

Curriculum Vita

Carla Wood, Ph.D.

GENERAL INFORMATION

University Address: Florida State University
School of Communication Science & Disorders
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Professional Preparation

- 1999-2004 Doctoral degree, University of Kansas, Lawrence, Kansas. Major: Speech-Language Pathology.
- 1992-1994 Master's degree, University of Kansas Intercampus Program, Kansas City, Kansas. Major: Speech-Language Pathology. Masters thesis supervisor: Hugh Catts, Ph.D. Thesis: The Role of Phonetic Factors in the Assessment of Phonological Awareness.
- 1989-1992 Bachelor's degree, University of Kansas, Lawrence, Kansas. Double Major: Spanish & Speech-Language-Hearing

Professional Credentials

- 2005 to present Florida Speech-Language Pathology License
- 1995 to present Certification of Clinical Competence in Speech-Language Pathology
American Speech-Language Hearing Association
- 1994 to 2005 Kansas Speech-Language Pathology License

Professional Experience

- 2021- present Director, School of Communication Science and Disorders, Florida State University
- 2018-present Professor, Doctoral Program Coordinator- School of Communication Science and Disorders, Florida State University
- 2011- 2018 Associate Professor, Doctoral Program Coordinator- School of Communication Science & Disorders, Florida State University.
- 2005-2011 Assistant Professor- School of Communication Science & Disorders, Florida State University. Responsibilities include teaching undergraduate and graduate courses in speech-language pathology, conducting research, mentoring student

research, and assisting with administration of the graduate program.

- 2004-2005 *Director of Child and Family Programs-* Institute for Persons who are Hard of Hearing or Deaf, Center for Human Advancement. Responsible for coordinating development of distance education courses and program evaluation.
- 1999-2004 *Clinical Faculty-* Schiefelbusch Speech-Language-Hearing Clinic, Speech & Hearing Department, University of Kansas. Responsible for teaching undergraduate and graduate courses; supervising student clinical practicum experiences specializing in birth to three services; and serving on departmental, community, and student research committees.
- 1994-1999 *Speech-Language Pathologist-* Shawnee Mission School District. Responsible for providing assessment and intervention to students from preschool to middle school; specializing in children with hearing loss and/or multiple disabilities. Also responsible for supervision of graduate students in field studies.
- 1998-1999 *Speech-Language Pathologist-* Private Practice, Infant-Toddler Services of Johnson County, Kansas. Responsible for providing assessment and intervention to infants and toddlers and their families in natural settings.

Honors and Awards

Outstanding Research Award, College of Communication and Information (April, 2018)
Outstanding Researcher Award, College of Communication and Information (April, 2016)
Outstanding Faculty Award, College of Communication and Information (November, 2015)
Outstanding Faculty Award, School of Communication Science and Disorders (October, 2012)
Recipient of the Undergraduate Honor's Thesis Mentor Award (April, 2009)
Nominated for the University Graduate Teaching Award (2005; 2008)
Nominated for the Honor's Thesis Mentor Award (2007-2008)
PAEC Migrant Education Program Volunteer Service Award (June, 2008)
Award for Poster Presentations (1st, 2nd, & 4th Place), FLASHA (2008)
Award for Poster Presentation 2nd & 3rd Place, Florida Assoc. of SLPs (2007)
Nomination for Excellence in Teaching Award, Florida State University (2006, 2008)
Special Recognition Award for Service Delivery, The ARC of Douglas County (2001)
Special Educator Award for Advocacy, Parent Action Committee of Johnson County (1998)
Margaret L. Anderson Award for Teaching Excellence, University of Kansas (1994)

SCHOLARY OR CREATIVE ACTIVITIES

Refereed Journal Articles

Note. Italics used to denote authors who were students at Florida State University.

Wood, C. & Schatschneider, C. (in-press). The effect of word knowledge instruction on academic word use of 5th grade students. *Reading and Writing: An Interdisciplinary Journal*

- Gabas, C., Wood, C., & Cabell, S. (in-press). Write this way: Examining teachers' supportive strategies to facilitate children's emergent writing in preschool. Reading and Writing: An Interdisciplinary Journal*
- Wood, C., Romano, M., Strekalova, Y., Lugo, V., McCormack, W., & (in-press). State of the practice of team science in speech language pathology and audiology. *Journal of Speech Language Hearing Research*
- Fitton, L., Johnson, L., Wood, C., Schatschneider, C., & Hart, S., (in press). Language Variation in the Writing of African American Students: Factors Predicting Reading Achievement. *American Journal of Speech Language Pathology*
- Wood, C. & Schatschneider, C. (2021). Differential growth in writing quality of students in 5th grade from diverse backgrounds. *Reading and Writing Quarterly*
- Wanzek, J., Wood, C., & Schatschneider, C., (in-press, accepted April, 2021). Examination of word gaps by socioeconomic background in second grade. *Remedial and Special Education*, 07419325211030551.
- Fumero, K. & Wood, C. (2021). Verb errors in 5th grade English learners' written responses: Relation to writing quality. *Languages*, 6(2), 71.
- Wood, C., Schatschneider, C., & Wanzek, J. (in-press). The relationship between teachers' communicative behaviors and class-level SES. *The Elementary School Journal*
- Wood, C., Schatschneider, C., & *VelDink, A.* (2020). The relation between academic word use and reading comprehension. *Language Speech and Hearing Services in Schools*, 52(1), 273-287.
- Foorman, B. F., Herrera, S., Dombek, J. L., & Wood, C. (2021). *The impact of Word Knowledge Instruction on literacy outcomes in grade 5 (REL)*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory. Retrieved from <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4565>.
- Wood, C. L. (2020). Connective use in academic writing by students with language learning disabilities from diverse linguistic backgrounds. *Communication Disorders Quarterly*, doi: 1525740120933569.
- Wofford, M.C., Wood, C., (2020). Quantity-Focused Language Input Intervention: Impact on Adult Words Delivered to At-Risk Dual Language Learners. *Journal of Research in Childhood Education*, 35(1), 91-110.

- Wood, C.** Pouncey, M. & *Timm, C.* (in-press). Bolstering Resiliency of Students who are English Learners against Harmful Effects of Poverty. *Teaching English as a Second Language*.
- Wood, C.,** Schatschneider, C., & Wanzek, J. (2020). Matthew effects in writing productivity during second grade. *Reading and Writing: An Interdisciplinary Journal*, 33(6), 1377-1398.
- Wood, C.,** & Schatschneider, C. (2020). Examining Writing Measures and Achievement for Students of Varied Language Abilities and Linguistic Backgrounds Using Structural Equation Modeling. *Reading Writing Quarterly*, 1-17.
- Larson, A., Hammer, C. **Wood, C.** (2019). A systematic review of language-focused interventions for children from culturally and linguistically diverse backgrounds *Early Childhood Research Quarterly* 50, 157-178.
- Phillips, B. M., Oliver, F., Tabulda, G., **Wood, C.,** & Funari, C. (2020). Preschool teachers' language and vocabulary knowledge: Development and predictive associations for a new measure. *Dyslexia*, 26(2), 153-172
- Diehm, E., **Wood, C.,** *Messier, J., Callender, M.* (2020). Young Children's Narrative Retell in Response to Static and Animated Stories. *International Journal of Language and Communication Disorders*, 55(3), 359-372.
- Larson, A., Zhe, G., **Wood, C.,** Cycyk, L., Hammer, C., Escobar (2020). A review of social validity in language interventions involving dual language learners. *Topics in Early Childhood Speech Education*, 40(1), 39-51.
- Wood, C.,** *DeLarosa, C., Almanza-Ojeda J.* (2019). Making connections: A review of instructional practices on connectives for English Learners. *SSTESOL Quarterly*.
- Wood, C.** Schatschneider, C., & Hart, S. (2019). Average One Year Change in Lexical Measures of Written Narratives for School Age Students. *Reading & Writing Quarterly*, 36(3), 260-277.
- Puhlman, J. & **Wood, C.** (2019). Phonological Awareness for Children who are D/deaf or Hard of Hearing: A Survey of Assessment and Intervention Practices. *Communication Disorders Quarterly*, 42(1), 23-30.
- Wood, C.,** *Hoge, R., Schatschneider, C. & Castilla-Earls, A.* (2019). Predictors of item accuracy on the Test de Vocabulario en Imagenes Peabody for Spanish-English speaking children in the United States. *International Journal of Bilingual Education and Bilingualism*. doi: 10.1080/13670050.2018.1547266
- Wood, C.** & Schatschneider, C. (2019). Item bias: predictors of accuracy on PPVT-IV items for

- Spanish-English speaking children. *Journal of Speech Language Hearing Research*, 62(5), 1392-1402. doi.org/10.1044/2018_JSLHR-L-18-0145.
- Bustamante, K., Wood, C.,** Hoge, R. (2019). Results from a morphological awareness pilot study for English Learners from Spanish-English migrant backgrounds. *SSTESOL Quarterly*.
- Fitton, L., McIlraith, A., & Wood, C.** (2018). The impact of shared reading on young English learners' language and literacy skills in English: A meta-analysis. *Review of Educational Research*.
- Wofford, M.C. & Wood, C.** (2018). Year-long grammatical development in narrative retells: Spanish-English dual language learners. *Communication Disorders Quarterly*.
- Fitton, L., Hoge, R., Wood, C., & Petscher, Y.** (2019). Psychometric Evaluation of the Bilingual English-Spanish Assessment Sentence Repetition Subtest for Clinical Decision Making. *Journal of Speech Language Hearing Research*.
- Wood, C. Fitton, L.,** Petscher, Y., Rodriguez, E., Sunderman, G., Lim, T. (2018). The Effect of Ebook Vocabulary Instruction on Spanish-English Speaking Children. *Journal of Speech Language Hearing Research*. 61, 1945-1969. doi.org/10.1044/2018_JSLHR-L-17-0368
- Rodriguez, E., Bustamante, K., **Wood, C.,** Sunderman, G. (2017). A comparison of Spanish Heritage children's grammatical production across language and grade: Kindergarten and Grade 1. *Languages*. 2, 27. doi:10.3390/languages2040027
- Rodriguez, E., Sunderman, G., & **Wood, C.** (2018). The relationship between parental language dominance of heritage Spanish-speaking children and child performance in normative language assessments. *Heritage Language Journal*.
- Wood, C., Bustamante, K.,** Schatschneider, C., & Hart, S. (2019). Relationship between children's lexical diversity on written narratives and performance on a standardized reading vocabulary measure. *Assessment for Effective Interventions*, 44(3), 173-183.
- Wood, C., Wofford, M.C., Gabas, C.,** Petscher, Y. (2018). English narrative language growth in Spanish-English speaking children in kindergarten and first grade. *Communication Disorders Quarterly*.
- Wood, C., Fitton, L,** Rodriguez, E. (2018). Home literacy of kindergarten Spanish English-speaking children from rural low SES backgrounds. *American Educational Research Association Journal*
- Wood, C., Wofford, C., Hassinger, A.** (2018). Acknowledging challenges and embracing innovative practices in response to cultural linguistic diversity in rural school

settings. *Sage Open: Innovative Teaching and Differentiated Instruction to Cater for Student Diversity*.

- Gabas, C.M., Wofford, C., Wood, C.** (2018). Using experience books to foster the narrative skills of English learners. *Perspectives*.
- Fitton, L., Bustamante, K., Nunez, B., DeNovi, N., Wofford, M.C., Wood, C.** (2017). Comparing methods for assessing the English grammatical development of Spanish speaking English learners. *Perspectives*.
- Wood, C., Bustamante, K., Fitton, L., Brown, D., & Petscher, Y.** (2017). Rapid automated naming performance of young Spanish-English Speaking Children. *Languages, 2* (13) doi: 10.3390/languages2030013.
- Wood, C., & Gabas, C.** (2017). Young Spanish-English speaking children's reading attitudes in relation to language skills. *Educational Research*.
<http://dx.doi.org/10.1080/00131881.2017.1373028>
- Wood, C., Schatschneider, C. & Hart, S.** (2017). Grade level expectations in lexical measures and accuracy of written narrative samples. *Journal of Child Language Acquisition and Development, 5*(2), 127-144. doi: 2148-1997
- Wood, C., & Wofford, M. C., & Schatschneider, C.** (2017). Relationship between performance on oral narrative retells and standardized language assessments for Spanish English speaking children from low SES backgrounds. *Communication Disorders Quarterly*. doi: 10.1177/1525740117722507.
- Fitton, L., Bustamante, K., & Wood, C.,** (2017). The social validity of telepractice among Spanish-speaking caregivers of English learners: An examination of moderators. *International Journal of Telerehabilitation, 9*, 13-24. doi: 10.5195/ijt.2017.6227
- Wood, C., & Hoge, R.** (2017). Average change in sentence repetition by Spanish-English speaking children: Kindergarten to first grade. *International Journal of Bilingual Education and Bilingualism*. doi: 10.1080/13670050.2017.1308310.
- Foorman, B., Espinosa, A., Wood, C., Wu, Y-C.** (2016). Using computer-adaptive assessments of literacy to monitor the progress of English learner students. (REL 2016-149), Washington, DC: U. S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. <http://ies.ed.gov/ncee/edlabs>.
- Wood, C., Appleget, A., Hart, S.** (2016). Core vocabulary in written personal narratives of school age children. *Augmentative and Alternative Communication, 32*(3), 198-207, doi: 10.1080/07434618.2016.1216596.

- Wood, C., McIlraith, A., Fitton, L.** (2016). State of practice for language and literacy research: A review of methods. *Contemporary Issues in Communication Science and Disorders*, 43, 306-317. doi: 1092-5171/16/4302-0306.
- Sanchez, K., & Wood, C.* (2016). Perceptions of disability: Families from culturally and linguistically diverse backgrounds. *Perspectives of the ASHA Special Interest Group 16*, 1, 38-46. doi:10.1044/persp1.SIG16.38
- Leacox, L. Wood, C., Schatschneider, C., Sunderman, G.* (2016). Young English language learners' cognate sensitivity on picture-word verification and picture naming. *Contemporary Issues in Communication Science and Disorders*, 43, 115-128. doi: 1092 5171/16/4301-0115.
- Fitton, L, Bustamante, K., Wofford, M. C., Brown, D., Gabas, C., Hoge, R., & Wood, C.* (2016). Intensifying English vocabulary instruction for English language learners. *Perspectives on School-Based Issues*, 1, 4-14. doi: 10.1044/persp1.SIG16.4
- Wood, C., Diehm, E., Callender, M.** (2016). An investigation of Language Environment Analysis Measures (LENA) for Spanish-English speaking preschoolers from low SES backgrounds. *Language Speech and Hearing Services in Schools*, 47, 123-134. doi: 10.1044/2015_LSHSS-14-0115.
- Wood, C., & Peña, V.** (2015). Lexical considerations in using the Peabody Picture Vocabulary Test with young Spanish-English speakers. *Contemporary Issues in Communication Science and Disorders*, 42, 202-214. doi: 1092-5171/15/4202-0202.
- Messier, J., & Wood, C.* (2015). Facilitating vocabulary acquisition of children with cochlear implants using electronic storybooks. *Journal of Deaf Studies and Deaf Education*, 20(4), 356-373. doi: 10.1093/deafed/env031.
- Payne, J., & Wood, C.* (2016). College students' perceptions of attributes associated with Autism Spectrum Disorders. *Communication Disorders Quarterly*, 37, 77-87. doi: 10.1177/1525740114560883
- Jackson, C.W. & Callender, M.F.** (2014). Environmental considerations: Home and School Comparison of Spanish-English Speakers' Vocalizations *Topics in Early Childhood Special Education*, 34(3), 165-174. Published online June 10, 2014. doi: 10.1177/0271121414536623
- Wood Jackson, C.W., Schatschneider, C. & Leacox, L.** (2014). Longitudinal analysis of receptive vocabulary growth in young Spanish-English speaking children from migrant families. *Language, Speech, and Hearing Services in Schools*, 45(1), 40-51, doi: 10.1044/2013_LSHSS-12-0104.
- Wood Jackson, C.W., Schatschneider, C.** (2014). Rate of language growth in children with

- hearing loss in auditory verbal early intervention. *American Annals of the Deaf*, 159, 539-554.
- Messier, J. & Jackson, C.W.** (2014). A comparison of phonemic and phonological awareness in educators working with children who are deaf or hard of hearing. *American Annals of the Deaf*, 158(5), 522-538.
- Leacox, L. & Jackson, C.W.** (2014). Spanish vocabulary-bridging and technology-enhanced instruction: Word learning in young English Language Learners. *Journal of Early Childhood Literacy*, 14(2), 175-197. (Published online October, 2012: 1468798412458518).
- Jackson, C.W.** (2011). Family support and preferred resources for parents of children who are deaf or hard of hearing. *American Annals of the Deaf* 156(2), 343-362.
- Jackson, C.W.** (2009). Family involvement in early intervention for children who are deaf or hard of hearing. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness*, 3(1), 77-97.
- Jackson, C.W., Leacox, L., & Callender, M.F.** (2010). Challenges to early intervention for English language learners: Perceptions of service providers. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness*, 3(1), 77-97.
- Jackson, C.W., Wahlquist, J., Marquis, C.,** (2011). Visual supports for shared reading with young children with complex communication needs: The effect of visual layout. *Augmentative and Alternative Communication*, 27(2), 91-102.
- Jackson, C.W., Traub, R.J. & Turnbull, A.P.** (2008). Parents' experiences with deafness: Implications for family-centered services. *Communication Disorders Quarterly*, 29(2), 82-98.
- Jackson, C.W., & Turnbull, A.P.** (2004). Impact of deafness on family life: A review of the literature. *Topics in Early Childhood Special Education*, 24(1), 15-29.
- Jackson, C.W., Wegner, J.R., Turnbull, A.P.** (2010). Family quality of life following early identification of deafness. *Language Speech & Hearing Services in Schools*, 41, 194-205. doi: [10.1044/0161-1461\(2009/07-0093\)](https://doi.org/10.1044/0161-1461(2009/07-0093))
- Lugo-Neris, M., Jackson, C.W., & Goldstein, H.** (2010). Facilitating vocabulary acquisition of young English language learners. *Language Speech & Hearing Services in Schools*, 41, 314-327. doi: 10.1044/0161-1461 (2009/07-0082)
- McNee, C., & Jackson, C.W.** (2012). Grandparents' experiences & involvement in early hearing detection and intervention. *Topics in Early Childhood Special Education*. 32(2), 122- 128.

Purcell, M., Turnbull, A.P., & **Jackson, C.W.** (2006). Linking early childhood inclusion and family quality of life: Current literature and future directions. *Young Exceptional Children*, 9(3), 10-19.

Invited Book Chapters

Jackson, C.W. (2010). Pediatric augmentative and alternative communication. In S. Chabon and E. Cohn (Eds.), *The communication disorders casebook: Learning by example* (pp. 82--87). Boston, MA: Pearson Education, Inc.

Jackson, C.W. (2007). Facilitation of early communicative behaviors. In A. Kamhi, J. Masterson, & K. Apel (Eds.), *Clinical decision making in developmental language disorders* (pp.121-142). Baltimore, MD: Paul H. Brooks Publishing Co.

Catts, H. W. Wilcox, K. A., **Jackson, C. W.**, Larrivee L., & Scott V.G (1997). Towards an understanding of phonological awareness. In C.K. Leong & R.M. Joshi (Eds.), *Cross language studies of learning to read and spell: Phonological and orthographic processing*. Dordrecht: Kluwer.

Contracts and Grants

Contracts and Grants Under Review

Wood, C., Zhe,H., Li, S., von Hollen, L., Masduki, I., Schatschneider, C., & Iatarola, P. (September, 2021). Novel Experiential Word Learning with Virtual Reality.

Wood, C. & Wanzek, J., Mancilla-Martinez, J., Johnson, L., Barnes, M. (June, 2021) Team based Language and Literacy Traineeship for Transformative Leadership Grant Focus Area A. Office of Special Education Programs 84.325.D Role: PI

Farquharson, K., Crass, K., Wood, C., Dennis, L. (June, 2021) Developing Early Childhood Interdisciplinary Evidence-Based Emergent Literacy Scholars. Preparing Personnel to Serve Children with High-Intensity Needs with a focus on Emergent Literacy for Children who are deaf or hard of hearing. Role: Investigator. Personnel Preparation Program CFDA 84.325K Focus Area A

Wood, C., Tibi, S., Schatschneider, C., & Iatarola, P. (2020). WKI 3-to-5: Word Knowledge Instruction for Students in Third Through Fifth Grade. Institute of Education Sciences (IES). U. S. Department of Education. Goal Two Development Grant. \$2,000,000

External Contracts and Grants Funded

- Wood, Catts & Barton-Hulsey (2019) *Triple L: Leadership in Language and Literacy*. U.S. Department of Education, Office of Special Education Programs. Submitted July 2019. Funded October, 2019. H325D190011
- Wood, C., Brown-Cross, D., Alexander, A., Root, J., Whalon, K., Barton-Hulsey, A., & Therrien, M. (2019). *KiDDs K-12 Individuals with Developmental Disabilities Preparing Personnel to Serve Children with High-Intensity Needs with a Focus on Cultural and Linguistic Diversity*. CFDA 84.325K U.S. Department of Education, Office of Special Education Programs. Submitted July 2019 in Partnership with FAMU Allied Health Department. Funded October, 2019. H325K190022
- Wood, C.**, Schatschneider, C. *WKI-Writing: Impact of Word Knowledge Instruction (WKI) on Writing Outcomes of 5th Grade Students*. Institute of Education Sciences (IES). U. S. Department of Education. Low-cost-short-duration. Role: PI Submitted March 1, 2018, Funded July 14, 2018
- Foorman, B., **Wood, C.**, Herrera, S. *The Impact of Word Knowledge Instruction on Literacy Outcomes in Grade 5*. Institute of Education Sciences (IES) U.S. Department of Education. Awarded to Regional Educational Laboratory Southeast at Florida State University. Role: Co-PI 10-20% Effort. 08/2017-05/2020.
- Pathways to the Education Sciences Research Training Program: Institute of Education Sciences (IES) United States Department of Education \$1,074,000 07/2016-06/2021 PI Roehrig (Role=Co-Investigator) Submitted August, 2016; Funded April 2017
- Wanzek, J., & **Wood, C.W.**, Schatschneider, C., *The Relationship Between Elementary Teachers' Language Use and Students' Language and Literacy Achievement*. Institute of Education Sciences (IES) United States Department of Education \$1.25 million Role: Co-PI 15% Effort Submitted August 2016. Funded April 2017. R305A170203
- Compton, D., Foorman, B. Petscher, Y., & **Wood, C.** *Impact Evaluation of Academic Language Interventions*. ED-IES-15-R-0024 United States Department of Education. \$956,099. Funded Role: Co-Investigator 5% effort
- Phillips, B., & **Wood, C.**, *Supports for rich and explicit language and vocabulary instruction in preschool classrooms serving children from disadvantaged backgrounds*. Spencer Foundation. 1 million 201600063 Beth Phillips and Carla Wood (Principal Investigators) 08/01/2015 – 7/31/2018. Role: Co-PI
- Principal Investigator, **Jackson, C.W.**, Rodriguez, E., Hall-Mills, S. & Catts, H.W. **BOLLDD: Bilingual Oral Language and Literacy Development Doctoral Leadership Training Grant**. Office of Special Education Programs, United States Department of Education. H325D140068 \$1 million 09/01/2014-00/31/2019 Role: PI 15% Effort

Principal Investigator, **Jackson, C.W.**, Sunderman, G., Petscher, Y & Adams, J. BLOOM: Facilitating Language & Literacy Outcomes for English Language Learners, Institute of Education Sciences (IES) United States Department of Education \$1.2 million R305A130460 Jackson, C.W. (Principal Investigator) 07/01/2013-06/30/2016

Principal Investigator, **Jackson, C.W.** TIES Traineeship in Interdisciplinary Early Intervention with Severe Disabilities with a Focus on Culturally and Linguistically Diverse Populations. Submitted July, 2010 to the Office of Special Education Programs, United States Department of Education. \$1.1 million. H325K100326 Jackson, C.W. (Principal Investigator) 01/01/2011-05/31/2015

Principal Investigator. **Jackson, C.W.** & Woods, J. TIES Traineeship in Interdisciplinary Early Intervention with Severe Disabilities with a Focus on High Poverty, Culturally and Linguistically Diverse Populations. Funded by US Department of Education. (2007-2011). \$800,000. H325K070331 Jackson, C.W. (Principal Investigator) 8/1/2007- 07/31/2011

Co-Investigator. Hanline, M.F., Woods, J. & **Jackson, C.W.** LIFE Leadership in Family Centered Early Intervention. Funded by US Department of Education (8/1/2007-07/31/2011) \$800,000. 124000520021395

Principal Investigator. **Jackson, C.W.** Enhancing Language & Literacy Skills with Linguistically Diverse Learners. Funded by American Speech Language Hearing Association. (2006- 2007). \$7,000.

Intramural Grants Funded

Principal Investigator, Wood, C. W. Digital Assessments Laboratory (DAL), Technology Fee Funding to Enhance Instructional Technology Awarded by Florida State University. \$44,000.

Principal Investigator, **Wood, C. W.** Longitudinal Analysis of Vocabulary Growth in K-3rd Grade Spanish-speaking English Learners (April, 2017). Funded by Council on Research and Creativity, Florida State University, Small Grant Program (SGP) \$3000.

Principal Investigator, **Wood, C. W.** Computerized Language Sample Analysis Technology Proposal. Technology Fee Funding to Enhance Instructional Technology, Awarded by Florida State University, (Spring, 2011). \$13,494.00

Principal Investigator, **Wood, C.W.** Language Environment Analysis (LENA) Systems Technology Fee Funding to Enhance Instructional Technology, Awarded by Florida State University, (December 2010). \$12,146.00

Principal Investigator. **Jackson, C.W.** The Effects of *Earobics* on Auditory Discrimination and

Phonological Awareness Skills of Children with Cochlear Implants. Funded by Council on Research and Creativity Florida State University. (2005.) \$15,000

Contracts and Grants Denied

- Wood, C. & Schatschneider, C. (2020). Nuestros Cuentos: A Language and Literacy Program to Reduce Summer Slide for Latinx English Learners. Spencer Foundation Grant. \$75,000. December, 2020.
- Wood, C., Schatschneider, C., & Iatarola, P. (2020). WKI 3-to-5: Word Knowledge Instruction for Students in Third Through Fifth Grade. Institute of Education Sciences (IES). U. S. Department of Education. Goal Two Development Grant. \$2,000,000 Submitted August, 2020
- Phillips, B., Cabell, S. & Wood, C. & Petscher, Y. (2020). Exploring Malleable and Meaningful Factors in Preschool Teachers' Talk Related to Children's Language Outcomes. Institute of Education Sciences (IES). U. S. Department of Education. Goal Two Development Grant. \$1,700,000 Submitted August, 2020
- Phillips, B., Cabell, S. & Wood, C. & Petscher, Y. (2019). Exploring Malleable and Meaningful Factors in Preschool Teachers' Talk Related to Children's Language Outcomes. Institute of Education Sciences (IES). U. S. Department of Education. Goal Two Development Grant. \$1,400,000 Submitted August, 2019
- Wood, C., & Schatschneider (2019) WKI 3-to-5: Word Knowledge Instruction for Students in Third Through Fifth Grade. Institute of Education Sciences (IES). U. S. Department of Education. Goal Two Development Grant. \$1,400,000 Submitted August, 2019
- Sara, H. Ganley, C., Patton-Terry, N., Papura, D., Bingham, & **Wood, C.** (2019). Examining the Development of Math Skills and their Correlates from Preschool to First Grade. National Science Foundation.
- Wood**, Guynes, Sasser, Farquharson, Crass (2019) *TEHDI: Traineeship in Early Hearing Detection and Intervention*. CFDA 84.325K Focus Area A. U. S. Department of Education. Office of Special Education Programs, Submitted July, 2019
- Wood**, C., Catts, H., Barton-Hulsey, A., Tibi, S. (2018). BELLA Bilingual Early Language and Literacy Leadership Grant. Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. CFDA 84.325D. Submitted July, 2018.
- Wood, C.** & Schatschneider, C. Teacher Talk: The Relationship between Dual Language Input and Preschool Children's Language and Literacy Growth. National Institutes of Health. Submitted to NIH/NIDCD, October, 2017 Typical and Atypical Patterns of Language and Literacy Development R21 PA-17-448.
- Wood, C.** & Pouncey, M. Training to Enhance English Learners' Outcomes through

Capacity-building (TELOC). National Professional Development (NPD) Program CFDA 84.365Z. 2,250,000. Role: Co:PI 15% Effort. Submitted to the Department of Education, April, 2017.

Wood, C., Woods, J., Catts, H., & Tibi, S. Bilingual Early Language and Literacy Leadership Grant. \$1,244,843. 09/2017-08/31/1922) Role: PI. 15% Effort. Submitted to Office of Special Education Programs, U.S. Department of Education February, 2017.

Fitton, L., **Wood**, C. & Borovsky, A. Investigating the Eye Movements of Spanish-speaking English Learners. \$81,479.00 National Institutes of Health. Submitted August 8, 2016 Status: Not funded

Hart, Ganley, Purpura, **Wood**, & Terry. Etiology of Math Development: A Diverse Twin Study. Submitted to National Institutes of Health (NIH). Role: Co-Investigator. 10% Effort. Submitted May, 2016, \$2,583,701.00 12/1/2016-11/30/2020.

Principal Investigator, **Wood**, C. Together over Time Project ToT Masters Traineeship with a Focus on Serving Culturally and Linguistically Diverse Populations. \$1.25 million Submitted December, 2015, to the Office of Special Education Programs, United States Department of Education. PI 15% Effort

Principal Investigator, **Wood**, C., Bilingual Early Language and Literacy (BELL) Doctoral Training Grant 1.25 million. Submitted December, 2015, to the Office of Special Education Programs, United States Department of Education. PI 15% Effort

Principal Investigator, Planning Grant, Intramural. Submitted October, 2015.

Ingvalson, E., **Jackson**, C.W., Wagner, R. *Individualized training to improve spoken language performance for children who use cochlear implants*. National Institute of Health, R03.\$456,000 Role: Co-Investigator Submitted July, 2015

Principal Investigator, Horton-Ikard, R. Co-Investigator, **Jackson**, C.W., Institute of Education Sciences (IES) United States Department of Education \$1.1 million Submitted September, 2011.

Predocctoral Interdisciplinary Research Training Program to Increase Research Capacity in Educational Science Institute of Education Sciences (IES) United States Department of Education Role: Co-Investigator .05% Effort Submitted August 2014

Jackson, C.W. & Leacox, L. (2009). Advancing language and literacy skills for young dual language learners. Submitted to ASHA Foundation.

Jackson, C.W. (2005). Outcomes of Hispanic Children & Families Following Early Identification of Deafness: Perspectives of Multiple Stakeholders. Submitted to ASHA New Century Scholars.

- Jackson, C.W. (2005). The effect of visual aided input on the vocabulary skills of young children with cochlear implants. Submitted to ASHA New Investigators.
- Jackson, C.W. & Darrow, A.A. (2006). Cross-training for Interdisciplinary Programming (C-TIP): Development and Assessment of Innovative Protocol to Improve the Prosodic Speech Features of Children Who Are Deaf and Hard of Hearing. Submitted to Council on Research and Creativity at Florida State University.
- Roberts, S., Reeder, A., & Jackson, C.W. (2003). A model demonstration of early invention following newborn identification of hearing loss. Model demonstration grant submitted to Department of Education.

TEACHING

Courses Taught

- Team Science SPA 5935 (G)
Infant Toddler Preschool Early Intervention Services SPA 5404 (G)
Triple L Seminar (G): Culturally Responsive, Socially Valid Interventions
KiDDS Seminar (G): Interprofessional Practice for Children with Severe Disabilities
Bilingual Practicum: Undergraduate Certificate Program in Bilingual Speech Pathology (U)
Advanced Topics in Bilingual Oral Development and Disorders (G) Specialty Seminar
Bilingual Oral Development and Disorders: Leadership (G) Specialty Seminar
Bilingual Oral Development and Disorders: Dissemination (G) Specialty Seminar
Tools: Graduate Research Methods (G) Required SPA 5055 (Distance/On-Campus)
Communication Intervention for Individuals who are Deaf (G) SPA 5646 (Distance/On-Campus)
Multicultural Multilingual Seminar (G) SPA 6825 (Distance/On-Campus)
Language Development and Disorders (UG) 4 credits LIN 3710/SPA 4004
Augmentative Alternative Communication (G) SPA 5559
Clinical Methods (G) SPA 4501/SPA 4056
Doctoral Seminar: Grant Writing (G)
Doctoral Seminar Special Topics in Early Intervention (G) SPA 6930
Differential Diagnosis (G) SPA 5553 (On-Campus & Distance Education)
Family-Guided Services (G) SPA 6930
Honor's Thesis in Communication Disorders (UG) SPA 4970
Introduction to Communication Disorders (UG) SPA 3000
Pediatric Assistive Technology (G) SPA 6930
Practicum in Speech Pathology (G) SPA 5505
Seminar in Severe Disabilities (G) SPA 6930
Seminar in Survey Research Methodology (Doctoral) SPA
Undergraduate Seminar in Communication Disorders (UG) SPA 4930
- #Augmentative and Alternative Communication (G)
Deaf Studies (G)
Facilitating Speech, Language & Listening Outcomes in Early Intervention (Distance Ed)

- # Family-Centered Programming for Early Intervention (Distance Education)
- # Infant-Toddler Service Delivery (G)
- # Language Development (UG)
- # Language Disorders: Infants and Toddlers (G)
- # Speech-Language Intervention: Children who are Deaf (G)
- # Phonetics Lab (UG)
- # Research Practicum (G)

Note. Teaching activities that occurred at the University of Kansas prior to employment at FSU

MENTORSHIP

Chair of Doctoral Committee Defense

March (2020) Exploring Teachers' Supportive Strategies to Facilitate Children's Emergent Writing in Preschool

July (2019) Language Input Intervention Using Visual Feedback: Impact on Adult Words Delivered to At-Risk Bilingual Children.

April (2019) Teachers' and Speech-Language Pathologists' Perceptions of and Responses to Students' African American English Use Within Academic Settings. (Co-Chair)

In-Progress, The Relationship between Morphological Awareness and Vocabulary for English Learners

February, 2018 Eye Movements of Spanish-speaking English Learners during Vocabulary Assessments

August, 2015 Common Genetic and Environmental Influences on Reading, Spelling, and Writing for Older Children and Adolescents

July, 2015 Capitalizing on Protective Factors: Establishing a Child and Youth Care Worker-Implemented Language Intervention in South Africa

February, 2015 Facilitating Vocabulary Acquisition of Children with Cochlear Implants Using Electronic Storybooks

November, 2011 Young English Language Learners' Cognate Sensitivity on Picture Word Verification and Picture Naming

Member of Doctoral Dissertation Supervisory Committees

July, 2019, Examining action effects in language processing (Outside Representative for Psychology)

July, 2019. Factorial Validity and Measurement Invariance of the Communication and Symbolic Behavior Scales Developmental Profile Caregiver Questionnaire

April, 2019. Factors Underlying Conceptual Change in the Sciences and Social Sciences. (Outside Representative for Psychology)

August, 2019, Supporting Early Childhood Educators' Completion of the Autism Navigator: About Autism in Toddlers Online Training Course.

Factors Underlying Conceptual Change in the Sciences and Social Sciences (Outside Representative for Psychology).

In progress, The effects of the first language on the second: Psycholinguistic investigations of bilingual lexical processing and first language attrition (Outside Representative for Modern Languages)

July, 2018 Provider and Caregiver Reflections During Early Intervention Caregiver Coaching Sessions.

July, 2017. Reading Comprehension in Grade Three as a Function of Child, Item, and Passage Characteristics

May, 2017. Role of Parent Oral Language Input in Development of Child Emergent Literacy Skills.

June, 2016. The Bilingual Advantage on Tasks of Interference Suppression and Response Inhibition Among Language Minority Youth.

March, 2016 Classroom Organization by Prior Achievement Interactions as Predictors of Literacy and Language Achievement Across the First through Third Grade Years

September, 2015 Language Minority Children's Sensitivity to the Semantic Relations between Words

June, 2015 Comparing Reading Skills and Eye Movement Behavior of Low-Skilled Adult Readers and Typically Developing Child Readers

Summer, 2014 The Effects of Acquired Hearing Loss on Spouses' Perceived Marital Adjustment.

Fall, 2013 Early Social Interaction Project for Toddlers with Autism Spectrum Disorder: Effects on Parent Synchronous Language.

Summer 2013 Social Communication Profiles of Toddlers with and without Autism Spectrum

Disorder from Three Racial/Ethnic Groups.

Spring 2012 Concurrent and Predictive Validity of the IGDI-EG for Toddlers with Communication Delay

Summer 2012 Use of Mobile Device Applications in Early Intervention

Fall 2012 Exploring Coaching Strategies in a Parent-Implemented Intervention for Toddlers with Autism Spectrum Disorders

October 2011 Relation Among Age, Gender, and Oral/Palatal Dimensions on Anterior and Posterior Lingual-Palatal Pressures in Healthy Adults

August, 2010 Language use in the Natural Environment of Spanish-English Bilingual 3- and 4 Year Olds

December, 2009 Adolescents with Moderate to Severe Intellectual Disabilities: Sight-Word Instruction through Peer Modeling.

August, 2009 Early Red Flags for Autism Spectrum Disorders in Toddlers in the Home Environment.

October, 2008 The Relation Between Language and Socioeconomic Status in School-Aged Children.

August, 2006 Effects of Scripted Storybook Reading on Preschool Children and Families from Low-Income Environments.

Three in progress/ Defense not scheduled

Chair of Master's Thesis Supervisory Committees

(2018-2019) *Language Input Intervention: Quantity and Quality of Language Exchanges in Dual-Language Low Income Families During Shared Book Reading*

(2015-2016) Relationship between LSA measures of LENA and Narrative Retell

(2013-2015) Comparison of Gender Assignment in School-Age Spanish-English Bilingual Children from North and South Florida

(2011-2013). The Effectiveness of a Telemobile Delivered Speech-Language Intervention with Young English Language Learners: A Comparison of Outcomes

(2011-2013). Maternal Language Skills of Children in Homeless Shelter

(2009-2010). The Social Implications of Specific Language Impairment.

(2006- 2007). Facilitating Vocabulary Acquisition of Young English Language Learners.

Member of Master's Thesis Supervisory Committees

June, 2020. Examining Differences in Written Grammatical Accuracy by Clause Type for Students with and without language impairment.

July, 2020. Comparing Phonological and Orthographic Spelling Errors of Children who are Bilingual to their Monolingual Peers.

(2017-2018) Identifying the Relationship Between Frequency and Variety in Relation to Dialect Awareness: AAE to SAE

(2015-2016). Semantic complexity in oral and written narratives of fourth grade students.

(2008-2009). The Effects of Auditory Distraction on the Early Lexical-Semantic Retrieval Skills of Young Spanish-Speaking English Language Learners

Chair of Bachelor's Thesis Supervisory Committees

(2019-2020) Grammatical Errors of Students with Limited English Proficiency

(2019-2020) Parents' Input During Routines with their Children with Hearing Loss.

(2019-2020) Differences in Teachers' Supportive Strategies for Writing Among 3-, 4-, and 5-Year-Olds

(2018-2019) The Relationship Between Teachers' Lexical Diversity and their Students' Growth in Lexical Diversity

(2018-2019) The Effect of Technology-Enhanced Visual Feedback on Quantity of Parental Talk with Children who are Deaf and Hard of Hearing

(2018-2019) Relationship Between Second Graders' Written Narratives and Standardized Test Performance

(2017-2018) Morphological Awareness and Written Narrative Performance of Spanish-English Speaking Students.

(2016-2017) The Relationship between Narrative Retell Measures and Vocabulary Measures for ELs

(2016-2017) The Relationship between Macrostructural Components and Performance on Standardized Language Measures for Preschool Children

(2016-2017) Speed of Eye-Gaze Selection on a Vocabulary Task

(2015-2016) Exploring the Use of Emerging Technology in the Acquisition of Child Speech and Language Samples.

(2014-2015). Cultural and Linguistic Diversity in Oral Narratives: Spanish-English Speaking KG Children and Non-Mainstream Dialect

(2014-2015) Comparison of Early Verb Use in Oral Narratives: Typically Developing Preschoolers and Children with Language Learning Disorders.

(2014-2015) Core Vocabulary in Written Samples of School Age Children: Implications for AAC Users

(2014-2015) Transfer of Vocabulary Knowledge Across Languages in Kindergarten- 1st Grade English Language Learners

(2013-2014). Oral Narratives of Spanish-English Speaking Children: Relationship between Macrostructural Narrative Analysis and a Standardized Language Measure

(2012-2013). Social Skills of Children with Hearing Loss

(2012-2013). Use of Gender Agreement in School-Age Spanish-English Bilingual Children

(2011-2012). Spanish and English Naming of Young Dual Language Learners on the Expressive One Word Picture Vocabulary Test

(2010-2011). The Use of Sensory Integration Techniques in Early Intervention for Children with Severe Disabilities

(2010-2011). Social Perceptions of Individuals with Autism Spectrum Disorders

(2010-2011). Cultural Bias of Vocabulary Tests for Spanish-English Speakers

(2009-2010). Early Vocabulary and Emergent Literacy Skills of English Language Learners

(2009-2010). Use of Grammatical Forms by Children who are Deaf after Early Hearing Detection and Intervention

(2008-2009). Grandparents' Experiences and Involvement in Early Hearing Detection and Intervention

- (2007- 2008). Children with Specific Language Impairment: The Social Side Effects
- (2007-2008). Parents' Perceptions of Learning & Use of Language Facilitation Techniques
- (2007-2008). English Vocabulary Acquisition in Bilingual Preschoolers
- (2006-2007). Social Interactions of Children with Cochlear Implants
- (2006- 2007). Language Outcomes of Children who Received Auditory-Verbal Early Intervention
- (2005-2006). Experiences of Families with Children who are Deaf

Member of Bachelor's Thesis Supervisory Committees

- (2016) Effect of Cultural Values and family beliefs on acceptance of parent-implemented early intervention: A pilot study.
- (2016) Semantic Representation in Language.
- (2016-2017). Lexical Diversity Measures Between Play-Based and Literacy-Based Activities in ELL Sibling Pairs
- (2009-2010). Performance on the MCST-A by Speakers of English/Spanish.
- (2009). Gretchen Everhart Documentary

PRESENTATIONS

Invited Keynote and Plenary Presentations

- Jackson, C.W. (2006, July). *Families first: What the research says about family quality of life*.
Invited keynote address at the national convention for Hands and Voices, Boulder,
Colorado. (National)

Invited Presentations or Symposia: National

- Brackenbury, T., Proctor-Williams, K., Jackson, C.W., & Betz, S. (2005, November). *What to consider when considering a Ph.D.* Invited presentation at the meeting of the American Speech-Language-Hearing Association, San Diego, CA. (National)

Foorman, B. & Wood, C. (2019, January). *Word Knowledge RCT*. Invited presentation at the Regional Educational Laboratory Governing Board Meeting, Ponte Vedra, FL.

Foorman, B. & Wood, C. (2019, September). *The Impact of Word Knowledge Instruction on Literacy Outcomes in Grade 5*. Invited presentation at the Regional Education Laboratory Fall Governing Board Meeting, Asheville.

Catts, H., Gillon, G., Wood Jackson, C. (2014). Current direction and findings in reading research: English Language Learners. Invited presentation at the meeting of the American Speech Language Hearing Association, Orlando, FL.

Foorman, B. & Wood, C. (2018, January). *Word Knowledge RCT*. Invited presentation at the Regional Educational Laboratory Governing Board Meeting, Ponte Vedra, FL.

Foorman, B. & Wood, C. (2018, September). *The Impact of Word Knowledge Instruction on Literacy Outcomes in Grade 5*. Invited presentation at the Regional Education Laboratory Fall Governing Board Meeting, Charleston, SC.

Jackson, C.W. (2006, August). *Why EHDI programs need to include family support*. Invited Webcast presentation by NCHAM: National Center for Hearing Assessment and Management, Center for Disease Control. (National)

Jackson, C.W. (2005, September) *Current issues in assessing children who are deaf*. Invited presentation to the Social Security Administration, Arlington, VA. (National)

Summers, J.A., & Jackson, C.W. (2003, October). *Family-centered practices: Strategies for enhancing family outcomes*. Invited Pre-Conference Short Course at Division of Early Childhood (DEC) Conference, Washington, D.C. (National)

Gillam, S., Peterson, D., & Wood, C. (2014). State of the art in matching narrative interventions to children's developmental profiles. American Speech-Language-Hearing Association, Orlando, FL (National).

Invited Presentations or Symposia: State

Phillips, B., Wood, C., Patton Terry, N. (2020). What exactly is oral language? How does it serve as a foundation for literacy? Workshop presented to Just Read Florida. (State)

Wood, C. (March, 2017). Bringing Life to Books, Bringing Books to Life: Using experience books to facilitate early language and literacy skills of children who are deaf or hard of hearing. PaTTaN, Pennsylvania Training and Technical Assistance Network, Bureau of Special Education in Pennsylvania. Four day workshop.

Jackson, C.W. & Waldman, Sarah (2014). AAC for Children with Severe Disabilities in an Ever Changing iDevice World. SLACS Regional Conference, Gainesville, FL (State)

- Jackson, C.W. (2007, December). *Phonics & phonological awareness for children who are deaf or hard of hearing*. Language Reading Connection, Orlando, Florida. (State)
- Jackson, C.W. (2007, October). *Assessment of children with limited English proficiency*. Tennessee Association of Speech-Language Pathologists & Audiologists, Chattanooga, TN (State).
- Jackson, C.W. (2007, October). *Facilitating vocabulary acquisition of diverse language learners*. Tennessee Association of Speech-Language Pathologists & Audiologists, Chattanooga, TN (State).
- Jackson, C.W. (2007, September). *Families & deafness: From surviving to thriving*. Florida Symposium on Deafness, St. Augustine, FL (State).
- Jackson, C.W. (2004, August). *Evidence-based practices: Strategies for facilitating communication for children who are deaf or hard of hearing*. Invited presentation at the Kansas Scottish Rite Foundation Symposium, Topeka, KS. (State)
- Jackson, C.W., Summers, J., & Turnbull, A.P. (2002, October) *Family quality of life: From theory to application*. Invited two-day workshop in Trenton, NJ. (State)
- Turnbull, A.P., Summers, J., & Jackson, C.W. (2002, October). *From coping with life to quality of life: Supporting your child by supporting your family*. Invited two-day workshop, Newark, NJ. (State)

Invited Presentations or Symposia: Local

- Bunce, B. & Jackson, C.W., (2003, January). *Talking, understanding, and communicating from 0-5 years*. Invited presentation to Douglas County Communicates, Lawrence, KS. (Local)
- Jackson, C.W. (2006, May). *AAC strategies for young children*. Presentation to speech-language pathologists for continuing education. Community Providers' Appreciation Day. Florida State University, Tallahassee, FL. (Local)
- Jackson, C.W. (2005, February). *Family-centered services for children who are deaf or hard of hearing following early identification*. Invited presentation at Kansas University (KUSHA) Annual Research Symposium, Lawrence, KS. (Local)
- Jackson, C.W., Bracciano, D., (2003, September). *Milestones of early development*. Invited Workshop for Parents as Teachers, Lawrence, KS. (Local)
- Jackson, C.W., Bracciano, D., & Lutz, J. (2002, September). *Child development from 0-3 years*. Presentation to the Douglas County Child Care Association, Lawrence, KS. (Local)

Jackson, C.W., & Jackson, C.E. (2007, September). *Augmentative alternative communication: Human interfaces with machine*. Japanese Study Tour in Human Communication Disorders, Florida State University, (Local)

Wood, C. & Gabas, C (2017, October) "Bringing Books to Life, Bringing Life to Books" Leon County Schools, Speech Pathologists and Early Child Special Educators.

Refereed Presentations: International

Wood, C., Schatschneider, C., Wanzek, J. (2019, July). Matthew effects in writing. Society for the Scientific Study of Reading (SSSR) Conference. Toronto, Canada. (International).

Gabas, C., Wofford, C., Wood, C., and Petscher, Y. (2017, July). Growth in oral narrative retells for Spanish-English speaking children. Poster presentation at the Society for the Scientific Study of Reading Conference. Halifax, Canada. (International)

Wood, C., Fitton, L., & Petscher, Y. (2017, July). The effect of ebook instruction on vocabulary skills of Spanish-English speaking children. Poster presentation at the Society for the Scientific Study of Reading Conference. Halifax, Canada. (International)

Fitton, L., McIlraith, A. L., & Wood, C. (2016, July). *The impact of shared book reading on young ELs' English outcomes: A meta-analysis*. Poster presentation at the Society for the Scientific Study of Reading Conference. Porto, Portugal. (International)

Sunderman, G., Rodriguez, E., & Jackson, C. (presented 2015). Parental Language Dominance and Children's Growth in English Vocabulary: Moving Beyond the Proficiency Scale. Presentation at Annual Meeting, American Association of Applied Linguistics, Toronto, Canada. (International).

Refereed Presentations and Symposia: National

Appleget, A., & Wood, C. (2016). Naturalistic sampling and narrative retells: Language sampling context comparisons for preschool children. Poster presentation at the American Speech-Language Hearing Association, Philadelphia, Pennsylvania.

Appleget, A., & Wood, C. (November, 2015). Comparison of core vocabulary in written samples of school-age children: Implications for AAC users. Poster presentation at the American Speech-Language Hearing Association, Denver, CO.

Betz, S., Finestack, L, Hammer, M., Hogan, T., Jackson, C.W., & Proctor-Williams, K. (2006, November). *What to consider when considering a Ph.D.* Panel presentation at the American Speech-Language-Hearing national convention, Miami, FL. (National)

Bustamante, K., Fitton, L., Brown, D., Wood, C., Petscher, Y. (2017, November). Young Spanish-English Learners' English Rapid Automated Naming: Relations to English

- Literacy Measures. Poster presentation at the American Speech-Language Hearing Association, Los Angeles, CA.
- Bustamante, K., Fitton, L., & Wood, C. (2016). Examining EL parent and service provider perceptions: Telepractice survey and trial evaluation. Poster presentation at the American Speech-Language Hearing convention, Philadelphia, PA. (National).
- Bustamante, K., & Wood, C. (2017, November). Development of a Morphological Awareness Intervention: Considerations for English Learners and Other Vulnerable Populations. Poster presentation at the American Speech-Language Hearing Association, Los Angeles, CA.
- Bustamante K., Wood, C., Schatschneider, C. & Hart, S. (2016). NDW and vocabulary achievement: Truncated versus complete written language samples. Poster presented at the American Speech Language Hearing Conference, Philadelphia, PA. (National).
- Callender, M., Jackson, C.W., Livers, A., Hernandez, C., Mandry, E., Tasker, A., & Appleget, A. (2014). Empowering caregivers: Establishing a language and literacy program for orphanage staff in Durban, South Africa. American Speech-Language-Hearing Association, Orlando, FL.
- Callender, M., Jackson, C.W., Messier, J., & Diehm, E. (2013, May). *The Relationship between maternal communication styles, socioeconomic status and child language output*. Poster presented at the LENA conference, Denver, CO. (National).
- Callender, M., Jackson, C.W., Martinez, I., & Garcia, G. (2012, November). *Comparison of reported and observed Spanish-English use*. Poster presented the annual convention of the American Speech-Language-Hearing Association, Atlanta, GA. (National).
- Callender, M., Jackson, C.W., Triana, D. (2012, November). *The influence of environment: Child vocalization counts of Spanish-English speaking preschoolers*. Poster presented the annual convention of the American Speech-Language-Hearing Association, Atlanta, GA. (National).
- Callender, M., Tasker, A., Mandry, E., Hernandez, C., Livers, A., Appleget, A., Jackson, C. (2014). Relationship between temperament and narrative language abilities in preschoolers. American Speech-Language-Hearing Association, Orlando, FL.
- Cherow, E., & Jackson, C.W. (2005, November). *Virtual CE: Applying web-based technology for improved interdisciplinary, evidence-based practices*. Annual convention of the American Speech-Language-Hearing Association, San Diego, CA. (National)
- Cherow, E. & Jackson, C.W. (2005, March). *IHHD and virtual preparation of EHDI service providers*. Center for Disease Control: Early Hearing Detection and Intervention National Conference, Atlanta, GA. (National)

- Coston, J., Jackson, C.W., Kashinath, S., & Callender, M. (2013, April). CSD students' use of LENA to analyze language sample data across diverse populations. Poster presented at the LENA conference, Colorado, Denver. (National).
- Coston, J., Jackson, C.W., Kashinath, S., & Woods, J. (2009, October). Service learning to enhance opportunities in a diverse society. Division of Early Childhood, Albuquerque, AZ (National).
- Cyck, L., Scheffner Hammer, C., Larson, A., Carta, J., Baralt, M., Wood, C., Uchikoshi, Y., & Gigi, A (2017, November). Review of Language-Promoting Interventions for Young Children and Families from Culturally and Linguistically Diverse Backgrounds. Oral Presentation, American Speech Language Hearing Association, Los Angeles, CA.
- Diehm, E.A. Jackson, C.W. Callender, M.F. & Messier, J. (2013, November). Narrative assessment in the digital age: Comparison of traditional and technology-enhanced measures. ASHA, Chicago
- Diehm, E.A., Jackson, C.W., Messier, J., & Callender, M. F. (2013, April). Examining the relationship between language input and child language quality/quantity output measures. Poster presented at the LENA Conference, Colorado, Denver. (National).
- Diehm, E.A., Jackson, C.W., Shumaker, A., Lupu, S., Magee, M. (2013, November). Comparison of written and oral early literacy abilities. ASHA, Chicago.
- Diehm E., Wood, C., Hart, S., Schatschneider, C., & Taylor, J., (2015, July). Genetic and environmental aspects of written language and their relations to reading and spelling. Poster presentation at the Society for the Scientific Study of Reading International Conference, Hawaii.
- Diehm E., Wood, C., Liebetrau, S., Hart, S., & Schatschneider, C., (2015, November). Shared genetic and environmental influences on reading, spelling and writing for older children and adolescents. Poster presentation at the American Speech Language Hearing Association Conference, Colorado, Denver (National).
- Fitton, L., Hoge, R., & Wood, C. (2017, November). Dimensionality of the Sentence Repetition Task of the BESA. Oral Presentation, American Speech Language Hearing Association, Los Angeles, CA.
- Fitton, L., McLlraith, A., Hooker, J., Sparapani, N., Wood, C., & Adlof, S. (2017, November). Adapting to the modeling revolution: A guide to SEM & HLM. Oral Presentation, American Speech Language Hearing Association, Los Angeles, CA.
- Fitton, L., McLlraith, A., Wood, C., Diehm, E., Brown, J., & Adlof, S. (2016) A Practical Approach to Interpreting and Conducting Rigorous Research. Panel Presentation at the

- American Speech Language Hearing Association Conference, Pennsylvania, Philadelphia (National).
- Fitton, L., Mellon, C., & Wood, C. (2015). Training to implement interventions effectively in schools. Poster presentation at the American Speech Language Hearing Association Conference, Colorado, Denver (National).
- Fitton, L., Rodriguez, E., & Wood C. (2015). Spanish-speaking English language learners' distractor selection on a receptive vocabulary task. Poster presentation at the American Speech Language Hearing Association Conference, Colorado, Denver (National).
- Fitton, L., Wood, C., & Horton, RaMonda (2015). Dialect feature use in writing: Relation to reading achievement and high-stakes assessment. Poster presentation at the Society for the Scientific Study of Reading International Conference, Hawaii.
- Fitton, L., & Wood (Jackson), C. (2014). Dialect use in written narratives: Non-mainstream American English and standardized test scores. Poster presentation at the American Speech Language Hearing Conference, Orlando, FL
- Fitton, L., Wood (Jackson), C., Joseph, A. (2014). Language specificity of dual language learners' emergent literacy skills. Poster presentation at the American Speech Language Hearing Conference, Orlando, FL
- Fitton, L., & Jackson, C.W. (2013, November). Perceptions regarding bilingualism and telepractice of families of Spanish-English dual language learners. ASHA, Chicago.
- Fumero, K. & Wood, C. (2019). Reflections of bilingual service providers. Poster presentation at the American Speech Language Hearing Conference, Orlando, FL
- Gabas, C., Wofford, C., & Wood, C. (2017, January). *Growth in oral narrative retells for Spanish-English speaking children*. Bilingualism in the Hispanic and Lusophone World (BHL 2017), National.
- Gabas, C., & Wood, C. (2017, November). Using Experience Books to Facilitate the Language and Literacy Development of Children with Hearing Loss. Oral Presentation, American Speech Language Hearing Association, Los Angeles, CA.
- Geiger, B., Jackson, C.W., Goldstein, H., Krantz, M. (2008, November). Implications of Specific Language Impairment: The Social Side Effects. Poster presented at the American Speech-Language-Hearing Association. Chicago, IL (National)
- Guest, H., & Jackson, C.W. (2013, November). Pragmatics and social communication: Children with hearing loss in early childhood settings. ASHA, Chicago.
- Hall-Mills, S., Wood, C. & Collins, S. (2019). Differentiating language impairment from typical

language development via measures of written complex syntax. Poster presented at the American Speech-Language-Hearing Association. Orlando, FL.

- Hassinger, A., Horton, R., Wood Jackson, C. (2014). Speech-language pathologists as a resource for teachers working with English Language Learners in rural school based settings. Poster presentation at the American Speech Language Hearing Conference, Orlando, FL.
- Hoge, R., Wood, C., Castilla-Earls, A. & Auza, A. (2019). Examining a vocabulary test for Spanish-speaking children: Are all items created equal? Technical Session, American Speech Language Hearing Conference, Orlando, FL.
- Hoge, R., Wood, C., & Ryker, K. (2016). Change in sentence repetition performance by Spanish-English bilinguals from kindergarten to first grade. Poster presented at the American Speech-Language Hearing Association, Philadelphia, PA (National).
- Hoge, R. & Wood, C. (2016). The relationship between sentence repetition and English vocabulary growth for Spanish-English Dual language learners. Poster presented at the American Speech-Language-Hearing Association, Philadelphia PA.
- Hoge, R. & Wood, C. (2016). Influence of item difficulty, cognate status, and context on Spanish vocabulary performance of dual language learners. Poster presented at the American Speech-Language Hearing Association, Philadelphia, PA. (National).
- Jackson, C.W. (2013, April). Spanish-English Speaking Preschoolers: An Exploratory Study Examining LENA Data. Presented at the LENA National Conference, Denver, CO (National).
- Jackson, C.W. (2009 October). Support & resources for parents of children who are deaf or hard of hearing. Poster presented at Division of Early Childhood, Albuquerque, NM (National).
- Jackson, C.W., Groeger, B., & Quiles, F. (2008, November). Resources and supports for families of children who are deaf or hard of hearing: Preliminary Findings. Poster presented at the American Speech-Language-Hearing Association, Chicago, IL (National)
- Jackson, C.W. (2006, February). *Facilitating family involvement in early hearing detection and intervention*. Center for Disease Control: Early Hearing Detection and Intervention National Conference, Washington, D.C. (National)

- Jackson, C.W. (2005, March) *Family perceptions of outcomes following early identification*. Paper presented to the annual meeting of the Center for Disease Control: Early Hearing Detection and Intervention National Conference, Atlanta, GA. (National)
- Jackson, C.W., Affron, K., & Leech, R. (2007, November). *Language and literacy intervention in second language learners*. Poster presented at the American Speech-Language-Hearing Association Annual Convention. Boston, MA. (National)
- Jackson, C.W., Coston, J., Kashinath, S., & Callender, M. (2012). *Utilizing the LENA for Culturally Responsive Authentic Assessments in Natural Environments*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA. (National).
- Jackson, C.W., Cuervo, M., Carrasquillo, C., & Rosenberg, N., (2011, November). *Exploring the utility of LENAs: Assessing language of young ELLs in natural environments*. American Speech-Language-Hearing Association Annual Convention. San Diego, CA. (National)
- Jackson, C.W., & DesGeorges, J. (2006, November). *Family involvement in early hearing detection and intervention services*. Poster presented at the American Speech-Language-Hearing Association national convention, Miami, FL. (National)
- Jackson, C.W., & Eriks-Brophy, A. (2005, November). *Enhancing family involvement & outcomes following early identification of deafness*. Annual convention of the American Speech Language-Hearing Association, San Diego, CA. (National)
- Jackson, C.W., Groeger, B., & Quiles, F. (2008, November). *Family support and resources for parents of children who are deaf or hard of hearing*. Presented at the American Speech-Language-Hearing Association, Chicago, IL(National).
- Jackson, C.W., & Leacox, L. (2010, November). *Vocabulary acquisition for young ELLs: Evidence-based strategies for word learning*. Poster presentation at the national convention of the American Speech-Language-Hearing Association, Philadelphia, PN. (National)
- Jackson, C.W., Leacox, L. & Pena, V. (2012, November). *Lexical considerations in using the PPVT with young Spanish-English speakers: A comparison of ELL and monolingual item-level performance*. Presented at the American Speech-Language-Hearing Association, Atlanta, GA. (National).
- Jackson, C.W. & Morrow, C. (2010, November). *AAC supports during shared storybook reading: Comparison of vocabulary lay-outs and design*. Poster presentation at the national convention of the American Speech-Language-Hearing Association, Philadelphia, PN. (National)
- Jackson, C.W., & Traub, R.J. (2006, November). *Family experiences with deafness*.

Presentation at the national convention of the American Speech-Language-Hearing Association. Miami, FL. (National)

Jackson, C.W., Young-Suk, K., Diehm, E., Callender, M., & Messier, J. (2013, November). Narrative assessment: Exploring innovative options for research and practice. ASHA Panel Presentation, Chicago.

Leacox, L., & Jackson, C.W. (2010, October). *Addressing challenges: Vocabulary, language bridging, and technology for young English language learners*. Presentation at the Division of Early Childhood National Conference. Kansas City, MO. (National)

Leacox, L., & Jackson, C.W. (2010, November). *Language-bridging and technology to enhance vocabulary development for young bilinguals*. Poster presentation at the national convention of the American Speech-Language-Hearing Association, Philadelphia, PA. (National)

Leacox, L., Jackson, C.W., Sunderman, G., & Schatschneider, C. (2012, November). *Young Spanish-English language learners' cognate sensitivity on picture naming*. Poster presentation at the national convention of the American Speech-Language-Hearing Association, Atlanta, GA. (National)

Lewis, H., & Jackson, C.W. (2007, November). *Social interactions of children with cochlear implants in educational settings*. Poster presentation at the American Speech-Language-Hearing National Conference. Boston, MA. (National)

Lugo-Neris, M., & Jackson, C.W. (2007, November). *Facilitating vocabulary acquisition of young English Language Learners*. Poster presentation at the American Speech-Language-Hearing Association National Conference. Boston, MA. (National)

Marante, L. & Wood, C. (2018) Growth in Vocabulary Across the School Year for Second Grade. American Speech-Language-Hearing Association, Boston, MA.

Maxwell, A., & Jackson, C. W., (2012, November). *Spanish-English naming of young dual language learners on the Expressive One Word Picture Vocabulary Test*. Poster presentation at the American Speech-Language Hearing National Conference. Atlanta, GA (National).

Meckler, K., Wood, C. Rodriguez, E., Sunderman, G. (2014, November). Cultural and linguistic diversity in oral narratives: Spanish-English speaking KG children and non-mainstream dialect. Poster presentation at the American Speech Language Hearing Conference, Orlando, FL.

Messier, J., Diehm, E.A., Callender, M.F., & Jackson, C.W. (2013, April). LENA Output: When to proceed with caution. Poster presented at the LENA Conference. Denver, CO (National).

- Messier, J., & Jackson, C. (2013, November). Meritorious Poster: A comparison of phonemic and phonological competency in educators working with children with hearing loss. ASHA, Chicago.
- Messier, J., & Jackson, C.W. (2011, November). *Language strategy coaching across daily routines: Using LENAs to enhance family responsiveness*. American Speech-Language Hearing Association National Conference. San Diego, CA. (National)
- Messier, J., Montgomery, R., Yount, K., Jackson, C., Hendershott, K., & Walsh, C. (2014, November). Facilitating vocabulary acquisition of children with cochlear implants using electronic storybooks. American-Speech-Language-Hearing Association, Orlando, FL
- Messier, J. Pushaw, J., Sonnenklar, J., Diehm, E., Jackson, C., Callender, M. (2013, November) LENA output: Interpreting output for children with speech and language disorders. ASHA, Chicago.
- Payne, J., & Jackson, C.W. (2012, November). *College students' perceptions of individuals with Autism Spectrum Disorders*. Poster at the American Speech-Language-Hearing Association National Conference, Atlanta, GA. (National).
- Rodriguez, E., Bustamante, K., Wood, C., & Sunderman, G. (2017, January). *L1 maintenance in young Spanish heritage speakers: The role of delayed L2 English exposure*. Bilingualism in the Hispanic and Lusophone World (BHL 2017), National.
- Saffo, R., Woods, J., Jackson, C.W. (2010, November). *Language use of Spanish-English bilingual 3-and-4 year olds*. Presentation at the American Speech-Language-Hearing National Conference. Philadelphia, PA. (National)
- Scheule, M., Wegner, J., Jackson, C.W. (July, 2010). *How do we provide exemplary pre professional preparation of school-based speech-language pathologists?* Presentation at the Project Director's Conference, Office of Special Education Programs, U.S. Department of Education. Washington, D.C. (National)
- Stoutamire, D., & Jackson, C.W. (2007, November). *Language outcomes of children who received auditory-verbal early intervention*. Poster presentation at the American Speech-Language-Hearing Association National Conference. Boston, MA. (National)
- Sanchez, K., Wood Jackson, C. Families' perceptions of disability from culturally and linguistically diverse backgrounds. American Speech-Language-Hearing Association, Orlando, FL.
- Sunderman, G., Rodriguez, E., **Wood Jackson, C.**, Saa, A. (2014) Relationship between caregiver language dominance and KG children's English vocabulary performance.

- Poster presentation at American Speech Hearing Association, Orlando, FL November, 2014.
- Timm, C. Wofford, M.C., & Wood, C. (2018). Language input intervention and shared book reading: Quantity and quality of language exchanges in dual-language families. American Speech-Language-Hearing Association, Boston, MA.
- Vamos, J., & Jackson, C.W. (2013, November). Gender assignment in school-age Spanish English bilingual children in Miami. ASHA, Chicago.
- Wanzek, J., **Wood, C.** & Schatschneider, C. (2021, February). Elementary classroom vocabulary experiences. Pacific Coast Research Conference (PCRC).
- Wegner, J.R., Banks, C., Bunce, B., Gatts, J., Jackson, C.W., & Kieffer, K. (2003, November). *K-TEAM: A model for clinical teaching*. Poster presentation at the American Speech-Language-Hearing Association Convention. Chicago, IL. (National)
- Wofford, M., Hoge, R., Fumero, K. & Wood, C. (2019). Community-focused, culturally competent clinicians: developing an undergraduate bilingual services certificate. Panel presentation at American Speech-Language Hearing Association, Orlando, FL.
- Wofford, M., C, & Wood, C. (2019). ¡Cuanto más, mejor!: Adult word counts, language exposure, & technology-based intervention in dual-language, low-income homes. American Speech-Language Hearing Association, Orlando, FL.
- Wofford, C., & Wood, C. (2018) Language input intervention with synchronous visual feedback: Impact on word counts of Spanish- English speaking caregivers. American Speech Language-Hearing Association, Boston, MA.
- Wofford, C. & Wood, C. (2017, November). Microstructural Growth in Oral Narrative Retells of Early Elementary Spanish-English Dual Language Learners. Poster presentation at the American Speech-Language Hearing Association, Los Angeles, CA.
- Wofford, M. & Wood, C. (2016). Relationship Between Oral Retell & Language Assessment Performance for Spanish-English Speaking ELs From Low-SES Backgrounds. Poster Presented at the American Speech-Language Hearing Association, Philadelphia, PA. (National).
- Wofford, M., Wood, C., & Hassigner, A. (2016). Acknowledging challenges & embracing innovative instructional practices in response to cultural & linguistic diversity. Poster presented at the American Speech-Language Hearing Conference, Philadelphia, PA. (National).
- Wood, C. & Coffey, K. (2018). Closing the word gap: SES differences in vocabulary in 2nd grade. American Speech-Language-Hearing Association, Boston, MA.

- Wood, C., Cortes, I., Gonzalez-Del Riego, M., Gurklis, J., Hernandez, K., Isabel, J., Johnson, J. (2019). Who uses big words and does it matter? Morphologically complex words in writing. Poster presentation at the American Speech Language Hearing Conference, Orlando, FL
- Wood, C., Delarosa, D., Almanza-Ojeda, J. (2019). Making connections: knowledge and use of connectives for English Learners. Technical session at the American Speech Language Hearing Conference, Orlando, FL
- Wood, C. Fitton, L., Petscher, Y., Rodriguez, E., Sunderman, G., & Lim, T. The Effectiveness of a Vocabulary Intervention for English Learners. Poster presented at the American Speech-Language-Hearing Conference, Philadelphia, PA (National).
- Wood, C. Fitton, L., Petscher, Y., Rodriguez, E., Sunderman, G., & Lim, T. (2017, January). *Young Spanish-English heritage speakers and e-book instruction effect through L1 activation*. Bilingualism in the Hispanic and Lusophone World (BHL 2017), National.
- Wood (Jackson), C., Fitton, C., Rodriguez, E. & Lebet, J. (2014). Home literacy of kindergarten Spanish-English speaking children from rural low SES family backgrounds. Poster presentation at the American Speech Language Hearing Conference, Orlando, FL
- Wood, C., Foorman, B., Domback, J., & Herrera, S. (2019). Word knowledge instruction: A classroom based approach to improving students' morphological awareness. American Speech Language Hearing Conference, Poster Presentation, Orlando, FL
- Wood, C. & Schatschneider, C. (2018). All words are not created equally. Item bias: Predictors of accuracy on PPVT-IV items for Spanish-English speaking children. American Speech Language-Hearing Association, Boston, MA.
- Wood, C., Wanzek, J. & Schatschneider, C. (2020) The influence of classroom and SES on growth in writing productivity: Evidence for Matthew Effects in second grade. Institute of Education Sciences Principal Investigators Conference, Washington, D.C.
- Wood, C., Schatschneider, C. & Wanzek, J. (2019) Matthew effects in lexical productivity of written language. American Speech Language Hearing Conference, Oral Session, Orlando, FL
- Wood, C., Sunderman, G., & Rodriguez, E. (presented 2015). The role of parental language dominance in Spanish on Heritage child performance in English. Presentation at Second Language Research Forum, Georgia Tech. (National)
- Wood, C., Sunderman, G., & Rodriguez, E. (presented 2015). Vocabulary Learning and Young English Language Learners (ELLs): Bridging to the First Language. Presentation to be given at the meeting of American Association of Applied Linguistics. (National)

- Wood (Jackson), C., & Vamos, J. (2014). Relationship between the BESA and language and literacy measures for ELLs from migrant family backgrounds. Poster presentation at the American Speech Language Hearing Conference, Orlando, FL
- Wood, C., & VelDink, A. (2019) Academic Word Use and Its Relationship to Achievement. Poster presentation at the American Speech Language Hearing Conference, Orlando, FL
- Wood, C., Weichelt, C., & Harding, M. (2016). Expressive definitions of KG and 1st grade English learners: An examination of semantic feature types. Poster presented at the American Speech-Language-Hearing Association, Philadelphia, PA. (National).
- Woods, J., Jackson, C.W., McClung, J., Kahn, J., Katz, D., & Nimmons, E. (2006, November). *Integrating evidence-based practice in clinical education*. National convention of the American Speech-Language-Hearing Association. Miami, FL. (National)

Refereed Presentations and Symposia: State

- Bustamante, K. & Wood, Carla (2017, May). Rapid Automated Naming (RAN) of Young Spanish-English Speaking Children. Oral Presentation at the Teaching English as a Second Language (TESOL) Conference, Sunshine State TESOL, West Palm, FL (State)
- Deason, J., Nimmons, E., Jackson, C.W. (2008, May). Evidence-based practice: Perceptions of students in communication disorders. Poster presentation at the Florida Speech, Language, Hearing Association, Orlando, FL (State)
- Diehm, E.A., Messier, J. Callender, M.F. & Jackson, C.W (2013 May). Narrative Assessment. Presentation at the Florida Speech, Language, Hearing Association. Marco Is, FL (State).
- Geiger, B., Jackson, C.W., Goldstein, H., Krantz, M. (2008, May). Children with Specific Language Impairment: The Social Side Effects. Poster presented at the Florida Speech, Language, Hearing Association, Orlando, FL (State)
- Groeger, B., Jackson, C.W., Kahn, J. (2008, May). Parents' perceptions of their learning and use of language facilitation techniques. Poster presented at the Florida Speech, Language, Hearing Association, Orlando, FL. (State)
- Jackson, C.W., Becker, S., & Schmitendorf, K. (2002, September). *Survey of speech-language services for children that are deaf or hard of hearing in Kansas*. Poster session at the Kansas Speech-Language Hearing Association (KSHA). Overland Park, KS (State)
- Jackson, C.W. (2004, October). *Family outcomes of children who are deaf: Preliminary results of a national survey*. Paper presented at the Kansas Speech-Language-Hearing Association (KSHA) State Convention, Topeka, KS (State)
- Jackson, C.W., (2002, September). *Family outcomes: Serving families with children who are*

deaf. Paper presented at the annual convention of the Kansas Speech Language Hearing Association (KSHA), Overland Park, KS (State)

Leech, R., & Jackson, C.W. (2008, May). *English vocabulary acquisition in bilingual preschoolers*. Poster presentation at the Florida Speech-Language Hearing Association, Orlando, FL (State)

Lewis, H., & Jackson, C.W. (2007, May). *Social interactions of children with cochlear implants*. Poster presentation at the Florida Association of Speech-Language Pathologists and Audiologists. Marco Is., FL (State)

Lugo-Neris, M., & Jackson, C.W. (2007, May). *Facilitating vocabulary acquisition of young English language learners*. Poster presentation at the Florida Association of Speech-Language Pathologists and Audiologists. Marco Is., FL (State)

Messier, J. & Jackson, C. W. (2014, April). *Survey of interventions and practices for phonological awareness instruction*. Poster presentation at the Pennsylvania Association of Speech-Language Hearing and Audiology.

Sosa, J., Prozeralik, A., Treadway, L., Pittman, S., Drace, C., Luepschen, S., Wood, C. (2019). The Relationship Between Families' Economic Status and Their Children's Academic Achievement. Florida Undergraduate Research Conference (FURC), Jacksonville, FL (State).

Stowers, J., & Jackson, C.W. (2010, May). Longitudinal Analysis of Vocabulary Acquisition of Linguistically Diverse Language Learners. Poster presented at Florida Association of Speech-Language Pathologist and Audiologists, Orlando, FL (State)

Wadsworth, P., Demoya, C., Seefrid, C., McGee, M. & Wood, C. (accepted). *Relationship Between Second Graders' Written Narratives and Standardized Tests*. Poster presentation to be presented at National Student Speech Language Hearing Association: Florida Chapter at Florida State University.

Wood, C., (2017, May). The Effect of Ebook Vocabulary Instruction on Spanish-English Speaking Children. Oral Presentation at the Teaching English as a Second Language (TESOL) Conference, Sunshine State TESOL, West Palm, FL (State)

Referred Presentations: Local

Barnard, S., Jackson, C.W. (2010, April). Early Vocabulary and Emergent Literacy Skills of English Language Learners. Meeting of the Minds. Florida State University, Tallahassee, FL (Local)

Basden, A., Lafer, C., Diehm, E., & Jackson, C.W. (2014, April). Differences in narratives produced by preschoolers after exposure to static versus animated stories. Poster

presented at the FSU Garnet and Gold Honors Scholars Symposium.

- Bustamante, K. & Wood, C. (2016). NDW and Vocabulary Achievement: Truncated vs. Complete Written Language Samples. Poster presented to the SCSD Research Rounds Mini Conference at Florida State University.
- Ceballos, P., Rodriguez, E., & Wood, C. (2016). Literacy levels in low SES families. Poster presented at the FSU Undergraduate Research Symposium.
- Curran, S. Glace, O., Simoncelli, C., Gabas, C., & Wood, C. (2016). Reading attitudes in young Spanish-speaking English learners. Poster presented at the FSU Undergraduate Research Symposium.
- Diehm, E., Jackson, C.W., Alexander, C., Ossi, B., & Snapp, K. (2014). An examination of gender differences in preschoolers' conversational language. Poster presented at the FSU Garnet and Gold Honors Symposium
- Espinosa, M. Luberto, E., Wood, C., & Wofford, C. (2016). Words Per Minute: Narrative language assessment of English Language Learners. Poster presented at the FSU Undergraduate Research Symposium.
- Gabas, C. & Wood, C. (2016). Reading Attitudes of Young Spanish-Speaking English Learners. Poster presented to the SCSD Research Rounds Mini Conference at Florida State University.
- Geiger, B., Jackson, C.W., Goldstein, H., Krantz, M. (2008, April). Children with Specific Language Impairment: The Social Side Effects. Poster presented at Meeting of the Minds. Florida State University. Tallahassee, FL (Local)
- Givner, C. & Wood, C. (2016). Oral Narratives of Spanish-English Speaking ELLs: Macrostructural Components. Poster presented to the SCSD Research Rounds Mini Conference at Florida State University.
- Hendrick, M., Hoge, R., & Wood, C. (2016). The relationship between context, cognates, and percentage of errors on vocabulary performance of Spanish English speaking Kindergarteners. Poster presented at the FSU Undergraduate Research Symposium.
- Lorio, C., & Wood, C., Wright, B. Flores, E., (2016). AAC Use by Preschoolers with Autism Spectrum Disorder. Poster presented to the SCSD Research Rounds Mini Conference at Florida State University.
- McNee, C., Jackson, C.W., Kahn, J., & Darrow, A.A. (2009, April). Grandparents' Experiences and Involvement in Early Hearing Detection and Intervention. Poster presented at Meeting of the Minds. Florida State University. Tallahassee, FL (Local)

Ryker, K., Hoge, R., & Wood, C. (2016). Change in English and Spanish Sentence Repetition for English Learners (ELs). Poster presented to the SCSD Research Rounds Mini Conference at Florida State University.

Saa, A. & Jackson, C.W. (2014, April). Understanding language development through written narrative samples. Poster presented at the FSU Garnet and Gold Honors Symposium

Stowers, J., Jackson, C.W. (2010, April). Longitudinal Analysis of Vocabulary Acquisition of Linguistically Diverse Language Learners. Poster presented at North Florida Conference on Communication Disorders, Tallahassee, FL (Local).

Wofford, C. M., Wood, C., & Hassinger, A. (2016). Innovative Instructional Practices in Response to Cultural and Linguistic Diversity. Poster presented to the SCSD Research Rounds Mini Conference at Florida State University.

Wofford, C. M. & Wood, C. (2016). Words per Minute in Narrative Language Assessment of ELLs. Poster presented to the SCSD Research Rounds MiniConference at Florida State University

SERVICE

School Committees

Graduate Program Council (GPC) Chair of Review of Biomedical Sciences (2017)

Council on Research and Creativity (CRC) (2016-2019)

Distance Learning Admissions Committee (201-2019)

Doctoral Program Coordinator 2015-present

Faculty Evaluation Committee, Chair (2013, 2016)

Graduate Admissions Committee member, Main Campus (2012-2014); (2020)

Graduate Program Coordinator (2011-2016)

Committee member, *Doctoral Committee* (2008-2012)

Committee member/Chair, *Curriculum Committee* (2009-2010)

Committee member, *Clinical Committee* (2005-2008)

Committee member, *Distance Education Committee* (2006-2008)

Committee member, *Sign Language Committee* (2007-2008)

The University

Team Science Lead for University (2019-present)

Chair of BioMedical Sciences Graduate Program Review

Council on Research and Creativity (2016-present)

Faculty Senate (2014-2016)

Election's Committee (2015- present)

Hands of Hope Faculty Advisor (2015-present)

The Profession

Associate Editor

Language Speech and Hearing Services in Schools (2013-2016)

Guest Editor

American Journal of Speech Language Pathology (2019)

Guest Reviewer for Refereed Journals

American Journal of Speech Language Pathology

Reading and Writing

Ear and Hearing

Bilingual Research Journal

Early Child Development and Care

Journal of Educational Psychology

Applied Psycholinguistics

International Journal of Bilingual Education and Bilingualism

Perspectives

Language Speech & Hearing Services in the Schools

Journal of Autism and Developmental Disabilities

Journal of Speech Language Hearing Research

Augmentative Alternative Communication

Communication Disorders Quarterly

Journal of Early Childhood Literacy

Contemporary Issues in Communication Sciences and Disorders

Age and Ageing

Annals of Dyslexia

Seminars in Hearing

Volta Review

Journal of Early Intervention

Ear and Hearing

Intervention in School and Clinic

Service to Professional Associations

Convention Planning, Proposal Review for the American Speech Language Hearing Association (2015-2017).

Committee Co-Chairperson, Early Intervention, Florida Association of Speech-Language Pathologists and Audiologists. (2007-2008)

Member, State training task force for Florida Department of Health: Early Hearing Detection & Intervention (2006-2007)

Member, Project Central writing task force for LRCDHH: Language Reading Connection for Students who are Deaf/Hard of Hearing (2006-2007)

Board Member for Douglas County Infant Toddler Coordinating Council (1999-2004)

Board Member, Kansas Universal Newborn Hearing Screening State Task Force (2001-2004)

Committee Chairperson, Policies & Procedures Committee, Infant-Toddler Coordinating Council
(2002-2004)

Consultation

Consultation

Leon County Schools, In-service Trainings for Speech-Language Pathologists

Florida Department of Education
Developed Online Modules for Serving English Language Learners (2013-present)

Panhandle Area Educational Consortium on Migrant Education
Assessment of children who are Spanish-English dual language learners (2005-2011)

Early Learning Coalition of the Big Bend Region
Partnership with Project TIES, a grant funded project at FSU (2007-2008)

Florida Department of Health Disability Determination
Assessment of children who are Spanish-English dual language learners (2005-2008)

Institute of Persons Who Are Hard of Hearing or Deaf
Distance learning programs for professional continuing education (2005-2006).

San Diego Public Schools
Assessment of young children who are deaf or hard of hearing (2007-2008).

Membership in Professional Organizations

International Network for the Science of Team Science (InSciTS)

American Speech-Language Hearing Association

Scientific Society for the Study of Reading

Teaching English as a Second Language (TESOL): Sunshine State Association

American Educational Research Association (AERA)

Florida Association of Speech-Language Pathologists

Alexander Graham Bell Association

Council on Exceptional Children- Division of Early Childhood