**SallyAnn Giess, Ph.D., CCC-SLP**

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**Curriculum Vitae**

*Academic and professional contributions to the field of Communication Sciences and Disorders spanning over 20 years*

**Education**

**Ph.D. Communication Sciences and Disorders University of Florida 2005**

Dissertation: *Effectiveness of a multisensory, Orton-Gillingham influenced approach to reading intervention for high school students with reading disability*

**MA Communication Sciences and Disorders State Univ. of NY at Buffalo 1988**

**BA Speech and Hearing Science State Univ. of NY at Buffalo 1986**

**JD** *Juris Doctor* **University of Dayton School of Law 1996**

**PROFESSIONAL Experience**

**Current Position**

Clinical Educator and Lecturer • California State University, Fullerton, CA • College of Communications, Department of Communication Sciences and Disorder

**Assistant Professor**

Touro College, Brooklyn, NY • Graduate School of Health Sciences • Speech-Language Pathology Program • 2018 - 2019

Salus University, Elkins Park, PA **•** College of Education and Rehabilitation, Speech-Language Pathology Program **•** Curriculum and program development **•** 2014-2015

Texas Woman’s University, Denton, TX **•** College of Health Sciences, Department of Communication Sciences and Disorders **•** 2013-2014

Chapman University, Orange, CA **•** College of Educational Studies, Communication Sciences and Disorders Program **•** 2009-2013

Seton Hall Univ., Orange, NJ **•** School of Graduate Medical Education **•** 2005-2006

**Adjunct Faculty Instructor**

California State University, Fullerton, CA • College of Communications, Department of Communication Sciences and Disorder • 2017-2018

Santa Ana College, Santa Ana, CA• Speech-Language Pathology Assistant Program • 2018

California State University, East Bay, Hayward, CA **•** College of Letters, Arts, and Social Sciences, Department of Communicative Sciences and Disorders **•** 2015-2016

San Francisco State University, San Francisco, CA **•** Department of Special Education, Communicative Disorders Program **•** Intro to Communication Disorders **•** 2015-2016

San Jose State University, San Jose, CA **•** College of Education, Department of Communicative Disorders and Sciences **•** 2015-2016

San Joaquin Delta College, Stockton, CA **•** Division of Health Sciences, Speech-Language Pathology Assistant Program (on-line instruction) **•** 2015-2016

Chapman University, Orange, CA **•** Dept. of Extended Education, Post-Baccalaureate Program in Communication Sciences & Disorders **•** 2014

**Clinical Educator**

California State University, Fullerton, Fullerton, CA • College of Communication- Department of Communication Disorders and Sciences **•** Child Language Clinic • 2017-2018

University of Central Florida, Orlando, FL **•** Department of Communication Sciences and Disorders **•** 2006-2008

**Course Facilitator**

Speech@Emerson, On-line SLP Program for Emerson College • Child Language Development • Summer 2019

**Clinical Supervisor; Supervised Teaching**

University of Florida, Gainesville, FL **•** Department of Communication Sciences and Disorders **•** 2001-2005

**Courses Taught**:

Graduate

|  |  |
| --- | --- |
| * Scientific and Professional Writing * Research Methods * Child Language Disorders (birth through school-age) * School-Based Issues * Severe Disabilities in Reading, Writing, and Spelling | * Counseling Techniques for Speech-Language Pathologists * Assessment and Diagnostics * Clinical Procedures and Professional Issues * Capstone Course * Clinical Practicum and Supervision |

Undergraduate

|  |  |
| --- | --- |
| * Introduction to Communication Disorders * Introduction to Language Development; * Language Development in School-Age Children | * Speech Science * Ethical Considerations and Scope of Practice for SLPAs (on-line)   • Speech-Language Pathology  Clinical Management and Proc.  • Research and Writing in CSD |

Additional responsibilities include program development, curriculum development, student practicum supervision, student advisement, committee participation and university and department service

**Related Professional Positions**

**Speech-Language Pathologist •** The Stepping Stones Group; West Covina Unified School District, West Covina, CA • 2019

**Speech-Language Pathologist •** The Summit School, Edgewater, MD •2016-2017

**Speech-Language Specialist** **•** Orange Unified School District, Canyon Rim Elementary School, Anaheim, CA **•** 2008-2009

**Speech-Language Pathologist** **•** Charlotte-Mecklenburg School District, First Ward Accelerated Learning Academy, Charlotte, NC **•** 1998-2001

**Speech-Language Pathologist** **•** Buffalo Hearing and Speech Center, Buffalo, NY**•** 1989-1993

**Areas of Clinical & Research Interest**

* Differential diagnosis of reading disabilities
* Prevention of communication disorders
* Intervention for spoken and written language disabilities in the school-age population
* Service delivery in the schools
* Research to practice gap
* Interprofessional education and collaboration

**Publications**

**Peer-Reviewed**

Giess, S., & Serianni, R. (2018). Interprofessional practice in schools. P*erspectives of the ASHA Special Interest Groups*, September 2018, Vol. 3 (SIG 16), 88-94. doi:10.1044/persp3.SIG16.88

Giess, S., Rivers, K, Kennedy, K. & Lombardino, L. (2012). Effects of multisensory phonics-based training on the word recognition and spelling skills of adolescents with reading disabilities*. International Journal of Special Education, 27, 60-73.*

Giess, S., Schussler, K., Means, J., & Fitzgerald, M. (2012). Preparing graduate students to carry out their roles and responsibilities in a school-based setting. *Perspectives on Issues in Higher Education*, *15*, 11-15.

Montgomery, J., Dodd, J., Giess, S., & Barnes, K. (2010). A 21st century communication sciences and disorders program. *Perspectives on School-Based Issues*. *11*, 66-70.

King, W., Giess, S., & Lombardino, L. (2007). Subtyping of children with developmental dyslexia via bootstrap aggregated clustering and the gap statistic: Comparison with the double deficit hypothesis. *International Journal of Language and Communication Disorders, 42*, 77-95.

Leonard, L. Lombardino, L., Giess, S., & King, W. (2004). Behavioral and anatomical distinctions between dyslexia and SLI. In H. Catts & A. Kamhi (Eds.). *The connections between language and reading disabilities.* New Jersey: Lawrence Erlbaum.

Randall, V., Giess, S., Boller, G., Tinkler, C., Bayless, S., Romero, A., Henry, S., & Whipple, C. (1996). Medicaid managed care; symposium on consumer protection in managed care: mechanisms of consumer protection-the marketplace and regulation: Section 1115 Medicaid waivers: critiquing the state applications. *Seton Hall Law Review, 26,* 1069-1089.

**Book Chapter**

Giess, S. (2010, 2014, 2018). The transition to the school-age years: Literacy development. In. N. Capone Singleton & B. Shulman (Eds.). *Language development: Foundations, processes, and clinical applications. Second Edition* (Ch. 11). MA: Jones & Bartlett.

**Other Publications**

Giess, S., & Lenius, K. The Life of an Adjunct (2016, September). The ASHA Leader, 21, 36-37**.**

Giess, S., Cardanas-Hagen, E., Dickman, E., et al. (2014, February 10). Improving education for students with learning disabilities living in poverty. Spotlight on Poverty and Opportunity. <https://spotlightonpoverty.org/spotlight-exclusives/improving-education-for-students-with-learning-disabilities-living-in-poverty/>

Giess, S. (Ed.). (2008). Implementing a workload approach to caseload: Methods and Strategies. Rockville, MD: American Speech-Language Hearing Association.

**Presentations**

**Peer-Reviewed:**

Lenius, K., and Giess, S. (2016, November). Working as an adjunct instructor: Lessons learned and other important tips. ASHA National Convention, Philadelphia, PA.

Serianni, R., and Giess, S. (2016, November). Interprofessional education: Student impressions and future planning. ASHA National Convention, Philadelphia, PA.

Giess, S., and Chattler, L. (2015, July). Volunteering with ASHA: From Perspectives to Committees. ASHA Schools Conference, Phoenix, AZ.

Serianni, R., Mayo, C., and Giess, S. (2015, July). Integrating Interprofessional Education (IPE) into Practice. ASHA Health Care and Business Institute, Phoenix, AZ.

Casser, L., and Giess, S. (2015, April). A Patient-Centered Approach in a Clinical Problem-Solving Course at Salus University. National Academies of Practice Annual Forum, Alexandria, VA.

Giess, S., and Serianni, R. (2015, March). Interprofessional education: It’s not about you. Pennsylvania Speech-Language Hearing Association Annual Convention, Harrisburg, PA.

Farquharson, K., Giess, S., Means, J., & Fitzgerald, M. (2014, July). Changing history (and her story) for Clinical Supervisors: Putting Policy into Action. American Speech-Language Hearing Association Schools Conference, Pittsburgh, PA.

Giess, S., Hood, M., Haffar, J., Harrison, K., & Walker, H. (2013). Prevention through community collaboration: Working with children who are homeless. American Speech-Language Hearing Association annual convention, Chicago, IL.

Giess, S., Schussler, K., Means, J., & Fitzgerald, M. (2012, November). Preparing graduate students to carry out their roles and responsibilities in the schools. American Speech-Language Hearing Association annual convention, Atlanta, GA.

Giess, S., Dodd, J., Vickers, C., Hagge, D., & Mandas, A. (2012, April). A 21st century model for practicum training: Constructivism and community. CAPCSD 2012 Annual Conference, Newport Beach, CA.

Giess, S., Rivers, K., Kennedy, K., & Lombardino, L. (2011, November). Tier 3 intervention for adolescents with reading disability. American Speech-Language Hearing Association annual convention, San Diego, CA.

Blackley, S.B., McCready, V., Agee, P., Beverly, B., Botts, D., Fitzgerald, M.D., Giess, S., Pait, A., & Zylla-Jones, E. (2008, November). English language structure: What do our graduate students know? American Speech-Language Hearing Association annual convention, Chicago, IL.

Schraeder, P., Cave, C., Decker, B, Giess, S., Schultz, J., and Testa, M. (2012, November). Literacy, common-core standards, and the school-based SLP. Invited speaker. Short course presented at the national convention for the American-Speech-Language Hearing Association annual convention, Atlanta, GA.

Giess, S. (2012, May). Issues of language and literacy in children who are homeless. Invited speaker at Chapman University Faculty Forum.

Giess, S. & Lombardino, L. (2005, November). Effects of a multisensory phonics based approach to intervention for high school students with reading disability. American Speech-Language Hearing Association annual convention, San Diego, CA.

Giess, S., King, W., & Lombardino, L. (2004, November). Towards differentiating SLI and developmental dyslexia. American Speech-Language Hearing Association annual convention, Philadelphia, PA.

Giess, S., King, W., & Lombardino, L (2004, June). Using the gap statistic to estimate clusters in persons with language disabilities. Society for the Scientific Study of Reading annual meeting, Amsterdam, Netherlands.

Blischak, D., Giess, S. (2002, November). Issues in phonological processing of learners who use AAC. American Speech-Language Hearing Association annual convention, Atlanta, GA.

**Invited:**

Giess, S., & Mele-McCarthy, (2018, November). Supporting the spoken and written language skills of adolescents with language learning disability. Invited seminar. ASHA Annual Convention, Boston, MA.

Chattler, L., Giess, S., & Wenhardt, (2017, November). The Educational Impact of Language Learning Disabilities: Identification, Goal Writing, & Curriculum-Based Intervention. Invited short course. ASHA Annual Convention, Los Angeles, CA.

Giess, S (2016, September). Assessment and diagnosis of dyslexia for school- based clinicians. Columbus City School District Meeting, Columbus, OH

Squires, K & Giess, S (2016, October). What SLPs need to know about dyslexia. NSSLHA Gold Coast Conference

Giess, S. & Farquharson, K. (2015, September). Phonological disorders and literacy: Implications for assessment and treatment. ASHA webchat.

Giess, S. (2010, March) Language and literacy skills in children who are homeless. CSHA annual convention, Los Angeles, CA.

Montgomery, J., Giess, S., Dodd, J. & Moore, B. (2010, September). Child language in 2010: Keeping up. CSHA District 8 and Chapman University Professional Workshop, Chapman University, Orange, CA.

Giess, S., Keane, L., & Staskowski, M. (2009, November). SLPs involved in reading and writing: We are still SLPs. American Speech-Language-Hearing Association annual convention, New Orleans, LA.

Giess, S. (2008, April). Towards differential diagnosis in reading disabilities. Invited speaker: International Dyslexia Association Florida Branch 2008 Annual Conference, Jacksonville, FL.

**Grants & Awards**

Awarded designation for Salus University as certificate program that meets the Pennsylvania School Speech and Language Pathologist Educational Specialist requirements. *March 2015*

Awarded designation for Salus University of Candidacy Status by ASHA Council on Academic Accreditation as new SLP Program. *April 2015*

*Talk, Read, Play*: Faculty-Sponsored Student Scholarly/Creative Research grant (Chapman University); grant amount $738.00. *2012-2013*

**Professional Contributions**

**Editor:**

* Perspectives for ASHA Special Interest Group 16 School-Based Issues (2008-2015)
* Invited Special Issue Editor
  + 2015 Journal of Intellectual Disability-Diagnosis and Treatment (JIDDT). Interprofessional Practice and Education and Working with Individuals with Intellectual Disability

**Reviewer:**

* Invited Reviewer:
  + 2019 ASHA National Convention Planning Committee: Language and learning in school-age children and adolescents
  + 2018 ASHA National Convention Planning Committee: Language and learning in school-age children and adolescents
  + 2017 ASHA National Convention Planning Committee: Language and learning in school-age children and adolescents
  + 2016 ASHA National Convention Planning Committee: Language and learning in school-age children and adolescents
  + 2015 Plural Publishing Company: Goal Writing Made Simple: A Step-by-Step Approach to Writing Speech and Language Goals Related to the Common Core State Standards (invited reviewer of book proposal)
  + 2015 ASHA National Convention Planning Committee: Language-learning in school-age children and adolescents
  + 2015 ASHA Schools Convention Poster Review Committee
  + 2014 ASHA National Convention Planning Committee: Language-learning in school-age children and adolescents
  + 2013 ASHA National Convention Planning Committee: Language-learning in school-age children and adolescents
* Invited Independent Referee:
  + International Journal of Disability, Development, and Education (IJDDE)
  + Journal of Intellectual Disability, Diagnosis and Treatment (JIDDT)
  + Topics in Language Development
* Book Reviewer:
  + Language and literacy development: An interdisciplinary focus on English learners with communication disorders. Plural Publishers, Inc.

**ETS Praxis Exam**

* Test question developer and reviewer for SLP Praxis exam, 2017-current

**Board Member:**

* CSHA Scholarship Foundation
* ASHA Special Interest Group 16
  + Associate Coordinator, Coordinating Committee
  + Editorial Board, *Perspectives* for ASHA Special Interest Group 16
* Editorial Board, *Communication Disorders Quarterly*
* Editorial Board: ASHA Special Interest Group 10

**Coordinator and Planner:**

* Professional Symposium: *Using Multitiered Systems of Support to Maximize Success for Students with Learning Disabilities.* June 15, 2015*.* Annual symposium of the National Joint Committee on Learning Disabilities. ASHA National Office, Rockville, MD.
* Professional Symposium: *The Impact of Poverty on Learning: Implications for Students with Learning Disabilities,* June 6, 2014. Annual symposium of the National Joint Committee on Learning Disabilities. ASHA National Office, Rockville, MD.
* Professional Conference: CSHA District 8: *Putting the Evidence in Evidence-Based Practice,* October 29, 2010. Chapman University, Orange, CA.

**University Service:**

Language proficiency expert for Salus University-China Optometric and Optometry Association joint program in optometry *March, 2015*

Member, Search Committee-Director of TVI Program, Salus University

Member, Admissions Committee-Salus University *2014-2015*

Member, Graduate Curriculum Committee-Texas Woman’s University *2013-2014*

Member, Assessment Committee-Chapman University *2010-2012*

Member, Americans with Disabilities Act (ADA) Committee-Chapman University *2009-2013*

Member, Clinical Issues Committee-University of Central Florida *2006-2008*

Member, Child Language Committee-University of Central Florida *2007-2008*

**Licensure & Credentials**

* Licensed Speech-Language Pathologist, State of California
* California Clear Speech-Language Pathology Services Credential
* American Speech-Language Hearing Associations; Certificate of Clinical Competence in Speech-Language Pathology

**Professional Affiliations**

* California Speech-Language Hearing Association
* Society for the Scientific Study of Reading
* International Dyslexia Association
* American Speech-Language Hearing Association Special Interest Groups
  + School-Based Issues
  + Issues in Higher Education
  + Administration and Clinical Supervision

**REFERENCES**

* Joan Mele-McCarthy, PhD, CCC-SLP [joan.mele-mccarthy@thesummitschool.org](file:///C:\Users\sallyann.giess\Downloads\joan.mele-mccarthy@thesummitschool.org)
* Linda Lombardino, PhD, CCC-SLP [llombard@coe.ufl.edu](file:///C:\Users\sallyann.giess\Downloads\llombard@coe.ufl.edu)
* Carolyn Mayo, PhD, CCC-SLP [mayocm65@gmail.com](mailto:mayocm65@gmail.com)
* Monica Gordon Pershey, PhD, CCC-SLP [m.pershey@csuohio.edu](mailto:m.pershey@csuohio.edu)