**CURRICULUM VITAE**

**PAULA J. SCHWANENFLUGEL**

Professor of Educational Psychology,

Cognitive Science, and Linguistics

University of Georgia

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***Employment History***

Professor, Educational Psychology 1993-present University of Georgia

Graduate Faculty, Post-tenure 1985-present renewed October, 2015

Associate Professor 1988-1993

Assistant Professor 1984-1988

Visiting Associate Professor, 1990-1991 University of Colorado

Institute of Cognitive Science

Assistant Professor, Psychology 1982-1984 Florida Atlantic University

***Education***

B. A. (Psychology) 1977 Rutgers University

M. A. (Psychology) 1980 University of Illinois,

Champaign-Urbana

Ph. D. (Psychology) 1983 University of Illinois,

Champaign-Urbana

***Administrative Experience***

Coordinator, Applied Cognition & 1994-1998 University of Georgia

Development Program 2005-2008

2010

Coordinator, Online M.Ed. program 2014-ongoing University of Georgia

Founding Director, Interdisciplinary 1993-1999 University of Georgia

Cognitive Science Program

***Teaching Experience******Past 10 years***

Honors Exploring Teaching and Learning Fall 2008-15, 2017;

Spring 2017-18

Graduate Online Sem. in Educational Psychology Fall 2014-18

Graduate Human Development for Education Fall 2005-06, 2010,

Spring 2009;

*Online:* Fall 2011-18; Spring 2012, 2016; Summer 2012-16

Freshman Seminar: Ed. in the Age of Obama Spring 2009

Undergraduate Child & Adolescent Development,

Service-Learning Spring 2006, 2010-17

Undergraduate Honors Learning and Development Fall 2002-07

Graduate Psycholinguistics Spring 2005, 2008, 2011, 2013

Psychology of Reading Spring 2014, 2018

***Other Courses Taught*** ***Previously***

Undergraduate Cognitive Science, Undergraduate Honors Learning and Motivation, Undergraduate Psychology of Early Childhood, Undergraduate Psycholinguistics, Honors Seminar on the Psychology of Infancy, Undergraduate Introductory Statistics, Graduate Seminar in Educational Psychology, Graduate Theories of Child Development, Graduate Advanced Adolescence

***Publications***

***Books Authored, Edited and Co-edited***

**Schwanenflugel, P. J.** & Tomporowski, P. T.(2017).*Physical activity and learning after school*. NY, NY: Guilford.

**Schwanenflugel, P. J.,** & Knapp, N. F. (2016). *Psychology of reading: Theory and applications.* NY, NY: Guilford.

Hamilton, C.E., & **Schwanenflugel, P. J.** (2011). *PAVEd for Success: Building vocabulary and language development in young learners.* Baltimore, MD: Paul H. Brookes. [Described as meeting stringent standards for evidence of effectiveness in *What Works Clearinghouse*.]

Kuhn, M.R., & **Schwanenflugel, P.J.** (Eds.) (2008). *Fluency in the classroom.* NY: Guilford.

Flores-Romero, R., Restrepo, M. A., & **Schwanenflugel, P. J.** (2007). *Alfabetismo emergente: Investigación, teoría y práctica* [Preliteracy: Investigation, theory, and practice]. Bogota, Columbia: Universidad Nacional de Columbia, Unibiblos.

**Schwanenflugel, P.J.** (Ed.). (1991). *The psychology of word meanings*. Hillsdale, NJ: Lawrence Erlbaum Associates.

***Chapters*** ***in*** ***Books***

**Schwanenflugel, P. J.** (2017). Reading fluency and reading enrichment in after-school literacy programming. In P. J. Schwanenflugel & P. T. Tomporowski (Eds.), *Physical Activity and Learning After School*. NY, NY: Guilford.

Brock, M. P., & **Schwanenflugel, P. J.** (2017 The PAL Reading Enrichment Program in an Experimental After-School Setting. In P. J. Schwanenflugel & P. T. Tomporowski (Eds.), *Physical Activity and Learning After School.* NY, NY: Guilford.

**Schwanenflugel, P. J.** (2017). Understanding after-school programming for elementary school. In P. Schwanenflugel & P. T. Tomporowski (Eds.), *Physical Activity and Learning After School.* NY, NY: Guilford.

Kuhn, M.R., & **Schwanenflugel, P. J.** (2017).Reconsidering fluency’s role in reading comprehension. In S. Israel (Ed.), *Handbook of Research on Reading Comprehension (2nd edition, pp. 316-331).* NY: Guilford.

**Schwanenflugel, P. J.,** & Benjamin, R. G. (2016). The development of reading prosody and its assessment. In J. Thomson & Jarmulowicz, L. (Eds.), *Linguistic Rhythm and Literacy (IASCL series 'Trends in Language Acquisition Research' (TiLAR)* (pp. 187-213). Netherlands: John Benjamins.

**Schwanenflugel, P. J.,** & Kuhn, M.R. (2016). Reading fluency. In P. Afflerbach (Ed.), *Handbook of individual differences in reading: Reader, text, and context (*Chapter 9, pp. 107-119*).* NY: Routledge Publishing.

Kuhn, M. R., Phelan, K., & **Schwanenflugel, P. J.** (2013). Real books, real reading: Effective fluency instruction for striving readers. In D. Barone, & M. Malette (Eds.), *Best Practices in Early Literacy Instruction (*pp. 207-223*).* NY: Guilford.

Kuhn, M. R., **Schwanenflugel, P. J.,** Stahl, K.D., Meisinger, E. B., & Groff, C. (2013). Fluency-oriented reading instruction. In T. Rasinski, & N. Padak (Eds.), *From Fluency to Comprehension:  Powerful Instruction through Authentic Reading* (pp.166-173*).* NY: Guilford Press.

**Schwanenflugel, P.J.,** & Benjamin, R.G. (2012). Reading expressiveness: The neglected aspect of reading fluency. In T. Rasinski, C. Blachowicz, & K. Lems (Eds.), *Fluency Instruction, Second Edition: Research-Based Best Practices* (pp. 35-54).NY: Guilford.

**Schwanenflugel, P.J.,** Kuhn, M.R., & Ash, G. E. (2010). Sharing the stage: Using oral and silent reading to develop proficient reading in the early grades. In E. Hiebert (Ed.), *Revisiting Silent Reading: New Directions for Teachers and Researchers* (pp. 181-197).Newark, DE: International Reading Association.

Kuhn, M. R., & **Schwanenflugel, P. J.** (2009). Time, engagement, and support: Lessons from a four-year fluency intervention. In E. Hiebert (Ed.), *Reading More, Reading Better* (pp. 141-160). NY: Guilford.

Kuhn, M. R., & **Schwanenflugel, P. J.** (2009). Fluency development and whole class instruction: Approaches for shared reading. In Kuhn, M. R., *The Hows and Whys of Fluency Instruction.* NY: Allyn & Bacon.

**Schwanenflugel, P. J.,** & Ruston, H. P. (2008). The process of becoming a fluent reader: From theory to practice. In M. Kuhn & P. J. Schwanenflugel (Eds.), *Fluency in the Classroom* (pp. 1-16). NY: Guilford.

Kuhn, M. R., & **Schwanenflugel, P. J.** (2006). Fluency-oriented reading instruction: A merging of theory with practice. In K.A.D. Stahl & M.C. McKenna (Eds*.), Reading research at work: Foundations of effective practice* (pp. 205-213). NY: Guilford*.*

**Schwanenflugel, P. J.,** Hamilton, C.E., Bradley, B.A., Ruston, H. P., Neuharth-Pritchett, S., & Restrepo, M. A. (2005). Classroom practices for vocabulary enhancement in prekindergarten: Lessons from PAVEd for Success. In E. H. Hiebert, & M. Kamil (Eds.), *Bringing Scientific Research to Practice: Vocabulary* (pp. 155-177*).* Hillsdale NJ: Lawrence Erlbaum Associates.

**Schwanenflugel, P. J.,** & Gavisk, D. C. (2005). The psycholinguistic aspects of word meaning. In A. Cruse, F. Hundsnurscher, M. Job, & P. R. Lutzeier (Ed.), *Lexicology: An international handbook on the nature and structure of words and vocabularie*s (Vol. 2, pp. 1735-1748). New York: Walter de Gruyter.

**Schwanenflugel, P. J.,** & Parault, S. J. (2002). The psychology of word meanings. In Goldstone, R. (Ed), *Encyclopedia of Cognitive Science* (pp. 561 -565). London: Nature Publishing Group.

**Schwanenflugel, P. J.** (2000). An interview method for teaching adolescent psychology. In Ware, M. E., Johnson, D. E.(Eds.), *Handbook of demonstrations and activities in the teaching of psychology: Physiological-comparative, perception, learning, cognitive, and developmental*, Vol. II (2nd ed., pp. 255-269). Mahwah, NJ, US: Lawrence Erlbaum Associates, Publishers.

Clark, M. D., **Schwanenflugel, P. J.,** Everhart, V. S., & Bartini, M. (1998). A deaf folk theory of mind. In A. Weisel (Ed.), *Proceedings of the 18th International* *Congress on Education of the Deaf* (Vol. 1, pp. 277-284). Tel Aviv, Israel: Ramot Publications.

Fabricius, W. V., & **Schwanenflugel, P. J.** (1994). The older child's theory of mind. In A. Demetriou & A. Efklides (Eds.), *Intelligence, mind, and reasoning:* *Structure and development*. Amsterdam: North Holland.

Blount, B. G., & **Schwanenflugel, P. J.** (1993). Cultural bases of folk classificational systems. In J. Altarriba (Ed.), *Cognition and culture*. Amsterdam: North Holland.

**Schwanenflugel, P. J.** (1991). An introduction to the psychology of word meanings. In P. J. Schwanenflugel (Ed.), *The psychology of word meanings* (pp. 1-9). Hillsdale, NJ: Lawrence Erlbaum Associates.

**Schwanenflugel, P. J.,** Blount, B., & Lin, P.- J. (1991). Cross-cultural aspects of word meaning. In P. J. Schwanenflugel (Ed.), *The psychology of word meanings* (pp. 71-90). Hillsdale, NJ: Lawrence Erlbaum Associates.

**Schwanenflugel, P. J.** (1991). Why are abstract concepts hard to understand? In P. J. Schwanenflugel (Ed.), *The psychology of word meanings* (pp. 223-250). Hillsdale, NJ: Lawrence Erlbaum Associates.

**Schwanenflugel, P. J.** (1991). Contextual constraint and lexical processing. In G. Simpson (Ed.), *Understanding word and sentence* (pp. 23-45). Amsterdam: North Holland.

***Journal Articles***

Kuhn, M. R., & **Schwanenflugel, P. J.** (2018). Prosody, pacing, and situational fluency (or why fluency matters for older readers). *Journal of Adolescent & Adult Literacy, 61.*

Weimer, A., Parault Dowds, S., Fabricius, W.F., **Schwanenflugel, P.J.,** & Suh, G. W. (2017). Development of constructivist theory of mind from middle childhood to early adulthood and its relation to social cognition and behavior. *Journal of Experimental Child Psychology, 154*, 28-45*.*

Schwanenflugel, P. J., & Benjamin, R. G. (2017). Lexical prosody as an aspect of oral reading fluency. *Reading and Writing*, 30(1), 143-162.

Lai, S.A., & **Schwanenflugel, P. J.** (2016). Validating the use of D for measuring lexical diversity in low-income Kindergarten children. *Language, Speech, and Hearing Services in the Schools, 47,* 225-235.

Zheng, G., **Schwanenflugel, P.J.,** & Rogers, S. M, (2016). Emergent motivation to read in prekindergarten children. *Reading Psychology, 37(3),* 392-423*.*

**Schwanenflugel, P. J.,** Westmoreland, M. R., & Benjamin, R. G. (2015). Reading fluency skill and the prosodic marking of linguistic focus. *Reading & Writing, 28(1),* 9-30*.*

Lai, S.A., Benjamin, R.G., **Schwanenflugel, P. J.,** & Kuhn, M.R. (2014). The longitudinal relationship between reading fluency and reading comprehension skills in second grade children. *Reading & Writing Quarterly, 30,* 116-138*.*

Drumhiller, M. & **Schwanenflugel, P. J.** (2013). The contribution of native language vocabulary and topic knowledge to foreign language vocabulary learning in healthcare providers. *Sage Open* (externally reviewed online journal), *3,* 1-14. DOI 10.1177/2158244013487913.

Bolaños, D., Cole, R. A., Ward, W. H., Tindal, G. A., Hasbrouck, J., & **Schwanenflugel, P. J.** (2013). Human and automated assessment of oral reading fluency. *Journal of Educational Psychology,* 105(4)*,* 1142-1151.

Mira, W.A., & **Schwanenflugel, P. J.** (2013). The impact of reading expressiveness on the listening comprehension of storybooks by prekindergarten children. *Language, Speech, and Hearing Services in Schools, 44*, 183-194*.*

Yanosky, D., **Schwanenflugel, P. J.,** & Kamphaus, R. W. (2013). Psychometric properties of a proposed short form of the BASC Teacher Rating Scale- Preschool. *Journal of Psychoeducational Assessment, 31(4),* 351-362 DOI 10.1177/0734282912456969.

Benjamin, R.G., **Schwanenflugel, P. J.,** Meisinger, E. B., Groff, C., Kuhn, M.R., & Steiner, L. (2013). A spectrographically grounded scale for evaluating reading expressiveness. *Reading Research Quarterly.* 48(2), 105–133.

Bolaños, D., Cole, R.A., Ward, W. H., Tindal, G. A., & **Schwanenflugel, P.J.** (2013). Automatic assessment of expressive oral reading. *Speech Communication, 55(2),* 221–236.

Dice, J.L., & **Schwanenflugel, P. J.** (2012). A structural model of the effects of attention and maternal education on preschool and Kindergarten literacy. *Reading & Writing, 25,* 2205-2222.

Benjamin, R. G., & **Schwanenflugel, P. J.** (2010). Text complexity and oral reading prosody in young readers. *Reading Research Quarterly, 45(4),* 388-404.

Webb, M. L., **Schwanenflugel, P. J.,** & Neuharth-Pritchett, S. (2010). Investigating heterogeneity in student-teacher relationships and its relations to preliteracy development: A latent class factor analysis. *Advances and Applications of Statistical Sciences (special issue Methods and Applications of Mixture Models), 1-31.*

Ruston, H. P., & **Schwanenflugel, P. J.** (2010). Effects of a conversation intervention on expressive vocabulary development of prekindergarten children. *Language, Speech, and Hearing Services in Schools, 41, 303-310.*

Wise, J., Sevcik, R., Morris, R. D., Lovett, M., Wolf, M., Kuhn, M. R., Meisinger, E., & **Schwanenflugel, P.J.** (2010). The relationship between different measures of oral reading fluency and reading comprehension in second grade students who evidence different oral reading fluency difficulties. *Language, Speech, and Hearing Services in Schools, 41, 340-348.*

**Schwanenflugel P. J.,** Hamilton, C.E., Neuharth-Pritchett, S., Restrepo, M. A., Bradley, B.A., & Webb, M.-Y. (2010). PAVEd for Success: An Evaluation of a comprehensive literacy program for 4-year-old children. *Journal of Literacy Research, 42,* 227-275.

Kuhn, M.R., **Schwanenflugel, P. J.,** & Meisinger, E.B. (2010). Aligning Theory and Assessment of Reading Fluency: Automaticity, Prosody, and Definitions of Fluency. Invited review article, *Reading Research Quarterly, 45,* 232-253*.*

Meisinger, E.B., Bradley, B.A., **Schwanenflugel, P. J.,** & Kuhn, M.R. (2010). Teachers’ Perception of Word Callers and Related Literacy Concepts. *School Psychology Review, 39(1),* 54-68.

Restrepo, M.A., Castilla, A.P., **Schwanenflugel, P.J.,** Neuharth-Pritchett, S., Hamilton, C.E., & Arboleda, A. (2010). Effects of an Add-on Spanish program on Sentence Length, Complexity, and Grammaticality Growth in Spanish-speaking Children Attending English-only Preschools. *Language, Speech, and Hearing Services in Schools, 41,* 3-13.

Meisinger, E.B., Bradley, B.A., **Schwanenflugel, P. J.,** & Kuhn, M.R. (2009). Myth and Reality of the Word Caller: The Relationship between Teacher Nominations and Prevalence among Elementary School Children. *School Psychology Quarterly, 24,* 147–159.

**Schwanenflugel, P.J.,** Kuhn, M.R., Morris, R.D., Morrow, L.M., Meisinger, E.B., Woo, D.G., & Quirk, M. (2009). Insights into fluency instruction: Short- and Long-term Effects of Two Reading Programs. *Literacy Research and Instruction, 48,* 318-336.

Flórez-Romero, R., Restrepo, M.-A., & **Schwanenflugel, P. J.** (2009). Promoción del alfabetismo inicial y prevención de las dificultades en la lectura: Una experiencia pedagógica en el aula de preescolar. [Promotion of initial literacy and prevention of reading difficulties: A teaching experience in preschool classroom.] *Avances en Psicología Latinoamericana*, 27(1), 79-96.

Quirk, M., **Schwanenflugel, P. J.,** & Webb, M-Y. (2009). An Examination of the Relationship between Motivation to Read and Reading Fluency Skill in Second Grade Children. *Journal of Literacy Research, 41,* 196-227*.*

Miller, J., & **Schwanenflugel, P. J.** (2008). A longitudinal study of the development of reading prosody as a dimension of oral reading fluency in early elementary school children*.* *Reading Research Quarterly, 43,336-354*.

Webb, M-Y., Cohen, A.S., & **Schwanenflugel, P.J.** (2008). A mixture model analysis of differential item functioning on the Peabody Picture Vocabulary Test-III. *Educational and Psychological Measurement, 68,* 335-351*.*

**Schwanenflugel, P. J.,** Morris, R. K., Kuhn, M. R., Strauss, G.P., & Sieczko, J. M. (2008). The influence of word unit size on the development of Stroop interference in early word decoding*.* *Reading and Writing: An Interdisciplinary Journal, 21,* 177-203*.*

Morrow, L. M., Kuhn, M., & **Schwanenflugel, P. J.** (2006). The family and fluency instruction. *Reading Teacher, 60,* 322-333.

Kuhn, M. R., **Schwanenflugel, P.J.,** Morris, R.D., Morrow, L. M., Bradley, B. A., Meisinger, E., Woo, D., & Stahl, S. A. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research*, 38, 357-387.

Miller, J., & **Schwanenflugel, P. J.** (2006). Prosody of syntactically complex sentences in the oral reading of young children. *Journal of Educational Psychology, 98,* 839-853*.*

Kuhn, M. R., & **Schwanenflugel, P. J.** (2006). All oral reading practice is not equal, or how can I integrate fluency into my classroom. *Literacy Teaching and Learning, 11*, 1-20.

**Schwanenflugel, P. J.,** Meisinger, E., Wisenbaker, J.M., Kuhn, M.R., Strauss, G.P. & Morris, R.D. (2006). Becoming a fluent and automatic reader in the early elementary school years. *Reading Research Quarterly.41,* 496-522.

Restrepo, M. A., **Schwanenflugel, P. J.,** Blake, J., Neuharth-Pritchett, S., Cramer, S., & Ruston, H. (2006). Performance on the PPVT-III and the EVT: Applicability of the measures with African-American and European-American Preschool children*. Language, Hearing, and Speech Services in the Schools, 37,* 17-27*.*

Parault, S. J., & **Schwanenflugel, P. J.**(2006). Sound symbolism: A possible piece of the puzzle in word learning. *Journal of Psycholinguistic Research*, *34*, 329-351.

Zareva, A., **Schwanenflugel, P. J.,** & Nikolova, Y. (2005).Relationship between Lexical Competence and Language Proficiency: Variable Sensitivity. *Studies in Second Language Acquisition*, 27, 567-595.

Parault, S. J., **Schwanenflugel, P. J.,** & Haverback, H. (2005). Development of Interpretations for Noun-Noun Conceptual Combinations during the Elementary School Years. *Journal of Experimental Child Psychology, 91,* 67-87*.*

Neuharth-Pritchett, S. M., Hamilton, C.E., & **Schwanenflugel, P.J.** (2005). Revisiting early literacy practices for pre-kindergarten children: Systematic strategies that promote preliteracy skills. *Focus on Pre-K & K, 17*, 1-8.

Quirk, M. P., & **Schwanenflugel, P. J.** (2004). Do supplemental remedial reading programs address the motivational issues of struggling readers? An analysis of five popular programs.*Reading Research and Instruction, 43,* 1-19*.*

Webb, M.-Y., **Schwanenflugel, P. J.,** & Kim, S. (2004). A Construct Validation Study of Phonological Awareness for Children entering Pre-kindergarten. *Journal of Psychoeducational Assessment, 22*, 304-319*.* [Reprinted in Hebrew in *Perspective (a publication of the Israeli Orton Dyslexia Association)*, 2004, *36*, 33-48.]

Meisinger, E. B., **Schwanenflugel, P. J,** Bradley, B.A., & Stahl, S.A. (2004). Interaction quality during partner reading. *Journal of Literacy Research, 36,* 111-140*.*

**Schwanenflugel, P. J.,** Hamilton, A. M., Kuhn, M. R., Wisenbaker, J. & Stahl, S. A. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers. *Journal of Educational Psychology, 96*, 119-129.

**Schwanenflugel, P. J.,** Neuharth-Pritchett, S., Blake, J., Hamilton, C., & Restrepo, M. A. (2003). Phonological awareness and vocabulary enhancement experiment in preschool literacy. *Odyssey: New Directions in Deaf Education*, 5, 6-13.

Schutz, P. A., Davis, H. A., & **Schwanenflugel, P. J.** (2002). Organization of concepts relevant to emotions and their regulation during test taking. *Journal of Experimental Education, 70,* 316-344*.*

McFalls, E. L., & **Schwanenflugel, P. J.** (2002). The influence of contextual constraints on recall for words within sentences. *American Journal of Psychology, 115,* 67-88*.*

Takahashi, T., & **Schwanenflugel, P. J.** (2001). Processing units for  
morphologically complex verbs in Japanese. *Psychologia-An International*  
*Journal of Psychology in the Orient, 44*, 111-127.

Parault, S. J., & **Schwanenflugel, P. J.** (2000). Development of conceptual categories of attention during the elementary school years. *Journal of Experimental Child Psychology, 75,* 245-262*.*

**Schwanenflugel, P. J.,** Martin, M., & Takahashi, T. (1999). The organization of cognitive verbs: Evidence for cultural commonality and variation in theory of mind. *Memory & Cognition, 27*, 813-825.

**Schwanenflugel, P. J.,** Henderson, R., & Fabricius, W. V. (1998). Developing theory of mind in older childhood: Evidence from verb extensions. *Developmental* *Psychology*, *34*, 512-524.

Alexander, J. M., Noyes, C. R., MacBrayer, E. K., **Schwanenflugel, P. J.,** & Fabricius, W. V. (1998). Concepts of mental activities and verbs in children of high and average verbal intelligence. *Gifted Child Quarterly, 42*, 16-28.

Griffin-Carlson, M. S., & **Schwanenflugel, P. J.** (1998). Adolescent abortion and parental notification: Evidence for the importance of family functioning on the perceived quality of parental involvement in U. S. families. *Journal of Child* *Psychology & Psychiatry & the Allied Sciences, 39*, 543-554.

**Schwanenflugel, P. J.,** Stahl, S. A., & McFalls, E. L. (1997). Partial word knowledge and vocabulary growth during reading comprehension. *Journal of Literacy Research, 29,* 531-553.

**Schwanenflugel, P. J.,** Stevens, P. M., & Carr, M. (1997). Metacognitive knowledge of gifted and non-gifted children in early elementary school. *Gifted Child* *Quarterly, 41(2)*, 25-35.

Alexander, J. M. & **Schwanenflugel, P. J.** (1996). Development of metacognitive concepts about thinking in gifted and non-gifted children: Recent research. *Learning & Individual Differences, 8*, 305-325.

Coon, C. A., & **Schwanenflugel, P. J.** (1996). The evaluation of interruption behavior by naive encoders. *Discourse Processes, 22*, 1-24.

Clark, M. D., **Schwanenflugel, P. J.,** Everhart, V. S., & Bartini, M. (1996). Theory of mind in deaf adults and the organization of verbs of knowing. *Journal of Deaf* *Studies and Deaf Education*, *1*, 179-189.

**Schwanenflugel, P. J.,** & Noyes, C. R. (1996). Context availability and the development of word reading skill. *Journal of Literacy Research, 28*, 35-54.

**Schwanenflugel, P. J.,** Fabricius, W. F., & Noyes, C. M. (1996). Developing organization of mental verbs: Evidence for the development of a constructivist theory of mind in middle childhood. *Cognitive* *Development, 11*, 265-294.

McFalls, E. M., **Schwanenflugel, P. J.,** & Stahl, S. (1996). Influence of word meaning on the acquisition of a reading vocabulary in second-grade children. *Reading* *and Writing: An Interdisciplinary Journal, 8*, 235-250.

Carr, M., Alexander, J. M., & **Schwanenflugel, P. J.** (1996). Where gifted children do and do not excel in metacognitive tasks. *Roeper Review, 18*, 212-216

Alexander, J. M., Carr, M., & **Schwanenflugel, P. J.** (1995). The development of metacognition in gifted children: Directions for future research. *Developmental Review, 15*, 1-37.

Lin, P.-J., & **Schwanenflugel, P. J.** (1995). Cultural familiarity and language factors in the structure of category knowledge. *Journal of Cross-Cultural Psychology, 26,* 153-168*.*

**Schwanenflugel, P. J.,** Fabricius, W. V., & Alexander, J. M. (1994). Developing theories of the mind: Understanding categories and relations between mental activities. *Child Development, 65*, 1546-1563.

Alexander, J. M., & **Schwanenflugel, P. J.** (1994). Strategy regulation: The role of intelligence, metacognitive attributions, and knowledge base. *Developmental* *Psychology, 30*, 709-723.

Martin, M., Ewert, O., & **Schwanenflugel, P. J**. (1994). The role of verbal ability in the processing of complex verbal information. *Psychological Research, 56*, 301-309.

**Schwanenflugel, P. J.,** Fabricius, W. V., Noyes, C. R., Bigler, K., & Alexander, J. M. (1994). The organization of mental verbs and folk theories of knowing. *Journal of Memory and Language, 33*, 376-395.

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**Schwanenflugel, P. J.,** & White, C. R. (1991). The influence of paragraph information on the processing of upcoming words. *Reading Research Quarterly, 26*, 160-177.

Lin, P.-J., **Schwanenflugel, P. J.,** & Wisenbaker, J. M. (1990). Category typicality, cultural familiarity, and the development of category knowledge. *Developmental Psychology, 26*, 805-813.

Fabricius, W. V., **Schwanenflugel, P. J.,** Kyllonen, P.C. Barclay, C., & Denton, S. M. (1989). Developing theories of the mind: Children's and adults' concepts of mental activities. *Child Development, 60*, 1278-1290.

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Shoben, E. J., Cech, C. G., **Schwanenflugel, P. J.,** & Sailor, K. M. (1989). Serial position effects in comparative judgments. *Journal of Experimental* *Psychology: Human Attention and Performance, 15*, 273-286.

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**Schwanenflugel, P. J.,** & LaCount, K. (1988). Semantic relatedness and the scope of facilitation for upcoming words in sentences. *Journal of Experimental* *Psychology: Learning, Memory, and Cognition, 14*, 344-354.

**Schwanenflugel, P. J.** (1987). An interview method for teaching adolescent psychology. *Teaching of Psychology, 14*, 167-168.

**Schwanenflugel, P. J.,** & Rey, M. (1986). Interlingual semantic facilitation: Evidence for a common representational system in the bilingual lexicon. *Journal of* *Memory and Language, 25*, 605-618.

**Schwanenflugel, P. J.** (1986). Completion norms for final words of sentences using a multiple production measure. *Behavior Research Methods, Instrumentation*, *and Computers*, *18*, 363-371.

**Schwanenflugel, P. J.,** & Rey, M. (1986). Relationship between category typicality and concept familiarity: Evidence from Spanish- and English-speaking monolinguals. *Memory & Cognition, 14*, 150-163.

**Schwanenflugel, P. J.,** Guth, M. E., & Bjorklund, D. F. (1986). A developmental trend in the understanding of concept attribute importance. *Child Development,57*, 421-430.

**Schwanenflugel, P. J.,** & Shoben, E. J. (1985). The influence of sentence constraint on the scope of facilitation for upcoming words. *Journal of Memory and* *Language, 24*, 232-252.

Shoben, E. J., Cech, C. G., & **Schwanenflugel, P. J.** (1983). Choosing a model of comparative judgment involving numerical reference points: A rejoinder to Holyoak. *Journal of Experimental Psychology: Human Perception and* *Performance, 9*, 491-495.

Shoben, E. J., Cech, C. G., & **Schwanenflugel, P. J.** (1983). The role of subtractions and comparisons in comparative judgments involving numerical reference points. *Journal of Experimental Psychology: Human Perception and* *Performance, 9*, 226-241.

**Schwanenflugel, P. J.,** & Shoben, E. J. (1983). Differential context effects in the comprehension of abstract and concrete verbal materials. *Journal of* *Experimental Psychology: Learning, Memory, and Cognition, 9*, 82-102.

Medin, D. L., & **Schwanenflugel, P. J.** (1981). Linear separability in classification learning. *Journal of Experimental Psychology: Human Learning and Memory*, *7*, 355-368.

Glass, A. L., Eddy, J. K., & **Schwanenflugel, P. J.** (1980). The verification of high and low imagery sentences. *Journal of Experimental Psychology: Human* *Learning and Memory, 6*, 692-704.

***Book Reviews***

**Schwanenflugel, P. J.,** & Noyes, C. R. (1996). Review of *Beyond names for things*: *Young children's acquisition of verbs* by M. Tomasello & W. Merriman. *Merrill-Palmer* *Quarterly, 42*, 462-466.

***Social Media, Podcasts, Online Interviews***

# L. Lambert (2017, May 18) for Brightly.com. Do you hear what I hear? The music of reading aloud matters for kids. (Interview with P. J. Schwanenflugel). <http://www.readbrightly.com/why-the-music-of-reading-aloud-matters-for-kids/>

# L. Lambert (2017, Apr 21) for Brightly.com. *Rethinking reading levels* (Interview with N.F. Knapp, P.J. Schwanenflugel). <http://www.readbrightly.com/rethinking-reading-levels-advice-from-the-experts/?ref=PRH555E8FA37D&aid=randohouseinc43403-20&linkid=PRH555E8FA37D>

# Podcast with Baker, E. A. & Schwanenflugel, P. (2013, March 4). *Assessment of reading fluency using accuracy, rate, and prosody. Voice of Literacy.* Podcast retrieved from [*http://voiceofliteracy.org*](http://voiceofliteracy.org)*.*

***Blog Series***

**Schwanenflugel, P.J.,** & Knapp, N.F. *Psychology Today* Blog Series. *Reading Minds: Psychology of Literacy in the Real World.* [*https://www.psychologytoday.com/blog/reading-minds*](https://www.psychologytoday.com/blog/reading-minds)

Posts:

Schwanenflugel, P.J. & Knapp, N.F. (2018, May 22). Volunteer summer tutoring for preventing the summer slide.

Knapp, N. F., & Schwanenflugel, P. J. (2018, March 31). What Is It with Boys and Reading?! Why boys often struggle with reading, and what we do about it…

Knapp, N. F., & Schwanenflugel, P. J. (2018, February 27). “E-books for young children, blessing or bane?”

Schwanenflugel, P. J., & Knapp, N. F. (2018, January 31). “Vocabulary and Comprehension.”

Schwanenflugel, P. J., & Knapp, N. F. (2017, November 4). “ Precocious Reading: Reading beyond their years.”

Knapp, N. F., & Schwanenflugel, P. J. (2017, September 30). “So much to read, so little time!” Is speed reading the answer?

Knapp, N. F., & Schwanenflugel, P. J. (2017, August 14). It's Poverty, Stupid! Why U.S. reading scores just aren’t going up.

Schwanenflugel, P. J., & Knapp, N. F. (2017, May 9). After-school programs do work! We are surprised that after-school programs are on the chopping block.

Schwanenflugel, P. J., & Knapp, N. F. (2017, April 24). On writing systems: We wood 爱 to reed mor eezily!

Knapp, N. F., & Schwanenflugel, P. J. (2017, February 28). Three myths about “reading levels” and why you shouldn’t fall for them.

Schwanenflugel, P. J., & Knapp, N. F. (2017, January 20). The music of reading aloud: Why reading expressively matters.

Knapp, N. F., & Schwanenflugel, P. J. (2016, November 28). Safeguarding students in an age of disinformation: Think vaccination, not protection…

Schwanenflugel, P. J., & Knapp, N. F. (2016, October 12). Not just bilingual – Biliterate!

Knapp, N. F., & Schwanenflugel, P. J. (2016, Aug 24). To bribe or not to bribe: Should we incentivize reading in schools.

Schwanenflugel, P. J., & Knapp, N. F. (2016, June 28). Tipping the balance: The Common Core’s call for more informational texts in schools.

Schwanenflugel, P. J., & Knapp, N. F. (2016, April 8). It’s testing season!

Knapp, N. F., & Schwanenflugel, P. J. (2016, February, 29). Give them reading! Part 2.

Knapp, N. F., & Schwanenflugel, P. J. (2016, January 4). In this new year, give them reading!

Schwanenflugel, P. J., & Knapp, N. F. (2015, November 30). Does reading matter?

***Awards***

***Clarke County School District 2017 Impact Award,*** PAL Program (Schwanenflugel, co-director) selected as organization that made “significant, lasting and ongoing contributions to the students of the district.”

***Russell H. Yeany Research Award*** for outstanding cumulative research in education, University of Georgia, 2006

***University of Georgia Career Center,*** nominated as faculty member who greatly contributed to career development of UGA students, 2015, 2016.

***Extramural Funding***

*Physical Activity and Children’s Memory and Learning (10/31/18-10/31/21).* NICHD. Tomporowski, P.I; Schwanenflugel (and others) co-PI. (not funded)

*The Physical Activity and Learning Translational Research Partnership. Spencer Foundation (11/1/15-10/31/18).* Tomporowski, P.I; Schwanenflugel (and others) co-PI; ($399,967, not funded)

*Physical Activity & Learning (PAL) Program*, 21st Century Learning Initiative Grant*.* (funded, July, 2014 – 2019); Tomporowski, PI; McCullick, Carr, & Schwanenflugel, co-directors; for $666,193; Schwanenflugel, 20%).

*Rating Reading Expressiveness.* (Schwanenflugel, PI; multi-site study with University of Memphis and Monmouth University; for $1,592,035; submitted, 2011, not funded; revised & re-submitted, 2013; not funded).

*The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten* (2006-2010) to the University of Georgia from the Southeastern Regional Educational Laboratory SERVE to P. Schwanenflugel for $675,238; $87,399 (2006-2007);$132,704 (2007-2008); $290,814 (2008-2009); $126,420 (2009-2010).

*The Development of Fluent and Automatic Reading: Precursor to Learning from Text* (2005-2007) to the University of Georgia as P.I. from NICHD for $848,483.

*Voices from the field: Understanding sustainable literacy teaching practices following the intensive professional development of pre-kindergarten teachers and paraprofessionals. (2002-2003).* Georgia Systematic Teacher Education Program for $3,500 to Neuharth-Pritchett, S. (P.I.) & Schwanenflugel, P.J. (co-P.I.).

*PAVEd for Success (2001-2004).* Early Childhood Educator Professional Development Program, Department of Education for approximately $891,000 as co-P.I. (with C. Hamilton, S. Neuharth-Pritchett, & M. Restrepo).

*The Development of Fluent and Automatic Reading: Precursor to Learning from Text* (2000-2005). Interagency Grant funded by NICHD, NSF, Department of Education for approximately $4.3 million over five years as co-P.I. (2000-2004) (with S. Stahl, R. Morris, M. Kuhn, L. Morrow).

*Cross-cultural Variation in the Representation and Comprehension of Language.* (1993-1995). Grant from the German-American Commission on Collaborative Research and the American Council of Learned Societies.

*National Reading Research Center Grant* (1992-1995). Grant from the U.S. Department of Education for $5,000,000 (I was member of the proposal steering committee from University of Georgia). Funding for my projects, Years 1-3 $93,889 (excluding overhead).

*Developing Concepts of the Mind (*1991-1994). Grant from NICHD for approximately $247,000 for 3 years as co-P.I. (with W. Fabricius, Arizona State University). UGA subcontract amount $174,222.

*The Influence of Discourse-Level Information on the Processing of Words* (1988-1989). Grant from the National Science Foundation as P.I. for $11, 952.

*The Influence of Discourse-Level Information on the Processing of Upcoming Words in Sentences* (1988-1989). Grant and award from the International Reading Association (Elva Knight Research Grant) as P.I. for $4,872.

***Doctoral Students Advised* (last known position)**

*Ms. Megan Brock (*Ph.D., Educational Psychology, ongoing)

*Dr. Gregory Spillers (*Ph.D., Educational Psychology, 2017), Associate Director for Biomedical Engineering Academic Programs, University of Houston, Houston, TX.

*Dr. Stephanie A. Lai* (Ph.D., Educational Psychology, 2014), Assistant Research Scientist, Georgia Center for Assessment, Athens, GA.

*Dr. Rebekah George Benjamin* (M.A., Ph.D., Educational Psychology, 2012), Assistant Professor of Psychology, Henderson University, Henderson, IN.

*Dr. Marcia Drumhiller* (Ph.D., Educational Psychology, 2009), Coordinator of Medical Spanish and French Instruction, College of Nursing, Emory University, Atlanta, GA.

*Dr. Mi-Young Webb* (M.A., Ph.D., Educational Psychology, 2008), Research scientist, Center for Literacy and Deafness (CLAD), Georgia State University, Atlanta, GA.

*Dr. Hilary Ruston* (M.A., Ph.D., Educational Psychology, 2007), Teacher, Clarke County Public Schools, Athens, GA

*Dr. Elizabeth Meisinger* (M.A., Ph.D., School Psychology, 2006), Associate Professor, Department of Psychology, University of Memphis, Memphis, TN

*Dr. Matt Quirk* (M.A., Ph.D., Educational Psychology, 2005), Associate Professor, College of Education, University of California-Santa Barbara, Santa Barbara, CA

*Dr. Alla Zareva* (Ph. D., Linguistics, 2004), Associate Professor, Department of English, Old Dominion University, Norfolk, VA

*Dr. Susan J. Parault Dowds* (M.A, Ph.D., Educational Psychology, 2002), Associate Professor, Department of Educational Psychology, St. Cloud State University, St. Cloud, MN

*Dr. David C. Gavisk* (Ed.S., Ph.D., Educational Psychology, 2000), Affiliate Faculty, Regis University, Las Vegas, NV

*Dr. Robbie Henderson* (Ph.D., Educational Psychology, 1999), System-wide Psychologist, Oglethorpe County Public Schools, Lexington, GA

*Dr. Tomone Takahashi* (Ph.D., Educational Psychology, 1999), Professor, Department of Counseling and Educational Psychology, Shinshu University, Nagano, Japan

*Dr. Elisabeth McFalls* (M.A., Ph.D., Educational Psychology, 1996), Pharmaceutical Sales Representative, Atlanta, GA.

*Dr. Mary S. Griffin-Carlson* (Ph.D., Educational Psychology, 1996), Psychologist, Marriage & Family Therapy, Sandy Springs, GA

*Dr. Caroline R. Noyes* (Ph.D., Educational Psychology, 1994), Associate Provost for Academic Programs, University of New Orleans, New Orleans, LA.

*Dr. Joyce M. Alexander* (M.A., Ph.D., Educational Psychology, 1992). Dean, College of Education, Texas A & M University, College Station, TX

*Dr. Rebeccah Addys Schwartz* (Ph.D., School Psychology, 1990), Private Practice Clinical Psychologist, Thousand Oaks, CA

*Dr. Carolyn Akin* (Ph.D., Educational Psychology, 1990), School Psychologist, Banks County Public Schools, GA

*Dr. Pei-Jung (Peggy) Lin* (Ph.D., Educational Psychology, 1989), Professor, Department of Early Childhood Education, Taipei University, Taipei, Taiwan

*Dr. Randall W. Stowe* (Ph.D., Educational Psychology, 1988), Assistant Superintendent (retired), Akin Public Schools, Akin, SC; Instructor, Middle School Education, University of South Carolina-Akin

***Masters (M.A.) and Education Specialist (Ed.S.) advisees; last known position***

*Ms. Guoguo Zheng (*M.A., Educational Psychology (2014); doctoral student

*Mr. Matthew Westmoreland* (M.A., 2013; Ed.S., 2015, Educational Psychology); lead special education teacher, The Howard School, Atlanta, GA

*Mr. William A. Mira* (M.A., Educational Psychology, 2011); Instructor, Fort Lewis College, Durango, CO.

*Ms. Jennifer Sieczko* (M.A., 2007, Educational Psychology); elementary school teacher, Atlanta, GA

*Mr. Christopher MacLean* (M.A., 2006,Educational Psychology);Instructor**,** Chemeketa Community College, Salem, OR

*Dr. Maria Bartini* (M.A., 1996, Psychology; Ph.D., Psychology, University of Georgia); Department Head of Psychology, Massachusetts College of Liberal Arts

*Ms. Christine Coon* (M.A., 1995, Linguistics); doctoral student, McGill University

*Ms. Amanda Duncan* (M.A., 1995, Educational Psychology); social studies teacher, Warner Robbins High School

*Ms. Paige Stevens* (M.A., Educational Psychology); school psychologist

*Mr. Calvin Ray White* (M.A., 1990, Educational Psychology); small businessman

*Dr. Mike Martin* (M.A., Educational Psychology, 1990; University of Georgia; Ph.D., Univ. Mainz, Germany); Professor of Gerontology, University of Geneva, Switzerland

*Ms. Nina Bhote* (M.A., 1987, Educational Psychology); Special Education teacher, India

*Dr. Mario Rey* (M.A., Psychology, Florida Atlantic U, 1984; Ph.D., Music, Florida State

U.); Associate Professor of Ethnomusicology, Eastern Carolina University

***M.Ed. Advisees (Applied Project, directed; last known position)***

*Ms. Alyse Smith* (M.Ed., 2018). Instructional support teacher, Fulton County GA

*Ms. Tamar Wilkins* (M.Ed., 2018). Academic advisor, Georgia State U., Atlanta, GA

*Mr. Robert George* (M.Ed., 2018). Military trainer.

*Ms. Katherine Lee Devlin* (M.Ed., 2018).

*Ms. Christiane Turner* (M.Ed., 2018).

*Ms. Christina Henggeler,* (M.Ed., 2018). Enrollment Management, Georgia Highlands College

*Ms. Brianna Naessens (*M.Ed., 2017). Substitute teacher, Fulton County Schools, GA.

*Mrs. Katherine Crosswell Kelly* (M.Ed., 2017)

*Ms. Mary Primm* (M.Ed., 2016)

*Ms. Amanda Schmeltz* (M.Ed., 2017). Research coordinator, Augusta University

*Ms. Amber Fountain* (M.Ed., 2017). Third grade teacher, International school in Egypt

*Mr. Brian Gura* (M.Ed., 2017). Recruiter, admissions, alumni relations, coach, Brandon Hall School, Dunwoody, GA

*Ms. Courtney Richardson* (M.Ed., 2017)

*Ms. Elizabeth Thompson (*M.Ed.,2017)

*Ms. Kristina Churillo (*M.Ed., 2017*)*

*Mr. Brett Copeland (*M.Ed., 2017*).* Assistant director, Child Development Center, Georgia Technical College

*Ms. Kiersten Moundros* (M.Ed., 2017). High School Varying Exceptionalities Specialist, FL

*Ms. Mariah Domenech,* M.Ed., Educational Psychology (2017). Teacher, Gwinnett County, GA

*Ms. Yvonette S. Lewis,* M. Ed., Educational Psychology (2017). Teacher, Newton County, GA

*Ms. Rebekah Powell*, M.Ed., Educational Psychology (2017)

*Ms. Drew Silaski,* M.Ed., Educational Psychology(2016)

*Ms. Liz Phillips,* M.Ed., Educational Psychology (2016); Student Affairs Professional, University of Georgia

*Ms. Victoria Tanaka,* M.Ed., Educational Psychology (2016); Doctoral Student, Educational Psychology with a Quantitative Methodology Emphasis, University of Georgia

*Ms. Emily LaFon*, M.Ed., Educational Psychology (2016); Teacher, Bavarian International School, Haimhausen, Germany

*Mr. Sean Kiernan,* M.Ed., Educational Psychology (2016); Project Coordinator at LiveVox

*Ms. Samantha Rogers,* M.Ed., Educational Psychology (2014); doctoral student in Higher Education, University of Georgia

*Ms. Emma Barr,* M.Ed.,Educational Psychology (2014); Board Certified Behavior Analyst,Marcus Autism Center, Atlanta, GA

*Mr. Cole Causey,* M.Ed., Educational Psychology (2012); Instructional Technology Development Professional Associate, STEM Georgia

*Ms.* *Carolyn M. Dyer,* M.Ed., Educational Psychology (2012)

*Dr. Kizito Okeke,* M.Ed., Educational Psychology (2010); Catholic priest and youth minister, Gainesville, GA (Ph.D., Psychology, University of West Georgia)

*Ms. Stephanie Beane*, M.Ed., Educational Psychology (2005; Ph.D., Biostatistics, Georgia State University); Biostatistician, Rollins School of Public Policy, Emory University

*Ms. Meredith Blackburn*, M.Ed., Educational Psychology; high school teacher, Athens GA

*Ms. Shawn McManus*, M.Ed., Educational Psychology

*Dr. Wei Ming Luh*, M.Ed., Educational Psychology (Ph.D., Educational Statistics, University of Georgia) Professor of Educational Statistics, National Cheng Kung University, Taiwan

**Undergraduate Theses/Research directed, undergraduate major (last five years)**

*Ms. Madison Kress,* Psychology, 2015-2017

*Mr. Michael Johnson,* Social Studies Education, 2015-2016.

*Ms. Chandria Person,* Psychology, & Communication Sciences & Disorders (2015-2016)

*Ms. Brianna Naessens,* Psychology & Cognitive Science (2015)

*Ms. Darrian Bailey,* Communication Sciences & Disorders, 2015 (Center for Undergraduate Research Opportunities Award Winner)

*Ms. Cristina Bixby,* Communication Sciences & Disorders, *2015*

*Mr. Justin Dooly,* Social Science Education, 2014-2105 (Center for Undergraduate Research Opportunities Award Winner)

***Presentations***

Schwanenflugel, P. J., & Brock, M. (November, 2017). *The effects of an experimental reading enrichment program in an after-school setting.* Presentation at the Literacy Research Association, Tampa, FL.

Hamilton, C.E., & Schwanenflugel, P. J (July, 2017). *Developing vocabulary skills while developing conceptual knowledge strategies from the PAVEd for Success prekindergarten and kindergarten program.* Presentation at the Preconference Institute for the International Literacy Association Meeting, Orlando, FL.

Schwanenflugel, P. J. (July, 2017). *Genre’s impact on reading fluency.* Presentation at *Prosodic Aspects of Reading Fluency* symposium for 24th annual meeting of the Society for the Scientific Study of Reading. Halifax, Nova Scotia, Canada.

Schwanenflugel, P. J., & Benjamin, R. G. (July, 2016). *Even Words Make Music When Children Read: Word Reading Prosody as an Aspect of Oral Reading Fluency in Third Grade Children.* Presentation to the International Literacy Association, Boston, MA.

Schwanenflugel, P. J., Brock, M., Tanaka, V., Westmoreland, M., & Mon, S. (July, 2016). *The influence of passage genre on reading prosody.* Presentation at 23rd annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Brock, M., Dooly, J.T., McCluney, N., Schwanenflugel, P.J., & Person, C. (January, 2016). *Supporting social studies literacy in an experimental after-school program.* Presentation to the JoLLE@UGA Conference, Athens, GA.

Zheng, G.G., Schwanenflugel, P.J., & Rogers, S. (April, 2015). *Emergent Motivation for Reading in Pre-Kindergarten Children.* Presentation to the American Educational Research Association, Chicago, IL.

Tomporowski, P. D., McCullick, B., Schwanenflugel, P.J., Carr, M.M., & Gay, J. (March, 2015). *Physical Activity and Learning: Moving children in the right direction.* Presentation to the UGA Institute for Teaching and Learning, Athens, GA*.*

Westmoreland, M., Brock, M., McCluney, N., Dooly, J., & Schwanenflugel, P.J. (February, 2015). *Improving expository text comprehension through fluency oriented reading instruction and genre-specific instruction.* Presentation to the JoLLE@UGA Conference, Athens, GA.

Schwanenflugel, P.J. (November, 2014). *Linguistic focus prosody and learning to read fluently.* Presentation to the Psycholinguistics Interest Group of the Linguistics Department, University of Georgia, Athens, GA.

Schwanenflugel, P.J. (July, 2014). *Development of reading fluency: Theories, operational definitions, and implications for assessment.* Talk given at symposium for Society for the Scientific Study of Reading, Santa Fe, NM.

Schwanenflugel, P.J., Westmoreland, M.R., Benjamin, R.G., Steiner, L., & Groff, C. (December, 2013). *Linguistic focus prosody and reading fluency.* Talk given at Literacy Research Association, Dallas, TX.

Schwanenflugel, P. J. (April, 2013). *Assessment of reading expressiveness using a spectrographically grounded scale of reading expression.* Invited presentation to the International Reading Association Reading Research Institute meeting, San Antonio, TX.

Benjamin, R.G., Schwanenflugel, P. J., & Meisinger, E. B. (April, 2013). *Measuring Oral Reading Fluency in Third Grade Children: The Comprehensive Oral Reading Fluency Scale.* Society for Research in Child Development, Seattle, WA.

Schwanenflugel, P. J. (January, 2013). *The development of reading prosody.* University of Georgia Linguistics Colloquium Series.

Schwanenflugel, P.J., Benjamin, R.G., Kuhn, M. R., Meisinger, E. B., Steiner, L., & Groff, C. (December, 2012). *Rating reading expressiveness.* Literacy Research Association, San Diego, CA.

Schwanenflugel, P.J., & Hamilton, C.E. (November, 2012). *Words are pegs to hang ideas on! Strategies for supporting vocabulary learning in prekindergarten and kindergarten classrooms.* National Association for the Education of Young Children, Atlanta, GA.

Schwanenflugel, P. J. (September, 2012). Vocabulary teaching strategies for the pre-Kindergarten and Kindergarten classroom. Georgia Association on Young Children, Atlanta, GA.

Schwanenflugel, P.J., Benjamin, R.G., Kuhn, M. R., Meisinger, E. B., Steiner, L., & Groff, C. (December, 2012). *Rating reading expressiveness.* Literacy Research Association, San Diego, CA.

Schwanenflugel, P. J. (May, 2012). *Experience of an on-site instructor with the Professional Development School District: Child & Adolescent Psychology in School Context.* Faculty Brown Bag for the Office of School Engagement, College of Education, University of Georgia, Athens, GA.

Schwanenflugel, P. J. (April, 2012). *“How-to” Session: How to write a grant proposal.* Graduate Student Research Conference, College of Education, University of Georgia, Athens, GA.

Lai, S.A., Schwanenflugel, P.J., & Mira, W. (April, 2012). *Comprehension during and after reading: Reducing cognitive demands on preschoolers and its effect on causal cohesion during retells.* American Educational Research Association meeting, Vancouver, BC, Canada.

Lai, S.A., Schwanenflugel, P.J., & Mira, W. (December, 2011). *Reducing cognitive demands on preschoolers and its effect on causal cohesion: A preliminary study.* Literacy Research Association meeting, Jacksonville, FL.

Mira, W. A., Schwanenflugel, P. J., Lai, S. A., & Tolentino, D. (December, 2011). *Reading with Expression: Improving Prekindergarten Children’s Comprehension of Storybooks.* Literacy Research Association meeting, Jacksonville, FL.

Schwanenflugel, P. J., & Hamilton, C.E. (November, 2011). *Let’s get talking! Strategies for supporting vocabulary and oral language skills in prekindergarten and kindergarten classrooms.* National Association for the Education of Young Children, Orlando, FL.

Schwanenflugel, P.J., and C.E. Hamilton (July, 2011). *PAVEd for Success: Building vocabulary and language development in Kindergarten.* Kindergarten Summer Institute, Teacher College Inclusive Classrooms Project, Columbia University, New York City.

Schwanenflugel, P. J. (June, 2011). *Oral reading prosody and comprehension.* Visiting Scholar Series, Language and Literacy Initiative*.* Georgia State University, Atlanta, GA.

Schwanenflugel, P. J. (July, 2011). *PAVEd for Success: Carrying out effective professional development opportunities for early literacy teachers.* Visiting Scholar Series, Language and Literacy Initiative, Georgia State University, Atlanta, GA.

Kuhn, M.R., & Schwanenflugel, P. J. (May, 2011). *Reconsidering reading fluency.* Invited poster session “Meet the Researchers,” International Reading Association, Orlando, FL.

Schwanenflugel, P. J. & Benjamin, R. (June, 2010). *The development of reading prosody.* Invited symposium, Harvard Graduate School of Education.

Kuhn, M. R., Schwanenflugel, P. J., Meisinger, E.B., Gregory, M., & Groff, C. (July, 2010). *Reconsidering fluency theory: Aligning assessment and practice.* Society for Scientific Study of Reading, Berlin, Germany.

Webb, M. -Y., Schwanenflugel, P. J., & Neuharth-Pritchett, S. (April, 2010). *Investigating Heterogeneity in Student-Teacher Relationships and Its Relations to Preliteracy Development.* American Educational Research Conference, Denver, CO.

Kuhn, M. R., Schwanenflugel, P. J., Meisinger, E., Gregory, M., & Groff, C. (December, 2009). *Reconsidering reading fluency.* National Reading Conference, Albuquerque, NM.

Benjamin, R., Schwanenflugel, P. J., & Kuhn, M. R. (December 2009). *The influence of text difficulty on the reading prosody of young children.* National Reading Conference, Albuquerque, NM.

Schwanenflugel, P.J., Woodruff, S., & Webb, M-. Y. (June, 2009). *Implementation of K-PAVE a program for accelerating vocabulary development in Kindergarten: Teacher professional development and fidelity assessment.* Regional Education Laboratory - Southeast, Browns Summit, NC

Benjamin, R., Schwanenflugel, P. J., & Kuhn, M. R. (May 1, 2009). *The predictive value of prosody: differences between simple and difficult texts in the reading of 2nd graders.* College of Education Research Conference, University of Georgia, Athens GA (1st place award).

Meisinger, E., Schwanenflugel, P.J., Bradley, B.A., & Kuhn, M. R. (June, 2009). *Word Callers: A Source of Resistance to Curriculum-Based Measurement.* National Association of School Psychologists. Boston, MA.

Stice, J., Ruston, H., & Schwanenflugel, P. (April, 2009). *A Structural Model of the Effects of Attention and Maternal Education on Preschool Literacy.* Society for Research in Child Development, Denver, CO.

Schwanenflugel, P. J. (December, 2008). *Using Language Sample Analysis to Evaluate a Vocabulary Intervention for Kindergarten in the Mississippi Delta: Application of Cognitive Science to the Real World.* Institute for Artificial Intelligence, University of Georgia, Athens, GA**.**

Schwanenflugel, P. J., & Ruston, H. P. (December, 2008). *Effectiveness of an intervention emphasizing linguistically complex conversation on the development of oral language skills in pre-kindergarten children.* National Reading Conference, Orlando, FL.

Goodson, B., Wolf, A., Edwards, A., Schwanenflugel, P., & White, F. (November, 2008).*The effectiveness of a program to accelerate vocabulary development in Kindergarten: Study update.*Regional Education Laboratory - Southeast, Browns Summit, NC.

Meisinger, E.B., & Schwanenflugel, P.J. (July, 2008). *The contribution of text fluency to reading comprehension in 3rd and 5th graders.* Scientific Studies of Reading Conference, Asheville, NC.

Schwanenflugel, P. J., & Miller, J. (July, 2008).*A Longitudinal Study of the Development of Reading Prosody as a Dimension of Oral Reading Fluency in Early Elementary School Children.* Scientific Studies of Reading Conference, Asheville, NC.

Schwanenflugel, P. J. (May, 2008). *Voca*b*ulary Strategies for Success: Primary Grades*. Preconference Institute, International Reading Conference, Atlanta, GA.

Schwanenflugel, P. J., Kuhn, M.R., Meisinger, E.B., Morris, R.D., Foels, P., Woo, D.G., & Kim, S. (March, 2008). *A longitudinal study of the development of reading fluency and comprehension in the early elementary school years.* American Educational Research Association, New York, NY.

Schwanenflugel, P. J., & Neuharth-Pritchett, S. (Feb, 2008). *Accelerating Vocabulary Development in Kindergarten Children: Lessons from PAVEd for Success Study.* Southeastern Regional Education Laboratory, Brown’s Summit, NC.

McLaughlin, J., Schwanenflugel, P., Neuharth-Pritchett, S., Bernstein, L., Wolf, A., White, F.W., Bell, S., Rolston, H., & Finney, P. (June, 2007). *The effectiveness of a program to accelerate vocabulary development in kindergarten.* Institute of Education Sciences 2007 Research Conference, Washington, DC.

Schwanenflugel, P. J., Neuharth-Pritchett, S., Ruston, H. P., Hamilton, C.E., Restrepo, M.A., & Bradley, B. A. (May, 2007). *Practices that make a difference for vocabulary: Lessons from PAVEd for Success.* Preconference Institute, International Reading Association, Toronto, CA.

Kuhn, M.R., & Schwanenflugel, P.J. (May, 2007). *Time, Engagement, and Support: Lessons from a Five-Year Fluency Intervention.* International Reading Association, Toronto, CA.

MacLean, C., Ruston, H.P., & Schwanenflugel, P. (April, 2007). *The Effect of Cognitively Challenging Conversation on Oral Language Development in Low-Income Preschool Children.* Athens, GA: CURO Symposium, University of Georgia (won Best Conference Paper with Civic Implications award).

Schwanenflugel, P.J., Hamilton, C.E., Neuharth-Pritchett, S., Restrepo, M.A., Bradley, B.A., Ruston, H.P. (March, 2007).*Evaluation of a Comprehensive Preliteracy Program for 4-Year-Old Children on the Development of Early Reading Skills.* Boston, MA: Society for Research in Child Development Conference.

Schwanenflugel, P. J. (February, 2007). *Development of reading fluency: Theory and Practice.* Pittsburgh, PA: Invited presentation, Learning, Research, and Development Center.

Schwanenflugel, P.J., & Bradley, B.A. (December, 2006). *Teaching children to become fluent readers: An analysis of a multi-site study.* Los Angeles, CA: National Reading Conference.

Ruston, H.P., Schwanenflugel, P.J., MacLean, C. (September, 2006). *Measuring oral language vocabulary in preschool children (1st prize).* Linguistics in the 21st Century Conference, Athens, GA.

Schwanenflugel, P.J. (April, 2006). *Classroom strategies for building vocabulary for young children.* Bright Beginnings, Promising Futures, Georgia Early Learning Conference, Atlanta, GA.

Schwanenflugel, P.J., Hamilton, C.E., Neuharth-Pritchett, S., Restrepo, M.A., & Bradley, B.A. (April, 2006). *Prekindergarten practices that make a difference in kindergarten preliteracy: Lessons from PAVEd for Success.* Early Literacy Pre-convention Institute for the International Reading Association, Chicago, IL.

Kuhn, M.R., Schwanenflugel, P.J., Morrow, L.M., & Bradley, B. (May, 2006). *The development of fluent and automatic reading: Scaling-up classroom practice.* International Reading Association, Chicago, IL.

Webb, M.-Y., Cohen, A., & Schwanenflugel, P.J. (April, 2006).  *A Mixture-Model Analysis of Differential Item Functioning on the PPVT-III.* American Educational Research Association, San Francisco, CA.

Schwanenflugel, P.J. (March, 2006). *The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten Children: A Test of the Vocabulary Features of PAVEd for Success.* Invited presentation, University of North Carolina-Greensboro College of Education Research Conference. Greensboro, NC.

Schwanenflugel, P.J., Hamilton, C. E., Neuharth-Pritchett, S., & Restrepo, M. A. (December, 2005). *PAVEd for Success: Changes in Children’s Preliteracy Knowledge and Subsequent Impact on the Development of Early Decoding Skills.* National Reading Conference, Miami, FL.

Morrow, L.M., Kuhn, M.R., & Schwanenflugel, P.J. (May, 2005). *The effects of fluency-oriented reading instruction on students’ comprehension, vocabulary, and word recognition*. International Reading Association, San Antonio, TX.

Kuhn, M.R., Schwanenflugel, P.J., Morrow, L.M., & Woo, D.G. (2005, June). *Scaling up Fluency Oriented Reading Instruction (FORI) – A pilot study*. Society for Scientific Study of Reading, Toronto, Canada

Neuharth-Pritchett, S., Schwanenflugel, P.J., Hamilton, C.E., Restrepo, M. A., & Bradley, B.A. (April, 2005). *PAVEd for Success: A preliteracy program for at-risk 4-year-olds.* Society for Research in Child Development, Atlanta, GA.

Schwanenflugel, P., Hamilton, C., Bradley, B., Ruston, H., & Neuharth-Pritchett, S. (May, 2005). *Classroom practices for vocabulary enhancement in prekindergarten: Lessons from PAVEd for Success.* International Reading Association Pre-convention Institute *(The New Look of Vocabulary Instruction: Research-Based, Highly Effective Instructional Practices)*, San Antonio, TX.

Neuharth-Pritchett, S., Schwanenflugel, P. J., & Hamilton, C.E. (March, 2005).*Early literacy experiences: Universal quality literacy practices for 4-year-olds. Scientifically-based research practices.* Bright Beginnings, Promising Futures conference sponsored by Georgia Department of Early Care and Learning. Atlanta, GA.

Kuhn, M., Schwanenflugel, P. J., Hamilton, C., & Neuharth-Pritchett (May, 2005). *Motivating success in reading: Reports on two experimental studies (preK-2).* International Reading Association, San Antonio, TX.

Morrow, L.M., Schwanenflugel, P.J., Turner, F., & Garra, R.(December, 2004). *Scaling up: A pilot study. Implications for practice.* National Reading Conference, San Antonio, TX.

Hamilton, C., Schwanenflugel, P. J., Neuharth-Pritchett, S., & Lewis, R. (July, 2004). *Building bridges and promoting positive student-teacher relationships.* American Psychological Association, Honolulu, HI.

Schwanenflugel, P. J., Ruston, H. P., Bradley, B.A., Hamilton, C. E., Neuharth-Pritchett, S. (July, 2004). *Classroom practices for vocabulary enhancement in prekindergarten: Lessons from PAVEd for Success.* American Psychological Association, Honolulu, Hawaii.

Schwanenflugel, P. J., Hamilton, C., Neuharth-Pritchett,S., Restrepo, M. A., & Bradley, B. A. (May, 2004). *Preliteracy practice: What works for teachers, what works for children — Lessons from PAVEd for Success.* Invited presentation, International Reading Association pre-conference, Reading Research 2004: Moving Forward on Many Fronts, Reno, NV

Kuhn, M. R., Schwanenflugel, P. J., Morris, R., Woo, D., Meisinger, E., Morrow, L.M., Stahl, S.A. (June, 2004). *Teaching students to become fluent readers: A study of the effectiveness of two types of fluency-oriented reading instruction.* Society for the Scientific Study of Reading, Amsterdam.

Meisinger, E. B., Bloom, J. S., Hynd, G.W. & Schwanenflugel, P.J. (November, 2004). *Reading fluency: Implications for the assessment of children with reading disabilities*. International Dyslexia Association, Baltimore, MD.

Stahl, K.A.D., Schwanenflugel, P.J., Groff, C., Bradley, B.A., & Smith, C. (May, 2004). *Fluency in the classroom: Focusing on the neglected reading goal (Roundtable Discussion of the Day’s Talk.)* International Reading Association, Reno, NV.

Schwanenflugel, P. J., & Meisinger, E. (May, 2004). *Building a theory of reading fluency: Focus on the attention resource model*. Invited presentation, International Reading Association, Reno, NV.

Schwanenflugel, P. J., & Stahl, S. A. (February, 2004). *Interdisciplinary methods design: A study of reading fluency.* Invited presentation, Joint NICHD/IRA Conference on reading Comprehension of Complex Text, Washington, DC.

Schwanenflugel, P. J. (December, 2003). *Classroom practices for supporting the development of fluent and automatic reading: What we have learned, why it works, what we want to know.*  National Reading Conference, Scottsdale, AZ.

Restrepo, M. A., Neuharth-Pritchett, S., Blake, J., & Schwanenflugel, P. J. (June, 2003). *Prekindergarten children’s performance on the PPVT and EVT: Comparisons on demographic measures.* Symposium on Research in Child Language Disorders, Madison WI.

Neuharth-Pritchett, S., Bradley, B.A., & Schwanenflugel, P.J. (May, 2003). *Voices from the field: Understanding sustainable literacy practices following the intensive development of prekindergarten teachers and paraprofessionals.*  Conference for Georgia Systematic Teacher Education Program, University of Georgia, Athens, GA.

Stahl, S.A., Bradley, B., Smith, C., Kuhn, M., Schwanenflugel, P. J., Meisinger, E., Morrow, L. M., & Woo, D. (April, 2003). *Fluency-oriented reading instruction: Instructional Effects.*American Educational Research Association, Chicago, IL.

Parault, S.J., & Schwanenflugel, P. J. (April, 2003). *Sound-symbolism: A possible piece of the puzzle of word learning.* American Educational Research Association, Chicago, IL.

Schwanenflugel, P.J. (March, 2003). *The results of a national study comparing different methods of teaching reading.* Invited address, Eastern Psychological Association, Baltimore, MD.

Schwanenflugel, P.J., Kuhn, M., Meisinger, E., Bradley, B., Stahl, S., & Wisenbaker, J. (April, 2003). *An examination of the attentional resource model and the development of reading fluency.* Society for Research in Child Development, Tampa, FL.

Schwanenflugel, P.J., Hamilton, C.E., Neuharth-Pritchett, S., Restrepo, M.A., Marker, A., Bradley, B., Arboleda, A., Blake, J., Counts, J., Horne, M.A., Lewis, R., Parke, B.Y., Ruston, H., Webb, M.-Y., Garcia, M., Gamble, S. (May, 2003), *PAVEd for Success: Evaluation of short-term effectiveness of a preliteracy program for young children.* International Reading Association Conference, Orlando, FL.

Meisinger, E. B., Bradley, B., Schwanenflugel, P.J., & Stahl, S.A. (December, 2002). *Quality of the interaction during partner reading.* National Reading Conference, Miami, FL.

Schwanenflugel, P.J., Hamilton, A.M., Kuhn, M.R., Anderson, K., & Wisenbaker, J. (December, 2002). *Prosodic reading and reading skill.* National Reading Conference, Miami, FL

Schwanenflugel, P.J. (November, 2002). *PAVEd for Success: The Importance of Research-Based Preliteracy Activities in the Preschool Classroom.* Invited presentation, Education Faculty, Gallaudet University, Washington, DC

Bradley, B, Hamilton, C., Neuharth-Pritchett, S., & Schwanenflugel, P. (November 2002). *Paved for success in early literacy: Teachers and researchers working together.* National Association for the Education of Young Children Conference, New York City.

Parault, S. J., & Schwanenflugel, P.J. (November, 2002).*Sound Symbolism: A Possible Piece in the Puzzle of Word Learning.* Psychonomic Society, Kansas City, MO.

Schwanenflugel, P.J., Kuhn, M.R., Meisinger, B., Bradley, B., Wisenbaker, J., Stahl, S.A., & Morrow, L.M. (August, 2002**).** *Developing fluent reading: Theory into Practice. A cross-sectional study of the development of reading fluency in high risk elementary school children in 1st, 2nd, and 3rd grade.* World Congress of Reading, Edinburgh, Scotland.

Schwanenflugel, P.J., Hamilton, C., Neuharth-Pritchett, S., Restrepo, M.A. (July, 2002**).**  *Practica en el salon de clase para el aumento de las habilidades para leer y escribir de ninos de pre-kinder en Georgia, USA.* Invited presentation, Institute of Children and Education, National University of Rosario, Rosario, Argentina.

Hamilton, C.E., Schwanenflugel, P.J., Pritchett, S. N., & Restrepo, M. A. (December, 2001). *PAVEd for success.* Early Childhood Educator Professional Development Program Conference, U.S. Department of Education, Washington, DC.

Schwanenflugel, P.J. (December, 2001). *Classroom Activities for Developing the Foundations of Literacy in Pre-kindergarten children.* Invited presentation, Georgia Department of Education, Reading Excellence Institutes, Savannah, GA.

Schwanenflugel, P.J. (December 2001). *Developing the Foundations of Literacy in Prekindergarten Children.* Invited presentation, Georgia Department of Education Reading Excellence Institutes, Atlanta, GA.

Schwanenflugel, P.J., Stahl, S.A., Morris, R., Kuhn, M., & Morrow, L. (December 2001). *Toward a Model of Automatic Word Recognition.* National Reading Conference, San Antonio, TX.

Stahl, S.A., Schwanenflugel, P.J., Morris, R., Morrow, L.M., & Kuhn, M.R. (November, 2001). *The Development of Fluent and Automatic Reading*: *Early Results.* Conference for the Improvement of Educational Research Initiative, Washington, DC.

Schwanenflugel, P.J., Strauss, G., Meisinger, B., Kuhn, M., & Stahl, S. (October,2001). *The Influence of Unit Size on the Development of Stroop Interference in Early Reading.* Cognitive Development Society meeting, Virginia Beach, VA.

Parault, S. J., Schwanenflugel, P.J., Fabricius, W., & Hsieh, J. (October, 2001). *Development of an Understanding of the Constructive Nature of Mental Activities and Its Relation to Social Problem Solving.* Cognitive Development Society meeting, Virginia Beach, VA.

Schwanenflugel, P.J. (April, 2001). *Building a Model of the Development of Reading Fluency: What We Know and What We Don’t Know.* American Educational Research Association, Seattle, WA.

Stahl, S.A., Schwanenflugel, P.J., Morris, R., Morrow, L.M., & Kuhn, M.R. (December, 2000). *The Development of Fluent and Automatic Reading*: *Precursor to Learning from Text*. Conference for the Improvement of Educational Research Initiative, National Science Foundation, Washington, DC.

Schwanenflugel, P. J., Parault, S. J., & Kuske, L. (October, 1999). *The development of interpretations for noun-noun conceptual combinations* *the elementary school years*. Cognitive Development Society, Chapel Hill, NC.

Parault, S. J., & Schwanenflugel, P. J. (April, 1999). *Development of Concepts* *of Attention during the Elementary School Years*. Society for Research in Child Development, Albuquerque, NM.

Noyes, C. R., Bartini, M., & Schwanenflugel, P. J. (March, 1999). *Folk theory of* *mind: The organization of affective and cognitive verbs*. Southeastern Psychological Association, Savannah, GA.

McFalls, E.L., Schwanenflugel, P. J., & MacBrayer, B. (April, 1998). *Contextual* *constraints on elaboration in memory.* Southern Society for Philosophy and Psychology, New Orleans, LA.

Gavisk, D. C., & Schwanenflugel, P. J. (March, 1998). *Influence of partial word* *meaning on letter recognition*. Southeastern Psychological Association meeting, Mobile, AL.

Schutz, P. A., Davis, H. A., Schwanenflugel, P.J., & Axelrod, J. (March, 1998). *Personal theories of emotion and emotion regulation during test-taking*. American Educational Research Association meeting, San Diego, CA.

Schwanenflugel, P. J., Martin, M., & Takahashi, T. (November, 1997). *A cross-cultural study of theory of mind and cognitive verbs*. Psychonomic Society, Philadelphia, PA.

Fabricius, W., Schick, K., Prost, J., & Schwanenflugel, P. (April, 1997). *We don't see* *eye-to-eye: Development of a constructivist theory of mind in middle* *childhood*. Society for Research in Child Development, Washington, DC.

Schwanenflugel, P. J., & Henderson, R. (April, 1997). *Developing organization of* *cognitive verbs and theory of mind: Evidence from extensions*. Society for Research in Child Development, Washington, DC.

Schwanenflugel, P. J. (February, 1997). *The organization of verbs of knowing:* *Evidence for cultural commonalty and variation in Theory of Mind.* Invited presentation, Emory University Psychology Department, Atlanta, GA.

Schwanenflugel, P. J. (May, 1996). *The role of concreteness in lexical processing and* *the development of a reading vocabulary*. Invited presentation, Conference on the Structure and Representation of Linguistic Knowledge, University of Toledo, Toledo, OH.

Schwanenflugel, P. J., Stahl, S., McFalls, E. L., Duncan, A., Kuhn, M., & Gavisk, D. (April, 1996). *Partial word meaning and the growth of vocabulary knowledge*. American Educational Research Association, New York.

Griffin-Carlson, M., & Schwanenflugel, P. J. (March, 1996). *Adolescent abortion: Family interactions and the perceived quality of parental involvement*. Southeastern Psychological Association meeting, Norfolk, VA.

Noyes, C. R., Bartini, M., & Schwanenflugel, P. J. (March, 1996). *Developing organization of mental verbs in the cognitive and affective domains.*  Conference on Human Development, Birmingham, AL.

Schwanenflugel, P. J., Duncan, A., McFalls, E. L., & Stahl, S. A. (November, 1995). *Levels of word meaning and the word superiority effect*. Psychonomic Society Meeting, Los Angeles, CA.

Clark, M.D., Schwanenflugel, P. J., Everhart, V.S., & Bartini, M. (July, 1995). *A deaf folk theory of mind: The organization of verbs of knowing.* 18th International Congress on Education of the Deaf, Tel-Aviv, Israel.

Schwanenflugel, P. J. (May, 1995). *Developmental aspects of theories of mind.*  Volkswagen Foundation Postgraduate Program in Cognitive Development, University of Mainz, Germany.

Fabricius, W. V., Schwanenflugel, P. J., & Schick, K. (April, 1995). *Conceptual change and theory of mind: Development of the concept of memory from kindergarten to adulthood.* Society for Research in Child Development meeting, Indianapolis, IN.

Schwanenflugel, P. J. (October, 1994). *The organization of mental verbs and the development of a folk theory of knowing.* Interdisciplinary Cognitive Science faculty, Georgia Institute for Technology, Atlanta, GA.

Noyes, C. R., & Schwanenflugel, P. J. (April, 1994). *The processing of abstract and concrete words in high and low ability readers.* American Educational Research Association meeting, New Orleans, LA.

Schwanenflugel, P. J., Fabricius, W. F., & Noyes, C. R. (March, 1994). *The organization of mental verbs.* Southeastern Psychological Association meeting, New Orleans, LA.

McFalls, L., & Schwanenflugel, P. J. (March, 1994). *The impact of basal reader training on the acquisition of an abstract and concrete reading vocabulary.*  Southeastern Psychological Association meeting, New Orleans, LA.

Alexander, J. M., Carr, M., & Schwanenflugel, P. J.(Nov., 1993). *Metacognition in gifted children.* National Association for Gifted Children, Atlanta, GA.

Fabricius, W. F., Schwanenflugel, P. J., Alexander, J.M., & Noyes, C. R. (Nov., 1993). *Developmental changes in concepts of mental verbs of knowing.* Psychonomic Society, Washington, DC.

Alexander, J. M., Schwanenflugel, P. J., & Noyes, C. (March, 1993). *The role of multiple factors in strategy transfer.* Society for Research in Child Development, New Orleans, LA.

Schwanenflugel, P. J. (April, 1993). *Cultural differences in word meaning: A psychological perspective.* Invited address, American Educational Research Association meeting, Atlanta, GA.

Schwanenflugel, P. J., & Akin, C. E. (April, 1993). *Developmental trends in lexical decisions for abstract and concrete words* American Educational Research Association meeting, Atlanta, GA.

Schwanenflugel, P. J. (April, 1993). *The psychology of word meanings.* Invited presenter, American Educational Research Association meeting, Atlanta, GA.

Schwanenflugel, P. J. (January, 1993). *Developing an Understanding of Mental Concepts and the Relations between them.* Invited speaker, Psychology Department, Tulane University, New Orleans, LA.

Schwanenflugel, P. J. (December, 1992). *Developing a folk theory of cognition.*  Invited speaker, Psychology Department, Florida Atlantic University, Boca Raton, FL.

Martin, M., Schwanenflugel, P. J., & Ewert, O. (April, 1992). *Die Rolle von verbaler Fahigkeit bei der Verarbeitung komplexer verbaler Information (The role of verbal ability on the processing of complex verbal information).* Paper presented at the 34th Tagun experimentell arbeitender Psychologen, Osnabruk, Germany.

Fabricius, W. V., & Schwanenflugel, P. J. (March, 1992). *The older child's theory of mind: Conceptual organization of mental verbs.* Southwestern Psychological Society for Research in Human Development Meeting, Tempe, AZ.

Schwanenflugel, P. J., Fabricius, W. V., & Alexander, J. M. (March, 1992). *The organization of mental concepts in comprehension monitors and nonmonitors.*  Southeastern Psychological Association Meeting, Knoxville, TN.

Alexander, J. M., & Schwanenflugel, P. J. (March, 1992). *Gifted children's concepts of mental activities.* Southeastern Psychological Association Meeting, Knoxville, TN.

Schwanenflugel, P. J., & Fabricius, W. V. (January, 1992). *Developing theories of mind: Understanding categories and relations between mental activities.* Southeast Cognitive Science Conference, Atlanta, GA.

Schwanenflugel, P. J., Fabricius, W. V., Bigler, K., & Alexander, J. (November, 1991). *The conceptual organization of mental verbs.* Psychonomic Society, San Francisco, CA.

Schwanenflugel, P. J., Fabricius, W. V., & Alexander, J. P. (April, 1991). *Theories of mind: Concepts of mental activities* Society for Research in Child Development, Seattle, WA.

Schwanenflugel, P. J. (October, 1990). *Why are abstract words hard to understand?* *Concreteness effects in lexical processing*. Invited speaker, Institute of Cognitive Science Colloquium Series, University of Colorado, Boulder, CO.

Schwanenflugel, P. J. (May, 1990). *The influence of discourse-level information on the processing of upcoming words in sentences.* International Reading Association meeting, Atlanta, GA.

Lin, P.-J., Schwanenflugel, P. J., & Wisenbaker, J. M. (April, 1990). *Category typicality, cultural familiarity, and the development of category knowledge.*  American Educational Research Association meeting, Boston, MA.

Lin, P.-J., & Schwanenflugel, P. J. (March, 1990). *The acquisition of category knowledge in two cultures.* Conference on Human Development, Richmond, VA.

Schwartz, A. R., & Schwanenflugel, P. J. (March, 1990). *Differentiating between the memory descriptions of children and adults: The case of suggested memories.* Southeastern Psychological Association meeting, Atlanta, GA.

Schwanenflugel, P. J. (January, 1990). *The influence of paragraph information on the processing of upcoming words.* Annual Winter Text Conference, Jackson, WY.

Schwanenflugel, P. J. (November, 1988). *A context availability view of concreteness effects in verbal processing.* Invited speaker, Cognitive Sciences Seminar Series, Georgia Institute for Technology, Atlanta, GA.

Schwanenflugel, P. J., & Stowe, R. W. (November, 1988). *The influence of a sentence context on the processing of abstract and concrete words.* Psychonomic Society meeting, Chicago, IL.

Schwanenflugel, P. J. (February, 1988). *Why are abstract concepts hard to understand? A context availability view.* Invited speaker, Psychology Department Colloquium Series, Syracuse University, Syracuse, NY.

Schwanenflugel, P. J. (November, 1987). *Semantic relatedness and the processing of upcoming words in sentences.* Psychonomic Society Meeting, Seattle, WA.

Akin, C., & Schwanenflugel, P. J. (November, 1987). *The influence of a context availability and imagery orienting task on the recall of abstract and concrete words.* Georgia Educational Research Association meeting, Atlanta, GA.

Schwanenflugel, P. J. (October, 1987). *Context availability and the processing of abstract words.* Invited speaker, Linguistics Colloquium Series, University of North Carolina - Greensboro, NC.

Schwanenflugel, P. J. (April, 1987). *Processing abstract verbal concepts.* Invited speaker, Psychology Department Colloquium Series, University of South Florida, Tampa, FL.

Fabricius, W.V., Schwanenflugel, P. J., Kyllonen, P., Barclay, C., & Denton, S. M. (April, 1987). *Developing concepts of the mind: Child and adult representations of mental activity.* Society for Research in Child Development meeting, Baltimore, MD.

Schwanenflugel, P. J. (April, 1987). *Context availability and the comprehension of abstract and concrete words.* American Educational Research Association meeting, Washington, DC.

Bhote, N. & Schwanenflugel, P. J. (March, 1987). *The influence of paragraph information on the recognition of upcoming words in sentences.* Southeastern Psychological Association meeting, Atlanta, GA.

Akin, C. E., & Schwanenflugel, P. J. (March, 1987). *Context availability and the recall of abstract and concrete word lists.* Southeastern Psychological Association meeting, Atlanta, GA.

Schwanenflugel, P. J., & Rey, M. (March, 1986). *Interlingual semantic facilitation and the bilingual lexicon.* Southeastern Psychological Association meeting, Orlando, FL.

Schwanenflugel, P. J. (November, 1985). *Reading skill and the recognition of unexpected words.* Georgia Educational Research Association meeting, Atlanta, GA.

Schwanenflugel, P. J., & Rey, M. (July, 1985). *The relationship between typicality and familiarity: Evidence from Spanish-speaking monolinguals.* XX Inter-American Congress of Psychology, Caracas, Venezuela.

Schwanenflugel, P. J., Guth, M. E., & Bjorklund, D. F. (April, 1985). *The development and use of concept attribute importance.* Society for Research in Child Development meeting, Toronto, Canada.

Schwanenflugel, P. J. (January, 1985). *Why are abstract concepts hard to understand?*  Invited speaker, Emory University Cognitive Research Seminar Series, Atlanta, GA.

Schwanenflugel, P. J., Guth, M. E., & Bjorklund, D. F., Willenborg, M. F., & Boardman, J. L. (March, 1984). *A developmental trend in the understanding of concept attribute importance.* Southeastern Conference on Human Development, Athens, GA.

Schwanenflugel, P. J. (November, 1983). *Effects of sentence constraint and cue validity on lexical decisions.* Psychonomic Society, San Diego, CA.

Schwanenflugel, P. J., & Shoben, E. J. (May, 1982). *The comprehension of abstract and concrete verbal materials.* Midwestern Psychological Association meeting, Minneapolis, MN.

***Professional Organization Service:***

Georgia Department of Education, Member, State of Georgia Literacy Team, 2010

Literacy Research Association

Session Discussant, Literacy Research Association meeting, Dallas, TX (2013)

Member, Publications Committee (2010-13)

Member, Awards Committee (2011-13)

International Reading Association,

Member, Issues in Literacy Assessment Committee (2003-2005)

National Reading Research Center, Executive Committee (1992-1994)

Southern Workers in Memory, President, 1991-1992

Southeastern Psychological Association, Visiting Scholar, 1992-1993

American Educational Research Association

Associate Program Committee Chair, Division C, 1993-1994

Silvia Scribner Awards Committee, 1995-1997

***Professional Organization Memberships (Current):***

Literacy Research Association

Society for the Scientific Studies of Reading

International Reading Association

***Professional Consulting (past 10 years)***

*University of Wyoming Literacy Research Center and Clinic* Advisory Board, 2015-2019

*Children’s Television Workshop, Sesame Street* Advisory Board, 2012-2015

*Oral and Silent Reading Fluency grant, IES*; Consultant, Florida State University (Dr. Young-Suk Kim, 2012)

*Teacher Quality Grant*, University of Georgia, Evaluator, (Dr. Nancy Knapp, 2011- 2013)

*Boulder Language Technologies,* Consultant, Boulder, CO (Dr. Ron Cole, 2011-2012)

*Text Project,* Inc. Consultant and Editorial Board, (Dr. Elfrieda Hiebert, 2011)

*Project Listen,* Dr. Jack Mostow, Consultant, Carnegie-Mellon University, 2007-2010

*Georgia Reading First,* Consultant, Round 2 District and School Grant Reviews, November 2005 -2006

*VALE,* a program to improve the vocabulary and language skills of bilingual kindergarten children, Consultant, Arizona State University, October 2005-2006

*SERVE,* Southeastern Educational Regional Lab, Program Developer, program for improving vocabulary in kindergarten children (2005-2009)

*Southwestern Educational Regional Lab,* reading fluency proposal consultant (2006).

*City Colleges of Chicago, Child Development Initiative*, Consultant, Professional development on classroom practices for fostering emergent literacy and formative classroom observations for 3- to 5-year old prekindergarten and Head Start classrooms, September and November (2005)

***Professionally-relevant Community and State Service (not directly connected with research) for past 10 years***

Professional Development on Reading Fluency, 2014; Reading Comprehension, 2015, *Fowler Drive Elementary*

Tutor, *Fowler Drive Elementary*, 2013

Co-director, PAL Program, After-school Reading Enrichment Program, *Fowler Drive Elementary and Chase Street Elementary*, 2014-2017

Member, *State Literacy Team,* Georgia Department of Education, 2010

Program Evaluator, *Ferst Foundation* book program for children 0-5, Northeast Georgia United Way Success by Six, 2006-2009

Board Member, *Nancy Travis Hope for Babies, Care for Kids Program*, childcare vouchers to homeless families, 2005-2009

Instructor, *Parenting for Early Literacy* program, Classic City High School Teen Parent program, Athens-Clarke County, GA 2007-2009

Reading tutoring program organizer, *D.C. Barrow Elementary School,* 1998-2011

Childcare Committee member, *Athens-Clarke Poverty Initiative,* 2006 - 2007

Judge, *State of Georgia Science & Engineering Fair*, 1995-2009, 2012, 2015, 2016, 2018; *Regional Science Fair,* 2007; *School* *Science Fair*, St. Joseph’s School, 2002; Barrow Elementary, 2006-2009; Clarke County, 2016.

***Journal Editorial Boards***

*Language Arts (2015-2018)*

*Reading Research Quarterly (*2004-2007, 2010-2019)

*Journal of Educational Psychology* (2011-2013)

*Journal of Literacy Research* (2006-2013)

*School Psychology Quarterly* (2008-2013)

*Journal of Memory and Language* (1991- 2001)

*Journal of Experimental Psychology: Learning, Memory, & Cognition* (1991- 2001)

*American Educational Research Journal* (1995-1998)

***Occasional Reviews (last five years)***

***Journals:***

*Early Childhood Research Quarterly (2015)*

*Journal of Educational Research (2015)*

*Frontiers in Psychology (2016)*

*Journal of Experimental Child Psychology (2013, 2016, 2017)*

*Learning & Instruction (2016, 2017)*

*Journal of Research in Reading (2015, 2016, 2017)*

*Review of Education Research (2016)*

*Scientific Studies of Reading (2013, 2015)*

*Journal of Speech, Language, and Hearing Research (2013, 2014, 2015)*

*Elementary School Journal (2015, 2016)*

*Annals of Dyslexia (2015);*

*Reading Research Quarterly (2013, 2014, 2015, 2016, 2018)*

*British Journal of Developmental Psychology (2015)*

*Educational Psychologist (2014)*

*Language, Speech, and Hearing Services in the Schools (2013, 2014)*

*British Journal of Educational Psychology (2013, 2017)*

*Reading & Writing (2013, 2014, 2016, 2017)*

*Language and Speech (2016)*

*Child Development (2016, 2018)*

***Funding Agencies:***

Nuffield Foundation (2015),

Social Sciences and Humanities Research Council of Canada (2015),

***Conference Abstracts***:

National Youth-at-Risk Conference (2013, 2015, 2016),

Literacy Research Association (2015, 2016),

International Literacy (Reading) Association (2013, 2017)

***Departmental and University Service*** *(****past ten years)***

***University Committees***

Representative, *University Council, 2017-2019*

Member, *Graduate Program in Linguistics,* 1986-current

Member, *Cognitive Science Executive Committee,* Artificial Intelligence Center, 2003-2018

Member, *University Promotion & Tenure Review Committee*, 2008-2010

Member, *Institutional Review Board*, 2006-2011

***College of Education Committees***

Member, *Search Committee for Torrance Chair and Director of the Torrance Center,* 2015-2017

Member, *College of Education Awards Committee,* 2014-2016

Representative, *College of Education* *Faculty Senate,* 2013-2016

Member, *College of Education Faculty Senate Strategic Planning Committee*, 2015-2016

Chair, *College of Education* *Tenure & Promotions Committee,* 2004-2005; member

2002-2004; 2013-2014

Panel member, *College of Education Promotion and Tenure Workshop Panel,* 2013

Reviewer, *Improving Teacher Quality State Grants –Title II*, Part A of the No Child Left Behind Act, 2012

Member, *Professional Development School committee,* 2011-2013

Member, *Faculty Senate Committee on* *Program Coordinator Compensation*, 2011-

2012

Member, *Institute for Interdisciplinary Research in Education and Human Development,* 2010-2012

Member, *Research Implementation Team*, 2010

Member, *Special Education Search Committee*, 2010

Member, *Costa Rica International Program Committee*, 2008-2009

Member, *Education Research Laboratory,* Research Scientist Search Committee, 2006

Member, *Research Advisory Council,* 2003-2009

Member, *Advisory Committee of Office of Research Development and Outreach*, 2007-2009

***Departmental Committees***

Member, *Faculty Mentoring Committee*, 1998-2009, 2011-2013 (Grantham),

2014-2018 (Hines), 2015-2018 (Ferster), 2018 (Fiorella)

Chair, *Post-Tenure Review Committee,* 2014; member, 2004-2005, 2008-2010, 2012-2017

Coordinator, *M.Ed. Online Program in Educational Psychology Applied Cognition and Development Emphasis Area,* 2014-2018

Member, *Third-year Pre-tenure Review Committee for Dr. Ashley Johnson*, 2017

Member, *Departmental Peer Evaluation of Teaching Procedures Committee,* 2015

Member, *Third-year Pre-tenure Review Procedures Committee*, 2015

Chair, *Promotion & Tenure Departmental Guidelines Committee,* 2015

Member, *Applied Cognition and Development Search Committee*, 2014, 2017, 2018

Chair, *M.Ed.* *Online Program Development Committee*, 2012-2014;

Member, *Owen Scott Scholarship* Committee, 2013, 2015

Chair, *Faculty Evaluation Committee*, 2008-2009; member, 2006, 2008-2011, 2013; 2016; team leader 2012

Chair, *Departmental Space Committee,* 1998-2000, 2012

Member, *Ad hoc Departmental Structure Committee*, 2010

Coordinator, *Applied Cognition and Development Program*, 2005-2008, 2010

Member, *Departmental Website Review* Committee, 2010

Member, *Work-Life Balance Panel,* 2010

Member, *Graduate Student Research Conference*, 2007-2008

*COE Research Conference Student Competition*, abstract referee, 2018

Member, *Torrance Gifted & Talented Professorship* Search Committee, 2006-2007; 2015-2017

Member, *Departmental Awards Committee,* 2005- 2009

***Student Masters/Dissertations/Honors Thesis Committees (non-advisees, past 5 years)***

Quincy Brewington (ongoing), Educational Psychology, PhD

Douglas Merchant (ongoing), Linguistics, PhD

Erin M. Horan (2017), Educational Psychology, PhD

Brittany Whipple (2015), Educational Psychology, PhD

Caitlin Cassidy (2015), Artificial Intelligence, MS

Lu Wang (2014), Educational Psychology, PhD

Sara Woodruff (2013), Educational Psychology, PhD

Beryl Bray (2013), Educational Psychology, PhD

Liz Speelman (2013), Educational Psychology, PhD

Alison Wachter (2012), Linguistics, MA

Shayi Zhang (2012), Artificial Intelligence, MS