

Curriculum Vitae *Jason Lon Anthony*

Demographics

Date & Place of Birth: May 17, 1971; Aurora, Illinois
Citizenship: United States of America
Contact Information: University of Texas Health Science Center at Houston
Division of Developmental Pediatrics
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Houston, Texas 77030
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Education

<u>Dates</u>	<u>Degree</u>	<u>Institution & Subject</u>
2001	Ph.D.	FLORIDA STATE UNIVERSITY, Tallahassee, FL. Clinical Psychology (child and adolescent concentration)
1999	Ed.S.	FLORIDA STATE UNIVERSITY, Tallahassee, FL. School Psychology
1996	MS	FLORIDA STATE UNIVERSITY, Tallahassee, FL. Clinical Psychology (child and adolescent concentration)
1993	BA	WAYNE STATE UNIVERSITY, Detroit, MI Dual major in Liberal Arts Honors and Psychology Honors
1991	none	SALFORD UNIVERSITY, Manchester, England

Academic Positions

<u>Dates</u>	<u>Title</u>	<u>Institution</u>
2008	Associate Professor	UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER Division of Developmental Pediatrics
2005-2008	Assistant Professor	UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER Division of Developmental Pediatrics
2001-2005	Assistant Professor	UNIVERSITY OF HOUSTON Department of Psychology
2000-2001	Resident	UNIVERSITY OF WASHINGTON School of Medicine APA approved Clinical Psychology Residency
1998-2000	Fellow	FLORIDA STATE UNIVERSITY Interdisciplinary training in developmental disabilities
1997-1998	Intern	ARTHUR G. DOZIER SCHOOL FOR BOYS School Psychology Internship
1996-1997	Intern	F.S.U. MULTIDISCIPLINARY CENTER School Psychology Internship

Published Manuscripts**2008**

Anthony, J. L., Aghara, R. G., Solari, E. J., Dunkelberger, M. J., & Williams, J. M. (in press). Quantifying phonological representation abilities in Spanish speaking preschool children. *Applied Psycholinguistics*.

Assel, M., & **Anthony, J. L.** (in press). Factor structure of the DIAL-3: A test of theory-driven versus empirically-driven conceptualizations in a nationally representative sample. *Journal of Psychoeducational Assessment*.

Lonigan, C. J., **Anthony, J. L.**, Phillips., B. M., Purpura, D. J., McQueen, J., & Wilson, S. B. (in press). The nature of preschool phonological processing abilities and their relations to vocabulary, general cognitive abilities, and print knowledge. *Journal of Educational Psychology*.

Barth, A. E., Stuebing, K. K., **Anthony, J. L.**, Denton, C. A., Mathes, P. G., Fletcher, J. M., & Francis, D.J. (in press). Agreement among response to intervention criteria for identifying responder status. *Learning and Individual Differences*.

Landry, S., **Anthony, J. L.**, Swank, P., Gunnewig, S., & Monsegue-Bailey (in press). Effectiveness of comprehensive professional development for teachers of at-risk preschoolers. *Journal of Educational Psychology*.

Barth, A. E., Catts, H., & **Anthony, J. L.** (in press). Component skills underlying reading fluency in adolescent readers: A latent variable analysis. *Reading and Writing*.

Taylor, H., **Anthony, J. L.**, Aghara, R., Smith, K. E., & Landry, S. H. (2008). The interaction of early maternal responsiveness and children's cognitive abilities on later decoding and reading comprehension. *Early Education and Development*, 19, 188-207.

2007

Anthony, J. L., Williams, J. M., McDonald, R., & Francis, D. J. (2007). Phonological processing and emergent literacy in younger and older preschool children. *Annals of Dyslexia*, 57, 113-137.

Anthony, J. L., Assel, M. A., & Williams, J. M. (2007). Exploratory and confirmatory factor analysis of the DIAL-3: What does this "screener" really measure? *Journal of School Psychology*, 45, 423-438.

Anthony, J. L. & Assel, M. A. (2007). A first look at the validity of the Spanish version of the DIAL-3. *Journal of Psychoeducational Assessment*, 25, 165-179.

Denton, C. A., Fletcher, J. M., Simos, P. G., Papanicolaou, A. C., & **Anthony, J. L.**, (2007). An Implementation of a Tiered Intervention Model: Reading Outcomes and

Neural Correlates. In D. Haager, J.K. Klingner, & S. Vaughn (Eds), *Evidenced-based Reading Practices for Response to Intervention*. (pp. 107-138). Baltimore, Maryland: Paul H. Brookes.

2006

Anthony, J. L., Williams, J. M., McDonald, R., Corbitt-Shindler, D., Carlson, C. D., & Francis, D. J. (2006). Phonological processing and emergent literacy in Spanish speaking preschool children. *Annals of Dyslexia*, *56*, 239-270.

Denton, C. A., Fletcher, J. M., **Anthony, J. L.**, & Francis, D. J. (2006). An evaluation of intensive interventions for students with persistent reading difficulties. *Journal of Learning Disabilities*, *39*, 447-466.

2005

Anthony, J. L. & Francis, D. J. (2005). Development of phonological awareness. *Current Directions in Psychological Science*, *14*, 255-259.

Anthony, J. L., Lonigan, C. J., Vernberg, E. M., La Greca, A. M., Silverman, W. K. & Prinstein, M. J., (2005). Multisample cross-validation of a model of childhood Posttraumatic Stress Disorder symptomatology. *Journal of Traumatic Stress*, *18*, 667-676.

Mathes, P. G., Denton, C. A., Fletcher, J., **Anthony, J. L.**, Francis, D. J., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, *40*, 148-183.

2004

Anthony, J. L., & Lonigan, C. J. (2004). The nature of phonological sensitivity: Converging evidence from four studies of preschool and early grade-school children. *Journal of Educational Psychology*, *96*, 43-55.

Denton, C.A., **Anthony, J.L.**, Parker, R., & Hasbrouck, J. (2004). Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *The Elementary School Journal*, *104*, 289-305.

2003

Anthony, J. L., Lonigan, C. J., Driscoll, K., Phillips, B. M., & Burgess, S. R. (2003). Phonological Sensitivity: A quasi-parallel progression of word structure units and cognitive operations. *Reading Research Quarterly*, *38*, 470-487.

Foorman, B.R., Seals, L., **Anthony, J.**, & Durodola S. (2003). A Vocabulary Enrichment Program for Third and Fourth Grade African-American Students: Description, Implementation, and Impact. In B. Foorman (Ed.), *Preventing and Remediating Reading Difficulties: Bringing Science to Scale*. (pp. 419-444). Timonium, MD: York Press.

Lonigan, C. J., Driscoll, K., Phillips, B. M., Cantor, B. G., **Anthony, J. L.**, & Goldstein, H. (2003). Evaluation of a computer-assisted instruction program for phonological sensitivity with preschoolers at-risk for reading problems. *Journal of Early Intervention, 24*, 248-262.

2002

Anthony, J. L., Lonigan, C. J., Burgess, S. R., Driscoll Bacon, K., Phillips, B. M., & Cantor, B. G. (2002). Structure of preschool phonological sensitivity: Overlapping sensitivity to rhyme, words, syllables, and phonemes. *Journal of Experimental Child Psychology, 82*(1), 65-92.

Anthony, J. L., Lonigan, C. J., Hooe, E. & Philips, B. M. (2002). An affect-based, hierarchical model of temperament and its relations to internalizing problems. *Journal of Clinical Child and Adolescent Psychology, 31*(4), 480-490.

Foorman, B.R., **Anthony, J.**, Seals, L., & Mouzaki, A. (2002). Language development and emergent literacy in preschool. *Seminars in Pediatric Neurology, 9*(3), 173-184.

2000

Lonigan, C. J., Burgess, S. R., & **Anthony, J. L.** (2000). Development of emergent literacy and early reading skills in preschool children: Evidence from a latent variable longitudinal study. *Developmental Psychology, 36* (5), 596-613.

1999

Anthony, J. L., Lonigan, C. J., & Hecht, S. A. (1999). Dimensionality of Posttraumatic Stress Disorder symptoms in children exposed to disaster: Results from confirmatory factor analyses. *Journal of Abnormal Psychology, 108* (2), 326-336.

Lonigan, C. J., **Anthony, J. L.**, Bloomfield, B., Dyer, S. M., & Samwel, C. (1999). Effects of two preschool shared reading interventions on the emergent literacy skills of children from low-income families. *Journal of Early Intervention, 22*, 306-322.

Lonigan, C. J., Bloomfield, B., **Anthony, J. L.**, Phillips, B., Bacon, K., & Samwel, C. (1999). Relation between emergent literacy skills and social competence in preschool children: A comparison of at-risk and typically developing children. *Topics in Early Childhood Special Education, 19* (1), 40-53.

1998

Lonigan, C. J., **Anthony, J. L.**, & Shannon, M. P. (1998). Diagnostic efficacy of posttraumatic symptoms in children exposed to disasters. *Journal of Child Clinical Psychology, 27*, 255-267.

Lonigan, C. J., Burgess, S. R., **Anthony, J. L.**, & Barker, T. A. (1998).
Development of phonological awareness in two- to five-year-old children. *Journal of
Educational Psychology, 90*, 294-311.

Published Abstracts

Anthony, J. L., Lonigan, C. J., Dyer, S. M., Bloomfield, B. (1997). The development of phonological processing in preschool-aged children: Preliminary evidence from confirmatory factor analyses. *Society for Research in Child Development Abstracts, 11*, 310.

Anthony, J. L., Lonigan, C. J., & Hecht, S. A. (1997). Construct validity of PTSD in children exposed to disaster: Results from a confirmatory factor analysis. *Association for the Advancement of Behavior Therapy Abstracts, 4*, CD-ROM Version.

Hoe, E., Lonigan, C. J., & **Anthony, J. L.** (1997). Negative and positive affectivity: Toward a hierarchical structure of temperament in school-aged children. *Association for the Advancement of Behavior Therapy Abstracts, 4*, CD-ROM Version.

Anthony, J. L., Lonigan, C. J., Dyer, S. M., Hoe, E., & Bloomfield, B. (1996). Preparing Preschool-aged children from economically-disadvantaged backgrounds for elementary school: A shared-reading intervention. *Association for Advancement of Behavior Therapy Abstracts, 3*, 217.

Lonigan, C. J., **Anthony, J. L.,** & Burgess, S. (1995). Exposure to print and preschool-aged children's interest in literacy. *Society for Research in Child Development Abstracts, 10*, 530.

Lonigan, C. J., **Anthony, J. L.,** Dyer, S. M., & Collins, K. (1995). Evaluation of a language enrichment program for preschool-aged children from economically-disadvantaged backgrounds. *Association for the Advancement of Behavior Therapy Abstracts, 2*, 365.

Lonigan, C. J., Barker, T., Burgess, S., & **Anthony, J. L.** (1995). Relations between language, phonological awareness, and reading development in two- to six- year-old children. *Society for Research in Child Development Abstracts, 10*, 529.

Lonigan, C. J., **Anthony, J. L.,** & Shannon, M. P. (1994). Diagnostic efficacy of symptoms of Post-traumatic Stress Disorder in children exposed to disaster. *Association for the Advancement of Behavior Therapy Abstracts, 1*, 330.

Manuscripts under review

Anthony, J. L., Solari, E.J., Williams, J. M., Branum-Martin, L., & Francis, D. (2008). Development of bilingual phonological awareness in Spanish-speaking English language learners: The roles of vocabulary, letter knowledge, and prior phonological awareness. *Scientific Studies of Reading*. Manuscript submitted for publication.

Landry, S., Williams, J. M., **Anthony, J. L.**, & Swank, P. (2008). An empirically based statewide system for identifying quality pre-kindergarten programs. *Reading Research Quarterly*. Manuscript submitted for publication.

Landry, S., Swank, P., **Anthony, J. L.**, Assel, M., Gunnewig, S., & McManis, L. (2008). An Experimental Study Evaluating a State Funded Pre-Kindergarten Program: Bringing Together Subsidized Childcare, Public School, and Head Start. *Early Childhood Research Quarterly*. Manuscript submitted for publication.

Anthony, J. L., Williams, J., Aghara, R., Dunkelberger, M., Novak, B., & Barth A. E. (2008). Assessment of individual differences in phonological representation. *Scientific Studies of Reading*. Manuscript submitted for publication.

Dunkelberger, M., **Anthony, J. L.**, Aghara, R., Novak, B., & Williams, J. (2008). Development and validation of a brief assessment of preschoolers' articulation: The Houston Sentence Imitation Test of Articulation. *Language, Speech, and Hearing Services in Schools*. Manuscript submitted for publication.

Manuscripts in progress

Anthony, J. L., Williams, Aghara, R., J. M., Branum-Martin, L., & Francis, D. (2008). *A model of the development of bilingual emergent literacy*. Manuscript in preparation.

Anthony, J. L. (2008). *Developmental associations among emergent literacy and phonological processing in English speaking preschoolers: An accelerated longitudinal study*. Manuscript in preparation.

Anthony, J. L., Williams, J. M., & Francis, D. J. (2008). *A multilevel confirmatory factor analysis of the structure of preschoolers' phonological processing abilities*. Manuscript in preparation.

Anthony, J. L., Williams, J., Dunkelberger, M., Aghara, R., Novak, B., & Barth A. (2008). *How distinct is phonological distinctiveness?* Manuscript in preparation.

Barth, A.E., **Anthony, J. L.**, Aghara, R., Dunkelberger, M., & Novak, B. (2008). *What factors place children with speech sound disorders at risk for dyslexia?* Manuscript in preparation.

Anthony, J. L., Aghara, R., Novak, B., Dunkelberger, M., & Williams, J. (2008). *Does dialect adjusted scoring reduce bias against speakers of AAE on the CELFP2?* Manuscript in preparation.

Mukherjee, A, **Anthony, J. L.,** & McDonald, R. (2008). *Social, emotional, and behavioral health ARE important for school readiness!* Manuscript in preparation.

Barth, A. E., Romain, R., Cirino, P., Denton, C., Vaughn, S., **Anthony, J. L.,** Fletcher, J., & Fancis, D. (2008). *Comparing the reliability and validity of 60 sec. passage fluency and full passage fluency.* Manuscript in preparation.

Research Conference Presentations**2008**

Anthony, J. L., Dunkelberger, M. J., & Aghara, R. G. (2008, November). *Language, phonological processing, and emergent literacy in speech sound disorders*. Paper presented at the annual convention of the American Speech and Hearing Association. Chicago, IL.

Aghara, R. G., **Anthony, J. L.,** & Dunkelberger, M. J. (2008, November). *English and Spanish speaking preschoolers' articulation in sentence imitation tasks*. Paper presented at the annual convention of the American Speech and Hearing Association. Chicago, IL.

Anthony, J. L., Williams, J. M., & Francis, D. (2008, March). *A model of bilingual emergent literacy and the development of phonological awareness*. Paper presented at the TIMES Research Colloquium. Houston, TX.

Anthony, J. L. (2008, July). *Evaluation of the Raising a Reader program with at-risk preschool children*. Paper presented at the Society for the Scientific Study of Reading. Asheville, North Carolina.

Barth, A. E., Romain, R., Cirino, P., Denton, C., Vaughn, S., **Anthony, J. L.,** Fletcher, J., & Francis, D. (2008, February). *Comparing the reliability and validity of 60 sec. passage fluency and full passage fluency*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

Anthony, J. L. (2008, February). *Evaluation of the Raising a Reader and Family Nights programs with at-risk preschool children*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

Anthony, J. L. & Solari, E. (2008, February). *Prediction of bilingual children's phonological awareness from their letter knowledge and vocabulary*. Paper presented at the annual meeting of the Linguistic Minorities Research Institute. Santa Barbara, CA.

Anthony, J. L. (2008, January). *Emergent literacy & the development of oral and written language in Head Start children*. Paper presented at the Children's Learning Institute Collaborative Series. Houston, Texas.

2007

Anthony, J. L., Williams, J., Dunkelberger, M., Aghara, R., Novak, B., & Barth A. (2007, July). *How distinct is phonological distinctiveness?* Paper presented at the Society for the Scientific Study of Reading. Prague, Czech Republic.

Anthony, J. L., Landry, S., Swank, P., & Gunnewig, S. (2007, July). *What components are needed for effective professional development? A large scale evaluation of four professional development programs for teachers of at-risk preschoolers*. Paper presented at the Society for the Scientific Study of Reading. Prague, Czech Republic.

Barth, A. E., Stuebing, K., **Anthony, J. L.**, Denton, C., Fletcher, J., Franics, D.J. (2007, July). *Stability and overlap of response to intervention criteria?* Paper presented at the Society for the Scientific Study of Reading. Prague, Czech Republic.

Landry, S., Swank, P., Gunnewig, S., & **Anthony, J. L.**, (2007, May). *Effectiveness of comprehensive professional development for teachers of at-risk preschoolers.* Paper presented at the Society for Research in Child Development. Boston, MA.

Swank, P. R., Assel, M., **Anthony, J. L.**, King, T., Gunnewig, S., & Landry, S. H. (2007, May). *Development of the CIRCLE-Phonological Awareness, Language, and Literacy System (C-PALLS), a progress monitoring measure for preschool children.* Paper presented at the Society for Research in Child Development. Boston, MA.

Landry, S. H., Gunnewig, S., Swank, P. R., & **Anthony, J. L.** (2007, May). *Integration among early childhood service delivery programs in the context of research proven curricula, progress monitoring, and ongoing professional development: The Texas Early Education Model (TEEM).* Paper presented at the Society for Research in Child Development. Boston, MA.

Anthony, J. L., Landry, S. H., Swank, P. R., Gunnewig, S., Assel, M. A., & King, T. (2007, February). *Psychometrics of a palm-based progress monitoring tool for informing preschool instruction.* Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

Anthony, J. L., Barth, A., & Mellard, D. (2007, February). *Understanding adults' oral reading fluency.* Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

2006

Anthony, J. L., Gunnewig, S., Landry, S., & Swank, P. (2006, July). *Effectiveness of comprehensive professional development for teachers of at-risk preschoolers.* Paper presented at the Society for the Scientific Study of Reading. Vancouver, Canada.

Swank, P. R., Assel, M., **Anthony, J. L.**, King, T., Gunnewig, S., & Landry, S. H. (2006, July). *Development of the CIRCLE-Phonological Awareness, Language, and Literacy System (C-PALLS), a progress monitoring measure for preschool children.* Paper presented at the Society for the Scientific Study of Reading. Vancouver, Canada.

Landry, S. H., Gunnewig, S., Swank, P. R., & **Anthony, J. L.** (2006, July). *Integration among early childhood service delivery programs in the context of research proven curricula, progress monitoring, and ongoing professional development: The Texas Early Education Model (TEEM).* Paper presented at the Society for the Scientific Study of Reading. Vancouver, Canada.

Anthony, J. L., & Landry, S. (2006, February). *Scaling-up effective,*

comprehensive professional development programs for teachers of at-risk prekindergarten children. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

2005

Anthony, J. L., & McDonald, R. (2005, June). *Socioemotional development IS important for emergent literacy acquisition!* Paper presented at the Society for the Scientific Study of Reading. Toronto, Canada.

Landry, S., Swank, P., **Anthony, J. L.,** & Monsegue-Bailey, P. (2005, August). *Preliminary findings supporting the effectiveness of comprehensive professional development programs for prekindergarten teachers of at-risk children!* Paper presented at the annual meeting of the Interagency Education Research Initiative. Washington, DC.

2004

Anthony, J. L. & Carlson, C. (2004, June). *Phonological precision, awareness, memory, and access: The structure and roles of preschool phonological processing abilities in early literacy.* Paper presented at the Society for the Scientific Study of Reading. Amsterdam.

Williams, J.M. & **Anthony, J. L.** (2004, November). *Emergent literacy: A structural analysis of the phonological processing abilities of Spanish speaking preschool children.* Paper presented at the Texas Psychological Association. San Antonio, TX.

Barth, A., Mellard, D., Catts, H., & **Anthony, J. L.** (2004, June). *Improving literacy instruction for adults.* Paper presented at the Society for the Scientific Study of Reading. Amsterdam.

Denton, C. A., Fletcher, J. M., & **Anthony, J. L.** (2004, February). *Intensive Reading Intervention for "Treatment Resisters" and Students with Severe Reading Difficulties* Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

2003

Anthony, J. L., Foorman, B. R., Francis, D., Griffin, J., Schatschneider, C., Perfetti, C., & Olson, N., (2003, June). *The effects of context and repetition on word decodability and reading strategy usage.* Paper presented at the Society for Research in Child Development. Tampa, FL.

Anthony, J. L., Foorman, B. R., Seals, L, Francis, D., & Olson, N., (2003, February). *Evaluation of a Preschool Vocabulary Curriculum.* Paper presented at the annual meeting of the Pacific Coast Research Conference. La Jolla, CA.

Anthony, J. L., Lonigan, C. J., & Schatschneider, C. (2003, June). *Investigating the dimensionality of phonological sensitivity: An Item Response Theory approach.* Paper presented at the Society for the Scientific Study of Reading. Boulder, CO.

Denton, C. A., **Anthony, J. L.**, Mathes, P. G., & Fletcher, J. M. (2003, June). *Properties of Clay's Observation Survey of Early Literacy Achievement: Implications for Early Reading Intervention Research*. Paper presented at the Society for the Scientific Study of Reading. Boulder, CO.

Denton, C. A., Fletcher, J. M., **Anthony, J. L.**, & Francis, D. (2003, October). *High-Intensity Intervention for Students with Severe Reading Difficulties*. Paper presented at the Annual Convention of the Council of Learning Disabilities. Seattle, WA.

Denton, C. A., Mathes, P. G., Fletcher, J. M., Francis, D., Foorman, B. R., Schatschneider, C., & **Anthony, J. L.**, (2003, February). *The Effectiveness of Two Early Reading Interventions Derived From Diverse Models*. Paper presented at the annual meeting of the Pacific Coast Research Conference. La Jolla, CA.

Denton, C. A., Mathes, P. G., Foorman, B. R., Fletcher, J. M., Francis, D., Schatschneider, C., & **Anthony, J. L.**, (2003, June). *The Effectiveness of Two Early Reading Interventions Derived From Diverse Models*. Paper presented at the Annual Convention of the American Educational Research Association.

Mathes, P. G., Denton, C. A., Fletcher, J. M., & **Anthony, J. L.** (2003, February). *Effects of two early reading interventions on reading achievement*. Paper presented at the annual meeting of the Pacific Coast Research Conference, La Jolla, CA.

Seals, L., Foorman, B. R., & **Anthony, J. L.** (2003, February). *Evaluation of a Vocabulary Enrichment Program for at-risk Third and Fourth Graders*. Paper presented at the annual meeting of the Pacific Coast Research Conference. La Jolla, CA.

2002

Anthony, J. L., & Lonigan, C. J. (2002, June). *Word sensitivity, syllable sensitivity, onset/rime sensitivity, phoneme sensitivity, analysis, synthesis, and sound categorization are all phonological awareness!* Paper presented to Society for Scientific Study of Reading. Chicago, IL.

Denton, C. A., Mathes, P. G., & **Anthony, J. L.** (2002, June). *Word identification strategies in two early reading intervention models*. Paper presented to Society for Scientific Study of Reading. Chicago, IL.

Griffin, J., **Anthony, J. L.**, Foorman, B. R., Schatschneider, C., Francis, D., & Perfetti, C. (2002, June). *Word decodability as a function of context and repetition*. Paper presented to Society for Scientific Study of Reading. Chicago, IL.

Seals, L., Foorman, B. R., & **Anthony, J. L.** (2002, June). *Evaluation of a Vocabulary Enrichment Program for at-risk Third Graders*. Paper presented to Society for Scientific Study of Reading. Chicago, IL.

2001

Fletcher, J. M., Mathes, P. G., Schatschneider, C., Denton, C. A., **Anthony, J. L.**, & Griffin, J. (2001, November). *Early development of reading skills: A cognitive neuroscience approach*. Paper presented at the annual meeting of the Interagency Education Research Initiative, Washington, DC.

2000

Cukrowicz, K., Driscoll Bacon, K., Lonigan, C. J., & **Anthony, J. L.** (2000, November). *A multifactor, multi-informant, multi-sample investigation of the relation between developmental precursors to ADHD and reading disabilities*. Paper presented at the Association for the Advancement of Behavior Therapy. New Orleans.

White, B. A., **Anthony, J. L.**, & Lonigan, C. J. (2000, November). *Exploratory factor analysis and discriminant validity of the Monitoring and Blunting Scale for Children*. Paper presented at the Association for the Advancement of Behavior Therapy. New Orleans.

Lonigan, C. J., **Anthony, J. L.**, Bacon, K. D. Phillips, B. M. (2000, April). *Relations between home literacy environments and the development of emergent literacy skills in children from lower and higher income families*. Paper presented at the 81st Annual Convention of the American Educational Research Association. New Orleans, LA.

Lonigan, C. J., Bacon, K. D., Phillips, B. M., & **Anthony, J. L.** (2000, April). *Development of emergent literacy skills in prereaders: Comparison of children from lower and higher income families*. Paper presented at the 81st Annual Convention of the American Educational Research Association. New Orleans, LA.

1999

Lonigan, C. J., Phillips, B. M., Hooe, E. S. & **Anthony, J. L.** (1999, August). *Assessing positive and negative affectivity in children: A preliminary multitrait-multimethod study*. Paper presented at the annual meeting of the American Psychological Association. Boston, MA.

Anthony, J. L., Lonigan, C. J., Bacon, K. D. (1999, April). *Structure of phonological processing skills in prereaders: Comparison of children from lower and higher income families*. Paper presented to the Society for Research in Child Development. Albuquerque, New Mexico.

Hooe, E. S., & **Anthony, J. L.** (1999, April). *Self-reported temperament in school age children: Its structure and convergence with parent reports of temperament and affectivity*. Paper presented at the biennial meeting of the Society for Research in Child Development. Albuquerque, New Mexico.

Lonigan, C. J., & **Anthony, J. L.** (1999, April). *Structure of phonological processing abilities in early and late preschool-age children*. Paper presented at the Society for the Scientific Study of Reading. Montreal, Ontario.

Lonigan, C. J., & **Anthony, J. L.** (1999, April). *Phonological sensitivity in preschoolers is more than just sensitivity to phonemes!* Paper presented at the Society for the Scientific Study of Reading. Montreal, Ontario.

1998

Anthony, J. L., Lonigan, C. J. (1998, August). *Developmental differences in the factor structure of PTSD symptoms*. Paper presented to Division 12, American Psychological Association. San Francisco, CA.

Lonigan, C. J., **Anthony, J. L.**, & Phillips, B. M. (1998, November). *Confirmatory factor analyses of the tripartite model of anxious and depressive symptomatology in inpatient children*. Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy. Washington D.C.

Samwel, C., Lonigan, C. J., **Anthony, J. L.**, & Bacon, K. (1998, November). *Comorbidity of developmental precursors to attention deficit hyperactivity disorder and reading disability: A preliminary examination*. Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy. Washington DC.

1997

Anthony, J. L., Lonigan, C. J., & Hecht, S. A. (1997, August). *Construct validity of posttraumatic stress disorder in children exposed to disaster: Results of a confirmatory factor analysis*. Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy. Miami, FL.

1996

Anthony, J. L., Lonigan, C. J., & Dyer, S. M. (1996, April). *The development of reading comprehension: Listening comprehension or basic language processes?* Paper presented at the Annual Convention of the American Educational Research Association. New York, NY.

Burgess, S. R., Lonigan, C. J., **Anthony, J. L.**, & Barker, T. (1996, April). *Predictors of the development of reading related skills in preschool-aged children: Evidence from a longitudinal study*. Paper presented at Society for Scientific Study of Reading. New York, NY.

Lonigan, C. J., Dyer, S. D., & **Anthony, J. L.** (1996, April). *The influence of the home literacy environment on the development of literacy skills in children from diverse racial and economic backgrounds*. Paper presented at the Annual Convention of the American Educational Research Association. New York, NY.

1994

Lonigan, C. J., **Anthony, J. L.**, Arnold, D. & Whitehurst, G. J. (1994, August). *Children's interest in literacy: Compounded daily?* Paper presented to Division 15, American Psychological Association. Los Angeles, CA.

1993

Siple, P., **Anthony, J. L.**, & Cwikiel-Glavin, A. (1993, November). *Name/rhyme similarity effects on category decision: A developmental study.* Paper presented at the 34th Annual Convention of the Psychonomic Society, Inc. Washington DC.

Technical Reports

Anthony, J. L. (2007). *Evaluation of Raising a Reader and Family Nights programs: Year 1.* Contracted program evaluation for the W.K. Kellogg Foundation.

Anthony, J. L., Gunnewig, S., & King, T. (2007). *Texas Pre-kindergarten Limited English Proficient Pilot Program. Spring 2007 Progress Report.* Contracted program evaluation for the Texas Education Agency. University of Texas Health Science Center at Houston.

Anthony, J. L., Gunnewig, S., & King, T. (2007). *Texas Pre-kindergarten Limited English Proficient Pilot Program. Winter 2007 Progress Report.* Contracted program evaluation for the Texas Education Agency. University of Texas Health Science Center at Houston.

Anthony, J. L. & Gunnewig, S (2006). *Texas Pre-kindergarten Limited English Proficient Pilot Program. Fall 2006 Progress Report.* Contracted program evaluation for the Texas Education Agency. University of Texas Health Science Center at Houston.

Landry, S.L., Gunnewig, S, Swank, P., & Anthony, J. L. (2006). *Program evaluation for TEA-D. Program year 2005-2006.* Contracted program evaluation for the Texas Education Agency. University of Texas Health Science Center at Houston.

Landry, S.L., Gunnewig, S, Swank, P., & Anthony, J. L. (2006). *Program evaluation for TEA-C. Program year 2005-2006.* Contracted program evaluation for the Texas Education Agency. University of Texas Health Science Center at Houston.

Landry, S.L., Gunnewig, S, Swank, P., & Anthony, J. L. (2005). *Program evaluation for TEA-D. Program year 2004-2005.* Contracted program evaluation for the Texas Education Agency. University of Texas Health Science Center at Houston.

Landry, S.L., Gunnewig, S, Swank, P., & Anthony, J. L. (2005). *Program evaluation for TEA-C. Program year 2004-2005.* Contracted program evaluation for the Texas Education Agency. University of Texas Health Science Center at Houston.

Anthony, J. L. (2005). *External program evaluation for Gulf Coast Community Services Association Head Start.* University of Houston.

Anthony, J. L. & McDonald, R. (2003). *External program evaluation for Gulf Coast Community Services Association Head Start.* University of Houston.

Unpublished Manuscripts

Anthony, J. L. (1996). *Listening comprehension or basic language processes?* Unpublished masters thesis, Florida State University.

Anthony, J. L. (1999). *A developmental and multidimensional conceptualization of phonological sensitivity*. Unpublished critical review paper, Florida State University.

Anthony, J. L. (2000). *Examination of a developmental and multidimensional conceptualization of phonological sensitivity*. Unpublished doctoral dissertation, Florida State University.

Grant Review Activities

Panel member (2008): “Reading and Writing,” U.S. Department of Education, Institute for Educational Sciences.

Panel member (2008): “Early Intervention and Early Childhood Education,” U.S. Department of Education, Institute for Educational Sciences.

Panel member (2007): Program Project Review Panel, National Institute of Child Health and Human Development.

Panel member (2007): “Early Reading First,” U.S. Department of Education, Office of Elementary and Secondary Education.

Panel member (2006): Program Project Review Panel, National Institute of Child Health and Human Development.

Panel member (2005): “Early Reading First,” U.S. Department of Education, Office of Elementary and Secondary Education.

Panel member (2004): “Early Reading First,” U.S. Department of Education, Office of Elementary and Secondary Education.

Panel member (2003): “Early Reading First,” U.S. Department of Education, Office of Elementary and Secondary Education.

Panel member (2002): “Early childhood education and school readiness planning grants,” National Institute of Child Health and Human Development.

Editorial Activities

Editorial Board Member, *Journal of School Psychology*

Editorial Board Member, *Journal of Applied Psycholinguistics*

Ad Hoc Editorial Consultant, *Current Directions in Psychological Science*

Ad Hoc Editorial Consultant, *Journal of Clinical and Consulting Psychology*

Ad Hoc Editorial Consultant, *Journal of Experimental Child Psychology*

Ad Hoc Editorial Consultant, *Journal of Educational Psychology*

Ad Hoc Editorial Consultant, *Journal of Developmental Psychology*

Ad Hoc Editorial Consultant, *Child Developmental*

Ad Hoc Editorial Consultant, *Assessment*

Ad Hoc Editorial Consultant, *Topics in Early Childhood Special Education*

Ad Hoc Editorial Consultant, *Early Education and Development*

Ad Hoc Editorial Consultant, *Early Childhood Research Quarterly*

Ad Hoc Editorial Consultant, *Journal of Speech, Language, and Hearing Research*

Ad Hoc Editorial Consultant, *Language, Speech, and Hearing Services in Schools*

Ad Hoc Editorial Consultant, *Scientific Studies of Reading*

Ad Hoc Editorial Consultant, *Reading and Writing: Interdisciplinary Journal*

Ad Hoc Editorial Consultant, *Annals of Dyslexia*

Consultative Activities

Consultant for Migrant and Seasonal Head Start Survey Design project (2008), Directing agencies include CDM Group, Catholic University of America, National Center for Latino Child and Family Research, Social Dynamics, and Abt Associates.

Workgroup member: IRA NICHD Early Childhood Literacy Research Workshop (2004). Sponsored by the International Reading Association and the US National Institute of Child Health and Human Development.

Technical workgroup member and program evaluation consultant. Head Start National Reporting System (2002-2005).

Technical workgroup member: “ERIC joint steering committee and content experts meeting” (2004-2005). Sponsored by Institute for Education Sciences, U.S. Department of Education. Organized by Computer Sciences Corporation, Silver Spring, MA.

Program evaluator. Gulf Coast Community Services Association Head Start (2002-2004).

Technical workgroup member: “Assessing Instructional Practices in Early Literacy and Numeracy” (2002). Sponsored by National Institute for Early Education Research and the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services. Organized by Abt Associates Inc., Cambridge, MA.

Program evaluator. “Start to read: Build a future” teacher training program. Houston Independent School District (2002-2003).

Program evaluation consultant. Department of Children and Families, Florida State House of Representatives (1998-1999).

Grant and Contract Support

Active

Principal Investigator. Evaluation of the efficacy of *Earobics Step 1* in ESL children and low SES minority children. U.S. Department of Education, Institute of Education Sciences, Cognition and Student Learning Research Grant Program (\$2.7M; 40% effort; 2008-2012).

Principal Investigator. Promoting school readiness and literacy rich home environments through the Texas Early Education Model and Raising a Reader. W.K. Kellogg Foundation, Youth and Education program (\$1.7M; 30% effort; 2006-2010).

Co-Investigator. Texas Prekindergarten Limited English Proficiency program. Evaluation contract awarded by Texas Education Agency (Emily Solari, PI; \$3M; 5% effort; 2008-2010).

Co-Investigator. Texas Early Education Model Scale-up and Preschool Certification Project. Texas Education Agency. (Susan Landry, PI; \$15M, 20% effort; 2005-2008).

In review

Co-Investigator. Strategies for developing Head Start Teacher Effectiveness. U.S. Department of Health and Human Services, Administration for Children and Families (Susan Landry, PI; 2008-2011).

Co-Investigator. Evaluation of small group instruction with preschool English language learners. U.S. Department of Education (Steve Hecht, PI; 2009-2013).

Previously submitted

Principal Investigator. Evaluation of the efficacy of *Earobics Step 1* in ESL children and low SES minority children. U.S. Department of Education, Institute of Education Sciences, Cognition and Student Learning Research Grant Program (\$3.2M, 2006-2010).

Co-Investigator. National Center for Early Childhood Education. U.S. Department of Education, Institute of Education Sciences (Susan Landry, PI; \$10M, 2006-2011).

Co-Investigator. Building a computer adaptive Cognitive School Readiness Battery. National Institute of Child Health and Human Development, United States Department of Education, and Institute of Educational Science. (Paul Swank, PI; \$2.3M, 2006-2010).

Subcontractor. Rio Grande Valley Early Childhood Educators Association's Professional Development Program. \$1.4M subcontract to Jason Anthony (PI) of the University of Texas Health Science Center-Houston. United States Department of Education's Early Childhood Education and Professional Development grant program.

Principal Investigator. Gulf Coast Community Services Head Start and University of Houston Early Reading First Program. U.S. Department of Education Office of Educational Research and Improvement, Early Reading First Grant Program (2003-2007).

Principal Investigator. Examination of developmentally sequenced instruction in phonological awareness. U.S. Department of Education Office of Educational Research and Improvement, Cognition and Student Learning Research Grant Program (2002-2005).

Co-Investigator. Scaling-up School-Based Early Reading Interventions. Subcontract to David Francis (PI) of University of Houston to be performed under a program project grant from the National Science Foundation and the Office of Educational Research and Improvement to the University of Texas Health Science Center-Houston. (Patricia Mathes, PI; 2002-2004).

Completed

Principal Investigator. Texas Prekindergarten Limited English Proficiency program. Evaluation contract awarded by Texas Education Agency (\$50K; 2006-2007).

Co-Investigator. Evaluation of Pre-Kindergarten Curricula in Head Start and Public School Settings. National Institute of Child Health and Human Development (NICHD). (Susan Landry, PI; \$5M; 2002-2007).

Co-Investigator. Scaling Up a Language and Literacy Development Program at the Pre-kindergarten Level. Interagency Education Research Initiative supported by US Department of Education's Office of Educational Research and Improvement (OERI), the National Institute of Child Health and Human Development (NICHD), and the National Science Foundation (NSF). (Susan Landry, PI; \$5.9M; 2002-2007).

Scientific Advisor. Texas Early Education Model. Texas Education Agency. (Susan Landry, PI; \$10M; 2003-2005).

Principal Investigator. School Readiness in Head Start children. Contracted program evaluation from Gulf Coast Community Services Association Head Start (August 1, 2002 – August 31, 2004; \$525K contract).

Scientific Advisor and Director of data management core. Early development of reading skills: A cognitive neuroscience approach. Subcontract to David Francis of University of Houston to be performed under a program project grant from the National Science Foundation to the University of Texas Health Science Center-Houston. (October 1,

1999-September 30, 2004; Jack M. Fletcher, Principal Investigator, \$4.4M with \$663K subcontract).

Scientific Advisor. Scaling up assessment-driven intervention using the internet and handheld computers. National Science Foundation for the Interagency Educational Research Initiative. (October 1, 2002-September 30, 2007; Barbara R. Foorman, Principal Investigator).

Co-Investigator. Start to read – Build a future. Subcontract to David Francis (PI) of University of Houston to be performed under a professional development grant from United States Department of Education to the Houston Independent School District. (2001-2003; \$1.1M with \$208K subcontract).

Scientific Advisor. Early interventions for children with reading problems, National Institute of Child Health and Human Development. (1997-2002; Barbara Foorman, Principal Investigator, \$8.3M).

Project Coordinator. Development and early identification of reading disability. National Institute of Child Health and Human Development, HD/MH38880 (Christopher J. Lonigan, Principal Investigator, 2000-2005).

Project Coordinator. Development of phonological sensitivity in prereaders. National Institute of Child Health and Human Development, HD36067, (Christopher J. Lonigan, Principal Investigator, 1998-2000).

Other Competitive Sources of Funding

<u>Date</u>	<u>Source</u>	<u>Amount</u>
2002-2005	National Institute of Health Health Disparities Research Loan Forgiveness Program	\$9,600
Nov., 1999	FSU Multidisciplinary Leadership Training Student Travel Reimbursement	\$750
Sept., 1999	American Psychological Foundation Student Research Award	\$1,000
Sept., 1999	FSU Multidisciplinary Leadership Training fellow	\$15,600
April, 1999	FSU Multidisciplinary Leadership Training Student Travel Reimbursement	\$750
April, 1999	FSU Congress of Graduate Students Student Presentation Grant	\$300
Sept., 1998	FSU Multidisciplinary Leadership Training fellow	\$15,600
August, 1998	American Psychological Association, Division 12, Section 1, Student Research Award	\$800
August, 1998	American Psychological Association Student Travel Grant	\$300
August, 1998	FSU Congress of Graduate Students Student Presentation Grant	\$300
April, 1997	FSU Congress of Graduate Students Student Presentation Grant	\$300
August, 1996	FSU Congress of Graduate Students Student Presentation Grant	\$300
1989-1993	Wayne State University Merit scholar	full tuition

Graduate Student Advisees

Amy Barth, doctoral student in Speech-Language Pathology at Kansas University

Jeffrey Williams, doctoral student in Social Psychology at University of Houston

Postdoctoral Fellows

Anuja Mukherjee, Ph.D. in School Psychology, Lehigh University

Kim Schoger, Ph.D. in Educational Psychology, University of Houston

Emily Solari, Ph.D. in Special Education, University of California Santa Barbra

Rachel Aghara, Ph.D. in Speech-Language Pathology, University of Texas

Barbra Novak, MS in Audiology, Ph.D. in Linguistics, Rice University

Martha Dunkelberger, MS in Speech-Language Pathology,
Ph.D. in Educational Psychology, University of Houston

Professional Certifications

Provisionally licensed psychologist in state of Texas

Formal Predoctoral Residency, Internships and Fellowships

2000-2001 UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE, Seattle, WA.
APA approved Clinical Psychology Residency (general child track)

1998-2000 FLORIDA STATE UNIVERSITY, Tallahassee, FL.
Fellowship in multidisciplinary approaches to research and intervention with
children with developmental disabilities

1997-1998 ARTHUR G. DOZIER SCHOOL FOR BOYS, Marianna, FL.
School Psychology Internship

1996-1997 F.S.U. MULTIDISCIPLINARY CENTER, Tallahassee, FL.
School Psychology Internship

Itemized Clinical Experiences

- 2001 CHILDREN'S HOSPITAL AT BELLEVUE, Outpatient Multidisciplinary Clinic, Bellevue, WA.
Staff psychologist: Developed, coordinated, and supervised implementation of a summer treatment program for 60 children with pervasive developmental disabilities.
- 2000-2001 CHILDREN'S HOSPITAL, Inpatient Psychiatry Unit, Seattle, WA.
Child psychology resident: Supervised experiences in psychiatric evaluation, case management, individual and family therapy. I also attended multidisciplinary team meetings, grand rounds, and community planning discharge meetings.
- 2000 UNIVERSITY OF WASHINGTON MEDICAL CENTER, Outpatient Psychiatry Clinic, Seattle, WA.
Psychology resident: Supervised experiences in individual therapy with adults and couples therapy. I also attended case conferences and supervision of psychiatry residents. My caseload consisted of adults with anxiety disorders, mood disorders, and partner relational problems.
- 2000 CHILDREN'S HOSPITAL, Outpatient Multidisciplinary Clinic, Bellevue, WA.
Child psychology resident: Supervised experiences in individual therapy, family therapy, social skills group therapy, case management, classroom observations, and psychological testing. I also attended IEPs and case conferences. My caseload consisted of children with pervasive developmental disabilities, mental retardation, elimination disorders, behavioral disorders, and mood and anxiety disorders.
- 2000 CHILDREN'S HOSPITAL, Summer Treatment Program, Anacortes, WA.
Counselor & group therapist at a summer camp for children with severe developmental disabilities. Supervised experiences supporting daily living skills, encouraging participation in camp activities, and co-leading a process group of male and female adolescents with developmental disabilities.
- 1999 STATE OF FLORIDA HOUSE OF REPRESENTATIVES, Department of Children and Families, Tallahassee, FL.
Intern: I helped develop and evaluate a statewide program of school readiness screening and early intervention referral. My contributions included summarizing survey data, providing independent evaluation, presenting these data and evaluations to the House, and designing a program evaluation study.

- 1997-1998 ARTHUR G. DOZIER SCHOOL FOR BOYS, Marianna, FL.
School Psychology Intern: Supervised experiences in individual therapy, group therapy, diagnostic interviewing, psychological testing, and report writing. The population consisted of 150 adolescent boys committed to a level eight detention center for crimes against property and persons. A large portion of my therapy caseload was sex offenders.
- 1997-1998 Private Practice of Dave Smiley, Ph.D., L.P.: Cairo, GA.
Psychometrist: Supervised experience performing social security evaluations for children and adults with physical and/or psychological disabilities.
- 1994-1997 F.S.U. MULTIDISCIPLINARY CENTER, Tallahassee, FL.
Behavioral specialist and, subsequently, school psychology intern: Supervised experiences in classroom observation, psychoeducational and psychological testing, group counseling, report writing, and parent and school feedbacks. I also attended IEPs and led staffings concerning children with learning, behavioral, or emotional difficulties.
- 1994-1997 F.S.U. PSYCHOLOGY CLINIC, Tallahassee, FL.
Graduate student therapist: Supervised experiences performing individual therapy, psychological assessment, and report writing for children and adults.
- 1996 EASTER SEAL, Tallahassee, FL.
Psychometrist: Supervised experiences performing diagnostic interviewing, personality and psychoeducational assessment, and report writing for vocational rehabilitation.
- 1995 Private Practice of Joe De'Agostino, Ph.D., L.P.. Thomasville, GA.
Psychometrist: Supervised experience performing social security evaluations for children and adults with physical and/or psychological disabilities.
- 1988-1993 WILLOW CREEK CENTERS, P.C., Canton, MI.
Intake worker, transcriptionist, and secretary

Honors, Scholarships, & Awards

<u>Dates</u>	<u>Honors, Scholarships, & Awards</u>
2006	International Reading Association's Albert J. Harris Award
2004	Who's Who in the Social Sciences
1999	American Psychological Foundation Graduate Research Scholarship in Psychology
1998	APA, Division 12, Student Research Award
1998	APA, Division 29, Student Development Award finalist
1993	Summa Cum Laude, Wayne State University
1989-1993	Wayne State University Merit Scholarship
1992	National Honor Society in Psychology
1991	The National Dean's List
1991	Golden Key National Honor Society
1989	Magna Cum Laude, Plymouth Christian Academy

Organizational Affiliations

<u>Dates</u>	<u>Affiliations</u>
2002 – present	Society for the Scientific Study of Reading voting member
2001 – present	American Psychological Association member
2004 – 2005	American Psychological Society member
2003 – 2005	National Association of School Psychologists member
2003 – 2004	Society for Research in Child Development member
1998 - 2001	American Psychological Association Student Affiliate
1998 – 2001	American Psychological Association of Graduate Students
1998 – 1999	Society for Research in Child Development student member
1996 - 1998	Association for Advancement of Behavior Therapy

Invited Addresses

Anthony, J. L. (2008, June). *Influence of individuals, classrooms, and programs on the development of emergent literacy*. University of Minnesota. Minneapolis, MN.

Anthony, J. L., & Landry, S. (2008, June). *Texas Early Education Model (TEEM) & Texas School Readiness Certification System*. University of Minnesota. Minneapolis, MN.

Anthony, J. L. (2008, June). *Promoting school readiness through instruction in oral language and emergent literacy*. Park City Institute. Park City, Utah.

Anthony, J. L. (1998, August). *Dimensionality of posttraumatic stress disorder symptoms in children exposed to disaster: Results from a confirmatory factor analysis*. Paper presentation invited by Section 1, Division 12, of the American Psychological Association. San Francisco, CA.

Teaching Experiences

Anthony, J. L., & Freeman, N. (1999, May). *Parenting the strong-willed child: A six-week parenting course*, Epiphany Lutheran Church.

Anthony, J. L. (1999, February). *Dyslexia: Characterization, identification, and remediation*. Guest lecture for graduate students in communication disorders, Florida State University.

Anthony, J. L. (1998, June). *Dyslexia: Characterization, identification, and remediation*. Guest lecture for graduate students in communication disorders, Florida State University.

Teaching Assistant (Spring, 1998). Sensation & Perception lab instructor, Florida State University.

Anthony, J. L. (1997, June). *Dyslexia: Characterization, identification, and remediation*. Guest lecture for graduate students in special education, Florida State University.

Anthony, J. L. (1997, March). *Posttraumatic stress disorder in children*. Presentation to school psychologists that addressed conceptualization, assessment, and treatment of PTSD in children, Florida State University.

Professional References

Rick Wagner, Professor, Psychology Department, Florida State University, Tallahassee, FL. 32306; (850) 644-1707; rkwagner@psy.fsu.edu

Che Kan Leong, Professor, Educational Psychology & Special Education, University of Saskatchewan, 28 Campus Drive, Room 1212, Saskatoon Saskatchewan S7N 0X1 Canada; leong@sask.usask.ca

Hugh Catts, Chair and Professor, Department of Speech-Language-Hearing, University of Kansas, Dole Human Development Center, 1000 Sunnyside Ave, Lawrence, KS 66045-7555; (785) 864-0639; catts@ku.edu

Donald Compton, Associate Professor, Special Education Department, Vanderbilt University, Box 328 Peabody College, Nashville, TN 37203-5701; (615) 322-8282; donald.l.compton@vanderbilt.edu

Jack Fletcher, Distinguished University Professor, Department of Psychology, University of Houston Texas Medical Center Annex, 2151 W. Holcombe Blvd., Suite 222, Houston, TX 77030; (832) 842-2006; JackFletcher@uh.edu

Joseph Torgesen, Professor, Psychology Department, Florida State University, Tallahassee, FL. 32306; (850) 644-1707; torgesen@psy.fsu.edu

Barbara Foorman, Francis Eppes Professor of Education, Florida State University, Florida Center for Reading Research, 227 N. Bronough Street, Suite 7253, Tallahassee, FL 32301 (850) 645-7456; Barbara.R.Foorman@uth.tmc.edu

David Francis, Professor and Chair, Department of Psychology, University of Houston, 126 Heyne Building, Houston, TX 77204; (832) 842-7036; david.francis@times.uh.edu