

## Marcia A. Barnes, Ph.D., C.Psych.

### Current Appointment and Contact Information

Professor of Special Education  
Peabody College, Vanderbilt University  
110 Magnolia Circle, 406D OMC  
Nashville, TN 37203  
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### Education and Licensure

INSTITUTION:	LOCATION	MAJOR/AREA	DEGREE	YEAR
McMaster University	Hamilton	Psychology	BA	1981
McGill University	Montreal	Psychology	Honor's Yr.	1981
McMaster University	Hamilton	Cognitive Psychology	Ph.D.	1988
The Hospital for Sick Children Research Institute	Toronto	Developmental Neuropsychology	Postdoc	1987-1990

Ontario College of Psychologists, Ontario, Canada, License number 2383

### Areas of Specialization

Mathematical development and disabilities; reading comprehension difficulties and interventions; inference-making; cognitive training; cognitive and academic disabilities in children with brain injuries

### Appointments & Positions

#### *Academic & Clinical*

01/2018-present	Professor, Special Education, Vanderbilt University; secondary appointment, Department of Psychology and Human Development (2019-); Educational Neuroscience Group (2019-)
09/2013-12/2017	Professor, Special Education, University of Texas-Austin
09/2008-2013	Professor, Pediatrics, University of Texas Houston Health Science Center
09/2008-2013	Adjunct Faculty, Psychology, University of Houston
07/2007-08/2008	Professor, Psychology (Clinical Applied Developmental Program & Applied Cognitive Sciences Program), University of Guelph (associate faculty to 2011)
07/2004-06/07	Associate Professor, Psychology, University of Guelph
01/2003-2004	Scientist, Research Institute, The Toronto Hospital for Sick Children
06/2003-06/04	Associate Professor, Pediatrics, University of Toronto
1998-2002	Associate Scientist, The Research Institute, Toronto Hospital for Sick Children
1995-2003	Assistant Professor, Pediatrics, University of Toronto
1993-2002	Psychologist, Psychology, Toronto Hospital for Sick Children

1992-1998 Project Director, Research Institute, Toronto Hospital for Sick Children  
06-10, 1993 Psychologist, Child and Family Studies Centre, Clarke Institute of Psychiatry  
08/1992 –05/93 Psychologist, Psychology, Toronto Hospital for Sick Children  
07/1990-06/92 Lecturer, Psychology, McMaster University

#### *Administrative*

09/2016-12/2017 Associate Dean for Research & Graduate Studies, College of Education,  
University of Texas at Austin

#### **Honors and Awards**

09/2015-2017 H.E. Hartfelder/Southland Corp Regents Chair, University of Texas at Austin  
2013-08/2015 Manuel J. Justiz Endowed Chair in Math, Science, and Technology in  
Teacher Education, University of Texas at Austin  
06/2009-2013 Endowed Research Chair, Childhood Reading & Learning, UTHSC-Houston  
2006-2008 Presidential Distinguished Professor Award for Teaching, Research, and  
Service  
07/2004-09 University Research Chair, Psychology Department, College of Social and  
Applied  
Human Sciences, University of Guelph  
1987-1989 Natural Sciences and Engineering Research Council Postdoctoral Fellowship  
1986 Ontario Graduate Scholarship  
1984 Social Sciences and Humanities Research Council Postgraduate Scholarship  
1983 Social Sciences and Humanities Research Council Postgraduate Scholarship  
1980 Dalley Memorial Scholarship  
1978 McMaster University Scholarship

#### **PUBLICATIONS**

##### ***Peer-Reviewed Papers*** (\*research trainees)

1. Barnes, M.A., Davis, C.\*, Kulesz, P., & Francis, D. (in press). Effects of semantic reinforcement, semantic discrimination and affix frequency on new word learning in skilled and less skilled readers in grades six to twelve, *Journal of Experimental Child Psychology*
2. Martinez-Lincoln, A.\*, Barnes, M.A., & Clemens, N.H. (in press). Differential effectiveness of an inferential reading comprehension intervention for struggling middle school readers in relation to mind wandering, anxiety, mindset, and English Learner status. *Annals of Dyslexia*
3. Macdonald, K.T., Barnes, M.A., Miciak, J., Roberts, G., Halverson, K.K., Vaughn, S.R., & Cirino, P.T. (2020). Behavioral and cognitive attention in struggling readers. *Scientific Studies of Reading*. (advance on-line publication)
4. Queally, J.T., Barnes, M.A., Castillo, H.A., Castillo, J., & Fletcher, J.M. (2020). SBA Guidelines for the Neuropsychological Care of People with Spina Bifida, *Journal of Pediatric Rehabilitative Medicine*. (advance on-line publication)

5. Powell, S.R., Berry, K., Fall, A-M, Roberts, G., Fuchs, L.S, & Barnes, M.A. (2020). Alternative paths to improved word-problem performance: An advantage for embedding pre-algebraic reasoning instruction within word-problem intervention. *Journal of Educational Psychology* (advance on-line publication)
6. Powell, S.R., Urrita, V.Y., Berry, K., & Barnes, M.A. (2020). The word-problem solving and explanations of students experiencing mathematics difficulty: A comparison based on dual-language status. *Learning Disability Quarterly*.
7. Barnes, M.A., Clemens, N.H., Fall, A-M., Roberts, G., Klein, A., Starkey, P., McCandliss, B., Flynn, K., & Zucker, T. (2020). Cognitive correlates of difficulties in math and reading in pre-kindergarten children at high risk for learning disabilities. *Journal of Educational Psychology*. 112(4), 685–700.
8. Ahonle, Z.J\*., Barnes, M.A., Romero, S., Sorrells, A., & Brooks, G.L. (2019). Vocational rehabilitation in traumatic brain injury: What predictors are associated with successful employment outcomes? *Rehabilitation Counseling Bulletin*.
9. Fuchs, L., Fuchs, D., Seethaler, Barnes, M.A. (2020). The role of working memory in mathematical word-problem solving: Implications for instruction and intervention. *The International Journal on Mathematics Education, ZDM*, 52, 87-96.
10. Powell, S.R., Berry, K.A., & Barnes, M.A. (2019). The role of algebraic reasoning within a word problem intervention for third-grade students with mathematics difficulty. *The International Journal on Mathematics Education, ZDM*.
11. Cirino, P.T., Kulesz, P.A., Child, A.E., Ware, A.L., Barnes, M.A., Fletcher, J.M., & Dennis, M. (2019). The role of neurocognitive factors in academic fluency for children and adults with spina bifida myelomeningocele. *Journal of the International Neuropsychological Society*. 25(3), 249-265.
12. Cirino, P.T., Miciak, J., Ahmed, Y., Barnes, M.A., Taylor, P., & Gerst, E.H. (2019). Executive function: Association with multiple reading skills. *Reading and Writing*, 32(7), 1819-1846.
13. Hall, C\*., Vaughn, S., Barnes, M. A., Stewart, A., Austin, C., & Roberts, G. (2019). Effects of inference instruction on the inference generation and reading comprehension of English learners with reading comprehension difficulties in Grades 6 and 7. *Remedial and Special Education. Remedial and Special Education*. 52(5), 279-286.
14. Montroy, J.J., Merz, E.C., Williams, J.M., Landry, S.H., Johnson, U.Y., Zucker, T.A., Assell, M., Taylor, H.B., Lonigan, C.J., Phillips, B.M., Clancy-Menchetti, J., Barnes, M.A., Eisenberg, N., Spinard, T., Valiente, C., de Villiers, J., de Villiers, P., the School Readiness Research Consortium (2019). Hot and cool dimensionality of executive function: Model invariance across age and maternal education in preschool children. *Early Childhood Research Quarterly*, 49, 188-201.
15. Cirino, P. T., Ahmed, Y., Miciak, J., Taylor, W. P., Gerst, E. H., & Barnes, M. A. (2018). A framework for executive function in the late elementary years. *Neuropsychology*, 32(2), 176-189.

16. Peng P., Barnes, M.A., Wang, C., Wang, W., Swanson, L., Dardick, W., Li, S., & Tao, S. (2018). A meta-analysis on the relation between reading and working memory. *Psychological Bulletin*, *144*, 48-76.
17. Swanson, E., Barnes, M.A., Fall, A-M., & Roberts, G. (2018). Predictors of reading comprehension among struggling readers who exhibit differing levels of inattention and hyperactivity. *Reading & Writing Quarterly: Overcoming Learning Disabilities*. *34*, 132-146.
18. Barnes, M.A., Martinez-Lincoln, A.\*, & Raghubar, K. (2017). Mathematical learning disabilities: What does the science tell us about assessment and diagnosis? *Perspectives on Language and Literacy* *43*(1), 10.-19.
19. Gorman, S., Barnes, M.A., Swank, P., & Ewing-Cobbs, L. (2017). Recovery of working memory following pediatric traumatic brain injury: A longitudinal analysis, *Developmental Neuropsychology*, *42*, 127-145.
20. Hall, C.\*, & Barnes, M.A. (2017). Making Inferences to Support Reading Comprehension for Upper Elementary Students. *Intervention in School and Clinic*, *52*(5), 279-286.
21. Raghubar, K.P., & Barnes, M.A. (2017). Early numeracy skills in preschool-aged children: A review of neurocognitive findings and implications for assessment and intervention. *The Clinical Neuropsychologist*. *31*(2), 329-351.
22. Wolters, C., Barnes, M.A., Francis, D., York, M., & Kulesz, P.A. (2017). Examining a motivational treatment and its impact on adolescents' reading comprehension and fluency. *The Journal of Educational Research*. *110*(1), 98-109.
23. Cirino, P.T., Miciak, J., Gerst, E., Barnes, M.A., Vaughn, S., Child, A., & Huston-Warren, E. (2016). Executive function, self-regulated learning and reading comprehension: A training study. *Journal of Learning Disabilities*. doi 0022219415618497.
24. Ahmed, Y., Francis, D.J., York, M., Fletcher, J.M., Barnes, M.A., & Kulesz, P. (2016). An evaluation of the Direct and Inferential Mediation (DIME) Model of Reading Comprehension using Latent Variables. *Contemporary Educational Psychology*. *44*, 68-82.
25. Kulesz, P.A.\*, Francis, D.J., Barnes, M.A., & Fletcher, J.M. (2016). The Influence of Reader Characteristics, Comprehension Processes and Passage Features on Reading Comprehension: An Explanatory Item Response Study. *Journal of Educational Psychology*, *108*(8), 1078-1097.
26. Barnes, M.A., Klein, A., Swank, P., Starkey, P., McCandliss, B., Flynn, K., Zucker, T., Huang, K., Fall, A-M, & Roberts, G. (2016). Effects of tutorial interventions in mathematics and attention for low-performing preschool children. *Journal of Research in Educational Effectiveness*, *9*, 577-606.
27. Gorman, S.\*, Ewing-Cobbs, L., Barnes, M.A., Swank, P. (2016). Does processing speed mediate the effect of pediatric traumatic brain injury on working memory? *Neuropsychology*, *30*(3), 263-273.

28. Peng, P., Namkung, J., Barnes, M., & Sun, C. Y. (2016). A Meta-Analysis of mathematics and working memory: Moderating effects of working memory domain, type of mathematics skill, and sample characteristics. *Journal of Educational Psychology*, *108*(4), 455-473.
29. Barnes, M.A., Stuebing, K., Fletcher, J.M., Barth, A., & Francis, D. (2016). Investigating Cognitive Difficulties in Struggling Comprehenders: A Comparison of Group Selection and Regression-Based Models. *Journal of Research in Educational Effectiveness*, *9*, 153-172.
30. Merz, E. C.\*, Zucker, T. A., Landry, S. H., Williams, J. M., Assel, M., Taylor, H. B., Lonigan, C.J., Phillips, B.M., Clancy-Menchetti, J., Barnes, M.A., Eisenberg, M., de Villiers, J., & School Readiness Research Consortium. (2015). Parenting predictors of cognitive skills and emotion knowledge in socioeconomically disadvantaged preschoolers. *Journal of Experimental Child Psychology*, *132*, 14-31.
31. Barth, A.\*, Barnes, M.A., Francis, D., York, M., & Vaughn, S. (2015). Bridging inferences among adequate and struggling adolescent comprehenders and relations to reading comprehension. *Reading and Writing*, *28*, 587-609. PMID: PMC4496006
32. Denton, C.A., Enos, M., York, M.J., Francis, D.J., Barnes, M.A., Kulesz, P.A., Fletcher, J.M., & Carter, S. (2015). Text processing differences in adolescent adequate and poor comprehenders reading accessible and challenging narrative and informational text. *Reading Research Quarterly*, *50*, 393-416.
33. Raghobar, K.\*, Barnes, M.A., Dennis, M., Cirino, P.T., Taylor, H., & Landry, S. (2015). Neurocognitive predictors of mathematical processing in school-age children with spina bifida and their typically developing peers: Attention, working memory, and fine motor skills. *Neuropsychology*, *29*(6), 861-873.
34. Barnes, M.A., Ahmed, Y., Barth, A.\*, & Francis, D.J. (2015). The relation of knowledge-text integration processes and reading comprehension in seventh to twelfth grade students. *Scientific Studies of Reading*, *19*, 253-272.
35. Lonigan, C. J., Phillips, B. M., Clancy, J., Landry, S. H., Swank, P. R., Assel, M., Taylor, H. B., Starkey, P., Klein, A., Domitrovich, C. E., Eisenberg, N., de Villiers, J., de Villiers, P., Barnes, M., & the School Readiness Consortium. (2015). Impacts of a comprehensive school readiness curriculum for preschool children at risk of educational difficulties. *Child Development*, *86*, 1773-1793.
36. Merz, E. C.\*, Landry, S.H., Zucker, T.A., Barnes, M.A., Assel, M., Taylor, H.B., Lonigan, C.J., Phillips, B.M., Clancy-Menchetti, J., Eisenberg, N., de Villiers, J., & the School Readiness Research Consortium. (2015). Parenting predictors of delay inhibition in socioeconomically disadvantaged preschoolers. *Infant and Child Development*, *25*(5), 371-390.
37. Barnes, M. A., Raghobar, K. P.,\* English, L.\*, Williams, J. M., Taylor, H., & Landry, S. (2014). Longitudinal mediators of achievement in mathematics and reading in typical and atypical development. *Journal of Experimental Child Psychology*, *119*, 1-16. PMID: PMC3924776

38. Barnes, M.A., Raghubar, K.P.\*, Faulkner, H.\*, & Denton C.A. (2014). The Construction of visual-spatial situation models in children's reading and their relation to reading comprehension. *Journal of Experimental Child Psychology*, 119, 101-111. PMID: PMC3985737
39. Barnes, M.A., & Raghubar, K.\* (2014). Mathematics development and difficulties: The role of visual-spatial perception and other neurocognitive skills. *Pediatric Blood and Cancer*, 61(10), 1729-1733.
40. Landry, S.H., Zucker, T., Taylor, H.B., Swank, P.R., Williams, J.M., Assel, M.A., Crawford, A., Clancy-Menchetti, J., Eisenberg, H., Spinrad, T.L., Valiente, C., Lonigan, C.J., Phillips, B.M., Wilson, S., Barnes, M., Starkey, P., Klein, A., and the School Readiness Consortium (2014). Enhancing early childcare quality and learning for toddlers at risk: The responsive early childhood program. *Developmental Psychology*, 50(2) 526-541.
41. Arrington, C.N.\*, Kulesz, P.A., Francis, D.J., Fletcher, J.M., & Barnes, M.A. (2014). The contribution of attentional control and working memory to reading comprehension and decoding. *Scientific Studies of Reading*. 18, 325-346.
42. Martin, R., Cirino, P., Sharp, K., & Barnes, M.A. (2014). Number and counting skills in kindergarten as predictors of grade 1 mathematical skills. *Learning and Individual Differences*. 34, 12-23.
43. Merz, E. C.\*, Landry, S. H., Williams, J. M., Barnes, M. A., Eisenberg, N., Spinrad, T. L., ... & Clancy-Menchetti, J. (2014). Associations among parental education, home environment quality, effortful control, and preacademic knowledge. *Journal of Applied Developmental Psychology*, 35(4), 304-315.
44. Ornstein, T.J., Max, J.E., Schachar, R., Dennis, M., Barnes, M., Ewing-Cobbs, L., & Levin, H.S. (2013). Response inhibition in children with and without ADHD after traumatic brain injury. *Journal of Neuropsychology*, 7, 1-11.
45. Raghubar, K.\*, Barnes, M.A., Prasad, M., Johnson, C.P., & Ewing-Cobbs, L. (2013). Mathematical outcomes in childhood TBI: Math fact retrieval, computation, and applied problem solving. *Journal of the International Neuropsychological Society*, 19, 254-263. PMID: PMC3727918
46. Taylor, H.T., Barnes, M.A., Landry, S.H., Swank, P., Fletcher, J.M., & Huang, F. (2013). Contingency Learning and Infants with Spina Bifida. *Journal of the International Neuropsychological Society*, 19, 206-215.
47. Pike, M.\*, Swank, P., Taylor, H., Landry, S., & Barnes, M.A. (2013). Effect of preschool working memory, language and narrative abilities on inferential comprehension at school-age in children with spina bifida myelomeningocele and typically developing children. *Journal of the International Neuropsychological Society*, 19, 1-10.
48. Ewing-Cobbs, L., Prasad, M. R., Mendez, D., Barnes, M. A., & Swank, P. (2013). Social interaction in young children with inflicted and accidental traumatic brain injury: relations with family resources and social outcomes. *Journal of the International Neuropsychological Society*, 19, 1-11.

49. Landry, S. H., Taylor, H. B., Swank, P. R., Barnes, M., & Juranek, J. (2013). Longitudinal mediators of social problem solving in spina bifida and typical development. *Rehabilitation Psychology, 58*(2), 196-205.
50. Miles, B.\*, Anderson, P.\*, Agostino, A.\*, Golomb, M., Achonu, C., Armstrong, D., Blanchette, V., Feldman, B., Iwenofu, L., McLimont, M., McNeely, M., Revel-Vilk, S., Stain, AM., & Barnes, M.A. (2012). Effect of intracranial bleeds on the neurocognitive, behavioral, and adaptive functioning of boys with hemophilia. *Haemophilia, 18*(2), 229-234.
51. Gorman, S.\*, Barnes, M.A., Prasad, M., & Ewing-Cobbs, L. (2012). The effects of pediatric brain injury on verbal and visual-spatial working memory. *Journal of the International Neuropsychological Society, 18*, 29-38.
52. Martin, R. B., Cirino, P. T., Barnes, M. A., Ewing-Cobbs, L., Fuchs, L. S., Stuebing, K. K., & Fletcher, J. M. (2012). Prediction and Stability of Mathematics Skill and Difficulty. *Journal of Learning Disabilities, 46*(5), 428-443.
53. Barnes, M.A., Stubbs, A\*, Raghubar, K.P.\*, Agostino, A.\*, Taylor, H., Landry, S.B., Fletcher, J.M., & Smith-Chant, B.\* (2011). Mathematical Skills in 3- and 5- Year Olds with Spina Bifida and their Typically Developing Peers: A Longitudinal Approach. *Journal of the International Neuropsychological Society, 17*, 385-392.
54. Raghubar, K.\*, Barnes, M.A., & Hecht, S. (2010). Working memory and mathematics: A review of developmental, individual difference and cognitive approaches. *Learning and Individual Differences, 20*, 110-122.
55. Pike, M.A.\*, Barnes, M.A., & Barron, R.W. (2010). The role of illustrations in children's inferential comprehension. *Journal of Experimental Child Psychology, 105*, 243-255.
56. English, L.\*, Barnes, M.A., Fletcher, J.M., & Dennis, M. (2010). Effects of reading goals on reading comprehension, reading rate, and allocation of working memory in children with spina bifida myelomeningocele. *Journal of the International Neuropsychological Society, 16*, 517-525.
57. Dennis, M. & Barnes, M.A. (2010). The cognitive-behavioral phenotype in spina bifida myelomeningocele. *Developmental Disabilities Research Reviews, 16*, 31-39.
58. Taylor, H.B., Landry, S.H., Barnes, M., Cohen, L., Swank, P, and Fletcher, J (2010). Early information processing among infants with and without spina bifida. *Infant Behavior and Development, 33*, 365-372.
59. Hutchison, J.S., Frndova, H., Lo, T.Y.M., Guerguerian, A.M. for the Hypothermia Pediatric Head Injury Trial Investigators (M.A. Barnes, investigator, steering committee) and the Canadian Critical Care Trials Group (2010). Impact of hypotension and low cerebral perfusion pressure on outcomes in children treated with hypothermia therapy following severe traumatic brain injury: A post hoc analysis of the Hypothermia Pediatric Head Injury Trial. *Developmental Neuroscience, 32*, 406-412.

60. English, L.\*, Barnes, M.A., Taylor, H., & Landry, S. (2009). The development of mathematical skills in spina bifida. *Developmental Disabilities Research Reviews*, 15(1), 28-34.
61. Dennis, M., Francis, D.J., Cirino, P.T., Schachar, R., Barnes, M.A., & Fletcher, J.M. (2009). Why IQ is not a covariate in cognitive studies of neurodevelopmental disorders. *Journal of the International Neuropsychological Society*, 15, 331-343.
62. Hanten, G., Li, X., Newsome, M., Swank, P., Chapman, S.B., Dennis, M., Barnes, M.A., Ewing-Cobbs, L., & Levin, H.S. (2009). Oral reading and expressive language after childhood TBI: Trajectory and correlates of change over time. *Topics in Language Disorders*, 29:3, 236-248.
63. Raghubar, K.\*, Cirino, P., Barnes, M.A., Ewing-Cobbs, L., Fuchs, L. & Fletcher, J.M. (2009). Errors in multi-digit arithmetic and behavioral attention in children with math difficulties. *Journal of Learning Disabilities*, 42, 356-371.
64. Ornstein, T. J., Levin, H.S., Chen, S., Hanten, G., Ewing-Cobbs, L., Dennis, M., Barnes, M.A., Max, J.E., Logan, G.D., & Schachar, R. (2008). Performance monitoring in children following traumatic brain injury. *Journal of Child Psychiatry & Psychology*.
65. Ewing-Cobbs, L., Prasad, M., Swank, P., Kramer, L., Cox, C., Fletcher, J., Barnes, M.A., Zhang, X., & Hasan, K. (2008). Arrested development and disruption of myelin in the corpus callosum following pediatric traumatic brain injury. *NeuroImage*, 42(4), 1305-1315.
66. Hutchison, J., Ward, R., Lacroix, J., Hebert, P., Barnes, M.A., Bohn, D., Dirks, P., Doucette, S., Fergusson, D., Gottesman, R., Joffe, A., Kirpalani, H., Meyer, P., Morris, K., Moher, R., Singh, R., Skippen, P. (2008). Hypothermia therapy following traumatic brain injury in children. Hypothermia therapy following traumatic brain injury in children. *New England Journal of Medicine*, 358(23), 28-37.
67. Johnston, A.M.\*, Barnes, M.A., & Desrochers, A. (2008). Reading comprehension: Developmental processes, individual differences, and interventions. *Canadian Psychology*, 49(2), 125-132.
68. Barnes, M.A., Huber, J., Johnston, A\*., & Dennis, M. (2007). A model of comprehension in spina bifida myelomeningocele: Meaning activation, construction, and revision. *Journal of the International Neuropsychological Society*, 13, 854-864.
69. Mabbott, D.J., Barnes, M.A., Laperriere, N., Landry, S.H., & Boufett, E. (2007). Neurocognitive function in same-sex twins following focal radiation for medulloblastoma. *Neuro-Oncology*, 9, 460-464.
70. Lomax-Bream, L.E., Taylor, H.B., Landry, S.H., Barnes, M.A., Fletcher, J., & Swank, P. (2007). Role of Early Parenting and Motor Skills in Development of Children with Spina Bifida. *Journal of Applied Developmental Psychology*, 28, 250-263.
71. Dennis, M., Jewell, D., Drake, J., Misakayan, T., Spiegler, B., Hetherington, R., Gentile, F., & Barnes, M.A. (2007). Prospective, declarative, and non-declarative memory in young adults with spina bifida *Journal of the International Neuropsychological Society*, 13, 312-323.



72. Lomax-Bream, L.E., Barnes, M.A, Copeland, K., Taylor, H.B., & Landry, S.H. (2007). The impact of spina bifida on development across the first three years. *Developmental Neuropsychology*, 31, 1-20.
73. Cirino, P.T., Ewing-Cobbs, L., Barnes, M.A., Fuchs, L., & Fletcher, J.M. (2007). Cognitive arithmetic differences in learning disability groups and the role of behavioural inattention. *Learning Disabilities Research and Practice*, 22, 25-35.
74. Ewing-Cobbs, L., Prasad, M., Kramer, L., Cox, C.S., Baumgartner, J., Fletcher, S., Mendex, D., Barnes, M.A, Zhang, X., & Swank, P. (2006). Late intellectual and academic outcomes following traumatic brain injury sustained in early childhood. *Journal of Neurosurgery-Pediatrics*, 105, 287-296.
75. Hutchison J, Ward R, Lacroix J, Hébert P, Skippen P, Barnes, M.A, Meyer P, Morris K, Kirpalani, H, Singh R, Dirks P, Bohn D, Moher D, for the HYP-HIT investigators and the Canadian Critical Care Trials Group (2006). Hypothermia pediatric head injury trial (HypHIT): A run-in report. *Developmental Neuroscience*, 28, 291-301.
76. Barnes, M.A., Wilkinson, M., Boudousquie, A., Khemani, E.\*, Dennis, M., & Fletcher, J.M. (2006). Arithmetic processing in children with spina bifida: Calculation accuracy, strategy use, and fact retrieval fluency. *Journal of Learning Disabilities*, 39, 174-187.
77. Dennis, M., Landry, S., Barnes, M.A, & Fletcher, J.M. (2006). Neurocognitive function in spina bifida over the lifespan. *Journal of the International Neuropsychological Society*. 12, 285-296.
78. Hetherington, R., Dennis, M., Barnes, M.A. Drake, J., & Gentilli, F. (2006). Functional outcomes in young adults with spina bifida and hydrocephalus. *Child's Nervous System*. 22, 117-124.
79. LeBlanc, N., Chen, S., Swank, P., Ewing-Cobbs, L., Barnes, M.A, Dennis, M., Max, J., Levin, H., & Schachar, R. (2005). Response inhibition after traumatic brain injury (TBI) in children: Impairment and recovery. *Developmental Neuropsychology*, 28, 829-848.
80. Barnes, M.A., Dennis, M., & Hetherington, R. (2004). Reading and writing skills in young adults with spina bifida and hydrocephalus. *Journal of the International Neuropsychological Society*. 10, 655-663.
81. Barnes, M.A., Faulkner, H.\*, Wilkinson, M., & Dennis, M. (2004). Meaning construction and integration in children with hydrocephalus. *Brain and Language*, 89, 47-56.
82. Ewing-Cobbs, L., Barnes, M.A, Fletcher, J., Levin, H.S., Swank, P.R. & Song, J. (2004). Modeling of longitudinal academic achievement scores after pediatric traumatic brain injury. *Developmental Neuropsychology*, 25, 107-134.
83. Hanten, G., Dennis, M., Barnes, M.A, Zhang, L., Roberson, G., Archibald, J, Song, J, & Levin, H. (2004). Childhood Head Injury and Metacognitive Processes in Language and Memory. *Developmental Neuropsychology*. 25, 85-106.
84. Levin, H.S., Hanten, G., Zhang, L., Swank, P., Ewing-Cobbs, L., Dennis, M., Barnes, M.A., Max, J., Schachar, R., Chapman, S.B., & Hunter, J.V. (2004). Changes in working memory after traumatic brain injury in children. *Neuropsychology*, 18, 240-247.

85. Revel-Vilk, S., Golomb, M.R., Achonu, C., Marie Stain, A., Armstrong, D., Barnes, M.A., Anderson, P., Logan, W.J., Sung, L., McNeely, M. Blanchette, V., & Feldman, B.M. (2004). Effect of intracranial bleeds on the health and quality of life of boys with hemophilia *Journal of Pediatrics*, 144, 490-495.
86. Roncadin, C., Guger, S., Archibald, J., Barnes, M.A., & Dennis, M. (2004). Working memory after childhood closed head injury. *Developmental Neuropsychology*, 25, 21-36.
87. Ewing-Cobbs, L., Barnes, M.A., and Fletcher, J.M. (2003). Early brain injury in children: Development and reorganization of cognitive function. *Developmental Neuropsychology*, 24, 669-704.
88. Barnes, M.A., Pengelly, S.\*, Dennis, M., Wilkinson, M., Rogers, T., & Faulkner, H.\* (2002). Mathematics skills in good readers with hydrocephalus. *Journal of the International Neuropsychological Society*, 8, 72-82.
89. Dennis, M. & Barnes, M.A. (2002). Numeracy skills in adults with spina bifida. *Developmental Neuropsychology*. 21, 141-156.
90. Fletcher, J.M., Foorman, B.R., Boudousquie, A., Barnes, M., Schatschneider, C., & Francis, D.J. (2002). Assessment of reading and learning disabilities: A research-based, intervention-oriented approach. *Journal of School Psychology*, 40 27-63.
91. Fletcher, J., Barnes, M.A., & Dennis, M. (2002). Language development in children with spina bifida. *Seminars in Pediatric Neurology*, 9, 201-208.
92. Ewing-Cobbs, L. & Barnes, M.A, (2002). Linguistic outcomes following acquired brain injury in children. *Seminars in Pediatric Neurology*, 9, 209-217.
93. Barnes, M.A. (2002). The decoding-comprehension dissociation in the reading of children with hydrocephalus: A reply to Yamada. *Brain and Language*, 80, 260-263.
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### Book Chapters

1. Barnes, M.A. & Miller, A.H.\* (submitted). Instructional interventions for math learning difficulties. Contributing authors to Chapter: Learning Differences/Exceptional Learners in the *International Science and Evidence Based Education Assessment (ISEEA)*, UNESCO MGIEP, the Mahatma Gandhi Institute for Education for Peace and Sustainable Development (Future of Education Initiative).
2. Cain, K. & Barnes, M.A. (2017). Reading comprehension. What develops and when? In K. Cain, D. Compton and R. Parrila (Eds.), *Theories of Reading Development*. John Benjamins.
3. Barnes, M.A., & Raghobar, K. (2017). Neurodevelopmental disorders as model systems for understanding typical and atypical mathematical development. In D. Geary, D. Berch, R. Oschendorf, & K. Mann Koepke (Eds.), *Acquisition of Complex Arithmetic and Higher-Order Mathematics Concepts*. Elsevier Inc.
4. Barnes, M.A. (2015). What do Models of Reading Comprehension and its Development have to Contribute to a Science of Comprehension Practice and Assessment for Adolescent Students? In K. Santi & D. Reed (Eds.), *Improving Comprehension for Middle and High School Students*. Springer.
5. Barnes, M.A., Fuchs, L., & Ewing-Cobbs, L. (2010). Neuropsychological and Cognitive Approaches to Mathematical Disabilities. Yeates, K., Taylor, G., Ris, D., & Pennington, B. (Eds.) *Pediatric Neuropsychology: Research, Theory, and Practice 2nd Edition*. New York: Guilford Publications.
6. Barnes, M.A., English, L., & Landry, S.H. (2010). Development in Spina Bifida: Neurobiological and environmental factors. In Barnes, M.A. (Ed.). *Genes, brain and development: The neurocognition of genetic disorders*. UK: Cambridge University Press.
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8. Barnes, M.A. & Fuchs, L. (2008). Learning Disabilities. In Wolraich, M.L., Dworkin, P.H., Drotar, D.D., & Perrin, E.C. (Eds.) *Developmental-Behavioral Pediatrics: Evidence and Practice*. Amsterdam: Elsevier. (peer-reviewed)
9. Barnes, M.A., Ewing-Cobbs, L., & Fletcher, J.M. (2007). Mathematical disabilities in congenital and acquired neurodevelopmental disorders. In Berch, D. B., & Mazzocco, M. M. (Eds.). *Children's Mathematical Learning: Difficulties and Disabilities*. Baltimore MD: Paul H. Brookes Publishing.

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11. Barnes, M.A., Smith-Chant, B., & Landry, S. (2005). Number processing in neurodevelopmental disorders: Spina bifida myelomeningocele. In J.I.D. Campbell (Ed.) *The Handbook of Mathematical Cognition*. (pp.299-313). New York: Psychology Press. (peer-reviewed)
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15. Dennis, M., Barnes, M.A., & Hetherington, C.R. (1999). Congenital hydrocephalus as a model of neurodevelopmental disorder. In H. Tager-Flusberg (Ed.). *Neurodevelopmental Disorders: Contributions to a New Perspective from the Cognitive Neurosciences*. Cambridge, MA: MIT Press, pp 505-532.
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18. Dennis, M. & Barnes, M.A. (1994). Developmental Aspects of Neuropsychology: Childhood. In D. Zaidel (Ed.) *Handbook of Perception and Cognition*. Volume 15. Neuropsychology. San Diego: Academic Press, pp. 219-246.

19. Levy, BA & Barnes, MA (1987). Reading fluency: Lexical access versus comprehension. In MI Posner, CB Dwivedi, & IL Singh (Eds.). *Perspectives on Cognitive Psychology: Festschrift in Honour of M.M. Sinha*. Varanasi: Anand Publishing House.

### **Books**

Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2019). *Learning Disabilities: From Identification to Intervention-2<sup>nd</sup> Edition*. Guilford Publications: New York. (over 70% new material)

Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2007). *Learning Disabilities: From Identification to Intervention*. Guilford Publications: New York. (2<sup>nd</sup> printing January, 2007 and Finnish & Portuguese translations).

### **Edited Book**

Barnes, M.A. (2010). *Genes, brain and development: The neurocognition of genetic disorders*. Cambridge University Press: UK

## **CONFERENCE PRESENTATIONS AND TALKS**

### **Peer Reviewed Presentations and Abstracts**

1. Barnes, M.A., Martinez-Lincoln, A., Clemens, N.H., Simmons, D., Hall, C.S., Fogarty, M., Roberts, G., Simmons, L., & Vaughn, S.R. (2020). Effects of an inference-making intervention for struggling middle school readers. *Pacific Coast Research Conference*, February, San Diego.
2. Martinez-Lincoln, A., Barnes, M., & Clemens, N. (2020). Moderators of an inference-making intervention for middle school students with reading difficulties. Poster presented at the Pacific Coast Research Conference, February, San Diego, CA.
3. Ahonle, Z., Barnes, M.A., Romero, & Sorrells, A. (2019). State-federal vocational rehabilitation as a public health intervention for patients with traumatic brain injury. American Congress of Rehabilitation Medicine Annual Conference, Chicago, November, 2019.
4. Barnes, M.A., Klein, A., Roberts, G., Fall, A-M, & McCandliss, B. (2019). Individual Differences in Attention Uniquely Predict Math Outcomes in Preschoolers at High Risk for Math Difficulties. In symposium *Understanding Individual Differences in Mathematics Knowledge*. Cognitive Development Society, Louisville, Kentucky, October.
5. Barnes, M.A. Effects of semantic reinforcement, semantic discrimination and affix frequency in new word learning in skilled and less skilled readers in grades 6 to 12. In symposium, Application of Explanatory Item Response Models in Literacy Research. Society for the Scientific Study of Reading, Toronto, Canada, July 2019
5. Barnes, M.A., Martinez-Lincoln, A., Klein, A., Roberts, G., Fall, A-M, & McCandliss, B. (2019). Effects of combined attention and mathematics interventions in at-risk pre-kindergarten children are moderated by working memory. *Math Cognition and Learning Society Meeting*, Ottawa, Canada, June 16-18.

6. Martinez-Lincoln, A., Barnes, M.A., Sinclair, A., Lemons, C., & Peng, P. (2019). Cognitive moderators of math intervention: A systematic review. Poster presented at the Pacific Coast Research Conference, February, San Diego, CA.
7. Martinez-Lincoln, A., Barnes, M.A., Fall, A. Roberts, G. & Klein, A. (2018). *Cognitive Abilities Moderate the Effects of a Math Intervention in At-Risk Preschoolers*. Poster presentation given at the Pacific Coast Research Conference, February 1-3, San Diego, CA.
8. Powell, S. R., Barnes, M. A., Berry, K. A., Benz, S. A., Forsyth, S. R., & Martinez-Lincoln, A. (2018). *Word-problem intervention for students with mathematics difficulty and differential performance favoring females over males*. Paper presented at the American Education Research Association, April. New York, NY.
9. Peng P., Wang, C., Barnes, M.A., Wang, W., Swanson, L., Dardick, W., Tao, S. (2017). A Meta-Analysis of the Relation Between Reading and Working Memory. *SREE Spring Conference*, Washington, D.C. March 3, 2017.
10. Powell, S., Barnes, M.A., Berry, K., Martinez-Lincoln, A., Benz, S., & Forsyth, S. (2017). *The impact of schema instruction on word-problem solving for students at risk for mathematics disability*. Poster presentation given at the Society for Research in Child Development Biennial Meeting, April 6-8, Austin, TX.
11. Quinn, J., Roberts, G.J., Capin, P., Barnes, M., Daniel, J., & Steinle, P. (2017). Incorporating working memory into the Direct and Inferential Mediated (DIME) Model of Reading Comprehension. *Society for the Scientific Study of Reading*, Halifax, N.S. July.
12. Barnes, M.A., Ahmed, Y., Francis, D., Barth, A., & Vaughn, S. (2017). Inferential Comprehension in Adolescent Readers: Bridging the Gap from Exploratory Research to Intervention Design. Presented in Symposium Designing Research Studies to Support the Next Step in Developing Feasible and Efficacious Interventions, *SREE Spring Conference*, Washington, D.C. March 2, 2017.
13. Barnes, M.A. (February 2016). Neurodevelopmental disorders as model systems for understanding math disabilities. *Pacific Coast Research Conference*
14. Barnes, M.A., Barth, A., & Ahmed, Y. (2016). Inference-making and its relation to reading comprehension in adolescents in Symposium *Reading in Secondary School*. BPS Developmental Psychology Section Annual Conference, Belfast, Ireland, September 14-16, 2016.
15. Ahmed, Y., Francis, D. J., York, M., Fletcher, J., Barnes, M.A. & Kulesz, P. (July 2015). An evaluation of the direct and mediated (DIME) model of reading comprehension using latent variables. *Society for the Scientific Study of Reading*.
16. Barnes, M.A. (2015). Is there a role for cognitive processes in reading and math interventions. Discussant for A3 Symposium. *Institute of Education Sciences PI Meeting*, Washington, DC, December 9.
17. Barnes, M.A., & Klein, A. (2015). The effects of intensive early interventions in mathematics and attention for low-performing preschool children. In the panel *Training Cognitive Processes and Academic Skills Together: Clever Synthesis or Fool's Errand?* Paper to be presented at the Pacific Coast Research Conference, Coronado Bay, CA. February 5-7.

18. Cirino, P.T., Barnes, M.A., Ware, A., Fletcher, J.M., & Dennis, M. (2015). Predictors of academic fluency in spina bifida. Poster presented at the *International Neuropsychological Society Meeting*. Boulder, CO. February 5-7.
19. Peng, P., Namkung, J. M., & Barnes, M. A. (2015). Mathematics and Working Memory: A Meta-Analysis to Explore the Moderation Effects of Domains of Working Memory, Type of Mathematics Skills, Sample Characteristics, and Mathematics Assessment. Poster presentation at 2015 American Educational Research Association annual conference, Chicago, IL.
20. Peng, P., Namkung, J. M., & Barnes, M. A. (2015). The Relationship between Mathematics and Working Memory: A Meta-Analysis. Poster presentation at 2015 Pacific Coast Research Conference, San Diego, CA.
21. Barnes, M.A. & Klein, A. (2015). Intensive interventions in mathematics and attention for low-performing preschool children. Invited IES panel presentation at the Council for Exceptional Children Annual Conference, San Diego, April 10.
22. Kulesz, P.A., Francis, D.J., Barnes, M.A., & Fletcher, J.M. (2015, July). The influence of reader and text characteristics on reading comprehension: An explanatory item response study. Paper to be presented at Struggling Readers in Adolescence: Assessment and Intervention Considerations Symposium at the 2015 Twenty-Second Annual Meeting Society for the Scientific Study of Reading, Waimea, HI.
23. Barnes, M.A. & Francis, D. (2014). Alternate Approaches for Understanding Difficulties in Reading Comprehension. Paper in Symposium at the Pacific Coast Research Conference, San Diego, CA. February.
24. Ahmed, Y., Francis, D., Barnes, M.A., Fletcher, J., Barth, A., & York, M. (2014). Using explanatory IRT models to better understand reader and text characteristics associated with inference-making. Paper presented at the Modern Modeling Methods Conference, University of Connecticut, May 20-21.
25. Kulesz, P.A., Francis, D.J., Barnes, M., Fletcher, J.M., Barth, A., & York, M. (2014, May). The effects of reader's characteristics, text genre, and comprehension processes on reading comprehension. Paper presented at Explanatory Item Response Models Symposium at the 2014 Modern Modeling Methods Conference, Storrs, CT.
26. Barnes, M.A., Stuebing, K., Barth, A., & Fletcher, J.M. (2014). Investigating Cognitive Difficulties in Struggling Comprehenders: A Comparison of Group Selection and Regression-Based Models. Paper in Symposium at Society for the Scientific Study of Reading, Santa Fe, July 19.
27. Ahmed, Y., Francis, D. J., York, M., Fletcher, J. M., Barnes, M. (2014). An Evaluation of the Direct and Inferential Mediation (DIME) Model of Reading Comprehension. Poster presented at the Society for the Scientific Study of Reading, Santa Fe, New Mexico.
28. Barnes, M.A., Klein, A., Starkey, P., Flynn, K., Swank, P., Zucker, T., & McCandliss, B. (2014). The effects of intensive early interventions in mathematics and attention for low-performing preschool children. In the symposium *Improving Early Math Outcomes for Students with Disabilities through Intensive Intervention*. Paper presented at the Society for Research on Educational Effectiveness meeting, Washington, D.C. September 5.



29. Barnes, M.A. (2014). Organizer and speaker in the session, Neurocognitive aspects of learning disabilities: Implications for identification and intervention. Council for Learning Disabilities Conference, Philadelphia. October 3.
30. Raghubar, K.P., Cirino, P., & Barnes, M.A. (2013). Neurocognitive Correlates of Mathematical Processing in School-Aged Children with Spina Bifida and Their Typically Developing Peers. Poster presentation at the INS Annual Meeting, February 6-9, Waikoloa, Hawaii.
31. Denton, C.A., Barnes, M.A., & Wolters, C. (2013). Text processing and motivation in secondary school students with poor reading comprehension. April 4, Poster presentation, Council for Exceptional Children Meeting, San Antonio, TX.
32. Agostino, A. & Barnes, M.A. (2013) Inhibitory processes as predictors of mathematical competency in low income kindergartners. Poster presentation at SRCD Biennial Meeting. April 18, Seattle, WA
33. Barth, A.E., Francis, D., York, M., Denton, C., Vaughn, S., Barnes, M.A. (September, 2013). *Bridging inferences among adequate and struggling comprehenders and relations to reading comprehension*. European Dyslexia Association, Voxjo, Sweden.
34. Barnes, M.A., Raghubar, K.P., Pike, M., Swank, P., Taylor, H., & Landry, S. (March, 2012). Longitudinal predictors of mathematics and reading in children with spina bifida. Second World Congress on Spina Bifida, Las Vegas, Nevada.
35. Barnes, M.A., Davis, C., Priebe, S., Arrington, N., Francis, D., & Fletcher, J. (July, 2012). Word-level, text-level and general purpose cognitive skills in struggling adolescent readers: Implications for assessment and intervention. In the Symposium, Assessment and intervention research with struggling adolescent and adult readers organized by M.W. Lovett & D. Greenberg. Annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
36. Priebe, S.J., Barnes, M.A., & York, M.J. (2012). The relation of world knowledge and reading comprehension in skilled and less skilled adolescent comprehenders. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
37. Davis, C., Barnes, M.A., Barth, A.E., Mary, Y.J., & Francis, D. (2012). New vocabulary learning in adolescent adequate and struggling comprehenders: Effects of reinforcement and discrimination learning. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
38. Agostino, A., Barnes, M.A., Klein, A., & Starkey, P. (2011). Cognitive predictors of basic arithmetic and strategy use in low-income kindergartener's at different skill levels. Society for Research in Child Development, Montreal, March, 2011
39. Barnes, M. A., Raghubar, K.P., Taylor, H., Landry, S., Dennis, M., & English, L. (2011). Space and number in infants, preschoolers, and school-aged children with SBM. In the Symposium, Space and Number in Neurodevelopmental Disorders: A Comparison of Spina Bifida Meningomyelocele (SBM) and 22Q 11.2 Deletion. International Neuropsychological Society Meeting, Boston, February, 2011.

40. Cirino, P., Fuchs, L., Powell, S., Ewing-Cobbs, L., Barnes, M., & Fletcher, J. (2011). Mathematical and cognitive profiles in MD with and without comorbid RD. Society for the Scientific Study of Reading Meeting, July, Florida (abstract).
41. Barnes, M.A. (2011). Longitudinal studies of cognitive and mathematical processing in preschoolers with and without neurodevelopmental disorders who are at high risk for learning difficulties in mathematics. In the invited symposium *The Contributions of Cognitive Science for Understanding and Improving Instruction for Students with Mathematics Learning Difficulties*. Society for Research on Educational Effectiveness. Washington, D.C., September 8. [www.sree.org/conferences/2011f/](http://www.sree.org/conferences/2011f/).
42. Barnes, M.A., Agostino, A., & Swank, P. (2010). Relation of working memory and attention to math skills in children at risk for learning difficulties: A longitudinal study from preschool to grade 1. Presented in the Symposium "The Role of Visuospatial Working Memory in Mathematical Disabilities", International Academy for Research in Learning Disabilities, Miami Florida. January 16, 2010
43. Raghobar, K.P., Johnson, C., Barnes, M.A., Juranek, J., Prasad, M., & Ewing-Cobbs, L. (2010). Relations between white matter integrity and mathematical outcomes in children with TBI and typically developing children. *Journal of the International Neuropsychological Society, 16 (supplement)* (Published Online: 2010).
44. Gorman, S., Ewing-Cobbs, L., Barnes, M.A., & Prasad, M. (2010). Are visual-spatial and verbal working memory equally affected by pediatric TBI? *Journal of the International Neuropsychological Society, 16 (supplement)* (Published Online: 2010).
45. Raches, R., Cirino, P.T., Fletcher, J.M., Barnes M.A., & Ewing-Cobbs, L. (2010). Complex word problem solving abilities in children with math and/or reading learning difficulties. *Journal of the International Neuropsychological Society, 16 (supplement)* (Published Online: 2010).
46. Treble, A., Hasan, K., Iftikhar, A., Prasad, M., Barnes, M.A., & Ewing-Cobbs, L. (2010). Working memory and callosal integrity following pediatric traumatic brain injury: A diffusion tensor tractography study. *Journal of the International Neuropsychological Society, 16 (supplement)* (Published Online: 2010).
47. Barnes, M.A. & Raghobar, K. (2010). Children and adolescents from the third to tenth grades see things through the protagonist's eyes during reading. Society for the Scientific Study of Reading, Berlin, July 2010. <http://www.triplesr.org/conference/Conf-Abstracts>.
48. Pike, M., Barnes, M.A., & Desrochers, A. (2010). Knowledge-based inference in 3rd to 8th grade children: Cognitive underpinnings and relation to reading comprehension. Society for the Scientific Study of Reading, Berlin. July 2010. <http://www.triplesr.org/conference/Conf-Abstracts>.
49. Johnston, A. & Barnes, M.A. (2010). Development of Bridging Inferences and Relation to Working Memory Processes in School Aged Children. Society for the Scientific Study of Reading, Berlin. <http://www.triplesr.org/conference/Conf-Abstracts>.

50. Barth, A., Barnes, M.A., Stuebing, K., & Denton, C., & Fletcher, J.M. (2010). Language Profiles of Treatment Nonresponders, Treatment Responders, and Typically Developing Students. Society for the Scientific Study of Reading, Berlin. <http://www.triplesr.org/conference/Conf-Abstracts>.
51. Agostino, A., Barnes, M.A., Klein, A., & Starkey, P. (2010). Arithmetic skills of low income kindergarteners: Contributions of early working memory and informal mathematical abilities. *Development* 2010, Ottawa. <http://www.devpsych.ca/ocs/index.php/dev/2010/paper/view/81>.
52. Raches, D., Prasad, M.R., Waugh, J., Cirino, P.T., Barnes, M.A., & Ewing-Cobbs, L. (2009). Word problem solving and attention in children with traumatic brain injury. [Abstract]. *J Int Neuropsychol Soc*.
53. English, L., Barnes, M.A., & Landry, S.H. (2009). The impact of infant executive functions on preschool learning outcomes in children with spina bifida: A longitudinal analysis. Poster presentation at the 2009 Society for Research in Child Development Biennial Meeting. Denver, April, 2009.
54. English L, Barnes MA, Landry SH. (2009). Executive function development in spina bifida and its influence on preschool and school age academic outcomes [Abstract]. *J Int Neuropsychol Soc*. (Featured poster presentation)
55. Raghobar, K.P., Trick, L.M., & Barnes, M.A. (2009). The role of working memory and finger representations in single-digit calculation. [Abstract]. *J Int Neuropsychol Soc*.
56. Cirino, P. & Barnes, M.A. Math components in spina bifida myelomeningocele. First World Congress on Spina Bifida Research and Care, March 2009, Orlando, FL. Abstract at [medicalconference.spinabifidaassociation.org/.../NEUROPSY09.PDF](http://medicalconference.spinabifidaassociation.org/.../NEUROPSY09.PDF)
57. Pike, M., Johnston, A., Barnes, M. & Barron, R. The Role of Illustrations in Children's Inferential Comprehension. Poster presentation at Society for Research in Child Development's Biennial Meeting, Denver, Colorado, April, 2009.
58. Barnes, M.A., Agostino, A., Klein, A.S., Starkey, P., & Assel, M. (2009) Cognitive Competencies Underlying Informal Math Skills in Preschool Children in Symposium *Enhancing Early Academic, Social, and Language Competencies: Impacts from an Integrated Pre-K Curriculum*. Society for Research in Child Development's Biennial Meeting, Denver, Colorado, April, 2009.
59. Taylor, H.B., Landry, S.H., Cohen, L., Barnes, M., Fletcher, J., Swank, P. (2009) Early Information Processing: The Development of Attention among Infants with Spina Bifida. The First World Congress on Spina Bifida Research and Care in Orlando, FL.
60. Taylor, H.B., Landry, S.H., Barnes, M., Fletcher, J., Swank, P. (2009) Development In Children With Spina Bifida: The Impact of Parenting And Motor Skills. The First World Congress on Spina Bifida Research and Care in Orlando, FL.

61. Barnes, M.A, Fletcher, J., & Dennis, M.: Attention and reading skills in children with spina bifida. In Attention and Reading Skills (Symposium chaired by Kate Cain). Society for the Scientific Study of Reading. Ashville, North Carolina, July, 2008.
62. Raghubar, K., Barnes, M.A et al.: Calculation errors and behavioral inattention in children with math difficulties. Paper in Symposium, Cognitive and Neuroimaging Correlates of Fact Retrieval, Calculation, and Estimation in Children with Learning Difficulties. *International Neuropsychological Association Conference*, Waikoloa, Hawaii. *Journal of the International Neuropsychological Society*, 14 (Supplement S1), February, 2008.
63. English, L., Barnes, M.A, & Fletcher, J.M.: The impact of reading goals on text comprehension and reading speed in children with spina bifida myelomeningocele. Featured poster presentation at the *International Neuropsychological Association Conference*, Waikoloa, Hawaii. *Journal of the International Neuropsychological Society*, 14, (supplement S1) February, 2008.
64. Agostino, A., Klein, A., Starkey, P., & Barnes, M. (2008, June). Informal math abilities in low-income preschoolers: An investigation of performance patterns and strategy use. Paper presented as part of a symposium entitled “Children’s Mathematical Cognition” at the Canadian Society for Brain, Behaviour and Cognitive Science Conference (CSBBCS), London, Ontario.
65. Johnston, A.M.. & Barnes, M.A,: The role of attentional control in reading comprehension. Interactive paper (poster), Society for the Scientific Study of Reading Annual Meeting, Prague, July 10-12, 2007.
66. Sullivan, K., Stubbs, A., & Barnes, M.A.: Preschoolers strategy use in large and small set calculation. Canadian Psychological Association Annual Meeting, Ottawa, , *Canadian Psychology*, 48(2a), June, 2007.
67. Davis, B., Johnston, A.M., Desrochers, A., & Barnes, M.A.: Bridging inferences in children from grades 3 to 8. Canadian Psychological Association Annual Meeting, Ottawa, *Canadian Psychology*, 48(2a) June, 2007.
68. Taylor, S.B., Landry, S., Barnes, M.A, Swank, P.R., Lomax-Bream, L., & Fletcher, J.M. Longitudinal impact of early parenting and motor skills on development in children with spina bifida. *Society for Research in Child Development Meeting*, Boston, 2007.
69. Stubbs, A., Smith-Chant, B., Landry, S., & Barnes, M.A, (Published Online: Informal math skills and cognitive correlates in five-year-old children with spina bifida and typically developing controls. Poster presentation at the International Neuropsychological Society Meeting, Portland, Oregon, *Journal of the International Neuropsychological Society*, 13 (supplement) February, 2007.
70. Cirino, P., Ewing-Cobbs, L., Barnes, M., and Fletcher, J. Cognitive arithmetic differences in learning disability groups and the role of behavioral inattention. *J. Int. Neuropsychol. Soc.* 12(S1):201, 2006.
71. Johnston, A. M., Davis, B., Desrochers, A., & Barnes, M.A,: The role of attentional control in reading comprehension. Poster presentation at the 5<sup>th</sup> Annual Canadian Language and Literacy Research Network conference, Charlottetown, PEI, June 2006.

72. Fox, L., Desrochers, A., Davis, B., & Barnes, M.A.: Reading comprehension in English- and French-speaking Children: The development of parallel measures. Poster presentation at the 5<sup>th</sup> Annual Canadian Language and Literacy Research Network conference, Charlottetown, PEI, June 2006.
73. Johnston, A.M., & Barnes, M.A.: Comparing situational model building between in children with Hydrocephalus Spina bifida and typically developing children. *Canadian Psychology*, 47, 2006
74. Cirino, P.T., Ewing-Cobbs, L., Barnes, M.A, Fletcher, J.M. Cognitive arithmetic differences in learning disability groups and the role of behavioral inhibition. Poster. *Journal of the International Neuropsychological Society*, 12 (supplement). (Published Online: 2006).
75. Ewing-Cobbs, L., Prasad, M., Swank, P., Barnes, M.A, & Xiaoling, Z. Long-term intellectual and academic outcomes following inflicted and noninflicted traumatic brain injury sustained during early childhood. *International Neuropsychological Society*, 12 (supplement) (Published Online: 2006).
76. Ewing-Cobbs, L., Prasad, M., Swank, P., Barnes, M.A, & Xiaoling, Z.: Development of working memory and inhibitory control processes following early traumatic brain injury. Dublin Meeting. *Journal of the International Neuropsychological Society*, 12 (supplement.) Published Online: 2006.
77. Barnes, M.A: Smith-Chant, B., Landry, S., Dennis, M., & Fletcher, J.M. Mathematical processing in children with spina bifida. Dublin Meeting. *Journal of the International Neuropsychological Society*, 2005.
78. Ewing-Cobbs, L., Barnes, M.A, Swank, P., Levin, H., Dennis, M., Chapman, S., & Archibald, J.: Predictors of reading after traumatic brain injury in children. *Journal of the International Neuropsychological Society*, 2005
79. Khemani, E., & Barnes, M.A, : Calculation and estimation in typically developing children from grade 3 to 8. Canadian Psychological Association Annual Meeting. Montreal. *Canadian Psychology*, 46, June 2005.
80. Roncadin, C., Tiley, H., Ewing-Cobbs, L., Levin, H., & Barnes, M.A, Math Skills Following Childhood Closed Head Injury. *Journal of the International Neuropsychological Society.*, 2004.
81. Ruocco, A.C., Golomb, M.R., Revel-Vilk, S., Achonu, C., Stain, A. M., Armstrong, D., Miles, B., Anderson, P., McNeely, M., Barnes, M.A, A., Blanchette, V., Feldman, B. M., & Logan, W. J.: Functional cerebral organization in patients with hemophilia who have had an intracranial hemorrhage. *Child Neurology*. 2004.
82. Khemani, E., Smith-Chant, B., Wilkinson, M., & Barnes, M.A: Basic computational math skills and math fluency in children with spina bifida *Journal of the International Neuropsychological Society*, 2004.
83. Lane, S.E., Loftus, M.A., Landry, S., Barnes, M.A, & Smith-Chant, B.: The role of parent-child activities in the development of numerical skills in children with spina bifida and typically developing children. Canadian Psychological Association Meeting, St. John's Newfoundland, *Canadian Psychology*, 2004.

84. Levenbach, J., & Barnes, M.A.: Children's use of spatial inferences in reading. Canadian Psychological Association Meeting. St. John's, Newfoundland, June. *Canadian Psychology*, 45, p. 117, 2004.
85. Purzner, J., Wilkinson, M., Boudousquie, A., Fletcher, J., & Barnes, M.A.: Verbal and visual working memory in children with spina bifida. *Journal of the International Neuropsychological Society*, 10, 2004.
86. Witol, A., Olds, J., & Barnes, M.A.: Promoting multi-disciplinary health-centre based research: The CHAR-NG Project. In Symposium "Challenges for the Psychologist Clinical Researcher: Building National Networks in Child and Adolescent Research." Canadian Psychological Association Meeting. St. John's, Newfoundland, *Canadian Psychology*, 45, June 2004
87. Anderson, P.E., Feldman, B., Miles, B., Golomb, M., Revel-Vilk, S., McNeely, M., Pond, C., Stain, A.M., Achonu, C., Minden, D., Logan, W., Blanchette, V., & Barnes, M.A.: Impact of intracranial hemorrhage on neurocognitive functioning in boys with hemophilia. Poster presentation, International Neuropsychological Society Meeting, February, Honolulu. *Journal of the International Neuropsychological Society*, 9, p 205, 2003.
88. Landry, S., Lomax-Bream, L., & Barnes, M.A.: The importance of early motor and visual functioning for later cognitive skills in preschoolers with and without spina bifida. In the Symposium: Structure-Function Relationships in Children with Spina Bifida. International Neuropsychological Society Meeting, Honolulu, *Journal of the International Neuropsychological Society*, 9, p 175, February.2003.
89. Miles, B., Minden, D., Anderson, P., Feldman, B., Pond, C., Revel-Vilk, M., Golomb, M., McNeely, M., Stain, A.M., Achonu, C., Logan, W., Blanchette, V., & Barnes, M.A.: The effects of hemophilia and cerebral bleeds on behavioral, social-emotional, and adaptive functioning. Poster presentation, International Neuropsychological Society Meeting, Honolulu. *Journal of the International Neuropsychological Society*, 9, p 205, February 2003.
90. Roncadin, C., Archibald, J.L., Barnes, M.A, Shachar, R., & Dennis, M.: Poster presentation at the International Neuropsychological Society Meeting, Honolulu,. *Journal of the International Neuropsychological Society*, 9, p 140, February 2003.
91. Smith-Chant, B.L., Loftus, M., Lane, S., and Barnes, M.A.: The relation between fine motor, spatial, and home-based activities in the development of numeric skills in preschool children with spina bifida. Proceedings, Annual Conference for the Canadian Society of Brain, Behaviour and Cognitive Science, McMaster University, Hamilton, June 2003.
92. Barnes, M.A, Math fact retrieval in good readers with spina bifida: Speed and strategy choice. Paper read at the International Neuropsychological Society Meeting, Toronto, & Barnes, M.A. & Wilkinson, M. *Journal of the International Neuropsychological Society*, 8, p. 316, February 2002.
93. Frisk, V., Barnes, M.A, & Whyte, H.: Predicting complex language impairments in children born extremely prematurely. Poster presentation at the International Neuropsychological Society Meeting, Toronto, & *Journal of the International Neuropsychological Society*, 8, p 302, February 2002.

94. Dennis, M., Barnes, M.A, Janes, J., & Wilkinson, M.: Inferencing from a situation model in children with spina bifida and hydrocephalus. Poster presentation at the International Neuropsychological Society Meeting, Toronto, & *Journal of the International Neuropsychological Society*, 8, p. 294, February 2002.
95. Ladd, M., Lane, S., Smith-Chant, B., Wilkinson, M., Landry, S., & Barnes, M.A.: The development of number skills in preschoolers and school-age children with spina bifida. International Society for the Study of Behavioral Development, Ottawa. *ISSBD Abstracts CD ROM*, August 2002.
96. Revel-Vilk, S., Stain, A.M., Barnes, M.A., & Blanchette, V. Impact of intracranial bleeds on the health and quality of life of boys with hemophilia. Poster presentation. World Federation of Hemophilia, Seville, Spain, May 2002.
97. Barnes, M.A, Pengelly, S., & Dennis, M.: *Arithmetic processing in good readers with spina bifida and hydrocephalus*. Paper read in Symposium, International Neuropsychological Society Meeting, Chicago, Visual Perception in Infants, Children and Young Adults with Spina Bifida. *Journal of the International Neuropsychological Society*, 7, p. 246, February 2001.
98. Ewing-Cobbs, L., Song, J., Barnes, M.A, Levin, H., & Fletcher, J.: Growth curve modeling of academic achievement scores after pediatric head injury. Symposium presentation at the International Neuropsychological Society Meeting, Chicago, *Journal of the International Neuropsychological Society*, 7, p.165, February 2001.
99. Landry, S.H., Steelman, L., Assel, M., & Barnes, M.A.: Early cognitive skills in young children with spina bifida/hydrocephalus: A longitudinal study. Symposium presentation at the International Neuropsychological Society Meeting, Chicago, *Journal of the International Neuropsychological Society*, 7, p. 246, February 2001.
100. Dennis, M., & Barnes, M.A.: Speech acts after mild or severe childhood head injury. American Neuropsychiatric Association, Annual Meeting, Sanibel Island, Florida. *The Journal of Neuropsychiatry and Clinical Neurosciences*, 12, p 138, 2000.
101. Dennis, M., Barnes, M.A, Hetherington, R., Robitaille, J., Hopyan, T., Spiegler, B.J., Drake, J., & Gentili, F.: Memory in adult survivors of spina bifida. Poster presentation at the International Neuropsychological Society Meeting, Colorado, *Journal of the International Neuropsychological Society*, 6, p. 160, 2000.
102. Dennis, M., Guger, S., Roncadin, C., Barnes, M.A, & Schachar, R.: Attentional control and social discourse after childhood closed head injury: Are frontal contusions, age at injury, and time since injury predictive? (Poster Presentation) Rotman Research Institute, Tenth Annual Conference, Toronto, Ontario, March 2000.
103. Dennis, M., Purvis, K., Barnes, M.A, Wilkinson, M., & Winner, E.: Understanding literal truth, ironic criticism and deceptive praise after childhood head injury. Poster presentation at the International Neuropsychological Society, Annual Meeting, Denver, Colorado. *Journal of the International Neuropsychological Society*, 6, p. 131, 2000.
104. Dennis, M., Rogers, T., & Barnes, M.A.: Children with spina bifida perceive visual illusions but not multistable figures. (Poster Presentation) TENNET, Tenth Conference, Montreal, Quebec, June 2000.

105. Dennis, M., Roncadin, C., Barnes, M.A, Guger, S., Robitaille, J., & Archibald, J. (2000). Working memory after mild, moderate, or severe childhood head injury. Poster presentation at the International Neuropsychological Society, Annual Meeting, Denver, Colorado. *Journal of the International Neuropsychological Society*, 6, p. 132, 2000.
106. Barnes, M.A,& Faulkner, H.: *Construction of meaning from text in children with early hydrocephalus*. Paper read in Symposium, Text comprehension difficulties: Integrating findings from different populations Society for Research in Child Development Biennial Meeting Abstracts and Proceedings, April. Albuquerque, USA, 1999.
107. Barnes, M.A, Faulkner, H., & Dennis, M.:Word recognition speed and reading comprehension in children with spina bifida and hydrocephalus. Poster presentation at the International Neuropsychological Society Meeting, Boston, *Journal of the International Neuropsychological Society*, 5, 1999.
108. Barnes, M.A, Pengelly, S., Dennis, M., Faulkner, H., & Wilkinson, M., Math processing in good readers with hydrocephalus. Poster presentation at the Canadian Society for Brain, Behaviour, and Cognitive Science, Ottawa. *BBCS-SCCC 8<sup>th</sup> Annual Meeting Abstracts*, p. 212, 1998.
109. Dennis, M., Barnes, M., Hetherington, R., Bosloy, J., Wilkinson, M., Drake, J., Gentili, F., Hoffman, H., & Humphreys, R.: (Adult survivors of early-onset hydrocephalus: Does mental arithmetic in childhood predict mental arithmetic and functional numeracy in adulthood? Poster presentation at the International Neuropsychological Society 26th Annual Meeting, Honolulu, Hawaii. *Journal of the International Neuropsychological Society*, 4, 1998.
110. Faulkner, H.J., Barnes, M.A. & Wilkinson, M.: Reading speed and reading comprehension in children with early hydrocephalus. Poster presentation at the Canadian Society for Brain, Behaviour, and Cognitive Science, Ottawa. *BBCS-SCCC 8<sup>th</sup> Annual Meeting Abstracts*, p. 214, 1998.
111. Finnegan, J. & Barnes, M.A.: Core deficits underlying reading disabilities in three girls with Triple X Syndrome ascertained prenatally. Poster presentation. Society for Research in Child Development Abstracts and Proceedings, 1997.
112. Spiegler, B.J., & Barnes, M.A.: Two different forms of brain injury (ALL & CHI) before the age of 6 disrupt the acquisition of phonological analysis skills in reading. Poster presentation at the International Neuropsychological Society Meeting. *Journal of the International Neuropsychological Society*, 3, p. 62, 1997.
113. Oakhill, J., Cain, K, & Barnes, M.A: Comprehension skill, inference making ability and their relation to knowledge. Paper presentation, Meeting of the Society for the Scientific Study of Reading, New York, April, 1996.
114. Barnes, M.A. & Dennis, M.: Reading outcome after head trauma as a function of age at injury. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, New Orleans. *Society for Research in Child Development Abstracts*, p.247, 1993.
115. Barnes, M.A, Dennis, M., & Wilkinson, M.: Word recognition speed and reading comprehension in childhood head injury. Poster presentation at the American Psychological Association Meeting, Toronto. *The Clinical Neuropsychologist.*, 7 p.327, 1993.



116. Barnes, M.A., & Savard, A.: Coherence and elaborative inferencing from a controlled knowledge base in poor and average comprehenders. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, New Orleans. *Society for Research in Child Development Abstracts*, p.247, 1993.
117. Barnes, M.A.: *Inferential text comprehension following early-onset hydrocephalus*. In Symposium on Discourse and Anomalous Brain Development. Academy of Aphasia Annual Meeting, Toronto, 1992.
118. Barnes, M.A., & Dennis, M.: Inferencing and reading comprehension in children with hydrocephalus and their age peers. Poster presented at the Canadian Psychological Association Conference, Quebec City. *Canadian Psychology*, 33, p. 434, 1992.
119. Barnes, M.A., *Context determines access to prior world knowledge*. Paper presented at the Canadian Psychological Association Annual Meeting, Halifax, Nova Scotia.

### **Invited Presentations**

1. February 17, 2018. Sources of reading comprehension difficulties in adolescents: What do we know and what can we do about it? Keynote address, Middle State Tennessee University, Annual Literacy Research Conference
2. February 1, 2018. Discussant for Keynote (Dr. Paul Morgan), Pacific Coast Research Conference, Coronado Bay, CA.
3. January 11, 2018. Presentation in Panel 1: *Concurrent Math and Attention Interventions for Preschoolers at Risk for Math Difficulties*; and Discussant for Panel 2, Leadership Meeting of the IES A3 Initiative (Embedding Cognitive Training in Direct Skills Interventions), Institute for Education Sciences, Washington, D.C.
4. September 26, 2017. M. Barnes & N. Clemens, Predicting Risk for Co-Occurring Difficulties in Reading and Mathematics in Prekindergarten Children in Premier Poster Session, NSF STEM Education, Learning Disabilities, and the Science of Dyslexia, Pentagon City
5. December 15, 2016. Panel Presentation “Tips for Success: Responsible Inquiry from Start to Finish.” IES PI Meeting, Washington, DC.
6. October 30, 2015. Joint Workshop on Learning Disabilities for the IWK Health Centre, Dalhousie University Clinical Psychology Program, and the Mount St. Vincent University School Psychology Program, Halifax, Nova Scotia.
7. October 18, 2015. Language is a “Hub” Skill for the Development of Cognitive and Academic Competence. Keynote at the Stakeholder Meeting for CIHR-funded project on Early Neural and Neuropsychological Predictors of Language in Children Ages 2-6 Years. Faculty of Medicine, University of Calgary.
8. October 19, 2015. Neurodevelopmental Disorders as Model Systems for Understanding Early Precursors of Learning Disabilities. Developmental Neuroscience Grand Rounds. Alberta Children’s Hospital, Calgary Alberta.
9. May 18, 2015. Cognitive Processes Contributing to Mathematical Performance in Children with Neurological Disorders: Implications for Mathematical Development and Disability. Funded by the Eunice Kennedy Shriver NICHD Math Cognition Conference, St. Louis, Missouri. May 18-19.

10. March, 2015. Discussant for Panel 2 at the IES/OSEP Joint Summit on Intensive Academic Intervention, DC.
11. March 27, 2015. What studies of language comprehension in typical and atypical development reveal about children's thinking. In the Toronto Hospital for Sick Children, Neuroscience and Mental Health Programme's Symposium to Honor Dr. Maureen Dennis.
12. October 24, 2012. What longitudinal studies tell us about risk factors for later mathematical difficulties. In Symposium, Dyscalculia and Other Mathematical Learning Difficulties. International Dyslexia Association Meeting, Baltimore, MD
13. June 8-9, 2012. Visual-spatial perception and Mathematics. 12th International Conference on Long-Term Complications of Treatment of Children and Adolescents for Cancer. Williamsburg.
14. March 29, 2012. Comprehension Processes in Adolescent Struggling Readers: Preliminary Findings from the PACT Project. Vanderbilt University, Peabody College of Education and Human Development. Nashville, TN. Invited Speaker IES Postdoctoral Speaker's Series.
15. June 10, 2011. Mathematical Disabilities: Adding up the Evidence for Assessment, Identification, and Intervention. Invited workshop, American Academy of Clinical Neuropsychology. Washington, D.C.
16. May 5, 2009. Spina Bifida, Invited Lecturer, Spring School of the Psychological Society of Northern Greece, Nymfaio, Greece.
17. May 2, 2009. From Demonstration Project to Board-Wide Implementation of a Reading Failure Prevention Program in 90 Days: Findings and Lessons Learned, International Dyslexia Association, Annual Conference, Toronto. (invited workshop with E. Picard & L. Wade-Woolley)
18. March 31, 2009. Teaching and learning math in Pre-K: What counts? The Texas School Readiness Summit, Austin, Texas.
19. Math in a neurodevelopmental disorder: A lifespan perspective, University of Western Ontario Developmental Psychology Colloquium, March 14, 2008.
20. Invited Faculty, Vivian Smith Advanced Summer Institute of the International Neuropsychological Society, Xylocastro, Greece. Scholarship program for international graduate students in neuropsychology and medical fellows in neurology Spina Bifida: Development Across the Lifespan (24 hour lecture series June to July)
21. So You Want to be a Researcher? Canadian Child Health Clinician Scientist Programme Annual Scientific Meeting, CIHR, Montreal. 11/06/2004.
22. The Emerging Clinical Sciences. First Annual Young Investigators Meeting of the Institute of Circulatory and Respiratory Health, CIHR, Winnipeg. 05/07/2004.
23. Math Disabilities: Combining neuropsychological and cognitive approaches. Invited Address. 14th Annual Nelson Butters' West Coast Neuropsychology Conference: Neuropsychological Assessment of School-Age Children At Risk For Cognitive Deficits. March 26, 2004, San Diego, University of California – San Diego.

24. Conducting Multi-site, Multi-Disciplinary Clinical Research: A Psychologist's Perspective. Invited presentation at Workshop "Increasing Clinical Research Capacity in Pediatric Health", Edmonton, January 18, 2003
25. Typical and atypical development of reading comprehension. Invited Keynote Address. Canadian Language and Literacy Research Network of Excellence (CLLRNet) Annual Scientific Meeting. Victoria, B.C., June 4-7 2003.
26. A Developmental Neuroscience Approach to the Study of Number Processing in Children with Spina Bifida. Research Institute Rounds, Children's Hospital of Eastern Ontario, Ottawa, Canada. 05/13/2002.
27. Conducting Multi-Site Research Studies in Children with Brain Injuries. CIHR Pediatric Acquired Brain Injury Workshop, Edmonton, Alberta. March 10, 2001.
28. Not as Easy as 1, 2, 3: Number processing in children with early hydrocephalus. Children's Hospital of Eastern Ontario, Research Rounds, Ottawa, Ontario. 02/23/2001.
29. Limits to Functional Plasticity: The Fate of Academic and Executive Skills after Childhood Head Injury, University of Ottawa, Divisions of Neuroradiology/Neurology/ Neurosurgery Rounds, 02/23/2001.
30. Reading comprehension deficits in children with developmental brain pathology. Workshop, Children's Comprehension Disabilities, Milan, Italy, May. Organized by J. Oakhill (University of Sussex) and C. Cornoldi (University of Padua). 1994.

## GRANT FUNDING

### Active

- |             |   |
|-------------|---|
| 09/20-08/24 | IES. <i>A Randomized Trial of the Connect-IT Intervention in Middle School Students with or at Risk for Reading Disabilities</i> . R324A200101; \$3,066,224<br>Role: PI   |
| 07/20-25    | IES. <i>Systematic Replication of Pre-K Mathematics Tutorial: The Effect of Variation in the Intervention Delivery Model on Mathematics Achievement of At-Risk Preschool Children</i> (PI: Kylie Flynn, WestEd). R324R200011<br>Role: Co-PI |
| 07/20-25    | IES. <i>Development of an Intervention to Improve Word- and Text-Reading Efficiency for Students with or at Risk for Word-Level Reading Disability</i> (PI: Nathan Clemens, UT-Austin). R324A200209<br>Role: Co-PI                          |
| 11/19-2025  | Office of Special Education Programs, U.S. Department of Education. <i>National Center for Leadership in Intensive Interventions</i> . H325H190003; \$6,400,000<br>Role: Co-PD (Consortium Personnel Preparation Grant)                     |
| 09/19-08/24 | NIH. <i>Understanding Word-Reading &amp; Calculations Comorbid Learning Disabilities</i> . \$3,588,797. D. Fuchs & L. Fuchs MPI; R01HD097772<br>Role: Co-I  |

- 2019-2024 Office of Special Education Programs, U.S. Department of Education. *Preparing Leaders in Special Education to Meet the Intensive Needs of Students with Complex Learning Disabilities*. H325D180086; \$1,250,000  
Role: Principal Investigator (Personnel Preparation Grant)
- 2016-2021 Institute of Education Sciences, U.S. Department of Education. *Project Connect-IT (Connecting Text by Inference and Technology): Development of a Text-Integration Intervention for Middle School Students with Comprehension Difficulties*. R324A170150; \$1,500,000  
  
Role: Principal Investigator
- 2017-2022 National Institutes of Health, *Texas Center for Learning Disabilities* JM Fletcher (PI); *Project 2: Attention in Reading and Reading Difficulties*  
Role: Co-PI (P. Cirino PI, Project 2).

### Previous Funding

- 2015-2019 Institute of Education Sciences, U.S. Department of Education. *Developing Connections Between Word Problems and Mathematical Equations to Promote Word-Problem Performance Among Students with Mathematics Difficulty*. R324A150078; Role: Co-PI (S. Powell, PI)
- 2011-2017 Institute of Education Sciences, U.S. Department of Education. *A Randomized Trial of a Tutor-Based Mathematics and Attention Intervention for Low-Performing Preschoolers at Risk for Mathematical Difficulties in School*. R324A110270; \$4,081,051  
Role: Principal Investigator
- 2012-2017 Institute of Education Sciences, U.S. Department of Education; *Enhancing Early Learning for Infants with Disabilities: A Responsive Parent Intervention*  
Role: Co-PI; (H. Taylor PI)
- 2011-2016 National Institutes of Health, *Texas Center for Learning Disabilities* JM Fletcher (PI); *Project 2: Executive Functions and Reading*  
Role: Co-I (P. Cirino PI, Project 2)
- 2011-2013 Institute of Education Sciences, U.S. Department of Education; *Interventions and Professional Development Models: Language & Literacy Pre-kindergarten to Grade 12* NCSEER Postdoctoral Training Grant; IES R324B110007. Principal Investigator (funded to 2016 at UT-Houston).
- 2010-2017 Institute of Education Sciences, U.S. Department of Education; *Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7-12*. R305F100013; Site PI UT-Houston; Co-PI at UT Austin ( S. Vaughn PI).
- 2005-2011 National Institutes of Health, *Preschool Curriculum: Outcomes and Developmental Processes* (S. Landry, PI); *Project 5: Preschool Math: Developmental and Cognitive Processes*; Role:PI Project 5
- 2005-2010 National Institutes of Health, *Longitudinal Effects of Spina Bifida* (Landry, PI)  
Role: Site PI and Co-PI

- 2004-2008 Canadian Language and Literacy Research Network, National Centre of Excellence  
*Reading Comprehension in English- and French-Speaking Children: Core Processes and Predictors*  
Role: Principal Investigator
- 2003-2008 National Institutes of Health, *Cognitive, Instructional, and Neuroimaging Factors in Math* (JM Fletcher PI). *Project 1: Mathematics cognition and specific learning disabilities*  
Role: Co-PI (L. Ewing-Cobbs, PI)
- 2002-2004 Canadian Institutes of Health Research and the Institute of Human Development Child and Youth Health; *Neurocognition, Literacy and Numeracy in Pre-schoolers with Spina Bifida*  
Role: Principal Investigator
- 2001-2005 Canadian Institutes of Health Research; *Hypothermia Pediatric Head Injury Trial* (J. Hutchison (PI))  
Role: Co-I, Neuropsychology Lead, and Advisory Board Member
- 2000-2005 National Institutes of Health; *Accidental and Nonaccidental Pediatric Brain Injury*; (L. Ewing-Cobbs, PI)  
Role: Co-PI
- 1998-2003 National Institutes of Health; *Spina Bifida: Cognitive and Neurobiological Variability*; J. Fletcher (PI); *Project 5: Discourse and Academic Skills in Children with Spina Bifida*  
Role: PI, Project 5
- 1998-2003 National Institutes of Health; *Neurobehavioural Outcome of Head Injury in Children* (H Levin, PI)  
Role: Co-PI
- 1997-1999 Ontario Mental Health Foundation; *Math Processing after Early Hydrocephalus*; Principal Investigator
- 1993-1994 Ontario Mental Health Foundation; *Meaning Construction in Children with Early-Onset Hydrocephalus*; Principal Investigator
- 1990-1992 Ontario Ministry of Health; *Language and Reading in Children with Closed Head Injuries*; Principal Investigator

## TEACHING & ADVISING

### **VANDERBILT UNIVERSITY**

#### **COURSES TAUGHT**

Spring 2021 Professional Seminar II (SPED 8200)  
 Fall 2020 Leadership in Special Education (SPED 8600)  
 Spring 2020 Professional Seminar II (SPED 8200)  
 Fall 2019 Leadership in Special Education (SPED 8600)  
 Fall 2018 Leadership in Special Education (SPED 8600)  
 Spring 2018 Trends and Issues in Learning Disabilities (SPED H 7100)

#### **ADVISING (MASTER'S STUDENTS):**

Academic Advisor: Herin Kim (2018-2019), Salome D'Sa (2019-), Victoria Stewart (2020-)  
 Research Supervisor: Herin Kim (summer 2019); Salome D'Sa (2019-); Lauren Pittman (2019);  
 Major Project Reader: 1 (2018); 2 (2019); 1 (2020)  
 Masters Thesis Committee: 1 (2019)

#### **ADVISING (DOCTORAL)**

2020- Melanie Chong (primary advisor), Department of Special Education  
 2020- Guy Martin (co-advisor with C. Lemons), Department of Special Education  
 2019- Anna Miller (primary advisor), Department of Special Education  
 2018- Tin Nguyen: Qualifying Exam Committee & Dissertation Committee, Neuroscience Program  
 2019-2020 Meagan Walsh: MAP and Dissertation Committee Member, Special Education  
 2019- Alyssa Van Camp: MAP and Dissertation Committee Member, Special Education  
 2019-2020 Rachel Donegan: MAP and Dissertation Committee Member, Special Education  
 2019-2020 Katherine Sargent: MAP and Dissertation Committee Member, Special Education  
 2019- Brittany Lee: MAP and Dissertation Committee Member, Special Education

#### **OTHER (POSTDOCTORAL)**

2019- Amanda Martinez-Lincoln, Academic Pathways Mentoring Committee Member, Vanderbilt

### **UNIVERSITY OF TEXAS AT AUSTIN**

#### **COURSES TAUGHT**

Spring 2016 Professional Seminar B, Special Education, University of Texas at Austin  
 Fall 2015 Professional Seminar A, Special Education, University of Texas at Austin  
 Spring 2015 Professional Seminar B, Special Education, University of Texas at Austin  
 Fall 2014 Professional Seminar A, Special Education, University of Texas at Austin  
 Spring 2014 Professional Seminar B, Special Education, University of Texas at Austin

**PRIMARY DOCTORAL ADVISOR**

- 2015-2019 Amanda Martinez-Lincoln, Special Education (co-chair with Nathan Clemens)  
2014-2015 Zacchues Ahonle, Special Education, (co-chair with Audrey Sorells)

**DISSERTATION COMMITTEE**

- 2020- Jordan Dille, Ph.D. candidate, Special Education  
2017-2019 Maryam Nozari, Ph.D. candidate, Special Education  
2017-2018 Man Yang, Ph.D. candidate, Special Education,  
2017-2017 Kelly Williams, Ph.D. candidate, Special Education  
2017-2018 Elizabeth Stevens, Ph.D. candidate, Special Education  
2016-2018 Megan Carroll, Ph.D. candidate, Special Education  
2016-2017 Laci Watkins, Ph.D. candidate, Special Education  
2015-2016 Melodee Walker, Ph.D. candidate, Special Education  
2015-2016 Garrett Roberts, Ph.D. candidate, Special Education  
2015-2016 Colby Hall, Ph.D. candidate, Special Education  
2014-2015 Alyson Collins, Ph.D. Candidate, Special Education, Vanderbilt University  
2014-2015 Sarah Arden, Ph.D. candidate, Special Education  
2014-2015 Eun Young Kang, Ph.D. candidate, Special Education  
2013-2014 Cindy Gevarter, Ph.D. candidate, Special Education  
2013-2015 Lisa McCulley, Ph.D. candidate, Special Education

**RESEARCH MENTORING B (QUALIFYING/MAJOR AREA PAPER)**

- 2017 Chair, Amanda Martinez-Lincoln, Special Education  
2017 Committee Member, Sarah Benz, Special Education  
2016 Committee Member, Kelly Williams, Special Education  
2016 Committee Member, Megan Carroll, Special Education  
2015 Committee Member, Melodee Walker, Special Education  
2013 Committee Member, Eun Young Kang, Special Education  
2013 Committee Member, Colby Hall, Special Education  
2014 Committee Member, Zach Ahonle Special Education

**GRADUATE RESEARCH SUPERVISION**

- 2016-2018 Morgan Engelmann, Educational Psychology  
2016-2018 Jordan Dille, Special Education  
2016-2016 Suzanne Forsyth, Special Education  
2014-2015 Elena Winzeler, Educational Technology  
2014-2015 Ling Hui-Chen, Educational Technology

**UNIVERSITY OF HOUSTON****DOCTORAL ADVISOR:**

2008-06/2012 Kimberly Raghubar, Ph.D, candidate, Clinical Neuropsychology (co-chair with P. Cirino)

**MASTER'S THESIS ADVISOR:**

2011- 10/2012 Nikki Arrington, M.A. candidate, Developmental Psychology, (co-chair with J. Fletcher)

**THESIS & DISSERTATION COMMITTEES**

2013-2014 Paulina Kulesz, Ph.D. candidate, Psychology  
2011-2013 Leslie Hane, Ph.D. candidate, Clinical Neuropsychology  
2010-2012 Stephanie Gorman, Ph.D. candidate, Clinical Neuropsychology  
2010-2011 Becca Martin, M.A. candidate, Clinical Neuropsychology  
2009-2010 Amery Treble, M.A. candidate, Clinical Neuropsychology  
2009-2010 Stephanie Gorman, M.A. candidate, Clinical Neuropsychology

**UNIVERSITY OF GUELPH****COURSES TAUGHT**

Winter, 2008 Cognitive Assessment, University of Guelph (Psyc\*6690). Clinical Program  
Fall, 2007 Learning Disorders: Research and Clinical Practice (Psyc6010\*)  
Fall, 2007 Psychology 3440, Cognitive Development (undergraduate)  
Winter, 2007 Cognitive Assessment (Psyc\*6690). Clinical Program  
Fall, 2006 Psychology 3440, Cognitive Development (undergraduate)  
Winter, 2006 Applications of Cognitive Science (Psyc\*6750 2 week module)  
Winter, 2006 Psychology 3440, Cognitive Development (undergraduate)  
Fall, 2005 Developmental Psychology, (Psyc\*6630)  
Winter 2005 Cognitive Assessment (Psyc\*6690). Clinical Program  
Winter, 2005 Applications of Cognitive Science (Psyc\*6750 1 week module)  
Fall, 2004 Psychology 3440, Cognitive Development (undergraduate)

**PRIMARY ADVISOR DISSERTATION**

2008-2012 Meredith Pike, Ph.D., Clinical Program in Applied Developmental Psychology  
2006-2012 Amber Johnston, Ph.D., Clinical Program in Applied Developmental Psychology

**PRIMARY ADVISOR MASTER'S THESIS**

2006-2008 Kim Raghubar, M.A., Clinical Program in Applied Developmental Psychology  
2006-2008 Meredith Pike, M.A., Clinical Program in Applied Developmental Psychology  
2006-2008 Lianne English, M.A., Clinical Program in Applied Developmental Psychology  
2004-2006 Amber Johnston, M.A., Clinical Program in Applied Developmental Psychology



**THESIS & DISSERTATION COMMITTEE MEMBER**

- 2007-2013 Diana Audet, Ph.D. Clinical Program in Applied Developmental Psychology  
 2006-2008 Bronwen Davis, M.A. Clinical Program in Applied Developmental Psychology  
 2006-2008 Ben Goddard, Ph.D., Neuroscience and Applied Cognitive Science  
 2006-2011 Jackie Roche, Ph.D., Clinical Program in Applied Developmental Psychology  
 2006-2012 Giovanni Foti, Ph.D., Clinical Program in Applied Developmental Psychology  
 2005-2006 Nora Klemencic, M.A., Clinical Program in Applied Developmental Psychology

**COMMITTEE MEMBER DOCTORAL QUALIFYING**

- 2009 Diana Audet, Clinical Program in Applied Developmental Psychology  
 2008 Michelle Wesley, Clinical Program in Applied Developmental Psychology  
 2007 Giovanni Foti, Clinical Program in Applied Developmental Psychology  
 2006 Alex Gousse, Clinical Program in Applied Developmental Psychology

**EXAMINER (external to committee)**

- 2007 Ph.D., Deborah Shaw, Clinical Program in Applied Developmental Psychology  
 2006 Chair, M.A. thesis, Diana Audet, Clinical Program in Applied Developmental Psychology  
 2005 Chair, M.A. thesis, Maaïke Carnrinus, Clinical Program in Applied Developmental Psychology  
 2005 Examiner, Ph.D, Pam Struiskma, Clinical Program in Applied Developmental Psychology  
 2005 Chair, Heather Allin, MA. Thesis, Clinical Program in Applied Developmental Psychology  
 2004 Chair, M.A. Thesis, Gillian Stanley, Clinical Program in Applied Developmental Psychology

**UNDERGRADUATE HONORS THESIS SUPERVISION & READER**

- 2004-2007 Primary supervisor of 6 Students (4 Psychology and 2 Arts and Sciences Program);  
 Second reader on 10 theses

**UNIVERSITY OF TORONTO & TORONTO HOSPITAL FOR SICK CHILDREN  
 RESEARCH INSTITUTE**
**MASTER'S THESIS ADVISOR**

- 2003-2005 Ekta Khemani, MSc., Institute of Medical Sciences, University of Toronto

**DISSERTATION COMMITTEE**

- 2000-2004 Rhonda Martinussen, Ph.D. Institute of Medical Science, University of Toronto  
 1999-2002 Jolene Huber, Ph.D. Institute of Medical Science, University of Toronto

**SAMUEL LUNENFELD SUMMER RESEARCH STUDENT PROGRAM**

- 1992-2003 12 undergraduate students from the University of Western Ontario, Queen's University, McMaster University, and University of Guelph from Departments of Psychology, Medicine, and Biology completed summer research internships

**CLINICAL SUPERVISION CPA/APA PREDOCTORAL INTERNSHIP PROGRAM**

- 03/2002-09/2002 Jody Levenbach, Clinical Psychology, University of Windsor  
 09/1997-03/1998 Trina Epstein, Clinical Psychology, Rutgers University  
 03-08, 1997 Don Mabbott, Psychology, University of Alberta  
 04-08, 1996 Michael Kuhne, OISE, University of Toronto

**CLINICAL PRACTICUM SUPERVISION**

- 09/2001-05/2002 Tracey Rogers (M.A.), Psychology, York University  
 09/2000-03/2001 Tali Shenfield, (Ph.D.), Psychology, University of Toronto  
 05/1999-03/2000 Rebecca Billingsley (Ph.D.), Psychology, University of Toronto

08/1995-05/1996 Janice Wadell, (Ph.D.) Psychology, York University  
 09/93-05/94 Taisha Chang, Institute of Child Study, University of Toronto

### **MCMASTER UNIVERSITY**

#### **COURSES TAUGHT**

Fall, 1990, 1991, Spring, 1991: Psychology 3U3, Human Memory (undergraduate)  
 Winter 1991, 1992: Psychology 3V3, Laboratory in Human Memory (undergraduate)

#### **COMPREHENSIVE EXAM/PROJECT**

2000 Sandra Martin-Chang  
 1992 Diane St. Marie  
 1992 Heather Faulkner

#### **HONORS THESIS SUPERVISION**

1990-1992 2 Students

#### **EXTERNAL DISSERTATION EXAMINER**

08/2011 C. Mattatall, Education, Queen's University  
 06/2011 M. McGonnell, Psychology, Dalhousie University  
 06/2011 K. Randall, Psychology, University of Victoria  
 08/2007 I. Drmic, Psychology, York University  
 09/2007 Z. Kerr, Faculty of Education, University of British Columbia  
 05/2006 P. Richards, Psychology, Carleton University  
 09/2003 V. Rombough, York University  
 09/2000 L. Reinstein, University of Windsor  
 08/2000 B. Ryburn, University of Melbourne

### **POSTDOCTORAL FELLOWS**

#### **Clinical Fellows**

02/2007-05/2008 Dr. Claudia Koshinsky-Clipsham (University of Guelph & HSC), Primary Supervisor (Alternate Supervisor from January 1-May, 2008)  
 07/2002-12/2002 Dr. Brenda Miles (HSC), Primary Supervisor  
 10/2001-06/2002 Dr. Donald Mabbott (HSC), Alternate Supervisor  
 09/2000-2002 Dr. Andrea Downie, (HSC), Alternate Supervisor  
 05/2000-09/2001 Dr. Christine Wasson, Alternate Supervisor  
 03/2000-06/2001 Dr. Sharon Guger, Alternate Supervisor  
 06/99-09/2000 Dr. Simone Kortstee. Alternate Supervisor  
 06/99-06/2000 Dr. Peter Anderson, Alternate Supervisor  
 10/96-04/98 Dr. Heather Faulkner, Primary Supervisor  
 04/94-08/95 Dr. Marion Eals, Primary Supervisor

#### **Research Fellows**

09/16-05/18 Colby Hall, Ph.D. UT Austin; Current Position: Assistant Professor, University of Texas Houston Health Science Center  
 01/12-2016 Amy Barth, Ph.D. Primary Mentor NIH K01 Award; Current Position: Associate Professor, Education, Buena Vista University

- 09/11-2013 Sarah Priebe, Ph.D., Primary Mentor, IES Postdoctoral Fellowship  
 02/11-2013 Tammy Tolar, Ph.D., Mentor for NIH K99 award  
 10/09-12/10 Alba Agostino, Ph.D., Held at University of Guelph, Current Position: Assistant Professor, Trent University  
 01/02-08/02 Brenda Smith-Chant, Ph.D. (Research Training Competition Scholarship, Research Institute, HSC). Current Position: Associate Professor, Trent University  
 04/02-01/03 Caroline Roncadin, Ph.D. (co-supervisor). Current Position: Clinical Director, Autism Spectrum Program, McMaster Children's Hospital  
 1996-1999 Heather Faulkner, Ph.D. (Easter Seal Postdoctoral Fellowship)

## SERVICE

### PROFESSION

#### EDITORIAL BOARDS

- 03/2021 Scientific Studies of Reading, incoming Associate Editor  
 01/2020- Journal of Educational Psychology  
 2019 & 2020 Guest Associate Editor, Journal of Educational Psychology  
 10/2015-2018 Journal of Educational Psychology  
 04/2012 -ongoing Journal of Learning Disabilities  
 01/2013-ongoing Quarterly Journal of Learning Disabilities  
 05/2006-2015 Journal of the International Neuropsychological Society

#### AD HOC REVIEWS (PAST 5 YEARS ONLY)

- 2015 Journal of Experimental Child Psychology  
 2014/2016 Scientific Studies of Reading  
 2014 School Psychology Review  
 2014, 2015 Child Development  
 2016 Learning and Individual Differences  
 2016 PNAS  
 2018-2020 Developmental Psychology  
 2019 Journal of Educational Psychology; Journal of Cognition & Development  
 2020 Assessment for Educational Effectiveness

#### GRANT REVIEW PANELS

- 2018-2019 U.S. Department of Education-Institute of Educational Sciences, NCSER Research Training Grants Panel (Early Career Awards)  
 2011-14 U.S. Department of Education-Institute of Educational Sciences, Mathematical and Science Education Research Review Panel (regular panel member) and guest reviewer for Special Education Panel (February 2012)  
 02/2009 U.S. Department of Education-Institute of Educational Sciences, Mathematical and Science Education Research Review Panel (temporary member)

- 2004-2008 Chair of Committee B (Social and Behavioral Sciences), US March of Dimes National Grants Review Panel
- 04/05-04/08 Grant Review Committee Member, New Investigator Grants Program, Sick Kids Foundation/Institute of Human Development, Child and Youth Health (CIHR)
- 02/2003-2008 Member, US March of Dimes National Grant Review Panel, Committee B (Social and Behavioral Sciences).
- 05/2003 US Department of Education – Institute of Educational Sciences, Panel Member of READ (Reading Comprehension Competition). Washington

**NATIONAL AND INTERNATIONAL RESEARCH COMMITTEES & TASKFORCES**

- 2005 – 2007 Member, Highly Qualified Personnel Committee, Canadian Language and Literacy Research Network (National Centre of Excellence)
- 2004 - 2008 Member, Professional Affairs Committee, Canadian Psychological Association
- 2005 - 2006 Executive Member, Developmental Section of the Canadian Psychological Association
- 2002-2004 Member of the Multi-stakeholder (MUST) Task Force on Clinical Research, reporting to the Canadian Institutes of Health Research Working Group on Clinical Research & Co-Chair of the Infrastructure Subcommittee
- 08/2001-2003 Member, Standing Committee on Youth Health of the Institute of Human Development Child and Youth Health, CIHR
- 2001-2009 Neuropsychology expert to the International Steering Committee for the Hypothermia Pediatric Head Injury Trial (16 sites in Canada, France, & UK).

**CONFERENCE & WORKSHOP ORGANIZATION**

- 01-09/2013 Co-chair of Math and Science Section (early childhood and elementary) for SREE Conference, Washington, DC, September 2013
- 02/2002-2003 Enhancing Capacity in Clinical Health Research for Children and Youth. CIHR-sponsored Workshop, January 17-19, 2003, Edmonton, Alberta. Co-organizer with A. Witol (Edmonton) and J. Olds (Ottawa).
- 2000-2001 Member of the organizing committee for CIHR-funded Pediatric Acquired Brain Injury (PABI) Workshop, Edmonton, Alberta, March, 2001.

**GRANT MENTOR**

- 2018- Dr. Amy Barth, Associate Professor, Buena Vista University, NIH R15 Award

**EXTERNAL FACULTY MENTOR**

- 2018- Dr. Suzanne Adlof, Associate Professor, Department of Communication and Disorders, University of South Carolina

**RESEARCH ADVISORY BOARDS**

- 2017-2019 Advisory Board, NSF Grant to Tatsuoka & Taylor  
2017- Advisory Board, Vanderbilt NIH HUB Grant  
2013-2016 Advisory Board, D. Geary NSF Grant  
09/13-2019 Consultant on IES A3 Grant (PIs D. Fuchs and L. Fuchs, Vanderbilt University)  
09/12-2016 Consultant on IES Center for the Study of Adult Literacy (PI: D. Greenberg, Georgia State University)

**COMMUNITY****SERVICE TO GOVERNMENT, EDUCATION, & ADVOCACY AGENCIES**

- 2016-08/2018 Guidelines for the Care of People with Spina Bifida. Neuropsychology Working Group Member. Spina Bifida Association. [spinabifidaassociation.org/guidelines](http://spinabifidaassociation.org/guidelines)  
2005-2007 Advisory Committee Member, Council of Directors of Education (Ontario)  
03/07-2010 Consultant and collaborator on a Response to Intervention pilot project (grade 1 reading and progress monitoring), Windsor Essex Catholic District School Board  
05/07-2008 Consultant on a Response to Intervention pilot project, Hamilton Wentworth Public District School Board  
2004-2005 Panel Member, Expert Panel on Literacy and Numeracy Instruction for Special Education Students. Ministry of Education, Special Education Policy and Programs Branch  
1999 Member of the program committee of the 2nd Inter-Urban Brain Injury Conference

**PRESENTATIONS & WORKSHOPS**

- 10/23/2020 Guest presenter in CEC-DR Webinar “The On Campus Interview”  
10/22//2014 Cognitive Science Matters to Middle School: Applications to Instruction and Learning, Middle School Matters Fall Summit, Dallas, TX. Two seminars on application of cognitive science principles for middle school (attended by teachers, librarians, and administrators)  
06/18/2014 Cognitive Science Matters to Middle School: Applications to Instruction and Learning, Middle School Matters Summer Institute, Austin, TX. Two seminars on application of cognitive science principles for middle school (attended by teachers, librarians, and administrators).  
11/14/2013 Math & Reading Difficulties in Young Children: Early Risk Factors and Intervention Approaches. Webinar for HATCH Early Learning.  
09/28/2010 Instructional Practices that Promote Optimal Learning. Friends of the University of Texas Medical School at Houston, Lecture & Luncheon.  
04/27/2010 How Children with Autism Think and Learn, Children’s Learning Institute, Breakfast with the Experts  
04/23/2008 Math Disabilities, International Dyslexia Association, Ontario Speaker’s Series Public Lecture, Toronto.  
10/25/2007 Response to Intervention Models. Presented at the Hamilton Wentworth Public District School Board RTI Project Training Workshop.

- 01/12/2007 Closing the achievement gap for children with special education needs. Ontario Ministry of Education Research Symposium, Toronto
- 09/15/2005 Children and Adolescents with Spina Bifida: A Cognitive Perspective. Interurban Spinal Cord Injury Conference, Kingston, Ontario.
- 05/ 17 2005 Research into Practice. Plenary Session. Launch of the Special Education Report, Ministry of Education, Toronto (slides on *CDRom*)
- 10/10/ 2003 The Development of Early Math Skills: A Research Perspective. Texas Educational Authority and Center for Improving the Readiness of Children for Learning and Education, The University of Texas, Houston, Texas
- 10 / 27 /2001 Math Skills in Children with Spina Bifida. Spina Bifida Association Mini Conference, Cincinnati, Ohio.
- 06/25/2001 Math Skills in Children with Spina Bifida. Spina Bifida Association of America Annual Conference "Parade of Possibilities". New Orleans, Louisiana.
- 08/1998 The Quest for Solutions Conference, Spina Bifida and Hydrocephalus Association of Ontario. Neuropsychological assessment for children with spina bifida and hydrocephalus. Toronto
- 12/1997 Ontario Brain Injury Association Conference "The Large Impact of Injuries to the Small". Cognitive and Academic Outcomes of Children Injured at a Young Age: What Does the Research Tell Us? Toronto, Ontario
- 1991 Joint Anniversary Meeting of the Spina Bifida Association of Canada and the Spina Bifida and Hydrocephalus Association of Ontario. Word recognition and reading comprehension in children and adolescents with early onset hydrocephalus. Toronto, Ontario

## REPORTS FOR GOVERNMENT

Co-author of Evaluation Phase 1 report, June 29, 2007: *The impact of the Literacy and Numeracy Secretariat: Changes in Ontario's education system*. (Member of the external evaluation team contracted through Canadian Language and Literacy Research Network to evaluate and advise the Literacy and Numeracy Secretariat, Ontario Ministry of Education: March 2007-August 2008).

Barnes, M.A. (2007). *Where there's a will there's a way to close achievement gaps for children with special education needs*. Research paper published in Proceedings of the 2<sup>nd</sup> Research Symposium Ontario Ministry of Education and [www.edu.gov.on.ca/eng/research/barnes.pdf](http://www.edu.gov.on.ca/eng/research/barnes.pdf)

*Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6*. (2005). Queen's Printer for Ontario. [www.edu.gov.on.ca/eng/document/reports/speced/panel](http://www.edu.gov.on.ca/eng/document/reports/speced/panel)

Fletcher, J.M., Lyon, G.R., Barnes, M.A, Stuebing, K.K., Francis, D.J., Olson, R.K., Shaywitz, S.E., & Shaywitz, B.A. (2002). *Classification of Learning Disabilities: An evidence-based evaluation*. Washington, DC: Department of Education. Published at [www.air.org/ldsummit](http://www.air.org/ldsummit)

**VANDERBILT UNIVERSITY**

- 09/2020- Member, Equity, Diversity & Inclusion Committee, Department of Special Education
- 01/2020- Co-chair (with L. Fuchs), Curriculum Committee, National Center for Leadership in Intensive Intervention (OSEP Consortium training grant)
- 2020 Faculty Evaluation Committee, Department of Special Education (interim)
- 10/19-04/20 High Incidence Program area coordinator (interim for Jeanne Wanzek)
- 08/2019- Faculty Mentor, Andrea Caprizzi, Assistant Professor of the Practice
- 09/19-03/20 Search Committee, Vision Search, Department of Special Education
- 09/2019- Strategic Planning Committee, Department of Special Education
- 08/2018- Member, Doctoral Committee, Department of Special Education

**UNIVERSITY OF TEXAS AT AUSTIN****UNIVERSITY**

- 05/17 Reviewer for Pop-up Institutes for the Office of the Vice President for Research
- 09/16-12/17 Associate Deans for Research Committee Member
- 2016-2017 Member of organizing committee for Community Engaged Texas Research Alliance Theme in the Bridging Barriers Initiative, Office of the Vice President for Research

**COLLEGE**

- 2016-2017 Management Committee and Board Member
- 2017 Member, Promotion and Tenure Committee (Research)
- 2015 Member, Promotion and Tenure Committee (Research)
- 02-04/15 Co-chair Consultative Committee for Department Chair Search, Special Education reporting to the Dean
- 2014-2015 Member, College of Education Research Committee
- 2014 Member, Promotion and Tenure Committee (Research)

**DEPARMENT**

- 02/17 Comprehensive Review Committee for Drs. Bryant and O'Reilly
- 09/16-17 Co-chair, Search Committee, Assistant Professor with an emphasis on children and families from culturally, linguistically, and economically diverse backgrounds
- 09/15-03/16 Chair, Search Committee, 2 open rank positions
- 2015-2017 Faculty Mentor, Micheal Sandbank
- 09/2014-2015 Chair, Search Committee, Early Childhood Special Education
- 2014-2017 Faculty Mentor, North Cooc
- 2013-2017 Member, Adivsory Committee to Chair & Budget Council
- 2013 Member, Search Committee, Assistant Professor with a focus on Asian American Students
- 2013-2017 Board of Directors, Meadows Center for the Prevention of Educational Risk
- 09/2013-2014 Member, Doctoral Program Committee, Special Education

**UNIVERSITY OF TEXAS HOUSTON HEALTH SCIENCE CENTER**

- 09/2011-2013 Member, Senate, Medical School  
 01/2010-2013 Member of executive committee, Children's Learning Institute and  
 Director of mentorship/career development  
 2008-2009 Mentor for Assistant Professor, Cathy Guttentag, Grants 102, University of  
 Texas-Houston Health Sciences  
 Faculty Mentor Heather Taylor (2009 to 2012); Steve Hecht (to 2009-  
 2011), Jennifer Juranek (to 2013)

**UNIVERSITY OF GUELPH****UNIVERSITY**

- 2007-2008 Member, Senate  
 2007 Member of Search Committee, Associate Dean of Research, College of  
 Arts

**COLLEGE**

- 09-12/2007 Member of advisory committee reporting to the Associate Dean of  
 Research, College of Social and Human Applied Sciences  
 2007- 2008 Member of Search Committee, Bachelor of Arts and Sciences Program,  
 College of Social and Human Applied Sciences  
 2006 Member of Search Committee, Bachelor of Arts & Sciences Program, College  
 of Arts

**DEPARTMENT**

- 09/2007- 2008 Test Library Coordinator, Clinical Program  
 05/06 - 2008 Tenure and Promotions Committee (elected member)  
 2005 - 2006 Undergraduate curriculum portfolio, Clinical Program-Applied Developmental  
 Emphasis  
 2004- 2008 Scholarship Advisor, Clinical Program-Applied Developmental Emphasis

**UNIVERSITY OF TORONTO AND HOSPITAL FOR SICK CHILDREN**

- 2002-2004 Member, Search Committee, Director of Psychology, The Hospital for Sick  
 Children  
 12/2002 Member, Renewal Review Committee of the Research Institute (Program Head 5-  
 year review, Brain and Behaviour Research Program)  
 2002 Member, Renewal Review Committee of the Research Institute (Associate  
 Scientist 3-year review)  
 2002-2004 Committee Member, Clinician Scientist Training Program of the Research  
 Institute of The Hospital for Sick Children  
 2000-2004 Co-organizer (with Dr. Lu-Yang Wang), Brain and Behaviour Distinguished  
 Speaker Series  
 1990-2004 Internal grant reviews, Research Institute (all research proposals must be  
 reviewed internally by an ad hoc committee prior to submission)  
 2001 Poster Judge, Institute of Medical Science Summer Undergraduate Research



- Program, University of Toronto
- Spring 2001 Research Institute representative, Search Committee, psychologist position in Neuro-oncology
- 1998, 2000 Poster judge, The Research Institute Scientific Retreat
- 1996 Reviewer for promotion and tenure from Scientist to Senior Scientist, The Research Institute, HSC
- 1996-2000 Research Training Competition Committee Rating Panel, Research Institute. Scholarship program for graduate and post-graduate trainees.
- 1995-1996 Member, The Hospital for Sick Children Advisory Committee for the Promotion of Literacy
- 1993-1998 Chair, Clinical Intake Committee, Psychology Department, HSC
- 1993 Summer Research Student Conference poster judge
- 1993 Tri-Hospital (The Hospital for Sick Children, Bloorview Children Hospital, Hugh MacMillan Rehabilitation Centre) Head Injury Committee member & author of paediatric proposal submitted to the Ministry of Health