

## **DRAFT Curriculum Vitae**

**Nicole S Patton-Terry**

Last Revised: February 28, 2023

### **General Information**

University address: Florida Center for Reading Research  
2010 Levy Ave, Building B, Suite 100  
Florida State University  
Tallahassee 32310-FL

E-mail address: npattonterry@fsu.edu

Web site: <https://fcrr.org/person/nicole-patton-terry-phd>

### **Professional Preparation**

- 2004 PHD, Northwestern University. Major: Communication Sciences & Disorders. Learning Disabilities.
- 2001 MA, Northwestern University. Major: Learning Disabilities.
- 1999 BS, Northwestern University. Major: Human Communication Sciences (Speech).

### **Professional Experience**

- 2020–present Director, Florida Center for Reading Research, Florida State University.
- 2020–present Director, Regional Educational Laboratories—Southeast, FSU, Florida State University.
- 2018–present Professor, Olive & Manuel Bordas Professor of Education, School of Teacher Education, Florida State University.
- 2006–present Research Affiliate, Haskins Laboratories.
- 2020–2021 Deputy Director, Regional Educational Laboratories - Southeast, FSU, Florida State University.
- 2018–2020 Associate Director, The Florida Center for Reading Research, Florida State

	University.
2018–2020	Founding Director, The Village - The Florida Center for Reading Research, Florida State University.
2013–2018	Associate Professor, Department of Educational Psychology, Special Education, & Communication Disorders, Georgia State University.
2013–2018	Founding Director, College of Education and Human Development, Georgia State University. The Urban Child Study Center.
2012–2018	Affiliate Faculty Status, Communication Disorders Program, Georgia State University.
2012–2018	Affiliate Faculty Status, Educational Psychology Program, Georgia State University.
2006–2013	Assistant Professor, Department of Educational Psychology and Special Education, Georgia State University.
2004–2006	Postdoctoral Fellow in Reading Research, Haskins Laboratories, Northwestern University.
2002–2004	Teacher, Dawes Elementary School. Learning Disabilities Resource Room.
2003	Instructor, Northwestern University.
2001–2002	Research Assistant, University of Michigan.
1997–2002	Applied Behavioral Analysis Therapist and Student Aide, Evanston and Wilmette, IL.
1999–2001	Diagnostic and Remediation Clinician, Northwestern University Learning Disabilities.
1998–1999	Research Assistant, Northwestern University, Evanston, IL.

### **Honors, Awards, and Prizes**

Inez Beverly Prosser Research Award, Choice-filled Lives Network (2022).

FSU Emerging Leaders (2021).

Nomination, Outstanding Graduate Teaching Award, Florida State University (2021).

Nomination, President, Society for the Scientific Study of Reading (2020).

Distinguished Faculty Award, College of Education and Human Development, Georgia State

University (2017).  
Outstanding Faculty Achievement Award, Georgia State University (2014).  
Pacesetter Award—School Readiness, City of Atlanta for the 2012 All American City Award (2012).  
Ron Colarusso Outstanding Urban Education Research Award, College of Education, Georgia State University (2012).  
Nomination - University Faculty Award for Undergraduate Research, Georgia State University (2010).  
H.R. Myklebust Award, Department of Communication Sciences and Disorders (2002).

### **Elected Fellow Status**

Elected as a Fellow of American of Speech-Language-Hearing Association (2020).

### **Fellowship(s)**

American Speech-Language-Hearing Association, National Institute on Deafness and Other Communication Disorders and the American Speech-Language-Hearing Foundation (2010).  
Illinois Consortium for Educational Opportunity Program (1999–2004).

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

Academic Leaders Network, Atlantic Coast Conference (ACC) 2022  
American Educational Research Association  
American of Speech-Language-Hearing Association  
Council for Exceptional Children  
International Dyslexia Association  
International Literacy Association  
National Association for the Education of Young Children  
Society for the Scientific Study of Reading, President Elect 2022

## **Teaching**

### **Courses Taught**

Research in Communities and Schools (RED 6938)  
Doctoral Seminar in Reading and Language Arts (RED6938)  
Theory and Research in Reading (RED6747)

## **New Course Development**

Policy & Leadership in Reading (2020)

Doctoral Seminar in Reading & ELA - Research In Communities and Schools (2019)

Theory & Research in Reading (2019)

## **Curriculum Development**

Significant revision to RED 5965 Policy & Leadership in Reading, including entirely new syllabus reflecting updated content, objectives, and assignments (2020)

Significant revision to RED 6747 Theory & Research in Reading, including entirely new syllabus reflecting updated content, objectives, and assignments (2019)

Significant revision to RED 6938 Doctoral Seminar in Reading & Language Arts: Research in Communities and Schools, including entirely new syllabus reflecting updated content, objectives, and assignments (2019)

## **Doctoral Committee Chair**

Fitzpatrick, E., graduate. (2016). *Research on the Challenges of Acquiring Language and Literacy*.

Angela Fain, graduate. (2014).

Carmouche, M., graduate. (2014).

Payne, C., graduate. (2014). *Leadership Education in Neurodevelopmental Disabilities*.

Stuckey, A., graduate. (2014).

Miller, E., doctoral candidate.

Weke, A., doctoral candidate.

Perkins, A., doctoral student.

Doss, C., doctoral student. *RED*.

Harris, M., doctoral student. *RED*.

Raines, R., doctoral student. *Reading Education, RED*.

Troester, K., doctoral student. *RED*.

Parker, T., doctoral student. [Georgia State University]

Andrews, W., doctoral student.

## **Doctoral Committee Cochair**

Bakthari, D., graduate. (2019). *Research on the Challenges of Acquiring Language and Literacy Program*.

Albritton, K., graduate. (2014).

Mansour, S., graduate. (2014).

Taylor, N., graduate. (2011).

Bakthari, D., doctoral candidate.

## Doctoral Committee Member

Haughbrook, R. D., graduate. (2020).  
Floyd, T., graduate. (2017).  
Harris, J., graduate. (2017).  
Litkowski, E., graduate. (2017).  
Quinn, M., graduate. (2017).  
Biscoe Kenner, B., graduate. (2016).  
Floyd, T., graduate. (2016).  
O'Neal, M., graduate. (2016).  
Quinn, M., graduate. (2016). *Research on the Challenges of Acquiring Language and Literacy.*  
Waller, K., graduate. (2016).  
Biscoe Kenner, B., graduate. (2014).  
Isbell, J., graduate. (2014).  
Jackson, T., graduate. (2014).  
Pendergast, M., graduate. (2014).  
Tucci, S., graduate. (2014).  
Williams-Trussell, J., graduate. (2014).  
Ennis, R., graduate. (2013).  
Page-Bergeron, J., graduate. (2013).  
Pendergast, M., graduate. (2013).  
Tucci, S., graduate. (2013).  
Williams-Trussell, J., graduate. (2013).  
Albritton, K., graduate. (2012).  
Beal-Alvarez, J., graduate. (2012).  
Green, K., graduate. (2012).  
Albritton, K., graduate. (2011).  
Beal-Alvarez, J., graduate. (2011).  
Cannon, J., graduate. (2010).  
Page-Bergeron, J., graduate. (2010).  
Lane Brooks, C., graduate. (2009).  
Nomvete, P., graduate. (2009).  
Crosby, S., graduate. (2008).  
Hess, K., graduate. (2008).  
Mock, D., graduate. (2008).  
Morrier, M., graduate. (2008).  
Kimball, K., doctoral student.  
Wang, S., doctoral student.  
Marencin, N., doctoral student. *RED.*  
Norris, C., doctoral student. *PSY.*  
Todd, J., doctoral student. *RED.*  
Campbell, M., doctoral student.  
Fumero, K., doctoral student. *CSD.*

Larkin, M., doctoral student.  
Summy, R., doctoral student.  
Wang, S., doctoral student.  
Bagneris, J., doctoral student. *Social work, SOW*.  
Durtschi, S., doctoral student. *EPY*.  
Stanley, L., doctoral student.  
Neely, A., doctoral student.  
Perkins, A., doctoral student. [Georgia State University]

### **Master's Committee Cochair**

Kogelschatz, D., graduate. (2013).  
Marencin, N., graduate. (2013).  
Bakhtiari, D., graduate. (2012).  
Mathews, N., student.

### **Bachelor's Committee Chair**

Smith, N., graduate. (2009).

### **Supervision of Student Research Not Related to Thesis or Dissertation**

Smith, N. (2008–09).

Barrie, S. (2008).

Crawley, C. (2008).

Metzger, I. (2008).

Smith, Z. (2007–08).

### **Competitive Fellowship Mentor**

Terry, N. P. (2016–2020). *Adrian Neely, Robert Wood Johnson Foundation Health Policy Scholar (MSE)*.

### **Guest Lecture**

- Petscher, Y., & Terry, N. P. (2020). *Widening the lens of translational science through team science*. University of Connecticut.
- Terry, N. P. (2020). *It takes more than a whole village: Lessons learned from creating and sustaining university-community partnerships*. School of Teacher Education Colloquium Series.
- Terry, N. P. (2020). *It takes more than a whole village: Lessons learned from creating and sustaining university-community partnerships*. University of Virginia.
- Terry, N. P. (2020). *Addressing reading difficulty: Advancing research & practice for vulnerable children*. School of Education Brown Bag Series - University of California - Irvine.
- Patton-Terry, N. S. (2019). *Poverty, dialect, and dyslexia. Lecture presented to PSY 4930 Dyslexia: The science, the media, the individuals*. FSU Department of Psychology.
- Patton-Terry, N. S. (2019). *FCRR Table Talks: Contextualizing the Science of Reading*. Florida Center for Reading Research.
- Patton-Terry, N. S. (2019). *Addressing reading through research and partnership*. FSU Developmental Psychology Graduate Student Organization.
- Patton-Terry, N. S. (2019). *Giving effective presentations*. School of Teacher Education Graduate Student Association.
- Patton-Terry, N. S. (2018). *Addressing reading through research and partnership*. FSU Annual PURPOSE Colloquim.
- Patton-Terry, N. S. (2018). *Addressing reading through research and partnership*. FSU School of Teacher Education Colloquium Series.
- Terry, N. P. (2017). *Choosing and working with a professional mentor*. Urban Child Study Center - Georgia State University.
- Terry, N. P. (2016). *Using my IDP to guide your career and mentoring goals*. Urban Child Study Center - Georgia State University.
- Terry, N. P. (2016). *Addressing dialect variation in early language and literacy development and instruction: An update*. Florida Center for Reading Research at Florida State University.
- Terry, N. P. (2012). *CV Writing*. Georgia State University.
- Terry, N. P. (2012). *Dialect variation and literacy achievement: Current research and future directions*. Florida Center for Reading Research at Florida State University.

Terry, N. P. (2011). *Dialect variation and literacy acquisition and achievement*. University of Michigan.

Terry, N. P. (2010). *CV Writing*. Georgia State University.

Terry, N. P. (2010). *Oral language and reading disabilities*. Georgia State University.

Terry, N. P. (2009). *Oral language, reading, and reading disabilities*. Georgia State University.

Terry, N. P. (2009). *Oral language, reading, and reading disabilities*. Georgia State University.

Terry, N. P. (2008). *Postdocs*. Georgia State University.

Terry, N. P. (2007). *Designing experimental language assessments for culturally and linguistically diverse students*. Georgia State University.

Terry, N. P. (2007). *Relations between dialect variation and early literacy skills: Investigating African American English*. Georgia State University.

### **Guest Lecture & Keynote**

Patton-Terry, N. S. (2018). *Dyslexia and literacy in high-risk and diverse populations: Considering dialect variation among African American students*. Northwestern University. Roxelyn & Richard Pepper Department of Communication Sciences & Disorders, School of Communication, N.

Patton-Terry, N. S. (2018). *Dyslexia and literacy in high-risk and diverse populations: Issues for African American students*. Northwestern University. Roxelyn & Richard Pepper Department of Communication Sciences & Disorders, School of Communication.

### **Guest Lecture & Keynote Address**

Patton-Terry, N. S. (2019). *Addressing reading through research and partnership*. Bayero University (Kano, Nigeria) Nigerian Center for Reading Research and Development.

### **Guest Lecture & Mentor**

Patton-Terry, N. S. (2019). *Sisters of the Academy (SOTA) Research BootCamp*. Sisters of the Academy (SOTA).



## **Postdoctoral Fellow Mentor or Sponsor**

Terry, N. P. (2015–2016). *Brandy Gatlin (currently at the University of California, Irvine)*.

## **Professional Development Workshop**

Terry, N. P., & Arce-Trigatti, P. (2019). *Research Practice Partnership (RPP) Development Workshops for CSforAll*. National Science Foundation and National Network of Education Research-Practice Partnerships.

Terry, N. P. (2015). *Writing instruction*. The Atlanta Speech School.

## **Research and Original Creative Work**

### **Publications**

#### **Invited Journal Articles**

Terry, N. P. (2020). Diverse vulnerable learners with learning disabilities: A call to action. *Perspectives on Language and Literacy - International Dyslexia Association*, 46(2), 7-9.

Washington, J. A., & Terry, N. P. (2018). Bidialectalism, bilingualism and language disorders: Where are we now? *Topics in Language Disorders*, 38, 3-4.

#### **Refereed Journal Articles**

FitzPatrick, E., McKeown, D., Brown, M. C., & Terry, N. P. (submitted). *"Nothing continued to happen": Addressing attrition, lack of fidelity, and other barriers to implementation in high-poverty, high-mobility urban settings*. Manuscript submitted for publication.

Terry, N. P., Zuckerman, A. P., & McCardle, P. (in press). Introduction to the special issue: Examining reading difficulty and reading disability in racially and socioeconomically diverse student populations. *The Elementary School Journal*.

Terry, N. P., Gatlin-Nash, B., Webb, M., Summy, S. R., & Raines, R. (in press). Revisiting the fourth-grade slump among Black children: Taking a closer look at oral language and reading. *The Elementary School Journal*.

Johnson, L., Smith, J., & Terry, N. P. (in press). Elevating language – Leveraging speech-language pathologists to support reading and writing for all students. *Literacy Today*.

Terry, N. P., & Albritton, K. (2023). Commentary: If not you, then who: Equity, social justice,

and the role of school psychologists in ensuring reading success for all learners. *School Psychology*, 38(1), 44-47. Retrieved from <https://psycnet.apa.org/doi/10.1037/spq0000525>

Terry, N. P., Gerido, L. H., Norris, C. U., Johnson, L. R., & Little, C. (2022). Building a framework to understand and address vulnerability to reading difficulties among children in schools in the United States. *New Directions for Child and Adolescent Development*, 2022, 9-26.

Terry, N. P., Zuckerman, A. P., & McCardle, P. (2022). Centering equity: Creating systems for equitable reading achievement in schools. *Perspectives on Language and Literacy*, 48(2), 7-10.

Terry, N. P., Doss, C., Harris, M., & Marencin, N. (2022). Disproportionality in special education. *Perspectives on Language and Literacy*, 48(2), 11-19.

Terry, N. P., Zuckerman, A. P., & McCardle, P. (2022). Education and intervention in vulnerable student populations: Science and practice. *New Directions for Child and Adolescent Development*, 183-184.

Terry, N. P., & Baumann, A. (2022). Equitable implementation in the context of reading difficulty and reading disabilities. *Perspectives on Language and Literacy*, 48(2), 21-27.

Terry, N. P., Zuckerman, A. P., & McCardle, P. (2022). Introduction to the special issue: Understanding the contexts in which vulnerable students learn, develop, and achieve in reading in the United States. *New Directions for Child and Adolescent Development*, 2022(183-184), 5-8.

Terry, N. P. (2021). Delivering on the promise of the science of reading for all children. *The Reading Teacher*, 75(1), 83-90.

Albritton, K., Stuckey, A., & Terry, N. P. (2021). Multitiered early literacy identification in 3-year-old children in Head Start settings. *Journal of Early Intervention*. Retrieved from <https://doi.org/10.1177/1053815121998434>

Edwards, E. B., Terry, N. P., Bingham, G. E., & Singer, J. (2021). Perception of classroom quality and well-being among Black women teachers of young women. *Education Policy Analysis Archives*, 75(1), 83-90.

Terry, N. P., Petscher, Y., Gaab, N., & Hart, S. (2021). Researchers translating the science of reading: Widening the lens of translational science through team science. *The Reading League Journal*, 2(1), 46-53.

Orizaba, L., Gorman, B., Fiestas, C., Bingham, G. E., & Terry, N. P. (2020). Examination of narrative language at microstructural and macrostructural levels in Spanish-speaking

preschoolers. *Language, Speech, and Hearing Services in Schools*, 51(2), 428-440.

Petscher, Y., Cabell, S., Catts, H. W., Compton, D., Foorman, B., Hart, S. A., Lonigan, C. J., Phillips, B. M., Schatschneider, C., Steacy, L., Terry, N. P., & Wagner, R. K. (2020). How the science of reading informs 21st century education. *Reading Research Quarterly*, 55(1), 267-282. doi:<https://doi.org/10.1002/rrq.352>

Solari, E., Terry, N. P., Gaab, N., Hogan, T. P., Nelson, N., Pentimonti, J., Petscher, Y., & Sayko, S. (2020). Translational science: A roadmap for the science of reading. *Reading Research Quarterly*, 55(1), 347-360. doi:<https://doi.org/10.1002/rrq.357>

Albritton, K., Terry, N. P., & Truscott, S. (2018). Examining the effects of performance feedback on preschool teachers' fidelity of implementation of a small-group phonological awareness intervention. *Reading & Writing Quarterly*, 34(5), 361-378.

Webb, M., Terry, N. P., Lederberg, A., Bingham, G., & Puranik, C. (2018). Factorial validity and measurement invariance of the Test of Preschool Early Literacy-Phonological Awareness Test among deaf and hard-of-hearing children and hearing children. *Ear and Hearing: The Official Journal of the American Auditory Society*, 39(2), 278-292.

Terry, N. P., Gatlin, B., & Johnson, L. (2018). Same or different: How bilingual readers can help us understand bidialectal readers. *Topics in Language Disorders*, 38(1), 50-65.

Johnson, L. S., Terry, N. P., Thomas-Tate, S., & Connor, C. M. (2017). An experimental investigation of dialect awareness instruction for African American children in second through fourth grade. *Reading and Writing: An Interdisciplinary Journal*, 30(9), 2009–2038.

Albritton, K., Truscott, S., & Terry, N. P. (2017). Exceptional professional learning for RtI implementation in early childhood settings. *Contemporary School Psychology*, 1-12.

Albritton, K., Stuckey, A., & Terry, N. P. (2017). Identifying Head Start children for higher tiers of language and literacy instruction within a response to intervention framework. *Journal of Early Intervention*, 39(4), 267-280.

Kenner, B. B., Terry, N. P., Friehling, A. H., & Namy, L. (2017). Phonemic awareness development in 2.5- and 3.5-year-old children: An examination of emergent, receptive, knowledge and skills. *Reading and Writing: An Interdisciplinary Journal*, 30(7), 1575-1594.

Terry, N. P., Petscher, Y., & Rhodes, K. (2017). Psychometric analysis of the Diagnostic Evaluation of Language Variation, Screening Test: Extension to pre-kindergarten (age 4). *Assessment for Effective Intervention*, 42(3), 176-185.

Gorman, B., Bingham, B., Fiestas, C., & Terry, N. P. (2016). Assessing the narrative abilities of

Spanish speaking preschool children: A Spanish adaptation of the Narrative Assessment Protocol. *Early Childhood Research Quarterly*, 36, 307-317.

Terry, N. P., Connor, C. M., Johnson, L. S., Stuckey, A., & Tani, N. (2016). Dialect variation, dialect-shifting, and reading comprehension in second grade. *Reading and Writing: An Interdisciplinary Journal*, 29, 267-295.

Albritton, K., Anhalt, K., & Terry, N. P. (2016). Promoting equity for our nation's youngest students: School psychologists as agents of social justice in early childhood settings. *School Psychology Forum: Research in Practice*, 10(3), 237-250.

Taylor, N., Greenberg, D., & Terry, N. P. (2016). The relationship between parents' literacy skills and their preschool children's emergent literacy skills. *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*, 5(2), 5-16.

Ennis, R., Jolivet, K., Terry, N. P., Fredrick, L. D., & Alberto, P. A. (2015). Classwide teacher implementation of self-regulated strategy development with students with E/BD in a residential facility. *Journal of Behavior Education*, 24(1), 88-111.

Pendergast, M., Bingham, G. E., & Terry, N. P. (2015). Examining the relationship between emergent literacy skills and invented spelling of pre-kindergarten Spanish-speaking Dual Language Learners. *Early Education and Development*, 26(2), 264-285.

Bakhtiari, D., Greenberg, D., Nightingale, E., & Terry, N. P. (2015). Spoken oral language and adult struggling readers. *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*, 4(1), 9-20.

Terry, N. P. (2014). Dialect variation and phonological knowledge: Phonological representations and metalinguistic awareness among beginning readers who speak nonmainstream American English. *Applied Psycholinguistics*, 35, 155-176. doi:10.1017/S0142716412000276.

Mansour, S., & Terry, N. P. (2014). Phonological awareness skills of young African American English speakers. *Reading and Writing: An Interdisciplinary Journal*, 27(3), 555-569. doi:10.1007/s11145-013-9458-z.

Bingham, G., & Terry, N. P. (2013). Early language and literacy achievement of Early Reading First students in kindergarten and first grade in the United States. *Journal of Research in Childhood Education*, 27(4), 440-453. doi:10.1080/02568543.2013.822952

Terry, N. P., Mills, M., Bingham, G., Mansour, S., & Marencin, N. (2013). Oral narrative skills of African American pre-kindergarteners who speak Nonmainstream American English. *Language, Speech, and Hearing Services in Schools*, 44(3), 291-305. doi:10.1044/0161-1461

- Green, K., Terry, N. P., & Gallagher, P. (2013). Progress in language and literacy skills among children with disabilities in inclusive Early Reading First classrooms. *Topics in Early Childhood Special Education, 33*(4), 249-259. doi:10.1177/0271121413477498
- Terry, N. P., & Connor, C. M. (2012). Changing nonmainstream American English use and early reading achievement from kindergarten to first grade. *American Journal of Speech Language Pathology, 21*, 78-86.
- McDaniel, S., Houchins, D., & Terry, N. P. (2012). Corrective Reading as a supplementary curriculum for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders. doi:10.1177/1063426611433506*
- Terry, N. P., Connor, C. M., Petscher, Y., & Conlin, C. (2012). Dialect variation and reading: Is change in nonmainstream American English use related to reading achievement in first and second grade? *Journal of Speech, Language, and Hearing Research, 55*, 55-69.
- Terry, N. P. (2012). Examining relationships among dialect variation and emergent literacy skills. *Communication Disorders Quarterly, 33*(2), 67-77. doi:10.1177/1525740110368846
- Williams, R. S., Terry, N. P., & Metzger, I. (2012). Kid Categories: A comparison of the category productions of LSES and MSES elementary school children. *Communication Disorders Quarterly, 34*, 71-80.
- Terry, N. P., & Connor, C. M. (2010). African American English and spelling: How do second graders spell dialect-sensitive features of words? *Learning Disabilities Quarterly, 33*(3), 199-210.
- Terry, N. P., Connor, C. M., Thomas-Tate, S., & Love, M. (2010). Examining relationships among dialect variation, literacy skills, and school context in first grade. *Journal of Speech, Language, and Hearing Research, 53*, 126-145.
- Terry, N. P. (2008). Addressing African American English in early literacy assessment and instruction. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 15*, 54-61.
- Terry, N. P. (2006). Relations between dialect variation, grammar, and early spelling skills. *Reading and Writing: An Interdisciplinary Journal, 19*(9), 907-931.

### **Refereed Books**

- Okolo, C., Cutting, L., & Terry, N. P. (in press). *Handbook of Learning Disabilities*. Guilford Press.
- Terry, N. P., Linzarini, A., Bugden, S., Merkley, R., Gaab, N., Siegel, L. S., Aldersey, H.,

Anderson, J., Araya, B. M., Barnes, M. A., Boyle, C., Clasby, B., Doherty, B., Edyburn, D. L., Fishstrom, S., Gaurav, N., Guerriero, S., Hudson, A., Iuculano, S., & Jansen-van Vuuren, J. (in press). *Reimagining Education: The International Science and Evidence Based Assessment*. New Delhi: UNESCO MGIEP.

### **Edited Books**

Cabell, S. Q., Neuman, S. B., & Terry, N. P. (Eds.). (in press). *Handbook of the Science of Early Literacy*. Guilford Press.

Okolo, C., Cutting, L., & Terry, N. P. (Eds.). (in press). *Handbook of Learning Disabilities*. Guilford Press.

Cabell, S. Q., Neuman, S. B., & Terry, N. P. (Eds.). (in press). *Handbook of the Science of Early Literacy*. Guilford Press.

### **Invited Book Chapters**

Gatlin-Nash, B., & Terry, N. P. (in press). Theory-based approaches to language instruction for primary school poor readers who speak nonmainstream American English. In E. Saiegh-Haddad, L. Laks, & C. McBride (Eds.), *Handbook of Literacy in Diglossia and Dialectal Contexts - Psycholinguistic and Educational Perspectives*. n/a.

Terry, N. P. (2019). Knowledge at the intersection of research and practice. In J.A. Washington, D.C. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy*. Baltimore: Paul H. Brookes Publishing Co.

Patterson, D., Terry, N. P., & Pressley, M. (2017). Approaches to instruction for students with learning differences. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special Education for All Teachers, 7th Edition*. Dubuque, IA: Kendall/Hunt.

Terry, N. P., Irving, M. A., & FitzPatrick, E. (2017). Cultural and linguistic diversity: Issues in education. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special Education for All Teachers, 7th Edition*. Dubuque, IA: Kendall/Hunt.

McKinney, T., Terry, N. P., & Owens, J. (2017). Students with learning differences affecting achievement. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special Education for All Teachers, 7th Edition*. Dubuque, IA: Kendall/Hunt.

Terry, N. P. (2015). Addressing dialect differences in early reading intervention. In C. M. Conner, & P. McCardle (Eds.), *Advances in Reading Intervention: Research to Practice to Research* (pp. 143-154). Baltimore, MD: Guilford Press.

- Terry, N. P., Brown, M. C., & Stuckey, A. (2015). African American children's early language and literacy learning in the context of spoken dialect variation. In R. H. Bahr, & E. R. Silliman (Eds.), *Handbook of Communication Disorders* (pp. 303-312). Abingdon, Oxon, UK: Routledge.
- Viel-Ruma, K., Terry, N. P., & Stuckey, A. (2013). Approaches to instruction for students with learning differences. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special Education for All Teachers, 6th Edition*. Dubuque, IA: Kendall/Hunt.
- Terry, N. P., & Irving, M. A. (2013). Cultural and linguistic diversity: Issues in education. In R. Colarusso, C. O'Rourke, & M. Leontovich (Eds.), *Special Education for All Teachers, 6th Edition*. Dubuque, IA: Kendall/Hunt.
- Washington, J. A., Terry, N. P., & Seidenberg, M. (2013). Language variation and literacy learning: The case of African American English. In C. A. Stone, E. R. Silliman, B. J. Ehren, & G. P. Wallach (Eds.), *Handbook of Language and Literacy, 2nd Edition* (pp. 204-222). New York, NY: Guildford Press.
- Terry, N. P., & Leontovitch, M. (2013). Students with learning differences affecting achievement. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special Education for All Teachers, 6th Edition*. Dubuque, IA: Kendall/Hunt.
- Terry, N. P. (2012). Teacher voices: Addressing dialect differences in early literacy instruction. In A. Pandey (Ed.), *Language Building Blocks: Essential Linguistics for Early Childhood Educators*. New York, NY: Teachers College Press.
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- Heflin, L. J., Wilson, R. M., & Patton-Terry, N. S. (2009). Students with learning differences affecting achievement. In R. Colarusso, & C. O'Rourke (Eds.), *Special education for all teachers (5th ed.)* (pp. 133-174). Dubuque, IA: Kendall/Hunt.

## Refereed Book Chapters

- Terry, N. P., Doss, C., Harris, M., & Marencin, N. (in press). Culturally and linguistically diverse students with learning disabilities. In C. Okolo, L. Cutting, & N. P. Terry (Eds.), *Handbook of Learning Disabilities*. Guilford Press.
- Terry, N. P., Bingham, G. E., Berryman, A. F., Clay, J., & Canton, K. (in press). Leveraging research- practice partnerships to support evidence use in early childhood: Lessons learned from Atlanta 323. In S. Q. Cabell, S. B. Neuman, & N. P. Terry. (Eds.), *Handbook of the Science of Early Literacy*. Handbook of the Science of Early Literacy.
- Gatlin-Nash, B., & Terry, N. P. (2022). Theory-based approaches to language instruction for primary school poor readers who speak nonmainstream American English. In E. Saiegh-Haddad, L. Laks, & C. McBride (Eds.), *Handbook of Literacy in Diglossia and Dialectal Contexts—Psycholinguistic and Educational Perspectives* (pp. 477-491). Cham: Springer.

### **Refereed Reports**

- Terry, N. P., Bingham, G., Lee, T., & Johnson, L. (2016). *The Y-Read Right from the Start Project: 5 Year Evaluation*. Atlanta, GA: YMCA of Metro Atlanta.
- Neely, A., & Terry, N. P. (2016). *2GEN Data Inquiry Report*. Atlanta, GA: Sheltering Arms Early Education and Family Centers.
- Terry, N. P., Bingham, G., & Johnson, L. (2016). *The Sheltering Arms-Read Right from the Start Project: Year 3 Evaluation*. Atlanta, GA: Sheltering Arms Early Education and Family Centers.
- Terry, N. P., Bingham, G., & Edwards, E. (2016). *Educare Atlanta: Local Evaluation Partner Year 3 Evaluation*. Atlanta, GA: Sheltering Arms Early Education and Family Centers.
- Terry, N. P., Bingham, G., Murray, B., & Gatlin, B. (2016). *The Kindergarten Plus (KPLUS) Project*. Atlanta, GA: Annie E. Casey Foundation - Atlanta Civic Site.
- Terry, N. P., Bingham, G., Washington, J. A., & Edwards, E. (2015). *Educare Atlanta: Local Evaluation Partner Year 2 Evaluation*. Atlanta, GA: Sheltering Arms Early Education and Family Centers.
- Terry, N. P., Bingham, G., Washington, J. A., & Pattermann-Carriveau, P. (2015). *The Kindergarten Plus (KPLUS) Project. Year 1 Evaluation*. Atlanta, GA: Annie E. Casey Foundation - Atlanta Civic Site.
- Bingham, G., Murray, B., & Terry, N. P. (2015). *The Read Right E-Learning Evaluation Study Project*. Atlanta, GA: Rollins Center for Language & Literacy at the Atlanta Speech School.



- Terry, N. P., Bingham, G., & Marencin, N. (2015). *The Sheltering Arms-Read Right from the Start Project: Year 2 Evaluation*. Atlanta, GA: Sheltering Arms Early Education and Family Centers.
- Terry, N. P., Bingham, G., & Quinn, M. (2015). *The Y-Read Right from the Start Project: Year 4 Evaluation*. Atlanta, GA: YMCA of Metro Atlanta.
- Terry, N. P., Bingham, G., & Washington, J. A. (2014). *Educare Atlanta: Local Evaluation Partner Year 1 Evaluation*. Atlanta, GA: Sheltering Arms Early Education and Family Centers.
- Terry, N. P., & Bingham, G. (2014). *The Sheltering Arms-Read Right from the Start Project: Year 1 Evaluation*. Atlanta, GA: Sheltering Arms Early Education and Family Centers.
- Bingham, G., & Terry, N. P. (2014). *The Y-Read Right from the Start Project: Coaching Model Program Evaluation*. Atlanta, GA: Rollins Center for Language & Literacy at the Atlanta Speech School.
- Terry, N. P., & Bingham, G. (2014). *The Y-Read Right from the Start Project: Year 3 Evaluation*. Atlanta, GA: YMCA of Metro Atlanta.
- Terry, N. P., & Bingham, G. (2013). *The Y-Read Right from the Start Project: Year 2 Evaluation*. Atlanta, GA: YMCA of Metro Atlanta.
- Terry, N. P., & Bingham, G. (2012). *The Y-Read Right from the Start Project: Year 1 Evaluation*. Atlanta, GA: YMCA of Metro Atlanta.
- Terry, N. P., & Bingham, G. (2011). *Read Right for the Start GA Pre-K Professional Development Program: Examining student, teacher and classroom outcomes from Year 2*. Atlanta, GA: Rollins Center for Language & Learning at the Atlanta Speech School.
- Terry, N. P., Bingham, G., & Hart, R. (2010). *Read Right from the Start GA Pre-K Professional Development Program: Examining student, teacher and classroom outcomes from Year 1*. Atlanta, GA: Rollins Center for Language & Learning at the Atlanta Speech School.
- Terry, N. P. (2009). *The E-SERF Project: Examining the Success of Early Reading First in 1st Grade - DREAM. Report for the Early Reading First supplemental award granted to the Developing Readers Early and Mightily project*. Atlanta, GA: United Way Metro Atlanta-Smart Start.
- Terry, N. P. (2009). *The E-SERF Project: Examining the Success of Early Reading First in 1st grade - READERS. Report for the Early Reading First supplemental award granted to the Reinforce, Educate, and Develop Early Readers Successfully project*. Atlanta, GA: United Way Metro Atlanta-Smart Start.

Terry, N. P. (2008). *The E-SERF Project: Examining the Success of Early Reading First in Kindergarten - DREAM. Report for the Early Reading First supplemental award granted to the Developing Readers Early and Mightily project.* Atlanta, GA: United Way Metro Atlanta-Smart Start.

Terry, N. P. (2008). *The E-SERF Project: Examining the Success of Early Reading First in Kindergarten - READERS. Report for the Early Reading First supplemental award granted to the Reinforce, Educate, and Develop Early Readers Successfully project.* Atlanta, GA: United Way Metro Atlanta-Smart Start.

## **Presentations**

### **Invited Papers at Conferences**

Stuckey, A., Terry, N. P., & Bingham, G. (presented 2012, September). *Preventing summer learning loss in pre-K through 3rd grade.* Paper presented at Annual Meeting of the Georgia Association for Young Children, Georgia Association for Young Children, Duluth, GA. (State)

Taylor, N., Greenberg, D., & Terry, N. P. (presented 2012, March). *Exploring the relationship between parents' oral and written language skills and their preschool children's oral and written language skills.* Paper presented at Annual Meeting of the National Conference on Family Literacy, National Conference on Family Literacy, San Diego, CA. (National)

Taylor, N., Greenberg, D., & Terry, N. P. (presented 2012, February). *The relationship between parents' oral and written language skills and their preschool children's oral and written language skills.* Paper presented at Annual Meeting of the Eastern Educational Research Association, Eastern Educational Research Association, Hilton Head, SC. (Regional)

Bingham, G., Terry, N. P., Green, K., Albritton, K., & Pendergast, M. (presented 2011, November). *Early childhood teachers' literacy and language knowledge, self-efficacy beliefs, and classroom practices.* Paper presented at Annual Meeting of the Literacy Research Association, Literacy Research Association, Jacksonville, FL. (International)

Green, K. B., Terry, N. P., & Gallagher, P. (presented 2011, November). *Growth in language and literacy skills among children with disabilities.* Paper presented at Annual Meeting of the Division of Exceptional Children's International Conference on Young Children with Special Needs and their Families, Division of Exceptional Children, National Harbor, Maryland. (International)

Green, K., Barret-Mynes, J., Bingham, G., Terry, N. P., & Albritton, K. (presented 2011, July). *Examining the relative importance of children's language, literacy, and social skills to invented spelling.* Paper presented at Annual Meeting of the Society for the Scientific

Study of Reading, Society for the Scientific Study of Reading, St. Pete Beach, FL.  
(International)

Hart, R., Terry, N. P., & Bingham, G. (presented 2011, March). *Evaluating implementation in pre-K: Considering child, teacher, classroom, and system level outcomes*. Paper presented at Annual Meeting of the Society for Research in Child Development, The Society for Research in Child Development, Montreal, Canada. (International)

Bingham, G., Terry, N. P., & Hart, R. (presented 2011, March). *Examining an early literacy professional development intervention: Effects on prekindergarten teachers and children*. Paper presented at Annual Meeting of the Society for Research in Child Development, The Society for Research in Child Development, Montreal, Canada. (International)

Terry, N. P., & Connor, C. (presented 2011, February). *African American English and spelling: How do second graders spell dialect-sensitive features of words?* Paper presented at Annual Meeting of the Pacific Coast Research Conference, The Pacific Coast Research Conference, Coronado, California. (Regional)

Bingham, G., Hart, R., & Terry, N. P. (presented 2010, December). *Examining the long-term effects of an Early Reading First literacy intervention*. Paper presented at Annual Meeting of the National Reading Conference, National Reading Conference, Fort Worth, TX. (National)

Hart, R., Bingham, G., & Terry, N. P. (presented 2010, November). *Evaluating the longitudinal impact of early childhood professional development programs on K-3 Success*. Paper presented at Annual Meeting of the American Evaluation Association, American Evaluation Association, San Antonio, TX. (National)

Green, K., & Terry, N. P. (presented 2010, October). *Language and literacy performance of children with disabilities in Early Reading First classrooms*. Paper presented at Annual Meeting of the Georgia Association for Young Children, Georgia Association for Young Children, Duluth, GA. (State)

Terry, N. P. (presented 2009, November). *Emergent reading skills in nonmainstream American English speakers*. Paper presented at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, New Orleans, LA. (National)

Smith, N., & Terry, N. P. (presented 2009, August). *Phonological representations of beginning readers who speak African American English*. Paper presented at Annual Meeting for the Ronald McNair Post-baccalaureate Scholars Program, Ronald McNair Post-baccalaureate Scholars Program, Atlanta, GA. (National)

Hausmann, S., Mitchell, K., St Cyr, J., & Terry, N. P. (presented 2009, June). *Early Reading First: Transforming Early Childhood Professionals into Early Literacy Leaders*. Paper

presented at Early Reading First Grantees Summer Institute, Opening Session, U.S. Department of Education, Atlanta, GA. (National)

Terry, N. P. (presented 2009, May). *The E-SERF Project: Examining the Success of Early Reading First - Year 1 Outcomes*. Paper presented at Annual Meeting for the International Reading Association, International Reading Association, Minneapolis, MN. (International)

Terry, N. P., & Godley, C. G. (presented 2009, January). *It's never too early to Get Ready to Read*. Paper presented at Annual Meeting for the Georgia Reading Conference, Georgia Reading Conference, Atlanta, GA. (State)

Smith, N., & Terry, N. P. (presented 2008, August). *Phonological representations of beginning readers who speak African American English*. Paper presented at Annual Meeting for the Ronald McNair Post-baccalaureate Scholars Program, Georgia State University, Atlanta, GA. (Local)

Crawley, C., & Terry, N. P. (presented 2008, August). *Phonological representations of good and poor readers who speak African American English*. Paper presented at Annual Meeting for the Ronald McNair Post-baccalaureate Scholars Program, Georgia State University, Atlanta, GA. (Local)

Terry, N. P., Godley, C. G., & Kenner, B. B. (presented 2008, May). *It's never too early to Get Ready to Read!* Paper presented at Annual Meeting for the International Reading Association, International Reading Association, Atlanta, GA. (International)

Terry, N. P. (presented 2007, January). *Dialect awareness: A new perspective on the relationship between African American English and early literacy learning*. Paper presented at Annual Meeting of the Georgia Read Write Now Conference, Georgia Read Right Now, Atlanta, GA. (State)

Terry, N. P. (presented 2004, March). *African American English and early reading and spelling development*. Paper presented at Annual Meeting of the Learning Disabilities Association of America, Learning Disabilities Association of America, Atlanta, GA. (National)

Carlisle, J. C., Hanson, K., Strasser, K., & Terry, N. P. (presented 2003, June). *Exploring the relation of phonological precision and vocabulary knowledge*. Paper presented at Annual Meeting of the Society for the Scientific Study of Reading, The Society for the Scientific Study of Reading, Boulder, CO. (International)

Johnson, D. J., & Terry, N. P. (presented 2003, March). *Written language disorders from early childhood through adulthood*. Paper presented at Annual Meeting of the Learning Disabilities Association of America, Learning Disabilities Association of America, Chicago, IL. (National)

Carlisle, J. C., Terry, N. P., Gugisberg, K., & Strasser, K. (presented 2002, June). *Phonological sensitivity as a cornerstone of language learning and literacy acquisition*. Paper presented at Annual Meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Chicago, IL. (International)

### **Refereed Papers at Conferences**

Raines, R., Passalacqua, J., & Terry, N. P. (presented 2022, July). *A meta-analysis on effective methods of preparation for preservice elementary school teachers to teach reading*. Paper presented at Annual Meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Orange County, CA. (National)

### **Invited Keynote and Plenary Presentations at Conferences**

Tseng, V., Terry, N. P., Lopez Turley, R., & Wilson, C. (presented 2021, July). *Advancing diversity in RPP leadership*. Keynote presentation at Annual Meeting of the National Network for Education Research Practice Partnerships, National Network for Education Research Practice Partnerships, Virtual. (National)

Lindo, E., & Patton-Terry, N. S. (presented 2021, March). *CEC Division of Research Showcase: Evidence-based instructional approaches for linguistically diverse learners*. Plenary presentation at Annual meeting of the Council for Exceptional Children, Council for Exceptional Children, Online. (National)

Terry, N. P. (presented 2020, July). *It takes more than a whole village: Examining essential RPP structural elements*. Plenary presentation at the meeting of National Network for Education Research Practice Partnerships, Online. (National)

Terry, N. P. (presented 2019, April). *Are the children ready? Challenges and opportunities of early childhood education*. Keynote presentation at The Southeast Regional Education Lab for the Hillsborough County Public Schools Early Learning Symposium, Southeast Regional Education Lab, Tampa, FL. (Regional)

Terry, N. P. (presented 2019, March). *Dyslexia and literacy in high-risk and diverse populations: Issues for low-income African American students*. Keynote presentation at Annual meeting of the Southeastern Psychological Association, Southeastern Psychological Association, Jacksonville, FL. (Regional)

Terry, N. P. (presented 2019, March). *Dyslexia and literacy in high-risk and diverse populations: Issues for low-income African American students*. Keynote presentation at Annual Meeting of the Southeastern Psychological Association, Southeastern Psychological Association, Jacksonville, FL. (Regional)

Terry, N. P. (presented 2017, February). *Research-practice partnerships for child development, school readiness, and student success*. Keynote presentation at Southeast Regional Education Lab Governing Board, Regional Education Lab - Southeast, Sarasota, FL. (Regional)

Terry, N. P. (presented 2016, July). *Dyslexia and literacy in high-risk and diverse populations: Considerations for low income African American learners*. Keynote presentation at Annual Wilson Conference for Wilson Certified Teachers, Annual Wilson Conference for Wilson Certified Teachers, Boston, MA. (National)

Terry, N. P. (presented 2016, June). *Galvanizing for early learning and school readiness*. Keynote presentation at The Mayors Summit on Children, The Mayors Summit on Children, Tallahassee, FL. (State)

### **Invited Keynote and Plenary Presentations at Symposia**

Terry, N. P. (presented 2019, April). Are the children ready?: Challenges and opportunities of early childhood education. Keynote presentation in *Southeast Regional Education Lab for the Hillsborough County Public Schools Early Learning Symposium*. Symposium conducted at the meeting of Regional Education Lab - Southeast. (Local)

### **Invited Presentations at Conferences**

Terry, N. P. (accepted). *Black Voices in Education Research Speaker Series*. Presentation to be given at the meeting of Institute of Education Sciences, Virtual. (National)

Cabell, S., & Terry, N. P. (presented 2021, December). *Harnessing the Science of Early Literacy to Support Teaching and Learning*. Presentation at Annual Meeting of Literacy Research Association, Literacy Research Association, Atlanta, GA. (National)

Terry, N. P., Johnson, L. C., Fumero, K., Summy, R., Gerido, L., Funari, C., Harris, M., Cabell, S., & Petscher, Y. (presented 2021, November). *The impact of the PLEASE READ summer reading program on student outcomes*. Presentation at American Speech-Language-Hearing Association Annual Convention, American Speech-Language-Hearing Association, Hybrid/Washington, D.C. (National)

Terry, N. P. (presented 2021, September). *Delivering on the promise of evidence-based reading instruction for all learners*. Presentation at International Literacy Day, Macquarie University Centre for Reading, Virtual. (International)

Terry, N. P. (presented 2021, September). *If we knew then what we know now: Lessons from established research-practice partnerships in early childhood education*. Presentation at Annual Meeting of the Society for Research on Educational Effectiveness, Society for

Research on Educational Effectiveness. (National)

Terry, N. P. (presented 2021, June). *Delivering on the Promise of Evidence-Based Reading Instruction for All Learners*. Presentation at IES Reading Summit, Institute of Reading Sciences, Virtual. (National)

Terry, N. P. (presented 2021, April). *FCRR - Advancing Reading Through Science*. Presentation at Dyslexia Knowledge Series, International Dyslexia Association - Georgia, Virtual. (State)

Terry, N. P. (presented 2021, April). *Resources to Support Early Learning and School Readiness*. Presentation at Integrating Promising Practices to Support Early Literacy and Successful Transitions PreK-K Regional Summits 2021, Office of Early Learning. (Regional)

Lindo, E., & Patton-Terry, N. S. (presented 2021, March). *CEC Division of Research Showcase: Evidence-based instructional approaches for linguistically diverse learners*. Presentation at Annual meeting of the Council for Exceptional Children, Council for Exceptional Children, Virtual. (National)

Osborne-Lampkin, L., Terry, N. P., Kosanovich, M., Newton, Y., & Doss, C. (presented 2021, March). *Supporting your child's reading at home: Resources parents use and need in the context of COVID-19*. Presentation at Annual Meeting of the Society for Research on Educational Effectiveness Conference, Society for Research on Educational Effectiveness, Virtual. (International)

Caton, K., Berryman, A. F., Terry, N. P., Bingham, G., & Fortner, C. K. (presented 2021). *A spatial examination of the pre-K to kindergarten transition*. Presentation at the meeting of Annual meeting of the American Education Research Association, Online. (National)

Patton-Terry, N. S., Hammond-Gerido, L., Norris, C., & Johnson, L. C. (presented 2021). *Building a framework for understanding vulnerability to reading difficulties among children in the U.S*. Presentation at Annual Meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Virtual. (International)

Johnson, L., Gaitlin-Nash, B., Lee-James, R., & Terry, N. P. (presented 2020, November). *I see me in what I read: Utilizing diverse books in literacy-based language therapy*. Presentation at Annual meeting of the American Speech Language Hearing Association, American Speech Language Hearing Association, Online. (National)

Gatlin-Nash, B., Johnson, L., Lee-James, R., & Terry, N. P. (presented 2020, November). *Nonmainstream dialect use in writing: Implications for assessment*. Poster presentation at Annual meeting of the American Speech Language Hearing Association, American Speech Language Hearing Association, Online. (National)

Norris, C. U., Gerido, L., Johnson, L., & Terry, N. P. (presented 2020, October). *Exploring the*

*association between reading achievement and violence in school-aged children.* Poster presentation at Annual meeting of the American Public Health Association, American Public Health Association, Online. (National)

Limia, V. D., Caton, K., Mason, A., Favors, S., Fortner, K., Bingham, G., & Terry, N. P. (presented 2019, November). *Confirmatory factor analysis of the Georgia Kindergarten Inventory of Developing Skills.* Poster presentation at Annual meeting of the American Evaluation Association, American Evaluation Association, Minneapolis, MN. (National)

Farquharson, K., Paulk, K., Kochis, E., Wood, K., & Terry, N. P. (presented 2019, November). *Development of the speech and spelling coding scheme (SSpeeCS).* Poster presentation at Annual meeting of the American Speech Language Hearing Association, American Speech Language Hearing Association, Orlando, FL. (National)

Terry, N. P. (presented 2019, July). *Hey NNERPPP!: Considering paradigm shifts, place-based work, and practitioner partners in RPPs.* Presentation at Annual Meeting of the National Network for Education Research Practice Partnerships, National Network for Education Research Practice Partnerships, Boston, MA. (National)

Terry, N. P., & Gatlin-Nash, B. (presented 2019, July). *Language instruction for poor readers who speak nonmainstream American English.* Poster presentation at Annual meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Toronto, Canada, Toronto, Canada. (International)

Farquharson, K., Terry, N. P., & Paulk, K. (presented 2019, June). *Examining the influence of speech production errors on spelling ability.* Poster presentation at Annual meeting of the International Child Phonology, International Child Phonology, Montreal, Quebec, Canada. (International)

Johnson, L. R., Lee-James, R., & Terry, N. P. (presented 2018, November). *The relation between DeltaDVAR inhibitory control, language, and reading in African American students.* Poster presentation at Annual meeting of the American Speech Language Hearing Association, American Speech Language Hearing Association, Philadelphia, PA. (National)

Mason, R. S., Gearing, N. V., Johnson, L. R., Bingham, G. E., & Terry, N. P. (presented 2018, November). *The use of language environment analysis system (LENA) in a noisy environment: feasibility study in family child care homes.* Poster presentation at Annual meeting of the American Speech Language Hearing Association, American Speech Language Hearing Association, Philadelphia, PA. (National)

Terry, N. P., & Webb, M. (presented 2018, July). *A latent profile analysis of language, reading, and dialect variation among low-income African American children.* Poster presentation at Annual meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Brighton, UK. (International)



- Mason, R. S., Haring, C., Venuto, N. G., Johnson, L. R., Bingham, G. E., & Terry, N. P. (presented 2018, July). *Does the relation between primary caregiver home literacy beliefs and practices and children's early academic skill rely on self-regulation?* Poster presentation at Annual meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Brighton, UK. (International)
- Terry, N. P. (presented 2018, July). *Engaging community organizations in research-practice partnerships*. Presentation at Annual Meeting of the National Network for Education Research Practice Partnerships, National Network for Education Research Practice Partnerships, Portland, OR. (National)
- Mason, R., Bingham, G., Venuto, N., & Terry, N. P. (presented 2017, September). *Look who is talking: Understanding the linguistic environments of family child care homes*. Presentation at Early Language Conference-Combining Approaches to Boost Early Talk, LENA Research Foundation, Beaver Creek, CO. (National)
- Kenner, B. B., Terry, N. P., Friehling, A., & Namy, L. (presented 2017, April). *Phonemic awareness development in 2.5-through 4.5-year-old children: Evidence of emergent, receptive knowledge and abilities*. Poster presentation at Annual meeting of the Society for Research in Child Development, Society for Research in Child Development, Austin, TX. (National)
- Gatlin, B., Johnson, L., & Terry, N. P. (presented 2016, November). *Analyzing nonmainstream American English use in oral and written language contexts among middle elementary students*. Poster presentation at Annual meeting of the American Speech Language Hearing Association, American Speech Language Hearing Association, Philadelphia, PA. (National)
- Johnson, L., James, R., Gatlin, B., & Terry, N. P. (presented 2016, November). *Executive functioning skills and its relation to oral and written narrative skills in African American children*. Poster presentation at Annual meeting of the American Speech Language Hearing Association, American Speech Language Hearing Association, Philadelphia, PA. (National)
- Terry, N. P., Webb, M., Branum-Martin, L., & Washington, J. (presented 2016, July). *The structure of language dialect, and reading among low-income school-aged African American children*. Poster presentation at Annual meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Porto, Portugal. (International)
- Webb, M., Terry, N. P., & Mitri, S. M. (presented 2015, July). *A latent profile analysis of early literacy skills prekindergarten children who speak nonmainstream American English*. Poster presentation at Annual meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, The Big Island, Hawaii. (International)

- Terry, N. P., Washington, J., Rhodes, K., & Webb, M. (presented 2015, July). *Revisiting the "4th grade slump: among low-income African American children in urban schools.* Presentation at Annual meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, The Big Island, Hawaii. (International)
- Floyd, T., Towson, J., Terry, N. P., & Bingham, G. (presented 2015, April). *Classroom Assessment Scoring System in Diverse Settings: Confirmatory Factor Analysis.* Presentation at Annual meeting of the National Council on Measurement in Education, National Council on Measurement in Education, Chicago, IL. (National)
- Floyd, T., Towson, J., Bingham, G., & Terry, N. P. (presented 2015, April). *Preschool teachers' language practices: Effects on student language and pre-literacy skills.* Poster presentation at Annual meeting of the American Education Research Association, American Education Research Association, Chicago, IL. (National)
- Rhodes, K., Floyd, T., Terry, N. P., & Washington, J. A. (presented 2014, November). *Factor validity of the Diagnostic Evaluation of Language Variation Screening Test (DELV-S).* Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech Language Hearing Association, Orlando, FL. (National)
- Towson, J., Floyd, T., Bingham, G., & Terry, N. P. (presented 2014, November). *Providing high-quality language modeling: Instructional support construct of the classroom assessment scoring system.* Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech Language Hearing Association, Orlando, FL. (National)
- Webb, M., Terry, N. P., Lederberg, A., & Bingham, G. (presented 2014, July). *Assessing measurement invariance of the TOPEL-Phonological Awareness across DHH children with functional hearing and hearing minority children.* Presentation at Annual Meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Santa Fe, New Mexico. (National)
- Terry, N. P. (presented 2014, June). *Addressing spoken dialect variation in early reading intervention.* Presentation at The Dyslexia Foundation Biannual Meeting, The Dyslexia Foundation, Faial, Azores. (International)
- Terry, N. P., Washington, J. A., Brown, M., & Stuckey, A. (presented 2013, November). *Contrasting theory-based approaches to language instruction for poor readers who speak nonmainstream American English.* Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Chicago, IL. (National)
- Rodriguez, M., Gold, K., Krasselt, M., Brown, M., Washington, J. A., & Terry, N. P. (presented 2013, November). *Finding common ground: Phonological characteristics of AAE &*

*Latino English speakers*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Chicago, IL. (National)

Marencin, N., Floyd, T., & Terry, N. P. (presented 2013, November). *Measurement differences in performance of nonmainstream American English-Speaking preschoolers on the CELF-P2*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Chicago, IL. (National)

Towson, J., Floyd, T., Stuckey, A., Bingham, G., & Terry, N. P. (presented 2013, November). *Teacher fidelity of the Read Right From the Start program: Implications on language & literacy*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Chicago, IL. (National)

Terry, N. P., Brown, M., Stuckey, A., & Washington, J. A. (presented 2013, November). *The construct of "Spoken NMAE Use": Are we measuring what we think we are?* Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Chicago, IL. (National)

Floyd, T., Bingham, G., & Terry, N. P. (presented 2013, October). *Early childhood teachers; literacy and language knowledge, self-efficacy beliefs, and classroom practices*. Presentation at Annual Meeting of the Consortium for Educational Assessment and Teaching Effectiveness, Consortium for Educational Assessment and Teaching Effectiveness, Atlanta, GA. (National)

Albritton, K., Stuckey, A., & Terry, N. P. (presented 2013, October). *Examining a Response to Intervention (RtI) assessment framework among preschool-aged children*. Poster presentation at Annual Meeting of the Consortium for Educational Assessment and Teaching Effectiveness, Consortium for Educational Assessment and Teaching Effectiveness, Atlanta, GA. (National)

Floyd, T., Towson, J., Bingham, G., & Terry, N. P. (presented 2013, October). *Teachers' language practices: Examining the association across measures and the effect on student literacy*. Presentation at Annual Meeting of the Georgia Educational Research Association, Georgia Educational Research Association, Savannah, GA. (State)

Washington, J. A., Terry, N. P., & Seidenberg, M. (presented 2013, September). *The Georgia Learning Disabilities Research Innovation Hub*. Presentation at Annual Meeting of the Society for Research on Educational Effectiveness, Society for Research on Educational Effectiveness, Washington, D.C. (National)

Bakhtiari, D., Terry, N. P., & Mason, R. S. (presented 2013, February). *A preliminary investigation of semantic knowledge of young African American English speakers*. Poster presentation at Annual Meeting of the Eastern Educational Research Association, Eastern

Educational Research Association, Tampa, FL. (Regional)

Terry, N. P., Mills, M. T., Bingham, G., Mansour, S., & Marencin, N. (presented 2012, November). *A comprehensive evaluation of narrative skills among African American pre-kindergarteners*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Atlanta, GA. (National)

Pendergast, M., Bingham, G., & Terry, N. P. (presented 2012, November). *Associations between emergent literacy skills & invented spelling among DLLs*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Atlanta, GA. (National)

Bingham, G., Pendergast, M., & Terry, N. P. (presented 2012, November). *Examining the relation among the home literacy environments of pre-kindergarten Spanish Dual Language Learners and their development of Spanish and English language and literacy skills*. Poster presentation at Annual Meeting of the National Association for the Education of Young Children, National Association for the Education of Young Children, Atlanta, GA. (National)

Marencin, N., & Terry, N. P. (presented 2012, November). *Performance of Non-Mainstream American English-speaking pre-kindergarteners on the CELF-P2s*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Atlanta, GA. (National)

Mansour, S., & Terry, N. P. (presented 2012, November). *Phonological awareness & reading among young African American English speakers*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Atlanta, GA. (National)

Mansour, S., & Terry, N. P. (presented 2012, July). *Phonological awareness skills of young African American English speakers*. Poster presentation at Annual Meeting of the Society for the Scientific Study of Reading, The Society for the Scientific Study of Reading, Montreal, Canada. (International)

Terry, N. P., Connor, C. M., Bingham, G., & Pendergast, M. (presented 2012, July). *Relations between change in Nonmainstream American English use, early language and literacy achievement, and classroom language environment in pre-kindergarten*. Poster presentation at Annual Meeting of the Society for the Scientific Study of Reading, The Society for the Scientific Study of Reading, Montreal, Canada. (International)

Gorman, B., Terry, N. P., Bingham, G., & Fiestas, C. (presented 2011, November). *Preschoolers need their siesta: A Spanish adaptation of the Narrative Assessment Protocol*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, San Diego, CA. (National)

- Bingham, G., Terry, N. P., Dever, B., Green, K., Albritton, K., & Pendergast, M. (presented 2011, July). *Examining an early literacy professional development intervention: effects on prekindergarten teachers and children*. Poster presentation at Annual Meeting of the Society for the Scientific Study of Reading, The Society for the Scientific Study of Reading, St. Pete Beach, FL. (International)
- Pendergast, M., Bingham, G., Terry, N. P., & Green, K. (presented 2011, July). *Measuring growth of dual language learners' oral growth in English and in Spanish*. Poster presentation at Annual Meeting of the Society for the Scientific Study of Reading, The Society for the Scientific Study of Reading, St. Pete Beach, FL. (International)
- Terry, N. P. (presented 2011, March). *A developmental perspective on the relation between NMAE dialect use & early literacy skills*. Poster presentation at Annual Meeting of the Society for Research in Child Development, The Society for Research in Child Development, Montreal, Canada. (International)
- Bingham, G., Terry, N. P., & Hart, R. (presented 2011, March). *Examining the long term effects of an Early Reading First literacy intervention into 1st grade*. Poster presentation at Annual Meeting of the Society for Research in Child Development, The Society for Research in Child Development, Montreal, Canada. (International)
- Terry, N. P. (presented 2010, November). *Lexical semantic representations of young nonmainstream American English speakers*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Philadelphia, PA. (National)
- Terry, N. P. (presented 2010, November). *Phonological representations of young nonmainstream American English speakers*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, Philadelphia, PA. (National)
- Terry, N. P. (presented 2009, November). *Metalinguistic awareness and reading skills in nonmainstream American English speakers*. Poster presentation at Annual Meeting of the American Speech Language Hearing Association, American Speech-Language-Hearing Association, New Orleans, LA. (National)
- Smith, N., & Terry, N. P. (presented 2008, November). *Phonological representations of beginning readers who speak African American English*. Poster presentation at Psychology Undergraduate Research Conference, Georgia State University, Atlanta, GA. (Local)
- Crawley, C., & Terry, N. P. (presented 2008, November). *Phonological representations of good and poor readers who speak African American English*. Poster presentation at Psychology Undergraduate Research Conference, Georgia State University, Atlanta, GA.

(Local)

Connor, C. M., & Terry, N. P. (presented 2008, February). *Child-by-environment interactions: Cultural/linguistic and instructional variation and student achievement*. Poster presentation at Annual Meeting of the Pacific Coast Research Conference, The Pacific Coast Research Conference, Coronado, California. (Regional)

Scarborough, H. S., & Terry, N. P. (presented 2006, July). *Precision and development of phonological representations of dialect differences*. Poster presentation at Annual Meeting of the Society for the Scientific Study of Reading, The Society for the Scientific Study of Reading, Vancouver, Canada. (International)

Terry, N. P. (presented 2005, June). *Early linguistic awareness and spelling skills among African American English and Standard American English speakers*. Poster presentation at Annual Meeting of the Society for the Scientific Study of Reading, The Society for the Scientific Study of Reading, Toronto, Canada. (International)

### **Invited Presentations at Symposia**

Terry, N. P., & Hogan, T. (presented 2020, July). Contextualizing the science of reading I and II - considering implementation to address reading in vulnerable student populations. In Nicole Patton Terry (Chair), *Annual meeting of the Society for the Scientific Study of Reading*. Presentation at the meeting of Society for the Scientific Study of Reading, Toronto, Canada, Online. (International)

Terry, N. P., Bingham, G., Fortner, K., Ahearn, S., Veal, D., Berryman, A. F., Limia, V. D., & Caton, K. (presented 2020, April). Atlanta 323: Initial findings from a research-practice partnership focused on school readiness & achievement. In *Annual meeting of the American Education Research Association*. Presentation at the meeting of American Education Research Association, San Francisco, CA. (National)

Terry, N. P. (presented 2019, November). Addressing reading difficulty: Advancing research and practice for vulnerable children. In *Annual meeting of the American Speech Language Hearing Association*. Presentation at the meeting of American Speech Language Hearing Association, Los Angeles, CA. (National)

Terry, N. P., & Morris, P. (presented 2018, April). Research-practice partnerships for quality improvement in early education: Best practices and creative solutions. In *Annual meeting of the American Educational Research Association*. Presentation at the meeting of American Educational Research Association, New York, NY. (National)

Terry, N. P. (presented 2018, February). Dyslexia and literacy: Differences within differences for African American children. In *Annual conference of The Dyslexia Foundation*. Presentation at the meeting of The Dyslexia Foundation, Los Angeles, CA. (National)

- Orizaba, L., Gornan, B., Bingham, G., & Terry, N. P. (presented 2017, November). A comparison between two narrative assessment measures for Spanish-speaking preschoolers. In *Annual meeting of the American Speech Language Hearing Association*. Poster presentation at the meeting of American Speech Language Hearing Association, Los Angeles, CA. (National)
- Terry, N. P. (presented 2017, November). Cross-sector partnerships for preschool through 3rd grade (P3) in metro Atlanta. In N. P. Terry (Chair), *Annual meeting of the National Association for the Education of Young Children*. Presentation at the meeting of National Association for the Education of Young Children, Atlanta, GA. (National)
- Terry, N. P. (presented 2016, July). Making it stick: Addressing the needs of struggling readers in diverse student populations. In *Annual Wilson Conference for Wilson Certified Teachers*. Presentation at the meeting of Wilson Conference for Wilson Certified Teachers, Boston, MA. (National)
- Gorman, B. K., Fiestas, C., Bingham, G., & Terry, N. P. (presented 2016, June). Performance differences in Spanish-speaking preschoolers' language skills on a narrative assessment protocol. In *Annual meeting of the Symposium on Child Language Disorders*. Poster presentation at the meeting of Symposium on Child Language Disorders, Madison, WI. (National)
- Terry, N. P., & Smith, D. (presented 2016, April). Two generation approaches to early education and workforce development at Educare Atlanta. In *Annual Conference of the Educare Learning Network*. Presentation at the meeting of Educare Learning Network, Atlanta, GA. (State)
- Terry, N. P. (presented 2015, October). Dyslexia and literacy in high-risk and diverse populations: Issues in literacy among low socio-economic status populations. In *The Annual Conference of the Dyslexia Foundation*. Presentation at the meeting of The Dyslexia Foundation, Cambridge, MA. (International)
- Towson, J., Marencin, N, Floyd, T., Washington, J. A., & Patton-Terry, N. S. (presented 2014, June). Evaluating the predictive validity of the DELV-ST: An examination with preschoolers who varied in their language use and dialect. In *Annual Meeting of the Symposium on Child Language Disorders*. Poster presentation at the meeting of Symposium on Child Language Disorders, Madison, WI. (National)
- FitzPatrick, E., Terry, N. P., Washington, J. A., & McKeown, D. (presented 2014, June). How African American English dialect use, language disorder risk status, and grade level impact written fluency in African American students in urban settings. In *Annual Meeting of the Symposium on Child Language Disorders*. Poster presentation at the meeting of Symposium on Child Language Disorders, Madison, WI. (National)

Payne, C., Bingham, G., & Terry, N. P. (presented 2014, June). The relationship between peer-play interactions and early language and literacy development. In *Annual Meeting of the Symposium on Child Language Disorders*. Poster presentation at the meeting of Symposium on Child Language Disorders, Madison, WI. (National)

Terry, N. P., Washington, J. A., & Seidenberg, M. (presented 2013, July). Investigating language variation and difficulties among high-risk populations. In Nicole Patton Terry (Chair), *Annual Meeting of the Society for the Scientific Study of Reading*. Presentation at the meeting of Society for the Scientific Study of Reading, Hong Kong, China. (International)

Bakhtiari, D., & Terry, N. P. (presented 2013, June). A preliminary investigation of phonological and semantic knowledge of young African American English speakers. In *Annual Meeting of the Symposium on Child Language Disorders*. Poster presentation at the meeting of Symposium on Child Language Disorders, Madison, WI. (National)

Mansour, S., & Terry, N. P. (presented 2013, June). Nonmainstream American English dialect and emergent literacy skills: A path analysis. In *Annual Meeting of the Symposium on Child Language Disorders*. Poster presentation at the meeting of Symposium on Child Language Disorders, Madison, WI. (National)

Marencin, N., & Terry, N. P. (presented 2013, June). The performance of non-mainstream American English speaking preschoolers on the CELF-P2. In *Annual Meeting of the Symposium on Child Language Disorders*. Poster presentation at the meeting of Symposium on Child Language Disorders, Madison, WI. (National)

Terry, N. P. (presented 2012, October). Data-based decision making. In *Read Across Georgia Conference*. Presentation at the meeting of Read Across Georgia, Stone Mountain, GA. (State)

Terry, N. P. (presented 2012, September). Research Symposium. In Nicole Patton Terry (Chair), *Annual Meeting of the Georgia Association for Young Children*. Presentation at the meeting of Georgia Association for Young Children, Duluth, GA. (State)

Terry, N. P., Mills, M. T., & Washington, J. A. (presented 2011, November). Addressing dialect differences in research and practice: An update. In Nicole Patton Terry (Chair), *Annual Meeting of the American Speech Language Hearing Association*. Presentation at the meeting of American Speech-Language-Hearing Association, San Diego, CA. (National)

Terry, N. P. (presented 2011, September). Research symposium. In Nicole Patton Terry (Chair), *Annual Meeting of the Georgia Association for Young Children*. Presentation at the meeting of Georgia Association for Young Children, Duluth, GA. (State)

Blank, S., Yates, C., & Terry, N. P. (presented 2011, August). Solving Georgia's Reading Problem. In *Annual Meeting of the Georgia Forward Forum*. Presentation at the meeting



of Georgia Forward Forum, Callaway Gardens, GA. (State)

Terry, N. P. (presented 2011, July). Lexical quality among young children who speak non-mainstream American English. In *Annual Meeting of the Society for the Scientific Study of Reading*. Presentation at the meeting of Society for the Scientific Study of Reading. (National)

Connor, C. M., & Terry, N. P. (presented 2011, July). Non-mainstream dialect use in second grade. In *Annual Meeting of the Society for the Scientific Study of Reading*. Presentation at the meeting of Society for the Scientific Study of Reading, St. Pete Beach, FL. (National)

Terry, N. P. (presented 2011, March). Perspectives on developing, implementing, and evaluating evidence-based literacy practices in pre-K and middle school. In Nicole Patton Terry (Chair), *Annual Meeting of the Society for Research in Child Development*. Presentation at the meeting of Society for Research in Child Development, Montreal, Canada. (International)

Terry, N. P. (presented 2010, October). Research symposium. In Nicole Patton Terry (Chair), *Annual Meeting of the Georgia Association for Young Children*. Presentation at the meeting of Georgia Association for Young Children, Duluth, GA. (State)

Terry, N. P., Bingham, G., & Hart, R. (presented 2010, September). Read Right from the Start GA Pre-K Professional Development Program: Examining student, teacher and classrooms outcomes from Year 1. In Nicole Patton Terry (Chair), *Presented to the Rollins Center for Language & Learning at the Atlanta Speech School*. Presentation at the meeting of Rollins Center for Language & Learning, Atlanta, GA. (State)

Terry, N. P., & St Cyr, J. (presented 2009, June). Realizing the DREAM Project. In *Presented to United Way Metro Atlanta-Smart Start*. Presentation at the meeting of United Way Metro Atlanta-Smart Start, Atlanta, GA. (Local)

Terry, N. P., Mitchell, K., & St Cyr, J. (presented 2009, May). Examining the Success of Early Reading First Forum. In Nicole Patton Terry (Chair), *Presented to United Way Metro Atlanta-Smart Start*. Presentation at the meeting of United Way Metro Atlanta-Smart Start, Atlanta, GA. (Local)

Terry, N. P. (presented 2009, February). The E-SERF Project: Examining the Success of Early Reading First - Year 1 Outcomes. In *Presented to Quality Assist on behalf of the United Way Metro Atlanta-Smart Start*. Presentation at the meeting of United Way Metro Atlanta-Smart Start, Atlanta, GA. (Local)

Terry, N. P. (presented 2009, February). The E-SERF Project: Examining the Success of Early Reading First - Year 1 Outcomes. In Nicole Patton Terry (Chair), *Presented to the United Way Metro Atlanta-Smart Start*. Presentation at the meeting of United Way Metro

Atlanta-Smart Start, Atlanta, GA. (Local)

Scarborough, H. S., & Terry, N. P. (presented 2008, July). Predictions about prediction: Mixed support for the phonological deficit hypothesis. In *Annual Meeting of the Society for the Scientific Study of Reading*. Presentation at the meeting of Society for the Scientific Study of Reading, Asheville, NC. (National)

Terry, N. P. (presented 2008, January). Early literacy screening in recognition and response models: The Get Ready to Read! initiative. In *Tremaine Capitol Hill Briefing: RTI Goes to Pre-K: A Comprehensive System for Early Intervention to Promote School Readiness*. Presentation at the meeting of National Center for Learning Disabilities, Washington, D.C. (National)

Scarborough, H. S., Terry, N. P., & Griffin, D. M. (presented 2007, November). Addressing dialect differences: Advances in policy, research, and practice. In *Annual Meeting of the American Speech Language Hearing Association*. Presentation at the meeting of American Speech-Language-Hearing Association, Boston, MA. (National)

Terry, N. P., & Godley, C. G. (presented 2007, September). Research and Policy Symposium on the Get Ready to Read! Initiative. In Nicole Patton Terry (Chair), *Southeast Regional Center for Get Ready to Read!* Presentation at the meeting of United Way Metro Atlanta-Smart Start, Atlanta, GA. (Regional)

Terry, N. P., & Scarborough, H. S. (presented 2007, March). Phonological representations of words by children who speak African American English: Relationship to early reading skills. In *Annual Meeting of the Society for Research in Child Development*. Presentation at the meeting of Society for Research in Child Development, Boston, MA. (National)

### **Refereed Presentations at Conferences**

Johnson, L. C., King-St, Remy, S., Burnett, T., Gbedey, D., & Terry, N. P. (presented 2022, November). *Exploring the change in caregivers' language interactions during a summer shared book reading program*. Presentation at Annual meeting of the American Speech-Language-Hearing Association, American Speech-Language-Hearing Association, New Orleans, LA. (National)

Doss, C., Harris, M., Summy, R., Johnson, L., Lampkin, L. O., Little, C., & Terry, N. P. (presented 2022, July). *Examining change in teachers' knowledge of instructional practices to teach foundational reading skills after participating in a professional learning community*. Presentation at Annual Meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Orange County, CA. (National)

Doss, C., Harris, M., Summy, R., Johnson, L., Lampkin, L. O., Little, C., & Terry, N. P.

(presented 2022, July). *Examining change in teachers' knowledge of instructional practices to teach foundational reading skills after participating in a professional learning community*. Presentation at Annual Meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Orange County, CA. (National)

Harris, M., Doss, C., Summy, R., Lampkin, L. O., Little, C., & Terry, N.P. (presented 2022, July). *Exploring the relations between drivers of teachers' implementation of evidence-based reading practices*. Poster presentation at Annual Meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading. (National)

### **Invited Workshops**

Terry, N. P. (accepted). *NICHD Child Development and Behavior Branch Workshop on Media Exposure and Early Child Development*. Workshop to be delivered at NICHD Child Development and Behavior Branch. (National)

Terry, N. P. (accepted). *White House Office of Science and Technology Policy Workshop on Neuroscience and Learning*. Workshop to be delivered at White House Office of Science and Technology. (National)

Cabell, S. Q., Neuman, S. B., & Terry, N. P. (2022, July). *Building a science of early literacy instruction*. Workshop delivered at Annual Meeting of the Society for the Scientific Study of Reading, Orange County, CA. (National)

Terry, N. P., Harris, M., Doss, C., Osbourne-Lampkin, L., & Johnson, L. (2021, September). *Lessons learned from implementing the professional learning community for using the IES Practice Guide Foundational Skills to Support Reading for Understanding in K-3*. Workshop delivered at Regional Education Lab - Southeast. (Regional)

Hererra, S., & Terry, N. P. (2021, March). *Establishing a research agenda for Leon County Schools to support COVID-19 responses*. Workshop delivered at Regional Education Lab - Southeast. (Local)

Terry, N. P. (2020, January). *Delivering on the Evidence Act: How agencies can engage stakeholders in the learning agenda process*. Workshop delivered at The Urban Education Institute. (National)

### **Invited Lectures and Readings of Original Work**

Osborne-Lampkin, L., Terry, N. P., Kosanovich, M., Newton, Y., & Doss, C. (2021, April). *Supporting your child's reading at home: Resources parents use and need in the context of COVID-19*. Delivered at Improving Literacy Alliance, Regional Educational

Laboratory - Southeast. (Regional)

- Terry, N. P. (2020, December). *Addressing early learning and reading in Tallahassee*. Delivered at Leadership Tallahassee, Tallahassee, FL - online. (Local). (Cancelled due to COVID-19)
- Terry, N. P. (2020, September). *Contextualizing the science of reading: Leveraging partnerships to address reading and school success*. Delivered at International Literacy Association, Online. (International). (Cancelled due to COVID-19)
- Terry, N. P. (2020, September). *Navigating the last mile of the science of reading. Making Sense of the Science of Reading*. Delivered at International Literacy Association. (International)
- Terry, N. P. (2020, July). *It takes more than a whole village: Examining essential RPP structural elements*. Delivered at National Network for Education Research Practice Partnerships. (National). (Cancelled due to COVID-19)
- Patton-Terry, N. S. (2020, April). *Coaching to intensify instruction-Important considerations for LEAs and SEAs*. Delivered at Regional Educations Lab - Southeast, Online. (Regional). (Cancelled due to COVID-19)
- Terry, N. P. (2020, January). *Contextualizing the science of reading: vulnerability as a framework to understand and address reading disability & difficulty*. Delivered at Literacy and Learning Annual Literacy Institute, New Orleans, LA. (International)
- Terry, N. P. (2020, January). *Reading disabilities & dyslexia in vulnerable student populations important considerations for African American students*. Delivered at Literacy and Learning Annual Literacy Institute, New Orleans, LA. (International)
- Terry, N. P., & Johnson, L. (2019, October). *Addressing early learning and reading in Tallahassee*. Delivered at Leadership Tallahassee, Tallahassee, FL. (Local)
- Terry, N. P. (2019, October). *My perspective on Purpose Built Communities: Creating neighborhoods where everyone can thrive*. Delivered at Opportunity Tallahassee, Tallahassee, FL. (Local)
- Terry, N. P. (2019, May). *Preschool to 3rd grade early learning systems: Challenges and opportunities*. Delivered at Atlanta Early Learning Coalition, Atlanta, GA. (Local)
- Terry, N. P. (2019, March). *My perspective on Purpose Built Communities: Creating neighborhoods where everyone can thrive*. Delivered at Tallahassee Chamber of Commerce, Tallahassee, FL. (Local)
- Washington, J. A., & Terry, N. P. (2015, August). *Learning Disabilities Research Innovation Hub: Basis of Reading and Reading Difficulties in African American Children*. Delivered

- at National Institutes of Child Health and Development, Washington, DC. (National)
- Terry, N. P. (2015, February). *Panelist for the annual Montauge Lecture at The Atlanta Speech School*. Delivered at The Atlanta Speech School, Atlanta, GA. (Local)
- Terry, N. P. (2013, December). *The Urban Child Study Center*. Delivered at Rollins Center for Language and Literacy at the Atlanta Speech School. (State)
- Washington, J. A., & Terry, N. P. (2013, March). *Learning Disabilities Research Innovation Hub: Basis of Reading and Reading Difficulties in African American Children*. Delivered at Center for Research on Atypical Development and Learning, Georgia State University. Atlanta, GA. (National)
- Albritton, K., & Terry, N. P. (2012, September). *Early Language and Literacy Assessment for Instruction: Promoting School Readiness & Achievement, Part 4*. Delivered at Annual meeting of the Georgia Association for Young Children, Duluth, GA. (State)
- Harrison, S., & Terry, N. P. (2012, September). *Early Literacy Development & Instruction: Promoting School Readiness & Achievement Part 3*. Delivered at Annual meeting of the Georgia Association for Young Children, Duluth, GA. (State)
- Day, K., & Terry, N. P. (2012, September). *Early Oral Language Instruction: Promoting School Readiness & Achievement Part 2*. Delivered at Annual meeting of the Georgia Association for Young Children, Duluth, GA. (State)
- Washington, J. A., Jackson, T., & Terry, N. P. (2012, September). *Oral Language Development: Promoting School Readiness & Achievement, Part 1*. Delivered at Annual meeting of the Georgia Association for Young Children, Duluth, GA. (State)
- Terry, N. P., Bingham, G., Hart, R., & Mitchell, K. (2010, May). *Promoting young children's language and literacy growth*. Delivered at Cobb County Early Learning Advisory Council, Marietta, GA. (Local)
- Mills, M., Moss, S., Terry, N. P., & Washington, J. A. (2010, April). *Filling your academic-research career shopping bag*. Delivered at National Black Association for Speech-Language and Hearing, Tampa, FL. (National)
- Terry, N. P. (2010). *Transitioning from Pre-K to Kindergarten*. Delivered at Child Development Program at Georgia State University. (Local)
- Terry, N. P. (2008, February). *Preparing an R03 submission on the relation between nonstandard dialect use and early literacy skills*. Delivered at Center for Research on Atypical Development and Learning, Georgia State University. Atlanta, GA. (National)
- Terry, N. P., & Godley, C. G. (2007). *Get Ready to Read!: Early identification, early interention,*

*and effective support and services*. Delivered at Presented to: Georgia Department of Education, the DeKalb County Early Learning Commission, and local United Way divisions. (Regional)

Scarborough, H. S., Terry, N. P., Katz, L., & Naples, A. (2006, March). *Loci of difficulty for learning-disabled learners*. Delivered at Reading Seminar Series, Haskins Laboratories, Yale University. (National)

## **Digital Projects**

### **Invited Digital Projects**

Terry, N. P. (Interviewee). (2020, January). *Bidialectalism, school research partnerships, and poverty* [Podcast Interview]. SeeHearSpeak Podcast. Retrieved from <https://anchor.fm/tiffany-hogan/episodes/Episode-24---Bidialectalism--school---research-partnerships--and-poverty-with-Nicole-Patton-Terry-e9jrrh/a-a581v0>

Kelling, K. (Featured guest). (2019, October). *Voices that inspire* [Radio Show]. WFSU Public Broadcasting Station.

Terry, N. P. (Interviewee). (2016, March). *Atlanta school tackles elementary reading in preschool* [National Public Radio Interview]. WABE and American Graduate's Advancing Atlanta: Education Series. Retrieved from <http://news.wabe.org/post/atlanta-school-tackles-elementary-reading-preschool>

## **Contracts and Grants**

### **Contracts and Grants Funded**

Patton-Terry, N. S. (2022–2027). *Regional Educational Laboratory—Southeast*. Funded by Institute of Education Sciences. (91990022C0014). Total award \$27,000,060.

Patton-Terry, N. S., & Gayle, M. (2022–2025). *University Research Partnerships to Reduce Educational Disparity in College Towns: Building a Model in Tallahassee, FL*. Funded by William T. Grant Foundation, the Doris Duke Charitable Foundation, and the Spencer Foundation. Total award \$1,128,000.

Compton, D. L., Rueckl, J. G., Steacy, L. M., Petscher, Y., Patton-Terry, N. S., & Duran, L. (2022–2026). *Learning Disabilities Research Innovation Hub: Determinants of phenotypes within the word reading (dis)ability population: The impact of diverse language experiences and child attributes on emerging reading skills*. Funded by National Institute of Child Health and Human Development. (P20HD091013). Total award \$2,144,000.

- Patton-Terry, N. S., & Johnson, L. (2021–2021). *Summer learning programs*. Funded by Walmart Foundation. Total award \$25,000.
- Patton-Terry, N. S., & Johnson, L. C. (2021–2021). *Strauss Literacy Initiative Partnership*. Funded by Strauss Fund for Children's Literacy. Total award \$41,000.
- Steady, L., Patton-Terry, N. S., Compton, D., & Cabell, S. (2021–2026). *R2D2.1: Preparing the Next Generation of Reading Disabilities and Dyslexia Researchers*. Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. (H325D210062). Total award \$1,229,883.
- Patton-Terry, N. S. (2021–2023). *Florida Center for Reading Research and Florida Department of Education Partnership*. Funded by Florida Department of Education. Total award \$13,541,363.
- Patton-Terry, N. S. (2021–2025). *Florida Center for Reading Research and Florida Department of Education Partnership: Florida's Comprehensive Literacy State Development Program*. Funded by Florida Department of Education. Total award \$708,000.
- Patton-Terry, N. S., & Hart, S. (2020–2025). *Florida Interdisciplinary Research Fellows in Education Sciences (FIREFLIES)*. Funded by Institute of Education Sciences Research Training Program in the Education Sciences. (R305B200020). Total award \$4,449,927.
- Patton-Terry, N. S., Johnson, L., Cabell, S., Petscher, Y., & Compton, D. (2020–2020). *PLEASE READ: Preventing Learning Loss at Home - Summer Reading and Literacy Activities in the Context of the COVID 19 Pandemic*. Funded by Walmart Foundation. Total award \$40,000.
- Patton-Terry, N. S., Johnson, L., Cabell, S., Petscher, Y., & Compton, D. (2020–2020). *PLEASE READ: Preventing Learning Loss at Home - Summer Reading and Literacy Activities in the Context of the COVID 19 Pandemic*. Funded by Florida Grade Level Reading Campaign. Total award \$12,000.
- Patton-Terry, N. S., Compton, D., Cabell, S., & Steady, L. (Nov 2019–Oct 2024). *R2D2.0: Preparing the Next Generation of Reading Disabilities and Dyslexia Researchers*. Funded by U.S. Department of Education. (H325D190037). Total award \$1,162,303.
- Noel, L., & Patton-Terry, N. (May 2019–Aug 2019). *Mental, emotional, and behavioral (meb) prevention programs with school-aged trauma effected children*. Funded by . FSU Council on Research and Creativity Committee on Faculty Research Support (COFRS) Program. Total award \$14,000.
- Webb, M., & Patton-Terry, N. (2019–2021). *What does the CELF-P2 measure?: Delve into item*

*performance differences of low-income African-American children who speak non-mainstream American English.* Funded by National Institutes of Health. (1 R03 HD093954-01A1). Total award \$77,000.

Farquharson, K., & Patton-Terry, N. (2018–2019). *SSpeaCS – Spelling and Speech Coding Scheme.* Funded by FSU College of Communication and Information Research Award Program. Total award \$5,000.

Bingham, G., & Patton-Terry, N. (2018–2020). *GradNation: Project Graduate 2.0.* Funded by Multi-Agency Alliance for Children and Georgia Division of Family and Children Services. Total award \$92,872.

Bingham, G. E., & Patton-Terry, N. S. (2017–2018). *Georgia's Quality Rated Validation Project (GA-QRIS).* Funded by Georgia Department of Early Care and Learning and Child Trends. Total award \$325,220.

Patton-Terry, N. S., & Clay, J. (2017–2020). *Partnerships for School Readiness & Achievement from Age 3 to Grade 3 (Atlanta 323).* Funded by Institute of Education Sciences. Total award \$400,000.

Patton-Terry, N. S., & Clay, J. (2017–2020). *Research-Practice Partnerships Program: Partnership for School Readiness & Achievement from Age 3 to Grade 3 (Atlanta 323).* Funded by Spencer Foundation. Total award \$400,000.

Fortner, C. K., & Patton-Terry, N. (2017–2018). *City Schools of Decatur Research and Evaluation Partnership.* Funded by City Schools of Decatur. Total award \$83,857.

Foorman, B. (2017–2022). *Regional Educational Laboratory - Southeast.* Funded by Institute of Education Sciences. (ED-IES-17-C-0011). Total award \$27,820,000.

Patton-Terry, N. S., & Bingham, G. E. (2016–2018). *Grow Up Great Atlanta.* Funded by PNC Bank. Total award \$66,024.

Patton-Terry, N. S. (2016–2017). *K-3 Technical Assistance Project.* Funded by The Atlanta Speech School. Total award \$141,205.

Bingham, G. E., & Patton-Terry, N. S. (2016–2017). *Georgia's Quality Rated Validation Project (GA-QRIS).* Funded by Georgia Department of Early Care and Learning and Child Trends. Total award \$479,257.

Patton-Terry, N. (2016–2020). *Health Policy Scholars Program.* Funded by Robert Wood Johnson Foundation. Total award \$120,000.

Bingham, G. E., Patton-Terry, N. S., & Kwon, K. (2015–2016). *Georgia's Quality Rated Validation Project (GA-QRIS).* Funded by Georgia Department of Early Care and



Learning and Child Trends. Total award \$259,134.

Patton-Terry, N. S., & Bingham, G. E. (2015–2018). *Educare Follow Up Study*. Funded by Buffet Early Childhood Education Fund. Total award \$132,000.

Bingham, G. E., & Patton-Terry, N. S. (2015–2017). *East Lake YMCA & Drew Charter School Technical Assistance Project*. Funded by The Atlanta Speech School. Total award \$50,768.

Bingham, G. E., Patton-Terry, N. S., & Washington, J. A. (2014–2015). *East Lake/Drew Data Collection Project*. Funded by The Atlanta Speech School. Total award \$18,500.

Patton-Terry, N. S., & McKeown, D. (2014–2015). *Atlanta Promise Neighborhood—Partnership to Support Schools*. Funded by The United Way of Greater Atlanta, Smart Start. Total award \$30,679.

Bingham, G. E., Patton-Terry, N. S., & Washington, J. A. (2014–2016). *Read Right E-Learning Evaluation Study*. Funded by The Atlanta Speech School. Total award \$140,199.

Patton-Terry, N. S., & Bingham, G. E. (2014–2018). *The Kindergarten Plus Project*. Funded by The Annie E. Casey Foundation. Total award \$325,034.

Patton-Terry, N. S., & Bingham, G. E. (2013–2017). *Sheltering Arms Early Education and Family Centers—Read Right from the Start Project*. Funded by . The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation. Total award \$439,934.

Patton-Terry, N. S., & Bingham, G. E. (2013–2020). *Educare Atlanta Local Evaluation Partner*. Funded by Sheltering Arms Early Education and Family Centers and Annie E. Casey Foundation. Total award \$1,207,688.

Patton-Terry, N. S., & Bingham, G. E. (2013–2014). *Examining the Read Right from the Start GA PreK Professional Development Program—Coaching Model Evaluation*. Funded by The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation. Total award \$72,394.

Washington, J. A., Patton-Terry, N. S., & Seidenberg, M. (2012–2016). *Learning Disabilities Research Innovation Hub: Basis of Reading Deficits in African American Children*. Funded by National Institute of Child Health and Human Development. Total award \$2,600,000.

Rutstrom, E., Washington, J. A., Bingham, G. E., & Patton-Terry, N. S. (2012–2013). *ISI Proposal: Evidence Based Assessment of a New Preschool Initiative in the Shanty Towns of Cape Town*. Funded by International Strategic Initiative (ISI) Georgia State University. Total award \$4,000.

- Patton-Terry, N. S., & Washington, J. A. (2012–2013). *Contrasting Two Theory-Based Approaches to Literacy Instruction for Poor Readers who Speak Nonmainstream American English Speakers*. Funded by Georgia State University. Total award \$46,335.
- Patton-Terry, N. S., & Bingham, G. E. (2011–2018). *The YMCA-Read Right Project*. Funded by The Metro Atlanta YMCA, the United Way of Greater Atlanta, and the Woodruff Foundation. Total award \$1,112,755.
- Patton-Terry, N. S. (Sep 2010–Dec 2010). *Professional Development Stipend*. Funded by Office of Underrepresented Faculty, Georgia State University. Total award \$800.
- Patton-Terry, N. S. (Jan 2010–May 2010). *Professional Development Stipend*. Funded by Office of Underrepresented Faculty, Georgia State University. Total award \$800.
- Patton-Terry, N. S., & Bingham, G. E. (2009–2012). *The ER2S-GAP3 Project—Examining the Read Right from the Start GA PreK Professional Development Program*. Funded by The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation. Total award \$358,971.
- Patton-Terry, N. S., & Williams, R. (2009–2010). *The Quality of Semantic and Orthographic Knowledge in the Lexical Representations of Beginning Readers who use Nonmainstream American English Speakers*. Funded by Seed Grant, Area of Focus Initiative in Research on the Challenges of Acquiring Language and Literacy Georgia State University. Total award \$50,000.
- Patton-Terry, N. S. (2008–2010). *The E-SERF Project—Evaluating the Success of Early Reading First*. Funded by The United Way of Greater Atlanta, Smart Start and the U.S. Department of Education, Early Reading First Program Grants. Total award \$124,128.
- Patton-Terry, N. S. (2008–2008). *Professional Development Stipend*. Funded by Office of Underrepresented Faculty, Georgia State University. Total award \$800.
- Patton-Terry, N. S. (2007–2009). *Policy and Research Implications for the Get Ready to Read! Program in Georgia*. Funded by The Goizueta Foundation, The National Center for Learning Disabilities, and United Way of Greater Atlanta, Smart Start. Total award \$64,894.
- Patton-Terry, N. S. (2007–2007). *Professional Development Stipend*. Funded by Office of Underrepresented Faculty, Georgia State University. Total award \$800.

### **Contracts and Grants Pending**

- Hart, S. A., Hogan, T., Solari, E., & Patton-Terry, N. S. (Jan 2023). *Learning Disabilities*

*Translational Science Collective: Building on the Florida Learning Disabilities Research Center.* Submitted to National Institute of Child Health and Human Development.

### **Contracts and Grants Denied**

Wood, Carla Lynn (Co-PI), Hart, Sara (PI), Ganley, Colleen (Co-PI), & Patton-Terry, Nicole S (Co-PI). (Jan 2019). *Examining The Development Of Math Skills And Their Correlates From Preschool To First Grade.* Submitted to National Science Foundation.

Noel, L., & Patton-Terry, N. (2019). *A pilot study of the effects of childhood trauma professional development on teachers and students.* Submitted to FSU Council on Research and Creativity Committee on Multidisciplinary Supportt (MDS) Program.

### **Blog Post**

Petscher, Y., & Terry, N. P. (2020). *Speech recognition in education: The powers and perils of speech recognition.* Smart Brief.

Terry, N. P. (2018). *Engaging community organizations to support student achievement.* Education Week.

Terry, N. P. (2018). *The role of community organizations in supporting student success.* Education Week.

Terry, N. P. (2017). *From Age 3 to Grade 3: How Atlanta Promotes School Readiness and Achievement.* Education Week.

### **Comic Book**

Petscher, Y., Hooker, D., Smith, S., & Terry, N. P. (2020). *A. R. Chronicles #3.* National Center on Improving Literacy.

Petscher, Y., Hooker, D., Smith, S., & Terry, N. P. (2019). *A. R. Chronicles #2.5.* National Center on Improving Literacy.

Petscher, Y., Hooker, D., Smith, S., & Terry, N. P. (2018). *A. R. Chronicles #2.* National Center on Improving Literacy.

### **Companion Post**

Clay, J., & Ahearn, S. (2017). *Using Data and Research to Strengthen Early Learning Efforts in*

*Atlanta*. Education Week.

### **Expert Panelist**

Terry, N. P. (2017). *Child Trends Early Care and Education Quality Measures Expert Panel*.

### **Panel Member**

Kuhlman, C. (2018). *Great outcomes start with early learning: A view from the network*. Annual Convening of the Purpose Built Communities.

Binderman, M. (2017). *Bridging the gap between early childhood and elementary school*. Georgia Early Education Alliance for Ready Students Alliance for Early Success.

Tseng, V. (2017). *Democratizing evidence in education: How to expand and diversify evidence production and use for those that need it the most*. Annual Meeting of the National Network for Education Research Practice Partnerships.

### **Service**

#### **Florida State University**

##### **FSU University Service**

Member, FSU NIH Working Group (2021–present).

Member, FSU Full Professor Mentoring Workshop (2021).

Chair, Florida Center for Reading Research Faculty Search Committee (2020).

##### **FSU College Service**

Member, COE Promotion & Tenure Committee (2019–2020).

Chair, School of Teacher Education Faculty Search Committee (2019–2020).

Member, COE Strategic Planning Committee - Partnerships and Community Engagement (2018–2019).

Chair, School of Teacher Education Faculty Search Committee (2018–2019).

Member, Strategic Planning Committee: Partnership & Community Engagement Work Group (2018–2019).

### **FSU Department Service**

Member, STE Reading Education Program Faculty (2018–present).

Chair, Reading Committee (2019–2020).

Chair, Search Committee, Teaching Faculty I - Reading/ESOL/Special EducationSTE (2019–2020).

Chair, Search Committee, Teaching Faculty I - Reading/ESOL/Special EducationSTE (2018–2019).

### **FSU Institute or Center Service**

Chair, FCRR Advisory Council (2021–present).

Chair, FCRR Executive Committee (2021–present).

Chair, FCRR College of Education Faculty Search Committee (2019–2020).

Chair, Florida Center for Reading Research, Strategic Planning Committee (2019–2020).

## **The Profession**

### **Editor for Refereed Journals**

Associate Editor, *Journal of Learning Disabilities* (2017–2020).

Associate Editor (Language), *Journal of Speech, Language, and Hearing Research* (2016–2017).

*Child Development* (2015).

*Journal of Speech, Hearing, and Language Research* (2015).

*Early Childhood Research Quarterly* (2013).

*Handbook of Educational Psychology, 3rd Edition* (2013).

*Journal of Research on Educational Effectiveness* (2013).

Associate Editor (Language), *American Journal of Speech-Language Pathology* (2012–2013).

*American Journal of Speech-Language Pathology* (2011).

*Reading and Writing: An Interdisciplinary Journal* (2011).

*American Journal of Speech-Language Pathology* (2010).

*Language Speech and Hearing Services in Schools* (2010).

*Learning Disabilities Quarterly* (2010).

*Reading and Writing: An Interdisciplinary Journal* (2009).

*Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Popula* (2008).

*Exceptional Children* (2007).

*Reading and Writing: An Interdisciplinary Journal* (2007).

*American Journal of Speech-Language Pathology* (2006).

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

Patton-Terry, N. (Ed.). (2015). [Special Issue]. *Child Development*.

Patton-Terry, N. (Ed.). (2015). [Special Issue]. *Journal of Speech, Hearing, and Language Research*.

Patton-Terry, N. S. (Ed.). (2012). [Special Issue]. *Journal of Speech, Hearing, and Language Research*.

### **Reviewer or Panelist for Grant Applications**

Institute of Education Sciences (2020–present).

Spencer Foundation (2019).

Institute of Education Sciences (2012–2013).

Institute of Education Sciences (2012).

National Science Foundation (2010).

### **Service to Professional Associations**

Steering Committee Member, Early Learning Network (2022–present).

Board Member, Learning Research and Development Center at the University of Pittsburgh (2022–present).

Advisory Board Member, Literacy-ELA Framework project, PBS KIDS (2022–present).

President Elect, Society for the Scientific Study of Reading (2022–present).

Board Member, Lexia Educational Leadership Council (2021–present).

Member, Council for Exceptional Children (2020–present).

Member, International Literacy Association (2020–present).

Member, International Dyslexia Association (2017–present).

Member, American Education Research Association (2016–present).

Member, National Association for the Education of Young Children (2010–present).

Member, American Speech-Language Hearing Association (2007–present).

Member, Society for the Scientific Study of Reading (2003–present).

Vice President, Society for the Scientific Study of Reading (2022).

Chair, Publications Committee, Society for the Scientific Study of Reading (2014–2021).

Board Member, Society for the Scientific Study of Reading (2012–2021).

Member, Georgia Association on Young Children (2010–2016).

Member, Southern Early Childhood Association (2010–2016).

Member, National Association for the Education of African American Children with Learning Disabilities (2006–2015).

Board of Directors and Conference Committee Member, Georgia Association on Young Children (2010–2013).

Founder & Chair, Research Symposium, GAYC Annual Conference, Founder & Chair, Research Symposium, GAYC Annual Conference, Georgia Association on Young Children (2010–2013).

### **Service to Other Universities**

Member, *Second Century Initiative (2CI): Adult Literacy* (2015–2018).

Faculty Advisor, *EPSE Doctoral Student Association* (2010–2018).

Member, *Area of Focus Initiative—Research on the Challenges of Acquiring Language and Literacy* (2008–2018).

Member, *Behavior and Learning Disorders Program Faculty* (2006–2018).

Member, *Center for Research on Atypical Development and Learning* (2006–2018).

Member, *Graduate Faculty* (2006–2018).

Chair, *Special Education Faculty Search Committee* (2016–2017).

Member, *Georgia State University Strategic Plan Review Committee* (2015–2016).

Program Coordinator, *Behavior Learning Disabilities Program* (2013–2015).

Member, *Second Century Initiative (2CI): Breaking the Glass Ceiling of Language and Literacy in Deaf/Hard of Hearing Students* (2012–2015).

Member, *Cities Initiative—Human Capital Working Group Committee* (2011–2015).

Member, *Post Masters/Masters Advisory Committee* (2006–2015).

Member, *Area of Focus Initiative in Research on the Challenges of Acquiring Language and Literacy Faculty Search Committee* (2013–2014).

Member, *Special Education Faculty Search Committee* (2013–2014).



Secretary, *Post Masters/Masters Advisory Committee* (2007–2014).

Member, *Educational Psychology Faculty Search Committee* (2012–2013).

Member, *Professional Education Faculty Content Knowledge Committee* (2008–2013).

Member, *Special Education Temporary Faculty Search Committee—Language and Literacy Initiative* (2012).

Member, *Behavior Learning Disabilities Faculty Search Committee* (2011–2012).

Member, *Student Affairs Committee* (2009–2012).

Member, *Advisory Board, Ronald McNair Post-baccalaureate Scholars Program* (2006–2012).

Member, *Special Education Temporary Faculty Search Committee—Language and Literacy Initiative* (2011).

Member, *Special Education Temporary Faculty Search Committee—Language and Literacy Initiative* (2010).

Member, *Area of Focus Initiative in Research on the Challenges of Acquiring Language and Literacy Faculty Search Committee* (2008–2009).

Member, *Special Education Clinical Faculty Search Committee* (2008–2009).

Faculty Guest, *Advisory Board Meeting* (2008).

Member, *Special Education Clinical Faculty Search Committee* (2008).

Member, *Educational Psychology Faculty Search Committee* (2007–2008).

Member, *Committee for the Georgia State University Literacy Clinic* (2006–2007).

Member, *Curriculum Committee—Annual Program Review* (2006–2007).

### **The Community**

Member, Get FRESH Crew at Oak Ridge (2021–present).

Advisory Board Member, The Barksdale Reading Institute (2021–present).

Local Lead, Florida Grade Level Reading Campaign (2020–present).

Member, Florida Preschool Development Grant State Advisory Council, Office of Early Learning, Florida Dept of Education (2020–present).

Member, Early Learning Policy Thought Leaders Network, Florida Grade Level Reading Campaign (2018–present).

Member, Title I Schools Advisory Council, Leon County Schools (2018–present).

Member, Early Childhood Education and Family Empowerment Workgroup, Whole Child Leon (2018–present).

Advisory Board Member, South City Foundation (2018–present).

Member, Steering Committee, Accelerating Student Performance Into Realms of Excellence (A.S.P.I.R.E.) Local College Access Network (LCAN) (2018–2019).

Member, Atlanta Early Education Council, Georgia Early Education Alliance for Ready (2016–2019).

Member, Superintendent's Advisory Council, DeKalb County School System (2016–2019).

Chair, Data Committee, United Way of Greater Atlanta (2017–2018).

Member, Data Committee, Kindergarten Readiness and 3rd Grade Change Network, Learn4Life (2017–2018).

Member, Data Committee, United Way of Greater Atlanta (2015–2018).

Board Member, Drew Charter School (2013–2018).

Co-Chair, Teaching and Learning Committee, Drew Charter School, Drew Charter School (2013–2018).

Consultant, Child Development Program, Georgia State University (2009–2018).

Member, Georgia School Readiness Definition Committee, Atlanta Early Learning, Georgia Early Education Alliance for Ready Students (2016–2017).

Member, Metro Atlanta Child Care Map Stakeholders Committee, Georgia Early Education Alliance for Ready Students (2016–2017).

Member, Get Georgia Reading P3 Framework—Jackson Cluster, Atlanta Public Schools (2016).

Advisor, Emory Community Building and Social Change Fellows: Early Learning Playbook,

Emory University and Zeist Foundation (2015–2016).

Judge, Annual Psychology student conference Spelman College, Morehouse College, and Clark Atlanta University (2013).

Consultant, Grade Level Reading Summer Learning for Struggling Readers (2010–2013).

Co-Chair, Initiative supported by the Georgia Early Education Alliance for Ready Students and the United Way of Metropolitan Atlanta, All American City Award application submitted on behalf of the City of Atlanta (2012).

Consultant, Building a Grade Level Reading Campaign in Georgia (2010–2012).

Judge, Annual Psychology student conference Spelman College, Morehouse College, and Clark Atlanta University (2011).

Member, Read Right from the Start Georgia Pre-K Professional Development Program, Rollins Center for Language & Learning, the Atlanta Speech School (2008–2009).

Lab Host, Lab Host, National Institutes of Mental Health Careers and Opportunities in Research Training Program (2007–2009).

Member, Advisory Board, Get Ready to Read! Southeast Regional Center, United Way Metro Atlanta-Smart Start (2006–2009).

Member, Advisory Board, Children Impact, United Way Metro Atlanta (2007–2008).

Consultant, Rollins Center for Language & Learning, the Atlanta Speech School (2006–2008).

Judge, National Institutes of Mental Health Careers and Opportunities in Research Training Program at Spelman College, Morehouse College, and Clark Atlanta University (2007).

### **Consultation**

NSF - Build and Broaden. Collaborative Research: Linguistic Production, Perception, and Identity in the Career Mobility of Black Faculty in Linguistics and the Language Sciences (2021–present).

US Department of Education. National Academies' Committee on the Future of Education Research at the Institute of Education Sciences in the U.S. Department of Education (2021–present).

US Department of Education, National Comprehensive Center Network. RMC Corporation. Advisory Board Member, Region 7 Comprehensive Center (2020–present).

US Department of Education. National Center on Improving Literacy (2017–present).

Institute of Education Sciences. Research Institute for Implementation Science in Education (RIISE) (2022–2025).

National Science Foundation. Advisory Board, STEM Ed PRF: The PURPOSE Postdoctoral Training Initiative (2022–2025).

Institute of Education Sciences. Consultant, Development and validation of two complementary measures of early writing to assess teacher practice and child outcomes (2021–2025).

National Science Foundation. Advisory Board, Collaborative Research: Linguistic Production, Perception, and Identity in the Career Mobility of Black Faculty in Linguistics and the Language Sciences (2022–2024).

Institute of Education Sciences. Project GROW (2020–2024).

National Institutes of Health. What does the CELF-P2 measure?: Delve into item performance differences of low income African-American children who speak nonmainstream American English (2019–2021).

Massachusetts Department of Elementary and Secondary Education. Statewide Literacy Initiative (2019–2020).

National Center for Learning Disabilities and Understood.org. Forward Together: A School Leader's Guide to Building Inclusive Schools (2019).

Stanford Center for Opportunity Policy in Education. Community Research Collaboratives (2019).

US Department of Education. Technical Working Group Member, Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School (2019).

Aliance for Children; Georgia Division of Family and Children Services. GradNation: Project 2.0 (2018–2019).

National Institute of Child Health and Human Development. NICHD Child Development and Behavior Branch Workshop on Media Exposure and Early Child Development (2018).

Institute for Education Sciences. An efficacy study of Toggle Talk (2017).

National Center for Education Research, U.S. Department of Education. Developing Contrastive Analysis for Teaching Academic Classroom English to Young African American English Speaking Students (2010–2013).

Regular Research Grant. Teaching practices and the development of language and literacy in English language learners (2011).

### **Investigator**

Patton-Terry, N. S. (2007–2012). *Nature and Acquisition of the Speech Code and Reading*. National Institute of Child Health and Human Development.

### **National Reviews, Panels, and Boards**

Terry, N. P. (2019). *Community Research Collaboratives*. Stanford Center for Opportunity Policy in Education.

Terry, N. P. (2019). *Forward Together: A School Leader's Guide to Building Inclusive Schools*. National Center for Learning Disabilities and Understood.org.

Terry, N. P. (2019–2020). *Statewide literacy initiative*. Massachusetts Department of Elementary and Secondary Education.

Terry, N. P. (2018). *NICHD Child Development and Behavior Branch Workshop on Media Exposure and Early Child Development*. NICHD.

Terry, N. P. (2017). *Child Trends Early Care and Education Quality Measures Expert Panel*.

Terry, N. P. (2015). *White House Office of Science and Technology Policy Workshop on Neuroscience and Learning*. White House Office of Science.

### **Reviewer**

Terry, N. P. (2011–2019). *Proposals submitted for presentation at the Society for the Scientific Study of Reading Annual Conference*. Society for the Scientific Study of Reading.

Terry, N. P. (2010–2013). *Proposals submitted for presentation at the Georgia Association for Young Children Annual Conference*. Georgia Association for Young Children.

Terry, N. P. (2009). *Proposals submitted for presentation at the Council for Exceptional Children Annual Convention*. Council for Exceptional Children.

Terry, N. P. (2007). *Instructional Modules*. National Institute on Leadership, Disability, and Students Placed At Risk, University of Vermont.

Terry, N. P. (2007). *Proposals submitted for presentation at the American Speech-Language-Hearing Association Annual Conference*. American Speech-Language-Hearing Association.

**Technical Working Group Member**

Terry, N. P. (2019). *Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School*. U.S. Department of Education.