

ADVISORY PANEL MEMBERS

The book *Interdisciplinary Frameworks for Schools: Best Professional Practices for Serving the Needs of All Students* and its companion website were developed with input from an interdisciplinary advisory panel, whose members are listed below in alphabetical order under their area of expertise. Bio sketches of the advisory panel members appear after the list.

School Psychology Scientist-Practitioners (Trainers, Researchers, Clinicians)

Vincent Alfonso, PhD, Gonzaga University (cross-battery assessment; Dean of College of Education, teacher and school psychology training)

Dawn Flanagan, PhD, St. Johns University (cross-battery assessment; SLD identification and intervention)

Laurie Ford PhD, University of British Columbia (early childhood)

Daniel Miller, PhD, Texas Women's University (school neuropsychology)

Stephen Peverly, PhD, Columbia University (assessment; instruction; diversity)

Tom Power, PhD, Children's Hospital, Philadelphia (school-hospital collaboration; interdisciplinary training)

Linda Reddy, PhD, Rutgers University (attention deficit)

David Wodrich, PhD, University of Arizona (health issues)

School Psychology Practitioners

Ted Alper, PhD, private practice (diagnosis; consultation; counseling, former trainer; cogiphobia)

Zenia Lemos Britton, PhD, Windsor Unified School District, CA (middle and high school; bilingual)

Alnita Dunn, PhD, retired from Los Angeles Unified School District (university-school partnerships; director school psychology)

Sharon Missiasen, PhD, Bellingham Public Schools (comprehensive services K-12)

Pamala Trivedi PhD US Department of Health and Human Services (SSRD Fellow; early and middle childhood)

Jim Van Velzer, Scotts Valley, Unified School District, MEd (three-tier model of behavioral consultation)

General Education Teachers, Scientist-Practitioners, and Leaders

Whitney Griffin, PhD, University of Washington (student athletes; concussions; African Americans)

Young-Suk Kim, PhD, Florida State University Tallahassee (former teacher; literacy researcher; Koreans)

Yen-Ling Lee, PhD, University of Washington (science education and technology; Chinese)

Jasmin Nieto, PhD, University of Washington (teacher, administrator; researcher; Pacific Islanders)

Sylvia Valdes Fernandez, MEd, University of Washington (classroom teacher; math tutor; Latinos)

Jennie Warmouth, PhD, Edmonds School District, WA (classroom teacher; emotional support; diversity)

Special Education and Gifted Education

Brian Bryant, PhD, University of Texas, Austin (learning disabilities; math; assistive technology)
Linda Brody, PhD, Johns Hopkins University (gifted and twice exceptional)
Rob Horner, PhD, University of Oregon (single subject design and evidence-based practice)
Charles MacArthur, PhD, University of Delaware (teaching writing across the life span)
H. Lee Swanson, PhD, University of California, Riverside (learning disabilities in reading, math, writing)

Speech and Language

Jane Coolidge, MS, private practice (child and adolescents; Native Americans)
Nicki Nelson, PhD, Western Michigan University (assessment-instruction for SLI)
Cheryl Scott, PhD, Rush University Medical Center, Chicago (written language disorders in children with SLI)
Elaine Silliman, PhD, University of Southern Florida (SLI; reading and writing problems in SLI and other disorders)
Julie Washington, PhD, Georgia State University (language; literacy; dialect variation; code switching)

Occupational and Physical Therapy

Jane Case-Smith, PhD, Ohio State University (sensory and motor disorders affecting writing)
Deborah Kartin, PhD, University of Washington (educational issues of children with physical disabilities)

Clinical Neuropsychology (Scientist-Practitioners in Medical Settings)

Robert Colligan, PhD, Mayo Medical School and Mayo Clinic Graduate School of Medicine (diagnosis and incidence of disorders)
Deborah Waber, PhD, Harvard University (learning disabilities; neuropsychology)

Medicine

Tina L. Cheng, MD, MPH, Johns Hopkins University (general pediatrics; public health; outreach to community)
Barry Solomon, MD, MPH, Johns Hopkins University (general pediatrics; public health; outreach to community)
Eric Tridas, MD, Medical Director of the Tridas Center for Child Development (developmental pediatrics; outreach to community)

Foundations in Developmental, Cognitive, and Educational Psychology

David Geary, PhD, University of Missouri (math)
Richard Mayer, PhD, University of California, Santa Barbara (basic and translation research on instruction across the curriculum)
Margaret G. McKeown, PhD, University of Pittsburgh (reading)

Legal and Ethical Issues for School-Based Practice

Andrew Benjamin, PhD, JD, University of Washington (psychology and law)

Sharan Brown, PhD, JD, University of Washington (special education law; advocate for children's rights)

Biosketches of Advisory Panel

Vincent C. Alfonso, PhD, is Professor in the Graduate School of Education at Fordham University, New York City. He is President of Division 16 (School Psychology) of the American Psychological Association and the Northeast Regional Delegate Representative to the National Association of School Psychologists. Dr. Alfonso is also a fellow of Divisions 16 and 5 of the American Psychological Association and a certified school psychologist and licensed psychologist in New York State. He has provided psychoeducational services to children, adolescents, and young adults for more than 20 years. Dr. Alfonso is coauthor of *Essentials of Cross-Battery Assessment, Third Edition* and co-editor of *Essentials of Specific Learning Disability Identification*, and *Essentials of Planning, Selecting, and Tailoring Interventions for the Unique Learner*.

Ted Alper, PhD, completed a B.A. in Psychology from Michigan State University, a Master's in School Psychology from California State University, Los Angeles, and a PhD in Counseling Psychology from the University of Oregon. He then completed a postdoctoral fellowship at Stanford University and postdoctoral training at the Palo Alto V.A. Hospital Brain Injury Rehabilitation Unit. Dr. Alper has been a Professor in the Clinical Child/School Psychology program at California State University, East Bay 1970-2008. His major teaching areas include cognitive behavioral therapy, learning disabilities, and pediatric psychology. Dr. Alper has additionally worked in a variety of inner city school districts as a psychologist (Enterprise City Schools, Compton, Ca., San Leandro City Schools, East Palo Alto Schools, Oakland Unified Schools and most recently was the Lower School Psychologist at the American School of London (2000-2001, 2002-2004). He has had extensive experience in the evaluation of children and adults with learning disabilities, ADHD, and a variety of social emotional problems. Recently, he coauthored a chapter on the use of the WISC IV in the differential diagnosis of learning disabilities. Currently he is employed as a psychologist at the Morrissey-Compton Educational Center in Palo Alto, Ca.

G. Andrew H. Benjamin, JD, PhD, ABPP, had combined the best resources of Psychology and Law for the benefit of adults and children enmeshed in psychopathology. While working with families engaged in high-conflict litigation and lawyers suffering from various mental health and drug abuse problems, Dr. Benjamin was named "Professional of the Year" by the Washington State Bar Association's Family Law Section. He was elected to serve as President of the Washington State Psychological Association and later his colleagues there created an Association award named after him for "outstanding and tireless contributions." He was honored by the Puyallup Indian Nation's Health Authority for serving as a "modern day warrior fighting the mental illnesses, drug-alcohol addictions" of the people served by the Nation's program. After being elected representative of Washington to the American Psychological Association's Council for two terms, he was appointed the Council's Parliamentarian, and served in that capacity during four terms. He has served as a member and a Chair of the APA's Committee on Legal Issues (COLI). He also has served as an elected member and Chair of the APA's Policy and Planning Board (P&P). He currently is the Past-President of APA's Division

for States, Provinces and Territories, and a member of the APA Board of Educational Affairs (second of three years). The APA conferred the Heiser Award in recognition of his record of public service and advocacy in numerous areas of professional activity. Dr. Benjamin has published 59 peer reviewed articles in Psychology, Law, and Psychiatry journals, including three books published by APA and one published by Sage (see readings for Chapter 15 on web postings for the *APA Interdisciplinary Frameworks for Schools*).

Linda Brody, PhD, directs the Study of Exceptional Talent and the Diagnostic and Counseling Center at the Johns Hopkins University Center for Talented Youth. She has over 30 years of experience counseling students about educational options that will meet their academic and social and emotional needs, and studying this population. Her research has focused primarily on evaluating intervention strategies to serve gifted youth, such as acceleration, and on learning about the characteristics and needs of special populations of gifted students including females, the highly gifted, and twice-exceptional students.

Brian R. Bryant, PhD, loves and works in Austin, Texas. After teaching in the Maine public schools, Brian moved to Texas and went to The University of Texas at Austin, where he received his doctorate in special education in 1984. In the years since, he has worked as the Director of Research for Pro-ed, Incorporated, served as Director of the Office for Students with Disabilities at Florida Atlantic University, and as the Director of Texas' Tech Act Project. He has been on the editorial board or been a guest reviewer for a dozen journals, and is currently Co-Editor-in-Chief of the Learning Disability Quarterly. Brian has been a visiting professor at several universities in the United States, and is currently a Research Professor at the Meadows Center for Preventing Educational Risk at The University of Texas at Austin. His research interests include mathematics and language arts assessment and intervention for students with learning disabilities, support provision for individuals with intellectual and developmental disability, and assistive technology applications for all disabilities across the lifespan.

Sharon Brown, JD, Cum Laude Seattle University 1984; **EdD** University of Washington 1991, is a Research Professor in the College of Education with an Adjunct appointment in the School of Law at the University of Washington. Her teaching responsibilities include Special Education Law, International Human Rights for Disabled Persons, and American Public School Law. Dr. Brown is an Associate Director of the University Center on Excellence in Developmental Disabilities (UCEDD) and the Director of the Community Disability Policy Initiative in the Center for Human Development and Disability. She has worked and written on disability rights issues in the private and public sectors as well as international children's rights law for thirty years.

Jane Case-Smith, PhD, had 32 years of experience in working with children. She was the director of the Occupational Therapy Division at The Ohio State University where she taught courses on school based practice and worked with young children. Dr. Case-Smith was the lead editor of the textbook, *Occupational Therapy for Children*, now in its sixth edition, and published more than 100 chapters and articles. She was also involved in research with children with cerebral palsy on constraint induced movement treatment, and received NIH funds for a trial with preschool children. She completed a study funded by the Institute for Education Sciences to develop and pilot a co-taught handwriting program for first grade students. Dr. Case-Smith passed away July 30, 2014. She made invaluable contributions to the field of occupational therapy and will be greatly missed.

More information about loss of Dr. Case-Smith, as well as a tribute to her work, is available at <https://www.hw21summit.com/>

Tina Cheng, MD, MPH, is Chief of the General Pediatrics and Adolescent Medicine Division, Professor of Pediatrics and Public Health in the School of Medicine and in the Bloomberg School of Public Health at Johns Hopkins University and Principal Investigator of the NIH funded DC-Baltimore Research Center on Child Health Disparities. Dr. Cheng's research, clinical, and teaching interests illustrate her many contributions to translational science: (child and adolescent violence prevention, child health disparities, teen pregnancy and parenting, and access to care). For example, she has designed and conducted research on (a) community-based violence prevention, (b) interventions for adolescents seen in emergency departments, (c) high-risk 6th graders in schools with ongoing violence, and (d) an integrated home visitation program for teen parents.

Robert C. Colligan, PhD, is a former one-room county-school, suburban elementary school, and junior high school science and math teachers. He completed his doctoral thesis at the University of Minnesota on "Deficits in Psychometric Performance among Primary Grade Students Related to Perinatal Stress." In 1969 he was invited to join the Psychology Section at the Mayo Clinic where later he served as Head of Psychology for 8 years and co-chaired the Interdisciplinary Learning Disorders Assessment Program for 15 years. He is a licensed psychologist in Minnesota and board certified in school psychology by the American Board of Professional Psychology. Currently he is a Mayo Clinic consultant for research and education in the Department of Psychology and Psychiatric, continues to collaborate on epidemiological research for learning and developmental disorders, and is Emeritus Professor in the Psychiatry and Psychology Department of Mayo Medical School and Mayo Clinic Graduate School of Medicine.

Jane Coolidge, MA, CCC-SLP, is a speech-language pathologist located outside of Augusta, Georgia, with expertise in emergent literacy development in multi-cultural populations. She has worked with Native American programs across the country as part of the American Indian/Alaskan Native Head Start Technical Assistance system to help develop and implement culturally relevant, research-based early childhood language and literacy programs. She is currently involved in the diagnosis and treatment of children with dyslexia-complex literacy issues and has produced a handbook on dyslexia for speech-language pathologists.

Alnita Rettig Dunn, PhD, specialized in Education at the University of Southern California. She has completed 31 years as a school psychologist, 6 ½ as Director of Psychological Services in the Los Angeles Unified School District. Dr. Dunn has conducted presentations and co-authored publications on the implementing interventions in schools. Significant aspects of her work in LAUSD involved utilizing intervention data to decrease the disproportionate referral and placement of Culturally and Linguistically Diverse (CLD) students in special education.

Dawn P. Flanagan, PhD, is Professor of Psychology, School Psychology Programs, at St. John's University in Queens, New York, and Clinical Assistant Professor at Yale Child Study Center, Yale University, School of Medicine, in New Haven, Connecticut. She is a widely published author and serves as an expert witness, learning disability consultant, and test and measurement consultant and trainer for organizations both nationally and internationally. She recently published *Contemporary Intellectual Assessment: Theories*,

Tests and Issues—Third Edition, Essentials of Specific Learning Disability Identification, Essentials of Cross-Battery Assessment – Third Edition and Essentials of Planning, Selecting, and Tailoring Interventions for the Unique Learner. Dr. Flanagan is primary author of six on-line professional development programs that can be accessed via www.SLDidentification.com. She is a fellow of the American Psychological Association's Division 16 and a diplomate of the American Board of Psychological Specialties.

Laurie Ford, PhD, is an Associate Professor in the Department of Educational and Counseling Psychology & Special Education at the University of British Columbia where she teaches and supervises students in the School Psychology, Human Development, Learning and Culture, and Early Childhood Education Program. A former special education teacher, she received her PhD in School Psychology from the University of Kansas and did a Pediatric Psychology Internship and Fellowship at the University of Nebraska Medical Center: Monroe-Meyer. Her areas of research focus are early childhood assessment and family-school-community engagement to address the learning needs of young children.

David C. Geary, PhD, is a Curators' Professor at the University of Missouri, and has published more than 225 articles, commentaries, and chapters across a wide range of topics, including three books; *Children's mathematical development, Male, female: The evolution of human sex differences* (now in second edition, 2010), and *The origin of mind: Evolution of brain, cognition, and general intelligence* and one co-authored book, *Sex differences: Summarizing more than a century of scientific research*. He served as a member of the President's National (U.S.) Mathematics Advisory Panel and Chaired the Learning Processes subcommittee, is a recipient of a MERIT award from the National Institutes of Health, and was appointed by President G. W. Bush to the National Board of Directors for the Institute for Education Sciences.

Whitney Griffin, PhD Candidate, University of Washington, in Learning Sciences and Human Development, is a tutor in Student Athlete Academic Services and Graduate Research Assistant for Defining and Treating Specific Learning Disabilities in the NICHD-funded Multidisciplinary Learning Disabilities Center. She is also the Educational Psychology Representative for the Associated Students of the College of Education, University of Washington. She specializes in specific learning disabilities and concussions in adolescents and young adults and equity issues for college athletes.

Robert Horner, PhD, is the Alumni-Knight Endowed Professor, Department of Special Education, University of Oregon and Director, Educational and Community Supports, University of Oregon. He has served as a Co-Principal Investigator on numerous federal research grants. His areas of research have focused on applied behavior analysis, stimulus control, instructional practices, positive behavior support, and implementation of evidence-based practices. He has published 209 research articles and 129 books and book chapters.

Deborah Kartin, PhD, earned her PhD in Education in the Area of Educational Psychology/School Psychology at the University of Washington after having prior career experience as a physical therapist. She is currently a Professor in the Department of Rehabilitation Medicine and the Director of the PhD Program in Rehabilitation Science at the University of Washington.

Zenia Lemos Horning, a nationally certified school psychologist and licensed educational psychologist, has been a practicing bilingual school psychologist for 14 years. She is

currently employed by Windsor Unified School District in Northern California. She is also in private practice as a licensed educational psychologist. Her professional interests include reading assessment and intervention, bilingual assessments, and crisis intervention. Her research includes evidence-based phonological awareness measures and interventions in Spanish-speaking English language learners (e.g., Lemos-Britton, Z. & Mostafapour, E. (1997). *Spanish phonological awareness and training for ESL students (SPATT)*. Contact her at 2408 Tedeschi Drive, Santa Rosa, CA 95403 for a copy of the SPATT. In addition, she co-authored four published peer reviewed articles on early literacy learning (see *APA Interdisciplinary Frameworks* web readings for school practitioner involved in research, Chapter 7).

Young-Suk Kim, EdD, is an associate professor at Florida State University and Florida Center for Reading Research. A former classroom teacher in California and South Korea, Dr. Kim received EdD at Harvard University, and currently teaches preservice and inservice teachers about language and literacy development. Her research areas include language and literacy acquisition for children from various language backgrounds such as English, Korean, and Spanish. Dr. Kim is currently a Principal Investigator and Co-Investigator of several studies funded by the Institute of Education Sciences, U.S. Department of Education, and National Institute of Child Health and Human Development.

Yen-Ling Lee, PhD, in educational technology and communication, has K-12 teaching experience, and has done extensive research on integrating technology into curriculum and instruction and professional development of science educators. She is currently an instructional designer and curriculum developer for young bilingual learners and immigrant families. She is also dedicated to teaching and learning through 3D computer animation and simulation.

Richard E. Mayer is Professor of Psychology at the University of California, Santa Barbara, where he has served since 1975. His research interests are in applying the science of learning to education, with a focus on multimedia learning and computer-supported learning. He served as President of Division 15 (Educational Psychology) of the American Psychological Association and Vice President of the American Educational Research Association for Division C (Learning and Instruction). He is the winner of the Thorndike Award for career achievement in educational psychology, the Scribner Award for career research in learning and instruction, and the Distinguished Contribution of Applications of Psychology to Education and Training Award from the American Psychological Association. He is ranked #1 as the most productive educational psychologist in the world in *Contemporary Educational Psychology*. He serves on the editorial boards of 12 journals mainly in educational psychology. He is the author of more than 400 publications including 25 books, such as *Applying the Science of Learning, e-Learning and the Science of Instruction: Third Edition* (with R. Clark), *Multimedia Learning: Second Edition*, *Learning and Instruction: Second Edition*, *Handbook of Research on Learning and Instruction* (co-editor with P. Alexander) and the *Cambridge Handbook of Multimedia Learning* (editor).

Charles A. MacArthur, PhD, is a Professor of Special Education and Literacy in the School of Education at the University of Delaware. His major research interests include writing development and instruction for struggling writers, development of self-regulated strategies, adult literacy, and applications of technology to support reading and writing. He is currently principal investigator of a research project developing a writing

curriculum for developmental writing courses in community colleges, and co-principal investigator of a study of writing instruction in first grade. He has published over 100 articles and book chapters and edited several books, including the *Handbook of Writing Research, Best Practices in Writing Instruction, and Adult Education Literacy Instruction: A Review of the Research*.

Margaret G. McKeown, PhD, is a Senior Scientist at the Learning Research and Development Center and a Clinical Professor, Instruction and Learning, School of Education, University of Pittsburgh. A former elementary language arts and reading teacher, Dr. McKeown's research addresses practical problems that classroom teachers and their students face including instructional design and teacher professional development related to reading comprehension and vocabulary. In 1985 she received the Most Outstanding Dissertation Award from the International Reading Association. She has served as both the Vice President, Division C, and an editor of AERJ, for the American Educational Research Association.

Daniel Miller, PhD, is a Professor in the School Psychology Doctoral and Specialist Training Programs at Texas Woman's University (TWU) in Denton, Texas. Dr. Miller has been a faculty member at TWU since 1990. Dr. Miller has been an active leader and presenter in state and national school psychology associations since 1992. Dr. Miller served as the President of NASP in 2003-04. Dr. Miller is also an active researcher in the field of school neuropsychology and early childhood assessment. Dr. Miller is the author of the *Essentials of School Neuropsychological Assessment* (2007), and the *Best Practices in School Neuropsychology: Guidelines for Effective Practice, Assessment, and Evidence-Based Intervention* (2010), a co-author of *Essentials of WJ III Cognitive Assessment - Second Edition* (2010), and the *Essentials of School Neuropsychological Assessment - Second Edition* (2013). Dr. Miller is also the President and Owner of KIDS, Inc, and he is the Director of the School Neuropsychology Post-Graduate Certification Program. Dr. Miller has more than 30 years of experience in school psychology and more than 20 years of experience in school neuropsychology. Dr. Miller received a Doctoral degree from The Ohio State University in 1989. His doctoral studies were a unique blend between school psychology, neuropsychology, and electrophysiology. Dr. Miller is a Nationally Certified School Psychologist (NCSP), a Licensed Specialist in School Psychology (LSSP-TX), a licensed psychologist (OH) and holds the Diplomate in School Psychology from the American Board of Professional Psychology and the Diplomate in School Neuropsychology from the American Board of School Neuropsychology. He is also a Fellow with the National Academy of Neuropsychologists.

Sharon Missiaen, PhD, is a school psychologist working for Bellingham Public Schools in Bellingham, WA and as a consultant to test publishers. Sharon's PhD is in urban school psychology from Fordham University, her master's degree is in Clinical Psychology from Fordham, and she completed coursework there as well in educational administration. Areas of special interest include literacy, gifted education, and instructional consultation.

Nickola Wolf Nelson, PhD, Professor in Speech Pathology and Audiology and Director of Interdisciplinary Health Sciences PhD program, Western Michigan University, conducts research in language-literacy development and disorders. She is Editor of *Topics in Language Disorders*, Fellow of the International Academy of Learning Disabilities,

Fellow of the American Speech-Language-Hearing Association (ASHA), and recipient of the Kleffner Clinical Career Award and Honors of the ASHA.

Jasmin Niedo Jones (BA Psychology, University of Philippines; MEd with Bilingual/ESOL emphasis, Western Oregon University, PhD candidate Learning Sciences and Human Development, University of Washington) has ten years of experience as a classroom teacher, reading resource teacher and coach, accreditation and school improvement leader, and teacher education instructor in the Northern Mariana Islands where she worked with linguistically and culturally diverse teachers and learners from Asia and neighboring Pacific islands. As a doctoral student, she has been a research assistant on a Binational Science Foundation Grant (US and Israel) and the NICHD-funded Learning Disabilities Center. Her goal is to become a teacher-leader specializing in assessment-instruction links for evidence-based literacy instruction for multicultural populations. She is the recipient of a Rachel Royston Teacher Leader Fellowship.

Steve Peverly, PhD, is a Professor of Psychology and Education, Chair of the Department of Health and Behavior Studies, member of the Program in School Psychology at Teachers College, Columbia University, and a Fellow of Division 16 of the American Psychological Association (School Psychology). His current research focuses on the cognitive processes that underlie reading comprehension and studying, especially lecture note-taking. Some of his recent publications include “The Relationship of Handwriting Speed, Working Memory, Language Comprehension and Outlines to Lecture Note-taking and Test-taking among College Students” (*Applied Cognitive Psychology*), and “What Variables Predict Quality of Text Notes and are Text Notes Related to Performance on Different Types of Tests?” (*Applied Cognitive Psychology*, 2012)

Thomas J. Power, PhD, University of Pennsylvania, is Professor of School Psychology in Pediatrics, Psychiatry, and Education at the University of Pennsylvania School of Medicine and currently Chief Psychologist and Associate Chief of Academic Affairs, Department of Child and Adolescent Psychiatry and Behavioral Sciences, The Children’s Hospital of Philadelphia (CHOP). Since 1997 he has been Program Director, Community Schools Program, CHOP, where he is a founding member and since 1999 Director of The Center for Management of ADHD, which has a clinical practice serving over 1,400 families per year, as well as a range of research programs focused on psychosocial interventions, pharmacological interventions, genetics, neuroscience, and service delivery in primary care and schools and Family-School Success intervention to promote engagement and sustainability. He has been Principal Investigator, Co-Principal Investigator, or Co-Investigator on numerous NIH grants focused on a variety of psychosocial interventions for families and urban schools.

Linda A. Reddy, PhD, is an Associate Professor of Psychology at Rutgers. Dr. Reddy has published five books and over 70 manuscripts/book chapters in the areas of classroom assessment and professional development, ADHD assessment and interventions, test development and validation. She is a Fellow in American Psychological Association (APA) and President-Elect of APA Division 16. She is currently the PI of an IES NCER multi-site teacher measurement grant (R305A080337) and PI of a US DOE Teacher Incentive Fund grant (S374A120060).

Cheryl Scott, PhD, is a Professor in the Department of Communication Disorders and Sciences at Rush University Medical Center in Chicago where she has academic and clinical responsibilities for language and literacy disorders of school-age children and

adolescents. Dr. Scott's research centers on higher level language characteristics of school language at the sentence and text levels and capabilities of older students with language impairments. Her most recent research is a treatment efficacy study targeting complex sentence comprehension for students with language impairments. Dr. Scott is a fellow of ASHA.

Elaine R. Silliman, PhD, is Professor Emeritus of Communication Sciences and Disorders and Courtesy Professor of Psychology at the University of South Florida and a Fellow of ASHA and IARLD. Her research interests and publications focus on academic language proficiency in children and adolescents who are struggling with reading, writing, and spelling, including monolingual English-speaking children with social dialect variations and bilingual (Spanish-English) children. She also is the author or co-author of numerous journal articles and chapters, and a co-editor of eight books, including the first and second editions of the *Handbook on Language and Literacy* and the forthcoming *Handbook on Communication Disorders*.

Barry Solomon, MD, MPH, is an Associate Professor of Pediatrics Medical Director, Harriet Lane Clinic and Associate Pediatric Residency Program Director, Division of General Pediatrics and Adolescent Medicine, the Johns Hopkins University School of Medicine. He is a leader in cross-Disciplinary clinical training and translation science in community-based, university-affiliated medical settings.

H. Lee Swanson, PhD, holds an endowed chair and the rank of Distinguished Professor in Educational Psychology/Special Education at the University of California at Riverside. He did his postdoctoral work at UCLA and PhD work at the University of New Mexico. He has received research awards from the American Educational Research Association, International Academy for Research in Learning Disabilities, and International Council for Learning Disabilities. He is Currently Editor-in-Chief of the *Journal of Learning Disabilities*. He was the founding editor of *Learning and Individual Differences*. Two of his major text books are: *Handbook of Learning Disabilities* co-edited with Karen Harris and Steve Graham, and *A Comprehensive Analysis of Interventions for Students with Learning Disabilities: A meta-analysis of the literature*, coauthored with Maureen Hoskyn and Carole Lee. His primary research interests are in the area of intelligence, memory, mathematics, reading and dynamic assessment as they apply to children with learning disabilities. He has over 300 publications.

Eric Tridas, MD, is the Medical Director of the Tridas Center for Child Development, a multidisciplinary practice in the Tampa Bay area and President of the International Dyslexia Association. He is a Developmental Pediatrician who specializes in the diagnosis and management of handicapping conditions including ADHD, learning differences, dyslexia, autism spectrum disorders, intellectual disabilities and other neurodevelopmental and behavioral problems. Dr. Tridas and his team developed a software application that provides web based structured interviews of caregivers and teachers while allowing the clinician to document their findings and provide recommendations that generates a comprehensive evaluation report. Dr. Tridas edited a book for parents titled *From ABC to ADHD: What Every Parent Should Know About Dyslexia and Attention Problems*

Trivedi, Pamala, PhD, currently serves as a social science research analyst at the Office of the Assistant Secretary for Planning and Evaluation (ASPE) in the US Department of Health and Human Services. She came to government through an executive branch policy fellowship arranged by the Society for Research in Child Development (SRCD) and the

American Association for the Advancement of Science (AAAS). Dr. Trivedi's work currently focuses on infants and toddlers living in areas of concentrated poverty. She completed her clinical training in the Department of Pediatrics at Georgetown University and earned a PhD in educational psychology from the College of Education, University of Washington, Seattle. Her dissertation study was a school based ethnography centered on mixed race children and families. Dr. Trivedi has had extensive experience working with children with neurodevelopmental disabilities and their families in school and community settings. She has served both as a school psychologist in K-12 settings and as an early childhood mental health consultant in a Head Start/Early Head Start setting that serves children and families experiencing homelessness in the District of Columbia.

Sylvia Valdés-Fernández holds a Master's in Education from the University of Washington.

Her areas of interest are mathematics education and equity. She is an educational consultant and a mathematics instructor who assisted in the founding of the Jose Valdés Summer Math Institutes in San Jose and Stockton, CA. She resides with her family in Sammamish, WA.

Jim Van Velzer, born into a blue collar family in a small town in Oklahoma, with the support of his family followed a life-long interest in science to a Bachelor of Science degree in biology and psychology at what was then called Northwestern Oklahoma State College. Following service in the United State Army, he returned to academia to study Applied Behavioral Science at Oklahoma State University, earning a Master's degree and completing a program of study leading to certification as a school psychologist. Having worked in a number of states, he is currently working in the Scotts Valley Unified School District in Scotts Valley, CA, completing his thirty-seventh year as a school psychologist. Jim has two sons, both college students, one of whom is a cadet at the United States Air Force Academy. He resides in Scotts Valley, CA with his wife, Diana.

Deborah P. Waber, PhD, is Professor of Psychology in the Department of Psychiatry at Harvard Medical School and Boston Children's Hospital. She is Director of the Learning Disabilities Program in the Department of Neurology at Boston Children's Hospital and author of *Rethinking Learning Disabilities: Understanding Children Who Struggle in School* (Guilford, 2010).

Jennie Warmouth is a doctoral student at the University of Washington and an ethnographic researcher specializing in Human-Animal Interaction (HAI) within childhood development across cultures. Jennie's expertise centers on the social, emotional, and cultural aspects of early childhood education. Jennie is a Fulbright alumna, has taught first and second grade both domestically and internationally and is the author of a children's book that illuminates the cultural context of language. She also participates in research on science education in the Life Center at the University of Washington and recently studied elephants' social sense in the jungle of Thailand.

Julie A. Washington, PhD, is a Professor in the Department of Educational Psychology and Special Education at Georgia State University, Program in Communication Disorders. In addition, Dr. Washington is an affiliate faculty of Georgia State University's Language and Literacy Initiative, a unique research initiative focused on the Challenges of Acquiring Language and Literacy. Dr. Washington's work focuses on understanding cultural dialect use in African American children with a specific emphasis on language assessment, literacy attainment, and academic performance with a special focus on the needs of children growing up in poverty.

David L. Wodrich, PhD, is professor and Director of School Psychology in the Department of Disability and Psychoeducational Studies at the University of Arizona. He worked previously as a school psychologist, staff psychologist, and administrator in psychology at Phoenix Children's Hospital (AZ). His research interests concern the effect of chronic illness of school success and ADHD. Often with collaborators at Phoenix Children's Hospital, he and his graduate students have authored or co-authored articles published in peer-reviewed school psychology, neuropsychology, pediatric, psychiatry, neurology, and hematology journals. He has been editor-in-chief of the *Journal of Applied School Psychology*, president of the American Educational Research Association's Brain Neuroscience and Education Special Interest Group, and former president of the American Board of Professional Psychology. Dr. Wodrich is a fellow of the American Academy of School Psychology and a fellow of the American Psychological Association.