

## 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  
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#### 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            | FLORIDA STATE UNIVERSITY, Tallahassee, FL.<br>Clinical Psychology (child and adolescent concentration) |
| 1993         | BA            | WAYNE STATE UNIVERSITY, Detroit, MI<br>Liberal Arts Honors and Psychology Honors                       |

#### Academic Positions

| <u>Dates</u> | <u>Title</u>        | <u>Institution</u>  |
|--------------|---------------------|---|
| 2017-present | Professor           | UNIVERSITY OF SOUTH FLORIDA<br>Department of Child and Family Studies   |
| 2017-present | Director            | UNIVERSITY OF SOUTH FLORIDA<br>Rightpath Research & Innovation Center   |
| 2014-2017    | Professor           | UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER<br>Children's Learning Institute / Developmental Pediatrics         |
| 2008-2014    | Associate Professor | UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER<br>Children's Learning Institute / Developmental Pediatrics         |
| 2005-2008    | Assistant Professor | UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER<br>Children's Learning Institute / Developmental Pediatrics         |
| 2001-2005    | Postdoctoral Fellow | UNIVERSITY OF HOUSTON, Department of Psychology<br>Texas Institute for Measurement, Evaluation and Statistics |
| 2000-2001    | Resident            | UNIVERSITY OF WASHINGTON, School of Medicine<br>APA approved Clinical Psychology Residency                    |
| 1998-2000    | Predoctoral Fellow  | FLORIDA STATE UNIVERSITY<br>Interdisciplinary training in developmental disabilities                          |
| 1997-1998    | Intern              | ARTHUR G. DOZIER SCHOOL FOR BOYS<br>School Psychology Internship  |

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.**, Clements, D. H., Sarama, J. H., & Williams, J. M. (2016). Improving mathematics learning of kindergarten students through computer assisted instruction. *Journal for Research in Mathematics Education*, 47(3), 206-232.

Piasta, S. B., Phillips, B. M., Williams, J. M., Bowles, R. P., & **Anthony, J. L.** (2016). Measuring young children's alphabet knowledge: Development and validation of brief letter-sound knowledge assessments. *Elementary School Journal*, 116, 523-548.

**2015**

Foster, M., **Anthony, J. L.**, Clements, D. H., & Sarama, J. H. (2015). Processes in the mathematical development of kindergarten children. *Journal of Experimental Child Psychology*, 56-73. 140, 56-73. doi: 10.1016/j.jecp.2015.07.004.

**2014**

**Anthony, J. L.**, Dunkelberger, M., & Aghara, R. (2014). Development and validation of a brief assessment of preschoolers' articulation: The Houston Sentence Repetition Test of Articulation. *Communication Disorders, Deaf Studies & Hearing Aids*, 2, 120. 2:4. doi:10.4172/2375-4427.1000120

**Anthony, J. L.**, Davis, C., Williams, J. M., & Anthony, T. I. (2014). Preschoolers' oral language abilities: A multilevel examination of dimensionality. *Learning and Individual Differences*, 35, 56-61.

**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 analysis. *Reading and Writing: An Interdisciplinary Journal, 22*, 567-590.

Landry, S., **Anthony, J. L.,** Swank, P., & Monsegue-Bailey (2009). Effectiveness of comprehensive professional development for teachers of at-risk preschoolers. *Journal of Educational Psychology, 101*, 448-465.

Lonigan, C. J., **Anthony, J. L.,** Phillips., B. M., Purpura, D. J., McQueen, J., & Wilson, S. B. (2009). The nature of preschool phonological processing abilities and their relations to vocabulary, general cognitive abilities, and print knowledge. *Journal of Educational Psychology, 101*, 345-358.

**2008**

Barth, A. E., Stuebing, K. K., **Anthony, J. L.,** Denton, C. A., Mathes, P. G., Fletcher, J. M., & Francis, D.J. (2008). Agreement among response to intervention criteria for identifying responder status. *Learning and Individual Differences, 18*, 296-307.

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

**2007**

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

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

**Anthony, J. L.,** Williams, J. M., McDonald, R., & Francis, D. J. (2007). Phonological processing and emergent literacy in younger and older preschool children. *Annals of Dyslexia, 57*, 113-137. PMID 18058023

Denton, C. A., Fletcher, J. M., Simos, P. G., Papanicolaou, A. C., & **Anthony, J.**

L., (2007). An Implementation of a Tiered Intervention Model: Reading Outcomes and Neural Correlates. In D. Haager, J.K. Klingner, & S. Vaughn (Eds), *Evidenced-based Reading Practices for Response to Intervention*. (pp. 107-138). Baltimore, Maryland: Paul H. Brookes.

## 2006

**Anthony, J. L.,** Williams, J. M., McDonald, R., Corbitt-Shindler, D., Carlson, C. D., & Francis, D. J. (2006). Phonological processing and emergent literacy in Spanish speaking preschool children. *Annals of Dyslexia, 56*, 239-270. PMID 17849200

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

## 2005

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

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

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

## 2004

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

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

## 2003

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

Foorman, B.R., Seals, L., **Anthony, J.,** & Durodola S. (2003). A Vocabulary Enrichment Program for Third and Fourth Grade African-American Students: Description, Implementation, and Impact. In B. Foorman (Ed.), *Preventing and Remediating Reading*

*Difficulties: Bringing Science to Scale.* (pp. 419-444). Timonium, MD: York Press.

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

## 2002

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

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

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

## 2000

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

## 1999

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

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

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

## 1998

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

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

**Published Abstracts**

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

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

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

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

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

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

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

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

**Other Publications (not peer-reviewed)**

Anthony, T. I., & **Anthony, J. L.** (2011). Evidence Based Practice versus Empirically Supported Treatment...be an INFORMED consumer! *Houston Association for Communication Disorders Winter Newsletter*.



**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)**

**Anthony, J. L.,** Novak, B., & Williams, J. M. (2016). *Does dialect adjusted scoring reduce bias against speakers of AAE on the CELF2?* Manuscript in preparation.

**Anthony, J. L.** (2016). *Developmental associations among emergent literacy and phonological processing in English speaking preschoolers: An accelerated longitudinal study*. Manuscript in preparation.

**Anthony, J. L., &** Williams, J.M. (2016). *A model of the development of bilingual emergent literacy*. Manuscript in preparation.

**Anthony, J. L.** (2016). *Social, emotional, and behavioral health ARE important for school readiness!* Manuscript in preparation.

## 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 the Society for the Scientific Study of Reading, Brighton, UK.

Montroy, J.J., **Anthony, J. L.**, Williams, J. M. (2018, July). *Which Sounds Should be Scored as Correct on an English Test of Letter Sounds?* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Brighton, UK.

Foster, M., **Anthony, J. L.**, Montroy, J.J., Williams, J. M., & (2018, July). *Test Bias in the Assessment of English Letter Name and English Letter Sound Knowledge: Group Differences by Gender, Racial, and Language Status Groups*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Brighton, UK.

Williams, J. M. & **Anthony, J. L.** (2018, July). *Psychometric Evaluations of the Letter Knowledge Tests on the School Readiness Curriculum Based Measurement System*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Brighton, UK.

**Anthony, J. L.**, Williams, J. M., Foster, M., Erazo, N., Assel, Michael, Montroy, J.J., & Cen W. (2018, May). *Psychometrics of Spanish School Readiness Curriculum Based Measurement System*. Paper presented at the second meeting of the Bilingual Research Conference, Houston, TX.

### 2017

Foster, M. E., **Anthony, J. L.**, Williams, J. M., & Carlo, M. (2017, October). *Does improved vocabulary enhance Hispanic English learners' response to mathematics intervention?* Paper presented at the Erikson Institute. Promising Math: A Conference Linking Research and Practice. Chicago, IL. Refereed symposium.

### 2016

Montroy, J.J., **Anthony, J. L.**, Williams, J. M., & Foster, M. (2016, July). *Which English Letter Sounds Should be Scored as Correct?* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Foster, M. E. & **Anthony, J. L.** (2016, July). *Hispanic English Language Learners Response to a Kindergarten Numeracy Intervention: The Impact of Vocabulary*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Foster, M. E., **Anthony, J. L.**, Clements, D. H., & Sarama, J. H., & Williams, J. M. (2016, March). *A randomized control trial evaluating the effectiveness of computer assisted instruction in numeracy on math outcomes for monolingual English speaking kindergartners from Title 1 schools*. Paper presented at the annual spring meeting of the Society for Research on Educational Effectiveness. Washington D.C.

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

**Anthony, J. L.**, & Dunlap, S. (2014, February). *Impact of Kindergarten Teachers' Language and Literacy Instruction on Children's Learning*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

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. University of Houston. Houston, TX.

Foster, M. E. & **Anthony, J. L.**, Williams, J. M., Clements, D. H., & Sarama, J. H. (2014, October). *Can Software alone Build Mathematics Competencies? Evaluation of the Building Blocks Software Suite*. Paper present at the Medical School Development Board Meeting. UTHealth. Houston, TX.

## 2013

**Anthony, J. L.** (2013, April). *Development of the School Readiness Curriculum Based Measurement System*. Paper presented at the annual convention of the Society for Research in Child Development. Seattle, WA.

**Anthony, J. L.** (2013, May). *Development of the School Readiness Curriculum Based Measurement System*. Round table presentation at the 2013 Bilingual Research Conference. Houston, TX.

**Anthony, J. L.** (2013, May). *Development of the School Readiness Curriculum Based Measurement System*. Poster presentation at the 2013 Bilingual Research Conference. Houston, TX.

**Anthony, J. L.**, Assel, M., & Williams, J. M. (2013, May). *School Readiness Curriculum Based Measurement System*. Paper presented at the Children's Learning Institute's Work in Progress Meeting. Houston, TX.

**Anthony, J. L.**, Assel, M., & Williams, J. M. (2013, April). *Development of the School Readiness Curriculum Based Measurement System*. Paper presented at the annual convention of the Early Education and Technology for Children. Salt Lake City, Utah.

**Anthony, J. L.**, Assel, M., & Williams, J. M. (2013, April). *Evaluation of Earobics Step 1 in Low SES Minority Children and English Language Learners*. Paper presented at the annual convention of the Early Education and Technology for Children. Salt Lake City, Utah.

## 2012

**Anthony, J. L.**, Anthony, T. I., & Williams, J. M. (2012, November). *Preschoolers' Oral Language Abilities: A Multilevel Examination of Dimensionality*. Paper presented at the annual convention of the American Speech and Hearing Association. Atlanta, GA.

**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. San Diego, CA

**Anthony, J. L.**, Anthony, T. I., Greenblatt Aghara, R., Dunkelberger, M. J., Williams, J. M., & Zhang, Z. (2011, November). *Why are preschoolers with speech sound disorders at risk for reading problems?* Paper presented at the annual convention of the American Speech and Hearing Association. San Diego, CA.

**Anthony, J. L.**, & Williams, J. M. (2011, February). *Evaluation of the Raising a Reader Program with At-risk Preschool Children: Year 4 Results*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

**Anthony, J. L.**, Williams, J., & Hecht, S. (2011, February). *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 Pacific Coast Research Conference. San Diego, CA.

**Anthony, J. L.**, Anthony, T. I., & Williams, J. (2011, July). *Phonological representation abilities and early literacy skills among children with speech sound disorder: new evidence for a phonological core deficit*. Paper presented at the annual convention of the Society for Scientific Study of Reading. St. Pete, FL.

Anthony, T. I., **Anthony, J. L.**, & Williams, J. (2011, July). *Evaluation of the Raising a Reader Program and Supplemental Parent Training in Shared Reading Strategies*. Paper presented at the annual convention of the Society for Scientific Study of Reading. St. Pete, FL.

Gillam, S. L., **Anthony, J. L.**, Williams, J., Duran, L., Aghara, R. G., Swank, P., Assel, M., & Landry, S. (2011, July). *Spanish phonological awareness: Dimensionality and sequence of development during preschool and kindergarten*. Paper presented at the annual convention of the Society for Scientific Study of Reading. St. Pete, FL.

## 2010

**Anthony, J. L.**, Anthony, T. I., Dunkelberger, M. J., & Aghara, R. G. (2010, November). *Language, phonological processing, and emergent literacy in speech sound disorders*. Paper presented at the annual convention of the American Speech and Hearing Association. Philadelphia, PA.

**Anthony, J. L., & Hecht, S.** (2010, February). *Efficacy of Computerized Earobics and 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.

Landry, S.L., **Anthony, J.L., Swank, P.R., & Monseque-Bailey, P.** (2009, March). *Effectiveness of comprehensive professional development for teachers of at-risk preschoolers*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness. Arlington, VA.

Landry, S.L., Assel, M.A., Swank, P.R., & **Anthony, J.L.** (2009, March). *An experimental study evaluation a state funded pre-kindergarten program: Bringing together subsidized childcare, public school, and Head Start*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness. Arlington, VA.

Williams, J.M., Landry, S.L., **Anthony, J.L., & Swank, P.R.** (2009, March). *An empirically based statewide system for identifying quality pre-kindergarten programs*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness. Arlington, VA.

**Anthony, J. L.** (2009, February). *Evaluation of the Raising a Reader Program with At-risk Preschool Children: Year 2 Results*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

Piasta, S.B., **Anthony, J. L., Phillips, B.M., Williams, J. M., & Francis, D.** (2009, February). *Understanding Children's Knowledge of Letter Sounds Using Item Response Theory*. Paper presented at the annual meeting of the Pacific Coast Research Conference.

San Diego, CA.

## 2008

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

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

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

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

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

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

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

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

## 2007

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

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

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

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

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

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

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

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

## 2006

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

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

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

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



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

## 2005

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

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

## 2004

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

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

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

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

## 2003

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

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

**Anthony, J. L., Lonigan, C. J., & Schatschneider, C.** (2003, June). *Investigating the dimensionality of phonological sensitivity: An Item Response Theory approach.* Paper

presented at the Society for the Scientific Study of Reading. Boulder, CO.

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

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

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

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

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

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

## 2002

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

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

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

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

**2001**

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

**2000**

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

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

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

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

**1999**

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

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

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

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

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

## 1998

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

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

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

## 1997

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

## 1996

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

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

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

**1994**

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

**1993**

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

**Technical Reports**

Anthony, J. L. (2018). *Development of Math and Science Domains of the School Readiness curriculum Based Measurement System: Final report from UThealth.* Submitted to US Department of Education's Institute for Institute of Education Sciences, grant #R305A150430.

Anthony, J. L. & Foster, M. (2018). *Kindergarten Readiness in Hillsborough County Public Schools.* Report prepared for the Hillsborough Early Childhood Planning Committee.

Anthony, J. L. (2018). *Development of Math and Science Domains of the School Readiness Curriculum Based Measurement System: Annual Report from USF.* Submitted to US Department of Education's Institute for Institute of Education Sciences, grant # R305A170638.

Anthony, J. L. (2017). *Development of the School Readiness curriculum Based Measurement System: Final report.* Submitted to US Department of Education's Institute for Institute of Education Sciences, grant #R305A110549.

Anthony, J. L. (2018). *Development of Math and Science Domains of the School Readiness curriculum Based Measurement System: Progress report.* Submitted to US Department of Education's Institute for Institute of Education Sciences, grant #R305A150430.

Anthony, J. L. & Williams, J. M. (2011). *Promoting School Readiness and Literacy Rich Home Environments through the Texas Early Education Model and Raising a Reader: Outcome Evaluation for W.K. Kellogg Foundation grant #P3004179*

Anthony, J. L. (2011). *Evaluation of Safe Boundaries Program.* Report to the Children's Assessment Center. Houston, Texas.

Anthony, J. L. (2010). *Evaluation of Raising a Reader and Family Nights programs: Year 4.* Annual grant report to the W.K. Kellogg Foundation.

Anthony, J. L. (2009). *Evaluation of Raising a Reader and Family Nights programs: Year 3.* Annual grant report to the W.K. Kellogg Foundation.

Anthony, J. L. (2008). *Evaluation of Raising a Reader and Family Nights programs: Year 2*. Annual grant report to the W.K. Kellogg Foundation.

Anthony, J. L. (2007). *Evaluation of Raising a Reader and Family Nights programs: Year 1*. Annual grant report to the W.K. Kellogg Foundation.

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

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

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

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

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

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

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

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

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

### **Unpublished Manuscripts**

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

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

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

**Curricular Products / Media**

*Texas Kindergarten Entry Assessment* (English version). The University of Texas Health Science Center at Houston.

*Texas Kindergarten Entry Assessment* (Spanish version). The University of Texas Health Science Center at Houston.

*School Readiness Curriculum Based Measurement System* Language and Literacy Tests (English version). Anthony, J.L., Williams, J., Assel, M., and the University of Texas Health Science Center at Houston.

*School Readiness Curriculum Based Measurement System* Language and Literacy Tests (Spanish version). Anthony, J.L., Williams, J., Assel, M., and the University of Texas Health Science Center at Houston.

**Grant Review Activities**

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

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

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

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

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

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

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

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

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





**Editorial Activities**

Editorial Board Member (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, and Hearing Research*

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

Ad Hoc Editorial Consultant, *Scientific Studies of Reading*

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

Ad Hoc Editorial Consultant, *Reading*

Ad Hoc Editorial Consultant, *Annals of Dyslexia*

Ad Hoc Editorial Consultant, *Learning and Individual Differences*

## 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), Directing agencies include CDM Group, Catholic University of America, National Center for Latino Child and Family Research, Social Dynamics, and Abt Associates.

Consultant for Psychological Assessment Resources (2008). Reviewed initial item pool and provided feedback regarding format of proposed materials for the Expressive Vocabulary Test and Receptive Vocabulary test.

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

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

Technical workgroup member: “ERIC joint steering committee and content experts meeting” (2004-2005). Sponsored by Institute for Education Sciences, U.S. 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)

### **Previously submitted**

*Principal Investigator.* Town and Country Demonstration Project. Helios Education Foundation. (\$157K subaward; Amy Hailey, PI).

*Co-Investigator.* Understanding the effect of malleable classroom-related factors on the development of executive function among at-risk children. U.S. Department of Education, Institute of Education Sciences (PI: Janelle Montroy, PI).

*Co-Investigator.* The role of executive function on the cross-language transfer of lexical semantics. National Science Foundation. (\$1.5M; 2017; Maria Carlo, PI).

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

*Co-Investigator.* A Randomized Control Trial to Improve Numeric and Quantitative Understandings and Geometric, Spatial, and Measurement Skills in Kindergarten Students from Low Socioeconomic Backgrounds. U.S. Department of Education, Institute of Education Sciences (PI: Matt Foster).

*Co-principal Investigator.* Second Bilingual Research Conference: Bilingualism and Academic Achievement. Spencer Foundation. (\$35K; 2017; Maria Carlo, 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

of Educational Research and Improvement, Early Reading First Grant Program (2003-2007).

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

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

### **Completed**

*Co-principal Investigator.* Bilingualism and Academic Achievement Research Conference. Nation Science Foundation. (\$40K; 2017; Maria Carlo, Co-PI).

*Principal Investigator.* Development of the School Readiness Curriculum Based Measurement System. U.S. Department of Education, Institute of Education Sciences, (\$1.7M; 40% effort; 2010-2017).

*Principal Investigator & Director of Training.* Interventions and Professional Development Models: Language & Literacy Pre-kindergarten to Grade 12. U.S. Department of Education, Institute of Education Sciences, Special Education Postdoctoral Training Fellowship. (\$680,565; 10% effort; 2013-2016; Susan Landry, Co-PI).

*Principal Investigator & Project Director.* Development of the Texas Kindergarten Entry Assessment. U.S. Department of Education via subcontract from Texas Education Agency (\$4.5 M; 60% effort; 2014-2017; Susan Landry, Co-PI; contract ISAS# 3108).

*Principal Investigator.* Evaluation of the efficacy of *Earobics Step 1* in ESL children and low SES minority children. U.S. Department of Education, Institute of Education Sciences, Cognition and Student Learning Research Grant Program (\$2.7M; 20% effort; 2008-2014).

*Principal Investigator.* Promoting school readiness and literacy rich home environments through the Texas Early Education Model and Raising a Reader. W.K. Kellogg Foundation, Youth and Education program (\$1.7M; 30% effort; 2006-2011).

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

*Co-Investigator.* Texas Early Education Model Scale-up and Preschool Certification Project. Texas Education Agency. (Susan Landry, PI; \$15M, 10% effort; 2005-2010).

*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; 2002-2007).

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

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

*Scientific Advisor and Director of data management core.* Early development of reading skills: A cognitive neuroscience approach. Subcontract to David Francis of University of Houston to be performed under a program project grant from the National Science Foundation to the University of Texas Health Science Center-Houston. (1999-2004; Jack M. Fletcher, Principal Investigator, \$4.4M with \$663K subcontract).

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

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

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

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



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

**Other Competitive Sources of Funding**

| <u>Date</u>  | <u>Source</u>   | <u>Amount</u> |
|--------------|---|---------------|
| 2002-2005    | National Institute of Health<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<br>Merit scholar   | full tuition  |

### **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

### **Postdoctoral Fellows**

Matt Foster, Ph.D. in Developmental Psychology, Georgia State University

Susan Dunlap, Ph.D. in Cognitive Psychology, University of Pittsburgh

Claire Davis, Ph.D. in Experimental Psychology, University of Oxford

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

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

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

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

Martha Dunkelberger, Ph.D. in Educational Psychology, University of Houston

### Professional Certifications

2002-2010 Provisionally licensed psychologist in state of Texas

### Formal Internships, Residencies, and Fellowships

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

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

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

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

### Itemized Clinical Experiences

2016 FIRST PRESBYTERIAN CHURCH OF HOUSTON, Houston, TX.  
*Volunteer:* Lead a 13-week workshop on divorce recovery.

2001 CHILDREN'S HOSPITAL AT BELLEVUE, Outpatient Multidisciplinary Clinic, Bellevue, WA.  
*Staff psychologist:* Coordinated and supervised implementation of a summer treatment program for 60 children with pervasive developmental disabilities.

2000-2001 CHILDREN'S HOSPITAL, Inpatient Psychiatry Unit, Seattle, WA.  
*Psychology resident:* Supervised experiences in psychiatric evaluation, case management, individual and family therapy. I also attended multidisciplinary team meetings, grand rounds, and planning discharge meetings.

2000 UNIVERSITY OF WASHINGTON MEDICAL CENTER, Outpatient Psychiatry Clinic, Seattle, WA.  
*Psychology resident:* Supervised experiences in individual therapy with adults and couples therapy. I also attended case conferences and supervision of psychiatry residents. My caseload consisted of adults with anxiety disorders, mood disorders, and partner relational problems.

2000 CHILDREN'S HOSPITAL, Outpatient Multidisciplinary Clinic, Bellevue, WA.  
*Child psychology resident:* Supervised experiences in individual therapy, family therapy, social skills group therapy, case management, classroom observations, and psychological testing. I also attended IEPs and case conferences. My caseload consisted of children with pervasive developmental disabilities, mental retardation, elimination disorders, behavioral disorders, and mood and anxiety disorders.

- 2000 CHILDREN'S HOSPITAL, Summer Treatment Program, Anacortes, WA.  
*Counselor & group therapist* at a summer camp for children with severe developmental disabilities. Supervised experiences supporting daily living skills, encouraging participation in camp activities, and co-leading a process group of male and female adolescents with developmental disabilities.
- 1999 STATE OF FLORIDA HOUSE OF REPRESENTATIVES, Department of Children and Families, Tallahassee, FL.  
*Intern*: I helped develop and evaluate a statewide program of school readiness screening and early intervention referral. My contributions included summarizing survey data, providing independent evaluation, presenting these data and evaluations to the House, and designing a program evaluation study.
- 1997-1998 ARTHUR G. DOZIER SCHOOL FOR BOYS, Marianna, FL.  
*School Psychology Intern*: Supervised experiences in individual therapy, group therapy, diagnostic interviewing, psychological testing, and report writing. The population consisted of 150 adolescent boys committed to a level eight detention center for crimes against property and persons. A large portion of my therapy caseload was sex offenders.
- 1997-1998 Private Practice of Dave Smiley, Ph.D., L.P.: Cairo, GA.  
*Psychometrist*: Supervised experience performing social security evaluations for children and adults with physical and/or psychological disabilities.
- 1994-1997 F.S.U. MULTIDISCIPLINARY CENTER, Tallahassee, FL.  
*Behavioral specialist and, subsequently, school psychology intern*: Supervised experiences in classroom observation, psychoeducational and psychological testing, group counseling, report writing, and parent and school feedbacks. I also attended IEPs and led staffings concerning children with learning, behavioral, or emotional difficulties.
- 1994-1997 F.S.U. PSYCHOLOGY CLINIC, Tallahassee, FL.  
*Graduate student therapist*: Supervised experiences performing individual therapy, psychological assessment, and report writing for children and adults.
- 1996 EASTER SEAL, Tallahassee, FL.  
*Psychometrist*: Supervised experiences performing diagnostic interviewing, personality and psychoeducational assessment, and report writing for vocational rehabilitation.
- 1995 Private Practice of Joe De'Agostino, Ph.D., L.P.. Thomasville, GA.  
*Psychometrist*: Supervised experience performing social security evaluations for children and adults with physical and/or psychological disabilities.
- 1988-1993 WILLOW CREEK CENTERS, P.C., Canton, MI.  
*Intake worker, transcriptionist, and secretary*

**Honors, Scholarships, & Awards**

| <u>Dates</u> | <u>Honors, Scholarships, &amp; Awards</u>                                     |
|--------------|---|
| 2009         | Cambridge Who's Who   |
| 2006         | International Reading Association's Albert J. Harris Award                    |
| 2004         | Who's Who in the Social Sciences  |
| 1999         | American Psychological Foundation Graduate Research Scholarship in Psychology |
| 1998         | APA, Division 12, Student Research Award                                      |
| 1998         | APA, Division 29, Student Development Award finalist                          |
| 1993         | Summa Cum Laude, Wayne State University                                       |
| 1989-1993    | Wayne State University Merit Scholarship                                      |
| 1992         | National Honor Society in Psychology  |
| 1991         | The National Dean's List  |
| 1991         | Golden Key National Honor Society   |
| 1989         | Magna Cum Laude, Plymouth Christian Academy                                   |

**Organizational Affiliations**

| <u>Dates</u>   | <u>Affiliations</u>                                       |
|----------------|---|
| 2002 – present | Society for the Scientific Study of Reading voting member |
| 2001 – 2009    | American Psychological Association member                 |
| 2004 – 2006    | American Psychological Society member                     |
| 2003 – 2006    | National Association of School Psychologists member       |
| 2003 – 2004    | Society for Research in Child Development member          |
| 1998 - 2001    | American Psychological Association Student Affiliate      |
| 1998 – 2001    | American Psychological Association of Graduate Students   |
| 1998 – 1999    | Society for Research in Child Development student member  |
| 1996 - 1998    | Association for Advancement of Behavior Therapy           |

**Invited Addresses**

Anthony, J. L. (2016, October). Promoting School Readiness and Academic Success among Vulnerable Children. Colloquium. Purdue University. West Lafayette, IL.

Anthony, J. L. (2016, October). Promoting School Readiness and Academic Success among Vulnerable Children. Colloquium. Utah State University. Logan, UT.

Anthony, J. L. (2016, July). *Closing the Gaps in Formative Assessment for Early Childhood Education: The School Readiness Curriculum Based Measurement System*. National Center for Systemic Improvement (NCSI) Thought Leader Forum on Child Assessment for Programs Serving Infants, Toddlers, and Preschoolers with Disabilities. Washington, DC.

Anthony, J. L. (2011, February). *Development of Language and Early Literacy in at-risk Populations*. Language and Literacy Initiative: Distinguished Lecture Series. Georgia State University. Atlanta, GA.

Anthony, J. L. (2010, October). *Keynote Address: Evidence base for Raising a Reader and supplemental Family Nights*. 2010 Annual RAR Coordinator Training Institute. San Mateo, CA.

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

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

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

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

**Teaching Experiences**

Anthony, J. L. (2011, March). *Learning Disabilities: A Moving Target*. Presentation to doctoral students in public health who were enrolled in an epidemiology course, University of Texas Health Science Center.

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

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

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

*Teaching Assistant* (Spring, 1998). Sensation & Perception lab instructor, FSU.

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

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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Fred Morrison, Professor, Department of Psychology, University of Michigan, 1012 East Hall, 530 Church Street, Ann Arbor, MI 48109-1043; (734) 763-2214; [fjmorris@umich.edu](mailto:fjmorris@umich.edu)

Hugh Catts, Chair and Professor, School of Communication Science and Disorders, Florida State University, 201 West Bloxham St., Tallahassee, FL 32310; (850) 645-6566; [hugh.catts@cci.fsu.edu](mailto:hugh.catts@cci.fsu.edu)

Donald Compton, Professor, Department of Psychology, Director, Florida Center for Reading Research, Florida State University, 2010 Levy Ave., Tallahassee, FL 32310; (850) 645-8728; [dcompton@ferr.org](mailto:dcompton@ferr.org)