

# Elizabeth B. Meisinger

## CURRICULUM VITAE

### EDUCATION

- 2006      **Doctor of Philosophy**, Department of Educational Psychology  
University of Georgia (APA-Accredited Program)  
*Program:* School Psychology
- 2002      **Master of Arts**, Department of Educational Psychology  
University of Georgia  
*Major:* Education
- 2000      **Bachelor of Arts**, Department of Psychology  
University of North Carolina at Chapel Hill  
*Major:* Psychology

### ACADEMIC EXPERIENCE

- January 2020      **Director of Training**, School Psychology Doctoral Program  
To  
Present      American Psychological Association Accredited Program  
Department of Psychology  
The University of Memphis
- August 2010      **Associate Director**, School Psychology Doctoral Program  
to  
December 2019      American Psychological Association Accredited Program  
Department of Psychology  
University of Memphis
- August 2013      **Associate Professor of Psychology**  
to  
Present      Department of Psychology  
University of Memphis
- August 2014      **Director, Child and Family Studies Research Area**  
To  
July 2016      Department of Psychology  
University of Memphis
- August 2007      **Assistant Professor of Psychology**  
to  
August 2013      Department of Psychology  
University of Memphis

**PROFESSIONAL PUBLICATIONS (N = 28)**

(\* = University of Memphis student)

**Journal Articles (N = 25)***Full Length Articles*

- Meisinger, E. B.**, \*Breazeale, A. M., & Davis, L. H. (tentatively accepted). Word- and text-level reading difficulties in students with dyslexia. *Learning Disabilities Quarterly*.
- \*Younger, R. L. & **Meisinger, E. B.**, (in press). Group stability and reading profiles of students with dyslexia: A double deficit perspective. *Learning Disabilities Quarterly*.
- \*Robinson, M. F., **Meisinger, E. B.**, & Joyner, R. E. (2019). The influence of oral versus silent reading on reading comprehension in students with reading disabilities. *Learning Disability Quarterly*, 42, 105–116.
- \*Dickens, R. H., & **Meisinger, E. B.** (2017). Examining the effects of reading modality and passage genre on reading comprehension in middle school students. *Reading Psychology*, 38, 321-347.
- \*Taylor, C., **Meisinger, E. B.**, & Floyd, R. G. (2016). Disentangling verbal instructions, experimental design, and sample characteristics: Results of curriculum-based measurement of reading research. *School Psychology Review*, 45, 53-72.
- \*Dickens, R. H., & **Meisinger, E. B.** (2016). Examining the effects of skill level and reading modality on reading comprehension. *Reading Psychology*, 37, 318-337.
- \*Price, K. W., **Meisinger, E. B.**, D’Mello, S., & Louwarse, M. M. (2016). The contributions of oral and silent reading fluency to reading comprehension. *Reading Psychology*, 37, 167-201.
- \*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., & Louwarse, 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 Reviews (N = 4)

- \*Johnson, J. M., \*Robinson, M. F., & **Meisinger, E. B.** (2018). The feifer assessment of reading [Test Review]. *Journal of Psychoeducational Assessment*. doi:10.1177/0734282918810328
- \*Tarrar, J. M, **Meisinger, E. B.**, & Dickens, R. H. (2015). The test of word reading efficiency, second edition [Test Review]. *Canadian Journal of School Psychology, 30*, 320-326.
- \*Dickens, R. H., **Meisinger, E. B.**, & \*Tarrar, J. M., (2015). The comprehensive test of phonological processing, second edition [Test Review]. *Canadian Journal of School Psychology, 30*, 155-162.
- \*Traylor, T. B., \*Price, K. W., & **Meisinger, E. B.** (2011). The test of silent contextual reading fluency [Test Review]. *Canadian Journal of School Psychology, 26*, 75-79.

#### Book Chapters (N = 3)

- Meisinger, E. B.**, & \*Robinson, M. F. (2018). Publishing in special education and literacy journals. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide* (pp. 191–203). New York, NY: Routledge.

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)**

\*Robinson, M. F. & **Meisinger, E. B.** (2020). The relation among phonological processing, oral and silent reading fluency, and reading comprehension for students with dyslexia: A longitudinal investigation.

#### **Manuscripts in Development (N = 4)**

\*Manning, H. R., & **Meisinger, E. B.**, \*Joyner, R. W., & \*Robinson, M. F. (2020). The validity of retell coding procedures in elementary school students with dyslexia.

**Meisinger, E. B.**, Seimyr, G. O., & Benfatto, M. N., (2020). Innovations in assessment: screening for reading difficulties using Lexplore.

**Meisinger, E. B.**, \*Manning, H. R., & Berlin, K. (2020). Predictors of response status: A fluency perspective.

**Meisinger, E. B.**, \*Younger, R. L. Mueller, C., & Windsor, D. (2020). Using an evidenced-based reading fluency program to combat the summer slump.

#### **PROFESSIONAL PRESENTATIONS**

(\* = University of Memphis student)

#### **National and International Presentations (N = 47)**

\*Lewis, E. K. & **Meisinger, E. B.** (February, 2021). *The Impact of Comorbid Conditions on Reading Fluency Growth*. Paper presented at the annual meeting of the National Association of School Psychologists. Online.

Pigozzi, G. H., Kuhn, M. R., Zhou, S., Dahlgren, R., Corriveau, K., Gibert, J. & **Meisinger, E. B.** (December, 2020). *Third-graders' reading and discussion of social studies texts: Looking at issues of challenge and comprehension*. Paper to be presented at the Literacy Research Association Annual Conference. Online

\*Lewis, E. K. & **Meisinger, E. B.** (July, 2020). *The Effects of Comorbid Conditions on Reading Growth* [Poster]. Society for the Scientific Study of Reading Conference, Newport Beach, CA, United States. <https://www.triplesr.org/twenty-seventh-annual-meeting> (Conference canceled due to COVID)

**Meisinger, E. B.**, Benfatto, M. N., Andersson, M., & Seimyr, G. O. (July, 2020). *Concurrent and predictive validity of reading assessment based on eye tracking and machine learning*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading. Newport Beach, CA. (Conference canceled due to COVID)

\*Breazeale, A. M., **Meisinger, E. B.**, Berlin, K. & Banerjee, P. (November, 2019). *The role of executive function in predicting growth in reading fluency*. Paper presented at the annual meeting of the International Dyslexia Association. Portland, OR.

- Meisinger, E. B.,** Davis, L. H., \*Walker, K. A, & \*Lewis, E. K. (November, 2019). *Predictors of response status: A fluency perspective*. Paper presented at the annual meeting of the International Dyslexia Association. Portland, OR.
- Meisinger, E. B.** & Seimyr, G. O. (November, 2019). *Innovations in assessment: screening for reading difficulties using Lexplore*. Poster presented at the annual meeting of the International Dyslexia Association. Portland, OR.
- \*Robinson, M. F., **Meisinger, E. B.,** & \*Manning, H. R. (November, 2019). *The relation among phonological processing, oral and silent reading fluency, and reading comprehension*. Paper presented at the annual meeting of the International Dyslexia Association. Portland, OR.
- \*Younger, R. L. & **Meisinger, E. B.** (November, 2019). *Group stability & reading profiles of students with dyslexia: A double deficit perspective*. Paper presented at the annual meeting of the International Dyslexia Association. Portland, OR.
- \*Manning, H. R., \*Breazeale, A. M., \*Robinson, M. F., \*Younger, R. L., **Meisinger, E. B.,** & Davis, L. H. (February, 2019). *Executive functioning & reading comprehension in students with dyslexia*. Poster presented at the annual meeting of the National Association of School Psychologists. Atlanta, GA.
- \*Robinson. M. F., \*Mayhew, A. A., **Meisinger, E. B.,** Davis, L. H., & Banerjee, P. (November, 2017). *The contribution of distinct reading and cognitive skills to reading comprehension in students with dyslexia*. Paper presented at the annual meeting of the International Dyslexia Association. Atlanta, GA
- Meisinger, E. B.,** Davis, L. H., \*Mayhew, A. A., & \*Robinson. M. F. (November, 2017). *Predictors of reading fluency growth in students with dyslexia*. Paper presented at the annual meeting of the International Dyslexia Association. Atlanta, GA.
- Meisinger, E. B.,** Davis, L. H., \*Mayhew, A. A., & \*Robinson. M. F. (July, 2017). *The role of oral and silent reading fluency in supporting reading comprehension in students with reading disabilities*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading. Halifax, Nova Scotia.
- \*Dickens, R. H., **Meisinger, E. B.,** \*Smith, D., & Levins, S. (February, 2017). *Examining reading modality and genre on comprehension in middle schoolers*. Poster presented at the annual meeting of the National Association of School Psychologists. San Antonio, TX.
- Meisinger, E. B.,** \*Johnson, J. M., Mueller, C., Winsor, D. (February, 2017). *Combating the summer slump using an evidenced-based reading program*. Paper presented at the annual meeting of the National Association of School Psychologists. San Antonio, TX.
- \*Waters, R. E., **Meisinger, E. B.,** & \*Robinson, M. F. (February, 2017). *The validity of retell coding procedures in elementary school students with dyslexia*. Poster presented at the annual meeting of the National Association of School Psychologists. San Antonio, TX.
- Meisinger, E. B.,** Davis, L. H., \*Robinson, M. F., \*Johnson, J. M., & \*Mayhew, A. A. (November, 2016). *Reading group subtypes in students with dyslexia*. Poster presented at the annual meeting of the American Speech, Language, and Hearing Association. Philadelphia, PA.
- \*Johnson, J. M., **Meisinger, E. B.,** Berlin, K. S. (February, 2016). *Effects of oral and silent reading fluency on*

*reading comprehension*. Poster presented at the annual meeting of the National Association of School Psychologists. New Orleans, LA.

\*Levins, S. B., **Meisinger, E. B.**, \*Smith, D. A., & \*Dickens, R. H. (February, 2016). *The concurrent validity of reading fluency measures*. Poster presented at the annual meeting of the National Association of School Psychologists. New Orleans, LA.

**Meisinger, E. B.**, Davis, L. H., \*Dickens, R. H., & \*Tarrar, J. M. (October, 2015). *The Relation between Oral and Silent Reading Fluency in Students with Dyslexia*. Paper presented at the annual meeting of the International Dyslexia Association. Grapevine, TX.

\*Dickens, R. H., \*Tarar, J. M., **Meisinger, E.B.**, \*Taylor, C., \*Roberson, T., \*Holden, S. (February, 2015). *Examining the Effects of Skill and Modality on Reading Comprehension*. Poster presented at the annual meeting of the National Association of School Psychologists. Orlando, FL.

**Meisinger, E. B.**, \*Dickens, R. H., & \*Tarar, J. M. (February, 2015). *Oral and Silent Reading Fluency: Assessment to Intervention*. Paper presented at the annual meeting of the National Association of School Psychologists. Orlando, FL.

\*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, 2<sup>nd</sup>, and 3<sup>rd</sup> 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 = 15)**

**Meisinger, E. B.** (January, 2019). *The growth of reading fluency in children with dyslexia*. The Bodine School. Memphis, TN.

**Meisinger, E. B.** (July, 2017). *Ethics in school psychology*. In-service training for Shelby County Schools. Memphis, TN.

**Meisinger, E.B.** (April, 2017). *Evidenced-based practice in reading fluency assessment & intervention*. Spring Institute for the Tennessee Association for School Psychologists. Jackson, TN.

Windsor, D., Mueller, C. & **Meisinger, E.B.** (September, 2015). *Developing a summer literacy program for low-income urban elementary students: Gains, losses, lessons learned*. Tennessee Association for the Education of Young Children. Memphis, TN.

**Meisinger, E.B.** (April, 2015). *Reading fluency: From theory to practice*. Invited Presentation to the School of Communication Sciences & Disorders colloquium at the University of Memphis. Memphis, Tennessee.

**Meisinger, E. B.,** Mueller, C., & Windsor, D. (November, 2014). *Jubilee summer reading enrichment program: Results from year 1*. Presentation at Child and Family Studies research colloquium at The University of Memphis. Memphis, Tennessee.

**Meisinger, E. B.** (July, 2014). *Ethics in school psychology*. In-service training for Shelby County Schools. Memphis, Tennessee.

**Meisinger, E.B.** (April, 2014). *Reading fluency: Effective assessment and intervention*. Invited presentation at the Tennessee International Dyslexia Association. Memphis, Tennessee.

**Meisinger, E. B.,** \*Traylor, T. B., \*Taylor, C., \*Irby, S., & \*Norfolk, P. (April, 2012). *The classification accuracy of reading fluency measures*. Presentation at Child and Family Studies research colloquium at The University of Memphis. Memphis, Tennessee.

**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.

#### **RESEARCH GRANTS**

- Principal Investigator, *Human Versus Automated Oral Reading Fluency Assessment*. (2019). Funding Source: Lexplore Inc. (\$6,924).
- Principal Investigator, *Innovations in Assessment: Screening for Reading Difficulties Using Eye Tracking* (2018-2019). Funding Source: Dunn Family Foundation Award (\$19,525).
- Co-Principal Investigator (Mueller & Winsor, Co-Principal Investigators), *Jubilee Summer Enrichment Reading Program (J-SERP) Intervention Grant* (2015). Funding Source: Anonymous gifts to the University of Memphis Foundation (\$50,000).
- Co-Principal Investigator (Mueller & Winsor, Co-Principal Investigators), *Jubilee Summer Enrichment Reading Program (J-SERP) Intervention Grant* (2014). Funding Source: Anonymous gifts to the University of Memphis Foundation (\$104,000).

#### **PENDING RESEARCH GRANT PROPOSALS**

- Principal Investigator, *The transition from oral to silent reading: Gathering empirical evidence*. Institute for Education Sciences. (\$1, 499, 948). Submitted August, 2020.
- Co-Investigator (Wang, Principal Investigator), *Studying and promoting reading development while reading electronic books*. Institute for Education Sciences. (\$1,697,520). Submitted August, 2020.

#### **UNFUNDED RESEARCH GRANT PROPOSALS**

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

Chair	Hannah Manning, The University of Memphis, defended 2019 Sarah Levins, The University of Memphis, defended 2015 Rachel Waters, The University of Memphis, defended 2016
Member	3 committees at The University of Memphis

### **Master's Thesis**

Chair	Emily Lewis, The University of Memphis, proposed 2020
Chair	Rachel Younger, The University of Memphis, defended 2019
Chair	Melissa Robinson, The University of Memphis, defended 2017
Chair	Rachel Dickens, The University of Memphis, defended 2014
Chair	Colby Taylor, The University of Memphis, defended 2012
Chair	Tera Traylor, The University of Memphis, defended 2011
Chair	Rachel Peterman, The University of Memphis, defended 2010
Chair	Katherine Price, The University of Memphis, defended 2009
Member	11 committees at The University of Memphis

### **Comprehensive Examinations, Major Area Paper, and Specialty Examinations**

Chair	Rachel Younger, The University of Memphis, defended 2019
Chair	Ashley Mayhew, The University of Memphis, defended 2017
Chair	Melissa Robinson, The University of Memphis, defended 2017
Chair	Jennifer Johnson, The University of Memphis, defended 2016
Chair	Rachel Dickens, The University of Memphis, defended 2014
Chair	Rachel Peterman, The University of Memphis, defended 2011
Chair	Tera Traylor, The University of Memphis, defended 2011
Chair	Katherine Price, The University of Memphis, defended 2010
Member	9 committees at The University of Memphis

### **Dissertations**

Chair	Melissa Robinson, The University of Memphis, defended 2019
Chair	Ashley Mayhew Breazeale, The University of Memphis, defended 2018
Chair	Jennifer Johnson, The University of Memphis, proposed 2017
Chair	Rachel Dickens, The University of Memphis, defended 2015
Chair	Rachel Peterman, The University of Memphis, defended fall 2014
Chair	Colby Taylor, The University of Memphis, defended 2014
Chair	Tera Bradley, The University of Memphis, defended 2013
Chair	Katherine Price, The University of Memphis, defended 2012
Member	13 committees at The University of Memphis

### **DEPARTMENT AND UNIVERSITY SERVICE**

#### **University Committees**

Administrative Policies Committee, Faculty Senate, The University of Memphis, August 2018 to present  
Faculty Senator (Representing the Psychology Department), The University of Memphis, August 2018 to May 2020  
Family Friendly Campus Committee, The University of Memphis, January 2017 to December 2018  
Faculty Senator Proxy (Representing the Psychology Department), The University of Memphis, January 2017 to May 2017  
Parental Leave Committee, The University of Memphis, January to July 2017  
Faculty Handbook Ad Hoc Committee, The University of Memphis, January to April 2017

#### **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.  
Tenure & Promotion Subcommittee (Howell), The University of Memphis, January to May 2017  
Master's in General Psychology Admissions Committee, The University of Memphis, August 2007 to May 2014.  
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  
Diversity Committee, The University of Memphis, September 2014 to August 2016.  
School Psychology Search Committee, The University of Memphis, August 2014 to February 2015.  
Cognitive Psychology Search Committee, The University of Memphis, December 2018 to May 2019.  
Chair, School Psychology Search Committee, The University of Memphis, May to July 2020.  
Psychological Service Center Director Search Committee, The University of Memphis, May to July 2020.

### **EDITORIAL SERVICE**

*School Psychology Review*, Editorial Board, January 2019 to June 2020.  
*School Psychology Review*, Associate Editor, May 2015 to December 2018.  
*Journal of School Psychology*, Editorial Board, June 2011 to December 2016.  
*School Psychology Quarterly*, Editorial Board, June 2008 to May 2015.  
*The Reading Teacher*, Editorial Board, January 2013 to December 2016.  
*Journal of School Psychology*, Guest Editor, 2014.  
*Annals of Dyslexia*, Ad-hoc Reviewer.  
*International Journal of Psychology*, Ad-hoc Reviewer.  
*Journal of Applied Psychology and Biofeedback*, Ad-hoc Reviewer.

*Reading 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.  
*Reading and Writing: An Interdisciplinary Journal*, Ad-hoc Reviewer.  
*Scientific Studies of Reading*, Ad-hoc Reviewer.

### **OTHER PROFESSIONAL ACTIVITIES**

External Reviewer for Tenure and Promotion, Mississippi State University, October 2018.  
Grant Reviewer, President's Research Enhancement Program, Wayne State University, June 2015.  
Steven A. Stahl Research Grant Committee, International Reading Association, August 2010 to August 2104.  
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.

### **HONORS AND AWARDS**

First-Time Principal Investigator Award, University of Memphis, 2020  
Editorial Appreciation Award, School Psychology Review, 2018  
Travel Enrichment Award, College of Arts and Sciences, The University of Memphis, 2017  
Service Award, The University of Memphis, 2017  
Early Career Scholar, Society for the Study of School Psychology, 2009

### **TEACHING EXPERIENCES**

August 2007 Graduate courses: *Interventions in School Psychology; Psychological Consultation; Academic*  
to *Interventions in School Psychology, Intervention and Consultation Practicum in School*  
Present *Psychology; Advanced Practicum in School Psychology*, Undergraduate courses: Child  
*Psychology; Research and Statistics*  
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, crisis response, academic intervention, prevention, and consultation. Advise and mentor graduate students enrolled in the school psychology program. Teach and mentor undergraduate students.

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.

## SUPERVISORY EXPERIENCES

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

Duties: Provide didactics and clinical supervision to graduate students in school psychology providing mental health services to children, adolescents, and their families.

January 2007   **PRACTICUM SUPERVISOR**  
to                *Intervention and Consultation in School Psychology Practicum*  
May 2018      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 EXPERIENCES

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

Duties: Coordinated and supervised the provision of mental health services in a school-based outpatient clinic. Conducted intake interviews, assigned cases to clinicians, supervised the provision of individual, family, and group counseling, participate in psychiatric evaluations, collaborated with school personnel, and assisted 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 concerns 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.

### **LICENSURE AND CERTIFICATION**

Tennessee Licensed Psychologist, Health Services Provider #2853

### **PROFESSIONAL AFFILIATIONS**

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