Speech and Hearing Sciences
August, 2019
Cathy Binger

Educational History

Ph.D., 2004, Penn State University, Communication Sciences and Disorders
    Dissertation: The Effects of Aided AAC Modeling on the Expression of Multi-Symbol
    Utterances by Preschoolers who use Augmentative and Alternative Communication
    Advisor: Janice C. Light, Ph.D.

M.S., 1993, University of Wyoming, Speech-Language Pathology
    Thesis: Contextual Influence on Language Transcription
    Advisor: Thomas Klee, Ph.D.

B.S. (High Distinction), 1991, Penn State University, Communication Disorders

Employment History: Principal Positions

Associate Professor, May, 2011 – present, Department of Speech and Hearing Sciences, University of New Mexico, Albuquerque, NM.

Assistant Professor, January 2005 – May, 2011, Department of Speech and Hearing Sciences, University of New Mexico, Albuquerque, NM.

Instructor, 2002 – 2004, Department of Communication Sciences and Disorders, Penn State University, University Park, PA.

Clinical Supervisor, 2002, Department of Communication Sciences and Disorders, Penn State University, University Park, PA.

Speech-Language Pathologist, 2001, Clarke County School District, Athens, GA.

Clinical Supervisor, Instructor, and Technical Writer, 2000, University of Georgia, Athens, GA.

Speech-Language Pathologist, 1996 – 1999, Wee Folks Place and ExCel Preschool, Hanna and Saratoga, WY.

Research Assistant and Technical Writer, 1994 – Department of Communication Disorders, Penn State University, University Park, PA.

Speech-Language Pathologist, 1993 – 1994, Poudre Valley Hospital, Fort Collins, CO.

Employment History: Concurrent Positions

Consultant, 2005 – 2016, Wyoming Institute for Disabilities, University of Wyoming, Laramie, WY.

Adjunct Assistant Professor, January 2004 - 2009, Division of Communication Disorders, University of Wyoming, Laramie, WY.

Professional Recognitions, Honors, and Memberships

Research Honors

Invited speaker: Invited to serve as the *Mayor H. Paul Memorial Lecture* in the John D. Wiley Seminar Series at the Waisman Center, University of Wisconsin-Madison. The annual Mayor H. Paul Memorial Lectures feature prominent scientists who have done outstanding work in developing communication and adaptive technology for people with developmental and acquired disabilities. February 28, 2020.

Invited keynote speaker: Invited to serve as a keynote speaker for the Swedish Communication Carnival. March, 2019 in Gothenburg, Sweden.

Invited keynote speaker: Invited to serve as a keynote speaker, as well as present a workshop and a research paper, for the biennial conference of the Australian Group on Severe Communication Impairment (AGOSCI). May, 2017 in Melbourne, Australia.

Meritorious Poster Award: 2016 award for poster entitled, "School-Age Children with Highly Unintelligible Speech: A New Mexico Survey." Presented at the 2016 ASHA Convention in Philadelphia, PA.

Awardee: Clinical Practice Research Institute (sponsored by the American Speech-Language-Hearing Association), a program designed to support NIH researchers prepare R01 proposals, April 2016. Met with main research collaborator (Dr. Kent-Walsh) and two mentors in Orlando, FL for intensive, individualized research meetings.
Mentors: Dr. Kathryn Hustad (U of Wisc.) and Dr. Howard Goldstein (U. of South Fla.)

Outstanding Research Paper Award: 2015 award for best paper; selected by associate editors:
> Kent-Walsh, Murza, Malani, & Binger (2015). Effects of Communication Partner Instruction on the Communication of Individuals using AAC: A Meta-Analysis. *Augmentative and Alternative Communication*

Mentor: Served as an invited mentor for the American Speech-Language-Hearing Association's Research Mentoring *Pathways* Program, which is designed to mentor early-career clinical scientists in developing strong foundations for independent research careers. Met with mentees at ASHA's main office (June, 2016) then provided ongoing mentoring for a one-year period.

Meritorious poster award, ASHA Convention, 2012. **Binger, C.,** Webb, E., King, M., & DeBlassie, M. (2012, November). *Coding and Analyzing Semantic-Syntactic Relations with a Child who Uses Aided AAC.*

Participant: Invited to attend conference sponsored by the US Department of Education's AAC-RERC (Rehabilitation Engineering Research Center for Augmentative and Alternative Communication) State of the Science Conference (June, 2012). *AAC for the 21st Century: Framing the Future.* Baltimore, MD.

Participant: Institute of Education Sciences (IES) Summer Research Training Institute: *Single-Case Intervention Design and Analysis.* (June 27-July 1, 2011). Intensive one-week workshop funded by the National Center for Special Education Research (NCSER). The Training Institute was intended to increase the national capacity of education researchers to conduct single-case intervention studies that have scientifically credible methodology and analyses.

Participant: Clinical Practice Research Institute (sponsored by the American Speech-Language-Hearing Association), a program designed to foster federal grant writing skills of emerging scientists, July 2009-January 2010. Intensive, individualized mentoring by seasoned, successful grant-writers provided as part of the Institute.
Mentored by Marc Fey.

Second and third place awards for posters presented at the Annual Convention of the Florida Speech-Language Hearing Association, Marco Island, FL; 2009

Alumna of the Year, University of Wyoming, Division of Communication Disorders, University of Wyoming, 2007.

Invited to attend the 4th Annual Research Conference on Communication Sciences and Disorders for new researchers: *Lessons for Success: Developing the Emerging Scientist,* May, 2006.

Teaching Honors

Teacher of the Year (undergraduate), Department of Speech and Hearing Sciences (selected by students), 2009.

UNM Teacher of the Year nominee, 2006-2007; 2007-2008; 2014-2015

Teacher of the Year, Department of Speech and Hearing Sciences (selected by students), 2007.

Memberships

Certificate of Clinical Competence, Speech-Language Pathology, 1991-present, American Speech-Language-Hearing Association.

Member, 2001 – present, Special Interest Division on Augmentative and Alternative Communication, American Speech-Language-Hearing Association.

Member, 2001 – present, International Society for Augmentative and Alternative Communication.

Member, 1991 – present, American Speech-Language-Hearing Association.

Scholarships

Scholarship, 2003-2004, Maryann Peins Memorial Scholarship in Speech Pathology, Penn State University.

Scholarship, 2003, American Speech-Language-Hearing Foundation's New Century Scholars Doctoral Scholarship, Penn State University.

Scholarship, 1992, Paul Stock Foundation Scholarship, University of Wyoming.

Scholarship, 1991-1992, Barbara Kahn Scholarship, University of Wyoming.

Scholarly Achievements

Books Authored or Co-Authored

Binger, C., & Kent-Walsh, J. (2009). *What every speech-language pathologist needs to know about augmentative and alternative communication*. Pearson Education, Inc.: Boston.

Light, J., & **Binger, C.** (1998). *Building communicative competence with individuals who use augmentative and alternative communication.* Paul H. Brookes Publishing Co., Inc.: Baltimore.

Articles Published in Refereed Journals
(Publications and presentations that include students are starred*)

Binger, C., *Richter, K., *Taylor, A., *Williams, E., *Willman, A. (2019). Error patterns and revisions in the graphic symbol utterances of three- and four-year old children who need augmentative and alternative communication. *Augmentative and Alternative Communication, 35 (2)*, 95-108. doi: 10.1080/07434618.2019.1576224

Kent-Walsh, J., & **Binger, C.** (2018). Methodological advances, opportunities, and challenges in AAC research. *Augmentative and Alternative Communication, 34,* 93-103. *https://doi.org/10.1080/07434618.2018.1456560*

*Binger, C., Kent-Walsh, J., King, M., & Mansfield, L. (2017). Early sentence productions of three- and four-year-old children who use augmentative and alternative communication. *Journal of Speech, Language, and Hearing Research, 60,* 1930-1945. DOI: 10.1044/2017_JSLHR-L-15-0408

*Binger, C., Kent-Walsh, J., & King, M. (2017). Dynamic assessment for three- and four-year old children who use augmentative and alternative communication: Evaluating expressive syntax. *Journal of Speech, Language, and Hearing Research, 60,* 1946-1958. doi:10.1044/2017_JSLHR-L-15-0269

*Binger, C., Kent-Walsh, J., King, M., Webb, E., & Buenviaje, E. (2017). Early sentence productions of five-year-old children who use augmentative and alternative communication. *Communication Disorders Quarterly*, 38, 131-142. http://doi.org/10.1177/1525740116655804

*Binger, C., Ragsdale, J., & Bustos, A. (2016). Language sampling for preschoolers with severe speech disorders. *American Journal of Speech-Language Pathology.* http://doi.org/10.1044/2016_AJSLP-15-0100

*Kent-Walsh, J., Malani, M., Murza, K., & **Binger, C.** (2015, invited). Effects of communication partner instruction on the communication of individuals using AAC: A meta-analysis. *Augmentative and Alternative Communication, 31*, 271-284.

*King, M., **Binger, C.,** & Kent-Walsh, J. (2015). Using dynamic assessment to evaluate the expressive syntax of five-year-old children who use augmentative and alternative communication. *Augmentative and Alternative Communication, 31,* 1-15. DOI: 10.3109/07434618.2014.995779
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4634893/

*Kent-Walsh, J., **Binger, C**., & Buchanan, C. (2015). Teaching children who use augmentative and alternative communication to ask inverted yes-no questions using aided modeling. *American Journal of Speech-Language Pathology, 24,* 222-236. **DOI:** 10.3109/07434618.2015.1052153

Binger, C, Ball, L., Dietz, A., Kent-Walsh, J., Lasker, J., Lund, S., McKelvey, M., & Quach, W. (2012). Personnel Roles in the AAC Assessment Process. *Augmentative and Alternative Communication, 28,* 278-288. DOI: 10.3109/07434618.2012.716079

*Binger, C., Maguire-Marshall, M., & Kent-Walsh, J. (2011). Using aided AAC models, recasts, and contrastive targets to teach grammatical morphemes to children with developmental delays who use AAC. *Journal of Speech, Language, and Hearing Research, 54,* 160-176. DOI: 10.1044/1092-4388(2010/09-0163)

*Binger, C., Kent-Walsh, J., Ewing, C., & Taylor, S. (2010). Teaching educational assistants to facilitate the multi-symbol message productions of young students who require AAC. *American Journal of Speech-Language Pathology, 19,* 108-120. DOI: 10.1044/1058-0360

*Kent-Walsh, J., **Binger, C.,** & Hasham, Z. (2010). Effects of parent instruction on the symbolic communication of children using AAC during storybook reading. *American Journal of Speech-Language Pathology, 19,* 97-107.

*Kent-Walsh, J., **Binger, C.,** & Malani, M. (2010; invited). Teaching partners to support the communication skills of young children who use AAC: Lessons from the ImPAACT Program. *Early Childhood Services, 4* (3), 155-170.

*Binger, C., Berens, J., Kent-Walsh, J., & Hickman, S. (2008). The effects of aided AAC interventions on AAC use, speech, and symbolic gestures. *Seminars in Speech and Language, 29,* 101-111.

*Binger, C., Kent-Walsh, J., Berens, J., Del Campo, S., & Rivera, D. (2008). Teaching Latino parents to support the multi-symbol message productions of their children who require AAC. *Augmentative and Alternative Communication, 24,* 323-338. DOI: 10.1080/07434610802130978

Binger, C., & Light, J. (2008). The morphology and syntax of individuals who use AAC: Research review and implications for effective practice. *Augmentative and Alternative Communication, 24,* 123-138.

*Kent-Walsh, J., Stark, C., & **Binger, C.** (2008). Tales from school trenches: AAC service-delivery and professional expertise. *Seminars in Speech and Language, 29,* 146-154.

Binger, C. & Light, J. (2007). The effect of aided AAC modeling on the expression of multi-symbol messages by preschoolers who use AAC. *Augmentative and Alternative Communication, 23,* 30-43. DOI: 10.1080/07434610600807470

Binger, C. & Light, J. (2006). Demographics of preschoolers who require AAC. *Language, Speech, and Hearing Services in Schools, 37,* 200-208.

Light, J., **Binger, C.,** Agate, T., & Ramsay, K. (1999). Teaching partner-focused questions to individuals who use augmentative and alternative communication to enhance their communicative competence*. Journal of Speech, Language, and Hearing Research, 42*, 241-255.

Light, J., **Binger, C.** & Kelford Smith, A. (1994). Story reading interactions between preschoolers who use AAC and their mothers. *Augmentative and Alternative Communication, 10,* 255-268.

Articles Appearing in Chapters in Edited Volumes

Binger, C. & Kent-Walsh, J. (2017). Augmentative and alternative communication. In M. Weymeyer. *A comprehensive guide to intellectual and developmental disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.

Kent-Walsh, J., Resnick, P., & **Binger, C.** (2014). Colin: Preschool AAC Case Study. In J. McCarthy & A. Dietz, *Augmentative and Alternative Communication: An Interactive Casebook*. Plural Publishing, Inc.

Kent-Walsh, J., & **Binger, C.** (2009). Addressing the communication demands of the classroom for beginning communicators and early language users. In C. Zangari & G. Soto (Eds.). Practically speaking: Language, literacy, and academic development for students with AAC needs. Baltimore: Paul H. Brookes Publishing Co.

Other Writings

Articles in Refereed Newsletters

Kent-Walsh, J. & Binger, C. (2013). Fundamentals of the ImPAACT program. *Perspectives on Augmentative and Alternative Communication, 22, 51-61.*

Kent-Walsh, J. & **Binger, C.** (2012; invited). Communication partner instruction in AAC: Strategies for building circles of support. *Perspectives on Augmentative and Alternative Communication, 21,* 124-126.

Binger, C. & Kent-Walsh, J. (2012; invited). Selecting skills to teach communication partners: Where do I start? *Perspectives on Augmentative and Alternative Communication, 21,* 126-134.

Kent-Walsh, J., & **Binger, C.,** (2011). Technology as a language tool: Augmentative and alternative communication in the classroom, *Perspectives on School-Based Issues, 12*, 28-33.

Binger, C. (2008; invited). Grammatical morpheme intervention issues for students who use AAC. *Perspectives on Augmentative and Alternative Communication, 17,* 62-68.

Binger, C. (2008; invited) Classroom-based language goals and intervention: Back to basics. *Perspectives on Augmentative and Alternative Communication, 17,* 20-26.

Binger, C. (2007; invited). AAC intervention for children with suspected childhood apraxia of speech. *Perspectives on Augmentative and Alternative Communication, 16,* 10-12.

Articles in Professional Newsletters:

Binger, C. & Kent-Walsh, J. (2016). Guest co-host of *Communication Matrix virtual Community of Practice* funded by the U.S. Department of Education. (September 18-20) (communicationmatrix.org/).
https://communicationmatrix.org/Community/Collections/Instance/86

Binger, C. & Kent-Walsh, J. (2012). Communication takes two. *ASHA Leader, 17(15),* 24-27.

Blackstone, S. & **Binger, C.** (2006; invited). Learning to model aided AAC. *Augmentative Communication News, 18 (3),* 12.

Binger, C. (2001). No time to lose: Working with children with severe disabilities who are presymbolic. *ASHA Leader, 6,* 10-11.

Podcasts
Binger, C. (Feb 21, 2019). Using iPads for Communication Disorders. *Science* podcast.
http://www.sciencemag.org/podcast/spotting-slavery-space-and-using-ipads-communication-disorders

Works in Progress:

Submitted for publication
Binger, C., Kent-Walsh, J., Harrington, N., & Hollerbach, Q. (Invited). *Tracking Early Sentence-Building Progress in AAC.*

In preparation

> **Binger, C.,** *Renley, N., & *Babje, E. A demographic survey of school-aged children in New Mexico with severe speech impairments.

> Tiempe, E., Kent-Walsh, J., **Binger, C.,** Hahs-Vaugn, D. AAC partner instruction for three preschoolers with Down syndrome: A mixed-mode instructional program.

Invited Presentations at Professional Meetings
(Blue = not completed yet)

> **Binger, C.** (2020). Title TBD. Workshop at the Communication Center Kipinä, Helsinki, Finland.

> **Binger, C.** (February, 2020). Title TBD. *Mayor H. Paul Memorial Lecture* in the John D. Wiley Seminar Series at the Waisman Center, University of Wisconsin-Madison.

> **Binger, C**. (March, 2019). *Cohesive Language Development in AAC: Are We There Yet?* Keynote address at the Swedish Communication Carnival, Gothenburg, Sweden.

> **Binger, C**. (March, 2019). *Communication Partner Instruction in AAC: What Works?* Keynote address at the Swedish Communication Carnival, Gothenburg, Sweden.

> **Binger, C**. (March, 2019). *Dynamic Assessment in AAC: A Brief Tutorial.* Invited talk at the Swedish Communication Carnival, Gothenburg, Sweden.

> **Binger, C.**, Brumberg, J., & Dietz, A. (January, 2019). Talking without Speaking: Overcoming Communication Challenges with Technology. Presentation at *AAAS: American Association for the Advancement of Science*. Washington, DC.
> Binger's specific talk: Finally Finding a Voice: Unlocking Communication using Tablet Technology.
> https://news.unm.edu/news/american-academy-for-the-advancement-of-science-taps-unm-expertise

> **Binger, C.** (October, 2018). *Beyond basic requests: Building language skills with children who need AAC.* Invited presentation for the New Mexico Speech-Language-Hearing Association, Albuquerque, NM.

> **Binger, C.** (September, 2017). *The Method behind the Madness.* Invited presentation at the Center for Augmentative and Alternative Communication, University of Pretoria, South Africa.

Binger, C. (September, 2017). *Toward Cohesive Language Development in Augmentative and Alternative Communication.* Invited presentation at the Center for Augmentative and Alternative Communication, University of Pretoria, South Africa.

Binger, C. (2017, May). Keynote speaker. Toward Cohesive Language Development in Augmentative and Alternative Communication. Invited keynote speaker for the Australian Group on Severe Communication Impairment, Melbourne, Australia.

Binger, C. (2017, May). Teaching Preschoolers who use Augmentative and Alternative Communication to Produce Rule-Based Sentences. Invited research presentation for the Australian Group on Severe Communication Impairment, Melbourne, Australia.

Binger, C. (2017, May). Partner Instruction in AAC: The ImPAACT Program. Invited workshop for the Australian Group on Severe Communication Impairment, Melbourne, Australia.

Binger, C. (March, 2017). *Augmentative Communication for Children with Communication Disorders: To Give a Gift to a Child.* Presentation for a conference sponsored by the Russian Naked Heart Foundation/ Фонд "Обнаженные сердца" in Moscow, Russia.

Binger, C. (March, 2017). Seven Levels of Communication. Presentation to professional at the State Rehabilitation Hospital of Tula Region - Centre of Children's Psycho-Neurology in Tula, Russia.

Binger, C. (2016, October). *Part 1: Building Language Skills for Children who use AAC; Part 2: Teaching Educators and Parents to Provide AAC Supports.* Invited workshop for Closing the Gap, Minneapolis, MN.

Binger, C. (2016, April). *Teaching Educators and Caregivers to Promote AAC Use: The ImPAACT Program.* Invited workshop for the California Speech-Language-Hearing Association, Anaheim, CA.

Binger, C. (2016, February). *Strategies for supporting AAC use*. University of Wyoming ECHO Networking Conference, Laramie, WY.

Binger, C., (2015, October). *Children with Highly Unintelligible Speech: AAC is Easier than You Think!* Invited workshop for the Delaware Speech-Language-Hearing Association, Dover, DE.

Binger, C., (2015, October). *Evidence-Based Language Assessment and Intervention Tools for Children using AAC.* Invited workshop for the Alaska Speech-Language-Hearing Association, Anchorage, AK.

Binger, C. (2015, March). *Evidence-Based Language Intervention for Children using AAC: Tools of the Trade*. Invited workshop for the University of San Jose Training Grant on AAC, San Jose, CA.

Binger, C. (2015, March). *Children with Highly Unintelligible Speech: AAC is Easier than You Think!* Invited workshop for the Texas Speech-Language-Hearing Association, San Antonio, TX.

Binger, C. (2014, February). *Troubleshooting AAC in the Schools*. Invited workshop for the University of San Jose Training Grant on AAC, San Jose, CA.

Binger, C. (2013, May*). Research Update: Improving Language Skills with Children who use AAC*. Invited workshop for the statewide Pennsylvania Technical and Training Network in Harrisburg, PA.

Binger, C. (2013, June). *Working with Parents, Paras, and Other Partners to Foster Communication for Children who use AAC*. Invited workshop for the Region 17 Special Education Conference in Lubbock, TX.

Binger, C. (2013, September). *AAC, Communication Partners, and You: Effective Skills for Everyone*. Invited workshop for the annual Grunewald-Blitz Conference in Pediatric Communication Disorders.

Binger, C. (2013, June). Invited workshops for the annual Texas Assistive Technology Network Conference, Houston, TX.
Part I: Promoting language development in AAC: The devil is in the details.
Part II: Working with communication partners to support language development in AAC.

Binger, C. (2013, April). *Building successful AAC outcomes: Language goals and communication partner instruction.* Invited workshop for the annual convention of the Arizona Speech-Language-Hearing Association, Phoenix, AZ.

Binger, C. (2013, January). *Practical solutions for individuals who need AAC.* Invited one-day workshop for the Tri-Unity Conference, Las Cruces, NM.

Binger, C. (2012, October). *Building Success with AAC: The Devil is in the Details.* Invited one-day workshop for the Northwest Augmentative Communication Society Annual Conference, Bellevue, WA.

Binger, C. (2012, June). *Practical Language-Based Solutions for Children who need AAC: Fostering Expressive Language and Communication Skills*. Invited one-day workshop for Utah State University Communication Disorders and Deaf Education Seminars 2012. Logan, UT.

Binger, C. (2012, January). Invited speaker for a two-day conference, *Let's Talk Together*, at Chun Shan Medical University, Taichung, Taiwan.

Binger, C., (2011, October). *Practical Language-Based Solutions for Children who need AAC: Fostering Expressive Language and Communication Skills.* Invited one-day workshop for the Northwest Augmentative Communication Society Annual Conference, Bellevue, WA.

Binger, C. (2011, August). *Critical Issues in Augmentative Communication: Conversations about Improving Service Delivery.* Invited two-day workshop for Wyoming Assistive Technology Resources (WATR), Casper, WY.

Binger, C. (Commentary author, 2010) 'Use of a fixed array appears more effective than gradually introducing distractors when teaching sound-letter correspondence to two children with autism', *Evidence-Based Communication Assessment and Intervention, 4,* 141-144, First published on: 04 October 2010 (iFirst).

Zangari, C., Soto, G., Banajee, M., & **Binger, C.** (2009, November). *Language intervention to support students with AAC needs.* Invited workshop presented at the annual conference of the American Speech-Language-Hearing Association, New Orleans, LA.

Binger, C. (2009, October). *Practical language-based solutions for children who need AAC.* Invited workshop at the annual conference of the Long Island Speech-Language-Hearing Association, Great Neck, NY.

Binger, C. (2009, June). *More AAC solutions for people with severe disabilities.* Invited two-day workshop for Wyoming Assistive Technology Resources (WATR), Casper, WY.

Binger, C. (2008, June). *AAC solutions for people with severe disabilities.* Invited one-day workshop for Wyoming Assistive Technology Resources (WATR), Laramie, WY.

Binger, C. (2008, February). *Bound morpheme intervention for children who use AAC.* Invited presentation at the 9th Annual Conference of the ASHA Division on AAC, Long Beach, CA.

Binger, C. (2007, January). *Supporting the early expressive language development of children who use AAC.* Invited presentation at the Albuquerque Public School District Assistive Technology Institute, Albuquerque, NM.

Binger, C. (2006, October). *Supporting the early expressive language development of children who use AAC.* Invited presentation at the 44th Annual Convention of the New Mexico Speech-Language & Hearing Association, Albuquerque, NM.

Binger, C. (2006, April). *Providing evidence-based intervention for children who require augmentative and alternative communication*. Invited workshop presented at the 15th annual Southwest Conference on Communicative Disorders, Albuquerque, NM.

Chair Professional Meetings

Chair: *Committee on Clinical Research, Implementation Science, and Evidence-Based Practice (CRISP)* for the American Speech-Language-Hearing Association. 2015-2016.

Topic Chair: Augmentative and Alternative Communication Topic Chair for the 2014 ASHA Convention in Orlando, FL.

Topic Chair: Augmentative and Alternative Communication Topic Chair for the 2013 ASHA Convention in Chicago, IL.

Co-chaired (with Jennifer Kent-Walsh) the Annual Conference of the ASHA Division on AAC, 2012, March.
Focus of conference: Partner Instruction in Augmentative and Alternative Communication.
      Format: Online conference.
      Attendance: Over 260 participants

Oral Presentations at Professional Meetings
*Student(s) included in presentation

*Kent-Walsh, J., **Binger, C**., Harrington, N., Buchanan, C., & Evelyn, S. Word by Word: Language Interventions for Children using AAC. (2019, November). Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Orlando, FL.

*Kent-Walsh, J., **Binger, C.,** Harrington, N., Evelyn, S., Feliciani, S., Henderson, Rice, A., & Van Gampelaere, J. (2019, November). Targeting Semantics & Syntax With Preschoolers Using AAC: Case Studies. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Orlando, FL.

*Kent-Walsh, J., Harrington, N., Buchanan, C., Hernandez, K., Cohen, M., Dalal, A., Eubank, A., Castro, S. & **Binger, C.** (2019, November). Error Patterns in Children's Graphic Symbol Productions Using an AAC App. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Orlando, FL.

*Davidson, M., Schliep, M. Alonzo, C., Douglas, N., Feuerstein, J., Barton-Hulsey, A., **Binger, C**., Morris, M., Olswang, L., & Oshita, J. (2019, November). Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Orlando, FL.

Binger, C. & Kent-Walsh, J. (2018, November). *Building intentional, cohesive programs of research: Slow & steady.* Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

Binger, C. & Kent-Walsh, J. (2018, November). *Enhancing the rigor of AAC research: The method behind the madness.* Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

Binger, C., Kent-Walsh, J., Harrington, N., & Bustos, A. (2018, November). *Scaling up: Tips for building larger research programs.* Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

Kent-Walsh, J., **Binger, C.**, Buchanan, C., Harrington, N., Cohen, M., Martin, J., & Sembrano, M. (2018, November). *Teaching preschoolers to produce to-be declaratives and inverted yes-no questions: An aided AAC input-output intervention.* Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

Kent-Walsh, J., **Binger, C**., Harrington, N., *Timpe, E. & *Downs, O. (2017, January). *Targeting Aided Expressive Language with Preschoolers Using AAC Apps.* Paper presented at the Annual Convention of the Assistive Technology Industry Association, Orlando, FL.

*Timpe, E., Kent-Walsh, J., **Binger, C**., Hahs-Vaughn, D., Schwartz, J. & Harrington, N. (2017, January). *Effects of Parent Instruction on the Aided Turns of Preschoolers.* Paper presented at the Annual Convention of the Assistive Technology Industry Association, Orlando, FL.

Binger, C., *Bickley, N., & *Babej, E. (2016, November). *School-age Children with Highly Unintelligible Speech: A New Mexico Survey.* Poster presented at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA. (Awarded *"Meritorious Poster Submission"*)

Binger, C., *Isakson, K., *Kyablue, R., & *McNallen, C. (2016, November). *AAC Services in the Schools: Parent and Administrator Perspectives*. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA.

Binger, C., *Richter Henning, K., *Taylor, A., *Williams, E., & *Willman, A. (2016, November). *Error Patterns in the Graphic Symbol Sentences of 3- and 4-Year-Old Children who use AAC*. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA.

Kent-Walsh, J., **Binger, C**., *Downs, O., Harrington, N. & *Timpe, E. (2016, November). *Teaching five-year-olds using AAC to ask inverted yes-no questions: An aided AAC modeling intervention.* Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

*Timpe, E., Kent-Walsh, J., **Binger, C.,** Hahs-Vaughn, D., Schwartz, J., Harrington, N., *Lavadia, L. & *Vazquez, J. (2016, November). *Effects of parent instruction on the*

communicative turns of preschoolers with Down syndrome using AAC. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

Kent-Walsh, J., **Binger, C**. & Harrington, N. (2016, August). *Teaching young children to ask inverted yes-no questions using apps: An aided AAC modeling intervention.* Paper presented at the International Society for Augmentative and Alternative Communication 17th Biennial Conference, Toronto, Canada.

Binger, C., *Bickley, N., & *Babej, E. (2016). *School-age Children with Highly Unintelligible Speech: A New Mexico Survey*. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA. (Awarded *Meritorious Poster Submission*)

Binger, C., *Isakson, K., *Kyablue, R., & *McNallen, C. (2016). *AAC Services in the Schools: Parent and Administrator Perspectives*. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA.

Binger, C., *Richter Henning, K., *Taylor, A., *Williams, E., & *Willman, A. (2016). *Error Patterns in the Graphic Symbol Sentences of 3- and 4-Year-Old Children who use AAC*. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Philadelphia, PA.

Binger, C., Brady, N., Flippin, M., & Sancibrian, S. (2014). *Life before & after PECS: Part II.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.

Binger, C., Kent-Walsh, J., & *King, M. (2014). *Dynamic assessment with preschoolers using an AAC iPad app: Syntax assessment*. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.

Binger, C., Kent-Walsh, J., *King, M., *Mansfield, L., *Buenviaje, E., *Ekman, M., *Ortega, V., *Ragsdale, J., & *Whitaker, M. (2014). *Teaching preschoolers with unintelligible speech to produce rule-based sentences: AAC solutions*. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.

Binger, C., *****Ragsdale, J., & Kent-Walsh, J. (2014). *Measuring the expressive language of children with highly unintelligible speech: Language sampling techniques*. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.

Binger, C., *Whitaker, M., *Ekman, M., *Ortega, V., & Kent-Walsh, J. *Planning effective AAC services: What's up in the schools?* (2014). Poster presented at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.

Kent-Walsh, J., Harrington, N., Malani, M., **Binger, C.,** & *Amundsen, S. (2014). iCan Communicate: Implementing AAC Apps With Children in Community Contexts. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Orlando, FL.

Binger, C., Kent-Walsh, J., & *King, M. (2014). *Using dynamic assessment for early sentence structures with children using an iPad AAC app.* Paper presented at the 16th biennial conference of the International Society for Augmentative and Alternative Communication. Lisbon, Portugal.

***Binger, C.**, Kent-Walsh, J., *King, M., *Buenviaje, E., *Ekman, M., *Mansfield, L., *Ragsdale, J., *Ortega, V., & *Whitaker, M. (2014). *Teaching Preschoolers to Produce Rule-Based Messages using an iPad App.* Paper presented at the 16th biennial conference of the International Society for Augmentative and Alternative Communication. Lisbon, Portugal.

Ball, L., **Binger, C**., Fager, S., Lasker, J., & Kent-Walsh, J. (2014*). Communication Partner Instruction for AAC Interactions: A Lifespan Approach.* Paper presented at the 16th biennial conference of the International Society for Augmentative and Alternative Communication. Lisbon, Portugal.

Murza, K., Malani, M., Kent-Walsh, J., & **Binger, C**. (2014). *Communication Partner Instruction in AAC: A Systematic Review.* Paper presented at the 16th biennial conference of the International Society for Augmentative and Alternative Communication. Lisbon, Portugal.

Binger, C., Kent-Walsh, J., King, M., Webb, E., Buenviaje, E., & Mansfield, L. (2013, November). *Early Sentence Productions by 5-year-olds using AAC: Effects of Augmented Output.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.

Brady, N., Flippin, M., **Binger, C.,** & Sancibrian, S. (2013, November). *Life Before and After PECS: Reflections on Supports for Early Communication and Language.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.

Binger, C., & Kent-Walsh, J. (2013, June). *Acquisition of Early Syntax for Five-Year Old Children using Voice Output Devices: Initial Findings*. Poster presented at the Annual convention of the Society for Research in Child Language. Madison, WI.

Kent-Walsh, J. & **Binger, C.** (2013, February). *Using an AAC app to target grammar skills in play.* (2013). Annual convention of the Assistive Technology Industry Association, Orlando, FL.

Binger, C., *Webb, E., *King, M., & *DeBlassie, M. (2012, November). *Coding and Analyzing Semantic-Syntactic Relations with a Child who Uses Aided AAC.* Poster presented at the annual conference of the American Speech-Language-Hearing Association, Atlanta, GA.

Binger, C., Kent-Walsh, J., Soto, G., & Wendt, O. (2012, November). *What Works with Single Case Research in AAC.* Poster presented at the annual conference of the American Speech-Language-Hearing Association, Atlanta, GA.

Binger, C. & Kent-Walsh, J. (2012, November). *Selecting Skills to Teach AAC Communication Partners.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, Atlanta, GA.

Kent-Walsh, J., Binger, C., Resnick, P., & *Buchanan, C. (2012, November). *Teaching Children to Produce Novel Multi-Symbol Questions/Statements via AAC Apps .* Paper presented at the Annual Convention of the American Speech-Language Hearing Association Convention, Atlanta, GA.

Binger, C. & Kent-Walsh, J. (2012; August). *Selecting skills to teach communication partners: Lessons from the ImPAACT Program.* Paper presented at the 15th biennial conference of the International Society for Augmentative and Alternative Communication. Pittsburgh, PA.

Binger, C., Kent-Walsh, J., Soto, G., & Wendt, O. (2012; August). *What works with single case research in AAC.* Poster presented at the 15th biennial conference of the International Society for Augmentative and Alternative Communication. Pittsburgh, PA.

*Rowe, K., **Binger, C**., & Kent-Walsh, J. (2012; August). *Teaching semantic-syntactic categories to a child who uses AAC.* Poster presented at the 15th biennial conference of the International Society for Augmentative and Alternative Communication. Pittsburgh, PA.

Binger, C., *Webb, E., *King, M., & *Deblassie, M. (2012; August). *Coding and analyzing semantic-syntactic relations with a child who uses aided AAC.* Poster presented at the 15th biennial conference of the International Society for Augmentative and Alternative Communication. Pittsburgh, PA.

Kent-Walsh, J. & **Binger, C**., *Webb, E., *King, M., & *Deblassie, M. (2012; August). *Grammatical roundup: Teaching children to produce novel multi-symbol questions and statements in a play context.* Paper presented at the 15th biennial conference of the International Society for Augmentative and Alternative Communication. Pittsburgh, PA.

Binger, C., & Kent-Walsh, J. (June, 2012). *Selecting skills to teach communication partners: Where do I start?* Paper presented at the annual online conference of the ASHA Special Interest Group on AAC.

Kent-Walsh, J., **& Binger, C.** (June, 2012). *Fundamentals of the ImPAACT Program: An Evidence-Based Protocol for Partner Instruction in AAC.* Paper presented at the annual online conference of the ASHA Special Interest Group on AAC.

Kent-Walsh, J., **& Binger, C.** (June, 2012). *Plenary.* Paper presented at the annual online conference of the ASHA Special Interest Group on AAC.

*Rowe, K., **Binger, C.**, & Kent-Walsh, J., *Webb, E., & *King, M. (2011, Nov). *Teaching Semantic-Syntactic Categories to a Child who uses AAC.* Poster presented at the annual conference of the American Speech-Language-Hearing Association, San Diego, CA.

Kent-Walsh, J., **Binger, C.,** & Resnick, P. (2011, May). *Targeting linguistic rules with children who use augmentative and alternative communication.* Poster presented at the Annual Convention of the Florida Speech-Language Hearing Association, Marco Island, FL.

Binger, .C., Kent-Walsh, J., *Rowe, K., *Kirby, E., & *McDougle, S. (2011, Jan*). Analyzing Early Grammatical Productions of Children who use AAC.* Poster session presented at the Annual Conference of the ASHA Division on AAC, Orlando, FL.

Kent-Walsh, J. & **Binger, C.** (2011, Jan). *Classroom & Community Connections in AAC: Nuts and Bolts for Success.* Poster presented at the Annual Conference of Special Interest Division 12 – AAC, American Speech-Language-Hearing Association, Orlando, FL.

Binger, .C., Kent-Walsh, J., *Rowe, K., *Kirby, E., & *McDougle, S. (2011, Jan). *Analyzing Early Grammatical Productions of Children who use AAC.* Poster presented at the Annual Convention of the Florida Speech-Language Hearing Association, Orlando, FL.

Kent-Walsh, J., & **Binger, C.** (2011, Jan). *Classroom and community connections in AAC: Nuts and bolts for success.* Poster presented at the Annual Convention of the Florida Speech-Language Hearing Association, Orlando, FL.

Ball, L., **Binger, C.**, Dietz, A., Kent-Walsh, J., Lasker, J., Lund, S., McKelvey, M. & Quach, W. (2010, Nov). *Roles of AAC personnel in the AAC assessment process.* Paper presented at the Annual Convention of the American Speech-Language-Hearing Association. Philadelphia, PA.

*Malani, M., Kent-Walsh, J., & **Binger, C**. (2010, July). *Storybook reading intervention for students with complex communication needs.* Poster presented at the American Speech-Language-Hearing Association Annual Schools Conference. Las Vegas, NV.

Kent-Walsh, J., **Binger, C.,** & *Malani, M. (2009; November). *Technology in the FAAST lane: A service learning approach to undergraduate AAC instruction.* Poster presented at the annual conference of the American Speech-Language-Hearing Association, New Orleans, LA.

Kent-Walsh, J., **Binger, C.,** & *Quevedo, J. (2009; May). *Effects of peer instruction on AAC use in school-age children.* Poster presented at the Annual Convention of the Florida Speech-Language Hearing Association, Marco Island, FL.

Kent-Walsh, J., **Binger, C.,** *Malani, M., & *Quevedo, J. (2009; May). *Effects of parent training on AAC use and communication.* Poster presented at the Annual Convention of the Florida Speech-Language Hearing Association, Marco Island, FL.

Kent-Walsh, J., **Binger, C.,** *Malani, M. *Proly, J., *Quevedo, J. & *Zadroga, C. (2009, January). *Effects of partner instruction on AAC use & natural speech*. Paper presented at the Annual Conference of the Assistive Technology Industry Association, Orlando, FL.

Binger, C., & Kent-Walsh, J. (2008; November). *Supporting turn-taking in AAC: Instruction for SLPs, parents, and peers.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.

*Maguire-Marshall, M. & **Binger, C.** (2008; November). *Free and bound morpheme errors by children who use AAC.* Poster presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.

Binger, C. & Kent-Walsh, J. (2008; August). *Teaching children who use AAC to use bound morphemes.* Paper presented at the 13th biennial conference of the International Society for Augmentative and Alternative Communication. Montreal, Canada.

Kent-Walsh, J., & **Binger, C.** (2008; August). *Targeting expressive language skills with children using AAC: Interventions for peers & children with autism.* Paper presented at the 13th biennial conference of the International Society for Augmentative and Alternative Communication. Montreal, Canada.

*Berens, J., **Binger, C.,** & Kent-Walsh, J. (2007, November). *Impact of aided AAC intervention on other communication modalities*. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.

Binger, C., Kent-Walsh, J., *Berens, J., *Ewing, C., *Hickman, S., & *Maguire, M. (2007, November). *Modeling and recasting: Grammar intervention with children who use AAC.* Poster presented at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.

*Stark, C., Kent-Walsh, J., & **Binger, C.** (2007, November). *School-based AAC service delivery survey: Demographics, service delivery, & SLP training.* Poster presented at the Annual Convention of the American Speech-Language Hearing Association, Boston, MA.

Kent-Walsh, J., *Stark, C., & **Binger, C.** (2007, May). *Applications of AAC cueing hierarchies for targeting communication skills with children.* Poster presented at the Annual Convention of the Florida Speech-Language Hearing Association, Marco Island, FL.

Binger, C., & Kent-Walsh, J. (2007, February). *Using cueing hierarchies to teach communication skills to children who use AAC.* Poster session presented at the 8th Annual Conference of the ASHA Division on AAC, Atlanta, GA.

Binger, C., & Kent-Walsh, J., *Del Campo, S., *Hickman, S., *Marquez, C., & *Rivera, D. (2006, November). *Teaching educators and parents to support language development in AAC.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, Miami, FL.

Goldstein, H., Minghetti, N., Davis, J., Noffsinger, D., Wilson, M., Sanchez, J.T., **Binger, C.,** Munson, B., & Schuele, C.M. (2006, November). *Foundations for career development: Secrets of success*. Paper presented at the annual conference of the American Speech-Language-Hearing Association, Miami, FL.

Kent-Walsh, J., **Binger, C.,** *McLeod, H., *Stapleton, C., & *Smith, E. (2006, November). *Simulated AAC intervention: Pilot investigation targeting comprehension of locative concepts*. Poster presented at the annual conference of the American Speech-Language-Hearing Association, Miami, FL.

Kent-Walsh, J., *McLeod, H., **Binger, C.,** *Stapleton, C., & *Smith, E. (2006, May). *Simulated AAC language intervention: Pilot investigation targeting receptive locative concepts.* Poster presented at the Annual Convention of the Florida Association of Speech-Language Pathologists and Audiologists, Orlando, FL.

Kent-Walsh, J., *Stark, C., & **Binger, C.** (2006, May). *School-Based AAC service delivery: Pilot survey of speech-language pathologists.* Poster presented at the Annual Convention of the Florida Association of Speech-Language Pathologists and Audiologists, Orlando, FL.

Binger, C., & Kent-Walsh, J. (2005, November*). Evidence-Based Language Supports for Children Using AAC: Increasing Expressive Communication*. Paper presented at the annual conference of the American Speech-Language-Hearing Association, San Diego, CA.

Binger, C. & Light, J. (2005, November). *Using aided AAC modeling to support children's multi-symbol utterance development.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, San Diego, CA.

Binger, C. & Kent-Walsh, J. (2005, October). *Increasing expressive communication for children who use AAC: Evidence-based intervention techniques*. Paper presented at the annual conference of Closing the Gap, Minneapolis, MN.

Binger, C. & Light, J. (2004, October). *The effects of aided AAC modeling on the acquisition of multi-symbol utterances by children who use AAC.* Paper presented at the biennial conference of the International Society for Augmentative and Alternative Communication, Natal, Brazil.

Binger, C. & Light, J. (2003, November). *Demographics of preschoolers who use AAC and SLP training needs: A survey.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.

Binger, C. & Light, J. (2003, November). *Grammar assessment and intervention with individuals who use AAC.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, Chicago, IL.

Binger, C., & Light, J. (2002, November). *The syntax and morphology of individuals who use AAC.* Paper presented at the annual conference of the American Speech-Language-Hearing Association, Atlanta, GA.

Light, J., **Binger, C**., Agate, T., Corbett, M.B., Gullapalli, G., Lepkowski, S., & Ramsay, K. (1996, August). *Use of partner-focused questions to enhance communicative competence.* Paper presented at the biennial conference of the International Society for Augmentative and Alternative Communication, Vancouver, Canada.

Light, J., **Binger, C.,** Dilg, H., & Livelsberger, B. (1996, August). *Use of an introduction strategy to enhance communicative competence.* Paper presented at the biennial conference of the International Society for Augmentative and Alternative Communication, Vancouver, Canada.

Light, J., **Binger, C.,** Corbett, M.B., Gathercole, M., Greiner, N., & Seich, A. (1995, November). *The effect of turn-taking on the communicative competence of students who use AAC.* Paper presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.

Klee, T., & **Binger, C.** (1993, November). *Contextual effects on transcription*. Poster presented at the annual conference of the Colorado Speech-Language-Hearing Association, Aspen, CO.

Light, J., **Binger, C**., & Kelford Smith, A. (1992, August). *Story reading interactions between preschoolers who use AAC and their mothers.* Paper presented at the biennial conference of the International Society for Augmentative and Alternative Communication, Philadelphia, PA.

Student research events

*Whitaker, M. & **Binger, C**. (2014). *Assessing the augmentative and alternative communication needs of students in rural New Mexico.* McNair Scholars Research Symposium, Albuquerque, NM.

*Buenviaje, E. & **Binger, C**. (2013). *Error patterns of five-year-old children using AAC within simple rule-based messages.* Poster presented at the McNair Scholars Research Symposium, Albuquerque, NM.

*Ragsdale, J. & **Binger, C.** (2013). *Language sampling measures for children with highly unintelligible speech.* McNair Scholars Research Symposium, Albuquerque, NM.

*Maguire-Marshall, M. & **Binger, C.** (2008, March). *Free and bound morpheme errors by children who use AAC.* Poster presented at the 4th Annual UNM Undergraduate Research and Creativity Conference, Albuquerque, NM.

*Hickman, S., **Binger, C.,** & Kent-Walsh, J. (2007, April). *Does language intervention impact the spontaneous messages produced by children with complex communication needs?* Poster presented at the 3rd Annual UNM Undergraduate Research and Creativity Conference, Albuquerque, NM.

*Stark, C., Kent-Walsh, J., & **Binger, C.** (2007, April). *School-based AAC service delivery: A survey of speech-language pathologists.* Poster presented at the University of Central Florida Showcase of Undergraduate Research, Orlando, FL.

*Stark, C., Kent-Walsh, J., & **Binger, C.** (2006, March). *School-based AAC service delivery: pilot survey of speech-language pathologists.* Poster presented at the University of Central Florida Showcase of Undergraduate Research, Orlando, FL.

Research

Research Funding

Word by Word: Supporting Sentence Development for Children who use AAC
PI (Lead institution): Cathy Binger
PI at UCF: Jennifer Kent-Walsh
NIH R01 (National Institute on Deafness and Other Communication Disorders)
7/2017 – 6/2021, $2.7 million (total)

Teaching preschoolers with complex communication needs to ask inverted yes/no questions using an AAC iPad application
PI: Jennifer Kent-Walsh
NIH R15 (National Institute on Deafness and Other Communication Disorders)
Subcontract PI: Cathy Binger
10/2015 – 10/2018, $300,000 (direct)

The design and implementation of speech generating devices for bilingual children with little to no functional speech
PI: Kerstin Tonsing
Consultant & Visiting Scholar: Cathy Binger
National Research Foundation of South Africa: Thuthuka Funding Instrument (Post-PhD track)
R 510,600 (~$45,000)
February, 2016 – December, 2018

Implementing a State-of-the-Art Telehealth Model in the Schools for Children who need Augmentative and Alternative Communication
PI: Cathy Binger
Research Allocation Committee Small Grant Award, University of New Mexico
December 2013 – May 2015, $10,000

Project AACES – Augmentative and Alternative Communication in Educational Settings: Preparing Speech-Language Pathologists in AAC Service Delivery
PI: Wendy Quach
Consultant: Cathy Binger
OSEP (U.S. Office of Special Education)
January 1, 2013 – December 31, 2017, $1,250,000 (direct)

Teaching Children who use AAC to Produce Rule-Based Semantic-Syntactic Relations
PI: Binger, C.
NIH R03 (National Institute on Deafness and Other Communication Disorders)
May 2011 – April 2014, $300,000 (direct)

Using Voice Output Devices to Improve the Turn-Taking Skills of Children with Autism Spectrum Disorders (ASD)

PI: Binger, C.
Research Allocation Committee Small Grant Award, University of New Mexico
April 2008-September 2008, $4000 (direct)

The Effects of a Grammar Intervention Program for Children who require AAC
PI: Binger, C.
American Speech-Language-Hearing Foundation New Century Scholars Research Grant
November 2006-November 2007, $10,000 (direct)

The Effects of an Educational Assistant Instructional Program on the Multi-Symbol Utterances of Children who require Augmentative and Alternative Communication
PI: Binger, C.
Research Allocation Committee Small Grant Award, University of New Mexico
December 2005-September 2006, $4000 (direct)

The Effects of a Caregiver Instructional Program on the Multi-Symbol Utterances of Latino Children who require Augmentative and Alternative Communication
PI: Binger, C.
American Speech-Language-Hearing Foundation New Investigator Research Grant
November 2005-November 2006, $5000 (direct)

Pending Research Funding

Word by Word: Supporting Sentence Development for Preschoolers with Down Syndrome who use AAC
Note: This is a *supplement* for the funded "Word by Word" NIH R01 grant; PA-18-591
PI (Lead institution): Cathy Binger
PI at UCF: Jennifer Kent-Walsh
NIH R01 (National Institute on Deafness and Other Communication Disorders)
10/2018 – 9/2019, $ $440,371.00 (total)

Teaching

Doctoral Advisement
We do not have a PhD program in our department currently. *I co-chair a committee to change this.* Doctoral mentoring in other departments is described below.

Masters Advisement
Marika King
Graduation: Summer, 2014
Degree: M.S. in Speech-Language Pathology
Thesis title: Using Dynamic Assessment to Assess Syntax with Five-Year-Olds using an AAC iPad App
Role: Thesis advisor
Currently a PhD student at Georgia State University

Kelly Rowe
Graduation: December, 2011
Degree: M.S. in Speech-Language Pathology
Thesis title: Teaching a child who uses AAC to produce semantic-syntactic relations
Role: Thesis advisor

Amy Thatcher
Graduation: May, 2010
Degree: M.S. in Speech-Language Pathology
Thesis title: Teaching a school-based AAC team to support the communication skills of a student who requires AAC
Role: Thesis advisor

Additional Graduate and Postgraduate Mentoring
I have mentored many master's level students in my lab, in addition to above experiences, who have either volunteered or had paid positions (GA or grant funded). I am currently mentoring five master's level students in my AAC lab, all of whom are funded by current NIH grant. Students engage in a wide range of research activities.

Supervisor/Mentor: Supervising full-time project manager for NIH R01 research project. Meet ~6-8 hours per week to develop the project, provide guidance, review materials, coordinate student employee assignments, coordinate information-sharing with the second study site.

Mentor: Mentored a doctoral student of speech-language pathology from Penn State University through a formal ASHA-sponsored program (PATHWAYS), 2017-2018.

Mentor: Mentored an assistant professor of speech-language pathology from California State University – East Bay through a formal ASHA-sponsored program (PATHWAYS), 2015-2016.

Mentor: Mentored an assistant professor of speech-language pathology at the University of Central Arkansas through a formal ASHA-sponsored mentoring program, 2012 – 2013.

Doctoral committee: Served on dissertation committee for a speech-language pathology doctoral student (Erica Tiempe) at the University of Central Florida; graduated 2016.

Doctoral committee: Serving on dissertation committee for a speech-language pathology doctoral student (Jessica Donaldson) in the Department of Special Education at the University of New Mexico, 2016-present.

Doctoral committee: Serving on doctoral committee for a speech-language pathology doctoral student: Heather DiLuzio in the Department of Special Education at the University of New Mexico, 2016-present.

Doctoral committee: Serving on doctoral committee for a speech-language pathology doctoral student: Seana Evelyn in the Department of Special Education at the University of New Mexico, 2016-present. Seana plans to complete an independent study lab rotation in my lab in Spring, 2019.

Undergraduate and Non-Degree Student Mentoring

McNair and Research Opportunity Program Scholars
Maja Whitaker
Graduation: Fall 2014
Degree: B.S. in Speech and Hearing Sciences
Project title: Assessing the Augmentative and Alternative Communication Needs of Students in Rural New Mexico

Elijia Buenviaje
Graduation: Spring 2014
Degree: B.S. in Speech and Hearing Sciences
Project title: Error Patterns of Five-Year-Old Children Using AAC within Simple Rule-Based Messages

Jamie Ragsdale
Graduation: Spring 2014
Degree: B.S. in Speech and Hearing Sciences
Project title: Language Sampling Measures for Children with Highly Unintelligible Speech

Lab Experiences

I have mentored > 30 undergraduate and non-degree students who have taken independent study credits, received honors credits, worked as paid employees, or volunteered to work in my lab. Students have been involved in various aspects of the development and implementation of research projects.

Classroom Teaching:

Courses taught while employed by the Department of Speech and Hearing Sciences, University of New Mexico:

Course no.	Course name	Semesters taught	No. students
SHS 302	Intro to Communication Disorders	2005, Spring	21
		2005, Fall	32
		2006, Spring	23
		2006, Fall	28
		2007, Spring	26
		2007, Fall	30
		2008, Spring	26
		2009, Spring	43
		2009, Fall	58
		2010, Spring	44
		2010, Fall	62
		2011, Fall	?
		2015, Spring	71
		2015, Fall	54
SHS 430	Language Development	2006, Fall	68
		2007, Fall	55
		2009, Fall	60
		2010, Fall	61
		2011, Fall	64
		2012, Fall	64
		2013, Fall	64
		2014, Fall	68
		2015, Fall	78
		2016, Fall	68
SHS 430	Language Development, online	2012, Summer	20
SHS 431	Language Disorders in Children	2013, Spring	59
		2015, Spring	53
		2016, Spring	59
		2017, Spring	50
		2018, Spring	57
SHS 532	Augmentative Communication	2005, Spring	12

		2006, Spring	16
		2007, Spring	12
		2008, Spring	12
		2009, Spring	20
		2010, Spring	12
		2011, Spring	20
		2013, Spring	18
		2014, Spring	26
		2015, Spring	27
		2016, Spring	16
		2017, Spring	22
		2018, Spring	28
SHS 506	Reading and Writing in Research	2017, Fall	16
		2018, Fall	13

Guest Lectures

2016, 2017, & 2018:   Guest lecture in Dr. Marybeth Barkocy's physical therapy course to discuss considerations for communicating with clients and families who have communication disorders

2005-present: Guest lecture on augmentative communication in Dr. Janet Patterson's graduate course on Language Intervention

Courses taught at the Division of Communication Disorders, University of Wyoming:

2004 - 2009, Summer   Augmentative and Alternative Communication, SPPA 5500, ~15 students each year

2011, Summer   Augmentative and Alternative Communication, SPPA 5500, 28 students

Curriculum Development:

PhD Program
- Co-chair (with Dr. Jessica Richardson) our department's PhD Committee to develop an SHS PhD program
- Full committee meets monthly, with the co-chairs + dept chair having additional meetings as needed
- Grassroots approach to curriculum development taken to ensure all relevant faculty have the opportunity to contribute

SHS 532: Augmentative and Alternative Communication (AAC)
     Yearly revisions made to this graduate level course:
- Updating course information to reflect current best practices
- Revising assignments to more closely mirror real-life clinical practice
- Use of various technologies to maximize student exposure to available media (videos, webcasts, AAC technologies, etc.)

2013: Major overhaul of course to convert it to a discussion-based course
2014-2018: Yearly revisions to improve course discussions; instituted a "Tech Day" to bring vendors to the department; students rotated through stations to trial various state-of-the-science technologies such as eye gaze systems
2018: Revised study guides to eliminate repetitive & recitation questions; changed case study application questions and take home case study assignments to more closely mirror comprehensive exam questions (based on feedback in prior classes)

SHS 302: Introduction to Communication Disorders

Made periodic updates to this survey course on communication disorders
- Updated course information as needed
- Integrated use of iClickers in this class as the class size grew to encourage full class participation
- Re-organized several class assignments so that student use "calibrated peer-review" process to grade papers; forced students to carefully analyze their own work as well as the work of others
- Facilitated more frequent small group discussions, *write-pair-share* activities, etc. over the years to encourage more class participation

SHS 430: Language Development

Made periodic updates to this course on normal language development through the lifespan:
- Updated course information & assignments as needed
- Integrated iClickers to encourage full class participation
- Facilitated more frequent small group discussions, *write-pair-share* activities, etc. over the years to encourage more class participation
- Revised assignments over time in response to student feedback

2012*: Created online version of this course*
- High satisfaction rates reported by students

SHS 431: Language Disorders

2013: New course prep in face-to-face format
- Multi-media class; extensive use of videos for demonstrations and to facilitate class discussions
- iClickers used in each class to ensure students complete readings and check for understanding of student material

SHS 506: Reading and Writing in Research

2018: New course prep
- Course focuses on teaching students, virtually all of whom are bound for clinical (not research) practice, how to understand and apply research literature to clinical practice
- Assignments include presentations of UNM SHS faculty research studies (with respective faculty in class during presentations); development of a clinical

research question which is then answered by their own literature search and synopsis in a 4-part, iterative assignment; and participation in a journal club with articles selected and discussed by our clinical faculty

Service:

International:
Consultant and educator in Tula, RUSSIA: 2016-present
> Working with a project for the Naked Heart Foundation (main office in Moscow), which supports services for children with severe disabilities.
> Goal: Create a Center for Excellence for Children with Cerebral Palsy at the *State Rehabilitation Hospital of Tula Region - Centre of Children's Psycho-Neurology* in Tula, Russia.
> - Medical professionals from this center came to UNM in Fall, 2016; I presented information on providing communication supports for their clients
> - Travelled to Tula, Russia from March 10-18, 2017 with Dr. John Phillips (Medical Director of Mind Research Network and Chief of Pediatric Neurology at UNM HSC), Dr. Danny Rogers (neurology resident with Dr. Phillips), and Dr. Marybeth Barkocy (PT assistant professor)
> - Meet virtually twice monthly with these professionals throughout the year to provide ongoing evidence-based clinical supports
> - Developed series of feeding and swallowing videos with the Russian team to improve safe feeding techniques to prevent infections and save lives: https://youtu.be/5gZDA_fKhHk

Consultant/visiting scholar at the University of Pretoria, SOUTH AFRICA: 2017
> Consulted with 9 PhD students and 3 master's students on their AAC-related research projects, in addition to extensive research consultations with Dr. Kerstin Tonsing, at the Center for Augmentative and Alternative Communication at the University of Pretoria in September, 2017.

National:
NIH Study Section Standing Member (*pending*)
> - Nominated by the scientific review officer to be a standing member of NIH's Language and Communication (LCOM) Study Section
> - If accepted, term will begin October, 2019
> - Commitment: 4 year term; in-person study section meetings 3 times/year
> - Typically review ~8-9 full proposals/meeting

Director for Implementation Science Study Group
> - Directing a new learning community with research peers throughout the country, with the goal of building our knowledge and skills in implementation science, with a long-term goal of changing communication sciences and disorders in the next decades in the same way that a similar evidence-based practice group began changing our field ~30 years ago
> - Consulting with Lesley Olswang from the Univ. of Washington, one of the leaders of the evidence-based practice movement in my discipline

- Personal goal of building my knowledge to support the development of more meaningful clinical trials in my own research

Reviewer for NIH Study Section
Center for Scientific Review: LCOM (Language and Communication) Meeting
Reviewed NIH grant proposals for LCOM Study Section
    October, 2016: Washington, DC
    February, 2018: San Francisco, CA

Reviewer for Center for Scientific Review: Special Emphasis Panel
Reviewed NIDCD Clinical Trial (U01) in Language
    January 24, 2018: Virtual meeting

Reviewer for the American Speech-Language-Hearing Foundation
Reviewed grant proposals for ASHFoundation's *New Investigators Research Grant*, 2018

Topic Chair
Topic Chair for all AAC papers, ASHA 2013 convention
Topic Chair for all AAC papers, ASHA 2014 convention

Co-editor
Co-editor (with Jennifer Kent-Walsh) for of Perspectives professional newsletter (Special Interest Group #12: AAC)
Dec 2012 & April 2013

Co-chair of National Conference
Co-chaired conference for the American Speech-Language-Hearing Association's Special Interest Group on AAC (SIG 12): *Partner Instruction in AAC: Strategies for Building Circles of Support.* Online conference.
June, 2012

Associate Editor for Peer-Reviewed Journal
AE: *Augmentative and Alternative Communication*: 2016-present
AE: Guest AE for *Language, Speech, and Hearing Services in Schools*, 2013
AE: *Topics in Language Disorders* (scheduled to begin 2019)

Reviewer for Peer-Reviewed Journals
Consulting Editor: *Augmentative and Alternative Communication*, 2010-2012
Reviewer: *Journal of Speech, Language, and Hearing Research*, 2006, 2008, 2009, 2012, 2015
Reviewer: *American Journal of Speech-Language Pathology*, 2006, 2007, 2009, 2011, 2012, 2018
Reviewer: *Language, Speech, and Hearing Services in Schools*, 2005, 2006, 2010, 2017
Reviewer: *Journal of Speech, Language, and Hearing Research*, 2015

Reviewer: *Research and Practice for Persons with Severe Disabilities*, 2016
Reviewer: *Topics in Language Disorders,* 2017
Reviewer: *Language Learning*, 2017, 2018

Reviewer for Peer-Reviewed Presentations
Reviewer: *Annual Convention of the American Speech-Language Hearing Association,* 2009, 2011, 2012, 2015, 2016, 2017, 2019

Reviewer for National Scholarship
Reviewed grant applications as part of the American Speech-Language-Hearing Association's Grant Review and Reviewer Training Program.
July, 2018

Advisor for Research Program
Served on UNM's faculty advisory committee for the McNair and Research Opportunity Program, 2013-2014

State:
Consultant (2005-2015)
Wyoming Institute for Disabilities (WIND): Provide consulting services for state-wide program that provides communication-based assistive technology to individuals with disabilities
- update and order equipment
- provide ongoing consultation, support, and training for staff
- participate in hiring process for new employees
- conduct workshops for clinicians in the state

University:
Promotion and Tenure Committee
- Member on Junior Tenure and Promotion Committee, 2013-2014; 2015-2016

Departmental:
Co-Chair PhD Committee
- With Dr. Jessica Richardson, co-chairing committee to institute an SHS PhD program, 2016-present
- Monthly meetings with full research faculty + clinic director
- Planning and sub-committee meetings in between monthly meetings
- Connecting with colleagues across campus as needed

Chair of Comprehensive Examination Committee
Served as chair of our graduate comprehensive exam committee, 2006 - 2012
- Coordinate exams (all faculty are involved in writing/grading questions)
- Proctor exams
- Manage exam results (reporting of results, manage student issues, etc.)
- Revise exam procedures as indicated

Chair of Graduate Admissions
Overseeing graduate admissions process. 2012 – 2014; 2016

Undergraduate SHS Advisor
Undergraduate advisement (co-advisor), 2005 – 2013. Approximately 30-40 advising appointments are held per academic year.

NSSLHA Advisor
Advisor for the UNM chapter of the National Student Speech, Language, and Hearing Association (NSSLHA), 2008-2012. Assist student officers in organizing various service-related activities, for example:

Chair Search Committees
Chaired search for clinical instructor, Fall, 2012; successful
Chaired search for tenure-track faculty member, 2014-2015 (successful; hired Dr. Jessica Richardson)
Chaired search for tenure-track faculty member, 2016-2017 (successful; hired Dr. Cindy Gevarter)

Search Committee Member
Served on numerous departmental committees to hire both research and clinical faculty members over the years

Clinical Supervisor
Supervised trip to Communidad Crecer, a school for children with severe disabilities in Mexico City, May-June 2008.

Local

Consultant/ Clinical Support
Through various intervention research projects, have provided free clinical services numerous children with disabilities and their educators and caregivers.

Have provided supports for multiple families who have participated in research studies and who have children with severe communication disorders to ensure that the children are receiving appropriate special education services (ongoing/as needed). Examples: attending IEP meetings at school, connecting families with community services.

Presenter
Presented information on augmentative and alternative communication for the Albuquerque Cerebral Palsy Parent Association, 2005

Invited to be part of a panel discussion for a local pediatric therapist study group at the Center for Developmental Disabilities, April, 2015