

CURRICULUM VITAE

Charles Winthrop Haynes, Ed.D., CCC-SLP

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Date of Birth: March 17, 1953 Place of Birth: Caracas, Venezuela

EDUCATION

- 1994 Doctor of Education (Ed.D.),
Reading, Language, Learning Disabilities,
Human Development Program,
Harvard Graduate School of Education
- 1981 Master of Science (MS),
Communicative Disorders Program,
San Francisco State University
- 1977 Bachelor of Arts (BA),
English and American Literature and Language,
Harvard College

CERTIFICATION

Certificate of Clinical Competence in Speech-Language Pathology,
American Speech-Language and Hearing Association
ASHA #00998419

License to Practice Speech-Language Pathology (Lic. #639),
Commonwealth of Massachusetts

EDUCATIONAL GOALS

- To teach college and graduate level students about the nature, diagnosis and treatment of developmental oral and written language disabilities.
- To increase international awareness of the nature, diagnosis and treatment of developmental oral and written language disabilities.
- To inform local, national and international audiences about the critical societal need for identification and remediation of oral and written language disabilities.

CURRENT AND PREVIOUS TEACHING-RELATED POSITIONS

2011-	Professor and Clinical Supervisor Department of Communication Sciences and Disorders (CSD) MGH-Institute of Health Professions (MGH-IHP) Boston, MA
1999-2011	Associate Professor and Clinical Supervisor CSD, MGH-IHP
1992-1999	Assistant Professor and Clinical Supervisor CSD, MGH-IHP
1992-1995	Clinical Coordinator and Supervisor, CSD, MGH-IHP
1991-1993	Director, Expressive Language Program, Landmark School
1984-1990	Instructor and Supervisor of Speech-Language Services, Landmark School; Prides Crossing, Massachusetts
1981-1984	Speech-Language Instructor and Curriculum Designer, Expressive Language Program, Landmark School

RESEARCH INTERESTS

- International and cross-cultural comparisons of children and/or adults with learning disabilities
- Early detection and early intervention for language learning disabilities
- Word storage and word retrieval in normally achieving and dyslexic children
- Auditory processing and phonological interventions for language learning disabilities and dyslexia

RESEARCH PROJECTS

2017-2021	Co-Principal Investigator, with Luk, G., Salgado, C., Gaab, C. “Early Literacy Prediction and Reading Intervention for Preschoolers from Low-Income Families in Natal, Rio Grande do Norte, Brazil”, \$150,000 research grant funded by Lehmann Brazil Research Fund.
2012-2016	Co-Principal Investigator, with Taibah, N. “Multi-Site Development of Preschool and School Age Measures for (Arabic) Reading,” Senior Project Director for Preschool Identification component of multi-year \$1,100,000 grant funded by King Salman Center for Research in Disabilities, Riyadh, Saudi Arabia.
2015-2016	Co-Principal Investigator with Salgado, C., & Hook, P. “Predictors of Responsiveness to Computerized Decoding and Language Instruction: A Study of Portuguese-English Language Learners”, supported by software donation from Lexia Learning, Inc.
2015-2016	Halvorson, B., Riotte, M., Arbel, Y., Haynes, C , Feller, M. et al. Developing a Rubric for Assessing Clinical Writing, \$5,000 Changing Course Award, MGH-IHP Internal award.

- 2014 Achy De Almeida, F. & Haynes, C. “English Language Learners' Literacy Development after Computer-Aided Instruction in English,” project at the Harvard-Kent Elementary School, Charlestown, MA
- 2011-2012 Haynes, C., “Graduate-Level Online Bilingual Literacy Module,” \$15,000 grant from the American Speech Language and Hearing Association
- 2012 Haynes, C. & Halvorson, B., “Development of a Bilingual Literacy Module”, \$5,000 Changing Course Award, MGH-IHP Internal award.
- 2008-2011 Senior Project Director and Co-Principal Investigator with Elbeheri, G. and Mahfoudi, A., “Development of a Multi-Sensory Structured Language Approach for Arabic: Four Year Project Proposal,” \$1,250,000 grant from the Awqaf Foundation of Kuwait and United Nations Development Program of Kuwait.
- 2007-2009 Co- Investigator with Everatt, J., Elbeheri, G. and Mahfoudi, A., “Development of Measures for Early Identification of Reading,” grant from Kuwait Foundation for Advancement of Science.
- 2007-2008 Co-Principal Investigator and Senior Project Director with Elbeheri, G. and Mahfoudi, A., “Preparatory Phase Development of a Multi-Sensory Structured Language Approach for Arabic,” \$1,200,000 grant from Kuwait Foundation for Advancement for Science.
- 2005 Co-Principal Investigator with Apostolides, C., “Bi-Communal Collaboration: Comparison of Dyslexia Teaching Methods in Turkish and Greek Cyprus,” \$15,000 grant from U.S. Embassy, Cyprus.
- 2002-2007 Co-Principal Investigator with Hook, P. and Kearns, K., “Changing the Face of Speech-Language Pathology Through Dissemination of a Model Reading Curriculum,” Fund for the Improvement of Post-Secondary Educational (FIPSE), US Department of Education, \$596,000 grant for development of online informational instructional modules about the nature, diagnosis and treatment of dyslexia and related language learning disabilities. (Pam Hook and I jointly wrote and submitted this grant with editorial advice from K. Kearns.)
- 2000-present Co-PI/Collaborator with Kearns, K., Weiss-Kapp, S., Hook P., Grimes, S., Jones, S. and Goldweitz, J., Hanson Language and Literacy Initiative, \$400,000 private grant to CSD Program (I jointly wrote this proposal with the above PI/Collaborators).
- 1999-2002 Principal Investigator, “Vowel Perception and Production in Adolescents with Reading Disabilities: A Comparison of Japan and the US”; collaboration with Pamela Hook, Ph.D. of MGH-IHP and Junko Kato, MD of the Kanagawa Research Center in Yokohama; funded by \$4,000 MGH-IHP Seed Grant and grant from the Mitsubishi Foundation of Japan.
- 1996-1999 Co-Principal Investigator, “A Cross-Cultural Study of Learning Disabilities in Japan and the United States”; comparative, cross-sectional study of cognitive neuropsychological and cultural correlates of learning disabilities, with Co-Principal Investigators: Junko Kato, MD and Professor Etsuko Muta of Seikei University; grant from Seikei University and the Japan Foundation.
- 1997-1999 Principal Investigator, “The Effects of Auditory Highlighting on the Intonation and Segmentation Abilities of Dyslexic Children”; prospective intervention study, collaboration with Ian Peers and John Locke, of Sheffield University; \$115,000 grant from Lexiphone, Inc.

- 1997-1998 Co-Principal Investigator, "Efficacy of the Lexiphone Method for Improving the Phonological Awareness and Decoding Abilities of Dyslexic Children"; prospective intervention study; grant from Lexiphone, Inc.
- 1996 Co-Principal Investigator, "A Retrospective Analysis of Longitudinal Reading and Oral Language Data from Two Specialized Schools for Dyslexic Children"; MGH Institute of Health Professions; Co-Principal Investigator, Dr. Pam Hook \$1,500 Research Seed Grant Award from MGH-IHP.
- 1993-1996 Research Consultant for WGBH-TV, "The Use of Captioning in Deaf, Normally Achieving, and Dyslexic Populations", Study of the effects of using video captioning technology on written language formulation abilities; WGBH Public Television, Boston.
- 1994 Principal Investigator, "Differences Between Name Recognition and Name Retrieval in Relationship to Reading Performance," Doctoral dissertation for Harvard Graduate School of Education, Cambridge.
- 1993-1994 Principal Investigator, "Rapid Serial Visual Processing in Dyslexia", Study of the effects on text comprehension of eliminating the requirement for saccades, MGH Institute of Health Professions, Boston, \$52,000 grant from the Piton Foundation.
- 1992-1993 Principal Investigator, "Teachers as Learners" project, Study of the effects of guided curriculum writing on content area teachers' comprehension of expressive language techniques and strategies. Landmark School, Beverly, MA, grant from the Stratford Foundation.
- 1991-1992 Grant Applicant and Co-Principal Investigator, "Computers for Literacy Project," Study of the effects on literacy acquisition of access to Macintosh and DOS computer networks for L.D. children; Landmark School, Beverly, MA, grant from Department of Education, Commonwealth of MA.
- 1987-1993 Research Coordinator, Landmark Schools, Beverly, MA.
- 1988-1990 Research Assistant for Maryanne Wolf, Longitudinal study of word retrieval, Tufts University.
- 1984-1986 Research Assistant for Courtney Cazden and Sarah Michael, Cross-cultural discourse analysis study; Harvard University.
- 1979 Research Assistant for Dorothy Tyack and Robert Gottsleben, Study of semantic and syntactic factors in text comprehension, Scottish Rite Institute for Childhood Aphasia; San Francisco.

PEER-REVIEWED RESEARCH ARTICLES/REPORTS

- Allen, A., Shane, H., Schlosser, R., & Haynes, C. (2021). The effect of cue type on directive-following in children with moderate to severe Autism Spectrum Disorder, *Augmentative and Alternative Communication*, July 9, 1-12, <https://www.tandfonline.com/doi/abs/10.1080/07434618.2021.1930154?journalCode=iaac20>.
- Choe, N., Shane, H., Schlosser, R., Haynes, C. & Allen, A. (2020). Directive-following based on graphic symbol sentences involving an animated verb symbol: An exploratory study, *Communication Disorders Quarterly*, 1-10, <https://doi.org/10.1177/1525740120976332>.

- Nicholas, M.L, Jennelle, L., Connor, L.T., **Haynes, C.** & Zipse, L. (2020). Do caregiver proxy reports and congruence of client-proxy activity participation goals relate to QOL in people with aphasia? *International Journal of Language & Communication Disorders*.
- Haynes, C.**, Smith, S. L., Laud, L. (2019). Structured literacy approaches to teaching written expression. *Perspectives on Language and Literacy*, International Dyslexia Association, Summer.
- Elsayyad, H., Everatt, J., Mortimore, T., & **Haynes, C.** (2016). The influence of working memory on reading comprehension in vowelized versus non-vowelized Arabic, *Reading and Writing: An Interdisciplinary Journal*, DOI 10.1007/s11145-016-9705-1, Published online October 31.
- Berkowitz, A., Nicholas, M., Pennington, S., **Haynes, C.**, & Zipse, L. (2015). Cuing spoken naming using self-generated written cues: An articulatory approach. Ohio Speech-Language Hearing Association eHEARSAY.
- Halvorson-Bourgeois, B., Zipse, L. & **Haynes, C.** (2013). Educating culturally competent clinicians: Using multiple perspectives to review curriculum content, *Perspectives on Issues in Higher Education*, 16, 51-62.
- Bourisly, A., **Haynes, C.**, Bourisly, N., & Mody, M. (2013). Neural correlates of diacritics in Arabic: An fMRI study. *Journal of Neurolinguistics*, 26(1), January, 195-206. Published online in 2012 at <http://dx.doi.org/10.1016/j.jneuroling.2012.07.004>.
- Taibah, N. J. & **Haynes, C. W.** (2010). Contributions of phonological processing skills to reading skills in Arabic speaking children. *Reading and Writing: An Interdisciplinary Journal*, Online First, October 20.
- Ayre, A., **Haynes, C.**, Hook, P., Macaruso, P. (2010). Predictors of English reading skills of Spanish-speaking English-language learners (SpELLs), *Proceedings of the Hispanic Linguistics Conference*; accessed online at <http://www.lingref.com/cpp/hls/12/index.html>.
- Kobayashi, M., **Haynes, C.**, Hook, P., & Kato, J. (2005). Effects of mora deletion, nonword repetition, rapid naming and visual search performance on beginning reading in Japanese. *Annals of Dyslexia*, vol 55, No. 1, 105-128.
- Kobayashi, M., Kato, J., **Haynes, C.**, Macaruso, P., & Hook, P. (2003). Cognitive-linguistic factors in Japanese children's reading (Yoji no yominoryoku ni kakawaru ninchigengoteki noryoku). *Japanese Journal of Learning Disabilities*, 12 (3), 259-267.
- Bertucci, C., Hook, P., **Haynes, C.**, Macaruso, P. & Bickley, C. (2003). Vowel perception and production in adolescents with reading disabilities, *Annals of Dyslexia*, Volume 53, 174-200.
- Haynes, C.**, Hook, P., Macaruso, P., Muta, E., Hayashi, Y., Kato, J. & Sasaki, T. (2000). Teachers' skills ratings of children with learning disabilities: A comparison of the United States and Japan, *Annals of Dyslexia*, vol. 50, 215-238.
- Muta, E., Hayashi, Y., Kato, J., Nakagawa, K., Sasaki, T., Morinaga, Y., **Haynes, C.**, Hook, P., Macaruso, P. & Johnson, D.(1998). Regular education teachers' assessment of academic and social skills in children with LD: A comparative study in the U.S. and Japan, *Journal of the Japanese Academy of Learning Disabilities*, vol.6 no.2.
- Haynes, C.** (1998). Auditory deficits in dyslexia: Some U.S. and UK perspectives. *Journal of the Japanese Academy of Learning Disabilities*, vol.6 no.2.

- Haynes, C.** (1996). Language abilities of college educated dyslexics compared with college educated controls, in *Abstracts: Annual meeting of the MGH Scientific Advisory Committee*, MGH East, Boston, January 18.
- Haynes, C.** (1995). Does evidence support a retrieval hypothesis for dyslexia?, *Proceedings of the 19th Boston University conference on language development*, Cascadilla Press: Somerville, MA.
- Haynes, C.** (1995). The effectiveness of serial lexical presentation of text for normally achieving and skilled readers, *Abstracts: Annual Meeting of the MGH Scientific Advisory Committee*, MGH East, Boston, January.
- Wolf, M. & **Haynes, C.** (1987). A longitudinal qualitative investigation of word retrieval errors in the dyslexias, in *Abstracts: Society for Research in Child Development* for Biennial Meeting; Baltimore, MD, April 23-26.

BOOKS, CHAPTERS, AND TECHNICAL ARTICLES

- Lambrecht Smith, S. & **Haynes, C.** (2022). Structured Literacy Interventions for Written Expression, in L. Spear-Swerling & S. Vaughn (Eds.). *Structured literacy interventions for children with reading difficulties*, Guilford Press: NYC.
- Massachusetts Department of Elementary and Secondary Education (2021). *Massachusetts dyslexia guidelines*. Invited expert for Stakeholder Panel, <https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf?fbclid=IwAR176mgqC-> .
- Haynes, C.W.**, & Hook, P.E. (2021). Written language disorders in the school-age populations. In G.L. Lof & A.F. Johnson (Eds.), *National Speech-Language Pathology Examination Review and Study Guide* (2nd ed., pp. 243-260). Evanston, IL: Therapy Ed
- Cardenas-Hagan, E. & **Haynes, C.** (2020). IDA Global Partners: 32 years of collaboration, *IDA Examiner*, Spring issue.
- Jennings, T. & **Haynes, C.** (2018). *From Talking to writing: Strategies for scaffolding narrative and expository expression, Second Edition*, Landmark Press, Inc.: Prides Crossing, MA.
- Cheesman, E., Elbeheri, G., Lee, S. & **Haynes, C.** (2016). *International Dyslexia Association institutional accreditation system*, Global Partners Committee, International Dyslexia Association: Baltimore.
- Global Partners Handbook: Responding to dyslexia around the world, Second edition* (2016). (G. Elbeheri, L. Siang, **C. Haynes**, E. Cárdenas-Hagan, P. Kariuki, M. Nayton, S. O'Brien, E. Q. Tridas, Eds.), International Dyslexia Association: Baltimore.
- Cheesman, E., **Haynes, C.**, Lee, S., Ram, G.S. (2016). Recognizing excellence: Putting a vision for global standards into practice, *Perspectives on Language and Literacy*, International Dyslexia Association, Fall issue, 49-52.
- Haynes, C.** & Hook, P. (2017). Reading and Writing. In A. Johnson and G. Lof (Eds); *National Speech-Language Pathology examination review and study guide, First edition*, Therapy Ed: Evanston, IL.

- Global Partners Handbook: Responding to dyslexia around the world, First edition* (2015). (G. Elbeheri, C. Haynes, E. Cárdenas-Hagan, P. Kariuki, M. Nayton, S. O'Brien, L. Siang, E. Q. Tridas, Eds.), International Dyslexia Association: Baltimore.
- Elsiddig, Y., **Haynes, C.** (thesis advisor) Atwood, J., St. Louis, K. (2015). Sudanese Perceptions and Attitudes Towards Stuttering. In K. O. St. Louis (Ed.) *Stuttering meets stereotype, stigma, and discrimination: An overview of attitude research, Volume 1*, West Virginia University Press, 146-153.
- Hook, P. & **Haynes, C.** (2015). Deficits, assessment and intervention: Reading and writing. In R. Schwartz (Ed.), *Handbook of child language disorders, Second edition*. Psychology Press.
- Haynes, C.** (2014). Research-Based Strategies that Improve Reading Comprehension. In S. Dores Rodrigues, C.A. Salgado Azoni, and S. Maria Ciaska (Eds), *Developmental disorders: Identification of and early intervention strategies*, Rebeiro Preto Publishers: Sao Paulo.
- Haynes, C.** (2013). Update from the Middle East, Global Perspectives column, *Perspectives on Language and Literacy*, Fall issue.
- Haynes, C.** (2012). Review of P. McCardle, B. Millier, J.R. Lee, and O. Tzeng (Eds.) *Dyslexia Across Languages: Orthography and the Brain–Gene–Behavior Link*, *Perspectives on Language and Literacy*, Summer.
- Haynes, C.** & Jennings, T. (2006/2011). Listening and speaking: Essential ingredients for teaching struggling writers. *Perspectives*, Volume 32, No. 2, Spring, 12-16 was selected for republication in M. Joshi & L. Moats (Eds.). *Expert perspectives on intervention with reading disabilities: An anthology from publications of the International Dyslexia Association*. International Dyslexia Association: Towson, MD.
- Mahfoudhi, A., **Haynes, C.**, Abu-Diyar, M. & Elbeheri, G. (2010). *Sample multisensory structured strategies to teach reading and writing (in Arabic)*. Center for Child Evaluation and Teaching: Kuwait City.
- Haynes, C.**, Ayre, A., Haynes, B. & Mahfoudhi, A. (2009). Reading disabilities in Spanish- and Spanish-English contexts, in G. Reid, G.Elbeheri and J. Everatt (Eds.), *International handbook of dyslexia*, Routledge Press.
- Mahfoudhi, A., **Haynes, C.** & Elbeheri, C. (2009). *Letter and word frequencies in texts for Grades 1-5*. Center for Child Evaluation and Teaching: Kuwait City.
- Mahfoudhi, A. & **Haynes, C.** (2009). Phonological awareness in reading disabilities remediation: Some general issues, in G. Reid, G.Elbeheri and J. Everatt (Eds.), *International handbook of dyslexia*, Routledge Press.
- Hook, P. & **Haynes, C.** (2009). Deficits, assessment and intervention: Reading and writing. In R. Schwartz (Ed.), *Handbook of child language disorders*. Psychology Press.
- Kobayashi, M., **Haynes, C.**, Hook, P. & Macaruso, P. (2007). Effects of phonological analysis, rapid naming and visual search performance on 5th grade reading in Japanese, *Japanese Journal of Communication Disorders*, Volume 24, No. 1.

- Haynes, C. & Jennings, T.** (2006). Listening and speaking: Essential ingredients for teaching struggling writers. *Perspectives*, Volume 32, No. 2, Spring, 12-16.
- Jennings, T. & **Haynes, C.** (2006). Essay writing: An attainable goal for students with dyslexia. *Perspectives*, Volume 32, No. 2, Spring, 36-39.
- Haynes, C. & MacArthur, C.** (2006). Co-editor, *Strategies for teaching struggling writers: From research to practice*, thematic issue of *Perspectives*, Volume 32, No. 2, Spring.
- American Speech-Language Hearing Association (2004). Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services, *ASHA Supplement 24*, (co-authored with members of ASHA's Multicultural Issues Board).
- Haynes, C.** (2002). Phonological characteristics of dyslexia in English-speaking children, *LD Network Conference Proceedings*, April
- Jennings, T. & **Haynes, C.** (2002). *From Talking to Writing: Strategies for Scaffolding Expository Expression*, Landmark School: Prides Crossing, MA.
- Haynes, C. & Hook, P.** (1999). Combining training in speech-language pathology and written language: An integrated curriculum, in (Whitmire, K., Ed.) "Innovative Models of Phonological Awareness Education in University Program Curricula", *Language Learning and Education*, Special Interest Division 1, American Speech-Language and Hearing Association, vol. 6, no.1, May, 33-35.
- Haynes, C., Hook, P. & Macaruso, P.** (1998). US Analyses of the Comparative Questionnaire Study Data, *Report of Comparative Study in Japan and the USA of Children with Learning Disabilities: Focus on Dyslexia*, Volume 1, pp. 77-83.
- Haynes, C.** (1998). Remediation for learning disabilities: A focus on dyslexia and deficits in phonemic awareness, *Comparative Study in Japan and the USA of Children with Learning Disabilities: Focus on Dyslexia*, Volume 1, pp. 113-115.
- Sasaki, T., Hayashi, Y. Muta, E., **Haynes, C.**, & Goralnick, S. (1998). Analysis of free description: Comparison of Japanese and US teachers' descriptions of LD children's strengths and weaknesses, *Report of Comparative Study in Japan and the USA of Children with Learning Disabilities: Focus on Dyslexia*, Volume 2, pp. 95-100.
- Haynes, C.** (1994). *Differences Between Name Recognition and Name Retrieval in Relationship to Reading Performance*. Doctoral dissertation for Harvard Graduate School of Education. University Microfilms, Inc.: Anne Arbor, MI.
- Haynes, C. & Jennings, T.** (1992). *Thematic instruction for speaking and writing: A guide for teachers*. Landmark Foundation, Inc: Prides Crossing, MA; edited and translated into Japanese by Professor Etsuko Muta, Tuttle-Mori Agency, Inc.: Tokyo (2005).
- Haynes, C. (1987). Review of Developmental dyslexia, by J. Thompson, in *Journal of Applied Psycholinguistics*, Vol. 8, No.1.
- Cazden, C. & **Haynes, C.** (1986). Review of *School discourse skills*, by Ripich and Spinelli (Eds.). In *Journal of Applied Psycholinguistics*, Vol. 7, No.4.

CLINICAL PRODUCTS (PUBLIC AWARENESS ARTICLES, DIAGNOSTIC TESTS, DOCUMENTARY FILMS)

- Natanukul, K., Zipse, L., **Haynes, C.**, Adessa, M., Jitwiriyanont, S. (2021). Authorized Thai Translation of the Trans Woman Voice Questionnaire (TWVQ), retrieved N11/29/2021, <https://www.latrobe.edu.au/communication-clinic/resources>.
- Haynes, C.** (2021). “Dyslexia Support in the USA”. Online interview with Maria Angela Nicco, Director of Brazil Dyslexia Association, September 24.
- Haynes, C.** (2020). How to Support Your Child’s Language: Guidance for Early Language Support at Home, recorded podcast for “Embrace Dyslexia at Home”, national speaker interview series for parents during COVID-19 Pandemic, May 18.
- Mahfoudhi, A., Taibah, N., Elbeheri, G., Abu Al Diyar, M., Everatt, J., & **Haynes, C.** (2019). *The phonological processing test for middle school*. Kuwait: Centre for Child Evaluation & Teaching.
- Jennings, T. & **Haynes, C.** (2018). Oral Versus Written Language: Differences Can Make a Difference! Professional Development for Teachers website, Landmark School Outreach; url: <https://www.landmarkoutreach.org/blog-post/oral-versus-written-language-differences-can-make-a-difference/> .
- Haynes, C.** (2016). Junior Can’t Speak Properly — Does He Need Help? FAQs on preschool risk factors for dyslexia and related language learning disabilities. In Smart Parents online magazine. <http://www.smartparents.sg/en/toddler/junior-can-t-speak-6235378>, accessed 3/18/2016.
- Haynes, C.** (2015). Featured expert in H. Hubble V’s dyslexia awareness movie, One by One: The Teachings of Diana King, premiered at International Dyslexia Association, October.
- Haynes, C.**, & Mahfoudhi, A. (2010). Development of “I-Read and Write!”: A pioneering effort to create a multi-sensory Structured Language (MSL) Program for Arabic, *Perspectives on Language and Literacy*, January.
- Mahfoudhi, A. **Haynes, C.** et al. (2010). I read and write! An Arabic multi-sensory structured language program to remedy reading and writing problems (K-9) (in Arabic). Center for Child Evaluation & Teaching, Kuwait (Comprised of nine books).
- Taibah, N., Elbeheri, G., Abu Al Diyar, M., Everatt, J., Mahfoudhi, A., & **Haynes, C.** (2010). *A test of phonological processing for children*. Kuwait: Centre for Child Evaluation & Teaching.
- Haynes, C.**, Eden, G. (2008). Global Partners: Keys to fostering the “I” in IDA, *Perspectives on Language and Literacy*, 34(5), Special Edition, 16.
- Mahfoudhi, A., **Haynes, C.** & Wesley, I. (2008). Students' difficulties/errors in Arabic: Tips for teaching, *Journal of the Center for Child Evaluation and Teaching*, Spring.
- Haynes, C.**, Scientific Content Team Director for Bourisley, N, Bourahmah, Y., & **Haynes, C.** (2008). “Understanding Learning Difficulties: I Learn in a Different Way,” documentary film in Arabic and English, funded by the Awqaf Foundation and United Nations Development Program.

- Haynes, C.** (2003). Improving language skills of bilingual learners: How to leverage what they already know, *News from Lexia*, Volume 4, Number 1.
- Haynes, C. & Hook, P.** (2001). Improve reading skills: Teach phonemic awareness, letter-sound relationships and letter patterns, *The Network Exchange*, Volume 19-1, Issue 2001, Spring/Summer Exchange.
- Haynes, C. & Hook, P.** (2000). Efforts to encourage cross-training in spoken and written language: An example of Jeanne Chall's influence, *Perspectives*, International Dyslexia Association: Baltimore, MD, Fall, 42-43.
- Haynes, C. & Tomey, H.** (2000). The International Dyslexia Association, *Perspectives*, International Dyslexia Association: Baltimore, MD; (Explains international research, intervention and public awareness initiatives of the Global Partners Committee chaired by C. Haynes); vol, 26, no. 1, Winter, 8-9.
- Haynes, C.** (1991). Are girls as dyslexic as boys?, *The Landmark Lantern*, Landmark Foundation, Inc.: Prides Crossing, MA, Winter.
- Schofield, S., Stacey, R., & **Haynes, C.** (1991). *Checklist/questionnaire for social communication skills*, Landmark Foundation, Inc.: Prides Crossing, MA.

THESIS SUPERVISION

Principal IHP Thesis Advisor/Director for:

- Muqbel, Zaina (pending). PhD in Rehabilitation Sciences, MGH Institute of Health Professions.
- Feller, Melissa (pending). PhD in Rehabilitation Sciences, MGH Institute of Health Professions.
- Kiattipoom, Nantanukul (2021). Systematic translation and preliminary validation of the Thai version of the "Trans Woman Voice Questionnaire" (TWVQ), MS thesis, MGH-IHP.
- Allen, A. (2018). Effects of static versus video scene AAC cues on comprehension in young children with autism. PhD in Rehabilitation Sciences, MGH-IHP.
- Motroni, E. (2016). Impact of multilingualism on non-linguistic executive functioning tasks, MS Thesis, MGH-IHP; (external advisor: Dr. Gigi Luk, Harvard Graduate School of Education).
- Elsiddig, Y. (2013). Locus of Control and Perceptions of Dysfluency in Urban and Rural Sudanese. MS Thesis, MGH-IHP.
- Israel, W. (2012). Longitudinal effects on Response to Intervention in students with dyslexia and subtle language impairment, MS Thesis, MGH-IHP.
- Craig, B. (2012). Effects of reading fluency intervention for Spanish-English bilingual second graders, MS Thesis, MGH-IHP.
- Ayre, A. (2007). Early predictors of later English reading skills in Spanish-speaking English language learners (ELLs), MS Thesis, MGH-IHP.
- Elder, J. (2003). The effects of song on young children's lexical fast-mapping, M.S. Thesis, MGH-IHP.
- Stewart, K. (2001). Word frequency and syllable length effects on name retrieval and word recognition in a seventy three year-old woman with subtle brain damage, M.S. Thesis, MGH-IHP.
- Kobayashi, M. (2001). Cognitive linguistic factors in Japanese children's reading, M.S. Thesis, MGH-IHP.
- Koeppel, B. (1998). The effects of a touch screen program on choice-making for an expressively impaired toddler", M.S. Thesis, MGH-IHP.
- Gedachian, G. (1996). A retrospective efficacy study of the Wisnia-Kapp Approach to Phonics Instruction, M.S. Thesis, MGH-IHP.
- Paris, C. (1996). Sampling nonverbal communication of cognitive low functioning individuals: A case study of an autistic teenager, M.S. thesis, MGH-IHP.
- Schaeffer, A. (1996). Effects of right unilateral damage on brain development: A case study, M.S. thesis, MGH-IHP.

Yampolski, S. & Volynskaya, Y. (1996). A pilot Russian version of the Peabody Picture Vocabulary Test, M.S. thesis, MGH-IHP.

External Reader or Advisor for the following doctoral thesis defenses/qualifying papers:

- Magadala, Heba (2022). The contribution of a morphological-phonological intervention program in Arabic for typical, poor and dyslexic readers in kindergarten, with a follow-up in first grade, PhD. Dissertation, University of Haifa, Israel.
- Sleeman, Michael (2021). The identification and classification of reading disorders based on the Simple View of Reading. Ph.D. dissertation, University of Canterbury, NZ.
- Chan, G. (2020). Benefits of literacy interventions to early readers with specific language weaknesses. Ph.D. dissertation, University of Canterbury, NZ.
- Abdelsabour, S. (2016). The Influence of language skills on literacy acquisition in Arabic/English bilinguals. Ph.D. dissertation, University of Canterbury, NZ.
- Purvis, CJ (2014). *Determining and supporting the reading comprehension and metalinguistic abilities of undergraduate and pre-service teachers*. Ph.D. dissertation, University of Canterbury, NZ.
- Gottwald, Stephanie (2014). *The struggle to express themselves: An examination of the relationship of sentence-level knowledge to text reading and comprehension*. Ph.D. dissertation, Tufts University, Medford, MA.
- Achy De Almeida, F. & Haynes, C. (2013-2014), “English Language Learners' Literacy Development after Computer-Aided Instruction in English”, Sandwich Year Abroad, Ed.D. Program, Universidade Federal de Santa Catarina, Santa Catarina, Brazil [The “Sandwich Year” is the Brazilian equivalent of a post-graduate student Fulbright in the U.S.]; Ph.D. Dissertation.
- Boorisly, Ali (2011). *Neuronal correlates of diacritics and an optimization algorithm for brain mapping and detecting brain function by way of functional magnetic resonance imaging*. Ph.D. dissertation, Worcester Polytechnical Institute, Worcester, MA.
- Kuo, Sharon (2005). *Genetic bases of language disorders*, Ph.D. qualifying paper for Harvard-MIT HST Program.
- Schwartz, R. (2005). *Nonverbal assessment of reading disabilities in multilingual populations*, Ed.D. Doctoral Qualifying Paper, Lesley University.
- Marcus, D. (1998). *Cognitive processing speed, naming speed, and reading in “at-risk” readers: A preliminary examination*, M.S. thesis, Tufts University.

PRESENTATIONS

Keynote Addresses

- 2022 Haynes, C. The Current Science of Early Identification and Intervention for Developmental Dyslexia: Its Growing Impact on Legislation in the US; Keynote for Japan Dyslexia Research Association, 20th Anniversary Symposium, Tokyo, January 9.
- 2021 Haynes, C. Early Identification and Intervention for Children at Risk for Reading Disabilities: Updates; Keynote presentation for Preschool Seminar 2021: Bouncing Back, Dyslexia Association of Singapore, March 16.

- 2020 Haynes, C. Word, Sentence and Micro-Discourse Strategies for Supporting Oral and Written Expression, Annual Conference of Austin Branch of the International Dyslexia Association, Austin, TX, February 29.
- 2019 Haynes, C. Early Identification and Intervention for Children at Risk for Reading Disabilities, keynote address for 2019 Annual Conference of the Virginia Branch of the International Dyslexia Association, Virginia Beach, VA, March 23.
- 2018 Haynes, C. Tips for Climbing Mount Everest”: Word- and Sentence-Level Strategies for Supporting Narrative and Expository Expression, keynote address for 2018 Fall Reading in the Rockies Conference, Rocky Mountain Branch of the International Dyslexia Association, Vail, CO, October 13.
- 2018 Haynes, C. Liven Up Students Writing!: Strategies for Supporting Narrative and Expository Expression, keynote address for 22nd Annual DuBard Symposium: Dyslexia and Related Disorders, University of Southern Mississippi, Hattiesburg, MS, September 14.
- 2018 Haynes, C. (2018). “How Can we Support Story Development?: Theme-Centered Strategies for Growing Narrative Skills in Preschool, Kindergarten and Early Grade School Children”, Early Childhood Forum, Riyadh, Saudi Arabia, April 10.
- 2017 Haynes, C., “Beyond Graphic Organizers: Strategies for Helping Struggling Writers”, Keynote address for the New Jersey Branch of the International Dyslexia Association, Somerset, NJ, October 13.
- 2016 Haynes, C. “Preschool Identification and Intervention for Dyslexia, and Multilingual Considerations”, Keynote address for Preschool Seminar Conference, Dyslexia Association of Singapore, March 19.
- 2015 Haynes, C. “Kindergarten Identification of Grade School Reading and Writing Skills”, Kolkata Dyslexia Association International Conference, Kolkata, India, December 11.
- 2014 Haynes, C. “Multisensory Strategies for Teaching Reading and Writing”; ABENEPI (Brazilian Association of Neurology, Child Psychiatry, and Related Professions) Conference, Campinas, Brazil, October 9.
- 2014 Haynes, C. “Early Identification and Intervention for Children at Risk for Reading Disabilities”, The Annual Forum of Early Learning, Jeddah Early Childhood Conference, Jeddah, Saudi Arabia, March 26.
- 2013 Haynes, C. “Making Sense of Spoken and Written Language Test Scores,” 2nd International Conference on LD/ADHD, Kuwait City, Kuwait February 2.
- 2012 Haynes, C. “Methods for Scaffolding Narrative and Written Expression,” Annual Conference, Michigan Branch of the International Dyslexia Association, Ann Arbor, September 29.
- 2012 Haynes, C. “Let’s Catch Children Before they Fail: Early Identification of Reading Disabilities,” International Conference of Dyslexia and Learning Disabilities, Brazil Dyslexia Association, Sao Paulo, September 6.
- 2011 Haynes, C. “Early Identification of Learning Disabilities and ADD/ADHD,” International Conference on Learning Disabilities and ADHD, Kuwait City, December 5.

- 2011 Haynes, C., "Strategies for Supporting Comprehension and Expression: A Theme-Centered Structured Language Approach," Annual Conference of Northern Ohio Branch of the International Dyslexia Association, Cleveland, March 4.
- 2007 Haynes, C., "Diagnosis and Intervention for Reading Difficulties in Arabic: An Update," Department of Learning Disabilities Annual Conference, University of Haifa, April 17.
- 2007 Haynes, C., "Strategies to Help Your Struggling Writer," Cyprus Learning Disabilities Association Conference, USAID- and UNDP-funded joint conference of Turkish and Cypriot teachers, Nicosia, March 10.
- 2005 Haynes, C., "What is Dyslexia?: Biological, Processing and Behavioral Perspectives," New England Association of Learning Specialists Annual Conference, Beverly, MA , April 9.
- 2004 Haynes, C., "What are the Characteristics of Effective Reading Instruction?" Thirteenth Annual Meeting of the Japanese Academy of Learning Disabilities, Tokyo, Japan, August 27.
- 2000 Haynes, C., "Executive Functioning and Verbal Working Memory: Their Diagnosis and Remediation in School Age Children with Expressive Language Problems," International Symposium on the Brain, Cognition and Dyslexia, Brazil Dyslexia Association, Sao Paulo, Brazil, September 29.
- 1997 Haynes, C., "Auditory Deficits in Dyslexia"; Sixth Annual Meeting of the Japanese Academy of Learning Disabilities; Osaka, Japan, November 1.
- 1992 Haynes, C., "Recognizing and Remediating Learning Disabilities"; Annual Meeting, Tokyo Area Association of Parents of Children with Learning Disabilities.
- 1992 Haynes, C., "Recognizing and Remediating Learning Disabilities"; Annual Conference, Kansai (Kobe-Osaka-Kyoto) Area Association of Parents of Children with Learning Disabilities.
- 1992 Haynes, C., "Practical Ideas for Helping Children with Language Disabilities", English Strand; Learning Disabilities Association of Quebec, Montreal, Quebec.
- 1987 Haynes, C., "Merging Oral and Written Language Instruction with the Language Disabled Child", Annual Meeting, Ontario Speech, Language, and Hearing Association.
- 1986 Haynes, C., "An Intensive Language Program for Dyslexic Adolescents," Annual Meeting, Houston Orton Society.

Peer-Reviewed Podium Presentations or Poster Sessions

- 2021 Natanukul, K., Zipse, L., **Haynes, C.**, Adessa, M., Jitwiriyanont, S. Systematic Translation of the Trans Woman Voice Questionnaire (TWVQ) in Thai (2021) , Online poster for 2021 Convention of the American Speech-Language and Hearing Association Annual Conference (Hybrid), Washington, DC, November 18-20.

- 2021 Kingsland, N., **Haynes, C.** (2021). Metacognition and Micro-Discourse: Strategies for Paragraph Revision, 70th International Annual Conference of the Dyslexia Association, October 23.
- 2021 Lambrecht-Smith, S., **Haynes, C.**, Radville, K., & Perrigo, C. (2021). Efficacy of Short-Term Structured Intensive Writing Instruction for Students with Reading Disabilities: A Retrospective Study, Society for Scientific Studies of Reading 28th Annual Conference (Virtual), July 12.
- 2020 **Haynes, C.** (2020). From Talking to Writing: Research-Based Word, Sentence, and Discourse Strategies for Writing, 69th Annual Conference of the International Dyslexia Association, online conference, November 13.
- 2020 **Haynes, C.** (2020). The Importance of Structured Intervention for Learning to Read and Write, Dyslexia Update Week: Online Conference, Instituto ABCD (Sao Paulo Brazil). October 15.
- 2019 Souza, L., Rocha, J., Aprigio, L., Bezerra, R., Santos, M., Wanderley, B., **Haynes, C.**, Gaab, N., Luk, G., Souza, D., Salgado-Azoni, C. Correlations Among Early Predictors of Literacy in Brazilian Preschoolers, 2019 Convention of the American Speech-Language and Hearing Association Annual Conference, Orlando, FL November 23.
- 2019 Choe, N., Shane, H., **Haynes, C.** & Allen, A. Effects of Animated Graphics on Symbol Syntax Comprehension for Children with Autism Spectrum Disorder, 2019 Convention of the American Speech-Language and Hearing Association Annual Conference, Orlando, FL, November 21.
- 2019 Lambrecht-Smith, S., **Haynes, C.**, Laud, L., Larrivee, E. & Perrigo, C. Efficacy of Short-Term Structured Intensive Writing Instruction for Students with Reading Disabilities:, 2019 Convention of the American Speech-Language and Hearing Association Annual Conference, Orlando, FL, November 22.
- 2019 Salgado-Azoni, C., Aprigio, L., Gaab, N., Luk, G., da Rocha, J., Souza, D., Bezerra, R., Wanderly, B., dos Santos, M. & **Haynes, C.**, Summer Literacy Stagnation in Low-Income Brazilian Grade School Children, 2019 Convention of the American Speech-Language and Hearing Association Annual Conference, Orlando, FL,, Orlando, November 21.
- 2019 **Haynes, C.** & Laud, L. Structured Literacy Approaches for Written Expression, Structured Literacy Symposium, 68th Annual Conference of the International Dyslexia Association, Portland, OR, November 7.
- 2019 **Haynes, C.**, & Laud, L., Strengthen Vocabulary Choice in Your Students' Writing, Inaugural Sylvia Richardson Symposium, 68th Annual Conference of the International Dyslexia Association, Portland, OR, November 7.
- 2019 Laud, L., & **Haynes, C.** Banish Fragments and Equip Students to Write Complete Sentences Fluently, Inaugural Sylvia Richardson Symposium, 68th Annual Conference of the International Dyslexia Association, Portland, OR, November 7.
- 2019 **Haynes, C.**, & Laud, L., Teach Sentence Variety and Cohesion to Aid Paragraph Level Writing, Inaugural Sylvia Richardson Symposium, 68th Annual Conference of the International Dyslexia Association, Portland, OR, November 7.

- 2019 Lambrecht-Smith, S. & **Haynes, C.**, Pull it All Together for Tier III Struggling Writers, Inaugural Sylvia Richardson Symposium, 68th Annual Conference of the International Dyslexia Association, Portland, OR, November 7.
- 2018 Allen, A., Schlosser, R., **Haynes, C.**, Choe, N., Shane, H. Effect of Visual Cue Type on Directive-Following in Children with Moderate-Severe Autism Spectrum Disorder, 2018 Convention of American Speech, Language and Hearing Association, November, Boston, MA.
- 2018 Lambrecht-Smith, S. & **Haynes, C.** Teaching Writing to Children With Reading Disabilities: Development of a Pilot Graduate Clinic, 2018 Convention of American Speech, Language and Hearing Association, November, Boston, MA.
- 2018 Laud, L. & **Haynes, C.** Vocabulary, Sentence and Micro-Discourse Strategies for Writing, 69th Annual Conference of the International Dyslexia Association, Mashantucket, CT Oct. 24.
- 2018 **Haynes, C.** & Laud, L. Theme-Centered Sentence Instruction: Theme-Centered Sentence Writing: A Key to Livening Up Children's Paragraph Writing, 69th Annual Conference of the International Dyslexia Association, Mashantucket, CT Oct. 26.
- 2018 **Haynes, C.**, & Laud, L. ,Empower Students to Enrich Vocabulary Choices When Writing; and Banish Fragments & Equip Students to Write Sentences Fluently, 33rd Annual Fall Conference, NJ Branch of IDA, Sept 22, Somerset, NJ, September 21.
- 2018 **Haynes, C.**, & Laud, L., "Theme-Centered Sentence Instruction: Liven Up Your Children's Paragraph Writing!" 33rd Annual Fall Conference, NJ Branch of IDA, Sept 22, Somerset, NJ, September 22
- 2018 **Haynes, C.**, Let's Identify Dyslexia Early, Before Children Fail, 22nd Annual DuBard Symposium: Dyslexia and Related Disorders, University of Southern Mississippi, Hattiesburg, MS, September 14.
- 2017 Kelley-Nazzaro, P. & **Haynes, C.** The Efficacy of Types of Clinical Feedback on Student Follow-Through & Clinical Growth, 2017 Convention of the American Speech-Language and Hearing Association, Los Angeles, November.
- 2017 Allen, A. Alper, M., **Haynes, C.**, & Shane, H. Interprofessional Development of a Survey Exploring Mobile Technology Use Among Families of Children with Autism, 2017 Convention of the American Speech-Language and Hearing Association, Los Angeles, November.
- 2017 **Haynes, C.** "Beyond Graphic Organizers: Strategies for Developing Narrative & Expository Language", Presentation for the 68th Annual Conference of the International Dyslexia Association, Atlanta, GA, November 10.
- 2017 Taibah, N. & **Haynes, C.** Development and Contribution of Morphological Skills to Listening Comprehension among Arabic-speaking Children, European Dyslexia Association Fall Seminars, Munich, Germany, October 8.
- 2017 Lambrecht-Smith, S. L., Roberts, J., Locke, J., & **Haynes, C.** Speech Sound Production in Preschoolers Later Diagnosed with Reading Disability, Society for Scientific Study of Reading Annual Conference, Halifax, Nova Scotia, July.

- 2016 Lambrecht-Smith, S., Feller, M. & **Haynes, C.** Increasing the Specificity of Writing Assessment for Children With Reading Disability, American Speech-Language and Hearing Association Annual Conference, Philadelphia, November.
- 2016 Albrittain-Ross, N., Motroni, E., **Haynes, C.** : Creating a Student Service Learning Program From Scratch: A Case Study, American Speech-Language and Hearing Association Annual Conference, Philadelphia, November.
- 2016 Jimenéz, J. Siegel, L., Tridas, E., **Haynes, C.** (Respondent). Preparing Teachers for Helping At-Risk Readers: A Pilot Experience Across Spanish-Speaking Countries, International Dyslexia Association, 67th Annual Conference, Orlando, Florida, October.
- 2016 **Haynes, C.** & Cheesman, E. Global Partners Accreditation, in Cárdenas-Hagan et al. Explore Hot Topics in Dyslexia Through the Lens of IDA Publications, International Dyslexia Association, 67th Annual Conference, Orlando, Florida, October.
- 2016 Cheesman, E., Elbeheri, G., **Haynes, C.**, Siang, L. Al-Sharhan, A. A. Global Partners Institutional Accreditation, International Dyslexia Association, 67th Annual Conference, Orlando, Florida, October.
- 2016 **Haynes, C.**, Taibah, N. J., Hook, P., Guarino, A. Orthographic and Non-Symbolic Visual Contributions to Arabic Reading, Twenty Third Annual Conference, Society for Scientific Study of Reading, Porto, Portugal, July.
- 2015 **Haynes, C.**, Jennings, T. Oral Language Strategies for Supporting Writing in Monolinguals and English Language Learners (ELLs), International Dyslexia Association, 66th Annual Conference, Grapevine, Texas, October.
- 2015 Emilia Motroni, Sibylla Leon Guerrero, Christiana Butera, **Charles Haynes (IHP Thesis Advisor)**, Gigi Luk (Principal Investigator). Adapted Trails-Making Task: A Developmentally Sensitive Measure for Children with Diverse Language Experiences, Ninth Biennial Meeting of the Cognitive Development Society, Columbus, Ohio, October.
- 2015 Hawazin, A., Jarrad, H.V.S., Hillman, R.E., **Haynes, C.**, Mehta, D. Ambulatory Voice Monitoring of a Muslim Imam During Ramadan, 44th Annual Voice Symposium: Care of the Professional Voice, Philadelphia, May.
- 2014 Almeida, F., **Haynes, C. (doctoral thesis project advisor)**, Zipse, C., Tomitch, L. Early Grade School Predictors of Reading Comprehension in ELLs Versus Native English Speaking Learners. International Dyslexia Association 64th Annual Conference, San Diego, November.
- 2014 Almeida, F., Tomitch, L., Zipse, L. & **Haynes, C. (doctoral thesis project advisor)** (2015). Distinguishing At-Risk ELLs from Monolingual Learners: Early Reading Comprehension Predictors, II World Dyslexia Forum, Belo Horizonte, Brazil, August.
- 2014 Taibah, N., **Haynes, C.**, Alkhouli, A., & Hook, P. Development of Visual/Orthographic Processing Measures for Arabic, Society for Scientific Study of Reading Annual Conference, Santa Fe, NM, July.
- 2013 Elsiddig, Y., Atwood, J., Zipse, L., Ball, L. St. Louis, K. & **Haynes, C.** (thesis advisor). Exploring the Sudanese Stuttering Experience: Perceptions, Attitudes, & Locus of

- Control, poster session at American Speech-Language and Hearing Association Annual Convention, Chicago, November.
- 2013 Kahn, E., Nicholas, M., Zipse, L., & **Haynes, C.** Cognitive Approach to Treating Auditory Comprehension: Attention Training in Individuals With Aphasia, poster session at American Speech-Language and Hearing Association Annual Convention, Chicago, November.
- 2013 **Haynes, C.**, Jennings, T. & Harris, P. (November). Micro-Discourse Methods: Strategies for Developing Text Elaboration Skills, International Dyslexia Association 64th Annual Conference, New Orleans.
- 2013 Elsiddig, Y., **Haynes, C. (IHP Thesis Advisor)** , Atwood, J., Zipse, L., Ball, L. & St. Louis, K. Public Attitudes Towards Stuttering in Khartoum, Sudan, oral presentation and poster session at the Stuttering Attitudes Research Symposium, Morgantown, PA, September.
- 2013 **Haynes, C.** Invited Discussant, Arabic Symposium, International Association for Researchers in Learning Disabilities (IARLD), IARLD Annual Conference, Boston, June 29.
- 2012 **Haynes, C.** (November). “Micro-Discourse Strategies: Keys to Developing Text Elaboration”; podium presentation at American Speech-Language and Hearing Association Annual Convention, Atlanta.
- 2012 Novikoff, A., Porto, L. & **Haynes, C.** (2012). “When the SLP Doesn’t Speak the Language of the Patient: Evaluations, SLPs, and Interpreters”; podium presentation at American Speech-Language and Hearing Association Annual Convention, Atlanta.
- 2012 Halvorson, B. & **Haynes, C.** (2012). “Re-Examining How Curricular Infusion of CLD Content is Measured”; poster session at American Speech-Language and Hearing Association Annual Convention, Atlanta.
- 2012 Craig, B. & **Haynes, C.** (thesis advisor). “Use of the *Rapid, Automatic, Vocabulary Elaboration, Orthography (RAVE-O)* Program with Spanish-English Language Learners (SpELLs): Suggested Adaptations of RAVE-O for ELLs”; poster session at American Speech-Language and Hearing Association Annual Convention, Atlanta.
- 2012 Jennelle, L., Nicholas, M., Zipse, L. & **Haynes, C.** (November). LIVING with Aphasia: Activities, Caregivers, and Quality of Life, poster session at American Speech-Language and Hearing Association Annual Convention, Atlanta.
- 2012 **Haynes, C.** & Jennings, T. (October). “From Personal Sequence Narrative to Essay: Strategies for Scaffolding Oral and Written Expression”; podium presentation at International Dyslexia Association 63rd Annual Conference, Baltimore.
- 2012 Kobahashi, S., **Haynes, C.** (thesis advisor) & Hook, P. (October). "Six-Year Longitudinal Study of Cognitive-Linguistic Factors Predicting Reading and Writing in Japanese", poster session for International Dyslexia Association 63rd Annual Conference, Baltimore
- 2011 **Haynes, C.** & Maxwell, L. (November). “From Speaking to Writing: Strategies for Scaffolding Language Expression: Preschool and School Age Methods”, podium presentation for American Speech-Language and Hearing Association Annual Convention, San Diego

- 2011 Kobayashi, M., **Haynes, C.**, & Hook, P. (November) “Cognitive-Linguistic Predictors of Reading in Japanese 3rd and 4th Graders”, poster session for American Speech-Language and Hearing Association Annual Convention, San Diego
- 2011 **Haynes, C.**, Jennings, T. & Harris, P. (November), “Helping Students to Get their Words Out and On Paper: Strategies for Scaffolding Narrative and Expository Expression,” podium presentation for 62nd Annual Conference of the International Dyslexia Association, Chicago
- 2010 Taibah, N. & **Haynes, C.** (October). “Contributions of Phonological Processing Skills to Reading Skills in Arabic-Speaking Children,” poster session for 61st Annual Conference of the International Dyslexia Association, Phoenix
- 2010 **Haynes, C.**, Jennings, T., & Harris, P. (October). “Helping Students to Get the Words Out and On Paper: Oral and Written Strategies for Scaffolding Narrative and Expository Writing,” podium presentation for 61st Annual Conference of the International Dyslexia Association, Phoenix
- 2009 **Haynes, C.** & Jennings, T. (November). “Strategies for Scaffolding Narrative and Expository Expression,” podium presentation for 60th Annual Conference of the International Dyslexia Association, Orlando
- 2009 Taibah, N. & **Haynes, C.** (June). “Reading Skills in Arabic Speaking Children.” Poster presentation at Society for the Scientific Study of Reading, Boston
- 2009 Hook, P., Radville, K., Macaruso, P. & **Haynes, C.** (June). Increasing silent reading comprehension in 3rd grade inner city children: The role of fluency training, strategy training and cognitive linguistic skills, presentation at Society for the Scientific Study of Reading, Boston
- 2008 **Haynes, C.** (October) “Listening and Speaking: Essential Ingredients for Writing,” Written Expression Symposium, 59th Annual Conference of the International Dyslexia Association, Seattle
- 2008 Ayre, A., **Haynes, C.**, & Hook, P. (October). "Early Predictors of Later English Reading Skills of Spanish-speaking English Language Learners (ELLs)," Hispanic Linguistics Symposium, Montreal
- 2008 **Haynes, C.** & Mahfoudhi, A. (October) “Designing a Multisensory Structured Language Program in Arabic: Promises and Challenges,” 59th Annual Conference of the International Dyslexia Association, Seattle
- 2007 Maxwell, L., Hook, P., **Haynes, C.**, & Waters, A. (November). “Educating SLP’s About Reading: Are We Meeting ASHA’s Guidelines,” American Speech-Language and Hearing Association Annual Convention, Boston
- 2007 Ayre, A., **Haynes, C.**, Hook, P. & Macaruso, P. (November). “Predictors of English Reading Skills in Spanish-speaking English Language Learners,” American Speech-Language and Hearing Association Annual Convention, Boston
- 2007 Kobayashi, M., **Haynes, C.**, Hook, P., Macaruso, P., & Kato, J. (March). “Cognitive-Linguistic Factors in Third and Fifth Grade Reading and Writing in Japanese: Results of a Cross-Sectional Study,” Kobe-Osaka Dyslexia Symposium, Osaka

- 2006 Blackwell, I., Metelitsa, Y., Zaretsky, E., Hook, P. & **Haynes, C.** (May). "Narrative Component Analyses of Russian-English Bilingual Children's Story Retells," Language Acquisition and Bilingualism: Consequences for a Multilingual Society conference, York University, Toronto, Canada
- 2006 Metelitsa, Y., Blackwell, I., Zaretsky, E., Hook, P. & **Haynes, C.** (May). "Morphosyntactic Analyses of Russian-English Bilingual Children's Story Retells," Language Acquisition and Bilingualism: Consequences for a Multilingual Society conference, York University, Toronto, Canada
- 2005 Kobayashi, M., **Haynes, C.** (thesis advisor), Hook, P., & Macaruso, P. (September/November). Cognitive-Linguistic Factors in Japanese Fifth Grader's Reading. At Neuropsychology Association of Japan, Nagoya, September 23; at American Speech-Language-Hearing Association Convention, Miami Beach., November 17
- 2005 Ioannidou, S. ; Laouris, Y.; **Haynes, C.**; Hook, P. & Macaruso, P. (July). "A Comparison of Teachers' Perceptions Versus Objective Measurements of Children with Learning Disabilities in Cyprus." Third Triennial Multilingualism & Dyslexia Conference, Limassol, Cyprus
- 2005 **Haynes, C.**, Kobayashi, M., Hook, P., Macaruso, P., & Kato, J. (April) "Effects of Mora Deletion, Nonword Repetition, Rapid Naming and Visual Search Performance on Beginning Reading in Japanese," Poster for MGH-IHP Research Day
- 2004 Kobayashi, M., **Haynes, C.**, Hook, P., Macaruso, P., & Kato, J. (June). "Cognitive-Linguistic Predictors of Beginning Reading in Japanese," MGH Clinical Research Day, Massachusetts General Hospital, Boston
- 2003 **Haynes, C.** & Hook, P. (December) "Cross-Disciplinary Training: Promises or Pitfalls?, Fund for Improvement of Post Secondary Education (FIPSE) Directors Conference, Denver
- 2003 Kobayashi, M., Kato, J., **Haynes, C.**, Macaruso, P., & Hook, P. (August). "Cognitive-Linguistic Factors in Japanese First Grader's Reading." Presented at the Society of Cognitive Neuropsychology, Ichikawa, Japan.,
- 2002 Hook, P. & **Haynes, C.** (November). "After Phonemic Awareness, What Next? Annual Convention, American Speech-Language and Hearing Association
- 2001 Battle, D., Cooper, E., **Haynes, C.**, Davis, M., Shadden, B., Stark, J., Trent, J., & Anderson, N. (November). "ASHA Website: Improving Performance on National Exams in Speech-Language Pathology and Audiology", Poster Session ASHA Annual Conference, New Orleans
- 1999 Nigam, R. & **Haynes, C.** (November). "Infusion of Multicultural Issues in Curriculum Practicum and Program Development," ASHA Annual Conference, Washington, D.C.
- 1999 Battle, D., Cooper, E., **Haynes, C.**, Davis, M., Shadden, B., Stark, J., & Trent, J., Anderson, N. (November), "Improving Performance on National Exams in Speech-Language Pathology and Audiology", ASHA Annual Conference, Washington, D.C.
- 2000 **Haynes, C.** (November). Presider and presenter, International Research Round-Table Exchange, International Dyslexia Association, Washington, D.C.

- 2000 Hook, P. & **Haynes, C.**, (November). Phonological Awareness and Orthographic Processing,” International Dyslexia Association Conference, Washington D.C.
- 2000 Hook, P. & **Haynes, C.** (April). “It’s Not Just Phonological Awareness: Remember Orthography!” Eighteenth Annual Learning Disabilities Network Conference, Randolph, Massachusetts
- 1999 **Haynes, C.** (November). Presider and presenter, International Research Round-Table Exchange, 50th Anniversary Conference of the International Dyslexia Association
- 1999 Hook, P & **Haynes, C.** (November). “It’s Not Just Phonemic Awareness: Remember Orthography and Automaticity”, 50th Anniversary Conference of the International Dyslexia Association, Chicago
- 1999 Jennings, T. & **Haynes, C.** (February). “Methods for Scaffolding Spoken and Written Expression,” Learning Disabilities Association International Conference, Atlanta, GA
- 1999 **Haynes, C.**, Hook, P. & Macaruso, P. (November) “Teachers’ Skills Ratings of Children with Learning Disabilities: A Comparison of the United States and Japan”, 50th Anniversary Conference of the International Dyslexia Association.
- 1998 Hook, P. & **Haynes, C.** (November). “Innovative Models of Phonological Awareness in University Program Curricula”, Special Session Symposium, ASHA Annual Convention, San Antonio, TX
- 1998 Gedachian, G. & **Haynes, C.** (thesis advisor) (November) “Efficacy Study of Whole Language versus Phonological Awareness and Phonics,” ASHA Annual Convention, San Antonio, TX
- 1998 Hook, P. & **Haynes, C.** (November). “Relationships Between Spoken and Written Language”, International Dyslexia Association Annual Conference, San Francisco, CA
- 1998 Peers, I., Gray, C., Antonopoulou, K., Lloyd, P., **Haynes, C.**, & Bertucci, C. (September). , “Microgenetic Analysis of Changes in Linguistic and Cognitive Markers Following Auditory Retraining of Dyslexics”, International Child Language Conference, University of Sheffield, England
- 1998 Volynskaya, L., Yampolski, S., **Haynes, C.**, & Macaruso, P. (May). “Issues in Cross-Cultural Test Standardization: A Russian Translation of the Peabody Picture Vocabulary Test, Revised”, Fonetika ’98 Conference, University of Stockholm
- 1997 Presentation, Hook, P., **Haynes, C.**, & Maxwell, C. (November). “The Basics of Reading and Writing Intervention for the Speech-Language Pathologist”, American Speech-Language and Hearing Association National Convention, Boston
- 1997 Poster Session, Volynskaya, L., Yampolski, S., & **Haynes, C.** (November). “Issues in Cross-Cultural Test Standardization: A Russian Translation of the Peabody Picture Vocabulary Test, Revised”, American Speech-Language and Hearing Association National Convention
- 1997 **Haynes, C.**, Hook, P., & Maxwell, C. (November). “Integrating Spoken and Written Language into the Graduate School Curriculum”, American Speech-Language and Hearing Association National Convention

- 1997 Muta, E., Hayashi, H., & **Haynes, C.** (November) "Comparison Japanese and American Children with Learning Disabilities: An Analysis of Teacher Surveys", Sixth Annual Conference of the Japanese Academy of Learning Disabilities; Osaka, Japan, November 1-2, 1997
- 1996 **Haynes, C.** (January). "Language Abilities of College Educated Dyslexics Compared with College Educated Controls", Annual Meeting of the MGH Scientific Advisory Committee, MGH East, Boston
- 1995 **Haynes, C.** (January). "The Effectiveness of Serial Lexical Presentation of Text for Normally Achieving and Skilled Readers", MGH Research Day, MGH East, Boston
- 1994 **Haynes, C.,** (November). "Does Evidence Support a Retrieval Hypothesis for Dyslexia?" Boston University Conference on Language Development.

Featured, Invited Presentations

- 2021 **Haynes, C.** (2021). Early Identification and Support for Literacy, with K-12 Implications for English Language Learners, invited lecture for HT 810a: Introduction to Psycho-educational Assessment, Harvard Graduate School of Education, November 1.
- 2021 **Haynes, C.** (March). Issues in Evidence-based Practices for Writing, guest lecture for Sofia Vallila-Rohter's Evidence-Based Practice Seminar for Y2 students.
- 2021 Taibah, N. & **Haynes, C.** (March). Effective Early Identification and Support Practices for Literacy, Implications for Arabic Presentation for Phi Science Institute, Jordan.
- 2021 Laud, L. & **Haynes, C.** (February). Vocabulary, Sentence and Micro-Discourse Strategies to Support Self-Regulated Strategy Development for Writing, Colorado Department of Education.
- 2020 **Haynes, C.** (February). Word and Sentence Level Strategies for Supporting Writing and Comprehension, Houston Branch of the International Dyslexia Association, Houston.
- 2020 **Haynes, C.** & Laud, L. (February). Liven Up Your Sentence Instruction, Dubard School of Language Disorders, University of Southern Mississippi, Hattiesburg.
- 2019 **Haynes, C.** (March). Liven Up Your Students' Writing!: Strategies for Supporting Narrative and Expository Expression, Virginia Branch of the International Dyslexia Association, Virginia Beach, VA.
- 2019 **Haynes, C. (March).** From Talking to Writing: Part 2: Micro-Discourse and Discourse Strategies for Supporting Written Expression, Annual Conference of the California Speech and Hearing Association.
- 2019 **Haynes, C.** (March). From Talking to Writing: Part 1: Word and Sentence-Level Strategies for Supporting Written Expression, Annual Conference of the California Speech and Hearing Association.

- 2018 Cheeseman, E. & **Haynes, C.** (October). On-Line Roll Out of Global Partners Institutional Accreditation, presentation for Global Partners Committee, International Dyslexia Association, 69th Annual Conference, Orlando, Florida, October.
- 2018 **Haynes, C.** (April). “Liven Up Your Students’ Writing: Narrative and Expository Elaboration Strategies”, presentation for SLPs and Reading Specialists, Lawrence School, Broadview Heights Ohio.
- 2018 **Haynes, C.** (April). “Home Support for Children’s Language Development: Book Reading and Story Telling”, Presentation for Parents, Lawrence School, Broadview Heights Ohio.
- 2018 **Haynes, C.** (April) “Multisensory Instruction in Language and Literacy: Some Lessons from English and Implications for Arabic”, workshop for Dar El Hekma University and the Jeddah Speech and Hearing Center (JISH).
- 2018 **Haynes, C.** (2018). “How Can we Support Story Development?: Theme-Centered Strategies for Growing Narrative Skills in Preschool, Kindergarten and Early Grade School Children”, Early Childhood Forum, Riyadh, Saudi Arabia, April 10.
- 2018 **Haynes, C.** (2018). “Early Prediction and Prevention of Dyslexia, Before Grade School Begins”, Teaching and Learning in Early Childhood Forum, Riyadh, Saudi Arabia, April 9.
- 2017 **Haynes, C.** & Smith, S.L. (2017). Design Questions Regarding a Targeted Writing Intervention for Children with Language Learning Difficulties, Ph.D. in Rehabilitation Sciences Seminar, MGH-IHP, Boston, September 20.
- 2017 **Haynes, C.** Beyond Graphic Organizers: Word, Sentence and Paragraph Level Strategies for Developing Narrative & Expository Language, California Speech-Language and Hearing Association, Pasadena, March 17.
- 2017 **Haynes, C.** Listening and Speaking: Essential Ingredients for Reading and Writing, Houston Branch of the International Dyslexia Association, Houston, March 11.
- 2016 **Haynes, C.** Current Research on Sentence-Level Strategies for Aiding Struggling Reader-Writers, Research Round-Table, Language and Literacy Conference, Universidade Federal de Santa Catarina (UFSC), Florianopolis, Brazil, May 13.
- 2016 **Haynes, C.** Research-Based Strategies for Reading and Writing, Language and Literacy Conference, Universidade Federal de Santa Catarina (UFSC), Florianopolis, Brazil, May 13.
- 2016 **Haynes, C.** Early Prediction of Comprehension and Expression Skills, Language and Literacy Symposium, Department of Communication Sciences and Disorders, Universidade Federal do Rio Grande do Norte (UFRN), Natal, Brazil, April 26.
- 2016 **Haynes, C.** Early Prediction of Word Recognition and Spelling Skills, Language and Literacy Symposium, Department of Communication Sciences and Disorders, Universidade Federal do Rio Grande do Norte (UFRN), Natal, Brazil, April 26.
- 2016 **Haynes, C.** Strategies for Scaffolding Expression and Comprehension, Metropolitan Denver Area Speech-Language Pathology Association, April 8.

- 2016 **Haynes, C.** Working Memory and Executive Functioning: Implications for Supporting Word-, Sentence- and Paragraph-Level Comprehension and Expression, Presentation for RETA Professionals Organization, Singapore, March 17.
- 2016 **Haynes, C.** “Early Identification and School-age Treatment for Dyslexia and Related Language Learning Difficulties”, Presentation for Speech-Language therapists, Spastics Society of Karnakata, Bangalore, India, March 12.
- 2016 **Haynes, C.** “Narrative and Expository Strategies for Scaffolding Oral Expression and Writing”, Presentation for teachers and parents, Spastics Society of Karnakata, Bangalore, India, March 11.
- 2016 **Haynes, C.** “Increasing Faculty Awareness of Learning Differences”, series of presentations to Engineering, Business and Foundations Program faculties, Australian College of Kuwait, Kuwait City, March 2 & 3
- 2016 **Haynes, C.** “Tips for Parents of Students with Learning Differences”, Australian College of Kuwait, Kuwait City, March 6
- 2016 **Haynes, C.** “Narrative and Expository Strategies for Scaffolding Oral Expression and Writing: Words, Sentences and Paragraphs”, Lexicon Learning Center, Dubai, United Arab Emirates, February 24.
- 2015 **Haynes, C.** “Autism Spectrum Disorder (ASD):(Nature, Diagnosis and) Treatment”, Peerless Hospital and Research Center, Kolkata, December 14.
- 2015 **Haynes, C.** “Strategies for Supporting Children’s Early Language and Pre-Literacy Skills”, Kolkata Dyslexia Trust International Conference, Kolkata, India, December 11.
- 2015 **Haynes, C.** “ ‘Micro-Discourse’ Strategies for Enhancing Oral-Written Comprehension and Expression”, Kolkata Dyslexia Trust International Conference, Kolkata, India, December 11.
- 2015 Moats, L., **Haynes, C.**, Hubbel, H., Cardenas-Hagan, E.. Response Panel for movie, One by One: The Teachings of Diana King, International Dyslexia Association, 66th Annual Conference, Grapevine, Texas, October.
- 2015 Laud, L. & **Haynes, C.** “Strategies for Scaffolding K/1 Narrative: Words, Sentences and Stories”, Professional development webinar for Denver Unified School System, August 14.
- 2015 **Haynes, C.** “Differentiated Instruction and Accommodations to Support Inclusion”, Professional development presentation for Esperanza Academy, Lawrence, MA, July 21
- 2015 **Haynes, C.** “Why Test?: A Look at Assessment at Esperanza Academy”, Professional development presentation for Esperanza Academy, Lawrence, MA, July 21
- 2015 **Haynes, C.** “Narrative and Expository Strategies for Scaffolding Oral Expression and Writing: Words, Sentences and Paragraphs”, Landmark Outreach Program, Prides Crossing, MA, July 7.

- 2015 **Haynes, C.** “Tips for Sleuthing Spoken-Written Diagnostic Relationships: Implications for Language Intervention”, Landmark Outreach Program, Prides Crossing, MA, July 6.
- 2015 **Haynes, C. & Laud, L.** “Oral Language Strategies for Scaffolding Words and Sentences“, Professional development webinar for Denver Unified School System, June 30.
- 2015 **Haynes, C.** “Tips for Sleuthing Spoken-Written Diagnostic Relationships: Implications for Language Intervention”, Annual Texas Speech, Language and Hearing Convention, San Antonio, March 21.
- 2015 **Haynes, C.** “Ways to Enhance Language Comprehension and Expression: Word and Sentence Level Strategies”, Annual Texas Speech, Language and Hearing Convention, San Antonio, March 21.
- 2015 **Haynes, C.** “Ways to Enhance Language Comprehension and Expression: ‘Micro-Discourse’ and Discourse Level Strategies”, Annual Texas Speech, Language and Hearing Convention, San Antonio, March 21.
- 2014 **Haynes, C.** “Dyslexia: Deficit, or Strength?”, ABENEPI (Brazilian Association of Neurology, Child Psychiatry, and Related Professions) Conference, Campinas, Brazil, October 10.
- 2014 **Haynes, C.** “Kindergarten Predictors of Grade School Reading Skills, ABENEPI (Brazilian Association of Neurology, Child Psychiatry, and Related Professions) Conference, Campinas, Brazil, October 10.
- 2014 **Haynes, C.** “Strategies for Supporting Comprehension and Expression”, Medina City School Department, Medina, OH, May 2
- 2014 **Haynes, C.** “The Importance of Using One’s Mother Tongue Language with Children”, Parent Session, The Annual Forum of Early Learning, Jeddah Early Childhood Conference, Jeddah, Saudi Arabia, March 27
- 2014 **Haynes, C., Taibah, N. & Jamjoom, S. K.,** “Early Diagnosis of Reading Disabilities in English and Arabic: A Research Update”, The Annual Forum of Early Learning, Jeddah Early Childhood Conference, Jeddah, Saudi Arabia, March 27
- 2014 **Haynes, C.** “The IHP Promotion Process”, New Faculty Mentoring Session, MGH-IHP
- 2013 **Haynes, C.** “A Context for Arabic Test Development”, presentation for the Speech-Language Pathology and Learning Disabilities programs at Dar El Hekma College, Jeddah, Saudi Arabia, December 18.
- 2013 **Haynes, C.** “Understanding Oral Language Predictors of Reading Disabilities,” tele-presentation for Learning Disabilities program, Qatar University, Doha, November 12.
- 2013 **Haynes, C.** “From Talking to Writing: Unpacking the Common Core”, Stern Center for Language and Literacy, Burlington, October 25.
- 2013 **Haynes, C., Taibah, N., Aljehani, H., Saadi, R., & Hook, P.** “Phase 1 Development of Tests for Predicting Literacy Skills in Arabic: Challenges of Pioneering Behavioral

Measures from Scratch”, Presentation for IHP Interdisciplinary PhD in Rehabilitation Sciences Seminar, July 11.

- 2013 **Haynes, C.** “Ways to Enhance Language Comprehension and Expression: ‘Micro-Discourse’ and Discourse Level Strategies”. Texas Speech and Hearing Association Summer Conference, Fort Lauderdale, FL, June 16.
- 2013 **Haynes, C.** “Ways to Enhance Language Comprehension and Expression: Word and Sentence Level Strategies”, Texas Speech and Hearing Association Summer Conference, Fort Lauderdale, FL, June 15.
- 2013 **Haynes, C.** “Tips for Sleuthing Spoken-Written Diagnostic Relationships”, Texas Speech and Hearing Association Summer Conference, Fort Lauderdale, FL, June 14.
- 2013 **Haynes, C.** “Multiple Pathways for Making Scholarly Progress,” Faculty Development Workshop, MGH Institute of Health Professions, April 30.
- 2013 **Haynes, C.** “On Beyond Templates!: Speaking and “Micro-Discourse” Strategies to Aid Struggling Writers”, Annual Convention of the Massachusetts Branch of the International Dyslexia Association, Framingham, April 20.
- 2013 **Haynes, C.** “Helping Students to Get their Words Out and on Paper: Diagnostic and Teaching Strategies for School Age Oral and Written Language Expression”, Annual Convention of the Manitoba Speech and Hearing Association, Winnipeg, April 12
- 2013 Kubiak, L. & **Haynes, C.** “ADHD and Language Learning Difficulties: DSM-IV and DSM-V Diagnostic Considerations,” 2nd International Conference on LD/ADHD, Kuwait City, February 1
- 2013 **Haynes, C.** “Early Signs of Language Learning Difficulties,” 2nd International Conference on LD/ADHD, Kuwait City, February 1
- 2013 **Haynes, C.** “What is Dyslexia?: Biological, Cognitive and Behavioral Considerations,” 2nd International Conference on LD/ADHD, Kuwait City, February 1
- 2013 **Haynes, C.** “Strategies for Supporting Literacy Development in English Language Learners,” Massachusetts Elementary School Principals Association, Marlborough, MA, January 29
- 2013 **Haynes, C.** “Ineffective and Effective Strategies for Enhancing Vocabulary Development,” Landmark Lower and Middle School, Manchester, MA, January 11
- 2012 **Haynes, C.** “Early Diagnosis and Teaching of Pre-Literacy Skills,” Jeddah Institute for Speech and Hearing, Jeddah, Saudi Arabia, December 17
- 2012 **Haynes, C.** “Intervention to Support Spoken and Written Language Skills in English: Implications for Arabic”; Skype presentation for special education practicum seminar, University of Qatar, Doha, November 25

- 2012 **Haynes, C.** “Assessment Considerations for English and Arabic Spoken and Written Language Skills”; Skype presentation for special education practicum seminar, University of Qatar, Doha, November 11
- 2012 **Haynes, C.** “Methods for Supporting Expression at the Sentence and Paragraph Levels,” Annual Conference, Michigan Branch of the International Dyslexia Association, Ann Arbor September 29.
- 2012 **Haynes, C.** “Strategies for Scaffolding Oral and Written Expression: Implications for Portuguese,” International Conference of Dyslexia and Learning Disabilities, Brazil Dyslexia Association, Sao Paolo, September 7
- 2012 **Haynes, C.** (March). “Strategies for Supporting Literacy Development in English Language Learners.” Research Institute for Learning Differences, Harvard Graduate School of Education, Cambridge
- 2011 **Haynes, C.** (December). “Early Diagnosis and Teaching for Pre-Literacy Skills.” International Conference for Learning Disabilities and ADHD, Kuwait City, Kuwait
- 2011 **Haynes, C.** (December). “Leverage Language to Support Literacy! : Strategies for Supporting School Age Oral Language Skills”, International Conference for Learning Disabilities and ADHD, Kuwait City, Kuwait
- 2011 **Haynes, C.** (October). “Strategies for Supporting Expressive Language Skills.” Annual Conference, Pennsylvania Branch of the International Dyslexia Association, Philadelphia
- 2011 **Haynes, C.** (April). “Language Development and Disorders: Some Perspectives for Biomedical Engineers,” Harvard-MIT Health Sciences and Technologies (HST) Doctoral Program, Boston.
- 2011 **Haynes, C.** (April). “Help for Struggling Writers: Word-, Sentence-, and Paragraph-Level Strategies for Enhancing Comprehension and Expression,” Maryland Speech-Language and Hearing Association Annual Conference, Towson, MD
- 2011 **Haynes, C.** (March). “A Glimpse Into Catching Children Before They Fail: Early Oral Language Predictors of Later Reading Abilities,” Dinner keynote for school superintendents, sponsored by Northern Ohio Branch of the International Dyslexia Association, Cleveland
- 2011 **Haynes, C.** (February). “Understanding the Nature of Dyslexia: A Presentation for Parents,” Lawrence School, Broadview Heights, OH
- 2010 **Haynes, C.** (October). “Best Practices for Struggling Writers,” New Hampshire Branch of International Dyslexia Association, Nashua, NH
- 2010 **Haynes, C.** (August). “New Directions in Dyslexia Research,” presentation for visiting Japanese delegates of Japanese Academy of Learning Disabilities, Boston, MA
- 2010 **Haynes, C.** (July). “A Fresh Look at Sentences: Keys for Unlocking Comprehension and Expression,” Masonic Learning Center, Bangor, ME
- 2010 **Haynes, C.** (May). “Strategies for Supporting Language Expression and Comprehension,” Board of Cooperative Educational Services (BOCES), Rochester, NY

- 2010 **Haynes, C.** (May). "Introduction to Language Disorders: Implications for Speech Scientists," Harvard-MIT Health Sciences and Technologies doctoral student seminar, Boston
- 2010 **Haynes, C.** (April). "New Directions in Dyslexia Research and Practice," videoconference presentation for Prince Salman Center for Disabilities Research, Riyadh, Saudi Arabia
- 2010 **Haynes, C.** (March). "Methods for Enhancing Written Expression and Reading Comprehension," The New Grange School, Princeton, NJ
- 2009 **Haynes, C.** (October). "Strategies for Helping College Students Respond to Writing Prompts," Fairleigh Dickinson University, Florham, New Jersey
- 2009 **Haynes, C.** (October). "Oral Language Predictors of Literacy Skills." Board of Cooperative Educational Services (BOCES), Rochester, NY
- 2009 **Haynes, C.** (May). "Language Development and Disorders: An Overview," and "New Directions in Dyslexia Research." Guest lecture for Harvard-MIT Health Sciences and Technology Doctoral Program., Boston
- 2009 Everatt, J., Elbeheri, G., Mahfoudhi, A., **Haynes, C.** (April). "Advances in Research on Testing and Intervention for Reading Difficulties in Arabic," American University, Cairo, Egypt
- 2009 **Haynes, C.,** (April). "Strategies for Teaching Expressive Language Skills to At-Risk Children with Language Disabilities," Presentation Advance Conference, Cairo, Egypt
- 2009 **Haynes, C.,** (January). "MSL Strategies that Hold Promise for Instruction in Arabic," in-service for Arabic language teachers, Center for Child Evaluation and Teaching, Kuwait City, Kuwait, January 6
- 2008 **Haynes, C.,** (November). "Oral Language Strategies for Teaching Written Expression" "Reading, Writing & Paying Attention," Annual MGH LD Conference, Massachusetts General Hospital,
- 2008 **Haynes, C. & Eden, G.** (November). Presiders, "Strategic Networking Session for International Participants," 59th Annual Conference of the International Dyslexia Association, Seattle, November 1
- 2008 **Haynes, C.** (May). "What are the Characteristics of Effective Reading Instruction In English?: Implications for Arabic," Outreach Lecture, Center for Child Evaluation and Teaching, Kuwait City, Kuwait
- 2008 **Haynes, C.** (April) "From Talking to Writing: Strategies for Scaffolding Expository Expression," Houston Branch of the International Dyslexia Association
- 2008 **Haynes, C.** (April) "Update on Diagnosis and Treatment of Reading Disabilities in Arabic," Houston Branch of the International Dyslexia Association
- 2008 **Haynes, C.** (March). "Meeting Students Spoken and Written Language Goals," BOCES Collaborative, Potsdam State University, Potsdam, NY
- 2007 **Haynes, C.** (November). "Diagnosis and Intervention for Reading Disabilities in Arabic: An Update," Presentation for International Health Club, MGH Institute of Health Professions, MGH Institute of Health Professions, Boston

- 2007 Eden, G & **Haynes, C.** (November). Presider, “International Networking Session for Global Partners,” International Dyslexia Association Annual Conference, Dallas, TX
- 2007 Hook, P. & **Haynes, C.** (July). “Current Directions in Reading Fluency Research and Practice,” Presentation for visiting academic tour group from Osaka University, Boston
- 2007 **Haynes, C.** (April). “Diagnosing and Treating Reading Difficulties in Arabic: A Progress Update,” Ontario Institute for Studies in Education, University of Toronto
- 2007 **Haynes, C.** (March) “Strategies for Teaching Study Skills,” Cyprus Learning Disabilities Association Conference, USAID- and UNDP-funded joint conference of Turkish and Cypriot teachers, Nicosia.
- 2007 Haynes, C. (March). “Recognizing Dyslexia Early,” American Academy for Girls in Kuwait
- 2007 Haynes, C. (March) “Early Identification and Intervention for Dyslexia,” Learning Disability Professionals Association of Kuwait, Kuwait City
- 2006 Haynes, C. (April & May). “Early Prediction and Intervention for Spanish-English Bilingualism,” Burke Elementary School, Chelsea
- 2006 Haynes, C. (May) “Intervention Implications for Engineering Students of Recent Dyslexia Research,” Harvard-MIT Health Sciences and Technology doctoral program
- 2006 Haynes, C. (March). "What is Dyslexia?: An Update on Biological, Cognitive, and Behavioral Features," Kuwait Dyslexia Association, Kuwait City, Kuwait
- 2006 Haynes, C. (February). “Strategies and Techniques for Scaffolding Oral and Written Expression,” Annual Conference of the Southwest Branch of the International Dyslexia Association, Albuquerque, NM
- 2006 Haynes, C. (February). “Oral Language Red Flags for Writing Difficulties,” Annual Conference of the Southwest Branch of the International Dyslexia Association, Albuquerque
- 2005 Haynes, C. (November). “Listening and Speaking: Essential Ingredients for Writing,” 56th Annual Conference of the International Dyslexia Association, Denver, CO
- 2005 **Haynes, C.** & MacArthur C. (November). Symposium Co-Chairs, “Strategies for Teaching Struggling Writers: From Research to Practice,” 56th Annual Conference of the International Dyslexia Association, Denver, CO
- 2005 Haynes, C. (October) “Expressive Language Methods for the Inclusive Classroom,” Massachusetts Branch of the International Dyslexia Association, Carroll School, Lincoln, MA
- 2005 Haynes, C. (July). “Effective Methods for Teaching Reading: Results of the US National Reading Panel (2000), Third Triennial Multilingualism & Dyslexia Conference, Limassol, Cyprus
- 2005 Haynes, C. (July) “Expressive Language Methods to Aid Struggling English Language Learners (ELL), Third Triennial Multilingualism & Dyslexia Conference, Limassol, Cyprus

- 2005 Haynes, C. (July) "Meta-Analyses of Word Recognition Instructional Methods in English," Bi-Communal Turkish and Greek Cyprus Symposium, Third Triennial Multilingualism & Dyslexia Conference, Limassol, Cyprus
- 2005 Haynes, C. (May). "What are the Characteristics of Effective Reading Instruction," Tips for Diagnosing Spoken-Written Language Relationships," and "Representative Advances in Dyslexia Research," Czech Dyslexia Association, Prague, Czech Republic
- 2005 Haynes, C. (May). "Looking for Gold: Tips for Sleuthing Spoken-Written Language Relationships," 2005 Annual Convention, New Jersey Speech-Language and Hearing Association
- 2005 Haynes, C. (April). "Language Disorders -- Special Focus on Speech Processing Deficits in Dyslexia," Harvard-MIT Health Sciences and Technology Doctoral Program, Boston
- 2005 Haynes, C. (March). "Current U.S. Trends in Diagnosis and Intervention for Reading and Writing Disabilities," Special Learning Disabilities Symposium, Osaka Medical Center, Osaka, Japan
- 2005 Haynes, C. (March) "Strategies for Teaching Expressive Language Skills," New Jersey Association of Speech-Language Specialists, Freehold, NJ.
- 2004 Hook, P. & Haynes, C. (November). "Strategies for Diagnosing and Teaching Reading Fluency," Harvard Learning Differences Conference
- 2004 Haynes, C. (August). "Representative Advances in Dyslexia Research"; Japanese Dyslexia Research Association, Kawasaki Japan, Japan
- 2004 Haynes, C. (June). "Bilingualism and Bidialectalism: Practical Implications for Teachers," Horizons Program for Homeless Children, Dorchester, MA
- 2004 Haynes, C. (March). "When Speaking Meets Writing: Strategies for Scaffolding Verbal Working Memory," Newark, NJ
- 2004 Haynes, C. (March). "From Talking to Writing: Strategies for Scaffolding Expository Expression," Stern Center for Language and Learning, Burlington, VT
- 2004 Haynes, C. (March). "Introduction to Language Disorders: Some Implications for Speech-Science Engineering Students," lecture for Health Sciences and Technology Doctoral Program clinical seminar, Harvard-MIT
- 2003 Haynes, C. (October). "From Talking to Writing: Strategies for Scaffolding Expository Writing. Part 1: Diagnostics," Eighteenth Annual Conference, New Jersey Branch of the International Dyslexia Association
- 2003 Haynes, C. (October). "From Talking to Writing: Strategies for Scaffolding Expository Writing. Part 2: Intervention," Eighteenth Annual Conference, New Jersey Branch of the International Dyslexia Association
- 2003 Haynes, C. (April). "Understanding Language Disorders," lecture for Health Sciences and Technology Doctoral Program clinical seminar, Harvard-MIT
- 2003 Haynes, C. (February). "Verbal Working Memory: Implications for Writing." 2002-2003 Massachusetts General Hospital Lecture Series, sponsored by MGH Reading Disabilities Unit

- 2002 **Haynes, C.** & Jennings, T. (November). “Strategies for Scaffolding Expository Expression,” International Convention, International Dyslexia Association
- 2002 **Haynes, C.** & Hook, P. (November). “It’s Not Just Phonemic Awareness”, Harvard Learning Differences Conference, Harvard University, Cambridge, MA
- 2002 Haynes, C. (October). “Verbal Working Memory: Diagnostic Tips,” Special Education Advisory Network, Dedham, MA
- 2002 Haynes, C. (July). “Rationale and Methods for Scaffolding Spoken and Written Expression in Young Adults with Learning Disabilities,” Southeast Young Adults with Learning Disabilities (YALD), Brockton
- 2002 Haynes, C. (March). “The Nature of Language Disorders,” lecture for Health Sciences and Technology Doctoral Program clinical seminar, Harvard-MIT
- 2002 Haynes, C. February). “Why is Reading so Hard for Some People?,” Greater Boston Jewish Coalition for Literacy Conference, Brandeis University, Waltham, MA
- 2001 Hook, P. & **Haynes, C.** (September). “It’s Not Just Phonemic Awareness – Remember Orthography, Too!,” Rhode Island Speech-Language Hearing Association, Warwick, RI
- 2001 Hook, P., **Haynes, C.**, Bertucci-Spindler, C., Jones, S. & Macaruso, P. (April). “Auditory Processing Research and Dyslexia”, presentation for 19th Annual Learning Disabilities Network Conference, Randolph, MA
- 2001 Haynes, C. (April). “Phonology, Orthography and Rapid Retrieval: Diagnostic Keys to Understanding Children with Dyslexia and Related Language Learning Disabilities,” Texas Educational Diagnostician’s (TEDA) Annual Conference, Houston, TX
- 2001 Haynes, C. (March). “Talking to Write: Methods for Scaffolding Expository Language at the Sentence, Paragraph and Multi-Paragraph Levels,” presentation for 47th Annual Convention, North Carolina Speech. Hearing and Language Association, Wilmington, North Carolina
- 2001 Haynes, C., (August). “Phonemic Awareness and Word Study Abilities: A Special Focus on Spanish-Speaking, Bilingual Children,” Lexia Workshop for Bilingual Educators, Chicago, IL
- 2001 Haynes, C., (July). “Diagnostic Characteristics of Children with Expressive Language Impairment”, Expressive Language Workshop Series, Landmark Outreach, Prides Crossing, MA
- 2001 Haynes, C., (July). “Interpreting Speech-Language Assessment Information: Diagnostic Patterns as Clues to Linguistic Information Processing,” Language Learning Disabilities Workshop Series, Landmark Outreach, Prides Crossing, MA
- 2001 Salza, L. & **Haynes, C.** (January). Panelist, “Understanding the Individualized Educational Plan,” presentation for parents at HISHO School for Learning Disabilities, Yokohama, Japan
- 2001 Haynes, C. (January). Discussant, “Issues in the Diagnosis and Remediation of Learning Disabilities in Japan”, Kanagawa Research Institute for Learning Disabilities Symposium, Tokyo, Japan

- 2001 Haynes, C. (January). "Characteristics of Dyslexia in English Speaking Children: An Introduction for Parents and Teachers", Kanagawa Research Institute for Learning Disabilities Symposium, Tokyo, Japan
- 2001 Haynes, C. (January). "Intervention for Phonological Awareness Problems in English", Kanagawa Research Institute for Learning Disabilities Symposium, Tokyo, Japan
- 2000 Hook, P. & **Haynes, C.** (December). "Introduction to Spoken-Written Language Relationships", for Language and Auditory Processing Team , Children's Hospital, Boston
- 2000 Haynes, C. (December). "Relationships Among Attention, Verbal Working Memory and Phonological Processing: Implications for Teaching Children to Read and Write", Burk School, Peabody
- 2000 Haynes, C. (September). "Auditory Deficits in Dyslexia: Are they Rapid Temporal or Phonemic in Nature?"; International Symposium on the Brain, Cognition and Dyslexia, Brazil Dyslexia Association, Sao Paulo, Brazil
- 2000 Haynes, C. (July). "Diagnostic Predictors of Expressive Language Deficits", Expressive Language Workshop Series, Landmark Outreach, Prides Crossing, MA
- 2000 Haynes, C. (July). "Interpreting Speech-Language Assessment Information: Diagnostic Patterns as Clues to Linguistic Information Processing," Language Learning Disabilities Workshop Series, Landmark Outreach, Prides Crossing, MA
- 2000 Haynes, C. (May). "Short Vowel Perception and Production in Dyslexia: Implications for Remediation," Adult Literacy Seminar, Harvard Graduate School of Education
- 2000 Haynes, C. (April). "Current Issues in Developmental Language Disorders," Health Sciences and Technologies (HST) Doctoral Program Clinical Seminar Series, Harvard-MIT, Massachusetts Eye and Ear Infirmary, Boston
- 2000 Haynes, C. (April). "Culture, Readability and the Use of Translators," MGH Conference for Community Nursing
- 2000 Bertucci, C., **Haynes, C.** & Hook, P. (April). "Short Vowel Perception and Production in Adolescents with Dyslexia," Eighteenth Annual Learning Disabilities Network Conference, Randolph, Massachusetts
- 2000 Haynes, C. (March). "Innovative Curricular Design: Creating of A Unitary Graduate Curriculum that Provides Certification in Spoken and Written Language," Japanese Academy of Learning Disabilities Visiting Tour, MGH-IHP
- 2000 Haynes, C. (July). "Phonological Processing and Memory Functions in Language Learning Disabled Children: Diagnostic and Therapeutic Implications", Landmark Outreach/Professional Development Program, July 15
- 1999 Haynes, C. (March). "Auditory Processing Research & Dyslexia: Discussion of Studies Examining Lexiphone (Semiophonique) and Fast ForWord Programs", Seventeenth Annual Learning Disabilities Network Conference, Randolph, Massachusetts

- 1999 Haynes, C. (March). Moderator, "Discussion: Fast ForWord & Auditory Perceptual Training", debate between M. Studdert-Kennedy and S. Miller, Seventeenth Annual Learning Disabilities Network Conference, Randolph, Massachusetts
- 1999 Haynes, C. (March). "Developmental Language Disorders", Health Sciences and Technologies (HST) Doctoral Program Clinical Seminar Series, Harvard-MIT, Massachusetts Eye and Ear Infirmary, Boston, March 8
- 1999 Haynes, C. (March). "Relationships Between Spoken and Written Language: Some Themes from Current Research", Teacher In-Service Program, Landmark School
- 1999 Haynes, C. (January). "An Information Processing Perspective on Spoken and Written Language: Interpretation of Assessment Information", Texas Statewide Annual Assessment Conference, Austin, TX
- 1998 Haynes, C. (May). "Developmental Language Disorders", Health Sciences and Technologies (HST) Doctoral Program Clinical Seminar Series, Harvard-MIT, Massachusetts Eye and Ear Infirmary, Boston
- 1998 **Haynes, C. & Hook, P.** (April). "Fast ForWord Auditory Perceptual Training: Theory, Practice and Critique", CSD Program Colloquium Series, MGH-IHP
- 1998 Haynes, C. (March). "Auditory Perceptual Therapy for Dyslexia: Does it Really Work?" Sixteenth Annual Learning Disabilities Network Conference, Dedham, MA
- 1998 Haynes, C. (March). "To What Extent is Dyslexia Culturally Defined?" in "Dyslexia: A By-Product of Diversity," Symposium for Sixteenth Annual Learning Disabilities Network Conference, Dedham, MA
- 1997 Haynes, C. (November). Panelist, "Careers in Audiology, Speech-Language Pathology and Speech-Language, and Hearing Sciences", Annual American Speech-Language and Hearing Association National Convention Career Awareness Day, Boston, November 21
- 1997 Haynes, C. (November). "Methods for Enhancing Written Expression"; workshop for Speech-Language and Special Education Programs, Osaka University of Education; Osaka, Japan
- 1997 Haynes, C. (June). "Evaluation and Remediation of Spoken and Written Language Disorders", three day workshop for Clinical Intervention Series, Appalachian State University; Boone, NC,
- 1997 Haynes, C. (June). "Comparative Study in Japan and the USA of Children with Learning Disabilities: US Perspectives on Dyslexia", Yokohama, Japan
- 1997 Haynes, C. (May). "Expressive Language Difficulties: Implications for Diagnosis and Intervention"; Young Adults with Learning Disabilities Project (YALD), Cambridge, MA
- 1997 Haynes, C. (April). "Developmental Language Disorders", Health Sciences and Technologies (HST) Doctoral Program Clinical Seminar Series, Harvard-MIT, Massachusetts Eye and Ear Infirmary, Boston
- 1996 Haynes, C. (August). "A Case Study Examination of the Diagnostic Characteristics and Remedial Needs of Two Dyslexic Children with Impaired Expressive Language Abilities", Expressive Language Conference, Landmark School, Manchester-by-the-Sea, MA

- 1996 Haynes, C. (May). "Techniques for Framing Oral and Written Expression at the Discourse Level: Uses of Language Expression to Enhance Language Comprehension", Adult and Adolescent Reading and Learning Disabilities Workshop Series, Cambridge Adult Basic Education Program; Cambridge
- 1996 Haynes, C. (May). "Diagnosis and Treatment of Disorders of Reading Comprehension: Remedial and Acquired Perspectives", Speech and Language Department, In-Service Workshop Series, Spaulding Rehabilitation Hospital, Boston
- 1995 Haynes, C. (August). "Remediating Learning Disabilities in Adolescents: Perspectives in the U.S.," Landmark Tower, Yokohama, Japan, August 22
- 1995 Haynes, C. (August). "The Status of Learning Disabilities Diagnosis and Remediation in the U.S.", Landmark Tower, Yokohama, Japan
- 1995 Haynes, C. (August). "Methods for Enhancing Expressive Language Skills in the LD Child"; lectures and workshop, Landmark Tower, Yokohama, Japan
- 1995 Haynes, C. (August). "Helping Learning Disabled Adults in the Civic Arena: U.S. Perspectives", Symposium for Japanese Parents and Professionals , Kemin Hall, Yokohama, Japan
- 1995 Haynes, C. (July). "The Linguistic Bases of Dyslexia: New Directions in Research and Practice"; Landmark Summer Training Program, Beverly, MA
- 1995 Haynes, C. (October). "Methods for Scaffolding Expressive Syntax", Speech-Language Pathology Department, Boston Public Schools, Boston
- 1994 Haynes, C. (July). "The Linguistic Bases of Dyslexia: An Information Processing Perspective"; Landmark College; Putney, VT
- 1993 Haynes, C. (October). "A Neuropsychological View of Dyslexia", Language Disorders Graduate Course, Eliot Pearson Department of Child Study, Tufts University, Medford, MA
- 1991 Haynes, C. "Mending the Hole in Whole Language", Massachusetts Reading Association Annual Conference, Sturbridge, MA
- 1991 Haynes, C. "Integrating Whole Language and Structured Linguistic Approaches", Harvard Joint Conference on Learning Disabilities, Cambridge, MA
- 1991 Haynes, C. "Integrating Whole Language and Structured Linguistic Approaches," Advanced Diagnosis and Remediation of Learning Disabilities Class, Harvard Graduate School of Education
- 1990 Haynes, C. "Integrating Whole Language and Structured Linguistic Approaches", Annual Meeting, Nova Scotia Association for Children with Learning Disabilities
- 1987-1989 Haynes, C. "Language Learning Disabilities: Their Nature, Diagnosis and Remediation," Teacher Training Series, Landmark College; Putney, Vermont
- 1989 Haynes, C. "Thematic Instruction for Speaking and Writing", Annual Conference, Nova Scotia Association for Children with Learning Disabilities

- 1985 Haynes, C. "An Intensive Language Program for Dyslexic Adolescents", Annual Conference, New York Orton Society Annual Conference

AWARDS/HONORS

- 2014 Margaret Rawson Lifetime Achievement Award, from International Dyslexia Association (IDA), for compassion, leadership, commitment to excellence, advocacy for people with dyslexia, and nationally recognition as furthering the mission of IDA.
- 2013 Inducted as Member, International Academy for Research in Learning Disabilities. A peer review committee of the Academy determines membership.
- 2012 Nancy Watts Award for Teaching Excellence, highest teaching award granted by the MGH Institute of Health Professions
- 2011 "Changing Course" award from MGH Institute of Health Professions, for development of curricular innovation in area of bilingual literacy
- 2009 Hall of Honor Inductee, International Dyslexia Association for "Dedication to effective research, education and advocacy for all who struggle with dyslexia"
- 2006 Alice H. Garside Award from Massachusetts Branch of the International Dyslexia Association (MABIDA) for "Exemplary leadership and service to help promote knowledge of dyslexia and related disorders"
- 2005 Partners in Excellence Award (PIE) for outstanding performance and commitment to excellence; for chairing team that developed IHP-specific Course and Instructor evaluation. [Additional Partners in Excellence (PIE) Awards for outstanding performance and commitment to excellence (2009, 2008, 2006, 2005 (second award), 2003 (two awards), 2002, 2001 (two awards), 1996]
- 1996 United Way Champions of Change Award, for instituting CSD graduate student involvement in the MGH-Timilty Science Project Mentorship Program
- 1990 Invited Participant, Learning Disabilities Task Force, President's Committee on Employment of People With Disabilities; this committee contributed to the learning disabilities component of the Americans with Disabilities Act (ADA). Washington, DC
- 1981 President's Recognition Award; from San Francisco State University's President Romberg, "...for co-founding SFSU chapter of NSSLHA"

JOURNAL REVIEWER

Editorial Board Member, *Asia Pacific Journal of Developmental Differences*

Editorial Board Member, *Arab Journal of Psycholinguistics*

Topics in Language Disorders

Reading and Writing: An International Journal

Journal of Learning Disabilities

Journal of Speech-Language and Hearing Research

Annals of Dyslexia

Learning and Individual Differences

CURRENT SERVICE ACTIVITIES

(Date = When Activity Began)

2018- CSD Representative, Appointments & Promotion Committee
2016- Member, Scientific Advisory Board, Brazil Dyslexia Association
2012- Scientific Advisory Board, Japan Dyslexia Research Association
2012- Faculty Representative, IHP Diversity Equity and Inclusion Council; Chair, Curriculum Sub-Committee
2009- Senior Advisor, Global Partners Committee, Board of Directors, International Dyslexia Association
2005- Member, CSD CAS in Reading Advisory Committee, MGH-IHP

COMPLETED SERVICE ACTIVITIES

2021 Tenure Review for CSD Department, University
2021 Tenure Review for CSD Department, Florida State University
2021 Grant Reviewer, Reducing literacy learning difficulties and improving well-being: a teacher-implemented intervention research proposal, Cure Kids Foundation, New Zealand
2014-2016 Faculty Advisor, Spanish Club
2013-2015 Chair, IHP Faculty Appointment and Promotion Committee
2012-2013 Chair, Nominating Committee for International Dyslexia Association Board of Directors
2011-2012 Member, Nominating Committee for International Dyslexia Association Board of Directors
2012-2013 CSD Representative, IHP Faculty Ad Hoc Taskforce to Evaluate Teaching Workload Credit
2012-2013 CSD Representative, SHRS Inclusive Excellence Committee
2012-2013 CSD Representative, Promotions and Appointments Committee
2011-2012 CSD Representative, Ad Hoc Course and Instructor Evaluation Review Committee
2011-2012 Co-Chair, Accreditation Committee for IDA accreditation visit for CSD Masters and CAS Programs reading concentrations
2010-2012 CSD Representative, Faculty Nominating Committee, IHP Faculty Senate
2010-2012 CSD Representative, IHP Program Review Committee
2009-2012 Member, CSD Long-Range Planning Committee
2011 Host and presenter, Japan Dyslexia Research Association visiting tour group led by Junko Kato, MD, March 29
2010-2011 Member, IHP Ad Hoc Committee on Academic Integrity
2007-2011 Advisory Board, Rawson Saunders School
2009-2010 Chair, Rank and Promotion Committee, MGH-IHP
2008-2010 CSD Representative, Dean of School of Nursing Search Committee, MGH-IHP
2008-2010 Chair, Structure and Governance Task Force, NEASC Accreditation, MGH-IHP
2005-2010 Board Member, Center for Applied Special Technology
2010 Host, IHP visit and tour of learning disabilities facilities in Massachusetts, for visiting delegation from Japan; Japanese leader: Keiichi Takeda, MD, Professor Emeritus, Osaka Medical University, August 10
2004-2009 Reviewer, Spaulding Institutional Review Board
2008-2009 Faculty Representative, Trustees Diversity Committee, MGH-IHP
2006-2009 Chair, Global Partners Committee, Board of Directors, International Dyslexia Association
2008-2009 CSD Representative, Rank and Promotion Committee, MGH-IHP
2005-2008 Reviewer, Journal of Genes, Brain and Behavior
2007-2008 Faculty Representative, Space Committee, MGH-IHP
2007-2007 Faculty Representative, Presidential Search Committee, MGH-IHP
2005-2006 Co-Chair, Conference Committee, Annual Conference 2006, International Dyslexia Association
2005-2006 Chair, Hearing Committee, MGH-IHP
2003-2006 Vice President of Board of Directors, International Dyslexia Association

2004-2005 Conference Committee Member, Cyprus 2005 Multilingualism Conference
2004-2005 Co-Chair, Conference Committee, Annual Conference 2005, International Dyslexia Association
2002-2005 Chair, Ad Hoc Committee on Course and Curriculum Review, MGH-IHP
2003-2004 Chair, Faculty, MGH-IHP
2003-2004 Co-Chair, Conference Committee, Annual Conference 2004, International Dyslexia Association
2001-2004 CSD Program Representative Faculty Governance and Academic Policies Committee
2001-2002 Conference Chair, "Multilingual and Cross-Cultural Perspectives on Dyslexia," Second International Conference on Multilingualism and dyslexia, co-sponsored by the International, British and European Dyslexia Associations, Washington, D.C., June 19-23
1998-2002 Reviewer, Massachusetts Teacher Certification Tests, reading and literacy measures, Massachusetts State Department of Education
1998-2002 Consultant, "Engaging the Text: Reciprocal Teaching and Questioning Strategies in a Scaffolded Learning Environment" and "The Strategic Reader: Textbooks Today, Web Tomorrow", U.S. Department of Education funded studies conducted by the Center for Applied Special Technology (CAST)
1999-2002 Member-at-Large, Board of Directors, International Dyslexia Association
1999-2002 Member at Large, Executive Board Subcommittee on National Examination Performance, American Speech-Language Hearing Association
1994-2002 Site Reviewer, Massachusetts State Department of Education Accreditation Review Team, Reviewer for Speech-Language and Reading Certification Graduate Programs
1994-2002 Co-Chair, Admission Committee, Communication Sciences and Disorders Program, , MGH-IHP
1986-2002 Reviewer, Journal of Applied Psycholinguistics
1999-2000 CSD Program Representative, Hearing Committee, MGH-IHP
1998-2000 Member-at-Large, Multicultural Issues Board, American Speech-Language and Hearing Association
1998-1999 Member, Diversity Steering Committee, Shared Governance Committee, MGH-IHP
1994-1999 CSD Program Representative, Faculty Rank and Promotion Committee, MGH-IHP
1994-1999 Faculty Representative, Cultural Diversity Task Force, Board of Trustees, MGH-IHP
1998-1999 CSD Faculty Representative, CSD Director Search Committee, MGH-IHP
1996 Chair, CSD Faculty Search Committee, MGH-IHP
1996 Host and Coordinator, Tour of Key Learning Disabilities Facilities in Massachusetts and Vermont, for members of Osaka University's Speech-Language and Hearing Department, Japanese leader: Keiichi Takeda, MD, Department Chair, August 5-9
1995-1998 Community Advisory Board Member, IHP HIV/AIDS Program
1994-1996 Big Brother, Partners for Youth with Disabilities, Inc. mentorship program, Massachusetts Office on Disability
1993 Chairman, Faculty Cultural Diversity Task Force
MGH-Institute of Health Professions
1993 Member, Educational Accommodation Committee
Learning Disabilities Task Force, Harvard University
1989-1993 Founder and Treasurer,
Renaissance Foundation (Purpose: support educational innovation in public high schools)
Boxford-Topsfield-Middleton, Massachusetts
1987-1990 Co-founder and Presenter, Harvard Dyslexia Awareness Group
1986 Doctoral Student Representative (elected position),
Harvard Graduate School of Education Admissions Committee
1975-1977 Director and Prisons Literacy Tutor,
Prisons Committee, Phillips Brooks House, Harvard College

CONTINUING EDUCATION SINCE 2014

2018 ASHA Annual Conference, Boston MA, Nov. 15 & 16.

- 2018 69th Annual Conference of the International Dyslexia Association, Mashantucket, CT, Oct. 24-26
- 2017 68th Annual Conference of the International Dyslexia Association, Atlanta, GA, Nov. 8-11.
- 2017 24th Annual Conference of the Society for Scientific Study of Reading, Halifax, Nova Scotia, July 13-16.
- 2016 67th Annual Conference of the International Dyslexia Association, Orlando, FL, October 26-29.
- 2016 ASHA Annual Conference, Philadelphia, Pennsylvania, Nov 17 – 19.
- 2016 23rd Annual Conference of the Society for Scientific Study of Reading, Porto, Portugal, July 12-15.
- 2015 66th Annual Conference of the International Dyslexia Association, San Diego, Nov. 12-16
- 2014 ABENEPE Learning Disabilities Conference, Campinas, Brazil, Oct. 9-11
- 2014 New England Researchers in Dyslexia Conference (NERDY), Boston, Oct. 24
- 2014 65th Annual Conference of the International Dyslexia Association, San Diego, Nov. 12-16
- 2014 Jeddah Early Childhood Conference, Jeddah, Saudi Arabia, March 26-27

PROFESSIONAL MEMBERSHIPS

- American Speech-Language and Hearing Association (ASHA)
- International Dyslexia Association (IDA)
- Massachusetts Branch of International Dyslexia Association (MABIDA)
- Society for Scientific Study of Reading (SSSR)