

CURRICULUM VITAE

TERESA ANASTASIA UKRAINETZ, PH.D.

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Education

University of Texas at Austin, TX, USA (1991-1995). Doctor of Philosophy in Speech-Language Pathology, August, 1995 (Child Language & Literacy). Dissertation: *An investigation into narrative composition: The effects of a pictographic strategy for children with language disorders*. (Chair: A. van Kleeck)

University of British Columbia, Vancouver, BC, Canada (1985-1987). Master of Science in Speech-Language Pathology, November, 1987. Thesis: *The effect of coarticulation on the role of transitions in vowel perception* (Chair: A-P Benguerel)

University of Calgary, Calgary, AB, Canada (1981-1984). Bachelor of Arts in Psychology, June, 1985 (Honors, Minor in French)

Professional Employment

Professor and Division Chair for Speech-Language Pathology, Department of Communicative Disorders and Deaf Education, Utah State University, Logan (2017 – present)

Professor, Division of Communication Disorders, University of Wyoming (2007-2016)

Director, Division of Communication Disorders, University of Wyoming (2008-2015)

Associate Professor, Division of Communication Disorders, University of Wyoming (2001-2007)

Graduate Program Director & Advisor, SLP Distance Coordinator, Division of Communication Disorders, University of Wyoming (2000-20008)

Assistant Professor, Division of Communication Disorders, University of Wyoming, (1995-2001)

Teaching Assistant, Dept. of Communication Sciences and Disorders, Jesse H. Jones Communication Ctr, University of Texas at Austin, 78712-1089, Austin, Tx (1992-1995)

Instructor, Dept. of Educational Psychology and Special Education, 2125 Main Mall, University of British Columbia, Vancouver, British Columbia, V6T 1Z4, Canada (Summers: 1989, 1990, 1991)

Speech-Language Pathologist, Burnaby School District 41, 7641-18th Ave., Burnaby, British Columbia, V3N 1J1 Canada (1987-1991)

Research Assistant, Dr. D.G. Jamieson, Dept. of Psychology, University of Calgary (Spring, 1985)

Awards and Honors

Fellow of the American Speech-Language-Hearing Association (ASHA), 2012.
 Faculty Growth Award, College of Health Sciences, to present at Society for Research in Child Development, Montreal, Canada, \$800, 2011.
 Cap and Gown Chapter of Mortar Board Top Prof Award, 2009.
 College of Health Sciences Outstanding Researcher Award, 2006-07.
 Sabbatical Semester, Spring, 2007.
 Graduate Student Mentor Award, Graduate School, nominated 2006.
 Chosen participant at the Academic Management Institute. Sponsored by the Colorado Network of Women Leaders, 2002.
 Faculty Growth Award, College of Health Sciences, to present at the Texas Research Symposium on Language Diversity, \$600, University of Wyoming, 1998.
 Poster Award, 2nd Place, College of Health Sciences Poster Session, University of Wyoming, 1998.
 Outstanding Poster, College of Health Sciences Poster Session, University of Wyoming, 1997.
 Excellence in Advising Nomination, University of Wyoming, 1996, 1997, 1998.
 Faculty Growth Award, College of Health Sciences, to present at the Symposium on Research in Child Language Disorders, \$500, 1995.
 American Speech-Language-Hearing Foundation Student Research Award in Child Language, \$1000, 1993.
 Social Sciences and Humanities Research Council of Canada Doctoral Scholarship, 1991-95.
 Symposium on Research in Child Language Development Student Travel Award, 1994.
 Jesse H. Jones Fellowship, UT-Austin, 1993-94.
 Outstanding First Year Ph.D. Student, Dept. of Speech Communication, UT-Austin, 1992.
 University of Texas Graduate Fellowship, 1991-92.
 Natural Sciences and Engineering Research Council of Canada Graduate Scholarship, 1985, 1986.
 University of British Columbia Graduate Fellowship, 1985, 1986.

Research and Scholarship

Grants

- Ukrainetz, T.A.** (2016). *Speak-and-Sketch Note-Taking Intervention: Improving Expository Writing and Comprehension for Students with Learning Disability*. UW College of Health Sciences Research Award. (\$3750, but withdrawn with resignation from UWyo)
- Ukrainetz, T.A.** (2006). *An investigation of the effects of intensity for language intervention*. University of Wyoming Faculty-Grant-In-Aid (\$7500)
- Ukrainetz, T.A.** (2003). *Equipment Grant*. Northern Rockies BRIN NIH/NCRR grant #RR-16474, September (\$3724)
- Ukrainetz, T.A.** (2002). *An investigation of the development of story art between kindergarten and fifth grade*. Division of Communication Disorders Kahn Research Stipend. (\$500)
- Ukrainetz, T.A.** (2001). A survey on the role of the speech-language pathologist in the schools. University of Wyoming College of Health Sciences Research Grant. (\$2000)
- Gillam, R.B., **Ukrainetz, T.A.**, Justice, L.A., Kaderavek, J., Eisenberg, S., & Hewitt, L. (2001). A multi-site corporate grant for norming the *Test of Narrative Development*. (\$30,000)
- Ukrainetz, T.A.** (2000). *The role of the speech-language pathologist in the schools: Asking practitioners*. ASHA Foundation Research Grant for New Investigators. (\$5000)

- Ukrainetz, T.A.** (1999). UW College of Health Sciences Summer Research Grant. (\$6000).
- McFadden, T.U., & Cooney, M.** (1998). *Teaching phonemic awareness in interactions around text for at-risk kindergartners*. University of Wyoming Faculty-Grant-in-Aid. (\$4500)
- McFadden, T.U.** (1997). *Dynamic assessment: A non-biased evaluation of language ability in Native American children*. Division of Communication Disorders Kahn Research Stipend. (\$500)
- McFadden, T.U.** (1997). *Creating a case example video for courses in language disorders*. University of Wyoming CTE Teaching Improvement Grant. (\$786)^b
- McFadden, T.U.** (1996). *The effect of notation form on children's narratives: Pictography as a quick and easy planning tool*. University of Wyoming Grant-in-Aid. (\$5000)
- McFadden, T.U.** (1993). *An investigation into narrative composition: The effects of a pictographic strategy for children with language disorders*. ASHA Foundation Student Research Award in Child Language. (\$1000)

Scholarly Books

- Ukrainetz, T.A.** (Ed.) (2015). *School-age language intervention: Evidence-based practices*. Austin, TX: Pro-Ed.

Authored chapters:

- Ukrainetz, T.A.** The groundwork of practice: speech-language pathology in the schools (pp. 1-38)
- Ukrainetz, T.A.** The foundations of language intervention: Theory and research (pp. 39-70)
- Ukrainetz, T.A.** Contextualized skill intervention framework: The whole and the parts. (pp 71-114)
- Ukrainetz, T.A.** Speech-language services in the schools: Rules of the road. (pp. 115-154)
- Ukrainetz, T.A. & Spencer, T.D.** Sorting the learning disorders: Language impairment and reading disability. (pp. 155-206)
- Ukrainetz, T.A.** Another dimension to the caseload: Bilingual learners
- Ukrainetz, T.A.** Telling a good story: Teaching the structure of narrative. (pp. 335-378)
- Ukrainetz, T.A.** Awareness, memory, & retrieval: Intervention for the phonological foundations of reading. (pp. 445-490)
- Ukrainetz, T.A.** Improving reading comprehension: More than meets the eye. (pp. 565-608).

- Ukrainetz, T.A.** (Ed.) (2006). *Contextualized Language Intervention: Scaffolding PreK–12 Literacy Achievement*. Austin, TX: Pro-Ed.

Authored chapters:

- Ukrainetz, T.A.** Introduction. (pp. 1-5)
- Ukrainetz, T.A.** Assessment and intervention within a contextualized skill framework. (pp. 7-58)
- Gillam, R.B., & **Ukrainetz, T.A.** Language intervention through literature-based units. (pp. 59-94)
- Ukrainetz, T.A.** Teaching narrative structure: Coherence, cohesion, and captivation. (pp. 195-246)
- Ukrainetz, T.A.** The many ways of exposition: A focus on text structure. (pp. 246-288)
- Ukrainetz, T.A.** Scaffolding young students into phonemic awareness. (pp. 429-467)
- Ukrainetz, T.A. & Ross, C.L.** Text comprehension: Facilitating active and strategic engagement. (pp. 503-563)

Refereed Publications

* student author

1. Petersen, D.B., Chanthongthip*, H., **Ukrainetz, T.A.**, Spencer, T.D., & Steeve, R.W. (2017). Dynamic assessment of narratives: Efficient, accurate classification of bilingual students with language impairment. *Journal of Speech, Language, and Hearing Research, 60*, 983-998.
2. Petersen, D.B., Brown*, C.L., **Ukrainetz, T.A.**, Wise*, C., Spencer, T.D., & Zebre*, J. (2014). Systematic individualized language intervention on the personal narratives of children with autism. *Language, Speech, and Hearing Services in Schools, 45*, 67-86.
3. Allen, M.M., **Ukrainetz, T.A.**, & Carswell*, A.L. (2012). The narrative performance of three types of at-risk first grade readers. *Language, Speech, and Hearing Services in Schools, 43*, 205-221.
4. **Ukrainetz, T.A.**, Nuspl*, J.J., Wilkerson*, K., & Beddes*, S.R. (2011). The effect of syllable instruction on phonemic awareness in preschoolers. *Early Childhood Research Quarterly, 26*, 50-60. doi:10.1016/j.ecresq.2010.04.006
5. **Ukrainetz, T.A.** & Gillam, R.B. (2009). The expressive elaboration of imaginative narratives by children with specific language impairment. *Journal of Speech, Language, and Hearing Research, 52*, 883-898.
6. McGee, L.M., & **Ukrainetz, T.A.** (2009). Using scaffolding to teach phonemic awareness in preschool and kindergarten. *Reading Teacher, 62*, 599-603.
7. **Ukrainetz, T.A.**, Ross, C.L., & Harm, H.M. (2009). An investigation of treatment scheduling for phonemic awareness with kindergartners at risk for reading difficulties. *Language, Speech, and Hearing Services in Schools, 40*, 86-100.
8. Eisenberg, S.L., **Ukrainetz, T.A.**, Hsu, J.R., Kaderavek, J.N, Justice, L.M., & Gillam, R.B. (2008). Noun phrase elaboration in children's spoken stories. *Language, Speech, and Hearing Services in Schools, 39*, 145-157.
9. Justice, L.M., Bowles, R. Eisenberg, S.L., Kaderavek, J.N., **Ukrainetz, T.A.**, & Gillam, R.B. (2006). The index of narrative micro-structure (INMIS): A clinical tool for analyzing school-aged children's narrative performance. *American Journal of Speech-Language Pathology, 15*, 177-191.
10. **Ukrainetz, T.A.**, Justice, L.M., & Kaderavek, J.N. Eisenberg, S.L., Gillam, R.B., & Harm, H.M. (2005). The development of expressive elaboration in fictional narratives. *Journal of Speech, Language, and Hearing Research, 48*, 1363-1377.
11. **Ukrainetz, T.A.** (2005). What to work on how: An examination of the practice of school-age language intervention. *Contemporary Issues in Communication Sciences and Disorders, 32*, 108-119.
12. Kaderavek, J.N., Gillam, R.B., **Ukrainetz, T.A.**, Justice, L.M., & Eisenberg, S.L. (2004). School-age children's self-assessment of oral narrative production. *Communication Disorders Quarterly, 26*, 37-48 (2004 in journal, but referenced as 2005 in EBSCO).
13. **Ukrainetz, T.A.**, & Fresquez*, E.F. (2003). What *isn't* language?: A qualitative study of the role of the school speech-language pathologist. *Language, Speech, and Hearing Services in Schools, 34*, 284-298.
14. **Ukrainetz, T.A.**, & Blomquist*, C. (2002). The criterion validity of four vocabulary tests compared to a language sample. *Child Language Teaching and Therapy, 18*, 59-78.
15. **Ukrainetz, T.A.**, Cooney, M.H., Dyer*, S.K., Kysar*, A.J. , & Harris*, T.J. (2000). An investigation into teaching phonemic awareness through shared reading and writing. *Early Childhood Research Quarterly, 15*, 331-355.
16. **Ukrainetz, T.A.** & Duncan, D.S. (2000). From old to new: Examining score increases on the Peabody Picture Vocabulary Test - III. *Language, Speech and Hearing Services in Schools, 31*, 350-353.

17. **Ukrainetz, T.A.**, Harpell*, S., Walsh*, C., & Coyle*, C. (2000). A preliminary investigation of dynamic assessment with Native American kindergartners. *Language, Speech and Hearing Services in Schools, 31*, 142-153.
18. **Ukrainetz, T.A.** & Trujillo*, A. (1999). "You know, I just don't know what else you'd do?" Five SLPs' perspectives on children's literature in speech-language intervention. *Contemporary Issues in Communication Sciences and Disorders, 26*, 35-48. ^a
19. Zimmerman*, D.L., & **Ukrainetz, T.A.** (1999). Incorporating computers into language intervention from a social context perspective. *Contemporary Issues in Communication Sciences and Disorders, 26*, 128-136.
20. **Ukrainetz, T.A.**, Roswell*, R., & Shippen*, D. (1998). Who's afraid of the big bad wolf?: A critical thinking unit. *Rocky Mountain Journal of Communication Disorders, 12*, 27-36.
21. **McFadden, T.U.** (1998). Sounds and stories: Teaching phonemic awareness in print contexts. *American Journal of Speech-Language Pathology, 7*, 5-13.
22. **McFadden, T.U.** (1998). The immediate effects of pictographic drafting on children's narratives. *Child Language Teaching and Therapy, 14*, 51-67.
23. **Ukrainetz, T.A.** (1998). Stickwriting stories: A quick and easy narrative notation strategy. *Language, Speech, and Hearing Services in the Schools, 29*, 197-207.
24. Van Kleeck, A., Gillam, R.B., & **McFadden, T.U.** (1998). A study of classroom-based phonological awareness training for preschoolers with speech and/or language disorders. *American Journal of Speech-Language Pathology, 7*, 65-76.
25. **Ukrainetz, T.A.** (1998). Beyond Vygotsky: What Soviet activity theory offers naturalistic language intervention. *Journal of Speech-Language Pathology and Audiology, 22*, 122-133.
26. **McFadden, T.U.**, & Gillam, R. (1996). An examination of the quality of narratives produced by children with language disorders. *Language, Speech, and Hearing Services in the Schools, 27*, 48-57.
27. **McFadden, T.U.** (1996). Creating language impairments in typically-achieving children: The pitfalls of "normal" normative sampling. *Language, Speech, and Hearing Services in the Schools, 27*, 3-9.
28. Gillam, R.B., & **McFadden, T.U.** (1994). Redefining assessment as a holistic discovery process. *Journal of Childhood Communication Disorders, 16* (1), 36-40.
29. **McFadden, T.U.** (1991). Narrative and expository language: A criterion-based assessment procedure for school-age children. *Journal of Speech-Language Pathology and Audiology, 15* (4), 57-64.
30. Bengurel, A-P., & **McFadden, T.U.** (1989). The effect of coarticulation on the role of transitions in vowel perception. *Phonetica, 46*, 80-96.

Invited Publications

1. **Ukrainetz, T.A.** (2017). Commentary on "reading comprehension is not a single ability": Implications for language intervention. Invited article for *Language, Speech, and Hearing Services in Schools, 48*, 92-97.
2. **Ukrainetz, T.A.** (2016). Strategic intervention for expository texts: Teaching text preview and lookback. *Perspectives on Language, Learning, and Education, 1*, 99-108.
3. **Ukrainetz, T.A.** (2015). Improving text comprehension: Scaffolding adolescents into strategic reading. *Seminars in Speech and Language, 36*, 17-30.

4. **Ukrainetz, T.A.** (2009). Foreword: How much is enough? The intensity evidence in language intervention. *Topics in Language Disorders, 29*, 291-293.
5. **Ukrainetz, T.A.** (2009). Phonemic awareness: How much is enough within a changing picture of reading instruction? *Topics in Language Disorders, 29*, 344-359.
6. **Ukrainetz, T.A.** (2008). Phonemic awareness instruction for preschoolers: The evidence for pre-phonemic versus phonemic tasks. *EBP Briefs, 2*, 47-58.
7. **Ukrainetz, T.A.** (2006). Using emergent writing to develop phonemic awareness. In L.M. Justice (Ed.), *Clinical Approaches to Emergent Literacy Intervention* (pp. 225-259). San Diego, CA: Plural Publishing.
8. **Ukrainetz, T.A.** (2006). EBP, RTI, and the Implications for SLPs: Commentary on L.M. Justice. *Language, Speech, and Hearing Services in Schools, 37*, 298-303.
9. **Ukrainetz, T.A.** (2001). Narrative assessment: Coherence, cohesion, and captivation. *Perspectives on Language Learning and Education, 8*(2), 11-15.
10. Gillam, R.B., **McFadden, T.U.**, & van Kleeck, A. (1995). Improving the narrative abilities of children with language disorders: Whole language and language skills approaches. In M. Fey, J. Windsor & J. Reichle (Eds.), *Communication intervention for school-age children* (pp. 145-182). Baltimore, MD: Paul H. Brookes.

Other Publications

Interview, Shaughnessy, M. (2006). *An Interview with Teresa Ukrainetz: About Contextual Language Intervention*. Online article at www.educationnews.org, October 23, 2006.

Interview, Klimas, N. (2003). Life as a professor. *Advance for Speech-Language Pathologists and Audiologists*, May 5.

Ukrainetz, T.A. (2000). News and views on standardized testing. *WSHA Newsletter, 4*, 3-4.

Ukrainetz, T.A. (1998). Stickwriting stories: A quick and easy narrative notation strategy. Excerpted and reprinted in (2001) *Word of Mouth, 12*(6), 6-7.

Works in Progress

Ukrainetz, T.A. *Speak-and-sketch note-taking intervention: Improving expository writing and comprehension of students with learning disability*. Principal Investigator. Data analysis & manuscript preparation in progress.

National and International Research Presentations

* student authors

1. Curran, M., Duff, D., Karasinski, C., Becker, T., **Ukrainetz, T.**, & van Horne, A. (2016). *Language difficulties & academics throughout development*. 2-hr research panel presentation, ASHA Annual Convention, Philadelphia, PA.
2. **Ukrainetz, T.A.** (2011, April). *Expressive elaboration of imaginative narratives by children with and without language impairment*. Presentation to the Society for Research in Child Development, Montreal, Canada.

3. Petersen, D. B., De George*, C., Zebre*, J., **Ukrainetz, T. A.**, Spencer, T. D. (2011, May). *The effects of narrative intervention on the language production of children with autism*. Symposium presented at the 37th Annual Association for Behavior Analysis International Conference, Denver, CO.
4. Allen, M.M., **Ukrainetz, T.A.** & Petersen, D. (2010, November). *An examination of the differences between C-units and T-units*. Poster at the ASHA Annual Convention, Philadelphia, PA.
5. Carswell*, A., Allen, M.M, & **Ukrainetz, T.A.** (2009, November). *Narrative production of poor readers identified through RTI*. Poster at the ASHA Annual Convention, New Orleans, LA.
6. **Ukrainetz, T.A.**, Proctor-Williams, K., Baumann, J.F., Allen, M.M., Hoffman, L.,M. & Justice, L.M. (2008, November). *How much is enough? The intensity evidence in language intervention*. Panel presentation at the ASHA Annual Convention, Chicago, IL.
7. **Ukrainetz, T.A.**, Ross, C.R., & Harm, H.M. (2007, November). *An investigation of intensity and spacing for phonemic awareness treatment*. Poster presented at the ASHA Annual Convention, Boston, MA.
8. Wilkerson*, K., Beddes*, S.R., & **Ukrainetz, T.A.** (2007, November). *An investigation of three approaches to phonemic awareness instruction*. Poster presented at the ASHA Annual Convention, Boston, MA.
9. **Ukrainetz, T.A.**, & Gillam, R.B. (2006, November). *Telling a good story: Children with specific language impairment*. Poster the ASHA Annual Convention, Miami, FL.
10. Nuspl*, J.J., & **Ukrainetz, T.A.** (2006, November). *Phonemic awareness instruction with and without prior syllable training*. Presentation at the ASHA Annual Convention, Miami, FL.
11. Nuspl*, J.J., & **Ukrainetz, T.A.** (2006, June). *Preschool phonemic awareness instruction with and without prior syllable training*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
12. **Ukrainetz, T.A.** & McGee, L.M. (2005, November). *Phonemic awareness for preschoolers: Scaffolding moves that enable success*. Poster presented at the ASHA Annual Convention, San Diego, CA.
13. **Ukrainetz, T.A.**, Eisenberg, S., Kaderavek, J., & Justice, L. (2004, November). *The uses of present tense in picture-based narratives*. Poster presented at the ASHA Annual Convention, Philadelphia, PA.
14. **Ukrainetz, T.A.**, Gillam, R.B., Justice, L.M., Kaderavek, J., & Eisenberg, S.L. & Harm*, H.H. (2004, June). *The development of story art in imaginative narratives of 5 to 11 year old children*. Poster at the Symposium on Research in Child Language Disorders, Madison, WI.
15. Eisenberg, S., Gillam, R., **Ukrainetz, T.**, Justice, L., & Kaderavek, J. (2004, June). *Noun phrase elaboration in children's stories*. Poster at the Symposium on Research in Child Language Disorders, Madison, WI.
16. Gillam, R.B., **Ukrainetz, T.A.**, Justice, L.M, Kaderavek, J.N., & Eisenberg, S.L. (2003, November). *Narrative development during the elementary grades*. Presentation at the ASHA Annual Convention, Chicago, IL.
17. **Ukrainetz, T.A.**, & Fresquez*, E.F. (2002, November). *The role of the school SLP: Asking practitioners*. Presentation at the ASHA Annual Convention, Atlanta, GA.
18. **Ukrainetz, T.A.**, & Blomquist*, C. (2001, June). *The criterion validity of four vocabulary tests compared to a language sample*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

19. **Ukrainetz, T.A.**, Harpell*, S., Walsh*, C., & Coyle*, C. (1999, February). *Determining difference from disorder through dynamic assessment with Native American kindergartners*. Technical talk presented at the Texas Research Symposium on Language Diversity, Austin, Tx.
20. **Ukrainetz, T.A.**, Dyer*, S.K., & Kysar*, A. (1999, June). *An investigation into teaching phonemic awareness through storybook interactions*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
21. **Ukrainetz, T.A.**, Dyer*, S.K., & Kysar*, A. (1999, November). *An investigation into teaching phonemic awareness through storybook interactions*. Poster at the ASHA Annual Convention, San Francisco, CA.
22. **Ukrainetz, T.A.**, Harpell*, S., Walsh*, C., & Coyle*, C. (1998). *Dynamic assessment as a non-biased assessment for Native American children*. Poster presented at ASHA Annual Convention, San Antonio, TX, November.
23. Schneider, P., **Ukrainetz, T.A.**, Hughes, D., & Dube, R. (1998, November). *Measures of narrative quality: Reliability, validity, and stimulus issues*. Panel miniseminar presented at ASHA Annual Convention, San Antonio, TX.
24. **McFadden, T.U.** (1997, May). *The immediate effects of pictographic planning notation on children's narratives*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
25. Trujillo*, A.R., & **McFadden, T.U.** (1997, November). *An ethnographic investigation into speech-language pathologists' use of children's literature in language intervention*. Poster presentation at the ASHA Annual Convention, Boston, MA.
26. **McFadden, T.U.**, & Sheldon*, M. (1996, November). *Increasing student awareness of narrative quality through holistic scoring training*. Poster presentation at the ASHA Annual Convention, Seattle, WA.
27. **McFadden, T.U.**, van Kleeck, A., & Gillam, R. (1996, November). *Pictography and narrative composition: A quick and easy notation strategy*. Poster presentation at the ASHA Annual Convention, Seattle, WA.
28. **McFadden, T.U.** & Gillam, R. (1994, June). *Narratives of children with specific language impairment and their peers: Quality and its relation to complexity and organization*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
29. **McFadden, T.U.** & Gillam, R. (1994, November). *An examination of the quality of narratives produced by children with language learning impairment*. Poster presentation at the ASHA Annual Convention, New Orleans, LA.
30. Gillam, R., **McFadden, T.U.**, & van Kleeck, A. (1994, November). *Improving the narrative abilities of children with language disorders: Whole language and language skills approaches*. Poster presentation at the ASHA Annual Convention, New Orleans, LA.
31. **McFadden, T.U.**, van Kleeck, A., & Hamilton, L. (1992, November). *The relation of bookreading style to children's narrative development*. Paper presented at the ASHA Annual Convention, San Antonio, TX.

Clinical Consultation, Workshops, and Presentations

1. **Ukrainetz, T.A.**, Ross, C.L., & Peterson, A.K. (2017, November). *Improving expository speaking, writing, and comprehension of students with learning disability: A researcher-clinician collaboration*. Invited 1-hr seminar, ASHA Annual Convention, Los Angeles, LA.
2. **Ukrainetz, T.A.** (2017, October). *Expository language intervention: Teaching How-To Talk*. Scheduled invited 6-hr presentation. British Columbia Association of Speech-Language

Pathologists and Audiologists, Vancouver, Canada.

3. **Ukrainetz, T.A.** (2017, Sept). *PDQ version of contextualized skill language intervention for school SLPs*. Scheduled invited 2-day workshop. Edmonton Public School SLPs, Edmonton, Canada.
4. **Ukrainetz, T.A.** (2017, June). *Expository language intervention: Teaching How-To Talk*. Invited 6-hr presentation. Dept Com Dis & Deaf Ed, Utah State University, Logan, UT.
5. Wolter, J., **Ukrainetz, T.**, & Ross, C. (2016, November). The game is still the aim: Writing contextualized goals & monitoring progress in the schools. 2-hr seminar, ASHA Annual Convention, Philadelphia, PA.
6. **Ukrainetz, T.A.**, Petersen, D., Gillam, S. (2016, October). *Interventions for oral and written language in school-aged children: Exposition, narration and curricular discourse*. 1-hr webinar. ASHA Language, Learning, and Education Special Interest Group.
7. **Ukrainetz, T.A.** (2016, October). *Phonemic awareness & expository discourse intervention*. Invited 6-hr presentation. Oregon Speech-Language-Hearing Association Conference, Salem, OR.
8. **Ukrainetz, T.A.** (2016, September). *Text comprehension & expository discourse intervention*. Invited 6-hr presentation. Kansas Speech-Language-Hearing Association Conference, Topeka, KS.
9. **Ukrainetz, T.A.** (2016, August). *Intervention for narrative structure and text comprehension*. Invited 6-hr presentation. Natrona County School District, Casper, WY.
10. **Ukrainetz, T.A.** (2016, June). *Intervention for narrative structure and text comprehension*. Invited 6-hr presentation. Hill Country Summer Institute, Austin, TX.
11. **Ukrainetz, T.A.** (2016, April). *Text Comprehension: Scaffolding active, strategic learners*. Invited 3-hr presentation. Speech-Language and Audiology Canada Convention, Halifax, NS, Canada.
12. **Ukrainetz, T.A.** (2016, April). *Expository intervention: Strategic choices across the grades*. Invited 6-hr presentation, Warren County School District, Lebanon, OH.
13. **Ukrainetz, T.A.** (2015, November). *A clinician toolbox for expository language intervention*. Invited 1-hr presentation, ASHA Convention, Denver, CO.
14. **Ukrainetz, T.A.** (2015, October). *Narrative structure: Teaching "Once Upon a Time"*. Second offering of May 2-hr on-line presentation and chat session, ASHA On-line Social Communication Conference.
15. **Ukrainetz, T.A.** (2015, July). *Expository intervention: Teaching "how-to" talk*. Invited 2-hr presentation, ASHA Schools Convention, Phoenix, AZ.
16. **Ukrainetz, T.A.** & Hidecker, M.J.C. (2015, June). Completing the spectrum of *language sample analysis: Prelinguistic and academic language procedures*. Invited 2-hr presentation, WSHA, Laramie, WY.
17. **Ukrainetz, T.A.** (2015, May). *Narrative structure: Teaching "Once Upon a Time"*. Invited 2-hr on-line presentation and chat session, ASHA On-line Social Communication Conference.
18. **Ukrainetz, T.A.** (2015, March). *Phonemic awareness and text comprehension intervention*. 6-hr presentation, California Speech and Hearing Association Convention, San Francisco, CA.
19. **Ukrainetz, T.A.** (2014, March). *Narrative and phonemic awareness intervention*. 6-hr presentation, California Speech and Hearing Association Convention, San Francisco, CA.
20. **Ukrainetz, T.A.** (2013, October). *Contextualized language intervention and the Common Core*. 1-hr on-line presentation, 4th Annual Nancy McKinley Lecture Series, SLP.Com.
21. **Ukrainetz, T.A.** (2013, October). *Narrative and expository intervention*. 6-hr presentation, Alberta College of Speech-Language Pathologists and Audiologists Convention, Edmonton, Canada.

22. **Ukrainetz, T.A.** & Ross, C.A. (2012, November). Guiding secondary grade SLPs in curriculum-based goal-setting and progress-monitoring. 2-hr meeting, Cheyenne County School District, Cheyenne, WY.
23. Ehren, B., Erickson, K., Hatch, P., & **Ukrainetz, T.A.** (2012, November). *SLPs – At the core of the Common Core State Standards*. Panel Presentation, ASHA Convention, Atlanta, GA.
24. **Ukrainetz, T.A.** (2012, October). *Narrative and expository intervention*. 6-hr presentation, Michigan Speech and Hearing Association, Traverse City, MI.
25. **Ukrainetz, T.A.** (2012, March). *Narrative and expository intervention*. 6-hr presentation, Michigan Speech and Hearing Association, Kalamazoo, MI.
26. Wolters, J., **Ukrainetz, T.A.**, Ross, C.L., & Andrus, J. (2011, November). *Writing meaningful goals and monitoring progress in schoolage language intervention*. 2-hr presentation, ASHA Annual Convention, San Diego, CA.
27. **Ukrainetz, T.A.** (2011, October). *Narrative and phonemic awareness intervention*. 5-hr presentation, OSSPEAC, Columbus, OH.
28. Wolters, J., **Ukrainetz, T.A.**, Ross, C.L., & Andrus, J. (2011, October). *Writing meaningful goals and monitoring progress in schoolage language intervention*. 3-hr presentation, Intermountain Speech & Hearing Convention, Salt Lake, UT.
29. **Ukrainetz, T.A.** (2011, February). *RTI and SLP: What's In It For Us?* 90-min presentation, Metro Speech-Language Symposium, Denver, CO.
30. **Ukrainetz, T.A.** (2011, February). *Evidence-based interventions for narrative and phonemic awareness*. 5-hr presentation, Metro Speech-Language Symposium, Denver, CO.
31. **Ukrainetz, T.A.** (2010, October). *Evidence based intervention for narrative and expository discourse*. 6-hr presentation, Laramie County School District, Cheyenne, WY.
32. **Ukrainetz, T.A.** (2010, May). *Narrative structure: Evidence-based intervention for storytelling*. 1-hr on-line presentation, SLP.Com.
33. **Ukrainetz, T.A.** (2010, March). *Preschool Phonemic Awareness Intervention*. 2.5 hr presentation. Project Reach Developmental Preschool, Rawlins, WY.
34. **Ukrainetz, T.A.** (2010, February). *Narrative and expository assessment and intervention*. 6-hr presentation, Idaho State University, Pocatello, ID.
35. **Ukrainetz, T.A.** (2009, June). *Response to intervention for SLPs: Ideas and evidence*. 3-hour presentation, Arkansas State University Communication Disorders conference, Jonesboro.
36. **Ukrainetz, T.A.** (2009, May). *Narrative and expository intervention*. 6-hr presentation, Arizona Speech-Language-Hearing Convention, Phoenix, AZ.
37. **Ukrainetz, T.A.** (2009, March). *Narrative intervention: Episodic structure, cohesion, and the art of storytelling*. 2-hr on-line presentation, Speech Pathology.Com.
38. **Ukrainetz, T.A.** (2008, November). *Expository intervention: Assessing and teaching the ways of how-to talk*. Invited 3-hr presentation, ASHA Annual Convention, Chicago, IL.
39. **Ukrainetz, T.A.**, & Ross, C.L. (2008, October). *Text comprehension: Facilitating active and strategic engagement*. 2-hr presentation, Inter-Mountain Speech and Hearing Convention. Salt Lake City, UT.
40. **Ukrainetz, T.A.** (2008, February). *Exposition, narrative, and RTI*. 7-hr presentation, Illinois Speech and Hearing Convention. Chicago.
41. **Ukrainetz, T.A.** (2007, November). *A Treatment framework, expository intervention, and Q&A panel on intervention*. Full-day presentation, OhioSSPEAC Conference. Akron, OH.

42. **Ukrainetz, T.A.** (2007, May). *Language assessment*. On-line forum by ASHA SID 1: Language, Learning, & Education. On-line.
43. **Ukrainetz, T.A.** (2007, February). *Building expository language through contextualized skill intervention*. Full-day presentation, Sixth Annual San Diego Language Disorders and Literacy Conference. San Diego, CA.
44. **Ukrainetz, T.A.** (2007, January). *Current topics in SLP: Narrative intervention and SLP response to RTI*. Half-day presentation, Albany County School District Speech-Language Pathologists. Laramie, WY.
45. **Ukrainetz, T.A.,** & Justice, L.M. (2006, November). *Response to intervention: Challenges and opportunities for SLPs*. 1-hr presentation, ASHA Annual Convention, Miami, FL.
46. **Ukrainetz, T.A.,** & Ross, C.L. (2006, September). *Text comprehension: Facilitating active and strategic engagement*. 2-hr presentation, WSHA Annual Convention, Laramie, WY.
47. **Ukrainetz, T.A.** (2006, March). *Speaking and writing: Building expository and narrative language across the K-12 curriculum*. Full-day presentation, Best Practices in Public School Speech-Language Pathology Conference. Atlanta, Georgia.
48. **Ukrainetz, T.A.** (2006, February). *Focus on Literacy*. On-line language forum, Thinking Publications.
49. **Ukrainetz, T.A.** (2006, February). *Phonemic awareness and narrative language*. 2-day workshop for teachers and project leaders. University of Alabama, 2004 Early Reading First, Project CORE: Building a Community to Reading Excellence in Jefferson County Mississippi. Fayette, MS.
50. **Ukrainetz, T.A.,** & Ross, C.L. (2005, November). *Text comprehension: Facilitating active and strategic engagement*. Mini-seminar, ASHA Annual Convention, San Diego, CA.
51. **Ukrainetz, T.A.** (2005, June). *Evaluating and building narrative and expository language across the curriculum*. 1-day presentation, Colorado Summer Institute, Colorado Dept. of Education, Breckenridge, CO.
52. **Ukrainetz, T.A.** (2005, March). *Effectiveness and efficiency in school service delivery*. Round Table talk, Inter Mountain Area Speech and Hearing Convention, Ogden, UT.
53. **Ukrainetz, T.A.** (2005, March). *How-to talk: Teaching expository language*. Presentation, Inter-Mountain Speech and Hearing Convention, Ogden, UT.
54. **Ukrainetz, T.A.** (2005, February). *Phonemic awareness and narrative retell: Demonstration lessons*. Alabama Dept of Children's Affairs, *Project EXEL: Building Excellence in Early Literacy, Language, and Cognitive Development for Alabama's Children*. 3-day Workshop for Headstart Teachers, Part III, Mobile & Greenville, AL.
55. **Ukrainetz, T.A.** (2005, February). *Speaking, reading, and writing: Building expository and narrative language across the K-12 Curriculum*. 1-day presentation for Health-Ed Inc. Pasadena, CA.
56. Schuele, M., Justice, L., Kaderavek, J., Boudreau, D. & **Ukrainetz, T.** (2004, November). *Emergent literacy: What are developmentally appropriate practices for preschoolers?* 2-hour miniseminar, ASHA Annual Convention, Philadelphia, PA.
57. **Ukrainetz, T.A.** (2004, February). *Phonemic awareness: Demonstration lessons*. Alabama Dept of Children's Affairs, *Project EXEL: Building Excellence in Early Literacy, Language, and Cognitive Development for Alabama's Children*. 2-day Workshop for Headstart Teachers, Part II, Mobile & Greenville, AL.
58. **Ukrainetz, T.A.** (2003, June). *Teaching language through literature*. 2-day presentation, Language-Learning Disabilities Institute, Boston, MA.

59. **Ukrainetz, T.A.** (2003, July). *Phonemic awareness: What, why, and how to teach preschoolers*. Alabama Dept of Children's Affairs, *Project EXEL: Building Excellence in Early Literacy, Language, and Cognitive Development for Alabama's Children*. Workshop for Headstart Teachers, Part I, Montgomery, AL.
60. Gillam, R., & **Ukrainetz, T.A.** (2002, June). *Using literature to foster social and academic language in school-age children*. 3-day presentation, Second Annual Child Language Institute, Jackson, WY.
61. Gillam, R., & **Ukrainetz, T.A.** (2001, June). *Using literature to foster social and academic language in school-age children*. 3-day presentation, First Annual Child Language Institute, Jackson, WY.
62. **Ukrainetz, T.A.** (2001, October). *Narrative as a target and a tool: Pictography and phonemic awareness*. Presentation, Montana Speech and Hearing Association Convention, Billings, MT.
63. **Ukrainetz, T.A.** (1999-2000, September & April). *An advanced seminar on school-age language intervention: Applying what we read to what we do*. 2-day presentation, Teton County School District, Jackson, WY.
64. **McFadden, T.U.** (1993, April). *Narrative and expository language: A collaborative intervention approach*. Presentation, Texas Speech-Language-Hearing Association Convention, Corpus Christi, TX.
65. **McFadden, T.U.** (1990, October). *Storytelling: Collaboration in the classroom*. Miniseminar, Neighbourhood Schools Conference, Burnaby, Canada.

Regional and Local Research Presentations

1. **Ukrainetz, T.A.**, Ross, C.R., & Harm, H.M. (2008, October). *An investigation of intensity and spacing for phonemic awareness treatment*. Poster presented at the Inter-Mountain Speech and Hearing Convention, Salt Lake City, UT.
2. Wilkerson*, K., Beddes*, S.R., & **Ukrainetz, T.A.** (2008, October). *An investigation of three approaches to phonemic awareness instruction*. Poster presented at the Inter-Mountain Speech and Hearing, Salt Lake City, UT.
3. **Ukrainetz, T.A.**, Ross, C.R., & Harm, H.M. (2008, April). *An investigation of intensity and spacing for phonemic awareness treatment*. Poster presented at the University of Wyoming College of Health Sciences Research Day.
4. Nuspl, J.J., & **Ukrainetz, T.A.** (2006, September). *Phonemic awareness instruction with and without prior syllable training*. Poster presented at the Wyoming Speech-Language-Hearing Convention.
5. **Ukrainetz, T.A.** (2005, April). *The uses of present tense in children's picture based narratives*. Poster presented at the College of Health Sciences Research Day.
6. **Ukrainetz, T.A.** (2005, March). *The uses of present tense in children's picture based narratives*. Poster presented at the Inter Mountain Area Speech and Hearing Convention.
7. **Ukrainetz, T.A.** (2004, April). *The development of expressive elaboration in fictional narratives*. Poster presented at the College of Health Sciences Research Day.
8. **Ukrainetz, T.A.**, & Blomquist, C. (2003, October). *The criterion validity of four vocabulary tests compared to a language sample*. Poster presentation at the Wyoming Speech and Hearing Association Convention.
9. **Ukrainetz, T.A.**, & Blomquist, C. (2002, April). *The criterion validity of four vocabulary tests compared to a language sample*. Poster presentation at the University of Wyoming College of Health Sciences Research Day.

10. **Ukrainetz, T.A.** (2002, October). *Commonality and distinction: A qualitative study of the role of the school speech pathologist*. Presentation at the UW Nightingale Center for Nursing Scholarship.
11. **Ukrainetz, T.A.**, Dyer, S.K., & Kysar, A. (2000, May). *An investigation into teaching phonemic awareness through storybook interactions*. Poster Presentation at the University of Wyoming College of Health Sciences Research Day.
12. **Ukrainetz, T.A.** (1999, February). *Determining difference from disorder through dynamic assessment with Native American kindergartners*. Presentation at the University of Wyoming College of Health Sciences Research Colloquia Series.
13. **Ukrainetz, T.A.** (1998, January). *Use of pictography in language intervention*. In-service, Lander area SLPs and teachers.
14. **McFadden, T.U.** (1997, October). *The immediate effects of pictographic planning notation on children's narratives*. Poster presentation at the Wyoming Speech, Language, and Hearing Annual Convention.

Non-Funded Grant Applications

Ukrainetz, T.A. (2016). *Note-taking intervention for children with language-related learning disability*. Mountain West Clinical Translational Research — Infrastructure Network Pilot Grant (\$62,500).

Ukrainetz, T.A. (2006). *Phonemic awareness intervention for preschool language impairment*. NIH NIDCD R01 (\$1,545,500).

Ukrainetz, T.A. & Justice, L.M. (2004). *Naturalistic phonemic awareness intervention*. NIH NIDCD R21 (\$275,000).

Ukrainetz, T.A. (2000). *Phonemic awareness through collaborative emergent literacy instruction*. Spencer Small Grant Award (\$17,500)

Ukrainetz, T.A. (1999). *Phonemic awareness through naturalistic intervention*. NIH NIDCD R03. (\$210,300)

Ukrainetz, T.A. (1999). *Phonemic awareness instruction in print contexts*. USDE Field-initiated Study (\$134,500)

Ukrainetz, T.A. (1996). *Dynamic Assessment: A Non-biased Evaluation of Language Ability*. NIH NIDCD R03. (\$52,000)

Ukrainetz, T.A. (1996). *Dynamic Assessment: A Non-biased Evaluation of Language Ability*. ASHA New Investigator Award. (\$5,000)

Teaching

Utah State University

Teaching

COMD 2500 – Language, Speech, & Hearing Development, Fall 2017, 3 SCH, 120 students

COMD 6230 – Intro to Research in Communication Disorders, Fall 2017, 3 SCH, 24 students

Student Research

2017-18, RJ Risueno, Undergraduate Research and Creative Opportunity (URCO), ***title, application submitted.

University of Wyoming

Load: Four courses a year base, three courses as Grad Advisor & Distance Coordinator, 1-3 courses as Division Director (Dept Head)

On-campus Instruction

SPPA 4750 – Research Methods in Communication Disorders (WC – Writing Intensive), Fall, 2008-present, 3 SCH, 25-30 students
 SPPA 5280 – Preschool Language Intervention, Fall, 1995-2007, 3 SCH, 6-20 students
 SPPA 5330 – School-age Language Intervention, Spring, 1996-2010, 2014-present, 3 SCH, 6-20 students
 SPPA 5890 – Multicultural Aspects of Communication Disorders, Independent Study, Fall, 2005, 2 SCH
 SPPA 4160 - Normal Speech and Language Acquisition, Fall, 1995-1998; Spring, 2002; Fall 2003, 3 SCH, 20-30 students
 SPPA 4160 – Normal Speech and Language Acquisition (combo of 4160 & 4240), Spring, 2000-01, 4 SCH, 0-30 students
 SPPA 4240 - Introduction to Language Disorders, Spring, 1996-1999, 3 SCH, 20-30 students
 SPPA 5119 – Early Childhood Development: Policy, Practice, and Research, Spring, 2003, 3 SCH, 6 students (co-taught with K. Bartsch, psychology)
 SPPA 5750 - Research Methods in Speech Pathology & Audiology, Fall, 1999, 2000, 3 SCH, 20 students
 SPPA 5500 - Augmentative & Alternative Communication (1 SCH), Summer, 1996, 1997, 1999, 3 SCH, 20 students
 SPPA 5000 - Advanced Research Seminar, Spring, 1998, 1999, 1 SCH, 20 students

Distance Instruction

SPPA 5280 - Preschool Language Intervention; Fall, 1998, 2001, 2004, 2007; 15-20 students
 SPPA 5330 - School-age Language Intervention, Fall, 2000, 2003, 2006, 2009; 15-20 students
 SPPA 4160 - Normal Speech and Language Acquisition, Spring, 1997; Spring, 2003, 20-30 students
 SPPA 4240 - Intro to Language Disorders in Children, Fall, 1997, 20 students

Other Teaching Situations

SPPA 5380 – Professional Practice (1 SCH), team-taught: teach 2 lectures on evidence-based practice (Spring, 2005; Spring, 2006; Fall, 2006)
 University of Wyoming, Dept. of Speech Pathology and Audiology, Visiting Lecturer
 SPPA 5500 - Discourse Analysis (1 SCH), Summer, 1995
 University of Texas at Austin, Program in Communication Sciences and Disorders
 CSD 368K - Acquisition of Communicative Abilities in Children, Spring, 1992
 University of British Columbia, Dept. of Educational Psychology & Special Education
 SPED 315 - Introduction to Childhood Language Disorders, Summer: 1989, 1990, 1991
 SPED 424 - Language Intervention in the Classroom, Summer, 1989

University of Wyoming Student Mentor

Thesis Committee Chair

Sheldon, Meredith (1996). *The effect of holistic scoring training on fifth grade students' awareness of narrative quality.*
 Trujillo, Adair (1997). *An ethnographic investigation into speech-language pathologists' use of children's literature in language intervention.*
 Harpell, Stacey. (1998). *Native American children: Reducing cultural bias in determining difference versus disorder.*

- Coyle, Catie. (1998). *Dynamic assessment applied to language learning in Native American children.*
- Walsh, Chandra. (1998). *Reducing overreferrals: Dynamic language assessment applied to Native American children.*
- Nolan, Amy (1998). *Rough drafts. Are they worth it? An investigation into children's revising.*
- Blomquist, Carol. (1999). *The criterion-related validity of expressive and receptive vocabulary tests.*
- Dyer, Sarah. (1999). *The effects of a storybook approach to phonemic awareness on invented spelling, phonemic awareness, and print concepts on kindergarten-age children.*
- Kysar, Aimee. (1999). *The efficacy of holistic phonemic awareness instruction on emergent literacy skills.*
- Stock-Shumway, Kim. (1999). *The effectiveness of dynamic assessment as a kindergarten screening measure.*
- Miller, Julie. (2000). *Autism and computer online chatting: Alleviating social and communicative inhibitions.*
- Lundberg, Jennifer. (2000). *The sign language development of a deaf infant in a limited fluency situation.*
- Harris, Trina. (2000). *The role of scaffolding in holistic phonemic awareness instruction.*
- Nuspl, Janae. (2005). *An investigation into teaching phonemic awareness to preschoolers with and without prior syllable instruction.*
- Wilkerson, Kimberly. (2008). *An investigation of teaching phonemic awareness with and without prior syllable instruction: A replication.*
- Beddes, Sarah Rose. (2008). *An investigation of teaching methods for phonemic awareness: First phoneme skill versus multiple phoneme skills.*

Plan B Paper Committee Chair

- Shrift, Kary (1997). *The effect of daycare versus homecare on language development.*
- Zimmerman, Diana. (1998). *Incorporating computer software into language intervention.*
- Burch, Michelle. (1998). *Modifying early intervention parent training program to fit Northern Native cultures.*
- Anderson, Cindy. (1998). *Total communication in inclusive settings in deaf education.*
- Dimatteo, Megan. (1999). *Criterion-referenced testing: A review of three commonly used assessments for infants and toddlers.*
- Travis, Tracy. (2000). *Teaching reading comprehension through reciprocal teaching: A speech-language pathologist's perspective.*
- Jessen, Mariah. (2000). *A critical evaluation of the bilingual/bicultural approach to education of deaf children.*
- Christiansen, Amy. (2001). *A critical examination of parent training for children with language disorders.*
- Root, Kiley (2001). *The effect of cochlear implantation on speech perception and speech production in deaf children.*
- Alvis, Jewel (2002). *Teacher perceptions about the educational value of full-day kindergarten.*
- Lewis, Kim (2002). *Phonological awareness: Importance and misconceptions.*
- Ryan, Jennifer (2002). *Examining the nature of collaboration between classroom teachers and speech-language pathologists.*
- Cristofaro, Erin. (2003). *What is the nature of the communicative interactions of children with disabilities in an inclusive preschool classroom?*
- Barron, Margaret. (2003). *Facilitating early phonemic awareness in kindergarten age children.*
- Ratliff, Ann. (2005) *Methods of developing narrative structure in preschool children's storytelling.*
- Johnson, Cari. (2004). *Vocabulary enhancement for adolescents with language learning disabilities.*
- Clark, Bobbie. (2005). *Social aspects of deafness in the mainstream classroom.*
- Osterman, Leighann. (2005). *The effect of visual strategies on understanding of daily events for children with autism.*

Plan B Comprehensive Oral Examinations

Examination chair or member assigned to 4-6 committees per year (2006-2017).

Student Research Project Advisor

1995-96, Sarah Dyer, McNair Undergraduate Research Scholar, *Effect of planning notation on holistic quality of children's narratives.*

- 1996-97, Nicole Kennedy, Honors Senior Project, *Structured versus naturalistic language intervention with children with mental retardation*.
- 1998-99, Megan Whipple, High School Science Fair, *The effects of music on drawing*.
- 2002-03, Heide Harm, Honors Senior Project, *Narrative development in children ages five to eleven*.
- 2009, Helen Chanthonthip, McNair Undergraduate Research Scholar, *An Investigation of the Criterion Validity of DIBELS: A Progress Measure for Language Disorder Intervention*.

External Committee Member

- Kunselman, Donna (1997). *Error-correcting speech understanding using grammar specific contexts*. Dept. of Computer Science.
- Eastman, Deborah. (2001). *Sibling influence on children's use of belief and desire information in persuasive arguments*. Dept. of Psychology.
- Wright, Juli. (2001). *The importance of vocal health knowledge for music teachers*. Dept. of Music.
- Taulealea, Jennifer. (2004). Plan B master's committee. School of Nursing.
- Mitchell, Laura. (2004). Plan B master's committee. School of Nursing.
- Tang, Connie. (2005). *Young children's awareness of when new experiences occurred*. Dept. of Psychology.
- Visser, Michelle. (2008). *Thesis committee. No child left without a tribe: The nature of implementing classroom community building strategies*. Dept of Elementary & Early Childhood Education.
- Hollands, Karen. (2008). Ph.D. dissertation review. *Speech-language pathology support to adolescents in Queensland, Australia*. University of Queensland, Australia.
- Inoue, Naomi (2009). Thesis committee. Bat echolocation development. Dept. of Zoology & Physiology (Program in Neuroscience). Not completed.
- Serry, Natanya N. (2010). Ph.D. dissertation review. *Supplementary reading support for young low-progress readers at school: Integrating perspectives about experiences and practices from service providers and parents in an Australian context*. La Trobe University, Australia.

Advising

- 2015-present, 15 to 25 advisees, including levelers
- 2008-2015, initial advising for freshman and transfers, regular advising for campus levellers (second degree and non-degree)
- 2003-2008, approximately 5 undergraduate majors, 3 undergraduate levelers, 40 graduate on-campus, 15 graduate distance, and an underdetermined number of non-degree distance students per year (258 inquiries in 2005-06)
- 1995-2003, an even proportion of undergraduates in department, ranging from approximately 15 to 25 per year

Service

Utah State University

- 2017-present, chair, COMDDE Undergraduate Curriculum Revision
- 2017 spring, member, COMDDE Website Review Committee
- 2017-present, member, Clinical Assistant Professor Search Committee

University of Wyoming

- 1995-96, member, Early Childhood Education Taskforce
- 1996-99, member, Faculty Council, College of Health Sciences
- 1996-98, Participant in College of Health "Wyoming Health Messages" on National Public Radio, 18 messages

1997-01, member, Outdoor Adventure Steering Committee
 1997-02, member, Research Committee, College of Health Sciences (chair, 1998-99)
 1997-2003 (alternate years), chair, Interdisciplinary Developmental Research Seminar
 1997-present, member, Early Childhood Development Interdisciplinary Committee
 1997-00, member, Autism Curriculum Advisor Committee
 1997, substitute member, AES Competitive Grant Committee
 1998, member, Review Committee for Dean of Pharmacy
 Fall, 1999, substitute member, Graduate Council
 1999-00, member, Search Committee, Dept. of Elem. & Early Ch. Education
 2001-04, member, University Research Advisory Committee (chair, 2003-04)
 Fall, 2001, member, University Studies Natural Sciences Subcommittee
 2001-2008, member, Outreach Advisory Council
 Spring, 2002, substitute member, College Tenure & Promotion Committee
 Spring, 2003, division representative, ASUW College Town Hall Meeting.
 2002, substitute member, University Tenure & Promotion Committee
 2003-2006, member, University Tenure & Promotion Committee (secretary, 2005-06)
 2004-07, member, Faculty Development Committee
 2005-08, member, Faculty Dispute Resolution Panel
 2006, Fall, substitute member, Faculty Senate
 2007-09, substitute member, Student Affairs Committee
 2007-09, substitute member, College Tenure and Promotion Committee
 2008, member, Search Committee for Endowed Chair in Literacy, College of Education
 2008-09, member, COACHE committee on pre-tenure faculty satisfaction
 2009-10, chair, Social Work faculty search committee
 2010, Outdoor Program UPIII Visioning Team
 2008-2016, member, Faculty Senate Committee on Committees (chair, 2010-2013)
 2014, USP Com3 Working Group
 2015-2018, member, University Tenure & Promotion Committee
 2016, member, CHS Dean Review committee

External Service

Journal Editor

- Associate Editor, Language Section of *Journal of Speech, Language, and Hearing Research* (2003-2006)
- Guest Associate Editor, Language Section of *Journal of Speech, Language, and Hearing Research* (2008-09)
- Associate Editor, *American Journal of Speech-Language Pathology* (2011-2013)
- Associate Editor, partial term, *Language Speech, and Hearing Services in Schools* (2014-2015)
- Guest Editor, ASHA SIG 1 Perspectives on Language, Learning, and Education Issue on Expository Text that appeared in Fall, 2016

Editorial Reviewer

- *Language, Speech, Hearing Services in the Schools* (1994-2016)
- *American Journal of Speech-Language Pathology* (1996-2016)
- *Journal of Speech, Language, and Hearing Research* (1999-2016)
- *Communication Disorders Quarterly* (2001-present)
- *Topics in Language Disorders* (2005-present)
- *Rocky Mountain Journal of Communication Disorders* (1997-1998)
- *Early Childhood Research Quarterly* (2001)
- *Folia Phoniatica et Logopaedica* (2002)
- *Journal of Speech-Language Pathology and Audiology* (1998-present)
- *Advances in Speech-Language Pathology* (2006)

- *Journal of Communication Disorders* (2009)
- *Discourse Processes* (2011)
- *Reading Research Quarterly* (2014)
- *Applied Psycholinguistics* (2014)
- *Journal of Personality Assessment* (2016)

Grant Reviewer

- University of Florida Grant Writing Course - AGG6830 (2001)
- Social Sciences and Humanities Research Council of Canada – Grant Application (2010)
- ASHA Student Research Grant in Early Childhood Language Development (2010)

Convention Contributions

- BCASLPA Annual Conference Committee (1988, 1989)
- BCASLPA Media Committee (1988-1989)
- BCASLPA Ad Hoc Committee on Education (1988-1989)
- ASHA Convention Language Science Committee (1992)
- ASHA Convention School-age & Adolescent Language Committee (2000)
- ASHA Convention Education and Training Committee (2007)
- ASHA SID1 Web Forum on Assessment (May, 2007)
- WSHA Convention Committee (2009)
- ASHA Convention School-age & Adolescent Language Committee (2010, 2012, 2013)
- CAPCSD Convention Submission Review Committee (2015)

Editorial & Advisory Board Member

- *Communication Disorders Quarterly* (2001-present)
- *Topics in Language Disorders* (2005-present)
- Paul J. Brookes *Communication and Language Intervention* book series (2008-present)
- *Child Language Teaching & Therapy* (2010-present)
- *SpeechPathology.Com* (2015-present)

External Reviewer, Tenure and Promotion

- University of Toledo (2001)
- Kansas State University (2004)
- University of New Mexico (2007)
- University of Arkansas (2007)
- Bowling Green State University (2010)
- Utah State University (2010)
- Idaho State University, promotion to Full (2011)
- University of Virginia (2012)
- University of New Mexico, promotion to Full (2014)
- University of Cincinnati (2014)

Reviewer for book proposals and on-line continuing education courses:

- *Phonological Awareness: An Introduction*, by C.M. Schuele (2 CEUS), for Northern Speech/National Rehab Services (Spring, 2006)
- *Evidence-Based Practice* (0.5 CEU), for Linguistics (Spring, 2007)
- *Effective Social Skill Instruction*, by Joyce Olson, for speechpathology.com (Fall, 2007)
- *Constructing Meaning and Integrating Knowledge: Comprehension Instruction in the Common Core Classroom (Pre-K-3)*, by D. Ray Reutzel, Sarah K. Clark, Cindy D. Jones, and Sandra L. Gillam, for Teachers College Press (Summer, 2014)
- *Understanding RTI: The SLP's Role in Student Support*, by Wayne A. Foster, for Plural Publishing (Spring, 2017)

Professional Presentations

- School Interest Panel, CASLPA Annual Conference (1990)
- *Thinking about a PhD? An information session for prospective doctoral students.* Panel miniseminar presented at ASHA Annual Convention, Washington (Nov, 2000)
- *Life as a professor: What are the possibilities? Panel miniseminar, ASHA Convention, Atlanta (Nov, 2002)*
- *I'm a Professor and Loving It.* Panel presentation at ASHA Annual Convention, Boston (Nov, 2007)

Research Mentor

- ASHA Research Mentor (2015-16): Denise Finneran
- ASHA AARC 2017 Research Mentor Award application for Erin Bush, Assistant Professor, University of Wyoming

Stakeholder Comment (December, 2009). *Response to Proposed Changes in Eligibility Standards for Special Education.* Wyoming Department of Education.

Chairperson, BCASLPA School Affairs Committee (1989-1991)

Supervisor, UBC practicum students (Spring, 1990 and 1991)

Professional Affiliations and Certification

Speech-Language and Audiology Canada (formerly Canadian Association of Speech-Language Pathologists & Audiologists), member with clinical certification (1987-present)

British Columbia Association of Speech-Language Pathologists & Audiologists (1987 – 1991)

American Speech-Language-Hearing Association, Research member (1991-present)

ASHA Special Interest Group #1: Language, Learning, and Education (1998-2004, 2006-2009, 2011-present)

ASHA Special Interest Group #16: School-based Issues

Wyoming Speech-Language-Hearing Association (1995-present)