

Brittany Lee, PhD, CCC-SLP

Chapman University
Department of Communication Sciences and Disorders
Crean College of Health and Behavioral Sciences
Rinker Health Science Campus
9401 Jeronimo Rd
Irvine, CA 92618
Email: britlee@chapman.edu

Education

- 2022-2024 **Postdoctoral Fellowship**
University of Connecticut
- 2021-2022 **Clinical Fellowship**
Lake Murray Speech and Language Therapy
- 2021 **Ph.D., Language and Communicative Disorders**
San Diego State University and University of California, San Diego
- 2012 **M.A., Teaching English to Speakers of Other Languages**
The New School
- 2008 **B.S., Psychology**
Loyola University Chicago
- 2008 **B.A., Spanish**
Loyola University Chicago

Employment

Full-Time Positions

- 2024-Present **Assistant Professor**
Communication Sciences and Disorders, Chapman University, Irvine, CA
- 2022-2024 **Postdoctoral Fellow**
Cognitive Neuroscience of Communication, University of Connecticut
Child Study Center, Yale University
Advisor: Nicole Landi

- 2021-2022 **Speech-Language Pathologist**
Lake Murray Speech and Language Therapy, San Diego, CA
- 2015-2021 **Graduate Research Assistant**
Laboratory for Language and Cognitive Neuroscience
Advisor: Karen Emmorey
San Diego State University
- NeuroCognition Laboratory
Advisors: Phillip Holcomb and Katherine Midgley
San Diego State University
- 2012-2015 **Instructor**
English Language Institute, University of Maryland, Baltimore County
- 2011-2012 **Assistant Director of Administration**
Huntington Learning Center, Pasadena, MD
- 2010-2011 **Language and Culture Assistant**
Escuela Oficial de Idiomas, Seville, Spain

Part-Time Positions

- 2023 **Instructor**
Speech, Language, and Hearing Sciences, University of Connecticut
- 2022 **Instructor**
Speech, Language, and Hearing Sciences, San Diego State University
- 2020-2021 **Instructor**
Cognitive Science, University of California, San Diego
- 2019-2020 **Teaching Assistant**
Speech, Language, and Hearing Sciences, San Diego State University
- 2018 **Teaching Assistant**
Cognitive Science, University of California, San Diego
- 2017 **Instructor**
Speech, Language, and Hearing Sciences, San Diego State University
- 2016-2017 **Assessment Specialist**
English Language Program, University of California, San Diego

2016	Teaching Assistant Speech, Language, and Hearing Sciences, San Diego State University
2014-2015	Assessment Specialist English Language Institute, University of Maryland, Baltimore County
2012	Assessment Specialist English Language Learning, Anne Arundel Community College, Arnold, MD
2011-2012	Instructor English Language Learning, Anne Arundel Community College, Arnold, MD
2011	Instructor Embassy CES at Pace University, New York, NY
2009-2010	Instructor English Language Services and Basic Skills, Baltimore City Community College
2008	Lead Tutor Loyola Community Literacy Center, Chicago, IL

Languages

English: Native

Spanish: Advanced (C2)

American Sign Language: Intermediate (B2)

Funding

ASHA Advancing Academic Research Careers Award

09/01/2025-02/28/2027

“Increasing representation of deaf and hard-of-hearing clients in communication sciences and disorders”

Principal investigator: Brittany Lee

Amount: \$5,000

NIH Loan Repayment Program

08/01/2025-07/31/2027

“Identifying social determinants of language access for deaf and hard-of-hearing children”

Principal investigator: Brittany Lee

Amount: \$40,000

UConn Institute for Brain and Cognitive Sciences Seed Grant 07/01/2023-06/30/2024

“Genre-specific comprehension processes in children with reading disability”

Principal investigator: Brittany Lee

Amount: \$10,000

NIH NIDCD Postdoctoral Fellowship - T32 DC017703

07/01/2022-06/30-2024

“Training in the Cognitive Neuroscience of Communication”

Principal investigators: Emily Myers and Inge-Marie Eigsti

Role: Postdoctoral Fellow

Awards and Honors

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| 2025 | American Speech-Language-Hearing Association Advancing Academic-Research Careers Award, Mentors: Elizabeth Schotter, PhD, and James McCann, EdD, CCC-SLP |
| 2025 | American Speech-Language-Hearing Association Award for Continuing Education |
| 2025 | American Speech-Language-Hearing Association Lessons for Success Program, funded by NIDCD R13DC007835, Mentor: Sudha Arunachalam |
| 2025 | American Speech-Language-Hearing Association Article Peer-Reviewer Training Program, <i>Journal of Speech, Language, and Hearing Research</i> , Mentor: Emily Lund, PhD, CCC-SLP |
| 2024 | American Speech-Language-Hearing Association Visionary Session |
| 2024-2025 | American Speech-Language-Hearing Association Pathways Program, funded by NIDCD U24DC012078, Mentor: Krystal Werfel, PhD, CCC-SLP |
| 2024 | Advanced Childhood Apraxia of Speech Training, funded by The Once Upon a Time Foundation |
| 2022 | ERP Bootcamp Scholarship, University of California, Davis, funded by NIMH R25MH080794 |
| 2018 | Accommodation Award, Psychonomic Society |
| 2018 | Excellence in Speech, Language, and Hearing Sciences Student Research Award, San Diego State University |

2017	Student Success Fee Award for Academic Related Programs, San Diego State University
2017	Graduate Student Award, Cognitive Neuroscience Society
2017	Center for Clinical and Cognitive Neuroscience Student Travel Award, San Diego State University
2014	Research Fellowship, University of Maryland, Baltimore County, English Language Institute
2010-2011	Master of Arts in Teaching English to Speakers of Other Languages Scholarship, The New School
2006-2008	Presidential Scholarship, Loyola University Chicago
2005-2006	Damen Scholarship, Loyola University Chicago

Publications

Peer-Reviewed Journal Articles

Lee, B., Ortega, S. E., Martinez, P. M., Midgley, K. J., Holcomb, P. J., & Emmorey, K. (2025). Neural associations between fingerspelling, print, and signs: An ERP priming study with deaf readers. *Brain and Language*, 268, 105610. <https://doi.org/10.1016/j.bandl.2025.105610>

Secora, K., **Lee, B.**, Smith, D., and Coppola, M. (2025). Expert Consensus on the Role of Speech-Language Pathologists in Working with Deaf Children Who Use American Sign Language in the United States: A Classical e-Delphi Study. *American Journal of Speech-Language Pathology*, 34(3), 1219-1255. https://doi.org/10.1044/2025_AJSLP-24-00298

Lee, B., Martinez, P.M., Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2022). Sensitivity to orthographic versus phonological constraints on word recognition: An ERP study with deaf and hearing readers. *Neuropsychologia*, 177, 108420. <https://doi.org/10.1016/j.neuropsychologia.2022.108420>

Lee, B., and Secora, K. (2022). Fingerspelling and Its Role in Translanguaging. *Languages*, 7: 278. <https://doi.org/10.3390/languages7040278>

Meade, G., **Lee, B.**, Massa, N., Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2022). Are form priming effects phonological or perceptual? Electrophysiological evidence from American Sign Language. *Cognition*, 220, 1-12.

<https://doi.org/10.1016/j.cognition.2021.104979>

Meade, G., **Lee, B.**, Massa, N., Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2021). The organization of the American Sign Language lexicon: Comparing one- and two-parameter ERP phonological priming effects across tasks. *Brain and Language*, 218, 1-9.

<https://doi.org/10.1016/j.bandl.2021.104960>

Emmorey K., & **Lee, B.** (2021). The neurocognitive basis of skilled reading in prelingually and profoundly deaf adults. *Language and Linguistics Compass*, 15(2), e12407.

<https://doi.org/10.1111/lnc3.12407>

Emmorey K., & **Lee B.** (2021). Teaching and learning guide for: The neurocognitive basis of skilled reading in prelingually and profoundly deaf adults. *Language and Linguistics Compass*, 15(2), e12410. <https://doi.org/10.1111/lnc3.12410>

Schaller, F., **Lee, B.**, Sevcikova-Sehyr, Z., O'Grady Farnady, L., and Emmorey, K. (2020). Cross-linguistic metaphor priming in ASL-English bilinguals: Effects of the Double Mapping Constraint. *Sign Language & Linguistics*, 23(1), 96-111.

<https://doi.org/10.1075/sll.00045.sch>

Midgley, K., Medina, Y., and **Lee, B.** (2020). Studying bilingual learners and users of spoken and signed languages: A neurocognitive approach. *The Psychology of Learning and Motivation*, 72, 53-74. <https://doi.org/10.1016/bs.plm.2020.03.002>

Lee, B., Meade, G., Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2019). ERP evidence for co-activation of English during recognition of American Sign Language by deaf and hearing bimodal bilinguals. *Brain Sciences*, 9(6), 148. <https://doi.org/10.3390/brainsci9060148>

Meade, G., **Lee, B.**, Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2018). Phonological and semantic priming in American Sign Language: N300 and N400 effects. *Language, Cognition, and Neuroscience*, 33(9), 1092-1106.

<https://doi.org/10.1080/23273798.2018.1446543>

Invited Publications

Lee, B. and Landi, N. (2025). Electrophysiological indices of reading intervention response: A systematic review. *Advances in Child Development and Behavior*, 68, 1-27,

<https://doi.org/10.1016/bs.acdb.2025.03.001>

Secora, K., **Lee, B.**, Coppola, M., and Smith, D. (2025). What skills and knowledge should speech-language pathologists have to work with deaf/hard of hearing children who use signed language? *The Journal of Deaf Studies and Deaf Education*, enae058, <https://doi.org/10.1093/jdsade/ena058>

Popular Press

Lee, B., and Secora, K. (2025). The ABCs of teaching your child to fingerspell. *American Society for Deaf Children's Endeavor Magazine*.

Secora, K., Ramos, M., **Lee, B.**, and Shahan, C. (2024). Strategies to promote language- and literacy-rich environments for deaf children who sign. *Odyssey: New Directions in Deaf Education*.

Works in Progress

Lee, B., Secora, K., Hall, M., Geer, L., Smith, D., and Coppola, M. (under review). Not all signing is sign language: The dangers of conflating signed communication opportunities for deaf and hard-of-hearing children. *ASHA Perspectives of the Special Interest Groups*.

Kleinman, K., **Lee, B.**, Branum-Martin, L., and Landi, N. (in preparation). Characterizing variability in reading intervention response among children with reading disability in independent learning disabilities schools.

Lee, B., Martinez, P.M.*, Mirault, J., and Emmorey, K. (in preparation). Eye movements reveal efficient visual-orthographic processing of word forms in deaf readers.

Presentations

Invited Talks

Lee, B. (2025, May). Community-informed standards for speech-language pathologists working with signing Deaf and Hard-of-Hearing children. California Educators of the Deaf, webinar.

Lee, B. (2024, September). What skills and knowledge should speech-language pathologists have to work with deaf/hard of hearing children who use signed language? Sign Language Research Discussion Group.

Lee, B. (2024, May). The Psycholinguistics of Sign Language. EDULANG, Paris, France.

Lee, B. (2023, October). Neurodiversity and the Reading Brain. Science and Art of Language Communication, University of Connecticut.

Lee, B. (2023, September). Eye Movement Behaviors of Young Deaf and Hard-of-Hearing Readers. Developmental Brown Bag, University of Connecticut.

Lee, B. (2022, December). Preparing speech-language pathologists to work with Deaf and Hard-of-Hearing clients. Science and Art of Language Communication, University of Connecticut.

Lee, B. (2022, November). Word processing in skilled deaf readers. Haskins Laboratories, Yale School of Medicine.

Lee, B. (2022, October). Word processing in skilled deaf readers. Sign Language Research Discussion Group, University of Connecticut.

Secora, K., and **Lee, B.** (2021, October). Reading interventions for deaf children. Language First Learning Library.

Lee, B. (2020, January). F That Noise: What You Need to Know About Hearing Science. Nerd Nite, San Diego, CA.

Lee, B. (2019, May). Sensitivity to orthographic versus phonological constraints on word recognition. Center for Research on Language, University of California, San Diego.

Refereed Spoken Presentations

Lee, B., Ortega, S., Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2025, July 16-19). *Neural associations between fingerspelling and reading: An ERP study.* [Conference presentation]. Accepted for presentation at the Society for the Scientific Study of Reading, Calgary, Canada.

Lee, B., Secora, K., Smith, D., and Coppola, M. (2025, April 22-24). *Know better, Do better: Setting community-informed standards for speech-language pathologists working with signing Deaf and Hard-of-Hearing children.* [Conference presentation]. Accepted for presentation at the 2025 Language First Conference, Tacoma, WA.

Lee, B. (2025, March 13-16). *Embracing inclusive SLP services for signing Deaf and Hard-of-Hearing children.* [Conference presentation]. 2025 California Speech Language Hearing Association Convention, Pasadena, CA.

Smith, D., Secora, K., **Lee, B.,** and Coppola, M. (2025, January 29-February 2). *Expert recommendations for inclusive speech-language pathology services for deaf children who use signed language* [Conference presentation]. Association of College Educators – Deaf and Hard of Hearing Annual Conference, Washington, D.C.

Secora, K., **Lee, B.**, Smith, D., and Coppola, M. (2024, December 5-7). *Expert recommendations for inclusive speech-language pathology services for deaf children who use signed language* [Conference presentation]. American Speech-Language Hearing Association Convention, Seattle, WA.

Kleinman, D., **Lee, B.**, Macias Zuniga, M. J., Branum-Martin, L., & Landi, N. (2024, November 21-24). *Nonlinear growth in word reading ability among dyslexic children* [Conference presentation]. 65th Annual Meeting of the Psychonomic Society, New York, NY.

Lee, B., and Secora, K. (2024, October). *Supporting reading through fingerspelling: Research and practice*. [Conference presentation]. The American Society for Deaf Children 2024 Literacy Conference.

Lee, B., and Secora, K. (2024, March). *Review of graduate coursework preparing speech-language pathologists to work with deaf and hard-of-hearing clients*. Accepted for presentation at the 2024 Early Hearing Detection and Intervention (EHDI) Annual Conference. Withdrawn due to illness.

Secora, K., and **Lee, B.** (2023, November). *Developing theory of mind by targeting language skills for deaf students*. 2023 Language First Conference, Boston, MA.

Lee, B., Martinez, P.M., Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2021, July). *Orthotactic sensitivity vs. phonological constraints on word recognition: An ERP study with deaf and hearing readers*. 28th Annual Meeting of the Society for the Scientific Study of Reading, Virtual Conference.

Lee, B., Martinez, P.M., Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2020, July). *Orthotactic sensitivity vs. phonological constraints on word recognition: An ERP study with deaf and hearing readers*. 27th Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. Conference canceled.

Lee, B., Meade, G., Midgley, K. J., Holcomb, P.J., and Emmorey, K. (2017, March). *Phonological and semantic priming in American Sign Language*. San Diego State University 10th Annual Student Research Symposium, San Diego, CA.

Refereed Poster Presentations

Lee, B., Ortega, S.E., Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2025, September). *The neural associations between fingerspelling, print, and signs: An ERP study of deaf readers*. [Poster presentation]. Accepted for presentation at the Society for the Neurobiology of Language, Washington, D.C.

Lee, B., and Secora, K. (2024, December 5-7). *How prepared are speech-language pathologists to work with deaf children who use American Sign Language?* [Poster presentation]. American Speech-Language Hearing Association Convention, Seattle, WA.

Ortega, S.E., Midgley, K.J., Holcomb, P.J., Emmorey, K., and **Lee, B.** (2024, April). *The neural associations between fingerspelling, print, and signs: An ERP study of deaf readers.* [Poster presentation]. Presented at the Cognitive Neuroscience Society 2024 Annual Meeting, Toronto, Canada.

Lee, B., Welch, A., and Secora, K. (2023, November). *A review of coursework preparing speech-language pathologists to work with Deaf and Hard of Hearing clients.* [Poster presentation]. Presented at the American Speech-Language Hearing Association Convention, Boston, MA.

Kleinman, D., Campanelli, L., **Lee, B.**, Van Dyke, J., Brodbeck, C., & Landi, N. (2023, October 24-26). *Greater reliance on sentence context during naturalistic listening predicts larger reading gains over two years.* Presented at the 15th Annual Meeting of the Society for the Neurobiology of Language, Marseille, France.

Secora, K., and **Lee, B.** (2023, July). *Fingerspelling as an avenue to support literacy goals for Deaf and Hard of Hearing individuals.* Presented at the American Speech-Language Hearing Association Schools Connect Conference, Online.

Lee, B., Kleinman, D., Davinson, K., Cuevas, K., and Landi, N. (2023, June). *Resting state EEG related to reading skills in children with developmental dyslexia.* Presented at the International Workshop on Reading and Developmental Dyslexia (iWORDDD), San Sebastian, Spain.

Martinez, P.M., **Lee, B.**, Emmorey, K., Holcomb, P.J., and Midgley, K. J. (2020, November). *Word processing differences in deaf and hearing readers.* Presented at the 61st Annual Meeting of the Psychonomic Society, Austin, TX.

Lee, B., Martinez, P.M., Mirault, J., and Emmorey, K. (2020, November). *Eye movements reveal efficient visual-orthographic processing of word forms during sentence reading for deaf readers.* Presented at the 61st Annual Meeting of the Psychonomic Society, Austin, TX.

Lee, B., Mirault, J., Belanger, N.N., and Emmorey, K. (2019, September). *Pronounceability effects during sentence reading by deaf and hearing readers.* Presented at Theoretical Issues in Sign Language Research 13, Hamburg, Germany.

Massa, N., **Lee, B.**, Midgley, K.J., Holcomb, P.J., and Meade, G. (2019, September). *N400 phonological priming effects in ASL are modulated by task.* Presented at Theoretical Issues in Sign Language Research 13, Hamburg, Germany.

Lee, B., Massa, N., Midgley, K.J., Holcomb, P.J., and Meade, G. (2019, March). ERP evidence for phonological priming in American Sign Language in a semantic task. Presented at Cognitive Neuroscience Society 2019 Annual Meeting, San Francisco, CA.

Lee, B., Meade, G., Midgley, K.J., Holcomb, P.J., and Emmorey, K. (2018, August). ERP evidence for implicit co-activation of English during recognition of American Sign Language. Presented at the 10th Annual Society for the Neurobiology of Language Meeting, Quebec City, Canada.

Lee, B., Mott, M., Midgley, K.J., Holcomb, P.J., Emmorey, K., and Meade, G. (2018, May). Activation of English during Recognition of American Sign Language by Deaf Bimodal Bilinguals. Presented at the International Meeting of the Psychonomic Society, Amsterdam, the Netherlands.

Lee, B., Midgley, K.J., Holcomb, P.J., Emmorey, K., and Meade, G. (2017, March). Phonological and semantic priming in American Sign Language. Presented at Cognitive Neuroscience Society 2017 Annual Meeting, San Francisco, CA.

Schaller, F., Emmorey, K., **Lee, B.**, Zevcikova Sehyr, Z., and O'Grady, L. (2016, October). Iconic Priming and Metaphoric Mapping in Deaf Signers of American Sign Language. Presented at Perception Metaphor Workshop, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.

Lee, B., and Emmorey, K. (2016, March). Visual and motor feedback in learning a novel sign language. San Diego State University 9th Annual Student Research Symposium, San Diego, CA.

Baker, L., Zeliger-Kandasamy, A., DeWynngaert, L., **Lee, B.**, & Vyas, K. (2015, March). Constructing Meaning from Print: What the Errors of Urban Pre-Kindergarteners Reveal about their Literacy Development. Presented at the biennial meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA.

Licensure and Certification

Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language Hearing Association

Speech-Language Pathology License – State of California, #33317

CPR/AED Basic Life Support Certification, American Heart Association

Modified Barium Swallow Impairment Profile (MBSImP) Certification

The Accent Channel Accent Modification Certification

Teaching English as an Additional Language Certification

Orton Gillingham Level 1 Basic Language Course

Affiliations

Current

American Speech-Language Hearing Association, California Speech-Language Hearing Association, Society for the Scientific Study of Reading, Society for the Neurobiology of Language, Sign Language Linguistics Society

Past

National Student Speech Language Hearing Association, Visual Language and Visual Learning (VL2) Student Network, Maryland Teachers of English to Speakers of Other Languages

Courses Taught

Instructor of Record

Multicultural and Second Language Acquisition, Chapman University, Summer 2025

Articulation and Phonology, Chapman University, Fall 2024

Anatomy of Physiology of Speech, Hearing, and Swallowing, University of Connecticut, Fall 2023

Phonology and Phonological Disorders, San Diego State University, Spring 2022

Communication Disorders in Children and Adults, University of California, San Diego, Summer 1 2020, Summer 2 2020, Spring 2021, Summer 1 2021, Summer 2 2021

Communicative Processes and Aging, San Diego State University, Fall 2017

ESOL Teacher Training, University of Maryland, Baltimore County, Fall 2014

Cross-Cultural Communication, University of Maryland, Baltimore County, Fall 2013, Spring 2014

Business English, University of Maryland, Baltimore County, Fall 2013

Grammar and Vocabulary for Deaf Students, University of Maryland, Baltimore County, Fall 2013, Spring 2014, Summer 2014, Fall 2014, Spring 2015, Summer 2015

Capstone Academic Writing, Anne Arundel Community College, Spring 2012, Fall 2012

Advanced Writing and Grammar, University of Maryland, Baltimore County, Spring 2015

Advanced Reading and Vocabulary, University of Maryland, Baltimore County, Spring 2015

High Intermediate Reading and Vocabulary, University of Maryland, Baltimore County,
Spring 2013, Fall 2013, Spring 2014, Fall 2014, Summer 2015

High Intermediate Writing and Grammar, University of Maryland, Baltimore County, Spring
2013, Fall 2013, Spring 2014, Fall 2014, Summer 2015

High Intermediate Grammar, University of Maryland, Baltimore County, Fall 2014, Spring
2015

Intermediate Speaking and Listening, University of Maryland, Baltimore County, Summer
2012, Fall 2012, Spring 2013, Summer 2013

Low Intermediate Speaking and Listening, University of Maryland, Baltimore County, Spring
2013

High Beginner Reading, Writing, Grammar, and Vocabulary, University of Maryland,
Baltimore County, Summer 2013, Spring 2014, Spring 2015

High Beginner Integrated Skills, Baltimore City Community College, Fall 2009, Spring 2010

Low Beginner Reading, Writing, Grammar, and Vocabulary, University of Maryland,
Baltimore County, Fall 2012, Spring 2013

Low Beginner Integrated Skills, Baltimore City Community College, Fall 2009, Spring 2010

Literacy Skills, Baltimore City Community College, Fall 2009, Spring 2010

Teaching Assistant

Aural Rehabilitation, San Diego State University, Instructor Charlotte Lopes, Spring 2020

Anatomy and Physiology of Speech, San Diego State University, Instructor Stephanie Ries,
Fall 2019

Communication Disorders in Children and Adults, University of California, San Diego,
Instructor Dorothy Yang, Winter 2018

Sign Languages and Deaf Culture, San Diego State University, Instructor Karen Emmorey,
Spring 2016

Guest Lecturer

Research Methods. "Eye Tracking Methods and Community-Engaged Research", Chapman University, Fall 2024

Seminar in Career Skills for Life after Graduate School. "Navigating the Academic Job Market", University of Connecticut, Spring 2024

Seminar in Career Skills for Life after Graduate School. "Writing an Effective Teaching Statement", University of Connecticut, Spring 2023

Developmental Cognitive Neuroscience, "Neuroplasticity and Deafness", University of Connecticut, Spring 2023

Aural Rehabilitation, "Speech, Language, and Literacy", San Diego State University, Spring 2020, Spring 2022

Anatomy and Physiology of Speech, "Anatomy of Swallowing", San Diego State University, Fall 2019

Anatomy and Physiology of Speech, "Dysphagia", San Diego State University, Fall 2019

Sign Languages and Deaf Culture, "Cochlear Implants", San Diego State University, Spring 2018

Sign Languages and Deaf Culture, "Deaf Literacy and Education", San Diego State University, Spring 2017

Research Mentoring

Graduate Students

Kambrya Golstein, Chapman University, Communication Sciences and Disorders

Elizabeth Magpantay, Chapman University, Communication Sciences and Disorders

Natalie Gray, Chapman University, Communication Sciences and Disorders

Grace Hiltbrunner-Johnson, Chapman University, Communication Sciences and Disorders

Clara Le, Chapman University, Communication Sciences and Disorders

Nicole Wang, Chapman University, Communication Sciences and Disorders

Undergraduate Students

Aleena Helms, Chapman University, Applied Human Physiology

Nardin Koopai, Chapman University, Psychology

Sarina Zomorrodian, Chapman University, Psychology

Liviana Donatelli, University of Rhode Island, Cognitive Science

Annalie Guzzo, University of Connecticut, Speech, Language, and Hearing Science

Vera Raskina, University of Connecticut, Psychological Sciences

Priscilla Martinez, San Diego State University, Psychology

Natasja Massa, San Diego State University, Speech, Language, and Hearing Sciences

Professional Service

Departmental Service

Chapman University Communication Sciences and Disorders Curriculum Committee, 2025-Present

Chapman University Communication Sciences and Disorders Admissions Committee, 2024-Present

UConn Science of Learning and Art of Communication January Term Committee, 2023

UConn Cognitive Neuroscience of Communication Clinical Connections Organizational Committee, 2022

National Service

ASHFoundation University Engagement Program Ambassador, 2025-Present

Journal Reviews

Cognition; Journal of the American Academy of Audiology; Journal of Deaf Studies and Deaf Education; Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of Neurolinguistics; Journal of Speech, Language, and Hearing Research; Languages; Language, Cognition, and Neuroscience; PLOS One

Community Service

Science Communication

Volunteer, Love and Literacy Event, Irvine, CA 2025

Volunteer, Deaf+ Awareness Day, Anaheim, CA 2025

Volunteer, Deaf Awareness Day, San Diego, CA, 2015-2019

Organizer, Storytelling for Scientists Workshop, San Diego State University, San Diego, CA, 2018

Student, The Language of Public Science, University of California, San Diego, La Jolla, CA, 2017

Participant, ComSciCon, University of California, San Diego, La Jolla, CA, 2016

Presenter, Family Science Days, American Association for the Advancement of Science, Washington, D.C., 2016

Volunteer Teaching

Reading Assessment Specialist, Winsome Wishes, Kingston, Jamaica, 2023

Teaching Assistant, Deaf Community Services Adult Literacy Program, San Diego, CA, 2016

Maryland Teachers of English to Speakers of Other Languages, Membership Chair, 2013

Discussion Leader, International Center, New York, NY, 2011

Teacher, ACPEN Academy, Santiago, Chile, 2010

Teaching Assistant, Colegio Don Enrique Alvear, Santiago, Chile, 2009

Tutor, Loyola Community Literacy Center, Chicago, IL, 2007