

Frederick J. Morrison, Ph.D.

Curriculum Vitae

Education

- B.A. (1966): The University of Toronto, Toronto, Ontario (Psychology)
- Ph.D. (1971): Harvard University, Cambridge, Massachusetts (Developmental Psychology).

Postgraduate Training

- 1971 - 1972 NIH Post-doctoral Research Fellow, Harvard University.

Professional Employment and Hospital Appointments

Academic Positions:

- 1972 – 1973 Senior Psychologist, Institute of Nutrition for Central America and Panama, Division of Human Development, Guatemala City, Guatemala.
- 1973 – 1977 Assistant Professor, Psychology Department, Dartmouth College.
- 1977 – 1979 Visiting Associate Professor, Institute of Child Development, University of Minnesota.
- 1979 – 1981 Associate Professor, Institute of Child Development, University of Minnesota.
- 1979 – 1984 Research Scientist Development Award Recipient (relinquished in 1981, following move to Alberta).
- 1981 – 1986 Clifford E. Lee Professor of Child Development, University of Alberta.
- 1985 – 1989 Director, Center for Research in Child Development, University of Alberta.
- 1986 – 1989 Professor, Department of Psychology, University of Alberta.
- 1987 – 1988 McCalla Professor, University of Alberta.
- 1990 – 1993 Professor, Dept. of Psychology, University of North Carolina, Greensboro.
- 1990 – Present Fellow, Carolina Consortium on Human Development.

1993 – Present	Fellow, Center for Developmental Science, University of North Carolina, Chapel Hill.
1994 – 1997	Chairperson, Dept. of Psychology, Loyola University, Chicago, Chicago, IL.
1993 – 2001	Professor, Dept. of Psychology, Loyola University, Chicago, Chicago, IL.
2000 – 2001	Visiting scholar, Department of Psychology, Harvard University, Cambridge, MA.
2001 – 2010	Research Professor, Center for Human Growth and Development, University of Michigan, Ann Arbor.
2001 – Present	Professor, Combined Program in Education and Psychology, University of Michigan, Ann Arbor.
2001 – Present	Professor, Dept. of Psychology University of Michigan, Ann Arbor.
2010 – Present	Research Professor, Survey Research Center (SRC), Institute for Social Research (ISR)
2003 – 2006	Area Chair, Developmental Psychology, University of Michigan, Ann Arbor.
2008 – 2009	Visiting Scholar, Institute of Human Development and Social Change, New York University. Visiting Scholar, Child Study Center, Department of Child and Adolescent Psychiatry, New York University. Visiting Scholar, Sackler Institute, Cornell-Weill Medical Center, Cornell University.

Professional Society Memberships

American Educational Research Association (Fellow)
 Association for Psychological Science (Founding Fellow)
 American Association for the Advancement of Science (AAAS)
 American Psychological Association (Fellow, Divisions 7 and 15)
 Cognitive Development Society
 International Academy for Research in Learning Disabilities (Fellow)
 Psychonomic Society
 Society for Research in Child Development (SRCD)
 Society for Scientific Study of Reading (Founding Fellow)

Honors and Awards

1966 R. J. O'Connor Award for Academic Achievement in Psychology, University of Toronto

1966	B.A. with Honors Distinction, University of Toronto.
1966 - 1967	Harvard Fellowship
1967 - 1970	Canada Council Fellowship
1976 - 1977	Faculty Research Fellow, Dartmouth College
1979 – 1984	Research Scientist Development Award, Type II (NIMH). (The cognitive bases of reading disability).
1981 - 1986	Clifford E. Lee Professor of Child Development, University Professorship aimed at promoting the study of child development and fostering interdisciplinary contact among academic and community professionals.
1986	Fellow, International Academy for Research in Learning Disabilities.
1987 – 1988	McCalla Professor, University of Alberta.
1988 - 1989	Faculty Nominee, University Teaching Prize.
1990	Founding Fellow, Society for Scientific Study of Reading.
1990	Founding Fellow, American Psychological Society.
1997	Fellow, American Psychological Association.
1998	Department Nominee, Faculty Member of Year.
2000	Nominee, APA Distinguished Scientific Contribution (Applications of Psychology)
2006	Nominee, President of American Psychological Association, Division 7 (Developmental)
2006	Recipient (with C. Connor and L. Katch), Dina Feitelson Research Award (International Reading Association) for Outstanding Research Article.
2007	Nominee, President of Society for the Scientific Study of Reading
2011	Finalist (with R. Jacob, S. Jones and N. Madden) Aspen Brain Prize.
2012	Nominee, Distinguished Scientific Contribution, Society for Scientific Studies in Reading.
2013	Nominee, APA/APF Distinguished Scientific Contribution, Applications of Psychology.

Other Professional Activities

1974 – 1977	Undergraduate Committee.
1981 – 1989	Vice-President's Task Force on Women in Science and Engineering (WISEST).
1981 – 1982	Graduate Review Committee.
1982 – 1983	Faculty Internal Review Committee.
1975 – 1977	Committee on Equal Opportunity.
1979 – 1980	Equipment Committee.
1983 – 1985	Committee on General Policy in Human Research (Ethical Guidelines).
1983 – 1985	President's Task Force on creation of a Pediatric Research.
1983 – 1987	Graduate Committee.
1983 – 1986	Vice-President's Task Force on establishment of a Center for Research in Child Development.
1984 – 1986	Director, President's Task Force on creation of a University-Affiliated Child Care Centre.
1984 – 1987	President's Advisory Council on Women's Issues.
1986 – 1988	Co-Director, Dean's Committee on Revisions of Standards for Promotion and Tenure.
1986 – 1987	Northern Alberta Children's Hospital, Extended Care and Services Advisory group.
1988 – 1989	Chairman's Advisory Council, Psychology Department.
1990 – 1994	Member, NIH Study Section, Small Business Innovative Research Program.
1990 – 1992	Coordinator, Colloquium Series, Psychology Department.
1992 – 1993	Member, University Committee on Research Assignment Leaves.
1992 – 1993	Member, Ad Hoc Committee on Reorganization of the undergraduate Curriculum.

1990 – 1993	Member, Graduate Studies Committee, Psychology Department.
1994 – 1997	Co-Director, Chicago Consortium on Child and Family.
1994 – 1997	Chairperson, Dept. of Psychology, Loyola University Chicago.
1994 – 1998	Member, NIH Study Section on Human Development and Aging (HUD-1).
1999 – 2001	Director, Graduate Program in Developmental Psychology.
1999 – 2003	Member, N.S.F. Review Panel, Child Learning and Development.
1999 – 2001	Vice-Chair, Faculty Council, Loyola University Chicago.
1999 – 2000	Co-Chair, Program for Division 7, APA Annual Convention (2000).
2001 – 2002	Member, Head Start National Reporting System, Technical Working Group.
2001 – present	Member, Executive Committee, Combined Program in Education and Psychology
2002 – 2004	Member, Executive Committee, Center for Human Growth and Development.
2003 – 2004	Member, IES Review Panel (CASL)
2003 – 2006	Area Chair, Developmental Psychology, University of Michigan, Ann Arbor.
2004 – 2008	Chair, IES Review Panel (CASL)
2005 – 2009	Member, NICHD Review Panel (LCOM)
2005 – 2010	Member, Executive Committee, Center for Human Growth and Development.
2008 – present	Member, Scientific Advisory Board, Haskins Laboratories, Yale University.
2006 – 2007	Chair, Panel 14, SRCD Annual Meeting.
2007 – 2010	Member, Scientific Advisory Board, Center for Visual Language and Learning (VL2), Gallaudet University.
2007 – 2009	Member, Federal Reading First Advisory Board.

2008 – 2010	Member, Department of Education Early Childhood Longitudinal Study-II, Technical Working Group
2008 – 2010	Chair, Scientific Advisory Board, Center for Developmental Science, University of North Carolina, Chapel Hill.
2008 – 2013	Member, Advisory Board, N.I.C.H.D. - funded Family Life Project University of North Carolina, Chapel Hill.
2011 – present	Member, NICHD review panel, Biobehavioral and Behavioral Sciences (B&BS)

Editorial Board

1981 – 1986	<i>Child Development</i>
1981 – 1988	<i>Canadian Journal of Home Economics</i>
1988 – 1992	<i>Merrill - Palmer Quarterly</i>
1989 – 1999	<i>Reading Research Quarterly</i>
1989 – 1992	<i>Developmental Psychology</i>
1994 – 1997	<i>Scientific Studies of Reading</i>
2002 – 2005	<i>Child Development</i>
2012 – 2016	<i>Psychological Science</i>
2012 – 2016	<i>Reading Research Quarterly</i>
2013 – 2016	<i>Child Development</i>

Journal Reviews

(Guest Editor previous 3 years)

Child Development
Developmental Psychology
Early Childhood Research Quarterly
Journal of Educational Psychology
Journal of Experimental Child Psychology
Psychological Science
Review of Educational Research
Scientific Studies of Reading
Science
Early Education and Development

Professional/Community Service

1985 – 1989	Member, Parent Advisory Committee, Windsor Park Daycare
1991 – 1993	Publicity Director, Greensboro Symphony Youth Orchestra
1991 – 1993	Member, Governing Board, Greensboro Symphony Youth Orchestra
1995 – 1997	Parent Representative, Chicago Youth Symphony Orchestra Parent Representative, Junior Class University High School
1996 – 2001	Board of Directors, Chicago Youth Symphony Orchestra
2001 – 2005	Member, Parents of Pioneer Symphony (POPS) Executive Committee

Research

- 2014 – 2018 N.S.F. Principal Investigator. Exploring the effects of schooling on growth of self-regulation: neurological and behavioral perspectives. \$600,000
- 2016-2021 IES. Co-investigator. *Observing Learning Opportunities for Students (OLOS) Early Learning Observation System*. PI: Carol Connor. \$2,000,000.
- 2017-2022 NICHD. Co-investigator. Predicting and Preventing the Development of Learning Disabilities (renewal). Project 2: *Developing Dynamic Forecasting Interventions Models for Children with Severe Literacy Disabilities*. PI: Richard Wagner. Learning Disabilities Multidisciplinary Research Center Grant #P50 HD062120, (\$7,000,000).
- 2013-2018 IES. Consultant. *Making Individualized Literacy Instruction Available to All Teachers: Adapting the Assessment to Instruction (A2i) Software for Multiple Real-World Contexts*. PI: Carol Connor. \$1,500,000.
- 2012 – 2015 I.E.S. Co-investigator. Getting Ready For School. \$1,500,000
- 2013 – 2018 N.I.C.H.D. Co-Principal Investigator. Family Life Project. \$5,000,000
- 2009 – 2013 I.E.S. Principal Investigator. SECURE: Developing an integrated social, emotional, and cognitive understanding and regulation intervention. \$1,500,000.
- 2010 – 2012 N.I.C.H.D. Principal Investigator. Schooling and Growth of Executive Function: Toward an Integrated Approach. \$275,000.
- 2008 – 2010 N.I.C.H.D. Consultant. Early income disparities and academic trajectories: An analysis across contexts. \$100,000
- 2009 – 2012 N.S.F. Co-Principal Investigator. Brain Correlates of Early Math and Number Skills: Tracing Changes related to Age and Instruction in a Natural Experiment. \$450,000
- 2007 – 2011 I.E.S. Co-Principal Investigator. Individualizing instruction in grades one through three. \$3.0 million
- 2005 – 2010 N.I.C.H.D. Co-Principal Investigator. Child-Instruction Interactions: Causal Effects on Reading. \$2.5 million
- 2005 – 2009 N.I.C.H.D. Co-Principal Investigator. NICHD Study of Early Child Care and Youth Development (Phase IV). \$22 million
- 2004 – 2008 I.E.S. Co-Principal Investigator. Child-Instruction Interactions in Early Reading: Examining Causal Effects of Individualized Instruction. \$1,343,718.

- 2001 – 2007 N.I.C.H.D. Principal Investigator. Education and Cognitive Development: A Natural Experiment. \$1,984,166.
- 2002 – 2005 N.S.F. Principal Investigator. Pathways to Emergent Literacy. \$588,597.
- 2001 – 2002 N.S.F. Language and Literacy: Neurological and Cultural Perspectives. \$98,000.
- 1999 – 2004 N.I.C.H.D. Principal Investigator. Pathways to Literacy. \$885,000.
- 1999 – 2004 N.I.C.H.D. (U10). Co- Principal Investigator. Study of Early Child Care and Youth Development. \$40 million.
- 1999 – 2003 N.I.C.H.D. (1 U10 HD38121-01). Pathways to Literacy. \$650,000.
- 2000 – 2003 N.I.C.H.D. (1U10HD38121-01). Pathways to Literacy. Supplement. \$253,000.
- 1996 – 2002 N.I.C.H.D. (HD27176). "Education and Cognitive Development: A Natural Experiment". \$2 million.
- 1991 – 1996 N.I.C.H.D. (HD 27176). "Education and Cognitive Development: A Natural Experiment". \$300,000.
- 1990 – 1991 N.C. State Small Grant Program. "Identification of factors predicting success or failure in kindergarten". \$8,500.
- 1988 – 1991 National Science and Engineering Research Council (NSERC), "The 5-7 Shift: A Natural Experiment". \$69,000.
- 1988 – 1991 Alberta Mental Health Advisory Council (AMHAC). "Understanding reading disability: A developmental perspective". \$80,300.
- 1988 – 1990 Social Sciences and Humanities Research Council (SSHRC), "School readiness, entrance age and learning". \$27,600.
- 1987 – 1988 National Science and Engineering Research Council (NSERC), Conference Award. \$6,000.
- 1986 – 1987 National Science and Engineering Research Council (NSERC), Travel Award. \$1,600.
- 1986 – 1987 National Science and Engineering Research Council (NSERC), Royal Society Exchange Scholar. \$6,500.
- 1981 – 1988 National Science and Engineering Research Council (NSERC), "The cognitive bases of reading disability". \$50,000.

- 1981 – 1982 Alberta Mental Health, "Identification of subgroups of learning disabled children". \$70,000.
- 1979 – 1984 N.I.M.H, Research Scientist Development Award, Type II, "The cognitive bases of reading disability". \$208,120.
- 1975 – 1976 N.I.M.H, "The role of effort in the development of attention". \$5,000.
- 1974 – 1975 N.I.M.H, "Developmental studies of attention". \$5,000.

Current Research Interests

- Early schooling influences on cognitive development in the school-age child.
- Schooling influences on brain and behavioral measures of executive function
- Factors predicting school readiness, learning and development in young children.
- Parenting and early literacy.
- Charting developmental pathways to early literacy.
- Interventions to improve academic success.

Invited Presentations (previous 5 years)

University of Jyväskylä, Jyväskylä, Finland
 Institute of Psychology, Beijing China.
 Garrison Institute, Garrison, NY.
 Lindamood Conference, Boston, MA
 University of Toronto, Toronto, Canada
 Harvard University Medical School, Boston, MA
 University of Stockholm, Stockholm, Sweden
 University of Jyväskylä, Jyväskylä, Finland.
 Einstein College of Medicine, Bronx, NY
 Haskins laboratories, New Haven, CT
 Chinese University of Hong Kong
 Association for Psychological Science
 European Association for Research in Learning and Development, EARLI (Early Childhood SIG), Jyväskylä, Finland
 The Dyslexia Foundation, Azores
 EARLI, Cyprus
 Center for Early Evaluation and Education (CEEE), Ypsilanti, MI
 Future of Children, Princeton, NJ
 University of California , Irvine

Bibliography

A. Original Communications in Reviewed Journals:

1970

Haith, M. M., **Morrison, F. J.**, Sheingold, K., & Mindes, P. (1970). Short-term memory for visual information in children and adults. *Journal of Experimental Child Psychology*, 9, 454-469.

Haith, M. M., **Morrison, F. J.**, & Sheingold, K. (1970). Tachistoscopic recognition of geometric forms by children and adults. *Psychonomic Science*, 19, 345-347.

1972

Super, C., Kagan, J., **Morrison, F. J.**, Haith, M. M., & Weiffenbach, J. (1972). Discrepancy and attention in the five-month infant. *Genetic Psychology Monographs*, 85, 305-331.

1973

Kagan, J., Haith, M. M., Klein, R. E., & **Morrison, F. J.** (1973). Memory and meaning in two cultures. *Child Development*, 44(1), 221-223.

1974

Morrison, F. J., Holmes, D. L., & Haith, M. M. (1974). A developmental study of the effect of familiarity on short-term visual memory. *Journal of Experimental Child Psychology*, 412-425.

1976

Morrison, F. J. & Haith, M. M. (1976). Recognition versus recall of briefly presented visual information: A developmental study. *Journal of Experimental Child Psychology*, 21, 191-200.

1977

***Morrison, F. J.**, Giordani, B., & Nagy, J. (1977). Reading disability: An information-processing approach. *Science*, 196, 77-79. Reprinted in J. Logan (Ed.), (1978). *Readings in dyslexia*, 104-106. New York: Special Learning Corp.

Holmes, D. L., Cohen, K., Haith, M. M., & **Morrison, F. J.** (1977). Developmental differences in peripheral processing. *Perception and Psychophysics*, 22(6), 571-577.

Morrison, F. J., Yarbrough, C., Klein, R. E., & Lasky, R. (1977). Cognitive style in rural preschool Guatemalan children: A serendipitous finding. *Journal of Genetic Psychology*, 130, 221-228.

1978

Morrison, F. J. (1978). Reply to "Technical comments on reading disability: An information processing approach". *Science*, 200(19), 801-802.

1980

Manis, F. R., Keating, D. P., & **Morrison, F. J.** (1980). Developmental differences in the allocation of processing capacity. *Journal of Experimental Child Psychology*, 29, 156-169.

Morrison, F. J. (1980). From memory to attention: A developing Zeitgeist. Review of G. Hale & M. Lewis (Eds.), *Contemporary Psychology: Vol. 25, No. 11. Attention and cognitive development* (pp. 935-936). New York: Plenum.

Wolford, G. & **Morrison, F. J.** (1980). Processing of unattended visual information. *Memory and Cognition*, 8(6), 521-527.

Morrison, F. J., Haith, M. M., & Kagan, J. (1980). Age differences in recognition memory for pictures: The effects of delay and testing procedure. *Bulletin of the Psychonomic Society*, 16(6), 480-483.

1982

Morrison, F. J. (1982). The development of alertness. *Journal of Experimental Child Psychology*, 33, 740-786.

Morrison, F. J. & Lord, C. (1982). Age differences in recall of categorized material: Organization or retrieval? *Journal of Genetic Psychology*, 141, 233-241.

Manis, F. R. & **Morrison, F. J.** (1982). Processing of identity and position information in normal and disabled readers. *Journal of Experimental Child Psychology*, 33, 74-86.

1983

Morrison, F. J. (1983). Learning disorders in children with physical and psychological handicapping conditions. *Child Welfare Forum*, 1, 37-40.

Morrison, F. J. (1983). Recent trends in developmental psychology: Catching up with home economics. *Canadian Home Economics Journal*, 33(2), 53.

Morrison, F. J. (1983). Current issues in theory construction. *Developmental Review*, 3, 98-107.

Morrison, F. J. (1983). Teenage pregnancy: A psychological perspective. Proceedings of the Fifth symposium on the Primary Prevention of Handicapping Conditions, 101-110.

Reiner, M. B. & **Morrison, F. J.** (1983). Is semantic interference really automatic? *Bulletin of the Psychonomic Society*, 21(4), 271-274.

1984

Morrison, F. J. (1984). The psychology of reading: A window on cognitive development. *Remedial and Special Education*, 5(3), 9-10.

Morrison, F. J. (1984). Reading disability: A problem in rule learning and word decoding. *Developmental Review*, (4), 36-47.

Morrison, F. J. (1984). Word decoding and rule-learning in normal and disabled reader. *Remedial and special education*, 5(3), 20-27.

Morrison, F. J. (1984). The psychological consequences of daycare. *Canadian Children*, 9(2), 43-52.

Morrison, F. J. (1984). The nature of reading disability: Why reading? *Volume editor*, *Developmental Review*, 4.

Morrison, F. J. (1984). Learning (and not learning) to read: Converging perspectives. *Volume editor*, *Remedial and Special Education*, 5(3), 9-59.

1987

Manis, F. R., Savage, P. L., **Morrison, F. J.**, Horn, C. C., Howell, M. J., Szeszulski, P. A., & Holt, L. K. (1987). Paired-associate learning in reading disabled children: Evidence for a rule-learning deficiency. *Journal of Experimental Child Psychology*, 43, 25-43.

1988

Morrison, F. J. (1988). Toward a more complete psychology of development. *Canadian Journal of Psychology*, 42(2), 91-93.

Morrison, F. J. (1988). Child development: When things go wrong. *Volume editor*. Special issue. *Canadian Journal of Psychology*, 42(2), 91-260.

1989

Morrison, F. J. (1989). Child care: Science and social policy. *Editor*, special issue. *Canadian Psychology*, 30(2), 116-151.

Morrison, F. J. (1989). Child care for the 21st century: An overview and commentary. *Canadian Psychology*, 30(2), 148-151.

1990

Morrison, F. J. (1990). Review of D. A. Phillips (Ed.), *Quality in child care: What does research tell us?* *American Journal of Research in Early Childhood Education*, 26, 312-314.

1993

Morrison, F. J. (1993). Phonological processes in reading acquisition: Toward a unified conceptualization. *Developmental Review*, 13, 279-285.

1994

Ferreira, F., & **Morrison, F. J.** (1994). Children's metalinguistic knowledge of syntactic constituents: Effects of age and schooling. *Developmental Psychology*, *30*, 663-678.

Varnhagen, C., **Morrison, F. J.**, & Everall, R. (1994) Age and schooling effects in story recall and production. *Developmental Psychology*, *30*(6), 969-979.

1995

Bisanz, J., **Morrison, F. J.**, & Dunn, M. (1995). Effects of age and schooling on the acquisition of elementary quantitative skills. *Developmental Psychology*, *31*, 221-236.

Morrison, F. J., Smith, L., & Dow-Ehrenberger, M. (1995). Education and cognitive development: A natural experiment. *Developmental Psychology*, *31*(5), 789-799.

1997

Morrison, F. J., Griffith, E. M., & Alberts, D. (1997). Nature-nurture in the classroom: Entrance age, school readiness, and learning in children. *Developmental Psychology*, *33*(2), 254-262.

Griffin, E. A. & **Morrison, F. J.** (1997). The unique contribution of home literacy environment to differences in early literacy skills. *Early Child Development & Care*, 127-128, 233-243.

1998

Frazier, J. A., & **Morrison, F. J.** (1998). Extended-year schooling and growth of language, academic and general knowledge skills. *Child Development*, *69*(2), 495-517.

Christian, M. K., **Morrison, F. J.**, & Bryant, F. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education and family literacy environments. *Early Childhood Research Quarterly*, *13*(3), 501-524.

2000

Christian, M. K., **Morrison, F. J.**, Frazier, J. A., & Massetti, G. (2000). Specificity in the nature and timing of cognitive change. *Journal of Cognition and Development*, *1*(4), 429-448.

McClelland, M., **Morrison, F. J.**, & Holmes, D. L. (2000). Children at risk for academic problems: The role of learning-related social skills. *Early Childhood Research Quarterly*, *15*(3), 307-329.

2002

Kessenich, M. & **Morrison, F. J.** (2002). Developmental Theory: Historical Overview. In J.W. Guthrie (Ed.), *Encyclopedia of Education, Second Edition*. New York: Macmillan Reference, USA.

NICHD Early Child Care Research Network (2002). The relation of first grade classroom environment to structural classroom features, teacher, and student behaviors. *The Elementary School Journal*, 102(5), 367-387.

Morrison, F. J. & Connor, C. M. (2002). Understanding schooling effects on early literacy. *Journal of School Psychology*, 40(6), 493-500.

2003

McClelland, M. & **Morrison, F. J.** (2003). The emergence of learning-related social skills in preschool children. *Early Childhood Research Quarterly*, 18(2), 206-224.

Morrison, F. J. (2003). Parenting for Literacy. [Review of the book *The Role of Family Literacy Environments in Promoting Young Children's Emerging Literacy Skills*]. *Contemporary Psychology*, 48(6), 905-907

NICHD Early Child Care Research Network. (2003). Social Functioning in First Grade: Associations with Earlier Home and Child Care Predictors and with Current Classroom Experiences. *Child Development*, 74(6), 1639-1662.

2004

Connor, C. M., **Morrison, F. J.**, & Katch, E. L. (2004). Beyond the Reading Wars: The effect of classroom instruction by child interactions on early reading. *Scientific Studies of Reading*, 8(4), 305-336.

***This paper won the Dina Feitelson Research award for 2006 from the International Reading Association for outstanding research contribution.

Connor, C. M., **Morrison, F. J.**, & Petrella, J. N. (2004). Effective reading comprehension instruction: Examining child by instruction interactions. *Journal of Educational Psychology*, 96(4), 682-698.

Raviv, T., Kessenich, M., & **Morrison, F. J.** (2004). A mediational model of the association between socioeconomic status and preschool language abilities: The role of parenting factors. *Early Childhood Research Quarterly*, 19, 528-547.

NICHD Early Childhood Research Network (2004). Does class size in first grade relate to changes in child academic and social performance or observed classroom processes? *Developmental Psychology*, 40(5), 651-664. doi: [10.1037/0012-1649.40.5.651](https://doi.org/10.1037/0012-1649.40.5.651)

NICHD Early Child Care Research Network. (2004). Multiple Pathways to Early Academic Achievement. *Harvard Educational Review*, 74(1), 1-29.

Slominski, L., Connor, C. M., & **Morrison, F. J.** (2004). Individual child variability upon entrance into preschool. *University of Michigan Undergraduate Research Forum, 1*(1), 26-30.

2005

NICHD Early Child Care Research Network (2005). Predicting individual differences in attention, memory, and planning in first graders from experiences at home, childcare, and school. *Developmental Psychology, 41*(1), 99-114.

Cameron, C. E., Connor, C. M., & **Morrison, F. J.** (2005). Effects of variation in teacher organization on classroom function. *Journal of School Psychology, 43*(1) 61-85.

NICHD Early Child Care Research Network (2005). Pathways to reading: The role of oral language in the transition to reading. *Developmental Psychology, 41*(2), 428-442.

Connor, C. M., Son, S. H., **Morrison, F. J.**, & Hindman, A. (2005). Teacher qualifications, classroom practices, and family characteristics: Complex effects on first graders' language and early reading. *Journal of School Psychology, 43*, 343-375.

NICHD ECCRN (2005). A day in third grade: classroom quality, teacher, and student behaviors. *Elementary School Journal, 105*(3), 305-323.

2006

Connor, C. M., & **Morrison, F. J.** (2006) Services or programs that influence young children's academic success and school completion. *Encyclopedia on Early Childhood Development*. Centre of Excellence for Early Childhood Development: http://www.excellence-earlychildhood.ca/documents/Connor-MorrisonANGxp_rev.pdf

Connor, C. M., **Morrison, F. J.**, & Slominski, L. J. (2006). Preschool instruction and children's emergent literacy growth. *Child Development, 98*(4), 665-689.

McClelland, M. M., Acock, A. C., & **Morrison, F. J.** (2006). The impact of kindergarten learning-related skills on academic trajectories at the end of elementary school. *Early Childhood Research Quarterly, 21*, 471-490.

2007

Connor, C. M., **Morrison, F. J.**, Fishman, B. J., Schatschneider, C., & Underwood, P. (2007). Algorithm-guided individualized reading instruction. *Science, 315*(5811), 464-465. doi: 10.1126/science.1134513

Pianta, R. C., Belsky, J., Houts, R., **Morrison, F. J.**, & NICHD ECCRN (2007). Opportunities to learn in America's elementary classrooms. *Science, 315*, 1795-1796.

McClelland, M. M., Cameron, C. E., Connor, C. M., Farris, C. L., Jewkes, A. M., & **Morrison, F. J.** (2007). Links between behavioral regulation and preschoolers' literacy, vocabulary, and math skills. *Developmental Psychology*, 43(4), 947-959. doi: [10.1037/0012-1649.43.4.947](https://doi.org/10.1037/0012-1649.43.4.947)

Connor, C. M., **Morrison, F. J.**, & Underwood, P. (2007). A Second Chance in Second Grade? The cumulative impact of first and second grade reading instruction on students' letter-word reading skills. *Scientific Studies of Reading*, 11(3), 199-233.

McClelland, M. M., Cameron, C. E., Connor, C. M., Farris, C. L., Jewkes, A. M., & **Morrison, F. J.** (2007). Self-regulation and preschoolers' vocabulary, literacy and math skills. *Developmental Psychology*, 43(4), 947-459.

NICHD Early Child Care Research Network (in press). Oral language and reading: Continuing the dialogue with Storch. *Developmental Psychology*.

2008

Cameron, C. E., Connor, C. M., **Morrison, F. J.**, & Jewkes, A. M. (2008). Effects of classroom organization on letter-word reading in first grade. *Journal of School Psychology*, 46(2), 173-192. doi: 10.1016/j.jsp.2007.03.002

Pianta, R. C., Belsky, J., Vandergrift, N., Houts, R., & **Morrison, F. J.** (2008). Classroom effects on children's achievement trajectories in elementary school. *American Educational Research Journal*, 45(2), 365-397.

Burrage, M. S., Ponitz, C. C., McCready, E. A., Shah, P., Sims, B. C., Jewkes, A. M., & **Morrison, F. J.** (2008). Age and schooling related effects on executive functions in young children: A natural experiment. *Child Neuropsychology*, 14(6), 510-524. doi: 10.1080/09297040701756917

Burrage, M., Ponitz, C. C., Shah, P., McCready, E. M., Sims, B. C., & **Morrison, F. J.** (2008). A natural experiment of schooling effects on executive functions. *Child Neuropsychology*, <http://www.informaworld.com/smpp/content~content=a7893558~d=all~order=pubdate>.

Hindman, A. H., Connor, C. M., Jewkes, A. M., & **Morrison, F. J.** (2008). Untangling the effects of shared book reading: Multiple factors at home and school and associations with preschool literacy outcomes. *Early Childhood Research Quarterly*, (23), 330-350.

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