

# Susan J. Loveall, Ph.D. – VITAE

October 2, 2015

## A. Personal History

Phone: (316)871-0509

Email: [sjloveall@gmail.com](mailto:sjloveall@gmail.com)

## B. Educational History

1. Ph.D. August, 2013 University of Alabama, Tuscaloosa, AL  
Dissertation: *Reading skills in Down syndrome: An examination of orthographic knowledge.*
2. M.A. May, 2011 University of Alabama, Tuscaloosa, AL  
Thesis: *Nonword learning as an indicator of orthographic learning in the ID population.*

University of Alabama, Tuscaloosa, AL

Program: Experimental Psychology

- Dual concentration in Cognitive Psychology & Developmental Science
- Minor in Quantitative Methods

3. B.A. May, 2008 Southwestern College, Winfield, KS  
Major in psychology, President's Honor Roll 2005-2008

University of Sheffield, Sheffield, England

Study Abroad, January 2006-June2006

## C. Statement of Research Interests

My professional interests involve research on the learning and cognitive processes of both typically developing children and individuals with intellectual and developmental disabilities. Currently, my research focuses on reading skills as well as on learning and language in these populations. The ultimate goal of my research is to better understand cognitive development and to design and implement interventions for those who struggle with learning and reading.

## D. Research and Professional Positions

1. *Assistant Professor*, Department of Communication Sciences and Disorders, University of Mississippi, Oxford, MS (2015-present)
2. *Postdoctoral Fellow*, Life Span Institute, University of Kansas, Lawrence, KS (2013-2015)

Duties: Research and intervention planning, manuscript writing, grant writing  
Supervisor: Dr. Kathryn Saunders

3. *Research Assistant*, Psychology Department, University of Alabama, Tuscaloosa, AL (2009-2013)

Duties: Data management, statistical analyses, recruitment, scheduling, testing and overseeing undergraduate research assistants for NIH R01 project, "Cognitive predictors of language impairment in Down syndrome."

Supervisors: Dr. Frances Connors and Dr. Jamie DeCoster

4. *Research Assistant*, Psychology Department, University of Alabama, Tuscaloosa, AL (2010-2013)

Duties: Testing for NIH R03 project, "Wayfinding in persons with Down syndrome."

Supervisor: Dr. Edward Merrill

5. *Teaching Assistant*, Psychology Department, University of Alabama, Tuscaloosa, AL (2008-2009 school year)

Duties: Assist psychology instructors with proctoring exams, grading papers, entering grades, and holding office hours to assist students.

Supervisor: Dr. Ed Merrill, Dr. David Boles, Dr. Cassie Eno, and Mr. Henry McKeen

6. *Research Intern*, Envision Inc., Wichita, Kansas  
Part-time position (2007-2008)

Duties: Assist in research on topics of visual and cognitive neuroscience and visual rehabilitation

Supervisor: Jay Nolan, Ph.D., Director of Research

## **E. Awards and Honors**

Outstanding Dissertation Award – University of Alabama, Department of Psychology, 2013

Travel Grant, Interdisciplinary Training Conference in Developmental Disabilities, Gatlinburg Conference, 2012 - \$900

Outstanding Thesis Award, University of Alabama, College of Arts & Sciences, 2011

Outstanding Thesis Award – University of Alabama, Department of Psychology, 2011

Outstanding Research by a Thesis Student Award – University of Alabama, Department of Psychology, 2011

American Psychological Association Division 33 Graduate Student Travel Award, Gatlinburg Conference, 2011 - \$500

Travel Grant, University of Alabama, Psychology Department, 2012 - \$300

Travel Grant, University of Alabama, Graduate College, 2012 - \$300

Travel Grant, University of Alabama, Psychology Department, 2011 - \$300

Travel Grant, University of Alabama, Graduate College, 2011 - \$300

Travel Award, University of Alabama, Department of Psychology, 2010, \$600  
Including supplement for international travel

Travel Award, University of Alabama, Graduate School, 2010, \$600  
Including supplement for international travel

## **F. Publications**

**Loveall, S. J., & Conners, F. A.** (accepted). Reading skills in Down syndrome: An examination of orthographic knowledge. *American Journal of Intellectual and Developmental Disabilities*.

**Loveall, S. J., Moore, M. S., Phillips, A. B. & Conners, F. A.** (2013). Phonological recoding, rapid automatized naming, and orthographic knowledge. *Journal of Experimental Psychology*, *116*, 738-746.

**Loveall, S. J. & Conners, F. A.** (2013). Individuals with intellectual disability can self-teach in reading. *American Journal of Intellectual and Developmental Disabilities*, *118*, 108-123.

**Phillips, A. B., Loveall, S. J., Channell, M. M., & Conners, F. A.** (2014). Matching variables for research involving youth with Down syndrome: Leiter-R versus PPVT-4. *Research in Developmental Disabilities*, *35*, 429-438.

**Channell, M. M., Loveall, S. J., & Conners, F. A.** (2013). Strengths and weaknesses in reading skills of students with intellectual disabilities. *Intellectual and Developmental Disabilities*, *34*, 776-787.

**Conners, F. A., Loveall, S. J., Moore, M. S., Hume, L. E., & Maddox, C. D.** (2011). An individual difference analysis of the self-teaching hypothesis. *Journal of Experimental Child Psychology*, *108*, 402-410.

Channell, M. M., Phillips, A. B., **Loveall**, S. J., Conners, F. A., Bussanich, P. M., & Klinger, L. G. (2015). Patterns of autism symptomatology in individuals with Down syndrome without comorbid autism spectrum disorder. *Journal of Neurodevelopmental Disorders*, 7:5.

Conners, F.A., Moore, M.S., **Loveall**, S.J., & Merrill, E.C. (2011). Memory profiles of Down, Williams, and fragile x syndromes: Implications for reading development. *Journal of Behavioral and Developmental Pediatrics*, 32, 405-417.

## **G. Works in Progress**

### **Manuscripts in progress**

Loveall, S. J., Channell, M. M., Phillips, A. B., Abbeduto, L., & Conners, F. A. (in preparation). Receptive vocabulary pattern analysis in Down syndrome.

Loveall, S. J., Tungate, A., Conners, F. A. (in preparation) Executive Function in Down syndrome

Loveall, S. J., Saunders, K. (in preparation). A review of sight-word instruction for individuals with intellectual disabilities.

Loveall, S. J. & Conners, F. A. (in preparation). Implicit learning and reading skills: The unexamined links.

Channell, M. M., Loveall, S. J., Abbeduto, L., & Conners, F. A. (in preparation). Normative data on measures derived from expressive language sampling in the context of narration

Merrill, E. C., Loveall, S. J., & Benson, M. J. (in preparation). Relations between contextual cueing, spatial reasoning and working memory

### **Studies in progress**

Loveall, S. J., & Conners, F. A. (data collection complete) Reading in Down syndrome: Parent survey study

Loveall, S. J., Saunders, K. J., & Cummings, C. (ongoing) Reading intervention: Recombinative generalization to train onsets and rimes for children with intellectual and developmental disabilities and for typically developing children struggling with reading

## **H. Presentations**

Loveall, S. J., & Conners, F. A. (2015, April). Spelling error patterns by individuals with intellectual disability. To be presented at the Gatlinburg Conference in New Orleans, LA.

Tungate, A., Loveall, S. J., Conners, F. A., Hahn, L., & Alvis, L. (2015, April). Executive function profile in Down syndrome. To be presented at the Gatlinburg Conference in New Orleans, LA.

Loveall, S. J., Cummings, C. C., & Saunders, K. J. (2014, October). Instructional programming in onset-rime recombination to teach reading. Southeastern Association for Behavior Analysis in Wilmington, NC.

Loveall, S. J., & Conners, F. A. (2014, March). Reading skills in Down syndrome: An examination of orthographic knowledge. Gatlinburg Conference, Chicago, IL.

Loveall, S. J., Phillips, B. A., Moore Channell, M., Abbeduto, L., & Conners, F. A. (2013, March). Receptive vocabulary pattern analysis in Down syndrome. Gatlinburg Conference, San Antonio, TX.

Moore Channell, M., Loveall, S. J., Phillips, B. A., Conners, F. A., Bussanich, P. M., & Grofer Klinger, L. (2013, March). Autism symptomatology in youth with Down syndrome who do not meet criteria for Autism. Gatlinburg Conference, San Antonio, TX.

Phillips, B. A., Moore Channell, M., Loveall, S. J., & Conners, F. A. (2013, March). Matching variables in Down syndrome research: Leiter versus PPVT. Gatlinburg Conference, San Antonio, TX.

Cuellar, M. J., Conners, F. A., & Loveall, S. J. (2013, March). Phonological memory in Down syndrome: A cross-sectional developmental trajectory approach. Gatlinburg Conference, San Antonio, TX.

Dare, B. A., Loveall, S. J., & Conners, F. A. (2013, March). Implicit Learning and IQ. Southeastern Psychology Association Conference, Atlanta, GA.

Loveall, S. J., Conners, F. A., & Moore, M. S. (2012, March). Orthographic Processing: A Reading Strength in ID. Gatlinburg Conference, Annapolis, MD.

Benson, M. J., Loveall, S. J., & Merrill, E. C. (2012, March). Correlates of Wayfinding Performance of Persons with Down Syndrome. Gatlinburg Conference, Annapolis, MD.

Loveall, S. J., & Conners, F. A. (2011, July). Testing the Self-Teaching Hypothesis: Phonological Recoding vs. No Exposure. 18<sup>th</sup> Annual Society for the Scientific Study of Reading, St. Petersburg, FL.

Moore, M. S., Loveall, S. J., Conners, F. A., & Phillips, A. (2011, July). Individual Differences in RAN and Orthographic Knowledge: Word-Specific vs. General. 18<sup>th</sup> Annual Society for the Scientific Study of Reading, St. Petersburg, FL.

Loveall, S. J. & Conners, F. A. (2011, March). Self-Teaching of Reading in Individuals with Intellectual Disabilities. Gatlinburg Conference, San Antonio, TX.

Moore, M. S., Loveall, S. L., & Conners, F. A. (2011, March). Word Identification in Adolescents with Intellectual Disabilities. Gatlinburg Conference, San Antonio, TX.

Loveall, S.J., Moore, M. S., Conners, F.A., Hume, L.E., & Maddox, C.D. (2010, July). An individual analysis of the self-teaching hypothesis. 17<sup>th</sup> Annual Society for the Scientific Study of Reading, Berlin.

Moore, M. S., Loveall, S. J., Conners, F. A., Hume, L.E., & Pearson, K. (2010, March). Possible causes of phonological decoding difficulty in adolescents with Intellectual Disability. Gatlinburg Conference, Annapolis, MD. *Co-presentation*.

Conners, F. A., Moore, M. S., Loveall, S. J., Hume, L. E., & Maddox, C. D. (2009, June). Strengths and weaknesses in reading skills of children with intellectual disability. 16<sup>th</sup> Annual Society for the Scientific Study of Reading, Boston.

Loveall, S. J., Conners, F. A., Moore, M. S., Hume, L., & Pearson, K. (2009, March) An individual differences analysis of the self-teaching hypothesis in children's reading. 12<sup>th</sup> Annual UA Graduate Research Conference.

Loveall, S. J., Nolan, J. B., Riley, S. K., Warren, J., & Kenyon, K. (2008, April). Gestures and Memory. 78<sup>th</sup> Annual Conference of the Rocky Mountain Psychological Association, Boise, Idaho.

Nolan, J. B., Riley, S. K., & Loveall, S. J. (2008). Color Constancy as Demonstrated by Low Vision Patients and a Subject with a C203R Mutation. ARVO, Eyes on Innovation, Greater Fort Lauderdale/Broward County Convention Center, Fort Lauderdale, Florida.

Nolan, J. B., Riley, S. K., & Loveall, S. J. (2008, May). Color Naming based on Clinical Visual Condition: A Surprising Interaction. Vision Sciences Society (VSS), 2008, 8<sup>th</sup> Annual Meeting, Naples, Florida.

## **I. Teaching**

Instructor, CSD 613: Research Design and Analysis

Fall, 2015, University of Mississippi

Instructor, Psychology 211: Elementary Statistical Methods

Spring 2012, University of Alabama

*Student ratings – Out of 5 points*

Online Average Instructor Evaluation: 4.52

Online Average Course Evaluation: 4.14

Average in-class student ratings:

Skill: 4.15

Rapport: 4.27

Course Difficulty: 2.55

Instructor, Psychology 313: Sensation & Perception

Fall 2011, University of Alabama

*Student ratings – Out of 5 points*

Online Average Instructor Evaluation: 4.49

Online Average Course Evaluation: 4.24

Average in-class student ratings:

Skill: 4.40

Rapport: 4.32

Course Difficulty: 2.37

Instructor, Psychology 101: Introduction to Psychology

Fall 2010, University of Alabama

*Student ratings – Out of 5 points*

Online Average Instructor Evaluation: 4.59

Online Average Course Evaluation: 4.45

Average in-class student ratings:

Skill: 4.68

Rapport: 4.73

Course Difficulty: 2.40

## **J. Membership in Professional Associations**

Society for the Scientific Study of Reading

American Psychological Association

## **K. Service**

Ad-hoc Reviewer, *American Journal of Intellectual and Developmental Disabilities*

Ad-hoc Reviewer, *Developmental Medicine and Child Neurology*

Ad-hoc Reviewer, *Society for the Scientific Studies of Reading*

Ad-hoc Reviewer, *Journal of Experimental Child Psychology*

Ad-hoc Reviewer, *Child Neuropsychology*

Ad-hoc Reviewer, *Language, Speech, and Hearing Services in Schools*

Ad-hoc Reviewer, *Intellectual and Developmental Disabilities*

Volunteer & Mentor for University of Alabama, college transition program for students with Autism Spectrum Disorder (UA-ACTS), 2011-2013

Graduate Student Teaching Fellow, University of Alabama, 2012

Statistics Committee, University of Alabama, Graduate Representative, 2009-2012

Cognitive Representative for Psychology Graduate Student Association, 2011-2012

Developmental Representative for Psychology Graduate Student Association, 2010-2011