

CURRICULUM VITAE

Elizabeth B. Meisinger

EDUCATION

2003 **Doctor of Philosophy**, Department of Educational Psychology
to
2006 University of Georgia (APA-Accredited Program)
 Program: School Psychology

2000 **Master of Arts**, Department of Educational Psychology
to
2002 University of Georgia
 Major: Education

1996 **Bachelor of Arts**, Department of Psychology
to
2000 University of North Carolina at Chapel Hill
 Major: Psychology

ACADEMIC EXPERIENCE

August 2010 **ASSOCIATE DIRECTOR OF SCHOOL PSYCHOLOGY**
to
Present Department of Psychology
 University of Memphis

Duties: Coordinates the advanced practicum placements for doctoral students in school psychology. Coordinates the external assistantship placements for masters, specialists, and doctoral students in school psychology. Develops and maintains relationships with external assistantship placement sites. Advises doctoral students regarding the internship application process, and consults with current students and recent graduates regarding licensure. Maintains student data files.

August 2013 **ASSOCIATE PROFESSOR OF PSYCHOLOGY**
to
Present *Interventions in School Psychology; Psychological Consultation; Child Psychology;*
 Intervention and Consultation Practicum in School Psychology; Advanced Practicum in School Psychology
 Department of Psychology
 University of Memphis

Duties: Responsible for all components of teaching including the preparation and administration of lectures, selection of reading materials and assignments, construction and scoring of examinations and other grading procedures, and the assignment of course grades. Train school psychology graduates students in the implementation of a variety of intervention modalities including individual therapy, group therapy, and consultation. Advise and mentor graduate students enrolled in the school psychology program. Serve on student thesis, comprehensive examination, and dissertation committees and serve on university and departmental committees.

August 2007 **ASSISTANT PROFESSOR OF PSYCHOLOGY**
 to *Interventions in School Psychology; Psychological Consultation; Child Psychology;*
 August 2013 *Intervention and Consultation Practicum in School Psychology; Advanced Practicum in School Psychology*
 Department of Psychology
 University of Memphis

Duties: Responsible for all components of teaching including the preparation and administration of lectures, selection of reading materials and assignments, construction and scoring of examinations and other grading procedures, and the assignment of course grades. Train school psychology graduate students in the implementation of a variety of intervention modalities including individual therapy, group therapy, and consultation. Advise and mentor graduate students enrolled in the school psychology program. Serve on student thesis, comprehensive examination, and dissertation committees and serve on university and departmental committees.

August 2004 **TEACHING ASSISTANT**
 to *Psychoeducational Assessment Lab*
 December 2004 Department of Educational Psychology
 University of Georgia

Duties: Taught first-year graduate students in school and clinical psychology how to administer the WISC-IV, DAS, WAIS-II, RIAS, Stanford-Binet IV, K-ABC, GORT-4, and Vineland Adaptive Behavior Scales. Demonstrated test administration, graded intelligence and achievement test protocols, and supervised practice administrations.

PROFESSIONAL PUBLICATIONS

(* = University of Memphis student)

Journal Articles (N = 15)

Full Length Articles

*Taylor, C. T., **Meisinger, E. B.**, & Floyd, R. G. (2013). Variations in directions and overt timing on oral reading accuracy, fluency, and prosody. *School Psychology Review*, 42, 437-447.

Benjamin, R. G., Schwanenflugel, P. J., **Meisinger, E. B.**, Groff, C., Kuhn, M., & Steiner, L. (2013). A spectrographically grounded scale for evaluating reading expressiveness. *Reading Research Quarterly*, 48, 105-133.

Floyd, R. G., **Meisinger, E. B.**, Gregg, N., Keith, T. Z. (2012). An explanation of reading comprehension across development using models from tell-Horn-Carroll theory: Support for integrative models of reading. *Psychology in the Schools*, 48, 725-743.

*Price, K. W., **Meisinger, E. B.**, *D'Mello, S., & Louwerse, M. M. (2012). Silent reading fluency using underlining: Evidence for an alternative method of assessment. *Psychology in the Schools*, 49, 606-618.

Kuhn, M., Schwanenflugel, P. J., & **Meisinger, E. B.** (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and the definitions of fluency. *Reading Research Quarterly*, 45, 230-251.

Meisinger, E. B., Bloom, J. S., & Hynd, G. W. (2010). Reading fluency: Implications for the assessment

of children with reading disabilities. *Annals of Dyslexia*, 60, 1-17.

Meisinger, E. B., Bradley, B. A., Schwanenflugel, P. J., & Kuhn, M. (2010). Teachers' perceptions of word callers and related literacy concepts. *School Psychology Review*, 39, 54-68.

Wise, J. C., Sevcik, R. A., Morris, R. D., Lovett, M. W., Wolf, M., Kuhn, M., **Meisinger, E. B.,** & Schwanenflugel, P. J. (2010). The relationship between different measures of oral reading fluency and reading comprehension in second grade students who evidence different oral reading fluency difficulties. *Language, Speech, and Hearing Services in Schools*, 41, 340-348.

Meisinger, E. B., Bradley, B. A., Schwanenflugel, P. J., Kuhn, M., & Morris, R. (2009). Myth and reality of the word caller: The relationship between teacher nominations and prevalence among elementary school children. *School Psychology Quarterly*, 24, 147-159.

Schwanenflugel, P. J., Kuhn, M. R., Morris, R. P., Morrow, L. M., **Meisinger, E. B.,** Woo, D. G., & Quirk, M. (2009). Insights into fluency instruction: Short- and long-term effects of two reading programs. *Literacy Research and Instruction*, 48, 318-336.

Meisinger, E. B., Blake, J. J., Lease, M. A., Paladry, G., & Olejnik, S. F. (2007). Variant and invariant predictors of perceived popularity across majority-black and majority-white classrooms. *Journal of School Psychology*, 45, 21-44.

Kuhn, M., Schwanenflugel, P. J., Morris, R. D., Morrow, L. M., Woo, D., **Meisinger, E. B.,** Sevcik, R., Bradley, B. A., & Stahl, S. A. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research*, 38, 357-387.

Schwanenflugel, P. J., **Meisinger, E. B.,** Wisenbaker, J., Kuhn, M., & Morris, R. (2006). Becoming a fluent and automatic reader in the early elementary school years. *Reading Research Quarterly*, 41, 469-522.

Meisinger, E. B., Schwanenflugel, P. J., Bradley, B. A., & Stahl, S. A. (2004). Interaction quality during partner reading. *Journal of Literacy Research*, 36, 111-140.

Test Review

*Traylor, T. B., *Price, K. W., & **Meisinger, E. B.** (2011). A review of the test of silent contextual reading fluency [Test Review]. *Canadian Journal of School Psychology*, 26, 75-79.

Book Chapters (N = 2)

Kuhn, M. R., Schwanenflugel, P. J., Stahl, K. D., **Meisinger, E. B.,** & Groff, C. (2013). Fluency-oriented reading instruction. In T. Rasinski & N. Padak (Eds.), *Fluency to comprehension: Teaching practices that work* (pp. 166-178). New York, NY: Guilford Press.

Meisinger, E. B., & Bradley, B. A. (2007). Echo reading, choral reading, and partner reading: Classroom strategies for improving reading fluency. In M. Kuhn & P. J. Schwanenflugel (Eds.), *Fluency in the classroom: A literacy curriculum* (pp. 36-54). New York: Guilford Press.

Manuscripts under Review (N = 1)

*Bradley, T., & **Meisinger, E. B.** (2012). *Miscues as predictors of reading comprehension*. Unpublished manuscript.

Manuscripts in Development (*N* = 3)

Meisinger, E. B., *Bradley, T., & *Taylor, C. (2012). *The concurrent validity of reading fluency measures*. Unpublished manuscript.

Meisinger, E. B., *Price, K. W., & *Taylor, C. (2012). *Navigating the classroom environment: The role of oral and silent reading fluency*. Unpublished manuscript.

*Price, K. W., **Meisinger, E. B.,** D'Mello, S., & Louwerse, M. M. (2012). *Oral and silent reading fluency: An investigation utilizing structural equation modeling*. Unpublished manuscript.

PROFESSIONAL PRESENTATIONS

(* = University of Memphis student)

National and International Presentations (*N* = 25)

*Taylor, C. D., **Meisinger, E. B.,** Floyd, R. G., *Lupo, S., *Haley, R., *Alexander, A., *Henson, B., & *Donald, S. (2013, February). *Examining the Effects of Instructions and Overt Timing on R-CBM*. Poster presented at the annual meeting of the National Association of School Psychologists. Seattle, WA.

Schwanenflugel, P. J., Benjamin, R. G., Kuhn, M. R., **Meisinger, E. B.,** Steiner, L., & Groff, C. (2012, December). *Rating Reading Expressiveness*. Paper presented at the annual meeting of the Literacy Research Association. San Diego, CA.

Meisinger, E. B., *Traylor, T. B., *Taylor, C., *Irby, S., & *Norfolk, P. (2012, February). *The concurrent validity of reading fluency measures*. Poster presented at the annual meeting of the National Association of School Psychologists. Philadelphia, PA.

*Traylor, T. B., **Meisinger, E. B.,** & *Price, K. W. (2011, February). *Miscue analysis: Assessment of oral reading errors in the classroom*. Poster presented at the annual meeting of the National Association of School Psychologists. San Francisco, CA.

Meisinger, E. B., *Price, K. W., & *Traylor, T. B. (2010, March). *Innovations in the assessment of reading fluency*. Paper presented at the annual meeting of the National Association of School Psychologists. Chicago, IL.

Kuhn, M. R., Schwanenflugel, P. J., **Meisinger, E. B.,** Gregory, M., & Groff, C. (2009, December). *Reconsidering reading fluency*. Paper presented at the National Reading Conference, Albuquerque, NM.

Meisinger, E. B., Bradley, B. A., Schwanenflugel, P. J., & Kuhn, M. (2009, February). *Word callers: A source of resistance to curriculum-based measurement*. Paper presented at the annual meeting of the National Association of School Psychologists. Boston, MA.

Meisinger, E. B., *Price, K. W., *Davidson, K., *Hingle, C., *Westmoreland, M., & Parra, G. R. (2009, February). *The effects of dysfluency on academic and social/emotional functioning*. Paper presented at the annual meeting of the National Association of School Psychologists. Boston, MA.

- *Price, K. W., **Meisinger, E. B.**, *D'Mello, S., *Traylor, T., & *Daaga, M. (2009, February). *Oral and silent reading fluency: Implications for assessment*. Poster presented at the annual meeting of the National Association of School Psychologists. Boston, MA.
- Floyd, R. G., Gregg, N., Keith, T. Z., & **Meisinger, E. B.** (2008, August). *Understanding reading comprehension using abilities from CHC theory*. Poster presented at the annual meeting of the American Psychological Association. Boston, MA.
- Meisinger, E. B.**, & Schwanenflugel, P. J. (2008, July). *The contribution of text fluency to reading comprehension in third and fifth graders*. Paper presented at the annual meeting of the Society of the Scientific Studies of Reading. Asheville, NC.
- Schwanenflugel, P. J., Kuhn, M. R., **Meisinger, E. B.**, Morris, R., Foels, P., Woo, D.G., & Kim, S. (2008, March). *A longitudinal study of the development of reading fluency and comprehension in the early elementary school years*. Poster presented at the annual meeting of the American Educational Researchers Association. New York, NY.
- Meisinger, E. B.** (2006, December). *The myth and reality of the word caller: Teachers' concepts of fluency and comprehension*. Paper presented at the annual meeting of the National Reading Conference. Los Angeles, CA.
- Meisinger, E. B.**, & Miller, J. (2004, December). *Word callers and teachers' perceptions of fluency and comprehension*. Paper presented at the annual meeting of the National Reading Conference. San Antonio, TX.
- Meisinger, E. B.**, Bloom, J. S., Hynd, G.W. & Schwanenflugel, P. J. (2004, November). *Reading fluency: Implications for the assessment of children with reading disabilities*. Poster session presented at annual meeting of the International Dyslexia Association. Baltimore, MD.
- Kuhn, M.R., Schwanenflugel, P. J., Morris, R., Woo, D., **Meisinger, E. B.**, & Morrow, L.M. (2004, June). *Teaching students to become fluent readers: A study of the effectiveness of two types of fluency-oriented instruction*. Paper presented to the Society for the Scientific Study of Reading, Amsterdam, Netherlands.
- Meisinger, E. B.**, Bradley, B., Schwanenflugel, P. J., & Stahl, S.A. (2004, April). *Quality of the interaction during partner reading*. Paper presented to the American Educational Researchers Association. San Diego, CA.
- Schwanenflugel, P. J., & **Meisinger, E. B.** (2004, May). *Building a theory of reading fluency: Focus on the attention resource model*. Invited presentation to the International Reading Association. Toronto, Canada.
- Stahl, S.A., Schwanenflugel, P. J., Groff, C., Turner, F., & **Meisinger, E. B.** (2003, December). *Developing fluency in the classroom*. Presentation to the National Reading Conference. Scottsdale, AZ.
- Stahl, S.A., Bradley, B., Smith, C., Kuhn, M., Schwanenflugel, P. J., **Meisinger, E. B.**, Morrow, L.M., & Woo, D. (2003, April). *Fluency-oriented reading instruction: Instructional effects*. Presentation to the American Educational Research Association. Chicago, IL.
- Schwanenflugel, P. J., Kuhn, M., **Meisinger, E. B.**, Bradley, B., Stahl, S., & Wisenbaker, J. (2003, April). *An examination of the attentional resource model and the development of reading fluency*. Presentation to the Society for Research in Child Development. Tampa, FL.

- Meisinger, E. B.,** Bradley, B., Schwanenflugel, P. J., & Stahl, S. A. (2002, December). *Quality of the interaction during partner reading*. Paper presented to the National Reading Conference. Miami, FL.
- Schwanenflugel, P. J., Kuhn, M.R., **Meisinger, E. B.,** Bradley, B. B., Wisenbaker, J., Stahl, S. A., & Morrow, L. M. (2002, August). *Developing fluency reading: Theory into practice. A cross-sectional study of the development of reading fluency in high-risk elementary school children in 1st, 2nd, and 3rd grade*. Presentation to the meeting of the World Congress of Reading. Edinburgh, Scotland.
- Meisinger, E. B.,** Blake, J. J., & Lease, A. M. (2002, April). *The predictive utility of classroom racial composition*. Poster session at the Conference of Human Development. Charlotte, NC.
- Schwanenflugel, P. J., Strauss, G., **Meisinger, E. B.,** Kuhn, M., & Stahl, S. A. (2001, October). *The influence of unit size of the development of Stroop interference in early reading*. Poster session presented to the Cognitive Development Society meeting. Virginia Beach, VA.

Regional Presentations (N = 6)

- Meisinger, E. B.** (April, 2010). *Reading fluency: A bridge between educational psychology and school psychology*. Invited Presentation to the Educational Psychology colloquium at the University of Memphis. Memphis, Tennessee.
- Meisinger, E. B.** (October, 2008). *Reading fluency: Normative patterns & assessment implications*. Invited Presentation to the Audiology and Speech-Language Pathology colloquium at the University of Memphis. Memphis, Tennessee.
- Meisinger, E. B.,** Bradley, B. A., Schwanenflugel, P. J., & Kuhn, M. (2008, September). *What's a word caller?* Presentation at Child and Family Studies research colloquium at The University of Memphis. Memphis, Tennessee.
- Meisinger, E. B.,** *Price, K. W., *Davidson, K., *Hingle, C., *Westmoreland, M., & Parra, G. R. (2009, October). *Dysfluency in the classroom*. Presentation at the Child and Family Studies research colloquium at The University of Memphis. Memphis, Tennessee.
- Meisinger, E. B.,** *Traylor, T. B., *Taylor, C., *Irby, S., & *Norfolk, P. (March, 2012). *The classification accuracy of reading fluency measures*. Presentation at the Child and Family Studies research colloquium at The University of Memphis. Memphis, Tennessee.
- Meisinger, E. B.,** & Schwanenflugel, P. J. (2007, October). *The contributions of text fluency to reading comprehension: Normative findings and implications for the assessment of reading disabilities*. Presentation at Child and Family Studies research colloquium at The University of Memphis. Memphis, Tennessee.

EDITORIAL SERVICE

- Journal of School Psychology*, Editorial Board, June 2011 to present.
- School Psychology Quarterly*, Editorial Board, June 2008 to present.
- The Reading Teacher*, Editorial Board, January 2013 to present.
- Annals of Dyslexia*, Ad-hoc Reviewer.
- International Journal of Psychology*, Ad-hoc Reviewer.
- Journal of Applied School Psychology*, Ad-hoc Reviewer.

Journal of Educational Psychology, Ad-hoc Reviewer.

Journal of Family Issues, Ad-hoc Reviewer.

Journal of School Psychology, Ad-hoc Reviewer.

Psychology in the Schools, Ad-hoc Reviewer.

School Psychology Quarterly, Ad-hoc Reviewer.

RESEARCH GRANT PROPOSALS

Submitted

Co-Principal Investigator (Schwanenflugel, Principal Investigator), *Rating Reading Expressiveness*. Institute for Education Sciences. (\$1,592,035). Submitted 2013, under review.

Principal Investigator, *iMaze as a Screening and Progress Monitoring Tool*. Institute for Education Sciences. (\$1, 597, 494). Submitted June, 2012, unfunded.

Principal Investigator, *The Collaborative Fluency Project*. Strengthening Communities Initiative Capacity Building Grant. (\$17,990). Submitted 2012, unfunded.

Principal Investigator, *Does Fluency Matter: Exploring the Effects of Reading Fluency on Academic and Social/Emotional Functioning*. Society for the Study of School Psychology. (\$9,800). Resubmitted 2009, unfunded.

Co-Principal Investigator (Schwanenflugel, Principal Investigator), *The Wide Listening to Wide Reading: Promoting Oral Language Development and Fluency to Improve Reading Comprehension by Late Elementary School*. Institute for Education Sciences. (\$8,453,677). Submitted 2009, unfunded.

Principal Investigator, *Does Fluency Matter: Exploring the Effects of Reading Fluency on Academic and Social/Emotional Functioning*. Society for the Study of School Psychology. (\$9,800). Submitted 2008, unfunded.

SUPERVISION OF DISSERTATIONS AND THESES

Undergraduate Honors Thesis

Member 3 committees at The University of Memphis

Master's Thesis

Chair	Rachel Dickens, The University of Memphis, proposed 2013
Chair	Katherine Price, The University of Memphis, defended 2009
Chair	Rachel Peterman, The University of Memphis, defended 2010
Chair	Tera Traylor, The University of Memphis, defended 2011
Chair	Colby Taylor, The University of Memphis, defended 2012
Member	7 committees at The University of Memphis

Comprehensive Examinations, Major Area Paper, and Specialty Examinations

Chair	Katherine Price, The University of Memphis, defended 2010
Chair	Rachel Peterman, The University of Memphis, defended 2011
Chair	Tera Traylor, The University of Memphis, defended 2011
Member	5 committees at The University of Memphis

Dissertations

Chair	Katherine Price, The University of Memphis, defended 2012
Chair	Tera Traylor, The University of Memphis, defended 2013
Chair	Rachel Peterman, The University of Memphis, proposed fall 2012
Member	6 committees at The University of Memphis

DEPARTMENT AND UNIVERSITY SERVICE

Departmental Committees

School Psychology Admissions Committee, The University of Memphis, August 2007 to present.
 School Psychology Coordinating Committee, The University of Memphis, August 2007 to present.
 Master's in General Psychology Admissions Committee, The University of Memphis, August 2007 to present.
 Visiting Professor Search Committee, The University of Memphis, December 2007 to 2008.
 Child Clinical Search Committee, The University of Memphis, October 2010 to March 2011.
 Cognitive Psychology Search Committee, The University of Memphis, September 2011 to December 2011.
 Cognitive Psychology Search Committee, The University of Memphis, September 2012 to January 2013

OTHER PROFESSIONAL ACTIVITIES

Steven A. Stahl Research Grant Committee, International Reading Association, August 2010 to present.
 Program Committee Member, The Bodine School, Memphis, Tennessee, May 2011 to May 2012.
 Ted X Steering Committee Member, The Bodine School, Memphis, Tennessee, November 2011 to May 2012.

SUPERVISORY EXPERIENCE

June 2011 **PRACTICUM SUPERVISOR**
 to *Advanced Practicum in School Psychology*
 Present Psychological Services Center
 Department of Psychology
 University of Memphis

Duties: Provided clinical supervision to graduate students in school psychology providing educational remediation or individual therapy services.

January 2007 **PRACTICUM SUPERVISOR**
 to *Intervention in School Psychology Practicum*
 Present Department of Psychology
 University of Memphis

Duties: Provided university-based supervision to graduate students in school psychology engaged in consultation, group counseling, brief individual counseling, threat assessment, and crisis response.

CLINICAL EXPERIENCE

August 2006 **CENTER MANAGER**, Seagoville Youth and Family Center
 to Dallas Independent School District
 July 2007 Dallas, Texas

Duties: Coordinate and supervise the provision of mental health services in a school-based outpatient clinic.
 Conduct intake interviews, assign cases to clinicians, supervise the provision of individual, family, and group

counseling, participate in psychiatric evaluations, collaborate with school personnel, and assist in providing prevention services to the local community.

August 2005 **PRE-DOCTORAL PSYCHOLOGICAL INTERN**
to Dallas Independent School District (APA-Approved internship)
July 2006 Dallas, Texas

Duties: Primary responsibilities included consultation with teachers, parents, and school administrators, individual and group counseling, participation in student support team (SST) meetings, and response to crises. Secondary rotations included assessment for special education eligibility and providing individual and family therapy in a community based mental health outpatient clinic (Youth & Family Center).

August 2002 **INTERVENTION PRACTICUM STUDENT**
to School Psychology Clinic at the University of Georgia
May 2004 Gaines Elementary School
Athens, Georgia

Duties: Provided individual therapy to elementary school aged children. Clients were seen in either a university or an elementary school setting. Therapeutic issues included anxiety, depression, obsessive thoughts, attention, and behavioral problems. Classroom level interventions, social skills groups, and parent workshops (topics include discipline and homework strategies) were also conducted.

May 2001 **ASSESSMENT PRACTICUM STUDENT**
to School Psychology Clinic at the University of Georgia
August 2002 Athens, Georgia

Duties: Administration, scoring, and interpretation of individual assessment measures, report writing, and parent feedback were provided to a diverse population of children and adolescents. Typical referral questions included learning disabilities, attention-deficit/hyperactivity disorder, anxiety, depression, and giftedness.

HONORS AND AWARDS

Early Career Scholar, Society for the Study of School Psychology, 2009

LICENSURE AND CERTIFICATION

Tennessee Licensed School Psychologist
Tennessee Licensed Psychologist, Health Services Provider #2853

PROFESSIONAL AFFILIATIONS

Institute for Intelligent Systems, The University of Memphis
International Dyslexia Association
International Reading Association
National Association of School Psychologists
Trainers of School Psychologists