

CYNTHIA J. JOHNSON, Ph.D.

Associate Professor  
Dept. of Speech & Hearing Science  
University of Illinois

CCC-Speech, American Speech-Language-Hearing Association  
Licensed Speech-Language Pathologist, State of Illinois

## **I. Personal History and Professional Experience**

### Educational Background

University of Iowa	B.A. Speech and Hearing Science 1973 With “Honors in Speech and Hearing Science” and with “Highest Distinction”
University of Iowa	M.A. Speech Pathology 1975 Thesis: The use of extra-linguistic temporal information in the semantic integration of ideas from connected discourse; J. Bruce Tomblin, Ph.D., Advisor
University of Minnesota	Ph.D. Communication Disorders 1979 Dissertation: Perfective aspect in grammatical development; Gerald M. Siegel, Ph.D, Advisor

### List of Academic Positions since Final Degree

1979-81	Assistant Professor, Speech and Language Pathology Program, Dept. of Communicative Disorders, Northwestern University, Evanston, IL
1981-87	Assistant Professor, Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign
1987-Present	Associate Professor, Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign

### Other Professional Employment

1975-78	Research Assistant, Auditory Feedback Research Group, with Dr. Gerald Siegel and Dr. Herbert Pick, Center for Research in Human Learning, University of Minnesota, Minneapolis, MN
1976-77	Research Assistant, Speech Research Laboratory, with Dr. Charles Speaks, Dept. of Communication Disorders, University of Minnesota, Minneapolis, MN

1978 Instructor, Phonetics, Dept. of Communication Disorders, University of Minnesota, Minneapolis, MN

Honors, Recognitions, and Outstanding Achievements

Phi Beta Kappa (1973)

Undergraduate Honors Certificate of Achievement, University of Iowa (1973)

“Outstanding Staff Member” (1995), Panhellenic Council of the University of Illinois, for “constant devotion to teaching and advising”

2000 Excellence in Teaching Award, College of Applied Life Studies

Honorable Mention, Campus Award for Excellence in Undergraduate Teaching (April 2000)

2003 Outstanding Graduate Mentor Award, College of Applied Life Studies

Academic Excellence Award, Chi Omega. (November 11, 2003).

Certificate of Recognition, Women in Math, Science and Engineering Living-Learning Community (nominated as an outstanding teacher, for undergraduate instruction) (April 18, 2004).

Elected Fellow, American Speech-Language-Hearing Association (November, 2006)

Scholars Travel Award, University of Illinois, Research Board, for scientific papers presented: 17 awards (1984-2007)

5 American Speech-Language-Hearing Association (ASHA) Awards for Continuing Education (ACE Award) (including 2002, 2006, 2008, 2015)

“Bazerman, C. (Ed.). (2008). *Handbook of Research on Writing: History, Society, School, Individual, Text*. New York: Lawrence Erlbaum” was selected of one of two winners of the *2009 CCCC Outstanding Book Award* (Conference on College Composition and Communication, National Council of Teachers of English), on Jan. 29, 2009. Chapter 29 is: Hengst, J., & **Johnson, C. J.** Writing and communication disorders across the life span (pp. 471-484).

Sabbatical Leave (August 22, 2010 to August 21, 2011)

Campus Award for Excellence in Undergraduate Teaching—Faculty, University of Illinois at Urbana-Champaign (April 26, 2011)

Award for Excellence in Undergraduate Teaching—Faculty, College of Applied Health Sciences (May 5, 2011)

List of Teachers Rated as Excellent:

- 83 times for undergraduate and graduate courses (1983-Fall 2016), including 16 times as an “Outstanding Teacher”, including:
  - SHS 430 (Spring, 2016), Development and Disorders of Phonology and Articulation
  - SHS 532 (Fall, 2016), Language Disorders in School-Age Children

My PhD student, Mary Kubalanza, received one of only 17 ASHA Foundation Graduate Student Scholarships, which was presented to her at the American Speech-Language-Hearing Association (ASHA) Convention in Chicago (November 15, 2013).

My PhD student, Maysoon Biller, received one of two Goldstick Fellowships, from the Dept. of Special Education, at the College of Education Student Recognition Banquet, University of Illinois at Urbana-Champaign, Nov. 8, 2014.

My PhD student, Maysoon Biller, received the Student Initiated Research and Clinical Applications (SIRCA) Award, for the best student presentation, at the Illinois Speech-Language Hearing Association Convention, Feb. 14, 2015.

My PhD student, Maysoon Biller, received the CAPCSD PhD Scholarship, to support her dissertation research (\$20,000).

Invited Lectures and Invited Conference Presentations since Last Promotion (1988-present)

1. **Johnson, C.J.** (1988). *North Carolina Conference on Infant Personnel Preparation*. Washington, D.C. One of nine professionals invited to represent Speech-Language Pathology at this interdisciplinary working conference, in which nine different disciplines met to plan educational programs for professionals training to work with high-risk infants or toddlers and their families.
2. **Johnson, C.J.**, Minneapolis, MN (1988, July 8-9) and Denver, CO (1988, October 6-7).
  - "Screening and Assessment of Infants and Toddlers," *Infants and Toddlers: Communication Assessment and Intervention Workshops*. Sponsored by the American Speech-Language-Hearing Association.
3. **Johnson, C.J.** (1989). *The Elements and Benefits of Storytelling*. "Workshop on Language Issues in the Hearing Impaired: Language and Literacy," Boys Town National Research Hospital, Omaha, NE.
4. **Johnson, C.J.** (2008, May 23), *Promoting early writing in young elementary-school children with language impairments*. Invited presentation, Ann Taylor Lecture Series, The Roxelyn and Richard Pepper Dept. of Communication Sciences and Disorders, Northwestern University, Evanston, IL.
5. **Johnson, C.J.**, Invited Keynote Speaker (1990). *Narratives: Development and Evaluation Strategies*. 8-hour workshop presented to the South Dakota Speech-Language-Hearing Association, Sioux Falls, SD.

6. **Johnson, C.J.** (1990). *Narrative Development: Where Do Good Storytellers Come From?*. "Aural Rehabilitation: the Fourth Annual Audiology and Speech Symposium," Carle Clinic Assoc., Urbana, IL.
7. **Johnson, C.J.** (1991). *Borrowing repertoire and style from conversational stories*. Division of Speech & Hearing Science, The Ohio State University, Columbus.
8. **Johnson, C.J.**, Invited Keynote Speaker (1991). *Enhancing "whole language" by mixing children's literature, oral storytelling, art, and poetry*. Arkansas Speech-Language-Hearing Assoc., Hot Springs, Arkansas.
9. **Johnson, C.J.** (1992, Feb. 28 & 29). *Storytelling as a bridge to language use in the classroom (Preschool and K - 2)*. Two presentations to the Illinois Speech-Language-Hearing Association, Chicago.
10. **Johnson, C.J.** (1992). *Storytelling to foster early writing and language growth*. Eastern Illinois Speech-Language-Hearing Association meeting, Urbana, IL.
11. **Johnson, C. J.** (1992). *Conversational storytelling for children with Specific Language Impairment*. Florida Speech-Language-Hearing Assoc., St. Petersburg, FL.
12. **Johnson, C. J.** (1992). *Conversational stories: Seeds for beginning writing and reading*. Interactive Television Colloquium Series, Purdue University.
13. **Johnson, C. J.** (1992). Nippold, M., Scott, C., Norris, J., & Johnson, C. *School-age children and adolescents: Establishing language norms--Narration*. American Speech-Language-Hearing Association Convention (Miniseminar sponsored by Special Interest Division 1, Language Learning and Education), San Antonio, TX.
14. **Johnson, C. J.** (1993). Nippold, M., Scott, C., Norris, J., & Johnson, C. *School-age children and adolescents: Establishing language norms (Part 2)--Norms for Narration*. American Speech-Language-Hearing Association Convention (Miniseminar sponsored by Special Interest Division 1, Language Learning and Education), Anaheim, CA.
15. **Johnson, C. J.**, with Harbers, H., Kamhi, A., & Catts, H. (1994). *Phonological processing difficulties: Implications for reading, writing, spelling, and memory*. Miniseminar presented at the annual convention of the American Speech-Language-Hearing Association, New Orleans. Sponsored by Special Interest Division I: Language Acquisition and Disorders of Language Acquisition.
16. **Johnson, C. J.** (1998). *Helping children with language impairments become better storytellers and writers*. 8th Annual Iowa Conference on Communicative Disorders, sponsored by the University of Northern Iowa chapter of the National Student Speech-Language-Hearing Association, Waterloo, Iowa.
17. **Johnson, C. J.** (2004, Feb. 27). *From "show and tell" to print: Young children with language impairment become autobiographical storytellers and authors*. All-day

workshop presented at the 26<sup>th</sup> Annual G. Paul Moore Symposium, University of Florida, Gainesville.

18. **Johnson, C. J.** (2004, April 16). *From “show and tell” to print: A new autobiographical storytelling and writing intervention for young children with language impairments.* Workshop presented to the Eastern Illinois Speech-Language-Hearing Association, Urbana, IL.
19. **Johnson, C. J.** (2004, Oct. 28). *The nature of language-learning disabilities.* Presentation to the Human Speech Recognition Group, Beckman Institute for Advanced Science and Technology, University of Illinois at Urbana-Champaign.
20. **Johnson, C. J.**, with Hengst, J., & Prior, P. (2005, Oct 14). *Writing and communication disorders across the lifespan.* Full-day inservice to the Champaign Unit 4 public schools. Champaign, IL.
21. **Johnson, C.** (2006, Sept. 22). *Editing journal articles.* Invited presentation to the Doctoral Student Brown Bag Meeting, Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign.
22. **Johnson, C. J.** (2007, Feb. 10). *Storytelling and phonological awareness to promote writing in children with language impairments.* Two 3-hour invited presentations at the Illinois Speech-Language-Hearing Association Convention, Chicago, IL.
23. **Johnson, C. J.** (2007, April 2). *Nonsense syllable confusions in children with reading disabilities.* Invited presentation to the Executive Board of The Reading Group, Lincoln Square Village, Urbana, Illinois
24. **Johnson, C. J.** (2007, April 9). *Tips for how to assemble a thesis manuscript.* Invited presentation to the Doctoral Student Brown Bag Meeting, Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign.
25. **Johnson, C. J.** (Aug. 20, 2008). *How to balance teaching, research, and service.* Invited presentation to the New Faculty Retreat, College of Applied Health Sciences Teaching Academy, University of Illinois at Urbana-Champaign.
26. **Johnson, C. J.** (2009, Apr. 6). *Language development milestones; How to get quiet, culturally/linguistically diverse children to talk more.* Invited presentation to the faculty of Booker T. Washington Elementary School, Urbana, IL.
27. **Johnson, C. J.** (2010, Aug. 6). *Literacy and Language as Child’s Play.* Presenter and small-group discussion leader at the Symposium on Activity-Based Approaches to Communication, Focal Point Grant, University of Illinois at Urbana-Champaign (Laura S. DeThorne and Julie A. Hengst, co-organizers).
28. Steinman, T., Sullivan, L., & **Johnson, C. J.** (2012, Aug. 28). *Looking at dyslexia from different perspectives. A panel-presented workshop,* LEAP (Linking Educators and Parents), the Urbana-Free Library, Urbana, IL.

29. **Johnson, C. J.**, Cetin, P., & Sullivan, L. (2013, Oct. 22). Working Together to Solve Language and Reading Problems. Workshop presented to LEAP (Linking Educators and Parents), the Urbana-Free Library, Urbana, IL.
30. **Johnson, C. J.** (2014, April 11). Social and personal narratives in development and intervention. 3-hour workshop presented to the Eastern Illinois Speech-Language-Hearing Association, Urbana, Illinois.
31. **Johnson, C. J.**, Goggin, N., & Robinson, C. (2015, Apr. 15). Dyslexia awareness and action in our colleges and universities. 1 ½ hour panel presentation to the Linking Educators and Parents (LEAP) monthly workshop, Urbana, Illinois.
32. Cetin, P., & **Johnson, C. J.** (2016, March 4). Word Transformer: An afterschool morphological awareness workshop. 2-hour Workshop presented to the Urbana public schools speech-language pathologists. Urbana, IL.
33. Cetin, P., **Johnson, C. J.**, & Norcross, J. (2016, April 21). Word Transformers: An After-school Literacy Program. An Office of Public Engagement Colloquium, University of Illinois at Urbana-Champaign.
34. Cetin, P., & **Johnson, C. J.** (2016, Oct. 14). Word transformers: Instructional strategies for morphological awareness and literacy. A 2-hour Workshop presented to Eastern Illinois Speech Language Hearing Association, Champaign, IL.

#### Editorships of Journals or Other Learned Publications

Editorial Consultant (functioned in a capacity similar to an associate editor for language papers), *ASHA Monographs* (1989-93)

Guest Associate Editor (for Phonological Disorders), *Journal of Speech and Hearing Research* (1994)

Associate Editor (for Language in Infancy and School-Age Children), *American Journal of Speech Language Pathology* (December 1998-May 2002)

Associate Editor, *Language Speech and Hearing Services in Schools* (Nov., 2009-June 10, 2012)

#### Grants Received

1. **Johnson, Cynthia (PI)**. Research Award, American Speech-Language-Hearing Foundation and Psi Iota Xi Sorority, 1982.
2. **Johnson, Cynthia (PI)**. Research Board Award, Graduate College, University of Illinois, *Studies in children's language development and disorders*; 1982, \$27,000.

3. **Johnson, Cynthia (PI)**, Research Board, Graduate College, University of Illinois, *Biological Bases of Phonological Development*, 1992, \$6,000.
4. Watkins, Ruth (PI) and **Johnson, Cynthia (Co-PI)**, Partnership Illinois, Seed Grant Program, University of Illinois, *Language Wellness in an Inner-City Chicago Head Start Center*, 1999-2000, \$14,700.
5. Allen, Marybeth. (PI) and **Johnson, Cynthia (Co-PI)**, College of Applied Life Studies Library, University of Illinois—funding for 39 standardized assessment tests for child language disorders, for clinical teaching in SPSHS; 2001, \$5,000.
6. Halle, James (PI). Watkins, Ruth (original Co-PI) and in alternating years of the grant, **Johnson, Cynthia**; Ostrosky, Michaelene; and Chadsey, Janis (**Co-PIs**); Preparation of Leadership Personnel Grant, U.S. Department of Education, *Training Leadership Personnel to Facilitate Communication Skills of Children and Youth with Disabilities*; 1997- 2001, \$566,936.
7. Watkins, Ruth (PI) and Halle, James; **Johnson, Cynthia**; and Ostrosky, Michaelene (**Co-PIs**); Preparation of Leadership Personnel Grant, U.S. Department of Education, *Project TALK: Training academic leaders with knowledge in communication disabilities (Preparing visionary leadership personnel in communication disabilities)*; 2001-2006, \$746,064.
8. **Johnson, Cynthia (PI)** and Hengst, Julie (Co-PI) . *Written Expression Begins (WEB) for Children with Language Impairment (LI)*; Mary Jane Neer Research Fund, College of Applied Life Studies, University of Illinois; 2001- 2002, \$15,000.
9. **Johnson, Cynthia (PI)** and Hengst, Julie (Co-PI). Mary Jane Neer Research Fund, College of Applied Life Studies, University of Illinois; *Continuation of Written Expression Begins (WEB) for Children with Language Impairment (LI)*; May 21, 2003-Aug. 20, 2003; \$6,296.
10. **Johnson, C. (PI)** and Hengst, Julie (Co-PI). Research Board, University of Illinois at Urbana-Champaign; *Early Writing Intervention for Children with Language Impairment*; 2003-2004; \$15,954.
11. Allen, Jont (PI) and **Johnson, Cynthia (Co-PI)**; Campus Research Board, University of Illinois at Urbana-Champaign; *Nonsense syllable confusions in children with reading disabilities*; 2006-2007, \$15,078.
12. **Johnson, Cynthia (PI)** and DeThorne, Laura; Halle, James; Ostrosky, Michaelene; Richman, David; and Watkins, Ruth (Co-PIs); Preparation of Leadership Personnel Grant; U.S. Department of Education; Project FOCAL: *Focusing on Causality and Assessment to Train Leaders in Children's Communication Disabilities for the 21<sup>st</sup> Century (Preparation of Leadership Personnel)*; 2007-2011; 2 No-Cost Extension Years: 8/15/11-8/14/13; Continued administrative work for tracking of 13 trainees' Service Obligation and Scholar Data Report, through 12/31/14; \$783,198. **Continued**

**administrative work, Dec. 2016 – Mar. 2017**, with respect to continuing service obligations of doctoral trainees and employment of postdoctoral fellows on the grant.

13. *Word Transformers: Enhancing Morphological Awareness to Support Literacy*. University of Illinois at Urbana-Champaign Office of Public Engagement, Cetin, P. (PI), Kubalanza, M., (Co-PI), and **Johnson, C. J.** (Co-PI), 12/10/14-12/11/15, \$8,500.
  - The purpose of this grant is to provide language-based literacy instruction to low-income elementary students through an after school program in a Champaign, IL public elementary school (Garden Hills Elementary School).
14. *Development of a Korean vocalization model using a cross-linguistic comparison of vocalization of children acquiring Korean and English*. National Research Foundation of Korea: Global Research Network Program, Ha, Seunghee (PI). University of Illinois subcontract, **Johnson, C. J.** (PI); 9/1/16 – 8/31/19. Total amount, \$220,000; Subcontract amount, \$18,334.

#### Other Grant Submissions

University of Illinois, Advanced Information Technologies Lab: First Annual Seminar for Faculty; *Personalized and Computerized Multi-Media Dictionaries to Promote Original Story Composition in Children with Language and Memory Impairments*; 1994 (20 faculty selected to participate).

*Speech Perception and Production of Korean-English Bilingual Children and English Monolingual Children*, Cognitive Science/Artificial Intelligence Summer Fellowship, Beckman Institute, University of Illinois at Urbana-Champaign; Awarded to Seok-Youn Yoon, doctoral student; **Cynthia Johnson**, principal advisor; Jont Allen (Electrical Engineering and Computer Science), co-advisor; May, 27, 2005; \$2,000.

*Metalinguistic and Metacognitive Abilities in Narrative Writing in Korean-English Bilingual Children*, Cognitive Science/Artificial Intelligence Summer Fellowship, Beckman Institute, University of Illinois at Urbana-Champaign; Awarded to Huai-Rhin Kim, doctoral student; **Cynthia Johnson**, principal advisor; Kiel Christianson (Educational Psychology), co-advisor; May, 27, 2005; \$2,000.

*Syllable Confusions in Children with Reading Disorders*, Cognitive Science/Artificial Intelligence Summer Fellowship, Beckman Institute, University of Illinois at Urbana-Champaign; Awarded to Sara Devine, doctoral student; **Cynthia Johnson** and Jont Allen (Electrical Engineering and Computer Science), co-advisors; May, 27, 2005; \$2,000.

*Mandarin-English Bilingual Children's Use of Partial Information in Reading Chinese*, Cognitive Science/Artificial Intelligence Summer Fellowship, Beckman Institute, University of Illinois at Urbana-Champaign; Awarded to Fang-Ying Yang, doctoral student; **Cynthia Johnson**, principal advisor; May, 2007; \$2,000.

*Preparing Leadership Personnel in Intervention, Cross-Cultural Competence, AAC, and Natural Environments (Project iCAN) for Increased Social-Communicative Competence*; U.S. Department of Education, Office of Special Education Programs; Doctoral



Leadership Training Grant; Ostrosky, Michaelene (PI); DeThorne, Laura; Halle, James; Hengst, Julie, and **Johnson, Cynthia J.** (Co-PIs); 7/16/12 to 7/15/17, \$1,242,943; submitted on 5/31/11, funding not awarded.

*Project iCAN: Focus on Evidence-based Intervention, Cross-Cultural Competence, Augmentative and Alternative Communication Systems and Technologies, and Natural Environments for Increased Social-Communication Competence*; U.S. Department of Education, Office of Special Education Programs; Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel CFDA Number 84.325D (Doctoral Leadership Training Grant); Meadan, Hedda (PI); DeThorne, Laura; Johnson, C.J.; Hengst, Julie, and Ostrosky, Michaelene (Co-PIs); 1/16/2014-1/15/2019, \$1,205,553; Submitted on 3/1/13, Submitted, not funded.

*Aural Confusions of Consonants and Vowels in Children with Reading Disabilities*. R21 Competition, National Institute on Deafness and Other Communication Disorders; Johnson, Cynthia J., and Allen, Jont (Co-PIs). 4/1/2013-3-31-2015; \$409,606; Submitted on 6/18/12, not funded.

## II. Publications and Creative Works

### A. Doctoral Thesis Title

*Perfective aspect in grammatical development* (Gerald M. Siegel, Ph.D., Advisor)

### B. Chapters in Books

- +1. Hengst, J., & **Johnson, C.** (2008). Writing and communication disorders across the life span. In C. Bazerman (Ed.), *Handbook of Research on Writing: History, Society, School, Individual, Text* (pp. 471-484). New York, NY: Lawrence Erlbaum.

### C. Articles in Journals

- \*1. **Johnson, C.**, Pick, J., Garber, S., & Siegel, G. (1978). Intensity of guitar playing as a function of auditory feedback. *Journal of the Acoustical Society of America*, 63, 1930-1932.
- \*2. Speaks, C., Niccum, N., Carney, E., & **Johnson, C.** (1981). Stimulus dominance in dichotic listening. *Journal of Speech and Hearing Research*, 24, 430-437.
- \*3. **Johnson, C.**, Cicciarella, A., Pick, J., & Siegel, G. (1981). Effects of interpersonal distance on children's vocal intensity. *Child Development*, 52, 721-723.
- #\*4. **Johnson, C.** (1985). The emergence of present perfect verb forms: Semantic influences on selective imitation. *Journal of Child Language*, 12, 325-352.

- \*5. Hubatch, L., **Johnson, C.**, Kistler, D., Burns, W., & Moneka, W. (1985). Early language abilities of high risk infants. *Journal of Speech and Hearing Disorders*, 50, 195-206.
- \*6. Schober-Peterson, & **Johnson, C.** (1989). Conversational topics of 4-year-olds. *Journal of Speech and Hearing Research*, 32, 857-870.
- \*7. Sutter, J., & **Johnson, C.** (1990). School-age children's metalinguistic awareness of grammaticality in verb form. *Journal of Speech and Hearing Research*, 33, 84-95.
- \*8. Schober-Peterson, D., & **Johnson, C.** (1991). Non-dialogue speech during preschool interactions. *Journal of Child Language*, 18, 153-170.
- \*9. Weiss, A., & **Johnson, C.** (1993). Relationships between narrative and syntactic competencies in school-aged, hearing impaired children. *Applied Psycholinguistics*, 14, 35-59.
- \*10. Schober-Peterson, D. & **Johnson, C.** (1993). The performance of 8- to 10-year-olds on measures of conversational skillfulness. *First Language*, 13, 249-269.
- +11. **Johnson, C.** (1994). School-age children and adolescents: Establishing language norms—Narration. *The Clinical Connection*, 8, 19.
- +12. **Johnson, C.** (1994, July). School-age children and adolescents: Establishing language norms (Part 2)--Narration (*Newsletter of the American Speech Language Hearing Association*), 1 (1), 19.
- \*13. Miskiel, L. Weissler, Carney, A., **Johnson, C.**, & Carney, E. (1994). An analysis of the Phonetic Level Evaluation: Age and task factors. *Language Speech and Hearing Services in Schools*, 25, 165-173.
- \*14. Griffiths, S., & **Johnson, C.** (1995). Effects of training on fricative identification in toddlers. *Applied Psycholinguistics*, 16, 443-462.
- \*15. Sutter, J., & **Johnson, C.** (1995). Advanced verb form production in story retelling. *Journal of Speech and Hearing Research*, 38, 1067-1080.
- +\*16. **Johnson, C.** (1995). Expanding norms for narration. *Language, Speech, and Hearing Services in Schools*, 26, 326-341.
- +17. Kuo, S., Cheng, C., Bilger, R., & **Johnson, C.** (2001). Perceptual distance of initial consonants between Southern Min and Cantonese. *Studies in Linguistic Sciences*, 30 (2), 102-131.
- \*18. Marinellie, S., & **Johnson, C.** (2002). Definitional skill in school-age children with specific language impairment. *Journal of Communication Disorders*, 35, pp. 241-259.

- \*19. Marinellie, S., & **Johnson, C.** (2003). Adjective definitions and the influence of word frequency. *Journal of Speech-Language-Hearing Research, 46*(5), 1061-1076.
- \*20. Ha, S., **Johnson, C. J.**, & Kuehn, D. P. (2009). Characteristics of Korean phonology: Review, tutorial, and case studies of Korean children speaking English. *Journal of Communication Disorders, 42*, 163-179.
- \*21. DeThorne, L. S., **Johnson, C. J.**, Walder, L., & Mahurin-Smith, J. (2009). When “Simon Says” doesn’t work: Alternatives to imitation for facilitating early speech development. *American Journal of Speech-Language Pathology, 18*, 133-145.
- +\*22. Lin, L., & **Johnson, C. J.** (2010). Phonological patterns in Mandarin-English bilingual children. *Clinical Linguistics and Phonetics, 24*, 369-386. Invited article for a special issue on cultural diversity in phonology, in memory of Dr. Adele Miccio.
- \*23. Lin, L., & **Johnson, C. J.** (2016, April). Mandarin-English bilingual vocabulary development in an English-immersion preschool: How does it compare with monolingual development? *International Journal of Bilingualism, 20* (2) 173-189. DOI: 10.1177/1367006914547662.

D. Bulletins, Reports, or Conference Proceedings

- \*1. **Johnson, C.**, & Sutter, J. (1985). Parental time talk to children with expressive language delays. *Proceedings of the Symposium on Research in Child Language Disorders*, Madison, WS, 126-136.
- \*2. **Johnson, C. J.**, Phatak, S., Steele, S.D., Lobdell, B., & Allen, J. (2007). Speech perception confusions in children with reading disabilities. *Proceedings of the 27th World Congress of the International Association of Logopedics and Phoniatrics*. Full text retrieved May 7, 2008, from <http://proceedings.ialp.info/FC32/FC32.2%20Final%20Paper.pdf>

E. Abstracts (1992-present)

- \*1. Marx, M., Rowan, L., and **Johnson, C.** (1992). Effects of syntactic cues on the logistic processing of children. *Asha, 34*, p. 228.
- \*2. Berolzheimer, L., & **Johnson, C.** (1992). Collaborative possibilities among SLPs and Art, Music, and P.E. teachers. *Asha, 34*, p. 157.
- \*3. Nippold, M., Scott, C., Norris, J., & **Johnson, C.** (1992). School-age children and adolescents: Establishing language norms. *Asha, 34*, p. 94.
- \*4. Nippold, M., Scott, C., Norris, J., & **Johnson, C.** (1993). School-age children and adolescents: Establishing language norms (Part 2). *Asha, 35*, p. 104.
- \*5. **Johnson, C.**, Harbers, H., Kamhi, A., & Catts, H. (1994). Phonological processing difficulties: Implications for reading, writing, spelling, and memory. *Asha, 36*, 204.

- \*6. **Johnson, C.** (1995). Emergent writing and spelling in kindergarten language and phonological disorders. *Asha*, 37, p. 101.
- \*7. Furry, S., & **Johnson, C.** (1996). Parent-child anecdotes in children with and without language impairments. *ASHA Leader*, 1 (16), 85.
- \*8. **Johnson, C.** (1996). Word similarity and sonorancy in the acquisition of pronunciation. *ASHA Leader*, 1 (16), 106.
- \*9. Marinellie, S., & **Johnson, C.** (1998). School-age children with language impairments: Noun and verb definitions. *ASHA Leader*, 3 (16), p. 117.
- \*10. **Johnson, C.** (1998). Language development in males with XXY (Klinefelter Syndrome) and i(Xq). *ASHA Leader*, 3 (16), p. 128.
- \*11. **Johnson, C.**, Marinellie, S., Cetin, P., Marassa, L., & Correll, K. (1999, September/October). Facilitating a child's syntactic style during conversational language intervention. *Asha*, Abstract # 423, p. 131.
- \*12. Marinellie, S., & **Johnson, C.** (2000, Aug. 29). Definitions and semantic networks of adjectives: A developmental investigation. *The ASHA Leader*, 5 (16), Abstract # 1004, p. 206.
- \*13. **Johnson, C.**, Marinellie, S., Jenkins, T., and Correll, K. (2000, Aug. 29). Complex sentences and precursors in language therapy with dialectal variation. *The ASHA Leader*, 5 (16), Abstract # 1028, p. 209.
- \*14. **Johnson, C.** (2001, Nov.) Promoting storytelling and story writing in children with language impairments. *The ASHA Leader*, 6 (15), p. 176.
- \*15. Jenkins, T., & **Johnson, C.** (2002, Nov.) Maternal influences on two language variables in African American children. *The ASHA Leader*, 7 (15), p. 114.
- \*16. Rogers, H., Jenkins, T., & **Johnson, C.** (2002). Vocabulary and complex syntax in mothers' narratives from two cultures. *The ASHA Leader*, 7 (15), p. 122.
- \*17. Lin, L., & **Johnson, C.** (2003). Performance of Taiwanese monolingual and bilingual preschoolers on the PPVT. *The ASHA Leader*, 8 (15), p. 195.
- \*18. **Johnson, C.**, Hengst, J., Calvert, L., Lin, L., Donahue, M., & Prior, P. (2003). Story writing on computers for two first-graders with language impairment. *The ASHA Leader*, 8 (15), p. 169.
- \*19. Allen, A., & **Johnson, C.** (2004) Snack-time Personal Narrative for a First Grader with LLD. *The ASHA Leader*, 9 (15), p. 111.

- \*20. Martin, A., & **Johnson, C.** (2005). Snack-time personal narratives in young school children with language impairments. *The ASHA Leader*, 10 (11), p. 144. Retrieved May 16, 2006 from [http://www.asha.org/NR/rdonlyres/80704004-DF2C-47F6-A432-A6F41B007EE/0/05\\_conv\\_pgm.pdf](http://www.asha.org/NR/rdonlyres/80704004-DF2C-47F6-A432-A6F41B007EE/0/05_conv_pgm.pdf), p. 176.
- \*21. Lin, L., & **Johnson, C.** (2005). Cross-language transfer of phonological awareness in Mandarin-English bilingual preschoolers. *The ASHA Leader*, 10 (11), p. 154. *The ASHA Leader*, 10 (11), p. 154. Retrieved May 16, 2006 from [http://www.asha.org/NR/rdonlyres/80704004-DF2C-47F6-A432-A6F41B007EE/0/05\\_conv\\_pgm.pdf](http://www.asha.org/NR/rdonlyres/80704004-DF2C-47F6-A432-A6F41B007EE/0/05_conv_pgm.pdf), p. 306.
- \*22. Kim, H., & **Johnson, C.** (2005). Cultural influences on narrative writing in Korean-English bilingual children. *The ASHA Leader*, 10 (11), p. 144. Retrieved May 16, 2006 from [http://www.asha.org/NR/rdonlyres/80704004-DF2C-47F6-A432-A6F41B007EE/0/05\\_conv\\_pgm.pdf](http://www.asha.org/NR/rdonlyres/80704004-DF2C-47F6-A432-A6F41B007EE/0/05_conv_pgm.pdf), p. 175-76.
- \*23. Frame, S., **Johnson, C.**, & Hengst, J. (2005). Helping children with LI tell their personal narratives with style. *The ASHA Leader*, 10 (11), p. 164. Retrieved May 16, 2006 from [http://www.asha.org/NR/rdonlyres/80704004-DF2C-47F6-A432-A6F41B007EE/0/05\\_conv\\_pgm.pdf](http://www.asha.org/NR/rdonlyres/80704004-DF2C-47F6-A432-A6F41B007EE/0/05_conv_pgm.pdf), p. 190.
- \*24. Kim, H., & **Johnson, C.** (2006, Aug. 30). Korean-English bilingual children's morality, humor, and empathy in writing. *The ASHA Leader*, 11 (11), p. 120.
- \*25. Yang, Fang-Ying, & **Johnson, C.J.** (2007, August 28). Mandarin-English bilingual children's use of partial information in early reading [Abstract]. Abstract retrieved May 8, 2008, from <http://search.asha.org/db/convention.html?col=conv&tb=Paper&trackingid=20295&ConventionYear=2007&charset=iso-8859-1>
- \*26. Kim, H.-R., & **Johnson, C.J.** (2007, August 28). Cultural perspective of storytelling in Korean-English bilingual children [Abstract]. *The ASHA Leader*, 12 (11), p. 105. Abstract retrieved May 8, 2008, from <http://search.asha.org/db/convention.html?col=conv&tb=Paper&trackingid=20204&ConventionYear=2007&charset=iso-8859-1>
- \*27. **Johnson, C.J.**, Phatak, S., Steele, S., & Allen, J. (2007, August 28). Reading disability profiles & consonant-vowel confusions in perception-production tasks [Abstract]. *The ASHA Leader*, 12 (11), 11. Abstract retrieved May 7, 2008, from <http://search.asha.org/db/convention.html?col=conv&tb=Paper&trackingid=10888&ConventionYear=2007&charset=iso-8859-1>
- \*28. Yang, F., & **Johnson, C.J.** (2008, Aug. 26). *Language proficiency and decoding ability in Taiwanese Mandarin-English bilingual children*. *The ASHA Leader*, 13 (11), 174. Retrieved May 9, 2009 from [http://convention.asha.org/e\\_pop\\_profiles.cfm?session=1&session\\_id=107134&class\\_id=104081](http://convention.asha.org/e_pop_profiles.cfm?session=1&session_id=107134&class_id=104081)

- \*29. Kim, H., & **Johnson, C.J.** [presenter] (2008, Aug. 26). A cultural perspective on writing evaluation of Korean, English-language-learning children. *The Asha Leader*, 13 (11), 174. Retrieved May 9, 2009, from [http://convention.asha.org/e\\_pop\\_profiles.cfm?session=1&session\\_id=106714&class\\_id=104082](http://convention.asha.org/e_pop_profiles.cfm?session=1&session_id=106714&class_id=104082)
- \*30. **Johnson, C.J.** (2008, Aug. 26). Language intervention for late elementary through high school students. *The Asha Leader*, 13 (11), 153. Retrieved May 9, 2009, from [http://convention.asha.org/e\\_pop\\_profiles.cfm?session=1&session\\_id=106941&class\\_id=103893](http://convention.asha.org/e_pop_profiles.cfm?session=1&session_id=106941&class_id=103893)
- \*31. Frame, S., Smith, D., and **Johnson, C.** (2008, Aug. 26). Socio-emotional aspects of reading disorders. *The Asha Leader*, 13 (11), 125. Retrieve May 9, 2009, from [http://convention.asha.org/e\\_pop\\_profiles.cfm?session=1&session\\_id=106777&class\\_id=104050](http://convention.asha.org/e_pop_profiles.cfm?session=1&session_id=106777&class_id=104050)

#### F. Book Reviews

- +\*1. **Johnson, C.** (1984). A review of "Language Disorders in Children." *Applied Psycholinguistics*, 5<sub>2</sub>, 194-197.

#### Other

#### Papers Presented (1995-present)

- \*1. **Johnson, C.** (1995, May). *Syllable and word similarity in the acquisition of pronunciation*. Paper presented at the annual Child Phonology Meeting, Memphis, TN.
- 2. **Johnson, C.** (1995, Dec.). *Emergent writing and spelling in kindergarten language and phonological disorders*. Paper presented at the Proseminar of the Department of Speech and Hearing Science, University of Illinois, Urbana-Champaign, IL.
- \*3. Furry, S., & **Johnson, C.** (1996, Feb.). *Parent-child storytelling in children with language disorders*. Paper presented at the Illinois Speech-Language-Hearing Association Convention, Chicago, IL.
- \*4. Marinellie, S., & **Johnson, C.** (1998). *Definitional skills of children with language impairments in grades 3, 4, & 5*. Scientific poster presented to the Symposium on Research in Child Language Disorders, Madison, WS.
- 5. **Johnson, C.**, Marinellie, S., and Carter, T. (1999, Dec.) *Facilitating a child's syntactic style during conversational language intervention*. Proseminar to the Department of Speech and Hearing Science, University of Illinois.
- \*6. **Johnson, C.**, Marinellie, S., Cetin, P., Marassa, L., Correll, K., and Jenkins, T. (2000). *Language therapy for complex sentence learning through planned conversations*. Annual convention of the Illinois Speech-Language-Hearing Association. Chicago, IL.

- \*7. Kuo, Shiun-zu, Cheng, C.C., Bilger, R.C., and **Johnson, C.J.** (2000, June 17). *Perceptual distance of initial consonants between southern Min and Cantonese.* NACCL-12 Program, San Diego State University.
- \*8. Tang, G., & **Johnson, C.** (2001, Apr.) *Developmental phonological disorder (delay?) in a monolingual Vietnamese child.* Paper presented at the 2001 Child Phonology Conference, Boston, MA.
- \*9. Tang, G., Erickson, J., & **Johnson, C.** (2002, July) *Phonological disorder in a monolingual Vietnamese Child.* Paper presented by C. Johnson at the joint IX International Congress for the Study of Child Language and Symposium for Research in Children's Language Disorders, Madison, WS.
- \*10. Rogers, H., **Johnson, C.**, & Jenkins, T. (2002, July) *Mothers as sources of family narratives.* Paper presented by C. Johnson at the joint IX International Congress for the Study of Child Language and Symposium for Research in Children's Language Disorders, Madison, WS.
- \*11. Jenkins, T., & **Johnson, C.** (2003, April). *Low-frequency vocabulary in African American mothers' personal narratives to children with and without language impairment.* 2003 Biennial meeting of the Society for Research in Child Development Convention, Tampa, FL.
- \*12. Lin, L., & **Johnson, C.** (2003, July). *Phonological Awareness of Taiwanese Bilingual and Monolingual Children.* Paper presented by C. Johnson at the Child Phonology Conference, Vancouver, British Columbia, Canada.
- \*13. **Johnson, C.**, Hengst, J., Donahue, M., Prior, P., Frame, S., Lin, L., & Calvert, L. (2004, Sept. 2). *Narrative writing intervention with computers for early elementary-school children with expressive language difficulties.* Paper presented at the 26<sup>th</sup> World Congress of the International Association of Logopedics and Phoniatrics, Brisbane, Australia.
- 14. Lin, L., & **Johnson, C.** (2005, Apr. 9). *I know English, but I don't know Chinese: The distributed characteristics in vocabulary development of Taiwanese Mandarin-English bilingual preschoolers.* Paper presented at the SLATE Symposium, Dept. of Linguistics, University of Illinois at Urbana-Champaign.
- \*15. Lin, L., & **Johnson, C.** (2005, June 10). *"Light and lamp are synonyms!": Distributed characteristics of Taiwanese English bilingual preschooler's semantic knowledge.* Paper present at the Symposium on Research in Child Language Disorders, University of Wisconsin, Madison.
- \*16. Lin, L., & **Johnson, C.** (2005). *Language dependence or independence? In initial investigation of phonological patterns in Taiwanese Mandarin-English bilingual and Mandarin monolingual children with phonological disorders.* Paper presented at the 2005 International Child Phonology Conference, Fort Worth, TX.

- \*17. Lin, L., & **Johnson, C.** (2005, July 29). *The boy is “low:” Effects of early English education on semantic development of Taiwanese Mandarin-English bilingual children.* Paper presented at the Xth International Congress of the International Association for the Study of Child Language, Berlin, Germany.
- \*18. **Johnson, C.**, Hengst, J., Prior, P., Frame, S., & Lin, L. (2005, July 29). *Underlying processes in early writing disorders in children with language impairment.* Poster presented at the Xth International Congress of the International Association for the Study of Child Language, Berlin, Germany.
- \*19. Yoon, S., & **Johnson, C.** (2005, Feb. 10). *Speech perception in Korean-English bilingual children.* Poster presented at the Illinois Speech-Language-Hearing Association Convention, Chicago, IL.
- \*20. Kim, H., & **Johnson, C.** (2006, Feb. 10). *Narrative writing in Korean-English bilingual children.* Paper presented at the Illinois Speech-Language-Hearing Association Convention, Chicago, IL.
- \*21. Kim, H., & **Johnson, C.** (2006, May 5). *Cultural influence on Korean-English bilingual children’s writing.* Poster presented at the Language Acquisition and Bilingualism Conference: Consequences for a Multilingual Society, Toronto, Canada.
- \*22. Frame, S., **Johnson, C.**, & Hengst, J. (2006, June 2). *Helping children with LI tell their personal narratives with style.* Poster presented at the Symposium on Research in Child Language Disorders, University of Wisconsin, Madison.
23. Kuehn, D., **Johnson, C.**, and Crane, L. (2006, Oct. 20). *On the use of nonspeech oral-motor activities for evaluating and treating speech disorders.* Presentation to the Proseminar, Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign.
- \*24. Yang, Fang-Ying, & **Johnson, C.** (2007, Feb. 10). *Taiwanese Mandarin-English bilingual children’s use of partial information.* Poster presented at the Illinois Speech-Language-Hearing Association Convention, Chicago, IL.
- \*25. Kim, H., & **Johnson, C.** (2007, Feb. 10). *Cultural styles in written and spoken narratives: The case of Korean-English bilingual children.* Paper presented at the Illinois Speech-Language-Hearing Association Convention, Chicago, IL.
- \*26. **Johnson, C.**, Phatak, S., Steele, S. Devine, Lobdell, B., & Allen, J. (2007, June). *Speech perception in children with reading disabilities.* Poster session presented at the annual Symposium on Research in Child Language Disorders, Madison, WS.
- \*27. \***Johnson, C.**, Phatak, S., Steele, S. Devine, Lobdell, B., & Allen, J. (2007, June). *Syllable confusions in children with reading disabilities.* Paper presented at the Child Phonology Conference, University of Washington, Seattle.



- +28. **Johnson, C.** (2008, February \_\_). *Language impairment and children's emergent and later story writing*. Three-hour workshop presented to the Peoria Area Speech-Language-Hearing Association (PASHA), Peoria, IL.
- \*29. Yoon, S., **Johnson, C.J.**, & Allen, J. (2008, June 3). *Nonsense syllable confusion matrix task and nonword repetition task in Korean-English bilingual children*. Paper presented to the Child Phonology Meeting at Purdue University, West Lafayette, IN.
- \*30. Yang, F., & **Johnson, C. J.** (2008, June 3). *Does the right part tell the pronunciation?—Bilingual children's use of phonetic information in early Chinese reading*. Paper presented to the Child Phonology Meeting at Purdue University, West Lafayette, IN.
- +31. **Johnson, C.J.**, Phatak, S., Steele, S., & Allen, J. (2009, Mar. 13). *Reading disability profiles & consonant-vowel confusions in perception-production tasks*. Poster presented at the Center on Health, Aging, and Disability and the Health and Wellness Initiative Symposium, "The Science of Behavior Change," College of Applied Health Sciences, University of Illinois at Urbana-Champaign.
- + 32. **Johnson, C.** (2009, October 27). *Writing intervention for kindergarten and first grade*, invited presentation to the AHS James Scholar Program, University of Illinois at Urbana-Champaign.
- \*33. Yang, F-Y., & **Johnson, C.J.** (Nov. 21, 2009). *Phonological awareness skills & reading ability in Mandarin-English biliterate children*. Paper presented at the American Speech-Language-Hearing Association Convention, New Orleans, LA.
- \*34. **Johnson, C.J.**, Fahey, C., Soukup, K., Walsh, K., Einck, R., Gale, J., Jacob, C., Nollin, K., Przybysz, L., Coletto, M.-K., Sullivan, C., and Zerull, A. (Nov. 21, 2009). *Four Letters to Parents about Children's Writing Impairments*. Poster presented at the American Speech-Language-Hearing Association Convention, New Orleans, LA.
- \*35. **Johnson, C.J.** Menon, A., Yoon, S-Y., Kim, A., & Allen, J. (2010, Apr. 9). *Perceptual Confusions of Consonants and Vowels on an Oddball Task in Children with Reading Disabilities*. Paper presented at the International Child Phonology Conference, Memphis, TN.
- \*36. Capron, Annie, & **Johnson, C. J.** (2010, April 15). *The impact of home literacy environments and familial support on children's writing disorders*. Poster presented at the Undergraduate Research Symposium, University of Illinois at Urbana-Champaign.
- \*37. Lyons, K., Shanahan, C., & **Johnson, C. J.** (2010, April 15). *Vocabulary and phonological growth of a young child with childhood apraxia of speech*. Poster presented at the Undergraduate Research Symposium, University of Illinois at Urbana-Champaign.

- \*38. Lyons, K., Shanahan, C., & **Johnson, C. J.**, (2010, Nov. 19). *Vocabulary and phonological growth of a young child with childhood apraxia of speech*. Poster presented at the American Speech-Language-Hearing Association Convention, Philadelphia, PA.
- \*39. **Johnson, C.**, Menon, A., Yoon, S., & Allen, J. (2010, Nov. 20). *Levels of consonant-vowel perceptual confusion in children's reading disabilities*. Poster presented at the American Speech-Language-Hearing Association Convention, Philadelphia, PA.
- \*40. Capron, A.M., Pelletier, E.S., & Kerins, E.P., Hengst, J.A., & **Johnson, C.J.** (2011, Feb. 11). *Exploring the Home Literacy Practices of Children with Writing Delays*. Poster presented at the Illinois Speech-Language-Hearing Association Convention, Chicago, IL.
- \*41. **Johnson, C.J.**, Menon, A., Yoon, S., Han, W., Kubalanza, M., Allen, J. (2011, Mar. 28). *Levels of Consonant-Vowel Perceptual Confusion and Assessment Profiles in Children's Reading Disabilities.* Poster presented at the Pre-Summit Workshop: Education for a Lifetime: Minds, Brains, and New Literacies. Innovation Summit, Beckman Institute and Office of the Chancellor, University of Illinois at Urbana-Champaign.
- \*42. Pelletier, E., Kerins, E., Hengst, J., and **Johnson, C.** (2011, April 12). *Exploring home literacy practices and parental beliefs for children with writing delays*. Undergraduate Research Symposium, University of Illinois at Urbana-Champaign.
- \*43. **Johnson, C.J.**, Menon, A., Yoon, S., Han, W., Kubalanza, M., Allen, J. (2011, May 6). *Levels of Consonant-Vowel Perceptual Confusion and Assessment Profiles in Children's Reading Disabilities.* Poster presented at the Speech Production Workshop, Beckman Institute, Focal Point grant, University of Illinois at Urbana-Champaign (Torrey Loucks, Chilin Shih, Ryan Shosted, and Mark Hasegawa-Johnson, co-organizers).
- \*44. **Johnson, C.J.**, Hengst, J., Smith, J. M., Kubalanza, M., Kiolbasa, A. & Wang, H. (2011, Nov. 18). *Home writing environments of kindergartners and first-graders with language impairment*. Poster presented at the American Speech-Language-Hearing Association Convention, San Diego, CA.
- \*45. Kerins, E., Bishop, S.K., Hengst, J.A., & **Johnson, C.J.** (2012, Apr. 11). *Writing through talk: The dictated stories of a child with writing delays*. Poster presented at the Undergraduate Research Symposium, University of Illinois at Urbana-Champaign.
- \*46. Lyons, K., & **Johnson, C.J. [presenter]** (2012, Nov. 16). *Phonology-vocabulary interplay in a child with CAS & PDD-NOS*. Poster presented at the American Speech-Language-Hearing Association Convention, Atlanta, GA.

- \*47. Kubalanza, M., & **Johnson, C.J.** (2012, Nov. 15). *Emergent narrative & writing abilities in LI: A case study*. Poster presented at the American Speech-Language-Hearing Association Convention, Atlanta, GA.
- \*48. Kubalanza, M., & **Johnson, C.J.** (February 9, 2013). *Emergent narrative abilities in LI: A case study*. Poster presented at the Illinois Speech-Language-Hearing Association Convention, Rosemont, IL.
49. **Johnson, C J.** (presenter) and Hengst, J. (2013, Oct. 11) *Treatment research in Speech, Language, and Hearing: Language Treatment*. Presentation to the Dept. of Speech and Hearing Science Proseminar, Champaign, IL.
- \*50. Kubalanza, M., **Johnson, C.J.**, & Hengst, J. (2013, Nov. 15). *Narrative composition in LI: A case study*. Poster presented at the American Speech-Language-Hearing Association Convention, Chicago, IL.
- \*51. Hengst, J., DeThorne, L., Kubalanza, M., **Johnson, C.J.**, King, A., Kammo, M., Gunderson, A., Valentino, H., Ortigara, A., & Russell, S. (2013, Nov. 16). *Situating communication within activities and around objects: Examining multimodality across five case studies*. Seminar presented at the American Speech-Language-Hearing Association Convention, Chicago, IL.
52. Labus, S., Briggs, M., Grieco, A., & Ritter, K. **Mentors: Johnson, C.J.**, Allen, J., Biller, M., & Kubalanza, M. (April 17, 2014). *The Reading Study*. Poster presented at the NSSLHA Undergraduate Research Expo, Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign.
53. Schassler, M., Richards, S., Radnitzer, H., & Thompson, C. **Mentors: Johnson, C.J.**, Kubalanza, M., & Biller, M. (April 17, 2014). *Word frequency and pronunciation complexity in new word learning by a child with a severe speech sound disorder: A descriptive treatment case study*. Poster presented at the NSSLHA Undergraduate Research Expo, Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign.
- \*54. Labus, S., Briggs, M., Grieco, A., & Ritter, K. **Mentors: Johnson, C. J.**, Allen, J., Biller, M., & Kubalanza, M. (April 17, 2014). *The Reading Study*. Poster presented at the Undergraduate Research Symposium, University of Illinois at Urbana-Champaign.
- \*55. Schassler, M., Richards, S., Radnitzer, H., & Thompson, C. **Mentors: Johnson, C.J.**, Kubalanza, M., & Biller, M. (April 17, 2014). *Word frequency and pronunciation complexity in new word learning by a child with a severe speech sound disorder: A descriptive treatment case study*. Poster presented at the Undergraduate Research Symposium, University of Illinois at Urbana-Champaign.
- \*56. Kubalanza, M., **Johnson, C. J.**, & Hengst, J. (2014, June 13). *Collaborative Elements of Narrative Composition: A Descriptive Clinical Case Study*. Poster presented at the Symposium on Research in Child Language Disorders in Madison, WI.

- \*57. Kubalanza, M., & **Johnson, C. J.** (2014, November 21). *An Interactive Approach to Classroom-Based Vocabulary Intervention*. Poster presented at the American Speech-Language-Hearing Association Convention in Orlando, FL.
- \*58. Biller, M., & **Johnson, C. J.** (2015, Feb. 13). *Profiles of minimally verbal children with autism spectrum disorders*. Oral presentation to the Illinois Speech-Language-Hearing Association Convention, Rosemont, IL.
- \*59. **Johnson, C. J.** (2015, Feb. 14) *Personal and socially created narratives in development and intervention*. Two-hour seminar presented to the Illinois Speech-Language-Hearing Association Convention, Rosemont, Illinois.
- \*60. Kubalanza, M., & **Johnson, C. J.** (2015, March 6). *An Interactive Approach to Classroom-Based Vocabulary Intervention*. Oral Presentation to the California Speech-Language-Hearing Association Convention, Long Beach, CA.
61. Kubalanza, M., Cetin, P., & **Johnson, C. J.** (2015, Mar. 10). *Word Transformers: An afterschool literacy program*. Poster presented at the University of Illinois 2015 Public Engagement Symposium, Urbana-Champaign, IL.
- \*62. Kubalanza, M., & **Johnson, C. J.** (2015, Mar. 21). *An Interactive Approach to Classroom-Based Vocabulary Intervention to Support Reading Comprehension*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- \*63. Kubalanza, M., & **Johnson, C. J.** (2015, June). *Classroom-based vocabulary intervention for struggling readers*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, Wisconsin.
- \*64. Biller, M., & **Johnson, C. J.** (2015, June). *Profiles of children with autism spectrum disorder who are minimally verbal*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, Wisconsin.
- \*65. **Johnson, C. J.**, Kubalanza, M., Allen, J., Scheidiger, C., Biller, M., & Buie, J. (2015, Nov. 12). *Speech perception and reading disabilities in individual children*. Seminar presented at the American Speech-Language-Hearing Association, Denver, Colorado.
- \*66. Lu, J., **Johnson, C. J.**, Allen, J., Kubalanza, M., Scheidiger, C., Biller, M., & Buie, J. (2015, Oct. 13). *The relation between speech sound perception and reading ability*. Poster presented at the 2015 Aging and Speech Communication Conference, Indiana University, Bloomington, Indiana.
- \*67. Biller, M., & **Johnson, C. J.** (2015, Nov. 13). *Profiles of children with autism spectrum disorder who are minimally verbal*. Poster presented at the American Speech-Language-Hearing Association, Denver, Colorado.

- \*68. Versaci, T., Appel, K., Soland, S., and **Johnson, C. J.** (faculty mentor). *Where, who, and why: Literacy intervention in communication sciences and disorders*. Poster presented at the 2106 Undergraduate Research Symposium, University of Illinois at Urbana-Champaign, Urbana, IL.
69. Cetin, P., & **Johnson, C. J.** (2016, June 20). *Word Transformers: An After-school Literacy Program*. Paper presented at the Karolinska at Illinois Summit, University of Illinois at Urbana-Champaign.
- \*70. Biller, M, & **Johnson, C. J.** (2016, June 24). *A Combined Treatment Approach for Children with ASD Who are Minimally Verbal: A Case Study*. International Child Phonology Conference. Poster presented at the International Child Phonology Conference, Northern Arizona University, Flagstaff, AZ.
- \*71. Mahurin-Smith, J., **Johnson, C. J.**, & DeThorne, L. S. (2016, Nov. 16). *Morphosyntactic complexity in conversations and narratives*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association. Philadelphia, PA.
- \*72. Smolen, S., & **Johnson, C. J.** (faculty mentor). (2017, April 27). *Dance-Movement Communication Therapy: A new way to promote communication*. Poster presented at the 2017 Undergraduate Research Symposium, University of Illinois at Urbana-Champaign, Urbana, IL.
- \*73. Vogt, S., Knapp, G., Thain, R., & **Johnson, C. J.** (faculty mentor). (2017, April 27). *Morphological awareness intervention activities used with children*. Poster presented at the 2017 Undergraduate Research Symposium, University of Illinois at Urbana-Champaign, Urbana, IL.
- \*74. Ibrahim, M., Larocca, S., Biller, M. (doctoral mentor), & **Johnson, C. J.** (faculty mentor). (2017, April 27). *The influence of phonological development on the lexical acquisition of children with Autism Spectrum Disorder*. Poster presented at the 2017 Undergraduate Research Symposium, University of Illinois at Urbana-Champaign, Urbana, IL.

### Articles about My Work

1. "Language wellness in an inner city Chicago Head Start Center project," funded project description, Partnership Illinois Brochure, Office of the Chancellor, University of Illinois.
2. "An innovative preschool enrichment program," about the 1999-2000 Partnership Illinois Grant to Drs. Ruth Watkins and **Cynthia Johnson**. College of Applied Life Studies Newsletter, Spring 2001, Vol. 26.
3. Johnson, S. (May 2, 2008). Collaboration between UI professors may identify new cause of reading problems in children. *Dailyillini.com*. Retrieved May 7, 2008, from

<http://www.dailyillini.com> [newspaper article about my collaborative research with Dr. Jont Allen].

### **III. Resident Instruction**

#### A. Summary of Instruction

##### Courses Taught at the University of Illinois, Urbana-Champaign (1981-present)

SHS 120A, Children, Communication, and Language Ability, Spring 2010, 224 students, organizer/instructor and lecturer

SHS 199 CJJ *Undergraduate Open Seminar* (Including James Scholar Honors Work):  
Many years; with SHS 290/390, 6-12 students per semester, research supervisor

- Fall 2004, 5 students, research supervisor
- Spring 2005, 3 students, research supervisor
- Fall 2005, 6 students, research supervisor (including 1 James Scholar)
- Fall 2007, 3 students, research supervisor
- Spring 2008, 2 students, research supervisor
- Fall 2008, 5 students, research supervisor (including 1 James Scholar thesis: Anne Capron)
- Spring 2009, 1 student, research supervisor.
- Spring 2010, 1 student, research supervisor.

SHS 291 CJJ, *Research Lab Experience in Speech and Hearing Science*, research supervisor

- Fall 2010, 2 students
- Spring 2011, 1 student
- Spring 2012, 2 students, including 1 James Scholar honors student
- Fall 2012, 1 student
- Spring 2013, 3 students
- Fall 2013, 4 students, research supervisor
- Spring 2014, 4 students, research supervisor
- Fall 2014, 2 students, research supervisor
- Spring 2015, 6 students, research supervisor
- Summer 2015, 2 students, research supervisor
- Fall 2015, 4 students, research supervisor
- Spring 2016, 10 students, research supervisor
- Summer 2016, 1 student, research supervisor
- Fall 2016, 5 students, research supervisor
- Spring 2017, 4 students, research supervisor

SHS 320 T *Development of Spoken Language* (1981-present); including students doing James Scholar Honors Work, research supervisor

- Fall 2005, 136 students, lecturer (Fall 2004, Incomplete List of Teachers Ranked as Excellent) (including 30 James Scholar Honors students, research supervisor for course honors project)
- Fall 2006, 124 students, lecturer (Incomplete List of Teachers Ranked as Excellent) (including 16 James Scholar Honors students, research supervisor for course honors project)
- Fall 2007, 140 students, lecturer (List of Teachers Ranked as Excellent: Outstanding Teacher) (including 21 James Scholar Honors students, research supervisor for course honors project):
- Fall 2008, 139 students, lecturer (List of Teachers Ranked as Excellent) (including 16 James Scholar Honors students, research supervisor for course honors project)
- Fall 2009, 131 students, lecturer (List of Teachers Ranked as Excellent) (including 9 James Scholar Honors students, research supervisor for course honors project)
- Fall 2011, 141 students, lecturer (List of Teachers Ranked as Excellent)
- Fall 2012, 143 students, lecturer (List of Teachers Ranked as Excellent)
- Fall 2014, 140 students, lecturer (List of Teachers Ranked as Excellent) (including 3 James Scholar Honors students, research supervisor for course honors project)
- Fall 2015, 131 students, lecturer (including 2 James Scholar honors students, research supervisor for course honors activities in my research lab)

SPSHS 385 Speech Pathology I (Development/Disorders of Phonology/Articulation) (2000, 2001, 2003), including some James Scholar honors students

- Spring 2000 (including 1 James Scholar Honors student, research supervisor for course honors project)
- Spring 2001 (including 5 James Scholar Honors students, research supervisor for course honors project)
- Spring 2003, 53 students (including 4 James Scholar Honors students, research supervisor for course honors project)

SHS 390 (formerly 290) *Individual Study* (including student doing James Scholar Honors Work): Many years; with SHS 199, 6-12 students per semester, research supervisor

- Fall 2004, 4 students, research supervisor
- Spring 2005, 3 students, research supervisor
- Fall 2005, 5 students, research supervisor (including 2 James Scholars)
- Spring 2006, 12 students, research supervisor (including 4 James Scholars)
- Fall 2006, 3 students, research supervisor
- Spring 2007, 9 students, research supervisor
- Fall 2007, 5 students, research supervisor.
- Spring 2008, 9 students, research supervisor.
- Fall 2008, 5 students, research supervisor; plus 1 student, instructor (Including 2 students, senior theses: Kristin Lyons, Colleen Shanahan)

- Spring 2009, 6 students, research supervisor.(Including 1 student, senior thesis: Kristin Lyons; and 1 student, James Scholar thesis: Anne Capron)
- Fall 2009, 5 students, research supervisor; plus 1 student, instructor (Including 1 student, James Scholar thesis: Elizabeth Pelletier)
- Spring 2010, 5 students, research supervisor (Including 1 student, senior thesis: Elizabeth Pelletier)
- Spring 2012, 1 student, research supervisor (taken for James Scholar honors credit)
- Fall 2012, 5 students, research supervisor (Including 3 students working on a collaborative James Scholar thesis: Hannah Radnitzer, Sarah Richardson, and Meghan Schassler)
- Spring 2013, 3 students, research supervisor (all continuing on a collaborative James Scholar thesis: Hannah Radnitzer, Sarah Richardson, and Meghan Schassler).
- Fall 2013, 2 students, research supervisor, including 1 James Scholar (Samantha Labus)
- Spring 2014, 1 student, research supervisor, including 1 James Scholar (Samantha Labus)
- Fall 2014, 2 students, research supervisor, including 1 James Scholar (Samantha Labus)
- Spring 2015, 1 student, research supervisor (Kylie Ritter, earned an Undergraduate Research Certificate, from the Office of Undergraduate Research, University of Illinois at Urbana-Champaign)
- Summer 2015, 1 student, research supervisor
- Fall 2015, 3 students, research supervisor, including 1 James Scholar (Mathew Ibrahim)
- Spring 2016, 5 students, research supervisor, including 3 James Scholars (Matthew Ibrahim, Gregory Knapp, and Rachel Thain)
- Fall 2016, 2 students, research supervisor, including 1 James Scholar (Stephanie Smolen)
- Spring 2017, 4 students, research supervisor

#### SHS 395 *Honors Individual Study*

- Spring 2005, 1 student, research advisor
- Fall 2004, 1 student, research advisor
- Spring 2004, 1 student, research advisor
- Fall 2003, 1 student, research advisor
- Fall 2009-Spring 2010, 3 students, research advisor (Including 1 student James Scholar honors thesis: Anne Capron; and 2 students, senior thesis: Kristin Lyons, Colleen Shanahan)
- Fall 2013 (3 students), research supervisor of co-authored James Scholar honors thesis for Meghan Schassler, Sarah Richards, Hannah Radnitzer



- Spring 2014, 3 students, research supervisor research supervisor of co-authored James Scholar honors thesis for Meghan Schassler, Sarah Richards, Hannah Radnitzer
  - All 3 James Scholars earned an Undergraduate Research Certificate, from the Office of Undergraduate Research, University of Illinois at Urbana-Champaign
- Spring 2015, 1 student, research supervisor (Samantha Labus, a James Scholar, earned an Undergraduate Research Certificate, from the Office of Undergraduate Research, University of Illinois at Urbana-Champaign)
- Fall 2015, 2 students, research supervisor, including 1 James Scholar honors student (Theresa Versaci)
- Spring 2015, 3 students, research supervisor, all are James Scholar honors students (Katie Appel, Sierra Soland, and Theresa Versaci)
- Fall 2016, 4 students, research supervisor, with 3 James Scholar honors students (Matthew Ibrahim, Gregory Knapp, and Sarah Vogt)
- Spring 2017, 5 students, research supervisor, with 4 James Scholar honors students (Matthew Ibrahim, Gregory Knapp, Sarah Vogt, and Stephanie Smolen)

SPSHS 430 *Language Disorders in Preschool Children* (2003), lecturer

- Spring 2003, 42 students

SHS 430 *Development and Disorders of Phonology and Articulation* (1983 – present, formerly SPSHS 411 and then SHS 530),

- Spring 2005, 29 students, lecturer (Incomplete List of Teachers Ranked as Excellent)
- Spring 2006, 19 students, lecturer
- Spring 2007, 22 students, lecturer
- Spring 2010, 43 students, lecturer
- SHS 430 G4 and UG3, Spring 2012, G4 = 16 students, UG3 = 43 students: Total = 59 students, lecturer
- SHS 430 G4 and UG3, Spring 2013, G4 = 16 students, UG3 = 42 students,: Total = 58 students, lecturer (List of Teachers Ranked as Excellent)
- SHS 430 G4 and UG3, Spring 2014, G4 = 18 students, UG3 = 41 students: Total = 59 students, lecturer (List of Teachers Ranked as Excellent: Outstanding Teacher)
  - Including 3 undergraduate students doing James Scholar honors work
- SHS 430 G4, Spring 2015, 23 students, lecturer (List of Teachers Ranked as Excellent)
- SHS 430 G4, Spring 2016, 24 students, lecturer
- SHS 430 G4 and UG3, Spring 2017, G4 = 18 students, UG3 = 8 students; Total = 26 students, lecturer (List of Teachers Ranked as Excellent)

SHS 532 A *Language Disorders in School-Aged Children* (1985–present, under several rubrics and titles),

- Spring 2005, 26 students, lecturer (Incomplete List of Teachers Ranked as Excellent)
- Fall 2007, 12 students, lecturer

- Spring 2007, 19 students, lecturer
- Fall 2008, 27 students, lecturer
- Fall 2009, 19 students, lecturer (List of Teachers Ranked as Excellent)
- Fall 2011, 35 students, lecturer (List of Teachers Ranked as Excellent)
- Fall 2012, 23 students, lecturer (List of Teachers Ranked as Excellent)
- Fall 2013, 24 students, lecturer (List of Teachers Ranked as Excellent)
- Fall 2014, 20 students, lecturer (List of Teachers Ranked as Excellent)
- Fall 2015, 19 students, lecturer (List of Teachers Ranked as Excellent)
- Fall 2016, 24 students, lecturer (List of Teachers Ranked as Excellent)

SHS 533 *Advanced Language Diagnostics* (1997- 2004)

- Fall 2004, 20 students, lecturer/supervisor, Incomplete List of Teachers Ranked as Excellent

SPED 590 L *Seminar for Advanced Students* or SHS 593 *Special Problems* (1997-2006): which combined formed the Project TALK doctoral leadership *Professional Seminar*, joint seminar between SHS and SPED

- Fall 2004, 5 predoctoral students enrolled (plus 2 postdoctoral students); one of four seminar faculty
- Spring 2005, 7 predoctoral students enrolled (plus 1 postdoctoral and 1 predoctoral student); co-coordinator
- Fall 2005, 10 predoctoral students enrolled (plus 1 postdoctoral student); one of five seminar faculty
- Spring 2006, 10 predoctoral students enrolled (plus 1 postdoctoral student); co-coordinator

SHS 593 Z *Special Problems* and SPED 590 L *FOC Seminar for Advanced Students* (2007-present): which combined formed the Project FOCAL grant doctoral-leadership Transdisciplinary Seminar, joint seminar between SHS and SPED)

- Fall 2007, key faculty member, 9 students
- Spring 2008, seminar co-leader, 7 students
- Fall 2008, key faculty member, 4 students enrolled (plus 4 others attending)
- Spring 2009, key faculty member, 4 students enrolled (plus 2 others attending)
- Fall 2009, Fall 2009, key faculty member, 9 students enrolled (plus 2 others attending),
- Spring 2010, seminar co-leader, 7 students enrolled (plus 1 other attending)
- Fall 2011, key faculty member, 6 students enrolled (plus 2 others attending)
- Spring 2012, key faculty member, 9 students

SPED 590 L *Seminar for Advanced Students: Disability Law and Public Policy Seminar* (Project FOCAL Doctoral Leadership Seminar) (June 16-24, 2009), 10 students, sponsor and faculty participant in the seminar

SHS 593 CJJ *Special Problems*

- Spring 2007, 3 students, independent-study seminar leader (seminar topic: “Writing Disorders in Children with Language Impairments”)
- Spring 2007, 3 students, research supervisor

- Fall 2006, 3 students, research supervisor
- Fall 2005, 3 students (advisor for 1 student doing M.A. thesis equivalency research; independent-study seminar leader for 2 students, seminar topic: Phonological Awareness and Reading in Children)
- Spring 2005, 1 student (doing M.A. thesis equivalency research, advisor)
- Fall 2004, 6 students (4 students taking Advanced Language Diagnostics, lecturer; 2 students taking Development of Spoken Language, lecturer)
- Summer 2007, 1 student, research supervisor
- Fall 2007, 1 student, research supervisor
- Spring 2008, 5 students, research supervisor (3 students) and independent study instructor (2 students—One student was taking SHS 532 Language Disorders in School-Age Children through independent study)
- Summer 2008, 1 student, instructor
- Fall 2008, 1 student, research supervisor
- Spring 2009, 1 student, research supervisor
- Summer 2011, 1 student, research supervisor
- Summer 2012, 1 student, research supervisor
- Spring and Summer 2013; 1 doctoral student; Clinical Fellowship Year supervisor (at the University of Illinois Speech-Language Clinic and The Reading Group, nonprofit center for reading tutoring)
- Fall, 2014, 1 student
- Spring 2015, 1 student
- Spring 2016, 1 student (to study phonological disorders), instructor

SHS 593 J *Special Problems: Seminar in Writing Development and Disorders in Children* (2005, 2009), an MA-level seminar

- Fall 2005, 9 students, lecturer
- Spring 2009, 11 students, lecturer

SHS 593 WDD, *Seminar in Writing Development and Disorders in Children*, Spring 2014, 7 students (3 doctoral students and 4 MA), seminar leader, a PhD-level seminar

- With 4 invited speakers: 2 from campus and 2 presenting via SKYPE from Western Michigan University and Rush University, Chicago, IL
- Incomplete List of Teachers Ranked as Excellent (Outstanding Teacher)

SHS 593 Z *Special Problems*

- Fall 2005, 1 student (doing M.A. thesis equivalency research, advisor)

SHS 594 CJ, *PhD Early Research Project*

- Fall 2012, 1 student
- Spring 2013, 1 student
- Fall 2013, 2 students, research supervisor
- Spring 2014, 1 student, research supervisor
- Sum 2014, 1 student, research supervisor

### SHS 599 CJJ *Thesis Research*

- Fall 2004, 1 student, doctoral advisor
- Spring 2005, 1 student, doctoral advisor
- Fall 2005, 1 student, doctoral advisor
- Spring 2006, 3 students, doctoral advisor
- Spring 2007, 2 students, doctoral advisor
- Summer 2007, 1 student, dissertation supervisor
- Fall 2007, 2 students, dissertation and early research project supervisor
- Spring 2007, 1 student, dissertation supervisor
- Summer 2008, 2 students, dissertation supervisor
- Fall 2008, 2 students, dissertation and early research project supervisor
- Spring 2009, 1 student, dissertation supervisor
- Fall 2009, 2 students, dissertation supervisor
- Spring 2010, 1 student, dissertation supervisor
- Summer 2010, 1 student, dissertation supervisor
- Spring 2011, 2 students, MA thesis supervisor
- Spring 2014, 1 student, research supervisor
- Summer 2014, 1 student, research supervisor
- Fall 2014, 1 student, research supervisor
- Spring 2015, 2 students, research supervisor
- Summer 2015, 1 student, research supervisor
- Fall 2015, 1 student, research supervisor
- Spring 2016, 1 student, research supervisor
- Fall 2016, 1 student, research supervisor

### Theses

#### Dissertations Directed

1. Hubatch, L. (1982). *Early Receptive and Expressive Language Abilities in High Risk Children with a History of Prematurity and Respiratory Distress Syndrome*. Unpublished doctoral dissertation, Northwestern University, Evanston.
2. Sutter, J. (1986). *School age children's ability to produce and judge syntactic forms*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
3. Schober-Peterson, D. (1988). *The Conversational performance of low-achieving and normally-achieving third grade children*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
4. Wiley, H. (1991). *Anaphoric reference in oral narratives of 6- and 7-year-old children*. Unpublished doctoral dissertation, University of Illinois, Champaign-Urbana.
5. Marx, M. (1992). *The effects of word order, noun animacy, and verb reversibility on the syllogistic processing of children and adults*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign (co-directed with Dr. Lynne Rowan).

6. Marinellie, S. (2000). *Definitions and semantic networks of adjectives: A developmental investigation*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
7. Jenkins, T. (2002). *Mother's stories: Influences on vocabulary and syntax of African American children with language impairment*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
8. Lin, Lu-Chun (2006). *Effects of early English education on phonological awareness and language development of Taiwanese bilingual children*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
9. Kim, Huai-Rhin (2008). *A cultural perspective on writing evaluation of Korean, English-Language-Learning Children*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
10. Yang, Fang-Ying (2009). *Biliteracy effects on phonological awareness, oral language proficiency and reading skills in Taiwanese Mandarin-English bilingual children*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
11. Yoon, Seok-Youn (2010). *English syllable confusion and imitation in Korean-English bilingual and monolingual children and adults, supervisor of dissertation*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
12. Kubalanza, Mary (2015). *An interactive approach to vocabulary intervention for speech-language pathologists in the classroom: Multiple language levels and modalities*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
13. Biller, Maysoun (2017). *A combined spoken communication treatment approach for children with autism spectrum disorder who are minimally verbal*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.

Master's Theses, Masters Thesis Equivalency Projects, and Doctoral Early Research Projects Directed (1989-present)

1. Wiley, H. (1989). *Acquisition and use of relative clauses in the conversational narratives of school children*. Unpublished masters thesis equivalency project, University of Illinois, Champaign-Urbana.
2. Berolzheimer, L. (Prospectus Meeting: 1991, June). *Collaborative consultation with teachers in specialty areas*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
3. Marinellie, S. (1998). *Word definitional skills of children with language impairments in grades 3, 4, and 5*. Unpublished masters thesis equivalency project, University of Illinois, Urbana-Champaign.
4. Rogers, H. (2000). *Talking about family experiences: Mothers as sources of personal (or family) narrative repertoires for preschoolers*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
5. Lin, Lu-Chun (2004). *Lexical and metalinguistic development of Taiwanese bilingual and monolingual children*. Unpublished masters thesis equivalency project. University of Illinois at Urbana-Champaign. Completed: February 25, 2004.
6. Frame, Simone. (2004). *Intervention for gesture and reported speech in personal narratives of early school-aged children with language impairments*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.

7. Kim, Huai-Rhin (2006). *Cultural influences on narrative writing in Korean-English bilingual children*. Unpublished masters thesis equivalency project, University of Illinois at Urbana-Champaign.
8. Yang, Fang-Ying (2007). *Taiwanese Mandarin-English bilingual children's use of partial information in early Chinese reading*. Unpublished doctoral early research project, University of Illinois at Urbana-Champaign.
9. Yoon, Seok-Youn (2009). *Nonsense syllable confusion matrices and nonsense syllable imitation tasks in Korean-English bilingual children and adults*. Unpublished doctoral early research project, University of Illinois at Urbana-Champaign.
10. Kubalanza, Mary (2013). *Emergent narrative abilities in a child with language impairment: A Case Study*. Unpublished doctoral early research project, University of Illinois at Urbana-Champaign.
11. Biller, Maysoon (2015). *Profiles of children with ASD who are minimally verbal*. Unpublished doctoral early research project, University of Illinois at Urbana-Champaign.

Dissertation Committee Member (1990-present)

1. Salas-Provance, M. (1990). *Acoustic-phonetic analysis of the prespeech vocalizations of babies with cleft palate*. Unpublished doctoral dissertation, University of Illinois, Champaign-Urbana.
2. Dowell, B. (1992). *A linguistic analysis of developmental changes in children's speech revisions*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
3. McNeill, J. (1993). *Maternal strategies to encourage interaction during storybook reading*. Unpublished doctoral dissertation, University of Illinois, Champaign-Urbana [Dept. of Special Education].
4. Moore, J. (1994). *Environmental and health factors affecting conductive hearing loss in Inuit children*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
5. Harbers, H. (1994). *The impact of intervention on production, feature awareness, and general phonological awareness*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
6. Jay, V. (1996). *Mexican-American mothers' beliefs regarding disability in children*. Unpublished doctoral dissertation, University of Illinois, Urbana-Champaign.
7. Wilson, B. (1998). *Oral and written discourse in adolescents with closed head injury*. Unpublished doctoral dissertation, University of Illinois, Urbana-Champaign.
8. Yang, S. L. (2000). *The disfluency loci of stuttering and nonstuttering in Mandarin speaking preschool children*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
9. Kuo, S. Z. (2001). *Correspondence patterns and perceptual distance of consonants between Southern Min and Cantonese*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign. [Dept. of Linguistics]. [Director, C-C Cheng took a position at Hong Kong University as of April 1, 2000. Dr. Cynthia Johnson and Dr. Robert C. Bilger guided Shiun-Zu in completing her dissertation.]

10. DeThorne, Laura (2002). *The relationship between language and IQ in children with language impairment*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
11. Furey, Joan (2003). *Phonological and lexical development: From babbling to 50 words*. Member of dissertation committee.
12. Burton, Joanna (2005). *Dynamic vs. standardized assessment of word learning*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
13. Larson, Jeffery (2005). *Quantifying the influence of early-reflected energy in small rooms on speech intelligibility*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
14. Nungesser, Nicole (2005). *You gotta have friends: An analysis of social relations in preschool children with speech and language impairments*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
15. Armstrong, Jennifer (2006). *Student perceptions of communication skills and styles at a predominately White university*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
16. Cheatham, Gregory (2007). *Parent-teacher conference communication between preschool teachers and native- and non-native English speaking parents*. Unpublished doctoral dissertation, Dept. of Special Education, University of Illinois at Urbana-Champaign.
17. Mills, Monique (2008). *Oral narration of African American students in general and gifted education programs*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
18. Steele, Sara Devine (2008). *Learning words from context during reading by children with LI: Frequency and context effects*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
19. Ortega, Aisha (2009). *Stuttering behavior and physiological stress profiles: A Preliminary investigation of school-aged children*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
20. Gilbert, Jamie (2009). *Neural correlates of auditory-visual speech perception in noise*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
21. Smith, Jamie Mahurin (2010). *The impact of prematurity on language skills at school age*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
22. King, Amie (2010). *An integrated multimodal intervention approach to support speech and language development in children with severe speech impairments*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
23. Han, Woojae (2011). *Methods for robust characterization of consonant perception in hearing-impaired listeners*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
24. Bielski Lynn (2013). *Relation of short-term memory and spoken speech perception: A cross-sectional study*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
25. Choo, Ai Leen (2013). *Examining fluency practices: An interactional study of stuttering*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
26. Byrd, Kelly (2015, August 31). *Generations: A tapestry of literacy traditions in an African-American family*. Unpublished doctoral dissertation, [Dept. of Curriculum and Instruction, College of Education], University of Illinois at Urbana-Champaign.

27. Hamilton, Megan-Brette (in progress). *What does it mean to sound African American? Teachers' perceptions of school-age children's communication.* Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
28. Devanga, Suma (2017). *Targeting collaborative referencing in aphasia: Evidence from a mixed methods treatment study.* Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
29. Hsu, Ning (2017). *Grammatical productivity in Mandarin resultative verb compounds.* Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
30. Lu, Jie, (expected completion June 29, 2017). *Speech perception study for children with reading disabilities.* Unpublished doctoral dissertation [College of Engineering], University of Illinois at Urbana-Champaign.

#### Master's and PhD Papers Supervised

1. Nungesser, Nicole (Feb. 21, 2003). *An in-depth phonological awareness remediation program.* Paper presented at the Illinois Speech-Language Hearing Association Convention; project supervisor.
2. Liao, Shu-Sheng, & Hsu, Ning (In progress, begun June, 2014; currently on hold until Spring, 2016). *Phonological and vocabulary impairment in a Mandarin-English speaking, bilingual child: A case study,* mentor and responsible principal investigator (for the IRB application), for this joint, independent study research project.

#### Masters Thesis, AudD Capstone Research Project, Masters Thesis Equivalency Project, and Doctoral Early Research Project Committee Member (1991-present)

1. Morrison, S. (1991). *Cardinal vowels and auditory equidistance.* Unpublished masters thesis equivalency project, University of Illinois, Champaign-Urbana.
2. Harbers, H. (1992). *Maternal question use during mother-child interaction.* Unpublished masters thesis equivalency project, University of Illinois, Champaign-Urbana.
3. Marassa, L. (1994). *Visual word recognition in two facial exposure conditions.* Unpublished masters thesis, University of Illinois at Urbana-Champaign.
4. Firszt, J. (1995). *Adaptation findings in nucleus multichannel cochlear implant users.* Unpublished masters thesis equivalency project, University of Illinois, Champaign-Urbana.
5. Wilson, B. (1996). *Treatment of writing skills after traumatic brain injury.* Unpublished masters thesis equivalency project, University of Illinois, Champaign-Urbana.
6. Segebart, L. (1996). *Children's language and social biases.* Unpublished masters thesis, University of Illinois, Urbana-Champaign.
7. Han, M. (1996). *Speechreading supplemented with auditorily presented fundamental frequency.* Unpublished masters thesis, University of Illinois, Urbana-Champaign.
8. Rokus, M. (1997) *Morphological skills in children whose stuttering persisted or recovered.* Unpublished masters thesis, University of Illinois, Urbana-Champaign.
9. Pierce, H. (1997.) *Lipreading practice and related changes in visual behavior.* Unpublished masters thesis, University of Illinois, Urbana-Champaign.



10. Kohl, A. (1997). *Language proficiency at stuttering onset of children whose stuttering persisted or recovered*. Unpublished masters thesis, University of Illinois, Urbana-Champaign.
11. Evans, K. (1997). *Expressive language skills over time in children whose stuttering persisted or recovered*. Unpublished masters thesis, University of Illinois, Urbana-Champaign.
12. Jenkins-Carter, Terrilynn (1999). *Pronominal reference as a cohesive device in African American children's personal narratives*. Unpublished masters thesis equivalency project, University of Illinois at Urbana-Champaign.
13. Mullen, Cynthia K. (2000). *Comparing activities in language sampling*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
14. Cortez, Ana (2001). *Effectiveness of a thematic orientation in a preschool Spanish-English curriculum*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
15. Furey, Joan. (2001) *Phonological and lexical development: From babbling to 50 words*. Unpublished masters thesis equivalency project, University of Illinois at Urbana-Champaign.
16. Patterson, Aishah. (2001). *Stroke: Awareness and perception in the student population*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
17. Burton, Joanna (2002). *Dynamic QUIP assessment as a measure of word learning*. Unpublished masters thesis equivalency project, University of Illinois at Urbana-Champaign.
18. Nungesser, Nicole (2003), *Teachers' perceptions of the effects of language on challenging classroom behavior*. Unpublished masters thesis equivalency project, University of Illinois at Urbana-Champaign.
19. Bielski, Lynn (2003). *Informational masking: Sex difference or talker difference?* Unpublished masters thesis, University of Illinois at Urbana-Champaign.
20. Armstrong, Jennifer (2004). *Teacher and speech language pathologists' perceptions of language and literacy competency in preschool classrooms*. Unpublished masters thesis equivalency project, University of Illinois at Urbana-Champaign.
21. Devine, Sara (2005). *Spoken language outcomes of two reading comprehension interventions*. Unpublished masters thesis equivalency project, University of Illinois at Urbana-Champaign.
22. Witte, Mary (2007). *Individual variation in the pragmatic skills of school-age children: listeners' perceptions and causal factors*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
23. Erickson, Courtney (2007), *Conversational repetition and amnesia*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
24. Bay, Stephanie (2007). *Fidelity of the in-frame therapy approach used during a barrier task game..* Unpublished masters thesis, University of Illinois at Urbana-Champaign.
25. Byrd, Kelly (2008, discontinued). *Home literacy practices in African American families*, doctoral early research project, University of Illinois at Urbana-Champaign.
26. Coletto, Mary-Kelsey. *Comparing two forms of visual feedback to facilitate early word use in two preschool-age children*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.

27. Smith, Jamie Mahurin (2008). *Infant feeding and stuttering persistence*. Unpublished doctoral early research project, University of Illinois at Urbana-Champaign.
28. Pratzel, Jaime (2008). *Conversational narratives and aphasia*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
29. Purdy, Jamie (2009). *Case study: Cochlear implants and disability, the benefits for social and emotional development*. Unpublished AudD capstone research project, University of Illinois at Urbana-Champaign.
30. Brueckner, Cathleen (2009). *Case study: Communication stimulation and language outcomes for children with cochlear implants and disabilities other than hearing loss*. Unpublished AudD capstone research project, University of Illinois at Urbana-Champaign.
31. Lohrens, Jenna. (2010). *Facilitating multisyllabic productions with a hybrid treatment approach in three preschool-age children*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
32. Ruppard, Andrea. (2010). *Teachers' perspective on literacy instruction for students who use augmentative and alternative communication*. Unpublished doctoral early research project, Dept. of Special Education, University of Illinois at Urbana-Champaign.
33. Walsh, Katie (2010). *Toy talk: A simple strategy for promoting richer grammatical input*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
34. Bahnsen, Alison (2011). *One of a kind grammar: The role of sentence diversity in parent input to children's grammatical development*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
35. Miller, William (2012). *Esteem Totally Implantable Hearing System vs. Open-Fit/RITE Hearing Aids*. Unpublished AudD capstone research project, University of Illinois at Urbana-Champaign.
36. McKenna, Megan (2013). *Developmental expectations for child-like sentences*. Unpublished masters thesis, University of Illinois at Urbana-Champaign.
37. Hamilton, Megan-Brette (2014). *If there's more than one bus you say...": Cultural-linguistic mismatch within the context of teacher-child interactions*. Unpublished doctoral early research project, University of Illinois at Urbana-Champaign.
38. Vidal, Veronica (2016). *Shared musical performance as a means of facilitating peer interaction in the classroom for a child with autism*. Unpublished doctoral early research project, University of Illinois at Urbana-Champaign.

Doctoral Qualifying Examination Committee Member (2016-present)

1. Vidal, Veronica (2016, Oct. 5). *The bioecological model of human development: A social ecological model and its application to communication disabilities in children with Autism Spectrum Disorders*. Unpublished qualifying examination paper, University of Illinois at Urbana-Champaign.
2. Sherrill, Martha (2016, Nov. 14). *The use of register in communication sciences and disorders: A review of the historical foundations and current applications for the treatment of aphasia*. Unpublished qualifying examination paper, University of Illinois at Urbana-Champaign.

James Scholar, Honors or Senior Theses/ Projects Directed (1993-present)

1. Wolfe, A. (1993) *Phonology therapy through storytelling in individual and group situations*. Unpublished undergraduate honors thesis, University of Illinois at Urbana-Champaign.
2. Slattery, S. (1993). *Storytelling behaviors and intervention effects on storytelling of a pre-teen with language impairment*. Unpublished undergraduate honors thesis, University of Illinois at Urbana-Champaign.
3. Benedict, K. (1993). *A comparative analysis of story samples from Specific Language Impaired and normally developing kindergarten children*. Unpublished undergraduate honors project, University of Illinois, Champaign-Urbana.
4. Hollett, H. (1996). *Third-grade follow-up of language and story writing abilities of children with developmental language disorders*. Unpublished undergraduate honors thesis, University of Illinois, Urbana-Champaign.
5. Furry, S. (1996). *Parent-child storytelling in children with language disorders*. Unpublished senior project, University of Illinois, Champaign-Urbana.
6. Tang, G. (2000). *Analysis of phonological disorder in a monolingual Vietnamese child*. Unpublished senior thesis, University of Illinois at Urbana-Champaign.
7. Allen, Abigail. (2004). *Snack-time personal narrative intervention for a first grader with LLD*. Unpublished senior thesis, University of Illinois at Urbana-Champaign.
8. Martin, Amber (2005). *Snack-time personal narratives in young school children with language impairments*. Unpublished senior thesis, University of Illinois at Urbana-Champaign.
9. Capron, Annie (2010). *The impact of home literacy environments and familial support on children's writing disorders*. Unpublished James Scholar honors thesis, University of Illinois at Urbana-Champaign.
10. Lyons, Kristin (2010). *Vocabulary growth of a young child with Childhood Apraxia of Speech*. Unpublished senior thesis, University of Illinois at Urbana-Champaign.
11. Shanahan, Colleen (2010). *Phonological growth of a young child with Childhood Apraxia of Speech*. Unpublished senior honors project, University of Illinois at Urbana-Champaign.
12. Pelletier, Elizabeth. *Home literacy environment for early writing of a kindergartner with autism*. Unpublished senior thesis, University of Illinois at Urbana-Champaign. Co-directed with Dr. Julie Hengst. Completed: May, 2011.
13. Schassler, Meghan, Richards, Sarah, and Radnitzer, Hannah (2014). *Word frequency and pronunciation complexity in new word learning by a child with a severe speech sound disorder: A plan for a descriptive treatment case study*. Unpublished James Scholar honors thesis, University of Illinois at Urbana-Champaign.
14. Appel, Katie (2016). *Literacy Intervention: Who, Where and Why*. Unpublished departmental senior honors thesis, University of Illinois at Urbana-Champaign.
15. Soland, Sierra (2016). *Literacy intervention in communication sciences and disorders: Ideas and knowledge for practicing clinicians*. Unpublished departmental senior honors thesis, University of Illinois at Urbana-Champaign.
16. Versaci, Theresa (2016). *Literacy intervention, settings, and client profiles: A meta-analysis*. Unpublished departmental senior honors thesis, University of Illinois at Urbana-Champaign.

17. Ibrahim, Matthew (2017). *The influence of phonological development on the lexical acquisition of children with Autism Spectrum Disorder*. Unpublished departmental senior honors project, University of Illinois at Urbana-Champaign.
18. Larocca, Samantha (2017). *The influence of phonological development on the lexical acquisition of children with Autism Spectrum Disorder*. Unpublished departmental senior honors project, University of Illinois at Urbana-Champaign.
19. Vogt, Sarah (2017). *Morphological awareness intervention activities used with children*. Unpublished departmental senior honors project, University of Illinois at Urbana-Champaign. This honors project entailed development and implementation of intervention activities for a client in Sarah Vogt's and Gregory Knapp's prepracticum experience in the Speech-Language Clinic of the Dept. of Speech and Hearing Science.
20. Knapp, Gregory (2017). *Morphological awareness intervention activities used with children*. Unpublished departmental senior honors project, University of Illinois at Urbana-Champaign. This honors project entailed development and implementation of intervention activities for a client in Sarah Vogt's and Gregory Knapp's prepracticum experience in the Speech-Language Clinic of the Dept. of Speech and Hearing Science.
21. Thain, Rachel (2017). *Morphological awareness intervention activities used with children*. Unpublished departmental senior honors project, University of Illinois at Urbana-Champaign. This honors project entailed development and implementation of intervention activities for a client in Sarah Vogt's and Gregory Knapp's prepracticum experience in the Speech-Language Clinic of the Dept. of Speech and Hearing Science.
22. Stephanie Smolen (2017-present). *Dance-Movement Communication Therapy: A new way to promote communication*. Unpublished departmental senior honors project, University of Illinois at Urbana-Champaign.

#### Undergraduate Theses/Project Committee Member

1. Tang, Giang. *A phonological awareness program for a monolingual Vietnamese speaking child*. Summer Research Opportunity Program (SROP) project, Project Consultant [Dr. Joan Erickson, Director]. Completed: August 2000.
2. Kerins, Eileen (2012). *Home literacy environment for early writing of kindergarten twins with specific language impairment*. Unpublished senior project, University of Illinois at Urbana-Champaign.

#### Teaching Supervised

##### SPSHS 199 C *Children, Communication, and Language Ability*

- Summer 2001, instructor of record/supervisor of doctoral student, Joanna Burton
- Fall 2001, 114 students, instructor of record/supervisor of doctoral student, Lu-Chun Lin,

##### SPSHS/SHS 120 *Children, Communication, and Language Ability*

- Spring 2002, instructor of record/supervisor of doctoral student, Lu-Chun Lin, 99 students

- Fall 2002, 159 students, instructor of record/supervisor of visiting teaching associate, Cheryl Light-Shriner
- Spring 2003, 101 students, instructor of record/supervisor of visiting teaching associate, Cheryl Light-Shriner
- Fall 2003, 159 students, instructor of record/supervisor of doctoral student, Lu-Chun Lin
- Spring 2004, 101 students, instructor of record/supervisor of doctoral student, Lu-Chun Lin
- Fall 2004, 118 students, assisted new teaching associate, Susan Root, throughout her first second-eight teaching assignment
- Fall 2004, 153 students, instructor of record/supervisor of doctoral student, Huai-Rhin Kim
- Spring 2005, 165 students, instructor of record/supervisor of doctoral student, Huai-Rhin Kim
- Fall 2005, 149 students, instructor of record/supervisor of doctoral student, Seok-Youn Yoon.
- Spring 2006, 191 students, instructor of record/supervisor of doctoral student, Seok-Youn Yoon.
- Fall 2006, full semester, 72 students, supervisor of doctoral student, Huai-Rhin Kim
- Fall 2006, 162 students, supervisor of doctoral student, Seok-Youn Yoon
- Spring 2007, full semester, 130 students, supervisor of doctoral student, Huai-Rhin Kim
- Spring 2007, second 8 weeks, 197 students, supervisor of doctoral student, Seok-Youn Yoon
- Fall 2007, section A, 157 students, supervisor of doctoral student, Seok-Youn Yoon
- Fall 2007, Section F, 139 students, supervisor of doctoral student, Fang-Ying Yang
- Spring 2008, Section A, 238 students, supervisor of doctoral student, Seok-Youn Yoon
- Spring 2008, Section Y Children, 144 students, supervisor of doctoral student, Fang-Ying Yang

#### SHS 320 Development of Spoken Language

- Hsu, Ning, teaching mentor for her enrollment in SHS 565 *Teaching in the Professoriate*, taught by Dr. Kristin Carlson, lecturer in KCH. My role was as Ning's teaching mentor in SHS 320 *Development of Spoken Language*, for which Ning was the TA. She taught 3 lectures, and I provided a detailed peer teaching evaluation and rated her teaching for Dr. Carlson.

#### SPSHS 385 *Speech Pathology I* (Articulation and Phonological Disorders)

- Spring 2002, 64 students, instructor of record/supervisor of doctoral student, Joan Furey
- Spring 2004, instructor of record/supervisor of visiting teaching associate, Jennifer Cravens

#### SHS 530 *Development and Disorders of Phonology and Articulation*

- Spring 2008, teaching assistant supervisor for Simone Frame, 22 students

### Guest Lectures (2001-present)

1. Guest Lecturer (March 2001), *A study of complex sentence intervention for language-impaired children with dialect variation*. SPSHS 290A Honors Seminar, University of Illinois.
2. Guest Lecture (April 2001), *Storytelling and writing*, SPSHS 199C Children, Communication, and Language Ability, University of Illinois.
3. Guest Lecture (Oct. 29, 2001), *From grammar in preschool to story writing in kindergarten*, SPSHS 120, Children, Communication, and Language Ability, University of Illinois.
4. Guest Lecture Series (Oct. 25, 2001; Nov. 8, 2001; and Nov. 29, 2001), *Talking pictures: Early writing experiences for children with language impairments*. WEB design Project, Professors Michael DeForbes and Joseph Squier, Art & Design, University of Illinois.
5. Guest Lecture (April 1, 2002), *From grammar in preschool to story writing in kindergarten*, SPSHS 120 Children, Communication, and Language Ability, University of Illinois.
6. Guest Lectures (Nov. 13, 2002; April 14, 2003), *From grammar in preschool to story writing in kindergarten*, SPSHS 120 Children, Communication, and Language Ability, University of Illinois.
7. Guest Lab Presentation (Spring 2003), Discovery course in Applied Life Studies (taught by Dean Gallagher and Associate Dean Watkins).
8. Guest Lecture (Sept. 17, 2003). *Phonology: Articulation and phonological disorders*. SPSHS 102, Introduction to Human Communication: Systems, Processes, and Disorders.
9. Guest Lecture (Oct. 22, 2003), *Children with language difficulties tell and write personal narratives*, SPSHS 495D Topics in Speech, Language, and Hearing Science, University of Illinois.
10. Guest Lectures (Nov. 10, 2003; April 14, 2004), *From grammar in preschool to story writing in kindergarten*, SPSHS 120 Children, Communication, and Language Ability, University of Illinois.
11. Guest Lecture (Oct. 27, 2004), *Children with language difficulties tell and write personal narratives*, SPSHS 495D Topics in Speech, Language, and Hearing Science, University of Illinois.
12. Guest Lectures (Nov. 11, 2004; Nov. 15, 2004), *From grammar in preschool to story writing in kindergarten*, SPSHS 120 Children, Communication, and Language Ability, University of Illinois: Two sections (taught by Susan Root and Huai-Rhin Kim).
13. Guest Lectures (Oct. 24 and 26, 2005). *Phonology: Articulation and Phonological Development and Disorders*, SHS 170, Human Communication: Systems, Processes, and Disorders, University of Illinois.
14. Guest Lecture (Feb. 8, 2006). *Underlying Processes in Early Writing Disorders in Children with Language Impairments*, SHS 593 J, Topics in Speech, Language, and Hearing Sciences, University of Illinois
15. Guest Lecture (March 25, 2008), *How to give the Hodson Assessment of Phonological Patterns-3*, SHS 530 Development and Disorders of Phonology and Articulation.

16. Guest Lecture (Feb. 17, 2009). *Child Language Laboratory: Studies of emergent writing in children with language impairments and syllable confusions in children with reading disabilities*. To the SHS 593 Z1 Special Problems/SPED 590 FOC Seminar for Advanced Students, for the Project FOCAL grant doctoral-leadership Transdisciplinary Seminar.
17. Online Guest Lecture contributed (Fall, 2010). *Dyslexia (and Learning Disabilities) in School-age Children* (including Power-Point lecture, readings, and examination materials), SHS 120, Section C2, Children, Communication, and Language Ability, first on-line section of the course, 750 students.
18. Guest Lecture (Feb. 29, 2012). *Emergent writing in children with language impairments*; SHS 120, Children, Communication, and Language Ability, Section H, Campus Honors/Chancellor's Scholars Course.
19. Sole guest presenter (Feb. 13, 2012), *Study of children's language disorders at University of Illinois*, SHS 191X Freshman Seminar: Department Orientation.
20. Guest Lecture (Nov. 12, 2012), *Assessment of Children with Language Impairments: Infants and Preschoolers, and School Age*, SHS 533, Advanced Language Diagnostics
21. Guest Lecture (Oct. 10, 2014), SHS 533 Advanced Language Diagnostics, Member of the panel evaluating student presentations
22. Guest Lectures (July-Aug., 2016): Contributed 2 lectures—*Morphological Awareness and Literacy*, and *My Scientific Career in Speech and Hearing Science*; SHS 120, Children, Communication and Language Ability (online version of this course)
23. Invited Speaker Panelist (Fall and Spring semesters: 2001-02, 2002-03, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09; 2009-10; Fall 2011, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17), SHS 191X Orientation to SHS, University of Illinois.

### Other Teaching

Doctoral/Masters Written Comprehensive Examination Committees (1985-05)

- 23 doctoral students

Member, Doctoral Academic Advising Committees (1989-13)

Chair, 16 committees; Member, 26 committees; including:

Vidal, Veronica, member of PhD Advising Committee, first meeting held Nov. 7, 2014

Hamilton, Megan-Brette, member of PhD Advising Committee, 2015

Mosier, Hillary, member of PhD Advising Committee, 2015

Staisloff, Hannah, member of PhD Advising Committee, first meeting held Nov. 14, 2016

Galvez Barrera, Macarena member of PhD Advising Committee, first meeting held Dec. 8, 2016

Doctoral Academic Advising Committees for Project FOCAL doctoral-leadership training grant (from the U.S. Dept. of Education (2008)

Chair, 1 committee; Member, 2 committees

Written Preliminary Examination Committee, Dept. of Special Education

- For Kelly Byrd, Feb. 8 to Mar. 22, 2010. (Evaluated questions in “General Field,” “Special Field,” and “Research Methodology.”)

#### Undergraduate (junior/senior) Mentor

Spring 2015-2016, 7 students (wrote letters of recommendation for 5)

Spring 2016-2017, 9 students

Fall 2016-2017, 17 students (wrote letters of recommendation for 7)

#### Masters Students Academic Advising

1987-88

- 10 students

1989-90

- 6 students

1990-91

- 7 students

1991-92

- 11 students

1992-93

- 11 students

1993-94

- 10 students

1994-95

- 5 students

1995-96

- 5 students

1998, Spring semester:

M.A. Advisor, to 37 students in the Speech-Language Pathology Program (see “University Service: Department of Speech and Hearing Science”)

- Advised first-year M.A. students for Summer and Fall 1998 pre-registration.
- Cleared second-year M.A. students for departmental graduation and ASHA professional certification requirements.
- Handled student course petitions.
- Counseled students with academic/clinical difficulties.
- Wrote letters apprising M.A. students of their progress, following the spring “Evaluation of Students” meeting

2000-01:

- 6 M.A. students
- 3 graduate student “Levelers” in speech-language pathology (nonmajors at the undergraduate level, requiring a more extensive M.A. program)

2001-02

- 6 students

2002-03

- 4 students

2003-04

- 3 students

2004-05



- 5 students
- 2005-06
- 3 students
- 2006-07
- 1 student (plus 5 doctoral students)
- 2007-08
- 1 student (plus 5 doctoral students)
- 2008-09
- 3 students (plus 5 doctoral students)
- 2009-2010
- 5 students (plus 2 doctoral students)
- 2011-2012
- 8 students
- 2012-13
- 6 students (plus 1 doctoral student)
- 2013-14
- 4 students (plus 2 doctoral students)
- 2014-15
- 5 students (plus 2 doctoral students)
- 2015-16
- 5 students (plus 1 doctoral student)
- 2016-17
- 11 students (plus 1 doctoral student)

#### IV. University Service

##### University-wide

Member, Advisory Committee, Birth-3 Personnel Preparation Project (1986-88)

- directed by Dr. Jeanette McCollum, Dept. of Special Education.

Member, Task Force for English Oral Proficiency (1987-88)

- for international teaching assistants at the University of Illinois.

Participant, Chancellor's Allerton Conference on "The Role and Responsibility of the University of Illinois for the Education of Minorities" (1988)

Participant, Admissions and Records faculty focus group (Aug. 1999)

Elected Member, Urbana-Champaign Senate (1994-96, 1996-98, 1998-2000)  
 Chair, Senate Committee on Continuing Education and Public Service (1997-1999)

Elected Member, Senate Committee on Continuing Education and Public Service (1995-96, 1996-98)

Appointed Member, Selection Panel, Campus Award for Excellence in Public Service (Summer 2001), appointed by Associate Chancellor Steven Schomberg

Invited Participant, Chancellor's Conference on Diversity in Higher Education (April 2002)

Invited Participant, Cross-Campus Initiative for Promoting Family Resiliency, Initial Meeting (Sept. 24, 2003)

Member, Campus Committee for Fulbright U.S. Student Program for 2006-2007, for Asst. Dean Deborah Richie (October 2005)

- Interviewed two student Fulbright applicants

New Student Convocation, Faculty Procession Participant (August 2005, 2006)

- banner carrier (Aug. 22, 2005)

Ad Hoc Reviewer, Research Board (1990-91, 1992-93, 1993-94, 1994-95, 1997-98, Fall 2001, Fall 2002, Fall 2004, 2006-07, 2014)

- Reviewed original and revised faculty research proposals

Ad Hoc Committee for the Goldstick Family Lecture in Communication Disorders, invited committee member (Spring, 2006, 2007, 2017)

Teaching Mentor (with Ron Chambers), for Assistant Professor Ryan Shosted, Dept. of Linguistics (Oct. 16, 2007; Nov. 13, 2007)

Coordinator, Disability Law and Public Policy Seminar, taught jointly in the Dept. of Speech and Hearing Science (College of Applied Health Sciences) and Special Education (College of Education) (June 15-26, 2009)

Executive Board, member, Second Language Acquisition and Teacher Education (SLATE) (August, 2009-May 15, 2010)

Attendee, as AHS Equal Employment Opportunity Officer, meeting with Heidi Johnson, Director, Office of Diversity, Equity, and Access, University of Illinois at Urbana-Champaign (Sept. 30, 2013)

Attendee, as AHS Equal Employment Opportunity Officer, campus meeting with DRIVE (Diversity Realized at Illinois Visioning Excellence), (Oct. 30, 2013)

Attendee, 28<sup>th</sup> Annual Celebration of Diversity Breakfast and Meeting (Nov. 8, 2013)

Attendee, Meeting of Equal Employment Opportunity Officers and Vice Chairs for Diversity (Dec. 11, 2013)

Attendee, as AHS Equal Employment Opportunity Officer, campus afternoon spring workshop with DRIVE (Diversity Realized at Illinois Visioning Excellence) (Feb. 3, 2014)

Reviewer, Campus Research Board (Feb. 17, 2014)

Informal breakfast interview, potential hire for Dept. of Special Education (Mar. 13, 2014)

Attendee, Celebrating Diversity Breakfast and Meeting (Nov. 14, 2014)

The SHS reviewer of Special Education applicants, Selection Committee, Goldstick Family Fellowship Awards, Dept. of Special Education, College of Education, University of Illinois (Aug. 29, 2014)

Attendee, Annual EEO officer and Vice Chair Meeting, as the AHS Equal Employment Opportunity Officer, Jan. 15, 2015

Met with Dr. Bhavna Hirani, Program Coordinator, University of Illinois at Urbana-Champaign Office of Public Engagement, about Patricia Cetin, Mary Kubalanza, and I presenting the *Word Transformers: Enhancing Morphological Awareness to Support Literacy* grant program during the 2015-16 Public Engagement Colloquium series. (Mar. 31, 2015)

Attendee, Campus Conversation on Diversity for Faculty and Staff, Apr. 1, 2015

Invited Attendee, Senior Leadership Summit on Diversity, as the AHS Equal Employment Opportunity Officer, Apr. 1, 2015

#### College of Liberal Arts and Sciences (1981-1991)

Elected member, Dean's Committee to Review the Head of Speech and Hearing Science (1984-85)

Member, Committee on Admissions (1985-86)

Chair, Committee on Admissions (1986-87)

Member, Undergraduate Education Committee (1988-89, Spring 1990)

Chair, Undergraduate Education Committee (1990-91)

- Committee oversaw the awarding of all college-level Teaching, Advising, and Instructional Awards, and all nominations for campus-level awards

#### College of Applied Health Sciences (1995-Present)

Appointed Member, Academic Integrity Committee (1995-96)

Elected Member, Executive Committee (1995-97)

Appointed Member, Ad Hoc Subcommittee (of the Executive Committee) on College Awards (1997)

Panelist Speaker, James Scholar Student Meeting (Sept. 27, 2004)

Invited panel speaker, James Scholar Honors Students in the College of AHS (Sept. 18, 2006)

College Convocation Ceremony, banner carrier (May 13, 2006)

Campus Commencement Ceremony, banner carrier (May 14, 2006)

Elected member, ALS Educational Policy Committee (2000-2006)

Member, Teaching Academy Advisory Board (2007)

Discussion Facilitator, *Developing the Critical Research Agenda*, A symposium sponsored by the Center on Health, Aging, and Disability (CHAD) (April 3, 2008)

(See invited presentation to the Teaching Academy Retreat for New Faculty in 08-09)

(See invited presentation to the AHS James Scholar Program, October 27, 2009)

College of AHS representative, Distinguished Teacher Scholar conference on *How 21<sup>st</sup>-Century Learners Change College Teaching* (Apr. 6, 2012), I-Hotel and Conference Center, Champaign, IL.

Faculty participant, *Experience AHS*, lab demonstration during Speech and Hearing Science open house (Mar. 2011, 2012, 2013, 2014).

Appointed Search Committee Member, Health and Welfare of Children and Families of Wounded Veterans (Oct. 24, 2013 to March 24, 2014)

Participant, College Retreat (Mar. 17, 2014)

Appointed Search Committee Member, College Initiative Search for Children's Disabilities and Family Functioning (Sept. 15, 2014 to Feb. 2, 2015)

Appointed Search Committee Member, Associate Dean for Academic Affairs (Sept. 23, 2014 to Apr. 17, 2015)

College of AHS Equal Employment and Opportunity Officer (EEOO) (July, 2012 – August, 2015)

- Read and/or processed for approval: Search Waivers, Search Forms, Diversity of the Applicant Pool Reports, Diversity of the Finalist Pool Reports, Finalist Notification Reports; and Summary Form Approvals for dozens of searches/appointments

- Managed and took action on faculty questions/complaints about diversity issues
- Attended the first committee meeting for most college and departmental searches, to instruct the committees on the University of Illinois' diversity standards
- Made calls to the University of Illinois Diversity Office to gather information and resolve issues
- Attended several university-wide meetings per year about faculty/student diversity on campus

Elected member (2014-present) and Vice Chair (2015-16), AHS Educational Policy Committee

Appointed member, College Awards Committee (Spring, 1998; 2001-2006; 2013; 2014-2015, 2015-16)

Faculty participant, AHS PhD Information Day (Nov., 2011, 2012, 2013, 2014, 2015): lunch, lab tour, and group meetings with interested PhD students in Speech and Hearing Science

AHS James Scholar Banquet, award presenter (Apr. 22, 2016)

Planning committee member, PhD Information Day (Nov. 4, 2016)

- As SHS Director of Graduate Studies (DGS), worked with Associate Dean of Academic Affairs, Reginald Alston, and DGSs from other units in the college to plan the event.
- Represented SHS at the morning portion of the event. Worked with the Admissions Committee to plan the afternoon portion.
- Contacted interested attendees and arranged travel funding offers.

#### Department of Speech and Hearing Science

Appointed Member, two Promotion/Tenure Committees (1989-90)

Member, Search Committee for an Assistant Professor in Audiology (1989-90)

Member, Search Committee for Director of Audiology Clinic (1989-90)

Member, Search Committee for Director of Audiology Clinic (1990-91)

Affirmative Action Officer (1988-90)

Affirmative Action Representative, Head Search Committee (1990-91)

Appointed Member, Search Committee for the Head of the Department of Speech and Hearing Science (1990-91)

Representative, Annual Writing Across the Curriculum Meeting, University of Illinois (Spring 1991)

Member, Ad Hoc Committee for ASHA Foundation Scholarships (1991)

Appointed Member, Promotion/Tenure Committee (1991-92)

Chair, Human Subjects Committee (1991-92)

Member, Search Committee for a tenure-line assistant professor in language disorders (1992-93)

Member, Search Committee for a tenure-line assistant professor in speech pathology (1992-93)

Appointed Member, Promotion and Tenure Committee (1995-96)

Chair, Promotion and Tenure Committee (1996-97)

Graduate Student Academic Advisor (Spring 1998) (see “Other Teaching)

- To 37 students in Speech-Language Pathology M.A. Program

Member, Ph.D. Curriculum Committee (1999-2000)

Consultant, Speech and Language Clinic, Dept. of SPSHS, summer language clinical outreach program to Champaign community schools without speech-language pathologists (April 24, 2001)

Faculty and Director, SHS Children’s Research Laboratory at Children’s Research Center (CRC) (2001-January, 2014):

- oversaw remodeling of a suite of four departmental rooms
- faculty, postdoctoral fellow, and doctoral student offices
- two undergraduate lab teams
- language sample recording room
- audio/visual transcription/coding room

Chair, Search Committee, Teaching Associate, Dept. of Speech and Hearing Science (2001)

Chair, Search Committee, Director of the Speech-Language Clinic, Dept. of Speech and Hearing Science (2001)

Speaker, Professor Marlyn O’Neill’s memorial service (August, 2003)

Contributor, written vignettes of faculty members’ experience at the University of Illinois (March, 2003)

Appointed representative, to the meeting of the Council of Graduate Programs, Illinois Speech-Language-Hearing Association Convention (Feb. 21, 2003)

Chair, departmental recommendation committee, for senior Laura Rubin's application to the Graduate Student Scholarship Competition of the American Speech-Language-Hearing Association (May, 2003)

Author, white paper requested by the Department Head (Aug. 15, 2003), "Thoughts on a Potential Hire in Language and Literacy for the Department of Speech and Hearing Science"

Leader, SPSHS Language Working Group (1993-2003): composed of faculty members with expertise in language

- Organized invited speaker visit, for SPSHS and Project Talk grant (Spring, 2002)
- Arranged for and hosted invited speaker, for Annual John J. O'Neill Lecture (Spring, 2003)

Chair, SPSHS Undergraduate Curriculum Committee (1998-2003)

- Wrote and secured University approval of "Revision of the Bachelor of Science Curriculum in Speech and Hearing Science," Spring, 2002.
- Led graduate student recruitment for Fall, 2002 (April 2002)
- Attended Council on Teacher Education meetings to implement 2002-03 changes

Appointed member, SPSHS Search Committee for assistant professor in American Sign Language (2002-2003)

Council on Teacher Education, Area Specialization Committee Member for Speech-Language Pathology (2002-2004)

Appointed member, College/SPSHS Course Renumbering Committee (2002-2004)

- Prepared, submitted, and edited the final renumbered course list for SPSHS for the University On-Line Catalog

Organizer and Host, 15<sup>th</sup> Annual John J. O'Neill Lecture, with invited speaker, Marc Fey (April 8, 2005)

Appointed member, Hearing Science and Audiology Search Committee (2004-05)

Search Committee, Chair, for Instructor in Speech and Hearing Science, (June 22-July 13, 2005)

Organizer and host, special Proseminar, Dr. Chloe Marshall (Sept. 16, 2005)

Appointed member, Ad Hoc Space Committee (2006)

Chair, Masters Curriculum Committee (2006-07)

Respondent to questions, renewal of General Education approval for SHS 120 *Children, Communication, and Language Ability* (2006-07)

Member, Ad Hoc Planning Committee, Departmental Open House (Feb. 17, 2007)

Co-organizer, Service Learning course: met with Julie Hengst, Jont Allen, and Kathy Wimer, Executive Director of The Reading Group, arranged to have the center become a new site for placing SHS students (December 14, 2007 and follow-up correspondence)

Appointed member, Educational Policy Committee (2007-2008)

Consultant, with departmental clinical faculty (2008-2009)

- About the design/content of SHS 533 Advanced Language Diagnostics, for Summer 2009 (Apr. 1, 2009)
- About the design/content of the summer *Literacy Adventure* literacy clinic, Speech-Language Disorders Clinic (Apr. 21, 2009)

Faculty attendee, Senior Recognition Night (Fall semesters, 2003-2010)

Invited Presenter, National Student Speech-Language-Hearing Association (NSSLHA) SHS Departmental Graduation Ceremony/Reception (May 2001-08, 2010)

- Reader of the names of the graduate degree recipients (May 2001, 2002, 2003, 2004, 2005, 2006)
- Invited Speaker, to address the graduate students (May 2005, 2006, 2007, 2008)
- Invited speaker, to address the undergraduate and graduate students (May 15, 2010)

Appointed member, ISBE Portfolio Review Committee, for MA students in Speech-Language Pathology seeking Type 73 Certificates to work in the public schools: reviewed portfolios submitted by all the second- and first-year MA students (February 6, 2008; April 23, 2008), and the first-year MA students (July 1, 8, and 17, 2009).

Chair or Co-Chair, SHS Student Honors and Awards Program

- Chair, Spring 2009
- Co-Chair, with Dr. Charissa Lansing, Spring 2012

Member, Space Renovation Task Force (Spring 2012).

Member, "Dissertation Proposal Meeting" Task Force (Spring 2012).

- Attendee, PhD revitalization meeting



Appointed Member, Clinical Instructor Search Committee (Fall 2012)

Organizer, Host, and Master of Ceremonies, retirement party for Associate Professor Nicoline Ambrose (Spring 2013)

Appointed Member, Clinical Instructor Search Committee: Interviewed 3 candidates (July 8, 29, and 31, 2013)

Invited Panel Speaker, National Student Speech-Language-Hearing Association (NSSLHA) Graduate School Information Night (Sept. 2004, 2005, 2006; Oct. 2, 2013)

Attendee, lunch and presentation by Karolinska Institute; opened lab for their tour (Nov. 18-19, 2013)

Participant, testing of new Quality Indicators form, for our academic/clinical program (Feb. 18, 2014)

Attendee, special meeting about academic/clinical progress for one M.A. student (April 25, 2014)

Appointed member, Graduate Program Committee (Fall 2012-May, 2015):  
Revitalization of the PhD program

- Conducted PhD orientation, with Dr. Julie Hengst, at New Student Orientation Day (Aug. 21, 2013)
- Attended Graduate College Mentoring Workshop (Jan. 15, 2014)
- Helped process MA1 Progress Evaluations (Spr 2014)
- Prepared a new PhD seminar description for submission, for SHS 586 Advanced Seminar for Developmental Communication Disorders (Spring 2014)

Appointed member, Graduate Admissions Committee (2005-06, 2008-09, 2009-10, 2013-14, 2015-16)

- Read graduate student applications
- Wrote a letter of recommendation for incoming MA and PhD students for Graduate College fellowship (Spring, 2014; Spring, 2016)
- Chair, Graduate Admissions Committee (2009-10)
  - Handled 303 graduate student applications; ranked MA SLP, AuD, and PhD students for admission
  - Implemented new electronic review procedures (CSDCAS)
  - Organized and hosted the Applicant's Open House (February 20, 2010): 81 applicants and guests; about 180 people attending.

Elected member, SHS Advisory Committee to the Head of the SHS Department (1985-86, 1987-92, 1994-96, 1996-97, 1998-2004, 2005-09, 2011-13, 2014-2016)

- Also functioned as the Departmental Student Awards Committee, and the Departmental Promotion and Tenure Committee (2003-04, 2002-03, 2005-06, 2006-07, 2007-08, 2008-09, 2011-13, 2014-2016, Sept.), and:

- Strategic Planning Committee (2002-04; 2005-06)
- Space Committee (2006-07)
- Evaluation of annual reports for SHS faculty merit reviews (May 2008; June 2009; May, 2013)
- Third-Year Review Committee for assistant professors (Spring, 2012; Fall 2013)
- Experience AHS Planning Committee for SHS (Fall and Spring, 2011-2012)
- Candidate interview for Executive Assistant to the Head of SHS (June 24, 2013)
- Committee meeting about faculty hiring practices/plans (July 3, 2013)
- By-Laws revision (2015-16)
- Appointed member, Bylaws Revision Committee (Subcommittee of the Advisory Committee) (2011-2012)
- Appointed Chair, SHS Student Awards Selection Committee (Subcommittee of Advisory Committee)
  - Spring 2009
  - Spring 2012

Peer review of teaching for five junior faculty members and adjunct faculty (2013, 2014, 2015, 2016, 2017)

Faculty mentor to junior faculty (Dr. Matthew Rispoli): advised and provided feedback on preparation of P&T dossier (April-May, 2016)

Faculty Participant, Admitted Student Open House, had lunch and opened my lab to visiting students (Spring 2015, 2016)

Director of Graduate Studies (DGS) (transition in May – June, 2016; official appointment: July 1, 2016 – present)

- Conducted an Interested Student Visit Day for students interested in applying to our graduate programs (July 11, 2016)
- Organized and ran the 3-day Graduate Student Orientation Meeting and assisted with TA training notification/scheduling (Aug. 17-19, 2016)
- Worked closely with the Chair of the departmental Awards Committee to announce award competitions to students/faculty, find and notify qualified students in targeted populations, find appropriate faculty to assist with nomination papers, arrange for rankings of submissions when needed, and ensure that nominees were forwarded to the Graduate College by deadlines (Fall 2016, Spring 2017)
  - Fall and Spring Graduate College Conference Travel Awards, for several students each semester; CSDCAS Scholarship; Educational Equity Program Recognition for 2 students.
  - Wrote nomination letters to the Graduate College (with the Awards Committee Chair, I wrote 2 letters for the Marion Morse Wood Fellowship.)

- Handled cases where MA, AuD, and PhD students were experiencing substantial academic and clinical difficulties (June 2016 – present)
  - Worked closely with the Graduate College ombudsman and Educational Equity Programs Director, the university attorney, Division of Rehabilitation and Educational Service, the Center for Wounded Veterans, the SHS Admissions Committee Chair, faculty advisors, and academic and clinical course instructors to resolve issues.
- Sent out MA advising guidance to faculty academic advisors; provided a workshop on MA and AuD advising at a faculty meeting (Fall 2016, Spring 2017)
- Arranged continuation of the SHS Voice/Music Minor for a graduate student in music (Fall 2016, Spring 2017)
  - Advised about a course substitution; ensured grades were registered and SHS approval forms signed.
- Worked with the Chair of the Educational Policy Committee to gain approval of the MA Curriculum Revision (Fall 2016)
- Worked with the Chair of the Admissions Committee to consider and nominate applicants from underrepresented minority groups interested in SHS graduate programs; for the Graduate College’s ASPIRE program (Fall 2016)
- Conducted annual progress reviews and 3 faculty progress review meetings for AuD, PhD, and MA students (Jan. 6, Jan. 15, and April 19, 2017)
- Worked the Chair of the Admissions Committee and the Graduate Office Manager to submit nominees from underrepresented minority groups for the Community of Scholars Visit Day (Feb. 16-17, 2017)
- Organized and ran the Community of Scholars Visit Day, for an SHS admitted student from an underrepresented minority (April 3, 2017)
- With the Head, conducted 3 meetings about program satisfaction with AuD, MA, and PhD students (Mar. 6, Mar. 8, and 10, 2017)
- With assistance from the Educational Policy Committee, organized and conducted two Admitted Student Open Houses (Mar. 17 and 20, 2017)

Ex Officio Member of Educational Policy Committee, as DGS (Aug. 2016 – present)

Ex Officio Member of the Program Policy Committee, as DGS (Aug. 2016 – present)

Ex Officio Member of the Admission Committee (Aug. 2016 – present)

Member, Search Committee for the Director of Clinical Education, both phone and campus interviews (2016-17).

Reviewer, PhD applications (Feb. 8, 2017)

Presenter, Departmental Student Honors and Awards Program (2002-05, 2006, 2007-08, 2011-2015, 2016, 2017)

- Award Presenter (April 2002, 2003, 2004, 2006)
- Master of Ceremonies (April, 2007)
- Master of Ceremonies (April, 2008)
- Award Presenter (April 2012, 2013, 2014, 2015, 2016, 2017)

Writer, letters of recommendation for graduate school admission (M.A. and Ph.D.); scholarships, assistantships, and departmental awards; state and national awards(e.g., ASHA scholarships) and NIH and other fellowships/grant competitions; study abroad and travel awards; thesis/dissertation awards; student jobs; speech-language pathology positions; and faculty positions.

- Spring 1990 for 1 graduating senior
- 1990-91 for 8 graduating seniors
- 1991-92 for 15 graduating seniors
- 1992-93 Over 50 letters for graduating seniors
- 1995-96 90 letters for graduating seniors
- 1996-97 66 letters for 17 graduating seniors
- 1997-98 Over 100 letters for 22 graduating seniors
- 1998-99 For 22 graduating seniors, numerous other students
- 1999-00 For 40 graduating seniors, numerous other students
- 2000-01 For 33 graduating seniors, numerous other students
- 2001-02 For 36 graduating seniors, for 1 student who received the ASHA Student Mentoring Award, numerous other students
- 2002-03 For 17 graduating seniors, numerous other students
- 2003-04 For 24 graduating seniors, 11 other students
- 2004-05 For 19 graduating seniors, 24 other students
- 2005-06 For 20 graduating seniors, 16 other students
- 2006-07 For 31 graduate and undergraduate students
- 2007-08 58 letters of recommendation
- 2008-09 40 letters of recommendation
- 2009-10 For more than 27 graduate and undergraduate
- 2010-11 For 10 graduate and undergraduate students
- 2011-12 For 25 graduate and undergraduate students
- 2012-13 For 35 graduate and undergraduate students
- 2013-14 For 29 graduate and undergraduate students
- 2014-15 For 28 graduate and undergraduate students
- 2015-16 For 25 graduate and undergraduate students
- 2016-17 For 31 graduate and undergraduate students

#### Public/Professional Service

#### Editorial Service

Editorial Consultant, *Topics in Language Disorders* (1993)

Editorial Consultant, *Clinical Linguistics and Phonetics* (1991-92, 1995)

Editorial Consultant, *Folia Phoniatica et Logopaedica* (2006-07)

Editorial Consultant, *International Journal of Communication and Language Disorders* (2006-07)

Editorial Consultant, *Journal of Speech-Language-Hearing Research*

- Language Section (1983-95, 1997, 2004, 2007-09, 2014)
- Hearing Section (1989-92, 1994-95)

Editorial Consultant, *American Journal of Speech-Language Pathology* (1994-98, 2003, 2004, 2007-09)

- Language Section
- Phonology Section

Editorial Consultant, *Language, Speech, and Hearing Services in Schools* (1978-88; 1993-98, 2005, 2007-11, 2014)

Editorial Consultant, *Young Exceptional Children* (2013)

Editorial Consultant, *Contemporary Issues in Communication Science and Disorders* (2013)

Editorial Consultant, *Topics in Language Disorders* (2015)

Editorial Consultant, *Canadian Journal of Linguistics* (2016)

### National

Site Visit Team Member, National Institutes of Health, Denver Center for the Performing Arts (1987)

Special Reviewer, RO1 Proposal, National Institutes of Health (1988)

Organizer and Host, Annual Child Phonology Meeting (1992, 1988)

- Child Phonology group is made up of 100 or more phonologists at universities throughout the United States, with 50-60 attendees at the meeting

Session Chair, American Speech-Language-Hearing Association Convention (1980-1999)

- 13 times

Guest Associate Editor (for Phonological Disorders), *Journal of Speech and Hearing Research* (1994) (see "Editorships of Journals")

Associate Editor (for Language in Infancy and School-Age Children), *American Journal of Speech Language Pathology* (Dec. 1998-May 2002) (see “Editorships of Journals”)

Peer Reviewer (Fall 2004), Twinning Program grant proposal, The National Academies (*Advisers to the Nation on Science, Engineering, and Medicine*), National Research Council, Policy and Global Affairs, Development, Security, and Cooperation, Office for Central Europe and Eurasia

- Provides grants for U.S. scientists who wish to collaborate with colleagues from the former Soviet Union and central and Eastern Europe

Member, 7 Convention Program Committees, American Speech-Language-Hearing Association

(1983-84) “Language Disorders-Learning Disabilities” Section.

(1997-98) “Diagnostic Assessment of Developmental Language Disorders”

(1999-00) “Language in School-Aged Children”

(2002-03) “Language and Learning in School-Age Children and Adolescents”

(2003-04) “Language and Learning in School-Age Children and Adolescents”

(2005-06) “Speech Sound Disorders”

- Convention session chair, Ann Tyler, *Interventions for Children with Speech AND Language Impairment*, American Speech-Language-Hearing Association Convention, Nov. 18, 2006.

(2008-09) “Language and Learning in School Age Children and Adolescents”

External Reviewer for promotion and tenure committees

- Assistant to Associate Professor, University of Utah (2003-04)
- Associate to Full Professor, University of Alberta, Canada (2003-04)
- Assistant to Associate Professor, Portland State University, (October 8, 2007)
- Assistant to Associate Professor, New York University, Dept. of Communicative Sciences and Disorders (April 5, 2010).

Associate Editor, *Language, Speech, and Hearing Services in Schools* (Nov., 2009 to June 10, 2012) (see “Editorships of Journals”)

Clinical Fellowship Year (CFY) Supervisor, for Mary Kubalanza (Feb. 1, 2013-2014): At The Reading Group in Champaign, IL, and the University of Illinois Speech-Language Clinic.

Chair, nomination committee, for Fellow of the American Speech-Language-Hearing Association (March 3 to March 20, 2013; Awarded July 3, 2013): Compiled and wrote the application to nominate a longtime professional colleague for ASHA Fellow

## State

Chair, “Language Science Track”, Convention Program Committee, Illinois Speech-Language-Hearing Association (ISHA), Chicago, IL (1987-88, 1988-89)

- program development for the 1988 AND 1989 ISHA conventions

Member, Ad Hoc Committee on Early Intervention, Illinois Speech-Language-Hearing Association (1988-94)

Chair, Student-Initiated Research (SIRCA) session on “Phonological Awareness,” Illinois Speech-Language-Hearing Association Convention, Chicago, IL (Feb. 21, 2003)

Chair, Student Initiated Research & Clinical Presentations (SIRCA), 2 sessions, Annual Convention of the Illinois Speech-Language-Hearing Association, Chicago, IL (February 9 and 10, 2008).

## Local

Co-Chair and Chair, 8th and 13th *Annual Language-Speech Conference*, Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign (1982, 1987).

Invited participant, Early Intervention Networking Facilitation Session, Illini Union, Urbana, IL (1991, May 20).

Preschool Interagency Planning Council (1991). A council of representatives of community agencies offering early intervention services, which addresses issues of PL 99-457.

Member, Cochlear Implant Advisory Team, Carle Clinic, Urbana, IL (1987-1993)

Consultation about classroom language screenings, for the principal of Robeson Elementary School, Champaign, IL (Fall 2002)

### Clinical Consultation

- With two families with children with severe reading or writing disorders (July 7, 2008; Feb. 6, 2009)
- With two local speech-language pathologists designing intervention for children with severe language or literacy disorders (Feb. 17, 2009; Mar. 3, 2009)

Research collaboration with The Reading Group, Champaign-Urbana, IL, with Dr. Jont Allen, Electrical Engineering at UIUC, *Syllable Confusions in Children with Reading Disorders* (Spring 2005 - present).

- Also, assisted arrangements for it as a new site for the SHS Service Learning course (2008-09)

Member, Steering Committee, LEAP (Linking Educators And Parents), a nonprofit dyslexia study group for parents and professionals in East Central Illinois who are interested in the study of methods and strategies that help young children with reading disabilities (March 12, 2012-present)

- (See also, Invited Lectures and Invited Conference Presentations)
- Planned upcoming merger as a division of The Reading Group, a nonprofit center in Champaign, IL for tutoring children with dyslexia and other reading disabilities (2016-17).

Consulted with WILL's educational outreach specialist, after she attended Patricia Cetin's and my April 2016 Public Engagement Colloquium on morphological awareness (June 9, 2017).