

3/21/24

Curriculum Vitae
Mary Alt, Ph.D., CCC-SLP

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EDUCATION:

B.A., Oberlin College, 1990
English Literature

Twelve undergraduate credits in education, Florida International University, 1991

Graduate level classes in early childhood education concurrent with teaching career, University of New Orleans, 1992 and 1993.

M.S., University of Arizona, 1997
Department of Speech and Hearing Sciences
Thesis Title: Imitation and Recasting
Advisor: LouAnn Gerken

Ph.D., University of Arizona, 2002
Department of Speech and Hearing Sciences
Dissertation Title: Factors that influence lexical and semantic fast mapping of young children with specific language impairment
Advisor: Elena Plante

Postdoctoral Fellow, University of Arizona, 2003 (6 months)
Department of Speech, Language, and Hearing Sciences

CHRONOLOGY OF EMPLOYMENT:

***NOTE:** From Fall 2003-Fall 2006, I focused on raising my young children. During that time I taught and worked clinically part-time. My official research career began in the **Fall of 2006.**

1998-2005	Partner, TherapyWorks for Speech and Language, LLP Tucson, Arizona.
2003-2006	Adjunct Lecturer, Department of Speech, Language, and Hearing Sciences, University of Arizona

Fall 2006-2012 Assistant Professor, Department of Speech, Language, and Hearing Sciences, University of Arizona

Fall 2010 - Faculty Appointment to Second Language Acquisition and Teaching (SLAT) Graduate Interdisciplinary Program

Fall 2012 -2020 Associate Professor, Department of Speech, Language, and Hearing Sciences, University of Arizona

Fall 2016- Faculty Appointment to Cognitive Science Graduate Interdisciplinary Program

Fall 2020 Professor, Department of Speech, Language, and Hearing Sciences, University of Arizona

HONORS AND AWARDS:

1997 Voted Most Outstanding Graduate Student, University of Arizona, Department of Speech and Hearing Science

1997 Meritorious Performance as Graduate Teaching Assistant, University of Arizona College of Science

1999-2002 Pre-doctoral Fellowship, National Center for Neurogenic Communication Disorders, University of Arizona

2003 STAR travel award. Symposium on Research in Child Language Disorders.

2007, 2008 Noted as “particularly inspirational” by student(s) in the College of Science Exit Survey.

2009 Lessons for Success Travel award. American Speech-Language Hearing Association

2009 Department of Speech, Language, Hearing Science pre-tenure research contribution award. Awarded to the pre-tenure faculty member who has the highest number of points in research on his/her Annual Performance Review.

2010 Graduate level teaching award from the local National Student Speech Language Hearing Association chapter

2010 Finalist (one of 5 University-wide) for the 5-Star-Faculty Award from the University of Arizona Honor’s College. This is a student-nominated award where finalists are honored at the Honors Awards Ceremony.

2011 Graduate level teaching award from the local National Student Speech Language Hearing Association chapter

2012 Department of Speech, Language, and Hearing Science’s nominee for the University of Arizona’s College of Science Early Career Distinguished Teaching Award

2018 Recipient of Hong Kong University’s Faculty Visitor Scheme (Research)

2021 Elected Fellow of the American-Speech-Language-Hearing Association (ASHA)

2023 Erskine Fellowship, University of Canterbury, New Zealand

2023 Certificate of Recognition: Meritorious Poster Submission for ASHA Conference

SERVICE/OUTREACH:

LOCAL/STATE LEVEL

May 2008	Represented the Department at statewide Decision Theatre: <i>Solutions to the Shortage of Speech-Language Pathologists in Arizona's Schools</i> at which all major stakeholders were present to review data and to develop a plan to address the problem.	
Spring 2008	Presented inservice: <i>Screening for Autism</i> to staff at Desert Springs Children's Center, Tucson, AZ.	
January 2008-present	L4 Lab: Language, Learning, Literacy, Lexicon (Director) sponsors Community SLP Collaborative Learning Series. This series allows researchers and community Speech Language Pathologists to discuss the intersection of research and current practice. Researchers present relevant research findings, and facilitate discussion of the topic. Speech Language Pathologists who attend receive Continuing Education Units, which are mandatory for state licensure.	
L4 Forum Date	Presenter	Topic
January 2008	Alt, M. & Hogan, T.	<i>Response to Intervention</i>
March 2008	Alt, M. & Hogan, T.	<i>Bilingual Language Assessment</i>
April 2008	Alt, M. & Hogan, T.	<i>Systematic Analysis of Language Transcripts (SALT)</i>
L4 Forum Date	Presenter	Topic
September 2008	Alt, M.	<i>Workload/Caseload Management Strategies</i>
December 2008	Alt, M.	<i>Entrance/Exit Criteria</i>
February 2009	Alt, M.	<i>Classroom-based Assessment</i>
May 2009	Alt, M.	<i>Techniques and Strategies for Working with Students with Severe/Profound Impairments</i>
October 2009	Maas, E.	<i>Severe Articulation Disorders: Ideas for Challenging Students</i>
January 2010	Alt, M.	<i>Using Visual Cues to Enhance Treatment</i>
April 2010	Alt, M.	<i>Writing Effective Therapy Goals: Focus on Severe Speech Sound Disorders</i>
September 2010	Alt, M.	<i>Building a Program for Speech-only Clients: Part 1</i>
February 2011	Alt, M.	<i>Building a Program for Speech-only Clients: Part 2</i>
March 2011	Alt, M.	<i>Building a Program for Speech-only Clients: Part 3</i>
December 2011	Alt, M.	<i>Designing a Program for a Tucson Community Bank of Language Samples</i>
February 2012	Alt, M.	<i>Designing a Program for a Tucson Community Bank of Language Samples</i>
April 2012	Alt, M.	<i>Designing a Program for a Tucson Community Bank of Language Samples</i>
December 2015	Alt, M.	<i>Facilitating Comprehension of Informational Text</i>
August 2016	Darling-White, M.	<i>Dysarthria in Children with Cerebral Palsy</i>
December 2016	Alt, M.	<i>Screens and Young Children</i>
May 2010	Represented the Department at First Things First meeting regarding incentives for Speech Language Pathologists to work with the 0-5 population.	

January 2011 Presented inservice to the Tucson Unified School District Speech Language Pathologists: *Word learning, working memory, and children with Specific Language Impairment.*

August 2011 Represented the Department on Arizona Department of Education State Task Force to develop new eligibility guidelines for speech language services in the schools.

September 2011 Presented inservice to the Tucson Unified School District Speech Language Pathologists: *Word learning in bilingual children: A starting point for examining impaired learners.*

December 2011 Represented the Department on Arizona Department of Education State Task Force to develop new eligibility guidelines for speech language services in the schools.

March, December 2012 Representative for the University of Arizona's Department of Speech, Language, and Hearing Sciences on the Arizona Department of Education State Task Force to develop new eligibility guidelines for speech-language services in the schools and provide input on Speech-Language Technicians

March 2012 Presenter: Festival of Books: Science Café talk: *Language in Math: What Does It Mean for Second Language Learners?*

February 2013 Presenter: Marana High School talk to teen mothers: *Using Baby Sign*

Fall 2013 Partner with Marana Teenage Parent Program (TAPP) program so that SLHS graduate students could create home activities for teen parents

Fall 2014 Partner with Wings on Words so that SLHS graduate students could create programs to enrich language services at the preschool

March 2015 Presenter: Inservice for Tucson Unified School District Speech-Language Pathologists: *Specific Language Impairment: Challenges Beyond Language.*

Fall 2015, 2021 Partner with Easter Seals Blake Foundation so that SLHS graduate students could create programs to enrich language services for partners' clients

October 2016 Presenter: Department of Speech, Language, and Hearing Sciences Homecoming talk: *Statistical Learning: So Easy It's Scary*

Fall 2016 Member: Second Language Acquisition and Teaching (SLAT) Academic Program Review Self-Study Committee

February 2017 Presenter: Inservice for Tucson Unified School District Speech-Language Pathologists: *Applying Learning Theory to Clinical Practice*

2017- Annual Presenter: Talk for middle schoolers at the Academy of Math and Science: *The Application Process*

Fall 2017 Partner with Casa de los Niños – Parents as Teachers so that SLHS graduate students could create programs to enrich language services for partners' clients

Fall 2018 Partner with ParentAid so that SLHS graduate students could create programs to enrich language services for partners' clients

August 2019 Served as reviewer for the Arizona Postdoctoral Research Conference

July 2021 Invited Presenter: Inservice for M Street Pediatric Therapy: *VAULT: A*

May 2023 *Vocabulary Treatment Option for Toddlers*
Co-Presented 2-part Webinar Series for the Arizona Chapter of the International Dyslexia Association w/Dr. Shelley Gray: *Part 1: Working Memory; Part 2: Planning for Working Memory Support*

NATIONAL LEVEL

Grant Review Panel Service

2009 Served as Junior Reviewer for the ASH Foundation review panel for the New Investigators Award and New Century Scholars Award

2012 Reviewed for ASH Foundation's Student Research Grant in Early Childhood Language Development

2012, 2013 Ad hoc reviewer for National Science Foundation Doctoral Dissertation Research Grant

2013 -2019 Reviewed for the American Speech-Language-Hearing Association's Advancing Academic Research Careers Award

2014, 2017 Reviewed for the American Speech-Language-Hearing Association's Students Preparing for Academic Research Careers Award

2015 Reviewed for the American Speech-Language-Hearing Association's New Century Scholar's Program

2016, 2018 Ad-hoc reviewer for the Cognition and Perception Study Section, National Institutes of Health

2016 Ad-hoc reviewer for the VSL Clinical Trial Review, National Institutes of Health

2017 Ad-hoc reviewer for the ZGM1 RCB-8 SC, National Institute of General Medical Sciences, National Institutes of Health

2017, 2022 Served as part of the American Speech-Language-Hearing Foundation's Grant Review and Reviewer Training

2018, 2019 Ad-hoc reviewer for the ZGM1 RCB-3 (2B, 3C) COBRE Phase II review panel, National Institute of General Medical Sciences, National Institutes of Health

2019 Ad-hoc reviewer for Communication Disorders Review Committee panel, National Institutes on Deafness and Other Communication Disorders, National Institutes of Health

2019 Ad-hoc referee for the Marsden Fund (New Zealand)

2019 Ad-hoc Reviewer ZRC1 BBBP-C (02) M, LCOM, CP for the National Institutes of Health

2020, 2021 (2x), 2022 Ad-hoc reviewer for Communication Disorders Review Committee panel, National Institutes on Deafness and Other Communication Disorders, National Institutes of Health

2021 Ad-hoc reviewer for ZDC1 SRB-K (11) 1 Hearing & Balance Special Emphasis Panel, National Institutes on Deafness and Other Communication Disorders, National Institutes of Health

2022-2023 Member of ASHA's Pathways Advisory Committee

2023 Reviewer for Council on Academic Programs in Communication Sciences and Disorders (CAPCSD) PhD Scholarship

- 2023 Reviewer for ZHD1 DSR-H 55 National Institutes for Child Health and Human Development, National Institutes of Health
- 2023 Reviewer for ZDC1 SRB-Z (47) Research Opportunities for New Investigators to Promote Workforce Diversity, National Institutes of Health
- 2024 Reviewer for ZDC1 SRC-Z (43) 1 NIDCD Clinician-Scientist Training Review, National Institutes of Health

Editing/Conference Reviewing Services

- 2010 Guest Associate Editor for *Language, Speech, and Hearing Services in the Schools*
- 2011 Reviewed poster submissions for American Speech Language Hearing Association's Schools Conference
- 2011 Guest Associate Editor for *Journal of Speech, Language, and Hearing Research*
- 2012-2016 Associate Editor for *Language, Speech, and Hearing Services in the Schools*
- 2013 American Speech Language Hearing Associations Convention Infant/Toddler Committee Member
- 2015 American Speech Language Hearing Association Convention Communication Sciences Committee Member
- 2017-2018 Editorial Board Member for *Journal of Speech, Language, and Hearing Research*
- 2017-2018 Guest Editor for Special Issue of *Language, Speech, and Hearing Services in the Schools* on Statistical Learning
- 2019-2022 Editor, Language Section for *Journal of Speech, Language, and Hearing Research*
- 2023 Completed Editor duties for Language Section for *Journal of Speech, Language, and Hearing Research*

Ad-Hoc Reviewer for:

- Acta Psychologica
- American Journal on Intellectual and Developmental Disabilities
- American Journal of Speech Language Pathology
- Applied Psycholinguistics
- Augmentative and Alternative Communication
- Dyslexia
- International Journal of Language and Communication Disorders
- International Journal of Pediatric Otorhinolaryngology
- International Journal of Speech Language Pathology
- Journal of Communication Disorders
- Journal of Speech, Language, and Hearing Research
- Language and Speech
- Language, Learning, and Development
- Language, Speech, and Hearing Services in the Schools
- Learning and Individual Differences
- Memory and Cognition

Mental Illness
Neuropsychological Rehabilitation
Pediatrics
PLOS One
Research in Developmental Disabilities

Mentorship

2020 Served as Mentor for ASHA's Pathways program

DEPARTMENTAL LEVEL- Department of Speech, Language, and Hearing Sciences

2006- 2012 Chair of Departmental Colloquium committee
2006- 2017 Participated in annual Meet Your Major Fair at the University of Arizona
2006-present Served as academic advisor for Master's students (roughly 5 per year)
Summer 2007 Member of Clinical Faculty Search committee
Fall 2007 Panel member for Mentorship Advising Program for Students "Applying to Graduate School" panel
Spring 2008 Served as undergraduate academic advisor, holding regular advising hours
2009 Member of search committee for Professor of Practice
2010 Member of search committee for Assistant Professor
2011-2015 Member of the Curriculum Committee
2012-2015 Member of the Graduate Admissions Committee
2013-2019 Elected to the Advisory Council
2014-2015 Member of search committee for Faculty position in SLHS
2015 –2019 Chair of Graduate Admissions Committee
2015- 2016 Member of search committee for Faculty position in Psychology
2015- 2017 Member of search committee for Faculty position in SLHS
2017-2021 Member, Equity and Inclusion Committee
2020-2021 Associate Department Head
2021- Department Head
2021- Member, M.S. Admissions Group
2021- Member, M.S. Executive Admissions Committee
2022 Leader, Building our Team Task Force
2022 Member, Student Success Task Force
2022 Member, Curriculum Task Force

Master's Thesis Committee Service (*Chair)

2007 Kathryn Greenslade: *The diagnostic accuracy and construct validity of the structured photographic expressive language test – preschool: second edition (SPELT-P2).*
*2008 Linsey Curtis: *Non-adjacent dependency learning in infants with and without a family history of specific language impairment.*
*2008 Melanie Humphrey Moreno: *Effect of test presentation on children with Autism Spectrum Disorder*
*2009 Lynn Dalcolma: *Measuring parent communication behaviors.*
2009 Kassidy Bennett: *The effects of musical accompaniment with read aloud stories on children's language acquisition and recall.*

- 2011 Christine Butalla: *The effects of feedback frequency in childhood apraxia of speech: retention and transfer.*
- 2012 Akinjide Famoyegun: *Word frequency effects in L2 speakers: An ERP study.*
- 2012 Kathy Redden: *Using percent consonant correct as a diagnostic measure for bilingual Spanish-English speaking children.*
- 2013 Jessica Aguilar: *Learning of grammar-like visual sequences by adults with and without language-learning disabilities.*
- 2013 Natalie Dailey: *Talker discrimination in preschool children with and without specific language impairment.*
- 2014 Jenna Turner: *Effectiveness of assistive technology teams in classroom AAC implementation by speech language pathologists*
- 2014 Matthew Ricca: *Construct validity and reliability of working memory and short-term memory tasks for people with Aphasia.*
- *2014 Katrina Nicholas: *Effect of variability on preposition learning by preschoolers with impaired and normal language.*
- *2014 Ella Hauwiller: *Children's learning of prepositions: A look at the effects of object and label variability.*
- 2015 Sara McDonald: *Rating language proficiency in bilingual preschoolers.*
- 2015 Danielle Encinas: *Feasibility of Enhanced Conversational Recast treatment with young cochlear implant users*
- 2016 Nicole Overy: *Assessing communication effectiveness in normal hearing dyads using the Diapix task.*
- *2016 Ashley Bourgoyne: *Applying learning theory to the acquisition of academic vocabulary.*
- *2016 Jessie Erikson: *Phonological transfer during word learning: Evidence from bilingual school-age Spanish-English-speaking children.*
- *2016 Nicole Sugino: *Writing tutoring in higher education: An exploratory study on the effectiveness of directive and nondirective tutoring.*
- *2017 Heidi Mettler: *The relation between phonological working memory and sentence production in school-aged children.*
- 2018 Mira Fein: *A structured approach to training text messaging in an individual with aphasia.*
- *2018 Samantha Rainsdon: *Feasibility of an auditory bombardment and recasting treatment for young children with autism spectrum disorder.*
- *2018 Atha Zimmerman: *The case of the zissorz: Dialect or disorder?*
- 2019 Alana Glickman: *Visual attention to the clinician's face and morpheme acquisition during conversational recast treatment*
- 2022 Lucia Sweeney: *Effects of recast length on MLU development in children with developmental language disorder.*
- 2022 Theresa Moen Jarosz (ASU PRIDE PhD Student: 1st Year Project): *Measuring oral English proficiency of bilingual children*

Doctoral/AuD Dissertation Committee Service (*Chair)

- 2006 Kimberly Bocian: *A descriptive study of stutter-free speech following response-contingent time-out in preschool children who stutter.*

- 2007 Chris Wahl: *Speech perception abilities and auditory event related potentials in Deaf, hard-of-hearing, and in normally hearing children.*
- 2008 Tammie Spaulding: *Attentional control in preschoolers with specific language impairment.*
- 2010 Megha Bahl: *Word learning by adults with learning disability: Effect of grammatical class.*
- 2010 Beverly Collison: *Investigating the visual perceptual domain in children with specific language impairment.* (Note: this was an external review for a student at University of Connecticut: Storrs).
- 2011 Rachael Suddarth: *Orthographic influences on sublexical processing*
- 2011 Darylene Kim: *Electrophysiology of categorical perception for formant transition duration*
- 2015 Christina Meyers: *Investigation of treatment dose schedule for children with specific language impairment*
- 2016* Heather Smyser: *The Goldilocks of variability and complexity: The acquisition of mental orthographic representations in emergent refugee readers*
- 2016 Jessica Aguilar: *Exemplar variability facilitates word learning by children with specific language impairment.*
- 2016 Natalie Dailey: *Neurological models of dyslexia.*
- 2018 James Shehorn: *Predicting benefit from a signal-to-noise ratio hearing aid intervention based on individual differences in hearing and cognition within an older adult population.*
- 2018 Laura Pauls: *Exploring associations between language and working memory abilities in children with specific or combined impairments in language and working memory.* (Note: this was an external review for a student at Western University, Canada).
- 2019* Genesis Arizmendi: *The development and validation of a novel task to quantify functional language proficiency in Spanish-English learning school-aged children.*
- 2019 Trianna Oglivie: *The effect of exemplar variability in the treatment of functional speech sound disorders.*
- 2019 Dawn Choo: *Going digital: Enabling caregivers to optimize the linguistic environment for children with significant hearing loss.* (Note: this was an external review for a student at The University of Melbourne)
- 2021 Carrie Ann Moritz Clancy: *Effects of adding monaural and binaural noise to a dichotic listening task.*
- 2022 Alexander Tucci: *Effects of developmental language disorder on writing for college-aged adults*
- 2023* Jessie Erikson: *Science vocabulary knowledge and science achievement of children with and without developmental language disorder.*
- 2023 Janet Spooner: *Policy as problem or solution? Implementation of Arizona's dyslexia laws.* (College of Education; Policy Studies and Practice)
- 2023* Heidi Mettler: *The contribution of attention and working memory to statistical learning in young children*

AuD/PhD Comprehensive Exam Committee Service (*Chair)

2007	Lylis Olsen
2008	Megha Bahl
2009	Rachael Suddarth, Lesley Rentze
2010	Stacey Trepanier
2011	Darlyne Kim
2012	Lesley Fidler
2014	Natalie Dailey
2015	Christina Meyers
2015	Jessica Aguilar
2015*	Heather Smyser
2016	James Shehorn
2016*	Genesis Arizmendi
2016	Trianna Oglivie
2017	Sierra Norris (Music Education)
2018	Lucia Sweeney (Cognitive Science)
2018	Chelsea Privette
2018*	Jessie Erikson
2019*	Heidi Mettler
2019	Alexander Tucci
2019	Yilan Liu (East Asian Studies)
2022*	Sarah Lynn Neiling
2023	Rebecca Burton

UNIVERSITY LEVEL

Spring 2008-2022	Mentor through the <i>Undergraduate Biology Research Program</i> for Amanda Lopez, Caitlin Berry, Nisha Talanki, Alycia Boggs, Julia LeClerc, Natalie Carmen, Elissa Schiff, Siena Scholen, and Italia Williams.
2010-	Member of Second Language Acquisition and Teaching Graduate Interdisciplinary Program
2010-2012	Mentor through the <i>Arizona Assurance Scholar's Program</i> for Giselle Busanez and Julieta Valdez Bells
2012-2015	Member of the <i>Undergraduate Biology Research Program</i> selection committee
2011-2021	Mentor through the <i>Physics Research Experience for Undergraduates National Science Foundation Site Program</i> for Carmen Austin, David Simmons, Cynthia Quinones, Julianna Mulvey, and Torian Styles
2012, 2020	Mentor for the <i>Undergraduate Research Opportunities Consortium</i> for Jeanette Ramirez and Arlett Perez; Hailey Higgins and Laura Sanudo
2013	Mentor through the <i>Minority Health Disparities program</i> for Sayra Arias
2013-2019	Mentor through the <i>Summer Research Institute</i> for Lori Barnard, Roxanna Maldonado, Genesis Hernandez, Maliah Wilkinson, and Evelina Henderson
2013- 2020	Member of the Faculty Learning Community/Professional Learning Community; co-facilitator for three groups and facilitator for one group
2013-2016	Mentor through the <i>San Miguel High School Internship Program</i> for

- Marco Cota and Korayma Lamadrid
- 2013-2014 Mentor through the *Tucson High School's Honors Research Methods Course* for Mette Story. Poster Implicit rule learning in school-aged children with Autism Spectrum Disorders won SARSEF Grand Award: 3rd place and Argosy University Award of Excellence
- 2014 Mentor for Nisha Talanki's Honor's Undergraduate Thesis (Physiology): *Analyzing the effect of image variability and variable lexical representation on the instruction of biological vocabulary*
- 2014-2016 Mentor through the *Maximizing Access to Research Careers* program for Lauren Edwards
- 2015 Member of the *Biomedical Research Abroad: Vistas Open (BRAVO!)* selection committee
- 2015 Member of the College of Science Dean's Advisory Council
- 2016 Mentor for Lauren Edward's Honor's Undergraduate Thesis (Neuroscience and Cognitive Science): *Central executive performance of children with and without language impairment*
- 2017 Presenter: Talk on careers in science to the *Women in Medicine and Science (WIMS)* student group
- 2017 Mentor for Amy Raiff's Honor's Undergraduate Thesis: *Strategy use and performance on word learning tasks*
- 2017, 2019 Participant: PSIO Honor's Academy Research Matchmaking event
- 2018 Mentor for CJ Bruske's Honor's Undergraduate Thesis (Neuroscience and Cognitive Science): *Talker variability and word learning in native and non-native English speakers*
- 2018 Mentor for Jessica Frazier's Honor's Undergraduate Thesis (Physiology): *Factors that influence word learning in a late talking toddler*
- 2018 Member: Review committee for the 5-year Administrative Review of the Dean of the College of Science
- 2019 Mentor for Carson Pyatt's Honor's Undergraduate Thesis (SLHS): *Implementation science in research with late-talking toddlers: A case study.*
- 2022 Mentor for Cheryl Schneider's Honor's Undergraduate Thesis (SLHS): *Does executive function influence word learning capacity the same way for bilingual and monolingual students?*
- 2022 Hosted Arizona Assurance Scholars Internship for Emily Meija
- 2022- Member of College of Science Dean's Advisory Board
- 2023 Mentor for Allison Staib's Honor's Undergraduate Thesis (SLHS): *The use of word learning biases in late-talking toddlers.*
- 2023 Part of mentorship team for Abigail Harris's Honor's Undergraduate Thesis (SLHS): *Effects of late preterm birth on communication and feeding in infants and toddlers birth-to-24 months: A systematic review*

PROFESSIONAL AFFILIATIONS:

License: State of Arizona: Speech Language Pathology (Current)

Certification: Certificate of Clinical Competence: American Speech-Language-Hearing Association (ASHA) (Current)

PEER-REVIEWED PUBLICATIONS:

Student co-authors are underlined

- 1) **Alt, M.**, Plante, E., & Creusere, M. (2004). Semantic features in fast-mapping: Performance of preschoolers with specific language impairment versus preschoolers with normal language. *Journal of Speech, Language, and Hearing Research*, *47*, 407-420. [https://doi.org/10.1044/1092-4388\(2004/033\)](https://doi.org/10.1044/1092-4388(2004/033))
- 2) Creusere, M., Plante, E., & **Alt, M.** (2004). Recognition of vocal and facial cues to affect in language-impaired and normally developing preschoolers. *Journal of Communication Disorders*, *37*, 5-20. [https://doi.org/10.1016/S0021-9924\(03\)00036-4](https://doi.org/10.1016/S0021-9924(03)00036-4)
- 3) **Alt, M.**, & Plante, E. (2006). Factors that influence lexical and semantic fast-mapping of young children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, *49*, 941-954. [https://doi.org/10.1044/1092-4388\(2006/068\)](https://doi.org/10.1044/1092-4388(2006/068))
(This article was on the journal's 50 Most-Frequently Cited Articles list through 2013)
- 4) **Alt, M.** & Guttmann, M. (2009). Fast mapping semantic features: performance of adults with normal language, history of disorders of spoken and written language, and attention deficit hyperactivity disorder on a word learning task. *Journal of Communication Disorders*, *42*, 347-364. <https://doi.org/10.1016/j.jcomdis.2009.03.004>
- 5) **Alt, M.** (2011). Phonological working memory impairments in children with specific language impairment: where does the problem lie? *Journal of Communication Disorders*, *44*, 173- 185. <https://doi.org/10.1016/j.jcomdis.2010.09.003>
(This article was one of the top 25 most downloaded articles in the Journal of Communication Disorders for 2011)
- 6) **Alt, M.** & Spaulding, T. (2011). The effect of time on word learning: An examination of decay of the memory trace and vocal rehearsal in children with and without specific language impairment. *Journal of Communication Disorders*, *44*, 640 – 654. <https://doi.org/10.1016/j.jcomdis.2011.07.001>
- 7) Antonucci, S. & **Alt, M.** (2011). A lifespan perspective on development of concrete concepts: Does a sensor/motor model have the potential to bridge the gap? *Cognitive, Affective, and Behavioral Neuroscience*, *11*, 551-572. <https://doi.org/10.3758/s13415-011-0053-y>
- 8) **Alt, M.** & Suddarth, R. (2012). Learning novel words: Detail and vulnerability of initial representations for children with specific language impairment and typically-developing peers. *Journal of Communication Disorders*, *45*, 84-97. <https://doi.org/10.1016/j.jcomdis.2011.12.003>
(This article was one of the most cited articles since 2012 in the Journal of Communication Disorders as of 2017)

- 9) **Alt, M. & Moreno, M.H.** (2012). The effect of test presentation on children with Autism Spectrum Disorder and neurotypical peers. *Language, Speech, and Hearing Services in Schools*, 43, 121-131. [https://doi.org/10.1044/0161-1461\(2011/10-0092\)](https://doi.org/10.1044/0161-1461(2011/10-0092))

- 10) **Alt, M., Meyers, C., & Ancharski, A.** (2012). Using principles of learning to inform language therapy design for children with specific language impairment. *International Journal of Language and Communication Disorders*, 47, 487-498. <https://doi.org/10.1111/j.1460-6984.2012.00169.x>

- 11) **Alt, M., Arizmendi, G.D., Beal, C.R., & Hurtado, J.S.** (2013). The effect of test translation on the performance of second grade English learners on the KeyMath-3. *Psychology in the Schools*, 50, 27-36. <https://doi.org/10.1002/pits.21656>

- 12) **Alt, M., Meyers, C., & Figueroa, C.** (2013). Factors that influence fast mapping in children exposed to Spanish and English. *Journal of Speech, Language, and Hearing Research*, 54, 1237-1248. [https://doi.org/10.1044/1092-4388\(2012/11-0092\)](https://doi.org/10.1044/1092-4388(2012/11-0092))

- 13) **Alt, M., Meyers, C., & Alt, P.M.** (2013). Using ratings to gain insight into conceptual development. *Journal of Speech, Language, and Hearing Research*, 56, 1650-1661. [https://doi.org/10.1044/1092-4388\(2013/11-0317\)](https://doi.org/10.1044/1092-4388(2013/11-0317))

- 14) **Davidson, M. M., Ellis Weismer, S., Alt, M., & Hogan, T.P.** (2013). Survey on perspectives of pursuing a Ph.D. in communicative sciences and disorders. *Contemporary Issues in Communication Sciences and Disorders*, 40, 98-115.

- 15) **Alt, M., Arizmendi, G., & Beal, C.** (2014). The relationship between mathematics and language: Academic implications for children with specific language impairment and English Language Learners. *Language, Speech, and Hearing Services in Schools*, 45, 220-233. https://doi.org/10.1044/2014_LSHSS-13-0003
(This was the most-read article from the SLHS department on ResearchGate for the week of May 13, June 30, July 14 & 21, August 4, 11 & 25, September 22 & 29, October 7 & 27, November 11 & 17, and December 9, 29th, 2019; January 20, 2020; September 27, October 11, 19, & 26, and November 2, 2020)

- 16) **Alt, M., Meyers, C., Oglivie, T., Nicholas, K., & Arizmendi, G.** (2014). Cross-situational statistically-based word learning intervention for late-talking toddlers. *Journal of Communication Disorders*, 52, 207-220. <https://doi.org/10.1016/j.jcomdis.2014.07.002>

- 17) **Marrone, N., Alt, M., DeDe, G., Olson, S., & Shehorn, J.** (2015). Effects of steady-state noise on verbal working memory in young adults. *Journal of Speech, Language, and Hearing Research*, 58, 1793-1804. https://doi.org/10.1044/2015_JSLHR-H-14-0223

- 18) **Green, S.B., Yang, Y., Alt, M., Brinkley, S., Gray, S., Hogan, T., & Cowan, N.** (2016). Use of internal consistence coefficients for estimating reliability of experimental task scores. *Psychonomic Bulletin and Review*, 23, 750-763. <https://doi.org/10.3758/s13423-015-0968-3>

- 19) Ricks, S. & Alt, M. (2016). Theoretical principles to guide the teaching of adjectives to children who struggle with word learning: Synthesis of experimental and naturalistic research with principles of learning theory. *Language, Speech, and Hearing Services in Schools*, 47, 181-190. https://doi.org/10.1044/2016_LSHSS-15-0034
(*This article was selected to be part of a journal self-study program*)
- 20) Alt, M., Arizmendi, G.D., & DiLallo, J.N. (2016). The role of socioeconomic status in the narrative story retells of school-aged English language learners. *Language, Speech, and Hearing Services in Schools*, 47, 313-323. https://doi.org/10.1044/2016_LSHSS-15-0036
- 21) Gray, S., Green, S., Alt, M., Hogan, T., Kuo, T., Brinkley, S., & Cowan, N. (2017). The structure of working memory in young school-age children and its relation to intelligence. *Journal of Memory and Language*, 92, 183-201.
<https://doi.org/10.1016/j.jml.2016.06.004>
(*This article was the most cited in from the SLHS department on ResearchGate for the week of 10/31/19 and 12/31/19*).
- 22) Alt, M., Hogan, T., Green, S., Gray, S., Cabbage, K., & Cowan, N. (2017). Word learning deficits in children with dyslexia. *Journal of Speech, Language, and Hearing Research*, 60, 1012-1028. https://doi.org/10.1044/2016_JSLHR-L-16-0036
- 23) Bourgoyne, A., & Alt, M. (2017). The effect of visual variability on the learning of academic concepts. *Journal of Speech, Language, and Hearing Research*, 60, 1568-1576. https://doi.org/10.1044/2017_JSLHR-L-16-0271
- 24) Cabbage, K.L., Brinkley, S., Gray, S., Alt, M., Cowan, N. Green, S., Kuo, T., & Hogan, T. (2017). Assessing working memory in children: The Comprehensive Assessment Battery for Children – Working Memory (CABC-WM). *Journal of Visualized Experiments (JoVE)*, 124, e55121, <https://doi.org/10.3791/55121>
- 25) Cowan, N., Hogan, T.P., Alt, M., Green, S., Cabbage, K.L., Brinkley, S., & Gray, S. (2017). Short-term memory in childhood dyslexia: Deficient serial order in multiple modalities. *Dyslexia*, 23, 209-233. <https://doi.org/10.1002/dys.1557>
(*This article was among the journal's top 20 most downloaded articles between 7/16 and 6/18*)
- 26) Smyser, H. & Alt, M. (2018). Developing mental orthographic representations in refugee spellers with low literacy: How much input is too much? *Journal of Research in Reading*, 41, 455-474. <https://doi.org/10.1111/1467-9817.12118>
- 27) Baron, L. S., Hogan, T. P., Alt, M., Gray, S., Cabbage, K. L., Green, S., & Cowan, N. (2018). Children with dyslexia benefit from orthographic facilitation during spoken word learning. *Journal of Speech, Language, and Hearing Research*, 61, 2002-2014.
https://doi.org/10.1044/2018_JSLHR-L-17-0336

- 28) Spanò, G., Gómez, R., L., Demara, B.I., Alt, M., Cowen, S., & Edgin, J.O. (2018). Differential effects of napping on memory consolidation in preschoolers with and without Down Syndrome: REM sleep's role. *Proceedings of the National Academy of Science*, *115*, 11844-11849. <https://doi.org/10.1073/pnas.1811488115>
- 29) Alt, M., Arizmendi, G., Gray, S., Hogan, T.P., Green, S., & Cowan, N. (2019). Novel word learning in children who are bilingual: comparison to monolingual peers. *Journal of Speech, Language, and Hearing Research*, *62*, 2332-2360. https://doi.org/10.1044/2019_JSLHR-L-18-0009
- 30) Gray, S., Fox, A.B., Green, S., Alt, M., Hogan, T.P., Petscher, Y., & Cowan, N. (2019). Working memory profiles of children with dyslexia, developmental language disorder, or both. *Journal of Speech, Language, and Hearing Research*, *62*, 1839-1858. https://doi.org/10.1044/2019_JSLHR-L-18-0148
- 31) Nicholas, K., Alt, M., & Hauwiller, E. (2019). Variability of input in preposition learning by preschoolers with developmental language disorder and typically-developing language. *Child Language Teaching and Therapy*, *35*, 55-74. <https://doi.org/10.1177/0265659019830455>
- 32) Alt, M., Mettler, H.M., Erikson, J.A., Figueroa, C.R., Etters-Thomas, S., Arizmendi, G.D., & Oglivie, T. (2020). Exploring input parameters in an expressive vocabulary treatment with late talkers. *Journal of Speech, Language, and Hearing Research*, *63*, 216-233. https://doi.org/10.1044/2019_JSLHR-19-00219
- 33) Gray, S., Lancaster, H., Alt, M., Hogan, T.P., Green, S., Levy, S., & Cowan, N. (2020). The structure of word learning in young school-aged children. *Journal of Speech, Language, and Hearing Research*, *63*, 1446-1466. https://doi.org/10.1044/2020_JSLHR-19-00186
- 34) Navarro, I.I., Cretcher, S.R., McCarron, A.R., Figueroa, C., & Alt, M. (2020). Using AAC to unlock communicative potential in late-talking toddlers. *Journal of Communication Disorders*, *87*, 106025. <https://doi.org/10.1016/j.jcomdis.2020.106025>
- 35) Ng, C. S. Y., Stokes, S.F., & Alt, M. (2020). Successful implicit vocabulary intervention for three Cantonese-speaking toddlers: A replicated single-case design. *Journal of Speech, Language, & Hearing Research*, *63*, 4148-4161. https://doi.org/10.1044/2020_JSLHR-20-00087
- 36) Alt, M., Figueroa, C.R., Mettler, H.M., Evans-Reitz, N., & Erikson, J.A. (2021). A vocabulary acquisition and usage for later talkers (VAULT) treatment efficacy study: The effect of input utterance length and identification of responder profiles. *Journal of Speech, Language, and Hearing Research*, *64*, 1235-1255. https://doi.org/10.1044/2020_JSLHR-20-00525
- 37) Erikson, J., Alt, M., Gray, S., Green, S., Hogan, T.P., & Cowan, N. (2021). Phonological vulnerability for school-aged Spanish-English-speaking bilingual children.

International Journal of Bilingual Education and Bilingualism, 24, 736-756.
<https://doi.org/10.1080/13670050.2018.1510892>

- 38) **Alt, M.**, Fox, A., Levy, R., Hogan, T.P., Cowan, N., & Gray, S. (2021). Phonological working memory and central executive function differ in children with typical development and dyslexia. *Dyslexia*, 28, 20-39. <https://doi.org/10.1002/dys.1699>
- 39) Gray, S. I., Levy, R., **Alt, M.**, Hogan, T.P., & Cowan, N. (2022). Working memory predicts new word learning over and above existing vocabulary and nonverbal IQ. *Journal of Speech, Language, and Hearing Research*, 63, 216-233.
https://doi.org/10.1044/2021_JSLHR-21-00397
- 40) Mettler, H. M., **Alt, M.**, Gray, S., Hogan, T. P., Green, S., & Cowan, N. (2022). The relationship between phonological working memory and sentence production in school-age children with typical language, dyslexia, and comorbid dyslexia and developmental language disorder. *Journal of Child Language*, 1-35.
<https://doi.org/10.1017/S0305000922000435>
- 41) Baker, E., Li, W., Hodges, R., Masso, S., Jones, C., Guo, Y., **Alt, M.**, Antoniou, M., Afshar, S., Tosi, K., & Munro, N. (2023). Harnessing automatic speech recognition to realise Sustainable Development Goals 3, 9, and 17 through interdisciplinary partnerships for children with communication disability. *International Journal of Speech-Language Pathology*, 25, 125-129. <https://doi.org/10.1080/17549507.2022.2146194>
- 42) Mettler, H.M., Neiling, S.L., Figuerola, C.R., Evans-Reitz, N., & Alt, M. (2023). Vocabulary acquisition and usage for late talkers: The feasibility of a caregiver-implemented telehealth model. *Journal of Speech, Language, and Hearing Research*, 66, 257-275. https://doi.org/10.1044/2022_JSLHR-22-00285

Invited Articles (Peer-Reviewed)

- 1) **Alt, M.** (2013). Visual fast mapping in school-aged children with specific language impairment. *Topics in Language Disorders*, 33, 328-346.
<https://doi.org/10.1097/01.TLD.0000437942.85989.73>
- 2) **Alt, M.** (2018a). Statistical learning: How it relates to speech language pathology. *Language, Speech, and Hearing Services in Schools*, 49, 631-633.
https://doi.org/10.1044/2018_LSHSS-STLT1-18-0040
(This article was selected to be part of a journal self-study program)
- 3) **Alt, M.** (2018b). Take home points: How to use statistical learning. *Language, Speech, and Hearing Services in Schools*, 49, 754-756. https://doi.org/10.1044/2018_LSHSS-STLT1-18-0046
(This article was selected to be part of a journal self-study program)
- 4) Arizmendi, G.D., **Alt, M.**, Gray, S., Hogan, T., Green, S., & Cowan, N. (2018). Do

bilingual children have an executive function advantage? Results from inhibition, shifting, and updating tasks. *Language, Speech, and Hearing Services in Schools*, 49, 356-378. https://doi.org/10.1044/2018_LSHSS-17-0107

(This article was selected to be part of a journal self-study program)

- 5) Alt, M., Gray, S., Hogan, T.P., Schlesinger, N., & Cowan, N. (2019). Spoken word learning differences among children with dyslexia, concomitant dyslexia and developmental language disorders, and typical development. *Language, Speech, and Hearing Services in Schools*, 50, 540-561. https://doi.org/10.1044/2019_LSHSS-VOIA-18-0138

Publications (Other):

Owens, R.E. Jr. & Alt, M. (2008). *Instructor's Manual and Test Bank for Owens Language Development an Introduction* (7th Edition). Boston: Pearson Education, Inc.

MEDIA

Alt, M. (2013, February 5). Frequently asked questions part 1. Talking Matters. Retrieved from <https://www.youtube.com/watch?v=9VJPTI56Llk>

Alt., M. (2016, January 24). Helping toddlers learn to talk. *Arizona Daily Star: Science Supplement*, p.16.

For parents and other professionals: Conditions and syndromes. Retrieved from:

<https://slhs.arizona.edu/community/parents-other-professionals>

(In 2016, students from my course (SLHS 555) took an in-class assignment, standardized the formatting, and made these handouts available to the community on the University of Arizona's Department of Speech, Language, and Hearing Sciences' departmental website).

Alt, M. (2016, November 3). Frequently asked questions, Part 2. Talking Matters. Retrieved from <https://www.youtube.com/watch?v=h8fiYixJSNo>

(2018, February) It's a bird, it's a word, it's a noun! *Bear Essential News*, p.19

(This article featured our lab in a newspaper made for children.)

Alt., M. (2018, August 7). LSHSS special issue: Statistical learning. [Blog Post]. Retrieved from <https://academy.pubs.asha.org/2018/08/lshss-special-issues-statistical-learning/>

Hogan, T.P. (Producer). (2020, February 4). Episode 26- Working memory and word learning in children with dyslexia and DLD, and in Bilingual Spanish-English speakers with Shelley Gray and Mary Alt. [Audio Podcast] Retrieved from

<https://www.seehearspeakpodcast.com/>

SCHOLARLY PRESENTATIONS:

Invited Presentations:

- 1) **Alt, M.** (2003) Reading, oral language, and literacy. Invited inservice presented to the Speech Language Pathology department of the Washington Elementary School District, Phoenix, Arizona.
- 2) **Alt, M. & Fischer, C.** (2008). Are we speaking the same language? An overview of word learning in bilingual children. Invited talk presented at: NSSLHA-Sponsored speech-language pathology educational forum, University of Arizona, Tucson, AZ.
- 3) **Alt, M.** (2008). Red flags, referrals, and enrichment. Invited talk presented at: Tucson Head Start Inservice, Tucson, AZ.
- 4) **Alt, M.** (2008). Harnessing the power of research to inform clinical practice. Invited talk presented at the: Promoting learning without trying. Symposium. Grunewald-Blitz Workshop, University of Arizona, Tucson, AZ.
- 5) **Alt, M., Bent, T., Bonhila, H.S., & Storkel, H.** (2009) The write stuff: Lessons for success in research funding. Invited talk presented at: American Speech Language Hearing Association (ASHA), New Orleans, LA.
- 6) **Alt, M.** (2010) Learning theory: Another evidence base for our practice. Invited talk presented at: Arizona State Speech Language Hearing Association (ArSHA), Phoenix, AZ.
- 7) **Alt, M.** (2010). Factors that influence word learning in bilingual children. Invited colloquium presentation for the Department of Linguistics, University of Arizona, Tucson, AZ.
- 8) **Alt, M.** (2011, April). Lesson I have learned. Invited talk presented at: American Speech Language Hearing Association Lessons for Success Conference, Rockville, MD.
- 9) **Alt, M.** (2011). Language acquisition and children who are Deaf and hard of hearing: Why early intervention needs to be early. Invited talk presented at: Arizona Hands & Voices Special Event, Tucson, AZ.
- 10) **Alt, M.** (2012). Math and language: Academic implications for children with specific language impairment. Invited talk presented at University of Arizona's Department of Speech, Language, and Hearing Sciences Homecoming, Tucson, AZ.
- 11) **Alt, M.** (2012). Assessing bilingual children: Challenges with determining proficiency, diagnosing impairment and suggestions to overcome those challenges. Invited talk presented at: National Student Speech Language Hearing Association educational forum. Tucson, AZ.
- 12) Gray, S., **Alt, M.**, Hogan, T.P., Kan, P.F., McGregor, K.K., Pittman, A., Stiles, D., & Storkel, H. (2013, November) What's the word in word learning research? Latest research hot off the presses!. Invited talk presented at: American Speech Language Hearing Association (ASHA), Chicago, IL.

- 13) **Alt, M.,** & Plante, E. (2014, September). The Common Core: What it means for speech-language pathologists in Arizona. Invited talk presented at the Grunewald-Blitz Workshop, University of Arizona, Tucson, AZ.
- 14) **Alt, M.** (2015, April). Learning Theory: Another Evidence-Base for our Practice. Invited talk presented at: Seminars in Hearing and Communication Sciences, University of Washington, Seattle, WA.
- 15) **Alt, M.** (2016, April). Applying Learning Theory to Clinical Practice: Strategies for Toddlers to Adolescents. Invited workshop: Speech Language Pathology Conference, Towson University, Towson, MD.
- 16) **Alt, M.,** Gray, S., Green, S., Hogan, T., Petscher, Y., & Cowan, N. (2017, September). Working memory profiles of children with dyslexia, language impairment, and typical development. Invited talk presented as part of the Cognitive Science Colloquium, University of Arizona, Tucson, AZ.
- 17) **Alt, M.** (2018, January). Applying learning theory to clinical practice. Invited webinar for the Arizona Speech-Language-Hearing Association.
- 18) **Alt, M.** (2018, March). Math and language: What SLPs should know. Invited talk presented at the 2018 Utah Speech-Language Hearing Association (USHA) Spring Conference, Salt Lake City, UT.
- 19) **Alt, M.** (2018, March). Vocabulary learning without trying. Invited talk presented at the 2018 Utah Speech-Language Hearing Association (USHA) Spring Conference, Salt Lake City, UT.
- 20) **Alt, M.** (2018, May). Evidence-based strategies for improving vocabulary. Invited talk presented to the Association of Baltimore Community Speech Language Pathologists, Timonium, MD.
- 21) **Alt, M.** (2018, May). Early language intervention for children with developmental language disorder. Invited talk presented to the community at the University of Hong Kong, Hong Kong.
- 22) **Alt, M.,** Gray, S., Green, S., Hogan, T., Petscher, Y., Fox, A., & Cowan, N. (2018, May). Working memory profiles of children with dyslexia, developmental language disorder, and typical development. Invited talk presented to the community at the University of Hong Kong, Hong Kong.
- 23) **Alt., M.** (2021, March). Vocabulary and literacy in bilingual learners. Invited talk as part of the Panel on Literacy at the Speech, Language, and Learning Intervention Research Symposium (SLLIVRS). Hosted online by Arizona State University.
- 24) **Alt., M.** (2021, March). Panel participant in the Roundtable on Triangle of Success. at the Speech, Language, and Learning Intervention Research Symposium (SLLIVRS). Hosted online by Arizona State University.

25) **Alt, M.** (2021, August). VAULT: A vocabulary treatment option for late-talking toddlers. Invited talk at the Late Talker Workshop, hosted by University of Warwick (UK).

26) **Alt, M.** (2021, October). CART Analysis: A new* tool in our toolbox. Invited talk as part of the Speech & Hearing Science Colloquium series, hosted online by Arizona State University

27) Restrepo, L., Scherer, N., Gray, S., Graham, S., & **Alt, M.** (2022, March). Panel participant in the Keynote Panel: Breaking the Intervention Mold. at the Speech, Language, and Learning Intervention Research Symposium (SLLIVRS). Hosted online by Arizona State University.

28) **Alt, M.** (2022, December). Addressing the vocabulary needs of late talking toddlers. Invited workshop (virtual) for Speech Pathology Australia.

29) **Alt, M.** (2023, March). Practical strategies in the schools and working memory. Invited workshop (virtual) for Red Clay School District, Delaware.

30) **Alt, M.** (2023, May). Working Memory: What's the state of play? Invited workshop (virtual) for Speech Pathology Australia.

31) **Alt, M.** (2023, September). Working Memory in Bilingual Spanish-English Speaking Children. Invited talk at Child Well-being Research Institute (CWRI) Research Connect Hui, University of Canterbury, Christchurch, New Zealand.

32) **Alt, M.** (2023, September). Statistical Learning in Language Intervention. Invited talk (virtual) at University of Canterbury, Christchurch, New Zealand.

Competitively Reviewed Presentations:

1) **Alt, M.** (2003, June) Semantic Attributes and Aural Encoding: A Study of Young Children. Poster presented at: Symposium on Research in Child Language Disorders, Madison, Wisconsin.

2) **Alt, M.** (2007, November) Factors that influence word learning in bilingual children. Talk presented as part of a symposium: Word Learning in situ: Interplay between learners and learning environments. Presented at: ASHA, Boston, MA.

3) Antonucci, S. & **Alt, M.** (2007, November) What we know about objects: A lifespan perspective on semantics. Talk presented at: American Speech Language Hearing Association (ASHA), Boston, MA.

4) **Alt, M.** (2008, September). Red flags, referrals, and enrichment. Talk presented at: Southern Arizona Association of Education for Young Children Conference, Tucson, AZ.

5) **Alt, M.** (2009, March) Factors that influence word learning in bilingual children. Poster presented at: Georgetown University Round Table, Georgetown, MD.

- 6) Dalcolma, L. & **Alt, M.** (2009, November) Parent Communication Behavior Analysis: A new clinical tool. Talk presented at American Speech Language Hearing Association (ASHA), New Orleans, LA.
- 7) **Alt, M.** & Spaulding, T. (2009, June). Task-based strategy assessment: A comparison of children with typical versus impaired language skills? Poster presented at: Symposium for Research in Child Language Disorders, Madison, WI.
- 8) **Alt, M.** (2009, June) Phonological working memory in children with specific language impairment: Where does the problem lie? Poster presented at: Symposium for Research in Child Language Disorders, Madison, WI.
- 9) **Alt, M.** (2009, November) Learning theory: Another evidence base for our practice. Talk presented at American Speech Language Hearing Association (ASHA), New Orleans, LA.
- 10) Humphrey Moreno, M. & **Alt, M.** (2010, April). Effect of test presentation for children with Autism Spectrum Disorder (ASD). Poster presented at: Arizona Speech Language Hearing Association, Scottsdale, AZ.
- 11) **Alt, M.** & Meyers, C. (2010, June). Developmental differences in prototype ratings: Insights into semantic development? Poster presented at: Symposium for Research in Child Language Disorders, Madison, WI.
- 12) **Alt, M.** (2010, June). Fast-mapping of semantic features in school-aged children with specific language impairment and peers with normal language skills. Poster presented at: Symposium for Research in Child Language Disorders, Madison, WI.
- 13) Matthews, M., Ellis-Weismer, S., **Alt, M.**, & Hogan, T. (2010, November). Survey on perspectives of pursuing a PhD in communicative disorders. Poster presented at: American Speech Language Hearing Association Convention, Philadelphia, PA.
- 14) **Alt, M.** (2010, November). Factors that influence word learning in bilingual children. Poster presented at: American Speech Language Hearing Association Convention, Philadelphia, PA.
- 15) **Alt, M.** & Singh, S. (2010, November). Flash Animation: A technological tool for research and clinical practice. Talk presented at: American Speech Language Hearing Association Convention, Philadelphia, PA.
- 16) Meyers, C., Martinez, C., & **Alt, M.** (2011, June). Response time in bilingual children: Evidence of more efficient word processing? Poster presented at: Symposium for Research in Child Language Disorders, Madison, WI.
- 17) Arizmendi, G., Hurtado, S., & **Alt, M.** (2011, June). Test translation: The effect on test scores for English language learners. Poster presented at: Symposium for Research in Child Language Disorders, Madison, WI.

- 18) **Alt, M.** (2011, June). Insight into semantic knowledge: Bypassing expressive language. Poster presented at: Symposium for Research in Child Language Disorders, Madison, WI.
- 19) **Alt, M.** (2011, November) What we learn from what we see. Talk presented at: American Speech Language Hearing Sciences Association Conference, San Diego, CA.
- 20) **Alt, M.,** Fabiano-Smith, L., & Oglivie, T. (2011, November). Systematic morphophonemic crosslinguistic influence in the language of bilingual Spanish-English speaking children. Poster presented at: American Speech Language Hearing Sciences Association Conference, San Diego, CA.
- 21) **Alt, M.,** & Arizmendi, G. (2012, June). The math skills of children with specific language impairment: Insight into the disorder. Special Session, Submitted Oral Presentation presented at: Symposium for Research in Child Language Disorders, Madison, WI.
- 22) Oglivie, T., Berry, C., & **Alt, M.** (2012, June). Visual cues can support children with Specific Language Impairment. Poster presented at: Symposium for Research in Child Language Disorders, Madison, WI.
- 23) **Alt, M.,** & Marrone, N. (2012, November). Collaborative teaching: Connecting SLP and AuD students with the community. Talk presented at: American Speech Language Hearing Sciences Association Conference, Atlanta, GA.
- 24) **Alt, M.,** Marrone, N., & Hollabaugh, J. (2013, April). Training future professionals: An interdisciplinary service-learning project. Talk presented at: 12th Annual Early Hearing Detection & Intervention Meeting. Glendale, AZ.
- 25) **Alt, M.,** Oglivie, T., Meyers, C., & Arizmendi, G. (2013, June). Learning-theory-based word learning intervention for late-talking toddlers. Special Session, Submitted Oral Presentation presented at Symposium on Research in Child Language Disorders, Madison, WI.
- 26) Olson, S., Shehorn, J., Marrone, N.L., **Alt, M.,** DeDe, G.L. (2014, March). Auditory working memory under varying cognitive and perceptual load. American Auditory Society, Scottsdale, AZ.
- 27) **Alt, M.,** Gray, S., Hogan, T.P., Green, S.B., & Cowan, N. (2014, June). Word learning deficits in children with dyslexia: More than phonology. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- 28) Carmen, N., & **Alt, M.** (2014, June). Comparing manual spelling practice to visual learning strategy in children with hearing loss. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- 29) Nicholas, K., **Alt, M.,** Hauwiler, E., & Plante, E. (2014, June). Effect of variability on preposition learning by preschoolers with impaired and normal language. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

- 30) Hogan, T.P., Gray, S., **Alt, M.**, Green, S.B., Cabbage, K.L., & Cowan, N. (2014, September). Working memory deficits in children with dyslexia: global or local? Talk presented at: Seventh European Working Memory Symposium, Edinburgh, Scotland.
- 31) Hogan, T.P., Gray, S., **Alt, M.**, Green, S.B., Cabbage, K.L. & Cowan, N. (2014, October) Working memory in children with dyslexia. Talk presented at: 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, MA.
- 32) Edwards, L., **Alt, M.**, Gray, S., Hogan, T.P., Green, S.B., & Cowan, N. (2014, November). Parental ratings of attention and central executive performance of children with and without language impairment. Poster presented at Annual Biomedical Research Conference for Minority Students, San Antonio, TX.
- 33) Arizmendi, G., **Alt, M.**, Gray, S., Hogan, T., Green, S., Cowan, N. (2015, June). Word learning in Spanish-English Bilingual Children. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- 34) Hogan, T., **Alt, M.**, Gray, S., Baron, L., Cabbage, K., Green, S., & Cowan, N. (2015, July.) Orthographic influences on word learning by second-graders with dyslexia and typical development. Talk presented at the Society for the Scientific Study of Reading Twenty-Second Annual Meeting, Hawaii.
- 35) Gray, S., Green, S., **Alt, M.**, Hogan, T.P., Brinkley, S., & Cowan, N. (2015, October) The structure of working memory in young children with typical development. Poster presented at the Ninth Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- 36) Plante, E., **Alt, M.**, & Meyers, C. (2015, November). Using learning theory to improve treatment. Talk presented at the American Speech Language Hearing Association National Convention, Denver, CO.
- 37) Baron, L.S., Hogan, T.P., **Alt, M.**, Gray, S., Cabbage, K.L., Limson, C., Brinkley, S., Green, S.N., & Cowan, N. (2015, November). Orthographic influences on word learning by second graders with comorbid dyslexia and specific language impairment. Technical talk presented at the American Speech Language Hearing Association National Convention, Denver, CO.
- 38) **Alt, M.**, Hogan, T., Green, S., Gray, S., Cabbage, K., & Cowan, N. (2016, February). Word learning deficits in children with dyslexia. Poster presented at Pacific Coast Research Conference, San Diego, CA.
- 39) Gray, S., Hogan, T., **Alt, M.**, Green, S., Brinkley, S., & Cowan, N. (2016, March). Working memory deficits in children with dyslexia: Beyond phonology? Oral presentation at the tenth biennial conference of the British Dyslexia Association, Oxford, England.
- 40) Bourgoyne, A., & **Alt, M.** (2016, June). Applying learning theory to the acquisition of academic vocabulary. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

- 41) Cowan, N., Hogan, T.P., **Alt, M.**, Green, S., Cabbage, K.L., Brinkley, S., & Gray, S. (2016, June). Profiles of Memory Span: A Microanalysis of Span Elucidates Developmental Dyslexia With and Without Specific Language Impairment. Oral presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- 42) Erikson, J., **Alt, M.**, Gray, S., Hogan, T., Green, S., & Cowan, N. (2016, June). Phonological transfer during word learning: Evidence from bilingual school-age Spanish-English-speaking children. Oral presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- 43) Gray, S., **Alt, M.**, Hogan, T., Brinkley, S., Schlesinger, N., Green, S., & Cowan, N. (2016, June). Children with dyslexia and concomitant dyslexia and SLI show different phonological processing deficits, but not visual recall deficits, during word learning. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- 44) Baron, L.S., Hogan, T.P., **Alt, M.**, Gray, S., Cabbage, K.L., Green, S.B., & Cowan, N. (2016, July). Predictors of orthographic boost during word learning in second-graders with dyslexia and language impairment. Oral presentation as part of a symposium led by S. Adlof entitled "Oral and written word learning in special populations: Dyslexia, SLI, and second-language learners. Twenty-third Annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- 45) Hogan, T.P., Green, S.B., **Alt, M.**, Gray, S., Brinkley, S., & Cowan, N. (2016, July), Modeling working memory in school-age children with dyslexia. Oral presentation at the 23rd Annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- 46) Arizmendi, G., **Alt, M.**, Gray, S., Hogan, T., Green, S., & Cowan, N. (2017, June). Exploring the bilingual advantage in 2nd-grade children: Monolingual and bilingual performance on central executive tasks of working memory. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- 47) Mettler, H., **Alt, M.**, Gray, S., Hogan, T., Green, S., & Cowan, N. (2017, June). The relationship between phonological working memory and sentence production in school-age children. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- 48) Gray, S., Green, S., **Alt, M.**, Hogan, T., Petscher, Y., & Cowan, N. (2017, July). Working memory profiles of children with dyslexia, language impairment, and typical development. Oral presentation Twenty-fourth Annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- 49) Hogan, T.P., Green, S.B., **Alt, M.**, Gray, S., & Cowan, N. (2017, October). The structure of working memory in children with dyslexia. Oral presentation at the New England Research on Dyslexia Society Conference, Storrs, CT
- 50) Sacchetta, M., Gray, S., Green, S., **Alt, M.**, Hogan, T., & Cowan, N. (2017, November). Working memory increases in elementary age children. Poster presentation at the American Speech Language Hearing Association National Convention, Los Angeles, CA.

- 51) Cabbage, K., Hogan, T., Gray, S., **Alt, M.**, Green, S., & Cowan, N. (2018, July). Characterizing nonword repetition production error patterns in children with dyslexia. Part of the symposium “Exploring the relations between speech production and word reading in children with dyslexia, speech production deficits, or both.” at the Twenty-fifth Annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
- 52) Peter, B., Hogan, T., **Alt, M.**, Green, S., Cowan, N., Schrauwen, I., Naymik, M., Sacchetta, M., Vose, C., Deshpande, K., Guido, J., & Gray, S. (2018, October). Copy-number variations in children with disorders of spoken and written language point to genes with prenatal cerebellar expression. American Society of Human Genetics Meeting, San Diego, CA.
- 53) Peter, B., Hogan, T.P., **Alt, M.**, Green, S., Cowan, N., Schrauwen, I., Naymik, M., Sacchetta, M., Vose, C., Deshpande, K., Guido, J., & Gray, S. (2018, November). Dense microarray genotypes validate genes of interest for disorders of spoken and written language. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
- 54) Cabbage, K.L., Stanley, C., Morgan, K., Gray, S., **Alt, M.**, Cowan, N., Green, S., Hogan, T.P. (2018, November). Phonological processing in children with dyslexia: Analyzing non-word repetition error types. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
- 55) Arizmendi, G., & **Alt, M.** (2019, June). The development and validation of a functional task for quantifying language proficiency in Spanish-English bilingual children. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- 56) Van Linden, N., & **Alt, M.** (2019, June). Implicit improvement of spelling through talker variability. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- 57) Gray, S., Lancaster, H., **Alt, M.**, Hogan, T., Levy, R., Cowan, N. (2019, November). The structure of word learning in young school-age children. Technical talk presented at the American Speech Language Hearing Association National Convention, Orlando, FL.
- 58) Pyatt, C., **Alt, M.**, & Figueroa, C. (2019, November). Implementation science in research with late-talking toddlers: A case study. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
- 59) Sacchetta, M., Cleveland, A., Gray, S., **Alt, M.**, Hogan, T., & Cowan, N. (2019, November). Parental ratings of attention and performance on the central executive working memory tasks. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
- 60) Erikson, J.A., Schoelen, S., **Alt, M.**, & Pyaralel, A. (2021, June). A low-language alternative for measuring academic science vocabulary depth. Online poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

61) Neiling, S.L., **Alt, M.**, & Marquez, I. (2021, June). Exploring the social validity of telehealth-based language interventions for young Latine children. Online Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

62) Mettler, H. M., Neiling, S.L., Figueroa, C.R., Evans-Reitz, N., & **Alt, M.** (2021, June). The feasibility of translating an expressive vocabulary treatment for late-talking toddlers to a caregiver-implemented model. Online Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

63) Mettler, H. M., Neiling, S.L., Figueroa, C.R., Evans-Reitz, N., & **Alt, M.** (2021, August). The feasibility of translating an expressive vocabulary treatment for late-talking toddlers to a caregiver-implemented model. Online Poster presentation at the Late Talker Workshop hosted by the University of Warwick (UK).

64) Neiling, S.L., **Alt, M.**, & Marquez, I. (2021, August). Exploring the social validity of telehealth-based language interventions for young Latine children. Online Poster presentation at the Late Talker Workshop hosted by the University of Warwick (UK).

65) Arizmendi, G., & **Alt, M.** (2022, March). The development and validation of the Functional Language Proficiency Task for Spanish-English bilingual children. Online talk presented at the Speech, Language, & Learning Intervention Research Symposium (SLLIVERS) Hosted online by Arizona State University.

66) Erikson, J.A., **Alt, M.**, Pyarelal, A. (2022, June). Science vocabulary knowledge and science achievement for children with and without Developmental Language Disorder. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

67) Neiling, S.L., **Alt, M.**, & Márquez, I. (2022, June). Train-the-trainer models: Exploring their feasibility to increase service reach. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

68) Erikson, J.A., **Alt, M.**, & Pyarelal, A. (2022, November). Science vocabulary and language skills predict science achievement in students with and without DLD. Poster presentation at the American Speech-Language-Hearing Association (ASHA) Convention, New Orleans, LA. (Virtual)

69) Neiling, S., & **Alt, M.** (2023, November). The feasibility and acceptability of coaching Latine caregivers on word-learning treatment via telehealth. Poster presentation at the American Speech-Language-Hearing Association (ASHA) Convention, Boston, MA.

70) Neiling, S., Castillo, C., & **Alt, M.** (2023, November). Technology access and socially acceptable telehealth practices for Latine caregivers. Poster presentation at the American Speech-Language-Hearing Association (ASHA) Convention, Boston, MA. **Note: This poster was awarded a certificate of recognition as a Meritorious Poster Submission.**

Other Presentations:

1) **Alt, M.** (2007). Research Opportunities. Colloquium presentation for the Department of

Speech, Language, and Hearing Sciences, University of Arizona, Tucson, AZ.

2) **Alt, M.**, Gerken, L., Hogan, T., & Plante, E. (2007). Inter(intra)disciplinary collaborations. Colloquium presentation for the Department of Speech, Language, and Hearing Sciences University of Arizona, Tucson, AZ.

3) **Alt, M.** (2010). Word learning, working memory, and children with SLI. Colloquium presentation for the Department of Speech, Language, and Hearing Sciences, University of Arizona, Tucson, AZ.

4) **Alt, M.** (2012). Advocacy for clients, ideas, and the profession: A discussion. Colloquium presentation for the Department of Speech, Language, and Hearing Sciences, University of Arizona, Tucson, AZ.

5) **Alt, M.** (2012). Summer research/clinical experiences: How to maximize the opportunities. Colloquium presentation for the Department of Speech, Language, and Hearing Sciences, University of Arizona, Tucson, AZ.

6) **Alt, M.** (2013). Learning-Theory-Based Word Learning Intervention for Late-Talking Toddlers. Colloquium presentation for the Department of Speech, Language, and Hearing Sciences, University of Arizona, Tucson, AZ.

7) Edwards, L., **Alt, M.**, Gray, S., Hogan, T.P., Green, S.B., & Cowan, N. (2014, August). Parental Attention ratings of children with and without specific language impairment. Poster presented at Undergraduate Research Opportunities Consortium Research Conference, University of Arizona, Tucson, AZ.

8) Cota, M., **Alt, M.**, Gray, S., Hogan, T., & Cowan, N. (2015, January). Are Symptoms of Specific Language Impairment confused with the symptoms of an Attentional Issue?: An exploratory study. Poster presented at the 26th Annual Undergraduate Biology Research Program, University of Arizona, Tucson, AZ

9) Edwards, L., **Alt, M.**, Gray, S., Hogan, T., Green, S., & Cowan, N. (2015, January). Parental ratings of attention and central executive performance of children with and without language impairment. Poster presented at the 26th Annual Undergraduate Biology Research Program, University of Arizona, Tucson, AZ

10) **Alt, M.** (2016, November). Word learning in three groups of children: Monolingual, bilingual, and those with dyslexia. Colloquium presentation for the Department of Speech, Language, and Hearing Sciences, University of Arizona, Tucson, AZ.

11) Hernandez, G., **Alt, M.**, & Figueroa, C. (2017, August). Applying principles of learning theory to a spelling intervention. Poster presented at the 22nd Annual Undergraduate Research Opportunities Consortium (UROC) Research Conference. University of Arizona, Tucson, AZ

12) Wilkinson, M. & **Alt, M.** (2019, August). Moving towards culturally competent research in

the field of speech-language pathology. Poster presented at the 24th Annual Undergraduate Research Opportunities Consortium (UROC) Research Conference. University of Arizona, Tucson, AZ

13) Schoelen, S., Gray, S., **Alt, M.**, Hogan, T., Levy, R., & Cowan, N. (2020, January). Working memory and reading in school-aged children. Poster presented at the 31st Annual Undergraduate Biology Research Program, University of Arizona, Tucson, AZ.

14) Schoelen, S., Pyaralal, A., Erikson Pyarelal, J.A., **Alt, M.** (2021, January). Sci-Vocab: An open source web app for studying scientific vocabulary. Poster presented at the 32nd Annual Undergraduate Biology Research Program, University of Arizona, Tucson, AZ.

15) Schoelen, S., **Alt, M.** (2022, January). An exploration of chunking in school-aged children. Poster presented at the 33rd Annual Undergraduate Biology Research Program, University of Arizona, Tucson, AZ.

16) Schiff, E., **Alt, M.**, Mettler, H., Staib, A., & Evans-Reitz, N. (2023, January). Why do late talkers not say all the words that they understand? Poster presented at the 34th Annual Undergraduate Biology Research Program, University of Arizona, Tucson, AZ.

GRANTS AND CONTRACTS:

CURRENT:

1) 1R25DC020920-01A1 Alt, M. 04/24 – 03/29

NIH/NIDCD \$1.35 million over 5 years

FUERZA: Fostering Underrepresented Employees' Resilience and Zeal for Academia.

This project uses a three-pronged approach to successfully develop the careers of NIDCD researchers from diverse backgrounds. We aim to create a robust mentoring plan to support newly-hired researchers, to strengthen their skills and build upon the existing support network for mentoring. We will also build the research pipeline by supporting a diverse cohort of undergraduates to work with these faculty members.

2) H325D230067 Scherer, N. 10/23 – 9/28

OSERS-OSEP: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel \$2.1 million over 5 years

Advancing Inclusion: Multicultural Multilingual Research for Children with Disabilities (AIMM)

This joint training grant between ASU and UA will train a cohort of doctoral students who have a specific interest in working with pediatric multicultural populations. Trainees will have a strong cohort and academic and research opportunities spread across both campuses.

Role on Project: PI for UA Subcontract

3) H325M230060 Alt, M. 10/23 -9/28

OSEP: Special Education-Personnel Development to Improve Services and Results for Children with Disabilities \$1.1 million over 5 years

Reading Arizona: An interprofessional personnel training program to train diverse personnel to serve multicultural/multilingual children with disabilities

This project will train two cohorts (12 total) of fully-trained speech language pathologists and special education teachers who will demonstrate higher knowledge of literacy, disability, and multiculturalism than their peers. The program will also sponsor a literacy program for multicultural children with disabilities.

4) 2R01DC015642-06A1 Alt, M. & Plante, E. 7/16 – 8/27
NIH/NIDCD \$3.1 million over 5 years

Identification of treatment parameters that maximize language treatment efficiency for children:

The proposed studies evaluate treatment methods for vocabulary and morphosyntax deficits in late-talking toddlers and preschoolers with language impairment. The results should yield treatment procedures that can be imported into clinical practice.

Role on Project: Principal Investigator (multiple PI project)

5) 3R01DC015642-06A1S1 Alt, M. 7/23 -6/24
NIH/NIDCD \$577,170 over 1 year

Identification of treatment parameters that maximize language treatment efficiency for children: TALK Initiative Supplement

This supplement will allow us to collect comprehensive follow-up data on former late-talkers to determine how many are impaired or at-risk; to create a sharing protocol so researchers studying late talkers can aggregate data; and to collect qualitative data from older late talkers and their families to understand the lived experience of being a late talker.

6) Scherer, N. 01/20 – 12/24

OSERS-OSEP: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel \$2,996,120 over 4 years

Preparing Researchers in Early Intervention for Children with Disabilities from Multicultural Environments

This joint training grant between ASU and UA will train a cohort of 8 doctoral students who have a specific interest in working with pediatric multicultural populations. Trainees will have a strong cohort and academic and research opportunities spread across both campuses.

Role on Project: PI for UA Subcontract

COMPLETED:

1) Faculty Small Grant Alt, M. 6/09-8/10

University of Arizona Foundation (\$9,945 for one year)

Factors that influence word learning in bilingual children: This project measured the influence of exposure to two languages on word learning in school-age children who are bilingual as compared to their monolingual peers.

Role on Project: Principal Investigator

2) RO3 DC006841-01A2 Alt, M. 6/30/07-6/30/10 (1 year no cost extension to 6/30/11)

NIH/NIDCD \$50,000 per year for 3 years (\$150,000)

Factors That Influence Word Learning: This project measures the influence of working memory on how children with Specific Language Impairment (SLI) and typically developing children learn words.

Role on Project: Principal Investigator, 30% effort

3) SBE-0548130 Alt, M. (PI), Beal, C. (Co-PI) 9/10-9/12
NSF ADVANCE Seed Grant (\$35,000)

Using technology to assess numeracy deficits in children with language challenges: This project uses technology to assess possible numeracy deficits in children with specific language impairment and typically-developing English language learners as compared to English-native controls.
Role: Principal Investigator

4) RO1 DC010140-01A1 Hoit, J. 4/10-4/15
NIH/NIDCD \$250,000 per year for 5 years (\$1,250,000)

Velopharyngeal function during oral sound production in healthy children: This project is a longitudinal study of velopharyngeal (VP) function during speech development in typically-developing children in order to determine age of closure and factors that influence VP function.
Role: Co-Investigator, 5% effort

5) RO1 DC010784 Gray, S. 2/11-2/16
NIH/NIDCD \$527,875 per year for 5 years (\$2,500,000 est.)

UA Subcontract portion \$ 146,447 per year for 5 years (\$732,235 est.)
Working memory and word learning in children with typical development and language impairment: This project measures the influence of working memory on how children with specific language impairment (SLI), dyslexia, co-morbid SLI and dyslexia and typically developing children (monolingual English and bilingual Spanish/English) learn words.

6) Alt, M. & Plante, E. 7/19 -6/20, no cost extension to 6/21
University of Arizona, Research, Discovery & Innovation Internal Funding \$20,241

One World, Many Words

This project allows our collaborators from Hong Kong and Sydney, Australia to come together for the purpose of writing an NIH grant to create a formal, funded international research initiative. Our team will examine principals of implicit learning in languages other than English and explore treatment for culturally and linguistically diverse populations. We will also collect pilot data on a word learning treatment for bilingual late-talking toddlers.

Role on Project: PI

Role on Project: Co-investigator, Principal Investigator on subcontract, 33% effort

6) Alt, M. & Kapa, L. 6/19 -6/20
University of Arizona Office of the Vice Provost and funding to the Association of American Universities from Northrup Grumman Foundation \$9,000 plus ERE

Co-Teaching Mini Grant

This project allows a more experienced instructor (mentor) to work with a newer instructor (mentee) to co-teach a course with the goal of improving active learning practices, improving

student outcomes, and providing a model for other faculty in the department who are interested in these practices.

Role on Project: PI and Mentor

7) 2RO1DC010784-06 Gray, S.

7/18-6/23

NIH/NIDCD \$3.4 million over 5 years

Profiles of working memory for educational research

This project will provide (a) new, empirically tested longitudinal models of working memory in children; (b) new information about the initial status and growth trajectory of working memory growth from kindergarten through 6th grade in children with typical development, dyslexia, and comorbid developmental language disorder/dyslexia; (c) new information about the longitudinal relations among working memory, cognitive abilities, and academic performance over time, and (d) norms for the *Comprehensive Assessment Battery for Children – Working Memory* so that it can be used by researchers, educators, and clinicians.

Role on Project: Co-investigator, Principal Investigator on subcontract