

## I. IDENTIFYING INFORMATION

### **Cynthia Puranik**

Professor

Department of Communication Science & Disorders

College of Education and Human Development

Georgia State University

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Atlanta, GA 30312

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## II. EDUCATION

### **Postdoctoral Research Fellow**, 2006-2008

Florida Center for Reading Research,

Florida State University, Tallahassee, FL.

### **Doctor of Philosophy**, August 2006

University of Florida, Gainesville, FL.

Major: Speech Language Pathology

### **Master of Arts**, December 1996

University of Florida, Gainesville, FL.

Major: Speech Language Pathology

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## III. PROFESSIONAL CREDENTIALS

### **ACADEMIC POSITIONS**

2020- Present Professor, Department of Communication Sciences & Disorders, Georgia State University

2018- 2020 Associate Professor, Department of Communication Sciences & Disorders, Georgia State University

2018- Present Affiliate Faculty, Department of Learning Sciences, Georgia State University

2015- Present Affiliate Faculty, Center for Research on the Challenges to Acquiring Language and Literacy, Georgia State University

2015 - 2018 Associate Professor, Department of Educational Psychology, Special Education, & Communication Disorders, Georgia State University

2014 - 2015 Associate Professor, Department of Communication Science & Disorders &

Department of Education, Instruction & Learning, University of Pittsburgh

- 2012 - 2014 Assistant Professor, Department of Education, Instruction & Learning, University of Pittsburgh
- 2008 - 2014 Assistant Professor, Department of Communication Science & Disorders, University of Pittsburgh

### **NON-ACADEMIC POSITIONS**

- 2002 - 2005 Clinical Supervisor- Speech Language Pathology  
Department of Communication Sciences and Disorders  
University of Florida, Gainesville, FL
- 1999 - 2002 Speech Language Pathologist/ Reading Specialist  
Citrus Park Elementary, Tampa, FL
- 1998 - 1999 Speech Language Pathologist  
Mariner Health and Rehabilitation Services, Tampa, FL
- 1997 - 1998 Speech Language Pathologist  
TheraTx Inc., Gainesville, FL

### **PROFESSIONAL AFFILIATIONS**

- 1996- American Speech-Language-Hearing Association (ASHA)
- 2004- Society for the Scientific Studies of Reading (SSSR)
- 2007- Pacific Coast Reading Council (PCRC)
- 2012- Society for Research in Child Development (SRCD)
- 2019- European Language Network (ELN)

### **CERTIFICATIONS & LICENSURE**

- 1997-current American Speech Language Hearing Association, Certificate of Clinical Competence
- 2009-2015 Pennsylvania Speech Language Hearing Association
- 1998-2009 Florida Speech Language Hearing Association

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## **IV. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT**

### **EXTERNAL FUNDING**

#### **Current Funding**

Co-Principal Investigator, Writing in Students with Language-based Learning Disabilities (WILLD): Development and Innovation, Institute of Education Sciences. (2020-2024). Award: \$1,399,205. (Anthony Koutsoftas, PI).

Principal Investigator, Peer Assisted Writing Strategies: Efficacy, Institute of Education Sciences. (2019-2024). Award: \$3,209,379.

Supporting Oral Language Development. Economic and Social Research Council, UK (2020-2022); Role: Co-Investigator (Sonali Nag, University of Oxford, PI). Award: £1,853,403.

### **Past funding**

Exploration of Writing Instruction for Kindergarten Children, Institute of Education Sciences. (2016-2020). Award: \$1,396,632. Role: Co-Principal Investigator (Guo, Ying, PI).

Peer Assisted Writing Strategies, Institute of Education Sciences, Early Childhood Program and Policies (2012-2015; NCE 2015-17). Award: \$1,177,128. Role: Principal Investigator.

Teaching early writing skills: A comparison between three conditions. Central Research Development Fund, University of Pittsburgh (2013-2015). Award: \$15,993. Role: Principal Investigator.

Enhancing Reading Instruction for Children with Down Syndrome: A Behavioral Phenotypic Approach. Institute of Education Sciences, Special Education Research (2011-2014). Award: \$1,445,000. Role: Co-PI (Christopher Lemons, PI).

Test of Emergent Writing Skills. Institute of Education Sciences, Early Childhood Program and Policies (2008-2012). Award: \$1,133,000. Role: Principal Investigator.

### **Consulting**

*Developing a Sentence Writing Intervention for Young Struggling Writers*. Institute of Education Sciences Research Training Program in Special Education: Early Career Development and Mentoring (2020-2024) Award: \$489,003. Role: Content Expert (Abigail Allen, PI).

An Efficacy Trial to Evaluate Supporting Paraprofessionals by Advancing Reading Intervention Knowledge and Skill (2018-2022). Institute of Education Sciences Award: \$ 3,298,858. Role: Consultant (Lemons, PI).

Development & Feasibility of the Improving Writing Resources and Interactions in Teaching Environments through Professional Development (IWRITE); Early Childhood Program and Policies (2015-2019). Award: \$1,499,994. Role: Consultant (Hope Gerde, PI).

The Florida Learning Disabilities Research Center Grant. National Institute for Child Health and Human Development (2012-2016). Award: \$8,818,329. Role: Consultant (Richard Wagner, PI).

## HONORS & AWARDS

- 2018 Clinical Practice Research Institute Award (CPRI), American Speech Language Hearing Association.
- 2017 *Assessment for Effective Intervention* Honorable Mention Award for the article, 'Examining Alphabet Writing Fluency in Kindergarten: Exploring the Issue of Time on Task' (Puranik et al., 2017) for runner-up to best article of the year.
- 2016 Outstanding Young Alumna, Department of Speech, Language, & Hearing Sciences, University of Florida, Gainesville.
- 2015 **Presidential Early Career Award for Engineers and Scientists (PECASE). The White House, Washington, D. C., 2015.**  
From the website: "...established in 1996, [this award] honors promising researchers in the nation within their fields. Nine federal departments and agencies annually nominate scientists and engineers at the start of their independent careers whose work shows exceptional promise for leadership at the frontiers of scientific knowledge during the twenty-first century."
- 2011 Fellow, Lessons for Success: Developing the Emerging Scientist. ASHA, NIDCD, and the ASHA Foundation
- 2006 Institute of Education Sciences Postdoctoral Research Fellowship  
Florida Center for Reading Research, Florida State University, Literacy/Developmental Disabilities, 2006-2008.
- 2005 Graduate Student Scholarship, Florida Association of Speech-Language Pathologists and Audiologists (FLASHA)
- 2004 Graduate Student Scholarship, College of Liberal Arts and Sciences University of Florida
- 2003 Graduate Student Award, American Speech Language Hearing Foundation (ASHF)
- 2003 Bamford-Lahey Scholar, Bamford-Lahey Children's Foundation
- 2002 University of Florida Graduate Alumni Fellowship
- 1996 Presidential Recognition Award, University of Florida
- 1996 Certificate of academic excellence, College of Liberal Arts and Sciences, University of Florida
- 1996 Certificate of recognition for academic achievement, Office of International Studies and Programs, University of Florida
- 1995 Certificate of recognition for academic achievement, Office of International Studies and Programs, University of Florida

**PUBLICATIONS** (\*Indicates student authors)

1. **Puranik, C.**, Duncan, M., Hongli, Li, & Guo, Y. (2020). Exploring the dimensionality of kindergarten written composition. *Reading and Writing: An Interdisciplinary Journal*, *33*, 2481–2510. <https://doi.org/10.1007/s11145-020-10053-1>
2. Guo, Y., **Puranik, C.**, Kelcey, B., Sun, J., Breit-Smith, A., & Dinnesen, M.S (2020). Role of home literacy practices in kindergarten children’s early writing development: A one-year longitudinal study. *Early Education and Development*, *32*(2), 209-227. doi:10.1080/10409289.2020.1746618
3. **Puranik, C.**, Branum-Martin, L., & Washington, J. (2019). The relation between dialect density and the co-development of writing and reading in African-American children. *Child Development*, *91*, e866-e882. <https://doi.org/10.1111/cdev.13318>
4. **Puranik, C. S**, Boss, E\*, & Wanless, S. (2019). Links between self-regulation and emergent writing: Domain specific or task dependent? *Early Childhood Research Quarterly*, *46*, 228-239. <https://doi.org/10.1016/j.ecresq.2018.02.006>
5. **Puranik, C. S**, Petscher, Y., Al Otaiba, S., & Lemons, C. (2018). Improving kindergarten students’ writing outcomes using peer-assisted strategies. *Elementary School Journal*, *118*(4), 680-710. <https://doi.org/10.1086/697432>
6. **Puranik, C. S**, Philips, B. Lonigan, C, & Gibson, E\* (2018). Home literacy practices and preschool children's emergent writing skills: An initial investigation. *Early Childhood Research Quarterly*, *42*, 228-238. <http://dx.doi.org/10.1016/j.ecresq.2017.10.004>
7. Guo, Y., Shuyan, S.\*, **Puranik, C.**, & Breit-Smith, A. (2018). Profiles of emergent writing skills among preschool children. *Child & Youth Care Forum*, *47*(3), 421-442. <https://doi.org/10.1007/s10566-018-9438-1>
8. Webb, M. L., Patton-Terry, N. P., Bingham, G., **Puranik, C.** & Lederberg, A. R. (2018). Factorial validity and measurement invariance of the Test of Preschool Early Literacy-Phonological Awareness Test among deaf and hard-of-hearing children and hearing children. *Ear and Hearing*, *39*(2), 278-292. doi: 10.1097/AUD.0000000000000485
9. Lemons, C.J., King, S.A., Davidson, K.A., **Puranik, C.S.**, Al Otaiba, S., & Fidler, D.J. (2018). Personalized reading intervention for children with Down syndrome. *Journal of School Psychology*, *66*, 67-84. <https://doi.org/10.1016/j.jsp.2017.07.006>
10. **Puranik, C. S**, Patchan, M., Lemons, C., & Al Otaiba, S. (2017). Using peer assisted strategies to teach early writing: Results of a pilot study to examine feasibility and promise. *Reading and Writing*, *30*, 25-50. doi 10.1007/s11145-016-9661-9
11. **Puranik, C. S.**, Patchan, M. Sears, M\*, McMaster, K. (2017). Alphabet writing fluency in kindergarten: Exploring the issue of time on task. *Assessment for Effective Intervention*, *42*(2), 81-96. doi: 10.1177/1534508416665324

12. Patchan, M, & **Puranik, C.** (2016). Using tablet computers to teach preschool children to write letters: Exploring the impact of extrinsic and intrinsic feedback. *Computers and Education*, 102, 128-137. doi:10.1016/j.compedu.2016.07.007.
13. Lemons, C.J., King, S.A.\*, Davidson, K.A.\*, **Puranik, C.S.**, Mrachko, A.A.\*, Partanen, J., Al Otaiba, S., & Fidler, D.J. (2015). Adapting phonological awareness interventions for children with Down syndrome based on the behavioral phenotype: A promising approach? *Intellectual and Developmental Disabilities*, 53(4), 271-288. doi: <http://dx.doi.org/10.1352/1934-9556-53.4.271>
14. Lemons, C.J., King, S.A., Davidson, K.A\*, **Puranik, C.S.**, Al Otaiba, C., Fulmer, D., Mrachko, A.A.\*, Partanen, J., & Fidler, D.J. (2015). Developing an early reading intervention aligned with the Down syndrome behavioral phenotype. *Focus on Autism and Other Developmental Disabilities*, 32(3), 176-187. doi: 10.1177/1088357615618941
15. Kim, Y.-S., **Puranik, C.**, & Al Otaiba, S. (2015) Developmental trajectories of writing skills in first grade: The effects of SES, and speech and language impairments. *The Elementary School Journal*, 115(4), 593-613. <https://doi.org/10.1086/681971>
16. **Puranik, C.** & Lonigan, C. (2014). Emergent writing in preschoolers: Preliminary evidence for a theoretical framework. *Reading Research Quarterly*. 49(4), 453-467. doi: 10.1002/rrq.79.
17. **Puranik, C.**, Petscher, Y. & Lonigan, C. (2014). Learning to write letters: Examination of student and letter factors. *Journal of Experimental Child Psychology*, 128, 152-170. <https://doi.org/10.1016/j.jecp.2014.07.009>
18. Cabell, S., **Puranik, C.**, & Tortellini, L. (2014). Supporting early literacy skills through preschool writing instruction in classroom and therapeutic contexts. *Perspectives*, 21(3), 88-97. doi:10.1044/lle21.3.88.
19. Kim, Y.-S., Al Otaiba, S., Folsom, J. S., Gruelich, L., & **Puranik, C.** (2014). Evaluating the dimensionality of first grade written composition. *Journal of Speech, Language, and Hearing Research*, 57, 199-211. [https://doi.org/10.1044/1092-4388\(2013/12-0152\)](https://doi.org/10.1044/1092-4388(2013/12-0152))
20. Kim, Y.-S., Al Otaiba, S., **Puranik, C.**, Folsom, J. S., & Gruelich, L. (2014). The contributions of vocabulary and letter writing automaticity to word reading and spelling for kindergartners. *Reading and Writing: An Interdisciplinary Journal*, 27, 237-253. doi 10.1007/s11145-013-9440-9
21. **Puranik, C.**, \*Schreiber, S., \*Estabrook, E., & \*O'Donnell, E. (2014). Comparison of name writing rubrics: Is there a gold standard? *Assessment for Effective Intervention*. 40(1), 16-23. doi: 10.1177/1534508413502390
22. **Puranik, C.**, Al Otaiba, S., Folsom, J. S., & Gruelich, L. (2013). Exploring the amount and type of writing instruction during language arts instruction in kindergarten classrooms. *Reading and Writing: An Interdisciplinary Journal*, 27, 213-236. doi 10.1007/s11145-013-9441-8.

23. **Puranik, C.**, Petscher, Y. & Lonigan, C. (2013). Dimensionality and reliability of letter writing in 3- to 5-year-old preschool children. *Learning and Individual Differences*, 28, 133-141. doi:10.1016/j.lindif.2012.06.011
24. **Puranik, C.**, & Al Otaiba, S. (2012). Examining the contribution of handwriting and spelling to written expression in kindergarten children. *Reading and Writing: An Interdisciplinary Journal*, 25, 1523-1546. doi10.1007/s11145-011-9331-x.
25. **Puranik, C.**, & Lonigan, C. (2012). Name writing proficiency, not length of name, is associated with preschool children's emergent literacy skills. *Early Childhood Research Quarterly*, 27, 284-294. <https://doi.org/10.1016/j.ecresq.2011.09.003>
26. **Puranik, C.**, & Lonigan, C. (2012). Early writing deficits in preschoolers with oral language difficulties. *Journal of Learning Disabilities*, 45, 179-190. <https://doi.org/10.1177/0022219411423423>
27. Kim, Y.-S., Al Otaiba, S., **Puranik, C.**, Folsom, J.\*, Greulich, L.\*, & Wagner, R. (2011). Componential skills of beginning writing: An exploratory study at the end of kindergarten. *Learning and Individual Differences*, 21, 517-525. <https://doi.org/10.1016/j.lindif.2011.06.004>
28. **Puranik, C.**, Lonigan, C., & Kim, Y.-S. (2011). Contributions of emergent literacy skills to name writing, letter writing, and spelling in preschool children. *Early Childhood Research Quarterly*. 26, 465-474. <https://doi.org/10.1016/j.ecresq.2011.03.002>
29. Wagner, R., **Puranik, C.**, Foorman, B., Foster, L., \*Gehron, L., \*Tschinkel, E., & \*Kantor, P. (2011). Modeling the development of writing. *Reading and Writing: An Interdisciplinary Journal*, 24, 203-220. (Invited-Special Issue on Writing) DOI 10.1007/s11145-010-9266-7
30. **Puranik, C.** & Lonigan, C. J. (2011) From scribbles to scrabble: Preschool children's developing knowledge of written language. *Reading and Writing: An Interdisciplinary Journal*. 24, 567-589. DOI 10.1007/s11145-009-9220-8
31. **Puranik, C.** & Apel, K. (2010). Effect of assessment task and letter writing ability on preschool children's spelling performance. *Assessment for Effective Intervention*, 36, 46-56 (Invited-Special Issue on Spelling). DOI: 10.1177/1534508410380040
32. Al Otaiba, S., **Puranik, C.**, \*Rouby, A., \*Greulich, L., \*Sidler, J., & \*Lee, J. (2010). Predicting kindergartners' end of year spelling ability from their reading, alphabetic, vocabulary, and phonological awareness skills, and prior literacy experiences. *Learning Disability Quarterly*, 33, 171-183.
33. Al Otaiba, S., **Puranik, C.**, \*Ziolkowski, R., & Montgomery, T. (2009). Effectiveness of early phonological awareness interventions for students with speech or language impairments. *Journal of Special Education*, 43, 107-128.

34. **Puranik, C.**, Petscher, Y., Al Otaiba, S., Catts, H. W., & Lonigan, C. (2008). Development of oral reading fluency in children with speech or language impairments: A growth curve analysis. *Journal of Learning Disabilities, 41*, 545-560.
35. **Puranik, C.**, Lombardino, L., & Altmann, L. (2008). Assessing the microstructure of written language using a retelling paradigm. *American Journal of Speech-Language Pathology, 17*, 107-120.
36. Altmann, L., Lombardino, L., & **Puranik, C.** (2008). Sentence production in students with dyslexia. *International Journal of Language & Communication Disorders, 43*(1), 55-76.
37. **Puranik, C.**, Lombardino, L., & Altmann, L. (2007). Writing through retellings: An exploratory study of language impaired and dyslexic populations. *Reading and Writing: An Interdisciplinary Journal, 20*, 251-272.
38. **Puranik, C.** & Lombardino, L. (2006). An assessment paradigm for speech-language pathologists working with children with reading disabilities. *Contemporary Issues in Communication Sciences & Disorders, 33*, 101-112.
39. Leonard, C., **Puranik, C.**, Kuldau, J., & Lombardino, L. (1998). Normal variation in the frequency and location of the human auditory cortex landmark. Heschl's Gyrus: Where is it? *Cerebral Cortex, 8*, 397-406.
40. Wright, B., Lombardino, L., King, W., **Puranik, C.**, Leonard, C., & Merzenich, M. (1997). Deficits in auditory, temporal, and spectral resolution in language-impaired children. *Nature, 387*, 176-178.

## BOOK CHAPTERS

Ritchey, K. D., McMaster, K. L., Al Otaiba, S., **Puranik, C. S.**, Kim, Y.-S., Parker, D. C., & Ortiz, M. (2016). Indicators of fluent writing in beginning writers. In K. Cummings, & Y. Petscher (Eds.), *The fluency construct* (pp. 21-66). Paul H. Brookes Publishing Co.

**Puranik, C.**, Al Otaiba, S., & Ye, F. (2014). Examining early spelling and writing skills: A comparative analysis of kindergarteners with speech and language impairments and their typically developing peers. In B. Arfé, J. Dockrell, & V. Berninger (Eds.), *Writing Development in Children with Hearing Loss, Dyslexia or Oral Language Problems: Implications for Assessment and Instruction* (pp. 112-129). Oxford University Press.

**Puranik, C.**, Wagner, R., Kim, Y-S., & Lopez, D. (2012). Multivariate assessment of processes in elementary students' written translation. In M. Fayol, D. Alamargot, and V. Berninger (Eds.), *Translation of Thought to Written Text while Composing: Advancing Theory, Knowledge, Methods, and Applications* (pp. 249-274). Psychology Press, Taylor Francis Group.

## PUBLISHED ABSTRACTS

Patchan, M., **Puranik, C.**, Talbot, C.\*, & Digon, S.\* (2014). *Understanding the Benefits of Providing Feedback: Improving Letter Writing Ability by Providing Specific Feedback*. Cognitive Science Society, 36.

**Puranik, C.,** Patchan, M., Lemons, C. J., & Al Otaiba, S. (2014, August). *Peer-assisted writing strategies: Comparing effectiveness in small group versus whole class instruction. Writing Research Abstracts, 3,* 466.

## **INVITED SEMINARS & PRESENTATIONS**

*IES Postdoctoral Fellowship: Experiences and Insights*

Panelist. Institute of Education Sciences, Washington D.C (Jan 2020).

*Early writing development across orthographies.*

Discussant for symposium. Society for the Scientific Study of Reading, Toronto, Canada (July 2019)

*Writing development: What we know and how to facilitate it in young children*

Maharashtra Dyslexia Association, Mumbai, India (March 2019)

*The role of oral language in supporting written expression*

In-service to special education teachers at JBCN International Schools, Mumbai, India (March 2019)

*Examining the relation between self-regulation and early writing: Domain specific or task dependent?*

The Center for Research on Atypical Development and Learning (CRADL), Georgia State University (September 2018)

*“Ask the Expert” in Writing.*

Class Q & A (via Google hangout) for undergraduate pre-service special education teachers at Vanderbilt University, Nashville, TN. (March 2017)

*Tips for success: Responsible inquiry from start to finish*

Institute of Education Science PI Conference, Washington D.C. (Dec 2016)

*What teachers need to know about supporting early writing*

Speaker-18th Annual Emma Eccles Jones Early Childhood Symposium, Utah State University, Salt Lake City (June 2016)

*From XOXO to ‘Love and kisses’: Understanding and facilitating children’s early writing.*

Georgia State University Developmental Psychology Research Seminar (March 2016)

*Evidence-based writing instruction and assessment practices for students with learning disabilities and dyslexia*

International Dyslexia Association, Grapevine, TX (Oct 2015)

*Assessing and facilitating early writing in preschool and kindergarten children.*

Keynote speaker-25<sup>th</sup> anniversary of the Herbert J. and E. Jane Oyer Annual Lecture on Communication Disorders and Human Development, Michigan State University, East Lansing, MI. (March 2015)

*From XOXO to ‘Love you’: Understanding and facilitating children’s early writing*

University of Washington Research Seminar (Feb 2015)

*Name writing in preschoolers: What does it really reflect?*

Learning Sciences and Policy (LSAP) Seminar Series, LRDC, University of Pittsburgh, (Jan 2013)

*Using assessment information to inform treatment recommendations for students with reading disabilities.*

International Dyslexia Association, PA (April 2012)

*From scribbles to scrabble: Preschool children's developing knowledge of writing.*

George Washington University Seminar Series (Feb 2011)

*Issues in Literacy*

Children's Hospital, Pittsburgh (2010, June)

*The development of reading and writing*

Audiology Seminar, University of Pittsburgh (Feb 2010)

*Modeling the development of written language*

Society for Research in Child Development Biennial Meeting, Denver, CO (May 2009)

## REFEREED PRESENTATIONS

1. Branum-Martin, L., **Puranik, C.** & Washington, J.A. (2020, July). *School effects in the dynamics of reading, writing, and African-American dialect.* Paper presented at the 27<sup>th</sup> annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA (Conference cancelled).
2. **Puranik, C.** & Duncan, M. (2020, June). Relations among text generation and transcription to writing productivity and quality in KG children. Poster presentation at SIG Writing, European Association for Research on Learning and Instruction (EARLI), Umea, Sweden (Conference cancelled).
3. Guo, Y., Kelcey, B., **Puranik, C.**, \*Sun, J., & Breit-Smith, A. (2019, July). Home literacy practices and kindergarten children's early writing development. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada. (International)
4. Bingham, G., Gerde, H., **Puranik, C.**, Bowles, R., & Zhang, X\*. (2019, March). *Associations among low-income parents' home literacy practices and children's writing development.* Paper presented at the annual meeting of the Society for Research in Child Development (SRCD), Baltimore, MD. (International)
5. **Puranik, C.** Branum-Martin, L. & Washington, J. (2019, Feb). *The influence of dialect density on the co-development of writing and reading in African-American children.* Paper presented at the annual meeting of the Asia Reading and Writing Conference, Goa, India. (International)
6. **Puranik, C.**, & Petscher, Y. (2018, July). *Longitudinal associations between self-regulation and early writing.* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Brighton, UK. (International)
7. Guo, Y., **Puranik, C.**, Kelcey, B., Duncan, M., Breit-Smith, A., Jing, S. (2018, July). *Examining reading-writing connections in kindergarten children at the learning to write phase.* Paper presented at the

- annual meeting of the Society for the Scientific Study of Reading, Brighton, UK.  
(International)
8. **Puranik, C.**, Gibson, E.\*, Philips, B. & Lonigan, C. (2017, July) *Examining the links between home literacy practices and preschool children's emergent writing skills*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Halifax, NS, Canada. (International)
  9. **Puranik, C.** (2017, February). *Using tablet computers to teach preschool children to write letters: Exploring the impact of extrinsic and intrinsic feedback*. Symposium presentation at Writing Research across Borders biennial annual meeting, Bogota, Columbia. (International)
  10. **Puranik, C.** (2016, Dec). *Two steps forward, one step back: Lessons learned and future directions* Institute of Education Science PI Conference, Washington D.C.
  11. **Puranik, C.**, Lemons, C.J., Al Otaiba, S. & Petscher, Y. (2016, July). *Using peer assisted strategies to improve writing outcomes for kindergarten children*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal. (International)
  12. \*Boss, E., **Puranik, C.**., & Wanless, S. (2015, July). *The relation between early writing and self-regulation*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Big Island, HI. (International)
  13. **Puranik, C.** & Patchan, M. (2015, July). *Rethinking handwriting instruction: The effects of immediate feedback and haptic perception on learning handwriting in preschool*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Big Island, HI. (International)
  14. **Puranik, C.**, Patchan, M., Lemons, C.J., & Al Otaiba, S. (2014, August). *Peer-assisted writing strategies: Comparing effectiveness in small group versus whole class instruction*. Paper presented at Conference for Writing Research, Amsterdam, The Netherlands. (International)
  15. Patchan, M. M.\*, **Puranik, C.**, Talbot, C.\*, & Digon, S.\* (2014, July). *Understanding the benefits of providing feedback: Improving letter writing ability by providing specific feedback*. Poster presented at the 36th annual Cognitive Science Society, Quebec City, Canada. (International)
  16. **Puranik, C.**, Petscher, Y. & Lonigan, C.J. (2014, February). *Longitudinal examination of transcription and writing skills in preschool and kindergarten children*. Poster presentation at the Pacific Coast Reading Conference, San Diego, CA.
  17. **Puranik, C.**, Patchan, M., Lemons, C.J., & Al Otaiba, S. (2013, July). *Examining the effect of using peer assisted strategies to improve writing outcomes for kindergarten children*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Hong Kong, China (International).
  18. Lemons, C.J., **Puranik, C.**, Al Otaiba, S., & Fidler, D. (2013, July). *Integrating writing and encoding instruction into reading intervention for children with Down syndrome*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Hong Kong, Chin (International).

19. **Puranik, C.**, Hua, M.\*, Boss, E.\*, & Lonigan, C. (2013, April). *Influence of family and school socio-economic status on early writing skills*. Poster presentation at the Society for Research in Child Development Biennial Conference, Seattle, WA. (International)
20. **Puranik, C.**, Purpura, D., & Lonigan, C. (2013, February). *Examining the factor structure of alphabet knowledge in preschool children*. Poster presentation at the Pacific Coast Reading Conference, San Diego, CA.
21. **Puranik, C.**, Ye, F., & Lonigan, C. (2012, July). *The contribution of emergent literacy skills in predicting word and sentence level writing in emergent writers*. Paper presented at the Society for Scientific Studies of Reading, Montreal, Canada. (International).
22. Al Otaiba, S., Kim, Y., Folsom, J. S., & **Puranik, C.** (2012, July). *Growth trajectories of writing for typical children and children with language impairment*. Paper presented at the Society for Scientific Studies of Reading, Montreal, Canada (International).
23. **Puranik, C.**, Al Otaiba, S., & Sidler, J. (2012, June). *Making a case for explicit writing instruction: Reading instruction is necessary but not sufficient*. Paper presented at the annual conference of the International Academy for Research in Learning Disabilities. Padua, Italy (International).
24. **Puranik, C.**, Petscher, Y., & Lonigan, C. (2012, February). *Examining factors for the order in which preschool children learn to write alphabet letters*. Poster presentation at the Pacific Coast Reading Conference, San Diego, CA.
25. **Puranik, C.**, Al Otaiba, S., Sidler, J.\*, Bourgoin, K. A.\*, McMaster, K., Parker, D.\*, Greulich, L.\*, & Rouby, A.\* (2011, July). *Using the levels of language framework to examine writing and relationships between written language components in beginning writers*. Symposium presentation at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL. (International)
26. Kim, Y.-S., Al Otaiba, S., Folsom, J. S., Greulich, L., & **Puranik, C.** (2011, July). *Measuring quality of writing for beginning writers*. Paper presented at the Society for Scientific Studies of Reading, FL, US. (International).
27. Core, C. **Puranik, C.** & Apel, K. (2011, July). *Vowel representation in the spelling of preschool children*. Interactive paper presented at the Society for the Scientific Study of Reading Annual Conference. St. Petersburg, FL. (International)
28. **Puranik, C.**, Al Otaiba, S., Rouby, D\*. A., Greulich, L\*, Sidler, J\*, & Lee, J\*. (2011, February). *Predicting kindergarteners' end-of-year spelling ability*. Panel presentation at the Pacific Coast Reading Conference, San Diego, CA.
29. **Puranik, C.**, Hughes, C\*, & Schreiber, S\*. (2010, November). *Relationship between preschoolers' name-writing proficiency and emergent literacy skills*. Poster presented at the American Speech Language Hearing Association Annual Convention, Philadelphia, PA.

30. **Puranik, C.**, & Al Otaiba, S. (2010, November). *Writing skills in kindergarten students with speech and language impairments*. Poster presented at the American Speech Language Hearing Association Annual Convention, Philadelphia, PA.
31. **Puranik, C.**, Al Otaiba, S., Sidler, J.\*, & Greulich, L\*. (2010, July). *The effect of writing instruction on writing productivity in kindergarten children*. Symposium presentation at the annual meeting of the Society for the Scientific Study of Reading, Berlin. (International)
32. Lonigan, C. J. & **Puranik, C.** (2010, June). *Refining an Assessment for preschool children's emergent writing skills: Results of an IRT analysis*. Poster presented at the Institute of Educational Sciences Research Conference, Washington, D.C.
33. **Puranik, C.**, Kim Young-Suk & Lonigan, C. J. (2010, February). *Predictors of spelling in preschool children*. Panel presentation at the Pacific Coast Reading Conference, San Diego, CA.
34. Kim, Y., Al Otaiba, S., **Puranik, C.**, Sidler, J.\*, Greulich, L.\*, & Li, Z.\*, & Wagner, R. (2010, February). Componential skills of early writing for kindergartners. Panel presentation at the Pacific Coast Reading Conference, San Diego, CA.
35. **Puranik, C.** & Lonigan, C. J. (2009, November). *Stability of writing skills*. Technical paper presented at the American Speech Language Hearing Association Annual Convention, New Orleans, LA.
36. Apel, K., Wilson-Fowler, E\*, Brimo, D., \* & **Puranik, C.** (2009, November,). *Vowel development in children's writing: A cross-grade and genre comparison*. Technical paper presented at the American Speech Language Hearing Association Annual Convention, New Orleans, LA.
37. **Puranik, C.**, Phillips, B., & Lonigan, C. J. (2009, June). *The relationship between home literacy activities and emergent writing skills in preschool children at low- versus high-risk for academic difficulties*. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA. (International)
38. **Puranik, C.** & Lonigan, C. J. (2009, June). *Development of an assessment for preschool children's emergent writing skills: Preliminary findings*. Poster presented at the Institute of Educational Sciences Research Conference, Washington, D.C.
39. **Puranik, C.**, Wagner, R., Foorman, B., Foster, E. (2008, November). *Identifying underlying dimensions of writing in 1<sup>st</sup> and 4<sup>th</sup> grade students*. Technical paper presented at the American Speech Language Hearing Association Annual Convention, Chicago, IL.
40. Purpura, D., **Puranik, C.** & Lonigan, C. (2008, July). *Print Concepts: Is the unitary structure age dependent?* Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Ashville, NC. (International)
41. Apel, K., Arndt, E., & **Puranik, C.** (2008, July). *Vowel development in children's writing*. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Ashville, NC. (International)

42. Wilson, S., **Puranik, C.** Lonigan, C., Sims, D. & Hume, L. (2008, July). *Preschool Phonological Awareness: Children's Developing Capacities by Age and SES-linked Risk Status*. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC. (International)
43. **Puranik, C.** & Lonigan, C. (2008, June). *Emergent Writing-Related Skills of Preschoolers at Low- Versus High-Risk for Academic Difficulties: A Descriptive Analysis*. Poster presented at the Institute of Educational Sciences Research Conference, Washington, D.C.
44. **Puranik, C.** & Lonigan, C. (2008, March). *Emergent writing in preschoolers: Preliminary evidence for a theoretical framework*. Poster presentation at the American Educational Research Association Annual Conference, New York.
45. Wagner, R., **Puranik, C.**, Foorman, B. Foster, E., & Tschinkel, E. (2008, January). *Identifying Underlying Dimensions of Written Language*. Invited symposium presentation at the International Neuropsychological Society Annual Convention, Honolulu, HI. (International)
46. **Puranik, C.** & Lonigan, C. (2008, February). *Comprehensive assessment and development of early reading and writing*. Panel presentation at the Pacific Coast Reading Conference, San Diego, CA.
47. Al Otaiba, S., **Puranik, C.**, Petscher, Y., & Catts, H. W., (2008, February). *Examining oral reading fluency trajectories of young children with speech or language impairments: A piece-wise growth curve analysis*. Poster presented at the Pacific Coast Reading Conference, San Diego, CA.
48. **Puranik, C.** & Lonigan, C. (2007, November). *Relationship between emergent reading, writing, and oral language in preschool children*. Poster presented at the American Speech Language Hearing Association Annual Convention, Boston, MA.
49. **Puranik, C.**, Petscher, Y., Al Otaiba, S., Catts, H. W., & Lonigan, C. (2007, November). *Reading fluency development in children with speech or language impairments*. Technical paper presented at the American Speech Language Hearing Association Annual Convention, Boston, MA.
50. **Puranik, C.** & Lonigan, C. (2007, July). *Young children's knowledge about writing*. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Prague, Czech Republic. (International)
51. **Puranik, C.** & Lonigan, C. (2007, June). *Development of emergent writing and its relationship to oral language and reading in preschool children*. Poster presented at the Institute of Educational Sciences Research Conference, Washington, D.C.
52. Altmann, L., Lombardino, L., **Puranik, C.**, Shephard, K., & Eidson, S. (2007, February) *Short term and working memory in adult dyslexics*. Poster presented at the annual meeting of the International Neuropsychological Society, Portland, OR. (International)
53. **Puranik, C.**, & Lombardino, L. (2006, November). *Assessing the microstructure of written language using a retelling paradigm*. Seminar presented at the American Speech Language Hearing

Association Annual Convention, Miami, Florida.

54. **Puranik, C.**, Lombardino, L., & Altmann, L. (2006, July). *Expository writing skills in elementary school children from 3rd-6th grades and contributions of short-term and working memory*. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Vancouver, Canada. (International)
55. Altmann, L., Lombardino, L., **Puranik, C.**, Shepard, K. & Eidson, S. (2006, July). *Word and sentence production fluency in dyslexic adults*. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Vancouver, Canada. (International)
56. **Puranik, C.** & Lombardino, L. (2005, June). *Analyzing oral and written language samples using a text retell format*. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada. (International)
57. Altmann, L., **Puranik, C.**, Mikell, L., & Lombardino, L. (2005, June). *Grammatical sentence production in individuals with and without dyslexia*. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada. (International)
58. **Puranik, C.**, Lombardino, L., & Gupta, N. (2004, November) *Comparison of oral and written language samples in two reading disabled groups*. Poster presented at the American Speech Language Hearing Association Annual Convention, Philadelphia, PA.
59. **Puranik, C.** & Lombardino, L. (2004, June). *Written language differences between developmental dyslexia and language impairment*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Amsterdam. (International)
60. Johnson, B., **Puranik, C.**, Zilizi, A., Watkins, R. (2003, April). *Verb learning in children with and without language impairments*. Poster presented at the Society for Research in Child Development, Tampa, FL. (International)
61. Wright, B., Lombardino, L., King, W., **Puranik, C.**, Leonard, C., & Merzenich, M. (1996, November). *Auditory temporal and spectral resolution in children with language impairments*. Poster presented at the annual meeting of the Society for Neuroscience, Washington D.C. (International)

## NON-REFEREED PRESENTATIONS

1. Wronkovich, M.\*, Mylin, S.\*, Patchan, M. M.\*, & **Puranik, C.** (2014, April). *Assessing the quality of apps for letter writing instruction*. Poster presented at the First Experiences in Research Symposium, University of Pittsburgh.
2. Digon, S.\*, Talbot, C.\*, Patchan, M. M.\*, & **Puranik, C.** (2014, April). *Evaluating errors in kindergarteners' letter writing*. Poster presented at the First Experiences in Research Symposium, University of Pittsburgh.

3. Guinness, K.\*, McClatchey, M.\*, Kirby, C.\*, Patchan, M.\*, **Puranik, C.** (2013, April). *Evaluating effectiveness of peer learning*. Poster presented at the First Experiences in Research Symposium, University of Pittsburgh.
4. **Puranik, C.**, Lombardino L, Altmann L. (2006, April). *Expository writing skills in elementary school children from 3rd-6th grades and contributions of short-term and working memory*. Poster presented at the Graduate Student Council Forum, Gainesville.
5. **Puranik, C.**, Lombardino L. (2005, April). *Written language differences between two groups*. Poster presented at the Graduate Student Council Forum, Gainesville.

#### IV. INSTRUCTION AND ADVISING

##### TEACHING EXPERIENCE

###### **Instructor**

Georgia State University (August 2015- )

Child Language Disorders- Birth to Preschool (CSD 7450)

Child Language Disorders- School-age (CSD 7455)

Research Methods in Communication Science & Disorders (CSD 7840)

Special Topics: Research in Challenges of Acquiring: Language and Literacy (PSYC 9900L)

Introduction to Language Disorders Across the Life Span (CSD 4320)

University of Pittsburgh (August 2008- May 2015)

Language Disorders- Birth to Preschool

Language Disorders-School-age

University of Florida (August 2002- April 2004)

Language Disorders-Birth to 3

School Age Language Disorders

**Clinical Instructor- Speech Language Pathology** (August 2002 – July 2005)

Department of Communication Sciences and Disorders, University of Florida, Gainesville, FL

###### **Guest Lecturer**

Georgia State University

Language Development (Undergraduate course- 2018)

University of Pittsburgh

Doctoral Seminar in Audiology (Ph.D. course; 2009)

Introduction to Clinician-Client Communications (Graduate course; 2009-2011)

Language Development (Undergraduate course; 2010, 2011, 2013)

Florida State University

Seminar in Reading and Language Arts (Ph.D. course; 2008)

University of Florida

Applied Language Disorders (Graduate course; 2002)

Clinical Instruction in Language Disorders (Graduate course; 2002, 2003)  
Language Acquisition (Undergraduate course; 2003, 2004)

## **MENTORING**

### **Georgia State University**

#### Postdoctoral Associates

Melissa Patchan (2015- 2016)

#### Doctoral Dissertation-Chair

Molly Duncan (2017-2019), Educational Psychology

#### Doctoral Dissertation-Co-Chair

Xiao Zhang (2018- ), Early Childhood Education

#### Doctoral Dissertation Committee Member

Page Cariveau Pattermann (2017- ), Educational Psychology

Margaret Quinn (2016-2017), Early Childhood Education

Ryan Marie Lee (2016- 2017), Educational Psychology

#### Master's Thesis Chair

Madison Brumbaugh (2017), Communication Science & Disorders

### **University of Pittsburgh**

#### Postdoctoral Associates

Melissa Patchan (2012- 2015)

#### Doctoral Dissertation Committee Member

Melissa Brydon (2009- 10), Special Education

Johanna Taylor (2013- 14), Education

Emily Sobeck (2013- 2015), Instruction and Learning

Tom Kovacs (2013- 2015), Communication Science & Disorders

#### Doctoral Dissertation Chair

Kelly Mandak (2014-2015), Communication Science & Disorders

#### Master's Thesis Chair

Erin Estabrook (2011- 13), Communication Science & Disorders

Emily Boss (2012-14), Communication Science & Disorders

#### Honor's Thesis Chair

Mary Sears, (2013-14), Communication Science & Disorders

### **Florida State University**

#### Master's Thesis

Campbell, K. (2008), Communication Science & Disorders

**V. SERVICE**

To the profession:

- **Editor**, *Language, Speech, and Hearing Services in Schools* (2016- 2018)
- **Associate Editor**, *Language, Speech, and Hearing Services in Schools* (2015- 2016)
- **Associate Editor**, *International Journal of Speech Language Pathology* (2014- 2015)
- **Editorial Board Member**, *Reading and Writing: An Interdisciplinary Journal* (2013- Present)
- **Editorial Board Member**, *Journal of Learning Disabilities* (2020- Present)
- **Journal Reviewer:**

Frontiers in Psychology	2019-present
Acta Psychologica	2018- present
Child Development	2016- present
Journal of Applied School Psychology	2015- present
Journal of Educational Psychology	2014- present
Journal of Learning Disabilities	2014- present
Elementary School Journal	2013- present
Scientific Studies of Reading	2013- present
Journal of Learning and Instruction	2012- present
Learning and Individual Differences	2011- present
Assessment for Effective Intervention	2010- present
Learning Disability Quarterly	2009- present
Journal of Speech, Language, and Hearing Research	2009- present
Journal of Child Language	2008- present
Journal of Experimental Child Psychology	2007- present
Reading & Writing: An Interdisciplinary Journal	2007- present
Language, Speech, and Hearing Services in Schools	2006- present
American Journal of Speech Language Pathology	2006- present
- **Reviewer**, European Association for Research on Learning and Instruction (EARLI), SIG Writing Conference 2020.
- **Proposal Reviewer**, Society for the Scientific Study of Reading (SSSR) Conference 2021.
- **Proposal Reviewer**, Society for Research in Education Effectiveness (SREE; 2012, 2013, 2014)
- **Grant Reviewer**, Early Intervention and Early Childhood Education Panel- Institute of Education Sciences, U. S. Department of Education (2011, 2012, 2019).

- **Member** of Convention Program Committee for Language and Learning in School-Age Children and Adolescents for the American Speech Language Hearing Association's Annual Conference, 2010; Philadelphia, PA.
- **Reviewer**, Advancing Academic-Research Careers (AARC) Award 2018  
American Speech Language Hearing Association (ASHA)
- **Mentor** to Dr. Anthony Koutsoftas, Associate Professor, Seton Hall University through the Clinical Practice (CPRI) Program for the American Speech Language Hearing Association.
- **Faculty Mentor** to Dr. Giselle Nunez, Assistant Professor, St Xavier University & Dr. Mary Kubalanza, Assistant Professor, California State University, Los Angeles through the Mentoring Academic-Research Careers (MARC; 2019-2020) Program for the American Speech Language Hearing Association.
- **Grant Reviewer**, Student Research Grant in Early Childhood Language Development (2019) American Speech Language Hearing Foundation (ASHF)

University Level Service:

Georgia State University

- Senate, Research Committee (2021)
- Grant Reviewer, Center for Research on the Challenges to Acquiring Language & Literacy Seed Grants (2016, 2017, 2018, 2019)

University of Pittsburgh

- Faculty Mentor, First Experiences in Research, Office of Undergraduate Research, Scholarship, and Creative Activity. (2012-2015)
- Member, Nominating Committee, School of Health and Rehabilitation Sciences (2013-15)
- Participant, focus group discussion (2/2009) Sponsored by the Office of the Provost. The goal of the session was to provide additional insight from newly-appointed tenure- stream faculty about needs related to University teaching support services, as well as to identify procedures/services that new faculty view as being useful.

University of Florida

- Graduate student representative, Graduate Council (2006)

College Level Service:

Georgia State University

- Strategic Planning Committee (2017-18)
- Committee on Research & Scholarship (2016-2021)
- Promotion & Tenure Committee (2018-19, 2021-)

Department/Program Level Service:

Georgia State University

- Search Committee Chair (CSD Chair Hire – 2021)

- Search Committee Chair (CSD Faculty Hire- 2016)
- Search Committee Member (CSD Faculty Hire- 2017)
- Admissions Committee (2016- )
- ESC Mentoring Committee (2017)
- ESC Tenure & Promotion Committee (2016-2018)
- CSD Growth Committee (2017-2018)
- CSD Awards Committee (2019)
- Ph. D. Planning Committee (2019-2020)
- Faculty Mentor to Dr. Ai Leen Choo (Assistant Professor)
- Faculty Mentor to Dr. Akilah Lee Higgs (Clinical Assistant Professor)

University of Pittsburgh

- Admissions Committee (2009-2015)
- CSD Curriculum Development Committee (2009-11)
- Examiner-Master's oral comprehensive exams (2008-2015)
- ASHA Foundation ASHF-RSAC Grant Review and Reviewer Training Program. This invitation-only, mentored grant review program, is a partnership between the American Speech-Language-Hearing Foundation (ASHFoundation) and ASHA's Research and Scientific Affairs Committee (RSAC).