

Alyssa R. Boucher, PhD, CCC-SLP

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ACADEMIC APPOINTMENTS

Boston University

2017-present

Clinical Assistant Professor, Department of Speech, Language and Hearing Sciences Sargent College of Health and Rehabilitation Sciences

Fall and Spring semesters: 60% Classroom teaching (Undergraduate and MS-SLP Programs) and Clinical Supervision (MS-SLP Program); 20% Scholarship, 20% service (Department and College)

RESEARCH APPOINTMENTS

CAST, Wakefield, MA

2013-2016

Associate Research Scientist

Served as project director, manager, and researcher for federal and private grants and collaborated with principal investigators to design and implement research and development related to Universal Design for Learning (UDL). Supported 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

Spring 2013

Consultant

Co-led a participatory research project with middle school students for the design of an online platform for struggling readers.

Fall 2012

Intern

Supported postsecondary instructional designers and researchers in developing an online writing environment for students within the framework of UDL.

CLINICAL APPOINTMENTS

May Institute, Springfield, MA

2011-2012

Pediatric Speech-Language Pathologist (Per Diem)

Provided speech-language services to 0–3-year-olds with developmental and neurological conditions.

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

2011

Clinical Supervisor (Part Time)

Provided supervision to students in the MA-SLP program as part of the training in the PhD program.

Holyoke Medical Center, Holyoke, MA

2009-2011

Pediatric Speech-Language Pathologist (Part Time)

Provided speech-language services to children with various medical and developmental conditions.

Center for Communication, Springvale, ME**2007-2009****Speech-Language Pathologist (Full Time)**

Provided speech and language services to adults and children in a variety of settings including inpatient, outpatient, schools, and skilled nursing homes.

EDUCATION

University of Massachusetts-Amherst**May 2013**

Amherst, MA

Doctor of Philosophy, Speech-Language Pathology

University of Massachusetts-Amherst**May 2007**

Amherst, MA

Master of Arts, Speech-Language Pathology

University of Massachusetts-Amherst**May 2005**

Amherst, MA

Bachelor of Science, Communication Disorders

CERTIFICATIONS & LICENSURE

Certification of Clinical Competence (CCC-SLP)

American Speech-Language-Hearing Association (ASHA), Certification #12120813

Initial certification (2008-2011); Renewed certification (2011-2026)

Speech-Language Pathologist License

Commonwealth of Massachusetts, License #SLP7854

Initial license (2009); Renewed license (2009-2026)

Educator's License

Commonwealth of Massachusetts

Initial license (2007)

EXTERNAL GRANT SUPPORT

2025-2030**NIH R01 DC022014****Total costs: \$4,060,489**

(NIDCD): Quantitatively Characterizing the Speech Motor Skillsets of Individual Speakers

PI: Frank Guenther | Role: Co-Investigator

The goal of this project is to apply an established theoretical framework to derive individual-specific measures of a speaker's motor skillset to advance evidence-based interventions for a wide range of communication disorders. The project will also generate valuable data concerning the neural bases of speech motor control processes, and the resulting data will be used to guide development of the Directions into Velocities of Articulators (DIVA) model, further solidifying its status as the most comprehensive, thoroughly tested, and widely used account of the neural mechanisms of speech in the scientific literature.

INTERNAL GRANT SUPPORT

Sargent College Innovations in Teaching and Learning Grant.....

This grant is part of Sargent College's Research & Digital Learning and Innovation initiative.

The goal of this award is to promote innovation and excellence in course instruction at Sargent College. Applications were submitted to a review panel and scored on the potential for innovation, appropriateness, feasibility, and impact. The following table describes the product that was supported

by each grant award.

Year	Award	Work Supported/Product
2023	Innovation in Teaching and Learning Grant, Sargent College, Boston University	<i>Mini modules: A Just-in-Time Approach to Clinical Readiness</i> Co-recipient: Carney, A. Development of ten multimedia modules including resources such as instructional documents (e.g., sample lesson plans, SOAP notes), instructional videos, and best-practice clinical demonstration videos to support incoming MS-SLP student clinicians. The process and work were presented as an invited webinar: Boucher, A.R. & Carney, A. (2024). The use of “just-in-time” supports to bolster clinical readiness. Webinar hosted by the Council on Academic Programs in Communication Sciences and Disorders (CAPSCD).
2021	Innovation in Teaching and Learning Grant, Sargent College, Boston University	<i>From Infused Curriculum to Explicit Teaching: Toward Effective Pedagogy to Promote Antiracist and Inclusive Practices in Speech-Language Pathology</i> Developed a student workbook for the two-year MS-SLP program to bridge curricular and clinical experiences. It features three sections focusing on the intersection of SLP with racism, bias, identity, intersectionality, privilege, and harm prevention practices. The process and work were presented at two annual conventions for the American Speech-Language-Hearing Association: Johnson, V. & Boucher, A.R. (2024). Developing an Inclusive Curriculum and Critically Reflective Teaching in Speech-Language Pathology. Podium presentation at the ASHA Annual Convention, Seattle, WA. Boucher, A.R., Ito, Minna Natsuko, Graham, M., Balz, M., Carney, A., Howland, K. (2022). <i>Cultivating Student-Faculty Collaborations for the Advancement of Anti-Racist and Anti-Bias Education in Speech-Language Pathology</i>. Podium presentation at the ASHA Annual Convention, New Orleans, LA. 781-502-5020

Sargent College Dean’s Summer Scholarship.....

The purpose of this award is to promote scholarly activity and course development within Sargent College. The table below describes the work that was supported by the grant.

Year	Award	Work Supported/Product
2017	Dean’s Summer Scholarship, Principle Investigator	<i>The Relationship Between Motor Speech Difficulties and Early Literacy Development in Preschoolers.</i> Initiated research project on motor speech abilities and emergent literacy skills in young children with and without communication disorders. Project resulted in a

		podium presentation: Velleman, S., Boucher, A.R. , Andrianopoulos, M., & Rupela, V. (2019). <i>Differential Diagnosis of Motor Speech Disorders in Young Children</i> . Podium presentation at the ASHA Convention, Tampa, Florida.
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SCHOLARLY ACTIVITY

Peer Reviewed Publications.....

Boucher, A.R., Rappolt-Schlichtmann, G., & Hensler, E. (2025). Universal design for learning: A shared language to create a culture of collaboration and leverage interprofessional practice. *Language, Speech, and Hearing Services in Schools*, 56(3), 581—597. https://doi.org/10.1044/2025_LSHSS-24-0014

Contributions: First author. I consulted on the project, conceived the idea for the paper, and authored the majority of the manuscript.

DeLuca, T., **Boucher, A.R.**, & Holyfield, C. (2024). Accessible Literacy for Emerging Communicators (ALEC): A proposed model and case application with children on the autism spectrum. *Perspectives of the ASHA Special Interest Groups*, 1, 236—248.

https://doi.org/10.1044/2024_persp-24-00107

Contributions: I conceived and authored the portions related to Universal Design for Learning.

Davison, K.E., Ronderos, J., Gomez, S., **Boucher, A.R.**, & Zuk, J. (2024). Caregiver self-efficacy in relation to caregivers' history of language and reading difficulties and children's shared reading experiences. *Language, Speech, and Hearing Services in Schools*, 55(3), 853—869.

https://doi.org/10.1044/2024_LSHSS-23-00067

Contributions: I was a consultant on the design of the survey for this study and authored portions of the clinical implications.

MacLellan, L.E., Stepp, C. E., Fager, S. K., Mentis, M., **Boucher, A.R.**, Abur, D., & Cler, G. J. (2023). Evaluating Camera Mouse as a computer access system for augmentative and alternative communication in cerebral palsy: a case study. *Assistive Technology*, 36(3), 217—223.

<https://doi.org/10.1080/10400435.2023.2242893>

Contributions: I participated in the coding and analysis of the language samples.

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 Schools*, 53(4), 969—984. https://doi.org/10.1044/2022_LSHSS-21-00170

Contributions: I co-conceived the development of this tutorial, contributed to the background, co-wrote the clinical considerations for assessment and interventions, and authored the case illustrations.

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. https://doi.org/10.1044/2018_LSHSS-DYSLC-18-0031

Contributions: I co-developed the tutorial and authored the portion on a UDL-informed approach to speech and language therapy.

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.
<https://doi.org/10.1111/mbe.12073>
Contributions: I collaborated in the conception and writing of this paper. This publication has been cited over 230 times.

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
<https://doi.org/10.1044/sbi15.1.26>
Contributions: I co-conceived the ideas and authored a portion of this publication.

Book Chapters.....

Note: Early publications appear under the name “Currier”

Rappolt-Schlichtmann, G., Cipriano, C. & **Boucher, A.R.**, & Robinson, K. (2024). Universal Design for Social and Emotional Learning. In T.E. Hall, K.H. Hall, & D. Gordon (Eds.), *Universal Design for Learning in the Classroom* (113–135). New York: Guilford.
Contributions: I co-developed the chapter and co-authored portions of this chapter.

Boucher, A.R., Evans, M., Graham, S. (2016). Udio: Rich and authentic literacy experiences for struggling middle school readers. In S.A. Crossley & D.S. McNamara (Eds.) *Handbook on educational technologies for literacy* (294–301). Routledge, London.
Contributions: First author. I led the development of this chapter.

Velleman, S., Andrianopoulos, M., Boucher, M., Perkins, J., Marili, K., **Currier, A.R.**, Marsello, Lippe, C.E. & Van Emmerik, R. (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.
Contributions: I contributed to the data collection and analysis of the study discussed in this chapter.

International / National Presentations.....

Peer Reviewed Conference Presentations.....

Note: Early presentations appear under the name “Currier”

37. **Boucher, A.R.**, Estera, A., Hinesley, C., Driscoll, L., Peters, S., Jiménez, L. (accepted for presentation, 2025, Nov 20-22). Inclusive communication in the clinical environment: A model for developing and implementing supervisor training [podium presentation]. American Speech, Language and Hearing Association Annual Convention, Washington, DC.

36. Khandelwal, M., Duncan, A., **Boucher, A.R.**, Crespo, K. (2025, June 9-13). *Naming accuracy in bilingual children's statistical word learning* [Poster presentation]. The 15th International Symposium on Bilingualism, Donostia-San Sebastián, Spain.

35. Johnson, V. & **Boucher, A.R.** (2024, Dec 5-7). *Developing an inclusive curriculum and critically reflective teaching in speech-language pathology* [Podium presentation]. American Speech, Language and Hearing Association Annual Convention, Seattle, WA.

34. **Boucher, A.R.**, & Carney, A. (2023, Nov 16-18). *Mini modules: A “just-in-time” approach to clinical readiness* [Podium presentation]. American Speech-Language-Hearing Association, Boston, MA.

33. **Boucher, A.R.**, Maietta, J., Cotter, K., & Tewksbary, N. (2023, Nov 16-18). *Fostering clinical judgment: Supervisor and student clinician perspectives on implementing interventions for speech sound disorders* [Podium presentation]. American Speech-Language-Hearing Association, Boston, MA.
32. Davison, K.E., Valladares, M., Gray-Bauer, H., **Boucher, A.R.**, & Zuk, J. (2023, Nov 16-18). *Parents' oral reading expressiveness in shared reading: Associations with parents' language-related skills and language interaction* [Podium presentation]. American Speech-Language-Hearing Association Annual Convention, Boston, MA.
31. DeLuca, T., **Boucher, A.R.**, & Maietta, J. (2023, Nov 16-18). *Designing community-centered clinical instruction for graduate students* [Podium presentation]. American Speech-Language-Hearing Association Annual Convention, Boston, MA.
30. Davison, K.E., **Boucher, A.R.**, & Zuk, J. (2023, Jun 8-10). *Parental self-efficacy is associated with parental history of language-based learning difficulties and children's shared reading exposure* [Poster presentation]. Symposium on Research in Child Language Disorders, Madison, WI.
29. DeLuca, T. & **Boucher, A.R.** (2023, Apr 14). *Leveraging clinical education in community-based tier 2 literacy instruction* [Poster presentation]. Speech, Language, and Learning Intervention Virtual Research Symposium (SLLIVRS). Virtual, Arizona State University.
28. **Boucher, A.R.**, Ito, M.N., Graham, M., Balz, M., Carney, A., & Howland, K. (2022, Nov 17-19). *Cultivating student-faculty collaborations for the advancement of anti-racist and anti-bias education in speech-language pathology* [Podium presentation]. American Speech-Language Hearing Association Annual Convention, New Orleans, LA.
27. Davison, K.E., Gomez, S., **Boucher, A.R.**, & Zuk, J. (2022, Jul 13-16). *Parental self-efficacy in relation to reading history and children's home literacy environments* [Poster presentation]. Society for the Scientific Study of Reading Annual Conference, Newport Beach, CA.
26. Rappolt-Schlichtmann, G., **Boucher, A.R.**, Cook, A., Naples, L., & Cipriano, C. (2022, Apr 21-26). *Measuring up RULER: Learning to support educators to support students with learning differences during COVID-19* [Symposium presentation]. American Educational Research Association, San Diego, CA.
25. **Boucher, A.R.** & Schlichtmann, G. (2021, Nov 18-20). *Leveraging interprofessional practices: Reducing barriers to learning for students with communication disorders in the classroom* [Podium presentation]. American Speech-Language Hearing Association Annual Convention, Washington, DC.
24. Maietta, J. & **Boucher, A.R.** (2021, Nov 18-20). *Follow me: Using Instagram as a supplemental clinical instruction tool* [Poster presentation]. American Speech-Language and Hearing Association Annual Convention. Washington, DC.
23. Lugo-Neris, M., Schmedding-Bartley, J., **Boucher, A.R.**, Jones, S., Gross, M., & Wallace, G. (2021, Nov 18-20). *Faculty reflections on promoting inclusive teaching practices in CSD graduate programs* [Panel presentation]. American Speech-Language Hearing Association Annual Convention, Washington, DC.
22. **Boucher, A.R.**, Schlichtmann, G., & Hensler, E. (2020, Nov 19-21). *Extending best practices: Interprofessional approaches to high school vocabulary instruction using universal design for learning* [Podium presentation]. American Speech-Language-Hearing Association Annual

Convention, San Diego, CA (Convention canceled).

21. Velleman, S., **Boucher, A.R.**, Andrianopoulos, M., & Rupela, V. (2019, Nov 21-23). *Differential diagnosis of motor speech disorders in young children* [Podium presentation]. American Speech-Language and Hearing Association Convention, Tampa, FL.
20. Daley, S. & **Boucher, A.R.** (2018, Feb 7-10). *The digital advantage: Making high-interest texts accessible for students with learning disabilities* [Podium presentation]. Council for Exceptional Children, Tampa, FL.
19. **Boucher, A.R.** & Velleman, S.L. (2016, Apr 8-12). *Out of the lab, into the classroom: Inclusive pre-literacy instruction for preschoolers with communication disorders* [Roundtable presentation]. American Educational Research Association Annual Meeting, Washington, DC.
18. Coyne, P. & **Boucher, A.R.** (2015, Jul 18-20). *Universal design for learning, comprehension and online dialogues: Engaging struggling middle school students* [Podium presentation]. International Literacy Association Convention, St. Louis, MO.
17. Bosch, C.A. & **Boucher, A.R.** (2014, Aug 12-14). *Universal design for learning: Addressing learning variability in blended environments* [Podium presentation]. 30th Annual Conference on Distance Teaching and Learning, Madison, WI.
16. **Boucher, A.R.** & Karger, J. (2014, Jul 14-16). *Combining universal design for learning and participatory action research: An exploratory case study* [Poster presentation]. U.S. Department of Education Office of Special Education Programs Project Director's Meeting, Washington, DC.
15. **Boucher, A.R.** (2014, Mar 3-5). *Challenges & opportunities for variable learners in higher education* [Podium presentation]. Transformational Change Initiative Learning Lab, Orlando, FL.
14. **Currier, A.R.**, Velleman, S.L., & Andrianopoulos, M.V. (2012, Nov 15-17). *Classroom-based intervention: Phonological awareness for preschoolers at risk* [Podium presentation]. American Speech-Language-Hearing Association Convention, Atlanta, GA.
13. Velleman, S. L., **Currier, A.R.**, Huffman, M. J., Matthews, K., & Mervis, C. B. (2012, June). *Early speech development in Williams syndrome* [Podium presentation]. International Clinical Phonetics and Linguistics Association, Cork Ireland.
12. **Currier, A.R.**, Huffman, M.J., Velleman, S.L., & Mervis, C.B. (2011, Nov 17-19). *Speech and oral motor skills in 7q11.23 duplication syndrome* [Podium presentation]. American Speech-Language-Hearing Association Convention, San Diego, CA.
11. Velleman, S.L., **Currier, A.R.**, O'Connor, K., Huffman, M.J., McGloin, S., Connelly, T., & Mervis, C.B. (2011, Jun 9-11). *7q11.23 duplication syndrome: Speech and oral motor findings* [Podium presentation]. International Child Phonology Conference, York, England.
10. **Currier, A.R.**, Velleman, S.L., & Mervis, C.B. (2010, Aug 22-26). *Phonological profiles and outcomes of duplication 7q11.23 syndrome* [Podium presentation]. International Association of Logopedics and Phoniatrics, Athens, Greece.
9. O'Connor, K. M., **Currier, A.R.**, Velleman, S. L., McGloin, S., Connelly, T., & Mervis, C. B. (2010, Nov.18-20). *Childhood Apraxia of speech symptoms in 7q11.23 Duplication syndrome* [Poster presentation]. American Speech Language-Hearing Association, Philadelphia.
8. **Currier, A.R.**, Velleman, S.L., & Mervis, C.B. (2010, Jun 10-12). *7q11.23 duplication syndrome:*

Speech and oral motor findings [Podium presentation]. International Child Phonology Conference, Memphis, TN.

7. Velleman, S. L., Andrianopoulos, M. V., Boucher, M., **Currier, A.R.**, Tan, J., Marsello, M., et al. (2008). *Stress timing characteristics in ASD and CAS* [Poster presentation]. International Child Phonology Conference, Purdue University.
6. Mervis, C. B., Velleman, S. L., John, A. E., **Currier, A.R.**, Peregrine, E., Becerra, A. M., et al. (2008). Intellectual and behavioral characteristics of individuals with Williams syndrome or duplication of the Williams syndrome region [Podium presentation]. Williams Syndrome Association, Garden Grove, CA.
5. Morris, C. A., Velleman, S. L., Mervis, C. B., John, A. E., **Currier, A.R.**, Peregrine, E., et al. (2008). Defining the phenotype of the Duplication of the Williams Syndrome region [Podium presentation]. David W. Smith Workshop on Malformations and Morphogenesis, Mont-Tremblant, Quebec, Canada.
4. **Currier, A.R.**, Velleman, S.L., & Mervis, C.B. (2005, Nov 17-19). *The phonological development of children with Williams syndrome* [Poster presentation]. American Speech-Language-Hearing Association, San Diego, CA.
3. Velleman, S. L., **Currier, A.R.**, Lippe, C., & Mervis, C. B. (2006). Phonological development in Williams syndrome: Vocalizations at 18 months [Poster presentation]. 11th International Professional Conference on Williams Syndrome: Genetics, Neuroimaging, Cognition, and Clinical Issues, Richmond.
2. Velleman, S., **Currier, A.R.**, Caron, T., Curley, A., & Mervis, C. (2006). Phonological development in Williams syndrome [Podium presentation]. 11th Meeting of the International Clinical Phonetics and Linguistics Association, Dubrovnik, Croatia.
1. Velleman, S. L., **Currier, A.R.**, Curley, A., & Mervis, C. B. (2005). Early phonology in Williams syndrome: A comparison to typical development [Podium presentation]. International Child Phonology Conference, Fort Worth.

Invited Presentations.....

Boucher, A.R. & Carney, A. (2024). *The use of “just-in-time” supports to bolster clinical readiness*. Webinar hosted by the Council on Academic Programs in Communication Sciences and Disorders (CAPSCD).

Amato, N. & **Boucher, A.R.**, (2020). *A virtual session case study: Language & social pragmatics*. Webinar hosted by Educating All Learners Alliance.

Veio, S. & **Boucher, A.R.**, (2020). *Case study: Remote parent coaching*. Webinar hosted by Educating All Learners Alliance.

Rappolt-Schlichtmann, G., **Boucher, A.R.**, Adlof, S., & Hogan, T. (2018, Nov. 15-17). *Universal design for learning: leveraging individual differences in children with dyslexia to improve student outcomes*. [Short course presented at the American Speech-Language and Hearing Association (ASHA) Convention, Boston, MA.

Conference Proceedings.....

Boucher, A.R., & Velleman, S.V. (2016, April 8–12). *Out of the lab, into the classroom: Inclusive preliteracy instruction for preschoolers with communication disorders*. [Paper presented with

published proceedings]. The 2016 Annual Meeting of the American Educational Research Association (AERA). Paper available in repository: <https://www.aera.net/Publications/Online-Paper-Repository/AERA-Online-Paper-Repository>

Zaretsky, E., Core, C., & **Currier, A.R.** (2010, Nov. 5-7). Letter knowledge, invented spelling, and sensitivity to sublexical units at the beginning of kindergarten year. Proceedings from BUCLD 34, <https://www.bu.edu/buclid/files/2011/05/34-ZaretskyCore.pdf>

University Presentations.....

Boucher, A.R., & Carney, A. (2025, Oct, 24). *Mini modules: A “just-in-time” approach to clinical readiness* [Podium presentation]. Sargent College, Boston, MA.

Hinesley, C., Driscoll, L., Peters, S., **Boucher, A.**, & Jimenez, L. (2025, May 2). Lessons Learned from developing “Microaggressions in the clinical environment” workshop. [Podium presentation]. Boston University Diversity & Inclusion Summit, Boston, MA.

Media Presentations.....

Invited Podcasts.....

Boucher, A.R. (2020). *Sargent Professor Alyssa Boucher on Children's Literacy*. Health Matters. August 26, 2020. <https://open.spotify.com/episode/34XJcFjLDSRM9HLj6tUyCh>

Schlichtmann G. & **Boucher, A.R.** *Neurodiversity, label stigma, and UDL*. See Hear Speak. December 18, 2018. <https://www.seehearspeakpodcast.com/episode-2/episode-2-neurodiversity-label-stigma-udl-with-gabrielle-rappolt-schlichtmann-alyssa-boucher>

AWARDS & 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

TEACHING EXPERIENCE

Boston University.....

Primary Instructor.....

SH 356: Introduction to Speech Sound Disorders — Spring 2017-present

This undergraduate course (~15-20 students) provides an overview of current models of typical and disordered phonological development. Students examine and practice evidenced-based principles and practical applications of assessment, analysis, diagnosis, and intervention approaches and procedures to facilitate critical thinking and problem-solving abilities to apply to working with individuals with a variety of speech sound disorders. This course culminates in the completion of two case studies I designed to help students practice and understand relational and independent analysis in the context of pediatric speech sound disorders.

SH 605: Speech Sound Disorders — Fall 2017-present

This graduate level speech-pathology course (~40 students) examines phonological development and speech sound disorders in children, providing students with a comprehensive understanding of the organization of the phonological system, models and theories of phonological acquisition, and typical phonological development. Students learn to distinguish between phonological differences and speech sound disorders while identifying key characteristics and contributing factors. The course also covers appropriate methods for assessment, analysis, prevention, and treatment of speech sound disorders. Additionally, students evaluate various intervention approaches for individuals with speech sound disorders. Ethical considerations in assessment and intervention are emphasized, along with an exploration of professional practice competencies relevant to working with individuals with speech sound disorders. This course has been significantly re-designed to incorporate guided inquiry and skill application, as well as the incorporation of more recent evidence-based diagnostic and intervention approaches for speech sound disorders. Additional course contributions include three case studies—one practice case and two assignments—designed to help students develop skills in writing integrated diagnostic profiles and assessing prognostic implications.

SH 647: Intro to the Clinical Process — Fall 2018-2019

This course (~20 students) is designed to prepare first year MS-SLP students to enter into clinical practicum. Students study theories of clinical process and application through guided observation experiences in preparation for SH740, their first practicum experience in the Boston University Academic Speech, Language and Hearing Center. As part of this course, students complete the ASHA requirement of 25 clinical observation hours. Responsibilities included managing individual "mini-sessions" with clinical supervisors and clients, the culminating experience of the course.

SH 350: Clinical Methods — Spring 2018-present

This course (~10-20 students) is designed to prepare speech-language pathology students to enter into clinical practicum. Students study theories of clinical process and application through guided observation experiences, culminating to a final simulation experience where students prepare a lesson plan, facilitate a session, and write a SOAP note. As part of this course, students also complete the ASHA requirement of 25 clinical observation hours. Specific contributions to this course include the update of course content to reflect contemporary issues, including working with diverse populations, healthcare disparities, and culturally-responsive practices.

Co-Instructor.....**SH 355: Introduction to Language Disorders Across the Lifespan — Fall 2020-present**

This undergraduate course (~15-20 students) provides students with a broad overview of language disorders across the life span. Students learn about the causes and characteristics of a variety of developmental and acquired language disorders. We discuss assessment of language skills and various evidence-based treatment methodologies using video demonstration, live observation, and simulated practical experiences. Specific contributions include the revision and expansion of conceptual frameworks regarding language, identity, disability, and bias, as well as interactive modules for test administration.

SH 705 Clinical Reasoning — Fall 2018 - present**SH 706 Advanced Clinical Reasoning — Spring 2019-2023**

Two clinical reasoning courses (~40 students) focus on the application of evidence-based practice, interprofessional practice, and knowledge and skills acquired in previous courses to clinical problem solving in case studies that cover a range of disorders. Specific contributions include case development and course design with co-instructors.

SH 740 Cultural Humility & Inclusion Modules— Fall 2020-present

As part of the SH 740 Intro to Clinical Practicum course, students engage in three modules throughout the semester designed to examine anti-racist/anti-bias practices in speech-language pathology. Across the three modules, students are asked to 1) describe the intersection of speech-language pathology, racism, and other biases, 2) discuss historical and current systemic racism in the U.S. healthcare and education systems, 3) discuss the impacts of identity, intersectionality, implicit biases, privileges, and attitudes relative to client care, and 4) examine the ways in which SLPs prevent or perpetuate racist or biased ideas and/or policies within the healthcare and education systems. Specific contributions include the co-development of module curriculum with graduate students. I also developed a 44-page student workbook for the two-year MS-SLP program to bridge curricular and clinical experiences. It features three sections focusing on the intersection of SLP with racism, bias, identity, intersectionality, privilege, and harm prevention practices.

Clinical Instruction

SH 740 Intro to Clinical Practicum — Spring & Fall 2017/18-present

Students are assigned to the Boston University Speech, Language and Hearing center for their first practicum experience. Clinical work is accompanied by regular group and individual meetings with the clinical faculty. Direct client contact is applied toward the 375 hours required for ASHA certification. Specific contributions include the co-development of ten multimedia modules including resources such as instructional documents (e.g., sample lesson plans, SOAP notes), instructional videos, and best-practice clinical demonstration videos to support incoming MS-SLP student clinicians.

Direct Clinical Instruction: Individual

As part of this course, each semester, I provide direct clinical supervision to four individual MS-SLP students in their first practicum in our department's Academic Language, Speech, and Hearing Center. This includes weekly one-hour session with individual clients and supervision meetings to review the previous session and plan upcoming ones. I also provide feedback on lesson plans and progress notes for the client's medical record, as well as comprehensive semester treatment plans and summaries.

Direct Clinical Instruction: Group

Additionally, each semester, I co-supervise first-year MS-SLP students weekly at a Boston public school, where we provide Tier 2 services to support literacy development for 35–45 preschoolers, kindergartners, and first graders in group settings. I provide direct guidance and feedback on weekly lessons and progress notes, as well as offer an hour-long weekly preparation meeting each week. Specific contributions include the revision of the literacy curriculum, including the scope and sequence, individual lesson plans for three grades, and materials.

Early Childhood Language and Speech Sound Disorder Skills Lab

Each semester, I facilitate a skills lab for MS-SLP students in SH 740 who work with preschool through second-grade clients. This lab focuses on teaching clinical techniques and strategies for various speech and language interventions for young children. The lab meets five times throughout the semester.

SH 744 Clinical Practicum: Diagnostics — Summer 2019; Fall 2020; Summer 2021-2025

Effective diagnosis demands an intricate blending of science and art. The scientific knowledge base provides objectivity, understanding of quantifiable measures and procedures, and the structure for the diagnostic process. This foundation is established in SH737 Evaluation and Diagnosis. The art of the

diagnostic process focuses on an equally important diagnostic tool- “Clinical Intuition.” The blending of clinical expertise and theoretical knowledge is the goal of the diagnostic team experience. This experience is designed to mentor students by guiding them through the thought processes required to be a successful diagnostician. In this role, I am responsible for managing client appointments for the evaluation, guiding students through the process of protocol development, executing standardized and informal testing, and scoring and interpreting results. With guidance and feedback, students write a comprehensive written report which includes test results and interpretation, an integrated summary of the client’s profile, implications for their academic and social participation, and recommendations.

SH 742/743 Clinical Practicum — Sum. 2021; Fall 2021; Spr 2022; Sum. 2022; Fall 2024; Sum. 2025

As part of their clinical practicum, I periodically supervise 2nd-year MS-SLP students with individual clients in our Language, Speech, and Hearing Center. This is an opportunity for students to engage in more advanced clinical practices as cases tend to be more complex in nature. Supervision includes weekly 1-hour sessions in the Center and feedback on documentation and skill development.

Invited Guest Lectures.....

Boston University, Boston MA

2022-present SAR HP 252 Health and Disability Across the Lifespan (Fall and Spring)

Boston College, Boston MA

2017 APSY 1030 Child Growth & Development

2015 APSY1031, Family, School, Society

2014 EDUC 754201, Teaching Reading and Language Arts

Tufts University, Medford, MA

2014 CD197 Learning & Attentional Difficulties: Assessment & Teaching

Emerson College, Boston, MA

2013 CD 686, Preschool Language Disorders

University of Massachusetts-Amherst, Amherst, MA

2014 Speech-Language Pathology, Graduate Seminar

2012 COMM-DIS 624 Motor Speech Disorders

Previous Teaching Experience

University of Massachusetts-Amherst, Amherst, MA

2010 **Instructor**

Course: COMM-DIS 310 Phonetic Processing

2004 **Teaching Assistant**

Course: COMM-DIS 310 Phonetic Processing

MENTORSHIP & ADVISING

Directed Study

Student	Program	Role	Title of Project/Thesis
2022			
Alex Kapadia	PhD, SLHS	Research Project Co-Mentor	Relationships between perception and production, and associations with reading risk

2019			
Felix Kpogo	PhD, Linguistics	Director of Independent Study	The perception of doubly articulated stops and singleton labial stops in Ga

MS-SLP Thesis Committee

Student	Title of Project/Thesis
2023-2024	
Madeline Glatz	Examining early speech complexity in children with elevated likelihood of autism: consonant cluster and syllable shape production
Evangeline Yeh	Effects of linguistic factors in the voice symptoms of individuals with adductor laryngeal dystonia
2022-2024	
Natalie Tewksbury	Examining the relationship between speech and language sub-skills and speech production accuracy"
2021-2023	
Mercedes Valladares	Parental prosody during shared book reading
2019-2020	
Felicia Francois	Effects of single-session manual therapy on voice and speech in transmasculine speakers
Roxanne Segina	The relationship between voice onset time variability and auditory acuity in individuals with vocal hyperfunction
Jamie Chin	Morphological differences in Heschl's Gyrus between neurotypical and dyslexic brains

Graduate Program Advising

Academic Year	Number of 1st and 2nd year MS-SLP students
2024-2025	10
2023-2024	9
2022-2023	10
2021-2022	11
2020-2021	10
2019-2020	11
2018-2019	10
2017-2018	6

Graduate Mentorship (MS-SLP Program):

In addition to formally assigned MS-SLP advisees, I provide advising support to other graduate students in the program on topics including clinical pediatric career pathways, preparation for PhD programs and academic careers, and the clinical fellowship application and interview process. I also assist students in

identifying scholarship opportunities and affinity groups and write letters of recommendation for clinical fellowships and scholarships throughout the academic year.

Undergraduate Mentorship (SLHS Program):

Although not formally assigned undergraduate advisees, I dedicate significant time to advising junior and senior SLHS majors on graduate school applications, decision-making post-admission, and alternative post-baccalaureate pathways (e.g., SLPA positions, research opportunities) for those not immediately entering graduate programs. Additionally, I assist in finding MS-SLP student mentors for undergraduates.

SERVICE TO THE PROFESSION

Committee Membership/Review Panel

Committee/Panel	Year(s)	Role	Description
ASHA Convention Program Committee Member: Topics in Literacy Assessment and Intervention	2022-2024	Invited Member	Planned invited sessions for topics related to literacy assessment and intervention and reviewed submissions that come from the Call for Papers.
ASHA Minority Student Leadership, ASHA Convention	2019	Invited Member	Served on the panel of reviewers for the team-based leadership challenge, where small groups collaborate on addressing leadership-related issues.
American Educational Research Association (AERA) Annual Meeting	2016	Selected Reviewer	Reviewed papers and presentation submissions for annual AERA meeting.

Ad-Hoc Peer Reviewer for Scholarly Journal.....

2025	International Journal of Language & Communication Disorders
2024-present	Journal of Speech, Language, and Hearing Research
2019-present	Remedial and Special Education
2018-present	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

Textbook/Proposal Reviewer.....

2021	<i>Clinical Skills Bootcamp for Speech-Language Pathologists</i> (textbook proposal), Brookes Publishing
2020	<i>Remediation of /r/ for Speech-Language Pathologists</i> , Peter Flipsen Jr., (full text) Plural Publishing

SERVICE TO THE COLLEGE & DEPARTMENT

Sargent College

2024-present	Reviewer, Sargent College Internal Grant Program
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2023-present	Member, Inclusive Change Committee
2024-present	Chair, Inclusive Pedagogy Task Force
2022-2023	Member, Undergraduate Senior Thesis Review Committee
2017-2021	Member, Undergraduate Education Committee
Department	
2025-present	Member, SLHS Committee on Academic Policies and Procedures
2024-2025	Member, SLHS Search Committee, Tenure-track Assistant Professor
2023-2024	Member, MS-SLP Curriculum Review Committee: Pediatrics
2023-2024	Member, Undergraduate Curriculum Review Committee
2023-present	Manager and Content Creator, Department Instagram Account
2022-present	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	Member, SLHS MS-SLP Comprehensive Exams Committee
2017-present	Member, Application Reviewer and Interviewer for MS-SLP Program Admissions
2017-2018	Member, SLHS Search Committee, Department Chair

PROFESSIONAL LEADERSHIP TRAINING

Year		Description
2025	Clinical Educators' Academy , Council of Academic Programs in Communication Sciences and Disorders (CAPCSD)	The Clinical Educators' Academy extends opportunities for new and experienced leaders in clinical education to grow their knowledge, skills, and network surrounding the topic of clinical education. Participants spend a day and a half focusing on human-centered leadership as it relates to clinical education in CSD.
2019	Faculty Development Institute , American Speech-Language and Hearing Association (ASHA)	ASHA's Faculty Development Institute (AFDI) is a multi-day institute for faculty that focuses on how to teach and incorporate four areas into communication sciences and disorders (CSD) education—areas that directly relate to the future of learning and work: 1) evidence-based practice, 2) interprofessional education and interprofessional collaborative practice, 3) enhanced service delivery/top of the license, 4) cultural competence.

RESEARCH & PROFESSIONAL CONSULTING

Years	Research Lab	Description
2023-present	The Guenther Lab , Boston University	Collaborate and consult on research projects involving participants with speech sound disorders and dyslexia.
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.

Years	Organization	Description
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.
2021-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.

COMMUNITY ENGAGEMENT

2023 Invited Speaker, *Speech & Language Development*, Parent Education Series
Newburyport Montessori School, Newburyport, MA