

Jennifer Hartwig Lindstrom

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Education

- 7/2003-8/2006 University of Georgia
 Doctor of Philosophy in Special Education
 Areas of Emphasis: Learning Disabilities and Assessment
Dissertation: The Role of Extended Time on the SAT[®] Reasoning Test
 for Students with Disabilities
- 1/1998-8/1999 Central Missouri State University
 Master of Education
 Major: Special Education
 Area of Emphasis: Learning Disabilities
- 8/1992-12/1996 University of Missouri-Columbia
 Bachelor of Science in Education
 Major: Special Education, *Summa Cum Laude*

Professional Experience

- 7/2007 – present Assistant Research Scientist. *Department of Communication Sciences & Special Education, College of Education, University of Georgia, Athens, GA*
- 8/2006-6/2007 Assistant Professor. *Department of Curriculum, Instruction, and Special Education, Curry School of Education, University of Virginia, Charlottesville, VA*
- 8/2005-5/2006 Graduate Assistant. Instructor of Record: Instructional Methods for Individuals with Mild Disabilities; Collaboration Among Families and Professionals. *Supervisor:* Oversaw undergraduate students during practica and student teaching field experiences; conducted weekly on-site observations; evaluated teaching performance, development of lesson plans, collaboration/communication skills, knowledge of content areas, and professionalism. *Department of Special Education, University of Georgia, Athens, GA*

- 7/2003-7/2005 Graduate Assistant, Clinician: Provided assessment to postsecondary students with learning difficulties to (1) determine eligibility for academic accommodations, and (2) aid students in understanding their cognitive, language, academic, and social/emotional functioning. *Regents' Center for Learning Disorders, University of Georgia, Athens, GA*
- 9/2004-12/2005 Editor, LD Online/WETA. Provided consulting, research and editorial services for LD Online; answered user questions; acted as content editor for the LD Online web site. Arlington, VA
- 8/2000-6/2003 Educational Consultant. Served as clinician in multidisciplinary clinic; conducted comprehensive psychoeducational evaluations with individuals aged 6 months-early adult to assess developmental, educational, cognitive, and social/emotional functioning; provided direct instruction to students demonstrating learning difficulties in one or more academic areas; served as consultant to teachers and parents. *Child & Family Development, Inc., Charlotte, NC*
- 11/1996-6/2000 Elementary Special Education Teacher. Taught students with high incidence disabilities in kindergarten through fifth grade; provided instruction in collaborative general education classrooms as well as in a resource setting. *Lee's Summit R-VII School District, Lee's Summit, MO; Blue Springs R-IV School District, Blue Springs, MO*

Research and Related Experience

- 9/2007-present An Investigation of Malingering in College Students, Co-PI. Investigated the construct validity of the Word Memory Test, the Test of Memory Malingering, and the Word Reading Test for the classification of adults with learning disabilities (LD), those feigning LD, those with no reported disability, and those with AD/HD. *Regents' Center for Learning Disabilities, University of Georgia, Athens, GA*
- 9/2005-8/2006 The Role of Extended Time on the SAT[®] Reasoning Test for Students with Disabilities. Examined the construct validity of the SAT to determine whether test scores for students without disabilities who took a standard (e.g., timed) administration of the SAT are comparable to the scores for students with disabilities who were tested with extended time. *The College Board, New York, NY*
- 8/2004-5/2006 Investigation of the Phonological and Orthographic Abilities of Adolescents and Young Adults with and without Learning Disabilities. Research-based development of appropriate measures, items, and normative information designed to facilitate more effective assessment of orthographic and/or phonological processing in adolescents and young adults with possible learning disabilities. *Regents' Center for Learning Disabilities, University of Georgia, Athens, GA*

5/2004-8/2004 Research Assistant for Project C.B.I.S.: Comprehensive Behavioral and Instructional Support. Administered Dynamic Indicators of Beginning Early Literacy (DIBELS) assessment to Morgan County Primary School students. Project Directors: Shanna Hagan Burke and Mack Burke

Courses Taught

University of Virginia, Department of Curriculum, Instruction & Special Education

Assessment Techniques for Exceptional Individuals + ✧

Characteristics of Learning Disabilities + ✧

Exceptional Learner + *✧

Special Education Doctoral Internship +

Special Education Independent Study *

University of Georgia, Department of Communication Sciences & Special Education

Instruction of Individuals with Mild Disabilities * ✧

Collaboration Among Families & Professionals *

Written Language Disorders + ✧ ○

Graduate Seminar in Learning Disabilities + ○

+ Graduate-level course

* Undergraduate-level course

✧ Web-enhanced course

○ Co-taught

Supervision

University of Georgia, Department of Special Education

Practica: Field experience in teaching students with mild disabilities

Student Teaching: Full-time field experience in teaching students with mild disabilities

Publications

Book Chapters

Lindstrom, J.H., Tuckwiller, E., & Hallahan, D.P. (In Press). Assessment and eligibility of students with disabilities. In Grigorenko, E. (Ed.) *Educating Individuals with Disabilities: IDEIA 2004 and Beyond*. New York, NY: Springer Publishing.

Gregg, N. & **Lindstrom J.H.** (In Press). Evidence-based research supporting the accommodation of instructional and testing situations for students with learning and/or behavioral disorders. In Mather, N. & Wilson, T. (Eds.). *Learning disabilities and behavior disorders: Best practices*.

Gregg, N. Coleman, C. & **Hartwig, J.** (In Press). Assessment of written expression in the adult population. In a future volume in the *Neuropsychology Handbooks*. New York: Psychology Press.

Gregg, N., Morgan, D., **Hartwig, J.** & Coleman, C. (In Press). Accommodations: Measurement and best practice. In a future volume in the *Neuropsychology Handbooks*. New York: Psychology Press

Gregg, N. & **Hartwig, J.** (2005). Written expression assessment: An integrated approach. In Lee, (Ed.). *Encyclopedia of School Psychology*. Thousand Oaks, CA: Sage Publications.

Articles

Lindstrom, J.H. (2007). Determining appropriate accommodations for postsecondary students with reading and written expression disorders. *Special Issue of Learning Disabilities Research & Practice: Postsecondary Learning Disabilities* (22)4, 229-236.

Gregg, N., Coleman, C., **Lindstrom, J.** & Lee, C. (2007). Who are most, average, or high functioning adults? *Special Issue of Learning Disabilities Research & Practice: Postsecondary Learning Disabilities* (22)4, 264-274.

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

Lindstrom, J.H. & Gregg, N. (2007). The role of extended time on the SAT[®] for students with learning disabilities and/or attention-deficit/hyperactivity disorder. *Learning Disabilities Research & Practice* (22)2, 85-95.

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

Manuscripts in Preparation

Lindstrom, J.H., Tuckwiller, E. Extended test time, read aloud and student characteristics: A summary of empirical findings. *Learning Disabilities: A Multidisciplinary Journal*.

Lindstrom, W.A., **Lindstrom, J.H.**, & Coleman, C. The construct validity of commonly used measures of effort in postsecondary students with learning disabilities. *The Clinical Neuropsychologist*.

Professional Presentations

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

Lindstrom, W.A., & **Lindstrom, J.H.** (2008, February). Project Bridge: Secondary to postsecondary documentation for students with disabilities. Presented at the February 2008 meeting of the National Association of School Psychologists, New Orleans, LA.

Lindstrom, J.H. (2007, April). The role of extended time on large scale assessments for students with learning disabilities. Paper presented at the Council for Exceptional Children 2007 Annual Convention and Expo, Louisville, KY

Lindstrom, J.H. (2006, October). The role of extended time on the SAT reasoning test for students with disabilities. Paper presented at the annual research symposium of the College Board, New York, NY

Gregg, N. & **Hartwig, J.** (2006, February). Effects of extended time – New SAT and other High stakes tests. Workshop presented at the 43rd Annual International Conference of the Learning Disabilities Association of America. Jacksonville, FL

Hartwig, J. & Cohen, A. (2006, February). Effects of extended time on the validity of test scores from a statewide mathematics test. Poster presentation at the 43rd Annual International Conference of the Learning Disabilities Association of America, Jacksonville, FL

Hartwig, J. (2006, February; 2005, November). Evaluations & understanding the bell curve. Presentation presented at the Parent Leadership Support Project VI. Sponsored by the Georgia Advocacy Office, Atlanta, GA

Hartwig, J. & Kamphaus, R. (2004, October). Three practice parameters for interpreting intelligence test part scores. Poster presentation at the International Test Commission, Fourth International Conference, Williamsburg, VA

Gregg, N., Floyd, R. & **Hartwig, J.** (2004, June). Reading comprehension: Cognitive and linguistic predictors across the lifespan. Paper presented at the 11th Annual Society for the Scientific Study of Reading Conference, Amsterdam, Netherlands

Pending Grants

Gregg, N. (Principal Investigator) and **Lindstrom, J.H.** (Co-Principal Investigator). *Systematic Access to Learning through Technology and Training (SALTT)*. U.S. Department of Education, Institute of Education Sciences, Education Research Grants, CFDA No. 84.305A. Total grant award requested (July 2008 – June 2011): \$1,500,000.

Service

Membership in Professional Organizations

American Educational Research Association: Divisions D and J
 Council for Exceptional Children: Division for Learning Disabilities
 Society for the Scientific Study of Reading
 Learning Disabilities Association of America

Faculty Service

Active Member, Education Policy & Evaluation Center, College of Education, University of Georgia, 2007 - present

Coordinator, Master of Education program in Special Education, Department of Curriculum, Instruction, and Special Education, University of Virginia, 2006 - 2007

Member, Special Education Program Committee, Department of Curriculum, Instruction, and Special Education, University of Virginia, 2006- 2007

Member, Risk and Prevention in Education Sciences Steering Committee, University of Virginia, 2006 – 2007

Editorial Service

Editorial Board, *Learning Disabilities Research & Practice*, 2007 - present

Author of Test Items: My Education Lab Online Support Site (Fall, 2007). Hallahan, D. P. & Kauffman, J.M. (In Press). *Exceptional Learners: An Introduction to Special Education*, (11th Ed.). Boston: Allyn & Bacon.

Guest Reviewer, *Learning Disabilities Quarterly*, Council for Learning Disabilities, Spring 2007

Proposal Reviewer, American Educational Research Association: Division D, Fall 2006, 2007