

ALYSSA R. BOUCHER, PhD, CCC-SLP

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635 Commonwealth Ave.

Department of Speech, Language, and Hearing Sciences

College of Health and Rehabilitation Sciences: Sargent College Boston, MA 02215

EDUCATION

- 2013 **University of Massachusetts-Amherst**, Amherst, MA
Ph.D., Speech-Language Pathology, with Special Education focus
Dissertation Thesis: Effects of a classroom-based pre-literacy intervention for preschoolers with communication disorders
Thesis Committee: Mary V. Andrianopoulos, Ph.D., Shelley L. Velleman, Ph.D., William Matthews, Ph.D.
- 2007 **University of Massachusetts-Amherst**, Amherst, MA
M.A., Speech-Language Pathology
- 2005 **University of Massachusetts-Amherst**, Amherst, MA
B.S., Communication Disorders
Commonwealth Honors College, Departmental Honors, Magna Cum Laude

CERTIFICATIONS AND LICENSURE

- 2009-Present Massachusetts State Licensure in Speech Language Pathology
- 2008-Present Certification of Clinical Competence, Speech-Language Pathology, American Speech-Language and Hearing Association (ASHA)
- 2007-Present State of Massachusetts, Educator's License

ACADEMIC APPOINTMENTS

- 2017-Present **Clinical Assistant Professor**, Department of Speech, Language and Hearing Sciences, College of Health and Rehabilitation Sciences: Sargent College, Boston University, Boston, MA

COURSES TAUGHT

- SH505 Introduction to Speech Sound Disorders (UG, 4 credits)
- SH548 Introduction to Language Disorders Across the Lifespan (UG, 3 credits)
- SH547/647 Introduction to the Clinical Process (UG, 4 credits; G, 3 credits)
- SH605 Speech Sound Disorders (G, 3 credits)
- SH705 Clinical Reasoning: Case Studies (G, 1 credit)
- SH706 Clinical Reasoning: Advanced Case Studies (G, 1 credit)
- SH740 Lead Instructor for Anti-Racist/Anti-Bias Modules (6 classes) for MS-SLP Program

CLINICAL SUPERVISION

2021-2022 ASHA Clinical Fellow Supervisor

2017-present Clinical Supervisor

SH740 Introduction to Clinical Practicum: Speech and Language (G)

- Provide individualized clinical training and mentoring to graduate student clinicians in the following areas:
 - Individual treatment of children with speech and language disorders
 - Small group intervention in collaborative early literacy program with Boston Public Schools
 - Pre-school and kindergarten language/literacy screenings
- Facilitate the Early Language and Speech Sound Disorder Lab for graduate student clinicians

2019-present Clinical Supervisor

SH744 Clinical Practicum: Diagnostics (G)

- Comprehensive diagnostic evaluations of pediatric speech, language, and reading disorders

PROFESSIONAL EXPERIENCE

2013-2016 **Associate Research Scientist**

CAST, Wakefield, Massachusetts

- Served as project director, manager, and researcher for federal and private grants and collaborate with principal investigators to design and implement research and development
- Coordinated project teams and activities related to project deliverables
- Supported CAST grant writing efforts and assisted with the analysis and dissemination of project results
- Oversaw partnerships in alignment with goals for scaling and sustainability for specific projects
- Consulted to outside technology and educational organizations, including Intel and Curriculum Associates

2012

Intern

CAST, Wakefield, MA

Supported postsecondary instructional designers and researchers in developing an online writing environment for students within the framework of Universal Design for Learning (UDL)

2011-2012

Pediatric Speech-Language Pathologist, Early Intervention

May Institute, West Springfield, MA

2011

Clinical Supervisor

UMass Center for Language, Speech, and Hearing, Amherst, MA

2009-2011

Pediatric Speech-Language Pathologist

- Holyoke Medical Center, Holyoke, MA
- 2007-2009 **Speech-Language Pathologist**
Center for Communication, Springvale, ME
- 2005-2007 **Research Assistant**
University of Massachusetts-Amherst, Amherst, MA
The Identification of Non-Verbal Oral, Motor Speech and Phonological Impairment
in Individuals with Autism Spectrum Disorder.

PUBLICATIONS

Note: Early publications appear under the name “Currier”

Peer-reviewed publications published or submitted

Spencer, C., Davison, K., **Boucher, A.R.**, Zuk, J. (2022). Speech perception variability in childhood apraxia of speech: Implications for assessment and intervention. *Language, Speech, and Hearing Services in the Schools*, 1-16.

Rappolt-Schlichtmann, G., **Boucher, A. R.**, & Evans, M. (2018). From deficit remediation to capacity building: Learning to enable rather than disable students with dyslexia. *Language, Speech, and Hearing Services in Schools*, 49(4), 864-874.

Evans, M., & **Boucher, A. R.** (2015). Optimizing the power of choice: Supporting student autonomy to foster motivation and engagement in learning. *Mind, Brain, and Education*, 9(2), 87-91.

Ralabate, K. R., Currie-Rubin, R., **Boucher, A. R.**, & Bartecchi, J. (2014). Collaborative planning using universal design for learning. *SIG 16 Perspectives on School-Based Issues*, 15(1), 26-31.

Book Chapters

Boucher, A.R., Evans, M., Graham, S. (2016). Udio: Rich and authentic literacy experiences for struggling middle school readers. In Crossley, S.A. & McNamara, D.S. (Eds.) *Handbook on Educational Technologies for Literacy*. Routledge, London.

Velleman, S., Andrianopoulos, M., Boucher, M., Perkins, J., Marili, K., **Currier, A.**, et al (2010). Motor speech disorders in children with autism, In R. Paul, & P. Flipsen (Eds.), *Speech disorders in children: In honor of Lawrence D. Shriberg* (p.141-180) San Diego: Plural.

Non peer-reviewed publications

Boucher, A.R., & Velleman, S.V. (2016). Out of the lab, into the classroom: Inclusive preliteracy instruction for preschoolers with communication disorders. Paper presented at the 2016 annual meeting of the American Educational Research Association.

<https://www.era.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Boucher, A.R. & Rose, D.H. (2015, February). Beyond print: The changing landscape of adolescent reading. *Adolescent Literacy in Perspective*.

Currier, A.R., (2013). *Effects of a Classroom-Based Pre-Literacy Intervention for Preschoolers with Communication Disorders*. *Open Access Dissertations*. 731.

PRESENTATIONS

Note: Early presentations appear under the name “Currier”

Peer-reviewed presentations

Davison, K.E., **Boucher, A.R.**, & Zuk, J. (2023). *Parental self-efficacy is associated with parental history of language-based learning difficulties and children’s shared reading exposure*. Poster presentation accepted to the Symposium on Research in Child Language Disorders annual symposium. Madison, WI.

Deluca, T. & **Boucher, A.R.** (2023) *Leveraging Clinical Education in Community-Based Tier 2 Literacy Instruction*. Poster presentation at the Speech, Language, and Learning Intervention Virtual Research Symposium (SLLIVRS), virtually hosted by Arizona State University.

Boucher, A.R., Ito, Minna Natsuko, Graham, M., Balz, M., Carney, A., Howland, K. (2022). *Cultivating Student-Faculty Collaborations for the Advancement of Anti-Racist and Anti-Bias Education in Speech-Language Pathology*. Podium presentation at the American Speech-Language Hearing Association Annual Convention, New Orleans, LA.

Davison. K.E., Gomez, S., **Boucher, A.R.**, & Zuk, J. (2022). *Parental self-efficacy in relation to reading history and children’s home literacy environments*. Poster presentation at Society for the Scientific Study of Reading annual conference. Newport Beach, CA.

Rappolt-Schlichtman, G., **Boucher, A.R.**, Cook, A., Naples, L., & Cipriano, C. (2022). *Measuring Up RULER: Learning to Support Educators to Support Students with Learning Differences during COVID-19*. Symposium presentation at the American Educational Research Association. San Diego, CA.

Boucher, A.R., & Schlichtmann, G. (2021). *Leveraging Interprofessional Practices: Reducing Barriers to Learning for Students with Communication Disorders in the Classroom*. Podium presentation at the American Speech-Language Hearing Association Annual Convention. Washington, DC.

Maietta, J., & **Boucher, A.R.** (2021). *Follow Me: Using Instagram as a Supplemental Clinical Instruction Tool*. Poster presentation at the American Speech-Language and Hearing Association Annual Convention. Washington, DC.

Lugo-Neris, M., Schmedding-Bartley, J., **Boucher**, A.R., Jones, S., Gross, M., & Wallace, G. (2021). *Faculty Reflections on Promoting Inclusive Teaching Practices in CSD Graduate Programs*. Panel presentation at the American Speech-Language Hearing Association Annual Convention. Washington, D.C.

Boucher, A.R., Schlichtmann, G., Hensler, E. (2020). *Extending Best Practices: Interprofessional Approaches to High School Vocabulary Instruction Using Universal Design for Learning*. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Velleman, S., **Boucher, A.R.**, Andrianopoulos, M., & Rupela, V. (2019). *Differential Diagnosis of Motor Speech Disorders in Young Children*. Podium presentation at the American Speech-Language and Hearing Association (ASHA) Convention, Tampa, Florida.

Daley, S. & **Boucher, A.R.**, (2018). *The digital advantage: making high-interest texts accessible for students with learning disabilities*. Podium presentation at the Council for Exceptional Children (CEC), Tampa, FL.

Boucher, A.R. & Velleman, S.L. (2016). *Out of the Lab, Into the Classroom: Inclusive Pre-Literacy Instruction for Preschoolers with Communication Disorders*. Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting, Washington, DC.

Coyne, P. & **Boucher, A.R.** (2015). *Universal Design for Learning, Comprehension and Online Dialogues: Engaging Struggling Middle School Students*. Podium presentation at the International Literacy Association (ILA) Convention, St. Louis, MO.

Bosch, C.A., & **Boucher, A.R.** (2014). *Universal Design for Learning: Addressing Learning Variability in Blended Environments*. Podium presentation at the 30th Annual Conference on Distance Teaching and Learning, Madison, WI.

Boucher, A.R., & Karger, J. (2014). *Combining Universal Design for Learning and Participatory Action Research: An Exploratory Case Study*. Poster presentation at U.S. Department of Education Office of Special Education Programs Project Director's Meeting, Washington, DC.

Boucher, A.R. (2014). *Challenges & Opportunities for Variable Learners in Higher Education*. Podium presentation at the Transformational Change Initiative Learning Lab, Orlando, FL.

Currier, A. R., Velleman, S. L., & Andrianopolous, M. V. (2012). *Classroom-Based Intervention: Phonological Awareness for Preschoolers at Risk*. Podium presentation at the American Speech-Language and Hearing Association (ASHA) Convention, Atlanta, GA.

Currier, A. R., Huffman, M. J., Velleman, S. L., & Mervis, C. B. (November 2011). *Speech and Oral Motor Skills in 7q11.23 Duplication Syndrome*. Podium presentation at the American Speech-Language and Hearing Association (ASHA) Convention San Diego, CA.

Velleman, S. L., **Currier, A. R.**, O'Connor, K., Huffman, M. J., McGloin, S., Connelly, T., & Mervis, C. B. (2011). *7q11.23 Duplication Syndrome: Speech and Oral Motor Findings*. Podium presentation at the International Child Phonology Conference, York, England.

Currier, A. R., Velleman, S. L., & Mervis, C. B. (2010). *Phonological Profiles and Outcomes of Duplication 7q11.23 Syndrome*. Podium presentation at the International Association of Logopedics and Phoniatrics, Athens, Greece.

Currier, A. R., Velleman, S. L., & Mervis, C. B. (2010). *7q11.23 Duplication Syndrome: Speech and Oral Motor Findings*. Podium presentation at the International Child Phonology Conference, Memphis, TN.

Currier, A. R., Velleman, S. L., & Mervis, C. B. (2005). *The Phonological Development of Children with Williams Syndrome*. Poster presentation at the American Speech-Language and Hearing Association, San Diego.

Invited Presentations

Rappolt-Schlichtmann, G., **Boucher, A.R.**, Adlof, S., & Hogan, T. (2018). Universal Design for Learning: Leveraging Individual Differences in Children with Dyslexia to Improve Student Outcomes. Podium presentation at the American Speech-Language and Hearing Association (ASHA) Convention, Boston, MA.

MEDIA PUBLICATIONS

Boucher, A. (2020). *Health Matters Podcast: Sargent Professor Alyssa Boucher on Children's Literacy*. Retrieved from <https://open.spotify.com/episode/34XJcFjLDSRM9HLj6tUyCh>

Amato, N. & **Boucher, A.**, (2020). A Virtual Session Case Study: Language & Social Pragmatics. *Educating All Learners*.
<https://educatingalllearners.org/case-studies/a-virtual-session-language-social-pragmatics/>

Veo, S. & **Boucher, A.**, (2020). Case Study: Remote Parent Coaching. *Educating All Learners*.
<https://educatingalllearners.org/case-studies/remote-parent-coaching/>

Schlichtmann G. & **Boucher, A.R.** (2018). Neurodiversity, Label Stigma, and UDL. Guest on *See Hear Speak* Podcast. <https://www.seehearspeakpodcast.com/episode-2/episode-2-neurodiversity-label-stigma-udl-with-gabrielle-rappolt-schlichtmann-alyssa-boucher>

PEDAGOGICAL MATERIALS

Boucher, A.R. (2021). *Anti-Racist/Anti-Bias Speech- Language Pathology: A Workbook*. A collection of prompts and resources for students in the MS-SLP program.

This student workbook was developed as a collection of materials designed to connect to across the curricular and clinical experiences of the two-year MS-SLP program. The workbook contains three primary sections: The first series of prompts and resources are tied to the anti-racist/anti-bias modules developed in 2020. Subsequent sections ask students to make connections to specific courses and clinical experiences within the program (e.g., the intersection of language disorders and the school to confinement pipeline; aging, dementia, and housing insecurity). The last section prompts students to connect the material to experiences in their clinical placements. Such prompts ask the students to engage in critical self-reflection (e.g., *Describe a clinical experience that challenged your assumption about a certain group*) and others ask students to identify moments of cultural humility (e.g., *Describe how you invited your client to be an active collaborator so that their culture/identity/lived experiences were central to goal selection*). Students are also asked to reflect upon certain excerpts and quotes from scholars, activists, and authors and offered a list of materials to read, listen to, or watch to further their learning.

GRANTS & SCHOLARSHIPS

Innovations in Teaching and Learning Grant, Sargent College

Mini modules: A just-in-time approach to clinical readiness, 2023

Innovations in Teaching and Learning Grant, Sargent College

From Infused Curriculum to Explicit Teaching: Toward Effective Pedagogy to Promote Antiracist and Inclusive Practices in Speech-Language Pathology, 2021.

Dean's Summer Scholarship

Principal Investigator, Sargent College Dean's Summer Scholarship Stipend for Faculty, *The Relationship Between Motor Speech Difficulties and Early Literacy Development in Preschoolers*, 2017. Collaborator: Shelley L. Velleman.

RESEARCH ADVISING

Directed Study

Alex Kapadia, PhD in Speech, Language, & Hearing Sciences

SUMMER 2022

Research Co-Mentor

Felix Kpogo, PhD in Linguistics

Director of Independent Study

"The perception of doubly articulated stops and singleton labial stops in Ga"

FALL 2019

Masters Thesis Committee Mentor

Natalie Tewksbary , MS in Speech-Language Pathology	
Mercedes Valladares , MS in Speech-Language Pathology	2021-2023
Felicia Francois , MS in Speech-Language Pathology	2019-2020
Thesis: "Effects of single-session manual therapy on voice and speech in transmasculine speakers"	
Roxanne Segina , MS in Speech-Language Pathology	2019-2020
Thesis: "The relationship between voice onset time variability and auditory acuity in individuals with vocal hyperfunction"	
Jamie Chin , MS in Speech-Language Pathology	2019-2020
Thesis: "Morphological differences in Heschl's Gyrus Between Neurotypical and Dyslexic Brains."	

Undergraduate Student Primary Research Mentor

Avery Singson , BS in Speech, Language, & Hearing Sciences	FALL 2019
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STUDENT ACADEMIC ADVISING

AY 2017-2018	6 graduate students
AY 2018-2019	10 graduate students
AY 2019-2020	11 graduate students
AY 2020-2021	10 graduate students
AY 2021-2022	11 graduate students

BOSTON UNIVERSITY SERVICE

Department-level service

2022-current	Member, MS-SLP Program Executive Committee
2022-2023	Member, SLHS Search Committee, Lecturer
2021-2022	Member, SLHS Search Committee, Tenure-track Assistant Professor
2019-present	Chair, Committee on Cultural Humility & Inclusion
2019-2020	Member, SLHS Search Committee, Tenure-track Assistant Professor
2017-present	Advisor of MS-SLP Students (~10/year)
2017-present	Member, SLHS MS-SLP Comprehensive Exams Committee
2017-present	Application Reviewer and Interviewer for MS-SLP Program Admissions
2017-2018	Member, SLHS Chair Search Committee

College-level service

2023-present	Member, Sargent College Inclusion Change Committee
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2022-present Member, Sargent College Senior Thesis Review Committee

2017-2021 Member, Undergraduate Education Committee

National-level service

2022-2023 Program Committee Member: American Speech-Language Hearing Association's Annual Convention: Topics in Literacy Assessment and Intervention

PROFESSIONAL ACTIVITY

Events

- 2023 Invited Presenter, Speech & Language Development, in-service for the Parent Education Series at Newburyport Montessori School
- 2020 Invited Presenter, Webinar, Hosted by Educating All Learners Alliance (EALA)
- 2019 Invited Presenter, Understanding Dyslexia and DLD: Leveraging Universal Design for Learning to Improve Student Outcomes, in-service at Boston Public Schools
- 2019 Attendee, ASHA Faculty Development Institute, selected by the American Speech-Language Hearing Association

Reviewing/Refereeing

- 2021 *Clinical Skills Bootcamp for Speech-Language Pathologists* (textbook proposal), Brookes Publishing
- 2020 *Remediation of /r/ for Speech-Language Pathologists*, Peter Flipsen Jr., Plural Publishing
- 2019 Remedial and Special Education
- 2018 Language, Speech, and Hearing Services in the Schools
- 2016 American Journal on Intellectual and Developmental Disabilities
- 2015 The Canadian Journal of Speech-Language Pathology and Audiology
- 2016-2018 Council for Exceptional Children (CEC)

Service to ASHA

- 2023 Literacy Assessment and Intervention Review Committee, ASHA Convention
- 2019 Judge, ASHA Minority Student Leadership, ASHA Convention

PREVIOUS TEACHING EXPERIENCE

- 2010 **University of Massachusetts-Amherst: *Instructor***
Amherst, MA
Course: COMM-DIS 310 Phonetic Processing
- 2004 **University of Massachusetts-Amherst: *Teaching Assistant***
Amherst, MA
Course: COMM-DIS 310 Phonetic Processing

INVITED GUEST LECTURES

- 2017 **Boston College**
Course: APSY 1030 Child Growth & Development
- 2015 **Boston College**
Course: APSY1031, Family, School, Society
- 2014 **University of Massachusetts-Amherst**
Course: Speech-Language Pathology, Graduate Seminar
- 2014 **Tufts University**
Course: CD197 Learning & Attentional Difficulties: Assessment & Teaching
- 2014 **Boston College**
Course: EDUC 754201, Teaching Reading and Language Arts
- 2013 **Emerson College**
Course: CD 686, Preschool Language Disorders
- 2013 **University of Massachusetts-Amherst**
Course: COMM-DIS 624 Motor Speech Disorders
- 2011 **University of Massachusetts-Amherst**
Course: COMM-DIS 401 Speech and Language Development

CONSULTING EXPERIENCE & COLLABORATIONS

2022-present **The Guenther Lab**, Boston University

Collaborate and consult on research projects involving young participants with speech sound disorders, speech perception development, and the DIVA Model of Speech Control.

2021-present **Zuk Communication and Neurodevelopment (CaNDL) Lab**, Boston University

Collaborate and consult on study design and methodology, protocol training and supervision, data analysis, and recruitment related to research of speech, language, and literacy development and disorders.

2020-2021 **Understood**, New York, NY

Understood is a non-profit dedicated to serving the millions of families of kids “who learn and think differently.” In partnership with Understood, consultation was provided to Blue Engine for their teacher coaching program. Blue Engine is an organization that partners with public high schools to increase individualized learning experiences.

2019-present **EdTogether**, Boston, MA

Expert consultation on the Yale Center for Emotional Intelligence for their Universal Design for Learning revisions to their RULER program. Consultation consisted of a barrier analysis of to identify opportunities to make their curriculum more accessible to all learners. RULER is a program found in schools nationwide designed to develop social-emotional skills for K-12 learners. Other consultation to the Executive Director and Chief

Scientist at EdTogether included the use of evidence-based practice and Universal Design for Learning (UDL) to improve vocabulary instruction in 9th grade ELA classes in Rockport, MA.

AWARDS AND FELLOWSHIPS

- 2023 Whitney R. Powers Award for Teaching Excellence, Sargent College, Boston University
- 2009 Doctoral Fellowship, U.S. Department of Education: Office of Special Education and Rehabilitative Services, University of Massachusetts-Amherst,
- 2005 Senior Scientist Award, Undergraduate Honors Thesis, University of Massachusetts-Amherst

OTHER SERVICE

- 1998-2015 **The Student Leadership Program (SLTP): *Instructor, Director, Board Member, Conference Coordinator of non-profit organization***
Marshfield, MA