

# CURRICULUM VITAE

## **Karole A. Howland, Ph.D., CCC-SLP**

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Department of Speech, Language and Hearing Sciences  
College of Health and Rehabilitation Sciences (Sargent College)  
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## **EDUCATION**

### **Ph.D. in Behavioral Neuroscience (2009)**

Boston University School of Medicine, Boston, MA  
Dissertation: Spoken and Written Novel Word Learning in Adults With and Without Dyslexia

### **M.S. in Speech-Language Pathology (1987)**

Emerson College, Boston MA  
Thesis: Language Processing Strategies in Children with Autism

### **B.A. in Education (1981)**

University of Massachusetts at Amherst, Amherst, MA

## **PROFESSIONAL EXPERIENCE (ACADEMIC)**

### **Director of Clinical Education**

Boston University, Boston MA (January, 2016 - present)

### **Clinical Assistant Professor of Speech, Language and Hearing Sciences**

Boston University, Boston MA (2001- present)

### ***Courses Taught***

- SH 737 Evaluation and Diagnosis in Speech-Language Pathology (G 2 cr)
- SH 548 Introduction to Diagnostic Procedures (UG, 4cr)
- SH 548 Language Disorders Across the Lifespan (UG, 4cr)
- SH 551 Honors Practicum in Speech-Language Pathology (UG, 4cr)
- SH 729 Written Language Processing and Disorders (G, 2cr)
- SH 729 School Age Language Disorders (G, 3cr)
- SH 709 Models of Language (G, 4cr)
- SH 710 Advanced Topics in School-Age Language Disorders (G, 1cr)

### ***Clinical Supervision***

- Provide individualized clinical training and mentoring to graduate students in the following areas:
  - Individual treatment of children with speech and language disorders

- Small group treatment of children with autism spectrum disorders
- Small group treatment of children with reading/written language disorders
- Diagnostic evaluation of children with spoken and written language disorders
- Small group intervention in collaborative early literacy program with Boston Public Schools
- Pre-school and kindergarten language/literacy screenings

### ***Clinical Program Development***

- *Preschool Language Intensive* (2015-present)
  - Co-directed a summer month long intensive program for young children with language impairments.
- *Collaborative Early Literacy Program with the Boston Public Schools*  
 Baldwin Early Learning Pilot Academy (2004-present)  
 Expanded to Jackson-Mann School (2008-present)
  - Designed small group, tier 2 intervention for children identified as at-risk for reading deficits in PreK through 1<sup>st</sup> grade.
  - Focused on developing phonological awareness, grapheme-phoneme correspondence and phonological decoding skills.
  - Program serves a diverse group of children, including many English Language Learners.
  - Approximately 70-80 BPS students, 32 graduate students and 3-4 undergraduate students participate each year.
  - Provided professional development workshops for teachers at the Baldwin Early Learning Pilot Academy.
- *Collaborative Executive Function Development Program with the Boston Public Schools:*  
 Baldwin Early Learning Pilot Academy (2014)
  - Designed pilot intervention program to develop executive functions/self regulatory control in children enrolled in PreK through 1<sup>st</sup> grade
  - Focused on establishing inhibitory control, planning, and social interaction in the context of guided symbolic play.
- *Written Language Group* (2001-2005)
  - Designed small group intervention program for middle school students
  - Focused on developing written language formulation skills via improving executive control and metacognitive skills.
- *Pre-School Pragmatics Group* (2004-2008)
  - Designed small group intervention program for children age 3-5 with autism spectrum disorders.
  - Focused on developing social interaction, language and play skills

### **Adjunct Faculty**

Emerson College, Boston, MA (Spring 2011)

- Taught Language and Literacy Disorders (G 3cr)

## **PROFESSIONAL EXPERIENCE (CLINICAL)**

### **Consultant**

Bureau of Education and Research, Bellevue, WA (2012-2017)

- Provide full day professional development seminars for school-based SLPs in development of language and reading skills

### **Consultant**

Chelmsford Public Schools, Chelmsford, MA (2003-2012)

- Provided speech-language consultation for student with Landau-Kleffner Syndrome

### **Speech-Language Pathologist**

Children's Hospital, Boston MA (1992-2002)

- Evaluated and treated children with various speech-language disorders
- Language and Auditory Processing Program Team Evaluations
- Specialized in:
  - Reading/Written Language Disorders
  - Autism Spectrum Disorders
  - Childhood Apraxia of Speech
  - Landau-Kleffner Syndrome

### **Speech-Language Pathologist**

North Shore Children's Hospital, Salem, MA (1988-1992)

- Evaluated and treated children with various speech-language disorders
- Collaborated in development of Learning Disabilities Clinic
- Multidisciplinary Team Evaluations
- Psycholinguistic Evaluations

### **Home-Based Therapist**

May Center for Early Childhood Education (1983-1984)

- Provided in-home ABA training to pre-school children with autism spectrum disorders
- Provided parent training

### **Special-Education Teacher**

Pilgrim Area Collaborative, Marshfield, MA (1983-1985)

- Taught self contained classroom of children with multiple disabilities and severe behavioral disorders
- Developed augmentative communication systems
- Provided behavioral consultation to classroom teachers throughout the collaborative

### **Special Education Teacher**

AMEGO Inc., Quincy, MA (1982-1983)

- Head Teacher in private school for adolescents with autism spectrum disorders
- Developed augmentative communication systems

### **Special Education Teacher**

Oakland Public Schools, Oakland, ME (1981-1982)

- Taught self-contained class of children with emotional disturbance and learning disabilities.

## **PUBLICATIONS**

Howland, K., Fahy, J., Drazinski, L., Ward, S., Jacobsen, K., Garcia-Winner, M., Crooke, P. (2018). Executive Function Skills in Preschool and School-Age Children. ASHA Continuing Education Online Self Study.

Howland, K. & Scaler-Scott, K. (2016). Oral reading fluency testing: Pitfalls for children with speech disorders, *Reading Teacher*, 69:6, 653-658. doi:10.1002/trtr.1441

Howland, K. (2014). Developing Executive Control Skills in Preschool Children with Language Impairment. *SIG 1 Perspectives on Language, Learning and Education*, 21, 51-60. doi:10.1044/1le21.2.51

Ad Hoc Committee on Reading Fluency for School-Age Children who Stutter (2014). Quick: Talk fast and don't stutter. *The ASHA Leader*, 19, 44-48, doi:10.1044/leader.FTR2.19072014.44

Howland K.A. & Liederman, J. (2013). Beyond decoding: Adults with dyslexia have trouble forming unified lexical representations across pseudoword learning episodes. *Journal of Speech, Language and Hearing Research*, 56, 1009-1022. doi:10.1044/1092-4388(2012/11-0252).

Howland, K & Bertam, J. (2013). Highly effective strategies to help SLPs support students with reading and language deficits (Grades Pre-k -12). Bellevue, WA Bureau of Education and Research.

Howland, K. & Bertram, J. (2011). Activity book for use with the Boston University Test. Boston University, Boston, MA

## **PEER REVIEWED CONFERENCE PRESENTATIONS**

Howland, K., Mentis, M. & Graham, M. (2019). Developing Expressive Language in Preschoolers: Strategies to Increase Utterance Length & Complexity. American Speech-Language and Hearing Association, Orlando, FL.

Howland, K., Mentis, M. & Graham, M. (2018). Strategies to Improve Expressive Language Skills in Preschool Children with Language Disorders. American Speech-Language and Hearing Association, Boston, MA.

Howland, K. & German, D. (2017). Treatment of Word-Finding Difficulties: Answers to Clinician's Top 10 Questions. American Speech-Language and Hearing Association, Los Angeles, CA.

Howland, K., German, D. & Games, D. (2016). Oral Reading Assessment in Children With Fluency & Word-Finding Disorders: Pitfalls & Solutions, American Speech, Language and Hearing Association, Philadelphia, PA.

Mentis, M., Howland, K. & Graham, M. (2016). An Intensive Summer Preschool Language Intervention Program: Development & Implementation. American Speech, Language and

Hearing Association, Philadelphia, PA.

Scaler-Scott, K., Games, D., Krieger, K., Ramos-Heinrich, L., Reardon-Reeves, N., Young-Campbell, L., Howland, K. (2015). Oral reading fluency for children with speech disorders: Success stories in overcoming challenges. American Speech, Language and Hearing Association, Denver, CO.

Howland, K. (2014). Practical Strategies to Improve Reading Comprehension Across the Grades. American Speech, Language and Hearing Association, Orlando, FL.

Scaler Scott, K., Howland, K., Games, D., Krieger, K., Paul, D., Ramos-Heinrichs, L., Reeves, N., Young-Campbell, L., (2014). Reading Fluency for Children with Speech Disorders: Issues in Assessment, Progress Monitoring, & Collaboration. American Speech, Language and Hearing Association, Orlando, FL

Whitmire, K., Ehren, B., Wallach, Singer, B., Howland, K. (2013). Supporting the achievement of LLD students across grades & content areas. American Speech, Language and Hearing Association, Chicago, IL.

Waters, G., Howland, K., Bertram, J., Caplan, D. (2013). Strategies to improve reading comprehension by assessing & remediating component language skills. American Speech, Language and Hearing Association, Chicago, IL.

Singer, B., Wallach, G., Ehren, B., Brady, C., Howland, K., Whitmire, K (2012). Making practical intervention choices in social studies and science. American Speech, Language and Hearing Association, Atlanta, GA.

Waters, G., Caplan, D., Bertram, J., Michaud, J., Ostrowski, A., Howland, K. (2012). Component reading and listening skills as predictors of performance on high stakes exams in middle and high school. Society for the Scientific Study of Reading, Montreal, Canada.

Singer, B., Wallach, G., Howland, K., Brady, C. (2011). Language intervention in science and social studies: A panel discussion. American Speech, Language and Hearing Association. San Diego, CA.

Howland, K. (2011). Strategies to develop reading comprehension in language impaired children. American Speech, Language and Hearing Association, San Diego CA.

Howland, K. (2010). Strategies to develop executive control skills in language-impaired children. American Speech-Language and Hearing Association, Philadelphia, PA.

Howland, K. (2007). Executive control processes in young children. American Speech, Language and Hearing Association, Boston, MA.

Russell, C., Oppenheimer, B., Howland, K. (2005). EBP: Bridging the gap between classroom and clinical practicum. American Speech, Language and Hearing Association. San Diego, CA.

## **PEER REVIEWED POSTER PRESENTATIONS**

Graham, M., Doherty, L., Howland, K. & Mentis, M. Measuring Progress in the Use of Causal Conjunctions in Preschoolers with Developmental Language Disorder. Proposal accepted at

the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Howland, K., Kapadia, A., Ziser, R. & Azhar, S. (2019). Using Visual Organizers to Facilitate Development of Mental Graphemic Representations: A Novel Treatment Approach. American Speech-Language-Hearing Association Convention, Orlando, FL.

Slater, C., Howland, K., Berger, S., & Osipow, A. (2018). Preschool Screening: A Context for Interprofessional Collaboration Between Speech Language Pathology & Occupational Therapy Students. American Speech-Language-Hearing Association Convention. Boston, MA.

Mentis, M., Howland, K., & Graham, M. (2017). Increasing Effectiveness in LSA: Customizing SALT to Provide Additional Morphosyntactic Information for Preschool Children. American Speech-Language and Hearing Association, Los Angeles, CA.

Scaler-Scott, K. Paul, D., Howland, K., Games, D., Krieger, K., Ramos-Heinrichs, L., Reeves, N., Young-Campbell, L. (2014) Assessing Reading Fluency in Children Who Stutter: A Survey of Current Practice, Problems, & Needs. American Speech-Language and Hearing Association, Orlando, FL.

Howland, K., (2010). Pseudoword learning: Insight into how dyslexic readers form lexical representations. American Speech-Language and Hearing Association, Philadelphia, PA

Howland, K., (2009). Spoken and written pseudoword learning in dyslexia: Insight into how dyslexic readers form associations between the phonological and orthographic forms of novel words. International Neuropsychological Society, Atlanta GA.

Howland, K., (2002). Language regression and recovery in Landau-Kleffner Syndrome American Speech, Language and Hearing Association, Atlanta, GA.

## **INVITED PROFESSIONAL DEVELOPMENT SEMINARS**

Howland, K. (2019). Highly effective strategies to help SLPs support students with reading and language deficits: Grades PreK -12. Aurora School District, Aurora IL.

Howland, K. (2018). Developing Executive Function Skills in Young Children with Language Impairment. ASHA Connect Conference, Baltimore, MD.

Howland, K. (2016). Practical strategies to evaluate and treat reading and language disorders in school-age children. Fort Pierce FL, Panama City FL.

Mentis, M., Howland, K., Graham, M. (2015). Preschool Language Intensive Intervention Program. Health matters: A virtual conference, Boston University, Boston MA.

Howland, K. (2015). Strategies to improve reading and language skills in school-age children. United Federation of Teachers, New York, NY.

Howland, K. (2015). Highly effective strategies to help SLPs support students with reading and language deficits: Grades PreK -12. Bureau of Education and Research, Champaign, IL, Milwaukee, WI, Denver, CO, Billings, MT, Spokane WA, Seattle, WA, Portland, OR.

Howland, K. (2015). Supporting students with language deficits within the CCSS. Oakland, MI.

Howland, K. (2014). Practical strategies to improve reading and language skills in children from Pre-K through high school. 14<sup>th</sup> Annual Harriet Needleman Conference, Children's Hospital, Boston, MA.

Howland, K. (2014). Highly effective strategies to help SLPs support students with reading and language deficits: Grades PreK -12. Bureau of Education and Research, Minneapolis, MN, Cherry Hill, NJ, New Brunswick, NJ, Newburgh, NY, Sioux Falls, SD.

Howland, K. (2013). Developing executive control skills in children with language and learning disorders. Speech and Stuttering Institute, Toronto, Canada.

Howland, K. (2013). Highly effective strategies to help SLPs support students with reading and language deficits: Grades PreK -12. Bureau of Education and Research, Sacramento, CA., Portland, OR., Spokane, WA., Seattle, WA.

Howland, K. (2012). Highly effective strategies to help SLPs support students with moderate to severe reading and language deficits: Grades PreK -12. Institute for Educational Development, Detroit, MI., Pittsburgh, PA., Chicago, IL., Rochester, NY.

Howland, K. (2011). Strategies to develop spoken language skills in the classroom. Syracuse Public Schools, Syracuse, NY.

Howland, K. (2011). Developing executive control skills in children with language and learning disorders. Connecticut Speech, Language and Hearing Association, New Britain, CT.

Howland, K. (2010). Developing executive control skills in children with language and learning disorders. Massachusetts Speech, Language and Hearing Association, Boston, MA.

Howland, K. (2008). Developing executive control processes in children with language and learning disorders. Boston Public Schools, Boston, MA. January 2008, Chelmsford Public Schools, Chelmsford, MA.

Howland, K. (2008). Teaching phonological awareness skills to pre-school children: Baldwin Early Learning Pilot Academy, Boston, MA.

Howland, K. (2007). Intermodal mapping in adults during word learning. Boston University, Psychology Department, Boston, MA.

Howland, K. (2007). Development of executive control processes. Baldwin Early Learning Pilot Academy, Boston, MA.

Howland, K. (2006). Phonological awareness and reading development in preschoolers. Baldwin Early Learning Pilot Academy, Brighton, MA.

Howland, K., (2006). An update on the role of SLP in the evaluation and treatment of Auditory Processing Disorders. North Shore Children's Hospital, Salem, MA.

Howland, K. (2005). Facilitating communication development in young children with Down Syndrome. Massachusetts Down Syndrome Congress Conference. Worcester, MA.

Howland, K. (2004). The role of phonological awareness skills in early literacy development. Baldwin Early Learning Pilot Academy, Brighton MA.

Howland, K. (2004). The role of the SLP in the evaluation and treatment of auditory processing disorders. North Shore Children's Hospital. Salem, MA.

Howland, K. (2004). The use of metacognitive strategies to develop written language skills in school-age children. Dana Farber Cancer Institute. Boston, MA.

## **AWARDS**

- Whitney R. Powers Award for Teaching Excellence. (2011)
- Ruth and Martin Levine Scholarship \$5000 Award (2006)

## **CERTIFICATION/LICENSURE**

- Certificate of Clinical Competence in Speech-Language Pathology (1988)
- Massachusetts State Licensure in Speech Language Pathology (1988)
- Massachusetts State Certification: Teacher of Students with Severe Special Needs (1981-1984)

## **PROFESSIONAL SERVICE ACTIVITIES**

- Reviewer: SIG 1 *Perspectives on Language, Learning and Education*
- American Speech, Language and Hearing Association: Special Interest Group 1 Language, learning and Education, Coordinating Committee: Associate Coordinator (2015-2016).
- American Speech, Language and Hearing Association: Special Interest Group 1 Language, learning and Education, Coordinating Committee: CE manager (2014)
- American Speech, Language and Hearing Association Convention Planning Committee: Infants, toddlers and preschoolers (March 2014)
- Reviewer: *Journal of Speech, Language and Hearing Research, Dyslexia, Perspectives on Language, Learning and Education.*
- American Speech, Language and Hearing Association: Ad Hoc Committee on Reading Fluency for School-Age Children who Stutter (2013-2015)
- Governing Board Baldwin Early Learning Pilot Academy, Boston, MA. (2008-2014)
- Reviewer: Paul, P.V. & Wang, Y. (2012). Literate Thought: Understanding Comprehension and Literacy. Jones and Bartlett Sudbury MA.
- Faculty Liaison: Massachusetts Speech, Language and Hearing Association (2010-2012)
- Member American Speech-Language Hearing Association (1988-present)

## **BOSTON UNIVERSITY SERVICE ACTIVITIES**

- Professional Clinical Education (2016-present)
- Search Committee (2018-2019)



- Search Committee Chair (2014-2015)
- Grand Rounds Committee (Fall 2009; Fall 2014)
- Whitney R. Powers Teaching Award Committee (2012)
- Dudley Allen Sargent Award Committee (2010 – present)
- SLHS Comprehensive Examination Committee (2002-present)
- Sargent College Institutional Review Board (2006-2010)
- NSSHLA Conference Committee Chair (2005-2009)
- Faculty Support Committee (2004-2009)
- Undergraduate Education Committee (2003-2004)
- Advising
  - Undergraduate seniors, Combined BS-MS students, MS students
  - Thesis committee member (2002-present)
  - Mentor for SH640 Senior Practicum (2009-2015)
  - Student Baha'i Club Advisor (2001-2004)