

CURRICULUM VITA

Paul T. Cirino, Ph.D.

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

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

RESEARCH SUPPORT

Submitted:

#R01 XXX (PI: P.T. Cirino) 07/01/24-06/30/29
National Institute of Child Health and Human Development (NICHD) \$2.30M (Total)
Neurocognitive Mechanisms to Improve Learning in Reading and Math
Role: Principal Investigator

Active Research Support:

#1760760 (PI: P.T. Cirino) 09/01/18-07/31/23
National Science Foundation (NSF) \$2.47M (Total)
Math Learning Disabilities among Young Adults in College: Structure, Identification, and Validation
Role: Principal Investigator (Co-PIs T.D. Tolar; I. Pavlidis)

Completed Research Support:

#R324A190081 07/01/20-06/30/23
Institute for Educational Sciences (IES) \$1.5M (Total)
Exploring Cognitive and Foundational Processes Underlying Pre-algebra among Students with and without Mathematics Learning Difficulties
Role: Consultant (PI: J.M. Namkung)

#P50 HD052117 (PI: J.M. Fletcher)	12/01/17-11/30/23
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)	
#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) <i>Texas Center for Learning Disabilities</i> Role: Co-Investigator	\$7.2M (Total)
#R03 HD050422 (PI: P.T. Cirino) National Institute of Child Health and Human Development (NICHD) <i>Conceptual Precursors of Mathematical and Reading Outcomes</i> Role: Principal Investigator	02/01/07-01/31/10 \$149,000 (Total)
#P01 HD035946 (PI: J.M. Fletcher) National Institute of Child Health and Human Development (NICHD) <i>Spina Bifida: Cognitive and Neurobiological Variability</i> Role: Co-Investigator (added)	02/01/05-01/31/10 \$7.5M (Total)
#P01 HD046261 (PI: J.M. Fletcher) National Institute of Child Health and Human Development (NICHD) <i>Cognitive, Instructional, & Neuroimaging Factors in Math</i> Role: Co-Investigator	10/01/03-09/31/09 \$7.5M (Total)
#P01 HD39521 (PI: D.J. Francis) National Institute of Child Health and Human Development (NICHD) and Institute for Educational Sciences (IES) <i>Oracy/Literacy Development in Spanish-Speaking Children</i> Role: Co-Investigator (added)	10/01/00-09/30/07 \$7.5M (Total)

PEER-REVIEWED JOURNAL ARTICLES

(*student/trainee co-author)

1. Kulesz, P.A., Roberts, G.J., Francis, D.J. **Cirino, P.T.**, Walczak, M., & Vaughn, S. (in press). Latent profiles as a predictor of response to instruction for students with reading difficulties. *Journal of Educational Psychology*.
2. **Cirino, P.T.**, *Farrell, A.E., Barnes, M.A., & Roberts, G.J. (in press, 2023). An evaluation of the structure of attention in adolescence. *Developmental Neuropsychology*.
3. Nugiel, T., Mitchell, M.E., Demeter, D.V., Garza, A., Miciak, J., **Cirino, P.T.**, Hernandez, A.E., Juranek, J., & Church, J.A. (in press, 2023). Brain engagement during a cognitive flexibility task relates to academic performance in English learners. *Mind, Brain, and Education*, 17(2), 149-160.
4. **Cirino, P.T.** (in press, 2023). Framing executive function as a construct, and its relation to academic achievement. *Mind, Brain, and Education*.

5. *Gioia, A., **Cirino, P.T.**, Ahmed, Y., & Woods, S.P. (2023). Properties of a combined measure of reading and writing: The Assessment of Writing, Self-Monitoring, and Reading (AWSM Reader). *Reading and Writing, 36(3)*, 723-744.
6. *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. (2022). Cognitive predictors of social adjustment in pediatric brain tumor survivors treated with photon versus proton radiation therapy. *Pediatric Blood and Cancer, 69(6)*, e29645.
7. *Macdonald, K.T., Francis, D.J., Hernandez, A.E., Castilla-Earls, A., & **Cirino, P.T.** (2022). Characterization of proficiency levels and balance among middle school English learners with reading difficulties. *Bilingualism: Language and Cognition, 25(5)*, 899-912.
8. **Cirino, P.T.**, Tolar, T.D., & Fuchs, L.S. (2022). Domain general and specific contributions to algebra: A sequenced longitudinal path model. *Contemporary Educational Psychology, 68*, 102026.
9. **Cirino, P.T.**, Barnes, M.A., Roberts, G., Miciak, J., & *Gioia, A. (2022). Visual attention and reading: A test of their relation across paradigms. *Journal of Experimental Child Psychology, 214*, 105289.
10. 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.
11. *Babiczy, M.A., Woods, S. P., **Cirino, P.T.**, Presley, C., Colton, Z., & Podell, K. (2022). Vestibular/ocular motor screening is independently associated with concussion symptom severity in youths. *Clinical Journal of Sport Medicine, 32(1)*, 40-45.
12. *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. (2021). Long-term cognitive and academic outcomes among pediatric brain tumor survivors treated with proton versus photon radiotherapy. *Pediatric Blood and Cancer, 68(9)*, e29125.
13. *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.
14. *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.
15. *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.
16. *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.
17. 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.
 18. *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.
 19. 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.
 20. 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)*.
 21. 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.
 22. 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.
 23. **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.
 24. **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.
 25. **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.
 26. *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.
 27. *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.
 28. *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.
 29. **Cirino, P.T.**, *Child, A.E., & *Macdonald, K. (2018). Longitudinal overlap of reading and math and their predictors. *Contemporary Educational Psychology*, 54, 99-111.

30. 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.
31. **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.
32. 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.
33. *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.
34. 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.
35. *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.
36. **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.
37. **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.
38. 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.
39. *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.
40. 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.
41. *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.
42. **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.

43. 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.
44. *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.
45. *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.
46. *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.
47. 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.
48. *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.
49. 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.
50. *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.
51. *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.
52. **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.
53. 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.
54. *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.
55. *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.
 56. *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.
 57. *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.
 58. *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.
 59. *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.
 60. 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.
 61. *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 meningomyelocele. *Journal of the International Neuropsychological Society*, 19(2), 127-136.
 62. **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.
 63. 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.
 64. 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.
 65. Spellacy, 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.
 66. 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.
67. 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.
 68. 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.
 69. 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.
 70. 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.
 71. *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.
 72. 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.
 73. 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.
 74. 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.
 75. 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.
 76. 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.
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- ADHD symptomatology in children and adolescents with Tourette Syndrome. *Journal of Clinical and Experimental Neuropsychology*, 22(2), 245-257.
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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 (pp. 279-299).
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, P.D. McCardle, & Y. Shytrov (Eds.), All About Language: Science, Theory, and Practice (Chapter 10, pp. 126-140). 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.

SCHOLARLY WORK: SUMMARY

(September, 2023)

MyBibliography (97 works):

[Link to site](#)

Google Scholar (128 works):

[Link to site](#)

(Citations: 11503; h-index: 54; i-10 index: 111)

Research Gate (127 works):

[Link to site](#)

(Citations: 7388; Research Interest: 3829, 98th %ile)

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

(Department of Psychology, University of Houston unless otherwise noted)

Chaired Doctoral Dissertations

Active

Abby Farrell (Proposed 17 October, 2023; Clinical Neuropsychology). *How mind wandering relates to reading in a second language.*

Completed

Anthony Gioia (31 July, 2023; Clinical Neuropsychology). *The association between behavioral attention and academic achievement: A meta-analysis.*

Kelly Halverson (8 December, 2021; Clinical Neuropsychology). *Impact of acculturation on math achievement in community college students.*

Kelly Macdonald (14 December, 2020; Clinical Neuropsychology). *Classifying degree of balanced bilingualism among struggling middle school English learners and relations to reading outcomes.*

William Lacey (15 July, 2020; Clinical Neuropsychology). *The role of number line estimation and cognitive attention in procedural fractions.*

Emily A.H. Warren (6 August, 2018; Clinical Neuropsychology; co: Lisa Kahalley). *Predictors of social adjustment in pediatric brain tumor survivors: A comparison of proton and photon radiation therapy groups.*

Amanda E. Child (14 May, 2018; Clinical Neuropsychology; co: Lisa Kahalley). *Academic fluency in pediatric brain tumor survivors treated with proton beam radiation therapy versus photon radiation therapy.*

Jesse T. Fischer (21 May, 2018; Clinical Neuropsychology; co: Linda Ewing-Cobbs). *Frontostriatal white matter integrity relations with 'cool' and 'hot' self-regulation following pediatric traumatic brain injury.*

Elyssa H. Gerst (6 June, 2016; Clinical Neuropsychology). *Processing Speed in Children: Examination of the Structure in Middle Childhood and its Impact on Reading.*

Emily Maxwell (18 June, 2015; Clinical Neuropsychology; co: Linda Ewing-Cobbs). *The role of anxiety and family environment on mathematical performance in children with traumatic brain injury.*

John T. Elias (23 October, 2015; Clinical Neuropsychology). *A model for the contributions of executive functions, math anxiety, and parental expectations toward math achievement.*

Rebecca B. Martin (1 October, 2013; Clinical Neuropsychology; co: M. Lynn Chapieski). *Memory and executive functions in pre- and post-operative epilepsy in children with temporal and frontal lobe epilepsy.*

Kimberly Raghobar (12 June, 2012; Clinical Neuropsychology; co: Marcia Barnes). *Neurocognitive correlates of mathematical processing in school-aged children with spina bifida and their typically developing peers.*

Chaired Master's Theses

Active

Cristina Boada (since 2022; Clinical Neuropsychology). *TBA*.

Cassidy Salentine (Proposed 21 March, 2023; Clinical Neuropsychology). *Overlapping cognitive predictors for math and writing achievement*.

Completed

Abigail Farrell (2 August, 2022; Clinical Neuropsychology). *Interactions of reading skill, working memory, and mind wandering on reading comprehension*.

Anthony Gioia (23 November, 2020; Clinical Neuropsychology). *The Assessment of Writing, Self-Monitoring, and Reading (AWSM Reader) and relations with executive functioning*.

Kelly Halverson (1 May, 2020; Clinical Neuropsychology). *Executive functioning in struggling readers: The NIH Examiner*.

William Lacey (28 April, 2017; Clinical Neuropsychology). *The role of magnitude processes and working memory for learning algebra*.

Emily Warren (2 May, 2016; Clinical Neuropsychology). *The Role of Executive Functions and Self-Regulated Learning in Math Development: A Path Analytic framework*.

Amanda Child (8 December, 2015; Clinical Neuropsychology). *A cognitive dimensional approach to understanding comorbidity among reading disability, math disability, and attention-deficit/hyperactivity disorder*.

Elyssa Gerst (19 November, 2014; Clinical Neuropsychology). *Performance and rating scales of executive function and academic performance*.

John Elias (31 October, 2012; Clinical Neuropsychology). *Procedural versus conceptual algebra refresher interventions in adults and the moderating effects of cognitive abilities*.

Emily Maxwell (15 August, 2012; Clinical Neuropsychology). *Visual perception in children with spina bifida myelomeningocele and the impact of posterior cortical changes*.

Rebecca B. Martin (21 July, 2011; Clinical Neuropsychology). *Counting procedural skill and conceptual knowledge in kindergarten as predictors of grade 1 math skills*.

Chaired Undergraduate Honors Thesis

Completed

Andrea O'Choa (2018-2019). *Sluggish cognitive tempo and academic achievement in undergraduate students*.

Rachel O'Reilly (2016-2017). *Math disability and spina bifida: Externalizing, adaptive, and internalizing behaviors*.

Doctoral Dissertation Committee Member

Active

Amanveer Wesley (Since 2022; Computer Science; Dr. Ioannis Pavlidis). *TBA*.

Completed

Christina Thomas (24 May, 2021; Clinical Neuropsychology; Dr. Elena Grigorenko). *Imaging*

- genetics study of specific reading disability: The role of Semaphorinod.*
- C. Nikki Arrington (22 May, 2015; Developmental Psychology; Dr. Jack Fletcher). *White matter microstructure in relation to reading and inattention.*
- Crystal Tran (20 January, 2015, Developmental Psychology; Dr. Hanako Yoshida). *Predictive outcomes of executive function task performances and language experience on children's behavior.*
- Jonathan Grabyan (18 December, 2014; Clinical Neuropsychology; Dr. Paul Massman). *Predicting longitudinal decline in instrumental activities of daily living in patients with Alzheimer's Disease.*
- Katie McCullough (23 July, 2014; Clinical Neuropsychology; Dr. Merrill Hiscock). *Validation and diagnostic utility of the Mini-Mental State Examination and Montreal Cognitive Assessment in screening for dementia in a mixed clinical sample.*
- Matthew Foster (25 January, 2014; Georgia State University; Developmental Psychology; Dr. Rose Sevcik). *The nature of mathematics achievement and response to instruction in children with mild disabilities.*
- Amery Treble (11 December, 2012; Clinical Neuropsychology; Dr. Jack Fletcher). *Prospective and episodic memory in relation to hippocampal volume in adults with spina bifida.*
- Chad P. Johnson (7 August, 2012; Clinical Neuropsychology; Dr. Merrill Hiscock). *Similarities and differences among commonly used verbal list learning tasks.*
- Suzanne Klenck (3 June, 2012; Clinical Psychology; Dr. Peter Norton). *How do treatment completers fare versus dropouts? A follow-up study.*
- Stephanie Kovacs (20 June, 2011; Clinical Child Psychology; Dr. Carla Sharp). *The criterion and convergent validity of the Strengths and Difficulties Questionnaire (SDQ) in an adolescent inpatient sample.*
- Robert Seals (15 December, 2010; Clinical Child Psychology; Dr. Carla Sharp). *The Antisocial Process Screening Device and the Youth Psychopathic Traits Inventory in a community sample of male adolescents.*
- Shruti P. Rane (4 June, 2010; Clinical Neuropsychology; Dr. Merrill Hiscock). *Development of a non-manual version of the Trail Making Test.*
- Darcy Raches (3 August, 2009; Clinical Neuropsychology; Dr. Merrill Hiscock). *The impact of attention on complex word problem solving abilities in children with different learning disability subtypes.*
- Esther Price (23 July, 2009; Adult Clinical Psychology; Dr. Peter Norton). *Are facial expressions of fear inherently socially communicative in humans?*
- Lindsay Carr (4 May, 2009; Clinical Neuropsychology; Dr. Jack Fletcher). *Neuropsychological profiles of English and Spanish-speaking children with spina bifida.*
- Neelam Jain (14 August, 2007; Clinical Neuropsychology; Dr. Kevin Krull). *Attention and information processing in children treated with chemotherapy for Acute Lymphoblastic Leukemia (ALL).*
- Katherine C. Sears (10 August, 2007; Adult Clinical Psychology; Dr. Peter Norton).

Understanding anxiety sensitivity: Analysis of beliefs driving ASI symptom fears and overlap with related constructs.

Veronica J. Lozano (18 July, 2007; Clinical Neuropsychology; Dr. Julia Hannay). *Memory, commissural dysgenesis, and spina bifida meningocele.*

Jared F. Benge (29 June, 2007; Clinical Neuropsychology; Dr. Paul Massman). *Neurocognitive sequelae of primary hyperparathyroidism and their response to parathyroidectomy.*

Rachel Burmeister Tangen (25 August, 2004; Clinical Neuropsychology; Dr. Jack Fletcher). *Information processing differences in ADHD subtypes.*

Master's Thesis Committee Member

Active

Completed

Natalie Ridgely (18 November, 2022; Clinical Neuropsychology; Drs. Steven Woods and Allison Pritchard). *Is intra-individual cognitive variability in the clinic associated with symptoms of executive dysfunction in daily life?*

Xinge Li (1 June, 2022; Developmental, Cognitive, & Behavioral Neuroscience; Dr. Johanna Bick). *The associations between maternal depression and anxiety and functional connectivity of working memory in preschool children.*

Brandon Carlos (24 April, 2020; Developmental, Cognitive, & Behavioral Neuroscience; Dr. Ben Tamber-Rosenau). *The slow rate of visual working memory consolidation is a structural limit.*

Kiana Wall (31 May, 2019; Clinical Child Psychology; Dr. Carla Sharp). *The hierarchical structure of the Personality Inventory for DSM-5.*

Michelle Babicz (17 March, 2019; Clinical Neuropsychology; Dr. Steven Woods). *A new addition to the concussion toolkit?: Examining the incremental validity of the Vestibular/Ocular Motor Screening (VOMS) test.*

Kristin Korycinski (19 April, 2017; Clinical Child Psychology; Dr. Carla Sharp). *A psychometric evaluation of the brief form of the PID-5 in an inpatient adolescent sample.*

Rebecca West (12 July, 2016; Developmental Psychology; Dr. Leigh Leasure). *Sex Differences in Binge Alcohol Effects on the Prefrontal Cortex.*

Brandin Munson (23 November, 2016; Developmental Psychology; Dr. Arturo Hernandez). *Differences in language learning outcomes between virtual environment immersion and translation-based learners.*

Salome Vanwoerden (13 June, 2016; Clinical Child Psychology; Dr. Carla Sharp). *A novel approach to simultaneously assess relations between theory of mind and person perception.*

Jennifer Cowie (22 April, 2015; Clinical Child Psychology; Dr. Candice Alfano). *Concurrent and longitudinal associations between parent-child interactions, internalizing symptoms, and sleep in early childhood.*

Grace Cannon (5 August, 2015; Developmental Psychology; Dr. Hanako Yoshida). *Effects of*

- task-level language input on bilingual cognitive advantage.*
- Baruch Williams (27 March, 2012; Clinical Neuropsychology; Dr. Jack Fletcher). *Differentiating Attention-Deficit Hyperactivity Disorder and reading disability with the Delis-Kaplan Executive Function System.*
- Carolyn Ha (4 January, 2012; Clinical Child Psychology; Dr. Carla Sharp). *The psychometric properties of a newly adapted social cognitive measure for adolescents: The Reflective Function Questionnaire for Youth.*
- Chad P. Johnson (17 December, 2009; Clinical Neuropsychology; Dr. Merrill Hiscock). *Profiling the four-armed bandit: Alternative scoring methods for the Iowa Gambling Task.*
- Alanna Gold (6 November, 2009; Clinical Neuropsychology; Dr. Jack Fletcher). *Cognitive and behavioral attention in children with math disabilities.*
- Lyla El Messidi (14 July, 2009; Clinical Neuropsychology; Dr. Jack Fletcher). *The relation of spina bifida and hydrocephalus: Effects on cognitive functioning.*
- Katherine O'Brien (20 April, 2009; Clinical Neuropsychology; Dr. Julia Hannay). *Surgical morbidity in patients with low grade glioma.*
- Shruti P. Rane (14 April, 2008; Clinical Neuropsychology; Dr. Merrill Hiscock). *Are verbal and nonverbal stimuli registered in separate working memory systems? An examination of serial position curves.*
- Mona Raouf (7 April, 2008; Clinical Child Psychology; Dr. Amie Grills). *Extracurricular activities and internalizing symptoms in youth: Model comparisons and the moderating effect of gender.*
- Maegan D. Swartwout (2 October, 2007; Clinical Neuropsychology; Dr. Jack Fletcher). *Cognitive and behavioral attention in spina bifida myelomeningocele.*
- Monica J. Garza (12 March, 2007; Adult Clinical Psychology; Dr. Jeremy Pettit). *Psychometric properties and convergent validity of Spanish translations of self-report and interview-based measures of suicidal Ideation.*
- Katherine C. Sears (24 April 2006; Adult Clinical Psychology; Dr. Peter Norton). *The role of symptom interpretation in differentiating panic and hypochondriasis.*
- Nisha Nayak (29 April, 2005; Adult Clinical Psychology; Dr. Lynn Rehm). *The mechanism of depressive overgeneral recall of autobiographical memories: An experimental study in non-depressed college students.*

SERVICE ACTIVITIES

Department of Psychology

Member, Search Committee, Clinical Psychology (Neuropsychology) (2015-2016 through 2018-2019)

Member (ad-hoc), Promotion and Tenure Committee (2022)

Member, Executive Committee (2018-2019; 2021-2022)
Member, Search Committee, Developmental, Cognitive, and Behavioral Neuroscience (2015-2016; 2019-2020 through 2022-2023)
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

Faculty Senate
 Budget and Facilities Committee (2022-current)
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; 2018-2022)
Board Member, Association for Doctoral Education in Clinical Neuropsychology (ADECN), Treasurer (2011-2016)
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)

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.

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 Experimental Child Psychology (2012 - 2018)

Journal of Learning Disabilities (2012 -)

Journal of Pediatric Neuropsychology (2022 -)

Learning Disabilities Quarterly (2012 -)

Learning Disabilities Research and Practice (2008-)

LICENSURE

1998-2004 Georgia, #2235 (Inactive)

1998-2004 Maryland, #3529 (Inactive)

2004- Texas, #32189 (Active)

PROFESSIONAL AFFILIATIONS

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

Association for Psychological Science (APS)

Houston Neuropsychological Society (HNS)

International Neuropsychological Society (INS)