

# Trina D. Spencer, PhD, BCBA-D

University of South Florida  
Department of Child and Family Studies  
Affiliate Faculty in Communication Sciences and Disorders  
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## EDUCATION AND TRAINING

- 2010-2011 The Ohio State University  
Post-Doctoral Researcher  
Department of Human Development and Family Sciences  
Schoenbaum Family Center  
Center for Response to Intervention in Early Childhood (CRTIEC)  
Faculty Mentor: Howard Goldstein, Ph.D.
- 2009-2010 Utah State University  
Research Assistant Professor - Post Doctoral Experience  
Department of Special Education and Rehabilitation  
Faculty Mentor: Benjamin Lignugaris-Kraft, PhD
- 2009 Utah State University  
Department of Special Education and Rehabilitation  
Degree: Ph.D. in Disability Disciplines  
Emphasis: Early Childhood Special Education  
Dissertation: *The Effect of a Narrative Intervention on Preschoolers' Story Retelling and Personal Story Generation Skills*  
Chair/Advisor: Timothy Slocum, Ph.D.
- 2001 Utah State University  
Degree: M.S. in School Psychology  
Specialty: Emotional and Behavior Disorders  
Thesis: *Sociometric Change as a Function of ClassWide Peer Tutoring.*  
Chair: Carl D. Cheney, Ph.D.  
Advisor: Gretchen A. Gimpel, Ph.D.
- 2001 Morningside Academy  
Curriculum and Instructional Design Internship  
Specialization: Reading, Spelling, and Math Instruction
- 1998 Utah State University  
Degree: B.A. in Psychology  
Minors: Sociology and German
- 1994 Snow College  
Degree: A.S. in Psychology

## FACULTY POSITIONS

University of South Florida, Tampa, FL  
Tenured Associate Professor

2017-present

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

### PROFESSIONAL CERTIFICATIONS

Board Certified Behavior Analyst - Doctoral Level, BCBA-D #1-01-0669  
 Behavior Analyst Certification Board, Inc.  
 Date of Issue: 12/31/01  
 Date of Recertification: 12/31/23

### RESEARCH EXPERIENCE

#### Citation Counts

h-index: 23 (i.e., 23 papers cited at least 23 times)	RG impact factor: 25.78
i10-index: 40 (i.e., 40 papers cited at least 10 times)	Total Citations: 1941

#### Pending Applications

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

Institute of Education Sciences (Principal Investigator)	2021
<i>Development of an Implementation Support Package to Install, Implement, and Sustain MTSS in Early Childhood Settings</i>	\$2M

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

#### Awards

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

#### Current Funding

Office of Education and Rehabilitation (Co-Principal Investigator)	2021-2026
<i>Project STARS (Scholars in Teaching, Applied Research, and Service): Training and Mentoring in School Psychology</i>	\$1,500,000

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

#### Past Funding

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

Center for Community Schools - Children's Home Society	2019-2020
<i>Academic Language Enhancement Community Partnership</i>	\$57,224

CBCS Faculty International Collaboration Grant (Principal Investigator)	2019
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<i>Designing and Refining Storytelling Interventions for Maximum Scalability Across Languages and Cultures Using Community Based Participatory Research and Implementation Science</i>	\$2000
Institute of Education Sciences - R305A140093 (Principal Investigator) <i>Development of a Dual Language Narrative Curriculum</i>	2014-2018 \$1,481,976
American Occupational Therapy Association (Co-Principal Investigator) <i>Sleep Education for Families of Children with Autism in Rural Areas</i>	2017-2018 \$45,455
Univ. of Connecticut Early Childhood Personnel (Principal Investigator) <i>Arizona's Early Childhood Personnel Center</i>	2017 \$11,424
Rehabilitation Services of America - H250Z150002 (Co-Investigator) <i>National American Indian Rehabilitation Training and Technical Assistance Center</i>	2015-2017 \$3,521,400
AZ Department of Health (Principal Investigator) <i>Development of a Statewide PBIS-Early Childhood System Evidence-Based Health Promotion Curricula</i>	2012-2017 \$3,563,775
Northern Arizona University, Preliminary Studies (Principal Investigator) <i>Predictive Early Assessment of Reading and Language (PEARL): Validity, Reliability, and Feasibility.</i>	2013-2014 \$65,000
University of Wyoming College of Health Sciences (Co-PI) <i>A comparison of two dynamic assessments of reading.</i>	2010-2012 \$7500
 <b>Submitted Grant Proposals - Unfunded</b>	
Institute of Education Sciences - Transformative Research (Co-PI) <i>Traveling the Last Mile: A Transformative Approach to Increasing Uptake and Sustainment of Effective Interventions</i>	2021 \$3M
Institute of Education Sciences (Principal Investigator) <i>Development of an Implementation Support Package to Install, Implement, and Sustain MTSS in Early Childhood Settings</i>	2020 \$2M
<ul style="list-style-type: none"> <li>• Reviewed at panel, score of 2.35</li> </ul>	
Institute of Education Sciences (Co-Principal Investigator) <i>Validation of the Predictive Early Assessment of Reading and Language (PEARL)</i>	2020 \$2M
<ul style="list-style-type: none"> <li>• Reviewed at panel, score of 2.4</li> </ul>	
Massachusetts Early Childhood Education (Co-Investigator) <i>Pyramid Model Professional Development</i>	2020 \$110,000
Spencer Foundation Post-Doctoral Grant (Garcia - PI; Spencer - Mentor) <i>The Effect of Narrative Intervention on the Social and Academic Skills of Children with Autism</i>	2020 \$100,000
<ul style="list-style-type: none"> <li>• Finalist</li> </ul>	
William T. Grant Foundation (Foster-PI; Early Career Mentor) <i>Reducing Academic Inequality Among Language Minority Students</i>	2020 \$349,929

*Through a Dual Language Narrative Intervention*

USF Pandemic Research Network (Principal Investigator) <i>Tell Me More: The Effect of a Self-Directed Intervention on Caregivers' Use of Storytelling and Language Facilitation Strategies to Help Their Children Communicate About Emotional Trauma</i>	2020 \$20,000
Organization for Autism Research (Co-Principal Investigator) <i>Oral Storytelling: Gateway to Academic and Social Achievement for Children with Autism</i>	2019 \$23,877
Institute of Education Sciences (Foster - PI; Early Career Mentor) <i>Development of a Dual Language STEM Intervention for English Learners At-Risk for Learning Disabilities</i>	2019 \$497,904
Institute of Education Sciences (Principal Investigator) <i>Development of a collaboratively Implemented Curriculum to Prepare Young Children with Autism for Success in General Education Classrooms</i>	2019 \$1,399,000
Spencer Foundation (Co-Principal Investigator) <i>Spelling Acquisition of K-3 Students: What are the Developmental Differences</i>	2019 \$499,825
Office of Education and Rehabilitation (Co-Principal Investigator) <i>Project STARS (Scholars in Teaching, Applied Research, and Service): Training and Mentoring in School Psychology</i>	2019 \$1,500,000
Institute of Education Sciences (Co-Principal Investigator) <i>Thinking Forward: Tiers Teams, Technology in Model MTSS PreK and Kindergarten Classrooms</i>	2019 \$1,400,000
USF University Nexus Initiatives (Principal Investigator) <i>Aprendamos Inglés: Promoting English in Mexican Public Schools</i>	2018 \$15,000
ASH Foundation Graduate Student Research Grant (Mentor) <i>The Effect of Narrative Language Intervention on the Language Skills of Preschoolers with Hearing Loss Fitted to Hearing Aids</i>	2018 \$2,000
IES Research Network Grant (Co-Principal Investigator) <i>Thinking Forward: Tiers Teams, Technology in Model MTSS PreK and Kindergarten Classrooms</i>	2018 \$4M
<ul style="list-style-type: none"> <li>• Reviewed at panel, score of 2.09</li> </ul>	
ASH Foundation (Principal Investigator) <i>MTSS for Language: The Role of Speech Language Pathologists</i>	2018 \$35,000
National Institutes of Health (co-Investigator) <i>A Randomized Control Trial Evaluating Different Theoretically Driven Implementations of a Computer-based Mathematics Intervention when used with Spanish-English Speaking Kindergarten Students</i>	2018 \$3,581,214
IES Research Network Grant (Co-Principal Investigator) <i>Thinking Forward: Tiers Teams, Technology in Model MTSS PreK and</i>	2017 \$4M

*Kindergarten Classrooms*

- Reviewed at panel, score of 2.2

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

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

- Reviewed at panel

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

- Reviewed at panel

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

Institute of Education Sciences (Principal Investigator) 2016  
*A Close Inspection of the Academic Language Gap* \$1,363,289

- Reviewed at panel, score of 2.87

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

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

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

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

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

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

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

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

Ingram Autism Grant (Co-Investigator) 2011

<i>A Social Skills Curriculum for Preschoolers with Autism</i>	\$50,000
ASHA New Century (Principal Investigator) <i>The Effect of a Small Group Narrative Intervention on Preschoolers' Narrative Language</i>	2011 \$10,000
Institute of Education Sciences (Principal Investigator) <i>Development and Validation of Narrative Language Measures</i>	2010 \$1.5M
<b>Mentored Early Career Research Awards</b>	
Advancing Academic Research Careers (AARC) - Mentor <i>Crystle Alonzo, PhD, CCC-SLP - San Diego State University</i>	2021-2022 \$5000
<b>Mentored Student Research Awards</b>	
USF College of Behavioral and Community Sciences (PI - Irene Febres) <i>Parent &amp; Therapist Co-Delivery of Language Intervention</i>	2021 \$1000
USF College of Behavioral and Community Sciences (PI - Jade Brown) <i>The Feasibility of Self-paced Online Modules for Parents</i>	2021 \$1000
USF College of Behavioral and Community Sciences (PI - Iman El-Kolalli) <i>Theory of Mind and Academic Achievement of Children with ASD</i>	2021 \$1000
USF College of Behavioral and Community Sciences (PI - Jessica O'Reilly) <i>Inference-making and Comprehension Abilities of Children with ASD</i>	2020 \$500
NAU Undergraduate Research Grant (PI - Chelsey Gardner) <i>Vocabulary Instruction Embedded in Narrative Intervention</i>	2016 \$5000
NAU Dissertation Research Grant (PI - Sarah Weddle) <i>The Effects of High and Low Preferred Qualities of Attention on Academic Demands</i>	2015 \$5000
<b>Mentored Undergraduate Research Assistantships</b>	
Jessica O'Reilly	Summer 2021
Lena Bayyat	Spring 2022
Irene Febres	Spring 2022
Aaliya Muraisi	Spring 2022

**Commercialized Assessments and Curriculum**

*Assessment of Story Comprehension™ (ASC™)*

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

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

*Story Champs®: A Multi-Tiered Language Intervention Curriculum*

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

#### *CUBED® Assessment*

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

#### *Predictive Early Assessment of Reading and Language (PEARL) Screener*

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

#### Research Converted to Accessible Free Tools

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

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

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

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

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

54. \*Kirby, M. S., Spencer, T. D., & Spiker, S. (in press). Humble behaviorism redux. *Behavioral and Social Issues*.
53. \*O'Reilly, J., \*Angel, J., \*Samuel-Lopez, P., \*Kirby, M., & Spencer, T. D. (in press). Relationship between gender, race, and picture stimulus selection in first graders. *Thrive: The Undergraduate Research Journal at USF*.
52. Utianski, R. L., Spencer, T. D., Wallace, S. E. (2022). Clinical impact requires clinical practice research. *Perspectives of the ASHA Special Interest Groups*, 1-12.
51. Petersen, D. B., Staskowski, M., Spencer, T. D., \*Brough, M. P., & Foster, M. E. (2022). The effects of a multi-tiered system of language support on kindergarten oral and written language: A large-scale cluster randomized trial. *Language, Speech, and Hearing Services in Schools*, 53(1), 44-68. [https://doi.org/10.1044/2021\\_LSHSS-20-00162](https://doi.org/10.1044/2021_LSHSS-20-00162)
50. Spencer, T. D. (2021). Ten critical instructional design efforts to help behavior

- analysts take up the torch of Direct Instruction. *Behavior Analysis in Practice*, 14(3), 816-830. <https://doi.org/10.1007/s40617-021-00640-1>
49. \*Kirby, M. S., Spencer, T. D., & Ferron, J. (2021). How to be RAD: Repeated acquisition features that enhance internal and external validity. *Perspectives on Behavior Science*. <https://doi.org/10.1007/s40614-021-00301-2>
  48. Wackerle-Hollman, A., Spencer, T. D., Artman-Meeker, K., Kelley, E., Durán, L., & Foster, M. E. (2021). Multi-tiered system of support in early childhood: Identifying gaps, considerations for application and solutions. *Early Childhood Research Quarterly*, 56, 201-212. <https://doi.org/10.1016/j.ecresq.2021.03.010>
  47. \*Raymond, S. M., & Spencer, T. D. (2021). The effect of narrative language intervention on the language skills of children with hearing loss. *Perspectives of the ASHA Special Interest Groups*, 6(2), 386-396. [https://doi.org/10.1044/2021\\_PERSP-20-00239](https://doi.org/10.1044/2021_PERSP-20-00239)
  46. \*Kirby, S. M., Spencer, T. D., & \*\*Chen, Y. I. (2021). Oral narrative instruction improves kindergarten writing. *Reading & Writing Quarterly*, 1-18. <https://doi.org/10.1080/10573569.2021.1879696>
  45. Kelley, E. S., & Spencer, T. D. (2021). Feasible and effective language intervention strategies that accelerate students' academic achievement. *Seminars for Speech-Language Pathologists*, 42(02), 101-116. <https://doi.org/10.1055/s-0041-1723839>
  44. Petersen, D. B., Spencer, T. D., \*Konishi, A., \*Sellars, T. P., Robertson, D., & Foster, M. E. (2020). Using parallel, narrative-based measures to examine the relationship between listening and reading comprehension. *Language, Speech, and Hearing Services in Schools*, 51(4), 1097-1111. [https://doi.org/10.1044/2020\\_LSHSS-19-00036](https://doi.org/10.1044/2020_LSHSS-19-00036)
  43. Gutierrez Arvizu, M. N. & Spencer, T. D. (2020). Comprensión auditiva en inglés con cuentos en primaria en México. *Lenguas en Contexto*, 11, 30-37. <http://www.facultaddelenguas.com/lencontexto/?idrevista=28#28.30>
  42. Spencer, T. D., & Petersen, D. B. (2020). Narrative intervention: Principles to practice. *Language, Speech, and Hearing Services in Schools*, 51(4), 1081-1096. [https://doi.org/10.1044/2020\\_LSHSS-20-00015](https://doi.org/10.1044/2020_LSHSS-20-00015)
  41. Petersen, D. B., \*Mesquita, M. W., Spencer, T. D., & Waldron, J. (2020). Examining the effects of multi-tiered oral narrative language instruction on reading comprehension and writing: A feasibility study. *Topics in Language Disorders*, 40(4), pp. E25-E39. <https://doi.org/10.1097/TLD.0000000000000227>
  40. Petersen, D. B., \*Tonn, P., Spencer, T. D., & Foster, M. E. (2020). The classification accuracy of a dynamic assessment of inferential word learning for bilingual English/Spanish-speaking school-age children. *Language, Speech, and Hearing Services in Schools*, 51(1), 144-164. [https://doi.org/10.1044/2019\\_LSHSS-18-0129](https://doi.org/10.1044/2019_LSHSS-18-0129)
  39. Spencer, T. D., Moran, M. K., Thompson, M. S., Petersen, D. B., & Restrepo, M. A. (2020). Early efficacy of multi-tiered dual language instruction: Promoting preschoolers' Spanish and English oral language. *AERA Open*, 6(1), 1-16. <https://doi.org/10.1177/2332858419897886>



38. Spencer, T. D., Petersen, D. B., Restrepo, M. A., Thompson, M. & Gutierrez Arvizu, M. N. (2019). The effect of a Spanish and English narrative intervention on the language skills of young dual language learners. *Topics in Early Childhood Special Education, 38*(4), 204-219. <https://doi.org/10.1177/0271121418779439>
37. \*Hunqate, M., Gardner, A. W., Tackett, S., & Spencer, T. D. (2019). A convergent review of interventions for school-age children with autism spectrum disorder. *Behavior Analysis: Research and Practice, 19*(1), 81-93. <https://doi.org/10.1037/bar0000090>
36. Petersen, D. B., \*Graqq, S. L., & Spencer, T. D. (2018). Predicting reading problems six years into the future: Dynamic assessment reduces bias and increases classification accuracy. *Language, Speech, and Hearing Services in Schools, 49*, 875-888. [https://doi.org/10.1044/2018\\_LSHSS-DYSLC-18-0021](https://doi.org/10.1044/2018_LSHSS-DYSLC-18-0021)
35. Spencer, T. D., & Petersen, D. B. (2018). Bridging oral and written language: An oral narrative language intervention study with writing outcomes. *Language, Speech, and Hearing Services in Schools, 49*, 569-581. [https://doi.org/10.1044/2018\\_LSHSS-17-0030](https://doi.org/10.1044/2018_LSHSS-17-0030)
34. Spencer, T. D., \*Weddle, S. A., Petersen, D. B., & Adams, J. A. (2017). Research-to-Practice Summary: Implementing a multi-tiered model of narrative language intervention in Head Start preschool classrooms. *NHSA Dialog, 20*(1), 96-100.
33. Spencer, T. D., \*Weddle, S. A., Petersen, D. B., & \*Adams, J. A. (2017). Multi-tiered narrative intervention for preschoolers: A Head Start implementation study. *NHSA Dialog, 20*(1), 1-28.
32. Petersen, D. B., \*Chanthongthip, H., Ukrainetz, T. A., Spencer, T. D., & Steeve, R. W. (2017). Dynamic assessment of narratives: Efficient, accurate identification of language impairment in bilingual students. *Journal of Speech-Language Hearing Research, 60*(4), 983-998. [https://doi.org/10.1044/2016\\_JSLHR-L-15-0426](https://doi.org/10.1044/2016_JSLHR-L-15-0426)
31. Spencer, T. D., Goldstein, H., Kelley, E. S., Sherman, A., & McCune, L. (2017). A curriculum-based measure of language comprehension for preschoolers: Reliability and validity of the assessment of story comprehension. *Assessment for Effective Intervention, 42*(4), 209-223. <https://doi.org/10.1177/1534508417694121>
30. Goldstein, H. Kelley, E., Greenwood, C., McCune, L., Carta, J., Atwater, J., Guerrero, G. McCarthey, T., Schneider, N., & Spencer, T. D. (2016). Embedded instruction improves vocabulary learning during automated storybook reading among high-risk preschoolers. *Journal of Speech-Language, Hearing Research, 59*(2), 1-17. [https://doi.org/10.1044/2015\\_JSLHR-L-15-0227](https://doi.org/10.1044/2015_JSLHR-L-15-0227)
29. \*Weddle, S. A., Spencer, T. D., \*Kajian, M., & Petersen, D. B. (2016). An examination of a multi-tiered system of language support for culturally and linguistically diverse preschoolers: Implications for early and accurate identification. *School Psychology Review, 45*(1), 109-131. <https://doi.org/10.17105/SPR45-1.109-132>
28. Petersen, D. B., & Spencer, T. D. (2016). Using narrative intervention to accelerate canonical story grammar and complex language growth in culturally diverse preschoolers. *Topics in Language Disorders, 36*, 6-19. <https://doi.org/10.1097/TLD.0000000000000078>

27. Mason, L. L., Rivera, C. J., Spencer, T. D., O'Keefe, B., Petersen, D. B., & Slocum, T. A. (2016). A preliminary investigation of visual goal markers to prompt fluent oral reading. *Psychology in the Schools, 53*(1), 58-72. <https://doi.org/10.1002/pits.21888>
26. Petersen, D. B., Allen, M. M., & Spencer, T. D. (2016). Predicting reading difficulty in first grade using dynamic assessment of decoding in early kindergarten: A large-scale longitudinal study. *Journal of Learning Disabilities, 49*(2), 200-215. <https://doi.org/10.1177/0022219414538518>
25. Petersen, D. B., Thompson, B. E., Guiberson, M., & Spencer, T. D. (2016). Cross-linguistic interactions from second language to first language as the result of individualized narrative language intervention with children with and without language impairment. *Applied Psycholinguistics, 37*(3), 703-724. <https://doi.org/10.1017/S0142716415000211>
24. Spencer, T. D., Petersen, D. B., & \*Adams, J. L. (2015). Tier 2 language intervention for diverse preschoolers: An early stage randomized control group study following an analysis of response to intervention. *American Journal of Speech-Language Pathology, 24*, 619-636. [https://doi.org/10.1044/2015\\_AJSLP-14-0101](https://doi.org/10.1044/2015_AJSLP-14-0101)
23. Kelley, E. S., Goldstein, H., Spencer, T. D., & Sherman, A. (2015). Effects of automated Tier 2 storybook intervention on vocabulary and comprehension learning of preschool children with limited oral language skills. *Early Childhood Research Quarterly, 31*, 47-61. <https://doi.org/10.1016/j.ecresq.2014.12.004>
22. \*Kruse, L., Spencer, T. D., \*Olszewski, A., & Goldstein, H. (2015). Small groups, big gains: Efficacy of a tier 2 phonological awareness intervention with preschoolers with early literacy deficits. *American Journal of Speech-Language Pathology, 24*(2), 189-205. [https://doi.org/10.1044/2015\\_AJSLP-14-0035](https://doi.org/10.1044/2015_AJSLP-14-0035)
21. Castilla, A., Petersen, D. B., Spencer, T. D., & Hammer, K. (2015). Narrative development in monolingual Spanish-speaking preschool children. *Early Education and Development, 26*(8), 1166-1186. <https://doi.org/10.1080/10409289.2015.1027623>
20. Spencer, T. D., Petersen, D. B., Slocum, T. A., & Allen, M. M. (2015). Large group narrative intervention in Head Start preschools: Implications for response to intervention. *Journal of Early Childhood Research, 13*(2), 196-217. <https://doi.org/10.1177/1476718X13515419>
19. Slocum, T. A., Detrich, R., Wilczynski, S., Spencer, T. D., Lewis, T., & Snyder, K. (2014). Evidence-based practice of applied behavior analysis. *The Behavior Analyst, 37*, 41-56. <https://doi.org/10.1007/s40614-014-0005-2>
18. Petersen, D. B., & Spencer, T. D. (2014). Narrative assessment and intervention: A clinical tutorial on extending explicit language instruction and progress monitoring to all students. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 21*, 5-21. <https://doi.org/10.1044/cds21.1.5>
17. Petersen, D. B., \*Brown, C. L., Ukrainetz, T. A., \*DeGeorge, C., Spencer, T. D., & \*Zebre, J. (2014). Systematic individualized narrative intervention on the personal narratives of children with autism. *Language, Speech, and Hearing Services in Schools, 45*, 67-86. [https://doi.org/10.1044/2013\\_LSHSS-12-0099](https://doi.org/10.1044/2013_LSHSS-12-0099)

16. \*Noe, S., Spencer, T. D., Kruse, L., & Goldstein, H. (2014). Effects of a tier 3 phonological awareness intervention on preschoolers' emergent literacy. *Topics in Early Childhood Special Education, 34*(1), 27-39. <https://doi.org/10.1177/0271121413489172>
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8. Spencer, T. D., & Slocum, T. A. (2011). Maximizing conversational independence. *EBP Briefs, 6*(1), 1-8.
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Spencer, T. D. (2022). Clinical impact of research: Introduction to special issue. [Manuscript submitted for publication]. Department of Child & Family Studies, University of South Florida.

Foster, M. E., Caemmerer, J. M., Hennessy, B., Smith, S. A., López, L., & Spencer, T. D., (2022). Predictors of kindergarten science achievement and its growth across elementary school for dual and non-dual language learners. [Manuscript submitted for publication]. Department of Child & Family Studies, University of South Florida.

Spencer, T. D., Moran, M. K., Petersen, D. B., Thompson, M. S., & Restrepo, M. A. (2021). A design-based implementation study of a preschool Spanish-English multi-tiered language curriculum. [Manuscript submitted for publication]. Department of Child & Family Studies, University of South Florida.

Spencer, T. D., Thompson, M. S., Petersen, D. B., Liu, Y., & Restrepo, M. A. (2021). Reliability and validity evidence for the English and Spanish preschool Narrative Language Measures Listening. [Manuscript submitted for publication]. Department of Child & Family Studies, University of South Florida.

Spencer, T. D., & \*Pierce, C. (2021). Oral storytelling improves reading and writing of students with disabilities. [Manuscript submitted for publication]. Department of Child & Family Studies, University of South Florida.

Foster, M. E., Smith, S., & Spencer, T. D. (2021) Science achievement and individual differences during elementary school. [Manuscript submitted for publication]. Department of Child & Family Studies, University of South Florida.

\*\*Garcia, A. R., Spencer, T. D., \*Stern, B., \*Kirby, M. S. (2021). Additive effect, feasibility, and cost-effectiveness of family engagement activities that supplement dual language preschool instruction. [Manuscript submitted for publication]. Department of Child & Family Studies, University of South Florida.

- \*\*Garcia, A. R., Spencer, T. D., & Kirby, M. S. (2021). The effect of narrative intervention on the listening and reading comprehension of children with autism. [Manuscript submitted for publication]. Department of Child & Family Studies, University of South Florida.
- \*\*Seven, Y., Dedrick, R., Madsen, K., Spencer, T.D., Kelley, E., & Goldstein, H. (2021). Psychometric properties of a multi-tiered systems of support screener. [Manuscript submitted for publication]. Department of Child & Family Studies, University of South Florida.
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### Book Chapters

- Ukrainetz, T. A. & Spencer, T. D. (2014). Sorting the learning disorders: Language impairment and reading disability. In T. Ukrainetz (Ed.), *School-age language intervention: Evidence-based practices* (pp. 155-206). Austin, TX: Pro-Ed.
- Spencer, T. D. (2014). Check-in Check-Out (CICO). In W. G. Scarlett (Ed.) *Classroom management: An A-Z guide*. Thousand Oaks, CA: Sage Publications.
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- Spencer, T. D. (2020). Analysis of verbal behavior. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders*. New York, NY: Springer. [https://doi.org/10.1007/978-3-319-91280-6\\_1882](https://doi.org/10.1007/978-3-319-91280-6_1882)
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#### Non-Peer Reviewed Works

- Spencer T.D. (2022). Peer Review Report For: Addressing implementation considerations when developing universal interventions for speech, language and communication needs in the ordinary classroom: a protocol for a scoping review [version 3; peer review: 2 approved]. *HRB Open Res*, 4:41 (<https://doi.org/10.21956/hrbopenres.14692.r31369>)
- Spencer, T. D., Slim, L., Cardon, T., & Morgan, L. (2020). *Interprofessional Collaborative Practice Between Behavior Analysts and Speech-Language Pathologists*. Association for Behavior Analysis International Practice Board. <https://www.abainternational.org/constituents/practitioners/interprofessional-collaborative-practice.aspx>
- Spencer, T. D. (2017). Intake interviews for American Indian vocational rehabilitation services. *Smoke signals: Practice Guide*. Flagstaff, AZ: Institute for Human Development, Northern Arizona University.
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- Spencer, T. D. (2016). One way of knowing is not always the best way: Introduction to evidence-based practice for AIVRS. *Drum Beats: Fact Sheets*. Flagstaff, AZ: Institute for Human Development, Northern Arizona University.
- Spencer, T. D., & Horrocks, E. (2014). A Review of Health Promotion Curricula for Children and Youth with Special Health Care Needs. Phoenix, AZ: Arizona Department of Health Services, Office for Children with Special Health Care Needs, Bureau of Women's and Children's Health.
- Spencer, T. D., & Horrocks, E. (2014). Media-Smart Youth: Eat, Thing, and Be Active! Health Highlight. Phoenix, AZ: Arizona Department of Health Services, Office for Children with Special Health Care Needs, Bureau of Women's and Children's Health.
- Spencer, T. D., & Horrocks, E. (2014). Pathways Health Highlight. Phoenix, AZ: Arizona Department of Health Services, Office for Children with Special Health Care Needs, Bureau of Women's and Children's Health.
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- Spencer, T. D. (2012). Evidence-based practice: Introduction to bridge briefs. *Bridge Brief: A Research to Practice Resource, 1*. Institute for Human Development, Northern Arizona University. [https://nau.edu/wp-content/uploads/sites/62/2018/06/Intro\\_BridgeBriefs.pdf](https://nau.edu/wp-content/uploads/sites/62/2018/06/Intro_BridgeBriefs.pdf)
- Spencer, T. D. (2012). The effect of narrative intervention on preschoolers' language skills. *Bridge Brief: A Research to Practice Resource, 1*. Institute for Human Development, Northern Arizona University. [https://nau.edu/wp-content/uploads/sites/62/2018/06/BridgeBrief\\_Issue1\\_2012.pdf](https://nau.edu/wp-content/uploads/sites/62/2018/06/BridgeBrief_Issue1_2012.pdf)
- Spencer, T. D., & Petersen, D. B. (2010). Narrative intervention for preschool classes. *Utah Special Educator, 32*(4), 26-29.
- Slocum, T. A., Detrich, R., & Spencer, T. D. (April, 2010). The logic underlying evidence based practice: Recognizing the assumptions behind "best available evidence." *Savage Controversies, 3*(2), 2-3.

#### Invited Presentations

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

113. Spencer, T. D. (2022, January). *Collaboratively supporting academic language of autistic students: The intersection of neurodiversity and cultural reciprocity - Virtual* [Invited presentation]. Interprofessional Autism Conference, New Jersey.
112. Spencer, T.D. (2021, December). *Story Champs Implementation for Florida's speech-language pathologists - Virtual*[Invited training]. University of Florida, Tallahassee, FL.
111. Spencer, T. D. (2021, November). *Beyond disciplinary centrism and ableism - Virtual* [Keynote speaker]. Partners of Applied Behavior Analysis Conference, New York.
110. Spencer, T. D. (2021, October). *The power of oral storytelling and its link to literacy.* [Invited presentation]. Developmental Language Disorder (DLD) Symposium, Iran.
109. Spencer, T. D. (2021, September). *Story Champs - Virtual.* [Invited presentation]. Virginia State, Department of Education.
108. Spencer, T. D. (2021, September). *Story Champs - Virtual.* [Invited presentation]. Brevard Public Schools, Viera, FL.
107. Spencer, T. D. (2021, July). *Interprofessional collaboration: An exercise in cultural humility - Hybrid.* [Invited presentation]. Women in Behavior Analysis, Nashville, TN.
106. Spencer, T. D. (2021, April). *Evidence-based decision-making framework - Virtual* [Invited presentation]. University of South Florida doctoral student course, Department of Communication Science and Disorders, *Evidence-based Practice in Communication Sciences*, Tampa, FL.
105. Spencer, T. D. (2021, April). *Literacy and behavior analysis.* Speech-Language Pathology & Applied Behavior Analysis, Professional Development series.
104. Spencer, T. D., (2021, March). *Introduction to creating and documenting clinical impact.* [Recorded professional development]. In T. D. Spencer (Chair), *Creating and Documenting Clinical Impact Unit.* American Speech-Language Hearing Association, Clinical Research Education (CREd Library). [https://academy.pubs.asha.org/2021/03/enhancing-impact-and-research/#elementor-toc\\_\\_heading-anchor-0](https://academy.pubs.asha.org/2021/03/enhancing-impact-and-research/#elementor-toc__heading-anchor-0)
103. Spencer, T. D., & Wallace, S. (2021, March). *Clinical impact: Panel discussion.* [Recorded professional development]. In T. D. Spencer (Chair), *Creating and Documenting Clinical Impact Unit.* American Speech-Language Hearing Association, Clinical Research Education (CREd Library). [https://academy.pubs.asha.org/2021/03/enhancing-impact-and-research/#elementor-toc\\_\\_heading-anchor-5](https://academy.pubs.asha.org/2021/03/enhancing-impact-and-research/#elementor-toc__heading-anchor-5)
102. Spencer, T.D. (2021, March). *Collaborating with people who think differently - Virtual* [Invited presentation]. University of South Florida Undergraduate Student club, *Bilingual Language and Literacy Interprofessional Networking Group*, Tampa, FL.
101. Spencer, T.D. (2021, March). *Evidence-based decision-making framework - Virtual* [Invited presentation]. University of South Florida doctoral student course, Department of Communication Science and Disorders, *Evidence-based Practice in Communication Sciences*, Tampa, FL.
100. Spencer, T.D. (2021, February). *Implementation support strategies for academic language - Virtual*[Invited training]. Oakland Schools, Oakland, MI.
99. Spencer, T.D. (2021, January). *Building oral language using story champs* [Invited webinar; 1100 participants]. Language Dynamics Group, LLC.



98. Spencer, T.D. (2021, January). *Narrative intervention in K-2 general education classrooms - Virtual*[Invited training]. Pineview Elementary, Tallahassee, FL.
97. Spencer, T.D. (2020, November). *Narrative intervention for Florida's speech-language pathologists - Virtual*[Invited training]. University of Florida, Tallahassee, FL.
96. Spencer, T.D. (2020, October). *Adapting narrative intervention for emerging speakers - Virtual*[Invited training]. Macomb County Intermediate School District, Macomb, MI.
95. Spencer, T.D. (2020, September). *A peek under the hood: Principles of narrative intervention - Virtual*[Invited training]. Macomb County Intermediate School District, Macomb, MI.
94. Spencer, T.D. (2020, September). *Narrative intervention promotes academic language - Virtual*[Invited training]. Marion County School District, Ocala, FL.
93. Spencer, T.D. (2020, September). *Narrative intervention: How and why - Virtual*[Invited training]. North Palos School District, Chicago, IL.
92. Spencer, T.D. (2020, August). *Oral storytelling builds language and literacy skills - Virtual*[Invited presentation]. University of Oregon graduate student course, Special Education Department, *Interdisciplinary Teaming*, Eugene OR.
91. Spencer, T. D., (2020, May). *Promoting oral language via storytelling - Virtual*[Invited webinar]. Paul H. Brookes Publishing Virtual Coffee Chat, Washington D. C.
90. Spencer, T. D., (2020, March). *Establishing generative social and academic language repertoires of children with autism through storytelling* [Invited presentation]. Utah Speech-Language Hearing Association annual convention, Salt Lake City, UT.
89. Spencer, T. D., (2020, March). *Storytelling interventions: Research based principles to practice* [Invited presentation]. Utah Speech-Language Hearing Association annual convention, Salt Lake City, UT.
88. Spencer, T. D., (2020, March). *Interprofessional collaboration: It's the ethical thing to do!* [Invited presentation]. College of Education Special Seminar, Brigham Young University, Orem, UT.
87. Spencer, T.D. (2020, March). *Evidence-based decision-making framework - Virtual* [Invited presentation]. University of South Florida doctoral student course, Department of Communication Science and Disorders, *Evidence-based Practice in Communication Sciences*, Tampa, FL.
86. Spencer, T.D. (2020, February). *Expanding the verbal repertoire of children with autism - Virtual*[Invited training]. Macomb Intermediate School District, Macomb County, MI.
85. Spencer, T.D. (2020, January). Panelist for Dr. Liz Hadley's presentation, *Talking to learn*. [Invited presentation]. Anchin Center, College of Education, University of South Florida, Tampa, FL.
84. Spencer, T.D. (2019, November). *Intersection between applied behavior analysis and speech-language pathology*. [Invited presentation]. Department of Communication Disorders, University of South Florida, Tampa, FL.
83. Spencer, T.D. (2019, October). *Early literacy instruction: Some basics* [Invited presentation]. University of South Florida Undergraduate Student club, *Bilingual Language and Literacy Interprofessional Networking Group*, Tampa, FL.

82. Spencer, T.D. (2019, October). *Teaching requests: A deeper dive - Virtual* [Invited training]. Macomb Intermediate School District, Macomb County, MI.
81. Spencer, T.D. (2019, October). *Making stories meaningful: Applications in kindergarten - Virtual* [Invited training]. Oakland Intermediate School District, Oakland County, MI.
80. Spencer, T.D. (2019, October). *Applications of behavior analysis to the education of children with autism* [Keynote speaker]. Autism Conference, Minsk, Belarus.
79. Spencer, T.D. (2019, September). *Promoting academic language and social communication of children with autism through storytelling* [Invited presentation]. Thompson Center for Autism, St. Louis, MO.
78. Spencer, T.D. (2019, September). *Using stories in language therapy* [Invited training]. Columbia Public School District, St. Louis, MO.
77. Spencer, T.D. (2019, September). *Narrative intervention and assessment for speech-language pathologists* [Invited presentation]. Wayne State University, Detroit, MI.
76. Spencer, T.D. (2019, September). *School-based Applications and the Versatility of Narratives* [Invited presentation]. Morningside Academy, Seattle, WA.
75. Spencer, T.D. (2019, August). *Using narratives in the classroom and in language therapy - Virtual* [Invited presentation]. Detroit Enterprise Academy, Detroit, MI.
74. Spencer, T.D. (2019, July). *International perspectives on cultural and linguistic diversity in schools - Virtual* [Invited presentation]. University of Pretoria, Pretoria, South Africa.
73. Spencer, T.D. (2019, June). *Verbal behavior instruction for children with autism* [Invited training]. Macomb Intermediate School District, Macomb County, MI.
72. Spencer, T.D. (2019, May). *Assessment of decoding, language, and reading.* [Invited presentation]. Literacy Studies Summer Practicum, University of South Florida, Tampa, FL.
71. Spencer, T.D. (2019, May). *Multi-tiered system of support for academic language* [Invited training]. LaGrange Area Department of Special Education, Naperville School District, & North DuPage Special Education Cooperative, Naperville, IL
70. Spencer, T.D. (2019 April). *Versatility of narratives for the development of language and literacy* [Invited presentation]. University of Witwatersrand, Johannesburg, South Africa.
69. Spencer, T.D. (2019, April). *Versatility of narratives for the development of language and literacy* [Invited presentation]. University of South Africa, Pretoria, South Africa,
68. Spencer, T.D. (2019, January). *Installation and implementation of a multi-tiered system of language support* [Invited training]. Peoria Unified School District, Phoenix, AZ.
67. Spencer, T.D. (2018, November). *The future of multi-tiered systems of support* [Invited presentation]. School Psychology Colloquium, University of South Florida, Tampa, FL.
66. Spencer, T.D. (2018, November). *The intersection of applied behavior analysis and speech language pathology* [Invited training]. Macomb County Intermediate School District, Macomb, MI.

65. Spencer, T.D. (2018, October). *Applications of behavior analysis to the education of children with autism* [Keynote speaker]. Autism Conference, Minsk, Belarus.
64. Spencer, T.D. (2018, October). *Advances in narrative intervention for promoting academic language* [Invited training]. Macomb Intermediate School District, Macomb County, MI.
63. Spencer, T.D. (2018, October). *Narrative intervention for diverse kindergarteners: The basics* [Invited training]. Oakland Intermediate School District, Oakland County, MI.
62. Spencer, T.D. (2018, September). *Researcher-practitioner collaborations* [Invited presentation]. Wimauma Focus on Education Event, Wimauma, FL.
61. Spencer, T.D. (2018, April). *Maximize your intervention effort: Intervene with language and teach social emotional skills at the same time* [Invited presentation]. National Training Institute, St. Petersburg, FL.
60. Spencer, T.D. (2018, February). *Versatility of narrative assessment and intervention* [Invited presentation]. University of Missouri, Columbia, MO.
59. Spencer, T.D. (2018, January). *Multi-tiered system of language support: The possible reality!* [Invited presentation]. LaGrange Area Department of Special Education, Countryside, IL.
58. Spencer, T.D. (2018, January). *Multi-tiered system of language support: The possible reality!* [Invited training]. Palatine School District, Palatine, IL.
57. Spencer, T.D. (2017, November). *Prevent future reading comprehension problems in preschool: Old science and new stories* [Invited presentation]. Northern Arizona Early Childhood Education Conference, Flagstaff, AZ.
56. Spencer, T.D. (2017, November). *Dynamic assessment: Efficient, accurate identification of reading disabilities for culturally and linguistically diverse students* [Invited presentation]. Arizona Association for School Psychologists, Phoenix, AZ.
55. Spencer, T.D. (2017, November). *Careers in applied behavior analysis - Teach in* [Invited presentation]. Brooks DeBartolo Collegiate High School, Tampa, FL.
54. Spencer, T.D. (2017, September). *Innovation in language assessment and intervention* [Invited presentation]. Wayne State University, Detroit, MI.
53. Spencer, T.D. (2017, September). *Building a cadre of experts in MTSS for language* [Invited training]. Macomb County Intermediate School District, Macomb, MI.
52. Spencer, T.D. (2017, September). *Teaching academic language through a tiered instructional framework* [Invited training]. Macomb County Intermediate School District, Macomb, MI.
51. Spencer, T.D. (2017, September). *Multi-tiered system of support for language: An introduction* [Invited training]. Macomb County Intermediate School District, Macomb, MI.
50. Spencer, T.D. (2017, August). *Enhancing reading outcomes by promoting language in a MTSS model* [Invited presentation]. South Carolina Department of Education State Systemic Improvement Program, Columbia, SC.

49. Spencer, T.D. (2017, February). *Multi-tiered systems of language support: An inclusion mode*[Invited presentation]. Arizona Department of Education Early Childhood Special Education Conference, Phoenix, AZ.
48. Spencer, T.D. (2017, February). *Dynamic assessment: Earlier identification of children who need language and decoding interventions* [Invited presentation]. Arizona Department of Education Early Childhood Special Education Conference, Phoenix, AZ.
47. Spencer, T.D. (2016, October). *Literacy assessment tools* [Invited presentation]. America Reads, Northern Arizona University, Flagstaff, AZ.
46. Spencer, T.D. (2016, October). *All the tools needed to bring language front and center in MTSS*[Invited presentation]. Northwest Suburban Special Education Organization, Arlington Heights, IL.
45. Spencer, T.D. (2016, October). *Assessment tools for multi-tiered systems of language support*[Invited training]. Naperville School District, Naperville, IL.
44. Spencer, T.D. (2016, October). *Multi-tiered system of language support (MTSLS)*[Invited presentation]. LaGrange Area Department of Special Education, Countryside, IL.
43. Spencer, T.D. (2016, September). *Multi-tiered system of language support (MTSLS)* [Invited training]. Macomb County Intermediate School District, Macomb, MI.
42. Spencer, T.D. (2016, September). *Promoting academic language* [Invited training]. Macomb County Intermediate School District, Macomb, MI.
41. Spencer, T.D. (2016, August). *Evidence based practice* [Invited presentation]. College of Education, Northern Arizona University, Flagstaff, AZ.
40. Spencer, T.D. (2016, February). *Multi-tiered system of language support (MTSLS)* [Invited training]. Peoria Unified School District, Glendale, AZ.
39. Spencer, T.D. (2016, February). *Puente de Cuentos: Research to practice partnership with head start* [Invited presentation]. Northern Arizona Council of Governments Head Start, Flagstaff, AZ.
38. Spencer, T.D. (2016, February). *Multi-tiered system of language support (MTSLS)* [Invited presentation]. Illinois Speech-Language Hearing Association, Chicago, IL.
37. Spencer, T.D. (2016, January). *Multi-tiered system of language support (MTSLS)*[Invited presentation]. University of Oregon, College of Education Dean's Distinguished Scholar Seminar, Eugene, OR.
36. Spencer, T.D. (2015, August). *Language basis of reading and writing* [Invited training]. Flagstaff Unified School District, Flagstaff, AZ.
35. Spencer, T.D. (2015, August). *Multi-tiered systems of language support* [Invited training]. Macomb County Intermediate School District, Macomb, MI.
34. Spencer, T.D. (2015, June). *Multi-tiered system of language support* [Invited presentation]. Read On Arizona, Phoenix, AZ.
33. Spencer, T.D. (2015, April). *The versatility of narrative assessment* [Invited presentation]. Arizona Speech-Language Hearing Association, Phoenix, AZ.

32. Spencer, T.D. (2015, March). *Predictive early assessment of reading and language* [Invited presentation]. Read On Arizona, Phoenix, AZ.
31. Spencer, T.D. (2015, January). *Multi-tiered systems of language support* [Invited training]. Macomb County Intermediate School District, Macomb, MI.
30. Spencer, T.D. (2015, January). *Screening and progress monitoring* [Invited training]. Macomb County Intermediate School District, Macomb, MI.
29. Spencer, T.D. (2014, November). *Building a research agenda in education* [Invited presentation]. College of Education Faculty Center, Flagstaff, AZ.
28. Spencer, T.D. (2014, October). *What is and what is not evidence?* [Invited presentation]. Evidence-based Practice in Disability Disciplines Conference, Flagstaff, AZ.
27. Spencer, T.D. (2014, October). *Promoting independence through systematic prompt fading* [Invited presentation]. Evidence-based Practice in Disability Disciplines Conference, Flagstaff, AZ.
26. Spencer, T.D. (2014, January). *Story champs multi-tiered narrative intervention* [Invited training]. Macomb County Intermediate School District, Macomb, MI.
25. Spencer, T.D. (2013, October). *Narrative intervention and assessment* - Featured Speaker [Invited presentation]. Inter Mountain Area Speech and Hearing Convention, Denver, CO.
24. Spencer, T.D. (2013, September). *Teaching social communication through storytelling* [Invited presentation]. Southwest Autism Resource and Research Center (SARRC), Phoenix, AZ.
23. Spencer, T.D. (2013, April). *Promoting generalization of verbal skills* - Keynote Address [Invited presentation]. Autism Society of American - Greater Phoenix, Phoenix, AZ.
22. Spencer, T.D. (2013, April). *Teaching social communication through storytelling: Advances in applied behavior analysis and speech language pathology* [Invited presentation]. Autism Society of American - Greater Phoenix, Phoenix, AZ.
21. Spencer, T.D. (2013, March). *Narrative intervention and assessment* [Invited training]. Wind Rivers Indian Reservation/Fremont School District, Lander, WY.
20. Spencer, T.D. (2013, January). *Narrative intervention and assessment* [Invited training]. Wind Rivers Indian Reservation/Fremont School District, Lander, WY.
19. Spencer, T.D. (2012, November). *Evidence-based behavior analytic practice* [Invited presentation]. Arizona Association for Behavior Analysis, Phoenix, AZ.
18. Spencer, T.D. (2012, September). *Storytelling to story comprehension: A narrative intervention approach* [Invited presentation]. RTI Early Childhood Summit, Santa Anna Pueblo, NM.
17. Spencer, T.D. (2012, September). *Tier 2 vocabulary and comprehension intervention results* [Invited presentation]. RTI Early Childhood Summit, Santa Anna Pueblo, NM.
16. Spencer, T.D. (2012, September). *Narrative intervention and assessment: Implications for RTI* [Invited training]. Saint Croix Educational District, North Branch, MN.
15. Spencer, T.D. (2012, August). *Evidence-based practice* [Invited presentation]. Division of Developmental Disabilities, Flagstaff, AZ.

14. Spencer, T.D. (2011, September). *Preschool narrative assessment* [Invited presentation]. Kansas Speech-Language Hearing Association, Kansas City, KS.
13. Spencer, T.D. (2011, September). *Preschool narrative intervention* [Invited presentation]. Kansas Speech-Language Hearing Association, Kansas City, KS.
12. Spencer, T.D. (2011, August). *Narrative intervention and assessment* [Invited training]. Kenai Peninsula Borough School District, Kenai, AK.
11. Spencer, T.D. (2010, April). *ABCs of behavior and instruction* [Invited presentation]. Centro de la Familia (Migrant Head Start), Honeyville, UT.
10. Spencer, T.D. (2010, July). *ABCs of behavior and instruction* [Invited presentation]. Centro de la Familia (Migrant Head Start), Salt Lake City, UT.
9. Spencer, T.D. (2010, June). *Multi-tiered narrative instruction for preschoolers* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.
8. Spencer, T.D. (2010, June). *Narrative assessment and intervention strategies for English language learners* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.
7. Spencer, T.D. (2009, October). *Social communication and job skills of adults with autism* [Invited presentation]. Idaho Vocational Rehabilitation, Boise, ID.
6. Spencer, T.D. (2008, June). *Collaboration Between vocational rehabilitation and special education: Recommendations for special educators* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.
5. Spencer, T.D. (2008, June). *Collaborating with vocational rehabilitation counselors* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.
4. Spencer, T.D. (2008, June). *Evidence-based practices for supporting and training adults with autism in employment settings* [Invited presentation]. Utah State University Effective Practice Conference, Logan, UT.
3. Spencer, T.D. (2006, November). *Managing behavior in public* [Invited presentation]. Utah State University Health Services Parent Training Series, Logan, UT.
2. Spencer, T.D. (2003, February). *What does a behavioral school look like?* [Invited presentation]. Montefiore Medical Center's Parent Training Series, Bronx, NY.
1. Spencer, T.D. (2003, November). *A behavioral approach to education* [Invited presentation]. New York State Association for Behavior Analysis, White Plains, NY.

#### Conference Presentations

115. Spencer, T. D., Davidson, M., Harold, M., Mahendra, N., Nicholson, N., Smith, S. L., Utianski, R., & Wallace, S. (2021, November). *A Conversation with the CRISP Committee: Reviewing Stakeholder Perspectives of Clinical Practice Research* [Conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, Washington D.C.
114. Morgan, L., Cardon, T., Slim, L., & Spencer, T. D. (2021, November). *Moving Beyond Disciplinary Centrism: The Role of SLPs in Supporting Cultural Change within ABA* [Conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, Washington D.C.

113. Spencer, T. D. (2021, July). *From storytelling to reading comprehension: The power of manipulative autoclitic frames*. [Conference presentation]. Women in Behavior Analysis, Nashville, TN.
112. Harold, M., Spencer, T., Douglas, N. Smith, S. Davidson, M., Mahendra, N., & Wallace, S. (2020, November). *How to make your research count for promotion and for practice: Discussion among clinical researchers* [Conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA. (Conference canceled).
111. Goldstein, H., Madsen, K., & Spencer, T.D. (2020, November). *Innovative model of professional development to provide MTSS for early literacy in preschool* [Conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA. (Conference canceled).
110. DeRobles, A., Maltba, J., Loveless, E., Fryer, Y., Petersen, D., & Spencer, T.D. (2020, November). *Dynamic assessment of language: Reporting evidence of validity from a large-scale study* [Conference presentation]. Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA. (Conference canceled).
109. Spencer, T. D. (2020, May). *Adopting direct instruction principles to design and deliver generative language instruction via narratives*. In J. Twyman (Chair), *Design and delivery features of direction instruction that you didn't know you didn't know you needed*. Association for Behavior Analysis International, Virtual.
108. McConnell, S., Goldstein, H., & Spencer, T. D. (2020, February). *Disseminating work to affect practice: Getting our light out from under the bushel* [Panel presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.
107. Soto, X., Goldstein, H. & Spencer, T. D. (2020, February). *Effects of multi-tiered bilingual early literacy intervention on school readiness of at-risk Latinx preschoolers* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.
106. Garcia, A. R., Kirby, M., & Spencer, T. D. (2020, February). *Dependency of children with autism on visual prompts when telling stories: Can it be prevented?* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.
105. Kirby, M., Garcia, A. R., & Spencer, T. D. (2020, February). *Putting a price on family engagement for dual language learners* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.
104. Spencer, T. D., Duran, L., Kelley, E. J., Wackerle-Holman, A., & Artman-Meeker, K. (2020, January). *Integrated or specialized interventions, assessments, and professional development: Is there tension between research and practice?* Paper presented at the Institute of Education Sciences Principal Investigators Meeting, Washington D. C.
103. Spencer, T. D., Chen, Y. I., Sullivan Kirby, M., & Petersen, D. B., (2019, December). *Fostering kindergarteners' narrative writing through oral language instruction*. Poster presented at the Literacy Research Association Annual Meeting, Tampa, FL.

102. Petersen, D. B., Spencer, T. D., & Foster, M. E. (2019, December). *A multi-tiered system of language support improves oral and written academic language*. Paper presented at the Literacy Research Association Annual Meeting, Tampa, FL.
101. Leung, S., Hei Wun, I. L., Hei Yu, H. F., Bradley, M. B., Nissen, S., Spencer, T. D., & Petersen, D. B. (2019, November). *A Chinese dynamic assessment of decoding & language for preschool age children: Phase 1*. Poster presented at the annual American Speech- Language-Hearing Association conference. Orlando, FL.
100. Hampshire, T., Petersen, D. B., Staskowski, M., & Spencer, T. D. (2019, November). *A Longitudinal investigation of the effects of kindergarten oral language MTSS on later literacy outcomes*. Poster presented at the annual American Speech- Language-Hearing Association conference. Orlando, FL.
99. Kelley, E., Spencer, T. D., Foster, M. E., Artman Meeker, K., & Duran, L. (2019, November). *Integration is key: Extending the effects of SLPs' language interventions into the classroom*. Paper presented at the American Speech-Language Hearing Association Annual Convention, Orlando, FL.
98. Spencer, T. D., (2019, May). *Beyond elementary verbal operants: Conceptual analysis of storytelling*. Paper presented at the annual convention of the Association for Behavior Analysis International, Chicago, IL.
97. Spencer, T. D. (2019, April). *Which words do children learn? Implications for dual language learners and receptive picture vocabulary assessment*. Paper presented at the annual convention of the Society for Research in Child Development, Baltimore, MD.
96. Spencer, T. D. (2019, February). *Bridging oral and written language: An oral narrative language intervention study with writing outcomes*. Paper presented at the National Association for School Psychologists Annual Meeting, Atlanta, GA.
95. Sanchez, C., White, V., Lam, J., Petersen, D. B., & Spencer, T. D. (2018, November). *The effect of narrative intervention on bilingual preschool children's reference cohesion in stories*. Poster presented at the American Speech-Language Hearing Association Annual Meeting, Boston, MA.
94. Duran, L., Spencer, T. D., Kelley, E. S., & Wackerle-Hollman, A. (2018, November). *Innovators, team members, and leaders: The critical contributions of SLPs in early childhood MTSS*. Seminar presented at the American Speech-Language Hearing Association Annual Meeting, Boston, MA.
93. Spencer, T. D. (2018, November). *Stories as cultural tools*. In T. D. Spencer (Chair), *Best practices in cultural and linguistic adaptation for valid narrative assessment and response to intervention*. Symposium presented at the American Speech-Language Hearing Association Annual Meeting, Boston, MA.
92. Olsen, W., Peters-Sanders, L., Madsen, K., Spencer, T., & Goldstein, H. (2018, November). *Improving at-risk preschoolers' comprehension skills through explicit instruction*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
91. Claar, C., & Spencer, T. D. (2018, October). *Academic language sampling*. Paper presented at the 4<sup>th</sup> Annual Florida Psycholinguistics Meeting, Tampa, FL.



90. Spencer, T. D., Petersen, D. B., Restrepo, M. A., & Thompson, M. (2018, July). *The impact of Spanish-English multi-tiered intervention to promote academic language skills of preschoolers*. Paper presented at the Society for Scientific Study of Reading, Brighton, England.
89. Spencer, T. D. (2018, April). *Impact of tiered Spanish and English intervention on the language skills of Dual Language Learners*. College of Behavioral and Community Sciences, Pecha Kucha, Tampa, FL.
88. Spencer, T. D., Petersen, D. B., Restrepo, M. A., & Thompson, M. (2018, January). *The Impact of Spanish and English intervention on the language skills of dual language learners: A pilot study*. Poster presented at the annual Principal Investigator's Institute of Education Sciences Meeting, Washington DC.
87. Petersen, D. B., Spencer, T.D., & Gragg, S. (2017, November). *Predicting reading six years into the future: Optimizing the validity of a kindergarten dynamic assessment*. Poster presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.
86. Griggs, M., Sadd, C., Stevens, A., Petersen, D. B., Spencer, T.D., & Steeve, R. W. (2017, November). *Developing a language progress monitoring tool for the upper elementary grades*. Poster presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.
85. Spencer, T.D., Petersen, D. B., Thompson, M. S., & Restrepo, M.A. (2017, November). *Early Childhood language interventions: Results of recent large-group and small-group efficacy research*. Seminar presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.
84. Swope, K. L., Petersen, D. B., Steeve, R. W., & Spencer, T. D. (2017, November). *Is reading fluency a valid proxy measure for grade-level reading comprehension*. Seminar presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.
83. Stevens, A., Mount-Rubinfeld, W., Forseth, M., Harmon, K., Mason, B., Petersen, D. B., Spencer, T.D., & Steeve, R. W. (2017, November). *Dynamic assessment of narration for school-age students: Replicating and expanding the research*. Poster presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.
82. Petersen, D. B., Spencer, T.D., & Steeve, R. W. (2017, November). *Innovations in curriculum-based measurement of language and reading: Reliability and validity in a digital application*. Poster presented at the annual American Speech-Language-Hearing Association conference, Los Angeles, CA.
81. Del Cid, D., Spencer, T. D., Petersen, D. B., Restrepo, M. A., & Thompson, M. (2017, April). *The effect of Spanish and English narrative intervention on the language skills of young dual language learners*. Poster presented at the Four Corners Association for Behavior Analysis conference, Flagstaff, AZ.
80. Zitting, L. & Spencer, T.D., (2017, February). *Language tools for MTSS: Screening, curriculum-based measurement, and tiered intervention*. Mini-skills workshop

presented at the National Association for School Psychologists Conference, San Antonio, TX.

79. Petersen, D. B., Staskowski, M., & Spencer, T. D. (2016, November) *Effects of a narrative intervention on oral and written language: A large-scale randomized control trial*. Paper presented at the American Speech-Language Hearing Association Annual Meeting, Philadelphia, PA.
78. Gardner, C., & Spencer, T.D. (2016, November). *Oral narrative intervention improves inferential word learning*. In D. B. Petersen (Chair), *Evidence of oral narrative language interventions improving academic skills of school age students*. Symposium presented at American Speech-Language Hearing Association Annual Meeting, Philadelphia, PA.
77. Petersen, D. B., Steeve, R., & Spencer, T. D. (2016, November). *Effects of multi-tiered language intervention on reading comprehension outcomes of second and third graders*. In D. B. Petersen (Chair), *Evidence of oral narrative language interventions improving academic skills of school age students*. Symposium presented at American Speech-Language Hearing Association Annual Meeting, Philadelphia, PA.
76. Spencer, T.D. (2016, November). *Narratives bridge oral and written language*. In D. B. Petersen (Chair), *Evidence of oral narrative language interventions improving academic skills of school age students*. Symposium presented at American Speech-Language Hearing Association Annual Meeting, Philadelphia, PA.
75. Reppen, R., Moran, M., & Spencer, T. D. (2016, July). *Grade level grammatical differences among culturally, linguistically and economically diverse students in preschool to third grade*. Paper presented at the Society for Scientific Study of Reading, Porto, Portugal.
74. Thompson, M. S., Spencer, T. D., Petersen, D. B., & Restrepo, M. A., (2016, July). *Interchangeability of the Narrative Language Measures for English- and Spanish-speaking preschoolers: An analysis with methodological recommendations*. Poster presented at the Society for Scientific Study of Reading, Porto, Portugal.
73. Spencer, T. D., Petersen, D. B., Restrepo, M. L., & Thompson, M. S. (2016, July). *The effect of Spanish and English narrative intervention on the language skills of young dual language learners*. Poster presented at the National Research Conference in Early Childhood, Washington D.C.
72. Spencer, T. D. (2015, November). *The effect of Spanish and English narrative intervention on the language skills of young dual language learners*. Paper presented at American Speech-Language Hearing Association Annual Meeting, Denver, CO.
71. Petersen, D. B. & Spencer, T. D. (2015, November). *The Narrative Language Measures: Progress monitoring of English and Spanish language development for preschoolers*. Paper presented at American Speech-Language Hearing Association Annual Meeting, Denver, CO.
70. Gardner, C. & Spencer, T. D. (2015, November). *The effect of vocabulary instruction embedded in narrative intervention*. Poster presented at American Speech-Language Hearing Association Annual Meeting, Denver, CO.

69. Spencer, T. D. (2015, June). *Predictive early assessment of reading and language (PEARL)*. Paper presented at Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ.
68. Spencer, T. D. (2015, June). *Beyond discrete trial teaching for children with autism*. Paper presented at Evidence-Based Practice in Disability Disciplines Conference, Phoenix, AZ.
67. Spencer, T. D. (2015, August). *Predictive early assessment of reading and language (PEARL)*. Paper presented at the First Things First conference, Phoenix, AZ.
66. Spencer, T.D., Thompson, M., Petersen, D. B., & Restrepo, M. A. (2015, July). *The narrative language measures: Progress monitoring of English and Spanish language development for preschoolers*. Paper presented at the Society for the Scientific Study of Reading. Kona, HI.
65. Spencer, T. D., (2015, May). *Social validity, cultural reciprocity, and ethics: Collaboration with clients and professionals*. Paper presented at the Association for Behavior Analysis International, San Antonio, TX.
64. Gardner, C., Suter, K., & Spencer, T. D., (2015, April). *Explicit vocabulary instruction embedded in narrative language intervention*. Poster presented at the Northern Arizona University Undergraduate Research Symposium, Flagstaff, AZ.
63. Weddle, S. A., Gardner, A. W., Spencer, T. D., & Davidson, A. J. (2015, April). *Tangible contact and vocalizations as a function of tangible stimulus class*. Poster presented at the Four Corners Association for Behavior Analysis, Santa Fe, NM.
62. Gardner, C., Zitting, L., & Spencer, T. D. (2015, April). *The effect of explicit vocabulary instruction embedded in narrative intervention on first graders' academically related language skills*. Poster presented at the Four Corners Association for Behavior Analysis, Santa Fe, NM.
61. Konishi, A., Sellars, T., Petersen, D. B., Spencer, T. D., & Steeve, R. W. (2014, November). *Using parallel forms to examine the extent that language comprehension and reading comprehension are equivalent*. Poster presented at the American Speech-Language Hearing Association Annual Meeting, Orlando, FL.
60. Sellars, T., & Spencer, T.D. (2014, June). *Validating a curriculum-based measure of language for school aged students*. Poster presented at Arizona Association for School Psychologists, Phoenix, AZ.
59. Zitting, L., & Spencer, T.D. (2014, June). *Predictive early assessment of reading and language (PEARL): A response to intervention tool*. Poster presented at Arizona Association for School Psychologists, Phoenix, AZ.
58. Zitting, L., & Spencer, T.D. (2014, June). *Predictive early assessment of reading and language (PEARL): An evidence-based approach*. Poster presented at Evidence-based Practice in Disability Disciplines Conference, Flagstaff, AZ.
57. Weddle, S., Kajian, M., Zitting, L., & Spencer, T. D. (2014, May). *Multi-tiered narrative intervention with preschoolers: An investigation of contextual fit*. Poster presented at the Association for Behavior Analysis International, Chicago, IL.

56. Zitting, L., & Spencer, T. D. (2014, April). *The contribution of applied behavior analysis to dynamic assessment*. Poster presented at the Four Corners Association for Behavior Analysis, Park City, UT.
55. Weddle, S., & Spencer, T. D. (2014, April). *Multi-tiered narrative intervention with preschoolers: An investigation of contextual fit*. Poster presented at the Four Corners Association for Behavior Analysis, Park City, UT.
54. Gardner, C., Heitzinger, C., Suter, K., Hungate, M., Blackburn, A., Rogel, L., & Spencer, T. D. (2014, April). *Early identification using the PEARL with diverse kindergarteners*. Poster presented at the Northern Arizona University Undergraduate Research Symposium, Flagstaff, AZ.
53. Varney, M., Hungate, M., Heitzinger, C., Gardner, C., & Spencer, T. D. (2014, April). *Early identification and preventative language intervention with diverse kindergarteners: A small-scale randomized control trial*. Poster presented at the Northern Arizona University Undergraduate Research Symposium, Flagstaff, AZ.
52. Gardner, C., Heitzinger, C., & Spencer, T. D. (2014, April). *Early identification and preventative language intervention with diverse kindergarteners: A small-scale randomized control trial*. Poster presented at the National Conference for Undergraduate Research, Lexington, KY.
51. Heitzinger, C., Suter, K., & Spencer, T. D. (2013, November). *The assessment of story comprehension*. Poster presented at the American Speech-Language Hearing Association Annual Meeting, Minneapolis, MN.
50. Spencer, T. D., & Petersen, D. B. (2013, November). *The effects of a tiered narrative intervention on preschoolers' oral language skills*. Poster presented at the American Speech-Language Hearing Association Annual Meeting, Minneapolis, MN.
49. Petersen, D. B., & Spencer, T. D. (2013, November). *Narrative intervention with Native American students: Effects on writing*. Poster presented at the American Speech-Language Hearing Association Annual Meeting, Minneapolis, MN.
48. Weddle, S.A., Zitting, L., & Spencer, T.D. (2013, June). *A tiered narrative intervention delivered by Head Start teachers: An efficacy and implementation study*. Poster presented at Arizona Association for School Psychologists, Phoenix, AZ.
47. Spencer, T.D. (2013, June). *The role of professional judgment in evidence-based practice*. Paper presented at the Evidence-based Practice in Disability Disciplines conference, Flagstaff, AZ.
46. Spencer, T.D. (2013, June). *Applied behavior analysis and speech-language pathology: Merging the evidence*. Paper presented at the Evidence-based Practice in Disability Disciplines conference, Flagstaff, AZ.
45. Spencer, T. D. (2013, May). *Professional judgment: Embrace it, shape it, and strengthen it*. Paper presented at the annual convention of the Association for Behavior Analysis International, Minneapolis, MN.

44. Kajian, M., & Spencer, T. D. (2013, May). *The effect of "naturalized" transfer of stimulus control strategies to promote sophisticated storytelling*. Paper presented at the annual convention of the Association for Behavior Analysis International, Minneapolis, MN.
43. Weddle, S., Kajian, M., & Spencer, T. D. (2013, May). *Promoting generalized use and maintenance of autoclitics during storytelling*. Poster presented at the annual convention of the Association for Behavior Analysis International, Minneapolis, MN.
42. Suter, K., Heizinger, C., Kajian, M., & Spencer, T. D. (2013, April). *The Assessment of Story Comprehension (ASC): Language progress monitoring*. Poster presented at the annual convention of Arizona Speech-Language Hearing Association, Phoenix, AZ.
41. Weddle, S., Kajian, M., & Spencer, T. D. (2013, April). *Promoting generalized use and maintenance of autoclitics during storytelling*. Poster presented at the annual convention of the Four Corners Association for Behavior Analysis, Flagstaff, AZ.
40. Kajian, M., & Spencer, T. D. (2013, April). *Teaching complex verbal behavior through narrative intervention*. Poster presented at the annual convention of the Four Corners Association for Behavior Analysis, Flagstaff, AZ.
39. Gardner, C., Ewbank, M., & Spencer, T. D. (2013, March). *Predictive early assessment of reading and language (PEARL) and response to intervention (RTI) kindergarten study*. Poster presented at the Northern Arizona University Social and Behavioral Sciences Symposium, Flagstaff, AZ.
38. Spencer, T. D., & Petersen, D. B., (2012, September). *Multi-tiered narrative intervention: Addressing the needs of all children*. Poster presented at annual convention of the Division of Early Childhood, Minneapolis, MN.
37. Wackerle-Hollman, A., Bradfield, T., McConnell, S., & Spencer, T. D. (2012, September). *Measuring a response to intervention model in early childhood assessments for identification, decision-making and progress monitoring*. Poster presented at annual convention of the Division of Early Childhood, Minneapolis, MN.
36. Noe, S., Spencer, T. D., Kruse, L., Downing, S., & Goldstein, H. (2012, July). *Effects of a phonological awareness intervention on preschoolers' emergent literacy skills*. Poster presented at the Head Start National Research Conference, Washington, DC.
35. Kajian, M., Bilyk, N., Marum, K., & Spencer, T. D. (2012, May). *Teaching intraverbals, delayed tacts, and autoclitics through narrative intervention*. Poster presented at annual convention of the Association for Behavior Analysis International, Seattle, WA.
34. Goldstein, H., Spencer, E., Sherman, A. Walaszek, L., Spencer, T., Schneider, N., & Noe, S. (2012, June). *A developing model of RTI in early childhood: A tier 2 instructional model to prevent language and literacy delays*. Paper presented at Pacific Coast Research Conference, Coronado, CA.
33. Spencer, T. D., & Petersen, D. B., (2011, November). *Multi-tiered narrative intervention: Addressing the needs of all children*. Presentation at annual convention of the American Speech-Language Hearing Association Annual Meeting, San Diego, CA.

32. Petersen, D. B., & Spencer, T. D. (2011, November). *Progress monitoring of language: The Narrative Language Measures (NLM)*. Presentation at annual convention of the American Speech-Language Hearing Association Annual Meeting, San Diego, CA.
31. Petersen, D. B., Allen, M. M., & Spencer, T. D. (2011, November). *The comparison of two dynamic assessments to a static assessment for identifying reading difficulty*. Presentation at annual convention of the American Speech-Language Hearing Association Annual Meeting, San Diego, CA.
30. Goldstein, H., Spencer, E., Noe, S., & Spencer, T. D. (2011, October). *Development and evaluation of Tier 2 instruction to prevent language and literacy delays*. Presentation at the 3<sup>rd</sup> Annual Response to Intervention Early Childhood Summit, Albuquerque, NM.
29. Spencer, T. D., & Goldstein, H. (2011, July). The assessment of story comprehension (ASC): A preliminary investigation of reliability and validity. In S. Piasta (Chair), *New measures for investigating emergent literacy environments and skill development*. Symposium presented at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.
28. Spencer, T. D., Petersen, D. B., & Slocum, T. A. (2011, May). Large group narrative intervention for preschoolers. In T. D. Spencer (Chair), *Oral and written language interventions: Typical children, at risk preschoolers, and children with autism*. Symposium conducted at the meeting of the Association for Behavior Analysis International, Denver, CO.
27. Smith, H., Spencer, T. D., & Petersen, D. B. (2011, May). Effects of oral language instruction on story writing. In T. D. Spencer (Chair), *Oral and written language interventions: Typical children, at risk preschoolers, and children with autism*. Symposium conducted at the meeting of the Association for Behavior Analysis International, Denver, CO.
26. Petersen, D. B., Brown, C., De George, C., Zebre, J., & Spencer, T. D. (2011, May). The effects of narrative intervention on the language skills of children with autism. In T. D. Spencer (Chair), *Oral and written language interventions: Typical children, at risk preschoolers, and children with autism*. Symposium conducted at the meeting of the Association for Behavior Analysis International, Denver, CO.
25. Petersen, D. B., & Spencer, T. D. (2010, November). *The Narrative Language Measure: A curriculum based measure for language*. Poster presented at American Speech-Language Hearing Association annual conference, Philadelphia, PA.
24. Spencer, T. D., Slocum, T. A., & Petersen, D. B. (2010, November). *Classroom-based narrative intervention for preschoolers*. Paper presented at American Speech-Language Hearing Association annual conference, Philadelphia, PA.
23. Watkins, C. L., Spencer, T. D., Taylor, M. M., Whiteside, H., & Slocum, T. A. (2010, May). *An overview of direct instruction for children with autism spectrum disorders*. Workshop presented at the meeting of the Association for Behavior Analysis International, San Antonio, TX.
22. Slocum, T. A. & Spencer, T. D. (2010, May). A behavioral analysis of narrative language. In T. A. Slocum (Chair), *Storytelling: Analysis, assessment, and effects*. Symposium

conducted at annual meeting of the Association for Behavior Analysis International, San Antonio, TX.

21. Petersen, D. B. & Spencer, T. D. (2010, May). Assessment of narrative language: Developments, innovations, and challenges. In T. A. Slocum (Chair), *Storytelling: Analysis, assessment, and effects*. Symposium conducted at the meeting of the Association for Behavior Analysis International, San Antonio, TX.
20. Spencer, T. D., Slocum, T. A., & Peterson, D. B. (2010, May). The effect of a narrative intervention on preschoolers' story retelling and personal story generation skills. In T. A. Slocum (Chair), *Storytelling: Analysis, assessment, and effects*. Symposium conducted at the meeting of the Association for Behavior Analysis International, San Antonio, TX.
19. Spencer, T. D. (2009, November). *The effects of a preschool narrative intervention on retelling skills*. Paper presented at American Speech-Language Hearing Association annual Conference, New Orleans, LA.
18. Spencer, T. D. (2009, May). *Research-based principles: What practice can't do without*. Paper presented at Association for Behavior Analysis International Conference, Phoenix, AZ.
17. Spencer, T. D. & Higbee, T. S. (2009, May). *Using script training procedures to promote the generalized use of complex language targets of children with autism*. Paper presented at Association for Behavior Analysis International Conference, Phoenix, AZ.
16. Popescue, E. Adelman, V., Allen, C., Bull, A., Dagel, L., Gardner, A. W., & Spencer, T. D. (2009, May). *An investigation of quality indicators for evidence-based interventions: Brief functional analysis methodology with typically developing children displaying problem behavior*. Poster presented at Association for Behavior Analysis International Conference, Phoenix, AZ.
15. Spencer, T. D. (2009, February). *Research-based principles: What practice can't do without*. Paper presented at California Association for Behavior Analysis, San Francisco, CA.
14. Spencer, T. D. & Slocum, T. A. (2008, October) *Strategies to promote spontaneous language of children with autism: A problem-based review*. Poster presented at Association for Behavior Analysis International Evidence Based Practice Conference, Reston, VA.
13. Spencer, T. D. & Petersen, D. B. (2008, May). *The effect of literate narrative intervention on storytelling: An analysis of macrostructure and microstructure*. Paper presented at Association for Behavior Analysis International Conference, Chicago, IL.
12. Spencer, T. D. (2008, May). *Picture exchange communication system (PECS) or sign language: An evidence-based decision-making example*. Paper presented at Association for Behavior Analysis International Conference, Chicago, IL.
11. Spencer, T. D. (2007, May). *Using direct instruction to teach children with autism*. Paper presented at Association for Behavior Analysis International Conference, San Diego, CA.

10. Spencer, T. D. (2007, April). *Using direct instruction to teach children with autism*. Paper presented at Utah State University Graduate Student Research Conference, Logan, UT.
9. McDonough, C.S., Covington, T., Endo, S., Meinberg, D., & Spencer, T.D. (2002, September). *The Hawthorne country day school: A behavioral approach to education*. Paper presented at Focus on Behavior Analysis in Education Conference, Columbus, OH.
8. Spencer, T.D. (2002, September). *The HCDS parent education program*. Poster presented at Focus on Behavior Analysis in Education Conference, Columbus, OH.
7. Spencer, T.D. (2002, September). *The Motivaider and its many uses*. Poster presented at the 28<sup>th</sup> Annual Association for Behavior Analysis Conference, Toronto, Canada.
6. Spencer, T.D. & Davies, A.J. (2001, May). *Parent education: Behavior analysis on the home front*. Paper presented at the 27<sup>th</sup> Annual Association for Behavior Analysis Conference, New Orleans, LA.
5. Spencer, T.D. (2001, February). *Systematic analysis of homework problems*. Paper presented at the National Association of School Psychologists (NASP) Conference, Washington D.C.
4. Spencer, T.D. (2001, February). *Classwide peer tutoring improves spelling performance*. Poster presented at the 19<sup>th</sup> Annual California Association for Behavior Analysis (CalABA) Conference, San Francisco, CA.
3. Spencer, T.D. (2000, October). *Sociometric change as a function of classwide peer tutoring*. Poster presented at the New York State Association for Behavior Analysis (NYSABA) Conference, Saratoga Springs, NY.
2. Spencer, T.D. (1998, May). *Investigating viral agents that contribute to the cause of behavioral disorders*. Paper presented at Utah State University's Excellence Week, Logan, UT.
1. Spencer, T.D. (1998, March). *Improving attendance at an alternative high school*. Poster presented at The International Society for Behaviorology (ISB) Conference, Tampa, FL.

## Research in the Media

### News and Blogs

- McGrath, C., Chery, M., & Correa, R. (2021, March 15). *Building a bridge between Spanish and English*. Child Trends News. <https://rb.gy/rqnr0> [Featured one of my recent studies in a news segment that was aired by 53 local news stations in 26 states; 63,343,393 audience views from March 1<sup>st</sup> to April 30<sup>th</sup>, 2021].
- Nissman, C. (2019, September 25). *What's the story? Promote academic language in students with autism*. Special Ed Connection. <https://www.specialedconnection.com/LrpSecStoryTool/index> [Subscription required; interviewed for a national story on my storytelling research].
- Franchino, E. (2020, February 13). *An early intervention curriculum for dual language learners*. New America. <https://www.newamerica.org/education-policy/edcentral/early-intervention-curriculum-dual-language-learners/>



eLearning

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

Podcasts

Spencer, T. D. (2021). *Ten Instructional Design Efforts to Help Behavior Analysis Take Up the Torch of Direct Instruction*. Behavior Analysis in Practice, BAPcast. Recorded, not yet published.

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

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

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

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

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

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

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

Instagram Live

Spencer, T. D., & K Knight Therapy [@KKnightTherapy]. (2021, March 9). *Evidence-Based Practice and ASHA's Resources*. [Video]. Instagram. [https://www.instagram.com/tv/CMOG93DH\\_Ch/](https://www.instagram.com/tv/CMOG93DH_Ch/)

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

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

COLLEGE TEACHING EXPERIENCE

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

Spring 2022

AAK 811 - *Evidence-based Practice of Augmentative Alternative Communication*, Master's (14), University of Pretoria, South Africa

Fall 2021

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

Summer 2021

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

Spring 2021

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

Fall 2020

IDS 4914 - *Advanced Research Experience*, Undergraduate (3)  
MHS 4906 - *Directed Study*, Undergraduate (2)

Summer 2020

IDS 4914 - *Advanced Research Experience*, Undergraduate (1)  
MHS 6915 - *Directed Research*, Doctoral (1)

Spring 2020

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

Fall 2019

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

Summer 2019

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

Spring 2019

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

Fall 2018

SPA 6971 - *Thesis*, Master's (1)

IDS 2600 - *Research in Community Based Settings (11)*

MHS 6409 - *Evidence-Based Practice in Behavioral & Community Sciences, Doctoral (19)*

#### Summer 2018

SPA 6971 - *Thesis, Master's (1)*

#### Spring 2018

SPA 6910 - *Directed Research, Master's (1)*

#### Other Course Titles

*Undergraduate Research Internship*

*Graduate Research Internship*

*Building a Conceptualization of Curriculum for Young Children*

*Language and Literacy Research with Young Children*

*Assessment of Students with Severe Disabilities*

*Foundations of Effective Assessment and Instruction*

*Consulting with Parents and Professionals*

*Analysis of Behavior: Basic Principles*

#### Mentoring Undergraduate Students

Directed Research and Volunteer Students

2021-2022: 10 students

- Three students were awarded research assistantships
- Three students are preparing Mom's scholarship applications
- All of the students will be submitting abstracts to present at the USF Undergraduate Research Conference

2020-2021: 13 students

- Four seniors had their manuscript accepted for *Thrive*, the undergraduate research journal at USF
- Three students won Mom's scholarships
- Five students presented at USF's Undergraduate Research Conference
- One student was awarded a research assistantship
- Three students were awarded the UGR Scholar Award

2019-2020: 10 students

- Ten were preparing for the Undergraduate Research Conference, but due to COVID-19, they were unable to present their work.
- One student won a Mom's scholarship.

2018-2019: 7 students

- All seven students presented at the USF Undergraduate Research Conference.

#### Master's Student Committees

2021-2022 (Thesis Chair/Major Professor)

Trina Tolentino - MS in Speech Language Pathology, University of South Florida

*The Influence of Contextual Variables on Language Production*

2020-2022 (Thesis Chair/Major Professor)

Courtney Claar - EdS in School Psychology, University of South Florida

Psychometric Properties of Discourse Analysis Tools

2017-2019 (Thesis Chair/Major Professor)

Stephanie Raymond - MS in Speech Language Pathology, University of South Florida

*The Effect of Narrative Language Intervention on the Language Skills of Preschoolers with Hearing Loss Fitted to Hearing Aids*

May 2015 (Thesis Committee Member)

Alisa Konishi - MS in Speech-Language Pathology, University of Wyoming  
*Progress Monitoring Measures to Examine the Equivalency of Oral Language Comprehension and Reading Comprehension*

April 2013 (Thesis Committee Member)

Alicia Garner - MS in Psychological Sciences, Northern Arizona University  
*Effectiveness of High and Low Preferred Qualities of Attention on Behavior*

#### Doctoral Student Committees

2021-present (Doctoral/Dissertation Committee Member)

Nataly Innamorato - PhD in Communication Science & Disorders, University of South Florida

2021-present (Doctoral/Dissertation Committee Member)

Lauren McKeever - PhD in Communication Science & Disorders, University of South Florida

2021-present (International Dissertation Committee Member)

Pádraig Ó Duibhir - PhD in Early Childhood Education, Dublin City University, Ireland

2021-present (International Dissertation Committee Member)

Fateme Hasanpour - PhD in Speech-Language Pathology, Isfahan University of Medical Sciences, Iran

2018-present (Doctoral Chair/Major Professor)

Megan Kirby - PhD in Behavioral and Community Sciences, University of South Florida

2019-2021 (Doctoral/Dissertation Committee Member)

Deborah Christie - PhD in Educational Psychology, University of South Florida

2019-2021 (Doctoral/Dissertation Committee Member)

Deborah Campbell - PhD in Communication Science & Disorders, University of South Florida

2019 (Doctoral/Dissertation Committee Member)

Marlesha Bell - PhD in Applied Behavior Analysis, University of South Florida

2018-2020 (Doctoral/Dissertation Committee Member)

Meaghan McKenna - PhD in Comm. Science & Disorders, University of South Florida  
*Potential Roles of Speech-Language Pathologists in Advancing Early Intervention and Prevention within a Multi-Tiered System of Supports (MTSS) Framework*

2018-2019 (Doctoral Committee Member)

Noe Erazo - PhD in Behavioral and Community Sciences, University of South Florida

2017-2019 (Doctoral/Dissertation Committee Member)

Yagmur Seven - PhD in Communication Science & Disorders, University of South Florida  
*Comparison of Mothers' and Fathers' Storybook Reading*

2017-2019 (Dissertation Committee Member)

Xigríd Soto - PhD in Communication Science & Disorders, University of South Florida  
*Effects of a Phonological Awareness Intervention on Latino Preschooler's Dual Language Emergent Literacy Skills*

October 2017 (Doctoral Chair/Major Professor)

Tiffany Sellars - PhD in Educational Psychology, Northern Arizona University

*The Evidence Based Practice Self-Assessment Tool: Evidence of Reliability and Validity*

May 2017 (Dissertation Committee Member)

Maria Gutierrez Arvizu - PhD in Applied Linguistics, Northern Arizona University

*Teaching Story Grammar to Develop Retell and Speaking Skills in EFL Contexts*

April 2016 (Dissertation Committee Member)

Ashley Brookshier - PhD in Educational Psychology, Northern Arizona University

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

March 2016 (External Dissertation Reviewer)

Kate Favot - PhD in Special Education, Macquarie University, Sydney, Australia

*The Effects of Oral Narrative Intervention on the Personal Narratives of Children with ASD and Severe Language Impairment: A Pilot Study*

May 2016 (Doctoral Chair/Major Professor)

Levi Zitting - PhD Educational Psychology, Northern Arizona University

*The Dynamic Assessment of Narratives: Evidence of Validity, Reliability, and Fidelity*

May 2015 (Doctoral Chair/Major Professor)

Sarah Weddle - PhD in Educational Psychology, Northern Arizona University

*The Effects of High and Low Preferred Qualities of Attention on Academic Demands*

## CLINICAL EXPERIENCE

Consultant - Intermountain Centers for Human Development	2016-2017
Director of Education - Behavioral Consultation Services of Northern Arizona	2012-2016
Educational Advocate/Consultant	2006-2010
Research Coordinator <i>Autism Support Services: Education, Research and Training (ASSERT)</i> <i>Utah State University</i>	2006 - 2009
Student Teaching Supervisor <i>Utah State University - Department of Special Education and Rehabilitation</i>	2008
School Psychologist and Coordinator of ABA Programs <i>Prime Time for Kids, Children's Services - ARC of Rockland, New City, NY</i>	2005 - 2006
Independent Behavioral Consultant <i>Westchester and Rockland Counties, NY</i>	2001 - 2006
Independent Evaluator <i>Westchester and Rockland Counties, NY</i>	2004 - 2005
Low Incidence Disability Specialist <i>Ossining Union Free School District - Ossining, NY</i>	2004 - 2005

Parent Education Coordinator <i>Hawthorne Country Day School (HCDS) - Hawthorne, NY</i>	2001 - 2004
Early Intervention and Preschool Coordinator <i>Hawthorne Country Day School (HCDS) - Hawthorne, NY</i>	2003 - 2004
School Psychology Intern (2000 hours) <i>Fred S. Keller School - C.A.B.A.S. ® - Yonkers, NY</i> <i>Margaret Chapman Residential School - Hawthorne, NY</i>	2000 - 2001

## SERVICE

### International Humanitarian Work

#### Belarus Autism Initiative

*Since 2018, my task has been to lead a group of American experts (BCBA, OT, SLP) to accomplish the following objectives: a) provide training to a large number of parents and professionals who work with children with autism and b) build systemic capacity in Belarus to offer quality services for children with autism.*

- 2018 - Trained approximately 80 parents and professionals in Minsk
- 2019 - Trained approximately 150 parents and professionals in Minsk & Grodno
- 2019 - Over 30 USF undergraduate students in CSD volunteered ~12 hours to create educational materials for Belarusian schools
- 2020 - Behavior analysis supervision began with first Belarusian professional
- 2021, December - Ekaterina Shchurskaya passed the Behavior Analysis Certification Board exam and became the first BCBA in Belarus

#### Eastern European Autism Initiative

*Because of my work in Belarus, the project has spread to all of Eastern Europe (8 countries). Provided a series of six webinars to professionals and families of children with autism from May to September 2021.*

- Introduction to Behavior - Parents
- Understanding Behavior - Parents
- Introduction to Sensory Difficulties - Parents
- Using Zones of Regulation - Parents
- Introduction to Behavior - Professionals
- Understanding Behavior - Professionals

### Service Involving Undergraduate Students

#### Glazer Children's Museum

*In partnership with the Partners in Play program, 10 undergraduate students, under my supervision, serve as playologists at the museum.*

Fall 2021 ~ 150 hours of service

#### Academic Language Enhancement Project

*In partnership with USF Office of Community Engagement and Partnerships and several community sites, including HCPS, day care centers, and after school programs.*

2020-2021: 10 students

2019-2020: 10 students

2018-2019: 4 students

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

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

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

### Editorial Service

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

Jan. 2019	Reviewer - <i>Language, Speech, and Hearing Services in Schools</i>
Nov. 2018	Reviewer - <i>Behavior Analysis in Practice</i>
Nov. 2018	Reviewer - <i>Child Language Teaching and Therapy</i>
Oct. 2018	Reviewer - <i>Early Childhood Research Quarterly</i>
Oct. 2018	Reviewer - <i>Behavior Analysis in Practice</i>
Aug. 2018	Reviewer - <i>Early Childhood Research Quarterly</i>
Jun. 2018	Reviewer - <i>Early Childhood Research Quarterly</i>
Jan. 2018	Reviewer - <i>Early Childhood Research Quarterly</i>
Oct. 2017	Reviewer - <i>Child Language Teaching and Therapy</i>
Dec. 2016	Reviewer - <i>Early Childhood Research Quarterly</i>
Sep. 2016	Reviewer - <i>Child Language Teaching and Therapy</i>
Aug. 2016	Reviewer - <i>Early Childhood Research Quarterly</i>
Feb. 2016	Reviewer - <i>Child Development Perspectives</i>
Nov. 2015	Reviewer - <i>Language, Speech, and Hearing Services in Schools</i>
Dec. 2014	Reviewer - <i>Applied Psycholinguistics</i>
Aug. 2014	Reviewer - <i>Language, Speech, and Hearing Services in Schools</i>
Jul. 2014	Reviewer - <i>International Journal of Language and Communication Development</i>
May 2014	Reviewer - <i>American Journal of Speech Language Pathology</i>
Apr. 2014	Section Editor - <i>Journal of Undergraduate Research and Creative Expression</i>
Mar. 2014	Guest Action Editor - <i>Education and Treatment of Children</i>
Dec. 2013	Reviewer - <i>Topics in Early Childhood Special Education</i>
Oct. 2013	Reviewer - <i>Journal of Speech-Language Hearing Research</i>
Jun. 2013	Reviewer - <i>Language, Speech, and Hearing Services in Schools</i>
Mar. 2013	Guest Action Editor - <i>Education and Treatment of Children</i>
Feb. 2013	Reviewer - <i>Journal of Early Intervention</i>
Jan. 2013	Reviewer - <i>Scandinavian Journal of Psychology</i>
Dec. 2012	Guest Action Editor - <i>Education and Treatment of Children</i>
Nov. 2012	Reviewer - <i>Scandinavian Journal of Psychology</i>
Jul. 2012	Reviewer - <i>Journal of Behavioral Intervention</i>
Apr. 2012	Reviewer - <i>Journal of Behavioral Intervention</i>
Mar. 2012	Reviewer - <i>American Journal of Speech Language Pathology</i>
Feb. 2012	Reviewer - <i>Journal of Speech-Language Hearing Research</i>
Dec. 2011	Guest Action Editor - <i>Education and Treatment of Children</i> (Special issue)
Nov. 2011	Reviewer - <i>Education and Treatment of Children</i>
Jun. 2011	Reviewer - <i>Journal of Applied Behavior Analysis</i>
May 2011	Reviewer - <i>Education and Treatment of Children</i> (Special issue)
Mar. 2011	Reviewer - <i>Education and Treatment of Children</i> (Special issue)
Mar. 2011	Reviewer - <i>Education and Treatment of Children</i>
Feb. 2011	Reviewer - <i>FOCUS on Autism and Developmental Disabilities</i>
Jan. 2011	Guest Action Editor - <i>Education and Treatment of Children</i> (Special issue)
Dec. 2010	Reviewer - <i>The Analysis of Verbal Behavior</i>
Nov. 2010	Reviewer - <i>Education and Treatment of Children</i>
Oct. 2010	Reviewer - <i>Handbook of Research on the Education of Young Children</i>
Jul. 2010	Reviewer - <i>American Journal of Speech Language Pathology</i>
Jul. 2010	Reviewer - <i>Education and Treatment of Children</i>
Feb. 2010	Reviewer - <i>Education and Treatment of Children</i>
Sep. 2009	Reviewer - <i>Journal of Applied Behavior Analysis</i>
Nov. 2009	Reviewer - <i>Journal of Applied Behavior Analysis</i>

#### Community Partnerships

2021-present	Glazer Children's Museum, Tampa, FL
2020-2021	YMCA, Tampa, FL



2020-2021	Seminole Heights Elementary, Tampa, FL
2020-2021	Thompson Center for Autism, Anaheim, CA
2020-Present	Salt Lake City Head Start, SLC, UT
2019-2020	Mort Elementary School - Children's Home Society of Florida, Tampa, FL
2015-Present	Oakland Schools Intermediate District, Bloomington, MI
2013-Present	Macomb County Intermediate School District, Utica, MI
2019-2020	Hillsborough Out of School Time (HOST): Shaw and Witter Elementary Schools, Tampa, FL
2019-2020	Learning Space Academy, Tampa, FL
2019-2020	East Tampa Academy, Tampa, FL
2018-2020	Hillsborough County Public Schools Head Start Program: Witter, Muller, & Thonotosassa Elementary Schools, Tampa, FL
2018-2020	The Skills Center, Tampa, FL
2018-2019	Wimauma Community Development Corporation, Wimauma, FL
2013-2017	Puente de Hozho Elementary School, Flagstaff, AZ
2013-2017	Killip Elementary School, Flagstaff, AZ
2013-2017	Kinsey Elementary School, Flagstaff, AZ
2012-2017	Arizona State Office of Children with Special Health Care Needs, Phoenix, AZ
2011-2017	Flagstaff Cooperative Preschools, Flagstaff, AZ
2011-2017	Flagstaff Unified School District, Flagstaff, AZ
2011-2017	Northern Arizona Council of Governments Head Start, Flagstaff, AZ

#### Service to the Field

2021	External Reviewer - Tenure & Promotion, University of New Mexico
2021	Grant Reviewer - Czech Science Foundation
2021-2023	President of the Four Corners Association for Behavior Analysis
2021-Present	Chair of workgroup to develop a Joint Committee on Interprofessional Relations between ASHA and ABAI
2021- Present	Research & Grants Coordinator, Executive Committee - Speech Pathology Special Interest Group of the Association for Behavior Analysis International
2021- Present	Editorial Board Member - Language, Speech, Hearing Services in Schools
2021-Present	Founding member of a Special Interest Group for Occupational Therapy in ABAI
2021-Present	Consultant to Informed SLP
2020-2022	Chair of the Clinical Research, Implementation Science, & Evidence-based Practice (CRISP) committee of the American Speech-Language Hearing Association (ASHA)
2020-2022	American Speech-Language Hearing Association (ASHA) Journals Board - member
2020	Chair of workgroup to develop <i>Interprofessional Collaborative Practice Between Behavior Analysts and Speech-Language Pathologists</i> ABAI Resource Document
2020-Present	Chair of SLP/ABA committee to develop an ASHA Special Interest Group (SIG)
2020-Present	Expert Consultant for Story Llama (Promise Venture)
2020	Grant Reviewer - The Netherlands Organization for Health, Research and Development (ZonMw)
2018-Present	Organizer - Nurture Me Alliance (Network of EC MTSS Researchers)
2018-Present	Board member, Current Developments Non-Profit
2015-2017	Arizona State Workgroup on Early Childhood Workforce Development
2016-2017	Four Corners Association for Behavior Analysis - Board Member

2016-2017	AZ State Early Childhood Professional Development Planning Committee Member
2016	Panel Member - How to Publish Research Manuscripts
2015-2016	Four Corners Association for Behavior Analysis - Board Member
2015	Wing Institute Evidence-based Education Summit contributor
2015	Chair for Evidence-based Practice in Disability Disciplines Conference
2014-2018	Primary Reviewer for IES, Early Learning Programs and Policies
2014-2015	Four Corners Association for Behavior Analysis - Board Member
2014	Wing Institute Evidence-based Education Summit contributor
2014	Chair for Evidence-based Practice in Disability Disciplines Conference
2013	Wing Institute Evidence-based Education Summit contributor
2013	Chair for Evidence-based Practice in Disability Disciplines Conference
2012	Wing Institute Evidence-based Education Summit contributor
2012	American Speech Language Hearing Association - Convention program committee
2011	Division of Early Childhood - Convention program committee
2010	American Speech Language Hearing Association - Convention program committee
2008-2009	Four Corners Association for Behavior Analysis - Student Rep

**Service to University / College / Department**

2021-present	USF-Hillsborough County Public Schools Research-Practice Partnership Leadership Team Member
2020-2021	College of Education Dean - search committee member
2017-2018	Rightpath search committee member
2018	Provided consultation to the Literacy Studies program in the College of Education regarding the development of a reading clinic
2018	Consulted with USF's Office of Community Engagement and Partnerships regarding service-learning courses and measuring service learning outcomes
2017-2021	Attended and contributed to college and department meetings regarding the interdisciplinary doctoral program
2016-2017	NAU Institutional Review Board member
2015	NAU College of Education Grant Reviewer

**NOTEWORTHY PROFESSIONAL DEVELOPMENT**

2021	Global Faculty Fellowship - Five Week Course University of South Florida, Tampa, FL
2020	Enlightenment Workshop Series: Diversity and Inclusion in Higher Education University of South Florida, Tampa, FL
2020	Pathways to Practice Webinar Series AIM Institute for Learning & Research, Conshohocken, PA
2019	Seminar on Cost-Effectiveness Analyses Institute of Education Sciences, Washington D.C.
2018	Implementation Science Institute - Intensive Four Day Course University of Pennsylvania, Philadelphia, PA
2016	Sequential Multiple Random Assignment Trial (SMART) Designs Institute of Education Sciences, Washington D.C.

2011 Grant Writing  
National Institute of Health Webinar Series

PROFESSIONAL AFFILIATIONS

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