

Curriculum Vitae – Annotated Version, T&P Dossier

Florina Erbeli, Ph.D.

Updated March 23, 2023

General Information

Affiliation

August 2018 – present Assistant Professor
Department of Educational Psychology
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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 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.

Research

Peer-Refereed Journal Articles

30 refereed articles published, in press, or accepted


23 (77%) first-authored

Note: ⁽¹⁾ = Joint first authorship. ^(d) underlined = Doctoral student contributor. ISI = International Scientific Indexing. GC = Google Scholar Citations. IF = Journal Citation Reports Impact Factor. Data accessed on March 23, 2023.

Articles Accepted/In Press

30. Rice, M.^(d), **Erbeli, F.**, Truckenmiller, A., & Morris, J. (accepted). Universal screening in kindergarten: Validity and classification accuracy of Istation's Indicators of Progress – Early Reading. *School Psychology*.
ISI Ranking: 22/61 (Educational Psychology), GC = 0, IF (2021) = 2.945


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.

29.  **Rice, M.**^(d), **Erbeli, F.**, & Wijekumar, K. (in press). Phonemic awareness: Evidence-based instruction for students in need of intervention. *Intervention in School and Clinic*. <https://doi.org/10.1177/10534512231156881>
ISI Ranking: 42/44 (Special Education), GC = 0, IF (2021) = 1.067


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.

Articles Published

2023


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: 12/61 (Educational Psychology), GC = 0, IF (2021) = 4.200

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: 12/61 (Educational Psychology), GC = 0, IF (2021) = 4.200


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: 10/61 (Educational Psychology), GC = 2, IF (2021) = 4.957

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: 264/267 (Education and Educational Research), GC = 0, IF (2021) = 0.258


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: 26/61 (Educational Psychology), GC = 1, IF (2021) = 2.792




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: 175/274 (Neurosciences), GC = 21, IF (2021) = 3.333
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: 3/53 (Behavioral Sciences), GC = 6, IF (2021) = 9.052

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: 13/61 (Educational Psychology), GC = 3, IF (2021) = 3.897

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 = 7, 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 = 8, 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 = 25, 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 = 15, 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 = 24, 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 = 13, 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 = 44, 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 = 9, 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 = 21, 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 = 24, 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 = 18, 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 = 8, 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/cc44bcaf-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 = 4, 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 = 8, 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.

Refereed Presentations at Conferences (Only presentations from 2018 to the present are included. In 2018, I started as an assistant professor at Texas A&M University.)

50. **Erbeli, F.**, Xu, Y.^(d), Rice, M.^(d), & Goodrich, J. M. (2023, March 25). *How much phonemic awareness instruction is enough?* [Poster presentation]. 2023 Texas Association for the Education of Young Children Annual Childhood Conference, Bryan, TX, USA. (State) <https://www.texasaeyc.org/cms/One.aspx?portalId=5273711&pageId=5636158>
49. Larsen, S. A., & **Erbeli, F.** (2023, July 19-22). *Linking sequential developmental patterns of vocabulary and reading comprehension from age 4 to 14.* [Paper presentation]. 30th Annual Meeting, Society for Scientific Studies of Reading, Port Douglas, QLD, Australia. (International). <https://www.triplesr.org/sssr-thirtieth-annual-conference>
48. Shero, J. A.^(d), **Erbeli, F.**, Reed, Z., Haughbrook, R., Davis, O., Hart, S. A., & Taylor, J. E. (2023, March 23-25). *Where you live matters: Visualizing environmental effects on reading attainment.* [Paper presentation]. 2023 Society for Research in Child Development Biennial Meeting, Salt Lake City, UT, USA. (International) <https://www.srcd.org/event/srcd-2023-biennial-meeting>
47. Morgan, J.^(d), **Erbeli, F.**, & Montague, M. (2023, March 1-4). *Validity and accuracy of Istation screener for English Language Learners.* [Poster presentation]. Council for Exceptional Children 2023 Convention & Expo, Louisville, KY, USA. (International) <https://ceconvention.org/>
46. Bishop, M. E.^(d), & **Erbeli, F.** (2023, March 1-4). *Dysgraphia policy throughout the United States.* [Poster presentation]. Council for Exceptional Children 2023 Convention & Expo, Louisville, KY, USA. (International) <https://ceconvention.org/>
45. Bishop, M. E.^(d), & **Erbeli, F.** (2023, March 1-4). *Insights into dysgraphia research: Identification, interventions, and policies.* [Poster presentation]. Council for Exceptional Children 2023 Convention & Expo, Louisville, KY, USA. (International) <https://ceconvention.org/>

44. **Erbeli, F., He, K.**^(d), **Cheek, C.**^(d), **Rice, M.**^(d) & Qian, X. (2022, November 10-12). Exploring the machine learning paradigm in determining risk for reading disability. In F. Erbeli (Chair), *Advancements in the Early Prediction and Identification of Risk for Dyslexia*. Symposium presentation at the International Dyslexia Association Annual Conference, San Antonio, TX, USA. (International)
43. **Rice, M.**^(d), **Erbeli, F., Bishop, M.**^(d), & **Thacker, J.**^(d) (2022, November 10-12). *Phonemic awareness: Research-based findings for implementing effective instruction*. Paper presentation at the International Dyslexia Association Annual Conference, San Antonio, TX, USA. (International)
42. **Erbeli, F., Rice, M.**^(d), **Bishop, M.**^(d), & **Thacker, J.**^(d) (2022, November 10-12). *Differential nonword- and word-reading co-development in children at-risk and not-at-risk for dyslexia*. Poster presentation at the International Dyslexia Association Annual Conference, San Antonio, TX, USA. (International)
41. **Rice, M.**^(d), & **Erbeli, F.** (2022, July). *Universal screening in kindergarten: Using Istation to predict risk of reading disabilities*. Poster presentation at 29th Annual Meeting, Society for Scientific Studies of Reading, Newport Beach, CA, USA. (International)
40. **Shero, J. A.**^(d), **Erbeli, F.,** Reed, Z., Haughbrook, R, Davis, O., Hart, S. A., & Taylor, J. E. (2022, June). *Where you live matters: Visualizing environmental effects on reading attainment*. Paper presentation at the Annual Meeting of the Behavior Genetics Association, Los Angeles, CA, USA. (International)

This paper presentation won the Thompson award for the best oral presentation by a student. The Thompson award was bestowed to the doctoral student Jeffrey Shero at the 2022 Annual Meeting of the Behavior Genetics Association conference in Los Angeles.

39. **Rice, M.**^(d), & **Erbeli, F.** (2022, February). *Universal screening in kindergarten: Predictive validity of Istation for reading outcomes*. Poster presentation at the 2022 Pacific Coast Research Conference, San Diego, CA, USA. (International)
38. **Erbeli, F.,** & **Rice, M.**^(d) (2022, February). Developmental dynamics of nonword and word decoding in children at-risk for reading disabilities and their typically developing peers. In Y. S. Kim (Chair), *Dyslexia*. Paper presentation at the 2022 Pacific Coast Research Conference, San Diego, CA, USA. (International)
37. **Erbeli, F., Rice, M.**^(d), & Paracchini, S. (2021, October). *Insights into dyslexia genetics research from the last two decades*. Poster presentation at the International Dyslexia Association Annual Conference, Charlotte, NC, USA. (International) Virtual conference due to COVID-19.
36. **Rice, M.**^(d), **Erbeli, F.,** Thompson, C. G., **Sallese, M. R.**^(d), & Fogarty, M. (2021, September). *Phonemic awareness: Using meta-analysis findings to plan instruction during COVID-19 and beyond*. Poster presentation at Annual Conference, The Society for Research on Educational Effectiveness, Arlington, VA, USA. (International) Virtual conference due to COVID-19.
35. **Rice, M.**^(d), **Erbeli, F.,** Thompson, C. G., **Sallese, M. R.**^(d), & Fogarty, M. (2021, July). *Efficacy of phonemic awareness instruction: A meta-analysis relevant to the COVID-19 pandemic*. Poster presentation at 28th Annual Meeting, Society for Scientific Studies of Reading. (International) Virtual conference due to COVID-19.
34. **Erbeli, F.,** Shi, Q., & **Rice, M.**^(d) (2021, July). Co-occurring trajectories of reading and math and the role of dysregulation processes. In E. Van Bergen (Chair), *Comorbidity Symposium*. Paper presentation at 28th Annual Meeting, Society for Scientific Studies of Reading. (International) Virtual conference due to COVID-19.
33. **Hudson, A.**^(d), **Han, B.**^(d), **Choi, D.**^(d), Koh, P. W., Newell, K., & **Erbeli, F.** (2021, April). *Examining the influence of lexical and sub-lexical characteristics on early spelling abilities*.

- Paper presentation at American Educational Research Association Conference. (International) Virtual conference due to COVID-19.
32. **Erbeli, F.**, Peng, P., & Rice, M.^(d) (2020, November). *Individuals with dyslexia do not tend to be more creative than their non-dyslexic peers: A meta-analysis*. Poster presentation at the International Dyslexia Association Annual Conference. (International) Virtual conference due to COVID-19.
 31. Perdue, M. V.^(d), Mahaffy, K.^(d), Vlahcevic, K.^(d), Wolfman, E.^(d), **Erbeli, F.**, Richlan, F., & Landi, N. (2020, October). *Differences in brain activation following reading intervention: A meta-analysis*. Poster presentation at 12th Annual Meeting, The Society for the Neurobiology of Language. (International) Virtual conference due to COVID-19.
 30. Mahaffy, K.^(d), Perdue, M. V.^(d), Vlahcevic, K.^(d), Wolfman, E.^(d), **Erbeli, F.**, Richlan, F., & Landi, N. (2020, October). *Reading intervention duration and brain activation changes before and after treatment: A meta-regression study*. Poster presentation at 12th Annual Meeting, The Society for the Neurobiology of Language. (International) Virtual conference due to COVID-19.
 29. Hudson, A.^(d), Han, B.^(d), Choi, D.^(d), Koh, P. W., Newell, K., & **Erbeli, F.** (2020, October). *A clear vision of spelling development: Examining first graders' spelling across the school year*. Poster presentation at International Literacy Association Annual Conference, Columbus, OH, USA. (International) Conference cancelled due to COVID-19.
 28. **Erbeli, F.**, Shi, Q.^(d), Campbell, A. R.^(d), Hart, S. A., & Woltering, S. (2020, June). *Developmental dynamics between reading and math in elementary school*. Paper presentation at 2nd Annual Meeting, The Society for Research on Learning Disorders, Oslo, Norway. (International) Conference cancelled due to COVID-19.
 27. Hart, S. A., Daucourt, M.^(d), **Erbeli, F.**, Little, C., & Haughbrook, R.^(d) (2019, July). Using meta-analysis to answer unique questions about the nature and nurture of reading ability. In M. Melby-Lervag (Chair), *How can we use meta-analysis in reading and language research? Possibilities and caveats*. Paper presentation at 26th Annual Meeting, Society for Scientific Studies of Reading, Toronto, ON, Canada. (International)
 26. **Erbeli, F.** (2019, July). *Subgrouping English language learners based on English as a foreign language reading measures: A multilevel latent profile analysis*. Poster presentation at 26th Annual Meeting, Society for Scientific Studies of Reading, Toronto, ON, Canada. (International)
 25. Hart, S. A., Daucourt, M.^(d), Little, C., **Erbeli, F.**, & Haughbrook, R.^(d) (2019, June). Using meta-analysis to answer unique questions about the nature and nurture of reading ability. In S. A. Hart (Chair), *Using various methods to examine genetic and environmental influences on children's cognitive development*. Paper presentation at 49th Annual Meeting of the Behavior Genetics Association, Stockholm, Sweden. (International)
 24. **Erbeli, F.**, van Bergen, E., & Hart, S. A. (2019, June). A chicken or egg question: Does reading comprehension facilitate print exposure or vice versa? In M. T. Sikkema-de Jong (Chair), *Print exposure as a vehicle for the development of foundational and advanced reading skills*. Paper presentation at 1st Annual Meeting, The Society for Research on Learning Disorders, Padua, Italy. (International)
 23. **Erbeli, F.**, (2018, July). Simple view of reading among English as a foreign language learners: A latent interaction modeling approach. In A. Schabmann (Chair), *The simple view of reading in alphabetic and non-alphabetic languages*. Paper presentation at 25th Annual Meeting, Society for Scientific Studies of Reading, Brighton, United Kingdom. (International)

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).
- 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

- 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 a BA degree at the University of Vienna, Austria.
- 2001 German Academic Exchange Service (DAAD) Fellowship, Germany. Description: Research fellowship to complete a BA degree at the University of Leipzig, Germany.

Contracts and Grants

Years at TAMU	Total \$ External Grants	Total \$ Internal Grants	Total \$ Grant Amount (External + Internal Grants)
2018-present	The grant total was \$3,719,875. The sub-award to Texas A&M was \$1,246,090.	\$70,000	\$1,316,090

Internal Grants

Internal Contracts and Grants 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.

30% Co-I. I performed advanced data analyses and published research findings in scientific journals.

External Grants

External Contracts and Grants Funded

- **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
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	AEFIS
Spring 2022	SPED 617	Adolescent Literacy Across the Content	Online M.Ed.	31	71%	4.74*	AEFIS

Areas for Students with Disabilities							
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

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).

New Course Development

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 School 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.

Doctoral Committee Chair

1. Rice, M., doctoral student (2020 – present). Marianne's CV can be found here: <https://tx.ag/MarianneRice>

Marianne Rice's Honors and Awards

- Marianne Rice is a recipient of the 2023 School of Education and Human Development at Texas A&M University Strategic Research Award. This award is designed for doctoral students with one or two years remaining in their degree program. It affords recipients the opportunity of a graduate assistantship for research to devote time to work with their doctoral chair on high-impact research activities.
- Marianne Rice is a recipient of the 2022 Department of Educational Psychology Scholarship. This award was bestowed for Marianne's high-quality research, teaching, service, diversity, equity and inclusion activities.
- Marianne Rice has been selected by the local Texas P.E.O. Chapter BG of College Station to be nominated for the P.E.O. Scholar Award in 2022.
- Marianne Rice is a recipient of two 2022 departmental-level travel awards by the Texas A&M University Educational Psychology Student Organization. The awards supported Marianne's presenting research at the 2022 Society for the Scientific Study of Reading Annual Meeting and 2022 Pacific Coast Research Conference.
- Marianne Rice is a recipient of a 2022 university-level travel award from the Texas A&M University Office of Graduate and Professional Studies. The award supported Marianne's presenting research at the 2022 Society for the Scientific Study of Reading Annual Meeting.
- Marianne Rice is a recipient of the 2022 Student Research Award in Quantitative Methods by the Council for Exceptional Children (CEC) – Division of Research (DR). This award recognizes high-quality research across multiple research methodologies conducted by students during their undergraduate or graduate special education training program. The award was bestowed for Marianne's study: Rice, M., Erbeli, F., Thompson, C. G., Sallese, M., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis for planning effective instruction.
- Marianne Rice is a recipient of the 2021 Taylor & Francis Award by the Society for the Scientific Study of Reading (SSSR). This award is given to promising young investigators and can be used to cover SSSR conference-related expenses.
- Marianne Rice is a recipient of the 2020 Student Researcher Scholarship by the International Dyslexia Association (IDA). This award allowed Marianne to attend the 2020 Annual IDA conference.

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

Megan E. Bishop's Honors and Awards

- 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.

3. Morgan, J., doctoral student (2022 – present).

Jennifer Morgan's Honors and Awards

- Jennifer Morgan 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.

Doctoral Committee Member

1. Li, D. doctoral candidate (2017 – present).
2. Jafaripazoki, S. doctoral student (2020 – present).

Master's Committee Chair

1. Mendoza, A. N., Sr., graduate. (2020).
2. Bueno, E. J., graduate. (2020).
3. Holt, A. R., graduate. (2020).
4. Haseler, J. R., graduate. (2020).
5. Byrne, H., graduate. (2020).
6. Camp, D. M., graduate. (2020).
7. Zachariah, M., graduate. (2020).
8. Dpulos, D. M., graduate. (2020).
9. Irby, A., graduate. (2020).
10. Estela, Y., graduate. (2020).
11. Peterson, J., graduate. (2020).
12. Mullen, J., graduate. (2020).
13. Fintan, O., graduate. (2020).
14. Beggs, A., graduate. (2021).
15. Engelhardt, E., graduate. (2021).
16. Solis, S., graduate. (2021).
17. Joyce, A., graduate. (2021).
18. Pearce, E. V., graduate. (2021).
19. Ajayi, A., graduate. (2021).
20. Martinez, O. E., graduate. (2021).
21. McKay, E., graduate. (2021).
22. Gay, A. K., graduate. (2021).
23. Thacker, J., graduate. (2021).
24. Imberi, R., graduate. (2021).
25. Simmons, A., graduate. (2021).
26. Duda, J., graduate. (2021).
27. Harding, C. V., 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., student.
36. Schimank, J., student.
37. Firchau, C., student.
38. Oriyomi, S., student.
39. Moore, D., student.
40. Marvin, T., student.
41. Jenson, A., student.
42. Jackson, N., student.
43. Dyer, K., student.
44. Floyd, J., student.
45. Ford, B., student.
46. Lyons, K., student.
47. Brack, C., student.
48. Bejarano, G., 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., student.

Master's Committee Member

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., student.

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

TAMU Department Service

Member, Research Excellence Awards Committee (2019 – present).
Member, Climate Committee (2018 – 2020).

TAMU Program Service

Chair, Doctoral Program Committee (2023 – present).
Member, Master's Program Committee (2022 – present).
Member, Search Committee for Assistant/Associate/Full Professor in Special Education (2022 – present).
Member, Doctoral Program Committee (2018 – 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, Society for Research on Learning Disorders (SRLD), Europe.
Member, American Psychological Association (APA), Div 7 (Developmental Psychology) & Div 15 (Educational Psychology), USA.
Member, Association for Psychological Science (APS), USA.
Member, Providing Opportunities for Women in Education Research (POWER), USA.

Member, International Dyslexia Association (IDA), 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*.

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

Learning and Instruction (2023 – present).
Reading Research Quarterly (2022–present).
Scientific Studies of Reading (2021–present).
Journal of Learning Disabilities (2019–present).
Creativity Research Journal (2021–22).
Mind, Brain, and Education (2021–22).
Child Development (2021–22).
Journal of Child Psychology and Psychiatry (2021).
Developmental Psychology (2020–22).
Annals of Dyslexia (2020–22).
Developmental Science (2019–21).
Journal of Family Studies (2019–20).
Behavior Genetics (2019–20).
Learning and Individual Differences (2018–21).
Journal of Research in Reading (2018, 2020 –21).
Journal of Educational Psychology (2018).
Early Childhood Research Quarterly (2017).
Reading and Writing: An Interdisciplinary Journal (2014–21).

Service to Professional Associations

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

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

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

Service to Other Universities

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.