

Holly L. Damico, Ph.D., CCC/SLP

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Hawthorne-BORSF Endowed Professor
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ACADEMIC PREPARATION:

Ph.D. University of Louisiana at Lafayette, 2012, Applied Language and Speech Sciences
M.S. Idaho State University, 1992, Speech Language Pathology
B.S. Idaho State University, 1990, Speech Pathology and Audiology

PROFESSIONAL MEMBERSHIPS AND CERTIFICATION/LICENSE:

American Speech, Language and Hearing Association Certificate of Clinical Competence
Louisiana Board of Examiners in Speech Pathology and Audiology
Center for Expansion of Language and Teaching
National Council of Teachers of English
National Honor Society of Phi Kappa Phi
Montessori World Educational Institute, Pre-Primary/Primary

PROFESSIONAL EMPLOYMENT:

University of Louisiana at Lafayette	
Assistant-Associate Professor	2013(8)-Present
Clinic Director, Speech Language and Hearing Center	2001-2013
Adjunct Clinical Supervisor	1995-2001

Courses Taught:

CODI 611	Seminar in Writing Theory and Pedagogy
CODI 611	Seminar in Human Narrative
CODI 611	Literacy Theorists - cotaught
CODI 610	Qualitative Analysis of Social Action
CODI 607	Developmental Theorists - cotaught
CODI 528	Language and Literacy
CODI 526	Language Disorders in Children
CODI 590	Advanced Writing and Intervention
CODI 590	Early Language Development and Intervention
CODI 590	Development in Deaf and Hard of Hearing Populations
CODI 491G	Issues in Deaf and Hard of Hearing Children and Adolescents
CODI 384	Language Disorders in Children
CODI 302	Directed Clinical Assisting
CODI 274	Language Development (1/3 semester)
ASL 101	American Sign Language

HONORS AND AWARDS

Tenure and Promotion, UL Lafayette, 2018

Rising Star Research Award, College of Liberal Arts, 2017-2018

Advising Excellence Award, 2017

SCHOLARLY AND CREATIVE ACTIVITIES:

Chapters in Books and Proceedings

1. Nelson, R, Arrington, L., Firouzshahi, N., Hunt, P., Percle, A., **Damico, H.**, Weill, C., & Damico, J. (2023). A constructivist lens of eye-tracking in special populations. In D. Yaden & T. Rogers (Eds.), *International Encyclopedia of Education: Literacies and Languages Education* (4th ed., pp. 414-422). Elsevier Science.
<https://doi.org/10.1016/B978-0-12-818630-5.07093-7>
2. Clark, C., Arrington, L., Nelson, R., **Damico, H.**, Weill, C., & Damico, J. (2023). Prioritizing relationships in servicing pediatric language disorders. In J. K. Hoepner (Ed). *Counseling and Motivational Interviewing in Speech-Language Pathology*. Slack Books
3. Jarzynski, R., Clark, C., Arrington, L., Nelson, R.L., **Damico, H.L.**, Weill, C., Damico, J.S., Terrell, P., Plexico, L. (2023). Principles of culturally responsive early intervention services. In J. K. Hoepner (Ed). *Counseling and Motivational Interviewing in Speech-Language Pathology*. Slack Books
4. Clark, C., Nelson, R., Damico, J.S., **Damico, H.**, Weill, C., Arrington, L., & Percle, A. (2022). Shared Reading and EMMA. In M.P. Liwanag, K. Kim, & P. Martins (Eds.), *Understanding literacy using eye movement miscue analysis in a global world*. NY: DIO Press, Inc.
5. **Damico, H.L.**, Damico, J.S., & Nelson, R.L. (2021). Literacy and literacy impairments. In Jack Damico, Nicole Muller, and Martin J. Ball (Eds), *The Handbook of Language and Speech Disorders, 2nd ed* (pp233-261). Wiley & Sons.
6. Maxwell, J., Nelson, R.L., **Damico, H.L.**, Damico, J.S., Weill, C. (2020). Reclaiming the Sociocultural Power of Recontextualizing: "I Put My Name with Lots of Names." In Whitmore, K.F. & Meyer, R.J. (Eds.). *Reclaiming Literacies as Meaning-Making: Manifestations of Values, Identities, Relationships, and Knowledge*. Pp 255-258. Routledge.
7. Nelson, R., **Damico, H.**, Damico, J.S., & Holland, A.L. (2018). Communication counseling with parents of children with or at risk for disability. In A.L. Holland & R. Nelson (Eds.). *Counseling in communication disorders: A wellness perspective*, 3rd ed; San Diego, CA: Plural.
8. **Damico, H.L.**, Damico, J.S., Nelson, R.L., Weill, C. & Maxwell, J. (2016). Infusing meaning and joy back into books: Reclaiming literacy in the treatment of young children with autism spectrum disorder. In R.J. Meyer & K.F. Whitmore (Eds.), *Reclaiming Early Childhood Literacies: Narratives of Hope, Power, and Vision*. (109-119). New York: Routledge.

9. **Damico, H.L.** (2014). An investigation of the process of meaning construction in the writing behaviors of a child with language disorder. In M.J. Ball, N. Müller, and R. Nelson (eds.), *The Handbook of Qualitative Research in Communication Disorders*. New York: Taylor and Francis.

Refereed Journal Articles and Contributions

1. Clark, C., Arrington, L., Nelson, R.L., **Damico, H.L.**, Damico, J.S. (2022). Orienting to shared memories and the reminiscing of parents and their children with language disorders. *Journal of Interactional Research in Communication Disorders*, 13, pp 3-39.
2. Abendroth, Kathleen & **Damico, H.L.** (2021). Embracing complexity: How to twitch and floss your way through ambiguity in shared writing. *Voices from the Middle*, (29) National Council of Teachers of English.
3. Nelson, R.L., Damico, J.S., **Damico, H.L.**, Lynch, K., Abendroth, K., Weill, C., Arrington, L., Percle, A. (2020). Reading trajectories of children with language disorders: Capturing variability of change over time. *Journal of Interactional Research in Communication Disorders*, 11, pp. 171-193.
4. Percle, A., Arrington, L., Flurkey, A.D., **Damico, H.L.**, Weill, C., Damico, J.S., & Nelson, R.L. (2020). Illuminating the complexity of oral reading fluency: A multiple lens approach. *Literacy Research: Theory, Method, and Practice*, (VXX), pp. 1-19. Sage.
5. **Damico, H.L.** (2019). Caseload/Workload. In J. S. Damico & M. J. Ball (Eds.), *The SAGE Encyclopedia of Human Communication Disorders*. Thousand Oaks, CA: Sage Publications.
6. **Damico, H.L.** (2019). Interviewing. In J. S. Damico & M. J. Ball (Eds.), *The SAGE Encyclopedia of Human Communication Disorders*. Thousand Oaks, CA: Sage Publications.
7. **Damico, H.L.** (2019). Writing and Writing Disorders. In J. S. Damico & M. J. Ball (Eds.). *The SAGE Encyclopedia of Human Communication Disorders*. Thousand Oaks, CA: Sage Publications.
8. **Damico, H.L.** & Nelson, R.L. (2018). Encounters in literacy: Clinical implications based on qualitative research. *Journal of Interactional Research in Communication Disorders*, (v8.2), pp 162-182.
9. Damico, J.S., Nettleton, S.K., **Damico, H.L.** & Nelson, R.L. (2014). Discriminant validity with a direct observational assessment system: Research with previously identified groups. *Clinical Linguistics & Phonetics*, 28, 617-626.
10. **Damico, H.L.** & Lynch, K.L. (2014). Sociolinguistics Theories. *Encyclopedia of Social Deviance*. Thousand Oaks, CA: Sage.
11. Nelson, R.L. & **Damico, H.L.** (2014). Mental Retardation. *Encyclopedia of Social Deviance*. Thousand Oaks, CA: Sage.
12. Damico, J.S., **Damico, H.L.** & Nelson, R.L. (2011). Advancing description and explanation in clinical linguistics: A legacy of Martin J. Ball. *Clinical Linguistics and Phonetics*, 25, 928-933.
13. Damico, J.S., Abendroth, K., Nelson, R.L., Lynch, K.E., **Damico, H.L.** (2011). Research report: Variations on the theme of avoidance as compensations during unsuccessful reading performance. *Clinical Linguistics and Phonetics*, 25, 741-752.
14. Lynch, K.E., Damico, J.S., **Damico, H.L.**, Tetnowski, J.E., Tetnowski, J.A. (2009).

- Reading Skills in an Individual with Aphasia: The Usefulness of Meaning-Based Clinical Applications. *Asia Pacific Journal of Speech, Language, and Hearing*, **12**, 221-234.
15. Damico, J.S., Nelson, R.L., **Damico, H.L.**, Abendroth, K., Scott, J. (2008). Avoidance strategies in an exceptional child during unsuccessful reading performances. *Clinical Linguistics and Phonetics*, **22**, 283-291.
 16. Ball, M. J., Müller, N. and **Damico, H.L.** (2003) Double Onset Syllable Structure in a Speech Disordered Child. *Advances in Speech-Language Pathology*, **5**, 37-40.
 17. Tetnowski, J.A., Damico, J.S., & **Damico, H.L.** (2001). Qualitative methods in stuttering: Describing postponement and avoidance behaviors. In H-G Bosshardt, J.S. Yaruss, & H.F.M. Peters (eds.). *Fluency Disorders: Theory, Research, Treatment and Self-Help: Proceedings of the Third World Congress of Fluency Disorders in Nyborg, Denmark*. Nijmegen University Press: Nijmegen, The Netherlands 219-223.
 18. Tetnowski, J.A., Damico, J.S., & **Damico, H.L.** (2000). Qualitative methods in stuttering: Describing postponement and avoidance behaviors. *Journal of Fluency Disorders*, **25**, 221.
 19. Simmons-Mackie, N.N., Damico, J.S., & **Damico, H.L.** (1999). A qualitative study of feedback in aphasia treatment. *American Journal of Speech-Language Pathology*, **8**, 218-230.

State, Local and International Presentations

1. **Damico, H.L.**, Damico, J.S., Maxwell, J., Nelson, R.L., Weill, C. (2022). *A Qualitative Analysis of the Impact of Language Disorders on Families*. A poster accepted for the American Speech Language and Hearing Association, New Orleans, LA, November.
2. Weill, C., Nelson, R., **Damico, H.L.**, Percle, A. (2022, September). *Language and literacy in children with concomitant disorders*. Seminar presented at Scottish Rite 2022 Children's Language and Literacy Conference, St. Louis, MO.
3. Nelson, R.L., **Damico, H.L.** (2022). *Process writing: Constructing Strengths with reluctant and pargmatically challenged writers*. A paper presented at the ESSA/Multilingual Illinois Conference, Virtual Conference, February.
4. Arrington, L., Clark, C., **Damico, H.L.**, et al (2021). Understanding Literacy Using Eye Movement Miscue Analysis in a Global World. *31st Annual Literacies for All Virtual Summer Institute*, National Council of Teachers of English, July.
5. Damico, J.S., Lynch, K.E., Arrington, L., **Damico, H.L.**, Nelson, R.L. & Weill, C. (2021). Ten critical lessons during language intervention: Interviews with master clinicians. Research presentation at the *International Clinical Phonetics and Linguistic Association Conference 2021*. Glasgow, Scotland. June.
6. Damico, J.S., Maxwell, J., **Damico, H.L.**, Nelson, R.L., & Weill, C. (2021) The impact of language impairment on Families: Results from an interpretive Phenomenological Analysis. Research presentation at the *International Clinical Phonetics and Linguistic Association Conference 2021*. Glasgow, Scotland. June.
7. **Damico, H.L.**, Damico, J.S., Nelson, R.L., Weill, C.P. (2019). Interactive strategies to support readers during shared reading; learning to implement effective whole language reading intervention. Paper presented at annual WLU Literacies for All Summer Institute, Columbia, South Carolina, July.

8. **Damico, H.L.**, Damico, J.S., Nelson, R.L., & Weill, C.P. (2018). *The forest for the trees: Learning to implement interactive shared reading*. Paper at the International Clinical Linguistics and Phonetics Association Conference, Valletta, Malta, October.
9. Weill, C.P., **Damico, H.**, Nelson, R., & Damico, J.S. (2018). *The Apprenticeship Model of Supervisions: tools to enrich complex clinical experiences*. Seminar presented at the SEUCE Conference, Lafayette, LA. , October
10. Koch, K., Percle, A., Arrington, L., Ndhlovu, S., **Damico, H.**, Nelson, R., & Damico, J. (2018). *Revisiting miscue analysis: Applications for children's reading of their own writing*. Paper presented at the 68th meeting of Literacy Research Association, Indian Wells, CA, November.
11. Nelson, R., Arrington, L., Clark, C., **Damico, H.**, Damico, J.S., Percle, A., Koch, K., & Ndhlovu, S. (2018). *EMMA in making sense of substitutions with storybook vs. self-authored texts*. Paper presented at annual EMMA Researchers Meeting, WLU Literacies for All Summer Institute, Baltimore, MD. July.
12. **Damico, H.**, Damico, J. S., Nelson, R., Arrington, L., Koch, K., Ndhlovu, S., & Percle, A. (2018) *Expanding miscue analysis: Coding children's reading of their own writing*. Paper presented at WLU Literacies for All Summer Institute, Baltimore, MD. July.
13. **Damico, H.**, Nelson, R., Arrington, L., Percle, A., Flurkey, A., Damico, J.S., Ndhlovu, S., Koch, K. (2018) *Revaluating variables associated with reading fluency*. Paper presented at WLU Literacies for All Summer Institute, Baltimore, MD. July.
14. Damico, J.S., **Damico, H.L.**, Nelson, R.L. (2017). Assessing Classroom Language and Learning: Authentic and Descriptive Lessons from Qualitative Traditions. Workshop presented at ASHA Schools Connect Pre Conference, New Orleans, LA, July.
15. Nelson, R., & **Damico, H.**, Damico, J.S., Weill, C., Hayes, K., & Hays, K. (2017, July). Literacy comprehension deficits in children with language impairment: Establishing collaborative service delivery models. Presentation to the American Speech-Language-Hearing Association Schools Connect Conference, New Orleans, LA.
16. Nelson, R., **Damico, H.**, & Damico, J.S. (2017, July). Oral reading miscue analysis: Applications to communication disorders. In K. Allen & K. Goodman (Chairs), Miscue across the spectrum. Symposium conducted at WLU Literacies for All Summer Institute, Tucson, AZ.
17. Nelson, R.L., **Damico, H.L.**, Damico, J.S., Weill, C.P. (2017). Educating Your Special Education Providers through Collaborative Whole Language Infused Classroom Experiences. Seminar presented at the WLU Literacies for All Summer Institute, Tuscon, AZ, July.
18. Nelson, R., Flurkey, A., Arrington, L., Percle, A., **Damico, H.**, & Damico, J.S. (2017, July). Proposal for EMMA and reading flow: Overlapping data revealing underlying meaning-making. Paper presented at annual EMMA Researchers Meeting, WLU Literacies for All Summer Institute, Tucson, AZ.
19. Weill, C.P., Nelson, R.L., **Damico, H.** & Damico, J.S. (2017) Cooperative learning groups as support for social skills development for adolescents with ASD. Presentation at ASHA Connect Conference, New Orleans, LA, July.
20. Maxwell, J., Nelson, R.L., **Damico, H.L.**, Damico, J.S., Weill, C. (2017). Teachable Moments in Clinical Decision-Making: Strategies and Techniques. Seminar at the Florida Speech Language and Hearing Association Annual Convention, Lake Buena Vista, FL., July.

21. Damico, J.S., Nelson, R.L., Clark, C., **Damico, H.L.**, Lynch, K. & Tetnowski, J. (2016) Silent Reading versus Reading Aloud: Processing Differences in Individuals with Aphasia. Research presentation at the International Aphasia Rehabilitation Conference, London, England, December.
22. Damico, J.S., Lynch, K., Tetnowski, J., **Damico, H.L.**, & Nelson, R.L. (December, 2016). Meaning-based Reading in Aphasia Therapy. A poster presented at the International Aphasia Research Conference, London.
23. Nelson, R.L., Damico, J.S., **Damico, H.L.**, & Weill, C. (December, 2016). Eye Movement Miscue Analysis and the Reading Process. Literacy Research Association, Nashville, TN.
24. **Damico, H.L.**, & Damico, J.S. (November, 2016). Individual Trajectories of Development in the Reading of Children With Language Impairment: An Ethnographic Investigation. An oral session presented at the annual American Speech, Language and Hearing Association Convention. Philadelphia, PA.
25. **Damico, H.L.**, Nelson, R.L., Weill, C., & Damico, J.S. (November, 2016). Writing in Social Contexts: Outcomes With Children With Communicative Disorders. An oral session presented at the annual American Speech, Language and Hearing Association Convention. Philadelphia, PA.
26. **Damico, H.L.**, Nelson, R.L., Damico, J.S., Anderson, G. (November, 2016). Following the Eyes for Insights: An Investigation of Reading Processes in Children With Language Disorder. A poster presented at the annual American Speech, Language and Hearing Association Convention. Philadelphia, PA.
27. Clark, C., Nelson, R.L., **Damico, H.L.**, Damico, J.S., & Weill, C. (November, 2016). Visualizing at the Moment of Reading Intervention: An Exploratory Eye-Tracking Case Study. A poster presented at the annual American Speech, Language and Hearing Association Convention. Philadelphia, PA.
28. **Damico, H.L.** (2016, October). Do We Have to Write: Writing as Cognitive Process, Principles and Practice. An invited presentation to the Southeast Texas Speech Language and Hearing Association.
29. Nelson, R.L., **Damico, H.L.**, Damico, J.S., Weill, C. (2016, July). Embracing uniqueness: The different paths to the common outcome of improved reading in children with language learning impairment. WLU Literacies for All Summer Institute, St. Louis, Missouri.
30. **Damico, H.L.**, Nelson, R.L., Damico, J.S. (2016, July). An application of eye movement during writing with a child with language disorder. EMMA Researchers Meeting, WLU Literacies for All Summer Institute, St. Louis, Missouri.
31. **Damico, H.L.** (2016, June). Impact of process writing for social purposes with language learning disorders. A panel presentation at the International Clinical Phonetics and Linguistics Association Conference, Halifax, Nova Scotia.
32. Kim, J., Damico, J.S., **Damico, H.L.** (2016, June). A case study: Student clinician's identity strategies for shared-writing with children with LLD. A poster presented at the International Clinical Phonetics and Linguistics Association Conference, Halifax, Nova Scotia.
33. Kim, J., Damico, J.S., **Damico, H.L.** (2016, June). A case study: The influence of writing intervention which emphasized the accuracy of spellings on the process of writing and the written product of a child with language and learning difficulties. A poster presented

at the International Clinical Phonetics and Linguistics Association Conference, Halifax, Nova Scotia.

34. **Damico, H.L.**, Damico, J.S., & Nelson, R. (2015, November). *Decision-making as cognitive process during writing: Insights from eye tracking*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, Denver, CO.
35. Clark, C., Nelson, R., Damico, J.S., **Damico, H.**, & Weill, C. (2015, November). *Eye movements in reading of children with impairment: Differences in self-authored vs. professionally-written texts*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, Denver, CO.
36. Anderson, J., Nelson, R., Damico, J.S., **Damico, H.L.**, & Weill, C. (2015, November). *Impact of shared control on reading in a child with autism spectrum disorder*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, Denver, CO.
37. Damico, J.S., **Damico, H.L.**, & Nelson, R. (2015, November). *Addressing mixed literacy instruction & how to resolve relevant issues*. Seminar presented at the American Speech-Language-Hearing Association Annual Convention, Denver, CO.
38. **Damico, H.L.** (October, 2015). *The Power of the Pencil: Written Language as a Transformative Intervention Modality*. A full day invited seminar to Vermilion Parish Speech Therapists.
39. **Damico, H.**, Damico, J.S., Nelson, R. (2015, July). *Constructing competence in special needs writers: Process writing with learners with language disorders*. Seminar presented at the International Whole Language Umbrella of the National Council of Teachers of English Literacies for All Summer Institute, Decatur, GA.
40. Nelson, R., Damico, J.S., **Damico, H.L.** (2015, July). *Challenges with EMMA: Demonstrations with authentic data*. Seminar presented at the International Reading Miscue Analysis Conference, Decatur, GA.
41. Hartwell, J., Heels, J., Nelson, R., Roussel, N., Damico, J.S., & **Damico, H.L.** (2014, November). *Eye think it's aspiration! Eye-tracking behaviors of novice clinicians learning to interpret VFSS*. Technical Session presented at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
42. Nelson, R.L., Damico, J.S., & **Damico, H.L.** (2014). *Eye-Movements in Oral Reading by Children with Impairment: Differences in Self-Authored Versus Professionally Written Texts*. An oral research seminar presented at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
43. **Damico, H.L.**, Hays, K., Reed, D. & Nelson, R. (2014, June). *I ink, therefore I think: Using process writing to expand adolescents' language and writing*. Seminar presented at Louisiana Speech-Language-Hearing Association Annual Convention, Lafayette, LA.
44. **Damico, H.L.** (2014, April). *Writing Intervention with Children with Language Learning Disorders: Principles and Practice*. An invited presentation for the Louisiana Board of Examiners in Speech Pathology and Audiology 18th Annual Continuing Education Workshop. Baton Rouge, LA.
45. Reese, P., Damico, J., Nelson, R. & **Damico, H.L.** (2013, November). *Graduate student discourse about literacy strategies: Personal perspectives from interviews*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
46. **Damico, H.L.** (2013, November). *Constructing Competence: Writing Development in*

- Elementary Age Children with Language Disorders*. A platform session presented at the American Speech-Language-Hearing Association Annual Convention, Chicago, Ill.
47. **Damico, H.L.** (2013, November). *Parallels and Differences: Meaning Construction during Writing with Language Disordered Children*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, Chicago, Ill.
 48. **Damico, H.L.** (2013, November). *Eye Movement Analysis During Writing with Children with Language Disorders*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, Chicago, Ill.
 49. Damico, J.S., Nelson, R., & **Damico, H.L.** (2013, July). *Mixed literacy instruction: Its impact and resolution for struggling readers*. Seminar presented at the International Whole Language Umbrella of the National Council of Teachers of English Literacies for All Summer Institute, Hofstra University, Long Island, NY.
 50. **Damico, H.L.** (2013, June). *The Whole of Writing Intervention: Constructivism in Action*. Platform presentation at the Louisiana Speech-Language-Hearing Association Annual Convention, Baton Rouge, LA.
 51. Reese, P.B., Damico, J., Nelson, R., & **Damico, H.L.** (2012, November). *Describing the reading eye movements of a child with language impairment*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
 52. Nelson, R. Damico, J., **Damico, H.L.**, Weill, C., Hartwell, J., Abendroth, K., Seeberger, S. & Lynch, K. (2012, November). *Interpreting change over time in children's reading eye-movement patterns*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
 53. Hartwell, J., Nelson, R., Damico, J., Roussel, N., Heels, J., Lynch, K., & **Damico, H.L.** (2012, November). *Eye-tracking behaviors over time during novice clinicians' interpretations of VFSS*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
 54. **Damico, H.L.** (2012, June). *Parallels and differences: Meaning construction during writing with language disordered children*. Poster presentation at the International Clinical Phonetics and Linguistics Association, Cork, Ireland.
 55. Damico, J., **Damico, H.L.**, Maxwell, J., Heels, J., & Nelson, R. (2012, June). *An empirical investigation of fluency in reading as an emergent dimension*. A poster presentation at the 14th Congress of the International Clinical Phonetics and Linguistics Association, Cork, Ireland.
 56. Nelson, R., Damico, J., **Damico, H.**, Weill, C., & Hartwell, H. (2012, June). *Eye-movement patterns in shared reading: Interpreting change over time*. A poster presentation at the 14th Congress of the International Clinical Phonetics and Linguistics Association, Cork, Ireland.
 57. **Damico, H.L.** (June, 2012). *Writing as a Language Intervention Context*. A two hour presentation at the Annual Louisiana Speech-Language-Hearing Association.
 58. Abendroth, K., Nelson, R., **Damico, H.**, & Weill, C. (2012, June). *Social Groups for Children with ASD*. Seminar presented at the Louisiana Speech-Language-Hearing Association Annual Convention, Lafayette, LA.
 59. Nelson, R. Damico, J., **Damico, H.**, Hartwell, J., & Weill, C. (2012, June). *Reading Insights from the Eyes: Improving Literacy Instruction*. Seminar presented at the Louisiana Speech-Language-Hearing Association Annual Convention, Lafayette, LA.
 60. Nelson, R.L., Damico, J.S., **Damico, H.L.**, Seeberger, S., and Abendroth, K. (2011,

November) *Eye-Tracking Changes in Aphasia Based on Objectives: Empirical Evidence*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, San Diego, CA.

61. Damico, J.S., and **Damico, H.L.** (2011, January) *Addressing Language in the Classroom: SALSA and the SLP*. A full day invited workshop for Evangeline Parish.
62. Nelson, R., Damico, J.S., **Damico, H.L.**, Lynch, K.E., Abendroth, K., Seeberger, S. (2010, November). *Reading Fluency as an Emergent Dimension*. Poster presentation at the annual convention of the American Speech, Language and Hearing Association, Philadelphia, PA.
63. Damico, J.S. Nelson, R.L., Seeberger, S., Lynch, K.E., Simmons-Mackie, N.N., **Damico, H.L.**, Tetnowski, J. (2010, June) *Documenting Meaning Construction in Aphasia: A Research Agenda for Eye Tracking Technology*. A research presentation at the 13th Congress of the International Clinical Phonetics and Linguistics Association, Oslo, Norway.
64. Lynch, K.E., Damico, J.S., Simmons-Mackie, N., **Damico, H.L.**, Tetnowski, J. (2010, June). *The Long-term Impact of Reading Intervention in Aphasia: A case study*. A research paper at the 13th Congress of the International Clinical Phonetics and Linguistics Association, Oslo, Norway.
65. Damico, J.S., Lynch, K.E., Simmons-Mackie, N.N., & **Damico, H.L.**, & Tetnowski, J.A. (2010). *A Case Study of Reading Changes Over Time in Aphasia*. Poster presentation at the annual convention of the American Speech, Language and Hearing Association, Philadelphia, PA.
66. Nelson, R.L., Damico, J.S., **Damico, H.L.**, Lynch, K.E., Abendroth, K., & Seeberger, S. (2010). *Affective Changes in Reading Behaviors of Impaired Children: Embracing Complexity*. Poster presentation at the annual convention of the American Speech, Language and Hearing Association, Philadelphia, PA.
67. Damico, J.S., **Damico, H.L.**, Nelson, R.L. (2010, June). *Literacy intervention from a meaning-based perspective: From planning to implementation*. Seminar presented at the Louisiana Speech-Language-Hearing Association Annual Convention, Baton Rouge, LA.
68. Damico, J.S., **Damico, H.L.**, Tetnowski, J., Tetnowski, J. & Lynch, K. (2009, November). *Strategies for meaning-based intervention in aphasia*. A poster presented at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
69. Damico, J.S., Nelson, R.L., **Damico, H.L.**, Doody, M.P., Curtis, N., Lynch, K.E., & Tetnowski, J. (2008, November). *Fluency in Reading: A Component Skill or an Emergent Dimension?* A poster presented at the American Speech Language Hearing Association Annual Convention, Chicago, IL.
70. Lynch, K.E., Damico, J.S., Doody, M.P., **Damico, H.L.** & Tetnowski, J. (2008, June). *Literacy Skills in an Individual with Aphasia: The Usefulness of Meaning Based Clinical Applications*. A paper presented at the 12th Congress of the International Clinical Phonetics and Linguistics Association, Istanbul, Turkey.
71. Damico, J.S., **Damico, H.L.**, Doody, M.P., Nelson, R.L., & Lynch, K.E. (2008, June). *An Investigation of Fluency in Reading as a Diagnostic Index*. A paper presented at the 12th Congress of the International Clinical Phonetics and Linguistics Association, Istanbul, Turkey.

72. Damico, J., Nelson, R., Abendroth, K., Scott, J., Rutter, B., & **Damico, H.**, (2006, November). *Changes in avoidance strategies as a function of literacy improvement*. Poster session presented at the annual meeting of the American Speech-Language and Hearing Association in Miami, FL.
73. Damico, J., Nelson, R., **Damico, H.**, Abendroth, K., & Scott, J. (2006, June). *Interactional changes across unsuccessful and successful reading performance*. 11th Congress of the International Clinical Phonetics and Linguistics Association, Dubrovnik, Croatia.
74. Damico, J.S. & **Damico, H.L.** (2006, May). *Language Teaching and Intervention: Considerations and Strategies in the Schools*. A full day invited workshop for Vermilion Parish Schools.
75. Damico, J., **Damico, H.L.**, Tetnowski, J.T., & Williams, S. (2005). Investigating literacy problems at home and at school: a qualitative study. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, San Diego, CA.
76. Damico, J.S., **Damico, H.**, & Nelson, R. (2004, November). Addressing Grapho-phonemic Cueing from a Meaning-Based Perspective: Principles and Practices. Seminar presented at the annual meeting of the American Speech-Language and Hearing Association in Philadelphia, PA.
77. Damico, J.S., Nelson, R., & **Damico, H.**, (2004, November). Misconceptions about Phonemic Awareness and its Role in Literacy Intervention. Seminar presented at the annual meeting of the American Speech-Language and Hearing Association in Philadelphia, PA.
78. Damico, J.S., Nelson, R., & **Damico, H.**, (2004, June). The fallacy of phonological awareness as a focus in English reading instruction. 10th Congress of the International Clinical Phonetics and Linguistics Association, Lafayette, LA.
79. Damico, J.S., Hawley, H., Nelson, R.L., Damico, H.L. (2003). Meaning-based literacy intervention: From planning to Implementation. Short course presented at the annual meeting of the American Speech-Language-Hearing Association, Chicago, IL.
80. Damico, J.S., Damico, H., Nelson, R., Oller, S. (2003, November). The impact of mixed instruction on meaning making in literacy. Poster session presented at the annual meeting of the American Speech-Language and Hearing Association in Chicago, IL.
81. Damico, J.S., Tetnowski, J.A., & **Damico, H.L.**, Tetnowski, J.T. (2002). Journals as an intervention strategy in traumatic head injury. Paper presented at the 10th International Aphasia Rehabilitation Conference, Brisbane, Australia.
82. Damico, J.S., Simmons-Mackie, N.N., **Damico, H.L.**, & Roussel, N. (2002). Reading intervention from a holistic perspective. Paper presented at the 10th International Aphasia Rehabilitation Conference, Brisbane, Australia.
83. Tetnowski, J.A., Damico, J.S., & **Damico, H.L.** (2001). A Qualitative Investigation of Client/clinician Interaction During Stuttering Treatment. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.
84. Tetnowski, J.A., Damico, J.S., & **Damico, H.L.** (2000). Qualitative methods in stuttering: Describing postponement and avoidance behaviors. Paper presented at the 3rd World Congress on Fluency Disorders. Nyborg, Denmark.

THE UNIVERSITY OF LOUISIANA AT LAFAYETTE

Service Activities-University/College

Faculty Grievance Committee, 2021-present
College of Liberal Arts Centennial Celebration, Department Representative, 2021-22
College of Liberal Arts Graduate Faculty Review Committee, Fall 2020-present
Graduate Council Member 2016-2020
Graduate Appeals Committee 2016-2020
Graduate Faculty II 2013-present
Student Evaluation of Instruction Committee 2015-2017
College of Liberal Arts Engagement and Outreach Committee 2015-2017
Outside Observer, Dissertation Defense, English, Spring, 2015
Outside Observer, Thesis Defense, Psychology, Summer 2017
Outside Observer, Thesis Defense, Geosciences, Summer, 2021
McNair Scholar Mentor, 2016-17, 2018, 2020
Treasurer for the UL Lafayette Chapter of Phi Kappa Phi 2005-20009; 2013-2017
Faculty Advisor, UL Lafayette Karate Club 2010-present
Freshman Move-In Day, Fall 2017

Service Activities - Department

Program Coordinator, Masters in Speech Language Pathology, 2021-present
Chair Committee to establish Minor Concentration in ASL/Deaf Studies, 2022-present
Eminent Scholar Search Committee Member, 2022
Clinic Coordinator Search Committee Member, 2022
Chair Policy and Procedures Committee for Graduate Students, 2021
Chair Search Committee Supervisor Position 2019
Chair Search Committee Supervisor Position 2018
Accreditation Self Study Committee
SACS Assessment Committee
CODI Web Ambassador-Web site redesign committee
Organizer for CODI 595 Capstone course, 2015-present
Faculty Advisor, CODI Honors, departmental student group 2005-2015
Summer Advising, 4 years
Preview Days, 4 semesters

Dissertation:

Chair: LaToya Roberts (2022-23), Megan Quebedeaux (2023), Karen Whisenhunt Saar (2022)

Co-Chair: Stefanie Leafblad (2021), Kelly Koch (2020), Samuel Ndhlovu (2020)

Committee Member:

Charity Yarzebinski (2022), Megan Bergeron (2022), Amanda Percle (2022), Ran An (2022), Charlotte Clark (2018), Jeong A Kim (2018), Jamie Maxwell (2015), Jamie Harwell Azios (2015), Christine Weill (2015), Jennifer Whited (2015), Evra Gunhan (2015), Pamela Reese (2014), Tobias Kroll (2014).

Doctoral Comprehensive Examination Committees:

LaToya Robers (2023), Ran An (2022), Rachel Fiore (2022), Megan Quebedeaux (2021), Megan Bergeron (2021), Karen Saar (Fall 2020) Laura Arrington (Spring 2018); Samuel Ndhlovu (Fall 2018); Kelly Koch (Fall 2017); Stefanie Leafblad (Spring 2016, Retake); Marissa Young (Spring 2016); Stephanie Leafblad (Spring 2015); Charlotte Clark (Summer 2015); Monica Kaniamattam (2015); Jamie Maxwell (2014)

COMMUNITY SERVICE

State Department of Education Commission on Early Literacy Fall 2019-Fall 2020
Elected Board Member Louisiana Speech-Language-Hearing Association 2015-2018
Director of University Services for Louisiana Speech-Language-Hearing Association
Louisiana Speech-Language-Hearing Association Convention Committee 2015 & 2016
Chairperson Aphasia Center of Acadiana 2010-2017
Consultant/Presenter Constructive Collaborations Professional Group
Judge - Region VI Social Studies Fair, 8 years

GRANT/FUNDING

UL Lafayette Academic Affairs Travel Grants: Applied and funded three times for a total of \$2500.00 (Spring 2016, Fall 2016, Fall 2018)

Board of Regents Support Fund, Research Competitiveness Application: \$146,000 (not funded November, 2015). *Investigating the Social Process of Labeling and the Differential Diagnosis of Autism Spectrum Disorder versus Social Pragmatic Communication Disorder.*

ASHA Foundation New Investigator Grant Application: \$5000.00 (Not funded, April 2014). *A comparison of decision-making and strategies during writing in children with and without language learning disabilities: An eye-tracking study.*

ASHA Clinical Research Grant: \$50,000 (Not funded, April 2013). *Toward an Evidenced Based Method for /r/ Therapy in English.* A grant proposal submitted in collaboration with Martin J. Ball and Nicole Müller.

UL Lafayette STEP Grant: \$16,500. (Funded, May 2009). A grant proposal submitted to and accepted by the UL Lafayette STEP Fund for video equipment upgrades in the UL Lafayette Speech, Language and Hearing Center.