

## ***CURRICULUM VITAE***

**Name:** Hook, Pamela E.

**Phone:** (617) 484-2428

**Address:** 40 Selwyn Rd., Belmont, MA 02178

### ***ACADEMIC BACKGROUND***

Northwestern University	1971-1976	Ph. D., Communication Disorders/ Learning Disabilities Cognates: Psycholinguistics Neurology
Harvard University	1968-1970	M.A.T., Reading
University of Illinois	1963-1967	A.B., French
Hamilton College	1965-1966	Jr. Year in France

### ***MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS***

American Speech and Hearing Association (1996-2007)

International Dyslexia Association (formerly the Orton Dyslexia Society) (1972-present)

### ***PROFESSIONAL EXPERIENCE***

Associate Professor and Coordinator of Written Side of the Speech, Language and Literacy Center, Graduate Program in Communication Sciences and Disorders at MGH Institute of Health Professions, Boston, Massachusetts, 1992 to present.

Consultant, Hanson Initiative for Language and Literacy (HILL), MGH Institute of Health Professions, CSD Program, 2000 to present.

April Trainer of Trainers and Summer Trainer for the BayState Readers, 2001 to 2002

Higher Education Partner through BayState Readers, Jones Elementary School, Stoughton, MA, 2001 to 2003.

Consultant Boston Public Schools (Harvard Kent and McKinley), Literacy, 1999 to 2000.

Consultant, Lexia Learning Systems, Lincoln, Massachusetts, 1990 to present.

Consultant, Language and Learning, Briarwood School, Houston, Texas, 1981-85 and 1986-90.

Consultant, Meeks Associates, Inc., Lincoln, Massachusetts, 1985-91.

Consultant, Language and Learning, Gesell Institute for Human Development, New Haven, Connecticut, 1980-81.

Coordinator, Learning Disabilities Services, Boys Town Institute for Communication Disorders in Children, Omaha, Nebraska, 1976-80.

Adjunct Assistant Professor, Department of Human Communication and Otolaryngology, Creighton University School of Medicine, Omaha, Nebraska, 1977-1980.

Instructor, Learning Disabilities, Northwestern University, Evanston, Illinois, 1973-1975 and half-time 1975-76.

Teaching Fellow, Department of Reading, Harvard University, Cambridge, Massachusetts, 1973  
(Summer)

Language Therapist, Carroll School, Lincoln, Massachusetts, 1969-71

### ***HONORS/AWARDS***

Nancy T. Watts Award for Excellence in Teaching, MGH Institute of Health Professions (2004)

Award for Outstanding Service, Massachusetts Branch of the International Dyslexia Association (2002)

Partners in Excellence Awards, Massachusetts General Hospital, (2000, 2002, 2003)

### ***INSTITUTE COURSES DEVELOPED/TAUGHT***

#### **Core Courses**

CD 762 In-house Clinical Practicum Seminar—Written

CD 745 Diagnostic Methods & Clinical Processes

CD 743 Development & disorders of Spoken & Written Language I

#### **Elective Courses**

CD 781 Reading Practicum

CD 825 Reading & Writing in the Schools

CD 826 Leading Literacy Change (with Hanson Initiative for Language and Literacy)

#### **Reading Certificate Courses**

CD 823 Development and Disorders of Oral Language , Reading and Writing

CD 824 Diagnostic Methods & Clinical Processes in Oral Language, Reading and Writing

CD 879 Multi-sensory Structured Reading and Clinic

CD 882 Reading Certificate Practicum

### ***THESES DIRECTED***

Karla Maddalena (with Corine Bickley) (1994) “An Analysis of the speech production of a poor reader and good reader with attention deficit hyperactivity disorder on and off medication and a normal control”

Christine Scanlon (with Corine Bickley) (1994) “Acoustic analysis of a dyslexic’s and normal’s speech production”

Carol Bertucci (with Corine Bickley) (1995) “Vowel perception and production in dyslexic subjects” results of this and follow-up study to be presented at Learning Disabilities Network Conference, April, 2000

Jessica Brown (1995) “A single case study of the effectiveness of Visual-Associative Spelling” results presented at Poster Session at International Dyslexia Association, November 1996

Mary Beth Martin (1996) “Encoding and retrieval of verbal information children with Attention Deficit Disorder: Two comparative case studies”

Janice Votta (1996) “Case Study of a Developmental Dyslexic”

Christine Counter (with Charley Haynes) (1996) "Spelling remediation of a specific language disabled adult: A comparison of two visual associative approaches"

Kathy Olson (2001) "Treatment Effects of FastForward Training on an Adult with Aphasia"

Melissa DiPerri (2004) "Reading and Spelling Relationships: A Study of Fifth Grade Students"

Katherine Radville (2008) "Relationships Among Cognitive-Linguistic Skills and Fluency Interventions and Reading Comprehension in Third Grade Inner City Children"

(Theses no longer required after 1996)

### ***GRANT/RESEARCH ACTIVITIES***

Co-Principal Investigator, "Changing the Face of Speech-Language Pathology through Dissemination of a Model Reading Curriculum", with Dr. Charles Haynes and Dr. Kevin Kearns, Fund for the Improvement of Postsecondary Education (FIPSE) (Year 1, \$196, 297; Year 2, \$194, 616; Year 3, \$200, 335; 2003-2007; extended for one year).

Co-Principal Investigator, "The Efficacy of the Perceptual Enrichment Program (PEP) on Facilitating Acquisition of Cognitive Skills by Students Diagnosed with a Language-Based Learning Disability", with Dr. Sandra Jones, Garside Institute for Teacher Training, Tower Foundation (\$24,700; 2000-02).

Co-Principal Investigator, "The Efficacy of FastForward Training on Facilitating Acquisition of Reading Skills by Dyslexic Students—A Longitudinal Study", with Dr. Sandra Jones, Garside Institute for Teacher Training, Stratford Foundation (\$23,500; 1998-2000).

Co-Principal Investigator, "Vowel Perception and Production in Dyslexic and Normally Achieving Adolescents" with Dr. Charles Haynes, Seed Grant from MGH-IHP (\$1,960; 1997-98)

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, with Dr. Charles Haynes, Seed Grant from MGH-IHP (\$1,500; 1995-96)

Study Co-Investigator, "The efficacy of computer based instruction in increasing reading skills", funded by Lexia Learning Systems (with Bob McCabe, and Dr. Paul Macaruso).

Study Co-Investigator, "The relationship between grapho-motor function and oral motor function in ADHD children on and off medication", funded by a SBIR NICHD Phase II grant received by Dr. Littleton Meeks (with Dr. Littleton Meeks, Dr. Corine Bickley and Dr. Betsy Busch).

Consultant to Dr. Littleton Meeks on SBIR NICHD Phase II grant for to fund the development of Lexia software to teach reading to dyslexic students (1985-88)

### ***SOFTWARE DEVELOPMENT***

The development of these programs was originally funded by an NICHD grant. They are currently used nationally and internationally. Versions with Spanish directions are available as well as a version developed specifically for the United Kingdom.

#### **Lead Designer:**

*Lexia Reading Next Generation* (in preparation—to be completed in 2012)

*Quick Reading Assessment* (2006) Lincoln: Lexia Learning Systems, Inc.

*Primary Reading* (2004) Lincoln: Lexia Learning Systems, Inc.

*Reading S.O.S.: Strategies for the Older Student Level 5* (2000) Lincoln: Lexia Learning Systems, Inc.

*Quick Reading Test* (1999). Lincoln: Lexia Learning Systems, Inc

*ASSESS C* (1998). Lincoln: Lexia Learning Systems, Inc

*Reading S.O.S.: Strategies for the Older Student Levels 1-4*—with S. Marsh and A. Garside (1995). Lincoln: Lexia Learning Systems, Inc.

*Phonics Based Reading*—with S. Marsh and A. Garside (1994). Lincoln: Lexia Learning Systems, Inc. (also private labeled as *Supersonic Phonics* by Curriculum Associates)

*ASSESS A & B* with S. Marsh and A. Garside (1993). Lincoln: Lexia Learning Systems, Inc.

### **Support Designer**

*Early Reading: Phonemic Awareness and Sound/Symbol Correspondence* (2002). Lincoln: Lexia Learning Systems, Inc.—with Sharon Weiss-Kapp as lead designer

*Teaching Reading: Stages & Strategies* (2003)—CD-ROM—Lincoln: Lexia Learning Systems, Inc.—with Sandra Jones as lead designer and Isabel Wesley

## **PUBLICATIONS**

### **Peer Reviewed**

Bashir, A. & Hook, P. (2009) Fluency: A key link between word identification and comprehension, *Language, Speech and Hearing Services in the Schools*, 40(2), 196-200.

Macaruso, P., Hook, P. & McCabe, R. (2006) The Efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students, *Journal of Research in Reading*, 29, 2, May, 162-172.

Kobayashi, M., Haynes, C., Macaruso, P., 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*, 55, 1, 105-128..

Haynes, C., & Hook, P. (2005). What are the characteristics of effective reading instruction? *Journal of the Japanese Academy of Learning Disabilities*, (14) 1, March, 63-71.

Bertucci, C., Hook, P., Haynes, C., Macaruso, P., & Bickley, C. (2003). Vowel perception and production in adolescents with reading disabilities. *Annals of Dyslexia*, 53, 174-200.

Kobayashi, M., Kato, J., Haynes, C., Macaruso, P., & Hook, P. (2003). Cognitive-Linguistic Factors in Japanese Children's Reading (Yoji noyominoryoku ni kakawaru ninchigengoteki noryoku). *Japanese Journal of Learning Disabilities*, 12 (3), 259-267.

Hook, P., Macaruso, P., and Jones, S. (2001). Efficacy of Fast ForWord training on facilitating acquisition of reading skills by children with reading difficulties—A Longitudinal Study. *Annals of Dyslexia*, 51, 75-96.

Haynes, C., Hook, P., Macaruso, P., Muta, E., Hayashi, M.A., Kato, J., & Sasaki, T. (2000). Teachers' skills ratings of children with learning disabilities: a comparison of the United States and Japan. *Annals of Dyslexia*, 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.

- Aull-Moeller, M.P., Matkin, N.D., Kroese, J., & Hook, P.E., (1980). Individualized Teacher In-Service: A Multi-Disciplinary Model. *Volta Review*, Vol. 82, No. 6, October/November.
- Hook, P.E., (1980). Language-based learning disabilities. *Annals of Otology, Rhinology, and Laryngology*, Supplement 74, Vol. 89.
- Hook, P. E., (1979) Specific Learning Disabilities in the Hearing Impaired. *Ear, Nose, and Throat Journal*, Vol. 58, No. 7, July.
- Matkin, N.D., Hook, P.E., & Hixson, P.K., (1979). A Multidisciplinary Approach to the Evaluation of Hearing Impaired Children. *Audiology: An Audio Journal for Continuing Education*.
- Hook, P.E., & Johnson, D.J., (1978). Metalinguistic awareness and reading strategies in proficient and learning disabled readers. *Bulletin of the Orton Society*.

### **Chapters**

- Hook, P. & Haynes, C. (2009) Reading and writing in child language disorders. In R. Schwartz (Ed.), *Handbook of Child Language Disorders*. Psychology Press.
- Matkin, N.D., & Hook, P.E., (1983) A multidisciplinary approach to central auditory evaluations. In E. Lasky and J. Katz (Eds.), *Central Auditory Processing Disorders: Problems of Speech, Language and Learning*. Baltimore: University Park Press.
- Johnson, D.J., & Hook, P.E., (1978) Reading disabilities: Problems of rule acquisition and linguistic awareness. In H.R. Myklebust (Ed.), *Progress in Learning Disabilities*. New York: Grune and Stratton.

### **Invited Articles**

- Macaruso, P. & Hook, P. (2007) Computer assisted instruction: Successful only with proper implementation, *Perspectives on Language and Literacy*, Vol. 33, No 4, 44-46.
- Henry, M. & Hook, P. (2006). Theme Editors' Summary: A look at multisensory structured language instruction, *Perspectives, The International Dyslexia Association*, Vol. 32, No 4, 1-2.
- Henry, M. & Hook, P. (2006). Multisensory instruction: Then and now, *Perspectives, The International Dyslexia Association*, Vol. 32, No 4, 1-2.
- Hook, P. (2006). Transcription processes related to spelling: Intervention strategies, *Perspectives, The International Dyslexia Association*, Vol. 32, No 2, 19-22.
- Hook, P. & Jones, S. (2002). The Importance of Automaticity and Fluency for Efficient Reading Comprehension, *Perspectives, The International Dyslexia Association*, Vol. 28, No 1, 9-14. Also reprinted in special issue of *Perspectives, Overview of Dyslexia Over the Lifespan*, Vol. 24, No. 2, Spring, 2004
- Macaruso, P. & Hook, P. (2001). Auditory processing: Evaluation of Fast ForWord for children with dyslexia, *Perspectives, The International Dyslexia Association*, Vol. 27, No 3, 5-8.
- Haynes, C. & Hook, P. (2001) Improve reading skills. *Exchange*, Vol. 19, No. 2, 10-13.
- Haynes, C. & Hook, P. (2000) Efforts to encourage cross-training in spoken and written language: An example of Jeanne Chall's influence. *Perspectives, The International Dyslexia Association*, Vol. 26, No. 4, 42-43.

- Haynes, C. & Hook, P. (1999) Combining training in speech-language pathology and written language: An integrated curriculum, *Language Learning and Education, ASHA Special Interest Division 1*, Vol. 6, No.1, 30-33.
- Hook, P. (1998). Computer Assisted Instruction for Teaching Reading: Lexia Learning System Software, *Proceedings of the HISHO Symposium-- Comparative Study in Japan and the USA of children with Learning Disabilities: Focus on Dyslexia*, Yokohama, Japan, June 21-22, 1997.
- Haynes, C., Hook, P. & Macaruso, P. (1998). U.S. Analysis of the comparative Questionnaire Study Data, *Proceedings of HISHO Symposium—Comparative Study in Japan and the USA of children with Learning Disabilities: Focus on Dyslexia*, Yokohama, Japan, June 21-22, 1997.
- Hook, P.E., & Kaufman, L.N., (1996) Reading Problems: A Case of Hidden Dyslexia, *Exchange*, Vol. II, No. 1, Fall.
- Kaufman, L.N., & Hook, P.E. (1996) *The Dyslexia Puzzle: Putting the Pieces Together*, Publication of the New England Branch of the International Dyslexia Association..
- Hook, P. E., Revised *Solving Language Difficulties* by Amey Steere, et al., (1996). Cambridge: Educators Publishing Service.

***PEER REVIEWED PRESENTATIONS (Since 2004):***

- Hook, P., Christodoulou, J. (2011) Red Flags for Struggling Readers, Presentation: Federation for Children with Special Needs Conference, Boston, March 12.
- Hook, P., Jacobs, C. & Maxwell, L., (2010) Differentiating Reading Difficulties in SLI/LLD vs. Dyslexia: Early “Red Flags”. Presentation: ASHA Convention, Philadelphia, PA, November 20.
- “Increasing silent reading comprehension in 3<sup>rd</sup> grade inner city children: the role of fluency, strategy training and cognitive linguistic skills”, Society for Scientific Study of Reading, June, 2009
- “Reading Fluency: Phonemic Awareness, Orthography, Rapid Naming & Prosody”, (with Christine Doyle) ASHA Convention, Boston, November, 2007
- “Educating SLP’s About Reading: Are We Meeting ASHA’s Guidelines?” (with Lesley Maxwell, Charles Haynes, and Ann Waters), ASHA Convention, Boston, November, 2007
- Ayre, A., Haynes, C., Hook, P., Macaruso, P. “Predictors of English Reading Skills in Spanish-speaking English Language Learners”, Poster Session, ASHA Convention, Boston, November, 2007.
- "Do your students struggle with reading English: The importance of phonemic awareness, orthographic processing and rapid serial naming in English reading acquisition", 3rd International Multilingualism & Dyslexia Conference, Cyprus, July, 2005.
- Poster Session, “A Comparison of Teachers’ Perceptions Versus Objective Measurements of Children with Learning Disabilities in Cyprus” (with Charles Haynes, Stella Ioannidou, Yiannis Laouris, and Paul Macaruso,) 3rd International Multilingualism & Dyslexia Conference, Cyprus, July, 2005.
- “Cognitive-Linguistic Predictors of Beginning Reading in Japanese”, Poster Session presented with Charles Haynes at MGH Clinical Research Day, June 24, 2004
- “Reading Fluency: Phonemic Awareness, Orthography, Rapid Naming, & Prosody”, ASHA Convention, Chicago, November, 2003.

- “After Phonemic Awareness, What’s Next?”, ASHA Convention, Atlanta, November , 2002
- “Psycholinguistic Correlates of Reading Abilities in Japanese First Graders” ASHA Convention, 2001, New Orleans November 15-18, Poster Session with Maya Kobayashi, Charles Haynes and Paul Macaruso
- “The SLP’S Role in Literacy-Caseload Management/Issues” ASHA Convention, 2001, New Orleans November 15-18, Panel Discussion with Denise Yess, Nancy Telian and Karen Bullock

***INVITED PRESENTATIONS AND WORKSHOPS (Since 2004):***

Hook, P., (2011) Differentiating Reading Difficulties in SLI/LLD versus Dyslexia: Identification and Intervention. Half day workshop: Orton Gillingham Associates Lecture Series, MGH, April 3.

“The Efficacy of Computer Assisted Instruction (CAI) on Developing Fluency for Efficient Reading Comprehension in Middle School Children with Dyslexia”, Carroll School, June, 2009

“Fluency for Comprehension: What’s Next After Phonemic Awareness and Phonics”, Toronto Public Schools Speech-Language Pathology Department, Toronto, Canada, May, 2009

“Written Expression: From Sounds Through Sentences”, NYSSLHA’S 49<sup>th</sup> Annual Convention, Saratoga Springs, New York, May, 2009

“Fluency for Comprehension: What’s Next After Phonemic Awareness and Phonics”, NYSSLHA’S 49<sup>th</sup> Annual Convention, Saratoga Springs, New York, May, 2009

“Fluency for Comprehension: Research to Practice”, Orton Gillingham Associates Lecture Series, O’Keeffe Auditorium, Massachusetts General Hospital, March7, 2009

“Remediation for Dyslexia”, Reading, Writing and Paying Attention, O’Keeffe Auditorium, Massachusetts General Hospital, November 15, 2008

“Remediation for Dyslexia”, Dyslexia and ADHD Conference, O’Keeffe Auditorium, Massachusetts General Hospital, October 20, 2007

“Building and Sustaining Teacher Capacity in Literacy Through School-wide Systemic Professional Development”, 57th Annual IDA Conference, November, Dallas, 2007—invited

“Multisensory Structured Language Curriculum Components: Leaning for a Lifetime", (Session on Phonological Awareness)", 57th Annual IDA Conference, November, Dallas, 2007

Keynote: “Written Expression: From Sounds Through Sentences”, Toronto Branch of the International Dyslexia Association, May 2007 (3 hours)

“Early Intervention - reading, writing, phonemic awareness”, Toronto Branch of the International Dyslexia Association, May, 2007.

Keynote: “Computer Assisted Instruction for Struggling Readers”, Department of Learning Disabilities Annual Conference: Learning Disability Intervention and ELUL Test Launch, University of Haifa, April, 2007.

Breakout Sessions:

- "Overview: Rationale for Reading First; Five Components of Reading; Implementation"
- "Fluency: Definition; Measurement; Techniques/Interventions"
- "Lexia Software"

## "Reading Comprehension"

"Multisensory Structured Language Education 101: Suggestions for Classroom Application", (Session on Phonemic Awareness)", 56th Annual IDA Conference, November, Indianapolis, 2006

"Lexia and the Early Elementary Learner: Appropriate Placement and Seamless Transitions", Annual Conference of Lexia Learning Systems, July, 2006.

"Fluency for Comprehension: Next Steps After Phonemic Awareness and Phonics", Illinois Branch of The International Dyslexia Association, March, 2006.

"Dyslexia Demystified: Foundations and Formulas for Teaching (Session on Phonemic Awareness)", 55th Annual IDA Conference, November, Philadelphia, 2005.

"Spelling and Handwriting" 55th Annual IDA Conference, Philadelphia, November, 2005.

"Fluency – She can decode but it is so slow", Grimes Institute for Reading, August, 2005.

"Phonics and Phonemic Awareness--Relationship to Fluency", International Dyslexia Association Conference, Research to Practice: Advances in Reading and Literacy, in Washington, D.C., July, 2005.

"Fluency for Comprehension: What's Next After Phonemic Awareness and Phonics?", 32<sup>nd</sup> Annual Conference on Dyslexia and Related Learning Disabilities, New York Branch of the International Dyslexia Association, March, 2005.

"A Balanced Approach", Middle Tennessee State University, Feb. 25, 2005.

"Fluency for Comprehension: The role of phonological awareness, orthography, rapid naming, and rhythm", Fox Professional Development Conference, Middle Tennessee State University, Feb. 26, 2005.

"Dyslexia Demystified: Foundations and Formulas for Teaching (Session on Phonemic Awareness) and "Fluency for Comprehension: What's Next After Phonemic Awareness and Phonics?" 55th Annual IDA Conference, Philadelphia, 2004.

"Rediscovering Orthography: A Key to Fluency in Reading and Writing", 20<sup>th</sup> Annual Learning Differences Conference, Understanding Executive Function: Implications and Opportunities for the Classroom, Harvard Graduate School of Education, November 11, 2004.

"Assessment Overview", half day workshop for "Assessing and Addressing Student Reading Needs in Middle and High School", Building the Future Together, the 28th Annual Massachusetts Title 1 Conference, May, 2004.

Keynote: "What does a balanced approach to reading instruction really mean?"

The New Hampshire Association of School Psychologists: Evidence-Based Reading Instruction for the 21<sup>st</sup> Century, Concord New Hampshire, April, 2004.

Conference Workshop: "Multisensory Structured Language Approaches: How Do They differ and Who Needs Which One?", and Session: "Fluency for Comprehension: The Role of Phonemic Awareness, Orthography, Rapid Naming and Rhythm", Annual Conference of the Oregon Branch of the International Dyslexia Association, Feb., 2004.

"Assessment", Carroll School Advanced Orton Gillingham Training Program and Lesley College Collaborative, January, 2004. (full day workshop).

***Invited Professional Presentations: International/National/Regional Conferences  
(before 2004)***

- “Serving the Struggling Secondary Reader”, Mass DOE conference, Pathways to Improved Student Performance, October 29, 2003.
- “Issues in Assessment of Individuals with Dyslexia”, Carroll School Advanced Orton Gillingham Training Program, June 2003.
- “Case Study Analysis Seminar”, Carroll School Advanced Orton Gillingham Training Program and Lesley College Collaborative, April, 2003. (two half day workshops).
- “Assessment”, Carroll School Advanced Orton Gillingham Training Program and Lesley College Collaborative, March, 2003. (full day workshop).
- “Fluency for Comprehension: The Role of Phonemic Awareness, Orthography, Rapid Naming and Rhythm”, Lesley University Saturday Workshop Series, March, 2003.
- “After Phonemic Awareness, What’s Next?”, 18<sup>th</sup> Annual Learning Differences Conference, Learning How to Learn: Applying Neuropsychological Insights to Education, Harvard Graduate School of Education, November 1, 2002.
- “Fluency for Comprehension: The Role of Phonemic Awareness, Orthography, Rapid Naming and Rhythm”, International Dyslexia Association, Greater Philadelphia Branch, October 11, 2002.
- “Fluency for Comprehension: The Role of Phonemic Awareness, Orthography, Rapid Naming and Rhythm”, Rhode Island Region of the International Dyslexia Association, May 4, 2002.
- “Phonics/Spelling Modules” Two Day Training of Trainers for BayState Readers Initiative, April, 2002 (with Isabel Wesley)
- Presiding Speaker for “Reading Symposium: Multisensory/Structured-Language Sampler”, 20<sup>th</sup> Annual LD Network Conference, April 6, 2002.
- “Spelling: Rules and Beyond” 20<sup>th</sup> Annual LD Network Conference, April 7, 2002.
- “It’s Not Just Phonemic Awareness—Remember Orthography and Rapid Naming!: Assessment and Intervention” Courage to Risk, Fourteenth Collaborative Conference for Special Education, February, 2002, Colorado Springs, CO.
- “Phonemic Awareness” Literacy Volunteers of America, January 30, 2001
- “It’s Not Just Phonemic Awareness—Remember Orthography and Rapid Retrieval” 52nd Annual Conference of the International Dyslexia Association, Albuquerque, NM.—October 24-27, 2001 with Charles W. Haynes
- “Language & Reading: The Critical Connection”, LinguiSystems 18<sup>th</sup> National Language Conference, Las Vegas, July 24, 2001.
- “Spoken-Written Language Connection: Phonemes Through Text Structures”, The Network Institute for Professional Development In Education, July 9-10, 2001.
- Presiding Speaker for Reading Symposium: Multisensory/Structured-Language Sampler, 19<sup>th</sup> Annual LD Network Conference, April 2, 2001.
- “It’s Not Just Phonemic Awareness—Remember Orthography and Rapid Naming”, Keynote Address, Richmond Branch of the International Dyslexia Association, March 30, 2001.

“Efficacy of Fast ForWord 1 Training on Facilitating Acquisition of Reading Skills by Students with Specific Reading Disabilities”, National Research Symposium. 51<sup>st</sup> Annual Conference of the International Dyslexia Association, Washington, D.C.--November 8-11, 2000.

“It’s Not Just Phonemic Awareness—Remember Orthography and Rapid Retrieval” 51<sup>st</sup> Annual Conference of the International Dyslexia Association, Washington, D.C.--November 8-11, 2000 with Charles W. Haynes

“Phonemic Awareness and Beyond: The Role of the Speech-Language Pathologist in the Reading Process”, Massachusetts Speech and Hearing Association (MSHA), August 10, 2000.

"Spoken-Written Language Connection: Phonemes Through Text Structures", The Network Institute for Professional Development In Education, July 20-21, 2000.

“Putting Phonological Awareness in Its Place.... In Assessment and Intervention, An Interactive Four-Day Workshop”, Massachusetts Department of Education and the Title I Dissemination Project, June 26-29, 2000 with Sally Grimes and Candice Bray.

“From Phonemic Awareness to Automaticity”--half day presentation for the MGH Reading Disabilities Unit Workshop, March 18, 2000.

"Phonemic Awareness and the Reading Process"--Key note address at the Title 1 Early Childhood Conference, March 22, 2000 and break out session entitled "Phonemic Awareness".

Guest Lectures for Emerson College, "The Development of Reading in Students with Developmental Language Disorders" (March 20) and "Multisensory Approaches to the Teaching of Reading to Students with Developmental Language Disorders (March 27) and “Phonemic Awareness and Reading” (June 19), 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007.

Presiding Speaker for Reading Symposium: Multisensory/Structured-Language Sampler, 18<sup>th</sup> Annual LD Network Conference, April 3 (all day), 2000.

"Auditory Processing Research & Dyslexia" 18<sup>th</sup> Annual LD Network Conference, April 6 (with Charles Haynes, Carol Bertucci-Spindler, Paul Macaruso and Sandra Jones), 2000.

"It's not Just Phonemic Awareness" 18<sup>th</sup> Annual LD Network Conference, April 6 (with Charles Haynes), 2000.

“Orton-Gillingham-Beyond the Basics: Assessment and Testing”, Garside Teacher Training Institute at theCarroll School, Saturday Seminar Series, September 18, 1999.

"Independent writing: The need for underlying automaticity". Fifteenth Annual Learning Disorders Conference, Harvard Graduate School of Education, Nov. 11<sup>th</sup>, 1999.

“Phonemic awareness and the Reading Process”, Title I Conference sponsored by The Massachusetts Department of Education, Nov. 17<sup>th</sup>, 1999.

“It's Not Just Phonemic Awareness: Remember Orthography and Automaticity”, International Dyslexia Association Annual Conference, Chicago, November 5, 1999. (with Charley Haynes)

"Teachers' Ratings of LD Children's Skills: Comparison of US and Japan" International Dyslexia Association Annual Conference, Chicago, November 5, 1999. (with Charley Haynes and Paul Macaruso)

“Phonemic Awareness” Title 1 Dissemination Project Workshop, December,1999

- “Lindamood Phoneme Segmentation Program”, panel presentation for the Adult Literacy Resource Institute, Dec. 9<sup>th</sup>, 1999.
- “Reading Symposium: Structured Language Sampler”, (Presiding Speaker for all day symposium), 17th Annual LD Network Conference, Randolph, March, 1999.
- “Language Based Reading Disabilities: Not All the Same”, 17th Annual LD Network Conference, Randolph, March, 1999.
- “Auditory Processing Research & Dyslexia—The Efficacy of Fast ForWord Training on Facilitating Acquisition of Reading Skills by Dyslexic Students—A Longitudinal Study” (with Sandy Jones), 17th Annual LD Network Conference, Randolph, MA, March, 1999
- “Phonemic Awareness and Beyond: The Role of the Speech-Language Pathologist in the Reading Process” (full day workshop), Rochester Hearing and Speech Center, Rochester, NY, April, 1999.
- “The Reading Process: Relationship to the Underlying Spoken Language System”, Cape Cod Speech Pathologists, Cape Cod Hospital, May, 1999.
- “Written Language Component of the MGH Institute of Health Professions’ Program in Communication Sciences and Disorders”, presentation for Innovative Models of Phonological Awareness Education in University Program Curricula Session, ASHA 1998 Annual Convention, San Antonio, November 20, 1998.
- “Language Based Reading Disabilities: Not All the Same”, New Hampshire Region of the International Dyslexia Association, October 31, 1998.
- “Oral Language Based Reading Disabilities: Not All the Same”, 16th Annual LD Network Conference, Dedham, March, 1998. (Also presented in 1994, 1995, 1996, 1997 at the Annual Network Conference)
- “Multisensory Structured Language for Older Students.” (with Isabel Wesley) 16th Annual LD Network Conference, Dedham, March, 1998.
- “Critical Relationships Between Spoken and Written Language—Similarities and Differences”, International Dyslexia Association Annual Conference, San Francisco, November 14, 1998.
- “Multisensory Structured Language for Reading: A Comparison of Different Approaches” Landmark Outreach Workshop, December 10, 1998.
- “Orton-Gillingham—Beyond the Basics: Assessment and Testing”, Garside Teacher Training Institute at the Carroll School, Saturday Seminar Series, September 19, 1998.
- “Reading Assessment: Art and Science”, Panel Member, Third Annual State-of-the-Art Interventions for Educators, Marstons Mills, July, 1998.
- “Diagnosis of Reading Disorders”, Advanced Orton Gillingham Training Course, Carroll School, June, 1998.
- “Similarities and Differences between Orton Gillingham and Auditory Discrimination in Depth”, Panel Member, Eastern Massachusetts Region of the International Dyslexia Association, Sandwich Public Library, May, 1998.
- “The Effect of Speech and Language Disorders on Reading : Implications and Strategies for Intervention”, Third Annual YALD Spring Lecture Series, Adult and Adolescent Reading and Learning Disabilities, May, 1998.
- “The Dyslexia Puzzle: Putting the Pieces Together”, CPAC of Medfield, March, 1998

- “Developing Fluency in Second Grade Readers”, Norwell Public Schools, March, 1998
- “Phonological Awareness and Reading Disorders”, Carroll School, Lincoln, MA, January, 1998
- “Lexia Software Programs”, Tufts University, January, 1998.
- Presenter at Research Symposium on Results of a Cross Cultural Study on Teacher Perception of Learning Disabilities in the United States and Japan (with Charles Haynes and Paul Macaruso) Conference on Learning Disabilities, Yokohama, Japan, June, 1997.
- “Computer Assisted Instruction for Teaching Reading: Lexia Learning Systems Software”, Conference on Learning Disabilities, Yokohama, Japan, June, 1997.
- “Reading Problems: Helping the Learner with Sound Processing Difficulties” (with Lorna Kaufman), Annual Title I Conference, Cape Codder Hotel, May, 1997.
- “Orton Gillingham--Not Just the Cards!” (with Isabel Wesley, Pamela Reynolds and Alice Garside), 15th Annual LD Network Conference, Dedham, April, 1997.--all day workshop (Also presented in 1993, 1994, 1995, 1996 at the Annual Network Conference)
- “Integrating Spoken and Written Language Into the Graduate School Curriculum” (with Charles Haynes and Lesley Maxwell) ASHA Annual Convention, November, 1997.
- “The Reading Process: Relationship to the Underlying Spoken Language System” (with Charles Haynes) ASHA Annual Convention, November, 1997.
- “The Relationship Between Spoken Language Development and Reading Skills”, Berlin Middle School, Berlin, CT, November, 1997
- “The Effects of Speech and Language Disorders on Reading, Assessment and Strategies for Classroom Intervention”, Train the Trainer: Theory and Practice of Adult Reading Development (TPAR), September, 1997
- “Orthographic Processing and Automaticity--Relationship to Phonological Processing” Honolulu, Hawaii, June, 1997
- “The Converging Elements of Spoken and Written Language or...Why Reading and Language Specialists Need to be Linked” (with Sally Grimes), Cape Cod Education Center, Inc., Second Annual Summer Seminar Series, August 1, 1997
- “The Effect of Speech and Language Disorders on Reading : Implications and Strategies for Classroom Intervention”, Second Annual YALD Spring Lecture Series, Adult and Adolescent Reading and Learning Disabilities, May, 1997.
- “Reading Methods Across the Spectrum Because ‘All Great Minds Don’t Think Alike’”, A Special Forum for Public School Curriculum Leaders, Summary Statement, Questions, Answers and Discussion, The Cape Codder Hotel, May, 1997.
- “Phonics Based Reading Software for Children and Adults by Educator for Educators”, Poster Session presented to the National Academy of Sciences National Research Council, Committee on the Prevention Reading Difficulties in Young Children, Washington D.C., March, 1997.
- “Systematic Language Instruction for Adults” (with Elaine Cheesman), 8th Annual Postsecondary LD Training Institute, Newport, RI, June, 1996.
- “A Maze of Arbitrary Symbols?: Find the Way Through Meaning/Imagery” (with Nancy Telian), Poster Session accepted for the 47th Annual Conference of the Orton Dyslexia Society, Boston, November, 1996.
- “Systematic Language Instruction for Adults” (with Elaine Cheesman), 4th Annual Conference on Serving Adults with Learning Disabilities, May, 1996.

- “Diagnosing Language Based Learning Disabilities”, Advanced Orton Gillingham Training Course, July, 1995--workshop
- “Diagnosis of Reading Disabilities in Adult ESL Students”, Massachusetts Department of Education Teacher Training in Adult Literacy, 1995--half day workshop
- “Use of Technology in Adult Literacy Training”, Massachusetts Department of Education Teacher Training in Adult Literacy, 1995.
- “Oral Language Difficulties and Learning to Read: The Importance of Linguistic Awareness and Attention to Structure”, 43rd Annual Conference of the Orton Dyslexia Society, Cincinnati, Ohio, November, 1992.

## ***CERTIFICATION***

**Teacher of Reading, State of Massachusetts (1972-present)**

## ***SERVICE***

- Co-Editor of *Perspectives* for the International Dyslexia Association with Marcia Henry, Fall, 2006
- Board of Directors, Baystate Reading Institute, 2005 to present
- Board of Directors, Lexia Learning Systems, 2006 to present
- Editorial Board, *Journal of Learning Disabilities*, 1999-2003
- International Dyslexia Association
- Research to Practice Committee, 2009 to present
  - Teaching and Learning Committee, 2008-2009
  - Proposal Review Committee, 2005 to present
  - President, Massachusetts Branch of the International Dyslexia Association, 2008 to present
  - Vice President, Massachusetts Branch of the International Dyslexia Association, 2003-2008
  - Regional Representative, Board Member, Eastern Region of Massachusetts, New England Branch of the International Dyslexia Association, 1995-2002
  - Vice President, New England Branch of the International Dyslexia Association, 1996-98
  - Board Member, New England Branch of the International Dyslexia Association, 1995-98
  - Chair: Research Committee; Member: Professional Development, Finance Committee
  - Long Range Planning Task Force, 1997
  - Dissertation Committee, Orton Dyslexia Society, 1987-95
  - Vice President and Program Chairman, Houston Branch of the Orton Dyslexia Society, 1988-1990, Board member, 1986-1990
- Reviewer for the *Annals of Dyslexia*, 2002, 2004
- Reviewer for *Learning Disabilities Research and Practice*, The Journal of the Division for Learning Disabilities, Council for Exceptional Children, 2002
- Reviewer for the 2002 Grant Program for the International Dyslexia Association
- Research Advisory Committee for the Carroll Center for Teaching and Learning, 2000

New England Joint Committee on Learning Disabilities (Vice President), 1996-98

Board Member, Cape Cod Teacher Education Center, 1999-2001

Massachusetts Department of Education, BayState Readers Initiative, Module Developer, Trainer of Trainers, and Summer Trainer, 2000-2002

Read Now Task Force, U.U. Urban Ministry, 1999-present

Literacy Task Force, U.U. Urban Ministry, 1997-99

Massachusetts State Reading Certification Exam Validation and Standards, 1998; 2002; 2003

### **Institute of Health Professions Committees**

#### **IHP Committees**

Chair CCRC (1995-9997; 2008 to present)  
Clinical Investigations Curriculum Committee (1996-97)  
Academic Advisory Council (1996-97)  
Cost Efficiency (1996-97)  
Research Committee Chair, 1999-2001  
Reappointment 1997-2004, Chair 2001-2004  
Nominating Committee 2002-2005, Chair 2004-2005  
Governance  
Workload Task Force (Co-Chair)

#### **CSD Committees**

Continuing Education (1996-98)  
Physical Therapy Representative (1996-98)  
Clinical Development (1996-present)  
Admissions (1995-present)  
Curriculum (1995-present)  
Conference (1998-99)