

# Susan J. Loveall

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## Educational History

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Ph.D., Psychology, University of Alabama, August 2013

Dual Concentration in Developmental & Cognitive Psychology

Graduate Minor in Quantitative Methods

Dissertation: *Reading skills in Down syndrome: An examination of orthographic knowledge*

M.A., Psychology, University of Alabama, May 2011

Thesis: *Nonword learning as an indicator of orthographic learning in the ID population*

B.A., Psychology, Southwestern College, May 2008

President's Honor Roll 2005 – 2008

Study Abroad: University of Sheffield, England, January 2006 – June 2006

## Research & Professional Positions

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*Assistant Professor*, Department of Special Education and Communication Disorders, University of Nebraska – Lincoln, Lincoln, NE (2019-present)

*Assistant Professor*, Department of Communication Sciences and Disorders, University of Mississippi, Oxford, MS (2015-2019)

*Postdoctoral Fellow*, Life Span Institute, University of Kansas, Lawrence, KS (2013-2015)

Supervisor: Dr. Kathryn Saunders

*Research Assistant*, Psychology Department, University of Alabama, Tuscaloosa, AL (2009-2013)

Supervisors: Dr. Frances Conners

*Teaching Assistant*, Psychology Department, University of Alabama, Tuscaloosa, AL (2008-2009)

## Research Interests

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My professional interests involve research on the learning and cognitive processes of both typically developing children and individuals with intellectual and developmental disabilities across the lifespan. Currently, my research focuses on reading skills as well as on learning and language in these populations. The ultimate goal of my research is to better understand cognitive development and to design and implement interventions for those who struggle with learning, language, or literacy.

## Fellowships & Grants

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### Current Grants

R15 HD096456-01A1

Eunice Kennedy Shriver National Institute of Child Health & Human Development

*The Role of Syntax in Reading Comprehension in Down Syndrome*

Award Period: 05/15/2019 – 04/30/2023

Award Amount: \$438,328 (total costs)

Role: Investigator (PI: Conners, University of Alabama)

- Awarded to me as PI at the University of Mississippi; because UNL is not R15-eligible I could not transfer this grant. I therefore transferred the PI position to the Co-I at the University of Alabama and added UNL as a subaward site.

University of Nebraska – Lincoln, Office of Research & Economic Development  
Research Council: Faculty Seed Grant  
*A Foundational Study of Adaptive Behaviors in Individuals with Down Syndrome*  
Award Period: 01/01/2023 – 12/31/2023  
Award Amount: \$10,000  
Role: Primary Investigator

U.S. Department of Education, Office of Special Education & Rehabilitative Services  
Type A Leadership Program  
*Designing and Providing Effective Academic Interventions*  
Award Period: 11/1/2019 – 10/31/2024  
Award Amount: \$1,918,418.00  
Role: Primary Investigator  
*\*This grant was awarded to the department in 2019 (PI's: Ron Nelson & Michael Hebert). I took over as the PI with Michael Hebert's departure in 2022.*

U.S. Department of Education, Office of Special Education & Rehabilitative Services  
Type A Leadership Program  
*Collaborative Intervention Design*  
Award Period: 10/1/2021 – 9/30/2026  
Award Amount: \$1,247,247.00  
Role: Senior Personnel (PI: Moore, University of Tennessee – Knoxville)

U.S. Department of Education  
Personnel Preparation in Special Education, Early Intervention and Related Services Program  
*Interdisciplinary Training for Early Intervention and Visual Impairment (IT-EIVI)*  
Award Period: 10/21/2021 – 09/30/2024  
Award Amount: \$249,999 year 1 (\$1,249,995.00 anticipated total)  
Role: Senior Personnel (PI: Savaiano)  
*\*This grant was awarded to the department in 2021 (PI's: Mackenzie Savaiano and Johanna Higgins). I took over as the early childhood investigator with Johanna Higgins departure in 2022.*

#### **Pending Grants**

University of Nebraska – Lincoln, NU Foundation  
Calvin Legacy Funds  
*Partnering with Nebraska Families to Understand the Accessibility and Success of Government Funded Early Intervention Services*  
Award Amount: \$15,000  
Role: Co-Primary Investigator with Dr. Ciara Ousley

#### **Completed Grants**

University of Nebraska – Lincoln, Office of Research & Economic Development  
Research Council: Faculty Seed Grant  
*Reading and Writing Profiles of Students with Intellectual and Developmental Disabilities*  
Award Period: 01/01/2020 – 06/30/2022  
Award Amount: \$10,000  
Role: Co-Investigator with Dr. Derek Rodgers

MS Scottish Rite Grant  
*MS Scottish Rite Literacy Program*  
Award Period: 2018 – 2019  
Award Amount: \$16,000 initially, \$7,000-\$10,000 annually  
Role: Academic Advisor from 2018-2019 (PI: Michael)

Robert M. Hearin Support Foundation  
*Hearing Impaired, Language and Literacy Preschool Laboratory (H.I.L.L. Class)*

Award Period: 12/01/2017 – 11/30/2020  
Award Amount: \$466,868 (total costs)  
Role: Principal Investigator

University of Mississippi, School of Applied Sciences, Seed Grant  
*Encouraging Undergraduate Research Participation through Collaborative Presentations*  
Award Period: 2/22/2017 – 05/30/2017  
Award Amount: \$2,000  
Role: Co-Principal Investigator (Co-PI: Hawthorne)

Robert M. Hearin Support Foundation  
*HILL Program (Previously Hearing Impaired, Language and Literacy Preschool Laboratory)*  
Award Period: 07/22/2016 – 11/30/2017  
Award Amount: \$233,000 (total costs)  
Role: Co-Principal Investigator (Co-PI: Hawthorne)

Southeastern Conference  
*Southeastern Conference Faculty Travel Program Grant*  
Award Period: 2016 – 2017 academic year  
Award Amount: \$1,900  
Role: Principal Investigator

### **Fellowships**

National Institute on Child Health and Human Development - T32 Fellow (2013-2015)

### **Awards and Honors**

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- National Institutes of Health, Early Career Reviewer Program, 2021-present
  - University of Nebraska – Lincoln, Scholarly Enhancement Program, 2020-2021
  - University of Nebraska – Lincoln, Peer Review Teaching Portfolio, 2020-2021
  - University of Nebraska – Lincoln, Research Development Fellows Program, 2019-2020
  - American Speech-Language Hearing Association, Lessons for Success, 2018
  - University of Mississippi Office of Research and Sponsored Programs Travel Grant, 2018 - \$500
  - Southeastern Conference Universities (SECU) Travel Grant, 2016 - \$1,900
  - Outstanding Dissertation Award – University of Alabama, Department of Psychology, 2013
  - Interdisciplinary Training Conference in Developmental Disabilities – Gatlinburg Conference Travel Grant, 2012 - \$900
  - Outstanding Thesis Award – University of Alabama, College of Arts & Sciences, 2011
  - Outstanding Thesis Award – University of Alabama, Department of Psychology, 2011
  - Outstanding Research by a Thesis Student Award – University of Alabama, Department of Psychology, 2011
  - American Psychological Association Division 33 Graduate Student Travel Award – Gatlinburg Conference, 2011 - \$500
  - University of Alabama, Department of Psychology & Graduate School Travel Award, 2010 - \$1200

### **Publications**

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+ Denotes publication/presentation that was invited and carries special prestige and recognition.

\* Denotes student author.

### **Peer-Reviewed Manuscripts**

1. Channell, M. M., **Loveall**, S. J., & Burke, M. (accepted). Exploring caregiver perceptions of post-high school employment experiences among young adults with Down syndrome. *Intellectual and Developmental Disabilities*.

2. **Loveall, S. J.,** Channell, M. M., Mattie, L. J., \*Barkhimer, A. E. (2022). Inclusion of individuals with neurodevelopmental disorders in norm-referenced language assessments. *Frontiers in Psychology, 13.* 1929433.
3. **Loveall, S. J.,** Pitt, A., \*Gibson, K., & \*Mann, J. (2022). SLP's education, knowledge, and scope of practice in literacy. *Language, Speech, and Hearing Services in Schools, 53,* 837-859.
4. Rodgers, D. & **Loveall, S. J.** (2022). Writing interventions for students with IDD: A meta-analysis. *Remedial and Special Education. 07419325221108896*
5. **Loveall, S. J.,** Channell, M. M., Burke, M., & Rodgers, D. B. (2022). Post-high school transition outcomes in Down syndrome. *American Journal of Intellectual and Developmental Disabilities, 127(2),* 135-148.
6. +**Loveall, S. J.** & Barton-Hulseley, A. (2021). Reading skills in Down syndrome: Implications for clinical practice. *Seminars in Speech and Language, 42(4),* 330-344.
7. **Loveall, S. J.,** \*Gaines, M. & Hawthorne, K. (2021). A meta-analysis of prosody in autism, Williams syndrome, and Down syndrome. *Journal of Communication Disorders, 89.*
8. Hawthorne, K. E. & **Loveall, S. J.** (2021). Interpretation of ambiguous pronouns by adults with intellectual disabilities. *Journal of Intellectual Disability Research, 65,* 125-132.
9. \*Thome, E., **Loveall, S. J.,** & Henderson, D. (2020). A survey of speech-language pathologists' use and understanding of evidence-based practice. *Perspectives of the ASHA Special Interest Groups, 5(4),* 984-999.
10. **Loveall, S. J.,** Channell, M. M., Conners, F. A., & Abbeduto, L., (2019). Verb production by individuals with Down syndrome during narrative storytelling. *Research in Developmental Disabilities, 85,* 82-91.
11. +Channell, M. M. & **Loveall, S. J.** (2018). Post-high school transition for individuals with Down syndrome. *International Review of Research in Developmental Disabilities, 54,* 105-135.
12. Hahn, L., **Loveall, S. J.,** \*Savoy, M. T., \*Neumann, A. M., & Ikuta, T. (2018). Joint attention in Down syndrome: A meta-analysis. *Research in Developmental Disabilities, 78,* 89-102.
13. Channell, M. M., **Loveall, S. J.,** Abbeduto, L., & Conners, F. A. (2018). Narrative language sampling in typical development: Implications for intellectual and developmental disabilities. *American Journal of Speech-Language Pathology, 27,* 123-135.
14. **Loveall, S. J.,** Conners, F. A., \*Tungate, A. S., Hahn, L. J., & Osso, T. D. (2017). A cross-sectional analysis of executive function in Down syndrome from 2 to 35 years. *Journal of Intellectual Disability Research, 61,* 877-887.
15. **Loveall, S. J.,** Channell, M. M., Phillips, A. B., Abbeduto, L., & Conners, F. A. (2016). Receptive vocabulary analysis in Down syndrome. *Research in Developmental Disabilities, 55,* 161-172.
16. **Loveall, S. J.,** & Conners, F. A. (2016). Reading skills in Down syndrome: An examination of orthographic knowledge. *American Journal of Intellectual and Developmental Disabilities, 121,* 95-110.
17. Channell, M. M., Phillips, A. B., **Loveall, S. J.,** Conners, F. A., Bussanich, P. M., & Klinger, L. G. (2015). Patterns of autism symptomatology in individuals with Down syndrome without comorbid autism spectrum disorder. *Journal of Neurodevelopmental Disorders, 7,* 1866-1955.
18. Phillips, A. B., **Loveall, S. J.,** Channell, M. M., & Conners, F. A. (2014). Matching variables for research involving youth with Down syndrome: Leiter-R versus PPVT-4. *Research in Developmental Disabilities, 35,* 429-438.

19. **Loveall, S. J., Moore, M. S., Phillips, A. B. & Conners, F. A. (2013).** Phonological recoding, rapid automatized naming, and orthographic knowledge. *Journal of Experimental Child Psychology, 116*, 738-746.
20. **Loveall, S. J. & Conners, F. A. (2013).** Individuals with intellectual disability can self-teach in reading. *American Journal of Intellectual and Developmental Disabilities, 118*, 108-123.
21. Channell, M. M., **Loveall, S. J., & Conners, F. A. (2013).** Strengths and weaknesses in reading skills of students with intellectual disabilities. *Research in Developmental Disabilities, 34*, 776-787.
22. Conners, F. A., **Loveall, S. J., Moore, M. S., Hume, L. E., & Maddox, C. D. (2011).** An individual difference analysis of the self-teaching hypothesis. *Journal of Experimental Child Psychology, 108*, 402-410.
23. Conners, F.A., Moore, M.S., **Loveall, S.J., & Merrill, E.C. (2011).** Memory profiles of Down, Williams, and fragile x syndromes: Implications for reading development. *Journal of Behavioral and Developmental Pediatrics, 32*, 405-417.

### **Chapters**

24. +Channell, M. M. & **Loveall, S. J. (2021).** Assessment and intervention of cognitive and social functioning in adolescents, young adults, and older individuals with Down syndrome. In K. Wilkinson & L. H. Finestack (Eds.). *Multi-modal AAC for individuals with Down syndrome*. Baltimore, MD: Brookes Publishing.

### **Peer Reviewed Manuscripts Under Revision or Review**

1. **Loveall, S. J., Conners, F. A., & \*Hubbard, K. (under review).** Research note: Testing the Simple View of Reading in adolescents and adults with Down syndrome. *American Journal of Speech-Language Pathology*
2. Hawthorne, K. E. & **Loveall, S. J. (revise and resubmit).** The effects of syntactic, semantic, and pragmatic prominence on pronoun interpretation in adults with intellectual and developmental disabilities. *American Journal of Speech, Language, and Hearing Research*.
3. Mattie, L. J., **Loveall, S. J. & Channell, M. M. & (revise and resubmit).** Perspectives on adaptive functioning and intellectual functioning measures for intellectual disabilities behavioral research. *Frontiers in Psychology*.
4. \*Dulin, M. S., **Loveall, S. J., & Hahn, L.J. (under review).** Home-literacy environments, shared book reading, and receptive vocabulary in infants and toddlers with Down syndrome. *Frontiers in Psychology*

### **Presentations**

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#### **Spoken Presentations**

1. Rodgers, D. B. & **Loveall, S. J. (2022, July).** Barriers to providing effective reading and writing instruction to secondary students with intellectual and developmental disabilities: A national survey of special educators. Society for the Scientific Studies of Reading Annual Conference, Newport Beach, CA.
2. +**Loveall, S. J. (2022, April).** Post-high school outcomes for young adults with Down syndrome in the United States. Down Syndrome Innovations, Kansas City, KS.
3. +**Loveall, S. J. (2022, April).** Executive Function. Down Syndrome Innovations, Kansas City, KS.
4. **Loveall, S. J., Channell, M. M., Burke, M., & Rodgers, D. (2022, March).** Post-high school outcomes for young adults with Down syndrome in the United States. Down Syndrome Research Forum, Online.
5. +**Loveall, S. J. (2021, June).** Reading development and instructional practices for students with IDD. Lincoln Public Schools Professional Development, Lincoln, NE.

6. +Rodgers, D. B. & **Loveall**, S. J. (2021, June). The perceptions of secondary special education teachers about literacy instructional practices for students with IDD. Lincoln Public Schools Professional Development, Lincoln, NE.
7. Rodgers, D. B. & **Loveall**, S. J. (2021, July). Writing interventions for students with IDD: A meta-analysis. Society for the Scientific Studies of Reading Annual Conference, Online.
8. **Loveall**, S. J., \*Dulin, M. S., & Hahn, L.J. (2021, April). Home-literacy environments, shared book reading, and receptive vocabulary in infants and toddlers with Down syndrome. Gatlinburg Conference, Online.
9. \*Dulin, M. S., **Loveall**, S. J., Hahn, L., & \*Imming, L. J. (2020, April). Home-literacy environments and language development in infants and toddlers with Down syndrome. Gatlinburg Conference, San Diego, CA. (Conference canceled).
10. \*Hubbard, K., **Loveall**, S. J., & Conners, F. A. (2020, April). Reading comprehension in adolescents and adults with Down syndrome. Gatlinburg Conference, San Diego, CA. (Conference canceled).
11. +**Loveall**, S. J., Channell, M. M., & Burke, M. (2019, April). Post-high school transitioning outcomes for young adults with Down syndrome. Gatlinburg Conference, San Antonio, TX.
12. Lowe, R., **Loveall**, S. J., Hawthorne, K., Livingston, A., & Keene, G. (2018, April). HILL Program at the University of Mississippi: Update and expansion of the Transition program. Mississippi Speech-Language-Hearing Association Conference, Natchez, MS.
13. **Loveall**, S. J., Channell, M. M., Conners, F. A., & Abbeduto, L. (2017, March). Density and diversity of verb use by individuals with Down syndrome during narrative storytelling. Gatlinburg Conference, San Antonio, TX.
14. Channell, M. M., **Loveall**, S. J., Conners, F. A., & Abbeduto, L. (2017, March). Verb production in Down syndrome, intellectual disability and typical development. Gatlinburg Conference, San Antonio, TX.
15. **Loveall**, S. J., & Conners, F. A. (2014, March). Reading skills in Down syndrome: An examination of orthographic knowledge. Gatlinburg Conference, Chicago, IL.
16. **Loveall**, S. J., Conners, F. A., & Moore, M. S. (2012, March). Orthographic processing: A reading strength in ID. Gatlinburg Conference, Annapolis, MD.
17. Moore, M. S., **Loveall**, S. J., Conners, F. A., Hume, L.E., & Pearson, K. (2010, March). Possible causes of phonological decoding difficulty in adolescents with Intellectual Disability. Gatlinburg Conference, Annapolis, MD. *Co-presentation*.
18. +Conners, F. A., Moore, M. S., **Loveall**, S. J., Hume, L. E., & Maddox, C. D. (2009, June). Strengths and weaknesses in reading skills of children with intellectual disability. 16<sup>th</sup> Annual Society for the Scientific Study of Reading, Boston.

#### **Poster Presentations**

1. \*Henson, M., \*Toman, G., **Loveall**, S. J., & Rodgers, D. (2023, March). Relation of intellectual ability to autism symptomatology in Down syndrome. To be presented at the Council for Exceptional Children Convention in Louisville, KY.
2. \*Willems, K., \*Henson, M., **Loveall**, S. J., & \*Conners, F. A. (2023, April). Variability of language comprehension assessments used with adolescents and adults with Down syndrome. To be presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities in Kansas City.
3. \*Henson, M. & **Loveall**, S. J. (2022, April). Parent-child Interaction Therapy for children with autism spectrum disorder. CYFS Summit on Research in Early Childhood, Lincoln, NE.

4. \*Willems-Cygan, K., **Loveall**, S. J., Goodrich, M., & \*Lang, D. (2022, April). Correlation between emergent literacy skills and conventional reading ability for young children with autism spectrum disorder: A meta-analysis. CYFS Summit on Research in Early Childhood, Lincoln, NE.
5. Rodgers, D. B., **Loveall**, S. J., & \*Suppes, A. (2022, January). Teachers' perceptions about the malleability of the reading and writing skills of students with intellectual and developmental disabilities: A national survey. Council for Exceptional Children, Orlando, FL.
6. \*Willems-Cygan, K. & Goodrich, J.M. (2022, January). Correlation between emergent literacy skills and conventional reading ability for young children with autism spectrum disorder: A meta-analysis. Council for Exceptional Children, Orlando, FL.
  - Name omitted from author list because I had reached the maximum number of contributions for conference
7. Hawthorne, K. E., **Loveall**, S. J., & \*Kingry, L. (2021, November). Prosody skills in adults with Down syndrome. American Speech-Language-Hearing Association's Annual Convention, Washington, D. C.
8. Channell, M. M., **Loveall**, S. J., & Burke, M. (2021, June). Post-high school employment outcomes for young adults with Down syndrome. American Association for Intellectual and Developmental Disabilities Annual Meeting, online.
9. **Loveall**, S. J., \*Hubbard, K., & Conners, F. A. (2021, April). Reading comprehension in adolescents and adults with Down syndrome. Gatlinburg Conference, Online.
10. \*Willems-Cygan, K., **Loveall**, S. J., & Goodrich, J.M. (2021, April). Systematic review: Effects of positive support interventions on decreasing maladaptive behaviors in children with autism. Society for Research in Child Development, Online.
11. Mattie, L. H., **Loveall**, S. J., & Channell, M. M. (2021, March). Adaptive functioning versus cognitive scores in young children with Down syndrome. Down Syndrome Research Forum, Online.
12. **Loveall**, S. J. & Hawthorne, K. E. (2019, November). Executive function, adaptive functioning, and language in young children with ASD. American Speech-Language-Hearing Association's Annual Convention, Orlando, FL.
13. \*Dulin, M. S., **Loveall**, S. J., & Hahn, L. J. (2019, November). Home-literacy environments, shared-book reading, and language in Down syndrome. American Speech-Language-Hearing Association's Annual Convention, Orlando, FL.
14. \*Rapp, J., **Loveall**, S. J., & Hawthorne, K. E. (2019, November). Are verbal or nonverbal abilities more related to prosody in adults with IDD? American Speech-Language-Hearing Association's Annual Convention, Orlando, FL.
15. \*Thome, E., **Loveall**, S. J., & Hawthorne, K. E. (2019, November). The prosodic abilities of individuals with Prader-Willi syndrome. American Speech-Language-Hearing Association's Annual Convention, Orlando, FL.
16. \*Zosel, A., Hawthorne, K. E., Schertz, J., & **Loveall**, S. J. (2019, November). Interactions between contextual and phonetic information in children and adults' perception of non-native speech. American Speech-Language-Hearing Association's Annual Convention, Orlando, FL.
17. \*Hubbard, K. & **Loveall**, S. J. (2019, April). Reading comprehension in individuals with Down syndrome. Mississippi Speech-Language-Hearing Association Conference, in Biloxi, MS.
18. \*Mann, J. & **Loveall**, S. J. (2019, April). Speech-language pathologists' training and confidence in literacy. Mississippi Speech-Language-Hearing Association Conference, in Biloxi, MS.

19. \*Williams, A., Kayama, M., & **Loveall**, S. J. (2019, April). Parents' perspectives on therapy with children with speech and language delays. Mississippi Speech-Language-Hearing Association Conference, in Biloxi, MS.
20. \*Jenkins, R., Hawthorne, K. E., & **Loveall**, S. J. (2019, April). The effect of familiarity on joint attention in children with ASD and/or DLD. Mississippi Speech-Language-Hearing Association Conference, in Biloxi, MS.
21. \*Zosel, A., Loveall, S. J., Schertz, J., & Hawthorne, K. E. (2019, April). Interactions between contextual and phonetic information in children and adults' perception of non-native speech. Mississippi Speech-Language-Hearing Association Conference, in Biloxi, MS.
22. \*Crenshaw, K., \*Thome, E., **Loveall**, S. J., & Hawthorne, K. E. (2019, April). The prosodic abilities of individuals with intellectual and developmental disabilities. Mississippi Speech-Language-Hearing Association Conference, in Biloxi, MS.
23. \*Savoy, M., \*Bosley, R., Hawthorne, K. E., & **Loveall**, S. J. (2019, April). Relationships among executive functioning and autism symptomatology in young children with autism spectrum disorder. Mississippi Speech-Language-Hearing Association Conference, in Biloxi, MS.
24. Hawthorne, K. E., & **Loveall**, S. J. (2018, November). Pronoun processing in adults with and without intellectual disabilities. American Speech-Language-Hearing Association's Annual Convention, Boston, MA.
25. \*Gaines, M., **Loveall**, S. J., & Hawthorne, K. E. (2018, November). A meta-analysis of prosody in intellectual disabilities. American Speech-Language-Hearing Association's Annual Convention, Boston, MA.
26. \*Thome, E., **Loveall**, S. J., & Henderson, D. (2018, November). A survey of speech-language pathologists' use and understanding of evidence-based practice. American Speech-Language-Hearing Association's Annual Convention, Boston, MA.
27. \*Bosley, B. S., Hawthorne, K. E., Kellum, K. K., and **Loveall**, S. J. (2018, November). RECALL reading intervention for children with moderate to severe language delays. American Speech-Language-Hearing Association's Annual Convention, Boston, MA.
28. \*Thome, E., & **Loveall**, S. J. (2018, April). Speech-language pathologist's use and understanding of evidence-based practice. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
29. \*Valle, A., **Loveall**, S. J., Lowe, R. (2018, April). Effects of hearing loss in Down syndrome: Assessing parents' knowledge. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
30. \*Lemoine, A., Lowe, R., & **Loveall**, S. J. (2018, April). The frequency attenuations of foam ear plugs affected by user error of college students. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
31. \*Zang, A., \*Savoy, M., **Loveall**, S. J., & Hawthorne, K. E., (2018, April). The effects of verb transitivity on pronoun interpretation in adults with intellectual disabilities. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
32. \*Conners, K., \*Lindsey, K., \*Fischer, S., **Loveall**, S. J., & Hawthorne, K. E. (2018, April). Prosody in atypical populations. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
33. \*Collier, L., \*Willoughby, P., Hawthorne, K. E. & **Loveall**, S. J. (2018, April). Consistency of parents and SLP graduate clinicians in reports of children with moderate-to-severe speech/language delays. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.



34. \*Bosley, R., \*Fischer, S., Hawthorne, K. E., Kellum, K., & **Loveall**, S. J. (2018, April). RECALL reading intervention for children in preschool and kindergarten with severe to moderate language delays. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
35. Lowe, R., \*Matthews, S., \*Tice, D., \*Wilbert, M., & **Loveall**, S. J. (2018, April). Effects of in-service training on school personnel regarding children with hearing loss. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
36. \*Savoy, M., **Loveall**, S. J., & Hawthorne, K. E. (2018, April). Testing the subject bias and effect of verb transitivity on pronoun interpretation in adults with intellectual disability. Gatlinburg Conference, San Diego, CA.
37. **Loveall**, S. J. & \*Gibson, K. (2017, November). SLP literacy survey: Training, caseloads, & confidence. American Speech-Language-Hearing Association's Annual Convention, Los Angeles, CA.
38. Hahn, L. J., **Loveall**, S. J., \*Neumann, A. M., \*Savoy, M. T., & Ikuta, T. (2017, November). Joint attention in Down syndrome: A meta-analysis. American Speech-Language-Hearing Association's Annual Convention, Los Angeles, CA.
39. \*Blickenstaff, K., Hawthorne, K. E., & **Loveall**, S. J. (2017, November). A prosody profile of Prader-Willi syndrome. American Speech-Language-Hearing Association's Annual Convention, Los Angeles, CA.
40. \*Watson, A., Hawthorne, K. E., **Loveall**, S. J., \*Davis, L., \*Hall, E. (2017, November). Consistency of parents and speech-language pathologists in their reports of children with autism. American Speech-Language-Hearing Association's Annual Convention, Los Angeles, CA.
41. Channell, M. M., **Loveall**, S. J., Conners, F. A., & Abbeduto, L. (2017, June). Analysis of word production by individuals with Down syndrome during narration. Symposium on Research in Child Language Disorders, Madison, WI.
42. \*Bosley, R., Hawthorne, K., & **Loveall**, S.J. (2017, March). Pronoun knowledge in intellectual disabilities. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
43. \*Gibson, K., & **Loveall**, S.J. (2017, March). SLPs education, knowledge, and scope of practice in literacy. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
44. \*Patel, A., \*Osso, N., **Loveall**, S.J., & Conners, F.A. (2017, March). Parent reports of reading abilities and the home-literacy environments of individuals with Down syndrome. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
45. \*Savoy, M., **Loveall**, S.J., Hahn, L., & Ikuta, T. (2017, March). Meta-analysis of joint attention in Down syndrome. Mississippi Speech-Language-Hearing Association Conference, in Natchez, MS.
46. \*Cummings, C., **Loveall**, S. J., & Saunders, K. (2016, May). Using matrix training to establish the alphabetic principle, and generalization to reading, in typically developing struggling readers. 42<sup>nd</sup> Annual Convention of the Association for Behavior Analysis International, Chicago, IL.
47. **Loveall**, S. J., \*Cummings, C., & Saunders, K. (2016, March). Computerized instruction in early reading skills for a student with Autism. Mississippi Speech-Language-Hearing Association Conference, Jackson, MS.
48. Channell, M. M., **Loveall**, S. J., Conners, F. A., & Abbeduto, L. (2015, November). Normative data on measures derived from expressive language sampling in the context of narration. American Speech-Language-Hearing Association Convention, Denver, Colorado.
49. **Loveall**, S. J., & Conners, F. A. (2015, April). Spelling error patterns by individuals with intellectual disability. Gatlinburg Conference, New Orleans, LA.

50. \*Tungate, A., **Loveall**, S. J., Conners, F. A., Hahn, L., & Alvis, L. (2015, April). Executive function profile in Down syndrome. Gatlinburg Conference, New Orleans, LA.
51. **Loveall**, S. J., \*Cummings, C. C., & Saunders, K. J. (2014, October). Instructional programming in onset-rime recombination to teach reading. Southeastern Association for Behavior Analysis, Wilmington, NC.
52. **Loveall**, S. J., Phillips, B. A., Channell, M. M., Abbeduto, L., & Conners, F. A. (2013, March). Receptive vocabulary pattern analysis in Down syndrome. Gatlinburg Conference, San Antonio, TX.
53. Channell, M. M., **Loveall**, S. J., Phillips, B. A., Conners, F. A., Bussanich, P. M., & Grofer Klinger, L. (2013, March). Autism symptomatology in youth with Down syndrome who do not meet criteria for Autism. Gatlinburg Conference, San Antonio, TX.
54. Phillips, B. A., Moore Channell, M., **Loveall**, S. J., & Conners, F. A. (2013, March). Matching variables in Down syndrome research: Leiter versus PPVT. Gatlinburg Conference, San Antonio, TX.
55. Cuellar, M. J., Conners, F. A., & **Loveall**, S. J. (2013, March). Phonological memory in Down syndrome: A cross-sectional developmental trajectory approach. Gatlinburg Conference, San Antonio, TX.
56. Benson, M. J., **Loveall**, S. J., & Merrill, E. C. (2012, March). Correlates of wayfinding performance of persons with Down syndrome. Gatlinburg Conference, Annapolis, MD.
57. **Loveall**, S. J., & Conners, F. A. (2011, July). Testing the Self-Teaching Hypothesis: Phonological recoding vs. no exposure. 18<sup>th</sup> Annual Society for the Scientific Study of Reading, St. Petersburg, FL.
58. Moore, M. S., **Loveall**, S. J., Conners, F. A., & Phillips, A. (2011, July). Individual differences in RAN and orthographic knowledge: Word-specific vs. general. 18<sup>th</sup> Annual Society for the Scientific Study of Reading, St. Petersburg, FL.
59. **Loveall**, S. J. & Conners, F. A. (2011, March). Self-teaching of reading in individuals with intellectual disabilities. Gatlinburg Conference, San Antonio, TX.
60. Moore, M. S., **Loveall**, S. L., & Conners, F. A. (2011, March). Word identification in adolescents with intellectual disabilities. Gatlinburg Conference, San Antonio, TX.
61. **Loveall**, S.J., Moore, M. S., Conners, F.A., Hume, L.E., & Maddox, C.D. (2010, July). An individual analysis of the self-teaching hypothesis. 17<sup>th</sup> Annual Society for the Scientific Study of Reading, Berlin.
62. **Loveall**, S. J., Conners, F. A., Moore, M. S., Hume, L., & Pearson, K. (2009, March) An individual differences analysis of the self-teaching hypothesis in children's reading. 12<sup>th</sup> Annual UA Graduate Research Conference.
63. **Loveall**, S. J., Nolan, J. B., Riley, S. K., Warren, J., & Kenyon, K. (2008, April). Gestures and memory. 78<sup>th</sup> Annual Conference of the Rocky Mountain Psychological Association, Boise, Idaho.
64. Nolan, J. B., Riley, S. K., & **Loveall**, S. J. (2008). Color Constancy as Demonstrated by low vision patients and a subject with a C203R mutation. ARVO, Eyes on Innovation, Greater Fort Lauderdale/Broward County Convention Center, Fort Lauderdale, Florida.
65. Nolan, J. B., Riley, S. K., & **Loveall**, S. J. (2008, May). Color naming based on clinical visual condition: A surprising interaction. Vision Sciences Society, 8<sup>th</sup> Annual Meeting, Naples, Florida.

## Teaching

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### University of Nebraska – Lincoln

SPED 480: Educating Students with Low-Incidence Disabilities (Spring 2019)

SPED 810: Autism (Spring 2021, 2022)

SPED 860: Issues in Early Intervention/ Early Childhood Special Education (Fall 2019, 2020, 2021, 2022)

SPED 990: Intervention Design III (Spring 2021)

SPED 990: Executive Function (Spring 2022)

### **University of Mississippi**

CSD 211: Phonetics

CSD 302: Research Methods for CSD

CSD 499: Directed Research

CSD 541: Preschool Language Development

CSD 613: Research Design and Analysis

### **University of Alabama**

PY 101: Introduction to Psychology

PY 211: Elementary Statistical Methods

PY 313: Sensation & Perception

### **Service**

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#### **Reviewer for Professional Journals**

*American Journal of Intellectual and Developmental Disabilities (2022: x2)*

*Brain Sciences*

*Children*

*Child Development*

*Child Neuropsychology*

*European Journal of Special Needs Education*

*Frontiers in Psychology (2022: x3)*

*Intellectual and Developmental Disabilities (2022: x1)*

*International Journal of Developmental Disabilities (2022: x2)*

*International Journal of Speech-Language Pathology*

*Journal of Communication Disorders*

*Journal of Experimental Child Psychology*

*Journal of Intellectual Disabilities*

*Journal of Intellectual Disability Research*

*Journal of Neurodevelopmental Disorders*

*Language, Speech, and Hearing Services in Schools (2022: x1)*

*Perspectives of the ASHA Special Interests Groups (2022: x2)*

*Research in Developmental Disabilities*

#### **Professional Service**

Member, Board of Directors, Down Syndrome Association for Families, 2022-present

Panelist, National Disability Employment Awareness Month Discussion, Psychology Graduate Student Association, University of Alabama, 2021

Reviewer, Graduate Student Scholarship program, ASHA, 2021

Reviewer, Students Preparing for Academic Research Careers (SPARC) award program, ASHA, 2020

Reviewer, Topic Review Committee, Literacy Assessment and Intervention, ASHA Convention, 2019, 2020, 2021, 2022

Reviewer, Research, Division for Early Childhood of the Council for Exceptional Children Conference, 2020, 2022

Reviewer, Student and Early Career Professionals Awards, Research Interest Network, AAIDD, 2022

#### **Professional Memberships**

American Association for Intellectual and Developmental Disabilities

Council for Exceptional Children

Division for Early Childhood, Council of Exceptional Children

Division of Research, Council of Exceptional Children

## **Student Mentoring**

### **UNL Doctoral Students Primary Mentor**

Melinda Henson  
Kendall Willems-Cygan  
Ashley Struebing (co-advising with Mackenzie Savaiano)

### **UNL Doctoral Students Dissertation Supervisory Committee Member**

Erin Pfister  
Danika Lang  
Bradley Czaplewski  
Jessica Schultz

### **UNL Masters Students Thesis Committee Member**

Claire Gatewood

### **Master's Theses**

Madison Savoy (defense: May, 2020)  
*The home-literacy environment, shared storybook reading, and pre-linguistic development in young children with Down syndrome*  
Role: Thesis Supervisor

Emma Kate Thome (defense: May, 2020)  
*The prosodic profile of individuals with Prader-Willi syndrome*  
Role: Thesis Supervisor

Rebekah Bosley (defense: 2019)  
*RECALL reading intervention for children in preschool and kindergarten with moderate to severe language delays*  
Role: Thesis Committee Member

### **Undergraduate UCARE Supervision**

Sydney Hobza (2022-2023)  
Exploring the roles of syntax and working memory in reading comprehension in Down syndrome

Hailey Droge (2021-2022)  
*Writing profiles of individuals with intellectual and developmental disabilities*  
Co-advised with Derek Rodgers

Claire Kubicek (2021-2022)  
*Reading profiles of students with intellectual and developmental disabilities*  
Co-advised with Derek Rodgers

Anna Suppes (2020-2022)  
Teachers perceptions about the malleability of the reading and writing profiles of students with intellectual and developmental disabilities: A national survey  
Surveying the literacy instructional practices for students with intellectual and developmental disabilities  
Co-advised with Derek Rodgers

Abbie Zoucha (2021-2022)  
*Writing profiles of individuals with intellectual and developmental disabilities*  
Co-advised with Derek Rodgers

Isabeau Tholen (2020-2021)  
Surveying the literacy instructional practices for students with intellectual and developmental disabilities  
Co-advised with Derek Rodgers

### **Undergraduate Honors Theses Supervision**

Logan Kingry (defense: 2020)  
*Receptive and expressive prosodic abilities in adults with Down syndrome*

Katherine Hubbard (defense: 2019)  
*Descriptive study of reading comprehension in individuals with Down syndrome*

Rachel Jenkins (defense: 2019)  
*The effect of familiarity on joint attention in children with ASD*

Alissa Ann Williams (defense: 2019)  
*Parents' perspectives on early intervention with children with speech and language delays*

Alexis Zosel (defense: 2019)  
*Interactions between contextual and phonetic information in children's and adults' perception of non-native speech*

Emma Kate Thome (defense: 2018)  
*A survey of speech-language pathologists' use and understanding of evidence-based practice*

Annalise Valle (defense: 2018)  
*The effect of hearing loss on literacy skills in Down syndrome*

#### **University of Nebraska – Lincoln Service**

SECD Chair's Advisory Committee (2020-present)  
Nebraska Academy for Early Childhood Research (NAECR) Steering Committee (2021-present)  
UNL Best Buddies Faculty Advisor (2021-present)  
SECD Assistant Professor Early Childhood Special Education Faculty Search Committee (2021-2022)  
SECD Professor of Practice Early Childhood Special Education Faculty Search Committee (2021-2022)  
SECD Furniture Committee (2021)

#### **University of Mississippi Service**

Coordinator, CSD Research Colloquiums (2015-2019)  
Board Member, Collegiate Recovery Community (2016-2019)  
Member, University Library Committee (2018-2019)  
Member, CSD Department Diversity Committee (2017-2019)  
Member, CSD Research Affairs Committee (2018-2019)  
Member, CSD Strategic Planning and Review Committee (2018-2019)  
Faculty Sponsor, Autism UM (2018-2019)  
Graduate Program Coordinator, Communication Sciences and Disorders (2015-2018)  
CSD Chair Search Committee (2016-2018)  
Chair, CSD Clinical Faculty Search Committee (2017)  
CSD Faculty Search Committee (2017)  
Chair CSD SLP Search Committee (2016)

#### **University of Alabama Service**

Mentor, college transition program for students with autism spectrum disorder (UA-ACTS; 2011-2013)  
Graduate Student Teaching Fellow (2012)  
Psychology Department Statistics Committee (2009-2012)  
Cognitive Representative, Psychology Graduate Student Association (2011-2012)  
Developmental Representative, Psychology Graduate Student Association (2010-2011)