

# Matthew C. Zajic, PhD

Curriculum Vitae

(02-26-2021)

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Intellectual Disability/Autism Program  
Department of Health & Behavior Studies  
Teachers College, Columbia University  
525 W. 120<sup>th</sup> Street  
New York, NY 10027  
mcz2114@tc.columbia.edu

## EDUCATION

- 2013-2018      PhD, Education (Emphasis: Learning and Mind Sciences)  
Designated Emphasis: Writing, Rhetoric, and Composition Studies  
University of California, Davis  
Dissertation Committee: Peter Mundy, PhD (Chair); Christopher Thaiss, PhD; Megan Welsh,  
PhD; Steve Graham, EdD
- 2008-2012      BA, Sociology with high honors  
Minors: Education (Applied Psychology); Professional Writing (Professional Editing)  
University of California, Santa Barbara

## APPOINTMENTS

- 2020-Present      Assistant Professor of Intellectual Disabilities/Autism  
Intellectual Disability/Autism Program  
Applied Sciences of Learning and Special Education Cluster  
Department of Health & Behavior Studies  
Teachers College, Columbia University
- 2019-2020      Lecturer  
Education Leadership, Foundations, & Policy  
Curry School of Education and Human Development  
University of Virginia
- 2018-2020      Postdoctoral Research Training Fellow in Autism Spectrum Disorders and Education  
National Center for Special Education Research, Institute of Education Sciences  
Reading and Academic Development Research Group  
Center for the Advanced Study of Teaching and Learning  
Curry School of Education and Human Development  
University of Virginia

## PUBLICATIONS

### PUBLISHED PEER-REVIEWED ARTICLES

23. McIntyre, N. S., Grimm, R., Solari, E., Zajic, M. C., & Mundy, P. (2020). Growth in narrative retelling and inference abilities and relations with reading comprehension in children and adolescents with autism spectrum disorder. *Autism & Developmental Language Impairments*. Advance Online Publication. <https://doi.org/10.1177/2396941520968028>

## Matthew C. Zajic, PhD

22. **Zajic, M. C.**, Solari, E. J., McIntyre, N., Lerro, L., & Mundy, P. C. (2020). Observing visual attention and writing behaviors during a writing assessment: Comparing children with autism spectrum disorder to peers with attention-deficit/hyperactivity disorder and typically developing peers. *Autism Research*. Advance Online Publication. <https://doi.org/10.1002/aur.2383>
21. Sparapani, N. J., Solari, E. J., Towers, L., McIntyre, N. S., Henry, A. R., & **Zajic, M.** (2020). Secondary analysis of reading-based activities utilizing a scripted language approach: Evaluating interactions between students with autism and their interventionists. *Journal of Speech, Language, and Hearing Research*, *63*(9), 3130-3154. [https://doi.org/10.1044/2020\\_JSLHR-19-00146](https://doi.org/10.1044/2020_JSLHR-19-00146)
20. Finnegan, E., Asaro-Saddler, K., & **Zajic, M. C.** (2020). Production and comprehension of pronouns in individuals with autism: A meta-analysis and systematic review. *Autism: International Journal of Research and Practice*. Advance Online Publication. <https://doi.org/10.1177/1362361320949103>
19. Gillespie-Lynch, K., Hotez, E., **Zajic, M. C.**, Bublitz, D., Riccio, A., Gaggi, N., DeNigris, D., Luca, K., & Kofner, B. (2020). Comparing the writing skills of autistic and nonautistic university students: A collaboration with autistic university students. *Autism: International Journal of Research and Practice*. Advance Online Publication. <https://doi.org/10.1177/1362361320929453>
18. **Zajic, M. C.**, Solari, E. J., McIntyre, N., Lerro, L. & Mundy, P. (2020). Task engagement during narrative writing in school-age children with autism spectrum disorder compared to peers with and without attentional difficulties. *Research in Autism Spectrum Disorders*, *76*, 101590. <https://doi.org/10.1016/j.rasd.2020.101590>
17. Bullen, J. C., Swain Lerro, L., **Zajic, M. C.**, McIntyre, N., & Mundy, P. (2020). A developmental study of mathematics in children with autism spectrum disorder, symptoms of attention deficit hyperactivity disorder, or typical development. *Journal of Autism and Developmental Disorders*. Advance Online Publication. <https://doi.org/10.1007/s10803-020-04500-9>
16. **Zajic, M. C.**, Solari, E. J., McIntyre, N., Lerro, L. & Mundy, P. (2020). Overt planning behaviors during narrative writing in school-age children with autism spectrum disorder and attention-deficit/hyperactivity disorder. *Research in Developmental Disabilities*, *100*, 103631. <https://doi.org/10.1016/j.ridd.2020.103631>
15. **Zajic, M. C.**, Solari, E. J., Grimm, R., McIntyre, N., & Mundy, P. (2020). Relationships between reading profiles and narrative writing abilities in school-age children with autism spectrum disorder. *Reading and Writing: An Interdisciplinary Journal*. Advance Online Publication. <https://doi.org/10.1007/s11145-020-10015-7>
14. Solari, E. J., Henry, A. R., McIntyre, N. S., Grimm, R. P., **Zajic, M. C.**, Towers, L. E., & Decker, C. (2020). Testing the effects of a pilot listening comprehension and vocabulary intervention for individuals with ASD. *Research in Autism Spectrum Disorders*, *71*, 101501. <https://doi.org/10.1016/j.rasd.2019.101501>
13. Dunn, M., **Zajic, M. C.**, & Berninger, V. W. (2020). Understanding the self in self-regulated writing of students in grades 4 to 9 with dysgraphia. *International Journal of School & Educational Psychology*. Advance Online Publication. <https://doi.org/10.1080/21683603.2020.1721384>
12. **Zajic, M. C.**, & Wilson, S. E. (2020). Writing research involving children with autism spectrum disorder without a co-occurring intellectual disability: A systematic review using a language domains and mediational systems framework. *Research in Autism Spectrum Disorders*, *70*. Advance Online Publication. <https://doi.org/10.1016/j.rasd.2019.101471>
11. **Zajic, M. C.**, & Asaro-Saddler, K. (2019). Issue editor foreword: Supporting writers across the autism spectrum. *Topics in Language Disorders*, *39*(2), 123-127. doi: 10.1097/TLD.0000000000000182

## Matthew C. Zajic, PhD

10. **Zajic, M. C.**, Dunn, M., & Berninger, V. W. (2019). Case studies comparing learning profiles and response to instruction in autism spectrum disorder and oral and written language learning disability at transition to high school. *Topics in Language Disorders*, 39(2), 128-154. doi: 10.1097/TLD.0000000000000180
9. Solari, E. J., Grimm, R., McIntyre, N., **Zajic, M. C.**, & Mundy, P. (2019). Longitudinal stability of reading profiles in individuals with higher functioning autism. *Autism: The International Journal of Research and Practice*. Advance online publication. doi: 10.1177/1362361318812423
8. McCauley, J. B., Harris, M. A., **Zajic, M. C.**, Swain-Lerro, L. E., Oswald, T., McIntyre, N., ... & Solomon, M. (2019). Self-esteem, internalizing symptoms, and theory of mind in youth with autism spectrum disorder. *Journal of Clinical Child & Adolescent Psychology*, 48(3), 400-411. doi: 10.1080/15374416.2017.1381912
7. McIntyre, N. S., Oswald, T. M., Solari, E. J., **Zajic, M. C.**, Lerro, L. E., Hughes, C., ... Mundy, P. C. (2018). Social cognition and reading comprehension in children and adolescents with autism spectrum disorders or typical development. *Research in Autism Spectrum Disorders*, 54, 9-20. doi: 10.1016/j.rasd.2018.06.004
6. **Zajic, M. C.**, McIntyre, N., Swain-Lerro, L., Novotny, S., Oswald, T., & Mundy, P. (2018). Attention and written expression in school-age, high-functioning children with autism spectrum disorders. *Autism: The International Journal of Research and Practice*, 22(3), 245-258. doi: 10.1177/1362361316675121
5. McCauley, J. B., **Zajic, M. C.**, Oswald, T. M., Swain-Lerro, L. E., McIntyre, N. C., Harris, M. A., ... & Solomon, M. (2018). Brief Report: Investigating relations between self-concept and performance in reading and math for school-aged children and adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48(5), 1825-1832. doi: 10.1007/s10803-017-3403-y
4. Grimm, R. P., Solari, E. J., McIntyre, N. S., **Zajic, M.**, & Mundy, P. C. (2018). Comparing growth in linguistic comprehension and reading comprehension in school-aged children with autism versus typically developing children. *Autism Research*, 11(4), 624-635. doi: 10.1002/aur.1914
3. Solari, E., McIntyre, N., Grimm, R., Swain-Lerro, L., **Zajic, M.**, & Mundy, P. (2017). The relation between text reading fluency and reading comprehension for students with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 41, 8-19. doi: 10.1016/j.rasd.2017.07.002
2. Schiltz, H., McIntyre, N., Swain-Lerro, L., **Zajic, M.**, & Mundy, P. (2017). Stability of self-reported anxiety in youth with autism versus ADHD and typical development. *Journal of Autism and Developmental Disorders*, 47(12), 3756-3764. doi: 10.1007/s10803-017-3184-3
1. Mundy, P., Novotny, S., Swain-Lerro, L., McIntyre, N., **Zajic, M.**, & Oswald, T. (2017). Joint-attention and the social phenotype of school-aged children with ASD. *Journal of Autism and Developmental Disorders*, 47(5), 1423-1435. doi: 10.1007/s10803-017-3061-0

### PUBLISHED BOOK CHAPTERS

2. Poch, A., **Zajic, M. C.**, & Graham, S. (2020). Informing inquiry into writing across the lifespan from perspectives on children with learning disabilities and autism spectrum disorder. In R. Dippre & T. Phillips (Eds.), *Approaches to Lifespan Writing Research: Steps Toward an Actionable Coherence*. WAC Clearinghouse.
1. **Zajic, M. C.**, & Poch, A. (2020). A conceptual overview of longitudinal quantitative methodological approaches to studying writing across the lifespan. In R. Dippre & T. Phillips (Eds.), *Approaches to Lifespan Writing Research: Steps Toward an Actionable Coherence*. WAC Clearinghouse.

### MANUSCRIPTS UNDER REVIEW

- Solari, E. J., Henry, A. R., **Zajic, M. C.**, & Grimm, R. P. (revise & resubmit). Literacy profiles of kindergarten students with autism. *Autism: International Journal of Research & Practice*. [Manuscript]

## Matthew C. Zajic, PhD

**Zajic, M. C.** Writing and autism spectrum disorder. In R. Horowitz (Ed.), *Routledge Handbook of International Research on Writing (Vol. 2)*.

### MANUSCRIPTS IN PREPARATION

**Zajic, M. C.** & Brown, H. (in preparation). Considerations for future writing research involving individuals with autism spectrum disorder based on insights from the writer(s)-within-community framework.

**Zajic, M. C.**, McIntyre, N., Lerro, L., & Mundy, P. (in preparation). Brief report: Person-centered approaches to understanding writing task engagement in school-age children with autism spectrum disorder.

**Zajic, M. C.**, McCauley, J., McIntyre, N., Lerro, L., & Mundy, P. (in preparation). Writing self-concept, text familiarity, and beliefs in school-age children with autism spectrum disorder compared to neurotypical peers.

**Zajic, M. C.**, McIntyre, N., Lerro, L., & Mundy, P. (in preparation). Minecraft writing assessment: Development and application to children with and without neurodevelopmental differences.

**Zajic, M. C.**, Grimm, R., Solari, E. J., McIntyre, N. M., & Mundy, P. (in preparation). Latent change score in narrative writing skills across two timepoints in children with autism spectrum disorder.

**Zajic, M. C.**, Solari, E. J., McIntyre, N. M., Lerro, L. & Mundy, P. (in preparation). Narrative writing skills in children with autism spectrum disorder: Examining relationships between item-level and overall performance.

### PUBLISHED CONFERENCE REVIEWS

5. **Zajic, M. C.** (2017). Time to take stock: What we can (and can't) learn from current CHAT methodology in writing studies research. *Kairos: Rhetoric, Technology, and Pedagogy*, 21(2), pp. 35-38.
4. **Zajic, M. C.** (2017). The purposes of required writing? *Kairos: Rhetoric, Technology, and Pedagogy*, 21(2), pp. 60-62.
3. **Zajic, M. C.** (2016). Rethinking basic writing: New ideas and perspectives. *Kairos: Rhetoric, Technology, and Pedagogy*, 20(2), pp. 151–153.
2. **Zajic, M. C.** (2016). Common core state standards, meet the framework for success in postsecondary writing: A risky, rewarding table of course re-design. *Kairos: Rhetoric, Technology, and Pedagogy*, 20(2), pp. 105–107.
1. **Zajic, M. C.** (2016). Accommodating access: The theory, practice, and pitfalls of accommodation in composition and beyond. *Kairos: Rhetoric, Technology, and Pedagogy*, 20(2), pp. 157–160.

### AWARDS AND HONORS

2016	Scholarly Promise Award, \$1,000 [Faculty nominated] School of Education, University of California, Davis
2016	Student Travel Award, \$500 International Society for Autism Research
2015	Outstanding Graduate Student Teaching Award, \$1,000 [10 awarded per year within UC Davis] Graduate Studies, University of California, Davis
2011	Undergraduate Guest Awards Speaker

## **Matthew C. Zajic, PhD**

Scholarship Foundation of Santa Barbara

### **FELLOWSHIPS**

- 2021 Council for Exceptional Children Division of Research Early Career Researchers Workshop Series Participant (Application-Only Workshop Series)
- 2018-2020 Postdoctoral Research Fellow  
Postdoctoral Research Training Program in Special Education and Early Intervention Grant  
National Center for Special Education Research, Institute of Education Sciences  
Curry School of Education and Human Development, University of Virginia  
PI: Emily Solari, PhD; Co-PIs: Peter Mundy, PhD; William Therrien, PhD  
Grant No. R324B180034
- 2016-2018 Graduate Assistance in Areas of National Need Fellow  
Emphasis Area: Psychometrics and Assessment of Special Populations  
Office of Postsecondary Education  
US Department of Education  
School of Education, University of California, Davis  
PI: Megan Welsh, PhD; Co-PIs: Emilio Ferrer, PhD; Peter Mundy, PhD; Jamal Abedi, PhD
- 2016 Summer Research Fellowship, \$4,000  
School of Education, University of California, Davis
- 2015-2017 Writing Across the Curriculum Graduate Writing Fellow (\$1,000/qtr)  
University Writing Program, University of California, Davis
- 2013 Graduate Scholars Fellowship, \$25,000 [1 nomination per program; 9 awarded per year]  
Office of Graduate Studies, University of California, Davis

### **SCHOLARSHIPS**

- 2014-2016 Burnand-Partridge Scholarship Award, [2014: \$4,796; 2015: \$4,861; 2016: \$4,514]  
Scholarship Foundation of Santa Barbara
- 2013 Graduate Scholarship Award, \$4,254  
Scholarship Foundation of Santa Barbara
- 2012 Undergraduate Scholarship Award  
Scholarship Foundation of Santa Barbara
- 2011 John & Janice Baldwin Scholarship, \$500  
Department of Sociology, University of California, Santa Barbara
- 2008-2011 (Multiple) Undergraduate Scholarship Award  
Scholarship Foundation of Santa Barbara

### **GRANTS**

**UNDER REVIEW (PI/CO-PI)**

## Matthew C. Zajic, PhD

Literacy skill development and instruction during COVID-19: Perspectives from parents of school-age children with autism spectrum disorder (PI: Zajic). Dean's Competitive Grant for Tenure Track and Non-Tenure Track Faculty [Teachers College, Columbia University]. \$20,000.

Literacy skill development and instruction during COVID-19: Perspectives from parents of school-age children with autism spectrum disorder (PI: Zajic). Dean's Non-Competitive Grant for Tenure Track and Non-Tenure Track Faculty [Teachers College, Columbia University]. \$5,000.

### OTHER GRANTS [NOT PI/CO-PI]

- 2019, 2020      Longitudinal Investigation of the Predictors, Mediators, and Moderators of Reading Comprehension, Social Cognition, and Social Communication in Children with Autism Spectrum Disorders: An Exploration Project  
Institute of Education Sciences, Special Education Research  
Exploration Project Goal [2019: Scored, Not Funded; 2020: Under Review]  
*Roles: Assisted with measure selection and drafting of the narrative, budget, human subjects, and appendices.*
- 2019, 2020      School Based Reading Intervention for Individuals with Autism Spectrum Disorders  
Institute of Education Sciences, Special Education Research  
Initial Efficacy Goal [2019: Scored, Not Funded; 2020: Under Review]  
*Roles: Assisted with measure selection and drafting of the narrative, budget, human subjects, and appendices.*
- 2019              Iterative Systematic Replication of Read Well in First Grade  
Institute of Education Sciences, Special Education Research  
Systematic Replication Goal [Funded]  
*Roles: Assisted with drafting of the narrative, human subjects, and appendices.*

### CONFERENCE PRESENTATIONS

#### NATIONAL/INTERNATIONAL PEER-REVIEWED CONFERENCES

55. **Zajic, M. C.**, Henry, A. R., Conner, C. L., & Solari, E. J. (2021). Insights from an elementary-age sample of children with autism about parental involvement during writing adapted tele-assessment. Society for the Scientific Study of Reading, Virtual Online Conference (Oral Presentation, Symposium).
54. **Zajic, M. C.**, Solari, E. J., McIntyre, N. M., Lerro, L., & Mundy, P. C. (2021, April). Examining engagement in children with autism during a psychoeducational writing assessment: Variable- and person-centered approaches. Society for Research in Child Development, Virtual Online Conference (Oral Presentation, Symposium).
53. Finnegan, E., Asaro-Saddler, K., & **Zajic, M. C.** (2021, April). Those pesky pronouns: Production and comprehension of pronouns in individuals with autism. American Education Research Association, Virtual Online Conference (Oral Presentation).
52. **Zajic, M. C.**, Solari, E., McIntyre, N., Lerro, L., & Mundy, P. (2020, May). Emergent writing and reading profiles of preschool-age children with autism spectrum disorder. International Society for Autism Research, Seattle, Washington (Poster). (Conference canceled due to COVID-19.)
51. **Zajic, M. C.**, Solari, E., McIntyre, N., Lerro, L., & Mundy, P. (2020, April). Overt attentional and writing behaviors during planning in children with autism spectrum disorder and ADHD. American Education Research Association, San Francisco, California (Oral Presentation). (Conference canceled due to COVID-19.)

## Matthew C. Zajic, PhD

50. Dynia, J., **Zajic, M. C.**, & Solari, E. (2020, April). Early literacy profiles of preschoolers with autism spectrum disorder. Bader-Kaufman Conference, Kent, Ohio (Panel). (Conference canceled due to COVID-19.)
49. **Zajic, M. C.**, Solari, E., McIntyre, N., Lerro, L., & Mundy, P. (2020, March). Relationships between oral and written language in school-age children with autism spectrum disorder. Meeting on Language and Autism, Durham, North Carolina (Poster). (Conference canceled due to COVID-19.)
48. **Zajic, M. C.**, Solari, E., McIntyre, N., Lerro, L., & Mundy, P. (2020, February). Lower- and higher-order narrative writing skills in children with autism spectrum disorder: Examining item-level performance on a spontaneous writing assessment. In H. Gerde (Chair), *Innovations in writing assessments across features of writing, ages, and ability status*. Pacific Coast Research Conference, Coronado, California (Oral Presentation, Symposium).
47. **Zajic, M. C.**, Solari, E., McIntyre, N., Lerro, L., & Mundy, P. (2020, February). Memory, cognitive, and narrative writing abilities in children with autism spectrum disorder. Council for Exceptional Children, Portland, Oregon (Oral Presentation).
46. **Zajic, M. C.**, Solari, E., McIntyre, N., Lerro, L., & Mundy, P. (2020, January). Relationships between item-level and overall narrative writing performance in school-age children with autism spectrum disorder. Institute of Education Sciences Principal Investigator's Meeting, Washington, D.C. (Poster).
45. **Zajic, M. C.**, Grimm, R., McIntyre, N., & Mundy, P. (2019, May). Latent change score analysis of writing development over 12 months in school-age children with autism spectrum disorder. International Society for Autism Research, Montreal, Canada (Poster).
44. Wilson, S. E., **Zajic, M. C.**, & Mundy, P. (2019, May). Response differences on the Minecraft writing assessment: Comparisons between children with autism spectrum disorder, children with attention-deficit/hyperactivity disorder, and typically developing children. International Society for Autism Research, Montreal, Canada (Poster).
43. **Zajic, M. C.**, Grimm, R., McIntyre, N., McCauley, J., & Mundy, P. (2019, April). Distinct engagement and writing profiles in high-functioning children with autism spectrum disorder. In **M. Zajic** (Chair), *Exploring the writing development of and writing instructional needs for students with autism spectrum disorder*. Annual Meeting for the American Educational Research Association, Toronto, Canada (Oral Presentation, Symposium).
42. Gillespie-Lynch, K., Hotez, E., Bublitz, D., Riccio, A., Gaggi, N., DeNigris, D., **Zajic, M. C.**, Luca, K., & Kofner, B. (2019, April). Alleviating the double empathy problem by involving autistic college students in writing and autism research. In **M. Zajic** (Chair), *Exploring the writing development of and writing instructional needs for students with autism spectrum disorder*. Annual Meeting for the American Educational Research Association, Toronto, Canada (Oral Presentation, Symposium).
41. **Zajic, M. C.**, Asaro-Saddler, K., Brown, H., Gillespie-Lynch, K., & Graham, S. (2019, April). Exploring the writing development of and writing instructional needs for students with autism spectrum disorder. Annual Meeting for the American Educational Research Association, Toronto, Canada (Symposium, Chair).
40. **Zajic, M. C.**, Grimm, R., Solari, E. J., McIntyre, N., & Mundy, P. (2019, February). Reading-writing relationships in high-functioning children with autism spectrum disorder. Pacific Coast Research Conference, Coronado, California (Poster).
39. **Zajic, M. C.**, McIntyre, N. S., Swain-Lerro, L. E., McCauley, J., Schiltz, H. K., Oswald, T., & Mundy, P. (2019, January). Attention/engagement during writing in school-age children with autism or ADHD. Council for Exceptional Children, Indianapolis, Indiana (Oral Presentation).
38. **Zajic, M. C.**, McIntyre, N. S., Swain-Lerro, L. E., McCauley, J., Schiltz, H. K., Oswald, T., & Mundy, P. (2018, July). Attention and task engagement during writing: Diagnostic, developmental, and cognitive factors in

## Matthew C. Zajic, PhD

school-age children with ASD or ADHD. Society of the Scientific Study of Reading, Brighton, United Kingdom (Oral Presentation, Panel).

37. **Zajic, M. C.**, McIntyre, N. S., Swain-Lerro, L. E., McCauley, J., Schiltz, H. K., Oswald, T., & Mundy, P. (2018, April). The Minecraft writing assessment for school-age children with autism spectrum disorders or ADHD. American Educational Research Association, New York, New York (Oral).
36. **Zajic, M. C.** (2018, February). A systematic review of writing abilities in school-age children with high-functioning autism spectrum disorders: Implications for researchers and educators. Council for Exceptional Children, Tampa, Florida (Poster).
35. **Zajic, M. C.**, McIntyre, N., Swain-Lerro, L., McCauley, J., Schiltz, H., Oswald, T., & Mundy, P. (2017, July). Relationship of diagnostic factors and higher-order skills on writing performance in high-functioning, school-age children with autism spectrum disorders. Society for the Scientific Study of Reading, Halifax, Nova Scotia (Poster).
34. Grimm, R., Solari, E. J., McIntyre, N. S., **Zajic, M. C.**, & Mundy, P. C. (2017, July). Comparing longitudinal relations between receptive vocabulary and reading comprehension among school-age children with higher-functioning autism spectrum disorder and typically developing peers. Society for the Scientific Study of Reading, Halifax, Nova Scotia (Poster).
33. Henry, A. R., Solari, E. J., McIntyre, N. S., **Zajic, M. C.**, Sparapani, N. J., Grimm, R., Mundy, P. C. (2017, July). Pragmatic language in school-aged children with ASD: Effects of a listening comprehension intervention. Society for the Scientific Study of Reading, Halifax, Nova Scotia (Poster).
32. Sparapani, N. J., Solari, E. J., McIntyre, N. S., **Zajic, M. C.**, & Henry, A. R. (2017, July). Analysis of instructor-student interactions within a listening comprehension intervention for children with autism: Implications for instructional effectiveness. Society for the Scientific Study of Reading, Halifax, Nova Scotia (Poster).
31. McIntyre, N. S., **Zajic, M. C.**, Swain-Lerro, L., McCauley, J., Schiltz., H., Oswald, T., & Mundy, P. (2017, July). Growth in inference abilities of higher-functioning children with ASD: Associations with reading comprehension, verbal ability, and ASD symptom severity. Society for the Scientific Study of Reading, Halifax, Nova Scotia (Poster).
30. Gillespie-Lynch, K., DeNigris, D., **Zajic, M. C.**, Riccio, A., & Gaggi, N. (2017, May). An assessment of the writing skills and writing self-efficacy of autistic college students and their mentors. International Meeting for Autism Research, San Francisco, California (Poster).
29. Sparapani, N. J., Solari, E. J., McIntyre, N. S., **Zajic, M. C.**, Henry, A. R., & Mundy, P. C. (2017, May). Strategic reading comprehension intervention for children with ASD: Developing an observational tool to identify patterns of active engagement and instructional support. International Meeting for Autism Research, San Francisco, California (Poster).
28. Henry, A. R., McIntyre, N. S., **Zajic, M. C.**, Solari, E. J., & Mundy, P. C. (2017, May). Narrative generation in children with ASD: The effects of a reading comprehension intervention on mental state use. International Meeting for Autism Research, San Francisco, California (Poster).
27. McIntyre, N. S., Grimm, R., Swain-Lerro, L., **Zajic, M. C.**, McCauley, J., Schiltz, H., Oswald, T., & Mundy, P. (2017, May). Growth in narrative retelling abilities of higher-functioning children with ASD: Associations with ASD symptomatology, verbal ability, and reading comprehension. International Meeting for Autism Research, San Francisco, California (Poster).

## Matthew C. Zajic, PhD

26. **Zajic, M. C.**, McIntyre, N., Swain-Lerro, L., McCauley, J., Schiltz., H., Oswald, T., & Mundy, P. (2017, May). The influence of social communication on written expression in school-age, higher functioning children with autism spectrum disorders. International Meeting for Autism Research, San Francisco, California (Poster).
25. **Zajic, M. C.**, McIntyre, N., Swain-Lerro, L., McCauley, J., Schiltz., H., Oswald, T., & Mundy, P. (2017, May). Minecraft working memory task: Considering content in the working memory abilities in school-age, higher-functioning children with autism spectrum disorders. International Meeting for Autism Research, San Francisco, California (Poster).
24. **Zajic, M. C.**, McIntyre, N. S., Swain-Lerro, L. E., McCauley, J., Schiltz, H. K., Oswald, T., & Mundy, P. (2017, April). Writing self-efficacy, self-concept, and text engagement in school-age children with autism spectrum disorder and attention-deficit/hyperactivity disorder. American Educational Research Association, San Antonio, Texas (Oral).
23. **Zajic, M. C.**, McIntyre, N. S., Swain-Lerro, L. E., McCauley, J., Schiltz, H. K., Oswald, T., & Mundy, P. (2017, April). The Minecraft writing assessment for high-functioning, school-age children with autism spectrum disorders or attention-deficit/hyperactivity disorder. Council for Exceptional Children, Boston, Massachusetts (Poster).
22. Gaggi, N., DeNigris, D., **Zajic, M. C.**, Riccio, A., & Gillespie-Lynch, K. (2017, March). Variability within writing samples and relationship between writing skills and self-efficacy in autistic college students. Eastern Psychological Association, Boston, Massachusetts (Poster).
21. **Zajic, M. C.** (2017, March). College writing instructors and inclusive instruction: Self-reported attitudes and behaviors pertaining to universal design and accessibility. Conference on College Composition and Communication, Portland, Oregon (Oral).
20. McCauley, J. B., Oswald, T, **Zajic, M.**, Swain-Lerro, L., McIntyre, N., Solomon, M & Mundy, P. (2017, March). Emotion regulation strategies and perceived parent-child relationship quality in youth with autism spectrum disorder. Society of Research in Child Development, Austin, Texas (Poster).
19. Solari, E., Grimm, R., McIntyre, N., Ferrer, E., Henry, A., Denton, C., Madsen, K., & **Zajic, M.** (2016, July). Subgroup comparisons of the Simple View of Reading: Should fluency be added to the model for at-risk readers?. Society of the Scientific Study of Reading, Porto, Portugal (Poster).
18. Zellou, G., Barreda, S., McIntyre, N., Swain-Lerro, L., **Zajic, M.**, & Mundy, P. (2016, July). The role of fundamental and formant frequency information on voice and speaker perception in children with autism and attention deficit hyperactivity. LabPhon 15, Ithaca, New York (Poster).
17. Bright, A., & **Zajic, M. C.** (2016, June). All graduate students can be WACky: Supporting graduate student writers across the curriculum. International Writing Across the Curriculum Conference, Ann Arbor, Michigan (Oral).
16. McIntyre, N., Mundy, P., Solomon, M., Oswald, T., Swain-Lerro, L., **Zajic, M.**, McCauley, J., & Schiltz, H. (2016, May). A longitudinal study of the social-cognitive phenotype of ASD and reading comprehension development. International Meeting for Autism Research, Baltimore, Maryland (Poster).
15. Swain-Lerro, L., McIntyre, N., **Zajic, M.**, Mundy, P., McCauley, J., Schiltz, H., & Oswald, T. (2016, May). Educational implications of auditory processing deficits in students with high-functioning autism spectrum disorder. International Meeting for Autism Research, Baltimore, Maryland (Oral).

## Matthew C. Zajic, PhD

14. **Zajic, M. C.**, McIntyre, N. S., Swain-Lerro, L. E., McCauley, J., Schiltz, H. K., Oswald, T., & Mundy, P. (2016, May). Writing development in higher-functioning children with autism spectrum disorder with and without ADHD comorbidity. International Meeting for Autism Research, Baltimore, Maryland (Poster).
13. McCauley, J. B., **Zajic, M.**, Schiltz, H., Swain-Lerro, L., Harris, M., Oswald, T., McIntyre, N., Trzesniewski, K., Mundy, P., & Solomon, M. (2016, May). Investigating potential biases in self-evaluations of reading and math performance by individuals with ASD, ADHD, and typical development. International Meeting for Autism Research, Baltimore, Maryland (Poster).
12. McCauley, J. B., Harris, M., **Zajic, M.**, Schiltz, H., Swain-Lerro, L., Oswald, T., McIntyre, N., Trzesniewski, K., Mundy, P., & Solomon, M. (2016, May). Systematic evaluation of self-esteem, internalizing symptoms, and theory of mind in youth with ASD, ADHD, and typical development. International Meeting for Autism Research, Baltimore, Maryland (Poster).
11. Schiltz, H., Swain-Lerro, L., McIntyre, N., **Zajic, M.**, Mundy, P. (2016, May). Longitudinal stability and change of self-reported anxiety in youth with ASD. International Meeting for Autism Research, Baltimore, Maryland (Poster).
10. Schiltz, H., **Zajic, M.**, Swain-Lerro, L., McIntyre, N., Mundy, P. (2016, May). Parent-child associations in electrodermal activity during face processing in an ASD sample. Association for Psychological Science Annual Conference, Chicago, Illinois (Poster).
9. **Zajic, M. C.** (2016, April). Exploring clinical writing assessment of school-age children with disabilities to inform postsecondary writing research. Conference on College Composition and Communication, Houston, Texas (Oral).
8. **Zajic, M. C.** (2016, March). Writing achievement in higher-functioning, school-age children with attention-deficit/hyperactivity disorder or autism spectrum disorders with high and low ADHD symptomatology. Gatlinburg Conference, San Diego, California (Poster).
7. Solari, E., McIntyre, N., **Zajic, M.**, & Mundy, P. (2016, February). A pilot study of a comprehension intervention for students with high functioning autism. Pacific Coast Research Conference, Coronado, California (Oral).
6. **Zajic, M. C.**, McIntyre, N., Swain-Lerro, Oswald, T., Solari, E., & Mundy, P. (2016, February). Fluent and non-fluent higher-functioning writers with autism spectrum disorder or attention-deficit/hyperactivity disorder. Pacific Coast Research Conference, Coronado, California (Poster).
5. **Zajic, M. C.** (2015, July). Disability, Accommodations, and Writing Program Administration: Exploring Attitudes About Disability and Accommodations to Better Inform WPAs Concerning Issues of Access. Council of Writing Program Administrators Conference, Boise, Idaho (Oral).
4. McIntyre, N., Mundy, P. Solomon, M., Oswald, T., Swain-Lerro, L., & **Zajic, M.** (2015, May). Reading comprehension, language disturbance, and the social communication phenotype of ASD. International Meeting for Autism Research, Salt Lake City, Utah (Poster).
3. **Zajic, M. C.**, McIntyre, N. C., Swain-Lerro, L. E., Oswald, T., & Mundy, P. C. (2015, May). Writing ability and working memory in children with higher functioning ASD. International Meeting for Autism Research, Salt Lake City, Utah (Poster).

## Matthew C. Zajic, PhD

2. **Zajic, M. C.** (2015, March). Assessing written expression learning disorder in clinical settings: What does it mean and not mean to have a writing disability and what should writing instructors know?. Conference on College Composition and Communication, Tampa, Florida (Oral).
1. **Zajic, M. C.**, McIntyre, N. C., Swain-Lerro, L. E., Novotny, S., Kapelkina, T., Hanif, A., Zhu, V., Oswald, T., & Mundy, P. C. (2014, May). Writing development and working memory in school-age children with ASD: Preliminary longitudinal data. International Meeting for Autism Research, Atlanta, Georgia (Poster).

### LOCAL PEER-REVIEWED CONFERENCES & SYMPOSIUMS

16. **Zajic, M. C.** (2018, May). Methodological considerations for studying writing across the lifespan from developmental and quantitative psychology perspectives. Writing Across the Lifespan Collaboration Conference, Athens, Ohio (Oral Presentation).
15. Poch, A., **Zajic, M. C.**, & Bazerman, C. (2018, May). Developmental considerations for theoretical writing frameworks across the lifespan: Perspectives on K-12 children with exceptionalities. Writing Across the Lifespan Collaboration Conference, Athens, Ohio (Oral Presentation).
14. Gaggi, N. L., Hotez, E., Riccio, A., DeNigris, D., **Zajic, M. C.**, Gillespie-Lynch, K. (2018, April). Developing strategies to help autistic college students develop their writing skills by comparing writing produced by autistic and non-autistic students. Critical Pedagogies at CUNY: Learning Through Writing, Long Island, New York (Oral Presentation).
13. **Zajic, M. C.**, McIntyre, N. S., Lerro, S., McCauley, J., Oswald, T., & Mundy, P. (2018, January). Assessing attention and task engagement during writing in school-age children with HFASD or ADHD: Development of the coding scheme and preliminary findings. University of California Center for Research in Special Education, Disabilities, & Developmental Risk Conference, Davis, California (Oral Presentation).
12. **Zajic, M. C.** (2017, October). "I was told to come see a language specialist": A look at graduate writing support offered by a writing across the curriculum program from 2012 to 2016. University of California Council of Writing Programs Conference, Irvine, California (Oral Presentation).
11. **Zajic, M. C.** (2017, January). Writing difficulties of school-age, high-functioning children with autism spectrum disorders from a theoretical writing model framework: A systematic review of research. University of California Center for Research in Special Education, Disabilities, & Developmental Risk Conference, Santa Barbara, California (Oral Presentation).
10. **Zajic, M. C.** (2016, October). Exploring writing instructor attitudes and actions towards disability and accessibility: Opening the discussion across the UC writing programs. University of California Council of Writing Programs Conference, Santa Barbara, California (Oral Presentation).
9. **Zajic, M. C.**, McIntyre, N., Swain-Lerro, L., McCauley, J., Schiltz, H., Oswald, T., & Mundy, P. (2016, January). Writing development in higher-functioning children with autism spectrum disorder with and without ADHD comorbidity. University of California Center for Research in Special Education, Disabilities, & Developmental Risk Conference, Santa Barbara, California (Oral Presentation).
8. **Zajic, M. C.** (2015, May). 'No. I don't want to write.': Writing avoidance and experimenter redirection with a high-functioning, school-age child with autism spectrum disorder. University of California at Davis Language Symposium, Davis, California (Oral Presentation).
7. **Zajic, M. C.** (2015, April). Does process inform product?: Using video analysis to measure the influence of attention on writing ability in children with high-functioning autism spectrum disorder and attention-

## Matthew C. Zajic, PhD

deficit/hyperactivity disorder. GradSlam at the Interdisciplinary Graduate & Professional Symposium, Davis, California (Oral Presentation).

6. **Zajic, M. C.**, McIntyre, N. C., Oswald, T., & Mundy, P. C. (2015, April). What's working memory, attention, and motivation have to do with writing?: Exploring writing ability in school-age children with high-functioning autism spectrum disorder and attention-deficit/hyperactivity disorder. Interdisciplinary Graduate & Professional Symposium, Davis, California (Oral Presentation).
5. Swain-Lerro, L., McIntyre, N., **Zajic, M.**, Oswald, T., Solomon, M., & Mundy, P. (2015, January). Comparisons of math problem solving in students with high functioning autism, attention deficit hyperactivity disorder and typical development. University of California Center for Research in Special Education, Disabilities, & Developmental Risk Conference, Santa Barbara, California (Poster).
4. **Zajic, M. C.**, McIntyre, N. C., Swain-Lerro, L. E., Oswald, T., & Mundy, P. C. (2015, January). Influence of working memory and age on the writing of children with HFASD and ADHD. University of California Center for Research in Special Education, Disabilities, & Developmental Risk Conference, Santa Barbara, California (Oral Presentation).
3. **Zajic, M. C.** (2014, April). 'Write about your favorite game and give at least three reasons why you like it': Comparing written-language use of school-age children with HFASD and ADHD during a standardized writing task. University of California at Davis Language Symposium, Davis, California (Oral Presentation).
2. **Zajic, M. C.**, McIntyre, N. C., Novotny, S., Oswald, T., & Mundy, P. C. (2014, April). Implicit and explicit writing prompt concerns in school-age children with high-functioning autism spectrum disorder and attention-deficit/hyperactivity disorder: A look at preliminary longitudinal data. Interdisciplinary Graduate & Professional Symposium, Davis, California (Oral Presentation).
1. **Zajic, M. C.**, McIntyre, N. C., Swain-Lerro, L. E., Novotny, S., Kapelkina, T., Hanif, A., Zhu, V., Oswald, T., & Mundy, P. C. (2014, January). Writing development and working memory in school-age children with ASD. University of California Center for Research in Special Education, Disabilities, & Developmental Risk Conference, Santa Barbara, California (Poster).

### OTHER CONFERENCE PRESENTATIONS

2. **Zajic, M. C.** (2015, March). Applying cognitive and sociocognitive writing models to understand writing development in school-age children with learning and developmental differences. Research Network Forum at the Conference on College Composition and Communication, Tampa, Florida (Oral Presentation).
1. **Zajic, M. C.** (2014, March). Understanding writing development in school-age children with HFASD & ADHD. Research Network Forum at the Conference on College Composition and Communication, Indianapolis, Indiana (Oral Presentation).

### INVITED TALKS OR WORKSHOPS

10. **Zajic, M. C.**, & Henry, A. R. (2020, July). Learning literacy: Reading and writing strategies for children with autism. Invited webinar to families and practitioners as part of the Supporting Transformative Autism Research Virtual Live Event Series, Charlottesville, Virginia. [Webinar]
9. **Zajic, M. C.**, & Asaro-Saddler, K. (2020, April). Current perspectives on understanding and supporting the written language development of individuals with autism spectrum disorders. Invited talk to the Autism Spectrum Research Committee (Special and Inclusive Education SIG, AERA). [Webinar]

## Matthew C. Zajic, PhD

8. **Zajic, M. C.** (2017, April). Exploring the intersections of education, Minecraft, and writing for school-age children with autism spectrum disorders. Invited guest speaker at the "Autism Spectrum: The View from Here" Conference for Nurse Practitioners, Sacramento, California.
7. **Zajic, M. C.** (2017, January). Using video games to study writing abilities: The Minecraft writing assessment for school-age children. Invited guest speaker with Dr. Peter Mundy and Dr. Tony Simon at Minds Behind the MIND talk on "Gaming Research: How it's helping children with neurodevelopmental disorders" at the MIND Institute, Sacramento, California.
6. **Zajic, M. C.** (2016, June). Getting in is the tough part, right?: Life after graduate school acceptance and figuring out methods, analyses, and writing strategies. Invited oral presentation to the McNair Scholars Program at the University of California, Davis, Davis, California.
5. **Zajic, M. C.** (2016, January). Assessing writing performance and writing development in school-age children with autism spectrum disorders: Preliminary findings and future research. Invited guest lecture to a visiting group of international scholars from National Taipei University of Education's Special Education Department, Davis, California.
4. **Zajic, M. C.** (2015, June). Multiple regressions, ANOVAs, and Minecraft, oh my!: Assessing the writing ability of school-aged children with high-functioning autism spectrum disorder or attention-deficit/hyperactivity disorder. Invited guest speaker to online doctoral-level biostatistics course at Brandman University, Irvine, California.
3. **Zajic, M. C.** (2015, April). Assessing written expression in clinical settings: Questioning assessment design with specific attention to school-age children with developmental disabilities. Invited oral presentation to education doctoral students at the University of California, Santa Barbara, Santa Barbara, California.
2. **Zajic, M. C.** (2015, April). What would you recommend?: Deconstructing recommendation letter writing. Workshop presented at the California Association of School Counselors and HB McDaniel Northern California Conference at Stanford University, Palo Alto, California.
1. **Zajic, M. C.** (2014, April). Escaping the five-paragraph format and embracing an unknown audience: Assisting students with the college application essay. Workshop presented at the California Association of School Counselors and HB McDaniel Northern California Conference at Stanford University, Palo Alto, California.

### CAMPUS OR DEPARTMENTAL TALKS OR WORKSHOPS

20. **Zajic, M.C.** (2020, November). Writing development and individuals with autism spectrum disorder: What do we know and where do we go? Invited talk to the Columbia University Consortium on Neurodevelopmental Studies of Autism Spectrum and Related Disorders, Columbia University, New York, New York.
19. **Zajic, M. C.** (2020, March). Questions to consider in the systematic coding of research studies. Invited guest lecture to a doctoral level seminar titled Systematic Reviews and Meta-Analysis at the Curry School of Education and Human Development, University of Virginia, Charlottesville, Virginia.
18. **Zajic, M. C.** (2019, November). Inclusive writing development and instructional practices. Invited guest lecture to a graduate special education course titled Advanced Inclusionary Practices for K-12 at Lehigh University, Bethlehem, Pennsylvania.

## Matthew C. Zajic, PhD

17. **Zajic, M. C.** (2018, October). Postdoctoral writing: Adopting a systems model approach. Oral presentation to current postdoctoral scholars at the Curry School of Education and Human Development, University of Virginia, Charlottesville, Virginia.
16. **Zajic, M. C.** (2018, February). Attention allocation and engagement during writing in school-age children with high-functioning autism spectrum disorder or attention-deficit/hyperactivity disorder. Oral presentation to the University of California, Davis School of Education Research Seminar Series, Davis, California.
15. **Zajic, M. C.** (2017, October). Theoretical, developmental, and instructional approaches to helping all children learn how to write. Invited guest lecture to a graduate teaching credential course titled Educating Students with Disabilities at the University of California, Davis, Davis, California.
14. **Zajic, M. C.** (2017, October). Using genre theory to understand labels and features of different texts. Invited guest lecture to an undergraduate upper-division University Writing Program course titled Writing in the Professions: Elementary and Secondary Education, University of California, Davis, Davis, California.
13. **Zajic, M. C.** (2017, March). Right, write, rite, or wright?: Theoretical and instructional perspectives to support writing development in all learners. Invited guest lecture to an undergraduate upper-division education course titled Educating Students with Disabilities at the University of California, Davis, Davis, California.
12. **Zajic, M. C. & Ferris, D.** (2017, February). How to propose to and present at conferences. Workshop presented to the Writing, Rhetoric, and Composition Studies Designated Emphasis Research Group at the University of California, Davis, Davis, California.
11. **Zajic, M. C.** (2016, October). Exploring clinical writing assessment of school-age children with disabilities to inform postsecondary writing research. Oral presentation at the Graduate Group in Education Faculty/Student Showcase of Research Presented at National Meetings, Davis, California.
10. **Zajic, M. C.** (2016, October). Statements of purpose for graduate school. Workshop presented at the 2nd Annual Diversity Pathway to Graduate School Conference at the University of California, Davis, Davis, California.
9. **Zajic, M. C. & Oliver, M.** (2016, October). Personal statements for graduate school. Workshop presented at the 2nd Annual Diversity Pathway to Graduate School Conference at the University of California, Davis, Davis, California.
8. **Zajic, M. C.** (2016, October). 'On a scale of 1 to 10, how do you feel about surveys?': Designing and analyzing surveys. Invited guest lecture to undergraduates enrolled in Introduction to Expository Writing, Davis, California.
7. **Zajic, M. C.** (2016, October). Conducting writing research from a teacher-implemented action research perspective: Theoretical and practical considerations. Invited guest lecture to students enrolled in a graduate teaching credential and master's course titled Inquiry into Classroom Practice: Study Design at the University of California, Davis, Davis, California.
6. **Zajic, M. C.** (2016, January). Academic and writing research on school-age children with autism spectrum disorders: Current theories, current findings, and future research. Guest speaker to the undergraduate Autism Awareness Association at the University of California, Davis, Davis, California.
5. McIntyre, N. S. & **Zajic, M. C.** (2015, November). Developing a reading intervention for school-age children with autism spectrum disorder: From theory to practice. Invited guest lecture to upper-division undergraduate education course titled Educational Psychology at the University of California, Davis, Davis, California.

## Matthew C. Zajic, PhD

4. **Zajic, M. C.** (2015, October). Exploring writing achievement in school-age children with high-functioning autism spectrum disorders or attention-deficit/hyperactivity disorder. Oral presentation to the School of Education Brownbag Seminar Series, Davis, California.
3. **Zajic, M. C.** (2015, April). Assessing Written Expression Learning Disorder in Clinical Settings: What does it mean and not mean to have a writing disability and what should writing instructors know?. Oral presentation at the Graduate Group in Education Faculty/Student Showcase of Research Presented at National Meetings, Davis, California.
2. **Zajic, M. C.** (2014, October). Writing development and working memory in school-age children with ASD: Preliminary longitudinal data. Poster presented at the Chancellor's Annual Convocation and Student Research Expo, Davis, California.
1. **Zajic, M. C.** (2014, April). Writing development and working memory in school-age children with ASD. Poster presented at the Graduate Group in Education Faculty/Student Showcase of Research Presented at National Meetings, Davis, California.

## RESEARCH EXPERIENCE

- 2020-Present      Systematic Review of the Dental Visit Research Literature for Children with Autism Spectrum Disorder: A Focus on Quality and Effectiveness  
*Role: Statistics and Experimental Design Reviewer (Group Designs), Collaborator*  
Teachers College, Columbia University & University Virginia  
PI: Natalie Badgett, PhD
- 2020-Present      National Survey of Collaboration Experiences between Board Certified Behavior Analysts and Special Education Teachers  
*Role: Survey Methods, Collaborator*  
Teachers College, Columbia University & University of Virginia  
PIs: Natalie Badgett, PhD; Sarah Emily Wilson, MA
- 2020-Present      Literacy Instruction during COVID-19: Perspectives from Parents of School-Age Children with Autism Spectrum Disorder  
*Role: Co-PI, Site Lead*  
Teachers College, Columbia University & University of Central Florida  
PIs: Matthew Zajic, PhD; Nancy McIntyre, PhD
- 2020-Present      Adapted Listening Comprehension Tele-Health Intervention with Young Children with Autism Spectrum Disorder  
*Role: Coordinating Assessment of Writing Skills via Adapted Tele-Assessments*  
Teachers College, Columbia University & University of Virginia  
PIs: Alyssa Henry, PhD; Carlin Conner, PhD; Emily Solari, PhD
- 2018-2020          Early Development of Reading, Writing, and Social Communication Abilities in 4-8-Year-Old Children with Autism Spectrum Disorder  
*Role: Research Member and Project Coordinator*  
Curry School of Education and Human Development, University of Virginia  
PI: Emily Solari, PhD
- 2018-2020          Supporting Transformative Autism Research Initiative

## Matthew C. Zajic, PhD

*Role: Affiliated Postdoctoral Research Fellow*

Curry School of Education and Human Development, University of Virginia

PIs: Micah Mazurek, PhD; William Therrien, PhD

- 2016-Present      Writing Across the Lifespan International Collaboration  
*Role: Core Researcher, Quantitative Researcher*  
Expertise Areas: Writing development in children with learning or developmental disabilities;  
quantitative research methodology; assessment/measurement
- 2016-2020      Evaluating the Writing Skills of Autistic College Students  
*Role: Research Collaborator (Writing Research Expert)*  
College of Staten Island, City University of New York  
PI: Kristen Gillespie-Lynch, PhD
- 2016-2018      Early Listening/Reading Comprehension Intervention for Elementary School Children with Autism  
Spectrum Disorders  
*Role: Graduate Student Researcher*  
Reading and Academic Development Center, University of California, Davis  
PIs: Emily Solari, PhD; Peter Mundy, PhD
- 2015-2016      Evaluating the Appropriateness of a Reading Comprehension Intervention for Children with Autism  
Spectrum Disorders (Pilot Studies)  
*Role: Graduate Student Researcher*  
Reading and Academic Development Center, University of California, Davis  
PIs: Emily Solari, PhD; Peter Mundy, PhD
- 2013-2016      Longitudinal Study of Academic, Social, and Cognitive Development in School-age Children with  
Autism Spectrum Disorders  
*Role: Graduate Student Researcher, Lead Writing Researcher, and Co-Lab Manager*  
Social Attention Virtual Reality Lab, University of California, Davis  
PI: Peter Mundy, PhD
- 2012      *Role: Undergraduate Research Assistant*  
Writing Program, University of California, Santa Barbara  
PI: Randalyn Browning, PhD
- 2011-2012      *Role: Independent Researcher*  
Department of Sociology, University of California, Santa Barbara  
PI: John Baldwin, PhD
- 2011-2012      Koegel Autism Center  
*Role: Undergraduate Clinician and Research Assistant*  
Department of Clinical, Counseling, and School Psychology, University of California, Santa Barbara  
PIs: Robert Koegel, PhD; Lynn Koegel, PhD
- 2011      *Role: Undergraduate Research Assistant*  
Department of Clinical, Counseling, and School Psychology, University of California, Santa Barbara  
PI: Matthew Quirk, PhD

## TEACHING EXPERIENCE

### LECTURER/INSTRUCTOR/ASSOCIATE INSTRUCTOR

- 2020-Present      Instructor

## Matthew C. Zajic, PhD

Health & Behavior Studies, Teachers College, Columbia University  
HBSE 4082: Assessment and Evaluation of Infants, Children, and Youth with Exceptionalities [F20]  
HBSE 4300: Practicum in Assessment and Evaluation of Individuals with Exceptionalities [S21]  
HBSE 6010: Advanced Study of Problems and Issues in Special Education [S21]

- 2019-2020      Lecturer  
Education Leadership, Foundations, & Policy, University of Virginia  
EDLF 5301: Academic Writing [EdD Writing Lab, Online] [F19]
- 2017            Associate Instructor  
School of Education, University of California, Davis  
EDU 110: Educational Psychology [Sum17]
- 2014-2016      Instructor  
Education, College Admissions and Career Planning, University of California, Berkeley Extension  
EDUC 1007: College Admissions Essays: The Role of the Counselor as Mentor and Editor [F14, Sum15, F15]
- 2014            Associate Instructor  
University Writing Program, University of California, Davis  
UWP 01: Introduction to Expository Writing [F14]

### TEACHING ASSISTANT

- 2014-2017      School of Education, University of California, Davis  
EDU 122: Children, Learning, and Material Culture [S14]  
EDU 115: Educating Children with Disabilities [F14]  
EDU 119: The Use and Misuse of Standardized Assessments [F15, F16, F17]
- 2014-2018      University Writing Program, University of California, Davis  
UWP 12: Writing and Visual Rhetoric [W15, S16]  
UWP 106: English Grammar [W16]  
UWP 13: Video Game Rhetoric [S18]
- 2011-2012      Department of Sociology, University of California, Santa Barbara  
SOC 142: Socialization, Self-Actualization, and Creativity [Sum11, F11, S12]  
SOC 176D: Sociology of Drugs [W12]

### OTHER TEACHING EXPERIENCE

- 2016            Minecraft and Learning Summer Camp Instructor  
Adventures in Summer Enrichment  
School of Education, University of California, Davis
- 2012-2013      GRE Analytical Writing Tutor and Workshop Facilitator  
Campus Learning Assistance Services, University of California, Santa Barbara
- 2012-2013      Academic Communities for Excellence Writing Tutor  
Campus Learning Assistance Services; Writing Program, University of California, Santa Barbara
- 2010-2013      Course Tutor and Workshop Facilitator, Human Sexuality (SOC 152A)  
Campus Learning Assistance Services; Department of Sociology, University of California, Santa Barbara

## Matthew C. Zajic, PhD

- 2009-2013      K-12 Academic and SAT Tutor  
Gateway Educational Services [Non-Profit]  
Santa Barbara, California
- 2011            K-6 Academic Tutor  
Camp THINK!, Santa Barbara Partners in Education  
Santa Barbara, California

### ACADEMIC SERVICE

#### EDITORIAL BOARDS

- 2016-2018      *Assessment for Effective Intervention* (Student Editorial Board)

#### SPECIAL ISSUE EDITOR

- 2019            Supporting Writers Across the Autism Spectrum (*Topics in Language Disorders*, with Kristie Asaro-Saddler, PhD)

#### AD-HOC JOURNAL REVIEWER

*Assessment for Effective Intervention*  
*Autism: International Journal of Research and Practice*  
*Autism and Developmental Language Impairments*  
*Autism Research*  
*Brain Sciences*  
*Education and Training in Autism and Developmental Disorders*  
*Elementary School Journal*  
*Journal of Autism and Developmental Disorders*  
*Language, Speech, and Hearing Services in Schools*  
*Learning Disabilities: A Multidisciplinary Journal*  
*Research in Autism Spectrum Disorders*  
*Research in Developmental Disabilities*  
*Rural and Special Education Quarterly*

#### CONFERENCE PROPOSAL REVIEWER

- International Society for Autism Research (2020-)  
Topics Reviewed: Cognition: Attention, Learning, Memory; Communication and Language; Education; Interventions – Non-Pharmacologic – School-Age, Adolescent, Adult
- National Council on Measurement in Education (2016-)  
Council for Exceptional Children  
Division on Autism and Other Developmental Disabilities (2017-)
- American Education Research Association  
Learning and Instruction (Division C) (2017-)  
Psychometrics, Measurement, & Assessment (Division D – Measurement & Research Methodology) (2016-)  
Evaluation and Assessment in Schools (Division H) (2017-)  
Inclusion & Accommodation in Educational Assessment (SIG) (2019-)  
Research in Reading and Literacy (SIG) (2019-)  
Cognition & Assessment (SIG) (2016-)  
Writing & Literacies (SIG) (2016-)
- UC Center for Research on Special Education, Disabilities, and Developmental Risk (2015-2018)

## Matthew C. Zajic, PhD

### SERVICE TO PROFESSION

- 2018            Conference Planning Committee  
                  Inaugural Lifespan Writing Collaboration Conference
- 2014-2018     Doctoral Student Advisory Council  
                  University of California Center for Research on Special Education, Disabilities, and  
                  Developmental Risk  
                  University of California  
                  Positions Held:  
                  Communications Chair (2014-2018)  
                  Council Chair (2015-2017)  
                  Past-Council Chair (2017-2018)

### SERVICE TO DEPARTMENT/UNIVERSITY

#### *Teachers College, Columbia University*

- 2021-Present    Committee Member (IPSP Subcommittee), 4<sup>th</sup> Annual Psychology @TC Conference Planning  
                  Committee
- 2020-Present    Member, Psychology Faculty Coordinating Committee
- 2020-Present    Member, Institute of Psychological Science and Practice
- 2020-Present    Member, Columbia University Consortium on Neurodevelopmental Studies of Autism Spectrum  
                  and Related Disorders

#### *University of California, Davis*

- 2015-2016     Search Committee Student Member, Early Childhood Education Asst./Assoc. Professor, School of  
                  Education
- 2016-2018     Faculty Awareness Subcommittee Chair, Disability Issues Administrative Advisory Committee  
                  (DIAAC)
- 2015-2018     Member, Disability Issues Administrative Advisory Committee (DIAAC)
- 2014-2016     Research Group Student Co-Chair (Co-Founder), Writing, Rhetoric, and Composition Studies  
                  Designated Emphasis Research Group, University Writing Program

### ADVISING

#### *Teachers College, Columbia University*

Kuan-Hui Leu (EdD, Early Childhood Education, External Reviewer to Dissertation Oral Defense)

#### *External (to Teachers College, Columbia University)*

Marquious Curtis (Content Area Expert Panel Reviewer, Dissertation Proposal, Grand Canyon University)

### SOFTWARE PROGRAMS

## **Matthew C. Zajic, PhD**

Mplus [Statistical Software]  
Noldus Observer XT [Observational Behavioral Coding Software]  
SPSS [Statistical Software]  
Stata [Statistical Software]

### **MEDIA COVERAGE**

“Autism spectrum disorder: The latest hack.” The California Aggie. <https://theaggie.org/2017/02/09/autism-spectrum-disorder-the-latest-hack/>

### **PROFESSIONAL AFFILIATIONS**

American Psychological Association (APA)

American Educational Research Association (AERA) [Division C: Learning and Instruction; Division D: Measurement and Research Methodology; Division H: Research, Evaluation, & Assessment in Schools; Classroom Assessment SIG; Research in Reading and Literacy SIG; Special and Inclusive Education Research SIG; Writing and Literacies SIG]

Council for Exceptional Children (CEC) [Division for Autism and Developmental Disabilities (DADD); Division for Research (DR)]

International Society for Autism Research (INSAR)

Society for Research on Educational Effectiveness (SREE)

National Council on Measurement in Education (NCME)

National Council of Teachers of English (NCTE)

Society for Research in Child Development (SRCD)

Society for the Scientific Study of Reading (SSSR)