

CURRICULUM VITAE

Susan Amanda Brady

Education

- 1970 B.A. -- Miami University (Psychology), Cum Laude
Honors:
Undergraduate Fellow
Patten Award
Phi Beta Kappa
Jackson Laboratory Summer Program, Bar Harbor, Maine
- 1972 M.A. -- University of Connecticut (Cognitive Psychology)
Honor: N.D.E.A. Fellowship (1970-73)
- 1975 Ph.D.-- University of Connecticut (Cognitive Psychology)
Title: The Role of Acoustic Memory in the Detection of Hemispheric Asymmetries

Experience

- Teaching Assistant: Introductory Psychology, Univ. of Connecticut, 1974
- Research Assistant: Haskins Laboratories, New Haven, Connecticut, 1973-75
- Post-Doctoral Fellow: Experimental Psychology, Univ. of Sussex, Sussex, England, 1975-76
- Assistant Professor: Experimental Psychology, Univ. of St. Andrews, Scotland, 1976-77
- Consultant: Institute of Health and Long Life, New Bedford, MA. Title XX.
Department of Elder Affairs Training Program for Case Managers in the State of Massachusetts. Psychology and Physiology of Aging, 1978
- Research Scientist: Haskins Laboratories, New Haven, CT, 1978-2017
- Assistant Professor: University of Rhode Island, Psychology Dept, 1982 to 1989
- Associate Professor: University of Rhode Island, Psychology Dept, 1989 to 1995
- Full Professor: University of Rhode Island, Psychology Dept, 1995 to 2017
- Chairperson: University of Rhode Island, Psychology Department, August, 2012 to August, 2013; Summer, 2014
- Chairperson: University of Rhode Island, Philosophy Department, August, 2015 to July, 2017
- Professor Emeritus July, 2017 - present
- Consulting Continuing to translate and advise regarding the implications of reading research for practice.

Honors

- 1987 University Merit Award, University of Rhode Island
- 1988 University Merit Award, University of Rhode Island
- 1988 "Best Research Published in the Past Year", The Psychologist, Vol. 1 (British Psychological Association)
- 1989 University Merit Award, University of Rhode Island
- 2004 Outstanding Outreach Award, University of Rhode Island
- 2004 Psychologist of the Year Award, Rhode Island Psychological Association
- 2004-06 APA/IES Mentor, American Psychological Association/IES/US Dept. of Ed.
- 2009 Samuel T. Orton Award, International Dyslexia Association Research Award

Publications:

Refereed Journal Articles:

- Fuller, J.L., Brady-Wood, Susan A., & Elias, Merrill F. (1973). Effects of retinal degeneration and brain size upon spatial reversal learning in mice. *Perceptual and Motor Skills*, 36, 947-50.
- Dorman, M.F., Kewley-Port, D., Brady, S., & Turvey, H.T. (1977). Vowel recognition: Inferences from studies of forward and backward masking. *Quarterly Journal of Experimental Psychology*, 29, 483-497.
- Brady, S.A. & Darwin, C.J. (1978). Range effect in the perception of voicing. *Journal of the Acoustical Society of America*, 63 (5), 1556-1558.
- Brady, S., Shankweiler, D., & Mann, V. (1983). Speech perception and memory coding in relation to reading ability. *Journal of Experimental Child Psychology*, 35, 345-367.
- Brady, S. (1986). Short-term memory, phonological processing and reading ability. *Annals of Dyslexia*, 36, 138-153.
- Brady, S., Mann, V., & Schmidt, R. (1987). Errors in short-term memory in good and poor readers. *Memory and Cognition*, 15 (5), 444-453.
- Pratt, A., & Brady S. (1988). The relationship of phonological awareness to reading disability in children and adults. *Journal of Educational Psychology*, 80, 319-323.
- Mann, V.A., & Brady, S. (1988). Reading disability: The role of language deficiencies. *Journal of Consulting and Clinical Psychology*, 56, 811-816.
- Brady, S., Poggie, E., & Merlo, M. (1990). Speech repetition abilities in children who differ in reading skills. *Language and Speech*, 32, 109-122.
- Rapala, M.M., & Brady, S. (1990). Reading ability and short-term memory: The role of phonological processing. *Reading and Writing: An Interdisciplinary Journal*, 2, 1-25.
- Aguiar, L. & Brady, S. (1991). Lexical acquisition and reading ability. *Reading and Writing*, 3, 413-425.
- Brady, S., Fowler, A., Stone, B., & Winbury, N. (1994). Training phonological awareness: An intervention study with inner-city children. *Annals of Dyslexia*, 44, 26-57.
- Shankweiler, D., Crain, S., Katz, L., Fowler, A.E., Liberman, A., Brady, S., Thornton, R., Lundquist, E., Dreyer, L., Fletcher, J., Stuebing, K., Shaywitz, S., & Shaywitz, B. (1995). Cognitive profiles of reading-disabled children: Comparison of language skills in phonology, morphology and syntax. *Psychological Science*, 6, 149-156.
- Stone, B. & Brady, S. (1995). Evidence for basic phonological deficits in less-skilled readers. *Annals of Dyslexia*, 45, 51-78.
- Mody, M., Studdert-Kennedy, M., & Brady, S. (1997). Speech perception deficits in poor readers: Auditory processing or phonological coding? *Journal of Experimental Child Psychology*, 64, 199-203.
- Shankweiler, D.P., Lundquist, E., Katz, L., Stuebing, K., Fletcher, J., Brady, S., Fowler, A., Dreyer, L., Marchione, K., Shaywitz, S., & Shaywitz, B. (1999). Comprehension and Decoding: Patterns of association in children with reading difficulties. *Scientific Studies of Reading*, 3, 69-94.
- Studdert-Kennedy, M., Mody, M., & Brady, S. (2000). Speech perception deficits in poor readers: A reply to Denenberg's critique. *Journal of Learning Disabilities*, 33 (4), 317-321.

- Studdert-Kennedy, M., Mody, M., & Brady, S. (2001). A reply to Denenberg. *Journal of Learning Disabilities, 34*(4), 302-303.
- Dietrich, J. & Brady, S. (2001). Phonological representations of adult poor readers: An investigation of specificity and stability. *Applied Psycholinguistics, 22*, 383-418.
- Müller, K. & Brady, S. (2001). Correlates of early reading performance in a transparent orthography. *Reading and Writing: An Interdisciplinary Journal, 14*, 757-99.
- Scarborough, H. S. & Brady, S.A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the "Phon" words and some related terms. *Journal of Literacy Research, 34*, 299-334.
- Brady, S., Gillis, M., Scarborough, H., & Shankweiler, D. (2004). Remembering Dr. Anne E. Fowler. *Annals of Dyslexia, 54*, 244-246.
- Catone, W. & Brady, S. (2005). The inadequacy of Individual Education Program goals for high-school students with word-level reading difficulties. *Annals of Dyslexia, 55*, 1, 53-78.
- Mitchell, K., Brady, S., Cutting, L., Carlo, M., Gutierrez, K., Lesaux, N., et al. (2008). *Response to the Reading First impact study*. EducationNews.org
<http://www.ednews.org/articles/response-to-the-reading-first-impact-study.html>
- Brady, S., Gillis, M., Smith, T., Lavalette, M., Liss-Bronstein, L., Lowe, E., North, W., Russo, E. & Wilder, T.D. (2009). First grade teachers' knowledge of phonological awareness and code concepts: Examining gains from an intensive form of professional development. *Reading and Writing: An Interdisciplinary Journal, 22*, 425-455.
- Mitchell, A. & Brady, S. (2013). The effect of oral familiarity on novel word identification. *Annals of Dyslexia, 63*, 201-216.
- Mitchell, A. & Brady, S. (2014). Assessing affix knowledge using both pseudoword and real word measures. *Topics in Language Disorders, 34*, 3, 210-227.
- Brady, S. (2019, Winter). The 2003 IDA Definition of Dyslexia: A Call for Changes. *Perspectives on Language and Literacy, 15*-21.
- Brady, S. (2020). Strategies in education for resisting and rejecting the evidence and implications of the science of reading. *The Reading League Journal, 1*(1), 33-41.
- Brady, S. (2020). A 2020 perspective on research findings on alphabetic (phoneme awareness and phonics): Implications for instruction. *The Reading League Journal, 1*(3), 20-28.

Publications written for a general audience:

- Brady, S. & Moats, L. (1997). *Informed Instruction for Reading Success: Foundations for Teacher Preparation*. Position Paper for the International Dyslexia Association, Baltimore, MD.
- Brady, S. & Moats, L. (1998). Buy books, teach reading. *California Reader, 31*, 6 -1.
- Brady, S., Scarborough, H., & Shankweiler, D. (1996). A response to two recent research reports in *Science* by Merzenich et al. and by Tallal et al. (January 5, 1996). *Perspectives on Language and Literacy, 22*(3), 5-8. Also published with minor changes in *Advance for Speech-Language Pathologists & Audiologists, 6* (24), 16-17.
- Brady, S. (Theme Ed.) (1999). Teacher Certification: Raising the Bar. *Perspectives on Language and Literacy, 23*(3).
- Brady, S. (2000). *A Roadmap for the Literature on Reading Acquisition and Reading Disability: Discovering the Research and the Implications for Practice*.

(website posting; a grant-funded, annotated bibliography to assist those trying to discover or make their way through the extensive literature on reading).

www.greenwood.org

Brady, S. (2012). Taking the Common Core Foundational Standards in Reading far enough. *Perspectives on Language and Literacy*, 38(4), 19-24.

Books

Brady, S., & Shankweiler, D. (Eds.) (1991). *Phonological Processes in Literacy: A Tribute to Isabelle Y. Liberman*. Lawrence Erlbaum Associates: Hillsdale, NJ.

Brady, S., Braze, D., & Fowler, C. (Eds.) (2011). *Explaining Individual Differences in Reading: Theory and Evidence*. Psychology Press: New York.

Book Chapters

Darwin, C.J., Howell, P., & Brady, S.A. (1979). Laterality and localization: A right-ear advantage for speech heard on the left. In: *Attention and Performance VII (Chap. 15)*, Ed. J. Requin, Lawrence Erlbaum Associates, Hillsdale, NJ.

Brady, S. and Fowler, A. (1988). Phonological precursors to reading acquisition. In: *Preschool Prevention of Reading Failure (pp. 204-215)*, Eds. R. Masland and M. Masland, York Press: Parkton, MD.

Brady, S. (1991). The role of working memory in reading disability. In *Phonological Processes in Literacy (pp.129-152)*, Eds. S. Brady and D. Shankweiler, Lawrence Erlbaum Associates: Hillsdale, NJ.

Aguiar, L. & Brady, S. (1991). Vocabulary acquisition and reading ability. In: *Reading Disabilities: Genetic and Neurological Influences (pp.225-237)*, Ed. B. Pennington, Kluwer Academic Publishers, Dordrecht, The Netherlands.

Shaywitz, B., Shaywitz, S., Liberman, I., Fletcher, J., Shankweiler, D., Duncan, J., Katz, L., Liberman, A., Francis, D., Dreyer, L., Crain, S., Brady, S., Fowler, A., Kier, L., Rosenfield, N., Gore, J., & Makuch, R. (1991). Neurolinguistic and biologic mechanisms in dyslexia. In *The Reading Brain (pp. 27-52)*, Eds. D. Duane and D. Gray, York Press, Parkton, MD.

Shankweiler, D., Crain, S., Brady, S., & Macaruso, P. (1992). Identifying the causes of reading disability. In: *Reading Acquisition (pp. 275-306)*, Eds. P. Gough, R. Treiman, and Ehri, L., Erlbaum Associates: Hillsdale, NJ.

Brady, S. (1997). Ability to encode phonological representations: An underlying problem for poor readers. In *Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention (pp. 21-48)*, Ed. B. Blachman, Lawrence Erlbaum Associates: Mahwah, NJ.

Gipstein, M., Brady, S., & Fowler, A. (2000). Questioning the role of syllables and rimes in early phonological awareness. In *Early Identification and Remediation of Reading Disability (pp.179-216)*, Second Edition, Ed. M. Masland, York Press: Parkton, MD.

Brady, S. (2004). Terminology matters: Sorting out the 'Phon' words. In *Myths, Misconceptions, and Some Practical Application (pp. 51-62)*, Ed. M. Joshi. International Dyslexia Association: Baltimore.

Brady, S. (2007). Educational recommendations for four boys: Case studies. In *Brain Bases of Learning Disorders: The Case of Reading (pp. 196-216)*, Eds. K. Fischer and J. Kagan, Harvard Press.

- Brady, S. (2010). Phonological awareness. *The Cambridge Encyclopedia of the Language Sciences* (pp. 608-609). (Ed. Patrick C. Holm), Cambridge University Press, England.
- Brady, S. (2011). Efficacy of phonics teaching for reading outcomes: Indications from post-NRP research. In S. Brady, D. Braze, and C. Fowler (Eds.), *Explaining Individual Differences in Reading: Theory and Evidence* (pp.69-96). London: Psychology Press.
- Brady, S. and Calcus, A. (2021). Speech perception and reading ability: What has been learned from studies of categorical perception, nonword repetition, and speech-in-noise? In D. Pisoni, R. Remez, L. Nygaard, and J. Pardo (Eds.), *Handbook of Speech Perception, 2E* (pp.656-696). New York: Wiley Press.

Editing

Associate Editor:

Annals of Dyslexia (1994-2005)

Consulting reviewer:

American Psychological Association
 Brookes Publishing
 Child Development
 Cognition
 Human Organization
 Journal of the Acoustical Society
 Journal of Educational Psychology
 Journal of Experimental Child Psychology
 Journal of Learning Disabilities
 Memory and Cognition
 Merrill-Palmer Quarterly
 New York Academy of the Sciences
 Reading and Writing
 Studies of Reading

Administrative/Committee Membership

Member, Board of Directors - International Dyslexia Society (1994-2002)
 Founding Member (2001), Society for the Scientific Study of Reading
 National Advisory Council Member, Neuhaus Educational Center (2004-2010)
 Member of the Federal Advisory Committee for Reading First (2007-2009)
 External Reviewer, Massey University, Teacher Preparation Program, 2008
 Member, Teagle Collogium on Literacy and Learning, Yale University (2009-2010)
 Advisor, Rhode Island Branch of the International Dyslexia Association (2011-2013)
 Member, Board of Directors – Haskins Laboratories (2013-2023)
 Senator, Faculty Senate, University of Rhode Island (2013-2016)
 Faculty Senate Executive Committee, University of Rhode Island (2013-2014)
 Chair, Department of Philosophy, University of Rhode Island (2015 – 2017)
 Treasurer, Board of Directors - Haskins Laboratories (2023)

Grant Reviewer

Institute of Education Science

International Dyslexia Association
 March of Dimes Birth Defects Foundation
 National Institutes of Health: Child Health and Human Development
 National Science Foundation: Perception, Action and Cognition Program
 Reading Excellence Act, U.S. Department of Education
 Reading First (State Applications), U.S. Department of Education
 Social Sciences and Humanities Research Council of Canada
 Spencer Foundation

Grants Awarded

- a) Agency: National Institute of Child Health and Human Development
 Project: Nature and Acquisition of the Speech Code and Reading; Haskins Laboratories
 Role: Investigator
 Amount: \$4,508,500
 Dates: 1986-1990

- b) Agency: University of Rhode Island, small grant from the College of Arts and Sciences
 Project: Research Equipment
 Role: Principal Investigator
 Amount: \$500
 Date: Spring, 1983

- c) Agency: National Institutes of Health
 Project: Psycholinguistic and Biological Mechanisms in Dyslexia: Yale University School of Medicine and Haskins Laboratories.
 Role: Participated in designed of test battery
 Amount: \$5,346,436
 Dates: 1987-1992

- d) Agency: Orton Dyslexia Society
 Project: Phonological Precursors to Reading Acquisition: pilot project
 Role: Principal Investigator
 Amount: \$4,000
 Date: Summer, 1988

- e) Agency: The Oak Foundation (U.K.) Limited
 Project: Phonological Precursors to Reading Acquisition
 Role: Principal Investigator
 Amount: \$17,000
 Date: September 1, 1988

- f) Agency: National Institute of Child Health and Human Development
 Project: Nature and Acquisition of the Speech Code and Reading; Haskins Laboratories

- Role: Project Leader (Project 3)
Amount: \$7,000,000
Dates: 1991-1995
- g) Agency: National Institute of Child Health and Human Development
Project: Nature and Acquisition of the Speech Code and Reading:
Haskins Laboratories
Role: Senior Scientist
Amount: \$7,500,000
Dates: 1996-2001
- h) Agency: Department of Education
Project: Early Reading Success Institute: Regional Professional Development
Project for K-2 Teachers
Role: Principal Investigator
Amount: \$1,618,750 (2000-2001); \$850,000 (2001-2002); \$800,000 (2002-
2003)
Dates: 2000-2003
- i) Agency: National Institute of Child Health and Human Development
Project: Nature and Acquisition of the Speech Code and Reading:
Haskins Laboratories
Role: Senior Scientist
Amount: \$7,550,000
Dates: 2001-2006
- j) Agency: US Department of Education, Institute of Education Sciences
Project: Haskins Laboratories Teacher Quality Grant: Improving First
Grade Reading Instruction
Role: Principal Investigator
Amount: \$2,912,062
Dates: 2003-2007
- j) Agency: Stratford School District, Stratford, Connecticut
Project: Scientifically Based Kindergarten Reading Project
Role: Independent Contractor, Director of Accountability
Amount: \$288,234
Dates: 2009-2010

Research Supervision

Dissertations Directed:

Anne Pratt, 1985. *The Relationship of Linguistic Awareness to Reading Skill in Children and Adults*, University of Rhode Island.

Michele Merlo Rapala, 1986. *Reading Ability and Short-Term Memory: The Role of Phonetic Processing Skills*, University of Rhode Island.

- Bernadette Evans, 1991. *The Role of Working Memory in Phoneme Awareness*, University of Rhode Island.
- Joanna Futransky, 1991. *An Evaluation of the Relationship Between Verbal Working Memory and Listening Comprehension*, University of Rhode Island.
- Myra Green Gipstein, 1992. *Phonological Awareness in Four- and Five-Year Old Children*, University of Rhode Island.
- Brenda Stone, 1992. *Verbal Short-term Memory and Speech Production Abilities in Children with Differential Reading Skill: A Chronological- and Reading-Age Comparison*, University of Rhode Island.
- Linda Aguiar, 1993. *Reading Ability, Vocabulary Acquisition, and Phonological Processes: An Investigation of Vocabulary Acquisition by Skilled and Less-Skilled Readers*, University of Rhode Island.
- Krista Robertson, 1997. *Phonological Awareness and Reading Achievement of Children from Differing Socio-Economic Status Backgrounds*, University of Rhode Island.
- Kurt Muller, 1998. *Correlates of Reading Acquisition in a Shallow Orthography*. University of Rhode Island.
- Jean Dietrich, 1999. *Phonological Representations of Adult Poor Readers: An Investigation of Specificity and Stability*, University of Rhode Island.
- William Catone. 2000. *Teacher Opinions about the Nature and Treatment of Reading Deficits in Adolescents*, University of Rhode Island.
- Miriam Meyer, 2001. *Effects of Reading Disability in Adolescents on Self Concept and Future Expectations*, University of Rhode Island.
- Emily Russell, 2002. *Examining Predictors of Reading Fluency at Two Levels of Reading Skill*, University of Rhode Island.
- Ivy Rollins, 2007. *Spanish-Speaking Students First Taught to Read in Spanish: Using Spelling Performance to Study the Presence of Orthographic Transfer Effects in Seventh Grade*, University of Rhode Island.
- Christina Kilgallen, 2009. *School Psychologists' Readiness to Implement Response to Intervention Practices*, University of Rhode Island.
- Christine Sipala, 2009. *Studying the Development of Word Recognition Using a Pseudoword Task*, University of Rhode Island.
- Tara Smith, 2009. *The Effect of Teacher Attitudes on Response to Professional Development in Literacy*, University of Rhode Island.
- Alison Mitchell, 2012. *The Relationships between Morphological Knowledge and Literacy Skills in Middle Elementary School Students*, University of Rhode Island.
- Linda Liss-Bronstein, 2012. (Co-directed.) *RTI for Language: Explicit and Systematic Intervention for Narrative Discourse Skills in Kindergarten*, Central Connecticut College.
- Alison Bateson-Toupin, 2013. (Co-directed) *Students Characterized as Proficient and Nonproficient on a State Reading Assessment: Analysis of Their Oral Language and Reading Skills*, Johnson and Wales University.
- Hyun Jin Chung, 2013. *Examining the Associations between Attention, Reading and Language Abilities in Young Adulthood*, University of Rhode Island.

- Kristen Weissinger, 2013. *Investigating Factors Associated with Individual Differences in Reading Comprehension for Children Diagnosed with Asperger's Syndrome*, University of Rhode Island.
- Lily Hall Stella, 2016. *Examining the Nature of the Association between Phonological Memory and Early Reading Development*, University of Rhode Island.
- Stephanie Tang, 2016. *Examining the Role of Phonological Memory in Math and Reading Development*, University of Rhode Island.

Teaching Experience:

Courses taught: Developmental Psychology (PSY 232), Sensation and Perception (PSY 385), Cognitive Psychology (PSY 384), Psychology of Language (PSY 388), Developmental Cognitive Disabilities (PSY 432), Independent Study (PSY 489; 499), Undergraduate Year in Action (UYA), Language Study for Teachers of Reading (PSY/EDC 527); Research on Reading Acquisition and Reading Disabilities (PSY/EDC 544), Reading Research Discussion Group (PSY 615), Practicum on Reading and Response to Instruction (PSY 670); Thesis and Dissertation Research (PSY 599; 699).

Translating the Implications of Research for Practice (examples)

Note: references below in italices are listed in the publications section.

1996: Planning Consultant for "Teaching: The Nation's Lifeline - A National Summit on Teacher Preparation", May 30th and 31st, New York City. The event was organized by the National Center for Learning Disabilities in collaboration with the Learning Disabilities Association of America, the Council for Learning Disabilities, the Division for Learning Disabilities, and the Orton Dyslexia Association, and had the support of 35 co-sponsoring organizations in general and special education.

1997: With Louisa Moats was asked to write a Position Paper for the International Dyslexia Association (IDA) laying out the research evidence and practical implication pertinent to how teachers should be prepared to teach reading. (*Informed Instruction for Reading Success: Foundations for Teacher Preparation (Brady & Moats, 1997)*).

1997: Testified in the United States Senate (3/21/97) before the Labor and Human Relations Committee to discuss research relevant to Professional Development, Title V (The role of Congress in efforts to improve higher education, specifically teacher education).

1998-2007: Consultant for Commission on Childhood (Connecticut State Legislation) regarding reading research and recommendations concerning wording for legislation on professional development.

2002-2008: Member of the Reading First Advisory Panel: Members were selected by Margaret Spellings (U.S. Secretary of Education) to serve as expert advisory group regarding the implementation, analysis and interpretation of Reading First Outcomes (I and two other

committee members wrote the following paper (endorsed by the whole committee): *Mitchell, Brady, Cutting, Carlo, Gutierrez, Leseaux et al. (2008)*.

2012: Wrote and submitted two pieces of legislation (with others) to the Rhode Island House of Representatives pertaining to policies and treatment for students with dyslexia in R.I. In subsequent years have testified multiple times for other bills related to literacy instruction and dyslexia.

2012: Published an invited commentary on the Common Core State Standards (*Brady, 2012*), discussing weaknesses in the portion of the standards pertinent to the foundation reading domains critical for reading acquisition. Likewise, was an invited speaker for an all-day symposium, 'Reconciling the Common Core Standards with Reading Research', at the 2012 annual conference for IDA.

1995, 2003, 2019: Definition of Dyslexia. Worked with Reid Lyon of NIH, and a group of national experts to create a research-based definition of dyslexia (Lyon, 1995). In 2003, with a second group (with some changes in membership), we revisited the definition and made modifications (Lyon, 2003). The definition, and later the second version, was adopted by numerous federal and state agencies (e.g., National Institutes of Health). In 2019, I was asked by the editor of *Perspectives in Language and Literacy* to provide a critique of the 2003 definition in light of research to date and made a number of recommendations for changes that would update the definition (*Brady, 2019*).

2021: Asked to write a Fact Sheet on Phoneme Awareness for IDA, updating what is known about phoneme awareness development and about how to foster phoneme awareness instruction. With input from Fact Sheet committee members, the following document was produced by IDA in 2022: 'Building Phoneme Awareness: Know What Matters' (available online from IDA through the Dyslexia Library).