

## Curriculum Vitae

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

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## ACADEMIC DEGREES

Ph.D.	Florida State University	2011	Communication Science and Disorders
M.S.	Florida State University	2006	Communication Science and Disorders
B.S.	Florida State University	2004	Communication Science and Disorders

## PROFESSIONAL DEVELOPMENT

### Professional Certifications

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

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

### Present Rank

Associate Professor in the Davies School of Communication Sciences and Disorders at Texas Christian University (Start date: August, 2012)

### Previous Professional Positions

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

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

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

**Clinical Supervisor**, Child Language and Speech Disorders Team (Summer and Fall, 2011).

## TEACHING

### Courses Taught at TCU

**COSD 30373** Language Disorders in Children

3-credit, required course for 63 sophomore/junior undergraduate majors in Communication Sciences and Disorders. Focuses on providing students with theoretical overview of the nature and types of child language disorders

**COSD 30334** Language Development in Children

3-credit, required course for 65 sophomore/junior undergraduate majors in Communication Sciences and Disorders. Focuses on providing an overview of the fundamental bases of language development across infancy, toddler, preschool, and school-age children.

**COSD 60343** Advanced Language Disorders in Children

3-credit, required course for 15 first year graduate students receiving a Master's degree in Communication Sciences and Disorders. This course focused on 1) describing the language strengths and weaknesses of individuals who are at various stages of language development and acquisition from a variety of backgrounds; 2) Interdisciplinary approaches and assessment techniques/tools useful for

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

### **Courses Taught Previously**

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

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

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

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

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

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

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

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

## **FUNDING**

### **External Grant Funding**

**Submitted (2016):** Spencer Foundation's Small Research Grants.

**Submitted (2016):** American Speech-Language Foundation's New Investigators Award.

**Submitted (2015):** American Speech-Language Foundation's New Investigators Award.

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

### **Internal Grant Funding**

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

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

## **RESEARCH**

### **Graduate Theses Directed**

Fall 2016-Spring 2018: Completion of a project with Mary Claire Courtney investigating SLPs' explicit syntax knowledge.

Fall 2016 –Spring 2018: Completion of a project with Alexandra Nusz investigating the difference in the types of reading errors made by children with SLI and children with typical language.

Fall 2014 – Spring 2016: Completion of a project with Tina Melamed investigating students' explicit syntax knowledge.

Spring 2013-Spring 2014: Completion of a project with Nicole Alfonso investigating a phonological cycles remediation approach on the phonological processes of a school-age child.

Fall 2012-Spring 2013: Completion of project with Alison Hessling investigating narrative awareness among children with Down syndrome.

### **Publications: Peer Reviewed Articles**

Hessling, A., & **Brimo**, D. (in review). Spoken fictional narrative and literacy skills of children with Down syndrome. *Communication Disorders Quarterly*.

**Brimo**, D. & Hall-Mills, S. (accepted). Evaluating the effects of genre and modality on adolescent students' oral and written language. *Clinical Linguistics and Phonetics*. doi: 10.1080/02699206.2018.1504987

Munoz, M.L. & **Brimo**, D. (2018). Evidence for the construct validity of two grammatical tasks to screen for language impairment in Spanish speaking children. *Evidence-based Communication Assessment and Intervention*, 11(3-4), 146-150. doi: 10.1080/17489539.2017.1339480

**Brimo**, D., Lund, E., & Sapp, A. (2018). Effects of type and construct when measuring children's syntax: A meta-analysis. *International Journal of Language and Communication Disorders*, 53(3), 431-445. doi: 10.1111/1460-6984.12362

Lund, E., **Brimo**, D., Rhea, D., & Rivchun, A. (2017). The effect of multiple recesses on listening effort: A preliminary study. *Journal of Educational, Pediatric, & (Re)Habilitative Audiology*, 23, 1-7.

**Brimo**, D. & Melamed, T. (2017). Evaluating students' explicit syntax knowledge. *Child Language Teaching and Therapy*, 33(3), 255-266. doi: 10.1177/0265659017717845

**Brimo**, D., Apel, K., & Fountain, T. (2017). The effects of syntactic awareness and syntactic knowledge on reading comprehension among 9<sup>th</sup> and 10<sup>th</sup> grade students. *Journal of Reading Research*. 40(1), 57-74.

**Brimo**, D. (2016). Morphological Awareness Intervention: A pilot study. *Journal of Communication Disorders*, 38(1), 35-45.

Munoz, M.L., Hoffman, L.M., & **Brimo**, D. (2013). Be smarter than your phone: A framework for using apps in clinical practice. *Contemporary Issues in Communication Science and Disorders*, 40, 138-150.

**Brimo**, D. (2013). The how to guide to spelling assessment. *Perspectives on Language Learning and Education*, 20, 129-136.

Apel, K., **Brimo**, D., Diehm, E., & Apel, L. (2013). Morphological awareness intervention with kindergarten, first, and second grade students from low SES homes: A feasibility study. *Language, Speech, and Hearing Services in Schools*, 44(2), 161-173. doi:10.1044/0161-1461(2012/11-0061)

Apel, K., **Brimo**, D., Wilson-Fowler, E.B., Vortius, C., & Radach, R. (2013). Children develop initial orthographic knowledge during storybook reading. *Scientific Studies of Reading*, 17, 286-302. DOI: 1080/10888438.2012.692742

Apel, K., Thomas-Tate, S., Wilson-Fowler, E.B., & **Brimo**, D. (2012). Acquisition of initial mental graphemic representations by children at risk for literacy development. *Applied Psycholinguistics*, 33, 365-391. doi: 10.1017/S0142716411000403

Apel, K., Wilson-Fowler, E.B., **Brimo**, D., & Perrin, N.A. (2012). Metalinguistic contributions to reading and spelling in second and third grade students. *Reading and Writing*, 25, 1283-1305.

### **Publications: Book Chapters**

Apel, K., Masterson, J.J., & **Brimo**, D. (2012). Spelling assessment and intervention: A multiple linguistic approach to improving literacy outcomes. In A.G. Kamhi & H.W. Catts (Eds). *Language and reading disabilities (3<sup>rd</sup> ed.)*.

**Brimo**, D., Apel, K., Petscher, Y., Munoz, M. (unpublished). The construction of two tasks to measure explicit syntax knowledge in older school-age children. *Journal of Communication Disorders*.

**Presentations: International/National - Peer Reviewed**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## SERVICE

### National

**Grant Reviewer**, American Speech Language Hearing Foundation, Student Research Grants (2016).

**Reviewer**, Program Committee for Language and Learning in School-Age Children and Adolescents for the American Speech, Language & Hearing Association's Annual Conference, 2016.

**Reviewer**, Program Committee for Language and Learning in School-Age Children and Adolescents for the American Speech, Language & Hearing Association's Annual Conference, 2012.

**Reviewer**, Program Committee for Language and Learning in School-Age Children and Adolescents for the American Speech, Language & Hearing Association's Annual Conference, 2011.

**Reviewer**, Program Committee for Language and Learning in School-Age Children and Adolescents for the American Speech, Language & Hearing Association's Annual Conference, 2010.

**Peer Journal Reviewer**, Language Speech and Hearing in Schools, Contemporary Issues in Communication Science and Disorders (2010-present).

## AWARDS AND HONORS

American Speech-Language Hearing Association Award for Continuing Education (January, 2018)

TCU Harris College Outstanding Nominee for Deans' Research and Creativity Award (September, 2018)

Dissertation Research Grant funded by the Congress of Graduate Students (May, 2011)

Communication Science and Disorders Award Ceremony. Outstanding Doctoral Award (April, 2011)

Conference Presentation Grant awarded by Congress of Graduate Studies, Florida State University (November, 2009; July, 2010)

Travel award presented at the annual meeting of the Symposium on Research in Child Language Disorders (June, 2009)