

**CURRICULUM VITAE
NOEL GREGG**

POSITION:

Distinguished Research Professor
Director, University of Georgia Regents Center for Learning Disorders
Research Head, Alternative Media Access Center
Professor, Department of Special Education
Adjunct Professor, Clinical Psychology and School Psychology

ADDRESS: University of Georgia Regents' Center for Learning Disorders
Psychology Department
339 Milledge Hall
Athens, GA 30602

TELEPHONE: (706) 542-4589 **E-MAIL:** ngregg@uga.edu;
(706) 583-0001 / FAX

EDUCATION: Ph.D. 1982 Northwestern University, Communication Disorders
M.Ed. 1974 University of Virginia, Special Education
B.S. 1973 James Madison University, Education

PROFESSIONAL AFFILIATIONS:

International Society for Intelligence Research
International Academy for Research in Learning Disabilities
Society for Scientific Studies of Reading
American Education Research Association
International Dyslexia Association
Learning Disabilities Association
Learning Disabilities Adults of Georgia
Council for Exceptional Children - Division for Learning Disabilities
Association of Higher Education and Disability
American Psychological Association, Associate Member
National Association of School Psychologists
Phi Delta Kappa

PROFESSIONAL EXPERIENCE:

2000- Present Distinguished Research Professor
1992 - Present Full Professor
1993 - 1997 Director, Learning Disabilities Research and Training Center

- 1991 – Present Director, University of Georgia Regents' Center for Learning Disorders
- 2006 – Present Head of Research, Alternative Media Access Center
- 1982 - 2004 Director, University of Georgia Learning Disabilities Center
- 1987 - 1992 Associate Professor, University of Georgia, Department of Special Education
- 1986 - 1992 Graduate Coordinator, Department of Special Education
- 1982 - 1987 Assistant Professor, University of Georgia, Department of Special Education
- 1979 - 1981 Dual appointment - Learning Opportunities
Specialist in the Learning Opportunities Program and an Instructor in the English Department - Writing Program, Barat College
- 1978 - 1979 Extension Course - Characteristics of Learning Disabilities, University of Virginia
- 1976 - 1979 Learning Disabilities Resource Teacher, Henrico County, VA
- 1974 - 1977 Consultant, Administrative Assistant, Teacher at Children's Achievement Center, McLean, VA
- 1975 (Summer) Developed Teaching Modules for Undergraduate Teacher-Training Program, University of New Hampshire, Keene Campus, NH
- 1974 (Summer) Consultant for Summer Clinical Teaching Program, Charlottesville, VA

SCHOLARLY ACTIVITIES:

Publications

Books:

- Gregg, N. (in press). *Research-Based Best Practice: Assessment and accommodation of adolescents and adults with Learning disabilities and AD/HD*. Guilford Press.
- Gregg, N., Hoy, C., & Gay, A. (Eds.). (1996). *Adults with learning disabilities: Theoretical and practical perspectives*. New York: Guilford Press.
- Gregg, N. (1995). *Written expression disorders. Neuropsychology and cognition series*. Boston: Kluwer Academic Publisher.
- Hoy, C., & Gregg, N. (1994). *Assessment: The special educator's role*. Pacific Grove, CA: Brooks/Cole.

Chapters:

- Gregg, N. (in press). Meta-Analysis of the testing accommodation research specific to adolescents and adults with LD. Washington, DC: *National Institute for Literacy*
- Gregg, N., Morgan, D., Hartwig, J., & Coleman, C. (in press). Accommodations and the adult population with learning disorders – State of the art research. In L.E. Wolf, H. Scribner, & J. Wasserstein (Eds.), *Adult learning disorders: Contemporary issues, Neuropsychology Handbook Series*
- Gregg, N., Coleman, C., & Hartwig, J. (in press). Written expression disorders and the adult population with learning disorders. In L.E. Wolf, H. Scribner, & J. Wasserstein (Eds.), *Adult learning disorders: Contemporary issues, Neuropsychology Handbook Series*.
- Gregg, N., Bannerjee, M (in press). Redefining reading and accessibility in an era of digital learning. In Reid, G.

(Editor). *Dyslexia: A Handbook for Research and Practice*.

Gregg, N., & Hartwig, J. (In press). Accommodation Research and Practice. In Mather, N., & Wilson, T. *Learning Disabilities and Behavior Disorders: Best Practices*.

Gregg, N., & Hartwig, J. (2005). Written expression assessment: An integrated approach. In S. W. Lee (Ed.), *Encyclopedia of School Psychology*, pp 590-600) New York: Sage Publications.

Mather, N., & Gregg, N. (2003). Informal writing assessment. In S. Vaughn (Ed.), *Informal assessment of reading and written language*. Maryland: Brookes.

Gregg, N. (2003). Diagnostic issues surrounding the assessment of postsecondary students with learning disabilities. In S. Vogel (Ed.), *Postsecondary students with learning disabilities*. England: York Press.

Gregg, N., Morrison, M., & Cohn, P., (2003). Service provision: Listening to the dialogue among and between critical voices. In S. Vogel (Ed.), *Postsecondary students with learning disabilities*. England: York Press.

Gregg, N., Coleman, C., & Knight, D. (2003). *Learning disabilities assessment and the use of the WJ III*. In F. Schrank & D. Flannigan (Eds.), *WJ III*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Romonath, R., & Gregg, N. (2002). Landesforschungsprojekt, M.-V. Optimierung von Leserechtschreibfähigkeiten legasthener Schüler im mittleren und älteren Schulalter vpm, Untersuchung der phonologischen und orthographischen Verarbeitungsfähigkeiten-Konzept und erste Ergebnisse. Von Gerd Schulte-Körne (Ed.), *Legasthenie: Zum aktuellen stand der ursachenforschung, der diagnostischen methoden unter der forderkonzepte* (pp.333-346). Bochum.

Gregg, N., Coleman, C., Davis, M., Stennet, R., Nielson, K., & Knight, D., (2002). Lexical and sublexical processing of adults with learning disabilities and attention deficit/hyperactivity disorders. In E. Witruk (Ed.), *Basic functions of language and language disorders*. Netherlands: Kluwer Academic Publisher.

Mather, N., & Gregg, N. (2001). Woodcock-Johnson Psycho-Educational Battery (3rd ed.). In J.W. Andrews, H. Janzen, & D. Saklofske (Eds.), *Ability, achievement and behavior assessment: A practical handbook*. New York: Academic Press.

Gregg, N., & Hafer, T. (2001). Written expression disorders. In L. Bailet, A. Bain, & L. Moats (Eds.), *Written language disorders*, (2nd ed., pp. 103-137). Texas: Pro Ed.

Gregg, N. (1999). Communication disorders of adults with learning disabilities. In T. Citro (Ed.), *Lifetime management for success: Adults with learning disabilities*. High Tide Press.

Gregg, N. (1996). Adults with learning disabilities: Research directions leading toward inclusion, diversity and leadership in the new global economy. In R. Lyons & W. Ellis (Eds.). *Learning disabilities summit*. New York: Brooks Publishing.

Gregg, N., & Ferri, B. (1996). Paradigms and theories: Changing and challenging. In N. Gregg, C. Hoy, & A. Gay (Eds.), *Adults with learning disabilities: Theoretical & practical perspectives* (pp. 21-54). New York: Guilford Press.

Gregg, N., McKinley, C., & Johnson, Y. (1996). Learning disabilities policy and legal issues: A consumer and practitioner user friendly guide. In N. Gregg, C. Hoy, & A. Gay (Eds.). *Adults with learning disabilities:*

Theoretical and practical perspectives (pp. 329-367). New York: Guilford Press.

Gregg, N., & Phillip, C. (1996). Adults with learning disabilities Empowering networks of inclusion, collaboration and self-acceptance. In N. Gregg, C. Hoy, & A. Gay (Eds.), *Adults with learning disabilities: Theoretical and practical perspectives* (pp 1-20). New York: Guilford Press.

Hoy, C., Gregg, N., Wisenbaker, J., Sigalis, S., King, M., & Moreland, C. (1996). Clinical model versus discrepancy model in determining eligibility for learning disabilities services at a rehabilitation setting. In N. Gregg, C. Hoy, & A. Gay (Eds.), *Adults with learning disabilities: Theoretical and practical perspectives* (pp. 55-67). New York: Guilford Press.

Gregg, N. (1992). Expressive writing disorders. In S. Hooper, G. Hynd, & R. E. Mattison (Eds.), *Developmental disorders: Diagnostic criteria and clinical assessment*. New York: Lawrence Erlbaum Associates.

Gregg, N. (1990). Written expression disorders: In L. Bailet & A. Bain (Eds.), *Written language disorders*. Maryland: College Hill Press.

Journal Articles:

Bowden, S., Gregg, N., Bandalos, D., Davis, M., Coleman, C., Holdnack, J. & Weiss, L. (in press). Latent means and covariance differences with measurement equivalence in college students with developmental difficulties versus the WAIS-III/WMS-III normative sample. *Journal of Educational and Psychological Measurement*.

Gregg, N., Bandalos, D., Coleman, C., Davis, M., Robinson, K., & Blake, K. (in press). Adults with dyslexia or Attention Deficit/Hyperactivity Disorder – Different reading profiles. *Remedial and Special Education*.

Coleman, C., Gregg, N., McLain, L., & Belair, L. (in press). Spelling and writing fluency: A comparison of performance errors and verbosity across young adults with and without dyslexia. *Assessment for Effective Intervention*.

Banerjee, M., & Gregg, N. (in press). Redefining accessibility in an era of alternative media for postsecondary students with learning disabilities. *Learning Disabilities: A Multidisciplinary Journal*.

Gregg, N. (2007) Underserved and under-prepared: Postsecondary learning disabilities. *Learning Disabilities Research and Practice*, 22, 219-228.

Gregg, N., Coleman, C., Lindstrom, J., & Lee, C. (2007). Who are “most”, average, or high functioning Adults. *Learning Disabilities Research and Practice*, 22, 264-274.

Lindstrom, J. & Gregg, N. (2007). The role of extended time on the SAT reasoning test for students with disabilities. *Journal of Learning Disabilities Research and Practice*. 22,85-95.

Gregg, N., Coleman, C., Davis, M., & Chalk, J. (2007). Timed essay writing- Implications for high-stakes tests. *Journal of Learning Disabilities*. 40, 306-318.

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(8), 889-898.

Gregg, N. (2006). Thinking Beyond: Learning Disabilities and Psychological Assessment. *Journal of Psycho-educational Assessment*.

- Mather, N., & Gregg, N. (2006). Specific learning disabilities-Clarifying not eliminating a construct. *Professional Psychology: Research and Practice*.
- Mather, N., Gregg, N., & Simon, J. (2005). The curse of high stakes tests and high abilities: Reactions to Wong v. Regents of the University of California. *Learning Disabilities: A Multidisciplinary Journal*,13,139-144.
- Cohen, A., Gregg, N., Deng, M. (2005). The role of extended time and item content on a high-stakes mathematics test. *Journal of Learning Disabilities Research and Practice.*, 20, 225-233
- Gregg, N., Hoy, C., Flaherty, D.A., Norris, P., Coleman, C., Davis, M., & Jordan, M. (2005). Documenting decoding and spelling accommodations for postsecondary students demonstrating dyslexia – It’s more than processing speed. *Learning Disabilities: A Contemporary Journal*,3, 1-17.
- Jiménez, J.E., Gregg, N., & Díaz, A. (2004). Evaluación de habilidades fonológicas y ortográficas en adolescentes con dislexia y adolescentes buenos lectores [Assessment of sublexical and lexical processing of Spanish young adults with reading disabilities and young adults normal readers]. *Infancia & Aprendizaje. Journal for the Study of Education and Development*, 27 (1), 63-84.
- Darby, A., & Gregg, N. (2003). Equal access for all: The law profession for individuals with learning disabilities. *Career Planning and Adult Development Journal*.
- Gregg, N., Coleman, C., & Davis, M. (2002). Discourse complexity of college writers with and without disabilities. *Journal of Learning Disabilities*, 35(11), 23-38.
- Gregg, N., & Mather, N. (2002). School is fun at recess: Informal assessment of written language. *Journal of Learning Disabilities*, 35(11), 23-38.
- Gregg, N., Ferri, B.A., Stennett, R., & Hoy, C. (2001). Ability and gender differences among college students with learning disabilities. *Learning Disabilities: A Multidisciplinary Journal*. 10(3), 139-152.
- Ferri, B.A., Keefe, C.H., & Henry, L., Gregg, N. (2001). Teachers with learning disabilities: A view from both sides of the desk. *Journal of Learning Disabilities*. 34, 22-32.
- Ferri, B.A., & Gregg, N. (2000). Women with disabilities: Missing voices. *Women’s Studies International Forum*.
- Gregg, N., & Scott, S. (2000). Definition and documentation: Theory, measurement and the court. *Journal of Learning Disabilities*, 33(1), 5-13.
- Scott, S., & Gregg, N. (2000). Meeting the evolving education needs of faculty in providing access for college students with learning disabilities. *Journal of Learning Disabilities*, 33(2), 158-167.
- Gregg, N., Scott, S., McPeck, D., & Ferri, B.A. (1999). Definitions and eligibility criteria applied to the adolescent and adult populations with learning disabilities across agencies. *Learning Disabilities Quarterly*, 22(3), 213-223.
- Gregg, N. & Ferri, B.A. (1998). Hearing voices - witnessing pain: In response to “Why does my stomach hurt” *Journal of Learning Disabilities*, 31, 517-519.
- Ferri, B.A., Gregg, N., & Heggoy, S. (1997). Profiles of college students demonstrating learning disabilities with and without giftedness. *Journal of Learning Disabilities*.

- Hoy, C., Gregg, N., Wisenbaker, J., & Manglitz, E. (1997). Depression in two groups of adults with learning disabilities. *Learning Disabilities Quarterly*, 20, 280-291.
- Morgan, A., Sullivan, S., Darden, C., & Gregg, N. (1997). A comparison of college students with learning disabilities across intelligence measures. *Journal of Learning Disabilities*.
- Gregg, N., Heggoy, S., Stapleton, M., Jackson, R., & Morris, R. (1996). Eligibility for college learning disabilities services: A system-wide approach. *Learning Disabilities: A Multidisciplinary Journal*, 7, 29-36.
- Gregg, N., Sigalis, S., Hoy, C., Wisenbaker, J., & McKinley, C. (1995). Sense of audience and the adult writer: A study across competence levels. *Reading and Writing: An Interdisciplinary Journal*, 8, 121-137.
- Gregg, N., Hoy, C., Hynd, G.W., Jagota, M., King, M., & Saul, D. (1995). Cerebral lateralization, dichotic listening performance, and selective attention in adults with learning disabilities and underachieving adults at a rehabilitation setting. *Assessment in Rehabilitation and Exceptionality*, 2, 107-117.
- Manglitz, E., Hoy, C., Gregg, N., Wisenbaker, J., King, M., & Moreland, C. (1995). Correlation of achievement scores to measures of anxiety and depression for adults with learning disabilities at university and rehabilitation settings. *Assessment and Rehabilitation and Exceptionality*, 2(3), 163-178.
- Hoy, C., Gregg, N., Wisenbaker, J., King, M., Moreland, C., & Manglitz, E. (1995). An examination of depression and anxiety across college students and rehabilitation clients with learning disabilities. *Assessment and Rehabilitation and Exceptionality*.
- Gregg, N. (1994). The written text competence of adults with learning disabilities: A call for the integration of theory. *Exceptionality Education Canada*, 3, 25-41.
- Gregg, N. (1994). Eligibility for learning disabilities rehabilitation services: Operationalizing the definition. *Journal of Vocational Rehabilitation*, 4, 86-95.
- Hoy, C., Gregg, N., Jagota, M., King, M., Moreland, C., & Manglitz, E. (1993). Concurrent validity of the Wechsler Adult Intelligence Scale-Revised to the Woodcock Johnson Tests of Cognitive Ability-Revised among adults with learning disabilities. *Journal of PsychoEducational Assessment, Woodcock-Johnson Revised Monograph*, 54-63.
- Hoy, C., Gregg, N., King, M., & Moreland, C. (1993). An exploration of personal adjustment and social functioning of adults with learning disabilities at a rehabilitation setting. *The Journal of Rehabilitation Education*.
- Hoy, C., Gregg, N., King, M. & Moreland, C. (1993). The relationship of nonverbal skills to the personality profiles of individuals demonstrating learning disabilities at a rehabilitation and college setting. *Journal of Rehabilitation Education*, 7, 1-9.
- Gregg, N., Jackson, R., Hoy, C., King, M., Moreland, C., & Jagota, M. (1992). Sensitivity to nonverbal communication in adults with learning disabilities at a university and rehabilitation setting. *Learning Disabilities: A Multidisciplinary Journal*, (2), 67-77.
- Gregg, N., Hoy, C., King, M., Moreland, C., Jagota, M., & Nemati, M. (1992). Performance of adults with learning disabilities at a rehabilitation and a university setting on the MMPI-2 Harris-Lingoes and Social Introversion (SI) Scales. *Journal of Rehabilitation Education*, 6, 1-9.

- Gregg, N., & Jagota, M. (1992). Applicability of Bannatyne's factors with children in rural India demonstrating learning disabilities impacting on mathematics. *The Indian Journal of Pediatrics*.
- Gregg, N., Hoy, C., King, M., Moreland, C., & Jagota, M. (1992). The MMPI-2 profile of adults with learning disabilities at a university and rehabilitation setting. *Journal of Learning Disabilities*, 25(6), 386-395.
- Gregg, N., Hoy, C., King, M., Moreland, C., & Jagota, M. (1992). The MMPI-2 profile of individuals with learning disabilities at a rehabilitation setting. *Journal of Applied Rehabilitation Counseling*, 23(1), 52-59.
- Gregg, N., Hoy, C., McAlexander, P., & Hayes, C. (1991). Written sentence production error patterns of college writers with learning disabilities. *Reading and Writing: An Interdisciplinary Journal*, 3, 169-185.
- Gregg, N., & Hoy, C. (1990). Identification of the learning disabled at the postsecondary level. *Journal of College Admissions*, 129, 30-34.
- Gregg, N., & Hoy, C. (1990). Referencing: The cohesive use of pronouns in the written narratives of college learning disabled, normal, and underprepared writers. *Journal of Learning Disabilities*, 23(9), 557-563.
- Gregg, N., & Hoy, C. (1990). Simultaneous - Successive processing model: Application to the college population with learning disabilities. *British Columbia Journal of Special Education*, 13, 75-83.
- Gregg, N., & Jackson, R. (1989). Dialogue patterns of the nonverbal learning disabilities population: Mirrors of self-regulation deficits. *Learning Disabilities: A Multidisciplinary Journal*, 1, 63-71.
- Gregg, N., & McAlexander, P. (1989). The relationship between sense of audience and specific learning disabilities: An exploration. *Annals of Dyslexia*, 39, 206-226.
- Gregg, N., & Hoy, C. (1989). Coherence: The comprehension and production abilities of college normally achieving, learning disabled, and underprepared writers. *Journal of Learning Disabilities*, 22(6), 370-372, 390.
- McAlexander, P., & Gregg, N. (1989). The collaboration of English teachers and learning disabilities specialists in identifying learning disabled writers: Two case studies. *Journal of Basic Writing*, 8, 72-86.
- Gregg, N., Hoy, C., & Sabol, R. (1988). Spelling error patterns of college learning disabled, normal, and underprepared writer. *Journal of Psychoeducational Assessment*, 6, 14-23.
- Hoy, C., & Gregg, N. (1987). Vocational rehabilitation needs of the non-verbal learning disabled adult. *Journal of Rehabilitation*, 53(1), 54-57.
- Gregg, N. (1986). Sentence combining abilities of college learning disabled, normal, and basic writer. *British Columbia Journal of Special Education*, 10, 153-166.
- Gregg, N. (1986). Cohesion: Inter and intra sentence errors. *Journal of Learning Disabilities*, 19, 338-341.
- Hoy, C., & Gregg, N. (1986). Usefulness of the Woodcock-Johnson Psycho-Educational Battery cognitive cluster scores for learning disabled college students. *Journal of Learning Disabilities*, 19(8), 489-491.
- Hoy, C., & Gregg, N. (1986). Learning disabled students: An emerging population on college campuses. *Journal of College Admission*, 112, 10-14.

Gregg, N. (1985). College learning disabled, normal, and basic writers: A comparison of frequency and accuracy of cohesive ties. *Journal of Psychoeducational Assessment*, 3, 223-231.

Gregg, N., & Hoy, C. (1985). A comparison of the WAIS-R and Woodcock-Johnson Tests of Cognitive Ability with college learning disabled students. *Journal of Psycho-Educational Assessment*, 3(3), 267-274.

Gregg, N. (1983). Learning disabled writers: Error patterns and instructional alternatives. *Journal of Learning Disabilities*, 16, 334-337.

SERVICE

*Professional Advisory Board, International Learning Disabilities Association 2002 – Current

*Blue Panel Committee on Flagging of SAT (2001-2002 Breimherst Litigation).

*NICHD and NIFFL Panel on Adult Identification and Diagnosis of Learning Disabilities (2002)

EXPERT WITNESS

Murray University vs. Minger, 2003

Freeman v. Des Moines University-Osteopathic Medical Center, 2001-02

Bartlett v. New York State Board of Examiners, February 2001.

Root v. Georgia State Board of Veterinary Medicine, 2000

Jave vs. National Medical Board, 2004

Turner, et al. vs. Association of American Medical Colleges, 2006

GRANTS

GREGG, N. (2004). RESEARCH GRANT (DATA ONLY). WOODCOCK-MUNOZ, FOUNDATION

Gregg, N. (2003) . *Woodcock-Munoz Foundation Training Grant for Preparing Psychologists and Teachers to Understand the Cognitive, and Linguistic Processes Influencing Achievement*. \$8,000

Gregg, N., & Romonath, R. (1999 - 2002). German Ministry of Education, \$400,000 (\$100,000 per year for four years). *Investigation of the phonological and orthographic profiles of German and American adolescent and young adults with dyslexia*.

Gregg, N., & Hoy, C. (1998-99). Riverside Publishers, \$30, 000. *Woodcock-Johnson-III validation study with college students demonstrating learning disabilities*.

Gregg, N., & Gay, A. (1998-99). College of Education Multicultural Grant, \$2,000. *Literacy and adults with learning disabilities*.

Gregg, N., & Gay, A. (1998). College of Education Grant, \$2000. Develop a web page to be used in coordination with *PBS Satellite Teleconferences*.

- Gregg, N., & Rojewski, J. (1998). College of Education, \$11,000. *Conduct a qualitative study of the career awareness of high school students with and without learning disabilities.*
- Gregg, N. (1993-97). LD Research and Training Grant, \$1,300,000. *National Institute on Disability Research Rehabilitation.*
- Gregg, N. (1991-97). Grant from the Georgia Division of Rehabilitation Services, \$30,000 per year for four years.
- Gregg, N., & Gay, A. (1994). Grant from the Georgia Technical and Adult Education Division for the development of GSAMS teleconference course, \$8,000. *Moving ahead: Assistive technology and adolescents/adults with learning disabilities.*
- Gregg, N., & Gay, A. (1994). Grant from the Georgia Technical and Adult Education Division for the development of GSAMS teleconference course, \$7,000. *Diversity: Learning disabilities and adults with learning disabilities.*
- Gregg, N., & Gay, A. (1994). Grant from the Georgia Technical and Adult Education Division for the development of GSAMS teleconference course, \$5,000. *Evaluating interactive TV (GSAMS).*
- Gregg, N., & Schmidt, S. (1996). Grant from College of Education Multicultural Committee, \$2,000.
- Gregg, N. (1996). College of Education, to construct an *academic course web page*, \$2,000.
- Gregg, N. (1997). Grant from EASI to fund an *Assistive technology manual*, \$2,000.

STATE SUPPORTED CENTERS: Instrumental in the acquisition of:

- University of Georgia Regents Centers for Learning Disorders (1993-current)
(www.uga.edu/psychology/rcld/)
- Alternative Media Access Center (July 2006)
(www.amac.uga.edu/)

FELLOWS

- 1998 - current - Fellow of the International Academy for Research in Learning Disabilities
- 1996 - 1999 Affiliate, University of Georgia Women's Studies Program
- 1986-1995- Fellow of The University of Georgia University Affiliated Program

AWARDS:

- Distinguished Research Professorship (2000: 2005)
- Citation Award - Southeast Region of the National Rehabilitation Counseling Association (1992)
- Delano Award - Roosevelt Warm Springs Institute for Rehabilitation, Warm Springs, GA (1992)
- Georgia Citation Award - National Rehabilitation Counseling Association (1992)
- National Citation Award - National Rehabilitation Counseling Association (1992)
- Delano Award - Roosevelt Warm Springs Institute for Rehabilitation, Warm Springs, GA (1994)

Nomination for Josiah Meigs Award for Excellence in Teaching by the College of Education (1990)

Consulting:

Northern Kentucky University, legal appeal case
Reviewer for Disability Documentation - College Boards (1997-2002)
Reviewer for Disability Documentation - Educational Testing Services (1998-2000)

Editorship or Editorial Board Member of Journals of Other Learned Publications:

Consulting Editor-Journal of Learning Disabilities.
Guest Editor and Field Reviewer; Learning Disabilities Research & Practice
Field Reviewer: Scientific Studies of Reading; Journal of Postsecondary Education and Disability;
Annals of Dyslexia,
Discipline Editor - Learning Disabilities: A Multidisciplinary Journal.

Monographs:

Gregg, N., Curtis, R., & Schmidt, S. (1997). *Functional assessment, accommodation and assistive technology for adolescents and adults with learning disabilities.* NIDRR Funded Grant Monograph.

Pynn, D., & Gregg, N. (1997). *Assistive technology guide for children with learning disabilities.* EASI Funded.

Gregg, N., & Curtis, R. (1996). *National resource guide for adolescents and adults with learning disabilities.* NIDRR Funded Grant Monograph.

Gregg, N., Curtis, R., & Schmidt, S. (1996). *African Americans with learning disabilities: Issues of assessment.* NIDRR Funded Grant Monograph.

Pynn, D., Rojewski, J., Gregg, N., Curtis, R., & Gay, A. (1996). *Assistive technology guide for adults with learning disabilities and/or attention deficit disorder.* NIDRR Funded Grant Monograph.

McAlexander, P., & Gregg, N. (1992) *Spelling errors of college writers.* National Council of Teachers of English.

Webinars:

Gregg, N. (October, 2006). *Adults with learning disabilities.* Project EASI.
Gregg, N. (November, 2006). Moderator on webinar, *Standardized testing.* Project EASI.

Teleconferences:

Gay, A., & Gregg, N. (1994). *Accommodations and modifications: Focusing on literacy, job accommodation and technology for adults with learning disabilities.* Athens, GA: The University of Georgia.

Gay, A., & Gregg, N. (1994-95). *GSAMS series of seven programs on assistive technology and adolescents/adults with learning disabilities.* Athens, GA: The University of Georgia.

Gay, A., & Gregg, N. (1995). *Success in the workplace: Employability issues impacting adults with learning*

- disabilities*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1995). *African Americans with learning disabilities: Issues of assessment*. Athens, GA: The University of Georgia.
- Gay, A., LeFleur, M., & Gregg, N. (1996). *Beyond Ritalin . . . Issues for adolescents and adults*. Athens, GA: The University of Georgia.
- Gay, A., LeFleur, M., & Gregg, N. (1996). *ADHD - Yes - No- Maybe?* Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1997). *Study strategies made easy: A practical Plan for school success for secondary students*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1997). *How to raise and teach a thinking child*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1997). *Success in college and career for adults with attention deficit disorder*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1997). *Managing oppositional youth*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1997). *Psychopharmacological treatment of attention deficit disorders*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1996). *Solutions: ADHD*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1998). *Legal insights: Documentation and admission*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1998). *Legal insights: Accommodations*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1998). *Legal insights: Programming & policy*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1998). *Psychological disorders I: Diagnosis and documentation for postsecondary settings*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1998). *Psychological disorders II: Accommodations in postsecondary settings*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1999). *Literacy & LD: Teaching literacy to adults with learning disabilities*. Athens, GA: The University of Georgia.
- Gay, A., & Gregg, N. (1999). *Literacy & LD: Assessing and accommodating adults with learning disabilities*. Athens, GA: The University of Georgia.
- Gay, A., Gregg, N., Mather, N. (2000). *Teaching reading and writing for adults with learning disabilities: Basic skills*. March 23, 2000.
- Gay, A., Gregg, N., Mather, N. (2000). *Teaching reading and writing for adults with learning disabilities: Intermediate skills*. September 28, 2000.

Newsletters

- Mather, N., Gregg, N., & Simon, J. (2005). Curse of high stakes tests and high abilities. *LDA Newsbrief*, October.
- Gregg, N., & Mather, N. (2001). Discrimination against high achieving adults with learning disabilities: A tragic consequence of Public Law interpretation. *LDA Newsbriefs*, 36(5), 11-14.
- Gregg, N. (Ed.). (1994). Assistive technology and adults with learning disabilities. *The LD Link*. Athens, GA: The University of Georgia.
- Gregg, N. (Ed.). (1994). Literacy and adults with learning disabilities. *The LD Link*. Athens, GA: The University of Georgia.
- Gregg, N. (Ed.). (1994). Accommodations and modifications across employment and instructional settings for adults with learning disabilities. *The LD Link*. Athens, GA: The University of Georgia.
- Gregg, N., & Rojewski, J. (1998). Career aspirations of adolescents with learning disabilities. *Massachusetts LDA Journal*.
- Scott, S., Gregg, N., & Davis, M. (1998). Accommodating college students with ADHD: The documentation dilemma. *Latest Developments*.

Test Reviews:

- Gregg, N. (1989). Learning style inventory. *Buros Tenth Mental Measurement Yearbook*. Lincoln, NE: Buros Institute.
- Gregg, N. (1989). Written expression test. *Buros Tenth Mental Measurement Yearbook*. Lincoln, NE: Buros Institute.

Any Other: (Curriculum Monographs)

- Gregg, N., & Hoy, C. (1985). *Description and definition of the learning disabled*. Adult and Community Education Unit, Georgia Department of Education.
- Hoy, C., & Gregg, N. (1985). *Appraisal and assessment of learning disabilities*. Adult and Community Education Unit, Georgia Department of Education.
- Gregg, N., & Hoy, C. (1985). *Occupational and career information*. Adult and Community Education Unit, Georgia Department of Education.
- Gregg, N., & Hoy, C. (1985). *Assessment and remediation of adults with oral language problems*. Adult and Community Education Unit, Georgia Department of Education.
- Hoy, C., & Gregg, N. (1985). *Assessment and remediation of adults with reading problems*. Adult and Community Education Unit, Georgia Department of Education.

Gregg, N., & Hoy, C. (1985). *Assessment and remediation of adults with written language problems*. Adult and Community Education Unit, Georgia Department of Education.

Hoy, C., & Gregg, N. (1985). *Assessment and remediation of mathematics*. Adult and Community Education Unit, Georgia Department of Education.

Gregg, N., & Langone, J. (Eds.). (1983). *Beginning a resource room: A guide to effective practices*. Northeast Georgia CESA/GLRS.

Gregg, N. (1983). Diagnosis & Assessment: Part II. *Learning disabled students: An emerging population of college campuses*. Athens, GA: University of Georgia, 27-30.

Convention Papers: National and International (Papers prior to 1990 are not included)

1990

Gregg, N. (1990). *Nonverbal learning disabled adults*. Paper presented at the Learning Disabilities Association, Anaheim, CA.

Gregg, N. (1990). *The learning disabled college writer*. Paper presented at the Comprehensive Support Center for Learning Disabled Students, Middlesex College, Edison, NJ.

Gregg, N. (1990). *Learning disabled support programs appropriate for medical college*. Paper presented at the Medical College of Georgia, Augusta, GA.

Gregg, N. (1990). *The adult learning disabled student and the university*. Paper presented at West Chester University, West Chester, PA.

1991

Gregg, N., & Hoy, C. (1991). *Nonverbal learning disabilities*. Paper presented at the Spring Regional Conference, Nashville, TN.

Gregg, N., Laughton, J., & Habiger, M. (1991). *A screening device to identify deaf Students with Additional Learning Disabilities*. Paper presented at the ACE-HI Conference.

Gregg, N., Laughton, J., & Habiger, M. (1991). *A screening device to identify deaf students with additional learning disabilities*. Paper presented at the CEC Conference, Atlanta, GA.

1992

Gregg, N. (1992). *Diagnosis of post secondary students: A comparison of methods*. Paper presented at the Learning Disabilities Association - International Conference, Atlanta, GA.

Gregg, N. (1992). *Eligibility models and the identification of adults with learning disabilities at the post secondary level*. Paper presented to the Georgia Association of Disability Service Providers in Higher Education.

Gregg, N. (1992). *Adults with learning disabilities: Issues and future directions*. University Affiliated Program for Persons with Developmental Disabilities - Colloquia Series.

1993

Gregg, N., & Hoy, C. (1993). *Eligibility for post-secondary learning disabilities services at rehabilitation and university settings*. Paper presented to the Council for Exceptional Children International Convention, San Antonio, TX.

Gregg, N., & Hoy, C. (1993). *Social-emotional assessment of adults with learning disabilities at university and rehabilitation settings - State of the Art*. Paper presented at the Learning Disabilities Association International Conference, San Francisco, CA.

Gregg, N. (1993). *Sense of audience and the adult writer: A study across competence levels*. Paper presented at Northwestern University, Department of Learning Disabilities, Spring Conference.

Gregg, N. (1993). *Descriptive analysis of adults demonstrating a gifted/learning disabled profile*. Paper presented to the National Gifted Association, Atlanta, GA.

1994

Gregg, N. (1994). *The missing voices of women with disabilities in feminist writing*. Paper presented at the Women's Studies Program, Brown Bag Lunch Series, University of Georgia, Athens, GA.

Gregg, N. (1994). *The writing voice of adult writers with learning disabilities: An often hidden gift*. Paper presented at the Fourth Annual Spotlight on Dyslexia, The Orton Dyslexia Society, Woodward Academy, College Park, GA.

Gregg, N., Hoy, C., & Ferri, B. (1994). *The writing voice of adult writers with learning disabilities: An often hidden gift*. Paper presented at the 31st Annual International Conference on Learning Disabilities Association of America, Washington, DC.

Gregg, N. (1994). *Descriptive analysis of adults demonstrating a gifted/learning disabled profile*. Paper presented at the 31st Annual International Conference on Learning Disabilities Association of America, Washington, DC.

Gregg, N. (1994). *Adults with learning disabilities: Different profiles equal different employment accommodations and modifications*. Paper presented to the President's Committee on Employment of People with Disabilities 47th Annual National Conference, Atlanta, GA.

Gregg, N. (1994). *Social/emotional profile of college students demonstrating learning disabilities*. Paper presented at the University of Colorado.

1995

Gregg, N. (1995). *Changing directions: consumer involvement in research and practice*. Paper presented at the 2nd Annual International Conference on Learning Disabilities, Association of America, Orlando, FL.

Gregg, N. (1995). *Adults with learning disabilities: Research directions leading toward inclusion, diversity and leadership in the new global economy*. Paper presented at the National Center for Learning Disabilities - A Summit- Learning Disabilities: A National Responsibility. Dirksen Senate Office Building, Washington, DC.

Gregg, N. (1995). *Adults with learning disabilities: Empowering networks of inclusion, collaboration and self-acceptance*. Paper presented at the Roosevelt Warm Springs Institute for Rehabilitation, Warm Springs, GA.

1996

Gregg, N., & Sturomski, N. (1996). *Collaboration: Two federally funded grants working together to improve services for adults with learning disabilities*. Paper presented at the Learning Disabilities Association International Conference, Dallas, TX.

Gregg, N., & Ferri, B.A. (1996). *African americans with learning disabilities: Issues of assessment*. Paper presented at the Learning Disabilities Association International Conference, Dallas, TX.

Gregg, N. (1996). *Assessment and intervention for african americans with learning disabilities: Implications for transitional planning*. Paper presented to the National Association of School Psychologists.

Gregg, N. (1996). *Assistive technology for adults with learning disabilities*. Paper presented at Technology and Persons with Disabilities, Los Angeles, CA.

Gregg, N. (1996). *Matching assessment to accommodations for adults with learning disabilities: An empirically based model*. Paper presented to the Council for Exceptional Children International Conference, Orlando, FL.

Gregg, N., & Curtis, R. (1996). *Matching accommodations and modifications for hidden disabilities in the workplace: What's an employer to do?* Paper presented to the Employee Assistance Society of North America Institution.

1997

Gregg, N., & Hoy, C. (1997). *Individuals between freedom and social limits; findings and implications of reaction pattern research*. Paper presented in Rostock, Germany.

Gregg, N. (1997). *Functional assessment for the adult population with learning disabilities: An empirical model*. Paper presented at the Learning Disabilities Association International Conference, Chicago, IL.

1998

Gregg, N. (1998). *Diagnostic issues & adults with LD: Postsecondary programs in the United States: UGA model of assessment*. Paper presented at the International Invitational Conference on Adults with Learning Disabilities, Beit Berl, Israel.

Gregg, N., & Hoy, C. (1998). *Consumer empowerment training: What, why & how*. Paper presented to the Learning Disabilities Association, Washington, DC.

Gregg, N., & Scott, S. (1998). *Accommodating college students with LD and ADHD using assistive technology*. Paper presented to the Technology and Media Division (CEC) National Conference, Atlanta, GA.

Gregg, N. (1998). *Eligibility criteria and the assessment of college students with LD and ADHD*. Paper presented to the NJ Comprehensive Support Centers for College Students with Learning Disabilities.

Gregg, N. (1998). *Definition and documentation of learning disabilities at the postsecondary level*. Paper presented to the International Dyslexia Association (IDA) Conference, San Francisco, CA.

Gregg, N., Day, K., & Knight, D. (1998). *Reading comprehension ability among adults with learning disabilities: Pursuing the processes and the possibilities for progress*. Paper presented to the Learning Disabilities Association International Conference, Atlanta, GA.

1999

Gregg, N., & Willingham, C. (1999, January). *Ambiguity and alienation: de Beauvoir, Bakhtin and women with disabilities*. Paper presented at the 50th Anniversary of the Second Sex: International Conference, NQF IRESCO, Paris, France.

Gregg, N., & Hoy, C. (1999, May). *Performance of United States college students with and without LD on the reaction pattern questionnaire*. Paper presented at the International Reaction Pattern Research conference, Wuerzburg, Germany.

Gregg, N., Knight, D., & Day, K. (1999, November) *Dyslexia and Written Expression Disorders: Integrating Diagnosis for Accommodations in Higher Education*. Paper presented at the International Dyslexia Association, Chicago, IL.

Gregg, N. (1999, November). *Phonology and orthography project (Germany and USA)*. Paper presented to the International Dyslexia Association, International Forum (Chair-Susan Vogel, Ph.D.), Chicago, IL.

Gregg, N. (1999, March). *Body and women with disabilities: The ethics of ambiguity and women with disabilities*. Paper presented at the meeting on Women's Studies, Simone de Beauvoir Week, University of Georgia.

Gregg, N. (1999, June). *Cognitive processing: Secondary and postsecondary*. Paper presented at the Assessment and Eligibility Institute for Learning Disabilities. Jekyll Island, GA.

Gregg, N., & Manglitz, E. (1999, June). *Foreign language learning and students with learning disabilities*. Paper presented at the Assessment and Eligibility Institute for Learning Disabilities, Jekyll Island, GA.

Gregg, N., Romonath, R., Davis, M., Neilsen, K., & Coleman, C. (1999, September). *Sublexical and lexical processing abilities of young adults with LD, ADHD and LD/ADHD*. Paper presented at the international conference on basic mechanisms of language and language disorders, Leipzig, Germany.

Gregg, N. (1999, September). *Definitions, eligibility models and assessment for learning disabilities*. Paper presented to the Georgia Department of Labor. LD Conference, Atlanta, GA.

Gregg, N. (1999, October). *School is fun at recess: Written language assessment and instruction*. Paper presented to the Georgia Learning Disabilities Association, Atlanta, GA.

2000

Gregg, N. (2000, February). *Dyslexia and written expression disorders: Assessment for accommodation in higher education – Research to practice*. Paper presented at the Learning Disabilities Association International Conference, Reno, NV.

Coleman, C., Gregg, N., Rubin, D., & Davis, M. (2000, March 10). *The syntactical and lexical complexity of the written language of college students with and without learning disabilities and /or attention deficit /hyperactivity disorders*. Paper presented to the American Associates of Applied Linguistics, Vancouver, BC.

Gregg, N. (2000, April). (Invited Speaker). *Assessment and adults with dyslexia*. Paper presented to the Arizona International Dyslexia Association, Tucson, AZ.

Knight, D., & Gregg, N. (2000, May). *A model of the cognitive processes of reading in adults with and without reading disabilities*. Paper presented at the meeting of the International Reading Association, Indianapolis, IN.

Gregg, N., Coleman, C., Stennett, B., Davis, M., Neilson, K., & Knight, D. (2000). *Phonological and orthographic profiles of college students with LD, AD/HD and Normally-Achieving College Students*. Paper presented at the XXVII International Congress of Psychology, Stockholm, Sweden.

Gregg, N., Coleman, C., Stennett, B., Rubin, D., & Davis, M. (2000). *Syntactical and lexical complexity of the written expression of LD, AD/HD and normally-achieving college writers*. Paper presented at the XXVII International Congress of Psychology, Stockholm, Sweden.

Gregg, N., Knight, D., Hoy, C., & Mather, N. (2000, July). *Orthographic and phonological coding in the decoding and spelling of college students with and without LD*. Paper presented at the Scientific Studies of Reading International Conference, Stockholm, Sweden.

Knight, D., & Gregg, N. (2000, July). *A cognitive and linguistic model of individual differences in the reading comprehension of college students with and without learning disabilities*. Paper presented at the Scientific Studies of Reading International Conference, Stockholm, Sweden.

Mather, N., & Gregg, N. (2000, July). *The relationships among various cognitive/linguistic factors and the reading and writing abilities in elementary age children*. Paper presented to the Scientific Studies of Reading International Conference, Stockholm, Sweden.

Gregg, N. (2000, April). *Phonological and Orthographic processing abilities of young adults with dyslexia*. Paper presented to the Department of Special Education, Rostock University, Germany. (Guest Lecture).

Gregg, N. (2000, April 14). *Does LD Impact on the Emotional Profile of College Students*. Paper presented at the International Conference on the Overlap of BD and LD, Oldenburg University, Germany.

2001

- Gregg, N., (2001,February). *German and English Speaking Adolescents with Dyslexia: Phonological and Orthographic Processing Abilities*. Paper presented to the Department of Special Education, Rostock University, Germany. (Guest Lecture).
- Gregg, N., & Knight, D. (2000, November 9). *Reading comprehension diagnosis and accommodation in higher education*. Paper presented to the International Dyslexia Association, Washington, DC.
- Gregg, N. (2000, October). *Assessments for accommodations at the college level*. Paper presented to the Philadelphia Branch – International Dyslexia Association, Philadelphia, PA (Invited Speaker).
- Mather, N. & Gregg, N. (2000, November 10). *Informal assessment of written language: Elementary through secondary*. Paper presented at the meeting of the International Dyslexia Association, 51st Annual Conference, Washington DC. (Invited Speaker).
- Gregg, N. (2001, November). *Woodcock-Johnson III*. Paper presented at meeting in Atlanta, Georgia, sponsored by Riverside Publishers. (Invited).
- Gregg, N., Hoy, C., & Knight, D. (2001, February). *Written expression disorder: High school and beyond*. Paper presented at the Learning Disabilities Association International Conference, New York, NY.
- Gregg, N. (2001, February). *Accommodation in higher education: Preparing for the transition from secondary settings*. Paper presented at the meeting of the Georgia International Dyslexia Association. (Invited).
- Gregg, N., Coleman, C., & Davis, M. (2001, April). *Diagnostic dilemmas in assessing older adolescents and young adults for learning disabilities: changes in discrepancy between IQ and achievement*. Paper presented at the British Dyslexia 5th International Conference, York, England.
- Reynolds, A., & Gregg, N. (2001, April). *Does learning disabilities impact an emotional profile of college students*. Paper presented at the British Dyslexia 5th International Conference, York, England.
- Gregg, N. (2001, April). *IALS: Dyslexia in Germany: An overview of the IALS findings*. Paper presented at the British Dyslexia 5th International Conference, York, England.
- Gregg, N., & Coleman, C. (2001, April). *Phonological, orthographic, working memory and processing speed impacting the decoding spelling of college students with and without dyslexia*. Paper presented at the British Dyslexia 5th International Conference, York, England.
- Gregg, N., & Coleman, C. (2001, April). *Discourse complexity of college writers with and without dyslexia: A multidimensional analysis*. Paper presented at the British Dyslexia 5th International Conference, York, England.
- Coleman, C., & Gregg, N. (2001, April). *Assessment of vocabulary in the expository essays of college students with and without dyslexia*. Paper presented at the British Dyslexia 5th International Conference, York, England.
- Gregg, N., & Knight, D. (2001, April). *A model of the cognitive processes of reading comprehension in adults with and without dyslexia*. Paper presented at the British Dyslexia 5th International Conference, York, England.
- Gregg, N. (2001, March). *Analyzing written expression: Informal measures for older students*. Paper presented

at the meeting of the New York Branch, International Dyslexia Association.

Gregg, N. (2001, March 20). *Woodcock-Johnson III*. Paper presented in Westby, New York, sponsored by Riverside Publishers. (Invited).

Gregg, N., Simon, J. & Bartlett, M. (2001). *Discrimination against high achieving adults*. International Dyslexia Association, 52nd Annual Conference, Albuquerque, New Mexico.

2002

Gregg, N. (2002, February 14). *Who is accessing what at college – Does it help?* Paper presented at the International Conference Learning Disabilities Association of America, Denver, Colorado.

Gregg, N. (2002, February). *High stakes testing*. Paper presented at a meeting of the Georgia Intersociety Dyslexia Association. (Invited).

Gregg, N. (2002, June). *Reading comprehension: The influence of task demand*. Paper presented at a meeting of the Society for the Scientific Study of Reading, Chicago.

Gregg, N., Romonath, R., & Jimenez, J. (2002, June). *A cross-linguistic study of German, US, and Spanish young adults with and without dyslexia*. Paper presented at the International Dyslexia Association Cross-Cultural and Bilingual Conference, Washington, DC.

Bartlett, M., Gregg, N., & Simon, J. (2002, June). *The courts and high functioning adults with dyslexia*. AHEAD, Washington, DC.

Gregg, N., (2002, June). *WJ III postsecondary learning disabilities research*. Riverside, Chicago. (Invited).

Gregg, N. (2002, April). *Phonological and orthographic processing abilities of German and US adults with and without dyslexia*. Paper presented at the University of La Laguanna, Canary Islands. (Invited).

Gregg, N. (2002, December). *Intelligence measures and implications for the assessment of learning disabilities at the postsecondary level*. Paper presented at a meeting of the International Society for Intelligence Research, Nashville, Vanderbilt University.

Gregg, N., & Romonath, R (2002, November). *A cross-linguistic study of German and US young adults with and without dyslexia*. Paper presented at the University of Cologne, Germany. (Invited).

2003

Gregg, N. (2003, April). *WJ III and the assessment of learning disabilities*. Paper presented at a meeting of the National Association of School Psychologists, Toronto, Canada.

Gregg, N. (2003, June). *Dimensionality of phonological and orthographic awareness tasks for college students with and without Dyslexia and AD/HD*. Paper presented at a meeting of the Society for Scientific Study of Reading, Toronto.

Gregg, N., & Simon, J. (2003, February). *Legal and clinical perspective on high functioning adults with*

dyslexia. Paper presented at a meeting of the International Association of Individuals with Learning Disabilities, Chicago.

Gregg, N., Romonath, R., & Jimenez, J. (2003). *Dimensionality of phonological and orthographic awareness tasks for German, Spanish, and US young adults with and without dyslexia*. International Conference of Dyslexia, San Diego, November.

Gregg, N., Floyd, R., & Knight, D. (2003). *Reading Comprehension: State of the Art*. International Conference of Dyslexia, San Diego, November.

Gregg, N. (Invited Keynote) (2003, October). *Accommodations: The Good, The Bad, and The Ugly*. Georgia Learning Disabilities Association. Atlanta, Georgia.

Gregg, N. (Invited Speaker) (2003, October). *Assessment and Accommodations for College Students with Learning Disorders*. California University System of Higher Education, Anaheim, California.

Gregg, N. (Invited Speaker) (2003, September). *Assessment of Adolescents and Adults with Learning Disorders*. Scientific Research Conference, Lab School, Washington, D.C.

Gregg, N., (Invited Keynote) (2003, December). *Accommodating students at the postsecondary level*. Gallaudet University, Washington, D.C.

Gregg, N. (Invited Participant). (2003, November). *Accommodations: A contextual perspective*. Invited only conference by the National Institute for Child Development and National Institute for Literacy.

2004

Gregg, N. (Invited Speaker) (2004, February). *Equity – It's not all accommodations*. Georgia IDA. Atlanta, Georgia.

Gregg, N. (Invited Speaker) (2004, March). *Reading Comprehension – State of the art*. NY IDA, New York City, New York.

Gregg, N., Quenemoen, R., Ofiesh, N., Brinkerhoff, L., & Cahalan, C. (2004, March). *Equity and accommodations: Elementary through postsecondary*. International Learning Disabilities Association. Atlanta, Georgia.

Gregg, N., Simon, J., & Bartlett, M. (Invited Speaker) (2004, April). *The three faces of equity*. Multiple Perspectives on Access, Inclusion, and Disability. Ohio State University, Ohio.

Gregg, N. (2004, March). *Orthography or what?* International Learning Disabilities Association. Atlanta, Georgia.

Floyd, R., Gregg, N., & Keith, T. (2004, April). *Explaining reading comprehension across childhood, adolescence, and early childhood is somewhat simple*. AREA. San Diego, California.

Gregg, N. (Invited Keynote) (2004, April). *State of the art research in accommodating college students with learning disorders*. Educational Testing Services, Department of Disabilities Services. Princeton, New Jersey.

Gregg, N. (Invited Speaker) (2004, May). *Learners with Asperger*. Centro Ann Sullivan del Peru. Lima, Peru.

- Gregg, N. (Invited Speaker) (2004, May). *Learning Disabilities: Reading and written expression problems*. Centro Ann Sullivan del Peru. Lima, Peru.
- Gregg, N. (Invited Speaker) (2004, May). *Phonological and orthographic awareness profiles of adolescents and adults with and without dyslexia*. Pontificia Universidad Catalica del Pera. Lima, Peru.
- Gregg, N., Floyd, R., & Hartwig, J. (2004, June). *Reading comprehension: Cognitive and linguistic predictors of reading comprehension*. Society for the Scientific Study of Reading. Amsterdam, Holland.
- Gregg, N. (Invited Speaker) (2004, July). *Diagnosing learning disabilities in the adolescent and adult population – WAIS-III or WJ III?* International Test Users' Conference. Melbourne, Australia.
- Gregg, N. (Invited Speaker) (2004, July). *The fourth wave in cognitive assessment – CHC Theory*. Monash University, Melbourne, Australia.
- Gregg, N. (Invited Speaker) (2004, July). *The assessment of students with learning difficulties – A cross battery approach*. Victorian Department of Education. Victoria, Australia.
- Gregg, N. (Invited Speaker) (2004, July). *Use and interpretation of the Woodcock-Johnson III*. Sydney University, Sydney, Australia.
- Gregg, N., Thurlow, M., Bandalos, D., Ofiesh, N., & Cahalan, C. (2004, October). *Equity and accommodations elementary through postsecondary workshop*. International conference on equitable assessment practices: Building guidelines for best practices. The College of William & Mary, Williamsburg, Virginia.
- Cohen, A. & Gregg, N. (2004, October). *Item response analysis of the use of accommodations on a state-wide testing program*. International conference on equitable assessment practices: Building guidelines for best practices. The College of William & Mary, Williamsburg, Virginia.

2005

- Gregg, N., & Ofeish, N. (2005, March). *Accommodations and high-achieving individuals*, Learning Disabilities Association Annual Conference, Reno, Nevada.
- Gregg, N., & Cohen, A. (2005, June). *Role of extended time on reading test performance over time*. Society , for the Scientific Study of Reading, Toronto, Canada.
- Gregg, N., & Coleman, C. (2005, June). *Discourse complexity*. Society for the Scientific Study of Reading, Toronto, Canada.
- Gregg, N. (2005, July). *Assessment of learning disabilities: New paradigms*. European Congress of Psychology, Granada, Spain.
- Gregg, N., Bandalos, D., Davis, M., Coleman, C., & Bowden, S. (2005, July). *Measurement invariance of core cognitive abilities across clinical populations from Australia and the USA*. European Congress of Psychology, Granada, Spain.
- Gregg, N., (2005, July). *Word knowledge and adults with learning disabilities*. International Conference of the International Academy of Research in Learning Disabilities, Valencia, Spain.

2006

- Gregg, N., & Hartwig, J. (2006, February). *Effects of extended time-New SAT and other high stakes tests*. International Conference of the Learning Disabilities Association, Jacksonville, Florida.
- Lee, C., Gregg, N., Timmer, S., & Todd, R. (2006, March). *A world of knowledge open to all: creating equal access*. International Conference of the Learning Disabilities Association, Jacksonville, Florida.
- Gregg, N. (Invited) (2006, March 27-28th). *Interpreting documentaiton: The good, the bad, and the ugly*. The California State University System, Anaheim, California.
- Gregg, N., Hartwig, J., & Cohen, A. (2006, April). *Extended time is not the source of differential performance*. American Educational Research Association, San Fransico, California.
- Bandalos, D., & Gregg, N. (2006, April). *WJ III and the adult population with and without learning disabilities: Inferences for decision making*. National Council on Measurement in Education, San Franscio, California.
- Gerner, M., & Gregg, N. (2006, March). *Twice exceptional: Reading disabilities in verbally advanced secondary/postsecondary students*. National Association of School Psychologists, Anaheim, California.
- Gregg, N. (Invited Speaker) (2006, May). *Written expression disorders and the adult population*. Northwestern University, Evanston, Illinois.
- Coleman, C. & Gregg, N. (2006, July). *Evaluating the written discourse complexity of college writers: Task, individual, and writing experience*. Society for the Scientific Study of Reading, Vancouver, Canada.
- Gregg, N. (Invited Speaker) (2006, October). *Access: Entrance examinations and extended time*. 11th Annual Scientific Conference, The Lab School of Washington, Washington, DC.
- Gregg, N. (Invited Speaker) (2006, October). *Evolution of access: Postsecondary learning disabilities*. Addressing Achievement Gaps. Educational Testing Services, Princeton, NJ.
- Gregg, N. (2007, February). *Latent means and covariance differences with measurement equivalence in college students with developmental difficulties versus the WAIS-III/WMS-III normative sample*. International Neurology Society Conference. Portland, Oregon.
- Gregg, N., (2007, February). *Cognitive processing and the college population with learning disabilities*. International Learning Disabilities Association, Pittsburgh, Pennsylvania.
- Gregg, N. (2007, February). *The general population construct and high functioning adults with learning disabilities*. International Learning Disabilities Association, Pittsburgh, Pennsylvania.
- Gregg, N. (2007, November, Invited). *High functioning adults and testing*. Testing Agency Disability Forum. Iowa City, Iowa.
- Gregg, N. (2007, November, Invited). *Extended time research on high stakes tests*. Testing Agency Disability Forum. Iowa City, Iowa.
- Gregg, N. (2008). *When is a new test ready for clinical application? The validity of the Word Memory Test under the microscope*. International Neuropsychological Society, Hawaii.

Gregg, N., Bowden, S., Bandalos, Coleman, Nelson, & Lindstrom, J.(July, 2008). *Testing neuropsychological models across populations: the advantages of examining measurement equivalence*. International Congress of Psychology. Berlin, Germany.

Gregg, N. & Lindstrom, J. (July 2008). *Mediating cognitive and linguistic processes predictive of reading accommodation selection: A psychometric and clinical perspective*. Society for the Scientific Study of Reading.