

Curriculum Vitae – Annotated Version

Florina Erbeli, Ph.D.

Updated December 23, 2025

General Information

Affiliation

2024 – present Associate Professor (with tenure)
Department of Educational Psychology
Texas A&M University, College Station, TX 77843
E-mail: erbeli@tamu.edu Website: <http://tx.ag/DrFlorinaErbeli>
Google Scholar: <http://tx.ag/DrErbeliGoogleScholar>
ORCID: <https://orcid.org/0000-0002-4955-3170>

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: 25 (69%) first-authored, ⁽¹⁾ = Joint first authorship. ^(d) underlined = Current or formal doctoral student contributor.
^(p) underlined = Current or formal postdoctoral researcher contributor. ISI = International Scientific Indexing. GC = Google Scholar Citations. IF = Journal Citation Reports Impact Factor. Data accessed on December 23, 2025.


Articles Published

2025

36.  **Erbeli, F., Rice, M.** ^(d), **Xu, Y.** ^(d), & Savage, R. (in press). Effect size thresholds in early literacy: Defining benchmarks for phonemic awareness research. *Early Education and Development*. <https://doi.org/10.1080/10409289.2025.2581998>
ISI Ranking: 30/74 (Educational Psychology), GC = 0, IF (2024) = 2.200


35.  **Lee-Cobbins, A.**^(d), & **Erbeli, F.** (in press). An interview with Dr. Nicole Patton Terry: Discussing disproportionalities in reading disabilities identification. *Intervention in School and Clinic*. <https://doi.org/10.1177/10534512251366971>
ISI Ranking: 54/62 (Special Education), GC = 0, IF (2024) = 0.800

A 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.


34.  **Bishop, M. E.**^(d), & **Erbeli, F.** (in press). Dysgraphia unwritten: An interview with Dr. Steve Graham. *Intervention in School and Clinic*. <https://doi.org/10.1177/10534512251408765>
ISI Ranking: 54/62 (Special Education), GC = 0, IF (2024) = 0.800

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.**^(d), **Xu, Y.**^(d), **Bishop, M. E.**^(d), & 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>
ISI Ranking: 27/74 (Educational Psychology), GC = 22, IF (2024) = 2.400


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.**^(d), **Erbeli, F.**, Reed, Z. E., Haugbrook, 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>
ISI Ranking: 3/94 (Developmental Psychology), GC = 7, IF (2024) = 7.000

A doctoral student 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.**^(d), **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>
ISI Ranking: 39/74 (Educational Psychology), GC = 5, IF (2024) = 1.800

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.**^(d), **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>
ISI Ranking: 54/62 (Special Education), GC = 12, IF (2024) = 0.800

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.^(d), Erbeli, F., Rice, M.^(d), & 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>
ISI Ranking: 5/74 (Educational Psychology), GC = 5, IF (2023) = 3.900

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>
ISI Ranking: 21/74 (Educational Psychology), GC = 10, IF (2023) = 2.900

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.^(d), Cheek, C.^(d), Rice, M.^(d), & 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>
ISI Ranking: 21/74 (Educational Psychology), GC = 17, IF (2023) = 2.900

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.^(d), Erbeli, F., Thompson, C. G., Sallese, M.^(d), & 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>
ISI Ranking: 10/73 (Educational Psychology), GC = 75, IF (2022) = 4.200

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>
ISI Ranking: 265/269 (Education and Educational Research), GC = 0, IF (2022) = 0.200


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>
ISI Ranking: 22/73 (Educational Psychology), GC = 19, IF (2022) = 2.700

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. ^(d), & Paracchini, S. (2022). Insights into dyslexia genetics research from the last two decades. *Brain Sciences*, 12, 27. <https://doi.org/10.3390/brainsci12010027>
ISI Ranking: 144/272 (Neurosciences), GC = 123, IF (2022) = 3.300
22.  Perdue, M. V. ^(d), Mahaffy, K. ^(d), Vlahcevic, K. ^(d), Wolfman, E. ^(d), **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>
ISI Ranking: 3/52 (Behavioral Sciences), GC = 63, IF (2022) = 8.200

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>
ISI Ranking: 14/60 (Educational Psychology), GC = 18, IF (2022) = 3.600

2021


20.  **Erbeli, F.**, & Rice, M. ^(d) (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>
ISI Ranking: 30/44 (Special Education), GC = 37, IF (2021) = 1.618
19.  **Erbeli, F.**, Peng, P., & Rice, M. ^(d) (2021). No evidence of creative benefit accompanying dyslexia: A meta-analysis. *Journal of Learning Disabilities*, 55, 242-253.
<https://doi.org/10.1177/00222194211010350>
ISI Ranking: 3/44 (Special Education), GC = 40, IF (2021) = 3.407
18.  **Erbeli, F.**, Shi, Q. ^(d), Campbell, A. R. ^(d), 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>
ISI Ranking: 17/78 (Developmental Psychology), GC = 107, IF (2021) = 4.939

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. ^(d), & Li, D. ^(d) (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>
ISI Ranking: 59/61 (Educational Psychology), GC = 43, IF (2020) = 0.340


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>
ISI Ranking: 3/61 (Educational Psychology), GC = 47, IF (2020) = 5.899

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.⁽¹⁾, **Erbeli, F.⁽¹⁾**, 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>
ISI Ranking: 1/78 (Developmental Psychology), GC = 21, IF (2020) = 8.982

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


14.  **Daucourt, M.^(d), Erbeli, F., Little, C. W., Haughbrook, R.^(d), & 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>
ISI Ranking: 8/61 (Educational Psychology), GC = 100, IF (2020) = 4.662


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.^(d), & 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>
ISI Ranking: 45/71 (Multidisciplinary Sciences), GC = 1, IF (2019) = 1.163
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>
ISI Ranking: 60/77 (Developmental Psychology), GC = 16, IF (2019) = 1.289
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>
ISI Ranking: 4/42 (Special Education), GC = 44, IF (2019) = 2.144

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>
ISI Ranking: 15/59 (Educational Psychology), GC = 40, IF (2018) = 2.470

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>
ISI Ranking: 4/59 (Educational Psychology), GC = 34, IF (2018) = 5.024

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>
ISI Ranking: 31/59 (Educational Psychology), GC = 15, IF (2017) = 1.420
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>
GC = 0, IF not available.
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>
GC = 5, IF not available.
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>
GC = 3, IF not available.
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>
GC = 14, IF not available.
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>
GC = 1, IF not available.
2. **Erbeli, F.**, Končar, M., & Žolgar, I. (2009). Teacher's attitude towards pupils with learning disabilities, Part II. *Defektologica Slovenica*, 17, 5-18.
GC = 0, IF not available.
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.
GC = 0, IF not available.

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.^(d), **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.^(d), Little, C., **Erbeli, F.**, & Haughbrook, R.^(d) (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.
2. **Erbeli, F.** (2019). *Personalized education: Empowering students with reading disabilities*. [Invited talk]. Literacy Studies Group, Texas A&M University. (Local)

Refereed Presentations at Conferences (list begins in Fall 2024, the year of tenure at Texas A&M University)

77. **Erbeli, F., & Xu, Y.**^(d) (2026, July 16-18). *Persistence and fadeout of reading intervention gains over time*. [Poster presentation]. 33rd Annual Meeting, Society for Scientific Studies of Reading, Rotterdam, The Netherlands. (International) <https://www.triplesr.org/sssr-thirty-third-annual-conference>
76. Lee-Cobbins, A.^(d), & **Erbeli, F.** (2026, July 16-18). *Predictive validity and classification accuracy of an early reading screener in an African American student population*. [Poster presentation].

- presentation]. 33rd Annual Meeting, Society for Scientific Studies of Reading, Rotterdam, The Netherlands. (International) <https://www.triplesr.org/sssr-thirty-third-annual-conference>
75. **Worley, C.**^(d), Fitton, L., Goodrich, J. M., **Briseno, K.**^(d), Adlof, S., Crosby-Quinatoa, G., & **Erbeli, F.** (2026, July 16-18). *When perception meets performance: How does parent concern align with Spanish-English speaking children's language and reading development?* [Poster presentation]. 33rd Annual Meeting, Society for Scientific Studies of Reading, Rotterdam, The Netherlands. (International) <https://www.triplesr.org/sssr-thirty-third-annual-conference>
 74. Fitton, L., Goodrich, J. M., **Wang, J.**^(p), Adlof, S., **Erbeli, F.**, & Crosby-Quinatoa, G. (2026, July 16-18). *When does an added assessment add value? Examining Spanish and English reading measures across instructional contexts.* In L. Fitton (Chair). Identifying reading risk in multilingual school-aged populations: Evaluation of current practices and discussion of alternative approaches [Paper presentation]. 33rd Annual Meeting, Society for Scientific Studies of Reading, Rotterdam, The Netherlands. (International) <https://www.triplesr.org/sssr-thirty-third-annual-conference>
 73. Goodrich, J. M., Fitton, L., Adlof, S., **Erbeli, F.**, Crosby-Quinatoa, G., & **Wang, J.**^(p) (2026, July 16-18). *Examining the validity of a dynamic decoding assessment used with bilingual kindergarten students.* In L. Fitton (Chair). Identifying reading risk in multilingual school-aged populations: Evaluation of current practices and discussion of alternative approaches [Paper presentation]. 33rd Annual Meeting, Society for Scientific Studies of Reading, Rotterdam, The Netherlands. (International) <https://www.triplesr.org/sssr-thirty-third-annual-conference>
 72. **Xu, Y.**^(d), **Marek, K.**^(d), Goodrich, J. M., & **Erbeli, F.** (2026, July 16-18). *How accurately does Istation classify the risk status of third-grade ELL students based on STAAR performance* [Poster presentation]? 33rd Annual Meeting, Society for Scientific Studies of Reading, Rotterdam, The Netherlands. (International) <https://www.triplesr.org/sssr-thirty-third-annual-conference>
 71. **Erbeli, F.**, & **Xu, Y.**^(d) (2026, July 6-8). *Persistence and fadeout of reading intervention gains over time* [Paper presentation]. 24th European Conference on Literacy, Ljubljana, Slovenia. (International) <https://www.literacyeurope.org/ljubljana-2026/>
 70. **Erbeli, F.**, **Xu, Y.**^(d), & Liew, J. (2026, May 28-30). *Meta-analytic evidence shows partial persistence of reading intervention gains on reading outcomes.* [Poster presentation] 2026 Association for Psychological Science Annual Convention, Barcelona, Spain. (International) <https://www.psychologicalscience.org/conventions/2026-aps-annual-convention>
 69. **Lee-Cobbins, A.**^(d), & **Erbeli, F.** (2026, April 8-11). *Predictive validity and classification accuracy of Istation's Indicators of Progress – Early Reading in an African American student population.* [Poster presentation]. National Council on Measurement in Education, Los Angeles, CA, USA. (International) <https://www.ncme.org/event/annual-meeting/upcoming-meeting2026>
 68. **Erbeli, F.**, & **Xu, Y.**^(d) (2026, February 4-6). *Do reading intervention gains last? Evidence of partial persistence and fadeout* [Poster presentation]. 34th Annual Pacific Coast Research Conference, Long Island, CA, USA. (International) <https://pcrc.sites.stanford.edu/>
 67. **Xu, Y.**^(d), **Marek, K.**^(d), & **Erbeli, F.** (2026, February 4-6). *How well does Istation classify 3rd-grade ELL students' STAAR outcomes* [Poster presentation]? 34th Annual Pacific Coast Research Conference, Long Island, CA, USA. (International) <https://pcrc.sites.stanford.edu/>
 66. **Erbeli, F.**, & **Xu, Y.**^(d) (2026, January 16-17). *How long do reading gains hold? Meta-analytic evidence of fadeout trajectories* [Paper presentation]. International Conference on Education, Language, and Teaching, Zurich, Switzerland. (International) <https://theiier.org/Conference/26468/ICELT/>
 65. **Xu, Y.**^(d), & **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.^(d), & 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.^(d), & **Erbeli, F.** (2025, July 16-19). *A meta-analysis of the follow-up effects of reading instruction* [Poster presentation]. 32nd 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.^(d), & Savage, R. (2025, July 16-19). *Effect size thresholds for phonemic awareness research* [Poster presentation]. 32nd 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.^(d), & **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.^(d), & **Erbeli, F.** (2025, February 5-7). *Long-term effects of reading instruction on reading outcomes: A meta-analysis* [Poster presentation]. 33rd Annual Pacific Coast Research Conference, Coronado, CA, USA. (International) <https://pcrc.sites.stanford.edu/>
 59. **Erbeli, F.**, Rice, M., Xu, Y.^(d), & Savage, R. (2025, February 5-7). *Time to redefine effect size thresholds for phonemic awareness research?* [Poster presentation]. 33rd Annual Pacific Coast Research Conference, Coronado, CA, USA. (International) <https://pcrc.sites.stanford.edu/>
 58. Xu, Y.^(d), Lee-Cobbins, A.^(d), & **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>

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. <i>Reading Research Quarterly</i> , 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 Chancellor Enhancing Development and Generating Excellence in Scholarship (EDGES) Fellowship, Faculty Affairs Office, Texas A&M University. 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. Total fellowship: \$208,250.
- 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>
- Ginsberg, M. (n.d.). *The latest insights on phonemic awareness research 2024*. Reading Simplified Blog. <https://readingsimplified.com/phonemic-awareness-research-2024/>
- Monaghan, R. (2024, September 11). *Meta-analysis 2024: Optimal PA instruction*. READ 3 Blog. <https://read3.com.au/blogs/read3/meta-analysis-2024-optimal-pa-instruction>
- Sedita, J. (2024, August 6). *Developing phonemic awareness using letters*. Keys to Literacy Blog. <https://keystoliteracy.com/blog/developing-phonemic-awareness-using-letters/>
- 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>

- Hansford, N. (2024, January 25). *Is it time to retire oral only phonemic awareness instruction?* Teaching By Science Blog. <https://www.teachingbyscience.com/pa-debate>
- 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>

Cited Erbeli & Rice (2022) article <https://doi.org/10.1080/10573569.2021.1944830>

- Buck, D. (2024, May 22). *Think again: Should elementary schools teach reading comprehension?* Thomas B. Fordham Institute. <https://fordhaminstitute.org/national/research/think-again-should-elementary-schools-teach-reading-comprehension>

Contracts and Grants

| Years at TAMU | Total \$ Grants | Total \$ External Grants | Total \$ Internal Grants |
|---------------|-----------------|---|--------------------------|
| 2018-present | \$9,530,222 | \$9,360,222 Subawarded to Texas A&M \$5,288,025 | \$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

- Fogarty, M. (PI), **Erbeli, F. (Co-PI)**, & Whiteside, E. (Co-PI) (2025 - 2030). *Project Elevate: Recruiting, Preparing, and Retaining Leaders in Special Education*. 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. H325M250124, total award \$1,431,007 – funded.
My role is to evaluate the project and personnel and disseminate findings. The project funds fourteen TAMU undergraduate special education students. FTE – 10%.
- 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*. 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 (list begins in Fall 2024, the year of tenure at Texas A&M University)

| Semester Year | Course Code | Course Title | Format Level | Student Enrollment | Evals Response Rate | Average Rating (out of 5) |
|---------------|--------------|--|--------------|--------------------|---------------------|---------------------------|
| Fall 2025 | SPED 630-700 | Early Literacy for Students with Diverse Instructional Needs | Online M.Ed. | 22 | 86% | 4.87 |
| Fall 2025 | SPED 611-700 | Multicultural and Bilingual Special Education | Online M.Ed. | 33 | 48% | 4.52 |
| | SPED 611-699 | | | 1 | 100% | 5.00 |
| Summer 2025 | SPED 689 | Designing and Developing Interventions in Special Education and Related Fields | Online Ph.D. | 7 | 71% | 4.70 |

| | | | | | | |
|-------------|--------------|---|--------------|----|-----|------|
| Spring 2025 | SPED 617 | Adolescent Literacy Across the Content Areas for Students with Disabilities | Online M.Ed. | 28 | 64% | 4.75 |
| Fall 2024 | SPED 611-700 | Multicultural and Bilingual Special Education | Online M.Ed. | 22 | 73% | 4.82 |
| | 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 |

Note. M.Ed. = Master's of Special Education, n/a = not available.

Mentoring Faculty Members

Assistant Professor Dr. Hannah Thompson (Fall 2025 – present).

Assistant Professor Dr. Wen-Hsuan Chang (2024 – 2025).

New Course Development

SPED 689: Special Topics: Designing and Developing Interventions in Special Education and Related Fields (2025)

I developed and designed this new doctoral-level course in 2025. 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 design processes used to develop instructional interventions for students with various instructional needs (e.g., designing a logic model, randomized controlled trials in practice, statistical analyses of results from experiments, power analysis, non-compliance, attrition, and budget planning). This course was 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.

2. Bishop, M., graduate. (2025).

-- Megan Bishop is now an assistant professor of practice at Sam Houston State University.

Current Doctoral Committee Chair

1. Xu, Ying, doctoral student (2023 – present).

Ying Xu's Honors and Awards

- Ying Xu is a recipient of the 2025 Council for Exceptional Children Division for Research (CEC-DR) Student Research Award in the Meta-Analysis/Reviews category. This international-level award recognizes high-quality research across multiple research methodologies conducted by students in the course of their undergraduate or graduate special education training programs. One such award is presented annually. Ying received the award for her meta-analysis of the long-term effects of reading instruction.
- Ying Xu is a recipient of a 2025 Society for Research on Educational Effectiveness (SREE) Conference Attendance Grant. This international-level award supported Ying to attend the 2025 SREE Annual Conference.
- Ying Xu is a recipient of the 2025 Dean's Graduate Award. This college-level award supports Ying in her research endeavours.
- 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 supported Ying to conduct a meta-analysis of the long-term effects of reading instruction.
- Ying Xu is a recipient of the 2025 program-level travel award by the Texas A&M University, Department of Education, Special Education Program.
- Ying Xu is a recipient of a 2024 International Dyslexia Association (IDA) Scholarship. This national-level award supported 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 2024 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.

2. Marek, Katherine, doctoral student (2025 – present).

Doctoral Committee Member

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

Master's Committee Chair

- | | |
|---|--|
| 1. Mendoza, A. N., Sr., graduate. (2020). | 15. Engelhardt, E., graduate. (2021). |
| 2. Bueno, E. J., graduate. (2020). | 16. Solis, S., graduate. (2021). |
| 3. Holt, A. R., graduate. (2020). | 17. Joyce, A., graduate. (2021). |
| 4. Haseler, J. R., graduate. (2020). | 18. Pearce, E. V., graduate. (2021). |
| 5. Byrne, H., graduate. (2020). | 19. Ajayi, A., graduate. (2021). |
| 6. Camp, D. M., graduate. (2020). | 20. Martinez, O. E., graduate. (2021). |
| 7. Zachariah, M., graduate. (2020). | 21. McKay, E., graduate. (2021). |
| 8. Dpulos, D. M., graduate. (2020). | 22. Gay, A. K., graduate. (2021). |
| 9. Irby, A., graduate. (2020). | 23. Thacker, J., graduate. (2021). |
| 10. Estela, Y., graduate. (2020). | 24. Imberi, R., graduate. (2021). |
| 11. Peterson, J., graduate. (2020). | 25. Simmons, A., graduate. (2021). |
| 12. Mullen, J., graduate. (2020). | 26. Duda, J., graduate. (2021). |
| 13. Fintan, O., graduate. (2020). | 27. Harding, C. V., graduate. (2021). |
| 14. Beggs, A., graduate. (2021). | 28. Gallardo, V., graduate. (2021). |

29. Brodbeck, J., graduate. (2021).
30. Etuknwa, M., graduate. (2021).
31. Daran, A., graduate. (2022).
32. Girimaji, D., graduate. (2022).
33. Sasser, H., graduate. (2022).
34. Holobowicz, A., graduate. (2022).
35. Hammons, H., graduate. (2023).
36. Schimank, J., graduate. (2023).
37. Firchau, C., graduate. (2023).
38. Oriyomi, S., graduate. (2023).
39. Moore, D., graduate. (2024).
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).
49. Chen, Y., graduate. (2024).
50. Hines, C., student.
51. Kwan, O., student.
52. Nunez, B., student.
53. Serrata, L. A., student.
54. Ostermann, R. student.
55. Ploch, K. student.
56. Vela, J. student.

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.
1. Avalos, D. R., graduate. (2020).
2. Tomoson, K. R. P., graduate. (2020).
3. Henley, B. A., graduate. (2021).
4. Frideley, B. J., graduate. (2021).
5. Tiner, S., graduate. (2022).
6. Sainz, A., graduate. (2022).
7. Dugan, S., graduate. (2023).
8. Orellana, E., graduate. (2024).
9. Saha, B., graduate. (2024).
10. Stein, V. graduate. (2025).
11. Dickens, A., graduate. (2025).

Master's Committee Member

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. Preparations for Cambridge Advanced English Exams (Level C1), Undergraduate Course, Spring 2015. 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, STaR Mentor Program Committee (2025–present).
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).

TAMU Department Service

Member, A1 Committee (Fall 2025–present).
Member, Advisory Committee for the Department of Educational Psychology Mentoring Program (2023–present).
Member, Research Excellence Awards Committee (2019–2024).
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).

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

Learning Disability Quarterly (2025–present).
British Journal of Educational Psychology (2023–present).

Editorial Fellow for Psychologists

Journal of Educational Psychology (2025).

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).
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).

Foreign Languages

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