

**Christine Brennan, Ph.D. CCC-SLP/L**

Assistant Professor & Coordinator of Undergraduate Study  
Department of Speech, Language, and Hearing Sciences  
University of Colorado, Boulder  
2501 Kittredge Loop Drive, Boulder, CO 80309-0409  
[christine.brennan@colorado.edu](mailto:christine.brennan@colorado.edu)

**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
- 2021-Present License in Speech Language Pathology, Colorado

**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**

- 2022 Comparison of language abilities in children with Smith-Magenis Syndrome (SMS) who have the common genetic deletion versus the RAI1 variant of SMS. University of Colorado Boulder Center to Advance Research and Teaching in the Social Sciences. Role: PI. Funded: \$4,100.
- 2021 Outstanding Faculty Mentor Award, University of Colorado Boulder Graduate School
- 2021 Empowering economically disadvantaged adolescents with complex communication needs, University of Colorado Boulder Outreach Award. Role: Co-PI. Funded: \$21,900.
- 2021 How reading ability and experience impact cortical sensitivity to phonological granularity. NIH R21. Role: PI. Not funded.

- 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 Differences in neural organization supporting speech sound processing in individuals with and without dyslexia. CU Boulder Core Facility Assistance Grant Program (CFAG). Role: PI. Amount requested: \$9,600. 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.
- 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

Brennan, C., \*Hannah, A., \*Romick, J., Walentas Lewon, J., & Meyers, C. (2022). Differences and Similarities in the Perception of Voice Gender for Individuals Who are or are not Members of the LGBT+ Community. *Journal of Voice*. <https://doi.org/10.1016/j.jvoice.2022.11.020>

Brennan, C., \*Weintraub, H., Tennant, S., Myers, C. N. (2021). Speech, Language, and Communication Deficits and Intervention in a Single Case of Pediatric Autoimmune Encephalitis. *American Journal of Speech-Language Pathology*. [https://doi.org/10.1044/2021\\_AJSLP-20-00395](https://doi.org/10.1044/2021_AJSLP-20-00395)

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>

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>

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/>

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>

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>

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>

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>

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>

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>

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/10.1044/11e10.2.21>

#### **PEER-REVIEWED PUBLICATIONS UNDER REVIEW**

Brennan, C. & \*Heneman, E. A. (under review). Differential benefits of small, medium, and large grain instruction for English-speaking adults learning to read Hangul.

\*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.

#### **PEER-REVIEWED PUBLICATIONS IN PREPARATION**

Brennan, C., \*Smith, M. L., Baiduc, R. R., & \*O'Connor, L. (in preparation). Speech, Language, Hearing Profile of Individuals with Smith-Magenis Syndrome (SMS): Results from the International SMS Patient Registry.

Brennan, C. (in preparation). Language and communication in children with Smith-Magenis Syndrome (SMS) who have a deletion versus the RAI1 variant.

\*Spence-Olson, M., \*Cormier, K., Sharma, A., & Brennan, C. (in preparation). Efficacy of a concentrated home practice program for enjoyment of music for a musician who uses a hearing aid and a cochlear implant.

\*Matthews, A. & Brennan, C. (in preparation). Efficacy of an eye-gaze AAC system for a young adult with Sanfilippo Syndrome/MPS III.

Brennan, C. & Booth, J.R. (in preparation). Phonological grain size selectivity in the human auditory cortex.

**BOOK CHAPTERS**

Brennan, C. (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.

**INVITED PUBLICATIONS PUBLISHED OR IN PRESS (NOT PEER-REVIEWED)**

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>

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>

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](https://www.prisms.org/wp-content/uploads/pdf/mmg/PRISMS_Medical_Management_Guidelines2018.pdf)

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.

Brennan, C. (2007). Speech therapy ideas for parents & therapists. *Spectrum*, 11(3), 11-13.

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/lle10.2.21>

**INVITED NON-PEER REVIEWED PAPERS IN PREPARATION**

Haas-Givler, B., Boyd, K., Brennan, C., & Miller, M. (in preparation). *Emotional and behavioral guidelines for individuals with SMS*.

**RESEARCH IN PROGRESS**

Brennan, C. (in progress). Literacy profile of individuals with Smith-Magenis Syndrome (SMS): Results from the International SMS Patient Registry. Submission to a peer-reviewed journal anticipated in spring, 2023.

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, submission to a peer-reviewed journal anticipated in summer, 2023.

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 fall, 2023.

Brennan, C. & \*Bartolo, S. (in progress). The Relationship between Components of Socioeconomic Status and Performance on a Novel Phonological Awareness Task. Data collection is complete. Submission of publication to peer-reviewed journal anticipated in spring, 2024.

Brennan, C. (in progress). Improved Reading Outcomes using an Independent Word Journaling Strategy in an Adult with Developmental Dyslexia. Data collection ongoing.

## PRESENTATIONS

### PEER-REVIEWED PRESENTATIONS (\*indicates student presenter)

\*Spence-Olson, M. & Brennan, C. (2022, November). A Home Practice Program Targeting Music Enjoyment for a Musician who Uses Bimodal Listening Technology. Presentation accepted at the American Speech-Language Hearing Association National Convention, New Orleans, LA.

\*Matthews, A. & Brennan, C. (2022, November). Efficacy of an Eye-Gaze AAC System for a Young Adult with Sanfilippo Syndrome/MPS III. Presentation accepted at the American Speech-Language Hearing Association National Convention, New Orleans, LA.

\*Spence-Olson, M., \*Cormier, K., Sharma, A., Kan, P.F., Tennant, S., & Brennan, C. (2022, October). A Home Practice Program Targeting Music Enjoyment for a Musician who Uses Bimodal Listening Technology. Presentation accepted at the Colorado Speech-Language Hearing Association National Convention, Parker, CO.

\*Matthews, A., \*O'Hara, C., & Brennan, C. (2022, October). Efficacy of an Eye-Gaze AAC System for a Young Adult with Sanfilippo Syndrome/MPS III. Presentation accepted at the Colorado Speech-Language Hearing Association National Convention, Parker, CO.

Brennan, C. (2021, November). Speech, Language, and Communication Profile of Individuals with Smith-Magenis Syndrome (SMS): SMS Patient Registry Results. American Speech-Language Hearing Association National Convention, Washington, D.C.

Brennan, C. Tennant, S., Weintraub, H., & Meyers, C.M. (2021, November). Speech, Language, and Communication Deficits and Intervention in a Single Case of Pediatric Autoimmune Encephalitis. American Speech-Language Hearing Association National Convention, Washington, D.C.

Tennant, S., Brennan, C., Lents, K., \*Johnson, K., Cloud, C., \*Salazar, V., \*Pielke, M., \*Capra, E., & \*Foster, L. (2021, November). CU's AAC Outreach Project for Adolescents with Complex Communication Needs: Intervention & Family Training. American Speech-Language Hearing Association National Convention, Washington, D.C.

Tennant, S., Brennan, C., Meyers-Denman, C., Johnson, K., Kelleem, 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).

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).

\*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).

\*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.

\*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.

\*Hannah, A. & Brennan, C. (2018, November). Perception of voice gender by members of the LGBT+ community. American Speech-Language Hearing Association National Convention, Boston.

\*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.

\*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.

\*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.

\*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.

\*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.

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, Pittsburg.

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, Pittsburg.

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, Pittsburg.

\*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.

\*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.

\*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.

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.

Brennan, C. & Booth, J. (2016, June). Phonological grain size sensitivity in auditory cortex is related to reading skill. Human Brain Mapping Conference, Geneva, Switzerland.

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.

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.

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.

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.

Brennan, C. (2008, November). Whole brain theory: applications in language intervention. American Speech Language Hearing Association National Convention, Chicago, Illinois.

Brennan, C., Wolk, L., & Edwards, M. (2008, November) Autism: integrative treatment for children with autism & phonological impairment. ASHA Annual Convention, Chicago, Illinois.

Wolk, L., Brennan, C., & Edwards, M. (2008, November). Speech production difficulties in autism: research update & clinical implications. ASHA Annual Convention, Chicago, Illinois.

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.

Brennan, C. (2006, November). Issues in four individuals with agenesis of the corpus callosum. American Speech-Language Hearing Association National, Miami, Florida.

Brennan, C. (2006, June). Language and communication deficits in Smith-Magenis Syndrome. Symposium for Research in Child Language Disorders, Madison, Wisconsin.

### **INVITED PRESENTATIONS**

Brennan, C., Smith, M. L., O'Connor, L. (2022, August). SMS Patient Registry Results: Speech-Language Development and Hearing Health. Parents and Researchers Interested in Smith-Magenis Syndrome. Dallas, Texas.

Brennan, C. (2020, September). Cortical network activation associated with typical and impaired reading. New York Communication Disorders Colloquium Series (NYCDCS).

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.

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.

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.

Brennan, C. (2016, October). Neurophysiology of Dyslexia. Wyoming State Speech Language Hearing Association (WSHA) Convention, Casper, Wyoming.

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.

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.

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.

Brennan, C. (2014, July). The relationship between communication and behavior in children with SMS: Strategies for speech & language Intervention. PRISMS Conference, St. Louis, Missouri.

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.

Brennan, C. (2014, March). Grain size influences reading acquisition and the neural bases of speech processing. Department of Communicative Disorders, San Francisco State University.

Brennan, C. (2013, March). Grain size influences reading acquisition and the neural bases of speech processing. Speech Pathology, Northwestern University, Downers Grove, IL.

Brennan, C. (2012, October). Reading acquisition reorganizes the phonological awareness network only in alphabetic writing systems. Beckman Institute, University of Illinois, Champaign-Urbana.

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.

Brennan, C. (2012, May). Reading acquisition reorganizes the phonological awareness network only in alphabetic writing systems. Northwestern University Cognitive Brain Mapping Group.

Brennan, C. (2011, November). Method of reading instruction fosters processing speed and sensitivity to orthographic grain size. Northwestern University CSD Qualifying Research Project Defense.

Brennan, C. (2011, September). Learning to read reorganizes the oral language network only in alphabetic writing systems. Northwestern University CSD Department Data Blitz.

Brennan, C. & Van Santen, C. (2011, January). Subtypes of reading disability (dyslexia). Northwestern University CSD Department Translational Research Presentation.

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.

Brennan, C. (2010, September). Developmental differences in the neural substrate for reading English and Chinese. Northwestern University CSD Department Data Blitz.

Brennan, C. (2009, September). Addressing communication deficits in young children with Smith-Magenis Syndrome. PRISMS Conference, Reston, Virginia.

Brennan, C. (2009, February). Apraxia vs. phonological disorders: approaches for evaluation and intervention. Virginia State Speech-Language Hearing Association Annual Convention, Richmond, Virginia.

Brennan, C. (2009, January). Management of deficits in executive function: diagnostic & intervention strategies. Capernaum Pediatric Therapy, Inc., Minneapolis, Minnesota.

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.

Burns, M. & Brennan, C. (2007, May). Autism Certification Course, Seattle, Washington.

Brennan, C. (2006, October). Whole brain theory: applications in language intervention. Tennessee Association of Audiologists and Speech-Language Pathologists Annual Convention, Nashville, Tennessee.

Brennan, C. (2006, September). CAPD versus ADHD. Kansas State Speech Language Association Annual Convention, Wichita, Kansas.

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.

Brennan, C. (2005, March). CAPD versus ADHD. Kentucky State Speech Language Association Annual Convention, Louisville, Kentucky.

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  
 Coordinator of Undergraduate Study (since fall 2020)  
 Department of Speech, Language, and Hearing Sciences

### Courses taught

Neuroanatomy and Neurophysiology of Communication (grad)  
 Language Disorders & Language Learning Disabilities: School Age Children (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 (grad)  
Overview of Language Disorders 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**

Kayla Cormier (Ph.D. in SLHS in progress)  
Carly Schimmel (Ph.D. in SLHS in progress)  
Jamal A. Khlifat (Ph.D. in SLHS in progress)  
Donald Bell-Souder (Ph.D. in SLHS in progress)  
Shannon McNight (Ph.D. in Cognitive Psychology and Cognitive Science awarded in 2022)  
Shirley Huang (Ph.D. in SLHS awarded in 2022)  
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**

+ Christina Ubieta (MA-SLP in progress, anticipated in 2024)  
+ Collin Eagen (MA-SLP in progress, anticipated in 2024)  
+ Karina Navarro (MA-SLP in progress, anticipated in 2024)  
+ McKenna Spence-Olson (MA-SLP in progress, anticipated in 2023)  
+ Melanie Esver (MA-SLP in progress, anticipate in 2023)  
+ Vincent Salazar (MA-SLP in progress awarded in 2022)  
+ Katelyn Pepper (MA-SLP awarded in 2019)  
+ Katherine Bode (MA-SLP awarded in 2019)  
+ Annaliese Hannah (MA-SLP awarded 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**

+ Abigail Matthews (BA in SLHS, anticipated in 2023)  
Hannah Jewell Gebhardt (BA in Psychology and Neuroscience, anticipated in 2023)  
+ Mara Smith (BA in SLHS awarded in 2022)  
Evi R. Judge (BA in Linguistics and SLHS awarded in 2022)  
+ Samantha Bartolo (BA in SLHS awarded in 2020)  
Chloe Tucker (BA in Psychology awarded in 2020)  
Anna M. Miller (BA in SLHS awarded 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)

#### **SLHS Senior Honors Council Representative**

Adrienne Propst (BA in SLHS, anticipated in 2023)  
Lana Salfiti (BA in SLHS, anticipated in 2023)

#### **PROFESSIONAL AND RESEARCH AFFILIATIONS**

American Speech-Language Hearing Association (ASHA)  
Colorado Speech-Language Hearing Association (CSHA)  
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 (\* indicates leadership roles)**

\* SLHS Coordinator of Undergraduate Study (2020-present)  
\* Undergraduate Committee Chair (2020-present)  
SLHS Executive Committee (2017-2020, and as ex officio 2021-2022)  
MA-SLP Committee (2016-present)  
MA-SLP Comprehensive Exams Committee (2015-present)  
MA-SLP Admissions Committee (2015-present)  
Merit Committee (2021-present)  
ASL Instructor Search Committee (2022)  
The Barbara Lynn Bowler Scholarship Committee (2021)  
Clinical Faculty Search Committee (2018)  
Undergraduate Committee (2015-2016)

##### **Service to CU Boulder**

Arts & Sciences Gift Fund Committee (2021-present)  
College of Arts and Sciences Associate Dean of Research Search Committee (2022)  
Van Ek Student Award Selection Committee (2020-present)

Arts & Sciences Council Budget Committee (2016-2022)  
Albert Smith Nuclear Age Fund Selection Committee (2020)  
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-present)

**External Paid Service**

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

External Reviewer for the promotion of an Associate Clinical Professor in the Department of Communication Sciences and Disorders, Northwestern University (2022).

**Ad-hoc Reviewer**

Journal Reviews

Brain Sciences  
Clinical Genetics  
Cognition  
Current Medical Imaging  
European Journal of Medical Genetics  
Human Brain Mapping  
Journal of Experimental Psychology: General  
Journal of Speech, Language, and Hearing Research  
Language, Speech, and Hearing Services in Schools  
Neuroscience  
Plos One  
Reading and Writing  
The Journal of Experimental Psychology: Applied  
The Journal of Experimental Psychology: General

Other Ad-hoc Reviews

Plural Publishing: Book Proposal Review  
Webinar: ASHA CEU Review