

Christine Brennan, Ph.D. CCC-SLP/L
Assistant Professor
Department of Speech, Language, and Hearing Sciences
University of Colorado, Boulder
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EDUCATION

- 2014 Ph.D., Communication Sciences and Disorders
Department of Communication Sciences and Disorders, Northwestern University
- 1999 M.A., Speech-Language Pathology
Department of Communication Sciences and Disorders, Northwestern University
- 1996 B.A., Communication Disorders
Department of Communication Disorders, Southern Connecticut State University

CERTIFICATIONS/LICENSURE

- 2000-Present Certificate of Clinical Competence, ASHA
- 2000-Present License in Speech Language Pathology, Illinois

PROFESSIONAL EXPERIENCE

- 2015-Present Assistant Professor
Coordinator of Undergraduate Study (since 2020)
Department of Speech, Language, and Hearing Sciences, University of Colorado Boulder
- 2015-Present Academic Fellow
Institute of Cognitive Sciences, University of Colorado Boulder
- 2015-Present Academic Fellow
Center for Neuroscience, University of Colorado Boulder
- 2014-2015 Visiting Assistant Professor
Department of Communication Sciences and Disorders, Northwestern University
- 2003-2020 Owner/Partner and Clinical Consultant
Brennan & Burns, LLC, Skokie, IL
- 1999-2003 Speech-Language Pathologist
Niles Township District of Special Education (NTDSE), District 807, IL

GRANTS & AWARDS

- 2020 Empowering economically disadvantaged adolescents with complex communication needs, University of Colorado Boulder Outreach Award. Role: Co-PI. Funded: \$12,000.
- 2020 Outstanding Faculty Mentor – Honorable Mention, University of Colorado Boulder, Undergraduate Research Opportunities Program (UROP)

- 2020 Application to CU Boulder RIO Seed Grant. Role: PI. Not funded.
- 2019 NSSLHA Faculty of the Year Award, University of Colorado Boulder, Department of Speech, Language, and Hearing Sciences
- 2019 Empowering economically disadvantaged adolescents with complex communication needs, University of Colorado Boulder Outreach Award. Role: Co-PI. Funded: \$9,000.
- 2019 App-based reading intervention for adults with dyslexia. Application to CU Boulder RIO Seed Grant. Role: PI. Status: Not funded.
- 2017 A systematic analysis of dynamic activation of multiple neural networks during mathematical tasks with incrementally increased language demands in typical school-aged children. Application to CU Boulder RIO Seed Grant. Role: PI. Not funded.
- 2016 Neural Bases of Language Scaffolding for Math Abilities. Application to the NSF Directorate for Education & Human Resources (EHR) Role: PI. Not funded.
- 2015 Neural organization of speech sound representation in children with and without dyslexia. University of Colorado Boulder Center to Advance Research and Training in the Social Sciences (CARTSS) Faculty Project Award. Role: PI. Funded: \$1,500.
- 2014 Hierarchical organization of the human auditory cortex: Evidence of a gradient for phonological grain size sensitivity. Cognitive Neuroscience Society Graduate Student Award: Role: Graduate student researcher. Funded: \$1,000.
- 2014 Hierarchical Organization of the human auditory cortex: The role of syllable structure and phonological grain size. Application to the NSF SBE Dissertation Improvement Grant in Linguistics. Role: Graduate student researcher. Not funded.
- 2012-2013 Joseph Levin Foundation Scholarship. Role: Graduate student researcher. Funded: tuition.
- 2009-2011 Ruth L. Kirschstein NRSA Institutional Research T32 Training Grant from the NIDCD (T32 DC009399-01A10). Role: Graduate student researcher. Funded: tuition.
- 2011 Method of reading instruction fosters processing speed and sensitivity to orthographic grain size. Northwestern University Graduate School Travel Grant (International Mind, Brain and Education Society Conference). Role: Graduate student researcher. Funded: \$1,000.
- 2010 Differences in the neural substrate for reading English and Chinese emerges over development Northwestern University Graduate School Travel Grant (Human Brain Mapping Conference). Role: Graduate student researcher. Funded: \$1,000.

PEER-REVIEWED PUBLICATIONS (*indicates student author)**PUBLISHED OR IN PRESS**

1. Brennan, C., & *Kiskin, J. (2019). Distinct Benefits Given Large Versus Small Grain Orthographic Instruction for English-Speaking Adults Learning to Read Russian Cyrillic. *Journal of Psycholinguistic Research*, 1-19. <https://doi.org/10.1007/s10936-019-09684-5>
2. Osnes, B., Hackett, C., Walentas Lewon, J., Baján, N., & Brennan, C. (2019). Vocal Empowerment Curriculum for young Maya Guatemalan women. *Theatre, Dance and Performance Training*, 10(3), 313-331. <https://doi.org/10.1080/19443927.2019.1637371>
3. Smith, A.C.M., Boyd, K.E., Brennan, C., Charles, J., Elsea, S.H., Finucane, B.M., Foster, R., Gropman, A., Girirajan, S., and Haas-Givler, B. (2019). Smith-Magenis Syndrome. 2001 Oct 22 [Updated 2019 Jun 20]. In: Adam MP, Ardinger, H.H., Pagon, R.A., et al., editors. GeneReviews® [Internet]. Seattle (WA): University of Washington, Seattle; 1993-2019. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK1310/>
4. Wolk, L., Edwards, M. L., & Brennan, C. (2016). Phonological difficulties in children with autism: An overview. *Speech, Language and Hearing*, 19(2), 121-129. <https://doi.org/10.1080/2050571X.2015.1133488>
5. Brennan, C. & Booth, J. R. (2015). Large grain instruction and phonological awareness skill influence rime sensitivity, processing speed, and early decoding skill in adult L2 learners. *Reading and writing*, 28(7), 917-938. <https://doi.org/10.1007/s11145-015-9555-2>
6. Cao, F., Brennan, C., & Booth, J. R. (2015). The brain adapts to orthography with experience: evidence from English and Chinese. *Developmental Science*, 18(5), 785-798. <https://doi.org/10.1111/desc.12245>
7. Wolk, L., & Brennan, C. (2013). Phonological investigation of speech sound errors in children with autism spectrum disorders. *Speech, Language and Hearing*, 16(4), 239-246. <https://doi.org/10.1179/2050572813Y.0000000020>
8. Brennan, C., Cao, F., Pedroarena-Leal, N., McNorgan, C., & Booth, J. R. (2013). Reading acquisition reorganizes the phonological awareness network only in alphabetic writing systems. *Human Brain Mapping*, 34(12), 3354-3368. <https://doi.org/10.1002/hbm.22147>
9. Cao, F., Khalid, K., Lee, R., Brennan, C., Yang, Y., Li, K., Bolger, D.J. & Booth, J.R. (2011). Development of brain networks involved in spoken word processing of Mandarin Chinese. *NeuroImage*, 57(3), 750-759. <https://doi.org/10.1016/j.neuroimage.2010.09.047>
10. Bray, D., Brennan, C., Rabe, H., and Shwarz, A. (2003). Best practices for students with autism. *Perspectives on School-Based Issues*, 4(2), 21-24. <https://doi.org/10.1044/lle10.2.21>

PEER-REVIEWED PUBLICATIONS UNDER REVIEW OR IN PREPARATION

1. Brennan, C., *Weintraub, H., Meyers-Denman, C., & Tennant, S. (under review). Speech, Language, and Communication Deficits in a Single Pediatric Case of Autoimmune Encephalitis.
2. Su, J., Kan, P. F., Brennan, C., & Park, Y. (under review). Exploring the Notion of Native Languages in Bilingual Heritage Speakers: Implications of Rehearsal Strategies and Word Learning Ability.

3. Brennan, C. & *Heneman-Lee, E. (in preparation). Differential benefits of small, medium, and large grain instruction for English-speaking adults learning to read Hangul.
4. Brennan, C., *Hannah, A., & Walentas Lewon, J. (in preparation). Comparison of the perception of voice gender by members of the LGBT+ community.
5. Brennan, C. & *Newman, J. (in preparation). Compared to spoken word presentations, familiar melody presentations result in compromised novel word learning.
6. Pepper, K., Brennan, C., Pollard, R., & Ramsberger, G. (in preparation). Does Bedside Manner Matter? The Role of Counseling in Speech-Language Pathology
7. Brennan, C. & Booth, J.R. (in preparation). Phonological grain size selectivity in the human auditory cortex.

BOOK CHAPTERS

8. Brennan, C. (in press, 2021). Learning disabilities. In J. S. Damico, N. Müller, & M. J. Ball (Eds.). *The handbook of language and speech disorders* (2nd ed., pp 205-232). West Sussex: Wiley-Blackwell.

NON PEER-REVIEWED PUBLICATIONS PUBLISHED OR IN PRESS

9. Brennan, C. (2020, September 17). Telepractice versus in-person speech-language therapy for individuals with Smith-Magenis Syndrome (SMS) – A Pandemic Survey Study. PRISMS Blog. <https://www.prisms.org/telepractice-survey-study-report>
 10. Brennan, C. & Vacek, L. (2020, April 28). Addressing speech, language, and communication needs in individuals with SMS during the Covid-19 Pandemic. PRISMS Blog. <https://www.prisms.org/sms-speech-language-needs-covid>
 11. Smith, A. C. M., Boyd, K. E., Brennan, C., & Charles, J. (2018). Medical management guidelines for an individual diagnosed with SMS. PRISMS. Retrieved from https://www.prisms.org/wp-content/uploads/pdf/mmg/PRISMS_Medical_Management_Guidelines2018.pdf
 12. Brennan, C. (2018, February 4). Ideas for speech therapy. PRISMS Blog. <https://www.prisms.org/ideas-for-speech-therapy>
- Brennan, C. (2008). Speech therapy ideas for school-age children with Smith-Magenis Syndrome. *Spectrum*, 12(1), 4-5.
13. Brennan, C. (2007). Speech therapy ideas for parents & therapists. *Spectrum*, 11(3), 11-13.
 14. Bray, D., Brennan, C., Rabe, H., & Schwarz, A. (2003). Best Practices for Students with Autism. *Perspectives on Language Learning and Education*, 10(2), 21-24. <https://doi.org/10.1044/ll10.2.21>

RESEARCH IN PROGRESS

1. Brennan, C. (in progress). Selective organization of the human auditory cortex: selectivity based on phonological granularity and reading skill. Data collection is complete. Submission of publication to peer-reviewed journal anticipated in spring, 2021.

2. Brennan, C. & *Bartolo, S. (in progress). The Relationship between Components of Socioeconomic Status and Performance on a Novel Phonological Awareness Task. Data collection complete. Submission of publication to peer-reviewed journal anticipated in summer, 2021.
3. Brennan, C. (in progress). Improved Reading Outcomes using an Independent Word Journaling Strategy in an Adult with Developmental Dyslexia. Data collection ongoing.
4. Brennan, C., *Vacek, L., & *Mellman, H. (in progress). Development and skill-based differences in the relationship between reading skill and phonological grain size matching. Data collection is 50% complete. Submission of publication to peer-reviewed journal anticipated in spring, 2021.
5. Brennan, C. & Tennant, S. (in progress). Colorado's AAC Outreach Project for Adolescents with Complex Communication Needs: Assessment, Intervention and Professional Development. Data collection ongoing.

PRESENTATIONS

PEER-REVIEWED PRESENTATIONS (*indicates student presenter)

1. Tennant, S., Brennan, C., Meyers-Denman, C., Johnson, K., Kellem, J., Lents, K., *Cloud, C., Williams, M., *Hoag, K., *Petty, L. (2020, November). Colorado's AAC Outreach Project for Adolescents with Complex Communication Needs: Assessment, Intervention and Professional Development. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
2. Brennan, C., & *Horowitz, C. (2020, November). Improved Reading Outcomes using an Independent Word Journaling Strategy in an Adult with Developmental Dyslexia. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
3. *Pepper, K., Brennan, C., & Pollard, R. (2020, November). Does Bedside Manner Matter? The Role of Counseling in Speech-Language Pathology. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
4. *Bartolo, S. & Brennan, C. (2019, November). The relationship between phonological awareness skill and socioeconomic status when granularity and lexicality are considered. American Speech-Language Hearing Association National Convention, Orlando.
5. *Clerkin, C., *Pepper, K., & Brennan, C. (2018, November). Does bedside manner matter? Delivery preferences for speech & language diagnoses. American Speech-Language Hearing Association National Convention, Boston.
6. *Hannah, A. & Brennan, C. (2018, November). Perception of voice gender by members of the LGBT+ community. American Speech-Language Hearing Association National Convention, Boston.
7. *Heneman, H. & Brennan, C. (2018, November). A comparison of large versus small grain instruction for English-speaking adults learning to read Hangul. American Speech-Language Hearing Association National Convention, Boston.
8. *Kiskin, J. & Brennan, C. (2018, November). Learning outcomes for large versus small grain orthographic instruction in L2 learners of Russian Cyrillic. American Speech-Language Hearing Association National Convention, Boston.

9. *Park, Y., *Wade, K., Brennan, C., & Tennant, S. (2018, November). Trisomy 8 Mosaicism: A school-age case study in AAC intervention. American Speech-Language Hearing Association National Convention, Boston.
10. *Vacek, L. & Brennan, C. (2018, November). The relationship between reading & phonological skill in adults with a range of reading abilities. American Speech-Language Hearing Association National Convention, Boston.
11. *Weintraub, H., Tennant, S., & Brennan, C. (2018, November). A case study & review of pediatric autoimmune encephalitis, PANDAS, & ASD. American Speech-Language Hearing Association National Convention, Boston.
12. Brennan, C. (2018, July). A talk for teens and adults with SMS – communication in school, work, and your social life. PRISMS (Parents and Researchers Interested in Smith-Magenis Syndrome) 10th International SMS Conference, Pittsburgh.
13. Brennan, C. (2018, July). Language intervention strategies for children with Smith-Magenis Syndrome. PRISMS (Parents and Researchers Interested in Smith-Magenis Syndrome) 10th International SMS Conference, Pittsburgh.
14. Brennan, C. (2018, July). Curbside consultants: Speech and language issues for children and adults with Smith-Magenis Syndrome. PRISMS (Parents and Researchers Interested in Smith-Magenis Syndrome) 10th International SMS Conference, Pittsburgh.
15. *Newman, J. & Brennan, C. (2017, November). Working memory: The effects of familiar melody presentation versus spoken presentation on novel word learning. American Speech-Language Hearing Association National Convention, Los Angeles, California.
16. *Mellman, H. & Brennan, C. (2017, November). The relationship between reading skill & performance on a phonological grain size matching task. American Speech-Language Hearing Association National Convention, Los Angeles, California.
17. *Heller, S. & Brennan, C. (2016, November). Large and small grain phonological detection correlates with reading skill. American Speech-Language Hearing Association National Convention, Philadelphia, Pennsylvania.
18. Brennan, C. & Booth, J. (2016, November). Phonological grain size sensitivity in auditory cortex is related to reading skill. American Speech-Language Hearing Association National Convention, Philadelphia, Pennsylvania.
19. Brennan, C. & Booth, J. (2016, June). Phonological grain size sensitivity in auditory cortex is related to reading skill. Human Brain Mapping Conference, Geneva, Switzerland.
20. Brennan, C. & Booth, J. (2014, April). Hierarchical organization of the human auditory cortex: Evidence of a gradient for phonological grain size sensitivity. Cognitive Neuroscience Society, Boston.
21. Brennan, C., Cao, F., Pedroarena-Leale, N., McNorgan, C., & Booth, J. (2012, April). Learning to read reorganizes the oral language network only in alphabetic writing systems. Cognitive Neuroscience Society, Chicago.
22. Brennan, C. & Booth, J. (2011, May). Method of reading instruction fosters processing speed and sensitivity to orthographic grain size. International Mind Brain Education Conference, San Diego, California.

INVITED PRESENTATIONS

1. Brennan, C. (2020, September). Cortical network activation associated with typical and impaired reading. New York Communication Disorders Colloquium Series (NYCDCS).
2. Brennan, C. (2019, November). Sensitivity of the superior temporal cortex to phonological grain size in speech is related to reading skill. Adelphi University Distinguished Lecture Series Fall 2019, Garden City, New York.
3. Brennan, C. (2019, April). Phonological awareness and reading in adults: L2 orthographic learning and L1 reading skill. Hofstra University 2019 Spring Research Seminar, Hempstead, New York.
4. Brennan, C. (2017, July). fMRI mapping of the auditory cortex related to reading experience, skill, and impairment. Frontiers in Hearing Symposium - Auditory Development and Disorders. Estes Park, Colorado.
5. Brennan, C. (2016, October). Neurophysiology of Dyslexia. Wyoming State Speech Language Hearing Association (WSHA) Convention, Casper, Wyoming.
6. Brennan, C. (2016, October). The role of the auditory cortex in speech sound processing and literacy acquisition. Ohio State Speech-language Pathologist and Educational Audiologists Consortium (OSSPEAC), Columbus, Ohio.
7. Brennan, C. (2016, January). Phonological grain size sensitivity in auditory cortex is related to reading skill. Institute of Cognitive Science (ICS), University of Colorado, Boulder.
8. Brennan, C. (2015, October). Organization of the Human Auditory Cortex: The Role of phonological grain size and syllable boundaries. MRI Users Meeting, University of Colorado, Boulder.
9. Brennan, C. (2014, July). The relationship between communication and behavior in children with SMS: Strategies for speech & language Intervention. PRISMS Conference, St. Louis, Missouri.
10. Brennan, C. (2014, July). A Talk for Teens and Adults with SMS: Communication in School, Work, and Your Social Life. PRISMS Conference, St. Louis, Missouri.
11. Brennan, C. (2014, March). Grain size influences reading acquisition and the neural bases of speech processing. Department of Communicative Disorders, San Francisco State University.
12. Brennan, C. (2013, March). Grain size influences reading acquisition and the neural bases of speech processing. Speech Pathology, Midwestern University, Downers Grove, IL.
13. Brennan, C. (2012, October). Reading acquisition reorganizes the phonological awareness network only in alphabetic writing systems. Beckman Institute, University of Illinois, Champaign-Urbana.
14. Brennan, C. (2012, June). How addressing specific communication needs can foster more appropriate behavior: Speech therapy strategies for children and adults. PRISMS Conference, Denver, Colorado.
15. Brennan, C. (2012, May). Reading acquisition reorganizes the phonological awareness network only in alphabetic writing systems. Northwestern University Cognitive Brain Mapping Group.
16. Brennan, C. (2011, November). Method of reading instruction fosters processing speed and sensitivity to orthographic grain size. Northwestern University CSD Qualifying Research Project Defense.
17. Brennan, C. (2011, September). Learning to read reorganizes the oral language network only in alphabetic writing systems. Northwestern University CSD Department Data Blitz.

18. Brennan, C. & Van Santen, C. (2011, January). Subtypes of reading disability (dyslexia). Northwestern University CSD Department Translational Research Presentation.
19. Brennan, C. (2010, October). Whole brain strategies for children & adults: applying current research findings to clinical practice. Iowa State Speech-Language Hearing Association, Iowa City, Iowa.
20. Brennan, C. (2010, September). Developmental differences in the neural substrate for reading English and Chinese. Northwestern University CSD Department Data Blitz.
21. Brennan, C., Cao, F. Booth, J. (2010, June). Differences in the neural substrate for reading English and Chinese emerges over development. Human Brain Mapping Conference, Barcelona, Spain.
22. Brennan, C. (2009, September). Addressing communication deficits in young children with Smith-Magenis Syndrome. PRISMS Conference, Reston, Virginia.
23. Brennan, C. (2009, February). Apraxia vs. phonological disorders: approaches for evaluation and intervention. Virginia State Speech-Language Hearing Association Annual Convention, Richmond, Virginia.
24. Brennan, C. (2009, January). Management of deficits in executive function: diagnostic & intervention strategies. Capernaum Pediatric Therapy, Inc., Minneapolis, Minnesota.
25. Brennan, C. (2008, November). Whole brain theory: applications in language intervention. American Speech Language Hearing Association National Convention, Chicago, Illinois.
26. Brennan, C. (2008, November). Whole brain theory: applications in language intervention. American Speech Language Hearing Association National Convention, Chicago, Illinois.
27. Brennan, C., Wolk, L., & Edwards, M. (2008, November) Autism: integrative treatment for children with autism & phonological impairment. ASHA Annual Convention, Chicago, Illinois.
28. Wolk, L., Brennan, C., & Edwards, M. (2008, November). Speech production difficulties in autism: research update & clinical implications. ASHA Annual Convention, Chicago, Illinois.
29. Brennan, C. (2008, October). The neurology of memory: impact on language and learning in children and adults. Tennessee Association of Audiologists and Speech-Language Pathologists Annual Convention, Nashville, Tennessee.
30. Brennan, C. & Wolk, L. (2007, November). Speech production disorders in autism: approaches for Evaluation and Intervention. American Speech-Language Hearing Association National Convention, Boston, Massachusetts.
31. Burns, M. & Brennan, C. (2007, May). Autism Certification Course, Seattle, Washington.
32. Brennan, C. (2006, October). Whole brain theory: applications in language intervention. Tennessee Association of Audiologists and Speech-Language Pathologists Annual Convention, Nashville, Tennessee.
33. Brennan, C. (2006, June). Language and communication deficits in Smith-Magenis Syndrome. Symposium for Research in Child Language Disorders, Madison, Wisconsin.
34. Brennan, C. (2006, November). Issues in four individuals with agenesis of the corpus callosum. American Speech- Language Hearing Association National, Miami, Florida.
35. Brennan, C. (2006, September). CAPD versus ADHD. Kansas State Speech Language Association Annual Convention, Wichita, Kansas.
36. Brennan, C. (2005, October). The neurology of memory: impact on language and learning. North Dakota State Speech-Language Hearing Association Annual Convention, Fargo, North Dakota.
37. Brennan, C. (2005, March). CAPD versus ADHD. Kentucky State Speech Language Association Annual Convention, Louisville, Kentucky.

38. Brennan, C. (2004, October). Whole brain theory: applications in language intervention. North Dakota State Speech-Language Hearing Association Annual Convention, Minot, North Dakota.

TEACHING

2015-present Assistant Professor, University of Colorado Boulder
Department of Speech, Language, and Hearing Sciences

Courses taught

Neuroanatomy and Neurophysiology of Communication (grad)
Language Disorders: School Age Children (grad)
Language Learning Disabilities (grad)
Clinical Counseling in Speech-Language Pathology (grad)
Communication Neuroscience (undergrad)
Science of Human Communication (undergrad)

2014-2015 Visiting Assistant Professor, Northwestern University
Department of Communication Sciences and Disorders

Courses taught

Language Disorders (Assessment and Intervention) (grad)
Clinical Assisting (Introduction to Clinical Methods) (undergrad)
Overview of Language Disorders I & II (grad)
Typical and Atypical Development in Toddlers (undergrad)
Motor Development and Learning (grad)
Neuromotor Speech Disorders (grad)
Evidence Based Practice (grad)
Phonological and Articulation Disorders in Children (grad)
Advanced Treatment of Articulation and Phonological Disorders Seminar (grad)
Diagnostic Procedures (grad)
The Scientific Exploration of Communication (undergrad)

2007 Lecturer, Northern Illinois University
School of Allied Health and Communicative Disorders

Course taught

Introduction to Developmental Speech and Language Disorders (undergrad)

CLINICAL SUPERVISION

2004, 2006, 2008 ASHA Clinical Fellowship Supervisor

2004-2008 Northwestern University Off-Campus Clinical Supervisor

TEACHING INTERESTS

Neuroscience of Language and Reading, Neurophysiology of Learning Disabilities, Developmental Cognitive Neuroscience, Communication Neuroscience, Assessment and Intervention of Developmental Disorders of Language and Reading, Assessment and Intervention of Language Impairment in Children, Autism Spectrum Disorders, Language Science

STUDENT RESEARCH ADVISING (+ indicates chair of thesis committee)

Doctoral Thesis Committee Member

Jamal A. Khlifat (Ph.D. in progress)

Donald Bell-Souder (Ph.D. in progress)

Shirley Huang (Ph.D. in progress)

Hannah Glick (Ph.D. in SLHS, Behavioral Neuroscience, and Cognitive Science awarded in 2019)

Marcia Walsh (Ph.D. in SLHS awarded in 2018)

Daniel Haught (Ph.D. in SLHS awarded in 2016)

Andrew Reinberg (Ph.D. in Neuroscience and Cognitive Psychology awarded in 2016)

Master's Thesis Committee Member

+ Katelyn Pepper (MA-SLP awarded in 2019)

+ Katherine Bode (MA-SLP awarded in 2019)

+ Annaliese Hannah (MA-SLP anticipated in 2019)

+ Haley Weintraub (MA-SLP awarded in 2019)

Virginia Perng (MA-SLP awarded in 2019)

Joceyln Su (MA-SLP awarded in 2019)

+ Jennifer Kiskin (MA-SLP awarded in 2018)

+ Suzanne Heller (MA-SLP awarded in 2017)

+ Hannah Mellman (MA-SLP awarded in 2017)

+ Jenah Newman (MA-SLP awarded in 2017)

Alyssa Yee (MA-SLP awarded in 2017)

Undergraduate Senior Honors Thesis Advising

+ Samantha Bartolo (BA in SLHS in 2020)

Chloe Tucker (BA in Psychology in 2020)

Anna M. Miller (BA in SLHS in 2020)

+ Emily Henneman (BA in SLHS awarded in 2019)

+ Laura Vacek (BA in SLHS awarded in 2019)

Emily Valdez (BA in Psychology awarded in 2017)

PROFESSIONAL AND RESEARCH AFFILIATIONS

American Speech-Language Hearing Association (ASHA)

Parents and Researchers Interested in Smith-Magenis Syndrome (PRISMS)

Human Brain Mapping (HBM)

Cognitive Neuroscience Society (CNS)

International Mind, Brain, & Education Society (IMBES)

SERVICE

Service to SLHS Department

Undergraduate Committee Chair (2020-2021)
The Barbara Lynn Bowler Scholarship Committee (2021)
Merit Committee (2021)
MA-SLP Comprehensive Exams Committee (2015-present)
MA-SLP Admissions Committee (2015-present)
SLHS Executive Committee (2017-2020)
Clinical Faculty Search Committee (2018)
MA-SLP Committee (2016-present)
Undergraduate Committee (2015-2016)

Service to CU Boulder

Albert Smith Nuclear Age Fund Selection Committee (2020)
Van Ek Student Award Selection Committee (2020)
Arts and Sciences Council Budget Committee (2016-present)
Institute of Cognitive Sciences (ICS) Executive Committee (2017-2019)
College of Arts and Sciences Council, SLHS representative (2016-2018)

External Service

Professional Advisory Board (PAB) member for the international organization, Parents and Researchers Interested in Smith-Magenis Syndrome (PRISMS) (2012-present)
Ad-hoc Committee for the PRISMS PAB: PRISMS Clinic Consortium Membership Application Review Committee (2021)

External Paid Service

Expert Witness (for the defendant) in a civil suit involving a clinical practice that provided speech-language pathology services (2017-2018)

Ad-hoc Reviewer

Journal Reviews

Plos One
Reading and Writing
Cognition
Journal of Experimental Psychology: General
Journal of Speech, Language, and Hearing Research
Human Brain Mapping
The Journal of Experimental Psychology: General
The Journal of Experimental Psychology: Applied
Neuroscience

Other Ad-hoc Reviews

Plural Publishing: Book Proposal Review
Webinar: ASHA CEU Review