

CURRICULUM VITAE

Alycia Cummings, Ph.D., CCC-SLP

Communication Sciences and Disorders, Idaho State University-Meridian
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Education

- B.A. Stanford University** 2000
Psychology (Department Honors; Health and Human Development Focus)
- Ph.D. San Diego State University and University of California San Diego** 2009
Joint Doctoral Program in Language and Communicative Disorders

Academic Positions

- Department Chair**, Communication Sciences and Disorders, 07/2022-Present
Idaho State University, Meridian/Pocatello, ID
- Interim SLP Program Director**, Communication Sciences and Disorders, 10/2023-07/2024
Idaho State University, Meridian/Pocatello, ID
- Associate Professor**, Idaho State University, Meridian/Pocatello, ID 2020-Present
Tenure, Idaho State University, Meridian/Pocatello, ID 2020
- Assistant Professor**, Idaho State University, Meridian/Pocatello, ID 2017-2020
- Associate Professor**, University of North Dakota, Grand Forks, ND 2015-2017
Tenure, University of North Dakota, Grand Forks, ND 2015
- Assistant Professor**, University of North Dakota, Grand Forks, ND 2009-2015
- Instructor in Cognitive Science**, University of California, San Diego, CA 2008
- Graduate Research Assistant**, University of California, San Diego and 2002-2009
San Diego State University, San Diego, CA
- Research Coordinator**, Stanford University, Stanford, CA 2000-2002

Publications (* indicates current or former student collaborator)

- Brock, K. L., LaBranch, E., **Cummings, A.**, Ogiela, D., & Binger, C. (2024). AAC Business as Usual: Clinical Practice of School-Based Speech-Language Pathologists. *Communication Disorders Quarterly*, (ahead of print) <https://doi.org/10.1177/15257401241248605>
- Brock, K., Zolkoske, J.*, **Cummings, A.**, Ogiela, D. (2022). The effects of symbol format and psycholinguistic features on receptive syntax outcomes of children without disability. *Journal of Speech, Language, and Hearing Research*, PMC36450155. https://doi.org/10.1044/2022_JSLHR-22-00022
- Cummings, A.**, Wu, Y., & Ogiela, D. (2021). Phonological underspecification: An explanation for how a rake can become awake, *Frontiers in Human Neuroscience*, 15, Article 585817. PMC7925882. <https://doi.org/10.3389/fnhum.2021.585817>
- Cummings, A.**, Giesbrecht, K.*, & Hallgrimson, J.* (2020). Intervention dose frequency: Phonological generalization is similar regardless of schedule. *Child Language Teaching and Therapy*. <https://doi.org/10.1177/0265659020960766>

- Cummings, A., Ogiela, D., & Wu, Y. (2020).** Evidence for [coronal] underspecification in typical and atypical phonological development. *Frontiers in Human Neuroscience*, 14, Article 580697. PMC7782969. <https://doi.org/10.3389/fnhum.2020.580697>
- Brock, K. & Cummings, A. (2019).** EEG and behavioral data confirm the iconicity principle and cognitive load theory in AAC, but major threats to internal validity call these results into question. *Evidence-Based Communication Assessment and Intervention*, 13(3), 144-150. <https://doi.org/10.1080/17489539.2019.1640967>
- Cummings, A., Hallgrimson, J.*, & Robinson, S. (2019).** Speech intervention outcomes associated with word lexicality and intervention intensity. *Language, Speech, and Hearing Services in Schools*, 50, 83-98. PMC6440759. http://dx.doi.org/10.1044/2018_LSHSS-18-0026
- Cummings, A., Madden, J., & Hefta, K.* (2017).** Converging evidence for [coronal] underspecification in English-speaking adults. *Journal of Neurolinguistics*, 44, 147-162. PMC5659596. <http://dx.doi.org/10.1016/j.jneuroling.2017.05.003>
- Cummings, A. (2016).** Clinical-Cummings: Online CHILDES/PhonBank Corpus. ISBN: 978-1-59642-479-1. <https://phonbank.talkbank.org/access/Clinical/Cummings.html>
- Cummings, A., Seddoh, A., & Jallo, B.* (2016).** Phonological code retrieval during picture naming: Influence of Consonant Class. *Brain Research*, 1635, 71-85. PMC4779387. <http://dx.doi.org/10.1016/j.brainres.2016.01.014>
- Cummings, A. & Barlow, J. (2011).** A comparison of word lexicality in the treatment of speech sound disorders. *Journal of Clinical Linguistics and Phonetics*, 25(4), 265-286. PMC3076210. <http://dx.doi.org/10.3109/02699206.2010.528822>
- Cummings, A. & Čeponienė, R. (2010).** Verbal and nonverbal semantic processing in children with developmental language impairment. *Neuropsychologia*, 48, 77-85. PMC2794944. <http://dx.doi.org/10.1016/j.neuropsychologia.2009.08.012>
- Cummings, A., Saygin, A.P., Bates, E., & Dick, F. (2009).** Infants' recognition of meaningful verbal and nonverbal sounds. *Language Learning and Development*, 5, 172-190. PMC2835353. <http://dx.doi.org/10.1080/15475440902754086>
- Čeponienė, R., Cummings, A., Wulfeck, B., Ballantyne, A., & Townsend, J. (2009).** Spectral vs. temporal auditory processing in Language Impairment: A Developmental ERP study. *Brain and Language*, 110, 107-120. PMC2731814. <http://dx.doi.org/10.1016/j.bandl.2009.04.003>
- Cummings, A., Čeponienė, R., Dick, F., Saygin, A.P., & Townsend, J. (2008).** A developmental ERP study of verbal and non-verbal semantic processing. *Brain Research*, 1208, 137-149. PMC2423212. <http://dx.doi.org/10.1016/j.brainres.2008.02.015>
- Dick, F., Leech, R., Cummings, A., Borovsky, A., & Saygin, A. (2007).** Multiple means of conveying information through sound: Comparisons of environmental sounds and spoken language processing using converging methodologies. *Journal of the Acoustical Society of America*, 121(5), 3165. <http://dx.doi.org/10.1121/1.4782255>
- Moineau, S. & Cummings, A. (2007).** Learning rediscovered, Part I: Integrating multiple modalities into clinical practice. *ADVANCE for Speech-Language Pathologists & Audiologists*, 17(46), 32-34.
- Moineau, S. & Cummings, A. (2007).** Learning rediscovered, Part II: Integrating multiple modalities into clinical practice. *ADVANCE for Speech-Language Pathologists & Audiologists*, 17(47), 16-18.

Cummings, A., Čeponienė, R., Koyama, A., Saygin, A.P., Townsend, J., & Dick, F. (2006). Auditory semantic networks for words and natural sounds. *Brain Research*, 1115, 92-107. PMID: 16962567. <http://dx.doi.org/10.1016/j.brainres.2006.07.050>

Complete List of Published Work in MyBibliography

<http://www.ncbi.nlm.nih.gov/sites/myncbi/alycia.cummings.1/bibliography/41165869/public/?sort=date&direction=descending>

Manuscripts Under Review

Cummings, A., Wu, Y., & Ogiela, D. *What is enough: Atypical gamma responses in children with phonological disorder.*

Preprints (* indicates current or former student collaborator)

Cummings, A., Ogiela, D., Brock, K., Blaiser, K., & Barga, G. [Preprint]. May 23, 2022. Considerations for a workload model: Top clinical practice barriers of school SLPs.

<https://doi.org/10.31234/osf.io/acqpz>

Cummings, A. & Ehrhorn, A*. [Preprint]. May 21, 2019. *Identifying possible underlying mechanisms of developmental speech sound disorders with the Nonword Repetition Task.*

<https://doi.org/10.31234/osf.io/hs9xm>

Cummings, A. & Thompson, H*. [Preprint]. May 5, 2019. *Examining the efficacy of complex clusters in real words and nonwords during the treatment of speech sound disorders.*

<https://doi.org/10.31234/osf.io/27wxt>

Cummings, A. & Wu, Y. [Preprint]. February 22, 2019. *Neural mechanisms underlying speech perception in children with speech sound disorders.* <https://doi.org/10.31234/osf.io/25pb6>

Cummings, A. [Preprint]. February 21, 2019. *Mismatch Negativity responses to early-acquired sounds in children with speech sound disorders.* <https://doi.org/10.31234/osf.io/h2k6q>

Cummings, A. & Seddoh, A. [Preprint]. February 19, 2019. *Increment and decrement tone frequency effects in English-speaking adults.* <https://doi.org/10.31234/osf.io/dm6ys>

Cummings, A. & Seddoh, A. [Preprint]. February 19, 2019. *Effect of deviance direction on generation of mismatch negativity.* <https://doi.org/10.31234/osf.io/cngtp>

Ph.D. Dissertation

Cummings, A. (2009). *Brain and behavior in children with phonological delays: Phonological, lexical, and sensory system interactions.* Ph.D. dissertation, University of California, San Diego, United States - California. Retrieved July 1, 2009, from Dissertations & Theses @ University of California. (Publication No. AAT 3352373).

<http://proquest.umi.com/pqdweb?did=1709741321&sid=2&Fmt=2&clientId=1561&RQT=309&VName=PQD>

Advisor: Jessica Barlow, San Diego State University

Refereed Conference Presentations (* indicates student collaborator)

Cummings, A., Scott, A.*, Levandovsky, A.*, & Martineau, C.* (2023). *Identifying ideal speech intervention intensity measures for /r/ through telepractice.* Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention.

- Boston, MA. <https://asha2023-asha.ipostersessions.com/Default.aspx?s=04-53-1A-E1-78-F3-2D-D7-D6-DB-C1-D4-B7-3F-CB-6E>
- Cummings, A. & Ogiela, D. (2023).** *Neural bases of phonological disorder in children: An EEG study of gamma band activity*. Technical research presentation presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Boston, MA.
- Ogiela, D. & Cummings, A. (2023).** *Phono-this and Phono-that: A tutorial for language and literacy applications*. One-hour seminar presentation presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Boston, MA.
- Cummings, A. (2023).** *Identifying ideal speech intervention intensity measures: Implications for the principles of motor learning*. One-hour seminar presented at the Idaho Speech, Language, Hearing Association State Convention. Meridian, ID.
- Cummings, A., Wu, Y., & Ogiela, D. (2021).** *What is enough: Atypical gamma responses in children with phonological disorder*. Slide Slam Presentation presented at the Society for the Neurobiology of Language Annual Meeting [Virtual Conference]. Video Link: <https://youtu.be/IEf9yDFUgEI>
- Cummings, A., Allen, L.*, Martineau, C.*, & Scott, A.* (2021).** *Less could be more: Providing motor-based speech intervention via telepractice*. Poster presented at the Idaho Speech, Language, Hearing Association Annual Convention. Boise, ID. Video Link: <https://youtu.be/tdcJmB0YAes>
- Cummings, A., Wurm, M.*, Boyd, B.*, Maier, K.*, & Silva, A.* (2020).** *Practice makes perfect: How phonemic perception, speech production, and phonological awareness activities impact intervention outcomes*. Poster proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association (ASHA), San Diego, CA (Convention canceled).
- Cummings, A., Blaiser, K., Ogiela, D., Brock, K., & Barga, G. (2020).** *Winning the clinical practice Tri-Wizard Cup: Creating port keys to eliminate dark magic clinical barriers*. Poster proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association (ASHA), San Diego, CA (Convention canceled).
- Cummings, A., Ogiela, D., Blaiser, K., Brock, K., & Barga, G. (2020).** *SLP paraprofessionals: How credentials and training impact knowledge and skills*. Poster proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association (ASHA), San Diego, CA (Convention canceled).
- Cummings, A., Boyd, B.*, & Wurm, M.* (2019).** *Longitudinal complex sound intervention increases speech intelligibility*. Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Orlando, FL.
- Hansen, K., Cummings, A., Loftin, J., Cassim, H.*, & Teall, A.* (2019).** *Effects of frenectomy on /r/ production and the social impact of avoidance strategy use*. Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Orlando, FL.
- Cummings, A. & Robinson, S. (2019).** *Nonword repetition predicts concurrent and longitudinal language scores in a low SES preschool population*. Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Orlando, FL.
- Cummings, A. (2018).** *Predictors of speech treatment outcomes: What could be functional and what is not*. “Meritorious” poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Boston, MA.

- Smith, K.* & Cummings, A. (2018). *The effects of sensory-based activities on attention, speech perception, & mood*. Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Boston, MA.
- Cummings, A. (2018). *Modifying intervention intensity for maximum speech treatment generalization*. Poster presented at the Idaho Speech, Language, Hearing Association Annual Convention. Boise, ID.
- Cummings, A. & Wu, Y. (2018). *Atypical neural responses associated with inaccurate speech production in children with speech sound disorders*. Poster presented at the Society for the Neurobiology of Language Annual Meeting. Quebec City, Quebec, Canada.
- Cummings, A. (2017). *Longitudinal evidence supporting the effectiveness of complexity treatment for speech sound disorders*. Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Los Angeles, CA.
- Cummings, A. & Babchishin, J. (2017). *Speech treatment outcomes generated by high frequency words, academic vocabulary words, and nonwords*. Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Los Angeles, CA.
- Giesbrecht, K.*, Babchishin, J., & Cummings, A. (2017). *The effect of dose frequency on treatment efficacy for children with speech sound disorders*. Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Los Angeles, CA.
- Cummings, A. & Babchishin, J. (2017). *Selecting speech targets for maximum treatment efficiency and effectiveness*. Three-hour Keynote oral presentation at the South Dakota Speech-Language-Hearing Association Fall Convention. Sioux Falls, SD.
- Cummings, A. & Oliver-Bingham, P.* (2016). *Neural Indices of Phonological Code Retrieval in Children*. Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Philadelphia, PA.
- Cummings, A. & Hefta, K.* (2015). *Neural indices of the underspecification of phonological representation in adults and children*. Technical Research Oral Presentation presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Denver, CO.
- Cummings, A. & Therrien, R.* (2015). *Preschool screening: A comparison of repetition tasks and formal screening measures*. Technical Research Oral Presentation presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Denver, CO.
- Cummings, A. & Larson, A.* (2015). *Identification of subclasses of children with speech sound disorders using the PCC, PWP Intersect*. Oral presentation at the International Child Phonology Conference. St. John's, Newfoundland, Canada.
- Cummings, A. (2015). *Not all words are created equal: Choosing speech targets for maximum treatment efficiency*. Two-hour oral presentation at the Minnesota Speech-Language-Hearing Association Fall Convention. Minneapolis, MN.
- Cummings, A. (2014). *Neural indices of lexical and phonological processing in adults and children*. Technical Research Oral Presentation presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Orlando, FL.
- Jallo, B.* & Cummings, A. (2014). *Lexical and phonological influences on picture naming in adults and children*. Technical Research Oral Presentation presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Orlando, FL.

- Cummings, A. (2014).** *Not all words are created equal: Choosing speech targets for maximum treatment efficiency.* 1.5-hour invited talk presented at the Nebraska Speech-Language-Hearing Association Fall Convention. Lincoln, NE.
- Cummings, A. & Ehrhorn, A.* (2013).** *The Nonword Repetition Task: A useful screening tool for speech sound disorders.* Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Chicago, IL.
- Cummings, A. & Babchishin, J. * (2013).** *A comparison of nonwords and Tier Two Vocabulary words in speech treatment.* Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Chicago, IL.
- Thompson, H.* & Cummings, A. (2012).** *Phonological complexity: Using three-element clusters in speech sound disorder treatment.* Poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. Atlanta, GA.
- Gaspar, A.* & Cummings, A. (2012).** *Evaluating speech sound treatment effectiveness with the nonword repetition task.* Poster presented at the International Child Phonology Conference. Minneapolis, MN.
- Cummings, A. & Rach, A.* (2011).** *Adults' perception and misperception of /r/. "Meritorious"* poster presented at the American Speech, Language, and Hearing Association (ASHA) National Convention. San Diego, CA.
- Cummings, A. & Barlow, J. (2010).** *Word lexicality effects during the treatment of speech sound disorders.* Annual Symposium on Research in Child Language Disorders. Madison, WI.
- Cummings, A., Čeponienė, R., & Townsend, J. (2009).** *Speech sound feature encoding and discrimination in children with phonological delay.* Neurobiology of Language Conference. Chicago, IL.
- Cummings, A. & Barlow, J. (2009).** *Speech and language system interactions in children with functional speech sound disorders.* Talk given at the SDSU Student Research Symposium. San Diego, CA.
- Cummings, A., Čeponienė, R., Williams, C., Townsend, J., & Wulfeck, B. (2006).** *Auditory word versus environmental sound processing in children with Specific Language Impairment: An event-related potential study.* Poster presented at the Annual Symposium on Research in Child Language Disorders. Madison, WI.
- Simon-Cereijido, G., Bates, E., Wulfeck, B., Cummings, A., Townsend, J., Williams, C., Čeponienė, R. (2006).** *Picture naming in children with Specific Language Impairment: Differences in neural patterns throughout development.* Poster presented at the Annual Symposium on Research in Child Language Disorders. Madison, WI.
- Čeponienė, R., Townsend, J., Williams, C., Cummings, A., Evans, M., & Wulfeck, B. (2006).** *Auditory processing of speech in children with Specific Language Impairment: Evidence for spectral processing deficits.* Poster presented at the Annual Meeting of the Cognitive Neuroscience Society. San Francisco, CA.
- Borovsky, A., Saygin, A.P., Cummings, A., Bates, E., Trauner, D., & Dick, F. (2006).** *Contrasting nonlinguistic and linguistic auditory processing in children with early focal lesions and language impairment.* The 12th Annual Conference on Architectures and Mechanisms for Language Processing. Nijmegen, the Netherlands.
- Cummings, A., Dick, F., Saygin, A., Townsend, J., & Čeponienė, R. (2005).** *Detecting meaning from words and sounds: An event-related potential study.* Poster presented at the Annual Meeting of the Cognitive Neuroscience Society. New York, NY.

- Cummings, A., Dick, F., Saygin, A., Townsend, J., & Čeponienė, R. (2005).** *Electrophysiological responses to words and sounds in pre-adolescent and adolescent children.* Poster presented at the Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.
- Cummings, A., Saygin, A., Dick, F., & Bates, E. (2004).** *Moo vs. Cow Mooing: An attempt to dissociate verbal and environmental sound processing in infants.* Poster presented at the XIVth Biennial International Conference on Infant Studies. Chicago, IL.
- Cummings, A. & Fernald, A. (2003).** *Does hearing a word in isolation facilitate word learning by 18-month-olds?* Poster presented at the Biennial Meeting of the Society for Research in Child Development. Tampa, FL.
- Fernald, A. & Cummings, A. (2003).** *Ferguson's "Clarification Hypothesis" revisited: Does ID-speech facilitate word learning and word recognition by 18-month-olds?* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development. Tampa, FL.
- Cummings, A. & Fernald, A. (2001).** *Do Infants Learn Isolated Words More Easily than Embedded Words?* Poster presented at the Biennial Meeting of the Society for Research in Child Development. Minneapolis, MN.
- Fernald, A. & Cummings, A. (2001).** *Semantic Context Effects in Spoken Language Understanding by Two-Year-Old Children.* Poster presented at the Biennial Meeting of the Society for Research in Child Development. Minneapolis, MN.
- Cummings, A. (2001).** *Do infants learn isolated words more easily than words in continuous speech?* Paper presented at the Stanford Undergraduate Psychology Conference. Stanford, CA.

Non-refereed Presentations

- Cummings, A. (2020).** *Addressing the elephant in the room: What are barriers to effective and efficient clinical practice?* Invited presentation for the Idaho State University College of Rehabilitation and Communication Sciences Doctoral Colloquium. Presented in collaboration with Gabe Bargen, Kristi Blaiser, Kris Brock, and Diane Ogiela.
- Cummings, A. (2020).** *Intervention research programs: Methodological considerations.* Invited presentation for the Idaho State University College of Rehabilitation and Communication Sciences Doctoral Colloquium.
- Cummings, A. (2020).** *The brain in its default state: How a rake can become awake.* Invited presentation for the Idaho State University College of Rehabilitation and Communication Sciences Doctoral Colloquium.
- Cummings, A. (2019).** *Regress this, model that: Improving the efficiency of screening and intervention procedures.* Invited presentation for the Idaho State University College of Rehabilitation and Communication Sciences Doctoral Colloquium.
- Cummings, A. (2018).** *How can we achieve generalization: Making speech treatment more efficient and effective.* Invited presentation for the Idaho State University Department of Communication Sciences and Disorders Brown Bag lecture series.
- Cummings, A. (2016).** *Understanding the underlying neural mechanisms of developmental speech sound disorders and what can be done to facilitate accurate speech production.* Invited lecture at the University of North Dakota-Summer Institute of Linguistics (SIL) weekly colloquium. Grand Forks, ND.

- Cummings, A. (2016).** *Can a rake be awake? Investigating the brains and behaviors of children with speech sound disorders.* Invited Dean's Lecture at the University of North Dakota School of Graduate Studies' Annual Scholarly Forum. Grand Forks, ND.
- Heller, A., Kuehn, M., Schmidt, B., Stokke, T., Desell, T., & **Cummings, A. (2015).** *Speech-language pathology word discrimination iPad game.* Poster presentation given during the UND Computer Science Senior Capstone Year-End Presentations.
- Cummings, A. (2006).** *The role of word lexicality in the treatment of phonological disorders.* Dissertation proposal talk given to SDSU/UCSD Joint Doctoral Program dissertation committee in order to advance to Ph.D. candidacy.
- Cummings, A. (2006).** *Accounting for young children's phonological competence and performance with a connectionist two-lexicon model.* Integrative paper talk given to SDSU/UCSD Joint Doctoral Program dissertation committee as evidence of program competency.
- Cummings, A. (2005).** *Electrophysiological responses to words and environmental sounds in typically-developing and language impaired children.* Talk given at the Ninth Annual SDSU/UCSD Joint Doctoral Program in Language and Communicative Disorders Colloquium. San Diego, CA.
- Cummings, A. (2005).** *How adults and children detect meaning from words and sounds: An ERP study.* Talk given to the Parallel Distributed Processing/Natural Language Processing discussion group at the UCSD Center for Research in Language. San Diego, CA.
- Cummings, A. (2004).** *Examining the neural networks underlying speech and environmental sound processing: An ERP study.* Talk given at the Eighth Annual SDSU/UCSD Joint Doctoral Program in Language and Communicative Disorders Colloquium. San Diego, CA.
- Cummings, A. (2004).** *Converging evidence for a common auditory processor: Data from infant preferential looking and adult ERPs.* Talk given to the UCSD Cognitive Science WA discussion group. San Diego, CA.
- Cummings, A. (2003).** *The processing of verbal and environmental sounds in young children.* Talk given to the monthly Science discussion group at the Project in Cognitive and Neural Development. San Diego, CA.
- Cummings, A. (2003).** *Examining the dissociation between verbal and environmental sound processing in young children.* Talk given to the Parallel Distributed Processing/Natural Language Processing discussion group at the UCSD Center for Research in Language. San Diego, CA.
- Cummings, A. (2003).** *Is there a dissociation between verbal and environmental sound processing in young children?* Talk given at the Seventh Annual SDSU/UCSD Joint Doctoral Program in Language and Communicative Disorders Colloquium. San Diego, CA.
- Cummings, A. & Fernald, A. (2002).** *Listening ahead: The effects of presentation context on novel word learning.* Talk given to the Stanford Psychology Department Developmental Research Group.
- Cummings, A. (2000).** *Does isolated word presentation promote infant word learning?* Talk given at the Stanford University Undergraduate Honors Symposium. Stanford, CA.

Nominations, Awards, and Honors

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|------------------------------------------------------------|----------------|
| 4th Award for Continuing Education (ACE) | 09/2024 |
| American Speech-Language-Hearing Association | |
| Be a Bengal Nomination: Trust | 09/2022 |

Idaho State University	
3rd Award for Continuing Education (ACE)	08/2022
American Speech-Language-Hearing Association	
2nd Award for Continuing Education (ACE)	11/2021
American Speech-Language-Hearing Association	
Career Path Intern (CPI) Supervisor of the Semester Nominee	Fall 2019
Idaho State University	
Meritorious poster presentation	11/2018
Annual American Speech-Language-Hearing Association (ASHA) Convention	
Grant: R15DC013359/7R15DC013359-02	08/2014-06/2019
NIH/NIDCD	
Grant: 606RR022088 – Research Space in NPCBR	08/2014-07/2017
NIH/NCRR and University of North Dakota/NPCBR	
1st Award for Continuing Education (ACE)	11/2016
American Speech-Language-Hearing Association	
Grant Review and Reviewer Training Fellowship	07/2015
American Speech-Language-Hearing Association	
Gamma Sigma Alpha National Honor Society Faculty Recognition Award	10/2013
University of North Dakota Chapter	
Lessons for Success Fellowship	04/2013
American Speech-Language-Hearing Association	
North Dakota Spirit Faculty Achievement Award	04/2013
University of North Dakota	
Grant: Faculty Seed Grant	03/2013-08/2015
University of North Dakota Research Development & Compliance	
Outstanding Undergraduate Teaching Award nominee	10/2012
University of North Dakota	
Regional ATHENA Award nominee	05/2012
Grand Forks, ND Chamber of Commerce	
Meritorious poster presentation	11/2011
Annual American Speech-Language-Hearing Association (ASHA) Convention	
Graduated with Honors, Stanford University	06/2000
Thesis: “Does isolated word presentation promote infant word learning?”	

Research Media Exposure

Informed SLP Review of Cummings et al. (2018).	12/2018
https://www.theinformedslpmembers.com/reviews/random-reading-or-read-of-what-type-of-target-words-maximize-treatment-gains	

Courses Taught at Idaho State University

Regular Assignments

CSD 3310: Speech Science Nature of Sound (co-taught course; 60% effort)

- Fall (face to face, distance learning, online – 2 sections), Spring (online – 1 section), Summer (online – 1 section); Spring 2020, Summer 2020, Fall 2020, Summer 2021

CSD 3325: Undergraduate Phonological Development and Speech Sound Disorders

- Fall (online – 1 section), Spring (face to face, distance learning, online – 2 sections), Summer (online – 1 section); 2017-Present
- CSD 3325L: Undergraduate Phonological Development and Speech Sound Disorders Lab
- Fall (online – 1 section), Spring (face to face, distance learning, online – 2 sections), Summer (online – 1 section); 2019-Present
- CSD 6622: Graduate Speech Sound Disorders
- Fall (face to face, distance learning, online); 2017-2021, 2025

Special Assignments

CSD 5582: Independent Study: Issues in Rural Speech-Language Pathology

- Spring 2023

CSD 6602: Clinical Practicum (ISU-Meridian Speech, Language, and Hearing Clinic)

- Spring 2019, Spring 2022

Clinical Supervision of undergraduate (UG) and graduate (G) students as part of their participation in my research program

- Fall 2019 – Breeanna Boyd (G), Madison Wurm (G), Kelsey Meier (UG), Andrea Silva (UG)
- Spring 2020 – Madison Wurm (G), Vida Landa (G), Amanda Byhre (G), Kelsey Meier (UG), Andrea Silva (UG)

Clinical Supervision of graduate students as part of their thesis project

- Spring/Summer 2021 – Matt Swaggerty

Clinical Supervision of undergraduate (UG) and graduate (G) students at Idaho Educational Services for the Deaf and Blind (IESDB)

- Spring 2021 – Elizabeth Caroselli (G)
- Fall 2021 – Andrea Scott (UG), Courtney Martineau (UG), Kailea Messenger (G)
- Spring 2022 - Andrea Scott (UG), Courtney Martineau (UG), Kailea Messenger (G), Shannon Roybal (G)

Courses Taught Elsewhere

University of California, San Diego

COGS 154: Communicative Disorders in Children and Adults

University of North Dakota

CSD 223: Phonetics

CSD 333: Articulation, phonology, and phonological disorders

CSD 440: Language Disorders I

CSD 534: Advanced management of articulation and phonological disorders

CSD 461: Senior Capstone Course (departmentally-taught course; 20% effort)

CSD 489: Senior Honors Thesis

CSD 497: Special Problems in Communication Disorders

CSD 501: Doctoral seminar: Phonology, phonological acquisition, and speech sound disorders

CSD 501: Doctoral seminar: Neural mechanisms of speech and language processing

CSD 595: Research problems

Appointments as Faculty Committee Member: Ph.D. Dissertations

Rotman, Tali. (2025). Rehabilitation and Communication Sciences. ISU.
 Tierney, Aileen. (2024). Counseling. ISU.
 Raymond, Natalie. (2019). Note: I left the University of North Dakota before she finished.
 Blay, Afua. (2018). Note: I left the University of North Dakota before she finished.
 Bradshaw, Kathryn. (2017). Note: I left the University of North Dakota before she finished.

Appointments as Faculty Committee Chair: Master's Theses

Swaggerty, Matthew. (2022). *Investigating SATPAC intervention intensity for remediation of misarticulated /s/ and /z/*.
 Smith, Katelyn. (2019). *The effects of sensory-based activities on attention, speech perception, & mood*.
 Therrien, Rachel. (2015). *Nonword repetition and sentence repetition in preschool children: A comparison of speech and language screening measures*.
 Babchishin, Janet. (2014). *A comparison of nonwords and tier two vocabulary words in speech treatment*.
 Thompson, Heidi. (2012). *Phonological complexity: The interaction of three-element clusters and word lexicality in the treatment of speech sound disorders*.

Appointments as Faculty Committee Member: Master's Theses

Wulff, Heather. (2023). *Influence of Access to Social Media on Caregiver and Provider Knowledge for Children in Early Intervention*.
 LeBranch, Erica. (2022). *The state of interprofessional collaboration in the schools for students with complex communication needs*.
 Martin, Sinead. (2021). *Father-child attachment patterns as the result of breastfeeding*.
 Zolkoske, Jamie. (2021). *Effects of the symbol format of prepositions and verbs on the identification of simple graphic symbol sequences*.
 Parks, Samantha. (2021). *Parent coaching in pediatric swallowing therapy*.
 Fost, Rebecca. (2020). *Caregiver Input to Infants Who Are Typically Developing Versus Those at Risk*.
 Thomas, Brittany. (2020). *Development of a Screening Instrument for Caregiver Report of Infant Speech Patterns*.
 Milgate, Elizabeth. (2019). *Training Effects on Coaching Behaviors of Speech-Language Pathology*.
 Newland, Paige. (2018). *Identification of the μ Rhythm Neural Components in an EEG Time-Frequency Analysis of Speech Production in Fluent Speakers and Speakers who Stutter*.
 Giesbrecht, Kristen. (2018). *The Effect of Dose Frequency on Treatment Efficacy for Children with Speech Sound Disorders*.
 Loesch, Hannah. (2015). *The efficacy of teaching academic vocabulary to kindergarteners in an explicit, literacy based method*.
 Jordan, Larissa. (2014). *Verbal fluency: Norms for the Lakota population in semantic and phonemic fluency tasks*.
 Alvaro, Aileen. (2011). *Cross-language transfer of phonological awareness skills in preschool Spanish-English bilinguals*.
 Allen, Aynsley. (2010). *The frequency at which typically developing children acknowledge semantic absurdities in spoken language*.

Appointments as Graduate Faculty Representative

Carlson, Alexis (2026). PA.
 Lane, Whitney (2026). PA.
 Libeau, Elizabeth (2026). PA.
 McKenna, Elizabeth (2026). PA.
 Smith, Kyle (2026). PA.
 Lumberg, Hannah (2025). PA.
 Niblett, Seth (2025). PA.
 Nguyen, Andrea (2025). PA.
 Schweiger, Anna Belle (2025). PA.
 Welborn, Mary (2025). PA.
 Kimpel, Julie (2024). PA.
 Neild, Amy (2024). PA.
 Polatis, Tylie (2024). PA.
 Stegelmeier, John (2024). PA.
 Wilde, Chase (2024). PA.
 Raines, Madi (2023). PA.
 Rohrback, Malia (2023). PA.
 Combo, Taylor (2020). *Exploring the Use of Weighted Blankets for Enhancing Sleep Quality with Dementia*. OT.
 Vandenberg, Spencer (2018). *Exploring the Effectiveness of Weighted Blankets on Young Children Diagnosed with Autism Spectrum Disorders and Sleeping Difficulties*. OT.

Appointments as Faculty Advisor: Undergraduate Senior Honors Theses

Jallo, Brianna. (2015). *Lexical and phonological influences on picture naming in adults*.
 Gaspar, Anna. (2012). *A performance comparison of the Nonword Repetition Task (NRT) in typically developing children and children with speech sound disorders*.

Governance and Service (*indicates leadership position)

Professional: Grant Review

New Century Scholars and New Investigators Research Grants Panel	2015
American Speech-Language-Hearing Association (ASHA)	

Professional: Editorial Board Member (EBM) for journals

American Journal of Speech-Language Pathology	2019-2021
Frontiers in Human Neuroscience: Speech and Language	2022-2024
ISU College of Health Journal	2023-2024

Professional: Ad-Hoc Peer reviewer for journals (in alphabetical order)

Acta Psychologia	2011
Applied Psycholinguistics	2013
American Journal of Speech-Language Pathology	2014-Present
Brain and Language	2013-Present
Brain Research	2015
Clinical Linguistics and Phonetics	2020

Developmental Psychology	2014
Developmental Science	2009
Disability and Rehabilitation: Assistive Technology	2022
Folia Phoniatica et Logopaedia	2019
International Journal of Speech-Language Pathology	2019-Present
Journal of Child Language	2013
Journal of Language, Speech, and Hearing Services in Schools	2016-Present
Journal of Speech, Language, and Hearing Research	2010-Present
Language, Cognition, and Neuroscience	2018
Neuroscience and Biobehavioral Reviews	2012
Perceptual and Motor Skills	2018-Present
Psychophysiology	2013

Professional: Ad-Hoc Peer reviewer for books (in alphabetical order)

Remediation of /r/ for Speech-Language Pathologists	2020
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Professional: Promotion & Tenure Review, Outside Reviewer

Ying Wu (University of California, San Diego)	2018
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Professional: Ph.D. Dissertation Review, Outside Reviewer

Stephanie Hearnshaw (University of Sydney, Australia)	2024
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Professional: American Speech-Language Hearing Association (ASHA) programming

ASHFoundation Scholarship Review	2021
University Giving Program Ambassador ASHFoundation	2019-Present
Faculty-Researcher Partner in the PROMoting the next GENERation of Researchers (PROGENY) program at the annual ASHA Convention	2014-2017

Professional: Peer reviewer for conference presentations

International Conference on Development and Learning (ICDL)	2007
International Child Phonology Conference Poster Presentations	2021

Professional: Idaho Speech Language Hearing Association (ISHA) Programming

*ISHA Director of Speech-Language Pathology	2020-2022
ISHA School Affairs Committee	2019-2025
ISHA Convention Planning Committee	2019-2021

University

*UND Faculty Senate Intercollegiate Athletics Committee (IAC) Chair	2014-2016
UND VPRED Advisory Committee for Research Administration	2014-2016
UND Non-Biomedical Researcher Representative for the Association for the Accreditation of Human Research Protection Programs (AAHRPP) Site Visit	2014
*UND Equity and Diversity IAC subcommittee chair	2012-2017
UND Academic Integrity & Student Well-Being IAC subcommittee member	2012-2017
UND Faculty Senate Intercollegiate Athletics Committee (IAC) Member	2011-2017
UND Graduate School Program Reviewer: Reading Education	2012-2013

UND Spring Semester Campus Life, Small Group Faculty Participant	2011
UND Welcome Weekend Campus Life, Small Group Faculty Participant	2010-2012
UCSD Graduate Student Association Representative	2005-2007

College

ISU Rehabilitation and Communication Sciences Ph.D. Executive Committee	2018-Present
ISH College of Health Ad Hoc Workload Committee Member	2024

Departmental

*ISU CSD Department Chair	2022-Present
*ISU SLP and AuD CAA Accreditation Site Visit Director	2024
*ISU SLP Interim Program Director	2023-2024
*ISU SLP Admissions Co-Chair	2021-2022
*ISU CSD Victoria Scharp Promotion & Tenure committee chair	2021
*ISU CSD Kristina Blaiser Promotion committee chair	2021
*ISU CSD Heather Ramsdell Promotion committee chair	2021
*ISU CSD Diane Ogiela 5-year PPR review subcommittee chair (teaching)	2021
ISU CSD Jeff Brockett 5-year OOR review committee member (research)	2021
*ISU CSD Kris Brock 3-year review committee chair	2020
ISU CSD Amy Hardy Promotion Committee	2019
*ISU SLP Scholarship Committee Chair	2019-2022
ISU CSD SLP Supervisor for Community Health Screenings	2019-2023
ISU CSD SLP Supervisor for School Screenings	2019-2023
ISU CSD Petitions Committee	2019-2022, 2024-Present
ISU CSD Capstone Project Advisor (8 Students)	2019-2020
ISU CSD Admissions Committee	2019-2020, 2024-Present
ISU CSD Admissions Reader	2019-Present
ISU CSD Strategic Plan (Goal 1 committee)	2019
ISU CSD Chris Sanford 5-year PPR review committee member (teaching)	2019
ISU CSD Victoria Scharp 3-year review committee member (teaching)	2018
ISU CSD Objective 2 Reader Pocatello (17 students)	2018-2019
ISU CSD Objective 1 Reader (9 students)	2018-2019
ISU CSD Kathleen Kangas 5-year PPR review committee member (service)	2018
UND CSD Admissions Committee member	2017
*UND CSD Strategic Planning Committee chair	2016-2017
UND CSD Faculty Search Committee member	2013-2014
*UND CSD Undergraduate Curriculum Committee chair	2012-2013
UND CSD Undergraduate Curriculum Committee member	2009-2017
Doctoral Student Member, SDSU Faculty Search Committee	2005-2006
SDSU/UCSD Joint Doctoral Program Representative	2003-2005

Departmental Peer Review of Teaching

Dan Hudock: CSD 6630	2024
Heather Ramsdell: CSD 6622	2023
Saryu Sharma: CSD 4405	2023
Dan Hudock: CSD 6630	2022

Chris Sanford: CSD 6631	2022
Diane Ogiela: CSD 3330	2021

Community

Volunteer Speech-Language Pathologist, Idaho Educational Services for the Deaf and Blind (IESDB)	2021-2022
Speech-Language Pathologist Consultant for the Boise School District English Language Learner Articulation Assessment Project	2019-2020
*ISU-Meridian Health Science Experience Night: Student Recruitment	2018-2023
Pro Bono Speech and Language Assessment and Treatment Services (as a part of my research program at Idaho State University)	2017-2023
Stanford University Outreach Volunteer Alumni Link (OVAL) for Idaho	2017-2022
*Stanford University Outreach Volunteer Alumni Link (OVAL) Chair for North Dakota and South Dakota	2014-2017
Volunteer Speech-Language Pathologist, Grand Forks Public Schools	2010-2012
St. Michael's Elementary School Science Club presentation	2010
Pro Bono Speech and Language Assessment and Treatment Services (as a part of my research program at the University of North Dakota)	2009-2017

Extramural Research Support

Ongoing Research Support

Completed Research Support

NIH/NIDCD 1R15DC013359	Cummings (PI)	8/1/14-6/30/19
(with two years no-cost extension, transfer from UND to ISU: 7R15DC013359-02)		

Identification of electrophysiological indices of speech sound perception and change in children with speech sound disorders

\$390,663

ClinicalTrials.gov identifier: NCT03623100

NIH Impact Score: 28

The goal of this research program was to begin to test the hypothesis that the incorrect speech productions of children with speech sound disorders (SSD) result from abnormalities in their auditory sensory responses to speech sounds, and to begin to characterize how traditional speech treatment alters the auditory neural responses to sounds targeted in treatment. Another important objective of this project was to expose undergraduate and graduate students in the field of communication sciences and disorders to electrophysiological tools in order to demonstrate how ERPs might provide a novel approach to better understanding a disorder with which they are familiar, SSD.

Role: PI

NIGMS 1T34GM122835-01	Lindseth (PI)	6/1/17-5/30/22
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A Multidisciplinary MARC U-STAR Program at UND

Total Costs: \$3,244,925

This application seeks funding for a multidisciplinary Maximizing Access to Research Careers Undergraduate Science Training and Research (MARC U-STAR) program at the University of North Dakota (UND). The goal for this program is to increase the number of undergraduate,

underrepresented honor students in the biomedical and biobehavioral sciences who will go on to successfully complete PhD programs of study and begin a research career. UND has high numbers of underrepresented students enrolled in the biomedical and biobehavioral sciences. However, a paucity of underrepresented PhD prepared investigators exists. Given that no MARC U-STAR program resides in any of the Northern Plains states, the need for the MARC U-STAR program at UND is profound.

Role: Co-Investigator

NIH/NCRR 606RR022088 Weatherly & Lindseth (Co-PIs) 8/1/14-7/31/17
Northern Plains Center for Behavioral Research (NPCBR)

The goal of this grant is to provide research space for research scientists conducting behavioral research at the University of North Dakota that has been federally funded. In conjunction with NIH/NIDCD 1R15DC013359, I was provided with a suite of rooms in the NPCBR: 220 A-D.

Role: Sponsored Researcher

NIH 5T32DC00041 Kutas (PI) 7/1/03-6/31/05
Language, Communication, and the Brain

The goal of this training program was to emphasize new technologies and new theoretical frameworks in the cognitive science and neuroscience of language processing (e.g., advances in neural imaging, electrophysiological and behavioral studies of real-time language processing, computer simulations of language learning and breakdown).

Role: NIH training grant graduate student recipient

NIH/NIDCD 1T32DC007361 Shapiro (PI) 7/1/05-6/31/07
Neurocognitive Approaches to Communication Disorders

The goal of this training program was to train doctoral students in the conception, planning, and conduct of research in language and communicative disorders, with specific focus on research that is clinical in nature (e.g., assessment and intervention efficacy research) or essential to the clinical enterprise (e.g., clarifying the underlying nature of language impairment in children and adults; developing accurate methods for assessing communication abilities in infants, toddlers, and adults; investigating brain-language relations in children and/or adults).

Role: NIH training grant graduate student recipient

Under Review

Unfunded

NIH/NIDCD 2R15DC013359-03 Cummings (PI) 06/25/19

Identification of electrophysiological indices of speech sound perception and change in children with speech sound disorders

\$420,689

ClinicalTrials.gov identifier: NCT03623100

NIH Impact Score: 53

The goal of this research program was to begin to test the hypothesis that the incorrect speech productions of children with speech sound disorders (SSD) result from abnormalities in their auditory sensory responses to speech sounds, and to begin to characterize how traditional speech treatment alters the auditory neural responses to sounds targeted in treatment. Another important

objective of this project was to expose undergraduate and graduate students in the field of communication sciences and disorders to electrophysiological tools in order to demonstrate how ERPs might provide a novel approach to better understanding a disorder with which they are familiar, SSD.

Role: PI

NIH/NINDS 1R21NS114591

Cummings (PI)

02/28/19

Music and rhythm for speech (MARS)

\$387,980

NIH Impact Score: 53

Because the neural networks underlying the temporal processing of music and speech overlap, we propose that music and rhythm exposure may elicit neural changes and subsequently improve phonological representations in children with SSD. This research program will use electrophysiological measures (frequency-following responses, FFRs) to assess children's phonological representations. Working within the framework that incorrect speech productions result from imprecise temporal processing, our major objectives are: 1) to characterize how music and rhythm exposure alters the auditory neural responses to speech sounds and 2) to examine the long-term behavioral and neural implications of music and rhythm exposure.

Role: PI

1F31DC009149-01

Cummings (PI)

03/08/2007

The role of word lexicality in the treatment of phonological disorders

The goal of this research program was to investigate how the relative nature of lexical items (words) affects the treatment of phonological disorders in children.

Role: PI

Intramural Research Support

Funded

Senate Scholarly Activities Committee (SSAC), University of North Dakota

09/24/15

Faculty travel grant: \$248.44.

The goal of this grant was to provide travel funds for the 2015 ASHA National Convention in Denver, CO.

Senate Scholarly Activities Committee (SSAC), University of North Dakota

10/02/14

Faculty travel grant: \$219.75.

The goal of this grant was to provide travel funds for the 2014 ASHA National Convention in Orlando, FL.

Senate Scholarly Activities Committee (SSAC), University of North Dakota

10/03/13

Faculty travel grant: \$419.12.

The goal of this grant was to provide travel funds for the 2013 ASHA National Convention in Chicago, IL.

Research Development and Compliance, University of North Dakota

3/1/13-8/31/15

Faculty Seed Grant: \$25,160.00

Electrophysiological indices of object naming in children with speech sound disorders

The goal of this grant was to use electrophysiological measures (event-related potentials, ERPs) to assess lexical access and phonological form encoding during overt picture naming in children with SSD. This project was going to test the hypothesis that the incompletely specified phonological representations of children with SSD would lead to delayed and/or deviant responses during both stages of picture naming. This would provide information regarding the time course of lexical access and phonological form encoding, which would possibly identify atypical neural mechanisms underlying SSD.

Role: PI

Research Development and Compliance, University of North Dakota 01/29/13

Faculty Research Proposal Writing Fellowship: \$1000.00

The goal of this fellowship was to provide support and mentorship during the preparation of an external grant to the National Institutes of Health.

Senate Scholarly Activities Committee (SSAC), University of North Dakota 10/03/12

Faculty travel grant: \$348.50.

The goal of this grant was to provide travel funds for the 2012 ASHA National Convention in Atlanta, GA.

Senate Scholarly Activities Committee (SSAC), University of North Dakota 09/30/11

Faculty travel grant: \$335.88.

The goal of this grant was to provide travel funds for the 2011 ASHA National Convention in San Diego, CA.

Undergraduate Research Opportunity Grant, Stanford University 1999-2000

Undergraduate research grant: \$2000.00

The goal of this grant was to provide research funds to complete my undergraduate honors thesis examining word learning in 18-month-old infants in the lab of Dr. Anne Fernald.

Society Memberships

American Speech Language Hearing Association (ASHA)	2009-Present
Society for the Neurobiology of Language (SNL)	2018-Present
Idaho Speech, Language, Hearing Association (ISHA)	2018-Present
National Student Speech Language Hearing Association (NSSLHA)	2007-2009
Cognitive Neuroscience Society (CNS)	2005-2006
International Society for Infant Studies (ISIS)	2004-2006
Society for Research in Child Development (SRCD)	2001-2006

Speech-Language Pathology Clinical Experience

ISU Speech-Language Pathology Clinical Supervisor	01/19-Present
Idaho Speech-Language Pathology License (SLP-3293)	10/17-Present
ASHA Certificate of Clinical Competence, Speech-Language Pathology (1213798)	10/12-Present
Oregon Speech-Language Pathology License (17344)	11/21-Present

Professional Development Activities

Orton-Gillingham Approach Associate Level Coursework (60 hours)	11/2024
Reading Simplified Training: Reading Simplified Master Level	12/2022
Advanced Training in Childhood Apraxia of Speech (CAS)	07/2022
2-day intensive workshop with Edythe Strand focusing on the Dynamic Tactile Temporal Cueing (DTTC) intervention technique	
Lively Letters Training	06/2022
Ascend SMARTER Reading and Writing Program Training	03/2022
Quality Matters: Improving Your Online Course	07/2019
Quality Matters: Applying the QM Rubric	04/2019
ISU Teaching Online with Moodle	05/2018
Advanced Brain Technologies: inTime Provider Certification	03/2018
Advanced Brain Technologies: The Listening Program (TLP) Provider Certification	02/2018
ASHA Grant Review and Reviewer Training	07/2015
Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) Annual Conference attendee	04/2015
ASHA Lessons for Success participant/mentee	04/2013
Mentor: Marjorie Leek, Oregon Health Sciences University	
ASHA Mentoring Academic Research Careers (MARC) mentee	2012-2013
Mentor: Nan Bernstein Ratner, University of Maryland	
ASHA Annual Convention attendee	2011-2019, 2023