

CRYSTLE N. ALONZO

Curriculum Vitae | Updated on: 10.12.2020

Maiden name: Crystle N. Alavez



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EDUCATION

- 2018 **Ph.D., Rehabilitation Sciences**, MGH Institute of Health Professions, Boston, MA
Dissertation: *Prediction of Literacy Difficulties in Young Children with Developmental Language Disorders*
- 2011 **Certificate of Clinical Competence in Speech Language Pathology**, American Speech, Language, & Hearing Association
- 2010 **M.S., Clinical Speech Pathology**, Northern Arizona University, Flagstaff, AZ
- 2007 **B.S., Speech, Language and Hearing Sciences**, University of Arizona, Tucson, AZ

PROFESSIONAL EXPERIENCE

- 2020-Present **Assistant Professor**; School of Speech, Language, & Hearing Sciences; San Diego State University; San Diego, CA
- 2020-Present **Director**, Comprehension Opportunities in Reading And Language (CORAL) Lab, San Diego State University, San Diego, CA
- 2018-2020 **NIH Postdoctoral Research Fellow & Project Director**; Orthography & Word Learning (OWL) project (NIH R01 DC016895); Language Literacy Essentials in Academic Development (LLEAD) Lab; School of Speech, Language, Hearing, & Occupational Sciences; University of Montana; Missoula, MT. Mentor: Julie Wolter
- 2017-2018 **Term Lecturer**, Department of Communication Sciences and Disorders & MGH IHP Online Prerequisites for the Health Professions, MGH Institute of Health Professions, Boston, MA
- 2016-2018 **Doctoral Project Director**, Knowledge, Inhibition, & Comprehension (KIC) in Preschool Children, Speech & Language (SAiL) Literacy Lab, MGH Institute of Health Professions, Boston, MA. Mentor: Tiffany Hogan
- 2016-2018 **Affiliated Faculty**, Department of Communication Sciences & Disorders, Emerson College, Boston, MA
- 2013-2016 **Doctoral Research Fellow**, Speech & Language (SAiL) Literacy Lab, MGH Institute of Health Professions, Boston, MA. Director: Tiffany Hogan
- 2013-2014 **Doctoral Project Director**, Language And Reading Research Consortium (LARRC) (IES R305F100002), Speech & Language (SAiL) Literacy Lab, MGH Institute of Health Professions, Boston, MA. Director: Tiffany Hogan
- 2012-2013 **Speech Language Pathologist**, Tucson Unified School District, Tucson, AZ
- 2012-2013 **Speech Language Pathologist**, Therapy Group of Tucson, Tucson, AZ
- 2011-2012 **Speech Language Pathologist**, Northern Arizona University, Institute for Human Development, Growing in Beauty Navajo Nation Early Intervention Program, Flagstaff, AZ
- 2010-2011 **Speech Language Pathology Clinical Fellow**, Northern Arizona Speech Language Service Providers, Flagstaff, AZ
- 2007-2008 **Speech Language Pathology Assistant**, Sunnyside Unified School District #12, Tucson, AZ
- 2007 **Undergraduate Research Assistant**, L4 Lab, University of Arizona, Tucson, AZ, Directors: Mary Alt & Tiffany Hogan
- 2007 **Undergraduate Research Assistant**, Plante Lab, University of Arizona, Tucson, AZ, Director: Elena Plante

FELLOWSHIPS, AWARDS, & HONORS

- 2019 **Selected Mentee, Research Mentoring-Pair Travel Award**, American Speech, Language, and Hearing Association Research Symposium on Advances in Specific Language Impairment Research & Intervention.
- 2019 **National Institute of Health, Extramural Loan Repayment Program Award for Pediatric Research**, 2-year service contract
- 2019 **Selected Participant, Lessons for Success**, American Speech, Language, and Hearing Association Research

- Mentoring Network
- 2018 **National Institutes of Health Postdoctoral Research Fellowship**, Research Supplements to Promote Diversity in Health-Related Research, NIH NIDCD 3RO1DC016895-01S1, Co-PI: Julie Wolter, University of Montana
- 2017 **Selected Protégé, Pathways Program**, American Speech, Language, and Hearing Association Research Mentoring Network
- 2015 Highlighted in a video representing PhD students at the MGH Institute of Health Professions. <https://youtu.be/d1jpHjHM4U8>
- 2010 **James Case Student Clinical Award**, Arizona Speech-Language-Hearing Association
- 2010 **2nd place poster** in Clinical Practice Category, Research Symposium, College of Health and Human Services Honors Day, Northern Arizona University
- 2009 **Selected participant, Minority Student Leadership Program**, American Speech, Language, and Hearing Association
- 2009 **Research Travel Award**, 2009 American Speech, Language, and Hearing Association Convention in New Orleans, LA., College of Health and Human Services, Northern Arizona University
- 2008-2010 **Graduate Assistantship**, Northern Arizona University, Department of Communication Sciences and Disorders
- 2003 **Undergraduate Minority Merit Scholarship**, University of Arizona

RESEARCH FUNDING

COMPLETED RESEARCH GRANTS

National Institutes of Health, Research Supplements to Promote Diversity in Health-Related Research (NIH NIDCD 3RO1DC016895-01S1): *Orthography and Phonology in Word Learning as a Predictor of Dyslexia in Children with Language Impairment*. (Total Award: Total \$228,425), 2018 – 2020. Co-PIs Tiffany Hogan, Julie Wolter, Co-Is: Jessie Ricketts, & Yaacov Petscher.

SUBMITTED - NOT FUNDED

National Institutes of Health, Kirschstein-NRSA Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (F31): *Knowledge, Inhibition, and Comprehension in Preschool Children with Specific Language Impairment*. 2017.

American Speech-Language-Hearing Foundation, Student Research Grant in Early Childhood Language Development: *Knowledge, Suppression, and Comprehension in Preschool Children with Specific Language Impairment*. 2016.

PUBLICATIONS

PEER-REVIEWED MANUSCRIPTS

- Alonzo, C.N.** & Hogan, T.P. (2020). *Knowledge processing and inhibition effects on listening comprehension in preschool children with and without developmental language disorder*. Manuscript in preparation.
- Alonzo, C.N.**, Komesidou, R., Ricketts, J., Wolter, J.A., & Hogan, T.P. (2020). *Building sustainable research-practitioner partnerships in school systems, a case study*. Manuscript in preparation.
- Davidson, M.M., **Alonzo, C.N.**, & Stransky, M.L. (2020). *Receipt of Treatment and Treating Provider for Children with Speech and Language Disorders by Disorder, Child, and Family Characteristics*. Manuscript under review.
- Collins, G., Wolter, J.A., Meaux, A.B., & **Alonzo, C.N.** (2020). Integrating morphological awareness in a multilingual structured literacy approach to improve literacy in adolescents with reading and/or language disorders. *Language, Speech, and Hearing Services in Schools*, 51(3), 531-543.
- Alonzo, C.N.**, McIlraith, A. L., Catts, H.W., & Hogan, T.P. (2020). Predicting dyslexia in children with developmental language disorder. *Journal of Speech, Language, and Hearing Research*, 1-12.
- Hendricks, A., Adlof, S.M., **Alonzo, C. N.**, Fox, A. B., & Hogan, T.P. (2019). Identifying children at risk for developmental language disorder using a brief, whole-classroom screen. *Journal of Speech, Language, and Hearing Research*, 1-13.
- Schliep, M. E., **Alonzo, C. N.**, & Morris, M. A. (2017). Beyond RCTs: Innovations in research design and methods to advance implementation science. *Evidence-Based Communication Assessment and Intervention*, 1-17.

Alonzo, C.N., Yeomans-Maldonado, G., Murphy, K., Bevens, B., & the Language and Reading Research Consortium (2016). Predicting second grade listening comprehension using pre-kindergarten measures. *Topics in Language Disorders*, 36(4), 312-333.

Hogan, T.P., Adlof, S.M., & **Alonzo, C.N.** (2014). On the importance of listening comprehension. *International Journal of Speech-Language Pathology*, 16, 199-207

PRESENTATIONS

INVITED RESEARCH PRESENTATIONS

Alonzo, C.N. (2020, October). *Predicting literacy impairments in young children with and without developmental language disorder*. Department of Speech, Language, and Hearing Sciences Research Colloquium Series. Boston University, Boston, MA

Alonzo, C.N. (2020, April). *Predicting literacy impairments and impacts on comprehension in young children with developmental language disorder*. Department of Speech Language Pathology. Midwestern University, Glendale, AZ

Alonzo, C.N. (2020, February). *Predicting literacy impairments and impacts on comprehension in young children with developmental language disorder*. Department of Communicative Sciences & Disorders. Michigan State University, East Lansing, MI.

Alonzo, C.N. (2020, January). *Predicting literacy impairments and impacts on comprehension in young children with developmental language disorder*. School of Speech, Language, & Hearing Sciences. San Diego State University, San Diego, CA.

Goldstein, H., **Alonzo, C.N.**, Campbell, W., Douglas, N., Harold, M. P., & Wallace, S. (2019, November). *Planning for success: Getting researcher-practitioner partnerships off to a good start*. Invited Master Class by Leadership and Professional Issues Topic Committee for the American Speech, Language, and Hearing Association Annual Convention, Orlando, FL.

Alonzo, C.N., Yeomans-Maldonado, G., Murphy, K., Bevens, B., & the Language and Reading Research Consortium (2018, October). *Predicting second grade listening comprehension using pre-kindergarten measures*. Montana Speech-Language-Hearing Association Fall Convention, Helena, MT.

Alonzo, C.N. (2018, March). *Comprehension in young children with developmental language disorders*. Department of Communicative Sciences & Disorders. University of Montana, Missoula, MT.

Alonzo, C.N. (2018, March). *Comprehension in young children with developmental language disorders*. Center for Childhood Deafness, Language and Learning, Boys Town National Research Hospital. Omaha, NE.

Alonzo, C.N. (2018, February). *Comprehension in young children with developmental language disorders*. Department of Communication Sciences & Disorders. Baylor University, Waco, TX.

Alonzo, C.N. (2018, January). *Comprehension in young children with developmental language disorders*. Florida Center for Reading Research, Florida State University. Tallahassee, FL.

COMPETITIVELY REVIEWED RESEARCH PRESENTATIONS

Schliep, M., Barton-Hulsey, A., Binger, C., Caron, J., Davidson, M., Feuerstein, J., Morris, M., **Alonzo, C.N.**, Bridges, M., Douglas, N., Oshita, J., & Olswang, L. (2020, November). *Framing Implementation Science in CSD: Determining & Developing Opportunities*. Proposal accepted at the American Speech, Language, and Hearing Association Annual Convention, San Diego, CA (Convention canceled).

Davidson, M., **Alonzo, C.N.**, & Stransky, M. (2020, November). *Treatment Access and Treating Provider for Children with Speech and Language Disorders*. Proposal accepted at the American Speech-Language-Hearing Association Annual Convention, San Diego, CA (Convention canceled).

Hogan, Wolter, Ricketts, Komesidou, & **Alonzo, C.N.** (2020, July). School-based, classroom-wide screenings for dyslexia and developmental language disorders. In Symposium led by N. Patton-Terry, entitled, Contextualizing the science of reading I—Vulnerability as a framework to understand and address reading. Society for the Scientific Study of Reading 27th Annual Meeting, Irvine, CA (Conference canceled).

Davidson, M., Schliep, M., **Alonzo, C.N.**, Douglas, N., Feuerstein, J., Barton-Hulsey, A., Binger, C., Morris, M., Olswang, L. & Oshita, J. (2019, November). *Imagining more: An open discussion and brainstorm on implementation science in communication sciences and disorders*. American Speech, Language, and Hearing Association Annual Convention, Orlando, FL.

Alonzo, C.N., Thornhill, L. & Hogan, T.P. (2018, November). *Knowledge processing and inhibition effects on comprehension in preschoolers with and without developmental language disorder*. American Speech, Language, and Hearing Association Annual Convention, Boston, MA.

Alonzo, C.N. & Hogan, T.P. (2017, November). *Improve your background knowledge on the interactions of background knowledge & comprehension in young children*. American Speech, Language, and Hearing Association Annual Convention, Los

Angeles, CA.

- Alonzo, C.N.**, Hogan, T.P., Yeomans-Maldonado, G., Murphy, K., & the Language and Reading Research Consortium (2016, July). *Predicting second grade listening comprehension using prekindergarten & kindergarten measures*. Society for the Scientific Study of Reading 23rd Annual Meeting, Porto, Portugal
- Alonzo, C.N.**, Hogan, T.P., Yeomans-Maldonado, G., Murphy, K., Bevens, B., Sheranian, K., & the Language and Reading Research Consortium (2015, November). *Predicting second grade listening comprehension using preschool measures*. American Speech, Language, and Hearing Association Annual Convention, Denver, CO.
- Alonzo, C.N.**, Davis, D., Guarino, A., Farquharson, K., Hogan, T.P., & the Language and Reading Research Consortium (2014, November). *Classroom language-based intervention effects narrative retell of preschool children*. American Speech, Language, and Hearing Association Annual Convention, Orlando, FL.
- Alonzo, C.N.**, Granger, L., & Tompkins, L. (2012, April). *Institute for Human Development and Growing in Beauty, Team-Based early intervention on the Navajo Nation*. Arizona Speech-Language-Hearing Association Annual Convention, Phoenix, AZ.
- Alavez, C.N.**, Bistline, S., Clark, G., Davis, S., Hiebert, L., Lindstedt, E., Murphy M., Anderson, S., & King, J. (2009, November). *Inference and word-mapping strategy use by diverse students*. American Speech, Language, and Hearing Association Annual Convention, New Orleans, LA.
- Alavez, C.N.**, Calvert, E., Foster, L., Heibert, L., Helvig, R., Savage, K., Sedlock, N., King, J., Lindstedt, E., & Towle-Harmon, M. (2009, November). *Increasing graduate students' counseling competencies with early intervention families*. American Speech, Language, and Hearing Association Annual Convention, New Orleans, LA

STUDENT SUPPORTED COMPETITIVELY REVIEWED RESEARCH PRESENTATIONS

- Beall, A., Begger, M., Fahlman, M., Phelan, M., Hege, S., Tolbert, S., Wolter, J.A., & **Alonzo, C.N.** (2020, October). *Language Contributions to Early Word Reading Success*. Montana Speech-Language-Hearing Association Fall Convention, Missoula, MT.
- Beall, A., Tolbert, S., Clausen, A., Begger, M., Fahlman, M., Hege, S., Phelan, M., **Alonzo, C.N.**, & Wolter, J.A. (2020, April). *Identifying kindergarten children at risk for developmental language disorder and dyslexia using a whole-classroom screen*. University of Montana Conference on Undergraduate Research, Missoula, MT.
- Beall, A., Tolbert, S., Clausen, A., Begger, M., Fahlman, M., Hege, S., Phelan, M., **Alonzo, C.N.**, & Wolter, J.A. (2020, March). *Identifying kindergarten children at risk for developmental language disorder and dyslexia using a whole-classroom screen*. National Conference on Undergraduate Research, Bozeman, MT.
https://apps.cur.org/ncur2020/search/Display_NCUR.aspx?id=118320 (Conference canceled)
- Floyd, S., Nelson, J., Johnson, K., **Alonzo, C.N.**, & Wolter, J.A. (2019, April). *Language contributions to early word reading success*. University of Montana Conference on Undergraduate Research, Missoula, MT.
- Floyd, S., Nelson, J., Johnson, K., **Alonzo, C.N.**, & Wolter, J.A. (2018, October). *Contributions of morphological awareness to early literacy success: morphological facilitation during word learning and spelling tasks*. Montana Speech-Language-Hearing Association Fall Convention, Helena, MT.

IMPACT & OUTREACH ACTIVITIES

INVITED INTERVIEW

- 2019 Hogan, T.P. (Producer). **Alonzo, C.N.** & Komesidou, R. (Contributors). (2019, June 21). *See Hear Speak Podcast: Mobilizing Change in CSD using the Diffusion of Innovation and Implementation Science* [Audio Podcast]. Retrieved from: <https://www.seehearspeakpodcast.com>

INVITED WORKSHOPS AND TUTORIALS

- 2019 Wolter, J.A. & **Alonzo, C.N.** (2019-2020). *The Language Basis of Reading: A four-part professional development series*. Missoula County Public Schools, Missoula, MT.

COURSES TAUGHT

GRADUATE

Primary Instructor

Su 2018 CD822 – *Language Acquisition*, graduate requirement for CAS track, MGH Institute of Health Professions, Boston, MA.

Co-Instructor

Su 17 - Sp 18 CD822 – *Language Acquisition*, graduate requirement for CAS track, MGH Institute of Health Professions, Boston, MA. Co Instructor: Lauren Baron

Su 15 - 17 CD826 – *Leading Literacy Change*, graduate elective, MGH Institute of Health Professions, Boston, MA. Taught with Tiffany Hogan, Ph.D. & Lauren Baron

Guest Lecturer

Fall 19 COMD 630 – *Early Child Language Intervention*, graduate requirement, Brigham Young University, Provo, UT. Primary Instructor: Katy Cabbage, Ph.D. Lecture: *Serving Culturally and Linguistically Diverse Populations in Early Intervention*

Fall 18 CSD 591 - *Evidence-Based Practice*, graduate requirement, University of Montana, Missoula, MT. Primary Instructor: Julie Wolter, Ph.D. Lecture: *Clinical Practice Research & Implementation Science in CSD*

Sp 2018 SLPA 6322 – *Language Literacy*, graduate requirement, Northeastern University, Boston, MA. Primary Instructor: Susan Fine. Lecture: *Dyslexia & the Neuroscience of Reading*

Fall 16 & 17 CD686 - *Preschool Language Disorders*, graduate requirement, Emerson College, Boston, MA. Primary Instructor: Kelly Farquharson, Ph.D. Lecture: *Parent Responsiveness in Early Intervention Settings*

Su 2017 CD825 – *Reading & Writing in the Schools*, graduate elective, MGH Institute of Health Professions, Boston, MA. Primary Instructors: Tiffany Hogan, Ph.D. & Susan Lambrecht Smith, Ph.D. Lecture: *Why, How, & When to Integrate Technology into Literacy Instruction*

Teaching Assistant

Su 2016 CD825 – *Reading & Writing in the Schools*, graduate elective, MGH Institute of Health Professions, Boston, MA. Primary Instructors: Tiffany Hogan, Ph.D. & Susan Lambrecht Smith, Ph.D.

Spring 2014 SLPA 6322 – *Language Literacy*, graduate requirement, Northeastern University, Boston, MA. Primary Instructor: Katy Cabbage, Ph.D.

UNDERGRADUATE

Primary Instructor

Fall 2019 CSD 109 – *SLPeeps: A First Year Guide to Communication Sciences & Disorders*, undergraduate elective, School of Speech, Language, Hearing, and Occupational Sciences, University of Montana, Missoula, MT.

Su 2018 CD 553 – *Speech & Language Acquisition*, science pre-requisite for graduate program, MGH Institute of Health Professions, Boston, MA.

Fall 16 & 17 CD 312 – *Survey of Speech Disorders*, required undergraduate, Communication Sciences & Disorders, Emerson College, Boston, MA.

Spring 2017 CD 313 – *Survey of Language Disorders*, required undergraduate, Communication Sciences & Disorders, Emerson College, Boston, MA.

Co-Instructor

Su 17 - Sp 18 CD 553 – *Speech & Language Acquisition*, science pre-requisite for graduate program, MGH Institute of Health Professions, Boston, MA. Co Instructor: Lauren Baron

Teaching Assistant

Su 2016 CD 553 – *Speech & Language Acquisition*, science pre-requisite for graduate program, MGH Institute of Health Professions, Boston, MA. Primary Instructor: Katy Cabbage, Ph.D.

2009-2010 CSD 599 – *Observation and Clinical Practice in Speech-language Pathology*, undergraduate elective, Northern Arizona University, Flagstaff, AZ. Primary Instructor: Judith King, Ph.D.

STUDENT MENTORSHIPS

GRADUATE STUDENTS

2017-2018 Liane Thornhill, Department of Communication Sciences & Disorders, MGH Institute of Health Professions, Research Assistant Supervisor
 2016 KaRynn Sheranian, Department of Communication Sciences & Disorders, MGH Institute of Health Professions, Concentration Project Mentor

UNDERGRADUATE STUDENTS

2018-2019 Sarah Floyd, Department of Communicative Sciences and Disorders, University of Montana, Senior Mentored Capstone Course, Mentor
 Kelsey Johnson, Department of Communicative Sciences and Disorders, University of Montana, Senior Mentored Capstone Course, Mentor
 Janis Nelson, Department of Communicative Sciences and Disorders, University of Montana, Senior Mentored Capstone Course, Mentor
 2017-2018 Jess Frost, Department of Communication Disorders, Emerson College, Undergraduate Research Co-Curricular Course, Mentor
 2017-2018 Gillian Piccoli, Department of Communication Disorders, Emerson College, Undergraduate Research Co-Curricular Course, Mentor

CLINICAL FELLOWSHIP SUPERVISION

2018-2019 Kim Ramsey, Clinical Fellow, American Speech, Language, and Hearing Association and Montana State Professional Licensing Board.

UNIVERSITY SERVICE

2020-Present Diversity, Equity, and Inclusion School Core Committee, School of Speech, Language, & Hearing Sciences, San Diego State University, San Diego, CA.
 2018-2019 Master's SLP Program Open House Committee, School of Speech, Language, Hearing & Occupational Sciences, University of Montana, Missoula, MT.
 2019 Language Literacy Essentials in Academic Development (LLEAD) Lab - Lab Coordinator Search Committee, School of Speech, Language, Hearing & Occupational Sciences, University of Montana, Missoula, MT.
 2019 DeWit RiteCare Speech, Language, & Hearing Clinic - Clinic Director Search Committee, School of Speech, Language, Hearing & Occupational Sciences, University of Montana, Missoula, MT.
 2019 Faculty Judge, UM Conference on Undergraduate Research, University of Montana, Missoula, MT
 2017-2018 Student Member, Title IX Appeals Hearing Panel, MGH Institute of Health Professions, Boston, MA

NATIONAL SERVICE

2017-2019 Clinical Research, Implementation Science, and Evidence-Based Practice (CRISP) committee member, American Speech, Language, & Hearing Association
 2018-Present Ad hoc reviewer
Perspectives
Language, Speech, Hearing Services in School
Discourse Processes
Developmental Science
Journal of Research in Reading
 2015-2016 STEP Mentor, American Speech, Language, & Hearing Association

2014-2018 Ad hoc doctoral student reviewer
Language, Speech, Hearing Services in School
Applied Psycholinguistics
Scientific Studies of Reading

PROFESSIONAL MEMBERSHIPS

2015-Present Society for the Scientific Study of Reading
2010-Present American Speech, Language, & Hearing Association
2018-2020 Montana Speech-Language-Hearing Association
2016-2017 Society for Research in Child Development
2016-2017 International Literacy Association
2010-2013 Arizona Speech Language Hearing Association
2008-2010 National Student Speech Language Hearing Association