

Matthew C. Zajic
Curriculum Vitae
07-10-2017

School of Education
University of California, Davis
One Shields Avenue
Davis, CA 95616

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mczajic@ucdavis.edu

EDUCATION

- Anticipated Spring 2018 **Ph.D., Education, in progress**
University of California, Davis
Emphasis: Learning and Mind Sciences
Designated Emphasis: Writing, Rhetoric, and Composition Studies
Dissertation Committee: Peter Mundy, Ph.D. (Chair); Christopher Thaiss, Ph.D.;
Megan Welsh, Ph.D.; Steve Graham, Ed.D.
- 2008-2012 **B.A., Sociology with high honors**
University of California, Santa Barbara
Minors: Education (Applied Psychology); Professional Writing (Professional
Editing)

PUBLICATIONS

REFEREED JOURNAL ARTICLES

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*.

Schiltz, H., McIntyre, N., Swain-Lerro, L., **Zajic, M.**, & Mundy, P. (2017). Longitudinal stability of self-reported anxiety in youth with higher functioning autism spectrum disorder. *Journal of Autism and Developmental Disorders*.

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*.

Zajic, M. C., McIntyre, N., Swain-Lerro, L., Novotny, S., Oswald, T., & Mundy, P. (2016). Attention and written expression in school-age, high-functioning children with autism spectrum disorders. *Autism: The International Journal of Research and Practice*.
doi:10.1177/1362361316675121

MANUSCRIPTS IN SUBMISSION

McCauley, J. B., **Zajic, M.**, Schiltz, H., Swain-Lerro, L., Harris, M., Oswald, T., McIntyre, N., Trzesniewski, K., Mundy, P., & Solomon, M. Self-esteem, internalizing symptoms, and theory of mind in youth with autism spectrum disorder. *Journal of Clinical Child and Adolescent Psychology*. (Revise and Resubmit)

Zajic, M. C. Applying a sociocognitive processes writing framework to conceptualizing the writing difficulties of high-functioning children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*. (Revise and Resubmit)

Zajic, M. C. A lifespan approach to the writing development of individuals with autism spectrum disorders: The potential role of joint attention in writing development. *Writing & Pedagogy*. (Revise and Resubmit)

MANUSCRIPTS IN PREPARATION

Zajic, M. C., McIntyre, N., Swain-Lerro, L., McCauley, J., Schiltz., H., Oswald, T., & Mundy, P. Writing beliefs and knowledge in school-age, high-functioning children with autism spectrum disorders.

Zajic, M. C. Attention allocation while writing in children with attention difficulties: an observational approach to writing processes in high-functioning, school-age children with autism spectrum disorders and attention-deficit/hyperactivity disorder.

Zajic, M. C., McIntyre, N., Swain-Lerro, L., McCauley, J., Schiltz., H., Oswald, T., & Mundy, P. The Minecraft writing assessment: Development and implications for school-age children with autism spectrum disorders and attention-deficit/hyperactivity disorder.

Zajic, M. C. A systematic review of writing abilities of high-functioning, school-age children with autism spectrum disorders.

PUBLISHED CONFERENCE REVIEWS

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.

Zajic, M. C. (2017). The purposes of required writing? *Kairos: Rhetoric, Technology, and Pedagogy*, 21(2), pp. 60-62.

Zajic, M. C. (2016). Rethinking basic writing: New ideas and perspectives. *Kairos: Rhetoric, Technology, and Pedagogy*, 20(2), pp. 151–153.

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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.

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

- | | |
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| 2016 | Scholarly Promise Award
School of Education, University of California, Davis |
| 2016 | Student Travel Award
International Society for Autism Research |
| 2015 | Outstanding Graduate Student Teaching Award
Graduate Studies, University of California, Davis |
| 2013 | Graduate Scholars Award
Graduate Studies, University of California, Davis |
| 2011 | Undergraduate Guest Awards Speaker
Scholarship Foundation of Santa Barbara |

FELLOWSHIPS

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|-----------|---|
| 2016- | Graduate Assistance in Areas of National Need Fellow
Emphasis Area: Psychometrics and Assessment of Special Populations
Institute of Education Sciences
School of Education, University of California, Davis |
| 2016 | Summer Research Fellowship
School of Education, University of California, Davis |
| 2015-2017 | Writing Across the Curriculum Graduate Writing Fellow
University Writing Program, University of California, Davis |

GRANTS AND SCHOLARSHIPS

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| 2016 | Burnand-Partridge Scholarship Award
Scholarship Foundation of Santa Barbara |
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- 2015 Burnand-Partridge Scholarship Award
Scholarship Foundation of Santa Barbara
- 2014 Burnand-Partridge Scholarship Award
Scholarship Foundation of Santa Barbara
- 2013 Graduate Scholarship Award
Scholarship Foundation of Santa Barbara
- 2012 Undergraduate Scholarship Award
Scholarship Foundation of Santa Barbara
- 2011 John & Janice Baldwin Scholarship
Department of Sociology, University of California, Santa Barbara
- 2011 Undergraduate Scholarship Award
Scholarship Foundation of Santa Barbara
- 2010 Undergraduate Scholarship Award
Scholarship Foundation of Santa Barbara
- 2009 Undergraduate Scholarship Award
Scholarship Foundation of Santa Barbara
- 2008 Undergraduate Scholarship Award
Scholarship Foundation of Santa Barbara

INVITED TALKS OR WORKSHOPS

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.

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.

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.

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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.

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.

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.

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.

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

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.

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.

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.

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.

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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.

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.

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.

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.

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 education course titled Educational Psychology at the University of California, Davis, Davis, California.

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.

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.

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.

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.

CONFERENCE PRESENTATIONS

NATIONAL/INTERNATIONAL PEER-REVIEWED CONFERENCES

Zajic, M., 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).

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).

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).

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).

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).

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).

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).

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).

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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).

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).

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).

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).

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).

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).

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).

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).

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).

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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).

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).

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).

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).

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).

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).

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).

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).

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).

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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).

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).

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).

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).

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).

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).

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).

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).

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

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

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Review of Research. University of California Center for Research in Special Education, Disabilities, & Developmental Risk Conference, Santa Barbara, California (Oral).

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).

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).

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).

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-Deficit/Hyperactivity Disorder. GradSlam at the Interdisciplinary Graduate & Professional Symposium, Davis, California (Oral).

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).

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).

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).

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

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ADHD during a Standardized Writing Task.. University of California at Davis Language Symposium, Davis, California (Oral).

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).

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

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).

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).

RESEARCH EXPERIENCE

- 2016- Core Researcher
Writing Across the Lifespan International Collaboration
Expertise Areas: Writing development in children with learning or developmental disabilities; quantitative research methodology
- 2016- Writing Research Collaborator
Evaluating the Writing Skills of Autistic College Students
College of Staten Island, City University of New York
Principal Investigator: Kristen Gillespie-Lynch, PhD
- 2016-2017 Graduate Student Researcher
Reading Comprehension Intervention for Elementary School Children with Autism Spectrum Disorders
Reading and Academic Development Center
University of California, Davis
Principal Investigators: Emily Solari, PhD; Peter Mundy; PhD

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- 2015-2016 Graduate Student Researcher
Evaluating the Appropriateness of a Reading Comprehension Intervention for
Children with Autism Spectrum Disorders (Pilot Studies)
Reading and Academic Development Center
University of California, Davis
Principal Investigators: Emily Solari, PhD; Peter Mundy, PhD
- 2013-2016 Graduate Student Researcher, Lead Writing Researcher, and Co-Lab Manager
Longitudinal Study of Academic, Social, and Cognitive Development in School-
age Children with Autism Spectrum Disorders
Social Attention Virtual Reality Lab
University of California, Davis
Principal Investigator: Peter Mundy, PhD
- 2012 Undergraduate Research Assistant
Writing Program
University of California, Santa Barbara
Principal Investigator: Randalyn Browning, PhD
- 2011-2012 Independent Researcher
Department of Sociology
University of California, Santa Barbara
Principal Investigator: John Baldwin, PhD
- 2011-2012 Undergraduate Clinician and Research Assistant
Koegel Autism Center
Department of Clinical, Counseling, and School Psychology
University of California, Santa Barbara
Principal Investigator: Robert Koegel, PhD; Lynn Koegel, PhD
- 2011 Undergraduate Research Assistant
Department of Clinical, Counseling, and School Psychology
University of California, Santa Barbara
Principal Investigator: Matthew Quirk, PhD

ACADEMIC SERVICE

EDITORIAL BOARDS

- 2017- *Assessment for Effective Intervention* (Student Editorial Board)

JOURNAL REVIEWER

- 2017- *Education and Training in Autism and Developmental Disorders*

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2017- *Autism: International Journal of Research and Practice*

CONFERENCE REVIEWER

- 2017- Council for Exceptional Children
Division on Autism and Other Developmental Disabilities
- 2016- American Education Research Association
Psychometrics, Measurement, & Assessment (Division D – Measurement
& Research Methodology)
Cognition & Assessment (SIG)
Writing & Literacies (SIG)
- 2015- University of California Center for Research on Special Education, Disabilities,
and Developmental Risk

SERVICE TO PROFESSION

- 2014- Doctoral Student Advisory Council
University of California Center for Research on Special Education, Disabilities,
and Developmental Risk
University of California
Positions Held:
- 2014- Communications Chair
- 2015-2017 Council Chair
- 2017- Past-Council Chair

SERVICE TO DEPARTMENT/UNIVERSITY

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

TEACHING EXPERIENCE

MATTHEW C. ZAJIC

INSTRUCTOR/ASSOCIATE INSTRUCTOR

- 2017 Associate Instructor
School of Education
University of California, Davis
EDU 110: Educational Psychology – Summer 2017
- 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 – Fall 2014; Summer 2015; Fall 2015
- 2014 Associate Instructor
University Writing Program
University of California, Davis
UWP 01: Introduction to Expository Writing – Fall 2014

TEACHING ASSISTANT

- 2014- School of Education
University of California, Davis
EDU 122: Children, Learning, and Material Culture – Spring 2014
EDU 115: Educating Children with Disabilities – Fall 2014
EDU 119: The Use and Misuse of Standardized Assessments – Fall
2015; Fall 2016; Fall 2017
- 2014- University Writing Program
University of California, Davis
UWP 12: Writing and Visual Rhetoric – Winter 2015; Spring 2016
UWP 106: English Grammar – Winter 2016
- 2011-2012 Department of Sociology
University of California, Santa Barbara
SOC 142: Socialization, Self-Actualization, and Creativity – Summer
2011; Fall 2011; Spring 2012
SOC 176D: Sociology of Drugs – Winter 2012

OTHER TEACHING EXPERIENCE

- 2016 Minecraft and Learning Summer Camp Instructor
Adventures in Summer Enrichment
School of Education
University of California, Davis

MATTHEW C. ZAJIC

- 2012-2013 Graduate Record Examination 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-Specific Tutor and Workshop Facilitator for Human Sexuality (SOC 152A)
Campus Learning Assistance Services; Department of Sociology
- 2009-2013 K-12 Academic and SAT Tutor
Gateway Educational Services
Santa Barbara, California
- 2009-2013 Private K-12 Academic and SAT Tutor
Santa Barbara, California
- 2011 K-6 Academic Tutor
Camp THINK!
Santa Barbara Partners in Education
Santa Barbara, California

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

- 2017- Society of the Scientific Study of Reading (SSSR)
- 2016- National Council on Measurement in Education (NCME)
- 2015- American Psychological Association (APA)
- 2015- Council for Exceptional Children (CEC)
Division for Autism and Developmental Disabilities (DADD)
- 2014- American Educational Research Association (AERA)
Division C: Learning and Instruction
Division D: Measurement and Research Methodology

MATTHEW C. ZAJIC

Cognition and Assessment
Special Education Research
Teaching Educational Psychology
Writing and Literacies

- 2014- International Society for Autism Research (INSAR)
- 2014- National Council of Teachers of English (NCTE)