Bios & Disclosures

Presenter

LaVae Hoffman, Ph.D., CCC-SLP, is an ASHA Fellow and an associate professor of child language development and disorders at the University of Virginia. As a clinical practitioner, she provided services to children and adults in public school and medical settings, administrated local and statewide programs for children with and without disabilities, and served the profession as a university clinical instructor before beginning her research career. As a newly minted Ph.D., she was a researcher coordinator for the first federally-funded randomized controlled trial of language interventions with school age children. As a distinguished instructor, Dr. Hoffman has been inducted into the University of Virginia’s Academy of Teaching and is now a member of its executive board. She has served our profession as chair of ASHA's SIG 1 Language Learning and Education Coordinating Committee and as an associate editor for Language, Speech, and Hearing Services in Schools. She has received two Editor’s Awards for her research publications in ASHA peer-reviewed journals, and is now conducting research with parents of students who have language impairments.

Disclosure

Financial: Dr. Hoffman receives a salary as a faculty member of the University of Virginia. She receives grant support from the Virginia Department of Education, as well as the U.S. Department of Education through a sub-contract with the University of Cincinnati. She will receive a speaker fee from the University of Missouri.

Nonfinancial: Dr. Hoffman serves as an associate editor for Language, Speech and Hearing Services in Schools and as a site visitor for the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). She collaborates extensively with the Virginia Department of Education (VDOE) in an unpaid capacity and volunteers on a variety of American Speech-Language Hearing Association (ASHA) committees. She contributed substantially to portions of Speech-Language Pathology Services in Schools: Guidelines for Best Practice, which is distributed by VDOE free of charge, and the content of which is often referenced in her presentations.
Student Poster Presenters

Angela Colleta is a first-year graduate student in the Department of Communication Science and Disorders, University of Missouri. The title of her presentation is “Using Technology to Increase Motivation and Confidence in a Reading Client.” Her faculty supervisor is Laura Frye, CCC-SLP.

Disclosure
Financial: Angela receives a graduate research and teaching assistantship from the Department of Communication Science and Disorders.
Nonfinancial: No relevant nonfinancial relationship exists.

Anna Guilkey is an undergraduate senior in the Department of Communication Science and Disorders, University of Missouri. The title of her presentation is “Impact of Word Type on Overall Intelligibility.” Her faculty supervisor is Dana Fritz, PhD, CCC-SLP.

Disclosure
Financial: No relevant financial relationship exists.
Nonfinancial: No relevant nonfinancial relationship exists.

Caley Kramer is a first-year graduate student in the Department of Communication Science and Disorders, University of Missouri. The title of her presentation is “Does Interaction Make a Difference? Digital Storybooks & Story Comprehension.” Her faculty supervisor is Elizabeth Kelley, PhD, CCC-SLP.

Disclosure
Financial: Caley receives a graduate research assistantship from the Department of Communication Science and Disorders.
Nonfinancial: No relevant nonfinancial relationship exists.

Brooke Prigge is an undergraduate senior in the Department of Communication Science and Disorders, University of Missouri. The title of her presentation is “Filler Word Use in Young School-Age Children: A Preliminary Study.” This project is based on Brooke’s honors thesis. Her faculty supervisor is Stacy Wagovich, PhD, CCC-SLP.

Disclosure
Financial: Brooke is a paid undergraduate research assistant in Dr. Wagovich’s lab within the Department of Communication Science and Disorders.
Nonfinancial: No relevant nonfinancial relationship exists.
Kayla Symonds is an undergraduate senior in the Department of Communication Science and Disorders, University of Missouri. The title of her presentation is “Role of Emotional Valence in Word Learning for School-Age Children.” This project is based on Kayla’s honors thesis. Her faculty supervisor is Stacy Wagovich, PhD, CCC-SLP.

Disclosure
Financial: In 2014-2015, Kayla received a Discovery Fellowship for her work in Dr. Wagovich’s lab. She is currently a paid undergraduate research assistant in this lab, within the Department of Communication Science and Disorders.
Nonfinancial: No relevant nonfinancial relationship exists.

Kelsey Williams is a first-year graduate student in the Department of Communication Science and Disorders, University of Missouri. The title of her presentation is “The Effects of Requisite Age-Appropriate Syntax on Maladaptive Behaviors in a Child with Autism.” Her faculty supervisor is Laura Frye, CCC-SLP.

Disclosure
Financial: No relevant financial relationship exists.
Nonfinancial: No relevant nonfinancial relationship exists.