

TIFFANY P. HOGAN

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EDUCATION

- 2006 Ph.D., Speech-Language Pathology, University of Kansas
 Dissertation: *Phonological-Lexical Processing and Word Learning in Children Differing in Phonological Awareness* (Defended with Honors)
- 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

- 2013-present Professor, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Boston, MA
- 2013-present Director, Speech and Language (SAiL) Literacy Lab, MGH Institute of Health Professions, Boston, MA
- 2013-present Research Affiliate, Department of Speech, Language, and Swallowing Disorders & Reading Disabilities, Massachusetts General Hospital
- 2013-present Research Affiliate, McGovern Brain Institute, Massachusetts Institute of Technology, Boston, MA
- 2012-2013 Associate Professor, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Lincoln, NE
- 2010-2013 Assistant Professor, Adjunct Appointment, Assistant Director, Neurogenetic Communication Disorders Consortium, Munroe-Meyer Institute, University of Nebraska Medical Center, Omaha, NE
- 2010-2015 Faculty Affiliate, Nebraska Center for Research on Children, Youth, Families, and Schools, University of Nebraska – Lincoln, Lincoln, NE
- 2008-2012 Assistant Professor, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Lincoln, NE
- 2008-2015 Director, Link N Literacy Lab: Linking Language and Literacy, University of Nebraska – Lincoln, Lincoln, NE
- 2006-2008 Assistant Professor, Department of Speech, Language, and Hearing Sciences, University of Arizona, Tucson, AZ
- 2006-2008 Co-Director, L4 Lab: *Language, Learning, Literacy, Lexicon*, University of Arizona, Tucson, AZ
- 2004-2006 National Institutes of Health Research Fellow (NIH F31 DC6749), University of Kansas, Lawrence, KS, Co-mentors: Hugh Catts and Holly Storkel
- 2003-2004 Graduate Research Trainee, Word and Sound Learning Laboratory, University of Kansas, Lawrence, KS, Director: Holly Storkel
- 2002-2004 National Institutes of Health Research Trainee (NIH T32 DC0052), University of Kansas, Lawrence, KS, Director: Mabel Rice
- 2001-2002 Graduate Research Assistant (NIH P50 DC2726), 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

- 2018 MGH Institute of Health Professions Faculty Excellence in Research Award
2014 Partners in Excellence Award - 2013 Campus Expansion Team, Institute of Health Professions
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, Lawrence, KS
2005 Editor's Award for the Language Article of Highest Merit: Catts, H.W., Adlof, S.M., **Hogan, T.P.**, & Ellis-Weismer, S. (2005). Dyslexia and specific language impairment: Same or different developmental disorder? *Journal of Speech, Language, and Hearing Research*, 48, 1378-1396.
2004 Kim A. Wilcox, Professionalism Award, University of Kansas, Lawrence, KS
2003 Outstanding Graduate Research Award, University of Kansas, Lawrence, KS
2002 Schiefelbusch Child Language Scholarship, University of Kansas, Lawrence, KS

FELLOWSHIPS AND AWARDS

- 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 1st 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 R01 (R01 DC016895): *Orthography and phonology in word learning as a predictor of dyslexia in children with language impairment*, (Total award: \$3,718,181), 2018-2023. Co-PI Julie Wolter, Co-Is: Suzanne Adlof, Jessie Ricketts, & Yaacov Petscher.
- Co-Investigator, National Institutes of Health R01 (R01 DC017156): *Word Learning in Reading and Language Impairment Subgroups*, (Total award: \$3,705,747), 2018-2019. PI: Suzanne Adlof.
- 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-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.

CURRENT STUDENT-SUPPORTED RESEARCH GRANTS

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

COMPLETED RESEARCH GRANTS

- Co-investigator (co-I; PI for subaward), National Institutes of Health R01 (R01 DC010784): *Working memory and word learning in children with typical development and language impairment*, 2011-2016 (Total award: \$3,992,823; Total subaward: \$698,916), PI: Shelley Gray
- Consultant, National Institutes of Health R01 (R01 DC011023): *Co-occurrence of language and attention difficulties in children*, 2011-2016, PI: Sean Redmond
- Co-investigator (PI for subaward), Institute of Education Sciences Reading for Understanding Research Initiative (R305F100002): *The Language Bases of Reading Comprehension*, 2010-2016 (Total award: \$19,999,999; Total subaward: \$4,486,155), PI: Laura Justice
- Faculty affiliate, National Institutes of Health Core Grant (P30 DC004662-11), *Boys Town National Research Hospital Core Center for Communication Disorders*, 2011-2013

- Co-Investigator, University of Nebraska Medical Center, Munroe-Meyer Institute, *Center for the Neural Basis of Motor Development & Rehabilitation*, 2010-2013 (Total award: 500,000.00)
- Principal Investigator, National Institutes of Health R03 Small Grant Award (R03 DC9667): *The lexicon and phoneme awareness*, 2008-2012, (Award total: \$439,008)
- Co-Principal Investigator, University of Nebraska Great Plains Health Research Consortium Translational Research, *Biological pathways in childhood speech and language impairments*, 2010-2012 (Total award: \$99,940.00), Co-PI: Jordan Green
- Principal Investigator, College of Education and Human Sciences, International Research Seed Grant, *Improving early identification of poor comprehenders using brain-based measures of comprehension monitoring*, 2011 (Total award: \$5,000.00). International Collaborator: Kate Cain, Lancaster University, United Kingdom
- Principal Investigator, University of Nebraska – Lincoln College of Education and Human Sciences *Scholarly Enhancement Research Grant*, 2009-2011, (Award total: \$5,200)
- Principal Investigator, National Institutes of Health Supplement Grant: *Supplement R03 to the lexicon and phoneme awareness*, 2009-2010 (R03 DC9667-03S1; Total award: \$73,738)
- Principal Investigator, American Speech-Language-Hearing Foundation New Investigator Research Award: *An experimental evaluation of competing phonological awareness treatments*, 2007-2009, (Award total: \$5,000)
- Principal Investigator, International Dyslexia Association General Research Grant: *Phonological, lexical, and semantic influences on phonological awareness performance*, 2007-2008, (Award total: \$17,059.20)
- Co-principal Investigator, American Speech-Language-Hearing Foundation Multicultural Research Grant: *Understanding the Navajo: Language, culture, and people*, 2007-2008, (Award total: \$20,000)
- Principal Investigator, American Speech-Language-Hearing Association Advancing Academic-Research Careers Award: *Mentorship in an early research career with a focus on student research training*, 2006-2007, (Award total: \$5,000), Mentors: Judith Gierut, LouAnn Gerken, & Elena Plante
- Research Fellow, International Reading Association Jeanne S. Chall Research Fellowship: *Emergent phonological awareness: The role of lexical representations*, 2005-2006, (Award total: \$6,000)
- Research Fellow, National Institutes of Health Ruth L. Kirschstein National Research Service Award (F31 DC6749): *Lexical representations and phonological awareness*, 2004-2006, (Award total: \$69,204), Co-mentors: Hugh Catts & Holly Storkel
- Principal Investigator, PEO Research Scholar Award: *Early literacy*, 2004-2005, (Award total: \$10,000)

COMPLETED STUDENT-SUPPORTED RESEARCH GRANTS

- Mentor, National Institutes of Health 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 Franzluebbbers. (Total award: \$2400.00)
- Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2011, awardee: Anne Gates. (Total award: \$2000.00)
- Mentor, National Institutes of Health Ruth L. Kirschstein National Research Service Fellowship (F31 DC0965): *Effects of Artificial Subvocal Articulation on Spelling by Children who use AAC*, (Total award: \$66,217), 2010-2011, Fellow: Jillian McCarthy, Co-Mentor: Dave Beukelman
- Mentor, American Speech-Language-Hearing Association *Students Preparing for Academic and Research Careers (SPARC)* Award (Total award: \$1000.00), 2010-2011, Mentee: Stephanie Davidson, Co-Mentors: Jordan R. Green (University of Nebraska - Lincoln) & Tony Wilson (University of Nebraska – Medical Center)
- Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2010, awardee: Rachel Wiegert. (Total award: \$1000.00)
- Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2010, awardee: Chelsea Franzluebbbers. (Total award: \$1000.00)
- Mentor, University of Nebraska – Lincoln Undergraduate Creative Activities and Research Experiences Student Grant 2009, awardee: Whitney Baumert. (Total award: \$2000.00)
- Co-mentor, American Speech-Language-Hearing Association *Students Preparing for Academic and Research Careers (SPARC)* Award, 2008-2009, Awardee: Meghan Matthews, Co-Mentors: Susan Ellis Weismer (University of Wisconsin – Madison) & Mary Alt (University of Arizona)

PUBLICATIONS

PEER-REVIEWED MANUSCRIPTS

- Adlof, S.M. & **Hogan, T.P.** (in press). If we don't look, we won't see: Measuring language development to inform literacy instruction. *Policy Insights from the Behavioral and Brain Sciences*.
- Alt, M., Arizmendi, G.D., Gray, S., **Hogan, T.P.**, Green, S., & Cowan, N. (in press). Novel word learning in children who are bilingual: Comparison to monolingual peers. *Journal of Speech, Language, and Hearing Research*.
- Gray, S., Fox, A., Green, S., Alt, M., **Hogan, T.P.**, Petscher, Y., & Cowan, N. (in press). Working memory profiles of children with dyslexia, developmental language disorder, or both. *Journal of Speech, Language, and Hearing Research*.
- Hendricks, A., Adlof, S.M. Alonzo, C. N., Fox, A. B., & **Hogan, T.P.** (in press). Identifying children at risk for developmental language disorder using a brief, whole-classroom screen. *Journal of Speech, Language, and Hearing Research*.
- Hogan, T.P.** (2018). Five ways speech-language pathologists can positively impact children with dyslexia. *Language, Speech, and Hearing Services in Schools*, 49, 902-905. DOI: 10.1044/2018_LSHSS-DYSLC-18-0102.

- Hogan, T.P.** (2018). What speech-language pathologists need to know about dyslexia. *Language, Speech, and Hearing Services in Schools, 49*, 759-761. DOI: 10.1044/2018_LSHSS-DYSLC-18-0098.
- Adlof, S.M. & **Hogan, T.P.** (2018). Understanding dyslexia in the context of developmental language disorders. *Language, Speech, and Hearing Services in Schools, 49*, 762-773. DOI: 10.1044/2018_LSHSS-DYSLC-18-0049.
- Cabbage, K.L., Farquharson, K., Iuzzini-Seigel, J., Zuk, J., & **Hogan, T.P.** (2018). Exploring the overlap between dyslexia and speech sound production deficits. *Language, Speech, and Hearing Services in Schools, 49*, 774-786. DOI: 10.1044/2018_LSHSS-DYSLC-18-0008.
- Erikson, J., Alt, M., Gray, S., Green, S., **Hogan, T.P.**, & Cowan, N. (2018). Phonological Vulnerability for School-Aged Spanish-English-Speaking Bilingual Children. *International Journal of Bilingual Education and Bilingualism, 21*. DOI: 10.1080/13670050.2018.1510892.
- Baron, L. S., **Hogan, T. P.**, Alt, M., Gray, S., Cabbage, K. L., Green, S., & Cowan, N. (2018). Children with dyslexia benefit from orthographic facilitation during spoken word learning. *Journal of Speech, Language, and Hearing Research, 61*(8), 2002-2014. DOI: 10.1044/2018_JSLHR-L-17-0336.
- Arizmendi, G.D, Alt, M., Gray, S., **Hogan, T.P.**, Green, S, & Cowan, N. (2018). Do bilingual children have an executive function advantage? Results from inhibition, shifting, and updating tasks. *Language, Speech, and Hearing Services in Schools, 49*(3), 356-378. DOI: 10.1044/2018_LSHSS-17-0107.
- Zuk, J., Iuzzini-Seigel, J., Cabbage, K.L., Green, J.R., & **Hogan, T.P.** (2018). Poor speech perception is not a core deficit of childhood apraxia of speech: Preliminary findings. *Journal of Speech, Language, and Hearing Research, 61*(3), 583-592. DOI: 10.1044/2017_JSLHR-S-16-0106.
- Farquharson K., **Hogan T.P.**, Hoffman L., Wang J., Green K.F., Green J.R. (2018) A longitudinal study of infants' early speech production and later letter identification. *PLoS ONE 13*(10), e0204006. DOI: 10.1371/journal.pone.0204006.
- Centanni, T.M., Pantazis, D., Truong, D.T., Gruen, J.R., Gabrieli, J.D.E., & **Hogan, T.P.** (2018). Increased variability of stimulus-driven cortical responses is associated with genetic variability in children with and without dyslexia. *Developmental Cognitive Neuroscience, 34*, 7-17. DOI: 10.1016/j.dcn.2018.05.008.
- Petscher, Y., Justice, L.M., & **Hogan, T.P.** (2018). Modeling the early language trajectory of language development and its relation to poor reading comprehension. *Child Development, 89*(6), 2136–2156. DOI: 10.1111/cdev.12880.
- Cowan, N., **Hogan, T.P.**, Alt, M., Green, S., Cabbage, K.L., Brinkley, S., & Gray, S. (2017). Short-term memory in childhood dyslexia: Deficient serial order in multiple modalities. *Dyslexia, 23*(3), 209-233. DOI: 10.1002/dys.1557.
- Alt, M., **Hogan, T.P.**, Green, S., Gray, S., Cabbage, K., & Cowan, N. (2017). Word learning deficits in children with dyslexia. *Journal of Speech, Language, and Hearing Research, 60*, 1012-1028. DOI: 10.1044/2016_JSHLR-L-16-0036.
- Iuzzini-Seigel, J., **Hogan, T.P.**, & Green, J.R. (2017). Speech inconsistency in children with Childhood Apraxia of Speech, Language Impairment, and Speech Delay: Depends on the Stimuli. *Journal of Speech, Language, and Hearing Research, 60*, 1194-1210.
- Gray, S., Green, S., Alt, M., **Hogan, T.P.**, Kuo, T., Brinkley, S., & Cowan, N. (2017). The structure of working memory in young school-age children and its relation to intelligence. *Journal of Memory and Language, 92*, 183-201.

- Farquharson, K., **Hogan, T.P.**, & Bernthal, J. (2017). Working memory in school-age children with and without a persistent speech sound disorder. *International Journal of Speech-Language Pathology, 12*, 1-12.
- Cabbage, K.L., Brinkley, S., Gray, S., Alt, M., Cowan, N., Green, S., Kuo, T., & **Hogan, T.P.** (2017). Assessing working memory in children: The Comprehensive Assessment Battery for Children – Working Memory (CABC-WM). *Journal of Visualized Experiments, 2017 Jun 12* (124). DOI: 10.3791/55121.
- Saletta, M., Goffman, L., & **Hogan, T.P.** (2016). Orthography and modality influence speech production in adults and children. *Journal of Speech, Language, and Hearing Research, 59*, 1-15.
- Cabbage, K.L., **Hogan, T.P.**, & Carrell, T.D. (2016). Speech perception differences in children with dyslexia and persistent speech delay. *Speech Communication, 82*, 14-25.
- Green, S., Yang, Y., Alt, M., Brinkley, S., Gray, S., **Hogan, T.P.**, & Cowan, N. (2015). Use of internal consistency coefficients for estimating reliability of experimental tasks scores. *Psychonomic Bulletin and Review, 1-14*.
- Cabbage, K.L., Farquharson, K., & **Hogan, T.P.** (2015). Speech perception and working memory in children with residual speech errors: A case study analysis. *Seminars in Speech and Language, 36*, 234-246.
- Centanni, T.M., Sanmann, J.N., Green, J.R., Iuzzini-Seigel, J., Bartlett, C., Sanger, W.G., & **Hogan, T.P.** (2015). The role of candidate-gene CNTNAP2 in childhood apraxia of speech and specific language impairment. *American Journal of Medical Genetics: Neuropsychiatric Genetics, Part B. 9999*, 1-8.
- Iuzzini-Siegel, J., **Hogan, T.P.**, Rong, P., & Green, J.R. (2015). Longitudinal development of speech motor control: Motor and linguistic factors. *Journal of Motor Learning and Development, 3*, 53-68.
- Centanni, T.M., Green, J.R., Iuzzini-Seigel, J., Bartlett, C.W., & **Hogan, T.P.** (2015). Evidence for the multiple hits genetic theory for inherited language impairment: a case study. *Frontiers in Genetics, 6*, 272. DOI: 10.3389/fgene.2015.00272.
- McCarthy, J.H., **Hogan, T.P.**, Beukelman, D.R., & Schwarz, I.E. (2015). Influence of computerized sounding out on spelling performance for children who do and do not rely on AAC. *Disability and Rehabilitation: Assistive Technology, 10*, 210-230.
- Iuzzini-Siegel, J., **Hogan, T.P.**, & Green, J.R. (2015). Reliance on auditory feedback in children with Childhood Apraxia of Speech. *Journal of Communication Disorders, 54*, 32-42.
- Redmond, S.M., Ash, A.C., & **Hogan, T.P.** (2015). Consequences of co-occurring attention deficit/hyperactivity disorder on children's language impairments. *Language, Speech, and Hearing Services in Schools, 46*, 68-80.
- Farquharson, K., Centanni, T.M., Franzluebbers, C. & **Hogan, T.P.** (2014). Phonological and lexical influences on phonological awareness in children with specific language impairment and dyslexia. *Frontiers in Educational Psychology, 2014(5)*, 838. DOI: 10.3389/fpsyg.2014.00838.
- Hogan, T.P.**, Adlof, S.M., & Alonzo, C.N. (2014). On the importance of listening comprehension. *International Journal of Speech-Language Pathology, 16*, 199-207.
- Davidson, M.M., Ellis Weismer, S., Alt, M., & **Hogan, T.P.** (2013). Survey on perspectives of pursuing a PhD in communication sciences and disorders. *Contemporary Issues in Communication Science and Disorders, 40*, 98-115.
- McCarthy, J.H., **Hogan, T.P.**, & Catts, H.W. (2012). Is weak oral language associated with poor spelling in school-age children with specific language impairment, dyslexia, or both? *Clinical Linguistics and Phonetics, 26*, 791-805.

- McCarthy, J.H., Beukelman, D.R., & **Hogan, T.P.** (2011). Impact of computerized “Sounding out” on spelling performance of a child who uses AAC: A preliminary report. *ASHA AAC Perspectives*, 119-124.
- Hogan, T.P.**, Bridges, M.S., Justice, L.M., & Cain, K. (2011). Increasing higher-level language skills to improve reading comprehension. *Focus on Exceptional Children*, 44, 1-19.
- Hogan, T.P.**, Bowles, R., Catts, H.W., & Storkel, H.L. (2011). The influence of neighborhood density and word frequency on phoneme awareness in 2nd and 4th grades. *Journal of Communication Disorders*, 44, 49-58.
- Hogan, T.P.** (2010). Word-level phonological and lexical characteristics interact to influence phoneme awareness. *Journal of Learning Disabilities*, 43, 346-356.
- Hogan, T.P.** & Thomson, J. (2010). Future advances in the early detection of reading risk: Subgroups, dynamic relations, and advanced methodologies. *Journal of Learning Disabilities*, 43, 383-386.
- Thomson, J. & **Hogan, T.P.** (2010). Introduction to the special issue: Advances in the early detection of reading risk. *Journal of Learning Disabilities*, 43, 291-293.
- Hoover, J.R., Storkel, H.L., & **Hogan, T.P.** (2010). A cross-sectional comparison of the effects of phonotactic probability and neighborhood density on word learning by preschool children. *Journal of Memory and Language*, 63, 100-116.
- Richtsmeier, P., Gerken, L., Goffman, L., & **Hogan, T.P.** (2009). Statistical frequency in perception affect children’s lexical production, *Cognition*, 111, 372-377.
- Storkel, H.L., Armbruster, J., & **Hogan, T.P.** (2006). Differentiating phonotactic probability and neighborhood density in adult word learning. *Journal of Speech, Language, and Hearing Research*, 49, 1175-1192.
- Catts, H.W., Adlof, S.M., **Hogan, T.P.**, & Ellis-Weismer, S. (2005). Are specific language impairment and dyslexia distinct disorders? *Journal of Speech, Language, and Hearing Research*, 48, 1378-1396.
- Hogan, T.P.**, Catts, H.W., & Little, T.D. (2005). The relationship between phonological awareness and reading: Implications for the assessment of phonological awareness. *Language, Speech, and Hearing Services in Schools*, 36, 285-293.
- Catts, H.W., **Hogan, T.P.**, & Fey, M.E. (2003). Subgrouping poor readers on the basis of individual differences in reading-related abilities. *Journal of Learning Disabilities*, 36, 151-164.
- Catts, H.W., & **Hogan, T.P.** (2003). Language basis of reading disabilities and implications for early identification and remediation. *Reading Psychology*, 24, 223-246.

CONSORTIUM PAPERS

- Language and Reading Research Consortium (LARRC), Yeomans-Maldonado, G., Bengochea, A., & Mesa, C. (2018). The dimensionality of oral language in kindergarten Spanish-English dual-language learners. *Journal of Speech, Language, and Hearing Research*, 61, 2779-2795. DOI:10.1044/2018_JSLHR-L-17-0320 Role: Site PI
- Language and Reading Research Consortium. Jiang, H., & Farquharson, K. (2018). Are Working Memory and Behavioral Attention Equally Important for Both Reading and Listening Comprehension? A Developmental Comparison. *Reading and Writing: An Interdisciplinary Journal*, 31(7), 1449-1477. DOI: 10.1007/s11145-018-9840-y. Role: Site PI

- Language and Reading Research Consortium (LARRC), Jiang, H., Logan, J., & Rongfang, J. (2018). Modeling the nature of grammar and vocabulary trajectories from pre-kindergarten to third grade. *Journal of Speech, Language, and Hearing Research*, 61, 910-923. Role: Site PI
- Language and Reading Research Consortium (LARRC) and Chiu, Y. D. (2018). The Simple View of Reading across development: the prediction of grade 3 reading comprehension by prekindergarten skills. *Remedial and Special Education*, 39(5), 289-303. Role: Site PI
- Language and Reading Research Consortium (LARRC) and Muijselaar, M. M. L. (2018). The dimensionality of inference making: Are local and global inferences distinguishable? *Scientific Studies of Reading*, 22(2), 117-136. Role: Site PI
- Language and Reading Research Consortium, Jiang, H., & Davis, D. (2017). Let's Know! proximal impacts on PK through G3 children's comprehension-related skills. *The Elementary School Journal*, 118, 177-206. Role: Co-Author
- Language and Reading Research Consortium & Logan, J. (2017). Pressure points in reading comprehension: A quantile multiple regression analysis. *Journal of Educational Psychology*, 109(4), 451-464. Role: Site PI
- Language and Reading Research Consortium (2017). Oral language and listening comprehension: Same or different constructs? *Journal of Speech, Language, and Hearing Research*, 60, 1273-1284. Role: Site PI
- McIlraith, A. L., & Language and Reading Research Consortium. (2016). Predicting word reading ability: A quantile regression study. *Journal of Research in Reading*, 41(1), 79-96. Role: Co-Author
- Alonzo, C.A., Yeomans-Maldonado, G., Murphy, K., Bevens, B. & the Language and Reading Research Consortium. (2016). Predicting Second Grade Listening Comprehension using Pre-Kindergarten Measures. *Topics in Child Language Disorders*, 36, 312-333. Role: Lead Senior Author; Corresponding Author
- Murphy, K., LARRC, & Farquharson, K. (2016). Investigating Profiles of Lexical Quality in Preschool and their Contribution to First Grade Reading. *Reading and Writing* 29(9), 1745-1770. Role: Site PI
- Language and Reading Research Consortium, Arthur, A., & Davis, D. L. (2016). A pilot study of the impact of double-dose robust vocabulary instruction on children's vocabulary growth. *Journal of Research on Educational Effectiveness*, 9(2): 173-200. DOI: 10.1080/19345747.2015.1126875. Role: Co-Lead Author, Corresponding Author
- Language and Reading Research Consortium (LARRC), Farquharson, K. and Murphy, K.A. (2016) Ten Steps to Conducting a Large, Multi-Site, Longitudinal Investigation of Language and Reading in Young Children. *Frontiers in Developmental Psychology*, 7(419), 1-16. DOI: 10.3389/fpsyg.2016.00419. Role: Site PI
- Language and Reading Research Consortium. (2016). Use of the Curriculum Research Framework (CRF) for developing a reading-comprehension curricular supplement for the primary grades. *The Elementary School Journal*, 116, 1-28. Role: Co-Author
- Language and Reading Research Consortium (2015). The dimensionality of language ability in young children. *Child Development*, 86, 1948-1965. Role: Site PI
- Language and Reading Research Consortium. (2015). The dimensionality of Spanish in young Spanish-English dual-language learners. *Journal of Speech, Language, and Hearing Research*, 58, 754-66. doi:10.1044/2015_JSLHR-L-13-0266, Role: Site PI
- Language and Reading Research Consortium. (2015). Learning to read: Should we keep things simple? *Reading Research Quarterly*, 50, 151-169. Role: Co-Author

- Language and Reading Research Consortium, Johanson, M., & Arthur, A. (2015). Improving the language skills of Pre-Kindergarten students: Preliminary impacts of the Let's Know! experimental curriculum. *Child and Youth Care Forum*, 1-26. Role: Site PI
- Language and Reading Research Consortium, Pratt, A., & Logan, J. (2014). Improving language-focused comprehension instruction in primary-grade classrooms: Impacts of the Let's Know! curriculum. *Educational Psychology Review*, 26, 357-377. doi:10.1007/s10648-014-9275-1. Role: Site PI

ABSTRACTS AND PROCEEDING FROM PEER-REVIEWED CONFERENCES

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

BOOK CHAPTERS

- Hogan, T.P.** (in press.). Integrative Commentary of Section II: Typical Language (Spoken and Written) Development. In E. Grigorenko, Y. Shtyrov, & P. McCardle (Eds.), *All about Language: Science, Theory, and Practice*.
- Cabbage, K.L. & **Hogan, T.P.** (2014). Phonological Awareness (Development of). In P. Brooks & B. Kempe (Eds.), *Encyclopedia of Language Development* (pp. 451-454). Thousand Oaks, CA: SAGE Publications.
- Hogan, T.P.**, Cain, K., & Bridges, M.S. (2012). Young children's oral language abilities and later reading comprehension. In T. Shanahan & C. Lonigan (Eds.), *Literacy in Preschool and Kindergarten Children: The National Early Literacy Panel and Beyond* (pp. 217-232). Baltimore, MD: Brooks Publishing.
- Bridges, M.S., Justice, J.M., **Hogan, T.P.**, & Gray, S. (2012). Promoting lower- and higher-level language skills in early education classrooms. In R.C. Pianta, W.S. Barnett, L.M. Justice, & S.M. Sheridan (Eds.), *Handbook of Early Childhood Education* (pp. 177-193). New York, NY: Guilford Press.
- Hogan, T.P.**, Bridges, M.S., Wymer, C., & Volk, R. (2010). Tessa: A preschool child with a specific language impairment. In S. Chabon & E. Cohn (Eds.), *The communication disorders casebook: Learning by example* (pp. 142-156). Boston, MA: Allyn & Bacon.
- Catts, H.W., **Hogan, T.P.**, & Adlof, S.M. (2005). Developmental changes in reading and reading disabilities. In H.W. Catts & A.G. Kamhi (Eds.), *The connections between language and reading disabilities* (pp. 25-40). Mahwah, NJ: Lawrence Erlbaum Associates.

OTHER

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

RESEARCH PRESENTATIONS

INVITED RESEARCH PRESENTATIONS

- 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

- 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 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, Asheville, NC.
- Curtright, A., Zimmer, B.J., & **Hogan, T.P.** (2008, July). *Understanding the Navajo: Language, people, and culture: an update*. American Speech Language Hearing Association Schools Conference, Lake Buena Vista, FL.

- Curtright, A., **Hogan, T.P.**, & Zimmer, B.J. (2008, March). *Understanding the Navajo: Language, people, and culture*. Missouri Speech-Language-Hearing Association Annual Convention, Osage Beach, MO.
- Hogan, T.P.** & Suddarth, R. (2007, November). *Orthographic influences on auditory word learning in adults*. With M. Alt, S. Gray, K. McGregor, B. Munson, & H. Storkel in seminar entitled, 'Word Learning in situ: Interplay between learners and learning environments.' American Speech-Language-Hearing Association Annual Convention, Boston.
- Bridges, M. & **Hogan, T.P.** (2007, November). *What SLPs need to know about reading assessment*. American Speech-Language-Hearing Association Annual Convention, Boston.
- Betz, S.B., Finestack, L.H., **Hogan, T.P.**, Silkes, J.P., Hoover, J., & Thorne, J.C. (2007, November). *What to consider when considering a PhD: A peer perspective*. American Speech-Language-Hearing Association Annual Convention, Boston.
- Hogan, T.P.**, Catts, H.W., Adlof, S.M., Storkel, H.L., & Vitevitch, M.V. (2007, July). *Dissociations between semantic and phonologic lexical structure in adolescent poor comprehenders and poor decoders*. Society for the Scientific Study of Reading Annual Convention, Prague.
- Hogan, T.P.** (2006, November). *Phonological-Lexical Processing in Preschool Children Differing in Phonological Awareness*. American Speech-Language-Hearing Association Annual Convention, Miami.
- Betz, S.B., Finestack, L.H., **Hogan, T.P.**, Hammer, M., Jackson, C.W., & Proctor-Williams, K. (2006, November). *What to consider when considering a PhD: A peer perspective*. American Speech-Language-Hearing Association Annual Convention, Miami.
- Hogan, T.P.**, Catts, H.W., & Storkel, H.L. (2006, July). *Phonological-lexical processing and word learning in children differing in phonological awareness*. Society for the Scientific Study of Reading Annual Convention, Vancouver.
- Hogan, T.P.** (2005, November). *Introduction to word learning: Representations and populations*. With N. Capone, S. Gray, H. Storkel, & S. E. Weismer in seminar entitled 'Word learning I: Word learning across representations and populations.' American Speech-Language-Hearing Association Annual Convention, San Diego.
- Hogan, T.P.**, Storkel, H.L., Catts, H.W., & Zogelman, K. (2005, November). *Word learning II: Word learning in preschoolers differing in phonological awareness*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Hogan, T.P.** (2005, November). *Tips for writing an NIH F31 dissertation grant*. In seminar entitled 'The Write Stuff: Lessons for Success in Research Funding' American Speech Language-Hearing Association Annual Convention, San Diego.
- Betz, S.B., Finestack, L.H., **Hogan, T.P.**, Brackenbury, T., Jackson, C.W., & Proctor-Williams, K. (2005, November). *What to consider when considering a PhD: A peer perspective*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Hogan, T.P.** (2005, September). *New frontiers in clinical practice: Children with phonological disorders and reading disorders*. With H.L. Storkel, J.R. Hoover, & J. Maekawa in seminar entitled 'New frontiers in clinical practice: Children with phonological disorders' Kansas Speech-Language-Hearing Association Annual Convention, Overland Park, KS.
- Sittner, M. & **Hogan, T.P.** (2005, September). *Language and literacy: Linking research to practice*. Kansas Speech-Language-Hearing Association Annual Convention, Overland Park, KS.

- Hogan, T.P.** & Harris, R. (2005, June). *Reading development in a first and second language: The case of French immersion in an urban school district*. Society for the Scientific Study of Reading Annual Convention, Toronto.
- Adlof, S.M., Catts, H.W., **Hogan, T.P.**, & Little, T.D. (2005, June). *The role of fluency in reading comprehension*. Society for the Scientific Study of Reading Annual Convention, Toronto.
- Hogan, T.P.** & Catts, H.W. (2004, November). *Phonological awareness test items: Lexical and phonological characteristics affect performance*. American Speech-Language-Hearing Association Annual Convention, Philadelphia.
- Storkel, H.L., Armbruster, J., & **Hogan, T.P.** (2004, November). *Effects of neighborhood density and phonotactic probability on word learning*. Psychonomic Society Annual Convention, Minneapolis.
- Catts, H.W., **Hogan, T.P.**, Adlof, S.M., & Barth, A.E. (2003, November) *Changes in reading processes over time: Implications for SLPs*. American Speech-Language-Hearing Association Annual Convention, Chicago.
- Catts, H.W., **Hogan, T.P.**, Adlof, S.M., & Barth, A.E. (2003, June) *The simple view of reading: Changes over time*. Society for the Scientific Study of Reading Annual Convention, Boulder.
- Catts, H.W. & **Hogan, T.P.** (2002, November). *At what grades should we assess phonological awareness?* American Speech-Language-Hearing Association Annual Convention, Atlanta.
- Hogan, T.P.** & Harris, R. (2002, June). *The relationship between phonological awareness and learning to read in first and second languages*. Society for the Scientific Study of Reading Annual Convention, Chicago.
- Catts, H.W. & **Hogan, T.P.** (2002, June). *The fourth grade slump: Late emerging poor readers*. Society for the Scientific Study of Reading Annual Convention, Chicago.
- Hogan, T.P.** (2000, March). *Phonological awareness*. Missouri Speech-Language-Hearing Association Annual Convention, Kansas City, MO.
- Hogan, T.P.** (1999, September). *Phonological awareness groups*. Kansas Reading Summit, Wichita, KS.

STUDENT SUPPORTED COMPETITIVELY REVIEWED RESEARCH PRESENTATIONS

- 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., Bevans, B. & the Language and Reading Research Consortium. (2016, July). *Predicting Second Grade Listening Comprehension using Pre-Kindergarten and Kindergarten Measures*. Society for the Scientific Study of Reading Annual Convention, Porto, Portugal.
- Erikson, J., Alt, M., Gray, S., **Hogan, T.P.**, Green, S., & Cowan, N. (2016, June). *Phonological transfer during word learning: Evidence from bilingual school-age Spanish-English-speaking children*. Oral presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Zuk, J., Becker, B., Norton, E., Ozernov-Palchik, O., Mauer, M., Beach, S., **Hogan, T.P.**, Gabrieli, J., & Gaab, N. (2016, April). *Structural brain alterations in kindergartners with speech sound disorders*. Cognitive Neuroscience Society Annual Meeting. New York, NY.
- Kuruvilla-Dugdale, M., Green, J. R., **Hogan, T.P.**, & Custer, C. (2015, December). *Speech Performance in ALS: Influence of Speech Motor and Linguistic Complexity*. Poster presented at the International ALS/MND Symposium, Orlando, FL.
- Centanni, T.M. & **Hogan, T.P.** (2015, November). *An SLPs guide to neuroscience: How knowledge of the brain and genetics can better inform your practice*. American Speech, Language, and Hearing Association, Denver, CO.
- Zuk, J., Iuzzini-Siegel, J., Cabbage, K., Green, J.R., & **Hogan, T.P.** (2015, November). *Perception of speech sounds in childhood apraxia of speech: language matters*. American Speech, Language, and Hearing Association, Denver, CO.

- Baron, L. S., **Hogan, T. P.**, Alt, M., Shelley, G., Cabbage, K. L., Limson, C., Brinkley, S., Green, S.B., & Cowan, N. (2015, November). *Orthographic influences on word learning by second-graders with comorbid dyslexia and specific language impairment*. American Speech Language and Hearing Association, Denver, CO.
- Alonzo, C.N., **Hogan, T.P.**, Yeomans-Maldonado, G., Murphy, K., Bevens, B., Sheranian, K., & the Language and Reading Research Consortium (2015, November). *Predicting second grade listening comprehension using preschool measures*. American Speech, Language, and Hearing Association Annual Convention, Denver, CO.
- Centanni, T.M., Pantazis, D. Denna, L., Gabrieli, J.D.E., & **Hogan, T.P.** (2015, October). *Variability in the auditory-evoked neural response as a potential mechanism for dyslexia*. Society for Neuroscience, Chicago.
- Farquharson, K., Yeomans-Maldonado, G., Murphy, K., Cain, K., **Hogan, T.P.**, & LARRC (2014, July). *The role of memory updating in differentiating good and poor comprehenders*. Society for the Scientific Studies of Reading, Santa Fe, NM.
- Iuzzini, J., **Hogan, T.P.**, & Green, J. (2014, November). *Utility of ASHA criteria for differentiating school-aged children with CAS and speech delay*. American Speech, Language, and Hearing Association, Orlando, FL.
- Alonzo, C.A., Davis, D., Guarino, A., Farquharson, K., **Hogan, T.P.**, & the Language and Reading Research Consortium (LARRC) (2014, November). *Classroom language-based intervention effects narrative retell of preschool children*. American Speech, Language, and Hearing Association, Orlando, FL.
- Centanni, T.M., Sanmann, J.N, **Hogan, T.P.**, Iuzzini, J., Sanger, W.R., & Green, J.R. (2014, November). *The role of candidate-gene CNTNAP2 in language disorder symptoms: motor gene or cognitive gene?* American Speech, Language, and Hearing Association, Orlando, FL.
- Iuzzini, J., **Hogan, T.P.**, & Green, J. (2014, February). *Effect of masking on vowel space area in childhood apraxia of speech*. Conference for Motor Speech, Sarasota, Florida.
- Iuzzini, J., Hanen, A., Green, J., & **Hogan, T.P.** (2013, November). *Effect of auditory masking in children with CAS, Speech Delay, and typical speech development*. American Speech, Language, and Hearing Association, Chicago.
- Kuruvilla, M., Green, J.R., & **Hogan, T.P.** (2013, November). *Evidence of verbal working memory deficits in ALS*. American Speech-Language-Hearing Association Annual Convention, Chicago.
- Hanen, A., Iuzzini, J., Green, J.R., & **Hogan, T.P.** (2013, April). *Effects of Masking on Voice Onset Time in Children with Childhood Apraxia of Speech*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- Andersen, M. D., Cabbage, K.L., Molfese, D., Carrell, T., & **Hogan, T.P.** (2013, April). *Behavioral and electrophysiological speech perception in children*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- Farquharson, K.F., **Hogan, T.P.**, & Bernthal, J.E. (2012, November). *Working memory processes in children with persistent speech sound disorders*. American Speech-Language Hearing Association Annual Convention, Atlanta.
- Cabbage, K., **Hogan, T.P.**, & Carrell, T. (2012, November). *Speech perception in children with phonological impairments: A systematic analysis*. American Speech-Language-Hearing Association Annual Convention, Atlanta.
- Peters, J., Farquharson, K.F., & **Hogan, T.P.** (2012, September). *Sound similarity effects phoneme awareness in children with speech sound disorders*. Nebraska Speech Language Hearing Association Annual Convention, Kearney, NE.

- Cabbage, K., **Hogan, T.P.**, & Carrell, T. (2012, August). *Perceptual skills underlying phonological deficits in children*. Sixth European Graduate School on Literacy Acquisition, Egmond aan Zee, The Netherlands.
- Farquharson, K.F., **Hogan, T.P.**, & Bernthal, J.E. (2012, June). *Working memory processes in children with persistent speech sound disorders*. International Child Phonology Conference, Minneapolis, Minnesota.
- Cabbage, K., **Hogan, T.P.**, & Carrell, T. (2012, June). *Speech perception in children with phonological impairments*. International Child Phonology Conference, Minneapolis, Minnesota.
- Egbert R.L., Kuruvilla, M.S., Green, J.R., & **Hogan, T.P.** (2012, April). *fNIRS-related hemodynamic responses associated with cognitive decline in amyotrophic lateral sclerosis*. Munroe Meyer Institute of Genetics and Rehabilitation, University of Nebraska Medical Center, LEND Leadership Training.
- Gruszczyk, M., Kuruvilla, M.S., Green, J.R., **Hogan, T.P.**, & Jackson, B. (April, 2012). *Decline of tongue force and endurance in amyotrophic lateral sclerosis*. Munroe Meyer Institute of Genetics and Rehabilitation, University of Nebraska Medical Center, LEND Leadership Training.
- Franzuebbers, C.F., Cabbage, K.L., **Hogan, T.P.**, & Molfese, D. (2012, April). *Electrophysiological processing of speech in children with varying phonological skill*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- Wiegert, R.G., Kuruvilla, M.S., **Hogan, T.P.**, Wang, J., & Green, J.R. (April, 2012). *Effect of phoneme frequency and age of acquisition on tongue movement variability*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- Gates, A., Farquharson, K.F., & **Hogan, T.P.** (2012, April). *Phoneme deletion scores for typically developing vs. children with speech sound disorders*. University of Nebraska Lincoln, Undergraduate Research Fair.
- Kuruvilla, M.S., Green, J.R., **Hogan, T.P.**, Yunusova, Y., & Ayaz, H. (2012, February). *Functional near-infrared spectroscopy correlates of ALS-related speech motor, cognitive, and language deficits*. Conference on Motor Speech, Sana Rosa, CA.
- McCarthy, J.H., **Hogan, T.P.**, & Beukelman, D. (2011, November). *Impact of computerized sounding out on spelling performance of children*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Farquharson, K., **Hogan, T.P.**, Wolter, J., & Vanderveen, N. (2011, November). *New Frontiers in orthographic and morphologic leaning: Beyond phonological awareness*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Cabbage, K.L., Carrell, T., & **Hogan, T.P.** (2011, November). *Amplitude modulation effects on speech perception in children and adults*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Farquharson, K., **Hogan, T.P.**, Bernthal, J.B., Rupp, D.F., & Slattery, M. (2011, November). *The effects of orthographic exposure on phonological treatment*. American Speech-Language Hearing Association Annual Convention, San Diego.
- Davidson, S., **Hogan, T.P.**, Kuruvilla, M.S., Ayaz, H., Srivastava, P., & Green, J.R. (2011, November). *Detecting semantic anomalies: A preliminary study using fNIRS*. American Speech-Language-Hearing Association Annual Convention, San Diego.
- Farquharson, K., **Hogan, T.P.**, Bernthal, J.B., Rupp, D.F., & Slattery, M. (2011, September). *The effects of orthography on phonological treatment: Evidence from a single subject study*. Nebraska Speech-Language-Hearing Association Annual Convention, Kearney, NE.

- Farquharson, K., **Hogan, T.P.**, & Green, J.R. (2011, July). *Babbling at 9 months predicts letter identification at 66 months*. Society for the Scientific Study of Reading Annual Convention, St. Petersburg, Florida.
- McIlraith, A.L., **Hogan, T.P.**, Green, J.R., & Wilson, T.W. (2011, June). *Coupling differences between Wernicke's and Broca's areas according to lexicality in normal adults*. Annual conference for the Organization for Human Brain Mapping, Quebec City, Quebec, Canada.
- Matthews, M., Ellis Weismer, S., **Hogan, T.P.**, & Alt, M. (2010, November). *Survey on perspectives of pursuing a PhD in communication disorders*. American Speech-Language-Hearing Association Annual Convention, Philadelphia.
- McCarthy, J., **Hogan, T.P.**, & Beukelman, D. (2010, November). *Artificial subvocal articulation and spelling in persons who use AAC*. American Speech-Language-Hearing Association Annual Convention, Philadelphia.
- Baumert, W. & **Hogan, T.P.** (2010, April). *Relation between word reading ability and language*. University of Nebraska – Lincoln, Undergraduate Research Fair.
- McCarthy, J., **Hogan, T.P.**, & Catts, H.W. (2009, November). *Spelling abilities of children with specific language impairment and dyslexia*. American Speech-Language-Hearing Association Annual Convention, New Orleans.
- Suddarth, R. & **Hogan, T.P.** (2008, June). *Orthographic influences on nonword repetition*. Symposium on Research in Child Language Disorders. Madison, WI.
- Kavena, M. & **Hogan, T.P.** (2008, May). *Native Americans and language impairment*. Student Research Symposium, Department of Speech, Language, and Hearing Sciences, University of Arizona.
- Suddarth, R. & **Hogan, T.P.** (2008, May). *Nonword repetition*. Student Research Symposium, Department of Speech, Language, and Hearing Sciences, University of Arizona.
- McGinley, E., Clinton, L., Breshears, M., DeMory, K., Zimmer, B.J., Curtright, A., & **Hogan, T.P.** (2008, March). *Differences in phonemic and morphological development in English and Navajo children*. Missouri Speech-Language-Hearing Association Annual Conference, Osage Beach, MO.
- Volk, R. & **Hogan, T.P.** (2007, November). *Phonological, lexical, and semantic influences on phonological awareness performance*. American Speech-Language-Hearing Association Annual Convention, Boston.

OTHER PRESENTATIONS

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

- Hogan, T.P.** (2007, November). *Orthographic influences on word learning*. Speech, Language, Hearing Sciences Colloquium, University of Arizona, Tucson, AZ.
- Hogan, T.P.** (2006, October). *Phonological-lexical processing and word learning in children differing in phonological awareness*. Speech, Language, Hearing Sciences Colloquium, University of Arizona, Tucson, AZ.

INVITED WORKSHOPS AND TUTORIALS

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

- Hogan, T.P.** (2010, November). *Literacy development: Implications for students with special learning needs*. Invited speaker for the Down Syndrome Association for Families of Nebraska, Lincoln, NE.
- Hogan, T.P.** (2009, March). *Early childhood risk for reading impairment: Implications for assessment and treatment by speech-language pathologists*. Invited speaker for the Lincoln Public Schools Early Childhood Speech-Language Pathologists Monthly Training Meeting, Lincoln, NE
- Hogan, T.P.** (2008, October). *The language-literacy connection: Assessment and treatment implications*. Invited speaker for the Annual Nebraska Speech Language Hearing Association, Kearney, NE.
- Hogan, T.P.** (2008, April). *What SLPs need to know about literacy*. Invited speaker for the Annual Arizona Speech Language Hearing Association Conference. Tempe, AZ.
- Hogan, T.P.** (2008, March). *Language, literacy, learning, lexicon: Linking research to practice*. Invited day institute speaker for the Annual Missouri Speech Language Hearing Association Conference. Osage Beach, MO.
- Hogan, T. P.** (2007, May). *Language and literacy: Linking research to practice*. Invited speaker for the First Annual Region IX National Student Speech Language Hearing Association Conference, part of the Arizona State Speech Language Hearing Association Annual Conference, Phoenix, AZ.
- Hogan, T.P.** (2007, January). *Early risk for reading disability: What speech-language pathologists need to know*. Invited speaker for the NSSHLA-sponsored Tucson Speech-Language Pathology Educational Forum, Tucson, AZ.
- Sittner, M. & **Hogan, T.P.** (2006, March). *Language and literacy: Research to practice*. Invited speaker for Blue Valley School District Speech-Language Inservice, Overland Park, KS.
- Hogan, T.P.** & Harris, R. (2005, October). *The relationship between phonological awareness and learning to read in first and second languages*. Academie Lafayette Board Meeting, Kansas City, MO.
- Hogan, T.P.** (2005, October). Invited discussant for *Workshop on predoctoral NIH F31 dissertation fellowships*. Center for Research, University of Kansas.
- Hogan, T.P.** (2005, May). Invited Discussant for *Workshop on predoctoral, postdoctoral, and new faculty experiences in training grant programs*. Center for Research, University of Kansas, Lawrence, KS.
- Hogan, T.P.** (2005, March). *Form representations and phonological awareness*. Invited speaker for the Child Language Program Professional Seminar, Lawrence, KS.
- Hogan, T.P.** (2005, February). *Early Risk for Reading Disability: What Speech-Language Pathologists Need to Know*. Invited speaker for the Kansas Speech-Language-Hearing Association Spring Seminar, Lawrence, KS.
- Hogan, T.P.** (2002, September). *Developing a phonological awareness/emergent literacy preschool group: Beginning the journey to successful early intervention*. Invited speaker for the Scottish Rite Care Conference on Reading, St. Louis, MO.
- Hogan, T.P.** (2000, April). *Phonological awareness in young children*. Invited speaker for the Kansas Speech-Language-Hearing Association Annual Spring Seminar, Topeka, KS

COURSES TAUGHT

PRIMARY INSTRUCTOR

Summer 2015-pres CD 826, *Leading Literacy Change*, graduate elective
MGH Institute of Health Professions

- Fall 2011-12 SLPA 851, *Clinical Phonology*, graduate required, University of Nebraska – Lincoln
- Spring 2009, '10, '13 SLPA 862K *Literacy Assessment and Intervention*, graduate optional, University of Nebraska – Lincoln
- Fall 2008 & 2009 SLPA 461/861 *Preschool Language Disorders*, 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 *Clinical Phonetics*, undergraduate required, University of Arizona
- Spring 2007 & 2008 SPH 473 *Pediatric Communication Disorders*, undergraduate required, University of Arizona
- Fall 2006 & 2007 SPH 471/571 *Assessment and Treatment of Phonological and Articulation Disorders*, undergraduate elective and graduate required, University of Arizona
- CO - INSTRUCTOR**
- Summer 2016-pres CD 825, *Reading and Writing in the Schools*, graduate elective, MGH Institute of Health Professions, Taught with S. Smith
- Summer 2015 CD 825, *Reading and Writing in the Schools*, graduate elective, MGH Institute of Health Professions, Taught with C. Jacobs
- Spring 2012 SLPA 995, *Doctoral Seminar: Preparing for a Career in Academia*, graduate recommended, University of Nebraska – Lincoln, Taught with J. Green
- Fall 2010 SLPA 851, *Clinical Phonology*, graduate required, University of Nebraska – Lincoln, Taught with J. Bernthal
- Spring 2007 SPH 696 *Doctoral Seminar on Language*, graduate elective, University of Arizona, Taught with M. Alt, P. Beeson, & E. Plante
- Spring 2006 CD 5402: *Advanced Issues in Child Language Disorders*, graduate required, University of Central Missouri, Taught with P. Hart

SECONDARY INSTRUCTOR

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

GUEST LECTURER

- Fall 2013 CD197 *Learning and Attentional Difficulties: Assessment and Teaching*, undergraduate/graduate elective, Tufts University, Primary Instructor: Samantha Daley
Lecture: *Multiple pathways to reading comprehension impairment*
- Spring 2010 & 2011 SLPA 898 *Special Topics: Response to Intervention*, graduate elective, University of Nebraska – Lincoln, Primary Instructor: Dixie Sanger
Lecture: *Technical review committee: Screening assessments*
- Fall 2010 SLPA 461/481 *Preschool Language Disorders*, undergraduate and graduate requirement, University of Nebraska – Lincoln, Primary Instructor: Brenda Clark
Lecture: *Evidence-based practice in language assessment*
- Fall 2006 - 2008 SPH 207 *Survey in Communication Disorders*, undergraduate elective, University of Arizona, Primary Instructors: Pelagie Beeson & Kate Bunton
Lecture: *Language acquisition and reading development*
- Fall 2006 SPH 465 *Acoustics*, undergraduate required, University of Arizona, Primary Instructor: Brad Story
Lecture: *Using IPA to transcribe speech*
- Spring 2005 SPLH 880 *Seminar in speech-language-pathology: Clinical treatment of phonological disorders*, graduate elective, University of Kansas, Primary Instructor: Holly Storkel
- Spring 2005 SPLH 854 *Reading Disabilities*, graduate elective, University of Kansas, Primary Instructor: Hugh Catts
Lecture: *Phonological awareness assessment and treatment*
- Spring 2002 CD 7180 *Language/Learning Disabilities*, graduate elective, Rockhurst University, Primary Instructor: Nancy Montgomery
Lecture: *The role of the SLP in reading assessment and treatment*

GRADUATE STUDENT INSTRUCTOR

- Spring 2003 SPLH 466 *Language Science*, undergraduate required, University of Kansas, Primary Instructor: Hugh Catts

STUDENT MENTORING

POST-DOCTORAL FELLOWS

- Rouzana Komesidou, MGH Institute of Health Professions, 2018-present
Katy Cabbage, MGH Institute of Health Professions, 2013-2016
Now an Assistant Professor at Brigham Young University
Tracy Centanni, MGH Institute of Health Professions, 2013-2015
Now an Assistant Professor at Texas Christian University

Jenya Iuzzini-Siegel, MGH Institute of Health Professions, 2013-2015
Now an Assistant Professor at Marquette University
Pradyumn Srivastava, University of Nebraska – Lincoln, 2010-2011
Now an Assistant Professor at the University of Nevada – Reno

DOCTORAL STUDENTS

Doctoral Primary Mentor

Xue Boa, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2023
Melissa Feller, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2023
Wendy Georgan, Speech and Hearing Bioscience and Technology, Harvard University, Anticipated Graduation Date: May 2022
Norma Craffey, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Anticipated Graduation Date: May 2022
Lauren Baron, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Graduation Date: May 2018
Now: Post-doctoral Fellow, University of South Carolina: Suzanne Adlof
Crystle Alonzo, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Graduation Date: May 2018
Now: Post-doctoral Fellow, University of Montana: Julie Wolter
Kelly Farquharson, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Graduation Date: August 2012
Now: Associate Professor at Florida State University

Doctoral Co-Primary Mentor

Jenny Zuk, Speech and Hearing Bioscience and Technology, Harvard University, Graduation date: May 2018
Now: Post-doctoral Fellow, Harvard University, mentor: Nadine Gaab
Anusha Thomas, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Graduation date: June 2013
Now: Research Associate, Callier Center, University of Texas - Dallas
Katy Cabbage, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Graduation date: February 2013
Now: Assistant Professor, Brigham Young University
Jillian McCarthy, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Graduation date: August 2011
Now: Assistant Professor, University of Tennessee – Knoxville

Dissertation Committee Member

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 DeVeny, Department of Special Education and Communication Disorders,
University of Nebraska – Lincoln, 2012
Ryan McCreery, Department of Special Education and Communication Disorders,
University of Nebraska – Lincoln, 2009
Michelle Gutmann, Department of Speech, Language, and Hearing Sciences,
University of Arizona, 2007

Doctoral Training Committee Member

Dawn Davis, Department of Child, Youth, & Family Studies,
University of Nebraska – Lincoln, 2014
Bahar Shahsavarani, Department of Special Education and Communication Disorders,
University of Nebraska – Lincoln, 2012
Meredith Saletta, Department of Speech, Language, and Hearing Sciences,
Purdue University, 2012
Anusha Thomas, Department of Special Education and Communication Disorders,
University of Nebraska – Lincoln, 2010
Shari DeVeny, 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

Ilanna Newman, Department of Communication Sciences and Disorders, MGH Institute of
Health Professions, Thesis Committee Primary Advisor, 2018
Liane Thornhill, Department of Communication Sciences and Disorders, MGH Institute of
Health Professions, Thesis Committee Primary Advisor, 2018
Olivia Meegoda, Department of Communication Sciences and Disorders, MGH Institute of
Health Professions, Thesis Committee, 2018
Heather Beckus, Department of Communication Sciences and Disorders, MGH Institute of
Health Professions, Thesis Committee, 2018
Rebecca Volk, Department of Speech, Language, and Hearing Sciences, University of Arizona,
Prospectus Committee 2007
Sue Carnahan, Department of Speech, Language, and Hearing Sciences, University of Arizona,
Prospectus Committee 2006, Defense Committee 2007
Karen Doyle, Department of Speech, Language, and Hearing Sciences, University of Arizona,
Prospectus Committee 2006

Master's Level Directed Research Primary Mentor

Allison Broadwell, Dept of Special Ed & Comm Dis, University of Nebraska - Lincoln
Angela Schmidt, Dept of Special Ed & Comm Dis, University of Nebraska - Lincoln
Katie Zoucha, Dept of Special Ed & Comm Dis, University of Nebraska - Lincoln

Megan Slattery, Dept of Special Ed & Comm Dis, University of Nebraska - Lincoln
Laura Michel, Dept of Special Ed & Comm Dis, University of Nebraska – Lincoln
Ally Krase, Dept of Special Ed & Comm Dis, University of Nebraska – Lincoln
Jessica Christopherson, Dept of Special Ed & Comm Dis, University of Nebraska – Lincoln
Rachel Slavens, Dept of Special Ed & Comm Dis, University of Nebraska – Lincoln

Master's Level Primary Advisor

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

UNDERGRADUATE STUDENTS

Honors Thesis Primary Mentor

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

Honors Thesis Co-Mentor

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

Honors Thesis Committee Member

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

Research Practicum Mentor

Kagran Lange, Speech, Language, and Hearing Sciences, 2008
Jessica Aguilar, Speech, Language, and Hearing Sciences, 2008
Natalie Berman, Speech, Language, and Hearing Sciences, 2008
Terri Cohen, Speech, Language, and Hearing Sciences, 2008
Claire Fischer, Speech, Language, and Hearing Sciences, 2008
Keila Gutierrez, Speech, Language, and Hearing Sciences, 2008

Marchelle Kavena, Speech, Language, and Hearing Sciences, 2008
Kristen Kehler, Speech, Language, and Hearing Sciences, 2008
Andrea Lato, Speech, Language, and Hearing Sciences, 2008
Meghan Matthews, Speech, Language, and Hearing Sciences, 2008
Kate Zaun, Speech, Language, and Hearing Sciences, 2008
Cadie Archer, Speech, Language, and Hearing Sciences, 2007
Sara Bos, Speech, Language, and Hearing Sciences, 2007
Tarynn Ciechoski, Speech, Language, and Hearing Sciences, 2007
Marianne Cracovaner, Speech, Language, and Hearing Sciences, 2007
Adam Draude, Speech, Language, and Hearing Sciences, 2007
Crisy Sanchez, Speech, Language, and Hearing Sciences, 2007
Allison Schneider, Speech, Language, and Hearing Sciences, 2007
Serena Singh, Speech, Language, and Hearing Sciences, 2007
Amanda Van Vianen, Speech, Language, and Hearing Sciences, 2007

PROFESSIONAL MEMBERSHIPS

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

UNIVERSITY SERVICE

2018 Community Relations Strategic Planning Committee, MGH Institute
2018 Research and Scholarship Strategic Planning Committee, MGH Institute
2018 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-present Spaulding Internal Review Board for Human Subjects Research
2013-present MGH Institute of Health Professions, University-Wide Research Committee
2012 Buffet Early Childhood Institute Executive Director Luncheon Meetings
2008 Preparing Future Faculty Mentor, University of Nebraska - Lincoln

COLLEGE SERVICE

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

DEPARTMENTAL SERVICE

2016 CSD Chair Search Committee, MGH Institute of Health Professions
2016 Essential Functions Committee, MGH Institute of Health Professions
2014-present Reading Master's Degree Committee, MGH Institute of Health Professions
2012-2013 Graduate Governance Committee Member, University of Nebraska – Lincoln
2010-2011 Research Committee Member, University of Nebraska - Lincoln
2010-2011 SECD Grant Personnel Search Committee, University of Nebraska - Lincoln
2010-2011 SECD Faculty Search Committee, University of Nebraska - Lincoln
2009-2011 SECD Chair/Center Director Search Committee, University of Nebraska - Lincoln
2009 Statistical Support Committee, University of Nebraska - Lincoln

- 2009 Dept Doctoral Seminar Planning Committee, University of Nebraska - Lincoln
- 2008 Departmental Research Experiences Committee, University of Nebraska - Lincoln
- 2008 Departmental Curriculum Committee, University of Nebraska – Lincoln
- 2007 National Student Speech-Language-Hearing Association Faculty Advisor,
University of Arizona
- 2007 Undergraduate Committee Chair, University of Arizona
- 2007 MS/AUD Admissions Committee, University of Arizona
- 2006 New Language Faculty Search Committee, University of Arizona
- 2002-2005 Dean’s Executive Student Council, University of Kansas
- 2004 Library Consulting Committee, University of Kansas
- 2003-2004 Graduate Admissions Student Committee, University of Kansas
- 2003 Cognitive Neuroscience Professor Search Committee, University of Kansas

REGIONAL SERVICE

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

NATIONAL/INTERNATIONAL SERVICE

- 2018 Elected Board Member, Society for the Scientific Study of Reading
- 2018 Awards Committee, Society for the Scientific Study of Reading
- 2018 Guest Editor, *Language, Speech, and Hearing Services in Schools, Special Issue: Dyslexia*
- 2018 Guest Editor, *Journal of Speech, Language, and Hearing Research*
- 2018 Outside faculty mentor, Maura Moyle, Marquette University
- 2018-present Editorial Advisory Group member, *Journal of Research in Reading*
- 2018 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2017-present Publication Board Member, Society for the Scientific Study of Reading
- 2016 Mentor, ASHA Pathways Program to Mentor New Investigators
- 2016 Ad hoc associate editor, *Journal of Speech, Language, and Hearing Research*
- 2016 Reviewer, Special Emphasis Panel, National Institutes of Health
- 2016 Reviewer, Communication Disorders Review Committee (CDRC) National Institute on Deafness and Other Communication Disorders Review Panel
- 2016-present Mentor, Training in Grantsmanship for Rehabilitation Research (TIGRR) National Institutes of Health
- 2016 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2015 Reviewer, Literacy Assessment and Intervention Submissions, American Speech-Language-Hearing Association
- 2014 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2014 Reviewer, ASHA Advancing Academic-Research Careers Awards
- 2013 Reviewer, ASHFoundation, Student Language Research Grants
- 2013 Reviewer, Social Sciences and Humanities Research Council of Canada
- 2012 Society for Scientific Studies of Reading Voting Member
- 2011 Reviewer, ASHFoundation, Student Language Research Grants
- 2011 International Dyslexia Association, Research Education Committee Member
- 2011 National Institutes of Health Ad Hoc Reviewer, NIDCD Loan Repayment Program
- 2010 National Institutes of Health Ad Hoc Reviewer, NIDCD Special Emphasis Panel/Scientific Review Group ZDC1 SRB-R

- 2010 Reviewer, Annual Convention School Age and Adolescent Language Submissions, American Speech-Language-Hearing Association
- 2010 Symposium Chair, Society for the Scientific Study of Reading Annual Conference
- 2009 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2009 Ad hoc associate editor, *American Journal of Speech-Language Pathology*
- 2009 Session Chair, Society for the Scientific Study of Reading Annual Conference
- 2009 Reviewer, National Institute of Child Health and Human Development Summer Institute Applicants
- 2008 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2008 Ad hoc associate editor, *American Journal of Speech-Language Pathology*
- 2008-2009 Invited Participant, National Center on Response to Intervention Technical Review Committee: Screening Reading Tools, American Institutes of Research, Office of Special Education Programs
- 2008 Reviewer, Students Preparing for Academic & Research Careers (SPARC) award applications, American Speech-Language-Hearing Association
- 2007 Panelist, Focus Group: Student Travel Awards, American Speech-Language-Hearing Association
- 2007 Invited Participant, School-Based Research Issues Meeting, American Speech-Language-Hearing Association Annual Convention
- 2007 Reviewer, Society for the Scientific Study of Reading Annual Convention
- 2007 Reviewer, Students Preparing for Academic & Research Careers (SPARC) award applications, American Speech-Language-Hearing Association
- 2007 Reviewer, Annual Convention Professional Issues Submissions, American Speech-Language-Hearing Association
- 2007 Discussant, "Getting a PhD" Online Forum, American Speech-Language-Hearing Association
- 2006 Career Profile, American Speech-Language-Hearing Association Website
- 2005-present Ad hoc editorial consultant, *American Journal of Speech-Language Pathology*, *Applied Psycholinguistics*, *Developmental Psychology*, *International Journal of Language and Communication Disorders*, *Journal of Child Psychology and Psychiatry: Cerebral Cortex*, *Child and Adolescent Mental Health*, *Journal of Learning Disabilities*, *Journal of Speech, Language, and Hearing Research*, *Journal of Experimental Child Psychology*, *Journal of Research on Educational Effectiveness*, *Language and Speech*, *Language, Speech, Hearing Services in Schools*, *Journal of Special Education*, *Memory & Cognition*, *Scandinavian Journal of Psychology*, *Reading and Writing: An Interdisciplinary Journal*, *Scientific Studies of Reading*, *Transactions on Haptics*, *Journal of Research in Reading*, *NeuroImage: Clinical*
- 2005 Invited Participant, Research Integrity Summit, American Speech-Language-Hearing Association
- 2005 Session Chair, Society for the Scientific Study of Reading Annual Conference
- 2004-2008 Member, University of Central Missouri Communication Disorders Advisory Board

ADVANCED TRAINING

- 2011 *MEG/EEG, Human Brain Mapping Pre-Conference Day Seminar*, Quebec City.

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