**Curriculum Vitae**

**Shelley Gray, Ph.D., CCC-SLP**

Speech & Hearing Science Office Phone: (480) 965-6796

College of Health Solutions Office Fax: (480) 965-8516

Arizona State University Email: Shelley.Gray@asu.edu

PO Box 870102 Office: Coor Hall 3394

Tempe, AZ 85287-0102

***EDUCATION***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1998-2000 Post-Doctoral Fellowship, National Center for Neurogenic Communication Disorders, University of Arizona

1998 Ph.D., Speech and Hearing Sciences, University of Arizona

1989 M.S., Speech and Hearing Sciences, University of Arizona

1975 B.S., Public Administration, University of Arizona

***PROFESSIONAL CERTIFICATIONS AND LICENSES***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Certificate of Clinical Competence (CCC), American Speech-Language-Hearing Association

Board Certified Specialist – Child Language, American Speech-Language-Hearing Association

Licensed Speech-Language Pathologist, State of Arizona

***PROFESSIONAL HISTORY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

2014-Present Professor of Speech and Hearing Science, Barrett Honors Faculty,

 Arizona State University

2014-Present Affiliated Professor, Mary Lou Fulton Teachers College, Division of Educational Leadership and Innovation, College of Education

2012-2014 Affiliated Associate Professor, Mary Lou Fulton Teachers College, Division of Educational Leadership and Innovation, College of Education

2007-2014 Associate Professor, Department of Speech and Hearing Science, Barrett Honors Faculty,

 Arizona State University

2011-2015 Research Scientist, Learning Sciences Institute, Arizona State University

2001-2007 Assistant Professor, Department of Speech and Hearing Science, Arizona State University

2000-2001 Assistant Research Scientist, National Center for Neurogenic Communication Disorders,

 University of Arizona

1994-2001 Clinic Director, Scottish Rite - University of Arizona Child Language Center and

 Wings on Words Preschool & Kindergarten

1998-1999 Adjunct Lecturer, Department of Speech and Hearing Science, University of Arizona

1989-1994 Speech-Language Pathologist, Marana Unified School District, Marana, AZ

***TRANSLATIONAL SCIENCE TEAMS***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Lead, College of Health Solutions Child Language and Literacy Translational Team 2019-present

* Co-I Phoenix Children’s Hospital Dyslexia Screening Project
* Lead, Arizona Early Childhood Professional Development Collaborative
* Team Member, Advancing Equity in Early Childhood Classrooms ECHO, August-October, 2021
* Team Member, Strengthening Business Practices for Child Care Programs, January-March, 2021
* Team Lead, Early Literacy and Language ECHO, March-May, 2021
* Hub Team Member, Business Practices for Early Care and Education: Working Through COVID and Beyond, July-August, 2020

***COURSES TAUGHT***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Arizona State University SHS 598 Language Essentials for Teaching Reading

 CHS 280 Experiential Community Health & Research

 CHS 484 Experiential Community Health & Research

 CHS 494 Undergraduate Research

 SHS 790 Designing, Managing, and Sharing Your Data

 SHS 790 (Re) Writing Group

 SHS 790 Critical Thinking

 SHS 790 Successful Grant Writing

 SHS 790 Your First Year Project

 SHS 790 Preparing for Your Post Doc or Faculty Position

 SHS 498 Advanced Research Experience in Speech and Hearing Science

 SHS 191 Raising a Reader and Writer

 SHS 465/565 Speech and Language Acquisition

 SHS 470 Developmental Language Disorders

 SHS 573 Language Assessment & Intervention:

 School Age Populations

 SHS 590 Language Assessment

 SHS 587 Advanced Language Intervention:

 Preschool Language Disorders

 SHS 598 Tempe Early Reading First Partnership

University of Arizona SPH 549 Survivor Skills & Ethics in Research (Preceptorship)

 SPH 555 Preschool Language Disorders

***Additional Teaching Activities***

Project ECHO 2022 Developmentally Appropriate Practices ECHO

 Supporting the Emotional Well Being of Young Children ECHO

 Literacy Rich Classroom and Center Environments ECHO

 Early Childhood Higher Education ECHO

Project ECHO 2021 Advancing Equity in Early Childhood Classrooms ECHO

 12 hours, 36 enrolled, Role: Hub Team Member

 Business Practices for Early Care and Education: Working Through COVID and

 Beyond ECHO

 15 hours, 56 enrolled, Role: Hub Team Member

 Strengthening Business Practices for Child Care Programs ECHO

 15 hours, 40 enrolled, Role: Hub Team Member

 Early Literacy and Language ECHO

 18 hours, 40 enrolled, Role: Team Lead

Teaching Early Literacy and 2021-2022 Professional Development for Preschool Teachers and Teaching

Language (TELL) Assistants 25 hours, 10 enrolled, Role: Team Lead

 2020-2021 Professional Development for Preschool Teachers and Teaching

 Assistants 26 hours, 25 enrolled, Role: Team Lead

 2019-2020 Professional Development for Preschool Teachers and Teaching

 Assistants 26 hours, 37 enrolled, Role: Team Lead

 2018-2019 Professional Development for Preschool Teachers and Teaching

 Assistants 26 hours, 35 enrolled, Role: Team Lead

 2017-2018 Professional Development for Preschool Teachers and Teaching

 Assistants 26 hours, 40 enrolled, Role: Team Lead

***FACULTY & STUDENT MENTORING OUTSIDE ASU***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

American Speech-Language-Hearing Association Pathways Program, 2019-2022

 Stephanie McMillen, Assistant Professor, Syracuse University, 2021-2022

 Casey Taliancich-Klinger, Assistant Professor, University of Texas Health Science Center, 2021-2022

 Lauren Baron, University of South Carolina, 2020-2021

 Katherine Bangert, University of Minnesota, 2020-2021

 Hannah Krimm, University of Georgia 2019-2020

American Speech-Language-Hearing Association Mentoring Academic-Research Careers (MARC), 2020-2021

 Lindsey Butler, Post doc, Boston University, 2020-2021

American Speech-Language-Hearing Association Progeny Program for Undergraduate Researchers, 2016-2022

 1-2 Undergraduates per year

American Speech-Language-Hearing Association Research Mentoring-Pair Travel Award, 2019

 Crystal Alonzo, University of Montana

American Speech-Language-Hearing Association Lessons for Success, 2012-2014

 Sunjung Kim, Assistant Professor, University of Central Arkansas, 2014

 Amanda Hampton-Wray, Ph.D. Candidate, University of Oregon, 2014

Karla Washington, Assistant Professor, University of Cincinnati, 2013

Allison Gladfelter, Ph.D. Candidate, Purdue, 2013

Tammie Spaulding, Assistant Professor, University of Connecticut, 2012

Lisa Wisman Weil, Doctoral Candidate, Purdue, 2012

American Speech-Language-Hearing Association Clinical Practice Research Institute, 2010-2012

Anu Subramanian, Assistant Professor, Purdue 2010-2011

Megan Davison, Assistant Professor, Temple 2010-2011

Derek Stiles, Assistant Professor, Rush University 2012-2013

American Speech-Language-Hearing Association Advancing Academic-Research Careers (AARC)

 Suzanne Adlof, Assistant Professor, University of South Carolina, 2012-2013

***FACULTY MENTORING AT ASU***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

College of Health Solutions Formal Mentoring

 Corianne Rogalsky, Associate Professor, 2020-2021

Speech and Hearing Science Grant Mentoring

 Xin Luo, Assistant Professor, Grant Mentoring 2020-2021

 Ayoub Daliri, Assistant Professor, Grant Mentoring 2020-2021

***STUDENT MENTORING AT ASU***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

POST DOCTORAL

Hope Lancaster, Post-Doctoral Scholar, Mentor 2016-2020

DOCTORAL

Mariana Silva, Ph.D., Committee chair, 2022-present

R. J. Risueno, Ph.D., Committee chair, 2021-present

Yookyung Kim, Ph.D. Committee member, 2020-present

DeAnne Hunter, Ph.D., Committee chair, 2019-present

Kristie Calvin, Ph.D., Committee chair, 2018-2022, Completion spring, 2022

Melissa Sacchetta, Ph.D., Committee chair, 2016-2022, Completion spring 2022

Jennifer DiLallo, Ph.D., Committee member, 2019-2020

Elena Yiangoou, Ph.D., University of Cyprus, Committee member, 2019, Completion fall 2019

Ariana Lopez, Ed.D., Committee member, 2017-2018, Completion fall 2018

Sam McGee, Ph.D., Committee member, 2018-present, Completion summer 2022

Anne Iniquez, Ph.D., Committee chair, 2014-2015

Nora Schlesinger, Ph.D., Committee chair, 2011-2016, Completion summer 2016

 Received “New Investigator of the Year” from Annals of Dyslexia, 2018

Hui-Chun Yang, Ph.D., Committee chair, 2010-2015, Completion summer 2015

Carolyn Posey, Ph.D., Ph.D. Committee chair, 2012-2015

Beatriz Barragan, Ph.D., Committee member, 2012-2017

Davis Henderson, Ph.D., Committee member, 2012-2015, Completion spring 2017

Ashley Adams, Ph.D., Committee member, 2012-2017, Completion spring 2017

Elizabeth Runnion, Ph.D., Committee member, 2012-2014, Committee chair, 2014-2017, Completion spring 2017

Carol Mesa, Ph.D., Committee member, 2012 – 2015, Completion summer 2015

Michael Tat, Ph.D., Committee member, Completion fall 2013

Angela Fox, Ph.D., Committee member, 2010-2015, Completion spring 2015

Maria Hase, Ph.D., Committee chair, 2010-2011

Ekaterina Smyk, Ph.D., Committee member 2009-2012, Completion summer 2012

Maria Kapantzoglou, Ph.D., Committee member 2009-2012, Completion summer 2012

Theresa Cardon, Ph.D., Committee member 2008-2010, Completion spring 2010

Mary Beth O'Sullivan, Ph.D., Committee member 2008

SoJung Kim, Ph.D., Committee member 2007-2010, Completion fall 2010

Carie Lyn Carnahan, Ph.D., Committee member 2007-2009

Virginia Dubasik, Ph.D., Committee member 2007-2008, Completion fall 2011

Pradyumn Srivastiva, Ph.D., Committee chair 2006-2010, Completion fall 2010

Anthony Koutsoftas, Ph.D., Committee chair 2006-2010, Completion fall 2010

Mary Towle-Harmon, Ph.D., Committee chair 2004-2009, Completion spring 2009

Gareth Morgan, Ph.D., Committee member 2006-2010, Completion spring 2010

Deepa Aier, Ph.D., Committee member 2004-2005, Completion spring 2005

Khawla Obediat, Ph.D. Committee member, 2004

Heather Weintraub, Ph.D., Committee member, 2004-2005, Completion spring 2005

Patricia McCarthy, Ph.D., Committee member, 2003-2009, Completion spring 2009

Addie Lafferty, Ph.D. Committee member, 2002-2006, Completion spring 2006

Ferenc Bunta, Ph.D., Consultant, 2003-2005, Completion summer 2005

MASTERS

 Brandon Smith, M.S., Thesis Member, 2022-2023

 Laura Cook, M.S., Bilingual Certificate Capstone Chair, 2021-2022

Katie Jarnutowski, M.S., Thesis Chair 2020-2021

Paige Ellis, Thesis Member, 2020-2022, Completion spring 2022

Jennifer Philp, M.S., Thesis Member, 2019-2020

Hanako Yokoyama, M.S., Thesis Member, 2019-2020

Elizabeth Fall, M.S., Thesis Member, 2014

Arianna LaCroix, M.S., Thesis Member, 2014-2015, Completion spring, 2015

Megan Peterson, M.S., Thesis Member, 2013

Helen Cartwright, M.S., Thesis Chair 2012-2013

Maria Kapantzoglou, M.S., Thesis Member, Completion summer 2012

Gareth Morgan, M.S., Thesis Member, 2010-2011, Completion fall 2011

Ileana Ratiu, M.S., Thesis Member, 2009, Completion spring 2009

Kathleen Carroll, M.S. (Psychology), Thesis Member, 2007-2010, Completion spring 2010

Ashley Levy, M.S., Thesis chair, 2007-2008, Completion spring 2008

Sarah Faulkner, M.S., Thesis Member, 2005

Eleni Yiangou, M.S., Thesis Chair, 2005

Elizabeth Soto, M.S., Thesis Chair, 2004

Courtney Bonis, M.S., Thesis Chair, 2004

Jaime Berman, M.S., Thesis Chair, 2003-2005, Completion spring 2005

Breeta Garland, M.S., Thesis Member, Completion spring 2002

UNDERGRADUATE

Celia McGrath, Undergraduate Honor’s Thesis Chair, 2021-2022

Jaelynn Woods, Undergraduate Research Project Chair, 2021-2022

Brooke Wolff, Undergraduate Research Project Chair, 2021-2022

Kathleen Swartz, Undergraduate Honor’s Thesis Member, 2020-2021

Katie Tueller, Undergraduate Research Project Chair, 2020-2021

Brianna Chiarello, Undergraduate Research Project Chair, 2020-2021

Alexandra Cleveland, Undergraduate Honors Thesis Chair, 2018-2020

Andria Albert, Undergraduate Honors Thesis Member, 2017-2020

Julia Kury, Undergraduate Research Project Chair, 2019-2020

Samantha Vargas, Undergraduate Research Project Chair, 2018-2019

Amanda Boschee, Undergraduate Research Project Chair, 2018-2019

Lauren Cantrell, Undergraduate Honor’s Thesis Chair, 2017-2018

Michelle Tran, Undergraduate Research Project Chair, 2017-2018

Delaney Collins, Undergraduate Research Project Chair, 2017-2018

Lauren Cantrell, Undergraduate Research Project Chair, 2016-2017

Megan Tornabene, Undergraduate Research Project Chair, 2016-2017

Laura Stanovich, Undergraduate Honors Thesis Chair, 2015-2017

Alyssa Rekart, Undergraduate Research Project Chair, 2014-2015

Kayleigh Durigg, Undergraduate Research Project Chair, 2014-2015

Shaunice Calamity, Obama Scholar Mentor, 2014-2015

Katelyn Parkos, Undergraduate Research Project Chair, 2013-2014

Emily Reno, Undergraduate Research Project Chair, 2013-2014

Sarya Reid-Tate, Obama Scholar Mentor, 2013-2014

Uriel Chacon, Obama Scholar Mentor, 2013-2014

Ashley Kinkel, Undergraduate Research Project Chair, 2012-2013

Lauren Edwards, Obama Scholar Mentor, 2012-2013

Allison Latto, Undergraduate Honors Thesis, Reader, 2012-2013

Tarsha Herelle, Obama Scholar Mentor, 2011-2012

Heidi Gunterman, Obama Scholar Mentor, 2011-2012

Arielle King, Undergraduate Honors Project Chair, 2010-2011

Lane Gallet, Undergraduate Honors Project Chair, 2010-2012, Completion spring, 2012

Elizabeth Hsiung, Undergraduate Honors Project Member, 2010-2011, Completion spring, 2011

Melissa Stoeckmann, B. S., Undergraduate Honors Project Member, 2010-2011, Completion spring, 2011

Malissa Anderson, B. S., Obama Scholar Mentor, 2010-2011

Chanessa Thomas, B. S., Obama Scholar Mentor, 2010-2011

Erika Hidalgo, B. A., Obama Scholar Mentor, 2009-2010

Brooke Evans, B. S., Undergraduate Honors Project Chair, 2009-2011, Completion spring, 2011

Marie Chaib, B. S., Undergraduate Research Project Chair, 2007-2008, Completion spring, 2008

Megan Flanary, B. S., Undergraduate Research Project Chair, 2007-2008, Completion spring, 2008

Kristen Taylor, B. S., Undergraduate Research Project Chair, 2007-2008, Completion spring, 2008

Jennifer Kretchman, B. S., Undergraduate Research Project Chair, 2006-2007, Completion spring, 2007

Brittany McFadden, B. S. Honors Thesis, Reader, 2006

Victoria Noble, B. S. Honors Thesis, Chair, 2004-2006, Completion spring, 2006

Marisa Irwin, B. S. Honors Thesis, Reader, 2005-2006, Completion spring, 2006

Emily Paulson, B.S., Chair, Biology Research Experience for Undergraduates Research Project, 2003

Shanna Alvarez, B.S. Honors Thesis, Chair, 2003, Liberal Arts & Sciences Student Research Grant Recipient

Erica Brooke, B.S. Honors Thesis, Member, Fall, 2001

Britta Martinez, Honors High School Student, Research Project Mentor 2005-2006

***EXTERNAL FUNDING***

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***Current Funding***

U.S. Department of Education Grant R324A190181 Wilcox (PI) Gray (Co-PI) 08/01/19-07/31/24

*A Conceptual Efficacy Replication of the TELL Preschool Curriculum with Web-Based Implementation Support and Professional Development Variations*

$3,599,825

National Institutes of Health – NIDCD 2R01DC010784-06 Gray (PI) 07/01/18-06/30/23

*Profiles of Working Memory for Educational Research*

$3,329,721

Phoenix Children’s Hospital Leadership Circle Gray (Co-I; ASU Subcontract) 10/01/21-02/01/23

*Dyslexia Screening Project*

$150,000

U.S. Department of Education Grant R324A180093 Gray (PI) 07/01/18-06/30/23

*(NCE) Developing an Extension of the TELL Curriculum for Three-Year-Old Children with Developmental Speech and/or Language Impairment*

$1,400,000

National Institutes of Health – NICHD 1R01HD096144-01 Bridges (PI) Gray (Co-I) 09/01/18-05/31/23

*Monolingual and Bilingual Reading Comprehension in Middle School Students*

Subaward to Arizona State University $1,075,639

National Institutes of Health – NICHD 1R01HD093003-01 Gray (PI) 08/01/17-07/31/23

*(NCE) Reading Comprehension in Monolingual and Bilingual Children*

$2,821,233

U.S. Department of Education Grant H325D170061 Gray (PI) 08/01/17-07/31/23

*(NCE) Interdisciplinary Program to Prepare Faculty in Evidence-Based Interventions for*

*English Language Learners with Learning Disabilities*

$1,250,000

***Completed Funding***

U.S. Department of Education Institute of Education Sciences R305A170068 Gray (PI) 07/01/17-06/30/22

Efficacy of the TELL Curriculum for Preschool Children who are Economically Disadvantaged

$3,288,658

HHS-NIH-NICHD F32 GRANT12301896 Lancaster (PI) Gray (Mentor) 08/01/17-7/31/20

*Genotype-Phenotype Associations with Reading Disorders*

National Institutes of Health – NIDCD (PI) 2011-2016, *Working Memory and Word Learning in Children with Typical Development and Language Impairment*

$2,540,234

National Institutes of Health – NIDCD (PI) 2015-2016, *Working Memory and Word Learning in Children with Typical Development and Language Impairment* – Diversity Supplement

$23,294

U.S. Department of Education Institute of Education Sciences (ASU PI) 2010-2016, *The Language Bases of Reading Comprehension*

Awarded to The Ohio State University, Laura M. Justice PI, $19,999,999

Subaward to Arizona State University $4,306,895

National Institutes of Health – NIDCD (Consultant) 2013-2016, *The Use of Lexical-Phonological Profiling to Predict Short-Term Speech Sound Normalization.* PI Anna Sosa, Northern Arizona University.

$433,512

U.S. Department of Education Institute of Education Sciences (Co-PI) 2011-2015, *Teaching Early Literacy and Language across the Curriculum (TELL+): Efficacy Trials with Preschoolers with Developmental Disabilities*

$3,721,736

U.S. Department of Education Institute of Education Sciences (ASU PI) 2012-2013, *Assessing Reading for Understanding: A Theory-based, Developmental Approach*

Awarded to Educational Testing Services, John Sabatini, PI, $14,824,226

Subaward to Arizona State University

$70,783

U. S. Department of Education Institute of Education Sciences (Co-PI) 2008-2012, *Spanish Screener for Language Impairment in Children (SSLIC)*

$1,598,032

National Institutes of Health – NIDCD ARRA Award (PI) 2009-2010, *Treatment of Lexical Deficits in Young Children with SLI*

$130,527

National Institutes of Health – NIDCD (PI) 2006-2010, *Treatment of Lexical Deficits in Young Children with SLI*

$1,495,000

U. S. Department of Education Institute of Education Sciences (Co-PI) 2006-2009, *The Development and Efficacy of a Curriculum-Based Language and Early Literacy Intervention for Preschool Children with Developmental Disabilities*

$1,470,185

Head Start-Higher Education Hispanic Service Institution Partnership Grant (Co-Investigator) 2005-2010,

*ASU-Head Start Hispanic Partnership: Professional Development in Early Childhood Education*

$750,000

U. S. Department of Education Institute of Education Sciences (Co-PI) 2005-2008, *Vocabulary and Abstract Language Enhancement to Improve Reading Comprehension in Bilingual Children*

$1,498,791

U. S. Department of Education (PI) 2004-2007, *Tempe Early Reading First Partnership*

$2,491,778

National Institutes of Health – NIDCD (PI) 2000-2003, *Treatment of Lexical Deficits in Young Children with SLI*

$222,409

***INTERNAL FUNDING***

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***Current Funding***

ASU College of Health Solutions Translational Team Grant Gray (PI) 7//22-6/30/23

Project ECHO

$15,000

***Completed Funding***

ASU College of Health Solutions Translational Team Grant Gray (PI) 01/01/20-12/31/21

*Improving Language Outcomes in Children with Developmental Disabilities*

$28,000

ASU College of Health Solutions Translational Team Grant Gray (PI) 01/01/19-12/31/20

*Improving Language Outcomes in Children with Developmental Disabilities*

$38,000

Office of the Vice President for University-School Partnerships (PI) 2004-2007

*Partnership to Improve Early Literacy and Reading Achievement in the Murphy Elementary School District*

$75,000

College of Liberal Arts & Sciences, Faculty Grant-In-Aid Program (PI) 2003-2004

*Word Learning by Preschoolers with Specific Language Impairment: Comparison of Phonological, Semantic, and No Treatment*

$6,999

College of Liberal Arts & Sciences, Grant to Improve Undergraduate Education (PI) 2003-2004

*Speech and Hearing Technology Lab for Undergraduate Academics and Research*

$9,598

ASU/Motorola Great Communities Grant (PI) 2002-2004

*Summer Program for Early Literacy Development In partnership with Tempe Elementary School District #3 and the Arizona Literacy and Learning Center*

$27,161

*PEER-REVIEWED PUBLICATIONS*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Note.* My citations are ranked within the top 2% of cited scientists within my field.

Ioannidis, John P.A. (2022), “September 2022 data-update for "Updated science-wide author databases of standardized citation indicators,"” Mendeley Data, V4, doi: 10.17632/btchxktzyw.4

*Note.* The Language and Reading Research Consortium, of which I am an investigator, publishes its papers as a consortium. Named authors are contributors from outside the consortium.

Calvin, K., & **Gray, S**. (in press). Improving expository text comprehension in adolescent Spanish-English bilingual learners with learning disabilities using a graphic organizer. *Learning Disability Quarterly.*

Mettler, H. M., Alt, M., Gray, S., Hogan, T. P., Green, S., & Cowan, N. (2022). The relationship between phonological working memory and sentence production in school-age children with typical language, dyslexia, and comorbid dyslexia and developmental language disorder*. Journal of Child Language*, 1-35. https://doi.org/10.1017/S0305000922000435

Calvin, K. & **Gray, S**. (2022). Double bubble thinking maps and their effect on reading comprehension in Spanish-English bilingual middle school students with learning disabilities. Learning Disability Quarterly, 45, 212-224. https://doi.org/10.1177/0731948720958644

**Language and Reading Research Consortium (LARRC),** Lo, M. & Xu, M. (2022). Impacts of the Let’s Know! Curriculum on the language and comprehension-related skills of prekindergarten and kindergarten children. *Journal of Educational Psychology*, advanced preprint.

**Gray, S**., Levy, R., Alt, M., Hogan, T. P. & Cowan, N. (2022). Working memory predicts new word learning over and above existing vocabulary and nonverbal IQ. *Journal of Speech, Language, and Hearing Research, 65,* 1044-1069. https://doi.org/10.1044/2021\_JSLHR-21-00397

Alt, M., Fox, A., Levy, R., Hogan, T.P., Cowan, N., & **Gray, S**. (2021). Phonological working memory and central executive function differ in children with typical development and dyslexia. *Dyslexia, 28*, 20-39. https://doi.org/10.1002/dys.1699

Peter, B., Albert, A., Panagiotides, H. & **Gray, S.** (2021). Sequential and spatial letter reversals in adults with dyslexia during a word comparison task: Demystifying the ‘was saw’ and ‘db’ myths. *Clinical Linguistics and Phonetics,* 35. 310-339.DOI: 10.1080/02699206.2020.1780322

Lancaster, H., Li, J., & **Gray, S.** (2021). Selective visual attention skills differentially predict decoding and reading comprehension performance across reading ability profiles. *Journal of Research in Reading*, 44, 715-734. DOI:10.1111/1467-9817.12368

Currie, N. K., Francey, G., Davies, R., **Gray, S.** Bridges, M. S., Restrepo, M. A., Thompson, M. S., Ciralo, M. F., Hu, J., & Cain, K. (2021). The process and product of coherence monitoring in young readers: Effects of reader and text characteristics. *Scientific Studies of Reading*, *25*, 141-158. PMCID: PMC7986958. PMID 33762813. doi: 10.1080/10888438.2020.1831503

**Language and Reading Research Consortium (LARRC)**, Mesa, C., & Yeomans-Maldonado, G. (2021). English and Spanish predictors of grade 3 reading comprehension in bilingual children. *Journal of Speech, Language, and Hearing Research*, 64, 889-908.

Peter, B., Albert, A., & **Gray, S.** (2021). Spelling errors reveal underlying sequential and spatial processing deficits in adults with dyslexia. *Clinical Linguistics & Phonetics, 3,* 310-339. DOI: 10.1080/02699206.2020.1780322. PMID: 32552235

Erikson, J., Alt, M., **Gray, S.,** Green, S. Hogan, T. P., & Cowan, N. (2021). Phonological vulnerability for school-aged Spanish-English-speaking bilingual children. *International Journal of Bilingual Education and Bilingualism, 24,* 736-756. *DOI: 10.1080/13670050.2018.1510892. PMID: 33986624; PMCID: PMC8112070.*

**Gray, S**., Lancaster, H., Alt, M., Hogan, T. P., Green, S., Levy, R., & Cowan, N. (2020). The structure of word learning in young school-age children. *Journal of Speech, Language, and Hearing Research, 63,* 1446-1466. PMCID: Pending. https://doi.org/10.1044/2020\_JSLHR-19-00186

Wilcox, M. J., **Gray, S**., & Reiser, M. (2020). Preschoolers with developmental speech and/or language impairment: Efficacy of the Teaching Early Literacy and Language (TELL) curriculum. *Early Childhood Research Quarterly*, 51, 124-143.

Alt, M., **Gray, S.,** Hogan, T. P., Schlesinger, N., & Nelson, C. (2019). Spoken word learning differences among children with dyslexia, concomitant dyslexia and developmental language disorder, and typical development. *Language, Speech, and Hearing Services in Schools, 50*, 540-561. *doi: 10.1044/2019\_LSHSS-VOIA-18-0138. PubMed PMID: 31600465.*

**Language and Reading Research Consortium (LARRC)**, Currie, N. K., & Muijselaar, M. M. L. (2019). Inference making in young children: The concurrent and longitudinal contributions of verbal working memory and vocabulary. *Journal of Educational Psychology*, 111, 1416-1431.

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***INVITED PUBLICATIONS AND EDITORIAL ARTICLES***

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**Gray, S.** (2017). Resources for LSHSS authors. *Language, Speech, and Hearing Services in Schools*. doi.org/10.1044/2017\_LSHSS-17-0067

**Gray, S.** (2017). Introduction to the clinical forum: Reading comprehension is not a single ability. *Language, Speech, and Hearing Services in Schools.* doi:10.1044/2017\_LSHSS-16-0080

**Gray, S**. (2016). Exciting changes are coming to LSHSS! You are invited to participate! *Language, Speech, and Hearing Services in Schools, 47, 259.* doi:10.1044/2016\_LSHSS-16-0025

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***BOOK CHAPTERS***

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Reiser, M., Yao, L., Wang, X. Wilcox, J. J., & Gray, S. (2017). A comparison of bootstrap confidence intervals for multi-level longitudinal data using Monte-Carlo simulation. In *Monte-Carlo Simulation-Based Statistical Modelling*, pgs 367-403. Singapore: Springer.

Gray, S. & Restrepo, M. (2016). Listening comprehension: Assessment, predictors, and intervention. In *Topics in Language Disorders*, 36(4), 307-311. Lippincott Williams and Wilkins

Bridges, M.S., Justice, J.M., Hogan, T.P., & **Gray, S.** (2011). Promoting Lower- and Higher-Level Language Skills in Early Education Classrooms. In R. Pianta (Ed). *Handbook of Early* *Education*. New York, NY: Guilford Press.

Restrepo, M.A. & **Gray, S.** (2011). Professional Development Practices and Content for Professionals Working with Preschool Dual Language Learners. In B. Goldstein (Ed). *Bilingual Language Development and Disorders in Spanish-English Speakers.* Baltimore: Brooks.

**Gray, S.** (2008). Mentoring Preschool Teachers. In L. Justice and C. Vukelich (Eds.) *Creating Preschool Centers of Excellence in Language and Literacy*. New York: Guilford.

Restrepo, M. A. & **Gray, S.** (2007). Optimizing literacy in English language learners. *Seminars in Speech and Language, 28,* 25-47*.*

***INVITED PRESENTATIONS***

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**Gray, S.** (2022, November). Foundations of early literacy. Heimerer Multilingualism Seminar, Kosovo (virtual).

Alt, M., Graham, S., **Gray, S**., Restrepo, M. A., & Scherer, N. (2022, March). Keynote panel: Breaking the intervention mold. Panel presentation at the Speech, Language, and Learning Intervention Research Symposium (SLLIVRS) (virtual).

**Gray, S**., Wilcox, M. J., Reiser, M., & Marley, S. (2021, October). Efficacy of the Teaching Early Literacy and Language (TELL) curriculum in children from low-income families. Talk presented to the Clinical Education Efficacy and Services ECHO.

Clark, T, **Gray, S**., Masseur, L., & Foley, L. (2021, August). What is the Science of Reading and Why Does it Matter? Talk presented at the annual First Things First Arizona Early Childhood Summit (virtual).

Gifford, R., Corbin, N., Smith, S., Hogan, T., & **Gray, S.** (2020, November). Writing successful research grant applications in communication sciences and disorders: Advice from experts. Invited talk presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL. Meeting cancelled.

**Gray, S.,** (2019, November).Why institute of education science (IES) funding might be right for you**.** Invited talk accepted for presentation at the annual meeting of the American Speech-Language-Hearing Association, San Diego, CA. This meeting was cancelled.

**Gray, S.,** (2019, October). Changing outcomes: A team approach to improving reading comprehension. 14th Annual James Case Memorial Workshop, Tempe, AZ.

**Gray, S**., (2018, November). Evidence-Based Vocabulary Instruction. Short course presented at the annual meeting of the American Speech-Language-Hearing Association, Boston, MA.

Liss, J., **Gray, S**., Cannon, M. Barkmeier-Kraemer, J. (2018, November). So you want to be an ASHA journal reviewer? Invited talk presented at the annual meeting of the American Speech-Language-Hearing Association, Boston, MA.

Alt, M., **Gray, S**., Green, S., Hogan, T., 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.

**Gray, S.** (September, 2016). Evidence-Based Vocabulary and Reading Comprehension Instruction. Grunewald-Blitz Workshop presented at the University of Arizona, Tucson, AZ.

**Gray, S.** and Language and Reading Research Consortium(October, 2015). Development and Efficacy of the Let’s Know! Curriculum Supplement for Improving Oral Language and Listening comprehension in Preschool through Third Grade. Talk presented at the 3rd Annual Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ.

**Gray, S.** (September, 2015). Improving Future Reading Comprehension by Strengthening Oral Language and Listening Comprehension in Grades PreK through 3. Talk presented at the Fred J. Wellington Memorial Foundation Symposium ‘Preventing Reading Problems: Strengthening the Bridge Connecting Research and Practice in Early Childhood Education,’ Phoenix, AZ.

**Gray, S**., Evans, J., Sullivan, J., Rodriguez, B, Kiran, S., & Green, J. (November, 2012). Thinking About a Ph.D.? Information for Prospective Doctoral Students. Seminar presented at the annual meeting of the American Speech-Language-Hearing Association, Atlanta, GA.

**Gray, S.,** Language and Reading Research Consortium (October, 2012). Fidelity of the LARRC Reading Comprehension Interventions. Invited presentation to the Reading Comprehension Symposium, University of Canterbury, New Zealand.

**Gray, S.** (October, 2010). Talk and Read to Children: Immunize Against Illiteracy and Promote School Success. Invited presentation at the University of Arizona Medical School Pediatrics in the Desert Annual Conference, Tucson, AZ.

**Gray, S.** (2009, November). Teaching Vocabulary in Early Childhood Classrooms. Invited presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans.

Schuele, M., **Gray, S.,** Sheffner Hammer, C., Justice, L., Restrepo, A. M. & van Kleeck, A. (2009, November). Language and Literacy: Optimizing Outcomes for Preschoolers. Invited presentation at the annual meeting of the American Speech-Language-Hearing Association, New Orleans.

**Gray, S.** (2005, October). Successful Assessment Strategies for Children, Professional Development, and Program Evaluation. Invited presentation at the U.S. Department of Education Early Reading First Grantee Meeting, Miami, FL.

**Gray, S.** (2004, November). Learning and Using New Words: Research to Practice. Invited presentation at the annual meeting of the American Speech-Language, Hearing Association, Philadelphia, PA.

***PEER-REVIEWED PRESENTATIONS (past five years)***

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Bridges, M., Nelson-Strouts, K., **Gray, S**., Cain, K., Restrepo, L., Thompson, M., Hu, J., & Davies, R. (2023, February). Use of a think-aloud procedure to examine adolescent reading strategies. Poster to be presented at Pacific Coast Research Conference, San Diego, CA

**Gray, S**., Thompson, M., Davies, R., Ciraolo, M., Hu, J., Cain, K., Restrepo, M. A. & Bridges, M. (2022, July). The structure of reading comprehension in 6th grade Spanish-English and monolingual English-speaking students: The quandary of fit. Spoken presentation at the 29th Annual Meeting of the Society for the Scientific Studies of Reading, Newport Beach, CA.

Mesa, C., Restrepo, M. A., & **Gray, S**. (2022, July). Usability and teacher perception of a supplemental language-based curriculum for Spanish-English bilingual children. Spoken presentation at the 29th Annual Meeting of the Society for the Scientific Studies of Reading, Newport Beach, CA.

Bacon, C., Brown, J., & **Gray, S.** (2022, April). Project ECHO: A powerful platform for community engagement. Talk presented at the annual meeting of the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), Portland, OR.

Wilcox, M. J., **Gray, S**., Reiser, M., & Marley, S. (2022, April). Increasing the quality of the language and early literacy instructional environment in inclusive preschool classrooms. Poster accepted for presentation at the annual meeting of the American Educational Research Association (virtual).

Sacchetta, M. & **Gray, S.** (2021, November). Slaying bad behavior: Online professional development increases the use of behavior analysis in educational settings. Talk presented at the annual meeting of the American Speech-Language-Hearing Association, Washington DC.

Sacchetta, M. & **Gray, S**. (2021, November). Releasing ultra-prepared SLP students into the wild: Using cognitive apprenticeship in clinical education. Talk presented at the annual meeting of the American Speech-Language-Hearing Association, Washington DC.

**Gray, S.** Wilcox, M. J., Reiser, M., and Marley, S. (2021, September). Efficacy of the Teaching Early Literacy and Language (TELL) curriculum with low-income preschoolers. Talk presented at the annual meeting of the Society for Research on Educational Effectiveness, Arlington, VA.

Bridges, M.S., Nelson-Strouts, K., Cain, K., Ciraolo, M., Davis, R., **Gray, S**., Hu, J., Restrepo, L, & Thompson, M. (2021, July). Influence of Vocabulary Depth and Breadth on Text Type. Poster presented at the virtual meeting of the Society for the Scientific Study of Reading.

Currie, N., Francey, G., Davies, R., **Gray, S**., Restrepo, M. A., Thompson, M, Bridges, M., & Cain, K. (2021, July). The influence of reader and text characteristics on 6th graders’ inference making. Talk presented at the virtual meeting of the Society for the Scientific Study of Reading.

**Gray, S**., Levy, R., Alt, M. Hogan, T, and Cowan, N. (2021, June). Working memory predicts new word learning over and above existing vocabulary and nonverbal IQ. Symposium on Research in Child Language Disorders, (virtual) Madison, WI.

Cain, K., Currie, N. K., Francey, G., Davies, R., **Gray, S**., Thompson, Bridges, M. S., & Restrepo, M. A. (2020; July) The influence of reader and text characteristics on 6th graders’ inference making. Talk accepted for presentation at the Annual Meeting of Society for Scientific Study of Reading, New Port Beach, CA. (Conference cancelled - abstracts will be made available online).

**Gray, S.,** Hogan, T. P., Fox, A., Komesidou, R., Alt, M., & Cowan, N. (2020; February). The structure of working memory in school-age children with dyslexia. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

**Gray, S.,** Lancaster, H., Alt, M., Hogan, T., Levy, R., & Cowan, N. (2019, November). The structure of word learning in young school-age children. Talk presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL.

Davis, M.F., Alt, M., Alkhadim, G., **Gray, S.**, Hogan, T., & Cowan, N. (2019, November). Exploring word learning patterns using cluster analysis. Annual meeting of the American Evaluation Association, Minneapolis, MN.

Alkhadim, G., Alt, M., Davis, M. F., **Gray, S.,** Hogan, T., & Cowan, N. (2019, November). Exploring word learning patterns using latent profile analysis. Annual meeting of the American Evaluation Association, Minneapolis, MN.

Cleveland, A., Sacchetta, M., **Gray, S.,** Alt, M., Hogan, T., & Cowan, N. (2019, November). Central executive function and scores on an ADHD rating scale. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL

**Gray, S.,** Thompson, M., & Language and Reading Research Consortium (LARRC; 2019, July). Equivalence of a unidimensional model of reading comprehension across young monolingual English and Spanish-English dual-language learners. Spoken presentation at the 26th Annual Meeting of the Society for the Scientific Studies of Reading, Toronto, CA.

Cain, K., Currie, N., Davies, R., **Gray, S**., Bridges, M., Restrepo, L., Thompson, M. (2019, July). Comprehension monitoring in grade 6: the influence of text and reader characteristics. Spoken presentation at annual meeting of Society for the Scientific Study of Reading, Toronto, CA.

Cain, K., Currie, N., Francey, G., Davies, R., **Gray, S.,** Bridges, M., Restrepo, L., Thompson, M. (2019, July). How text and reader characteristics influence sixth graders’ ability to monitor their comprehension. Spoken presentation at annual meeting of Society for Text and Discourse, New York.

McGee, Samuel, Restrepo, M. A., **Gray, S**., Alt, M., Hogan, T., Brinkley, S., & Cowan, N. (2019, July). Word learning in bilingual 6th graders receiving English-only instruction: Learning rate differences from monolingual peers. Poster presented at the International Symposium on Bilingualism, Edmonton, Canada.

Calvin, K. L. & **Gray, S.** (2019, June). Thinking maps and their effect on reading comprehension in Spanish-English dual language middle school students with learning disabilities. Poster presented at the Child Language Symposium, Sheffield, UK.

 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.

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.

Peter, B., Hogan, T., Alt, M., Green, S., Cowan, N., Schrauwen, I., Naymik, M., Sacchetta, M., Vose, C., Deshpande, K., Guido, J., & **Gray, S**. (2018, October). Copy-number variations in children with disorders of spoken and written language point to genes with prenatal cerebellar expression. American Society of Human Genetics Meeting.

Lancaster, H., Li, J., & **Gray, S**. (2018, July). Predicting reading comprehension in children with different types of reading disorders. Poster presented at the Society of Scientific Studies of Reading, Brighton, England.

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. Society for the Scientific Study of Reading Annual Convention, Brighton, England.

Schlesinger, N. & **Gray, S**. (2018, February). The impact of multisensory instruction on learning letter names and sounds, word reading, and spelling. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Sacchetta, M., **Gray, S**., Green, S., Alt, M., Hogan, T., & Cowan, N. (2017, November). Working memory increases in elementary age children. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Los Angeles, CA.

Runnion, E. & **Gray, S.** (2017, November). Variability in early literacy skills of children with hearing impairment. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Los Angeles, CA.

Yang, H. & **Gray, S.** (2017, November). The relationship between executive function and language in preschoolers with and without primary language impairment. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, 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

**Gray, S**., Green, S., Alt, M., Hogan, T., & Cowan, N. (2017, July). Working memory profiles of children with dyslexia, language impairment, and typical development. Talk presented at the Society for the Scientific Study of Reading 24th Annual Meeting, Halifax, Nova Scotia.

O’Connell, A. A., Yeomans-Maldonado, G., Bhaktha, N., Murphy, K., & Language and Reading Research Consortium (LARRC; 2017, July). Ecological profiles of pre-k children’s home environment and their relationship to early language and reading skills. Talk presented at the Society for the Scientific Study of Reading 24th Annual Meeting, Halifax, Nova Scotia.

Arizmendi, G. D., Alt, M., Gray, S. Hogan, T., 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 presented at the Symposium on Research in Child Language Disorders, Madison, Wisconsin.

Mettler, H., Alt, M., Gray, S., Hogan, T., Green, S., & Cowan, N. (2017, June). The relationship between phonological working memory and sentence production in school-age children. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

Alonzo, C.N.; Hogan, T.P.; Yeomans-Maldonado, G.; Murphy, K.; & the Language and Reading Research Consortium (2016, July). Predicting second grade listening comprehension using prekindergarten & kindergarten measures. Society for the Scientific Study of Reading 23rd Annual Meeting, Porto, Portugal.

Bengochea, A., Mesa, C., Restrepo, M. A., Piasta, S. B., Jiang, H., & The Language and Reading Research Consortium (2016, July). Piloting a supplemental, language-enhancement English/Spanish curriculum for dual language learners: A feasibility study of Vamos a aprender! In Connor, C. M. (Chair), Reading for Understanding Initiative. Symposium conducted at the meeting of Scientific Study of Reading, Porto, Portugal.

Piasta, S.B. Language and Reading Research Consortium, & Jiang, H. (2016, July). Targeting lower- and higher-level language skills to support comprehension: Initial results for Let’s Know! Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Murphy, K.A., Farquharson, K., Yeomans-Maldonado, G., & LARRC (2016, July). Investigating profiles of lexical quality in preschool and their contribution to first grade reading. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Restrepo, L., Yeomans-Maldonado, G., Mesa, C., Gray, S., Hogan, T., & the Language and Reading Research Consortium. (2016, July). The Contribution of Oral Language, High-Level Language and Decoding Across Grades in Reading Comprehension in Dual Language Learners. Presentation given at the Society for the Scientific Study of Reading, Porto, Portugal.

Baron, L. S., Hogan, T. P., Alt, M., Gray, S., 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.

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

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.

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.

Wilcox, M. J. & Gray, S. (2016, June). Coaching Teachers to Embed Early Literacy and Language Teaching Strategies across the Curriculum (United States). Paper presented at the International Society on Early Intervention Conference, Stockholm, Sweden.

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., Green, S., Gray, S., Cabbage, K., & Cowan, N. (2016, February). Word learning deficits in children with dyslexia. Poster presented at Pacific Coast Research Conference, Coronado, CA.

Gray, S., Logan, J., Catts, H., Pentimonti, J., & Language and Reading Research Consortium (2016, February). Oral Language and Listening Comprehension: Same or Different Construct? Poster presented at the Pacific Coast Research Conference, Coronado, CA.

Yang, H. & Gray, S., (2015, November). Executive Function in Preschoolers with Primary Language Impairment. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Denver, CO.

Baron, L., Hogan, T., Alt, M., Gray, S., Cabbage, K., Limson, C., Brinkley, S., Green, S., & Cowan, N. (2015, November). Orthographic Influences on Word Learning by Second-Graders with Comorbid Dyslexia and Specific Language Impairment. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Denver, CO.

Riordan, M., Restrepo, M. A., Gray, S., & Smyk, E. (2015, November). Validation of the Spanish-English Language Proficiency Scale – Revised. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Denver, CO.

Gray, S., Green, S., Alt, M., Hogan, T. Brinkley, S., & Cowan, N. (2015, October). The Structure of Working Memory in Young Children with Typical Development. Poster presented at the Ninth Biennial Meeting of the Cognitive Development Society, Columbus, Ohio.

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, HI.

Arizmendi, G., Alt, M., Gray, S., Hogan, T., Green, S., Cowan, N. (2015, June). Word learning in Spanish-English Bilingual Children. Poster presented at Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

Gray, S. & Language and Reading Research Consortium (2015, February). Background and Development of the Let’s Know! and ¡Vamos a Aprender! Curriculum Supplements. Paper presented at the Pacific Coast Research Conference, Coronado, CA.

Brown, J. & Gray, S. (November, 2014). The Perceived Value of the Teaching Early Language & Literacy Curriculum: The Teachers' Perspective. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL.

Gray, S., Bridges, M. & Hogan, T. (November, 2014). Preliminary Impacts of Let's Know! Curriculum Supplement to Improve Reading Comprehension in Grades PK─3. Seminar presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL.

Yang, H., Gray, S., Reno, E., Parikh, A., Brinkley, S., Hogan, T., Alt, M. & Green, S. (November, 2014). Do Children with Dyslexia Have a Phonological Short-Term Memory Deficit? Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL.

Kapantzoglou, M., Restrepo, M. A., Gray, S., & Thompson, M. (November, 2014). How Are Children Grouped in an Unclassified Sample Based on CELF-4 Spanish? Latent Profile Analysis. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL.

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.

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? Oral presentation at the Seventh European Working Memory Symposium, Edinburgh, Scotland.

Gray, S., Yang, H., Schlesinger, N., & Weinhold, J. (2014, June). Strengths and Weaknesses of Phonological and Semantic Processing and Word Representations in Preschoolers with Specific Language Impairment. Poster presented at the thirty-fifth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI

Language and Reading Research Consortium (LARRC) (2014, June). Language Intervention for Preschool Children: Impacts of Let’s Know! Poster presented at the thirty-fifth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI

Alt, M., Gray, S., Hogan, T., Green, S., & Cowan, N. (2014, June). Word Learning Deficits in Children with Dyslexia: More than Phonology. Poster presented at the thirty-fifth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI

Kapantzoglou, M., Restrepo, M., Gray, S., Thompson, M., & Gorin, J., (2014, June). Bilingual Children with and without Language Impairment: Are There Only Two Groups? Poster presented at the thirty-fifth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI

Runnion, E., Ratiu, I., Restrepo, M., Gray, S., Gorin, J., & Thompson, M. (2014, June). Comparing the Measurement Structure of a Language Screener Between Spanish-speaking Children with and without Language Impairment. Poster presented at the thirty-fifth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI

Castilla-Earls, A., Restrepo, L., Perez-Leroux, A., & Gray, S. (2014, June). Language Impairments vs. Bilingual Effects in Spanish-Speaking Children. Poster presented at the thirty-fifth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI

Wilcox, M. J., Gray, S., Reiser, M. (April, 2014). Growth of Language and Early Literacy Skills in Preschool Children with Developmental Speech and/or Language Impairment. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Gray, S. and the Language and Reading Research Consortium (March, 2014). Impact of the Let’s Know! Curriculum Supplement on Preschool and Elementary Classroom Environments. Seminar presented at the biennial conference of the British Dyslexia Association, Guildford, England.

Gray, S., Schlesinger, N., Weinhold, J., & Yang, H. (November, 2013). Effect of Phonological Primes in Preschoolers with Typical Development and Specific Language Impairment. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Chicago, IL.

Gray, S., Alt, M., Hogan, T., Kan, P. F., McGregor, K., Pittman, A., Stiles, D., & Storkel, H. (November, 2013). What’s the Word in Word-Learning Research? Latest Research Hot Off the Presses! Seminar presented at the annual meeting of the American Speech-Language-Hearing Association, Chicago, IL.

Barragan, B., Restrepo, M. A., Castilla-Earls, A., Olivares, S., & Gray, S. (November, 2013). Performance of Low-Income Spanish-Speaking Children in English-Only Schools on the CELF-4 Spanish. Presentation at the annual meeting of the American Speech-Language-Hearing Association, Chicago, IL.

Castilla-Earls, A., Restrepo, M. A., & Gray, S. (November, 2013). Language Impairments vs. Bilingual Effects in Spanish-Speaking Children. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Chicago, IL.

Restrepo, M. A., **Gray, S**., and the Language and Reading Research Consortium (July, 2013). Language Bases of Language Comprehension in Preschool Bilinguals Learning to Read in English as a Second Language. Presentation at the Twentieth Annual Meeting of the Society for the Scientific Study of Reading, Hong Kong.

Restrepo, M. A., Smyk, E., & **Gray, S.** (July, 2013). English Language Learners’ Performance on Language Sample Measures Across Second Language Proficiency Levels. Presentation at the Twentieth Annual Meeting of the Society for the Scientific Study of Reading, Hong Kong.

**Gray, S.,** Restrepo, M. A., O’Connell, A., Pentimonti, J., & the Language and Reading Research Consortium (June, 2013). Dimensionality of Language in Young Spanish-English Dual Language Learners. Poster presented at the thirty-fourth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.

Runnion, E., Schlesinger, N., Smyk, E., Restrepo, M. A., Gorin, J., & **Gray, S**. (June, 2013). Measurement Structure of Linguistic and Processing Skills on a New Measure to Screen Spanish-Speaking Children. Poster presented at the thirty-fourth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.

Kapantzoglou, M., Restrepo, M. A., **Gray, S**., Thompson, M., & Gorin, J. (June, 2013). Latent Language Ability Groups in Bilingual Children. Poster presented at the thirty-fourth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.

Wilcox, M. J., **Gray, S**., & Reiser, M. (April, 2013). Growth of Language and Early Literacy Skills in Preschool Children with Developmental Speech and/or Language Impairment. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Wilcox, M. J., **Gray, S.**, & Guimond, A. (November, 2012). Preschoolers with Language Impairment: Growth of Language and Literacy Skills. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Atlanta, GA.

**Gray, S.,** Yang, H.C., Brinkley, S. & Weinhold, J. (June, 2012). Phonological and Semantic Priming Effects on Picture Naming by Preschoolers with Typical Development and Specific Language Impairment. Poster presented at the thirty-third Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.

**Gray, S.**, Weinhold, J., Brinkley, S. & Xu, Y. (November, 2011). Effect of Retrieval Cues, Phonotactic Probability and Object Familiarity on Word Learning by Preschoolers. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, San Diego, CA.

Smyk, E., Restrepo, M. A., Gorin, J. & **Gray, S.** (November, 2011). Validation of a Global Oral English Language Proficiency Scale. Presentation at the annual meeting of the American Speech-Language-Hearing Association, San Diego, CA.

**Gray, S**., Brinkley, S. & Weinhold, J. (June, 2011). Phonological Word Form Representations of Preschoolers with SLI. Poster presented at the thirty-second Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.

Kapantzoglou, M., Thompson, M. S., Restrepo, M. A., Gorin, J. & **Gray, S**. (June, 2011). Assessing Measurement Bias in Spanish Sentence Repetition and Morphology Tasks. Poster presented at the thirty-second Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.

Srivastava, P. & **Gray, S.** (June, 2011). Computer-Based and Paper-Based Reading Comprehension in Adolescents with Typical Language Development and Language-Learning Disability. Poster presented at the thirty-second Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.

**Gray, S.** (April, 2011). Differentiating Dysgraphia, Dyslexia, and Language Learning Disability. Presentation at the annual meeting of the Arizona Speech-Language-Hearing Association, Phoenix, AZ.

**Gray, S.,** Wilcox, M. J. & Guimond, A. (March, 2011). Efficacy of a New Early Literacy and Language Curriculum Package for Preschool Children with Developmental Speech and/or Language Impairment. Poster presentation at the bi-annual meeting of the Society for Research in Child Development, Montreal, Canada.

***AWARDS***

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2022 ASU Knowledge Enterprise Washington DC Leadership Forum (2022-2023)

2022 Fulbright Specialist Roster (2022-2025)

2022 Arizona State University Faculty Women’s Association Outstanding Faculty Mentor Award

2022 American Speech-Language-Hearing Association Award for Continuing Education

2021 Honors of the American Speech-Language-Hearing Association

2021 American Speech-Language-Hearing Association Award for Continuing Education

2018, 2019, 2020, 2021 Nominated for Outstanding Faculty Mentor Award

2018 American Speech-Language-Hearing Association Award for Continuing Education

2015 American Speech-Language-Hearing Association Award for Continuing Education

2014 Distinguished Alumnus Award, Department of Speech, Language, and Hearing Sciences,

University of Arizona

2014 American Speech-Language-Hearing Association Award for Continuing Education

2013 Fellow, American Speech-Language-Hearing Association

2013 American Speech-Language-Hearing Association Clinical Practice Research Institute Awardee

2012 Meritorious Poster, American Speech-Language-Hearing Association

2012 American Speech-Language-Hearing Association Award for Continuing Education

2011 National Center for Special Education Research, Institute of Education Sciences, Summer Research Training Institute on Single Subject Research Designs Traineeship

2011 American Speech-Language-Hearing Association Award for Continuing Education

2010 University of Pittsburgh Teaching Survival Skills and Ethics Program Traineeship

2009 Leadership Development Initiative – ASU Office for Developing Transformational Leaders

2008 Spencer Foundation Workshop in Quasi-Experimental Design and Analysis in Education Traineeship

2008 American Speech-Language-Hearing Association Award for Continuing Education

2007 National Center for Education Research Institute for Education Sciences Summer Research Training Institute on Cluster Randomized Trials Traineeship

2006 President’s Medal for Social Embeddedness awarded to the Tempe Early Reading First Partnership (PI)

2006 Nominated for the Dean’s Distinguished Teaching Award

2005 American Speech-Language-Hearing Association Award for Continuing Education

2005 Nominated for the Dean’s Distinguished Teaching Award

***PROFESSIONAL AFFILIATIONS***

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American Speech-Language-Hearing Association (ASHA)

Society for the Scientific Study of Reading (SSSR; Voting member)

Reading League

Arizona Speech-Language-Hearing Association (ArSHA)

***PROFESSIONAL DEVELOPMENT***

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2020-2022 ASU Knowledge Enterprise Washington DC Leadership Forum (2022-2023; 7.5 contact hours; four day trip to Washington, DC)

 American Speech-Language-Hearing Association CEUs 2022 (70 contact hours; 7.0 CEUs)

 REMOTE 2022: Maximizing Success for Learners (Badge; 3 hours)

 The Association of College and University Educators and The American Council on Education **Certificate in Effective College Instruction** (~50 hours) including microcredentials in:

* Creating an Inclusive Learning Environment
* Promoting Active Learning
* Inspiring Inquiry and Lifelong Learning
* Designing Student-Centered Courses

 ASU Teaching Experience Conversation Series (4 hours)

University of Washington Lecture Series: Confronting Systemic Racism in Communication Sciences and Disorders Academic Training Programs (1.5 hours)

College of Health Solutions Remote Instructor Training (~4 hours) including badges in: Pedagogical Strategies; Technological Strategies; Communication Strategies; Interpersonal Strategies

ASU Faculty Women’s Association Leadership Summit 2021 Embracing Our Charter: Leading Inclusion at ASU and Beyond (1.5 hours)

National Institutes of Health: Eliminating Bias in Peer Review (2 hours)

American Speech-Language-Hearing Association CEUs for 2020 (6 hours)

***PROFESSIONAL SERVICE***

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**Editorial**

Editor-in-Chief, Language, Speech, and Hearing Services in Schools, 2017-2019

Editor, Language, Speech, and Hearing Services in Schools, 2016-2017

Guest Editor, Topics in Language Disorders, 2015-2016

Associate Editor, Journal of Speech, Language, and Hearing Research, 2013-2016

Guest Associate Editor, Speech, Language, and Hearing Services in Schools, 2014

Guest Associate Editor, Journal of Speech, Language, and Hearing Research, 2009-2013

Reviewer, Journal of Speech, Language, and Hearing Research, 2005-2022

Reviewer, Developmental Neuropsychology, 2020, 2022

Reviewer, Child Development, 2022

Reviewer, American Journal of Speech-Language Pathology, 2021

Reviewer, Journal of Learning and Individual Differences, 2021

Reviewer, Clinical Linguistics and Phonetics, 2020-2021

Reviewer, Journal of Cognitive Psychology, 2020

Reviewer, Early Childhood Research Quarterly, 2020

Reviewer, Journal of Communication Disorders, 2020

Reviewer, Discourse Processes, 2019

Reviewer, American Journal of Speech-Language Pathology, 2015

Reviewer, Language, Speech, and Hearing Services in Schools, 2013-2014; 2019

Reviewer, Scientific Studies of Reading, 2013-2015

Reviewer, The Elementary School Journal, 2013-2014

Reviewer, Archives of Clinical Neuropsychology, 2013

Associate Editor, Language, Speech, and Hearing Services in Schools, 2007-2012

Reviewer, Journal of Research in Reading, 2012

Reviewer, Early Childhood Research Quarterly, 2008-2009, 2011-2012

Reviewer, Developmental Psychology, 2012-2013

Editorial Consultant, Journal of Speech, Language, and Hearing Research 2005-2010

Reviewer, Developmental Psychology, 2008, 2011

Reviewer, Applied Psycholinguistics, 2009-2011

Reviewer, International Journal of Speech-Language Pathology, 2008

Reviewer, Language, Speech, and Hearing Services in Schools 2001-2003, 2005-2008

Reviewer, Early Childhood Services: An Interdisciplinary Journal of Effectiveness, 2007

Guest Associate Editor, Language, Speech, and Hearing Services in Schools, 2006

Reviewer, Journal of Speech, Language, and Hearing Research 1999-2001, 2003-2004

Reviewer, American Journal of Speech-Language Pathology 2006

Reviewer, Psychological Science 2006-2007

Reviewer, Journal of Communication Disorders 2002-2003

**Grant Review Panels**

Standing Member, National Institutes of Health Language and Communication (LCOM) Panel, 2021-2025

Grant Reviewer, National Institutes of Health Language and Communication (LCOM) Panel, 2020

Grant Reviewer, National Institutes of Health ZDC1 SRB-E Voice, Speech, & Language Fellowship Review, 2020

Grant Reviewer, National Institutes of Health Special Emphasis Panel ZDC1 SRB-R (40) L, 2019-2020

Standing Member, National Institutes of Health National Institute on Deafness and Other Communication Disorders, Communication Disorders Review Committee, 2015-2019

Grant Reviewer, National Institutes of Health ZDC1 SRB-E Voice, Speech, and Language Fellowship Review, 2019

Grant Reviewer, National Institutes of Health Center for Scientific Review, Ad Hoc LCOM Study Section, 2015

Grant Reviewer, National Institutes of Health Center for Scientific Review, Brain Disorders, Language, Communication and Related Neurosciences F01 Study Section, 2014-2016

Grant Reviewer, U.S. Department of Education Institute for Education Sciences Early Intervention and Early Childhood Education Panel, 2014

Grant Reviewer, National Science Foundation, Behavioral and Cognitive Sciences, 2013

Grant Reviewer, NIH NIDCD F31, F32, 2013

Grant Reviewer, NIH NIDCD Special Emphasis Panels, 2011, 2012, 2013

Grant Reviewer, Georgia IES Striving Readers Program, 2012, 2013

Grant Reviewer, U.S. Dept. of Education IES Striving Readers Program, 2011

Grant Reviewer, Standard Research Grants program of the Social Sciences and Humanities Research Council of Canada, 2009-2010

Grant Reviewer, Health Research Board of Ireland, 2007

Grant Reviewer, Israel Science Foundation, 2007

Grant Reviewer, Canadian Language and Literacy Research Network Research Program Applications

 2006

Grant Reviewer, American Speech-Language-Hearing Foundation New Investigator Awards 2005-2007

Grant Reviewer, American Speech-Language-Hearing Foundation Student Research Grant in Early Childhood Language Disorders, 2003-2005, 2007

**Boards, Committees, and Technical Groups**

American Speech-Language-Hearing Association Publications Board, Member, 2015-2019

American Speech-Language-Hearing Association Research and Scientific Affairs Committee, Member, 2012-2014

American Speech-Language-Hearing Association Scientific and Professional Education Board, Member, 2012-2014

Member, U.S. Dept. of Education Technical Working Group, Early Reading First, 2008

Site Visitor, U.S. Dept. of Education Early Reading First, 2006-2008

Committee Member, American Speech-Language-Hearing Association 2012-2013

 Infant/Toddler/Preschool Topic Committee for Annual Meeting of ASHA

Committee Member, American Speech-Language-Hearing Association 2003-2004

 Language Science Committee for Annual Meeting of ASHA

ASHA Working Committee on Recruitment, Retention, and Academic Preparation of Researcher and Teacher Scholars 1997

State of Arizona Department of Education focus group member for AZ READS 2002-2003

Item reviewer for the Arizona Educator Proficiency Assessments program conducted by the Arizona State Board of Education 2002-2003

**Mentorship and External Academic Committees**

Faculty Mentor, American Speech-Language-Hearing Association ‘Pathways’ Training 2019-2022

Faculty Mentor, College of Health Solutions, 2019-2021

Faculty Mentor, American Speech-Language-Hearing Association ‘Mentoring Academic-Research Careers’ 2020-2021

Faculty Mentor, American Speech-Language-Hearing Association Grant Review and Reviewer Training, 2014

Faculty Mentor, Arizona State University Obama Scholars, 2009-2015

Faculty Mentor, American Speech-Language-Hearing Association ‘Lessons for Success’, 2012-2014

Faculty Mentor, American Speech-Language-Hearing Association ‘Clinical Practice Research Institute’, 2010-2013

Faculty Mentor, American Speech-Language-Hearing Association ‘Mentoring Academic Research Careers’, 2008-2010

Faculty Mentor, American Speech-Language-Hearing Association ‘Building Undergraduate-Faculty Research Connections’ Program, 2008-2009

External Ph.D. Examiner, University of Canterbury, New Zealand, 2009

External Ph.D. Examiner, Curtin University, Australia, 2012

***UNIVERSITY SERVICE***

**University**

Member, President Crow’s Academic Council, 2011-2022

Member, Participant Registry Workgroup, Knowledge Enterprise, 2021-2022

Member, ASU Limited Submission Grant Reviewer, 2016-2019

**Program**

Member, SLP Curriculum & Program Committee 2021-2022

Lead, SHS Child Language Teaching Scope and Sequence Planning, 2020-2021

Lead, SHS Faculty Strategic Planning Group, 2019-2021

Member, SHS Strategic Planning Group, 2020-2021

Member, Search Committee for Program Director, MS Communications Disorders, 2021

Member, SHS Academic Program Review Committee, 2020-2021

Member, SHS SLP Program Committee 2019-2021

Member, Ph.D. Admissions and Program Committee 2018-2022

Member, SHS Program Promotion and Tenure Committee 2018-2021

Chair, Department of Speech and Hearing Science Ph.D. Committee, 2009-2018

Member, Department of Speech and Hearing Science Clinical Faculty Search Committee, 2014-2015

Member, Department of Speech and Hearing Science Personnel and Budget Committee, 2013-2014

Member, Department of Speech and Hearing Science Search Committees, 2013-2014

Member, Department of Speech and Hearing Science Curriculum Revision Committee, 2012-2014

Member, Department of Speech and Hearing Science Master’s Program Committee, 2013-2014

Member, Department of Speech and Hearing Science Program Director’s Group, 2013-2014

Member, Department of Speech and Hearing Science Curriculum Committee, 2012-2014

Member, Department of Speech and Hearing Science Program Review Committee, 2013-2014

Chair, Language and Cognition Collaborative, 2009-2010

Chair, Department of Speech and Hearing Science Colloquium Committee 2006-2008

Chair, Department of Speech and Hearing Science Ad Hoc Schools Committee 2006-2008

Chair, Department of Speech and Hearing Science Faculty Search Committee, 2008

Interim Chair, Department of Speech and Hearing Science Personnel and Budget Committee, 2007

**College**

Member, Justice, Equity, Diversity, and Inclusion (JEDI) Council, 2020-2022

Member, Community Cohort Planning Group, 2021-2022

Chair, College of Health Solutions Personnel Committee, 2020-2022

Member, College of Health Solutions Promotion and Tenure Committee, 2013-2022

Member, College of Health Solutions Research Council, 2018-2021

Member, Research Council Regulatory Group, 2021

Reviewer, Certificate in Clinical Genetics for Health Professions, 2020

Reviewer, Affinity Network Proposals, 2020

Member, CHS Research Hub Strategic Planning Group, 2020

Member, College of Health Solutions Academic Program Review Committee, 2020-2021

Member, College of Health Solutions Personnel Committee, 2013-2021

Member, College of Health Solutions Grant Review Committee, 2019-2021

Member, College of Health Solutions Translational Team Committee, 2018-2019

Reviewer, Jump Start Grants 2018-2019

Reviewer, CHS Limited Submission Grants 2018-2019

Co-Chair, College of Health Solutions Search Committee for Behavioral Neuroscientist, 2019-2021

Member, College of Health Solutions Search Committee for Vice Dean, 2019-2020

Chair, College of Health Solutions Ad Hoc Personnel Committee 2018

Chair, College of Health Solutions Search Committee Research Analyst & Research Analyst Sr. Positions, 2018

Member, College of Health Solutions Curriculum Committee, 2017-2018

Member, College of Health Solutions Visioning Committees, 2017-2018

 Success Hub – Faculty

 Infrastructure – Research Operations

 Success Hub – Research

 Translational Teams – Structure, Process, and Evaluation

**COMMUNITY SERVICE**

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Member, Arizona Academy of Pediatrics Early Literacy Committee 2013-2017

Advisory Board, Reach Out and Read Arizona, 2011-2013

Advisory Board, Helios Foundation, 2010-2011