

CURRICULUM VITAE

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Name: Linda S. Siegel, Ph.D.

Address: Educational and Counselling Psychology and Special Education
University of British Columbia
2125 Main Mall
Vancouver, B.C. V6T 1Z4

Telephone: (604) 822-0052

Fax: (604) 822-3302

Internet: linda.siegel@ubc.ca

Degrees: B. A. 1963 Queens College, New York, NY
M.S. 1964 Yale University, New Haven, CT
Ph.D. 1966 Yale University, New Haven, CT

Employment:

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| 1966-1968 | Assistant Professor, Department of Education, Psychology University of Missouri Columbia, MO. |
| 1968-1974 | Assistant Professor, Department of Psychiatry McMaster University Medical Centre, Hamilton, Ontario |
| 1974-1981 | Associate Professor, Department of Psychiatry McMaster University Medical Centre, Hamilton, Ontario |
| 1981-1984 | Professor, Department of Psychiatry McMaster University Medical Centre, Hamilton, Ontario |
| 1987-1991 | Executive Head, Graduate Studies O.I.S.E., Toronto, Ontario |
| 1984-1996 | Professor, Department of Instruction & Special Education, Applied Psychology Ontario Institute for Studies in Education, Toronto, Ontario |
| 1996-present | Dorothy C. Lam Chair in Special Education, UBC |
| 1996-2002 | Director, Problem-Based Learning Program in Teacher Education, UBC |
| 1998- present | Faculty Associate - Centre for Applied Ethics, UBC |
| 2002-2004 | Associate Dean, Office of Graduate Programs and Research, Faculty of Education, UBC |

Awards:

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| 2004 | Honorary Doctorate, Goteborg University, Sweden |
| 2004 | Kersten Hesselgren Fellowship, Sweden |
| 2003 | Distinguished University Scholar, UBC |
| 2003 | Killam Research Fellowship |
| 2002 | YWCA Women of Distinction Award, Education Training and Development, Vancouver, BC. |
| 1997-1999 | Killam Research Fellowship |
| 1991-1993 | Senior Research Fellowship, Ontario Mental Health Foundation |

Professional Activities:**Editorial:**

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| 1972-1977 | Editorial Board, <u>Developmental Psychology</u> |
| 1977-1980 | Editorial Board, <u>Child Development</u> |
| 1980-1983 | Associate Editor, <u>Child Development</u> |
| 1982- | Guest Editor, <u>Seminars in Perinatology</u> |
| 1988-1994 | Editorial Board, <u>Infants and Young Children</u> |
| 1989-present | Editorial Board, <u>Reading and Writing: An Interdisciplinary Journal</u> |
| 1990-1996 | Editor, <u>International Journal of Behavioral Development</u> |
| 1996- | Guest Editor, <u>Dyslexia</u> |
| 1998-present | Editorial Board, <u>Educational Psychology</u> |
| 1998-present | Editorial Board, <u>Canadian Journal of Behavioural Science</u> |
| 1999-present | Editorial Board, <u>Journal of Learning Disabilities</u> |
| 1999-present | Editorial Board, <u>Learning Disabilities Quarterly</u> |
| 2000-present | Editorial Board, <u>Dyslexia</u> |
| 2002-present | Advisory Editor, <u>British Journal of Educational Psychology</u> |

Publications**Refereed Journal Articles:**

- Lloyd, J.E.V., Zumbo, B. D., & Siegel, L.S. (in press). When measures change over time: A workable solution for analysing change and growth across multiple waves. Journal of Educational Research & Policy Studies
- Siegel, L.S. (2008) Foreword. Reading disability: Beyond phonological processing. Topics in Language Disorders, 28, 3-4.
- Siegel, L.S. (2008) Morphological awareness skills of English language learners and children with dyslexia. Topics in Language Disorders 28, 15-27.
- Lesaux, N.K., Vukovic, R.K., Hertzman, C., & Siegel, L.S. (2007) Context matters: The Interrelatedness of Early Literacy Skills, Developmental Health, and Community Demographics. Education and Early Development, 18, 497-518.
- Knell, E. , Siegel, L.S., Qiang, H., Zhao, L., Pei, M., Zhao, W., & Chi, Y.P.(2007) Early English immersion and literacy in Xi'an, China. Modern Language Journal, 91, 395-417

- Lesaux, N.K., Rupp, A.A., & Siegel, L.S., (2007) Growth in reading skills of children from diverse linguistic backgrounds: Findings from a 5-year longitudinal study. Journal of Educational Psychology, 99, 821-834.
- Jongejan, W., Verhoeven, L., & Siegel, L.S., (2007) Predictors of reading and spelling abilities in first and second language learners. Journal of Educational Psychology, 99, 835-851.
- Lipka, O. & Siegel, L.S. (2007) The development of reading skills in children with English as a second language. Scientific Studies of Reading, 11, 105-131
- Siegel, L.S. (2007). Perspectives on Dyslexia. Paediatrics & Child Health, 11, 581-588
- Chiappe, P. & Siegel, L. S. (2006). A longitudinal study of reading development of Canadian children from diverse linguistic backgrounds. Elementary School Journal, 107, 135-152.
- Lipka, O., Lesaux, N. K., & Siegel, L. S. (2006) Retrospective analyses of the reading development of a group of grade 4 disabled readers: Risk status and profiles over 5 years, Journal of Learning Disabilities. 39, 364-378
- Rupp, A.A., Lesaux, N.K., & Siegel, L.S. (2006). Meeting expectations? An empirical investigation of a standards-based reading assessment. Educational Evaluation and Policy Analysis, 28, 315-333.
- Vukovic, R. & Siegel, L. S. (2006). The double deficit hypothesis: A comprehensive review of the evidence. Journal of Learning Disabilities 39, 25-47
- Lesaux, N. K., Pearson, M. R., & Siegel, L. S., (2006) The effects of timed and untimed testing conditions on the reading comprehension performance of adults with reading disabilities. Reading and Writing 19, 21-48.
- Lesaux, N. K., Lipka, O., & Siegel, L. S. (2006) Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. Reading and Writing, 19, 99-131.
- Gottardo, A., Chiappe, P., Yan, B., Siegel, L.S., & Gu, Y. (2006) Relationships between first and second language phonological processing skills and reading in Chinese-English speakers living in English-speaking contexts. Educational Psychology, 26 367-394.
- Siegel, L. S. & Smythe, I. S. (2006) Supporting dyslexic adults – A need for clarity (and more research): A critical review of the Rice Report 'Developmental Dyslexia in Adults: A Research Review'. Dyslexia, 12, 68-79.
- Lesaux, N.K., Lipka, O., & Siegel, L.S. (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds, Reading & Writing: An Interdisciplinary Journal. 19, 99-131
- Wheldall, K. & Siegel, L.S. (2004) Reading science comes of age. Educational Psychology, 24, 723-725.

- Low, P., & Siegel, L.S. (2005) A comparison of the cognitive processes underlying reading comprehension in native English and ESL speakers. Written Language and Literacy Vol. 8:2 207-231.
- Lipka, O., Siegel, L.S., & Vukovic, R. K. (2005). The literacy skills of English Language learners in Lessons from research. Learning Disabilities Research and Practice, 20, 39-49.
- Siegel, L. S. & Smythe, Ian, S. (2005) Reflections on research on reading disability with special attention to gender issues. Journal of Learning Disabilities 5, 473-477.
- D'Angiulli, A. & Siegel, L.S. (2004). Schooling, socioeconomic context and literacy development. Educational Psychology, 24, 867-883.
- D'Angiulli, A., Siegel, L.S., & Maggi, S. (2004). Literacy Instruction, SES, and Word-Reading Achievement in English-Language Learners and Children with English as a First Language: A Longitudinal Study. Learning Disabilities Research & Practice 19. 202–213
- Passolunghi, M.C.& Siegel, L.S. (2004). Working memory and access to numerical information in children with disability in mathematics. Journal of Experimental Child Psychology, 88, 348-367.
- Abu Rabia, S. & Siegel, L.S. (2003). Reading skills in three orthographies: The case of Trilingual Arabic-Hebrew-English speaking Arab children. Reading and Writing, 16, 611-634.
- D'Angiulli, A. & Siegel, L.S. (2003). Cognitive functioning as measured by the WISC-R: Do children with LD have distinctive patterns of performance? Journal of Learning Disabilities, 36, 48-58.
- Jimenez, J. E., Siegel, L. S. & Rodrigo Lopez, M. (2003). The relationship between IQ and reading disabilities in English-speaking Canadian and Spanish children. Journal of Learning Disabilities, 36, 15-23.
- Lesaux, N.K. & Siegel, L.S. (2003). The development of reading in children who speak English as a second language. Developmental Psychology, 25, 1005-1019.
- Lucangeli, D., Tressoldi, P.E., Bendotti, M., Bonanomi,, M. & Siegel, L.S. (2003). Effective strategies for mental and written arithmetic calculation from the third to the fifth grade. Educational Psychology, 23, 507-520.
- Siegel, L. S. (2003). IQ-discrepancy definitions and the diagnosis of LD: Introduction to the Special Issue. Journal of Learning Disabilities, 36, 2-3.
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- Abu Rabia, S. & Siegel, L. S. (2002). Reading, syntactic, orthographic and working memory skills of bilingual Arabic-English speaking children. Journal of Psycholinguistic Research, 31, 661-678.

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- Chiappe, P., Stringer, R., Siegel, L. S., & Stanovich, K. E. (2002). Why the timing deficit hypothesis does not explain reading disability in adults. Reading and Writing: An Interdisciplinary Journal, *15*, 73-107.
- D'Angiulli, A., Siegel, L. S., & Serra, E. (2002). The development of reading in English and Italian in bilingual children. Applied Psycholinguistics, *22*, 479-507.
- Gang, M. & Siegel, L.S. (2002). Sound-symbol learning in children with dyslexia. Journal of Learning Disabilities, *35*, 137-157.
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- Bredberg, E., & Siegel, L. S. (2001). Learning disabilities and behavior therapy: A review of practice and a view to the future. Behavior Therapy, *32*, 651-666.
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- Chiappe, P., & Siegel, L. S. (1999). Phonological awareness and reading acquisition in English- and Punjabi-speaking Canadian children. Journal of Educational Psychology, 91, 20-28.
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- disabilities in a bilingual and multicultural society. Social Policy Report, 7, 1-16.
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Newspaper Articles:

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Organizational:

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|-----------|--|
| 1975 | Appointed Fellow, Division 7, American Psychological Association |
| 1979-1987 | Society for Research in Child Development Program Committee |
| 1980 | Appointed Fellow, Canadian Psychological Association |
| 1983-1985 | Chair, Program Committee, SRCD 1985 |
| 1985-1986 | President, Developmental Section, Canadian Psychological Association |
| 1985-1991 | Member of the Governing Council, SRCD |

- 1989-1992
1998-2002 Member, Executive Committee, International Academy for Research in Learning Disabilities
- 1991-1994 Chair, Scientific Affairs Committee, Canadian Psychological Association
- 1991-1997 Member, Board of Directors and Executive, Canadian Psychological Association

Other:

- 1994-1998 Member, Women's Faculty Awards Review Committee, NSERC
- 1994 Member, Scholarship and Fellowship Selection Committee, Natural Sciences and Engineering Research Council (NSERC)
- 1993 Member, Psychology Committee, Social Sciences and Humanities Research Council (SSHRC)
- 1986-1990 Member, Psychology Grant Selection Committee, Natural Sciences and Engineering Research Council (NSERC)
- 1986-1991 Member, Medical Research Council (MRC) Studentship Committee
- 1988-1990 Consultant, FAO-UNDP project on Improving Postgraduate Education, India.
- 1989-1991 Member, Review Committee, Ontario Graduate Scholarships.
- 1996-1997 Member, Tri-council Working Group on Ethics in Human Experimentation
- 2002-2003 Special Grant Review Panel, Institute of Educational Services (US Government)
- 2002-2003 Special Grant Review Panel, NICHD
- 2002-2005 Member National Panel on Literacy Development of Language Minority Children and Youth
- 2004-2005 Member, SSHRC Grant Selection Committee - Education
- 2005-2008 Member Scholarships and Fellowships Selection Committee NSERC
- 2005 Member, NICHD Panel to Review Learning Disability Research Centres

UBC:

- 1998-2002 UBC President's Senior Appointments Committee
- 1998-2001 Member, UBC Faculty Awards Committee
- 1997-present Adjudication Committee, Peter Wall Institute for Advanced Studies
- 2002-2003 Member, UBC Behavioural Research Ethics Board

2002-2004 UBC Policy Committee, Faculty of Education

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The role of perinatal factors in subsequent language and cognitive development of high risk infants. The Ontario Mental Health Foundation, 1975-1979, 1980-1984.

Family communication patterns, cognitive components and social factors related to developmental language delay. With H. I. J. van der Spuy and C. Cunningham (Principal Investigator). The Ontario Mental Health Foundation, 1977-1985.

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The effects of methylphenidate (Ritalin) on the social behaviour of hyperactive children. With C. Cunningham (Principal Investigator), Health & Welfare of Canada, 1979-1985.

Short-term memory processes in children with learning disabilities. Natural Sciences and Engineering Research Council, 1981-1988.

Early identification of children at-risk for subsequent learning disabilities. OISE Research Grant. 1986-1987.

Efficacy of a conversational model of language intervention with specifically language delayed and developmentally delayed children. Ontario Mental Health Foundation. 1987-1989.

Early identification of infants at risk for developmental problems. With D. Cooper and P. Fitzhardinge. Hospital for Sick Children Foundation. 1987-1989.

Predictors of Specific Learning Disabilities: A Prospective Study of "At-Risk" Children from Birth to School Age with D. Cooper & P. Fitzhardinge, Atkinson Charitable Foundation, 1988.

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Assessing The Individual Learning Needs of Students with Linguistic and Culturally Different Backgrounds. With L. Gunderson. BC Ministry of Education, 1998- 1999 - \$22,600.

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Early Detection of Language Disorders in Genetically and Perinatally High Risk Infants. Co-investigator with Janet Werker (principal investigator), Barbara Bernhardt and Carolyn Johnson. Collaborative Health Research Project Grant, Natural Sciences and Engineering Research Council, 2002-2005 - \$295,095.

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The development of computerized assessment techniques for minority language children, children in immigrant families and aboriginal children. Canadian Language and Literacy Research Network 2005-2006 \$50,000.

Neuropsychology of Long Term Childhood Cancer Survivors. Grant Development Award. 2005 \$4,250

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