

MEAGHAN A. MCKENNA

Curriculum Vitae |
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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

- 2021-Present **ASSISTANT RESEARCH PROFESSOR, UNIVERSITY OF CONNECTICUT**
- 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

- 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

PUBLICATIONS

PEER-REVIEWED MANUSCRIPTS

- Greenwood, C., Higgins, S., **McKenna, M.**, Buzhardt, J., Walker, D., Ai, J., Irvin, D., Grasley-Boy, N. (revise and resubmit; under review). Remote use of Individual Growth and Development Indicators (IGDIs) for infants and toddlers. *Journal of Early Intervention*.
- McKenna, M.**, Goldstein, H., & Dedrick, R. (revise and resubmit; under review). Development and initial validation of an early elementary writing rubric to inform instruction for kindergarten and first grade students. *Assessment for Effective Intervention*.
- McKenna, M.**, Soto, 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*. <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*, 1-19. 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

- 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.

PRODUCTS IN PREPARATION

- Latimer, J., **McKenna, M.**, Castillo, J., Wolgemuth, J., Hite, R. (2021). Facilitators and barriers of professional learning for multi-tiered system of supports implementation. Manuscript in preparation.
- McKenna, M.**, Cheng, K., Goldstein, H., Brown, T.H., & Barker, R.M. (2021). Effects of job-embedded professional development to promote implementation of multitiered system of supports on preschoolers' academic outcomes. Manuscript in preparation.
- McKenna, M.**, Castillo, J., Trafficante, A., Hoff, M., Ventura, A., & Brown, T.H. (2021). Elementary multi-tiered system of supports pilot case study. Manuscript in preparation.
- McKenna, M.** & Goldstein H. (2021). Teaching writing starting in kindergarten: Effects of a tier 2 intervention. Manuscript in preparation.

PRESENTATIONS

- 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. (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.

GRANTS

FUNDED

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: 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 Kindergarten and First Grade Writing to Improve Assessment and Instruction. Role: Principal Investigator. Institute of Education Sciences CFDA 84.305A. Amount Requested: \$950,912

TEACHING & MENTORSHIP EXPERIENCE

COURSES TAUGHT

Spring 2019-2020

IDS 2912 Globally Engaged, Mentored Undergraduate Research, USF

Spring 2021, Summer 2021 SPA 4910 Directed Research, USF

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

GRADUATE STUDENT EXTERN SUPERVISOR

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

PROFESSIONAL MEMBERSHIPS

2021-Present Society for Research in Child Development
 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

2020-Present 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