

CURRICULUM VITAE

DATE: 10-2005

NAME: Michael A. Assel, Ph.D.

PRESENT TITLE: Assistant Professor
Department of Pediatrics

ADDRESS: The University of Texas Medical School at Houston
Department of Pediatrics
Division of Developmental Pediatrics
Children's Learning Institute
7000 Fannin, Suite 2300
Houston, TX 77030
(713) 500-3714 Phone
(713) 500-3705 Fax

BIRTHDATE: September 11, 1965

CITIZENSHIP: USA

EDUCATION AND TRAINING:

| | | |
|-------------------|---|--|
| 08/1983 – 12/1987 | Louisiana State University, Baton Rouge, LA. | B.A. Psychology |
| 08/1999 – 12/1991 | Nicholls State University Thibodaux, LA . | M.A. Honor Graduate Psychological Counseling |
| 08/1992 – 5/1999: | University of Houston Houston, TX | Ph.D. Counseling Psychology |

POSTGRADUATE TRAINING:

| | |
|------------------|--|
| 08/1997-08/1998: | Houston Independent School District- Predoctoral Internship. |
| 08/1998-04/2000 | Clinical Supervision: Dr. Susan H. Landry University of Texas Health Science Center Postdoctoral Fellowship- |

APPOINTMENTS AND POSITIONS:

2000 – Present Assistant Professor, Department of Pediatrics, University of Texas Health Science Center - Houston

CERTIFICATION AND LICENSURE :

Certification: Texas State Board of Examiners of Psychologists

Licensure: Texas # 3-1387

PROFESSIONAL ORGANIZATIONS (AND COMMITTEES OF THESE):

Membership in Professional Societies:

National: American Psychological Association
Tuberous Sclerosis Complex Clinical Data Base Advisory Committee

Service to Community

- 2002- Guest Lecturer at the Learning Repertoire, on the importance of assessment for children diagnosed with Pervasive Developmental Disorder.
- 2003- Guest lecturer at the Joy's School Parent Education Seminar.
- 2004- Asked to serve on the Medical Advisory Board for Learning Difference.com, a website for parents of children with learning disabilities.

Current Clinical Responsibilities

- 1998 - UCT Developmental Pediatrics Clinic: Neuropsychological assessments of infants and children between the ages of 18 months and 18 years. Two days per week are devoted to this clinic.
- 2001 - CPS Clinic: Currently coordinates staff, supervises clinicians, sees patients, and oversees the entire scope of services for a weekly clinic at Children's Protective Services. This clinic evaluates all infants coming into foster care.

Current Research Responsibilities

- 1999 - Texas Education Agency Head Start Evaluation Program, Texas Early Education Model (TEEM), and IERI Online Professional Development Grant Project: Assessment coordination for multiple educational outcome studies. Currently supervise measure selection, training of assessors, and data collection on these studies that involve approximately 6,000 children.
- 2000 - Texas Even Start: Assist the Director of Texas Even Start Programs in terms of developing an assessment and program evaluation package for sites across the state of Texas.
- 2002 - Preschool Curriculum Evaluation Research: Co-Investigator of the project, responsibilities include supervision of a large scale curriculum evaluation project in Houston, staff training, study coordination, preparation of reports for the funding agency, data summary and analysis, measure selection, preparation of presentations for Department of Education Meetings and conferences.
- 2003 - Early Reading First: Developed the evaluation plan for a national study of pre-kindergarten programs designed to improve early literacy. Duties include reviewing the psychometric properties of assessments that evaluate 4 year old children's language and preacademic skills, social-emotional development, and teacher classroom observations. In the summer of 2004, duties will include training of the assessment and observation staff that will travel the country to evaluate programs.
- 2004- Curriculum Grant- Co-Investigator on a large NIH funded Program Project evaluating an experimental curriculum. Current duties include developing of training materials and procedures for ensuring quality assessment data across a large cohort of children.

EDUCATIONAL ACTIVITIES

Sponsorship of Candidates for Postgraduate Degree

Thesis Committee Member

- 08/00 – 05/01 Betsy Clark-Gay
Department of Pediatrics – Genetics, UTHSC Houston
- 08/01 – 05/02 Jennifer Seifert
Department of Pediatrics – Genetics, UTHSC Houston
- 08/02 – 05/03 Carolyn Wilson
Department of Pediatrics – Genetics, UTHSC Houston

Current Teaching Responsibilities

Resident Training: Quarterly seminar to 2nd year medical student on Learning Disabilities and ADHD. Medical students are exposed to appropriate referral procedures for neuropsychological testing and provided with information surrounding their responsibilities as primary care physicians.

GRANT SUPPORT

Current Support

09/02 – 09/06 Principal Investigator: Susan H. Landry, Ph.D., Role: Co-Investigator
Department of Education, “Preschool Curriculum Evaluation Research”
\$1,794,104

09/03 – 09/06 Principal Investigator: Russell Jackson Ph.D.,
Role: Assessment Consultant, Department of Education
“Early Ready First Program Evaluation”,

09/01/05-08/31/10 Principal Investigator: Susan H. Landry, Ph.D, Role: Co-Investigator,
“Medical Complications and Parenting-Preterm Development”
\$564,300, NIH R01 HD25128-11

Past Support

09/01/00-08/31/01 Principal Investigator: Susan H. Landry, Ph.D, Role: Co-Investigator,
Texas Education Agency-Special Projects: Reading Initiatives
\$613,000 TEA—102450510500111

08/01/02-08/01/05 Principal Investigator: Susan H. Landry, Ph.D, Role: Co-Investigator
DOE- Preschool Curriculum Evaluation Research
\$1,794,104

04/01/01-01/02/02 Principal Investigator: Susan H. Landry, Ph.D, Role: Training Consultant,
Texas Even Start Statewide Family Literacy Initiative
\$76,108 R01 061300101

PUBLICATIONS:

Refereed Articles:

1. Sandhu, D. H. & Assel, M. A : Effects of Gender and Cultural Variables on the Perception of Individuals Toward Middle-Age. *Journal of Young Adulthood and Middle-Age*, 3; 76-86 1991
2. Landry, Susan H; Smith, Karen E; Swank, Paul R; Assel, Mike A; Vellet, Sonya: Does early responsive parenting have a special importance for children's development or is consistency across early childhood necessary? *Developmental Psychology* 37:3, 387-403, 2001.
3. Steelman L., Assel, M.A., Swank, P.R., Smith, K.E., and Landry, S.H.: Early Maternal Warm Responsiveness as a Predictor of Child Social Skills: Direct and Indirect Paths of Influence over Time. *Journal of Applied Developmental Psychology*, 23, 135-156, 2002
4. Assel, M.A, Landry, S. H., Swank, P. R., Steelman L., Miller-Loncar C., K. Smith E. How do mothers' childrearing histories, stress and parenting affect children's behavioural outcomes? *Child Care, Health & Development*, 28, 359-368, 2002
5. Assel, M., Landry, S., Swank, P., Smith, K., & Steelman, L.: Precursors to mathematical skills: Examining the roles of visual spatial skills, executive processes, and parenting factors. *Applied Developmental Science*, 7, 27-38, 2003.
6. Landry, S.H., Smith, K.E., Assel, M.A., Swank, P.R. Longterm consequences of prematurity. In D.L. Molfese & V.J. Molfese (Eds.) *Handbook of Developmental Neuropsychology*, Vol. 1. Lawrence Erlbaum Associates, Inc., Mahwah, N.J. (in press).
7. Eichmeyer, J., Northrup, H., Assel, M., Goka, T. Johnston, D. Tucker-Williams, A. (Accepted for publication: September, 17, 2004). *Journal of Genetic Counseling*.
8. Landry, S. H., Swank, P.R., Smith, K.E., Assel, M.A., & Gunnewig, S. (in press). Enhancing early literacy skills for pre-school children: Bringing a professional development model to scale. *Journal of Learning Disabilities*.
9. Dieterich, S.E., Assel, M.A., Swank, P. R., Smith K.E., & Landry, S.L. (in press). The Impact of Maternal Verbal Scaffolding and Child Language Abilities on Later Decoding and Reading Comprehension Skills. *Journal of School Psychology*.

OTHER PROFESSIONAL COMMUNICATIONS:

Presentations:

1. Rosenfeld, G., Stout, P., & Assel, M.A. The Italics Papers: Does An Extra-Credit Project Improve Test Performance? National Institute of Teaching of Psychology, 1990.

2. Vellet, N.S., Assel, M., Landry, S., Swank, P., and Smith, K. Maternal Warm Responsiveness: A Discrete Aspect of Parenting or Part of a Broader Parenting Style. Society for Research in Child Development Meeting, Albuquerque, NM, 1998.
3. Assel, M.A., Steelman, L.M., & Swank, P.R. The relation of prematurity, maternal pathology, and parenting to child behavioral outcomes within a structural model 2001 Society for Research in Child Development Biennial Meeting in Minneapolis, MN, April 19-22, 2001.
4. Assel, M. A. Appropriate Assessment Procedures for Evaluation of Children in Head Start Programs. . Taught seminars to administrators and staff of Head Start programs, Dallas, Corpus Christi, Houston TX. Summer 2000.
5. Assel, M.A. Autism in the Classroom: Implications for Educators. Taught seminar for Dr. Anita Copley, Ph.D. College of Education, University of Houston. October 26, 2000
6. Assel, M.A. Appropriate Assessment Procedures for the Evaluation of Children in Family Literacy Programs. Collaborative Symposium for Family Literacy and Adult Education. November 28, 2000.
7. Steelman, L.M., Assel, M.A., & Swank, P.R. Early warm responsiveness as a predictor of child social skills: Direct and indirect paths of influence over time., 2001 Society for Research in Child Development Biennial Meeting in Minneapolis, MN, April 19-22, 2001.
8. Assel, M.A. Using assessment procedures for program evaluation in Even Start Programs., Even Start State Conference, Austin, TX. August 23, 2001.
9. Assel, M.A. The Bayley Infant Neurodevelopmental Screener: Proper administration procedures. Even Start State Conference in Austin, TX. August 23-24, 2001.
10. Assel, M.A. Sensitivity behaviors in childcare settings. (Texas Association for the Education of Young Children). Richmond TX, Corpus Christi, TX, Austin TX, and Galveston TX, Summer 2001.
11. Assel, M.A. Emergent literacy in childcare settings. (Texas Association for the Education of Young Children). Richmond TX, Corpus Christi TX, Austin TX, and Galveston, TX, Summer 2001.
12. Assel, M.A. Assessment Procedures for the Head Start Teachers: Emergent Literacy and the Identification of Children who are at Risk for Problems in Reading. Arlington TX, Houston TX, and Head Start State Conference in Corpus Christi TX, Summer 2001.
13. Clark-Gay B, Tucker AJ, Assel MA, Johnston DA, Au K-S, Northrup H: Psychosocial impact of genetic testing for tuberous sclerosis complex (TSC). 51st Annual Meeting of the American Society of Human Genetics, San Diego, CA, October 2001.

14. Assel, M. The Importance of ongoing follow-up for children diagnosed with Pervasive Developmental Disorders. Talked at the Learning Repertoire, on the importance of assessment for children diagnosed with Pervasive Developmental Disorder. Pearland, Texas. October 2003.
15. Assel, M., Lomax-Bream, L., Smith, K., & Swank, P., Predicting social perspective taking: The shared role of goal directed play and early maternal interactions. Society for Research in Child Development, Tampa, FL., 2003.
16. Hebert, H., Dieterich, S., Landry, S., Assel, M., & Lomax-Bream, L, Predictors of social competence with peers among children born prematurely with medical complications. Society for Research in Child Development, Tampa, FL, 2003.
17. Assel, M. Learning Differences, Parent Education Series at the Joy School, September, 11, 2003. Houston, TX., 2003.
18. Assel, M. Standardized Assessment in Even Start: What is Program Evaluation and Why is it Important. Presented to the Texas State Even Start Conference, Houston, TX November 11, 2003.
19. Assel, M. Assessment of Pre-Academic Skills in Even Start Programs. Presented to the Texas State Even Start Conference, Houston, TX. November, 12-13, 2003.
20. Farran, D., Starkey, P., Clements, D., Fountain, C., Cosgrove, M., Wood, J., Lambert, R., Abott-Shimm, M., Priest, J., Zoellick, L., Landry, S., Assel, M., File, N., Schweingruber, H., Preschool Curriculum Evaluation Research (PCER)- year one: A report from the field. National Association for the Education of Young Children Annual Conference in Chicago, IL., 2003.
21. Huckabee, H., Hannay, J., Landry, S., & Assel, M., What does Autistic, PDDNOS, and Asperger's really mean?, Texas Psychological Association Annual Convention, Austin, TX., 2003.
22. Assel, M. Attention Deficit Hyperactivity Disorder: What a Family Practitioner Needs to Know. Ground Rounds presented to Family Practice Physicians. UTHSC-H, June 2, 2004.
23. Farran, D., Lipsey, M., Starkey, P., Klein, A., Landry, S. & Assel, M. Preschool Curricula for Children From Low-Income Families: Issues and Outcomes. Presented at Head Start's 7th National Research Conference, "Promoting Positive Development in Young Children: Designing Strategies That Work." Washington, DC. June, 29 2004.
24. Assel, M. Prevention and Remediation of Reading and Learning Disabilities: What We Know From Research. Seminar taught to 3rd year medical students at UTHSC-H, Medical School. Houston, TX, September, 8, 2004.

25. Assel, M. & Crawford, A. Classroom Observation Training for the National Early Reading First Program Evaluation Study, Houston, TX, September 9- 15, 2004.
26. Assel, M. Child Assessment Training for the National Early Reading First Program Evaluation Study, Houston, TX, September 21- 25, 2004.
27. Assel, M. ADHD: Guidelines for Pediatric Practice. Pediatric Grand Grounds, UTHSC-H Medical School, October, 5, 2004.
28. Assel, M. Using the Home Observation for Measurement of the Environment (HOME) for Program Evaluation. Presented to the Texas State Even Start Conference, Houston, TX. October 19, 2004.
29. Assel, M. Choosing Developmental Screening Measures in Even Start Programs. Presented to the Texas State Even Start Conference, Houston, TX. October 20, 2004.
30. Assel, M. Evaluation of Program Effectiveness: Using Standardized Assessments to Improve Program Quality. Presented to the Texas State Even Start Conference, Houston, TX. October 21, 2004.
31. Dieterich, S., Landry, S., Smith, K., Swank, P., & Assel, M. Applications of a Research Based Parenting Intervention Program in a Low Income Urban Community: Does Mentoring Enhance Outcomes? Poster Presentation at the Society for Research in Child Development, Atlanta, GA, 2005.
32. Assel, M., Landry, S., Swank, P., & Gunnewig, S. Investigation of 2 Literacy-Specific Curricula: The Impact of Mentoring, Teacher Behaviors, and Implementation. Paper Symposium at the Society for Research in Child Development, Atlanta, GA 2005
33. Assel, M., Swank, P., Smith, K., Landry, S., & Crawford, A. Precursors to Social Perspective Taking: Examining the Roles of Neurological Status, Play, Executive Functioning, and Language. Poster Presentation at the Society for Research in Child Development, Atlanta, GA 2005.
34. Swank, P., Assel, M., Pedroza-Josic, C., & Smith, K. Correlates of a Semi-Structured Play Task: Predicting Social Perspective Taking with a Partner. Poster Presentation at the Society for Research in Child Development, Atlanta, GA 2005.

Non-refereed publications:

Landry, S.H., Assel, M.A., Gunnewig, S. & Swank, P.R. CIRCLE- Phonological Awareness, Language & Literacy System. Commercially produced assessment of preacademic skills for children enrolled in pre-kindergarten, August, 2004.

Landry, S.H., Assel, M.A., Gunnewig, S. & Swank, P.R.. Dynamic assessment procedures for children enrolled in pre-kindergarten. Rapid Vocabulary, Rapid Letter Naming Phonological Awareness Screener. (Development and validation of a commercially available assessment for

pre-kindergarten children), 2003.

Assel, M., Swank, P., Landry, S. (2004). Instrument analysis paper for the national evaluation of Early Reading First. Presented to U.S. Department of Education, Institute for Educational Sciences.

Videos

Administration and scoring of Preschool Language Scale-3rd Edition. Video produced for use in training of Even Start staff to use in program evaluation. Summer 2001.