

MEAGHAN A. MCKENNA

Curriculum Vitae |
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813-505-1907



meaghanm@illinois.edu

EDUCATION

UNIVERSITY OF SOUTH FLORIDA (USF)
PhD Communication Sciences and Disorders

Tampa, FL
Graduated: 08/2020

LOYOLA UNIVERSITY MARYLAND
Master of Science in Speech-Language Pathology

Baltimore, MD
Graduated: 05/2010

LOYOLA UNIVERSITY MARYLAND
Bachelor of Arts Speech-Language Pathology/Audiology

Baltimore, MD
Graduated: 05/2008

PROFESSIONAL EXPERIENCE

2023-Present **ASSISTANT PROFESSOR, DEPARTMENT OF SPEECH AND HEARING SCIENCE, UNIVERSITY OF ILLINOIS URBANA CHAMPAIGN (UIUC)**

2022-Present **AFFILIATE, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, UNIVERSITY OF CONNECTICUT (UConn)**

2022-2023 **ASSISTANT PROFESSOR, DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS, EAST CAROLINA UNIVERSITY (ECU)**

2021-2022 **ASSISTANT RESEARCH PROFESSOR, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, UNIVERSITY OF CONNECTICUT (UConn)**

2020-2021 **INSTITUTE OF EDUCATION SCIENCES POST DOCTORAL FELLOW JUNIPER GARDENS CHILDREN'S PROJECT, UNIVERSITY OF KANSAS**

2019-2020 **PRESCHOOL-12th GRADE MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) PILOT PROJECT HILLSBOROUGH COUNTY PUBLIC SCHOOLS**

2018-2019 **PROJECT COORDINATOR, INSTITUTE OF EDUCATION SCIENCES GRANT R305H160034 RESEARCH PARTNERSHIP TO IMPROVE MTSS IN EARLY CHILDHOOD PROGRAMS IN A LARGE URBAN DISTRICT**

2014-2019 **PRESIDENT, MCKENNA SPEECH AND LANGUAGE THERAPY, P.A. PRIVATE PRACTICE, Tampa, FL**

2013-2017 **SPEECH PATHOLOGIST, HILLSBOROUGH COUNTY SCHOOLS, Tampa, FL**

2013-2016 **PRN SPEECH PATHOLOGIST, HCR MANORCARE, Sarasota, FL**

- 2011-2013 **SPEECH PATHOLOGIST, COMMUNICATION CORNER AND MORE, INC., Wesley Chapel, FL**
- 2010-2013 **SPEECH PATHOLOGIST, PASCO COUNTY SCHOOLS, Land O' Lakes, FL**
- 2009-2010 **GRADUATE STUDENT CLINICIAN, THE CHILDREN'S GUILD, Baltimore, MD**

FELLOWSHIPS, AWARDS, & HONORS

- 2023 **Selected Attendee, Advanced Training Institute Single-Case Research Methods, National Center for Special Education Research (NCSER) in the Institute of Education Sciences (IES)**
- 2022 **Selected Protégé, Lessons for Success Program, American Speech-Language-Hearing Association Research Mentoring Network**
- 2020 **Selected Protégé, Pathways Program, American Speech-Language-Hearing Association Research Mentoring Network**
- 2017-2020 **Graduate Student Success Fellowship, USF**
- 2017 **American Association for Teaching and Curriculum Conference Scholarship**
- 2017-2020 **Conference Travel Grants, USF**
- 2017 **Expertise Best Speech Pathologists in Tampa**
- 2006 **Student Liaison Fall Study Abroad Program, Monash University, Melbourne, AUS**
- 2004-2008 **All Academic Team, Metro Atlantic Athletic Conference, Loyola University Maryland**
- 2004-2008 **Athletic Scholarship NCAA Division I Women's Tennis, Loyola University Maryland**

GRANTS

FUNDED

Investigating Kindergarten and First Grade Sentence Writing. Role: Principal Investigator. \$25,000. University of Connecticut Office of the Vice President for Research (OVPR) Research Excellence Program (REP). 2022-2023

Gauging the Benefits of State-Funded Preschool for Early Language and Literacy: The Case of COVID-19. Role: Co-Principal Investigator. \$50,000, funded by Spencer Foundation, Small Research Grant, 2021-2023.

Applying Four Step Problem Solving to Make Decisions about Areas of Excellence and Opportunities for Growth at El Centro. Role: Expert Consultant, Research Partner. \$200,000, funded by Ewing Marion Kauffman Foundation, Quality Enhancement Grant, 2021-2023.

The Impact of COVID-19 on Early Literacy Development. Role: Co-Principal Investigator. \$4,000, funded by American Educational Research Association, Division E Seed Grant, 2021-2022.

Adding Confidence to our CCCs: Identifying Barriers and Providing Solutions to Strengthen SLPs' Service of Bilingual Children. Role: Co-Investigator. \$15,000, funded by American Speech-Language-Hearing Association, 2020-2021.

Books for Pre-Kindergarten Classrooms in Hillsborough County Public Schools. \$13,728, funded by Title IV Part A Student Support and Academic Enrichment Grant Florida Department of Education, 2019-2020.

Research Partnership to Improve a Multi-Tiered System of Supports in Early Childhood Programs in a Large Urban District. Role: Project Coordinator. \$400,000, funded by US Department of Education, Institute of Education Sciences, 2016-2018.

UNDER REVIEW

Investigating Ideation to Advance Assessment of Young Children's Written Language Development. Role: Principal Investigator. American Speech-Language Hearing Foundation Clinical Research Grant. Amount Requested: \$75,000

Early Elementary Writing Professional Development Project. Role: Principal Investigator. Spencer Foundation, Large Research Grant. Amount Requested: \$483,859

PUBLICATIONS

PEER-REVIEWED MANUSCRIPTS

McKenna, M., Hadley, E.B., Grasley-Boy, N., Soto-Boykin, X., Mikhail, J., & Phillips, S. (in press). Unprecedented times: What we have learned about remote instruction in early childhood during the COVID-19 pandemic. *Early Child Development and Care*.

Hadley, E.B., Liu, S., Kim, E., & **McKenna, M.** (2023). State funded pre-k and children's language and literacy development: The case of COVID-19. *Educational Researcher*.
<https://doi.org/10.3102/0013189X231179111>

Soto-Boykin, X., Brea-Spahn, M.R., Perez, S., & **McKenna M.** (2023). A critical analysis of policies impacting racialized emergent bilinguals suspected or labeled as dis/abled. *Language, Speech, and Hearing Services in Schools*, 54(3), 729-745. https://pubs.asha.org/doi/10.1044/2023_LSHSS-22-00137

McKenna, M., Dedrick, R., & Goldstein, H. (2022). Development and initial validation of the early elementary writing rubric to inform instruction for kindergarten and first-grade students. *Assessment for Effective Intervention*, 47(4), 220-233. <https://doi.org/10.1177/15345084211065977>

Greenwood, C., Higgins, S., **McKenna, M.**, Buzhardt, J., Walker, D., Ai, J., Irvin, D., & Grasley-Boy, N. (2022). Remote use of Individual Growth and Development Indicators (IGDIs) for infants and toddlers. *Journal of Early Intervention*, 44(2), 168-189. <https://doi.org/10.1177/10538151211057552>

McKenna, M., Soto-Boykin, X., Cheng, K., Haynes, L., Osorio, A., & Altshuler, J. (2021). Initial development of a national survey on remote learning in early childhood during COVID-19: Establishing content validity and reporting successes and barriers. *Early Childhood Education Journal*, 49, 815-827.
<https://doi.org/10.1007/s10643-021-01216-y>

McKenna, M., Goldstein, H., Soto, X., Cheng, K., Troia, G. & Ferron, J. (2021). Supplemental intervention

improves writing performance of first grade students: A single case experimental design evaluation. *Journal of Educational Research*, 114 (3), 278-293.
<https://doi.org/10.1080/00220671.2021.1923450>

McKenna, M., Castillo, J., Goldstein, H., Cheng, K., & Dedrick, R. (2021). Speech language pathologists' involvement in multi-tiered system of supports (MTSS): Advances in interprofessional practice. *Language, Speech, and Hearing Services in Schools*, 52, 597-611.
https://doi.org/10.1044/2020_LSHSS-20-00084

Smith, S.A., Seitz, S.R., Koutnik, K. H., **McKenna, M.**, & Garcia, J. N. (2020). The “work” of being a bilingual: Exploring effects of forced language switching on language production and stress level in a real-world setting. *Applied Psycholinguistics*, 41(3), 701-725. <https://doi.org/10.1017/S0142716420000259>

Soto, X., Seven, Y., **McKenna, M.**, Madsen, K., Peters-Sanders, L., Kelley, E., Goldstein, H. (2020). Iterative development of a home review program to promote preschoolers' vocabulary skills: Social validity and learning outcomes. *Language, Speech, and Hearing Services in Schools*, 51(2) 371-389.
https://doi.org/10.1044/2019_LSHSS-19-00011

Goldstein, H., **McKenna, M.**, Barker, R. M., & Brown, T. H. (2019). Research–practice partnership: Application to implementation of multitiered system of supports in early childhood education. *Perspectives of the ASHA Special Interest Groups*, 4, 38-50. https://doi.org/10.1044/2018_PERS-ST-2018-0005

Castillo, J. M., Wolgemuth, J. R., Ginns, D. S., Latimer, J., Scheel, N., **McKenna, M.**, ... & Jenkins, A. (2018). Protocol for the systematic review of research on professional learning to promote implementation of a multitiered system of support in education. *BMJ Open*, 8(11), 1-8 e024057. <https://dx.doi.org/10.1136/bmjopen-2018-024057>

Preis, J., & **McKenna, M.** (2014). The effects of sensory integration therapy on the verbal expression and engagement in children with autism. *International Journal of Therapy and Rehabilitation*, 21(10), 476-486.

BOOK CHAPTERS & RESEARCH RELATED PRODUCTS

Hillsborough County Public Schools. (2020). Multi-Tiered System of Supports (MTSS) (Policy 5411). Tampa, FL. <https://web.hillsboroughschools.org/policymanual/detail/535>

Permuth, S., Robinson, D., **McKenna, M.**, & Silver, S. (2017). Epilogue: Special issue of the ELPR church state law in public education institutions. In Dayton, J. & Levin, H. (Eds.), *Education Law & Policy Review* (pp. 118-130). Athens, GA: Wisdom Builders Press.

Robinson, D., Permuth, S., & **McKenna, M.** (2017). Trinity Lutheran Church of Columbia, Inc. v. Comer, 582 U.S.: Governments are not allowed to discriminate against churches that would otherwise qualify for public funding solely because they are religious institutions. *School Law Reporter Educational Law Association*, 59(8), 176-178.

MANUSCRIPTS UNDER REVIEW

Castillo, J., Wolgemuth, J., **McKenna, M.**, Hite, R., & Latimer, J. (under review). A qualitative synthesis of research on professional learning for multi-tiered systems of support. *Teacher Education and Special Education*.

Hadley, E.B., **McKenna, M.**, Hull, K. (under review). The nature and quality of language and literacy apps used by early childhood educators during COVID-19 remote learning. *Early Childhood Technology*.

McKenna, M., Gerde, H., & Grasley-Boy, N. (under review). Current writing assessment practices of kindergarten through second grade educators. *Reading and Writing*.

MANUSCRIPTS IN PREPARATION

McKenna, M., Cheng, K., Goldstein, H., Brown, T.H., & Barker, R.M. (2023). Effects of job-embedded professional development to promote implementation of multi-tiered system of supports on preschoolers' academic outcomes.

McKenna, M., Trafficante, A., Hoff, M., Ventura, A., & Brown, T.H. (2023). Elementary multi-tiered system of supports pilot case study.

McKenna, M. & Goldstein H. (2023). Teaching writing starting in kindergarten: Effects of a tier 2 intervention.

PRESENTATIONS

Hadley, E.B., Kim, E., Liu, S., & **McKenna, M.** (April, 2023). *Longitudinal Impacts of COVID-19 on Language and Literacy Development*. Presentation at the American Educational Research Association Conference.

McKenna, M., Gerde, H., & Grasley-Boy, N. (July, 2022). *Examining Writing Assessment and Data-Driven Decision Making Practices of Kindergarten Through Second Grade Educators*. Examining Writing Assessment and Intervention Across Ages and Contexts Symposium at the Society for the Scientific Study of Reading Annual Meeting.

Hadley, E.B., **McKenna, M.**, & Soto-Boykin, X. (April, 2022). *Early Childhood Teachers' Use of Digital Apps for Language and Literacy Instruction During COVID-19*. Poster presented at the American Educational Research Association Conference.

Hadley, E.B., Kim, E., Liu, S., & **McKenna, M.** (April, 2022). *The Impact of COVID-19 on Young Children's Literacy Development*. Division E Seed Grant Award Recipients Presentation presented at the American Educational Research Association Conference.

McKenna, M., Hoff, M., Haynes, E., & Gordon, R. (November, 2021). *Potential Roles of SLPs in Advancing Early Intervention and Prevention within Multi-Tiered System of Supports*. Virtual Seminar presented at the annual convention of the American Speech-Language-Hearing Association.

Soto-Boykin, X., **McKenna, M.**, Larson, A., & Julbe-Delgado, D. (November, 2021). Adding Confidence to our CCCs: Creating Professional Development for SLPs Assessing & Treating Bilingual Children. Virtual Seminar presented at the annual convention of the American Speech-Language-Hearing Association.

McKenna, M., Haynes, E., Gordon, R., & Brown, T.H. (September, 2021). *Promoting Collaboration from the School Site to the District Level*. Seminar presented at the Virtual Division for Early Childhood Conference.

McKenna, M., Soto-Boykin, X., & Haynes, E. (September, 2021). *Adapting to Remote Learning in Early Childhood: Lessons Learned*. Seminar presented at the Virtual Division for Early Childhood Conference.

- McKenna, M.,** Higgins, S., Buzhardt, J., Walker, D., Irvin, D., Greenwood, C., Ai, J., & Grasley-Boy, N. (September, 2021). *Remote Progress Monitoring Assessment in Early Childhood Intervention*. Poster presented at the Virtual Division for Early Childhood Conference.
- McKenna, M.** & Soto-Boykin, X. (April, 2021). *Adapting to Remote Learning in Early Childhood Education: National Survey on COVID-19*. Poster presented at Virtual Society for Research in Child Development Conference.
- McKenna, M.,** Dedrick, R., & Goldstein, H. (April, 2021). *Development and Initial Validation of a Rubric to Identify Kindergarten and First Grade Students at Risk for Writing Difficulty*. Poster presented at Virtual Society for Research in Child Development Conference.
- McKenna, M.** & Soto, X. (December, 2020). *Adapting to Remote Learning in Early Childhood Education: Lessons Learned from a National Survey on COVID-19*. Seminar presented at the Virtual Reimagining Education Opportunities for Achievement, Equity, and Justice in a Post-Pandemic World Conference.
- McKenna, M.,** Soto, X., & Goldstein, H. (December, 2020). *Teaching Writing Starting in Kindergarten: Effects of a Tier 2 Intervention*. Poster presented at the Virtual National Research Conference on Early Childhood.
- McKenna, M.** & Goldstein H. (November, 2020). *Potential Roles of SLPs in Advancing Early Intervention and Prevention within Multi-Tiered System of Supports*. Proposal accepted at the American Speech-Language-Hearing Association annual convention, San Diego, CA. (Conference Canceled)
- McKenna, M.** & Goldstein H. (November, 2020). *Strategies for Targeting Writing During Small Group Therapy Sessions Beginning in Kindergarten*. Proposal accepted at the American Speech-Language- Hearing Association annual convention, San Diego, CA. (Conference Canceled)
- McKenna, M.** & Goldstein H. (November, 2020). *Refining a Rubric to Identify Kindergarten and First Grade Students at Risk for Writing Difficulty*. Proposal accepted at the American Speech-Language- Hearing Association annual convention, San Diego, CA. (Conference Canceled)
- McKenna, M.,** Soto, X., & Goldstein, H. (July, 2020). *Teaching Writing Starting in Kindergarten: Effects of a Tier 2 Intervention*. Proposal accepted at the Society for the Scientific Study of Reading Annual Conference, Newport Beach, CA. (Conference Canceled)
- McKenna, M.,** Soto, X., & Goldstein, H. (February, 2020). *Teaching Writing Starting in Kindergarten: Effects of a Tier 2 Intervention*. Poster presented at Conference on Research Innovations in Early Intervention, San Diego, CA.
- McKenna, M.,** & Goldstein, H. (November, 2019). *Effects of a Tier 2 Intervention on the Writing Performance of First Grade Students*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.
- McKenna, M.,** & Goldstein, H. (November, 2019). *Collaborating to Improve Multi-Tiered System of Supports/ Response to Intervention Implementation in Elementary School*. Technical Session presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.
- McKenna, M.,** Osorio, A., Brown, T.H., Keenan, K. & Goldstein, H. (November, 2019). *Cultivating an*

Environment of Interprofessional Practice from the School Site to the District Level. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Orlando, FL.

McKenna, M., Black, L., Manwaring, J., McFadden, E., Show, S. (April, 2019). *The Ready Community.* Seminar presented at the Early Learning Symposium hosted by Regional Educational Laboratory Southeast, Tampa, FL.

McKenna, M. & Goldstein, H. (November, 2018). *Speech-Language Pathologists Contributing to Multi-Tiered System of Supports: Advances in Interprofessional Practice.* Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.

Yorkston, K., Morris, M., Stransky, M., Mormer, E., Stevans, J., Douglas, N., Goldstein, H., & **McKenna, M.** (November, 2018). *Revolutionary Approaches to Advancing the Translation of Research into Real-World Settings.* Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.

Smith, S., Seitz, S., & **McKenna, M.** (November, 2018). The Impacts of Forced Language Switching among Spanish-English Bilinguals with Non-balanced Proficiency. Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.

McKenna, M. (October, 2018). Those Who Talk, Teach: Strategies for Supporting Young Children's Academic and Social Emotional Skills. Seminar presented at Region IV Alliance for Family Engagement Conference, St. Petersburg, FL.

McKenna, M., Goldstein, H., Brown, T. H., & Barker, R. M. (October, 2018). *Partnering to Promote Implementation of Multi-tiered System of Supports (MTSS) in Early Childhood.* Poster presented at Division for Early Childhood Conference, Orlando, FL.

Soto, X., Seven, Y., **McKenna, M.**, & Goldstein, H. (October, 2018). *Successful Strategies for Promoting Family Engagement to Increase At-Risk Preschoolers' Learning.* Poster presented at Division for Early Childhood Conference, Orlando, FL.

Soto, X., Seven, Y., **McKenna, M.**, & Goldstein, H. (June, 2018). *Enhancing Parent Engagement, One Word at a Time: The Iterative Development of a Home Extension Program to Promote At-Risk Preschoolers' Vocabulary.* Poster presented at National Research Conference on Early Childhood, Washington, DC.

McKenna, M., Goldstein, H., Barker, R.M., & Brown, T.H. (March, 2018). *Contributions of a University School District Partnership to Implementation of Multi-tiered System of Supports (MTSS) in Early Childhood.* Poster presented at Conference on Research Innovations in Early Intervention, San Diego, CA.

Soto, X., Seven, Y., **McKenna, M.**, & Goldstein, H. (March, 2018). *Step by Step/Word by Word: Increasing Parent Engagement Through Iterative Development of a Home Extension Program.* Poster presented at Conference on Research Innovations in Early Intervention, San Diego, CA.

Permuth, S., Robinson, D., **McKenna, M.**, Fleischbein, A., & Durrance, J. (November, 2017). *President Trump and Secretary DeVos on Religion and Law in Public Schools, One Year Later: What's Hot and What's Not.* Paper presented at Education Law Association, San Diego, CA.

McKenna, M. & Velasco, J. (October, 2017). *Student's Accessibility to the Academic Curriculum with Support(s) from Offices of Disability Services in Higher Education*. Paper presented at American Association for Teaching and Curriculum, Denver, CO.

McKenna, M. (May, 2017). *Using My Voice to Promote Equitable Problem Solving*. Paper presented at the Currere Exchange Second Annual Retreat and Conference at Miami University, Oxford, OH.

McKenna, M. & Velasco, J. (April, 2017). *Student's Accessibility to the Academic Curriculum with Support(s) from Offices of Disability Services in Higher Education*. Poster session presented at Alternative Truths and Un-Truths: Implications for Democracy, Diversity, and Data in Education at University of South Florida, Tampa, FL.

Preis, J. & **McKenna, M.** (April, 2010). *Sensory Integration Therapy and Expressive Language of Children with Autism*. Poster session presented at Emerging Scholars: A Celebration of Graduate Research at Loyola University Maryland, Baltimore, MD.

Preis, J. & **McKenna, M.** (November, 2009). *Sensory Integration Therapy and Expressive Language of Children with Autism*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, New Orleans, LA.

TEACHING & MENTORSHIP EXPERIENCE

COURSES TAUGHT

Fall 2023	SHS 320 Development of Spoken Language, UIUC
Fall 2023	SHS 291 Research Lab Experience, UIUC
Spring 2023	CSDI 6101 Language and Learning Disabilities, ECU
Spring 2023	HNRS 4500 Signature Honors Project I, ECU
Fall 2022	PSYC 3880 Field Experience, UConn
Spring 2019-2020	*IDS 2912 Globally Engaged, Mentored Undergraduate Research, USF
Spring 2021, Summer 2021	*SPA 4910 Directed Undergraduate Research, USF

**Instructor of record for completion of undergraduate research certificate.*

GUEST LECTURES

Spring 2021	SPEDE 7800 Speech and Language for Exceptional Learners, Vanderbilt
Fall 2020, Spring 2021	IDS 2600 Research in Community Settings, USF
Summer 2017	EDA 6192 Educational Leadership, USF

PK-12 District Trainings

2020-Present	Multi-Tiered System of Supports Modules for all Pre-K – 12 school and district staff
2019-2020	Data-Based Problem Solving in Pre-K, Elementary, Middle, and Highschool
2018-2020	Early Childhood Site-Based Administrator Training Series
2018	Development and Use of the Pre-K Instructional Guide
2017-2018	Multi-Tiered System of Supports in Pre-K Communities of Practice
2017-Present	Implementation of Multi-Tiered System of Supports in Pre-K Modules
2015-2016	Applying Evidence-Based Practices to Promote Speech, Language, and Literacy

GRADUATE STUDENT EXTERN SUPERVISOR

Fall 2016	Monica Carter, USF
Spring 2016	Courtney Solomon, USF

PROFESSIONAL MEMBERSHIPS

2022-Present	Society for the Scientific Study of Reading
2021-Present	Society for Research in Child Development
2018-Present	Division for Early Childhood
2015-Present	ASHA Special Interest Group One Language, Learning, and Education
2011-Present	American Speech-Language Hearing Association (ASHA) (CCC-SLP #14048648)
2011-Present	Florida Speech-Language Pathologist License #SA 11034
2017-2018	Education Law Association
2017-2018	American Association for Teaching & Curriculum

COMMITTEES, WORKGROUPS, & SERVICE

2023	ASHA Students Preparing for Academic-Research Careers (SPARC) Award Reviewer
2023	ASHA Conference Proposal Reviewer Speech and Language Science Topic Committee
2023	ECU College of Allied Health Sciences Pilot Grant Reviewer
2023	ECU Communication Sciences and Disorders Graduate Programs Application Reviewer
2022	National Research Conference on Early Childhood Conference Proposal Reviewer
2021-Present	Ad Hoc Reviewer Journal of Early Intervention, Early Childhood Education Journal, Child Language Teaching and Therapy
2020-2021	Early Childhood Personnel Center/Division of Early Childhood Leadership Initiative Cohort
2019-2020	Hillsborough Education Foundation, Take Stock in Children Mentor
2018-2020	Hillsborough County Public Schools Multi-Tiered System of Supports (MTSS) District Leadership Team, Facilitator
2018-2020	Hillsborough County Public Schools Early Childhood Administrative Advisory Council, Co-Facilitator