

CURRICULUM VITA

Paul T. Cirino, Ph.D.

Professor, Department of Psychology, University of Houston
Texas Institute for Measurement, Evaluation, and Statistics (TIMES)
Director, Developmental Neuropsychology Lab

Health 1 Building (HBSB)
4849 Calhoun Rd., Mailroom 373
Houston, TX 77204
(832) 842-2002 (voice)
(832) 842-7532 (fax)
pcirino@uh.edu (e-mail)

EDUCATION

- 1990 **B.A.**, University of Cincinnati
Magna Cum Laude with High Honors in Psychology
Hubert Award for Outstanding Senior Man in Psychology, 1990
Director of Undergraduate Studies Distinguished Service Award, 1990
Psi Chi, 1988-1990 (Treasurer, 1989-1990)
- 1994 **M.A.**, University of Houston (Clinical Neuropsychology)
Thesis: "The Relationship of Attention and Adaptive Functioning in Tourette Syndrome"
- 1995 - 1996 **Psychology Intern**, University of Arizona Health Sciences Center,
Department of Psychiatry; APA/Division 40 (Neuropsychology) Accredited
Internship in Clinical Psychology.
- 1996 **Ph.D.**, University of Houston (Clinical Neuropsychology)
Dissertation: "Neuropsychological Characteristics Associated with
Obsessional and Attentional Symptomatology in Children with Tourette
Syndrome"
- 1996 - 1998 **Postdoctoral**, Kirk Dornbush Fellow in Developmental Neuropsychology,
Georgia State University, Department of Psychology

PROFESSIONAL POSITIONS

1998 – 2000	<i>Clinical Neuropsychologist</i> , Department of Neuropsychology, Kennedy Krieger Institute
1999 – 2000	<i>Instructor in Medical Psychology</i> , Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine
2000 – 2002	<i>Clinical Research Psychologist</i> , Department of Psychology, Georgia State University
2000 – 2002	<i>Adjunct Instructor</i> , Department of Psychology, Georgia State University
2000 – 2002	<i>Associate Director</i> , Regents Center for Learning Disorders (RCLD) at Georgia State University
2002 – 2007	<i>Research Assistant Professor</i> , Texas Institute for Measurement, Evaluation, and Statistics (TIMES), Department of Psychology, University of Houston
2007 – 2009	<i>Research Associate Professor</i> , Texas Institute for Measurement, Evaluation, and Statistics (TIMES), Department of Psychology, University of Houston
2009 – 2018	<i>Associate Professor</i> , Department of Psychology, University of Houston (Tenured, 2012)
2018 – Present	<i>Professor</i> , Department of Psychology, University of Houston

RESEARCH SUPPORT

Active Research Support:

#R324A190081	07/01/20-06/30/23
Institute for Educational Sciences (IES)	\$1.5M (Total)
<i>Exploring Cognitive and Foundational Processes Underlying Pre-algebra among Students with and without Mathematics Learning Difficulties</i>	
Role: Consultant (PI: J.M. Namkung)	
#1760760 (PI: P.T. Cirino)	09/01/18-07/31/23
National Science Foundation (NSF)	\$2.47M (Total)
<i>Math Learning Disabilities among Young Adults in College: Structure, Identification, and Validation</i>	
Role: Principal Investigator (Co-PIs T.D. Tolar; I. Pavlidis)	
#P50 HD052117 (PI: J.M. Fletcher)	12/01/17-11/30/22
National Institute of Child Health and Human Development (NICHD)	\$8.49M (Total)
<i>Texas Center for Learning Disabilities (Competing Continuation #2)</i>	
Role: Principal Investigator, Project 2 (Attention)	

Completed Research Support:

#F31 HD098797 (PI: K.T. Macdonald)	04/01/19-03/31/22
National Institutes of Child Health and Human Development (NICHD)	\$107K (Total)
<i>The Roles of First and Second Oral Language Processes in Reading and Math Outcomes among English Language Learners in Middle School</i>	
Role: Sponsor	
#1561716 (PI: C. Tatsuoka)	08/01/16-07/31/19
National Science Foundation (NSF)	\$1.5M (Total)
<i>Cognitive and Neural Correlates of Mathematics Problem Solving Using Diagnostic Modeling and Dynamic Real-Time fMRI</i>	
Role: Consultant	
#P50 HD052117 (PI: J.M. Fletcher)	12/01/11-09/30/17
National Institute of Child Health and Human Development (NICHD)	\$7.2M (Total)
<i>Texas Center for Learning Disabilities (Competing Continuation #1)</i>	
Role: Principal Investigator, Project 2 (Executive Function)	
#R305A110067 (PI: P.T. Cirino)	08/15/11-08/14/16
Institute for Educational Sciences (IES)	\$1.47M (Total)
<i>Arithmetical and Cognitive Antecedents and Concomitants of Algebra Skill</i>	
Role: Principal Investigator (co-PIs T.D. Tolar; L.S. Fuchs)	
#R324C100004 (PI: N.C. Jordan)	07/15/10-07/14/15
Institute for Educational Sciences (IES)	\$9.9M (Total)
<i>Improving Understanding of Fractions among Students with Mathematical Learning Difficulties (National Research and Development Center on Improving Mathematics Instruction for Students with Mathematics Difficulties)</i>	
Role: Consultant	
#R01 HD059179 (PI: L.S. Fuchs)	12/01/08-11/30/13
National Institute of Child Health and Human Development (NICHD)	\$3.5M (Total)
<i>Calculations, Word Problems, and Algebraic Cognition</i>	
Role: Co-Investigator	
#P50 HD052117 (PI: J.M. Fletcher)	11/01/06-10/31/11
National Institute of Child Health and Human Development (NICHD)	\$7.2M (Total)
<i>Texas Center for Learning Disabilities</i>	
Role: Co-Investigator	

#R03 HD050422 (PI: P.T. Cirino)	02/01/07-01/31/10
National Institute of Child Health and Human Development (NICHD)	\$149,000 (Total)
<i>Conceptual Precursors of Mathematical and Reading Outcomes</i>	
Role: Principal Investigator	
 #P01 HD035946 (PI: J.M. Fletcher)	 02/01/05-01/31/10
National Institute of Child Health and Human Development (NICHD)	\$7.5M (Total)
<i>Spina Bifida: Cognitive and Neurobiological Variability</i>	
Role: Co-Investigator (added)	
 #P01 HD046261 (PI: J.M. Fletcher)	 10/01/03-09/31/09
National Institute of Child Health and Human Development (NICHD)	\$7.5M (Total)
<i>Cognitive, Instructional, & Neuroimaging Factors in Math</i>	
Role: Co-Investigator	
 #P01 HD39521 (PI: D.J. Francis)	 10/01/00-09/30/07
National Institute of Child Health and Human Development (NICHD)	\$7.5M (Total)
and Institute for Educational Sciences (IES)	
<i>Oracy/Literacy Development in Spanish-Speaking Children</i>	
Role: Co-Investigator (added)	

PEER-REVIEWED JOURNAL ARTICLES

(*student/trainee co-author)

1. *Gioia, A., **Cirino, P.T.**, Ahmed, Y., & Woods, S.P. (in press, 2022). Properties of a combined measure of reading and writing: The Assessment of Writing, Self-Monitoring, and Reading (AWSM Reader). *Reading and Writing*.
2. *Warren, E.A., Raghubar, K.P., **Cirino, P.T.**, *Child, A.E., Grosshans, D.R., Paulino, A.C., Okcu, M.F., Minard, C., Ris, M.D., Mahajan, A., Viana, A., Chintagumpala, M., & Kahalley, L.S. (in press, 2022). Cognitive predictors of social adjustment in pediatric brain tumor survivors treated with photon versus proton radiation therapy. *Pediatric Blood and Cancer*.
3. *Macdonald, K.T., Francis, D.J., Hernandez, A.E., Castilla-Earls, A., & **Cirino, P.T.** (in press, 2022). Characterization of proficiency levels and balance among middle school English learners with reading difficulties. *Bilingualism: Language and Cognition*.
4. **Cirino, P.T.**, Tolar, T.D., & Fuchs, L.S. (in press, 2021). Domain general and specific contributions to algebra: A sequenced longitudinal path model. *Contemporary Educational Psychology*.
5. **Cirino, P.T.**, Barnes, M.A., Roberts, G., Miciak, J., & *Gioia, A. (in press, 2021). Visual attention and reading: A test of their relation across paradigms. *Journal of Experimental*

6. *Child, A.E., *Warren, E.A., Grosshans, D.R., Paulino, A.C., Okcu, M.F., Ris, M.D., Mahajan, A., Orobio, J., **Cirino, P.T.**, Minard, C.G., Viana, A.G., Bick, J., Woods, S.P., Chintagumpala, M., & Kahalley, L.S. (in press, 2021). Long-term cognitive and academic outcomes among pediatric brain tumor survivors treated with proton versus photon radiotherapy. *Pediatric Blood and Cancer*.
7. Ahmed, Y., Kent, S., **Cirino, P.T.**, & Keller-Margulis, M. (2022). The not-so-simple view of writing in struggling readers/writers. *Reading and Writing Quarterly*, 38(3), 272-296.
8. *Halverson, K.K., Derrick, J.L., Medina, L.D., & **Cirino, P.T.** (2021). Executive functioning in struggling readers: The NIH EXAMINER. *Developmental Neuropsychology*, 46(3), 213-231.
9. *Macdonald, K.T., **Cirino, P.T.**, Miciak, J., & Grills, A. (2021). The role of reading anxiety among struggling readers in fourth and fifth grade. *Reading and Writing Quarterly*, 37(4), 382-394.
10. *Gerst, E.H., **Cirino, P.T.**, Miciak, J., *Macdonald, K., Yoshida, H., Gibbs, M.C., & Woods, S.P. (2021). The structure of processing speed in children and its impact on reading. *Journal of Cognition and Development*, 22(1), 84-107.
11. *Fischer, J.T., **Cirino, P.T.**, DeMaster, D., Alfano, C., Bick, J., Fan, W., & Ewing-Cobbs, L. (2021). Frontostriatal white matter integrity relations with ‘cool’ and ‘hot’ self-regulation following pediatric traumatic brain injury. *Journal of Neurotrauma*, 38(1), 122-132.
12. Medina, L.D., *Torres, S., *Gioia, A., *Lopez, A.O., Wang, J., & **Cirino, P.T.** (2021). Reporting of demographic variables in neuropsychological research: An update of O’Bryant et al.’s 2004 trends in the current literature. *Journal of the International Neuropsychological Society*, 27(5), 497-507.
13. *Macdonald, K.T., Barnes, M.A., Miciak, J., Roberts, G., *Halverson, K.K., Vaughn, S., & **Cirino, P.T.** (2021). Sustained attention and behavioral ratings of attention in struggling readers. *Scientific Studies of Reading*, 25(5), 436-451.
14. *Babic, M.A., Woods, S. P., **Cirino, P.T.**, Presley, C., Colton, Z., & Podell, K. (2020). Vestibular/Ocular motor screening is independently associated with concussion symptom severity in youths. *Clinical Journal of Sport Medicine: Official Journal of the Canadian Academy of Sport Medicine*.
15. Yoshida, H., **Cirino, P.T.**, Burling, J.M., & Lee, S. (2020). Parents’ gesture adaptations to children with autism spectrum disorder. *Journal of Child Language*, 47(1), 205-224.
16. Fuchs, L.S., Powell, S.R., Fall, A.M., Roberts, G., **Cirino, P.T.**, Fuchs, D., & Gilbert, J.K. (2020). Do the processes engaged during mathematical word-problem solving differ along the distribution of word-problem competence? *Contemporary Educational Psychology (online)*.
17. Vaughn, S., Capin, P., Scammacca, N., Roberts, G., **Cirino, P.T.**, & Fletcher, J.M.

- (2020). The critical role of word reading as a predictor of response to intervention. *Journal of Learning Disabilities*, 53(6), 415-427.
18. Church, J.A., **Cirino, P.T.**, Miciak, J., Juranek, J., & Fletcher, J.M. (2019). Cognitive, intervention, and neuroimaging perspectives on executive functions in children with reading disabilities. *New Directions for Child and Adolescent Development*, 165, 25-54.
 19. **Cirino, P.T.**, Kulesz, P.A., *Child, A.E., *Ware, A.L., Barnes, M.A., Fletcher, J.M., & Dennis, M. (2019). The role of neurocognitive factors in academic fluency for children and adults with spina bifida myelomeningocele. *Journal of the International Neuropsychological Society*, 25, 249-265.
 20. **Cirino, P.T.**, Tolar, T.D., & Fuchs, L.S. (2019). Longitudinal algebra prediction for early versus later takers. *Journal of Educational Research*, 112(2), 179-191.
 21. **Cirino, P.T.**, Miciak, J., Ahmed, Y., Barnes, Marcia A., Taylor, W.P., & *Gerst, E.H. (2019). Executive function: Association with multiple reading skills. *Reading and Writing*, 32, 1819-1846.
 22. *Nugiel, T., *Roe, M.A., Taylor, W.P., **Cirino, P.T.**, Vaughn, S.R., Fletcher, J.M., Juranek, J., & Church, J.A. (2018). Brain activity in struggling readers before intervention relates to future reading gains. *Cortex*, 111, 286-302.
 23. *Child, A.E., **Cirino, P.T.**, Fletcher, J.M., Willcutt, E.G., & Fuchs, L.S. (2019). A cognitive dimensional approach to understanding shared and unique contributions to reading, math, and attention skills. *Journal of Learning Disabilities*, 52(1), 15-30.
 24. *Roe, M.A., Martinez, J.E., Mumford, J.A., Taylor, W.P., **Cirino, P.T.**, Fletcher, J.M., Juranek, J., & Church, J.A. (2018). Control engagement during sentence and inhibition fMRI tasks in children with reading difficulties. *Cerebral Cortex*, 28(10), 3697-3710.
 25. **Cirino, P.T.**, *Child, A.E., & *Macdonald, K. (2018). Longitudinal overlap of reading and math and their predictors. *Contemporary Educational Psychology*, 54, 99-111.
 26. Miciak, J., **Cirino, P.T.**, Ahmed, Y., *Reid, E., & Vaughn, S. (2018). Executive functions and response to intervention: Identification of students struggling with reading comprehension. *Learning Disability Quarterly*, 42(1), 17-31.
 27. **Cirino, P.T.**, Ahmed, Y., Miciak, J., Taylor, W.P., *Gerst, E.H., & Barnes, M.A. (2018). A framework for executive function in the late elementary years. *Neuropsychology*, 32(2), 176-189.
 28. Williams, V.J., Juranek, J., **Cirino, P.T.**, & Fletcher, J.M. (2017). Cortical thickness and local gyrification in children with developmental dyslexia. *Cerebral Cortex*, 28(3), 963-973.
 29. *Ware, A.L., Kulesz, P.A., Juranek, J., **Cirino, P.T.**, & Fletcher, J.M. (2017). Cognitive control and associated neural correlates in adults with spina bifida myelomeningocele. *Neuropsychology*, 31(4), 411-423.
 30. Powell, S.R., **Cirino, P.T.**, & Malone, A.S. (2017). Child-level predictors of responsiveness to evidence-based mathematics intervention. *Exceptional Children*, 83(4), 359-377.

31. *Arrington, C.N., Kulesz, P.A., Juranek, J., **Cirino, P.T.**, & Fletcher, J.M. (2017). White matter microstructure integrity in relation to reading proficiency. *Brain and Language*, 174, 103-111.
32. **Cirino, P.T.**, Miciak, J., *Gerst, E., Barnes, M.A., Vaughn, S., *Child, A., & *Huston-Warren, E. (2017). Executive function, self-regulated learning, and reading comprehension: A training study. *Journal of Learning Disabilities*, 50(4), 450-467.
33. **Cirino, P.T.**, & Willcutt, E.G. (2017). An introduction to the Special Issue: Contributions of executive functions to academic skill. *Journal of Learning Disabilities*, 50(4), 355-358.
34. Nguyen, M.P., Lupo, P.J., Northrup, H., Morrison, A.C., **Cirino, P.T.**, & Au, K.S. (2017). Maternal gene-micronutrient interactions related to one-carbon metabolism and the risk of myelomeningocele among offspring. *Birth Defects Research*, 109(2), 99-105.
35. *Gerst, E., **Cirino, P.T.**, Yoshida, H., & Fletcher, J.M. (2017). Cognitive and behavioral rating measures of executive function as predictors of academic outcomes in children. *Child Neuropsychology*, 23(4), 381-407.
36. Fuchs, L.S., Gilbert, J.K., Powell, S.R., **Cirino, P.T.**, Fuchs, D., Hamlett, C.L., Seethaler, P.M., & Tolar, T.D. (2016). The role of cognitive processes, foundational math skill, and calculation accuracy and fluency in word-problem solving versus pre-algebraic knowledge. *Developmental Psychology*, 52(12), 2085-2098.
37. *Martin, R., **Cirino, P.**, Hiscock, M., Schultz, R., Collins, R., & Chapieski, L. (2016). Risks and benefits of epilepsy surgery in a pediatric population: Consequences for memory and academic skills. *Epilepsy & Behavior*, 62, 189-196.
38. **Cirino, P.T.**, Tolar, T.D., Fuchs, L.S., & *Huston-Warren, E. (2016). Cognitive and numerosity predictors of mathematical skills in middle school. *Journal of Experimental Child Psychology*, 145, 95-119.
39. Dennis, M., **Cirino, P.T.**, Simic, N., Juranek, J., Taylor, P., & Fletcher, J.M. (2016). White and grey matter relations to simple, choice, and cognitive reaction time in spina bifida. *Brain Imaging and Behavior*, 10(1), 238-251.
40. *Bradley, K.A., Juranek, J., Romanowska-Pawliczek, A., Hannay, H.J., **Cirino, P.T.**, Dennis, M., & Fletcher, J.M. (2016). Plasticity of interhemispheric temporal lobe connections due to early disruption of corpus callosum development in spina bifida. *Brain Connectivity*, 6(3), 238-248.
41. *Ware, A.L., Kulesz, P.A., Williams, V.J., Juranek, J., **Cirino, P.T.**, & Fletcher, J.M. (2016). Gray matter integrity within regions of the dorsolateral prefrontal cortical-subcortical network predicts executive function and fine motor dexterity in spina bifida. *Neuropsychology*, 30(4), 492-501.
42. *Kulesz, P.A., *Treble-Barna, A., *Williams, V.J., Juranek, J., **Cirino, P.T.**, Dennis, M., & Fletcher, J.M. (2015). Attention in spina bifida myelomeningocele: Relations with brain volume and integrity. *Neuroimage: Clinical*, 8, 72-78.
43. Miciak, J., Williams, J.L., Taylor, W.P., **Cirino, P.T.**, Fletcher, J.M., & Vaughn, S.

- (2015). Do processing patterns of strengths and weaknesses predict differential treatment response? *Journal of Educational Psychology*, 108(6), 898-909.
44. *Raghubar, K.P., Taylor, H., Landry, S., **Cirino, P.T.**, Dennis, M., & Barnes, M.A. (2015). Neurocognitive predictors of mathematical processing in school-aged children with spina bifida and their typically developing peers: Attention, working memory, and fine motor skills. *Neuropsychology*, 29(6), 861-873.
 45. Powell, S.R., Fuchs, L.S., **Cirino, P.T.**, Fuchs, D., Compton, D.L., & Changas, P.C. (2015). Effects of a multi-tier support system on calculation, word-problem, and pre-algebraic performance among at-risk learners. *Exceptional Children*, 81, 443-470.
 46. *Treble-Barna, A., Juranek, J., Stuebing, K.K., **Cirino, P.T.**, Dennis, M., & Fletcher, J.M. (2015). Prospective and episodic memory in relation to hippocampal volume in adults with spina bifida myelomeningocele. *Neuropsychology*, 29(1), 92-101.
 47. *Williams, V.J., Juranek, J., Stuebing, K., **Cirino, P.T.**, Dennis, M., Bowman, R.M., Blaser, S., Kramer, L.A., & Fletcher, J.M. (2015). Postshunt lateral ventricular volume, white matter integrity, and intellectual outcomes in spina bifida and hydrocephalus. *Journal of Neurosurgery Pediatrics*, 15(4), 1-10.
 48. **Cirino, P.T.**, Fuchs, L.S., *Elias, J.T, Powell, S.R., & Schumacher, R. (2015). Cognitive and mathematical profiles for different forms of learning disabilities. *Journal of Learning Disabilities*, 48(2), 156-175.
 49. Fuchs, L.S., Powell, S.R., **Cirino, P.T.**, Schumacher, R.F., Marrin, S., Hamlett, C.L., Fuchs, D., Compton, D.L., & Changas, P.C. (2014). Does calculation or word-problem instruction provide a stronger route to pre-algebraic knowledge? *Journal of Educational Psychology*, 106(4), 990-1006.
 50. *Ware, A.L., Juranek, J., *Williams, V.J., **Cirino, P.T.**, & Fletcher, J.M. (2014). Anatomical and diffusion MRI of deep gray matter in pediatric spina bifida. *Neuroimage: Clinical*, 5, 120-127.
 51. *Martin, R.B., **Cirino, P.T.**, Barnes, M.A., & Sharp, C. (2014). Number and counting skills in kindergarten as predictors of grade 1 mathematical skills. *Learning and Individual Differences*, 34, 12-23.
 52. *Williams, V.J., Juranek, J., Stuebing, K., **Cirino, P.T.**, Dennis, M., & Fletcher, J.M. (2013). Examination of frontal and parietal tectocortical attention pathways in spina bifida meningomyelocele using probabilistic diffusion tractography. *Brain Connectivity*, 3(5), 512-522.
 53. *Ha, C., Sharp, C., Ensink, K., Fonagy, P., & **Cirino, P.T.** (2013). The measurement of reflective function in adolescents with and without borderline traits. *Journal of Adolescence*, 36, 1215-1233.
 54. *Gold, A.B., Ewing-Cobbs, L., **Cirino, P.T.**, Fuchs, L.S., Stuebing, K.K., & Fletcher, J.M. (2013). Cognitive and behavioral attention in children with math difficulties. *Child Neuropsychology*, 19(4), 420-437.
 55. *Martin, R., **Cirino, P.T.**, Barnes, M., Ewing-Cobbs, L., Fuchs, L., Stuebing, K., &

- Fletcher, J. (2013). Prediction and stability of mathematics skill and difficulty. *Journal of Learning Disabilities*, 46(5), 428-443.
56. Fuchs, L.S., Schumacher, R.F., Long, J., Namkung, J., Hamlett, C.L., **Cirino, P.T.**, Jordan, N.C., Siegler, R., Gersten, R., & Chngas, P. (2013). Improving at-risk learners' understanding of fractions. *Journal of Educational Psychology*, 105(3), 683-700.
 57. *Hampton, L.E., Fletcher, J.M., **Cirino, P.T.**, Blaser, S., Kramer, L.A., & Dennis, M. (2013). Neuropsychological profiles of children with aqueductal stenosis and spina bifida meningocele. *Journal of the International Neuropsychological Society*, 19(2), 127-136.
 58. **Cirino, P.T.**, Romain, M., Barth, A.E., Tolar, T.D., Fletcher, J.M., & Vaughn, S. (2013). Reading skill components and impairments in middle school struggling readers. *Reading and Writing: An Interdisciplinary Journal*, 26, 1059-1086.
 59. Tolar, T.D., Fuchs, L., **Cirino, P.T.**, Fuchs, D., Hamlett, C.L., & Fletcher, J.M. (2012). Predicting development of mathematical word problem solving across the intermediate grades. *Journal of Educational Psychology*, 104(4), 1083-1093.
 60. Barth, A.E., Stuebing, Karla K., Fletcher, J.M., **Cirino, P.T.**, Romain, M., Francis, D., & Vaughn, S. (2012). Reliability and validity of oral reading fluency median and mean scores among middle grade readers when using equated texts. *Reading Psychology*, 33:1-2, 133-161.
 61. Spellicy, C.J., Northrup, H., Fletcher, J.M., **Cirino, P.T.**, Dennis, M., Morrison, A.C., Martinez, C.A., & Au, K-S. (2012). Folate metabolism gene 5,10-methylenetetrahydrofolate (MTHFR) is associated with ADHD in myelomeningocele patients. *PLoS ONE*, 7(12), e51330.
 62. Edelstein, K., **Cirino, P.T.**, Hasher, L., Fletcher, J.M., & Dennis, M. (2012). Sleep problems, chronotype, and diurnal preferences in children and adults with spina bifida. *Journal of Biological Rhythms*, 27(2), 172-175.
 63. Denton, C.A., **Cirino, P.T.**, Barth, A.E., Romain, M., Vaughn, S., Wexler, J., Francis, D.J., & Fletcher, J.M. (2011). An experimental study of scheduling and duration of "Tier 2" first grade reading interventions. *Journal of Research on Educational Effectiveness*, 4(3), 208-230.
 64. Vourkas, M., Micheloyannis, S., Simos, P.G., Rezaie, R., Fletcher, J.M., **Cirino, P.T.**, & Papanicolaou, A.C. (2011). Dynamic task-specific brain network connectivity in children with severe reading difficulties. *Neuroscience Letters*, 488, 123-128.
 65. Vaughn, S., Wexler, J., Roberts, G., Barth, A., **Cirino, P.T.**, Romain, M.A., Francis, D., Fletcher, J., & Denton, C. (2011). Effects of individualized and standardized interventions on middle school students with reading. *Exceptional Children*, 77(4), 391-409.
 66. Rezaie, R., Simos, P.G., Fletcher, J.M., Juranek, J., **Cirino, P.T.**, Li, Z., Passaro, A.D., & Papanicolaou, A.C. (2011). The timing and strength of regional brain activation associated with word recognition in children with reading difficulties. *Frontiers in*

- Neuroscience*, 5, 1-12.
67. *Hampton, L.E., Fletcher, J.M., **Cirino, P.T.**, Blaser, S.E., Kramer, L.A., Drake, J., & Dennis, M. (2011). Hydrocephalus status in spina bifida: An evaluation of variations in neuropsychological outcomes. *Journal of Neurosurgery: Pediatrics*, 8, 289-298.
 68. Rezaie, R., Simos, P.G., Fletcher, J.M., **Cirino, P.T.**, Vaughn, S., & Papanicolaou, A.C. (2011). Engagement of temporal lobe regions predicts response to educational interventions in adolescent struggling readers. *Developmental Neuropsychology*, 36(7), 869-888.
 69. Rezaie, R., Simos, P., Fletcher, J., **Cirino, P.T.**, Vaughn, S., & Papanicolaou, A.C. (2011). Temporo-parietal brain activity as a longitudinal predictor of response to educational interventions among middle school struggling readers. *Journal of the International Neuropsychological Society*, 17, 875-885.
 70. Simos, P.G., Papanicolaou, A.C., Castillo, E.M., Juranek, J., **Cirino, P.T.**, Rezaie, R., & Fletcher, J.M. (2011). Brain mechanisms for reading and language processing in spina bifida meningocele: A combined magnetic source- and structural magnetic resonance imaging study. *Neuropsychology*, 25(5), 590-601.
 71. Denton, C.A., Barth, A.E., Fletcher, J.M., Wexler, J., Vaughn, **Cirino, P.T.**, Romain, M., & Francis, D.J. (2011). The relations among oral and silent reading fluency and comprehension in middle school: Implications for identification and instruction of students with reading difficulties. *Scientific Studies of Reading*, 15(2), 109-135.
 72. Simos, P.G., Rezaie, R., Fletcher, J.M., Juranek, J., Passaro, A.D., Li, Z., **Cirino, P.T.**, & Papanicolaou, A.C. (2011). Functional disruption of the brain mechanism for reading: Effects of comorbidity and task difficulty among children with developmental learning problems. *Neuropsychology* (25(4)), 520-534.
 73. **Cirino, P.T.** (2011). The interrelationships of mathematical precursors in kindergarten. *Journal of Experimental Child Psychology*, 108, 713-733.
 74. Fletcher, J.M., Stuebing, K.K., Barth, A.E., Denton, C.A., **Cirino, P.T.**, Francis, D.J., Vaughn, S. (2011). Cognitive correlates of inadequate response to intervention. *School Psychology Review*, 40, 2-22.
 75. Vaughn, S., **Cirino, P.T.**, Wanzek, J., Wexler, J., Barth, A.E., Romain, M.A., Francis, D.J., Denton, C.A., & Fletcher, J.M. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. *School Psychology Review*, 39(1), 3-21.
 76. Barth, A.E., Denton, C.A., Stuebing, K.K., Fletcher, J.M., **Cirino, P.T.**, Francis, D.J., & Vaughn, S. (2010). A test of the cerebellar hypothesis of dyslexia in adequate and inadequate responders to reading intervention. *Journal of the International Neuropsychological Society*, 16, 526-536.
 77. Vaughn, S., Wanzek, J., Wexler, J., Barth, A.E., **Cirino, P.T.**, Fletcher, J.M., Romain, M.A., Denton, C.A., Roberts, G., & Francis, D.J. (2010). The relative effects of group size of reading progress of older students with reading difficulties. *Reading and Writing:*

- An Interdisciplinary Journal*, 23(8), 931-956.
78. **Cirino, P.T.**, & Berch, D.B. (2010). Introduction to the Special Issue: Perspectives on Math Learning Disability and Difficulty. *Learning and Individual Differences*, 20(2), 61-62.
 79. Fuchs, L.S., Powell, S.R., Seethaler, P.M., **Cirino, P.T.**, Fletcher, J.M., Fuchs, D., & Hamlett, C.L. (2010). The effects of strategic counting instruction, with and without deliberate practice, on number combination skill among students with mathematical difficulties. *Learning and Individual Differences*, 20(2), 89-100.
 80. Fuchs, L.S., Powell, S.R., Seethaler, P.M., Fuchs, D., Hamlett, C.L., **Cirino, P.T.**, & Fletcher, J.M. (2010). A framework for remediating the number combination deficits of students with mathematics difficulty. *Exceptional Children*, 76(2), 135-156.
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 83. Dennis, M., Francis, D.J., **Cirino, P.T.**, Schachar, R., Barnes, M.A., & Fletcher, J.M. (2009). Why IQ is not a covariate in cognitive studies of neurodevelopmental disorders. *Journal of the International Neuropsychological Society*, 15, 331-343.
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 85. Hasan, K.M., Iftikhar A., Kamali A., Kramer, L.A., Ashtari, M., **Cirino P.T.**, Fletcher J.M., & Ewing-Cobbs, L. (2009). Development and aging of the healthy human brain uncinate fasciculus across the lifespan using diffusion tensor tractography. *Brain Research*, 1276, 67-76.
 86. Fuchs, L.S., Powell, S.R., Seethaler, P.M., **Cirino, P.T.**, Fletcher, J.M., Fuchs, D., Hamlett, C.L., & Zumeta, R.O. (2009). Remediating number combination and word problem deficits among students with mathematical difficulties: A randomized control trial. *Journal of Educational Psychology*, 101, 561-576.
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 88. *Jain, N., Brouwers, P., Okcu, M.F., **Cirino, P.T.**, & Krull, K.R. (2009). Sex-specific attention problems in long-term survivors of pediatric leukemia. *Cancer*, 115(18), 4238-4245.
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- L.S. (2009). Errors in multi-digit arithmetic and behavioral inattention in children with math difficulties. *Journal of Learning Disabilities*, 42, 356-371.
90. Dennis, M., Hopyan, T., Juranek, J., **Cirino, P.T.**, Hasan, K., & Fletcher, J.M. (2009). Strong-meter and weak-meter rhythm identification in spina bifida meningomyelocele and volumetric parcellation of rhythm-relevant cerebellum regions. *Annals of the New York Academy of Sciences*, 1169, 84-88.
 91. Branum Martin, L., Mehta, P.D., Francis, D.J., Foorman, B.R., **Cirino, P.T.**, Miller, J.F., & Iglesias, A. (2009). Pictures and words: Spanish and English vocabulary in classrooms. *Journal of Educational Psychology*, 101(4), 897-911.
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 93. Fuchs, L.S., Powell, S.R., Hamlett, C.L., Fuchs, D., **Cirino, P.T.**, & Fletcher, J.M. (2008). Remediating computational deficits at third grade: A randomized field trial. *Journal of Research on Educational Effectiveness*, 1, 2-32.
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 96. Vaughn, S., Fletcher, J.M., Francis, D.J., Denton, C.A., Wanzek, J., Wexler, J., **Cirino, P.T.**, Barth, A.E., & Romain, M.A. (2008). Response to intervention with older students with reading difficulties. *Learning and Individual Differences*, 18, 338-345.
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 101. Au, K.S., Tran, P.X., Tsai, C.C., O'Byrne, M.R., Lin, J., Morrison, A.C., Hampson,

- A.W., **Cirino, P.T.**, Fletcher, J.M., Ostermaier, K.K., Tyerman, G.H., Doebel, S., Northrup, H. (2008). Characteristics of a spina-bifida population including North American Caucasian and Hispanic Individuals. *Birth Defects Research, Part A: Clinical and Molecular Teratology*, 82, 692-700.
102. **Cirino, P.T.**, Pollard-Durodola, S.D., Foorman, B., Carlson, C.D., & Francis, D.J. (2007). Teacher characteristics and language in bilingual kindergarteners and their relation to student outcomes. *Elementary School Journal*, 107(4), 341-364.
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 104. **Cirino, P.T.**, Ewing-Cobbs, L., Barnes, M.A., Fuchs, L.S. & Fletcher, J.M. (2007). Cognitive arithmetic differences in learning disabled groups and the role of behavioral inattention. *Learning Disabilities Research & Practice*, 22(1), 25-35.
 105. Linan-Thompson, S., **Cirino, P.T.**, & Vaughn, S. (2007). Determining English language learners' response to intervention: questions and some answers. *Learning Disabilities Quarterly*, 30, 185-196.
 106. Hasan, K.M., Sankar, A., Halphen, C., Kramer, L.A., Brandt, M.E., Juranek, J., **Cirino, P.T.**, Fletcher, J.M., Papanicolaou, A.C., & Ewing-Cobbs, L. (2007). Development and organization of human brain tissue compartments across lifespan using diffusion tensor imaging. *Neuroreport*, 18(16), 1735-1739.
 107. Vaughn, S., Linan-Thompson, S., Mathes, P.G., **Cirino, P.T.**, Carlson, C.D., Durodola, S.P., Hagan, E.C., & Francis, D.J. (2006). Effectiveness of Spanish intervention for first grade English language learners at risk for reading difficulties. *Journal of Learning Disabilities*, 39(1), 56-73.
 108. Linan-Thompson, S., Vaughn, S., Prater, K., & **Cirino, P.T.** (2006). The response to intervention of English language learners at-risk for reading problems. *Journal of Learning Disabilities*, 39(5), 390-398.
 109. Vaughn, S., Mathes, P.G., Linan-Thompson, S., **Cirino, P.T.**, Carlson, C.D., Pollard-Durodola, S.P., Cardenas-Hagan, E.C., & Francis, D.J. (2006). First grade English language learners at risk for reading difficulties: Effectiveness of an English intervention. *Elementary School Journal*, 107(2), 153-180.
 110. Vaughn, S., **Cirino, P.T.**, Linan-Thompson, S., Mathes, P.G., Carlson, C.D., Cardenas-Hagan, E., Pollard-Durodola, S.D., Fletcher, J.M., & Francis, D.J. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43(3), 449-487.
 111. **Cirino, P.T.**, Israelian, M., Morris, M., & Morris, R. (2005). Exploration of the Double Deficit Hypothesis in college students referred for learning difficulties. *Journal of Learning Disabilities*, 38(1), 29-44.
 112. *Pae, H.K., *Wise, J.C., **Cirino, P.T.**, Sevcik, R.A., Lovett, M.W., Wolf, M., & Morris, R.D. (2005). The Woodcock Reading Mastery Test (WRMT): Impact of normative

- changes. *Assessment*, 12(3), 347-357.
113. **Cirino, P.T.**, *Chin, C.E., Sevcik, R.A., Wolf, M., Lovett, M.W., & Morris, R.D. (2002). Measuring socioeconomic status: Reliability and preliminary validity for different approaches. *Assessment*, 9, 145-155.
 114. **Cirino, P.T.**, Morris, M., & Morris, R. (2002). Neuropsychological concomitants of calculation skills in college students referred for learning difficulties. *Developmental Neuropsychology*, 21(2), 201-218.
 115. *Bone, B., **Cirino, P.T.**, Morris, R., & Morris, M. (2002). Reading and phonological awareness in reading disabled adults. *Developmental Neuropsychology*, 21(3), 305-320.
 116. Mahone, E.M., **Cirino, P.T.**, Cutting, L.E., Cerrone, P.M., Hagelthorn, K.M., Hiemenz, J.R., Singer, H.S., & Denckla, M.B. (2002). Validity of the Brief Rating Inventory of Executive Functions (BRIEF) in children with Tourette Syndrome and/or ADHD. *Archives of Clinical Neuropsychology*, 17, 643-662.
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 118. Wolf, M., Goldberg O'Rourke, A., Gidney, C., Lovett, M., **Cirino, P.**, & Morris, R. (2002). The second deficit: An investigation of the independence of phonological and naming-speed deficits in developmental dyslexia. *Reading and Writing: An Interdisciplinary Journal*, 15, 43-72.
 119. *Chin, C.E., *Ledesma, H., **Cirino, P.T.**, Sevcik, R.A., Lovett, M., Wolf, M., & Morris, R. (2001). Relations between the Kaufman - Brief Intelligence Scale (K-BIT) and the Wechsler Intelligence Scale for Children - III (WISC-III) in children with reading disability. *Journal of Learning Disabilities*, 34, 2-8.
 120. **Cirino, P.T.**, Chapieski, L., & Massman, P. (2000). Card sorting performance and ADHD symptomatology in children and adolescents with Tourette Syndrome. *Journal of Clinical and Experimental Neuropsychology*, 22(2), 245-257.
 121. McConville, B.J., Sanberg, P.R., Fogelson, M.H., King, J., **Cirino, P.T.**, Parker, K.W., & Norman, A.B. (1992). The effects of nicotine plus haloperidol compared to nicotine only and placebo nicotine only in reducing tic severity and frequency in Tourette's Disorder. *Biological Psychiatry*, 31, 832-840.

MANUSCRIPTS UNDER REVIEW

(*student/trainee co-author)

1. *Child, A.E., **Cirino, P.T.**, *Warren, E.A., Bick, J., Woods, S.P., Minard, C.G., Ris, M.D., Mahajan, A., Ocku, M.F., Paulino, A.C., Grosshans, D.R., Chintagumpala, M., & Kahalley, L.S. (submitted). Academic fluency in pediatric brain tumor survivors treated with proton radiation therapy versus photon radiation therapy.
2. *Macdonald, K.T., Francis, D.J., Hernandez, A.E., Castilla-Earls, A., & **Cirino, P.T.**

- (submitted). Language proficiency and balance as predictors of reading outcomes.
3. **Cirino, P.T.**, *Farrell, A.E., Barnes, M.A., & Roberts, G.J. (submitted). An evaluation of the structure of attention in adolescence.
 4. *Miller, A., *Farrell, A.E., Barnes, M.A., Roberts, G. & **Cirino, P.T.** (submitted). Mind wandering and its relations to reading, mathematics, and attention in middle school students.
 5. Bradley, K.A., Juranek, J.J., Hannay, H.J., **Cirino, P.T.**, Kramer, L.A., & Fletcher, J.M. (submitted). Corpus callosum structure and auditory interhemispheric transfer in spina bifida myelomeningocele.
 6. **Cirino, P.T.** (submitted). Framing executive function as a construct, and its relation to academic achievement.
 7. **Cirino, P.T.**, *Salentine, C., *Farrell, A.E., Barnes, M.A., & Roberts, G. (submitted). Shared cognitive predictors of achievement.
 8. *Farrell, A., **Cirino, P.T.**, Barnes, M.A., & Woods, S.P. (in preparation). Interactions of decoding, working memory, and mind wandering on reading comprehension.

BOOK CHAPTERS

1. **Cirino, P.T.** (2022). *Math Disabilities*. In M. Beauchamp, R. Peterson, D. Ris, G. Taylor, & K. Yeates (Eds.), Pediatric Neuropsychology, 3rd Edition (Chapter 13). Guilford Press: New York.
2. **Cirino, P.T.**, Church, J.A., Miciak, J., & Fletcher, J.M. (2020). *The role of executive function in reading development, reading disability, and intervention response*. In E. Grigorenko, Shytrov, & P.J. McArdle (Eds.), All About Language: Science, Theory, and Practice (Chapter 10). Paul H. Brookes: Baltimore, MD.
3. Fuchs, L.S., Powell, S.R., Seethaler, P.M., **Cirino, P.T.**, Fletcher, J.M., Fuchs, D., & Hamlett, C.L. (2010). *The development of arithmetic and word-problem skill among students with mathematics disability*. In J.M. Kauffman & D.P. Hallahan (Eds.), Handbook of Special Education (Chapter 33). Routledge.

TECHNICAL REPORTS AND NON-PEER REVIEWED WORK

1. Prasad, M.R., & **Cirino, P.T.** (2022). *Understanding psychoeducational or neuropsychological test scores*. Resource Directory 2022: Houston Chapter of the International Dyslexia Association (pp. 33-47). Houston, TX: Author.
2. **Cirino, P.T.** (2011). Conceptual Precursors of Mathematical and Reading Outcomes: A Summary Report. Submitted to the Houston Independent School District.
3. Francis, D.J., Barth, A.E., **Cirino, P.T.**, Reed, D., & Fletcher, J.M. (2008). The Texas Middle School Fluency Assessment. Austin, TX: Texas Educational Agency (TEA).
4. Texas Adolescent Literacy Project Final Report (2007). Submitted by the Vaughn Gross Center

for Reading and Language Arts (University of Texas at Austin) and the Texas Institute for Measurement, Evaluation (TIMES), and Statistics to the Texas Educational Agency.

5. **Cirino, P.T.**, Francis, D.J., & Woodward, B. (2003). Start to Read – Build a Future: External Evaluation (2002-2003). Submitted by the Texas Institute for Measurement, Evaluation, and Statistics (TIMES) to the Houston Independent School District.

CONFERENCE PRESENTATIONS

(Symposia, Oral Paper Presentations, Posters)

Over 130 (Not Listed Individually)

SCHOLARLY WORK: SUMMARY

(August, 2022)

MyBibliography (97 works):

[Link to site](#)

Google Scholar (119 works):

[Link to site](#)

(Citations: 10299; h-index: 51; i-10 index: 101)

Research Gate (108 works):

[Link to site](#)

(Citations: 6584; Research Interest: 3396; Reads: 55157)

Research Awards:

Co-recipient, *School Psychology Review* Paper of the Year award, National Association of School Psychologists (2010)

TEACHING/COURSEWORK

University of Houston (*graduate course)

PSYC 6396	*Clinical Assessment I (2010-current)
PSYC 6397	*Clinical Assessment II (2003-2008; 2010-2017)
PSYC 3301	Introduction to Psychological Statistics (2009; 2010)
PSYC 1300	Introduction to Psychology (2017, 2018)
PSYC 8395	*Cognitive Disorders and Lifespan Neuropsychology I (co-taught; 2013, 2014)
PSCY 7338	*Cognitive Disorders and Lifespan Neuropsychology II (2014 - current)

Georgia State University

PSY 1101 Introduction to Psychology (1998; 2000)
PSC 3020 Introduction to Clinical Neuropsychology (co-taught, 1998)
PSC 2050 Drugs and Behavior (2000; 2001)

Student Mentoring

Over 30 Masters Theses, over 30 Dissertations (Chair or Member), and Undergraduate Honor's
Theses (Not Listed Individually)
Graduated 10 students with PhD as primary mentor (Not Listed Individually)

SERVICE ACTIVITIES

Department of Psychology

Member, Search Committee, Clinical Psychology (Neuropsychology) (2015-2016 through 2019)
Member (ad-hoc), Promotion and Tenure Committee (2021)
Member, Executive Committee (2018-2019; 2021 – current)
Member, Search Committee, Developmental, Cognitive, and Behavioral Neuroscience (2015-
2016; 2019-2020 through 2021-2022)
Member, Graduate Admissions Faculty Committee, Clinical Psychology (2011 – current)
Member, Faculty & Professional Development Committee (2005-2006; 2014-2015; 2016-2017)
Member, Assessment Task Force (2005)
Member, Ahn Loc Scholarship Committee (2017)
Associate Director of Clinical Training (2020 – current)

College of Liberal Arts and Social Sciences

Member, CLASS Research Committee (2014-2015; 2018-2019; 2019-2021; 2021-2022); chair
(2020-2021; 2021-2022)

University of Houston

Member, Faculty Senate (2022-2025)
Institutional Review Board, Committee #2
 Chair (2018-2021; 2021-current)
 Associate Chair (2015-2017)
 Member (2011-2014)

SERVICE TO THE PROFESSION

Committee Memberships

Member, Scientific Advisory Committee, Society for Clinical Neuropsychology (SCN, Division 40) (2015-2018; 2018-2021)
Board Member, Association for Doctoral Education in Clinical Neuropsychology (ADECN), Treasurer (2012-2016)
Board Member, Houston Neuropsychological Society (HNS) (Public Relations Chair, 2004-2009; Member at Large, 2009-2011; 2020; Treasurer, 2011-2019)
Program Chair, International Neuropsychological Society (39th Annual Meeting, 2009)
Member, Oral Exam Working Group, Texas Psychological Association (2005)

Conference Reviewing

Society for Research on Educational Effectiveness (2012-2013)
International Neuropsychological Society (2010; 2011)
Society for Clinical Neuropsychology (Division 40) (2009-2011)
International Dyslexia Association (2005; 2006)

External Promotion Review/Letters

University of Nebraska-Lincoln (2021)
University of Texas MD Anderson Hospital (2020)
Baylor College of Medicine (2020)
University of Denver (2018; 2019)
University of Texas McGovern Medical School (2018)
Johns Hopkins University School of Medicine (2017)
University of Texas Health Sciences Center (2013; 2015)

Invited Talks

Framing Executive Function as a Construct and its Relation to Achievement (1 September, 2022). Distinguished Lecture Presented to the Center for Research on the Challenges of Acquiring Language and Literacy (RCALL) at Georgia State University. Atlanta, GA (virtual).
Executive Function and Achievement (10 June, 2022). Presented at The Dyslexia Foundation meetings. Bermuda.
Executive Function (16 December, 2021). Presented to post-doctoral trainees at Baylor College of Medicine (Neuropsychology). Houston, TX.
Math Disability (9 November, 2021). Podcast interview for The Testing Psychologist (Dr. Jeremy Sharp). Online.
Math Ability and Disability: Knowns and Unknowns (15 October, 2021). Plenary speaker at the

Help Group Summit (online).

Professional Development in Neuropsychology (11 October, 2018). Discussion presented at the meeting of the Houston Neuropsychological Society (Panelist). Houston, TX

Understanding the Developmental Neuroscience of Mathematics: Application to Neurodevelopmental Populations (2 March, 2018). Plenary Speaker at the 24th Butters-Kaplan West Coast Neuropsychology Conference (Advances in Pediatric Neuropsychology: Clinical Applications of Developmental Neuroscience); San Diego, CA.

Embedded Cognitive Training in Direct Skills Intervention (11 January, 2018). Discussion presented at a Leadership Meeting of the IES A3 Initiative (D. Fuchs & L.S. Fuchs, hosts). Washington, D.C.

Executive Functions (1 June, 2017). Presented to faculty and trainees in neuropsychology. Houston Veteran's Administration Hospital; Houston, TX.

Executive Functions (8 December, 2015). Presented to the Industrial/Organizational Working Group. Rice University; Houston, TX.

Executive Functions (24 September, 2015). Presented to faculty and trainees in neuropsychology. Houston Veteran's Administration Hospital; Houston, TX.

Executive Functions and Reading (5 May, 2015). Invited speaker at the MORCOM Learning Disabilities Meeting. Florida State University, Tallahassee, FL.

Neuropsychology and Speech-Language Pathology (26 June, 2014). Guest lecture to students of Speech Language Pathology (Course COMD 7383-2). Department of Communication Sciences and Disorders, University of Houston; Houston, TX.

The Neuropsychology of Math Ability and Disability: Predictors and Approaches to Instruction and Intervention (22 March, 2014). Plenary Speaker at the 22nd Butters-Kaplan West Coast Neuropsychology Conference (Advances in the Neuropsychological Assessment and Treatment of School-Aged Children with Cognitive Deficits); San Diego, CA.

The Neuropsychology of Math Ability and Disability (20 March, 2014). Presented to the faculty and staff of the Role of Emotion and Choice (REACH) Learning and Innovation Hub Center. University of California, San Diego; San Diego, CA.

Executive Functions (12 December, 2012). Presented to faculty and trainees in neuropsychology. Houston Veteran's Administration Hospital; Houston, TX.

Math Skills and Difficulties: Cognitive Precursors, Subtypes, and Interventions (4 June, 2010). Presented to the Neuropsychology group of the Psychology Service at the Learning Support Center. Texas Children's Hospital; Houston, TX.

Neuropsychology of Spina Bifida Myelomeningocele (23 June, 2008). Presented to patients, families, and professionals, members of the Spina Bifida Association. 35th Annual National Conference; Tucson, AZ.

Math: Developmental, Cognitive, and Neuropsychological Perspectives (17 November, 2006). Presented to interns and postdocs of the Houston Independent School District. HISD; Houston, TX.

Math Ability, Disability, and Neuropsychology: Current Concepts and Future Directions (1 July, 2004). Presented to the Houston Neuropsychological Society. Houston Veteran's Administration Hospital; Houston, TX.

Learning Disorders in Children and Adults (3 March, 2004). Presented to the faculty and students of the Clinical Program of the Department of Psychology. University of Houston; Houston, TX.

Learning Disorders: Definitions, Research, and Assessment (30 June, 2003). Presented to the faculty and students of the Department of Psychology. Sam Houston State University; Huntsville, TX.

Semantic, Procedural and Visuospatial Contributions to Math (17 November, 2000). Presented to the faculty and staff of the Developmental Psychology Seminar. Georgia State University; Atlanta, GA.

ADHD - A Neuropsychological Perspective (17 February, 2000). Presented to a coalition of post-secondary disability support service providers. Goucher College; Towson, MD.

Lead and Neuropsychology (26 January, 1999). Presented to The Center for the Prevention of LEAD, professionals concerned with the implications of lead exposure on development. Kennedy Krieger Institute; Baltimore, MD.

Frontal Lobes, Attention, Learning Disabilities (18 & 26 October, 1998; 4 April, 1999). Selected topics presented to staff and trainees of the Neuropsychology Department. Kennedy Krieger Institute; Baltimore, MD.

GRANT REVIEWING

Guest Member, Special Emphasis Review Panel, NICHD ZRG1 BBBP-T (Biobehavioral and Behavioral Process) (December, 2020; July, 2021)

Ad Hoc Reviewer, Israeli Science Foundation (ISF), Israel (2020)

Member, NSF (ECR) Panel Review (2019; 2020; 2021)

Member, NICHD Special Emphasis Review Panel, ZRG1-F01B-P (20) (October, 2017; June, 2019; June, 2020)

Member, NICHD Special Emphasis Review Panel, ZRG1-BBBT-T (June, 2017)

Ad Hoc Reviewer, Swiss National Science Foundation (SNSF), Switzerland (2016)

Guest Member, Special Emphasis Review Panel, NICHD ZRG1 BBBP-T (Biobehavioral and Behavioral Process) (2016)

Guest Member, Special Emphasis Review Panel, NICHD ZRG1-BBBP-J (Biobehavioral and Behavioral Process) (2015)

Ad Hoc Reviewer, National Institute of Education (NIE) Education Research Funding Programme (ERFP) (Singapore) (2015)

Member, U.S. Department of Education, Institute for Educational Sciences (IES), Basic Processes Panel (2014-2018)

Guest Member, NICHD ZRG1 BBBP-T (Biobehavioral and Behavioral Process), Language &

Communication Study Section (LCOM) (February, 2013)
Ad Hoc Reviewer, Social Sciences and Humanities Research Council (SSHRC), Canada (2013)
Member, NICHD Special Emphasis Review Panel, ZRG1-SBIB-V (August, 2013)
Member, NICHD Special Emphasis Review Panel, ZHD1 DSR-H (August, 2011; July, 2012)
Member, U.S. Department of Education, Institute for Educational Sciences (IES), Basic
Processes Panel (2008-2011)
Texas Educational Agency (TEA), Reading First Grant Reviews (2003; 2004)

EDITORIAL ACTIVITIES

Associate Editor/Editor-in-Chief/Outgoing Editor-in-Chief

Learning and Individual Differences (Associate 2015; EIC 2016-2021; Outgoing EIC 2022)

Guest Editor

Journal of Learning Disabilities: *Special Issue, The Contributions of Executive Function to Academic Skill* (2015) (with Erik G. Willcutt)

Learning and Individual Differences: *Special Issue, Perspectives on Math Difficulties and Disabilities* (2010) (with Dan B. Berch)

Editorial Board

Journal of Learning Disabilities (2012 -)

Journal of Experimental Child Psychology (2012 - 2018)

Learning Disabilities Quarterly (2012 -)

Learning Disabilities Research and Practice (2008 -)

PROFESSIONAL LICENSURE

1998-2004	Georgia, #2235 (Inactive)
1998-2004	Maryland, #3529 (Inactive)
2004-	Texas, #32189 (Active)

PROFESSIONAL AFFILIATIONS

American Psychological Association (APA)

Society for Clinical Neuropsychology (SCN; Division 40 of APA)

Association for Psychological Science (APS)

Houston Neuropsychological Society (HNS)

International Neuropsychological Society (INS)