

CURRICULUM VITAE

Sandra Laing Gillam, Ph.D.

Utah State University
Communicative Disorders and Deaf Education
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Logan, Utah 84321

EDUCATION

Ph.D.	University of Memphis	1999	Communication Disorders
	Auburn University	1989	Early Intervention Transdisciplinary Training
M.S.	Auburn University	1989	Communication Disorders
B.S.	Auburn University	1987	Speech Language Pathology and Audiology

PROFESSIONAL EXPERIENCE

Academic

Associate Professor, Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah, August 2006-present.

Associate Professor, Department of Communication Disorders, The University of Alabama, Tuscaloosa, Alabama, August 2004-August 2006.

Assistant Professor, Department of Communication Disorders, The University of Alabama, Tuscaloosa, Alabama, August 1999 - August, 2004.

Clinical

1999-2006 Private Practice/consultant, Tuscaloosa, Al. Assess & provide intervention programming for language/reading impaired children, and provide instruction in language, word recognition, and phonological processing difficulties.

1996-1999 Research Assistant, School of Audiology & Speech Language Pathology, University of Memphis, Memphis, TN. Training in Communication and literacy with specific emphasis on African American Language Acquisition/disorders. Collateral areas in Multicultural and Special education. Conducted research in child language, reading acquisition, and disorders. Taught classes in language/reading acquisition, disorders, and psycholinguistics as requested.

- 1996-1999 Speech Language Pathologist, Private Practice, Memphis, TN. Conducted assessments, prepared reports, wrote Individual Educational Programs and provided intervention for children aged 3-5 for Great Rivers Preschool Cooperative, W. Memphis, Arkansas. Private clients: assessed & provided intervention for severe language/reading impaired, and provided instruction in language, word recognition, and phonological processing difficulties.
- 1994-1996 Speech Language Pathologist, Casper Day Care and Child Development Center. Conducted assessments, and prepared Individual Educational Programs (3-5) and Individual Family Service Plans (B-2). Participated in multidisciplinary team assessment and planning. Provided speech and language intervention. Conducted in-service training for faculty, staff and parents regarding speech and language topics including Attention Deficit Disorder, Fluency, and Language Learning Disabled populations.
- 1994-1996 Speech Language Pathologist, Private Practice, Casper, Wyoming. Conducted assessment and provided intervention for patients through Wyoming Home Health Care, Novacare, Furhman Physical Therapy Associates, and Sundance Rehabilitation. Conducted in-service training for medical professionals regarding neurogenic speech and language issues.
- 1991-1994 Speech Language Pathologist, Dothan City Schools. Conducted assessments, prepared Individual Educational Programs, participated in multidisciplinary team assessment and placement meetings for children ages 7-14. Conducted in-service workshops for administrators, teachers, speech language pathologists and other special education personnel regarding language intervention and academic topics to include Fluency and Language Learning Disabilities.
- 1991-1994 Speech Language Pathologist, Private Practice, Dothan, Alabama. Conducted assessments, prepared reports, and provided intervention for geriatric speech and language populations for Novacare and Communicare Pro-Rehab.
- 1989-1991 Speech Language Pathologist, Phenix City Schools. Conducted assessments, prepared Individual Educational Programs and provided intervention for regular, special and multihandicapped school populations aged 8-21. Conducted in-service training for administrators, teachers, speech language pathologists, and other special education personnel regarding language intervention and academic topics.

1989-1991 Speech Language Pathologist, Private Practice, Phenix City, Al.,
Opelika, Al. Conducted assessments, prepared reports and provided
intervention for geriatric speech and language populations for
Southeast Alabama Home Health Services.

AWARDS AND HONORS

Invited guest at USU Student-Athlete Services 14th Annual Whitesides Scholar-Athlete Awards Luncheon (2007), Evan N. Stevenson Ballroom, Taggart Student Center, Utah State University.

Top Professor, Utah State University Mortar Board (2007).

Outstanding Alumni Award. The University of Memphis Board of Directors (2005).

Inaugural Cadre of Advisors and Board Recognized Specialist, Specialty Board on Child Language (2004 – 2008).

Nominated for The College of Arts & Sciences Leadership Board Outstanding Commitment to Students Award (2003, 2005).

New Investigator Research Award, The American Speech Language and Hearing Association Foundation, (2002).

GRANT SUPPORT

External Grants

Principle Investigator, The Relationship between Inhibition and Verbal Working Memory in Children with Specific Language Impairment. New Investigator Grant, American Speech Hearing and Language Foundation.
5/2001 - \$5,000

Principle Investigator, The Impact of Temporal Processing Training on Spontaneous Language Production. Scientific Learning Corporation (SLC). 5/2000 - \$2550

Co- Investigator, Comparison of Language Intervention Programs. NIH/NIDCD Award UO1DC004560, 12/2006 - \$113,618.

Internal Grants

Principal Investigator, Comparison of formal and informal language and processing

measures in differentiating among language difference and disorder in African American Vernacular English (AAVE) and Standard American English (SAE) speakers. Research Advisory Committee (RAC), The University of Alabama. 1/2004 - \$5000

Principal Investigator, The Impact of Temporal Processing Training on Spontaneous Language Production. Research Advisory Committee (RAC). The University of Alabama. 1/2000 - \$4600

Co-Principal Investigator, Phonological processing, written language, and memory skills in children who require augmentative and alternative communication (AAC): Response to intervention, Community/University Research Initiative Grant Proposal FY 07-08. 2/2006 - \$36,000.

PUBLICATIONS

Articles

*peer reviewed

*Gillam, S. & Gillam, R. (2007). Consulting the evidence to provide treatment for a preschooler with moderate-to-severe speech disorders who has not responded well to previous therapy. *Perspectives on Language Learning and Education, Division 1, Volume 14, No. 1, 4-6.*

*Gillam, S. & Kamhi, A. (2007). EBP Brief: Intervention for preschool children with moderate-severe phonological impairment. *Evidence Based Practice Briefs*, AGS Publishing, 1, pages 59 to 68.

*Gillam, S. & Gillam, R. (2006). Making evidence-based decisions about child language intervention in schools. *Language, Speech, and Hearing Services in Schools, 37*, 1-12.

*Gillam, R. & Laing, S. (2006). Making evidence-based decisions about language intervention with primary grade children. *Perspectives on Language Learning and Education, Division 1, 13*, 10-16.

*Laing, S. (2006). Phonological awareness, reading fluency, and strategy-based reading comprehension instruction for children with language learning disabilities: What does research show? *Perspectives on Language Learning and Education, Division 1, 13*, 17-22.

Gillam, S. (2006, April). Building the PhD. pipeline. Proceedings of the Council of Academic Programs in Communication Sciences and Disorders, Destin, Florida.

*Laing, S., & Espeland, W. (2005). The impact of a classroom-based preschool phonological awareness training program for children with spoken language and expressive phonological impairments. *Journal of Communication Disorders, 38*,

65-82.

Laing, S. (2004). Efficacy and cross-domain effects of a phonological awareness and reading intervention for children with moderate-severe language impairment (invited paper by www.speechpathology.com).

*Laing, S., & Kamhi, A. (2003). Assessment of language and literacy in African American children. *Language, Speech, and Hearing Services in the Schools*, 34, 44-55.

Laing, S. (2003). Research improves speech impaired children's reading. *The University of Alabama, Research: The Foundation for Economic Expansion*, Vol. 1, Issue 1, 29.

*Laing, S. (2003). Assessment of phonology in preschool African American Vernacular English Speakers Using an Alternate Response Mode. *American Journal of Speech Language Pathology*, 12, 3-15.

*Laing, S. (2002). Miscue Analysis in School-Age Children. *American Journal of Speech Language Pathology*, 11, 407-416.

*Laing, S., & Kamhi, A. (2002). The use of think-aloud protocols to compare inferencing abilities of average and below average readers. *Journal of Learning Disabilities*, 35, 436-447.

*Kamhi, A., & Laing, S. (2001). The Importance of Orthographic Analogies in Learning to Read. *Journal of Logopedics, Phoniatrics, & Vocology*, 25, 29-34.

Book Chapters

Gillam, R., Montgomery, J., & Gillam, S. (in press). Memory and attention in children with language impairments. In Richard G. Schwartz (Ed). *Handbook of Child Language Disorders*.

Gillam, S. (2007). Intervention for text comprehension deficits. In Alan G. Kamhi, Julie J. Masterson, & Kenn Apel (Eds.). *Clinical decision making in developmental language disorders*, pp. 267-284. Allyn & Bacon, Boston MA.

Kamhi, A., & Laing, S. (2001). The Path to Reading Success or Reading Failure: A Choice for the Millennium. In J. Harris, A. Kamhi, & K. Pollock (Eds.), *Literacy in African-American Communities*, Mahwey, New Jersey: Lawrence Erlbaum Associates, Inc.

Invited manuscripts in preparation for publication

Gillam, S., & Kamhi, A. (in preparation). Specific Language Impairment. Blackwell Handbook in Linguistics: The Handbook of Language and Speech Disorders.

Submitted manuscripts

Gillam, S., & St. Clair, K. (submitted). Comprehension of expository text: Insights gained from think-aloud data. Submitted to American Journal of Speech Language Pathology.

Gillam, S., Gillam, R, Reece, K., & Petersen (submitted). A comparison of two intervention approaches for improving language abilities of low-income children with language impairments. Submitted to Communication Disorders Quarterly.

Manuscripts in preparation for submission

Foley, B., & Gillam, S. (in preparation). Working memory in children with complex communication needs.

Gillam, S., & Foley, B. (in preparation). Dynamic assessment of phonological awareness using a visual response modality: Assessment of children with complex communication needs.

Gillam, S., & Foley, B. (in preparation). Assessment of word attack skills for children with complex communication needs using a forced choice format.

Gillam, S., & Foley, B. (in preparation). Assessing nonword repetition in children with complex communication needs.

Gillam, S., Peterson, D., Clark, M., & Gillam, R. (in preparation). Narrative production in low-income children with language impairments. The Black and White of stories.

PRESENTATIONS

Refereed Presentations

Gillam, S., Reece, K., & Gillam, R. (2007). A Comparison of two intervention approaches for improving language and narrative abilities in low-income children with language impairments. Texas Research Symposium on Language Diversity, Austin, TX (poster session).

Gillam, S., & Gillam, R. (2006). Evidence based practice decisions in school age language. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Miami (mini-seminar).

Laing, S. FastForward: phonological awareness, reading, and language in the school age child: Is it worth it? (2004). Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Philadelphia (poster session).

- Laing, S., Abts, B., & Deal, H. (2003). Efficacy and cross-domain effects of a phonological awareness and reading intervention for children with moderate-severe language impairment. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session).
- Young, J., MaCauley, B., & Laing, S. (2003). The relationship between swallowing, walking, and talking in infants. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session).
- Laing, S., Smith, L., Johnson, L., & Weathers, A. (2002). Relationship between inhibition and verbal working memory. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session).
- Laing, S., & McCown, K. (2002). Examining comprehension using think-aloud methodology. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session).
- Laing, S., & Stewart, S. (2002). Processing dependent measures and diagnosis of language impairment. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session).
- Laing, S., & Espeland, W. (2001). The Impact of a classroom-based preschool phonological awareness training program for children with spoken language and expressive phonological impairments. Paper presented at The Annual Convention of The American Speech Hearing and Language, New Orleans (poster session).
- Laing, S., & Lisle, S. (2001). Classroom based communication skills training. Paper presented at The Annual Convention of American Speech Hearing and Language, New Orleans (poster session).
- Laing, S., & Moore, C. (2001). The effect of FastForward training on spontaneous language and narrative samples. Paper presented at The Annual Convention of American Speech Hearing and Language, New Orleans (poster session).
- Laing, S. (2000). Assessment of phonology in preschool AAVE speakers using sentence probes. Paper presented at The Annual convention of the American Speech-Language and Hearing Association, Washington, D.C. (Mini-seminar).
- Laing, S. (2000). Comparison of oral reading miscues in good and poor readers. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Washington, DC. (poster session).
- Laing, S., & Kamhi, A. (1999). The role of analogies and inferences in learning to read. Paper presented at The Annual Convention of The American Speech-

Language and Hearing Association, San Francisco, CA. (Mini-seminar).

Laing, S., & Kamhi, A. (1998). The importance of orthographic analogies in learning to read (typical children). Paper presented at The Symposium on Research in Child Language Disorders, Madison, Wisconsin (poster session).

Laing, S., & Pollock, K. (1998). Modification of standardized phonological assessment for speakers of AAVE. Paper presented at The Third Biennial Memphis Research Symposium: Focus on Communication & Literacy in African Americans, Memphis, TN. (poster session).

Laing, S., & Kamhi, A. (1998). The benefits of thinking aloud for listening and reading comprehension. Paper presented at The Third Biennial Memphis Research Symposium: Focus on Communication & Literacy in African Americans, Memphis, TN. (poster session).

Laing, S., & Kamhi, A. (1998). Dynamic assessment of phonological awareness. Paper presented at The Annual Convention of The American Speech-Hearing-Language Association, San Antonio, Texas (poster session).

Laing, S., & Kamhi, A. (1998). The importance of orthographic analogies in learning to read (typical and disordered). Paper presented at The Annual Convention of The American Speech-Language-Hearing Association, San Antonio, Texas (poster session).

Laing, S., & Haynes, W. (1987). Temperament, affect expression and linguistic development in the second year. Paper presented at *The Annual Convention of The American Speech-Language-Hearing Association*, St. Louis, Missouri (poster session).

Invited Presentations

Gillam, S., & Gillam, R. (June, 2006). Evidence based practices in child language disorders. *Summer outreach symposium, Utah State University, Logan, UT.* (workshop).

Gillam, R., & Gillam, S. (June, 2006). Narrative assessment and intervention with school-age children. *Summer outreach symposium, Utah State University, Logan, UT.* (workshop)

Gillam, S. (April, 2006). Building the PhD pipeline. *Council for Academic Programs in Communication Sciences and Disorders* (conference proceedings).

Gillam, R. & Laing, S. (July, 2005). Evidence based practices in language intervention with school-age children. *National Student Speech Language Hearing Association, Summer Symposium.* Tuscaloosa, Alabama (seminar).

Laing, S. (March, 2005). Reading acquisition, assessment & intervention. *MidSouth*

Conference, Memphis, Tennessee (mini-seminar).

Gillam, R. & Laing, S. (January, 2005). Literature-based language intervention with school-age children. Workshop presented to the *Omni Child Development Center Winter Conference*, Brooklyn, NY. (seminar)

Laing, S. & Picone, K. (2004). FastForWord: Case studies in school age children. *Midsouth Conference*, Memphis, Tennessee (poster session).

Laing, S. (2004). Where angels fear to tread: Phonological awareness and beyond. *Kentucky Speech and Hearing Association*, Louisville (3 hour short course).

Laing, S. (2002). Research to practice. The University of Alabama Chapter of The *National Student Speech Language Hearing Association*, Summer Symposium. Tuscaloosa, Alabama (seminar).

Laing, S. (2002). Assessment and Intervention for young children with Autism Spectrum Disorders. *Early Intervention Medical Update: The Alabama Department of Rehabilitation Services, CSPD & Three Rivers Early Intervention District VII Coordinating Council*. Shelton State Community College, Tuscaloosa, Alabama. (seminar).

Laing, S. (2000). A Multi-Disciplinary Approach to the Assessment and Remediation of Phonological Awareness Abilities. The University of Alabama Chapter of *The National Student Speech Language Hearing Association*, Summer Symposium (miniseminar).

Local Presentations/invited lectures

Fall (November, 2006). Reading Assessment and Intervention for Speech Pathologists. Utah State University In-Service Workshop for Clinical Faculty, Speech and Hearing Center.

Fall (October, 2006). Evidence Based Practice. Utah State University Guest Lecture for Graduate Students in Speech Language Pathology.

Fall (October, 2005). Phonological awareness; assessment & intervention for speech language pathologists. *Billingsley Elementary School*, Billingsley, Al (in-service).

Fall (September, 2005). The use of focused stimulation techniques to improve language skills in preschool children. Presentation for *The University of Alabama Speech and Hearing Center* (invited speaker).

Spring (February, 2004). Verbal working memory and speed of processing in school-age children with and without language impairment. Presentation for *Contemporary Issues in Cognitive Psychology* (GP 347; invited speaker).

Fall (January, 2004). Careers in speech language pathology. *Capstone Scholars Day*.

- University of Alabama (invited speaker).
- Spring (October, 2003). Independent phonological analysis techniques. *The University of Alabama Speech & Hearing Center*, Tuscaloosa, Al. (in-service).
- Guest lecturer for PY 669 and PY 352 (Spring 2002 and 2003).
- Spring (2001). Assessment and Intervention for Phonological Awareness. *Over the Mountain SLP's*, Birmingham, Al., (In-service).
- Spring (2001). Careers in speech language pathology. *Capstone Scholars Day*. University of Alabama (invited speaker).
- Spring (2000). Assessment and intervention of phonological awareness. *The University of Alabama Speech & Hearing Center*, Tuscaloosa, Al. (in-service).
- Spring (2000). Phonological awareness; assessment & intervention for regular and special education teachers. *Verner Elementary School*, Tuscaloosa, Al (in-service).
- Spring (2000). Speech Language Pathology as a career. *Englewood Elementary*, Career Day (invited speaker).
- Spring (2000). Intervention with Autism/PDD. *Brewer-Porch Children's Center*, Tuscaloosa, Al., (invited speaker).
- Spring (1999). The influence of language and cognitive abilities on comprehension in good and poor third grade readers. *The Department of Psychology, Colloquium*, at The University of Memphis, Memphis TN., (invited speaker).
- Fall (1999). The use of computerized language program to remediate temporal processing deficits. *The University of Alabama Speech & Hearing Center*, Tuscaloosa, Al., (in-service).
- Fall (1999). Phonological awareness; assessment & remediation. *The University of Alabama Speech & Hearing Center*, Tuscaloosa, Al., (in-service).
- Fall (1998). Phonological awareness and reading. *Coldwater Elementary School*, Coldwater, Ms., (in-service).
- Laing, S. (1997). Modification of standardized phonological assessment for speakers of AAVE. *Research Symposium, Boling Developmental Center*, Memphis, TN. (miniseminar).
- Spring (1996). The role of the Speech-Language Pathologist in educational and medical settings. *The Wyoming Women's Leadership Conference*, Casper, Wy., (invited speaker).

- Spring (1997). Dynamic versus static assessment of phonological awareness. *The Department of Speech-Language Pathology/Audiology, Colloquium*, The University of Memphis, Memphis, TN., (invited speaker).
- Laing, S. (1997). Identifying language disorders in children who are not English proficient. *Interdisciplinary Leadership Conference, Boling Developmental Center*, Memphis, TN. (miniseminar).
- Fall (1994). Treatment of language disorder in educational settings. *Dothan City Schools*, Dothan, Al., (in-service).
- Fall (1993). Review of current treatment options for fluency disorders in school-aged populations. *Dothan City Schools*, Dothan, Al., (in-service).
- Spring (1993). Identification and treatment of language learning disorders. *Dothan City Schools*, Dothan, Al., (in-service).

TEACHING

Undergraduate Courses

- CD 226: Language Development (University of Alabama)
- CD 305: Phonological Awareness and Reading (University of Alabama)
- CD 371: Speech Disorders I (University of Alabama)
- CD 411/511: Speech and Hearing Science (University of Alabama)
- COMD 2500: Language, Speech, and Hearing Development (Utah State University)
- COMD 3120 Assessment and Intervention for Phonological Disorders (Utah State University)
- COMD 5600 Assessment and Intervention in Birth – Five (Utah State University)

Graduate Courses

- CD 509: Language development (University of Alabama)
- CD 510: Language Intervention (University of Alabama)
- CD 529: Diagnostic Methods (University of Alabama)
- CD 551: Phonological and Articulation Disorders (University of Alabama)
- CD 577: Phonological and Articulation Disorders Ages 4 and older (University of Alabama)
- CD 557: Special Populations (University of Alabama)
- CD 502: Language Assessment & Intervention with School Age Children (University of Alabama)
- CD 512: Language Assessment & Intervention with Children Ages B – 3 (University of Alabama)
- CSD 553: Multicultural Populations (Northern Arizona University)
- COMD 6050: Professional Issues in Speech Language Pathology (Utah State University)
- SPED 7820: Doctoral Seminar in Language Acquisition (Utah State University)

UNIVERSITY SERVICE

Utah State University – College of Education and Human Services

Interdisciplinary Doctoral Planning Committee (2006)
Library Committee (2006-2007)
Faculty Senate (2007-2010)
Graduate Faculty Committee (2006 – present)
Department Teaching Excellence Award Committee (2007-2008)
Ad Hoc Faculty Code Review Committee (2007)

University of Alabama - College of Arts & Sciences

Research Advisory Committee (2005-2006)
Faculty Leadership Review Committee (2005-2006)
5th Annual Alabama Autism Conference Planning Committee (2005-2006)
Promotion and Tenure Committee (2004-2006)
Diversity Committee (2000-2002)

Utah State University – Communication Disorders and Deaf Education

Graduate Faculty Committee (2006)
T & P Advisory Committee (2006) Julie Wolter, member
T & P Advisory Committee (2007) Debbie Golos, chair
T & P Advisory Committee (2007) Karen Munoz, member

University of Alabama – Department of Communicative Disorders

Chair, Search Committee (2002-2003)
Co-chair, Search Committee (2001, 2002)
Graduate Faculty committee (1999-2006)
Undergraduate Advisor (1999-2006)
Chair, Comprehensive Examination Committee, (2000-2005)
Library Liaison (2001-2006)
Honor's Student Liaison (2001-2006)

PROFESSIONAL SERVICE and AFFILIATIONS

American Speech-Language-Hearing Association

Topic Coordinator, Language Science Subcommittee, Convention Program Committee (2007)

Member, Language, Learning and Education School Age Language Subcommittee, Convention Program Committee (2006).

Chair, Committee to Council of Academic Programs in Communication Sciences and Disorders. To develop a model for linking master's programs who are strong in

research with PhD programs in hopes of establishing partnerships for PhD student preparation (2005-2006).

Reviewer, Student research in early childhood language academic scholarships. The American Speech Hearing and Language Foundation (2005).

Member, Language, Learning and Education Subcommittee, Convention Program Committee (2005).

Facilitator for Roundtable Session entitled Literacy: Phonological Awareness at The American Speech Hearing and Language Association (2005) Schools Conference, Indianapolis, IN.

Member, School Age and Adolescent Language Subcommittee, Convention Program Committee (2003).

Editorial Consultant

Language, Speech, and Hearing Services in the Schools (2005).

Guest Editor

Perspectives on Language Learning and Education, Division 1 (Volume 1, Number 1, March 2007)

Ad Hoc Reviewer

Journal of Speech, Hearing, and Language Research (2007)

Language Speech, and Hearing Services in the Schools (2007)

Evidence Based Practice Briefs (2007)

Topics in Language Disorders (2007)

Journal of Abnormal Child Psychology (2005)

Communication Disorders Quarterly (2005).

International Journal of Language & Communication Disorders (2005).

Journal of Child Language (2005).

Thomson Delmar Awards for student research (2005).

Language, Speech, and Hearing Services in the Schools (2004-2006).

The Journal of Speech Language and Hearing Research (2004-2006).

The American Journal on Mental Retardation (2003-2006).

The American Journal of Speech Language Pathology (2004-2006).

Professional Development Resources, Inc. (2004-2005).

Thomson Delmar Learning (2004-2005).

Clinical Linguistics and Phonetics (2004).

Sage Publications (2004).

Lippencott, Williams & Wilkins Publishing (2002).

CERTIFICATION AND LICENSURE

Certificate of Clinical Competence in Speech Pathology, American Speech-Language-Hearing Association (1989-present)

Licensed Speech-Language Pathologist, Utah State Board of Examiners for Speech-Language Pathology and Audiology (2007-present).

Licensed Speech-Language Pathologist, Alabama State Board of Examiners for Speech-Language Pathology and Audiology (1990 - present)

Licensed Speech-Language Pathologist, Tennessee State Board of Examiners for Speech-Language Pathology and Audiology (1996 - 2000)

Licensed Speech-Language Pathologist, Arkansas State Board of Examiners for Speech-Language Pathology and Audiology (1996 - present)

Teaching Certificate, Speech-Language Pathologist Specialization, Alabama State Department of Education (1987 – present)

STUDENT COMMITTEES

Dissertation Committees

Gina Cook – Family Child and Human Development (2007)

Doug Peterson – Communication Disorders and Deaf Education (2007)

Ashok Natarajan – Psychology

Dissertation Title: The phonological similarity effect and orthographic influences.
Defended February, 2005.

Christy Howell - Human Development and Family Studies

Dissertation Title: Mother's speech with 6 month and 12 month old infants: Influences on infant's vocalizations at 12 months and the effects of an early intervention.
Defended October 2000.

Thesis Director

Andrea Atchley – Communicative Disorders

Thesis Title: Comparison of formal and informal language and processing measures in African American speakers. Defended March 2005.

Amanda Milford – Communicative Disorders

Thesis Title: The use of sign language to improve the articulation abilities of a medically fragile child with Down syndrome. Defended March 2005.

Betsy Abts - Communicative Disorders

Thesis Title: Intervention for reading deficits in children with moderate-severe language impairment. Defended October 2003.

Heather Deal - Communicative Disorders

Thesis Title: Intervention for phonological awareness deficits in children with moderate-severe language impairment. Defended October 2003.

Caroline Moore - Communicative Disorders

Thesis Title: The Effects of FastForWord Training on Spontaneous Language and Narrative Samples. Defended October 2001.

Wendy Espeland - Communicative Disorders

Thesis Title: The impact of a classroom-based preschool phonological awareness training program for children with spoken language and expressive phonological impairments. Defended June 2001.

Carrie Smith - Communicative Disorders

Thesis Title: The influence of comprehension monitoring and verbal working memory on the comprehension of expository text in fourth-grade good and poor readers. Defended Spring 2000.

Kelli St. Clair - Communicative Disorders

Thesis Title: The influence of inferencing and verbal working memory on comprehension of expository text in fourth-grade good and poor readers. Defended October 2000.

Thesis Committees

Alexis Wood – Communicative Disorders and Deaf Education. Defended February 2007.

Sarah Crump – Psychology Theory of Mind. Defended Fall 2003.

Jennifer Young - Communicative Disorders. Defended October 2002.

Naomi Lang-Unasch - Communicative Disorders; Defended August 2002

Kyle Tanner - Communicative Disorders; Defended March 2001.

Amanda Jordan - Communicative Disorders; Defended October 2000.

Plan C Committees

Nancy Berry

Laura Davis

Suzanne Harris

Annalisa Kindt

Jacque Owen – Communicative Disorders and Deaf Education. Defended March 2007.

Lindsey Mair – Communicative Disorders and Deaf Education. Defended March 2007.

Independent Studies

Doug Petersen Spring 2007

Macrostructural and microstructural aspects of narratives in African American children with and without language impairments. Doctoral student.

Candace Handley Spring 2006

Semantic activation and the ambiguity advantage in children developing typically and children with language learning impairments.

Melissa Billings Fall 2005
Evidence based practice in reading intervention.

Dana Quinney Spring 2005
Evidence based practice in child language intervention

Katie Wiley Spring 2005
Evidence based practice in child language intervention

Katie Lyons Fall 2004
Criterion referenced testing for use with school age children across multiple domains.

Leslie Brown Spring 2004
Clinician directed versus child directed therapy approaches and echolalia in a child with SLI: A Case Study

Arpel Savage Fall 2003
Behavior Disorders and Specific Language Impairment

Allison Spidle Spring 2003
Speech and language with children who are Hearing Impaired.

Tim Hutchings Fall 2002
Research into joint book reading between fathers and children.

Shelley Stewart Spring 2002
Research in processing independent and knowledge dependent assessment measures in diagnosing language impairment in African American children.

Tyya Milliner Fall 2001
Research in the relationship between African American Vernacular English and reading, writing and spelling in school age children.

Jamie Simpson Spring 2001
Research in behavioral problems, assessment and intervention issues in school-age children.