

## Curriculum Vitae

### Lori A. Bass, Ph.D., CCC-SLP

Assistant Professor  
Department of Communication Sciences & Disorders  
Worcester State University  
Ghosh Science & Technology Center  
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## Education

- |       |  |      |
|-------|--|------|
| Ph.D. | Florida State University, Tallahassee, Florida<br>Department of Communication Disorders<br>Dissertation Title: <i>Effects of interactive storybook reading on the morphosyntactic development of preschool children from low-income environments</i> | 2007 |
| M.A.  | University of Tennessee – Knoxville<br>Department of Audiology and Speech Pathology<br>Thesis Title: <i>Patterns in the phonological development of children with Down syndrome</i>  | 1997 |
| B.A.  | Indiana University, Bloomington, Indiana<br>Departments of Psychology, Speech and Hearing Sciences   | 1995 |

## Professional Experience

- 2019 – present      **Assistant Professor**
- Worcester State University – Worcester, MA*
- Director, *Cultivating Language OUtcomes in Diverse Systems (CLOUDS) Lab*
  - Development of research program focused on supporting the achievement of students at-risk of academic failure
  - Development and submission of grants related to research interests
  - Publication and presentation of relevant research findings

- Teaching courses related to child language development & disorders at undergraduate & graduate levels
- Academic advising of graduate students completing their programs of study
- Supervision of student-initiated research projects
- Supervision of graduate student clinicians providing speech-language services to individuals with communication disorders
- Participation in development of partnerships with community-based agencies that serve individuals from low-income environments

2014 – 2019

### **Speech-Language Pathologist – Travel Therapist**

*Kern High School District, Bakersfield, CA*

- Provision of evaluation & therapy services for 100+ high school students with moderate to severe behavioral challenges including intellectual disabilities and autism
- Development of IEP documents, development and submission of treatment/evaluation services through EMRs for submission to Medi-Cal
- Integration of Common Core State Standards into goal planning and treatment delivery to greatest extent possible
- Development and integration of experimental research projects investigating vocabulary acquisition, generalization, and assessment in high school students with language impairments and/or ASD
- Preparation & integration of action research projects in self-contained classroom settings
- Development of professional partnerships with universities to promote clinical and research opportunities
- Supervision of graduate student clinicians completing clinical clock hours and Clinical Fellows completing their CFYs
- Research and development as part of task force to develop to KHSD Policies & Procedures Manual
- Preparation of manuscripts for journal submission in conjunction with co-author(s)
- Supervision of graduate clinicians obtaining experience & clinical clock hours with adolescent students with moderate-profound disabilities
- Supervision of SLPAs providing SLP services to students with severe behavioral challenges at comprehensive and non-public school campuses

*Yuba City Unified School District, Yuba City, CA*

- Case management for 40+ students from low-income environments, including children with ID, autism, and specific language impairment
- Evaluation and assessment of children from a variety of culturally and linguistically diverse populations, including students speaking Spanish and Punjabi
- Integration of Common Core State Standards into goal planning and treatment delivery to greatest extent possible
- Development and implementation of IEP documents and appropriate goals/objectives to meet students' needs

*Mountain View Los Altos Unified High School District, Mountain View, CA*

- Service provision to 20 high school students with moderate-profound disabilities including ID, CP, Down syndrome, & ASD during community-based ESY program in San Francisco Bay Area
- Evaluation of adolescents with suspected high functioning autism and/or emotional disturbance
- Preparation of reports and other IEP documentation prior to initial IEP meetings
- Collaboration with administrators, psychologists, and families to determine eligibility for services during IEP meetings

*Panama Buena Vista United School District, Bakersfield, CA*

- Case management for 80+ students with communication disorders, including children with moderate-severe developmental disabilities/TBI
- Evaluation of students learning ESOL, including students speaking Spanish, Russian, and Farsi as their home languages and students with severe-profound developmental disorders including autism
- Integration of Common Core State Standards into goal planning and treatment delivery to greatest extent possible
- Development and implementation of IEP documents and appropriate goals/objectives to meet students' needs
- Staff development in-services on integrating single-subject design elements into therapy plans to better evaluate and improve student outcomes

*Merced County Office of Education, Merced, CA*

- Liaison between Infant/Toddler Care Program and Infant Autism Program
- Consultant – integration of appropriate speech-language and developmental milestones into discrete trial programming on a child-by-child basis
- Development of staff and parent training workshops focused on typical speech-language milestones in the first three years of life
- Provision of consultative speech-language services to children with suspected autism and/or other severe-profound developmental disorders (e.g., Down syndrome, Other Health Impairment)
- Experience with management of young children with tracheostomies and speaking valves
- Provision of direct speech-language services to preschool-8<sup>th</sup> grade students with a wide variety of communication disorders in a rural school district
- Development and implementation of IEP documents and appropriate goals/objectives to meet students' needs

*Nevada County Superintendent of Schools, Nevada City, CA*

- Provision of direct services to preschool-8<sup>th</sup> grade children with severe-profound disabilities (e.g., Down syndrome, autism, cerebral palsy). Included dysphagia management in the school setting
- Training of classroom staff on A/AC and AT devices for use with particular students
- Collaboration with BCBA's as needed to develop comprehensive, integrated educational plans for students with behavioral challenges
- Participation in organizational activities and planning groups through Nevada County Special Education Group

2007 – 2013 **Assistant Professor**

*University of Nevada, Reno*

- Director – *Learning, Literacy, and Morphosyntax Acquisition (LLAMA) Lab*
- Development of research program investigating language and literacy acquisition and disorders in preschool- and school-aged children
- Development and submission of grants related to research interests
- Publication and presentation of relevant research findings
- Teaching courses related to acoustical analyses, research & design, phonological, literacy, & general language development & disorders at undergraduate & graduate levels
- Academic advising of graduate students completing their programs of study
- Supervision of student-initiated research projects
- Supervision of graduate student clinicians providing speech-language services to individuals with communication disorders
- Participation in development of partnerships with community-based agencies that serve individuals from low-income environments
- Participation on University of Nevada School of Medicine Liaison Committee on Medical Education (LCME) Accreditation committees, departmental ASHA CAA re-accreditation committees, & University of Nevada School of Medicine curriculum development committees

2004 - 2007

**Project Leader: *Improving Language and Literacy Outcomes for Children with Disabilities in High Poverty Communities: A Leadership Training Partnership to Prepare Personnel in Communication Disorders*, Grant funded by the U.S. Department of Education, Office of Special Programs, Howard Goldstein, Principal Investigator  
Practicum Site Supervisor**

*Department of Communication Disorders, Florida State University*

- Evaluation of & intervention with preschool- and school-aged children from high poverty environments at-risk for language and learning disabilities
- Supervision of graduate & undergraduate clinicians providing language therapy and assessment of curriculum-based interventions
- Development of vocabulary and morphosyntactic intervention scripts
- Development of federally-funded Project ILIAD grant (see Grants section below)

2006 - 2007

**Researcher: *Project ILLIAD: Independent Lexical Instruction and Development*, Grant funded by the U.S. Department of Education, Institute of Educational Sciences, Howard Goldstein, Principal Investigator**

*Department of Communication Disorders, Florida State University*

- Development of scoring taxonomy to determine quality of child definitions
- Development of phonics program for children receiving alternate intervention
- Co-development of curriculum-based vocabulary assessments

2002 – 2004

**Speech-Language Pathologist – Team Leader  
Practicum Site Supervisor**

*Greater Atlanta Speech and Language Clinics, Duluth, GA*

- Provision of evaluation and therapy services to preschool- & school-aged children with language/learning disabilities including phonological disorders, reading disabilities, ASD, developmental disabilities, & behavioral challenges
- Supervised Master's students completing clinical practice

2001 – 2002

**Research Assistant: Language Acquisition Studies Laboratory  
Morphosyntax Project, Mabel Rice, Principal Investigator**

*Child Language Doctoral Program, University of Kansas, Lawrence, Kansas*

- Evaluation of school-age children with typical and atypical language development

2000 – 2001

**Assistant Professor (Non-Tenure Track)  
Clinical Supervisor**

*East Tennessee State University, Johnson City, Tennessee*

- Supervision of student clinicians providing speech-language services to school-age children with language/learning disabilities
- Instructor (Graduate courses)
- Coordination of public school practicum placements with school districts in East Tennessee and Western North Carolina

- Participation on departmental committees working on CAA reaccreditation and developing accountability measures for student outcomes and faculty development & promotion

1997 – 2000

**Speech-Language Pathologist**

*Greene Valley Developmental Center, Greeneville, Tennessee*

- Community- & center-based evaluation & service provision for adults & children with developmental disabilities
- Services provided in institutional setting
- Evaluation of dysphagia/dysphagia risk in persons with ASD and/or who had been treated with psychiatric medication known to cause dysphagia
- Training of staff/caregivers in feeding/swallowing/diet plans and/or communication needs of individuals transitioning from institution to community-based living

1995 – 1997

**Graduate Research Assistant: University of Tennessee Child Language Laboratory,  
Lori A. Swanson, Principal Investigator**

*Department of Audiology and Speech Pathology, University of Tennessee - Knoxville*

1994 – 1995

**Undergraduate Research Assistant: Learnability Project in Phonology, Judith Gierut, Principal Investigator**

*Department of Speech and Hearing Sciences, Indiana University, Bloomington, Indiana*

1991 – 1995

**Program Aide: Children’s Group Home**

*Christole, Inc. Group Home Services, Bloomington, Indiana*

- Program aide in group home for adolescents with autism

## Research Affiliation

- External Researcher/Consultant – Georgia State University

## Professional Certifications/Licensure

- Certificate of Clinical Competence (CCC-SLP), American Speech-Language-Hearing Association (Awarded 1998)
- Certified in Administration of the *Autism Diagnostic Observation Scales – Second Edition, All Modules* (2016)
- State of Nevada License to Practice Speech Pathology (2007-2016, reinstated 2019)
- State of California Language, Speech, & Hearing Services Credential (Awarded 2014)
- Commonwealth of Massachusetts License to Practice Speech-Language Pathology (Awarded 2019)

## Professional Affiliations

American Speech-Language-Hearing Association  
American Association of University Women  
Acedemia.edu

## Research Interests

### Impact of Productive Morphosyntactic Knowledge on Students' Ability to Meet Common Core State ELA Standards

- Emphasis on improving students' mastery of verb phrase manipulation in Wh-Questions and negated statements during early elementary school years
- Following the progress and academic outcomes of children who demonstrate productive morphosyntactic knowledge deficits/differences as the result of disorder or cultural/linguistic differences
- Development of elicitation techniques that are effective and culturally sensitive within the school setting (e.g., structural priming)
- Emphasis on developing clinician- and family-friendly ways to incorporate techniques like structural priming into carry-over & home-based activities



## **Impact of Child- and Word-Level Factors on Phonological, Morphosyntactic, and Semantic acquisition**

- Emphasis on morphosyntactic and semantic acquisition
- Emphasis on impact of phonology on later literacy development
- Identification of factors that promote and inhibit lexical acquisition
- Children's knowledge & use of contextual, lexical, and morphosyntactic cues in oral/written language

## **Impact of Implicit and Productive Linguistic Knowledge on Mathematics Proficiency**

- Investigation of linguistic factors that affect students' ability to become mathematically proficient
- Development of effective, easy-to-implement classroom-based interventions for at-risk students based on translational research

## **Emergent Literacy and Emergent Writing in Children At-Risk for Disabilities**

- Development of effective interventions to prevent or remediate language-based academic failure
- Socioeconomic-related achievement differences
- Evidence-based practices

## **Academic Outcomes of Adolescents/Young Adults Identified with Language Impairments/Learning Disabilities**

- Determining implicit & explicit morphosyntactic knowledge of college/university students within college/university systems who self-identify as needing IEP/MTSS intervention support to complete high school
- Following academic progress of students who self-identify as needing special education supports to complete high school at the college/university level to determine needed language supports

## Teacher/Clinician Education and Preparation

- Building strong teacher-researcher relationships that promote development of effective and user-friendly classroom-based interventions
- Developing clinician education programs that foster clinicians' understanding and use of well-researched interventions and techniques, including use of single-subject design elements into evidence-based practice (EBP)
- Teaching graduate students and educators to incorporate action research into daily classroom/therapy room practice

## Manuscripts

**Bass, L. A.,** Mason, R. S. (2019, under review). *Revisiting Which Words to Teach: Word-Level Factors Affecting Learning of Academic Vocabulary in Children from Low-Income Environments.*

Mason, R. S. & **Bass, L. A.** (2019, in press). *Just Ask Me Again: An analysis of receptive vocabulary performance in low-income African American children.* To appear in *Early Education and Development*

**Bass, L. A.,** & Barron, E. V. (2013). Effects of Instructional Condition on Preschool Children's Novel Word Learning. *Infants and Young Children.*

Barron, E. V., & **Bass, L. A.** (2013). Language, Literacy, and Cognitive Skills of University-Level Adolescents. *Journal of Developmental Education.*

**Bass, L. A.** (2012). *Relations between literacy, oral language, and mathematics skills in kindergarten children from low-income environments.* Manuscript under revision for resubmission, University of Nevada, Reno.

**Bass, L. A.,** & Goldstein, H. (2010). Embedding Structural Priming into an Independent Book Reading Activity to Teach Standard American English Grammar to At-Risk Preschoolers. *Early Education and Development.*

## Manuscripts in Preparation

**Bass, L. A., & Mason, R. S. (2019).** *Developing a comprehensive scoring taxonomy to measure growth in children's partial word knowledge.* Manuscript in preparation

**Bass, L. A. & Mason, R. S. (2019).** *Effects of Robust Vocabulary Intervention: Depth of Word Knowledge One Year Later.* Manuscript in preparation.

**Bass, L. A. (2017).** *Relations between oral language, literacy, and mathematics knowledge in middle-income first-grade children.* Manuscript in preparation

**Bass, L. A. (2014).** *Tell me a story: Narrative complexity following morphosyntactic instruction in children from low-income environments.* Manuscript in preparation, University of Nevada, Reno.

## Grants Funded

Mason, R. S. (PI, 2019). Grant application submitted to the Sandra Dunagan Deal Center for Early Language and Literacy Research Grant Initiative. \$50,000 1-year grant to support implementation of effective early and language literacy practices by family-centered childcare centers. **L. A. Bass, consultant.** Grant funded April, 2019.

**Bass, L. A. (2008).** *Project AMI: Automated Morphosyntax Instruction.* University-internal grant application submitted to the Junior Faculty Research Grant Award, Office of the Vice President for Research, University of Nevada, Reno. Grant funded May, 2008.

Barron, E. (2009). *Comparison of adult-mediated versus automated instruction on the academic language acquisition of children from low-income environments.* University-internal grant proposal submitted to the General Undergraduate Research Award, Office of the Vice President for Research, University of Nevada, Reno. **L. A. Bass, Faculty Mentor.**

Zlott, L. (2008). *Determining morphosyntactic knowledge in children with phonological disorders.* University-internal grant submitted to the General Undergraduate Research Award, Office of the Vice President for Research, University of Nevada, Reno. **L. A. Bass, Faculty Mentor.** Grant funded May, 2008.

Zuver, A. (2008). *Effects of grammatical instruction on the language and academic outcomes of children with hearing impairment*. University-internal grant submitted to the General Undergraduate Research Award, Office of the Vice President for Research, University of Nevada, Reno. **L. A. Bass, Faculty Mentor**. Grant funded May, 2008.

Goldstein, H. (2005). *Project ILLIAD: Independent Lexical Instruction and Development*, Grant funded by the U.S. Department of Education, Institute of Educational Sciences. 3-year, \$1.5 million grant awarded to develop classroom-based “listening centers” to increase the complex vocabulary exposure and learning of children from low-income environments. Florida State University. **L. A. Bass, co-author**. Grant funded June, 2006.

## **Grants Submitted**

Mason, R. S. (PI, March, 2019). *Project GLOW FCC: Growing Language Outcomes Within Family Child Care*. Grant application submitted to the U.S. Department of Education, Institute of Educational Sciences Low-Cost, Short-Term Duration Evaluation of Education Interventions Call for Proposals CFDA Number: 84.305L. \$250,000 2-year grant application to qualitatively analyze adult utterances spoken to young children in commercial and family child care centers, correlating qualitative linguistic measures with quantitative measures of quality. **L. A. Bass, consultant**. Grant submitted, March 7, 2019.

Simkins, J. (May, 2012). Grant application submitted to ASHA's Students Preparing for Academic and Research Careers (SPARC) Award. **L. A. Bass, Faculty Mentor**. (Not funded)

Williams, R. S. (PI, 2009). Project SKIHAWK: Systematic Kiosk Intervention to Raise Health Associated Work Knowledge. NIH Challenge Area Grant & Challenge Topic Grant 05-MD-105. **L. A. Bass, Co-Author**, intended to serve as consultant on vocabulary curriculum development and assist with publications. (Not funded)

Foust, C. (2009). *Effects of teaching higher order grammar structures on the productive morphology of children with language impairment*. University-internal grant proposal submitted for the General Undergraduate Research Award, Office of the Vice President for Research, University of Nevada, Reno. **L. A. Bass, Faculty Mentor**. (Not funded)

## Student Research Activities

### Theses and Dissertations Directed

Whistler, E. (2013). *Cross-domain treatment effects in children with Down syndrome*. Thesis prepared in partial fulfillment of the requirements for the degree of Master's of Science in Speech Pathology at the University of Nevada, Reno. **L. A. Bass, Faculty Mentor**

Simkins, J. (2013). *Perceptions of school-based speech-language treatment efficacy by related professionals and school-based speech therapists*. Thesis prepared in partial fulfillment of the requirements for the degree of Master's of Science in Speech Pathology at the University of Nevada, Reno. **L. A. Bass, Faculty Mentor.**

Barron, E. V. (2012). *Language and literacy skills of adolescent university students enrolled in developmental and traditional college-level writing courses*. Thesis prepared in partial fulfillment of the requirements for the degree of Master's of Science in Speech Pathology at the University of Nevada, Reno. **L. A. Bass, Faculty Mentor.**

Zlott, L. (2008). *Determining morphosyntactic knowledge in children with phonological impairments*. Thesis prepared for the University of Nevada, Reno Undergraduate Honor's Program.

### Student Research Projects Directed

Yemisrach, A. (2019, March). *Effects of using spaced retrieval to teach handwashing to young children*. Project DREAMS project completed by high school student at Eagle Lakes Christian Academy, Henry County, Georgia selected to compete at the State of Georgia High School Science Fair competition, March 28-30, 2019

- Winner Augusta University Award for projects supporting disease prevention and healthy lifestyles
- First Honors recognition for projects which scored at or above the 90<sup>th</sup> percentile across all entry categories

Yemisrach, A. (2018). *Effects of using spaced retrieval to teach hygiene routines to preliterate kindergarten children*. Project DREAMS project completed by high school student at Eagle Lakes Christian Academy, Henry County, Georgia

Whistler, E. A. (2013). *Effects of a novel phonological treatment program in children with Down syndrome*. Graduate research project completed at the University of Nevada, Reno.

Schmittl, D. K. (2012). *Relations between oral language, literacy, and mathematics skill in middle-income first grade children*. Graduate research project completed at the University of Nevada, Reno.

O'Neill, K. (2010). *Which words not to teach: Word-level factors that impede vocabulary acquisition*. Undergraduate research project completed at the University of Nevada, Reno.

Barron, E. (2009). *Comparison of adult-mediated versus automated instruction on the academic language acquisition of children from low-income environments*. Undergraduate project completed at the University of Nevada, Reno.

Foust, C. (2009). University of Nevada, Reno McNair Scholars Program Recipient, Faculty Mentor.

Zuver, A. (2009). *Effects of grammatical instruction on the language and academic outcomes of children with hearing impairment*. Undergraduate research project completed at the University of Nevada, Reno.

## **International/National Peer-Reviewed Presentations**

**Bass, L. A., & Yemisrach, A.** (2019, November). *Using Errorless Learning and Spaced Retrieval with Young Children to Teach Hand Washing Routines*. Poster proposal submitted for presentation at the 2019 ASHA Annual Convention, Orlando, FL.

**Bass, L. A.** (2019, July). *Effects of Explicitly Teaching "Thinking Words" to Adolescents with High Functioning Autism*. Poster presented at the 2019 ASHA Connect Conference, Chicago, IL.

Whistler, E. A., & **Bass, L. A.** (2014, June). *Cross-domain therapy effects in children with Down syndrome*. Poster presented at the 2014 Symposium on Research in Child Language Disorders, Madison, WI.

- Whistler, E. A., & Bass, L. A. (2014, April). *Effects of a novel phonological treatment program in children with Down syndrome*. Poster submission to the American Speech-Language-Hearing Association's 2014 Health Care/Business Institute, Las Vegas, NV.
- Bass, L. A. & Schmittel, D. K. (2013, June). *Relations between oral language, literacy, and mathematics skill in middle-income second grade children*. Poster presented at 2013 Symposium on Research in Child Language Disorders, Madison, WI.
- Schmittel, D. & Bass, L. A. (2012, June). *Relations between oral language, literacy, and mathematics skill in middle-income first grade children*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Bass, L. A. (2011, November). *Mathematics: What's morphosyntax got to do with it?* Poster presented at the American Speech-Language-Hearing Association Annual Convention, San Diego, CA.
- Barron, E. V., & Bass, L. A. (2011, November). *Teaching novel vocabulary: Humans versus machines*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, San Diego, CA.
- Barron, E. V., & Bass, L. A. (2011, June). *Effects of two instructional conditions on the novel word learning of preschool children from low-income children*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- O'Neill, K. M., Jeske, K. L., & Bass, L. A. (2010, June). *Which words not to teach: Word-level factors that impede vocabulary acquisition*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Foust, C., & Bass, L. A. (2009, November). *Changes in children's narrative complexity following embedded morphosyntax instruction*. Poster presentation at the American Speech-Language Hearing Association Annual Convention, New Orleans, LA.
- Bass, L. A., & Goldstein, H. (2008, June). *Effects of interactive storybook reading on the grammatical development of preschool children from low-income environments*. Poster presentation at Head Start's Ninth National Research Conference, Washington, DC.

**Bass, L. A., Williams, R. S., & Goldstein, H. (2007, November).** *Effects of Robust Vocabulary Intervention: Depth of Word Knowledge One Year Later.* Seminar presented at the American Speech-Language Hearing Association Annual Convention, Boston, MA.

**Bass, L. A., Williams, R. S., Bojczyk, K. E., & Goldstein, H. (2007, April).** *Robust vocabulary instruction: Effects of curriculum-based intervention one year later.* Poster presented at the Third Annual Florida Reading Research Conference, Tampa, FL.

**Bass, L. A., Williams, R. S., & Goldstein, H. (2007, April).** *Novel word learning: Effects of word-level factors and knowledge depth.* Poster presented at the Third Annual Florida Reading Research Conference, Tampa, FL.

Goldstein, H., Ziolkowski, R., **Bass, L.** & Williams, R. (2007, April). *Effects of automated versus phonological awareness instruction for children at-risk for language and reading disabilities.* Paper presented at the Third Annual Florida Reading Research Conference, Tampa, FL.

**Bass, L. A., Williams, R. S., & Goldstein, H. (2006, November).** *Predicting vocabulary acquisition: Effects of child and word level factors.* Poster presented at the American Speech-Language Hearing Association Annual Convention, Miami, FL.

Goldstein, H., **Bass, L. A.,** & Ziolkowski, R. (2005, November). *Effects of curriculum-based vocabulary instruction for at-risk children.* Seminar presented at the American Speech-Language-Hearing Association Annual Convention, San Diego, CA.

**Bass, L. A., Ziolkowski, R., & Goldstein, H. (2005, June).** *Effects of curriculum-based vocabulary instruction for children at risk for reading disabilities.* Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

Edochie, V., Williams-Smith, R., Goldstein, H., Ziolkowski R., **Bass, L.** (2005, April). *Underachievement of African American children on the PPVT: Norm-referenced testing problem or systematic pattern of responding?* Poster presented at the First Annual Florida Reading Research Conference, Tallahassee, FL.

**Bass, L. A., & Swanson, L. A. (1997, May).** *Patterns in the phonological development of children with Down syndrome.* Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.



## Regional Peer-Reviewed Presentations

Barron, E. V., & Bass, L. A. (2010, May). *Effects of two instructional conditions on the novel word learning of prekindergarten children from low-income environments*. Poster presented at the 2010 Nevada Undergraduate Research Symposium, Reno, NV.

O'Neill, K. M., & Bass, L. A. (2010, May). *Word-level factors that negatively affect robust vocabulary acquisition in school-age children from low-income environments*. Poster presented at the 2010 Nevada Undergraduate Research Symposium, Reno, NV.

Zlott, L. & Bass, L. A., (2009). *Developing stimuli to determine underlying grammatical knowledge in children with speech sound disorders*. Poster presented at the 2009 Undergraduate Research Poster Conference, Reno, NV.

Zuver, A. & Bass, L. A., (2009). *Developing a computer-assisted grammar program for children with hearing impairment*. Poster presented at the 2009 Undergraduate Research Poster Conference, Reno, NV.

## Invited Presentations

Bass, L. A. (2018, October). *Working smarter, not harder; Integrating a workload approach in KHSD sites*. Workshop presented to Kern High School District speech-language pathologists and school site administrators, Bakersfield, CA.

Bass, L. A. (2012, June). *Evidence-based practice in the treatment of speech sound disorders*. Workshop presented to Carson City, Douglas, and Lyon County speech therapists, Carson City, NV.

Bass, L. A. (2012, February). *Best practices in early and emergent language and literacy*. Workshop presented to Early Head Start, Reno, NV.

Bass, L. A., & Jeske, K. J. (2010, March). *Language needs of at-risk children in the schools*. Workshop presented to the Nevada Speech and Hearing Association, Reno, NV.

Bass, L. A., Jeske, K. J. (2010, March). *Classroom-based language intervention: A how-to for SLPs*. Workshop presented to the Nevada Speech and Hearing Association, Reno, NV.

**Bass, L. A.** (2007, October). *English as a second or other language and the speech-language pathologist*. Guest lecture, University of Nevada, Reno.

**Bass, L. A.** (2001, March). *Introduction to independent phonological analyses*. Short course for Catoosa County, GA school-based speech-language pathologists, Ringgold, GA.

## **Teaching Experience**

### **Project DREAMS: Demystifying Research and Engaging Mentors in Science**

- Mentor for high school students completing research projects in social and behavioral sciences for local, regional, and state science fairs (Summer/Fall, 2019; Spring, 2019; Summer/Fall, 2018)

### **Worcester State University**

- CD 115 Normal Development of Speech and Language, Fall 2019
- CD 921 Language Disorders in Children, Fall 2019

### **University of Nevada, Reno**

- SPA 340 Speech and Language Development, Spring 2014
- SPA 797 Thesis, Fall 2013
- SPA 660/661 Advanced Speech Language Pathology: Phonological Development & Disorders, Fall 2013
- SPA 495 Independent Study, Fall 2013
- SPA 494 Workshops & Institutes: Applied Research in Child Language, Fall 2013
- SPA 797 Thesis, Summer 2013
- SPA 757 Experimental Phonetics, Summer 2013 (online course)
- SPA 495 Independent Study, Summer 2013
- SPA 797 Thesis, Spring 2013
- SPA 720 Research Design & Measurement, Spring 2013
- SPA 495 Independent Study, Spring 2013
- SPA 494 Workshops & Institutes: Applied Research in Child Language, Spring 2013
- SPA 340 Speech and Language Development, Spring 2013
- SPA 797 Thesis, Fall 2012

- SPA 660/661 Advanced Speech Language Pathology: Phonological Development & Disorders, Fall 2012
- SPA 797 Thesis, Summer 2012
- SPA 757 Experimental Phonetics, Summer 2012 (online course)
- SPA 797 Thesis, Spring 2012
- SPA 720 Research Design & Measurement, Spring 2012
- SPA 340 Speech and Language Development, Spring 2012
- SPA 660/661 Advanced Speech Language Pathology: Phonological Development & Disorders, Fall 2011
- SPA 494 Workshops & Institutes: Applied Research in Child Language, Fall 2011
- SPA 757 Experimental Phonetics, Summer 2011 (online course)
- SPA 494 Workshops & Institutes: Applied Research in Child Language, Spring 2011
- SPA 494/794 Workshops & Institutes: School-Age Language and Literacy, Spring 2011
- SPA 340 Speech and Language Development, Spring 2011
- SPA 660/661 Advanced Speech Language Pathology: Phonological Development & Disorders, Fall 2010
- SPA 494 Workshops and Institutes: Applied Research in Child Language, Fall 2010
- SPA 757 Experimental Phonetics, Summer 2010 (online course)
- SPA 757 Experimental Phonetics, Spring 2010
- SPA 340 Speech and Language Development, Spring 2010
- SPA 494 Workshops and Institutes: Applied Research in Child Language, Spring 2010
- SPA 660/661 Advanced Speech Language Pathology: Phonological Development & Disorders, Fall 2009
- SPA 494 Workshops and Institutes: Applied Research in Child Language, Fall 2009
- SPA 794: Workshops and Institutes: Language and Literacy in School-Age Children, Summer 2009
- SPA 757 Experimental Phonetics, Spring 2009
- SPA 495 Independent Study, Spring 2009
- SPA 494 Workshops and Institutes: Applied Research in Child Language, Spring 2009
- SPA 340 Speech and Language Development, Spring 2009
- SPA 660/661 Advanced Speech Language Pathology: Phonological Development & Disorders, Fall 2008
- SPA 495 Independent Study: Language/Literacy Acquisition in Children with Hearing Impairment, Fall 2008
- SPA 494 Workshops and Institutes: Applied Research in Child Language, Fall 2008
- SPA 757 Experimental Phonetics, Spring 2008
- SPA 494 Workshops and Institutes: Applied Research in Child Language, Spring 2008
- SPA 340 Speech and Language Development, Spring 2008
- SPA 660/661 Advanced Speech Language Pathology: Phonological Development & Disorders, Fall 2007
- SPA 495 Independent Study: Applied Research in Child Language, Fall 2007

## **Florida State University**

- SPA 3801 Applied Research in Communication Disorders (Undergraduate course), Co-instructor, Fall 2006
- SPA 3201 Phonological Development and Disorders (Undergraduate course), Instructor, Spring 2006
- SPA 3801 Applied Research in Communication Disorders (Undergraduate course), Co-instructor, Spring 2006
- SPA 3801 Applied Research in Communication Disorders (Undergraduate course), Co-instructor, Fall 2005
- SPA 4007 Language and Literacy Research (Undergraduate course), Co-instructor, Spring 2005
- SPA 3201 Phonology and Phonological Disorders (Undergraduate course), Guest Lecturer, Spring 2005

## **East Tennessee State University**

- CDIS 5360 Speech-Language Pathology Clinic: Child Treatment (Graduate course), Instructor, 2000-2001
- CDIS 5200 Speech-Language Pathology in the Public Schools (Graduate course), Instructor, 2001
- CDIS 5015 Introduction to Language Disorders (Graduate course), Co-instructor, 2000
- CDIS 5200 Speech-Language Pathology in the Public School (Graduate course), Instructor, 2000

## **University Service**

Chair, CEU Committee, Worcester State University, 2019-2020

Coordinator, Biannual ASHA Continuing Education Event, Worcester State University, 2019-2020

Member, Undergraduate Committee, Worcester State University, 2019-2020

Member, Clinic Committee, Worcester State University, 2019-2020

Member, University of Nevada School of Medicine Curriculum and Content Committee, 2013-2014, 2012-2013

Member, UNR Arboretum Board, 2011-2012

ASCENT Mentor, University of Nevada, Reno 2009-2010, 2010-2011

Faculty Discussion Leader, Summer Scholars Program, Summer 2009

Chair, Scholarship Committee, Department of Speech Pathology and Audiology, University of Nevada, Reno, 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009

Member, Network of Faculty for Undergraduate Research, University of Nevada, Reno, 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008

Member, School of Medicine LCME Institutional Setting Committee, University of Nevada School of Medicine, Reno, 2008-2009

### **District/Facility Service**

Member, School Culture and Environment Committee for the Western Association of Schools and Colleges (WASC) Reaccreditation Process, Kern High School District, Spring 2018, 2018-2019

Member, Task Force to Develop the Kern High School District Department of Speech-Language Pathology Policies and Procedures manual, 2018

Member, Committee to Develop District-Wide Speech-Language Screening Protocol for Elementary Students, Panama Buena Vista Unified School District, 2016-2017

Chair, Scholarship Committee, Nevada County Special Education Group, 2014-2015

Member, Budget Committee, Nevada County Special Education Group, 2014-2015

### **Professional Service**

Alternate, Special Interest Group 1 – Language, Learning, and Education Coordinating Committee Candidate, American Speech-Language-Hearing Association, 2019

Invited Grant Reviewer, American Speech-Language-Hearing Association SPARC & MLSP Grants, 2019

Invited Grant Reviewer, American Speech-Language-Hearing Association SPARC & MLSP Grants, 2018

Manuscript Review, *Current Issues in Education*, 2018

Reviewer/Collaborator, *Aimee's Babies Vocabulary Development Application*, 2017

Invited Grant Reviewer, American Speech-Language-Hearing Association SPARC & MLSP Grants, 2017

Invited Grant Reviewer, American Speech-Language-Hearing Association SPARC & MLSP Grants, 2016

Manuscript Review, *Current Issues in Education*, 2016

Manuscript Review, *Current Issues in Education*, 2015

Manuscript Review, *Current Issues in Education*, 2014

Manuscript Review, *American Journal of Speech, Language, and Hearing Research*, 2014

Manuscript Review, *Language, Speech, and Hearing Services in the Schools*, 2013

Manuscript Review, *Current Issues in Education*, 2013

Invited Grant Reviewer, American Speech-Language-Hearing Association SPARC Grants, 2013

Manuscript Review, *Current Issues in Education*, 2012

Invited Grant Reviewer, American Speech-Language-Hearing Association SPARC Grants, 2012

Manuscript Review, *Language, Speech, and Hearing Services in the Schools*, 2011

Invited Grant Reviewer, American Speech-Language-Hearing Association SPARC Grants, 2011

Manuscript Review, *Contemporary Issues in Communication Sciences and Disorders*, 2010

Invited Grant Reviewer, American Speech-Language Hearing Association SPARC Grants, 2010

Invited Presenter, 2-day workshop, Nevada Speech and Hearing Association, 2010

Manuscript Review, *American Journal of Speech Language Pathology*, September, 2009

Invited Grant Reviewer, American Speech-Language Hearing Association, SPARC Grants, 2009

Language and Literacy Staff Development In-services, Early Learning Center for the Boys & Girls Club of the Truckee Meadows, Reno, NV, 2008-2009, 2009-2010

Manuscript Review, *Topics in Language Disorders*, January, 2009

Manuscript Review, *American Journal of Speech Language Pathology*, September, 2008

Group Member, Early Curriculum and Assessment Team, Community Services Agency and Development Corporation, Reno, NV, Spring 2008

Group Leader, Early Curriculum and Assessment Team, Capital Area Community Action Agency, Inc. Head Start Child Development Program, Tallahassee, FL, Spring 2007

Service Provider Representative, Gwinnett County Babies Can't Wait Program, Lawrenceville, GA, August 2002 – August 2004

## **Honors & Awards**

- Student-Initiated Teaching & Learning Strategies Recognition (Campus-Wide) for integration of WebCampus into SPA 660-661 course (based on feedback from 25 graduate students), University of Nevada, Reno, Spring, 2013
- Dissertation Research Grant Recipient, Florida State University, Spring, 2007
- Student Travel Award Recipient: Symposium on Research in Child Language Disorders, Madison, WI, 2005
- Student Travel Award Recipient: Symposium on Research in Child Language Disorders, Madison, WI, 1997
- Indiana University Founder's Day Honors for Academic Achievement, 1995
- Member of Psi Chi: National Honor Society in Psychology