

VITA
Jane Ashby

Rank Associate Professor, Department of Psychology, Central Michigan University

Education

2006	University of Massachusetts	Cognitive Psychology	Ph.D.
2003	University of Massachusetts	Cognitive Psychology	M.S.
1991	Harvard Graduate School of Education	Teaching & Curriculum	Ed.M.
1989	Ohio State University	English Literature	B.A.

Supplemental Training

2002 Massachusetts General Hospital, MGH-NMR Center
Visiting Fellowship Program in fMRI

1993- 1994 Massachusetts General Hospital, Language Disorders Unit
Dyslexia Therapist Certificate
Completed coursework and a 300-hour clinical practicum in the Orton-Gillingham approach to teaching children with reading difficulties.

Employment

2018 Senior Director for Education
The Stern Center for Language and Learning, Vermont

2013- present Associate Professor, Psychology
Central Michigan University
Courses: Learning and Memory, Research Methods, Cognitive Psychology

2009- 2013 Assistant Professor, Psychology
Central Michigan University

2006- 2009 R01-funded Post Doctoral Researcher
University of Massachusetts
Measured eye movements and brain waves in order to investigate the time course of phonological processing during silent reading.

2008 Consultant
National Institute for Literacy

2003 - 2007 Instructor, School of Cognitive Science
Hampshire College
Courses: The Reading Brain, Language and the Brain, Meanings of Literacy, Cognitive Neuroscience

Employment (cont'd)

- 2003 - 2005 NIH-funded, Pre-Doctoral Researcher
University of Massachusetts
Monitored eye movements during silent sentence reading in order to investigate the role of phonological processing in skilled reading.
- 1999 - 2003 Research Assistant for Dr. Keith Rayner
University of Massachusetts
Conducted eye movement studies of silent reading processes.
- 1997 - 1998 Consultant
Massachusetts Department of Education
Drafted Language Arts Curriculum Frameworks.
- 1994 - 1997 Founding Director
The Language Training Institute, Marburn Academy, Columbus OH
Course: Teaching Reading to Children with Learning Difficulties
(offered through The Ohio State University and Capitol University)
Conducted structured literacy training for teachers from private and public schools, supervised nine-month practica, conducted professional development workshops in phonological awareness, supervised a summer reading and language camp, tutored students in first, second, third, and seventh grade.
- 1992 Teaching Assistant for Developing Reading in Adults
Instructor: Dr. John Strucker, Harvard Extension School
Supervised tutorials and assessment.
- 1991 - 1994 Adult Basic Education Teacher
Jobs for Youth, Boston MA
Restructured GED program to account for differences in reading ability, performed intake reading assessments, taught adults reading in the 4th -6th grade range literature, writing, civics, & science.
- 1991 - 1993 Educational Assessment, School Functions Program
Supervisor: Dr. Jean Ciborowski
Children's Hospital, Harvard Medical School, Cambridge MA
Worked with a psychologist and neurologist to perform interdisciplinary assessments of children in preschool, elementary school, and high school.
- 1990 -1991 Research Assistant in the Cambridge Public Schools
Faculty member: Dr. Colette Daiute
Harvard Graduate School of Education, Cambridge MA
Recorded children in the classroom during collaborative writing sessions.

Publications

Peer-reviewed Journal Articles

Ashby, J., Roncero, C., de Almeida, R.G., & Agauas, S.J. (2017). The early processing of metaphors and similes: Evidence from eye movements. *Quarterly Journal of Experimental Psychology*, *71*(1), 161-168.

Jared, D., Ashby, J., Agauas, S. J., & Levy, B. A. (2016). Phonological activation of word meanings in Grade 5 readers. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *42*, 524-541.

Scherr, K.C., Agauas, S.J., Ashby, J. (2015). The text matters: eye movements reflect the cognitive processing of interrogation rights. *Applied Cognitive Psychology*, *30*(2), 234-241.

Ashby, J., Dix, H., Bontrager, M., Dey, R., & Archer, A. (2013). Phonemic awareness contributes to text reading fluency: Evidence from eye movements. *School Psychology Review*, *42*(2), 157-170.

Ashby, J., Yang, J., Evans, K., Rayner, K. (2012). Eye movements and the perceptual span in silent and oral reading. *Attention, Perception, & Psychophysics*, *74*, 634-640. doi: <http://dx.doi.org/10.3758/s13414-012-0277-0>

Jones, M., Ashby, J., Branigan, H. (2012). Dyslexia and fluency: Parafoveal and foveal influences on rapid automatized naming. *Journal of Experimental Psychology: Human Perception and Performance*. doi: <http://dx.doi.org/10.1037/a0029710>

Ashby, J. (2010). Phonology is fundamental in skilled reading: Evidence from ERPs. *Psychonomic Bulletin & Review*, *17*, 95-100.

Ashby, J., Sanders, L.D., Kingston, J. (2009). Skilled readers begin processing phonological features by 80 ms: evidence from ERPs. *Biological Psychology*, *80*, 84-94.

Ashby, J. & Martin, A.E. (2008). Prosodic phonological representations early in visual word recognition. *Journal of Experimental Psychology: Human Perception & Performance*, *34*, 224-236.

Ashby, J. (2006). Prosody in silent skilled reading: Evidence from eye movements. *Journal of Research in Reading*, *29*, 318-333.

Ashby, J., Treiman, R., Kessler, B., & Rayner, K. (2006). Vowel processing during silent reading: Evidence from eye movements. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *32*, 416-424.

Rayner, K., Chace, K. Slattery, T., Ashby, J. (2006). Eye movements as reflections of comprehension processes in reading. *Scientific Studies of Reading*, *10*, 241-256.

Publications (cont'd)

Ashby, J. & Clifton, C., Jr. (2005). The prosodic property of lexical stress affects eye movements during silent reading. *Cognition*, *96*, B89-B100.

Ashby, J., Rayner, K., & Clifton, C., Jr. (2005). The reading patterns of highly-skilled and average readers: Evidence from eye movements. *Quarterly Journal of Experimental Psychology: Section A*, 58, 1065-1086.

Ashby, J. & Rayner, K. (2004). Representing syllable information in word recognition during silent reading: Evidence from eye movements. *Language and Cognitive Processes*, 19, 391-426.

Rayner, K., Ashby, J., Pollatsek, A. & Reichle E. (2004). The effects of frequency and predictability on eye fixations in reading: Implications for the EZ Reader model. *Journal of Experimental Psychology: Human Perception and Performance*, 30, 720-732.

Rayner, K., Juhasz, B., Ashby, J. & Clifton, C., Jr. (2003). Inhibition of saccade return in reading. *Vision Research*, 43, 1027-1034.

Rayner, K., Binder, K.S., Ashby, J. & Pollatsek, A. (2001). Eye movement control in reading: word predictability has little influence on initial landing position. *Vision Research*, 41, 943-954.

Book and Book Chapters

Ashby, J. (2016). Why does prosody accompany fluency? Re-conceptualizing the role of phonology in reading. In A. Khateb and I.B. Kochova (Eds.), *Current Insights from Neuro-Cognitive Research and Intervention Studies*. Springer International Publishing, Switzerland.

Rayner, K., Pollatsek, A., Ashby, J., & Clifton, Jr., C.E. (2012). *The Psychology of Reading*. Psychology Press.

Ashby, J., & Rayner, K. (2012). Reading in alphabetic writing systems: Evidence from cognitive neuroscience. In M. Anderson (Ed.), *Cognitive Neuroscience: The good, the bad, and the ugly*. Oxford University Press.

Halderman, L.K., Ashby, J., Perfetti, C. (2012). Phonology: An early and integral role in identifying words. In J.S. Adelman (Ed.), *Visual Word Recognition* (pp.207-228). New York: Psychology Press.

Ashby, J., & Rayner, K. (2005). Literacy development: Insights from research on skilled reading (Chapter 4). In D. Dickinson & S.B. Neuman (Eds.), *Handbook of Early Literacy Research, Vol. 2*, 52-63. NY: Guilford Press.

Wolf, M. & Ashby, J. (2007). A brief history of time, phonology, and other explanations of developmental dyslexia. In K. W. Fischer, J. H. Bernstein, & M. H. Immordino-Yang (Eds.), *Mind, Brain, and Education in Learning Disorders*. Cambridge, U.K.: Cambridge University Press

Invited Talks

2017

- Forging connections for reading fluency
- The eyes have it: Understanding the cognitive processes involved in silent reading. The Stern Center for Language and Learning. Burlington, VT.

2016

When children become fluent readers, do they leave phonology behind? Evidence from brain-imaging and eye movements.
Literacy Symposium. Webinar for Voyager Sopris.

Publications Invited Talks (cont'd)

- 2013 How prosodic processing contributes to the fluency of skilled readers of English: Evidence from eye movements and ERPs.
Brain, Mind, & Fluency International Conference, Haifa University, Israel.
- 2010 What eye movements tell us about skilled reading.
LETRS Annual Summit, New Orleans
- 2008 Parafoveal phonological processing in skilled word recognition.
The 3rd China International Conference on Eye Movement Studies

Awards, Grants & Fellowships

- 2017 Orthographic and Phonological Processing in Children with Language Impairment with and without Dyslexia.
Clinical Research Grant from the American Speech and Hearing Association.
- 2010-2013 Eye Spy Literacy Project
Early Career Investigator Award from Central Michigan University
The internal grant supported pilot data collection from children in grades 1-3 to investigate cognitive factors in early reading development.
- 2006 - 2009 The Nature and Time Course of Phonological Representations in Reading
National Institutes of Child Health and Human Development
This grant funded my post-doctoral work at the University of Massachusetts.
- 2003 - 2005 Kirschstein National Research Service Award
National Institutes of Child Health and Human Development
This grant funded my doctoral work at the University of Massachusetts.

Academic Service

Reviewer for Peer-reviewed Journals

AERA, Attention, Perception & Psychophysics, Behavioral, Affective, & Cognitive Neuroscience, Biological Psychology, Brain and Language, British Journal of Experimental Psychology, Cognition, Dyslexia, Journal of Cognitive Neuroscience, Journal of Educational Psychology, Journal of Experimental Psychology (LMC, HPP, Applied, and General editions), Journal of Memory and Language, Journal of Neuroscience, Journal of Psycholinguistic Research, Language and Cognitive Processes, Psychonomic Bulletin & Review, Memory & Cognition, Psychological Review, Psychological Science, Quarterly Journal of Experimental Psychology, Reading Psychology, Science, Scientific Studies of Reading

Reviewer for Grant Agencies

- 2013 Canada Foundation for Innovation Project 32027
National Science Foundation: Major Research Instrumentation Competition
- 2012 National Science Foundation, Proposal# 1251340
Connecting eye movements during reading to off-line sentence comprehension.

Academic Service (*cont'd*)

- 2011 Netherlands Initiative for Brain and Cognition (€ 200K)
The effects of instruction and visual support on situation model construction: A new method for teaching reading comprehension.
- 2010 Social Sciences and Humanities Research Council of Canada

Community Service

- 2018 Board Member, Michigan Branch of International Dyslexia Association
- 2013-2015 Developed and implemented *Ready to Read?*, a program that provided phonological awareness screening for more than 450 preschool children and promoted phonological awareness activities to parents and teachers.
- 1995-1997 President of the Central Ohio Branch of the Orton Dyslexia Society (now IDA).

Professional Affiliations

Academy of Orton Gillingham Practitioners and Educators, Associate Member
American Speech and Hearing Association
Brain and Behavioral Sciences Associate
International Dyslexia Association
Psychonomic Society