

## Curriculum Vitae

1. Danielle M. Brimo (U.S. Citizen)

2. 6108 Comfort Drive

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### 3. ACADEMIC BACKGROUND

#### a. Education

Ph.D. Communication Science and Disorders 2012 Florida State University

M.S. Communication Science and Disorders 2008 Florida State University

B.S. Communication Science and Disorders 2006 Florida State University

#### b. Professional Certifications

American Speech, Language & Hearing Association (2008 – present)

American Speech, Language & Hearing Association Special Interest Divisions #1 (2009-present)

#### c. Year of Appointment and Rank

August (2012) Assistant Professor

May (2018) Associate Professor

#### d. Present Rank

Professor in the Davies School of Communication Sciences and Disorders at Texas Christian University

#### e. Year of Last Promotion

2024

#### f. Previous Research appointments

**Research Assistant**, Research on Orthographic Language Learning Laboratory, Dr. Kenn Apel, Florida State University (2008-2012)

**Research Assistant**, Reading for Understanding Grant through the Florida Center for Reading Research (2010-2012)

#### g. Previous Professional positions

**Speech Language Pathologist**, Florida State University Schools (2008-2010)

**Clinical Supervisor**, Florida State University (Summer and Fall, 2011)

#### h. Formal continuing education associated with professional development

Year	# of CEUs
2022-2024	6.05
2020-2022	8.05
2017-2019	6.90
2014-2016	5.30
2011-2013	3.00

#### i. Honors and Awards

Harris College of Nursing and Health Sciences 2025 nomination for The Chancellor's Award for Distinguished Achievement as a Creative Teacher and Scholar (September, 2025)

Harris College of Nursing and Health Sciences 2020 nomination for The Chancellor's Award for Distinguished Achievement as a Creative Teacher and Scholar (September, 2020)

Harris College of Nursing and Health Sciences 2019 Award for Distinguished Achievement as a Creative Teacher and Scholar (September, 2019)  
 Nomination of the UKLA/Wiley Research Article Award (August, 2018)  
 American Speech-Language Hearing Association Award for Continuing Education (January, 2018)  
 TCU Harris College Outstanding Nominee for Deans' Research and Creativity Award (September, 2018)  
 Dissertation Research Grant funded by the Congress of Graduate Students (May, 2011)  
 Communication Science and Disorders Award Ceremony. Outstanding Doctoral Award (April, 2011)  
 Conference Presentation Grant awarded by Congress of Graduate Studies, Florida State University (November, 2009; July, 2010)  
 Travel award presented at the annual meeting of the Symposium on Research in Child Language Disorders (June, 2009)

#### 4. TEACHING

##### a. Courses Taught

###### **SPA 4800 – Research Evaluation (Spring 2010)**

3-credit, required course for 74 senior undergraduate majors in Communication Science and Disorders at FSU with focus on knowledge of the principles of scientific research.

###### **SPA 5462 – School-age Issues (Fall 2010) Guest Lecture on Reading Comprehension Assessment and Intervention.**

3-credit, required course for graduate student majors in Communication Science and Disorders at FSU with a focus on the language and literacy development of school-age children.

###### **Guest Lecturer in Master's level Art Therapy course (Fall 2010)**

The class included 15 first semester Master's students in the Art Therapy program and they are learning about students with special populations and how to adapt art interventions for students with various disabling conditions.

###### **Guest Lecturer in Master's level Special Education course (Fall 2011)**

The class included 40 first year Master's students in the Special Education Department. I presented the class with an overview of spelling assessment and intervention.

##### b. Courses Developed at TCU

###### **HCHNS 80100** Special Topics in health Sciences: Academic culture

2-credit, elective course for HCHNS doctoral students. This course is designed to expose doctoral students to current and emerging topics related to academia.

###### **HCHNS 60712** Learning and Instruction

2-credit, required course for HCHNS doctoral students. The course focuses on providing the foundational knowledge and skills to enable students to plan, design, and teach a college-level course and to increase students' knowledge about the science of teaching and learning (SoTL) to be effective instructors.

###### **COSD 60343** Advanced Language Disorders in Children

3-credit, required course for first year graduate students receiving a Master's degree in Communication Sciences and Disorders. This course focuses on 1) describing the language strengths and weaknesses of individuals who are at various stages of language development and acquisition from a variety of backgrounds; 2) Interdisciplinary approaches and assessment techniques/tools useful for evaluating the language of

children and adolescents; 3) Intervention (clinical methodology for documenting progress/change during treatment) and examination of specific treatment techniques.

**COSD 60390** Seminar in Communication Sciences and Disorders-Professional Issues  
2-credit, required course for first year graduate students receiving a Master's degree in Communication Sciences and Disorders. This course is designed to provide students with information about professional ethics, to review regulations and requirements for professional practice, to provide an overview of healthcare insurance and medical coding/billing requirements.

**COSD 60390** Seminar in Communication Sciences and Disorders-Low Incidence & ASD  
3-credit, elective course for first year graduate students receiving a Master's degree in Communication Sciences and Disorders. This course is designed to provide students with assessment and intervention information about children with language disorder secondary to genetic and neurological disorders.

**COSD 30373** Language Disorders in Children

3-credit, required course for sophomore/junior undergraduate majors in Communication Sciences and Disorders. This course focuses on providing students with theoretical overview of the nature and types of child language disorders

**COSD 30334** Language Development in Children

4-credit, required course for sophomore/junior undergraduate majors in Communication Sciences and Disorders. This course focuses on providing an overview of the fundamental bases of language development across infancy, toddler, preschool, and school-age children.

**c. Honors Projects Directed, or Committee Service**

2022-2023: Dyslexia and Spelling in 3<sup>rd</sup> grade Texas-based school (Chair), Madelene Riche

2019-2020: Written Language of Children with SLI (Chair), Kavi Nallamala

2018-2019: Word learning in authentic context: Books versus television, Clare Benes (Committee)

2018-2019: Preschool Narrative Intervention, Morgan Vachio (Chair)

2017-2018: Reading prosody of children with primary language impairment, Reilly Masterson (Chair)

2017-2018: Comparing complex syntax across popular children's television shows, Madison Burnett (Committee)

2016-2017: The effects of implicit and explicit syntax intervention for school-age children, Viviane Huynh (Chair)

2016-2017: Evaluating adolescents' syntax complexity in persuasive oral and written language samples, Hannah Malvey (Chair)

2016-2017: Examining the effects of familiarity and context on preschool children's language, Kamree Wackler (Chair)

2016-2017: Comparison of maternal responsiveness during play versus mealtimes, Eden Reeves (Committee)

2015-2016: The effects of parent vs. clinical administered language samples and the types of elicitation techniques on children's language output, Jasmine Ash (Chair)

2015-2016: The effects of parent training on vocabulary knowledge of children who are late talkers, Ashton Ingle (Committee)

2014-2015: Lexical-semantic organization of children with cochlear implants, Jessica Dinsmoor (Committee)

2013-2015: Syntactic awareness intervention: An integrated review, Rebecca Hawthorne (Chair)

**d. Graduate Theses Directed**

2023-present: Feasibility of team training in graduate programs, Hannah Ngyuen (Chair)

2022-2024: Reading self-perception of children who struggle with reading, Ally Jackson (Chair)

2019-2021: Trauma-Informed Care and Speech-Language Pathologists Mikayla Roberson (Committee)

2019-2021: Parent Training and Explicit Instruction, Miguel Garcia-Salas (Chair)

2018-2020: Language of Parents and Children who Experience Homelessness, Noelle Tomsic (Committee)

2018-2020: A survey of speech-language pathologists' and teachers' school-based collaboration, Hannah Huffman (Chair)

2017-2019: The effects of television exposure on complex syntax use in children with Down syndrome, Courtney Jameson (Committee)

2017-2019: Parent reading training, Michelle Johnson (Chair)

2016-2018: Reading interaction between parents and school-age Children with and without primary language impairment, Alexandra Nusz (Chair)

2016-2018: Speech language pathologist's explicit knowledge of syntax, Mary Claire Courtney (Chair)

2016-2018: Priming of part-whole relationships using lexical semantic networks in children with cochlear implants, Josh Rucker (Committee)

2016-2018: A Short-Term Intervention in Counseling Skills for Pre-service Speech Language Pathology Students, Jessica Dinsmoor (Committee)

2015-2017: Aerodynamic and acoustic profiles of voice production in clinical phenotypes of Parkinson's disease, Brittany Burk (Committee)

2015-2017: Formant trajectory and intelligibility of speech in clinical phenotypes of Parkinson's disease, Enio Deoliveira (Committee)

2015-2017: Concept Knowledge in Preschool Children with Hearing Loss, Carly Miller (Committee)

2015-2017: The Effects of Parent Training on Language Stimulation Strategies Used by Spanish-Speaking Parents of Children with Hearing Loss, Tirza Pena (Committee)

2014-2016: Evaluating students' explicit syntax knowledge, Tina Melamed (Chair)

2014-2016: Assessing the lexical restructuring model in bilingual students, Christine McClary (Committee)

2014-2016: A qualitative retrospective study of multiple oppositions as an intervention option for children who are moderately to severely unintelligible, Rachelle Ronshaugen (Committee)

2012-2014: Examining the effects of a phonological cycles treatment on phonological patterns of a school-age child, Nicole Alfonso (Chair)

2012-2013: The relation between oral narrative production and literacy skills among children with Down syndrome, Alison Hessling (Chair)

**e. External support received or pending for academic work**

**Awarded (2014):** Advancing Academic Research Career Award from the American Speech and Hearing Association.

**f. Internal support for academic work received**

**5. RESEARCH**

a. **Refereed Publications** \*denotes a student

- Brimo, D.,** Nallamala\*, K., & Werfel, K. (2023). Writing Errors of Children with Developmental Language Disorder. *Topics in Language Disorders*, 43(4), 302-316. <https://doi.org/10.1097/TLD.0000000000000326>
- Brimo, D.,** & Huffman\*, H. (2023). A survey of speech-language pathologists' and teachers' perceptions of collaborative service delivery. *Language Speech and Hearing Services in Schools*, 54(3), 873-887. [https://doi.org/10.1044/2023\\_LSHSS-22-00107](https://doi.org/10.1044/2023_LSHSS-22-00107)
- Brimo, D.,** Schuele, C.M., & Lund, E. (2022). Pilot study of online training modules to improve speech-language pathology students' explicit syntax knowledge. *Reading and Writing*, 35, 2155-2175. <https://doi.org/10.1007/s11145-022-10287-1>
- Brimo, D.,** & Henbest, V. (2020). Speech-language pathologists' explicit knowledge of morphology. *Language Speech and Hearing Services in Schools*, 51(3), 561-571. [https://doi.org/10.1044/2020\\_LSHSS-19-00057](https://doi.org/10.1044/2020_LSHSS-19-00057)
- Hessling\*, A., & **Brimo, D.** (2019). Spoken fictional narrative and literacy skills of children with Down syndrome. *Journal of Communication Disorders*, 79, 76-89. <https://doi.org/10.1016/j.jcomdis.2019.03.005>
- Brimo, D.** & Hall-Mills, S. (2019). Adolescents' production of complex syntax in spoken and written expository and persuasive genres. *Clinical Linguistics & Phonetics*, 33(3), 237-255. <https://doi.org/10.1080/02699206.2018.1504987>
- Brimo, D.,** Lund, E., & Sapp, A. (2018). Effects of type and construct when measuring children's syntax: A meta-analysis. *International Journal of Language and Communication Disorders*, 53(3), 431-445. doi: 10.1111/1460-6984.12362
- Munoz, M.L. & **Brimo, D.** (2018). Evidence for the construct validity of two grammatical tasks to screen for language impairment in Spanish speaking children. *Evidence-based Communication Assessment and Intervention*, 11 (3-4), 146-150. doi:10.1080/17489539.2017.1339480
- Lund, E., **Brimo, D.,** Rhea, D., & Rivchun\*, A. (2017). The effect of multiple recesses on listening effort: A preliminary study. *Journal of Educational, Pediatric, & (Re)Habilitative Audiology*, 23, 1-7.
- Brimo, D.** & Melamed\*, T. (2017). Evaluating students' explicit syntax knowledge. *Child Language Teaching and Therapy*, 33(3), 255-266. doi: 10.1177/0265659017717845
- Brimo, D.,** Apel, K., & Fountain, T. (2017). The effects of syntactic awareness and syntactic knowledge on reading comprehension among 9<sup>th</sup> and 10<sup>th</sup> grade students. *Journal of Reading Research*. 40(1), 57-74. doi: 10.1111/1467-9817.12050
- Brimo, D.** (2016). Morphological Awareness Intervention: A pilot study. *Journal of Communication Disorders*, 38(1), 35-45. doi: 10.1177/1525740115604592
- Munoz, M.L., Hoffman, L.M., & **Brimo, D.** (2013). Be smarter than your phone: A framework for using apps in clinical practice. *Contemporary Issues in Communication Science and Disorders*, 40, 138-150.
- Apel, K., **Brimo, D.,** Diehm, E., & Apel, L. (2013). Morphological awareness intervention with kindergarten, first, and second grade students from low SES homes: A feasibility study. *Language, Speech, and Hearing Services in Schools*, 44(2), 161-173. doi:10.1044/0161-1461(2012/11-0061)

- Apel, K., **Brimo**, D., Wilson-Fowler, E.B., Vortius, C., & Radach, R. (2013). Children develop initial orthographic knowledge during storybook reading. *Scientific Studies of Reading*, 17, 286-302. doi: 1080/10888438.2012.692742
- Apel, K., Thomas-Tate, S., Wilson-Fowler, E.B., & **Brimo**, D. (2012). Acquisition of initial mental graphemic representations by children at risk for literacy development. *Applied Psycholinguistics*, 33, 365-391. doi: 10.1017/S0142716411000403
- Apel, K., Wilson-Fowler, E.B., **Brimo**, D., & Perrin, N.A. (2012). Metalinguistic contributions to reading and spelling in second and third grade students. *Reading and Writing*, 25, 1283-1305.

**b. Non-refereed Publications**

- Lundblom, E., & **Brimo**, D. (2023). Cameron: Late Language Emergence/Developmental Language Disorder. In S.S. Chabon, D. Lee-Wilkerson, E.R. Cohn, & (Eds). *The Communication Disorders Casebook: Learning by Example, Second Edition*.
- Brimo**, D. (2013). The how to guide to spelling assessment. *Perspectives on Language Learning and Education*, 20, 129-136.
- Apel, K., Masterson, J.J., & **Brimo**, D. (2012). Spelling assessment and intervention: A multiple linguistic approach to improving literacy outcomes. In A.G. Kamhi & H.W. Catts (Eds). *Language and reading disabilities (3<sup>rd</sup> ed.)*.

**c. Materials or activities accepted or scheduled but not yet printed, released, or presented**

**d. Papers presented, participation on panels, etc., (include date, place, organization, invited or refereed)**

- Boyan\*, A. K., **Brimo**, D., Schuele, C. M., Nuttall\*, C., Acord\*, L., Higgins\*, F. M., & Eppstein\*, J. (2025). Graduate speech-language pathology students' explicit grammar knowledge. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- Murphy, K., **Brimo**, D., Squires, K., Olszewski, A., Maloney, A., & Parker, J. (2024). Integrating Literacy to Elevate Language Intervention. Paper presented at the American Speech-Language-Hearing Association, Seattle, WA.
- Brimo**, D., & Murphy, K. (2024). Morphological spelling skills of children with dyslexia and developmental language disorder. Paper presentation at the Society for the Scientific Studies of Reading Copenhagen, Denmark
- Brimo**, D., & Murphy, K. (2023). Morphological spelling skills of children with dyslexia and developmental language disorder. Paper presented at the American Speech-Language-Hearing Association, Boston, MA.
- Brimo**, D., Jackson\*, A., & Garcia-Salas\*, M. (2023). Caregiver reading training through telecommunication. Paper presented at the American Speech-Language-Hearing Association, Boston, MA.
- Squires, K., **Brimo**, D., Murphy, K., & Ramsdell, H. (2023). Sparking knowledge in assessment and treatment of spelling. Paper presented at the American Speech-Language-Hearing Association, Boston, MA. \*denoted as a changemaker session by ASHA
- Brimo**, D. (2023, September). Addressing Complex Syntax. Presented at the SLP Linked Live Event: Research to Practice in 2023.
- Brimo**, D. & Schuele, C.M. (2023). Language science: What do we know about foundational language science knowledge of students in speech-language pathology? Paper presented at the Teaching Language Science Conference hosted by the Vanderbilt School of Medicine, Department of Hearing and Speech Sciences.

**Brimo**, D. Schuele, C. M., & Lund, E. (2022). Pilot study of online training modules to improve speech-language pathology students' explicit syntax knowledge. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, New Orleans, LA.

Diehm, E., Murphy, K., & **Brimo**, D. (2019). A Systematic Review of the Use of Dynamic Assessment in the Prediction of Literacy Outcomes. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, Orlando, FL.

Huffman\*, H., & **Brimo**, D. (2019). A Survey of SLP's and Teacher's School-based Collaboration. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, Orlando, FL.

Johnson\*, M., & **Brimo**, D. (2019). Parent Reading Training. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, Orlando, FL.

**Brimo**, D. (2019). Parental Response to Children's Reading Miscues. Paper presented at the research meeting at the Child Language Research Retreat (Vanderbilt), Nashville, TN.

**Brimo**, D., (2019). Syntax and reading comprehension: A meta-analysis of different spoken syntax assessments. Paper presented at the annual meeting of the Scientific Studies of Reading conference, Toronto, Canada

Vachio\*, M., & **Brimo**, D. (2019). Spoken Narrative Elicitation and Analyses. Paper presented at the annual meeting of the Texas Speech and Hearing Association, Fort Worth, TX.

Hennington, K., & **Brimo**, D. (2019). A play-based approach to preschool narrative intervention. Paper presented at the annual meeting of the Texas Speech and Hearing Association, Fort Worth, TX.

Murphy, K., Diehm, E., & **Brimo**, D. (2018). Predicting reading comprehension in third grade: The influence of including a measure of spelling performance. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, Boston, MA.

Garza\*, F., & **Brimo**, D. (2017). Examiner and context effects on preschool children's linguistic complexity. Paper presented at the annual meeting of the Texas Speech and Hearing Association, Austin, TX.

Courtney\*, M.C., & **Brimo**, D. (2017). Evaluating the explicit syntax knowledge of SLPs and graduate students. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, Los Angeles, CA

Nusz\*, A., & **Brimo**, D. (2017). Reading interaction of parents and school-age children with and without SLI. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, Los Angeles, CA

Melamed\*, T., & **Brimo**, D. (2016). Evaluating students' explicit syntax knowledge. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, Philadelphia, PA.

**Brimo**, D. (2016). Implicit grammar intervention on school-age children's explicit grammatical knowledge. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, Philadelphia, PA.

**Brimo**, D. & Ash\*, J. (2016). Examiner and context effects on preschool children's linguistic complexity. Paper presented at the annual meeting of the American, Speech, Language, & Hearing Association, Philadelphia, PA.

**Brimo**, D. (2016). Effects of type and construct when measuring children's syntax: A Meta-analysis. Paper presented at the International Association of Logopedics and Phoniatrics.

**Brimo**, D. (2015). Syntax Assessment: A meta-analysis. Paper presented at the annual meeting of the Society for the Scientific Studies of Reading, Hawaii, HI.

Hall-Mills, S., & **Brimo**, D. (2015). Complex syntax use in adolescent persuasive writing. Paper presented at the annual meeting of the Society for the Scientific Studies of Reading, Hawaii, HI.

Macrae, T., **Brimo**, D., & Apel, K. (2014). Comparing the stimulus characteristics of five popular tests of articulation and phonology. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Orlando, FL.

**Brimo**, D. (2013, November). Targeted Spelling Intervention: Multilingualistic Approach. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Chicago, IL.

Hall-Mills, S., **Brimo**, D., Wilson-Fowler, E., Fountain, T., Ott, D., Tasker, A., & Loreti, B. (2013, November). Adolescent language production across modality and genre. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Chicago, IL.

Hessling\*, A., & **Brimo**, D. (2013, November). The relation between oral narrative production and literacy skills among children with Down syndrome. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Chicago, IL.

Apel, K., **Brimo**, D., Apel, L., & Diehm, E. (2012, November). A morphological awareness intervention with primary grade students. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Atlanta, GA.

Apel, K., Diehm, E., Apel, L., & **Brimo**, D. (2012, November). New morphological awareness assessment measures: Associations with reading abilities. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Atlanta, GA.

**Brimo**, D., Lundblom, E., & Fountain, T. (2012, November). Measuring evidenced-based practice knowledge during clinical practicum. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Atlanta, GA.

Horton-Ikard, R., Apel, K., & **Brimo**, D. (2012, November). Narratives, mazes, and non-mainstream dialect use in children's language production. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Atlanta, GA.

**Brimo**, D., & Apel, K. (2011, November). The effects of syntactic awareness on reading comprehension. Paper presented at the annual meeting of the American Speech, Language & Hearing Association, San Diego, CA.

Apel, K. & **Brimo**, D., (2011, November). Linguistic Awareness Skills and Early literacy ability of at-risk students, Paper presented at the annual meeting of the American Speech, Language & Hearing Association, San Diego, CA.

**Brimo**, D., Apel, K., & Petscher, Y. (2011, July). Syntactic Awareness: Constructing Meaningful Tasks. Paper presented at the annual conference of the Society for Scientific Studies of Reading, St. Petersburg, FL.

Apel, K., Horton-Ikard, R., **Brimo**, D., & Wilson-Fowler, E.B. (2011, July). Productive oral language is not associated with early literacy skill. Paper presented at the annual conference of the Society for Scientific Studies of Reading, St. Petersburg, FL.

Horton-Ikard, R., Apel, K., **Brimo**, D., & Wilson-Fowler, E.B. (2011, July). Examining the relationship between kindergarteners' home literacy experiences and oral narrative language abilities. Paper presented at the annual conference of the Society for Scientific Studies of Reading, St. Petersburg, FL.

**Brimo**, D., Apel, K., & Wilson-Fowler, E.B. (2010, November). Linguistic contributions to reading and spelling in primary grade students, Paper presented at the annual meeting of the American Speech, Language & Hearing Association, Philadelphia, PA.



**Brimo, D., & Apel, K. (2010, July).** *Syntactic Awareness and its Relation to Reading: Constructing Meaningful Tasks*. Poster presented at the annual meeting of the American Speech, Language, Hearing Association Schools Conference, Las Vegas, NV.

**Brimo, D. (2010, October).** *Syntactic Awareness: Constructing Meaningful Tasks*. Technical session presented at the College of Communication & Information Research Week, Tallahassee, FL.

Apel, K., **Brimo, D., & Wilson-Fowler, E.B. (2010, November).** *Linguistic contributions to reading and spelling in primary grade students*. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

Wilson-Fowler, E.B., Apel, K., **Brimo, D., Vortius, C., & Radach, R. (2010, November).** *Eye gaze during initial MGR acquisition: A follow-up investigation*. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

Apel, K., Wilson-Fowler, E.B., **Brimo, D., Vorstius, C., & Radach, R. (2009, November).** *A Preliminary Investigation of Eye Gaze during Initial MGR Acquisition*. Poster session presented at the annual meeting of the American Speech, Language & Hearing Association, New Orleans, Louisiana.

Apel, K., Wilson-Fowler, E.B., **Brimo, D., & Puranik, C. (2009, November).** *Vowel Development in Children's Writing: A Cross-Grade and Genre Comparison*. Technical session presented at the annual meeting of the American Speech, Language & Hearing Association, New Orleans, Louisiana.

Wilson-Fowler, E.B., Apel, K., & **Brimo, D. (2009, November).** *An Exploratory Investigation of Morphological Awareness Abilities in College Students*. Poster session presented at the annual meeting of the American Speech, Language & Hearing Association, New Orleans, Louisiana.

**Brimo, D, Wilson-Fowler, E., & Apel, K. (2009, June).** *Linguistic Contributions to Reading and Spelling in Second, Third, and Fourth Grade Students*. Poster session presented at the annual meeting of the Symposium for Scientific Studies in Reading, Boston, Massachusetts.

**e. Editorships, consulting, adjudications**

**f. External support received or pending**

**Pending:** National Institute of Health R15 (\$300,000)

**Awarded:** American Speech-Language Foundation's New Century Scholars (\$25,000)

**g. Internal grants received (e.g., TCU/RCAF, Junior Faculty)**

**Awarded:** Research and Creative Activity Fund for a project titled "The contributions of syntactic awareness and syntactic knowledge to middle and high school students' reading comprehension."

**Awarded:** Research and Creative Activity Fund for a project titled "The Effect of Syntactic Awareness Treatment on Reading Comprehension".

**h. Other research or creative activities not included in any of above**

NA

**6. SERVICE**

**a. Departmental service**

Chair, Tenure and Promotion (Ad-Hoc) Committee (2022-2024)

Committee member, Curriculum committee (2022-2024)

Chair, Graduate Admissions (2019-2024)

Committee member, Strategic Planning Committee (2018-2020)

Committee member, Community Engagement Committee (2019-2020)

Committee member, Department Advisory Committee (2018-2020)  
Committee member, Director Search Committee (Fall and Spring 2017, Fall 2019)  
Chair, Department Review Board (2016-2020)  
Committee member, Graduate Admissions (2013-2018)  
Committee member, Department Search Committee (2013-2016)  
Committee member, Student Knowledge and Skills (2014)  
Committee member, Remediation Plan (2013)

**b. College service**

Chair, Social Work Promotion & Tenure Committee (Fall, 2024)  
Committee member, College Advisory Committee (2023-2024)  
Chair, College Advisory Committee (2021-2023)  
Facilitator, UNT-TCU Interprofessional Education (2014-present)  
Committee member, Phd Committee (2019-2020)  
Chair, Associate Dean of Research Search Committee (Spring, 2020)  
Committee member, Kinesiology Department Advisory Committee (Fall, 2019)  
Committee member, Dean's Search Committee (Spring, 2019)  
Committee member, Research Committee (2017-2020)

**c. University service**

Committee member, Graduate Council (2021-2024)  
Committee member, McNair Advisory Board (2017-2019)  
Frog Camp (2019)  
Volunteer, Frogs First (2014, 2015)

**d. Community activities directly related to professional skills**

Invited speaker for Birdville ISD SLPs (Spring, 2022)  
Invited speaker for Kansas University Gear Up program through Harris College of Nursing and Health Sciences (Fall, 2019)  
Invited speaker CAPCSD (Fall, 2019) "Strategies for Increasing Productivity".  
Invited speaker for FWISD SLPs (Fall, 2018)  
Invited guest lecture for a doctoral seminar at Florida State University to discuss academic and research (Fall, 2015)  
Invited speaker for a research symposium at the Callier Center for Communication Disorders, University of Texas at Dallas (Spring, 2014)  
Invited speaker at Southern Methodist University College of Education to discuss the interview process to doctoral students (Fall/Spring, 2013)  
Invited speaker for a research symposium entitled "Evidenced-based Outcomes for Children with Learning Disabilities" at Southern Methodist University (Fall, 2014)  
Invited professional forum for a Professional Development course where I spoke about being Speech Language Pathologist to undergraduate students (Spring, 2014)

**e. Professional service**

Member, Council on Academic Programs in Communication Sciences and Disorders Admission Committee (2024-present)  
Editorial Board Member, American Journal of Speech-Language Pathology (2019-present)  
Reviewer, American Speech Language Hearing Foundation, Advancing Academic-Research Career Award (2019-present)  
Editorial Board Member, SIG 1 American Speech-Language Hearing Association (2019-2020)  
Member, American Speech-Language Hearing Association, Progeny Program (2018-present)  
Grant Reviewer, American Speech Language Hearing Foundation, Students Preparing for Academic Research Careers (SPARC) Award (2016-present)

Peer Journal Reviewer, Language Speech and Hearing in Schools, Teaching and Learning in CSD, Journal of Learning Disabilities, Journal of Speech, Language, & Hearing Research (2010-present)  
Reviewer, Program Committee for Language and Learning in School-Age Children and Adolescents for the American Speech, Language & Hearing Association's Annual Conference, (2010, 2011, 2012, 2016, 2022)

f. **Academic Advising**

Undergraduate Advisor, average 10 undergraduate students a semester basis (2013-2019)  
Graduate Program Director, ~46 graduate students (2019-present)

g. **Other Service activity not include in any of the above.**

Invited speaker for the SHARE presentation at an All Honors Faculty Meeting (Fall, 2019)