

V I T A

WAYNE A. SECORD

CURRENT POSITION

Senior Research Scientist, Ohio State University, Columbus, OH (Vita Revised, November 2010)

CONTACT INFORMATION

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EDUCATION

BS	(Speech and Hearing Therapy)	The Ohio State University, 1971
MA	(Speech and Hearing Science)	The Ohio State University, 1977
Ph.D.	(Communication Sciences and Disorders)	University of Cincinnati, 1980

EXPERIENCE

Distinguished Professor, Communication Sciences & Disorders, UCF, 2003-2006
Adj. Professor of Communication Disorders, University of Cincinnati, 2000-2003
Professor/Chair, Communication Disorders, Northern Arizona University, 1995-2000
Research Scientist & Coordinator of School Speech Pathology, Ohio State University, 1989-1995
Assoc. Professor/Chair, Communication Disorders, Bowling Green State University, 1988-89
Asst. Professor/Coordinator, School Speech Pathology, Ohio State University, 1985-1988
Asst. Professor, Communication Disorders, University of Cincinnati, 1980-85
Speech-Language Pathologist, AG Bell School for the Deaf, Columbus, Ohio 1978-79
Speech-Language Pathologist, Columbus, Ohio Public Schools, 1971-1977

VISITING FACULTY POSITIONS

Visiting Professor, Speech Pathology and Audiology, Miami (OH) University, 2000-2003
Visiting Professor, Communication Disorders, Univ. of Hawaii, Honolulu, HI (Summer, 1994)
Visiting Professor, Speech Pathology, Buffalo State College, Buffalo, NY (Summer, 1992)
Visiting Professor, Communication Disorders, Univ. of Cincinnati, (Spring, 1990)
Visiting Professor, NAU, Flagstaff, AZ (Summer, 1988-1990, 2008-2009)

CERTIFICATION

Certificate of Clinical Competence (CCC-SLP), Speech/Language Pathology, ASHA, 1979
Ohio License in Speech/Language Pathology, 1976 (1521)
Speech-Language Pathologist, (Ohio Department of Education) K-12, 1971

ASSOCIATION MEMBERSHIPS AND RELATIONSHIPS

American Speech-Language-Hearing Association (ASHA) - Member, Fellow
Ohio Speech and Hearing Association (OSHA) – Member, Fellow, Honors
Ohio School SLP and Educational Audiology Coalition (OSSPEAC-Member)
Speech-Language-Hearing Association of Western NY (SHAWNY) - Honorary Life Member

RESEARCH AND TRAINING INTERESTS

Language-Literacy Development & Disorders, School Speech and Language Services Collaborative Practices, Systems Change, Instructional Leadership), Assessment (Test Development, Classroom Assessment), Phonological Disorders (Assessment & Management)

HONORS AND AWARDS

Honors of the American Speech-Language-Hearing Association (ASHA) to be awarded at the annual ASHA convention in Philadelphia, PA, November 2010.

Honored as an Outstanding Alumnus of Lockport High School (Lockport, NY) for Educational Achievement and Service by the Lockport High School Foundation, August 2009.

Honored with an Outstanding Faculty Award by the Mortar Board Senior Honor Society and Sphinx Senior Class Honorary at Ohio State University in March 2009.

Honored with the Elwood Cheney Award for Innovative Contributions to Speech-Language Pathology by the Ohio Speech-Language-Hearing Association, Columbus, OH, March 2007

Co-honored for Best Clinical Practice with the Ruth Beckey Irwin Award of Clinical Excellence by the OSU Department of Speech and Hearing Science, May, 1999 (with Jack Damico)

Honored for Outstanding Clinical Service benefiting speech-language pathologists, their clients and children served through Wyndham Lawn Home for Children, Buffalo, NY, October, 1998

Honored for Outstanding Service to the Profession by SHAWNY: The Speech-Hearing-Language Association of Western New York, April, 1993.

Honors of the Ohio Speech-Language-Hearing Association, Toledo, Ohio, March, 1990.

Honored as a Fellow of the American Speech-Language-Hearing Association (ASHA) at the annual ASHA Convention, St. Louis, MO, November 1989.

Honored as one of three distinguished alumni at the 25th Anniversary of the Department of Communication Sciences & Disorders, University of Cincinnati, Cincinnati, Ohio, May 1989.

Honored for Outstanding Clinical Achievement in Communication Sciences & Disorders by the ASHA Foundation at the annual ASHA Convention, Boston, MA, Nov 1988

Honored as a Fellow of The Ohio Speech and Hearing Association, Cleveland, OH, May 1988.

Honored as author of the year by the Martha Kinney Cooper Association 1981,1982

RESEARCH AND PUBLICATIONS

Grants

Currently Funded Grants and Contracts Funded

Preparing Speech-Language Pathologists to Take Doctoral Leadership Roles in Language and Literacy (\$650,877), USDOE, 2009-2012, Ohio State University (10 doctoral students funded).

Preparing Speech-Language Pathologists for Instructional Leadership Roles in Language and Literacy (\$792,000), USDOE, 2007-2010, The Ohio State University (66 MA students funded)

Preparing Speech-Language Pathologists for New Roles in Language and Literacy (\$785,000), USDOE, 2006-2010, University of Central Florida (60 MA students funded).

Other Funded Grants and Contracts 2000 - 2007

Preparing Speech-Language Pathologists for Doctoral Leadership Roles in Language & Literacy (\$799,618). USDOE, September 2003-07, University of Cincinnati (15 doctoral students funded).

The Differential Effects of Classroom Intervention (\$19,891) Student Research Projects, USDOE, September 2002-03, University of Cincinnati (with Lara Wakefield; 1 doctoral student funded).

A National Program to Train SLPs in Classroom Performance Assessment, School Curriculum, and IEP Planning (\$598,223), Projects of National Significance, US DOE, December, 2000-03, University of Cincinnati & Miami University (4 doctoral students funded; 4 MA students funded).

Grants and Contracts Funded Before 2000

Pre-service Training of School Speech-Language Pathologists: A Collaborative-Integrated Service Delivery Approach (\$412,633), US DOE, April 1993-97, The Ohio State University (60 MA Students funded).

Editorial Training Contract (\$165,000), Three Year Grant from the Riverside Publishing Company, January, 1994 – 1995, The Ohio State University.

Training School Speech-Language Pathologists in an Educationally-Based Model (\$313,668), US DOE, June, 1990-1993, The University of Cincinnati (60 MA students funded).

Language, Speech and Hearing Services in Schools (LSHSS) Grant to support the editorship role of LSHSS, ASHA, 1992-1998, Ohio State University and Northern Arizona University (6 year value was approximately \$230,000).

Consultation Practices in Ohio: A Survey (\$8,300). Faculty Small Grants Program: The Ohio State University.

Training School Speech-Language Pathologists in an Educationally-Based Model (\$231,564). Four-year project funded by the US DOE, 1987-1990 (with Thomas M. Stephens), The Ohio State University (60 MA students funded)

The School Speech/Language Pathologist: Clinician and Consultant (\$4,868). Research Challenge Program funded by The Ohio State University, December 1987.

Other University-Based Revenue Generating Activities

Re-established the NAU Summers Only Training Program at Northern Arizona University, 1996 to the present (total revenue to the NAU Department of Communicative Sciences and Disorders since 1996 is exceeded one million (\$1,000,000) in summer 2008).

Continuing education program design and mentoring activities for OSU, NAU, UC, MU, and UCF produced infrastructure department support exceeding \$200,000.

Launched several new academic programs that brought about increases in FTE at all universities. These new programs significantly reduced the costs of instruction at all universities.

Articles

- Secord, W. (1986). We're not doing enough for school-age children with language-learning disabilities: Interview with Elisabeth H. Wiig, *The Directive Teacher*, 8:1, Fall, 10-11.
- Secord, W. (1987). Recipe for a great state journal, *The Clinical Connection*, 1:2, 16-17.
- Secord, W., Wiig, E.H., and Caldwell, D. (1987). Sorting nouns on the basis of meaning: A task for assessing semantic strategies, *Hearsay*: Spring, 54-60.
- Secord, W. (1988). Understanding confidence intervals. *Hearsay*: Fall, 52.
- Secord, W., Wiig, E.H., and Williams, G. (1988). Multiple perceptions of word relationships: Evidence of adolescent competence, *Folia Phoniatica*, 40:4: 197-204.
- Secord, W. (1989). CELF-R confidence: Understanding Confidence Intervals, *CELF-R Update* 2, 2: 3-4, The Psychological Corporation.
- Wiig, M., Secord, W., and Wiig, E.H. (1990). Deming goes to school: Developing total quality services in speech/language pathology. *Best Practices in School Speech/Language Pathology*, San Antonio, TX: The Psychological Corporation, 1-13.
- Wiig, E.H., and Secord, W. (1990). A comparison of linguistic strategy acquisition in learning disabled and academically achieving adolescents, *Hearsay*: Winter, 120-125.
- Wiig, E.H., Secord, W., Jensen, B., King, C. (1991). Multiple perceptions of word relations: Evidence of growth in elementary school children. *Folia Phoniatica*, 43, 1-6.
- Damico, J., Secord, W., and Wiig, E.H. (1992). Descriptive language assessment at school: Characteristics and design. *Best Practices in School Speech-Language Pathology*, San Antonio, TX: The Psychological Corporation, 1-8.
- Wiig, E.H., Freedman, E., & Secord, W. (1992). Developing words & concepts in classrooms: A holistic-thematic approach. *Intervention in School & Clinic*, 27, 278-285.
- Wiig, E. and Secord, W. (1992). From word knowledge to world knowledge. *Clinical Connection*, 6, 12-14.
- Secord, W., Barrett, M., and Hammil, D. (1992). The use and abuse of standardized tests with children with special needs. *The Clinical Connection*, 6, 3 19-23
- Minor-Reid, E.M., Secord, W., & Damico, J. (1993). Strategies for the integration of collaborative theory into practice, *Journal of the National Student Speech-Language-Hearing Association*, 20, 32-42.
- Secord, W., and Wiig, E.H. (1993). Interpreting figurative language expressions, *Folia Phoniatica*, 45, 1-9.
- Secord, W. and Wiig, E.H. (1993). The power of collaborative thinking in individualized education program (IEP) planning, *Journal of the National Student Speech-Language-Hearing Assoc.* 20, 43-53.
- Secord, W. (1994). A problem that won't go away. *Hearsay*: Spring, 31-34.

Wiig, E. H., & Secord, W. (2006, Feb. 7). Clinical measurement and assessment: A 25-year retrospective *The ASHA Leader*, 11(2), 10-11, 27.

Secord, W. (2007, April 17). Vision and Values: What Works? *The ASHA Leader*, 12(5), 10.

Secord, W. (2007, May 28). Vision and Values: Learning the Deep Structure Elements of School-Based Leadership, *The ASHA Leader*, 12(7), 10-11.

Secord, W. (2007, May 21). An Interview with Wayne A. Secord (Coauthor of *Eliciting Sounds: Techniques and Strategies for Children*). SpeechPathology.com.

Secord, W. (2007, June 29). Vision and Values: Epilog. *The ASHA Leader*, 12(8), 10.

Chapters

Newman, P., Creaghead, N., Low, G., and Secord, W., (1985). Introductory Chapter in *Assessment and Remediation of Articulatory and Phonological Disorders*, Newman, P., Creaghead, N. and Secord, W. (Eds.), Columbus, Ohio: Merrill.

Secord, W. (1985). The traditional approach to articulation treatment in *Assessment and Remediation of Articulatory and Phonological Disorders*, Newman, P., Creaghead, N., and Secord, W. (Eds.), Columbus, Ohio: Merrill.

Wiig, E.H., and Secord, W. (1988) Linguistic competence in LD adolescents: Assessing and developing strategies for learning and socialization in *Early Adolescent Transitions*, M. Levine, (Ed.), Lexington, MA: DC Heath.

Wiig, E.H., Alexander, E. and Secord, W. (1988). Linguistic competence and levels of cognitive functioning in adults with traumatic head injury, invited chapter in *Neuropsychological Studies of Non-Focal Brain Damage: Dementia and Trauma*, H. Whittaker (Ed.), NY: Springer-Verlag.

Secord, W., (1989). Introductory chapter in *Assessment and Remediation of Articulatory and Phonological Disorders* (2nd Ed), Creaghead, N., Newman, P. and Secord, W. (Eds.), Columbus, Ohio: Merrill.

Secord, W. (1989). The traditional approach to articulation treatment in *Assessment and Remediation of Articulatory and Phonological Disorders* (2nd Ed.) in Creaghead, N., Newman, P., and Secord, W. (Eds.), Columbus, Ohio: Merrill.

Wiig, E.H. and Secord, W. (1993). Language disabilities in school age children in Shames, G., Wiig, E.H. and Secord, W. (Eds.), *Human Communication Disorders: An Introduction*, (4th Ed.), New York: Macmillian.

Wiig, E.H. and Secord, W. (1998). Language disabilities in school age children in Shames, G., Wiig, E.H. and Secord, W. (Eds.), *Human Communication Disorders: An Introduction*, (5th Ed.), Boston: Allyn & Bacon.

Books and Other Edited Works

Secord, W. (1981). *Eliciting Sounds: Techniques for Clinicians*. Columbus, OH: Merrill.

Newman, P., Creaghead, N., and Secord, W. (1985). *Assessment and Remediation of Articulatory and Phonological Disorders*. Columbus, Ohio: Merrill.

- Creaghead, N., Newman, P., and Secord, W. (Eds.) (1989). *Assessment and Remediation of Articulatory and Phonological Disorders*. Columbus, Ohio: Merrill (2nd Edition).
- Secord, W. (Ed.), (1990). Collaborative programs in the schools: Concepts, models & procedures. *Best Practices in School Speech/Language Pathology*, Volume I, San Antonio, TX: Psych Corp.
- Wiig, E.H. and Secord, W. (1991) *Measurement and Assessment: Making Sense of Test Results*. Chicago: The Riverside Publishing Co.
- Secord, W. and Wiig, E. H. (1991). *Collaborative Language Intervention: An Introduction*. Chicago: The Riverside Publishing Co.
- Secord, W. and Wiig, E.H. (1991). *Developing a Collaborative Language Intervention Program*. Chicago: The Riverside Publishing Company.
- Shames, G., Wiig, E.H., and Secord, W. (1993) (Eds.) *Human Communication Disorders: An Introduction* (4th Ed.) New York: Macmillian.
- Secord, W., Wiig, E.H., Coolahan, S., & Pallante, D. (1994). *Team-Based Problem Solving: Designing, Implementing and Evaluating Classroom Interventions*. Chicago: The Riverside Publishing Co.
- Secord, W, Wiig, E.H., Damico, J., and Goodin, G. (1994). *Classroom Communication Assessment: Evaluating Performance in Context*. Chicago: Riverside Publishing Co.
- Shames, G., Wiig, E.H., and Secord, W. (1998) (Eds.) *Human Communication Disorders: An Introduction* (5th Ed.) Boston: Allyn & Bacon.
- Secord, W., Boyce, S., Donohue, J., Fox, R.A. & Shine, R.E. (2007). *Eliciting Sounds: Strategies and Techniques for Clinicians* (2nd Edition). New York: Cengage (Delmar) Learning, Inc.

Standardized Tests and Other Assessment Programs

- Mumm, M., Secord, W., and Dykstra, K. (1980). *MLST: Merrill Language Screening Test*. San Antonio, TX: The Psychological Corporation.
- Secord, W. (1980). *CAT: Cincinnati Articulation Test*. Cincinnati, OH: Diamond Oaks Press.
- Secord, W. (1981). *T-MAC: Test of Minimal Articulation Competence*. San Antonio, TX: The Psychological Corporation.
- Secord, W. (1981). *C-PAC: Clinical Probes of Articulation Consistency*. San Antonio, TX: The Psychological Corporation.
- Goldsworthy, C. and Secord, W. (1982). *MILI: Multilevel Informal Language Inventory*. San Antonio, TX: The Psychological Corporation.
- Wiig, E.H., and Secord, W. (1985). *TLC: Test of Language Competence*. San Antonio, TX: The Psychological Corporation.
- Semel, E., Wiig, E.H., and Secord, W. (1987). *CELF-R: Clinical Evaluation of Language Fundamentals-Revised*. San Antonio, TX: The Psychological Corporation.

- Wiig, E.H., and Secord, W. (1989). *TLC-Expanded: Test of Language Competence-Expanded Edition*. San Antonio, TX: The Psychological Corporation.
- Semel, E., Wiig, E.H., and Secord, W. (1989). *CELF-R Screening: Clinical Evaluation of Language Fundamentals- Revised Screening*. San Antonio, TX: Psychological Corporation.
- Semel, E., Wiig, E.H., and Secord, W. (1989). *CELF-R Compuscore: Clinical Evaluation of Language Fundamentals - Revised*. San Antonio, TX: The Psychological Corporation.
- Semel, E., Wiig, E.H., and Secord, W. (1992). *CELF-R Narrative Assistant*. San Antonio, TX: The Psychological Corporation.
- Wiig, E.H., and Secord, W. (1992). *TOWK: Test of Word Knowledge*. San Antonio, TX: Psych Corp.
- Wiig, E.H., Secord, W., and Semel, E. (1992). *CELF-Preschool: Clinical Evaluation of Language Fundamentals - Preschool Version*. San Antonio, TX: The Psychological Corporation.
- Semel, E., Wiig, E.H., and Secord, W. (1995). *CELF-3: Clinical Evaluation of Language Fundamentals-Third Edition*. San Antonio, TX: The Psychological Corporation.
- Semel, E., Wiig, E.H., and Secord, W. (1996). *CELF-3 Screening: Clinical Evaluation of Language Fundamentals- Third Edition Screening*. San Antonio, TX: The Psychological Corporation.
- Semel, E., Wiig, E.H., and Secord, W. (1996). *CELF-3: Observational Rating Scales (ORS)*. San Antonio, TX: The Psychological Corporation.
- Semel, E., Wiig, E.H., and Secord, W. (1997). *CELF-3 Compuscore: Clinical Evaluation of Language Fundamentals - Revised*. San Antonio, TX: The Psychological Corporation.
- Semel, E., Wiig, E.H., and Secord, W. (1997). *CELF-3 Narrative Assistant*. San Antonio, TX: The Psychological Corporation.
- Tanner, D., Lamb, W., and Secord, W. (1997). *Cognitive, Linguistic and Social Communication Scales (CLASS)*. Oceanside, CA: Acad. Communication Associates.
- Tanner, D.C., Culbertson, B., and Secord, W. (1997). *Developmental Articulation and Phonology Profile (DAPP)*. Oceanside, CA: Academic Communication Associates.
- Semel, E., Wiig, E.H., and Secord, W. (1997). *CELF-3 :Clinical Evaluation of Language Fundamentals-Third Edition (Spanish Edition)*. San Antonio, TX: The Psychological Corporation.
- Secord, W. and Donohue, J. (2002). *Clinical Assessment of Articulation and Phonology (CAAP)*. Greenville, SC: Super Duper Publications.
- Secord, W. and Shine, R.E. (2003). *Secord Contextual Articulation Tests (S-CAT)*. Greenville, SC: Super Duper Publications, Inc.
- Wiig, E.H. and Secord, W. (2003). *Classroom Performance Assessment (CPA)*. Sedona, AZ and Arlington, TX: Co-published by Red Rock Publications, Inc. and Schema Press.

- Semel, E., Wiig, E.H. & Secord, W. (2003). *Clinical Evaluation of Language Fundamentals – Fourth Edition*. San Antonio, TX: PsychCorp.
- Semel, E., Wiig, E.H., and Secord, W. (2004). *CELF-4 Compuscore: Clinical Evaluation of Language Fundamentals-Revised*. San Antonio, TX: PsychCorp.
- Semel, E., Wiig, E.H., and Secord, W. (2004). *CELF-4 Narrative Assistant*. San Antonio, TX: PsychCorp.
- Semel, E., Wiig, E.H., and Secord, W. (2004). *CELF-4 Screening: Clinical Evaluation of Language Fundamentals- Fourth Edition Screening*. San Antonio, TX: PsychCorp.
- Wiig, E.H., and Secord, W., and Semel, E. (2004). *CELF-Preschool-2: Clinical Evaluation of Language Fundamentals - Preschool Version*. San Antonio, TX: PsychCorp.
- Semel, E., Wiig, E.H. & Secord, W. (2005). *Clinical Evaluation of Language Fundamentals (Spanish Version) – 2nd Edition.*, San Antonio, TX: Harcourt Assessment.
- Wiig, E.H., and Secord, W., and Semel, E. (2007). *CELF-Preschool-2: Clinical Evaluation of Language Fundamentals - Preschool Scoring Assistant*. San Antonio, TX: PsychCorp.
- Semel, E., Wiig, E.H. & Secord, W. (2007). *Clinical Evaluation of Language Fundamentals (Spanish Version – Scoring Assistant) – 2nd Edition.*, San Antonio, TX: Harcourt Assessment.
- Wiig, E. H. & Secord, W. (2007). *ELLA: Emerging Literacy and Language Assessment*. Greenville, SC: Super Duper Publications, Inc.
- Wiig, E.H., and Secord, W., and Semel, E. (2008). *CELF-Preschool-2: Clinical Evaluation of Language Fundamentals – Spanish Edition.*, San Antonio, TX: PsychCorp (Pearson).
- Wiig, E.H., Secord, W., and Semel, E. (2009). *CELF-Preschool-2: Clinical Evaluation of Language Fundamentals-Spanish Edition (Scoring Assistant)*. San Antonio, TX: PsychCorp (Pearson).

Continuing Education Programs

- Secord, W., and Wiig, E.H. (1991). *Collaborative Language Intervention: An Introduction*. (.5 CEU Audiotape). Chicago: The Riverside Publishing Co.
- Secord, W., and Wiig, E.H. (1992). *Developing a Collaborative Language Intervention Program* (1.0 CEU Audiotape). Chicago: The Riverside Publishing Co.
- Wiig, E.H. and Secord, W. (1992). *Measurement and Assessment: Making Sense of Test Results*. (1.0 CEU Audiotape) Chicago: The Riverside Publishing Co.
- Secord, W., Wiig, E.H., Coolahan, S., & Pallante, D. (1994). *Team-Based Problem Solving: Designing, Implementing and Evaluating Classroom Interventions* (1.0 CEU Audiotape). Chicago: The Riverside Publishing Co.
- Secord, W, Wiig, E.H., Damico, J.S., and Goodin, G. (1996). *Classroom Communication Assessment: Evaluating Performance in Context* (1.0 CEU Audiotape). Chicago: The Riverside Publishing Co.

UNIVERSITY TEACHING EXPERIENCES

University of Cincinnati	(UC)	Buffalo State College (Summer)	(BSC)
The Ohio State University	(OSU)	Northern Arizona University	(NAU)
Bowling Green State University	(BGSU)	Miami University	(MU)
University of Hawaii (Summer)	(UH)	University of Central Florida	(UCF)

Undergraduate Courses

Communication	141	Fundamentals of Public Speaking (UC)
Communication	171	Voice & Articulation (UC)
Communication	212	Introduction to Speech Pathology (UC)
SPH	350	Articulation Development & Disorders (NAU)
Communication	310	Diagnostic Procedures in Speech Pathology (UC)
S & H Science	330	Language Development (OSU)
S & H Science	430	Language and Communication Development in Children (OSU)
Communication	455	Articulation Disorders (UC)
Communication	456	Observation in Speech Pathology (UC)

Graduate Courses

Communication	515	Management of Language Disorders (UC)
Communication	516	Theory and Management of Organic Problems (UC)
SPH	554	Advanced Evaluation (NAU)
SPH	557	Phonology (NAU)
SLA	594	Phonological Assessment and Intervention (BSC)
CDIS	622	Language Disorders (BGSU)
SPA	631	Language Disorders in School-Age Children and Adolescents (MU)
SPA	633	Phonological Strategies in Communication and Literacy (MU)
SPH	653	Psycholinguistic Disorders (NAU)
S & H Science	653.02	Language Assessment in Preschool and Older Children (OSU)
S & H Science	653.04	Language Intervention in Preschool and Older Children (OSU)
Ed Human Services	655	Org. of Speech and Hearing Programs in the Schools (OSU)
S & H Science	655	Appraisal of Communication Disorders (OSU)
Ed Human Services	659	Developing Speech in the Hearing Impaired (OSU)
Ed Human Services	660	Ed. Assessment for Except. Children with Lang. Disorders (OSU)
S & H Science	670	Speech, Language, and Hearing Programs in the Schools (OSU)
CDIS	698	Seminar in Tests and Measurements (BGSU)
SPA	710	Team-Based Assessment and Intervention (UH)
S & H Science	710	Articulation & Phonological Disorders (OSU)
S & H Science	725	Advanced Studies in Child Language Development (OSU)
S & H Science	726	Clinical Language Disorders: Assessment (OSU)
S & H Science	727	Clinical Language Disorders: Intervention (OSU)
Ed Human Services	727	School Speech-Language Assessment (OSU)
Ed Human Services	770	Educational & Clinical Methods in the Schools (OSU)
S & H Science	770	Advanced Methods in School Speech-Language Pathology
CSD	777	Seminar in School Issues (UC)
S & H Science	870	Capstone Project in Language and Literacy (OSU)
Communication	863	Directed Problems in Speech (UC)
Communication	915	Diagnostics in Speech Pathology (UC)
Communication	917	Seminar in Articulation & Phonological Disorders (UC)
Communication	940A	Graduate Seminar in Speech & Hearing (UC)
S & H Science	940B	Qualitative Assessment in Speech, Language and Literacy (OSU)
Communication	943	Research Methods in Communication Disorders (UC)
S & H Science	950	Speech/Language/Hearing Programs in the Schools (OSU)
Communication	983	Seminar in Current Research (UC)
SPA	6413	School-Age Language Disorders (UCF)
SPA	6402	Advanced Articulation and Phonology (UCF)

Supervision

Communication	457	Coordinator of Undergraduate Practicum (UC)
Ed Human Serv	885	Coordinator of Student Teaching (OSU)
S & H Science	846	Field Experience in the Schools (OSU)
Communication	911	Graduate Clinical Supervision (UC)

PAPERS AND PRESENTATIONS (Total Number = 760 between 1972–2010)

This last section is presented in two parts. The first part presents an abstract (brief summary) of all papers and presentations given in Dr. Secord's professional career followed by a listing of all presentations (invited or submitted from 2000-2010).

90 Submitted (Peer Reviewed) Papers & Presentations to State-National Associations

*50 for the American Speech-Language-Hearing Association (ASHA)

- 10 Papers or Posters
- 24 Seminars or Miniseminars
- 16 Short Courses

*37 for Other State & National Associations

670 Invited Programs (Half-Day, Full-Day, and Multi-Day)

- Invited by all State Speech-Language-Hearing Association but Alaska
- Presented in all Canadian Provinces Including Nova Scotia and Newfoundland
- Several Countries in Europe
- Most Major School Systems in the US and their Support Systems
- Numerous Educational Agencies (SELPAS, ESC, RESA, SERRC, etc.)
- Numerous Local Speech and Hearing Association Across the US

Topical Areas (Focus or Topical Emphasis of Papers and Presentations)

- Articulation/Phonological Assessment and Intervention
- Preschool – School-Age Language Assessment and Intervention
- School Consultation Practices (Contexts, Processes and Products)
- Developing Collaborative Language Intervention Programs
- Team-Based Assessment and Problem Solving Practices
- Measurement and Assessment (Test Development & Interpretation)
- Curriculum and Classroom-Based Assessment Practices
- Creating Functional IEPs that Mirror School Performance
- Classroom Performance Assessment
- Becoming Instructional Leaders in Language and Literacy
- Developing Practical (Leadership Focused Strategies for School Clinicians)
- Leading Change in Language and Literacy
- Qualitative Approaches to Assessment and Intervention Planning

Invited Lectures, Workshops, and Other Professional Programs (Since 2000)

Team-Based Assessment and Intervention. Two-day program for Belleville, IL Public Schools, Feb., 2000

Authentic Classroom Assessment. One-half day for the Tucson, AZ Unified School District, February, 2000.

Designing IEPs that Mirror School Performance. One day for Oakland SLH Assoc., Detroit, MI, Apr, 2000.

Becoming an Effective Interventionist. One day program sponsored by the Washington SLH Assoc. and the Spokane Public Schools, Spokane, WA, March, 2000.

Classroom Communication & Language Assessment. Miniseminar, MNSLH Assoc., Duluth, MN, Apr., 2000.

Describing Present Levels of Performance: Authentic Procedures That Work. Miniseminar, MN SLH Assoc., Duluth, MN, April, 2000.

Designing IEPs that Mirror School Performance. Miniseminar, MN SLH Assoc., Duluth, MN, April, 2000.

Becoming an Effective Consultant. Miniseminar, MN SLH Assoc., Duluth, MN, April, 2000.

Developing IEPs that Mirror School Performance. One day sponsored by the Oakland County MI SLH Association, Pontiac, MI, April, 2000.

Preferred Practice Patterns of IDEA 97: Strategies that Work. One-day program for the annual ASHA Schools Conference, Las Vegas, NV, July, 2000.

Learning How to Assess: Once and For All. One day program for the MaComb Intermediate School District, Detroit, MI, September, 2000.

Team-Based Intervention: Problems & Solutions. Short Course for the Annual Convention of the Council for Learning Disabilities, Austin, TX, October, 2000.

Classroom-Based Services for Children with Special Needs. One day program sponsored by Terrebonne Parish, Alexandria, LA, October, 2000.

Present Levels of Performance: From Sketch to Final Portrait, Short Course, ASHA convention, Washington, DC, November, 2000 (with J. Damico).

Assessment of Children's Language: Research Needs for a New Century. Miniseminar, ASHA Convention, Washington, DC, November 2000 (with R. McCauley, B. Bain, C. Dollaghan, and E. Plante).

Classroom Assessment, Authentic IEPs and Classroom Collaboration. Two-day program presented for the Metro ECSU, Minneapolis, MN, January, 2001.

Becoming an Effective Consultant. One day for the Special School District, St. Louis, MO, March, 2001.

Present Levels of Performance: From Sketch to Final Portrait, Short Course presented at the annual convention of the New York Speech-Language-Hearing Association, Rye Town, NY, April, 2001.

Classroom Assessment and Intervention. Short Course presented at the annual convention of the Missouri Speech-Language-Hearing Association, Lake of the Ozarks, MO, April, 2001.

Becoming an Effective Interventionist. One-day program for AEA 4, Sioux City, IA (May, 2001)

Classroom Performance Assessment. Three-Day program for the CT DOE, Aug, 2001, (with Jack Damico)

Classroom Intervention: Strategies that Work. One-Day for the Richardson, TX Schools, SEP., 2001.

Classroom Assessment and Intervention. One-Day program for the Arkansas Speech-Language-Hearing Association, Lake of the Ozarks, OCT, 2001.

Advances in School Services for SLPs. One Day James Madison University, Harrisonburg, VA, OCT, 2001.

Becoming an Effective Interventionist: A Few Things Done Extremely Well. Mini-seminar sponsored by the Montgomery County I.U., Scranton, PA, OCT, 2001.

Becoming an Effective Interventionist: A Few Things Done Extremely Well. One Day program sponsored by the Delaware County I.U., Philadelphia, PA, NOV, 2001.

Classroom Performance Assessment: Meaningful Access for All Children. One Day program sponsored by Wyndham Lawn Home for Children, Buffalo, NY, NOV, 2001.

Curriculum-Based Assessment and Intervention. One Day program for the Albuquerque Public Schools, Albuquerque, NM, NOV, 2001

Classroom Intervention Design: Meaningful Access For All Children. Short Course, ASHA Convention, New Orleans, LA, November, 2001 (with N. Creaghead).

School-Based Practice: A Few Things Done Well. Short Course, ASHA Convention, Atlanta, GA, Nov., 2002.

A Few Things Done Well! Keynote address for the Conference for New York City, January 11, 2002, St. Johns University, Queens, NY.

Classroom Based Assessment and Intervention. Sponsored by FDLRS, Stuart, FL, January 2002.

Classroom Performance Assessment: Meaningful Access for All Children sponsored by the Capital Region BOCES, Albany, NY, APR, 2002

Classroom Performance Assessment: Meaningful Access for All Children. One Day program sponsored by the Clark County Schools, Las Vegas, NV, February, 2002.

Classroom Performance Assessment: Meaningful Access for All Children. One Day program sponsored by the Wisconsin Speech-Language-Hearing Association, Milwaukee, WI, February, 2002

Phonological Assessment and Intervention: Top 10 Components to Evaluate and Treat. Short Course sponsored by the Annual Best Practices Conference, Atlanta, GA, February, 2002.

Classroom Performance Assessment: Meaningful Access for All Children. Short Course sponsored by the Ohio Speech-Language-Hearing Association, Dayton, OH, March, 2002

Classroom Performance Assessment: Meaningful Access for All Children. Short Course sponsored by the Ohio Speech-Language-Hearing Association, Dayton, OH, March, 2002

Becoming an Effective Interventionist: A Few Things Done Extremely Well. One-half Day program sponsored by the Speech and Hearing Association of Virginia., Charlottesville, VA, APR, 2002

Classroom Performance Assessment: Meaningful Access for All Children. One-Day program sponsored by the Speech and Hearing Association of Virginia., Charlottesville, VA, APR, 2002

Classroom Performance Assessment: Meaningful Access for All Children. One-Day program sponsored by the Indiana Speech-Language-Hearing Association, Indianapolis, IN, APR, 2002

Classroom Performance Assessment: Meaningful Access for All Children. One-Day program sponsored by AEA 4, Sioux Center, IA, MAY, 2002.

Collaborative Intervention Practices. One-Day for Souderton Public Schools, Allentown, PA, MAY, 2002.

A Few Things Done Well! Keynote Address for the ASHA Schools Conference. Nashville, TN, July, 2002

Classroom Assessment and Intervention. Two-day presentation sponsored by Region IX Education Service Center, Ft. worth, TX, July, 2002.

Classroom Performance Assessment. One-day presentation for the Covington, LA Schools, August, 2002

Classroom Performance Assessment. One-day presentation for the SERRC, Mansfield, OH, August, 2002

Classroom Performance Assessment. One-day presentation for the Milwaukee, WI Schools, October, 2002

Collaborative Practices in the Schools. One-day presentation for Upper Merion, PA Schools, October, 2002

Practical Performance Assessment. Short Course, OSSPEAC Conference, Cincinnati, OH, October, 2002

A Few Things Done Well! Keynote Address for the OSSPEAC Conference, Cincinnati, OH, October, 2002

Collaborative Practices in the Schools. One-day presentation for the Maine SLH Assoc, October, 2002

Classroom-Based Intervention: A Few Things Done Well! One-day presentation for the Broward County Public Schools, Ft. Lauderdale, FL, November, 2002.

Practical Performance Assessment. One-day presentation for the Broward County Public Schools, Ft. Lauderdale, FL November, 2002.

School-based Intervention: A Few Things Done Well! One-day presentation for the Special School District, Town & Country, MO, November, 2002.

Phonological Assessment and Intervention: Toward a Key Components Approach. One-half day presentation for the Special School District, Town & Country, MO, November, 2002.

You Are Not Alone Dot Com. Miniseminar, ASHA Convention, Atlanta, GA, November, 2002 (with J. Prendeville and A. Glaser).

Becoming an ASHA Leader: Recipe for Success. Poster Session, ASHA Convention, Chicago, IL, November, 2003 (with L. Rosenbeck and C. Sotto).

Classroom Assessment & Intervention: A Few Things Done Well! Two-day presentation for Region IV: Education Service Center, Houston, TX, December, 2002.

Phonological Assessment and Intervention: Toward a Key Components Approach. One-day presentation for Region IV: Education Service Center, Houston, TX, December, 2002.

Phonological Intervention: Top 10 Targets to Assess and Treat. Second Annual Conference for NY City sponsored by St. John's University, Queens, NY, January 2003.

Classroom Performance Assessment. One day for San Diego City Schools, San Diego, CA, Feb, 2003.

Classroom Performance Assessment: A Few Things Done Well. One day presentation for the Bethany, OK Public Schools, Oklahoma City, OK, February, 2003.

Practical Performance Assessment: Where Meaningful Access Begins! One day sponsored by the University of Cincinnati in Portland, OR, February 2003.

Practical Performance Assessment: Where Meaningful Access Begins! One day sponsored by the University of Cincinnati in Scottsdale, AZ, February 2003.

Practical Performance Assessment: Where Meaningful Access Begins! One day sponsored by the University of Cincinnati in Charlotte, NC, March 2003.

Practical Performance Assessment: Where Meaningful Access Begins! One day sponsored by the University of Cincinnati Orlando, FL, March 2003.

Practical Performance Assessment: Where Meaningful Access Begins! One day sponsored by the University of Cincinnati in Hartford, CT, April 2003.

Practical Performance Assessment: Where Meaningful Access Begins! One day sponsored by the University of Cincinnati in Boston, MA, April 2003.

Practical Performance Assessment: Where Meaningful Access Begins! One-day for Red Rock Educational Publications in Bloomington, IL, and Arlington, Heights, IL April 2003.

Phonological Intervention: Top 10 Targets to Assess and Treat. Short course for the Texas Speech-Language-Hearing Association in Dallas, TX, April 2003.

Effective Strategies for Assessing and Treating Phonological Disorders. Short course for the Canadian Association of Speech-Language Pathologists and Audiologists in St. Johns, Newfoundland, May, 2003.

Classroom Performance Assessment: A Few Things Done Well. Two-day presentation for Utah State University, Logan, UT, July, 2003

Classroom Performance Assessment. Two-day presentation for the Orange County Schools, Department of Speech-Language Pathology, Orlando, FL, August, 2003

Classroom Performance Assessment. One-day presentation for the Orange County Schools, Department of School Psychology, Orlando, FL, August, 2003

Classroom Performance Assessment. One-day for Jefferson Parish Schools, New Orleans, LA, August, 2003

Classroom Performance Assessment. One-day presentation for Redmond, Washington Public Schools, Redmond, WA, August, 2003

Classroom Performance Assessment. One-day presentation for the Washington Township Public Schools, Indianapolis, IN, September, 2003

Classroom Performance Assessment. One-day presentation for the Northern Ohio Special Education Regional Resource Center, Cleveland, OH, September, 2003

Classroom Performance Assessment. One-day presentation for the Sonoma County SELPA, Santa Rosa, CA, September, 2003

Assessing Articulation and Phonology with the CAAP: Clinical Assessment of Articulation and Phonology. One-day presentation for the Pasadena, TX Public Schools, Pasadena, TX, September, 2003.

Classroom Performance Assessment. One-day for the Seattle Public Schools, Seattle, WA, October, 2003.

Classroom Performance Assessment. One-day for the Newton Public Schools, Newton, NC, October, 2003.

Assessing Articulation and Phonology with the CAAP: Clinical Assessment of Articulation and Phonology. One-day presentation for the East Texas Speech-Language-Hearing Association, El Paso, TX, October, 2003

Classroom Performance Assessment. One-day presentation for the Montana Speech-Language-Hearing Association, Butte, MT, October, 2003.

A Few Things Done Well ! One-day for the Montana Speech-Language-Hearing Assoc., Butte, MT, Oct, 2003.

Classroom Performance Assessment. One-day for the Capital Area Speech-Language-Hearing Association in Albany, NY, October 2003.

Classroom Performance Assessment. One-day for the Cromwell Public Schools, Cromwell, CT, Nov, 2003.

Know YourCELF-4. One-half day for the Schaumburg, IL Public Schools, Schaumburg, IL, Nov, 2003.

Assessing Articulation and Phonology with the CAAP: Clinical Assessment of Articulation and Phonology. One-day presentation for the Schaumburg, IL Public Schools, Schaumburg, IL, November, 2003.

Classroom Performance Assessment. One-day presentation for the Genesee Valley Speech-Language-Hearing Association, Rochester, NY, November, 2003

Curriculum-Based Language Assessment and Intervention “On the Clock.” Seminar, ASHA Convention, Chicago, IL, November, 2003 (with B. Ehren, N. Nelson, and P. Prelock).

Solution Focused Language Intervention. Seminar, Annual ASHA Convention, Chicago, IL, November 2003

You Are Not Alone Dot Com. Miniseminar, ASHA Convention, Chicago, IL, November, 2003 (with J. Prendeville and A. Glaser).

Classroom Performance Assessment One-day for the Miami-Dade Public Schools, Miami, FL, January, 2004

Know YourCELF-4: Short Course for the Kentucky SLH Association, Louisville, KY, February, 2004.

Classroom Performance Assessment. One-day presentation for the Naperville, IL Schools, February, 2004.

Practical Performance Assessment. Short Course for the Ohio Speech & Hearing Assoc., March, 2004.

Top 10 Considerations in the Assessment and Treatment of Phonological Disorders. Mini-seminar for the Ohio Speech and Hearing Association, March, 2004.

Faith Steps in and Sees You Through! Keynote Address for the Ohio Speech and Hearing Assoc., March, 2004

Practical Performance Assessment. One day presentation for NAHSA, Portsmouth, NH, March, 2004.

Practical Performance Assessment Breakouts! Two seminars for NAHSA, Portsmouth, NH, March, 2004.

Practical Performance Assessment. One-day for the NH Speech & Hearing Assoc., April, 2004.

Practical Performance Assessment. One-day for the Panama City, FL School District, April, 2004

Leading Best Practice in the Schools. Keynote Address for the Third Annual Conference for New York City: Harmony and Healing. St. Johns University, May, 2004.

School Consultation Practices: A Few Things Done Well! Two day presentation for the Saskatchewan Speech-Language-Hearing Association, Prince Albert, SK, June, 2004.

Leading Best Practices. Presentation for the Department of Speech and Hearing Science at The Ohio State University, Columbus, OH, June, 2004.

Classroom Assessment and Intervention. One-day for Louisville Area Schools, Louisville, KY, July, 2004.

Good Seeds Grow in Good Cultures: Instructional Leadership in the Schools. One-day presentation for the York, Maine Public Schools, York, ME, August, 2004.

Classroom Intervention: A Few Things Done Well! One-day, Brevard Schools, Cocco Beach, FL, Aug, 2004.

Becoming an Effective Speech-Language Consultant. One-day presentation for the Lake Stevens School District, Lake Stevens, WA, September, 2004

Classroom Performance Assessment. One-day presentation for the Grand Rapids Area Speech-Language-Hearing Association, Grand Rapids, MI, October, 2004.

Evaluation and Treatment of Phonological Disorders. One-day program for the Washington Speech-Language-Hearing Association, Spokane, WA, October, 2004.

Evaluation and Treatment of Phonological Disorders. One-day program for the Hawaii Department of Education, Honolulu, HI, October, 2004.

Practical Performance Assessment. 4 days for the Hawaii Department of Education, Honolulu, Oct., 2004.

Practical Performance Assessment: Leading Best Practice in School-Based Practice. One-day program for Maine Speech-Language-Hearing Association, Portland, ME, October, 2004.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. One-day program for the El Rancho Unified School District, Pico Rivera, CA, October, 2004.

Practical Performance Assessment: Leading Best Practice in School-Based Practice. One-day program for Cromwell Public Schools, Cromwell, CT, November, 2004.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. Short Course for the Ohio Coalition of Speech-Language Pathologists and Educational Audiologists, Lorain, OH, November, 2004.

Practical Performance Assessment. Mini-seminar presented for the Ohio Coalition of Speech-Language Pathologists and Educational Audiologists, Lorain, OH, November, 2004.

Classroom Performance Assessment. One-day for the Monroe BOCES, Rochester, NY, November 2004.

Classroom Assessment and Intervention: A Few Things Done Well. One-day presentation for the Cincinnati Public Schools, Cincinnati, OH, November, 2004.

Leading Best Practice in Measurement and Assessment. Six-day Institute provided for the New York City Public Schools. New York, NY, December, 2004.

Classroom Language Evaluation. One-half day for Northern Arizona University, Flagstaff, AZ, Jan., 2005.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. Short Course for the Colorado Speech-Language-Hearing Association, Denver, CO, January, 2005

Consultation and Collaboration in the Schools. One-day presentation for the Manitoba Speech-Language-Hearing Association, Winnipeg, MN, January, 2005.

A Few Things Done Well! One-half day for the 12th Annual CARD Conference, Orlando, FL January, 2005.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. One-day presentation for the Hamilton County Educational Service Center, Cincinnati, OH, February, 2005.

Classroom Assessment: The Next Step. One-half day presentation for the Cincinnati Public Schools, Cincinnati, OH, February, 2005.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. One-day presentation for the Indiana Speech-Language-Hearing Association, Indianapolis, IN, February, 2005.

Classroom Performance Assessment. One-day presentation for MEOSERRC, Akron, OH, February, 2005.

Evaluation and Planning with CELF-4. One-day presentation for MEOSERRC, Akron, OH, February, 2005.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. One-day presentation for the Best Practices Conference, Atlanta, GA, February, 2005.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. One-day presentation for the Gulfport Speech-Language Hearing Association, Gulfport, MS, February, 2005.

Leading Best Practice in Measurement and Assessment: Evaluation and Intervention Planning with CELF-4. Two-day program sponsored by US Department of Defense Schools, Atlanta, GA, February, 2005.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. One-day presentation for the McComb County Educational Service Center, Utica, MI, March, 2005.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. One-half day presentation for the Northern Ohio Special Education Regional Resource Center, Cleveland, OH, March, 2005.

Assessment and Planning with the CELF-4. One-half day program sponsored by the Osceola County Schools, Orlando, FL, March, 2005.

Leading Best Practice in Classroom Assessment. One-day presentation for CARD, Orlando, FL, April 2005.

Faith Steps in and Sees You Through! Keynote Address for the California Speech-Language-Hearing Association, Santa Clara, CA, April, 2005.

Practical Performance Assessment. One-day presentation for the California Speech-Language-Hearing Association, Santa Clara, CA, April, 2005.

Practical Performance Assessment. One-half day presentation for the New York State Speech-Language-Hearing Association, Huntington, NY, April, 2005.

Solution-Focused Language Intervention. One-half day presentation for the New York State Speech-Language-Hearing Association, Huntington, NY, April, 2005.

Practical Performance Assessment. One-day presentation for the South Dakota State Speech-Language-Hearing Association, Sioux Falls, SD, April, 2005.

Assessment and Treatment of Phonological Disorders. One-day presentation for the South Dakota State Speech-Language-Hearing Association, Sioux Falls, SD, April, 2005.

Evaluation and Treatment of Phonological Disorders: Top 10 Considerations. One-day presentation for Loma Linda University, Loma Linda, CA, April, 2005.

Where Have You Gone Charles Van Riper? Seminar presented at the 2005 ASHA Schools Conference, Indianapolis, IN, July, 2005.

Effective Schools in America: A Vision for Excellence and Change. Keynote address for the 2nd National Leadership Conference on Best Practices in Language and Literacy, Monterey, CA, August, 2005.

Classroom Performance Assessment. One-day presentation for the Tennessee State Speech-Language-Hearing Association, Knoxville, TN, September, 2005.

Classroom Performance Assessment. Two-day presentation for the Overseas Association of Communication Disorders, Heidelberg, Germany, October, 2005

Classroom Performance Assessment. Two-day presentation for the Winnipeg Public Schools, Winnipeg, Manitoba, October, 2005.

Classroom Performance Assessment. One-day presentation for 55 Annual Conference on Exceptional Children, Greensboro, NC, November, 2005

Innovative University Programs in Language and Literacy Miniseminar, ASHA Convention, San Diego, CA, November, 2005 (with J. Lieberman).

School Consultation: Content, Process and Instructional Leadership Strategies. Short Course, ASHA Convention, San Diego, CA, November, 2005

Classroom Performance Assessment. One-day presentation for Northern Arizona University, Flagstaff, AZ, February 2006.

Practical Performance Assessment. One-day presentation for RESA I, Beckley, WV, February, 2006.

Practical Performance Assessment. One-day presentation for Kean University, Newark, NJ, 2006.

A Vision for Excellence and Change. Keynote Address for the California Speech-Language-Hearing Association, San Francisco, CA, April 1, 2006.

Practical Classroom Performance Assessment. Two-day conference presented for the London, Ontario Public Schools, London, Ontario, June, 2006

Practical Performance Assessment. One-day presentation for Fort Hays State University, Hays, KS, June, 2006.

Instructional Leadership: A Vision for Excellence. Keynote Address for the ASHA Schools Conference, Phoenix, AZ, July, 2006.

Vision and Values: What Works! Plenary Session presented for the ASHA Schools Conference, Phoenix, AZ, July, 2006 (with Judy Montgomery, Barbara Ehren, and Nickola Nelson).

A Vision for Excellence and Change. Keynote Address for the Third International Language and Literacy Leadership Conference, Portland, ME, July, 2006.

Becoming an Effective Consultant: Instructional Leadership Strategies That Work. One-Day Presentation for RESA I, Beckley, WV, August, 2006.

Practical Performance Assessment. One-day presentation for the Nebraska Speech-Language-Hearing Association, Kearney, NE, September, 2006.

Response to Intervention: Practical Strategies for Speech-Language Pathologists. One-half day charity program sponsored by the University of Cincinnati, SWOSHA, and SWOSERRC, Cincinnati, OH, Sep., 2006.

Classroom Performance Assessment: A Few Things Done Well! One day program for the Dufferin-Peel Catholic School District, Mississauga, Ontario, October, 2006.

Practical Classroom Performance Assessment: A Few Things Done Well. One-day presentation for the Maryland Speech-Language-Hearing Association, Baltimore, MD, October, 2006.

Practical Classroom Performance Assessment: A Few Things Done Well. One-day presentation for the New Mexico Speech-Language-Hearing Association, Albuquerque, NM, October, 2006.

Establishing a Successful RTI Program: A Matter of Instructional Leadership. Invited Program for the Annual ASHA Convention, Miami, FL, November, 2006

Making Sense of Test Results: A 25-Year Retrospective. Short Course, ASHA Convention, Miami, FL, November 2006.

Leading Best Practice in Language & Literacy: A Few Things Done Well. 18th Annual Charity Program Supporting Wyndham Lawn Home for Children, Buffalo, NY, December, 2006

Practical Classroom Performance Assessment: A Few Things Done Well. One-day presentation for the Northwest Ohio Speech-Language-Hearing Association, Toledo, OH, December, 2006

Practical Classroom Assessment. One-half day program sponsored by COSERRC, Columbus, OH, Feb., 2007

Response to Intervention: The Role of the Speech-Language Pathologist. One-day program sponsored by the Southwestern Ohio SERRC, Portsmouth, OH, February, 2006.

Speech Sound Disorders: Let's Get Practical! Short Course presented at the annual convention of the Ohio Speech-Language-Hearing Association, Columbus, OH, March, 2007

Science, Motivation, and Heart. Keynote for the California SLH Association, Long Beach, CA, March, 2007.

Leading Best Practice in Language and Literacy. Keynote for Lockport Schools, Lockport, NY, Mar, 2007.

Team-Based Collaborations that Work. Program for the Lockport City Schools, Lockport, NY, March, 2007.

Leading Best Practice in Language and Literacy. One-day program sponsored by Seacoast Conferences, Inc., Natick, MA, March, 2007.

Practical Classroom Assessment. One-day sponsored by Seacoast Conferences, Inc., Natick, MA, March, 2007.

Practical Classroom Assessment. One-day program sponsored by the University of Arkansas, April, 2007.

Leading Best Practice in Language and Literacy. One-hour keynote presentation for the Children's Learning Forum, College of Optometry, The Ohio State University, Columbus, Ohio, April, 2007.

Practical Classroom Assessment. One-day program sponsored by the California Speech-Language-Hearing Association, San Bernardino, CA, April, 2007

Practical Classroom Assessment. One-day program sponsored by the Northeast Pennsylvania Speech and Hearing Association, Allentown, PA, April, 2007.

Practical Classroom Assessment. One-day program sponsored by the Arizona Speech and Hearing Association, Phoenix, AZ, May 2007.

Practical Classroom Assessment. One-day sponsored by the Lincoln Public Schools, Lincoln, NE, May, 2007.

Leading Best Practice in Language and Literacy. One-day program sponsored by the Waterloo Region District School Board, Kitchener, Ontario, June, 2007

Educational Leaders Are Made Not Born: Inspiring Change From The Heart. Keynote at the 4th Annual Best Practices Conference on Language and Literacy cosponsored by CSUMB, OSU, UCF and Red Rock Publications, Monterey, CA, August, 2007.

Leadership Training in Language and Literacy. Two-day conference presented for the London, Ontario Public Schools, London, Ontario, September, 2007 (with Steve Griffin).

Leading Best Practice in Language and Literacy. One-day presented for the South Carolina SLH Association, Columbia, SC, October, 2007.

Know Your-CELF-4. Short-Course presented for Alberta SLH Association, Edmonton, Alberta, October, 2007.

A Vision for Excellence and Change. Keynote presented for the Alberta SLH Association, Edmonton, Alberta, October, 2007.

Leading Best Practice in Language and Literacy: Solution-Focused Assessment & Intervention. Short-Course presented for the Alberta SLH Association, Edmonton, Alberta, October, 2007.

Speech Sound Disorders: Let's Get Practical. 19th Annual Charity Program Supporting Wyndham Lawn Home for Children, Buffalo, NY, November 2007. This conference was started almost two decades ago and has raised more than \$200,000 in support of the children at Wyndham Lawn. Over 15 other nationally recognized presented in speech, language, hearing, and education have participated in the program.

A Profession At-Risk: Transformation and Leadership Tools for SLPs. Short Course, ASHA Convention, Boston, MA, November, 2007 (with M. Towey).

Speech Sound Disorders: Let's Get Practical. Seminar for the Kentucky SLH Assoc., Covington, KY, February 2008

Classroom Performance Assessment: Seminar for the Kentucky SLH Assoc., Covington, KY, February 2008.

A Profession at Risk: Transformation and Leadership Skills for SLPs. One-day for the Bethany, OK Public Schools, Bethany, OK, February 2008 (with Michael Towey).

Speech Sound Disorders: Let's Get Practical. Seminar for the Georgia Organization of School Speech-Language-Pathologists, Atlanta, GA, March 2008.

Making Sense of Test Results. Seminar for the Georgia Organization of School Speech-Language-Pathologists, Atlanta, GA, March 2008.

Practical Classroom Performance Assessment: A Few Things Done Well! One-Day Program for the Georgia Organization of School Speech-Language-Pathologists, Atlanta, GA, March 2008.

Leading Best Practice in Communication Sciences and Disorders: Inspiring Change from the Heart. Keynote Address for the New Jersey Speech-Language-Hearing Association, Atlantic City, NJ, April 2008.

Practical Classroom Performance Assessment: A Few Things Done Well. Invited program for the New Jersey Speech-Language-Hearing Association, Atlantic City, NJ, April 2008.

Speech Sound Disorders: Let's Get Practical. Invited program for the New Jersey Speech-Language-Hearing Association, Atlantic City, NJ, April 2008.

Making Sense of Test Results. Seminar for the Columbus Public Schools, Columbus, Ohio, April 2008.

Speech Sound Disorders: Let's Get Practical. One-half day program presented for the Educational Service Center 11, Fort Worth, TX, July, 2008

Making Sense of Test Results. . One-half day program presented for the Educational Service Center 11, Fort Worth, TX, July 2008.

Practical Classroom Performance Assessment. One-day program presented for the Educational Service Center 11, Fort Worth, TX, July, 2008

Practical Classroom Performance Assessment. One-day program presented for the Greenville, SC Public Schools, Greenville, SC, August, 2008.

Practical Classroom Performance Assessment. One-day program presented for the Washington Elementary School District, Glendale, AZ, October, 2008.

Making Sense of Test Results. One-half day program presented for NMSHA: New Mexico Speech-Language-Hearing Association, Albuquerque, NM, October, 2008.

Speech Sound Disorders: Let's Get Practical. One-half day program presented for NMSHA: New Mexico Speech-Language-Hearing Association, Albuquerque, NM, October, 2008.

Leadership: What it is and What it is Not. Keynote address for the annual OSSPEAC Language and Literacy Conference, Columbus, Ohio, October, 2008.

Leaders Are Made Not Born: Inspiring Change from the Heart. Closing address for the annual OSSPEAC Language and Literacy Conference, Columbus, Ohio, October, 2008.

Speech Sound Disorders: Let's Get Practical. One-day presented for the Montgomery County Speech-Language-Hearing Association, Rockville, MD, November, 2008.

Visions, Values, and Leadership in the Context of Shifting Policies. Seminar, ASHA Convention Chicago, IL November 2008 (with N. Nelson, J. Montgomery and B. Ehren).

Leading Change in Language and Literacy: Practical Consultation Strategies for SLPs. Short Course, ASHA Convention, Chicago, IL, November 2008 (with E. Wiig, M. Towey, and S. Griffin).

Language and Literacy Assessment: Exploring Pathways to Excellence. One-day program presented for the annual Wyndham Lawn Educational Conference, Lockport, NY, December, 2008 (with Elisabeth Wiig)..

Speech Sound Disorders: Let's Get Practical. Afternoon program presented for the Fairfax County Public Schools, January 2009, Fairfax, VA

Practical Classroom Performance Assessment: A Few Things Done Well. Morning program presented for the Fairfax County Public Schools, January 2009, Fairfax, VA

Practical Classroom Performance Assessment: A Few Things Done Well. Seminar presented at the Annual Convention of the Wisconsin Speech-Language-Hearing Association (WISHA), February 2009, Madison, WI.

Preparing Speech-Language Pathologists for New Educational Leadership Roles in Language & Literacy. Miniseminar, Ohio Speech-Language-Hearing Association Convention, Columbus, OH, March 2009 (with J. Donohue, E. Bonk, N. Whiteman, and S. Griffin).

Articulation and Phonological Intervention: Moving Beyond GIT-R-DONE! One-day presentation for the Georgia Organization of School Speech-Language Pathologists (GOSSLP), Atlanta, GA, March 2009.

Exploring Pathways to Excellence in Communication Sciences and Disorders: Science, Motivation and Heart! Invited presentation for the Annual Herbert J. and E. Jane Oyer Endowed Lecture at Michigan State University, East Lansing, MI, April 2009.

101 Ways to Help Children Communicate and Learn. One-half day for the Columbus Public Schools Columbus, OH, April 2009.

101 Ways to Help Children Communicate and Learn. One-half day for the Philadelphia Public Schools, Philadelphia, PA, May 2009.

Speech Sound Disorders: Let's Get Practical. One-half day program for the Philadelphia Public Schools, Philadelphia, PA, May 2009.

Leading Best Practice in Classroom Assessment and Intervention. One-half day for the Naperville Public Schools, Naperville, IL, May 2009.

Leading Best Practice in Language and Literacy. Two-day program for the Clark County Public Schools, Las Vegas, NV, June, 2009

Leading Best Practice in Communication, Language and Literacy. Two-days for Saint Xavier University in Chicago, IL, August, 2009.

Practical Classroom Performance Assessment: A Few Things Done Well. One-day for the Albuquerque Public Schools, Albuquerque, NM, August, 2009

Best Practices in Curriculum-Based Assessment. One day for the Oakland Schools, Pontiac, MI, Sep., 2009

Speech Sound Disorders: Let's Get Practical. One day for NESHAP, Lake Harmony, PA, October 2009.

Speech Sound Disorders: Let's Get Practical. One day for CSHA, Redding, CA, October 2009.

Speech Sound Disorders: Let's Get Practical. One day for CSHA, Sacramento, CA, October 2009.

Leading Best Practice in Language and Literacy: Practical Classroom Performance Assessment. One day for the Speech Pathology Association of Nova Scotia, Halifax, NS, October 2009

Speech Sound Disorders: Let's Get Practical. Miniseminar for OSSPEAC, Columbus, OH, October 2009

Practical Classroom Performance Assessment: A Few Things Done Well. One-half day presentation for OSSPEAC, Columbus, OH, October 2009

Instructional Leadership: 101 Ways to Help Children Communicate and Learn. One half day presentation for OSSPEAC, Columbus, OH, October 2009 (with Rebecca McCauley Steve Griffin, Mike Towey).

I have Met the Enemy and He is Me. Mini-seminar presentation for OSSPEAC, Columbus, OH, October 2009 (with Lou Denti, Steve Griffin and Mike Towey).

Speech Sound Disorders: Let's Get Practical. One day for the Hamilton County Educational Service Center, Cincinnati, OH, October 2009.

Instructional Leadership: 101 Ways to Help Children Communicate and Learn. Short course, ASHA Convention, New Orleans, LA, November 2009 (with R. McCauley, M. Towey, and S. Griffin).

Successful Approaches to Classroom Participation in Language & Literacy Learning. Invited two-hour presentation at the Annual Convention of the American-Speech-Language-Hearing Association (ASHA), New Orleans, LA, November 2009 (with Gerry Wallach, Elaine Silliman, and Steve Griffin).

101 Ways to Help Children Communicate and Learn. One day invited presentation for the Speech-Language Pathologists on the island of Maui, Lahaina, HI, December 2009

Through the Leadership Lens: Exploring New Pathways to Excellence in Language and Literacy. Three and one-half day conference sponsored by the Surrey School District 36 in Vancouver, Canada, January 2010.

Practical Classroom Performance Assessment: A Few Things Done Well. One-half day presentation for the Fresno County Office of Education, Fresno, CA, February 2010.

Speech Sound Disorders: Let's Get Practical. One-half day presentation for the Fresno County Office of Education, Fresno, CA, February 2010.

101 Ways to Help Children Communicate and Learn. Two-day presentation at the annual meeting of the Ohio Speech-Language-Hearing Association, March, 2010 (with Steve Griffin and Rebecca McCauley).

Speech Sound Disorders: Let's Get Practical. Short course for the Georgia Speech-Language-Hearing Association, Atlanta, GA, March 2010.

101 Ways to Help Children Communicate and Learn. Short course for the Michigan Speech-Language-Hearing Association, March 2010.

A Vision for Excellence and Change. Keynote presentation for the Michigan Speech-Language-Hearing Association, March, 2010.

101 Ways to Help Children Communicate and Learn. One-day presentation for the California Speech-Language-Hearing Association, Monterey, CA, April 2010.

101 Ways to Help Children Communicate and Learn. One-day presentation for Waldo County General Hospital, Belfast, ME, April 2010

Speech Sound Disorders: Let's Get Practical. One-day presentation for Waldo County General Hospital, Belfast, ME, April 2010

Through the Leadership Lens: Exploring New Pathways in Language and Literacy. One-day presentation for the San Diego Unified School District, San Diego, CA, May 2010

Through the Leadership Lens: Pathways to Excellence in Speech, Language and Literacy. Two-day presentation sponsored by Region XIII ESC, Fredericksburg, TX, June 2010.

Intervention for Articulation and Phonology: Beyond GIT-R-DONE. Seminar presented for the ASHA Schools Conference, Las Vegas, NV, July 2010.

Instructional Leadership in Language and Literacy. Mini-seminar presented for the ASHA Schools Conference, Las Vegas, NV, July 2010.

Developing Effective Leaders Who Can Lead Change. Breakout session presented for the USDOE (OSEP) Annual Project Director's Conference, Washington, DC, July 2010.

Bilingual English-Spanish Training for Speech-Language Pathologists. Program presented for TV broadcast and training at St. Xavier University, Chicago, IL, August 2010

Classroom Performance Assessment: A Few Things Done Well. One-day for the Wayne County Speech-Language-Hearing Association, Detroit, MI, October 2010.

Becoming an Effective Consultant. Mini-seminar presentation for OSSPEAC, Columbus, OH, October 2010

Becoming an Effective Consultant. Repeated mini-seminar presentation for OSSPEAC, Columbus, OH, October 2010

Classroom Performance Assessment: A Few Things Done Well. Short course presentation for OSSPEAC, Columbus, OH, October 2010

Through the Leadership Lens: Visions for Excellence and Change. Think-tank presentation for OSSPEAC, Columbus, OH, October 2010

Through the Leadership Lens: Pathways to Excellence in Communication Sciences and Disorders. Program presentation for the Ohio Statewide NSSHLA Conference, The Ohio State University, Columbus, Ohio, October 2010

Through the Leadership Lens: Pathways to Excellence in Communication Sciences and Disorders. Program presentation for the Ohio Statewide NSSHLA Conference (repeated), The Ohio State University, Columbus, Ohio, October 2010

“Sense of Competence” – Cultivating a Shared Vision for Excellence and Change. Keynote address sponsored by the Char-EM ISD, Charlevoix, MI. November 2010.

Through the Leadership Lens: Visions for Excellence and Change. Invited 2-Hour Seminar, Annual ASHA Convention, Philadelphia, PA, November 2010

Through the Leadership Lens: Charting a Course for Clinical Excellence. 22nd Annual Wyndham Lawn Educational Leadership Conference, Buffalo, NY, November 2010 (with Michael Towey).

Through the Leadership Lens: Visions for Excellence and Change. Invited 2-hour seminar, Annual ASHA Convention, Philadelphia, PA, November 2010

Leadership Pathways in Measurement and Assessment: A 30-Year Retrospective. **Short Course, Annual ASHA Convention, Philadelphia, PA, November 2010.**

Other Professional Programs (Since 2000)

From 2000 to 2007, the program entitled **“Intervention-Based Assessment of Articulation and Phonology: When Enough is Enough!”** was presented at numerous locations across the country (approximately 150 school districts, local associations, state associations, and universities across the country). The program is based upon two nationally recognized publications, *CAAP*, and *S-CAT*. It addresses broad issues in phonological assessment, IEP Planning, and Intervention, and provides unique guidelines for determining when enough treatment is indeed, enough.

BIOGRAPHICAL SKETCH

Wayne A. Secord, Ph.D. received his B.S. and M.A. Degrees in Speech and Hearing Science from The Ohio State University (OSU) in 1971 and 1977 respectively and his Ph.D. in Communication Sciences and Disorders from the University of Cincinnati (UC) in 1980. He is currently a Senior Research Scientist in Speech-Language Pathology at OSU. Before returning to OSU in 2006, Dr. Secord completed a three-year Distinguished Professorship (2003-2006) at the University of Central Florida (UCF) where he and his colleagues in the College of Education launched three new graduate programs in language and literacy. Before UCF, he developed and directed the National Center for Speech-Language-Pathology in Schools (NCSLPS) at the University of Cincinnati (UC) from 2000 to 2003, chaired the Department of Communication Disorders at Northern Arizona University (NAU) from 1995 to 2000, and coordinated the program in School Speech-Language Pathology at OSU from 1988 to 1995. Awarded the Honors of the American Speech-Language-Hearing Association (ASHA) in November 2010, Dr. Secord is also a Fellow of ASHA and Ohio Speech & Hearing Association (OSHA), and has received awards for outstanding clinical achievement from UC, OSU, OSHA, the ASHA Foundation, and the Speech-Language-Hearing Association of Western New York (SHAWNY). He has authored or co-authored numerous articles, books, tests and intervention programs on assessment and treatment of speech and language disorders, and served as the editor of *Language, Speech, and Hearing Services in Schools* from 1992 to 1998. As a Principal Investigator of funded projects, and developer of new academic programs, he has raised more than 5 million dollars in support of his academic and clinical innovations at the university level. His funded projects have supported the graduate training programs of more than 30 Ph.D. and 300 MA level students respectively. A native of Lockport, NY and a former school speech-language pathologist, Dr. Secord is a frequent conference presenter and a nationally recognized expert on (1) clinical and educational assessment, (2) children with disabilities in communication, language, and literacy, and (3) the delivery of school-based speech and language services.