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Accessible Teaching, Learning, and Assessment Systems
The Achievement and Assessment Institute
University of Kansas

CONTACT INFORMATION

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EDUCATION

Ph.D. Psychology, 2012
Specialty area: Cognitive Psychology
University of Kansas, Lawrence, KS

M.A. Experimental Psychology. 2006
Ball State University, Muncie, IN

B.A. Psychology, 2004
B.S. Accounting, 2004
Auburn University, Auburn, AL

PUBLICATIONS

- Swinburne Romine, R., Schuster, J., Karvonen, M., Thompson, W. J., Erickson, K., Simmering, V., & Bechard, S. (2025). Learning maps as cognitive models for instruction and assessment. *Education Sciences*, 15(3), 365.
- Swinburne Romine, R., Schuster, J., & Thatcher, E. (2023). *From understanding symbols to constructing texts that convey meaning: Teaching students with intellectual disabilities to write as a means of communication* (SWIM Project Brief #3). University of Kansas, Accessible Teaching, Learning, and Assessment Systems.
- Swinburne Romine, R., Andersen, L., Schuster, J., & Karvonen, M. (2018). *Developing and evaluating learning map models in science: Evidence from the I-SMART project*. University of Kansas, Center for Accessible Teaching, Learning, and Assessment Systems (ATLAS).
- Whetstone, P. J., Gillmor, S. C., & Schuster, J. G. (2015). Effects of a metacognitive social skill intervention in a rural setting with at-risk adolescents. *Rural Special Education Quarterly*, 34(2), 25-35.

- Schuster, J., & Erickson, K. (2014). *Text complexity in the Dynamic Learning Maps Alternate Assessment* (White paper). Dynamic Learning Maps Consortium: Lawrence, KS. <http://dynamiclearningmaps.org/content/dlm-publications>
- Atchley, R. A., Ilardi, S., Young, K., Stroupe, N., O'Hare, A., Bistricky, S., Collison, E., Gibson, L., Schuster, J., & Lepping, R. (2012). Depression reduces perceptual sensitivity for positive words and pictures. *Cognition & Emotion*, 26, 1359-1370.
- Atchley, R. A., Grimshaw, G., Schuster, J., & Gibson, L. (2011). Examining lateralized lexical ambiguity processing using dichotic and cross-modal tasks. *Neuropsychologia*, 49, 1044-1051.
- Ritchey, K., Schuster, J., & Allen, J. (2008). How the relationship between text and headings influence readers' memory. *Contemporary Educational Psychology*, 33, 859-874.

RESEARCH PRESENTATIONS

- Dante, D., Schuster, J., & Samson, Amber (2026, October 5-7). *Developing and evaluating an AI agent to read and interpret learning maps* [Coordinated Paper Presentation]. NCME Artificial Intelligence in Measurement and Education Conference, Pittsburgh, PA.
- Schuster, J., Shin, N., Johnson, P., & Quirin, A. (2025, April 23-27). *Characteristics of middle and high school text-dependent analysis instruction and the support educators need* [Paper Presentation]. American Educational Research Association Annual Meeting, Denver, CO.
- Schuster, J., Kobrin, J. L., Clark, A., & Swinburne Romine, R. (2022, April 21-26). Evaluating text complexity at different writing development stages for Students with Significant Cognitive Disabilities. In E. Plummer Catena (Chair) *Writing and writing instruction: Perspectives and practices* [Paper Session]. American Educational Research Association Annual Meeting, San Diego, CA.
- Schuster, J., Clark A. K., & Swinburne Romine, R. (2021, March 8-13). *Developing effective writing instruction for students with significant cognitive disabilities* [Multi-presentation session]. Council for Exceptional Children Annual Meeting, virtual.
- Schuster, J., Swinburne Romine, R., & Clark, A. (2019, April 5-9). *Writing instruction and assessment for struggling learners* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.
- Schuster, J., & Swinburne Romine, R. (2019, April 4-8). *Development of learning maps as models of the content domain* [Paper presentation]. National Council on Measurement in Education Annual Meeting, Toronto, Ontario, Canada.
- Schuster, J. & Swinburne Romine, R. (2015, April 8-11). *Increasing text accessibility for students with significant cognitive disabilities* [Conference presentation].

Council for Exceptional Children Convention and Expo, St. Louis, MO.

Swinburne Romine, R., & Schuster, J. (2014, April 3-7). *Moving beyond learning progressions to dynamic learning maps: A validation study* [Roundtable discussion]. American Educational Research Association annual meeting, Philadelphia, PA.

Whetstone, P., Schuster, J., & Gillmor, S. (2013, February). *Social skills change student behavior* [Conference presentation]. Learning Disabilities Association of America Conference, San Antonio, TX.

Schuster, J. G., Clark, A. K., Mark, C. A., & Shin, S. (2012, April 11-14). *Multiple pathways to literacy: The Dynamic Learning Maps Alternate Assessment System* [Conference presentation]. Council for Exceptional Children Convention and Expo, Denver, CO.

Atchley, R. A., Azevedo, N., Schuster, J., & Kehayia, E. (2012, November). *Using electrophysiological measures to study lexicality judgments* [Poster]. Cognitive Neuroscience Society, Chicago, IL.

Lepping, R., Atchley, R. A., Stroupe, N., Young, K., Gibson, L., & Schuster, J. (2010, November). *Emotional sentence processing in major depressive disorder* [Poster]. Psychonomic Society, St. Louis, MO.

Landau, M. J., Atchley, R. A., Vess, M., Arndt, J., Rothschild, Z., Sullivan, D., Young, K., O'Hare, A., Gibson, L., & Schuster, J. (2009, November). *Semantically instantiated conceptual metaphors influence expressions of the intrinsic self-concept* [Poster]. Psychonomic Society, Boston, MA.

Schuster, J., Atchley, R. A., Grimshaw, G., Gibson, L., Williams, C., & Menager, J. (2009, June). *Lateralized meaning access for lexically ambiguous auditory stimuli* [Poster]. Theoretical and Experimental Neuropsychology, Montreal, Quebec, Canada.

Schuster, J., & Atchley, R. A. (2008, October). *Influence of reading goals and working memory span on reading* [Poster]. Conference of the Mental Lexicon, Banff, Alberta, Canada.

Schuster, J., & Atchley, R. A. (2007, November). *Influence of reading goals and working memory span on reading and recall* [Poster]. Psychonomic Society, Long Beach, CA.

RESEARCH EXPERIENCE

2018-Present	ELA Research Lead in the Accessible Teaching, Learning, and Assessment Systems of the Achievement & Assessment Institute at the University of Kansas.
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- 2013-2018 Associate Researcher on the *Dynamic Learning Maps (DLM) Alternate Assessment Consortium* in the Center for Educational Testing and Evaluation at the University of Kansas.
- 2016-2017 Associate Researcher on the *Enhanced Learning Maps* project in the Center for Assessment and Accountability Research and Design at the University of Kansas.
- 2013-2014 Product Manager of the Learning Maps application for the *Dynamic Learning Maps Alternate Assessment Consortium* in the Center for Educational Testing and Evaluation at the University of Kansas.
- 2012-2013 Postdoctoral Researcher on the *Dynamic Learning Maps Alternate Assessment Consortium* in the Center for Educational Testing and Evaluation at the University of Kansas.
- 2011-2012 Graduate Research Assistant on the *Dynamic Learning Maps Alternate Assessment Consortium* in the Center for Educational Testing and Evaluation at the University of Kansas.

TEACHING EXPERIENCE

- Summer 2008 Assistant Instructor
PSYC 310 Research Methods – 1 section
University of Kansas
- 2007-2009 Assistant Instructor
PSYC 104 General Psychology – 8 sections
University of Kansas