

**TIFFANY P. HOGAN**

Department of Communication Sciences and Disorders  
School of Health and Rehabilitation Sciences  
MGH Institute of Health Professions  
Charlestown Navy Yard, 36 1st Avenue  
Boston, MA 02129  
www.seehearspeakpodcast.com

Phone: 617.724.1054  
Fax: 617.643.0890  
thogan@mghihp.edu  
mghihp.edu/sail-lab  
@tiffanyphogan

**EDUCATION**

2006 Ph.D., Speech-Language Pathology, University of Kansas  
1999 Certificate of Clinical Competence in Speech-Language Pathology,  
American Speech-Language-Hearing Association  
1998 M.S., Speech-Language Pathology, University of Central Missouri  
1997 B.S., Speech-Language Pathology, University of Central Missouri

**PROFESSIONAL EXPERIENCE**

2023-present Director, Center for Translational research, Implementation science, and  
Dissemination for Equity (cTIDE) in CSD, MGH Institute of Health Professions  
2022-present Research Associate, Harvard Medical School  
2022-present Head organizer and founder, Implementation science IS for all annual conference  
2018-present Host and Creator, SeeHearSpeak Podcast, seehearspeakpodcast.com  
2018-present Co-founder, DLDandme.org, Informational website for Developmental Language  
Disorders  
2013-present Professor, Department of Communication Sciences and Disorders, MGH Institute  
of Health Professions, Boston, MA  
2013-present Director, Speech and Language (SAiL) Literacy Lab, MGH Institute of Health  
Professions, Boston, MA  
2013-present Research Affiliate, Department of Speech, Language, and Swallowing Disorders  
& Reading Disabilities, Massachusetts General Hospital  
2013-present Research Affiliate, McGovern Brain Institute, Massachusetts Institute of  
Technology, Boston, MA  
2012-2013 Associate Professor, Department of Special Education and Communication  
Disorders, University of Nebraska – Lincoln, Lincoln, NE  
2010-2013 Assistant Professor, Adjunct Appointment, Assistant Director, Neurogenetic  
Communication Disorders Consortium, Munroe-Meyer Institute, University of  
Nebraska Medical Center, Omaha, NE  
2010-2015 Faculty Affiliate, Nebraska Center for Research on Children, Youth, Families,  
and Schools, University of Nebraska – Lincoln, Lincoln, NE  
2008-2012 Assistant Professor, Department of Special Education and Communication  
Disorders, University of Nebraska – Lincoln, Lincoln, NE  
2008-2015 Director, Link N Literacy Lab: Linking Language and Literacy, University of  
Nebraska – Lincoln, Lincoln, NE  
2006-2008 Assistant Professor, Department of Speech, Language, and Hearing Sciences,  
University of Arizona, Tucson, AZ  
2006-2008 Co-Director, L4 Lab: *Language, Learning, Literacy, Lexicon*, University of  
Arizona, Tucson, AZ  
2004-2006 National Institutes of Health Research Fellow (NIH F31 DC6749), University of  
Kansas, Lawrence, KS, Co-mentors: Hugh Catts and Holly Storkel

- 2003-2004 Graduate Research Trainee, Word and Sound Learning Laboratory, University of Kansas, Lawrence, KS, Director: Holly Storkel
- 2002-2004 National Institutes of Health Research Trainee (NIH T32 DC0052), University of Kansas, Lawrence, KS, Director: Mabel Rice
- 2001-2002 Graduate Research Assistant (NIH P50 DC2746), Language and Reading Disorders Laboratory, University of Kansas, Lawrence, KS, Director: Hugh Catts
- 1999-2001 Speech-Language Pathologist, Private Practice, Infant-Toddler Services of Johnson County, KS
- 1998-2001 Speech-Language Pathologist, Children's Mercy Hospital, Kansas City, MO

## RESEARCH HONORS & AWARDS

- 2023 Institute of Education RIISE (Research Institute for Implementation Science in Education) Fellow
- 2023 MGH Institute of Health Professions Award of Distinction in Research
- 2020 MGH Institute of Health Professions Excellence in Mentorship Award
- 2019 Fellow, American Speech-Language-Hearing Association
- 2018 MGH Institute of Health Professions Faculty Excellence in Research Award
- 2014 Partners in Excellence Award - 2013 Campus Expansion Team, MGH
- 2012 Mortar Board Honorable Faculty Membership, University of Nebraska - Lincoln
- 2012 Certificate of Recognition for Contributions to Students, UNL Teaching Council and Parents Association, University of Nebraska – Lincoln
- 2011 Award for Early Career Contributions in Research, American Speech-Language-Hearing Association
- 2011 Certificate of Recognition for Contributions to Students, UNL Teaching Council and Parents Association, University of Nebraska – Lincoln
- 2010 Pre-Professorial Research/Creative Award, College of Education and Human Sciences, University of Nebraska – Lincoln
- 2009 Mentor/co-author, ASHA student technical talk awarded highest merit, Student awardee: Jillian McCarthy McCarthy, J., **Hogan, T.P.**, & Catts, H.W. (2009, November). Spelling abilities of children with specific language impairment and dyslexia. American Speech-Language-Hearing Association Annual Convention, New Orleans.
- 2007 1 of the Top 10 Dissertations of the Year, International Reading Association
- 2006 Outstanding Graduate Research Award, Lifespan Institute, University of Kansas
- 2005 Editor's Award for the Language Article of Highest Merit: Catts, H.W., Adlof, S.M., **Hogan, T.P.**, & Ellis-Weismer, S. (2005). Dyslexia and specific language impairment: Same or different developmental disorder? *Journal of Speech, Language, and Hearing Research*, 48, 1378-1396.
- 2004 Kim A. Wilcox, Professionalism Award, University of Kansas, Lawrence, KS
- 2003 Outstanding Graduate Research Award, University of Kansas, Lawrence, KS
- 2002 Schiefelbusch Child Language Scholarship, University of Kansas, Lawrence, KS

## FELLOWSHIPS AND AWARDS

- 2019 Research Mentoring-Pair Travel Award, American Speech-Language-Hearing Association, Mentee: Hannah Krimm, University of Georgia, Athens, GA
- 2014 Research Mentoring-Pair Travel Award, American Speech-Language-Hearing Association, Mentee: Tracy Centanni, MGH Institute of Health Professions, Boston

- 2013 Research Mentoring-Pair Travel Award, American Speech-Language-Hearing Association, Mentee: Jenya Iuzzini, MGH Institute of Health Professions, Boston
- 2009-2010 Fellow, Clinical Research Practice Institute, American Speech-Language-Hearing Association
- 2009-2010 Fellow, College of Education and Human Sciences Scholarly Enhancement Program, University of Nebraska - Lincoln
- 2007 Conference Registration Waiver Award for Highly Ranked Submission, American Speech-Language-Hearing Association
- 2007 Research Mentoring-Pair Travel Award, American Speech-Language-Hearing Association, Mentor: Julie Washington, University of Wisconsin - Madison
- 2007 Foreign Travel Research Award, University of Arizona, Tucson, AZ
- 2007 National Institute of Child Health and Human Development 1<sup>st</sup> Annual Summer Training Institute Awardee, National Institutes of Health
- 2005 Annual National Convention Student Research Travel Award, American Speech-Language-Hearing Association
- 2005 Career Development Research Conference Travel Award, American Speech-Language-Hearing Association
- 2004 Annual National Convention Student Research Travel Award, American Speech-Language-Hearing Association
- 2003 National Research Conference Travel Award, American Speech-Language-Hearing Association
- 2002-2004 National Institutes of Health Research Trainee, NIH T32 DC000052, PI: Mabel Rice, University of Kansas

### **CURRENT RESEARCH GRANTS**

- Co-Principal Investigator, National Institutes of Health (P50 HD052120): *Learning Disabilities Translational Science Collective: Building on the Florida LDRC*, (Total award: \$10,000,000), 2023-2028. Co-PIs: Sara Hart, Emily Solari, Nicole Patton Terry.
- Co-Principal Investigator, National Institutes of Health R01 (R01 DC018823): *Translating research into school-based practice via small-group, language-focused comprehension intervention*, (Total award: \$3,942,635), 2021-2026. Co-PI Shayne Piasta, Co-Is: Mindy Bridges & Kandace Fleming.
- Co-Principal Investigator, National Institutes of Health R01 (R01 DC016895): *Orthography and phonology in word learning as a predictor of dyslexia in children with language impairment*, (Total award: \$3,718,181), 2018-2024. Co-PI Julie Wolter, Co-Is: Jessie Ricketts, & Yaacov Petscher.
- Consultant, National Institutes of Health R01 (R01 DC010784): *Profiles of Working Memory for Education Research*, 2018-2023, PI: Shelley Gray, Co-Is: Mary Alt and Nelson Cowan.
- Co-Principal Investigator, RSM Foundation Grant: *The MGH IHP Personalized Instruction Program for Improving Literacy Outcomes for Grades K-3 at the Harvard-Kent Elementary School for The RSM Foundation Charlestown Reads Initiative*. (Total Award: \$300,000), 2020-2023. Co-PIs: Rouzana Komesidou & Jason Gallagher

### **CURRENT STUDENT-SUPPORTED RESEARCH GRANTS**

- Mentor, ASH Foundation Student Research Grant in Early Childhood Language Development. *The Effects of a Caregiver Training on Developmental Language Disorder*, (Total Award: \$2,000), 2022-23. PI: Katharine Radville

Mentor, National Institutes of Health Ruth L. Kirschstein National Research Service Fellowship (F32HD100064-01): *Neurocognitive Basis of Language Comprehension in Children with Dyslexia*, 2019-2023, Fellow: Ola Ozernov-Palchik, Co-Mentor: John Gabrieli

### COMPLETED RESEARCH GRANTS

- Co-Investigator, National Institutes of Health R15 (R15 DC016438): Feedback-based learning in children with language impairments, (Total award: \$477,908), 2018-2021. PI: Yael Arbel.
- Co-Investigator, American Speech-Language Hearing Foundation Clinical Research Grant. Orthographic and phonological processing in children with language impairment with and without dyslexia, (Total Award: \$50,000), 2018. PI: Suzanne Adlof.
- Co-investigator (co-I; PI for subaward), National Institutes of Health R01 (R01 DC010784): Working memory and word learning in children with typical development and language impairment, 2011-2016 (Total award: \$3,992,823; Total subaward: \$698,916), PI: Shelley Gray
- Consultant, National Institutes of Health R01 (R01 DC011023): *Co-occurrence of language and attention difficulties in children*, 2011-2016, PI: Sean Redmond
- Co-investigator (PI for subaward), Institute of Education Sciences Reading for Understanding Research Initiative (R305F100002): *The Language Bases of Reading Comprehension*, 2010-2016 (Total award: \$19,999,999; Total subaward: \$4,486,155), PI: Laura Justice
- Faculty affiliate, National Institutes of Health Core Grant (P30 DC004662-11), *Boys Town National Research Hospital Core Center for Communication Disorders*, 2011-2013
- Co-Investigator, University of Nebraska Medical Center, Munroe-Meyer Institute, *Center for the Neural Basis of Motor Development & Rehabilitation*, 2010-2013 (Total award: 500,000.00)
- Principal Investigator, National Institutes of Health R03 Small Grant Award (R03 DC9667): *The lexicon and phoneme awareness*, 2008-2012, (Award total: \$439,008)
- Co-Principal Investigator, University of Nebraska Great Plains Health Research Consortium Translational Research, *Biological pathways in childhood speech and language impairments*, 2010-2012 (Total award: \$99,940.00), Co-PI: Jordan Green
- Principal Investigator, College of Education and Human Sciences, International Research Seed Grant, *Improving early identification of poor comprehenders using brain-based measures of comprehension monitoring*, 2011 (Total award: \$5,000.00). International Collaborator: Kate Cain, Lancaster University, United Kingdom
- Principal Investigator, University of Nebraska – Lincoln College of Education and Human Sciences *Scholarly Enhancement Research Grant*, 2009-2011, (Award total: \$5,200)
- Principal Investigator, National Institutes of Health Supplement Grant: *Supplement R03 to the lexicon and phoneme awareness*, 2009-2010 (R03 DC9667-03S1; Total award: \$73,738)
- Principal Investigator, American Speech-Language-Hearing Foundation New Investigator Research Award: *An experimental evaluation of competing phonological awareness treatments*, 2007-2009, (Award total: \$5,000)
- Principal Investigator, International Dyslexia Association General Research Grant: *Phonological, lexical, and semantic influences on phonological awareness performance*, 2007-2008, (Award total: \$17,059.20)

Co-principal Investigator, American Speech-Language-Hearing Foundation Multicultural Research Grant: *Understanding the Navajo: Language, culture, and people*, 2007-2008, (Award total: \$20,000)

Principal Investigator, American Speech-Language-Hearing Association Advancing Academic-Research Careers Award: *Mentorship in an early research career with a focus on student research training*, 2006-2007, (Award total: \$5,000), Mentors: Judith Gierut, LouAnn Gerken, & Elena Plante

Research Fellow, International Reading Association Jeanne S. Chall Research Fellowship: *Emergent phonological awareness: The role of lexical representations*, 2005-2006, (Award total: \$6,000)

Research Fellow, National Institutes of Health Ruth L. Kirschstein National Research Service Award (F31 DC6749): *Lexical representations and phonological awareness*, 2004-2006, (Award total: \$69,204), Co-mentors: Hugh Catts & Holly Storkel

Principal Investigator, PEO Research Scholar Award: *Early literacy*, 2004-2005, (Award total: \$10,000)

### **COMPLETED STUDENT-SUPPORTED RESEARCH GRANTS**

Mentor, National Institutes of Health Doctoral Student Supplement 2020-2022, Fellow: Wendy Georgan, Co-Mentor: Julie Wolter

Mentor, American Speech Language Hearing Association Advancing Academic-Research (AARC) Award (Total award: \$5000), 2019-2021, Fellow: Kristen Allison

Mentor, National Institutes of Health Post-Doctoral Supplement 2019-2020, Fellow: Crystle Alonzo, Co-Mentor: Julie Wolter

Mentor, American Speech Language Hearing Association Advancing Academic-Research (AARC) Award (Total award: \$5000), 2018-2019, Fellow: Meredith Saletta

Mentor, National Institutes of Health Ruth L. Kirschstein National Research Service Fellowship (F31 DC015919): *Examining behavioral and neural links between speech delay and literacy skills*, (Total award: \$31,086), 2016-2017, Fellow: Jennifer Zuk, Co-Mentor: Nadine Gaab & John Gabrieli

Mentor, American Speech Language Hearing Association *Advancing Academic-Research (AARC) Award* (Total award: \$5000), 2016-2017, Fellow: Shari DeVeny

Co-Mentor, CASANA Childhood Apraxia of Speech Clinical Research Grant, *Optimal diagnostic criteria for CAS in school-age children: A multilevel approach*, (Total award: \$25,000), 2012-2014, Fellow: Jenya Iuzzini, Co-Mentor: Jordan Green

Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2012, awardee: Carmen Claesson. (Total award: \$2400.00)

Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2012, awardee: Megan Anderson. (Total award: \$2400.00)

Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2011, awardee: Rachel Wiegert. (Total award: \$2400.00)

Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2011, awardee: Chelsea Franzluebbbers. (Total award: \$2400.00)

Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2011, awardee: Anne Gates. (Total award: \$2000.00)

- Mentor, National Institutes of Health Ruth L. Kirschstein National Research Service Fellowship (F31 DC0965): *Effects of Artificial Subvocal Articulation on Spelling by Children who use AAC*, (Total award: \$66,217), 2010-2011, Fellow: Jillian McCarthy, Co-Mentor: Dave Beukelman
- Mentor, American Speech-Language-Hearing Association *Students Preparing for Academic and Research Careers (SPARC)* Award (Total award: \$1000.00), 2010-2011, Mentee: Stephanie Davidson, Co-Mentors: Jordan R. Green (University of Nebraska - Lincoln) & Tony Wilson (University of Nebraska – Medical Center)
- Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2010, awardee: Rachel Wiegert. (Total award: \$1000.00)
- Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2010, awardee: Chelsea Franzluebbbers. (Total award: \$1000.00)
- Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2009, awardee: Whitney Baumert. (Total award: \$2000.00)
- Co-mentor, American Speech-Language-Hearing Association *Students Preparing for Academic and Research Careers (SPARC)* Award, 2008-2009, Awardee: Meghan Matthews, Co-Mentors: Susan Ellis Weismer (University of Wisconsin – Madison) & Mary Alt (University of Arizona)

## PUBLICATIONS

### PEER-REVIEWED MANUSCRIPTS

- DeLuca, T., Komesidou, R., Pelletier, R., & **Hogan, T.P.** (2023). What Works in Collaboration? Identifying Key Ingredients to Improve Service Delivery in Schools. In press in *Language, Speech, and Hearing Research Services in Schools*.
- Komesidou, R. & **Hogan, T.P.** (2023). A generic implementation framework for school-based research and practice. In press in *Language, Speech, and Hearing Research Services in Schools*.
- Bridges, M.S., Curran, M., Neal, C., Piasta, S., Fleming, K., & **Hogan, T.P.** (2023). Adapting curricula for children with language comprehension deficits. In press in *Language, Speech, and Hearing Services in Schools*.
- Mues, M., Zuk, J., Norton, E.S., Gabrieli, J.D.E., **Hogan, T.P.**, & Gaab, N. (2023). Pre-literacy skills mediate the relation between early speech sound production and subsequent reading outcomes. In press in *Journal of Speech, Language, and Hearing Research*.
- Georgan, W.C., Archibald, L.M.D., & **Hogan, T.P.** (2023). Speech/language impairment or specific learning disability? Examining the usage of educational categories. *Journal of Speech, Language, and Hearing Research*, 66, 656-667.
- Hogan, T.P.** (2022). What's language got to do with it? Speech-language pathology contributions to the science of reading. *The Reading League Journal*, 3(3), 40-49.
- Hogan, T.P.** & Hancock, N. (2022). Common but Hidden: A spotlight on developmental language disorder. *Literacy Today*, 40 (2), 14-16.
- Mettler, H. M., Alt, M., Gray, S., **Hogan, T. P.**, Green, S., & Cowan, N. (2022). The relationship between phonological working memory and sentence production in school-age children with typical language, dyslexia, and comorbid dyslexia and developmental language disorder. *Journal of Child Language*, 1-35. <https://doi.org/10.1017/S0305000922000435>
- Alonzo, C. N., Komesidou, R., Wolter, J. A., Curran, M., Ricketts, J., & **Hogan, T. P.** (2022). Building sustainable models of research–practice partnerships within educational systems. *American Journal of Speech-Language Pathology*, 1-13.

- Komesidou, R., Feller, M.J., Wolter, J.A., Ricketts, J., Rasner, M.G., Putman, C.A., & **Hogan, T.P.** (2022). Educators' perceptions of barriers and facilitators to the implementation of researcher-developed screeners for developmental language disorder and dyslexia. *Journal of Research in Reading* 45(3), 277-298.
- Curran, M., Komesidou, R., & **Hogan, T.P.** (2022). Less is more: Implementing the 'Minimal Intervention Needed for Change (MINC)' approach to increase contextual fit of speech language interventions. *Language, Speech, Hearing Services in Schools*, 53, 317-328.
- Gray, S., Levy, R., Alt, M., **Hogan, T.P.**, & Cowan, N. (2022). Working memory predicts new word learning over and above existing vocabulary and nonverbal IQ. *Journal of Speech, Language, & Hearing Research*, 65, 1044-1069.
- Alt, M., Fox, A., Levy, R., **Hogan, T.P.**, Cowan, N., & Gray, S. (2021). Phonological working memory and central executive function differ in children with typical development and dyslexia. *Dyslexia*, 28, 20-39.
- Farquharson, K., **Hogan, T.P.** & Fox, A.B. (2021) Factors that influence nonword repetition performance in children with and without persistent speech sound disorders. *International Journal of Language & Communication Disorders*. doi:10.1111/1460-6984.12663
- Zuk, J., Dunstan, J., Norton, E., Yu, X., Ozernov-Palchik, O., Wang, Y., **Hogan, T.P.**, Gabrieli, J.D.E & Gaab, N. (2021). Multifactorial pathways facilitate resilience among kindergarteners at risk for dyslexia: A longitudinal behavioral and neuroimaging study. *Developmental Science*, 24, e12983. doi: 10.1111/desc.12983
- Erikson, J., Alt, M., Gray, S, Green, S., **Hogan, T.P.**, & Cowan, N. (2021). Phonological Vulnerability for School-Aged Spanish-English-Speaking Bilingual Children. *International Journal of Bilingual Education and Bilingualism*, 24, 736-756. DOI: 10.1080/13670050.2018.1510892.
- Catts, H.W. & **Hogan, T.P.** (2021). Dyslexia: An ounce of prevention is better than a pound of diagnosis and treatment. *The Reading League Journal*, 2, 6-13.
- Solari, E.J., Terry, N.P., Gaab, N., **Hogan, T.P.**, Nelson, N.J., Pentimonti, J.M., Petscher, Y., & Sayko, S.G. (2020). Translational science: A roadmap for the science of reading. *Reading Research Quarterly*, 55, S347-S360.
- Komesidou, R. & **Hogan, T.P.** (2020). Preschool language precursors to later reading problems. *Perspectives on Language and Literacy*, 46, 37-41.
- Gray, S., Lancaster, H., Alt, M., **Hogan, T.P.**, Levy, R., & Cowan, N. (2020). The structure of word learning in young school-age children. *Journal of Speech, Language, and Hearing Research*, 63. 1446-1466.
- Bao, X., Qu, H., Zhang, R. & **Hogan, T.P.** (2020). Modeling reading ability gain in kindergarten children during COVID-19 school closures. *International Journal of Environmental Research and Public Health*, 17, 6371-6384.
- McGregor, K. K., Goffman, L., Van Horne, A.O., **Hogan, T.P.**, & Finestack, L.H. (2020). Developmental language disorder: Applications for advocacy, research and clinical service. *Perspectives of the ASHA Special Interest Group, SIG 1 Language Learning and Education*, 5(1), 38-46.
- Alonzo, C.N., McIlraith, A. L., Catts, H.W., & **Hogan, T.P.**, (2020). Predicting dyslexia in children with developmental language disorder. *Journal of Speech, Language, and Hearing Research*, 63(1), 151-162.
- Alt, M., Gray, S., **Hogan, T.P.**, Schlesinger, N., & Cowan, N. (2019). Spoken word learning differences among children with dyslexia, concomitant dyslexia and developmental language disorders, and typical development. *Language, Speech, and Hearing Services in Schools*, 50, 540-561.

- Baron, L. S., **Hogan, T. P.**, Schechter, R. L., Hook P. E., & Brooke E. C. (2019). Can educational technology effectively differentiate instruction for reader profiles? *Reading and Writing, 32*, 2327-2352.
- Adlof, S.M. & **Hogan, T.P.** (2019). If we don't look, we won't see: Measuring language development to inform literacy instruction. *Policy Insights from the Behavioral and Brain Sciences, 6*, 210-217.
- Alt, M., Arizmendi, G.D., Gray, S., **Hogan, T.P.**, Green, S., & Cowan, N. (2019). Novel word learning in children who are bilingual: Comparison to monolingual peers. *Journal of Speech, Language, and Hearing Research, 62*, 2332-2360.
- Gray, S., Fox, A., Green, S., Alt, M., **Hogan, T.P.**, Petscher, Y., & Cowan, N. (2019). Working memory profiles of children with dyslexia, developmental language disorder, or both. *Journal of Speech, Language, and Hearing Research, 62*, 1839-1858.
- Hendricks, A., Adlof, S.M. Alonzo, C. N., Fox, A. B., & **Hogan, T.P.** (2019). Identifying children at risk for developmental language disorder using a brief, whole-classroom screen. *Journal of Speech, Language, and Hearing Research, 62*, 896-908.
- Hogan, T.P.** (2018). Five ways speech-language pathologists can positively impact children with dyslexia. *Language, Speech, and Hearing Services in Schools, 49*, 902-905. DOI: 10.1044/2018\_LSHSS-DYSLC-18-0102.
- Hogan, T.P.** (2018). What speech-language pathologists need to know about dyslexia. *Language, Speech, and Hearing Services in Schools, 49*, 759-761. DOI: 10.1044/2018\_LSHSS-DYSLC-18-0098.
- Adlof, S.M. & **Hogan, T.P.** (2018). Understanding dyslexia in the context of developmental language disorders. *Language, Speech, and Hearing Services in Schools, 49*, 762-773. DOI: 10.1044/2018\_LSHSS-DYSLC-18-0049.
- Cabbage, K.L., Farquharson, K., Iuzzini-Seigel, J., Zuk, J., & **Hogan, T.P.** (2018). Exploring the overlap between dyslexia and speech sound production deficits. *Language, Speech, and Hearing Services in Schools, 49*, 774-786. DOI: 10.1044/2018\_LSHSS-DYSLC-18-0008.
- Baron, L. S., **Hogan, T. P.**, Alt, M., Gray, S., Cabbage, K. L., Green, S., & Cowan, N. (2018). Children with dyslexia benefit from orthographic facilitation during spoken word learning. *Journal of Speech, Language, and Hearing Research, 61*(8), 2002-2014. DOI: 10.1044/2018\_JSLHR-L-17-0336.
- Arizmendi, G.D, Alt, M., Gray, S., **Hogan, T.P.**, Green, S, & Cowan, N. (2018). Do bilingual children have an executive function advantage? Results from inhibition, shifting, and updating tasks. *Language, Speech, and Hearing Services in Schools, 49*(3), 356-378. DOI: 10.1044/2018\_LSHSS-17-0107.
- Zuk, J., Iuzzini-Seigel, J., Cabbage, K.L., Green, J.R., & **Hogan, T.P.** (2018). Poor speech perception is not a core deficit of childhood apraxia of speech: Preliminary findings. *Journal of Speech, Language, and Hearing Research, 61*(3), 583-592. DOI: 10.1044/2017\_JSLHR-S-16-0106.
- Farquharson K., **Hogan T.P.**, Hoffman L., Wang J., Green K.F., Green J.R. (2018) A longitudinal study of infants' early speech production and later letter identification. *PLoS ONE 13*(10), e0204006. DOI: 10.1371/journal.pone.0204006.
- Centanni, T.M., Pantazis, D., Truong, D.T., Gruen, J.R., Gabrieli, J.D.E., & **Hogan, T.P.** (2018). Increased variability of stimulus-driven cortical responses is associated with genetic variability in children with and without dyslexia. *Developmental Cognitive Neuroscience, 34*, 7-17. DOI: 10.1016/j.dcn.2018.05.008.



- Petscher, Y., Justice, L.M., & **Hogan, T.P.** (2018). Modeling the early language trajectory of language development and its relation to poor reading comprehension. *Child Development, 89*(6), 2136–2156. DOI: 10.1111/cdev.12880.
- Cowan, N., **Hogan, T.P.**, Alt, M., Green, S., Cabbage, K.L., Brinkley, S., & Gray, S. (2017). Short-term memory in childhood dyslexia: Deficient serial order in multiple modalities. *Dyslexia, 23*(3), 209-233. DOI: 10.1002/dys.1557.
- Alt, M., **Hogan, T.P.**, Green, S., Gray, S., Cabbage, K., & Cowan, N. (2017). Word learning deficits in children with dyslexia. *Journal of Speech, Language, and Hearing Research, 60*, 1012-1028. DOI: 10.1044/2016\_JSHLR-L-16-0036.
- Iuzzini-Seigel, J., **Hogan, T.P.**, & Green, J.R. (2017). Speech inconsistency in children with Childhood Apraxia of Speech, Language Impairment, and Speech Delay: Depends on the Stimuli. *Journal of Speech, Language, and Hearing Research, 60*, 1194-1210.
- Gray, S., Green, S., Alt, M., **Hogan, T.P.**, Kuo, T., Brinkley, S., & Cowan, N. (2017). The structure of working memory in young school-age children and its relation to intelligence. *Journal of Memory and Language, 92*, 183-201.
- Farquharson, K., **Hogan, T.P.**, & Bernthal, J. (2017). Working memory in school-age children with and without a persistent speech sound disorder. *International Journal of Speech-Language Pathology, 12*, 1-12.
- Cabbage, K.L., Brinkley, S., Gray, S., Alt, M., Cowan, N., Green, S., Kuo, T., & **Hogan, T.P.** (2017). Assessing working memory in children: The Comprehensive Assessment Battery for Children – Working Memory (CABC-WM). *Journal of Visualized Experiments, 2017 Jun 12* (124). DOI: 10.3791/55121.
- Saletta, M., Goffman, L., & **Hogan, T.P.** (2016). Orthography and modality influence speech production in adults and children. *Journal of Speech, Language, and Hearing Research, 59*, 1-15.
- Cabbage, K.L., **Hogan, T.P.**, & Carrell, T.D. (2016). Speech perception differences in children with dyslexia and persistent speech delay. *Speech Communication, 82*, 14-25.
- Green, S., Yang, Y., Alt, M., Brinkley, S., Gray, S., **Hogan, T.P.**, & Cowan, N. (2015). Use of internal consistency coefficients for estimating reliability of experimental tasks scores. *Psychonomic Bulletin and Review, 1-14*.
- Cabbage, K.L., Farquharson, K., & **Hogan, T.P.** (2015). Speech perception and working memory in children with residual speech errors: A case study analysis. *Seminars in Speech and Language, 36*, 234-246.
- Centanni, T.M., Sanmann, J.N., Green, J.R., Iuzzini-Seigel, J., Bartlett, C., Sanger, W.G., & **Hogan, T.P.** (2015). The role of candidate-gene CNTNAP2 in childhood apraxia of speech and specific language impairment. *American Journal of Medical Genetics: Neuropsychiatric Genetics, Part B, 9999*, 1-8.
- Iuzzini-Siegel, J., **Hogan, T.P.**, Rong, P., & Green, J.R. (2015). Longitudinal development of speech motor control: Motor and linguistic factors. *Journal of Motor Learning and Development, 3*, 53-68.
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#### CONSORTIUM PAPERS

- Language and Reading Research Consortium, Lo, M., & Xu, M. (in press). Impacts of the Let's Know! curriculum on the language and comprehension-related skills of prekindergarten and kindergarten children. *Journal of Educational Psychology*.
- Language and Reading Research Consortium (LARRC), Jiang, H., & Logan, J. (2019). Improving reading comprehension in the primary grades: Mediated effects of a language-focused classroom intervention. *Journal of Speech, Language, and Hearing Research, 62*, 2812-2828.
- Language and Reading Research Consortium (LARRC), Yeomans-Maldonado, G., Bengochea, A., & Mesa, C. (2018). The dimensionality of oral language in kindergarten Spanish-English dual-language learners. *Journal of Speech, Language, and Hearing Research, 61*, 2779-2795. DOI:10.1044/2018\_JSLHR-L-17-0320
- Language and Reading Research Consortium. Jiang, H., & Farquharson, K. (2018). Are working memory and behavioral attention equally important for both reading and listening comprehension? A Developmental Comparison. *Reading and Writing: An Interdisciplinary Journal, 31*(7), 1449-1477. DOI: 10.1007/s11145-018-9840-y.
- Language and Reading Research Consortium (LARRC), Jiang, H., Logan, J., & Rongfang, J. (2018). Modeling the nature of grammar and vocabulary trajectories from pre-kindergarten to third grade. *Journal of Speech, Language, and Hearing Research, 61*, 910-923.
- Language and Reading Research Consortium (LARRC) and Chiu, Y. D. (2018). The Simple View of Reading across development: the prediction of grade 3 reading comprehension by prekindergarten skills. *Remedial and Special Education, 39*(5), 289-303.
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- Language and Reading Research Consortium, Jiang, H., & Davis, D. (2017). Let's Know! proximal impacts on PK through G3 children's comprehension-related skills. *The Elementary School Journal, 118*, 177-206.
- Language and Reading Research Consortium & Logan, J. (2017). Pressure points in reading comprehension: A quantile multiple regression analysis. *Journal of Educational Psychology, 109*(4), 451-464.
- Language and Reading Research Consortium (2017). Oral language and listening comprehension: Same or different constructs? *Journal of Speech, Language, and Hearing Research, 60*, 1273-1284.
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- Alonzo, C.A., Yeomans-Maldonado, G., Murphy, K., Bevans, B. & the Language and Reading Research Consortium. (2016). Predicting Second Grade Listening Comprehension using Pre-Kindergarten Measures. *Topics in Child Language Disorders, 36*, 312-333.
- Murphy, K., LARRC, & Farquharson, K. (2016). Investigating Profiles of Lexical Quality in Preschool and their Contribution to First Grade Reading. *Reading and Writing 29*(9), 1745-1770.

- Language and Reading Research Consortium, Arthur, A., & Davis, D. L. (2016). A pilot study of the impact of double-dose robust vocabulary instruction on children's vocabulary growth. *Journal of Research on Educational Effectiveness*, 9(2): 173-200. DOI: 10.1080/19345747.2015.1126875.
- Language and Reading Research Consortium (LARRC), Farquharson, K. and Murphy, K.A. (2016) Ten Steps to Conducting a Large, Multi-Site, Longitudinal Investigation of Language and Reading in Young Children. *Frontiers in Developmental Psychology*, 7, (419), 1-16. DOI: 10.3389/fpsyg.2016.00419.
- Language and Reading Research Consortium. (2016). Use of the Curriculum Research Framework (CRF) for developing a reading-comprehension curricular supplement for the primary grades. *The Elementary School Journal*, 116, 1-28.
- Language and Reading Research Consortium (2015). The dimensionality of language ability in young children. *Child Development*, 86, 1948-1965.
- Language and Reading Research Consortium. (2015). The dimensionality of Spanish in young Spanish-English dual-language learners. *Journal of Speech, Language, and Hearing Research*, 58, 754-66. doi:10.1044/2015\_JSLHR-L-13-0266.
- Language and Reading Research Consortium. (2015). Learning to read: Should we keep things simple? *Reading Research Quarterly*, 50, 151-169.
- Language and Reading Research Consortium, Johanson, M., & Arthur, A. (2015). Improving the language skills of Pre-Kindergarten students: Preliminary impacts of the Let's Know! experimental curriculum. *Child and Youth Care Forum*, 1-26.
- Language and Reading Research Consortium, Pratt, A., & Logan, J. (2014). Improving language-focused comprehension instruction in primary-grade classrooms: Impacts of the Let's Know! curriculum. *Educational Psychology Review*, 26, 357-377. doi:10.1007/s10648-014-9275-1.

#### ABSTRACTS AND PROCEEDING FROM PEER-REVIEWED CONFERENCES

- Gong, J.J., Gong, M., Levy-Lambert, D., Green, J.R., **Hogan, T.P.**, & Guttag, J.V. (2016). Towards an automated screening tool for developmental speech and language impairments. In *Interspeech-2016*, 112-116.

#### BOOK CHAPTERS

- Curran, M., & **Hogan, T.** (in press). Serving children with exceptionalities as they climb the ladder of reading and writing: DLD. In N. Young & J. Hasbrouck (Eds.), *The Ladder of Reading and Writing*. Benchmark Education Company LLC.
- Curran, M., & **Hogan, T.** (in press). Developmental language disorder: What it is and why it matters. In S. Cabell, S. Neuman, & N. Patton Terry (Eds.), *Handbook on the Science of Early Literacy*. Guilford Press.
- Nelson-Strouts, K., **Hogan, T.P.**, & Bridges, M.S. (in press). Preschool children with developmental language disorder. In S. Chabon, E.R. Cohn, & D. Lee-Wilkinson (Eds.), *The Communication Disorders Casebook: Learning by Example*, Second Edition. Plural Publishing.
- Hogan, T.P.** (2019). Integrative Commentary of Section II: Typical Language (Spoken and Written) Development. In E. Grigorenko, Y. Shtyrov, & P. McCardle (Eds.), *All about Language: Science, Theory, and Practice* (pp. 76-79). Baltimore, MD: Brooks Publishing.
- Cabbage, K.L. & **Hogan, T.P.** (2014). Phonological Awareness (Development of). In P. Brooks & B. Kempe (Eds.), *Encyclopedia of Language Development* (pp. 451-454). Thousand Oaks, CA: SAGE Publications.

- Hogan, T.P.**, Cain, K., & Bridges, M.S. (2012). Young children's oral language abilities and later reading comprehension. In T. Shanahan & C. Lonigan (Eds.), *Literacy in Preschool and Kindergarten Children: The National Early Literacy Panel and Beyond* (pp. 217-232). Baltimore, MD: Brooks Publishing.
- Bridges, M.S., Justice, J.M., **Hogan, T.P.**, & Gray, S. (2012). Promoting lower- and higher-level language skills in early education classrooms. In R.C. Pianta, W.S. Barnett, L.M. Justice, & S.M. Sheridan (Eds.), *Handbook of Early Childhood Education* (pp. 177-193). New York, NY: Guilford Press.
- Hogan, T.P.**, Bridges, M.S., Wymer, C., & Volk, R. (2010). Tessa: A preschool child with a specific language impairment. In S. Chabon & E. Cohn (Eds.), *The communication disorders casebook: Learning by example* (pp. 142-156). Boston, MA: Allyn & Bacon.
- Catts, H.W., **Hogan, T.P.**, & Adlof, S.M. (2005). Developmental changes in reading and reading disabilities. In H.W. Catts & A.G. Kamhi (Eds.), *The connections between language and reading disabilities* (pp. 25-40). Mahwah, NJ: Lawrence Erlbaum Associates.

## IMPACT & OUTREACH

- Hogan, T.P. (2023, July). *SeeHearSpeak Podcast*. Invited pre-conference video presentation. Society for the Scientific Studies of Reading Annual Conference, Cannes, Australia.
- Scorrano, D. (Producer). Hogan, T.P. (Contributor) (2022, November 2). READ Podcast: DLD, Language, and Systemic Change in Reading. [Audio Podcast]. Retrieved from: <https://www.thewindwardschool.org/the-windward-institute/read/tiffany-hogan-phdccccslp>
- Co-organizer, (2022, April). Online conference: Implementation Science IS for All: A CSD Practice-Research Exchange, MGH Institute of Health Professions, Boston, MA.
- Ziegenfusz, S. (Producer). **Hogan, T.P.** (Contributor) (2021, March 4). *The Talking DLD Podcast: Language screening and early identification of developmental language disorder (DLD)*. [Audio Podcast]. Retrieved from: <https://thedldproject.com/language-screening-and-early-identification-of-dld/>
- Solari, E., Hart, S. & **Hogan, T.P.** (2020, July). A call to action: Supporting women faculty in the time of COVID-19 and beyond. *Medium* <https://medium.com/@emily.j.solari/a-call-to-action-supporting-women-faculty-in-the-time-of-covid-19-and-beyond-a5c7a53387bb>
- Hogan, T.P.** (2020, January/February). Developmental Language Disorder (DLD): A Common, Yet Hidden, Childhood Communication Disorder. *Exchange Magazine*, 12-14.
- Scorrano, D. (Producer). **Hogan, T.P.** (Contributor) (2020, June 3). *READ Podcast: Developmental Language Disorder*. [Audio Podcast]. Retrieved from: <https://www.thewindwardschool.org/the-windward-institute/read>
- Brodie, K. (Producer). **Hogan, T.P.** (Contributor) (2020, June 5), *Early Years TV: Dyslexia in the Classroom*. [YouTube Video]. Retrieved from: <https://www.earlyyears.tv/>
- Hamman, J. (Producer). **Hogan, T. P.** & Baron, L. S. (Contributors). (2019, January 1). *Glean Education's Research to Practice Podcast: Episode 1* [Audio Podcast]. Retrieved from: <https://www.gleaneducation.com/podcast/interview-with-tiffany-hogan-and-lauren-baron>
- Anderson, J. (Producer). **Hogan, T.P.** (Contributor). (2019, December 4). *Harvard EdCast Podcast: Bringing a Hidden Language Disorder to Light*. [Audio Podcast]. Retrieved from: <https://www.gse.harvard.edu/news/19/12/harvard-edcast-bringing-hidden-language-disorder-light>
- Hogan, T.P.** (2018, July/August). Can you Read to Me? Increasing Language and Literacy Skills During Shared Book Reading, *Exchange Magazine*, 12-17.

**Hogan, T.P.** (2005). [Review of the book *Speaking, reading, and writing in children with language learning disabilities: New paradigms in research and practice*]. *Journal for Research in Reading*, 26, 1-2.

## RESEARCH PRESENTATIONS

### INVITED RESEARCH PRESENTATIONS

- Hogan, T.P.** (2023, June). *Dyslexia & developmental language disorder: School-based screenings, assessments, interventions, and implementation science*. Invited keynote presentation at the Symposium for Research on Child Language Disorders, Madison, WI.
- Hogan, T.P.** (2021, September). *Developmental Language Disorders: Screening, Diagnosis, Intervention Frameworks, and Literacy Outcomes*. Invited keynote presentation at the 1<sup>st</sup> International Developmental Language Disorder Research Conference 2021 - The DLD Project.
- Alt, M., Gray, S., Green, S., **Hogan, T.P.**, Petscher, Y., Fox, A., & Cowan, N. (2018, May). *Working memory profiles of children with dyslexia, developmental language disorder, and typical development*. Invited talk presented to the community at the University of Hong Kong, Hong Kong.
- Hogan, T.P.** (2018, April). *Language and literacy development and disorders*. MGH Institute of Health Professions CEU Event, Boston.
- Hogan, T.P.** (2018, February). *Comprehension*. Invited talk presented to the Georgetown MA Special Education Parent Advisory Council (SEPAC), Georgetown, MA.
- Alt, M., Gray, S., Green, S., **Hogan, T.P.**, Petscher, Y., & Cowan, N. (2017, September). *Working memory profiles of children with dyslexia, language impairment, and typical development*. Invited talk presented as part of the Cognitive Science Colloquium Series, University of Arizona, Tucson, AZ.
- Hogan, T.P.** (2014, February). *Language basis of reading development: Profiles, assessments, and interventions*. MGH Institute of Health Professions CEU Event, Boston.
- Hogan, T.P.** (2013, June). *Keynote Presentation: Multiple pathways to reading comprehension impairment: Consistent findings and clinical implications from longitudinal studies*. Speech Pathology Australia National Conference, Broadbeach, Queensland, Australia.
- Hogan, T.P.** (2013, February). *Orthographic probability and neighborhood density across development: Findings from grade-based child frequency counts*. University of Texas – Dallas Weekly Research Symposium, Dallas, TX.
- Hogan, T.P.** and the Language and Reading Research Consortium (2012, October). *Measuring the effectiveness of reading comprehension interventions*. International Reading Comprehension Symposium, University of Canterbury, Christchurch, New Zealand.
- Hogan, T.P.** (2012, August). *Orthographic and phonologic processing in children with specific language impairments*. University of South Carolina Hard Data Talks Series, Department of Psychology, Columbia, SC.
- Hogan, T.P.** (2012, April). *Learning in children with specific language impairments*. Massachusetts General Hospital Institute of Health Professions, Boston, MA.
- Hogan, T.P.** (2011, October). *Orthographic and phonologic learning in children with specific language impairments*. Northwestern University CSD Speaker Series, The Roxelyn & Richard Pepper Department of Communication Sciences and Disorders, Chicago, IL.

- Hogan, T.P.** (2011, August). *Orthographic and phonologic learning in children with specific language impairments*. Boys Town National Research Hospital Featured Lunch Talk, Omaha, NE.
- Hogan, T.P.** (2011, June). *Language and Reading Research Consortium (LARRC) study 1 update*. Institute of Education Sciences Reading for Understanding Year 1 fourth quarter investigator meeting, Washington, DC.
- Hogan, T.P.** (2010, April). *The role of the lexicon in early identification and intervention for language and reading disabilities*. Early Childhood Summit, University of Nebraska – Lincoln.
- Hogan, T.P.** & Suddarth, R. (2009, March). *Orthographic influences on phonological processing: Implications for models of spoken word recognition*. Department of Speech, Language, and Hearing Sciences, University of Arizona, Tucson, AZ.
- Hogan, T.P.** (2008, October). *Orthographic influences on phonological processing: Sublexical and lexical tasks*. Department of Speech and Hearing Sciences, University of Washington, Seattle, WA.
- Hogan, T.P.** (2007, September). *Phonological-lexical processing and word learning in children differing in phonological awareness*. Department of Speech and Hearing Sciences Colloquium Series, Indiana University, Bloomington, IN.
- Hogan, T.P.** (2007, March). *Sublexical and lexical influences on preschool phonological awareness*. Department of Speech and Hearing Science Colloquium Series, Arizona State University, Tempe, AZ.

#### COMPETITIVELY REVIEWED RESEARCH PRESENTATIONS

- Gray, S., **Hogan, T. P.**, Fox, A., Komesidou, R., Alt, M., & Cowan, N. (2020; February). *The structure of working memory in school-age children with dyslexia*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Peter, B., **Hogan, T.P.**, Alt, M., Green, S., Cowan, N., Schrauwen, I., Naymik, M., Sacchetta, M., Vose, C., Deshpande, K., Guido, J., & Gray, S. (2018, November). *Dense microarray genotypes validate genes of interest for disorders of spoken and written language*. American Speech-Language-Hearing Association Annual Convention, Boston, MA.
- Bridges, M. & **Hogan, T.P.** (2018, November). *What SLPs need to know about the simple view of reading*. American Speech-Language-Hearing Association Annual Convention, Boston, MA.
- Schlichtmann, G., Boucher, A., Adlof, S.M., & **Hogan, T.P.** (2018, November). *Universal design for learning: Leveraging differences in children with dyslexia*. American Speech Language-Hearing Association Annual Convention, Boston, MA.
- Hogan, T.P.**, Iuzzini-Seigel, J., Zuk, J., Cabbage, K.L., & Green, J.R. (2018, July). *Dyslexia versus childhood apraxia of speech: similar speech errors with different etiologies?* In symposium led by K. Farquharson, entitled, Exploring the relations between speech production and word reading in children with dyslexia, speech production deficits, or both. Society for the Scientific Study of Reading Annual Convention, Brighton, United Kingdom.
- Farquharson, K., **Hogan, T. P.**, Fox, A.B., & Bernthal, J.E. (2018, July). *The influence of lexical features and list length on nonword repetition skills for children with speech sound production errors*. In symposium led by K. Farquharson, entitled, Exploring the relations between speech production and word reading in children with dyslexia, speech production deficits, or both. Society for the Scientific Study of Reading Annual Convention, Brighton, United Kingdom.

- Cabbage, K.L., **Hogan, T.P.**, Gray, S., Alt, M., Green, S., & Cowan, N. (2018, July). *Characterizing nonword repetition production error patterns in children with dyslexia*. In symposium led by K. Farquharson, entitled, Exploring the relations between speech production and word reading in children with dyslexia, speech production deficits, or both. Society for the Scientific Study of Reading Annual Convention, Brighton, United Kingdom.
- Hogan, T.P.** & Bridges, M. (2017, November). *What SLPs need to know about dyslexia*. American Speech-Language-Hearing Association Annual Convention, Los Angeles, CA.
- Hogan, T.P.** & Baron, L. (2017, November). *How print boosts spoken word learning in children with dyslexia*. In symposium led by S. Adlof entitled, 'Towards the understanding and improvement of word learning in children with language or reading impairment' American Speech-Language-Hearing Association Annual Convention, Los Angeles, CA.
- Hogan, T. P.**, Green, S.B., Alt, M., Gray, S., & Cowan, N. (2017, October). *The structure of working memory in children with dyslexia*. New England Research on Dyslexia Society Conference, Storrs, CT
- Justice, L.M, Petscher, Y., & **Hogan, T.P.** (2017, March). *Can early language trajectories predict poor reading comprehension?* International Convention of Psychological Science, Vienna, Austria.
- Hogan, T. P.**, Green, S.B., Alt, M., Gray, S., Brinkley, S., & Cowan, N. (2016, July). *Modeling working memory in school-age children with dyslexia*. Society for the Scientific Study of Reading Annual Convention, Porto, Portugal.
- Cowan, N., **Hogan, T.P.**, Alt, M., Green, S., Cabbage, K.L., Brinkley, S., & Gray, S. (2016, June). *Profiles of Memory Span: A Microanalysis of Span Elucidates Developmental Dyslexia With and Without Specific Language Impairment*. Oral presentation at the symposium on Research in Child Language Disorders, Madison, WI.
- Gray, S., Alt, M., **Hogan, T.**, Brinkley, S., Schlesinger, N., Green, S., & Cowan, N. (2016, June). *Children with dyslexia and concomitant dyslexia and SLI show different phonological processing deficits, but not visual recall deficits, during word learning*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Gray, S., **Hogan, T.**, Alt, M., Green, S., Brinkley, S., & Cowan, N. (2016, March). *Working memory deficits in children with dyslexia: Beyond phonology?* Oral presentation at the tenth biennial conference of the British Dyslexia Association, Oxford, England.
- Alt, M., **Hogan, T.P.**, Green, S., Gray, S., Cabbage, K., & Cowan, N. (2016, February). *Word learning deficits in children with dyslexia*. Poster presented at Pacific Coast Research Conference. Catalina, CA.
- Gray, S., Green, S., Alt, M., **Hogan, T.P.**, Brinkley, S., & Cowan, N. (2015, October). *The structure of working memory in young children with typical development*. Cognitive Development Society, Columbus, OH.
- Hogan, T.P.**, Gray, S., Alt, M., Baron, L., Cabbage, K.L., Green, S.B. & Cowan, N. (2015, July). *Orthographic influences on word learning by second-graders with dyslexia and typical development*. Society for the Scientific Studies of Reading, Kona, Hawaii.
- Arizmendi, G., Alt, M., Gray, S., **Hogan, T.P.**, Green, S., Cowan, N. (2015, June). *Word learning in Spanish-English Bilingual Children*. Poster presented at Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI, June, 2015.
- Hogan, T.P.**, Gray, S., Alt, M., Green, S.B., Cabbage, K.L. & Cowan, N. (2014, October). *Working memory in children with dyslexia*. 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, MA.



- Gray, S., Bridges, M.S., **Hogan, T.P.**, & the Language and Reading Research Consortium (LARRC) (2014, November). *Preliminary effects of the Let's Know! curriculum supplement to improve reading comprehension in grades PK-3*. American Speech, Language, and Hearing Association, Orlando, FL.
- Hogan, T.P.**, Gray, S., Alt, M., Green, S.B., Cabbage, K.L. & Cowan, N. (2014, September). *Working memory deficits in children with dyslexia: global or local?* Seventh European Working Memory Symposium, Edinburgh, Scotland.
- Wolter, J., Farquharson, K., Covington, N., Wang, J., & **Hogan, T.P.** (2014, July). *Orthographic Probability and Neighborhood Density Across Development using the Child Orthographic Probability Calculator (COPcalc)*. Society for the Scientific Studies of Reading, Santa Fe, NM.
- Alt, M., Gray, S., **Hogan, T.P.**, Green, S.B., & Cowan, N. (2014, June). *Word learning deficits in children with dyslexia: More than phonology*. Symposium on Research in Child Language Disorders Annual Conference, Madison, WI.
- Language and Reading Research Consortium, presented by **T.P. Hogan** (2014, March). *Does the simple view of reading need to be more complex?* British Dyslexia Association International Conference, Guildford, England.
- Hogan, T.P.**, Thomas, A., & Green, J.R. (2013, November). *Word learning in children with apraxia of speech with and without co-morbid language impairment*. In symposium led by S. Gray entitled, 'What's the word in word learning research?' American Speech-Language-Hearing Association Annual Convention, Chicago.
- Davis, D., **Hogan, T.P.**, Green, J.R., Long, Y., Bridges, M., Catts, H.W., and the Language and Reading Consortium (2013, July). *Pausing in oral narrative retells in poor reader subgroups*. Society for the Scientific Study of Reading Annual Convention, Hong Kong.
- Redmond, S.M., Ash, A., & **Hogan, T.P.** (2013, June). *Consequences of ADHD comorbidity on the severity of children's LI symptoms*. Symposium on Research in Child Language Disorders Annual Conference, Madison, WI.
- Redmond, S.M., Ash, A., & **Hogan, T.P.** (2013, June). *Consequences of LI comorbidity on the severity of children's ADHD symptoms and related behavioral difficulties*. Symposium on Research in Child Language Disorders Annual Conference, Madison, WI.
- Kuruvilla, M.S., Green, J. R., **Hogan, T.P.**, Fernandes, J.A., & Murman, D.L. (2012, December). *Functional near infrared spectroscopy correlates of early cognitive change in ALS*. Paper presented at the 23<sup>rd</sup> International Symposium on ALS/MND, Chicago, United States of America.
- Cain, K., **Hogan, T.P.**, Pentimonti, J. & the Language and Reading Research Consortium (2012, September). *Reading and listening comprehension from 6 to 9 years: Is working memory equally important for both?* British Psychology Society Conference: Developmental Section, Glasgow, Scotland.
- Language and Reading Research Consortium, presented by **T.P. Hogan** (2012, July). *Developing interventions to support early reading comprehension: Results from iterative design*. Society for the Scientific Study of Reading Annual Conference, Montreal, Canada.
- Hogan, T.P.** (2011, November). *Considering joining the next generation of researchers? Talk with us*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Hogan, T.P.** (2011, February). *Frequency effects on word learning in poor comprehenders*. Pacific Coast Research Conference, San Diego.

- Hogan, T.P.** & Bridges, M.S. (2010, November). *What SLPs should know about reading comprehension*. American Speech-Language-Hearing Association Annual Convention, Philadelphia.
- Hogan, T.P.** (2010, July). *Early reading predicts later nonword repetition in children with dyslexia, language impairment, or both.* . In symposium led by **T. P. Hogan** entitled, The development of orthographic-phonologic relations in children varying in word reading abilities, spoken language skills, or both. Society for the Scientific Study of Reading Annual Convention, Berlin.
- Bridges, M.S. & **Hogan, T.P.** (2009, November). *What SLPs should know about early identification of reading disabilities*. American Speech-Language-Hearing Association Annual Convention, Chicago.
- Hogan, T.P.**, Catts, H.W., Bovaird, J., McCarthy, J., & Ellis Weismer, S. (2009, June). *Reciprocal relation between word reading and nonword repetition in school-age children with specific language impairment*. Symposium on Research in Child Language Disorders. Madison, WI.
- Hogan, T.P.** & Bridges, M.S. (2008, November). *What SLPs need to know about dyslexia*. American Speech-Language-Hearing Association Annual Convention, Chicago.
- Curtright, A., Zimmer, J.B., & **Hogan, T.P.** (2008, November). *Comparison of norm referenced, processing-dependent, & dynamic assessment with Navajo children*. American Speech-Language-Hearing Association Annual Convention, Chicago.
- Hogan, T.P.** (2008, July). *Phonological and lexical influences on phoneme awareness*. In symposium led by **T. P. Hogan** & J. Thomson, entitled Early Identification of Children at Risk for Reading Difficulties: New Advances. Society for the Scientific Study of Reading Annual Convention, Asheville, NC.
- Curtright, A., Zimmer, B.J., & **Hogan, T.P.** (2008, July). *Understanding the Navajo: Language, people, and culture: an update*. American Speech Language Hearing Association Schools Conference, Lake Buena Vista, FL.
- Curtright, A., **Hogan, T.P.**, & Zimmer, B.J. (2008, March). *Understanding the Navajo: Language, people, and culture*. Missouri Speech-Language-Hearing Association Annual Convention, Osage Beach, MO.
- Hogan, T.P.** & Suddarth, R. (2007, November). *Orthographic influences on auditory word learning in adults*. With M. Alt, S. Gray, K. McGregor, B. Munson, & H. Storkel in seminar entitled, 'Word Learning in situ: Interplay between learners and learning environments.' American Speech-Language-Hearing Association Annual Convention, Boston.
- Bridges, M. & **Hogan, T.P.** (2007, November). *What SLPs need to know about reading assessment*. American Speech-Language-Hearing Association Annual Convention, Boston.
- Betz, S.B., Finestack, L.H., **Hogan, T.P.**, Silkes, J.P., Hoover, J., & Thorne, J.C. (2007, November). *What to consider when considering a PhD: A peer perspective*. American Speech-Language-Hearing Association Annual Convention, Boston.
- Hogan, T.P.**, Catts, H.W., Adlof, S.M., Storkel, H.L., & Vitevitch, M.V. (2007, July). *Dissociations between semantic and phonologic lexical structure in adolescent poor comprehenders and poor decoders*. Society for the Scientific Study of Reading Annual Convention, Prague.
- Hogan, T.P.** (2006, November). *Phonological-Lexical Processing in Preschool Children Differing in Phonological Awareness*. American Speech-Language-Hearing Association Annual Convention, Miami.

- Betz, S.B., Finestack, L.H., **Hogan, T.P.**, Hammer, M., Jackson, C.W., & Proctor-Williams, K. (2006, November). *What to consider when considering a PhD: A peer perspective*. American Speech-Language-Hearing Association Annual Convention, Miami.
- Hogan, T.P.**, Catts, H.W., & Storkel, H.L. (2006, July). *Phonological-lexical processing and word learning in children differing in phonological awareness*. Society for the Scientific Study of Reading Annual Convention, Vancouver.
- Hogan, T.P.** (2005, November). *Introduction to word learning: Representations and populations*. With N. Capone, S. Gray, H. Storkel, & S. E. Weismer in seminar entitled 'Word learning I: Word learning across representations and populations.' American Speech-Language-Hearing Association Annual Convention, San Diego.
- Hogan, T.P.**, Storkel, H.L., Catts, H.W., & Zogelman, K. (2005, November). *Word learning II: Word learning in preschoolers differing in phonological awareness*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Hogan, T.P.** (2005, November). *Tips for writing an NIH F31 dissertation grant*. In seminar entitled 'The Write Stuff: Lessons for Success in Research Funding' American Speech Language-Hearing Association Annual Convention, San Diego.
- Betz, S.B., Finestack, L.H., **Hogan, T.P.**, Brackenbury, T., Jackson, C.W., & Proctor-Williams, K. (2005, November). *What to consider when considering a PhD: A peer perspective*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Hogan, T.P.** (2005, September). *New frontiers in clinical practice: Children with phonological disorders and reading disorders*. With H.L. Storkel, J.R. Hoover, & J. Maekawa in seminar entitled 'New frontiers in clinical practice: Children with phonological disorders' Kansas Speech-Language-Hearing Association Annual Convention, Overland Park, KS.
- Sittner, M. & **Hogan, T.P.** (2005, September). *Language and literacy: Linking research to practice*. Kansas Speech-Language-Hearing Association Annual Convention, Overland Park, KS.
- Hogan, T.P.** & Harris, R. (2005, June). *Reading development in a first and second language: The case of French immersion in an urban school district*. Society for the Scientific Study of Reading Annual Convention, Toronto.
- Adlof, S.M., Catts, H.W., **Hogan, T.P.**, & Little, T.D. (2005, June). *The role of fluency in reading comprehension*. Society for the Scientific Study of Reading Annual Convention, Toronto.
- Hogan, T.P.** & Catts, H.W. (2004, November). *Phonological awareness test items: Lexical and phonological characteristics affect performance*. American Speech-Language-Hearing Association Annual Convention, Philadelphia.
- Storkel, H.L., Armbruster, J., & **Hogan, T.P.** (2004, November). *Effects of neighborhood density and phonotactic probability on word learning*. Psychonomic Society Annual Convention, Minneapolis.
- Catts, H.W., **Hogan, T.P.**, Adlof, S.M., & Barth, A.E. (2003, November) *Changes in reading processes over time: Implications for SLPs*. American Speech-Language-Hearing Association Annual Convention, Chicago.
- Catts, H.W., **Hogan, T.P.**, Adlof, S.M., & Barth, A.E. (2003, June) *The simple view of reading: Changes over time*. Society for the Scientific Study of Reading Annual Convention, Boulder.

- Catts, H.W. & **Hogan, T.P.** (2002, November). *At what grades should we assess phonological awareness?* American Speech-Language-Hearing Association Annual Convention, Atlanta.
- Hogan, T.P.** & Harris, R. (2002, June). *The relationship between phonological awareness and learning to read in first and second languages.* Society for the Scientific Study of Reading Annual Convention, Chicago.
- Catts, H.W. & **Hogan, T.P.** (2002, June). *The fourth grade slump: Late emerging poor readers.* Society for the Scientific Study of Reading Annual Convention, Chicago.
- Hogan, T.P.** (2000, March). *Phonological awareness.* Missouri Speech-Language-Hearing Association Annual Convention, Kansas City, MO.
- Hogan, T.P.** (1999, September). *Phonological awareness groups.* Kansas Reading Summit, Wichita, KS.

#### STUDENT SUPPORTED COMPETITIVELY REVIEWED RESEARCH PRESENTATIONS

- Bao, X., & **Hogan, T.P.** (2020, May). *A review of commercially available screening tests used to identify risk of developmental language disorder (DLD).* The Symposium on Research in Child Language Disorders, Madison, WI, United States.  
<http://www.srcl.org/Archive/PresentationDetail.aspx?SUBID=3789> (Conference canceled)
- Hancock, N., Redmond, S.M., Fox, A.B, Ash, A.C., & **Hogan, T.P.** (2019, June). *Modeling the relationship between decoding and attention-deficit/hyperactivity disorder (ADHD) symptoms in children with language impairment.* New England Research on Dyslexia Society Conference, Boston, MA.
- Alonzo, C., **Hogan, T.P.**, & Thornhill, L. (2018, November). *Knowledge acquisition and inhibition effects on comprehension in preschoolers with & without developmental language disorder.* American Speech-Language-Hearing Association Annual Convention, Boston, MA.
- Baron, L., **Hogan, T.P.**, & Christodoulou, J. (2018, November). *Working memory and response to intervention for elementary students at risk of reading difficulty.* American Speech Language-Hearing Association Annual Convention, Boston, MA.
- Cabbage, K.L., Stanley, C., Morgan, K., Gray, S., Alt, M., Cowan, N., Green, S., **Hogan, T.P.** (2018, November). *Phonological processing in children with dyslexia: Analyzing non word repetition error types.* American Speech-Language-Hearing Association Annual Convention, Boston, MA.
- Zuk, J., Dunstan, J., Norton, E., Ozernov-Palchik, O., Wang, Y., **Hogan, T.P.**, Gabrieli, J.D.E. & Gaab, N. *The potential role of speech sound production in facilitating reading development among children at risk for reading impairment.* In symposium led by K. Farquharson, entitled, Exploring the relations between speech production and word reading in children with dyslexia, speech production deficits, or both. Society for the Scientific Study of Reading Annual Meeting. Brighton, UK; July 2018.
- Alonzo, C.M. & **Hogan, T.P.** (2017, November). *Improve Your Background Knowledge on the Interactions of Background Knowledge & Comprehension in Young Children.* American Speech, Language, and Hearing Association, Los Angeles, CA.
- McIlraith, A., Hooker, J., Brown, J., & **Hogan, T.P.** (2017, November). *A Practical Guide to Research Design.* Poster presented at the American Speech-Language-Hearing Association Convention, Los Angeles, CA.

- Baron, L. S., **Hogan, T. P.**, Schechter, R. S., Brooke, & E. C. (2017, July). *Education technology can effectively differentiate instruction for reader profiles*. Poster presented at the Society for the Scientific Study of Reading Annual Conference, Halifax, Nova Scotia.
- Arizmendi, G., Alt, M., Gray, S., **Hogan, T.P.**, Green, S., & Cowan, N. (2017, June). *Exploring the bilingual advantage in 2<sup>nd</sup>-grade children: Monolingual and bilingual performance on central executive tasks of working memory*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Mettler, H., Alt, M., Gray, S., **Hogan, T.P.**, Green, S., & Cowan, N. (2017, June). *The relationship between phonological working memory and sentence production in school-age children*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Baron, L. S., **Hogan, T. P.**, Alt, M., Shelley, G., Cabbage, K. L., Green, S.B., & Cowan, N. (2016, July). *Predictors of orthographic boost during word learning in second-graders with dyslexia and language impairment*. In symposium led by S. Adlof, entitled, Oral and written word learning in special populations: Dyslexia, SLI, and second-language learners. Society for the Scientific Study of Reading Annual Convention, Porto, Portugal.
- Alonzo, C.A., **Hogan, T.P.**, Yeomans-Maldonado, G., Murphy, K., Bevens, B. & the Language and Reading Research Consortium. (2016, July). *Predicting Second Grade Listening Comprehension using Pre-Kindergarten and Kindergarten Measures*. Society for the Scientific Study of Reading Annual Convention, Porto, Portugal.
- Erikson, J., Alt, M., Gray, S., **Hogan, T.P.**, Green, S., & Cowan, N. (2016, June). *Phonological transfer during word learning: Evidence from bilingual school-age Spanish-English-speaking children*. Oral presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Zuk, J., Becker, B., Norton, E., Ozernov-Palchik, O., Mauer, M., Beach, S., **Hogan, T.P.**, Gabrieli, J., & Gaab, N. (2016, April). *Structural brain alterations in kindergartners with speech sound disorders*. Cognitive Neuroscience Society Annual Meeting. New York, NY.
- Kuruvilla-Dugdale, M., Green, J. R., **Hogan, T.P.**, & Custer, C. (2015, December). *Speech Performance in ALS: Influence of Speech Motor and Linguistic Complexity*. Poster presented at the International ALS/MND Symposium, Orlando, FL.
- Centanni, T.M. & **Hogan, T.P.** (2015, November). *An SLPs guide to neuroscience: How knowledge of the brain and genetics can better inform your practice*. American Speech, Language, and Hearing Association, Denver, CO.
- Zuk, J., Iuzzini-Siegel, J., Cabbage, K., Green, J.R., & **Hogan, T.P.** (2015, November). *Perception of speech sounds in childhood apraxia of speech: language matters*. American Speech, Language, and Hearing Association, Denver, CO.
- Baron, L. S., **Hogan, T. P.**, Alt, M., Shelley, G., Cabbage, K. L., Limson, C., Brinkley, S., Green, S.B., & Cowan, N. (2015, November). *Orthographic influences on word learning by second-graders with comorbid dyslexia and specific language impairment*. American Speech Language and Hearing Association, Denver, CO.
- Alonzo, C.N., **Hogan, T.P.**, Yeomans-Maldonado, G., Murphy, K., Bevens, B., Sheranian, K., & the Language and Reading Research Consortium (2015, November). *Predicting second grade listening comprehension using preschool measures*. American Speech, Language, and Hearing Association Annual Convention, Denver, CO.
- Centanni, T.M., Pantazis, D. Denna, L., Gabrieli, J.D.E., & **Hogan, T.P.** (2015, October). *Variability in the auditory-evoked neural response as a potential mechanism for dyslexia*. Society for Neuroscience, Chicago.

- Farquharson, K., Yeomans-Maldonado, G., Murphy, K., Cain, K., **Hogan, T.P.**, & LARRC (2014, July). *The role of memory updating in differentiating good and poor comprehenders*. Society for the Scientific Studies of Reading, Santa Fe, NM.
- Iuzzini, J., **Hogan, T.P.**, & Green, J. (2014, November). *Utility of ASHA criteria for differentiating school-aged children with CAS and speech delay*. American Speech, Language, and Hearing Association, Orlando, FL.
- Alonzo, C.A., Davis, D., Guarino, A., Farquharson, K., **Hogan, T.P.**, & the Language and Reading Research Consortium (LARRC) (2014, November). *Classroom language-based intervention effects narrative retell of preschool children*. American Speech, Language, and Hearing Association, Orlando, FL.
- Centanni, T.M., Sanmann, J.N, **Hogan, T.P.**, Iuzzini, J., Sanger, W.R., & Green, J.R. (2014, November). *The role of candidate-gene CNTNAP2 in language disorder symptoms: motor gene or cognitive gene?* American Speech, Language, and Hearing Association, Orlando, FL.
- Iuzzini, J., **Hogan, T.P.**, & Green, J. (2014, February). *Effect of masking on vowel space area in childhood apraxia of speech*. Conference for Motor Speech, Sarasota, Florida.
- Iuzzini, J., Hanen, A., Green, J., & **Hogan, T.P.** (2013, November). *Effect of auditory masking in children with CAS, Speech Delay, and typical speech development*. American Speech, Language, and Hearing Association, Chicago.
- Kuruvilla, M., Green, J.R., & **Hogan, T.P.** (2013, November). *Evidence of verbal working memory deficits in ALS*. American Speech-Language-Hearing Association Annual Convention, Chicago.
- Hanen, A., Iuzzini, J., Green, J.R., & **Hogan, T.P.** (2013, April). *Effects of Masking on Voice Onset Time in Children with Childhood Apraxia of Speech*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- Andersen, M. D., Cabbage, K.L., Molfese, D., Carrell, T., & **Hogan, T.P.** (2013, April). *Behavioral and electrophysiological speech perception in children*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- Farquharson, K.F., **Hogan, T.P.**, & Bernthal, J.E. (2012, November). *Working memory processes in children with persistent speech sound disorders*. American Speech-Language Hearing Association Annual Convention, Atlanta.
- Cabbage, K., **Hogan, T.P.**, & Carrell, T. (2012, November). *Speech perception in children with phonological impairments: A systematic analysis*. American Speech-Language Hearing Association Annual Convention, Atlanta.
- Peters, J., Farquharson, K.F., & **Hogan, T.P.** (2012, September). *Sound similarity effects phoneme awareness in children with speech sound disorders*. Nebraska Speech Language Hearing Association Annual Convention, Kearney, NE.
- Cabbage, K., **Hogan, T.P.**, & Carrell, T. (2012, August). *Perceptual skills underlying phonological deficits in children*. Sixth European Graduate School on Literacy Acquisition, Egmond aan Zee, The Netherlands.
- Farquharson, K.F., **Hogan, T.P.**, & Bernthal, J.E. (2012, June). *Working memory processes in children with persistent speech sound disorders*. International Child Phonology Conference, Minneapolis, Minnesota.
- Cabbage, K., **Hogan, T.P.**, & Carrell, T. (2012, June). *Speech perception in children with phonological impairments*. International Child Phonology Conference, Minneapolis, Minnesota.

- Egbert R.L., Kuruvilla, M.S., Green, J.R., & **Hogan, T.P.** (2012, April). *fNIRS-related hemodynamic responses associated with cognitive decline in amyotrophic lateral sclerosis*. Munroe Meyer Institute of Genetics and Rehabilitation, University of Nebraska Medical Center, LEND Leadership Training.
- Gruszczyk, M., Kuruvilla, M.S., Green, J.R., **Hogan, T.P.**, & Jackson, B. (April, 2012). *Decline of tongue force and endurance in amyotrophic lateral sclerosis*. Munroe Meyer Institute of Genetics and Rehabilitation, University of Nebraska Medical Center, LEND Leadership Training.
- Franzuebbers, C.F., Cabbage, K.L., **Hogan, T.P.**, & Molfese, D. (2012, April). *Electrophysiological processing of speech in children with varying phonological skill*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- Wiegert, R.G., Kuruvilla, M.S., **Hogan, T.P.**, Wang, J., & Green, J.R. (April, 2012). *Effect of phoneme frequency and age of acquisition on tongue movement variability*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- Gates, A., Farquharson, K.F., & **Hogan, T.P.** (2012, April). *Phoneme deletion scores for typically developing vs. children with speech sound disorders*. University of Nebraska Lincoln, Undergraduate Research Fair.
- Kuruvilla, M.S., Green, J.R., **Hogan, T.P.**, Yunusova, Y., & Ayaz, H. (2012, February). *Functional near-infrared spectroscopy correlates of ALS-related speech motor, cognitive, and language deficits*. Conference on Motor Speech, Sana Rosa, CA.
- McCarthy, J.H., **Hogan, T.P.**, & Beukelman, D. (2011, November). *Impact of computerized sounding out on spelling performance of children*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Farquharson, K., **Hogan, T.P.**, Wolter, J., & Vanderveen, N. (2011, November). *New Frontiers in orthographic and morphologic leaning: Beyond phonological awareness*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Cabbage, K.L., Carrell, T., & **Hogan, T.P.** (2011, November). *Amplitude modulation effects on speech perception in children and adults*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Farquharson, K., **Hogan, T.P.**, Bernthal, J.B., Rupp, D.F., & Slattery, M. (2011, November). *The effects of orthographic exposure on phonological treatment*. American Speech Language Hearing Association Annual Convention, San Diego.
- Davidson, S., **Hogan, T.P.**, Kuruvilla, M.S., Ayaz, H., Srivastava, P., & Green, J.R. (2011, November). *Detecting semantic anomalies: A preliminary study using fNIRS*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Farquharson, K., **Hogan, T.P.**, Bernthal, J.B., Rupp, D.F., & Slattery, M. (2011, September). *The effects of orthography on phonological treatment: Evidence from a single subject study*. Nebraska Speech-Language-Hearing Association Annual Convention, Kearney, NE.
- Farquharson, K., **Hogan, T.P.**, & Green, J.R. (2011, July). *Babbling at 9 months predicts letter identification at 66 months*. Society for the Scientific Study of Reading Annual Convention, St. Petersburg, Florida.
- McIlraith, A.L., **Hogan, T.P.**, Green, J.R., & Wilson, T.W. (2011, June). *Coupling differences between Wernicke's and Broca's areas according to lexicality in normal adults*. Annual conference for the Organization for Human Brain Mapping, Quebec City, Quebec, Canada.
- Matthews, M., Ellis Weismer, S., **Hogan, T.P.**, & Alt, M. (2010, November). *Survey on perspectives of pursuing a PhD in communication disorders*. American Speech-Language-Hearing Association Annual Convention, Philadelphia.

- McCarthy, J., **Hogan, T.P.**, & Beukelman, D. (2010, November). *Artificial subvocal articulation and spelling in persons who use AAC*. American Speech-Language-Hearing Association Annual Convention, Philadelphia.
- Baumert, W. & **Hogan, T.P.** (2010, April). *Relation between word reading ability and language*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- McCarthy, J., **Hogan, T.P.**, & Catts, H.W. (2009, November). *Spelling abilities of children with specific language impairment and dyslexia*. American Speech-Language-Hearing Association Annual Convention, New Orleans.
- Suddarth, R. & **Hogan, T.P.** (2008, June). *Orthographic influences on nonword repetition*. Symposium on Research in Child Language Disorders. Madison, WI.
- Kavena, M. & **Hogan, T.P.** (2008, May). *Native Americans and language impairment*. Student Research Symposium, Department of Speech, Language, and Hearing Sciences, University of Arizona.
- Suddarth, R. & **Hogan, T.P.** (2008, May). *Nonword repetition*. Student Research Symposium, Department of Speech, Language, and Hearing Sciences, University of Arizona.
- McGinley, E., Clinton, L., Breshears, M., DeMory, K., Zimmer, B.J., Curtright, A., & **Hogan, T.P.** (2008, March). *Differences in phonemic and morphological development in English and Navajo children*. Missouri Speech-Language-Hearing Association Annual Conference, Osage Beach, MO.
- Volk, R. & **Hogan, T.P.** (2007, November). *Phonological, lexical, and semantic influences on phonological awareness performance*. American Speech-Language-Hearing Association Annual Convention, Boston.

#### OTHER PRESENTATIONS

- Hogan, T.P.** (2018, April). *My leadership path*. Leadership America. Boston, MA.
- Hogan, T.P.** (2014, February). *Language basis of reading development*. MGH Department of Speech, Language, and Swallowing Disorders & Reading Disabilities Monthly Meeting, Boston.
- Hogan, T.P.** (2011, July). *Research linking language and literacy: The LNL lab*. Presentation to Barkley Board of Trustees, University of Nebraska – Lincoln, Lincoln, NE.
- Hogan, T.P.** (2008, September). *Orthographic influences on phonological tasks*. Communication Disorders Brown Bag, University of Nebraska – Lincoln, Lincoln, NE.
- Hogan, T.P.** (2007, April). *Contextual facilitation in poor comprehenders: A preliminary analysis*. Speech, Language, Hearing Sciences Colloquium, University of Arizona, Tucson, AZ.
- Hogan, T.P.** (2007, March). *Inter (intra) disciplinary collaborations*. In seminar presented with M. Alt, L. Gerken, & E. Plante. Speech, Language, Hearing Sciences Colloquium, University of Arizona, Tucson, AZ.
- Hogan, T.P.** (2007, November). *Orthographic influences on word learning*. Speech, Language, Hearing Sciences Colloquium, University of Arizona, Tucson, AZ.
- Hogan, T.P.** (2006, October). *Phonological-lexical processing and word learning in children differing in phonological awareness*. Speech, Language, Hearing Sciences Colloquium, University of Arizona, Tucson, AZ.

#### INVITED WORKSHOPS AND TUTORIALS

- Hogan, T.P.** (2018, October). *Assessing children who struggle with dyslexia and literacy: Connecting oral language and reading*. Dyslexia and Literacy: Language Connections to Reading, Dyslexia Foundation, Harvard Medical Center, Boston, MA



- Hogan, T.P.** (2018, August). *Closing the literacy achievement gap in elementary education: The science of language and literacy*. MGH Institute of Health Professions, Boston, MA.
- Hogan, T.P.** (2018, April). *Multiple pathways to reading comprehension impairment: A focus on improving both basic and higher-level language skills*. Invited training Partners Healthcare Daycare Providers, Boston, MA.
- Hogan, T.P.** (2016, July). *Literacy in the classroom*. Invited day-long seminar for the Landmark School Outreach Program, Beverly, MA.
- Hogan, T.P.** (2016, May). *Language basis of reading comprehension: Profiles, assessments, and interventions*. Invited half day seminar for the Cape Cod Speech Pathologists, Hyannis, MA.
- Hogan, T.P.** (2016, April). *Language basis of reading comprehension: Profiles, assessments, and interventions*. Invited day-long seminar for the Arizona Speech-Language-Hearing Association Annual Conference, Tucson, AZ.
- Hogan, T.P.** (2015, April). *Improving reading comprehension in school-age children*. Invited day-long seminar for Worcester State University Communication Sciences and Disorders Workshop, Worcester, MA.
- Hogan, T.P.** (2015, March). *Pathways to reading comprehension impairments*. Invited research presentation for University of Massachusetts, Amherst Annual Leadership Conference, Amherst, MA.
- Hogan, T.P.** (2013, November). *Purpose of a PhD*. In seminar led by J.R. Green entitled, 'Thinking about a PhD? Information sessions for prospective doctoral students.' American Speech-Language-Hearing Association Annual Convention, Chicago.
- Hogan, T.P.** (2013, June). *Keynote Workshop Presentation: Increasing lower- and higher level language skills to improve reading comprehension*. Speech Pathology Australia National Conference, Broadbeach, Queensland, Australia.
- Hogan, T.P., Davis, D., & Meyer, D.** (2012, February). *Improving language comprehension pre-k through grade 3*. Invited speaker for Lincoln Public Schools, Lincoln, NE.
- Hogan, T.P.** (2012, February). *Improving language comprehension pre-k through grade 3*. Invited speaker for Laramie County School District #1, Cheyenne, Wyoming.
- Hogan, T.P.** (2011, September). *Stimulating early language skills and promoting literacy in the preschool classroom*. Invited speaker for Speech Services Niagara, St. Catharines, Ontario, Canada.
- Hogan, T.P.** (2011, March). *Current trends and best practices for improving comprehension*. Invited speaker for Oklahoma School SLP Conference, Bethany, OK.
- Hogan, T.P.** (2011, March). *Preschool Literacy Interventions*. Invited speaker for online symposium, *Language and Literacy in Preschool Children*, American Speech-Language-Hearing Association, Rockville, MD.
- Hogan, T.P.** (2010, November). *Literacy development: Implications for students with special learning needs*. Invited speaker for the Down Syndrome Association for Families of Nebraska, Lincoln, NE.
- Hogan, T.P.** (2009, March). *Early childhood risk for reading impairment: Implications for assessment and treatment by speech-language pathologists*. Invited speaker for the Lincoln Public Schools Early Childhood Speech-Language Pathologists Monthly Training Meeting, Lincoln, NE
- Hogan, T.P.** (2008, October). *The language-literacy connection: Assessment and treatment implications*. Invited speaker for the Annual Nebraska Speech Language Hearing Association, Kearney, NE.
- Hogan, T.P.** (2008, April). *What SLPs need to know about literacy*. Invited speaker for the Annual Arizona Speech Language Hearing Association Conference. Tempe, AZ.

- Hogan, T.P.** (2008, March). *Language, literacy, learning, lexicon: Linking research to practice*. Invited day institute speaker for the Annual Missouri Speech Language Hearing Association Conference. Osage Beach, MO.
- Hogan, T. P.** (2007, May). *Language and literacy: Linking research to practice*. Invited speaker for the First Annual Region IX National Student Speech Language Hearing Association Conference, part of the Arizona State Speech Language Hearing Association Annual Conference, Phoenix, AZ.
- Hogan, T.P.** (2007, January). *Early risk for reading disability: What speech-language pathologists need to know*. Invited speaker for the NSSHLA-sponsored Tucson Speech-Language Pathology Educational Forum, Tucson, AZ.
- Sittner, M. & **Hogan, T.P.** (2006, March). *Language and literacy: Research to practice*. Invited speaker for Blue Valley School District Speech-Language Inservice, Overland Park, KS.
- Hogan, T.P.** & Harris, R. (2005, October). *The relationship between phonological awareness and learning to read in first and second languages*. Academie Lafayette Board Meeting, Kansas City, MO.
- Hogan, T.P.** (2005, October). Invited discussant for *Workshop on predoctoral NIH F31 dissertation fellowships*. Center for Research, University of Kansas.
- Hogan, T.P.** (2005, May). Invited Discussant for *Workshop on predoctoral, postdoctoral, and new faculty experiences in training grant programs*. Center for Research, University of Kansas, Lawrence, KS.
- Hogan, T.P.** (2005, March). *Form representations and phonological awareness*. Invited speaker for the Child Language Program Professional Seminar, Lawrence, KS.
- Hogan, T.P.** (2005, February). *Early Risk for Reading Disability: What Speech-Language Pathologists Need to Know*. Invited speaker for the Kansas Speech-Language-Hearing Association Spring Seminar, Lawrence, KS.
- Hogan, T.P.** (2002, September). *Developing a phonological awareness/emergent literacy preschool group: Beginning the journey to successful early intervention*. Invited speaker for the Scottish Rite Care Conference on Reading, St. Louis, MO.
- Hogan, T.P.** (2000, April). *Phonological awareness in young children*. Invited speaker for the Kansas Speech-Language-Hearing Association Annual Spring Seminar, Topeka, KS

## COURSES TAUGHT

### PRIMARY INSTRUCTOR

Summer 2015-pres	CD 826, <i>Leading Literacy Change</i> , graduate elective MGH Institute of Health Professions
Fall 2011-12	SLPA 851, <i>Clinical Phonology</i> , graduate required, University of Nebraska – Lincoln
Spring 2009, '10, '13	SLPA 862K <i>Literacy Assessment and Intervention</i> , graduate optional, University of Nebraska – Lincoln
Fall 2008 & 2009	SLPA 461/861 <i>Preschool Language Disorders</i> , undergraduate required, graduate optional, University of Nebraska – Lincoln
Fall 2008	SLPA 998 <i>Readings in Literacy</i> , doctoral seminar optional, University of Nebraska – Lincoln

- Fall 2007 SPH 367 *Clinical Phonetics*, undergraduate required, University of Arizona
- Spring 2007 & 2008 SPH 473 *Pediatric Communication Disorders*, undergraduate required, University of Arizona
- Fall 2006 & 2007 SPH 471/571 *Assessment and Treatment of Phonological and Articulation Disorders*, undergraduate elective and graduate required, University of Arizona

**CO - INSTRUCTOR**

- Summer 2016-pres CD 825, *Reading and Writing in the Schools*, graduate elective, MGH Institute of Health Professions, Taught with S. Smith
- Summer 2015 CD 825, *Reading and Writing in the Schools*, graduate elective, MGH Institute of Health Professions, Taught with C. Jacobs
- Spring 2012 SLPA 995, *Doctoral Seminar: Preparing for a Career in Academia*, graduate recommended, University of Nebraska – Lincoln, Taught with J. Green
- Fall 2010 SLPA 851, *Clinical Phonology*, graduate required, University of Nebraska – Lincoln, Taught with J. Bernthal
- Spring 2007 SPH 696 *Doctoral Seminar on Language*, graduate elective, University of Arizona, Taught with M. Alt, P. Beeson, & E. Plante
- Spring 2006 CD 5402: *Advanced Issues in Child Language Disorders*, graduate required, University of Central Missouri, Taught with P. Hart

**SECONDARY INSTRUCTOR**

- Spring 2007 SPH 552 *School-Age Language Disorders*, graduate requirement, University of Arizona, Primary Instructor: Elena Plante

**GUEST LECTURER**

- Fall 2013 CD197 *Learning and Attentional Difficulties: Assessment and Teaching*, undergraduate/graduate elective, Tufts University, Primary Instructor: Samantha Daley  
Lecture: *Multiple pathways to reading comprehension impairment*
- Spring 2010 & 2011 SLPA 898 *Special Topics: Response to Intervention*, graduate elective, University of Nebraska – Lincoln, Primary Instructor: Dixie Sanger  
Lecture: *Technical review committee: Screening assessments*

- Fall 2010                    *SLPA 461/481 Preschool Language Disorders*, undergraduate and graduate requirement, University of Nebraska – Lincoln, Primary Instructor: Brenda Clark  
                                    Lecture: *Evidence-based practice in language assessment*
- Fall 2006 - 2008            *SPH 207 Survey in Communication Disorders*, undergraduate elective, University of Arizona, Primary Instructors: Pelagie Beeson & Kate Bunton  
                                    Lecture: *Language acquisition and reading development*
- Fall 2006                    *SPH 465 Acoustics*, undergraduate required, University of Arizona, Primary Instructor: Brad Story  
                                    Lecture: *Using IPA to transcribe speech*
- Spring 2005                *SPLH 880 Seminar in speech-language-pathology: Clinical treatment of phonological disorders*, graduate elective, University of Kansas, Primary Instructor: Holly Storkel
- Spring 2005                *SPLH 854 Reading Disabilities*, graduate elective, University of Kansas, Primary Instructor: Hugh Catts  
                                    Lecture: *Phonological awareness assessment and treatment*
- Spring 2002                *CD 7180 Language/Learning Disabilities*, graduate elective, Rockhurst University, Primary Instructor: Nancy Montgomery  
                                    Lecture: *The role of the SLP in reading assessment and treatment*
- GRADUATE STUDENT INSTRUCTOR**
- Spring 2003                *SPLH 466 Language Science*, undergraduate required, University of Kansas, Primary Instructor: Hugh Catts

## **STUDENT MENTORING**

### **POST-DOCTORAL FELLOWS**

- Ola Ozernov-Palchik, MIT, 2018-present
- Rouzana Komesidou, MGH Institute of Health Professions, 2018-2022  
                                    Now founder of Mosinian Research & Consultancy
- Katy Cabbage, MGH Institute of Health Professions, 2013-2016  
                                    Now an Assistant Professor at Washington State University
- Tracy Centanni, MGH Institute of Health Professions, 2013-2015  
                                    Now an Associate Professor at the University of Florida
- Jenya Iuzzini-Siegel, MGH Institute of Health Professions, 2013-2015  
                                    Now an Associate Professor at Marquette University
- Pradyumn Srivastava, University of Nebraska – Lincoln, 2010-2011  
                                    Now an Assistant Professor at the University of Nevada – Reno

## DOCTORAL STUDENTS

### Doctoral Primary Mentor

KaRynn Sheranian, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2026

Tim DeLuca, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2024

Kate Radville, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2024

Xue Boa, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2023

Melissa Feller, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2023

Norma Craffey, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2023

Wendy Georgan, Speech and Hearing Bioscience and Technology, Harvard University, Graduation Date: August 2022

Now: Assistant Professor at Northeastern University, Boston, MA

Lauren Baron, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Graduation Date: May 2018

Now: Post-doctoral Fellow, MGH Institute of Health Professions, Yael Arbel

Crystle Alonzo, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Graduation Date: May 2018

Now: Assistant Professor, San Diego State University, Start Date: August 2020

Kelly Farquharson, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Graduation Date: August 2012

Now: Associate Professor at Florida State University

### Doctoral Co-Primary Mentor

Jenny Zuk, Speech and Hearing Bioscience and Technology, Harvard University, Graduation date: May 2018

Now: Assistant Professor, Boston University, Start Date: August 2020

Anusha Thomas, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Graduation date: June 2013

Now: Research Associate, Callier Center, University of Texas - Dallas

Katy Cabbage, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Graduation date: February 2013

Now: Assistant Professor, Washington State University

Jillian McCarthy, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Graduation date: August 2011

Now: Assistant Professor, University of Tennessee – Knoxville

### Dissertation Committee Member

Katrina Kelso, Curtin University, Australia, 2022 (Thesis reader)

Jasmine Gills, MGH Institute of Health Professions, Boston, MA, 2021

Klaudia Krenca, Department of Applied Psychology and Human Development  
University of Toronto, Canada, 2020

Anne Marie Lewis, School of Psychology and Speech Pathology

Curtin University, Australia, 2018  
Rouzana Komesidou, Speech-Language-Hearing,  
University of Kansas, 2018  
Rachel Romeo, Speech and Hearing Bioscience and Technology,  
Harvard University, 2018  
Dawn Davis, Department of Child, Youth, & Family Studies,  
University of Nebraska – Lincoln, 2014  
Meredith Saletta, Department of Speech, Language, and Hearing Sciences,  
Purdue University, 2012  
Shari DeVeney, Department of Special Education and Communication Disorders,  
University of Nebraska – Lincoln, 2012  
Ryan McCreery, Department of Special Education and Communication Disorders,  
University of Nebraska – Lincoln, 2009  
Michelle Gutmann, Department of Speech, Language, and Hearing Sciences,  
University of Arizona, 2007

Doctoral Training Committee Member

Dawn Davis, Department of Child, Youth, & Family Studies,  
University of Nebraska – Lincoln, 2014  
Bahar Shahsavarani, Department of Special Education and Communication Disorders,  
University of Nebraska – Lincoln, 2012  
Meredith Saletta, Department of Speech, Language, and Hearing Sciences,  
Purdue University, 2012  
Anusha Thomas, Department of Special Education and Communication Disorders,  
University of Nebraska – Lincoln, 2010  
Shari DeVeney, Department of Special Education and Communication Disorders,  
University of Nebraska – Lincoln, 2009  
Rachael Suddarth, Department of Speech, Language, and Hearing Sciences, University of  
Arizona, First Year Examinations Committee 2006, Secondary Laboratory Experience  
Primary Mentor 2007  
Davi Vitela, Department of Speech, Language, and Hearing Sciences, University of Arizona,  
First Year Examinations Committee 2007

**MASTERS STUDENTS**

Thesis Committee Member

Gail Garza, Department of Communication Sciences and Disorders, Northeastern University,  
Thesis Committee, 2022  
Ilanna Newman, Department of Communication Sciences and Disorders, MGH Institute of  
Health Professions, Thesis Committee Primary Advisor, 2018  
Liane Thornhill, Department of Communication Sciences and Disorders, MGH Institute of  
Health Professions, Thesis Committee Primary Advisor, 2018  
Olivia Meegoda, Department of Communication Sciences and Disorders, MGH Institute of  
Health Professions, Thesis Committee, 2018  
Heather Beckus, Department of Communication Sciences and Disorders, MGH Institute of  
Health Professions, Thesis Committee, 2018  
Rebecca Volk, Department of Speech, Language, and Hearing Sciences, University of Arizona,  
Prospectus Committee 2007

Sue Carnahan, Department of Speech, Language, and Hearing Sciences, University of Arizona,  
Prospectus Committee 2006, Defense Committee 2007  
Karen Doyle, Department of Speech, Language, and Hearing Sciences, University of Arizona,  
Prospectus Committee 2006

Master's Level Directed Research Primary Mentor

Allison Broadwell, Dept of Special Ed & Comm Dis, University of Nebraska - Lincoln  
Angela Schmidt, Dept of Special Ed & Comm Dis, University of Nebraska - Lincoln  
Katie Zoucha, Dept of Special Ed & Comm Dis, University of Nebraska - Lincoln  
Megan Slattery, Dept of Special Ed & Comm Dis, University of Nebraska - Lincoln  
Laura Michel, Dept of Special Ed & Comm Dis, University of Nebraska – Lincoln  
Ally Krase, Dept of Special Ed & Comm Dis, University of Nebraska – Lincoln  
Jessica Christopherson, Dept of Special Ed & Comm Dis, University of Nebraska – Lincoln  
Rachel Slavens, Dept of Special Ed & Comm Dis, University of Nebraska – Lincoln

Master's Level Primary Advisor

Amy Pellatz, Dept of Spec Ed & Comm Dis, University of Nebraska – Lincoln  
Katie Zoucha, Dept of Spec Ed & Comm Dis, University of Nebraska – Lincoln  
Riah Ellis, Dept of Speech, Language, & Hearing Sciences, University of Arizona  
Beth Higgins, Dept of Speech, Language, & Hearing Sciences, University of Arizona  
Diana Landro, Dept of Speech, Language, & Hearing Sciences, University of Arizona  
Heather Rogers, Dept of Speech, Language, & Hearing Sciences, University of Arizona  
Alethea Vandenakker, Dept of Speech, Language, & Hearing Sciences, University of Arizona  
Rebecca Volk, Dept of Speech, Language, & Hearing Sciences, University of Arizona

**UNDERGRADUATE STUDENTS**

Honors Thesis Primary Mentor

Stephanie Davidson, Department of Special Education and Communication Disorders,  
University of Nebraska - Lincoln, *Detection of Spoken Semantic and Phonologic  
Anomalies: An fNIR study*  
Natalie Vanderveen, Department of Special Education and Communication Disorders,  
University of Nebraska – Lincoln, *Influence of orthotactic versus phonotactic probability  
on word learning and working memory: Developmental differences*  
Annie Gates, Department of Special Education and Communication Disorders, University of  
Nebraska - Lincoln, *Phoneme Deletion Scores for Typically Developing  
vs. Children with Speech Sound Disorders*  
Allison Hanen, Department of Special Education and Communication Disorders, University of  
Nebraska - Lincoln, *Effects of Masking on Voice Onset Time in Children with Childhood  
Apraxia of Speech.*

Honors Thesis Co-Mentor

Casey Willett, Department of Special Education and Communication Disorders, University of  
Nebraska - Lincoln, *The Effect of Phonotactic Probability on the Speech Onset Time of  
Nonwords in Adults.* Co-Mentor: Jordan R. Green

Honors Thesis Committee Member

Meghan Matthews, Department of Speech, Language, and Hearing Sciences, University of Arizona, Prospectus Committee 2007; *An examination of the effect of prosody in poor comprehenders*

#### Research Practicum Mentor

Kagran Lange, Speech, Language, and Hearing Sciences, 2008  
Jessica Aguilar, Speech, Language, and Hearing Sciences, 2008  
Natalie Berman, Speech, Language, and Hearing Sciences, 2008  
Terri Cohen, Speech, Language, and Hearing Sciences, 2008  
Claire Fischer, Speech, Language, and Hearing Sciences, 2008  
Keila Gutierrez, Speech, Language, and Hearing Sciences, 2008  
Marchelle Kavena, Speech, Language, and Hearing Sciences, 2008  
Kristen Kehler, Speech, Language, and Hearing Sciences, 2008  
Andrea Lato, Speech, Language, and Hearing Sciences, 2008  
Meghan Matthews, Speech, Language, and Hearing Sciences, 2008  
Kate Zaun, Speech, Language, and Hearing Sciences, 2008  
Cadie Archer, Speech, Language, and Hearing Sciences, 2007  
Sara Bos, Speech, Language, and Hearing Sciences, 2007  
Tarynn Ciechoski, Speech, Language, and Hearing Sciences, 2007  
Marianne Cracovaner, Speech, Language, and Hearing Sciences, 2007  
Adam Draude, Speech, Language, and Hearing Sciences, 2007  
Crisy Sanchez, Speech, Language, and Hearing Sciences, 2007  
Allison Schneider, Speech, Language, and Hearing Sciences, 2007  
Serena Singh, Speech, Language, and Hearing Sciences, 2007  
Amanda Van Vianen, Speech, Language, and Hearing Sciences, 2007

#### **PROFESSIONAL MEMBERSHIPS**

American Speech-Language-Hearing Association  
Society for the Scientific Study of Reading  
International Dyslexia Association  
The Reading League

#### **UNIVERSITY SERVICE**

2022-23 Founder, Implementation Science IS for all CSD Conference, MGH Institute  
2020 PhD Institute-Wide Committee, MGH Institute  
2020 CPD Design Planning Committee  
2018 Community Relations Strategic Planning Committee, MGH Institute  
2018 Research and Scholarship Strategic Planning Committee, MGH Institute  
2018-present Appointments and Promotions Committee, Member, MGH Institute  
2018 Faculty grant mentor, MGH Institute  
2016 IHP Methodologist Search Committee, Member  
2015 New faculty mentor, MGH Institute  
2015-2018 Spaulding Internal Review Board for Human Subjects Research  
2013-present MGH Institute of Health Professions, University-Wide Research Committee  
2012 Buffet Early Childhood Institute Executive Director Luncheon Meetings  
2008 Preparing Future Faculty Mentor, University of Nebraska - Lincoln

#### **COLLEGE SERVICE**



2016 IHP CSD Chair Search Committee, Member  
2011 College Research & Creative Activity Award Committee  
2011 Ambassador to educational administrators from East China Normal University  
2010-present P16 College Advisory Council

#### **DEPARTMENTAL SERVICE**

2016 CSD Chair Search Committee, MGH Institute of Health Professions  
2016 Essential Functions Committee, MGH Institute of Health Professions  
2014-present Reading Master's Degree Committee, MGH Institute of Health Professions  
2012-2013 Graduate Governance Committee Member, University of Nebraska – Lincoln  
2010-2011 Research Committee Member, University of Nebraska - Lincoln  
2010-2011 SECD Grant Personnel Search Committee, University of Nebraska - Lincoln  
2010-2011 SECD Faculty Search Committee, University of Nebraska - Lincoln  
2009-2011 SECD Chair/Center Director Search Committee, University of Nebraska - Lincoln  
2009 Statistical Support Committee, University of Nebraska - Lincoln  
2009 Dept Doctoral Seminar Planning Committee, University of Nebraska - Lincoln  
2008 Departmental Research Experiences Committee, University of Nebraska - Lincoln  
2008 Departmental Curriculum Committee, University of Nebraska – Lincoln  
2007 National Student Speech-Language-Hearing Association Faculty Advisor,  
University of Arizona  
2007 Undergraduate Committee Chair, University of Arizona  
2007 MS/AUD Admissions Committee, University of Arizona  
2006 New Language Faculty Search Committee, University of Arizona  
2002-2005 Dean's Executive Student Council, University of Kansas  
2004 Library Consulting Committee, University of Kansas  
2003-2004 Graduate Admissions Student Committee, University of Kansas  
2003 Cognitive Neuroscience Professor Search Committee, University of Kansas

#### **REGIONAL SERVICE**

2014-present Treasurer, New England Research on Dyslexia (NERDY)

#### **NATIONAL/INTERNATIONAL SERVICE**

2023 Reviewer, National Institutes of Health, Special Emphasis Panel, Fellowships:  
Clinical Care and Health Interventions (ZRG1 F16-H)  
2022-23 Member, New York City Schools Literacy Advisory Council  
2021-present National Institutes of Health, National Institute of Deafness and other  
Communication Disorders (NIDCD) Strategic Plan Idea Generation Meeting  
Member  
2020-present Awards Committee Chair, Society for the Scientific Study of Reading  
2020-2023 Research & Scientific Affairs Committee (RSAC), American Speech-Language-  
Hearing Association  
2019 Reviewer, Language and Communication (LCOM) National Institute on Deafness  
and Other Communication Disorders Study Section Review Panel  
2019 Founder and Host, seehearspeakpodcast.com  
2018 Co-founder, DLDandme.org  
2018 Elected Board Member, Society for the Scientific Study of Reading  
2018 Awards Committee, Society for the Scientific Study of Reading  
2018 Guest Editor, *Language, Speech, and Hearing Services in Schools, Special Issue:*

*Dyslexia*

- 2018 Guest Editor, *Journal of Speech, Language, and Hearing Research*
- 2018 Outside faculty mentor, Maura Moyle, Marquette University
- 2018-present Editorial Advisory Group member, *Journal of Research in Reading*
- 2018 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2017-present Publication Board Member, Society for the Scientific Study of Reading
- 2016 Mentor, ASHA Pathways Program to Mentor New Investigators
- 2016 Ad hoc associate editor, *Journal of Speech, Language, and Hearing Research*
- 2016 Reviewer, Special Emphasis Panel, National Institutes of Health
- 2016 Reviewer, Communication Disorders Review Committee (CDRC) National Institute on Deafness and Other Communication Disorders Review Panel
- 2016-present Mentor, Training in Grantsmanship for Rehabilitation Research (TIGRR) National Institutes of Health
- 2016 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2015 Reviewer, Literacy Assessment and Intervention Submissions, American Speech-Language-Hearing Association
- 2014 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2014 Reviewer, ASHA Advancing Academic-Research Careers Awards
- 2013 Reviewer, ASHFoundation, Student Language Research Grants
- 2013 Reviewer, Social Sciences and Humanities Research Council of Canada
- 2012 Society for Scientific Studies of Reading Voting Member
- 2011 Reviewer, ASHFoundation, Student Language Research Grants
- 2011 International Dyslexia Association, Research Education Committee Member
- 2011 National Institutes of Health Ad Hoc Reviewer, NIDCD Loan Repayment Program
- 2010 National Institutes of Health Ad Hoc Reviewer, NIDCD Special Emphasis Panel/Scientific Review Group ZDC1 SRB-R
- 2010 Reviewer, Annual Convention School Age and Adolescent Language Submissions, American Speech-Language-Hearing Association
- 2010 Symposium Chair, Society for the Scientific Study of Reading Annual Conference
- 2009 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2009 Ad hoc associate editor, *American Journal of Speech-Language Pathology*
- 2009 Session Chair, Society for the Scientific Study of Reading Annual Conference
- 2009 Reviewer, National Institute of Child Health and Human Development Summer Institute Applicants
- 2008 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2008 Ad hoc associate editor, *American Journal of Speech-Language Pathology*
- 2008-2009 Invited Participant, National Center on Response to Intervention Technical Review Committee: Screening Reading Tools, American Institutes of Research, Office of Special Education Programs
- 2008 Reviewer, Students Preparing for Academic & Research Careers (SPARC) award applications, American Speech-Language-Hearing Association
- 2007 Panelist, Focus Group: Student Travel Awards, American Speech-Language-Hearing Association
- 2007 Invited Participant, School-Based Research Issues Meeting, American Speech-Language-Hearing Association Annual Convention
- 2007 Reviewer, Society for the Scientific Study of Reading Annual Convention

- 2007 Reviewer, Students Preparing for Academic & Research Careers (SPARC) award applications, American Speech-Language-Hearing Association
- 2007 Reviewer, Annual Convention Professional Issues Submissions, American Speech-Language-Hearing Association
- 2007 Discussant, "Getting a PhD" Online Forum, American Speech-Language-Hearing Association
- 2006 Career Profile, American Speech-Language-Hearing Association Website
- 2005-present Ad hoc editorial consultant, *American Journal of Speech-Language Pathology*, *Applied Psycholinguistics*, *Developmental Psychology*, *International Journal of Language and Communication Disorders*, *Journal of Child Psychology and Psychiatry: Cerebral Cortex*, *Child Language Teaching and Therapy*, *Child and Adolescent Mental Health*, *Journal of Learning Disabilities*, *Journal of Speech, Language, and Hearing Research*, *Journal of Experimental Child Psychology*, *Journal of Research on Educational Effectiveness*, *Language and Speech*, *Language, Speech, Hearing Services in Schools*, *Journal of Special Education*, *Memory & Cognition*, *Scandinavian Journal of Psychology*, *The Reading League*, *Reading and Writing: An Interdisciplinary Journal*, *Scientific Studies of Reading*, *Transactions on Haptics*, *Journal of Research in Reading*, *NeuroImage: Clinical*
- 2005 Invited Participant, Research Integrity Summit, American Speech-Language-Hearing Association
- 2005 Session Chair, Society for the Scientific Study of Reading Annual Conference
- 2004-2008 Member, University of Central Missouri Communication Disorders Advisory Board

#### **ADVANCED TRAINING**

- 2023 RIISE (Research Institute for Implementation Science in Education) Year 1 training, Seattle, WA
- 2011 *MEG/EEG, Human Brain Mapping Pre-Conference Day Seminar*, Quebec City.
- 2011 *The Genetics of Communications Disorders*, 2-Day Seminar funded by the Neurogenetics of Communication Disorders Consortium, University of Nebraska
- 2010 *A Practical and Theoretical Introduction into fMRI*, University Medical Center Utrecht, the Netherlands
- 2010 *Writing Clinical Practice Research Grants Part II*, Clinical Research Practice Institute training sponsored by the American Speech-Language-Hearing Association, Rockville, MD
- 2009 *Writing Clinical Practice Research Grants Part I*, Clinical Research Practice Institute training sponsored by the American Speech-Language-Hearing Association, Rockville, MD
- 2009 *Write Winning Grants*, Grant Writers' Seminars and Workshops, day seminar sponsored by the University of Nebraska – Lincoln, Lincoln, NE
- 2008 *Regional Grants Conference*, National Science Foundation and the University of Nebraska – Lincoln, Omaha, NE
- 2008 *Grant Review and Reviewer Training*, ASH Foundation and Research and Scientific Affairs Committee of the American Speech-Language-Hearing Association, Washington DC
- 2007 *Summer Training Institute in Applied Child and Adolescent Development Research*, National Institute of Child Health and Human Development, National Institutes of Health, Bolger Center, Washington DC

- 2007 *Word Study – Improving Students’ Literacy Skills*, Day seminar presented by Kenn Apel, Phoenix, AZ
- 2005 *Connectionist & Dynamic Systems Approaches to Development: On the Cusp of a New Grand Theory or Still Too Distributed*, National Science Foundation, Obermann Center for Advanced Studies, Spelman Rockefeller Fund, Department of Psychology, Graduate College, University of Iowa, Iowa City, IA
- 2005 *3<sup>rd</sup> Annual Conference on Research in Communication Sciences and Disorders Lessons-for-Success: Developing the Emerging Scientist*, American Speech-Language-Hearing Association, Rockville, MD
- 2004 *Workshop on Analyzing Developmental Trajectories: A Group Based Approach*, Schiefelbusch Institute for Lifespan Studies Research Design and Analysis Unit, University of Kansas, Lawrence, KS
- 2004 *Workshop on Imputing Missing Data*, Schiefelbusch Institute for Lifespan Studies Research Design and Analysis Unit, University of Kansas, Lawrence, KS
- 2003 *1<sup>st</sup> Annual Conference on Research in Communication Sciences and Disorders*, American Speech-Language-Hearing Association, Savannah, GA
- 2000 *Regional Training Seminar on Grant Writing and Administration*, National Institutes of Health, Kansas City, MO