

## Department of Communication Science and Disorders

### Strategic Plan

2014-2019

Approved via consensus August 20, 2014

Updated January 17, 2018

#### Introduction

The Department of Communication Sciences and Disorders is at the forefront of research and the scientific study of speech production, speech perception, hearing, habilitation, rehabilitation, recovery, language organization in the brain, and language and literacy development and disorders. Our master's degree program focuses on preparing clinical scientists to advance the practice of speech-language pathology. As such, it provides a broad-based curriculum with clinical and research opportunities for students to develop special expertise in spoken and written language development and disorders, adult neurogenic disorders, and cochlear implant (re)habilitation. Our doctoral program is actively training the next generation of university professors and research scientists. Our students are highly sought after and our faculty are widely regarded as national and international experts in their respective fields of study. Educational and research opportunities abound within the Department.

#### Vision

The Department of Communication Sciences and Disorders will be known for providing the highest quality research, education, and service. It will be the resource for excellence in graduate communication sciences and disorders in our state, regionally, nationally, and internationally. The Department will be known as 1) a producer of highly trained professionals ready to assume clinical and/or research leadership positions in universities, school-based settings, and rehabilitative health care organizations serving the discipline of speech-language pathology and communication sciences; 2) a resource in consulting to both the private and public health and education sectors in South Carolina and the nation; and 3) a networking and integrating resource for alumni, providers, and leaders in the discipline of speech-language pathology. ***Distinct areas of research will continue to be developed to focus on the collaborative study of adult neurogenic disorders, child language and literacy development and disorders, aural rehabilitation/habilitation, and neuroscience.*** Through research, teaching, and service, faculty will create a department at the forefront of the discipline of speech-

language pathology that maximizes the use of current technology to create a nationally recognized, financially sound, and well-managed program. It will reward faculty at a level reflective of productivity and excellence in research, teaching, and service.

Mission

The mission of the Department of Communication Sciences and Disorders is to promote and advance knowledge of the nature, prevention, diagnosis, and treatment of communicative disorders. Through excellence in scientific research, instruction, and service, the Department seeks to fulfill its mandate as the leading graduate and research program in communication sciences and disorders in South Carolina and, indeed, one of the leading programs in the nation. The scope of the program reflects the broader communities (state, national, and international) it seeks to serve.

The following long-term goals have been set by consensus to move the Department (COMD), including the Speech and Hearing Research Center (SHRC), forward in the areas of research and doctoral training, curriculum/clinical practica, student demographics and quality, increased awareness and support of COMD, and resources. The Department will review the plan a minimum of twice a year to note possible changes in target outcomes.

<b>Focus Area: Research and Doctoral Training - COMD will be known as one of the top research and doctoral programs in the nation</b>					
<b>Action step</b>	<b>Rationale</b>	<b>Resources Required</b>	<b>Responsible Party(ies)</b>	<b>Timetable</b>	<b>Outcome(s)</b>
Seek funding mechanisms to support research/clinical collaborations	Obtaining funds to support research/clinical partnerships should lead to an increase in these collaborations.	Time and effort; collaboration between clinical and research faculty	Department faculty	<u>Years 1-3:</u> Research and clinical faculty will identify potential funding opportunities and deadlines and apply for funds	<u>By the end of Year 3:</u> - There will be a 100% increase in the number of funded research/clinical partnerships. (Baseline= 0) <u>Updated April, 2017:</u> Three proposals submitted, not funded <sup>1</sup> <b>Updated January 2018: no change;</b>

					<b>recent proposal denied but being resubmitted</b>
Recruit highly qualified doctoral students	Increasing the number of highly qualified doctoral students in COMD's doctoral program, which is still in its infancy, will increase the department's research productivity and raise awareness of our department nationwide.	External and internal funding	Doctoral faculty, doctoral program chair, chair, COMD Advisory Board, ASPH Development Officer	<p><u>Years 1-2:</u> Investigate all potential sources for doctoral training grants. Educate COMD Advisory Board and ASPH Development Officer about financial needs for doctoral program</p> <p><u>Years 3-5:</u> Submit doctoral training grants. Solicit requests for funds to support the doctoral program. Submit research grant proposals that include funds for doctoral students. Allocate department funds for ongoing and continuous support of doctoral students.</p>	<p><u>By the end of Year 5,</u> COMD will have:</p> <ul style="list-style-type: none"> <li>- Restored use of annual internal funds of approx. \$70k to support two doctoral students per year <b>Updated Aug, 2016: Goal met.</b></li> <li>- Contributions to the doctoral fund via specific fundraisers and/or individual contributions <b>Updated April, 2017: Goal met.</b> Elaine M. Frank Endowed Fellowship Fund established</li> <li>- A minimum of one doctoral training grant Updated April, 2017: One submitted, not funded, now resubmitted<sup>2</sup> <b>Updated August, 2017: no changes</b> <b>Updated January, 2018: no changes</b></li> <li>- Additional research grants tied to specific</li> </ul>

					<p>labs to support doctoral students</p> <p><u>Updated April, 2017:</u> six grants written with doctoral student support (one funded, other not funded)<sup>3</sup></p> <p><b>Updated August, 2017:</b> two proposals written, one submitted (Werfel), one unfunded (Adlof).</p> <p><b>Updated January 2018:</b> two proposals in process: Werfel and Adlof</p>
Apply for Center (P50) Grants	COMD has two major research concentrations (Adult Neurogenetics & child language/literacy) that are strengths that many programs do not share, placing us in a competitive position for a center grant.	Time and effort; collaboration with research faculty at other institutions	Department senior faculty in collaboration with junior faculty	<u>Years 1-2:</u> Develop the infrastructure support needed for a successful P50 grant proposal. Develop and submit a P50 proposal.	<p><u>By the end of Year 3:</u> COMD will have submitted at least one P50 grant for review.</p> <p><b>Update Feb, 2016: Goal met; P50 awarded to J. Fridriksson.</b></p>
Ensure doctoral students have advance knowledge in statistical analysis or other methodologies specific to their area of study necessary to	Researchers need to have advanced tools and methods for research design and analysis. Possible topics could be in advanced statistical methods (e.g., Bayesian	Minimal, other than identifying faculty within or outside the department to teach the courses.	Doctoral program faculty, doctoral program chair	<u>Year 1:</u> Develop a research “tools” requirement for the PhD curriculum (perhaps as 3 of the 12 required statistics credits). Determine potential courses	<p><u>By the end of Year 1,</u> COMD will have:</p> <ul style="list-style-type: none"> <li>- Rewritten the Doctoral Program handbook to include the research tools requirements</li> </ul> <p><b>Updated April, 2017: Goal met</b></p>

conduct their specific research	analysis), computational methods (e.g., modeling, machine learning), signal analysis (e.g., EEG, fMRI, digital signal processing, etc.), computer programming, or other topic area.			and/or instructors across campus that may be viable options for the tools requirement.	- Assembled a list of potential courses and/or instructors for the tools requirement.
Formalize communication of a research culture at the Speech and Hearing Research Center with clients via regular communications about the mission of the Research Center	The Center is unique in the Midlands because of its commitment to the advancement of clinical practices through research. This focus will facilitate the growing collaborations between the clinical and research faculty as well as other research projects occurring within the department.	Minimal	Clinic Director, research/clinical partnerships, individual research faculty	<u>Year 1:</u> Develop a process(es) for automatically and seamlessly alerting SHRC clients about current COMD research projects. <u>Year 2:</u> Implement the new process.	<u>By the end of Year 2,</u> COMD and the SHRC will: - Have a centralized, local database of ongoing research studies for which SHRC clients may qualify - a centralized means within the Center that alerts clients to those current research opportunities <b>Updated Aug, 2016: Goal met: Waiting room monitor now provides information on research opportunities (meets both goals).</b>
Create predictable COMD Science Requirement course offerings at the doctoral level	Predictable doctoral COMD Science Requirement course offerings will provide stability in developing	Assure research faculty are freed-up from master's level teaching assignments	Curriculum committee, doctoral program faculty	<u>Years 1-2:</u> In conjunction with a reorganization of the master's program, a determination of	<u>By the end of Year 5,</u> the COMD doctoral program will have:

	plans of study for our own doctoral students as well as potentially attract students from other majors.			<p>teaching loads will be conducted to examine what doctoral faculty are able to teach at the doctoral level. Determine whether an additional Science Course can/should be added</p> <p><u>Years 3-5:</u> Implementation of schedule/rotation of doctoral level courses will begin.</p>	<ul style="list-style-type: none"> <li>- A set of core Science Requirement courses, and <b>Updated Aug, 2015: goal met. Normal Bases of Literacy added as a core Science Requirement course</b></li> <li>- A predictable teaching schedule for those courses with the ability for different doctoral faculty to teach those courses across different semesters. responsibilities for research faculty that includes consistent coursework for the doctoral program</li> <li>- <b>Updated Aug, 2016. Goal met. Predictable teaching schedule set; balanced schedule of teaching across doctoral faculty set.</b></li> </ul>
<b>Focus Area: Cutting-edge Curriculum and Clinical Practica – COMD will have a curriculum and clinical practica that will be a model for the nation</b>					
<b>Action step</b>	<b>Rationale</b>	<b>Resources Required</b>	<b>Responsible Party(ies)</b>	<b>Timetable</b>	<b>Outcome(s)</b>

<p>Evaluate required and elective courses for MSP and MCD programs and reorganize/revamp curricula, with an aim to decrease the number of required courses and increase the elective options</p>	<p>The purpose is three-fold: a) Students have few opportunities to pursue electives for specialized training in areas of interest, particularly those that represent the expertise of the FT faculty. b) A reorganized curriculum may help students better integrate research into clinical practice. c) Due to changes in health care, students (and faculty) need to understand the changing roles of SLPs for the future (e.g., working at the top of their license, managing SLP-As, streamlining documentation for efficiency, best uses of technology, including telehealth).</p>	<p>Other COMD programs for examples, ASHA documents and resources re: reframing the SLP profession.</p>	<p>Curriculum Committee, department faculty</p>	<p><u>Years 1 – 2:</u> Evaluation of curriculum <u>Years 3 – 5:</u> Reorganization of curriculum and implementation</p>	<p><u>By the end of Year 5,</u> COMD will have: Developed a curriculum that allows students to select electives that meet their interests Developed a curriculum that allows faculty to offer courses that highlight their expertise Developed content covered in self-standing courses, or infused into courses, representing:</p> <ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Patient-based EBP</li> <li>- Telehealth and telemedicine</li> <li>- Intercultural/language diversity skills</li> </ul> <p><b>Updated Aug, 2016: Goal met: MSP and MCD curricula modified</b></p>
<p>Ensure a consistent evaluation process for evaluating all courses/instructors of academic courses, including teaching faculty who are not</p>	<p>Currently, only tenure track faculty receive peer evaluations of their academic courses, but the teaching quality of those teaching in the program in its entirety</p>	<p>An organizational structure within the department (process and assessment tool) to implement</p>	<p>COMD chair, Graduate Director, COMD Administrative Assistant</p>	<p><u>Year 1:</u> Development of process and assessment tool <u>Years 2-3:</u> Roll out of inaugural peer evaluation process</p>	<p><u>By the end of Year 3:</u></p> <ul style="list-style-type: none"> <li>- All COMD faculty teaching an academic course, regardless of status, will be peer reviewed. Those not receiving peer</li> </ul>

FT faculty and clinical faculty	should be regularly assessed as well.	COMD peer evaluations			evaluations via the ASPH will receive an inaugural review via the COMD review process in Year 2 or 3 and then be reviewed every three years thereafter. <b>Update Aug, 2017: Goal met. All COMD faculty, including adjuncts, evaluated.</b>
Increase the security of online testing	Because online testing within COMD has increased, faculty must feel confident that testing situations are secure and proctored well.	USC Distance education department, Blackboard Support Services.	Distance Education Director, department faculty	<u>Year 1:</u> Review of potential tools to ensure secure online testing. Obtain baseline number of tests conducted online with/without specific security measures. <u>Years 2-3:</u> Implementation of security tools for online testing. Obtain baseline number of tests conducted online with/without specific security	<u>By the end of Year 3:</u> - All COMD faculty using online tests will take advantage of maximized test security features. - The MCD program, via the Distance Education Director, will promote student access to on-line proctoring (e.g., ProctorU). <b>Updated Aug, 2016: Goal met: USC has chosen Proctor U. Beginning Fall, 2017, cohort 2017 will have tests proctored using Proctor U.</b>
Increase COMD students' experiences	IPE and IPP will provide COMD students to	Minimal	Center Director, Chair,	<u>Years 1-2:</u> Develop department-level IPE	<u>By the end of Year 4:</u>



<p>with interprofessional education (IPE) and interprofessional practice (IPP)</p>	<p>learn about, from and with students from other professions to enable effective collaboration and improve health and education outcomes.</p>		<p>Curriculum Committee, Department IPE committee</p>	<p>committee. Develop relations with faculty in other programs to establish potential academic and clinical experiences for COMD students  <u>Years 3-4:</u> Develop new IPE/IPP courses and/or experiences within courses or clinical practica</p>	<ul style="list-style-type: none"> <li>- COMD students will have a minimum of one IPP experience within the USC SHRC</li> <li>- COMD students will have a minimum of two additional IPE experiences beyond PHBH 678</li> </ul> <p><b>Update April, 2017: Goal met: USC SHRC has sponsored three IPP events including Pharmacy, Social Work, Nursing, and PT. Such events will be continued annually.</b></p>
<p>Promote increased integration of research and clinical practice within COMD</p>	<p>COMD is committed to developing clinical scientists. This aim will help solidify this commitment and serve as a model for students regarding the integration of research and clinical practice.</p>	<p>Minimal</p>	<p>Department faculty</p>	<p><u>Years 1-2:</u> Obtain baseline of number of current research/clinical partnerships and co-authored posters/publications. Development of new clinical/research partnerships  <u>Years 3-4:</u> Implementation of research projects within the SHRC</p>	<p><u>By the end of Year 4:</u></p> <ul style="list-style-type: none"> <li>- There will be a 25% increase in clinical/research partnerships, posters, and publications. (Baseline = 3 pubs and 2 posters)</li> </ul> <p><u>Updated April, 2017:</u> 2 publications, six presentations/posters<sup>4</sup>  <u>Updated August, 2017:</u> No change  <b>Updated January 2018: One publication and one poster</b></p>

Focus Area: Creating a Premiere Student Population – COMD will have a healthy and diverse student population					
Action step	Rationale	Resources Required	Responsible Party(ies)	Timetable	Outcome(s)
Recruit students from underrepresented groups (i.e., males and/or students who list their race/ethnicity as Hispanic or non-Hispanic/non-white)	COMD typically does not draw many students from underrepresented groups, yet diversity is always optimal.	John Dozier (USC chief diversity officer); Dr. Sara Corwin, ASPH Assistant Dean for Undergraduate Student Services	Graduate director, chair, NSSLHA	<u>Years 1-2:</u> Meet with key personnel (Dozier, Corwin) to discuss recruitment strategies. Develop a plan for recruiting underrepresented students. Determine funding mechanisms that are specific to students from underrepresented groups (e.g., McNair Scholars program). <u>Years 3-5:</u> Implement recruitment strategies.	<u>By the end of Year 5,</u> there will be a 20% increase in students from underrepresented groups (baseline = 10%) <u>Update Feb, 2016:</u> Incoming class of 2015 = 12% <u>Update Feb, 2016:</u> Incoming class of 2016 = 16% <b>Update July, 2017:</b> <b>Incoming class of 2017 = 14%</b>
Encourage students' self-care and strong mental health	At times, students may be overly anxious and lack some self-care techniques. Additionally, there is a rise in mental health issues in general and, recently, in COMD. Finally, there is a general perception that some students entering into graduate programs do not always have the	USC Counseling and Human Development Center; Alisa Cooney-Liggett, USC Behavioral Intervention Team; others as needed	Graduate Director, Center Director, Chair, NSSLHA	<u>Year 1:</u> Consult with USC resources to determine what resources are available for students (facilities as well as handouts for students), their availability to attend COMD orientation to talk about those resources, and how students may help other students.	<u>By the end of Year 2,</u> COMD will have developed: <ul style="list-style-type: none"> <li>- A partnership with the USC Counseling and Human Development Center, as evidenced by sharing of information from both departments of their students (COMD) and their services (CHD)</li> <li>- A program for incoming graduate</li> </ul>

	self-help skills needed to succeed			<p><u>Year 2:</u> Implement strategies to encourage students' self-care and strong mental health</p>	<p>students, such as a "meet 'n' greet" at orientation, during which students will learn about counseling and crisis resources from USC counselors and receive brochures</p> <p><u>Updated April, 2017:</u> Center Director connected with CHD; incoming 2015 and 2016 graduate students received CHD information at ASPH (2015) and COMD (2016) orientations. Student Health Wellness representative also visited on 4/13/17.</p> <p><b>Updated August, 2017: 2<sup>nd</sup> year students provided overview of campus mental health services available for 1<sup>st</sup> year students; well-received.</b></p> <ul style="list-style-type: none"> <li>- Developed a student-to-student approach to helping students help each other change unhealthy to</li> </ul>
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					healthy behaviors (via NSSLHA) <u>Updated Aug, 2016:</u> NSSLHA created “buddy” network for incoming MSP students
<b>Focus Area: Increasing Awareness of and Support for Communication Sciences and Disorders – COMD and the SHRC will have community recognition and financial support that allows them to achieve their goals in all areas</b>					
<b>Action step</b>	<b>Rationale</b>	<b>Resources Required</b>	<b>Responsible Party(ies)</b>	<b>Timetable</b>	<b>Outcome(s)</b>
<p>Increasing the public’s knowledge and awareness of</p> <p>a) the SLP’s and audiologist’s role in improving population health and education</p> <p>b) COMD and the Speech and Hearing Research Center (SHRC)</p>	<p>With the growing understanding of the role of the SLP in IPE, SLPs and audiologists need to educate the public and other professionals about their role in such areas as: early intervention, literacy (including health literacy), facilitating communication among health care providers and between health care providers and patients/families, enhancing medical and educational environments for better communication, etc.</p>	<p>ASHA documents and resources, other IPE literature</p>	<p>Department faculty; NSSLHA, COMD Advisory Board; ASPH’s Director of Public Information</p>	<p><u>Years 1-2:</u> Develop ideas for flyers, media spots, social media promos, etc.</p> <p><u>Years 3-5:</u> Implement public awareness/knowledge campaign</p>	<p><u>By the end of Year 5,</u> COMD will have:</p> <ul style="list-style-type: none"> <li>- A minimum of monthly public announcements or informational pieces re: COMD and/or speech/language/hearing (e.g., USC Today, The State, ABC Columbia, Facebook, Twitter, Instagram)</li> <li>• <b>Update April, 2017 – Goal Met: Multiple featured stories on COMD/SHC occur monthly via USofC, the COMD and/or ASPH web pages, Twitter, the Association of Schools</b></li> </ul>

					<b>&amp; Programs of Public Health, etc.</b>
Increase metropolitan Columbia's support of COMD and the Speech and Hearing Research Center	The COMD and the Speech and Hearing Research Center provide many benefits to the greater metropolitan Columbia through its research and clinical services. Greater awareness of its contributions can lead to greater support.	None	COMD Advisory Board	<u>Year 1:</u> Develop key person on the COMD Advisory Board to assume leadership of an annual fundraiser <u>Years 2-3:</u> Develop a format, venue, and time for a COMD/SHRC annual fundraiser	<u>By the end of Year 3:</u> COMD/SHRC will have had the first of its annual fundraisers <u>Update Feb, 2016:</u> Goal Met: COMD now has an annual fundraiser held in May. <b>Update August, 2017: Will continue to hold annual fundraiser but will transition to crowd funding</b>
Provide outreach via professional/research presentations and continuing education opportunities to community partners and other professionals	The purpose is four-fold: to a) provide free CEUs for external clinical supervisors; b) provide continuing professional education within the state; c) promote the department (faculty and research), and d) provide increased summer funding for the department.	None	Department faculty and, potentially, doctoral students; CEU Committee	<u>Years 1-2:</u> Development of potential courses/seminars that can be offered for CE <u>Years 3-5:</u> Implementation of CE offerings and evaluation of their effectiveness for meeting the four purposes listed in the rationale.	<u>By the end of Year 5:</u> COMD will have - offered a minimum of three half-day, full-day and/or week-long courses for CEUs or CMHs - evaluated whether the courses met the four purposes outlined under rationale <b>Updated April, 2017: Goal met: COMD offered a two day, Read to Succeed course in Summer, 2016 (provided</b>

					<p><b>increased funding for the dept. CE for SLPs in state) and as well as two, half-day CEU workshops for external supervisors in Spring, 2016 (provided free CEUs and promoted COMD faculty). Five other CEU offerings held during the 2016-2017 academic year.</b></p>
<p>Increase the public's awareness and understanding of the "strength" of the MCD program</p>	<p>Because of other distance education programs that have less than stellar reputations and outcomes, at times, personnel at clinical sites may have preconceived notions about USC's MCD students.</p>	<p>Minimal</p>	<p>Director of Distance Education, ASPH Webmaster, volunteer MCD students</p>	<p><u>Year 1:</u> Survey current or recently graduated MCD students to determine what they perceive as the benefits and strengths of the MCD program and determine their willingness to share information via short, videotaped vignettes. Develop questions for vignettes.  <u>Year 2:</u> Produce vignettes that attest to MCD program. Provide these to ASPH webmaster for COMD webpage.</p>	<p><u>By the end of Year 2,</u> COMD will have short videos on its webpage that discuss the rigor and quality of its MCD program.  Updated April, 2017: Sixteen COMD-MCD alumni selected and asked to serve as "COMD Distance Education Ambassadors" for PR purposes (e.g., provide quotes, videos). Director of MCD program working with ASPH Web Development and Communications</p>

					Department to upload to web page <b>Updated January 2018: no change</b>
<b>Focus Area: Resources (added 2015)</b>					
Secure additional teaching, research, and clinical space for the department and Speech and Hearing Research Center.	Because the department is growing in the number of grant-funded research projects, doctoral students, and the specialty clinics offered (i.e., Literacy Center), among other space-requiring initiatives, additional space is necessary.	Physical space and funds to pay for that space.	Department chair	<u>Year 2 (first year of initiative)</u> : Request funds from Dean to pay for additional space. Develop plan for self-sustaining funds for space after initial funds to develop space. <u>Year 3-5</u> : Promote plan for self-sustaining funds with potential donors.	<u>By the end of Year 3</u> , COMD will have additional space to conduct teaching, research, and clinical services. <u>By the end of Year 5</u> , COMD will have additional funds from outside source(s) that serve as self-sustaining funds for the new space. <b>Updated July 2017: Due to generous donor, COMD will be able to relocate to Close-Hipp building in late Spring 2019, gaining an additional 4k sq. ft. of space. Department and Center will no longer need to pay lease.</b>

**Addendum: Footnotes to Strategic Plan**

<sup>1</sup>American Speech-Language Hearing Foundation, New Century Scholars. *Parents as Language and Literacy Partners*. PI: Angela McLeod, Co-PI, Suzanne Adlof. Submitted April 2015, Not Funded. Revision Submitted April 2016, unfunded.

<sup>1</sup>American Speech-Language-Hearing Foundation, Clinical Research Grant. *Evaluating the Effectiveness of Fatigue Interventions for Children with Cochlear Implants*. PI: Krystal Werfel, Co-Investigators: Jason Wigand and Roozbeh Behroozmand. Total Requested: \$75,000. Submitted April 2016, unfunded..

<sup>1</sup>ASHA, Multicultural Research Grant. *Latinos In Borderlands Reading Outreach (Project LIBRO)*. PI: Gina Crosby Quinatoa, Co-investigators: Angela McLeod and Suzanne Adlof. Submitted May 2016, unfunded.

<sup>2</sup>*Leadership in literacy and communication disorders*. Training grant submitted to U.S. Department of Education, Office of Special Education Programming. 2017 – 2022. \$1,243,632 (Wade---Woolley, L.& Werfel, K.). Resubmitted.

<sup>3</sup>American Speech-Language-Hearing Foundation New Century Scholars Research Grant. *Contribution of temporal cues within segments to sentence intelligibility: Effects of age, hearing loss, and spectral shaping*. (funding period: 11/15/2015-11/14/2017; total direct costs: \$24,987). PI: Dan Fogerty, Submitted 04/22/2015, Not funded.

<sup>3</sup>US Department of Education, Institute of Education Sciences. *Morphological Awareness Test for Reading and Spelling (MATRS)*. Funding period 07/2016-06/2020; total costs: \$1,399,994, PI; K. Apel; Not funded.

<sup>3</sup>Institute of Education Sciences. *Developing Wordification, a Web-Based System for Teaching English Spelling*. PI: Krystal Werfel, Co-PIs: Stanley Dubinsky, Duncan Buell. Total Requested: \$1,400,000. Submitted August 2016. Not funded

<sup>3</sup>National Institutes of Health, *Orthographic Influences on Word Learning in Children with Language Impairment*. PIs: Tiffany Hogan, Julie Wolter. Co-Investigators: Suzanne Adlof, Jessie Ricketts. Submitted June 2016, Not funded.

<sup>3</sup>National Institute of Deafness and other Communication Disorders. *Maximizing speech recognition under adverse listening conditions*. (R01-DC015465-01; funding period: 7/1/2016-6/30/2021; total direct costs: \$ 1,563,416). PI: Dan Fogerty, Funded.

<sup>4</sup>Adlof, S.M., McLeod, A., & Leftwich, B. (2014). Structured narrative retell instruction for pre-literate children from low SES backgrounds: Feasibility and effects on literacy and language skills. *Frontiers in Psychology: Developmental Psychology*, 5:391, 1-11.

<sup>4</sup>Adlof, S.M., Crosby-Quinatoa, G., & McLeod, A. (2015, February). *Reading Together: Parents as Language and Literacy Partners*. South Carolina Speech-Language Hearing Association, Myrtle Beach, SC.



- <sup>4</sup>Adlof, S.M., McLeod, A., & Crass, K. (2014, November). *Literacy interventions revisited: Moving up (and back down) the treatment research ladder*. American Speech-Language Hearing Association, Orlando, FL.
- <sup>4</sup>Adlof, S.M., McLeod, A., Crass, K., Campbell, S., Hunt, L., Leftwich, B., Mobley, A., Perry, H., & Smith, C. (2014, February). *Literacy Interventions Revisited: Moving Up the Treatment Research Ladder*. Oral presentation. South Carolina Speech-Language Hearing Association. Charleston, SC.
- <sup>4</sup>Crosby-Quinatoa, G., McLeod, A., & Adlof, S.M. (2015, November). *Engaging Latino Caregivers as Partners in Literacy*. American Speech-Language Hearing Association, Denver, CO.
- <sup>4</sup>McLeod, A., N. & Apel, K. (2015). Morphological awareness intervention: Study of a child with a history of speech and language impairment. *Communication Disorders Quarterly*, 36 (4), 208-218. doi: 10.1177/1525740114560371
- <sup>4</sup>Reed, P., Montgomery, A., Fogerty, D. & Adams, C. (2016). The perception of speech rate for time manipulated and vocoded sentences. Presentation to the Meeting of the Acoustical Society of America, Honolulu, HI.
- <sup>4</sup>Werfel, K., Linville, H., Crosby-Quinatoa, E., & Archer, J. (accepted). Tracking language development in children with hearing loss using language samples. Paper to be presented at the American Speech-Language Hearing Association conference, Philadelphia, PA.