

March 2009

CURRICULUM VITAE

1. PERSONAL INFORMATION

Name **Froma P. Roth**

Department Hearing and Speech Sciences
The University of Maryland at College Park

Current Rank Professor
Appointed August, 2005

Education

1980 Ph.D. Graduate School, CUNY, NY Speech-Language Pathology
1973 M.A. Queens College, Flushing, NY Speech Pathology
1970 B.A. Hunter College, New York, NY Speech Pathology

EMPLOYMENT BACKGROUND

1986-present The University of Maryland at College Park
Associate Professor
Department of Hearing and Speech Sciences

2002-2008 Director of Graduate Studies in Speech-Language Pathology

2002-2007 Director of Undergraduate Studies

1992-present Co-Developer of Language-Learning Early Advantage Program (LEAP),
Director of Research, LEAP Preschool
(Model Preschool for preschool children with speech and language disorders)

1986-1990 Adjunct Research Associate, Tri-Services: National Institutes of Dyslexia,
Chevy Chase, Maryland

1980-1986 University of Maryland at College Park
Assistant Professor

1979 John F. Kennedy Institute, Baltimore, MD
Chief of Speech Pathology

Loyola College, Baltimore, MD
Adjunct Assistant Professor
Department of Speech Pathology & Audiology

Johns Hopkins University, Baltimore, MD
Instructor, Evening College

1977-1979 John F. Kennedy Institute, Baltimore, MD
Senior Speech Pathologist & Coordinator of Training, Hearing and Speech
Division

Loyola College, Baltimore, MD
Adjunct Assistant Professor, Loyola College
Department Speech Pathology & Audiology

1976-1977 Loyola College, Baltimore, MD
Assistant Professor
Department of Speech Pathology & Audiology

1975-1976 American Speech and Hearing Association, Washington, DC
Project Manager (data coding and systems management)

1972-1975 Queens College Speech and Hearing Center, Flushing, NY
Instructor, Staff Clinician, Clinical Supervisor
Department of Communication Arts and Sciences

1970-1972 Queens College, Flushing, NY
Department of Communication Arts and Sciences
Lecturer

2. RESEARCH AND SCHOLARLY ACTIVITIES

a. Books

i. Books authored

1. Roth, F. P. & Worthington, C. (1996). *Treatment resource manual for speech-language pathology*. San Diego, CA: Singular.

1.1 Roth, F.P., & Worthington, C.K. (2001). *Treatment resource manual for speech-language pathology* (2nd edition). San Diego, CA: Singular Thomson Learning.

1.2 Roth, F.P., & Worthington, C.K. (2005). *Treatment resource manual in speech-language pathology* (3rd edition). Albany, NY: Singular Thomson Learning.

ii. Edited Volumes

1. Roth, F.P. & Ehren, B. (Eds.) (2001). Literacy-related roles for speech-language pathologists. *Seminars in Speech and Language*, 22.
2. Roth, F.P. (2004). (Guest Editor). *Emergent literacy*. American Speech, Language, and Hearing Association, Rockville, MD.
3. Roth, F.P., & Paul, D. (2006). Partnerships for Literacy: Principles and practices. *Topics in Language Disorders*, 26.
4. Troia, G.A., & Roth, F.P. (in press). Responsiveness to intervention: New opportunities and challenges for the speech-language pathologist. *Seminars in Speech and Language*.

iii. Chapters in books

1. Roth, F.P. & Spekman, N. J. (1988). Higher-order language processes and reading disabilities. In A.G. Kamhi & H.W. Catts (Eds.), *Reading disabilities: A developmental language perspective*. Boston, MA: College Hill.
2. Roth, F.P. (1990). Early language assessment. In E.D. Gibbs & D.M. Teti (Eds.), *Interdisciplinary assessment of infants: A guide for early intervention professionals*. Baltimore, MD: Paul H. Brookes.
3. Roth, F. P. & Spekman, N. J. (1994). Oral story production in learning disabled adults. In R. Bloom, L. K. Obler, S. DiSanti & J. Ehrlich (Eds.), *Discourse analysis and application: Studies in adult clinical populations*. Hillsdale, NJ: Erlbaum.
4. Roth, F.P. (1999). Communicative intervention for children with psychiatric and communication disorders. In R. Paul (Ed.), *Child and adolescent clinics of North America*. Philadelphia, PA: W.B. Saunders.
5. Roth, F.P., & Paul, R. (2001). Communication intervention principles and procedures. In R. Paul (Ed.), *Introduction to clinical methods in communication disorders*. Baltimore, MD: Paul H. Brookes.
6. Roth, F.P. (2004). Assessment frameworks for word recognition. In C.A. Stone, E.R. Silliman, B. Ehren & K. Apel (Eds.). *Handbook of language and literacy: Development and disorders* (pp. 461-480). NY: Guilford Press.
7. Roth, F.P. (2005). From emergent literacy to literacy: Development and disorders. In G.H. Shames, & N.B. Anderson (Eds.), *Human communication disorders, 7th edition* (pp. 386-408). Boston, MA: Allyn and Bacon (This chapter was a new addition to the book).

8. Roth, F.P. (in press). Early oral stories and expository discourse: Acquisition, assessment and instruction. In E.R. Silliman & C.A. Stone (Eds.), *Emergent and early literacy acquisition: Making the connection*. NY: Guilford Press.

9. Nelson, N.B., Roth, F.P., & Van Meter, A.M. (2008). Written composition instruction and intervention for students with language impairment. In G.A. Troia (Ed.), *Instruction and assessment for struggling writers* (pp. 187-212). NY: Guilford.

b. Articles in refereed journals

1. Spekman, N. J. & Roth, F. P. (1982). An intervention framework for learning disabled students with oral communication disorders. *Learning Disability Quarterly*, 5, 429-437.

2. Roth, F. P. (1984). Accelerating language learning in young children. *Journal of Child Language*, 11, 89-101.

3. Spekman, N. J. & Roth, F. P. (1984). Intervention strategies for learning disabled children with oral communication disorders. *Learning Disability Quarterly*, 7, 7-18.

4. Roth, F. P. & Spekman, N. J. (1984). Assessing the pragmatic abilities of children: Part 1. Organizational framework and assessment parameters. *Journal of Speech and Hearing Disorders*, 49, 2-11.

5. Roth, F. P. & Spekman, N. J. (1984). Assessing the pragmatic abilities of children: Part 2. Guidelines, considerations, and specific evaluation procedures. *Journal of Speech and Hearing Disorders*, 49, 12-17.

6. Spekman, N. J. & Roth, F. P. (1984). Clinical Evaluation of Language Functions (CELF) Diagnostic Battery: An analysis and critique. *Journal of Speech and Hearing Disorders*, 49, 97-101.

7. Roth, F. P. & Davidge, N. (1985). Are early verbal communicative intentions universal? A preliminary investigation. *Journal of Psycholinguistic Research*, 14, 351-364.

8. Spekman, N.J. & Roth, F.P. (1985). Preschool children's comprehension and production of directive forms. *Journal of Psycholinguistic Research*, 14, 331-349.

9. Roth, F. P. & Spekman, N. J. (1986). Narrative discourse: Spontaneously-generated stories of learning disabled and normally achieving students. *Journal of Speech and Hearing Disorders*, 51, 8-23.

10. Roth, F. P. (1986). Oral narration abilities of learning disabled students. *Topics in Language Disorders*, 7, 21-30.

11. Roth, F. P. & Clark, D. M. (1987). Symbolic play and social participation abilities of

language impaired and normal children. *Journal of Speech and Hearing Disorders*, 52, 17-29.

12. Roth, F.P. & Spekman, N.J. (1989). The oral syntactic proficiency of learning disabled students: A spontaneous speech sampling analysis. *Journal of Speech and Hearing Research*, 32, 67-77.

13. Roth, F. P. & Cassatt-James, E. L. (1989). The language assessment process: Clinical implications for augmentative communication. *Augmentative and Alternative Communication*, 165-172.

14. Roth, F. P., Spekman, N. J. & Fye, E. (1995). Oral reference cohesion in the oral narratives of learning disabled and normally achieving students. *Learning Disability Quarterly*, 1, 25-41.

15. Troia, G.A., Roth, F.P. & Yeni-Komshian, G.H. (1996). The relationship between word retrieval and phonological awareness in normally-developing children. *Journal of Speech and Hearing Research*, 39, 1099-1108.

16. Roth, F.P., Speece, D.L., Cooper, D.H. & De La Paz, S. (1996). Unresolved mysteries: How do metalinguistic and narrative skills connect with early reading? *The Journal of Special Education*, 30, 257-277.

17. Troia, G.A., Roth, F.P. & Graham, S. (1998). An educator's guide to phonological awareness: Assessment measures and intervention activities for children. *Focus on Exceptional Children*, 31, 1-12.

18. Speece, D.L., Roth, F.P. & Cooper, D.H. (1999). The relevance of oral language skills to early literacy: A multivariate analysis. *Applied Psycholinguistics*, 20, 167-190.

19. Roth, F.P. (2000). Narrative writing: Development and teaching with children with writing disorders. *Topics in Language Disorders*, 20, 15-28.

20. Roth, F. P. & Baden, B. (2001). Investing in emergent literacy intervention: A key role for speech-language pathologists. *Seminars in Speech and Language*, 22, 163-174.

21. Cooper, D.H., Roth, F.P., & Speece, D. L. (2002). The contribution of oral language skills to the development of phonological awareness. *Applied Psycholinguistics*, 23, 399-416.

22. Roth, F.P., Speece, D.L., & Cooper, D.H. (2002). A longitudinal analysis of the connection between oral language and early reading. *Journal of Educational Research*, 95, 259-273.

23. Roth, F.P., Troia, G., Worthington, C.K. & Dow, K.A. (2002). Promoting the awareness of sounds in speech: An initial report of an early intervention for children with speech and language impairments. *Applied Psycholinguistics*, 23, 535-565.

24. Speece, D.L., Ritchey, K.D., Cooper, D.H., Roth, F.P. & Schatschneider, C. (2004). Growth in early reading skills from kindergarten through third grade. *Contemporary Educational Psychology*, 29, 312-332.
25. Roth, F.P., & Troia, G.A. (2006). Collaborative efforts to promote emergent literacy and efficient word recognition. *Topics in Language Disorders*, 26, 24-41.
26. Roth, F.P., Troia, G.A. Worthington, C.K., & Handy, D. (2006). *Promoting Awareness of Sounds in Speech: A follow-up report of an early intervention program for children with speech and language impairments. Learning Disability Quarterly*, 29, 67-88.
27. Schorr, E., & Roth, F.P. (2008). A comparison of the speech and language skills of children with cochlear implants and normal hearing. *Communication Disorders Quarterly*.
28. Schorr, E., Roth, F.P., & Fox, N. (2009). Quality of life for children with cochlear implants. *Journal of Speech, Language and Hearing Research*, 52, 141-152.
29. Roth, F.P., & Troia, G.A. (in press). Applications of responsiveness to intervention and the speech-language pathologist in elementary school settings. *Seminars in Speech and Language*.

c. Monographs, Reports and Extension Publications

1. Roth, F. P. & Greenburg, L. (1973). Distinctive feature approach to articulation therapy. *Working Papers in Experimental Speech Therapy*, Vol. II, Queens College, NY.
2. Roth, F. P. & Krenkel, P. (1973). Two procedures for eliminating disruptive behavior in a seven year old boy. *Working Papers in Experimental Speech Therapy*, Vol. II, Queens College, NY.
3. Roth, F. P. & Kronheim, K. (1974). The use of a sentence construction board in the training of sentential order with an aphasic child. *Working Papers in Experimental Speech Therapy*, Vol. III, Queens College, NY.
4. Roth, F.P. & Jablon, A. (1975). The clinical application of semantic feature theory. *Working Papers in Experimental Speech Therapy*, Vol. IV, Queens College, NY.
5. Wurtzel, S., Roth, F. P. & Cairns, H. S. (1976). The language complexity measure. *Doctoral Working Papers*, Vol. I, Graduate School and University Center, CUNY, New York, NY.
6. Pikus, A., Roth, F.P. & O'Relley, A.E. (1976). *CASE Information System*. Washington, DC: American Speech and Hearing Association.
7. Roth, F. P. (1984). Communicative intentions expressed by language impaired children: A dyadic case study. *Working Papers in Biocommunication*, Vol. IV, College Park, MD: University of Maryland.

8. Roth, F. P. & Spekman, N. J. (1985). Story grammar analysis of narratives produced by learning disabled and normally achieving students. *Proceedings of the Symposium on Research in Child Language Disorders*, 6, University of Wisconsin, Madison, WI, June, 1985.
9. Roth, F.P. (2002). Vocabulary instruction for young children with language impairments. *Perspectives on Language Learning and Education*, 9, 3-7. Rockville, MD: American Speech, Language and Hearing Association.
10. Roth, F.P. (2003). *Getting reading for reading and writing*. Rockville, MD: American Speech, Language and Hearing Association.
11. *Let's talk*. (2006). American Speech, Language, and Hearing Association. Rockville, MD.
12. Coleman, M.R., Roth, F.P., & West, T. (2009). RoadMap to PreK RTI: Applying response to intervention in preschool settings. NY: National Center for Learning Disabilities. (national policy document for federal government) (I served as the Editor for this document as well as author)

e. Talks, Abstracts and Other Professional Papers Presented

i. Invited talks

Selected invited papers since 1987

1. Discourse abilities of learning disabled students: Patterns and intervention strategies. Language-Learning Disabilities Institute, Emerson College, Boston, MASS, June, 1987.
2. Discourse abilities of learning disabled students. Hearing and Speech Agency, Baltimore, MD, March, 1987.
3. Discourse patterns of learning disabled students: A view toward assessment and intervention. Howard University, Washington, D.C., March, 1988.
4. Conversational and narrative discourse abilities of school-age learning disabled students. University of Massachusetts, Amherst, MA, October, 1988.
5. Discourse patterns of learning disabled students. New York State Speech, Language and Hearing Association, Buffalo, NY, April, 1988.
6. Discourse abilities of learning disabled students: Patterns, assessment and intervention strategies. Language-Learning Disabilities Institute, Newport Beach, CA, August, 1988.
7. Discourse patterns of language learning disabled students. Connecticut Speech and Language Association, Meriden, CT, October, 1989.

8. Across the discourse continuum: Being language disabled. Language-Learning Institute, Boston, MA, June, 1990.
9. Classroom-based language assessment and intervention strategies. The McLean School, Bethesda, MD, February 1992.
10. Oral language connections to literacy. Charles County, MD Board of Education, Waldorf, MD, December, 1993.
11. Classroom based language assessment and intervention. Maryland Speech-Language-Hearing Association, Timonium, MD, March, 1994.
12. The oral language-literacy connection. Allegheny Intermediate Unit, Pittsburgh, PA, November, 1995.
13. Current trends in language intervention for school-aged children. Maryland Speech-Language-Hearing Association, Baltimore, MD, March, 1998.
14. Beyond phonological awareness: Current trends in language assessment and intervention in school-aged children. New York State Speech, Language, and Hearing Association, Syracuse, NY, April, 1999.
15. Language and literacy issues for school-based speech-language pathologists. Baltimore City Public Schools, Baltimore, MD, May, 2000.
16. Enhancing reading comprehension. International Dyslexia Association, Albuquerque, NM, October, 2001.
17. Schorr, E.A., Fox, N.A., & Roth, F.P. (May, 2004). Social and emotional functioning of children with cochlear implants: Description of sample. *Proceedings of the Eighth Cochlear implant Conference*. Indianapolis, IN.
18. Role of speech-language pathologists in literacy-related intervention: Evidence-based practices. New Jersey Speech, Language, and Hearing Association, Atlantic City, NJ, April, 2005.
19. Literacy-related language intervention: Making the research to practice connections. Kean University Symposium, Union, NJ, October, 2005.
20. Language to literacy connection: Translating Research Evidence to informed intervention practices in semantics and syntax. Illinois Speech, Language, and Hearing Association, Chicago, IL, February, 2007.

21. Narrative writing instruction. Workshop, Diamond Elementary School, Gaithersburg, MD, February, 2007.
21. Language to literacy: Connecting research to informed language intervention practices from preschool to adolescence. Alumni of Queens College Graduate Program in Speech-Language and Hearing, Flushing, NY, October, 2007.

ii. Refereed conference papers

1. Expanding language forms with a modeling procedure. New York State Speech and Hearing Association, Ellenville, NY, 1972 (with R. Rosenbaum).
2. Two procedures for eliminating disruptive behavior in a seven year old boy. New York State Speech and Hearing Association, South Fallsburg, NY, 1973 (with P. Krenkel).
3. The use of a sentence construction board in the training of sentential order with an aphasic child. New York State Speech and Hearing Association, Ferndale, NY, 1974 (with K. Kronheim).
4. The clinical application of semantic feature theory. New York State Speech and Hearing Association, Ferndale, NY, 1975 (with A. Jablon).
5. Application of semantic feature theory to a communicatively disordered child: An extension. American Speech and Hearing Association, Washington, DC, 1975 (with A. Jablon).
6. The CASE Management System: An evaluation-oriented approach to language, speech and hearing services. American Speech and Hearing Association, Chicago, IL, 1976 (with A. Pikus).
7. Effects of intervention on the acquisition of comprehension strategies in children. American Speech and Hearing Association, San Francisco, CA, 1978.
8. The development of directive forms. The Sixth Annual Boston University Conference on Language Development, Boston, MA, 1981 (with N. Spekman).
9. Preschool children's comprehension and production of directive forms. American Speech, Language and Hearing Association, Los Angeles, CA, 1981 (with N. Spekman).
10. Communicative intentions expressed by language impaired and normal children. American Speech, Language and Hearing Association, Toronto, Canada, 1982 (with R. Steinberg).
11. Narrative discourse skills of learning disabled and normal children. American Speech, Language and Hearing Association, Cincinnati, OH, 1983 (with N. Spekman).

12. Are early verbal communicative intentions universal?: A preliminary investigation. American Speech, Language and Hearing Association, San Francisco, CA, 1984 (with N. Spekman).
13. Story grammar analysis of narratives produced by learning disabled and normally achieving students. Symposium on Research in Child Language Disorders, Madison, WI, 1985 (with N. Spekman).
14. Play and social participation in language impaired and normal children. American Speech, Language and Hearing Association, Washington, DC, 1985 (with D. Clark).
15. Syntactic abilities of learning disabled and normally achieving students: Some new findings. Symposium on Research in Child Language Disorders, Madison, WI, 1986 (N. Spekman).
16. The language assessment process. Augmentative Communication: Working Together, Denver, CO, 1987.
17. Story recall abilities of learning disabled students. American Speech, Language and Hearing Association, New Orleans, LA, 1987 (with N. Spekman).
18. Story grammar development of children: A spontaneous story production analysis. American Speech, Language and Hearing Association, Boston, MA, 1988 (with B. Miller).
19. Narrative discourse proficiency of learning disabled students: Differences between elicitation procedures. Symposium for Research in Child Language Disorders, Madison, WI, June, 1989 (with N. Spekman).
20. Reference cohesion development in stories produced by learning disabled and normally achieving students. American Speech, Language and Hearing Association, St. Louis, MO, November, 1989 (with N. Spekman).
21. Reference cohesion in written stories of learning disabled students. American Speech, Language and Hearing Association, Seattle, WA, November, 1990 (with N. Spekman & E. Fye).
22. Written syntactic patterns in stories produced by learning disabled students. American Speech, Language and Hearing Association, Atlanta, GA, November, 1991 (with N. Spekman & E. Fye).
23. Patterns of oral and written stories of learning disabled students. American Speech, Language and Hearing Association, San Antonio, TX, November, 1992 (with N.

- Spekman & E. Fye).
24. Word Retrieval, phonological awareness, and reading: How are they related? American Speech, Language and Hearing Association, San Antonio, TX, November, 1992 (with G. Troia & G. Yeni-Komshian).
 25. Oral narrative discourse patterns of learning disabled adults: Outcome data. American Speech, Language and Hearing Association, Anaheim, CA, November, 1993 (with N. Spekman).
 26. Greek NP development: A first look at Greek language acquisition. American Speech, Language and Hearing Association, Anaheim, CA: November, 1993 (with I. Kiamou).
 27. Patterns of syntactic and reference cohesion usage in the written narratives of learning disabled students. Symposium for Research in Child Language Disorders. Madison, WI, June, 1994.
 28. Narrative styles of African American children: Oral-literate differences of good and poor readers. Memphis State University Symposium on Communication Disorders in African American Children, Memphis, TN, June, 1994 (with E. Hester).
 29. Reference cohesion in narratives of learning disabled adults: Outcome data. American Speech, Language and Hearing Association, New Orleans, LA, November, 1994 (with E. Fye).
 30. Cluttering: Word retrieval errors in reading and spelling. American Speech, Language and Hearing Association, New Orleans, LA, November, 1994 (with B. Romano & J. Mele-McCarthy).
 31. Narrative styles and reading achievement of African American children. American Speech, Language and Hearing Association, New Orleans, LA, November, 1994 (with E. Hester).
 32. Beyond phonological awareness: The contribution of other oral language skills to the development of reading. American Educational Research Association, San Francisco, CA, April 1995 (with D. Speece, D. Cooper & S. de la Paz).
 33. Oral language and reading: Where do they connect for kindergarten children? American Speech, Language and Hearing Association, Orlando, FL, December, 1995 (with D. Speece, D. Cooper & S. De La Paz).
 34. Relationship between narrative style, dialect and reading achievement of African American children. American Speech, Language and Hearing Association, Orlando, FL, December, 1995 (with E. Hester).

35. Behind and beside phonological awareness: The contribution of other oral language and literacy factors to the development of reading. American Educational Research Association, New York, NY, March, 1996 (with D. Speece & D. Cooper).
36. The oral language-reading connection: An unfolding story. American Speech, Language and Hearing Association, Seattle, WA, November, 1996 (with D. Speece & D. Cooper).
37. Semantic and syntactic characteristics of reading-disabled African-American children. American Speech, Language and Hearing Association, Seattle, WA, November, 1996 (with E. Hester).
38. Linguistic and perceptual risk factors in early stuttering. VII Annual Congress for the Study of Child Language, Istanbul, Turkey, July, 1996 (with N. Ratner, G. Yeni-Komshian & K. Lotto).
39. The developmental connection between oral language and early reading: A longitudinal study. Society for the Scientific Study of Reading, Chicago, IL, April, 1997.
40. Longitudinal examination of the relationship of oral language and early reading development. American Speech, Language and Hearing Association, Boston, MA., November, 1997 (with D. Speece & D. Cooper).
41. Hierarchical growth modeling of oral language and early reading. Society for the Scientific Study of Reading, San Diego, CA, April, 1998 (with D. Speece & D. Cooper).
42. Longitudinal study of the oral language-literacy connection: Fourth year report. American Speech, Language and Hearing Association, San Antonio, TX, November, 1998 (with D. Speece & D. Cooper).
43. Predicting reading disabilities through phonemic awareness and spelling. American Speech, Language and Hearing Association, San Francisco, CA, November, 1999 (with J. Blackburn, D. Speece, & D. Cooper).
44. Language before literacy: Linguistic foundations of early literacy. American Speech, Language and Hearing Association, San Francisco, CA, November, 1999 (with D. Cooper & D. Speece).
45. Language underpinnings to literacy. Society for the Scientific Study of Reading, Montreal, Canada, April, 1999 (with D. Speece & D. Cooper).
46. Phonological awareness instructional program for preschool children with language impairments. American Speech, Language and Hearing Association, San Francisco, CA, November, 1999 (with G. Troia, C. Worthington, D. Baker, M. Covington & K. Dow).

47. Roles of speech-language pathologists in written language in children and adolescents. (Seminar). American Speech, Language and Hearing Association, San Francisco, CA, November, 1999 (with ASHA Ad Hoc Subcommittee on SLPs and Literacy).
48. A phonological intervention program for preschool children at-risk for reading disabilities. Pacific Coast Research Conference, La Jolla, CA, February, 2000 (with G Troia).
49. The role of oral language in the growth of early reading and phonological awareness skills. American Education Research Association, New Orleans, LA, April, 2000 (with D. Speece & D. Cooper).
50. The role of early identification in an overall plan for addressing literacy problems. Emergent and Early Literacy: Current Status and Research Directions Conference. Bethesda, MD, September, 2000.
51. Precursors of phonological awareness skill. Pacific Coast Research Conference, La Jolla, CA, February, 2001 (with D. Speece & D. Cooper).
52. Teaching preschool children with disabilities phonological awareness skills: Additional data from the PASS program. Pacific Coast Research Conference, La Jolla, CA, February, 2002 (with G. Troia).
53. Predictors of phonemic awareness skill in the early elementary school years. American Speech, Language and Hearing Association, Atlanta, GA, November, 2002 (with D. Cooper & D. Speece).
54. Knowledge and skills for SLPs working with reading and writing. American Speech, Language and Hearing Association, Atlanta, GA, November, 2002 (with ASHA Ad Hoc Committee on Reading and Writing).
55. Literacy and the SLP: Research-based intervention strategies and practices. National Language Conference, Las Vegas, NA, July, 2003.
56. Partnerships for literacy: Speech-language pathologists and teachers. Council for Exceptional Children (with Division of Communicative Disorders and Deafness), New Orleans, LA, April, 2004.
56. Parental survey on effects of phonological awareness training (*PASS*): Follow-up data. American Speech, Language, and Hearing Association, Philadelphia, PA, November, 2004 (with S. Golden & J. Fritsch).
57. An automated discourse analysis system for assessing prefrontal dysfunction. American

- Speech, Language, and Hearing Association, Philadelphia, PA, November, 2004 (with I. Eschel & N. Ratner).
58. Partnerships for literacy: Principles for collaboration. American Speech, Language, and Hearing Association, Philadelphia, PA, November, 2004 (with Division of Communication Disorders and Deafness).
 59. Social and emotional functioning of children with cochlear implants: Effects of early experience. Symposium for Research on Children's Language Biennial Meeting, Atlanta, GA, March, 2005 (with E. Schorr & N. Fox).
 60. Quality of life of children with cochlear implants: Reports from children. Tenth Annual Symposium on Children with Cochlear Implants, Dallas, TX, April, 2005, (with E. Schorr & N. Fox).
 61. Vocabulary instruction for children and adolescents with oral language and literacy deficits. Council for Exceptional Children, Baltimore, MD, March, 2005 (with G. Troia).
 62. Language patterns of children with cochlear implants and normal hearing. American Speech, Language and Hearing Association, San Diego, CA, November, 2005 (with E.Schorr).
 63. Complexity of oral expression of children with cochlear implants. American Speech, Language, and Hearing Association, Miami, FL, November, 2006 (with K. Lepone & K. Montemore).
 64. Written language assessment and intervention: It targets more than writing. American Speech, Language, and Hearing Association, Miami, FL, November, 2006 (with N. Nelson).
 65. Vocabulary intervention: Evidence-based practices. Council for Exceptional Children, Salt Lake City, UT, March, 2006 (with G. Troia).
 66. *PASS*: A phonological intervention program for at-risk children. Council for Exceptional Children, Salt Lake City, UT, March, 2006 (with G. Troia).
 67. Patterns and predictors of reading of children with cochlear implants. American Speech, Language, and Hearing Association, Miami, FL, November, 2006 (with E. Schorr).
 68. Language abilities of children with cochlear implants and normal hearing. Council for Exceptional Children, Louisville, KY, March 2007 (with E. Schorr).
 69. Partnerships for language and literacy in the classroom. Council for Exceptional Children, Boston, MA, 2008, (with G.A. Troia, J. Blosser, J).

h. Original Design, Plans, & Innovations

Principal Developer, *PASS (Promoting Awareness of Sounds in Speech)*: A phonological awareness intervention program for preschool children with speech and language impairments; includes a training manual.

Developer and Director, LEAP Clinical Research Program for graduate students in Speech-Language Pathology and talented undergraduate students who are trained to implement, score, and code pre-treatment and post-treatment tests and probes and deliver an intervention treatment protocol each semester.

i. Contracts and Grants

1. 1980 University of Maryland Biomedical Research Support Award (with N. Spekman).
2. 1981 University of Maryland Summer Research Award (GRB) (summer salary support).
3. 1985 University of Maryland GRB Award (with N. Ratner).
4. 1985 University of Maryland Scholarship Incentive Award
5. 1987 University of Maryland Scholarship Incentive Award (summer salary).
6. 1987 PI: Story narration abilities of learning disabled students. National Institutes of Health, Public Health Service Grant, June, 1987-1990. (Direct Cost: \$171,000).
7. 1995 University of Maryland GRB Award (with N. Ratner & G. Yeni-Komshian).
8. 2000 Co-PI: Ascertainment of families segregating hereditary auditory processing deficits. Professional Services Contract NIH (NIDCD). (with S. Gordon-Salant, R. Morell, & P. Fitzgibbons). (Total Costs: \$47,871) (1999-2000). Renewed for 2000-2001.
9. 2003 Co-PI: Social and emotional functioning of children with cochlear implants American Hearing Research Foundation (Total Costs: \$50,000) (2003-2004) with N. Fox).
10. 2006 PI: Partnering for literacy: A multidisciplinary program for emergent and early reading success. U.S. Department of Education (Direct Costs: \$499,808) (10/01/06-9/30/09).

j. Fellowships, Prizes and Awards

1. 1998 **Teaching Excellence Award**, Center for Teaching Excellence, UMCP
2. 1998 **Honors of the Maryland Speech, Language and Hearing Association**
3. 2000 **Teaching Excellence Award**, Center for Teaching Excellence, UMCP
4. 2001 **Teaching Excellence Award**, College of Behavioral and Social Sciences
5. 2002 **Fellow**, American Speech, Language, and Hearing Association
6. 2002 **Teaching Excellence Award**, Center for Teaching Excellence, UMCP
7. 2002 **Member, Initial Cadre of Board Recognized Specialists in Child Language**, American Speech, Language and Hearing Association
8. 2002 **LEAP** named as **model preschool program** by American Speech, Language and Hearing Association and U.S. Department of Early Childhood Education
9. 2003 **Teaching Excellence Award**, Center for Teaching Excellence, UMCP
10. 2003 **Invited** to develop national and international *Emergent Literacy* brochure for the American Speech, Language, and Hearing Association.

UNIVERSITY ACTIVITIES

Teaching and advising

a. Courses taught since 2000

HESP 400	(<u>Speech and Language Development of Children</u>)
	Spring 2000 (enrollment 48)
	Fall 2000 (enrollment 38)
	Spring 2001 (enrollment 23)
	Fall 2001 (enrollment 24)
	Spring 2002 (enrollment 28)
	Fall 2002 (enrollment 29)
	Spring 2003 (enrollment 25)
	Fall 2003 (enrollment 40)
	Fall 2004 (enrollment 25)
	Fall 2005 (enrollment 39)
	Fall 2006 (enrollment 50)

HESP 402	<p><u>(Speech Pathology I)</u> Spring 2000 (enrollment 55) Spring 2001 (enrollment 49) Spring 2002 (enrollment 30) Spring 2003 (enrollment 42) Spring 2004 (enrollment 50) Spring 2005 (enrollment 33)</p>
HESP 616	<p><u>(Language Disorders in Children)</u> Fall 2000 (enrollment 18) Fall 2001 (enrollment 18) Fall 2002 (enrollment 13) Fall 2003 (enrollment 18) Fall 2004 (enrollment 19) Fall 2005 (enrollment 30) Fall 2006 (enrollment 20) Fall 2008 (enrollment 22)</p>
HESP 626	<p><u>(Advanced Seminar in Language and Learning Disabilities)</u> Spring 2000 (enrollment 1) Spring 2001 (enrollment 16) Spring 2002 (enrollment 9) Spring 2003 (enrollment 5) Spring 2004 (enrollment 6) Spring 2005 (enrollment 6) Spring 2008 (enrollment 2) Spring 2009 (enrollment 7)</p>
HESP 386/387	<p><u>(Experiential Learning, Topic area: Child language)</u> Spring 2000 (enrollment 1) Fall 2000 (enrollment 1) Spring 2002 (enrollment 5) Fall 2002 (enrollment 1) Spring 2003 (enrollment 1) Spring 2004 (enrollment 1)</p>
HESP 499	<p><u>(Independent Study)</u> (Topic area, enrollment) Spring 2000 (Phonological awareness intervention, 3) Spring 2001 (Phonological awareness intervention, 2) Fall 2001 (Phonological awareness intervention, 2) Spring 2002 (Phonological awareness development, 2) Fall 2002 (Phonological processing and vocabulary learning, 2) Spring 2003 (Lexical restructuring hypothesis, 2) Fall 2003 (Lexical density and vocabulary, 1)</p>

Spring 2004 (Narrative discourse and lexical density, 1)
Fall 2004 (Language development and cochlear implants, 1)
Spring, 2007 (Emergent literacy, 1)
Spring 2008 (Pre-school RTI Models, 3)

b. Course development

Pragmatics of Child Language and Language Disorders

Communication Problems of Children with Multiple Handicaps

Language and Learning Problems of Students with Learning Disabilities

c. Manuals

Co-developer (with N. Ratner and G. Yeni-Komshian) of Writing Style Manual for HESP Graduate Students

e. Advising

i. **Undergraduate:** Not applicable; departmental advising

ii. **Graduate:** Approximately 10 students/year

f.. Advising: Research direction

i. Undergraduate

1-2 UTAP students/year

1 URAP student/year

ii. Master's

Thesis direction

Placement

Laurie Goodman (1980)

(could not retrieve)

“The effects of contextual factors on language sampling variability in communicatively impaired children”

Shirley Charney Feldman (1981)

(could not retrieve)

“Children’s acquisition of sex-typed language features”

Randee Steinberg (1981)

New Jersey Public Schools

“Communicative intentions expressed by normal and language impaired preschool children”

Nancy Davidge (1982) (could not retrieve)

“Communicative intentions expressed in the transition between single and two word utterances in normal children”

Judy Grimley (1982) Montgomery County Public Schools

Donna Marie Clark (1984) University of Maryland Shock-Trauma

“Symbolic play behaviors of normal and language impaired children on three measures of play”

Alison Briggs (1986) (could not retrieve)

Carla Portney (1986) (could not retrieve)

“Symbolic play, social participation and pragmatic skills in children: A correlational study”

Bethany Carol Miller (1988) (could not retrieve)

“Story grammar development of children: A spontaneous production analysis”

Gary Troia (1991) Michigan State University

“The effects of age and word frequency on phonological processing skills”

Laura Jacobson (1994) Northern Virginia Public Schools

“Establishing the *Functions of Print Test* and the *Family Literacy Scale* as valid indicators of print awareness”

Ellen Christine Fye (1995) The McLean School, Bethesda, MD

“Reference cohesion in the oral narratives of adults with learning disabilities”

Judith Blackburn (1998) Towson University

“Phonemic awareness and spelling in the prediction of decoding skills in children”

Susana Suarez (1999)

Montgomery County Public Schools

“Teaching a child with pervasive developmental disorder to initiate picture communication: Effects of a time delay procedure”

Stephanie Nicole Jones (2000)

The Lab School, Washington, DC

“The relationship between phonological awareness, features of speech, decoding and spelling errors in adolescents with learning disabilities”

Heather Wikle (current)

“The effectiveness of L2 phonological awareness instruction for at-risk preschool children”

Candidacy paper direction (since 2000): Non-thesis option capstone research-based project/experience

Student

Placement

Gwen Backhaus (2000)

(could not retrieve)

Stacey Rosenberg (2001)

The River School, Washington, DC

Emily Lefkowitz (2001)

The Lab School, Washington, DC

Robin Veldman (2001)

Montgomery Count Public Schools

Megan Jackson (2001)

(could not retrieve)

Maegan Thompson (2001)

Winchester Speech Center, Winchester, VA

Beth Rossi (2001)

Trudeau Memorial Early Intervention Center, RI

Bethany Redifer (2001)

Kennedy-Krieger Institute, Baltimore, MD

Gabriele Nicolet (2001)

Ivy Mount School, Bethesda, MD

Stephanie Maizel (2001)

St. Francis de Sales School for the Deaf, NYC

Madalena Walsh (2001)

Sumner County Public Schools, TN

Stephanie Angle (2001)

Howard County Public Schools

Cheryl Leishear (2001)

Laurel Regional Hospital, Laurel, MD

Jodi Barr (2002)

The Lab School, Baltimore, MD

Erin Foster (2002)

The Lab School, Washington, DC

Sara Orris Hawley (2002)

Connecticut Public Schools

Andrea Shearer (2002)

Newport Speech & Hearing Clinic, Newport, CA

Kirsten Teumer (2002)

(could not retrieve)

Rachel Denny (2002)

Reston Speech and Language Center, Reston, VA

Kiuanta Canteen (2003)

JB Johnson Nursing Center, Washington, DC

Andrea Carroll (2003)

(could not retrieve)

Amanda Corbin (2003)

The Lab School, Washington, DC)

Arundati Hari Prasad (2003)

Treatment and Learning Center, Rockville, MD

Kimberlee Pope (2003)

The River School, Washington, DC

Jessica Weldon (2003)	Homewood Center, Ellicott City, MD
Krysten George (2004)	Anne Arundel County Public Schools
Sara Kirkpatrick (2004)	Montgomery County Public Schools
Kathryn Rowles (2004)	Baltimore County Public Schools
Lindsay Wilson (2004)	
Lauren Francis-Jackson (2004)	
Heidi Corwin (2005)	(in medical school)
Kimberly Gordon (2005)	
Jennifer Powell (2006)	Montgomery County Public Schools
Kristine Sampson (2006)	Montgomery County Public Schools
Kyra Lepone (2007)	Baltimore County Public Schools
Laura Fuentes (2007)	Montgomery County Public Schools
Rachel Mont (2007)	The Lab School
Susan Caldwell (2007)	Howard County Public Schools
Brooke Leiman (2008)	
Emily Becker (current)	
Dahlia Emerson (current)	
Cortney Maholtz (current)	

iii. Doctoral candidacy direction:

Eva Hester (1997)	Associate Professor, Towson University
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iv. Member program/dissertation committee:

Lucinda Cassatt-James (1989)	Department of Special Education
Susan Calkins (1990)	Department of Special Education
Sue De La Paz (1995)	Department of Special Education
Pamela Harmon (1997)	Department of Hearing and Speech Sciences
Gary Troia (1999)	Department of Special Education
Frances Hu (1998)	Department of Educational Policy and Leadership
Kristen Ritchey (2001)	Department of Special Education
Beth Caron (2003)	Department of Special Education
Katherine Cullihan Holman (2003)	Department of Special Education
Jennifer Feeney (2004)	Neuroscience Program, UMAB
Efrat Schorr (2005)	Department of Human Development
Robyn Stevens (2005)	Department of Music
Alida Anderson (2005)	Department of Special Education
Lauren Wawaoski (2008)	Department of Hearing and Speech Sciences
Haya Berman (current)	Department of Hearing and Speech Sciences
Monica Sampson (current)	Department of Hearing and Speech Sciences

Michelle Spencer (current)	Department of Hearing and Speech Sciences
Bill Culverhouse (current)	Department of Music
Julie Richardson Santoro (current)	Department of Special Education
Sally Mahmood (current)	Department of Hearing and Speech Sciences
Inbal Eschel (current)	Department of Hearing and Speech Sciences
Sally Gallena (current)	Department of Hearing and Speech Sciences

SERVICE

a. Professional

i. Offices and committee memberships in professional organizations

1995	Member, Language Science Program Committee, American Speech, Language and Hearing Association
1998-2003	Member, Reading and Writing Committee, American Speech, Language and Hearing Association
2002	Member, Special Education Program Review Committee, American Educational Research Association
2002-	ASHA Liaison to National Joint Council of Learning Disabilities
2002	Member, Special Education Program Review Committee, American Educational Research Association
2002-	ASHA Liaison to National Joint Council of Learning Disabilities (NJCLD)
2002-2005	Member, Division of Communicative Disorders and Deafness (DCDD), Council for Exceptional Children (CEC)
2004	Member, Focused Initiative Group on Doctoral Shortages, American Speech, Language, and Hearing Association
2004-2005	Member, Program Review Committee, Annual Convention of the Council for Exceptional Children (CEC)
2004-	ASHA Chair, National Joint Council for Learning Disabilities
2004-08	Member, Early Intervention Committee, American Speech, Language, and Hearing Association (charge: to reformulate 1986 ASHA Position Statement and develop a family of documents for Speech-Language Pathology profession: Technical Report; Practice Guidelines, Knowledge

and Skills)

- 2006- President-Elect, Division of Communicative Disorders and Deafness, Council for Exceptional Children
- 2007 Chair, Program Affair Committee, Division of Communicative Disorders and Deafness, 2008 CEC Annual Convention
- 2007 Member, Representative Assembly, Council for Exceptional Children
- 2008 President, Division of Communicative Disorders and Deafness, Council for Exceptional Children
- Member, Early Intervention Dissemination Committee, American, Speech, Language and Hearing Association
- Member, Early Intervention Data Summit, October, 2008
- Chair, Program Advisory Committee, Division of Communicative Disorders and Deafness, Council for Exceptional Children
- Member, Interdivisional Leadership Council, Council for Exceptional Children

i. Reviewing activities:

- Editorial consultant: (1987-95) *Language, Speech and Hearing in Schools*
- Editorial consultant (1987-93) *Journal of Speech and Hearing Disorders*
- Editorial consultant (1988-) *Topics in Language Disorders*
- Editorial consultant (1989-95) *Journal of Speech and Hearing Research*
- Editorial consultant (1999-2002) *Learning Disabilities Research & Practice*
- Editorial Review Boards (2006-) *Topics in Language Disorders*
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- Occasional Reviewer (1995-) *Applied Psycholinguistics*
- Occasional Reviewer (1999-) *Journal of Special Education*
- Occasional Reviewer (1999-) *Journal of Educational Psychology*
- Occasional Reviewer (1995-) *Language, Speech and Hearing in Schools*
- Occasional Reviewer (2001-) *Contemporary Educational Psychology*
- Occasional Reviewer (2002-) *American Journal of Speech-Language Pathology*
- Occasional Reviewer (2003-) *Exceptional Children*
- Occasional Reviewer (2004-) *Learning Disabilities Research & Practice*
- Occasional Reviewer (2006-) *Journal of Speech, Language, & Hearing Research*

Occasional Reviewer (2006-) *Learning Disabilities Quarterly*

ii. Local, state, and federal agencies

- 1994 Member, Definition Committee for Readiness in Learning: Year 2000, Maryland State Department of Education
- 1994 Consultant, Primary Assessment systems Outcomes Committee, Maryland State Department of Education
- 1994-2000 Member, developmental Appropriateness Committee for Maryland State Schools Performance Assessment Program (MSPAP), Maryland State Department of Education
- 1997-98 Consultant, social Security Administration, Washington, DC, Federal Ruling on Child Disability Qualifications
- 1999-2001 Member, Program Advisory Committee, Utilizing technology to Remediate Auditory Processing Deficits, Prince George's County Public Schools
- 2002 Member, Review Panel, Early reading First Grants, U.S. Department of Education, Washington, DC
- 2002 Member, Review Panel, Adult and Family literacy grants, National Institutes of Health (NICHD)
- 2003 Member, Review Panel, Adolescent literacy RFP, National Institutes of Health (NICHD)
- 2003-2005 Member, Learning Disabilities (LD) Roundtable, Washington DC (charge: to provide regulatory language for reauthorization of Individuals with Disabilities Educational Act (IDEA))

iii. Selected activities for professional organizations/agencies (since 1994):

- 1999 Expert Peer Reviewer, Functional Assessment Outcomes, American Speech, Language and Hearing Association
- 2004-2005 Facilitator, Schools Forum, Annual Meeting of the American Speech, Language, and Hearing Association (emergent literacy)

b. Campus

i. Departmental

Standing Committees (since 1986)

1986-88	Curriculum/Clinical Affairs (Chair) Admissions and Financial Aid
1986-89	Teaching
1990-	Curriculum/Clinical Affairs (Chair) Admissions and Financial Aid
2001-	Human Relations Human Subjects Review
2002-2007	Director of Undergraduate Studies (including recruitment efforts)
2002-2008	Director of Graduate Studies in Speech-Language Pathology Admissions and Financial Aid (Chair)
2008-	Member, Admissions and Financial Aid

Ad Hoc Committees/Assignments (since 1986)

1986	APT (Chair): Dr. Sandra Gordon-Salant
1988	APT: Dr. Nan Ratner
1989	Merit Salary Awards Job Security
1989-90	Journal Rankings (Chair)
1991	Appointment, Promotion, Tenure Guidelines
1992	Departmental Restructuring
1993	Merit Salary Guidelines

1995	Job Security (Chair): Ms. Colleen Worthington
	Job Security (Chair): Ms. Jill Daniel
1996-1997	Search (Chair): Dr. Henk Haarmann
1997-1998	Search: Dr. Fan-Gang Zeng
1998	Interim Faculty Review: Dr. Henk Haarmann
	APT: Dr. Fan-Gang Zeng
1999-2000	Search: Dr. Michelle Hicks
2000-2001	Search (Chair): Dr. Rochelle Newman
2001	Five Year Chair Review
	Five Year Faculty Review: Ms. Margaret McCabe; Ms. Lynn Perlroth
2001-02	Search: Dr. Tracy Fitzgerald
2002-03	APT (Chair): Henk Haarmann
	Search (Chair): Speech-Language Pathology position
2003	Interim Faculty Review: Dr. Michelle Hicks
2003	ASHA Standards
2003	Search (Chair): Speech-Language Pathology position
2003-	Search (Member): Audiology position
2004	Search (Chair): Dr. Yasmeeen Shah
2004	Search (Chair): Dr. Wei Tian
2005	Search (Member): Dr. Monita Chatterjee
2005	ASHA Standards
2005-	Merit Salary Awards
2006	APT (Chair): Dr. Rochelle Newman

2007- Member, MA Comprehensive Examinations Restructuring

2008 Graduate Student Recruitment

Special Assignments (since 1986)

i. Departmental

1983- Co-coordinator of Graduate Student Orientation

1993- Faculty Research Director, LEAP Preschool for Language Impaired Children

ii. College

1986-87 Teaching

1987 Salary Study Review

Academic Dishonesty

1988 Salary Study Review (Chair)

1988-90 Search: HESP Chair

1992-96 Program and Curriculum

1999- Teaching

2001 External HESP Chair Review

2003 Teaching Excellence Awards

Search (Research and Development Position)

2007 Teaching Excellence Awards

2005 Teaching Excellence Awards

2005-2006 Student Scholarship Selection

2006- APT Committee

iii. University

1984-87 Graduate Faculty

- 1989-90 Internal Review for Department of Chair of Department Special Education
- 1994-2000 Member, Faculty Advisory Board, PCCES
- 1998-2001 Faculty Senate
- 1999-2000 Internal Review for Department of Special Education
- 2008 UMCP Medal Honors

iv. Special administrative assignments: Not applicable

v. Other initiatives

- 2003 Developer, STAR (**S**tudent **A**cademic **R**ecognition) Program, an annual event to attract talented UMCP HESP students to our graduate programs
- 2003-2004 Developer, Interactive Web site (“Talk to Me”) to attract undeclared UMCP majors and prospective UMCP students to the HESP major
- 2002-2008 Developer and Coordinator, Open House Program to inform/attract students to our graduate programs
- 2003 2008 Developer, High School Outreach Program to inform/attract talented High school juniors and seniors re: HESP major on UMCP campus

c. Community, State, National

- 2002- **Member, Board of Trustees**, Treatment and Learning Centers, Rockville, MD

d. Service Awards and Honors

- 1996 **Expert Editor**, *Just Juice*, by Karen Hesse (winner of Newberry Book Award for Children’s Literature, 1996)
- 1997 **Invited Panelist**, Derek McGinty Show, National Public Radio, September, 1997.
- 2003 **Certificate of Service Excellence**, Treatment and Learning Centers, Rockville, MD