

CURRICULUM VITAE

DATE: November 2018

NAME: Michael A. Assel, Ph.D.

PRESENT TITLE: Professor
Children's Learning Institute
Department of Pediatrics

ADDRESS: University of Texas Health Science Center at Houston
McGovern Medical School
Children's Learning Institute
7000 Fannin, Suite 2330
Houston, TX 77030
(713) 500-3714 Phone
(713) 500-3705 Fax

BIRTHDATE: September 11, 1965

CITIZENSHIP: USA

UNDERGRADUATE EDUCATION:

08/1983 – 12/1987 Louisiana State University, Baton Rouge, LA. B.A.
Psychology

GRADUATE EDUCATION:

08/1999 – 12/1991 Nicholls State University Thibodaux, LA M.A.
Honor Graduate
Psychological Counseling

08/1992 – 5/1999: University of Houston Houston, TX Ph.D.
Counseling Psychology

POSTGRADUATE TRAINING:

08/1997-08/1998: Houston Independent School District-
Predoctoral Internship.

08/1998-04/2000 University of Texas Health Science Center
Postdoctoral Fellowship- Clinical Supervision:
Dr. Susan H. Landry

ACADEMIC & ADMINISTRATIVE APPOINTMENTS:

2008 – Present Associate Professor (NTC), Department of Pediatrics, University of Texas Health Science Center - Houston

2000 – 2008 Assistant Professor, Department of Pediatrics, University of Texas Health Science Center - Houston

CERTIFICATION AND LICENSURE :

Certification: Texas State Board of Examiners of Psychologists

Licensure: Texas # 3-1387

PROFESSIONAL ORGANIZATIONS (AND COMMITTEES OF THESE):

Membership in Professional Societies:

National: American Psychological Association
Tuberous Sclerosis Complex Clinical Data Base Advisory Committee

Grant Review: 2010-2013 Panel Member of the Early Childhood Education Scientific Review Committee, United States Department of Education, Institute of Education Sciences.

Honors and Awards:

2006- Journal of School Psychology Article of the Year Award (Co-author)

1991- Member and president of Psi Chi (National Honor Society in Psychology, Nicholls State University)

Editorial Positions:

2004-2005 Guest editor for Applied Developmental Science.

2005 Guest editor for Early Human Development.

2008 Guest editor for Pediatrics.

2011 Guest editor for Early Childhood Research Quarterly.

2013-2016 Guest editor for Early Education and Development.

2016 Guest editor for Scientific Studies in Reading

Service on the University of Texas Health Science Center at Houston Medical School Committees:

2006-2008 Service on the Faculty Senate of the Medical School

Service to Community:

2002- Guest Lecturer at the Learning Repertoire, on the importance of assessment for children diagnosed with Pervasive Developmental Disorder.

2003- Guest lecturer at the Joy's School Parent Education Seminar. Learning Differences in Young Children: What Research Tells Us.

2004- Asked to serve on the Medical Advisory Board for Learning Difference.com, a website for parents of children with learning disabilities.

2006 Guest lecturer at the Annunciation Orthodox School Dad's Club. Effective Communication Strategies for Children and Adolescents.

2013-2014 Strategic Advisory Board Member for The Carruth Center at the Parish School.

EDUCATIONAL ACTIVITIES

Sponsorship of Candidates for Postgraduate Degree

Thesis Committee Member

08/00 – 05/01 Betsy Clark-Gay
Department of Pediatrics – Genetics, UTHSC Houston

08/01 – 05/02 Jennifer Seifert
Department of Pediatrics – Genetics, UTHSC Houston

08/02 – 05/03 Carolyn Wilson
Department of Pediatrics – Genetics, UTHSC Houston

Current Teaching Responsibilities

Medical School: Quarterly seminar presented to 3rd year medical student on Learning Disabilities and ADHD. Medical students are exposed to appropriate referral procedures for neuropsychological testing and provided with information surrounding their responsibilities as primary care physicians.

Mentoring Activities:

Mentoring of one student per year. Students are postgraduate fellows in LoneStar LEND program.

Current Clinical Responsibilities:

- 1998 - UCT Developmental Pediatrics Clinic: Neuropsychological assessments of infants and children between the ages of 18 months and 18 years. Two days per week are devoted to this clinic.
- 2001 - CPS Clinic: Currently coordinates staff, supervises clinicians, sees patients, and oversees the entire scope of services for a weekly clinic at Children's Protective Services. This clinic evaluates all infants coming into foster care.
- 2013-2015 Mental Health Consultant for 6 Early Childhood Education Centers, sponsored by the Jewish Federation of Houston

Past Research Responsibilities

- 1999 - 2006 Texas Education Agency Head Start Evaluation Program, Texas Early Education Model (TEEM), and IERI Online Professional Development Grant Project: Assessment coordination for multiple educational outcome studies. Supervised measure selection, training of assessors, and data collection on these studies that involve approximately 6,000 children.
- 2002 -2007 Preschool Curriculum Evaluation Research: Co-Investigator of the project, responsibilities include supervision of a large scale curriculum evaluation project in Houston, staff training, study coordination, preparation of reports for the funding agency, data summary and analysis, measure selection, preparation of presentations for Department of Education Meetings and conferences.

- 2003 -2005 Early Reading First: Developed the evaluation plan for a national study of pre-kindergarten programs designed to improve early literacy. Duties include reviewing the psychometric properties of assessments that evaluate 4 year old children’s language and preacademic skills, social-emotional development, and teacher classroom observations. Duties also included training of the assessment and observation staff that traveled the country to evaluate programs.
- 2004-2010 Preschool Curricula: Outcomes and Developmental Processes- Co-Investigator on a large NIH funded Program Project which evaluated an experimental curriculum. duties included developing of training materials and procedures for ensuring quality assessment data across a large cohort of children.
- 2010- 2011 Development of an Integrated Text Level Curriculum for Kindergarten through Second Grade- Co- Investigator on an IES Development Project. Duties will include evaluation of the project and development of curriculum based assessments.
- 03/11- 04/14 Principal Investigator: Jason L. Anthony, Ph.D., Role, Co-Investigator. School Readiness: Curriculum Based Measurement System, (IES).

GRANT SUPPORT

Current Support

- 07/18-06/23 Co-Investigator: “Examining the Cost-effectiveness of Continuous Improvement Models for Preschool Teachers: Balancing PD Structures to Match Teacher Need” \$3,299,984 R305A180406, IES, US Department of Education. (A. Crawford – PI)
- 09/17-08/19 Co-Investigator: “The Texas Progress Monitoring System for Early Childhood” \$483,000 Brown Foundation (S. Landry – PI)
- 09/18-08/22 Co-Investigator: “Teaching Together: Engaging Parents and Preschoolers in STEM Activities & Academic Conversations” \$1,991,914 1811356, NSF DRK-12 (T. Zucker –PI)
- 07/17-06/22 Core Instructional Faculty: “Leadership Education in Neurodevelopmental and Related Disorders Training Program—The LoneStar LEND Program” \$3,060,910 T73MC22236, HRSA. (P. Filipek – PI)
- 07/14-06/19 Co-Investigator: “Internet Implementation of Empirically Supported Interventions that Can be Remotely Delivered in Authentic Preschool Programs for Mothers and Teachers: Evaluation of Direct Child and Teacher Outcomes” \$3,499,758 R305A140386, IES, US Department of Education (S. Landry – PI)
- 07/14-06/19 Co-Investigator: “Scalable Approaches for Preparing Early Childhood Teachers: Identifying Costs & Benefit of Evidence Based

Approaches” \$3,499,220 R305A140378, IES, US Department of Education (S. Landry – PI)

10/18-09/19 Co-Investigator: “2018-2019 School Readiness Models”
11,700,000 193914017110001, Texas Education Agency (S. Landry – PI)

09/18-08/19 Co-Investigator “2018-2019 Early Childhood School Readiness Program”
\$1,750,000 191044037110001, Texas Education Agency (S. Landry – PI)

Past Support

07/14 – 06/18 Co-Investigator: “Internet Implementation of Empirically-Supported Intervention that can be Remotely Delivered in Authentic Preschool Programs for Mothers and Teachers: Evaluation of Direct Child and Teacher Outcomes” \$3,499,221 IES
R305A140386 (S. Landry – PI)

7/15- 08/19 Co-Investigator: Development of the Science, Technology, and Math Assessment for the School Readiness Curriculum Based Measurement System” \$1,500, 000 IES (J. Anthony- PI)

07/14 – 06/18 Co-Investigator: “Scalable Approaches for Preparing Early Childhood Teachers: Identifying Costs and Effectiveness pf Evidence Based Approaches to Coaching” \$3,494,429 IES
R305A140378 (S. Landry – PI)

12/13 – 08/17 Co-Investigator: “Development of the Texas Kindergarten Entry Assessment” \$3,859,132 ED via sub from TEA
ISAS#3108 (S. Landry – PI)

07/11 – 06/16 Core Instructional Faculty: “Leadership Education in Neurodevelopmental and Related Disorders Training Program—The LoneStar LEND Program” \$2,500,000 HRSA T73MC22236 (P. Filipek – PI)

03/11 – 02/16 Co-Investigator: “Testing an Integrated Preschool Curriculum for English Language Learners” \$3,035,724 IES
R305A090212 (S. Landry – PI)

07/00 – 08/14 Co-Investigator (effort in years 1 – 3): “Development of the School Readiness Curriculum Based Measurement System” \$1,701,261 IES
R305A110549 (J. Anthony – PI)

2010 – 2014 Co-Investigator (effort in year 1): “Development of Integrated Text Level Curricula for Kindergarten Through Second Grade Students”
\$1,369,422 IES R305A100270 (D. Ciancio – PI)

- 09/05 – 06/11 Co-Investigator: “Preschool Curricula: Outcomes and Developmental Processes” \$8,200,000 NICHD P01HD048497 (S. Landry – PI)
- 09/02 – 07/07 Co-Investigator: “Evaluation of Pre-Kindergarten Curricula in Head Start and Public School Settings” \$1,794,102 ED R305J020014-04 (S. Landry – PI)
- 09/98 – 06/05 Co-Investigator: “Medical Complications and Parenting: Preterm Development” \$564,300 NICHD R01HD025128 (S. Landry – PI)
- 07/03 – 07/06 Assessment Consultant: “National Evaluation of Early Reading First” \$170,745 ED ED-01-CO-0027/0002 (P. Swank – PI)
- 04/01 – 01/05 Training Consultant: “Even Start Statewide Family Literacy Initiative” \$76,108 TEA 061300101 (S. Landry – PI)
- 09/00 – 08/01 Co-Investigator: “Texas Education Agency-Special Projects: Reading Initiatives” \$634,383 TEA 102450510500111 (S. Landry – PI)

PUBLICATIONS:

Refereed Articles:

1. Sandhu, D. H. & Assel, M. A : Effects of gender and cultural variables on the perception of individuals toward middle-age. *Journal of Young Adulthood and Middle-Age*, 3: 76-86 1991
2. Landry, Susan H; Smith, Karen E; Swank, Paul R; Assel, Mike A; Vellet, Sonya: Does early responsive parenting have a special importance for children's development or is consistency across early childhood necessary? *Developmental Psychology* 37:3, 387-403, 2001.
3. Steelman L., Assel, M.A., Swank, P.R., Smith, K.E., and Landry, S.H.: Early Maternal Warm Responsiveness as a Predictor of Child Social Skills: Direct and Indirect Paths of Influence over Time. *Journal of Applied Developmental Psychology*, 23, 135-156, 2002
4. Assel, M.A., Landry, S. H., Swank, P. R., Steelman L., Miller-Loncar C., K. Smith E. How do mothers' childrearing histories, stress and parenting affect children's behavioural outcomes? *Child Care, Health & Development*, 28, 359-368, 2002.
5. Assel, M., Landry, S., Swank, P., Smith, K., & Steelman, L.: Precursors to mathematical skills: Examining the roles of visual spatial skills, executive processes, and parenting factors. *Applied Developmental Science*, 7, 27-38, 2003.

6. Eichmeyer, J., Northrup, H., Assel, M., Goka, T. Johnston, D. Tucker-Williams, A. (2005). An assessment of risk understanding in Hispanic genetic counseling patients. *Journal of Genetic Counseling*, 14, 319-328.
7. Landry, S. H., Swank, P.R., Smith, K.E., Assel, M.A., & Gunnewig, S.: Enhancing early literacy skills for pre-school children: Bringing a professional development model to scale. *Journal of Learning Disabilities*, 39, 306-324, 2006.
8. Dieterich, S.E., Assel, M.A., Swank, P. R., Smith K.E., & Landry, S.L.: The impact of maternal verbal scaffolding and child language abilities on later decoding and reading comprehension skills. *Journal of School Psychology*, 43, 481-494, 2006.
9. Assel, M., Landry, S.H., Swank, P.R., & Gunnewig, S.: An Evaluation of Curriculum, Setting, and Mentoring on the performance of Children Enrolled in Pre-kindergarten. *Reading and Writing: An Interdisciplinary Journal*, 20, 463-494, 2007.
10. Anthony, J.L., & Assel, M.A.: A first look at the validity of the DIAL-3: Spanish version. *Journal of Psychoeducational Assessment*, 25, 165-179, 2007.
11. Anthony, J.L., Assel, M.A., Williams, J.: Exploratory and Confirmatory Factor Analyses of the DIAL-3: What does this “screeener” really measure? *Journal of School Psychology*, 43, 423-438, 2007.
12. Assel, M.A., & Anthony, J.L.: Factor structure of the DIAL-3: A test of the theory-driven conceptualization versus an empirically-driven conceptualization in a nationally representative sample. *Journal of Psychoeducational Assessment*, 27-2, 113-124, 2009.
13. Sulik, M., Huerta, S., Zerr, A. A., Eisenberg, N., Spinrad, T. L., Valiente, C., De Giunta, L., Pina, A. A., Eggum, N. D., Sallquist, J., Edwards, A., Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P., Assel, M., & Taylor, H. The factor structure of effortful control and measurement invariance across ethnicity and sex in a high-risk sample. *Journal of Psychopathology and Behavioral Assessment*, 32(1), 8-22, 2010.
14. Anthony, J., Williams, J., Duran, L., Gillam, S.L., Liang, L., Aghara, R., Swank, P., Assel, M., Landry, S. Spanish phonological awareness: Dimensionality and sequence of development during the preschool and kindergarten years. *Journal of Educational Psychology*, 103(4), 857-876, 2011.
15. Landry, S.H., Anthony, J.L., Swank, P.R., & Assel, M.A. An Experimental Study Evaluating Professional Development Activities within a State Funded Pre-Kindergarten Program. *Reading and Writing: An Interdisciplinary Journal*, Accepted for publication, 24 (8), 971-1010, 2011.

16. Silva, K., M., Spinrad, T. L., Eisenberg, N., Sulik, M. J., Valiente, C., Huerta, S., Edward, A., Eggum, N. D., Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P., Assel, M., & Taylor, H. Relations of children's effortful control and teacher-child relationship quality to school attitudes in a low-income sample. *Early Education and Development*, 22(3), 434-460, 2011.
17. Landry, Susan H, Zucker, Tricia A, Taylor, Heather B, Swank, Paul R, Williams, Jeffrey M, Assel, Michael, Crawford, April, Huang, Weihua, Clancy-Menchetti, Jeanine, Lonigan, Christopher J, Phillips, Beth M, Eisenberg, Nancy, Spinrad, Tracy L, de Villiers, Jill, de Villiers, Peter, Barnes, Marcia, Starkey, Prentice, & Klein, Alice. Enhancing Early Child Care Quality and Learning for Toddlers at Risk: The Responsive Early Childhood Program. *Developmental Psychology*, June, 2013, No Pagination Specified, 2013.
18. Merz, E.C., Landry, S.H., Williams, J.M., Barnes, M.A., Eisenberg, N., Spinrad, T.L., Valiente, C., Assel, M., Taylor, H.B., Lonigan, C.J., Phillips, B.M., Clancy- Menchetti, J. & the School Readiness Research Consortium. Associations among parental education, home environment quality, effortful control, and preacademic knowledge. *Journal of Applied Developmental Psychology*, 35, 304-315, 2014
19. Merz, E.C., Zucker, T.A., Landry, S.H., Williams, J.M., Assel, M., Taylor, H.B., Lonigan, C.L., Phillips, B.M., Clancy-Menchetti, J., Barnes, M.A., Eisenberg, N., de Villiers, J. & the School Readiness Research Consortium. (in press). Parenting predictors of cognitive skills and emotion knowledge in socioeconomically disadvantaged preschoolers. *Journal of Experimental Child Psychology*, 2014.
20. Lonigan, C., Phillips, B., Clancy, J., Landry, S., Swank, P., Assel, M., Taylor, H., Starkey, P., Klein, A., Domitrovich, C., Eisenberg, N., de Villiers, J., de Villiers, P., Barnes, M., & the School Readiness Consortium. Impacts of a Comprehensive School Readiness Curriculum for Preschool Children at risk of Educational Difficulties, *Child Development* (April, 2015).
21. Merz, Emily C; Landry, Susan H; Zucker, Tricia A; Barnes, Marcia A; Assel, Michael; Taylor, Heather B; Lonigan, Christopher J; Phillips, Beth M; Clancy-Menchetti, Jeanine; Eisenberg, Nancy; Spinrad, Tracy L; Valiente, Carlos; Villiers, Jill. Parenting predictors of delay inhibition in socioeconomically disadvantaged preschoolers, *Infant and Child Development*, Nov 2015.
22. Zucker, T.A., Williams, J. M., Bell, E. R., Assel, M. A., Landry, S. H., Monsegue-Bailey, P., Crawford, A., & Bhavsar, V. Validation of a science and engineering measure for use in universal pre-kindergarten screening and progress monitoring systems. *Accepted for Publication, Early Childhood Research Quarterly*, Nov. 2015.
23. Aravind, A., de Villiers, J., de Villiers, P., Lonigan, C., Phillips, B., Clancy, J., Landry, S., Swank, P., Assel, M., Taylor, H., Eisenberg, N., Spinrad, T., & Valiente, C. Children's quantification with *every* over time. *Glossa: a journal of general linguistics X(X): X*. 1–16, DOI: <https://doi.org/10.5334/gjgl.166>, 2017.

24. Landry, S., Assel, M., Carlo, M., Williams, J. & Wu, W. The effect of the Preparing Pequeños small-group cognitive instruction program on academic and concurrent social and emotional outcomes in young Spanish-speaking dual-language learners. *Journal of School Psychology*, (In Press).

Chapters:

1. Assel, M.A., Landry, S.H., & Swank, P.R. Are Early Childhood Classrooms Preparing Children to be School Ready?: The CIRCLE Teacher Behavior Rating Scale. In L. Justice & C. Vukelich (Eds.), *Achieving Excellence in Preschool Literacy Instruction*, (pp. 120-135). New York, NY: The Guilford Press (2008).
2. Landry, S., Assel, M.A., Anthony, J., & Swank, P.R. Development of a Universal Screening and Progress Monitoring Tool and Its Applicability for Use in Response to Intervention. In V. Buysse & E. Peisner-Feinberg (Eds.), *Handbook on RTI in Early Childhood* (pp. 155-168). Baltimore, MD: Brooks Cole Publishing (2013).

OTHER PROFESSIONAL COMMUNICATIONS:

Presentations:

1. Rosenfeld, G., Stout, P., & Assel, M.A. The Italics Papers: Does An Extra-Credit Project Improve Test Performance? National Institute of Teaching of Psychology, 1990.
2. Vellet, N.S., Assel, M., Landry, S., Swank, P., and Smith, K. Maternal Warm Responsiveness: A Discrete Aspect of Parenting or Part of a Broader Parenting Style. Society for Research in Child Development Meeting, Albuquerque, NM, 1998.
3. Assel, M. A. Appropriate Assessment Procedures for Evaluation of Children in Head Start Programs. . Taught seminars to administrators and staff of Head Start programs, Dallas, Corpus Christi, and Houston TX. Summer 2000.
4. Assel, M.A. Autism in the Classroom: Implications for Educators. Taught seminar for Dr. Anita Copley, Ph.D. College of Education, University of Houston. October 26, 2000
5. Assel, M.A. Appropriate Assessment Procedures for the Evaluation of Children in Family Literacy Programs. Collaborative Symposium for Family Literacy and Adult Education. November 28, 2000.
6. Assel, M.A., Steelman, L.M., & Swank, P.R. The relation of prematurity, maternal pathology, and parenting to child behavioral outcomes within a structural model. Society for Research in Child Development Biennial Meeting in Minneapolis, MN, April 19-22, 2001.

7. Steelman, L.M., Assel, M.A., & Swank, P.R. Early warm responsiveness as a predictor of child social skills: Direct and indirect paths of influence over time. 2001 Society for Research in Child Development Biennial Meeting in Minneapolis, MN, April 19-22, 2001.
8. Assel, M.A. Using assessment procedures for program evaluation in Even Start Programs., Even Start State Conference, Austin, TX. August 23, 2001.
9. Assel, M.A. The Bayley Infant Neurodevelopmental Screener: Proper administration procedures. Even Start State Conference in Austin, TX. August 23-24, 2001.
10. Assel, M.A. Sensitivity behaviors in childcare settings. (Texas Association for the Education of Young Children). Richmond TX, Corpus Christi, TX, Austin TX, and Galveston TX, Summer 2001.
11. Assel, M.A. Emergent literacy in childcare settings. (Texas Association for the Education of Young Children). Richmond TX, Corpus Christi TX, Austin TX, and Galveston, TX, Summer 2001.
12. Assel, M.A. Assessment Procedures for the Head Start Teachers: Emergent Literacy and the Identification of Children who are at Risk for Problems in Reading. Arlington TX, Houston TX, and Head Start State Conference in Corpus Christi TX, Summer 2001.
13. Clark-Gay B, Tucker AJ, Assel MA, Johnston DA, Au K-S, Northrup H: Psychosocial impact of genetic testing for tuberous sclerosis complex (TSC). 51st Annual Meeting of the American Society of Human Genetics, San Diego, CA, October 2001.
14. Assel, M. The Importance of ongoing follow-up for children diagnosed with Pervasive Developmental Disorders. Talked at the Learning Repertoire, on the importance of assessment for children diagnosed with Pervasive Developmental Disorder. Pearland, Texas. October 2003.
15. Assel, M., Lomax-Bream, L., Smith, K., & Swank, P., Predicting social perspective taking: The shared role of goal directed play and early maternal interactions. Society for Research in Child Development, Tampa, FL., April, 2003.
16. Hebert, H., Dieterich, S., Landry, S., Assel, M., & Lomax-Bream, L, Predictors of social competence with peers among children born prematurely with medical complications. Society for Research in Child Development, Tampa, FL, April, 2003.
17. Assel, M. Learning Differences, Parent Education Series at the Joy School. Houston, TX. September 11, 2003.
18. Assel, M. Standardized Assessment in Even Start: What is Program Evaluation and why is it important. Presented to the Texas State Even Start Conference, Houston, TX November 11, 2003.

19. Assel, M. Assessment of Pre-Academic Skills in Even Start Programs. Presented to the Texas State Even Start Conference, Houston, TX. November, 12-13, 2003.
20. Farran, D., Starkey, P., Clements, D., Fountain, C., Cosgrove, M., Wood, J., Lambert, R., Abbott-Shimm, M., Priest, J., Zoellick, L., Landry, S., Assel, M., File, N., Schweingruber, H., Preschool Curriculum Evaluation Research (PCER)- year one: A report from the field. National Association for the Education of Young Children Annual Conference in Chicago, IL. 2003.
21. Huckabee, H., Hannay, J., Landry, S., & Assel, M. What does Autistic, PDDNOS, and Asperger's really mean?, Texas Psychological Association Annual Convention, Austin, TX., 2003.
22. Assel, M. Attention Deficit Hyperactivity Disorder: What a Family Practitioner Needs to Know. Ground Rounds presented to Family Practice Physicians. UTHSC-H, June 2, 2004.
23. Farran, D., Lipsey, M., Starkey, P., Klein, A., Landry, S. & Assel, M. Preschool Curricula for Children From Low-Income Families: Issues and Outcomes. Presented at Head Start's 7th National Research Conference, "Promoting Positive Development in Young Children: Designing Strategies That Work." Washington, DC. June, 29 2004.
24. Assel, M. Prevention and Remediation of Reading and Learning Disabilities: What We Know From Research. Seminar taught to 3rd year medical students at UTHSC-H, Medical School. Houston, TX, September, 8, 2004.
25. Assel, M. & Crawford, A. Classroom Observation Training for the National Early Reading First Program Evaluation Study, Houston, TX, September 9- 15, 2004.
26. Assel, M. Child Assessment Training for the National Early Reading First Program Evaluation Study, Houston, TX, September 21- 25, 2004.
27. Assel, M. ADHD: Guidelines for Pediatric Practice. Pediatric Grand Grounds, UTHSC-H Medical School, October, 5, 2004.
28. Assel, M. Using the Home Observation for Measurement of the Environment (HOME) for Program Evaluation. Presented to the Texas State Even Start Conference, Houston, TX. October 19, 2004.
29. Assel, M. Choosing Developmental Screening Measures in Even Start Programs. Presented to the Texas State Even Start Conference, Houston, TX. October 20, 2004.
30. Assel, M. Evaluation of Program Effectiveness: Using Standardized Assessments to Improve Program Quality. Presented to the Texas State Even Start Conference, Houston, TX. October 21, 2004.

31. Dieterich, S., Landry, S., Smith, K., Swank, P., & Assel, M Applications of a Research Based Parenting Intervention Program in a Low Income Urban Community: Does Mentoring Enhance Outcomes? Poster Presentation at the Society for Research in Child Development, Atlanta, GA, April, 2005.
32. Assel, M., Landry, S., Swank, P., & Gunnewig, S. Investigation of 2 Literacy-Specific Curricula: The Impact of Mentoring, Teacher Behaviors, and Implementation. Paper Symposium at the Society for Research in Child Development, Atlanta, GA, April, 2005.
33. Assel, M., Swank, P., Smith, K., Landry, S., & Crawford, A. Precursors to Social Perspective Taking: Examining the Roles of Neurological Status, Play, Executive Functioning, and Language. Poster Presentation at the Society for Research in Child Development, Atlanta, GA, April, 2005.
34. Swank, P., Assel, M., Pedroza-Josic, C., & Smith, K. Correlates of a Semi-Structured Play Task: Predicting Social Perspective Taking with a Partner. Poster Presentation at the Society for Research in Child Development, Atlanta, GA, April 2005.
35. Assel, M A., Landry, S. H., Swank, P. R., & Gunnewig, S.: Longitudinal investigation of the implementation of two literacy focused curricula (i.e., Let's Begin with the Letter People and Doors to Discovery) during pre-K and kindergarten: The impact of setting and mentoring. Paper presented at the Society for the Scientific Study of Reading. Vancouver, Canada, July 2006.
36. Swank, P. R., Assel, M., Anthony, J. L., King, T., Gunnewig, S., & Landry, S. H.: Development of the CIRCLE-Phonological Awareness, Language, and Literacy System (C-PALLS), a progress monitoring measure for preschool children. (2006, July). Paper presented at the Society for the Scientific Study of Reading. Vancouver, Canada, July, 2006.
37. Assel, M. Chair of a paper symposium at Biennial Meeting of the Society for Research in Child Development. Steps toward literacy: Programmatic research on the integration of curriculum, assessment, and professional development. Boston, MA, April 2007.
38. King, T., Assel, M. Swank, P.R., Gunnewig, S., & Landry, S.H. The impact of literacy-specific curriculum in pre-kindergarten: Findings across two years of implementation. Paper presented at the Society for Research in Child Development. Boston, MA, April 2007.
39. Swank, P.R., King, T, Anthony, J.L., Assel, M., Gunnewig, S., & Landry, S.H. Development and validation of a progress monitoring measure for preschool children. Paper presented at the Society for Research in Child Development. Boston, MA, April 2007.
40. Assel, M. When is an evaluation or assessment necessary? Presentation made at a "Breakfast with the Experts" at the Houston Junior League. Houston, TX, May 2008.

41. Assel, M., Taylor, H., Swank, P.R., Landry, S.H., & Crawford. Evaluating Teaching Behaviors in Pre-Kindergarten: The Impact of a Comprehensive Preschool Curriculum. Paper presented at the Society for Research in Child Development. Denver, CO, April 2009.
42. Assel, M., Filipek, P., & Levy, S. Understanding Autism. Texas Autism Summit. Austin, Texas, January 2011.
43. Assel, M. Autism in the Preschool Classroom. HATCH Educational Products Webinar. May 2012.
44. Anthony, J., Williams, J., & Assel, M. Development of the School Readiness Curriculum-based Measurement System. Paper present at the Early Education Technology Conference. Salt Lake City, UT, April 2013.
45. Assel, M. Developing a Road Map Following a Positive Screen for ASD: Guidelines for Professionals. Invited Presentation at the LoneStar LEND Conference, Houston, TX, May 2013.
46. Assel, M. Evaluation of Learning Differences in Children and Adolescents. Seminar presented to LoneStar LEND Trainees. Houston, TX May, 2013.
47. Assel, M. Autism in the State Funded Pre-K Programs: Guidelines for Teachers. Invited presenter at the Texas School Ready Summer Institute, San Antonio, TX, July 2013.
48. Assel, M. Assessment of Intellectual Disability and Adaptive Behavior. Seminar presented to LoneStar LEND Trainees. Houston, TX September, 2013.
49. Assel, M. A new perspective on ASDs: Knowledge for Teachers and Administrators. Invited Presenter at the Texas School Ready Summer Institute, San Antonio, TX, July 2014.
50. Assel, M. Autism Spectrum Disorders in the Early Childhood Setting: The role of Administrators, Webinar Series for Early Childhood Investigations, March, 2015.
51. Landry, S., Assel, M., Zucker, T., Crawford, A., Williams, J., & Monsegue-Bailey, P. Using Technology to Provide an Integrated Professional Development System for Early Childhood Educators: SRCO Paper Symposium, March 2015.
52. Assel, M. Diagnosis ASD and Tips for Administrators, Children's Learning Institute, Lunch and Learn, April 2015.
53. Assel, M. Autism Spectrum Disorders in the Early Childhood Setting: The role of Administrators. Invited presenter at the Texas School Ready Summer Institute, Houston, TX, July 2015.

54. Landry, S.H., Assel, M.A., Carlo, María S. , Jung, Kwang Hee, Li, Cheng, Hsien, Rodriguez, L., Caldwell, C.. Evaluation of Small-Group Cognitive and Academic Intervention for Young English Language Learners. Invited Presentation at the Institute of Educational Sciences Principal Investigators Meeting, Washington, DC, December 2015.
55. Assel, M. & Hall, L. Managing Mild Autism in Early Childhood Classrooms- Top Teaching Strategies. Early Childhood Investigations Webinar Series (National Focus, over 3000 registered), Washington, DC, December 2015.
56. Assel, M. Appropriate Uses of Assessments: Case Examples. Children's Learning Institute, Lunch and Learn, Houston, TX, March, 2016.
57. Assel, M & Montroy, J. Assessments Friend or Foe. Texas School Ready Conference, Austin, TX, July 2016.
58. Assel, M. & Hall, L. Teaching Strategies for Children with ASD. Texas School Ready Conference, Austin, TX, July 2016.
59. Assel, M. Program Evaluation in Early Childhood Settings. Seminar presented to UTMSI Psychology Interns, Houston, TX, August, 2016.
60. Assel, M. Learning Disabilities: The Role of the Pediatrician. Pediatric Rounds. UT-Health, May 3, 2017.
61. Assel, M., Learning Disabilities within Early Childhood Classrooms, Texas School Ready Conference, Austin, TX, June, 28, 2017.
62. Assel, M., Managing Mild ASD in Early Childhood Settings, Texas School Ready Conference, Dallas, TX, June 29, 2017.
63. Anthony, J., William, J., Foster, M., Erazo, N., Assel, M., Montroy, J., & Cen, W. (2018). Psychometric evaluation of the Spanish School Readiness Curriculum Based Measurement System (SRCBM). Bilingual Research Conference, Houston, May 2018.

Non-refereed publications:

1. Landry, S.H., Assel, M.A., Gunnewig, S. & Swank, P.R.. Dynamic assessment procedures for children enrolled in pre-kindergarten. Rapid Vocabulary, Rapid Letter Naming Phonological Awareness Screener. (Development and validation of a commercially available assessment for pre-kindergarten children), 2003.
2. Landry, S.H., Assel, M.A., Gunnewig, S. & Swank, P.R. CIRCLE- Phonological Awareness, Language & Literacy System. Commercially produced assessment of preacademic skills for children enrolled in pre-kindergarten, August, 2004.

3. Assel, M., Swank, P., Landry, S. (2004). Instrument analysis paper for the national evaluation of Early Reading First. Presented to U.S. Department of Education, Institute for Educational Sciences.
4. Assel, M. (2006). CIRCLE-Phonological Awareness, Language, & Literacy System: Math Supplement. Commercially produced assessment of pre-K math abilities, July, 2006.
5. Zucker, T, Williams, J, Monsegue-Bailey, P., & Assel, M. (2013). Development of the C-PALLS+ Science Screener.
6. Crawford, A., Assel, M., Landry, S., Williams, J., & Zucker, T. CIRCLE- Assessment in Social Studies.

Videos

1. Administration and scoring of Preschool Language Scale-3rd Edition. Video produced for use in training of Even Start staff to use in program evaluation. Summer 2001.
2. Produced an online learning module entitled *Understanding Special Needs* for inclusion in the Texas School Ready online professional development course.