

### Affiliation

2024 – present Associate Professor (with tenure)  
Department of Educational Psychology  
Texas A&M University, College Station, TX 77843  
E-mail: [erbeli@tamu.edu](mailto:erbeli@tamu.edu) Website: <http://tx.ag/DrFlorinaErbeli>  
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### Professional Experience

2018 – 2024 Assistant Professor, Department of Educational Psychology, Texas A&M University.

### Professional Preparation

2015 – 2017 Postdoctoral Research Associate, Florida State University, Florida Center for Reading Research and Department of Psychology.

2015 Ph.D., University of Ljubljana, Slovenia. Major: Special Education.

2003 B.A., University of Ljubljana, Slovenia. Double Major: English and German Language and Literature.

## Research

### Research Interests


- Typical and atypical reading development,
- predictive factors of reading achievement,
- dyslexia and other forms of reading disabilities,
- individual differences in reading ability and disability.

### Peer-Refereed Journal Articles

Note: 24 (71%) first-authored, <sup>(1)</sup> = Joint first authorship. <sup>(d)</sup> underlined = Current or formal doctoral student contributor.


### Articles Published

2025


34.  Bishop, M. E. <sup>(d)</sup>, & **Erbeli, F.** (in press). Dysgraphia unwritten: An interview with Dr. Steve Graham. *Intervention in School and Clinic*.

My doctoral student led this publication. I provided mentorship and guidance and contributed to the paper in terms of conceptualization, writing – original draft, writing – review & editing, and supervision.


**2024**

33.  **Erbeli, F., Rice, M.**<sup>(d)</sup>, **Xu, Y.**<sup>(d)</sup>, **Bishop, M. E.**<sup>(d)</sup>, & Goodrich, J. M. (2024). A meta-analysis on the optimal cumulative dosage of early phonemic awareness instruction. *Scientific Studies of Reading*, 28, 345-370. <https://doi.org/10.1080/10888438.2024.2309386>


This publication has been featured in multiple media outlets. See “Media Coverage” section below. According to Altmetric (June 24, 2024), the article ranks in the 97th percentile for online attention among all research outputs from various sources. It also scores higher than 96% of its peer paper outputs from the journal *Scientific Studies of Reading*. For context, the average Altmetric Attention Score for articles published in *Scientific Studies of Reading* is 12.8, whereas our article has an Altmetric Attention Score of 84.

32.  **Shero, J. A.**<sup>(d)</sup>, **Erbeli, F.**, Reed, Z. E., Haughbrook, R., Davis, O. S. P., Hart, S. A., & Taylor, J. E. (2024). Where you live matters: Visualizing environmental effects on reading attainment. *Journal of Child Psychology and Psychiatry*, 65, 798-808. <http://doi.org/10.1111/jcpp.13909>

A doctoral student from Florida State University led this publication. I contributed to the paper in terms of conceptualization, data curation, methodology, formal analysis, investigation, writing – original draft, writing – review & editing, and supervision.


31.  **Rice, M.**<sup>(d)</sup>, **Erbeli, F.**, Truckenmiller, A., & Morris, J. (2024). Universal screening in kindergarten: Validity and classification accuracy of Istation's Indicators of Progress – Early Reading. *School Psychology*, 39, 72-80. <https://doi.org/10.1037/spq0000549>

My doctoral student led this publication. I provided mentorship and guidance and contributed to the paper in terms of conceptualization, data curation, methodology, formal analysis, writing – original draft, writing – review & editing, and supervision.


30.  **Rice, M.**<sup>(d)</sup>, **Erbeli, F.**, & Wijekumar, K. (2024). Phonemic awareness: Evidence-based instruction for students in need of intervention. *Intervention in School and Clinic*, 59, 269-273. <https://doi.org/10.1177/10534512231156881>

My doctoral student led this publication. I provided mentorship and guidance and contributed to the paper in terms of conceptualization, writing – review & editing, and supervision.


**2023**

29.  **Shi, Q.**<sup>(d)</sup>, **Erbeli, F.**, **Rice, M.**<sup>(d)</sup>, & Butner, J. E. (2023). The predictive role of early childhood dysregulation profile on the parallel growth trajectories of reading and math across the elementary and middle school. *Contemporary Educational Psychology*, 74, 102200. <https://doi.org/10.1016/j.cedpsych.2023.102200>

A former doctoral student led this publication. I contributed to the paper in terms of methodology, investigation, writing – original draft, writing – review & editing, and supervision.


28.  **Erbeli, F.**, & Wagner, R. K. (2023). Advancements in identification and risk prediction of reading disabilities. *Scientific Studies of Reading*, 27, 1-4. <http://dx.doi.org/10.1080/10888438.2022.2146508>

This publication has resulted in new lines of inquiry within the discipline. It describes a machine learning method and how it is used for accurately identifying and predicting risk for reading disabilities. Machine learning is a new method used in reading research.

27.  **Erbeli, F., He, K.<sup>(d)</sup>, Cheek, C.<sup>(d)</sup>, Rice, M.<sup>(d)</sup>, & Xiaoning, Q.** (2023). Exploring the machine learning paradigm in determining risk for reading disability. *Scientific Studies of Reading*, 27, 5-20. <http://dx.doi.org/10.1080/10888438.2022.2115914>

This publication has resulted in new lines of inquiry within the discipline. It describes a machine learning method and how it is used for accurately identifying and predicting risk for reading disabilities. Machine learning is a new method used in reading research.


## 2022


26.  **Rice, M.<sup>(d)</sup>, Erbeli, F., Thompson, C. G., Sallese, M.<sup>(d)</sup>, & Fogarty, M.** (2022). Phonemic awareness: A meta-analysis for planning effective instruction. *Reading Research Quarterly*, 57, 1259-1289. <https://doi.org/10.1002/rrq.473>

This publication won the 2023 Dina Feitelson Research Award by the International Literacy Association. This article was recognized by the Wiley Publisher as “a top downloaded article in 2022 in the Reading Research Quarterly.”

This article has done exceptionally well in terms of attracting online attention. According to Altmetric (September 9, 2022), the article is on the 98th percentile of online attention of all research outputs across all sources. The article is also on the 98th percentile of online attention of all outputs from the journal *Reading Research Quarterly*. The average Altmetric Attention Score for *Reading Research Quarterly* articles is 9.8, while our article has an Altmetric Attention Score of 94. In addition, the article is ranked #1 in outputs of similar age (within six weeks on either side of this one) from *Reading Research Quarterly*.


My doctoral student led this publication. I provided mentorship and guidance and contributed to the paper in terms of conceptualization, methodology, formal analysis, data curation, writing – original draft, writing – review & editing, and supervision.


25.  **Erbeli, F.** (2022). Reading profiles may not be an informative approach to identify at-risk readers in middle school. *Croatian Journal of Education*, 24, 69-95.  
Doi:10.15516/cje.v24i1.4089 <https://cje2.ufzg.hr/ojs/index.php/CJOE/article/view/4089>

24.  **Little, C. W., Erbeli, F., Francis, D., & Tynan, S.** (2022). Developmental trajectories for literacy and math skills from primary to secondary school. *Journal of Research in Reading*, 45, 65-82. <https://doi.org/10.1111/1467-9817.12382>


This article was recognized by the Wiley Publisher as “a top cited article in 2022-2023 in the Journal of Research in Reading. This paper generated immediate impact in the community.”

I contributed to the paper in terms of writing – original draft and writing – review & editing.




23.  **Erbeli, F., Rice, M.<sup>(d)</sup>, & Paracchini, S.** (2022). Insights into dyslexia genetics research from the last two decades. *Brain Sciences*, 12, 27. <https://doi.org/10.3390/brainsci12010027>

22.  **Perdue, M. V.<sup>(d)</sup>, Mahaffy, K.<sup>(d)</sup>, Vlahcevic, K.<sup>(d)</sup>, Wolfman, E.<sup>(d)</sup>, Erbeli, F., Richlan, F., & Landi, N.** (2022). Reading intervention and neuroplasticity: A systematic review and meta-analysis of brain changes associated with reading intervention. *Neuroscience and Biobehavioral Reviews*, 132, 465-494. <https://doi.org/10.1016/j.neubiorev.2021.11.011>

I contributed to the paper in terms of formal analysis, writing – original draft, and writing – review & editing.


21.  **Erbeli, F., & Joshi, R. M.** (2022). Simple view of reading among Slovenian English foreign language learners: A latent interaction modeling approach. *Learning and Individual Differences*, 93, 101958. <https://doi.org/10.1016/j.lindif.2020.101958>

## 2021


20.  **Erbeli, F., & Rice, M.**<sup>(d)</sup> (2021). Examining the effects of silent independent reading on reading outcomes: A narrative synthesis review from 2000 to 2020. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 38, 253-271. <https://doi.org/10.1080/10573569.2021.1944830>
19.  **Erbeli, F., Peng, P., & Rice, M.**<sup>(d)</sup> (2021). No evidence of creative benefit accompanying dyslexia: A meta-analysis. *Journal of Learning Disabilities*, 55, 242-253. <https://doi.org/10.1177/00222194211010350>
18.  **Erbeli, F., Shi, Q.**<sup>(d)</sup>, **Campbell, A. R.**<sup>(d)</sup>, Hart, S. A., & Woltering, S. (2021). Developmental dynamics between reading and math in elementary school. *Developmental Science*, 24, e13004. <https://doi.org/10.1111/desc.13004>

This article was recognized by the Wiley Publisher as “a top cited article in 2021-2022 in the journal *Developmental Science*. This paper generated immediate impact in the community.”


## 2020

17.  **Liew, J., Erbeli, F., Nyanamba, J. M.**<sup>(d)</sup>, & **Li, D.**<sup>(d)</sup> (2020). Pathways to reading competence: Emotional self-regulation, literacy contexts, and embodied learning processes. *Reading Psychology*, 41, 633-659. <https://doi.org/10.1080/02702711.2020.1783145>


I contributed to the paper in terms of writing – original draft, and writing – review & editing.

16.  **Erbeli, F., van Bergen, E., & Hart, S. A.** (2020). Unraveling the relation between reading comprehension and print exposure. *Child Development*, 91, 1548-1562. <https://doi.org/10.1111/cdev.13339>

This article has done exceptionally well in terms of attracting online attention. According to the Altmetric metrics (November 4, 2020), the article is on the 98th percentile of online attention of all research outputs across all sources. The article is on the 96th percentile of online attention of all outputs from the journal *Child Development*. The average Altmetric Attention Score for *Child Development* articles is 21.7, while this article has an Altmetric Attention Score of 106. In addition, the article generated the second highest level of societal engagement for November 2019 of all Texas A&M University publications.


15.  **Taylor, J. E.**<sup>(1)</sup>, **Erbeli, F.**<sup>(1)</sup>, Hart, S. A., & Johnson, W. (2020). Early classroom reading gains moderate shared environmental influences on reading comprehension in adolescence. *Journal of Child Psychology and Psychiatry*, 61, 689-698. <https://doi.org/10.1111/jcpp.13134>



I contributed to the paper in terms of methodology, formal analysis, investigation, writing – original draft, writing – review & editing, and visualization.

14.  **Daucourt, M.**<sup>(d)</sup>, **Erbeli, F.**, Little, C. W., **Haughbrook, R.**<sup>(d)</sup>, & Hart, S. A. (2020). A meta-analytical review of the genetic and environmental correlations between reading and attention-deficit hyperactivity disorder symptoms and reading and math. *Scientific Studies of Reading*, 24, 23-56. <https://doi.org/10.1080/10888438.2019.1631827>



I contributed to the paper in terms of methodology, formal analysis, investigation, data curation, writing – original draft, and writing – review & editing.

## 2019







13.  **Erbeli, F., Campbell, A. R.**<sup>(d)</sup>, & Hart, S. A. (2019). Using Cholesky decomposition to explore individual differences in longitudinal relations between reading skills. *Journal of Visualized Experiments*, 151, e60061. <https://doi.org/10.3791/60061>

12.  **Erbeli, F.** (2019). Translating research findings in genetics of learning disabilities to special education instruction. *Mind, Brain, and Education*, 13, 74-79. <https://doi.org/10.1111/MBE.12196>
11.  **Erbeli, F.**, Hart, S. A., & Taylor, J. E. (2019). Genetic and environmental influences on achievement outcomes based on family history of learning disabilities status. *Journal of Learning Disabilities*, 52, 135-145. <https://doi.org/10.1177/0022219418775116>

## 2018

10.  **Erbeli, F.**, Hart, S. A., Wagner, R. K., & Taylor, J. E. (2018). Examining the etiology of reading disability as conceptualized by the hybrid model. *Scientific Studies of Reading*, 22, 167-180. <https://doi.org/10.1080/10888438.2017.1407321>
9.  **Erbeli, F.**, Hart, S. A., & Taylor, J. E. (2018). Longitudinal associations among reading related skills and reading comprehension: A twin study. *Child Development*, 89, e480-e493. <https://doi.org/10.1111/cdev.12853>

## 2017 and earlier

8.  **Erbeli, F.**, Hart, S. A., Kim, Y. S., & Taylor, J. E. (2017). The effects of genetic and environmental factors on writing development. *Learning and Individual Differences*, 59C, 11-21. <https://doi.org/10.1016/j.lindif.2017.08.005>
7.  **Erbeli, F.** (2015). Contributions of L1 and foreign language components on reading comprehension in skilled and less-skilled English as a foreign language 7 graders. *The Slovenian Language at School*, 18, 68-70. <https://www.dlib.si/stream/URN:NBN:SI:DOC-Z4ZOD84Y/cc44bc4f-4503-40ae-8530-3dd1e7866f76/PDF>
6.  **Erbeli, F.**, & Pižorn, K. (2013a). Repeated reading method in English as a foreign language instruction: The case of L1 Slovene 7 graders. *The School Field*, 24, 81-96. <https://www.dlib.si/stream/URN:NBN:SI:DOC-S4FMCVGD/78e8f8c4-a55f-4363-a67b-bb5b27ea16a5/PDF>
5.  **Erbeli, F.**, & Pižorn, K. (2013b). The structure of reading competence in foreign language classroom instruction. *Journal of Contemporary Educational Studies*, 64, 82-95. <https://www.dlib.si/stream/URN:NBN:SI:DOC-SES6YRK5/3db3b6cc-5659-4455-8732-e482394c76e0/PDF>
4.  **Erbeli, F.** & Pižorn, K. (2012). Reading ability, reading fluency and orthographic skills: The case of L1 Slovene English as a foreign language students. *CEPS Journal*, 2, 119-139. <https://www.dlib.si/stream/URN:NBN:SI:DOC-M5HMG0UQ/08ed2e0e-1184-489e-999a-ed4d298c2746/PDF>
3.  **Erbeli, F.** (2012). Review of Kormos, J. and Smith, A. M., Teaching Languages to Students with Specific Learning Differences. *CEPS Journal*, 2, 181-185. <https://www.cepsj.si/index.php/cepsj/article/view/380/208>
2. **Erbeli, F.**, Končar, M., & Žolgar, I. (2009). Teacher's attitude towards pupils with learning disabilities, Part II. *Defektologica Slovenica*, 17, 5-18.
1. **Erbeli, F.**, Žolgar, I., & Končar, M. (2008). Učiteljev odnos do učencev z učnimi težavami. (Teacher's attitude towards pupils with learning disabilities, Part I). *Defektologica Slovenica*, 16, 19-34.



### Refereed Books

2. **Erbeli, F.** (2008). *My English 1. Student's Book for English as a Foreign Language in Grade 7 in Special Education Program*. Ljubljana: Zavod Republike Slovenije za šolstvo.
1. **Erbeli, F.** (2008). *My English 1. Student's Activity Book for English as a Foreign Language in Grade 7 in Special Education Program*. Ljubljana: Zavod Republike Slovenije za šolstvo.

### Refereed Book Chapters

3. **Erbeli, F.** (2014). Effects of linguistic and reading components on English as a foreign language reading comprehension among skilled and less-skilled readers. In T. Devjak (Ed.), *The Scientific Monograph of the Partnership between The Faculty of Education and Slovene Policy Makers* (pp. 37-55). Ljubljana: Faculty of Education.
2. **Erbeli, F.**, & Pižorn, K. (2013). Assessment accommodations in English as a foreign language (EFL) reading competence for Slovene EFL students with specific reading differences. In D. Tsagari & G. Spanoudis (Eds.), *Assessing Second Language Students with Learning and Other Disabilities*. Newcastle upon Tyne: Cambridge Scholars Publishing.
1. **Erbeli, F.** (2012). Letna učna priprava za drugi tuji jezik v 9. razredu. (Curriculum and Lesson Plan for German as a Second Foreign Language in Grade 9). In L. Kač (Ed.), *Večjezičnost nas bogati: tuji jeziki v osnovni šoli (Multilingualism: Foreign Languages at School)* (pp. 845-872). Ljubljana: ZRSŠ.

### Published Abstracts from Conferences

3. Shero, J.A.<sup>(d)</sup>, **Erbeli, F.**, Reed, Z., Haughbrook, R., Davis, O., Taylor, J. E., & Hart, S. A. (2022). Where you live matters: Visualizing environmental effects on reading attainment [abstract]. *Behavior Genetics*, 52(6), 390-391.
2. Hart, S.A., Daucourt, M.<sup>(d)</sup>, Little, C., **Erbeli, F.**, & Haughbrook, R.<sup>(d)</sup> (2019). Using meta-analysis to answer unique questions about the nature and nurture of reading ability [abstract]. *Behavior Genetics*, 49(6), 490.
1. Hart, S.A., **Erbeli, F.**, Davis, O., Taylor, J. E. (2017). Visualizing the nature and nurture of reading comprehension: geocoding a large diverse twin sample [abstract]. *Behavior Genetics*, 47(6), 645.

### Invited Lectures

1. **Erbeli, F.** (2024, August 13). *Optimal dosage of phonemic awareness instruction – findings from a meta-analysis* [Invited talk]. Lexia Literacy Symposium, Boston, MA, USA. (National)

This talk was provided for Lexia's LETRS Professional Learning Facilitators. According to Lexia, these talks are led by scholars who are conducting and publishing research or who are national leaders in promoting understanding of critical ideas related to literacy and learning. These talks provide a way for the LETRS Professional Learning Facilitators to learn about new research and to stay current on emerging ideas.

### Refereed Presentations at Conferences (Only presentations from 2024 to the present are included. In 2024, I received tenure at Texas A&M University.)

65. Xu, Y.<sup>(d)</sup>, & **Erbeli, F.** (2025, October 8-11). *Long-term effects of reading instruction on reading outcomes: A meta-analysis* [Poster presentation]. The Society for Research on Educational Effectiveness (SREE) Annual Conference, Chicago, IL, USA. (International)  
<https://sree.memberclicks.net/2025-conference>

64. **Erbeli, F.**, Stalega, M., Xu, Y.<sup>(d)</sup>, & Savage, R. (2025, October 8-11). *Establishing effect size thresholds for phonemic awareness research on reading outcomes* [Poster presentation]. The Society for Research on Educational Effectiveness (SREE) Annual Conference, Chicago, IL, USA. (International) <https://sree.memberclicks.net/2025-conference>
63. Xu, Y.<sup>(d)</sup>, & **Erbeli, F.** (2025, July 16-19). *A meta-analysis of the follow-up effects of reading instruction* [Poster presentation]. 32<sup>nd</sup> Annual Meeting, Society for Scientific Studies of Reading, Calgary, AB, Canada. (International) <https://www.triplesr.org/sssr-thirty-second-annual-conference>
62. **Erbeli, F.**, Rice, M., Xu, Y.<sup>(d)</sup>, & Savage, R. (2025, July 16-19). *Effect size thresholds for phonemic awareness research* [Poster presentation]. 32<sup>nd</sup> Annual Meeting, Society for Scientific Studies of Reading, Calgary, AB, Canada. (International) <https://www.triplesr.org/sssr-thirty-second-annual-conference>
61. Lee-Cobbins, A.<sup>(d)</sup>, & **Erbeli, F.** (2025, March 12-15). *Predictive validity and classification accuracy of Istation's Indicators of Progress – Early Reading in an African American student population*. [Poster presentation]. Council for Exceptional Children 2025 Convention & Expo, Baltimore, MD, USA. (International) <https://ceconvention.org/>
60. Xu, Y.<sup>(d)</sup>, & **Erbeli, F.** (2025, February 5-7). *Long-term effects of reading instruction on reading outcomes: A meta-analysis* [Poster presentation]. 33<sup>rd</sup> Annual Pacific Coast Research Conference, Coronado, CA, USA. (International) <https://pcrc.sites.stanford.edu/>
59. **Erbeli, F.**, Rice, M., Xu, Y.<sup>(d)</sup>, & Savage, R. (2025, February 5-7). *Time to redefine effect size thresholds for phonemic awareness research?* [Poster presentation]. 33<sup>rd</sup> Annual Pacific Coast Research Conference, Coronado, CA, USA. (International) <https://pcrc.sites.stanford.edu/>
58. Xu, Y.<sup>(d)</sup>, Lee-Cobbins, A.<sup>(d)</sup>, & **Erbeli, F.** (2024, October 24-26). *Characteristics of students with dyslexia in special education research: A systematic review*. [Poster presentation]. International Dyslexia Association 2024 Annual Reading, Literacy, and Learning Conference, Dallas, TX, USA. (International) <https://dyslexiacon.org>
57. **Erbeli, F.**, Lee-Cobbins, A.<sup>(d)</sup>, Rice, M.<sup>(d)</sup>, Xu, Y.<sup>(d)</sup>, Bishop, M. E.<sup>(d)</sup>, & Goodrich, J. M. (2024, July 10-13). *Phonemic awareness instruction in pre-K through first grade: How much is enough?* [Poster presentation]. 31st Annual Meeting, Society for Scientific Studies of Reading, Copenhagen, Denmark. (International) <https://www.triplesr.org/sssr-thirty-first-annual-conference>
56. Lee-Cobbins, A.<sup>(d)</sup>, Bishop, M. E.<sup>(d)</sup>, & **Erbeli, F.** (2024, July 10-13). *Dysgraphia: Definition, identification, and interventions*. [Poster presentation]. 31st Annual Meeting, Society for Scientific Studies of Reading, Copenhagen, Denmark. (International) <https://www.triplesr.org/sssr-thirty-first-annual-conference>
55. Xu, Y.<sup>(d)</sup>, & **Erbeli, F.** (2024, March 13-16). *Characteristics of individuals with specific learning disabilities: A review*. [Poster presentation] Council for Exceptional Children 2024 Convention & Expo, San Antonio, TX, USA. (International) <https://ceconvention.org/>
54. Morgan, J. M.<sup>(d)</sup>, Montague, M., & **Erbeli, F.** (2024, March 13-16). *State of dyslexia in Texas: Analysis of new dyslexia legislation*. [Poster presentation] Council for Exceptional Children 2024 Convention & Expo, San Antonio, TX, USA. (International) <https://ceconvention.org/>.
53. Bishop, M. E.<sup>(d)</sup>, & **Erbeli, F.** (2024, March 13-16). *Let them play and write: A review of dysgraphia interventions*. [Poster presentation] Council for Exceptional Children 2024 Convention & Expo, San Antonio, TX, USA. (International) <https://ceconvention.org/>.
52. **Erbeli, F.**, Rice, M.<sup>(d)</sup>, Xu, Y.<sup>(d)</sup>, Bishop, M. E.<sup>(d)</sup>, & Goodrich, J. M. (2024, March 13-16). *A meta-analysis on the optimal dosage of phonemic awareness instruction*. [Poster presentation] Council for Exceptional Children 2024 Convention & Expo, San Antonio, TX, USA. (International) <https://ceconvention.org/>.

## Awards

- 2023 Rising Star of the Association for Psychological Science. Description: International early career research award recognizing outstanding psychological scientists whose innovative work has already advanced the field and signals great potential for their continued contributions. Dr. Erbeli is one of 48 selected for this prestigious honor in 2023 (out of nearly 200 candidates from 18 countries).
- 2023 Dina Feitelson Research Award, International Literacy Association. Description: This international-level award recognizes an outstanding empirical study published in English in a peer-reviewed journal that reports on an investigation of aspects of literacy acquisition such as phonemic awareness, the alphabetic principle, bilingualism, home influences on literacy development, or cross-cultural studies of beginning reading. The results have clear implications for instruction. The study recognized is Rice, M., **Erbeli, F.**, Thompson, C. G., Sallese, M., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis for planning effective instruction. *Reading Research Quarterly*, 57, 1259-1289. <https://doi.org/10.1002/rrq.473>
- 2021 Early Career Researcher Award, International Dyslexia Association. Description: International early career research award in recognition of innovative research that is very likely to have a positive impact on the lives of individuals with dyslexia.
- 2021 Early Career Research Excellence Award, College of Education and Human Development, Texas A&M University. Description: College-level early career research award for significant contributions to research in the field.
- 2020 Outstanding Research Award, Department of Educational Psychology, Texas A&M University. Description: Departmental award for research contributions and impact.
- 2019 The Rebecca L. Sandak Young Investigator Award, Society for the Scientific Study of Reading. Description: International early career award recognizing Dr. Erbeli as a gifted young reading researcher who shows outstanding promise and dedication to the field.
- 2017 Travel Award, Office of Postdoctoral Affairs, Florida State University.
- 2015 The Janette Klingner Award, International Academy for Research in Learning Disabilities (IARLD). Description: Best poster award at the IARLD Conference, Vancouver, BC, Canada.

### Fellowships and Other Accomplishments

- 2025 Texas A&M 2025 Chancellor Enhancing Development and Generating Excellence in Scholarship (EDGES) Fellowship. Description: This three-year fellowship is designed to honor and retain midcareer faculty who are demonstrating significant accomplishments in their discipline, have gained recognition both nationally and internationally, and are on track to be honored for their accomplishments at the highest level.
- 2025 Editorial Fellowship for Psychologists for the *Journal of Educational Psychology*. Description: A one-year fellowship to prepare Dr. Erbeli for editorial leadership. Dr. Erbeli is one of the top five selected for this fellowship out of 37 applicants worldwide.
- 2024 Top Downloaded Article 2022 published in the journal *Reading Research Quarterly*. Description: A certificate of achievement by the Wiley Publisher for a top downloaded article published in the journal *Reading Research Quarterly* in 2022. The article recognized is Rice, M., **Erbeli, F.**, Thompson, C. G., Sallese, M., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis for planning effective instruction. *Reading Research Quarterly*, 57, 1259-1289. <https://doi.org/10.1002/rrq.473>



- 2024 Top Cited Article 2022-2023 published in the *Journal of Research in Reading*. Description: A certificate of achievement by the Wiley Publisher for a top cited article published in *Journal of Research in Reading* in 2022-2023. The article recognized is Little, C. W., **Erbeli, F.**, Francis, D., & Tynan, S. (2022). Developmental trajectories for literacy and math skills from primary to secondary school. *Journal of Research in Reading*, 45, 65-82. <https://doi.org/10.1111/1467-9817.12382>
- 2023 Top Cited Article 2021-2022 published in *Developmental Science*. Description: A certificate of achievement by the Wiley Publisher for a top cited article published in *Developmental Science* in 2021-2022. The article recognized is **Erbeli, F.**, Shi, Q., Campbell, A. R., Hart, S. A., & Woltering, S. (2021). Developmental dynamics between reading and math in elementary school. *Developmental Science*, 24, e13004. <https://doi.org/10.1111/desc.13004>
- 2022 Meta-Analysis Training Institute Fellowship funded by the Institute of Education Sciences. Description: Fellowship to support participation in a 6-day meta-analysis workshop in Chicago, IL.
- 2020 ADVANCE Faculty Success Fellowship, Dean of Faculties, Texas A&M University. Description: Professional development fellowship designed to support research productivity and maintain work-life balance.
- 2019 Kay and Jerry Cox Fellowship, Texas A&M University. Description: Research fellowship for first-year Texas A&M faculty.
- 2013 Dissertation Fellowship, University of Ljubljana, Slovenia.
- 2012 Dissertation Fellowship, University of Ljubljana, Slovenia.
- 2011 Dissertation Fellowship, University of Ljubljana, Slovenia.
- 2002 Austrian Academic Exchange Service (OeAD) Fellowship, Austria. Description: Research fellowship to complete BA degree research at the University of Vienna, Austria.
- 2001 German Academic Exchange Service (DAAD) Fellowship, Germany. Description: Research fellowship to complete BA degree research at the University of Leipzig, Germany.

## Media Coverage

**Cited Erbeli et al. (2024) article** <https://doi.org/10.1080/10888438.2024.2309386>:

- Terada, Y., & Merrill, S. (2024, December 6). *The 10 most significant education studies of 2024*. Edutopia. <https://www.edutopia.org/article/the-10-most-significant-education-studies-of-2024>
- Research Features. (2024, May 17). *Teaching early phonemic awareness: Is there a magic number of hours?* Research Features. <https://researchfeatures.com/teaching-early-phonemic-awareness/>
- Wang, Q., & Will, K. (2024, February 29). Research article of the month: February 2024. *Iowa Reading Research Center Blog*. <https://irrc.education.uiowa.edu/blog/2024/02/research-article-month-february-2024>
- Marshall, K., The Marshall Memo (2024, February 27). *A weekly round-up of important ideas and research in K-12 education* (no. 1025). *The goldilocks amount of phonemic awareness in primary grades*. [Newsletter]. <https://www.marshallmemo.com/>
- Today Headline (2024, February 26). *As schools embrace the science of reading, researchers are criticizing an overemphasis on auditory skills*. [Press release]. <https://todayheadline.co/as-schools-embrace-the-science-of-reading-researchers-are-criticizing-an-overemphasis-on-auditory-skills/>

- Barshay, J., Hechinger Report (2024, February 26). *PROOF POINTS: Controversies within the science of reading. A growing number of researchers are criticizing an overemphasis on auditory skills.* [Press release]. <https://hechingerreport.org/proof-points-controversies-within-the-science-of-reading/>
- Downs, J. D. (Host). (2024, February 15). *E48/ Phonemic Awareness: Unpacking recent meta-analysis findings with Dr. Florina Erbeli and Dr. Marianne Rice. Teaching Literacy Podcast.* [Audio podcast]. <https://podcasts.apple.com/us/podcast/e48-phonemic-awareness-unpacking-recent-meta-analysis/id1482475731?i=1000645474424>
- Schwarz, S. E., Education Week (2024, February 9). *How much time should teachers spend on a foundational reading skill? Research offers clues.* [Press release]. <https://www.edweek.org/teaching-learning/how-much-time-should-teachers-spend-on-a-foundational-reading-skill-research-offers-clues/2024/02>
- Borkowsky, F., & Boksner, J. (Hosts). (2024, January 25). *What should phonemic awareness instruction look like? The Literacy View Podcast.* [Audio podcast]. <https://podcasts.apple.com/us/podcast/the-literacy-view/id1614519794?i=1000643503691>

## Contracts and Grants

Years at TAMU	Total \$ Grants	Total \$ External Grants	Total \$ Internal Grants
2018-present	\$8,099,215	\$7,929,215 Subawarded to Texas A&M \$3,857,018	\$170,000

## Internal Grants

### Internal Contracts and Grants Funded

- Li, X. (PI), Luo, W. (Co-PI), Ye, X. (Co-PI), Lee, S. (Co-PI), **Erbeli, F. (Co-PI)**, Yang, T. (Co-PI), Liu, H. (Co-PI) (2025 – 2026). *The Future of Student Support: AI-empowered Digital Twin Campus and Virtual Coach for Students with Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder.* ASCEND – Targeted Proposal Teams (TPT) Funding Program, Texas A&M University. Proposed amount \$100,000 – funded.
- **Erbeli, F. (PI)**, Qian, X. (Co-I), & Liu, T. (Co-I). (January 2020 – December 2021). *Remapping Reading Profiles of Children with Reading Disabilities Using Machine Learning Techniques.* Funded by T3 Triads for Transformation Program, Texas A&M University. Total award \$30,000.
- **Erbeli, F. (PI)**, Wang, Z. (Co-I), & Wijekumar, K. (Co-I). (January 2020 – December 2021). *A Machine Learning Approach for Identification and Risk Prediction of Reading Disability Status.* Funded by Catapult Seed Grant Program, College of Education and Human Development, Texas A&M University. Total award \$30,000.
- Newell, K. (PI), Koh, P.W. (Co-I), & **Erbeli, F. (Co-I)**. (October 2018 – May 2020). *Effective Early Literacy Screeners for English Language Learners: A Collaborative Research and Training Project.* Funded by Catapult Triad+ Seed Grant Program by the College of Education and Human Development, Texas A&M University. Total award \$10,000.

I performed advanced data analyses and published research findings in scientific journals.

## External Grants

### External Contracts and Grants Funded

- Fitton, L. (PI), Goodrich, J. M. (PI), **Erbeli, F. (Co-I)**, Adlof, S. (Co-I), & Crosby-Quinatoa, E. (Co-I) (2024 – 2029). *Diagnostic identification of language and reading disorders among bilingual learners*. National Institutes of Health, Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01). Grant Award No. 1R01HD114547-01A1, total award \$3,100,178. Sub-award with the University of South Carolina. Texas A&M University sub-award \$1,501,766 - funded.  
My role is helping Dr. Goodrich as the PI of the Texas site manage the project. In addition, my role is training project personnel around the reading assessments, as well as analyzing data and disseminating findings. FTE – 20%.
- Watkins, L. (PI), **Erbeli, F. (Co-PI)**, & Whiteside, E. (Co-PI) (2023 - 2028). *Project Success: Supporting Underrepresented Children through Community, Equity-based Instruction, and School-based Supervision of Teachers*. U.S. Department of Education, Office of Special Education Programs, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel competition (84.325M). Grant Award No. H325M230040, total award \$1,109,162 - funded.  
My role is training the personnel, evaluating the project and personnel, and disseminating findings. The project funds fourteen TAMU master's students. FTE – 10%.
- **Erbeli, F. (PI)**, Goodrich, J. M. (Co-I), Thompson, J. L. (Co-I), & Ganz, J. (Co-I) (2021 - 2026). *Collaborative Intervention Design: Doctoral Training Program Partnership with Texas A&M University, the University of Tennessee, and the University of Nebraska*. U.S. Department of Education, Office of Special Education Programs, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel competition (84.325D). Grant Award No. H325D210073, total award \$3,719,875. Sub-award with the University of Tennessee. Texas A&M University sub-award \$1,246,090 - funded.  
My role is managing the project and team, training the personnel, and disseminating findings. The project funds four TAMU doctoral students. FTE – 10%.

## Teaching

### Texas A&M University

#### Courses Taught

Semester Year	Course Code	Course Title	Format Level	Student Enrollment	Evals Response Rate	Average Rating (out of 5)	Appraisal System
Spring 2025	SPED 617	Adolescent Literacy Across the Content Areas for Students with Disabilities	Online M.Ed.	28	64%	4.75*	AEFIS
Spring 2025	SPED 685	Directed Studies	Online Ph.D.	4	n/a	n/a	n/a
Spring 2025	EPSY 691	Doctoral Research	Face-to-Face Ph.D.	2	n/a	n/a	n/a
Fall 2024	SPED 611-700	Multicultural and Bilingual Special Education	Online M.Ed.	22	73%	4.82*	AEFIS
	SPED 611-699			5	80%	4.87*	
Fall 2024	SPED 630-700	Early Literacy for Students with Diverse Instructional Needs	Online M.Ed.	31	81%	4.79*	AEFIS

Summer 2024	SPED 685	Directed Studies	Online Ph.D.	3	n/a	n/a	n/a
Spring 2024	EPSY 691	Doctoral Research	Face-to-Face Ph.D.	1	n/a	n/a	n/a
Fall 2023	SPED 611-699	Multicultural and Bilingual Special Education	Online M.Ed.	32	75%	4.71*	AEFIS
Fall 2023	SPED 630	Early Literacy for Students with Diverse Instructional Needs	Online M.Ed.	25	72%	4.72*	AEFIS
Summer 2023	EPSY 691	Doctoral Research	Online Ph.D.	1	n/a	n/a	n/a
Summer 2023	SPED 685	Directed Studies	Online Ph.D.	1	n/a	n/a	n/a
Spring 2023	SPED 617	Adolescent Literacy Across the Content Areas for Students with Disabilities	Online M.Ed.	31	68%	4.78*	AEFIS
Fall 2022	SPED 689/SPED 611	Multicultural and Bilingual Special Education	Online M.Ed.	34	65%	4.81*	AEFIS
Fall 2022	SPED 630	Early Literacy for Students with Diverse Instructional Needs	Online M.Ed.	31	94%	4.82*	AEFIS
Summer 2022	EPSY 691	Doctoral Research	Online Ph.D.	1	n/a	n/a	n/a
Spring 2022	SPED 617	Adolescent Literacy Across the Content Areas for Students with Disabilities	Online M.Ed.	31	71%	4.74*	AEFIS
Fall 2021	SPED 689/SPED 611	Multicultural and Bilingual Special Education	Online M.Ed.	37	70%	4.88*	AEFIS
Fall 2021	SPED 630	Early Literacy for Students with Diverse Instructional Needs	Online M.Ed.	33	79%	4.84*	AEFIS
Spring 2021	SPED 617	Adolescent Literacy Across the Content Areas for Students with Disabilities	Online M.Ed.	35	77%	4.80*	AEFIS
Spring 2020	SPED 617	Adolescent Literacy for Students with Diverse Instructional Needs	Online M.Ed.	31	77%	4.84	PICA
Fall 2019	SPED 630	Early Literacy for Students with Diverse Instructional Needs	Online M.Ed.	35	89%	4.54	PICA
Spring 2019	SPED 617	Adolescent Literacy for Students with Diverse Instructional Needs	Online M.Ed.	34	91%	4.79	PICA

Fall 2018	SPED 630	Early Literacy for Students with Diverse Instructional Needs	Online M.Ed.	33	94%	4.86	PICA
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*Note.* M.Ed. = Master's of Special Education, n/a = not available, \* = The appraisal approach changed midstream from PICA evaluations to AEFIS evaluations. The appraisal data were presented differently across the two approaches. Hence, the AEFIS course evaluation ratings were recomputed here to mirror answer responses obtained on a 5-point Likert scale (akin to PICA evaluations).

### **Mentoring Faculty Members**

Assistant Professor Dr. Wen-Hsuan Chang (Fall 2024 – present)

### **New Course Development**

#### **SPED 689: Special Topics: Intervention Design (2025)**

I developed and designed this new doctoral-level course, which will be taught in Summer 2025 for the first time. This is an elective course for doctoral students enrolled in any Ph.D. program in the College of Education and Human Development at Texas A&M University. The course focuses on design processes used to develop instructional interventions for students with diverse instructional needs (e.g., designing instructional systems, randomized controlled trials in practice, statistical analyses of results from experiments, power analysis, non-compliance, attrition, and budget planning). This course will be instrumental in expanding the specialized course offerings in the special education program and college, and is strongly aligned with my broader research program.

#### **SPED 689: Special Topics: Neuropsychological and Genetic Perspectives of Reading (2020)**

I developed and designed this new doctoral-level course in 2020. This was an elective course for doctoral students enrolled in any Ph.D. program in the College of Education and Human Development at Texas A&M University. The course focused on neuropsychological and genetic perspectives of reading and professional development for doctoral students. This course has been instrumental in expanding the specialized course offerings in the special education program and college, and is strongly aligned with my broader research program. Unfortunately, I could not teach the class in 2020 due to being on medical leave because of the pandemic. My colleague taught the course instead and garnered favorable appraisals from the students.

### **Former Doctoral Committee Chair**

1. Rice, M., graduate. (2024).

-- Marianne Rice is now a tenure-track assistant professor at the University of Tennessee at Knoxville.

### **Current Doctoral Committee Chair**

1. Bishop, M. E., doctoral student (2022 – present).

#### **Megan E. Bishop's Honors and Awards**

-- Megan E. Bishop is a recipient of the 2024 college-level graduate research award by the College of Education and Human Development at Texas A&M University. This award will support Megan to conduct a systematic review of handwriting interventions.

-- Megan E. Bishop is a recipient of the 2023 program-level travel award by the Texas A&M University, Department of Education, Special Education Program.

-- Megan E. Bishop is a recipient of a 2022 departmental-level travel award by the Texas A&M University Educational Psychology Student Organization. The award supported Megan's presenting research at the 2022 International Dyslexia Association Annual Conference.

-- Megan E. Bishop is funded through the RISE Scholars Network project. The RISE project is financially supported by the U.S. Department of Education, Office of Special Education Programs.



## 2. Xu, Y., doctoral student (2023 – present).

### Ying Xu's Honors and Awards

- Ying Xu is a recipient of the 2025 Taylor & Francis Award by the Society for the Scientific Study of Reading (SSSR). This international-level award is given annually to promising young investigators.
- Ying Xu is a recipient of the 2025 college-level graduate research award by the College of Education and Human Development at Texas A&M University. This award will support Ying to conduct a meta-analysis of the long-term effects of reading instruction.
- Ying Xu is a recipient of a 2024 International Dyslexia Association (IDA) Scholarship. This national-level award allowed Ying to attend the 2024 IDA Annual Conference.
- Ying Xu is a recipient of a 2024 International Texas Public Education Grant. This is a competitive state grant for international students with financial needs who are seeking a first bachelor's degree, graduate degree, or professional degree.
- Ying Xu is a recipient of a travel award by the Graduate and Professional School at Texas A&M University. This university-level award supported Ying in attending the Society for Scientific Studies of Reading Annual Meeting in Copenhagen, Denmark in July 2024.
- Ying Xu is a recipient of the 2024 university-level International Education Fee Scholarship by Texas A&M University. This scholarship is awarded to international students in recognition of achievements in academics, leadership, and service.
- Ying Xu is a recipient of the 2023 program-level travel award by the Texas A&M University, Department of Education, Special Education Program.

### **Doctoral Committee Member**

1. Li, D., graduate. (2024).
2. Jafaripazoki, S., doctoral student (2020 – present).
3. Botello, R., doctoral student (2021 – present).
4. Mohammadabi, M. B., doctoral student (2023 – present).
5. Lee-Cobbins, A., doctoral student (2023 – present).

### **Master's Committee Chair**

- |   |                                       |
|---|---------------------------------------|
| 1. Mendoza, A. N., Sr., graduate. (2020). | 21. McKay, E., graduate. (2021).      |
| 2. Bueno, E. J., graduate. (2020).        | 22. Gay, A. K., graduate. (2021).     |
| 3. Holt, A. R., graduate. (2020).         | 23. Thacker, J., graduate. (2021).    |
| 4. Haseler, J. R., graduate. (2020).      | 24. Imberi, R., graduate. (2021).     |
| 5. Byrne, H., graduate. (2020).           | 25. Simmons, A., graduate. (2021).    |
| 6. Camp, D. M., graduate. (2020).         | 26. Duda, J., graduate. (2021).       |
| 7. Zachariah, M., graduate. (2020).       | 27. Harding, C. V., graduate. (2021). |
| 8. Dpulos, D. M., graduate. (2020).       | 28. Gallardo, V., graduate. (2021).   |
| 9. Irby, A., graduate. (2020).            | 29. Brodbeck, J., graduate. (2021).   |
| 10. Estela, Y., graduate. (2020).         | 30. Etuknwa, M., graduate. (2021).    |
| 11. Peterson, J., graduate. (2020).       | 31. Daran, A., graduate. (2022).      |
| 12. Mullen, J., graduate. (2020).         | 32. Girimaji, D., graduate. (2022).   |
| 13. Fintan, O., graduate. (2020).         | 33. Sasser, H., graduate. (2022).     |
| 14. Beggs, A., graduate. (2021).          | 34. Holobowicz, A., graduate. (2022). |
| 15. Engelhardt, E., graduate. (2021).     | 35. Hammons, H., graduate. (2023).    |
| 16. Solis, S., graduate. (2021).          | 36. Schimank, J., graduate. (2023).   |
| 17. Joyce, A., graduate. (2021).          | 37. Firchau, C., graduate. (2023).    |
| 18. Pearce, E. V., graduate. (2021).      | 38. Oriyomi, S., graduate. (2023).    |
| 19. Ajayi, A., graduate. (2021).          | 39. Moore, D., graduate. (2024).      |
| 20. Martinez, O. E., graduate. (2021).    | 40. Marvin, T., graduate. (2024).     |

41. Jenson, A., graduate. (2024).
42. Jackson, N., graduate. (2024).
43. Dyer, K., graduate. (2024).
44. Floyd, J., graduate. (2024).
45. Ford, B., graduate. (2024).
46. Lyons, K., graduate. (2024).
47. Brack, C., graduate. (2024).
48. Bejarano, G., graduate. (2024).

#### **Master's Committee Co-Chair**

1. Fitzhugh, K., graduate. (2021).
2. Vaught-Prichard, L., graduate. (2021).
3. Cockrum, K. E., graduate. (2021).
4. Rankins, E., graduate. (2022).
5. Poulus, R., graduate. (2022).
6. Smith, J. D., graduate. (2021).
7. Truitt, K., graduate. (2024).
8. Johnson, M., student.

#### **Master's Committee Member**

1. Avalos, D. R., graduate. (2020).
2. Tomoson, K. R. P., graduate. (2020).

#### **Professional Development in Teaching**

Texas A&M Mentoring Academy (Spring 2023).

#### **Other Selected Teaching Experience**

- |             |   |
|-------------|---|
| 2015        | Mentor on the MOOC Dyslexia and Foreign Language Teaching, organized by Lancaster University, UK.   |
| 2013 – 2015 | Teaching Assistant, School of Education, University of Ljubljana, Slovenia.<br>Preparations for Cambridge Advanced English Exams (Level C1), Undergraduate Course, Spring 2015.<br>English Language Skills for General Ed Pre-service Teachers, Undergraduate Course, Fall 2013, Fall 2014. |
| 2012 – 2014 | Presenter and mentor on a two-day course for in-service teachers entitled "Students with Specific Learning Disabilities Learning English as a Foreign Language."  |

### Service

#### **Texas A&M University**

##### **TAMU College Service**

- Member, Council of Principal Investigators (2024–present).  
Member, Speaker Series Committee (2024–present).

Member, Search Committee for the Department of Educational Psychology Department Head (2024).

Member, Strategic Planning Subcommittee: Achieving Equity in Health and Education Outcomes (2018–2019).

### **TAMU Department Service**

Member, A1 Committee (starting Fall 2025).

Member, Advisory Committee for the Department of Educational Psychology Mentoring Program (2023–present).

Member, Research Excellence Awards Committee (2019–present).

Member, Climate Committee (2018–2020).

### **TAMU Program Service**

Member, Doctoral Program Committee (2018–present).

Member, Master's Program Committee (2022–present).

Co-Chair, Master's Program Committee (2024–2025).

Chair, Doctoral Program Committee (2022–2024).

Member, Search Committee for Assistant/Associate/Full Professor in Special Education (2022–2023).

Member, Search Committee for Assistant/Associate Professor in Moderate/Severe Intellectual/Developmental Disabilities Across the Lifespan (2021–2022).

Member, Search Committee for Assistant/Associate Professor in Early Childhood Special Education (2019–2022).

Member, Special Education Master's Committee Redesign, redesigned the course: SPED 617 Adolescent Literacy Across the Content Areas for Students with Disabilities (2018–2019).

### **TAMU Invited Presentations**

Erbeli, F. (2019). *Personalized education: Empowering students with reading disabilities*. Delivered at Literacy Studies Group, College of Education and Human Development, Texas A&M University. (Local)

### **The Profession**

#### **Current Membership in Professional Organizations**

Voting member, Society for the Scientific Study of Reading (SSSR), USA.

Member, American Psychological Association (APA), Div 7 (Developmental Psychology) & Div 15 (Educational Psychology), USA.

Member, Association for Psychological Science (APS), USA.

#### **Guest Editing for Refereed Journals**

**Erbeli, F., & Wagner, R. K. (Eds.).** (Publication date January 2023). Advancements in Identification and Risk Prediction of Reading Disability [Special Issue]. *Scientific Studies of Reading*.

#### **Editorial Board Membership**

*British Journal of Educational Psychology* (2023–present).

#### **Editorial Fellow for Psychologists**

*Journal of Educational Psychology* (2025 –present).

#### **Consulting Editors Board Membership**

*Journal of Learning Disabilities* (2022–present).

#### **Principal Reviewer Board Membership**

*Journal of Educational Psychology* (2022–present).

#### **Guest Reviewer for Refereed Journals**

*Journal of Experimental Child Psychology* (2025).

*Thinking Skills and Creativity* (2025).

*Review of Education* (2025).

*Learning and Individual Differences* (2018–21, 2025–present).

*School Psychology* (2023–present).

*Developmental Psychology* (2020–22, 2024–present).

*Annals of Dyslexia* (2020–22, 2024–present).

*Studies in Educational Evaluation* (2024).

*Developmental Science* (2019–21, 2024–present).

*Early Education and Development* (2024).

*Journal of Research in Reading* (2018, 2020–21, 2024–present).

*Learning and Instruction* (2023–present).

*Journal of Learning Disabilities* (2019–present).

*Scientific Studies of Reading* (2021–present).

*Journal of Educational Psychology* (2018, 2022–present).

*Reading Research Quarterly* (2022–24).

*Creativity Research Journal* (2021–22).

*Mind, Brain, and Education* (2021–22).

*Child Development* (2021–22).

*Journal of Child Psychology and Psychiatry* (2021).

*Journal of Family Studies* (2019–20).

*Behavior Genetics* (2019–20).

*Early Childhood Research Quarterly* (2017).

*Reading and Writing: An Interdisciplinary Journal* (2014–21).

#### **Service to Professional Associations**

Reviewer, American Psychological Association (APA) Dissertation Research Award (2025 – present).

Conference abstract reviewer, Society for the Scientific Study of Reading (2014–present).

Awards Committee Member, Providing Opportunities for Women in Education Research (POWER) (2020–2024).

Conference abstract reviewer, American Educational Research Association (2014–2016).

#### **Service to Other Universities**

Dissertation Examination Committee, *Flinders University, Australia* (2024).  
Postdoctoral travel awards reviewer, *Florida State University* (2015–2017).

### **Additional Training**

Participant in the STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) Training, Dean of Faculties, Texas A&M University, 2019, 2021.  
Participant in the workshop Write Winning NIH Proposals, Texas A&M University, September, 2019.  
Participant in the Quality Matters course entitled "Independent Improving Your Online Course," Texas A&M University, April, 2019.  
Participant in The International Workshop on Statistical Genetic Methods for Human Complex Traits, Institute for Behavioral Genetics, March, 2016.

### **Foreign Languages**

Native speaker of Slovenian, fluent in English, German, and Croatian.