

Curriculum Vitae  
*Jason Lon Anthony*

**Demographics**

Citizenship: United States of America  
Address: University of South Florida  
Child & Family Studies  
Rightpath Research & Innovation Center  
13301 Bruce B. Downs Blvd., MHC 1706, Tampa, FL 33612  
Phone: (813) 974-6009  
Email: JasonAnthony@USF.edu

**Education**

| <u>Dates</u> | <u>Degree</u> | <u>Institution &amp; Subject</u>   |
|--------------|---------------|--|
| 2001         | Ph.D.         | FLORIDA STATE UNIVERSITY, Tallahassee, FL.<br>Clinical Psychology (child and adolescent concentration) |
| 1999         | Ed.S.         | FLORIDA STATE UNIVERSITY, Tallahassee, FL.<br>School Psychology  |
| 1996         | MS            |  |

1996-1997            Intern            F.S.U. MULTIDISCIPLINARY CENTER  
School Psychology Internship

**Published Manuscripts (peer-reviewed)**

**2018**

Foster, M., **Anthony, J. L.**, Zucker, T. A., & Branum-Martin, L. (in press). Prediction of English and Spanish kindergarten mathematics from English and Spanish cognitive and linguistic abilities in Hispanic dual language learners. *Early Childhood Research Quarterly*.

Foster, M., **Anthony, J. L.**, Clements, D. H., Sarama, J. H., & Williams, J. M. (in press). Hispanic Dual Language Learning Kindergarten Students Response to a Numeracy Intervention: A Randomized Control Trial. *Early Childhood Research Quarterly*.

Piasta, S. B., Farley, K. S., Phillips, B. M., **Anthony, J. L.**, & Bowles, R. P. (in press). Assessment of Young Children's Letter-Sound Knowledge: Initial Validity Evidence for Letter Sound Short Forms. *Assessment for Effective Intervention*.

**2016**

**Anthony, J. L.** (2016). For which children of economic disadvantage and in which instructional contexts does *Earobics Step 1* improve literacy? *Journal of Research on Educational Effectiveness*, 9, 54-76.

Foster, M. E.,

**Anthony, J. L.,** Williams, J. M., Zhang, Z., Landry, S. H., Dunkelberger, M. J. (2014). Evaluation of Raising a Reader and supplemental parent training in shared reading. *Early Education and Development, 25*, 493-514.

### 2013

Landry, S. H., Assel, M. A., **Anthony, J. L.,** & Swank, P. R. (2013). Development of a Universal Screening and Progress Monitoring Tool and Its Applicability for Use in Response to Intervention. In V. Buisse & E. S. Peisner-Feinberg (Eds), *Handbook of Response to Intervention in Early Childhood.* (pp. 155-168). Baltimore, Maryland: Paul H. Brookes.

### 2012

Mellard, D. F., **Anthony, J. L.,** & Woods, K (2012). Understanding oral reading fluency among adults with low literacy: Dominance analysis of contributing component skills. *Reading and Writing: An Interdisciplinary Journal, 25*, 1345-1364.

Phillips, B., Piasta, S., **Anthony, J. L.,** & Lonigan, C. J. (2012). IRTs of ABCs. *Journal of School Psychology, 50*, 461-481.

Williams, J. M., Landry, S. H., **Anthony, J. L.,** & Swank, P. R.. (2012). An empirically based statewide system for identifying quality pre-kindergarten programs. *Education Policy Analysis Archives, 20*, 1-33.

### 2011

**Anthony, J. L.,** Williams, J. M., Duran, L., Gillam, S., Liang, L., Aghara, R., Swank, P., Assel, M., & Landry, S. (2011). Spanish phonological awareness: Dimensionality and sequence of development during the preschool and kindergarten years. *Journal of Educational Psychology, 103*, 857-876.

**Anthony, J. L.,** Greenblatt Aghara, R., Dunkelberger, M. J., Anthony, T. I., Williams, J. M., & Zhang, Z., (2011). What factors place children with speech sound disorders at risk for dyslexia? *American Journal of Speech Language Pathology, 20*, 146-160.

**Anthony, J. L.,** Aghara, R. G., Solari, E. J., Dunkelberger, M. J., Williams, J. M., & Liang, L. (2011). Quantifying phonological representation abilities in Spanish speaking preschool children. *Applied Psycholinguistics, 32*, 19-49.

Landry, S., Swank, P., **Anthony, J. L.,** & Assel, M. (2011). An Experimental Study Evaluating Professional Development Activities within a State Funded Pre-Kindergarten Program. *Reading and Writing: An Interdisciplinary Journal, 24*, 971-1010.

### 2010

**Anthony, J. L.,** Williams, J. M., Aghara, R., Dunkelberger, M., Novak, B., & Mukherjee, A. D. (2010). Assessment of individual differences in phonological representation. *Reading and Writing: An Interdisciplinary Journal, 23*, 969-994.

**2009**

**Anthony, J. L.,** Solari, E.J., Williams, J. M., Schoger, K.D., Zhang, Z, Branum-Martin, L., & Francis, D.J. (2009). 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, 13*, 535-564.

Assel, M., & **Anthony, J. L.** (2009). Factor structure of the DIAL-3: A test of theory-driven versus empirically-driven conceptualizations in a nationally representative sample. *Journal of Psychoeducational Assessment, 27*, 113-124.

Barth, A. E., Catts, H., & **Anthony, J. L.** (2009). Component skills underlying reading fluency in adolescent readers: A latent variable

**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*

*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.







**Manuscripts under review**

**Anthony, J. L.,** Dunlap, S., Wú, W., Crawford, A., Landry, S. H., Millner, K., & Ciancio, D. (2018). *Teachers' instructional behaviors predict student learning: Initial validation of the Teacher Behavior Rating Scale - Kindergarten version*. Manuscript resubmitted for publication.

**Manuscripts in progress (analyzed studies)**

## **Research Conference Presentations**

**2018**

**Anthony, J. L.** (2018, July). *Dimensionality of English Letter Knowledge across Names, Sounds, Case, and Response Modalities*. Paper presented at the annual meeting of

Foster, M. E. & **Anthony, J. L.** (2016, February). *Computer Assisted Instruction Improves Math Outcomes for Kindergartners at-risk for Learning Difficulties*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

Foster, M. E., & Anthony, J. L. (2016, December). *Cognitive and linguistic predictors of kindergarten mathematics outcomes for Hispanic language minority students from Title I schools*. Paper presented at the annual Institute of Education Sciences Principal Investigators Meeting. Washington D.C.

## 2015

Foster, M. E., & **Anthony, J. L.**, & Williams, J. M. (2015, December). A *Randomized Control Trial Evaluating the Effectiveness of Computer Assisted Instruction in Numeracy on Math Outcomes for English Learners in Kindergarten: Implications for Measurement of Student Academic Outcomes*. Paper presented at the annual Institute of Education Sciences Principal Investigators Meeting. Washington D.C.

**Anthony, J. L.** (2015, November). *Impact of Earobics on Kindergarteners' Literacy: Moderation by Risk Status and Classroom Instruction*. Paper presented at the annual meeting of the American Speech-Language-Hearing Association. Denver, CO.

**Anthony, J. L.** (2015, July). *Advances in the Assessment of Emergent Literacy of English Speaking, Spanish Speaking, and Spanish-English Bilingual Children*. Paper presented at the annual convention of the Society for the Scientific Study of Reading. Hawaii.

**Anthony, J. L.** (2015, September). *Optimizing Assessment of Young Children's Letter Knowledge: School Readiness Curriculum Based Measurement System*. Paper presented at the Children's Learning Institute's Work in Progress Meeting. Houston, TX

**Anthony, J. L.** (2015, February). *Classroom Instruction Moderates Impact of Earobics on Kindergarteners' Growth in Literacy*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

Foster, M. E., & **Anthony, J. L.** (2015, February). *Processes in the Development of Mathematics in Kindergarten Children*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

**Anthony, J. L.** (2015, February). *School Readiness Curriculum Based Measurement System*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

## 2014

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Foster, M. E. & **Anthony, J. L.** (2014, September). *Processes in the Development of Mathematics in Kindergarten Children*. Paper present at the Texas Institute for Measurement, Evaluation, and Statistics Research Colloquium

**Anthony, J. L.** (2012, July). *Evaluation of Earobics and Building Blocks in Low SES minority children*. Paper presented at the third annual Summer Program Evaluation and Research Series (SPERS) sponsored by the Department of Research & Accountability in the Houston Independent School District (HISD). Houston, TX.

**2011**

**Anthony, J. L.,** Gillam, S., Williams, J. M. & Landry, S. (2011, November). *Spanish Phonological Awareness: Dimensionality and Sequence of Development in Preschoolers and Kindergarteners*. Paper presented at the annual convention of the American Speech and Hearing Association (ASHA). Washington, DC.   
American Speech and Hearing Association (ASHA) - 1 (e) 4 2009 BT 0.12 eearing Ass

**Anthony, J. L.,** & Hecht, S. (2010, February). *Efficacy of Computerized ~~Preschool~~ Building Blocks Instruction for Kindergarteners from Low SES, Minority Backgrounds: Year 1 Results*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

**Anthony, J. L.,** Hecht, S., Williams, J., Zhang, Z., Clements, D., & Sarama, J., (2010, June). *Efficacy of Computerized Earobics and Building Blocks Instruction for Kindergarteners from Low SES, Minority Backgrounds: Year 2 Results*. Paper presented at the annual meeting of the Institute for Educational Sciences. Washington, DC.

## 2009

**Anthony, J.L.,** Hecht, S., Schoger, K., Mukherjee, A., & Williams, J. (2009, June). *Efficacy of Computerized Earobics and Real Math Instruction for Kindergarteners from Low SES, Minority Backgrounds: Year 1 Results*. Paper presented at the annual meeting of the Institute for Educational Sciences. Washington, DC.

**Anthony, J.L.** (2009, May). *Evaluation of Two Large Scale Shared Reading Interventions on Preschool Children's Language and Literacy*. Paper presented at the annual meeting of the Athens Institute for Education and Research. Athens, Greece.

**Anthony, J.L.** (2009, March). *Evaluation of the Raising a Reader and Family Nights programs with at-risk preschool children*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness. Arlington, VA.



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



*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

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 O Q,t*

**2001**

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.

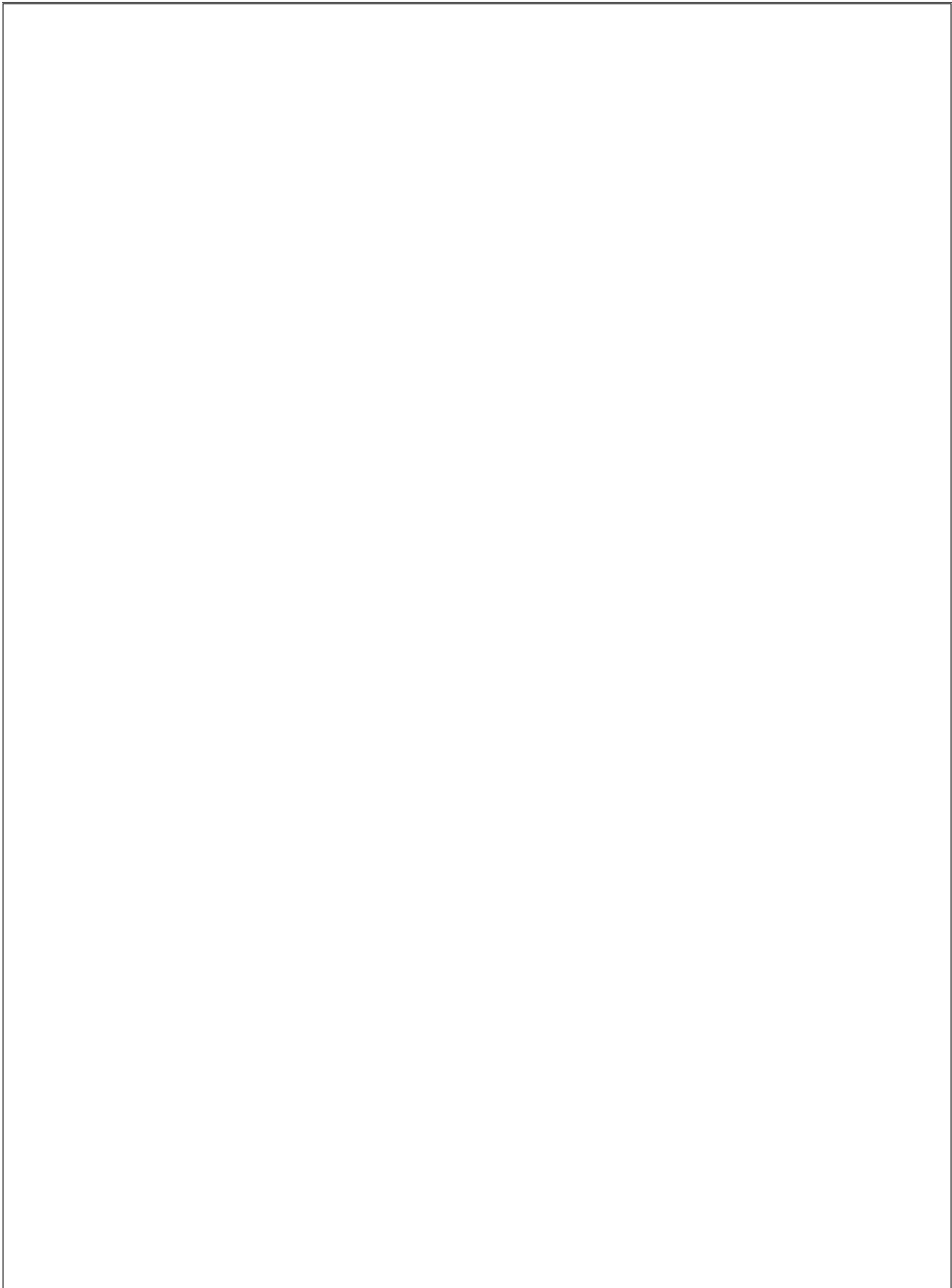
**1998**

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



Anthony, J. L. (2008). *Evaluation of Raising a Reader and Family Nights programs: Year 2.*







## **Editorial Activities**

Editorial Board Member (2010-present), *Journal of Learning Disabilities*

Editorial Board Member (2005-present), *Journal of Applied Psycholinguistics*

Editorial Board Member (2014-2017), *Annals of Dyslexia*

Editorial Board Member (2009-2012), *Scientific Studies of Reading*

Editorial Board Member (2008), *Journal of School Psychology*

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, *British Journal of Educational Psychology*

Ad Hoc Editorial Consultant, *Journal of Developmental Psychology*

Ad Hoc Editorial Consultant, *Child Developmental*

Ad Hoc Editorial Consultant, *The Journal of Pediatrics*

Ad Hoc Editorial Consultant, *Assessment*

Ad Hoc Editorial Consultant, *Assessment for Effective Intervention*

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*

opment

## Consultative Activities

Consultant for Carol Scheffner Hammer (2017). Reviewed tasks, directions, item content for the *Bilingual Assessment of Phonological Awareness* (BAPS).

Consultant for National Center for Systemic Improvement (NCSI; 2016). Presented at and participated in the NCSI Thought Leader Forum on Child Assessment for Programs Serving Infants, Toddlers, and Preschoolers with Disabilities. Washington DC.

Consultant for Lori Skibbe (2016). Reviewed tasks, directions, item content for the *Inventory of Phonological Awareness using Alternative Responses* (IPAAR).

Consultant for Ryan Bowles (2015). Discussed online assessment and reporting methods related to aid technology development of the *Inventory of Phonological Awareness using Alternative Responses* (IPAAR).

Consultant for Raising a Reader. (2014). Reviewed grant proposal and provided methodological consultation.

Consultant for Hatch Inc. (2013). Reviewed and recommended new entry and progression rules in Shell Squad Games for iStartSmart.

Consultant for Hatch Inc. (2013). Reviewed and recommended new entry and progression rules in Shell Squad Games for iStartSmart.

Consultant for Psychological Assessment Resources (2010). Reviewed and critiqued test stimuli for pilot of new items for Expressive Vocabulary Test and Receptive Vocabulary test.

Consultant for Research Triangle Institute (2009). Reviewed and critiqued test stimuli for pilot of new items for ECLS-B.

Consultant for Psychological Assessment Resources (2009). Reviewed and critiqued test stimuli for pilot of new items for Expressive Vocabulary Test and Receptive Vocabulary test.

Consultant for Migrant and Seasonal Head Start Survey Design project (2008),

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. Dept. of Education. Organized by Computer Sciences Corporation, Silver Spring, MA.

Program evaluator. Gulf Coast Community Services Ass. 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. Dept. 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.* Development of the Math and Science Domains of the School Readiness Curriculum Based Measurement System. U.S. Department of Education, Institute of Education Sciences, (\$1.6M; 10-20% effort; 2015-2019).

*Co-investigator.* The effect of definitions, contextual support, and cognate status on 4th grade Spanish-speaking English learners' understanding of unfamiliar words in text. U.S. Department of Education (\$1.6 M; 10% effort; 2015-2019; Maria Carlo, PI)

### **Under review**

*Co-Principal Investigator.* A Randomized Control Trial Evaluating Different Theoretically Driven Implementations of a Computer-based Mathematics Intervention when used with Spanish-English Speaking Kindergarten Students. NICHD Research Project Grant (R01 – Clinical Trial Required) PA-18-480 (\$3,581,214; Matt Foster, Co-PI)

*Principal Investigator.* Neural Correlates of Symbolic and Nonsymbolic Numeracy in Typically Developing Students and Students at Risk for Mathematics Learning Difficulties. NIH. (\$3.4M; 2017-2021).

*Co-principal Investigator.* Bilingual Assessment Intervention Program (BAIP) for SLPs and SLPAs. US Department of Education. (\$2.7M; 2016-2021; Liz Pena, PI).

*Principal Investigator.* Neural Correlates and Treatment of Mathematics Learning Difficulties. UT BRAIN seed grant. (\$100K; 2015-2016).

*Principal Investigator.* Neural Correlates and Treatment of Mathematics Learning Difficulties. Brain Research Foundation Scientific Innovation Awards. (\$150K; 2015-2016).

*Principal Investigator.* Development of Math and Science Domains of the School Readiness Curriculum Based Measurement System. National Science Foundation, (\$3M; 2015-2019).

*Co-Investigator.* Grammatical and Lexical Use of English by ELLs (GLUE for ELLs). U.S. Department of Education, Institute of Education Sciences, (\$741K; Lisa BeDore, PI).

*Co-Investigator.* The Relations of Domain-Specific Number Abilities and Domain-General Cognitive Abilities on Mathematics Outcomes in Children At-Risk for Mathematics Learning Disabilities. U.S. Department of Education, Institute of Education Sciences, Early Career Program (PI: Matt Foster).

*Co-Investigator.* Domain-Specific Abilities and General Cognitive Abilities that Influence the Learning of Mathematics in Children at Risk for Mathematics Learning Difficulties. U.S. Department of Education, Institute of Education Sciences, Cognition and Student Learning Program (PI: Matt Foster)

*Co-Investigator.* Identification of Malleable Sources of Growth in Basic Algebra Skills in Middle School. US Department of Education, Institute of Educational Sciences (\$1.5 M, resubmitted 2010; Steven Hecht, PI)

*Co-Investigator.* Linking Data and Instruction to Improve High Risk Children's Outcomes in Pre-Kindergarten (Pre-K), Kindergarten (K), and 1st Grade: An Integrated System to Enhance Language and Literacy Learning. U.S. Department of Education, Investing in Innovation, (\$30M; submitted 2010; Susan Landry, PI).

*Principal Investigator.* Development of the School Readiness Curriculum Based Measurement System. U.S. Department of Education, Investing in Innovation, (\$5M; submitted 2010).

*Principal Investigator.* Evaluation of V-me short form programming for at risk English language learners. U.S. Department of Education, (\$1.7M subcontract; submitted 2010; WestEd, PI).

*Co-Investigator.* Raising A Reader: A Further Validation of Program Effects and Expansion of Program Augmented by Family Nights. U.S. Department of Education, Investing in Innovation, (\$20M; submitted 2010; Gabrielle Miller, PI).

*Co-Investigator.* Small Group Instruction for Preventing Fraction Failure in Low Achieving Students. National Institute of Child and Human Development (\$3.4 M; submitted 2010; Steven Hecht, PI).

*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).

*Co-Investigator.* Evaluation of the value added of computer assisted math instruction for young children. U.S. Department of Education, Institute of Education Sciences, (10% effort; submitted 2009; Steven Hecht, PI).

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

*Co-Investigator.* Sources of growth in algebra in children with and without math difficulties (Steven Hecht, PI).

*Co-Investigator.* Assessing added benefit of computer assisted math instruction for young children (Steven Hecht, PI).

*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



*Principal Investigator.* Evaluation of *Safe Boundaries*. Evaluation contract with Children's Assessment Center Foundation. (\$12,454; 2008-2011).

*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)



*Project Coordinator.* Development of phonological sensitivity in prereaders.  
National Institute of Child Health and Human Development, HD36067, (Christopher J.

**Other Competitive Sources of Funding**

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

### **Graduate Student Mentees**

Noe Erazo, Ph.D. in Interdisciplinary Studies, University of South Florida

Jeffrey Williams, Ph.D. in Social Psychology, University of Houston

Amy Barth, Ph.D. in Speech-language Pathology, Kansas University

Teresa Salinas, MS in Speech-language Pathology, University of Houston

### **Dissertation & Thesis Committees**

Mirza Lugo-Neris, Ph.D. Speech-language Pathology, University of Texas Austin

Kristin Shipp, MS in Speech-language Pathology, University of Houston

Karen Cadigan, Ph.D. in School Psychology, University of Minnesota

Latrice Seals, Ed.D. in Curriculum & Instruction, University of Houston



- 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 ARTHU

**Honors, Scholarships, & Awards**

Dates

Honors, Scholarships, & Awards



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](mailto: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](mailto:leong@sask.usask.ca)

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](mailto:JackFletcher@uh.edu)

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