

**BENITA A. BLACHMAN
CURRICULUM VITAE**

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EDUCATION

University of Connecticut, Ph.D., Dept. of Educational Psychology, 1981.

Harvard University, Graduate School of Education, M.A.T. in Reading, 1973.

University of Illinois (Urbana), B.S. in Special Education, with Honors, 1969.

PROFESSIONAL RECOGNITION

Awards

1985 Fulbright Lectureship (Singapore)

1997 Dina Fitelson Research Award, International Reading Association, for 1995 Journal of Reading Behavior article, coauthored with D. Tangel, "Effect of Phoneme Awareness Instruction on the Invented Spelling of First Grade Children: A One-Year Follow-Up."

1999 Fellow, International Academy for Research in Learning Disabilities

2001 Appointment as Trustee Professor of Education and Psychology at Syracuse University

Advisory Boards and Professional Offices

Society for the Scientific Study of Reading (SSSR)
Board of Directors, Secretary, 2000-2002
Board of Directors, Elected, 2002-2005

National Dyslexia Research Foundation
Scientific Advisory Board

Neuhaus Education Center
National Advisory Council

National Center for Learning Disabilities
Past Member of Professional Advisory Board

International Academy for Research in Learning Disabilities
Past Vice President for Student Membership

Editorial Boards

Journal of Educational Psychology

Scientific Studies of Reading

Editorial Advisory Board, <http://www.TeachingLD.org>, sponsored by The Division for Learning Disabilities of the Council for Exceptional Children

Ad hoc reviewer for Reading Research Quarterly, Journal of Learning Disabilities, Journal of Experimental Child Psychology, Reading and Writing: An Interdisciplinary Journal, National Reading Conference Yearbook.

ACADEMIC POSITIONS

- 2001- Trustee Professor of Education and Psychology, Syracuse University, Psychology faculty, Reading and Language Arts faculty, Special Education faculty. Courtesy appointment in Communication Sciences and Disorders.
- 1995-2001 Professor, Syracuse University, Reading and Language Arts faculty and Special Education faculty; Coordinator, Graduate Program in Learning Disabilities. Courtesy appointment in Communication Sciences and Disorders. Affiliated faculty, School Psychology.
- 1994-1995 Associate Professor, Syracuse University, Reading and Language Arts faculty and Special Education faculty; Coordinator, Graduate Program in Learning Disabilities. Courtesy appointment in Communication Sciences and Disorders.
- 1985-1994 Associate Professor, Syracuse University, Division of Special Education and Rehabilitation; Coordinator, Graduate Program in Learning Disabilities. Received courtesy appointment to Communication Sciences and Disorders Faculty, 1987, and to Reading and Language Arts Faculty, 1991.
- 1985 Visiting Professor, Fulbright Lectureship, Institute of Education, Singapore.
- 1981-1985 Assistant Professor, Syracuse University, Division of Special Education and Rehabilitation; Coordinator, Graduate Program in Learning Disabilities.
- 1980 Lecturer, Syracuse University, Division of Special Education and Rehabilitation, Coordinator of Graduate Program in Learning Disabilities; Coordinator, Psychoeducational Clinic.
- 1975-1976 Lecturer in Reading, Department of Elementary Education, University of Conn.
- 1974-1975 Instructor in Learning Disabilities, Department of Special Education, Southern Connecticut State College.

CONSULTING AND CLINICAL POSITIONS

- 1977-1985 Learning Disabilities Consultant, Yale Child Study Center Schools Program, Yale Medical School. Consultation and inservice for inner-city teachers to mainstream children with serious learning problems.
- 1975-1977 Director of Learning Disabilities Program, Consultant to Reading Program, Foote School, New Haven, CT. Diagnostic evaluations, kindergarten screening, inservice for teachers, parent consultations.

- 1973-1977 Learning Disabilities Consultant, Educational Service Associates, New Haven, CT. Private consulting group of clinical psychologists and learning disabilities specialists. Diagnostic and consultative services for children experiencing serious learning problems.
- 1973-1975 Reading Consultant, Quaker Hill Elementary School, Waterford, CT. Responsible for reading program, inservice and consultation to teachers, diagnostic evaluations, parent consultations, development of resource center and training of paraprofessionals.
- 1972-1973 Research associate, Harvard University. NICHD contract: "Development and evaluation of print materials to assist parents of retarded children." Research and development of manuals, leader of parent groups.
- 1971-1972 School Consultant, Hogan Regional Center, Danvers, Massachusetts. Liaison between Community Evaluation and Rehabilitation Clinic and public schools. Consultant to community special education teachers.
- 1969-1971 Special education teacher, Cambridge Program for Children Out of School; Mass. Dept. of Mental Health. Behavior modification class for children excluded from public school special classes; training in behavior analysis for community aides and parents.

PUBLICATIONS

- Blachman, B., & Murray, M. (in press). Teaching tutorial: Decoding instruction. To appear at <http://www.TeachingLD.org>, sponsored by the Division of Learning Disabilities (DLD) of the Council for Exceptional Children (CEC).
- Blachman, B. A. (in press). Teaching reading. In P. C. Hogan (Ed.). The Cambridge encyclopedia of the language sciences. Cambridge University Press.
- Blachman, B. A., & Tangel, D. (2008). Road to reading: A program for preventing and remediating reading difficulties. Baltimore, MD: Paul H. Brookes, Publishing Co.
- Blachman, B. A. (2007). The importance of phonological awareness and decoding for early literacy instruction. In B. Guzzetti (Ed.). Literacy for the new millennium: Early literacy (Vol. 1) (pp.95 – 110). Westport CT: Praeger Publishers.
- Blachman, B. A. (2006). First impressions: What four readers can teach us. In K. W. Fischer, J. H. Bernstein, & M. H. Immordino-Yang (Eds.), Mind, brain and education in reading disorders (pp. 217-226). Cambridge University Press.
- Blachman, B. A., Schatschneider, C., Fletcher, J. M., Francis, D. J., Clonan, S. M., Shaywitz, B. A., & Shaywitz, S. E. (2004). Effects of intensive reading remediation for second and third graders and a 1 year follow-up. Journal of Educational Psychology, 96, 444-461.
- Shaywitz, B. A., Shaywitz, S. E., Blachman, B. A., Pugh, K. R., Fulbright, R. K., Skudlarski, P., et al. (2004). Development of left occipitotemporal systems for skilled reading in children after a phonologically-based intervention. Biological Psychiatry, 55, 926-933.

Blachman, B. A., Tangel, D. M., Ball, E. W., Black, R. S. (1999). Combining phonological awareness and word recognition instruction. Perspectives, 25(2), 7-10.

Reprinted in "best of " Perspectives (2004).

Blachman, B. A., Schatschneider, C., Fletcher, J. M., Clonan, S. M. (2003). Early reading intervention: A classroom prevention study and a remediation study. In B. Foorman (Ed.), Preventing and remediating reading difficulties: Bringing science to scale. Timonium, MD: York Press.

Blachman, B. A. (2000). Phonological awareness. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, and R. Barr (Eds.), Handbook of reading research (Vol. III) (pp. 483-502). Mahwah, NJ: Lawrence Erlbaum Associates.

Blachman, B. A., Ball, E. W., & Black, R. S., & Tangel, D. M. (2000). Road to the code: A program of early literacy activities to develop phonological awareness. Baltimore, MD: Paul H. Brookes, Publishing Co.

Blachman, B. A., Tangel, D. M., Ball, E. W., Black, R. S., McGraw, C. (1999). Developing phonological awareness and word recognition skills: a two-year intervention with low-income, inner-city children. Reading and Writing: An Interdisciplinary Journal, 11, 239-273.

Blachman, B. A., Tangel, D. M., Ball, E. W., Black, R. S. (1999). Combining phonological awareness and word recognition instruction. Perspectives, 25(2), 7-10.

Monachino, S.J., Lewandowski, L.J., Smith, C.R., Blachman, B.A. (1997). Phonological awareness skills in children: Examining performance across tasks and ages. Journal of Psychoeducational Assessment, 15, 334-347.

Blachman, B.A. (Ed.). (1997). Foundations of reading acquisition and dyslexia: Implications for early intervention. Mahwah, NJ: Lawrence Erlbaum Ass.

Blachman, B.A. (1997). Early intervention and phonological awareness: A cautionary tale. In B. A. Blachman (Ed.), Foundations of reading acquisition and dyslexia: Implications for early intervention. Mahwah, NJ: Lawrence Erlbaum Ass.

Reprinted (1998) in Danish. Tidlig indsats og fonologisk opmærksomhed. Virum, Denmark: Dansk Videnscenter for Ordblindhed.

Blachman, B.A. (1996). Preventing early reading failure. In S. Cramer & W. Ellis, B. (Eds.), Learning Disabilities: Lifelong Issues. Baltimore: Paul H. Brookes Pub. Co.

Tangel, D.M., & Blachman, B.A. (1995). Effect of phoneme awareness instruction on the invented spelling of first grade children: A one year follow-up. Journal of Reading Behavior, 27, 153-185.

Blachman, B. (1994). What we have learned from longitudinal studies of phonological processing and reading, and some unanswered questions: A response to Torgesen,

Wagner, and Rashotte. Journal of Learning Disabilities, 27, 287-291.

Blachman, B., Ball, E., Black, S., Tangel, D. (1994). Kindergarten teachers develop phoneme awareness in low-income, inner-city classrooms: Does it make a difference?. Reading and Writing: An Interdisciplinary Journal, 6, 1-17.

Blachman, B. (1994). Early literacy acquisition: The role of phonological awareness. In G. Wallach and K. Butler (Eds.), Language learning disabilities in school-age children and adolescents: Some underlying principles and applications (pp. 253-274). Columbus, Ohio: Charles Merrill.

Sparrow, S., & Blachman, B. (1992). Developmental learning disorders: Academic skill disorders. In J.O. Cavenar et al (Eds.), Psychiatry. Philadelphia, PA: J.B. Lippincott Co.

Tangel, D., & Blachman, B. (1992). Effect of phoneme awareness instruction on kindergarten children's invented spelling. Journal of Reading Behavior, 24(2), 233-261.

Blachman, B. (1992). The role of phonological awareness in early reading acquisition. Homework, 4(3), 3-7.
Reprinted (1993) in Neurophysiology and Neurogenic Speech and Language Disorders (ASHA Special Interest Division 2), 3(2), 15-18.

Blachman, B. (1991). Getting ready to read: Learning how print maps to speech. In J. Kavanagh (Ed.), The language continuum: From infancy to literacy. Parkton, Maryland: York Press.

Reprinted (1992) by the NIH. Getting ready to read: Learning how print maps to speech. Washington, D.C.: National Institute of Child Health and Human Development.

Blachman, B. (1991). Phonological awareness: Implications for prereading and early reading instruction. In S. Brady & D. Shankweiler (Eds.), Phonological processes in literacy: A tribute to Isabelle Y. Liberman. Hillsdale, NJ: Lawrence Erlbaum Associates.

Blachman, B. (1991). Early intervention for children's reading problems: Clinical applications of the research in phonological awareness. Topics in Language Disorders (TLD), 12(1), 51-65.

Ball, E.W., & Blachman, B.A. (1991). Ball and Blachman reply to Catterson. Reading Research Quarterly, 26(4), 486.

Ball, E.W., & Blachman, B.A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? Reading Research Quarterly, 26(1), 49-66.

Blachman, B. (1989). Phonological awareness and word recognition: Assessment and intervention. In A.G. Kamhi & H.W. Catts (Eds.), Reading disabilities: A developmental language perspective. Boston: College-Hill Press.

Ball, E., & Blachman, B. (1988). Phoneme segmentation training: Effect on reading readiness.

Annals of Dyslexia, 38, 208-225.

Blachman, B. (1988). The futile search for a theory of learning disabilities. Journal of Learning Disabilities, 21, 286-288.

Blachman, B. (1987). An alternative classroom reading program for learning disabled and other low-achieving children. In R. Bowler (Ed.), Intimacy with language: A forgotten basic in teacher education. Baltimore, Maryland: Orton Dyslexia Society.

Blachman, B. (1987). Book review of Dyslexia: Its neuropsychology and treatment. Learning Disabilities FOCUS, 3(1), 60-63.

Ball, E., & Blachman, B. (1987). Book review of Rhyme and Reason in Reading and Spelling. New York Orton Dyslexia Society Newsletter. New York: Orton Dyslexia Society.

Reprinted (1988) in Learning Disabilities Focus, 3(2), 124-125.

Blachman, B., & James, S. (1985). Metalinguistic abilities and reading achievement in first-grade children. In J. Niles & R. Lalik (Eds.), Issues in literacy: A research perspective, Thirty-Fourth Yearbook of the National Reading Conference. Rochester, NY: National Reading Conference.

Sparrow, S., & Blachman, B. (1985). Developmental learning disorders. In J.O. Cavenar et al. (Eds.), Psychiatry. Philadelphia, Pa.: J.B. Lippincott Co.

Blachman, B. (1984). The relationship of rapid naming ability and language analysis skills to kindergarten and first grade reading achievement. Journal of Educational Psychology, 76, 610-622.

Blachman, B. (1984). Language analysis skills and early reading acquisition. In G. Wallach & K. Butler (Eds.), Language learning disabilities in school-age children. Baltimore, Maryland: Williams and Wilkins Company.

Sparrow, S., Blachman, B., Chauncey, S. (1983). Diagnostic and prescriptive intervention in primary school education. American Journal of Orthopsychiatry, 53 (4), 721-729.

Blachman, B. & James, S. (1983). Test review: Language Inventory for Teachers. The Reading Teacher, 37, 176-179.

Blachman, B. (1983). Test review: Diagnostic Spelling Potential Test (DSPT). Journal of Reading, 26, 134-138.

Blachman, B. (1983). Are we assessing the linguistic factors critical in early reading? Annals of Dyslexia, 33, 91-109.

Lieberman, I.Y., Shankweiler, D., Blachman, B., Camp, L., Werfelman, M. (1980). Steps toward literacy: A linguistic approach. In P. Levinson & C. Sloan (Eds.), Auditory processing and language: Clinical and research perspectives. New York: Grune & Stratton.

Baker, B.L., Brightman, A.J., Carroll, N.B., Heifetz (Blachman), B.A., & Hinshaw, S.P. (1977). Speech and language I, a volume in the series Steps to independence: A skills training

series for children with special needs. Champaign, IL: Research Press.

Baker, B.L., Brightman, A.J., Carroll, N.B., Heifetz (Blachman), B.A., & Hinshaw, S.P. (1977). Speech and language II, a volume in the series Steps to independence: A skills training series for children with special needs. Champaign, IL: Research Press.

MANUSCRIPTS IN PREPARATION

Blachman, B., Schatschneider, C., Fletcher, J. (in progress). Reading and spelling outcomes and a one-year follow-up of evidence-based early reading intervention provided by kindergarten and first grade classroom teachers.

Blachman, B. A., Schatschneider, C., Fletcher, J. M. (2006). [One-year follow-up of evidence-based early reading intervention provided by kindergarten and first grade classroom teachers]. Unpublished raw data.

Blachman, B. A., Schatschneider, C., Fletcher, J. M. (2006). [Reading intervention: Getting ready for scale-up]. Unpublished raw data.

RESEARCH GRANTS

Blachman, B. ***A One-Year Follow-up of Evidence-Based Early Reading Intervention Provided by Kindergarten and First Grade Classroom Teachers.*** Funded by the U.S Department of Education, Institute for Education Sciences (IES), 2005-2007. (\$199,897)

Blachman, B. ***Phase 1 Early Reading Intervention: Getting Ready for Scale-Up.*** Interagency Education Research Initiative (IERI) grant funded by the National Institute of Child Health and Human Development (NICHD), 2003-2006. (\$999,986)

Blachman, B. ***Early intervention for children's reading problems.*** Funded by the Syracuse University Vision Fund 2000, Center for Support of Teaching and Learning, 2000-2002. (\$5,012)

Blachman, B. ***Influence of an intensive, phonologically-based reading intervention on the functional organization of the brain in reading disabled children*** (funded by the National Institute of Child Health and Human Development, a subcontract from the Yale Medical School Center for the Study of Learning and Attention), 1996-2000. (\$750,000)

Blachman, B. ***ReadRight: A Program of Early Literacy Activities to Develop Phonological Awareness.*** Funded by the National Center for Learning Disabilities: National Program Replication and Dissemination Initiative, 1994-1997. (\$26,046)

Blachman, B. ***Phoneme awareness training in kindergarten and first grade. Do the benefits last?*** Syracuse University Small Grants Program, 1990. (\$5,086).

Blachman, B. ***An alternative kindergarten and first grade classroom reading program for children at-risk for learning disabilities.*** Foundation for Children with Learning Disabilities, 1987-1990. (\$74,984)

Blachman, B., & Ball, E. ***The effects of segmentation training in kindergarten on reading readiness and first grade reading ability.*** U.S. Dept. of Education, Grant No. G008630421, 1986-1987. (\$9,617)

Blachman, B. & James, S. ***Metalinguistic abilities and reading development in primary school-age children.*** Syracuse University Senate Research Committee Grant, 1984-1985. (\$5,000)

Blachman, B. ***The relationship of rapid naming and phoneme segmentation skills to reading error patterns of first and second graders.*** Syracuse University Senate Research Committee Grant, 1983-1984. (\$4,000)

PAPERS AND INVITED PRESENTATIONS

- Blachman, B. A. (2008). **Early reading intervention: What works and what doesn't in the classroom?** To be presented at an invited symposium on early reading intervention (S. Smartt, Chair) at the 59th Annual International Dyslexia Association Conference, Seattle, Washington, November 1, 2008.
- Blachman, B. A. (2005). **Literacy acquisition and instruction: Research findings and clinical observations.** In L. Ehri (Chair), *Interpreting research results and putting them into practice.* Presented as part of an invited symposium conducted at the special topics conference of The International Dyslexia Association, "Research to Practice: Advances in Reading and Literacy," Washington, D.C., July, 2005.
- Blachman, B. A. (2005). **Effects of evidence-based reading instruction for children with reading disabilities.** Presented at the Harvard University "Learning and the Brain" Conference, Cambridge, Mass., October, 2005.
- Blachman, B. A. (2005). **Early reading intervention.** Presented at the University of Florida, School of Education Seminar, Gainesville, Florida, April, 2005.
- Shaywitz, B. A., Shaywitz, S. E., Blachman, B. A., Pugh, K. R., Fulbright, R. K., Skudlarski, P., et al. (2003). **Development of left occipito-temporal systems for skilled reading following a phonologically-based intervention in children.** Presented at the Organization for Human Brain Mapping Annual Meeting, New York, June, 2003.
- Blachman, B., Schatschneider, C., & Fletcher, J. (2002). **Intensive tutoring for second and third graders: What we learned posttreatment and one year later.** Presented at the National Dyslexia Research Association (NDRF) Conference, Hawaii, June, 2002.
- Blachman, B., Schatschneider, C., & Fletcher, J. M. **Intensive tutoring: Do the benefits last?** Paper presented at the the Eighth Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Boulder, Colorado, June 1-3, 2001.
- Blachman, B., Fletcher, J. M., Schatschneider, C. **Reading treatment success: What factors make a difference?** Paper presented at the Seventh Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Stockholm, July 22-24, 2000.
- Blachman, B. **Phonological Awareness: Is It For Everyone?** Invited to give the Year 2000 George Graham Lecture in Reading at the University of Virginia, May 12 and 13, 2000.
- Blachman, B. **How reading behavior changes as a function of intensive intervention.** Invited presentation for a symposium "In celebration of science in studies of reading, mathematics, and attention: Development, disorders, and instruction" at the Learning Disabilities Association of America Annual Conference, Reno, Nevada, February 18, 2000.
- Blachman, B. **The nuts and bolts of an empirically supported reading intervention for children who are falling behind.** Keynote presentation at a conference on Early Reading Intervention sponsored by the University of Texas at Houston Health Science Center, Houston, January 18, 2000.

- Blachman, B., & Pugh, K. ***Phonologically-based tutoring and neuroimaging: What do we hope to learn? An overview of hypotheses, design issues, intervention, and measures--both behavioral and neuroanatomical.*** Presented at an invited symposium on "Intervention in Children's Reading Problems: Work in Progress Using Behavioral and Neuroimaging Measures," at the Sixth Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Montreal, April 25, 1999.
- Blachman, B. ***Early intervention for children at-risk.*** Invited presentation at a conference jointly sponsored by the University of Rhode Island Honors Program and the Rhode Island Department of Education, "The Literacy Challenge in America: Linking What We Know With What We Do." Kingston, Rhode Island, March, 29, 1999.
- Blachman, B. ***Early intervention for children's reading problems.*** Invited presentation at the Harvard University Graduate School of Education, Program in Language and Literacy, March 16, 1999.
- Blachman, B. ***First impressions: What can we learn?*** Invited presentation at a conference sponsored by the Harvard University Mind/Brain/Behavior Interfaculty Initiative, "Brain Bases of Learning Disorders: The Special Case of Reading." Cambridge, Mass., October 15-16, 1998.
- Blachman, B. ***An intensive, phonologically-based reading intervention: A preliminary report.*** Invited presentation at a conference sponsored by the National Institute of Child Health and Human Development (NICHD), "Progress and Promise in Reading Intervention Research." Washington, D.C., September, 1998.
- Blachman, B. ***Early literacy acquisition: Researching the methods.*** Invited presentation at a conference sponsored by the Department of Psychology at the University of Connecticut, "Literacy and the Language Module: A Conference in Honor of Alvin Liberman's Lifetime Achievement Award from the American Psychological Association." Storrs, Connecticut, October, 1997.
- Blachman, B. ***The phonological basis of reading and dyslexia.*** Invited presentation at the national LDA conference, "Progress and Promise in Research in Learning Disabilities," jointly sponsored by the Learning Disabilities Association of America (LDA) and the National Institute of Child Health and Human Development. Washington, D.C., May, 1997.
- Blachman, B. ***Early reading intervention: The role of phonological awareness.*** Invited presentation at the 18th International Conference on Learning Disabilities, sponsored by the Council for Learning Disabilities (CLD), Nashville, Tennessee, October, 1996.
- Blachman, B. ***Critical transition periods and effective teaching of reading: The early years.*** Invited presentation at the National Summit on Teacher Preparation, "Teaching: The Nation's Lifeline." Sponsored by the National Center for Learning Disabilities, New York City, May 1996.
- Blachman, B. ***The alphabetic principle and learning to read.*** Invited presentation at a conference in honor of the tenth anniversary of Landmark College, Putney, Vermont, September, 1995.
- Blachman, B. ***Future directions in intervention research.*** Invited presentation at an

international conference sponsored by the National Dyslexia Research Foundation, Kauai, Hawaii, May-June, 1995.

Blachman, B. ***Phonological awareness training for prereaders.*** Invited presentation at the 1995 annual conference of the Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA), Ottawa, April, 1995.

Blachman, B. ***Identifying the core linguistic deficits and the critical conditions for early intervention for children with reading disabilities.*** Presented at the 1995 annual convention of the Learning Disabilities Association (LDA), Orlando, March, 1995.

Blachman, B. ***Beginning to read: What children and SLPs (speech-language pathologists) need to know.*** Presented at the 1994 annual convention of the American-Speech-Language-Hearing Association (ASHA), New Orleans, November, 1994.

Blachman, B. ***A research perspective on intervention to prevent early reading failure.*** Presented at the "Summit on Learning Disabilities: A National Responsibility," sponsored by the National Center for Learning Disabilities, National Institute of Child Health and Human Development, and the Office of Special Education Programs Department of Education, Washington, D. C., September, 1994.

Blachman, B. ***Optimal designs for the study of interventions at prereading and initial stages of reading: Identification of robust predictors and interventions for decoding and word recognition abilities.*** Invited presentation at the National Institute of Child Health and Human Development Conference on Intervention Programs for Children with Reading and Related Language Disorders, Washington, D. C., August, 1994.

Blachman, B. ***How print maps to speech: A prerequisite for competent instruction in early reading skills.*** Presented at a symposium entitled "Research to understand the relationships between language and reading: Implications for practice and teacher preparation" at the 1994 Learning Disabilities Association of America (LDA) Conference in Washington, D. C., March, 1994.

Blachman, B. ***Effective literacy instruction in early childhood and elementary education.*** Invited presentation for the Texas State Education Association's Task Force on Early Childhood and Elementary Education, Austin, July, 1993.

Blachman, B. ***Beginning to read: What children need to know.*** Keynote address at the Third Annual Conference on Dyslexia, sponsored by the Texas State Education Agency and the Dallas, Austin, and Houston Branches of the Orton Dyslexia Society, Dallas, July, 1993. Also at this conference presented a workshop entitled "***Phonological awareness: An essential step.***"

Blachman, B. ***What we have learned from longitudinal research in learning disabilities?*** Presented at a research symposium at the annual convention of the Council of Exceptional Children (CEC), San Antonio, April, 1993.

Blachman, B. ***Phonological processing revisited.*** An invited presentation for the medical symposium at the New York Orton Dyslexia Society Conference, New York City, March, 1993.

- Blachman, B. ***The role of phonological awareness in early literacy acquisition.*** An invited presentation at the 43rd Annual Conference of the Orton Dyslexia Society, Cincinnati, Ohio, November 1992.
- Blachman, B., & Tangel, D. ***Developing the phonological awareness of low SES inner-city kindergarten and first grade children: Effects on reading and invented spelling.*** Presented at the 1992 annual convention of the International Reading Association (IRA), Orlando, May, 1992.
- Tangel, D., & Blachman, B. ***Effect of phoneme awareness instruction on kindergarten children's invented spelling.*** Presented at the annual meeting of the American Educational Research Association (AERA), Chicago, April, 1991.
- Blachman, B. ***Readiness for reading.*** An invited presentation for the New York Orton Dyslexia Society, New York City, March, 1991.
- Blachman, B. ***Developing phonological awareness in the kindergarten and first grade classroom.*** An invited presentation at the 41st Annual Conference of the Orton Dyslexia Society, Washington, D.C., November, 1990.
- Blachman, B. ***Early intervention for children's reading problems.*** Keynote address at the Second Annual Dyslexia Conference at Case Western Reserve University, sponsored by Rainbow Babies and Children's Hospital and the Ohio Orton Dyslexia Society, Cleveland, March, 1990. Also presented an invited workshop at same conference entitled, "***Classroom methods for improving beginning reading instruction.***"
- Blachman, B. ***Phonological awareness and early reading: The integration of theory and practice.*** Keynote address at the Northwestern University annual conference on Learning Disabilities, Evanston, Illinois, May, 1989.
- Blachman, B. ***Phonological awareness: A source of difficulty for the poor reader.*** Presented at the 1989 annual convention of The Council for Exceptional Children (CEC), San Francisco, April, 1989.
- Blachman, B. ***Early reading instruction and phonological awareness.*** Invited lecture at the symposium on "Phonological Processes in Literacy" at the 39th Annual Conference of the Orton Dyslexia Society, Tampa, Florida, November 1988.
- Ball, E., & Blachman, B. ***Phoneme segmentation training: Effect on reading readiness.*** Presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, March, 1988.
- James, S., & Blachman, B. ***Metalinguistic abilities and reading achievement in first through third grades.*** Presented at the American-Speech-Language-Hearing Association (ASHA) Annual Convention, New Orleans, November, 1987.
- Ball, E., & Blachman, B. ***A reading readiness program with an emphasis on phoneme segmentation.*** Presented at the 38th Annual Conference of the Orton Dyslexia Society, San Francisco, November, 1987.
- Blachman, B. ***An alternative classroom reading program for learning disabled and other***

- low-achieving children.** An invited presentation for the Orton Dyslexia Society's Teacher Training symposium: Dyslexia and Evolving Educational Patterns, Airlie, VA., June, 1987.
- Blachman, B. **Success and failure in learning to read: The language connection.** An invited presentation for the New Jersey Orton Dyslexia Society Conference, May, 1987.
- Blachman, B., & James, S. **A longitudinal study of metalinguistic abilities and reading achievement in primary grade children.** Presented at the National Reading Conference (NRC), Austin, Texas, December 1986.
- Blachman, B. **Language factors important in early reading acquisition.** An invited presentation at the 37th Annual Conference of the Orton Dyslexia Society, Philadelphia, November, 1986.
- Blachman, B., & James, S. **A longitudinal study of metalinguistic abilities and reading achievement in primary grade children.** Presented at the International Academy for Research in Learning Disabilities, Northwestern University, Chicago, October, 1986.
- Blachman, B. **Language factors important in early reading achievement: Focus on metalinguistic and automatized skills.** Invited presentation at the University of Illinois (Urbana-Champaign) Center for the Study of Reading Research Colloquium, March, 1986.
- Blachman, B. **Oral language correlates of first and second grade reading achievement: The separate contributions of metalinguistic and automatized skills.** An invited presentation at the 36th Annual Conference of the Orton Dyslexia Society, Chicago, November, 1985.
- Blachman, B. **Alternative classroom reading program for learning disabled and other low achieving children.** Presented at the Seventh International Conference on Learning Disabilities, New Orleans, October, 1985.
- James, S., & Blachman, B. **Metalinguistic abilities and reading achievement in first grade children.** Presented at the First International Congress of Psycholinguistics, Barcelona, Spain, June, 1985.
- Blachman, B. **Language factors important in early reading development.** An invited presentation at the 12th Annual Conference of the New York Branch of the Orton Dyslexia Society, New York City, March, 1985.
- Blachman, B., & James, S. **The relationship of metalinguistic abilities and early reading achievement.** Presented at the 1984 National Reading Conference (NRC), St. Petersburg, Florida, November, 1984.
- James, S., & Blachman, B. **Metalinguistic abilities and reading achievement in first-grade children.** Presented at the American-Speech-Language-Hearing Association (ASHA) Annual Convention, San Francisco, November, 1984.
- Blachman, B., & James, S. **The relation of metalinguistic abilities to reading: A conceptual framework.** Presented at the Ninth Annual Boston University Conference on Language Development, Boston, October, 1984.

Blachman, B., & Camp, L. ***Teaching reading and spelling to the young child.*** Invited presentation at the New York State Speech and Hearing Association Convention, April, 1983.

Blachman, B., & Camp, L. ***Language factors in early reading and spelling instruction.*** Invited presentation at the New York Association for the Learning Disabled Annual Conference, Hauppauge, Long Island, April, 1983.

Blachman, B. ***Assessing the linguistic factors critical in early reading achievement.*** Presentation at the American-Speech- Language-Hearing Association (ASHA) Annual Convention, Toronto, November, 1982.

Blachman, B. ***The relationship of rapid naming ability and language analysis skills to kindergarten and first-grade reading ability.*** Invited presentation at the Thirty-third Annual Conference of the Orton Dyslexia Society, Baltimore, Maryland, November, 1982.

Blachman, B. ***From research to practice: What have we learned from reading research?*** Invited presentation at the New York State Speech and Hearing Association Convention, April, 1982.

Blachman, B., & Sparrow, S. ***Diagnostic kindergarten/first-grade program for low-income minority children: Evaluation of a two-year intervention.*** Presented at the American Educational Research Association (AERA) Annual Convention, New York, N.Y., March, 1982.

Blachman, B. ***A reading workshop for parents: Is there a right way to teach reading?*** Invited presentation at New York Association for the Learning Disabled State Conference, Syracuse, N.Y., November, 1981.

Blachman, B. ***Are we assessing the linguistic factors critical in early reading?*** Presented at the Third International Conference on Learning Disabilities, Houston, Texas, October, 1981.

PROFESSIONAL ORGANIZATIONS

American Psychological Association
American Educational Research Association
Society for the Scientific Study of Reading
International Reading Association
International Dyslexia Association
Council for Learning Disabilities
International Academy for Research in Learning Disabilities (Fellow)

PEER REVIEWS

Reviewer for grants submitted to the National Institute of Child Health and Human Development (NICHD)

Reviewer for grants submitted to the National Science Foundation

Reviewer for the National Research Council of the National Academy of Sciences for their report on reading, "The prevention of reading difficulties in young children."

Reviewer for dissemination and replication grants submitted to the National Center for Learning Disabilities.

Reviewer for the young researcher awards in neuroscience, cognitive science, and education for the National Dyslexia Research Foundation.

Reviewer for grants submitted to the New York Academy of Sciences.

Reviewer for grants submitted to the Social and Behavioral Sciences Research Program of the March of Dimes Birth Defects Foundation.

Reviewer for grants submitted to the National Science and Engineering Research Council of Canada.