

## **RONALD B. GILLAM, Ph.D.**

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### **PERSONAL STATEMENT**

My body of work spans basic scientific research, clinical assessments, and intervention studies. My career has been focused on elucidating the complexities of developmental language disorders (DLD) and childhood stuttering, with a goal to improve diagnostic and treatment paradigms.

My foundational research has made significant strides in characterizing the cognitive limitations observed in children with DLD. We've found that these children experience challenges in forming and retaining precise mental phonological representations, particularly under multitasking conditions. Our investigations reveal decreased mental interactions between fluid intelligence, attention control, working memory, and long-term memory in this population. We've also used statistical modeling to demonstrate the pivotal role of working memory in mediating language comprehension and production.

Expanding the scope to neurobiology, my work has highlighted atypical functioning in neural networks responsible for attention, language processing, and speech planning in children with language disorders and stuttering. Using functional Near-Infrared Spectroscopy (fNIRS), we have shown that real-world neuroscience methods can yield valuable insights into how neural mechanisms function in contextually relevant settings.

In the clinical arena, my team has researched the criteria for diagnosing language disorders in monolingual and bilingual children and in children who stutter. We have found that bilingual children can be reliably assessed for language impairments through English-based tests or dynamic assessment techniques if they are exposed to English for at least one year and for 30% of their daily activities. I have designed two internationally recognized diagnostic tests: the Test of Narrative Language and the Test of Childhood Stuttering.

In terms of interventions, I have served as the Principal Investigator/Project Director (PI/PD) for multi-site randomized controlled trials, funded by the National Institutes of Health and the U.S. Department of Education. Our studies have demonstrated that a variety of language intervention programs can be effective, provided they incorporate key language intervention strategies. Moreover, we have rigorously evaluated the SKILL program aimed at enhancing both oral and written narrative comprehension and composition in children who are at risk for language disorders and learning disabilities.

Through multidisciplinary approaches, my research aims to foster a more comprehensive understanding of communication disorders in children and to advance the field by developing effective diagnostic tools and treatment protocols.

### **EDUCATION**

Indiana University, Bloomington, Indiana. Doctor of Philosophy degree in Speech, Language and Hearing Sciences (1989).

Colorado State University, Ft. Collins, Colorado. Master of Science degree in Communication Disorders (1979).

Colorado State University, Ft. Collins, Colorado. Bachelor of Science degree in Communication Disorders (1977).

### **PROFESSIONAL EXPERIENCE**

Raymond L. and Eloise H. Lillywhite Endowed Chair of Speech-Language Pathology, Department of Communicative Disorders and Deaf Education, Utah State University, August, 2006 – present.

Director, Interdisciplinary Doctoral Program in Neuroscience, Utah State University, August 2015 – 2023.

Director, Speech-Language Pathology Track in the Disability Disciplines Doctoral Program, Department of Special Education and Rehabilitation, Utah State University, August 2008 – 2023.

Research Professor, Department of Special Education and Rehabilitation, Utah State University, 2008 – 2021.

Visiting Professor, School of Psychology, Curtin University, Perth, Western Australia, 2009

Professor, Department of Communication Sciences and Disorders, The University of Texas at Austin, September, 2002 – August, 2006.

Associate Professor, Department of Communication Sciences and Disorders, The University of Texas at Austin, September, 1997 – September, 2002.

Visiting Assistant Professor, Department of Communication Sciences and Disorders, The University of Alberta, Edmonton, Alberta, Canada, - Summer, 1995 & 1996

Assistant Professor, Department of Speech Communication, Program in Communication Sciences and Disorders, The University of Texas at Austin, September, 1992 - September, 1997.

Assistant Professor, Program in Communication Disorders, University of Missouri-Columbia, Columbia, Missouri, September, 1988 – August, 1992.

Speech-Language Pathologist, Department of Special Services, Converse County School District #1, Douglas, Wyoming, September, 1979 - May, 1985.

### **AWARDS AND HONORS**

Outstanding Graduate Mentor of the Year Award, Emma Eccles Jones College of Education and Human Services, Utah State University (2019).

Distinguished Alumnus Award, Department of Speech and Hearing Sciences, Indiana University, Bloomington, IN (2017).

Honors (by nomination and election) of the American Speech, Language, and Hearing Association (2016).

Bill E. Robins Award for Utah State University Researcher of the Year (2009).

Haydn Williams Fellow, Curtin University, School of Psychology, Perth, Western Australia (2009).

Editor's Award for the article of highest merit, *Journal of Speech, Language, and Hearing Research* (1999, 2009).

Scholar/Researcher of the Year, Emma Eccles Jones College of Education and Human Services, Utah State University (2009).

Dads Association Centennial Teaching Fellowship (awarded for outstanding undergraduate teaching), The University of Texas at Austin (2005).

Fellow (by nomination and election), American Speech-Language-Hearing Association (2000).

Research Award, College of Communication, The University of Texas at Austin (1993, 1999).

Innovative Instructional Technology Award, The University of Texas at Austin (1999).

Dean's Excellence Award (recognition for outstanding contributions to teaching and research), College of Communication, The University of Texas at Austin (1999).

Advisor Honors, Executive Council of the National Student Speech-Language-Hearing Association (1991).

### **FEDERAL GRANT SUPPORT**

R305A170111. Principal Investigator/Project Director (with Sandra Gillam and Sharon Vaughn, Co-PI's). Randomized Controlled Trial of the Supporting Knowledge in Language and Literacy (SKILL) Program for Children who are At-Risk for Language and Literacy Difficulties. US Department of Education, Institute for Educational Sciences, National Center for Education Research.

7/1/17 – 12/30/22 \$3,299,570

H325D170080. Co-Principal Investigator (with Tim Slocum, PI/PD). Multidisciplinary Program to Train Leaders in Evidence-based Practice and Implementation Science. US Department of Education, Office of Special Education and Rehabilitation, Preparation of Leadership Personnel.

1/1/18 – 12/31/23 \$1,226,308

DC010883A. Co-Principal Investigator (with James Montgomery and Julia Evans, Co-PI's). Cognitive Processing and Sentence Comprehension in SLI. National Institutes of Health, National Institute on Deafness and Other Communication Disorders.

9/1/10 - 8/31/16 \$2,436,412 (USU subcontract - \$669,695)

DC010883A-02. Co-Principal Investigator (with James Montgomery and Julia Evans, Co-PI's) Cognitive Processing and Sentence Comprehension in SLI. Research Supplement for

Underrepresented Minorities, National Institute of Deafness and Other Communication Disorders

9/01/11 – 8/31/16 \$96,161 (USU subcontract - \$38,478)

H325D090053. Co-Principal Investigator (with Timothy Slocum, PI/PD). Interdisciplinary Doctoral Program to Promote Evidence-Based Language and Literacy Practices. U.S. Department of Education, Office of Special Education and Rehabilitation, Preparation of Leadership Personnel.

1/1/10 – 12/31/14 \$799,996

R324A100063. Co-Principal Investigator (with Sandra Gillam PI/PD). Developing a Narrative Language Intervention Program. US Department of Education, Institution for Educational Sciences, National Center for Special Education Research.

7/1/10 – 6/30/13 \$1,446,527

T83MC09650. Principal Investigator and Project Director (with Karl White, Co-PI). Future Leaders in Speech-Language Pathology and Audiology; Training Program for Pediatric Communication Disorders. Department of Health and Human Services - Maternal and Child Health Bureau.

8/1/08 – 7/31/13 \$672,632

R01 DC007439-01A1. Co-Principal Investigator (with Elizabeth Peña, PI/PD) and Subcontract Site PI. Diagnostic Markers of Language Impairment in Bilinguals. National Institute of Deafness and Other Communication Disorders.

1/15/06 – 12/30/12 \$2,504,756 (USU subcontract - \$667,214)

R01 DC007439-04S3. Co-Principal Investigator (with Elizabeth Peña, PI and Lisa Bedore, Co-PIs) and Subcontract Site PI. Administrative Supplement (ARRA funds), Diagnostic Markers of Language Impairment in Bilinguals. National Institute of Deafness and Other Communication Disorders.

7/1/09 – 6/30/10 \$94,762

U01 DC04560-01. Principal Investigator/Project Director. A Comparison of Language Intervention Programs. National Institute of Deafness and Other Communication Disorders.

9/1/01 – 8/31/07 \$4,404,348

U01 DC04560-02. Principal Investigator. A Comparison of Language Intervention Programs, Research Supplement for Underrepresented Minorities, National Institute of Deafness and Other Communication Disorders

9/01/03 – 8/31/05 \$109,608

K08. Principal Investigator (with Nelson Cowan and Anne van Kleeck, Mentors). Modality Specific Memory Mechanisms in SLI Children. National Institute of Deafness and Other Communication Disorders, Clinical Investigator Development Award.

8/91-7/92 - \$57,578 (University of Missouri)

Revised and reinstated at the University of Texas at Austin.

4/93-3/97 \$345,946

Co-Investigator and Research Director (with Robert Busch, PI). Missouri-TIKES: A collaborative demonstration project for mainstreaming preschoolers with disabilities into childcare settings. U.S. Department of Education, Office of Special Education and Rehabilitative Services Handicapped Children's Early Education Program.

10/89 - 9/92 \$362,665

### STATE GRANT SUPPORT

Co-PI (with Naveen Nagaraj PD/PI). The effect of hearing aid use and cognition in older adults with hearing loss: An RCT study using fNIRS. Alzheimer's Disease and Dementia Research Center.

2/23 – 1/24 \$32,000

### GRANTS UNDER REVIEW

Co-PI (with Jim Montgomery and Elena Plante co-PIs). Training Complex Sentence Comprehension and Production in Children with DLD. National Institute of Deafness and Other Communication Disorders.

12/23 – 12/28 USU Subcontract \$1,266,865

### PUBLICATIONS

Citations: 11,371

h-index: 58

i10-index: 103

#### Books and Norm-referenced Tests

11. Gillam, R. B., Marquardt, T. P. (Eds.) (2021). *Communication Sciences and Disorders: From Science to Clinical Practice* (4<sup>th</sup> Edition). Burlington, MA: Jones & Bartlett.
10. Gillam, S.L., Gillam, R.B., and Laing, C. (2018). *SKILL Narrative: Supporting Knowledge in Language and Literacy*, 3<sup>rd</sup> Edition, Logan, UT: Utah State University.
9. Gillam, R.B. & Pearson, N. (2017). *Test of Narrative Language* (2<sup>nd</sup> Edition). Austin, TX: PRO-ED.
8. McCauley, R., Fey, M.E., & Gillam, R.B. (2017). *Treatment of Language Disorders* (2<sup>nd</sup> Edition). Baltimore, MD: Brookes.
7. Gillam, R. B., Marquardt, T. P. (Eds.) (2015). *Communication Sciences and Disorders: From Science to Clinical Practice* (3<sup>rd</sup> Edition). Burlington, MA: Jones & Bartlett.
6. Gillam, R. B., Marquardt, T. P., & Martin, F. R. (Eds.) (2010). *Introduction to Communication Sciences and Disorders: From Science to Clinical Practice* (2<sup>nd</sup> Edition). Sudbury, MA: Jones & Bartlett.
5. Gillam, R.B., Logan, K.L., & Pearson, N. (2009). *Test of Childhood Stuttering*. Austin, TX: PRO-ED.
4. Gillam, R. B. & Pearson, N. (2004). *Test of Narrative Language*. Austin, TX: PRO-ED.
3. Miller, L., Gillam, R. B., & Peña, E. (2001). *Dynamic Assessment and Intervention: Improving Children's Narrative Abilities*. Austin, TX: PRO-ED.

2. Gillam, R. B., Marquardt, T. P., & Martin, F. R. (Eds.) (2000). *Communication Sciences and Disorders: From Science to Clinical Practice*. San Diego, CA: Singular.
1. Gillam, R. B. (Ed.) (1998). *Memory and Language Impairment in Children and Adults: New Perspectives*. Gaithersburg, MD: Aspen.

Articles in Peer Reviewed Journals (\*students or post-docs)

113. Montgomery, J.W., Gillam, R.B., & Plante, E. (2023). Enhancing syntactic knowledge in school-age children with developmental language disorder: The promise of syntactic priming. *American journal of Speech-Language Pathology*, [https://doi.org/10.1044/2023\\_AJSLP-23-00079](https://doi.org/10.1044/2023_AJSLP-23-00079)
112. Capin, P., Vaughn S., Gillam, S.L., Fall, A-M., Roberts, G., Holbrook, S., Wada, R., Dille, J., & Gillam, R.B. (2023). Evaluating the efficacy of a narrative language intervention for bilingual students. *American Journal of Speech-Language Pathology*, 1-22. [https://doi.org/10.1044/2023\\_AJSLP-21-00185](https://doi.org/10.1044/2023_AJSLP-21-00185).
111. \*Hancock, A. S., Warren, C. M., Barrett, T. S., Bolton, D. A. E., & Gillam, R. B. (2023). Functional near-infrared spectroscopy measures of neural activity in children with and without developmental language disorder during a working memory task. *Brain and Behavior*, 13, e2895, 1-17. <https://doi.org/10.1002/brb3.2895>
110. Gillam, S. L., Vaughn, S., Roberts, G., Capin, P., Fall, A.-M., Israelsen-Augenstein, M., Holbrook, S., Wada, R., Hancock, A., Fox, C., Dille, J., Magimairaj, B. M., & Gillam, R. B. (2023). Improving oral and written narration and reading comprehension of children at-risk for language and literacy difficulties: Results of a randomized clinical trial. *Journal of Educational Psychology*, 115(1), 99–117. <https://doi.org/10.1037/edu0000766>
109. \*Israelsen-Augenstein, M., Gillam, S.L., \*Fox, C., \*Wada, R. and Gillam, R.B. (2022). Monitoring indicators of scholarly language: A progress monitoring tool for measuring complexity in narrative macrostructure. *Frontiers in Education, Sec. Educational Psychology*, 7, <https://doi.org/10.3389/feduc.2022.918127>
108. \*Fox, C., Jones, S., Gillam, S.L., \*Israelsen-Augenstein, M., Schwartz, S. & Gillam, R.B. (2022). Automated progress-monitoring for literate language use in narrative assessment (LLUNA). *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.894478>
107. Capin, P., Gillam, S.L., Fall., A.M., Roberts, G., Dille, J., & Gillam, R.B. (2022). Understanding the nature and severity of reading difficulties among students with language and reading comprehension difficulties. *Annals of Dyslexia*. 72, 249-275. <https://doi.org/10.1007/s11881-022-00255-3>
106. Knollhoff, S.M., Hancock, A.S., Barrett, T.S., & Gillam, R.B. (2022). Cortical Activation of Swallowing Using fNIRS: A Proof of Concept Study with Healthy Adults. *Dysphagia*. 37, 1501–1510. <https://doi.org/10.1007/s00455-021-10403-3>
105. Magimairaj, B.M., Capin, P., Vaughn, S., Gillam, S. L., Roberts, G., Fall, A. M., and Gillam, R. B. (2022). Online Administration of the *Test of Narrative Language-2*: Psychometrics and Considerations for Remote Assessment. *Language, Speech, and Hearing Services in Schools*, 53(2) 404-416. [https://doi.org/10.1044/2021\\_LSHSS-21-00129](https://doi.org/10.1044/2021_LSHSS-21-00129)

104. Magimairaj, B.M., Nagaraj, N.K., Champlin, C.A., Thibodeau, L.K., Loeb, D.F., and Gillam, R.B. (2021). Speech perception in noise predicts oral narrative comprehension in children with Developmental Language Disorder. *Frontiers in Psychology*, 12:735026. doi: 10.3389/fpsyg.2021.735026
103. Gillam R.B., Serang S., Montgomery J.W. and Evans J.L. (2021) Cognitive processes related to memory capacity explain nearly all of the variance in language test performance in school-Age children with and without developmental language disorder. *Frontiers in Psychology*, 12:724356. doi: 10.3389/fpsyg.2021.724356
102. \*Petersen, J.M., \*Ong, C.W., \*Hancock, A., Gillam, R.B., Levin, M.E., & Twohig, M.P. (2021). An examination of the relationship between perfectionism and neurological functioning. *Journal of Cognitive Psychotherapy*, 35, 3, 195-211, <https://doi.org/10.1891/jcpsy-d-20-00037>.
101. Montgomery, J. W., Gillam, R. B., & Evans, J. L. (2021). A new memory perspective on the sentence comprehension deficits of school-age children with developmental language disorder: Implications for theory, assessment, and intervention. *Language, Speech, and Hearing Services in Schools*, 52(2), 449-466, [https://doi.org/10.1044/2021\\_LSHSS-20-00128](https://doi.org/10.1044/2021_LSHSS-20-00128).
100. Hall, C., Capin, P., Vaughn, S., Gillam, S. L., \*Wada, R., \*Fall, A. M., Roberts, G., \*Dille, J. T., and Gillam, R. B. (2021). Narrative instruction in elementary classrooms: An observation study. *Elementary School Journal*, 121(3), 454-483. <https://doi.org/10.1086/712416>
99. \*Ding, G., Mohr, K.A., \*Orellana, C.I., \*Hancock, A., \*Juth, S., \*Wada, R., & Gillam, R.B. (2021). Use of functional Near Infrared Spectroscopy (fNIRS) to assess syntactic processing by monolingual and bilingual adults and children. *Frontiers in Human Neuroscience*, 15:621025. Doi:10.3389/fnhum.2021.621025
98. \*Baker, J., Gillam, R.B., & Jordan, K. (2020). Children's neural activity during number line estimations assessed by functional near-infrared spectroscopy (fNIRS). *Brain and Cognition*, 144, 105601. <https://doi.org/10.1016/j.bandc.2020.105601>
97. \*Wada, R., Gillam, S. L., & Gillam, R. B. (2020). The Use of Structural Priming and Focused Recasts to Facilitate the Production of Subject-and Object-Focused Relative Clauses by School-Age Children With and Without Developmental Language Disorder. *American Journal of Speech-Language Pathology*, 29(4), 1883-1895. [https://doi.org/10.1044/2020\\_AJSLP-19-00090](https://doi.org/10.1044/2020_AJSLP-19-00090)
96. \*Ong, C. W., \*Hancock, A. S., Barrett, T. S., \*Lee, E. B., \*Wan, N., Gillam, R., Levin, M. E., & Twohig, M. P. (2020). A preliminary investigation of the effect of acceptance and commitment therapy on neural activation in clinical perfectionism. *Journal of Contextual Behavioral Science*, 18, 152-161.
95. \*Jones, S., \*Fox, C., Gillam, S., & Gillam R.B. (2019). An exploration of automated narrative analysis via machine learning. *PLOS ONE*, 14(10): e0224634. <https://doi.org/10.1371/journal.pone.0224634>.

94. Montgomery, J.W., Gillam, R.B., Evans, J.L., Schwartz, S. & Fargo, J.D. (2019). A comparison of the storage-only deficit and joint mechanism deficit hypotheses of the verbal working memory storage capacity limitation of children with developmental language disorder. *Journal of Speech, Language, and Hearing Research*, 62 (10), 3808-3825. [https://doi.org/10.1044/2019\\_JSLHR-L-19-0071](https://doi.org/10.1044/2019_JSLHR-L-19-0071)
93. \*Orellana, C.I., \*Wada, R., & Gillam, R.B. (2019). The use of dynamic assessment for the diagnosis of language disorders in bilingual children: A meta-analysis. *American Journal of Speech-Language Pathology*, 28, 1298-1317; [https://doi.org/10.1044/2019\\_AJSLP-18-0202](https://doi.org/10.1044/2019_AJSLP-18-0202).
92. \*Hartzheim, D.U. & Gillam, R.B. (2019). Successful desensitization to FNIRS cap of a child with ASD: Case Study. *Neurology and Neurobiology*, 2(2), 1-6. <http://dx.doi.org/1031487/jNNB.2019.02.01>.
91. Gillam, R.B, Montgomery, J.W., Evans, J.L. & Gillam, S.L. (2019). Cognitive predictors of sentence comprehension in children with and without developmental language disorder: Implications for assessment and treatment. *International Journal of Speech-Language Pathology*, 21 (3), 240-251; <https://doi.org/10.1080/17549507.2018.1559883>.
90. Gillam, R.B. (2018). Introduction to the clinical forum: Working memory in school-age children. *Language, Speech, and Hearing Services in Schools*, 49, 337-339. doi:10.1044/2018\_LSHSS-WMCLD-18-0056
89. Montgomery, J.W., Evans, J.L., Fargo, J.D., Schwartz, S., & Gillam, R.B. (2018). Structural relationship between cognitive processing and syntactic sentence comprehension in children with and without developmental language disorder. *Journal of Speech, Language, and Hearing Research*, 61, 2950-2976. [https://doi.org/10.1044/2018\\_JSHRR-L-17-0421](https://doi.org/10.1044/2018_JSHRR-L-17-0421).
88. Gillam, S. L., \*Olszewski, A., \*Squires, K., \*Snyder-Wolf, K., Slocum, T. A., & Gillam, R.B. (2018). Improving narrative production in children with language disorders: An early stage efficacy study of a narrative intervention program. *Language, Speech and Hearing Services in Schools*, 49, 197-212. [https://doi.org/10.1044/2017\\_LSHSS-17-0047](https://doi.org/10.1044/2017_LSHSS-17-0047)
87. Evans, J.L., Gillam, R.B., & Montgomery, J.W. (2018). Cognitive predictors of spoken word recognition in children with and without developmental language disorders. *Journal of Speech, Language, and Hearing Research*, 1409-1425. [https://doi.org/10.1044/2018\\_JSLHR-L-17-0150](https://doi.org/10.1044/2018_JSLHR-L-17-0150)
86. \*Baker, J., Moyer-Packenham, P., \*Tucker, S., Shumway, J., Jordan, K. & Gillam, R.B. (2018). The Brain's Response to Digital Math Apps: A Pilot Study Examining Children's Cortical Responses During Touch-Screen Interactions. *Journal of Computers in Mathematics and Science Teaching*, 37(1), 69-86. <https://www.learntechlib.org/p/180516>.
85. \*Wan, N., \*Hancock, A.S., Moon, T.K., & Gillam, R.B. (2018). A functional near-infrared spectroscopic investigation of speech production during reading. *Human Brain Mapping*, 39 (3), 1428-1437 00:1-10. Doi:10.1002/hbm.23932.
84. Montgomery, J.W., Gillam, R.B., & Evans, J.L. & Sergeev, A.V. (2017). "Whatdunit?" Sentence comprehension abilities of children with SLI: Sensitivity to word order in



canonical and noncanonical structures. *Journal of Speech, Language, and Hearing Research*, 60, 2603-2618, doi:10.1044/2017\_JSLHR-L-17-0025.

83. Studenka, B. E., Gillam, S. L., \*Hartzheim, D., & Gillam, R. B. (2017). Motor and verbal perspective taking in children with autism spectrum disorder: Changes in social interaction with people and tools. *Research in Developmental Disabilities*, 66, 64-79 doi: 10.1016/j.ridd.2017.02.017.
82. Gillam, S.L., Gillam, R.B., Fargo, J.D., \*Olszewski, A., & \*Segura, H. (2017). Monitoring Indicators of Scholarly Language: A progress-monitoring instrument for measuring narrative discourse skills. *Communication Disorders Quarterly*, 38(2), 96-106 doi:10.1177/1525740116651442.
81. Montgomery, J.W., Gillam, R.B., & Evans, J.L. (2016). Syntactic versus memory accounts of the sentence comprehension deficits of specific language impairment: Looking back, looking ahead. *Journal of Speech, Language, and Hearing Research*, 59(6), 1491-1504. DOI: 10.1044/2016\_JSLHR-L-15-0325
80. Montgomery, J.W., Evans, J.L., Gillam, R.B., Sergeev, A.V., & \*Finney, M.C. (2016). "Whatdunit?" Developmental changes in children's syntactically-based sentence interpretation abilities and sensitivity to word order. *Applied Psycholinguistics*, 37(6) 1281-1309.
79. Fu, G., \*Wan, N.J.A., \*Baker, J.M., Montgomery, J.W., Evans, J.L., & Gillam, R.B. (2016). A proof-of-concept study of function-based statistical analysis of fNIRS data: Syntax comprehension in children with Specific Language Impairment compared to typically-developing controls. *Frontiers in Behavioral Neuroscience*, 10:108, 1-15, DOI: 10.3389/fnbeh.2016.00108.
78. Gillam, S.L., & Gillam, R.B. (2016). Narrative discourse intervention for children with language disorders. *Topics in Language Disorders*, 36 (1), 20-34.
77. Fossi, N.F., Lindau, T.A., Gillam, R.B, & Giacheti, C.M. (2016). Cultural adaptation of the Test of Narrative Language (TNL) into Brazilian Portuguese. *CoDAS*, 28 (5), 506 – 516. DOI.10.1590/2317-1782/20162016018
76. \*Lugo-Neris, M.J., Peña, E.D., Bedore, L.M., & Gillam, R.B. (2015). Utility of a language screening measure for predicting risk for language impairment in bilinguals. *American Journal of Speech-Language Pathology*. 24(3), 426-437.
75. Gillam, S.L., \*Hartzheim, D., Studenka, B., \*Simmonsmeier, V., & Gillam, R.B. (2015). Narrative intervention for children with autism spectrum disorder (ASD). *Journal of Speech, Language, and Hearing Research*, 58, 920-933. DOI:10.1044/2015\_JSLHR-L-14-0295.
74. \*Baker, J., Martin, T., Aghababayan, A., \*Armaghanyan, A., & Gillam, R.B. (2015). Cortical activations during a computer-based fraction learning game: Preliminary results from a pilot study. *Technology, Knowledge and Learning*. 20(3), 339-355. DOI 10.1007/s10758-015-9251-y.
73. \*Gibson, T.A., \*Summers, C., Peña, E.D., Bedore, L.M., Bohman, T.M., & Gillam, R.B. (2015). The role of phonological structure and experience in bilingual children's nonword

- repetition performance. *Bilingualism: Language and Cognition*, 18(3), 551-560. DOI: <http://dx.doi.org.dist.lib.usu.edu/10.1017/S1366728914000248>
72. \*Finney, M.C., Montgomery, J.M., Gillam, R.B., & Evans, J.L. (2014). Role of Working Memory Storage and Attention Focus Switching in Children's Comprehension of Spoken Object Relative Sentences. *Child Development Research*, 2014, 1-11. DOI: <http://dx.doi.org/10.1155/2014/450734>
  71. Peña, E.D., Gillam, R.B., & Bedore, L.M. (2014). Dynamic Assessment of Narrative Ability in English Accurately Identifies Language Impairment in English Language Learners. *Journal of Language, Speech & Hearing Research*, 57, 2208-2220. DOI:10.1044/2014\_JSLHR-L-13-0151
  70. Gillam, S.L., \*Olszewski, A., Fargo, J., & Gillam, R. B. (2014). Classroom-Based Narrative and Vocabulary Instruction: Results of an Early-Stage, Nonrandomized Comparison Study. *Language, Speech & Hearing Services in Schools*, 45(3), 204-219. DOI: 10.1044/2014\_LSHSS-13-0008
  69. Gillam, S.L., & Gillam, R. B. (2014). Improving clinical services: Be aware of fuzzy connections between principles and strategies. *Language, Speech & Hearing Services in Schools*, 45(2), 137-144. DOI: 10.1044/2014\_LSHSS-14-0024
  68. \*Squires, K.E., \*Lugo-Neris, M.J, Peña, E.D., Bedore, L.M., Bohman, T.M., & Gillam, R.B. (2014). Story retelling by bilingual children with language impairments and typically-developing controls. *International Journal of Language and Communication Disorders*, 49(1), 60-74. DOI:10.1111/1460-6984.12044.
  67. Gillam, S.L., Fargo, J., Gillam, R.B., & \*Cruce, C.S. (2013). A Comparison of two directed monitoring conditions for improving comprehension. *International Journal of Speech & Language Pathology and Audiology*, 1, 52-62. DOI:10.12970/2311-1917.2013.01.02.2.
  66. Gillam, R.B., Peña, E.D., Bedore, L.M., Bohman, T.M., & \*Mendez-Perez, A. (2013). Identification of Specific Language Impairment in Bilingual Children, Part 1: Assessment in English. *Journal of Speech, Language, and Hearing Research*, 56, 1813-1823. DOI:10.1044/1092-4388(2013/12-0056).
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5. Richardson, A., & Gillam, R. B. (1994). Efficacy research in university settings: Supervisory issues. In M.C. Bruce (Ed.), *Proceedings of the 1994 International and Interdisciplinary Conference on Supervision: Toward the 21st Century* (pp. 202-206). Burlington, VT: The University of Vermont.
4. Gillam, R. B. (1992). Special needs children become authors: Exploring the creating/learning process. In M. Bixby, D. King, S. Ohanian, S. Crenshaw, & P. Jenkins (Eds.), *Perspectives on whole language: Past, present, potential*. Selected proceedings of the First Whole Language Umbrella Conference. Columbia, MO: Whole Language Umbrella.

3. Gillam, R. B. (1991). A personal paradigm shift. In K. Goodman, Y. Goodman, & L. Bird (Eds.), *The whole language catalog* (p.56). NY: Macmillan-McGraw Hill.
2. Strike, C., & Gillam, R. B. (1988). Toward practical research in supervision. In J. Anderson (Ed.), *The supervisory process in speech-language pathology and audiology*. San Diego: Little Brown/ College Hill.
1. Strike, C., & Gillam, R. B. (1987). Problem-solving in supervision research with single subject design. In S. Farmer (Ed.), *Clinical supervision: A coming of age, Proceedings of the National Conference on Supervision*, (pp. 38-44). Las Cruces, NM: New Mexico State University.

Articles in editor-reviewed, professional publications

16. Gillam, R.B., & Hewitt, L.E. (2017). ASHA Report: PhD Programs in Communication Sciences and Disorders: Innovative Models and Practices of PhD Education. *Access Academics and Research E-newsletter*, October, 2017, <http://www.asha.org/enews/accessacademics.html>
15. Gillam, R.B., & Gillam, S.L. (2012). N-back and CogMed Working Memory Training: Proceed with Caution. *Perspectives on Language, Learning, and Education*, 19, 108-116, doi:10.1044/lle19.3.108
14. Gillam, S.L., & Gillam, R.B. (2011). Making evidence-based decisions about language intervention services for children (pp. 304-315). In ASHA (Ed.), *Research, Reason, and Uncertainty, Topics in Communication Sciences and Disorders Research – an ASHA reader*. Rockville, MD: ASHA.
13. Gillam, R. B., & Loeb, D. F. (2010). Principles for school-aged language intervention: Insights from a randomized controlled trial. *ASHA Leader*, 15 (1), 10-13.
12. Gillam, S.L., & Gillam, R.B. (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 in Language and Learning*, 14:1, 4-6.
11. Gillam, R.B., & Gillam, S.L. (2006). Making evidence-based decisions about language intervention with primary grade children. *Perspectives in Language and Learning*, 13 (1), 10-16.
10. Gillam, R.B., & Peña, E.D. (2004). Dynamic assessment of children from culturally diverse backgrounds. *Perspectives on Language, Learning, and Education*, 11(2), 3-6.
9. Peña, E. Miller, L., & Gillam, R. (1999). Dynamic assessment of narratives in children from diverse backgrounds. *California Speech-Language-Hearing Association Magazine*, 28(2) 12-18.
8. Gillam, R. B. (1998). Review of *Clinical Evaluation of Language Fundamentals, Third Edition*. In J. C. Impara & B. S. Plake (Eds.), *The Thirteenth Mental Measurements Yearbook* (pp. 260-262). Lincoln, NE: The Buros Institute of Mental Measurements.

7. Gillam, R. B. (1998). Review of *Stuttering Severity Instrument (Third Edition)*. In J. C. Impara & B. S. Plake (Eds.), *The Thirteenth Mental Measurements Yearbook* (pp. 969-971). Lincoln, NE: Buros Institute of Mental Measurements.
6. Gillam, R. B. (1995). Review of *Test of adolescent/adult word finding*. In J. C. Conoley & J. C. Impara (Eds.), *The Twelfth Mental Measurements Yearbook* (pp. 1040-1042). Lincoln, NE: The Buros Institute of Mental Measurements.
5. Gillam, R. B. (1995). Review of *Test of oral structures and functions*. In J. J. Kramer & J. C. Conoley (Eds.), *The Twelfth Mental Measurements Yearbook* (pp. 1057-1058). Lincoln, NE: The Buros Institute of Mental Measurements.
4. Gillam, R. B. (1994). Review of A. Gerber: *Language-related learning disabilities: Their nature and treatment*. *Asha*, 36 (February), 75-76.
3. Gillam, R. B. (1992). Review of M. L. Cole & J. T. Cole: *Effective intervention with the language impaired child* (Second edition). *Education and Training in Mental Retardation*, 27, 283-284.
2. Gillam, R. B. (1992). Review of *Bankson Language Test --2*. In J. J. Kramer & J. C. Conoley (Eds.), *The Eleventh Mental Measurements Yearbook* (pp. 53-55). Lincoln, NE: The Buros Institute of Mental Measurements.
1. Gillam, R. B., & Day, L. (1992). Review of *Spanish Structured Photographic Expressive Language Test*. In J. J. Kramer & J. C. Conoley (Eds.), *The Eleventh Mental Measurements Yearbook* (pp. 846-847). Lincoln, NE: The Buros Institute of Mental Measurements.

#### Manuals, CD-ROMs and Video Tapes

6. Gillam, R. B. & Gillam, S. L. (2009). Assessing and treating narrative language in children with language impairments (self-study publication with audio CD and manual). Rockville, MD: American Speech- Language-Hearing Association.
5. Cirrin, F. M., and Gillam, R. B. (2006). Review of Evidence-Based Practices for Language Intervention of School-Age Children: Implications for Treatment, Future Research, and Personnel Preparation in Speech-Language Pathology. (COPSSE Document Number OP-2E). Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education.
4. Gillam, R. B., \*Hoffman, L., Peña, E., Eyer, J., & Thibodeau, L. (1999). *Case Studies in Communication Sciences and Disorders: Child Language* (2 volume, CD-ROM set). San Diego, CA: Singular.
3. Busch, R., Patterson, S., & Gillam, R. B. (Eds.) (1992). *The Learning Together Series* (A 9-part video series about integrating preschoolers with special needs into childcare settings). Lawrence, KS: Learner Managed Designs, Inc.
2. Gillam, R. B. (1992). Playing together. (A 20-minute videotape about integrating children with and without disabilities in preschool and childcare settings - includes facilitator's guide and viewer's guide.) Part 5 of R. Busch, S. Patterson, & R. Gillam (Eds.), *The Learning Together Series*. Lawrence, KS: Learner Managed Designs, Inc.

1. Patterson, S., & Gillam, R. B. (1991). Speech and language assessment. In E. Herron (Ed.), *Early Childhood Special Education Evaluation Manual* (pp. 1-25). Jefferson City, MO: Missouri Department of Elementary & Secondary Education.

## PRESENTATIONS

### Refereed Presentations (since 2015; \*students and post-docs)

- \*Hancock, A. S., \*Jorgensen, B. L., \*Anderson, M. L., Gillam, R. B., & Nagaraj, N. K. (2023, October 27). Aided vs. Unaided: Assessing Speech Perception in Age-Related Hearing Loss with fNIRS. Poster session presented at the University of Utah Neuroscience Symposium, Snowbird, UT.
- \*Jorgensen, B. L., \*Hancock, A.S., \*Anderson, M. L., Gillam, R. B., & Nagaraj, N. K. (2023, October 27). Hearing Aids and Brain Activity in Older Adults. Poster session presented at the University of Utah Neuroscience Symposium, Snowbird, UT.
- Gillam, S.L., Gillam, R.B., Capin, P., Vaughn, S., and Roberts, G. (2023, July). Improving oral and written narration and reading comprehension: Results of a multi-site, randomized controlled trial. Presentation at the Society for the Scientific Study of Reading Conference, Port Douglas, Australia.
- \*Hin Yan Lam, J., Resendiz, M.D., Bedore, L.M., Gillam, R.B., Peña, E.D. (2023, June). Validation of the mediated learning observation instrument among children with and without developmental language disorder in dynamic assessment. Poster presentation at the Symposium for Research in Child Language Disorders, Madison, WI.
- \*Wada, R., Gillam, S. & Gillam, R. (2022, November). The production of complex utterances by children at-risk for language disorders following narrative intervention. Poster presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- \*Hin Yan Lam, J., Leachman, M., Pratt, A., Peña, E., Bedore, L., & Gillam, R. (2022, November). Longitudinal changes in bilinguals' narrative production: Role of language exposure, proficiency, and transfer. Poster presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Gillam, S., Gillam, R., Vaughn, S., & Capin, P. (2022, November). Narrative language intervention influences reading comprehension: Results of a multi-site randomized controlled trial. Seminar presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Magimairaj, B., Gillam, S., Gillam, R., Vaughn, S., Capin, P., & Roberts, G. (2022, November). Experiences of children at-risk for language and literacy difficulties during the Covid-19 pandemic: A parent survey. Technical session presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Capin, P., Gillam, S., Gillam, R., Vaughn, S., & Roberts, G. (2022, November). Understanding and treating students with co-occurring language and reading difficulties. Seminar

presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.

Gillam, R., Gillam, S., Vaughn, S., & Roberts, G. (2021, November). A Study of the Efficacy of a Narrative Intervention: Results of a Randomized Controlled Trial. Seminar presentation at the annual meeting of the American Speech-Language-Hearing Association, Washington, DC.

\*Hancock, A.S., Warren, C.M., \*Orellana, C.I., \*Ding, G., & Gillam, R.B. (2021, October). Investigating Working Memory in Children With and Without Developmental Language Disorders. Poster presentation at Society of fNIRS, Boston, Massachusetts.

\*Hancock, A.S., \*Orellana, C.I., \*Alphonsa, S., Barrett, T.S., Logan, K., Gillam, S.L., & Gillam, R.B. (2020, May). *An fNIRS Investigation of Fluent and Stuttered Continuous Speech in Adults Who Stutter*. Poster presentation at the annual meeting of the Cognitive Neuroscience Society, Boston, Massachusetts.

\*Hancock, A.S., \*Jones, S., Warren, C.M., \*Orellana, C.I., Cutler, A., \*Ding, G. & Gillam, R.B. (2020, May). *Brain Region Importance for the Auditory N-back Task via Machine Learning*. Poster presentation at the annual meeting of the Cognitive Neuroscience Society, Boston, Massachusetts.

\*Ding G., Mohr, K. A., Gillam, R., \*Juth, S., \*Orellana, C., \*Hancock, A., & \*Wada, R. (2019 July). Effects of sentence types on reading in bilinguals and monolinguals: Evidence from eye-tracking. Paper presentation at the 2019 Society for the Scientific Study of Reading (SSSR) Annual Conference, Toronto, Canada.

\*Juth, S. M., Feldon, D.A., \*Orellana, C., Gillam, R. (2019, June). Measuring Cognitive Load with Eye-Tracking and fNIRS. Presentation at the International Cognitive Load Conference, Maastricht, Netherlands.

\*Alphonsa, S., \*Orellana, C., Schwartz, S., & Gillam, R. (2019, March). A multilevel modelling approach to quantify channel-based neural variability during postural working memory dual-tasking in young and old adults using fNIRS. Poster presented to the Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.

\*Ding G., Mohr, K. A., Gillam, R., \*Orellana, C., & \*Hancock, A. (2019 March). Syntactic Processing in Bilinguals and Monolinguals: Evidence from functional Near-infrared Spectroscopy (fNIRS). Poster session at the 2019 Cognitive Neuroscience Society (CNS) Annual Conference, San Francisco, CA.

Gillam, S., & Gillam, R. (2018, November). Critical Components of Narrative Discourse Intervention for School-Age Students, Seminar presentation at the Annual Convention of the American Speech Hearing and Language Association, Boston, MA.

Logan, K., Gillam, R., Jones, R., Byrd, C., & Tumanova, V. (2018, November). Characteristics of Written Passages that are Effective for Use in Assessing Stuttered Speech, Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

- Logan, K., & Gillam, R. (2018, November), Effects of Training Method, Response Mode & Disfluency Type on Listeners' Assessments of Disfluency Duration, Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- \*Orellana, C., \*Wada, R., & Gillam, R. (2018, November). The Use of Dynamic Assessment for Diagnosing Language Disorders in Bilingual Children: A Meta-Analysis, Technical session presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- \*Juth, S., \*Orellana, C., \*Hancock, A., Mohr, K., & Gillam, R. (2018, November). Neural signatures in reading and reading comprehension for typical, bilingual, and students with reading disabilities: An fNIRS and eye-tracking examination of syntactic processing, Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Society for the Scientific Study of Reading, Nova Scotia, Canada.
- \*Ding G., Mohr, K. A., \*Orellana, C., \*Hancock, A., & Gillam, R. (2018, October). An fNIRS study of sentence processing of Chinese bilinguals in first and second languages. Oral presentation session at the 2018 Northern Mountain Educational Research Association (NRMERA) Annual Conference, Salt Lake City, UT.
- \*Hancock, A., \*Wan, N., \*Alphonsa, S., Gillam, S. L., Gillam, R. (2018, April). Cortical Hemodynamics and Neural Network Connectivity During Stuttered and Fluent Speech, Poster presented at the Annual Meeting of the Cognitive Neuroscience Society, Boston, MA.
- \*Ong, C. W., \*Hancock, A., \*Lee, E. B., Gillam, R. B., Levin, M. E., & Twohig, M. P. (2018, July). *Neurological differences between individuals with and without clinical perfectionism*. Poster presented at the 25th annual conference of the International OCD Foundation, Washington, DC.
- \*Hancock, A.S., \*Wan, N., \*Alphonsa, S., Gillam, S.L., & Gillam, R.B. (2018, April). Cortical hemodynamics and neural network connectivity during stuttered and fluent speech. Poster Presentation at Cognitive Neuroscience Society, Washington DC.
- \*Juth, S., \*Orellana, C., \*Hancock, A.S, Gillam, R., Mohr, K., (2017, July). Neural Signatures in Reading and Reading Comprehension for Typical, Bilingual and Students with Reading Disabilities: An fNIRS and eye-tracking examination of syntactic processing. Poster presented at Society for the Scientific Study of Reading, Nova Scotia, Canada.
- \*Wan, N.J.A, \*Hancock, A.S., Gillam, R.B. (2017, March). Using fNIRS to Investigate Speech-Language. Poster Presentation at the Annual Meeting of the Cognitive Neuroscience Society, San Francisco, California.
- Gillam, R.B., & Gillam, S.L. (2017, November). Educationally relevant language intervention for school-age students with language disorders. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Los Angeles, CA.
- Gillam, R.B., \*Wan, N. \*Hancock, A., Gillam, S.L. (2017, November). Cortical hemodynamics and neural network connectivity in stuttered and fluent speech. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Los Angeles, CA.



- \*Orellana, C., \*Wada, R., \*Hancock, A., & Gillam, R.B. (2017, November). Syntactic processing in children using fNIRS and eyetracking. Technical presentation at the annual convention of the American Speech-Language-Hearing Association, Los Angeles, CA.
- \*Orellana, C., Gillam, R.B., \*Wan, N., & \*Hancock, A. (2016, November). Syntactic processing in bilingual adults using fNIRS and eye-tracking. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- \*Hancock, A.S., \*Wan, N. J.A, \*Simmonsmeier, V., Gillam, R.B. (2016, April). Hemodynamic Responses During Oral and Silent Reading. Poster presentation at Cognitive Neuroscience Society, New York, New York.
- Gillam, R.B., & Montgomery, J., & Evans, J. (2016, November). A test of the general capacity limitation hypothesis in children with SLI. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Bashir, A., Gillam, R.B., Montgomery, J., & Singer, B. (2016, November). Working memory and sentence comprehension: Models, assessment and intervention guidelines. Mini-seminar presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Balthazar, C., Ebert, K., Fey, M., Gillam, R., Gillam S., Robey, R., & Wendt, O. (2016, November). Clinical significance and effect size for single subject experimental designs: Interpreting effects of language intervention. Mini-seminar presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Evans, J., Gillam, R.B., & Montgomery, J (2016, November). The nature of the relationship between nonword repetition, speed of processing, and vocabulary in SLI. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Gillam, R., Evans, J., & Montgomery, J. (2016, June). Relationships among information processing abilities in school-age children with and without SLI: A test of the general capacity limitation hypothesis. Poster presented at the Symposium for Research in Child Language Disorders. Madison, WI.
- Montgomery, J., Gillam, R.B., & Evans, J. (2016, June). Spoken sentence comprehension in children with SLI. Poster presented at the Symposium for Research in Child Language Disorders. Madison, WI.
- Evans, J., Montgomery, & Gillam, R. (2016, June). Phonological working memory and vocabulary: A reexamination of the relationship between phonological working memory, vocabulary and lexical processing in children with and without SLI. Poster presented at the Symposium for Research in Child Language Disorders. Madison, WI.
- Gillam, R., Evans, J., & Montgomery, J. (2015, November). Relationships Among Attention, Working Memory, & Language in Children With & Without Specific Language Impairment. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Denver, CO.
- Studenka, B. E., \*Cummins, D. L., Gillam, S., Gillam, R., \*Hartzheim, D., \*Myers, K. (2015, June). Motor and verbal perspective taking in children with Autism Spectrum Disorder.

Poster presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA). Montreal, Quebec, Canada. [abstract published in *Journal of Sport & Exercise Psychology*, 37, S110].

- Gillam, R., Evans, J., & Montgomery, J. (2015, November). Relationships Among Attention, Working Memory, & Language in Children With & Without Specific Language Impairment. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Denver, CO. [Meritorious poster award]
- \*Simmonsmeier, V., \*Juth, S., Gillam, R., & Reutzel, R. (2015, November). Exploratory Use of Eye Tracking & Near-Infrared Spectroscopy (NIRS) in Reading Comprehension. Technical session presented at the annual convention of the American Speech-Language-Hearing Association, Denver, CO.
- Evans, J., Gillam, R., & Montgomery, J. (2015, November). Relationship Between Spoken Word Recognition, Lexical Access, & Phonological Working Memory in Children With SLI. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Denver, CO, November.
- Logan, K., & Gillam, R. (2015, November). A Comparison of Utterance- & Word-Based Disfluency Analyses. Technical session presented at the annual convention of the American Speech-Language-Hearing Association, Denver, CO.
- \*Hartzheim, D., & Gillam, R. (2015, November). Neurological Activation Patterns of Children With ASD During a Verbal Pragmatic Task: A NIRS Study. Technical session presented at the annual convention of the American Speech-Language-Hearing Association, Denver, CO.
- Montgomery, J., Evans, J., & Gillam, R. (2015, November). Sentence Comprehension & Working Memory in Children With Specific Language Impairment: Past & Present. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Denver, CO.
- Bashir, A., Montgomery, J., Gillam, R., & Singer, B. (2015, November). Working Memory & its Influence on Comprehension & Vocabulary Learning: Models, Assessment, & Intervention Guidelines. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Denver, CO.
- Gillam, R., Evans, J., & Montgomery, J. (2015, June). Patterns of relationships among attention, working memory and language in children with and without Specific Language Impairment. Special research session presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Montgomery, J., Evans, J., & Gillam, R. (2015, June). Children's sentence interpretation: Development of word order sensitivity. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Evans, J., Gillam, R., & Montgomery, J. (2015, June). Lexical-phonological representations and speed of processing in word recognition and word production in children with Specific Language Impairment. Special research session presented at the Symposium for Research in Child Language Disorders, Madison, WI.

Studenka, B., \*Alphonsa, S., \*Wan, N., & Gillam, R.B. (2015, June). Neural activation during real-time stuttering, synchronization timing, and sequential timing tasks. Poster presented at the annual meeting of the North America Society for the Psychology of Sport and Physical Activity, Portland, Oregon.

Gillam, R.B., \*Wan, N.J., Gillam, S.L., & \*Hancock, A.S. (2015, April). Neural activation in children with SLI during complex sentence comprehension. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, California.

\*Wan, N.J., \*Hancock, A.S., Gillam, S.L., & Gillam, R.B. (2015, April). Effects of concussion on working memory, selective attention and hemodynamic response. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, California.

\*Hancock, A.S., \*Wan N.J.A., Gillam, S.L., & Gillam, R.B., (2015, March). Neural activation in children with and without specific language impairments during complex sentence processing. Poster presentation at Cognitive Neuroscience Society Annual Meeting, San Francisco, California.

#### Invited Presentations - (since 2015)

Gillam, R.B. (2019). Assessment of Narratives in School-age Children. Texas Speech and Hearing Association. Fort Worth, TX, March.

Gillam, R.B. (2019). Improving comprehension and production of narrative discourse in school-age children. Texas Speech and Hearing Association. Fort Worth, TX, March.

Gillam, R.B. (2019). Diagnostic evaluations in school settings - minimal requirements for an informative evaluation. Seminar presented to the Annual Assessment Conference, Region 4 Educational Service Center, Houston, TX, June.

Gillam, R.B. (2019). Assessing narrative language abilities - Formal methods. Seminar presented to the Annual Assessment Conference, Region 4 Educational Service Center, Houston, TX, June.

Gillam, R.B. (2019). Assessing narrative language abilities - Informal methods Seminar presented to the Annual Assessment Conference, Region 4 Educational Service Center, Houston, TX, June.

Gillam, R.B. (2019) Dynamic assessment of language abilities utilizing a narrative format. Seminar presented to the Annual Assessment Conference, Region 4 Educational Service Center, Houston, TX, June.

Gillam, R.B. (2018). Cognitive Predictors of Language Comprehension in School-Age Children: New Findings and Their Clinical Implications. Keynote address to the annual convention of Speech Pathology Australia, Adelaide, South Australia, May.

Gillam, R.B. (2018). Assessing Narrative Abilities in School-age Children: Comparing Norm-Referenced and Progress Monitoring Measures. Masterclass presented to the annual convention of Speech Pathology Australia, Adelaide, South Australia, May.

- Gillam, S.L. & Gillam, R.B. (2018). Supporting Knowledge in Language and Literacy: A Narrative-based Language Intervention Program. Keynote seminar presented to the annual convention of Speech Pathology Australia, Adelaide, South Australia, May.
- Gillam, R.B & Gillam, S.L. (2018). Assessment of narratives in school-age children. Oregon Speech and Hearing Association Annual Convention, Salem, OR, October.
- Gillam, S.L. & Gillam R.B. (2018). Narrative intervention in school-age children. Oregon Speech and Hearing Association Annual Convention, Salem, OR, October.
- Gillam, R.B. & Gillam, S.L. (2017). Cognitive Processing in Children with Language Disorders. Lecture presented to the Overseas Association of Communication Sciences, Vincenza, Italy, April.
- Gillam, S.L., & Gillam, R.B. (2017). Promoting language comprehension and production through narratives: Applications for children with language disorders or autism spectrum disorder. Weill Cornell Medicine, Department of Otolaryngology – Head and Neck Surgery, Center for Speech and Hearing, New York, NY, May.
- Gillam, R.B & Gillam, S.L. (2015). Translating Cognitive Theory into Language Interventions for School-Age Children with Language Impairments. Lecture presented at the 10<sup>th</sup> Annual Eleanor M. Saffran Cognitive Neuroscience Conference, Philadelphia, PA, September.
- Gillam, S.L & Gillam, R.B (2015). Overview: Supporting Knowledge in Language and Literacy (SKILL). Lecture presented at the 10<sup>th</sup> Annual Eleanor M. Saffran Cognitive Neuroscience Conference, Philadelphia, PA, September.
- Gillam, S.L. & Gillam, R.B. (2015). Child language treatment applications in school or clinic settings. Workshop presented at the 10<sup>th</sup> Annual Eleanor M. Saffran Cognitive Neuroscience Conference, Philadelphia, PA, September.
- Gillam, R.B. & Gillam, S.L. (2015). Clinician and child factors that contribute to the efficacy of narrative-based language intervention in school settings. Keynote presentation at the G. Paul Moore Symposium, University of Florida, Gainesville, FL, February.

## **TEACHING**

### **Utah State University**

- Stuttering, graduate course, Department of Communication Disorders and Deaf Education, Utah State University (2017 – present)
- Evidence-Based Practice in Disability Disciplines, doctoral seminar, Department of Special Education and Rehabilitation, Utah State University (2007 - 2022).
- Neuroscience Seminar, doctoral seminar, Interdisciplinary Doctoral Program in Neuroscience, Utah State University (2018 – 2022)
- Experimental and Quasi-Experimental Research, doctoral seminar, Department of Special Education and Rehabilitation, Utah State University (2014 – 2022).

- Educational Neuroscience, doctoral seminar, Department of Special Education and Rehabilitation, Utah State University (2016 - 2019).
- Introduction to Research in Communicative Disorders, graduate course, Department of Communication Disorders and Deaf Education, Utah State University (2007 – 2016).
- Language Impairments in Children, doctoral seminar, Department of Communicative Disorders and Deaf Education, Utah State University (2016).
- Experimental and Quasi-Experimental Research Design, doctoral seminar, Department of Special Education and Rehabilitation, Utah State University (2014).
- Analyzing and Reporting Data in Special Education and Related Services, doctoral seminar, Department of Special Education and Rehabilitation, Utah State University (2008, 2011, 2013).
- Instrumentation for Neural Imaging, doctoral seminar, Department of Communication Disorders and Deaf Education and Department of Special Education and Rehabilitation, Utah State University (2012).
- Current Topics in Language Development, doctoral seminars and independent studies, Department of Communication Disorders and Deaf Education and Department of Special Education and Rehabilitation, Utah State University (2009 - present).
- Language Disorders in School-age Children, graduate course, Department of Communication Disorders and Deaf Education, Utah State University (2008, 2010).
- Current Topics in Autism, doctoral journal reading group, Department of Communication Disorders and Deaf Education and Department of Special Education and Rehabilitation, Utah State University (2009)
- Nature of Language Disorders, doctoral journal reading groups and independent studies, Department of Special Education and Rehabilitation, Utah State University, (2007 - 2009)

### **University of Texas at Austin**

- Cognitive and Linguistic Foundations of Communication Disorders, graduate course, Department of Communication Sciences and Disorders, The University of Texas at Austin (2004 – 2006).
- Language Disorders in School-Age Children, graduate course, Department of Communication Sciences and Disorders, The University of Texas at Austin (1992 - 2006).
- Quantitative and Qualitative Methods, graduate course, Department of Communication Disorders, Northern Arizona University (2005).
- Stuttering, graduate course, Department of Communication Sciences and Disorders, The University of Texas at Austin (1992 - 2002).

Clinical Research in Communication Sciences and Disorders, doctoral seminar,  
Department of Communication Sciences and Disorders, The University of Texas at  
Austin (2002).

Introduction to Communication Sciences and Disorders, undergraduate course,  
Department of Communication Sciences and Disorders, The University of Texas at  
Austin, (2000 – 2001, 2003)

Introduction to Language Assessment and Intervention, undergraduate course,  
Department of Communication Sciences and Disorders, The University of Texas at  
Austin (1992-2001).

Acquisition of Communication Abilities in Children, undergraduate course, Department of  
Communication Sciences and Disorders, The University of Texas at Austin, (1995 -  
1999).

Multicultural Research, graduate course, Department of Communication Sciences and  
Disorders, The University of Texas at Austin (1999).

Multicultural Assessment, graduate course, Department of Communication Sciences  
and Disorders, The University of Texas at Austin (1998).

Cognition and Communication, doctoral seminar, Department of Communication  
Sciences and Disorders, The University of Texas at Austin (1995).

## **PROFESSIONAL SERVICE and AFFILIATIONS**

### Editorial Responsibilities

Academic Editor, *PLOS ONE*. (2018 – present)

Issue Editor, Special Issue on Language Intervention, *American Journal of Speech-Language  
Pathology* (2022 - 2023).

Issue Editor, Special Issue on Working Memory, *Language, Speech, and Hearing Services in  
the Schools* (2018).

Associate Editor, *Journal of Speech, Language and Hearing Research*, Vols. 55 – 57 (2010-  
2013).

Guest Associate Editor, *Language, Speech, and Hearing Services in Schools* (2008, 2009).

Associate Editor, *Journal of Speech, Language, and Hearing Research*, Vols. 47 – 50 (2001-  
2004).

Associate Editor, *American Journal of Speech-Language Pathology*, Vols. 5-7, (1996-1999).

Guest Associate Editor, *Journal of Speech, Language, and Hearing Research*, (2005).

Issue Editor, *Perspectives in Language Learning and Education* (1992, 1994, 2004).

Issue Editor, *Topics in Language Disorders - Long Term Memory and Language Impairment*, Vol. 18, No. 1 (1997), Aspen Publishers.

Issue Editor, *Topics in Language Disorders - Working Memory and Language Impairment: New Perspectives*, Vol. 17, No. 1, (1996), Aspen Publishers.

Editor, *The Supervisor's Forum*, Vols. 1 & 2, (1993-95), Council of Supervisors in Speech-Language Pathology and Audiology.

### Editorial Boards

*PLOS One* (2018 – present)

*Journal of Speech, Language and Hearing Research* (2010 – 2013)

*Communication Disorders Quarterly* (2001-2022)

Brookes Publishing, Advisory Board for the Communication and Language Intervention Series (2002 – 2022).

*Topics in Language Disorders* (2005-2018)

### Reviewer

*PLOS One* (2017 – present)

*Brain Science* (2020 – present)

*Developmental Neurorehabilitation* (2021)

*Reading and Writing Quarterly* (2020)

*Nature Scientific Reports* (2020)

*Journal of Speech, Language, and Hearing Research* (1992-2021)

*Language, Speech, and Hearing Services in Schools*, (1987-2020)

*International Journal of Language and Communication Disorders* (1999, 2006, 2008, 2009, 2012, 2019, 2020, 2022, 2023)

*Journal of Communication Disorders* (2008-2019)

*Applied Psycholinguistics* (2019)

*International Journal of Speech-Language Pathology* (2019)

*Topics in Language Disorders* (1993-2018)

*American Journal of Speech-Language Pathology* (1990-2019)

*Memory and Cognition* (1989)

*Journal of Child Language* (2000)

*Journal of Experimental Child Psychology* (2001)

*Communication Disorders Quarterly* (2001-2023)

*Pediatrics* (2003)

*Clinical Linguistics and Phonetics* (1992, 1993, 1997, 1998, 2005)

*International Journal of Audiology* (2007)

*Autism Research* (2008)

*Brain Research* (2010)

### National Institutes of Health

Chair, Special Emphasis Panel, National Institute on Deafness and Other Communication Disorders (1997, 2000, 2010, 2012, 2014, 2017, 2018, 2019)

Chair, Communication Disorders Review Committee, National Institute on Deafness and Other Communication Disorders (2006-2007).

Chair, Communication Disorders Review Committee, Conflicts Panel, National Institute on Deafness and Other Communication Disorders (October, 2007; March, 2011).  
Member, Special Emphasis Panels, National Institute on Deafness and Other Communication Disorders (1995 - 2003, 2008, 2012 – 2014, 2016, 2018 - 2022).  
Member, Learning and Memory, Language, Communication and Related Neurosciences study section, National Institutes of Health (2014, 2016).  
Ad Hoc Reviewer, Neurological, Aging and Musculoskeletal Epidemiology Study Section (October, 2016).  
Standing Member, Communication Disorders Review Committee, National Institute on Deafness and Other Communication Disorders (2003 - 2006).  
Ad Hoc Reviewer, Communication Disorders Review Committee, National Institute on Deafness and Other Communication Disorders (2017 - 2021).  
Ad Hoc Reviewer, Clinical Research Workshop Panel, National Institute on Deafness and Other Communication Disorders (March, 2005).  
Ad Hoc Reviewer, Special Emphasis Panel, Review of Child Development & Disability Small Business Innovation Research Applications (February, 1999).  
Ad Hoc Reviewer, National Heart, Lung, and Blood Institute, Clinical Trials Review Committee, (October, 2002).  
Ad Hoc Reviewer, Language and Communication Grant Review Panel, National Institutes of Health (February, 2009)  
Ad Hoc Reviewer, Ad Hoc Committee for Program Project Grant Review, National Institute on Deafness and Other Communication Disorders (January, 2009).  
Ad Hoc Reviewer, National Institute on Deafness and Other Communication Disorders, Loan Repayment Program (2008, 2012, 2013)  
Invited participant, NIDCD Program Planning Workshop, "Training Researchers for the Next Century in the Communication Sciences." (June, 1994).

U.S. Department of Education

Member, Early Intervention and Early Childhood Education Review Panel, Institute of Education Sciences (2012)  
Principal Member, Special Education Research Review Panel, Institute of Education Sciences (2009 – 2012)  
Reviewer, Special Education General Peer Review Panel, Institute of Educational Science (February, 2008)  
Member, Expert Peer Review Panel for the Early Reading First Grant Program (2002)  
Member, Ad Hoc Review Committee, Program Project Grant (August, 2001)

Kuwait Foundation for the Advancement of Sciences Research Directorate

Selected Reviewer – Research Grants (2011)

Medical Research Council – United Kingdom

Selected Reviewer – Research Grants (2010)

Canadian Institutes of Health Research

Reviewer, Research Grants, Randomized Controlled Trials Unit (2002, 2005)

PPP Healthcare Medical Trust, London, UK

Reviewer, Themed Grants: Children and Adolescents Programme (2001)

American Speech-Language-Hearing Association

Member, Academic Affairs Board (2015 – 2017)  
Member, Committee on Honors (2010-2011); Vice Chair (2012)



Chair, Ad Hoc Committee on Professional Performance Appraisal (1991-92). Resulted in publication of the position statement, "Professional performance appraisal by individuals outside of the professions of speech language pathology and audiology." Asha, 35, (Suppl. 10), 1993, pp. 11-13.

Member, Advisory Committee on Evidence-Based Practice (2005 - 2009)

Chair, Committee to Review and Revise the Preferred Practice Patterns for the Profession of Speech-Language Pathology (2003-2004)

Chair, Literacy Initiatives Coordinating Committee (2001-03)

Member, Working Group on Language Proficiency (2001-02)

Member, Division 1 Steering Committee (2002-05)

Member, Working Group on Cognitive Communication Disorders (2001-2003)

Member, Research and Scientific Affairs Committee (1997-2000)

Member, Supervision Committee (1989-90)

#### Convention Program Committee

Chair, Language Development and Disorders in School-age Children Subcommittee, Convention Program Committee (2007)

Chair, Language Sciences Subcommittee, Convention Program Committee (1998)

Member, Literacy Assessment and Intervention Subcommittee, Convention Program Committee (2015, 2016)

Member, Language Science Subcommittee, Convention Program Committee (1988, 1992, 1996, 2004, 2009, 2013, 2014)

Member, Language Development and Disorders in School-age Children Subcommittee, Convention Program Committee (2000, 2001, 2005, 2008, 2011, 2012, 2017, 2018)

#### American Speech-Language-Hearing Foundation

Grant Review – Reviewer Training (2016)

AARC Reviewer (2011)

1<sup>st</sup> Annual Clinical Practice Research Institute (2009)

Doctoral Student Grant Competition (2003)

Student Research Grants in Early Childhood Language (1995, 96, 97)

Research Grants for New Investigators (1994, 2005)

#### Texas Speech and Hearing Association

Member, Long-Range Planning Committee (1998)

Member, TSH Foundation Scholarship Committee (1998, 99, 2000)

#### Texas Speech-Language-Hearing Foundation

Member, Board of Directors (2003 – 2006)

#### Council of Supervisors in Speech Pathology and Audiology

Program Chair, 1996 National Conference on Supervision (1995-96)

CSSPA Executive Committee, Research Net Coordinator (1991-93)

Task Force on Supervision Technology (1991)

Task Force on *SUPER*vision Editorial Policy (1991)

CSSPA Executive Committee, Membership Chair (1990)

Task Force on Supervision Research (1988-91)

#### State of Louisiana, Board of Regents

Out-of-State Reviewer, Research Proposals for the Research and Development Program of the Louisiana Education Quality Support Fund (1993)

Missouri Speech and Hearing Association

Chair, 1992 Convention (1991-92)

Member, 1991 Convention Program Committee (1990-91)

Missouri Department of Elementary & Secondary Education

Early Childhood Special Education Evaluation Committee (1990-91)

Speech-Language Pathology test validation team (1990)

Foundation of Hope, Corpus Christi, Texas

Member, Advisory Council (1994-1997)

Consultant, assessment and treatment of communication disorders in children who are at-risk for juvenile delinquency (1994-present)

### **CERTIFICATION AND LICENSURE**

Certificate of Clinical Competence in Speech Pathology, American Speech-Language-Hearing Association (1979-present)

Licensed Speech-Language Pathologist, Texas State Board of Examiners for Speech-Language Pathology and Audiology (1992-2006)

Licensed Speech-Language Pathologist, Missouri State Board of Registration for the Healing Arts (1989-92)

Licensed Speech-Language Pathologist, Wyoming Board of Examiners for Speech-Language Pathology and Audiology, (1984-1988)

### **UNIVERSITY SERVICE**

Utah State University

Chair, Institutional Review Board (2023 - )

Director, Interdisciplinary Doctoral Program in Neuroscience (2016 – present)

Developed the program and wrote the R401 for program approval.

Director, Speech-Language Pathology Track of the Disability Disciplines Doctoral Program (2006 - present) - Developed the program and wrote the R401 for program approval.

Developed the Master's Program in Communication Sciences and wrote the R401 for program approval (2017-2018).

Chair, Assistant Professor Search Committee, Department of Communicative Disorders and Deaf Education (2010, 2012, 2013, 2019)

Chair, Assistant/Associate Professor of Neuroscience Search Committee, College of Education and Human Services (2015, 2016)

Chair, Assistant/Associate Professor and Program Director Search Committee, Department of Communicative Disorders and Deaf Education (2015 - 2016)

Member, Institutional Review Board (2021 – 2023)

Member, Dean Search Committee, College of Education and Human Services (2020-21)

Member, Neurobiology Search Committee (2018-2019)

Member, Assistant Professor Search Committee, Department of Communicative Disorders and Deaf Education (2014, 2015)

Member, Beverly Taylor Sorensen Endowed Chair Search Committee (2009-2010)

Member, Early Intervention Research Institute Director Search Committee (2009-2010)

Member, USU Graduate Program Review Task Force (2011-2012)

Member, USU Central Tenure and Promotion Committee (2010-2011)  
Chair, Quinquennial Review Committee, Robert Morgan (2011)  
Chair, Quinquennial Review Committee, Judith Holt (2011)  
Chair, Quinquennial Review Committee, James Blair (2007)  
Chair, Promotion Committee, Tim Slocum (2013)  
Chair, Promotion Committee, Chad Bingham (2021 - )  
Chair, Promotion Committee, Jamie Mecham (2020 – 2021)  
Chair, Promotion Committee, Stephanie Borrie (2021 - 2023)  
Chair, Promotion and Tenure Committee, Stephanie Borrie (2014 – 2019)  
Chair, Promotion and Tenure Committee, Chris Warren (2017 – present)  
Chair, Promotion and Tenure Committee, Tyra Sellers (2014 - 2019)  
Chair, Promotion and Tenure Committee, Lillian Duran (2009 – 2015)  
Chair, Promotion and Tenure Committee, Julie Wolter (2006 - 2009)  
Chair, Promotion and Tenure Committee, Jeff Larson (2007 - 2009)  
Member, Promotion Committee, Keith Christensen (2019)  
Member, Promotion Committee, Abdulkafi Albrini (2019)  
Member, Promotion Committee, Katherine Mohr (2016 - 2017)  
Member, Promotion Committee, Sherry Marx (2015 - 2017)  
Member, Promotion Committee, Michael Twohig (2015 - 2016)  
Member, Promotion Committee, Cat Buhusi (2014 - 2016)  
Member, Quinquennial Review Committee, Karl White (2012)  
Member, Promotion Committee, Greg Madden (2011)  
Member, Promotion Committee, Amy Odum (2011)  
Member, Promotion Committee, Tom Higbee (2011)  
Member, Promotion and Tenure Committee, Erin Bobeck (2018 - 2022)  
Member, Promotion and Tenure Committee, Naveen Nagaraj (2019 - present)  
Member, Promotion and Tenure Committee, Dave Bolton (2016 - present)  
Member, Promotion and Tenure Committee, Ann Larsen (2016 - 2021)  
Member, Promotion and Tenure Committee, Lisa Milman (2011 – 2017)  
Member, Promotion and Tenure Committee, Kristina Blaser (2010 - 2014)  
Member, Promotion and Tenure Committee, Keith Christensen (2008 - 2014)  
Member, Promotion and Tenure Committee, Abdulkafi Albrini (2010 - 2015)  
Member, Promotion and Tenure Committee, Todd Houston (2007 - 2011)

#### University of Texas at Austin

Chair, Graduate Studies Committee and Graduate Advisor, Department of Communicative Sciences and Disorders (2004 - 2006)  
Member, Dean's Post-Tenure Review Committee (2005)  
Member, Promotion and Tenure Committee, College of Communication (2002, 2005, 2006)  
Member, Budget Council, Department of Communicative Sciences and Disorders (2003 – 2006)  
Member, Doctoral Studies Committee, Department of Communicative Sciences and Disorders, (2004 – 2006)  
Member, College of Communication Research Committee (2003-2005)  
Chair, Department of Communicative Sciences and Disorders, Audiology Search Committee (2003 - 2005)  
Member, University of Texas Academy of Distinguished Teachers Selection Advisory Committee (2001, 2002)  
Chair, College of Communication Instructional Technology Committee (2000-01)  
Member, UT Instructional Design Group Project Selection Committee (2000-03)  
Reviewer, Research Grants Program, Vice President for Research Office (1999)  
Member, College of Communication Faculty Development Committee (1995-99, 2002)

Member, College of Communication Wayne Danielson Award Selection Committee (1995-96)  
Member, Dean's Ad Hoc Committee on Technology & Space Needs (1994-95)  
Member, College of Communication Computer Committee (1993)  
Member, College of Communication Student Writing Committee (1992-93)  
Chair, Child Language Search Committee, Department of Communicative Sciences and Disorders (1997-98)  
Member, Graduate Student Selection Committee, Department of Communicative Sciences and Disorders (1994, 1995, 1998, 2000, 2002)  
Department of Communicative Sciences and Disorders NSSLHA Chapter Advisor (1994-96)  
Member, Director Search Committee, Department of Communicative Sciences and Disorders (1993)

#### University of Missouri

Acting Chair, Program in Communication Disorders (Spring, 1992)  
Acting Director, MU Speech and Hearing Center (Summer, 1992)  
Member, School of Health Related Professions Policy Committee (1991-92)  
Member, Dean's Ad Hoc Scholarship Committee (1989-1990)  
Member, School of Health Related Professions Curriculum Committee (1988-1990)  
NSSLHA Chapter Advisor, Program in Communication Disorders (1989-92)

### **STUDENT COMMITTEES**

#### Mentor, Post-Doctoral Fellows

Beula Magimairaj, PhD (2019-2021)  
Carla Orellana, PhD (2019 – 2021)  
Denyse Hayward, PhD (2004-2005)  
Cynthia Wyman, PhD, Neuropsychology (2018-2019)

#### Mentor/Co-Mentor, Doctoral Program and Dissertation

Allison Hancock - Neuroscience (in progress – Co-Mentor with Chris Warren)  
Sushma Alphonsa – Pathokinesiology Disability Disciplines (in progress, Co-Mentor with Eadric Bresel), Current Position, Research Associate, University of Nevada-Reno.  
Joel Skaria - Neuroscience (in progress, Co-Mentor with Kerry Jordan)  
Stephanie Juth – Literacy Education and Leadership (in progress, Co-Mentor with Katherine Mohr) Current position, Project Manager, Caylx  
Vicki Simmonsmeier – SLP Disability Disciplines, Current position, Retired  
Rebekah Wada – (2021) SLP Disability Disciplines, Current position, Assistant Professor Francis Marion University.  
Carla Orellana – (2020) - SLP Disability Disciplines, Current Position, Research Coordinator, Caylx Corporation  
Daphne Hartzheim (2015) - Current Position, Clinical Faculty, Utah State University  
Katie Squires (2013) – Current Position, Professor, Central Michigan University  
Doug Peterson (2010) – Current position, Endowed Chair, University of Wyoming  
Brenda Gorman (2006) – Current position, Professor, Elmhurst College  
Maya Reynolds Clark (2006) – Current position, Professor, Armstrong Atlantic State University  
Margaret L. Wynn-Dancy (2001) – Retired from position as the Director, Center for Language, Learning, and Leadership, Virginia Beach, VA.  
LaVae Hoffman (2000) – Current position, Professor and Department Chair, University of Virginia

### PhD Committees

Daniel Sanders (in progress)  
Michael Williams (in progress)  
Camille Wynn (2022)  
Nick Wan (2022)  
Megan Israelsen (2022)  
Carly Fox (2022)  
Chase Callard (2022)  
Andrew Cobabe (2021)  
Margaret Young (2021)  
Alex Matthews (2021)  
Sarai Holbrook (2020)  
Audrey Juhasz (2018)  
Frances Gibson (2018)  
Matthew Broadhurst  
Abbie Olszewski (2013)  
Katie Snyder (2013)  
Joe Baker (2013)  
Trina Spencer (2009)  
Jeffrey Marler (2000)  
Rachel Aghara (2006)  
Ellen Stubbe Kester (2003)  
Maria Muños (2000)  
Kathy Jakielski (1997)  
Colleen Karrow (1997)  
Teresa McFadden (1995)

### Thesis Director

Logan Alva (2022) – Speech-Language Scientist  
Kaity Nieman (2009) – Speech-Language Pathologist  
Sally Strudell (2006) – Speech-Language Pathologist  
Beth Schwab (2005) – Speech-Language Pathologist  
Rebecca Garcia (2005) - Speech-Language Pathologist  
Allison White (2004)- Speech-Language Pathologist  
Erin Wagner (2004) - Speech-Language Pathologist  
Tiffany Porter (2004) - Speech-Language Pathologist  
Suparna Chakraboti (2001) - Speech-Language Pathologist  
Meredith Prescott (2001) - Speech-Language Pathologist  
Ysidra Koch (2000) - Speech-Language Pathologist  
Stephanie Cotton (2000) - Speech-Language Pathologist  
Lynne Griffin (2000) - Speech-Language Pathologist  
Meghan Gale (1999) - Speech-Language Pathologist  
Julie Crowford (1999) - Speech-Language Pathologist  
Laura Seibert (1998) - Clinical Psychologist  
Annette Gulley (1997) - Speech-Language Pathologist,  
Rebekah McBride Carlile (1994) - Speech-Language Pathologist  
Jenny Helzer (1994), Speech-Language Pathologist

### Thesis Committees

Ryan Sainsbury (2020), Speech-Language Pathology  
Madeline Peterson (2020), Speech-Language Pathologist  
Sierra Southwick (2019), Speech-Language Pathologist

Tiegen Beck (2018), Speech-Language Pathologist  
Kiersten Pope (2018), Speech-Language Pathologist  
Samantha Winward (2018), Speech-Language Pathologist  
Megan Israelsen (2018), USU doctoral student  
Brigit Crotty (2016), Speech-Language Pathologist  
Rebekah Wada (2014), USU doctoral student  
Brynne Evans (2013), Speech-Language Pathologist  
Joel Hopper (2013), Speech-Language Pathologist  
Tanja Dalton (2009), Speech-Language Pathologist

AUD Capstone Project Committees

Brittany Garcia (2015)  
Eric Bunnell (2014)  
Chalese Buttars (2013)  
Vauna Gross (2012)