educational Research Association (SIG-Special and Inclusive Education Research). Los Angeles, CA. (refereed)

Lindo, E. J. (2025). *Teaching reading comprehension with intention: The importance of multi-component strategies in supporting inclusive practice*. Panel presentation at Council for Exceptional Children' Division for International Special Education Conference. Nairobi, Kenya (refereed). <https://www.youtube.com/live/Z-PfR4-ircU> (start around 1:58:34 of recording).

Lindo, E. (2025). *SoR Evidence at the Intersection of Disability and Black Identity*. Lecture/Workshop Presentation at the National Black Literacy Matters Conference, Omaha, Nebraska (refereed)

Alfredo, A., **Lindo, E.**, and the The Coalition Advancing Knowledge at the Intersections (CAKI, 2025, April) *Interrogating and Repairing IDEA's Conceptions of Equity since 1975*. Presidential Session at the annual meeting of the American Educational Research Association, Denver, CO. (refereed)

O'Quin, C., **Lindo, E.**, Ellis-Robinson, T., Proffitt, W., Esparza-Brown,, J., & Page, D. (2025, March) *DDEL Showcase: Empowering Early Career Special Educators with Diversity-Driven Practices* Panel presentation at the Council for Exceptional Children Convention, Baltimore, MD (referred),

Lindo, E., Kyzar, K., Gunter, A, Ko, D., & Faggella-Luby, M. (2025, March). *Evidence for the Intersections: A Critical Examination of Science of Reading with an Intersectional Lens*. Panel presentation at the Council for Exceptional Children Convention, Baltimore, MD (referred),

Caldera, A., Murray, M., and the Educators of Color Conference Community (2024, October). *All Means All: The Intersection of SoR and Culturally and Linguistically Responsive Literacy Instruction*, Panel presentation at the Annual Conference of the Reading League, Charlotte, NC. (invited)

Toste, J. R., Farris, E. A., Shero, J., Logan, J., Hart, S., & **Lindo, E.** (2024, September). *Data integration to advance evidence in special education research: Exploring racial differences in reading*

intervention effectiveness [Poster session]. Society for Research on Educational Effectiveness (SREE), Baltimore, MA. (refereed).

Lindo, E., (2024, June). *Employing Multi-Component Strategies to Build Comprehension*. Panel presentation at Council for Exceptional Children' Division for International Special Education Conference. Panama City, Panama (refereed).

Kyzar, K., Bauml, M., & **Lindo, E.** & Faggella-Luby, M.. (2024, March). *"I Can Do This": Targeting Self-Efficacy in Special Education Coursework*. Poster session at the Council for Exceptional Children Convention, San Antonio, TX (refereed).

Lindo, E., Ko, D., Harkins, E., Faggella-Luby, M., & Gunter, A. (2024, March). Critical Review of the Science of Reading through Intersectional Lens. Panel presentation at the Council for Exceptional Children Convention, San Antonio, TX (invited).

Sorrell, A., **Lindo, E.**, Dennis, M., & Trainor, A. (2024, February). *Learning Disabilities Research Equity: Identifying Contexts, Constraints, and Intersections for Future*. Pacific Coast Research Conference, Coronado, CA. (refereed)

Lindo, E. (2024, January). Moving from Awareness to Action: Advancing the Evidence Base for Diversity, Equity, Inclusion, and Accessibility (DEIA) in Special Education. Hackathon Session, Aletheia Society Unconference, Coronado, CA. (invited)

Faggella-Luby, M., Przymus, S., **Lindo, E.**, & Mendoza, M. (2023, November). *Setting Sail: Navigating the waters of embedding learning science in teacher preparation*. Panel presentation at the Council for Exceptional Children Teacher Education Division Conference, Long Beach, CA. (refereed)

Lindo, E. J., Elleman, A. C., Grow, J., Talbert, S.K., Shewalter, P., Fields, R.S., Barnes, Z., & Oslund, E. L., (2023, July). *Examining the effectiveness of reading comprehension instruction for students in grades K-12 over the last century: A meta-analytic review*. Presentation at the annual meeting of the Society for the Scientific Study of Reading, Port Douglas, AUS. (refereed)

Wilt, C., Threlkeld, Boveda, M., A., Ocasio-Stoutenburg, L., Nyegenye, S., & **Lindo, E.** (2023, April). From special education advocates to critical supporters: Rethinking advocacy for Black youth labeled with disabilities and their families, Virtual presentation at the annual meeting of the American Educational Research Association. (refereed)

Quinn, B., Anderson, S., **Lindo, E.**, Huddleston, G., Atwood, E., Stark, M. & Weinberg, M. (2023, April). *Faculty development for diversity, equity, and inclusion: An action research study*. Division K - Teaching and Teacher Education Poster session at the annual meeting of the American Educational Research Association, Chicago, IL. (refereed) <https://aera23-aera.ipostersessions.com/?s=92-38-BE-E8-25-93-8D-C2-5B-C7-4C-05-6A-A9-I6-0D>

Wilt, C., Boveda, M., Nyegenye, S., **Lindo, E.**, & Threlkeld, A. (2023, April). *From "Advocate" to "Critical Supporter": Theorizing special education advocacy when centering Black families*. Division G - Social Context of Education Roundtable session at the annual meeting of the American Educational Research Association, Chicago, IL. (refereed)

Lindo, E., Ellis-Robinson, T., Banks, J., Scott, L., & Werunga, R. (2023, March). *Project 20/20 Town Hall*. Panel presentation at the Council for Exceptional Children Convention, Louisville, KY. (refereed)

Wilt, C., Boveda, M., Nyegenye, S., **Lindo, E.,** & Threlkeld, A. (2023, March). *From special education advocates to critical supporters: Rethinking advocacy*. Panel presentation at the Council for Exceptional Children Convention, Louisville, KY. (refereed)

OTHER SCHOLARLY WORK (MEDIA APPEARANCES, OP-EDS, PODCASTS, WEBINARS, GUEST LECTURES, ETC.)

Lindo, E. (January, 2026). *Reimagining the Science of Reading: Centering Disenfranchised Learners and the Cultural Realities That Shape Literacy*. Distinguished Lecturer for the Center for Research on Challenges in the Acquisition of Language and Literacy (CRCALL), Georgia State University.

Lindo, E. & Freeman-Green, S. (2025, December). Publishing in Special Education Journals: *A conversation with CEC editors*. Webinar hosted by Project COEDUCATE.

Gibson, S., Lindo, E. J., & Usero-Gonzalez (2025). IDA Infographic and Structured Literacy: Clearing Up Misconceptions for Better Implementation. Panel Discussion co-hosted by CORE Learning and The Reading League. [HTTPS://HOME.EDWEB.NET/WEBINAR/LANG-LIT20250327/](https://home.edweb.net/webinar/lang-lit20250327/)

Lindo, E. (2025, April). *Identifying and Bridging the Gap: Advancing the Science of Reading for Culturally, Linguistically and Neuro-Diverse Learners*. J. George Jones Jr., & Velma Rife Jones Distinguished Visiting Lecturer, University of Utah. <https://www.youtube.com/watch?v=VZ4fQr0VrffE>

Lindo, E. (2025). Advancing Equity Through Scholarship: A Guide to Publishing with Impact in *Exceptional Children*: A Conversation with the Editors of *Exceptional Children*. FCRR

Lindo, E. J., Martínez-Álvarez, P., Sullivan, A. L., & Thorius, K. K. (February, 2025). *Exceptional Children: Inclusive Research and Future Possibilities* panel. AERA Special and Inclusive Education Research (SIER) SIG's Road to the 2025 AERA Conference webinar series.

Thinks Aloud with Dr. G. Podcast (Episode 46, June, 2024). *Endia Lindo*. <https://www.listennotes.com/podcasts/think-aloud-with-dr-g-dr-lisa-goran-tG-29z0VPfw/>

Lindo, E. (2024). Voices from the Field Video for Insights and Context: Intentionality in Creating Positive Learning Environments (Pk-12), Branch Alliance for Educator Diversity (BranchED).

Lindo, E. (2024, November). *Understanding the Peer Review Publication Process (part 2)*. Presentation at the AACTE Holmes Scholar Research and Dissertation Retreat. Fort Worth, TX. (invited).

- Lindo, E. (2024, April). *Equity and diversity in special education research*. Presentation to Project EPIC team, Arizona State University and University of Kansas.
- Waitoller, F., **Lindo, E.**, & King-Thorius, K. (November, 2023). *Publishing in Exceptional Children with Endia Lindo and Kathleen King-Thorius*. DiveIn: A Podcast about Diversity, Equity, and Inclusion in Special Education Research sponsored by the Council of Exceptional Children Division of Research. DOI:10.13140/RG.2.2.31605.14565.
<https://divein.alitu.com/episode/d8ec3367-9744-456c-92c9-1cbc07935ecd>
- TCU Magazine (Winter 2023). *Obstacles to Education*. <https://magazine.tcu.edu/winter-2023/black-students-special-education-endia-lindo-racism/>
- CBS News 11 news segment aired April 14, 2023 <https://www.cbsnews.com/texas/news/i-team-handcuffed-in-hallways-teaching-alternatives-to-restraints-in-schools/>
- TCU Endeavors magazine (2023) <https://endeavors.tcu.edu/labeled-as-disabled/> (as of 12/2023 read by 101,645 people across the country.)
- Lindo, E. (2023, November). *Creating your career trajectory*. Doctoral Professional Seminar, Florida Center for Reading Research/Florida State University.
- DFW Child (July, 2022). *Are girls underdiagnosed for dyslexia?* <https://dfwchild.com/are-girls-underdiagnosed-for-dyslexia/>
- 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.
<https://www.edweek.org/events/webinar/intersection-collective-disability-bipoc-youth>
- 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.
<https://aacte.org/events/gsolen-and-aacte-webinar-on-teaching-diverse-learners-245/>
<https://videos.aacte.org/gsolen-and-aacte-webinar-on-teaching-diverse-learners-session-2> (Lindo 24:50)
- Cormier, C., **Lindo, E.** & Ford, D. (2021, December). *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 1: 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.
- Lindo, E. J. (2008). *Family Engagement in Advancing Literacy Survey*. Atlanta, GA: Georgia State

University.

Tyler, N. C., Smith, D. D., & **Lindo, E. J.** (2006). *RTI (Part I): An Overview*. Peabody College, Vanderbilt University, IRIS Center for Faculty Enhancement:
<https://iris.peabody.vanderbilt.edu/module/rti01/>

EDITORSHIPS, EXPERT REVIEWER, ADVISORY BOARDS

Editor

Exceptional Children (July, 2023-Present)

Editorial Board Member (since)

Journal of Learning Disabilities (2022)

Multicultural Learning and Teaching (2020)

Multiple Voices-Disability, Race, and Language Intersection in Special Education (2019)

Learning Disability Quarterly (2018)

Review of Educational Research (2022-2026)

Intervention in School and Clinic (2014-2024)

LD Forum (2012-2024)

Expert Reviewer

National Center on Intensive Intervention <http://www.intensiveintervention.org/> (2012-Present)

National Center on Response to Intervention-Instruction Technical Review Committee (2009-2012)

National Center on Response to Intervention -Progress Monitoring Technical Review Committee (2008-2009) www.rti4success.org

Grant Advisory Boards/Mentor

NSF Grant #2313981 A Synthesis of Approaches to Equity, Belonging, and Broadening Participation in Museums and Makerspaces (Children's Museum of Pittsburgh, January, 2024-Present).

Project EPIC (Arizona State University/University of Kansas; funded 2023-Present).

Project COEDUCATE (Florida International University/University of Nevada-Las Vegas, funded 2023-Present)

Project R2D2. (Florida State University; Funded 2021-Present)

EXTERNAL GRANTS

PNC Foundation Grant supporting PNC Early Learning Institute. Co-Investigator, PI-Dr. Jan Lacina. Funded \$50,000.

An Integrated Data Approach to Exploring Racial Differences in Reading Intervention Effectiveness (IDARE). Co-Investigator for Eunice Kennedy Shriver National Institute of Child Health & Human Development (NIH) R01, Award #11R01HD110533-01, PI- Dr. Jessica Toste (UT Austin) Funded \$2,989,685.00; Subaward \$119,124. (05/08/2023 – 04/30/2028).

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).

SERVICE

TEXAS CHRISTIAN UNIVERSITY

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

Coordinator- AACTE Holmes Scholars Program (Fall 2023-Present)

Chair-Academic Affairs Committee (August, 2021-Present)

Member - COE Diversity, Equity, and Inclusiveness Committee (April 2018- February 2025)

College Diversity Advocate - College of Education (April, 2018- August, 2024)

Member, SACSCOC Steering Committee (September 2025- Present)

Co-Chair, Connected Culture Advisory Council (August 2025- Present)

Member-Inclusive Excellence Advisory Council (August 2022- July 2025)

Affiliated Faculty- Center for Public Education and Community Engagement (CPECE), (August 2022-Present)

Member- Laboratory School Advisory Board (September 2017-Present)

Affiliated Faculty – Comparative Race and Ethnic Studies (CRES), (January 2017-Present)

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

Member-Black Faculty Staff Association (August 2016-Present)

PROFESSIONAL SERVICE TO THE FIELD

Board Member, The Center for Effective Reading Instruction, (November, 2025-Present)

<https://effectivereading.org/about-us/india-lindo/>

Member, Evidence Advocacy Center's Special Education Team (February, 2025-Present)

Member, The Intersection Collective, (October, 2023 – Present)

Founder, Coalition Advancing Knowledge and Impact (CAKI) (May, 2023 – Present)

Member, Special Education Research Accelerator (SERA) Consensus Panel (February, 2023- Present)

Member, The Reading League's Educators of Color Conference Community (January, 2024 – October 2025)

Member, Friends of DR Advisory Council Division for Research (DR) of the Council for Exceptional Children (CEC) (July, 2022-Present)

Founding Member, The Aletheia Society <https://aletheia-society.org/about-us/> (June, 2022-Present)

Member, Collaborative on Racialized Disability (CORD) (February, 2022-Present)

Chair of Professional Development Committee of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) of the CEC (January, 2022-Present)

Program Chair, CEC's project 20/20 (January, 2020 – July, 2023)

Presidential Line of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) of the CEC. Immediate Past President (2021), President (2020), President-Elect (2019)

Co-Chair Programing Committee for Pacific Coast Research Conference (2020-2021)

Member of Professional Development, Standards, and Ethics Committee for Division of Learning Disabilities (DLD) of CEC (2018 – 2021)

Member of Programing Committee for Pacific Coast Research Conference (2018-2020)
Member of Diversity Committee of the Council for Learning Disabilities (Co-Chair, 2015; 2012-2020)
Chair of Research & Professional Issues Committee of the Division for Culturally and Linguistically
Diverse Exceptional Learners (DDEL) of the CEC. (March, 2018 – January, 2019)
Member of Ethics Committee of the Council for Learning Disabilities (October 2014-August 2016)
Member of Professional Development Committee of the Teacher Education Division of CEC (2011)

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association (AERA)-Divisions K & G
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); Division of International Special Education and Services (DISES)
Council for Learning Disabilities (CLD)
International Dyslexia Association (IDA)
International Literacy Association (ILA)
Society for the Scientific Study of Reading (SSSR)
The Dyslexia Foundation