

Curriculum Vitae – Abbreviated and Annotated Version

Florina Erbeli, Ph.D.

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General Information

Affiliation

Assistant Professor (2018 – present)

Department of Educational Psychology

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College Station, TX 77843

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Professional Preparation

2015 Ph.D., University of Ljubljana, Slovenia. Major: Special Education.

2003 B.A., University of Ljubljana, Slovenia. Double Major: English and German Language and Literature.

Nondegree Education

2015 – 2017 Postdoctoral Research Associate, Florida State University, Florida Center for Reading Research and Department of Psychology.

Research

Refereed Journal Articles

18 refereed articles published or in press

16 (89%) first-authored

Note:

⁽¹⁾ = Joint first authorship.

^(d), underlined = Doctoral student contributor.

ISI = International Scientific Indexing.

IF = Web of Science Impact Factor.

Articles In Press

18. **Erbeli, F., Shi, Q.^(d), Campbell, A. R.^(d), Hart, S. A., & Woltering, S.** (in press). Developmental dynamics between reading and math in elementary school. *Developmental Science*.

<https://doi.org/10.1111/desc.13004>

ISI Ranking: 8/76 (Psychology, Developmental), IF (2018) = 4.096

17. Liew, J., **Erbeli, F.**, Nyanamba, J. M.^(d), & Li, D.^(d) (in press). Pathways to reading competence: Emotional self-regulation, literacy contexts, and embodied learning processes. *Reading Psychology*.
IF not available.
16. **Erbeli, F.**, van Bergen, E., & Hart, S. A. (in press). Unraveling the relation between reading comprehension and print exposure. *Child Development*. <https://doi.org/10.1111/cdev.13339>
ISI Ranking: 4/59 (Psychology, Educational), IF (2018) = 5.024

Impact: According to Altmetric (Apr 27, 2020), the article is placed on the **98th percentile** of online attention of all research outputs across all sources. The article is placed on the **96th percentile** of online attention of all outputs from the journal *Child Development*. The average Altmetric Attention Score for *Child Development* articles is **21**. Our article has an Altmetric Attention Score of **102**. In addition, the article generated **second highest level of societal engagement** for the month of November 2019 of all Texas A&M University publications. Also, the article generated Twitter comments from **10 different countries**.

Articles Published

15. Taylor, J.⁽¹⁾, **Erbeli, F.**⁽¹⁾, Hart, S. A., & Johnson, W. (2020). Early classroom reading gains moderate shared environmental influences on reading comprehension in adolescence. *Journal of Child Psychology and Psychiatry*, 61, 689-698. <https://doi.org/10.1111/jcpp.13134>
ISI Ranking: 2/76 (Psychology, Developmental), IF (2018) = 6.129
14. Daucourt, M.^(d), **Erbeli, F.**, Little, C. W., Haughbrook, R.^(d), & Hart, S. A. (2020). A meta-analytical review of the genetic and environmental correlations between reading and attention-deficit hyperactivity disorder symptoms and reading and math. *Scientific Studies of Reading*, 24, 23-56. <https://doi.org/10.1080/10888438.2019.1631827>
ISI Ranking: 15/59 (Psychology, Educational), IF (2018) = 2.470
13. **Erbeli, F.**, Campbell, A. R.^(d), & Hart, S. A. (2019). Using Cholesky decomposition to explore individual differences in longitudinal relations between reading skills. *Journal of Visualized Experiments*, 151, e60061. <https://doi.org/10.3791/60061>
ISI Ranking: 41/69 (Multidisciplinary Sciences), IF (2018) = 1.108
12. **Erbeli, F.** (2019). Translating research findings in genetics of learning disabilities to special education instruction. *Mind, Brain, and Education*, 13, 74-79. <https://doi.org/10.1111/MBE.12196>
ISI Ranking: 58/243 (Education and Educational Research), IF (2018) = 2.103
11. **Erbeli, F.**, Hart, S. A., & Taylor, J. (2019). Genetic and environmental influences on achievement outcomes based on family history of learning disabilities status. *Journal of Learning Disabilities*, 52, 135-145. <https://doi.org/10.1177/0022219418775116>
ISI Ranking: 4/41 (Education, Special), IF (2018) = 2.578
10. **Erbeli, F.**, Hart, S. A., Wagner, R. K., & Taylor, J. (2018). Examining the etiology of reading disability as conceptualized by the hybrid model. *Scientific Studies of Reading*, 22, 167-180. <https://doi.org/10.1080/10888438.2017.1407321>
ISI Ranking: 15/59 (Psychology, Educational), IF (2018) = 2.470
9. **Erbeli, F.**, Hart, S. A., & Taylor, J. (2018). Longitudinal associations among reading related skills and reading comprehension: A twin study. *Child Development*, 89, e480-e493. <https://doi.org/10.1111/cdev.12853>

ISI Ranking: 4/59 (Psychology, Educational), IF (2018) = 5.024

8. **Erbeli, F.**, Hart, S. A., Kim, Y. S., & Taylor, J. (2017). The effects of genetic and environmental factors on writing development. *Learning and Individual Differences*, 59C, 11-21. <https://doi.org/10.1016/j.lindif.2017.08.005>
ISI Ranking: 31/59 (Psychology, Educational), IF (2017) = 1.420
7. **Erbeli, F.** (2015). Contributions of L1 and foreign language components on reading comprehension in skilled and less-skilled English as a foreign language 7 graders. *The Slovenian Language at School*, 18, 68-70. <https://www.dlib.si/stream/URN:NBN:SI:DOC-Z4ZOD84Y/cc44bc4f-4503-40ae-8530-3dd1e7866f76/PDF>
IF not available.
6. **Erbeli, F.**, & Pižorn, K. (2013a). Repeated reading method in English as a foreign language instruction: The case of L1 Slovene 7 graders. *The School Field*, 24, 81-96. <https://www.dlib.si/stream/URN:NBN:SI:DOC-S4FMCVGD/78e8f8c4-a55f-4363-a67b-bb5b27ea16a5/PDF>
IF not available.
5. **Erbeli, F.**, & Pižorn, K. (2013b). The structure of reading competence in foreign language classroom instruction. *Journal of Contemporary Educational Studies*, 64, 82-95. <https://www.dlib.si/stream/URN:NBN:SI:DOC-SES6YRK5/3db3b6cc-5659-4455-8732-e482394c76e0/PDF>
IF not available.
4. **Erbeli, F.** & Pižorn, K. (2012). Reading ability, reading fluency and orthographic skills: The case of L1 Slovene English as a foreign language students. *CEPS Journal*, 2, 119-139. <https://www.dlib.si/stream/URN:NBN:SI:DOC-M5HMG0UQ/08ed2e0e-1184-489e-999a-ed4d298c2746/PDF>
IF not available.
3. **Erbeli, F.** (2012). Review of Kormos, J. and Smith, A. M., Teaching Languages to Students with Specific Learning Differences. *CEPS Journal*, 2, 181-185. <https://www.cepsj.si/index.php/cepsj/article/view/380/208>
IF not available.
2. **Erbeli, F.**, Končar, M., & Žolgar, I. (2009). Teacher's attitude towards pupils with learning disabilities, Part II. *Defektologica Slovenica*, 17, 5-18.
IF not available.
1. **Erbeli, F.**, Žolgar, I., & Končar, M. (2008). Učiteljev odnos do učencev z učnimi težavami. (Teacher's attitude towards pupils with learning disabilities, Part I). *Defektologica Slovenica*, 16, 19-34.
IF not available.

Refereed Books

2. **Erbeli, F.** (2008). *My English 1. Student's Book for English as a Foreign Language in Grade 7 in Special Education Program*. Ljubljana: Zavod Republike Slovenije za šolstvo.
1. **Erbeli, F.** (2008). *My English 1. Student's Activity Book for English as a Foreign Language in Grade 7 in Special Education Program*. Ljubljana: Zavod Republike Slovenije za šolstvo.

Refereed Book Chapters

3. **Erbeli, F.** (2014). Effects of linguistic and reading components on English as a foreign language reading comprehension among skilled and less-skilled readers. In T. Devjak (Ed.), *The Scientific Monograph of the Partnership between The Faculty of Education and Slovene Policy Makers* (pp. 37-55). Ljubljana: Faculty of Education.
2. **Erbeli, F., & Pižorn, K.** (2013). Assessment accommodations in English as a foreign language (EFL) reading competence for Slovene EFL students with specific reading differences. In D. Tsagari & G. Spanoudis (Eds.), *Assessing Second Language Students with Learning and Other Disabilities*. Newcastle upon Tyne: Cambridge Scholars Publishing.
1. **Erbeli, F.** (2012). Letna učna priprava za drugi tuji jezik v 9. razredu. (Curriculum and Lesson Plan for German as a Second Foreign Language in Grade 9). In L. Kač (Ed.), *Večjezičnost nas bogati: tuji jeziki v osnovni šoli (Multilingualism: Foreign Languages at School)* (pp. 845-872). Ljubljana: ZRSŠ.

Published Abstracts from Conferences

- Hart, S.A., Daucourt, M.^(d), Little, C., **Erbeli, F.**, & Haughbrook, R.^(d) (2019). Using meta-analysis to answer unique questions about the nature and nurture of reading ability [abstract]. *Behavior Genetics*, 49(6), 490.
- Hart, S.A., **Erbeli, F.**, Davis, O., Taylor, J. (2017). Visualizing the nature and nurture of reading comprehension: geocoding a large diverse twin sample [abstract]. *Behavior Genetics*, 47(6), 645.

Selected (2015 – present) Refereed Presentations at Conferences

- **Erbeli, F.**, Peng, P., & Rice, M.^(d) (2020, November). *Individuals with dyslexia do not tend to be more creative than their non-dyslexic peers: A meta-analysis*. Poster presentation at the International Dyslexia Association Annual Conference, Aurora, CO, USA. (International)
- Hudson, A.^(d), Han, B.^(d), Choi, D.^(d), Koh, P. W., Newell, K., & **Erbeli, F.** (2020, October). *A clear vision of spelling development: Examining first graders' spelling across the school year*. Poster presentation at International Literacy Association Annual Conference, Columbus, OH, USA. (International) Conference cancelled due to COVID-19.
- **Erbeli, F.**, Shi, Q.^(d), Campbell, A. R.^(d), Hart, S. A., & Woltering, S. (2020, June). *Developmental dynamics between reading and math in elementary school*. Paper presentation at 2nd Annual Meeting, The Society for Research on Learning Disorders, Oslo, Norway. (International) Conference cancelled due to COVID-19.
- Hart, S. A., Daucourt, M.^(d), **Erbeli, F.**, Little, C., & Haughbrook, R.^(d) (2019, July). Using meta-analysis to answer unique questions about the nature and nurture of reading ability. In M. Melby-Lervag (Chair), *How can we use meta-analysis in reading and language research? Possibilities and caveats*. Paper presentation at 26th Annual Meeting, Society for Scientific Studies of Reading, Toronto, ON, Canada. (International)
- **Erbeli, F.** (2019, July). *Subgrouping English language learners based on English as a foreign language reading measures: A multilevel latent profile analysis*. Poster presentation at 26th Annual Meeting, Society for Scientific Studies of Reading, Toronto, ON, Canada. (International)

- Hart, S. A., Daucourt, M.^(d), Little, C., **Erbeli, F.**, & Haughbrook, R.^(d) (2019, June). Using meta-analysis to answer unique questions about the nature and nurture of reading ability. In S. A. Hart (Chair), *Using various methods to examine genetic and environmental influences on children's cognitive development*. Paper presentation at 49th Annual Meeting of the Behavior Genetics Association, Stockholm, Sweden. (International)
- **Erbeli, F.**, van Bergen, E., & Hart, S. A. (2019, June). A chicken or egg question: Does reading comprehension facilitate print exposure or vice versa? In M. T. Sikkema-de Jong (Chair), *Print exposure as a vehicle for the development of foundational and advanced reading skills*. Paper presentation at 1st Annual Meeting, The Society for Research on Learning Disorders, Padua, Italy. (International)
- **Erbeli, F.**, (2018, July). Simple view of reading among English as a foreign language learners: A latent interaction modeling approach. In A. Schabmann (Chair), *The simple view of reading in alphabetic and non-alphabetic languages*. Paper presentation at 25th Annual Meeting, Society for Scientific Studies of Reading, Brighton, United Kingdom. (International)
- **Erbeli, F.**, Hart, S. A., & Taylor, J. (2017, July). *Key deficits of reading disability share common genetic, shared, and non-shared environmental effects*. Paper presentation at 24th Annual Meeting, Society for Scientific Studies of Reading, Halifax, NS, Canada. (International)
- Hart, S. A., **Erbeli, F.**, Davis, O., & Taylor, J. (2017, June). Visualizing the nature and nurture of reading comprehension: Geocoding a large diverse twin sample. In S. A. Hart (Chair), *Understanding childhood achievement using large twin datasets*. Paper presentation at 47th Annual Meeting of the Behavior Genetics Association, Behavior Genetics Association, Oslo, Norway. (International)
- Koh, P. W., **Erbeli, F.**, Moxley, J. H., Shenoy, S., Zhang, C., Wagner, R. K. (2017, February). *Examining Evidentiary Value for Deficits in Reading Related Skills in Chinese-speaking Children with Reading Disabilities*. Poster presentation at 1st Annual Meeting, The Association for Reading and Writing in Asia, Hong Kong. (International)
- **Erbeli, F.**, Hart, S. A., & Taylor, J. (2016, July). *Genetic and Environmental Influences in Spelling Growth: The Case of Florida Twin Project on Reading*. Paper presentation at 23rd Annual Meeting, Society for Scientific Studies of Reading, Porto, Portugal. (International)
- Hart, S. A., **Erbeli, F.**, & Taylor, J. (2016, June). *Differential Etiology of Reading Ability Based on Family History of Reading Difficulties*. Poster presentation at 46th Annual Meeting of the Behavioral Genetics Association, Brisbane, Australia. (International)
- **Erbeli, F.**, & Joshi, R. M. (2015, July). *The Simple View of Reading among Seventh Graders in Slovenia: The Case of EFL Learners*. Paper presentation at 22nd Annual Meeting Society for Scientific Studies of Reading (SSSR), Hapuna Beach, HI, USA. (International)
- **Erbeli, F.** (2015, July). *Listening Comprehension and Orthographic Skills as Predictors of Reading Fluency: The Case of EFL Slovene Skilled and Less Skilled Readers*. Poster presentation at 39th Annual Conference of the International Academy for Research in Learning Disabilities (IARLD), Vancouver, BC, Canada. (International)

Fellowships and Awards

2020	Outstanding Research Award, Department of Educational Psychology, Texas A&M University. Description: Departmental award for research contributions and impact.
2020	ADVANCE Faculty Success Fellowship, Dean of Faculties, Texas A&M University. Description: Professional development fellowship designed to support research productivity and maintain work-life balance.

- 2019 The Rebecca L. Sandak Young Investigator Award, Society for the Scientific Study of Reading. Description: International early career award recognizing Dr. Erbeli as a gifted young reading researcher who shows outstanding promise and dedication to the field.
- 2019 Kay and Jerry Cox Fellowship, Texas A&M University. Description: Research fellowship for first-year Texas A&M faculty.
- 2017 Travel Award, Office of Postdoctoral Affairs, Florida State University.
- 2015 The Janette Klingner Award, International Academy for Research in Learning Disabilities (IARLD). Description: Award for the best poster at IARLD Conference, Vancouver, BC, Canada.
- 2013 Dissertation Fellowship, University of Ljubljana, Slovenia.
- 2012 Dissertation Fellowship, University of Ljubljana, Slovenia.
- 2011 Dissertation Fellowship, University of Ljubljana, Slovenia.
- 2002 Austrian Academic Exchange Service (OeAD) Fellowship, Austria. Description: Research fellowship to complete a BA degree at University of Vienna, Austria.
- 2001 German Academic Exchange Service (DAAD) Fellowship, Germany. Description: Research fellowship to complete a BA degree at University of Leipzig, Germany.

Contracts and Grants

Internal Grants

Internal Contracts and Grants Funded

- **Erbeli, F.** (PI), Qian, X. (Co-I), & Liu, T. (Co-I). (January 2020 – December 2021). *Remapping Reading Profiles of Children with Reading Disabilities Using Machine Learning Techniques*. Funded by T3 Triads for Transformation Program, Texas A&M University. Total award \$30,000.
- **Erbeli, F.** (PI), Wang, Z. (Co-I), & Wijekumar, K. (Co-I). (January 2020 – June 2021). *A Machine Learning Approach for Identification and Risk Prediction of Reading Disability Status*. Funded by Catapult Seed Grant Program, College of Education and Human Development, Texas A&M University. Total award \$30,000.
- Newell, K. (PI), Koh, P.W. (Co-I), & **Erbeli, F.** (Co-I). (October 2018 – May 2020). *Effective Early Literacy Screeners for English Language Learners: A Collaborative Research and Training Project*. Funded by Catapult Triad+ Seed Grant Program by the College of Education and Human Development, Texas A&M University. Total award \$10,000.
30% Co-I. My role is performing advanced data analyses and publishing research findings in scientific journals.

Teaching

Texas A&M University

Courses Taught

Semester Year	Course Code	Course Title	Format Level	Student Enrollment	Evals Response Rate	Average Rating (out of 5)
Spring 2020	SPED 617	Adolescent Literacy for Students with Diverse Instructional Needs	Online M.Ed.	31	77%	4.84
Fall 2019	SPED 630	Early Literacy for Students with Diverse Instructional Needs	Online M.Ed.	35	89%	4.54
Spring 2019	SPED 617	Adolescent Literacy for Students with Diverse Instructional Needs	Online M.Ed.	34	91%	4.79
Fall 2018	SPED 630	Early Literacy for Students with Diverse Instructional Needs	Online M.Ed.	33	94%	4.86

Note. M.Ed. = Master's of Special Education.

Doctoral Committee Chair

1. Rice, M., doctoral candidate.

Doctoral Committee Member

1. Ko, E. Y. G., doctoral candidate.

Master's Committee Chair

1. Mendoza, A. N., Sr., graduate. (2020).
2. Bueno, E. J., graduate. (2020).
3. Holt, A. R., graduate. (2020).
4. Haseler, J. R., graduate. (2020).
5. Byrne, H., graduate. (2020).
6. Camp, D. M., graduate. (2020).
7. Zachariah, M., graduate. (2020).
8. Dpulos, D. M., graduate. (2020).
9. Irby, A., graduate. (2020).
10. Estela, Y., graduate. (2020).
11. Peterson, J., graduate. (2020).
12. Fintan, O., graduate. (2020).
13. Beggs, A., student.
14. Engelhardt, E., student.
15. Solis, S., student.
16. Joyce, A., student.
17. Pearce, E., student.
18. Ajayi, A., student.
19. Martinez, O. E. student.
20. McKay, E. student.
21. Gay, A. K. student.

Master's Committee Member

1. Avalos, D. R., graduate. (2020).
2. Tomoson, K. R. P., graduate. (2020).
3. Harding, C., student.
4. Smith, J. D. student.
5. Henley, B. A. student.
6. Frideley, B. J. student.

Other Selected Professional Experience

2015	Mentor on the MOOC Dyslexia and Foreign Language Teaching, organized by Lancaster University, UK.
2013 – 2015	Teaching Assistant, School of Education, University of Ljubljana, Slovenia. Preparations for Cambridge Advanced English Exams (Level C1), Undergraduate Course, Spring 2015. English Language Skills for General Ed Pre-service Teachers, Undergraduate Course, Fall 2013, Fall 2014.
2012 – 2014	Presenter and mentor on a two-day course for in-service teachers entitled “Students with Specific Learning Disabilities Learning English as a Foreign Language.”

Service

Texas A&M University

TAMU College Service

Member, Strategic Planning Subcommittee: Achieving Equity in Health and Education Outcomes (2018 – 2019).

TAMU Department Service

Member, Research Excellence Awards Committee (2019 – present).
Member, Climate Committee (2018 – present).

TAMU Program Service

Member, Search Committee for Assistant/Associate Professor in Early Childhood Special Education (2019 – present).
Member, Doctoral Program Committee (2018 – present).

TAMU Invited Presentations

Erbeli, F. (2019). *Personalized education: Empowering students with reading disabilities*.
Delivered at Literacy Studies Group, College of Education and Human Development,
Texas A&M University. (Local)

The Profession

Current Membership in Professional Organizations

Voting member, Society for the Scientific Study of Reading (SSSR), USA.
Member, Society for Research on Learning Disorders (SRLD), Europe.
Member, American Psychological Association (APA), Div 7 (Developmental Psychology) & Div 15 (Educational Psychology), USA.
Member, Society for Research in Child Development (SRCD), USA.
Member, Association for Psychological Science (APS), USA.
Member, International Literacy Association (ILA), USA.
Member, Providing Opportunities for Women in Education Research (POWER), USA.

Guest Reviewer for Refereed Journals

Annals of Dyslexia (2020 – present).
Journal of Learning Disabilities (2019 – present).
Developmental Science (2019 – present).
Journal of Family Studies (2019 – 2020).
Behavior Genetics (2019 – 2020).
Learning and Individual Differences (2018 – present).
Journal of Research in Reading (2018).
Journal of Educational Psychology (2018).
Early Childhood Research Quarterly (2017).
Reading and Writing: An Interdisciplinary Journal (2014 – present).

Service to Professional Associations

Awards committee member, Providing Opportunities for Women in Education Research (POWER) (2020 – present).
Conference abstract reviewer, Society for the Scientific Study of Reading (2014 – present).
Conference abstract reviewer, American Educational Research Association (2014 – 2016).

Service to Other Universities

Postdoctoral travel awards reviewer, Florida State University (2015 – 2017).

Additional Training

Participant to the STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) Training, Dean of Faculties, Texas A&M University, November, 2019.
Participant to the workshop Write Winning NIH Proposals, Texas A&M University, September, 2019.
Participant to the Quality Matters course entitled “Independent Improving Your Online Course,” April, 2019.
Participant to The International Workshop on Statistical Genetic Methods for Human Complex Traits, March, 2016.

Foreign Languages

Native speaker Slovenian, fluent in English, German, Croatian, Serbian.