

Curriculum Vitae
NANCY C. JORDAN
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Google Scholar Link: <https://scholar.google.com/citations?user=ZKxfXi0AAAAJ&hl=en>

Education

Doctor of Education, Human Development, Harvard University,
Cambridge, MA 1985

Master of Arts in Teaching, Northwestern University, Evanston, IL

Bachelor of Arts, University of Iowa, Iowa City, IA

Academic Honors

Phi Beta Kappa, University of Iowa.

Distinction on Qualifying Paper, Harvard Graduate School of Education.

Henry Rutgers Research Fellowship for outstanding junior faculty, Rutgers University.

New Jersey Psychological Association Research Award for the Study of Contemporary
Social Problems.

Phi Kappa Phi, University of Delaware.

Distinguished Faculty Award, College of Education and Human Development,
University of Delaware (2009).

Google Classic Award for top cited paper in Early Childhood Education in 2006

Relevant Professional Experience

2004 - Professor, School of Education, University of Delaware, Newark, DE.

1997 - 2004 Associate Professor. School of Education, University of
Delaware, Newark, DE.

1995 - 1997 Assistant Professor. School of Education. University of
Delaware, Newark, DE.

- 1990 - 1995 Assistant Professor. Department of Educational Psychology. Graduate School of Education, Rutgers University, New Brunswick, NJ.
- 1987 - 1989 Post-Doctoral Research Fellow in Child Development (National Institute of Child Health and Human Development). Department of Psychology. University of Chicago, Chicago, IL.
- 1985 - 1987 Head of Special Education Services. Clinical Center for the Study of Development and Learning. University of North Carolina, Chapel Hill, NC.
- 1984 - 1985 Instructor. Graduate School of Education. Harvard University, Cambridge, MA.
- 1982 - 1985 Psycho-educational Specialist. Division of Ambulatory Pediatrics. The Children's Hospital, Boston, MA.
- 1980 - 1982 Teaching Fellow. Graduate School of Education. Harvard University, Cambridge, MA.
- 1977 - 1979 Learning Disabilities Teacher Consultant. Berwyn Public Schools. Berwyn, IL. (tenure granted).

Research Funding

- 2016 – 2020 Developing a Fraction Sense Intervention for Students with or at Risk for Mathematics Difficulties. U. S. Department of Education, Institute of Educational Sciences. Principal Investigator (with Nancy Dyson). \$1,499,997.
- 2015 – 2019 Refining and Validating a Number Sense Screener for Identifying Children at Risk for Mathematical Difficulties in School. U. S. Department of Education, Institute of Educational Sciences. Principal Investigator (with Alice Klein). \$1,598,792
- 2010 – 2015 Improving Understanding of Fractions among Students with Mathematical Learning Difficulties. Special Education Research and Development Center. U. S. Department of Education, Institute of Educational Sciences. Principal Investigator (with Lynn Fuchs and Robert Siegler). \$9,896,532
- 2008 – 2013 Developing Number Sense in Children at Risk for Mathematics Learning Disabilities (R01 HD059170). National Institute of Child Health and Human Development. Principal Investigator. \$1,869,094

- 2003 – 2008 A Developmental Study of Mathematics Disabilities (R01 HD036672). Competing Continuation Grant. National Institute of Child Health and Human Development. Principal Investigator. \$1,614,468
- 1999 - 2002 A Developmental Study of Mathematics Disabilities (R01 HD036672).. National Institute of Child Health and Human Development. Principal Investigator. \$440,472
- 1996 - 1997 Development of problem-solving skills in children with mathematics difficulties. General University Research Program, University of Delaware. \$6,000
- 1992 – 1994 Mathematics abilities in children at risk. Research Council Grant. Rutgers University. \$6,000
- 1991 - 1992 Verbal and nonverbal calculation abilities in young children from low- and middle-income families. Spencer Foundation Small Grant. \$7,500
- 1989 - 1990 Henry Rutgers Research Fellowship. Rutgers University. \$10,000
- 1984 - 1985 Language-processing abilities in children: A developmental study based on speech-shadowing techniques. Doctoral Dissertation Research Grant. National Science Foundation. \$3,000

Training Program Awards

- 2013 – 2017 Postdoctoral Training in Children’s Mathematics, Language, and Cognition (R305B130012). Postdoctoral Training in the Education Sciences. Principal Investigator (with Roberta Golinkoff and Henry May). \$681,600

Journal Articles

- Dyson, N., Rodrigues, J., Barbieri, C, Rinne, L. & Jordan, N. C (under revision). A Fraction Sense Intervention for Students with or at Risk for Mathematics Difficulties
- Hansen, N., Rinne, L., Jordan, N. C. Ye, A. Resnick, I., Rodrigues, J. & (in press). Co-development of fraction magnitude knowledge and mathematics achievement from fourth through sixth grade. *Learning and Individual Differences*.
- Jordan, N.C., Resnick, I., Rodrigues, J., Hansen, N. & Dyson, N. (2017). The Delaware longitudinal study of fraction learning: Implications for helping children with mathematics difficulties. *Journal of Learning Disabilities*. 50(6) 621-630
DOI: 10.1177/002221941662033
- Gersten, R. Schumacher, R.F., & Jordan, N.C. (2017). Life on the number line: Routes to understanding fraction magnitude for students with difficulties learning mathematics. *Journal of Learning Disabilities*. 50(6) 655-657 DOI: 10.177/0022219416662625
- Gersten, R. & Jordan, N.C. (217). Introduction to the special series on fraction

- learning. *Journal of Learning Disabilities*, 50(6) 612-613
DOI:10.1177/0022219416662031
- Jordan, N.C., Rinne, L., & Resnick, I. (2017). Magnitude, numerosity, and development of number. Implications for mathematics disabilities. *Behavioral and Brain Sciences*, 40, doi:10.1017/S0140525X16002132
- Rinne, L., Ye, A., & Jordan, N. C. (2017). Development of fraction comparison strategies: A Latent Transition Analysis. *Developmental Psychology*, 53(4), 713-730. <http://dx.doi.org/10.1037/dev0000275>
- Bailey, D., Hansen, N., & Jordan, N.C. (2017). The co-development of children's fraction arithmetic skill and fraction magnitude understanding. *Journal of Educational Psychology*. 109(4), 509-519.
<http://dx.doi.org/10.1037/edu0000152>
- Hansen, N., Jordan, N. C., & Rodrigues, J. (2017). Identifying persistent learning difficulties in fractions: A Longitudinal study of student growth from third through sixth grade. *Contemporary Educational Psychology*, 50(c), 49-59.
<https://doi.org/10.1016/j.cedpsych.2015.11.002>
- Rodrigues, J., Dyson, N., Hansen, N., & Jordan, N.C. (2016). Preparing for algebra by building fraction sense. 49 (2) *Teaching Exceptional Children*.
- Ye, A., Resnick, I., Hansen, N., Rodrigues, J., Rinne, L. & Jordan, N.C. (2016). Pathways to fraction learning: Numerical abilities mediate the relation between early cognitive competencies and later fraction knowledge. *Journal of Experimental Child Psychology*, 152, 242-263.
- Resnick, I., Jordan, N. C., Hansen, N., Rajan, V., Rodrigues, J., Siegler, R. S., & Fuchs, L. (2016). Developmental Growth Trajectories in Understanding of Fraction Magnitude from Fourth through Sixth Grade. *Developmental Psychology*, 52 (5) 746-757.
<http://dx.doi.org/10.1037/dev0000102>
- Fuchs, L. S., Malone, A., Schumacher, R., Namkung, J., Hamlett, C. L., Jordan, N. C., Siegler, R. S., Gersten, R., & Changas, P. (2016). Supported self-explaining during fraction intervention. *Journal of Educational Psychology*, 108 (4), 493-508.
doi: <http://dx.doi.org/10.1037/edu0000073>
- Hassinger-Das, B., Jordan, N. C., & Dyson N. (2015). Reading stories to learn math: Mathematics vocabulary instruction for children with early numeracy difficulties. *The Elementary School Journal*, 116 (2), 242-264.
- Dyson, N., Jordan, N. C., Beliakoff, A., & Glutting, J. (2015). A kindergarten number sense intervention for low-achieving children with contrasting practice conditions. *Journal for Research in Mathematics Education*, 46(3), 280-319.
- Hansen, N., Jordan, N. C., Fernandez, E., Siegler, R. S., Fuchs, L. S., Gersten, R. & Micklos, D.A. (2015). Predictors of fraction knowledge in sixth grade. *Cognitive Development*, 35, 34-49.
- Bailey, D.H., Zhou, X., Zhang, Y., Cui, J., Fuchs, L., Jordan, N. C., Gersten, R., & Siegler, R.S. (2015). Development of fraction concepts and procedures in U.S. and Chinese children. *Journal of Experimental Child Psychology*, 129, 68-83. doi: 10.1016/j.jecp.2014.08.006.
- Fuchs, L.S., Fuchs, D., Compton, D., Wehby, J., Shumacher, R.F., Gersten, R., & Jordan, N. C.,

- (2015). Inclusion versus specialized intervention for very low-performing students: What does *access* mean in an era of academic challenge? *Exceptional Children*, *82*(2), 132-157.
- Vukovic, R. K., Fuchs, L.S., Geary, D. C., Jordan, N. C., Siegler, R. S., & Gersten, R. (2014). Sources of individual differences in children's conceptual understanding of fractions. *Child Development*, *85*, 1461-1476. doi: 10.1111/cdev.12218
- Dyson, N., Jordan, N. C., & Hassinger-Das, B. (2015). The story of Kyle: Evidence-based number sense interventions can help kindergartners link their nonverbal understanding to symbolic representations of number, number relations, and number operations. *Teaching Children Mathematics*, *21*(6), 354-361.
- Hassinger-Das, B., Jordan, N. C., Glutting, J., Irwin, C., & Dyson, N. (2014). Domain general mediators of the relation between kindergarten number sense and first-grade mathematics achievement. *Journal of Experimental Child Psychology*. *118*, 78-92.
- Fuchs, L. S., Shumacher, R.F., Sterba, S.K., Long, J., Namkung, J., Malone, A., Hamlett, C. L., Jordan N.C., Gersten, R., Siegler, R.S., & Changas, P. (2014). Does working memory moderate the effects of fraction intervention? An Aptitude-Treatment Interaction. *Journal of Educational Psychology* *106* (2), 499-514. doi: 10.1037/a0034341
- Fuchs, L. S., Schumacher, R. F., Long, J., Namkung, J., Hamlett, C. L., Cirino, P. T., Jordan, N. C., Siegler, R. S., Gersten, R., & Changas, P. (2013, April 29). Improving at-risk learners' understanding of fractions. *Journal of Educational Psychology*. Advance online publication. doi: 10.1037/a003431
- Kauffman, L., Mazzocco, M. M., Dowker, A., von Aster, M., Gobel, S., Grabner, R. H., Henik, A., Jordan, N. C., Karmiloff-Smith, A.D., Kucian, K., Rubenstein, O., Szucs, D., Shalev, R., Nuerk, H. (2013). Dyscalculia from a developmental and differential perspective. *Frontiers in Developmental Psychology*, doi: 10.3389/fpsyg.2013.00516.
- Jordan, N. C., Hansen, N., Fuchs, L.S., Siegler, R. S., Gersten, R., & Micklos, D. (2013). Developmental predictors of fraction concepts and procedures. *Journal of Experimental Child Psychology*, *116*, 45-58. doi: 10.1016/j.jecp.2013.02.001
- Jordan, N. C., Glutting, J., Dyson, N., Hassinger-Das, B., & Irwin, C. (2012). Building kindergartners' number sense: A randomized controlled study. *Journal of Educational Psychology*. *104*(3), 647-660. doi: 10.1037/a0029018
- Dyson, N., Jordan, N. C., & Glutting, J. (2013). A number sense intervention for urban kindergartners at risk for mathematics learning difficulties. *Journal of Learning Disabilities*, *46*(2), 166-18. doi: 10.1177/0022219411410233
- Gersten, R., Clarke, B., Jordan, N. C., Newman-Gonchar, R., Haymond, K., & Wilkins, C. (2012). Universal screening in mathematics for students in the primary grades. *Exceptional Children*, *78*, 423-45.
- Jordan, N. C., Glutting, J., & Ramineni, C., & Watkins, M. W. (2010). Validating a number sense screening tool for use in kindergarten and first grade: Prediction of mathematics proficiency in third grade. *School Psychology Review*, *39*, 181-195.
- Jordan, N. C., Glutting, J., & Ramineni, C. (2010). The importance of number sense to mathematics achievement in first and third grades. *Learning and Individual Differences*, *20*, 82-88.
- Jordan, N. C., Kaplan, D., Ramineni, C., & Locuniak, M. N. (2009). Early math matters:

- Kindergarten number sense and later mathematics outcomes. *Developmental Psychology*, 45, 850-867.
- Jordan, N. C. & Levine, S. C. (2009). Socio-economic variation, number competence, and mathematics learning difficulties in young children. *Developmental Disabilities Research Reviews*, 15, 60-68.
- Locuniak, M. N. & Jordan, N. C. (2008). Using kindergarten number sense to predict calculation fluency in second grade. *Journal of Learning Disabilities*, 41(5), 451-459.
- Jordan, N. C., Kaplan, D., Ramineni, C., & Locuniak, M. N. (2008). Development of number combination skill in the early school years: When do fingers help? *Developmental Science*, 11(5), 662-668.
- Jordan, N. C. (2007). The need for number sense. *Educational Leadership*. 65(2), 63-66. [Selected also to be included in the 2009 e-book *Supporting the Whole Child: Reflections on Best Practices in Learning, Teaching, and Leadership*, ASCD].
- Jordan, N. C., Kaplan, D., Locuniak, M. N. & Ramineni, C. (2007). Predicting first-grade math achievement from developmental number sense trajectories. *Learning Disabilities Research and Practice*, 22(1), 36-46
- Jordan, N. C., Kaplan, D., Nabors Olah, L., & Locuniak, M. N. (2006). Number sense growth in kindergarten: A longitudinal investigation of children at risk for mathematics difficulties. *Child Development*, 77(1), 153-175. DOI: 10.1111/j.1467-8624.2006.00862.x
Google Scholar Classic: Top cited paper in Early Childhood Education
- Gersten, R., & Jordan, N. C. (2005). Early Screening and Intervention in mathematics difficulties: The need for action. *Journal of Learning Disabilities* 38(4), 291-292.
- Gersten, R., Jordan, N. C., & Flojo, J. R. (2005). Early identification and intervention for students with mathematics difficulties. *Journal of Learning Disabilities*, 38(4), 293-304.
- Hanich, L. B. & Jordan, N. C. (2004). Achievement-related beliefs of third-grade children with mathematics and reading difficulties. *Journal of Educational Research*, 97(5), 227-233.
- Jordan, N. C. & Hanich, L. B. (2003). Characteristics of children with moderate mathematics deficiencies: A longitudinal perspective. *Learning Disabilities Research and Practice*, 18(4), 213-221.
- Jordan, N. C., Hanich, L. B., & Kaplan, D. (2003). Arithmetic Fact Mastery in Young Children: A Longitudinal Investigation. *Journal of Experimental Child Psychology*, 85, 103-119.
- Jordan, N. C., Hanich, L. B., & Kaplan, D. (2003). A longitudinal study of mathematical competencies in children with mathematics difficulties versus children with co-morbid mathematics and reading difficulties. *Child Development*, 74(3), 834-850.
- Jordan, N. C., Kaplan, D., & Hanich, L. B. (2002). Achievement growth in children with learning difficulties in mathematics: Findings of a two-year longitudinal study. *Journal of Educational Psychology*, 94, 586-597.
- Hanich, L. B., Jordan, N. C., Kaplan, D., & Dick, J. (2001). Performance across different areas of mathematical cognition in children with learning difficulties. *Journal of Educational Psychology*, 93 (3), 615-626.
- Jordan, N. C. & Hanich, L. B. (2000). Mathematical thinking in second-grade children with different forms of learning difficulties. *Journal of Learning Disabilities*, 33 (6), 567-578.

- Jordan, N. C., & Montani, T. O. (1997). Cognitive arithmetic and problem solving: A comparison of children with specific and general mathematics difficulties. *Journal of Learning Disabilities, 30* (6), 634-634, 684.
- Jordan, N. C. (1995). Clinical assessment of early mathematical disabilities: Adding up the research findings. *Learning Disabilities Research and Practice, 10* (1), 59-69.
- Jordan, N. C., Levine, S. C., & Huttenlocher, J. (1995). Calculation abilities in young children with different patterns of cognitive functioning. *Journal of Learning Disabilities, 28* (1), 53-64.
- Jordan, N. C., Levine, S. C., & Huttenlocher, J. (1994). Assessing early arithmetic abilities: Effects of verbal and nonverbal response types on the calculation performance of middle- and low-income children. *Learning and Individual Differences, 6* (4), 413-432.
- Huttenlocher, J., Jordan, N. C., & Levine, S. C. (1994). A mental model for early arithmetic. *Journal of Experimental Psychology: General, 123* (3), 284-296.
- Jordan, N. C. (1994). Developmental assessment of reading disabilities. *Reading and Writing Quarterly, 10* (4), 297-311.
- Jordan, N. C., Levine, S. C., Huttenlocher, J. (1994). Development of calculation abilities in middle- and low-income children after formal instruction in school. *Journal of Applied Developmental Psychology, 15* (2), 223-240.
- Jordan, N. C., Huttenlocher, J. & Levine, S. C. (1992). Differential calculation abilities in children from middle- and low-income families. *Developmental Psychology, 28* (4), 644-653.
- Levine, S. C., Jordan, N. C., & Huttenlocher, J. (1992). Development of calculation abilities in young children. *Journal of Experimental Child Psychology, 53* (1), 72-103.
- Jordan, N. C. (1988). Language processing and reading ability in children: A study based on speech-shadowing techniques. *Journal of Psycholinguistic Research, 17* (5), 357-377.
- Jordan, N. C., & Levine, M. D. (1987). Learning disorders: Assessment and management strategies, *Contemporary Pediatrics, 4* (9), 31-62.
- Levine, M. D., & Jordan, N. C. (1987). Learning disorders: The developmental underpinnings. *Contemporary Pediatrics, 4* (8), 16-43

Published Tests and Educational Materials

- Jordan, N. C. & Dyson, N. (2013). *Number Sense Interventions*. Baltimore: Brookes.
- Jordan, N. C. & Glutting, J. (2012). *Number Sense Screener*. Baltimore: Brookes.

Books, Book Chapters and Research Reports

- Jordan, N. C., Rinne, L., & Hansen, N. (in press). Mathematics learning difficulties in the United States: Current issues in screening and intervention. In Fritz-Stratman, A., Haase, V. G., & Rasanen, P. (Eds.) *International Handbook of Mathematics Learning Difficulties*.
- Resnick, I., Newcombe, N. S., & Jordan, N. C. (in press). The relation between spatial reasoning and mathematics in children with mathematics learning difficulties. In Fritz-Stratman, A., Haase, V. G., & Rasanen, P. (Eds.) *International Handbook of Mathematics Learning Difficulties*.
- Jordan, N. C., Rodrigues, J., Hansen, N., & Resnick, I. (2017). Fraction Development in Children: Importance of Building Numerical Magnitude Understanding. In Geary, D.

- C., Koepke, K. M., Berch, D., & Ochsendorf, R. (Eds.) *Mathematical cognition and learning* (Volume 3). (pp.126-137) NY: Elsevier.
- Rittle-Johnson, B. & Jordan, N.C. (2016). *Synthesis of IES-funded research on mathematics: 2002 – 2013* (NCER 2016-2003) Washington, DC. National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the Institute website at <http://ies.ed.gov/>
- Jordan, N. C., & Dyson, N. (2016). Catching math problems early: Findings from the number sense intervention project. In A. Henik (Ed.), *Continuous issues in numerical cognition: How many or how much?* (pp. 60-79) NY: Elsevier.
- Siegler, R.S., Fuchs, L., Jordan, N.C, Gersten, R., & Ochsendorf, R. (2015). Center for Improving Understanding of Fractions: A progress report. *The Routledge International Handbook for mathematical difficulties and dyscalculia.* (pp. 292-303) London: Routledge.
- Jordan, N. C., Fuchs, L. S. & Dyson, N. (2015). Early interventions and mathematical cognition. In Cohen Kadosh, R. and Dowker, A. (Eds.) *Oxford handbook on numerical cognition.* (pp.1079-1097) Oxford, UK: Oxford University Press.
- Frye, D., Baroody, A., Burchinal, M., Carver, S. M., Jordan, N. C., & McDowell, J. (2013). *Teaching math to young children: A practice guide.* Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.
- Jordan, N. C. (2010). Early predictors of mathematics achievement and mathematics learning difficulties. In R.E. Tremblay, R.G. Barr, R.D. Peters, M. Boivin, (Eds.), *Encyclopedia on early childhood development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development;1-6. Available at: <http://www.child-encyclopedia.com/documents/JordanANGxp.pdf>
- National Research Council (2009). *Mathematics learning in early childhood: Paths toward excellence and equity.* Committee on Early childhood Mathematics, C.T. Cross, T.A. Woods, and H. Schweingruber, (Eds), Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. (Committee member)
- Jordan, N. C., Glutting, J., & Ramineni, C. (2008). A number sense assessment too for identifying children at risk for mathematical difficulties. In A. Dowker (Ed.), *Mathematical difficulties: Psychology and intervention*, (pp. 45-58), San Diego, CA: Academic Press.
- Gersten. R. G., Clarke, B. S., & Jordan, N. C. (2007). *Screening for mathematics difficulties in K-3 students.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Jordan, N. C. (2007). Decoding children's math problems: Connections between mathematics and reading difficulties. In Berch D. B. and Mazzocco, M. M. M. (Eds.), *Why is math so hard for some children? The nature and origins of mathematical learning difficulties and disabilities*, (pp. 107-120), Baltimore, MD: Paul H. Brookes.
- Jordan, N. C., Hanich, L., & Uberti, H. Z. (2003). Mathematical thinking and learning disabilities. In A. Baroody & A. Dowker (Eds.), *The development of arithmetic concepts and skills. Recent research and theory* (pp. 359-383), Mahwah, NJ: Erlbaum.

- Jordan, N. C. (1997). A developmental framework for the assessment of reading disabilities. To appear in L. R. Putnam (Ed.), *Readings on language and literacy: Essays in honor of Jeanne S. Chall*. Cambridge, MA: Brookline.
- Jordan, N. C. & Montani, T. O. (1996). Mathematics difficulties in young children: Cognitive and developmental perspectives. Chapter in T. E. Scruggs & M. A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities (volume 10, part A)* (pp. 101 - 134). Greenwich, CT: JAI Press.
- Jordan, N. C., & Goldsmith-Phillips, J. (Eds.) (1994). *Learning disabilities: New directions for assessment and intervention*. Boston: Allyn and Bacon.
- Jordan, N. C., Levine, S. C., & Huttenlocher, J. (1994). Differential calculation abilities in young children at risk: Linking research with assessment and instruction. In N. C. Jordan N. C. & J. Goldsmith-Phillips (Eds.), *Learning disabilities: New directions for assessment and intervention* (pp. 147-162). Boston: Allyn and Bacon.
- Jordan, N. C., & Reed, M. S. (1988). Reading disorders in early adolescence. In M. D. Levine & E. R. McAnarney (Eds.), *Early adolescent transitions* (pp. 226-244). New York: D. C. Heath.
- Levine, M. D., & Jordan, N. C. (1987). Neuro-developmental dysfunctions: Their cumulative effects and interactions in middle childhood. In J. J. Gallagher & C. T. Ramey (Eds.), *The malleability of children* (pp. 141-154). Baltimore: Paul H. Brookes.

Recent Selected Presentations

- Jordan, N.C. & Barbieri, C. (2017). Usable knowledge for improving mathematical learning: Bridging research in cognition and development with educational practice in diverse contexts. Symposium presented at the biennial meeting of the Cognitive Development Society, Portland, OR, October.
- Barbieri, C., Jordan, N.C., Dyson, N. & Rodrigues, J. (2017). Using principles from cognition and learning to develop fraction knowledge in struggling middle schoolers. Paper presented at the biennial meeting of the Cognitive Development Society, Portland, OR, October.
- Rodrigues, J., Jordan, N.C., Hansen, N., Resnick, I., & Ye, A. (2107). Identifying fraction concepts measures as effective screeners of mathematics risk status. Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR, October.
- Devlin, B., Beliakoff, A., Barbieri, C., Klein, A., & Jordan, N.C. (2017). Demographic differences in early number competencies. Effects of gender and income status. Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR, October.
- Jordan, N.C. (2017). Living on the number line: Development of fraction magnitude understanding in children at risk for learning difficulties in mathematics. Invited colloquium presented at UMass, Department of psychological and brain sciences.
- Jordan, N.C. & Rinne, L. (2017) Connections between calculation fluency and reading fluency: Findings from a longitudinal study between third and fifth grade. Invited paper presented a STEM Education, Learning Disabilities and the Science of Dyslexia. National Science Foundation, Washington, D.C., September.
- Rajan, V., & Jordan. N.C. (2017). The contribution of self-regulation to different aspects of

- early number competence in preschool. Presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Barbieri, C., Booth, J.L., & Jordan, N.C. (2017). The effects of incorrect worked examples on students' misconceptions and learning of mathematical content. Presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Hansen, N., Rinne, L., Ye, A., Resnick, I., Rodrigues, J. & Jordan, N.C. (2017). Co-development of mathematics achievement with fraction estimation and fraction comparison from fourth through sixth grade. Presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Rajan, V. & Jordan, N.C. (2017). Individual differences in preschool number competencies: The role of subitizing. Presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Rinne, L., Rodrigues, J., & Jordan, N.C. (2017). Reading fluency directly influences the development of multiplication fluency. Presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Resnick, I., Barbieri, C., Rinne, L., Hurwitz, A., & Jordan, N.C. (2017). Relation between decimal and fractions understanding and the role of magnitude understanding in overall math achievement. Presented at the Biennial Meeting of the Society for Research in Child Development.
- Jordan, N., Dyson, N., Rodrigues, J., Barbieri, C. & Rinne, L. (2017). A fraction sense intervention for middle school students with math difficulties. Presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Dyson, N., Rodrigues, J., & Jordan, N. C. (2016). Many concepts, few numbers: A novel approach to math interventions. Paper to be presented at the INNOV8 Engaging the Struggling Learning meeting of National Council of Teachers of Mathematics (NCTM), St. Louis, MO.
- Ye, A., Hansen, N., Resnick, I., Rodrigues, J., & Jordan, N.C. (2016). Developmental pathways to fraction learning. Presented at the American Psychological Association 2016 Annual Convention. Denver, CO.
- Jordan, N.C. Resnick, I., Rodrigues, J., Hansen, N. & Dyson, N. (2016). The Delaware longitudinal study of fraction learning: Implications for students with mathematics difficulties. Invited paper presented at the 13th International Congress on Mathematical Education. Hamburg, Germany.
- Rinne, L., Ye, A., & Jordan, N.C. (2016). The development of fraction comparison ability: A latent transition analysis of the change in strategy selection over time. Presented at Math Cognition and Learning Conference by National Institute of Child Health and Human Development. Fort Worth, Texas.
- Ye, A., Rajan, V., & Jordan, N.C. (2016). Latent growth trajectory of the linearity in fraction number line estimation. Presented at American Education Research Association Annual Meeting, Washington, D.C.
- Rodrigues, J., Hansen, N., Resnick, I., Dyson, N.I., Ye, A., & Jordan, N.C. (2016). A practical and powerful screener of middle school mathematics difficulties. Presented at National Council of Teachers of Mathematics Research Conference, San Francisco, CA.
- Dyson, N., Rodrigues, J., Jordan, N. C., & Hansen, N. (2016). A research-based intervention for middle school students who struggle with fraction understanding.

- Presented at the Annual Conference of the Council for Exceptional Children, St. Louis, MO.
- Jordan, N. C. (2016). Developing number sense in children at risk for learning difficulties in mathematics. Invited presentation at the University of Eastern Finland, Joensuu, Finland.
- Jordan, N.C. (2016). Why so many children struggle to learn fractions and how we can help them. Invited presentation at the Fourth AMBLE (Arena for Mind, Brain, Learning, and Environment) International Symposium, Gothenburg, Sweden.
- Ye, A., Hansen, N., Resnick, I., Carrique, J., & Jordan, N.C. (2016). Mediation effects of latent numerical abilities on the associations between domain general competencies and fraction knowledge. Presented at the Society for Research on Educational Effectiveness Semi-annual Meeting. Washington, D.C.
- Jordan, N. (2015). Invited symposium on developing effective fractions instruction for children with math learning difficulties. IES Annual conference. Washington, DC.
- Resnick, I., Hansen, N., Carrique, J., Rajan, V. & Jordan, N. C. (2015). Developmental growth trajectories in fraction magnitude from fourth through sixth grade. Presented at the meeting of the Cognitive Development Society. Columbus, OH.
- Jordan, N. C. (2015). Development of early number sense shapes educational outcomes. S Symposium paper presented at the meeting of the Cognitive Development Society. Columbus, OH.
- Dyson, N. & Jordan, N.C. (2015). Developing number sense in struggling math students: It's not just for kindergarten. Professional development session presented at the Annual Conference of the Pennsylvania Branch of the International Dyslexia Association (PBIDA).
- Dyson, N. & Jordan, N.C. (2015). Developing fraction sense in struggling math students. Professional Development presented at the Annual Conference of the Pennsylvania Branch of the International Dyslexia Association (PBIDA).
- Jordan, N. C. (2015). Center for improving learning of fractions: Findings for the Delaware Longitudinal Study. Invited presentation at the NIH conference on Mathematical Cognition. St. Louis, MO.
- Jordan, N. C. (2015). A number sense intervention for low-achieving kindergartners: Effects of number list vs. number facts practice. Biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Carrique, J., Hansen, N., & Jordan, N. C. (2015). Growth and achievement in multiplication fluency from third through sixth grade. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Hansen, N., Resnick, I., & Jordan, N. C. (2015). Development of fraction number line estimation from fourth through sixth grade. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Hansen, N., Jordan, N. C., & Fernandez, E. F. (2015). Predictors of fractions concepts and procedures. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Jordan, N. C. (2015). A number sense intervention for children at risk for learning disabilities in mathematics: Research to practice. Annual Meeting of the Council for Exceptional Children. Invited presentation. San Diego, CA.

- Hansen, N., & Jordan, N. C. (2014). Growth trajectories in fraction knowledge from third through sixth grade. Poster presented at the Society for Research in Child Development Special Topics Meeting: Developmental Methodology, San Diego, CA.
- Jordan, N.C. (2014). Developing number sense in children at risk for learning difficulties in mathematics. Invited presentation. Committee on Education, University of Chicago.
- Jordan, N. C. (2014). Developing number sense in children at risk for learning disabilities in mathematics. Invited keynote presentation. European Association for Research in Learning and Instruction (EARLI), Division for Special Education. Zurich, Switzerland.
- Jordan, N. C. (2014). Center on Improving Learning of Fractions: Some preliminary findings from the Delaware Longitudinal Study. Invited presentation, Beijing Normal University. Beijing, China.
- Jordan, N. C., Hansen, N., Micklos, D., & Read, B. (2014). Barriers to learning fractions. Annual meeting of the Council for Exceptional Children. Invited presentation. Philadelphia, PA.
- Jordan, N. C. & McDowell, J. (2014). Teaching math to young children: The IES practice guide. Annual meeting of the Council for Exceptional Children. Invited presentation. Philadelphia, PA.
- Jordan, N. C. (2014). Teaching math to young children: The IES practice guide. South Carolina, REL. Invited presentation.
- Jordan, N. C. (2013). Why are fractions so hard? Invited paper presented at the meeting of the Society for Research in Educational Effectiveness (SREE). Washington, DC.
- Dyson, N., Jordan, N. C. (2012). Supporting Early Math Learning with a Targeted Number Sense Intervention. Paper presented at CEC/TED conference. Grand Rapids, MI.
- Dyson, N., Jordan, N. C. (2012). Evaluation of a number sense intervention for high- risk Kindergartners. Paper presented at the research pre-session of the Annual Meeting of the National Council of Teachers of Mathematics. Philadelphia, PA.
- Jordan, N., Dyson, N. C. (2012). Screening kindergarten math skills and developing interventions with the Number Sense Screener. Paper presented at the research pre-session of the Annual Meeting of the National Council of Teachers of Mathematics. Philadelphia, PA.
- Jordan, N.C., Dyson, N., & Glutting, J. (2011) Developing number sense in kindergartners at risk for learning difficulties in mathematics. Society for Research in Educational Effectiveness, Washington, D.C.
- Jordan, N. C., Dyson, N., & Glutting, J. (2011) Developing children's number sense. Society for Research in Child Development, Montreal.
- Dyson, N. & Jordan, N. C. (2011) Helping at risk kindergartners develop number. National Council for Teachers of Mathematics, Indianapolis.
- Jordan, N. C. (2011) Number sense and learning disabilities in mathematics. Invited presentation. University of Florida colloquium series.
- Jordan, N. C. (2010) What are the critical abilities that are used to identify students with mathematics and reading disabilities? Invited presentation at Defining the Intersection of Reading and Math Disability Workshop, National Institute of Child Health and Human Development.
- Dyson, N. & Jordan, N. C. (2010). Helping at-risk kindergartners grow in number sense:

- Can a small group intervention begin to close the gap. Association for Mathematics Teacher Educators, Irvine, CA.
- Jordan, N. C., Dyson, N., James, E., & Glutting, J. (2010). Developing number competence in kindergartners at risk for mathematics learning difficulties. American Educational Research Association, Denver, CO.
- Jordan, N. C. (2010) Early predictors of mathematics difficulties. Invited presentation. Florida State University colloquium series.
- Jordan, N. C. (2009), Making strides towards excellence and equity in early childhood mathematics: Policy, practice, and research recommendations. Society for Research in Child Development, Denver, CO.
- Jordan, N. C., Kaplan, D., Ramineni, C., & Locuniak, M. N. (2009). Early predictors of math achievement and growth in elementary school. Society for Research in Child Development, Denver, CO.
- Jordan, N. C., Kaplan, D., Ramineni, C., & Locuniak, M. N. (2008). Development of number combination skill in the early school years: When do fingers help? American Educational Research Association, New York, NY.
- Jordan, N. C. (2007). Predicting math outcomes from early number sense. Invited presentation. California Algebra Forum, May 8 -9.
- Jordan, N. C., Kaplan, D., Locuniak, M., & Ramineni, C. (2007). Predicting first-grade math achievement from developmental number sense trajectories. Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Jordan, N. C., (2006). Early predictors of math difficulties. International Congress of Applied Psychology, Athens, Greece.
- Jordan, N. C. (2006). Decoding children's math problems: Connections between math and reading difficulties. Pacific Coast Research Conference, San Diego, CA.
- Jordan, N. C., Kaplan, D., Nabors Olah, L., & Locuniak, M. (2005). Number sense growth in kindergarten: A longitudinal study of children at risk for mathematics difficulties. Society for Research in Child Development, Atlanta, GA.
- Jordan, N. C. (2005). Number sense and mathematics difficulties. Pacific Coast Research Conference, San Diego, CA.
- Jordan, N. C. (2004). Why do children have difficulties mastering basic number facts? A longitudinal investigation. Invited paper presented at the Numeracy and Literacy Network meeting of the Organization for Economic Cooperation and Development. El Escorial, Spain.
- Jordan, N. C. (2003). Relationships between reading and math disabilities. Invited workshop presented at the Philadelphia chapter of the International Dyslexia Association, Philadelphia, PA.
- Jordan, N. C., Hanich, L. B., & Kaplan, D. (2003). A longitudinal study of mathematical competencies in children with mathematics difficulties with and without co-morbid reading difficulties. Society for Research in Child Development, Tampa, FL.
- Jordan, N. C. (2002). Achievement growth in children with mathematical difficulties: Findings of a 2-year longitudinal investigation. Invited presentation. Mathematics Difficulties: Psychology, neuroscience, and interventions. Department of Experimental Psychology, University of Oxford, Oxford, UK.
- Hanich, L. B., Jordan, N.C., & Kaplan, D. (2002). Achievement-related beliefs of children with

mathematics difficulties. American Educational Research Association, New Orleans, LA.

Jordan, N. C., Kaplan, D.C., and Hanich, L.B. (2002). Achievement growth in children with mathematics difficulties: A 2-year longitudinal study. American Educational Research Association, New Orleans, LA.

Jordan, N. C., Hanich, L. B., Dick, J. & Kaplan, D. (2001). Patterns of mathematics difficulties in young children. Society for Research in Child Development, Minneapolis, MN.

Hanich, L. B. & Jordan, N. C. (2000). Mathematics difficulties in primary-school children. American Educational Research Association, New Orleans, LA.

Jordan, N. C. (2000). Mathematical thinking in young children with different forms of learning difficulties: A longitudinal study. Invited paper presented at the annual meeting of the Learning Disabilities Association, Reno, NV.

Recent Professional Service/ Recent Reviewing Activities

Advisory board. CAREER: Neural investigations of magnitude processing as a pathway to understanding mathematical thinking. NSF award. Joonkoo Park, University of Massachusetts. 2017-2022.

Advisory board. Using Non-symbolic Ratios to Promote Fraction Knowledge: A Neurocognitive Approach. NSF research grant. E. Hubbard and P. Matthews, University of Wisconsin-Madison. 2014 to 2018.

Advisory board. Proportional Reasoning, Whole Number Operations, and Numerical Estimation. NSF research grant. T. Boyer, Georgia Southern University. 2014 to 2017.

Advisory board. CAREER: The spatial foundation of symbolic numeracy skills in young children. NSF award. Elizabeth Gunderson. Temple University. 2015 to 2020.

Panel member. NICHD. Cognition and Perception Study Section. 2017.

Co-chair. NICHD. Learning Disabilities Hub Review Panel.

Panel member. National Governors' Association Early Math Expert Roundtable. 2013 to present.

Panel member. Technical Advisory Committee to support the development of a new early childhood assessment system. The Council of Chief State School Officers - Maryland and Ohio (2012 – present).

Field reviewer. *Exceptional Children* (2014 to present).

Editorial board member. *Journal of Educational Psychology* (2014 to present).

Principal reviewer. *Journal of Educational Psychology* (2014).

Editorial board member. *Journal of Experimental Child Psychology* (2011 to present).

Editorial board member. *Journal of Learning Disabilities* (1996 to present).

Editorial board member. *Learning Disabilities Research and Practice* (1995 to 1998; 2001 to present).

Editorial board member. *Annals of Dyslexia* (2007 - 2015)

Program committee, Conference on Improving Mathematics and Science Education for All Students, Society for Research on Educational Effectiveness (SREE). September, 2011.

Expert panel member. *Early Math Practice Guide*. What Works Clearinghouse. Institute of Educational Sciences, U.S. Department of Education (2010 - 2013).

Member, Scientific Review Panel. Math and Science Learning, Institute for Educational Sciences (2005 - 2007; 2008 – 2011; 2013; 2015).

Advisory board member. Astroblast Math. Scholastic Media.

Consultant. Math is Everywhere Project. Sesame Street Workshop. New York, NY.

Member. Go Grant Review Panel. National Institutes of Health (2009).

Member. National Committee on Early Childhood Mathematics. Center for Education, The National Academies, (2007 - 2009).

Reviewer. National Mathematics Advisory Panel (2007).

Ad hoc reviewer. National Science Foundation. (2011-2012).

Ad hoc reviewer. National Institutes of Child Health and Human Development (2000 to present).

Member. ERIC Steering Committee (2004 - 2005).

Core Network member. Numeracy Network, Brain and Learning Project, Organization for Economic Cooperation and Development. (2004)

Member advisory panel. Development, Implementation, and Impact Evaluation of Academic Instruction for After-School Programs. U. S. Department of Education. (2004 - 2007)

Member. Scientific Review Panel. National Institute for Child Health and Human Development (2000; 2003; 2004).

Small Grants Advisory Board. Spencer Foundation (1998 to 2000)

Member. Scientific Review Panel, Interagency Educational Research Initiative, National Science Foundation (1999).

Editorial board member. *Journal of Educational Research* (1995 to 2001).

Recent Ad hoc reviewing. *Cognition, Developmental Psychology, Exceptional Children, Journal of Experimental Child Psychology, Journal for Research in Mathematics Education, Child Development, Journal of Educational Psychology, Early Childhood Research Quarterly, Journal of Special Education, Journal of Speech and Language Research, Developmental Science, Journal of Experimental Psychology: Applied, Remedial and Special Education, Science, Learning and Individual Differences, Cognitive Development, Elementary School Journal.*

Recent Professional Memberships

Society for Research in Child Development

Cognitive Development Society

Mathematical Cognition and Learning Society

American Educational Research Association

Council for Exceptional Children

Association for Psychological Science

American Psychological Association

Phi Kappa Phi (President, University of Delaware Chapter, 2005-2006)