

Curriculum Vitae

1. Personal Data

Name in Hebrew: ד"ר נבו עינת
Name in English: Nevo Einat, Ph.D.
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2. Education Certificates and Degrees

<u>Education</u>	<u>Institute</u>	<u>Department</u>	<u>From - To</u>
First Degree	Tel Aviv University	Communication Disorders	1992-1995
Second Degree	Tel Aviv University	Communication Disorders	1996-1999
Third Degree	Haifa University	Education	2004-2008

3. **Title of Master's Thesis:** The effect of context on the auditory and visual speech perception.
Supervisor: Dr. Tova Most and Dr. Liat Kishon-Rabin.

Title of Doctoral Thesis: Assessment of working memory components in kindergarten as predictors of reading achievements in first grade.

Supervisor: Prof. Zvia Breznitz.

4. Academic Ranks

<u>Rank</u>	<u>% Position</u>	<u>From - To</u>	<u>Institute</u>
Lecturer	80-100	2013-2017	Western Galilee College
Senior Lecturer	100	2017-Present	Western Galilee College

5. Grants and Awards

<u>Year</u>	<u>Name of Grant/Award</u>
2009-2011	Research Authority Post-Doc Fellowship. University of Haifa. 60,000 NIS
2015	Excellent Lecturer. Western Galilee College. 14,000 NIS
2019	Excellent Lecturer. Western Galilee College. 25,000 NIS

6. Active Participation in Conferences (Only from 2001)

<u>Date</u>	<u>Name of Conference</u>	<u>Place of Conference</u>	<u>Subject of Lecture/Discussion</u>	<u>Role</u>
7.2011	The Israeli Society of Occupational Therapy	Tel Aviv, Israel	Are the playing rules changing? Multi-discipline group treatment for improving social skills	Presenter of paper
3.2012	The Third Learning Disabilities and Attention Conference	Acre, Israel	Working memory and learning abilities	Presenter of paper
3.2014	The Fifth Learning Disabilities and Attention Conference	Acre, Israel	Language impairments and learning impairments: Only a semantic difference?	Presenter of paper
3.2015	The Sixth Learning Disabilities and Attention Conference	Acre, Israel	Reading motivation and reading abilities	Presenter of paper
4.2016	AERA	Washington,U SA	Developmental Aspects of Young Children's Motivation to Read	Presenter of paper
5.2018	Athens Institute for Education and Research	Athens, Greece	A Joint-Interactive Storybook Intervention Program for preschool and Kindergarten Children	Presenter of paper

7. Positions Held

<u>From-To</u>	<u>Institute</u>	<u>Position</u>	<u>% Position</u>
2013-2017	Oranim College	Lecturer	20
2013-Present	Western Galilee College	Lecturer	80-100
2017-Present	Western Galilee College	Head of literacy	100

8. Additional Professional Experience (Public Positions)

1995-Present: Speech and language pathologist (SLP) in the Ministry of Education. As a SLP I work with children who exhibit speech, language and communication difficulties and guide their teachers, about how to enhance language and communication in the educational curriculum. During my career, I have gained extensive clinical experience with children of all ages (preschoolers, kindergarteners and students in elementary school), from different population, such as cerebral palsy, hearing impaired, learning disabilities and specific language impairment.

2006-Present – Lecturer for teachers in their continuing education program in the fields of early literacy and language.

2013-Present – Leading programs for academic involvement in the community in the city of Acre: Cultivating language among kindergarten children in Acre; Parents project- Cultivating parent's awareness of a literate environment; Language improvement program for low achievers first graders in Acre.

2018-Present: Regional subject matter expert and instructor of SLPs in the Ministry of Education. In my position I advise, guide and teach the SLPs who are responsible for the professional therapy given to children in their educational framework in Tiberias and in the Golan Heights. In addition, I give professional consultation to the educational teams in those areas regarding how to address speech, language and communication problems in the classrooms.

9. Scientific Areas of Specialization

Language development; Cultivating literacy and language skills in the education system (preschool, kindergarten and elementary school); Language difficulties; Emergent literacy; Early reading and writing development and motivation.

10. Miscellaneous

Posters Presented at Scientific Conferences

<u>Date</u>	<u>Name of Conference</u>	<u>Place of Conference</u>	<u>Subject of Lecture/Discussion</u>	<u>Role</u>
6.2012	The 36th Annual International Academy for Research in Learning Disabilities Conference	Padua, Italy	Effects of working memory and reading acceleration training on improving working memory abilities and reading skills among third graders	Presenter of poster
2013	Brain, Mind and Fluency	Haifa, Israel	The relationships between working memory abilities and reading skills: A follow up study from kindergarten to fifth grade	Presenter of poster

11. Academic Profile

In my academic work I am focused on three main research areas:

1. Language enrichment and development of early literacy skills among young children - academic and community activities in the city of Acre

It is known that the acquisition of the skills that are needed for reading and writing, doesn't start when the child enters school, but earlier in kindergarten or even in preschool. In addition, research has shown that children who demonstrate high language skills at young age show higher reading and writing achievements in school. Thus, it is very important to help young children obtain all the language and early literacy skills that they need before entering school. In the last years, I have been developing and implementing intervention programs that are oriented towards improving language and early literacy skills among kindergarteners in the city of Acre. The programs which use storybooks, are conducted in both Hebrew and Arabic, and data is gathered before and after the intervention program, to assess the children's improvements. In addition, I think it is very important to enrich the knowledge of the parents and their involvement in their children's language and literacy skills development. Therefore, I have been developing and implementing short courses (around four sessions each) for parents that contain theoretical and practical knowledge in areas like how to read books to young children, developing vocabulary, literacy concepts, phonological awareness, morphological awareness and writing with children. I assess changes in parents' attitude toward reading after the course. In the future, I would like to evaluate the contribution of the parents' courses to the children's achievements. In both programs, I apply academic knowledge and resources to help the community. The students in my courses are involved in all stages of the programs from planning through implementation, assessment and processing. I find this kind of activities very important to both to the academy and to the community, as it enables students to integrate academic and practical knowledge, and it promotes the language and literacy abilities of young children in the city of Acre.

2. Developing reading abilities and reading motivation from preschool through to elementary school

Reading achievements are influenced by a broad variety of skills including reading motivation. In my work, I explore developmental aspects of reading abilities and reading motivation, and ways for improving both. I investigate the contribution of different training programs that use a reading acceleration program to improving reading skills- decoding, reading comprehension and fluency in different ages. In addition, I design and execute programs that combine reading acceleration with other activities that relate to different aspects of reading motivation, such as special reading materials, engaging reading activities, and the children's ability to choose the reading materials. The object of those programs is to improve reading motivation and to encourage children to be more involved in reading activities, and as a result to improve their reading abilities. I assess the relations between reading motivation and reading achievements in different ages and within children showing different reading profiles, as well as the development of motivation from preschool through to elementary school.

3. Morphological awareness and reading abilities

Reading acquisition is a complex task for young children, that depend on the orthography characters of the written language as well as on their vocabulary and the morphological abilities. In my work I assess the role of morphological awareness in reading abilities among kindergarteners and elementary school students, who are reading Hebrew, and the influence of SES on those correlations. I'm also starting intervention studies, cultivating student's morphological knowledge in order to improve their reading abilities.

Publications

Nevo Einat, Ph.D.

Refereed Publications

Published

1. **Nevo, E.**, & Breznitz, Z. (2011). Assessment of working memory components at 6 years of age as predictors of reading achievements a year later. *Journal of Experimental Child Psychology*, *109*, 73-90.
2. **Nevo, E.**, & Breznitz, Z. (2013). The development of working memory from kindergarten to first grade in children with different decoding skills. *Journal of Experimental Child Psychology*, *114*, 217-228.
3. **Nevo, E.**, & Breznitz, Z. (2013). Effects of working memory and reading acceleration training on improving working memory abilities and reading skills among third graders. *Child Neuropsychology*, *20*, 752-765.
4. Shaul, S., & **Nevo, E.** (2015). Different speed of processing levels in childhood and their contribution to early literacy and reading abilities. *Early Childhood Research Quarterly*, *32*, 193-203.
5. **Nevo, E.**, & Bar Kochva, I. (2015). The relations between early working memory abilities and later developing reading skills: A longitudinal study from kindergarten to fifth grade. *Mind, Brain and Education*, *9*, 154-163.
6. **Nevo, E.**, Brande, S., & Shaul, S. (2015). The effects of two different reading acceleration training programs on improving reading skills of second graders. *Reading Psychology*, *37*, 533-546.
7. Vaknin-Nusbaum, V., Sarid, M., Raveh, M., & **Nevo, E.** (2016). The contribution of morphological awareness to reading comprehension in early stages of reading. *Reading and Writing*, 1-20.
8. Vaknin-Nusbaum, V., & **Nevo, E.** (2017). A Joint interactive storybook intervention program for preschool and kindergarten children. *Reading Psychology*, *38*(3), 231-261.
9. **Nevo, E.**, & Vaknin-Nusbaum, V. (2018). Enhancing language and print concepts skills by using storybook reading in kindergarten. *Journal of Early Childhood Literacy*, *18*(4), 545-569. DOI: 10.1177/1468798417694482.
10. Vaknin-Nusbaum, V., **Nevo, E.**, Brande, S. & Gambrell, L. (2018). Developmental aspects of reading motivation and reading achievement among second grade low achievers and typical readers. *Journal of Research in Reading*, *41*(3), 438-45. DOI: 10.1111/1467-9817.12117.
11. Vaknin-Nusbaum, V., & **Nevo, E.** (2018). Joint reading of informational science text versus narrative stories: How does each affect language and literacy abilities among kindergarteners? *Reading Psychology*, *39*(8), 787-819. DOI: 10.1080/02702711.2018.1547343
12. Bar Kochva, I. & **Nevo, E.** (2019). The relations of early phonological awareness, rapid-naming and speed of processing with Hebrew spelling and reading: A longitudinal examination. *Journal of Research in Reading*, *42*(1), 97-122. DOI:10.1111/1467-9817.12242
13. **Nevo, E.**, Vaknin-Nusbaum, V. & Gambrell, L. (2019). Reading motivation in kindergarteners and 1st-Graders. *Journal of Research in Childhood Education*, *33*(4), 610-622, DOI: 10.1080/02568543.2019.1647316
14. **Nevo, E.**, & Vaknin-Nusbaum, V. (2020). Enhancing motivation to read and reading abilities using motivational reading activities among first graders. *Educational Psychology*, *40*(1), 22-41. DOI: 10.1080/01443410.2019.1635680

15. Vaknin-Nusbaum, V., **Nevo, E.**, Brande, S. & Gambrell, L. (2020). Reading and writing motivation in 3rd to 6th graders. *Reading Psychology*, 41(1), 44-70. DOI: 10.1080/02702711.2019.1674435
16. **Nevo, E.**, Vaknin-Nusbaum, V., Brande, S., & Gambrell L. (2020). Oral reading fluency, reading motivation and reading comprehension among second graders. *Reading and Writing*, 1-26.

Submitted Publications

17. Vaknin-Nusbaum, V., **Nevo, E.**, & Gilat-Yihyie, S. Language and print concepts achievement among children with low and high reading motivation. *International Journal of School and Educational Psychology*.
18. Vaknin-Nusbaum, V. & **Nevo, E.** What can children learn from exposure to visual-graphical representations? *Journal of Early Childhood Literacy*.

Non-Refereed Publications

1. Vaknin-Nusbaum, V., & **Nevo, E.** (2013). Reading: Children's game? *Hed Hagan, Volume A'yin Xet, Gimel*, 40.
2. **Nevo, E.**, & Vaknin-Nusbaum, V. (2018). Enough of hard reading. *Parents and Children*, 28-33.