

HUGH WILLIAM CATTS

Address

School of Communication Science and Disorders
Florida State University
201 West Bloxham St.
Tallahassee, FL
Telephone: (850) 645-6566
hcatts@fsu.edu

Education

Ph.D.	1979	University of Florida	Speech
M.A.	1977	University of Florida	Speech
B.A.	1975	University of Florida	Psychology

Fellowship and Honors

Postdoctoral Fellowship, Johns Hopkins University School of Medicine
Department of Pediatrics 1979-1980
John Diekhoff Award for Distinguished Graduate Teaching
Case Western Reserve University 1987
Gordon Alley Partnership Award, KU Center for Research on Learning 1998
Don Johnston Literacy Lectureship Award for Career Contributions 2000
Editor's Award, *Language, Speech, and Hearing Services in Schools*, 2001
Recognition of Teaching Excellence, CTE, University of Kansas, 2003
Fellow, American Speech-Language-Hearing Association, 2003
Editor's Award, *Journal of Speech-Language-Hearing Research*, 2005
Samuel T. Orton Award, International Dyslexia Association highest honor, 2008
Leading Light Award for external funding, University of Kansas, 2012
Honors of the Association, American Speech-Language-Hearing Association, 2014
Outstanding Alumnus, University of Florida, Dept. of Speech, Language, and Hearing, 2014
Alumnus of the Year, U. of Florida, College of Public Health and Health Professions 2016

Academic Appointments

Professor and Director, Florida State University, 2013-present
Professor and Chair, University of Kansas 2004-2013
Department of Speech-Language-Hearing: Sciences and Disorders
(Assistant Professor 1987-89, Associate Professor 1989-1999, Professor, 1999- 2013)
Child Language Program 1987-2013
Assistant Professor, Case Western Reserve University 1980-1987
Department of Communication Sciences
(Acting Chairperson 1983-85)
Visiting Professor, Massey University, Spring 1995
Department of Education, Palmerston North, New Zealand
Erskine Fellowship, University of Canterbury, Spring 2004
Department of Communication Disorders, Christchurch, New Zealand

Clinical Certification

Certificate of Clinical Competence – Speech-Language Pathology
American Speech-Language-Hearing Association 1991-

Professional Organizations

American Speech-Language-Hearing Association 1977-
International Dyslexia Association 1985-
Kansas Speech-Language-Hearing Association 1988-2013
Society for the Scientific Study of Reading 1995-

Publications

Articles in Refereed Journals

- Catts, H.**, & Jensen, P. (1983). Speech timing of phonologically disordered children: Voicing contrast of initial and final stop consonants. *Journal of Speech and Hearing Research*, 26, 501-510.
- Kamhi, A., **Catts, H.**, Koenig, L., & Lewis, B. (1984). Hypothesis-testing and nonlinguistic symbolic abilities in language-impaired children. *Journal of Speech and Hearing Disorders*, 49, 169-176.
- Catts, H.**, & Kamhi, A. (1984). Simplification of /s/ + stop consonant clusters: A developmental perspective. *Journal of Speech and Hearing Research*, 27, 556-561.
- Kamhi, A., **Catts, H.**, & Davis, M. (1984). The management of sentence production demands. *Journal of Speech and Hearing Research*, 27, 329-338.
- Stark, R., Bernstein, L., Condino, R., Bender, M., Tallal, P., & **Catts, H.** (1984). Four-year follow-up study of language-impaired children. *Annals of Dyslexia*, 34, 47-68.
- Catts, H.** (1986). Speech production/phonological deficits in reading-disordered children. *Journal of Learning Disabilities*, 19, 504-508.
- Catts, H.**, & Kamhi, A. (1986). The linguistic basis of reading disorders: Implications for the speech-language pathologist. *Language, Speech, and Hearing Services in Schools*, 17, 329-342.
- Kamhi, A. & **Catts, H.** (1986). Toward an understanding of developmental language and reading disorders. *Journal of Speech and Hearing Disorders*, 51, 337-347.
- Kamhi, A. & **Catts, H.** (1986). Reading disabilities and the speech-language pathologist. Invited paper for *NSSLHA Journal*, 14, 101-118.
- Catts, H.** & Kamhi, A. (1987). Intervention for reading disabilities. *Journal of Childhood Communication Disorders*, 11, 67-79.
- Kamhi, A., **Catts, H.**, Mauer, D., Apel, K., & Gentry, B. (1988) Phonological and spatial processing abilities in language- and reading-impaired children. *Journal of Speech and Hearing Disorders*, 53, 316-327.
- Catts, H.** (1989). Speech production deficits in developmental dyslexia. *Journal of Speech and Hearing Disorders*, 54, 422-428.

Articles in Refereed Journals (continued)

- Catts, H.** (1989). Defining dyslexia as a developmental language disorder. *Annals of Dyslexia*, 39, 50-64.
- Kamhi, A., **Catts, H.**, & Mauer, D. (1990) Explaining speech production deficits in poor readers. *Journal of Learning Disabilities*, 23, 632-636.
- Catts, H.** (1991). Facilitating phonological awareness: Role of the speech-language pathologist. *Language, Speech, and Hearing Services in Schools*, 22, 196-203.
- Catts, H.** (1991). Early identification of reading disabilities. *Topics in Language Disorders*, 12, 1-16.
- Catts, H.** (1991). Early identification of dyslexia: Evidence from a follow-up study of speech-language impaired children. *Annals of Dyslexia*, 41, 163-177.
- Catts, H.** (1993). The relationship between speech-language impairments and reading disabilities. *Journal of Speech and Hearing Research*, 36, 948-958.
- Hu, C. & **Catts, H.** (1993). Phonological recoding as a universal process? Evidence from beginning readers of Chinese. *Reading and Writing: An Interdisciplinary Journal*, 5, 325-337.
- Swank, L. & **Catts, H.** (1994) Phonological awareness and first grade reading. *Language, Speech, and Hearing Services in Schools*, 25, 9-14.
- Catts, H.** (1995). Early language impairments and developmental dyslexia. *Dyslexia: An International Journal of Research and Practice*, 1, 51-53.
- Catts, H.** (1996). Defining dyslexia as a developmental language disorder: An expanded view. *Topics in Language Disorders*, 16, 14-29.
- Catts, H.** (1997). Early identification of language-based reading disabilities. *Language, Speech, and Hearing Services in Schools*, 28, 86-89.
- Hu, C. & **Catts, H.** (1998). The role of phonological processing in early reading ability: What we can learn from Chinese. *Scientific Studies of Reading*, 2, 55-80.
- Catts, H.**, Fey, M., Zhang, X., & Tomblin, J.B. (1999). Language basis of reading and reading disabilities: Evidence from a longitudinal study. *Scientific Studies of Reading*, 3, 331-361.
- Larrivee, L. & **Catts, H.** (1999). Early reading achievement in children with expressive phonological disorders. *American Journal of Speech-Language Pathology*, 8, 118-128.
- Catts, H.**, Fey, M.E., & Proctor-Williams, K. (2000). The relationship between language and reading: Preliminary results from a longitudinal investigation. *Logopedics, Phoniatrics, Vocology*, 25, 38-50.
- Tomblin, J.B., Zhang, X., Buckwalter, P., & **Catts, H.** (2000). The association of reading disability, behavioral disorders, and specific language impairment in second grade children. *Journal of Child Psychology and Psychiatry*, 41, 473-482.
- Catts, H.**, Fey, M.E., Zhang, X., & Tomblin, J.B. (2001). Estimating risk for future reading difficulties in kindergarten children: A research-based model and its clinical implications. *Language, Speech, and Hearing Services in Schools*, 32, 38-50. (Editor's Award)
- McCardle, P., Scarborough, H., & **Catts, H.** (2001). Predicting, explaining, and preventing children's reading disabilities. *Learning Disabilities Research and Practice*, 16, 230-239.
- Kamhi, A., Allen, M. & **Catts, H.** (2001). The role of the SLP in improving decoding skills. *Seminars in Speech and Language*.
- Catts, H.**, Gillispie, M., Leonard, L., Kail, R., & Miller, C. (2002). The role of speed of processing, rapid naming, and phonological awareness in reading achievement. *Journal of Learning Disabilities*, 35, 509-524.

Articles in Refereed Journals (continued)

- Catts, H.**, Fey, M.E., Tomblin, J.B., & Zhang, Z. (2002). A longitudinal investigation of reading outcomes in children with language impairments. *Journal of Speech, Language, and Hearing Research, 45*, 1142-1157.
- Catts, H.**, Hogan, T.P., & Fey, M. (2003). Subgrouping poor readers on the basis of reading-related abilities. *Journal of Learning Disabilities, 36*, 151-164.
- Catts, H.** & Hogan, T. (2003). Language basis of reading disabilities and implications for early identification and remediation. *Reading Psychology, 24*, 223-246.
- Fey, M.E., **Catts, H.**, Proctor-Williams, K., Tomblin, J.B., & Zhang, X. (2004). Oral and written story composition skills of children with language impairment: A longitudinal investigation. *Journal of Speech-Language-Hearing Research, 47*, 1301-1318.
- Hogan, T.P., **Catts, H.**, & Little, T. (2005). The relationship between phonological awareness and reading: Implications for the assessment of phonological awareness. *Language, Speech, and Hearing Services in the Schools, 36*, 285-293.
- Catts, H.**, Adlof, S., Hogan, T., Ellis Weismer, S. (2005). Are specific language impairment and dyslexia distinct disorders? *Journal of Speech-Language-Hearing Research, 48*, 1378-1396. (Editor's Award)
- Catts, H.**, Adlof, S., & Ellis Weismer, S. (2006). Language deficits in poor comprehenders: A case for the Simple View of Reading. *Journal of Speech-Language-Hearing Research, 49*, 278-293.
- Deshler, D., Hock, M., & **Catts, H.** (2006). Enhancing outcomes for struggling adolescent readers. *Perspectives, 32*, 21-25.
- Finstack, L.H., Fey, M.E., & **Catts, H.** (2006). Pronominal reference skills of second and fourth grader children with language impairment. *Journal of Communication Disorders, 39*, 232-248.
- Adlof, S., **Catts, H.** & Little, T. (2006). Should the simple view of reading include a fluency component? *Reading and Writing: An Interdisciplinary Journal, 19*, 933-958.
- Durham, R.E., Farkas, G., Hammer, C.S., Tomblin, J.B., & **Catts, H.W.** (2007). Kindergarten oral language skill. A key variable in the intergenerational transmission of socioeconomic status. *Research in Social Stratification and Mobility, 25*, 294-305.
- Puranik, C., Petscher, Y., Al Otabia, S. & **Catts, H.** (2008). Development of reading fluency in children with speech and language impairments: A growth curve analysis. *Journal of Learning Disabilities, 41*, 545-560.
- Catts, H.W.**, Bridges, M., Little, T. & Tomblin, J.B. (2008). Reading achievement growth in children with language impairments. *Journal of Speech, Language, and Hearing Research, 51*, 1569-1579.
- Catts, H.W.**, Petscher, Y., Schatschneider, C., & Bridges, M. (2009). Floor effects in universal screening and their impact on the early identification of reading disabilities. *Journal of Learning Disabilities, 42*, 163-176.
- Hock, M., Brasseur, I.F., Deshler, D.D., **Catts, H.W.**, Marquis, J.G. Mark, C.A., & Stribling, J.W. (2009). What is the reading component skill profile of adolescent struggling readers in urban schools? *Learning Disabilities Quarterly, 32*, 21-38.
- Catts, H.W.** (2009). The narrow view of reading promotes a broad view of comprehension. *Language, Speech, and Hearing Services in Schools, 40*, 178-183.

Johnson, E., Jenkins, J., Petscher, Y., & **Catts, H.** (2009). How can we improve the accuracy of screening instruments. *Learning Disabilities Research and Practice, 24*, 174-85.

Articles in Refereed Journals (continued)

- Barth, A., **Catts, H.W.**, & Anthony, J. (2009). The component skills underlying reading fluency in adolescent readers: A latent variable analysis. *Reading and Writing: An Interdisciplinary Journal, 22*, 567-590.
- Adlof, S. A., **Catts, H.W.**, Lee, J. (2010). Kindergarten predictors of second vs. eight grade reading comprehension impairments. *Journal of Learning Disabilities, 43*, 332-345.
- Bridges, M., & **Catts, H.W.** (2011). The use of dynamic assessment of phonological awareness for the early identification of reading disabilities in kindergarten children. *Journal of Learning Disabilities, 44*, 330-338.
- Hogan, T.P., Bowles, R., **Catts, H.W.**, & Storkel, H.L. (2011). The influence of neighborhood density and word frequency on phoneme awareness in 2nd and 4th grades. *Journal of Communication Disorders, 44*, 49-58.
- Catts, H.W.**, Compton, D., Tomblin, J.B., & Bridges, M. (2012). Prevalence and nature of late-emerging reading disabilities. *Journal of Educational Psychology, 104*, 166-181.
- McCarthy, J.H., Hogan, T.P., & **Catts, H.W.** (2012). Is weak oral language associated with poor spelling in school-age children with specific language impairment, dyslexia, or both? *Clinical Linguistics and Phonetics, 29*, 791-805.
- Catts, H.W.**, Nielsen, D., Bridges, M., Bontempo, D., & Liu, Y. (2015). Early identification of reading disabilities within an RTI framework. *Journal of Learning Disabilities, 48*, 281-297.
- Duff, D., Tomblin, J.B., & **Catts, H.W.** (2015). The influence of reading on vocabulary growth: A case for A Matthew Effect. *Journal of Speech, Language, and Hearing Research, 58*.
- Catts, H.W.**, Herrera, S., Nielsen, D., & Bridges, M. (2015). Early prediction of reading comprehension within a simple view framework. *Reading and Writing: An Interdisciplinary Journal, 28*, 1407-1425.
- Adlof, S.A. & **Catts, H.W.** (2015). Morphosyntax in poor comprehenders. *Reading and Writing: An Interdisciplinary Journal, 28*, 1051-1070.
- Catts, H.W.**, Nielsen, D., Bridges, M., & Liu, Y. (2016). Early identification of reading comprehension difficulties. *Journal of Learning Disabilities, 49*, 451-465.
- Catts, H.W.**, McIlraith, A., Bridges, M., & Nielsen, D. (2017). Viewing a phonological deficit within a multifactorial model of dyslexia. *Reading and Writing: An Interdisciplinary Journal, 30*, 613-629.
- Catts, H.W.** & Kamhi, A.G. (2017). Prologue: Reading Comprehension is not a single ability. *Language, Speech, and Hearing Services in the Schools, 1-4*.
- Kamhi, A.G. & **Catts, H.W.** (2017). Epilogue: Reading comprehension is not a single ability: Implications for Assessment and Intervention. *Language, Speech, and Hearing Services in the Schools*.
- Catts, H.W.** (2018). The Simple View of Reading: Advancements and false impressions. *Remedial and Special Education, 39*, 317-323.
- Stanley, C., Petscher, Y., & **Catts, H.** (2018). Longitudinal investigation of links between reading skills in kindergarten and reading comprehension in tenth grade. *Reading and Writing: An Interdisciplinary Journal, 31*, 133-153.
- Petscher, Y. Solari, E. & **Catts, H.** (2019). Conditional longitudinal relations of elementary skills

To high school reading comprehension. *Journal of Learning Disabilities*, 52, 324-336.
 Alfonzo, C., McIlrath, A., **Catts, H.**, & Hogan, T. (2020). Predicting dyslexia in children with developmental language disorder. *Journal of Speech, Language, and Hearing Research*.
 Published on-line.

Articles in Referred Journals with Corporate Authorship*

* Member of author and/or research team responsible for this work presented under the authorship of Language and Reading Research Consortium (LARRC)

Language and Reading Research Consortium, Pratt, A. & Logan, J. (2014). Improving language focused comprehension instruction in primary-grade classrooms: Impacts of the let's know! experimental curriculum. *Educational Psychology Review*, 26, 357-377. doi: 10.1007/s10648-014-9275-1

Language and Reading Research Consortium. (2015). Learning to read: should we keep things simple? *Reading Research Quarterly*, 50, 151-169.

Language and Reading Research Consortium. (2015). The dimensionality of Spanish in young Spanish-English dual-language learners. *Journal of Speech, Language, and Hearing Research*, 58: 754-66. doi:10.1044/2015_JSLHR-L-13-0266

Language and Reading Research Consortium. (2015). The dimensionality of language ability in young children. *Child Development*, 86: 1948-1965. doi: 10.1111/cdev.12450

Language and Reading Research Consortium, Johanson, M., & Arthur, A. (2016). Improving the language skills of Pre-Kindergarten students: Preliminary impacts of the Let's Know! experimental curriculum. *Child and Youth Care Forum*, 45, 367-392. doi: 10.1007/s10566-015-9332-z

Language and Reading Research Consortium, Farquharson, K., & Murphy, K.A. (2016) Ten Steps to Conducting a Large, Multi-Site, Longitudinal Investigation of Language and Reading in Young Children. *Frontiers in Developmental Psychology*, 7, 1-16. doi: 10.3389/fpsyg.2016.00419

Alonzo, C., Yeomans-Maldonado, G. Murphy, K., Bevens B., & Language and Reading Research Consortium (2016). Predicting second grade listening comprehension using preschool measures. *Topics in Language Disorders*, 36, 312-333.

Language and Reading Research Consortium. (2016). Use of the curriculum research framework (CRF) for developing a reading-comprehension curricular supplement for the primary grades. *Elementary School Journal*, 116, 459-486.

Language and Reading Research Consortium, Arthur, A., & Davis, D. L. (2016). A pilot study of the impact of double-dose robust vocabulary instruction on children's vocabulary growth. *Journal of Research on Educational Effectiveness*, 9, 173-200.

Murphy, K. A., Language and Reading Research Consortium, & Farquharson, K. (2016). Investigating profiles of lexical quality in preschool and their contribution to first grade reading. *Reading and Writing: An Interdisciplinary Journal*, 29, 1745-1770.

Language and Reading Research Consortium & Logan, J. (2017). Pressure points in reading comprehension: A quantile multiple regression analysis. *Journal of Educational Psychology*, 109, 451-464

Language and Reading Research Consortium (2017). Oral language and listening

- comprehension: Same or different constructs. *Journal of Speech, Language, and Hearing Research*, 60, 1273-1284.
- Language and Reading Research Consortium, Jiang, H., & Davis, D. (2017). Let's Know! proximal impacts on prekindergarten through grade 3 students' comprehension-related skills. *The Elementary School Journal*, 118, 177-206.
- Language and Reading Research Consortium, Jiang, H., Logan, J., & Jia, R. (2018). Modeling the nature of grammar and vocabulary trajectories from prekindergarten to third grade. *Journal of Speech, Language, and Hearing Research*, 61, 910-923.
- Language and Reading Research Consortium & Muijselaar, M. M. L. (2018). The dimensionality of inference making: Are local and global inferences distinguishable? *Scientific Studies of Reading*, 22, 117-136.
- McIlraith, A. & Language and Reading Research Consortium (2018). Predicting word reading ability. A quantile regression study. *Journal of Research in Reading*, 41, 79-96.
- Language and Reading Research Consortium & Chiu, Y. D. (2018). The Simple View of Reading across development: the prediction of grade 3 reading comprehension by prekindergarten skills. *Remedial and Special Education*. 39, 289-303.
- Language and Reading Research Consortium, Farquharson, K., & Jiang, H. (2018). Are memory and attention equally important for reading and listening comprehension? A developmental comparison. *Reading and Writing: An Interdisciplinary Journal*, 31, 1449-1477.
- Language and Reading Research Consortium (LARRC), Yeomans-Maldonado, G., Bengochea, A., & Mesa, C. (2018). The dimensionality of oral language in kindergarten Spanish-English dual-language learners. *Journal of Speech, Language, and Hearing Research*, 61, 2779-2795.
- Language and Reading Research Consortium, Currie, N. K., & Muijselaar, M. M. L. (2019). Inference making in young children: the concurrent and longitudinal contributions of verbal working memory and vocabulary. *Journal of Educational Psychology*. 111(8), 1416–1431.
- Language and Reading Research Consortium, Mesa, C., & Yeomans-Maldonado, G. (2019). The role of prek Spanish in predicting first grade English word reading among dual language learners. *Journal of Speech, Language and Hearing Research*, 62, 1755-1774.
- Language and Reading Research Consortium, Currie, N. K., & Muijselaar, M. M. L. (2019). Inference making in young children: The concurrent and longitudinal contributions of verbal working memory and vocabulary. *Journal of Educational Psychology*, 111(8), 1416–1431.
- Language and Reading Research Consortium, Hui, J., & Logan, J. (in press). Improving reading comprehension in the primary grades: Mediated effects of language-focused classroom intervention. *Journal of Speech, Language, and Hearing Research*.

Books

- Kamhi, A. & Catts, H. (1989). (Eds.) *Reading disabilities: A developmental language perspective*. Boston: Allyn & Bacon.
- Catts, H. & Kamhi, A. (1999) (Eds.). *Language and reading disabilities*. Needham Hts., MA: Allyn & Bacon.
- Catts, H. & Kamhi, A. (2005, 2nd edition) (Eds.). *Language and reading disabilities*. Needham Hts., MA: Allyn & Bacon.
- Catts, H. & Kamhi, A. (2005) (Eds.). *The connections between language and reading disabilities*. Mahwah, NJ: Erlbaum.
- Kamhi, A. & Catts, H. (2012, 3rd Edition). (Eds.) *Language and reading disabilities*. Needham

Hts., MA: Pearson.

Book Chapters

- Catts, H.** (1989). Phonological processing deficits and reading disabilities. In A. Kamhi & H. Catts (Eds.) *Reading disabilities: A developmental language perspective*. Boston: Allyn & Bacon.
- Kamhi, A. & **Catts, H.** (1989). Language and reading: Convergences, divergences, and development. In A. Kamhi & H. Catts (Eds.) *Reading disabilities: A developmental language perspective*. Boston: Allyn & Bacon.
- Kamhi, A. & **Catts, H.** (1989). Reading disabilities: Terminology, definitions, and subtyping issues. In A. Kamhi & H. Catts (Eds.) *Reading disabilities: A developmental language perspective*. Boston: Allyn & Bacon.
- Catts, H.** (1993). The relationship between speech-language impairments and reading disabilities. In H. Grimm & H. Showronek (Eds.). *Language acquisition problems and reading disorders: Aspects of diagnosis and interaction*. New York: Gruyter.
- Catts, H.**, Hu, C., Larrivee, L. & Swank, L. (1994). The early identification of reading disabilities in speech-language impaired children. In R. Watkins & M. Rice (Eds.). *Specific Language Impairments in Children*. Baltimore: Paul Brooks Publications.
- Fey, M., **Catts, H.**, & Larrivee, L. (1995). Preparing preschool children with language impairments for the transitions to school. In M. Fey, J. Windsor, & S. Warren (Eds.). *Language Intervention: Preschool and the Elementary Years*. Baltimore, MD: Paul Brooks Publications.
- Catts, H.**, Wilcox, K., Wood-Jackson, C., Larrivee, L., & Scott, V. (1996). Toward an understanding of phonological awareness. In C.K. Leong & R.M. Joshi (Eds.). *Cross-language studies of learning to read and spell: Phonologic and orthographic processing*, Kluwer Academic Publishers.
- Wilcox, K. Morris, S., Speaker, K., & **Catts, H.** (1996). The effect of syllable shape on articulatory rate and stability. In T. Powel (Ed.). *Pathologies of Speech and Language: Contributions of Clinical Phonetics & Linguistics*. New Orleans, LA: International Clinical Phonetics and Linguistics Association.
- Sturomski, N., Lentz, K., Scanlon, D., & **Catts, H.** (1998). The national adult literacy and learning disabilities center: Teaching adults with learning disabilities. In S. Vogel & S. Reder (Eds.). *Learning disabilities, literacy, and adult education*. Baltimore: Brooks.
- Catts, H.** & Kamhi, A. (1999, 2005). Defining reading disabilities. In H. Catts & A. Kamhi (Eds.) *Language and reading disabilities*. Needham Hts., MA: Allyn & Bacon
- Catts, H.** & Kamhi, A. (1999, 2005). Classifying reading disabilities. In H. Catts & A. Kamhi (Eds.) *Language and reading disabilities*. Needham Hts., MA: Allyn & Bacon.
- Catts, H.** & Kamhi, A. (1999, 2005). Causes of reading disabilities. In H. Catts & A. Kamhi (Eds.) *Language and reading disabilities*. Needham Hts., MA: Allyn & Bacon.
- Kamhi, A. & **Catts, H.** (1999, 2005). Reading development. In H. Catts & A. Kamhi (Eds.). *Language and reading disabilities*. Needham Hts., MA: Allyn & Bacon.
- Kamhi, A. & **Catts, H.** (1999, 2005). Language and reading: Convergences and divergences. In H. Catts & A. Kamhi (Eds.). *Language and reading disabilities*. Needham Hts., MA: Allyn & Bacon.
- Kamhi, A. & **Catts, H.** (2001). The language basis of reading: Implications of classification and treatment of children with reading disabilities. In Bulter, K. & Silliman, E. (Eds.) *Speaking, Reading, and Writing in Children with Language and Learning Disabilities: New*

- Paradigms in Research and Practice. Erlbaum.
- Catts, H.** (2003). Language impairments and reading disabilities. In R. D. Kent (Ed.) *MIT encyclopedia of communication sciences and disorders*, Cambridge, MS; MIT Press.
- Tomblin, J.B., Zhang, X., Weiss, A., **Catts, H.**, & Ellis Weismer, S. (2004). Dimensions of individual differences in communication skills among primary grade children. In M.L. Rice and S.F. Warren (Eds.), *Developmental language disorders: From phenotypes to etiologies*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Francis, D.J., Fletcher, J.M., **Catts, H.**, & Tomblin, J.B. (2005). Dimensions affecting the assessment of reading comprehension. In S.G. Paris & S.A. Stahl (Eds.), *Children's reading comprehension and assessment*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Catts, H.**, Hogan, T., & Adlof, S. (2005). Developmental changes in reading and reading disabilities. In H. Catts & A. Kamhi, A. (Eds.). *Connections between language and reading disabilities*. Mahwah, NJ: Erlbaum.
- Catts, H.** & Adlof, S. (2011). Phonological and other language deficits associated with dyslexia. In S. Brady, D. Blaze, & A. Fowler (Eds.). *Explaining individual differences in reading: Theory and evidence*. New York, NY: Taylor & Frances.
- Adlof, S.M., Perfetti, C.A., & **Catts, H.W.** (2011). Developmental changes in reading comprehension: Implications for assessment and instruction. In J. Samuels & A. Farstrup (Eds.) *What research says about reading instruction, 4th Edition*.
- Catts, H.W.** & Chan, Yi-Chih (2011). Early identification of dyslexia. In L. Alves, R. Mousinho, & S. A. Capellini, (Eds.). *Dyslexia*. Rio de Janeiro: Wak Editora.
- Catts, H.**, Kamhi, A., & Adlof, S. (2012). Defining and classifying reading disabilities. In A. Kamhi & H. Catts (Eds.) *Language and reading disabilities*. Boston, MA: Pearson.
- Catts, H.**, Kamhi, A., & Adlof, S. (2012). Causes of reading disabilities. In A. Kamhi & H. Catts (Eds.). *Language and reading disabilities*. Boston, MA: Pearson.
- Kamhi, A. & **Catts, H.** (2012). Language and reading: Convergences and divergences. In A. Kamhi & Catts, H. (Eds.). *Language and reading disabilities*. Boston, MA., Pearson.
- Kamhi, A. & **Catts, H.** (2012). Reading development. In H. Catts & A. Kamhi (Eds.). *Language and reading disabilities*. Boston, MA: Pearson.
- Catts, H.W.** (2013). Oral language impairments and reading comprehension problems. In B. Miller, L. Cutting,, and P. McCardle (Eds.), *Unraveling Reading Comprehension: Behavioral, Neurobiological, & Genetic Components*. Baltimore: Paul H. Brookes Publishing.
- Catts, H.W.**, Fey, M.E., Ellis Weismer, S. (2014). The relationship between oral and written language. In Tomblin, J. B., & Nippold, M. A. (Eds.). *Understanding individual differences in language development: The school-age years*. New York: Taylor and Francis
- Catts, H.W.** (2015). Preface. In A. Fawcett (Ed.) *DAS Handbook of Early Intervention 2015*. Dyslexia Association of Singapore.
- Catts, H.W.** & McIlraith, A. (2015). Multifactorial causal models of dyslexia. In R. Mousinho, L. M. Alves, & S.A. Capellini (Eds.) *Dislexia: Novos Temas, Novos Perspectiva*, Rio de Janeiro: Wak Editora.
- Compton, D. L., Elleman, A. M., & **Catts, H. W.** (in press). Searching for supplementary screening measures to identify children at high risk for developing later reading problems. In J. Sabatini, & E. R. Albro (Eds.), *Reading in the 21st Century: Aligning and Applying Advances in the Reading and Measurement Sciences*. Lanham, MD: Rowman and Littleford Education.
- Catts, H.W.** (2017). Early identification of reading disabilities. In K. Cain, D.L. Compton, & R. Parrila (Eds.). *Theories of reading development*. Amsterdam: John Benjamins Publishing.

Invited Publications

- Catts, H., & Kamhi, A.** (1987). Relationship between reading and language disorders: Implications for the speech-language pathologist. Invited paper for *Seminars in Speech and Language: Classroom remediation for speech-language impaired children*, 8, 377-392.
- Catts, H.** (1991). Early language disorders and reading disabilities: A clinical connection. *The Clinical Connection*, 5, 1-4.
- Catts, H.** (1994). Future directions. *The Australian Communication Quarterly*, Winter, 3-5.

Published Proceedings and Working Papers

- Kamhi, A., & **Catts, H.** (1985). The role of phonological processing in developmental language and reading disorders. *Proceedings of the Symposium for Research in Child Language Disorders*. Madison, WI.
- Catts, H.**, Swank, L., McIntosh, S., & Stewart, L. (1990). Precursors of reading disorders in language-impaired children. *Working Papers in Language Development*, 5, 44-54.
- Catts, H.**, Swank, L., Stewart, L., Larsen, A., McIntosh, S., Wiggins, K., & Hu, C. (1991) A longitudinal study of speech-language impaired children. *Working Papers in Language Development*.
- Swank, L. & **Catts, H.** (1991). Predicting first grade reading ability from tests of phonological awareness. *Working Papers in Language Development*.
- Catts, H.**, Hu, C., & Larrivee, L. (1992). The relationship between reading disabilities and speech-language impairments. *Working Papers in Language Development*.
- Catts, H.** (1992). Promoting successful transition into school: Predicting and preventing reading problems. In *Conference Proceedings - New Directions in Child and Family Research: Shaping Head Start in the 90's*. Administration on Children, Youth, and Families, U.S. Department of Health and Human Services, Washington, D.C.
- Catts, H.** & Scott, V. (1994). Measuring phonological awareness. Working Paper of the Kansas Early Childhood Research Institute. University of Kansas.
- Catts, H.** (1999). Phonological awareness: Putting research into practice. *Special Interest Division 1 Newsletter*, American Speech-Language-Hearing Association, May 1999.

Book/Software Reviews

- Catts, H.** (1987). Review of *Biobehavioral Measures of Dyslexia*, edited by D. Gray & J. Kavanagh. *Topics in Language Disorders*, 8, 86-88.
- Catts, H.** (1995). Review of *Reading Development and Dyslexia*, edited by C. Hulme & M. Snowling. *Dyslexia: An International Journal of Research and Practice*, 1, 133-134.
- Catts, H.** (1995). Review of *Dyslexia Screening Instrument*. by K. Coon, M. Waguespack, & M.J. Polk. *Journal of the Canadian Association of Speech-Language-Pathologists and Audiologists*.

Special Reports

- Paul-Brown, D., **Catts, H.**, Chermak, G., Craig, C. Johnston, J., Keith, R., Musiek, Robin, D., Sloan, C. (1995). *Central auditory processing: Current status of research and implications for clinical practice*. Rockville Pike, MD: American Speech-Language-Hearing Association.
- Lentz, K., **Catts, H.**, Mellard, D., Rose, J., & Scanlon, D. (1997). *A research-based guidebook*

for literacy providers serving adults with learning disabilities. Washington DC: National Adult Literacy and Learning Disabilities Center.

Nelson, N., **Catts, H.**, Ehren, B., Roth, F., Scott, C., Straskowski, M., & Clausen, R. (2001). Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents. *ASHA, Supplement 21*, 17-28.

Clinical Materials

Catts, H. & Vartiainen, T. (1993). *Sounds Abound: A Phonological Awareness Training Program.* East Moline, IL: LinguiSystems.

Catts, H. & Vartiainen, T. (1996). *Sounds Abound: A Game.* East Moline, IL: LinguiSystems.

Bridges, M. & **Catts, H. W.** (2010). *Dynamic Screening Phonological Awareness.* East Moline, IL: LinguiSystems

Grants

Promoting successful transition to the primary grades: Prediction of reading problems (1988-93). Funded by Department of Education. Project PI, Award: \$126,832. Associated with Early Childhood Research Institute - Transitions, University of Kansas., Institute Co-PIs: M. Rice & M. O'Brien, Award: \$4,217,757.

Phonological processing and reading disability (1989). Funded by Mental Retardation Research Center Core Grant. University of Kansas, PI, Award: \$4,542.

National Adult Literacy and Learning Disability Center (1994) Funded by the National Institute of Literacy. University of Kansas Institute on Learning in collaboration with the Academy of Educational Development. Co-investigator, PI: N. Stromski, Award \$2,526,100 (5 years).

Written language outcomes in children with language impairments (1994-1999). Project PI. Award: \$265,833 (5 years). Project in research center grant (Midwest Collaboration on Specific Language Impairments), National Institute of Deafness and Other Communication Disorders. Research Center PI: B. Tomblin, Total Award \$3,949,018

Relationship between language and reading disabilities. (2001-2006) Project PI. Award: \$351,708 (5 years), Individual project in continuation grant (Midwest Collaboration on Specific Language Impairments), National Institute of Deafness and Other Communication Disorders, Research Center PI: B. Tomblin, Total Award \$1,328,406.

Improving Literacy Instruction for adults (2002-2007) National Institute of Child Health and Human Development, Co-investigator, PI: D. Mellard Award: \$3,580,159

Language, literacy, and behavioral curriculum efficacy (2002-2003), National Institute of Child Health and Human Development, Co-investigator, PI: C. Greenwood, Award: \$173,168.

Biobehavioral neurosciences in communication disorders (2002-2007). National Institute of Deafness and Other Communication Disorders, Co-director of participant core, PI: M. Rice, Award: \$1,7010,268

Lexical representations and phonological awareness (2004-2005), F31 dissertation fellowship, National Institute of Deafness and Other Communication Disorders, Faculty Mentor Award: \$64,078

Morphosyntactic skills of poor comprehenders (2007-2009), F31 dissertation fellowship, National Institute of Deafness and Other Communication Disorders, Faculty Mentor Award:

- Recombinative generalization of within-syllable units in MR. (2007-2011). National Institute of Child Health and Human Development, Research Advisor, PI. K. Saunders.
- Early Identification of Reading Disabilities in a RTI Framework. (2008-2013). Institute of Education Sciences. PI: Catts \$1,240,000.
- Language Basis of Reading Comprehension (2010-2016). Institute of Education Sciences. Site PI: Catts \$3,918,586
- Screening for dyslexia and other reading disabilities (2018-2022). Subcontract from Harvard University. Co-PI: Catts \$5,200,000.

Scholarly Presentations

- * Invited presentations or workshops; all other refereed for acceptance

International

- Catts, H.** (1991, October) The relationship between speech-language impairments and reading disabilities. Paper presented at NATO conference on Differential Diagnosis and Treatment of Reading and Writing Disorders, Bonas, France.
- ***Catts, H.** (1991, October). A developmental language perspective on reading disabilities. Invited paper for Symposium on Language Acquisition Problems and Dyslexia: Aspects of Diagnosis and Intervention, University of Bielefeld, Bielefeld, Germany.
- ***Catts, H.** (1993, March). Language basis of reading disabilities: Implications for early identification and remediation. Keynote speaker at the annual conference of the Norwegian Association for Speech Pathologists and Audiologists. Oslo, Norway.
- ***Catts, H.** (1993, October). Can't read, can't spell, can't talk so good. Keynote speaker for conference sponsored by the South Vancouver Island Learning Disabilities Association and the Speech Language Pathologists of Greater Victoria School District. Victoria, British Columbia.
- ***Catts, H. & Wood-Jackson, C.** (1994, May). Phonology and phonological awareness. Symposium presented at the University of Tasmania. Hobart, Australia.
- ***Catts, H.** (1994, May). Language basis of reading disabilities: Past and present. Keynote address at the opening session of the annual conference of the Australian Association of Speech and Hearing. Launceston, Tasmania.
- ***Catts, H.** (1994, May). Language basis of reading disabilities: Early identification and remediation. Paper presented at the annual conference of the Australian Association of Speech and Hearing. Launceston, Tasmania.
- ***Catts, H.** (1994, May). Future directions. Paper presented as part of the closing plenary session of the annual conference of the Australian Association of Speech and Hearing. Launceston, Tasmania.
- Catts, H.** (1994, October). Defining dyslexia as a developmental language disorder: Revisited. Paper presented the NATO Advanced Study Institute on the Cognitive and Linguistic Basis of Reading, Writing, & Spelling. Alvor, Portugal.
- ***Catts, H.** (1995, April). Dyslexia: What's new. Presentation for faculty and students from the Education Department. University of Canterbury, Christchurch, New Zealand.
- ***Catts, H.** (1998, September). Language basis of reading disabilities. Evidence from a longitudinal study. Invited lecture presented at the conference on Early Cognition and Learning Disabilities. University of Jyväskylä, Jyväskylä, Finland.
- ***Catts, H.** (1998, September) Relation of language and reading disabilities: Recent psycholinguistic research. Invited lecture at the conference on Early Cognition and Learning

- Disabilities co-convened with COST-8 (European Study Group for Dyslexia), University of Jyvaskyla, Jyvaskyla, Finland.
- ***Catts, H.** (1998, September). Language basis of reading disabilities: Research findings and clinical implications. Invited lecture for faculty and students at Umea University, Umea, Sweden.
- ***Catts, H.** (1999, May). Early identification of reading disabilities. Open presentation in the Department of Education, University of Iceland, Reykjavik, Iceland.
- ***Catts, H.** (1999, May). The relationship between language and reading. Paper presented at conference entitled "Beyond phonological processing: Other language and cognitive processing deficits in dyslexia," Lund University, Lund, Sweden.
- ***Catts, H.** (1999, May). Early identification of reading disabilities: Evidence from a longitudinal study. Open lecture in the Department of Phonetics and Linguistics, Lund University, Lund, Sweden.
- ***Catts, H.,** Fey, M., Zhang, X., & Tomblin, B. (1999, April). Are language abilities related to reading growth. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- ***Catts, H.** & Gillispie, M. (2000, July). Are poor readers just slow? Poster presented at the annual conference of the Society for the Scientific Study of Reading. Stockholm, Sweden.
- ***Catts, H.** (2004, March). Specific language impairment and dyslexia: Same or different developmental disorders? Visiting Erskine Fellowship Lecture. University of Canterbury, Christchurch, New Zealand.
- ***Catts, H.** (2004, May). Specific language impairment and dyslexia: Same or different developmental disorders? Presentation for the Experimental Psychology Colloquium, University of Salzburg, Salzburg, Austria.
- ***Catts, H.** (2004, June). Specific language impairment and dyslexia: Same or different developmental disorders? Presentation for the Experimental Psychology Colloquium, St. Johns College, Oxford University, Oxford, England.
- ***Catts, H.** (2004, June). Relationship between language and reading disorders: Dyslexia and other language-based reading disorders. T.R. Miles Lecture, University of Wales, Bangor, Wales.
- ***Catts, H.** (2004, May). Specific language impairment and dyslexia: Same or different developmental disorders? Presentation for the Experimental Psychology Colloquium, York University, York, England.
- ***Catts, H.,** Adlof, S. & Ellis-Weismer, S. (2004, June). Language problems in poor comprehenders. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Amsterdam, Holland.
- ***Barth, A.,** Mellard, D., Anthony, J., & **Catts, H.** (2004, June). Improving literacy instruction in adults. Poster presented at the annual conference of the Society for the Scientific Study of Reading, Amsterdam, Holland.
- Sittner, M., **Catts, H.,** Slegars, D., Francis, D., Taylor, P., & Barr, C. (2005, July). Individual differences in reading achievement: An application of growth mixture modeling. Poster presented at the annual conference of the Society for the Scientific Study of Reading, Toronto, Ontario.
- Adlof, S., **Catts, H.,** & Little, T. (2005, July). The role of fluency in reading comprehension: Should fluency be included in the Simple View of Reading? Poster presented at the annual conference of the Society for the Scientific Study of Reading, Toronto, Ontario.
- Adlof, S., **Catts, H.,** Zhang, X., & Tomblin, J.B. (2006, July). Kindergarten prediction of

- reading in early vs. later grades. Poster presented at the annual conference for the Society for the Scientific Study of Reading, Vancouver, Canada.
- Barth, A., **Catts, H.**, & Anthony, J. (2006, July). An investigation of reading-related component skills that underlie reading fluency in adolescent readers. Poster presented at the annual conference for the Society for the Scientific Study of Reading, Vancouver, Canada.
- Catts, H.**, Ellis Weismer, S., Zhang, X., Tomblin, J. B., & Adlof, S. (2006, July). A further investigation of poor comprehenders and poor decoders. Paper presented at the annual conference for the Society for the Scientific Study of Reading, Vancouver, Canada.
- Hogan, T., **Catts, H.**, & Storkel, H.. (2006, July). Word learning in preschool children differing in phonological awareness. Paper presented at the annual conference for the Society for the Scientific Study of Reading, Vancouver, Canada.
- Tomblin, J.B. & **Catts, H.** (2007, April) Language comprehension, word reading, and reading disorder. Paper presented at the Workshop on Reading Comprehension, Oxford University, Oxford.
- Hogan, T., **Catts, H.** Adlof, S., Storkel, H. & Vitevitch, M. (2007, July). Dissociations between semantic and phonologic lexical structure in adolescent poor comprehenders and poor decoders. Poster presented at the annual conference for the Society for the Scientific Study of Reading., Prague, Czech Republic.
- Bridges, M., **Catts, H.**, Little, T., & Tomblin, J. B. (2007, July). Reading achievement growth in children with language impairment. Poster presented at the annual conference for the Society for the Scientific Study of Reading., Prague, Czech Republic
- ***Catts, H.** (2007, October). Longitudinal investigation of language and reading disabilities. Keynote presentation at the joint meeting of the Congresso Brasileiro de Fonoaudiologia and the Congresso Internacional de Fonoaudiologia, Gramado, Brazil.
- ***Catts, H.** (2007, October). Early identification and remediation of language-based reading disabilities. Keynote presentation at the joint meeting of the Congresso Brasileiro de Fonoaudiologia and the Congresso Internacional de Fonoaudiologia, Gramado, Brazil.
- * **Catts, H.** , Milsten, C., Lurnagaray, D. (2007, October). Evidenced-based practice in speech-language pathology and audiology. Roundtable presentation at the joint meeting of the Congresso Brasileiro de Fonoaudiologia and the Congresso Internacional de Fonoaudiologia, Gramado, Brazil.
- * **Catts, H.** (2009, October). The early identification of children at risk for reading. Paper presented at the Literacy Research Symposium, Christchurch, New Zealand.
- Hogan, T. & **Catts, H.** (2010, July). Orthographic restructuring in children with SLI. Presentation at the annual conference of the Society for the Scientific Study of Reading, Berlin, Germany.
- Bridges, M., **Catts, H.**, & Nielsen, D. (2010, July). The use of a dynamic screening of phonological awareness to predict reading risk for kindergarten students. Poster presented at the annual conference of the Society for the Scientific Study of Reading, Berlin, Germany.
- ***Catts, H.W.** (2011, May). The early identification of dyslexia. Paper presented at the 3rd International Congress on Dyslexia. Belo Horizonte, MG, Brazil.
- ***Catts, H.W.** (2012, June). Oral language impairments and problems in reading comprehension.

- Presentation at the Dyslexia Foundation Extraordinary Brain Symposium for Unraveling the Behavioral, Neurological, & Genetic Components of Reading Comprehension, Tallinn, Estonia.
- Catts, H.W.**, Bontempo, D., Nielsen, D., Bridges, M., & Liu, Y. (2012, July). Early identification of reading disabilities using classification tree methodology. Poster presented at the annual conference of the Society for the Scientific Study of reading, Montreal, Canada.
- Adlof, S., Fey, M. & **Catts, H.W.** (2012, July). Oral and written narratives in poor decoders and poor comprehenders: an examination of length, grammaticality, and quality Poster presented at the annual conference of the Society for the Scientific Study of reading, Montreal, Canada.
- ***Catts, H.W.** (2012, October). Language basis of reading comprehension difficulties. Keynote presentation at the International Reading Comprehension Symposium, University of Canterbury, Christchurch, New Zealand.
- ***Catts, H.**, Nielsen, D., Bridges, M., Liu, M., & Bontempo, D. (2013, May). Early identification of reading disabilities within a RTI framework. Poster presented at the International Workshop on Reading and Developmental Dyslexia, San Sebastian, Spain.
- Catts, H.**, Nielsen, D., Bridges, M., Liu, M., & Bontempo, D. (2013, July). Early identification of reading disabilities within a RTI framework. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Hong Kong.
- Davis, D., Hogan, T. Long, Y., Green, J., Bridges, M., & **Catts, H.** Tiffany P. (2013, July). The relationship between pausing in narrative retell and comprehension. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Hong Kong.
- ***Catts, H.** (2013, July). Language basis of reading comprehension difficulties. Paper presented at the International Workshop on Brain, Cognition and Learning, Beijing, China.
- ***Catts, H.** (2014, August). Early identification of dyslexia. Presentation at the II World Dyslexia Forum, Belo Horizonte, Brazil.
- ***Catts, H.W.** (2015, April). Language basis of reading disabilities. Presentation at the Preschool Conference sponsored by the Dyslexia Association of Singapore. Singapore.
- ***Catts, H.W.** (2015, May). Multifactorial models of dyslexia. Presentation at the International Congress on Dyslexia, Rio de Janeiro, Brazil.
- Cain, K. & **Catts, H.W.** (2016, July). Predictors of reading and listening comprehension from prekindergarten to grade 3. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Porto, Portugal.
- Stacy, L., **Catts, H.W.**, & Compton, D.L. (2016, July). Modeling parallel growth between word reading and reading comprehension in children from first to fourth grade. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Porto, Portugal.
- McIlraith, A., Compton, D.L., & **Catts, H.W.** (2016, July). Comprehension in context: A crossed random-effects model examining item-reader-, and passage-level predictors of third grade comprehension scores. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Porto, Portugal.
- ***Catts, H.** (2016, November). Dyslexia and other developmental language disorders. Keynote presentation for the International Symposium on Education Literacy, Los Andes, Chile.
- ***Catts, H.** (2017, July). Co-development of vocabulary and working memory and prediction of reading comprehension. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Halifax, Canada.
- *McIlraith, A., Tibi, S. & **Catts, H.** (2017, July). The roles of phonological awareness and rapid

- naming in Arabic: A latent variable study of third grade Arabic readers. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Halifax, Canada.
- Catts, H.** (January, 2018). Screening for dyslexia in a multifactorial framework. Presentation in the Department of Education. University of the Trumso – The Artic University of Norway, Trumso, Norway.
- Catts, H.** (January, 2018). Screening for dyslexia in a multifactorial framework. Presentation at a research forum in the Department of Education. University of Oslo, Oslo, Norway.
- Catts, H.** (July, 2018). Reading comprehension intervention: What to include? Comments. Discussant for session at the annual conference of the Society for the Scientific Study of Reading, Brighton, England.
- Catts, H.** (May, 2019). Multifactorial causal models of dyslexia. Invited presentation at the FCDE Forum on Child Development and Education, Xi'an Jiaotong-Liverpool University, Suzhou, China
- Catts, H.** (June, 2019). Multifactorial causal models of dyslexia. Keynote presentation at the conference on Dificultades de Aprendizaje de la Evidencia a la Practica. Buenos Aires, Argentina.
- Catts, H.** Reconceptualizing reading comprehension: Implications for assessment and interervention. Presentation at the conference on Dificultades de Aprendizaje de la Evidencia a la Practica Buenos Aires, Argentina.
- Catts, H.** (July, 2019). Teaching reading comprehension (session discussant). Symposium at the annual meeting of the Society for the Scientific Study of Reading. Toronto, CA.

National

- Catts, H.** (1980, November). Voicing errors in phonologically disordered children. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Detroit, MI.
- Spence, S., Kisiel, D., & **Catts, H.** (1982, August). The acoustic reflex latency in the aging ear. Paper presented at the 103rd meeting of the Acoustical Society of America, Chicago, IL.
- Catts, H.**, Condino, R., & Stark, R. (1982, November). Hypothesis evaluation in language-impaired children. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Toronto, Ontario.
- Stark, R., **Catts, H.** & Bernstein, L. (1982, November). Follow-up study of language impaired children. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Toronto, Ontario
- Spence, S., Kisiel, D., & **Catts, H.** (1982, November). The aging acoustic reflex. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Toronto, Ontario.
- Stark, R., Bernstein, L., Condino, R., Bender, M., Tallal, P., & **Catts, H.** (1982, November). Four-year follow-up study of language impaired children. Paper presented at the 32nd Annual Conference of the Orton Dyslexia Society, Baltimore, MD.
- ***Catts, H.**, & Kamhi, A. (1983, April). Acoustic and perceptual analysis of stop cluster acquisition. Paper presented at the Child Phonology Conference, Purdue University, West Lafayette, IN.
- *Kamhi, A., & **Catts, H.** (1983, April). Untangling the relationship between the linguistic and phonetic components in sentence formulation. Paper presented at the Child Phonology Conference, Purdue University, West Lafayette, IN.

- Catts, H.**, & Kamhi, A. (1983, November). Simplification of /s/ + stop consonant clusters: A longitudinal study. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Cincinnati, OH.
- Segel, H., & **Catts, H.** (1983, November). Client perceptions of esophageal speech instructors. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Cincinnati, OH.
- Kamhi, A., **Catts, H.**, Koenig, L., & Lewis, B. (1983, November). Clarifying the cognitive deficit in language-impaired children. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Cincinnati, OH.
- ***Catts, H.** (1984, April). Phonological deficits in reading-impaired children. Paper presented at the Child Phonology Conference, Purdue University, West Lafayette, IN.
- Catts, H.** (1984, November). Speech production/phonological deficits in reading-disabled children. Paper presented at the annual convention of the American Speech-Language-Hearing Association San Francisco, CA.
- Kamhi, A., & **Catts, H.** (1985, June). The role of phonological coding deficits in developmental reading and language disorders. Paper presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Catts, H.**, & Kamhi, A. (1985, November). Language-based reading disorders: Clinical implications. Miniseminar presented at the annual convention of the American Speech-Language-Hearing Association Washington, D.C.
- Robin, D., **Catts, H.**, Royer, F., & Rogers, M. (1985, November). Analysis of temporally organized patterns. Paper presented at the annual convention of the American Speech-Language-Hearing Association Washington, D.C.
- Catts, H.**, Kamhi, A., Apel, K., Gentry, B. & Mauer, D. (1986, November). Phonological processing deficits in language and reading impaired children. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Detroit, MI.
- Catts, H.** (1987, November). Can't read, can't spell, can't talk so good either. Paper presented at the annual convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Catts, H.** (1988, March). Issues in teachability of language: Developmental dyslexia. Paper presented at the biennial conference of the Southwestern Society for Research in Human Development, New Orleans, LA.
- Catts, H.** (1988, November). Defining dyslexia as a developmental language disorder. Paper presented at the annual meeting of The Orton Dyslexia Society, Tampa, FL.
- Mauer, D., Kamhi, A. & **Catts, H.** (1988, November). Influence of phonetic and visual factors in learning to read. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Catts, H.** (1989, November). Early identification of reading disabilities. Paper presented as part of short course at the annual convention of the American Speech-Language-Hearing Association. St. Louis, MO.
- Catts, H.** & Kamhi, A. (1989, November). Identification and remediation of early reading problems. Miniseminar presented at the annual convention of the American Speech-Language-Hearing Association. St. Louis.
- Catts, H.**, Swank, L., McIntosh, S., Stewart, L. (1989, November). Precursors of reading disorders in language-impaired children. Paper presented at the annual convention of the American Speech-Language-Hearing Association. St. Louis, MO.
- Mauer, D., Kamhi, A. & **Catts, H.** (1989, November) Naming deficits in poor readers: Influences of speech programming ability. Paper presented at the annual convention of the

- American Speech-Language-Hearing Association. St. Louis, MO.
- ***Catts, H.** (1990, March) Dyslexia: A language disability. Invited paper presented at the annual conference of the New York Branch of The Orton Dyslexia Society. New York, NY.
- ***Catts, H., Miller, L., & Nelson, N.** (1990, May). Language-learning disabilities: Assessment and intervention for school aged children. Teleconference for the American Speech-Language-Hearing Association, Washington, DC.
- Catts, H.** (1990, November). Dyslexia: A developmental language problem. Paper presented as part of Preconference Symposium at the annual conference of The Orton Dyslexia Society, Washington, DC.
- Catts, H., Chaney, C., & Norris, J.** (1990, November). Forum on Whole Language. Miniseminar presented at the annual convention of the American Speech-Language-Hearing Association, Seattle, WS.
- Catts, H.** (1991, June). Promoting successful transition into school: Early identification of reading disabilities. Paper presented at New Directions in Child and Family Research: Shaping Head Start in the Nineties, Washington, DC.
- Catts, H.** (1991, November). Early identification and remediation of language-based reading disabilities. Short course presented at the annual convention of the American Speech-Language-Hearing Association, Atlanta, GA.
- ***Catts, H.** (1992, June). Early identification of reading problems in speech- and language-impaired children. Bruton Conference: Language Impairments in Children: Current Directions in Research and Intervention. University of Texas at Dallas.
- Catts, H.** (1992, November). Issues in language and learning: Discussion of whole language. Paper presented at the annual conference of the American Speech-Language-Hearing Association. San Antonio, TX.
- Larrivee, L., & **Catts, H.** (1992, November). Kindergarten speech-language impairments = Primary grade reading disability. Poster presented at the annual conference of the American Speech-Language-Hearing Association, San Antonio, TX.
- Swank, L. & **Catts, H.** (1992, November). Phonological awareness and first grade reading. Poster presented at the annual conference of the American Speech-Language-Hearing Association, San Antonio, TX.
- ***Catts, H.** (1993, March). Early identification of language-based reading disabilities. Presentation at the annual conference of the New York Branch of the Orton Dyslexia Society, New York, NY.
- Catts, H. & Menyuk, P.** (1993, November). Predicting reading problems in children with speech- language impairments. Miniseminar presented at the annual conference of the American Speech-Language-Hearing Association, Anaheim, CA.
- Catts, H. Larrivee, L., Hu, C., & Thomas, M.** (1993, November). Verbal memory deficits as a indicator of reading disabilities. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Anaheim, CA.
- Lewis, B., Freebairn, L., & **Catts, H.** (1993, November). Nontraditional phonological measures for older children. Miniseminar presented at the annual conference of the American Speech-Language-Hearing Conference, Anaheim, CA.
- Catts, H.** (1994, November) Assessing and remediating phonological awareness. Miniseminar presented at the annual conference of the American Speech-Language-Hearing Association New Orleans, LA.
- Catts, H.** (1994, November). Origins of phonological awareness. Part of a miniseminar presented at the annual conference of the American Speech-Language-Hearing Association, New Orleans, LA.

- Wilcox, K., Morris, S., Allig, K., Sollner, D., Entwistle, T., **Catts, H.**, & Larrivee, L. (1994, November). The effect of syllable shape on articulatory rate and stability. Poster presented at the annual conference of the International Clinical Phonetics and Linguistics Association. New Orleans, LA.
- Larrivee, L. & **Catts, H.** (1995, June). Relationship between phonological awareness and language, speech and reading. Poster presented at the annual Symposium on Research in Child Language Disorders, Madison, WI.
- Scanlon, D., Lenz, K., Mellard, D., & **Catts, H.** (1995, November). Standards for selecting literacy screening and intervention practices for adults with LD. Paper presented at the annual meeting of the Council for Learning Disabilities, Chicago, IL.
- Larrivee, L. & **Catts, H.** (1995, December). Relationship between phonological awareness and language, speech, and reading. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.
- Catts, H.** (1995, December). Dyslexia: A language-based problem. A miniseminar presented at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.
- ***Catts, H.** (1996, March). Phonological awareness: A key to detection. Guest Faculty. The spectrum of developmental disabilities XVIII, Dyslexia. Johns Hopkins University, Baltimore, MD.
- Scanlon, D., **Catts, H.** & Lenz, K. (1996, April). How adult educators select appropriate screening and literacy interventions for students with and without LD. Presentation at the annual meeting of the American Educational Research Association. New York.
- ***Catts, H.** (1997, February). Language basis of reading disabilities. Featured speaker at the Ninth Collaborative Conference for Special Education, Colorado Springs, CO.
- ***Catts, H.** (1997, February). Early identification of reading disabilities. Presentation for the Ninth Collaborative Conference for Special Education, Colorado Springs, CO.
- ***Catts, H.** (1997, February). Remediation of language based reading disabilities. Presentation for the Ninth Collaborative Conference for Special Education, Colorado Springs, CO.
- Catts, H.**, Fey, M., Tomblin, B., Zhang, X. (1997, March). Language deficits in reading disabilities. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago, IL.
- Catts, H.**, Fey, M., Tomblin, B., Zhang, X. (1997, November). Semantic-syntactic deficits in poor readers. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Boston, MA.
- Catts, H.**, Fey, M., Zhang, X., & Tomblin, B. (1998, April). Subtypes of reading disabilities: An alternative to IQ-achievement discrepancy. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, San Diego.
- Fey, M. & **Catts, H.** (1998, June). Can the language basis of reading disability be reduced to problems in phonological awareness? Evidence from a longitudinal investigation. Invited speakers at the 19th Symposium on Research in Child Language Disorders, Madison, WI.
- Catts, H.**, Fey, M., Tomblin, B., & Zhang, X. (1998, November). The relationship between language abilities and reading achievement. A poster presented at the annual convention of the American Speech-Language-Hearing Association, San Antonio, TX.
- Tomblin, B., Zhang, X., & **Catts, H.** (1998, November). The place of nonverbal intelligence in diagnosis of SLI. . A poster presented at the annual convention of the American Speech-Language-Hearing Association, San Antonio, TX.
- Kamhi, A., & **Catts, H.** (1998, November). Classification of language-based reading disabilities. Assessment and intervention implications. A miniseminar presented at the annual convention of the American Speech-Language-Hearing Association, San Antonio, TX.

- Catts, H.**, Fey, M., Tomblin, J.B., & Zhang, X. (1999, November). Reading outcomes in children with language impairments. Poster presented at the annual conference of the American Speech-Language-Hearing Association, San Francisco, CA.
- Nelson, N., Scott, C., **Catts, H.**, Roth, F., Staskowski, M., & Ehren, B. (1999, November). Report of the ad hoc committee on the role of the speech-language pathologist in written language disorders. Miniseminar at the annual conference of the American Speech-Language-Hearing Association, San Francisco, CA.
- Catts, H.** (2000, February). Reading disabilities: Back to the future. Keynote address at the 9th Symposium on Literacy and Disabilities, Cary NC.
- Catts, H.**, Fey, M.E., Zhang, X., & Tomblin, J.B. (2000, June). Estimating risk for reading difficulties in kindergarten children. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Catts, H.**, & Gillispie, M. (2000, June). Generalized vs. specific slowing in poor readers. . Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Catts, H.** (2000, September). Moderator and discussant on early identification. Emergent and early literacy workshop: Current status and research directions. Conference sponsored by the NIH and ASHA. Washington, DC.
- Fey, M.E., **Catts, H.**, & Proctor-Williams, K. (2000, November). Narrative generation by school-age children with typical & impaired language. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Washington, DC.
- Nelson, N., **Catts, H.**, Clausen, R., Creaghead, N., Ehren, B., Paul-Brown, Roth, F., Scott, Staskowski, M. (2000, November). Roles of SLPs in literacy with children and adults. Miniseminar presented at the annual conference of the American Speech-Language-Hearing Association, Washington, DC.
- Catts, H.** (2000, November). Who are poor readers. Invited presentation as part of special research symposium at the annual conference of the International Dyslexia Association, Washington, DC.
- Catts, H.** & Gillispie, M. (2001, May). The role of speed of processing, rapid naming, and phonological awareness in reading achievement. Poster presented at the annual conference of the Society for the Scientific Study of Reading, Boulder, CO.
- ***Catts, H.**, Fey, M., Tomblin, J.B., & Zhang, X. (2001, May). Fourth grade reading outcomes in kindergarten children with language impairments. Poster presented at the annual conference of the Society for Research in Child Language Disorders. Madison, WI.
- Catts, H.** (2001, October). Language impairments and reading disabilities. Presentation at the annual meeting of the International Dyslexia Association, Albuquerque, NM.
- Catts, H.** & Fey, M. (2001, November). Causal and correlative links between spoken and written language difficulties in children. Paper presented at the annual conference of the American Speech-Language-Hearing Association, New Orleans.
- Catts, H.** & Others (2001, November). Discussions on the state of literacy development and disabilities research and practice. Participant in panel discussion at the annual conference of the American Speech- Language-Hearing Association, New Orleans.
- Fey, M.E., **Catts, H.**, & Proctor-Williams, K. (2001, November) A procedure for assessing school-age children's narrative generation abilities. Miniseminar presented at the annual conference of the American Speech-Language-Hearing Association, New Orleans.
- ***Catts, H.** (2002, March) Adolescent literacy workshop: State of the science and research needs. Discussant. Meeting sponsored by NICHD and other cooperating agencies. Washington, DC.
- ***Catts, H.** (2002, May) Practice models for adolescent literacy success: The second workshop on adolescent literacy. Discussant and participant. Meeting sponsored by NICHD and other

- cooperating agencies. Baltimore, MD.
- Catts, H.** & Hogan, T. (2002, June). The fourth grade slump: Late emerging poor readers. Poster presented at the annual conference of the Society for the Scientific Study of Reading, Chicago IL.
- Catts, H.** (2002, June). Why oral language must be revisited in content area text comprehension Research. Discussant for symposium at the annual conference of the Society for Text Discourse, Chicago, IL.
- Catts, H.** & Fey, M. (2002, July). Reading outcomes of children with SLI vs. NLI. Paper presented in symposium at the joint conference of the Society for Research in Child Language Disorders and the International Congress for the Study of Child Language, Madison, WI.
- ***Catts, H.** (2002, October). Subgrouping poor readers: Implications for intervention and early identification. Invited speaker for San Marcos Dyslexia Series, University of Colorado, Boulder, CO.
- Francis, D., Fletcher, J., **Catts, H.**, & Tomblin, B. (2002, October). Dimensions affecting the assessment Of reading comprehension. Paper presented at Assessment of Reading Comprehension Conference, CIERA, Ypsilanti, MI.
- Catts, H.** & Hogan, T. (2002, November). At what grades should we assess phonological awareness. Poster Presented at the annual convention of the American Speech-Language-Hearing Association Atlanta, GA.
- Nelson, N., **Catts, H.**, Craghead, N., Ehren, B., Roth, F., Scott, C., Staskowski, M. (2002, November). Knowledge and skills for SLPs working with reading and writing. Miniseminar presented at the annual convention of the American Speech-Language-Hearing Association, Atlanta, GA.
- Catts, H.** (2003, February). Persistence and prediction of reading disabilities. Paper presented at the annual Pacific Coast Research Conference, La Jolla, CA
- ***Catts, H.** (2003, March). Subgroups of poor readers: Dyslexia, SLI, and other language-related reading disabilities. Paper presented at conference (Connections between Language and Reading Disabilities: Current Findings and Future Directions) sponsored by the Merrill Advanced Studies Center, University of Kansas, held in Tempe, AZ.
- Catts, H.**, Hogan, T., Adlof, S., & Barth, A. (2003, June). The simple view of reading: Changes over time. Poster presented at the annual meeting of the Society for the Scientific Study of Reading. Boulder, CO.
- Catts, H.**, Hogan, T., Adlof, S., & Barth, A. (2003, November). Changes in reading processes over time: Implications for SLPs. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.
- Catts, H.** (2004, November). Connections between oral and written language disorders. Paper presented at the annual meeting of the International Dyslexia Association. Philadelphia, PA.
- Hogan, T. & **Catts, H.** (2004, November). Phonological awareness test items: Lexical and phonological characteristics affect performance. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Adlof, S. & **Catts, H.** (2004, November). Predicting reading comprehension: Should the simple view be expanded. Paper presented at the annual conference of the American Speech-language-hearing Association, Philadelphia, PA.
- Finestack, L, Fey, M., & **Catts, H.** (2004, November). Pronominal referencing skills in 2nd grade children with language impairments. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Catts, H.**, Adlof, S., & Barth, A. (2005, February). The nature of fluency and relationship to reading comprehension. Paper presented at the annual Pacific Coast Research Conference, San

Diego, CA.

- ***Catts, H.**, Schatschneider, C. & Justice, L. (2005, July). Early identification of reading disabilities. Symposium presented at the IDA Summer Institute on Research to Practice: Advances in Reading and Literacy.
- Hogan, T. P., Storkel, H. L., **Catts, H.**, & Zogelman, K. (2005, November). Word learning II: Word learning in preschoolers differing in phonological awareness. American Speech-Language-Hearing Association Convention, San Diego, CA.
- Catts, H.**, Taylor, P., & Zhang, X. (2006, Feb). Individual differences in reading achievement: Application of growth mixture modeling and latent profile analyses. Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.
- ***Catts, H.** (2006, April). Literacy development: An interdisciplinary approach. Pre-workshop lecture for the annual George Graham Lecture Series. Charlottesville, VA.
- ***Catts, H.** (2006, April). School-wide screening. Presentation at the National State Educational Agency Conference on LD Determination sponsored by the National Research Center on Learning Disabilities. Kansas City, MO.
- ***Catts, H.** (2006, November). Early identification of reading disabilities within a RTI framework. Presentation at the annual conference of the International Dyslexia Association, Indianapolis, IN.
- Catts, H.** (2006, November). Response to intervention: Early identification of reading disabilities. Miniseminar presented at the annual conference of the American Speech-Language-Hearing Association, Miami, FL.
- Schatschneider, C., **Catts, H.**, & Petscher, Y. (2007, February). The relationship between base-Rates and cit-scores: Do we need to be flexible? Poster presentation at the annual Pacific Coast Research Conference, San Diego, CA.
- Barth, A., **Catts, H.**, & Anthony, J. (2007, February). What are the components of fluency? Presentation at the annual Pacific Coast Research Conference, San Diego, CA.
- Duff, D., Tomblin, J.B., & **Catts, H.** (2007, June). Decoding skill and vocabulary growth in school aged children and adolescents: Is there a “Matthew Effect”? Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Adlof, S., & **Catts, H.** (2007, November). Classification of children with poor reading comprehension. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.
- Puranik, C., Petscher, Y., Al Otabia, S. & **Catts, H.** (2007, November). Reading fluency development in children with speech and language impairments. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.
- Kamhi, A., Wallach, G., **Catts, H.**, Scott, C., Ehren, B., & Bashir, A. (2007, November). Reading=Word recognition: The case for the narrow view. Panel discussion presented at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.
- Bridges, M., **Catts, H.**, Little, T., & Tomblin, J. B. (2007, November). Reading growth in children with language impairment. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.
- Catts, H.**, Adlof, S., Tomblin, B., & Tomblin, B. (2007, November). Differentiating SLI and dyslexia: Reading growth trajectories. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.
- Catts, H.**, Petscher, Y., & Schatschneider, C. (2008, February). Getting off the floor with RTI. Paper presented at the annual Pacific Coast Research Conference. San Diego, CA.
- Al Otaiba, S. Puranik, C., Petscher, Y., **Catts, H.** (2008, February). Examining oral reading Fluency trajectories of first graders with speech or language impairments: A piece-wise

- growth curve analyses. Paper presented at the annual Pacific Coast Research Conference. San Diego, CA.
- *Compton, D.L., Fuch, L.S., Fuchs, D., & **Catts, H.W.** (2008, April). Exploring validity and measurement issues associated with using CBM as a measure of responsiveness in Response-to-Intervention models. Paper presented at Assessing Reading in the 21st Century Conference: Aligning and Applying Advances in Reading and measurement Sciences. Sponsored by IES and ETS. Philadelphia, PA.
- ***Catts, H.W.** (2008, July). Phonological and other language deficits associated with reading disabilities. Paper presented the SSSR Pre-conference Symposium in Honor of Donald Shankweiler, Asheville, NC.
- Johnson, E., Jenkins, J., Petscher, Y. & **Catts, H.W.** (2008, July). Screening for reading problems: Does one size fit all? Poster presented at the annual conference of the Society for the Scientific Study of Reading, Asheville, NC.
- Bridges, M. & **Catts, H.W.** (2008, July). Dynamic assessment of phonological awareness. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Asheville, NC.
- ***Catts, H.W.** (2008, Oct). Dyslexia and other developmental language impairments. Samuel T. Orton Memorial Lecture. Annual conference of the International Dyslexia Association, Seattle, WA.
- ***Catts, H.W.** (2008, Oct). Early identification of reading disabilities within a RTI framework. Invited symposium paper (chair) presented at the annual conference of the International Dyslexia Association, Seattle, WA.
- Catts, H.W.** (2008, Nov). School-age children: Living on the edge of communicative competence: Part 2. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.
- Bridges, M. & **Catts, H.** (2008, Nov). Dynamic assessment of phonological awareness. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.
- Adlof, S. & **Catts, H.** (2009, June). Morpho-syntax in poor comprehenders. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Boston, MA.
- Compton, D. & **Catts, H.** (2009, June). Examining the behavioral profiles of children with late-emerging reading disabilities. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Boston, MA.
- Hogan, T. & **Catts, H.**, Bovairdi, J., McCarthy, J., & Ellis Weismer, S. (2009, June). Reciprocal relation between word reading and nonword repetition in school-age children with specific language impairment. Paper presented at the annual Symposium on Research in Child Language Disorders, Madison, WI.
- ***Catts, H.** (2009, October). The early identification of children at risk for reading disabilities within a RTI framework. Paper presented at the RTI Early Childhood Summit, Albuquerque, NM.
- Catts, H.** (2009, November). Response to intervention: A framework for early identification. Presentation at the annual meeting of the international Dyslexia Association, Orlando, FL.
- Catts, H.** (2009, November). Opportunities and challenges with RTI. Paper presented at the annual conference of the American Speech-Language-Hearing Association. New Orleans, LA
- Bridges, M & **Catts, H.** (2009, November). Dynamic assessment of phonological awareness: A kindergarten screening measure. Poster presented at the annual conference of the American Speech-Language-Hearing Association. New Orleans, LA.
- McCarthy, J., Hogan, T., **Catts, H.** (2009, November). Spelling abilities of children with specific

- language impairment and dyslexia. Paper presented at the annual conference of the American Speech-Language-Hearing Association. New Orleans, LA.
- Adlof, S. & **Catts, H.** (2009, November). Morphosyntax in children with specific reading comprehension deficits. Paper presented at the annual conference of the American Speech-Language-Hearing Association. New Orleans, LA
- Bridges, M.S., & **Catts, H.W.** (2010, February). Dynamic screening of phonological awareness for kindergarten children. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Catts, H.W.**, Bridges, M.S., & Nielsen, D.C. (2010, June). Screening for early reading difficulties in kindergarten children. Poster presented at the Institute of Education Sciences Research Conference, National Harbor, MD.
- ***Catts, H.** (2010, October). Best predictors of literacy. Paper presented at the second annual RTI Early Childhood Summit, Kansas City, MO
- ***Catts, H.** (2010, October). RTI and dyslexia. Paper presented at the annual conference of the International Dyslexia Association, Phoenix, AZ.
- Bridges, M.S., Petersen, D., Elleman, A., & **Catts H.W.** (2010, November). Dynamic assessment to predict reading ability: Research and clinical applications. Presented at the annual conference American Speech-Language-Hearing Association, Philadelphia, PA.
- Catts, H.W.**, Bridges, M.S., Nielsen, D.C., & Chan, Y. (2011, February). Response to vocabulary instruction in Tier 2. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Catts, H.W.** (2011, July). Early identification of reading disabilities. Presidential address at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.
- Bridges, M.S. & **Catts, H.W.** (2011, July). The use of dynamic screening of phonological awareness to predict reading outcomes. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.
- ***Catts, H.** (2011, October). Early identification of reading disabilities within a RTI framework. Paper presented at the second annual RTI Early Childhood Summit, Albuquerque, NM.
- Catts, H.** (2011, November). Early identification of dyslexia within a RTI framework. Paper presented at the annual conference of the International Dyslexia Association. Chicago, IL.
- Bridges, M., **Catts, H.**, Nielsen, D. & Chan, Y. (2011, November). Response to vocabulary instruction. Poster presented at the annual conference of the American Speech-Language-Hearing Association, San Diego, CA.
- Nielsen, D. C., **Catts, H. W.**, Bridges, M. S., & Chan, Y. (2011, December). *Vocabulary Instruction in an RTI framework*. Paper presented at the annual conference of the Literacy Research Association, Jacksonville, FL.
- Catts, H.W.**, Nielsen, D.C., Bridges, M.S., Liu, Y.S. & Bontempo, D. (2012, February). Early identification of dyslexia within a RTI framework. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- ***Catts, H.W.** (2012, November). Early identification of reading disabilities. Distinguished Lecture for the Research on Challenges in the Acquisition of Language and Literacy Initiative, Georgia State University, Atlanta, GA.
- Bridges, M., **Catts, H.**, & Nielson, D. (2012, November). Response to narrative intervention. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Atlanta, GA.
- Bridges, M., **Catts, H.**, & Nielson, D. (2013, February). Response to Tier 2 narrative intervention. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- ***Catts, H.W.**, Nielsen, D.C., & Bridges, M.S. (2013, March). Early identification of dyslexia

- within a RTI framework. Poster presented at the annual conference of the Institute of Education Sciences, Washington DC.
- ***Catts, H.W.** (2013, April). Language basis of reading comprehension problems. Invited presentation for the Language and Literacy Colloquium, Northern Illinois University, DeKalb, IL.
- Franzluebbers, C., Bridges, M., & **Catts, H.W.** (2013, November). Dynamic assessment of literacy acquisition in non-reading preschool children. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.
- Nielsen, D. C., **Catts, H.W.**, Bridges, M. S., & Liu, Y.S. (2013, December). *Response to Narrative Instruction in Tier 2*. Paper presented at the annual conference of the Literacy Research Association, Dallas, TX.
- ***Catts, H.W.** (2014, January). Early identification of reading disabilities. Conference hosted by the Regional Educational Laboratory Southeast at Florida State University: Connecting research on language and literacy to practice, Ft Lauderdale, FL.
- Catts, H.W.**, Kershaw, S., Nielsen, D.C., & Bridges, M.S. (2014, February). Kindergarten predictors of reading comprehension. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- Catts, H.W.**, Kershaw, S., Nielsen, D.C., & Bridges, M.S. (2014, July). The simple view of reading as a framework for the early prediction of reading comprehension. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Santa Fe, NM.
- ***Catts, H.W.** (2014, November). Linguistic and cognitive bases of reading comprehension. Research presentation at the annual conference of the International Dyslexia Association, San Diego, CA.
- Catts, H.W.** (2014, November). Early identification of dyslexia and other language based reading disabilities. Research presentation at the annual conference of the International Dyslexia Association, San Diego, CA.
- ***Catts, H.W.** (2014, November). Language basis of reading disabilities: Implications for early identification. Research presentation at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.
- Bridges, M., **Catts, H.W.**, & Nielsen, D.C. (2014, November). Language-based tier 2 intervention with kindergarten students. Research presentation at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.
- Catts, H.W.**, Cain, K., Logan, J., & Pentimonti, J. (2015, Feb). Pressure points in reading comprehension: A quantile multiple regression analyses. Poster presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.
- ***Catts, H.W.** (2015, July). Language and cognitive basis of reading comprehension: Implications for early identification and remediation. Presentation at the annual conference for Wilson Language Training, Newport, RI.
- Catts, H.W.**, McIlrath, A., Nielsen, D. & Bridges, M. (2015, July). Multifactorial models of dyslexia. Poster presented at the annual conference of the Society for the Scientific Study of Reading. Kona, HI
- Kamhi, A.G. & **Catts, H.W.** (2015, Nov). Reading comprehension: It's not a single thing. Presentation at the annual conference of the American Speech-Language-Hearing Association, Denver, CO.
- Gray, S., Logan, J., Pentimonti, J. & **Catts, H.** (2016, February). Oral language and listening comprehension: Same or Different constructs? Poster presented at the annual Pacific Coast Research Conference. San Diego, CA.
- Restrepo, M., Yeomanns Maldonado, G., Mesa, C., **Catts, H.** & LARRC (2016, February).

- PreK Spanish oral language predictors of English decoding skills in first grade. Poster presented at the annual Pacific Coast Research Conference. San Diego, CA.
- ***Catts, H.W.** (2016, October). Multifactorial models of dyslexia: Implications for early identification. Paper presented at the International Dyslexia Association Conference, Orlando, FL.
- Catts, H.W.** (2016, October). Reading comprehension is not a single ability. Presentation at the International Dyslexia Association Conference, Orlando, FL.
- Compton, D.L., Petscher, Y., Schatschneider, C., Wagner, R., Steacy, C., & **Catts, H.** (May, 2017). Early identification of struggling learners: Improving screening for children at risk for reading difficulty. Paper presentation at the annual meeting for The Society for Prevention Research, Washington, D.C.
- Catts, H.W.** & Nelson, N. (2017, November). Dyslexia, other language/literacy disorders and SLPs. Presentation at the annual convention of the American Speech-Language-Hearing Association, Los Angeles, CA.
- ***Catts, H.W.** (2018, July). Early identification of dyslexia and other reading disabilities. Keynote address for the Florida Department of Education Summer Institute, Orlando, FL.
- Catts, H.W.** (2018, October). Early identification of dyslexia. Presentation in research colloquium at the International Dyslexia Conference, Foxwoods, CN.
- Catts, H.W.** (2018, November). Early identification of dyslexia. Presentation as part of a master class at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.
- Catts, H.W.** (2019, February). Reading comprehension: Why we are making limited progress and what to do about it. Presentation at the annual Pacific Coast Research Conference, Coronado, CA.
- Catts, H.W.** & Summy, R. (2019, November). New insight to dyslexia as a language-learning disability. Presentation in the inaugural Sylva O. Richardson Symposium at the International Dyslexia Conference, Portland, OR.
- Catts, H.W.** (2019, November). Risk and resilience in dyslexia: Intersections of cognitive, linguistic, and biopsychosocial factors. Presentation at the International Dyslexia Conference, Portland, OR.
- Catts, H.W.** (2019, November). What is wrong with the way we think about reading comprehension. Implications for assessment and intervention. Seminar presented at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.
- ***Catts, H.W.** (2019, December). Screening for dyslexia: Core skills. Presentation at the Screening workshop supported by The Dyslexia Foundation.

Regional

- Catts, H.,** & Condino, R. (1982, March). Are language-impaired children impulsive? Paper presented at the annual convention of the Ohio Speech-Language-Hearing Association, Columbus, OH.
- Hock, H. & **Catts, H.** (1982, March). Client's perception of esophageal speech instructors. Paper presented at the annual convention of the Ohio Speech-Language-Hearing Association, OH.
- Catts, H.,** Swank, L, McIntosh, S., Stewart, L. (1989, October). Predicting reading success in language-impaired children. Paper presented at the annual convention of the Kansas Speech-Language-Hearing Association. Lawrence, KS.

- ***Catts, H.** (1990, October). Dyslexia: A developmental language disorder. Paper presented as part of a regional workshop for The Orton Dyslexia Society, Kansas City, MO.
- Catts, H.** (1994, October). Assessment and remediation of phonological awareness. Paper presented at the annual conference of the Kansas Speech-Language-Hearing Association, Topeka, KS.
- ***Catts, H.** (1996, October). Phonological awareness and its relationship to reading disorders in children and adults. Presentation at the annual conference of the KS/NB Branch of the ODS.
- Catts, H.,** Bridges, Mindy S., Nielsen, D.C., & Chan, Y. (2011). Response to vocabulary instruction in Tier 2. Poster presented at the annual conference of the Kansas Speech-Language-Hearing Association, Overland Park, KS.
- Bridges, M.S., **Catts, H.,** & Nielsen, D.C. (2011). Response to narrative instruction in Tier 2. Poster presented at the annual conference of the Kansas Speech-Language-Hearing Association, Overland Park, KS.

Papers with Corporate Authorship*

* Member of author and/or research team responsible for this work presented under the authorship of Language and Reading Research Consortium (LARRC)

- Alonzo, C.N., Hogan, T.P., Yeomans-Maldonado, G., Murphy, K., Bevans, B., Sheranian, K., & LARRC (2015, November). Predicting second grade listening comprehension using preschool measures. American Speech, Language, and Hearing Association Annual Convention, Denver, CO.
- Gray, S. and LARRC (October, 2015). Development and Efficacy of the Let's Know! Curriculum Supplement for Improving Oral Language and Listening comprehension in Preschool through Third Grade. Talk presented at the 3rd Annual Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ.
- Bridges, M.S. & LARRC (2015, February). Feasibility and Fidelity of Let's Know!: Results from Pilot Studies. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Gray, S. & LARRC (2015, February). Background and Development of the Let's Know! and ¡Vamos a Aprender! Curriculum Supplements. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Piasta, S.B. & LARRC (2015, February). Preliminary results: Impacts of Let's Know! on proximal measures of comprehension-related skills. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Restrepo, M.A. & LARRC (2015, February). Exploring the Impact of Vamos a Aprender: Preliminary Results. Paper presented at the Pacific Coast Research Conference, Coronado, CA
- Dynia, J., Piasta, S. & LARRC. (2015, January). Classroom Observational Measures in a Large Multisite Early Childhood Literacy Study. In Hui, J. & Yeomans-Maldonado, G. (Chairs), Pentimonti, J. (Discussant). Data Collection and Data Analyses in Large Multisite Early Childhood Literacy Studies. Symposium conducted at the International Congress for School Effectiveness. Cincinnati, OH.
- Jiang, H. & LARRC. (2015, January). Dealing with Missing Data in Multisite, Longitudinal Trials. In Hui, J. & Yeomans-Maldonado, G. (Chairs), Pentimonti, J. (Discussant). Data Collection and Data Analyses in Large Multisite Early Childhood Literacy Studies. Symposium conducted at the International Congress for School Effectiveness. Cincinnati, OH.

- Murphy, K., Pentimonti, J. & LARRC. (2015, January). Investigating Child Language and Reading Development. In Hui, J. & Yeomans-Maldonado, G. (Chairs), Pentimonti, J. (Discussant). Data Collection and Data Analyses in Large Multisite Early Childhood Literacy Studies. Symposium conducted at the International Congress for School Effectiveness. Cincinnati, OH.
- Yeomans-Maldonado, G., Logan, J. & LARRC. (2015, January). Showcasing Modeling Techniques. In Hui, J. & Yeomans-Maldonado, G. (Chairs), Pentimonti, J. (Discussant). Data Collection and Data Analyses in Large Multisite Early Childhood Literacy Studies. Symposium conducted at the International Congress for School Effectiveness. Cincinnati, OH.
- O'Connell, A., McCoach, B., Yeomans-Maldonado, G., & LARRC (2014, November). Best Practices in Residual Diagnostics and Model Assessment in a Multilevel Framework. Invited talk presented at the Advances In Multilevel Modeling for Educational Research Meeting: Addressing Practical Issues Found in Real-World Applications, College Park, MD.
- Alonzo, C.A., Davis, D., Guarino, A., Farquharson, K., Hogan, T.P., & LARRC (2014, November). *Classroom language-based intervention effects narrative retell of preschool children*. American Speech, Language, and Hearing Association, Orlando, FL.
- Restrepo, M. A. & LARRC (2014, October). Diferencias Individuales en la Adquisición de inglés como Segundo idioma. Encuentro de diferencias individuales. Ciudad de México, Universidad Autónoma de México.
- Murphy, K.A., Farquharson, K., & LARRC (2014, November). Profiles of lexical quality in preschoolers and the simple view of reading. Technical research session presented at the annual convention of the American Speech and Hearing Association, Orlando, FL.
- Farquharson, K., Cain, K., Hogan, T.P., Yeomans-Maldonado, G., Murphy, K., & LARRC (2014). *The role of memory updating in differentiating good and poor comprehenders*. Poster presented at Society for the Scientific Study of Reading, Santa Fe, NM.
- Cain, K., Hogan, T., Pentimonti, J., & LARRC (2013, July). *Reading and listening comprehension from 6 to 9 years: Are attention and memory equally important for both?* Paper presented at annual meeting of Society for the Scientific Study of Reading, Hong Kong.
- Davis, D. L., Hogan, T. P., Long, Y., Green, J., Bridges, M., Catts, H., & LARRC (2013, July). *The relation between pausing in oral narrative retells and comprehension*. Paper presented at the Society for the Scientific Study of Reading, Hong Kong, China.
- Restrepo, M. A., Gray, S., & LARRC (2013, July). *Language bases of language comprehension in preschool bilinguals learning to read in English as a second language*. Paper presented at the Society for the Scientific Study of Reading, Hong Kong, China.
- Gray, S., Restrepo, M. A., O'Connell, A., Pentimonti, J., & LARRC (2013, June). *Dimensionality of language in young Spanish-English dual language learners*. Poster presented at the thirty-fourth Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Cain, K., & LARRC. (2013, June). *The dimensionality of language ability in young children*. Paper presented at the Child Language Seminar, Manchester, England.
- Cain, K., Hogan, T., Pentimonti, J., & LARRC (2012, September). *Reading and listening comprehension from 6 to 9 years: Is working memory equally important for both?* Paper presented at British Psychology Society Developmental Section Annual Conference, Glasgow, Scotland.
- O'Connell, AA, Pentimonti, J., & LARRC (2012, April). *Assessing Cognitive Processes at the Core of Reading Comprehension: Pre-Kindergarten through Third Grade for the General*

- English Speaking Population*. Paper presented at the Annual Meeting of the National Council on Measurement in Education (NCME), Vancouver, BC.
- Gray, S. & LARRC (2012, October). *Fidelity of the LARRC Reading Comprehension Interventions*. International Reading Comprehension Symposium, Christchurch, New Zealand.
- Restrepo, M. A. & LARRC (2012, October). *A model of language intervention for improving reading comprehension: A focus on preschool dual language learners*. International Symposium of Reading Comprehension. Christchurch, New Zealand.
- Hogan, T.P. & LARRC (2012, October). *Measuring the effectiveness of reading comprehension interventions*. International Reading Comprehension Symposium, Christchurch, New Zealand.

Professional Presentations and Workshops

International

- Catts, H.** (1992, October). Language basis of reading disabilities: Implications for early identification and remediation. Invited workshop for the annual seminar at Scarborough General Hospital, Scarborough, Ontario.
- Catts, H.** (1992, October). Early identification and remediation of language-based reading disabilities. Keynote speaker for the annual conference of the British Columbia Association of Speech/Language Pathologists and Audiologists. Victoria, British Columbia.
- Catts, H.** (1994, May). Early identification and remediation of reading disabilities. Workshop presented at the annual conference of the Canadian Association of Speech-Language Pathologists and Audiologists. Winnipeg, Manitoba.
- Catts, H.** (1994, May). Language basis of reading disabilities. Workshop presented for regular and special educators in Northern Tasmania. Ulverstone, Tasmania.
- Catts, H.** (1994, May). Discover more about literacy. Workshop presented for regular and special educators in Southern Tasmania. Rokeby, Tasmania.
- Catts, H.** (1995, March). Language basis of reading and reading disabilities. Workshop presented for the Victoria Branch of the Australian Association of Speech and Hearing, Melbourne, Australia.
- Catts, H.** (1995, April). Language and reading disabilities. Workshop presented for local teachers and speech-language therapists. Christchurch, New Zealand.
- Catts, H.** (1995, April). Reading and reading disorders. Short course given for students of Christchurch College of Education, Christchurch, New Zealand.
- Catts, H.** (1995, April). Language basis of reading and reading disabilities. Workshop presented for the South Australia branch of the Australian Association of Speech and Hearing, Adelaide, Australia.
- Catts, H.** (1995, April). Language basis of reading and reading disabilities. Workshop presented for the West Australia branch of the Australian Association of Speech and Hearing Perth, Australia.
- Catts, H.** (1995, October). Language basis of reading disabilities: Implications for early identification and remediation. Keynote speaker for the annual conference of the Speech and Hearing Association of Alberta. Edmonton, Alberta.
- Catts, H.** (1999, October). Phonemic awareness and early literacy. Workshop for the speech-language pathologists of School District #61, Victoria, BC.
- Catts, H.** (1999, October). Language and reading disabilities: Best practices for school based

speech-language pathologists, Victoria, BC.

Catts, H. (2000, July). Best practice: Speech and language therapists and reading disabilities. Workshop sponsored by I Can (National charity for speech-language-hearing disorders). London, England.

Catts, H. (2003, May). Language basis of reading disabilities: Research to practice. Workshop for the Canadian Association of Speech-Language Pathologists and Audiologists. Newfoundland, Canada.

Catts, H. (2003, June). Language-based reading disabilities: Role of the speech-language pathologist. Workshop for the Orde des orthophonistes et audiologistes du Quebec. Montreal, Quebec.

Catts, H. (2003, October). Language basis of reading disabilities: Implications for early identification and remediation. Workshop for the Child Guidance Clinic, Winnipeg, Manitoba.

Catts, H. (2004, March). Language basis of reading disabilities: Role of speech-language therapist. Workshop for the Auckland Speech and Language Therapy Association. Auckland, New Zealand.

Catts, H. (2004, May). Literacy problems in school-age children: Role of SLPs and other professionals. Workshop presented for the OverSeas Association of Communication Sciences, Heidelberg, Germany.

Catts, H. (2004, October). Literacy problems in school-age children: Role of SLPs. Workshop at the University of Western Ontario, London, Canada.

Catts, H. (2005, October). Simple view of reading: Implications for the identification, assessment and remediation of reading disabilities. Workshop presented for the annual conference of the Speech Pathology and Audiology Association of Nova Scotia, Canada

Catts, H.W. (2015, April). Language basis of reading disabilities. Workshop for the professional staff of the Dyslexia Association of Singapore. Singapore.

National

Catts, H. (1988, May). The relationship between reading and language disorders. Workshop presented at University of North Carolina, Chapel Hill, NC.

Catts, H. (1989, February). The relationship between reading and language disorders. Workshop presented for the Volusia County, Florida Speech-Language Pathology Staff.

Catts, H. (1989, April). Language-based reading disabilities. Workshop conducted for the Upper Peninsula Speech-Language-Hearing Association. Marquette, MI.

Catts, H. (1989, June). The language bases of reading disabilities. Summer workshop. Fort Hayes State University, Hays, KS.

Catts, H. (1989, October). The language basis of reading disabilities. Language-Learning Disabilities Institute, Emerson College, Boston, MA.

Catts, H. (1989, December). Promoting academic success: The role of speech-language pathologists. Workshop series for the State of North Carolina, Council for Exceptional Children Annual Convention. Winston Salem, NC.

Catts, H. (1990, February). The language basis of reading disabilities. Workshop presented at the Illinois Speech-Language-Hearing Association, Chicago, IL.

Catts, H. (1990, July). Language basis of reading disabilities. Implications for the speech language pathologist. Workshop presented at the Summer Institute, Utah State University, Logan, UT.

Catts, H. (1990, August). Reading disabilities. Workshop presented at the Language Learning

- Disabilities Institute, San Diego, CA.
- Catts, H.** (1990, October). Language basis of reading disabilities. Workshop presented at the Arlene Matkin Fall Workshop. Glendale, AZ.
- Catts, H.** (1991, February). Language basis of reading disabilities: Implications for intervention. Workshop for the Kent Area Speech and Hearing Association, Grand Rapids, MI.
- Catts, H.** (1991, April). Language basis of reading disabilities: Implications for speech-language pathologists. Invited speaker for the annual convention of the North Carolina Speech-Language-Hearing Association, Raleigh, NC.
- Catts, H.** (1991, May). Language basis of reading disabilities: Implications for speech-language pathologists. Invited speaker for the annual convention of the New Jersey Speech-Language-Hearing Association, Atlantic City, NJ.
- Catts, H.** (1992, February). Language basis of reading disabilities: Implications for intervention. Invited workshop for professional staff of the Special School District of St. Louis County, Town & Country, MS.
- Catts, H.** (1992, February). Language basis of reading disabilities: Implications for speech-language pathologists. Invited workshop for the speech-language pathology staff of the Special School District of St. Louis County, Town & Country, MS.
- Catts, H.** (1992, May). Language basis of reading disabilities: Clinical implications. Keynote speaker for the Cimarron Conference on Communication Disorders, Oklahoma State University, Stillwater, OK.
- Catts, H.** (1992, July). Language-based reading disabilities: Clinical implications. Invited speaker for Annual Colloquium in Communication Disorders, University of the Pacific Stockton, CA.
- Catts, H.** (1992, October). The language basis of reading disabilities: Clinical implications. Keynote speaker for the annual conference of the New Mexico Speech-Language-Hearing Association, Albuquerque, NM.
- Catts, H.** (1993, March). Language basis of reading disabilities. Workshop presented for Florida Diagnostic and Learning Resource System. Clearwater, FL.
- Catts, H.** (1993, April). Early identification and remediation of language-based reading disabilities. Featured speaker at the annual conference of the Maryland Speech-Language-Hearing Association, Greenbelt, MD.
- Catts, H.** (1993, June). Language basis of reading disabilities: Implications for the early identification and remediation. Workshop for University of Wisconsin-Madison, Outreach Programs. Madison, WI.
- Catts, H.** (1993, August). Language basis of reading disabilities: Clinical implications. Speaker for the 7th Annual Summer Speech/Language Hearing and Special Education Seminars. South Tahoe, CA.
- Catts, H.** (1993, October). Language basis of reading disabilities: Implications for early identification and remediation. Keynote speaker for the annual conference of the Delaware Speech-Language-Hearing Association, Wilmington, DE.
- Catts, H.** (1994, March). Language basis of reading disabilities: Clinical implications. Workshop presented at the annual conference of the Ohio Speech and Hearing Association. Cleveland, OH.
- Catts, H.** (1994, March). Language-based reading disorders: Identification and intervention. Workshop presented at the annual conference of the Speech-Language-Hearing Association of Virginia. Richmond, VA.
- Catts, H.** (1994, April). Language basis of reading disabilities: Clinical implications. Workshop presented for the Green Valley Area Education Agency # 13-14. Red Oak, Iowa.

- Catts, H.** (1994, September). Language basis of reading disabilities: Early identification and remediation. Keynote speaker for the annual conference of the Maine Speech-Language-Hearing Association, Sugarloaf, MN.
- Catts, H.** (1995, May). Language basis of reading disabilities: Implications for early identification and remediation. Workshop presented for the University of California Hayward Chapter of the National Student Speech Language Hearing Association, Hayward, CA.
- Catts, H.** (1995, November). Language basis of reading disabilities: Clinical implications. Workshop presented at Emerson College, Boston, MS.
- Catts, H.** (1996, February). Language basis of reading disabilities: Implications for early identification and remediation. Workshop presented to the staff of the Ventura County School District, Ventura, CA.
- Catts, H.** (1996, May). Language basis of reading disabilities: Implications for early identification and remediation. Workshop presented for the Speech-Language-Hearing Association of Rochester, NY.
- Catts, H.** (1997, January). Language basis of reading disabilities: Implications for early identification and remediation. Featured speaker for the annual conference sponsored by the Baylor University NSSHLA, Waco, TX.
- Catts, H.** (1997, March). Language basis of reading disabilities. Workshop for the Hampshire Educational Collaborative. Northampton, MA.
- Catts, H.** (1997, April). Language basis of reading disabilities: Implications for early identification and remediation. Featured speaker for the annual conference of the Mississippi Speech-Language-Hearing Association, Biloxi, MS.
- Catts, H.** (1997, October). Early identification and remediation of reading disabilities. Featured speaker for the annual conference of the Louisiana Speech-Language-Hearing Association, Alexandria, LA.
- Catts, H.** (1999, February). Language basis of reading disabilities: Implications for early identification and remediation. Invited speaker for conference at American International College, Springfield, MA.
- Catts, H.** (1999, March). Phonological awareness: Theory and practice. Invited speaker for the annual Conference of the Georgia Speech Language Hearing Association, Savannah, GA.
- Catts, H.** (1999, April). Language basis of reading disabilities: Implications for early identification and remediation. Invited speaker for the annual conference of the Idaho Speech-Language-Hearing Association. Boise, ID.
- Catts, H.** (1999, October). Language basis of reading disabilities: Implications for early identification and remediation. Invited speaker for the annual conference of the Connecticut Speech-Language-Hearing Association. Farmington, CT.
- Catts, H.** (2000, February). Dyslexia and other reading disabilities: Early identification and remediation. Presentation at the 9th Symposium on Literacy and Disabilities, Cary NC.
- Catts, H.** (2000, February). Phonological awareness: Research and practice. Workshop for the Georgia Learning Resources System, Atlanta, GA.
- Catts, H. & Scarborough, H.** (2000, March). Reading development and disabilities. Workshop at Fox Professional Development Conference, Middle Tennessee State University, Murfreesboro, TN.
- Catts, H.** (2000, April). Phonology, language, and reading: Implications for intervention. Workshop presented for Professional Programs, Madison WI.
- Catts, H.** (2000, October). Phonological awareness: Research to practice. Invited speaker for the annual conference of the Oregon Speech-Language-Hearing Association. Portland, OR.
- Catts, H.** (2000, October). Language-basis of reading disabilities: Best practice for

- speech-language pathologists. Featured speaker for the Arlene Fall Matkin Workshop offered by the Arizona Speech-Language-Hearing Association. Phoenix, AZ.
- Catts, H.** (2001, February). Phonology, language, and reading: Implications for intervention. Workshop presented for Professional Programs, St. Petersburg, FL.
- Catts, H.** (2001, October). Language basis of reading disabilities: Implications for early identification and remediation. Invited speaker for the Edwin H. Eddy Lecture Series, University of Minnesota Duluth, Duluth, MN.
- Catts, H.** (2002, February). Language-based reading disabilities: Research to practice. Workshop for the staff of Mat-Su school district, Palmer, AK.
- Catts, H.** (2002, September) Language-based reading disabilities: Research to Practice. Presentation for the annual RiteCare Conference, St Louis, MO.
- Catts, H.** (2003, February). Subgrouping poor readers: Implications for early identification and intervention. Presentation for the annual conference of the Illinois Speech-Language hearing Association, Chicago, IL.
- Catts, H.** (2005, June). Simple View of Reading: Implications for SLPs. Presentation for the Annual conference of the Florida Association of Speech-Language Pathologists and Audiologists. Marco Island, FL.
- Catts, H.** (2006, April). Simple view of reading: Early Identification and RTI. Workshop for the annual conference of the California Speech-Language Hearing Association, San Francisco, CA.
- Catts, H.** (2006, April). Literacy problems in school-age children. Workshop for the annual conference of the Hawaiian Speech-Language-Hearing Association, Honolulu, HI.
- Catts, H.** (2007, May). Early identification of language-based literacy problems using response to intervention. Workshop for the joint meeting of the New Jersey Speech-Language-Hearing Association and the New Jersey Branch of the International Dyslexia Association, Newark, NJ.
- Catts, H.** (2008, March). Early identification of reading disabilities within a RTI framework. Workshop presented at the Lindamood Annual Conference, Anaheim, CA.
- Catts, H.W.** (2015, February). Language basis of reading. Montag invited lecture at the Atlanta Speech School, Atlanta, GA.
- Catts, H.W.** (2015, February). Early identification of reading disabilities. Workshop for the professional staff of the Atlanta Speech School, Atlanta, GA.
- Catts, H.** (2016, March). Reading comprehension is not a single thing. Presentation at the AIM Academy conference, Pennsylvania, PA.
- Catts, H.** (2016, October). Reading comprehension is not a single thing. Keynote address at the Pennsylvania Branch of the International Dyslexia Association, Pennsylvania, PA.
- Catts, H.** (2017, February). Oral language precursors in literacy: Understanding dyslexia and other reading disabilities from a language perspective. Presentation for the Dyslexia Foundation conference; Dyslexia and literacy: from neurons to the classroom. San Francisco, CA.
- Catts, H.** (2018, February). Reading comprehension is not a single thing. Presentation at the annual Plain Talk about Literacy and Learning conference. New Orleans, LA.
- Catts, H.** (2019, January). Moving beyond the simplification of reading comprehension: Research to Practice. Presentation for the faculty and staff of the Schenck School, Atlanta, GA.
- Catts, H.** (2019, February). What is wrong with the way we think about reading comprehension. Presentation at the annual Plain Talk about Literacy and Learning conference. New Orleans, LA.
- Catts, H.** (2019, February). Early identification of dyslexia. Presentation at the annual Plain Talk about Literacy and Learning conference. New Orleans, LA.

- Catts, H.** (2019, April). Early identification and intervention of language based reading disabilities. Workshop for the Cullowhee Communication Disorders Conference. Cullowhee, NC.
- Catts, H.** (2019, April). Early identification of dyslexia: Research to practice. Workshop for the Reading in the City Conference, Denver, CO.
- Catts, H.** (2019, April). What is wrong with the way we think about reading comprehension. Workshop for the Reading in the City Conference, Denver, CO.
- Catts, H.** (2019, July). Early identification of dyslexia: Research to practice. Keynote speaker at the Texas Summer Dyslexia Institute, Hurst, TX.
- Catts, H.** (2019, July). Reconceptualizing the assessment and intervention of reading Comprehension. Breakout session presentation at the Texas Summer Dyslexia Institute, Hurst, TX.
- Catts, H.** (2019, October). Early identification of dyslexia: Current research and implications for practice. Keynote speaker for the Rise to the Challenge conference of the Alabama Branch of the International Dyslexia Association, Birmingham, AL.
- Catts, H.** (2019, October). Reconceptualizing the assessment and intervention of reading Comprehension. Keynote speaker for the Rise to the Challenge conference of the Alabama Branch of the International Dyslexia Association, Birmingham, AL.

Regional

- Catts, H.** (1981, November). Phonological processes in children. Workshop for Speech-Language Pathology Staff, John F. Kennedy Institute for Handicapped Children, Baltimore MD.
- Catts, H.** (1982, September). Research methodology in communication disorders. Workshop series presented for the professional staff of the Cleveland Hearing and Speech Center, Cleveland, OH.
- Catts, H.** (1985, September). Language-based reading disorders: Implications for the speech-language pathologist. Workshop given for the speech-language pathology staff of the Cleveland Hts.-University Hts. Schools.
- Catts, H.** (1988, April). Language-based reading disabilities. Workshop presented for the Greater Kansas City Speech-Language-Hearing Association.
- Catts, H.** (1989, May). Language-learning disabilities. Workshop presented at the Spring Symposium of the Intercampus Program in Communication Disorder, Kansas, KS.
- Catts, H.** (1989, September). Language-based reading disabilities, Workshop presented for the Kansas City, MO Speech-Language Pathology Staff, Kansas City, MO.
- Catts, H.** (1990, February). Reading problems: What can we do? Help for classroom teachers and parents. In-service for the Kaw Valley Chapter of the Council of Exceptional Children. Lawrence, KS.
- Catts, H.** (1990, April). Reading disabilities: Implications for the speech-language pathologist. Workshop presented for the speech-language pathology staff of the Kansas City Public School District.
- Catts, H.** (1990, April). Early identification of reading disabilities. In-service for the speech-language pathology staff of the Topeka Public School District.
- Catts, H.** (1996, March). Language and reading problems. In-service for the teachers of Royal

- Elementary School, Hoyt, KS.
- Catts, H.** (1996, October). Dyslexia: What's new. Lecture for the local branch of the Kansas Reading Association. Topeka, KS.
- Catts, H.** (1997, August). Language and reading problems. Workshop for the Speech-Language Pathology Staff, Kansas City School District, KS.
- Catts, H.** (1998, May). Language and reading problems. In-service for the Kansas City Area teachers.
- Catts, H.** (1998, October). Language and reading problems. In-service for Topeka, KS teachers and special educators.
- Fey, M. & **Catts, H.** (1999, May). Speech, phonological awareness, and language: The SLP and early reading disorders. L.B. Spake Hearing and Speech Department 50th Anniversary Symposia. Kansas City, MO.
- Catts, H.** (1999, June). Reading for the millennium. Workshop for teachers and special educators of Topeka Public Schools, Topeka, KS.
- Catts, H.** (2000, June). Identification and remediation of language-based reading disabilities. Workshop for the staff of Research Medical Center, Kansas City, KS.
- Catts, H.** (2001, April). Identification and remediation of language-based reading disabilities. Workshop for the SLP staff of the Olathe KS schools.
- Catts, H.** (2007, April). The changing nature of reading disabilities: Challenges for identification and intervention. Workshop for the annual meeting of the Kansas/ Missouri Branch of the International Dyslexia Association, Olathe, KS.
- Catts, H.** (2011, April). Early identification of reading disabilities. Workshop for the Kansas University Student Speech, Language, and Hearing Association. Lawrence, KS.
- Catts, H.** (2014, October). Early identification of dyslexia and other language-based reading disabilities. Workshop for the Florida branch of the International Dyslexia Association, Orlando, FL.

Teaching Experience

Florida State University

SPA 6804 Doctoral Seminar

SPA 6841 Seminar in Reading Disorders

University of Kansas

SPLH 261 Survey of Communication Disorders

SPLH 854 Reading Disorders

SPLH 844 Language Disorders in Children: School-Age

SPLH 466 Language Science

SPLH 868 Professional Seminar (Co-instructor)

SPLH 660 Research Methods (Co-instructor)

Case Western Reserve University

COSI 105 Introduction to Speech, Language, and Hearing Processing

COSI 210 Speech Communication Theories

COSI 211 Phonetics and Phonology

COSI 315 Language and Cognition

COSI 321 Speech Perception and Psychoacoustics

COSI 422 Instrumentation in Speech and Hearing Sciences

COSI 497 Methods of Research
COSI 600 Seminar in Auditory Processing Disorders
COSI 600 Seminar in Central Auditory Mechanisms and Processing
COSI 600 Seminar in Reading and Reading Disorders

University of Florida

SPA 100 Introduction to Speech Communication
SPA 205 Introduction to Speech Processing (Co-instructor)
SPA 496 Language Acquisition
SPA 501 Introduction to Graduate Studies (Co-instructor)

Professional Service

Department

Research and Training Grant Committee, Chair 1980-81
Student Affairs Committee, 1980-83, Chair 1981-83
Academic Affairs Committee, 1981-87, Chair 1984-87
Recruitment/Admissions Committee, 1982-1987, Chair 1983-87
Ad-Hoc Committee for Development of Clinical Lab, Chair 1982-83
Continuing Education Committee, 1984
Clinical Affairs Committee, 1984-1987
Acting Chair, Department of Communication Sciences, 1983-85
Program Director, Graduate Program in Speech Pathology and Audiology, 1983-85
Ad-Hoc Committee for the Revision of the UG Curriculum, Co-chair 1987-88
Admissions Committee, Intercampus Program in Communication Disorders, Chair 1988-1992,
1996-1997, Chair 1998-2004
Student Advising Committee 1993-1995
Search Committee for Department faculty position, 1984, 1988-1989, 1993, 2002, 2003 (chair),
2004, 2005, 2006 (chair), 2007, 2010, 2011, 2012
Honors Committee, 1989-present, Chair 1989-1990,
Planning Committee, Symposium in Speech-Language Pathology, 1993
Ad-Hoc Committee for Revision of Research Curriculum, Chair, 1995-1996
Clinic Committee 1998
Ad-Hoc Committee on Ph.D. Program in Audiology 1998
Chairperson 2004-2013
Co-Director for Graduate Programs in Speech-Language Pathology and Audiology 2004-2013
Ad-Hoc Committee on SLP doctorate, 2010-2013
Ad-Hoc Committee on Ph.D. Program in Speech-Language Pathology, 2012

University

Committee for Symposium on Advances in Communication Sciences, 1982-83
Lecturer for College for a Day, 1982
College Committee for Core Curriculum, 1983
Subcommittee on Western Reserve College-University Circle Institutions Relationships,
1984-85
Information Studies Task Force, 1985
University and College Telethons, 1980-87
Comprehensive Exam Review Committee, Child Language Program, 1987-present

Research Management Team, Early Childhood Research Institute, 1988-1993
Faculty Advisor, Summer Orientation, 1988, 1989, 1992-
Admissions Committee, Child Language Program, 1988-1990
Search Committee for Assistant Director of Student Services, 1989
Search Committee, Cognitive Psy. position, Dept. of Psychology, 1989-1990, 1990-1991,
1992-1993.
Outside Examiner, Ph.D. Oral Defense, Education, Special Education, Linguistics,
Psychology, 1989-2013
Commencement Marshal, 1992-1993, 2001, 2003, 2006, 2007, 2009, 2011
Graduate Research Fund Review Committee, 1993, 1996-1997, 2001-2002
Department Ambassador to Center for Teaching Excellence 2001-2004
Life Span Institute Computing Technology Committee, 2005-2013
Search Committee, Director of Life Span Institute, 2008
Judge, Annual Graduate Student Research Competition, 2010
Internal Review Committee for Center for Research on Learning, 2012

Region

Consultant to Cleveland Hearing and Speech Center, 1980-1987
Ohio Speech-Language-Hearing Association Publication Board, 1983-85
Trustee, Advisory Board of the Cleveland Association for Children and Adults with Learning
Disabilities, 1984-87
Consultant to Cleveland Heights-University Heights Schools, 1985-87.
Clinical Intern, University of Kansas Speech and Hearing Clinic, 1987-1991
Consultant, Topeka Public Schools, 1989-1992
Presenter at State or Local conferences, 1989-present
Volunteer, Adult Learning Center, Lawrence, KS 2000
Advisory Board Missouri-Kansas Branch of International Dyslexia Association 2006-present

Nation

Committee/Board Service

American Speech-Language-Hearing Association, Task Force on Central Auditory Processing
Disorders, 1993-95; Committee for the Role of SLPs in Intervention for Reading Disabilities,
1998-2002.
Society for the Scientific Study of Reading, Elected Board Member, 2002-2004;
Awards Committee (chair), 2004; Vice President 2006-2007; President Elect 2008-2009;
President 2010-2011; Past President 2012-2013
International Dyslexia Association, Scientific Advisory Board, 2001-present;
Board of Directors, 2009-2011; Research Education Committee (chair), 2011; Publications
Committee (chair), 2011
New England Research on Dyslexia Society, Scientific Advisory Board, 2014

Editorial/Reviews

Editorial Consultant for *Journal of Speech, Language, and Hearing Research* (1989-1990,
1995-1999; *Guest Associate Editor* 2005, 2006), *Language, Speech and Hearing Services
in the Schools* (1986-present), *Topics in Language Disorders* (1994-present), *Journal of
Learning Disabilities* (2002-present), *Annals of Dyslexia*
Occasional reviewer for *Journal of Speech and Hearing Disorders*, *ASHA Monographs*,
Merrill Palmer Quarterly, *Developmental Psychology*, *Mental Retardation and*

Developmental Disabilities Research Reviews, Journal of Experimental Child Psychology, Scientific Studies of Reading, Developmental Neuropsychology, Folia Phoniatica et Logopaedica, Reading and Writing, Journal of Educational Psychology, Journal of Clinical Psychology and Psychiatry, Trends in Cognitive Science, European Journal of Psychology of Education, Child Development, Psychological Bulletin
 Grant reviewer, Learning Disabilities Section, NIH 12/92, 7/93, 8/93, 6/10
 Grant reviewer, NIH; NICHD, 9/11, 11/12
 Grant reviewer, NIH; NIDCD Special Committee, F31 grant 2006
 Grant reviewer, State of Louisiana, 1993
 Grant reviewer, International Dyslexia Association, 2003-present
 Reviewer of Phonological Awareness and Literacy Acquisition, ASHA, 1998
 Book Reviewer, Paul Brooks Publishing, Singular Press 1998
 Book Reviewer – Guilford Press 2003

Conference Reviews/Service

Session Chair, American Speech-Language-Hearing Association Annual Conventions 1985, 1988, 1993, 1995, 1996, 2003
 Conference proposal reviewer, International Dyslexia Association, 2006, 2009-2013, 2015, 2016
 Session Chair, Society for the Scientific Study of Reading, 1996, 2002, 2004
 Program Committee, Annual conference of American Speech-Language-Hearing Association, 1993, 1996, 2003, 2015-2016
 Conference Convener – Connections between Language and Reading Disabilities, Merrill Advanced Studies Center, 2003
 Conference Convener - Annual meeting of the Society for Scientific Study of Reading, 2008, 2009; Proposal reviewer, 2007-2011
 Council for Academic Programs in Communication Sciences and Disorders, Scholarship committee 2016, 2017.

Policy Conferences/ Action Committees

Invited participant at the NICHD Conference on Intervention Programs for Children with Reading and Related Language Disorders, Bethesda, MD, 1994
 Invited participant for Consensus Development Conference on CAPD. Sponsored by the American Speech-Language-Hearing Association, Albuquerque, NM, 1994
 Invited participant at NIDCD working group for defining Specific Language Impairment, Bethesda, MD, 1998
 Moderator and invited participant for Emergent and Early Literacy Conference. American Speech-Language-Hearing Association and NIH, Rockville, MD, 2000.
 Member of working group on defining dyslexia. Sponsored by NIH and the International Dyslexia Association, Washington, DC, 2002
 Invited participant to conference on Responsiveness to Intervention. Sponsored by the National Research Center on Learning Disabilities, Kansas City, MO, 2003.
 Speaker and invited participant for conference on Building Capacity to Deliver Multi-tiered Reading Intervention in Public Schools and the Role of RtI. Sponsored by NIH and International Dyslexia Association Chicago, IL, 2004.
 Invited participant to conference on Responsiveness to Intervention: Sponsored by the National Research Center on Learning Disabilities, Kansas City, MO, 2005
 Invited participant at Assessing Reading in the 21st Century Conference: Aligning and

Applying Advances in Reading and Measurement Sciences. Sponsored by Institute for Educational Sciences and Education Testing Services. Philadelphia, PA, April 2008.
Member of Screening Technical Review Committee, National Center on Response to Intervention, 2008-present.

Consultant on Research Projects/Products

Juror and consultant, Online Academy funded by OSEP, University of Kansas, 1998-2001
Technical Advisory Board for National Research Center on Learning Disabilities funded by OSEP, Center for Research on Learning, University of Kansas 2001-2005
Advisory panel for Center for Study of Learning, Georgetown University 2002-2005
Course/workshop Reviewer – Middle Tennessee State University 2004
Panel Consultant, Adaptive Assessment of Reading Comprehension, Center for Research on Learning and Carnegie Corporation of New York, 2006
Consultant, Early Independent Comprehensive Adaptive Reading Evaluation, Institute of Education Science, PI: B. Wise, University of Colorado, Funded, 2006-2010.

International Activities

Editorial Board of *Dyslexia: An International Journal of Research and Practice*, 1994-present
Grant Reviewer: Economic & Social Research Council, Great Britain, 2003
Grant Reviewer: Wellcome Trust, Great Britain, 2003, 2006
Task Force on Branch Screening Program, International Dyslexia Association, 2006
Grant Reviewer: Instituto ABCD, Brazil, 2010
Editorial Board of CoDAS, Brazil, 2012
Grant Reviewer: FWO Expert Panel, Belgium, 2015
Consulted with Dyslexia Association of Singapore, 2015