

**CURRICULUM VITAE**  
**ALEXANDER TUCCI, MS, CCC-SLP**

**EDUCATION**

BA	Temple University, 2015	Communication Sciences & Disorders; Spanish Language & Linguistics
MS	University of Arizona, 2017	Speech, Language, and Hearing Sciences <i>Thesis: Item analysis for the Shirts and Shoes Test for 6-year-olds</i> <i>Advisor: Elena Plante, PhD, CCC-SLP</i>
PHD	University of Arizona, 2022 (expected)	Speech, Language, and Hearing Sciences <i>Minor: Educational Psychology (Advanced Statistical Analysis)</i> <i>Dissertation: Effects of developmental language disorder on writing for college-aged adults</i> <i>Advisor: Elena Plante, PhD, CCC-SLP</i>

**CERTIFICATIONS AND AFFILIATIONS**

01/2018 to Present	Arizona Speech-Language-Hearing Association, <i>Member</i>
08/2019 to Present	Speech Language Pathologist, <i>Arizona Department of Health Services</i>
08/2019 to Present	Speech-Language Pathologist, Pre-K – 12, <i>Arizona Department of Education</i>
11/2019 to Present	American Speech-Language-Hearing Association, <i>Member</i>
06/2020 to Present	ASHA Certificate of Clinical Competence (CCC)

**EMPLOYMENT**

2013 - 2015	Undergraduate Research Assistant	Temple University <i>Carol Scheffner-Hammer, PhD, CCC-SLP</i>
2016 -	Graduate Research Assistant	University of Arizona <i>Elena Plante, PhD, CCC-SLP</i>
2019 - 2020	Speech-Language Pathologist, Clinical Fellow	Tucson Unified School District <i>Morgan Maxwell K-8 School</i>
2020	Instructor	University of Arizona <i>Speech, Language, and Hearing Sciences</i>

**HONORS AND AWARDS**

2016	Graduate Tuition Scholarship, <i>University of Arizona</i>
2017, 2018, 2019	Department of Speech, Language, and Hearing Sciences Student Travel Award, <i>University of Arizona</i>
2018	Graduate and Professional Student Council Travel Grant, <i>University of Arizona</i>
2017, 2018, 2019, 2021	Galileo Circle Scholarship, <i>University of Arizona, College of Science</i>
2020	New Century Scholars Doctoral Scholarship, <i>American Speech-Language-Hearing Foundation</i>
2021	Frank and Cecile Moore Memorial Speech, Language, and Hearing Scholarship, <i>University of Arizona</i>

**SERVICE TO THE DISCIPLINE**

- 09/2020 *Written Language Intervention in Schools*: Invited professional development presentation given to all speech-language pathologists in Tucson Unified School District
- 2020 - 2021 Co-Facilitator: Department of Speech, Language, and Hearing Sciences PhD Student Brown Bag Talks
- 2021 Committee Member: Revising the Department of Speech, Language, and Hearing Sciences' Strategic Plan
- 2021 Committee Member: Increasing recruitment and retention of students for the Department of Speech, Language, and Hearing Sciences
- Ad-Hoc Journal Reviewer:  
*Journal of Communication Disorders (JCD)*  
*Journal of Speech, Language, and Hearing Research (JSLHR)*  
*Language, Speech, and Hearing Services in Schools (LSHSS)*

**PUBLICATIONS**

- Plante, E., **Tucci, A.**, Nicholas, K., Arizmendi, G., & Vance, R. (2018). Effective use of auditory bombardment as a therapy adjunct for children with developmental language disorders. *Language, Speech, and Hearing Services in Schools, 49*(2), 320-333. [https://doi.org/10.1044/2017\\_LSHSS-17-007](https://doi.org/10.1044/2017_LSHSS-17-007)
- Tucci, A.**, Plante, E., Vance, R., & Oglivie, T. (2019). Data-driven item selection for the Shirts and Shoes Test. *Journal of Communication Disorders, 78*, 46-56. <https://doi.org/10.1016/j.jcomdis.2019.01.002>
- Plante, E., Mettler, H., **Tucci, A.**, & Vance, R. (2019). Maximizing treatment efficiency in developmental language disorder: Positive effects in half the time. *American Journal of Speech-Language Pathology, 28*(3), 1233-1247. [https://doi.org/10.1044/2019\\_AJSLP-18-0285](https://doi.org/10.1044/2019_AJSLP-18-0285)
- Heilmann, J., **Tucci, A.**, Plante, E., & Miller, J. F. (2020). Assessing functional language in school-age children using language sample analysis. *Perspectives of the ASHA Special Interest Groups, 5*, 622-636. [https://doi.org/10.1044/2020\\_PERSP-19-00079](https://doi.org/10.1044/2020_PERSP-19-00079)
- Tucci, A.**, Plante, E., Heilmann, J., & Miller, J.F. (In press). Dynamic norming for Systematic Analysis of Language Transcripts (SALT) software. *Journal of Speech, Language, and Hearing Research*

**PRESENTATIONS**

- Tucci, A.** McColgan, C., Mintzer, J. (2014, May). Analysis of Spanish-English speaking children's performance on the Bilingual Phonological Assessment (BiPA). 1<sup>st</sup> Annual Language, Linguistics, and Life Conference, Temple University, Philadelphia, PA.
- Tucci, A.** (2014, May). Gender and grammatical gender selection in Spanish-English bilingual children. 1<sup>st</sup> Annual Language, Linguistics, and Life Conference, Temple University, Philadelphia, PA.
- Tucci, A.** (2014, November). What does gender have to do with grammatical-gender assignment? A view from Spanish-English bilingual children. Global Temple Conference, Temple University, Philadelphia, PA.
- Tucci, A.** (2015, April). A preliminary study of gendered language use in Spanish-English bilingual children. Poster presented at: Temple Undergraduate Research Forum and Creative Works Symposium, Philadelphia, PA and 2<sup>nd</sup> Annual Language, Linguistics, and Life Conference, Temple University, Philadelphia, PA.
- Tucci, A.**, Plante, E., Vance, R. (2016, October). Item analysis for the development of the *Shirts and Shoes Test* for 6-year-olds. University of Arizona Speech, Language, and Hearing Sciences Colloquium, Tucson, AZ.

- Tucci, A.**, Plante, E., Vance, R., Oglivie, T., Yates, C. (2017, June). Item analysis for the development of the *Shirts and Shoes Test* for 6-year-olds. Poster presented at: Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
- Tucci, A.**, Plante, E., Vance, R. (2018, June). Can efficiency of enhanced conversational recast treatment be improved with high density doses? Poster presented at: Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
- Bitetti, D., Hokenson, J., **Tucci, A.**, Scheffner Hammer, C. (2018, November). Accounting for language mixing in the narratives of Spanish-English bilingual preschoolers. Poster presented at: American Speech-Language-Hearing Association Convention, Boston, MA.
- Tucci, A.**, Plante, E., Heilmann, J. J., Miller, J. F. (2019, June). Dynamic norming for Systematic Analysis of Language Transcripts (SALT) software. Poster presented at: Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
- Tucci, A.**, Plante, E. (2019, June). Determining the feasibility of a planned study of written language. Poster presented at: Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
- Bitetti, D., Hokenson, J., **Tucci, A.**, Scheffner Hammer, C. (2019, November). Changes in the amount and type of code-switching in the narratives of Spanish-English bilingual preschoolers. Poster presented at: American Speech-Language-Hearing Association Convention, Orlando, FL.
- Erbacher, M., & **Tucci, A.** (2020, February). Responsibility, accommodations, and financial burden: Differential item functioning by class year on academic entitlement. Poster presented at: Conference for Academic Research in Education, Las Vegas, NV.
- Tucci, A.**, Plante, E. (2020, August). Effects of developmental language disorder on writing in college-aged adults. Dissertation prospectus presented at University of Arizona Speech, Language, and Hearing Sciences Colloquium, Tucson, AZ.
- Tucci, A.** (2020, September). Written language intervention in schools. Invited professional development presentation given at Tucson Unified School District.
- Tucci, A.**, Plante, E., Heilmann, J. J., Miller, J. F. (June 2021). Determining the stability of SALT's dynamic norming process. Online poster presented at: Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.

## GRANT FUNDING

### **FUNDED**

- 2020 University of Arizona Graduate and Professional Student Council Research and Project Grant  
Project Title: *Effects of Developmental Language Disorder on Writing in College-Aged Adults*

### **SUBMITTED (NOT FUNDED)**

- 2018 American Speech-Language-Hearing Foundation Student Research Grant in Early Childhood Language Development  
Project Title: *Addressing Gaps in Validity and Reliability for Five Language Assessments for Spanish-English Bilingual Preschoolers: A Discriminant Analysis*
- 2019 NIH F31 – Ruth L. Kirschstein Predoctoral Individual National Research Service Award  
Project Title: *Effects of Developmental Language Disorder on Writing in College-Aged Adults*

**TEACHING EXPERIENCE**

- 2014 Diamond Peer Teacher (Phonetics and Phonology; Undergraduate)  
*Temple University*
- 2014-2015 Preceptor (Introduction to Linguistics, Psycholinguistics; Undergraduate)  
*Temple University*
- 2016-2017 Grader (The Africana Experience; Undergraduate)  
*University of Arizona*
- 2019 Preceptor (Evaluation Processes in Speech-Language Pathology; Graduate)  
*University of Arizona*
- 2019-2021 Guest Lecturer (Developmental Language Disorders – School-Age; Graduate)  
*University of Arizona*
- 2020 Instructor (Evaluation Processes in Speech-Language Pathology; Graduate)  
*University of Arizona*
- 2021 Co-Instructor (Evaluation Processes in Speech-Language Pathology; Graduate)  
*University of Arizona*