

## CURRICULUM VITAE

Sarah E. Key-DeLyria

February 2019

### EDUCATION

- Ph.D. 2011 Speech-Language Pathology, University of Florida  
M.A. 2006 Speech-Language Pathology, University of Texas, Austin  
B.A. 2004 Cum Laude, Cognitive Science, Linguistics with Honors, Rice University

### EMPLOYMENT

- Associate Professor with Tenure, Speech and Hearing Sciences Department, Portland State University, Portland, Oregon. September 2012 to present.  
Expert Witness, Speech-Language Pathology Evaluation, Oregon Office of Public Defense Services, Portland, Oregon. July 2017 to March 2018.  
Graduate Program Coordinator, Speech and Hearing Sciences Department, Portland State University, Portland, Oregon. June 2017 to present.  
Assistant Professor, Tenure track, Speech and Hearing Sciences Department, Portland State University, Portland, Oregon. September 2012 to present.  
Assistant Professor, Non-tenure track, Department of Communication Sciences & Disorders, Temple University, Philadelphia, Pennsylvania. August 2011 to August 2012.  
Speech-Language Pathologist, Health Science Specialist, Department of Veterans Affairs: Brain Rehabilitation Research Center, Gainesville, Florida. Spring-Summer 2011.  
Graduate Research Assistant, Language over the Lifespan (LOL) Lab, University of Florida, Gainesville, Florida. Fall 2006 to Summer 2011.  
Speech-Language Pathology Clinical Fellow, Speech and Hearing Clinic, University of Florida, Gainesville, Florida. Fall 2006 to Spring 2008.

### DISSERTATION

- Executive function and language comprehension in traumatic brain injury*, August 2011, completed under the direction of Lori J.P. Altmann, Ph.D.

### REFEREED PUBLICATIONS

\*indicates student co-author

#### Books

- Key-DeLyria, S. (2018). *Neurology of Speech, Language and Hearing*. Great River Learning: Dubuque, Iowa.

#### Book Sections:

- Key-DeLyria (in press). Undiagnosed traumatic brain injury. Chapter section in C. Coelho (Eds.) *Traumatic Brain Injury*.  
Key-DeLyria, S., Jacks, A., & Marquardt, T. P. (January, 2016). Effects of syllable complexity on vowel formant variability in acquired apraxia of speech. Chapter In A. Agwuele & A. Lotto (Eds.), *Studies in Speech and Communication Processes: Schriften dedicated to Harvey M. Sussman*. London: Equinox.

**Articles:**

- Key-DeLyria, S. E., Bodner, T., & Altmann, L. J. P. (2019). Rapid Serial Visual Presentation interacts with ambiguity during sentence comprehension. *Journal of Psycholinguistic Research*, 1-18.
- Key-DeLyria, S. (2016). Sentence processing in traumatic brain injury: Evidence from the P600. *Journal of Speech, Language, and Hearing Research*, 59(4), 759-771.
- Key-DeLyria, S. & Altmann, L. J. P. (2016). Executive function and ambiguous sentence comprehension. *American Journal of Speech-Language Pathology*, 25(2), 252-267.

**Invited:**

- Key-DeLyria, S. (May, 2013). What are the methods for diagnosing MCI? *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, 23(1), 14-22.

**PRESENTATIONS AT PROFESSIONAL MEETINGS****Juried**

- Rogalski, Y., Key-DeLyria, S., & Mosteller, C.\* (November 2018). Discourse characteristics after chronic mild closed-head injury. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Boston, MA.
- Lauderdale, S.\* , Key-DeLyria, S., Halstrom, B.\* , & Sathe, N.\* (November 2018). Examining statistical learning of grammatical adjacencies in artificial and natural language learning in aphasia. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Boston, MA.
- Andreu, L.\* , Key-DeLyria, S., & Kanter, L. (November 2018). Communication training for healthcare professionals: Training effectiveness methodology. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Boston, MA.
- Key-DeLyria, S., Weichselbaum, A.\* , & Mosteller, C.\*. (November 2017). Is cognitive control needed to process ambiguous sentences? Evidence from mild traumatic brain injury. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Los Angeles, CA.
- Saayman, A.\* , & Key-DeLyria, S. (November 2017). Creative narrative on traumatic brain injury occurring in childhood. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Los Angeles, CA.
- Lauderdale, S.\* , Key-DeLyria, S., Loyning, A.\* , & Sathe, N. (November 2017). Artificial grammar learning in agrammatic aphasia. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Los Angeles, CA.
- Weichselbaum, A.\* , & Key-DeLyria, S. (November 2017). Revealing subtle cognitive-linguistic differences in adults with mild traumatic brain injury through discourse analysis. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Los Angeles, CA.
- King, T.\* , & Key-DeLyria, S. (November 2017). Traumatic brain injury awareness in high school students: A transdisciplinary educational tool. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Los Angeles, CA.

- Weichselbaum, A.\* , Key-DeLyria, S., & Mosteller, C.\* (February, 2017). Ambiguous sentence comprehension and cognitive control in adults after TBI. Poster at the Annual Meeting of the International Neuropsychological Society, New Orleans, LA.
- Key-DeLyria, S., Loyning, A.\* , Lauderdale, S.\* , Sathe, N.\* , & Yots, J.\* . (February, 2017). Comparing artificial grammar learning and natural language learning in adults with agrammatic aphasia. Poster at the Annual Meeting of the International Neuropsychological Society, New Orleans, LA.
- Fox, L., Clark, M.B., Hoepner, J., Key-DeLyria, S., Kim, E., Ruelling, A., & Sather, T. (2016). Utility of the camp environment as a service delivery model: Lessons learned from aphasia camps. 2-hour seminar at the annual American Speech-Language-Hearing Association (ASHA) Convention, Philadelphia, PA.
- Barrows-Friedmann, V.\* , Key-DeLyria, S., Hefley, L.\* , & Lawrence, A.\* (2016). Sentence comprehension in Spanish-English bilinguals: Investigating implications for advantages for bilinguals with traumatic brain injury. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Philadelphia, PA.
- Yots, J.\* , & Key-DeLyria, S. (2016). Artificial grammar learning in adults with & without agrammatism: Validation of methodology. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Philadelphia, PA.
- Cohen, A.\* , Kapantzoglou, M., Fergadiotis, G., & Key-DeLyria, S. (November, 2015). *Training and application of correct information unit analysis across structured and unstructured discourse*. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Denver, CO.
- Doherty, A.\* , Key-DeLyria, S., & Webb, C.\* (November, 2015). *Effects of traumatic brain injury on Trail Making Test and Stroop*. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Denver, CO.
- Di Giannantonio, L.\* , & Key-DeLyria, S. (November, 2014). *Examining the Tower of Hanoi task to assess executive functioning in people with TBI*. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Orlando, FL.
- Key-DeLyria, S., Lydon, E.\* , & O'Donnell, S.\* (November, 2014). *Artificial grammar learning in people with and without agrammatism*. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Orlando, FL.
- Key-DeLyria, S., & Yngente, K.\* (November, 2014). *Sentence processing in traumatic brain injury*. Poster at the annual American Speech-Language-Hearing Association (ASHA) Convention, Orlando, FL.
- Rogalski, Y., Fleming, V., Bourgeois, M., Key-DeLyria, S., & Quintana, M. (November, 2013). *Mild cognitive impairment & healthy aging: Characteristics, evaluation, & treatment approaches*. 2-hour Seminar at the annual American Speech-Language-Hearing Association (ASHA) Convention, Chicago, IL. Non-presenting, contributing author.
- Key-DeLyria, S., Marquardt, T. P., Jacks, A. (2012, November). *Vowel formant variability in acquired apraxia of speech*. Poster presented at the annual American Speech-Language-Hearing Association (ASHA) Convention, Atlanta, GA.
- Key-DeLyria, S., Altmann, L. J. P., & Brezicki, B.\* (2011, February). Not just working memory: Complex sentence comprehension during Rapid Serial Visual Presentation relates to

executive functions. Poster at the annual International Neuropsychological Society 39<sup>th</sup> Annual Meeting, Boston, MA.

Altmann, L. J., Key-DeLyria, S., & Wilson, J. P. (2010, February). Comparing computerized versions of the Stroop and cue-switching Stroop tasks. Poster at the annual International Neuropsychological Society 38<sup>th</sup> Annual Meeting, Acapulco, Mexico.

Brezicki, B. \*, Key-DeLyria, S., & Altmann, L. (2009, November). Is Rapid Serial Visual Presentation Valid With Cognitively Impaired Populations? Poster presented at the annual American Speech-Language-Hearing Association (ASHA) Convention, New Orleans, LA.

Key-DeLyria, S., & Altmann, L.J.P. (2008, April). Age-related differences in the structure of verbal working memory and verbal knowledge. Poster presented at the annual Cognitive Aging Conference, Atlanta, GA.

Alvarez, S. \*, Yimoyines, B. \*, Key-DeLyria, S., & Altmann, J. P. (2006, November). Age differences in stimulability of sentence structures: Implications for treatment. Poster presented at the annual American Speech-Language-Hearing Association (ASHA) Convention, Miami Beach, FL.

Jacks, A., Marquardt, T. & Key-DeLyria, S. (2006, March). Vowel targeting in apraxia of speech: A bite block study. Poster presented at the Conference on Motor Speech: Motor Speech Disorders, Austin, TX.

Key-DeLyria, S. & Maher, L. (2004, November). A speech production deficit from a neurocognitive perspective. Student technical presentation at the annual American Speech-Language-Hearing Association (ASHA) Convention, Philadelphia, PA.

### **Invited**

Key-DeLyria, S. (October, 2013). *Executive functioning during sentence comprehension*. Invited 3-hour seminar presented at the annual Oregon Speech-Language-Hearing Association Annual Conference, Salem, Oregon.

## **HONORS, GRANTS, & FELLOWSHIPS**

### **Grants Submitted**

#### *Interinstitutional*

#### *Intrainstitutional*

Faculty Enhancement Grant, PSU. Two-year, competitive internal grant awarded to faculty to support research. Proposal for a new research direction relating artificial grammar learning to language expectancy event-related potentials. AY 2019-2020. \$15,000

### **Grants Funded**

#### *Intrainstitutional*

Faculty Enhancement Grant, PSU. Two-year, competitive internal grant awarded to faculty to support research. Proposal for support for an hourly research assistant for work on artificial grammar learning project. AY 2017-2018. \$4709

Interdisciplinary Center for Applied Social Sciences (I-CASS) Early Career Grant Development Award, PSU. Proposal to develop a grant to support an investigation of sentence

processing in survivors of traumatic brain injury. Mentored by Todd Bodner, Psychology. Awarded Fall 2015. \$2000.

Faculty Fellows for Program Redesign at Office of Academic Innovation (OAI), PSU. Joint proposal for undergraduate program redesign centering on re-mapping the curriculum. Awarded February 2015. \$1000

Faculty Fellows for Program Redesign at Office of Academic Innovation (OAI), PSU. Joint proposal for undergraduate program redesign centering on curriculum content consistency across multiple sections of courses and adjunct support. Awarded February 2015. \$1000

Faculty Travel Award, PSU. Attendance at the American Speech-Language-Hearing Association Annual Convention, Orlando, Florida, November 2014. \$2000.

Faculty Enhancement Grant, PSU. Two-year, competitive internal grant awarded to new faculty to support research. Proposal to develop a grant to support an investigation of sentence processing in survivors of traumatic brain injury. AY 2013-2014. \$9,600.

Faculty Travel Award, PSU. Attendance at the American Speech-Language-Hearing Association Annual Convention, Atlanta, Georgia, November 2012. \$1500.

#### *Grants Not Funded:*

##### *Interinstitutional*

National Institute of Health, National Institute on Communication Disorders and Deafness, Early Career Award (ECA) (R21). Examining Language and Cognition after TBI. Submitted June 2016. \$420,969 requested over 3 years. Submitted June 27, 2017.

American Speech-Language-Hearing Foundation (ASHFoundation) Mentored Clinical Research Grant. Development of the Quick Implicit Test (QIT) to Measure the Critical but Ignored Domain of Procedural Learning. Principal Investigator. Mentor: McKay Sohlberg. Submitted April 2016. \$48,760 over 2 years.

McKnight Endowment Fund for Neuroscience, 2016 McKnight Memory and Cognitive Disorders Award. Sentence Comprehension in Noise in Bilinguals and Monolinguals with and without Traumatic Brain Injury. Co-PI Michelle Molis. Submitted April 1, 2015. \$100,000 each year of 3 years.

McKnight Endowment Fund for Neuroscience, 2016 McKnight Memory and Cognitive Disorders Award. Statistical Learning of Artificial and Natural Language in Aphasia. Submitted April 1, 2015. \$100,000 each year of 3 years.

National Institute of Health, National Institute on Communication Disorders and Deafness, National Institute on Aging, Academic Research Enhancement Award (AREA) (Parent R15). Artificial grammar learning and natural grammar processing in aphasia. Submitted October 2014. Principal Investigator. \$428,747 over 3 years, renewable. *Pilot data being collected for revision.*

American Speech-Language-Hearing Association (ASHA) Advancing Academic-Research Careers (AARC) Award. Artificial Grammar Learning in Aphasia. \$4,999.85. Award to support academic-research career development of junior-level faculty in the field of communication sciences and disorders. Award fund proposals include teaching and research components. Submitted May 2014, not funded.

Principal Investigator. NIH Ruth L. Kirschstein Individual National Research Award (F31): \$35,015. "Complex sentence comprehension and cognitive impairment in traumatic brain injury." Submitted April 2008, Revised December 2008. Scored, not funded.

### **Fellowships**

Grinter Fellowship, UFL-Gainesville. Three-year fellowship awarded to exceptional incoming graduate students. 2006-2009. \$3000/year.

Alumni Graduate Fellowship, UFL-Gainesville. Highest graduate student award available at UFL. 2006-2010. \$16,500/year plus tuition.

Communication Sciences & Disorders Travel Scholarship, UT-Austin. Attendance at the American Speech-Language-Hearing Association Annual Convention, San Diego, California, July 2005. \$500.

## **OTHER TEACHING, MENTORING, & CURRICULAR ACHIEVEMENTS**

### **Teaching**

\*indicates new course

Neurology of Speech, Language, and Hearing SPHR 461 (undergraduate, PSU)

Cognitive Rehabilitation SPHR 562 (graduate, PSU)

\*Neurolinguistics SPHR 471/571 (graduate/undergraduate elective, PSU)

\*Introduction to Neuroimaging Basics for SLPs SPHR 410/510 (graduate/undergraduate elective, PSU)

\*Applied Psycholinguistics for Speech-Language Pathologists SPHR 410/510 (graduate/undergraduate elective, PSU)

Survey of Speech, Language, Hearing, and Swallowing Disorders SPHR 365U (undergraduate, University Studies, PSU)

Introduction to Speech, Language, and Hearing Disorders SPHR 199 (undergraduate, PSU)

Motor Speech Disorders SPHR566 (graduate, PSU)

Organic Communication Disorders SPHR495 (undergraduate, PSU)

Psycholinguistics (undergraduate, Temple University)

Introduction to Speech, Language, and Hearing Disorders (undergraduate, Temple University)

\*Language Breakdown and the Brain (undergraduate, general education, University of Florida)

### **Clinical Teaching**

\*Adult Assessment Clinic SPHR 509. Supervisor to graduate students assessing adults with cognitive, linguistic, and motor speech impairments. Summer 2016.

Aphasia Camp Northwest SPHR 409/509. Lead liaison between PSU and the non-profit organization, The Aphasia Network. Supervisor to undergraduate, post-baccalaureate, and graduate students attending camp. Summer 2013-Summer 2016.

### **Student Mentoring**

Fall 2018-current: Mentored 3 undergraduate, 4 post-baccalaureate, 3 graduate students, and 1 medical student from Oregon Health and Science University. Mentorship included support of poster presentation development at local conferences.

Shellard, S.\* , & Key-DeLyria, S. (May, 2019). Bilingual adults with TBI and ABI: Current state of Portland metro SLP assessment resources. Poster submitted for presentation at Portland State University Student Research Symposium.

Fall 2017-Summer 2018: Mentored 8 undergraduate, 5 post-baccalaureate, 6 graduate students, 1 visiting graduate student from Pacific University, and 1 medical student from Oregon Health and Science University. Mentorship included support of poster presentation development at national conferences.

Lauderdale, S.\* , Key-DeLyria, S., Halstrom, B.\* , & Sathe, N.\* (May, 2018). Examining statistical learning of grammatical adjacencies in artificial and natural language learning in aphasia. Poster Presented at Portland State University Student Research Symposium.

Andreu, L.\* , Key-DeLyria, S., & Kanter, L. (May, 2018). Communication training for healthcare professionals, Training effectiveness methodology. Poster Presented at Portland State University Student Research Symposium.

Fall 2016-Summer 2017: Mentored 12 undergraduate, 3 post-baccalaureate, 11 graduate students, 1 visiting graduate student from Pacific University, and 1 medical student from Oregon Health and Science University. Mentorship included support of poster presentation development at national conferences.

Weichselbaum, A.\* , Key-DeLyria, S., Mosteller, T.\* , & Nguyen, N.\* (May, 2017). Revealing subtle cognitive-linguistic differences in adults with mild traumatic brain injury through discourse analysis. Poster Presented at Portland State University Student Research Symposium.

Kanter, L.\* , Canty, S.\* , & Key-DeLyria, S. (May, 2017). Training program development for health care professionals for communicating successfully with people with communication impairments. Poster Presented at Portland State University Student Research Symposium.

Saayman, A.\* & Key-DeLyria, S. (May, 2017). Creative narrative on traumatic brain injury occurring in childhood. Poster Presented at Portland State University Student Research Symposium.

Fall 2015-Summer 2016: Mentored 8 undergraduate, 3 post-baccalaureate, and 4 graduate students in the Neurolinguistics Lab. Mentorship included support of poster presentation development at local and national conferences.

Barrows-Friedmann, V.\* , Key-DeLyria, S., Hefley, L.\* , & Lawrence, A.\* (May, 2016). Sentence comprehension in Spanish-English bilinguals: Investigating implications for advantages for bilinguals with traumatic brain injury. Poster Presented at Portland State University Student Research Symposium.

Yots, J.\*, Key-DeLyria, S., & Loyning, A.\* (May, 2016). Artificial grammar learning in adults with & without agrammatism: Validation of methodology. Poster Presented at Portland State University Student Research Symposium.

Fall 2014-Summer 2015: Mentored 6 undergraduate, 7 post-baccalaureate, and 7 graduate students in the Neurolinguistics Lab. Mentorship included support of poster and oral presentation development. Poster submissions to local, state, and national conferences.

Doherty, A.\*, Key-DeLyria, S., & Webb, C.\* (May, 2015). *Effects of traumatic brain injury on Trail Making Test and Stroop*. Poster Presented at Portland State University Student Research Symposium.

Shrefler, N.\*, Yngente, K.\*, Herron, H.\*, & Key-DeLyria, S. (May, 2015). *Discourse and traumatic brain injury: Training transcribers*. Poster Presented at Portland State University Student Research Symposium.

Summer 2014: Mentored 2 undergraduate students as part of the Bridges to Baccalaureate Program between Portland Community College and Portland State University.

Barrios, L. L. (Undergraduate student), & Key-DeLyria, S. (August, 2014). The Stroop Color and Word Test in Adults with and without a History of Traumatic Brain Injury (TBI). Poster presented at Portland State University Bridges to Baccalaureate Poster Presentation Session.

Osman, F. (Undergraduate student), & Key-DeLyria, S. (August, 2014). Is there a difference between the performance on the Trail Making Test between females and males with TBI? Poster presented at Portland State University Bridges to Baccalaureate Poster Presentation Session.

Barrios, L. L. (Undergraduate student), & Key-DeLyria, S. (November, 2014). The Stroop Color and Word Test in Adults with and without a History of Traumatic Brain Injury (TBI). Poster accepted at the Annual Biomedical Research Conference for Minority Students (ABRCMS) in San Antonio, Texas.

Fall 2013-Summer 2014: Mentored 3 undergraduate, 3 post-baccalaureate, and 11 graduate student volunteers in the Neurolinguistics Lab. Mentorship includes support of poster and oral presentation development. Poster submissions to local, state, and national conferences.

DiGiannantonio, L. (M.A. student), Yngente, K. (post-bacc student), & Key-DeLyria, S. (May, 2014). Examining the Tower of Hanoi Task to Assess Executive Functioning in People with TBI. Poster Presented at Portland State University Student Research Symposium.

Lydon, E. (M.A. student), O'Donnell, S. (M.A. student), & Key-DeLyria, S. (May, 2014). Artificial grammar learning in people with and without agrammatism. Poster Presented at Portland State University Student Research Symposium.

Matchulat, M. (M.A. student), & Key-DeLyria, S. (May, 2014). Cognition and mood effects on sentence processing in adults with and without closed-head injury. Oral Presentation Given at Portland State University Student Research Symposium.



### **Master's Thesis Committee Service**

Nguyen, Nhan-Ai. (Member of Committee, Pacific University). *Competence in sentence processing as a measure of social adjustment and quality of life in individuals with traumatic brain injury*. Fall 2016 to Spring 2018.

Cohen, Audrey. (Member of Committee, PSU). *Discourse in aphasia*. Spring 2014 to Spring 2015.

### **Master's Special Project Committee Service**

Shea, Laura. (Winter 2019-present). Development of a student athlete concussion clinic at Portland State University.

Shellard, Sarah. (Fall 2018-present). Bilingual adults with TBI and ABI: Current state of Portland metro SLP assessment resources.

Subrahmanyam, Chitra. (Winter 2018-present). Sentence comprehension in noise for bilingual individuals with and without TBI.

Towne, Emma. (Fall 2017-spring 2018). Supporting the socially vulnerable in graduate programs: Introduction to best practices.

Lauderdale, Stefanie. (Fall 2016-Spring 2018). Artificial grammar learning and natural language learning after aphasia.

Andreau, Lindsay. (Summer 2017-Spring 2018). Training program improvement for health care professions for communicating successfully with people with cognitive-communication impairments.

Mosteller, Tina. (Fall 2016- Spring 2018). Cognitive-linguistic processing after TBI.

Hazlett, Britt. (Winter 2016- Spring 2018). Gender bias in processing word pairs: Evidence from the N400.

de Goede, Tobi. (Fall 2015-Spring 2017). Bilingual aphasia: A case study.

Weichselbaum, Amanda. (Spring 2016-Spring 2017). Discourse analysis of procedural narratives from individuals with and without traumatic brain injury history.

Kanter, Laura & Canty, Sheila. (Spring 2016-Spring 2017). Training program development for health care professionals for communicating successfully with people with cognitive-communication impairments.

King, Tyler. (Spring 2016-Spring 2017). Development of an educational presentation about TBI aimed at teenagers in Portland Public Schools.

Saayman, Allysa. (Summer 2016-Spring 2017). Development of a children's book about TBI with a resource guide for parents.

Barrows-Friedmann, Viva. (Fall 2014-Spring 2016). Sentence processing in noise in bilinguals with and without traumatic brain injury history. PSU Master's Special Project, Chair.

Ficker, Lauren. (Summer 2015-Spring 2016). Sentence processing and cognition after traumatic brain injury study recruitment advancement and development of protocol. PSU Master's Special Project, Chair.

Yots, Jenna. (Summer 2015-Spring 2016). Artificial grammar learning in older and younger adults. PSU Master's Special Project, Chair.

Zargar, Zeynab. (Fall 2014-August 2015). Artificial grammar learning in older and younger adults using serial reaction time measures. PSU Master's Special Project, Chair.

Doherty, Amy. (Summer 2014-June 2015). Sentence processing and cognition after traumatic brain injury study administration and training materials development. PSU Master's Special Project, Chair.

Shrefler, Nathan. (Summer 2014-June 2015). Discourse transcription training development. PSU Master's Special Project, Chair.

Matchulat, Michelle. (Summer 2013-June 2014). Sentence processing, mood, and cognition after traumatic brain injury. PSU Master's Special Project, Chair.

Lydon, Elizabeth & O'Donnell, Shannan. (Summer 2013-June 2014). Artificial grammar learning in aphasia. PSU Master's Special Project, Chair. Joint project.

Eason, Heather & Hill, Teresa. (Summer 2013-June 2014). Traumatic brain injury awareness in middle school students: An advocacy project. PSU Master's Special Project, Chair. Joint project.

Di Giannantonio, Lisa. (Summer 2013-June 2014). Tower of Hanoi relationship to status post-traumatic brain injury and self-awareness. PSU Master's Special Project, Chair.

Tullis, Cydne. (Summer 2014-March 2014). Lab administration and EEG training. PSU Master's Special Project, Chair.

DeBo, Kara. (Fall 2012-June 2013). Depression and cognition in the elderly: Raising community awareness. PSU Master's Special Project, Chair.

Fernandez, Julia. (Fall 2012-June 2013). Artificial grammar learning and sequencing. PSU Master's Special Project, Chair.

### **COMMUNITY OUTREACH ACHIEVEMENTS**

Key-DeLyria, S., & Green, C. (February, 2019). *Living with an Unaccommodated Brain Injury & Mental Illness*. Invited presentation for the Oregon Association of Defense Counsel and the Oregon Trial Lawyers Association. Portland, Oregon.

Key-DeLyria, S. (February, 2019). *Brain anatomy for lawyers*. Invited presentation for the Oregon Association of Defense Counsel and the Oregon Trial Lawyers Association. Portland, Oregon.

Key-DeLyria, S., & Green, C. (September, 2017). *Being a better communication partner for someone with traumatic brain injury-related communication challenges*. Invited Presentation for the Multnomah County Courthouse Lunch and Learn Series. Portland, Oregon.

King, T.\*, & Key-DeLyria, S. (March 2017). *TBI Awareness and Prevention*. Video resource for high school student education about traumatic brain injury provided to coaches and traumatic brain injury taskforce at Portland Public Schools. Portland, Oregon.

Ficker, L.\*, Green, C., & Key-DeLyria, S. (March, 2016). *Traumatic Brain Injury: Comedy, Communication, Community*. Invited presentation by local non-profit NW Noggin at Velo Cult in Portland, Oregon.

Key-DeLyria, S. (March, 2016). *Traumatic brain injury awareness*. Invited talk given at a Brain Injury Awareness event hosted by Portland State University's National Student Speech Language Hearing Association and Neuroscience Club.

Key-DeLyria, S., Green, C., & Stember, L. (2015). Multnomah County Library 'Everybody Reads' Discussion Event: *The Book of Unknown Americans* by C. Henríquez. Helped to organize

speakers and serve on a panel discussion open to the public regarding the portrayal of traumatic brain injury in the book.

Key-DeLyria, S. (March, 2014). *Traumatic brain injury awareness*. Invited talk given at a Brain Injury Awareness event hosted by Portland State University's National Student Speech Language Hearing Association.

Eason, H.\* , Hill, T.\* , & Key-DeLyria, S. (Winter-Spring, 2014). *Traumatic brain injury awareness in middle school students*. Talks given at area elementary and middle schools by students Eason, Heather & Hill, Teresa as part of their special project.

Key-DeLyria, S. (Feb., 2009). *Being a graduate student in CSD*. Invited talk given at the University of Florida undergraduate National Student Speech Language Hearing Association.

Key-DeLyria, S. (Jan., 2008). *Being a doctoral student in CSD*. Invited talk given at the University of Florida undergraduate National Student Speech Language Hearing Association.

Key-DeLyria, S. (Nov., 2008). *Working memory tasks measure different abilities in younger and older adults*. Poster presented at the UF Scholars on Aging Community Day. Gainesville, FL.

Key-DeLyria, S. (Nov., 2008). *Cognitive Reserve: The protective effects of education on cognition in older adults*. Poster presented at the UF Scholars on Aging Community Day. Gainesville, FL.

### **SCHOLARLY WORKS IN PROGRESS**

#### **Manuscripts under review**

#### **Manuscripts with planned submission to refereed journals**

Rogalski, Y., Key-DeLyria, S., Mucci, S., Wilson, J., & Altmann, L. J. P. (submitted February 2019).  
The relationship between trained ratings and listeners' judgments of global coherence.  
Submitted to Aphasiology.

Key-DeLyria, S. & Weichselbaum, A.\* (under revision, submission planned March 2019).  
Ambiguous sentence comprehension and cognitive control in individuals with self-reported traumatic brain injury history.

Key-DeLyria, S. Sentence processing in traumatic brain injury: P600 evidence for self-reported concussions. Manuscript in preparation. Planned submission September 2018.

Key-DeLyria, S., & Lauderdale, S.\*. Artificial grammar learning in agrammatic aphasia. Planned submission December 2018.

Key-DeLyria, S. Selective attention during complex sentence comprehension in noise: A bilingual advantage? Manuscript in preparation. Planned submission summer 2019.

### **GOVERNANCE AND OTHER PROFESIONALLY-RELATED SERVICE**

Member, Acquired Cognitive Communication Committee, 2019 Annual Convention of AHSA.  
Involved in convention planning, new committee development, and proposal review, Fall 2018-Fall 2019.

Member, Speech and Language Science Committee, 2018 Annual Convention of ASHA. Involved in convention planning, proposal review, and session moderation, Fall 2017-Fall 2018.

Member, Speech and Language Science Committee, 2017 Annual Convention of ASHA. Involved in convention planning, proposal review, and session moderation, Fall 2016-Fall 2017.

Member, Language Disorders in Adults Committee, 2014 Annual Convention of ASHA. Involved in convention planning and proposal review, Fall 2013-Fall 2014.

Ad Hoc Editorial Review

*Research in Developmental Disabilities (Last review: October 2016)*

*Journal of Neurolinguistics (Last review: March 2016)*

*\*American Journal of Speech-Language Pathology (Last review: January 2019)*

*Quarterly Journal of Experimental Psychology (Last review: March 2017)*

*Frontiers in Psychology (Last review: June 2017)*

*\*Aphasiology (Last review: October 2018)*

\*Reviews completed within the past 12 months

## **GOVERNANCE ACTIVITIES FOR THE UNIVERSITY & COLLEGE**

### **University**

Member, Faculty Grievance Panel (Fall 2017-Spring 2018)

Member, Undergraduate Curriculum Committee, CLAS-Social Science Representative (Fall 2015-Spring 2018)

Reviewer, University-Wide Undergraduate Scholarships Committee (Spring 2015)

### **College**

Member, College of Liberal Arts and Sciences Curriculum Committee, Social Sciences (Fall 2016-current)

Participant, College of Liberal Arts and Sciences Research Conversations, Pathways to Social Justice Cluster (Summer 2017)

Member, Pathways to Social Justice Steering Committee (Fall 2017- current)

### **Department**

Key-DeLyria, S. (December 2018). How does the brain learn grammar? Colloquium for faculty and students in Speech and Hearing Sciences.

Key-DeLyria, S. & Mosteller, T.\* (January 2018). Traumatic brain injury and language-related brain waves: The N400 and P600. Colloquium for faculty and students in Speech and Hearing Sciences.

Key-DeLyria, S. & Lauderdale, S.\* (December 2016). Artificial grammar learning and aphasia. Colloquium for faculty and students in Speech and Hearing Sciences.

Member, SPHR Adult Focus Group for Clinical and Academic Faculty. (Fall 2015-Spring 2018).

Member, Search Committee for Non-Tenure Track Faculty. (Fall 2015-2017)

Member, SPHR Promotion, Pay and Tenure Committee. (Fall 2015-2017, Fall 2018-current)

Member, Strategic Planning in SPHR Committee. (Fall 2014-Spring 2015).

Member, Doctoral Program in SPHR Planning Committee. (Fall 2014-Spring 2015).

Chair, SPHR Curriculum Committee. (2012-present).

Member, SPHR Graduate Selection Committee. (Chair Fall 2013-Spring 2015, Member Fall 2012-Fall 2013, Spring 2016-current).

SPHR Library liaison. (2012-2016).

Member, Search Committee for Tenure Track Faculty. (Summer 2013-2014)

Member, SPHR Space Committee. (2012-2013).

Key-DeLyria, S. (2011). Traumatic brain injury and executive function. Proseminar for faculty and students in Communication Sciences and Disorders at Temple University. Oct. 21, 2011.

### **Contributions to PSU Curricular Development**

Chaired revision of graduate program (Fall 2016 to present). Collaborated faculty, department curriculum committee, and the Office of Academic Innovation to review graduate curriculum efficiency, sequencing, and alignment with professional accreditation standards.

Redesigned the graduate course, Cognitive Rehabilitation, for an intensive 4-week format during a summer term. Implemented Summer 2017.

Redesigned the undergraduate course, Neurolinguistics, based on principles learned during two curricular workshops focusing on developing inclusive and culturally responsive curriculum, "Using Equity as Our Lens" and "Uncovering the Hidden Curriculum". Implementation planned Fall 2017.

Redesigned the undergraduate course, Neurology of Speech, Language, and Hearing, to follow principles of Team-Based Learning. Implemented Fall 2016.

Designed a cadaver lab experience for undergraduates in Neurology of Speech, Language, and Hearing, to promote experiential learning of anatomy and physiology. Conducted in collaboration with instructors in the Biology department. Implemented Winter 2016.

Chaired revision of undergraduate program (Fall 2013 to Fall 2016). Collaborated with faculty and department curriculum committee to develop undergraduate education mission and curricular areas of focus; developing research education in curricular changes; redesigning major requirements. Participated in workshops for program redesign with a Fellows Program from the Office of Academic Innovation.

Redesigned the graduate course, Cognitive Rehabilitation, to follow principles of Team-Based Learning. Implemented Winter 2015

Redesigned the graduate course, Motor Speech Disorders, to follow principles of Team-Based Learning. Implemented Winter 2015

Designed new 4 credit undergraduate/graduate course, Neurolinguistics. Implemented Fall 2013 as Applied Psycholinguistics for Speech-Language Pathologists. Re-designed to be implemented as a Team-Based Learning course, Neurolinguistics Fall 2014.

Designed new 4 credit undergraduate/post-baccalaureate/graduate course, Introduction to Neuroimaging Basics for SLPs. Implemented Winter 2014.

### **Professionally Related Service**

***Regional:***

Board of Advisors Member, Brain Injury Connections, an Oregon Nonprofit. (2018-current)

Board of Directors Member, Portland State University representative with The Aphasia Network, an Oregon Nonprofit Corporation. (2015-2016).

**MEMBERSHIP IN PROFESSIONAL SOCIETIES**

American Association of University Professors

American Speech-Language-Hearing Association (ASHA)

*Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), 12098098*

*Member, Special Interest Group 02: Neurophysiology & Neurogenic Speech & Language Disorders*

*Member, Special Interest Group 10: Issues in Higher Education*

Licensed Speech-Language Pathologist, State of Oregon, #15015

Licensed Speech-Language Pathologist, State of Florida, No longer active