Trina D. Spencer, PhD, BCBA-D
University of Kansas

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Director/Senior Scientist   Professor
Juniper Gardens Children's Project   Department of Applied Behavioral Science
Courtesy: Speech-Language-Hearing Sciences and Special Education, University of Kansas
Affiliate Faculty at the Centre for Augmentative & Alternative Communication
University of Pretoria, Pretoria, South Africa

EDUCATION AND TRAINING

2010-2011   **The Ohio State University**
Post-Doctoral Researcher
Department of Human Development and Family Sciences
Schoenbaum Family Center
Center for Response to Intervention in Early Childhood (CRTIEC)
Faculty Mentor: Howard Goldstein, Ph.D.

2009-2010   **Utah State University**
Research Assistant Professor - Post Doctoral Experience
Department of Special Education and Rehabilitation
Faculty Mentor: Benjamin Lignugaris-Kraft, PhD

2009   **Utah State University**
Department of Special Education and Rehabilitation
Degree: Ph.D. in Disability Disciplines
Emphasis: Early Childhood Special Education
Dissertation: *The Effect of a Narrative Intervention on Preschoolers' Story Retelling and Personal Story Generation Skills*
Chair/Advisor: Timothy Slocum, Ph.D.

2001   **Utah State University**
Degree: M.S. in School Psychology
Specialty: Emotional and Behavior Disorders
Thesis: *Sociometric Change as a Function of ClassWide Peer Tutoring.*
Chair: Carl D. Cheney, Ph.D.
Advisor: Gretchen A. Gimpel, Ph.D.

2001   **Morningside Academy**
Curriculum and Instructional Design Internship
Specialization: Reading, Spelling, and Math Instruction

1998   **Utah State University**
Degree: B.A. in Psychology
Minors: Sociology and German

1994   **Snow College**
Degree: A.S. in Psychology

FACULTY POSITIONS

University of Kansas, Lawrence, KS
Tenured Professor   2023-present

University of South Florida, Tampa, FL
Tenured Associate Professor   2017-2023

Northern Arizona University, Flagstaff, AZ
    Research Associate Professor   2015-2017
    Research Assistant Professor   2013-2015
    Research Director   2011-2017

PROFESSIONAL CERTIFICATIONS

Board Certified Behavior Analyst – Doctoral Level, BCBA-D #1-01-0669
Behavior Analyst Certification Board, Inc.
Date of Issue: 12/31/01
Date of Recertification: 12/31/25

RESEARCH EXPERIENCE

Citation Counts
h-index: 32 (i.e., 32 papers cited at least 32 times)
i10-index: 52 (i.e., 52 papers cited at least 10 times)
Total Citations: 3739

Awards
Fulbright Scholars Program (Teaching and Research Grant)   2021-2022
Storytelling in South Africa, University of Pretoria, Pretoria, South Africa

Current Funding
Institute of Education Sciences (Principal Investigator)   2023-2027
Development of an Implementation Support Package to Install,   **$2M**
Implement, and Sustain MTSS in Early Childhood Settings

Kansas Board of Regents   2025-2026
KU Literacy Center (Associate Director)   **$321,000**
Literacy Bridges for Kansas: Connecting Science to Practice through
Educator and Community Engagement

Pending Funding
Institute of Education Sciences (Principal Investigator)   2025-2030
NCER Predoctoral Research Training Grant   **$5M**
Literacy Bridges at Juniper Gardens: Preparing Future Community-engaged
Scholars to Connect Research, Practice, and Policy

National Institute on Deafness and Other Communication Disorders (Co-I)   2025-2027
Improving Academic Outcomes for Children with DLD: Designing an   **$300,000**
Implementation Toolkit for Speech-Language Pathologists to Deliver
Educationally Relevant Language Interventions

Institute of Education Sciences (Principal Investigator)   2025-2030
The Impact of Explicit, Systematic, and Cumulative Language Instruction on   **$5M**
Language, Reading, and Writing: A SMART Efficacy and Implementation Study

Institute of Education Sciences (Co-Principal Investigator)   2025-2029
Development and Validation of a Dynamic Assessment to Predict   **$2M**
Mathematics Achievement

Institute of Education Sciences (Co-Principal Investigator)   2024-2028
Preventing Reading Disabilities in Preschoolers with Delays in Early Literacy Skills   **$3.8M**
    • **Reviewed by panel, score of 1.99 (fundable range, but not yet funded)**

Past Funding
Kellogg Foundation (Co-Investigator)   2021-2025
Development and Efficacy of the Structured Literacy Classroom ECHO Program   *$5M*

Office of Education and Rehabilitation (Co-Principal Investigator)   2022-2023
Project STARS (Scholars in Teaching, Applied Research, and Service):   **$1,500,000**
Training and Mentoring in School Psychology

Institute of Education Sciences - R305A180037 (Principal Investigator)   2018-2023
A Close Inspection of the Academic Language Used by K-3 Students   **$1,323,166**

Institute of Education Sciences – R324A170073 (Co-Investigator)   2017-2021
Professional Development of an MTSS Model for Early   **$1,400,000**
Childhood Educators to Prevent Reading Disabilities

Center for Community Schools – Children's Home Society   2019-2020
Academic Language Enhancement Community Partnership   **$57,224**

CBCS Faculty International Collaboration Grant (Principal Investigator)   2019
Designing and Refining Storytelling Interventions for Maximum   **$2000**
Scalability Across Languages and Cultures Using Community Based
Participatory Research and Implementation Science

Institute of Education Sciences - R305A140093 (Principal Investigator)   2014-2018
Development of a Dual Language Narrative Curriculum   **$1,481,976**

American Occupational Therapy Association (Co-Principal Investigator)   2017-2018
Sleep Education for Families of Children with Autism in Rural Areas   **$45,455**

Univ. of Connecticut Early Childhood Personnel (Principal Investigator)   2017
Arizona's Early Childhood Personnel Center   **$11,424**

Rehabilitation Services of America - H250Z150002 (Co-Investigator)   2015-2017
National American Indian Rehabilitation Training and Technical   **$3,521,400**
Assistance Center

AZ Department of Health (Principal Investigator)   2012-2017
Development of a Statewide PBIS-Early Childhood System   **$3,563,775**
Evidence-Based Health Promotion Curricula

Northern Arizona University, Preliminary Studies (Principal Investigator)   2013-2014
Predictive Early Assessment of Reading and Language (PEARL): Validity,   **$65,000**
Reliability, and Feasibility.

University of Wyoming College of Health Sciences (Co-PI)   2010-2012
A comparison of two dynamic assessments of reading.   **$7500**

Submitted Grant Proposals - Unfunded
National Institute on Deafness and Other Communication Disorders (Co-I)   2024-2027
Empowering Communication: Narrative Intervention for Children with Autism   **$465,000**
Who use AAC
  - *Impact Score = 48*

Spencer Foundation (Principal Investigator)   2024-2025
Equity Through ECHO: Transforming Professional Learning Systems to Support   **$75,000**
Implementation of Structured Literacy in Classrooms

Institute of Education Sciences (Co-Principal Investigator)   2023
Using the ECHO Model to Support Implementation of Academic Language   **$2M**
Intervention
  - **Reviewed by panel, score of 2.4**

Institute of Education Sciences (Co-Principal Investigator)   2023
Validation of the Predictive Early Assessment of Reading and Language   **$2M**

Institute of Education Sciences (Co-Principal Investigator)   2023
Development and Validation of a Dynamic Assessment to Predict   **$2M**
Mathematics Achievement
- Reviewed by panel, score of 2.2

Institute of Education Sciences (Early Career Development: Primary Mentor)   2023
Story Llama DLD: A Comprehensive Intervention for Preschoolers With or At Risk **$700,000**
For Developmental Language Disorder (DLD)

University of Kansas, Frontiers, KL2 (Early Career Mentor)   2024
Feasibility and Early Efficacy of an Implementation Support Package for $50,000
Caregiver-Child Storybook Reading

Institute of Education Sciences (Co-Principal Investigator)   2022
Development and Validation of a Dynamic Assessment to Predict   **$2M**
Mathematics Achievement
- *Reviewed at panel, score of 2.4*

Institute of Education Sciences (Co-Principal Investigator)   2020
Validation of the Predictive Early Assessment of Reading and Language (PEARL) **$2M**
- *Reviewed at panel, score of 2.7*

Institute of Education Sciences (Co-Principal Investigator)   2020
Preventing Reading Disabilities in Preschoolers with Delays in Early Literacy Skills **$3.8M**
- *Reviewed at panel, score of 2.2*

Lego Foundation: Build a World of Play Challenge (Co-PI)   2022
Building Skills with Stories: Project ECHO for Literacy and Resiliency   **$30M**

Institute of Education Sciences (Principal Investigator)   2021
Development of an Implementation Support Package to Install,   **$2M**
Implement, and Sustain MTSS in Early Childhood Settings
- Received fundable score of 1.94, but due to insufficient funds, it was not funded

Institute of Education Sciences (Co-Principal Investigator)   2021
Development and Validation of a Dynamic Assessment to Predict   **$2M**
Mathematics Achievement

National Science Foundation - Preproposal (Co-Principal Investigator/Subaward PI) 2022
Artificial intelligence institute: Applying technological solutions to enhance the **$20M**
education of students with disabilities

Institute of Education Sciences – Transformative Research (Co-PI)   2021
Traveling the Last Mile: A Transformative Approach to Increasing Uptake   **$3M**
and Sustainment of Effective Interventions

Institute of Education Sciences (Principal Investigator)   2020
Development of an Implementation Support Package to Install,   **$2M**
Implement, and Sustain MTSS in Early Childhood Settings
- Reviewed at panel, score of 2.35

Institute of Education Sciences (Co-Principal Investigator)   2020
Validation of the Predictive Early Assessment of Reading and Language   **$2M**
(PEARL)
- Reviewed at panel, score of 2.4

Massachusetts Early Childhood Education (Co-Investigator)   2020
Pyramid Model Professional Development   **$110,000**

Spencer Foundation Post-Doctoral Grant (Garcia – PI; Spencer – Mentor)   2020
The Effect of Narrative Intervention on the Social and Academic Skills   **$100,000**
of Children with Autism
  - Finalist

William T. Grant Foundation (Foster-PI; Early Career Mentor)   2020
Reducing Academic Inequality Among Language Minority Students   **$349,929**
Through a Dual Language Narrative Intervention

USF Pandemic Research Network (Principal Investigator)   2020
Tell Me More: The Effect of a Self-Directed Intervention on Caregivers'   **$20,000**
Use of Storytelling and Language Facilitation Strategies to Help Their
Children Communicate About Emotional Trauma

Organization for Autism Research (Co-Principal Investigator)   2019
Oral Storytelling: Gateway to Academic and Social Achievement for   **$23,877**
Children with Autism

Institute of Education Sciences (Foster – PI; Early Career Mentor)   2019
Development of a Dual Language STEM Intervention for English Learners   **$497,904**
At-Risk for Learning Disabilities

Institute of Education Sciences (Principal Investigator)   2019
Development of a collaboratively Implemented Curriculum to Prepare   **$1,399,000**
Young Children with Autism for Success in General Education Classrooms

Spencer Foundation (Co-Principal Investigator)   2019
Spelling Acquisition of K-3 Students: What are the Developmental   **$499,825**
Differences

Office of Education and Rehabilitation (Co-Principal Investigator)   2019
Project STARS (Scholars in Teaching, Applied Research, and Service):   **$1,500,000**
Training and Mentoring in School Psychology

Institute of Education Sciences (Co-Principal Investigator)   2019
Thinking Forward: Tiers Teams, Technology in Model MTSS PreK and   **$1,400,000**
Kindergarten Classrooms

USF University Nexus Initiatives (Principal Investigator)   2018
Aprendamos Inglés: Promoting English in Mexican Public Schools   **$15,000**

ASH Foundation Graduate Student Research Grant (Mentor)   2018
The Effect of Narrative Language Intervention on the Language Skills of
$2,000
Preschoolers with Hearing Loss Fitted to Hearing Aids

IES Research Network Grant (Co-Principal Investigator)   2018
Thinking Forward: Tiers Teams, Technology in Model MTSS PreK and   **$4M**
Kindergarten Classrooms
  - Reviewed at panel, score of 2.09

ASH Foundation (Principal Investigator)   2018
MTSS for Language: The Role of Speech Language Pathologists   **$35,000**

National Institutes of Health (co-Investigator)   2018
A Randomized Control Trial Evaluating Different Theoretically Driven   **$3,581,214**
Implementations of a Computer-based Mathematics Intervention when
used with Spanish-English Speaking Kindergarten Students

IES Research Network Grant (Co-Principal Investigator)   2017
Thinking Forward: Tiers Teams, Technology in Model MTSS PreK and   **$4M**
Kindergarten Classrooms
   • Reviewed at panel, score of 2.2

Educational Testing Services (Co-Principal Investigator)   2017
TOFEL-Elementary: Reliability and Validity for Use in Mexico   **$50,000**

Institute of Education Sciences (Co-Principal Investigator)   2017
A Leer Juntos! (Let's Read Together): Technology-supported Academic   **$1,400,000**
Vocabulary Instruction for Latino Preschoolers
   • Reviewed at panel

Institute of Education Sciences (Co-Principal Investigator)   2016
A Bilingual Instruction Supported by Technology Approach (BISTA) to   **$1,400,000**
Academic Vocabulary
   • Reviewed at panel

National Science Foundation (Co-Principal Investigator)   2016
Feasibility of Teaching Vocabulary, Essential to STEM Instruction in   **$299,411**
Informal Settings (STEMessentials)

Institute of Education Sciences (Principal Investigator)   2016
A Close Inspection of the Academic Language Gap   **$1,363,289**
   • Reviewed at panel, score of 2.87

Institute of Education Sciences (Principal Investigator)   2015
A Close Inspection of the Academic Language Gap   **$1,606,946**

Institute of Education Sciences (Co-Principal Investigator)   2015
Augmentative and Alternative Communication Tools-Early (AACT-Early)   **$1,400,000**

National Institutes of Health (Principal Investigator)   2014
Boost Academic Language: Addressing the Need for Comprehension in   **$449,986**
Education

National Institutes of Health (Co-Principal Investigator)   2014
Monitoring Language Growth in Diverse Children: Quick, Reliable,   **$275,000**
Valid Measurement

Institute of Education Sciences (Principal Investigator)   2012
Development of a Dual Language Narrative Curriculum   **$1,481,976**

National Institutes of Health (Principal Investigator)   2012
Measuring Dynamic Abilities in Children with ASD: An IQ Test   **$646,980**
Alternative

William T. Grant Foundation (Principal Investigator)   2011
Conditions that Encourage the Use of Research in the Treatment of   **$500,000**
Youth with Developmental Disabilities

National Institutes of Health (Co-Principal Investigator)   2011
Development and Validation of the Narrative Language Measures   **$275,000**

Ingram Autism Grant (Co-Investigator)   2011
A Social Skills Curriculum for Preschoolers with Autism   **$50,000**

ASHA New Century (Principal Investigator)   2011
The Effect of a Small Group Narrative Intervention on Preschoolers'   **$10,000**
Narrative Language

Institute of Education Sciences (Principal Investigator) *Development and Validation of Narrative Language Measures*	2010 **$1.5M**

Mentored Early Career, Sabbatical Awards & International Experiences

Culturally Responsive Narrative Intervention Design Joel Espejo, MSc (International Internship) – Mentor Department of Translation and Language Sciences, Universitat Pompeu Fabra Barcelona, Spain	Sep – Dec, 2024
Early Childhood Language and Literacy Intervention Design Pamela Valentina, MSc (International Internship) – Mentor School of Education, Pontificia Universidad Catolica de Chile Santiago, Chile	Feb-May 2024
Narrative Intervention Design Ting Yao, MSc (International Internship) – Mentor Department of Translation and Language Sciences, Universitat Pompeu Fabra Barcelona, Spain	Jan-May 2024
Early Childhood Language and Literacy Intervention Design Susana Mendive, PhD (Sabbatical) – Collaborator School of Education, Pontificia Universidad Catolica de Chile Santiago, Chile	Jan 2024
Beneficio Complementario, Pasantias Doctorales en el Extranjero Francisca Pozo Tapia, MSc, PhD (Dissertation Internship) - Mentor Agencia Nacitional de Investigacion y Desarrollo (ANID), Ministero de Ciencia, Technologia, Conocimiento e Innovacion, Chile Santiago, Chile	Jan-Apr 2023 **$5788**
Apoyos Complementarios Para Estancia Sabaticas Vinculadas a la Consolidacion de Grupos de Investigacion (Sabbatical Grant) - Mentor Gabriela Silva Maceda, PhD – Universidad Autonoma de San Luis Potos San Luis, Mexico	2022-2023 **$16,500**
Advancing Academic Research Careers (AARC) – Mentor *Crystle Alonzo, PhD, CCC-SLP - San Diego State University*	2021-2022 **$5000**

Mentored Student Research Awards

USF College of Behavioral and Community Sciences (PI – Emely Hernandez) *Measuring Progress in Spanish and English Related to Intervention Effects*	2023 ***$1000***
USF College of Behavioral and Community Sciences (PI – Isabella Rios) *Validity and Reliability of K-1 Spanish Narrative Assessments*	2023 ***$1000***
USF College of Behavioral and Community Sciences (PI – Nicole Brborich) *The Effect of Narrative Intervention in English and Spanish*	2023 ***$1000***
USF College of Behavioral and Community Sciences (PI – Jolie Visgaitis) *What Facilitates Caregiver-Child Engagement at the Museum?*	2023 ***$1000***
USF College of Behavioral and Community Sciences (PI – Breanna Zurita) *Inferencing Ability and its Relation to Comprehension in Children with Autism Spectrum Disorders*	2022 ***$1000***
USF College of Behavioral and Community Sciences (PI – Cassandra Hendry) *Broadening the Spectrum: Insight into the Impact That Inferencing has on Mathematics in Children with Autism*	2022 ***$1000***

USF College of Behavioral and Community Sciences (PI – Lena Bayyat)   2022
Tell Me More: The Relationship Between the Perceptual Accessibility of   ***$1000***
Vocabulary and K-3 Students' Narrative and Expository Language

USF College of Behavioral and Community Sciences (PI – Irene Febres)   2021
Parent & Therapist Co-Delivery of Language Intervention   **$1000**

USF College of Behavioral and Community Sciences (PI – Jade Brown)   2021
The Feasibility of Self-paced Online Modules for Parents   **$1000**

USF College of Behavioral and Community Sciences (PI – Iman El-Kolalli)   2021
Theory of Mind and Academic Achievement of Children with ASD   **$1000**

USF College of Behavioral and Community Sciences (PI – Jessica O'Reilly)   2020
Inference-making and Comprehension Abilities of Children with ASD   **$500**

NAU Undergraduate Research Grant (PI – Chelsey Gardner)   2016
Vocabulary Instruction Embedded in Narrative Intervention   **$5000**

NAU Dissertation Research Grant (PI – Sarah Weddle)   2015
The Effects of High and Low Preferred Qualities of Attention on   **$5000**
Academic Demands

Mentored Undergraduate Research Assistantships

Jessica O'Reilly	Summer 2021
Lena Bayyat	Spring 2022
Irene Febres	Spring 2022
Aaliya Muraisi	Spring 2022
Lena Bayyat	Fall 2022
Cassandra Hendry	Fall 2022
Cassandra Hendry	Spring 2023
Olivia Smith	Spring 2023
Yuri Lizardo	Spring 2023
Maggie Alverez	Spring 2023
Breanna Zurita	Spring 2023
Jolie Visgaitis	Summer 2023
Nicole Brborich	Summer 2023
Isabella Rios	Summer 2023

Commercialized Assessments and Curriculum

Assessment of Story Comprehension™ (ASC™)

Spencer, T. D., & Goldstein, H. (2019). *Assessment of Story Comprehension* (ASC™). [Screening tool]. Baltimore, MD: Brookes Publishing Co. https://brookespublishing.com/product/asc/

Spencer, T. D., & Goldstein, H. (2019). *Assessment of Story Comprehension (ASC) Manual.* Baltimore, MD: Brookes Publishing Co. https://products.brookespublishing.com/Assessment-of-Story-Comprehension-Manual-P1087.aspx

Story Champs®: A Multi-Tiered Language Intervention and Curricula

Spencer, T. D., & Petersen, D. B. (2018). *Story Champs® 2.0 English/Spanish.* Laramie, WY: Language Dynamics Group. https://www.languagedynamicsgroup.com/story-champs-2/story-champs-about/

Spencer, T. D., & Petersen, D. B. (2023). *Story Champs® Curriculum (First Grade).* Laramie, WY: Language Dynamics Group. https://www.languagedynamicsgroup.com/story-champs-2/story-champs-about/

Spencer, T. D., & Petersen, D. B. (2023). *Story Champs® Curriculum (Preschool)*. Laramie, WY: Language Dynamics Group. https://www.languagedynamicsgroup.com/story-champs-2/story-champs-about/

Spencer, T. D., Petersen, D. B., Restrepo, M. A. (2023). Spanish *Story Champs® Curriculum (Preschool)*. Laramie, WY: Language Dynamics Group. https://www.languagedynamicsgroup.com/story-champs-2/story-champs-about/

Spencer, T. D., & Petersen, D. B. (2024). *Story Champs® AAC Expansion Pack*. Laramie, WY: Language Dynamics Group. https://www.languagedynamicsgroup.com/story-champs-2/story-champs-aac/

CUBED® Assessment

Petersen, D. B., & Spencer, T. D. (2023). *CUBED® Assessment (Third Edition)*. Laramie, WY: Language Dynamics Group, LLC. https://www.languagedynamicsgroup.com/cubed/cubed-overview/

Petersen, D. B., & Spencer, T. D. (2016). *CUBED® Assessment*. Laramie, WY: Language Dynamics Group, LLC. https://www.languagedynamicsgroup.com/cubed/cubed-overview/

Predictive Early Assessment of Reading and Language (PEARL) Screener

Petersen, D. B., & Spencer, T. D. (2015). *Predictive Early Assessment of Reading and Language (PEARL)*. Laramie, WY: Language Dynamics Group, LLC. https://www.languagedynamicsgroup.com/pearl/pearl-overview/

Dynamic Measure of Oral Narrative Discourse (DYMOND)

Petersen, D. B., Spencer, T. D. & Konishi-Therkildsen, A. (2024). *Dynamic Measure Of Narrative language and Decoding (DYMOND)*. Laramie, WY: Language Dynamics Group, LLC. https://www.languagedynamicsgroup.com

Research Converted to Accessible Free Tools

Spencer, T. S. (2023). *Academic Language Grade Level Profiles.* This is a set of handouts summarizing extensive research about word, sentence, discourse expectations for students in K-3, as well as explicit teaching procedures for promoting academic language in classrooms. They are available for free at http://trinastoolbox.com/research_ALPS.html

Spencer, T. D. (2020). *Academic Language Sampling Materials*. This set of stimulus materials and procedures were developed through research and are designed to reduce the cultural and linguistic bias prevalent in many language sampling procedures. They are available for free at http://trinastoolbox.com/research_ALPS.html

Spencer, T. D., Claar, C., Seven, Y., & Brown, D. (2020). *Storybook Profile System*. An easy-to-use rating system for determining the difficulty of a storybook and its appropriateness for teaching. Based on books' profiles, USF students created 25 lists of storybooks, organized by instructional purpose and age/grade. Available for free at http://trinastoolbox.com/product_SPS.html

Spencer, T. D., & Sellars, T. P. (2018). *Evidence-Based Practice Self-Assessment Tool*. This one-page rating scale is used by an organization to identify the extent to which evidence is used for decision making and to inform organizational development. Available for free at http://trinastoolbox.com/product_EBP.html

Spencer, T. D., & Horrocks, E. (2014). *Health Promotion Curriculum Checklist*. Phoenix, AZ: Arizona Department of Health Services, Office for Children with Special Health Care Needs, Bureau of Women's and Children's Health. Available for free athttp://trinastoolbox.com/product_HPP_AZ.html

Peer-Reviewed Publications (*indicates student authors; **post-doctoral researchers)

72. Spencer, T. D., Kirby, M. S., & Gardner, C. (in press). Oral academic narrative language intervention improves listening comprehension and generalized word learning of

first graders at risk for comprehension difficulties. Manuscript accepted for publication in *International Journal of Speech-Language Pathology.*

71. **Spencer, T. D.,** Tonsing, K., & Dada, S. (2025). Augmentative and alternative communication (AAC) interventions that promote labeling, commenting, and telling: A systematic review. *Augmentative and Alternative Communication, 1-14.* https://doi.org/10.1080/07434618.2025.2477694

70. *Almubark, N. M., Spencer, T. D., & Foster, M. E. (2025). AAC narrative intervention for children with autism. Augmentative and Alternative Communication, 1-14. https://doi.org/10.1080/07434618.2024.2433959

69. Petersen, D. B., *Swope, K. L., **Spencer, T. D.** (2024). Evidence of a limited relationship between reading fluency and reading comprehension of academic language. *Journal of School Psychology, 107*, 1-14. https://doi.org/10.1016/j.jsp.2024.101367

68. Petersen, D. B., *Konishi-Therkildsen, A., *Clark, K. D., *DeRobeles, A. K., *Frahm, A. E., *Jones, K., *Lettich, C., & **Spencer, T. D.** (2024). Accurately identifying language disorder in school-age children using dynamic assessment of narrative language. *Journal of Speech, Language, Hearing Research*, 67(12), 4765-4782. https://doi.org/10.1044/2024_JSLHR-23-00594

67. Foster, M. E., Caemmerer, J. M., Hennessy, B., Smith, S. A., López, L., & **Spencer, T. D.,** (2024). Predictors of kindergarten science achievement and its growth across elementary school for dual and non-dual language learners. *Elementary School Journal*, https://www.journals.uchicago.edu/doi/10.1086/732691

66. Petersen, D. B., Staskowski, M., Foster, M. E., Douglas, K., & **Spencer, T. D.** (2024). Explicit and systematic narrative language instruction to improve language comprehension: a three-arm randomized controlled trial. *Reading and Writing, https://link.springer.com/article/10.1007/s11145-024-10590-z*

65. **Spencer, T. D.,** Moran, M. K., Petersen, D. B., Thompson, M. S., & Restrepo, M. A. (2024). A design-based implementation study of a preschool Spanish-English multi-tiered language curriculum. *Journal for the Study of Education and Development*, 47(1), 138-172. https://doi.org/10.1177/02103702231225381

64. Goldstein, H., Peters-Sanders, L., Madsen, K., Williams, J., Drobisz, J., Broome, E., McKeever, L., Freda, S., & **Spencer, T. D.** (2024). Efficacy of a supplemental small group early literacy intervention implemented by early childhood educators. *American Journal of Speech Language Pathology, 33*(1), 220-236. *https://doi.org/10.1044/2023_AJSLP-23-00176*

63. *Almubark, N., Silva-Maceda, G., Foster, M. E., & **Spencer, T. D.** (2023). Indices of narrative language associated with disability. Children, 10(11), 1-21. https://doi.org/10.3390/children10111815

62. **Spencer, T. D.,** *Kirby, M. S., **Garcia, A. R., & *Stern, B. (2025). Additive effect, feasibility, and cost-effectiveness of family engagement activities that supplement dual language preschool instruction. *Early Childhood Education Journal, 53,* 175-193. *https://doi.org/10.1007/s10643-023-01571-y*

61. **Spencer, T. D.,** *Tolentino, T. J., & Foster, M. E. (2023). Impact of language sampling context on language productivity and complexity. *American Journal of Speech Language Pathology.* https://doi.org/10.1044/2023_AJSLP-22-00365

60. **Spencer, T. D.,** Kirby, M. S., & Petersen, D. B. (2024). Vocabulary instruction embedded in narrative intervention: A repeated acquisition design study with first graders at

risk of language-based reading difficulty. *American Journal of Speech Language Pathology, 33(1), 135-152.* https://doi.org/10.1044/2023_AJSLP-23-00004

59. **Spencer, T. D.**, Thompson, M. S., Petersen, D. B., Liu, Y., & Restrepo, M. A. (2023). Reliability and validity evidence for the English and Spanish preschool Narrative Language Measures Listening. *Early Childhood Research Quarterly, 64*, 148-161. https://doi.org/10.1016/j.ecresq.2023.02.005

58. **Seven, Y., Dedrick, R., Madsen, K., **Spencer, T.D.**, Kelley, E., & Goldstein, H. (2022). Psychometric properties of the preschool language, literacy, and behavior screener (PLLB-S). *Journal of Psychoeducational Assessment, 41(3), 283-297.* https://doi.org/10.1177/07342829221143417

57. **Spencer, T. D.**, & *Pierce, C. (2022). Classroom-based oral storytelling: Reading, writing and social benefits. *The Reading Teacher, 76(5), 525-534.* https://doi.org/10.1002/trtr.2144

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Invited Presentations

163. Spencer, T. D. (2025, May 13). *The science of oral storytelling.* [Invited virtual webinar]. Macomb County Intermediate School District, Macomb, MI.

162. Spencer, T. D. (2025, April 11). *From intervention design to community impact: The Story Champs story* (Invited Seminar). Universitat Pompeu Fabra, Barcelona, Spain.

161. Petersen, D. B., Spencer, T. D., Konishi-Therkildsen, A. (2025, Jan). *Dynamic Measure Of Narrative language and Decoding (DYMOND) - Virtual*. [Invited webinar]. Language Dynamics Group.

160. Spencer, T. D. & Kirby, M. S. (2024, Dec). *Story Champs Augmentative and Alternative Communication (AAC) Expansion Pack Overview - Virtual*. [Invited webinar]. Language Dynamics Group.

159. Spencer, T. D. (2024, Oct). *Narrative intervention using augmentative and alternative communication.* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

158. Spencer, T. D. (2024, Oct). *Dynamic assessment to identify developmental language disorder and dyslexia.* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

157. Spencer, T. D. (2024, Sep). *The science of oral storytelling - Virtual* [Invited keynote]. International Developmental Language Disorder Research Conference, Brisbane, Australia.

156. Spencer, T. D. (2024, July). *Story Champs Augmentative and Alternative Communication (AAC) Expansion Pack Overview - Virtual*. [Invited webinar]. Language Dynamics Group.

155. Spencer, T. D. (2024, May). *Multi-tiered system of supports (MTSS) maximizes*

differentiation power for culturally, linguistically, economically, and neuro-diverse students. [Invited presentation]. Association for Behavior Analysis International, Philadelphia, PA.

154. Spencer, T. D. (2024, Apr). *The science of oral storytelling: A culturally and personally relevant approach to maximizing verbal communication and bilingualism*. [Invited presentation]. Texas Association for Behavior Analysis, Houston, TX.

153. Spencer, T. D. (2023, Dec). Designing interventions for maximum implementation and clinical impact. Implementation Science in Communication Sciences and Disorders: Mini-Symposium. [Invited keynote]. The Hong Kong Polytechnic University, Hong Kong.

152. Kelley, E. & Spencer, T. D. (2023, Nov). *Feasible and effective language intervention strategies that accelerate students' academic achievement*. [Invited presentation]. American Speech-Language-Hearing Association, Boston, MA.

151. Spencer, T.D. (2023, Oct). *Implementation support strategies for academic language – Virtual* [Invited training]. Oakland Schools, Oakland, MI.

150. Spencer, T. D. (2023, Oct). *Instructional design for autistic learners: Moving beyond discrete trial instruction.* [Invited keynote]. Michigan Autism Conference, Kalamazoo, MI.

149. Spencer, T. D. (2023, Oct). *Juniper Gardens: From a compelling history to the modern science of storytelling.* [Invited presentation]. University of Kansas, Department of Applied Behavioral Science, ProSeminar, Lawrence, KS.

148. Spencer, T. D. (2023, Sept). *Home language oral storytelling as a path to literacy.* [Invited keynote]. Literacy Association of South Africa Conference, Gqeberha, South Africa.

147. Spencer, T. D., & Petersen, D. B. (2023, July). *Narrative intervention and dynamic assessment masterclass*. [Invited training]. The DLD Project, Brisbane, Australia.

146. Spencer, T. D., & Petersen, D. B. (2023, July). *Narrative intervention and dynamic assessment masterclass*. [Invited training]. Queensland Department of Education, Brisbane, Australia.

145. Spencer, T. D. (2023, July). *The power of narratives to enhance listening and reading comprehension AND to combat disciplinary centrism when collaborating interprofessionally*. [Invited presentation]. Association for Behavior Analysis Australia, Brisbane, Australia.

144. Spencer, T. D. (2023, June). *Narrative intervention and dynamic assessment masterclass*. [Invited presentation]. University of California San Diego, San Diego, CA.

143. Spencer, T. D., & Petersen, D. B. (2023, May). *Story Champs masterclass*. [Invited training]. Fraser Suites, Sydney, Australia.

142. Spencer, T. D., & Petersen, D. B. (2023, May). *Narrative intervention masterclass*. [Invited training]. Speech Pathology Association of Australia, University of Tasmania, Hobart, Australia.

141. Spencer, T. D. (2023, May). *Overcoming disciplinary centrism in pursuit of healthy interprofessional relationships*. [Invited keynote]. Behavior Analysis and Therapy, Southern Illinois University. Carbondale, IL.

140. Spencer, T. D. (2023, Apr). *Leveraging the ECHO model of professional learning to build strong partnerships - Virtual* [Invited presentation]. Implementation Science IS for All. MGH Institute of Health Professions.

139. Spencer, T.D. (2023, Apr). *Integrating academic language into your schools' MTSS efforts*. [Invited training]. Macomb County Intermediate School District, Macomb, MI.

138. Spencer, T. D., (2023, Apr). *Overcoming disciplinary centrism in pursuit of healthy interprofessional collaboration – Virtual*. [Invited presentation]. South Carolina Association for Behavior Analysis.

137. Spencer, T.D. (2023, Apr). *Early identification of disabilities using MTSS of language – Virtual [Invited keynote]*. Florida Center for Reading Research, Florida State University, Tallahassee, FL.

136. Spencer, T. D., (2023, Mar). Narrative intervention – *Virtual* [Invited presentation]. Speech and Language Undergraduate Course, West Virginia University, Morgantown, WV.

135. Spencer, T. D. (2023, Feb). *The power of narrative as a bilingual tool: Principles from intervention design from learning sciences*. [Invited keynote]. Bilingual Narrative Intervention Israel Science Foundation Research Conference, Bar-Ilan University, Tel Aviv, Israel.

134. Spencer, T. D. (2022, Nov). *Teaching vocabulary through narrative intervention -Virtual*. Language Dynamics Group, Tampa, FL.

133. Spencer, T. D. (2022, Oct). *Amplifying educational impact by pairing effective interventions with effective implementation*. [Invited presentation]. Department of Basic Education-Eastern Cape, South Africa.

132. Spencer, T. D. (2022, Oct). *The power of oral storytelling to enhance reading and writing*. [Invited speaker]. Nelson Mandela University, South Africa.

131. Spencer, T. D. (2022, Oct). *Single case experimental design: A primer*. [Invited training]. Centre for Augmentative and Alternative Communication, University of Pretoria, South Africa.

130. Spencer, T. D. (2022, Oct). *Amplifying educational impact by pairing effective interventions with effective implementation*. [Invited presentation]. Mental Health Awareness Month Speaker Series, Centre for Neurodiversity, University of Johannesburg, South Africa.

129. Spencer, T. D. (2022, Sept). *Institutional conditions that support the development of a science for public impact in health and education*. [Invited presentation]. Implementation Science Seminar, Pontificia Universidad Catolica de Chile, Santiago, Chile.

128. Spencer, T. D. (2022, Sept). *A primer on implementation science*. Implementation Science Seminar. [Invited keynote]. Pontificia Universidad Catolica de Chile, Santiago, Chile.

127. Spencer, T. D. (2022, Sept). *Essential elements of MTSS*. Multi-tiered educational models for addressing the diverse needs of students: The innovation and application of response to intervention. [Invited keynote]. Pontificia Universidad Catolica de Chile, Santiago, Chile.

126. Spencer, T. D. (2022, August). *AAC beyond teaching requests - Virtual* [Invited presentation]. Urgent Topics in Evidence-based Practice, Lavi Institute Research & Development.

125. Spencer, T. D. (2022, August). *Contextualized academic language intervention – Virtual* [Invited presentation]. Urgent Topics in Evidence-based Practice, Lavi Institute Research & Development.

124. Spencer, T. D. (2022, July). *Reducing problem behavior while increasing functional communication.* [Invited presentation]. Autism Colloquium, Gauteng Department of Education and Gauteng Premiere's Office, Johannesburg, South Africa.

123. Spencer, T. D. (2022, June). *Application of the science of behavior and learning to educational practice.* [Invited training]. Zodwa Special School, Pretoria, South Africa.

122. Spencer, T. D. & Kirby, M. S. (2022, May). *Application of the science of behavior and learning to educational and clinical practice – Virtual* [Invited presentation]. Centre for AAC, University of Pretoria, Pretoria, South Africa.

121. Spencer, T. D. (2022, May). *Researcher practitioner partnerships – Virtual* [Invited presentation]. COEDU and CBCS of University of South Florida, Tampa, Florida.

120. Spencer, T. D. (2022, May). *Classical and operant learning.* [Invited training]. Cango Wild Animal Conservation Ranch, Oudtshoorn, South Africa.

119. Spencer, T. D. (2022, April). *Oral storytelling and its power to elevate reading and writing.* [Invited presentation]. Nelson Mandela University, Gqeberha, South Africa.

118. Spencer, T. D. (2022, April). *Oral language as the foundation of reading and writing.* [Invited training]. Charles Duna Primary School, Gqeberha, South Africa.

117. Spencer, T. D. (2022, April). *Dismantling disciplinary centrism – Virtual* [Presidential address]. Four Corners Association for Behavior Analysis Conference, Arizona.

116. Spencer, T. D. (2022, March). *The power of oral storytelling and its link to literacy.* [Invited keynote]. Future Africa, University of Pretoria, Hatfield, South Africa.

115. Spencer, T. D. (2022, February). *Storytelling for students with disabilities.* [Invited training]. Schola Amoris, Umzinto, South Africa.

114. Spencer, T. D. (2022, January). *Finding my story: An Interprofessional journey to overcome disciplinary centrism - Virtual* [Keynote speaker]. Interprofessional Autism Conference, New Jersey.

113. Spencer, T. D. (2022, January). *Collaboratively supporting academic language of autistic students: The intersection of neurodiversity and cultural reciprocity - Virtual* [Invited presentation]. Interprofessional Autism Conference, New Jersey.

112. Spencer, T.D. (2021, December). *Story Champs Implementation for Florida's speech-language pathologists - Virtual* [Invited training]. University of Florida, Tallahassee, FL.

111. Spencer, T. D. (2021, November). *Beyond disciplinary centrism and ableism - Virtual* [Keynote speaker]. Partners of Applied Behavior Analysis Conference, New York.

110. Spencer, T. D. (2021, October). *The power of oral storytelling and its link to literacy.* [Invited presentation]. Developmental Language Disorder (DLD) Symposium, Iran.

109. Spencer, T. D. (2021, September). *Story Champs - Virtual*. [Invited presentation]. Virginia State, Department of Education.

108. Spencer, T. D. (2021, September). *Story Champs - Virtual*. [Invited presentation]. Brevard Public Schools, Viera, FL.

107. Spencer, T. D. (2021, July). *Interprofessional collaboration: An exercise in cultural humility – Hybrid*. [Invited presentation]. Women in Behavior Analysis, Nashville, TN.

106. Spencer, T. D. (2021, April). *Evidence-based decision-making framework – Virtual* [Invited presentation]. University of South Florida doctoral student course, Department of Communication Science and Disorders, *Evidence-based Practice in Communication Sciences,* Tampa, FL.

105. Spencer, T. D. (2021, April). *Literacy and behavior analysis*. Speech-Language Pathology & Applied Behavior Analysis, Professional Development series.

104. Spencer, T. D., (2021, March). *Introduction to creating and documenting clinical impact*. [Recorded professional development]. In T. D. Spencer (Chair), Creating and Documenting Clinical Impact Unit. American Speech-Language Hearing Association, Clinical Research Education (CREd Library). https://academy.pubs.asha.org/2021/03/enhancing-impact-and-research/#elementor-toc__heading-anchor-0

103. Spencer, T. D., & Wallace, S. (2021, March). *Clinical impact: Panel discussion*. [Recorded professional development]. In T. D. Spencer (Chair), Creating and Documenting Clinical Impact Unit. American Speech-Language Hearing Association, Clinical Research Education (CREd Library). https://academy.pubs.asha.org/2021/03/enhancing-impact-and-research/#elementor-toc__heading-anchor-5

102. Spencer, T.D. (2021, March). *Collaborating with people who think differently – Virtual* [Invited presentation]. University of South Florida Undergraduate Student club, *Bilingual Language and Literacy Interprofessional Networking Group,* Tampa, FL.

101. Spencer, T.D. (2021, March). *Evidence-based decision-making framework – Virtual* [Invited presentation]. University of South Florida doctoral student course, Department of Communication Science and Disorders, *Evidence-based Practice in Communication Sciences,* Tampa, FL.

100. Spencer, T.D. (2021, February). *Implementation support strategies for academic language – Virtual* [Invited training]. Oakland Schools, Oakland, MI.

99.   Spencer, T.D. (2021, January). *Building oral language using story champs* [Invited webinar; 1100 participants]. Language Dynamics Group, LLC.

98.   Spencer, T.D. (2021, January). *Narrative intervention in K-2 general education classrooms – Virtual* [Invited training]. Pineview Elementary, Tallahassee, FL.

97.   Spencer, T.D. (2020, November). *Narrative intervention for Florida's speech-language pathologists - Virtual* [Invited training]. University of Florida, Tallahassee, FL.

96.   Spencer, T.D. (2020, October). *Adapting narrative intervention for emerging speakers – Virtual* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

95.   Spencer, T.D. (2020, September). *A peek under the hood: Principles of narrative intervention – Virtual* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

94. Spencer, T.D. (2020, September). *Narrative intervention promotes academic language – Virtual* [Invited training]. Marion County School District, Ocala, FL.

93. Spencer, T.D. (2020, September). *Narrative intervention: How and why – Virtual* [Invited training]. North Palos School District, Chicago, IL.

92. Spencer, T.D. (2020, August). *Oral storytelling builds language and literacy skills – Virtual* [Invited presentation]. University of Oregon graduate student course, Special Education Department, *Interdisciplinary Teaming* , Eugene OR.

91. Spencer, T. D., (2020, May). *Promoting oral language via storytelling – Virtual* [Invited webinar]. Paul H. Brookes Publishing Virtual Coffee Chat, Washington D. C.

90. Spencer, T. D., (2020, March). *Establishing generative social and academic language repertoires of children with autism through storytelling* [Invited presentation]. Utah Speech-Language Hearing Association annual convention, Salt Lake City, UT.

89. Spencer, T. D., (2020, March). *Storytelling interventions: Research based principles to practice* [Invited presentation]. Utah Speech-Language Hearing Association annual convention, Salt Lake City, UT.

88. Spencer, T. D., (2020, March). *Interprofessional collaboration: It's the ethical thing to do!* [Invited presentation]. College of Education Special Seminar, Brigham Young University, Orem, UT.

87. Spencer, T.D. (2020, March). *Evidence-based decision-making framework – Virtual* [Invited presentation]. University of South Florida doctoral student course, Department of Communication Science and Disorders, *Evidence-based Practice in Communication Sciences,* Tampa, FL.

86. Spencer, T.D. (2020, February). *Expanding the verbal repertoire of children with autism – Virtual* [Invited training]. Macomb Intermediate School District, Macomb County, MI.

85. Spencer, T.D. (2020, January). Panelist for Dr. Liz Hadley's presentation, *Talking to learn*. [Invited presentation]. Anchin Center, College of Education, University of South Florida, Tampa, FL.

84. Spencer, T.D. (2019, November). *Intersection between applied behavior analysis and speech-language pathology.* [Invited presentation]. Department of Communication Disorders, University of South Florida, Tampa, FL.

83. Spencer, T.D. (2019, October). *Early literacy instruction: Some basics* [Invited presentation]. University of South Florida Undergraduate Student club, *Bilingual Language and Literacy Interprofessional Networking Group,* Tampa, FL.

82. Spencer, T.D. (2019, October). *Teaching requests: A deeper dive - Virtual* [Invited training]. Macomb Intermediate School District, Macomb County, MI.

81. Spencer, T.D. (2019, October). *Making stories meaningful: Applications in kindergarten - Virtual* [Invited training]. Oakland Intermediate School District, Oakland County, MI.

80. Spencer, T.D. (2019, October). *Applications of behavior analysis to the education of children with autism* [Keynote speaker]. Autism Conference, Minsk, Belarus.

79. Spencer, T.D. (2019, September). *Promoting academic language and social communication of children with autism through storytelling* [Invited presentation]. Thompson Center for Autism, St. Louis, MO.

78. Spencer, T.D. (2019, September). *Using stories in language therapy* [Invited training]. Columbia Public School District, St. Louis, MO.

77. Spencer, T.D. (2019, September). *Narrative intervention and assessment for speech-language pathologists* [Invited presentation]. Wayne State University, Detroit, MI.

76. Spencer, T.D. (2019, September). *School-based Applications and the Versatility of Narratives* [Invited presentation]. Morningside Academy, Seattle, WA.

75. Spencer, T.D. (2019, August). *Using narratives in the classroom and in language therapy - Virtual* [Invited presentation]. Detroit Enterprise Academy, Detroit, MI.

74. Spencer, T.D. (2019, July). *International perspectives on cultural and linguistic diversity in schools - Virtual* [Invited presentation]. University of Pretoria, Pretoria, South Africa.

73. Spencer, T.D. (2019, June). *Verbal behavior instruction for children with autism* [Invited training]. Macomb Intermediate School District, Macomb County, MI.

72. Spencer, T.D. (2019, May). *Assessment of decoding, language, and reading.* [Invited presentation]. Literacy Studies Summer Practicum, University of South Florida, Tampa, FL.

71. Spencer, T.D. (2019, May). *Multi-tiered system of support for academic language* [Invited training]. LaGrange Area Department of Special Education, Naperville School District, & North DuPage Special Education Cooperative, Naperville, IL

70. Spencer, T.D. (2019 April). *Versatility of narratives for the development of language and literacy* [Invited presentation]. University of Witwatersrand, Johannesburg, South Africa.

69. Spencer, T.D. (2019, April). *Versatility of narratives for the development of language and literacy* [Invited presentation]. University of South Africa, Pretoria, South Africa,

68. Spencer, T.D. (2019, January). *Installation and implementation of a multi-tiered system of language support* [Invited training]. Peoria Unified School District, Phoenix, AZ.

67. Spencer, T.D. (2018, November). *The future of multi-tiered systems of support* [Invited presentation]. School Psychology Colloquium, University of South Florida, Tampa, FL.

66. Spencer, T.D. (2018, November). *The intersection of applied behavior analysis and speech language pathology* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

65. Spencer, T.D. (2018, October). *Applications of behavior analysis to the education of children with autism* [Keynote speaker]. Autism Conference, Minsk, Belarus.

64. Spencer, T.D. (2018, October). *Advances in narrative intervention for promoting academic language* [Invited training]. Macomb Intermediate School District, Macomb County, MI.

63. Spencer, T.D. (2018, October). *Narrative intervention for diverse kindergarteners: The basics* [Invited training]. Oakland Intermediate School District, Oakland County, MI.

62. Spencer, T.D. (2018, September). *Researcher-practitioner collaborations* [Invited presentation]. Wimauma Focus on Education Event, Wimauma, FL.

61. Spencer, T.D. (2018, April). *Maximize your intervention effort: Intervene with language and teach social emotional skills at the same time* [Invited presentation]. National Training Institute, St. Petersburg, FL.

60. Spencer, T.D. (2018, February). *Versatility of narrative assessment and intervention* [Invited presentation]. University of Missouri, Columbia, MO.

59. Spencer, T.D. (2018, January). *Multi-tiered system of language support: The possible reality!* [Invited presentation]. LaGrange Area Department of Special Education, Countryside, IL.

58. Spencer, T.D. (2018, January). *Multi-tiered system of language support: The possible reality!* [Invited training]. Palatine School District, Palatine, IL.

57. Spencer, T.D. (2017, November). *Prevent future reading comprehension problems in preschool: Old science and new stories* [Invited presentation]. Northern Arizona Early Childhood Education Conference, Flagstaff, AZ.

56. Spencer, T.D. (2017, November). *Dynamic assessment: Efficient, accurate identification of reading disabilities for culturally and linguistically diverse students* [Invited presentation]. Arizona Association for School Psychologists, Phoenix, AZ.

55. Spencer, T.D. (2017, November). *Careers in applied behavior analysis – Teach in* [Invited presentation]. Brooks DeBartolo Collegiate High School, Tampa, FL.

54. Spencer, T.D. (2017, September). *Innovation in language assessment and intervention* [Invited presentation]. Wayne State University, Detroit, MI.

53. Spencer, T.D. (2017, September). *Building a cadre of experts in MTSS for language* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

52. Spencer, T.D. (2017, September). *Teaching academic language through a tiered instructional framework* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

51. Spencer, T.D. (2017, September). *Multi-tiered system of support for language: An introduction* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

50. Spencer, T.D. (2017, August). *Enhancing reading outcomes by promoting language in a MTSS model* [Invited presentation]. South Carolina Department of Education State Systemic Improvement Program, Columbia, SC.

49. Spencer, T.D. (2017, February). *Multi-tiered systems of language support: An inclusion model* [Invited presentation]. Arizona Department of Education Early Childhood Special Education Conference, Phoenix, AZ.

48. Spencer, T.D. (2017, February). *Dynamic assessment: Earlier identification of children who need language and decoding interventions* [Invited presentation]. Arizona Department of Education Early Childhood Special Education Conference, Phoenix, AZ.

47. Spencer, T.D. (2016, October*). Literacy assessment tools* [Invited presentation]. America Reads, Northern Arizona University, Flagstaff, AZ.

46. Spencer, T.D. (2016, October). *All the tools needed to bring language front and center in MTSS* [Invited presentation]. Northwest Suburban Special Education Organization, Arlington Heights, IL.

45. Spencer, T.D. (2016, October). *Assessment tools for multi-tiered systems of language support* [Invited training]. Naperville School District, Naperville, IL.

44. Spencer, T.D. (2016, October). *Multi-tiered system of language support (MTSLS)* [Invited presentation]. LaGrange Area Department of Special Education, Countryside, IL.

43. Spencer, T.D. (2016, September). *Multi-tiered system of language support (MTSLS)* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

42. Spencer, T.D. (2016, September). *Promoting academic language* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

41. Spencer, T.D. (2016, August). *Evidence based practice* [Invited presentation]. College of Education, Northern Arizona University, Flagstaff, AZ.

40. Spencer, T.D. (2016, February). *Multi-tiered system of language support (MTSLS)* [Invited training]. Peoria Unified School District, Glendale, AZ.

39. Spencer, T.D. (2016, February). *Puente de Cuentos: Research to practice partnership with head start* [Invited presentation]. Northern Arizona Council of Governments Head Start, Flagstaff, AZ.

38. Spencer, T.D. (2016, February). *Multi-tiered system of language support (MTSLS)* [Invited presentation]. Illinois Speech-Language Hearing Association, Chicago, IL.

37. Spencer, T.D. (2016, January). *Multi-tiered system of language support (MTSLS)* [Invited presentation]. University of Oregon, College of Education Dean's Distinguished Scholar Seminar, Eugene, OR.

36. Spencer, T.D. (2015, August). *Language basis of reading and writing* [Invited training]. Flagstaff Unified School District, Flagstaff, AZ.

35. Spencer, T.D. (2015, August). *Multi-tiered systems of language support* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

34. Spencer, T.D. (2015, June). *Multi-tiered system of language support* [Invited presentation]. Read On Arizona, Phoenix, AZ.

33. Spencer, T.D. (2015, April). *The versatility of narrative assessment* [Invited presentation]. Arizona Speech-Language Hearing Association, Phoenix, AZ.

32. Spencer, T.D. (2015, March). *Predictive early assessment of reading and language* [Invited presentation]. Read On Arizona, Phoenix, AZ.

31. Spencer, T.D. (2015, January). *Multi-tiered systems of language support* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

30. Spencer, T.D. (2015, January). *Screening and progress monitoring* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

29. Spencer, T.D. (2014, November). *Building a research agenda in education* [Invited presentation]. College of Education Faculty Center, Flagstaff, AZ.

28. Spencer, T.D. (2014, October). *What is and what is not evidence?* [Invited presentation]. Evidence-based Practice in Disability Disciplines Conference, Flagstaff, AZ.

27. Spencer, T.D. (2014, October). *Promoting independence through systematic prompt fading* [Invited presentation]. Evidence-based Practice in Disability Disciplines Conference, Flagstaff, AZ.

26. Spencer, T.D. (2014, January). *Story champs multi-tiered narrative intervention* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

25. Spencer, T.D. (2013, October). *Narrative intervention and assessment* – Featured Speaker [Invited presentation]. Inter Mountain Area Speech and Hearing Convention, Denver, CO.

24. Spencer, T.D. (2013, September). *Teaching social communication through storytelling* [Invited presentation]. Southwest Autism Resource and Research Center (SARRC), Phoenix, AZ.

23. Spencer, T.D. (2013, April). *Promoting generalization of verbal skills* – Keynote Address [Invited presentation]. Autism Society of American – Greater Phoenix, Phoenix, AZ.

22. Spencer, T.D. (2013, April). *Teaching social communication through storytelling: Advances in applied behavior analysis and speech language pathology* [Invited presentation]. Autism Society of American – Greater Phoenix, Phoenix, AZ.

21. Spencer, T.D. (2013, March). *Narrative intervention and assessment* [Invited training]. Wind Rivers Indian Reservation/Fremont School District, Lander, WY.

20. Spencer, T.D. (2013, January). *Narrative intervention and assessment* [Invited training]. Wind Rivers Indian Reservation/Fremont School District, Lander, WY.

19. Spencer, T.D. (2012, November). *Evidence-based behavior analytic practice* [Invited presentation]. Arizona Association for Behavior Analysis, Phoenix, AZ.

18. Spencer, T.D. (2012, September). *Storytelling to story comprehension: A narrative intervention approach* [Invited presentation]. RTI Early Childhood Summit, Santa Anna Pueblo, NM.

17. Spencer, T.D. (2012, September). *Tier 2 vocabulary and comprehension intervention results* [Invited presentation]. RTI Early Childhood Summit, Santa Anna Pueblo, NM.

16. Spencer, T.D. (2012, September). *Narrative intervention and assessment: Implications for RTI* [Invited training]. Saint Croix Educational District, North Branch, MN.

15. Spencer, T.D. (2012, August). *Evidence-based practice* [Invited presentation]. Division of Developmental Disabilities, Flagstaff, AZ.

14. Spencer, T.D. (2011, September). *Preschool narrative assessment* [Invited presentation]. Kansas Speech-Language Hearing Association, Kansas City, KS.

13. Spencer, T.D. (2011, September). *Preschool narrative intervention* [Invited presentation]. Kansas Speech-Language Hearing Association, Kansas City, KS.

12. Spencer, T.D. (2011, August). *Narrative intervention and assessment* [Invited training]. Kenai Peninsula Borough School District, Kenai, AK.

11. Spencer, T.D. (2010, April). *ABCs of behavior and instruction* [Invited presentation]. Centro de la Familia (Migrant Head Start), Honeyville, UT.

10. Spencer, T.D. (2010, July). *ABCs of behavior and instruction* [Invited presentation]. Centro de la Familia (Migrant Head Start), Salt Lake City, UT.

9. Spencer, T.D. (2010, June). *Multi-tiered narrative instruction for preschoolers* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.

8. Spencer, T.D. (2010, June). *Narrative assessment and intervention strategies for English language learners* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.

7. Spencer, T.D. (2009, October). *Social communication and job skills of adults with autism* [Invited presentation]. Idaho Vocational Rehabilitation, Boise, ID.

6. Spencer, T.D. (2008, June). *Collaboration Between vocational rehabilitation and special education: Recommendations for special educators* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.

5. Spencer, T.D. (2008, June). *Collaborating with vocational rehabilitation counselors* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.

4. Spencer, T.D. (2008, June). *Evidence-based practices for supporting and training adults with autism in employment settings* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.

3. Spencer, T.D. (2006, November). *Managing behavior in public* [Invited presentation]. Utah State University Health Services Parent Training Series, Logan, UT.

2. Spencer, T.D. (2003, February). *What does a behavioral school look like?* [Invited presentation]. Montefiore Medical Center's Parent Training Series, Bronx, NY.

1. Spencer, T.D. (2003, November). *A behavioral approach to education* [Invited presentation]. New York State Association for Behavior Analysis, White Plains, NY.

Conference Presentations

140. Kirby, M. S., Davidson, A., King, A., & Spencer, T. D. (2025, May). *Advancing verbal behavior research: Applications of manipulative autoclitic frames*. Poster presented at the Association for Behavior Analysis International, Washington D. C.

139. Kirby, M. S., Petersen, D. B., & Spencer, T. D. (2025, Mar). *Explicit, systematic, and sequential oral and written language instruction: Necessary for some, beneficial for all*. Paper presented at Council for Exceptional Children Special Education Convention, Baltimore, MD.

138. Almubark, N. & Spencer, T. D. (2024, Apr). *Indices of narrative language associated with disability*. Poster presented at Gatlinburg Conference, Kansas City, MO.

137. Spencer, T. D. & Petersen, D. P. (2023, Dec). *Narrative language intervention: Results of two large-scale studies*. Paper presented at Asia-Pacific Society of speech Language Hearing, Ho Chi Minh City, Vietnam.

136. Petersen, D. P. & Spencer, T. D. (2023, Dec). *Reimagining reading comprehension assessments: Using language sample analysis and artificial intelligence to assess reading comprehension*. Paper presented at Asia-Pacific Society of speech Language Hearing, Ho Chi Minh City, Vietnam.

135. Spencer, T. D., Enayati, S., Yang, Z., Vucetic, S. (2023, Nov). *GPT3: Using AI to score narrative language samples*. Paper presented in a symposium, Automated Tools for Language Sample Analysis, at the American Speech-Language-Hearing Association, Boston, MA.

134. Spencer, T. D., Almubark, N., Silva-Maceda, G., & Kelley, E. (2023, Nov). *Narrative and expository language of school-age students: Influence of grade disability, and bilingualism*. Symposium presented at the American Speech-Language-Hearing Association, Boston, MA.

133. Fox, R., Yam, C., Cronin, I., Spencer, T. D., & Bayley, K. (2023, July). *Playing nicely with others: Shaping effective, ethical, and enjoyable interprofessional collaboration*. Symposium presented at the Association for Behavior Analysis Australia conference, Brisbane, Australia.

132. Spencer, T. D., Foster, M. E., Silva Maceda, G. (2023, July). *Academic language of primary students (ALPS): New data from a large corpus of spoken texts*. Symposium presented at the Society for Scientific Study of Reading Conference, Port Douglas, Australia.

131. Spencer, T. D., Kirby, M. S., & Petersen, D. B. (2023, May). *Collaboratively implemented multitiered academic language instruction improves the language and literacy skills of first graders: A Story Champs hybrid efficacy-implementation study*. Paper presented at the Speech Pathology Association of Australia Conference, Hobart, Australia.

130. Petersen, D. B., & Spencer, T. D. (2023, May). *Measuring what matters: The validity and reliability of a dynamic assessment of language*. Paper presented at the Speech Pathology Association of Australia Conference, Hobart, Australia.

129. Spencer, T. D., Claar, C., Silva Maceda, G. (2023, March). Using discourse analysis tools to describe academic language produced by K-3 students. Paper presented at the 2023 Society for Research on Child Development biennial meeting, Salt Lake City, Utah.

128. Foster, M. E., Smith, S. A., & Spencer, T. D. (2023, March). Domain-general processes and science achievement in multilingual and monolingual students in early elementary school. Poster presented at the 2023 Society for Research on Child Development biennial meeting, Salt Lake City, Utah.

127. Foster, M. E., Smith, S. A., & Spencer, T. D. (2023, Feb). Language proficiency, executive functioning, and science achievement among multilingual and monolingual students in elementary school. Poster presented at the 31st Annual Pacific Coast Research Conference, San Diego, CA.

126. Kirby, M., Woods, S., Staskowski, M., Petersen, D. B., & Spencer, T. D. (2022, Nov). School-based MTSS implementations of narrative intervention: Building resiliency through researcher-practitioner partnerships. [Seminar conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.

125. Tolentino, T., Squire Hollis, J., Warr, C., Claar, C., Spencer, T. D., & Petersen, D. B., (2022, Nov). Language sampling and analysis: Rethinking the options. [Seminar conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.

124. Davidson, M., Spencer, T. D., Mahendra, N., Boada, K., Utianski, R., Smith, S., Castilla-Earls, A., & Vermiglio, A. (2022, Nov). Reframing your thinking to teach evidence-based assessment. [Virtual conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.

123. Endsley, E., Owen Van Horne, A., & Spencer, T. D. (2022, July). Impact of grade, language level, and socioeconomic status on subordinate clause usage. Poster presented at the University of Delaware, Delaware INBRE Conference, Newark, DE.

122. Claar, C., Spencer, T. D., Castillo, J.M., & Chen, I. X. (2022, June). Beyond Sloppy proxies: Directly assessing K-3 academic language. Poster presented at the National Association for School Psychologists, Boston, MA.

121. Brown, J., Bayyat, L., Kirby, M., Foster, M. E., & Spencer, T. D. (2022, April). The relationship between the perceptual accessibility of vocabulary and k-3 students' narrative and expository language. Poster presented at the USF Undergraduate Research Conference, Tampa, FL.

120. Hendry, C., Muraisi, C., Kirby, M., Foster, M. E., & Spencer, T. D. (2022, April). Broadening the spectrum: Insight into the impact that inferencing has on mathematics in children with autism spectrum disorders. Poster presented at the USF Undergraduate Research Conference, Tampa, FL.

119. Zabih, B., Elkolalli, I., Spencer, T. D., Foster, M. E., & O'Reilly, J. (2022, April). Beyond the spectrum: Examining correlations between inferencing, theory of mind, and affect recognition skills in children diagnosed with autism spectrum disorders. Poster presented at the USF Undergraduate Research Conference, Tampa, FL.

118. Zurita, B., Febres, I., Kirby, M., Foster, M. E., & Spencer, T. D. (2022, April). Inferencing ability and its relation to comprehension in children with autism spectrum disorders. Poster presented at the USF Undergraduate Research Conference, Tampa, FL.

117. Kirby, M. S., Spencer, T. D., & Seven, Y. (2022, February). Tell Me More: A free online self-paced oral narrative language training for caregivers of preschoolers. Poster to be presented at the 13th biennial Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

116. Stakowski, M., Kirby, M. S., & Spencer, T. D. (2022, April). *Leveraging strategic researcher-practitioner partnerships to enhance the implementation of MTSS in schools*. [Conference presentation]. Implementation Science in CSD, online.

115. Spencer, T. D., Davidson, M., Harold, M., Mahendra, N., Nicholson, N., Smith, S. L., Utianski, R., & Wallace, S. (2021, November). *A Conversation with the CRISP Committee: Reviewing Stakeholder Perspectives of Clinical Practice Research* [Conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, Washington D.C.

114. Morgan, L., Cardon, T., Slim, L., & Spencer, T. D. (2021, November). *Moving Beyond Disciplinary Centrism: The Role of SLPs in Supporting Cultural Change within ABA* [Conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, Washington D.C.

113. Spencer, T. D. (2021, July). *From storytelling to reading comprehension: The power of manipulative autoclitic frames*. [Conference presentation]. Women in Behavior Analysis, Nashville, TN.

112. Harold, M., Spencer, T., Douglas, N. Smith, S. Davidson, M., Mahendra, N., & Wallace, S. (2020, November). *How to make your research count for promotion and for practice: Discussion among clinical researchers* [Conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA. (Conference canceled).

111. Goldstein, H., Madsen, K., & Spencer, T.D. (2020, November). *Innovative model of professional development to provide MTSS for early literacy in preschool* [Conference

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

110. DeRobles, A., Maltba, J., Loveless, E., Fryer, Y., Petersen, D., & Spencer, T.D. (2020, November). *Dynamic assessment of language: Reporting evidence of validity from a large-scale study* [Conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA. (Conference canceled).

109. Spencer, T. D. (2020, May). *Adopting direct instruction principles to design and deliver generative language instruction via narratives.* In J. Twyman (Chair), Design and delivery features of direction instruction that you didn't know you didn't know you needed. Association for Behavior Analysis International, Virtual.

108. McConnell, S., Goldstein, H., & Spencer, T. D. (2020, February). *Disseminating work to affect practice: Getting our light out from under the bushel* [Panel presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.

107. Soto, X., Goldstein, H. & Spencer, T. D. (2020, February). *Effects of multi-tiered bilingual early literacy intervention on school readiness of at-risk Latinx preschoolers* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.

106. Garcia, A. R., Kirby, M., & Spencer, T. D. (2020, February). *Dependency of children with autism on visual prompts when telling stories: Can it be prevented?* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.

105. Kirby, M., Garcia, A. R., & Spencer, T. D. (2020, February). *Putting a price on family engagement for dual language learners* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.

104. Spencer, T. D., Duran, L., Kelley, E. J., Wackerle-Hollman, A., & Artman-Meeker, K. (2020, January). *Integrated or specialized interventions, assessments, and professional development: Is there tension between research and practice?* Paper presented at the Institute of Education Sciences Principal Investigators Meeting, Washington D. C.

103. Spencer, T. D., Chen, Y. I., Sullivan Kirby, M., & Petersen, D. B., (2019, December). *Fostering kindergarteners' narrative writing through oral language instruction.* Poster presented at the Literacy Research Association Annual Meeting, Tampa, FL.

102. Petersen, D. B., Spencer, T. D., & Foster, M. E. (2019, December). *A multi-tiered system of language support improves oral and written academic language.* Paper presented at the Literacy Research Association Annual Meeting, Tampa, FL.

101. Leung, S., Hei Wun, I. L., Hei Yu, H. F., Bradley, M. B., Nissen, S., Spencer, T. D., & Petersen, D. B. (2019, November). *A Chinese dynamic assessment of decoding & language for preschool age children: Phase 1.* Poster presented at the annual American Speech- Language-Hearing Association conference. Orlando, FL.

100. Hampshire, T., Petersen, D. B., Staskowski, M., & Spencer, T. D. (2019, November). *A Longitudinal investigation of the effects of kindergarten oral language MTSS on later literacy outcomes.* Poster presented at the annual American Speech- Language-Hearing Association conference. Orlando, FL.

99. Kelley, E., Spencer, T. D., Foster, M. E., Artman Meeker, K., & Duran, L. (2019, November). *Integration is key: Extending the effects of SLPs' language interventions into the classroom.* Paper presented at the American Speech-Language Hearing Association Annual Convention, Orlando, FL.

98. Spencer, T. D., (2019, May). *Beyond elementary verbal operants: Conceptual analysis of storytelling*. Paper presented at the annual convention of the Association for Behavior Analysis International, Chicago, IL.

97. Spencer, T. D. (2019, April). *Which words do children learn? Implications for dual language learners and receptive picture vocabulary assessment*. Paper presented at the annual convention of the Society for Research in Child Development, Baltimore, MD.

96. Spencer, T. D. (2019, February). *Bridging oral and written language: An oral narrative language intervention study with writing outcomes*. Paper presented at the National Association for School Psychologists Annual Meeting, Atlanta, GA.

95. Sanchez, C., White, V., Lam, J., Petersen, D. B., & Spencer, T. D. (2018, November). *The effect of narrative intervention on bilingual preschool children's reference cohesion in stories*. Poster presented at the American Speech-Language Hearing Association Annual Meeting, Boston, MA.

94. Duran, L., Spencer, T. D., Kelley, E. S., & Wackerle-Hollman, A. (2018, November). *Innovators, team members, and leaders: The critical contributions of SLPs in early childhood MTSS*. Seminar presented at the American Speech-Language Hearing Association Annual Meeting, Boston, MA.

93. Spencer, T. D. (2018, November). *Stories as cultural tools*. In T. D. Spencer (Chair), *Best practices in cultural and linguistic adaptation for valid narrative assessment and response to intervention*. Symposium presented at the American Speech-Language Hearing Association Annual Meeting, Boston, MA.

92. Olsen, W., Peters-Sanders, L., Madsen, K., Spencer, T., & Goldstein, H. (2018, November). *Improving at-risk preschoolers' comprehension skills through explicit instruction*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.

91. Claar, C., & Spencer, T. D. (2018, October). *Academic language sampling*. Paper presented at the 4th Annual Florida Psycholinguistics Meeting, Tampa, FL.

90. Spencer, T. D., Petersen, D. B., Restrepo, M. A., & Thompson, M. (2018, July). *The impact of Spanish-English multi-tiered intervention to promote academic language skills of preschoolers*. Paper presented at the Society for Scientific Study of Reading, Brighton, England.

89. Spencer, T. D. (2018, April). *Impact of tiered Spanish and English intervention on the language skills of Dual Language Learners*. College of Behavioral and Community Sciences, Pecha Kucha, Tampa, FL.

88. Spencer, T. D., Petersen, D. B., Restrepo, M. A., & Thompson, M. (2018, January). *The Impact of Spanish and English intervention on the language skills of dual language learners: A pilot study*. Poster presented at the annual Principal Investigator's Institute of Education Sciences Meeting, Washington DC.

87. Petersen, D. B., Spencer, T.D., & Gragg, S. (2017, November). *Predicting reading six years into the future: Optimizing the validity of a kindergarten dynamic assessment*. Poster presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.

86. Griggs, M., Sadd, C., Stevens, A., Petersen, D. B., Spencer, T.D., & Steeve, R. W. (2017, November). *Developing a language progress monitoring tool for the upper elementary grades*. Poster presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.

85. Spencer, T.D., Petersen, D. B., Thompson, M. S., & Restrepo, M.A. (2017, November). *Early Childhood language interventions: Results of recent large-group and small-group efficacy research.* Seminar presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.

84. Swope, K. L., Petersen, D. B., Steeve, R. W., & Spencer, T. D. (2017, November). *Is reading fluency a valid proxy measure for grade-level reading comprehension* Seminar presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.

83. Stevens, A., Mount-Rubenfeld, W., Forseth, M., Harmon, K., Mason, B., Petersen, D. B., Spencer, T.D., & Steeve, R. W. (2017, November). *Dynamic assessment of narration for school-age students: Replicating and expanding the research.* Poster presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.

82. Petersen, D. B., Spencer, T.D., & Steeve, R. W. (2017, November). *Innovations in curriculum-based measurement of language and reading: Reliability and validity in a digital application.* Poster presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.

81. Del Cid, D., Spencer, T. D., Petersen, D. B., Restrepo, M. A., & Thompson, M. (2017, April). *The effect of Spanish and English narrative intervention on the language skills of young dual language learners.* Poster presented at the Four Corners Association for Behavior Analysis conference, Flagstaff, AZ.

80. Zitting, L. & Spencer, T.D., (2017, February). *Language tools for MTSS: Screening, curriculum-based measurement, and tiered intervention.* Mini-skills workshop presented at the National Association for School Psychologists Conference, San Antonio, TX.

79. Petersen, D. B., Staskowski, M., & Spencer, T. D. (2016, November) *Effects of a narrative intervention on oral and written language: A large-scale randomized control trial.* Paper presented at the American Speech-Language Hearing Association Annual Meeting, Philadelphia, PA.

78. Gardner, C., & Spencer, T.D. (2016, November). *Oral narrative intervention improves inferential word learning.* In D. B. Petersen (Chair), *Evidence of oral narrative language interventions improving academic skills of school age students.* Symposium presented at American Speech-Language Hearing Association Annual Meeting, Philadelphia, PA.

77. Petersen, D. B., Steeve, R., & Spencer, T. D. (2016, November). *Effects of multi-tiered language intervention on reading comprehension outcomes of second and third graders.* In D. B. Petersen (Chair), *Evidence of oral narrative language interventions improving academic skills of school age students.* Symposium presented at American Speech-Language Hearing Association Annual Meeting, Philadelphia, PA.

76. Spencer, T.D. (2016, November). *Narratives bridge oral and written language.* In D. B. Petersen (Chair), *Evidence of oral narrative language interventions improving academic skills of school age students.* Symposium presented at American Speech-Language Hearing Association Annual Meeting, Philadelphia, PA.

75. Reppen, R., Moran, M., & Spencer, T. D. (2016, July). *Grade level grammatical differences among culturally, linguistically and economically diverse students in preschool to third grade.* Paper presented at the Society for Scientific Study of Reading, Porto, Portugal.

74. Thompson, M. S., Spencer, T. D., Petersen, D. B., & Restrepo, M. A., (2016, July). *Interchangeability of the Narrative Language Measures for English- and Spanish-*

speaking preschoolers: An analysis with methodological recommendations. Poster presented at the Society for Scientific Study of Reading, Porto, Portugal.

73. Spencer, T. D., Petersen, D. B., Restrepo, M. L., & Thompson, M. S. (2016, July). *The effect of Spanish and English narrative intervention on the language skills of young dual language learners.* Poster presented at the National Research Conference in Early Childhood, Washington D.C.

72. Spencer, T. D. (2015, November). *The effect of Spanish and English narrative intervention on the language skills of young dual language learners.* Paper presented at American Speech-Language Hearing Association Annual Meeting, Denver, CO.

71. Petersen, D. B. & Spencer, T. D. (2015, November). *The Narrative Language Measures: Progress monitoring of English and Spanish language development for preschoolers.* Paper presented at American Speech-Language Hearing Association Annual Meeting, Denver, CO.

70. Gardner, C. & Spencer, T. D. (2015, November). *The effect of vocabulary instruction embedded in narrative intervention.* Poster presented at American Speech-Language Hearing Association Annual Meeting, Denver, CO.

69. Spencer, T. D. (2015, June). *Predictive early assessment of reading and language (PEARL).* Paper presented at Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ.

68. Spencer, T. D. (2015, June). *Beyond discrete trial teaching for children with autism.* Paper presented at Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ.

67. Spencer, T. D. (2015, August). *Predictive early assessment of reading and language (PEARL).* Paper presented at the First Things First conference, Phoenix, AZ.

66. Spencer, T.D., Thompson, M., Petersen, D. B., & Restrepo, M. A. (2015, July). *The narrative language measures: Progress monitoring of English and Spanish language development for preschoolers.* Paper presented at the Society for the Scientific Study of Reading. Kona, HI.

65. Spencer, T. D., (2015, May). *Social validity, cultural reciprocity, and ethics: Collaboration with clients and professionals.* Paper presented at the Association for Behavior Analysis International, San Antonio, TX.

64. Gardner, C., Suter, K., & Spencer, T. D., (2015, April). *Explicit vocabulary instruction embedded in narrative language intervention.* Poster presented at the Northern Arizona University Undergraduate Research Symposium, Flagstaff, AZ.

63. Weddle, S. A., Gardner, A. W., Spencer, T. D., & Davidson, A. J. (2015, April). *Tangible contact and vocalizations as a function of tangible stimulus class.* Poster presented at the Four Corners Association for Behavior Analysis, Santa Fe, NM.

62. Gardner, C., Zitting, L., & Spencer, T. D. (2015, April). *The effect of explicit vocabulary instruction embedded in narrative intervention on first graders' academically related language skills.* Poster presented at the Four Corners Association for Behavior Analysis, Santa Fe, NM.

61. Konishi, A., Sellars, T., Petersen, D. B., Spencer, T. D., & Steeve, R. W. (2014, November). *Using parallel forms to examine the extent that language comprehension and reading comprehension are equivalent.* Poster presented at the American Speech-Language Hearing Association Annual Meeting, Orlando, FL.

60. Sellars, T., & Spencer, T.D. (2014, June). *Validating a curriculum-based measure of language for school aged students*. Poster presented at Arizona Association for School Psychologists, Phoenix, AZ.

59. Zitting, L., & Spencer, T.D. (2014, June). *Predictive early assessment of reading and language (PEARL): A response to intervention tool*. Poster presented at Arizona Association for School Psychologists, Phoenix, AZ.

58. Zitting, L., & Spencer, T.D. (2014, June). *Predictive early assessment of reading and language (PEARL): An evidence-based approach*. Poster presented at Evidence-based Practice in Disability Disciplines Conference, Flagstaff, AZ.

57. Weddle, S., Kajian, M., Zitting, L., & Spencer, T. D. (2014, May). *Multi-tiered narrative intervention with preschoolers: An investigation of contextual fit*. Poster presented at the Association for Behavior Analysis International, Chicago, IL.

56. Zitting, L., & Spencer, T. D. (2014, April). *The contribution of applied behavior analysis to dynamic assessment*. Poster presented at the Four Corners Association for Behavior Analysis, Park City, UT.

55. Weddle, S., & Spencer, T. D. (2014, April). *Multi-tiered narrative intervention with preschoolers: An investigation of contextual fit*. Poster presented at the Four Corners Association for Behavior Analysis, Park City, UT.

54. Gardner, C., Heitzinger, C., Suter, K., Hungate, M., Blackburn, A., Rogel, L., & Spencer, T. D. (2014, April). *Early identification using the PEARL with diverse kindergarteners*. Poster presented at the Northern Arizona University Undergraduate Research Symposium, Flagstaff, AZ.

53. Varney, M., Hungate, M., Heitzinger, C., Gardner, C., & Spencer, T. D. (2014, April). *Early identification and preventative language intervention with diverse kindergarteners: A small-scale randomized control trial*. Poster presented at the Northern Arizona University Undergraduate Research Symposium, Flagstaff, AZ.

52. Gardner, C., Heitzinger, C., & Spencer, T. D. (2014, April). *Early identification and preventative language intervention with diverse kindergarteners: A small-scale randomized control trial*. Poster presented at the National Conference for Undergraduate Research, Lexington, KY.

51. Heitzinger, C., Suter, K., & Spencer, T. D. (2013, November). *The assessment of story comprehension*. Poster presented at the American Speech-Language Hearing Association Annual Meeting, Minneapolis, MN.

50. Spencer, T. D., & Petersen, D. B. (2013, November). *The effects of a tiered narrative intervention on preschoolers' oral language skills*. Poster presented at the American Speech-Language Hearing Association Annual Meeting, Minneapolis, MN.

49. Petersen, D. B., & Spencer, T. D. (2013, November). *Narrative intervention with Native American students: Effects on writing*. Poster presented at the American Speech-Language Hearing Association Annual Meeting, Minneapolis, MN.

48. Weddle, S.A., Zitting, L., & Spencer, T.D. (2013, June). *A tiered narrative intervention delivered by Head Start teachers: An efficacy and implementation study*. Poster presented at Arizona Association for School Psychologists, Phoenix, AZ.

47. Spencer, T.D. (2013, June). *The role of professional judgment in evidence-based practice*. Paper presented at the Evidence-based Practice in Disability Disciplines conference, Flagstaff, AZ.

46. Spencer, T.D. (2013, June). *Applied behavior analysis and speech-language pathology: Merging the evidence*. Paper presented at the Evidence-based Practice in Disability Disciplines conference, Flagstaff, AZ.

45. Spencer, T. D. (2013, May). *Professional judgment: Embrace it, shape it, and strengthen it*. Paper presented at the annual convention of the Association for Behavior Analysis International, Minneapolis, MN.

44. Kajian, M., & Spencer, T. D. (2013, May). *The effect of "naturalized" transfer of stimulus control strategies to promote sophisticated storytelling*. Paper presented at the annual convention of the Association for Behavior Analysis International, Minneapolis, MN.

43. Weddle, S., Kajian, M., & Spencer, T. D. (2013, May). *Promoting generalized use and maintenance of autoclitics during storytelling*. Poster presented at the annual convention of the Association for Behavior Analysis International, Minneapolis, MN.

42. Suter, K., Heizinger, C., Kajian, M., & Spencer, T. D. (2013, April). *The Assessment of Story Comprehension (ASC): Language progress monitoring*. Poster presented at the annual convention of Arizona Speech-Language Hearing Association, Phoenix, AZ.

41. Weddle, S., Kajian, M., & Spencer, T. D. (2013, April). *Promoting generalized use and maintenance of autoclitics during storytelling*. Poster presented at the annual convention of the Four Corners Association for Behavior Analysis, Flagstaff, AZ.

40. Kajian, M., & Spencer, T. D. (2013, April). *Teaching complex verbal behavior through narrative intervention*. Poster presented at the annual convention of the Four Corners Association for Behavior Analysis, Flagstaff, AZ.

39. Gardner, C., Ewbank, M., & Spencer, T. D. (2013, March). *Predictive early assessment of reading and language (PEARL) and response to intervention (RTI) kindergarten study*. Poster presented at the Northern Arizona University Social and Behavioral Sciences Symposium, Flagstaff, AZ.

38. Spencer, T. D., & Petersen, D. B., (2012, September). *Multi-tiered narrative intervention: Addressing the needs of all children*. Poster presented at annual convention of the Division of Early Childhood, Minneapolis, MN.

37. Wackerle-Hollman, A., Bradfield, T., McConnell, S., & Spencer, T. D. (2012, September). *Measuring a response to intervention model in early childhood assessments for identification, decision-making and progress monitoring*. Poster presented at annual convention of the Division of Early Childhood, Minneapolis, MN.

36. Noe, S., Spencer, T. D., Kruse, L., Downing, S., & Goldstein, H. (2012, July). *Effects of a phonological awareness intervention on preschoolers' emergent literacy skills*. Poster presented at the Head Start National Research Conference, Washington, DC.

35. Kajian, M., Bilyk, N., Marum, K., & Spencer, T. D. (2012, May). *Teaching intraverbals, delayed tacts, and autoclitics through narrative intervention*. Poster presented at annual convention of the Association for Behavior Analysis International, Seattle, WA.

34. Goldstein, H., Spencer, E., Sherman, A. Walaszek, L., Spencer, T., Schneider, N., & Noe, S. (2012, June). *A developing model of RTI in early childhood: A tier 2 instructional model to prevent language and literacy delays*. Paper presented at Pacific Coast Research Conference, Coronado, CA.

33. Spencer, T. D., & Petersen, D. B., (2011, November). *Multi-tiered narrative intervention: Addressing the needs of all children*. Presentation at annual convention of the American Speech-Language Hearing Association Annual Meeting, San Diego, CA.

32.   Petersen, D. B., & Spencer, T. D. (2011, November). *Progress monitoring of language: The Narrative Language Measures (NLM).* Presentation at annual convention of the American Speech-Language Hearing Association Annual Meeting, San Diego, CA.

31.   Petersen, D. B., Allen, M. M., & Spencer, T. D. (2011, November). *The comparison of two dynamic assessments to a static assessment for identifying reading difficulty.* Presentation at annual convention of the American Speech-Language Hearing Association Annual Meeting, San Diego, CA.

30.   Goldstein, H., Spencer, E., Noe, S., & Spencer, T. D. (2011, October). *Development and evaluation of Tier 2 instruction to prevent language and literacy delays.* Presentation at the 3rd Annual Response to Intervention Early Childhood Summit, Albuquerque, NM.

29.   Spencer, T. D., & Goldstein, H. (2011, July). The assessment of story comprehension (ASC): A preliminary investigation of reliability and validity. In S. Piasta (Chair), *New measures for investigating emergent literacy environments and skill development.* Symposium presented at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.

28.   Spencer, T. D., Petersen, D. B., & Slocum, T. A. (2011, May). Large group narrative intervention for preschoolers. In T. D. Spencer (Chair), *Oral and written language interventions: Typical children, at risk preschoolers, and children with autism.* Symposium conducted at the meeting of the Association for Behavior Analysis International, Denver, CO.

27.   Smith, H., Spencer, T. D., & Petersen, D. B. (2011, May). Effects of oral language instruction on story writing. In T. D. Spencer (Chair), *Oral and written language interventions: Typical children, at risk preschoolers, and children with autism.* Symposium conducted at the meeting of the Association for Behavior Analysis International, Denver, CO.

26.   Petersen, D. B., Brown, C., De George, C., Zebre, J., & Spencer, T. D. (2011, May). The effects of narrative intervention on the language skills of children with autism. In T. D. Spencer (Chair), *Oral and written language interventions: Typical children, at risk preschoolers, and children with autism.* Symposium conducted at the meeting of the Association for Behavior Analysis International, Denver, CO.

25.   Petersen, D. B., & Spencer, T. D. (2010, November). *The Narrative Language Measure: A curriculum based measure for language.* Poster presented at American Speech-Language Hearing Association annual conference, Philadelphia, PA.

24.   Spencer, T. D., Slocum, T. A., & Petersen, D. B. (2010, November). *Classroom-based narrative intervention for preschoolers.* Paper presented at American Speech-Language Hearing Association annual conference, Philadelphia, PA.

23.   Watkins, C. L., Spencer, T. D., Taylor, M. M., Whiteside, H., & Slocum, T. A. (2010, May). *An overview of direct instruction for children with autism spectrum disorders.* Workshop presented at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

22.   Slocum, T. A. & Spencer, T. D. (2010, May). A behavioral analysis of narrative language. In T. A. Slocum (Chair), *Storytelling: Analysis, assessment, and effects.* Symposium conducted at annual meeting of the Association for Behavior Analysis International, San Antonio, TX.

21.   Petersen, D. B. & Spencer, T. D. (2010, May). Assessment of narrative language: Developments, innovations, and challenges. In T. A. Slocum (Chair), *Storytelling:*

Analysis, assessment, and effects. Symposium conducted at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

20. Spencer, T. D., Slocum, T. A., & Peterson, D. B. (2010, May). The effect of a narrative intervention on preschoolers' story retelling and personal story generation skills. In T. A. Slocum (Chair), *Storytelling: Analysis, assessment, and effects.* Symposium conducted at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

19. Spencer, T. D. (2009, November). *The effects of a preschool narrative intervention on retelling skills.* Paper presented at American Speech-Language Hearing Association annual Conference, New Orleans, LA.

18. Spencer, T. D. (2009, May). *Research-based principles: What practice can't do without.* Paper presented at Association for Behavior Analysis International Conference, Phoenix, AZ.

17. Spencer, T. D. & Higbee, T. S. (2009, May). *Using script training procedures to promote the generalized use of complex language targets of children with autism.* Paper presented at Association for Behavior Analysis International Conference, Phoenix, AZ.

16. Popescue, E. Adelman, V., Allen, C., Bull, A., Dagel, L., Gardner, A. W., & Spencer, T. D. (2009, May). *An investigation of quality indicators for evidence-based interventions: Brief functional analysis methodology with typically developing children displaying problem behavior.* Poster presented at Association for Behavior Analysis International Conference, Phoenix, AZ.

15. Spencer, T. D. (2009, February). *Research-based principles: What practice can't do without.* Paper presented at California Association for Behavior Analysis, San Francisco, CA.

14. Spencer, T. D. & Slocum, T. A. (2008, October) *Strategies to promote spontaneous language of children with autism: A problem-based review.* Poster presented at Association for Behavior Analysis International Evidence Based Practice Conference, Reston, VA.

13. Spencer, T. D. & Petersen, D. B. (2008, May). *The effect of literate narrative intervention on storytelling: An analysis of macrostructure and microstructure.* Paper presented at Association for Behavior Analysis International Conference, Chicago, IL.

12. Spencer, T. D. (2008, May). *Picture exchange communication system (PECS) or sign language: An evidence-based decision-making example.* Paper presented at Association for Behavior Analysis International Conference, Chicago, IL.

11. Spencer, T. D. (2007, May). *Using direct instruction to teach children with autism.* Paper presented at Association for Behavior Analysis International Conference, San Diego, CA.

10. Spencer, T. D. (2007, April). *Using direct instruction to teach children with autism.* Paper presented at Utah State University Graduate Student Research Conference, Logan, UT.

9. McDonough, C.S., Covington, T., Endo, S., Meinberg, D., & Spencer, T.D. (2002, September). *The Hawthorne country day school: A behavioral approach to education.* Paper presented at Focus on Behavior Analysis in Education Conference, Columbus, OH.

8. Spencer, T.D. (2002, September). *The HCDS parent education program.* Poster presented at Focus on Behavior Analysis in Education Conference, Columbus, OH.

7. Spencer, T.D. (2002, September). *The Motivaider and its many uses.* Poster presented at the 28th Annual Association for Behavior Analysis Conference, Toronto, Canada.

6. Spencer, T.D. & Davies, A.J. (2001, May). *Parent education: Behavior analysis on the home front.* Paper presented at the 27th Annual Association for Behavior Analysis Conference, New Orleans, LA.

5. Spencer, T.D. (2001, February). *Systematic analysis of homework problems*. Paper presented at the National Association of School Psychologists (NASP) Conference, Washington D.C.

4. Spencer, T.D. (2001, February). *Classwide peer tutoring improves spelling performance*. Poster presented at the 19th Annual California Association for Behavior Analysis (CalABA) Conference, San Francisco, CA.

3. Spencer, T.D. (2000, October). *Sociometric change as a function of classwide peer tutoring*. Poster presented at the New York State Association for Behavior Analysis (NYSABA) Conference, Saratoga Springs, NY.

2. Spencer, T.D. (1998, May). *Investigating viral agents that contribute to the cause of behavioral disorders*. Paper presented at Utah State University's Excellence Week, Logan, UT.

1. Spencer, T.D. (1998, March). *Improving attendance at an alternative high school.* Poster presented at The International Society for Behaviorology (ISB) Conference, Tampa, FL.

Research in the Media

Documentaries

The Behavior Academy. (2024, July). *History of Applied Behavior Analysis*, Featuring Dr. Trina Spencer as the Director of Juniper Gardens Children's Project. https://www.thebehavioracademy.com/the-history-of-applied-behavior-analysis-learn-more

News and Blogs

Open Access Government (2022, December 13). *Is the reading crisis associated with an academic language crisis?* [Featured my research in an international public and policy dissemination magazine]. https://doi.org/10.56367/OAG-037-10493-01

Open Access Government (2022, December 12). *Oral storytelling is important for reading, writing, and social wellbeing.* [Featured my research in an international public and policy dissemination magazine]. https://doi.org/10.56367/OAG-037-10493-02

Research Outreach (2022, April). *When children's storytelling says so much more*. [Featured my research in an international science dissemination magazine]. https://cdn.researchoutreach.org/Flipbooks/RO129/index.html

McGrath, C., Chery, M., & Correa, R. (2021, March 15). *Building a bridge between Spanish and English.* Child Trends News. https://rb.gy/rqnrd0 [Featured one of my recent studies in a news segment that was aired by 53 local news stations in 26 states; 63,343,393 audience views from March 1st to April 30th, 2021].

Franchino, E. (2020, February 13). *An early intervention curriculum for dual language learners*. New America. https://www.newamerica.org/education-policy/edcentral/early-intervention-curriculum-dual-language-learners/

Nissman, C. (2019, September 25). *What's the story? Promote academic language in students with autism.* Special Ed Connection. https://www.specialedconnection.com/LrpSecStoryTool/index [Subscription required; interviewed for a national story on my storytelling research].

eLearning

Spencer, T. D. (2022, August). *Power and principles of narrative intervention.* **Northern Speech Services.** https://www.northernspeech.com/vocabulary-morphology/the-power-and-principles-of-narrative-intervention/

Spencer, T. (2021, June). *Academic language and how to teach it.* **Northern Speech Services.** https://www.northernspeech.com/autism-treatment/academic-language-and-how-to-teach-it/

Podcasts

Spencer, T. D. & Petersen, D. B. (2025, May 27). Episode 125: Takeaway Tuesday – Reading comprehension loses out in the classroom! **The Literacy View.** https://www.youtube.com/watch?v=NxLFMSwVY0I

Spencer, T. D. & Petersen, D. B. (2025, April 28). Episode 122: Reading comprehension loses out in the classroom! **The Literacy View.** https://www.youtube.com/watch?v=1n3MF-qfPkg&t=1320s

Spencer, T. D., Grandbois, K., & Wonkka, A. (2025, April 27). *AAC Narrative Intervention.* **SLP Nerdcast.** https://www.youtube.com/watch?v=R8r2Xsjme8A

Spencer, T. D. (2024, July 12). *Episode 168: Tending the garden: An intimate conversation with Dr. Trina Spencer.* **Behavior Speak Podcast with Ben Reiman.** https://www.behaviourspeak.com/e/episode-168-tending-the-garden-an-intimate-conversation-with-dr-trina-spencer/

Spencer, T. D. (2022, June 24). *Story Champs.* **ABA Speech with Rose Griffin.** https://abaspeech.org/2022/06/episode-076-story-champs-with-dr-trina-spencer/

Spencer, T. D., & Petersen, D. B. (2023, August 22). Storytelling. **The Talking DLD Podcast.** https://thedldproject.com/story-telling/

Spencer, T. D. (2022, June 3). *Becoming a humble behaviorist: Impact of collaboration.* **Autism Weekly.** https://autismweekly.podbean.com/e/becoming-a-humble-behaviorist-the-impact-of-collaboration-trina-spencer-phd-bcba-d-87/

Spencer, T. D. (2022, May 19). *ABA: Controversies in autism therapy.* **AimsGlobal.** https://www.youtube.com/watch?v=5N6RpKyImWc&t=4s

Spencer, T. D. (2022, April 18). *Ten instructional design efforts to help behavior analysis take up the torch of Direct Instruction.* **Behavior Analysis in Practice, BAPcast.** https://bapcast.podbean.com/e/s3e3-en-instructional-design-efforts-to-help-behavior-analysts-take-up-the-torch-of-direct-instruction-with-trina-spencer/

Spencer, T. D., Petersen, D., Grandbois, K., & Wonkka, A. (2021, May 6). *Principles of language instruction and intervention.* **SLP Nerdcast.** https://www.slpnerdcast.com/episodes/multi-tiered-language-instruction?

Petersen, D., Spencer, T. D., Grandbois, K., & Wonkka, A. (2021, April 8). *Screening and progress monitoring.* **SLP Nerdcast.** https://www.slpnerdcast.com/episodes/language-progress-monitoring?

Spencer, T. D., Petersen, D., Wonkka, A., & Grandbois, K. (2021, March 11). *Essential elements of multi-tiered systems of supports for language.* **SLP Nerdcast.** https://www.slpnerdcast.com/episodes/mtss

Petersen, D., Spencer, T. D., Wonkka, A., & Grandbois, K. (2021, February 18). *Applications of dynamic assessment to culturally and linguistically diverse children.* **SLP Nerdcast.** https://www.slpnerdcast.com/episodes/applications-of-dynamic-assessment

Petersen, D., Spencer, T. D., Wonkka, A., & Grandbois, K. (2021, March 7). *Introduction to dynamic assessment and why it is an essential SLP tool*. **SLP Nerdcast.** https://www.slpnerdcast.com/episodes/intro-to-dynamic-assessment

Spencer, T. D., & Bozenski, E. (2019, November 16). [*Storytelling for Children with Autism: Interview with Trina D. Spencer*.] **Anderson Center for Autism: 1 in 59 Podcast Radio Show.** https://www.andersoncenterforautism.org/-/dr.-trina-spencer-university-of-south-florida

Spencer, T. D. (2018, September 7). [*5 Questions in 10 Minutes with Trina Spencer, PhD – Multi-Tiered Language Support Systems*.] **LADSE 5 'n 10 Podcast Show.** https://www.ladse.org/videos.html

Virtual Live Events

Spencer, T. D., & Petersen, D. B. (2025, Feb 19). Episode 6 - *Knowledge or Learning? That is the Question*. Comprehending Comprehension: Conversations with Trina and Doug. Sponsored by Language Dynamics Group, LLC.

Spencer, T. D., & Petersen, D. B. (2014, Apr 5). Episode 5 - *Sold Half a Story: What's Missing?* Comprehending Comprehension: Conversations with Trina and Doug. Sponsored by Language Dynamics Group, LLC.

Spencer, T. D., & Petersen, D. B. (2024, Oct 20). *CUBED-3 Assessment*. Global Chat, Erin Kent Consulting.

Spencer, T. D., & Petersen, D. B. (2021, Dec 8). Episode 4 – *The Science of Reading Comprehension Instruction*. Comprehending Comprehension: Conversations with Trina and Doug. Sponsored by Language Dynamics Group, LLC.

Spencer, T. D., & Petersen, D. B. (2021, Aug 26). Episode 3 - *Does the Science of Reading Neglect Comprehension?* Comprehending Comprehension: Conversations with Trina and Doug. Sponsored by Language Dynamics Group, LLC.

Spencer, T. D., & K Knight Therapy [@KKnightTherapy]. (2021, March 9). *Evidence-Based Practice and ASHA's Resources*. [Video]. Instagram. https://www.instagram.com/tv/CMOG93DH_Ch/

Spencer, T. D., & Petersen, D. B. (2020, Dec 12). Episode 2 – *Building Awareness and Action Around Comprehension: A Conversation with State Leaders (Guests Marie Ireland and Perry Flynn)*. Comprehending Comprehension: Conversations with Trina and Doug. Sponsored by Language Dynamics Group, LLC.

Spencer, T. D., & Petersen, D. B. (2020, Aug 24). Episode 1 - *Listening Comprehension and Reading Comprehension: Are they the Same or Different?* Comprehending Comprehension: Conversations with Trina and Doug. Sponsored by Language Dynamics Group, LLC.

Spencer, T. D., & The Speechy Paige [@thespeechypaige]. (2020, October 27). *Introduction to Applied Behavior Analysis for SLPs*. [Video]. Instagram. https://www.instagram.com/tv/CG3eV3oIWQq/?igshid=ijckqwyspg2a

Spencer, T. D., & K Knight Therapy [@KKnightTherapy]. (2020, October 13). *Narrative language Q& A with Trina Spencer and Doug Petersen*. [Video]. Instagram. https://www.instagram.com/tv/CGTWNIJHjGd

COLLEGE TEACHING EXPERIENCE

*Course Number, *Course Name*, Level, *(number of students)*

Spring 2025
ABSC 899 – *Thesis*, Masters (1)
ABSC 991 – *Research Practicum*, Doctoral (1)

Fall 2024

ABSC 308 – *Research Methods, Undergraduate (35)*
ABSC 891 – *Research Practicum*, Masters (1)
ABSC 991 – *Research Practicum*, Doctoral (1)

Spring 2024
ABSC 308 – *Research Methods, Undergraduate (22)*
ABSC 893 – *Intervention Science and Implementation Research*, Doctoral (2)
ABSC 891 – *Research Practicum*, Masters (1)
ABSC 991 – *Research Practicum*, Doctoral (1)

Summer 2023
SPA 7980 – *Dissertation*, Doctoral (1)

Spring 2023
MHS 6900 – *Intervention Design and Implementation Research,* Doctoral (6)
SPA 6910 – *Directed Research,* Doctoral (1)
IDS 2600 – *Research in Community Based Settings,* Undergraduate (10)
IDS 4914 – *Advanced Research Experience,* Undergraduate (8)

Fall 2022
IDS 2600 – *Research in Community Based Settings,* Undergraduate (10)
IDS 4914 – *Advanced Research Experience,* Undergraduate (8)
MHS 4906 – *Directed Study,* Undergraduate (1)
MHS 6915 – *Directed Research,* Doctoral (1)
SPA 6910 – *Directed Research,* Master's (1)
Foundations of Academic Research (FAR) – *USF's Office of Undergraduate Research,* Undergraduate (2)

Summer 2022
Foundations of Academic Research (FAR) – *USF's Office of Undergraduate Research,* Undergraduate (4)

Spring 2022
AAK 811 – *Evidence-based Practice of Augmentative Alternative Communication*, Master's *(14),* University of Pretoria, South Africa
Foundations of Academic Research (FAR) – *USF's Office of Undergraduate Research,* Undergraduate (3)

Fall 2021
IDS 2600 – *Research in Community Based Settings,* Undergraduate (7)
IDS 4914 – *Advanced Research Experience,* Undergraduate (8 of USF's 22 total were mine)
Foundations of Academic Research (FAR) – *USF's Office of Undergraduate Research,* Undergraduate (2)
MHS 4906 – *Directed Study,* Undergraduate (3)
MHS 7980 – *Dissertation,* Doctoral (1)
SPA 6910 – *Directed Research,* Master's (1)
MHS 6915 – *Directed Research,* Master's (1)

Summer 2021
IDS 4914 – *Advanced Research Experience,* Undergraduate (3 of USF's 4 total were mine)
MHS 7980 – *Dissertation,* Doctoral (1)

Spring 2021
MHS 4906 – *Directed Study,* Undergraduate (2)
IDS 4914 – *Advanced Research Experience,* Undergraduate (5 of USF's 16 total were mine)
MHS 7980 – *Dissertation,* Doctoral (1)
MHS 6900 – *Intervention Design and Implementation Research,* Doctoral (2)

Fall 2020
IDS 4914 – *Advanced Research Experience,* Undergraduate (3)

MHS 4906 *– Directed Study,* Undergraduate *(2)*

Summer 2020
IDS 4914 *– Advanced Research Experience,* Undergraduate *(1)*
MHS 6915 *– Directed Research,* Doctoral *(1)*

Spring 2020
MHS 4906 *– Directed Study,* Undergraduate *(9)*
IDS 2600 *– Research in Community Based Settings,* Undergraduate *(10)*
IDS 4914 *– Advanced Research Experience,* Undergraduate *(3)*
MHS 6915 *– Directed Research,* Doctoral *(1)*

Fall 2019
MHS 4906 *– Directed Study,* Undergraduate *(8)*
IDS 2600 *– Research in Community Based Settings,* Undergraduate *(10)*
MHS 6915 *– Directed Research,* Doctoral *(1)*

Summer 2019
MHS 6915 *– Directed Research,* Doctoral *(1)*
SPA 6971 *– Thesis,* Master's *(1)*

Spring 2019
SPA 6971 *– Thesis,* Master's *(1)*
MHS 4906 *– Directed Study,* Undergraduate *(3)*
IDS 2600 *– Research in Community Based Settings,* Undergraduate *(7)*
MHS 6900 *– Intervention Design and Implementation Research (10)*

Fall 2018
SPA 6971 *– Thesis,* Master's *(1)*
IDS 2600 *– Research in Community Based Settings (11)*
MHS 6409 *– Evidence-Based Practice in Behavioral & Community Sciences,* Doctoral *(19)*

Summer 2018
SPA 6971 *– Thesis,* Master's *(1)*

Spring 2018
SPA 6910 *– Directed Research,* Master's *(1)*

Other Course Titles
Undergraduate Research Internship
Graduate Research Internship
Building a Conceptualization of Curriculum for Young Children
Language and Literacy Research with Young Children
Assessment of Students with Severe Disabilities
Foundations of Effective Assessment and Instruction
Consulting with Parents and Professionals
Analysis of Behavior: Basic Principles

Mentoring Undergraduate Students
Directed Research and Volunteer Students
- 2022-2023: 13 students
  - Seven students were awarded research assistantships
  - Four students won college-level research scholarships (Mom's Project)
- 2021-2022: 13 students
  - Four students were awarded research assistantships
  - Three students won college-level research scholarships (Mom's Project)
  - All of the students presented at the USF Undergraduate Research Conference
  - Three students were awarded the UGR Scholar Award
- 2020-2021: 13 students

- o Four seniors had their study published for *Thrive*, the undergraduate research journal at USF
- o Three students won college-level research scholarships (Mom's Project)
- o Five students presented at USF's Undergraduate Research Conference
- o One student was awarded a research assistantship
- o Three students were awarded the UGR Scholar Award

2019-2020: 10 students
- o Ten were preparing for the Undergraduate Research Conference, but due to COVID-19, they were unable to present their work
- o One student won a college-level research scholarship (Mom's Project)

2018-2019: 7 students
- o All seven students presented at the USF Undergraduate Research Conference

Doctoral Student Committees

2025-present (International Committee Member)
Jana Fulch-Claramunt – PhD in Translation and Language Services, Universitat Pompeu Fabra, Barcelona, Spain

2024-present (Doctoral Committee Member
Ruaa Hassaballa – PhD in Behavioral Psychology, Department of Applied Behavioral Science, University of Kansas

2024-2025 (International Committee Member)
Juliet Florit Pons – PhD in Translation and Language Services, Universitat Pompeu Fabra, Barcelona, Spain

2024 (Oral Comprehensive Exam Committee)
Brandon Miller – PhD in Behavioral Psychology, Department of Applied Behavioral Science, University of Kansas

2023 (Oral Comprehensive Exam Committee)
Matt Laske – PhD in Behavioral Psychology, Department of Applied Behavioral Science, University of Kansas

2023-present (International Committee Member)
Bianca Camarillo Salazar – PhD in Psychology of Pedagogy, Universidad Autonoma de San Luis Potosi, San Luis Potosi, Mexico

2023-present (International Committee Member)
Flora Lee – PhD in Applied Language Sciences, the Hong Kong Polytechnic University, Hong Kong

2023-present (International Committee Member)
Jingdan Yang – PhD in Applied Language Sciences, the Hong Kong Polytechnic University, Hong Kong

2023-present (International Committee Member)
Ting Yao – PhD in Translation and Language Services, Universitat Pompeu Fabra, Barcelona, Spain

2022-present (International Dissertation Committee Member / External Evaluator)
Francisca Pozo – PhD in Education, Pontificia Universidad Catolica de Chile, Santiago, Chile

2021-present (Doctoral/Dissertation Committee Member)
Nataly Innamorato – PhD in Communication Science & Disorders, University of South Florida

2023 (Doctoral/Dissertation Committee Member)
Rachel Fidler – PhD in School Psychology, University of South Florida

2022-2024 (Doctoral/Dissertation Chair)

Norah Almubark – PhD in Communication Science & Disorders, University of South Florida

2021-2024 (Doctoral/Dissertation Committee Member)
Lauren McKeever – PhD in Communication Science & Disorders, University of South Florida

2021-2024 (International Dissertation Committee Member)
Fateme Hasanpour – PhD in Speech-Language Pathology, Isfahan University of Medical Sciences, Iran

2022-2023 (External Dissertation Evaluator)
Vuledzani Ndanganeni – PhD in Augmentative and Alternative Communication, University of Pretoria, Pretoria, South Africa

2022-2023 (External Dissertation Evaluator)
Ngwanamashiane Rahab Blondie Mothapo – PhD in Augmentative and Alternative Communication, University of Pretoria, Pretoria, South Africa

2021-2022 (International Dissertation Committee Member / External Evaluator)
Pádraig Ó Duibhir – PhD in Early Childhood Education, Dublin City University, Ireland

2018-2022 (Doctoral Chair/Major Professor)
Megan Kirby – PhD in Behavioral and Community Sciences, University of South Florida

2019-2021 (Doctoral/Dissertation Committee Member)
Deborah Christie – PhD in Educational Psychology, University of South Florida

2019-2021 (Doctoral/Dissertation Committee Member)
Deborah Campbell – PhD in Communication Science & Disorders, University of South Florida

2019 (Doctoral/Dissertation Committee Member)
Marlesha Bell – PhD in Applied Behavior Analysis, University of South Florida

2018-2020 (Doctoral/Dissertation Committee Member)
Meaghan McKenna – PhD in Comm. Science & Disorders, University of South Florida
Potential Roles of Speech-Language Pathologists in Advancing Early Intervention and Prevention within a Multi-Tiered System of Supports (MTSS) Framework

2018-2019 (Doctoral Committee Member)
Noe Erazo – PhD in Behavioral and Community Sciences, University of South Florida

2017-2019 (Doctoral/Dissertation Committee Member)
Yagmur Seven – PhD in Communication Science & Disorders, University of South Florida
Comparison of Mothers' and Fathers' Storybook Reading

2017-2019 (Dissertation Committee Member)
Xigrid Soto – PhD in Communication Science & Disorders, University of South Florida
Effects of a Phonological Awareness Intervention on Latino Preschooler's Dual Language Emergent Literacy Skills

October 2017 (Doctoral Chair/Major Professor)
Tiffany Sellars – PhD in Educational Psychology, Northern Arizona University
The Evidence Based Practice Self-Assessment Tool: Evidence of Reliability and Validity

May 2017 (Dissertation Committee Member)
Maria Gutierrez Arvizu – PhD in Applied Linguistics, Northern Arizona University
Teaching Story Grammar to Develop Retell and Speaking Skills in EFL Contexts

April 2016 (Dissertation Committee Member)
Ashley Brookshier – PhD in Educational Psychology, Northern Arizona University

Ameliorating Anxiety in the School Setting Using Acceptance and Commitment Therapy and Mindfulness

March 2016 (External Dissertation Evaluator)
Kate Favot – PhD in Special Education, Macquarie University, Sydney, Australia
The Effects of Oral Narrative Intervention on the Personal Narratives of Children with ASD and Severe Language Impairment: A Pilot Study

May 2016 (Doctoral Chair/Major Professor)
Levi Zitting – PhD Educational Psychology, Northern Arizona University
The Dynamic Assessment of Narratives: Evidence of Validity, Reliability, and Fidelity

May 2015 (Doctoral Chair/Major Professor)
Sarah Weddle – PhD in Educational Psychology, Northern Arizona University
The Effects of High and Low Preferred Qualities of Attention on Academic Demands

Master's Student Committees
2024 (Thesis Committee Member)
Mary Cigainero – MS in Applied Behavior Science (Distance), University of Kansas Lawrence, KS

2023 (Thesis Committee Member)
Amy Slagle – MS in Applied Behavior Science (Distance), University of Kansas Lawrence, KS

2023-present (External Dissertation Evaluator)
H. J. W. Human – MA in Augmentative and Alternative Communication, University of Pretoria, Pretoria, South Africa

2021-2022 (Thesis Chair/Major Professor)
Trina Tolentino – MS in Speech Language Pathology, University of South Florida
The Impact of Elicitation Context on Language Production and Complexity

2020-2022 (Thesis Chair/Major Professor)
Courtney Claar – EdS in School Psychology, University of South Florida
Psychometric Properties of Discourse Analysis Tools

2017-2019 (Thesis Chair/Major Professor)
Stephanie Raymond – MS in Speech Language Pathology, University of South Florida
The Effect of Narrative Language Intervention on the Language Skills of Preschoolers with Hearing Loss Fitted to Hearing Aids

May 2015 (Thesis Committee Member)
Alisa Konishi – MS in Speech-Language Pathology, University of Wyoming
Progress Monitoring Measures to Examine the Equivalency of Oral Language Comprehension and Reading Comprehension

April 2013 (Thesis Committee Member)
Alicia Garner – MS in Psychological Sciences, Northern Arizona University
Effectiveness of High and Low Preferred Qualities of Attention on Behavior

CLINICAL EXPERIENCE

Consultant – Intermountain Centers for Human Development	2016-2017
Director of Education – Behavioral Consultation Services of Northern Arizona	2012-2016
Educational Advocate/Consultant	2006-2010

Research Coordinator   2006 – 2009
Autism Support Services: Education, Research and Training (ASSERT)
Utah State University

Student Teaching Supervisor   2008
Utah State University – Department of Special Education and Rehabilitation

School Psychologist and Coordinator of ABA Programs   2005 – 2006
Prime Time for Kids, Children's Services – ARC of Rockland, New City, NY

Independent Behavioral Consultant   2001 – 2006
Westchester and Rockland Counties, NY

Independent Evaluator   2004 – 2005
Westchester and Rockland Counties, NY

Low Incidence Disability Specialist   2004 – 2005
Ossining Union Free School District - Ossining, NY

Parent Education Coordinator   2001 – 2004
Hawthorne Country Day School (HCDS) - Hawthorne, NY

Early Intervention and Preschool Coordinator   2003 – 2004
Hawthorne Country Day School (HCDS) - Hawthorne, NY

School Psychology Intern (2000 hours)   2000 – 2001
Fred S. Keller School - C.A.B.A.S. ® - Yonkers, NY
Margaret Chapman Residential School - Hawthorne, NY

SERVICE

ABS Impact and Belonging Committee
Serve on the department's Diversity, Equity, Inclusion, and Belonging (DEIB) committee

Children's Campus of Kansas City
Board of Directors
I serve as a board member and secretary for the CCKC organization that houses Juniper Gardens Children's Project in Kansas City, KS.

International Humanitarian Work
ECHO Autism South Africa
In 2022, during my Fulbright experience, I established the first ECHO Autism hub on the continent of Africa. In partnership with University of Pretoria, I created a South African Autism Advisory Board to unify efforts to enhance the professional development of South Africa's teachers and clinicians to work effectively with individuals with autism. I continue to lead capacity building efforts across South Africa, and I am working with governmental and non-profit organizations to establish additional ECHO hubs.

African Partners
- University of Pretoria, Centre for Augmentative and Alternative Communication - Pretoria, South Africa
- University of Johannesburg, Centre for Neurodiversity - Johannesburg, South Africa
- Literacy Association of South Africa - Gqeberha, South Africa
- Department of Basic Education, Ministry of Education - Pretoria, South Africa
- ImPower'd Woman - Limpopo, South Africa
- Avunja - Nairobi, Kenya

Belarus Autism Initiative
Since 2018, my task has been to lead a group of American experts (BCBA, OT, SLP) to accomplish the following objectives: a) provide training to a large number of parents and

professionals who work with children with autism and b) build systemic capacity in Belarus to offer quality services for children with autism.
- 2018 – Trained approximately 80 parents and professionals in Minsk
- 2019 – Trained approximately 150 parents and professionals in Minsk & Grodno
- 2019 – Over 30 USF undergraduate students in CSD volunteered ~12 hours to create educational materials for Belarusian schools
- 2020 – Behavior analysis supervision began with first Belarusian professional
- 2021, December – Ekaterina Shchurskaya passed the Behavior Analysis Certification Board exam and became the first BCBA in Belarus

Eastern European Autism Initiative
Because of my work in Belarus, the project has spread to all of Eastern Europe (8 countries). Provided a series of six webinars to professionals and families of children with autism from May to September 2021.
- Introduction to Behavior – Parents
- Understanding Behavior – Parents
- Introduction to Sensory Difficulties – Parents
- Using Zones of Regulation – Parents
- Introduction to Behavior – Professionals
- Understanding Behavior - Professionals

Service Involving Undergraduate Students
Glazer Children's Museum
During the spring 2023 semester, 6 undergraduate researchers conducted observations at the museum to examine the reliability of the new parent-child museum engagement tool.
- Spring 2023 ~ 200 hours of service

Glazer Children's Museum
To assist in the development of a parent-child museum engagement tool, 10 undergraduate students, under my supervision, conducted observations at the museum.
- Fall 2022 ~ 200 hours of service

Glazer Children's Museum
In partnership with the Partners in Play program, 10 undergraduate students, under my supervision, served as playologists at the museum.
- Fall 2021 ~ 150 hours of service

Academic Language Enhancement Project
In partnership with USF Office of Community Engagement and Partnerships and several community sites, including HCPS, day care centers, and after school programs.
- 2021-2022: 5 students
- 2020-2021: 10 students
- 2019-2020: 10 students
- 2018-2019: 4 students

*Partnership featured: https://www.youtube.com/watch?v=72pXTqqEooE&feature=youtu.be

Bitz 'n Pix.
Undergraduate students created infographic summaries of key practices for building language and literacy of culturally and linguistically diverse preschoolers. Available for free at http://trinastoolbox.com/product_Bitz%20&%20Pix.html

Undergrad & Underdogs Vocabulary Mini-Lessons.
Undergraduate students created vocabulary bookmark lessons for 111 children's books to support practitioners and parents when reading storybooks to children. Available for free at http://trinastoolbox.com/product_UnderUnder.html

Editorial Service
Jan. 2025   Reviewer – *Early Childhood Journal*
Dec. 2024   Reviewer – *American Journal of Speech-Language Pathology*
Jul. 2024   Reviewer – *American Journal of Speech-Language Pathology*

Jul. 2024	Reviewer – *Focus on Autism and Developmental Disorders*
Jun. 2024	Reviewer – *Journal of Applied Behavior Analysis*
Feb 2024	Reviewer – *International Journal of Speech Language Pathology*
Nov. 2023	Reviewer – *Journal of Speech, Language, Hearing Research*
May 2023	Reviewer – *Topics in Language Disorders*
May 2023	Reviewer – *American Journal of Speech-Language Pathology*
Apr. 2023	Editorial Board Reviewer – *Language Speech Hearing Services in Schools*
Feb. 2023	Reviewer – *Behavior Analysis in Practice*
Jan. 2023	Editorial Board Reviewer – *Language Speech Hearing Services in Schools*
Jan. 2023	Reviewer – *Topics in Language Disorders*
Jan. 2023	Editorial Board Reviewer – *Language Speech Hearing Services in Schools*
Aug. 2022	Editorial Board Reviewer – *Language Speech Hearing Services in Schools*
Apr. 2022	Reviewer – *Remedial and Special Education*
Mar. 2022	Reviewer – *Speech, Language, Hearing*
Feb. 2022	Reviewer – *Frontiers*
Feb. 2022	Reviewer – *Behavior Analysis in Practice*
Jan. 2022	Reviewer – *HRB Open Research: Scoping Review Registered Report*
Nov. 2021	Reviewer – *HRB Open Research: Scoping Review Registered Report*
Oct. 2021	Reviewer – *Journal of Applied Behavior Analysis*
Sep. 2021	Reviewer – *Education and Treatment of Children*
Sep. 2021	Reviewer – *Journal of Learning Disabilities*
Sep. 2021	Reviewer – *HRB Open Research: Scoping Review Registered Report*
Aug. 2021	Reviewer – *American Education Research Association Open*
Aug. 2021	Editorial Board Reviewer – *Language Speech Hearing Services in Schools*
Aug. 2021	Reviewer – *International Journal of Language & Communication Disorders*
July 2021	Reviewer – *American Journal of Speech-Language Pathology*
July 2021	Reviewer – *International Journal of Bilingualism*
June 2021	Reviewer – *Behavior Analysis in Practice*
June 2021	Reviewer – *Journal of Educational Psychology*
June 2021	Editorial Board Reviewer – *Language Speech Hearing Services in Schools*
May 2021	Reviewer – *Topics in Language Disorders*
May 2021	Reviewer – *Journal of Applied Developmental Psychology*
May 2021	Reviewer – *Journal of Learning Disabilities*
Apr. 2021	Reviewer – *American Education Research Association Open*
Feb. 2021	Editorial Board Reviewer – *Language Speech Hearing Services in Schools*
Feb. 2021	Reviewer –*Journal of Speech-Language Hearing Research*
Feb. 2021	Reviewer – *American Journal of Speech-Language Pathology*
Jan. 2021	Reviewer – *Journal of Educational Psychology*
Jan. 2021	Reviewer – *Journal of Communication Disorders*
Dec. 2020	Reviewer – *American Journal of Speech-Language Pathology*
Dec. 2020	Reviewer – *Journal of Educational Psychology*
Oct. 2020	Reviewer – *Language Speech Hearing Services in Schools*
Oct. 2020	Reviewer – *Topics in Language Disorders*
Sep. 2020	Reviewer – *Language and Communication Disorders*
Jul. 2020	Reviewer – *American Journal of Speech-Language Pathology*
Apr. 2020	Reviewer – *The Analysis of Verbal Behavior*
Apr. 2020	Reviewer – *American Journal of Speech-Language Pathology*
Apr. 2020	Reviewer – *Language Speech Hearing Services in Schools*
Dec. 2019	Reviewer – *The Analysis of Verbal Behavior*
Dec. 2019	Reviewer – *Early Education and Development*
Dec. 2019	Reviewer – *Topics in Early Childhood Special Education*
Dec. 2019	Reviewer – *Journal of Communication Disorders*
Oct. 2019	Reviewer – *Journal of Child Language Acquisition and Development*
Oct. 2019	Reviewer – *Behavior Analysis in Practice*
Oct. 2019	Reviewer – *Language, Speech, and Hearing Services in Schools*
Sep. 2019	Reviewer – *Genetic Psychology*
Aug. 2019	Reviewer – *Lingua*
Jun. 2019	Reviewer – *Behavior Analysis in Practice*
Feb. 2019	Reviewer – *Early Childhood Research Quarterly*
Jan. 2019	Reviewer – *Language, Speech, and Hearing Services in Schools*

Nov. 2018	Reviewer – *Behavior Analysis in Practice*
Nov. 2018	Reviewer – *Child Language Teaching and Therapy*
Oct. 2018	Reviewer – *Early Childhood Research Quarterly*
Oct. 2018	Reviewer – *Behavior Analysis in Practice*
Aug. 2018	Reviewer – *Early Childhood Research Quarterly*
Jun. 2018	Reviewer – *Early Childhood Research Quarterly*
Jan. 2018	Reviewer – *Early Childhood Research Quarterly*
Oct. 2017	Reviewer – *Child Language Teaching and Therapy*
Dec. 2016	Reviewer – *Early Childhood Research Quarterly*
Sep. 2016	Reviewer – *Child Language Teaching and Therapy*
Aug. 2016	Reviewer – *Early Childhood Research Quarterly*
Feb. 2016	Reviewer – *Child Development Perspectives*
Nov. 2015	Reviewer – *Language, Speech, and Hearing Services in Schools*
Dec. 2014	Reviewer – *Applied Psycholinguistics*
Aug. 2014	Reviewer – *Language, Speech, and Hearing Services in Schools*
Jul. 2014	Reviewer – *International Journal of Language and Communication Development*
May 2014	Reviewer – *American Journal of Speech Language Pathology*
Apr. 2014	Section Editor – *Journal of Undergraduate Research and Creative Expression*
Mar. 2014	Guest Action Editor – *Education and Treatment of Children*
Dec. 2013	Reviewer – *Topics in Early Childhood Special Education*
Oct. 2013	Reviewer – *Journal of Speech-Language Hearing Research*
Jun. 2013	Reviewer – *Language, Speech, and Hearing Services in Schools*
Mar. 2013	Guest Action Editor – *Education and Treatment of Children*
Feb. 2013	Reviewer – *Journal of Early Intervention*
Jan. 2013	Reviewer – *Scandinavian Journal of Psychology*
Dec. 2012	Guest Action Editor – *Education and Treatment of Children*
Nov. 2012	Reviewer – *Scandinavian Journal of Psychology*
Jul. 2012	Reviewer – *Journal of Behavioral Intervention*
Apr. 2012	Reviewer – *Journal of Behavioral Intervention*
Mar. 2012	Reviewer – *American Journal of Speech Language Pathology*
Feb. 2012	Reviewer – *Journal of Speech-Language Hearing Research*
Dec. 2011	Guest Action Editor – *Education and Treatment of Children* (Special issue)
Nov. 2011	Reviewer – *Education and Treatment of Children*
Jun. 2011	Reviewer – *Journal of Applied Behavior Analysis*
May 2011	Reviewer – *Education and Treatment of Children* (Special issue)
Mar. 2011	Reviewer – *Education and Treatment of Children* (Special issue)
Mar. 2011	Reviewer – *Education and Treatment of Children*
Feb. 2011	Reviewer – *FOCUS on Autism and Developmental Disabilities*
Jan. 2011	Guest Action Editor – *Education and Treatment of Children* (Special issue)
Dec. 2010	Reviewer – *The Analysis of Verbal Behavior*
Nov. 2010	Reviewer – *Education and Treatment of Children*
Oct. 2010	Reviewer – *Handbook of Research on the Education of Young Children*
Jul. 2010	Reviewer – *American Journal of Speech Language Pathology*
Jul. 2010	Reviewer – *Education and Treatment of Children*
Feb. 2010	Reviewer – *Education and Treatment of Children*
Sep. 2009	Reviewer – *Journal of Applied Behavior Analysis*
Nov. 2009	Reviewer – *Journal of Applied Behavior Analysis*

Community Partnerships

2023-present	Community Connections at Pinckney, Lawrence, KS
2023-present	Kansas City, KS School District, Kansas City, KS
2021-2023	Glazer Children's Museum, Tampa, FL
2020-2021	YMCA, Tampa, FL
2020-2021	Seminole Heights Elementary, Tampa, FL
2020-2021	Thompson Center for Autism, Anaheim, CA
2020-2021	Salt Lake City Head Start, SLC, UT
2015-Present	Oakland Schools Intermediate District, Bloomington, MI
2013-Present	Macomb County Intermediate School District, Utica, MI
2019-2020	Mort Elementary School – Children's Home Society of Florida, Tampa, FL

2019-2020	Hillsborough Out of School Time (HOST): Shaw and Witter Elementary Schools, Tampa, FL
2019-2020	Learning Space Academy, Tampa, FL
2019-2020	East Tampa Academy, Tampa, FL
2018-2020	Hillsborough County Public Schools Head Start Program: Witter, Muller, & Thonotosassa Elementary Schools, Tampa, FL
2018-2020	The Skills Center, Tampa, FL
2018-2019	Wimauma Community Development Corporation, Wimauma, FL
2013-2017	Puente de Hozho Elementary School, Flagstaff, AZ
2013-2017	Killip Elementary School, Flagstaff, AZ
2013-2017	Kinsey Elementary School, Flagstaff, AZ
2012-2017	Arizona State Office of Children with Special Health Care Needs, Phoenix, AZ
2011-2017	Flagstaff Cooperative Preschools, Flagstaff, AZ
2011-2017	Flagstaff Unified School District, Flagstaff, AZ
2011-2017	Northern Arizona Council of Governments Head Start, Flagstaff, AZ

Service to the Field

2024	External Reviewer for Tenure/Promotion for University of Iowa
2024	External Reviewer for Tenure/Promotion for Northern Arizona University
2023	Conference Chair – Four Corners Association for Behavior Analysis
2022	International Book Reviewer – Handbook of Research on the Global View of Open Access and Scholarly Communications
2021-2022	ASHA Perspectives Special Forum Leader
2021	External Reviewer – Tenure & Promotion, University of New Mexico
2021	International Grant Reviewer – Czech Science Foundation
2021-2023	President of the Four Corners Association for Behavior Analysis
2021-2023	Chair of workgroup to develop a Joint Committee on Interprofessional Relations between ASHA and ABAI
2021- 2022	Research & Grants Coordinator, Executive Committee - Speech Pathology Special Interest Group of the Association for Behavior Analysis International
2021-2023	Editorial Board Member – Language, Speech, Hearing Services in Schools
2021-2022	Founding member of a Special Interest Group for Occupational Therapy in ABAI
2020-2022	Chair of the Clinical Research, Implementation Science, & Evidence-based Practice (CRISP) committee of the American Speech-Language Hearing Association (ASHA)
2020-2022	American Speech-Language Hearing Association (ASHA) Journals Board - member
2020	Chair of workgroup to develop Interprofessional Collaborative Practice Between Behavior Analysts and Speech-Language Pathologists ABAI Resource Document
2020-2021	Chair of SLP/ABA committee to develop an ASHA Special Interest Group (SIG)
2020-Present	Expert Consultant and Board Member for Story Llama (Promise Venture)
2020	International Grant Reviewer – The Netherlands Organization for Health, Research and Development (ZonMw)
2018-Present	Organizer – Nurture Me Alliance (Network of EC MTSS Researchers)
2018-Present	Board member, Current Developments Non-Profit
2015-2017	Arizona State Workgroup on Early Childhood Workforce Development
2016-2017	Four Corners Association for Behavior Analysis – Board Member
2016-2017	AZ State Early Childhood Professional Development Planning Committee Member
2016	Panel Member – How to Publish Research Manuscripts
2015-2016	Four Corners Association for Behavior Analysis – Board Member
2015	Wing Institute Evidence-based Education Summit contributor
2015	Chair for Evidence-based Practice in Disability Disciplines Conference
2014-2018	Primary Reviewer for IES, Early Learning Programs and Policies
2014-2015	Four Corners Association for Behavior Analysis – Board Member

2014	Wing Institute Evidence-based Education Summit contributor
2014	Chair for Evidence-based Practice in Disability Disciplines Conference
2013	Wing Institute Evidence-based Education Summit contributor
2013	Chair for Evidence-based Practice in Disability Disciplines Conference
2012	Wing Institute Evidence-based Education Summit contributor
2012	American Speech Language Hearing Association – Convention program committee
2011	Division of Early Childhood – Convention program committee
2010	American Speech Language Hearing Association – Convention program committee
2008-2009	Four Corners Association for Behavior Analysis – Student Rep

Service to University / College / Department

2024-present	ABSC Tenure and Promotion Committe
2023-present	ABSC Impact and Belonging Committee Member
2023-present	Children's Campus of Kansas City Board
2023-present	Director, Juniper Gardens Children's Project
2023	Rightpath search committee member
2022-2023	College of Behavioral and Community Sciences - Interdisciplinary Doctoral Program committee on writing course development
2021-2023	USF-Hillsborough County Public Schools Research-Practice Partnership Leadership Team Member
2020-2021	College of Education Dean – search committee member
2017-2018	Rightpath search committee member
2018	Provided consultation to the Literacy Studies program in the College of Education regarding the development of a reading clinic
2018	Consulted with USF's Office of Community Engagement and Partnerships regarding service-learning courses and measuring service learning outcomes
2017-2021	Attended and contributed to college and department meetings regarding the interdisciplinary doctoral program
2016-2017	NAU Institutional Review Board member
2015	NAU College of Education Grant Reviewer

NOTEWORTHY PROFESSIONAL DEVELOPMENT

2023-2025	New Directors Training, Quarterly Workshops University of Kansas, Lawrence, KS
2023	Scholar – IES Funded Training *Comprehensive Program for Adaptive Interventions Training in Education* https://www.catie.space/scholar-directory
2021	Global Faculty Fellowship – Five Week Course University of South Florida, Tampa, FL
2020	Enlightenment Workshop Series: Diversity and Inclusion in Higher Education University of South Florida, Tampa, FL
2020	Pathways to Practice Webinar Series AIM Institute for Learning & Research, Conshohocken, PA
2019	Seminar on Cost-Effectiveness Analyses Institute of Education Sciences, Washington D.C.
2018	Implementation Science Institute – Intensive Four Day Course University of Pennsylvania, Philadelphia, PA
2016	Sequential Multiple Random Assignment Trial (SMART) Designs Institute of Education Sciences, Washington D.C.

2011   Grant Writing
      National Institute of Health Webinar Series

PROFESSIONAL AFFILIATIONS

The Reading League
Literacy Research Association
Association for Behavior Analysis International
American Speech Language Hearing Association
National Association for School Psychologists
Council for Exceptional Children
Division of Early Childhood
Four Corners Association for Behavior Analysis
Society for Scientific Study of Reading