CURRICULUM VITAE

ELLYN LUCAS ARWOOD

I. CURRENT ACADEMIC RANK AND APPOINTMENT

Professor, University of Portland
- School of Education
- Areas of specialization: Language disorders, learning theory, cognition, linguistics, special education, neuroeducation, apraxia, ethics (pro-social development), speech-language pathology

II. EDUCATION

University of Oregon, Eugene, Oregon.
B.A. Speech Pathology/Audiology; Mortar Board, CGPA 3.75; major CGPA 4.0.
Washington State University, Pullman, WA.
M.A. Communication Disorders; CGPA 4.0.
Thesis: Unpublished master's project in articulation.
University of Georgia, Athens, Georgia.
Ed.D. Division of Exceptional Children (Speech and Hearing Sciences).
Who's Who in Education, Kappa Delta Pi, CGPA 4.0.
Dissertation: The feasibility of speech acts as a language approach for emotionally disturbed children. Dissertation Abstracts International, 38, 3479B-3967B. (University Microfilms No. 77-30, 488).

PROFESSIONAL CERTIFICATES

Licensure in Oregon Speech and Language Pathology—active
Certificate of Clinical Competence in Speech and Language Pathology (CCC-SLP), ASHA—active
Licensure for Texas State Speech and Language
Basic Certification for Speech K-12, Oregon
Senior Disability Analyst and Diplomate, awarded in 1997 to current

III. ACADEMIC APPOINTMENTS

Professor, University of Portland, School of Education, 1998 to present.
Sabbatical, University of Portland, School of Education, January through May of 2000.
Sabbatical awarded, University of Portland, August through January, 2005.
Associate Professor, University of Portland, School of Education, 1986 to 1998 (tenured 1990).
Visiting Scholar, UP ACE Program, Notre Dame, Summer 1994.

Associate Professor, Texas Tech University, Arts and Sciences—Speech & Hearing Sciences, 1983 to 1986, (tenured 1983).
Leave of Absence from Texas Tech, Fall 1983 to Spring 1984.
Assistant Professor, Speech and Hearing Sciences, Texas Tech University, 1980-1983. Member graduate faculty 1980 to 1986.
Assistant Professor, Louisiana Tech University, Special Education, Ruston, Louisiana, 1979-1980.
Assistant Professor of Arts and Sciences—Communication Disorders, Washington State University, 1977-1979 (member graduate faculty).
Clinical Supervisor, University of Georgia, Exceptional Child, (part-time, 1975-1977).
Visiting Instructor, University of Illinois, Arts and Sciences—Speech and Hearing, 1973-1975 (full-time clinical supervisor)
Instructor, Washington State University, 1972-1973.

IV. ADMINISTRATIVE POSITIONS

Administrative Position: .5 faculty and .5 Graduate Program Director 1996 to 1999 (UP)
Administrative Council to the Dean 1993 to 1999 (UP)
Graduate Program Director, School of Education, University of Portland, 1989 to 1996 (added to full time faculty load—no load adjustment)
Project Director for Teacher Education: A Clinical University Program (TEACUP), 1990-1993
Clinical Director: Texas Tech University (Arts and Sciences), 1981-1983; Supervised 9 FTE, 2 support, and 1 adjunct faculty; 140 clients per semester year round; 60 diagnostics per semester; 20± master's students
Coordinator BEH grant, Louisiana Tech University, 1979-1980
Director of Early Childhood Education Grants, Southeastern Washington, 1977-1979

V. CLINICAL POSITIONS

Direct Delivery of Services: university, private agencies, schools, diagnostic multi-disciplinary teams, and private speech-language pathology practice (APRICOT, Inc.)
Supervision of Clinical Work (student practica/interns)
University of Illinois) – Speech Pathology and Language
University of Georgia – Speech Pathology and Language
Washington State University – Speech Pathology and Language
Louisiana Tech – Early Childhood
Texas Tech University – Multidisciplinary Diagnostics; Speech Pathology and Language
Supervision of CFY's: Supervised six people – year long commitments

SUPERVISION OF EXTERNSHIPS/OFF CAMPUS INTERNSHIPS

Student Teachers (special education and general education), University of Portland

Counseling Practicum, University of Portland
Developmental Disabilities Clinic, multidisciplinary team, Medical School Pediatrics, Lubbock, Texas
Milam's Children's Training Center, severely- profoundly handicapped population, Lubbock, Texas
Ballinger School, moderately-handicapped, Lubbock, Texas, (various semesters)
Public Preschools, Louisiana northern 20 parishes
Workshop for Adults, Colfax, Washington
Preschool for Child Development, Washington State University
Sheltered Workshop, Pullman, Washington
Child Development Center, Lewiston, Idaho
Rutland Center for Emotionally Disturbed, Athens, Georgia
Help and Education for Severely Emotionally Disturbed, Champaign, Illinois
Sheltered Workshop/contract based for Urbana, Illinois

VI. RESEARCH SUPPORT

Arthur Butine Development Grant, $790 for ABDA Conference in Montreal, Canada, October 8-9, 2011.

ATR Grant, $2000. 2011-2013. Going Green: A Portfolio; co-authored with Sally Hood. University of Portland.

Arthur Butine Development Grant, 2010, $2005 to support the Neuroeducator Symposium on May 21 and 22, 2010. Co-written with Tisha Morrell (primary author) and Rich Christen

Kappa Delta Pi, Reading is Fun (RIF) grant, February 2006.

National Science Foundation, Teacher Enhancement Fund, ELMS Project: Educating Leaders in Math and Science. Project Director: Ellyn Arwood, University of Portland, August, 1993.

University-Funded Faculty Research Award, The Study of Best Practices in Educating Elementary Teachers to Integrate Science into the Curriculum. Authors: Ellyn Arwood and Ruby Schendel, University of Portland, $2630, March 1993.

U.S. Department of Education, Innovation in Education, Teacher Education: A Clinical University Program: (TEACUP) to Improve Education for Underachieving Children. Project Director, Ellyn Arwood, University of Portland, $301,208 for three years, May 3, 1990, ranked.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Teacher Education: A Clinical University Program: (TEACUP) with Emphasis in Rural Education. Project Director, Ellyn Arwood, University of Portland, $356,328 for three years, January 1990, ranked.

U.S. Department of Education, Office of Special Education, Teacher Education: A Clinical Program (TEACUP) to Promote Successful Integration of Children with Disabilities. Project Director, Ellyn Arwood, University of Portland, $74,183 for three years (1990-1993), November 1989.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Urban University/Rural School Districts Exchange Training Model. Co-authored with

Dvenna Duncan, University of Portland, $66,229 per year, $198,687 over three years, 1987-1990.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Community Based Program Training Consulting Teachers to Serve Special Education Students in the Least Restrictive Environment. Co-authored with Dvenna Duncan, University of Portland, $67,576 per year, $202,728 over three years, 1987-1990.

University of Portland Faculty Research Grant, Propositional Analysis: A Quick Way to Quantify a Language Sample Based Upon Quality, $2,502, 1987-1988.

An Investigation to Compare the Effectiveness of an Optional Instructional Method on Student Achievement in the General Education Setting. Prepared for ESU #9, Hastings, Nebraska, February 1985.

Faculty-graduate assistant summer grant funded for learning disabilities research, Texas Tech University, 1982.

Faculty teacher training grant funded for videotape use in observational practice, Texas Tech University, 1980-1981.

Nonspeech communication training for severely handicapped individuals utilizing computer interfaced systems (three-year project to BEH for 1981, 1982, 1983, ranked).

New faculty research grant in Speech Act Theory, Texas Tech University (1980-1981).

Inservice training for educators of preschool handicapped children (second year of a three year project—BEH), Behavioral Sciences, Louisiana Tech University, Ruston, LA (1980-1982).

Needs assessment for WSU Regional Technical Assistance Center, 1978 (OPSI).

Inservice training for WSU Regional Technical Assistance Center, 1978 (OPSI).

Needs assessment for WSU Regional Technical Assistance Center, 1977 (OPSI).

VII. MAJOR RESEARCH INTEREST

My major research interest is in studying the relationship between language and literacy based on an understanding of neuroscience, cognition, language and perception (learning) including effects of sensory or perceptual impairment (e.g., otitis media, abuse, etc.) for all populations including those with moderate to severe communication disorders such individuals with Autism Spectrum Disorders, ADHD, FAS/FAE, various syndromes and so forth.

VIII. CONSULTANTSHIPS

NW Regional Education Service District, Hillsboro, WA, Six days of presentation: February 28, 2014, December 6, 2013, September 27, 2013, March 1, 2013, December 14, 2012, September 28, 2012.

University of Nevada Las Vegas, Jessica Doolen, Simulation using the SIMBaLL model, May 2012.

Hough Foundation Preschool Planning Committee, Vancouver, WA, 2010 to 2012.

4J School District, Deaf and Hard of Hearing administrators, teachers and staff, Eugene, Oregon, April 8, 2011.

Cascade Middle School, Vancouver, Washington—Language Applications to the Middle School Classroom, August 28 and October 12, 2007.

Arwood, E. Consultant to Wilder School District's AYP (No Child Left Behind Annual Yearly Progress) Grant and Federal Character Education Grant (Idaho). Wilder, Idaho, 2005-2006 with presentations on August 17 & 19, October 21 & 22, and March 16 & 17.

Lakeridge High School, Lake Oswego, Oregon—"Applications of Visual Language to the Classroom," April 22, 2005, February 18, 2005, November 12, 2004, October 7, 2004 and August 31, 2004.

Language/Thinking/Learning, Nursing Faculty at PCC-Sylvania Campus, Portland, Oregon, February 18, 2004. Joined by Joanna Kaakinen.

Clark Elementary School, Portland, Oregon, "Language of RESPECT." School improvement grant during 2002-2003 school year (several meetings with faculty).

Group Health Cooperative of Puget Sound, "How to educate diabetic patients using visual strategies," October 24, 2002.

Gresham-Barlow School District, Special Education Consultant, June 2, 2000.

Joy Lynch, Speech and Language Pathologist in Edmonds, Washington, May 11, 2000.

Grant High School, Peer Tutoring Program, Guest Consultant, 1999-2000.

Washougal School District, Special Education Consultant for a specific student, January 30, 1996 through June 1997.

Portsmouth Middle School, Reading/Language Consultation, Fall 1996 through June 1997.

Portland Public Schools, Special Education Consultation for Wilson High School, September 16, 1994.

Washington County Educational Service District, Dilley Elementary/Forest Grove, Special Education, April 1994.

Evergreen Junior High, Special Education, classroom consultation and staffing, Hillsboro, Oregon, October 22, 1993.

Gilliam County Educational Service District, Condon, Oregon, May 18, 1993.

Department of Human Services/Educational Service Unit 123, Walla Walla, WA, April 23-24, 1993.

Mid-state, Educational Service Unit #9, Educational Service District #6, Henderson Public Schools, Henderson, NE, April 16-17, 1993.

Portland Public Schools, Special Education Consultation for Area II (Rieke Elementary), April 2, 1993.

Multnomah County, Community and Family Services Division, Partner's Project, Portland, Oregon, Education Consultation for Special Needs Students, February 11, 1993.

Siskiyou County Office of Education, Yreka, CA, March 26-27, 1993.

Arcadia Schools, Toledo, Oregon, Education Consultation for Special Education Student, January 28, 1993.

TEACUP, Grant Professionals, 1990-1993 (approximately 20 meetings a year with grant staff).

Buckman School, (Portland Public Schools—Personal Services Contract), Lyn Colvin/Lisa Hixenbaugh, Portland, OR, May 16, 1992.

Siskiyou County Office of Education, Yreka, CA, March 6-7 and 13-14, 1992.

Portland Public School/Personal Services Contract for Special Education Services, Mary Ann Stowell, Portland, OR, 2/26/91 to 6/30/91.

Washington County Educational Service District, Beaverton, OR, April 30 and May 20, 1991.
Creswell School District #40, Director of Special Education, Creswell, OR, April 15, 1991.
Oakridge Elementary, Oakridge, OR, April 12, 1991.
Rice School, Portland, OR, April 10, 1991.
Chapman School (Portland Public Schools/Personal Services Contract), Portland, OR, March 27, 1991.
TEACUP, Grant Professionals, 1990-1991.
Parkrose School District September 28, 1990.
Parry Center, Portland Public Schools/Personal Services Contract, Portland, OR, March 2, 1990.
Vancouver School District #37, Vancouver, WA, June 12, 1989.
Lincoln County School District, Newport, OR, April 21, 1989.
Parry Center (Portland Public School/Personal Services Contract, Portland, OR, April 3, 1989.
Reedville School District #29, Butternut Creek School, Aloha, OR, February 3, 1989.
Waverly School (Portland Public School/Personal Services Contract, Portland, OR, January 23, 1989.
Linn-Benton Educational Service District, Albany, Oregon, January 13-14, 1989.
Ashland Public Schools, Mr. Hollis, Ashland, OR, August 1, 1988.
Umatilla School District (coupled with inservice), Pendleton, Oregon, 1983-1986.
Peninsula School District, Peninsula, Washington, 1986.
West Texas Rehabilitation Center, Abilene, Texas, August to December 1984.
Richardson School District, Richardson, TX, July 1985.
Lincoln Public Schools, Lincoln, Nebraska, August 1984-May 1985 (contract).
Educational Service Unit #9, Hastings, Nebraska, August 1984 to June 1985.
Lincoln Preschools, Lincoln, NE, 1984-1985.
Educational Service Unit #9, Hastings, Nebraska, 1984-1985.
West Texas Rehabilitation Center, Abilene, Texas, 1983-1984.
HEED (Help and Education for the Emotionally Disturbed), 1973-1975.
Slaton Texas Public Schools, on-site consultation for public school teachers, 1981-1982.

IX. MEMBERSHIPS IN PROFESSIONAL SOCIETIES/ACADEMIES (current)

American Board of Disability Analysts – Diplomate Level (also faculty presenter and reviewer), 1997 to present
American Association of Colleges for Teacher Education, Institutional Representative, 1987 to 2007
American Speech, Language and Hearing Association, 1977 to present
Association of Supervision and Curriculum Development, 1992 to present
BRAINet, 2007 to present
Council of Exceptional Children, 1985 to present
International Association of Special Education, 2006 to present
International Pragmatics Association, 1985 to present
International Mind-Brain Education Society, 2008 to present

Kappa Delta Pi—since 1976 (associate counselor, 2001-2002, 2007-2008; counselor, 2003 to present)
Oregon Speech, Language and Hearing Association, 1986 to present
People to People, 1992 to 2003

POSITIONS HELD

Manresa Center for Professional Development, UP representative, 2013-2014.
BRAINet (*Brain* Research Awareness and Information Network (*BRAINet*) is the volunteer outreach organization of the *OHSU Brain* Institute (OBI); Chair of Education, Portland, Oregon, 2010 to 2014
Editorial Review Board for American Board of Disability Analysts, 2003 to present
Oregon Higher Education Council (HEC)—Special Educators from Oregon Colleges & Universities to review, write and propose OAR changes, 1996 to 1998; 2002-2006
Oregon's EI/ECSE (Early Childhood Special Education) Core Competency Project Advisory Board, 1995 to 1999
OSHA - Second Vice-President, in charge of conferences and programs, 1991-1992
ESA Review Board for Public School Preparatory Certificate in Washington (state level), 1977-1978
ESA Review Board for Initial and Continuing Certification for the Public Schools (regional level of Washington), 1977-1978
Early Childhood Task Force, Washington, 1977-1979
Early Childhood Task Force, Louisiana, 1979-1980
Prevention Task Force for Texas Speech-Hearing Association, 1985 to 1986

X. CONFERENCES, WORKSHOPS, AND PROFESSIONAL MEETINGS

A. CONFERENCES ATTENDED

In addition to hearing many papers at conferences at which I've presented, I also have attended specific courses for professional development. Full courses which I've attended have included: LSU Medical Physiology course; The Kresge neuroanatomy short course on the brain, Louisiana State University, New Orleans; the electrophysiology short course at the American Speech Hearing Association (ASHA) in Boston, MA; and Marian Down's conference on Learning-Language/Otitis Media; an entire sequence of counseling courses; short course material by neuroscientists at Brain Expo 2003-2008. In the sections below, **I have not listed attended papers, only those I presented.** Furthermore, my *vita* is on file at the National ASHA Headquarters as an approved speaker for other professionals to receive ASHA CEU's. See the sections on workshops and inservices presented by me for others. ASHA CEU's and solicitation by professionals in the field are so indicated.

B. WORKSHOPS PRESENTED

These workshops (designated*) were presented for district clock hours and usually for ASHA CEU credit. Most of the workshops are on management of communication and language services for multi-handicapped or difficult to diagnose children. Almost all workshops are 5 to 6 hours per day and I am sole presenter. Abbreviated titles are used. Most are requested by agencies. 2012-2014 workshops provided University of Portland CEUs.

*Co-Morbidity among Disabilities: Language and Neuroeducation, Portland, OR. April 26, 2014.
*Language Strategies can Raise Cognition. Portland, OR. February 22, 2014.
*Learning to Visually Think and Socially Behave. January 25, 2014.
*Neuroscience Applications: Creating a Model of Neuroeducation from Language *Functions. Portland, OR. November 23, 2013.
*Visual Thinking: Event-Based-Learning (EBL). Portland, OR. October 26, 2013.
*Visual Strategies: Begin with Context. Portland, OR. September 21, 2013.
*Neuro-Auditory Processing: Brain and Language, Portland, OR, June 19-21, 2013. (Three day workshop co-presented with Kerry Ormson, Mabel Brown, and Carole Kaulitz. Approved for ASHA CEUs.)
*Current Brain Topics: Neuro-Viconic Education, Portland, OR, April 20, 2013.
*Learning to See Creativity from a language Perspective, Portland, OR, February 23, 2013.
*Reading and Writing is a Language Learning Process, Portland, OR, January 26, 2013.
*Learning to Behave is a Neuro-Semantic Process, Portland, OR, November 10, 2012.
*Thinking is More than the Mind's Eye, Portland, OR, October 27, 2012.
*Neuro-Auditory Processing: Brain and Language, Dallas, Texas, October 19 & 20, 2012.
*Let's Think about Seeing Ideas. Portland, OR, September 22, 2012.
*Neuroscience and Learning: a Mind-brain Paradigm Shift, Portland, Oregon, April 7, 2012.
*Assessing Thinking, Portland, Oregon, February 25, 2012.
*Changing Thinking into Learning: VLM's, Portland, Oregon, January 21, 2012.
*Thinking about Why! Portland, Oregon, November 5, 2011.
*Think and Learn about Others! Portland, Oregon, October 22, 2011.
*Think, See, Learn! Portland, Oregon, September 17, 2011.
*Developing the Hand and Mind, Portland, Oregon, April 16, 2011.
*Can Time and Organization be Taught? Portland, Oregon, February 26, 2011.
*Seeing Numbers as Language, Portland, Oregon, January 22, 2011.
*Language Function, Portland, Oregon, November 13, 2010.
*Behavior is Communication, Portland, Oregon, October 23, 2010.
*Cognitive Strategies through Language, Portland, Oregon, September 25, 2010.
*Learning with a Visual Brain in an Auditory World, Boulder, Colorado, July 26-29, 2010.

*The Linguistic Connection between Seeing the Shapes of the Hand and Learning to Cognitively Read and Write. Neuroscience and Education Workshop, May 22, 2010, School of Education, University of Portland.
*The Paradigm Shift: From Teaching to Learning, Portland, Oregon, April 24, 2010.
*Pro-Social Behavior is a Cognitive Function of Language: Learning to be Socially Competent, Portland, Oregon, February 27, 2010.
*A Social Form of Communication: Behavior is not Discipline, Portland, Oregon, January 23, 2010.
*Cultural Linguistic Characteristics of English: Thinking is Knowing, Portland, Oregon, November 13-14, 2009.
*The Language of Pictures: Seeing is Not Knowing, Portland, Oregon, October 24, 2009.
*Teaching to Visual Thinkers: Seeing is Learning, Portland, Oregon, September 19, 2009.
Learning with a Visual Brain in an Auditory World, Abilene, Texas, July 31 & August 1, 2009.
Learning with a Visual Brain in an Auditory World, Caldwell, Idaho, July 17 & 18, 2009.
Learning with a Visual Brain in an Auditory World, Fredericksburg, Virginia, June 11 & 12, 2009.
*Innovative Teaching with Visual Strategies, Portland, Oregon, April 18, 2009 (co-presented with Kaakinen).
*Update on Mind-Brain Connection, Portland, Oregon, March 21, 2009.
*Language for Individuals Severely Impacted by Autism "Assigning Meaning Develops the Brain," Portland, Oregon, February 28, 2009 (co-present with Kaulitz).
*The Language of Pictures, Portland, Oregon, November 14 & 15, 2008 (co-presented with Brown and Kaulitz).
When is drawing not art? "When drawing a concept," Portland, Oregon, October 25, 2008.
*Language Strategies for Children with Autism Spectrum Disorders. Birmingham, Alabama, September, 2008.
*Language Applications: What does Visual Language Really Sound Like? Portland, Oregon, April 12, 2008.
*Brain-Based Language: Neurosemantics, Portland, Oregon, February 22 & 23, 2008.
*Learning More Than One Language: The Literacy of Cognitive Language, Portland, Oregon January 26, 2008.
*Language is Learning: The Metacognitive Basis to Symbolization and Semantic Memory, Portland, Oregon, November 16 & 17, 2007.
*Strategies for Children on the Spectrum: Moving Frame by Frame, Portland, Oregon October 27, 2007.
*Autism: Working with the Shape of Language, Portland, Oregon, April 21, 2007.
*Brain-Based Language Differences in Adolescents and Adults, Portland, Oregon, March 10, 2007.
*Applying Language Structure and Language Function to Behavior, Portland, Oregon, February 9 & 10, 2007.
*Creating Language Concepts with Shapes, Portland, Oregon, January 20, 2007.
*Autism: Language Bridges Learning, Portland, Oregon, November 17 & 18, 2006.

*Social Language Development: Intervention and Strategies, Portland, Oregon, October 21, 2006.
*Using Language for Learning, Portland, Oregon, September 30, 2006.
Language of RESPECT, Edmonds Homeschool Resource Center, Edmonds, Washington, July 7, 2006.
*Literacy through Learning Language, Wichita Falls, Texas, May 23 & 24, 2006.
*Visual Language in the Classroom, San Angelo, Texas, April 24 & 25, 2006.
*Autism and Learning, San Angelo, Texas, April 21 and 22, 2006.
*Visual Language: An Update, Portland, Oregon, February 24 & 25, 2006.
*Autism and Learning, Portland, Oregon, January 28, 2006.
*Spatial Language and the Brain, Portland, Oregon, November 18 & 19, 2005.
*Language: A Cognitive Product or a Functional Process, Portland, Oregon, October 29, 2005.
*Visual Language Literacy in the Classroom, Portland, Oregon, September 17, 2005.
Language Accesses—videotape presentation, Caldwell, Idaho, completed May 22, 2005.
*Disturbing Behavior, Portland, Oregon, April 16, 2005.
*Language After Trauma, Portland, Oregon, February 25 & 26, 2005.
*Visual Language Symbols are Different, Portland, Oregon, January 29, 2005.
*Cultural and Linguistic Diversity, Portland, Oregon, November 19 & 20, 2004.
*Language Accesses, Portland, Oregon, October 23, 2004.
*Language Literacy, Portland, Oregon, September 25, 2004.
*Language, Learning, & Literacy, Portland, Oregon, June 28, 29, & 30 2004.
The Processing Continuum—videotape presentation, Caldwell, Idaho, completed June 7, 2004.
*Motor Processing, Portland, Oregon, May 22, 2004.
*The Processing Continuum, Portland, Oregon, February 20 & 21, 2004.
*Balanced Literacy, Portland, Oregon, January 24, 2004.
Primary Literacy Strategies—videotape presentation, Caldwell, Idaho, November 23, 2003.
*What Do You Really Know About Language? Portland, Oregon, November 14 & 15, 2003.
*Make It Visual, Portland, Oregon, October 18, 2003.
*Primary Literacy Strategies, Portland, Oregon, September 20, 2003.
*Language and Behavior: Motor Language, San Angelo, Texas, August 8, 2003.
*Sensory Integration: The Motor-to-Motor Child, San Angelo, Texas, August 7, 2003.
*A Successful Approach to Phonics: Balanced Literacy, Hastings, Nebraska, August 5, 2003.
*Learning Disabled 'TAG' Students, Portland, Oregon, April 12, 2003.
*Motor Language, Portland, Oregon, February 21 and 22, 2003.
*Language Programming of the Brain, Portland, Oregon, November 15 and 16, 2002.
*A Successful Approach to Phonics, Portland, Oregon, September 28, 2002.
*Motor-to-Motor—four, one-day videotape presentations, Aurora, Nebraska, May 2, June 28, July 18, and September 14, 2002.
*Language Based Literacy: Why and How to Use Drawing to Facilitate Language Development, Wichita Falls, Texas, August 12 and 13, 2002.

*Language Based Literacy: Why and How to Use Language to Facilitate Learning, Henderson, Nebraska, August 8 and 9, 2002.
*A Round Table Presentation for Language Problems, Portland, Oregon, August 1 and 2, 2002.
*Language and Creativity, Portland, Oregon, May 11, 2002.
*It's Time for Literacy, Portland, Oregon, April 20, 2002.
*As Literacy Developed the Matriarchal World became Patriarchal: Why? Portland, Oregon, February 22 & 23, 2002.
*Motor-to-Motor, Portland, Oregon, January 26, 2002.
*Image Making—videotape presentation, Heartland Community Schools, Henderson, Nebraska, December 4 and 19, 2001.
*An Eclectic Approach to Behavior—videotape presentation, Geneva Support Services Cooperative, Geneva, Nebraska, November 16-17, 2001 (Conference held in Lincoln, Nebraska at Cornhusker Hotel).
*Language: Form or Function, Portland, Oregon, November 3, 2001.
*Image Making, Portland, Oregon, September 22, 2001.
*Make Language Work, Portland, Oregon, August 7, 8, & 9, 2001.
*An Eclectic Approach to Behavior, Portland, Oregon, July 13 & 14, 2001.
*Development, Assessment, and Evaluation, Portland, Oregon, May 19, 2001.
*Photographic and Phonographic Differences: Case Studies, Portland, Oregon, April 7, 2001.
*How Does Personal and Professional Growth Affect Social and Cultural Ontogeny? Portland, Oregon, February 23 & 24, 2001.
*Adolescent and Young Adult Strategies, Portland, Oregon, January 20, 2001.
*Seeing in Space, Portland, Oregon, November 18, 2000.
*Language Help for the Classroom, Portland, Oregon, October 28, 2000.
*More on Reading: An Auditory Language Function, Portland, Oregon, September 23, 2000.
*How does a Learner Develop Mental Pictures? Portland, Oregon, July 14, 2000.
Learning and Language, Tokeland, Washington, a series of four workshops presented for Shoalwater Bay Indian Tribe during the spring of 2000.
*Motor Language, Portland, Oregon, April 8, 2000.
*Language of Respect, Portland, Oregon, February 25 & 26, 2000.
*Curriculum Companion Materials, Portland, Oregon, January 22, 2000.
*The Manual on How to Cartoon and Flowchart, Portland, Oregon, November 6, 1999.
*Reading: An Auditory Language Function, Portland, Oregon, October 22 & 23, 1999.
*An Application for Visual Language to Autism, Kansas, City, Kansas, August 13-14, 1999.
*Visual Language in the Classroom, Kansas City, Kansas, August 10, 11 & 12, 1999.
*Flowcharting for Academic and Organizational Purposes, Portland, Oregon, July 22 & 23, 1999.
*Educational Therapy for ADHD, Portland, Oregon, July 19 & 20, 1999.
*Discipline: How to Change Behavior, July 15, 16, & 17, 1999.
*Reading: An Auditory Language Function, Caldwell, Idaho, June 21, 22 & 23, 1999.
*Language in Math and Science, Portland, Oregon, May 15, 1999.

*Differential Diagnosis through Language Sampling, Portland, Oregon, April 24, 1999.
*Brain vs. Mind: The Culture and Function of Language, Portland, Oregon, February 26 & 27, 1999.
*How do We Teach Time? Portland, Oregon, January 23, 1999.
*Why are Students "Brighter" but Test Scores Lower? Portland, Oregon, November 14, 1998.
*Editing Through Cartooning and Flowcharting, Portland, Oregon, October 24, 1998.
*RISES—Reading It's So Easy to See, Lynnwood, Washington, October 17, 1998.
*Events to Scripts: Reading and Writing, Portland, Oregon, September 26, 1998.
*Events to Scripts: Reading and Writing, Kansas City, Kansas, August 10-12, 1998.
*Communication Strategies for the Severely Language Impaired Child or Adult, Portland, Oregon, July 24-25, 1998.
*Language / Learning Institute, Caldwell, Idaho, June 22-26, 1998.
*How to Improve Reading and Math for all Students, Portland, Oregon, May 8-9, 1998.
*Integrating Language Arts into the Content Areas, Portland, Oregon, April 18, 1998.
*Flowcharts, Portland, Oregon, March 7, 1998.
*Visual Language Update: Research and Strategies, Portland, OR, February 6-7, 1998.
*Learning How to Behave, Portland, Oregon, January 17, 1998.
*Creating a Language Rich Environment, Portland, Oregon, November 15, 1997.
*Visual Language: Symbols of the Brain, Portland, Oregon, October 18, 1997.
*Learning to Behave and Integrating Language Arts into the Content Areas, Kansas City, Kansas, August 11-15, 1997 for Unified School District, #500.
*Visual Language: Symbols of the Brain, Cedar Rapids, Iowa, August 6-8, 1997 for Grant Wood Area Education Agency.
*Differential Diagnosis Based on Language: To Assess is to Intervene, Portland, Oregon, July 18 & 19, 1997.
*Language Usage: Respect and Excellence—Rapport through Learning, Portland, Oregon, June 27 & 28, 1997.
*Writing to Read: Doing is Seeing What to Do, Portland, Oregon, May 17, 1997.
*Communicative Competence in Early Childhood, Portland, Oregon, April 19, 1997.
*Make It Visual: Hands-On Workshop for Language/Learning Disabilities, Seattle, Washington, April 11 & 12, 1997 for Speech, Language & Learning Services (Bellevue).
Visual Language Systems, Chemeketa Community College, Salem, Oregon, February 28, 1997
*Is There Time in Space? Portland, Oregon, February 7, 1997.
Is There Time in Space and Visual Structures for Use as Strategies for Communication Disordered Students? Albany, Oregon, December 6, 1996.
Cognitive Development: Action Research Projects, Pleasant Valley Elementary, Centennial School District, Portland, Oregon, November 18, 1996.
Cognitive Development: Formal Level, Pleasant Valley Elementary, Centennial School District, Portland, Oregon, November 4, 1996.
*RISES II--Story Scripts: Supplements APRICOT II Kit, Portland, Oregon, November 2, 1996.

Cognitive Development: Concrete Level, Pleasant Valley Elementary, Centennial School District, Portland, Oregon, October 21, 1996.
*Adolescent and Young Adult Language Strategies, Portland, Oregon, October 19, 1996.
Cognitive Development: Preoperational Level, Pleasant Valley Elementary, Centennial School District, Portland, Oregon, October 7, 1996.
*Communication in Early Intervention, Portland, Oregon, September 28, 1996.
* Language Across the Curriculum: A Part of 21st Century Change, Portland, Oregon, July 16-18, 1996.
* On Language: Learning to Behave, Portland, Oregon, July 9-11, 1996.
Making It Visual: A four-day workshop on Pragmaticism Methodology, School District #88, Terrace, B.C., Canada, July 2-5, 1996.
*Part II: Developmental Assessment and Intervention, Portland, Oregon, June 26-28, 1996.
*Part I: Developmental Assessment and Intervention, Portland, Oregon, June 24-25, 1996.
*Advanced Personal & Professional Development, Portland, Oregon, May 17 & 18, 1996.
*Language Based Reading & Mathematics Workshops, Portland, Oregon, April 19 & 20, 1996.
*A Hands-on Workshop: Make It Visual, Portland, Oregon, March 29 & 30, 1996.
*Social & Cultural Foundations of Language, Portland, Oregon, February 23 & 24, 1996.
*A Hands-on Workshop: Make It Visual, Portland, Oregon, October 27-28, 1995.
*APRICOT WORKS-LEVEL II, Portland, Oregon, August 7-11, 1995.
*APRICOT WORKS-LEVEL I, Portland, Oregon, July 31-August 4, 1995.
*Reading: It's So Easy to See - Level II, Portland, Oregon, May 12-13, 1995.
*A Hands-on Workshop: Make It Visual, Portland, Oregon, March 31-April 1, 1995.
*I See What You Mean: Making It Visual, Vancouver, British Columbia, Canada, March 15-17, 1995.
*A Hands-on Workshop: Make It Visual, Portland, Oregon, February 24-25, 1995.
*Communication Therapy for Children: Birth to Eight, Portland, Oregon, November 4-5, 1994.
*APRICOT WORKS-LEVEL I, Portland, Oregon, July 25-29, 1994.
*21st Century Reforms, Roseburg, Oregon, June 27-29, 1994.
*Integrating Language Arts into the Content Areas, Rome, Georgia, June 23-24, 1994.
*Community Classroom: Integration, Inclusion and Adjustment, Cartersville, Georgia, June 20-22, 1994.
*Early Intervention: What is the Relationship between Learning and Development? Eugene, Oregon, June 3, 1994.
*M.A.T.H.: Mathematical Art through Histography, Portland, Oregon, May 21, 1994.
*R.I.S.E.S.: Reading It's So Easy to See, Portland, Oregon, May 20, 1994.
*Make It Visual: I See What You Say, Educational Service District 105, Yakima Washington, May 10, 1994.
*Practical Strategies for Intervention, Vancouver, Washington, March 12, 1994.
*Two-Day Advanced Follow-up, Portland, Oregon, February 25 and 26, 1994.

*Consultation and Collaboration Skills Related to Serving Learning Disabled Students in Regular Classrooms, Portland, Oregon, August 2-6, 1993.
*What is a Neuro-Semantic Theory of Language Acquisition? Portland, Oregon, July 29-31, 1993.
*Integrating Language Arts into the Content Areas, Portland, Oregon, July 22-24, 1993.
*Community Classroom: Integration, Inclusion, and Adjustment, Portland, Oregon, July 15-17, 1993.
*Math and Reading: Language Tasks, Portland, Oregon, May 14-15, 1993.
*Education Service District 123 and the Walla Walla School District, April 24, 1993.
*Authentic Education: Real Outcomes for Real People, Henderson, Nebraska, April 17, 1993.
*Integrated Curriculum, Yreka, California, March 26-27, 1993.
*Relationship between Development and Learning, Portland, Oregon, February 26-27, 1993.
ADHD Support Group, Portland, Oregon, January 12, 1993.
*Intermediate Pragmaticism Methodology, Cartersville, Georgia, July 27-31, 1992.
*Strategy Counseling, Portland, Oregon, July 20-21, 1992.
*Behavior in the Classroom, Portland, Oregon, July 16-18, 1992.
*Learning Institute for Educators, Portland, Oregon, July 9-11, 1992.
*Advanced Personal/Professional Development, Kearney, Nebraska, June 25-26, 1992.
*Neurobiological Theory of Learning, Kearney, Nebraska, June 22-24, 1992.
*The Community Classroom: Johnny is O.K., Portland, Oregon, May 16, 1992.
*Neurobiological Learning Theory, Portland, Oregon, May 15, 1992.
*Parents as Team Players, Vancouver, Washington, April 11, 1992.
*Classroom Strategies for Implementing Pragmaticism Methodology with Special Education Students in Resource and Regular Classroom Settings, Yreka, California, March 13-14, 1992.
*Theory of Neurobiological Learning, Yreka, California, March 6-7, 1992.
*February Two-day Follow-up (Advanced Professional Development, Portland, Oregon, February 7-8, 1992.
*What's the Matter with Johnny? -- The Dysfunctional Classroom, Vancouver, Washington, April 6, 1991.
*What's the Matter with Johnny? -- The Dysfunctional Classroom, Grand Island, Nebraska, March 2, 1991.
Two-day Follow-up to Summer Institutes, Portland, Oregon, February 1-2, 1991.
Linn-Benton Educational Service District, Albany, Oregon, November 9, 1990.
Wilson High School, Portland Public School/Personal Services Contract, October 16, 1990.
Two-day Follow-up to Summer Institutes, Portland, Oregon, November 1989.
Washington School for the Deaf, WAEHI, Vancouver, Washington, September 30, 1989.
Linn-Benton Education Service District, Albany, Oregon, May 2, 1989.
Language Assessment, Yreka, CA, March 2 & 3, 1989.
Learning Language: Pragmaticism Methodology, Ferndale, WA, February 27, 1989.
Oregon School for the Deaf, Salem, Oregon, February 12, 1989.

Language in the Schools, Education Service District No. 112, Vancouver, WA, January 7 & 28, 1989.
Language Management Techniques, Kansas City, KS, October 17, 1988.
Communication, Language and Learning, St. Louis, MO, October 16, 1988.
Inservice for Vernon School District, British Columbia, October 1988.
Regional early childhood facilitators' project, September 30 & October 1, 1988.
Assessment and Intervention, Surrey, B.C., September 23 & 24, 1988.
Pragmaticism Methodology: An overview, Boise, Idaho, May 13 & 14, 1988.
Language, Communication, and Pragmaticism, Albany, Oregon, January 8 & 9, 1988.
Inservice for Portland Public Schools 1988-1989.
Battleground School District, Battleground, Oregon, 1986-1987.
Learning to Behave, Grand Island, NE, October, 1987.
Learning and Auditory Language, Meadowood Springs, June 1987.
Linguistic Usage, Springfield, Illinois, March 1987.
Linguistic Usage, Newport, Oregon (OSHA), February 1987.
Bend, Oregon, February 1987.
Pendleton Oregon Schools, December 1986.
Rainier Oregon Schools (Longview, WA), December, 1986 Washington, D.C., May 1986.
San Diego Public Schools, San Diego, California, October 1985.
Ohio Regional Workshop, Youngston, Ohio, September 1985.
San Angelo, Texas, August 1985.
Austin, Texas, Region XIII--3 days, June 1985.
*North Dakota State University, March 1985.
Honolulu, Hawaii, December 1984.
San Angelo, Texas, November 1984.
West Texas State University, San Marcos, Texas, October 1984.
Plainview Mental Health/Mental Retardation Center, August 1984.
Atlanta, Georgia, two days, September 1984.
*Dayton, Ohio, one week, August 1984.
Lincoln, Nebraska, August 1984.
Clovis Municipal Schools, two days, August 1984.
Educational Service Center, two days, Austin, Texas, July 1984.
University of Nebraska, three days, June 1984.
*Spokane, Washington, sponsored by the Speech Department of Washington State University through Continuing Education, April 1984.
Highline Community College, Midway, Washington, sponsored by the Speech Department of Washington State University through Continuing Education, March 1984.
San Antonio Educational Service Center, two days, March 1984.
Abilene Educational Service Center, two days, September 1983.
Richardson Educational Service Center, three days, August 1983.
*Three weeks Advanced Language Course, sponsored by Texas Tech University, Summer 1983.
British Columbia Schools Organization, two days, June 1983.

Clovis, New Mexico, sponsored by the Eastern New Mexico State University, May 1983.
Abilene, Texas, March 1983.
Chicago, Illinois, March 1983.
Richland, Texas, February 1983.
Hastings and Lincoln, Nebraska, January 1983.
Slaton Public Schools, Fall 1982, several days.
Lubbock Independent School District, Fall 1982.
Levelland Independent School District, Texas, Spring 1982.
Hastings, Nebraska, February 1982.
Lubbock Educational Service Center, March 1982.
DEBT (Developmental Education Birth to Two), April 1982.
Indianapolis, Indiana, workshop via telephone, January 20 and 27, 1982.
Hastings, Nebraska, September 1982.
Cedar Rapids, Iowa, two days, December 1981.
Illinois Regional Language Workshop, May 1981.
Honda Co-op Workshop, May 1981.
Language Intervention, three-week workshop, Summer 1981.
Lubbock Educational Service Center, Language Intervention, August 1980.
Louisiana northern 30 parishes, workshops for educators of preschool handicapped children... a series of educational workshops designed to reach the hard to teach preschool child, 1979-1980.
Lewiston, Idaho, Language Therapy: Severely Handicapped Children, preschool child, 1979-1980.
Pullman, Washington, Pragmatics: Language Intervention for the Public Schools, March 1979.
Pullman, Washington, Infant/Father Program for Fathers of 3-8 month old infants, March 1979.
Central Valley, Washington, Language Therapy: Semantics and Pragmatics, February 1979 (one day).
Spokane, Washington, Language Therapy Techniques for Area Public School Clinicians, September 1978 (one day).
Instructor for ASHA Videotape Workshop on Language Therapy, Summer 1977.
Clarkston, Washington, Space-Time and Vocabulary: How to Relate to Academic Readiness, February 1979 (one day).
Federal Way School Districts, Seattle, Washington, Language Therapy for the Brain Damaged Child, November 1977.
Augusta, Georgia Public Schools, Language Therapy for Public School Children, November 1976.
Lewiston, Idaho Public Schools, Language Development as it relates to Academic Subject Matter, February 1978.
Champaign, Illinois Area School Clinicians, Therapy for Voice Disorders, 1975.
HEED (Help and Education for Emotionally Disturbed Children), Illinois, 1975.
New Haven Connecticut Language Disorders Symposium, August 1975.

I have provided numerous guest lectures for other disciplines and groups including pediatric staff and residents at medical schools, graduate special education students, high school "unwed" programs, colleges of education, educational psychology students, American Language Academy faculty, nursing program students, parents without partners club, civil organizations, church groups, high school groups, university clubs and retired educator groups. These specific guest lectures are not listed. Recent examples are provided under “service.”

C. PROFESSIONAL MEETINGS PRESENTED

1. INSERVICES/PRESENTATIONS FOR REQUESTING AGENCY

Visual Thinkers. Swindell’s Child Center, Providence, May 9, 2013.
The Visual Brain. Hello foundation, Portland, OR April 11, 2013.
Learning with a Visual Brain at the College Level; UNLV nurses, University of Nevada—Las Vegas, May 11, 2012. Co-presented with Joanna Rowe Kaakinen.
Language Acquisition: Learning to Think, Columbia Regional Program, April 30, 2012.
Learning with a Visual Brain in an Auditory World, Glenfair Elementary, Reynolds School District, February 29 and March 21, 2012.
SIMBall Training; UNLV Las Vegas, February 2-3, 2012.
Thinking and Learning, Oregon Health Science University (OHSU), BRAINet, January, 19, 2012
Thinking to Learn: Language is the Tool, Lane County 4J, Life Skills Network, Eugene, OR, January 3, 2012.
Visual Language Strategies for Integrating Math Across the Curriculum; teachers and staff of Boulder, CO, June 1-2, 2011.
Assessment and Intervention, 6 hour consultation for Grandhaven Elementary School, McMinnville, OR, April 15, 2011.
Thinking Through Doing: The Language of Pictures, 4J School District, Deaf and Hard of Hearing administrators, teachers and staff, Eugene, Oregon, April 9, 2011.
Literacy Strategies for Learning with a Visual Brain in an Auditory World, CARD sponsored; PEPSA, FSU Med School, Ft. Walton Beach, March 11, 2011.
Teaching the Visual Learner in an Auditory World, St. Pius K-8, Beaverton, Oregon, January 14, 2011.
Visual Strategies through Language, Cascade Academics, Oregon City, Oregon, November 5, 2010.
Visual Thinkers, 4J School District, Deaf and Hard of Hearing administrators, teachers and staff, Eugene, Oregon, October 16, 2010.
Strategies for Children on the Spectrum, Caldwell, Idaho, February 16, 2010.
Visual Teaching in a Auditory World, Oregon State University—Center for Teaching and Learning, Corvallis, Oregon, November 1 & 2, 2007. Co-presented with Joanna Kaakinen.

Brain-Based Language Strategies for Culturally and Linguistically Diverse Students, Washington Speech and Hearing Association, Wenatchee, Washington, September 14, 2007.

Teaching Visual Thinkers: Innovative Strategies for the Classroom and Clinical Setting, Healthcare Professionals Conference, Seattle, Washington, June 29, 2007.

Learning and Language Processing: A Brain Function. ESU 6, ESU 7, and Lincoln Public Schools, Lincoln, Nebraska, June 14 & 15, 2007.

Application of Cognitive Learning Theory to Develop Clinical Simulations. Wilmington School of Nursing, Faculty Development Day, University of North Carolina, May 9, 2007.

Brain-Based Strategies for Language, Learning, and Literacy. Central School District, Independence, Oregon, August 29, 2005 and January 11, 2006.

What Does it Mean to be a Visual Thinker? Edmonds Cyberschool, Edmonds, WA, October 14, 2005.

Language, Literacy and Learning: With emphasis on motor access for neurogenic disabilities. Eastern Tennessee State University, Communication Disorders Department, Johnson, City TN, October 7 & 8, 2005.

Visual Strategies in the Classroom, West Texas Rehabilitation Center, San Angelo, Texas, April 8 and 9, 2005.

Learning and Language, St. Mary's of the Valley, April 2, 9, 16, May 7, and 21, 2003.

Faculty Development: Strategies for the Visual Learner, Grand Valley State University, Grand Rapids, Michigan, April 22, 2003. Co-presented with Joanna Kaakinen.

Make it Visual, Oregon Trail School District, Cedar Ridge Middle School, Sandy, Oregon, February 18, 2003

How Do People Learn, Holy Rosary Homeschool Group, January 13, 2003

Visual Language Applications to At-Risk Students, Fariss High School, Gresham, Oregon, November 15, 2001 and January 10, 2002

How do Different People Learn Language? Portland Homeschool Group/Holy Rosary Church, Portland, Oregon, December 10, 2001

Mediation and Language, Clackamas County Youth & Family Mediation Program, Clackamas, Oregon, June 21 and July 6, 2001

Visual Language, Astor Elementary of Portland Public Schools, Portland, Oregon, April 2, 2001

Language: A Social, Cultural, and Academic Tool for Advanced Learning, Cyberschool, Edmonds School District, Edmond, Washington, March 26, 2001

Educational Strategies for Community College Students, Salem, Oregon, November 19, 1999

Educational Strategies for Community College Students, Salem, Oregon, September 13, 1999

Visual Symbols, Gresham School District, Gresham, Oregon, March 10, 1999

How Do We Learn? Gresham School District, Gresham, Oregon, January 13, 1999

How Do We Learn? Washougal School District, Washougal, Washington, November 16, 1998

Practical Strategies for Classroom Intervention, Two Eagle River School, Pablo, Montana, August 17 & 18, 1998
Pioneer Elementary School, Evergreen School District, May 22, 1997
Language and Learning: Pragmaticism versus Behavior Modification, Wilsonville Autism Society, May 28, 1996
Overview of Auditory and Visual Symbolizers, Wilcox Elementary School, Portland Public Schools, May 22, 1996
CIM/CAM, Pleasant Valley Elementary, Centennial School District, January 12 and 19, 1996
Adult/Learning, Mt. Angel Seminary, November 17, 1995
Respect in the Classroom, Chimacum School District, Chimacum, WA, October 20 & 21, 1995
How do we Learn? Mesa Public Schools, Mesa, Arizona, October 9-11, 1995
Make it Visual, Lutheran Schools, Portland, Oregon, October 6, 1995
Who is in our Classroom? Chimacum School District, Chimacum, WA, September 20, 1995
Advanced Follow-up, Yreka, California, June 1, 1995
Pragmatics: Social Language Skills in the Classroom, Yreka, California, June 2, 1995
Infant Assessment/Staffing at White Shield, Portland, Oregon, March 3, 1995
Another Way of Thinking about Learning Disabilities, SCEC group, Portland State University, February 15, 1995
Effective Communication, Cathedral School, Portland, Oregon, October 14, 1994
Visual/Auditory Learning Systems, College of Arts and Science, University of Portland, May 9, 1994
Visual Time Management Concepts, Corvallis School District 509J, Corvallis, Oregon, April 15, 1994.
Classroom Respect, Coos Bay School District/Coos County Educational Service District, Coos Bay, Oregon, August 31, 1994
Do You See What I Say? University of Portland Reunion '94, Portland, Oregon, June 25, 1994
Did You Hear Me? Kaiser Permanente - Research Division, Portland, OR, February 22, 1994
Visual Structures for Use as Strategies, Vancouver CHADD, Vancouver, WA, January 14, 1994
Language Based Curriculum, University of Portland School of Education Colloquium, October 21, 1993
Visual Differences in Learning, Silver Star Elementary, Vancouver, WA, October 26, 1993
Strategies for Including the Learning Disabled Student in the Regular Classroom, Corvallis, OR, September 25 and October 2, 1993
Pragmaticism with Vocational Work Clients, Corvallis School District 509J, April 30, 1993
Freshman Seminar, University of Portland, Spring 1992 and 1993
ADHD Support Group, Portland, Oregon, January 12, 1993
Freshman Seminar, University of Portland, Spring 1992

Learning and Language, Oregon Academy of Speech Pathology and Audiology, Portland, Oregon, December 19, 1991
Beginning Pragmaticism Methodology Applied to the Deaf Population, Vancouver, Washington, January 18-19, 1991
Portland Public Schools 1988 & 1989
Vernon School District, BC, Canada, October 1988
Pragmaticism for Speech/Language Clinicians, Eugene, Oregon, Winter, 1988
Pragmaticism Methodology for the Classroom Teacher, Edmonds, Washington, Winter, 1988
Pragmaticism Methodology, Portland Public Schools, Winter, 1988
Pragmaticism Methodology, Albany, Oregon, Fall, 1987
Pragmaticism Methodology, Rose City, OR, Spring, 1987
Pragmaticism Methodology, Roseburg, OR, Fall, 1987
Language for Special Educators/Speech Pathologists, Beaverton Schools, Spring 1987 and Fall 1987
Plainview Child Development Center, Plainview, Texas, August, 1984
Social Workers for Abilene Christian University, July, 1984
West Texas Rehabilitation Centers, Abilene and San Angelo, Texas, 1983 to 1987 (numerous presentations)
Slaton, Texas-Teachers, August, 1981, Language Intervention in the Classroom
Slaton Speech Pathologists, Fall, 1981
Language Intervention Coordinator of Early Childhood Education for the Handicapped (1979-1980). The purpose of this position at Louisiana Tech was to provide inservice training for educators of preschool handicapped children residing in the 30 northern parishes of Louisiana. This position included preparation of conferences and workshops, setting up preschools for handicapped as well as direct delivery of services.
Rutland Center, Psychoeducational Model Facility for Developmental Therapy. A series of inservice training sessions during 1976-1977 on language intervention facilitation procedures based on pragmatics (speech acts).

2. <u>INSTITUTES FOR PROFESSIONAL DEVELOPMENT AND/OR CONTINUING EDUCATION</u> (Three-Day and Five-Day Institutes on Pragmaticism Methodology provided ASHA CEU's and University CEU's)
<u>Beginning Pragmaticism Methodology</u>:
Caldwell, Idaho, June 22-26, 1998
Portland, Oregon, Summers of 1995, 1994, 1993, 1992, 1991, 1990, 1989, 1988, 1987
Mesa, Arizona, October 1995
Yakima, Washington, March 24/25, April 22, May 19/20, 1995
Vancouver, B.C., Canada, March 1995
Roseburg, Oregon, July 1989
San Angelo, Texas, June 1988-1987
Midland-Odessa, Texas, June 1987
Seattle, Washington, August, 1985

Abilene, Texas, May, 1985

Beginning/Intermediate Pragmaticism Methodology:
Cartersville, Georgia, 1994
Rome, Georgia, 1994
Yreka, California, August 1991
Kansas City, Kansas 1990

Intermediate Pragmaticism Methodology:
Portland, Oregon, 1995, 1994, 1993, 1992, 1991, 1990, 1989, 1988
San Angelo, Texas, June 1988
Battleground, Washington, August 1986
Abilene, Texas, March, 1986
Lincoln, Nebraska, June, 1985

Intermediate/Advanced Pragmaticism Methodology:
Kansas City, Kansas, August 1991

Advanced Pragmaticism Methodology:
Portland, Oregon, July 1993, 1992, 1991, 1990, 1988

Advanced Professional Development:
Kearney, Nebraska, June, 1992
San Angelo, Texas, June 1988
Lubbock, Texas, May-June, 1986
Applied Advanced Pragmaticism Methodology:
Portland, Oregon, Summers 1991(3), 1988, 1987

XI. AWARDS, FELLOWSHIPS, AND HONORS

Nominated for ASHA Fellow, March 2013.
American Speech and Hearing Association (ASHA) Award for Continuing Education (ACE), 2012.
Nominated for the Wallin Special Education Lifetime Achievement Award, CEC, 2012.
Top presentation at ASHA National Conference 2011.
Oregon 2011 Speech, Language, and Hearing Association Clinical Award for Outstanding Teaching and Research, October 2011.
American Speech and Hearing Association (ASHA) Award for Continuing Education (ACE), 2011.
American Speech and Hearing Association (ASHA) Diversity Champion Award, New Orleans, Louisiana, November 20, 2009
ACE (Award for Chapter Excellence), Kappa Delta Pi, Orlando, Florida, November 3, 2005.
Nominated for UP teacher of the year many times. Most recent, 2007-2010; University Teaching/Scholarship Faculty Award, 1993.
National Register’s Who’s Who in Executives and Professionals, 2000-2001 edition.
Nominated for AAUW Scholarship Award by Marisa Davis, San Francisco, California, 2001.
Who's Who Among America's Teachers, 1996 and 1997 (nominated by former UP student).

Top Young Allied Health Professional in the U.S., 1984, (one of 33 chosen in the United States from all allied health disciplines). Nominated as a subsequent Kellog Fellowship applicant, 1986.
Top 100 Allied Health Professional in the Southwest, 1983.
Who's Who in International Medicine, 1985.
Phi Kappa Phi Honor Society; Kappa Delta Pi Honor Society.
Phi Kappa Delta Educational Honorary.
Kappa Delta Pi education honor society since 1975.
Who's Who in Education (nominated many times).
Mortar Board (academic honor society).
Sigma Alpha Eta (honor society).
NIH Fellowship for Doctoral Studies.
HEW Teaching Assistantship for Master's Studies.
Various awards and recognition for work within schools and programs (e.g., Headstart) are not listed.

XII. PAPERS PRESENTED TO PROFESSIONAL MEETINGS/CONFERENCES

(*These presentations were requested by the organization to serve in keynote or main speaker roles. All of the other convention papers were submitted and accepted through a refereed process. Presentations with future dates have been refereed and accepted.)

2014 Special Education Conference May 7-9, 2014, San Francisco, CA (three days—three presentations): Visual Learning in an Auditory World; Behavior and Language: Behavior is not Discipline; and Reading and Writing is a Language Process.
Visual Thinking: A Neuroeducation Application. Teaching Mindfully: The Role the Brain Plays in Learning, Manresa Center for Professional Development. Portland, OR. September 28, 2013.
Translating Neuroscience: When is the use of Clickers Effective for Student Learning? (Woo, T., Arwood, E., Rowe, J.) World Nursing Conference in Singapore, July 2013.
AAPM 2013 Annual Meeting, Poster presentation. (Chou, R.; Mongoven, J.; Herr, K.; Arwood, E.; Watson, J.; & Ray, B. (Executive Committee of Interprofessional Pain Management Competency Program for UC Davis.) Indianapolis, IN, August 4-8, 2013.
Learning with a Visual Brain in an Auditory World. 43rd Annual Colloquium in Speech-Language Pathology, University of Pacific, Stockton, CA June 14, 2013.
Behavior and Language: Behavior is Not Discipline. 2013 Special Education Conference: Challenges and Innovations from Infancy to 12th grade. Seattle, WA, March 8, 2013.
Visual Learning in an Auditory World. 2013 Special Education Conference: Challenges and Innovations from Infancy to 12th Grade. Seattle, WA, March 6 & 7, 2013.
*World of English. Video Greeting. March 2013, China. (PRC). Reported in *China Daily* (2013-03-14). In the university there is a simulated town of English.
Using Neuroscience to Inform Visual Language Strategies for Severely Impacted Learners. 16th Annual Conference of the Oregon Association of Teacher Educators (ORATE), Portland, Oregon, February 22, 2013. Poster presentation with Chris Merideth.

Learning is a Social Justice Issue. ORATE 16th Annual Conference: Learning and Teaching in a Culturally Diverse World, Portland, Oregon, February 22, 2013. Presenters: Arwood, E., Gillaspy, C., and Duffett, J.

The Language of Learning to Behave: Strategies and Intervention. ASHA National Convention, Atlanta, Georgia, November 17, 2012.

Media Literacy: Thinking is More than Doing. OATS Conference: Engaging Students in the Global Digital Society. Portland, OR, October 26, 2012. Presenters: Arwood, E. and Hood, S.

Core competencies: Shift in Paradigm from Teaching to Learning; Interprofessional Pain Summit for UC Davis, Sacramento, CA, August 3 & 4, 2012.

Behavior and Learning. National Autism Society Conference, San Diego, CA, July 28, 2012. Co-presented with Carole Kaulitz.

Neuroeducation: The vision of using neuroscience to inform practice. *Creating a community of learners: Guiding the future of education.* 15th Annual Conference of the Oregon Association of Teacher Educators (ORATE), Salem Conference Center: Salem, Oregon. (January 27, 2012). Presenters: Arwood, E., O'Neil, L. & Allen, S.

Language Acquisition: Learning to Think. Young Child Wellness Summit, Multnomah Project Launch, Portland, Oregon, December 13, 2011.

Effective Language-Based Literacy Strategies for Individuals with Autism Spectrum Disorders. ASHA National Convention, San Diego, California, November 18, 2011.

Language for Independent Thinking and Living. ABDA, Montreal, Canada, October 8-9, 2011.

Behavior and Language: Semantic Assessment and Intervention Strategies for Social Thinking, 42nd National Autism Society Conference & Exposition, Orlando, Florida, July 6-9, 2011. Co-presented with Carole Kaulitz and Mabel Brown.

Learning to Be Social: Exploring the Spectrum of Social Communication through the Function of Language, Social Thinking Providers Conference, San Francisco, CA, June 24-26, 2011. Co-presented with Carole Kaulitz and Mabel Brown.

Learning with a Visual Brain in an Auditory World: Expanding Our Horizons, NWATE, Lacey, Washington, April 1, 2011.

*Neuroeducation: Learning Under the Influence-Brain Implications for Children and Youth in K-12 Grade. Panel Presentation, March 31, 2011, Portland, Oregon.

*Literacy Strategies for Learning with a Visual Brain in an Auditory World: "Thinking in Shapes." Florida State University Center for Autism and Related Disabilities, Fort Walton Beach, Florida, March 11, 2011.

Translating Neuroscience: When is the Use of Personal Response Systems Effective for Student Learning? ORATE, March 4, 2011, Portland, Oregon. Co-presented with Teri Woo, Ph.D. and Joanna Kaakinen, Ph.D.

Visual Thinking Strategies: The Language of Pictures, 90 minute presentation, Oregon Speech-Language & Hearing Association (OSHA) annual convention, October 9, 2010, Vancouver, Washington. Co-presented with Carole Kaulitz and Mabel Brown.

Behavior and Language: Semantic Assessment and Intervention Strategies for Social Thinking. 3rd Annual National Social Thinking Provider's Conference, Santa, Clara, California, June 26, 2010. Co-presented with Carole Kaulitz and Mabel Brown.

Best Practices with a Lens for Language Function, 1 hour presentation, Oregon Research Association for Teacher Education (ORATE), Western Oregon University, Monmouth, Oregon, March 5, 2010. Co-presented with Alyse Rostamizadeh.

*Semantic and Pragmatic Language Disorders: Language Learning for Social and Cognitive Development. Invited Speaker for Washington Speech and Hearing Association (WSHA) annual convention, October 9, 2009 at Blaine, Washington.

The Language of Pictures: Autism Society of America (ASA) 2009 National Conference, St. Charles, Illinois, July 22-25, 2009. Co-presented with Carole Kaulitz & Mabel Brown.

Relating Cognitive Stages of Language Developments to Social Perspectives: Are You in My Picture? 2nd Annual National Social Thinking Provider's Conference, Santa, Clara, California, June 28, 2009. Co-presented with Carole Kaulitz.

Autism: Language Strategies for Learning with a Visual Brain. Learning and the Brain Conference in Washington, DC, May, 2009. Co-presented with Carole Kaulitz.

I See the Ideas: Visual Strategies for Teaching. Student Services and Retention Conference in Portland, Oregon, February 5, 2009. Co-presented with Heidi Senior.

Designing Simulation Based on Learning Theory: Grading Students' Conceptual Knowledge: 9th Annual International Meeting on Medical Simulation, Orlando, Florida, January 11, 2009. Co-presented with Joanna Kaakinen, Ph.D.; Mary Oakes, M.S.; Patricia Gatlin, M.S.

Autism: Language Strategies for Learning with a Visual Brain: Autism Society of America. 2008 ASA National Conference, Orlando, Florida, July 10. Co-presented with Carole Kaulitz.

Simulation Based on Language and Learning (SIMBaLL): The Model: Graded Simulations: Objective Evaluation of Clinical Performance Symposium, University of Portland, July 19, 2008. Co-presented with Joanna Kaakinen, Ph.D.

Learning with a Visual Brain in an Auditory World: Visual Language Strategies for Individuals with Autism Spectrum Disorders: 1st Annual National Social Thinking Provider's Conference, Santa, Clara, California, June 21, 2008. Co-presented with Carole Kaulitz.

*The Neurobiology of Learning: Teaching Visual Thinkers. American Association of Colleges of Nursing: Faculty Development Conference, Nashville, Tennessee, February 7, 2008 (with Dr. Joanna Kaakinen).

Working with the Language of Individuals Diagnosed with Asperger Syndrome. Twelfth Annual ABDA/ABMPP International Conference, Atlanta, Georgia, July 14, 2007.

*Barriers Presented by Speech and Language Disorders for Habeas Corpus Resource Center, San Francisco, California, June 21, 2007.

*Learning and Language Processing: Comprehension and Assessment for Habeas Corpus Resource Center, Spring Conference Series. San Francisco, California, April 23, 2007.

*Visual Teaching in an Auditory World. Center for Teaching Excellence. Indiana University of Pennsylvania: October 28, 2006 (with Dr. Joanna Kaakinen).

Autism: Learning with a Visual Brain, The 2006 state conference on autism: Tools for school, home, and community, (with Carole Kaulitz), Denver, Colorado, September 22, 2006.

Language-Based Classroom: Applied Brain Research. 45th Biennial KDP Convocation: Infinite Possibilities in Education, Orlando, Florida, November 4, 2005.

Learning Problems are Language Processing Problems: A Brain Function. Sailing the Sea of Knowledge: A Symposium of Global Ideas—IASE (International Association of Special Education) 9th Biennial Conference, July 10-13, 2005, Halifax, Nova Scotia, Canada. *Cross-referenced under XIII. Publications: 4. Journals.*

Student Centered Learning: Visual Language with the Brain in Mind, The Teaching Professor Conference, Schaumburg, Illinois, May 20-22, 2005.

Visual Language in the Classroom, NWREL Conference, ENF proposal (with Bonnie Robb, classroom teacher), February 28, 2005.

Teaching in the Language of the Mind, AATC 11th Annual Conference (Oregon), Portland, Oregon, October 2, 2004.

*Our Visual Brains: Effective Learning/Language Strategies in Inclusive Classrooms, Keynote Address for the Oregon Association of Teacher Educators—7th Annual Conference, Tualatin, Oregon, February 27, 2004.

Language Strategies: A Brain Function, Learning Brain Expo—8th Biannual Conference, San Diego, California, January 21, 2004. Co-presented with Carole Kaulitz.

*Pathways and Perspectives, Oregon Council of Healthcare Educators Conference, Resort at the Mountain in Welches, Oregon, October 10, 2003. Co-presented with Joanna Kaakinen.

*Understanding Students Who Use a Visual Learning System, 5th Annual Northwest Nursing Education Institute—"Competency^3: Teachers, Students, Practitioners", OHSU School of Nursing, Portland, Oregon, June 23, 2003. Co-presented with Joanna Kaakinen.

*Visual Teaching in an Auditory World, Iowa Association for Nursing Continuing Education & Central Iowa Health Educators Network Conference, Des Moines, Iowa, June 13, 2003. Co-presented with Anita Lee Wynne.

*Visual Thinking, West Michigan NNSDO, Grand Rapids, Michigan, April 21, 2003. Co-presented with Joanna Kaakinen.

Improved Student Achievement through Applied Brain Research: The Brain—Language and Learning, Learning Brain Expo—7th Biannual Conference, San Diego, California, January 20, 2003. Published in Proceedings and as audiotape, Brain Store, 2003.

Innovative Teaching Strategies for Visual Learners, Continuing Nursing Education, Conference Center, Chicago, Illinois, November 20, 2002. Co-presented with Joanna Kaakinen and Anita Wynne.

*Language Tools for Learning, Colorado Department of Education Annual Summer Symposium entitled: "The Culture of Childhood: A Summer Symposium for Parents and Providers in Early Childhood Care and Education," The Beaver Run Hotel, Breckenridge, Colorado, July 17 and 18, 2002.

Thinking and Learning, International Conference of the American Board of Disability Analyst (ABDA), Quebec, CANADA, July 13 and 14, 2002.

*Innovative Strategies for Teaching Visual Learners: Thinking in Pictures, A Conference for Nurse Educators and Clinicians, Shoreline Conference Center, Seattle, Washington, June 27, 2002. Co-presented with Joanna Kaakinen and Anita Wynne.

*Visual Learning, 4th Annual Northwest Nursing Education Institute entitled: "Teaching in the Future: Barriers and Breakthroughs," Oregon Health Sciences University (OHSU), Portland, Oregon, June 24, 2002.

*Visual Learners: Theory and Practice, Towards Excellence in Promoting Productive Learning Conference, Kennebunkport, Maine, May 20-22, 2002. Co-presented with Joanna Kaakinen.

Strategies for Visual Learners, Nurse Odyssey: Journey into the Future (A National Conference on Professional Nursing Education and Development), Seattle, WA, October 25, 2001. Co-presented with Joanna Kaakinen.

Why Talk Therapy May Not Be Working, American Board of Disability Analyst (ABDA), Anchorage, AK, October 2001 with Dr. Lee Golden.

How do we Help Adults with Learning Disabilities to Develop Organizational and Time Management Skills? American Board of Disability Analyst (ABDA) and American Board of Psychotherapists (ABPP), Honolulu, HI, February 2001. Co-presented with Dr. Lee Golden.

Using Visual Language to Modify Social Behavior, ICCE, University of San Diego, San Diego, CA, June 28, 2000

Language as a Mediator for Learning, Symposium on Effective Teaching Strategies for Diverse Learners, Portland, OR, June 29, 2000

Using Student Capstone Reflections for Program Evaluation and Change, ORATE, Eugene, OR, March 3, 2000 (Lee Golden presenter) also presented at AHE, June 27, 2000

Second Chance to Read: A Linguistic Based Approach, ASHA, San Antonio, TX, 1998

The Assessment of Oral Language through Time, ASHA, Boston, MA, 1997

ADHD and Language. American Board of Disability Analysts, International Conference, Cancun, Mexico, 1997

*Keynote Address: Adjusting the Classroom to Include All Learners, Nebraska Speech-Language-Hearing Association, November 3, 1995

What is Visual Language? Oregon Speech-Language-Hearing Association, October 1995

*Speaker for the Autism Society of Washington (Clark Co. Chpt.) conference in Vancouver, WA, October 7, 1995, Pragmatic Communication: Evaluative Concerns

*Speaker for the Autism Society of Washington (Clark Co. Chpt.) conference in Vancouver, WA, October 22, 1994, Learning for a Child with Autism

*Best Practices Conference, Yakima, Washington, May 10, 1994

*Oregon Educational Research Association, Lewis and Clark College, Portland, Oregon, October 22, 1993, Implications of a Three-Year Clinical Teacher Training Project: Teacher Education--A Clinical University Program (TEACUP) to Promote Successful Integration of Children with Disabilities

*Speaker for the Autism Society of Washington (Clark Co. Chpt.) conference in Vancouver, WA, October 23, 1993, Learning for a Child with Autism

Comparison of Chinese Patterning in Classrooms to U.S. Instruction, Beijing, PRC, October 1992

*Keynote address for Idaho Speech/Hearing Association, Boise, Idaho, May 1992, Language in the Classroom

*Keynote address for Utah Speech Language Hearing Association Spring convention, Yarrow, Utah, May 4 & 5, 1989

*Learning and Language, Panhandle Speech Language Hearing Association, Lubbock, Texas, February 24 & 25, 1989

*Intervention of Language Disorders in School-Age Children, guest convention speaker, Illinois Speech Language Hearing Association, February 18, 1989
*Pragmaticism Methodology, conference for local chapter of National Speech Language Hearing Association, Bellingham, WA, April 8 & 9, 1988
*Language Theory, guest speaker for conference at Summit, New Jersey, October 1989
Propositional Analysis, Mini-seminar, American Speech Language Hearing Association, Boston, MA, November 1988
*Language, Wisconsin Speech and Hearing Association, Key Speaker, April, 1988
*Audition and Hearing, Mid-State Conference, Grand Island, Nebraska, March, 1988, (co-presented with Kerry Ormson, CCC-AUD)
An Assessment Model for Isolated Rural Districts, American Council in Rural Special Education, Monterey, California, February, 1988, (co-authored and presented by Dvenna Duncan, Ph.D.)
Propositional Analysis, OSHA/WSHA, Seattle, Washington, October, 1987
Inservice Training of Regular Education Teachers to Serve as Special Education Consultants, National Rural and Small School Consortium, Arlington, Virginia, October, 1987, (co-presented with Dvenna Duncan)
Audition and the Brain, Portland, Oregon, August, 1987, (co-presented with Kerry Ormson, CCC-AUD)
C.S. Peirce International Conference in Pragmatics, Antwerp, Belgium, July, 1988, (accepted—not presented)
UP With Kids: An On-site Teacher Training Program, International Council on Education for Teaching Conference, The Netherlands, July, 1987, (co-authored with Dvenna Duncan-presented by D. Duncan)
*Virginia Department of Education, Developmental Language Instruction, 2 days, March, 1987
*Language/Linguistic Usage, Arizona Speech and Hearing Association State Convention, Key Speaker, September, 1986
CEC short course, New Orleans, April, 1986
Panhandle Speech and Hearing Association, Amarillo, Texas, October, 1985
*Minnesota Speech and Hearing Association State Convention, Key Speaker, October, 1985
*Oregon Speech and Hearing Association State Convention, April, 1985
*New Jersey Speech and Hearing Association State Convention, April, 1985 (two workshops and Key speaker at luncheon session)
*Ohio Speech and Hearing Association State Convention, May, 1985 (workshop)
Pragmaticism Methodology, Mid-State Conference, Grand Island, Nebraska, March, 1984
*Pragmaticism Methodology, Texas Speech and Hearing Association State Convention, Houston, Texas, February, 1984
*Pragmatics, Keynote address, Santa Rosa NSSLHA, Albany, New York, March, 1982
The Microcomputer and the Handicapped Learner, Including the Nonverbal Learner and the Autocom, The Association for the Severely Handicapped National Convention, October, 1981
*Language Acquisition and Development, Texas Speech Communication Association, October, 1981

Intervention Techniques for Semantic and Pragmatic Language Disorders, An hour presentation for the American Speech and Hearing Association, Atlanta, GA, November, 1979

*Trends in Language Assessment and Remediation, Washington Regional Speech and Hearing Conference, March, 1979

A Method of Language Facilitation Based on Pragmatics, A mini-seminar, American-Speech-Hearing Association, San Francisco, California, November, 1978

*The Use of Speech Acts as a Facilitation Model of Communication, Washington Association for the Education of Young Children, 1978

A Language Intervention Program Based on Pragmatics, American Speech and Hearing Association, Chicago, IL, November, 1977

An Alternate Approach to Oral Communication for an Autistic Child, A videotape theater presentation, American Speech and Hearing Association, Houston, Texas, November, 1976

Language Therapy for Severely Emotionally Disturbed Children, (based on speech acts) a mini-seminar presented at the Georgia Speech and Hearing Association, 1976

Language Therapy for Severely Emotionally Disturbed Children, a paper presented at the Louisville, Kentucky Interdisciplinary Linguistics Conference: Language Perspectives, May, 1976

XIII. PUBLICATIONS

A. IN PROGRESS

Arwood, E., Kaulitz, C. and Brown, M. Learning to Behave: The Connection Between Thinking Language and Behavior. Endorsed by Michelle Garcia Winner, being reviewed by Autism Asperger Publishing Company.

Arwood, E. See Jane: A compilation of NLLT practices.

Arwood, E. lead author for Pain Competency article based on UC Davis Summit.

Arwood, E. co-author on curriculum applications in nursing for Pain Competencies from UC Davis Summit.

B. PUBLISHED

1. TEXTBOOKS that represent Arwood's work, not compilation of others' works.

Arwood, E. (2011). *Language Function: An Introduction to Pragmatic Assessment and Intervention for Higher Order Thinking and Better Literacy.* Herndon, VA: Jessica Kingsley Publications. (Released October of 2010.)

Arwood, E. Kaulitz, C. & Brown, M. (2009). *Visual thinking strategies for individuals with autism spectrum disorders: The language of pictures.* Shawnee Mission, KS: Autism Asperger Publishing Company.

Arwood, E. and Kaulitz, C. (2007*). Learning with a visual brain in an auditory world: Visual language strategies for people with autism spectrum disorders*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Arwood, E. and Young, E. (2000). *The language of respect: The **R**ight of **e**ach **S**tudent to **P**articipate in an **E**nvironment of **C**ommunicative **T**houghtfulness*. La Vergne, TN: Lightning Press.

Arwood, E. (1991). *Semantic and pragmatic language disorders.* (2nd ed.). Rockville, MD: Aspen Systems Corporation.

Arwood, E. (1983). *Pragmaticism: Theory and application.* Rockville, MD: Aspen Systems Corporation. Reviewed in *Journal of Reading* and in the *Volta Review* (solicited textbook).

Lucas, E. (1980). *Semantic and pragmatic language disorders: Assessment and remediation*. Rockville, MD: Aspen Systems Corporation. Reviewed in ASHA. (Solicited textbook had four printings).

2. MONOGRAPHS

Arwood, E. (1984). Pragmaticism: Treatment for language disorders. Clinical Series *Monograph of the National Student Speech Language Hearing Association,* Volume 8, (solicited by NSSLHA).

3. CHAPTER CONTRIBUTIONS

Arwood, E. (2014). Learning and Learning Styles. In Parkay, Hass & Anctil. *Curriculum Leadership: Readings for Developing Quality Educational Programs* (10th Edition) (solicited) NY: Pearson.

Arwood, E. L. & Kaakinen, J. R. (2010). Using Language Successfully in the College Classroom. In M. A. Fallon & S. C. Brown (Eds.), *Teaching inclusively in higher education* (pp. 95-112). Charlotte, NC: Information Age Publishing.

Arwood, E. A Language Pathologist's Perspective on Catastrophic Injury in *Catastrophic injury*. Published spring 2002 (solicited).

Arwood, E. (1985). Educational Development Series (solicited). In D.J. Keyser and R.C. Sweetland (Eds.), *Test Critiques*, Vol. IV, (pp. 264-274). Kansas City, MO: Test Corporation of America (solicited).

4. JOURNALS

Woo, T., Arwood, E., & Rowe, J. (2013). *Proceedings of World Nursing Conference in Singapore*. Translating Neuroscience: When is the use of clickers Effective for Student Learning? July 2013.

Fishman, S. Singh, N., Koebner, I., Mongoven, J., Young, H., Arwood, E., Chou, R., Herr, K., Murinson, B., Watt-Watson, J. (2013). Core Competencies for Pain Management: Results of an Interprofessional Consensus Summit. Accepted in *J. Pain Medicine.* June 2013.

Fishman, S.M.; Young, H.M.; Lucas Arwood, E.; Chou, R.; Herr, K.; Murinson, B.B.; Watt-Watson, J.; Carr, D.B.; Gordon, D.B.; Stevens, B.J.; Bakerjian, D.; Ballantyne, J.C.; Courtenay, M.; Djukic, M.; Koebner, I.J.; Mongoven, J.M.; Paice, J.A.; Prasad, R.; Singh, N.; Sluka, K.A.; Marie, B.S.; Strassels, S.A.: Core Competencies for Pain Management: Results of an Interprofessional Consensus

Summit. Journal of Pain Medication. 2013, April 11. doi: 10.1111/pme.12107. [Epub ahead of print]. PMID:23577878.

Kaakinen, J.R. & Arwood, E. (2009) Systematic Review of Nursing Simulation Literature for Use of Learning Theory, *International Journal of Nursing Education Scholarship: Vol. 6*: Issue 1, Article 16.

Arwood, E.L. & Kaakinen, J.R. (2009) SIMulation Based on Language and Learning (SIMBaLL): The Model. *International Journal for Nursing Education Scholarship: Vol. 6:* Issue 1, article 9. (Reported to be top 8 articles on this subject as of Fall 2013.)

Arwood, E. & Robb, B. (2008) *Language Events in a Classroom. The ESL Magazine, 61*, Key Publishing Co: UK.

Arwood, E. (2005) "Learning Problems are Language Processing Problems: A Brain Function." Sailing the Sea of Knowledge: A Symposium of Global Ideas—IASE (International Association of Special Education) 9th Biennial Conference, July 10-13, 2005, Halifax, Nova Scotia Canada. Published as refereed Proceedings in CD format. Cross-referenced in *XII. Papers Presented to Professional Meetings/Conferences (also refereed).*

Arwood, E. and Kaulitz, C. (2004) "Language Strategies: A Brain Function." Winter Learning Brain Expo—8th Biannual Conference, San Diego, California (refereed). Published audio recording San Diego, CA: Audio Visual Education Network, Inc. Published proceedings San Diego, CA: The Brain Store. Cross-referenced in *XII. Papers Presented to Professional Meetings/Conferences*.

Arwood, E. and Kaakinen, J. "Visual Language Strategies for Innovative Teaching of Science." Journal of Science Education for Students with Disabilities (JSESD). Volume 10, p. 27-36, Winter 2004.

Arwood, E. and Kaulitz, C. (2003) "Improved Student Achievement through Applied Brain Research" Winter Learning Brain Expo—7th Biannual Conference, San Diego, California, January 20, 2003. Published proceedings San Diego, CA: The Brain Store. Cross-referenced in *XII. Papers Presented to Professional Meetings/Conferences*.

Arwood, E. & Golden, L. (February/March 2001) "The Brain, the Learner, the Teacher, and Language." Association of Teacher Education Newsletter (ATE), Volume 34, No. 1, p. 5-7.

Arwood, E. (1999). Obstacles and Opportunities: Teacher Education Survey Results (contributor to Lia Hutton survey), *Advising Quarterly for Professionals in International Education 47*, Winter, Washington, D.C.

Niles, N.R., Partridge, J.W., Arwood, E., & Kronz, J. (Fall, 1996). Learning In Medical School: An Uncontrolled Experiment. Pathology Education.

Kaakinen, J.R. & Arwood, E. (2009) "Systematic Review of Nursing Simulation Literature for Use of Learning Theory," *International Journal of Nursing Education Scholarship: Vol. 6* : Iss. 1, Article 16

Lucas, E. (August 1981). A lecture on pragmatic application in language disorders. In Grune and Stratton (Eds.), Audio Journal of Communication Disorder, (solicited).

Lucas, E. (1980). A critique of Prutting's article. Journal of Speech and Hearing Disorders, 45, (1), 136-138.

Lucas, E. (1979). A method of language facilitation based on pragmatics. In J. Andrews and M.S. Burns (Eds.), Selected Papers. Evanston, IL: Institute for Continuing Professional Education.

Lucas, E. (1979). A language intervention program based on pragmatics. Illinois Journal of Speech, Hearing, and Language Services.

Lucas, E. (1978). A language intervention program based on pragmatics. In J. Andrews and M.S. Burns (Eds.), Selected Papers: Remediation of Language Disorders. Evanston, IL: Institute for Professional Education.

Lucas, E. and Rosen, A. (1977). Therapy approach to alleviating dyplophonic voice quality. British Journal of Communication Disorders, 12(1), 69-74.

5. PROFESSIONAL REVIEWS…solicited requests to review that were completed:

Educational Research Journal, 2011.
International Journal of Nursing Education Scholarship, 2010.
International Journal of Nursing Education Scholarship, 2009.
Pearson textbooks….literacy and sped; 2008-2009.
Content Reviewer for NWREL Classroom Management Practices, March 2007.
Special Education Texts, Prentice-Hall, 2006-2007.
Special Education and Behavior Texts. Prentice-Hall, 2005.
Special Education Text, 2004. Prentice-Hall.
Special Education and Parents, 2003. Prentice-Hall.
Behavior Book, 2003, Allyn and Bacon.
Special Education Book, 2003, Prentice-Hall.
Textbook Reviews, 2001, Hardman.
Journal of Speech and Hearing Disorders. Editorial Consultant, 1977-1982.
Language Disorders in Children. Reviewed for Volta Review, 1982.
Education of Deaf Children. Reviewed for Volta Review, 1982.
University Park Press, book review, 1982.
Aspen Publishing Company, book review, 1982.
Diagnostic Methods in Speech Pathology. Reviewed for Publisher (Harper and Row), 1981.

6. EDUCATIONAL MANUALS/MATERIALS

Arwood, E. Brown, M. and Robb, B. (2005) Make it Visual in the Classroom: I'm in Your Picture. Portland, Oregon: APRICOT, Inc.

Arwood, E., Kaakinen, J. and Wynne, A. (2002) Nurse Educators: Using Visual Language. Portland, Oregon: APRICOT, Inc.

Arwood, E. and Brown, M. (2002) Balanced Literacy: Phonics, Viconics, Kinesics, Aspect. Portland, Oregon: APRICOT, Inc.

Arwood, E. and Brown, M. (2001) A Guide to Visual Strategies for Young Adults. Portland, Oregon: APRICOT, Inc.

Arwood, E. and Unruh, I. (2000) Event-Based Learning Handbook. Portland, Oregon: APRICOT, Inc.

Arwood, E. and Unruh, I. (2000) A Whale of a Tale. Portland, Oregon: APRICOT, Inc.
Arwood, E. and Unruh, I. (2000) Teacher Guide. Portland, Oregon: APRICOT, Inc.
Arwood, E. and Brown, M. (1999) A Guide to Cartooning and Flowcharting. Portland, Oregon: APRICOT, Inc.
Arwood, E. and Unruh, I. (1997) Reading/writing: It's So Easy to See (RISES II): A way for all levels of students to develop literacy skills. Portland, Oregon: APRICOT, Inc.
Arwood, E. and McInroy, J. (1995) Apricot Works: Level II Manual, Portland, OR: APRICOT, Inc.
Arwood, E. and McInroy, J. (1994) Apricot Works: Level I Manual, Portland, OR: APRICOT, Inc.
Arwood, E. and McInroy, J. (1994) Reading: It's So Easy to See (RISES): Pictured Language--Level I. Portland, Oregon: Apricot, Inc.
Arwood, E. (1993) Visual Structures for Use as Strategies, Portland, OR: APRICOT, Inc.
Arwood, E. (1989) APRICOT II MANUAL, Portland, OR: APRICOT, Inc.
Arwood, E. (1985). APRICOT I MANUAL (2nd ed.). Lubbock, TX: APRICOT Inc.
Lucas, E. and Stein, B. (1978). Workbook for language therapy. Athens, GA: University of Georgia.
APRICOT I: 50 semantically based pictures for language intervention, 1985.

7. ASSESSMENT TOOLS

Arwood, E. and Beggs, M. (1992) Temporal Analysis of Propositions (TEMPRO): A Tool for Analyzing Language Functioning. Portland, OR: Apricot, Inc.
Lucas Arwood, E. Scale of Communication for Disordered Learning Systems, copyright 1986.
Series of tests, copyright applied for 1982; received 1984. Published in Pragmaticism, Aspen Systems, 1983.
(1) Lucas Arwood, E., Prelanguage Assessment System
(2) Lucas Arwood, E., Language Assessment System
(3) Lucas Arwood, E., Linguistic Assessment System
Lucas Arwood, E. BISAP, 1977. Published in Semantic and Pragmatic Language Disorders (1st Ed.) Aspen Systems, 1980.

8. NEWSLETTERS

Arwood, E., Golden, L. & Golden, D. “A Parent’s Advice for Adult Children with Disabilities. American Board of Disability Analysts. Fall, 2001.
Arwood, E. (Agnes Beveridge-Wavering, Editor) News from: APRICOT, Inc. Published quarterly 1988 through 1994.
Arwood, E. (1985). Expert's corner. The Communicator: Language News in Special Education. A Syndactics, Inc. Publication (solicited).

9. OTHER
(Reports for accreditation and for program changes, university handbooks, university documents, curriculum documents, and program development such as lesson plan development and syllabi are not included. These are service types of publications, not scholarship or limited distribution publications.)

Arwood, E. Podcast about The Visual Brain. Hello Foundation, Portland, OR, April 11, 2013.
Arwood, E. Podcast- Special Needs, Special Parents – 11/06/12 Part I. Neuroscience and its application for educating students with special needs. Part II, 11/20/12 (interviewer Dr. Phyllis Egby) http://kmuz.org/podcasts/#needs.
Arwood, E. Podcast of Neurosemantic Language Theory, 2010.
Arwood, E. & Kaakinen, J. (2008). Advanced Academy For Teaching And Learning. *Visual Teaching in an Auditory World*. Oregon State University: Center for Teaching and Learning, DVD.
Good Day Oregon (Oregon's Channel 12), "Ask the Doc" Television Segment regarding "Learning Differences Among School-Age Children," December 10, 1996.
A television panel program for PBS, Spring 1981, RE: "Communication and the independence of a severely handicapped child".

C. UNPUBLISHED BUT DISSEMINATED MANUSCRIPTS

Arwood, E. and Beggs, M. (1996). Propositional Analysis: A Qualitative Assessment of Oral Language for Learning Disabled Students. Unpublished manuscript, Portland, Oregon.
Arwood, E. and Williams, K. Characteristics of a Language Delivery Model: A Group Intervention. Submitted to Language, Speech and Hearing Services in Schools, 1989.
Arwood, E., Bahls, G. and Crabtree, R. (1986). Acoustic reflex, reading, writing, and oral language found in learning disabled adults matched with typical learning adults. Unpublished manuscript, Texas Tech University, Lubbock.
Arwood, E. and Swanson, B. (1982). Learning--language disorders. Unpublished manuscript, Texas Tech University, Lubbock.
Lucas, E. and Sparks, J. (1981). Speech act theory. Unpublished manuscript, Texas Tech University, Lubbock.
Lucas, E.V. and Tatarsky-Taylor, L. (1981). The dyadic effects of child-peer and child-adult interactions on speech act types of non-handicapped three-year-old children. Unpublished manuscript, Texas Tech University, Lubbock. (Received local recognition for research quality).
Lucas, E. and Hoag, L. (May, 1976). Speech acts: A language therapy strategy for emotionally disturbed children. Paper presented at the Interdisciplinary Linguistics Conference on Language Perspectives, Louisville, Kentucky.

D. OTHER PRIMARY WORKS BASED ON ARWOOD'S SCHOLARSHIP (not inclusive)

Sklar, M. (2010) Seeing What I Need to Do—Course Notes and Instructor's Manual. Portland, OR: Aguanga Publishing. Course Notes: Dedicated to Dr. Ellyn Arwood.
Sobotka, H., 2000, Bird Watching & Bird Habitats. Portland, OR: APRICOT, Inc.
Sobotka, H., 2000, Pond and Stream Habitats. Portland, OR: APRICOT, Inc.
Developmental Language Instruction Manual, June 1985, Virginia Department of Education
"Talking to Alligators" (Interview with Jim Collings) Idaho Statesman, 1991
McInroy, J. & Dethlefs, E., 1994, "Arwood's Pragmaticism and Preschool," Nebraska Speech-Language-Hearing Association, pgs. 51-54
Beggs, M. and Matkins, R. "Applying socio-cognitive learning theory principles to classroom strategies for junior high students with language-learning disorders."
Kaulitz, C. "Understanding students with visual learning systems." Paper presentation at Washington Speech & Hearing Association conference, 1995.
McInroy, J. "Dynamic Language Assessment". Paper presented at National American Speech-Language-Hearing Fall Conference, New Orleans, LA, November 1994.
Thompson, C. "Establishing Meaningfulness for Michael." Speech/Hearing Association of Virginia Journal, 34(1), Summer 1994.
Gray, C. Georgia Language Conference, May 2, 1994.
Hux, K., Morris-Friehe, M., & Sanger, D.D. Language Sampling Practices: A Survey of Nine States, Speech Language Hearing Services in the Schools, June 1993.
Reichert, A. "Das Bildmaterial von Ellyn Arwood in der Arbeit mit sprachentwicklungsgestorten Kindern im Vor- und Grundschulalter", Hamburg, Germany, 16.06.1989 (thesis based on Arwood’s work).
Crowder, R., Hahn, O., Hoelscher, D., & Hess, S. (1989) Making Language Visual. State Presentation, based on Ballinger ISD.

E. INSTITUTES AND WORKSHOPS BASED ON ARWOOD'S WORK (known or reported)

1. Kaulitz, C.—over 500 presentations since 1985
2. McInroy, J.—over 100 presentations since 1984
3. Collings, J.—over 50 presentations since 1985
4. Barnes, L.—over 50 presentations since 1985
5. Monda, J.—over 50 presentations since 1985
6. Gabrielsen, S. & Goible, C.—over 50 presentations since 1995
7. Robb, B.—over 10 presentations since 2003
8. Cox, A.—over 10 presentations since 2003
9. Rostamizadeh, A.-over 20 presentations since 2007

F. ARWOOD’S WORKS CITED BY OTHERS (not up-to-date)

Myles, B. Effective Practices for Students with Asperger Syndrome, Love Publishing Company, Denver, CO, 2002.

Myles, B. and Adreon, D. Asperger Syndrome and Adolescence: Practical Solutions for School Success, p. 107, Autism Asperger Publishing Co., Shawnee Mission, KS, 2001.
Crowe, L. and Reichmuth, S. The Source for Early Literacy Development, p. 74 & 83, LinguiSystems, Inc., East Moline, IL, 2001.
Fey, M. Language Intervention with Young Children, College Hill Press, 1994.
Pragmatics, edited by J.F. Duchan, L.E. Hewelt & R.M. Sonnenmeier, Prentice Hall: Englewood Cliffs, 1994.
Norris, J.A. & Hofman, P.R. Language Intervention within Naturalistic Environments. ASHA, Vol. 21, 1990, pgs. 72-84.
The Language Learning Process, J. Laughton & M.S. Hasinstab, Aspen Systems: Rockville, MD, 1986.
Language Disorders, Robert E. Owens, Merrill Publishers, 1991.

XIV. UNIVERSITY SERVICE

A. DEPARTMENT COMMITTEES AND RESPONSIBILITIES

Ed.D. Committee, SOE, 2012-13; 2013-2014
Neuroed Standards Committee 2012-2013
Neuroeducation post master's program (development and follow through) 2008-2013
Diverse Learners Program Committee, SOE, 2008-present
Assessment Committee, SOE, 2002 to present
Mentor for faculty, 2009-2010, 2010-2011, 2011-2012
CEU proposal for SOE, 2010-2011
M.Ed. Committee, SOE, 2007-08 (UP)
SOE ad hoc committee Chair of Strategic Planning Committee, 2006-2007, SOE (UP) Diversity Committee, 2006-2007, SOE (UP); ad hoc scheduling committee 2013-2014
Media Presidential Advisory Committee, 2006-2008 (UP)
CEAD, 1999 to 2002 (UP)
Search Committee, SOE, Tenured Faculty: 1986-1997, 2000-2008, 2010-2011 (UP)
Search Committee for Dean of Education: 1988-1989, 1995-1996 (UP)
Search Committee for Administrative Assistants: 1986 (UP)
Search Committee Chair or Co-Chair: 1986, 1987, 1994-1995, 2000-2001 (UP)
OQAT ESL, 2001-2002 (UP)
OQAT Special Education, 2000-2001 (UP)
Self-Study for Renewal of Accreditation—Finance Sub-Committee, 1999-2001 (UP)
Frameworks Committee, 1996-1997 (UP)
Advising (Graduate and Undergraduate) 60-120 students per year, 1986 to 1998. Current advising ± 20 Students (UP)
MAT—Evaluation and Reform, Chairperson, (1994 to implementation) (UP)
Co-Chair for Faculty Meetings & Business Agenda 1995-1996 (UP)
Student Affairs Committee, 1994-1995 (UP)

Administrative Council for School of Education (1993 to 1999) (UP)
NCATE Knowledge Base, 1990 to 1992 (UP)
Program Development: Counseling and College Student Personnel, 1991-1993 (UP)
Governance Committee (NCATE 1991) Ad hoc, 1993-94 (UP)
Director of Human Services, 1986 to 1990 (UP)
Coordinator of Foundations, 1986 to 1990 (UP)
Chair, Graduate Program Committee, 1986-89 (UP)
University Teacher Education Committee member (UTEC), 1986 to 1999 (UP)
Newsletter for Human Services, 1986, 1987, 1988 (UP)
Curriculum Committee, 1986 to 1988 (UP)
Chair, Preprofessional Departmental Committee, 1982-1983, 1985-1986, Texas Tech University (TTU)
Co-advisor for student professional organization (NSSLHA), 1981-1983 (TTU); advisor for University of Portland Educator students 1990
Chair, Recruitment Departmental Committee, 1984-1985 (TTU)
Graduate Admissions Committee, 1985-1986 (TTU)
Peer Evaluation and Review Departmental Committee, 1980-1981 (TTU)
Accreditation Departmental Committee, 1981-1982 (TTU)
Curriculum Departmental Committee, 1980-1986 (TTU)
Sponsor for student professional organization, Washington State University, 1977-1979

B. UNIVERSITY COMMITTEES AND RESPONSIBILITIES

Faculty Welfare Senate Committee, 2010-2013
CAR Senate Committee, 2009-2010
Curriculum Committee, 2007
Presidential Advisory Committee, 2006-2007 (UP)
Teaching and Scholarship Senate Committee, 2003-2005 (UP)
Ad hoc Senate Committee for Academic Regulations, 2002-2003 (UP)
Rank and Tenure Committee, 1999 to 2001 (UP)
Rank and Tenure Committee, 1993 to 1996 (UP)
Committee on Teaching and Scholarship, elected chair, 1997 (UP)
Faculty Welfare Committee, 1996-97 (UP)
American Disabilities Advisory Board, 1994-1995 (UP)
Freshman Seminar Committee, 1993 (UP)
Academic Senate, 1989-1992, re-elected 1997 (UP)
Committee on Graduate Studies and Research, 1988-93; Chair 1989-90; 1990-91 (UP)
University Athletic Committee, 1991-92 (UP)
University Media Committee, 1990-91 (UP)
Committee on Student Affairs, 1988-1989 (UP)
Institutional Self-Study Committee member on Physical Plant, Materials, and Equipment, 1989 (UP)
Instructional Development Committee, 1987-1988 (UP)
Committee on International Education, 1987-1988 (UP)

ASCAP, Texas Tech University Committee, 1984-1986, ("Arts and Sciences Committee for Academic Programs" is an appointed position)
Advisor for transfer students, 1981-1986 (TTU), and Campus Wide Advisor for Washington State University, 1977-1979

C. TEACHING RESPONSIBILITIES

1. UNIVERSITY OF PORTLAND
Evaluations required. Ratings excellent to outstanding. Average about 4.65 to 5.0 out of 5.0 for all classes.
   a. Language Development and Disorders (also ESL learning)
   b. Neurogenic Disabilities
   c. Neuroscience and Learning
   d. Linguistics (includes phonetics)
   e. Behavior Disorders
   c. Exit Reflective Experience/Capstone projects
   e. Special Education
   d. Language Arts Methods
   e. Special Education Student Practicum/Student Teaching/Methods/Assessment
   g. Interpersonal Relations/Counseling/Community Relations/Professional Development/School-Family Relations
   h. Human (Life Span) Development
   i. Guidance and Counseling Courses
   j. Managing Classroom Behavior and Behavior Disorders
   k. Improving Writing Skills
   l. Practica/Student Teaching
   m. Social and Cultural Foundations
   n. Exceptional Child
   o. Theories of Learning
   p. Literacy Across the Curriculum
   q. Research Courses
   r. Elective courses (social/linguistic/cultural differences)

2. TEXAS TECH UNIVERSITY Evaluations required. Ratings excellent to outstanding.

   a. Neuropathology
   b. Diagnostics and Lab
   c. Augmentative Communication: Clinical Research and Evaluation
   d. Neurolinguistics: Audition
   e. Language Assessment/Intervention
   f. Psychosocial Educational Aspects of Hearing Impaired
   g. Oral Communication for the Hearing Impaired
   h. Psycholinguistics for the Hearing Impaired
   i. Nature of Language
   j. Language Assessment

k. Language/Articulation Disorders
l. Introduction to Communication Disorders
m. Language Development
n. Observational Classes
o. Clinical Practicum as a class
p. Doctoral seminars in semantics, semiotics, philosophy of language, neurogenics

3. SUBJECT AREAS TAUGHT AT OTHER UNIVERSITIES

a. Voice Disorders/Intervention, University of Illinois
b. Courses in early childhood education for the handicapped, University of Illinois, Washington State University, University of Georgia, Louisiana Tech University
c. Graduate Psycholinguistics, Washington State University
d. Various Language Assessment/Intervention Courses (Georgia, Washington)
e. Exceptional child course (University of Georgia, Washington State University, Louisiana Tech University)

D. DIRECTED THESES AND NON-THESIS MASTER'S (MA) PROJECTS -- ABBREVIATED TOPICS (Capstone masters' projects not listed…)

Rostamizadeh, A. (2009). *Visual strategies for critical literacy: Assigning meaning to formal concepts in social justice texts.* An unpublished thesis presented to the faculty at Western Oregon University, Monmouth, Oregon (committee member).
Spencer, D. Visual Language Strategies for Spanish Speakers, 2006-2007
Lane, A. Improving Indicators of Speaking Fluency and Free Productive Vocabulary, 2004
Docken, E. Literacy and Language through Literature Circles, 2003
Graham, B. Baseball Predictions, 2003
Peura, L. Dispositions to Principal Leaders, 2003
Rudolph, J. Dispositions of Residential Leaders, 2003
Chapman, M. ADHD: Side effects, diagnostics, tremors and medication, 2000
Eberhard, N. Visual Thinking in Middle School, 1998
Marchand, P. Writing for Visual Language, 1995
Pollak, D. Learning/Language, 1995
Behramkamdin, N., Relationship of Diagnosis and Intervention, 1994
Okese, C. Internalization, 1992
Padula, J. Anger Management, 1992
Reisinger, T. Financial Aid, 1992
Lien, K. Auditory Connection with Language, 1991
Arancibia, N. Computers and Perceptions, 1989
Foland, A. The Feasibility of Assessing the Sign- Symbol Relationships in Written Language, 1991
Mayr, S. Russian Socio-Cognitive Theory and Its Implications to Learning, 1990
Mlekush, R. Eating Disorders, 1991
McCarter, B. Social Relations and Acceptance of Disability, 1988

McKee, M. Financial Aid/Student Services, 1989
Hammond, A. Life Review with the Elderly, 1987
Stratten, N. Connotative Meanings of Humor and the Therapeutic Implications, 1987
Crabtree, R. ABR/Acoustic Reflex Patterns Correlated to Language Disorder Patterns, 1986
Swanson, B. Learning/Language Disorders, 1982
Cremeens, P. Semantic Feature Acquisition, 1980-1981
Tatarsky-Taylor, L. Speech Acts in Three-Year-Olds, 1980-1981
Homchick, A. Comprehension of "More", 1978-1979
Nichols, K. Cognitive Skills/Retarded, 1978-1979
Ominski, L. Auditory Memory/Language, 1978-1979
Whitaker, J. A Language Screening Instrument Based on Imitation, 1978-1979
Caruso, N. Language Therapy for Retarded Children, 1977-1978
Fleming, K. Development of the Spatial Relation "High", 1977-1978
Hamilton, S. Comprehension-Imitation-Production, 1977- 1978
Macy, T. The Use of Signs with the Profoundly Retarded, 1977-1978
Mundell, C. A Parental Language Therapy Program for Down's Syndrome Children Based on Pragmatics, 1977-1978
Muramoto, F. The Effects of Personalness on Passive-Active Sentences, 1977-1978
Randolph, C. Language Skills in the Aged, 1977-1978
Schauer, M. Semantic Versus Syntactic Errors in the Retarded Child, 1977-1978
Shelquist, D. Auditory Processing of the NSST, 1977-1978
Thomas, K. A Comparison of Mothers' and Fathers' Language Facilitation Techniques, 1977-1978
Member of numerous committees past and present. Graduate students completing M.Ed. research or action research are not included here. Senior theses not listed here.

E. DOCTORAL COMMITTEES

External Examiner for Chitra a/p K.M. Krishnan Adiyodi (for Ph.D.) CLASSROOM INSTRUCTION FOR PRESCHOOL CHILDREN WITH LEARNING DISABILITIES (2010). University of Malaya, Kuala Lumpur, Malaysia.
Davidson, R. Indices for Communication in the Severely-Profoundly Handicapped 1984-1986.
Craig, D. (Special Education) Augmentative Communication and Computer Application, 1981-1985.
Stall, C. (Educational Psychology) Temporal Aspects of Hearing Impaired, 1981-1982.

F. STUDENT THESIS AND DISSERTATION CONSULTATION

Several students from various places, (for example: London, England; New Orleans, Louisiana; Little Rock, Arkansas; Albany, New York; Lincoln, Nebraska; Fort Collins, Colorado; Germany and Canada) have requested and received help in specific research areas.

XV. COMMUNITY SERVICE RELATED TO PROFESSION (last 7 years)

A. Executive Committee of Interprofessional Pain Management Competency for UC Davis—monthly conference call.
B. Life of an SLP, video interview, March 14, 2012.
C. Advisory Council for Child Wellness (LAUNCH) 2011 to present.
D. Advisory Member for Somoa Pacific Development Council (SDC) a non-profit organization; web site: www.samoapacificdc.com, 2011 to present.
E. Volunteer for Brain/Body Works (OMSI).
F. Competency Advisory Committee Member for Interprofessional Pain Management at University of California, Davis—Chair of Methodologies.
G. Hough Foundation Preschool Planning Committee, 2010 to 2012.
H. BRAINet, Board Member, Chair of Education, 2010 to present.
I. Volunteer at Clark Elementary and offer consultation, Portland, Oregon, First Grade Classroom—NCLB Project during 2003-2005 school years. Continued with collaboration with a teacher from Clark to 2010.
J. Guest speaker for various groups. Recent examples, Linguistics: the Study of the Mother Tongue, Aloha Community Group, November 3, 2010; UP classes in Nursing, 2007-11; Parish Nurses, January 15, 2005 (with J. Kaakinen); School of Nursing, Nurse Educators, December 16, 2004 (with J. Kaakinen); Freshman Academy, August, 2003, 2004, 2005, 2008, 2009, 2010, 2011
K. Support for action research by professionals in the community (Loretta Walsh study on time in Vancouver Middle Schools, for example)
L. Provide guest speaking/participation to groups such as CHAD and regional autism support groups.
M. Help masters and doctoral level students with their content in applying visual language strategies…various disciplines…for example, working with a doctoral nursing student at UNLV
N. Review of a specific grant for MJ Murdock Charitable Trust, 2005.
O. Education Committee for the Oregon Organ Donor Program, 2004 to 2006.
P. Selected as expert member of Round Table Group, Inc.; group designed to provide expertise for attorneys working with special needs individuals.
Q. Editorial consultant for the Disability Analyst: The Official Newsletter of the American Board and College of Disability Analysts and Affiliated Organizations, 1999 to present.
R. Respond to referrals from various individuals and agencies, including University of Portland faculty and staff family member for assessments and intervention recommendations related to speech, learning/language impairments. I receive more requests than I can personally fill. Also work with UP students that are referred to me from other groups or faculty on campus to help with language and learning strategies.