

## **Anne Zappi Williams, CCC-SLP, BCS-F**

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### **Education**

B.A., English, University of Louisiana at Lafayette, 1992

M.S., Speech-Language Pathology, University of Louisiana at Lafayette, 1995

Ph.D. Student, Applied Language and Speech Sciences, Fall 2017 - Present

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### **Professional Experience**

#### **Clinical Supervisor, University of Louisiana, Lafayette, LA, 2018 - Present**

Supervise and mentor graduate students engaged in clinical practica with clients exhibiting communicative disorders including stuttering, Autism Spectrum Disorder (ASD), language/literacy, articulation/phonological, and motor speech.

#### **Adjunct Clinical Supervisor, University of Louisiana, Lafayette, LA, 2014 - 2018**

Supervised and mentored graduate students engaged in clinical practica with clients exhibiting communicative disorders including stuttering, Autism Spectrum Disorder (ASD), language/literacy, articulation/phonological, and motor speech.

#### **Owner and SLP, Private Practice, Lafayette, LA, 2004 - 2018**

Assessed and treated children and adults with fluency, language/literacy, articulation, phonological, and motor speech disorders as a result of a multitude of etiologies including ASD, Tourette's Syndrome, and Childhood Apraxia of Speech. Worked closely with family members and other significant persons to support communication goals.

#### **Adjunct Clinical Supervisor, University of Louisiana, Lafayette, LA, 2001- 2002**

Supervised and mentored graduate students engaged in clinical practica with clients exhibiting communicative disorders including ASD, language/literacy, articulation/phonological, and motor speech.

**Co-Instructor, University of Louisiana, Department of Curriculum and Instruction, 2000 - 2003**

Co-taught early intervention undergraduate classes for those seeking a specialty in early intervention. Emphasized interdisciplinary team building and case-based instruction.

**Full Time Clinical Supervisor, University of Louisiana, Lafayette, LA, 1999 - 2000**

Supervised and mentored graduate students engaged in clinical practica with clients exhibiting a wide range of communicative disorders including stuttering, ASD, voice disorder, aphasia, language/literacy, articulation/phonological, and motor speech.

**PRN SLP, Our Lady of Lourdes, Lafayette, LA, 1999**

Evaluated and treated adults and children in acute care, home health, and rehabilitation medical settings exhibiting communication and/or swallowing disorders as a result of a wide range of medical diagnoses including genetic syndromes, stroke, motor neuron disease, and traumatic brain injury.

**Staff SLP, From the Heart Therapy Services, Austin, TX, 1998**

Conducted assessment and intervention with children and adults in a transdisciplinary outpatient therapy setting. Areas of practice included ASD, dysarthria, genetic syndromes, voice disorders, stuttering, speech sound disorders, and language/literacy disorders. Worked closely with occupational and physical therapists in a sensory gym and shared treatment facilities.

**Staff SLP, Theratx, Rockdale and Giddings, TX, 1997-1998**

Evaluated and treated adults in acute, subacute, rehabilitation, and long term care settings. Areas of intervention included aphasia, apraxia, and dysphagia resulting from stroke, traumatic brain injury, and progressive neurological disease as well as dementia.

**Staff SLP, Reability, Austin, TX, 1996-1997**

Conducted assessment and intervention with children in a transdisciplinary outpatient therapy setting. Areas of practice included ASD, dysarthria, genetic syndromes, Childhood Apraxia of Speech (CAS), stuttering, articulation/phonological disorders, and language/literacy disorders. Developed programs for children with ASD to promote family training and peer interaction including therapeutic play groups, reading/writing, and lunch groups.

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## Professional Memberships and Certifications

- Board Certified Specialist in Fluency and Fluency Disorders (BCS-F), 2015
- Lafayette Chapter Co-leader of National Stuttering Association, 2015-present
- Louisiana Speech-Language Hearing Association (LSHA) Newsletter Editor, 2001-2002
- PROMPT Certification (Prompts for Restructuring Oral-Muscular Phonetic Targets), 2000
- PICA Certification Workshop, 2000
- American Speech-Language and Hearing Association
- Louisiana Speech-Language and Hearing Association
- International Fluency Association
- ASHA Special Interest Group 4, Fluency and Fluency Disorders
- ASHA Special Interest Group 10, Issues in Higher Education
- ASHA Special Interest Group 18, Telepractice

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## Honors and Awards

- Recipient, ASHA Award for Continuing Education (ACE), 2015 & 2018
- Recipient, Outstanding Supervisor Award, UL Lafayette CODI Honor Society, 1999-2000
- Recipient, Texas Speech-Language Hearing Association Certificate of Appreciation, 1999
- President, Austin Area Association of Speech-Language Pathologists, 1997-1998
- Cum Laude graduate, UL Lafayette, 1995
- Phi Kappa Phi Honor Society, 1992
- Magna Cum Laude graduate, UL Lafayette, 1992

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## Conference Presentations and Posters

**Williams, A.Z.** and Tetnowski, J.A. (2019). *If I Knew Then What I Know Now: Q&A With a Parent and Therapist Duo* Paper presented at the annual meeting of the National Stuttering Association, Ft. Lauderdale, FL.

Johnson, M.L., Tetnowski, J.A., and **Williams, A.Z.** (2019). *Taboo Topics in Stuttering*. Paper presented at the annual meeting of the National Stuttering Association, Ft. Lauderdale, FL.

**Sandoz, E.K.** and Williams, A.Z. (2018). *Acceptance and Commitment Therapy as an Adjunct to Traditional Speech Therapy in Clinical Education Settings*. Paper presented at the Southeastern University Clinical Educators Annual Conference, Lafayette, LA.

**Williams, A.Z.**, Rutland, B.F., Johnson, M.L., and Tetnowski, J.A.. (2018). *Cultivating Self-Advocacy Skills*. Paper presented at the annual meeting of the National Stuttering Association, Chicago, IL.

Rutland, B.F., Johnson, M.L., Tetnowski, J.A., and **Williams, A.Z.** (2018). *Taboo Topics in Stuttering*. Paper presented at the annual meeting of the National Stuttering Association, Chicago, IL.

**Williams, A.Z.** (2018). *Case Studies in Fluency Disorders*. Paper presented at the National Stuttering Association Regional Conference, Lafayette, LA.

Tetnowski, J.A., **Williams, A.Z.**, Rutland, B.F., and Katebe, B. (2017). *Results and Practical Implications from Three Years of a Summer, Semi-Intensive Group Therapy Stuttering Program*. Poster session presented at the annual meeting of the American Speech-Language-Hearing Association, Los Angeles, CA.

**Williams, A.Z.** and Tetnowski, J.A. (2017). *You are Not Alone: Helping PWS Form Empowering Alliances in Group Therapy*. Paper presented at the Southeastern University Clinical Educators Annual Conference, Athens, GA.

Tetnowski, J.A. and **Williams, A.Z.** (2016). *You are Not Alone: Helping PWS Form Powerful Alliances in Group Therapy*. Paper presented at the annual meeting of the Louisiana Speech-Language-Hearing Association, Lafayette, LA.

Tetnowski, J.A., Whittington, D., & **Williams, A.Z.** (2004). *The Lidcombe Program: Clinical notes from a non-believer*. Paper presented at the American Speech-Language-Hearing Association, Special Interest Division (SIG 4 for Fluency and Fluency Disorders) Leadership Conference, Portland, OR.

Shenker, R., Guitar, B., Tetnowski, J.A., Whipple, K., Caviness, C., **Williams, A.Z.**, & Blair, K. (2004). *Researcher, Clinician, Student, Parent: Distance Collaborations with the Lidcombe Program*. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

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## **Invited Lectures and Workshops**

**Center for Advanced Computer Studies, University of Louisiana at Lafayette;  
2018.**

Computer Science and Engineering Meets Creativity and Communication

**Department of Communicative Disorders, University of Louisiana at Lafayette;  
2018.**

ASHA Clinical Specialty Certification: An Introduction

**Department of Communicative Disorders, University of Louisiana at Lafayette;  
2017.**

Pediatric Speech Sound Disorders: Childhood Apraxia of Speech

**Department of Communicative Disorders, University of Louisiana at Lafayette;  
2017.**

Treating Speech Sound Disorders: Clinical Perspectives

**Department of Communicative Disorders, University of Louisiana at Lafayette;  
2016.**

Perspectives on Supervising and Facilitating Group Treatment for Children and Teens Who Stutter

**St. Thomas More High School; Fall 2016.**

Stuttering: Helpful Ideas for the Classroom

**John Paul the Great Academy; Fall 2016.**  
Stuttering: The Role of the Classroom Teacher

**Acadiana Speech Pathology Network; 2003.**  
PROMPT Intervention: The Basics

**The Family Tree; 2002.**  
Overview of Autism Spectrum Disorders

**The Family Tree; 2000-2002.**  
Encouraging Communication Skills in Young Children

**Acadiana Pediatric Society; 1999.**  
Red Flags in Communication Development: When to Refer to an SLP

**Rehability of Central Austin; 1997.**  
Language Essentials for the Classroom

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## **Publications**

**Williams, A.Z.** (2014). What Every Speech-language Pathologist Should Know About Stuttering: From a Parent's Perspective. *LSHA Lagniappe*, Fall Issue.

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## **Professional Development (Selected)**

**DIR 101: Introduction to DIR and DIRFloortime, Jackie Bartell, January 2018.** A twelve-hour online course that focused on the fundamentals of DIRFloortime (also known as Floortime) including theory, scientific evidence, and application of the program to promote and support communication via a respectful and engaging process. It is based on the work of Dr. Stanley Greenspan and colleagues.

**Council for Clinical Certification in Audiology and Speech Language Pathology (CFCC)- Certification Update, Lynn Flahive, 2017 ASHA Convention, Los Angeles, CA, November 2017.** Session designed to prepare clinical supervisors for the upcoming changes to the Audiology and Speech Language Pathology Certification Standards.

**Acceptance and Commitment Therapy: Foundations, Dr. Emily Sandoz, Lafayette, LA, October 2017.** Workshop provided practitioners with theoretical underpinnings of Acceptance and Commitment Therapy to promote psychological flexibility while addressing the affective aspects of intervention.

**Group Me: Peer Supervisory Models in the University, Elizabeth Zylla-Jones, Athens, GA, September 2017.** Identified the benefits of the peer supervisory model in university clinical programs in speech-language pathology. Practical steps were given to develop and implement peer supervision groups in the university clinical setting.

**Problem Solving Clinical Issues in the University Setting, Carol Ann Raymond and Debra Schober-Peterson, Athens, GA, September 2017.** Discussed challenges in graduate clinical education and relevant problem-solving strategies that may be applied.

**A Student Can Do What?: The Supervisor's Guide to Clinical Education, September 2017, Baton Rouge, LA.** Met with university clinical supervisors around the state to discuss current issues in clinical education. Topics included models and styles of clinical supervision, how to build interpersonal relationships with student clinicians, conflict resolution and intervention, and cultural influences on clinical education.

**Writing as a Therapy Context or Embrace the Chaos, Dr. Holly Damico, Lafayette, LA, June 2013.** Focused on the transactional aspects of reading and writing, emergent writing development, and mediation strategies. Elements of the mediational continuum and examples of writing as a process were also shared.

**Escalating Reading Engagement Using High Quality Literature, Savannah Richards, Lafayette, LA June 2010.** Discussed the hallmarks of good literature and good readers including engagement, activating background knowledge, and making predictions. Creating connections across the curriculum was also emphasized.

**University Screening Clinic: A Traveling Model, Wendy Jumonville, Baton Rouge, LA, June 2009.** Presentation designed to outline the key components of a community speech-language screening model at a university clinic. Emphasis was placed on graduate student orientation and training.

**School Age Stuttering Therapy: Becoming More Comfortable, Confident, and Effective Communicators, Nina Reardon-Reeves, Lafayette, LA, March 2007.**

Provided practical strategies for assessment, treatment, and counseling for school-age children who stutter as well as their families.

**New and Used Clinical Instructors Workshop, Dr. Holly Damico, Lafayette, LA, January 2006.**

Discussed and outlined pertinent revisions to the ASHA training standards as they apply to the clinical supervision of graduate students. Also emphasized the characteristics of effective clinical mentors and mentees and what constitutes an optimal supervisory relationship.

**The Lidcombe Program of Early Stuttering Intervention, Dr. Rosalee Shenker, Lafayette, LA, October 2003.**

Workshop that provided clinical training for screening, evaluation and treatment using the Lidcombe Program for early stuttering. Family training methodology was presented and demonstrated.

**Childhood Communication Seminars: Autism Spectrum Disorders, Dr. Barry Prizant, New Orleans, LA, May 2000.**

Discussed treatment principles of treating children with Autism Spectrum Disorders including the theoretical underpinnings of the SCERTS (Social-Communication, Emotional Regulation, and Transactional Support) Model.

**Dysphagia Training: Fiberoptic Endoscopic Evaluation of Swallowing (FEES),**

**Joseph Murray, Lafayette, LA, August 1999.** Course provided formal didactic training in the FEES procedure to evaluate the oropharyngeal stage of swallowing.

**Dementia: Functional Assessment and Management Strategies, Dr. Audrey**

**Holland and Dr. Michelle Bourgeois, Dallas, TX, May 1998.** Workshop outlined helpful therapeutic guidelines for working with dementia patients in acute and subacute healthcare settings.

**Evaluation and Treatment of Swallowing Disorders, Dr. Jeri Logemann, Arlington,**

**TX, October 1997.** Intensive training in the assessment and treatment of adults with dysphagia resulting from a wide variety of medical etiologies. Video fluoroscopy, bedside evaluation, and intervention planning were the focus.

**Pediatric Swallowing Disorders, Dr. Jeri Logemann, Arlington, TX, October 1997.**

Course focused on the unique challenges surrounding pediatric dysphagia assessment and treatment. Case studies were presented and discussed.



**Sensory Integration Training, Austin TX, October 1995.** Participated in a three day training seminar on the principles of sensory integration based on the work of Jean Ayres. Topics included sensory modulation, proprioception, and the vestibular system as well as therapeutic strategies to support speech-language intervention and co-treatment with other healthcare professionals.

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## **Community and University Service**

**Inservice to COE Faculty and Undergraduate Students, 2017-2018.** Provided information to College of Education students and faculty about stuttering and ways to decrease stigma related to stuttering in both K-12 and university settings. Facilitated and supervised graduate student presentations on the topic of stuttering.

**ASHA Specialty Board Exhibit Volunteer, ASHA Convention, 2017.** As a specialty certification holder, served as an exhibit volunteer to provide information to those interested in pursuing specialty certification.

**Committee Member, Medical Committee for UL-Lafayette Speech, Language and Hearing Center, 2017.** Organized a CPR certification class for clinical supervisors. Worked with other members of the clinical faculty to develop emergency procedures as well as a resource manual for use within the clinic.

**Co-Coach for UL Lafayette Team Phoenix, FIRST LEGO League International Global Innovation Award Runner-Up, 2017.** More than 255,000 children from 86 countries created an innovative solution to a problem and presented their innovation to a panel of judges. Twenty were selected to compete in Washington D.C. Team Phoenix was selected as runner-up receiving an award of \$5,000. Coaching focused on script development, translating ideas into engaging presentation content, effectively managing small group question and answer sessions, and principles of effective public speaking with a mixed population of students (both neurotypical and ASD).

**Workshop facilitator for Using LEGO StoryStarter Kits in Digital Storytelling, CODI Clinical Staff and Faculty, 2016.** Collaborated with faculty from the College of Education to present a digital storytelling workshop to clinical faculty in the Department of Communicative Disorders.

**Catholic Relief Services Fair Trade Ambassador, Diocese of Lafayette, 2015-16.**

Selected to serve as one of fifty fair trade ambassadors in the nation to promote fair trade practices in the Diocese of Lafayette. Training involved traveling to CRS headquarters in Baltimore, Maryland for intensive training in a range of leadership topics such as fostering successful interpersonal relationships and advocacy at various levels of government.

**First Communion Teacher for Regular Education and Special Needs Children, Our Lady of Wisdom Church and Catholic Student Center, UL Lafayette Campus, 2011-2016.**

Served elementary-age children in a university community. Developed curriculum for working with special needs children preparing for first reconciliation and first communion. Collaborated with graduate students in the Department of Communicative Disorders to apply augmentative and alternative communication (AAC) training to this special population.

**Coordinator, Children's Liturgy Program, Our Lady of Wisdom Church and Catholic Student Center, UL Lafayette Campus, 2010-2014.**

Served preschool children and families to develop a curriculum to meet the developmental needs of preschool children learning about liturgy within a university church community. Responsibilities included the recruitment, training, and scheduling of a group of twenty teachers and helpers.

**American Red Cross Community CPR Instructor to CODI Graduate Students, UL-Lafayette, 2002-2005.**

As a certified CPR instructor, regularly offered free community CPR courses to graduate students and faculty working with adults, infants, and children in clinical settings.