

Norma Hancock

Department of Communication Sciences and Disorders, MGH Institute of Health Professions
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EDUCATION

- 2023 Ph.D. Rehabilitation Sciences
 MGH Institute of Health Professions, Boston, MA
- 2017 CAS Literacy and Language
 MGH Institute of Health Professions, Boston, MA
- 2006 M.Ed. Curriculum and Instruction
 Word Education Links Program, Keene State College, Keene, NH
- 2004 B.A. Sociology
 Keene State College, Keene, NH

CERTIFICATIONS

MA Reading All Levels, Pre-K-2 with and without disabilities, SEI Teacher, ID 479221
CT 113 Early Childhood/Special Education N-K, Elementary 1-3, ID: C092010000099
Wilson Reading System, Level I, Wilson Dyslexia Practitioner ID: CRAFFEYN1000

PROFESSIONAL EXPERIENCE

- 2023-present **National Institute of Health Postdoctoral Research Fellow (P50 HD052120)**
 Speech and Language (SAiL) Literacy Lab, Director: Tiffany P. Hogan
 MGH Institute of Health Professions, Boston, MA
- 2023-present **Research Scientist**, Center for Translational research, Implementation Science,
 and Dissemination for Equity (cTIDE) in CSD, Director: Tiffany P. Hogan
 MGH Institute of Health Professions, Boston, MA
- 2020-2023 **Consultant**
 Speech and Language (SAiL) Literacy Lab, Director: Tiffany P. Hogan
 MGH Institute of Health Professions, Boston, MA
- 2019-2023 **K-5 District Literacy Coordinator and Reading Specialist**
 Nauset Public Schools, Brewster, MA
- 2018-2020 **National Institute of Health Doctoral Research Fellow (R01DC16895)**

Speech and Language (SAiL) Literacy Lab, Director: Tiffany P. Hogan
 MGH Institute of Health Professions, Boston, MA

2014-2018 **Reading Teacher, District Mentor, ESY Title I Program Coordinator**
 Harwich Elementary School, Monomoy Regional School District, Harwich, MA

2008-2012 **Teacher, K-2, Lead Science Teacher, District Curriculum Writer**
 Hartford Public Schools, Hartford, CT

2007-2008 **Kindergarten Teacher**
 Chaplin Elementary School, Chaplin, CT

2005-2007 **Kindergarten Teacher, ESY Preschool, Intern Pre-K/Multi-Age 1 & 2**
 Hinsdale Elementary, Monadnock Regional School District, Hinsdale, NH

2005-2006 **Graduate Assistant**
 World Education Links Program, Keene State College, Keene, NH

2004-2005 **Teaching Assistant**
 Sociology Department, Keene State College, Keene, NH

FELLOWSHIPS AND AWARDS

2026-2028 **Principal Investigator**, Eunice Kennedy Shriver National Institute of Child Health & Human Development (NICHD), Pediatric Research LRP Renewal, *Towards Developing an Ecological Model of Reading Comprehension: A Multidimensional Analysis of Neighborhood Influences*. (Total Award: \$100,000), 2026-2028.

2026-2029 **Co-Investigator**, RSM: *Implementing the MTSS Literacy Intervention to Improve High School Outcomes* (Total award: \$300,000). PI Patricia Kelley-Nazzaro, Co-I Joanna Christodoulou

2025-2026 **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). Co-PI Tiffany P. Hogan.

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). Co-PI Tiffany P. Hogan.

2024-2026 **Principal Investigator**, Eunice Kennedy Shriver National Institute of Child Health & Human Development (NICHD), Pediatric Research LRP Award: *Validating the Structural Racism Index* (Total award: \$100,000).

2023-present **Postdoctoral Research Fellow**, National Institutes of Health (P50 HD052120): *Learning Disabilities Translational Science Collective: Building on the Florida LDRC* (Total award: \$ 8,900,000), 2023-2028. Co-PIs: Sara Hart, Tiffany P. Hogan, Emily Solari, Nicole Patton Terry.

Norma Hancock
 Curriculum Vitae Updated: July 2026

2018-2020 **Doctoral Research Fellow**, National Institutes of Health (R01DC16895): *Orthography and Phonology in Word Learning as a Predictor of Dyslexia in Children with Language Impairment* (Total award: \$3,718,181), 2018-2023. Co-PIs Tiffany P. Hogan, Julie Wolter, and Jessie Rickets.

GRANTS SUBMITTED

2026 **Principal Investigator**, Spencer Foundation Research to Practice Partnership, *Leveraging Implementation Science to Advance Care for Treatment-Resistant SLDs*. (Preapplication Submitted: \$400,000) 2027-2030. Co-I Tiffany P. Hogan and Annie B. Fox. Partners: Boston Public Schools Office of Specialized Services and Landmark Outreach.

Principal Investigator, Eunice Kennedy Shriver National Institute of Child Health & Human Development (NICHD), R21, *Characterizing the Word Reading and Language Profiles of Adolescents with SLDs in Self-Contained Settings*. (Submitted Award: \$275,000), 2026-2029. Co-I, Tiffany P. Hogan and Annie B. Fox.

Subaward Co-Investigator Implementation Science (IS) Core, Patient-Centered Outcomes Research Institute (PCORI), *Effectiveness of Aerobic Exercise Prescriptions to Improve Symptoms in Children with Concussion* (Submitted Award: \$184,285), 2026-2031. PI, Megan Schliep, MGH Institute of Health Professions. Prime PIs: Simon Driver, Morgan O'Neil, Spaulding Rehabilitation Hospital, Boston, MA.

Subaward Co-Investigator Implementation Science (IS) Core, Patient-Centered Outcomes Research Institute (PCORI), *Diabetes Prevention Program for Persons with Traumatic Brain Injury* (Submitted Award: \$184,285), 2026-2031. PI, Megan Schliep, MGH Institute of Health Professions. Prime PIs: Simon Driver, Shanti Pinto, Spaulding Rehabilitation Hospital, Boston, MA.

2025 **Principal Investigator**, National Institute on Deafness and Other Communication Disorders (NIDCD), Early Career Research Award (R21), *Characterizing the Language Profiles of Treatment-Resistant Reading Disorders*. (Submitted Award: \$375,000), 2026-2029. Co-I, Tiffany P. Hogan.

Unfunded

Subaward Principal Investigator, Spencer Foundation Transformative Research Grants, *Quantifying the Impact of Structural Racism on School Reading Outcomes with the SRI* (Submitted Award: \$284,300), 2026-2028. Consultant: Callie Little, Florida State University. Prime PI: Michael Russell, Boston College.

PUBLICATIONS

PEER-REVIEWED MANUSCRIPTS

- Hancock, N.**, & Hogan, T. (in press). Epilogue: Language abilities in persons with dyslexia. *Annals of Dyslexia*. <https://doi.org/10.1007/s11881-026-00384-z>
- Hogan, T., & **Hancock, N.** (in press). Prologue: Language abilities in persons with dyslexia. *Annals of Dyslexia*. <https://doi.org/10.1007/s11881-026-00385-y>
- Gierka, M. V., Ormandy, N., Coyne-Green, A., Zampitella, T., Odegard, T. N., Hogan, T. P., & **Hancock, N.** (2026). Sentence repetition as a potential indicator of broader language difficulty in students with dyslexia: A pilot study. *Annals of Dyslexia*. <https://doi.org/10.1007/s11881-026-00365-2>
- Petersen, D. B., Stout, G. H., Konishi-Therkildsen, A., **Hancock, N.**, Lettich, C., & Hogan, T. (2026). Examining complex academic language in children with dyslexia: A comparative analysis with curriculum standards. *Annals of Dyslexia*. <https://doi.org/10.1007/s11881-025-00357-8>
- Goldberg, M., Allardice, J., **Hancock, N.**, & Hogan, T. P. (2026). Beyond screening: How one school built data systems that actually improved reading outcomes. *Perspectives on Language and Literacy*, 52(1), 17-26.
- 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 (DL), *American Journal of Speech-Language Pathology*, 34(4), 1324-1340. https://doi.org/10.1044/2025_AJSLP-24-00052
- Hogan, T.P. & **Hancock, N.** (2022). Common but hidden: A spotlight on developmental language disorder. *Literacy Today*, 40(2), 14-16.

MANUSCRIPTS UNDER REVIEW AND IN PREPARATION

- Valentine, K., **Hancock, N.**, Summy, R., Hall, G., & Farquharson, K. (under review). Uniting the profession: Introducing developmental language disorder to school psychologists. Special Issue: *Journal of School Psychology*.
- DeLuca, T., Radville, K., **Hancock, N.**, Wolter, J., Ricketts, J., & Hogan, T. P. (in revision). Research, school, and caregiver-reported measures in identifying risk for language and literacy disorders. *Journal of Language, Speech, and Hearing Services in Schools*.
- Smith, D. C., **Hancock, N.**, Rawls, E., Johnson, L., Hogan, T. P., & Terry, N. P. (in preparation). Knowledge and self-efficacy of urban and rural educators supporting students with dyslexia and developmental language disorder. Special Issue: *Journal of Elementary Education*. Retrieved from osf.io/4vybd
- Hancock, N.**, DeLuca, T., Kelley-Nazzaro, P., Feller, M. J., Smith, D. C., Wang, J.J., & Hogan, T. P. (in preparation). The education of children with specific learning disabilities (SLDs) in specialized settings: A scoping review. <https://doi.org/10.17605/OSF.IO/PBKCU>
- Hancock, N.**, Smith, D. C., Johnson, L., Rawls, E., Terry, N. P., & Hogan, T. P. (in preparation). Barriers and facilitators to the implementation of professional learning communities for reading specific learning disabilities. Retrieved from osf.io/93u6c
- Hancock, N.**, Little, C., Campbell, D., Rawls, E., Johnson, L., Terry, N. P., & Hogan, T. P. (2026). *The associations between neighborhood health, economics, and school reading achievement across the spectrum of urbanicity*. Retrieved from osf.io/2mp6n

BOOK CHAPTERS

Hancock, N. (in press). Dyslexia: Current and Past Perspectives. In Scott Johnson (Ed.), *The Oxford Handbook of Perceptual Development*. Oxford University Press.

PREREGISTRATIONS

Hogan, T. P., Terry, N. P., Johnson, L., **Hancock, N.**, Smith, D. C., & Rawls, E. (2026). *Project 3: Engaging educators around classification systems in schools (T3)*. [Preregistration]. OSF. <https://doi.org/10.17605/OSF.IO/VNF3H>

Ricketts, J., Radville, K., Davies, R., Alonzo, C., DeLuca, T., **Hancock, N.**, Wolter, J., Hogan, T. P., & Feller, M. J. (2025). *The role of orthographic facilitation in novel word learning in children with developmental language disorder* [Preregistration]. OSF. <https://doi.org/10.17605/OSF.IO/DRZUX>

RESEARCH PRESENTATIONS

COMPETITIVELY REVIEWED RESEARCH PRESENTATIONS

Campbell Smith, D., **Hancock, N.**, Rawls, E., Johnson, L., Hogan, T. P., & Terry, N. P. (2026, December). *Literacies in Motion: Applying Implementation Science to Improve Equitable Identification of Dyslexia and DLD*. Presented at the Literacy Research Association, Honolulu, Hawai'i.

Hancock, N., Campbell Smith, D., Rawls, E., Wang, J., Johnson, L., Terry, N. P., & Hogan, T. P. (2026, July). *Measuring the implementation context: A theoretically grounded approach to assessing barriers and facilitators to professional learning*. Poster presented at the Society for the Scientific Study of Reading Annual Meeting, Rotterdam, Netherlands.

McMahon, B., **Hancock, N.**, Jacobs, C., Hammond, B., Remington, L., Thompson, N., Moore, D., Hogan, T. (2026, July). *Context-specific data management improves literacy risk modeling*. Presented at the Society for the Scientific Study of Reading Annual Meeting, Rotterdam, Netherlands.

Goldberg, M., **Hancock, N.**, Allardice, J., & Hogan, T. P. (2026, July). *Walk-to-read: A data-driven approach to improving word-reading outcomes*. Presented at the Society for the Scientific Study of Reading Annual Meeting, Rotterdam, Netherlands.

Hancock, N. & Hogan, T. P. (2026, June). *Determining language and word-reading profiles of children in self-contained SLD settings*. Presented at the Dyslexia Foundation's Extraordinary Brain Series Symposium, San Juan, Puerto Rico.

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.
- Shaw-King, N., **Hancock, N.**, & Hogan, T.P. (2025, April). *AMANI Reads: A pilot program for culturally-centered and community-based mentorship and reading intervention*. Poster presented at the World Literacy Summit, Oxford, UK.
- Campbell, D., **Hancock, N.**, Hogan, T.P., & Terry, N.P. (2025, February). *Urban vs. rural educators' self-efficacy in dyslexia and DLD assessment*. Poster presented at Sanford University's annual Pacific Coast Research Conference, San Diego, CA.
- Hancock, N.**, Fox, A. B., & Hogan, T. P. (2024, August). *Defining the theoretical and empirical domains of structural racism in American schools*. Poster presented at the Society for the Study of Measurement Annual Meeting, Berkeley, CA.
- Hancock, N.**, Fox, A. B., & Hogan, T. P. (2024, July). *Evaluating the risk of dyslexia pre- and post-COVID-19 school closures*. Poster presented at the Society for the Scientific Study of Reading Annual Meeting, Copenhagen, DK.
- Deluca, T., Komesidou, R., **Hancock, N.** & Hogan, T. P. (2023, March 30). *Building capacity in public schools*. Presented at the Speech, Language, and Learning Intervention Research Symposium, Online, ASU.
- Hancock, N.**, Redmond, S. M., Ash, A. C., Fox, A. B., & Hogan, T. P. (2022, July 16). *Word reading and Attention Deficit/Hyperactivity Disorder in children with and without language impairment*. Poster presented at the Society for the Scientific Study of Reading Annual Meeting, Newport Beach, CA.
- Komesidou, R., Wolter, J. A., Ricketts, J., Alonzo, C. N., **Hancock, N.**, Feller, M., Bao, X., Rasner, M., & Hogan, T.P. (2021, January 7). *Implementing school-based, whole-classroom screenings for developmental language disorder and dyslexia*. MGH Institute of Health Professions Research and Scholarship Day, Boston, MA.

Hancock, N., Redmond, S. M., Ash, A. C., Fox, A. B., & Hogan, T. P. (2019, June 24). *Modeling the relationship between language, decoding, and ADHD symptoms in children with and without language impairment*. New England Research on Dyslexia Society, MGH Institute of Health Professions, Boston, MA.

INVITED RESEARCH PRESENTATIONS AND WORKSHOPS

Hancock, N. (2026, July). *The language basis of reading disabilities: Understanding dyslexia and developmental language disorder from screening to program design*. Presented for Landmark Outreach Summer Institute, Beverly, MA.

Hancock, N. (2026, May). Measuring language: Considerations for screening and comprehensive evaluations. Webinar presented for The Path Forward New York State Educator Preparation Program Community of Practice.

Hancock, N. (2026, May). *Getting to know developmental language disorder (DLD): Screening, identification, and treatment*. Webinar presented for the Mid-State Special Education Joint Agreement, Central Illinois.

Schliep, M. & **Hancock, N.** (2026, January). *Infusing Implementation Science into your Research and Clinical Practice*. Keynote presented for the School of Health and Rehabilitation Sciences Winter Retreat, MGH Institute of Health Professions, Boston, MA.

Hogan, T. P., Kelly-Nazzaro, P. A., Radville, K., & **Hancock, N.** (2025, October). *Beyond labels: Navigating DLD and dyslexia comorbidity in educational practice*. Panel Discussion presented for the Office of Alumni Relations, MGH Institute of Health Professions, Boston, MA.

Hancock, N. (2025, April). *Evidence-based interventions for dyslexia and DLD*. Webinar presented for the Macomb Dyslexia Network.

Hancock, N. (2025, March). *Hiding in plain sight: Developmental language disorder with and without dyslexia*. Presented at the Dyslexia and Related Disorders Education Service Center, Region 20, San Antonio, TX.

Hancock, N. (2025, January). *Developmental language disorder in the context of language-based learning disabilities*. Webinar presented for the Currey Ingram Academy.

Hancock, N. (2024, December). *Where does DLD fit into the science of reading?* Webinar presented for Stronger Together: The Alliance for Reading Science in Higher Education.

Hancock, N. (2024, November). *Early intervention and identification of dyslexia within a Multitiered System of Support*. Presented at The Dyslexia Foundation Annual Fall Conference, Boston, MA.

Hancock, N. (2024, April). *Getting the word out about DLD: What Higher Ed needs to teach preservice candidates*. Webinar presented for The Reading League EPP Community of Practice.

Hancock, N. (2024, February). *The language basis of reading disabilities*. Webinar presented for the Macomb Dyslexia Network.

Hancock, N. (2023, October). *Facilitating academic success for students with dyslexia and DLD using an Interprofessional Collaborative Practice model*. Tewksbury Public Schools, Tewksbury, MA.

- Hancock, N.** (2023, October). *Dyslexia screening, intervention, and diagnostics in the context of Massachusetts dyslexia legislation*. MA School Psychology Association Conference, Norwell, MA.
- Hancock, N.** (2023, January). *Leveraging high-quality instructional materials for standards-based instruction*. Presented for Nauset Regional School District, Brewster, MA.
- Hancock, N.** (2022, November). *Post-LETRS: Implementation of evidence-based instruction so all students can learn to read*. Presented for Nauset Regional School District, Brewster, MA.
- Hancock, N.** (2022, October). *The language basis of dyslexia and developmental language disorder (DLD) in the context of specific learning disabilities*. Elevating Equity: MA School Psychology Association Annual Conference, Norwell, MA.
- Hancock, N.** (2022, October). *Evidence-based interventions for children with dyslexia and developmental language disorder (DLD)*. Elevating Equity: MA School Psychology Association Annual Conference, Norwell, MA.
- Hancock, N.** (2022, October). *Massachusetts dyslexia legislation and guidance: Case studies from the field and best practice*. Elevating Equity: MA School Psychology Association Annual Conference, Norwell, MA.
- Hancock, N.** (2022, March). *Identifying dyslexia in the context of public schools: Screening, diagnostics, and remediation*. Webinar presented for the Massachusetts School Psychology Association.
- Hancock, N.** (2022, March). *Language basis of reading disabilities: Case studies from the field*. Webinar presented for Tewksbury Public Schools, Tewksbury, MA.
- Hancock, N.** (2021, November). *Assessing dyslexia and developmental language disorder within an interprofessional collaborative practice model*. Webinar presented for Tewksbury Public Schools, Tewksbury, MA.
- Hancock, N.** (2021, May). *Getting started with MASS Literacy Guidance: Empowering educators and students in Massachusetts through evidence-based early literacy*. Webinar presented for Nauset Regional School District, Eastham, MA.
- Hancock, N.** (2021, May). *Dyslexia and Developmental Language Disorder in the Context of the Simple View*. Webinar presented for Tewksbury Public Schools, Tewksbury, MA.
- Hancock, N.** (2021, February). *Identifying dyslexia in the context of public schools: Screening, diagnostics, and remediation*. Webinar presented for Boston Public Schools, Boston, MA.
- Hancock, N.** (2020, June). *Connecting assessment and practice*. Webinar presented for Worcester Public Schools, Worcester, MA.
- Hancock, N.** (2020, March). *Assessing language and literacy risk in kindergarten*. Webinar presented for Worcester Public Schools, Worcester, MA.
- Hancock, N.** (2020, January). *Designing learning experiences for struggling and high-achieving students*. Nauset Regional School District Professional Development Day, Brewster, MA.

Hancock, N. (2019, November). *Language and literacy in the context of ADHD*. November 16, 2019. Cape Cod Speech and Language Pathologist Conference, Cape Cod Hospital, Hyannis, MA.

Hancock, N. (2019, May). *The comorbidity of ADHD with language and literacy disorders: A cognitive perspective*. Cape Cod Speech and Language Pathologist Conference, Cape Cod Hospital, Hyannis, MA.

TEACHING EXPERIENCE

Term Lecturer at MGH Institute of Health Professions, IDA-Accredited Plus Program, Boston, MA.

- CD882-01 *School-based Literacy Practicum Program Supervisor* (Spring 2022, 2024, 2025, 2026, Fall 2025)
- CD825 *Reading and Writing in the Schools* (Summer 2024, 2025, Spring 2026)
- CD826 *Leading Literacy Change* (Summer 2024)

Guest Lecturer:

- *Language Basis of Reading: Dyslexia in the 21st Century*, CAEP 7750: Biological Bases of Behavior (November 2025), Northeastern University, Boston, MA
- *Idea Development Workshop (IDW)*, HRS 960: Interdisciplinary Seminar in Rehabilitation Science (October 2025), MGH Institute of Health Professions, Boston, MA
- *Quantifying the Impact of Structural Racism on Reading Achievement in American Schools*, MESA8280: Seminar in Educational Measurement Research (March 2025), Boston College, Boston, MA
- *Idea Development Workshop (IDW)*, HRS 960: Interdisciplinary Seminar in Rehabilitation Science (October 2024), MGH Institute of Health Professions, Boston, MA
- *So, You Say You Want to Create a Survey... Measuring Your Measure*, OH/CSH 884: Outcomes Measurement (April 2024), MGH Institute of Health Professions, Boston, MA
- *Leading Literacy Change in the Field: Panel Discussion*, CD826 (August 2021 & 2022), MGH Institute of Health Professions, Boston, MA
- *Diagnostics and Remediation for Students with Developmental Language Disorder*, EDSP (March 2022), University of Oklahoma, OK

Graduate Co-Instructor at MGH Institute of Health Professions, Boston, MA.

- CD826 *Leading Literacy Change* (Summer 2019) Primary Instructor: Tiffany Hogan
- CD825 *Reading and Writing in the Schools* (Summer 2019) Primary Instructor: Tiffany Hogan

IMPACT & OUTREACH

- Gomez, D. (Producer). **Hancock, N.** (Contributor). (2025, October). READ Podcast: Cracking the Code to Understanding Why Some Kids Struggle to Read [Audio Podcast]. Retrieved from: [READ Podcast - Podcast - Apple Podcasts](#)
- Hogan, T.P. (Producer). **Hancock, N.**, Hanford, E., Nation, K. (Contributors). (2019, April). See Hear Speak Podcast: *The Reading Wars Part 2* [Audio Podcast]. Retrieved from: <https://www.seehearspeakpodcast.com>
- Hogan, T.P. (Producer). **Hancock, N.**, & Young, I. (Contributors). (2019, June). See Hear Speak Podcast: *Anti-Oppressive Instruction* [Audio Podcast]. Retrieved from: <https://www.seehearspeakpodcast.com>
- Hogan, T.P. (Producer). **Hancock, N.**, & O'Shea, D. (Contributors). (2019, June). See Hear Speak Podcast: *Managing Burnout* [Audio Podcast]. Retrieved from: <https://www.seehearspeakpodcast.com>
- Hogan, T.P. (Producer). **Hancock, N.**, & Jacobs, C. (Contributors). (2019, June). See Hear Speak Podcast: *School Change Models and the Reading Specialist* [Audio Podcast]. Retrieved from: <https://www.seehearspeakpodcast.com>
- Hogan, T.P. (Producer). **Hancock, N.**, & Sindelar, T. (Contributors). (2019, June). See Hear Speak Podcast: *Creating Effective PowerPoint Presentations* [Audio Podcast]. Retrieved from: <https://www.seehearspeakpodcast.com>
- Hogan, T.P. (Producer). **Hancock, N.**, & Maxwell, L. (Contributors). (2019, June). See Hear Speak Podcast: *Coaching* [Audio Podcast]. Retrieved from: <https://www.seehearspeakpodcast.com>
- Hogan, T.P. (Producer). **Hancock, N.**, & Redmond, S. (Contributors). (2019, October). See Hear Speak Podcast: *DLD, SLI, and ADHD with Sean Redmond* [Audio Podcast]. Retrieved from: <https://www.seehearspeakpodcast.com>

REGIONAL SERVICE

- 2023- present **Board Member**, Massachusetts Chapter of The Reading League
- 2023-present **Secretary**, Massachusetts Learning Disabilities Association of America
- 2021-present **Research Advisor**, Literacy & Dyslexia Screening, Office of Literacy and Humanities, Massachusetts Department of Elementary and Secondary Education
- 2020-2023 **Board Member**, Massachusetts Learning Disabilities Association of America
- 2021-present **Founding Member**, Cape & Islands Chapter of Decoding Dyslexia, MA
- 2020 **Research Advisor**, Early Literacy Guidance, Office of Literacy and Humanities, Massachusetts Department of Elementary and Secondary Education
- 2020-2021 **Working Group**, The Reading League MA Chapter
- 2019-2020 **Exemplar Educator**, MASS Literacy Initiative, Office of Literacy and Humanities, Massachusetts Department of Elementary and Secondary Education
- 2017 **Panel Speaker**, MA Joint Committee on Education, Legislation: H.330, H.2872, S.313, S.294, panel five, July 11, 2017
- 2008 **Invited Speaker**, National Education Association, No Child Left Behind Reform, Congressman Joe Courtney (D-CT), Washington, D.C., April 2008.
- 2007 **Public Commentator**, NH Joint House and Senate Task Force Hearing: *Defining Adequate Education in the State of New Hampshire*, March 13, 2007.

NATIONAL AND INTERNATIONAL SERVICE

- 2026 **Ad Hoc Reviewer**, *Journal of Speech, Language, and Hearing Research*
- 2026 **Ad Hoc Reviewer**, *Scientific Studies of Reading*
- 2026 **Ad Hoc Reviewer**, *Language, Speech, and Hearing Services in Schools*
- 2025 **Co-Guest Editor**: Language abilities in persons with dyslexia, *Annals of Dyslexia* Special Issue
- 2024 **Reviewer**, Society for the Scientific Study of Reading Annual Conference
- 2024 **Ad Hoc Reviewer**, *Language, Speech, and Hearing Services in Schools*
- 2024 **Ad Hoc Reviewer**, *Journal of Learning Disabilities*
- 2024 **Ad Hoc Reviewer**, *Journal of the International Neuropsychological*
- 2024 **Ad Hoc Reviewer**, *British Journal of Special Education*
- 2024 **Ad Hoc Reviewer**, *Annals of Dyslexia*
- 2024 **Ad Hoc Reviewer**, *BMC Psychology*
- 2020 **Ad Hoc Reviewer**, *Journal of Experimental Child Psychology*
- 2020 **Reviewer**, Learning Disabilities Association of America Annual Conference

ADVANCED MEASUREMENT TRAINING

- 2025 *Scale Development and Psychometrics*, Jessica Flake, Ph.D., Rocky Mountain Methodology Academy, University of Calgary
- 2024 *Opening up Open Science: Nuts and Bolts for Beginners*, Society for the Scientific Study of Reading Preconference
- 2024 *Item Writing and Questionnaire Design*, Laura Stapleton, Ph.D., University of Maryland, short course
- 2024 *Lies, Damned Lies, and Surveys*, Anthony R. Artino, Ph.D., MGH Grand Rounds

ADVANCED LANGUAGE AND LITERACY TRAINING

- 2019 *Language Essentials for Teachers of Reading and Spelling (LETRS)*, Nauset Public Schools, Brewster, MA.
- 2018 *Lindamood Phoneme Sequencing® Program for Reading, Spelling, and Speech (LiPS®)*, Commonwealth Learning, Newton, MA. Trainer: Lisa Brooks.
- 2017 *Structured Literacy*, Field Practicum (IDA Accredited)
263.5 hours, Supervisor: Patricia Kelley-Nazzaro, M.S., CCC-SLP
- 2017 *Level 1, Wilson Reading System*, 100 hours, Supervisor: Maureen O'Donnell
- 2016 *Leveled Literacy Intervention*, Blue and Red Level, Site Training, Falmouth, MA.
- 2014 *Wilson Foundations*, Level 1 & 2, Wilson Just Words 4-12
Wilson Language Training, Hyannis, MA.
- 2008 *Guided Reading and Writing*, Summer Institute,
Lesley University, Boston, MA.
- 2008 *Reading Workshop*, The Teachers College Reading and Writing Project
Trainer: Cathy Collins, State Department of Education, CT.
- 2006 *Wilson Foundations K*, Site Training, Hinsdale, NH.

ADVANCED BEHAVIORAL TRAINING

- 2018 *Level 2, Collaborative Problem Solving*
Massachusetts General Hospital, Think: Kids, Hyannis, MA.
- 2017 *Level 1, Collaborative Problem Solving*
Massachusetts General Hospital, Think: Kids, Barnstable, MA.
- 2015 Positive Behavior Intervention and Supports, Harwich, MA.
- 2011 Positive Behavior Intervention and Supports, Hartford, CT.

PROFESSIONAL AFFILIATIONS

Society for the Scientific Study of Reading
International Dyslexia Association
AERA, Division D, Measurement & Research Methodologies
Society for the Study of Measurement
Women in Measurement