

# Suzanne M. Adlof, Ph.D.

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Communication Sciences and Disorders  
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## Professional Experience

Assistant Professor, Communication Sciences and Disorders	08/2011-present
Faculty Affiliate, Research Consortium on Children and Families	08/2011-present
Faculty Affiliate, Institute for Mind and Brain	10/2012-present
University of South Carolina, Columbia, SC	
<b>Speech-Language Pathologist</b> (Part-time Clinical Fellow)	07/2007-06/2008
Kansas City, Kansas Public Schools	11/2008-01/2009

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## Education

Post-Doctoral Fellow, Reading and Language Group Learning Research and Development Center, University of Pittsburgh	08/2009-07/2011
Ph.D., Speech-Language-Hearing Sciences & Disorders University of Kansas	08/2009
M.A., Speech-Language Pathology University of Kansas	12/2004
B.S. with Honors, Speech-Language Pathology University of Central Arkansas	05/2002

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## Research Support

### Current Research Grants

Principal Investigator, US Department of Education, Institute of Education Sciences (R305A130467). *Developing an Online Tutor to Accelerate High School Vocabulary Acquisition*. August 1, 2013-July 31, 2016. Total Award: \$1,499,999.

Principal Investigator, National Institutes of Health, NIDCD (DC013399-01). *Word Learning in Language and Reading Impairment Subgroups*. July 1, 2013 –June 30, 2016. Total Award: \$435,744.

Principal Investigator, University of South Carolina Vice President for Research (ASPIRE-III). *m-Eye Lab: Mobile Eyetracking Lab for Research with Special Populations*. Total Award: \$99,956.

Co-Investigator, Central Carolina Community Foundation. *Get Cocky and Read*. June 1, 2014-May 30, 2015, currently in no-cost extension period. Total Award: \$100,000.

### **Completed Research Support**

Principal Investigator, Central Carolina Community Foundation. *Get Ready to Read with Cocky!* June 1, 2013-May 30, 2014. Total Award: \$95,000.

Principal Investigator, American-Speech-Language-Hearing Association. *Advancing Academic Research Careers*. August 2012-February 2014. Total Award: \$5000.

Principal Investigator, University of South Carolina Vice President for Research (ASPIRE-I). *Dynamic Assessments of Word Learning as a Predictor of Reading Comprehension*. May 1, 2012-August 31, 2014. Total Award: \$15,000.

Co-Investigator. University of South Carolina, VP For Research, ASPIRE-III. *MRI Simulator Shared Laboratory*. Principal Investigators: Chris Rorden and John Richards. April 2012. Total award \$32,990.

Postdoctoral Fellow. Institute of Education Sciences Postdoctoral Research Training Program in the Education Sciences (IES R305B050022). Principal Investigator: Charles A. Perfetti. August 2009-July 2011.

Pre-doctoral Fellow. National Institutes of Health Ruth L. Kirschstein National Research Service Award for Individual Predoctoral Fellows (NIH F31 DC9133). Morphosyntactic skills of poor comprehenders. October 2007- July 2009. Total Award \$75,349. Faculty Mentor: Hugh W. Catts.

Scholarship Recipient. American Speech-Language-Hearing Foundation New Century Doctoral Scholarship. November 2007. Total Award \$10,000.

Principal Investigator. International Reading Association Jeanne S. Chall Research Fellowship. Grammatical knowledge of children with specific reading comprehension difficulties. May 2007. Total Award \$6,000.

Predocotrual Training Fellow. National Institutes of Health Ruth L. Kirschstein National Research Service Award, Institutional Research Training Grant (NIH T32 DC0052). Principal Investigator: Mabel L. Rice. July 2005-June 2007.

### **Current Student Research Grants**

Faculty Mentor, ASPIRE-I Track IIB application by postdoc Alison Hendricks. USC VP for Research. *Influence of variable input on typical and disordered language acquisition*. \$5000. July 1, 2015-June 30, 2016.

### **Completed Student Research Grants**

Faculty Mentor, Magellan Scholar Award to Alexis Cattano. USC VP for Research. *Examining improvement in narrative skills following literacy instruction for at-risk students*. \$3000. January 2015-August 2015.

Faculty Mentor, Magellan Scholar Award to Sheida Abdi. USC VP for Research. *Developing an efficient, valid, and reliable assessment of high school vocabulary*. \$2500. January 2014-August 2014.

Faculty Mentor, Magellan Scholar Award to Hannah Patten. USC VP for Research. *An examination of individual differences in word learning rate: Phonological memory and existing vocabulary knowledge in children*. \$2500. May 2013-May 2014.

Faculty Mentor, Magellan Scholar Award to Spencer Babb. USC VP for Research. *Nonword Repetition*. \$2500. May 2013-May 2014. Co-Mentor: Dan Fogerty.

Faculty Mentor, Magellan Scholar Award to Logan Judy. USC VP for Research. *Prediction During Sentence Comprehension by Children*. \$2500. January 2013-May 2014. Co-Mentor: Justine VanDyke.

Faculty Mentor, Magellan Scholar Award to Melanie Crouch. USC VP for Research. *Examining the Effectiveness of a Structured Narrative Retell Intervention for Improving At-Risk Preschoolers' Listening Comprehension Skills*. \$2000. April 2012-Feb 2013.

### **Recent Unfunded Grant Proposals**

Faculty Mentor, National Institutes of Health, F32. *Variable parental input and morphological acquisition in children with SLI and typically developing peers*. Principal Investigator: Alison Hendricks. Submitted April 2015.

Co-Investigator, American Speech-Language Hearing Foundation, New Century Scholars. *Parents as Language and Literacy Partners*. PI: Angela McLeod. Submitted April 2015.

Co-Investigator, National Science Foundation. Interdisciplinary postdoctoral research fellowship. *The influence of variable input and language ability on child acquisition of morphosyntax*. Principal Investigator: Alison Hendricks. Submitted October 2014.

Co-Investigator, US Department of Education, Institute of Education Sciences. *Assessing individual differences in reading skill with eyetracking*. PI: John Henderson. Submitted August 2013, August 2014.

Co-Investigator, National Institutes of Health, R01. *Psycholinguistic and neurolinguistic measures of adolescent syntactic development*. PI: Fernanda Ferreira. Submitted October 2012, July 2013.

### **Awards and Honors**

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Early Career Contributions in Research, American Speech-Language Hearing Association (2014)

Rebecca L. Sandak Young Investigator Award, Society for the Scientific Study of Reading (2014)

Distinguished Alumni Award, University of Central Arkansas Department of Speech-Language Pathology (2011)

Margaret C. Byrne Saricks Graduate Research Award, University of Kansas (2009)

Graduate Student Research Competition, 2<sup>nd</sup> place, University of Kansas (2009)

Travel Award, 6<sup>th</sup> Annual Conference on Research in Communication Sciences and Disorders, Lessons-for-Success, ASHA (2008)

ASHA Student Travel Award (2007)

Editors' Award, 2005 *Journal of Speech, Language, and Hearing Research*, ASHA (2006)

ASHA Student Travel Award (2004)

Schiefelbusch Child Language Scholarship, University of Kansas (2004)  
Graduate Research Travel Award, University of Kansas (2003)  
Presidential Scholar, University of Central Arkansas (1998-2002)  
Trustee Scholarship, University of Central Arkansas (1998-2002)  
Travel Grant, Honors College, University of Central Arkansas (2001)  
Undergraduate Research Grant for Education, Honors College, University of Central Arkansas (2001)

## Publications

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Underline indicates supervised student or postdoc author.

**Adlof**, S.M., & Patten, H. (submitted). Nonword repetition and vocabulary knowledge as predictors of children's phonological and semantic word learning.

**Adlof**, S.M., Perfetti, C.A., Frishkoff, G., & Dandy, J.D. (2016, in press). Effects of induced orthographic and semantic knowledge on subsequent learning: A test of the partial knowledge hypothesis. *Reading and Writing*. doi:10.1007/s11145-015-9612-x.

**Adlof**, S.M., & Catts, H.W. (2015). Morphosyntax in poor comprehenders. *Reading and Writing*, 28(7), 1051-1070. doi: 0.1007/s11145-015-9562-3.

Brazendale, A., **Adlof**, S.M., Klusek, J., & Roberts, J.E. (2015). Teaching reading to youth with fragile X syndrome: Should phonemic awareness and phonics instruction be used? *Evidence Based Practice Briefs* 9(6), 47-61.

**Adlof**, S.M., Klusek, J., Shinkareva, S., Robinson, M., & Roberts, J.E. (2015). Phonological awareness and reading in boys with Fragile X syndrome. *Journal of Child Psychology and Psychiatry*, 56(1), 30-39. doi: 10.1111/jcpp.12267.

**Adlof**, S.M., McLeod, A., & Leftwich, B. (2014). Structured narrative retell instruction for pre-literate children from low SES backgrounds: Feasibility and effects on literacy and language skills. *Frontiers in Psychology: Developmental Psychology*, 5:391, 1-11.

Hogan, T.P., **Adlof**, S.M., & Alonzo, C. (2014). On the importance of listening comprehension. *International Journal of Speech-Language Pathology*, 16, 199-207.

**Adlof**, S.M., & Perfetti, C.A. (2013). Individual differences in word learning and reading ability. In A. Stone, B. Ehren, E. Silliman, & G. Wallach (Eds.). *Handbook of Language and Literacy Development and Disorders*, 2<sup>nd</sup> Edition (pp. 246-264). New York: Guilford.

Perfetti, C.A., Stafura, J., & **Adlof**, S.M. (2013). Reading comprehension and reading comprehension problems: A word-to-text integration perspective. In Miller, B., L. Cutting, & P. McCardle (Eds.) *Unraveling the Behavioral Neurobiological, and Genetic Components of Reading Comprehension*. Baltimore: Paul Brookes Publishing.

Perfetti, C.A. & **Adlof**, S.M. (2012). Reading Comprehension: A conceptual framework from word meaning to text meaning. In J. Sabatini, E. Albro, & T. O'Reilly (Eds.) *Measuring Up: Advances in How We Assess Reading Ability* (pp. 3-20). Lanham, MD: Rowman & Littlefield Education.

- Catts, H.W., & Kamhi, A.G., & **Adlof**, S.M. (2012). Causes of reading disabilities. In A.G. Kamhi & H.W. Catts (Eds.) *Language and Reading Disabilities, Third Edition* (pp.77-111). Boston: Allyn & Bacon.
- Catts, H.W., & Kamhi, A.G., & **Adlof**, S.M. (2012). Defining reading disabilities and classifying subgroups of poor readers. In A.G. Kamhi & H.W. Catts (Eds.) *Language and Reading Disabilities, Third Edition* (pp.45-76). Boston: Allyn & Bacon.
- Adlof**, S.M., Perfetti, C.A., & Catts, H.W. (2011). Developmental changes in reading comprehension: Implications for assessment and instruction. In J. Samuels & A. Farstrup (Eds). *What Research Has to Say About Reading Instruction, Fourth Edition* (pp. 186-235). Newark, DE: International Reading Association.
- Catts, H.W., & **Adlof**, S.M. (2011). Phonological and other deficits associated with dyslexia. In S. Brady, D. Blaze, & A. Fowler (Eds.), *Explaining individual differences in reading: Theory and evidence*. New York, NY: Taylor & Frances.
- Adlof**, S.M., Catts, H.W., & Lee, J. (2010). Kindergarten predictors of second vs. eighth grade reading comprehension impairments. *Journal of Learning Disabilities*. 43, 332-345.
- Storkel, H.L., & **Adlof**, S.M. (2009a). Adult and child semantic neighbors of the Kroll and Potter (1984) nonobjects. *Journal of Speech, Language, and Hearing Research*, 52, 289-305.
- Storkel, H.L., & **Adlof**, S.M. (2009b). The effect of semantic set size on word learning by preschool children. *Journal of Speech, Language, and Hearing Research*, 52, 306-320.
- Adlof**, S.M., & Storkel, H.L. (2006). Learning vocabulary through reading. *ACQuiring Knowledge in Speech, Language, & Hearing*, 8, 110-112.
- Adlof**, S.M., Catts, H.W., & Little, T. D. (2006). Should the simple view of reading include a fluency component? *Reading and Writing: An Interdisciplinary Journal*, 19, 933-958.
- Catts**, H.W., **Adlof**, S.M., & Ellis Weismer, S. (2006). Language deficits of poor comprehenders: A case for the simple view of reading. *Journal of Speech, Language, and Hearing Research*, 49, 278-293.
- \*Catts, H.W., **Adlof**, S.M., Hogan, T.P., & Ellis Weismer, S. (2005). Are SLI and dyslexia distinct disorders? *Journal of Speech, Language, and Hearing Research*, 48, 1378-1396.
- Catts, H.W., Hogan, T.P., & **Adlof**, S.M. (2005). Developing changes in reading and reading disabilities. In H.W. Catts & A.G. Kamhi (Eds), *The connections between language and reading disabilities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- \*2005 Editors' Award for the article of highest merit, American-Speech-Language Hearing Association

## **Manuscripts in Preparation and Revision**

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Drafts available upon request; Underline indicates supervised student or postdoc author.

**Adlof**, S.M., Scoggins, J., Brazendale, A., & Babb, S. (in preparation). Accuracy of classroom screens of dyslexia and language impairment for second grade students.

Brazendale, A., **Adlof**, S.M., Klusek, J., Riley, K., & Roberts, J.E. (in preparation). Reading instruction for children with Fragile X: The state of the science.

**Adlof**, S.M., Frishkoff, G., Ferreira, F., & Ives, A. (in preparation). Evaluating prediction during sentence comprehension by children and adults with event related potentials (ERPs).

**Adlof**, S.M., Perfetti, C.A., Stafura, J., Rickles, B., & Halderman, L. (in preparation). Auditory word-to-text integration in high and low-skilled adult comprehenders: An event-related potential (ERP) study.

**Adlof**, S.M., Hogan, T.P., Catts, H.W., Storkel, H.L., & Vitevitch, M. (in preparation). Semantic and phonological processing in subgroups of adolescents with reading difficulties.

**Adlof**, S.M., Catts, H.W., & Fey, M.E. (in preparation). Comparing and contrasting oral and written narratives generated by poor decoders, poor comprehenders, and good readers.

## Peer-Reviewed Presentations

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Underline indicates student authors.

Babb, S., **Adlof**, S.M., & Fogerty, D. (2015, November). *Encoding vs. Retrieval in Nonword Repetition: Comparing Children with SLI-only, Children with SLI and Dyslexia, Typically Developing Children, and Adults*. Boston University Conference on Language Development, Boston, MA.

Crosby-Quinatoa, G., McLeod, A., & **Adlof**, S.M. (2015, November). *Engaging Latino Caregivers as Partners in Literacy*. American Speech-Language Hearing Association, Denver, CO.

Scoggins, J., Babb, S., & **Adlof**, S.M. (2015, November). *Evaluating the Accuracy of Classroom Screens for Dyslexia and Language Impairment*. American Speech-Language Hearing Association, Denver, CO.

Miller, C.E., Abdi, S. & **Adlof**, S.M. (2015, November). *Testing the Validity of a Web-Based, Checklist Assessment of High School Vocabulary Knowledge*. American Speech-Language Hearing Association, Denver, CO.

**Adlof**, S.M., Crosby-Quinatoa, G., & McLeod, A. (2015, February). *Reading Together: Parents as Language and Literacy Partners*. South Carolina Speech-Language Hearing Association, Myrtle Beach, SC.

Abdi, S., **Adlof**, S.M., NessAiver, S., Kapelner, A., McKeown, M., Perfetti, C., & Mostow, J. (2014, November). *Quick online assessment of adolescent vocabulary knowledge: Iterative development and pilot testing*. American Speech-Language Hearing Association, Orlando, FL.

- Adlof**, S.M., McLeod, A., & Crass, K. (2014, November). *Literacy interventions revisited: Moving up (and back down) the treatment research ladder*. American Speech-Language Hearing Association, Orlando, FL.
- Adlof**, S.M., Randel, A., Patten, H., Babb, S., & Frishkoff, G. (2014, November). *Word learning profiles of children with SLI and/or dyslexia: Preliminary findings*. American Speech-Language Hearing Association, Orlando, FL.
- Byun, T., **Adlof**, S.M., & Moore, M. (2014, November). *Bringing the crowdsourcing revolution to research in communication disorders*. American Speech-Language Hearing Association, Orlando, FL.
- Hendricks, A.E., White, S., & **Adlof**, S.M. (2014, November). *Comparing morphological errors across tasks in elementary school age children with specific language impairment*. American Speech-Language Hearing Association, Orlando, FL.
- Randel, A., Duross, R., Cattano, A., & **Adlof**, S.M. (2014, November). *Screening for dyslexia and language impairment in second grade classrooms*. American Speech-Language Hearing Association, Orlando, FL.
- Adlof**, S.M., Patten, H.P., & Randel, A. (2014, July). *Existing vocabulary knowledge, phonological memory, and reading skill as predictors of new word learning*. Society for the Scientific Study of Reading: Santa Fe, NM.
- Mostow, J. **Adlof**, S., Byard, J., Gates, D., Goutam, R., Kapelner, A., McKeown, M., & Perfetti, C. (2014, July). *Nutritious contexts: Automatically identifying helpful examples for learning vocabulary words*. Society for the Scientific Study of Reading: Santa Fe, NM.
- Randel, A., & **Adlof**, S.M. (2014, July). *Classroom screenings for SLI and dyslexia*. Society for the Scientific Study of Reading: Santa Fe, NM.
- Adlof**, S.M., McLeod, A., Crass, K., Campbell, S., Hunt, L., Leftwich, B., Mobley, A., Perry, H., & Smith, C. (2014, February). *Literacy Interventions Revisited: Moving Up the Treatment Research Ladder*. Oral presentation. South Carolina Speech-Language Hearing Association. Charleston, SC.
- Patten, H., Low, A., & **Adlof**, S.M. (2013, November). *Existing vocabulary knowledge, nonword repetition, & novel word-learning in children*. Poster presentation. American Speech-Language-Hearing Association: Chicago, IL.
- Adlof**, S.M. (2013, July). *Literacy and lexical quality: Acquisition of new word forms and meanings during word learning*. Oral presentation. Society for Scientific Study of Reading: Hong Kong.
- Adlof**, S.M., McLeod, A., Crouch, M., Hunt, L., & Schmitz, S. (2013, February). *Clinical Outcome Research in Action: Examining Literacy Interventions for Preschoolers*. South Carolina Speech-Language Hearing Association. Columbia, SC.

- Adlof**, S.M., & McLeod, A. (2012, November). *Efficacy of story retelling interventions on at-risk children's listening comprehension*. Poster presentation. American Speech-Language-Hearing Association: Atlanta, GA.
- Adlof**, S.M. (2012, November). Grammatical skills of poor comprehenders. Oral presentation in joint symposium with J.R. Hoover, L.H. Finestack, D.A., Finneran, & A. Sterling. *Comparing grammar assessments across clinical and at-risk populations*. American Speech-Language-Hearing Association: Atlanta, GA.
- Adlof**, S.M., Catts, H.W., & Fey, M.E. (2012, July). *Oral and written narratives in poor decoders and poor comprehenders: An examination of length, grammaticality, and quality*. Poster presentation. Society for Scientific Study of Reading: Montreal, Canada.
- Adlof**, S.M. & Perfetti, C.A. (2012, June). *Word-to-text semantic integration in children: An auditory ERP study*. Poster presentation. Symposium on Research in Child Language Disorders: Madison, Wisconsin.
- Adlof**, S.M., Frishkoff, G., & Perfetti, C.A. (2011, November). *What is the role of familiarity in children's word learning from context?* Poster presentation. American Speech-Language-Hearing Association: San Diego, CA.
- Adlof**, S.M. & Perfetti, C.A. (2011, July). *Are integrative processes the same in reading and listening?* Oral presentation. Society for the Scientific Study of Reading: St. Pete Beach, Florida.
- Adlof**, S.M., Frishkoff, G., & Perfetti, C.A. (2010, November). *Children's learning of words from text: Effects of word familiarity*. Poster presentation. American Speech-Language-Hearing Association: Philadelphia, PA.
- Adlof**, S.M., Perfetti, C.A., Halderman, L. K., & Rickles, B. (2010, July). *Word-to-text integration of spoken sentences by adults with low reading comprehension skill: An event-related potentials study*. Oral presentation. Society for the Scientific Study of Reading: Berlin, Germany.
- Adlof**, S.M., Frishkoff, G., & Perfetti, C.A. (2010, June). *Effects of Induced Word Familiarity on Children's Word Learning from Context*. Poster presentation. Fifth Annual IES Annual Research Conference, National Harbor, MD.
- Adlof**, S.M., & Catts, H.W. (2009, November). *Morphosyntax in children with specific reading comprehension deficits*. Oral presentation. American Speech-Language-Hearing-Association: New Orleans, LA.
- Adlof**, S.M., & Catts, H.W. (2009, June). *Morpho-syntax in poor comprehenders*. Poster presentation. Society for the Scientific Study of Reading: Boston, MA.
- Storkel, H.L., **Adlof**, S.M., & Rosalez, M. (2009, April). *Does size matter? The influence of phonological and semantic neighborhoods on word learning by preschool children*. Poster presentation. Society for Research in Child Development. Biennial Meeting: Denver, CO.

- Adlof**, S.M., & Catts, H.W. (2007, November). *Classification of children with poor reading comprehension*. Oral presentation. American Speech-Language-Hearing Association: Boston, MA.
- Catts, H.W., **Adlof**, S., Tomblin, J.B., & Zhang, X. (2007, November). *Differentiating SLI and dyslexia: Growth in reading achievement*. Poster presentation. American Speech-Language-Hearing Association: Boston, MA.
- Storkel, H.L., & **Adlof**, S. (2007, November). *Semantic density in word learning: A preliminary report*. Poster presentation. American Speech-Language-Hearing Association: Boston, MA.
- Storkel, H.L., **Adlof**, S.M., Hoover, J.R., Lee, S. & Maekawa, J. (2007, October). *Evidence based language intervention for preschool children*. Oral presentation. Kansas Speech-Language-Hearing Association, Topeka, KS.
- Hogan, T.P., Catts, H.W., **Adlof**, S.M., Storkel, H.L., & Vitevitch, M.V. (2007, July). *Contextual facilitation of spoken words in poor comprehenders, poor decoders, and age-matched controls*. Poster presentation. Society for the Scientific Study of Reading: Prague, Czech Republic.
- Adlof**, S.M., Catts, H.W., & Zhang, X.Y. (2006, June). *Kindergarten prediction of later reading impairments*. Poster presentation. Society for the Scientific Study of Reading: Vancouver, British Columbia.
- Catts, H.W., Ellis Weismer, S., Zhang, X., Tomblin, J.B., & **Adlof**, S.M. (2006, June). *A Further Investigation of Poor Comprehenders and Poor Decoders*. Oral presentation. Society for the Scientific Study of Reading: Vancouver, British Columbia.
- Adlof**, S.M., Catts, H.W., Hogan, T.P., & Little, T. (2005, June). *The role of fluency in reading comprehension*. Poster presentation. Society for the Scientific Study of Reading: Toronto, Canada.
- Catts, H.W., **Adlof**, S.M., & Barth, A.B. (2005, February). *The nature of reading fluency and relationship to reading comprehension*. Poster presentation. Pacific Coast Research Conference: San Diego, CA.
- Adlof**, S.M., & Catts, H.W. (2004, November). *Predicting reading comprehension: Should the Simple View be expanded?* Oral presentation. American Speech-Language-Hearing Association: Philadelphia, PA.
- Hall, M.K., Troloppe, K., & **Adlof**, S.M. (2004, October). *Classroom collaboration for writing instruction*. Oral presentation. Kansas Speech-Language-Hearing Association: Topeka, KS.
- Catts, H.W., **Adlof**, S.M., & Weismer, S.E. (2004, June). *Language processing in children with specific comprehension deficits*. Poster presentation. Society for the Scientific Study of Reading: Amsterdam, The Netherlands.
- Catts, H.W., Hogan, T.P., & **Adlof**, S.M., & Barth, A. (2003, November). *Changes in reading processes over time: Implications for SLPs*. Poster presentation. American Speech-Language-Hearing Association: Chicago, IL.

Catts, H.W., Hogan, T.P., **Adlof**, S.M., & Barth, A. (2003, June). *The simple view of reading: Changes over time*. Poster presentation. Society for the Scientific Study of Reading: Boulder, CO.

## Invited Presentations

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Zimmerman, E., **Adlof**, S.M., Brumberg, J., Hoover-Attebury, J., & Sterling, A. (2014, November). *Tenure track: The job search and interview process*. American Speech-Language-Hearing Association: Orlando, FL.

**Adlof**, S.M. (2014, January). *The development of word knowledge in children with reading or language impairments*. Speech-Language-Hearing: Sciences and Disorders and Life Span Institute, University of Kansas, Lawrence, KS.

**Adlof**, S.M. (2013, September). *Literacy & lexical quality: Familiarity and the acquisition of new forms and meanings during word learning*. Speech and Language Literacy Lab Colloquium, MGH Institute, Boston, MA.

**Adlof**, S.M. (2013, February). *Language, Literacy & EBP*. Presented within joint symposium, *Evidence based practice grand rounds* with Danielle Varnedoe, Charlie Adams, Regina Lemmon, Monica Mason, & Sarah Scarborough. South Carolina Speech-Language Hearing Association Convention. Columbia, SC.

**Adlof**, S.M. (2010, May). *Lessons Learned as a Postdoc. 8<sup>th</sup> Annual Conference on Research in Communication Sciences and Disorders, Lessons-for-Success: Developing the Emerging Scientist*. American Speech-Language-Hearing Association, Rockville, MD.

**Adlof**, S.M. (2006, February). *Changes in reading comprehension over time: Implications for the assessment and intervention of language*. Half-day professional development seminar for Independence School district, Independence, MO.

**Adlof**, S.M. (2005, October). *The changing nature of reading comprehension: Implications for language assessment and intervention*. Half-day continuing education seminar for Children's Mercy Hospital. Overland Park, KS.

## Local Presentations

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**Adlof**, S.M. (2015, December). *Evaluating the Accuracy of Classroom Screens for Dyslexia and Specific Language Impairment*. USC Research Consortium on Children and Families

**Adlof**, S.M., Hendricks, A., White, S., & Duross, R. (2015, February). *Language and Literacy Tips for Parents of 2<sup>nd</sup> and 3<sup>rd</sup> grade students*. Calhoun County Family Literacy Night. Sandy Run K-8 School, Swansea, SC.

**Adlof**, S. M., McLeod, A., Crosby-Quinatoa, G., Scoggins, J., & Babb, S. (2014 November). *Strategies to Enhance Literacy and Language for Students of All Ages*. Calhoun County Family Literacy Night. St. Matthews K-8 School, St. Matthews, SC.

- Adlof**, S.M. (2014, April). *Identifying reading and language impairment subgroups and differentiating their word learning profiles*. “Hard Data Café,” Department of Psychology, University of South Carolina, Columbia, SC.
- McLeod, A., **Adlof**, S.M., & Crass, K. (2014, February). *Parent Pointers: Broaden Language and Foster Reading Comprehension*. Calhoun County Family Literacy Night. Calhoun County Public Library, St. Matthews, SC.
- McLeod, A., & **Adlof**, S.M. (2014, January). *Facilitating Phonological Awareness at Home*. Calhoun County Family Literacy Night. St. Matthews K-8 School, St. Matthews, SC.
- McLeod, A., & **Adlof**, S.M. (2013, October). *Enhancing Your Child’s Language Through Everyday Routines*. Calhoun County Family Literacy Night. Calhoun County Public Library, St. Matthews, SC.
- Adlof**, S.M., McLeod, A., Crass, K.A., & Leftwich, B. (2013, September). *How to make the most out of reading with your children*. Calhoun County Family Literacy Night. St. Matthews K-8 School, St. Matthews, SC.
- Adlof**, S.M. (2012, March). *Word-to-text integration in adults and children*. “Hard Data Café,” Department of Psychology, University of South Carolina, Columbia, SC.
- Adlof**, S.M. (2010, December). *Shedding Light on the “Hidden” Language Deficits of Children with Specific Reading Comprehension Difficulties*. University of Pittsburgh Reading and Language Group: Pittsburgh, PA.
- Adlof**, S.M., (2009, October). *Toward the Early Identification of Reading Comprehension Difficulties: An Examination of Morphosyntax in “Poor Comprehenders.”* University of Pittsburgh Reading and Language Group: Pittsburgh, PA.
- Adlof**, S.M. (2009, February). *Toward the early identification of reading comprehension difficulties*. University of Kansas Child Language Pro-Seminar: Lawrence, KS.
- Adlof**, S.M. (2007, March). *Classifying children with language and reading deficits*. University of Kansas Child Language Pro-Seminar: Lawrence, KS.
- Adlof**, S.M. (2006, February). *Kindergarten prediction of early versus later reading problems*. University of Kansas Child Language Pro-Seminar: Lawrence, KS.

## Teaching Experience

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### University of South Carolina

COMD 710b: Communication Foundations for Literacy. Graduate elective.	Spring 2012, Spring 2013, Spring 2014, Spring 2015
COMD 501: Anatomy & Physiology of the Speech and Hearing Mechanism. Undergraduate prerequisite for MSP students.	Summer 2012, Fall 2012, Fall 2013, Fall 2014

COMD 801: Advanced Topics in SLP: Family Literacy Interventions Spring 2015

### **Other universities**

Directed research supervisor. PSYC 1903. University of Pittsburgh. Fall 2009, Spring 2010,  
Undergraduate elective. Fall 2010  
Teaching assistant. SPLH 466: Language Science. University of Kansas. Spring 2007  
Undergraduate required course for SPLH majors.  
Teaching assistant. SPLH 854: Reading Disorders. University of Kansas. Fall 2006  
Graduate elective.  
Student Coordinator. SPLH 799: Child Language Professional Seminar. Fall 2005, Spring 2006  
University of Kansas. Graduate elective.  
Guest Lecturer. SPLH 150: Introduction to Communication Sciences and  
Disorders. University of Kansas. Undergraduate required course for  
SPLH majors. Spring 2006

### **Student Research Mentorship**

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*Students in this list worked on directed research as research volunteers, for course or program credit (e.g., master's research projects) or under self-funded grants. Paid research assistants are not listed.*

#### University of South Carolina

Logan Judy, undergraduate research volunteer, Fall 2011; Magellan Scholar Spring 2012-Spring 2013  
Leah Hunt, undergraduate research volunteer, Fall 2011; master's research project Fall 2013  
Melanie Crouch, Magellan Scholar, Spring 2012-Spring 2013  
Leslie Lancaster, undergraduate research volunteer, Summer 2012  
Molly Spears, (from Appalachian State University) undergraduate research volunteer, Summer 2012  
Sheneka White (from Emory University), undergraduate research volunteer, Summer 2012  
\*Adrienne Low (co-mentored with Denise Finneran) master's research project, Fall 2012  
Meredith Hope (co-mentored with Denise Finneran) master's research project, Fall 2012  
Megan Gentry (co-mentored with Angela McLeod), master's research project, Fall 2012  
Brianna Leftwich (co-mentored with Angela McLeod), master's research project, Fall 2012  
Spencer Babb, (co-mentored with Dan Fogerty), Magellan Scholar Spring 2012-Spring 2014  
Hannah Patten, undergraduate research volunteer, Fall 2012, Magellan Scholar Spring 2012-Spring  
2014; master's research project Fall 2014-present  
Allison Mobley (from Columbia College), undergraduate research volunteer, Summer 2013-present  
\*\*Julie Byard, master's research project, Fall 2013-Fall 2014  
Katherine Harrison, master's research project, Fall 2013-Spring 2015  
Molly Ironsides, master's research project, Fall 2013-Fall 2014  
Lauren Lea, master's research project, Fall 2013  
JoAnn Lavender, master's research project, Fall 2013-Fall 2014  
Alexandra Metropol, master's research project, Fall 2013  
Heather Perry, master's research project, Fall 2013  
Caroline Smith, master's research project, Fall 2013  
Sheida Abdi, undergraduate research volunteer, Fall 2013, Magellan Scholar Spring 2014-Summer  
2014; master's research project Fall 2014-present  
Alexis Cattano, undergraduate research volunteer, Fall 2013; Magellan Scholar Spring 2015  
Rebecca Duross, undergraduate research volunteer, Fall 2013

Autumn Watkins, undergraduate research volunteer, Spring 2014  
Pooja Adarkar, undergraduate research volunteer, Summer 2014-Spring 2015  
Ellen Ashley, master's research project, Fall 2014-Fall 2015  
Faith Baumann, undergraduate research volunteer, Fall 2014-Spring 2015  
Alyssa Ives, master's research project, Fall 2014-present  
Hannah Kinhead, post-baccalaureate research volunteer, Fall 2014-present  
Lindsay Mandel, undergraduate research volunteer, Fall 2014-Fall 2015  
Madison Goehring, undergraduate research volunteer, Spring 2015-present  
Amanda Harris, undergraduate research volunteer, Spring 2015-present  
Kimberly Wood, undergraduate research volunteer, Spring 2015-present  
Amanda Brammer, undergraduate research volunteer, Fall 2015-present

\* Recipient of 2013 COMD outstanding graduate student award

\*\* Recipient of 2014 Webber Scholarship for outstanding second year graduate students and 2015 COMD outstanding graduate student award

#### Previous universities

April Best, graduate research practicum, University of Kansas, Fall 2007-Spring 2008  
Stacy Cates, undergraduate research volunteer, University of Kansas, Spring 2009  
Gina DeCesare, undergraduate directed research, University of Pittsburgh, Fall 2009-Spring 2010  
Luree Miller, undergraduate directed research, University of Pittsburgh, Spring 2010  
Mary Sroka, undergraduate directed research, University of Pittsburgh, Spring 2010  
Leanna Mihalko, undergraduate research volunteer & undergraduate directed research, University of Pittsburgh, Summer 2010 & Spring 2011  
Theresa Wise, undergraduate directed research, University of Pittsburgh, Fall 2010-Spring 2011  
Emily Adair, Summer Research Internship, Pittsburgh Science of Learning Center, Summer 2011

### **National and International Service**

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#### American Speech-Language Hearing Association

- Convention Program Subcommittee: School Age Children and Adolescents, 2010, 2013

#### Society for Scientific Study of Reading

- Publications Committee Board Member, Nov 2013-present
- Voting Member August 2013- present
- Conference Program Committee Member, 2011, 2014, 2015

#### Grant Reviews

- Chief Scientist Office Experimental and Translational Medicine Research, Scotland, 2014
- National Science Foundation, Developmental and Learning Sciences, 2014
- American Speech-Language Hearing Foundation, 2014

#### Ad Hoc Journal Reviews, 2009- Present

- *American Journal of Speech-Language Pathology*
- *Child Development*
- *European Journal of Psychology Education*

- *Frontiers in Psychology*
- *International Journal of Bilingualism*
- *International Journal of Speech and Language Pathology*
- *Journal of Child Language*
- *Journal of Communication Disorders*
- *Journal of Experimental Child Psychology*
- *Journal of Learning Disabilities*
- *Journal of Research in Reading*
- *Journal of Speech, Language, and Hearing Research*
- *Language, Speech, and Hearing Services in Schools*
- *Learning and Individual Differences*
- *Reading and Writing*
- *Scientific Studies of Reading*

## University Service

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USC Office of Undergraduate Research

Magellan Scholar Reviewer, Spring 2015

*Caravel* Reviewer, Spring 2016

USC Office of the Vice President for Research

ASPIRE Grant Reviewer, Spring 2013

USC Institute for Mind and Brain

Neuroplasticity and Learning Conference Program Committee, Fall 2015

Colloquium Committee, Fall 2013-Fall 2014

USC Arnold School of Public Health

Research Advisory Council, Fall 2012-present

USC Department of Communication Sciences and Disorders

COMD Statement on Learning Committee, Spring 2015

Literacy Cluster Hire Search Committee, Fall 2012-Spring 2014

Doctoral Student Committee, Fall 2011-present

Curriculum Committee, Fall 2011-Spring 2015

Research Committee, Fall 2011-Summer 2013

KU Speech-Language Hearing and Child Language Graduate Student Organization,

Treasurer, 2005-2007

KU Intercampus Program in Communication Disorders

Admissions Committee, 2005-2006

KU Dean's Council of the College of Liberal Arts & Sciences

General Education Review Subcommittee, 2004-2005

## Advanced Training

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*Grant Review and Reviewer Training*. American Speech-Language Hearing Foundation. July 2014.

*ERP Mini Bootcamp with Steven Luck*. Institute for Mind and Brain. Columbia, SC. February 2013.

*What Works Clearinghouse Reviewer Training*. Institute of Education Sciences & Mathematica, Inc. Evanston, IL. March, 2012.

*Analyzing Repeated Measures Data: GLM and Mixed Model Approaches Workshop*. 8-week statistics workshop. Analysis Factor.com. Fall 2011.

*Clinical Practice Research Institute*. American Speech-Language-Hearing Association, Rockville, MD. March 2011.

*6<sup>th</sup> Annual Conference on Research in Communication Sciences and Disorders, Lessons-for-Success: Developing the Emerging Scientist*. American Speech-Language-Hearing Association, Gaithersburg, MD. March 2008.

*Connectionist & Dynamic Systems Approaches to Development: On the Cusp of a New Grand Theory or Still Too Distributed?* National Science Foundation, Obermann Center for Advanced Studies, Spelman Rockefeller Fund, Department of Psychology, Graduate College. University of Iowa. May 2005.

## **Professional Memberships**

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American Speech Language Hearing Association  
Society for the Scientific Study of Reading  
South Carolina Speech Language Hearing Association