

Contact Information:

University of South Alabama
Speech Pathology & Audiology
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EDUCATION

Doctor of Philosophy in Communication Sciences and Disorders, May 2020
University of South Carolina, Columbia, South Carolina
Master of Science in Speech-Language Pathology, July 2009
Missouri State University, Springfield, Missouri
Bachelor of Science in Education, Speech-Language Pathology, May 2007
University of Arkansas, Fayetteville, Arkansas

CERTIFICATION, LICENSURE, and PROFESSIONAL MEMBERSHIPS

Certificate in Effective Instruction (Micro-credential in Designing Learner-Centered and Inclusive Online Courses), Association of College and University Educators (2020).
American Speech-Language Hearing Association Certificate of Clinical Competence in Speech-Language Pathology, #12138457 (2010-present)
Alabama Board of Examiners for Speech Pathology and Audiology, License to Practice Speech-Language Pathology, # 4454 (2019-present)
Society for the Scientific Study of Reading, Member (2017-2019; 2022-present)

EMPLOYMENT HISTORY

University of South Alabama, Mobile, Alabama
Assistant Professor, July 2020-current
Instructor, January 2019- June 2020
Republic R-3 School District Early Childhood Center, Republic, Missouri
Speech-Language Pathologist, August 2009-July 2014
HCR ManorCare, Springfield, Missouri
Speech-Language Pathologist, August 2009-July 2014

PUBLICATIONS *Denotes student at the time research was conducted and/or written and published.

Journal Articles (Peer-Reviewed)

UNDER REVIEW or IN REVISION

Norton, B., Phillips, L., McWilliams, S., & **Henbest, V.S.** (under review). Supporting families through AAC introduction: What parents want SLPs to know.

Huang, Y., Beverly, B.L., **Henbest, V.S.**, Choi, D., & Hao, Y. (revision under review). Emergent literacy and early reading skills in Chinese-Mandarin: Evidence from Chinese Kindergarten and First-grade children.

PUBLISHED or IN PRESS

1. **Henbest, V.S.**, Beverly, B.L., & *Mejia, G.M. (in press). Parents Engaging in Early Literacy (PEEL): Outcomes from a shared reading program implemented via text messaging. *Perspectives of the ASHA Special Interest Groups*.
2. **Henbest, V.S.** & Apel, K. (2026). Comparing English-speaking third through sixth grade students' performances on spoken and written cloze morphological awareness tasks. *Language, Speech, and Hearing Services in Schools*, (ePub), 1-17.
3. Huang, Y., Beverly, B. L., & **Henbest, V. S.** (2026). A cross-cultural comparison of mother-child interactions during shared reading: A pilot study. *International Journal of Speech-Language Pathology*, 28, 345-359. <https://doi.org/10.1080/17549507.2025.2473076>
4. **Henbest, V.S.**, LaCross, L., Deacy, R., & *Abdullah, A. (2025). Seeking Meaningful Institutional Relationships: Experiences of minoritized undergraduate students in Allied Health. *Journal of Allied Health*, 54(3), e349-e357.
5. Lunn, E.N., **Henbest, V.S.**, Gordon-Hickey, S., Adams, E.M., Davis, A., Huffstutler, H. (2025). Advancing the cultural awareness of allied health students through interprofessional education and interviews with community members from a minoritized background: Year one outcomes. *Journal of Allied Health*, 54(3), e313-e320.
6. **Henbest, V.S.** & Apel, K. (2024). The relation of linguistic awareness skills to reading and spelling for autistic and non-autistic elementary school-age children. *Journal of Speech, Language, and Hearing Research*, 67(10), 3691-3713.
7. Apel, K., **Henbest, V.S.**, & Petscher, Y. (2023). Effects of morpheme type and base word transparency on students' performance on different morphological awareness measures. *Journal of Speech, Language, and Hearing Research*, 66(1), 239-256.
8. Apel, K., **Henbest, V.S.**, & Petscher, Y. (2022). Morphological awareness performance profiles of first through sixth grade students. *Journal of Speech, Language, and Hearing Research*, 65(3), 1070-1086.
9. Flagge, A. G., *Neeley, M. E., Davis, T. M., & **Henbest, V. S.** (2021). A preliminary exploration of pitch discrimination, temporal sequencing, and prosodic awareness skills of children who participate in different school-based music curricula. *Brain Sciences*, 11(8), 982.
10. **Henbest, V.S.** & Apel, K. (2021). The relation between a systematic analysis of spelling and orthographic and phonological awareness skills in first grade children. *Language, Speech, and Hearing Services in Schools*, 52(3), 827-839.
11. Flagge, A.G., Davis, T., & **Henbest, V.S.** (2020). The contribution of pitch discrimination ability to auditory temporal patterning tests in children. *Journal of Speech, Language, and Hearing Research*, 63(12), 4314-4324.
12. Brimo, D. & **Henbest, V.S.** (2020). The importance of speech-language pathologists' explicit knowledge of morphology. *Language, Speech, and Hearing Services in Schools*, 51(3), 561-571.

13. Apel, K. & **Henbest, V.S.** (2020). Morphological awareness skills of second and third grade students with and without speech sound disorders. *Language, Speech, and Hearing Services in Schools, 51*(3), 603-616.
14. ***Henbest, V.S.**, Fitton, L., Werfel, K.L., & Apel, K. (2020). The relation between linguistic awareness skills and spelling in adults: A comparison among scoring procedures. *Journal of Speech, Language, and Hearing Research, 63*(4), 1240-1253.
15. ***Henbest, V.S.**, Apel, K., & Mitchell, A. (2019). Speech-language pathologist-guided morphological awareness instruction in the general education classroom. *Perspectives of the ASHA Special Interest Groups, 4*(5), 771-780.
16. Apel, K., ***Henbest, V.S.**, & Masterson, J.J. (2019). Orthographic knowledge: Clarifications, challenges, and future directions. *Reading and Writing, 32*(4), 873-889.
17. ***Henbest, V. S.** & Apel, K. (2018). Orthographic fast-mapping across time in 5- and 6-year-old children. *Journal of Speech, Language, and Hearing Research, 61*(8), 2015-2027.
18. ***Henbest, V.S.** (2017). Small group reading instruction: Activities for teaching phonemic awareness, the alphabetic principle, and phonics in a tier 2 setting. *Perspectives of the ASHA Special Interest Groups, 2*(1), 78-85.
19. ***Henbest, V.S.**, & Apel, K. (2017). Effective word reading instruction: What does the evidence tell us? *Communication Disorders Quarterly, 39*, 303-311.
20. Apel, K., & ***Henbest, V.S.** (2016). Affix meaning knowledge in first through third grade students. *Language, Speech, and Hearing Services in Schools, 47*, 148-156.

Product-Related Publications (Non-Peer Reviewed)

21. Apel, K., **Henbest, V.S.**, & Petscher, Y. (in press). *Morphological Awareness Test for Reading and Spelling (MATRS)*. Brookes Publishing, Baltimore, MD.
22. Apel, K., Petscher, Y., & **Henbest, V.S.** (2021, February 3). Morphological Awareness Test for Reading and Spelling (MATRS): Technical Report. Retrieved from psyarxiv.com/ty2pe.

Books and Book Chapters

23. Kaderavek, J.N. & **Henbest, V.S.** (2024). *Language Disorders in Children: Fundamental Concepts of Assessment and Intervention -3rd Edition*. Plural Publishing, Inc.
24. **Henbest, V.S.**, Hiebert, L., & Thomas-Tate, S. (2023). Ana: Treating the reading and spelling skills of an elementary-age student with word-level literacy deficits. In Chabon, S.S. & Cohn, E.R.(Eds). *The Communication Disorders Casebook: Learning by Example-2nd Edition*. Plural Publishing, San Diego, California.
25. Roberts, W. & **Henbest, V.S.** (2023). Jon: Assessing and supporting the speech, language, and literacy skills of a school-age child with late identified hearing loss. In Chabon, S.S. & Cohn, E.R.(Eds). *The Communication Disorders Casebook: Learning by Example-2nd Edition*. Plural Publishing, San Diego, California.

Invited Promotional/Informational Articles (Non-Peer Reviewed)

26. Kaderavek, J.N. & **Henbest, V.S.** (2025). Impact of artificial intelligence on students' development of critical thinking skills. Written for *Plural Publishing Newsletter*.

PRESENTATIONS AND POSTERS *Denotes student at the time research was conducted.

Presentations International/ National (Peer-Reviewed)

SUBMITTED

*Swenbeck, J.D., *Byrd, B.F., *Sarhadi, N., Beverly, B.L., & **Henbest, V.S.** (November, 2026).

Investigating The Reading House, an emergent literacy screener implemented during shared reading.

Proposal submitted for presentation at the Annual Convention of the American Speech-Language-Hearing Association, Indianapolis, IN.

1. **Henbest, V.S.** (2024, December). *Piloting a graduate student-led summer spelling program: Child outcomes and student reflections.* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Seattle, WA.
2. *Huang, Y., Beverly, B.L., **Henbest, V.S.**, Choi, D., & Hao, Ying. (2024, December). *Early literacy skills in Chinese Mandarin-speaking preschool and first grade children.* Podium presentation at the Annual Convention of the American Speech-Language-Hearing Association, Seattle, WA.
3. *Dacy, M., **Henbest, V.S.**, & Kouame, Gail. (2023, November). *The linguistic awareness skills of elementary-age children with autism spectrum disorder: A scoping review.* Virtual poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
4. *Mejia, G., **Henbest, V.S.**, & Beverly, B.L. (2023, November). *Shared book reading training via remote text messaging: Parent perceptions and implementation outcomes.* Virtual poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
5. **Henbest, V.S.**, & Apel, K. (2023, July). *Morphological composition and decomposition: comparing third through sixth grade students' spoken vs. written performance and the relation with word-level reading and spelling.* Poster presented at the annual conference of the Society for the Scientific Studies of Reading, Port Douglas, Queensland, Australia.
6. *Huang, Y., **Henbest, V.S.**, White, L., & Beverly, B.L. (2022, November). *Emergent literacy skills of Chinese preschoolers speaking Mandarin: A scoping review.* Virtual poster presented at the annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
7. **Henbest, V.S.** (2022, November). *The linguistic awareness skills of children with autism spectrum disorder and their typically developing peers.* Podium presentation at the annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
8. Gordon-Hickey, S., Adams, E., Davis, A., Huffstutler, H., **Henbest, V.S.**, and Lunn, E. (2022, October). *Development of a program to improve competence of entry level allied-health providers.* Presentation at the Association of Schools Advancing the Health Professions, Long Beach, California.

9. *Huang, Y., Beverly, B.L., & **Henbest, V.S.** (2022, June). *A cross-cultural comparison of mother-child interactions during joint book reading*. Poster presentation at the Symposium on Research in Child Language Disorders (SRCLD), Madison, WI.
10. *Huang, Y., Beverly, B. L., **Henbest, V.S.**, Choi, D., & Giles, R. (2021, November). *Engagement behaviors of Chinese mothers interacting with preschoolers during joint book reading*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Washington, DC.
11. Lobdell, L., Norton, B., **Henbest, V.S.**, *McWilliams, S. (2021, October). *Parent perspectives: Mothers' and fathers' experiences supporting their AAC users including lessons from covid-19*. Virtual podium presentation at the annual conference, Closing the Gap, U.S.
12. Lobdell, L., Norton, B., & **Henbest, V.S.** (2020, Jan/Feb). *The parent perspective: How to best support mothers and fathers of AAC users*. Virtual podium presentation at the annual conference of the Assistive Technology Industry Association, U.S.
13. ***Henbest, V.S.**, Apel, K., & Mitchell, A. (2019, November). *SLP-guided morphological awareness classroom instruction*. Poster presented at the annual convention of the American Speech- Language-Hearing Association, Orlando, Florida.
14. ***Henbest, V.S.**, Petscher, Y., & Apel, K. (2019, July). *The contribution of a tri-factor model of morphological awareness to elementary-age students' word-level reading, spelling, and vocabulary knowledge*. Poster presented at the annual conference of the Society for Scientific Studies of Reading, Toronto, CAN.
15. Apel, K., Petscher, Y., & ***Henbest, V.S.** (2019, July). *Morphological Awareness Test for Reading and Spelling (MATRS): Initial findings*. Paper presented at the annual conference of the Society for Scientific Studies of Reading, Toronto, CAN.
16. ***Henbest, V.S.**, & Apel, K. (2018, November). *The relation of linguistic awareness skills to reading and spelling in school-age children with autism*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Boston, Massachusetts.
17. Apel, K., ***Henbest, V.S.**, & Maranville, J. (2018, November). *Lexical and sublexical orthographic knowledge across the elementary grades*. Poster presented at the annual convention of the American Speech- Language-Hearing Association, Boston, Massachusetts.
18. ***Henbest, V.S.** (2017, November). *Is a spelling error analysis a valid measure of children's linguistic awareness skills?* Poster presented at the annual convention of the American Speech-Language Hearing Association, Los Angeles, California.
19. Apel, K., ***Henbest, V.S.**, & Reed, P.E. (2017, November). *The development of orthographic knowledge: Exploring results*. Poster presented at the annual convention of the American Speech-Language Hearing Association, Los Angeles, California.
20. Apel, K., & ***Henbest, V.S.** (2017, July). *The development of orthographic knowledge: Exploring results*. Poster presented at the annual conference of the Society for Scientific Studies of Reading, Halifax, Nova Scotia, CAN.
21. Apel, K., ***Henbest, V.S.**, *Rice, J., *Bunting, L., *Harris, C., & *Falkiewicz, E. (2016, November). *The development of orthographic knowledge and its relation to reading & spelling*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

22. Apel, K., ***Henbest, V.S.**, *Rice, J., & Werfel, K. (2016, November). *The contributions of linguistic awareness skills to reading and spelling in young adults*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
23. Apel, K. & ***Henbest, V.S.** (2015, November). *Morphological awareness: Word study activities to improve literacy skills*. Podium presentation at the annual convention of the American Speech-Language Hearing Association, Denver, CO.
24. ***Henbest, V.S.**, & Apel, K. (2015, November). *Influence of parental print-referencing during repeated reading of familiar texts on orthographic knowledge development*. Poster presented at the annual convention of the American Speech-Language Hearing Association, Denver, CO.
25. Apel, K., & ***Henbest, V.S.** (2015, November). *Orthographic fast-mapping across time in five-and six-year- olds*. Poster presented at the annual convention of the American Speech-Language Hearing Association, Denver, CO.
26. Apel, K., & ***Henbest, V.S.** (2015, July). *Affix awareness in first through third grade students*. Poster presented at the annual conference of the Society for Scientific Studies of Reading, Big Island of Hawaii.
27. ***Henbest, V.S.**, & Masterson, J.J. (2009, November). *The effects of Reading Recovery on literacy and evoked potentials*. Poster presented at the annual convention of the American Speech-Language Hearing Association, New Orleans, LA.

Regional/State Presentations

28. *Taranto, A., Beverly, L., & **Henbest, V.S.** (2026, February). *Measuring shared book reading early literacy intervention benefits for children on the autism spectrum*. Poster presented at the annual Alabama Autism Conference, Tuscaloosa, AL.
29. *Byrd, B., Beverly, B.L., & **Henbest, V.S.** (2026, February). *Preschool literacy screening with The Reading House*. Poster presented at the annual convention of the Speech and Hearing Association of Alabama (SHAA), Birmingham, AL.
30. **Henbest, V.S.** & Beverly, B.L. (2023, February). *Facilitating children's emergent literacy skills: Training parents on shared book reading via remote text messaging*. Podium presentation at the annual convention of the Speech and Hearing Association of Alabama (SHAA), Birmingham, AL.
31. ***Henbest, V.S.** (2017, April). *Is a spelling error analysis a valid measure of children's linguistic awareness skills?* Poster presented at Discover USC, Columbia, SC.
32. ***Henbest, V.S.**, Klusek, J., Roberts, J., Adlof, K., & Apel, K. (2017, October). *Factors that contribute to word reading in males with fragile x syndrome*. Poster presented at the South Carolina Autism and Neurodevelopmental Disorders Research Symposium, Columbia, SC.

Invited Presentations/ Lectures

33. Kaderavek, J.N. & Henbest, V.S. (2025, September). *Are you ready to reflect on- and even revolutionize-your language disorders classroom teaching experience?* Invited moderator for Plural Publishing, Inc. Online discussion regarding strategies to enhance student learning.
34. Beverly, B. L., & **Henbest, V. S.** (2025, July). *Scoring GOALS with autistic children: Decision making and successful implementation*. Invited presentation for the "Summer Autism Series for Educators" sponsored by the South Alabama Regional Inservice Center, Mobile, AL.

35. **Henbest, V.S. & Beverly, B. L.** (2024, September). *Level Up Your Skills for Serving Autistic Clients*. Virtual podium presentation invited by Bay Area Speech and Hearing Association (BASHA), Mobile, AL.
36. Beverly, B. L. & **Henbest, V.S.** (2022, July). *Exceptional and Able: Supporting the Social Communication Skills of Gifted Neurodiverse Students in the Classroom*. Invited by the Alabama State Department of Education for presentation at the annual MEGA Conference, Mobile, AL.
37. **Henbest, V.S. & Beverly, B.L.** (2022, April). *Strategies and Key Considerations for Effective AAC Intervention for Pre-School and School-Age Children*. Virtual podium presentation invited by Bay Area Speech and Hearing Association (BASHA), Mobile, AL.
38. **Henbest, V.S.** (2021, August). *Strategies for Teaching Morphological Awareness to Support Literacy Success*. Invited international virtual podium presentation by Lavi Institute on Research Development.
39. **Henbest, V.S.** (2021, August). *Morphological Use and Awareness: What's the Difference and How do I Assess Them?* Invited international virtual podium presentation by Lavi Institute on Research Development.
40. **Henbest, V.S. & Beverly, B.L.** (2021, July). *Strategies and Key Considerations for Implementing AAC Intervention for a Variety of Communicative Functions*. Invited by Baldwin County Public Schools to be presented at the Gulf Regional Innovative Teaching Conference (GRITC).
41. Beverly, B.L. & **Henbest, V.S.** (2021, July). *Management Strategies for Social and Communication Issues in the Classroom*. Invited speaker by the South Alabama Research and In-service Center (SARIC) Summer Autism Series.
42. **Henbest, V.S.** (2020, October). *Supporting the Literacy Skills of Preschool and School-age Children with Autism Spectrum Disorder: Strategies for Home, School, and Integrating Technology*. Invited speaker by the Regional Autism Network/Autism Society of Alabama to present at the Autism Matters Conference, Orange Beach, AL. CANCELLED DUE TO COVID-19
43. **Henbest, V.S.** (2019, September). *Supporting the Development of Literacy Skills for Children with Autism Spectrum Disorder*. Invited speaker by the Regional Autism Network/Autism Society of Alabama.
44. ***Henbest, V.S.** (2017, October). Invited Panelist: *Literacy A to Z: SIG 1 Language Learning and Education Webchat for ASHA members*, October 2017.
45. ***Henbest, V.S.** (2017, September). *Literacy-What the SLP needs to know*. Invited by the Midlands Area-SLP Think Tank support group.

EDITORIAL and REVIEW WORK

- **ASHA Convention Topic Review Committee:** *Literacy Assessment and Intervention* (2023)
- **Editorial Review Board:** *Journal of Speech, Language, and Hearing Research* (2020-2022)
- **Ad-hoc Invited Reviewer for Academic Journals:**
 - *Journal of Research in Reading* (2026)
 - *Reading and Writing* (2026)
 - *American Journal of Speech-Language Pathology* (2023)

- *Journal of Speech, Language, and Hearing Research* (2023)
- *Language, Speech, and Hearing Services in Schools* (2022; 2023)
- *Scientific Studies of Reading* (2020; 2022; 2024)
- *Communication Disorders Quarterly* (2020; 2022; 2023; 2024; 2025)
- *Child Language Teaching and Therapy* (2020)
- *Focus on Autism and Developmental Disabilities* (2021)
- *Perspectives of the ASHA Special Interest Groups* (2022)

CONSULTATION WORK

2019-2020 Grant consultant: Morphological Awareness Test for Reading and Spelling (MATRS), PI Kenn Apel, PhD., CCC-SLP, University of South Alabama, Institute of Education Sciences R305A170065, \$1,387,462

EXTERNAL FUNDING

Funded

2023 Learning by Design, Inc. Grant

Autism, Pediatric Language, and Literacy (APLL) Lab: Club on Reading, Expression, and Spelling (CoRES)

P.I. - **V. S. Henbest**

\$1,868.00 (Funding start date: June 2023)

2020 Phi Kappa Phi Literacy Grant

Tele-coaching for home early literacy practices: Impact on early literacy skills and parent engagement

Co-PIs: B. Beverly & **V. S. Henbest**

\$2,500.00 (Funding start date: June 2020)

2012 Missouri Department of Early Childhood Education-Council for Exceptional Children

Empowering Parent-Child Interaction Initiative

PI – **V.S. Henbest**

\$500.00 (Funding start date: Spring 2013)

Unfunded

2025 Robert Wood Johnson Foundation, Evidence for Action (E4A) Research to Advance Racial and Indigenous Health Equity

Community Partners Engaging in Early Literacy (C-PEEL) to Shift Future Education and Health Opportunities

PI: Bay Area Women Coalition, Inc.

Co-PIs – **V. S. Henbest** & Brenda L. Beverly

\$150,000.00 (across 3 years)

2024 Center for Clinical and Translational Science Clinical and Translational Science Pilot Program

Overcoming Barriers to Participation in Research: (Community) Partners Engaging in Early Literacy (C-PEEL) to Shift Future Education and Health Opportunities in an Under-Resourced Community.

Co-PIs: **V.S. Henbest** & B.L. Beverly

\$29,691.00

2024 Caplan Foundation for Early Childhood Education Award

(Community)Partners Engaging in Early Literacy (C-PEEL): Leveraging the Unique Strengths of African-American English Speakers in an Under-Resourced Community

Co-PIs: **V.S. Henbest** & B.L. Beverly

\$47,690.00

2023 ASHA Multi-Cultural Awareness Grant

Advancing inclusive practice for the Allied Health Professions in an IPE framework, including poverty simulation and standardized patient experiences

P.I. - E. Adams

Co-Is – S. Gordon-Hickey, **V.S. Henbest**, E. Lunn, & A. Davis

\$15,913.00

INTERNAL FUNDING

Funded

2023 Covey College of Allied Health Professions Limited Research Support Grant

Morphological Composition and Decomposition: Comparing Third through Sixth Grade Students' Spoken vs. Written Performance and the Relation with Word-Level Reading and Spelling

Funding awarded for travel to the annual international conference of the Society of the Scientific Study of Reading in Port Douglas, Queensland, Australia (July, 2023)

University of South Alabama

\$1,000.00

2021 Social Justice Research Initiative FY2022

Improving cultural competence of entry level allied health providers

Co-PIs – S. Gordon-Hickey, E. Adams

Co-Is – A. Davis, H. Huffstutler, **V.S. Henbest**, & E. Lunn

\$9,675.00

2016 Support to Promote Advancement of Research and Creativity (SPARC)

Is a systematic analysis of spelling a valid measure of orthographic and Phonological Awareness skills in first grade students?

University of South Carolina

PI – **V.S. Henbest**

\$5,000.00 (Funding start date: May 2016)

Unfunded

2025 Research and Scholarly Development Grant Program, Office of Research and Economic Development, University of South Alabama

Community Partners Engaging in Early Literacy (C-PEEL): Establishing an Early Shared Reading Program in an Under-Resourced Community

Co-PIs – **V. S. Henbest** & B. L. Beverly

\$24,575 (1 year)

2023 Covey College of Allied Health Professions Collaborative Research Support Grant

Autism, Pediatric Language, and Literacy (APLL) Lab: Club on Reading, Expression, and Spelling (CoRES)

PI-**V. S. Henbest**

University of South Alabama

\$3,392.96

HONORS/AWARDS

2025 Top Prof – Awarded by Mortar Board Senior Honor Society, The Sally Steadman Azalea Chapter, selected by undergraduate Biomedical Sciences student member, Nafia Sarhadi.

2025 Top Prof- Awarded by Mortar Board Senior Honor Society, The Sally Steadman Azalea Chapter, selected by undergraduate Speech and Hearing Sciences student member, Olivia Keller.

2025 Featured as distinguished alumni for Arnold School of Public Health 50th Anniversary, University of South Carolina <https://arnoldschool.org/50careers/#henbest>

2025 College of Allied Health Professions, Excellence in Service Award, University of South Alabama

2024 The Alpha Eta Society Inductee

2023 ASHA ACE Award

2020 Faculty Fellow in Service-Learning and Community Engagement, \$1,500.00 award

2018 Webber Doctoral Scholarship, \$1,000.00 award

2018 ASHA Research-Mentoring Pair Travel Award to attend the 27th Annual *Advances in Autism Research: From Learning Mechanisms to Novel Interventions* Symposium, ASHA convention registration waiver and \$750.00 stipend

2017 Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) Ph.D. Scholarship, \$20,000.00.

2017 Elaine M. Frank Endowed Fellowship, \$2,000.00 award

2016 Arnold School of Public Health, University of South Carolina travel grant awarded to present paper at the annual convention of the American-Speech-Language Hearing Association, Philadelphia, PA, \$600 with match from department award

2016 Graduate School, University of South Carolina travel grant awarded to present paper at the annual convention of the American-Speech-Language Hearing Association, Philadelphia, PA, \$1,000.00 with match from department

2015 Graduate School, University of South Carolina travel grant awarded to present multiple papers at the annual convention of the American-Speech-Language Hearing Association, Denver, CO, \$1000.00 with match from department

2015 Arnold School of Public Health, University of South Carolina travel grant, awarded to present paper at the Society for the Scientific Studies of Reading annual conference Big Island, Hawaii, \$600.00 with match from department

TEACHING EXPERIENCE

Directed Studies/Research Topic Areas/Guest Lecture Specialty Topics:

- Child Language Disorders
- Autism Spectrum Disorders
- Linguistic Awareness
- Word-level Reading and Spelling
- School-Age Language and Literacy
- Augmentative and Alternative Communication

University of South Alabama

Undergraduate/Allied Health Professions/Speech and Hearing Sciences

SHS 341	Clinical Phonetics	2020
SHS 431	Introduction to Language Disorders	2019-present
SHS 453	Introduction to Speech Disorders	2019-present
SHS 494	Directed/Independent Study	2020; 2023
SHS 499	Departmental Honors Thesis	2026

Graduate/Allied Health Professions/Master's Degree in Speech-Language Pathology

SLP 545	Assistive Technology for Communicative Disorders Across the Life Span/AAC for Individuals with Complex Communication Needs	2021-present
SLP 534	School-Aged Language Disorders	2019-present
SLP 596	Clinical Practicum	2020-2023
SLP 599	Thesis	2021-2022
RST 535	Ped Speech and Language Disorders	2020

Graduate/Ph.D. in Communication Sciences and Disorders

CSD 694	Directed Study	2020, 2021, 2025
CSD 698	Supervised Teaching Practicum	2020, 2021

Guest Lectures

OTD 635	Guest lecture on AAC in ‘Technology and Environmental Intervention’ course	2022, 2023
AUD 655	Guest lecture on AAC in ‘Speech-Language Pathology for Audiologists’ course	2022

University of South Carolina

Undergraduate/Public Health/Communication Sciences and Disorders

COMD 500	Introduction to Speech Language Pathology and Audiology	2015, 2016
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Post-baccalaureate/Public Health/Communication Sciences and Disorders

COMD 507	Language Theory and Phonetics (post-bac level)	2017
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Guest lectures for Speech-Language Pathology and Audiology

COMD 500	Introduction to Speech Pathology and Audiology	2016, 2017
COMD 727	Advanced Study of Literacy for Speech-Language Pathologists	2017

Guest Lectures for Other Departments

SCCP 690	Interprofessional Education course: Transforming Healthcare for the Future (graduate level)	2016
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Missouri State University

Graduate/Communication Sciences and Disorders

CSD 697	Adjunct Clinical Practicum Supervisor	2010, 2011
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STUDENT RESEARCH DIRECTION at the University of South Alabama**Committee Member – Doctoral Dissertations and Pre-dissertation Projects**

1. Stalley, S. (proposed Spring, 2025). *Investigating grammatical productivity in children with language disorders*. Chairperson: Brenda Beverly.
2. Lins, J. (defended Spring, 2024). *Oral reading prosody and comprehension in persons with Aphasia: A pilot study*. Chairperson: Kimberly Smith
3. Huang, Y. (defended Fall, 2023). *The correlates of Chinese children’s early reading skills*. Chairperson: Brenda Beverly
4. Stalley, S (defended Fall, 2022). *Testing a threshold-based productivity measure using an artificial grammar task*. Chairperson: Brenda Beverly

5. Huang, Y. (defended Fall, 2021). *Joint book reading interactions: A cross-cultural comparison of mothers with preschoolers*. Chairperson: Brenda Beverly
6. Neeley, M.E. (defended Spring, 2021). *The impact of daily musical training on the pitch discrimination, temporal sequencing, and prosodic awareness in typically developing children*. Chairperson: Ashley Flagge

Committee Member-Doctoral Comprehensive Exams

7. Stalley, S. (Spring, 2023). Chairperson: Brenda Beverly
8. Huang, Y. (Fall, 2021). Chairperson: Brenda Beverly

Committee Chairperson – Master’s Theses

9. Ledbetter, E. (in progress). Project title TBD.
10. Jackson, D. (defended Spring, 2022). *The impact of telecoaching on the emergent literacy skills of four-year old children*.

Committee Member – Master’s Theses

11. Frost, Alana. (defended Summer, 2022). *The relationship between behavioral inhibition and secondary behaviors in children who stutter*. Chairperson: Dahye Choi
12. Moss, M.A. (defended Spring, 2022). *The effect of tele-coaching intervention on joint book reading engagement with mothers and their children*. Chairperson: Brenda Beverly
13. McWilliams, S. (defended Spring, 2022). *Relationship between eye movements during reading and severity of language impairment in persons with aphasia*. Chairperson: Kimberly Smith
14. Maher, K. (defended Summer, 2020). *Young children’s temperament and awareness of stuttering*. Chairperson: Dahye Choi

Undergraduate Research Mentor (Senior, Honor’s Theses and SURF)

15. Tapley, L. (in progress). *Measuring Caregivers’ Use of Interactive Shared Book Reading Strategies Learned During a Training Program*. Funded research assistant Summer 2026 by the University committee on Undergraduate Research, Summer Undergraduate Research Fellowship (SURF), \$2,500.00.
16. Hardy, A. (in progress). *Measuring the interactive and communicative behaviors of preschool children during shared reading with adults participating in an emergent literacy training program*. Funded research assistant Summer 2026 by the University committee on Undergraduate Research, Summer Undergraduate Research Fellowship (SURF), \$2,500.00.
17. Swenbeck, J. (defended Spring, 2026). *Comparing Two Emergent Literacy Screeners: The Reading House and STAR Early Literacy in a Florida Voluntary Pre-Kindergarten (VPK) program*. Departmental Honors Thesis. Chairperson: Victoria Henbest
18. Taranto, A.E., Beverly, B.L., & Henbest, V.S. (Fall, 2025). *Measuring shared book reading early literacy intervention benefits for children on the autism spectrum*. Student poster presentation at University of South Alabama’s Undergraduate Research Symposium.
19. Edwards, M. (Summer, 2021). *The impact of Covid-19 on individuals who use augmentative and alternative communication (AAC)*. Funded research assistant Summer 2021 by the University Committee on Undergraduate Research, Summer Undergraduate Research Fellowship (SURF), \$2,000.00.

20. Wray, E. (Summer, 2019). *Exploring the potential differences in prosodic awareness in children with and without autism spectrum disorder (ASD)*. Funded research assistant Summer 2019 by the University Committee on Undergraduate Research, Summer Undergraduate Research Fellowship (SURF), \$2,000.00

Committee Member -Undergraduate Honor's Theses

21. Sarhadi, Nafia (defended Spring, 2026). *Piloting a pediatric screener for assessing emerging literacy with preschool children*.

EXTERNAL STUDENT RESEARCH DIRECTION

Committee Member – Doctoral Dissertations and Pre-dissertation Projects

22. Bryan, Taylor (in progress). *Effects of Aided Language Modeling During Shared Book Reading on Engagement Behaviors in Children with Complex Communication Needs*. My role: Content Expert. Chairperson: TBD.
23. Mandell, A (defended Fall, 2019). *How Morphological Awareness Skills Affect the Spelling Skills of Struggling Readers*. Rocky Mountain University of Health Professions. My role: Content Expert. Chairperson: Linda Spencer

PROFESSIONAL SERVICE

College Service

- Co-Chair, Diversity, Equity, and Inclusion Committee (Fall 2020-2024)
- Member, Research and Scholarship Committee (Fall 2020-Fall 2025)
- Member, College Executive Task Force/Advisory Council (2021 – 2024)
- Member, CAHP Undergraduate/Graduate Grade Grievance/Academic Dismissal Committee (Spring 2021; Spring 2025)
- Undergraduate Curriculum Committee (Fall 2023-present)
- Graduate Curriculum Committee (Fall 2023-present)
- Member, Textbook Committee (Fall 2025-present)
- Member, Interprofessional Education Committee (Fall 2024-Summer 2025)

Department Service

- Member, Search Committee(s) (Spring 2022; 2023; 2024; 2025)
- Chair, Admissions Committee (Fall 2025 – current)
- Member, Admissions Committee (Spring 2022-2025)
- Member, Academic Dismissal Appeal Committee (Spring 2022)
- Chair, Recruitment and Open House (Spring 2021-present)
- Member, MS SLP Program Committee (Spring 2019-present)
- Member, SLP Clinic Committee (Spring 2020-Fall 2022)
- Member, PhD Program Committee (Spring 2019-present)
- Member, SHS Program Committee (Spring 2019-present)