

CURRICULUM VITA**Howard Goldstein, PhD**

Associate Dean for Research, College of Behavioral & Community Sciences
 Professor, Communication Sciences & Disorders
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Current Professional Interests

Communication and social development, language intervention, social interaction, developmental disabilities, early intervention, special education technology

Education

B.A. 1976	Speech and Hearing Sciences Sociology	University of California, Santa Barbara
M.S. 1978	Speech and Hearing Sciences	University of Washington
Ph.D. 1980	Developmental Psychology & Mental Retardation Research	George Peabody College of Vanderbilt University

Honors

1976	John Snidecor Outstanding Speech and Hearing Student Award
1978-1980	Peabody Merit Scholar Award
1986-1989	Lilly Endowment Teaching Fellowship
1989	Fellow of the American Speech-Language-Hearing Association
2002	Provost's Quality Enhancement Excellence Award, Department of Communication Disorders (chair), Florida State University
2003-2008	Donald M. Baer Named Professorship, Florida State University
2005	Phi Delta Kappa, FSU Chapter, Research in Education Award
2008	<i>Tallahassee Democrat</i> Volunteers of the Year Program, Finalist for Nonprofit Organizations/Clubs

2008	William R. Jones Outstanding Mentor Award, Florida Education Fund
2013-2015	Vice President for Science and Research, American Speech-Language-Hearing Association Board of Directors
2016	Honors of the American Speech-Language-Hearing Association
2020	USF CBCS Faculty Council Outstanding Mentor Award
2020	Fellow in the Psychology Section of the American Association for the Advancement of Science (AAAS) for distinguished contributions to the field of psychology, particularly for development of intervention strategies to promote early development of language, literacy, and social skills.
2021	Kawana Award for Lifetime Achievement in Publications, ASHA Journals Board
2022	Honors of the Florida Association of Speech-Language Pathologists & Audiologists
2022	USF College of Behavioral & Community Sciences Faculty Council Outstanding Researcher Award
2022	University of South Florida Outstanding Research Achievement Award

Employment History

1980-1981	<i>Research Associate</i> George Peabody College of Vanderbilt University--Institute on Mental Retardation and Intellectual Development (IMRID), John F. Kennedy Center.
1981-1982	<i>Research Assistant Professor</i> of Psychology and Human Development, George Peabody College of Vanderbilt University.
1982-1988	<i>Assistant Professor</i> of Communication, University of Pittsburgh.
1985-1989	<i>Assistant Professor</i> of Psychiatry, University of Pittsburgh.
1988-1992	<i>Associate Professor</i> of Communication, University of Pittsburgh.
1989-1993	<i>Associate Professor</i> of Psychiatry, University of Pittsburgh.
1992-1997	<i>Professor</i> of Communication, University of Pittsburgh.
1993-1997	<i>Professor</i> of Psychiatry, University of Pittsburgh.
1994-1997	<i>Professor</i> of Education, University of Pittsburgh
1996-2002	<i>Professor & Chair</i> , Dept. of Communication Disorders, Florida State University

2002-2004	<i>Professor</i> , Dept. of Communication Disorders, Florida State University
2004-2007	Donald M. Baer Professor & Chair, Dept. of Communication Disorders, FSU
2007-2008	Associate Dean for Research, College of Communication, FSU
2008-2012	Research Director, Schoenbaum Family Center at Weinland Park
2008-2013	Professor of Human Development and Family Science, The Ohio State University
2013--	Associate Dean for Research, College of Behavioral & Community Sciences Professor, Communication Sciences & Disorders, University of South Florida

College Teaching Experience

1976-1977	University of Washington Undergraduate --Voice and Articulation Improvement
1980-1981	Vanderbilt University Undergraduate --Human Growth and Development Graduate --Development of Speech and Language
1982-1996	University of Pittsburgh Undergraduate --Phonetics, Language Development, Nature of Language, Introduction to Research Graduate --Seminar in Child Language, Generalization and Transfer Issues in Language Intervention, Clinical Research Methods, Programming Acquisition and Generalization of Communicative Behavior, Functional Instruction of Communication Skills, Seminar in Speech Science: Speech Perception, Clinical Approaches to Child Language Disorders, Research Strategies and Tactics in Communicative Disorders, Developmental Disabilities: A Life-Span Perspective
1997- 2008	Florida State University Undergraduate —Clinical Methods, Research Evaluation, Honor's Thesis Preparation, Applications of Research in Communication Sciences & Disorders Graduate —School-age Language-Learning Disabilities, Clinical Research Methods, Current Issues in Developmental Communication Disorders, Seminar in Developmental Disabilities, Professional Tools, Evidence-Based Practices
2008-2013	The Ohio State University Undergraduate—Curriculum Development for Young Children, Foundations of Prevention Science Graduate—Evidence-Based Practices seminar, Single-Case Experimental Design
2014--	University of South Florida Graduate—Advanced Research Methods, Proseminar 1, 2, & 3; Transdisciplinary Science Seminar

Professional Memberships

American Speech-Language-Hearing Association (1973--) (CCC-SLP #00502427)
 FL Speech-Language Pathologist License #SA-12949 (1996-2008, 2014-2019)
 Florida Speech-Language-Hearing Association (1997- 2008, 2013--)
 Council for Exceptional Children (1992--)
 Sigma XI, The Scientific Research Society (1988--)
 Society for Research in Child Development (1979--)
 Association for Behavior Analysis (1973--)
 Society for Prevention Research (2012--)
 American Psychological Association (1979-1992)
 Southwestern Pennsylvania Speech and Hearing Association (1982-1996)
 The Association for Persons with Severe Handicaps (1984-2013)
 Pennsylvania Speech and Hearing Association (1992-1996)
 Ohio Speech-Language-Hearing Association (2008-2013)
 OH Speech-Language Pathologist License #207143 (2008-2014)

Publications

Journal Articles

- Kamonsitichai, W., & Goldstein, H. (in press). Speech-language pathologists' perceptions of augmentative and alternative communication in Thailand. *Augmentative and Alternative Communication*.
- Seven, Y., Kelley, E., Dedrick, R., Madsen, K., Spencer, T., Kelley, E., & Goldstein, H. (2022). Psychometric Properties of a Preschool Language, Literacy, and Behavior Screener (PLLB-S). *Journal of Psychoeducational Assessment*. <https://doi.org/10.1177/07342829221143417>
- Peters-Sanders, L., Sanders, H., Goldstein, H., Ramachandran, K. (2022). Using Multivariate Adaptive Regression Splines (MARS) to Predict Lexical Characteristics' Influence on Word Learning in First through Third Graders. *Journal of Speech, Language, and Hearing Research*. https://doi.org/10.1044/2022_JSLHR-22-00165
- Patrona, E., Feron, J., Olszewski, A., Kelley, E. S., & Goldstein, H. (2022). Effects of explicit vocabulary interventions for preschoolers: An exploratory application of the Percent of Goal Obtained effect size metric. *Journal of Speech, Language, and Hearing Research*, 65, 4821-4836. https://doi.org/10.1044/2022_JSLHR-22-00217
- Madsen, K. M., Peters-Sanders, L. A., Kelley, E. S., Barker, R. M., Seven, Y., Olsen, W. L., Soto-Boykin, X., & Goldstein, H. (2022). Optimizing vocabulary instruction for preschool children. *Journal of Early Intervention*. <https://doi.org/10.1177/1053815122116596>
- Goldstein, H., & Kelley, E. S. (2022). Issue Forward: Advanced in vocabulary instruction: Can we bridge the word gap? *Topics in Language Disorders*, 42(4), 287-289. <https://doi.org/10.1097/TLD.0000000000000299>
- Campbell, D. R., & Goldstein, H. (2022). Reliability of scoring telehealth speech sound assessments administered in real-world scenarios. *American Journal of Speech Language Pathology*, 31, 1338-1353. https://doi.org/10.1044/2022_AJSLP-21-00219

- McKenna, M., Dedrick, R. F. & **Goldstein, H.** (2022). Development and initial validation of the early elementary writing rubric to inform instruction for kindergarten and first grade students. *Assessment for Effective Intervention*, 47(4), 220-233.
<https://doi.org/10.1177/15345084211065977>
- Campbell, D. R., & **Goldstein, H.** (2022). Evolution of telehealth technology, evaluations, and therapy: Effects of the COVID-19 pandemic and pediatric speech-language pathology services. *American Journal of Speech Language Pathology*, 31(1), 257-270.
https://doi.org/10.1044/2021_AJSLP-21-00069
- Larsen, R. W., Bradley-Klug, K., Bloom, M., **Goldstein, H.**, & Sanberg, P. R. (2021). USF Pandemic Response Research Network (USF PRRN): A highly integrative basic and responsive research approach to COVID-19. *Technology and Innovation*, 22, 165-171.
<http://dx.doi.org/10.21300/22.2.2021.5>
- Campbell, D. R., & **Goldstein, H.** (2021). Genesis of a new generation of telepractitioners: The COVID-19 pandemic and pediatric speech-language pathology services. *American Journal of Speech Language Pathology*, 30, 2143-2154. https://doi.org/10.1044/2021_AJSLP-21-00013.
- McKenna, M., **Goldstein, H.**, Soto-Boykin, X., Cheng, K., Troia, G., & Ferron, J. (2021). Supplemental intervention improves writing of first graders: Single case experimental design evaluation. *The Journal of Educational Research*, 114(3), 278-293.
<https://doi.org/10.1080/00220671.2021.1923450>
- McKenna, M., Castillo, J., Dedrick, R. F., Cheng, K., & **Goldstein, H.** (2021). Speech-Language Pathologist (SLP) Involvement in Multi-Tiered System of Supports (MTSS) Questionnaire: Advances in Interprofessional Practice. *Language, Speech, & Hearing Services in the Schools*, 52, 597-611. https://doi.org/10.1044/2020_LSHSS-20-00084
- Dueñas, A. D., Plavnick, J. B., & **Goldstein, H.** (2021). Effects of a Multi-Component Peer Mediated Intervention on Social Communication of Preschoolers with Autism Spectrum Disorder. *Exceptional Children*, 87(2), 236-257. <https://doi.org/10.1177/0014402920953761>
- Seven, Y., Ferron, J., & **Goldstein, H.** (2020). Effects of Embedding Decontextualized Language Through Book-Sharing Delivered by Mothers and Fathers in Co-Parenting Environments. *Journal of Speech, Language, and Hearing Research*, 63, 4062-4081.
https://doi.org/10.1044/2020_JSLHR-20-00206
- Kelley, E. S., Barker, R. M., Peters-Sanders, L., Madsen, K., Seven, Y., Soto, X., Olsen, W. L., Hull, K., & **Goldstein, H.** (2020). Feasible Implementation Strategies for Improving Vocabulary Knowledge of High-Risk Preschoolers: Results from a Cluster-Randomized Trial. *Journal of Speech, Language, and Hearing Research*, 63, 4000-4017.
https://doi.org/10.1044/2020_JSLHR-20-00316
- Soto, X. T., Crucet-Choi, A., & **Goldstein, H.** (2020). Effects of a Supplemental Spanish Phonological Awareness Intervention on Latinx Preschoolers' Dual Language Emergent Literacy Skills. *American Journal of Speech-Language Pathology*, 29, 1283-1300.
https://doi.org/10.1044/2020_AJSLP-20-00029
- Roberts, M. Y., Sone, B. J., Zanzinger, K. E., Bloem, M. E., Kulba, K., Schaff, A., . . . **Goldstein, H.** (2020). Trends in Clinical Practice Research in ASHA Journals: 2008-2018. *American Journal of Speech-Language Pathology*, 29, 1629-1639.
https://doi.org/10.1044/2020_AJSLP-19-00011

- Ferron, J., **Goldstein, H.**, Olszewski, A., & Rohrer, L. (2020). Indexing effects in single-case experimental designs by estimating the Percent of Goal Obtained (POGO). *Evidence Based Communication Assessment and Intervention*, 14 (1-2), 6-27. <https://doi.org/10.1080/17489539.2020.1732024>
- Soto, X., Seven, Y., McKenna, M., Madsen, K., Peters-Sanders, L., Kelley, E. S., & **Goldstein, H.** (2020). Iterative Development of a Home Review Program to Promote Preschoolers' Vocabulary Skills: Social Validity and Learning Outcomes. *Language, Speech, and Hearing Services in Schools*, 51 (2), 371-389. https://doi.org/10.1044/2019_LSHSS-19-00011
- Curiel, E. S. L., Axe, J. B., Sainato, D. M., & **Goldstein, H.** (2020). Systematic review of matrix training for individuals with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 35 (1), 55-64. <https://doi.org/10.1177/1088357619881216>
- Peters-Sanders, L., Kelley, E., Haring, C., Madsen, K., Soto, X., Seven, Y., Hull, K., & **Goldstein, H.** (2020). Moving forward four words at a time: Effects of a supplemental preschool vocabulary. *Language, Speech, and Hearing Services in Schools*, 51, 165-175. https://doi.org/10.1044/2019_LSHSS-19-00029 ED605483
- Seven, Y., Hull, K., Madsen, K., Ferron, J., Peters-Sanders, L., Soto, X., Kelley, E. S., & **Goldstein, H.** (2020). Classwide extensions of vocabulary intervention improve learning of academic vocabulary by preschoolers. *Journal of Speech, Language, and Hearing Research*, 63, 173-189. https://doi.org/10.1044/2019_JSLHR-19-00052 ED603912
- Bourque, K. S., & **Goldstein, H.** (2020). Expanding communication modalities and functions for preschoolers with Autism Spectrum Disorder: Secondary analysis of a peer partner speech-generating device intervention. *Journal of Speech, Language, and Hearing Research*, 63, 190-205. https://doi.org/10.1044/2019_JSLHR-19-00202
- Seven, Y., & **Goldstein, H.** (2020). Effects of embedding decontextualized language during book-sharing delivered by fathers in Turkey. *Early Childhood Research Quarterly*, 50, 191-204. <https://doi.org/10.1016/j.ecresq.2019.01.001>
- Biel, C. H., Buzhardt, J., Brown, J. A., Romano, M. K., Lorio, C. M., Windsor, K., Kaczmarek, L. A., Gwin, R., Sandall, S. R., & **Goldstein, H.** (2020). Language interventions taught to caregivers in homes and classrooms: A review of intervention and implementation fidelity. *Early Childhood Research Quarterly*, 50, 140-156. <https://doi.org/10.1016/j.ecresq.2018.12.002>
- Soto, X., Olszewski, A., & **Goldstein, H.** (2019). Systematic review of phonological awareness interventions for Latino children in early and primary grades. *Journal of Early Intervention*, 41(4), 340-365. <https://doi.org/10.1177/1053815119856067>
- Kelley, E. S., & **Goldstein, H.** (2019). Examining Performance on a Process-Based Assessment of Word Learning in Relation to Vocabulary Knowledge and Learning in Vocabulary Intervention. *Seminars in Speech and Language*, 40 (5), 344-358. <https://doi.org/10.1055/s-0039-1688447>
- Goldstein, H.**, McKenna, M., Barker, R. M., & Brown, T. H. (2019). Research-Practice Partnership: Application to implementation of Multi-Tiered System of Supports in early childhood education. *ASHA Perspectives*, 4, 38-50. https://doi.org/10.1044/2018_PERS-ST-2018-0005 ED593355
- Curiel, E. S. L., Sainato, D. M., & **Goldstein, H.** (2018). Matrix training for toddlers with Autism Spectrum Disorder and other language delays. *Journal of Early Intervention*, 40 (3), 268-284. <https://doi.org/10.1177/1053815118788060>

- Kelley, E. S., Leary, E., & **Goldstein, H.** (2018). Predicting response to treatment in a Tier 2 supplemental vocabulary intervention. *Journal of Speech, Language, and Hearing Research*, 61, 94-103. https://doi.org/10.1044/2017_JSLHR-L-17-0399. ED593347
- Goldstein, H.**, & Olswang, L. (2017). Is There a Science to Facilitate Implementation of Evidence-Based Practices and Programs? *Evidence-Based Communication Assessment and Intervention*, 11, 3-4, 55-60. <https://doi.org/10.1080/17489539.2017.1416768>
- Olswang, L., & **Goldstein, H.** (2017). Collaborating on the Development and Implementation of Evidence-Based Practices: Advancing Science and Practice. *Evidence-Based Communication Assessment and Intervention*, 11, 3-4, 61-71. <https://doi.org/10.1080/17489539.2017.1386404>
- Goldstein, H.**, Ziolkowski, R., Bojczyk, K., Marty, A., Schneider, N., Harpring, J., & Haring, C. (2017). Academic vocabulary learning in first through third grade in low-income schools: Effects of automated supplemental instruction. *Journal of Speech, Language, and Hearing Research*, 60, 3237-3258. https://doi.org/10.1044/2017_JSLHR-L-17-0100. ED594030
- Thiemann-Bourque, K., McGruff, S., & **Goldstein, H.** (2017). Training peer partners to use a speech-generating device with classmates with Autism Spectrum Disorders: Exploring communication outcomes across preschool contexts. *Journal of Speech, Language, and Hearing Research*, 60, 2648-2662. https://doi.org/10.1044/2017_JSLHR-L-17-0049.
- Olszewski, A., Soto, X., & **Goldstein, H.** (2017). Modeling alphabet skills as instructive feedback within a phonological awareness intervention. *American Journal of Speech-Language Pathology*, 26, 769-790. https://doi.org/10.1044/2017_AJSLP-16-0042 ED577034
- Spencer, T. D., **Goldstein, H.**, Kelley, E. S., Sherman, A., & McCune, L. (2017). A Curriculum-Based Measure of Language Comprehension for Preschoolers: Reliability and Validity of the Assessment of Story Comprehension (ASC). *Assessment for Effective Intervention*, 42(4), 209-223. ED577225
- Goldstein, H.**, Olszewski, A., Haring, C., Greenwood, C. R., McCune, L., Carta, J., . . . Kelley, E. (2017). Efficacy of a supplemental phonemic awareness curriculum to instruct preschoolers with delays in early literacy development. *Journal of Speech, Language, and Hearing Research*, 60(1), 89-103. https://doi.org/10.1044/2016_JSLHR-L-15-0451 ED577032
- Forrest, T. M., Wallace-Pascoe, D. M., Webb, M. D., & **Goldstein, H.** (2017). Giving the community a voice: Lessons learned from a comprehensive survey in an urban neighborhood. *Evaluation and Program Planning*, 60, 130-143. <https://doi.org/10.1016/j.evalprogplan.2016.07.005>
- Goldstein, H.**, Kelley, E., Greenwood, C., McCune, L., Carta, J., Atwater, J., Guerrero, G., McCarthy, T., Schneider, N., & Spencer, T. (2016). Embedded instruction improves vocabulary learning during automated storybook reading among high-risk preschoolers. *Journal of Speech-Language-Hearing Research*, 59, 484-500. https://doi.org/10.1044/2015_JSLHR-L-15-0227. ED577031
- Greenwood, C. R., Carta, J. J., Kelley, E. S., Guerrero, G., Kong, N. Y., Atwater, J., & **Goldstein, H.** (2016). Systematic replication of the effects of a supplementary, technology-assisted, storybook intervention for preschool children with weak vocabulary and comprehension skills. *The Elementary School Journal*, 116, 574-599. <https://doi.org/10.1086/686223>
- Curiel, E. S. L., Sainato, D. M., & **Goldstein, H.** (2016). Matrix training of receptive language skills with a toddler with autism: A case study. *Education and Treatment of Children*, 39, 95-109.

- Barber, A. B., Saffo, R. W., Gilpin, A. T., Craft, L. D., & **Goldstein, H.** (2016). Peers as clinicians: Examining the impact of Stay Play Talk on social communication in young preschoolers with autism. *Journal of Communication Disorders*, 5, 91-15. doi:10.1016/j.jcomdis.2015.06.009
- Forrest, T. M., Wallace-Pascoe, D., & **Goldstein, H.** (2015). Developing a principle-based framework for evaluating comprehensive poverty solutions across contexts. *Journal of Poverty*, 19 (3), 1-26. doi: 10.1080/10875549.2014.999972
- Goldstein, H.**, & Olszewski, A. (2015). Developing a phonological awareness curriculum: Reflections on an implementation science framework. *Journal of Speech-Language-Hearing Research*, 58, S1837-S1850. doi:10.1044/2015_JSLHR-L-14-0351 ED593334
- Kruse, L.G., Spencer, T.D., Olszewski, A., & **Goldstein, H.** (2015). Small groups, big gains: Efficacy of a tier 2 phonological awareness intervention with preschoolers with early literacy deficits. *American Journal of Speech Language Pathology*, 24, 189-205. doi: 10.1044/2015_AJSLP-14-0035 ED577029
- Kelley, E. S., **Goldstein, H.**, Spencer, T., & Sherman, A. (2015). Effects of automated Tier 2 storybook intervention on vocabulary and comprehension learning in preschool children with limited oral language skills. *Early Childhood Research Quarterly*, 31, 47-61. doi: 10.1016/j.ecresq.2014.14.004
- Goldstein, H.** (2015). Throwing the baby out with the bathwater: Pitfalls of misrepresenting single-case experimental designs. *Aphasiology*, 29(5), 583-587. doi: 10.1080/02687038.2014.987045
- Kelley, E. S., & **Goldstein, H.** (2014). Building a Tier 2 intervention: A glimpse behind the data. *Journal of Early Intervention*, 36, 292-312. doi: 10.1177/1053815115581657
- Greenwood, C. R., Carta, J. J., **Goldstein, H.**, Kaminski, R. A., McConnell, S. R., & Atwater, J. (2014). The Center on Response to Intervention in Early Childhood (CRTIEC): Developing evidence-based tools for a multi-tier approach to preschool language and early literacy instruction. *Journal of Early Intervention*, 36, 246-262. doi: 10.1177/1053815115581209
- Carta, J. J., Greenwood, C. R., Atwater, J., McConnell, S. R., **Goldstein, H.**, & Kaminski, R. A. (2014). Identifying preschool children for higher tiers of language and early literacy instruction within a Response to Intervention framework. *Journal of Early Intervention*, 36, 281-291. doi: 10.1177/1053815115579937
- Goldstein, H.**, Lackey, K. C., & Schneider, N. J. (2014). A new framework for systematic reviews: Application to social skills interventions for preschoolers with autism. *Exceptional Children*, 80, 262-280. doi: 10.1177/0014402914522423
- Noe, S., Spencer, T. D., Kruse, L., & **Goldstein, H.** (2014). Effects of a Tier 3 phonological awareness intervention on preschoolers' emergent literacy. *Topics in Early Childhood Special Education*, 34, 27-39. doi:10.1177/0271121413489172
- Greenwood, C. R., Carta, J. J., Atwater, J., **Goldstein, H.**, Kaminski, R., & McConnell, S. (2013). Is a Response to Intervention (RTI) approach to preschool language and early literacy instruction needed? *Topics in Early Childhood Special Education*, 33(1), 48-64. doi:10.1177/0271121412455438
- Spencer, E. J., **Goldstein, H.**, Sherman, A., Noe, S., Tabbah, R., Ziolkowski, R., & Schneider, N. (2012). Effects of an automated vocabulary and comprehension intervention: An early efficacy study. *Journal of Early Intervention*, 34(4), 195-221. doi:10.1177/1053815112471990

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- Goldstein, H.**, & Thiemann-Bourque, K. (2012). Come play with me: Teaching social skills communication partners for children with autism. *ASHA Leader*, 17(1), 10-13.
- Goldstein, H.** (2011). Knowing what to teach provides a roadmap for early literacy intervention. *Journal of Early Intervention*, 33(4), 268-280. doi:10.1177/1053815111429464
- Ziolkowski, R. A., & **Goldstein, H.** (2010). Semantically-related reading issues for children from low income environments. *Perspectives on Language, Learning and Education*, 17, 59-65. doi:10.1044/1le17.2.59
- Schneider, N., & **Goldstein, H.** (2010). Using social stories and visual schedules to improve socially appropriate behaviors in children with autism. *Journal of Positive Behavior Interventions*, 12(3), 149-160. doi:10.1177/1098300709334198
- Lugo-Neris, M. J., Jackson, C. W., & **Goldstein, H.** (2010). Facilitating vocabulary acquisition of young English language learners. *Language, Speech, and Hearing Services in Schools*, 41(3), 314-327. doi:10.1044/0161-1461(2009/07-0082)
- Goldstein, H.** (2010). Children with autism learn to initiate to peers when social scripts modeled using a speech-generating device are faded. *Evidence-Based Communication Assessment and Intervention*, 4(2), 97-100. doi:10.1080/17489539.2010.498983
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- Goldstein, H.** (2009). Review of Ending the Science Wars: A philosophical guide to facilitate educational reform. *Journal of Early Intervention*, 31(4), 344-348. doi:10.1177/1053815109353906
- Ziolkowski, R. A., & **Goldstein, H.** (2008). Effects of an embedded phonological awareness intervention during repeated book reading on preschool children with language delays. *Journal of Early Intervention*, 31(1), 67-90. doi:10.1177/1053815108324808
- Schneider, N., **Goldstein, H.**, & Parker, R. (2008). Social skills interventions for children with autism: A meta-analytic application of percentage of all non-overlapping data (PAND). *Evidence-Based Communication Assessment and Intervention*, 2(3), 152-162. doi:10.1080/17489530802505396
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- Kashinath, S., Woods, J., & **Goldstein, H.** (2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. *Journal of Speech Language Hearing Research*, 49(3), 466-485. doi:10.1044/1092-4388(2006/036)

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- Morgan, L., & **Goldstein, H.** (2004). Teaching mothers of low socioeconomic status to use decontextualized language during storybook reading. *Journal of Early Intervention*, 26(4), 235-252. doi:10.1177/105381510402600401
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- Anderson, K. L., & **Goldstein, H.** (2004). Speech perception benefits of FM and infrared devices to children with hearing aids in a typical classroom. *Language, Speech, and Hearing Services in Schools*, 35(2), 169-184. doi:10.1044/0161-1461(2004/017)
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- Generative Language in Mentally Retarded Persons*, Principal Investigator: Howard Goldstein. \$104,275 (DC) for three years. Funded by National Institute of Child Health and Human Development. 1983-1986.

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Effects of parents' commenting when reading to their children with developmental disabilities.

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Prevention and Early Intervention of Developmental Disabilities: Interdisciplinary Preparation of Leadership Personnel. Principal Investigator: Howard Goldstein. \$854,834 for four years, funded by U.S. Department of Education, 1998-2002. H325D980048

First Words Project. Principal Investigator: Amy Wetherby. \$598,560 for four years, funded by U.S. Department of Education, 1998-2002. H324M980173

Effects of Visually-Mediated Intervention on the Social Language Skills of Children with Pervasive Social Impairments, Principal Investigator: Howard Goldstein & Student Investigator: Kathy Thiemann. \$19,997 for one year, funded by U.S. Department of Education, 1998-1999. H324B980060

Development of Emergent Literacy Skills in Children Attending Head Start. Principal Investigator: Chris Lonigan. \$375,000 for three years, funded by DHHS Division of Research Resources (ACYF & Head Start), 1998-2001. 90YF0023/01

Distance Learning Preparation of Master's Level Personnel to Serve Students with Communication Impairments. Principal Investigator: Howard Goldstein. \$582,167 for 3 years, funded by U.S. Department of Education, 1999-2001. H325H980093

FSU-UWF Collaborative Distance Education Program for Speech-Language Pathologists in the Schools. Principal Investigator: Howard Goldstein. \$269,767 for 1 year, funded by Executive Office of the Governor Administrative Fund, 1999-2000.

ESE/Personnel Development Partnerships. Principal Investigator: Howard Goldstein. \$360,000 for three years funded by US Department of Education, 1999-2002. 371-26200-00654 and -00655 (CFDA # 84.027)

Effects of Web-Based Coaching on Curriculum-Based Intervention by Speech-Language Pathologists, Principal Investigator: Howard Goldstein & Student Investigator: Joneen Lowman. \$20,000 for one year, funded by U.S. Department of Education, 2000-2001. H324B000038.

FSU/FAMU Regional CSPD Partnership Out-Of-Field Project. Principal Investigator: Howard Goldstein. \$100,000 per year, funded by Florida State Department of Education, 2000-2002. 371-26210-1CC03.

Benefit of Three FM Devices to Speech Perception of Hard of Hearing Children Listening in a Typical Classroom. Principal Investigator: Howard Goldstein & Student Investigator: Karen Anderson. \$20,000 for one year, funded by U.S. Department of Education, 2001-2002. H324B010065

Improving Early Identification of Young Children At-Risk for Language & Reading Difficulties. Principal Investigator: Amy M. Wetherby. \$1,237,947 for three years funded by U.S. Department of Education/OERI, 2001-2004. R305T010262

Enhancing Literacy Outcomes for Young Children. Principal Investigators: JoAnn Farver & Chris Lonigan. \$5,850,000 for 5 years by National Science Foundation: Interagency Educational Research Initiative, 2001-2006.

FSU/FAMU Regional Professional Development Partnership Grant. Principal Investigator: Howard Goldstein. \$160,000 per year, funded by Florida State Department of Education, 2002-2004. 371-2624A-4C002.

State Improvement Grant: FSU/FAMU CSPD Partnership. Principal Investigator: Howard Goldstein. \$168,000 per year funded by Florida State Department of Education, 2000-2005.

Generalized effects of family guided early intervention routines. Principal Investigators: Juliann Woods & Howard Goldstein. \$540,000 for three years funded by U.S. Department of Education, OSEP, 2002-2005. H324C020091

Improving language and literacy outcomes for children with communication disorders in high poverty communities. Principal Investigator: Howard Goldstein, \$800,000 for four years funded by U.S. Dept of Education, 2002-2006. H325H020126

General Supervision Enhancement: Improving Early Intervention Services. Principal Investigator: Howard Goldstein, \$140,000 for one year funded by Florida Dept of Health, 2002-2003.

Improving Language and Literacy Outcomes for Children with Disabilities in High Poverty Communities: A Leadership Training Partnership to Prepare Personnel in Communication Disorders. Principal Investigator: Howard Goldstein, \$800,000 for four years funded by U.S. Department of Education, OSEP, 2004-2007. H84325D030046

FSU/FAMU Professional Development Partnership. Principal Investigator: Howard Goldstein, \$190,000 for one year funded by Florida Department of Education, 2005-2006. 371-2626A-6C001

State Improvement Grant. Principal Investigator: Howard Goldstein, \$168,000 for one year funded by Florida Department of Education, 2005-2006. 371-1706A-6C002

Project ILIAD: Independent lexical instruction and development--Effects of Curriculum-Based Vocabulary Instruction for Children With and At-Risk for Language and Reading Disabilities. Principal Investigator: Howard Goldstein, \$1,338,773 for three years funded by U.S. Department of Education, Institute of Education Sciences, 2006-2009. R324L06023

Improving Language and Literacy Outcomes for Children with Communication Disorders in High Poverty Communities. Principal Investigator: Howard Goldstein, \$800,000 for four years funded by U.S. Dept of Education, OSEP, 2007-2011. H325K060441

Promoting Functional Language and Literacy Outcomes for Culturally and Linguistically Diverse Children with Disabilities in High Poverty Communities. Principal Investigator: Howard Goldstein, \$800,000 for four years funded by U.S. Dept of Education, OSEP, 2008-2012. H325D070021

Center for Response to Intervention in Early Childhood, Principal Investigators: Charles Greenwood (University of Kansas), Howard Goldstein (OSU subcontract). \$2.2 M for five years funded by U.S. Dept of Education, Institute of Education Sciences, 2008-2013, Cooperative Agreement R324C080011

Weinland Park Evaluation Project, Principal Investigators: Howard Goldstein & David Andrews. \$127,000 funded by the Robert W. Stevenson & Martha G. Staub funds of The Columbus Foundation, 2009-2010. TFB09-1551.

International Poverty Solutions Collaborative. Principal Investigator: Howard Goldstein (10% FTE). Funded by the OSU Office of Academic Affairs, \$750,000/year for 2 years, 2010-2012.

Project RETOLD: Research to Enhance the Trajectory of Language Development. Principal Investigator: Diane Sainato, Co-PI: Howard Goldstein. \$50,000 funded by the OSU International Poverty Solutions Collaborative, 2010-2011.

Effects of an online data-based language intervention decision-making system for professionals serving at-risk infant and toddlers. Principal Investigators: Joseph Buzhardt (University of Kansas), Howard Goldstein (OSU subcontract). \$340,465 for 4 years funded by U.S. Department of Education, Institute of Education Sciences, 2012-2016. R324A120365

Workforce and Curriculum Development for Community Health Workers. Principal Investigator: Howard Goldstein. \$146,498 funded by Federal Money Follows the Person Demonstration Grant to the Ohio Department of Job and Family Services through the Ohio Colleges of Medicine Government Resource Center, 2012-2013.

Center for Response to Intervention in Early Childhood, Principal Investigators: Charles Greenwood (University of Kansas), Howard Goldstein (USF subcontract). \$242,555 no-cost extension funded by U.S. Dept of Education, Institute of Education Sciences, 2013-2014, Cooperative Agreement R324C080011

Explicit Vocabulary Instruction in Automated Listening Centers for Young Children with Language Delays. Principal Investigator: Howard Goldstein. \$1.5 M for three years funded by U.S. Dept of Education, Institute of Education Sciences, 2015-2019. R324A150132

Research Partnership to Improve a Multi-Tiered System of Supports in Early Childhood Programs in a Large Urban District. Principal Investigator: Howard Goldstein. \$400,000 for two years funded by U.S. Dept of Education, Institute of Education Sciences, 2016-2018. R305H160034

Professional Development of an MTSS Model for Early Childhood Educators to Prevent Reading Disabilities. Principal Investigator: Howard Goldstein. \$1.45 M for four years funded by U.S. Dept of Education, Institute of Education Sciences, 2017-2021. R324A170073

Efficacy of Story Friends Vocabulary Curriculum Targeting Preschoolers At Risk for Language and Literacy. Principal Investigator: Howard Goldstein. \$3.3 M for five years funded by U.S. Dept of Education, Institute of Education Sciences, 2020-2025. R324A200179

Bridging the Word Gap Network. Principal Investigator: Judy Carta (University of Kansas). Site PI: Howard Goldstein. \$30,000 Subaward. \$900,000 funded by the Health Services and Research Administration, 2021-2024. 1U6DMC42197-01

Conference Presentations since 1988 (Refereed and Invited)

Goldstein, H., Kaiser, A., & McConnell, S. (2022, February). *Getting to where you are going: Contributing to innovations in early intervention*. Panel presentation at Conference on Research Innovations in Early Intervention, San Diego, CA.

Santos, R.M., Odom, S., & Goldstein, H. (2022, February). *Promotion to full professor and beyond*. Round table discussion facilitated at Conference on Research Innovations in Early Intervention, San Diego, CA.

Eddy, M., Seven, Y., Kirby, M., & Goldstein, H. (2022, February). *Effects of book-sharing intervention on refugee parents' use of decontextualized language with their children*. Poster presented at Conference on Research Innovations in Early Intervention, San Diego, CA.

Madsen, K., Spencer, T., Drobisz, J., Peters-Sanders, L., & Goldstein, H. (2022, February). *An innovative model to support MTSS for early literacy in preschool settings*. Poster presented at Conference on Research Innovations in Early Intervention, San Diego, CA.

Campbell, D. R., & Goldstein, H. (2021, November). *Genesis of a new generation of telepractitioners: Effects of pandemic on speech-language pathology services*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Washington, DC.

Campbell, D. R., & Goldstein, H. (2021, November). *Evolution of telehealth technology, evaluations, and therapy: Effects of pandemic on speech-language pathology services*. Seminar

- presented at the Annual Convention of the American Speech-Language-Hearing Association, Washington, DC.
- McKenna, M., Goldstein, H., & Haynes, L. (2021, November). *Potential roles of SLPs in advancing early intervention and preventions within multi-tiered system of supports*. Virtual seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Washington, DC.
- McKeever, L., & Goldstein, H. (2021, November). *Synthesis of letter-sound instruction effects on preschoolers' early literacy*. Virtual poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Washington, DC.
- Goldstein, H., Madsen, K., & Spencer, T. (2020, November). Proposal 12576: *Innovative Model of Professional Development to Provide MTSS for Early Literacy in Preschool*. Seminar proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
- McKenna, M., & Goldstein, H. (2020, November). Proposal 12353: Strategies for Targeting Writing During Small Group Therapy Sessions Beginning in Kindergarten. Seminar proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
- McKenna, M., & Goldstein, H. (2020, November). Proposal 13167: Potential Roles of SLPs in Advancing Early Intervention and Prevention within Multi-Tiered System of Supports. Seminar proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
- Madsen, K., Goldstein, H., Drobisz, J., Olsen, W., & Seven, Y. (2020, November). Proposal 13199: Effects of Using Interactive e-Books to Deliver Explicit Vocabulary Instruction to Preschool Children. Poster proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
- Arndt, B., Guarnieri, C., Goldstein, H., & Lopes-Herrera, S. (2020, November). Proposal 12117: How SLPs use Internet and games: a survey to inform professional development solutions. Poster proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
- Guarnieri, C., Arndt, B., Goldstein, H., & Lopes-Herrera, S. (2020, November). Proposal 12125: Experiences and Perspectives of Brazilian SLPs about Professional Training and Practice in Child Language Intervention. Poster proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
- McKenna, M., & Goldstein, H. (2020, November). Proposal 13115: Refining a Rubric to Identify Kindergarten and First Grade Students at Risk for Writing Difficulty. Poster proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).
- Goldstein, H., Spencer, T., & Madsen, K. (2020, July). *Path to Literacy: Preventing Reading Disabilities by Preparing High-Risk Preschoolers for Kindergarten*. Poster presentation at the Virtual Annual Meeting of the Society for Prevention Research, Washington, DC.
- Ferron, J., Goldstein, H., Olszewski, A., Rohrer, L. (2020, April). Using percent of goal obtained to index the size of effects in single-case studies. Structured poster session at the American Educational Research Association Annual Meeting, San Francisco, CA.

<http://tinyurl.com/yxrbrk6q> (Conference Canceled)

Kaiser, A., Boyd, B., & Goldstein, H. (2020, February). *Promoting Resiliency for Young Children at Risk for or with Disabilities and Their Families*. Opening session discussant at the biannual Conference on Research and Innovation in Early Intervention, San Diego, CA.

McConnell, S., Goldstein, H., & Spencer, T. (2020, February). *Disseminating Work to Affect Practice: Getting our Light from Under the Bushel?* Panel presented at the biannual Conference on Research and Innovation in Early Intervention, San Diego, CA.

Seven, Y., & Goldstein, H. (2020, February). *Effects of Embedding Decontextualized Language through Book-Sharing Delivered by Mothers and Fathers*. Poster presented at the biannual Conference on Research and Innovation in Early Intervention, San Diego, CA.

Madsen, K., Seven, Y., Olsen, W., & Goldstein, H. (2020, February). *Developing and Evaluating e-Book Vocabulary Instruction: When Social Validity Contradicts Impressive Learning*. Poster presented at the biannual Conference on Research and Innovation in Early Intervention, San Diego, CA.

Goldstein, H., Kelley, E., Madsen, K., Peters-Sanders, Seven, Y., & Soto, X. (2020, February). *Teaching Academic Vocabulary to Preschoolers: Are Proximal Measures of Word Learning Enough?* Poster presented at the biannual Conference on Research and Innovation in Early Intervention, San Diego, CA.

McKenna, M., Goldstein, H., & Soto, X. (2020, February). *Teaching Writing Starting in Kindergarten: Effects of a Tier 2 Intervention*. Poster presented at the biannual Conference on Research and Innovation in Early Intervention, San Diego, CA.

Roettgen, G., Kelley, E., Hadley, E., & Goldstein, H. (2019, November). *More Than Nouns or Verbs: Choosing Vocabulary Targets Based on Word Characteristics*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.

McKenna, M., & Goldstein, H. (2019, November). *Effects of a Tier Two Intervention on the Writing of First Grade Students*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.

Goldstein, H., Douglas, N., Alonzo, C., Harold, M., Campbell, W., & Wallace, S. (2019, November). *Planning for Success: Getting Researcher-Practitioner Partnerships Off to a Good Start*. Master class presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.

McKenna, M., & Goldstein, H. (2019, November). *Collaborating to Improve Multi-Tiered System of Supports/Response to Intervention Implementation in Elementary Schools*. Technical session presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.

Guarnieri, C., Goldstein, H., & Lopes-Herrera, S. (2019, November). *How Children With Language Delay Perform in a Cumulative & Multiple Domain Approach to Intervention*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.

Olsen, W., Boyer, C., Perez, E., Reynoso, P., Bond, B., & Goldstein, H. (2019, November). *Noun Processing in Young Children From Low Versus High Education Attainment Homes: N400 Effect*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.

- Olsen, W., Pace, A., & Goldstein, H. (2019, November). *N400 Semantic Incongruity Effect in At-Risk Preschoolers: Processing of High Agreement & High Frequency Verbs*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.
- Seven, Y., & Goldstein, H. (2019, November). *Effects of Embedding Decontextualized Language Through Book-Sharing Delivered by Mothers & Fathers in Co-Parenting Environment*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.
- Soto, X., Olszewski, A., & Goldstein, H. (2019, November). *Lost in Translation: Effective Strategies for Adapting Cross-Language Interventions*. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.
- McKenna, M., Brown, T., Osorio, A., Kennan, K., & Goldstein, H. (2019, November). *Cultivating an Environment of Interprofessional Practice from the School Site to the District Level*. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.
- Goldstein, H., Roberts, J., & Cannon, M. (2019, November). *Promoting Transparency & Openness in CSD Research*. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.
- Kelley, E. S., Goldstein, H., Peters-Sanders, L., Soto, X., Seven, Y., & Madsen, K., & Hull, K. (2019, November). *Feasible Strategies for Building Vocabulary Knowledge and Comprehension Skills in At-Risk Preschoolers*. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.
- Madsen, K., Peters-Sanders, L., Olsen, W., & Goldstein, H. (2019, November). *Iterative Development of a Curriculum to Promote Story Comprehension in Preschool Children*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.
- Goldstein, H., & Madsen, K. (2019, October). *Collaboration and Innovation: A Professional Development Model for Implementing MTSS in Preschools*. Oral presentation at the Division for Early Childhood's 35th Annual International Conference on Young Children with Special Needs and their Families, Dallas, TX.
- Goldstein, H. (2019, October). *Identifying and treating communication disorders in children with developmental disabilities: Applying evidence-based practices*. Invited presentation at the 24th Annual National Conference of Chinese Pediatric Society, Guangdong-Zhuhai, China. [invited]
- Goldstein, H., Kelley, E., Madsen, K., Peters-Sanders, L., Seven, Y., Soto, X., Olsen, W., & Barker, R. M. (2019, March). *Cluster Randomized Design Investigations of a Multi-Component Vocabulary Intervention for At-Risk Preschoolers*. Poster presented at the biennial convention of the Society for Research in Child Development, Baltimore, MD.
- Kelley, E., & Goldstein, H. (2019, March). *Learning about vocabulary learning: How perceptual accessibility can inform target selection and intervention design*. Paper presented in symposium on “choosing words to teach: A theory informed approach” at the biennial convention of the Society for Research in Child Development, Baltimore, MD.

- Goldstein, H., Kelley, E., Madsen, K., Peters-Sanders, L., Seven, Y., Soto, X., & Olsen, W. (2018, November). *Cluster randomized design investigation of a multi-component vocabulary intervention for at-risk preschoolers*. Poster presented at the Annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- McKenna, M., & Goldstein, H. (2018, November). *Speech-Language Pathologists Contributing to Multi-Tiered System of Supports: Advances in Interprofessional Practice*. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Thiemann-Bourque, K., & Goldstein, H. (2018, November). *Functions & Means & Intent, Oh My! Peer Partner SGD Interventions for Preschoolers With Autism*. ePoster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Olsen, W., & Goldstein, H. (2018, November). *N400 Semantic Incongruity Effect in At-Risk Preschoolers: Processing of High Agreement & High Frequency Nouns*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Olsen, W., Peters-Sanders, L., Madsen, K., Spencer, T., & Goldstein, H. (2018, November). *Improving At-Risk Preschoolers' Comprehension Skills Through Explicit Instruction*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Roberts, M., Sone, B. J., Bloem, M., Davis, K., Kulba, K., Reisfeld, N., Schaff, A., Sweeney, A., Tierney, E., Zanzinger, K., & Goldstein, H. (2018, November). *Trends in Clinical Practice Research in ASHA Journals: A Barrier to Implementing EBP?* Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Seven, Y., & Goldstein, H. (2018, November). *Effects of Embedding Decontextualized Language During Book-Sharing Delivered By Male Caregivers in Turkey*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Seven, Y., Madsen, K., & Goldstein, H. (2018, November). *Effects of Classwide Vocabulary Review Extensions of a Small-Group Vocabulary Intervention on Preschoolers' Word Learning*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Soto, X., Crucet-Choi, A., & Goldstein, H. (2018, November). *PAsos Para Leer: Effects of a phonological awareness intervention on Latino preschoolers' dual emergent literacy*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Yorkston, K., Morris, M., Stransky, M., Mormer, E., Stevens, J., Douglas, N., Goldstein, H., & McKenna, M. (2018, November). *Revolutionary Approaches to Advancing the Translation of Research into Real-World Settings*. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Peters-Sanders, L., & Goldstein, H. (2018, November). *Individual factors related to at-risk preschoolers' vocabulary development*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Goldstein, H. (2018, September). *Preventing language and reading disabilities through tiered approaches to prepare high-risk preschoolers for success in School*. Presentation at 13th annual Eleanor M. Saffran Conference. Philadelphia, PA.

- Goldstein, H., & Soto, X. (2018, September). *Using empirically-supported treatments as supplemental curricula to children with language and early literacy delays to catch up with typically developing peers*. Workshop on Developmental Disorders at 13th annual Eleanor M. Saffran Conference. Philadelphia, PA.
- Kelley, E. S., & Goldstein, H. (2018, June). *Iterative Development of a Supplemental, Academic Vocabulary Intervention for At-Risk Preschoolers*. Poster presented at National Research Conference on Early Childhood, Washington, DC.
- Peters-Sanders, L., Goldstein, H., & Hull, K. (2018, June). *Moving Forward: Four Words at a Time*. Poster presented at National Research Conference on Early Childhood, Washington, DC.
- Seven, Y., Hull, K., Madsen, K., & Goldstein, H. (2018, June). *Effects of Classwide Extensions of Vocabulary Intervention on Preschoolers' Word Learning*. Poster presented at National Research Conference on Early Childhood, Washington, DC.
- Soto, X., Seven, Y., McKenna, M., & Goldstein, H. (2018, June). *Enhancing Parent Engagement, One Word at a Time: The Iterative Development of a Home Extension Program to Promote At-Risk Preschoolers' Vocabulary*. Poster presented at National Research Conference on Early Childhood, Washington, DC.
- Seven, Y. & Goldstein, H. (2018, March). *Effects of embedding decontextualized language during book-sharing delivered by male caregivers in Turkey*. Poster session presented at the biannual Conference on Research Innovations in Early Intervention, San Diego, CA.
- Soto, X., Seven, Y., McKenna, M., Goldstein, H. (2018, March). *Step by step/word by word: Increasing parent engagement through iterative development of a home extension program*. Poster session presented at the biannual Conference on Research Innovations in Early Intervention, San Diego, CA.
- Peters-Sanders, L., Olsen, W., Madsen, K., & Spencer, T. (2018, March). *Improving at-risk preschoolers' comprehension skills through explicit instruction*. Poster session presented at the biannual Conference on Research Innovations in Early Intervention, San Diego, CA.
- McKenna, M., Barker, R. M., Goldstein, H., & Sutton, N. (2018, March). *Contributions of a university-school district research partnership to implementation of multi-tiered system of supports in early childhood*. Poster session presented at the biannual Conference on Research Innovations in Early Intervention, San Diego, CA.
- Goldstein, H., Haring, C., Brown, J., Kaczmarek, L., Gwin, R., Romano, M., Windsor, K., Loria, C., Buzhardt, J., Sandall, S., & Robertson, A. (2017, April). *Cargivers as interventionists: A systematic review of training methods and associated outcomes*. Poster presented at Biannual meeting of the Society for Research in Child Development, Austin, TX.
- Goldstein, H., Peters, L., Haring, C., Madsen, K., Soto, X., Seven, Y., & Hull, K. (2017, April). *Iterative development of Story Friends vocabulary intervention: Four-word revision*. Poster presented at Biannual meeting of the Society for Research in Child Development, Austin, TX.
- Lane, K., McLaughlin, J., Goldstein, H., Fuchs, D., Fuchs, L., Horner, R., Sheridan, S., Al Otaiba, S., & Christ, T. (2016, December). Identifying key ingredients for intensive interventions. Symposium presented at the annual IES Principal Investigator meeting, Washington, DC. [invited]

- Olswang, L., Goldstein, H., Crooke, P., & Campbell, W. (2016, November). Engagement of researchers and practitioners in collaborative implementation research. Symposium presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Olszewski, A., Soto, X., & Goldstein, H. (2016, November). Efficient literacy instruction: integrating alphabet and phonological awareness instruction using instructive feedback. Symposium presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Soto, X., Seven, Y., & Goldstein, H. (2016, November). Children in charge: Using adult recruitment strategies to enhance preschoolers' word learning. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Olszewski, A., & Goldstein, H. (2016, October). Modeling preschool literacy skills using instructive feedback. Poster presented at the annual convention of the Division of Early Childhood of CEC, Louisville, KY.
- Goldstein, H., & Kelley, E. (2016, May). *Story Friends: An early literacy intervention for improving oral language*. Webinar presentation for Paul Brookes Publishing, Baltimore, MD. [invited]
- Goldstein, H.**, Kaiser, A., Landa, R., Hemmeter, M. L., & Kretzer, J. (2016, February). *Incorporating tiered interventions into preschool classrooms: A discussion of evaluation issues*. Panel presented at the meeting of the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Seven, Y., Soto, X., Peters, L., & **Goldstein, H.** (2016, February). *"Hey Mom! Help me learn my new words:" A pilot study examining the effects of recruiting reinforcement to enhance children's vocabulary acquisitions*. Poster presented at the meeting of the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Peters, L., & **Goldstein, H.** (2015, November). *Using lexical characteristics to predict word learning*. Poster presented at the meeting of the American Speech Language Hearing Association, Denver, CO.
- Olszewski, A., Soto, X., & **Goldstein, H.** (2015, November). *Not as easy as ABC: A systematic review of preschool phonological awareness interventions*. Poster presented at the meeting of the American Speech Language Hearing Association, Denver, CO.
- Olszewski, A. & **Goldstein, H.** (2015, November). *Let's play: A "Consumer Reports"-like rating system for early childhood social skills interventions*. Poster presented at the American Speech Language Hearing Association, Denver, CO.
- Soto, X., Olszewski, A., & **Goldstein, H.** (2015, November). *Enseñame a leer: Does ELL status predict gains on early literacy interventions?* Poster presented at the meeting of the American Speech Language Hearing Association, Denver, CO.
- Bojczyk, K., Ziolkowski, R., Marty, A., Haring, C., & **Goldstein, H.** (2015, November). *Comparing the contributions of motor and verbal prompts to vocabulary learning in children at-risk*. Poster presented at the meeting of the American Speech Language Hearing Association, Denver, CO.

- Goldstein, H.** (2015, February). *Promoting preschooler's language and literacy through multi-tiered system of supports*. Seminar presented at the meeting of the Georgia Speech & Hearing Association, Athens, GA.
- Goldstein, H.** (2015, February). *Empowering and Supporting audiologists, speech-language pathologists, and scientists*. Seminar presented at the meeting of the Georgia Speech & Hearing Association, Athens, GA.
- Campbell, W., Douglas, N., Hinckley, J., Mastergeorge, A., & **Goldstein, H.** (2014, November). *Moving research evidence into practice: Practical tips & strategies from implementation science*. Seminar presented at the meeting of the American-Speech-Language-Hearing Association, Orlando, FL.
- Goldstein, H.**, Kelley, E., Haring, C., & Olszewski, A. (2014, November). *Pioneering development of multi-tiered systems of support for early childhood*. Seminar presented at the meeting of the American-Speech-Language-Hearing Association, Orlando, FL.
- Olszewski, A., & **Goldstein, H.** (2014, November). *Optimizing a curriculum: Modeling more advanced phonological awareness skills with instructive feedback*. Poster presented at the meeting of the American-Speech-Language-Hearing Association, Orlando, FL.
- Goldstein, H.** (2014, October). *Empowering and Supporting audiologists, speech-language pathologists, and scientists*. Seminar presented at the Oklahoma Speech & Hearing Association Annual Convention, Tulsa.
- Goldstein, H.**, & Olszewski, A. (2014, May). *Envisioning multi-tiered systems of support to promote school readiness in early childhood classrooms*. Seminar presented at the Annual Convention of the Florida Association of Speech-Language Pathologists and Audiologists, Lake Buena Vista, FL.
- Rogers, M., **Goldstein, H.**, & Prelock, P. (2014, March). *Action planning: Moving toward implementation science*. Panel presentation at the Implementation Science Summit, Carlsbad, CA.
- Goldstein, H.** (2014, March). *Implementation outcome measures: Consideration of social validity*. Discussion section facilitation at the Implementation Science Summit, Carlsbad, CA.
- Goldstein, H.**, Schwartz, I., & Davis, C. (2014, February). *Revisiting social validity: Informing implementation science*. Panel presentation at Conference on Research Innovations in Early Intervention, San Diego, CA.
- Walker, D., **Goldstein, H.**, & Behm, M. (2014, February). *Meaningful differences to meaningful changes: The legacy of meaningful differences on early childhood intervention, research, and policy*. Poster presentation at Conference on Research Innovations in Early Intervention, San Diego, CA.
- Kaiser, A., Fox, L., Hebbler, K., & **Goldstein, H.** (2014, February). *Access to early intervention for children and families experiencing poverty*. Panel discussion presentation at Conference on Research Innovations in Early Intervention, San Diego, CA.
- Goldstein, H.** (2013, March). *Enhancing children's learning experiences through tiered models of instruction: Effects of a Tier 2 vocabulary & comprehension preschool curriculum*. Multimedia poster presentation at IES Project Director's Meeting, Society for Research on Educational Effectiveness, Washington, DC.

- Kaminski, R., Carta, J. J., Greenwood, C. R., **Goldstein, H.**, & McConnell, S. R. (2013, October). *From Research to practice: Lessons learned in early childhood RTI*. Symposium presented at the meeting of the International Conference of Children with Special Needs and Their Families (Division of Early Childhood, Council for Exceptional Children), San Francisco, CA.
- Walaszek, L., Spencer, E., **Goldstein, H.**, & Spencer, T. (2012, September). *Implementing Tier 2 language and literacy interventions in listening centers*. Workshop presented at the meeting of the Response to Intervention in Early Childhood Summit, Albuquerque, NM.
- Spencer, E., **Goldstein, H.**, Sherman, A., & Spencer, T. (2012, September). *CRTIEC Updates: Tier 2 vocabulary and comprehension intervention results*. Panel presented at the meeting of the Response to Intervention in Early Childhood Summit, Albuquerque, NM.
- Spencer, E., **Goldstein, H.**, & Schneider, N. (2012, October). *Tier 2 intervention for preschool children: Answering questions and learning new words*. Poster presented at the meeting of the International Early Childhood Conference on Young Children with Special Needs and Their Families, Minneapolis, MN.
- McConnell, S., Strain, P., Odom, S., **Goldstein, H.**, & Kohler, F. (2012, October). *Thirty years later: Early childhood special education from MECCA to now*. Panel presented at the meeting of the International Early Childhood Conference on Young Children with Special Needs and Their Families, Minneapolis, MN.
- Greenwood, C., **Goldstein, H.**, Spencer, E., & Noe, S. (2012, October). *Using programmatic research to develop feasible, effective language and literacy interventions*. Panel presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Minneapolis, MN.
- Spencer, E., & **Goldstein, H.** (2012, November). *SLP contributions to RtI in preschool: Oral language interventions*. Paper presented at the meeting of the American-Speech-Language-Hearing Association, Atlanta, GA.
- Spencer, E., & **Goldstein, H.** (2012, November). *Repeated acquisition single-case design: applications in early language intervention*. Poster presented at the meeting of the American-Speech-Language-Hearing Association, Atlanta, GA.
- Barber, A., Saffo, R., Craft, L., & **Goldstein, H.** (2012, November). *Peer-mediated intervention in toddlers with ASD: Stay, play, talk*. Poster presented at the meeting of the American-Speech-Language-Hearing Association, Atlanta, GA.
- Spencer, E., Schneider, N., & **Goldstein, H.** (2012, March). *Language and early literacy interventions for preschool RTI*. Paper presented at the meeting of the Ohio Speech-Language-Hearing Association, Columbus, OH.
- Noe, S., Spencer, T., Kruse, L., Downing, S., & **Goldstein, H.** (2012, June). *Effects of a phonological awareness intervention on preschoolers' emergent literacy skills*. Poster presented at the meeting of the Head Start National Research Conference, Washington, DC.
- Carta, J., Fox, L., **Goldstein, H.**, & Sandall, S. (2012, June). *Individualizing children's learning experiences through tiered models of instruction*. (Discussant). Panel presented at the meeting of the Head Start National Research Conference, Washington, DC.

- Carta, J., Fox, L., & **Goldstein, H.** (2012, June). *Embedding language and literacy instruction in recorded stories*. Paper presented at the meeting of the Head Start National Research Conference, Washington, DC.
- Spencer, E., Schneider, N., & **Goldstein, H.** (2012, February). *Tier 2 vocabulary and comprehension intervention for preschool children*. Poster presented at the meeting of the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Schneider, N., & **Goldstein, H.** (2012, February). *A review of evidence-based practices: social skills interventions for preschoolers with autism*. Poster presented at the meeting of the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Goldstein, H.**, Spencer, E., Sherman, A., Walaszek, L., Spencer, T., Schneider, N., & Noe, S. (2012, February). *A developing model of RTI in early childhood: A Tier 2 instructional model to prevent language and literacy delays*. Paper presented at the meeting of the Pacific Coast Research Conference, Coronado, CA.
- Goldstein, H.**, Spencer, E., & Greenwood, C. (2012, February). *Applying RTI to language and early literacy in pre-k settings*. Panel presented at the meeting of the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Sainato, D., **Goldstein, H.**, & Robinson, P. (2011, October). *The use of single subject research to develop evidence based interventions to address issues of poverty*. Paper presented at the meeting of the International Poverty Solutions Collaborative, Columbus, OH.
- Zeller, A., Schneider, N., Spencer, E., & **Goldstein, H.** (2011, November). *Vocabulary retention of 3rd grade students from low-income families*. Poster presented at the meeting of the American-Speech-Language-Hearing Association, San Diego, CA.
- Spencer, E., Noe, S., Schneider, N., & **Goldstein, H.** (2011, November). *Early literacy interventions embedded in storybooks for preschool children*. Poster presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.
- Schneider, N., Crawford, K., & **Goldstein, H.** (2011, November). *Review of interventions for social skills for preschoolers with autism*. Poster presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.
- Kaiser, A., Camarata, S., Roberts, M., **Goldstein, H.**, & Wilcox, J. (2011, November). *Measuring early communication outcomes*. Seminar presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.
- Goldstein, H.**, Scherer, N., VanDam, M., Coston, J., Kastler-Davis, S., & Peercy, M. (2011, November). *Consumers guide to LENA: Comments and recommendations from expert users*. Seminar presented at the meeting of the American-Speech-Language-Hearing Association, San Diego, CA.
- Schneider, N., & **Goldstein, H.** (2011, July). *Examining language and literacy in preschools for response to intervention foundations*. In **H Goldstein** (Chair). Symposium: "Development of a tiered approach to address language and literacy skills in early childhood classrooms". Paper presented at the meeting of the Society for the Scientific Study of Reading, St. Petersburg Beach, FL.
- Noe, S., **Goldstein, H.**, & Tabbah, R. (2011, July). *Characterizing language and literacy coverage through content analysis of preschool curricula*. In **H Goldstein** (Chair). Symposium:

- "Development of a tiered approach to address language and literacy skills in early childhood classrooms". Paper presented at the meeting of the Scientific Study of Reading, St. Petersburg Beach, FL.
- Goldstein, H.** (2011, July). *Development of a tiered approach to address language and literacy skills in early childhood classrooms*. (Chair). Symposium presented at the meeting of the Society for the Scientific Study of Reading, St. Petersburg Beach, FL.
- Tabbah, R., Noe, S., Ziolkowski, R., & **Goldstein, H.** (2010, October). *Early literacy instructional content in preschool curricula*. Poster presented at the meeting of the International Conference on Young Children with Special Needs and their Families, Kansas City, MO.
- Spencer, E., **Goldstein, H.**, Noe, S., & Tabbah, R. (2010, October). *Embedded storybook vocabulary and comprehension intervention for preschool children*. Poster presented at the meeting of the International Conference on Young Children with Special Needs and their Families, Kansas City, MO. [Pecha Kucha session].
- Spencer, E., **Goldstein, H.**, Noe, S., & Tabbah, R. (2010, October). *Embedded storybook vocabulary and comprehension intervention for preschool children*. Paper presented at the meeting of the International Conference on Young Children with Special Needs and their Families, Kansas City, MO.
- Noe, S., **Goldstein, H.**, Spencer, E., Ziolkowski, R., & Tabbah, R. (2010, October). *Embedded storybook phonological awareness intervention for preschool children*. Poster presented at the meeting of the International Conference on Young Children with Special Needs and their Families, Kansas City, MO.
- Kaminski, R., Preciado, J., & **Goldstein, H.** (2010, October). *Language and literacy interventions to promote school readiness*. Session presented at the meeting of the International Conference on Young Children with Special Needs and their Families, Kansas City, MO.
- Kaminski, R., Carta, J., Greenwood, C., **Goldstein, H.**, & McConnell, S. (2010, October). *Creating an RTI agenda—what's next in research and policy to support high quality practice*. Panel presented at the meeting of the RTI Early Childhood Summit, Kansas City, MO.
- Goldstein, H.**, Kaminski, R., & Spencer, E. (2010, October). *Research being conducted by CRTIEC on Tier 2 and Tier 3 interventions*. Session presented at the meeting of the RTI Early Childhood Summit, Kansas City, MO.
- Spencer, E., Noe, S., Schneider, N., Ziolkowski, R., & **Goldstein, H.** (2010, November). *Embedded storybook interventions for preschool children*. Poster presented at the meeting of the American-Speech-Language-Hearing Association, Philadelphia, PA.
- Schneider, N., Spencer, E., **Goldstein, H.**, & Ziolkowski, R. (2010, November). *Describing language & literacy in preschools to inform RTI approaches*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Noe, S., Spencer, E., Schneider, N., Ziolkowski, R., & **Goldstein, H.** (2010, November). *Phonological awareness & alphabet knowledge intervention embedded in storybooks*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

- Kaiser, A., Camarata, S., **Goldstein, H.**, Law, J., & Roberts, M. (2010, November). *Moving our understanding of language & behavior forward*. Session presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Goldstein, H.**, Spencer, E., Schneider, N., & Ziolkowski, R. (2010, November). *New approaches to RTI for preschool settings*. Seminar presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Goldstein, H.**, Spencer, E., & Schneider, N. (2010, March). *Tiered approaches to language and literacy instruction in preschool settings*. Seminar presented at the meeting of the Ohio Speech-Language-Hearing Association, Columbus, OH.
- Carta, J., Greenwood, C., Kaminski, R., **Goldstein, H.**, & McConnell, S. (2010, April). *Implementing hierarchical frameworks in early childhood settings: Components, strategies, and implementation issues*. Panel presented at the meeting of the Council of Exceptional Children, Nashville, TN.
- Carta, J., **Goldstein, H.**, Greenwood, C., Kaminski, R., McConnell, S., & Mulligan, S. (2010, April). *CRTIEC and DEC: Promoting research and leadership on RTI in early childhood*. Panel presented at the meeting of the Council of Exceptional Children, Nashville, TN.
- McConnell, S. R., Kaminski, R., **Goldstein, H.**, Carta, J. J., & Greenwood, C. R. (2009, October). *Response to intervention in early childhood*. Research to practice roundtable presented at the meeting of the Division of Early Childhood (DEC) Conference, Albuquerque, NM.
- Kaminski, R., Ziolkowski, R., & **Goldstein, H.** (2009, October). *The I in RTI: Effective interventions for language and early literacy*. Panel presented at the meeting of the Division of Early Childhood (DEC) Conference, Albuquerque, NM.
- Marty, A., Schneider, N., Apel, K., Harpring, J., Ziolkowski, R., & **Goldstein, H.** (2009, November). *Phonics intervention and assessment for children at risk*. Poster presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Lowman, J., Thiemann-Bourque, K., Cleary, J. E., & **Goldstein, H.** (2009, November). *We are family: Same doctoral program, same time, different careers*. (Discussant). Panel presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Kaiser, A., McLeod, R., Dickinson, D., **Goldstein, H.**, Ziolkowski, R., & Justice, L. (2009, November). *Closing the vocabulary gap in young low SES Children*. Panel presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Green, A., & **Goldstein, H.** (2009, November). *Effects of a sight word intervention package*. Poster presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Goldstein, H.**, Ziolkowski, R., Bojczyk, K., Harpring, J., Marty, A., & Schneider, N. (2009, November). *Longitudinal literacy intervention for children at risk for reading disabilities*. Seminar presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Crawford, K. C., Schneider, N., & **Goldstein, H.** (2009, November). *Social skills interventions for preschoolers with autism: Application of PAND*. Seminar presented at the meeting of the International Early Childhood Conference on Children with Special Needs, New Orleans, LA.

- Cooper, L., & **Goldstein, H.** (2009, November). *Improving the vocabulary of low SES students with developmental delays*. Poster presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Hallowell, B., Aarts, N., Brello, J., Creaghead, N., **Goldstein, H.**, Nitttrouer, S., . . . Visconti, C. (2009, March). *Strategies for enhancing collaboration in research in communication sciences and disorders in Ohio*. B. Hallowell (Chair). Panel presented at the meeting of the Ohio Speech-Language-Hearing Association, Columbus, OH.
- Ziolkowski, R., Bojczyk, K., **Goldstein, H.**, Harpring, J., & Marty, A. (2008, November). *Teaching Tier-2 words to students at risk for reading disabilities*. Symposium presented at the meeting of the American Speech-Language-Hearing Association, Chicago, IL.
- Schneider, N., & **Goldstein, H.** (2008, November). *Relations between language & sociometric status in k-, fifth-, and eighth- grade children*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Chicago, IL.
- Goldstein, H.**, Kaiser, A., & Wilcox, M. J. (2008, November). *Outcomes of language intervention: Do our measures measure up?* Symposium presented at the meeting of the American Speech-Language-Hearing Association, Chicago, IL.
- Apel, K., Wilson-Fowler, E., **Goldstein, H.**, & Masterson, J. (2008, November). *Measuring developmental changes in spelling skills: Determining the appropriate analysis*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Chicago, IL.
- Goldstein, H.**, Bojczyk, K., Ziolkowski, R., Harpring, J., & Marty, A. (2008, June). *Project ILLIAD: Independent Lexical Instruction and Development*. Poster presented at the meeting of the Research Conference of the Institute of Education Sciences, Washington, DC.
- Bass, L. A., & **Goldstein, H.** (2008, June). *Effects of interactive storybook reading on the grammatical development of preschool children from low-income environments*. Paper presented at the meeting of the Head Start National Research Conference, Washington, DC.
- Goldstein, H.** (2007, September). *Evidence-based practices to promote communication in children with autism*. Paper presented at the meeting of the Network of Autism Training and Technical Assistance Programs (NATTAP) Conference, Columbus, OH [Invited].
- Goldstein, H.** (2007, October). *Embedding language & literacy interventions in book reading and other everyday routines*. Workshop presented at the meeting of the Great Beginnings Conference, Westford, MA [Invited].
- Goldstein, H.**, Green, G., Bourgeois, M., & Camp, C. (2007, August). *Judging evidence of treatment efficacy in scientific literature on low incidence populations*. H. Goldstein (Chair). Symposium presented at the meeting of the International Conference of Association of Applied Behavior Analysis, Sydney, Australia.
- Goberman, A. M., & **Goldstein, H.** (2007, April). *Hooking students into research*. Paper presented at the meeting of the Council of Academic Programs, Palm Springs, CA [Invited].
- 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 meeting of the Florida Reading Research Conference, Tampa, FL.

- Bass, L. A., Williams, R. S., Bojczyk, K. E., & **Goldstein, H.** (2007, April). *Robust vocabulary instructions: Effects of curriculum-based intervention one year later*. Poster presented at the meeting of the Florida Reading Research Conference, Tampa, FL.
- Goldstein, H.** (2006, October). *Evidence-based practice in speech-language pathology to promote social-communication in children with autism*. Keynote presented at the meeting of the Organization for Autism Research, Washington, DC [Invited].
- Woods, J., **Goldstein, H.**, Coston, J., Spisso, W., & McRae, C. (2006, November). *An integrative model for preparing future professionals in collaborative settings*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Miami, FL.
- Incze, C., Woods, J., & **Goldstein, H.** (2006, November). *The effectiveness of teaching play activities to preschoolers with autism*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Miami, FL.
- Goldstein, H.**, Minghetti, N., Davis, J., Noffsinger, D., Wilson, M., Sanchez, J., . . . Schuele, C. (2006, November). *Foundations for career development: Secrets of success*. Seminar presented at the meeting of the American Speech-Language-Hearing Association, Miami, FL.
- Crawford, K., & **Goldstein, H.** (2006, November). *Scripted shared storybook reading with preschoolers from low-income environments*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Miami, FL.
- Bell, N., & **Goldstein, H.** (2006, November). *Social stories as potential intervention for children with language impairment*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Miami, FL.
- Bass, L., Williams-Smith, R., & **Goldstein, H.** (2006, November). *Predicting vocabulary acquisition: Effects of child & word level factors*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Miami, FL.
- Goldstein, H.** (2006, July). *Evidence-based practice to promote social-communication in children with autism*. Workshop presented at the meeting of the Bresnahan-Halstead/Kephart Special Education Symposia, Vail, CO [Invited].
- Kaiser, A., **Goldstein, H.**, & Wolery, M. (2006, February). *Moving beyond Stokes & Baer's implicit technology of generalization*. Panel presented at the meeting of the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Crawford, K., Evans, L., Woods, J., & **Goldstein, H.** (2005, October). *A professional development school partnership: Working together to involve families*. Poster presented at the meeting of the Division of Early Childhood (DEC) Conference, Portland, OR.
- Ziolkowski, R., & **Goldstein, H.** (2005, November). *Novel vocabulary learning by preschoolers at-risk for reading disabilities*. Poster presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.
- Ziolkowski, R., & **Goldstein, H.** (2005, November). *Effects of a phonological awareness intervention for at-risk preschool children*. Poster presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.

- Ziolkowski, R., Bass, L., & **Goldstein, H.** (2005, November). *Effects of curriculum-based vocabulary instruction for at-risk children*. Paper presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA, San Diego, CA.
- Thiemann, K., & **Goldstein, H.** (2005, November). *Peer-mediated & text-based communication interventions for elementary students with ASD*. Paper presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.
- Ratner, N., Davidson, S., Diefendorf, A., **Goldstein, H.**, Kent, R., Ryals, B., & Shepard, N. (2005, November). *A rewarding career in academia*. Panel presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.
- Goldstein, H.**, Crawford, K., & Ziolkowski, R. (2005, November). *Evidence-based practice evaluation criteria: A Consumer Reports approach*. Symposium presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.
- Evans, L., Crawford, K., Woods, J., & **Goldstein, H.** (2005, November). *Vocabulary intervention with families: Creative involvement served two ways*. Paper presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.
- Bell, N., **Goldstein, H.**, & Woods, J. (2005, November). *Using social stories as sole intervention for children with autism*. Poster presented at the meeting of the American Speech-Language-Hearing Association, San Diego, CA.
- Crawford, K., & **Goldstein, H.** (2005, May). *Review of evidence-based practices for social skills interventions for preschoolers with autism*. In B.A. Boyd (Chair), Application of descriptive and experimental assessment procedures to social skill interventions for children with autism. Symposium presented at the meeting of the Association for Behavior Analysis, Chicago, IL.
- Ziolkowski, R., & **Goldstein, H.** (2004, November). *Emergent literacy intervention for children with language impairments*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Thiemann, K., & **Goldstein, H.** (2004, November). *Promoting across-the-day social communicative interactions for elementary students with PDD*. Paper presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Scott-Trautman, L., Wilson, K., Gussak, D., & **Goldstein, H.** (2004, November). *Projective drawing: Alternative assessment of emotion in children who stutter*. Paper presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- McDowell, K., **Goldstein, H.**, & Lonigan, C. (2004, November). *Examining relations among expressive phonology, phonological processing, and decoding skills*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Lowman, J., Woods, J., & **Goldstein, H.** (2004, November). *Enhancing children's vocabulary through PDS collaboration: A three-year project*. Paper presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Lowman, J., & **Goldstein, H.** (2004, November). *Effects of in-service methods on objectives developed by speech-language pathologists*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

- Lowman, J., Coston, J., Spisso, W., Woods, J., & **Goldstein, H.** (2004, November). *Professional development schools: Winning outcomes for all participants*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Kashinath, S., Woods, J., & **Goldstein, H.** (2004, November). *More than modeling: Consulting with families in natural environments*. Paper presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Jackson, A., **Goldstein, H.**, & Ziolkowski, R. (2004, November). *Joint storybook reading styles and participation of at-risk preschool children*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Goldstein, H.**, Crawford, K., Darden, F., Ziolkowski, R., Watt, N., & Coston, J. (2004, November). *Analysis of evidence-based practice evaluation criteria: A synthesis and application*. Symposium presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Crawford, K., Evans, L., Lowman, J., **Goldstein, H.**, & Woods, J. (2004, November). *P.U.L.S.E. Professional development school partnership: Working together to involve families*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Goldstein, H.** (2004, June). *Embedding communication interventions in book reading and other everyday routines*. Paper presented at the meeting of the Center for Research on Atypical Development and Learning (CRADL) Symposium, Atlanta, GA [Invited].
- Walker, D., **Goldstein, H.**, & Fey, M. (2004, February). *Distilling effective strategies for promoting communication of infants and toddlers in homes, centers, and across routines*. Symposium presented at the meeting of the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Goldstein, H.**, & Woods, J. (2003, September). *Applying family guided routines-based intervention with caregivers and their children with developmental delays*. Paper presented at the meeting of the International Society on Early Intervention Congress, Rome, Italy.
- Woods, J., & **Goldstein, H.** (2003, October). *Changing systems through collaboration in professional development schools*. Poster presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Washington, DC.
- Kashinath, S., Woods, J., & **Goldstein, H.** (2003, October). *More than modeling: Enhancing caregiver use of embedded intervention in routines*. Poster presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Washington, DC.
- McDowell, K., Lonigan, C., & **Goldstein, H.** (2003, November). *Phonological processes: A psychometric evaluation*. Poster presented at the meeting of the American-Speech-Language-Hearing Association, Chicago, IL.
- Goldstein, H.**, Gessner, L., Crawford, K., & Evans, L. (2003, November). *Interdepartmental developmental disabilities certificate program*. Poster presented at the meeting of the Teacher Education Division Council for Exceptional Children Conference, Biloxi, MS.

- Goldstein, H.**, Gessner, L., & Johnson, D. (2003, April). *Florida State University/Florida A&M University CSPD regional partnership*. Poster presented at the meeting of the Council for Exceptional Children, Seattle, WA.
- Thiemann, K., & **Goldstein, H.** (2002, September). *Integrating approaches to enhance conversations between students with autism and their peers*. Paper presented at the meeting of the Focus on Behavior Analysis in Education Conference, Columbus, OH.
- Morgan, L., **Goldstein, H.**, & Hockenberger, E. (2002, September). *Using parent-child storybook reading to stimulate language in high risk preschoolers*. Paper presented at the Focus on Behavior Analysis in Education Conference. Paper presented at the meeting of the Focus on Behavior Analysis in Education Conference, Columbus, OH.
- Gessner, L., & **Goldstein, H.** (2002, October). *Florida State University/Florida A&M University CSPD regional partnership*. Poster presented at the meeting of the TED Conference, Savannah, GA.
- Thiemann, K., & **Goldstein, H.** (2002, November). *Integrating effective social interventions for children with autism*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
- Morgan, L., & **Goldstein, H.** (2002, November). *Shared storybook reading: a review of intervention approaches*. Paper presented at the meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
- Lowman, J., Woods, J., **Goldstein, H.**, York, L., & Jeong, K. (2002, November). *Collaboration in a poverty school using a professional development school*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
- Keller, K. D., **Goldstein, H.**, & Lonigan, C. (2002, November). *Preliminary support for quality of phonological representation*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
- Goldstein, H.**, Woods, J., Stierwalt, J., Masterson, J. J., Disarno, N., Gessner, L. J., & Wood, L. A. (2002, November). *A comparison of technology in distance-learning program approaches*. Paper presented at the meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
- Darden, F., Kashinath, S., Woods, J., & **Goldstein, H.** (2002, November). *Facilitating joint engagement in parent-child interaction in daily routines*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Atlanta, GA.
- Gessner, L., & **Goldstein, H.** (2002, November). *Florida State University/Florida A&M University CSPD Regional Partnership*. Paper presented at the meeting of the Florida Department of Education Faculty Innovation Institute, Palm Harbor, FL [Invited].
- Woods, J., **Goldstein, H.**, & Gessner, L. (2002, May). *Project SL-IDE (Speech Language-Interactive Distance Education)*. Paper presented at the meeting of the Florida Comprehensive System for Personnel Development (CSPD) Institute, Clearwater Beach, FL [Invited].
- Gessner, L., & **Goldstein, H.** (2002, May). *Florida State University/Florida A&M University CSPD Regional Partnership*. Paper presented at the meeting of the Florida Comprehensive System for Personnel Development (CSPD) Institute, Clearwater Beach, FL [Invited].

- Goldstein, H., & Gessner, L.** (2002, July). *Part-time distance learning master's degree program in speech-language pathology*. Paper presented at the meeting of the ASHA in the Schools Conference, Nashville, TN.
- Thiemann, K., & Goldstein, H.** (2001, November). *Peer training and visually cued social interventions for children with autism*. Mini-seminar presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Morgan, L., & Goldstein, H.** (2001, November). *Teaching low SES parents to use decontextualized language during reading*. Poster presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Lowman, J., & Goldstein, H.** (2001, November). *Web-based coaching's impact on school SLP's objectives*. Poster presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Goldstein, H., Pankey, B., & Overstreet, P.** (2001, November). *Regional coordinators: Roles and responsibilities in distance education graduate programs*. Poster presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Goldstein, H., & Gessner, L.** (2001, November). *Part-time distance learning master's degree program in SLP*. Poster presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Goldstein, H., & Gessner, L.** (2001, May). *Florida State University/Florida A&M University CSPD Regional Partnership*. Poster presented at the meeting of the Florida Comprehensive System of Personnel Development (CSPD) Institute, Clearwater Beach, FL [Invited].
- Goldstein, H., & Gessner, L.** (2001, May). *Part-time distance learning master's degree program in speech-language pathology*. Poster presented at the meeting of the International Conference on Technology in Education, Tallahassee, FL.
- Goldstein, H., & Gessner, L.** (2000, May). *Florida State University/Florida A&M University CSPD Regional Partnership*. Poster presented at the meeting of the Florida Comprehensive System of Personnel Development (CSPD) Institute, Clearwater Beach, FL [Invited].
- Goldstein, H., Landis, B., & Gessner, L.** (2001, March). *Department of Communication Disorders: Activities and programs*. Poster presented at the meeting of the Florida Association of Counties Legislative Day, Tallahassee, FL [Invited].
- Goldstein, H., Landis, B., & Gessner, L.** (2000, April). *Department of Communication Disorders: Activities and programs*. Poster presented at the meeting of the Florida Association of Counties Legislative Day, Tallahassee, FL [Invited].
- Goldstein, H., Lonigan, C., Gessner, L., & Bryant, M.** (2000, March). *Early intervention of developmental disabilities: Interdisciplinary preparation of leadership personnel*. Panel presented at the meeting of the Pacific Rim Conference on Disabilities, Honolulu, HI.
- Wetherby, A., Cleary, J., Allen, L., & Goldstein, H.** (2000, December). *FIRST WORDS Project: Improving early identification of communication disorders*. Seminar presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.
- Cleary, J., Wetherby, A., & Goldstein, H.** (2000, December). *Parents' interaction styles and young children's communication and symbolic profiles*. Poster presented at the meeting of the

- International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.
- Wetherby, A. M., & **Goldstein, H.** (1999, November). *FIRST WORDS Project: How early can we identify young children with communication disorders?* Seminar presented at the meeting of the American Speech-Language-Hearing Association, San Francisco, CA.
- Thiemann, K. S., & **Goldstein, H.** (1999, November). *Pervasive social impairments in school-age children: Effects of visually mediated intervention.* Poster presented at the meeting of the American Speech-Language-Hearing Association, San Francisco, CA.
- Kashinath, S. P., Cleary, J. E., Allen, L. A., Wetherby, A. M., & **Goldstein, H.** (1999, November). *Parent perceptions of young children's communication abilities.* Poster presented at the meeting of the American Speech-Language-Hearing Association, San Francisco, CA.
- Goldstein, H.** (1999, November). *Interventions to facilitate auditory, visual, and motor integration: "Show me the data".* Paper presented at the meeting of the Research Perspectives: NIMH Conference on Treatments for People with Autism and Other Pervasive Developmental Disorders, Rockville, MD [Invited].
- Ezell, H., **Goldstein, H.**, Gonzales, D., Hockenberger, E., Justice, L., Lonigan, C., & Kaderavek, J. (1999, November). *Emergent literacy: From the lab to real life.* Seminars presented at the meeting of the American Speech-Language-Hearing Association, San Francisco, CA.
- Cleary, J. E., Wetherby, A. M., **Goldstein, H.**, & Abbott, S. E. (1999, November). *Caregivers' interaction styles and young children's communication & symbolic profiles.* Poster presented at the meeting of the American Speech-Language-Hearing Association, San Francisco, CA.
- Goldstein, H.** (1999, December). *Language intervention for children with autism: A review of treatment efficacy.* Paper presented at the meeting of the National Research Council & National Academy of Sciences Workshop on Educational Interventions for Children with Autism, Washington, DC [Invited].
- Wetherby, A., Cleary, J., **Goldstein, H.**, Abbott, S., & Prizant, B. (1998, November). *FIRST WORDS Project: Improving early identification of communication disorders.* Seminar presented at the meeting of the American Speech-Language-Hearing Association, San Antonio, TX.
- Goldstein, H.**, & Hockenberger, E. (1998, May). *Commenting during joint bookreading: Effects on low SES children with and without developmental disabilities.* In D. Sainato (Chair), Promoting language, social, and adaptive behavior in young children with developmental disabilities. Paper presented at the meeting of the Association for Behavior Analysis International, Orlando, FL.
- Gessner, L., Howard, J., & **Goldstein, H.** (1998, May). *Reading research into practice.* Seminar presented at the meeting of the Comprehensive System for Personnel Development (CSPD) Conference on Leadership and Change, Washington, DC.
- Goldstein, H.**, & Johnson, K. (1998, February). *Functional outcomes in functional contexts.* Workshop presented at the meeting of the Speech Language and Audiology Association of Alachua County and Surrounding Areas, Gainesville, FL [Invited].

- Goldstein, H.,** & Hockenberger, E. (1998, December). *Books! What are they good for? Facilitating emerging literacy and language development*. Workshop presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Chicago, IL [Invited].
- Goldstein, H.,** & Hockenberger, E. (1998, December). *Commenting during joint bookreading: Effects on low SES children with and without developmental disabilities*. In D. Sainato (Chair), Teaching strategies for young children with developmental disabilities in home and school settings. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Chicago, IL.
- Shafer, K. D., Kaczmarek, L. A., Minzenberg, B., Kennedy, C., & **Goldstein, H.** (1997, November). *Stepping out of the ivory tower: Community partnerships in personnel preparation*. Symposium presented at the meeting of the International Early Childhood Conference on Children with Special Needs, New Orleans, LA.
- Kaczmarek, L., **Goldstein, H.**, Minzenberg, B., Florey, D., Carter, A., & Dolin, S. (1997, November). *Making connections: The roles of a family consultant*. Symposium presented at the meeting of the International Early Childhood Conference on Children with Special Needs, New Orleans, LA.
- Hockenberger, E., & **Goldstein, H.** (1997, November). *Effects of commenting during joint bookreading*. Paper presented at the meeting of the American Speech-Language-Hearing Association, Boston, MA.
- Goldstein, H.** (1997, June). *Measuring outcomes in childhood communication*. In Symposium: "Outcome Measures in Education and Community Settings". Paper presented at the meeting of the University, Community, Leaders, and Individuals with Disabilities Center (UCLID) Conference Health Related Quality of Life, Pittsburgh, PA [Invited].
- Goldstein, H.** (1997, May). *University doctoral programs*. (Discussant). Panel presented at the meeting of the Florida Association of Speech-Language Pathologists and Audiologists, Orlando, FL [Invited].
- Goldstein, H.** (1997, March). *Family focus in communication research*. (Discussant). Symposium presented at the meeting of the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Riverside, CA [Invited].
- Goldstein, H.** (1997, March). *Behavioral analyses of rudimentary reading in individuals with developmental limitations*. (Discussant). Symposium presented at the meeting of the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Riverside, CA [Invited].
- Kaczmarek, L., **Goldstein, H.**, Pegher, T., Carter, A., & Florey, D. (1996, December). *Collaboration: The keystone of family centered practices*. Symposium. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Phoenix, AZ.
- Whitney, J., Bollinger, R., & **Goldstein, H.** (1996, June). *Using self-monitoring to improve communicative efficacy in aphasia*. Paper presented at the meeting of the Clinical Aphasiology Conference, Newport, RI.

- Kaczmarek, L., Carter, A., **Goldstein, H.**, & Florey, D. (1996, June). *It takes collaboration to be family centered*. Paper presented at the meeting of the Statewide Early Intervention Conference, Hershey, PA [Invited].
- Goldstein, H.** (1996, April). *Programmatic research*. Paper presented at the meeting of the Symposium on Treatment Research in Communication Disorders, Chicago, IL [Invited].
- Whitney, J., Bollinger, R., & **Goldstein, H.** (1996, April). *Using self-monitoring to improve communicative efficacy in aphasia*. Poster presented at the meeting of the Symposium on Treatment Research in Communication Disorders, Chicago, IL.
- Goldstein, H.**, Camarata, S., & Kaiser, A. (1996, April). *Combining research with clinical practice: Issues and ideas*. Paper presented at the meeting of the Symposium on Treatment Research in Communication Disorders, Chicago, IL [Invited].
- Goldstein, H.** (1996, May). *Longitudinal studies exploring contextual influences on children's behavioral development in urban settings*. (Discussant). Panel presented at the meeting of the Association for Applied Behavior Analysis, San Francisco, CA [Invited].
- Kaczmarek, L., **Goldstein, H.**, Cannon, S., & Patchner, L. (1995, November). *Family-centered care: Preschool and school aged years*. Workshop presented at the meeting of the University, Community, Leaders, and Individuals with Disabilities Center (UCLID) Conference on Family-Centered Care, Pittsburgh, PA [Invited].
- Kaczmarek, L., **Goldstein, H.**, Cannon, S., Carter, A., & Pegher, T. (1995, November). *Building family supports in preschool programs*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Orlando, FL.
- Goldstein, H.**, English, K., & Kaczmarek, L. (1995, March). *Increasing interactions among preschoolers with and without disabilities: Effects of across-the-day intervention*. Paper presented at the meeting of the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.
- Goldstein, H.**, & English, K. (1995, February). *Promoting friendships among preschoolers with and without special needs*. Paper presented at the meeting of the Southwestern Pennsylvania Speech, Language, and Hearing Association, Pittsburgh, PA.
- Goldstein, H.**, English, K., Kaczmarek, L., & Thomas, K. (1995, December). *Facilitating friendship development among children with and without special needs*. Mini-seminar presented at the meeting of the American Speech-Language-Hearing Association, Orlando, FL.
- Goldstein, H.**, English, K., Shafer, K., & Kaczmarek, L. (1994, October). *Developing friendships: Extending peer intervention approaches*. Poster presented at the meeting of the International Early Childhood Conference on Children with Special Needs, St. Louis, MO.
- Hepting, N. H., & **Goldstein, H.** (1994, November). *Critical review of naturalistic language intervention research*. Paper presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
- Goldstein, H.**, Kaczmarek, L. A., English, K., & Shafer, K. (1994, November). *Promoting friendships among preschoolers with and without special needs*. Mini-seminar presented at the meeting of the American Speech-Language-Hearing Association, New Orleans, LA.

- Hepting, N. H., & **Goldstein, H.** (1994, May). *Naturalistic communication intervention: An analysis of components*. Paper presented at the meeting of the Association for Behavior Analysis International, Atlanta, GA.
- English, K., & **Goldstein, H.** (1994, May). *Promoting interactions between preschool "buddies" with and without disabilities through across-the-day peer-mediated intervention*. Paper presented at the meeting of the Association for Behavior Analysis International, Atlanta, GA.
- Singh, N., & **Goldstein, H.** (1994, July). *Issues in training individuals to conduct research*. Panel presented at the meeting of the Office of Special Education Programs (OSEP) Research Project Directors' Conference, Washington, DC [Invited].
- Goldstein, H.**, Shafer, K., & English, K. (1993, May). *Cumulative effects of teaching overlapping repertoires to preschoolers with and without disabilities*. In L. E. McClannahan (Chair), *Assessing and promoting peer interaction of children with developmental disabilities*. Paper presented at the meeting of the Association for Behavior Analysis International, Chicago, IL.
- Goldstein, H.**, & Kaczmarek, L. (1993, May). *Enhancing the communicative interaction between preschoolers with and without disabilities*. In M. A. McEvoy (Chair), *Systematic replication in applied behavior analysis: Without which there is nothing*. Paper presented at the meeting of the Association for Behavior Analysis International, Chicago, IL.
- Goldstein, H.** (1993, May). *Perspectives on research mentorship*. Paper presented at the meeting of the Conference on Research Mentorship and Training in Communication Sciences and Disorders, Bethesda, MD [Invited].
- Pennington, R., Kaczmarek, L., & **Goldstein, H.** (1993, January). *Transdisciplinary consultation: An inservice training model for the development of classroom based teams*. Poster presented at the meeting of the National Early Childhood Technical Assistance System (NEC*TAS) Early Education Program for Children with Disabilities (EEPCD) Project Director's meeting, Arlington, VA [Invited].
- Shafer, K., **Goldstein, H.**, English, K., & Kaczmarek, L. (1993, December). *Interactions between preschoolers with and without disabilities: Across-the-day peer intervention*. Poster presented at the meeting of the International Early Childhood Conference on Children with Special Needs, San Diego, CA.
- Goldstein, H.**, Kaczmarek, L., Hepting, N., Pennington, R., Shafer, K., & English, K. (1993, December). *Naturalistic communication interventions: Everyday challenges*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, San Diego, CA.
- Goldstein, H.**, Kaczmarek, L., & Hepting, N. (1992, September). *Communicative interventions: The challenges of across-the-day implementation*. Paper presented at the meeting of the Behavior Analysis Conference on Education, Columbus, OH.
- Hepting, N. H., Mancuso, R. A., & **Goldstein, H.** (1992, November). *Effects of videotaped self-modeling on preschoolers' acquisition of linguistic structures*. Poster presented at the meeting of the American Speech-Language-Hearing Association, San Antonio, TX.

- Goldstein, H.**, Mousetis, L. A., & Hepting, N. H. (1992, November). *Classroom-based language intervention: A hybrid milieu approach*. Mini-seminar presented at the meeting of the American Speech-Language-Hearing Association, San Antonio, TX.
- Pennington, R., Kaczmarek, L., & **Goldstein, H.** (1992, May). *Improving integrated related services through transdisciplinary consultation*. Paper presented at the meeting of the Early Intervention Providers Association and The Division of Early Childhood Conference, Harrisburg, PA.
- Kaczmarek, L., **Goldstein, H.**, & Pennington, R. (1992, May). *Enhancing the learning environments of children with disabilities: Improving integrated related services through transdisciplinary consultation*. Paper presented at the meeting of the Young Adult Institute International Conference, New York, NY.
- Goldstein, H.**, Kaczmarek, L., Shafer, K., & Pennington, R. (1992, May). *Promoting interaction between preschool "buddies" with and without developmental disabilities through low-demand peer intervention*. In S. McConnell (Chair). Symposium: Analysis of social interaction interventions for preschool children with disabilities. Paper presented at the meeting of the Association for Behavior Analysis International, San Francisco, CA.
- Goldstein, H.** (1992, May). *The role of mentorship in training applied researchers*. (Chair). Panel presented at the meeting of the Association for Behavior Analysis International, San Francisco, CA.
- Goldstein, H.**, Kaczmarek, L., Shafer, K., & Pennington, R. (1992, December). *Promoting interaction between preschool "buddies" with and without disabilities through peer intervention*. Poster presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Washington, DC.
- Goldstein, H.**, Mousetis, L., & Hepting, N. (1991, November). *Acquisition and generalization of language goals by preschoolers with developmental disabilities: Classroom versus small group instruction*. In A. Kaiser (Chair). Symposium: Designing optimal early language intervention: Comparing alternative treatments. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, St. Louis, MO.
- Mousetis, L., Hepting, N., Vamos, B., & **Goldstein, H.** (1991, May). *Milieu teaching in across-the-day vs small group instruction*. Paper presented at the meeting of the Association for Behavior Analysis, Atlanta, GA.
- Mousetis, L., Hepting, N., Vamos, B., & **Goldstein, H.** (1991, May). *Across-the-day versus small group instruction: Acquisition and generalization of language goals by preschoolers with developmental disabilities*. Paper presented at the meeting of the Biennial Conference on Treatment Research in Communication Disorders, West Lafayette, IN.
- Goldstein, H.**, Kaczmarek, L., Pennington, R., & Shafer, K. (1991, May). *Improving interaction skills of preschoolers with developmental disabilities: Effects of low-demand peer intervention*. Paper presented at the meeting of the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Key Biscayne, FL.
- Goldstein, H.** (1991, May). *Compatibility of single-subject and group experimental designs*. Panel presented at the meeting of the Conference on Treatment Research in Communication Disorders, West Lafayette, IN [Invited].

- Smith, D., Strain, P., Storey, K., & **Goldstein, H.** (1990, October). *Facilitating developmentally integrated freeplay: Typical preschoolers helping their special needs peers*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.
- Kaczmarek, L., **Goldstein, H.**, Pennington, R., & Shafer, K. (1990, October). *An ecobehavioral approach to peer-mediated communication intervention*. In L. Kaczmarek (Chair), Conversation-based language intervention strategies. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.
- Goldstein, H.** (1990, October). *The future of language science: A plea for language intervention research*. Paper presented at the meeting of the "Future of Science and Services" Seminar (ASHA Dedication), Rockville, MD.
- Goldstein, H.** (1990, October). *Improving language intervention for preschoolers with disabilities through collaborative consultation*. Workshop presented at the meeting of the Northeastern Speech and Hearing Association of Pennsylvania, Lake Harmony, PA [Invited].
- Goldstein, H.**, & Kaczmarek, L. (1990, November). *Design and implementation of social-communicative interventions in integrated preschools*. Mini-seminar presented at the meeting of the American Speech-Language-Hearing Association, Seattle, WA.
- Ezell, H. K., & **Goldstein, H.** (1990, November). *Acquisition of idiom comprehension by children with mild mental retardation*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Seattle, WA.
- Goldstein, H.**, Ferrell, D., Kaczmarek, L., Pennington, R., & Shafer, K. (1990, May). *Identifying strategies for effective language facilitation: An ecobehavioral approach*. In P. Strain (Chair), Integration issues in preschool settings. Paper presented at the meeting of the Association for Behavior Analysis, Nashville, TN.
- Goldstein, H.** (1990, May). *Incidental teaching: Definitions, procedures, and applications*. (Discussant). Panel presented at the meeting of the Association for Behavior Analysis, Nashville, TN.
- Goldstein, H.**, & Hockenberger, E. H. (1990, May). *An 11-year retrospective on progress in child language intervention*. Keynote presented at the meeting of the Association for Behavior Analysis, Nashville, TN.
- Oleyar, K., Doyle, P., Keefe, K., & **Goldstein, H.** (1990, June). *Effects of a time delay procedures on comprehension of verb-noun commands in severe aphasia*. Paper presented at the meeting of the Clinical Aphasiology Conference, Santa Fe, NM.
- Goldstein, H.** (1990, June). *Rule learning and generalization processes in early language development*. Paper presented at the meeting of the Conference on the Social Use of Language: Pathways to Success Nashville, TN [Invited, sponsored by National Institute of Child Health and Human Development and John F. Kennedy Center for Research on Education and Human Development].
- Goldstein, H.**, & Hockenberger, E. (1989, October). *Recent developments in child language intervention: A 10 year retrospective*. Keynote presented at the meeting of the Southwestern Pennsylvania Speech and Hearing Association, Pittsburgh, PA [Invited].

- Goldstein, H.** (1989, October). *Communicative interaction*. In D. M. Sainato (Chair), Getting the most out of play in integrated preschools. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Minneapolis, MN.
- Whitney, J. L., & **Goldstein, H.** (1989, November). *Self-monitoring treatment to reduce disfluencies in mild aphasia*. Paper presented at the meeting of the American Speech-Language-Hearing Association, St. Louis, MO.
- Ezell, H. K., & **Goldstein, H.** (1989, November). *Comprehension of idioms in normal and mentally retarded children*. Poster presented at the meeting of the American Speech-Language-Hearing Association, St. Louis, MO.
- Sainato, D., **Goldstein, H.**, & Strain, P. (1989, May). *Effects of self-monitoring on preschool children's use of social interaction strategies with their handicapped peers*. Poster presented at the meeting of the Association for Behavior Analysis, Milwaukee, WI.
- Goldstein, H.**, Sainato, D., Cisar, C., & Lescisin, M. (1989, May). *Effects of teaching scripts on interaction during handicapped preschooler's play*. In T. Haring (Chair). Symposium: Behavioral intervention and assessment of conversation. Paper presented at the meeting of the Association for Behavior Analysis, Milwaukee, WI.
- Goldstein, H.** (1989, May). *Conversational skills training in adult neurogenic communication disorders*. (Discussant). Symposium presented at the meeting of the Association for Behavior Analysis, Milwaukee, WI.
- Whitney, J., & **Goldstein, H.** (1989, March). *Using self-monitoring to reduce disfluencies in connected speech of speakers with minimal aphasia*. Paper presented at the meeting of the ASHF Conference on Treatment Efficacy, San Antonio, TX.
- Goldstein, H.** (1989, March). *Clinical significance*. Panel: Critical issues in treatment efficacy research: Theoretical, methodological, ethical. Paper presented at the meeting of the Conference on Treatment Efficacy, San Antonio, TX [Invited].
- Goldstein, H.** (1989, March). *Effects of expressive modeling on generalized language learning by mentally retarded youth*. Paper presented at the meeting of the ASHF Conference on Treatment Efficacy, San Antonio, TX.
- Ezell, H., & **Goldstein, H.** (1989, March). *Use of imitation to enhance language comprehension and transfer to production in children with mental retardation*. Paper presented at the meeting of the ASHF Conference on Treatment Efficacy, San Antonio, TX.
- Doyle, P., Nakles, K., **Goldstein, H.**, & Bourgeois, M. (1989, March). *Facilitating generalized requesting behavior in Broca's aphasia: An experimental analysis of a generalization training procedure*. Paper presented at the meeting of the ASHF Conference on Treatment Efficacy, San Antonio, TX.
- Goldstein, H.** (1989, February). *Non-handicapped peers as intervention agents in developmentally-integrated preschools*. Paper presented at the meeting of the Southwestern Pennsylvania Speech and Hearing Association, Pittsburgh, PA [Invited].
- Goldstein, H.** (1988, October). *Improving language intervention in the classroom through consultation*. Short course presented at the meeting of the Kent State University National Student Speech Language Hearing Association, Cleveland, OH [Invited].

Goldstein, H. (1988, November). *Nonhandicapped peers as intervention agents in developmentally-integrated preschools*. Mini-seminar presented at the meeting of the American Speech-Language-Hearing Association, Boston, MA.

Nakles, K., Doyle, P., Keefe, K., & **Goldstein, H.** (1988, November). *Effects of a deblocking/time delay procedure on severe auditory comprehension deficits*. Poster presented at the meeting of the American Speech-Language-Hearing Association, Boston, MA.

Goldstein, H. (1988, November). *Increasing interaction through sociodramatic script training*. In F. Kohler (Chair), *Helping children make friends at school: What the research tells us*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Nashville, TN.

Goldstein, H. (1988, June). *Language intervention in the preschool classroom*. Paper presented at the meeting of the Conference on Literacy, Pittsburgh, PA [Invited].

Other Invited Presentations

University/Departmental Lecture Series & Colloquia

Goldstein, H., Madsen, K., Mascia, T., Alfonso, S. R., Soto, X., & Seven, Y. (2017, October). *Those who talk, teach: Parent strategies for supporting young children's language and reading skills*. Public workshop at Parent University, Tampa, FL.

Goldstein, H. (2015, March). *Promoting preschooler's language and literacy through multi-tiered systems of support*. Public lecture at University of Sao Paulo, Bauru, Brazil.

Goldstein, H. (2014, April). *Teaching vocabulary in pre-kindergarten classroom: Iterative development and evaluation of a Tier 2 curriculum*. Distinguished Lecturer at Language and Literacy Day, Georgia State University, Atlanta, GA.

Goldstein, H. (2011, October). *Development and evaluation of Tier 2 instruction to prevent language and literacy delays*. Lecture presented at the FOCAL Leadership Training Grant, University of Illinois.

Goldstein, H. (2009, June). *Contributions of single-subject experimental designs to identifying evidence based practices*. Workshop presented at the Utah State University Doctoral Seminar Series, Logan, UT.

Goldstein, H. (2010, April). *Conceptualizing response to intervention in early childhood: Development of a Tier 2 curriculum*. Lecture presented at Purdue University Department of Child Development and Family Science, West Lafayette, IN.

Goldstein, H. (2009, April). *Teaching vocabulary introduced in story contexts to economically-disadvantaged children*. Lecture presented at the University of Illinois Goldstick Lecture in Communication Disorders Lecture Series, Champaign-Urbana, IL.

Goldstein, H. (2009, April). *Reexamining response to intervention: implications for early childhood special education*. Paper presented at the University of Illinois Doctoral Seminar Series, Champaign-Urbana, IL.

Goldstein, H. (2009, April). *Longitudinal literacy intervention for children at risk for reading disabilities*. Lecture presented at the University of Illinois, Champaign-Urbana, IL.

- Goldstein, H.** (2008, August). *Applying a Consumer Reports approach to evaluating evidence for social skills interventions for children with autism*. Lecture presented at the University of Illinois, Champaign-Urbana, IL.
- Goldstein, H.** (2006, August). *Effects of automated vocabulary vs. phonological awareness instruction for children at-risk for language and reading disabilities*. Paper presented at the University of Queensland Departmental Symposium Series, Brisbane, Australia.
- Goldstein, H.** (2006, April). *Literacy strategies in the content areas*. Lecture presented at the Wichita State University Robert L. Kindrick Distinguished Visiting Scholar Series, Wichita, KS.
- Goldstein, H.** (2006, April). *Developing meaningful university-community partnerships*. Lecture presented at the Wichita State University Robert L. Kindrick Distinguished Visiting Scholar Series, Wichita, KS.
- Goldstein, H.** (2006, April). *Some reflections on the influence of the civil rights movement on the behavioral sciences*. Lecture presented at the Wichita State University Robert L. Kindrick Distinguished Visiting Scholar Series, Wichita, KS.
- Goldstein, H.** (2004, October). *An opportunity to respond: Reflections on the occasion of the 40th anniversary of Juniper Gardens Children's Project*. Keynote presented at the celebration of the University of Kansas and the Juniper Gardens Children's Project, Kansas City, KS [Invited].
- Goldstein, H., & Walker, V.** (1997, October). *Outcome measures in child language disorders: Distinguishing between impairment, disabilities, and handicaps*. Lecture presented at the Department of Communication Disorders Colloquium Series, Tallahassee, FL.
- Goldstein, H., Walker, V., Crowley, D., & Zeigler, M.** (1996, November). *Survival of the fittest*. Panel presented at the Florida State University National Student Speech Language Hearing Association, Tallahassee, FL.
- Goldstein, H.** (1996, October). *Enhancing social-communicative interaction: A program of research*. Lecture presented at the Department of Communication Disorders Colloquium Series, Tallahassee, FL.
- Goldstein, H.** (1991, February). *Improving language intervention for children with disabilities through collaborative consultation*. Workshop presented at the Phillip Button Memorial Lecture Series (Council for Exceptional Children and Northeastern Educational Intermediate Unit), Scranton, PA.

Workshops and Trainings

- Goldstein, H., Madsen, K., Mascia, T., & Alfonso, S. R.** (2017, October). *Those who talk, teach: Parent strategies for supporting young children's language and reading skills*. Presented at Hillsborough County Public Schools Parent University, Tampa, FL.
- Goldstein, H.** (2013, June). *Assessing the Evidence: Applying a Consumer Reports Approach*. Workshop presented at the National Center for Evidence-Based Practice in Communication Disorders (N-CEP), Rockville, MD.
- Goldstein, H.** (2013, April). *Enhancing Children's Learning Experiences Through Tiered Models of Instruction*. Workshop presented for School Readiness Program, School District of Hillsborough County, Tampa, FL.

- Goldstein, H.** (2013, February). *Effects of a Tier 2 Vocabulary & Comprehension Preschool Curriculum*. Lecture presented to OSU Advocates for Children & Education, Columbus, OH.
- Ziolkowski, R., & **Goldstein, H.** (2009, March). *Emergent literacy: Foundations for success*. Workshop presented at the Central Ohio Special Education Region Resource Center, Columbus, OH.
- Goldstein, H.** (2003, September). *Naturalistic approaches to communication intervention for children with developmental disabilities*. Three-day course presented at the Universidade do Porto Faculty of Psychology and Educational Sciences, Porto, Portugal.
- Goldstein, H.** (2000, June). *Educating children with developmental disabilities in the US*. Invited presentation at Shenyang Normal University, Shenyang, China.
- Goldstein, H.** (2000, June). *Educating children with developmental disabilities in the US*. Invited presentation at Lanzhou Normal University, Lanzhou, China.
- Goldstein, H.** (1997, April). *Peer-mediated interventions*. Workshop presented at the Spring Seminar on Current Trends in Exceptional Education (Council for Exceptional Children AWARE), Tallahassee, FL [Invited].
- Feldman, H., **Goldstein, H.**, & Charlson, J. (1996, May). *Family-centered services for children with special health care needs*. Workshop presented at the Pittsburgh Public Health Social Work Institute in Maternal and Child Health, Pittsburgh, PA.
- Goldstein, H.**, Izeman, S., Mousetis, L., Hepting, N. H., & Fish, D. J. (1994, January). *Teaching language to young children with autism*. Video teleconference presented at the Pennsylvania Family Focused Early Intervention System, State of Pennsylvania.
- Goldstein, H.** (December, 1991). Strategies for enhancing communication through peer modeling and peer intervention in the schools. In-service workshop presented at the Allegheny Intermediate Unit, Pittsburgh, PA.
- Goldstein, H.**, Shafer, K., Kaczmarek, L., English, K., & Hunt, J. (July, 1992). Developing peer relationships. Colloquium presented at the Early Childhood Intervention Program, Allegheny-Singer Research Institute, Pittsburgh, PA.
- Goldstein, H.** (1990, July). *Peer-mediated learning as applied to preschool children with language disorders*. Workshop presented at the meeting of the "Service Delivery Alternatives in Speech-Language Pathology", Kent State University.
- Goldstein, H.** (1990, March). *Improving language intervention for preschoolers with disabilities through collaborative consultation*. Workshop presented at Bloomsburg State University, Bloomsburg, PA.
- Goldstein, H.** (1989, June). *Teachers and peers as language interventionists*. In-service presented at the Education Service Center, Region XI, Fort Worth, TX.
- Goldstein, H.** (1989, February). *What's happening in early childhood? Mainstreaming and effective language intervention*. In-service presented at the Education Service Center, Region XI, Fort Worth, TX.
- Goldstein, H.** (1989, January). *Language and its relationship to social and cognitive development*. In-service presented at the ARC/Allegheny early childhood staff and parents, Pittsburgh, PA.

Journal of Speech, Language, and Hearing Research (1982-present)--Guest Consultant
Journal of Speech and Hearing Disorders (1985-1990)--Editorial Consultant
Language, Speech, and Hearing Services in the Schools (1987-1994, 1996-present)--Editorial Consultant
Journal of Applied Behavior Analysis (1984-present)--Guest Reviewer
Education and Treatment of Children (1984-1992, 1996-present)--Editorial Review Board (1992-1996) Associate Editor
American Journal of Mental Retardation (1985-present)--Guest Reviewer
Journal of the Association for Persons with Severe Handicaps (1985-present)--Guest Reviewer; (1993) Board of Editors
Research in Developmental Disabilities (1983-present)--Guest Reviewer
American Journal of Speech-Language Pathology (1990-1994)--Editorial Consultant; (1997-2011)—Associate Editor.
Journal of Early Intervention (1990-1994)--Guest Reviewer; (1994-present)--Editorial Board
Topics in Early Childhood Special Education (1996-2007)--Associate Editor
Focus on Autism and Other Developmental Disabilities (2003-present)—Editorial Board
Topics in Language Disorders—Editorial Board (2005-present)

Doctoral Dissertation Committees

Communication Disorders: University of Pittsburgh

Beth Mineo, completed 1985 (chair). *Acquisition and extension of two-word utterances by developmentally-delayed preschoolers: Generalized effects of matrix training.*

Carol Swindell, completed 1985. *Expressive language disturbance in dementia of the Alzheimer type.*

Carol Frattalli, completed 1987. *Quality of care in speech pathology: Treatment evaluation of articulation disordered children in a university speech and hearing clinic.*

Patrick Doyle, completed 1987 (chair). *Facilitating generalized requesting behavior in Broca's aphasic subjects: An experimental analysis of a loose training procedure.*

Jeanne Mahlmann, completed 1988. *Enhancing the communicative ability of non-vocal persons using an interactive communication board.*

Mark Ylvisaker, completed 1988. *Early factors related to long-term language impairment in a selected sample of high risk infants following second grade.*

Janet Whitney, completed 1988 (chair). *Effects of self-monitoring and self-instruction on errors and disfluencies in connected speech of mild aphasic speakers.*

Dianne Angelo, completed 1988 (chair). *Effects of a pragmatic teaching strategy for requesting information by communication board users.*

Helen Ezell, completed 1989 (chair). *Effects of observational learning on comprehension monitoring skills in children exhibiting mild mental retardation.*

Richard Angelo, completed 1992. *The use of contralateral recorded BAEP as an indicator of brainstem injuries caused by manipulation and compression.*

Julia Mount, completed 1993. *Language disordered and normal children's fast mapping of phonological and semantic information about words under three conditions of explicitness.*

Nancy Hepting, completed 1995 (chair). *Effects of videotaped self-modeling on requesting in preschoolers with developmental disabilities.*

Marian Pecora, completed 1996 (chair). *Scripts and personal narratives told by seven-year-old children with normal and impaired language development.*

Elaine Hockenberger, completed 1996 (chair). *Effects of parents' commenting during joint bookreading with their children with developmental disabilities.*

Susan Wickstrom Kane, completed 1997 (chair). *Functional analysis of problem behaviors in toddlers with disabilities.*

Florida State University

Kathy Thiemann, completed 2000 (chair). *Effects of peer training and visually-cued interventions on social-communication of children with pervasive developmental disorders in integrated elementary classrooms.*

Julie Cleary, completed 2002. *The predictive value of young children's prelinguistic communication and motor skills.*

Lindee Morgan, completed 2002 (chair). *Effects of training parents of low socioeconomic status to use decontextualized language in storybook reading on storybook interactions with their preschoolers.*

Shubha Kashinath, completed 2002. *Effects of enhancing the generalized use of teaching strategies by caregiver's of children with autism.*

Karen Anderson, completed 2002 (chair) *Benefits of three FM devices to speech perception of children who are hard of hearing listening in a typical classroom.*

Gina Easterly, completed 2002. *Examining relations between constructive play and language in preschool children.*

Joneen Lowman, completed 2003 (chair). *A comparison of three in-service methods on improvements in the objectives developed by speech-language pathologists.*

Stuart Southard, completed 2003. *Speechreading's benefit to the recognition of sentences as a function of signal-to-noise ratio.*

Kimberly Keller McDowell, completed 2004 (chair). *Examining relations among expressive phonology, phonological processing, and early decoding skills in children.*

Christopher McCrea, completed 2004. *Effects of vocal training, phonatory task, and gender on Voice Onset Time.*

Gina Youmans, completed 2004. *Theory of Mind in individuals with Alzheimer-type dementia profiles.*

Robyn Ziolkowski, completed 2004 (chair). *Effects of an emergent literacy intervention for children with language impairments from low income environments.*

Felicia Darden, completed 2006 (chair). *Video-Self Modeling to Facilitate Visual Symbol Learning in Children with Developmental Delays.*

Nola Watt, completed 2006. *Repetitive and stereotyped behaviors in children with autism spectrum disorders in the second year of life.*

Stacy Shumway, completed 2006. *Communicative acts of children with autism spectrum disorders in the second year of life.*

Kimberly Crawford, completed 2006 (chair). *Effects of scripted storybook reading on preschool children and mothers from low-income environments.*

Lori A. Bass, completed 2007 (chair). *Effects of interactive storybook reading on the morphosyntactic skills of preschool children from low-income environments.*

Jade H. Coston, completed 2008. *The effects of a family-guided routines-based intervention program on parents with children adopted internationally.*

Naomi J. Bell Schneider, completed 2008 (chair). *The relation between language and sociometric status in school-aged children.*

Catherine A. Conlin, completed 2009 (co-chair). *Non-mainstream American English and first grade children's language and reading skills growth.*

Elizabeth Crawford, completed 2009 (chair). *Florida Assessments for Instruction in Reading (FAIR)—Expressive vocabulary measure development, validation, and its relation to reading.*

Anna D. Green, completed 2009 (chair). *Bagged lunch preparation by adolescents with moderate to severe intellectual disabilities: Sight word instruction through peer modeling.*

Psychology: Florida State University

Coby Lund, completed 2000. *Effects of a peer-mediated intervention on the classroom behaviors of token earners and peer helpers: An investigation of stimulus generalization.*

Jason Anthony, completed 2001. *Examination of a developmental and multidimensional conceptualization of phonological sensitivity.*

Eric Hooe, completed 2002. *Negative and positive affectivity: Toward a hierarchical structure of temperament in school-age children.*

Beth Phillips, completed 2003. *Effortful Control as a Temperamental Trait in Children and Adolescents: Construct Validation and Relation to Symptoms of Psychopathology.*

Special Education: University of Pittsburgh

Jacqueline Robb, completed 1984. *The development of object permanence in autistic children and its relationship to the development of receptive language of these children.*

Donna Meehan, completed 1984. *Assessment and facilitation of observational learning of handicapped preschoolers in group instructional arrangements.*

Dianne Ferrell, completed 1990 (chair). *Communicative interaction between handicapped and nonhandicapped preschool children: Identifying facilitative strategies.*

Beverley Evans, completed 1993 (chair). *Social interaction and community assimilation of students with challenging needs in inclusive school programs.*

Brenda Golembeski, completed 1993. *Effects of story previewing and reading program alignment on Chapter I students' performance.*

Special Education: Florida State University

Mabel Rivera, completed 2003. *The effects of a pictorial prompt intervention on the reading achievement and externalizing behaviors of students with emotional/behavioral disorders and reading difficulties.*

Kelly Whalon, completed 2004. *The effects of a reciprocal questioning intervention on the reading comprehension of children with autism.*

Felix C. Bradley, completed 2006. *Vocational rehabilitation case outcomes of Latinos and Caucasians with hearing loss: a comparative analysis.*

Special Education: The Ohio State University

Senny T. Schnell, completed 2011. *Effects of generative play instruction on pretense play behavior and restricted stereotypic behaviors in young children with autism spectrum disorder.*

Special Education: Vanderbilt University

Jodi K. Heidlage, completed 2019. *The Effects of Augmentative Assisted Language Matrix Training for Young Children with Down Syndrome.*

Special Education: Michigan State University

Ana D. Duenas, 2019. *A multi-component intervention for preschoolers with Autism Spectrum Disorder: Effects of typical peer training and video modeling.*

Human Development and Family Science: The Ohio State University

Sean Noe, completed 2012 (chair). *Effects of a Pre-Recorded Parent-Child Shared Reading Intervention on At-Risk Preschool Children's Phonological Awareness Skills.*

Lydia Kruse, completed 2013 (chair). *Small groups, big gains: Efficacy of a Tier 2 phonological awareness intervention with preschoolers using a multiple-baseline design.*

Speech & Hearing Sciences: The Ohio State University

Wan-Zu Diana Chang, completed 2015. *Determining Decision-Making Capacity in Dementia with Visual Stimuli on End-of-Life Care*

Communication Sciences and Disorders: University of South Florida

Arnold Olszewski, completed 2015 (chair). *Modeling Alphabet Skills as Instructive Feedback within a Phonological Awareness Curriculum.*

Alyssa Lanzi, completed 2019. *Effects of External Memory Aid Assessment and Treatment on Everyday Task Performance of Individuals with Mild Neurocognitive Disorder.*

Xigrid Soto, completed 2019 (chair). *Effects of a Spanish Phonological Awareness Intervention on Latino Preschoolers' Dual Language Emergent Literacy Skills.*

Wendy Olsen, completed 2019 (chair). *Neuro-correlates of Word Processing in Story Contexts among Four- and Five Year-Old Children from Homes Varying in Socio-Economic Status.*

Lindsey Peters-Sanders, completed 2019 (chair). *Effects of early intervention on preschoolers' vocabulary development.*

Vanessa L. Burshnic, completed 2019. *Supporting Persons with Dementia in Communicating their Care Preferences.*

Yagmur Seven, completed 2019 (chair). *Book-Sharing as a Concept for Fathers and Mothers to Enhance Language Development of their Preschool Children.*

Meaghan McKenna, completed 2020 (chair). *Potential Roles of Speech-Language Pathologists in Advancing Early Intervention and Prevention within a Multi-Tiered System of Supports Framework.*

Deborah R. Campbell, completed 2021 (chair). *A New Age of Telehealth: Pediatric Speech-Language Pathology Services during the COVID-19 Pandemic and Beyond.*

Wansiya Kamonsitichai, completed 2021 (chair). *Perception of Speech-Language Pathologists toward Augmentative and Alternative Communication in Thailand.*

Megan Kirby, completed 2022. *Storytelling Interventions to Improve Young Children's Written and Oral Narrative Language.*

Leigh Ashley.

Nataly Innamorato, Lauren McKeever (Major Professor)

Statistics: University of South Florida

Sanders, H., completed 2022. *Effective Statistical and Machine Learning Methods to Analyze Children's Vocabulary Learning.*

Rocky Mountain University of Health Professions -- SLPD

Cowburn, Kacey (Committee chair). *Effects of a scaffolded clinical experience on evidence-based practice behavior and confidence in novice student clinicians.*

Master's Thesis Committees

University of Pittsburgh

Kristen Keefe, completed 1986. *Lexical learning abilities of children with perinatal, unilateral brain damage.*

Mary Ellen Massarro, completed 1991. *Feature analysis for treatment of head injured patients: An efficacy study.*

Laura Hoerster, completed 1993. *Effects of personalized memory aids on the conversational content and attitudes of nursing assistants toward patients with dementia.*

George Lindley, completed 1995. *Environmental awareness and non-linear attenuating earplugs.*

Karen Thomas (chair), completed 1995. *Training typical peers to support communication of children who use AAC system: Facilitating balanced interaction.*

Florida State University

April Jackson (chair), completed 2006. *Teaching ParaEducators Strategies to Target Language and Literacy during Joint Storybook Reading with At-Risk Preschool Children.*

LaKeisha Cooper (chair), completed 2008. *Improving the vocabulary of low SES students with developmental delays: A response to intervention evaluation.*

Amy Hempstead (chair), completed 2008. *Effects of Interactive Books on Phonological Awareness Skills in Pre-Kindergarten Children from Low-Income Environments*

The Ohio State University

Elizabeth Linke (chair), completed 2012. *Assessing the Usage Ratings of an Automated Language Intervention.*

University of South Florida

Hallie M. Cohen, completed 2015. *Script Training: The Role of Written Cues.*

Rebecca Allen, completed 2017. *Selection of memory book content: Differences in content as a function of informant relationship to memory book recipient.*

Allyson Lindsey, completed 2020. *Enhancing Intergenerational Conversations Using Visual Cues: Effects of a Historical Timeline.*

Emily McHugh (chair), 2022. *Effect of AAC-Modeling Intervention (AAC-MOD) Within Dialogic Reading on Vocabulary Learning in Children with Down syndrome.*

Trina J. Tolentino, completed 2022. *Impact of language sampling context on language productivity and complexity.*

Master's Student Research Projects: University of Pittsburgh

Connie Cisar, completed 1990. *Promoting interaction during sociodramatic play: Teaching scripts to typical preschoolers and classmates with handicaps.*

Linnea McAfoose, completed 1990. *Effects of videotape self-modeling on restaurant ordering: A research proposal and report of a pilot investigation.*

Kathrine McGarry, completed 1990. *Spontaneous request training in augmentative communication users.*

Lisa Mason, completed 1991. *Facilitation of cohesion in the personal narratives of elementary school children with learning disabilities.*

Melonie Lalle, completed 1992. *Effects of modifying maternal interaction style on the communication of a child with language impairments.*

Lisa LaRue, completed 1992. *Graduate students' abilities to identify Standard English and Black English speakers with and without articulation and language impairments: Effects of training.*

Wendy Aurednik, completed August, 1993. *Listeners' judgments of story retellings: Effects of story length and ability of reteller.*

Lisa Forbes, completed August, 1993. *Social validation using Direct Magnitude Estimation and Visual Analog Scaling: Effects of a peer-mediated social skills intervention program.*

Maureen Pouilliatt, completed December, 1993. *Relationships between levels of phonological knowledge and patterns of generalization.*

Dana Mason, completed December, 1993. *Effects of scoring methods on the evaluation of the language of African American students with speech and/or language impairments.*

Denise Lohr, completed August, 1994. *Attention getting behaviors of typically developing preschool children and children with disabilities.*

Lauren Schwartz, completed August, 1995. *Social validation judgments of communicative competence in children with severe oral language impairments.*

Tonya Ponson, completed August, 1995. *A content analysis of typical peers' impressions of classmates with severe disabilities.*

Senior Honors Theses: Florida State University

Abbie Woodard, completed 2003 (chair). *Crossmodal effects on expression during acquisition of signs.*

April Jackson, completed 2004 (chair). *Joint storybook reading styles and participation of at-risk preschool children.*

Jamie Harn, completed 2006 (chair). *Effects of Repeated Storybook Reading on the Story Retelling of Children from Low Income Environments*

Amy Hempstead, completed 2006 (chair). *Effects of interactive books on phonological awareness skills in pre-kindergarten children from low-income environments.*

Amanda Leigh Long, completed 2006. *Speech perception and reading disabilities: A meta-analysis.*

Sally Kahn, completed 2007. *Coordination of gestures and vocalization in language delayed toddlers and late bloomers.*

Amy Glasco, completed 2007 (chair). *How does children's writing relate to language and literacy development?*

Honors Theses: The Ohio State University

Arlyn Zeller, completed 2011 (chair). *Vocabulary Retention of Third Grade Students from Low-Income Homes Following Second Grade Vocabulary Instruction*

Jessica Trask, 2012 (chair). *Increasing Quantity of Parental Talk to Two-Year Olds Through Intervention: Effects on Quality of Interaction and Facilitative Language*

University of South Florida

Emily Marvin, 2016 (chair). *Effects of a Metalinguistic Intervention for Alphabet Instruction with At-Risk Preschoolers*

Brianna Detamore, 2022 (chair). *Observation of social skills used by student with ASD while playing an online group deduction game*

Consulting and Advisory Positions

Mental Retardation Review Committee Member, NICHD (1994-1998)

Pittsburgh Public Schools Advisory Council on Inclusive Education (1992-1996)

Chair, NIDCD & ASHF Conference Steering Committee "Research Mentorship and Training in Communication Sciences and Disorders" (1991-1993)

Treatment Research in Communicative Disorders Special Interest Group, Coordinator (1991-1993)

Research Consultant, Rehabilitation Institute of Pittsburgh (1990-1996)

External Advisory Board, Juniper Gardens Children's Project, Kansas City, KS (1992-1995)

Grant Reviewer, Office of Special Education Programs, U.S. Department of Education (1990-1993, 1995, 1996--)

Southwestern PA Speech and Hearing Association, Vice President for Programming (1993-1994)

Coordinator, Communication Intervention Strand, DEC Best Practices Task Force (1991-1994)

Treatment Efficacy Task Force, Child Language Disorders representative, ASHA in conjunction with NIDCD and ASHF (1993-1995)

Paul Brookes Publishing, Language and Communication Intervention Advisory Board (1991-1997)

Site Visitor (1996, September). Communication Disorders Academic Program Review, University of Oregon, Eugene, OR.

Leon County Public Schools ESE Advisory Board (1998-2003)

Florida CSPD Council (1998-2005)

Goldstein, H., & Gessner, L. (2000). Desoto Trail Elementary School: Evaluation of model development project for educating children with autism. Leon County Public Schools, Tallahassee, FL.

Member (CAPCSD representative) (2001-2002), Joint Ad Hoc Committee on the Shortage of PhD Students in Communication Sciences & Disorders.

Chair (2003-2004). Ad Hoc Committee to Review and Revise Current Practice Policy Documents Related to Mental Retardation and Developmental Disabilities. American Speech-Language-Hearing Association. Rockville, MD.

Site Visitor (2004-2007). Council for Academic Accreditation, American Speech-Language-Hearing Association. Rockville, MD.

Reviewer (2000-2006). Office of Special Education Programs, US Department of Education.

Reviewer & Site Visitor (2003-2006). Early Reading First program, US Department of Education.

Member (2005-2012). ASHFoundation Board of Trustees.

Vice President, Programs and Awards Committee (2007-2012). American Speech-Language-Hearing Foundation Board of Trustees.

Reviewer (2006). IES, US Department of Education, Reading and Writing Review Panel.

Member (2007-2010). NCSER, IES, US Department of Education Early Childhood Standing Review Panel.

Member (2008). ASHA/CAPCSD PhD Shortage Committee.

Ad Hoc Grant Reviewer (2009). Social Sciences and Humanities Research Council of Canada.

Member (2009-2013). College of Education and Human Ecology Research Committee.

Member (2010-2013). College of Education and Human Ecology Promotion & Tenure Committee.

Member (2008-2013). Weinland Park Collaborative.

Member (2010-2013). Search Committee, Global Public Health.

Reviewer (2013, February). NCER/NCSER Postdoctoral and Early Career Training grant review panel, Institute of Education Sciences, US Department of Education, Washington, DC.

Site Visitor (2013, April). Department of Speech and Hearing Sciences Academic Program Review, University of Washington, Seattle, WA.

Site Visitor (2013, September). Department of Speech and Hearing Sciences Academic Program Review, University of New Mexico, Albuquerque, NM.

Vice President for Science and Research, American Speech-Language-Hearing Association (2013-2015).

Chair, ASHA Clinical Research, Implementation Science, and Evidence-Based Practice (CRISP) Committee (2016-2018)

USF Corporate Partnerships Internal Advisory Board (2018--

Sulphur Springs Neighborhood of Promise Leadership Board (2016—

USF Pandemic Response Research Network, Behavioral, Socio-emotional and Educational
Wellbeing Hub, co-chair (2020-2021)

USF College of Nursing Community Advisory Board (2018--

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