

Curriculum Vitae

Jennifer H. Lindstrom

1. Academic History

- a. Jennifer H. Lindstrom
- b. Associate Professor
- c. Tenure status: Tenured (fall 2014)
- d. Administrative title: Graduate Coordinator
- e. Graduate Faculty Appointment: Fall 2009
- f. Highest Degree Earned: Ph.D., Special Education
Institution: University of Georgia
Date: 2006
- g. Academic Positions, in chronological order from most recent
 1. *Associate Professor*
Communication Sciences and Special Education, University of Georgia
2014-current
 2. *Graduate Coordinator*
Communication Sciences and Special Education, University of Georgia
2013-current
 3. *Assistant Professor*
Special Education, University of Georgia 2009-2014
 4. *Assistant Research Scientist*
Special Education, University of Georgia 2007-2009
 5. *Assistant Professor*
Special Education, University of Virginia, Charlottesville 2006-2007
- h. Other Professional Employment
 1. *Educational Consultant*
Child and Family Development, Inc., Charlotte, NC 2000-2003
 2. *Resource/Collaborative Teacher*
Special Education, Lee's Summit and Blue Springs, MO School Districts
1996-2000

2. Resident Instruction and Continuing Education

a. Resident Undergraduate Courses Taught

University of Georgia

FYOS 1000 Dyslexia Across the Lifespan

Fall 2013: n=15; Fall 2014 n=16)

SPED 4020 Inclusion of Students with Special Needs (Pre-K to Grade 5)

Fall 2013: n = 27

SPED 4100 Instruction of Individuals with Mild Disabilities

Spring 2006: n = 33; Spring 2012: n = 13; Spring 2013: n = 9

SPED 5400 Collaboration Among Families and Professionals

Fall 2005: n = 24; Fall 2011: n = 21; Fall 2012: n = 35

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University of Virginia
EDIS 302 Exceptional Learner
Summer 2007: n = 4

b. Resident graduate instruction

University of Georgia
SPED 7010 Clinical Assessment in Special Education
Fall 2009: n = 6; Fall 2010: n = 12; Fall 2011: n = 17; Fall 2012: n = 22; Spring 2014: n = 13

SPED 7120: Learning Disabilities
Fall 2009: n = 9; Fall 2010: n = 11; Spring 2013: n = 14; Fall 2014: n=12

SPED 7220 Advanced Methods for Teaching Academic Skills
Spring 2010: n = 12

SPED 7250 Written Language Disorders
Spring 2010: n = 10; Spring 2011: n = 12

SPED 7440 Advanced Practicum in Special Education
Spring 2010: n = 2; Fall 2010: n = 1

SPED 7460 Internship in Special Education
Fall 2010: n = 1; Spring 2011: n = 3

SPED 7650
Fall 2009: n = 1; Spring 2011: n = 2; Spring 2012: n = 2;
Fall 2012: n = 2; Spring 2013: n = 1; Spring 2014: n=3

University of Virginia
EDIS 504 Assessment Techniques for Exceptional Individuals
Fall 2006: n = 16; Spring 2007: n = 14

EDIS 511 Characteristics of Learning Disabilities
Spring 2007: n = 13

c. Distance Learning Instruction

University of Georgia
SPED 2000E
Survey of Special Education
Summer 2013: n = 39; Summer 2014: n=37

SPED 4100E Instruction of Individuals with Mild Disabilities

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Spring 2011: n = 23

SPED 7120E Learning Disabilities

Summer 2010: n = 57; Summer 2011: n = 17

d. Academic Advising

2009-2014 (*University of Georgia*)

2 Doctoral students (chair)

8 Doctoral committees

1 Educational Specialist students (chair)

2 Educational Specialist committees

15 Master's students (chair)

15 Master's committees

2006-2007 (*University of Virginia*)

1 Doctoral student (chair)

5 Master's students (chair)

3. Scholarly Activities

Note: Published under **Lindstrom** and **Hartwig**

*Publications marked with an asterisk indicate peer-reviewed publications

**Publications marked with two asterisks were invited/peer-reviewed publications

a. Books authored or co-authored (n = 0)

b. Books edited and co-edited (n = 0)

c. Chapters in books (n = 6)

1. ** **Lindstrom, J. H.** (2011). High-Stakes Testing and Accommodations. In Kauffman, J. M., Hallahan, D. P. (Eds.). *Handbook of Special Education* (pp. 321-333). New York: Routledge.
2. ** **Lindstrom, J. H.**, Tuckwiller, E., & Hallahan, D. P. (2008). Assessment and eligibility of students with disabilities. In Grigorenko, E. (Ed.) *Educating Individuals with Disabilities: IDEIA 2004 and Beyond* (pp. 197-225). New York, NY: Springer Publishing.
3. Gregg, N. Coleman, C. & **Hartwig, J.** (2008). Assessment of written expression in the adult population. In Wolf, L.E., Schreiber, H.E. & Wasserstein, J. (Eds.). *Adult Learning Disorders: Contemporary Issues*. New York, NY: Psychology Press.

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4. Gregg, N., Morgan, D., **Hartwig, J.** (2008). Accommodations: Research to practice. In Wolf, L.E., Schreiber, H.E. & Wasserstein, J. (Eds.). *Adult Learning Disorders: Contemporary Issues*. New York, NY: Psychology Press.
5. Gregg, N. & **Lindstrom J. H.** (2007). Accommodation of Instructional Testing Situations. In Morris, R. & Mather, N. (Eds.). *Evidence-Based Interventions for Students with Learning and Behavioral Challenges* (pp. 302-320). New York, NY: Routledge Education.
6. Gregg, N. & **Hartwig, J.** (2005). Written expression assessment: An integrated approach. In Lee, S.W. (Ed.). *Encyclopedia of School Psychology* (pp. 590-600). Thousand Oaks, CA: Sage Publications.

d. Monographs (n = 0)

e. Journal Articles (n = 15)

1. ***Lindstrom, J.H.** (2013). Message from the editor: Response to intervention within the context of specific learning disabilities, emotional disturbance, autism spectrum disorders, and early childhood special education. *Exceptionality: A Special Education Journal*, 21(1), 1-4.
2. ***Lindstrom, J.H.** & Sayeski, K. (2013). Identifying best practice in a shifting landscape: Making sense of RTI in the context of SLD. *Exceptionality: A Special Education Journal*, 21(1), 5-18.
3. ***Nelson, J., Lindstrom, J.H., Lindstrom, W. & Denis, D.** (2012). The structure of phonological processing and its relationship to basic reading: Examination of the theoretical model of the Comprehensive Test of Phonological Processing. *Exceptionality: A Special Education Journal*, 20(3), 179-196.
4. ***Berkeley, S., Lindstrom, J.H., Regan, K., Nealy, A., Southall, C., & Stagliano, C.** (2012). Evaluation of supplemental reading instruction for at-risk middle school readers. *Middle Grades Research Journal*, 7, 1-16.
5. ***Lindstrom, W., Coleman, C., Thomassin, K., Southall, C. M. Lindstrom, J. H.** (2011). Simulated dyslexia in postsecondary students: Description and detection using embedded validity indicators. *The Clinical Neuropsychologist*, 25(2), 302-322. DOI: 10.1080/13854046.2010.537280
6. ****Lindstrom, J.H.** & Lindstrom, W. (2011). Assessment and documentation considerations for postsecondary students with learning disabilities. *Learning*

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Disabilities: A Multidisciplinary Journal: Special Issue Postsecondary Education and Students with Learning Disabilities, 17(2), 63-68.

7. *Berkeley, S. & **Lindstrom, J.H.** (2011). Technology for the struggling reader: Free and easily accessible resources. *TEACHING Exceptional Children, 43(4), 48-55.*
8. ****Lindstrom, J.H.** (2010). Mathematics assessment accommodations: Implications of differential boost for students with learning disabilities. *Intervention in School and Clinic, 46(5), 5-12.* DOI: 10.1177/1053451210369517
9. **Lindstrom, W., **Lindstrom, J.H.**, Coleman, C., Nelson, J., & Gregg, N. (2009). The diagnostic accuracy of symptom validity tests when used with postsecondary students with learning disabilities: A preliminary investigation. *Archives of Clinical Neuropsychology, 24(7), 659-669.* DOI: 10.1080/13854046.2010.537280
10. *Coleman, C., **Lindstrom, J.H.**, Nelson, J, Gregg, N. & Lindstrom, W. (2009). Passageless comprehension of the Nelson Denny Reading Test: Well above chance for university students. *Journal of Learning Disabilities.* DOI: 10.1177/0022219409345017
11. ****Lindstrom, J.H.**, Tuckwiller, E. (2008). Extended test time, read aloud and student characteristics: A summary of empirical findings. *Learning Disabilities: A Multidisciplinary Journal (15)3, 93-104.*
12. ****Lindstrom, J.H.** (2007). Determining appropriate accommodations for postsecondary students with reading and written expression disorders. *Special Issue of Learning Disabilities Research & Practice: Postsecondary Learning Disabilities (22)4, 229-236.* DOI:10.1111/j.1540-5826.2007.00251.x.
13. *Gregg, N., Coleman, C., **Lindstrom, J.H.** & Lee, C. (2007). Who are most, average, or high functioning adults? *Special Issue of Learning Disabilities Research & Practice: Postsecondary Learning Disabilities (22)4, 264-274.* DOI:10.1111/j.1540-5826.2007.00255.x.
14. ***Lindstrom, J.H.** & Gregg, N. (2007). The role of extended time on the SAT[®] for students with learning disabilities and/or attention-deficit/hyperactivity disorder. *Learning Disabilities Research & Practice (22)2, 85-95.* DOI:10.1111/j.1540-5826.2007.00233.x.

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15. *Gregg, N., Coleman, C., Davis, M., Lindstrom, W., & **Hartwig, J.** (2006). Critical issues for the diagnosis of learning disabilities in the adult population. *Psychology in the Schools*, (43)7, 889-900. DOI:10.1002/pits.20196.

f. Bulletins or reports (n = 1)

1. ** **Lindstrom, J.H.** (2008, January). Expert connection: Transitioning from high school to college. *TeachingLD.org*. Available from http://www.teachingld.org/expert_connection/

g. Abstracts (n = 0)

h. Book reviews (n = 0)

i. Other publications; Grant Reports and Text Supplements (n = 1)

1. Author of Pre-/Post-Test Items: My Education Lab Online Support Site (Fall, 2007). Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2008). *Exceptional Learners: An Introduction to Special Education, (11th Ed.)*. Boston: Allyn & Bacon. Retrieve from http://wps.prenhall.com/chet_hallahan_myedlab_11/88/22574/5779111.cw/index.html

4. Grants Received

Lindstrom, J. H. (2013). *Predicting writing success using multilevel modeling*. Thinking Foundation®; \$10,000. (2013-2014).

Lindstrom, J.H. (2013). *The role of IQ and other cognitive processes in determining accommodation efficacy for students with LD and ADHD*. COE Faculty Summer Research Support; \$5,000.

Lindstrom, J. H. (2012) COE Summer Research Grant (10% salary support).

Lindstrom, J. H. (2010). *The structure of phonological and orthographic processing in young adults with dyslexia*. College of Education Early Career Faculty Grant, the University of Georgia; \$6,000. (2010-2011).

Wolfe, G. & **Lindstrom, J. H.** (2009). MATH + SCIENCE = SUCCESS Learning Communities: STEM and the Diverse Learner. University of Georgia Office of STEM Education; \$2,000 (2009-2010).

Gregg, N., **Lindstrom, J.H.**, & Wolfe, G. (2008). MATH + SCIENCE = SUCCESS Learning Communities. University of Georgia Office of STEM Education; \$2,000 (2008-2009).

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Hartwig, J. (2005). *The Impact of Extended Time on the Validity of Test Scores from the New SAT*. College Board Research Grant Award Recipient; \$24,000 (2005-2006).

5. Recognitions and outstanding achievements (prizes, fellowships, etc.)

None

6. Areas in which research is conducted

My primary line of research focuses on examining and improving the validity of measures used to assess students with learning disabilities (LD), specifically those with reading- and writing-related deficits. Currently I am examining the validity of measures used in the diagnosis of LD among students in early elementary grades through college, as well as measures commonly used to identify social/emotional and behavioral issues among students with LD. My secondary line of research centers on evidence-based writing strategies for students with, or at risk for, learning disabilities.

7. Supervision of Student Research

Doctoral Chair

None

Educational Specialist Chair

Rebecca Pollock ('10) Graduated Ed.S.

Master's Chair

Barbara Fuqua ('10)	Graduated M.Ed.
Carli Ferris ('11)	Graduated M.Ed.
Scott Moore ('11)	Graduated M.Ed.
Amber Anderson ('11)	Graduated M.Ed.
Jackie May ('12)	Graduated M.Ed.
Sara Oelke ('12)	Graduated M.Ed.
Laura Deal ('12)	Graduated M.Ed.
Heather Carlson ('12)	Graduated M.A.T.
Tiffani Knight ('13)	Graduated M.Ed.
Rachel Baginski ('13)	Graduated M.Ed.
Sandra de Irala ('14)	Graduated M.Ed.
Kristen Thomas ('14)	Graduated M.Ed.
Melissa Hamel ('14)	Graduated M.Ed.
Jennie Dyer ('16)	
Casey Barrow ('16)	

8. Editorships or editorial board member of journals or other learned publications

2014-current Board of Reviewers, *Teaching Exceptional Children*

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- 2014-current Consulting Editor, *Learning Disabilities: A Contemporary Journal*
2012 Guest Editor of a special issue of *Exceptionality* (topic: RTI within the Context of SLD, ED, ASD, and ECSE)
- 2013-current Guest reviewer, *Journal of Language and Literacy Education*
2012-current Board of Reviewers, *Journal of Postsecondary Education and Disability*
2011-current Board of Reviewers, *Exceptionality and Exceptional Children*
2010-2011 Section Editor ("Assessment of Students with Disabilities") for the *Handbook of Special Education* (2011). In Kauffman, J. M., Hallahan, D. P. (Eds.). New York: Routledge.
- 2009 Invited pre-publication reviewer: Salvia, J., Ysseldyke, J., & Bolt, S. (Eds.)(2009). *Assessment: In Special and Inclusive Education*. Florence, KY: Wadsworth Publishing.
- 2007-current Board of Reviewers, *Learning Disabilities Research and Practice*
2007, 2010 Guest reviewer, *Learning Disabilities Quarterly*
2006-2010 Proposal Reviewer, *American Educational Research Association: Divisions D & J*

9. Convention Papers

* Presentations marked with an asterisk indicate a published counterpart.

^ Those marked with a caret are international presentations.

^ Lindstrom, J.H. & Dobbins, L. (2014, Nov.). A comparison of LD documentation guidelines across postsecondary institutions and testing agencies. Paper presented at the International Dyslexia Association's 65th Annual Conference, San Diego, CA.

^ Dobbins, L., Lindstrom, W., & Lindstrom, J.H. (2014, Sept.). A Comparison of ADHD documentation guidelines across postsecondary institutions and testing agencies. Poster presented at the 44th Annual conference of the Georgia Association of School Psychologists, Savannah, GA.

Peaster, L.G., Semrad, M., Short, B., Burbach, S. & Lindstrom, J.H. (2013, Nov.). The Language Literacy Connection (LLC) classroom: 5 years later. Seminar presented at the conference, Chicago, IL.

*/^ Lindstrom, J.H. and Gresham, F. (2012, Oct.). RTI and SLD, ASD, and EBD: Trends, policies and practices. Paper presented at the 34th International Conference on Learning Disabilities, Austin, TX

^ Peaster, L.G., Semrad, M. & Lindstrom, J.H. (2012, Oct.). Seeing our way to success: Graphic organizers and young children. Cracker Barrel session presented at the 34th International Conference on Learning Disabilities, Austin, TX

Lindstrom, J.H. & Hammond, D. (2010, April). Reporting practices in learning

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disabilities research. Lecture presented at the Council for Exceptional Children 2010 Annual Convention and Expo, Nashville, TN

- * Berkeley, S., Lindstrom, J.H., Nealy, A., Southall, C. & Stagliano, C. (2010, April). Evaluation of supplemental reading instruction for at-risk middle school readers. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO
- * / ^ Lindstrom, J. H. & Berkeley, S. (2009, October). Easily accessible technology to help students comprehend digital text. Paper presented at the 31st International Conference on Learning Disabilities, Dallas, TX

- Lindstrom, J. H., Sermons, B. & Reed, N. (2008, October). The Regents Centers for Learning Disorders' model for making informed decisions regarding accommodations. Paper presented at the Touch the Future/Transition and SERID Conference and Expo, Atlanta, GA

- Lindstrom, W. A., Lindstrom, J. H., Gregg, N., & Coleman, C. (2008, October). The construct validity of commonly-used measures of effort in postsecondary students with learning disabilities. Poster presented at the 28th Annual Conference of the National Academy of Neuropsychology, New York, NY

- * / ^ Lindstrom, J.H. (2008, July). The Role of Extended Time on the SAT Reasoning Test for students with disabilities. Symposia presented at the XXIX International Congress of Psychology, Berlin, Germany

- * / ^ Lindstrom, W. A., Lindstrom, J. H., Gregg, N., & Coleman, C. (2008, July). Validity of commonly-used measures of effort when used with adults demonstrating learning disabilities. Paper presented at the XXIX International Congress of Psychology, Berlin, Germany

- Gregg, N., Lindstrom, J.H., Coleman, C. Nelson, J. & Lindstrom, W. (2008, July). Mediating cognitive and linguistic processes predictive of accommodation selection. Paper presented at the 15th Annual Society for the Scientific Study of Reading Conference, Asheville, NC

- * Coleman, C., Gregg, N., Lindstrom, J. H., Lindstrom, W. (2008, July). Passageless comprehension of the Nelson-Denny Reading Test. Poster presentation at the 15th Annual Society for the Scientific Study of Reading Conference, Asheville, NC

- ^ Gregg, N. & Lindstrom, J. H. (2008, February). High-stakes writing: Implications for transitioning students with learning disorders. Workshop presented at the 45th Annual International Conference of the Learning Disabilities Association of America. Chicago, IL

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- Lindstrom, W. A., & Lindstrom, J. H. (2008, February). Project Bridge: Secondary to postsecondary documentation for students with disabilities. Workshop presented at the February 2008 meeting of the National Association of School Psychologists, New Orleans, LA
- Lindstrom, J. H. (2007, April). The role of extended time on large scale assessments for students with learning disabilities. Paper presented at the Council for Exceptional Children 2007 Annual Convention and Expo, Louisville, KY
- Lindstrom, J. H. (2006, October). The role of extended time on the SAT reasoning test for students with disabilities. Paper presented at the Annual Research Symposium of the College Board, New York, NY
- ^ Gregg, N. & Hartwig, J. (2006, February). Effects of extended time – New SAT and other High stakes tests. Workshop presented at the 43rd Annual International Conference of the Learning Disabilities Association of America. Jacksonville, FL
- ^ Hartwig, J. & Cohen, A. (2006, February). Effects of extended time on the validity of test scores from a statewide mathematics test. Poster presentation at the 43rd Annual International Conference of the Learning Disabilities Association of America, Jacksonville, FL
- Hartwig, J. (2006, February; 2005, November). Evaluations & understanding the bell curve. Presentation presented at the Parent Leadership Support Project VI. Sponsored by the Georgia Advocacy Office, Atlanta, GA
- ^ Hartwig, J. & Kamphaus, R. (2004, October). Three practice parameters for interpreting intelligence test part scores. Poster presentation at the International Test Commission, Fourth International Conference, Williamsburg, VA
- ^ Gregg, N., Floyd, R. & Hartwig, J. (2004, June). Reading comprehension: Cognitive and linguistic predictors across the lifespan. Paper presented at the 11th Annual Society for the Scientific Study of Reading Conference, Amsterdam, Netherlands

10. Public Services Performed

1. Advisory Board member, Georgia International Dyslexia Association (2013 to present)
2. Disability Consultant, Office of Disability Policy, Educational Testing Service, Princeton, NJ (2013 to present)
3. Facilitator, Barrow County School System Summer Leadership Summit (July, 2012)
4. Invited participant, NAEP High School Transcript (HSTS) Database Training Seminar, sponsored by the National Center for Education Statistics (2008)

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5. Invited participant, The Research Training Institute: Single Case Design, sponsored by the Institute of Education Sciences and National Center for Special Education Research(2008)
6. Invited participant, NAEP Database Training Seminar, sponsored by the National Center for Education Statistics (2009)
7. 2008; 2010 Review panel member, National Science Foundation, Research in Disabilities in Education (RDE) (2008; 2010)
8. Division for Learning Disabilities of the Council for Exceptional Children, Publications Committee (2010-present)
9. Review panel member, Georgia's Improving Teacher Quality Grants Program (2011)

11. Other Services (departmental, college, and university committees)

University of Georgia Committee Work

University Committees

University Council (2012 – present)

College Committees

College of Education Curriculum Committee (2010-2012)

Mary Francis Early Search Committee (2010)

COE Graduate Student Research Conference Planning Committee (2010)

Education Policy & Evaluation Center, College of Education (2007-2009)

Department Committees

Graduate Coordinator (2013-present)

Member, Special Education Search Committee (2014-2015; 2012-2013)

Co-Chair, Special Education Search Committee (2010)

Member, Graduate Faculty (2009-present)

University of Virginia Committee Work

Coordinator, Master of Education program in Special Education (2006-2007)

Special Education Program Committee (2006-2007)

Risk and Prevention in Education Sciences Steering Committee (2006-2007)