

VITA

Barbara R. Foorman, Ph.D.
Emeritus Professor of Education and Emeritus Director of the
Florida Center for Reading Research at Florida State University
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EDUCATION

Stanford University, B.A., English Literature, 1970
Harvard University, M.A.T., Language Arts/Reading, 1972
University of California, Berkeley, Ph.D., Education (Language and Reading Development Program), 1977

CERTIFICATION

California Life Elementary and Secondary Teaching Credentials, 1972

HONORS

Innovators' Award, Florida State University, April 14, 2015
Honored as Co-Founder of the Society for Research on Educational Effectiveness, March 6, 2014
Featured in the Researcher Portrait in The Florida State University's *Research in Review*, Fall/Winter, 2009, p. 41.
Nationally Recognized Honor in Clinical Service from the University of Texas-Houston Health Science Center (for work on the Texas Primary Reading Inventory), April 2001.
Guest Conversationalist at the Friends of the University of Houston's Women's Studies Program's Third Annual Table Talk Luncheon, March 14, 2000, at the University of Houston.
Profiled by *Texas Monthly* as one of the 20 most influential Texans for 1999 (the only educator)
Research Excellence Award, University of Houston College of Education, 1994

PROFESSIONAL EXPERIENCE

Francis Eppes Professor of Education, School of Teacher Education (2006-2019), and Director of the Florida Center for Reading Research at Florida State University, 2007-2016).
Director, Regional Educational Laboratory Southeast at Florida State University, 2012-2019.
Commissioner of the National Center for Education Research, Institute of Education Sciences (IES), U.S. Department of Education, 2005.
Professor of Pediatrics, University of Texas-Houston Medical School, and Director of the Center for Academic and Reading Skills (CARS), 1997-2006.
Co-Editor of the *Journal for Research on Educational Effectiveness*, 2006-2012 (and served on the editorial board from 2006-present).
Chair, What Works Clearinghouse Practice Guide on Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, March, 2011-2016.
Member, Advisory Committee for Targeted Reading Instruction (TRI) IES grant at UNC-Chapel Hill, 2022
Member, Advisory Panel for NCEES Longitudinal Studies Assessment Framework, 2018
Member, Advisory Committee, Virtual Learning Lab grant at the University of Florida, funded by the Institute of Education Sciences (IES), 2016-2021.
Member, Assessment and Accountability Advisory Committee, Florida Department of Education, 2012-2013.
Member of the English language arts review team for the Common Core State Standards, 2009-2010.
Member of the IRA/NICHD advisory group on measuring classroom instruction, 2009-2011.
Member of the advisory board for the Center for Response to Intervention in Early Childhood (CRTIEC), 2008-2009, funded by IES's NCSER in the U.S. DOE.
Member of the Framework Committee for the National Assessment of Educational Progress (NAEP), 2007-2009
Member of the Task Force on Conflict of Interest for the American Educational Research Association (AERA), 2007-2008.
Member of the board for the Society for Research on Educational Effectiveness, 2006-2015.

Member of the Reading Instruction Advisory Board, International Reading Association, 2006-09.
Member of the Executive Committee of the Neuroscience Research Center, UT-Houston Medical School, 2000-2006.
Member, Carnegie/RAND Study Group on Reading to Learn, 2003-2004.
Member, National Children's Study Advisory Committee, National Institute of Child Health and Human Development, 2003-2004.
Member, Planning Committee for the framework and specification of the 2009 National Assessment of Educational Progress (NAEP), 2003-2004.
Member of the Executive Board, National Education Research Policy and Priorities Board (NERPPB), 2001-2002. (NERPPB was authorized by the U.S. Congress to advise the Secretary of the U.S. Department of Education and the Assistant Secretary for the Office of Educational Research and Improvement (OERI) with regard to national education research issues.)
Member of the National Academy of Sciences Committee on the Prevention of Reading Difficulties in Young Children, 1996-98. Technical Advisor to the National Reading Panel, 2000. Also, Member of the Primary Standards project for K-3 reading/language arts (1997-99).
Member of the Panel on Learning and Instruction for the Strategic Education Research Program (SERP), a National Academy of Sciences/National Research Council committee, 2002.
Member, Steering Committee for the Texas Reading Initiative, 2001-2004; Member of the Task Force Planning and Advisory Committee for the Governor's Focus on Reading Task Force, 1997-2000; Advisory Board member of the Rodeo Institute for Teacher Excellence (RITE), 1997-2004; Blue Ribbon Committee on Reading in Houston ISD, 2000-2002; HISD Early Childhood Educator Grant Advisory Committee, 2002, and Chair of the PEER Reading Committee of the Houston ISD, which produced a report "A Balanced Approach to Reading" in May, 1996.
Member, Haan Foundation Advisory Board for Power4Kids Reading Initiative, 2001-2004.
Member, National Advisory Board, CORE, 2000-2004.
Member, Scientific Advisory Board, The Dyslexia Foundation, 2001-2004.
Member of the founding board of the Society for the Scientific Study of Reading, 1994-1996.
Professor of Educational Psychology, University of Houston, 1978-1998.
Adjunct Professor of Psychology (Developmental Psychology program), University of Houston, 1983-1997.
Visiting Professor, Department of Psychology, Miyazaki University, Miyazaki, Japan (November 28, 1983-January 13, 1984)
Visiting Scholar, Department of Experimental Psychology, University of Oxford, England (for Trinity Term, May-June, 1981 and 1983, and Michaelmas Term, 1986; Member of the Common Room, Wolfson College, Oxford, 1986)
Visiting Lecturer, Universidad Autonoma de Guadalajara, Guadalajara, Mexico (taught course in "Speech Problems" for Linguistics faculty, Nov.-Dec., 1979)
Associate in Human Development and Assistant Director of the Early Childhood Education Center, Department of Applied Behavioral Sciences, U.C. Davis, 9/77-6/78
Lecturer and Assistant Professor, University of San Francisco, 8/76-6/77
Instructor and Supervisor, Holy Names College, 9/75-6/76
Consultant in early childhood education, Piedmont ISD, 1/75-6/75
Research Assistant, U.C. Berkeley, 9/74-6/75
Instructor, Cytanovich Reading Clinic, Palo Alto, CA, 9/73-6/74
Instructor of child psychology, Phillips Academy, Andover, MA, 1972-74 summers
Research Assistant, Harvard University, 1/72-6/72
Instructor of English as a Second Language, Tennoji English Academy, Osaka, Japan, 6/70-5/71

RESEARCH INTERESTS

Reading and language acquisition and development
Interventions for children with reading difficulties
Reading assessment

TEACHING INTERESTS

Psychological processes of reading and language
Policy Issues in Reading
Literacy assessment
Child/human development; cognitive development

PUBLICATIONS

Books and Special Issues of Journals

- Foorman, B. R., & Siegel, A. (Eds.). (1986). *Acquisition of reading skills: Cultural constraints and cognitive universals*. Mahwah, NJ: Lawrence Erlbaum. [Reprinted by Routledge in 2017]
- Foorman, B. R. (Ed.) (2003). *Preventing and Remediating Reading Difficulties: Bringing Science to Scale*. Austin, TX: Pro Ed.
- Foorman, B.R. (Ed.) (Winter, 2016). "Challenges and Solutions to Implementing Effective Reading intervention in schools." Special Issue of *New Directions in Child and Adolescent Development*, 154.

Articles, Chapters in Books, and IES Products (*=refereed)

- *Foorman, B. (2023). Learning the code. In S. Cabell, S. Neuman, & N. Patton Terry (Eds.). *Handbook on the science of literacy* (pp. 73-82). New York, NY: Guilford Press.
- Foorman, B. (Fall, 2022). Improving comprehension through vocab: Effective instructional strategies in grades 4–8. *Literacy Today*, 39–41.
- *Fletcher, J., Francis, D., Foorman, B., & Schatschneider, C. (2021). Early detection of dyslexia risk: Development of brief, teacher-administered screens. *Learning Disabilities Quarterly*, 44(3), 145-157. Published online in June, 2020.
<https://doi.org/10.1177/0731948720931870>
- *Dombek, J., Lee, L., Foorman, B., & Underwood, P. (2021). *Integrating reading foundations: A tool for college instructors of pre-service teachers* (REL 2021-060). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from
https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2021060.pdf
- *Foorman, B., Herrera, S., Dombek, J., Wood, C., Gaughn, L., & Dougherty-Underwood, L. (2021). The impact of word knowledge instruction on literacy outcomes in grade 5. (REL 2020-083). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieve from
https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2021083.pdf
- *Bailey, D., Duncan, G., Cunha, F., Foorman, B., & Yeager, D. (2020). Persistence and fade-out of educational-intervention effects. *Psychological Science in the Public Interest*, 21(2), 55-97. <https://doi.org/10.1177/1529100620915848>
- *Petscher, Y., Cabell, S., Catts, H.W., Compton, D.L., Foorman, B.R., 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(S1), s267-s282. <https://doi.org/10.1002/rrq.352>

- Foorman, B. (2020). State policy levers for improving literacy. Retrieved from www.compcenternetwork.org/sites/default/files/archive/StatePolicyLeversforImprovingLiteracy.pdf
- *Foorman, B., Wu, Y-C, & Quinn, J., Petscher, Y. (2020). How Do Latent Decoding and Language Predict Latent Reading Comprehension across Two Years in Grades 5, 7, and 9? *Reading & Writing*, 33, 2281-2309. <https://doi.org/10.1007/s11145-020-10043-3>
- * Koon, S., Foorman, B., & Galloway, T. (2020). *Identifying North Carolina students at risk of scoring below proficient in reading* (REL 2020–030). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- *Foorman, B., Smith, K., & Lee, L. (2020). Implementing evidence-based literacy practices in K–3 classrooms. *Education and Treatment of Children*. 43, 49-55. <https://doi.org/10.1007/s43494-020-00005-3>
- *Kosanovich, M., Lee, L., & Foorman, B. (2020). *A Kindergarten Teacher’s Guide to Supporting Family Involvement in Foundational Reading Skills* (REL 2020-016). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. [Guides were published in 2021 for grades 1 (042), 2 (053), and 3 (086).] K guide retrieved from https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2020016.pdf.
- *Foorman, B. Commentary: Language matters to reading success and linguistic differences deserve more attention. (2019). In J. Washington, D. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting Etiology, Diagnosis, Treatment, and Policy*. Baltimore, MD: Brookes Publishing.
- *Foorman, B. & Petcher, Y. (2018). Decomposing the variance in reading comprehension to reveal the unique and common effects of language and decoding. *Journal of Visualized Experiments*, 140, e58557. <https://doi.org/10.3791/58557>
- *Foorman, B., Petscher, Y., & Herrera, S. (2018). Unique and common effects of oral language in predicting reading comprehension in grades 1-10. *Learning and Individual Differences*, 63, 12-23. <https://doi.org/10.1016/j.lindif.2018.02.011>
- *Foorman, B., Herrera, S., Dombek, J. (2018). The relative impact of aligning tier 2 intervention materials to classroom core reading materials in grades K-2. *Elementary School Journal*, 118(3), 477-504. <https://doi.org/10.1086/696021>
- *Foorman, B., Petscher, Y., Stanley, C., & Truckenmiller, A. (2017). Latent profiles of reading and language and their association with standardized reading outcomes in kindergarten

through tenth grade. *Journal of Research on Educational Effectiveness*, 10(3), 619-645.
<https://doi.org/10.1080/19345747.2016.1237597>

- *Petscher, Y., Foorman, B., Truckenmiller, A. (2017). The impact of item dependency on the efficiency of testing and reliability of student scores from a computer-adaptive assessment of reading comprehension. *Journal of Research on Educational Effectiveness*, 10(2), 408-423. <https://doi.org/10.1080/19345747.2016.1178361>
- *Foorman, B., Herrera, S., Dombek, J., Schatschneider, C., & Petscher, Y. (2017). *The relative effectiveness of two approaches to early literacy intervention in grades K–2* (REL 2017-251). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. [Also a brief version is available.]
- *Foorman, B. F., Smith, K. G., & Kosanovich, M. L. (2017) *Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5* (REL 2016-219). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- *Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.
- *Kosanovich, M., & Foorman, B. (2016). Professional learning communities facilitator’s and participant’s guide for the What Works Clearinghouse practice guide Foundational Skills to Support reading for understanding in kindergarten through 3rd grade (REL 2016-227). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- *Foorman, B., Dombek, J., & Smith, K. (2016). Seven elements important to successful implementation of early literacy intervention. *New Directions in Child and Adolescent Development*, 154, 49-65. [Also, Foorman’s Introduction on pp 7-10.]
- *Herrera, S., Truckenmiller, A., & Foorman, B. (2016). *Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices* (REL 2016-178). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.

- * Smith, K., Dombek, J., Foorman, B., Hook, K., Lee, L., Cote, A-M., Sanabria, I., Stafford, T. (2016). *Self-study Guide for Implementing High School Intervention* (REL 2016-218). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- *Foorman, B., Espinosa, A., Jackson, C., Wu, Y. (2016). Using computer-adaptive literacy assessments to monitor the progress of English language learner students. (REL 2016-149). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- *Reed, D.K., Petscher, Y., & Foorman, B. (2016). The contribution of vocabulary knowledge and spelling to the reading comprehension of adolescents who are and are not English language learners. *Reading and Writing*, 29, 633-657.
- *Smith, K., Dombek, J., Foorman, B. et al. (2016). *Self-study guide for implementing literacy interventions in grades 3-8*. (REL 2016-224). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- *Dombek, J., Foorman, B., & Smith, K. (2016). *Self-Study Guide for Implementing Early Literacy Interventions*. (REL 2016-129). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- *Ciancio, D., McCullough, K., Schall, M., Skinner, C., & Foorman, B. (2015). Reading comprehension rate as a predictor of WJ-III Broad Reading scores in students in first, second, and third grades. *Journal of School Psychology*, 53, 393-407.
- *Foorman, B., Koon, S., Petscher, Y., Mitchell, A., & Truckenmiller, A. (2015). Examining General and Specific Factors in the Dimensionality of Oral Language and Reading in 4th-10th Grades. *Journal of Educational Psychology*, 107(3), 884-899. Doi: 10.1037/edu0000026
- *Spencer, M., Muse, A., Wagner, R.K., Foorman, B., Petscher, Y., Schatschneider, C., Tighe, E., & Bishop, D. (2015). Examining the underlying dimensions of morphological awareness and vocabulary knowledge. *Reading and Writing*, 28(7), 959-988.
- *Foorman, B., & Wanzek, J. (2015). Classroom Reading Instruction for all students. In S.R. Jimerson, M.K. Burns, & A.M. VanDerHeyden (Eds.), *The Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* (2nd ed.)(pp. 235-252). New York, NY: Springer Science.
- *Foorman, B., & Herrera, S., Petscher, Y., Mitchell, A., & Truckenmiller, A. (2015). The Structure of Oral Language and Reading and Their Relation to Comprehension in grades

kindergarten through grade 2. *Reading and Writing*, 28(5), 655-681. Doi: 10.1007/s11145-015-9544-5

- *Kim, Y., Petscher, Y., & Foorman, B. (2015). The unique relation of silent reading fluency to end-of-year-reading comprehension: Understanding individual differences at the student, classroom, school, and district levels. *Reading & Writing*, 28, 131-150.
- *Petscher, Y. & Mitchell, A., & Foorman, B. (2015). Improving the reliability of student scores from speeded assessments: an illustration of conditional item response theory using a computer-administered measure. *Reading and Writing*, 28, 31-56.
- *Smith, B., & Foorman, B. (2015). *Summer Reading Camp Self-Study Guide* (REL 2015–070). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- *Koon, S., Petscher, Y., & Foorman, B. (2014). Using evidence-based decision trees instead of formulas to identify at-risk readers (REL 2014-036). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Educational Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- *Koon, S, Petscher, Y., & Foorman, B. (2014). Beating the odds: Finding schools exceeding achievement expectations with high-risk students. (REL 2014-032). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- *Petscher, Y., Kershaw, S., Koon, S., & Foorman, B. (2014). Testing the importance of individual growth curves in predicting performance on a high-stakes reading comprehension test in Florida (REL 2014-006). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Educational Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- *Foorman, B., Kershaw, S., & Petscher, Y. (2013). Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR). (REL 2013-008). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- *Foorman, B., Petscher, Y., & Bishop, M. D. (2012). The Incremental Variance of Morphological Knowledge to Reading Comprehension in Grades 3-10 Beyond Prior Reading Comprehension, Spelling, and Text Reading Efficiency. *Learning and Individual Differences*. 22(6), 792-798. Doi:10.1016/j.lindif.2012.07.009
- *York, M., Foorman, B., Santi, K.L., Francis, D.J. (2011). Effects of technology enhancement and teacher support on assessing Spanish-Speaking children’s oral reading fluency in second grade. *Assessment for Effective Instruction*, 37(1), 3-16.

- *Petscher, Y., Kim, Y., Foorman, B. (2011). The Importance of predictive power in early Screening assessments: Implications for placement in a response to intervention framework. *Assessment for Effective Instruction, 36*(3), 158-166.
- *Foorman, B.R., & Connor, C. (2011). Primary grade reading. In M. Kamil, P. D. Pearson, & E. Moje (Eds.), *Handbook on Reading Research, Vol. IV* (pp. 136-156). NY: Taylor & Francis.
- *Wagner, R., Puranik, C., Foorman, B., Foster, E., Wilson, L.G., Tschinkel, E., & Kantor, P. (2011). Modeling the development of written language. *Reading and Writing, 24*, 203-220.
- *Foorman, B. Arndt, E., & Crawford, E. (2011). Important constructs in literacy learning across disciplines. *Topics in Language Disorder, 31*(1), 73-83.
- *Foorman, B., & Petscher, Y. (2010). Development of spelling and differential relations to text reading in grades 3-12. *Assessment for Effective Instruction, 36*(1), 7-20.
- *Arndt, E., & Foorman, B. (2010). Second graders as spellers: What types of errors are they making? *Assessment for Effective Instruction, 36*(1), 57-67.
- *Kim, Y., Petscher, Y., Schatschneider, C., & Foorman, B. (2010). Does growth rate in oral reading fluency matter in predicting reading? *Journal of Educational Psychology, 102*(1), 652-667.
- Santi, K.L., York, M., Foorman, B.R., & Francis, D.J. (2010). Mentoring: A framework for success. *Insights on Learning Disabilities, 7*(1), 1-13.
- *Kim, Y., Petscher, Y., Foorman, B., & Chengfu Zhou. (2010). The contribution of phonological awareness and letter-name knowledge to letter-sound acquisition—A cross classified multilevel model approach. *Journal of Educational Psychology, 102*(2), 313-326.
- *Branum-Martin, L., Foorman, B.R., Francis, D.J., & Mehta, P. (2010) Contextual effects of bilingual programs on beginning reading. *Journal of Educational Psychology, 102*(2), 341-355.
- *Foorman, B.R. Petscher, Y., Lefsky, E., & Toste, J. (2010). Reading First in Florida: Five Years of Improvement. *Journal of Research on Literacy, 42*(1), 71-93. [Interviewed about this article in podcast aired 11/15/10 at www.voiceofliteracy.org]
- *Santi, K., York, M., Foorman, B., & Francis, D. (2009). The timing of early reading assessment in kindergarten. *Learning Disability Quarterly, 32*, 217-227.
- *Branum-Martin, L., Mehta, P.D., Francis, D.J., Foorman, B.R., Cirino, P.T., Miller J.F., & Inglesias, A. (2009). Pictures and words: Spanish and English vocabulary in classrooms. *Journal of Educational Psychology, 101*(4), 897-911.
- Foorman, B., Torgesen, J., Crawford, E., & Petscher, Y. (2009). Assessments to guide reading instruction in K-12: Decisions supported by the new Florida system. *Perspectives on Language and Literacy, 35*(5), 13-19. [Also, an introduction to this special issue by Foorman, B., & Crawford, E.]
- Al Otaiba, S., Connor, C., Foorman, B., Schatschneider, C., Grulich, L., & Sidler, J.F. (2009, Fall). Identifying and intervening with beginning readers who are at-risk for dyslexia:

Advances in individualized classroom instruction. *Perspectives on Language and Literacy*, 13-19.

Foorman, B.R. (2009). Reading. In R.A. Shweder, T.R. Bidell, A.C. Dailey, S.D. Dixon, P.J. Miller, & J. Modell (Eds.), *The Child: An Encyclopedic Companion* (pp. 808-810). Chicago, IL: University of Chicago Press.

Foorman, B. R., & Al Otaiba, S. (2009). Reading Remediation: State of the Art. In K. Pugh and P. McCardle (Eds.), *How children learn to read: Current issues and new directions in the integration of cognition, neurobiology and genetics of reading and dyslexia research and practice* (pp. 257-274). New York, NY: Psychology Press.

Foorman, B. R. (2009). Text difficulty in reading assessment. In E.H. Hiebert (Ed.), *Reading more, reading better* (pp. 231-247.) New York, NY: Guilford.

Foorman, B. R. (2009). Commentary on teaching and learning. In Sykes, G., Schneider, B., & Plank, D. (Eds.), *Handbook of Educational Policy Research* (pp. 705-709). New York, NY: Routledge.

Al Otaiba, S., Connor, C.M., Foorman, B.R., Greulich, L., & Folsom, J.S. (2009). Implementing response to intervention: The synergy of beginning reading instruction and early intervening services. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Policy and practice: Advances in learning and behavioral disabilities, vol. 22* (pp. 291-316). Bingley, UK: Emerald.

Foorman, B.R., & Santi, K.L. (2009). The teaching of reading. In L.J. Saha and A.G. Dworkin (Eds.), *International Handbook of Research on Teachers and Teaching, Part Two* (pp. 941-951). New York, NY: Springer.

*Al Otaiba, S., & Foorman, B.R. (2008). Early literacy instruction and intervention. *Community Literacy Journal*, 3, 21-37.

Moats, L.C., & Foorman, B.R. (2008). Literacy achievement in the primary grades in high poverty schools: Lessons learned from a five-year research program. In S.B. Neuman (ed.), *Educating the other America* (pp. 91-111). Baltimore, MD: Brookes Publishing Co.

Foorman, B.R. (2008). Foreword. In P. McCardle & V. Chhabra (Eds.), *Reading research in action* (pp. ix-xiii). Baltimore, MD: Brookes Publishing Co.

*Foorman, B.R., York, M., Santi, K.L., & Francis, D.J. (2008). Contextual effects on predicting risk for reading difficulties in first and second grade. *Reading and Writing*, 21, 371-394.

*Francis, D.F., Santi, K.L., Barr, C., Fletcher, J.M., Varisco, A., & Foorman, B.R. (2008). Form effects on the estimation of students' oral reading fluency using DIBELS. *Journal of School Psychology*, 46, 315-342.

Foorman, B.R. (2008). Introduction. In E.L. Grigorenko (Ed.), *Educating individuals with disabilities: IDEIA 2004 and beyond* (pp. xiii-xviii). New York, NY: Springer Publishing Co.

*Foorman, B.R., Kalinowski, S. J., & Sexton, W.L. (2007). Standards-based educational reform is one important step toward reducing the achievement gap. In A. Gamoran (Ed.), *Standards-based reform and the poverty gap: Lessons from "No Child Left Behind."* (pp. 17-42). Washington, D.C.: Brookings Institution.

- *Foorman, B.R. (2007). Primary prevention in classroom reading instruction. *Teaching Exceptional Children*, 39(5), 24-31.
- *Cirino, P., Pollard-Durodola, S.D., Foorman, B.R., & Carlson, C.D., & Francis, D.J. (March, 2007). Teacher characteristics, classroom instruction, and student literacy and language outcomes in bilingual kindergarteners. *Elementary School Journal*, 107(4), 341-364.
- Foorman, B.R., Santi, K., & Berger, L. (2007). Scaling assessment-driven instruction using the Internet and handheld computers. In B. Schneider & S-K McDonald (Eds.), *Scale Up in Practice* (pp. 69-89). Lanham, MD: Rowan & Littlefield Publishers, Inc.
- Foorman, B.R., Carlson, C.D., & Santi, K.L.(2007). Classroom reading instruction and teacher knowledge in the primary grades. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-based reading practices for response to intervention* (pp. 45-72). Baltimore, MD: Brookes Publishing Co.
- *Saunders, W.M., Foorman, B.R., Carlson, C.D. (November, 2006). Do we need a separate block of time for oral English language development in programs for English learners? *Elementary School Journal*, 107(2), 181-198.
- *Landi, N., Perfetti, C.A., Bolger, D.J., & Foorman, B.R. (2006). The role of discourse context in developing word form representations: A paradoxical relation between reading and learning. *Journal of Experimental Child Psychology*, 94(2), 114-133.
- *Pavol, M., Hiscock, M., Massman, P., Moore, B., Foorman, B., & Meyers, C. (2006) Neuropsychological function in adults with Von Recklinghausen's neurofibromatosis. *Developmental Neuropsychology*, 29(3), 509-526..
- *Moats, L.C., Foorman, B.R., & Taylor, W.P. (2006). How quality of writing instruction impacts high-risk fourth graders' writing. *Reading and Writing: An Interdisciplinary Journal*, 19, 363-391.
- *Foorman, B.R., & Nixon, S. (2006) The influence of public policy on research and practice in reading. *Topics in Language Disorders*, 26(2), 155-169.
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Test Materials

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*McIlraith, A., Petscher, Y., Truckenmiller, A., & Foorman, B. An explanatory item response model for grade 3 reading comprehension: The influence of reader, item, and passage. Manuscript submitted for publication.

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National Institute of Child Health and Human Development (NICHD) (\$1,567,054.00), entitled "Oracy/Literacy Development in Spanish-Speaking Children," awarded for 5 years (2000-2005). (Francis, PI; Fletcher, Foorman, & Vaughn, Co-PI).

National Science Foundation (NSF) in collaboration with the Office of Educational Research Improvement (OERI) and the National Institute of Child Health and Human Development (NICHD) (\$3,974,486), entitled "Early development of reading skills: A cognitive neuroscience approach," awarded for 3 years (1999-2002), as an Interagency Education Research Initiative. (Fletcher, PI; Foorman, Mathes, & Papanicolaou, Co-PIs).

AT&T Foundation, Houston Endowment, and the Meadows Foundation (\$750,000) for improving reading ability through effective early intervention. Awarded 4/1/99-8/31/2003. In collaboration with Region 13 Service Center in Texas. (Foorman, Fletcher & Barnes).

Texas Education Agency (TEA) (\$1,660, 861 yearly) starting 9/1/03 to deliver professional development and technical assistance to Reading First schools in Texas. The intent is to renew this annual contract for the next six years of the Texas Reading First Initiative.

Texas Education Agency (TEA) (\$553,987.00 in 9/99-8/00, \$389,200 in 9/00-8/01, \$342,722 in 9/1/01-8/31/02, and \$582,353 in 9/1/02-8/31/03) to conduct implementation, item development, and validity studies, statewide training, and the development of multimedia training products for the Texas Primary Reading Inventory (TPRI). \$712,000 awarded for item development and implementation from 1998-1999. \$504,164.00 awarded in 1997-98 to revise and validate the TPRI. Also received \$100,000 from the GTE Foundation (10/1/98-9/30/99) to support master teacher training on the TPRI; \$48,500 from the Meadows Foundation (2/99-1/00) to supplement funds supporting development of multimedia training on the TPRI. (Foorman, Fletcher, & Francis).

National Institute of Child Health and Human Development (NICHD) (\$12,029,850.00), entitled "Early interventions for children with reading problems," awarded for 5 years (1993-1998). (Foorman, PI; Fletcher & Francis, Co-PI). [A supplementary Minority Fellowship awarded for \$86,000 for 4 years, 1994-1998.] An early renewal to this grant for \$12,200,000.00 for 5 years (1997-2002) was awarded July 1, 1997, adding Washington, D.C. as a site. A supplement of \$0.5 million appropriated by the U.S. Congress was awarded to extend teachers' professional development in the District of Columbia Public Schools in 1998 and in 2000.

National Institute of Child Health and Human Development (NICHD) (\$271,057), entitled "Brain activation profiles in Dyslexia: An MEG Study," awarded for 4 years (2001-2005). (Papanicolaou, PI; Fletcher, Foorman, Simos, Co-PI, at 5% effort)

National Institute of Child Health and Human Development (NICHD) (\$740,197.00), entitled "Auditory temporal processing in children with dyslexia," awarded for 3 years (1998-2001). (Breier, PI; Gray, Fletcher, & Foorman Co-PI at 5% effort).

National Institute of Child Health and Human Development (NICHD) (\$1.2 million), entitled "Emergence of reading disability in children with early language impairments," awarded for 5 years, 1994-1999. (D. Aram, P.I.; Fletcher, Francis, and Foorman, Co-PI, at 5% effort). This was a subcontract to P50 HD25802, Center for Learning and Attention Disorders (Bennett A. Shaywitz, PI).

National Institute of Child Health and Human Development (NICHD) (\$4.5 million), entitled "Psycholinguistic and Biological Mechanisms in Dyslexia," awarded for 5 years, 1994-1999. (B. A. Shaywitz, P.I.; Francis & Foorman, Co-PI on subcontract for 5% effort).

National Institute of Child Health and Human Development (NICHD) (\$769,617.00), entitled "Detecting reading problems by modeling individual growth," awarded for 4 years (1992-1996). (Francis, PI; Foorman & Fletcher, Co-PI).

Limited-Grant-in-Aid (\$800) and Faculty Research Opportunity (\$760) from University of Houston for project entitled: "Visual and Phonological Processing of Words: A Comparison of Good and Poor Readers," awarded in Oct. 1987 and Feb. 1988.

Faculty Development Leave to do research in the Department of Experimental Psychology, University of Oxford, Oxford, England, for fall semester 1986.

International Travel Grants program (\$1,175) from the Office of the Provost, awarded October 17, 1983, and Limited-Grant-in-Aid (\$760) from the University of Houston for project entitled: "The effect of perceptual and verbal strategies on children's solutions of figural matrices in Japan and the United States."

Instructional Development Grant (\$1,481) (with B. Sadowski & B. Signer) from the University of Houston, awarded in April, 1983, for project entitled: "Computer Literacy Course for Prospective Teachers."

Faculty Research Opportunities Grant (FRO) (with B. Sadowski) (\$290) for project entitled: "The effect of perceptual and verbal strategies on fifth graders' solution of figural matrices."

Research Enabling Grant (REG) (\$5,789) from the University of Houston, awarded in February, 1982, for project entitled: "The effect of verbal strategies on solution of figural matrices for fifth graders of varying memory capacities."

Limited-Grant-in-Aid (LGIA) (\$65) from the University of Houston, for a project entitled: "The Relationship between Working Memory and Processes Underlying Solution of Figural Matrices," December, 1981.

New Research Opportunities Program (NROP) (\$3,950) from the University of Houston, awarded in June, 1980, for project entitled: "A study of English-, Spanish-, and Japanese-speaking children's performance on perceptual and communication tasks."

Research Initiation Grant (RIG) (\$3,934) from the University of Houston, awarded in February, 1979, for project entitled: "The effect of mental attentional energy on referential communication in young children."

PROFESSIONAL PRESENTATIONS (regional, national, and international only)

Invited Presentations

- “Beginning Reading Instruction: The Science and Implementation Challenges.” Host and commentator of a Lunch & Learn in honor of the 20th anniversary of the Florida Center for Reading Research at Florida State University, Tallahassee, FL October 19, 2022.
- “Assessing and Addressing the Needs of Early Readers.” Host and commentator of an International Literacy Association (ILA) Virtual Intensive, January 13, 2022.
- “What parents and grandparents can do to foster a love of reading (and reading success).” Presentation to the Chautauqua Women’s Club in Chautauqua, NY, on July 13, 2021.
- “Key Points to Ensure Grade 3 Reading Success.” Keynote at the Florida Literacy Association meeting in Orlando, FL November 2, 2019. Also featured speaker on “Don’t Lose Sight of Instruction in MTSS.”
- “REL Southeast’s Strategy of Rigorous Relevance and Resulting Partnerships and Resources.” Presentation at The Frank Porter Graham Child Development Institute at UNC-Chapel Hill, May 14, 2019.
- “An Overview of Effective Reading Instruction in K–3 Classrooms.” Presentation at the University of North Carolina System’s research symposium for teacher education leaders and faculty, “Leading on Literacy.” Cary, NC, October 15, 2018. [Repeated for district leaders and principals March 4, 2019 in Greensboro, NC, and March 29, 2019, in Columbia, SC for statewide literacy specialists.]
- “Implementing Effective Reading Interventions in Schools: Alignment of Tier 1 and Tier 2 Interventions.” Presentation to the Distinguished Scholar symposium at the meeting of the Higher Education Literacy Partnership in St. Paul, Minnesota on September 29, 2017. [Funded by the June Stern Family Foundation.] Also, presented at the Literacy Coaches Symposium in Biloxi, MS on June 5, 2018, at the University of Alabama Literacy Leadership Conference in Tuscaloosa on August 28, 2018, and at the Florida Literacy Conference in Orlando on November 5.]
- “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade.” Keynote presentation of the IES practice guide at the Florida Reading Association meeting in Tampa, Florida on November 5, 2017. [Also presented to the International Literacy Association meeting in Boston, MA, July 9, 2016, to the Florida Reading Association meeting in Orlando, FL, October 22, 2016, and to the Mississippi Higher Education Literacy Council, January 31, 2017.]
- “A Computer-adaptive Literacy Assessment for Grades K-12.” Presentation at a symposium hosted by the Educational Testing Service (ETS) on IES’s Reading for Understanding grants, May 18-19, 2016, in Alexandria, VA.
- “The Common Core State Standards for K-5 ELA: Facts, Myths, and What’s Next.” Presentation at the annual meeting of the Council on Exceptional Children (CEC) in San Diego, April 10, 2015.
- “The Importance of Oral Language for Reading Comprehension Among Adolescents.” Webinar presentation to Striving Reader grantees, U.S. Department of Education, January 30, 2015 and to Miami-Dade County Public School teachers in a literacy workshop in Miami, FL on February 17, 2015.
- “Promoting Evidence-based Practice in Education.” Colloquium presentation to scholars and officials from three governmental organizations (National Academy for Educational Research, K-12 Education Administration, Ministry of Education, and the Ministry of Science and Technology) in Taiwan, October 20, 2014, in Taipei, Taiwan.
- “Balancing Scientific Rigor and Relevance in Developing a Progress Monitoring System for Literacy.” Keynote address at the 2014 International Conference on Educational Innovation and Student Learning, National Academy for Education Research, October 18, 2014, in Taipei, Taiwan.
- “Closing the Achievement Gap in Literacy.” Public lecture at the National University of Tainan, October 17, 2014, in Tainan, Taiwan.

- “The Structure of Oral Language and its Relation to reading at Various Levels of Comprehension in K-2.” Distinguished professor lecture at Georgia State University, Oct. 10, 2013 in Atlanta, GA.
- “Evidence-Basd Reading Intervention Research in K-12.” Keynote at the 7th Biennial “Niagara in Miami” Conference on Evidence-Based Treatments for Childhood and Adolescent Mental Health Problems, March 8, 2013 in Miami, Florida.
- “Finding the Science of Reading in the Common Core State Standards.” Keynote at the meeting of the Illinois Branch of the International Dyslexia Association in Chicago, IL October 11, 2012. Also a breakout session on “Elements of Effective Reading Interventions.”]
- “The Science of Reading and the Common Core State Standards.” Keynote presentation at the annual meeting of the International Association of Laboratory & University Affiliated Schools in Tallahassee, FL, March 28, 2012.
- “How to Use Your Data to Inform Literacy Instruction.” Invited webinar for the School Turnaround Learning Community, October 18, 2011.
- “The Challenge of Assessing Reading for Understanding to Inform Instruction.” Invited presentation to the Training Interdisciplinary Educational Scientists (TIES) program at Penn State University, University Park, PA, March 30, 2011.
- “The Value and Instructional Implications of the Florida Assessments for Instruction in Reading (FAIR).” Invited presentation at the Florida Educational Technology Conference (FETC) in Orlando, FL, February 2, 2011.
- “New Research on Text Difficulty, Oral Language, and Writing.” Invited presentation at the meeting of the Florida Reading Association in Orlando, FL, September 10, 2010. Also presented as a webinar for the Center on Instruction, January 20, 2011.
- “ Reading Intervention in Grades K-12: Scientifically-Informed Policy.” Invited B.F. Skinner lecture at the convention of the Association for Behavior Analysis International (ABAI) in San Antonio, TX May 29, 2010.
- “Principled Criteria and Processes for Evaluation and Assessment.” Invited presentation at the U.S. DOE Early Literacy Conference in Chicago, IL, May 11, 2010.
- “Florida Assessments for Instruction in Reading (FAIR) – Translating Score Reports for Instruction.” Presentation at the Florida Educational Technology Conference (FETC) in Orlando, FL January 14, 2010. [Also presented at the Florida Organization of Instructional Leaders in Orlando, FL on November 19, 2010.]
- “ Psychometrics of the Florida Assessments for Instruction in Reading (FAIR).” Presentation with Yaacov Petscher at the Florida Educational Research Association meeting in Orlando, FL Nov. 19, 2009.
- “Early Identification and the Florida Assessment for Instruction in Reading: K-2.” Presentation in a symposium “Early Reading Deveopment and its Applications for Teachers and Schools” at the annual meeting of the International Dyslexia Association in Orlando, FL Nov. 11, 2009.
- “Accelerating Literacy with Quality Classroom Instruction.” Webinar for the Center on Instruction—Special Education Strand, April 20, 2009.
- “Florida Assessments for Instruction in Reading.” Presentation with Dr. Evan Lefsky from the FL Dept. of Education to the meeting of the Florida Organization of Instructional Leaders (FOIL) in Tampa, FL, Nov. 5-6, 2008, and to the FL Educational Technology Conference (FETC) in Orlando, FL, Jan. 22, 2009.
- “ The Linguistic Basis of Reading Disabilities.” Keynote address at the U.C. Davis M.I.N.D. Institute in Sacramento, CA, August 8, 2008. (Also breakout on “Early Interventions for Struggling Readers.”)

- “Reading First in Florida.” Presentation made as part of symposium on Reading First at the International Reading Association meeting in Atlanta, GA, May 6, 2008.
- “Research-based early reading interventions” and Assessing academic literacy: The role of text in comprehending written language.” Presentations at the 2nd annual Louisiana Literacy Conference in New Orleans, April 24, 2008.
- “Reading and Language Intervention.” Keynote address at the British Dyslexia Association meeting in Harrogate, UK, March 28, 2008.
- “Prevention and Intervention in Reading Remediation.” Presentation at the CORE Literacy Leadership Summit in San Francisco, CA, Feb. 28, 2007.
- “Early Interventions for Struggling Readers.” Live Chat via teleconference and Internet at www.theinstituteforliteracyandlearning.org on Feb. 13, 2008.
- “Prevention and Remediation of Reading and Learning Disabilities: What We Know from Research. Keynote presentation at the Virginia Branch of the International Dyslexia Association meeting in Richmond, VA, Feb. 1, 2008.
- “Prevention of Reading Difficulty.” Keynote at the European Association for Research on Learning and Instruction (EARLI) conference in Budapest, Hungary, September 1, 2007. Also a keynote at the biennial “Getting in Touch with Literacy Conference” hosted by the Florida Instructional Materials Center for the Visually Impaired in Tampa, FL, Nov. 30, 2007.
- “Reading Remediation: State of the Art.” Presentation at The Dyslexia Foundations’s Extraordinary Brain Symposium in Campos do Jordão, Brazil, June 25-29, 2007.
- “Text Difficulty and Assessment: The Role of Text in Comprehending Written Language.” Presentation in Hiebert’s symposium “Opportunity to read: How much? What kinds of texts? For what reasons? At the International Reading Association meeting in Toronto, CA, May 13, 2007.
- “The Study of Beginning Reading at Scale: Context Matters.” Presentation in Reading Research Conference at the International Reading Association meeting in Toronto, CA, May 12, 2007.
- “The advancement of education research: Field development from different vantages.” Presentation at the American Educational Research Association meeting in Chicago, IL, April 11, 2007.
- “Community Literacy Programs for Children.” Presentation at the National Institute for Literacy (NIFL) summit in Washington, DC, March 19, 2007.
- “Evidence-based Instructional Practices and Early Intervention Techniques in Reading.” Presentation to faculty and graduate students in the Child Study Center’s Stoll Lecture Series, Pennsylvania State University, University Park, PA, November 2, 2006.
- “Assessment-driven instruction: General education and special education working together. Keynote address at the Virginia Federation of the Council for Exceptional Children, Charlottesville, VA, October 16, 2006.
- “Effect of Instructional Practices on the Reading, Writing, and Spelling of Students in High Poverty Schools.” Presentation to doctoral students in the Communication Sciences & Disorders program at the University of South Florida in Tampa, Oct. 6, 2006.
- “Leadership is Crucial to Sustaining Reading First.” Keynote address to the Central Region Reading First Technical Assistance Center (CRRFTAC)’s Leadership Academy in Columbus, OH, Sept. 27, 2006. Additional breakout sessions on “Providing Intensive Intervention for Struggling Readers.”
- “Education Research that Makes a Difference: From research to practice—forging effective partnerships to develop and bring exemplary interventions to scale.” Presentation at the IERI PI meeting in Pentagon City, VA, August 31, 2006.

- “Current Research on Reading/Language Arts.” Presentation to the Texas State Board of Education, Austin, TX, June 14, 2006.
- “Prevention of Reading Difficulties.” Presentation at The Curry Risk and Prevention Speaker Series, University of Virginia, Charlottesville, VA, March 31, 2006.
- “Early Intervention and 3-Tiered Model for Service Delivery” and “Is Fluency a Cause or Consequence of Reading Comprehension?” Keynote and breakout presentations at the North Carolina Branch of the International Dyslexia Association, March 10, 2006 in Raleigh, NC.
- “Standards-Based Educational Reform is One Important Step toward Reducing the Achievement Gap.” Presentation at an invitational conference “Will Standards-Based Reform in Education Help Close the Poverty Gap?” at the University of Wisconsin-Madison, February 23-24, 2006.
- “RtI as Assessment-Driven Instruction: General Ed and Special Ed Working Together.” Keynote and breakout presentations to K-12 teachers and administrative teams in School District 11 Colorado Springs, CO, January 30, 2006.
- “Response to Intervention Requires a Multi-Tiered Approach: The Research Base and Implementation Challenges.” Presentation to the DC Branch of the Learning Disabilities Association (LDA) meeting in Arlington, VA, November 19, 2005.
- “Measuring Instructional Effects on Primary-Grade Literacy Outcomes.” Presentation at the NCEE Workshop on Measuring Classroom Practice in Washington, DC, Sept. 27, 2005.
- “Preventing Reading Disabilities with Systemically Designed Early Intervention.” Presentation in the symposium “Evidence on the Efficacy and Effectiveness of Prevention and Remediation Programs” at the International Dyslexia Association special topics conference “Research to Practice: Advances in Reading and Literacy,” in Washington, DC, July 21, 2005.
- “How Science Informs Our Understanding of Early Reading.” Keynote presentation to the New York State Reading First Institute in Buffalo, NY, July 12, 2005.
- “Advancing an Evidence-Based Approach to Literacy Research.” Keynote presentation to the Canadian Language & Literacy Research Network in Toronto, Canada, June 28, 2005.
- “Evidence-Based Practices in Reading.” Presentation to the Psychology and Education faculty at Syracuse University in Syracuse, NY, April 22, 2005.
- “Research and Practice in Reading: From the Bench to the Trench and Back.” Presentation in the symposium “Some Children are Left Behind: Improving Reading by Understanding Language” at the AAAS meeting in Washington, D.C., February 18, 2005.
- “The Impact of the Language of Instruction on Language and Literacy Outcomes in Primary-Grade Bilingual Classrooms.” Presentation to education and psychology faculty and students at Texas A&M University in College Station, Texas, December 1, 2004.
- “Research-Based Reading Instruction and Assessment.” Presentation to staff at the Barksdale Reading Institute in Jackson, Mississippi, November 19, 2004.
- “Mining for Gold: Nuggets of Evidence in classroom reading research.” The Orton Memorial Lecture presented at the International Dyslexia Association (IDA) meeting in Philadelphia, PA, November 4, 2004.
- “Research-based Phonological Awareness Instruction.” Keynote presented at the Idaho Association for Supervision and Curriculum Development’s Kindergarten Teacher Conference in Boise, Idaho, Oct. 8, 2004. (Also presented workshop on vocabulary instruction.)
- “Framing a Field: An Overview.” Presentation at the Kaufman Foundation’s conference on “Elementary School Literacy: Philanthropic approaches, learnings and opportunities” in Kansas City, MO, May 11, 2004.

- “Effective Early Reading Interventions in High Poverty Schools” and “Early Identification and Intervention for Children at-risk of Reading Disabilities.” Presentations at the Southwest Branch of the International Dyslexia Association meeting in Albuquerque, New Mexico, February 20-21, 2004.
- “In search of a Vocabulary Curriculum That Promotes Generative Learning.” Presentation at a conference on vocabulary development and its implications for reading hosted by the Florida Center for Reading Research, Feb. 12-13, 2004.
- “Measuring Instructional Effects on Primary-Grade Literacy Outcomes” Presentation at a conference hosted by the Consortium for Policy Research in Education (CPRE) entitled “The Measurement of Instruction: Technical Challenges and Implications for Research, Policy, and Practice” in Washington, DC, Jan. 22-23, 2004.
- “Comprehensive Staff Development Programs in the Context of Reading First: Critical Features and Methodologies for Measuring Effectiveness.” Presentation at the Office of English Language Acquisition (OELA), US Department of Education’s Summit in Washington, DC, Dec. 3, 2003.
- “Using Research to Inform Practice.” Keynote at Maryland Reading First Leadership Conference ‘Research to Practice,’ Turf Valley, MD., October 22, 2003.
- “How Science Informs our Understanding of Early Reading.” Keynote address at the 7th Annual UCLA Conference on Learning Disabilities, Los Angeles, Oct. 17, 2003.
- “Measuring Vocabulary in Grades K-3 in the Context of Reading First.” Presentation at the Vocabulary Forum hosted by the Pacific Educational Resources Lab (PREL) in Dallas, TX, Oct. 1-2, 2003.
- “Reading Fluency: A Cause or Consequence of Comprehension?” Presentation at the Multisensory Structured Language Workshop hosted by the Louisiana State Department of Education in Baton Rouge, LA on July 8, 2003.
- “The Research Base of Reading First.” Presentation at the Regional Literacy Network Conference hosted by the North Central Regional Educational Laboratory (NCREL) in Naperville, IL, June 25-26, 2003.
- “Early Reading Intervention.” Workshop for school psychologists, Oakland Schools, Waterford, MI, May 9, 2003.
- “How Teachers Allocate Time During Literacy Instruction in Primary-Grade English Language Learner Classrooms.” Presentation in the symposium on NICHD-OERI Bilingual Research Network at the International Reading Association meeting in Orlando, FL, May 6, 2003.
- “Impact of Instructional Practices in Grades 1 and 2 on Reading and Spelling Outcomes.” Presentation in symposium on “Reading Development, Reading Difficulties, and Reading Instruction” at the International Reading Association meeting in Orlando, FL, May 6, 2003.
- “Scaling-Up Assessment-Driven Intervention Using the Internet and Handheld Computers: An IERI Grant.” Symposium on IERI research at the American Educational Research Association meeting in Chicago, April 21, 2003, and conference on “Conceptualizing scale-up: Multidisciplinary perspectives” in Washington, D.C. Nov. 3-4, 2003, and NICHD/IRA meeting on comprehension research in Bethesda, MD, February 23-25, 2004.
- “Early Reading Intervention for Students with Dyslexia.” Presentation at the San Marcos Foundation Series on Dyslexia, University of Colorado-Boulder, March 6, 2003.
- “Developing Writers.” Presentation at the meeting of the Houston Branch of the International Dyslexia Association, Houston, TX, Feb. 21, 2003.
- “Reading Texts and Reading Performance in High Poverty Schools.” Presentation at the interdisciplinary public lecture series on reading at the Kennedy Center, Vanderbilt University, February 20, 2003.

- “Definitions and Overview of Fluency: Conceptual and Methodological Challenges.” Presentation at the Pacific Resources for Education and Learning (PREL)’s “Focus on Fluency Forum” in San Francisco, Nov. 6-7, 2002.
- “Educational policy and practice in multilingualism and reading: Consensus?” Presentation at the Brain and Languages: The Scientific Challenge of Multilingualism in Reading” conference in Magaliesberg, South Africa, October 4, 2002.
- “Promoting literacy for all students: What research tells us.” Presentation at the Chautauqua Women’s Club, Chautauqua, NY, July 18, 2002.
- “Characteristics of Teaching that Impact Early Reading.” Presentation at a symposium sponsored by the National Dyslexia Research Foundation in Kona, Hawaii, June 12-15, 2002.
- “How psychological science informs the teaching of reading.” Presentation in the symposium on Psychological Science in the Public Interest at the meeting of the American Psychological Society in New Orleans, June 7, 2002.
- “Measures developed for Spanish-English Biliteracy Research.” Presentation by Diane August, Barbara Foorman, & David Francis at the TESOL conference in Salt Lake City, April 13, 2002.
- “Research-based Core Reading Instruction.” Presentation to administrators at the U.S. Department of Education conference on “Improving America’s Schools” in San Antonio, TX, Dec. 17-19, 2001. (This talk was also given to the Houston ISD reading teacher trainers and dyslexia coordinators Nov. 14, 2001, in Houston, TX)
- “Research-based Reading Instruction for At-Risk Students.” Presentation at the Gesu Symposium on Inner-City Education at the Gesu School, Philadelphia, PA, November 1, 2001.
- “The Past 20 Years: What Reading Research has Taught us About Effective Instruction for Preventing Reading Difficulties.” Presentation to the Reading Reform Foundation of New York in New York City, October 28, 2001.
- “Intervening with Struggling Readers.” Presentation at the El Paso ISD’s Administrators’ and Teachers’ Conference at the University of El Paso, June 13, 2001.
- “What’s next in reading disabilities intervention research: A discussion with leading researchers.” Panel presentation at the annual meeting of the Council on Exceptional Children in Kansas City, Missouri, April 18-21, 2001.
- “Characteristics of effective literacy instruction in high poverty locations: A look at eight moel schools.” Presentation at the annual meeting of the American Educational Research Association (AERA) in Seattle, WA, April 13, 2001.
- “Oracy/Literacy Development in Spanish-Speaking Children. Panel presentation in the NICHD/OERI Spanish-English Biliteracy Research Institute at the annual meeting of the National Association of Bilingual Educators (NABE) in Phoenix, AZ, Feb. 23, 2001.
- “Prerequisites for scaling up reading research.” Plenary session speaker at the meeting for Principal Investigators in the Interagency Educational Research Initiative (sponsored by NSF, NICHD, and OERI) in Washington, D.C., December 6, 2000.
- “Teaching beginning reading and writing in inner city classrooms: Ingredients of effective instruction.” Preconference symposium at the International Dyslexia Association conference in Washington, D.C., November 8, 2000.
- “Reading development, reading difficulties and reading interventions: Converging evidence from the NICHD reading research program.” Presentation at the Council on Learning Disabilities conference in Austin, TX, October 20, 2000.
- “When does good instruction cross the line from prevention to intervention?” Presentation to the National Institute for Child Health and Human Development (NICHD) conference on “Emergent and Early Literacy” in Washington, D.C., September 21-23, 2000. (Also,

- discussant at the National Academy of Sciences/U.S. Dept. of Education conference
“Achieving High Educational Standards for All” in Washington, D.C., Sept. 21-22, 2000.)
- “Now that K-3 reading is improving, where’s the early intervention?” Keynote address at the
Lee David Pesky Center for Learning Enrichment’s conference in Boise, Idaho, Aug. 11,
2000.
- “What does a research-based reading program look like?.” Presentation to the Education Service
Center IV’s technical assistance workshop for Texas’ Reading Excellence grant, Houston,
TX, June 22, 2000. “Phonological Processing and Reading Success.” Presentation to the
Education Service Center IV’s dyslexia conference, Sept. 19, 2000.
- “Models for raising student achievement: Perspective from research in Texas and in
Washington, D.C..” Presentation at the National Research Council’s technical assistance
workshop in Washington, D.C., April 14-15, 2000. (Discussant at the resulting conference
“Achieving High Educational Standards for All” in Washington, D.C.
- “Early Reading Assessment in Texas: Implementation, Interventions, and Updates for 2001”
Preconference Institute at the annual meeting of the Texas State Reading Association in
Corpus Christi, Texas, March 9, 2000.
- “What reading research looks like in classroom practice.” Presentation to the National Institute
for Literacy’s conference in Philadelphia, March 7, 2000, and to all teachers in Los Alamos
School District in NM during their professional development day, Aug. 22, 2000.
- “Overview of Research-Based Critical Content in Early Literacy.” Presentation (a) to the State
of Connecticut’s committee on teacher competencies in reading in Hartford, CT, Feb. 16,
2000, and (b) to the Great Lakes Area Regional Resource Center’s conference in Tampa, FL,
on Feb. 17-18, 2000.
- “Interventions aimed at improving reading skills: A cognitive neuroscience approach.”
Presentation at the Biological and Social Determinants of Child Development conference at
Rice University in Houston, Texas, January 20, 2000.
- “Brain Research in Reading.” Presentation at the Metropolitan Organization’s Alliance School
Staff Development Day for Houston ISD teachers in Houston, Texas, January 3, 2000.
- “How Reading Research can Inform Reading Practice.” Luncheon speech to the Council of
Chief State School Officers meeting on Improving Achievement in High Poverty Schools in
Houston, Texas, October 18, 1999.
- “Intervention for all Ages.” Invited presentation to the national Rotary Club meeting on literacy
and numeracy in Houston, Texas, August 28, 1999.
- “Navigating Issues in Reading: Prevention and Early Intervention.” Invited presentation at the
annual meeting of the Texas Council of Administrators of Special Education in Austin, TX,
July 15, 1999.
- “How can theoretical models of learning to read incorporate more realistic learning
environments?” Invited seminar (with Mark Seidenberg) at the Society for the Scientific
Study of Reading (SSSR) in Montreal, April 24, 1999.
- “Reading Research.” Invited presentation to the Reading Excellence Workshop in Chicago, IL
March 25, 1999.
- “Research to Practice.” Invited panel presentation to the New Mexico Association for the
Education of Young Children conference in Albuquerque, NM, March 20, 1999.
- “Texas Primary Reading Inventory—Update, Implementation, & Intervention. Invited
presentation to the Texas State Reading Association (TSRA) meeting in Houston, TX, March
5, 1999, and to Garland ISD teacher leaders and administrators, Aug. 26, 1999.
- “Early Interventions for Children At-Risk for Learning Disabilities: Effects on Language,
Reading, and the Developing Brain.” Invited symposium on NICHD early intervention

- research at the Learning Disabilities Association (LDA) conference in Atlanta, GA, Feb. 26, 1999.
- “The Next Question for Intervention Research in Reading.” Invited symposium at the Pacific Coast Research Conference in La Jolla, CA, Feb. 4, 1999.
- “Reading for All.” Keynote address to the Florida Association of School Administrators meeting in St. Augustine, FL, Jan. 14, 1999.
- “What is phonemic awareness?” Invited presentation to the New Standards national conference in San Diego, CA, Jan. 9, 1999. Also participated in panel discussion of the Primary Literacy Standards.
- “Redefining the Basics.” Invited panel discussion at the Association of American Publishers School Division Annual Meeting in Sacramento, CA, Feb. 3, 1999.
- “The Science of Learning and the Pedagogy of Reading.” Invited presentation in a seminar on “The Science of Learning Research” at the University of Pittsburgh in Pittsburgh, PA, Dec. 14, 1998.
- “Dyslexia: A research-based approach.” Keynote address to the Illinois Branch of the International Dyslexia Association” in Oak Brook, IL, Nov. 6, 1998 (and breakout session on “Early years assessment”), as well as to the Virginia Branch of IDA in Richmond, VA, March 13, 1999.
- “Early reading assessment.” Invited presentation at the Hoover Institution, Stanford University, Stanford, CA, Oct. 19, 1998.
- “Preventing Reading Disabilities: The Promise of Recent Research.” Invited presentation to the Houston Branch of the International Dyslexia Association, Houston, TX, Sept. 26, 1998.
- “Reading Instruction K-3: Mechanics.” Invited presentation to the U.S. Department of Education’s Reading Summit on the NRC Report in Washington, D.C. September 18, 1998. “Overview of Preventing Reading Difficulties in Young Children: The NRC Report.” Luncheon keynote to the Arkansas Head Start Association, Fayetteville, Arkansas, August 14, 1998, and to the Virginia Reading Forum, Roanoke, VA, Nov. 3, 1998.
- “Preventing Reading Failure by Ensuring Effective Reading Instruction.” Lunch keynote to the Learning Institute at the University of Pittsburgh, August 4, 1998. Also presented to the regional meeting of the Rotary Club literacy program leaders in Houston, TX, Aug. 29, 1998.
- “Preventing Reading Failure in At-Risk Children.” Invited lecture in the the Pediatric Grand Rounds Lecture Series at the University of Texas- Houston Medical School, May 26, 1998.
- “Beginning reading research” Keynote address at the International Reading Association meeting in Orlando, FL, May 5, 1998.
- “Helping Children Learn to Read before They Fail.” Invited Colloquium to the College of Education, University of Maryland, May 4, 1998.
- “A Meeting of the Minds on Educational Research and Practice: Steps Toward Consensus on Reading Disabilities?” Presentation in Symposium at the annual meeting of the American Educational Research Association (AERA) in San Diego, CA, April 16, 1998.
- “Texas Primary Reading Inventory.” Invited presentations at Region 13’s assessment meeting in San Antonio, Jan. 21, 1998, the Texas Association of Administrators and Supervisors of Programs for Young Child. Children in Corpus Christi on February 19, 1998, to the Texas State Reading Association (TSRA) meeting in El Paso, TX, March 7, 1998, the Texas Elementary Principals School Association (TEPSA) meeting in Austin, TX, June 11, 1998, the Texas Association of School Administrators (TASA) meeting in Austin, TX on June 24, 1998, and on TETN (televideo network) Sept. 15, 1998.
- “Dyslexia: A Research-Based Approach.” Invited testimony before the Texas Senate’s Interim Committee on Education, Austin, TX, March 4, 1998.

- “Early Reading Interventions: What Research Says about Preventing Reading Failure.” Keynote address at the annual meeting of the California Association of Resource Specialists in San Diego, February 27, 1998.
- The Real Science of Teaching Johnny to Read.” Invited talk at the President’s Executive Luncheon, University of Texas-Houston Health Science Center, January 15, 1998.
- “What Does the Research on Reading Really Say?” Invited presentation in a panel discussion at the Education Writers Association meeting on “Reading Wars: Can There Be a Truce?” in Baltimore, MD, December 12, 1997.
- ”Necessary and Sufficient Conditions for Learning to Read.” Invited Presentation at the International Dyslexia Association meeting in meeting in Minneapolis, MN, November 15, 1997.
- “What Constitutes Effective Reading Instruction in Our Schools?” Keynote Address at Region 14’s Reading Symposium in Abilene, TX, Oct. 20, 1997.
- “Creating Successful Readers & Spellers by Building Alphabetic and Orthographic Knowledge.” Invited presentation at a research symposium sponsored by the National Dyslexia Research Foundation and Landmark College in Burlington, VT, October 18, 1997.
- “The Houston Study.” Invited Presentation at the Literacy and the Language Module: A Conference in Honor of Alvin Liberman’s APA Lifetime Achievement Award in Storrs, CT, October 4, 1997.
- “Texas Reading Initiative: Beginning Reading and Comprehension Research to Practice. Invited presentation at the meeting of the Texas Association of School Administrators and School Board Members in Houston, TX, Sept. 26, 1997.
- “Effect of Instructional Method on Reading in Title 1 children.” Invited presentation in symposium on Learning to Read in American Schools at the American Association for the Advancement of Science (AAAS) meeting in Seattle, WA, Feb. 13-18, 1997. Effects of Early Reading Intervention.” Invited presentation at the administrators mid-winter conference, Austin, TX, January 28, 1997.
- “Evaluating Reading and Spelling Growth in the Classroom.” Presentation to the California Symposia on Research on Beginning Reading in Sacramento, Fresno, and Ontario, January 15-17, 1997.
- “A Study of Early Reading Acquisition” and “Demonstration of Effective Phonological Awareness and Decoding Lessons.” Presentations at the Beginning Reading Meeting (part of the Texas Reading Initiative) at the Capitol Marriott, Nov. 14-15, 1996
- “NICHD/Title 1 Reading Intervention Project.” Keynote address at the California Educational Research Association (CERA) meeting in Marina del Rey, Nov. 7, 1996.
- “Diagnosis, Intervention, and Programs.” Presentation at the Research Symposium on Beginning Reading, Oct. 7-11 in Sacramento, Fresno, and Ontario, CA.
- “Biological and educational aspects of dyslexia.” Invited presentation at Middle Tennessee State University in Murfreesboro, TN, Sept. 28, 1996.
- “Catching reading problems early: Approaches that work.” Presentation to the Landmark College and National Dyslexia Research Foundation conference, Sept. 12-14, Snowmass, Colorado.
- “Early detection of reading problems.” Presentation at the Illinois State Reading Conference in Deerfield, Illinois, August 5-6, 1996.
- “Report on Chapter 1 study results.” Testimony to the Education subcommittee of the California Assembly, in Sacramento, May 8, 1996 (and presentation to the CA Commission on Teacher Preparation and Licensure, May 9).

- "Early interventions for children with reading problems: Update." Medical symposium and roundtable at the Learning Disabilities Association meeting in Dallas, TX, March 6-7, 1996.
- "The Alphabet Effect: Mastering Phonology and Morphology for Effective Reading and Spelling." Preconference symposium sponsored by The Orton Dyslexia Society at the annual meeting in Houston, TX November 1, 1995.
- "Early interventions for children with reading problems." Presentation to the President's Colloquium at UT Medical Branch at Galveston, October 19, 1995
- "Remarks on early reading interventions." Presentation to Long-Range Planning Committee of the TX State Board of Education, July 7 and September 8, 1995. (Appointed to the Review Committee for the Language Arts/Reading Essential Elements, 1996).
- "Early interventions for children with reading problems." Presentation in NIH symposium to the International Academy of Research on Learning Disabilities in Phoenix, AZ, June 22-24, 1995.
- "The Case for Early Intervention." Presentation at conference on "Cognitive and Linguistic Foundations of Reading Acquisition: Implications for intervention Research" sponsored by the National Dyslexia Research Foundation from May 27-June 1, 1995 in Kauai, Hawaii.
- "Review of the University of Houston Intervention Project: Objectives, Progress, and Problems." Presentation to NICHD Conference on Intervention Programs for Children with Reading and Related Language Disorders at the National Institutes of Health, Bethesda, MD, August 17-18, 1994.
- Early interventions for children with reading problems." Presentation given in an invited symposium on "Research to Understand the Relationships Between Language and Reading: Implications for Practice and Teacher Preparation" at the American Council of Learning Disabilities meeting, Washington, D.C., March 17-18, 1994.
- "The effects of visual and verbal training on solving figural matrices in Japan and the U.S.A." Talk given to the Developmental Seminar, Department of Experimental Psychology, Oxford University, November 17, 1986.
- "Using the microcomputer to train reasoning skills." Talk given to Psychology faculty at the Open House, Milton Keynes, England, October 12, 1986.
- "Children's solutions for figural matrices: Developmental differences in strategies and effects of matrix characteristics. Talk given to the Tokyo University Developmental/Cognitive Group, November 25, and Miyazaki University Psychology Department, December 28, 1983.
- "Perception and Communication in Children -- Mexico, U.S., and Japan." Talk given to the Developmental Seminar of the Department of Experimental Psychology, University of Oxford, England, May 25, 1981. (I was a Visiting Scholar at Oxford, Department of Experimental Psychology during Trinity term, May-June, 1981.)
- "A Constructivist Approach to Metaphor." Talk given to the Interdisciplinary Linguistic Forum at Syracuse University, May 5, 1980.
- "The Semiotic Function Underlying the Referential Communication Paradigm." Invited paper presented at the New York Academy of Sciences conference/workshop on the Clever Hans Phenomenon" in New York City, May 6-8, 1980.

Paper Presentations

- Foorman, B., Newton, Yi-Yieh, Quinn, J., & Petscher, Y. (2020). How do latent variables of decoding and language predict reading comprehension across two years in grades 5, 7, and 9? Paper to be presented at the annual meeting of the Society for Research on Educational Effectiveness (SREE) in Arlington, VA, March 12, 2020. [Also, REL Southeast presenter on panel on RPPs at scale? Lessons learned from ten years of Regional Educational Laboratory (REL) Research Partnerships at SREE on March 14, 2020.]

- McIlraith, A., Petscher, Y., Truckenmiller, A., & Foorman (2018). An explanatory item response model for grade 3 reading comprehension: The influence of child, item, and passage characteristics. Poster at the annual meeting of the Society for the Scientific Study of Reading in Brighton, UK, July 18-21, 2018.
- Foorman, B. (2018). Driving knowledge utilization. Panel presentation at the annual meeting of the Society for Research on Educational Effectiveness (SREE) in Washington, DC, March 1, 2018.
- Foorman, B., Herrera, S., & Dombek, J. (2017). The impact of two approaches to early literacy intervention in grades k-2. Paper presentation at the annual meeting of the Society for Research on Educational Effectiveness (SREE) in Washington, DC, March 3, 2017.
- Foorman, B. (2016). The relative effects of two approaches to early literacy interventions in grades K-2. Presentation as part of a symposium on Treatment, Diagnosis, and Etiology of Reading, Writing, and Language Disabilities at the International Dyslexia Association meeting in Orlando, FL, October 26, 2016.
- Foorman, B., Wood, C., Koon, S. (2016). Computer-adaptive assessments of literacy for English learner students. Presentation in a symposium at CCSSO's National Conference on Student Assessment in Philadelphia, PA, June 22, 2016.
- Foorman, B., Petscher, Y., & Brooke, L. (2016). Using computerized assessment to identify profiles of reading and language skills in elementary and secondary students. Presentation in a symposium at CCSSO's National Conference on Student Assessment in Philadelphia, PA, June 21, 2016.
- Foorman, B. (2016). Assessing literacy progress in English learner students. Presentation at a symposium entitled "Beyond the homogeneous English learner classification: New progress analyses using new, multiple English learner subgroups" at the annual meeting of the American Educational Research Association in Washington, DC, April 8-12, 2016.
- Foorman, B., Petscher, Y., & Stanley, C. (2016). Latent profiles of reading and language and their association with standardized reading outcomes in grades K-10. Presentation at the annual meeting of the Society for Research on Educational Effectiveness (SREE) in Washington, DC, March 4, 2016.
- Foorman, B. (2015). Tips for implementing literacy interventions at scale. Discussant at roundtable "Interventions for Struggling Readers: When Evidence Meets the Real World" at the annual meeting of the Association for Public Policy Analysis & Management (APPAM) in Miami, Florida, November 12, 2015.
- Petscher, Y., & Foorman, B. (2015). Quantile dominance for the study of individual differences in reading. Poster presented at the annual meeting of the Society for the Scientific Study of Reading in Hawaii (Big Island), July 17, 2015.
- Foorman, B. (2015). Facilitating the Research in the Research Alliance. Presentation in symposium entitled "Building Capacities between Researchers and Policy Makers: Experiences from the Regional Educational Laboratory—Southeast" at the annual meeting of the American Educational Research Association (AERA) in Chicago, April 20, 2015.
- Foorman, B., Koon, S., & Petscher, Y. (2015). The dimensionality of oral language and reading in 4th-10th grades: A bi-factor approach. Paper to be presented at the annual meeting of the Society for Research on Educational Effectiveness (SREE) in Washington, DC, March 7, 2015.
- Petscher, Y., Foorman, B., & Mitchell, A. (2014). Conditional predictive validity of component reading comprehension skills. Paper presented at the annual meeting of the Society for the Scientific Study of Reading in Santa Fe, NM, July 18, 2014.
- Kershaw (Herrera), S., Foorman, B., & Petscher, Y. The structure of oral language and its relation to reading in various levels of comprehension in grades K-2. Paper presented at the annual meeting of the Society for the Scientific Study of Reading in Santa Fe, NM, July 18, 2014.

- Foorman, B. How is text difficulty determined and what are the instructional implications? Paper presented at the annual meeting of the Alabama Reading Association in Mobile, AL, Nov. 16, 2013 and November 14, 2014.
- Foorman, B., Petscher, Y., Wagner, R.K., & Schatschneider, C. Components of reading comprehension: What is the latent construct and what dominates at what grade? Paper presented at the annual meeting of the American Educational Research Association (AERA) in San Francisco, CA, April 27-May 1, 2013.
- Petscher, Y., & Foorman, B. Increasing the precision of student ability in tests of reading comprehension: Evidence from a randomized control trial. Poster presented at the annual meeting of the Society for the Scientific Study of Reading in Montreal, Canada, July 12-14, 2012.
- Petscher, Y., Foorman, B., Schatschneider, C., & Wagner, R., Multiple group estimation of component skill factors and relations to reading comprehension. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME) in Vancouver, Canada, April 15, 2012.
- Foorman, B., & Petscher, Y. Components of reading comprehension: What dominates at what grade? Paper presented at the annual meeting of the Society for Research on Educational Effectiveness (SREE) in Washington, DC, March 8-10, 2012.
- Foorman, B., & Petscher, Y. Does morphological knowledge uniquely predict reading comprehension above and beyond spelling and text reading efficiency in grades 3-10? Paper presented at the annual meeting of the Society for the Scientific Study of Reading in Tampa, FL, July 16, 2011.
- Foorman, B., & Petscher, Y. Methodological differentiation in assessing the value-added of Florida's interim reading assessment system to predicting FCAT's mean proficiency. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness (SREE) in Washington, DC, March 3-5, 2011.
- Foorman, B., York, M., Santi, K., & Francis, D. Effects of technology enhancements and type of teacher support on assessing Spanish-speaking children's oral reading fluency in second grade. Paper presented at the Pacific Coast Research Conference (PCRC) in San Diego, CA, Feb. 3-5, 2011.
- Foorman, B., Contribution of reading subskills to reading comprehension across age and language. Paper presented at the annual meeting of the Society for the Scientific Study of Reading in Berlin, Germany, July 8, 2010.
- Foorman, B., & Petscher, Y. The state of the state in reading in Florida. Paper presentation at the annual conference of the Society for Research on Educational Effectiveness (SREE) in Washington, DC, March 4-6, 2010.
- Foorman, B., & Petscher, Y. Exploring contextual characteristics of who is teaching spelling in grades 2 and above in Florida. Paper presentation at the Pacific Coast Research Conference (PCRC) in San Diego, CA Feb. 4-6, 2010.
- Kim, Y-K, Foorman, B., & Petscher, Y. Letter names trumps phonological awareness in learning sounds in the beginning of kindergarten. Paper presentation at the meeting of the Scientific Studies of Reading, Boston, MA, June 25-27, 2009.
- Petscher, Y., Kim, Y., & Foorman, B.. Are fewer letters better to predict risk status in kindergarten? (6/25/09); Arndt, E., Petscher, Y., & Foorman, B. The relationship between 2nd grade spelling and reading comprehension (6/26/09), and Crawford, E., Foorman, B., & Petscher, Y. The relation of expressive vocabulary to early reading (6/26/09). Posters at the meeting of the Scientific Studies of Reading, Boston, MA, June 25-27, 2009.
- Foorman, B., Branum-Martin, L., & Francis, D. Modeling the context of teacher effectiveness. Paper presented at the annual meeting of the American Educational Research Association (AERA) in San Diego, CA, April 14, 2009.

- Petscher, Y., & Foorman, B. Comparison of reading comprehension trends between Florida's Reading First and non-Reading First schools for First through third grade students. Paper presentation at the meeting of the Society for Research on Educational Effectiveness (SREE) in Crystal City, VA, March 2, 2009.
- Petscher, Y., Foorman, B., Saez, L., Bishop, A., & Schatschneider, C. Comparing predictive accuracy and correct classification. Poster presentation at the Pacific Coast Research Conference (PCRC) in San Diego, CA, February 6, 2009.
- Bishop, A., Saez, L., Foorman, B., Petscher, Y., & Schatschneider, C. The predictive utility of oral reading fluency: Is less more? Paper presentation at the Pacific Coast Research Conference (PCRC) in San Diego, CA, February 7, 2009.
- Foorman, B.R., York, M., Francis, D., & Santi, K. Contextual effects in early reading assessment in Spanish. Paper presentation at the Society for Scientific Studies in Reading Conference in Asheville, NC., July 10, 2008.
- Branum-Martin, L., Foorman, B.R., Francis, D.J., & Mehta, P.D. Contextual effects of bilingual programs on beginning reading. Paper presentation at the American Educational Research Association (AERA) meeting in New York City, March 24, 2008, and Meet the Researcher poster session at the International Reading Association meeting in Atlanta, GA, May 5, 2008.
- Santi, K., York, M., Francis, D., & Foorman, B. Scaling up assessment-driven instruction: Timing of early screening in kindergarten. Paper presentation at the Society for Scientific Study of Reading (SSSR) conference in Prague, July 13, 2007, Pacific Coast Research Conference in San Diego, CA, Feb. 7, 2008, and the Society for Research on Educational Effectiveness in Crystal City, VA, March 4, 2008.
- Foorman, B.R., York, M., Santi, S., & Francis, D. The study of beginning reading at scale: Context matters. Poster presented at the IES Conference in Washington, DC, June 7, 2007.
- Santi, K.L., Foorman, B.R., Francis, D.J., & York, M.J. Predicting risk for second grade reading difficulties from first grade performance. Poster presented at the Hawaii International Conference on Education in Honolulu, Hawaii, Jan. 8, 2007, and at the Pacific Coast Research Conference in San Diego, Feb. 2, 2007.
- Santi, K.L., Foorman, B.R., Francis, D.J., & York, M. Scaling up assessment-driven instruction: Predicting first grade reading from kindergarten performance. Poster presented at the IES conference in Washington, D.C., June 16, 2006.
- Carlson, C.D., & Foorman, B.R. How language of instruction relates to literacy outcomes in kindergarten and grade 1. Presentation at the NICHD DELSS bilingual grant PI meeting in Washington, DC, October 25, 2004.
- Foorman, B.R., & Pollard-Durodola, S. Supplementing implicit vocabulary learning through instruction: A primary-grade curriculum. Paper presented at the Society for the Scientific Study of Reading conference in Amsterdam, June 28, 2004.
- Foorman, B.R. Screening for secondary intervention: Comments on Francis, Speece, and Jenkins. Paper presented at the "Responsiveness to Intervention" symposium hosted by the National Research Center on Learning Disabilities in Kansas City, Dec. 4, 2003.
- Foorman, B., & Santi, K. Scaling assessment-driven instruction using the Internet and handheld computers. Paper presented at the University of Chicago's DRDC/NORC conference "Conceptualizing scale-up: Multidisciplinary perspectives," in Washington, D.C., Nov. 3-4, 2003.
- Anthony, J., Foorman, B., Francis, D., Griffin, J., Perfetti, C., & Fletcher, J. The effects of context and repetition on word decodability and reading strategy usage. Poster presented at the biennial meeting of the Society for Research in Child Development (SRCD) in Tampa, FL, April 27, 2003.
- Griffin, J., Anthony, J., & Foorman, B.R., Schatschneider, C., & Francis, D. Word decodability as a function of context and repetition. Poster presented at the Society for the Scientific Study of Reading in Chicago, June 29, 2002.

- Seals, L. M., Foorman, B.R., & Anthony, J. Evaluation of a vocabulary enrichment program for at-risk third graders. Poster presented at the Society for the Scientific Study of Reading in Chicago, June 29, 2002.
- Foorman, B.R., Griffin, J., & Francis, D.J. Text characteristics that influence reading development. Paper presented at the American Educational Research Association meeting in New Orleans, April 4, 2002.
- Foorman, B.R., Francis, D.J., & Griffin, J. Text decodability in beginning reading. Paper presented at the Pacific Coast Research Conference (PCRC) in La Jolla, CA, Feb. 9, 2002.
- Foorman, B.R., & Schatschneider, C. Classroom prevention through differentiated instruction: Response to Jenkins & O'Connor. Paper presentation at the LD Summit sponsored by OSEP in the U.S. Dept. of Education, Washington, D.C., August 27-28, 2001.
- Foorman, B.R., Francis, D.J., Chen, D., & Schatschneider, C. Does writing instruction improve reading? Paper presentation in at the annual meeting of the Society for the Scientific Study of Reading in Boulder, Colorado, June 1-3, 2001.
- Seals, L.M, Foorman, B.R., & Francis, D.J. To what extent does sensitivity to African-American Vernacular English affect phonological awareness testing?. Paper presentation in at the annual meeting of the Society for the Scientific Study of Reading in Boulder, Colorado, June 1-3, 2001.
- Foorman, B.R. A longitudinal study of beginning reading instruction. Paper presentation in symposium entitled "CIERA Spotlights: New Research in Beginning Reading" at the International Reading Association meeting in New Orleans April 29-May 4, 2001.
- Foorman, B.R., Willems, J., & Held, M. Instructional implications of early reading assessment. Paper presentation in symposium entitled "Early Reading Assessment" at the annual meeting of the American Educational Research Association (AERA) meeting in Seattle, April 10-14, 2001.
- Foorman, B.R., Perfetti, C., Seidenberg, & Francis, D.J. What kind of text is a decodable text? And what kind of text is an authentic text? Paper presentation in symposium entitled "Texts that Support Beginning Reading Acquisition: What we Know and How we Know it." at the annual meeting of the American Educational Research Association (AERA) meeting in Seattle, April 10-14, 2001.
- Foorman, B.R., & Carlson, C. The changing context of kindergarten literacy instruction. Paper presentation in symposium entitled "Major Federal Studies on School Readiness" at the biennial meeting of the Society for Research in Child Development (SRCD) in Minneapolis, MN, April 3-5, 2001.
- Foorman, B.R., Francis, D.J., Schatschneider, C., Moats, L.C.. How first and second grade teachers spend their time during reading/language arts instruction. Paper presentation in at the annual meeting of the Society for the Scientific Study of Reading in Stockholm, Sweden, July 17, 2000.
- Carlson, C., Francis, D.J., Foorman, B.R., & Fletcher, J.M. The mediating influence of social and environmental factors and pre-reading skills on early reading. Presentation in symposium "Effects of Home Literacy Environment on Developmental and Educational Outcomes" at the annual meeting of the American Educational Research Association in New Orleans, April 24-28, 2000.
- Foorman, B.R., Mouzaki, A., & Carlson, C. The necessity of the alphabetic principle to phonemic awareness instruction. Presentation in symposium "New Directions and Issues in Phonological Awareness Research" at the annual meeting of the American Educational Research Association in New Orleans, April 24-28, 2000.
- Foorman, B.R., Early reading assessment: New approaches and instruments. Panel presentation at the Pacific Coast Research conference in La Jolla, CA, February 4, 2000.

- Foorman, B. R., Francis, D.J., Fletcher, Schatschneider, C., & Carlson, C. Manipulating phonological awareness within kindergarten programs that vary in explicitness of code instruction. Paper presented at the annual meeting of the Society for the Scientific Study of Reading (SSSR) in San Diego, CA, April 17, 1998.
- Schatschneider, C., Francis, D.J., Foorman, B.R., & Fletcher, J.M. Phonological awareness: What is it and how much is enough? Paper to be presented at the annual meeting of the Society for the Scientific Study of Reading (SSSR) in San Diego, CA, April 18, 1998.
- Foorman, B.R., Francis, D.J., Fletcher, J.M., Schatschneider, C., Winikates, D., & Rana, P. The role of instruction in learning to read: Preventing reading failure in at-risk children. Paper presented at the American Educational Research Association meeting in Chicago, March 24-28, 1997.
- Post, Y., Foorman, B.R., Voice-onset time differences in good and poor readers. Paper presentation at the national meeting of the Orton Dyslexia Society meeting in Boston, MA, Nov. 9, 1996.
- Shenberger, M., Foorman, B.R., Francis, D., & Fletcher, J. Gender Differences in Prevalence, Identification, and Referral of Attention-Deficit/Hyperactivity Disorder. Poster at the American Psychological Society meeting in San Francisco, June 29-July 1, 1996.
- Foorman, B.R., Francis, D.J., & Fletcher, J.M., Early reading interventions in Title 1 Schools. Plenary session at the Society for the Scientific Study of Reading meeting in New York City, April 12, 1996.
- Foorman, B.R., Beeler, T., Winikates, D., Wallis, J., & Sharp, D. Early interventions to accelerate literacy development. Symposium at the International Reading Association meeting in Anaheim, CA, May 3, 1995.
- Foorman, B.R., Francis, D.J., & Fletcher, J.M. Early interventions for children with reading disabilities and at risk for developing reading disabilities. Presentation in symposium "Orthographic and Phonological Processes: Implications for Reading and Writing Interventions" at the American Educational Research Association (AERA) in San Francisco, April 21, 1995.
- Foorman, B.R., Francis, D.J., & Fletcher, J.M. Growth of phonological processing skill in beginning reading: The lag versus deficit model revisited. Presentation in symposium "Plateaus and Platitudes Regarding Phonological processing and Early Reading" at the biennial meeting of the Society for Research in Child Development (SRCD) in Indianapolis, March 31, 1995.
- Foorman, B.R. Word recognition in beginning reading: Alternative theories. Invited roundtable at American Educational Research Association (AERA) meeting in Atlanta, April 13, 1993.
- Foorman, B.R., Jenkins, L., & Francis, D. Links among segmenting, spelling, and reading words in first and second grades. Poster presented at the American Educational Research Association (AERA) meeting in San Francisco, April 21, 1992.
- Holt, J. & Foorman, B.R. Verbal and visual feedback positively affect kindergartners' referential communication during event sequencing. Poster presented at the American Psychological Society (APS) meeting in Washington, D.C., June 14, 1991.
- Haskell, D. & Foorman, B.R. A study of the facilitative effects of onset-rime training on first-grade reading. Poster presented at the American Educational Research Association (AERA) meeting in Chicago, April, 1991.
- Foorman, B.R., Francis, D., & Novy, D. The relationship between first graders' spelling, reading, and phonemic segmentation: Getting links in synch. Poster presented at the American Educational Research Association (AERA) meeting in Boston, April, 1990.
- Foorman, B. R., Francis, D., Novy, D., & Liberman, D. The development of first graders' codes for reading and spelling words. Paper presented at AERA in San Francisco, March 1989.

Foorman, B. R., & Liberman, D. The development of first graders' word processing skills. Presented at the National Reading Conference in Tucson, Arizona, Nov. 30, 1988.

Foorman, B. R., & Liberman, D. Visual and phonological processing of words: A comparison of good and poor readers. Presented in symposium What's specific about specific reading disability? at AERA in New Orleans, April 1988.

Hightower, N., & Foorman, B. R. Phonological and visual processing of words. Presented at the annual meeting of the Orton Dyslexia Society, November 6, 1987.

Foorman, B. R. The role of script and sound in learning to read. Presented in symposium on the Role of Orthography and Phonological Awareness in Learning to Read at AERA in Washington, D.C., April, 1987.

Ghatala, E. S., & Foorman, B. R. Children's regulation of reading time on a reading task. Presented in symposium on cognitive monitoring at AERA in San Francisco, April, 1986.

Hightower, N., & Foorman, B. R. Effectiveness of auditory organization training on reading readiness. Presented in round table on reading and language processes at AERA in San Francisco, April, 1986.

Foorman, B. R., Sadowski, B. R., & Yoshida, H. The effect of perceptual and verbal strategies on children's solution of figural matrices in Japan and the United States. Presented at AERA in Chicago, March 31-April 3, 1985.

Foorman, B. R. Non-alphabetic codes in learning to read: The case of the Japanese. Presented at the University of Houston conference that I organized, Learning to Read: Cognitive Universals and Cultural Constraints, April 18-19, 1984.

Garson, J. W., & Foorman, B. R. Microcomputer graphics and visual reasoning. Presented at the National Educational Computing Conference, Dayton, Ohio, June 13-15, 1984.

Foorman, B. R., & Sadowski, B. R. Developmental differences in strategies for solving figural matrices. Presented at AERA in Montreal, April 11-15, 1983.

Foorman, B. R., & Day, M. C. Characteristics of figural matrices affecting children's strategies for solution. Presented at SRCD in Detroit, April 21-24, 1983.

Foorman, B. R., Day, M. C., & Hailes, C. Working memory's relationship to processes underlying solution of figural matrices. Presented to the American Psychological Association conference in Washington, DC, August, 1982.

Foorman, B. R. How children say what they think -- in Japan, the United States, and England. Presented to the annual meeting of the American Educational Research Association, New York, March, 1982.

Foorman, B. R., & Kinoshita, Y. Linguistic effects on children's encoding and decoding skill in Japan and the United States. Presented at the annual meeting of the American Educational Research Association in Los Angeles, April, 1981.

Foorman, B. R., & Tajima, N. English-, Spanish-, and Japanese-speaking children's performance on perceptual and communication tasks. Presented at the biennial meeting of the Society for Research in Child Development, Boston, April, 1981.

Foorman, B. R., Arias-Godinez, B., & Gonzalez, J. English- and Spanish-speaking children's performance on perceptual and communication tasks: A cross-cultural study of language and cognition. Portions presented to: the Tenth Interdisciplinary Piagetian Seminar, USC, February 1, 1980; the International Communications Association convention, Acapulco,

Mexico, May, 1980; the Child Development group of Tokyo, June, 1980; and the American Psychological Association convention in Montreal, September, 1980.

Foorman, B. R. Young children's metaphorical productions in a referential communication task. Presented at the annual meeting of the American Psychological Association, New York, September, 1979.

Foorman, B. R. The effect of priming on communication performance in young children. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1979.

Foorman, B. R. 4-year-olds' performance on Piaget's water level task: The contribution of maturation and experience. Presented to the Ninth Interdisciplinary Piagetian conference, University of Southern California, February, 1979.

Foorman, B. R. A neo-Piagetian analysis of communication performance in young children. Presented to the biennial meeting of the Society for Research in Child Development, New Orleans, March, 1977.

Foorman, B. R. A psycholinguistic study of attribute mention in 5-, 6-, and 7-year-olds. Presented at the Sixth Interdisciplinary Piagetian Seminar, USC, January, 1976.

Foorman, B. R. A look at reading diary studies: The state of the art and some implications from cognitive-developmental theory. Presented at the Fourth Interdisciplinary Piagetian Seminar, USC, February, 1974.

EDITORIAL CONTRIBUTIONS AND REVIEWS

Co-Editor, *Journal of Research on Educational Effectiveness*, 2006-2012
Editorial Board Member, *Journal of Research on Educational Effectiveness*, 2012-present
Editorial Board Member, *Journal of Educational Psychology*, 2002-2007; 2014-present
Editorial Board Member, *Reading Research Quarterly*, 2017-present
Editorial Board Member, *Educational Psychology Review*, 2006-2009
Editorial Board Member, *Scientific Studies of Reading*, 2001-2003
Consulting Editor for *Journal of Learning Disabilities*, 1992-2009
Consulting Editor for *Learning Disabilities Research & Practice*, 1998-2004.

Guest Editor for special issue of *New Directions in Child and Adolescent Development* on "Challenges and Solutions to Implementing Effective Reading Intervention in Schools," Winter, 2016.

Guest Editor for special issue of *Scientific Studies of Reading*, summer, 1997.

Guest Editor for special issues of *Journal of Learning Disabilities*, 22 and *Linguistics and Education*, 3.

Ad Hoc Reviewer for:
American Educational Research Journal
Psychological Bulletin
Cognitive Development
Developmental Psychology
Developmental Neuropsychology
Journal of Experimental Child Psychology
Learning and Individual Differences
Scientific Studies of Reading
Reading and Writing
Guilford Publications
The MIT Press
Paul H. Brookes Publishing Company
Scholastic, Inc.
Psychology Press

The Netherlands National Initiative Brain and Cognition (NIBC) programme “Brain and Cognition: societal innovation in health care, education and social safety” – proposal reviewer for October, 2010 competition.

Society for Research on Educational Effectiveness (SREE) – proposal reviewer for 2010 conference.

American Educational Research Association (AERA) - Division C, Language Development, Basic Research in Reading and Literacy, and Early Childhood/Child Development SIGs.

Canadian Institutes of Health Research—Ad hoc reviewer, 2003-2004.

Institute for Education Sciences (IES)—Chair of the Reading Comprehension Review Panel, May, 2003 and March 2004; Reviewer for Teaching Quality Panel, June, 2003.

National Institutes of Health—Chair of Program Project Review (November 30, 2006; August, 2011; and July, 2012), Member of the Biobehavioral and Behavioral Subcommittee, NICHD Initial Review Group (July 1, 2004-November 17, 2004); Reviewer of Small Business Innovative Research Grants—1998 to 2002; Reviewer of special emphasis panel on “Adult and Family Literacy,” August, 12-13, 2002.

National Science Foundation—Reviewer of Interagency Educational Research Initiative (IERI)—2001-2002.

National Research Council—Reviewer of report on Representation of Minority Children in Special and Gifted Education, fall 2001.

Society for Research in Child Development (SRCD)—1997, 1999, 2003 biennial meeting reviewer.

U.S. Department of Education—Member of the Technical Working Group for the evaluation of the America Reads Challenge: READ*WRITE*NOW! Program (1997)

Technical Working Group Member for AIR’s PD Impact Study (2006-2008; ABT’s Reading First Implementation Study (2008-present); MPR’s Title 1 Early Childhood Study (2010-2016); preservice and inservice feasibility study (2016); and para-educator reading tutoring feasibility study (2018); Air’s implementation evaluation of the 2017 Striving Readers Comprehensive Literacy grants (2019-present).

Consultant for North Carolina Department of Education (2020), South Carolina Legislative Oversight Committee (2020), and Massachusetts Department of Education (2020).

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Educational Research Association (AERA) - Member of the Executive Committee, Division C, Nominations Chair (1990-92), and nominated to be Secretary and Vice President of Division C; Chair of the Language and Social Processes SIG (1988-90); Member of the Reading and Early Childhood SIGs; Member of Conflict of Interest Task Force (2006-2007).

American Psychological Association (APA) - Divisions 7 and 15

Association for Psychological Science (APS; charter member)

International Reading Association (IRA); Member of the Reading Instruction Study Advisory Group (2007-2011)

Scholastic, Inc. National Advisory Council member (1996-1999); Research Advisory Group member (2006-present)

Society for Research in Child Development (SRCD)

Society for Research on Educational Effectiveness (SREE) – Founding member and member of the Board (2006-2013)

Society for the Scientific Study of Reading (SSSR; voting member); Executive Board (Historian): 1996-2000; nominated for Vice President (1999, 2001)

Texas State Reading Association (TSRA) – Chair of the Assessment, Evaluation, and Standards Committee (1999-2000)