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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

2025-present	Consultant, Reading Universe; Renaissance, Upstream Literacy
2023-present	Director, Center for Translational research, Implementation science, and Dissemination (cTIDE) in CSD, MGH Institute of Health Professions
2023-present	Board Certified Specialist in Child Language, American Board of Child Language and Language Disorders (ABCLLD)
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: <i>Language, Learning, Literacy, Lexicon</i> , 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? <i>Journal of Speech, Language, and Hearing Research</i> , 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

2025	Academic Leadership Academy Fellow, MGH Institute of Health Professions
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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 st 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.

Principal Investigator, RSM Foundation Grant: Engaging Educators to Improve Literacy Outcomes in At-Risk Charlestown Children (Project OAR) (Total Award: \$300,000), 2024-2027.

Co-Investigator, Robert B. Bradley Library Research Grant Award, Florida State University: *Analyzing Instructional Components of Widely Used English Language Arts Curricula*. (PI: Cabell, S. Q., Co-Is: Sheranian, K., Espittia, C.J., & Catts, H.W. (Co-Is) (Total Award: \$22,993), 2025.

Co-Principal Investigator, AIM Institute for Learning & Research: *Evaluating the Adoption, Implementation, and Sustainability of the Early Reading Success Schools (ERSS) Intervention* (Total award: \$78,000), 2025-2026. Co-PI Norma Hancock.

Co-Principal Investigator, The Learning Alliance: *Moving from Good to Great, Determining the*

Implementation Factors Needed to Optimize Outcomes for Schools (Total award: \$34,704), 2025-2026. Co-PI Norma Hancock.

COMPLETED RESEARCH GRANTS

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), 2018-2025. 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

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)

CURRENT STUDENT-SUPPORTED RESEARCH GRANTS

Co-Mentor, National Institutes of Health Ruth L. Kirschstein NRSA Predoctoral Fellowship (F31 DC023421): *Participation Matters: Improving Outcomes in School-Age Children with Communication Disorders through Implementation Science*. (Total award: \$95,074), 2026-2027, Co-Mentor: Jill Hoover

COMPLETED STUDENT-SUPPORTED RESEARCH GRANTS

Mentor, ASHFoundation 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.

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 DeVeney

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 Franzluebbers. (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 Franzluebbers. (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 Weismar (University of Wisconsin – Madison) & Mary Alt (University of Arizona)

PUBLICATIONS

PEER-REVIEWED MANUSCRIPTS

Piasta, S.B., **Hogan, T.P.**, Bridges, M.S., Fleming, K.K., Shen, Y., Arslan, Z., Sheranian, K., Florek, C., & Hallberg, L. (2025). Language-focused tier 2 intervention: Proximal effects on first graders' lower- and higher-level language and comprehension skills [in-principle acceptance]. *Child Development*.

Cabbage, K., Trumbo, A.M., Miller, N.K., & **Hogan, T.P.** (in press). Accounting for oral language skill in children with dyslexia: A review of the literature. *Annals of Dyslexia*.

Gutmann, E., Alonzo, C.N., Sanabria, A., Radville, K.M., Wolter, J.A., Ricketts, J., & **Hogan**,

T.P. (in press). One size does not fit all: Conceptualizing alternative data approaches to improve single-language DLD screening for multilingual public-school students. *Language, Speech, and Hearing Services in Schools*.

Petersen, D. B., Stout, G. H., Konishi-Therkildsen, A., Lettich, C., Hancock, N., & **Hogan, T. P.** (in press). Examining complex academic language in children with dyslexia: A comparative analysis with curriculum standards. *Annals of Dyslexia*.

Goldberg, M., Hancock, N., & **Hogan, T.P.** (in press). Beyond screening: How one school built data systems that actually improved reading outcomes. *International Dyslexia Association Perspectives*.

Hogan, T.P. (2025). Language comprehension: Consensus and critique, *The Reading League Journal*, 7, 32-39.

Radville, K.M., DeLuca, T., Pfeiffer, D., Ziegenfusz, S., Rasner, M., & **Hogan, T.P.** (2025). [Caregiver perceptions of an asynchronous, video-based training on developmental language disorder: a mixed methods study](#). *Language, Speech, Hearing Services in Schools*, 1-18. DOI: 10.1044/2025_LSHSS-24-0009 [\[PREPRINT\]](#)

Hogan, T.P. (2025). Interview: Content knowledge, background knowledge, and oral language development, *The Reading League Journal*, 6, 31-35.

Hancock, N., Redmond, S. M., Ash, A. C., Fox, A. B., & **Hogan, T. P.** (2025). [Word reading and attention-deficit/hyperactivity disorder in children with and without developmental language disorder \(DLD\)](#). *American Journal of Speech-Language Pathology*, 34, 1324-1340. DOI: 10.1044/2025_AJSLP-24-00052 [\[OPEN ACCESS\]](#)

DeLuca, T., Radville, K., Pfeiffer, D., & **Hogan, T.** (2025). Defining developmental language disorder and dyslexia in schools: A mixed methods analysis. *Journal of Speech, Language, and Hearing Research*, 68, 618-635. DOI: 10.1044/2024_JSLHR-24-00202

Truckenmiller, A., Barrett, C.A., & **Hogan, T.P.** (2024). [Teaching students to read: A call to action for social justice in school psychology](#). *Canadian Journal of School Psychology*, 39, 357-369. DOI: 10.1177/08295735241262849

Radville, K.M., Komesidou, R., Wolter, J., Ricketts, J. & **Hogan, T.P.** (2025). [Caregivers' reports of the home literacy environments of children with developmental language disorder and typically developing peers during the COVID-19 pandemic](#). *International Journal of Speech Language Pathology*, 1-16. DOI: 10.1080/17549507.2024.2364811 [\[OPEN ACCESS\]](#)

Radville, K.M., Pfeiffer, D., Sheranian, K., Wolter, J., Ricketts, J. & **Hogan, T.P.** (2024). [Caregivers' perceptions of COVID-19 educational disruptions on children with developmental language disorder and typically developing peers](#). *Language, Speech, and Hearing Services in the Schools*, 55, 1068-1084. DOI: 10.1044/2025_LSHSS-24-0009 [\[OPEN ACCESS\]](#)

Bao, X., Komesidou, R., & **Hogan, T.P.** (2024). [A review of screeners to identify risk of developmental language disorder](#). *American Journal of Speech Language Pathology*, 1-24. DOI: 10.1044/2023_AJSLP-23-00286 [\[OPEN ACCESS\]](#)

Komesidou, R. & **Hogan, T.P.** (2023). [Minding the gap: Using implementation science to improve clinical practice in schools](#). *Language, Speech, and Hearing Research Services in Schools*, 54, 1035-1037. DOI: 10.1044/2023_LSHSS-23-00147 [\[OPEN ACCESS\]](#)

DeLuca, T., Komesidou, R., Pelletier, R., & **Hogan, T.P.** (2023). [What Works in Collaboration? Identifying Key Ingredients to Improve Service Delivery in Schools](#). *Language, Speech, and Hearing Research Services in Schools*, 54, 1103-1116. DOI: 10.1044/2023_LSHSS-22-00180 [\[PREPRINT\]](#)

Komesidou, R. & **Hogan, T.P.** (2023). [A generic implementation framework for school-based research and practice](#). *Language, Speech, and Hearing Research Services in Schools*, 54, 1165–1172. DOI: 10.1044/2023_LSHSS-22-00171 [\[OPEN ACCESS\]](#)

Bridges, M.S., Curran, M., Neal, C., Piasta, S., Fleming, K., & **Hogan, T.P.** (2023). [Adapting curricula for children with language comprehension deficits](#). *Language, Speech, and Hearing Services in Schools*, 54, 1066–1079. DOI: 10.1044/2023_LSHSS-22-00189 [\[OPEN ACCESS\]](#)

Mues, M., Zuk, J., Norton, E.S., Gabrieli, J.D.E., **Hogan, T.P.**, & Gaab, N. (2023). [Preliteracy Skills Mediate the Relation Between Early Speech Sound Production and Subsequent Reading Outcomes](#). *Journal of Speech, Language, and Hearing Research*, 66(8), 2766–2782. DOI: 10.1044/2023_JSLHR-22-00142 [\[OPEN ACCESS\]](#)

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. DOI: 10.1044/2022_JSLHR-21-00636 [\[OPEN ACCESS\]](#)

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. DOI: 10.1017/S0305000922000435 [\[OPEN ACCESS\]](#)

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. DOI: 10.1044/2021_AJSLP-21-00181 [\[OPEN ACCESS\]](#)

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. DOI: 10.1111/1467-9817.12381 [\[OPEN ACCESS\]](#)

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. DOI: 10.1044/2021_LSHSS-21-00050 [\[PREPRINT\]](#)

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. DOI: 10.1044/2021_JSLHR-21-00397 [\[OPEN ACCESS\]](#)

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. DOI: 10.1002/dys.1699 [\[OPEN ACCESS\]](#)

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 [\[OPEN ACCESS\]](#)

Erikson, J., Alt, M., Gray, 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. [\[OPEN ACCESS\]](#)

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. DOI: 10.31234/osf.io/nvgje [\[PREPRINT\]](#)

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. DOI: 10.1002/rrq.357 [\[PREPRINT\]](#)

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. DOI: 10.1044/2020_JSLHR-19-00186 [\[OPEN ACCESS\]](#)

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. DOI: 10.3390/ijerph17176371 [\[OPEN ACCESS\]](#)

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. DOI: 10.1044/2019_PERSP-19-00083 [\[OPEN ACCESS\]](#)

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. DOI: 10.1044/2019_JSLHR-L-18-0265

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. DOI: 10.1044/2019_LSHSS-VOIA-18-0138 [\[OPEN ACCESS\]](#)

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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.

RESEARCH PRESENTATIONS

INVITED RESEARCH PRESENTATIONS

Hogan, T. P. (2025, January). *Mentoring* [Presentation]. Institute for Health Professions Doctoral Seminar, Boston, MA.

Hogan, T. P. (2025, February). *Developmental language disorder and dyslexia*: [Virtual presentation]. RISE Webinar Series.

Hogan, T. P. (2025, March). *Implementation science in literacy change* [Virtual presentation].

IMSE Literacy Summit.

Hogan, T. P. (2025, March). *Implementation science basics and introduction to symposium* [In-person presentation]. AIM Implementation Science Symposium, Philadelphia, PA.

Hogan, T. P. (2025, March). *Comprehensive language intervention* [Conference presentation]. Illinois Educational Conference, Springfield, IL.

Hogan, T. P. (2025, March). *Publishers' influence on language comprehension assessment and intervention* [Online presentation]. Reading League Publishers Lunch and Lit Series

Hogan, T. P. (2025, March). *Developmental language disorder* [Online presentation]. Cox Campus Conference.

Hogan, T. P. (2025, April). *Keynote and workshops on dyslexia and developmental language disorder* [Conference presentations]. Greenville Educational Conference, Greenville, SC.

Hogan, T. P. (2025, April). *Language comprehension panel moderator* Conference presentation]. Reading League Summit, Chicago, IL.

Hogan, T. P. (2025, May). *Learning disabilities research center* [In-person presentation]. P50 Meeting and Open House, MGH Institute of Health Professions, Boston, MA.

Hogan, T. P. (2025, June). *Developmental language disorder* [Virtual presentation]. Oregon Reading League.

Hogan, T. P. (2025, June). *Grant writing* [In-person presentation]. Institute for Health Professions Doctoral Seminar, Boston, MA.

Hogan, T. P. (2025, June). *Language Comprehension* [Virtual presentation]. Right to Read Project Lunch and Lit

Hogan, T. P. (2025, June). *Language comprehension and developmental language disorder* [Conference presentation]. Georgia Department of Education, Atlanta, GA.

Hogan, T. P. (2025, August). *Implementation Science* [Conference presentation]. Big Sky Literacy Conference, Montana.

Hogan, T. P. (2025, September). *Developmental language disorder: What's the relation to dyslexia?* [Conference presentation]. Norway Dyslexia Conference, Oslo, Norway.

Hogan, T. P. (2024, January). *MTSS for language* [In-person workshop]. Pentucket School District Professional Development, Massachusetts.

Hogan, T. P. (2024, January). *From oral language to reading success* [Webinar]. Learning Ally Webinar Series.

Hogan, T. P. (2024, January). *Language comprehension and literacy development* [Conference presentation]. Plain Talk Conference, New Orleans, LA.

Hogan, T. P. (2024, March). *Dyslexia and developmental language disorder* [Conference presentation]. Tennessee Center for Dyslexia, Murfreesboro, TN.

Hogan, T. P. (2024, March). *Language foundations of literacy* [Virtual keynote]. Sacred Heart University Conference.

Hogan, T. P. (2024, May). *Implementation science in education* [Conference presentation]. New York City Public Schools, New York.

Hogan, T. P. (2024, May). *Educational technology and language development* [Online recording]. Lexia Learning Recording Session.

Hogan, T. P. (2024, May). *Developmental Language Disorder* [In-person recording]. Reading Rockets Recording Session.

Hogan, T. P. (2024, May). *Dyslexia and developmental language disorder* [Online presentation]. The Reading Science Academy.

Hogan, T. P. (2024, June). *Developmental language disorder* [Virtual presentation]. Lexia LTRS Training Session.

Hogan, T. P. (2024, July). *Developmental language disorder and dyslexia: Clinical perspectives*

[Conference presentation]. Wilson Language Training Conference, Boston, MA.

Hogan, T. P. (2024, August). *Language comprehension* [Conference presentation]. Big Sky Literacy Conference, Montana.

Hogan, T. P. (2024, August). *Assessment insights for developmental language disorder* [Virtual interview]. NWEA Professional Interview Series.

Hogan, T. P. (2024, August). *Supporting students with language-based learning differences* [Virtual presentation]. Boston Public Schools Speech-Language Pathologists Meeting.

Hogan, T. P. (2024, September). *Language comprehension in schools* [Virtual presentation]. SpeechPathology.com Professional Development Series.

Hogan, T. P. (2024, September). *State-level approaches to language intervention* [Virtual presentation]. Kansas Department of Elementary and Secondary Education.

Hogan, T. P. (2024, October). *Language comprehension and developmental language disorder* [Conference presentation]. The Reading League Conference, Charlotte, NC.

Hogan, T. P. (2024, October). *Language assessment, intervention, and implementation science* [Conference presentations]. International Dyslexia Association Annual Conference, Dallas, TX.

Hogan, T. P. (2024, October). *Evidence-based language comprehension* [Virtual presentation]. Transformative Teacher Group.

Hogan, T. P. (2024, November). *Language comprehension and developmental differences* [Virtual presentation]. Right to Read Project Lunch and Lit Weekly Series.

Hogan, T. P. (2024, November). *Two professional development sessions on language learning* [In-person presentations]. Melrose Teachers Professional Development, Melrose, MA.

Hogan, T. P. (2024, November). *P50 grant research presentation* [Virtual presentation]. Mongan Center Meeting.

Hogan, T. P. (2024, November). *Follow-up on language comprehension* [Virtual presentation]. Transformative Teacher Group Series.

Hogan, T. P. (2024, November). *MTSS for Language* [Conference presentations]. Michigan Multi-Tiered System of Supports Conference, Lansing, MI.

Hogan, T. P. (2024, November). *Developmental Language Disorder* [Conference presentation]. Florida Educational Conference, Florida.

Hogan, T. P. (2024, November). *Perspectives on dyslexia and developmental language disorder* [Conference presentation]. Georgia International Dyslexia Association, Atlanta, GA.

Hogan, T. P. (2024, November). *Parent education on language learning* [In-person presentation]. Melrose Parent University, Melrose, MA.

Hogan, T. P. (2024, December). *Implementation science updates* [Virtual board presentation]. AIM Board Meeting.

Hogan, T. P. (2024, December). *Implementation science* [Virtual panel]. The Campaign for Grade Level Reading.

Hogan, T. P. (2023, January). *Discussion-based learning in language intervention* [Workshop series]. Windward School Workshop Series, New York.

Hogan, T. P. (2023, March). *Evidence-based practices for DLD* [Conference presentation]. AIM Academy, Philadelphia, PA.

Hogan, T. P. (2023, March). *Comprehensive approaches to developmental language disorder* [Two-part presentation series]. New Jersey International Dyslexia Association, New Jersey.

Hogan, T. P. (2023, March). *Literacy and language research and practice* [Panel presentation]. University of Rhode Island Literacy Symposium, Kingston, RI.

Hogan, T. P. (2023, March). *Dyslexia and developmental language disorder* [Conference

presentation]. New York City Speech-Language Pathologists Meeting, New York.

Hogan, T. P. (2023, March). *Developmental language disorder and dyslexia: Separate but often co-occurring language learning disabilities* [Research presentation]. DLD Project Virtual Webinar.

Hogan, T. P. (2023, April). *Truth about reading: Research perspectives* [Panel member]. The Reading League Massachusetts Movie Panel, Boston, Massachusetts.

Hogan, T. P. (2023, May). *Language approaches to reading instruction* [Webinar]. Reading Simplified Webinar Series.

Hogan, T. P. (2023, May). *Evidence-based approaches to literacy development* [online presentation]. Brookline Literacy Coalition, Brookline, MA.

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. (2023, June). *Infusing implementation science into the study of developmental language disorder* [Research presentation]. RIISE Conference, Seattle, WA.

Hogan, T. P. (2023, June). *Systematic and explicit instruction in language* [presentation]. Melrose Literacy Council, Melrose, MA.

Hogan, T. P. (2023, August). *Early identification of developmental language disorder* [presentation]. Lexia External Advisory Meeting, Boston, MA.

Hogan, T. P. (2023, September). *Technology-enhanced language learning* [Webinar]. Lexia Learning Webinar Series.

Hogan, T. P. (2023, September). *Language comprehension and developmental language disorder* [Pre-conference workshop]. Mississippi Speech-Language-Hearing Association Conference, Mississippi.

Hogan, T. P. (2023, October). *Language deficits in children with dyslexia: Neuroimaging, assessment, and interventions* [Conference presentation]. International Dyslexia Association Annual Conference, Columbus, OH.

Hogan, T. P. (2023, October). *Perspectives on language intervention* [Webinar]. AIM Academy Webinar Series.

Hogan, T. P. (2023, October). *My implementation science journey* [Online conference presentation]. NIDCD Implementation Science Conference.

Hogan, T. P. (2023, October). *Language foundations of academic success* [Afternoon workshop]. Maine Speech and Hearing Association, Bangor, ME.

Hogan, T. P. (2023, November). *Sabbatical insights* [In-person workshop]. Institute for Health Professions, Boston, MA.

Hogan, T. P. (2023, November). *Developmental language disorder and dyslexia* [Conference workshop]. American Speech-Language-Hearing Association Convention, Boston, MA.

Hogan, T. P. (2023, December). *Educational curriculum and language development* [Online presentation]. Curriculum Matters Conference.

Hogan, T. P. (2022, January). *Developmental language disorder and dyslexia: Understanding the connections*. DC International Dyslexia Association Meeting, Washington, DC.

Hogan, T. P. (2022, February). *Language foundations of reading disabilities*. DC International Dyslexia Association Meeting, Washington, DC.

Hogan, T. P. (2022, February). *Assessment and intervention for developmental language disorder*. New Hampshire International Dyslexia Association Meeting, New Hampshire.

Hogan, T. P. (2022, February). *Supporting students with language-based learning differences* Wellesley Public Schools Special Education Parent Advisory Council Meeting, Wellesley, MA.

Hogan, T. P. (2022, February). *The science of reading and language comprehension*. Education Week Online Chat.

Hogan, T. P. (2022, February 17). *Evidence-based approaches to literacy instruction*. Wellesley Public Schools School Committee Meeting, Wellesley, MA.

Hogan, T. P. (2022, March 3). *Language comprehension and developmental language disorder*. Colorado State Department of Education Meeting, Colorado.

Hogan, T. P. (2022, March 4). *Clinical perspectives on developmental language disorder*. Utah Speech-Language Pathology Association Meeting, Utah.

Hogan, T. P. (2022, March 7). *Implementation science in educational settings*. Wellesley Public Schools Professional Development Session, Wellesley, MA.

Hogan, T. P. (2022, March). *Language and literacy assessment tools*. Lexia Learning Meeting, Boston, MA.

Hogan, T. P. (2022, April). *Language foundations of academic success: DLD and implementation science*. Florida State University, Tallahassee, FL.

Hogan, T. P. (2022, April). *Understanding language-based learning differences*. Wellesley Public Schools Special Education Parent Advisory Council Meeting, Wellesley, MA.

Hogan, T. P. (2022, April). *Implementation science approaches to literacy intervention*. Implementation Science IS for all virtual Conference, MGH Institute of Health Professions.

Hogan, T. P. (2022, May). *Supporting families navigating language learning differences*. Amesbury Special Education Parent Advisory Council, Amesbury, MA.

Hogan, T. P. (2022, May). *Language comprehension and reading instruction*. Collier County Schools, Florida.

Hogan, T. P. (2022, May). *Research updates in developmental language disorder*. MGH Institute for Health Professions Board Meeting, Boston, MA.

Hogan, T. P. (2022, June). *DLD in educational settings* [Conference presentation]. Texas Schools Communication Connections Meeting, Texas.

Hogan, T. P. (2022, June). *Language development, DLD, and literacy* [Keynote presentation]. Speech-Language Pathology Summer Institute, Location TBD.

Hogan, T. P. (2022, August). *Developmental Language Disorder and Dyslexi* [Webinar]. SpeechPathology.com Professional Development Series.

Hogan, T. P. (2022, September). *Language comprehension and the simple view of reading* [Conference presentation]. Big Sky Conference, Montana.

Hogan, T. P. (2022, September). *Current research in developmental language disorder* [Doctoral seminar presentation]. Doctoral Seminar, MGH Institute of Health Professions.

Hogan, T. P. (2022, September). *Language disorders and academic outcomes* [Guest lecture]. University of Virginia, Charlottesville, VA.

Hogan, T. P. (2022, September). *Legal perspectives on language learning differences* [Webinar]. New York Justice Webinar Series.

Hogan, T. P. (2022, October). *Student perspectives on language learning challenges* [Panel presentation]. University of Virginia.

Hogan, T. P. (2022, October). *Language Comprehension* [Panel presentation]. Education Week Panel Discussion.

Hogan, T. P. (2022, October). *Virginia's literacy legislation and language comprehension* [Virtual presentation]. Virginia Department of Education, Virginia.

Hogan, T. P. (2022, October). *Dyslexia and language comprehension* [Conference presentation]. Massachusetts Reading League, Massachusetts.

Hogan, T. P. (2022, November). *Implementation Science* [Conference presentation]. Wed Wisdom Series, Montana Reading League, Montana.

Hogan, T. P. (2022, November). *Developmental language disorder and academic intervention* [Hybrid presentation]. Windward School, New York.

Hogan, T. P. (2022, November). *Reading comprehension implementation* [Professional development workshop]. Schneck School, Atlanta, GA

Hogan, T. P. (2022, December). *Emerging evidence in language intervention* [Research presentation]. Institute for Health Professions Emerging Evidence Series, Boston, MA.

Hogan, T.P. (2021, September). *Developmental Language Disorders: Screening, Diagnosis, Intervention Frameworks, and Literacy Outcomes*. Invited keynote presentation at the 1st 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

Hancock, N., Little, C., Campbell, D., Rawls, E., Johnson, L., Terry, N. P., & **Hogan, T. P.** (2025, July). Understanding social risk and resilience in urban and rural areas with GIS data. Poster Presented at the Society for the Scientific Study of Reading Annual Meeting, Calgary, CA.

Bridges, M., Piasta, S.B., Hogan, T., Fleming, K., Wilson, A., Lightcap, Z., & Ozkaynak, Z.A. (2024, July). Grade 1 teachers' reported ELA curricula and practices to support language [Poster presentation]. Annual Meeting of the Society for the Scientific Study of Reading. Copenhagen, Denmark.

Piasta, S.B., Shen, Y., **Hogan, T.**, Bridges M., & Fleming, K. (2024, January 31-February 2). *Characteristics of students potentially in need of school-based comprehension supports* [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.

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 23rd 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, Ashville, 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

Stout, G., Konishi-Therkildsen, A., Lettich, C., Hancock, N., **Hogan, T. P.**, & Petersen, D. (2025, November). Examining complex academic language in children with dyslexia. Presented at ASHA Convention, Washington, D.C.

King-Shaw, N., Hancock, N., & **Hogan, T. P.** (2025, November) AMANI Reads: Preliminary results from a pilot culturally-centered mentorship and literacy intervention program. Presented at ASHA Convention, Washington, D.C.

Hancock, N., Little, C., Campbell, D., Rawls, E., Johnson, L., Terry, N. P., & **Hogan, T. P.** (2025, July). *Understanding social risk and resilience in urban and rural areas with GIS data*. Poster Presented at the Society for the Scientific Study of Reading Annual Meeting, Calgary, AB, Canada.

Goldberg, M., Allardice, J., Hancock, N., & **Hogan, T. P.** (2025, July). *Literacy transformation in the face of obstacles*. Presented at the Society for the Scientific Study of Reading Annual Meeting, Calgary, AB, Canada.

Deluca, T., Radville, K., Hancock, N., Wolter, J., Ricketts, J., & **Hogan, T. P.** (2025, July). *An examination of research, school, and caregiver-reported measures for identifying literacy difficulties in children with developmental language disorder*. Presented at the Society for the Scientific Study of Reading Annual Meeting, Calgary, AB, Canada.

Campbell, D., Hancock, N., Rawls, E., Johnson, L., **Hogan, T. P.**, & Terry, N. P. (2025, July). *Educators' knowledge of dyslexia and developmental language disorder*. Poster Presented at the Society for the Scientific Study of Reading Annual Meeting, Calgary, AB, Canada.

Rawls, E., Campbell, D., Hancock, N., Johnson, L., **Hogan, T. P.**, & Terry, N. P. (2025, July). *Decision-making during the pre-implementation phase for a professional learning community on evidence-based assessment practices utilizing stakeholder expertise*. Poster Presented at the Society for the Scientific Study of Reading Annual Meeting, Calgary, AB, Canada.

Hancock, N., Campbell, D., Smith, J., Blake, M., Harris, M., Doss, C., King, S., Johnson, L., Terry, N.P., & **Hogan, T.P.** (2025, April). *Content validation of the novel barriers and facilitators to professional learning survey*. Poster Presented at the American Educational Research Association Annual Conference, Denver, CO.

Arslan, Z., Lightcap, Z., Piasta, S.B., Bridges, M., Fleming, K., **Hogan, T.** (2025, February). *Language and Literacy Supports Provided to Grade 1 Monolingual and Multilingual Students with Comprehension Difficulties in Central Ohio* [Oral presentation]. 2025 EHE Research Forum. The Ohio State University, Columbus, Ohio, USA.

Neal, C., Nelson-Strouts, K., Bridges, M., Piasta, S., Fleming, K., **Hogan, T.** (2023, November). *The relationship between reading comprehension, narratives, and word reading in first graders with language delays*. [Poster]. 2023 ASHA Convention, Boston, MA.

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 2nd-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.

Gruszczka, 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.

Franzluebbers, 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

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 Readings in Literacy, doctoral seminar optional, University of Nebraska – Lincoln
Fall 2007	SPH 367 <i>Clinical Phonetics</i> , undergraduate required, University of Arizona
Spring 2007 & 2008	SPH 473 <i>Pediatric Communication Disorders</i> , undergraduate required, University of Arizona
Fall 2006 & 2007	SPH 471/571 <i>Assessment and Treatment of Phonological and Articulation Disorders</i> , undergraduate elective and graduate required, University of Arizona

CO - INSTRUCTOR

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

SECONDARY INSTRUCTOR

Spring 2007	SPH 552 <i>School-Age Language Disorders</i> , graduate requirement, University of Arizona, Primary Instructor: Elena Plante
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GUEST LECTURER

Fall 2013	CD197 <i>Learning and Attentional Difficulties: Assessment and Teaching</i> , undergraduate/graduate elective, Tufts University, Primary Instructor: Samantha Daley Lecture: <i>Multiple pathways to reading comprehension impairment</i>
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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

Norma Hancock, MGH Institute of Health Professions, 2023-present
Ola Ozernov-Palchik, MIT, 2018-2023

Now an Assistant Professor at Boston University

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 Associate 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 Associate Professor at the University of Nevada – Reno

DOCTORAL STUDENTS

Doctoral Primary Mentor

Christie Davis, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2029

Natalie King-Shaw, Speech and Hearing Bioscience and Technology, Harvard University, Anticipated Graduation Date: August 2028

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

Melissa Feller, 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

Now: Assistant Professor, University of Massachusetts - Amherst

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

Now: Post Doctoral Fellow, Northeastern University

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

Now: Independent Contractor; Clinical Speech-Language Pathologist

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

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

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: Assistant Professor, 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: 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: Associate Professor, Washington State University

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

Mandy Li, Department of Communication Sciences and Disorders, MGH Institute of
Health Professions, Thesis Committee Primary Advisor, 2023
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
Cadicie 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 Dyslexia Foundation
The Reading League
American Board of Child Language and Language Disorders

UNIVERSITY SERVICE

2022 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

2014-2020	Treasurer, New England Research on Dyslexia (NERDY)
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NATIONAL/INTERNATIONAL SERVICE

2025	Chair, National Institutes of Health Center for Scientific Review, Review Panel (ZRG1 F16 U)
2025	Chair, National Institute on Deafness and Other Communication Disorders Study Special Emphasis Review Panel (ZDC1 SRB-N)

2024-present	Member, Evidence Advisory Panel, Evidence Advocacy Center
2024	Reviewer, National Institute on Deafness and Other Communication Disorders Study Special Emphasis Review Panel (ZDC1 SRB-N)
2023	Reviewer, National Institutes of Health, Special Emphasis Panel, Fellowships: Clinical Care and Health Interventions (ZRG1 F16-H)
2023	Guest Editor, <i>Language, Speech, and Hearing Services in Schools, Special Issue: Using implementation science to improve clinical practice in schools</i>
2022-present	Co-coordinator, Gordon Sherman Symposium, International Dyslexia Association
2022-present	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
2020-2021	Research & Scientific Affairs Committee (RSAC), American Speech-Language-Hearing Association
2019-present	Awards Committee Chair, Society for the Scientific Study of Reading
2019	Reviewer, Language and Communication (LCOM) National Institute on Deafness and Other Communication Disorders Study Section Review Panel
2018	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, <i>Language, Speech, and Hearing Services in Schools, Special Issue: Dyslexia</i>
2018	Guest Editor, <i>Journal of Speech, Language, and Hearing Research</i>
2018	Outside faculty mentor, Maura Moyle, Marquette University
2018-present	Editorial Advisory Group member, <i>Journal of Research in Reading</i>
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, <i>Journal of Speech, Language, and Hearing Research</i>
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, <i>American Journal of Speech-Language Pathology</i>
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, <i>American Journal of Speech-Language Pathology</i>
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, <i>American Journal of Speech-Language Pathology</i> , <i>Applied Psycholinguistics</i> , <i>Developmental Psychology</i> , <i>International Journal of Language and Communication Disorders</i> , <i>Journal of Child Psychology and Psychiatry: Cerebral Cortex</i> , <i>Child Language Teaching and Therapy</i> , <i>Child and Adolescent Mental Health</i> , <i>Journal of Learning Disabilities</i> , <i>Journal of Speech, Language, and Hearing Research</i> , <i>Journal of Experimental Child Psychology</i> , <i>Journal of Research on Educational Effectiveness</i> , <i>Language and Speech</i> , <i>Language, Speech, Hearing Services in Schools</i> , <i>Journal of Special Education</i> , <i>Memory & Cognition</i> , <i>Scandinavian Journal of Psychology</i> , <i>The Reading League</i> , <i>Reading and Writing: An Interdisciplinary Journal</i> , <i>Scientific Studies of Reading</i> , <i>Transactions on Haptics</i> , <i>Journal of Research in Reading</i> , <i>NeuroImage: Clinical</i>
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

2025	MGH IHP Academic Leadership Academy
2024	Mentorship Excellence Faculty Mentorship Workshop, Harvard Medical School
2023	RIISE (Research Institute for Implementation Science in Education) Year 1 training, Seattle, WA
2011	<i>MEG/EEG, Human Brain Mapping Pre-Conference Day Seminar</i> , Quebec City.
2011	<i>The Genetics of Communications Disorders</i> , 2-Day Seminar funded by the Neurogenetics of Communication Disorders Consortium, University of Nebraska
2010	<i>A Practical and Theoretical Introduction into fMRI</i> , University Medical Center Utrecht, the Netherlands
2010	<i>Writing Clinical Practice Research Grants Part II</i> , Clinical Research Practice Institute training sponsored by the American Speech-Language-Hearing Association, Rockville, MD
2009	<i>Writing Clinical Practice Research Grants Part I</i> , Clinical Research Practice Institute training sponsored by the American Speech-Language-Hearing Association, Rockville, MD
2009	<i>Write Winning Grants</i> , Grant Writers' Seminars and Workshops, day seminar sponsored by the University of Nebraska – Lincoln, Lincoln, NE
2008	<i>Regional Grants Conference</i> , National Science Foundation and the University of Nebraska – Lincoln, Omaha, NE
2008	<i>Grant Review and Reviewer Training</i> , ASHFoundation and Research and Scientific Affairs Committee of the American Speech-Language-Hearing Association, Washington DC
2007	<i>Summer Training Institute in Applied Child and Adolescent Development Research</i> , National Institute of Child Health and Human Development, National Institutes of Health, Bolger Center, Washington DC
2007	<i>Word Study – Improving Students' Literacy Skills</i> , Day seminar presented by Kenn Apel, Phoenix, AZ
2005	<i>Connectionist & Dynamic Systems Approaches to Development: On the Cusp of a New Grand Theory or Still Too Distributed</i> , National Science Foundation, Obermann Center for Advanced Studies, Spelman Rockefeller Fund, Department of Psychology, Graduate College, University of Iowa, Iowa City, IA
2005	<i>3rd Annual Conference on Research in Communication Sciences and Disorders Lessons-for-Success: Developing the Emerging Scientist</i> , American Speech-Language-Hearing Association, Rockville, MD
2004	<i>Workshop on Analyzing Developmental Trajectories: A Group Based Approach</i> , Schiefelbusch Institute for Lifespan Studies Research Design and Analysis Unit, University of Kansas, Lawrence, KS
2004	<i>Workshop on Imputing Missing Data</i> , Schiefelbusch Institute for Lifespan Studies Research Design and Analysis Unit, University of Kansas, Lawrence, KS
2003	<i>1st Annual Conference on Research in Communication Sciences and Disorders</i> , American Speech-Language-Hearing Association, Savannah, GA
2000	<i>Regional Training Seminar on Grant Writing and Administration</i> , National Institutes of Health, Kansas City, MO