Curriculum Vitae

**Sofia Benson-Goldberg, PhD, CCC-SLP**

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University of Oregon sofiabg@uoregon.edu

College of Education (541) 346-0177

Department of Special Education and Clinical Sciences

Communication Disorders and Sciences Program

5284 University of Oregon

Eugene, OR 97403

**Education**

2021 Doctor of Philosophy (PhD), Speech and Hearing Sciences, University of North Carolina, Chapel Hill, NC

2014 Masters of Science (MS), Speech-Language Pathology, University of South Florida, Tampa, FL

2010 Bachelor of Arts (BA), History, University of Washington, Seattle, WA

**Employment History**

2024- present Assistant Professor, Communication Disorders and Sciences Program, College of Education, University of Oregon

2022 Adjunct Faculty, Graduate School of Education, Lesley University

2021-2024 Postdoctoral Research Associate, The Center for Literacy and Disability Studies, Department of Health Sciences, School of Medicine, University of North Carolina at Chapel Hill

2017-2021 Graduate Research Assistant, The Center for Literacy and Disability Studies, Department of Health Sciences, School of Medicine, University of North Carolina at Chapel Hill

2014-2017 Speech Language Pathologist, Inspiring Talkers, Firestone, CO

2014-2016 Speech Language Pathologist Columbine Therapy Services; Fort Collins, CO

**Publications**

*\*indicates student/trainee author*

Peer Reviewed

Journal Articles

12. **Benson-Goldberg, S.** & Erickson, K. (in press). Praise and Language Intervention: Is ‘Good Job’ Helping Us Do a Good Job? A Tutorial. Perspectives of the ASHA Special Interest Groups.

11. **Benson-Goldberg, S.,** Gullion, L.\*, & Erickson, L. (2024). The Role of the Body in SGD-mediated Interactions. *Augmentative and Alternative Communication.* <https://doi.org/10.1080/07434618.2024.2398436>

10.**Benson-Goldberg, S.,** Geist, L., & Erickson, K. (2024). Simplified COVID-19 guidance for adults with intellectual and developmental disabilities. *Journal of Applied Research in Intellectual Disabilities, 37*(3), 1-11*.* <https://doi.org/10.1111/jar.13222>

9. **Benson-Goldberg, S.,** & Erickson, K. (2024). Reported and enacted emergent literacy instruction: Understanding young students with extensive support and complex communication needs opportunity to learn. *Topics in Early Childhood Special Education, 44*(1),<https://doi.org/10.1177/02711214241235404>

8. \*Keeley, J., **Benson-Goldberg, S.**, \*Saldaris, J., Lariviere, J., Leonard, H., Marsh, E. D., Demarest, S.T., Benke, T. A., Jacoby, P., & Downs, J. (2024). Communication of people with CDKL5deficiency disorder as observed by caregivers: A descriptive qualitative study. *American Journal of Medical Genetics Part A, 194*(7),<https://doi.org/10.1002/ajmg.a.63570>

7. **Benson-Goldberg, S.,** Geist, L., & Erickson, K. (2023). Project Open: Design of an Open-Source AAC Research and Development Platform. *Assistive Technology Outcomes and Benefits, 17*(1), 31-44. <https://www.atia.org/atob-volume-17/>

6. **Benson-Goldberg, S.,** Geist, L., & Erickson, K. (2022). Communication growth overtime: A longitudinal analysis of the Project Core implementation model pilot data. *Communication Disorders Quarterly. 45*(1), 1-9.<https://doi.org/10.1177/15257401221120790>

5. **Benson-Goldberg,** Geist, L., Satterfield, B., Bunn, D., & Erickson, K. (2022). Minimizing the complexity of public health documents: Making COVID-19 documents accessible to individuals who read below the third-grade level. *Assistive Technology Outcomes and Benefits, 16*(2), 1-15. [https://www.atia.org/wp-content/uploads/2022/08/ATOB-V16.2-Benson-Goldbert-et-al.pdf](https://www.atia.org/wp-content/uploads/2022/08/ATOB-V16.2-Benson-Goldbert-et-al..pdf)

4. **Benson-Goldberg, S.**, D’Ardenne, C., & Erickson, K. (2021). The forms, functions, and uses of praise in self-contained classrooms: A qualitative examination. *International Journal of Qualitative Studies in Education.* <https://doi.org/10.1080/09518398.2021.2003887>

3. **Benson-Goldberg, S.,** & Erickson, K. (2021, May 26). Praise in education. In G. W. Noblit (Ed.), *Oxford Research Encyclopedia of Education.* Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1645>

2. **Benson-Goldberg, S.,** & Erickson, K. (2021). Eye-trackers, digital-libraries, and print-referencing: A single case study in CDKL5. *Research in Developmental Disabilities, 112*, 103913. <https://doi.org/10.1016/j.ridd.2021.103913>

1. **Benson-Goldberg, S.,** & Erickson, K.(2020). Graphic symbols: Improving or impeding comprehension of Communication Bill of Rights? *Assistive Technology Outcomes and Benefits, 14*(1), 1-18. <https://www.atia.org/wp-content/uploads/2020/06/ATOB-V14-A1-Benson-GoldbergErickson.pdf>

Book Chapters

1. Erickson, K., D’Ardenne, C., \*Clark, N., Koppenhaver, D., & Noblit, G. (with **Benson-Goldberg, S**., Ch. 4). (2021).*Social and Dialogic Thinking and Learning in Special Education: Radical Insights from a Post-Critical Ethnography in a Special School.* Routledge.

Manuscripts

Submitted for

Publication

2. **Benson-Goldberg, S.,** Geist, L., & Erickson, K. (in revised review). Inclusive Design and usability testing: Involving an end-user in developing augmentative and alternative communication user interfaces using an open-source platform.

1. **Benson-Goldberg, S.** & Erickson, K. (under review). Intervention and sampling trends in literacy research for young AAC users: A scoping review.

Manuscripts in

Preparation

4. Erickson, K.,Koppenhaver, D., & **Benson-Goldberg, S.** (in preparation). Visual attention to print in individuals with Rett Syndrome.

3. **Benson-Goldberg, S.** & Erickson, K. (in preparation). Visualizing text accessibility: Exploring the impact of graphic symbols on visual attention and reading comprehension.

2. \*Nader, D., \*Satchidanand, A., **Benson-Goldberg, S.,** & Higginbotham, J. (in preparation). A Tutorial for Using Microanalysis to Capture Interactions Involving AAC.

1. **Benson-Goldberg, S.** & Erickson, K. (in preparation). Measuring students’ opportunity to learn: Privileging qualitative data in a mixed methods study.

**Public Engagement**

Interviews

2. **Benson-Goldberg, S.** Guest Contributor. “Emergent Literacy Research: Where are We Going?” Innovative AAC Solutions Podcast. 2023. https://www.youtube.com/watch?v=cmUs\_OH1lj4

1. **Benson-Goldberg, S.** Guest Contributor. “Emergent Reading Strategies for Learners with Disabilities.” LOMAH Disability Podcast. 2021, March 18. <https://www.lomah.org/podcast-season-5/134>

Technical

Reports

1. Erickson, K., **Benson-Goldberg, S.,** & Geist, L. (2021). Comprehending easy to read COVID-19 guidance documents created with the guidelines for minimizing the complexity of text. Report submitted to the CDC Foundation as part of the COVID-19 Communications Project: Accessible Materials and Culturally Relevant Messages for Individuals with Disabilities.

**External Funding**

**Currently Funded Grants**

International Foundation for CDKL5 Research (2024-2025)

*Children with CDKL5 Deficiency Disorder: Visual Attention to Print During Shared Reading Before and After Print Referencing.*

The project is aimed at understanding patterns of visual attention among individuals with CDKL5 Deficiency Disorder (CDD) during storybook reading interactions before and after a print referencing strategy in introduced.

Role: PI / $55,875

**Completed Grants**

International Foundation for CDKL5 Research (2023)

*Development of a new communication measure for the CDKL5 Deficiency Disorder (CDD-Communication).*

The study seeks to understand communication in individuals with CDKL5 Deficiency Disorder and to subsequently use that information to make a novel measure of communication.

(PI: Tim Benke, MD)

Role: Consultant

NIDILRR DRRP Technology for Expressive Communication Grants (2020-2025)

*Project Open: Improving in-person expressive communication with open-source technologies.*

This project aims to understand problems that arise during AAC-mediated conversations. Additionally, the project aims to develop an open source platform for developing novel AAC user interfaces to address these problems.

(PI: Karen Erickson, PhD)

Role: Postdoctoral Research Associate

Angelman Syndrome Foundation (2021-2023)

*The Prevalence and Form of CVI in Angelman Syndrome*

This project seeks to identify the prevalence of cortical visual impairment (CVI) amongst individuals with Angelman Syndrome and to understand the relationship between CVI and communication.

Role: Postdoctoral Research Associate

Centers for Disease Control and Prevention Foundation, Subaward with Georgia Institute of Technology (2020-2021)

*COVID-19 Communications Project*

This project addresses the need to make COVID-19 guidance documents from the CDC accessible to a broad range of Americans. The subaward is specifically focused on developing and applying guidelines to revise documents so that they can be read and understood by adults who read at or below a 3rd grade reading level.

(PI: Carolyn Phillips, MEd)

Role: MTC project lead

U.S. Department of Education, Office of Special Education Programs Stepping Up technology Implementation Award (2015-2019)

*Project Core*

This project aims to support classroom teachers in providing evidence-based communication and literacy instruction to students with significant cognitive disabilities who are not yet using symbolic forms of communication.

(PI: Karen Erickson, PhD)

Role: Research Assistant

**Unfunded**

American Speech-Language-Hearing-Foundation, New Investigators Research Grant (2023-2024)

*Visualizing Text Accessibility: Exploring the Impact of Graphic Symbols on Reading Comprehension for Individuals with Intellectual and Developmental Disabilities*

Seeks to measure visual attention to print across different presentations of text. Specifically interested in the impact of pairing text with symbols word by word. Investigates relationship between visual attention and reading comprehension.

Role: PI

American Speech-Language-Hearing Foundation, Student Research Grant in Early Childhood Language Development (2019-2020)

*Children with CDKL5: Visual Attention to Print During Shared Reading Before and After Print Referencing*

Investigated individuals with CDKL5 visual attention to print during shared book reading interactions before and after the introduction of a print referencing strategy.

Role: PI

U.S. Department of Education, Office of Special Education Programs

*Universally Designed Literacy Library*

This project intends to create a universally accessible literacy library to be used by special education classrooms throughout Washington State.

(PI: Kristin Leslie, OTR/L)

Role: Program Evaluator

**Presentations**

*\*indicates a student/trainee co-author*

**Invited Presentations**

10. **Benson-Goldberg, S.** (2024, June). *Communication and AAC.* 6th CDD Family Educational & Awareness Conference, Cleveland, OH.

9. **Benson-Goldberg, S.** (2023, October). *Mind the Gap: How Reported, Enacted, and Imagined Instruction Impacts Emergent Literacy Learning Opportunities.* Talking AAC, Lansing, MI.

8. **Benson-Goldberg, S.** (2022, November). *Robust Vocabulary Instruction for Students with Significant Support Needs Who Use AAC.* Talking AAC, Lansing, MI.

7. **Benson-Goldberg, S.** (2022, November). *Praise and Language Interventions: Implications for AAC.* Talking AAC, Lansing, MI.

6. Erickson, K., Geist, L., Hatch, P., & **Benson-Goldberg, S.** (2021, November). *Core Vocabulary and School-aged Students who are Beginning Communicators.* Oral seminar presented at Annual Meeting of the American Speech-Language and Hearing Association, Washington D.C.

5. Erickson, K., Geist, L., Hatch, P., & **Benson-Goldberg, S.** (2021, August). *Core Vocabulary and Older Children with Complex Needs*. ISAAC Connect Virtual Conference.

4. Erickson, K., Dorney, K., & **Benson-Goldberg, S.** (2020, October). *Literacy and Communication for Students with Complex Multiple Disabilities.* Preconference workshop at Closing the Gap Virtual Conference. (webinar)

3. **Benson-Goldberg, S.** (2020, June). *Shared Reading: Supporting Communication with children with CDKL5*. CDKL5 Family Conference, Houston, Texas. (Conference Cancelled).

2. Erickson, K., & **Benson-Goldberg, S.** (2019, November). *Literacy and Communication for Students with Complex Multiple Disabilities including Visual Impairments or Deaf-blindness.* Preconference workshop at Getting in Touch with Literacy Conference, Seattle, Washington.

1. **Benson-Goldberg, S.** (2018, June). *Supporting Literacy and AAC at Home.* CDKL5 Family Conference, Denver, Colorado.

**Refereed International Presentations**

7. **Benson-Goldberg, S.,** Geist, L., Higgibotham, J., & Erickson, K. (2023, July). *Project Open Year 3: AAC Talk-in-Interaction Research.* 60-minute interactive seminar presented at Proceedings of the Nineteenth Biennial ISAAC Research Symposium, Cancun, MX

6. Geist, L., **Benson-Goldberg, S.,** Higgibotham, J., & Erickson, K. (2023, July). *Open-Source Design Platform for AAC Research: Community Forum.* 90-minute interactive seminar presented at Proceedings of the Nineteenth Biennial ISAAC Research Symposium, Cancun, MX

5. **Benson-Goldberg, S.** & Erickson, K. *Comprehensive Emergent Literacy Learning Opportunities for Students with Extensive Support Needs and Complex Communication Needs.* (2023, July).Short session presented at Proceedings of the Nineteenth Biennial ISAAC Research Symposium, Cancun, MX

4. Geist, L., **Benson-Goldberg, S.,** Hatch, P., & Erickson, K. (2023, July). *Design and Evaluation of the Project Core Implementation Model.* 60-minute interactive seminar presented at Proceedings of the Nineteenth Biennial ISAAC Research Symposium, Cancun, MX

3. **Benson-Goldberg, S.** & Erickson, K.(2020, July). *School-based Emergent Literacy Learning Opportunities for Students with Significant Cognitive Disabilities and Complex Communication Needs.* Short session accepted at Proceedings of the Nineteenth Biennial ISAAC Research Symposium, Cancun, MX, (Conference cancelled).

2. Erickson, K., Geist, L., Greer, C., Hatch, P., & **Benson-Goldberg, S.** (2020, July). *Bridging Research-to-Practice Gaps: The Project Core Implementation Model.* 60-minute interactive seminar accepted at Proceedings of theNineteenth Biennial ISAAC Research Symposium, Cancun, MX, (Conference cancelled).

1. Erickson, K., Geist, L., Greer, C., Hatch, P., Dorney, K., & **Benson-Goldberg, S.** (2020, July). *Design and Evaluation of the Project Core Implementation Model: 5-year Review.* 60-minute interactive seminar accepted at Proceedings of the Nineteenth Biennial ISAAC Research Symposium, Cancun, MX (Conference cancelled).

**Refereed National Presentations**

27. Geist, L., Higginbotham, J., **Benson-Goldberg, S., \***Satachidanand, A., \*Nader, D., \*Etkie, A., Bizovi, J., & Erickson, K. (2023, November). *Project Open Year 3: Research and Development Update.* Oral seminar presented at Annual Meeting of the American Speech-Language and Hearing Association, Boston, Massachusetts

26. **Benson-Goldberg,** Geist, L., Bizovi, J., Hutchinson, T., \*Arecy, F., & Erickson, K. (2023, January). *Open-Source AAC Design: Project Open Tools and Community Initiatives.* Paper presented at Annual Meeting of the Assistive Technology Industry Association, Orlando, FL,

25. **Benson-Goldberg, S.**, \*Nader, D., Higginbotham, J., Erickson, K. *Project Open Year 2: AAC Talk-in-Interaction Research.* (2023, January). Paper presented at Annual Meeting of the Assistive Technology Industry Association, Orlando, FL

24. **Benson-Goldberg, S.,** Geist, L., Erickson, K., & \*Nader, D. *Project Open: Developing Tasks for Investigating AAC-Mediated Communication in Interaction with Adults with IDD/CCN.* (2022, November). Oral seminar presented at Annual Meeting of the American Speech-Language and Hearing Association, New Orleans, LA

23. Higginbotham, D., Geist, L., Erickson, K., **Benson-Goldberg, S., \***Satchidanand, A., \*Nader, D., Bizovi, J., &, \*Arecy, F. (2022, November). *Project Open Year 2: Research and Development.* Oral seminar presented at Annual Meeting of the American Speech-Language and Hearing Association, New Orleans, LA

22. **Benson-Goldberg, S.** School-based Emergent Literacy Learning Opportunities for Students with IDD/CCN. (2021, November). Technical Research Session presented at Annual Meeting of the American Speech-Language and Hearing Association, Washington D.C., November 2021

21. **Benson-Goldberg, S.,** & Erickson, K. (2021, November). *Praise and Language Intervention: Is Good Job Helping Us Do a Good Job?* Oral seminar presented at Annual Meeting of the American Speech-Language and Hearing Association, Washington D.C.

20. Higginbotham, J., Geist, L., \*Satchidand, A., \*Nader, D., Erickson, K., **Benson-Goldberg, S.,** &Conway, K. (2021, November). *Problems to be Solved with In-Person Communication Mediated by AAC: Project Open Year 1.* Oral seminar presented at Annual Meeting of the American Speech-Language and Hearing Association, Washington D.C.

19. **Benson-Goldberg, S.,** & Dorney, K. (2021, January) *Integrating Coaching into Your Service-Delivery Through Project Core.* Paper presented at Annual Meeting of the Assistive Technology Industry Association, Orlando, FL

18. Clark, J., Takeuchi, E., & **Benson-Goldberg, S.** (2021, January).*Eye Gaze and CVI: Efficient Access to Robust Communication.* Paper presented at Annual Meeting of the Assistive Technology Industry Association, Orlando, FL

17. **Benson-Goldberg, S.** (2020, November).*School-based Emergent Literacy Learning Opportunities for Students with Significant Cognitive Disabilities and Complex Communication Needs.* Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention Cancelled).

16. Geist, L., Erickson, K., Dorney, K., & **Benson-Goldberg, S.** (2020, November).*The Project Core Implementation Model: Targeted Practices, Components and Dissemination.* Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention Cancelled).

15. Clark, J., Takeuchi, E., & **Benson-Goldberg, S.** (2020, June).*Eye gaze and CVI: Efficient Access to Robust Communication.* AAC in the Cloud (webinar)

14. **Benson-Goldberg, S.,** & Erickson, K. (2020, January). *Graphic symbols: Improving or impeding comprehension of Communication Bill of Rights?* Poster session Presented at Annual Meeting of the Assistive Technology Industry Association, Orlando, FL

13. Geist, L., Greer, C., Dorney, K., & **Benson-Goldberg, S.**(2020, January). *Implementing Classroom-based AAC Instruction for Beginning Communicators with Significant Cognitive Disabilities.* Paper presented at Annual Meeting of the Assistive Technology Industry Association,Orlando, FL

12. **Benson-Goldberg, S.** (2019, November).*Maternal Communication During Shared Reading with Children with CDKL5: The Impact of Print Referencing.* Poster Session presented at Annual Meeting of the American Speech-Language and Hearing Association, Orlando, FL, November 2019.

11. Erickson, K., Geist, L., Hatch, P., Dorney, K., & **Benson-Goldberg, S.** (2019, November).Bridging the Gap from the Universal Core to More Robust Solutions: Successful Researcher-Industry Collaborations. Oral seminar presented at Annual Meeting of the American Speech-Language and Hearing Association, Orlando, FL

10. Geist, L., Erickson, K., Hatch, P., **Benson-Goldberg, S.**, & Dorney, K. (2019, November).*Implementing Classroom-based Core Vocabulary Instruction for Beginning Communicators with Significant Cognitive Disabilities: Year Four Results.* Technical Research Session presented at Annual Meeting of the American Speech-Language and Hearing Association, Orlando, FL

9. **Benson-Goldberg, S.** (2019, June).*Maternal Communication During Shared Reading with Girls with CDKL5 Deficiency Disorder: The Impact of Print Referencing.* Poster presented at Annual Meeting of the Symposium on Research in Child Language Disorders, Madison, WI

8. **Benson-Goldberg, S.** (2019, January).*Eye-Gaze Trackers and Digital Libraries: Revealing Outcomes of Literacy Interventions.* Presented at Annual Meeting of the Assistive Technology Industry Association, Orlando, FL

7. Geist, L., Erickson, K., Dorney, K., & **Benson-Goldberg, S.** (2019, January).*Project Core Reexamined: Year 3 Review.* Presented at Annual Meeting of the Assistive Technology Industry Association, Orlando, FL

6. Geist, L., Hatch, P., **Benson-Goldberg, S.**, & Dorney, K. (2018, November). *The Research Base Informing Classroom-Based AAC Intervention.* Technical Clinical Session presented at Annual Meeting of the *American Speech-Language and Hearing Association,* Boston, MA

5. Geist, L., Erickson, K., Hatch, P., Dorney, K., & **Benson-Goldberg, S**. (2018, November). *Implementation of Classroom-based Core Vocabulary Instruction for Beginning Communicators with Significant Disabilities: Year Three Results.* Technical Research Session presented at Annual Meeting of the American Speech-Language and Hearing Association, Boston, MA

4. **Benson-Goldberg, S.,** & Quick, N. (2018, November). *Spelling of Derivationally Complex Words: The Role of Phonological, Orthographic, and Morphological Features.* Poster Session presented at Annual Meeting of the American Speech-Language and Hearing Association, Boston, MA

3. **Benson-Goldberg, S.,** & Erickson, K. (2018, November). *Children with CDKL5: Visual Attention to Print During Shared Reading Before and After Print Referencing.* Technical Research Session presented at Annual Meeting of the American Speech-Language and Hearing Association, Boston, MA

2. **Benson-Goldberg, S.,** & Erickson, K. (2018, November). *Pediatric Sampling Practices in AAC Literacy Research: Implications for Translation of Findings to Clinical Practice.* Technical Research Session presented at Annual Meeting of the American Speech-Language and Hearing Association, Boston, MA

1. **Benson-Goldberg, S.** (2018, November). *Spelling of Derivationally Complex Words: The Role of Phonological, Orthographic, and Morphological Features.* Poster session presented at Annual Meeting of the American Speech-Language and Hearing Association, Orlando, FL

**Local Refereed Presentations**

3. **Benson-Goldberg, S.** (2020, March). *Enhancing Shared Reading with Print Referencing.* North Carolina Speech-Hearing-Language Association Annual Convention, Winston-Salem, NC. (Conference Cancelled)

2. **Benson-Goldberg, S.,** & Dorney, K.(2020, March). *Early Augmentative and Alternative Communication Opportunities: Using Core Vocabulary in Early Literacy Routines.* North Carolina Speech-Hearing-Language Association Annual Convention, Winston-Salem, NC. (Conference Cancelled)

1. **Benson-Goldberg, S.,** & Dorney, K. (2020, February). *Project Core: Professional Development and Instructional Coaching.* Oral Seminar presented at Annual Meeting of the North Carolina Augmentative Communication Association, Bermuda Run, NC

**Instructional and Advising Activities**

Instructional

Courses Taught \* = *graduate,* \*\* = *undergraduate*

University of Oregon

CDS 455: Child and Adolescent Development, Fall 2024\*\*

University of North Carolina at Chapel Hill

SPHS 802.040: Early Symbolic Communication Intervention for Young Children with Complex Support Needs, Spring 2023\*

Lesley University

ESPED 6130: Speech, Language, and AAC, Summer, Fall, 2020\*

Advisees

**Student Mentorship, Center for Literacy and Disability Studies**

4 graduate students, 2023-2024

2 graduate students, 2022-2023

3 undergraduate students, 2021-2022

**Service Activities**

National and Professional Service

 Ad Hoc Reviewer

 2024 – present *Journal of Applied Research in Intellectual and Developmental Disabilities*

University and College Service

2022-2023 UNC School of Medicine Diversity and Inclusion Council

2021-2022 UNC School of Medicine Students in Training, Academic, Health, and Research STAHR) Program

Department Service

2022 UNC Department of Health Sciences: Social Justice Curriculum Evaluator

2020-2023 UNC Department of Health Sciences: Community Conversations Facilitator

2018-2023 UNC Department of Health Sciences: Justice Equity Diversity and Inclusion (JEDI) Leadership Team

2017-2019 UNC Undergraduate National Student Speech Language Hearing Association (NSSLHA), Chapter advisor

**Impact and Outreach Activities**

Program Evaluations

2019 Program Evaluation of the Chapel Hill-Carrboro City Schools’ Assistive Technology Referral Procedures

Community Consultation

2022-2023 Development of Books and Belonging an inclusive book club, B3 Chapel Hill-Carrboro

Invited Workshops and Tutorials

7. Etkie, A., Lanyi, S., & **Benson-Goldberg, S.** (2024, June). *Communication and Literacy.* Ascend 2024 Rett Syndrome National Summit. Denver, Colorado.

6. Erickson, K., Koppenhaver, D., & **Benson-Goldberg, S.** (2024, April). *Comprehensive Literacy for All.* Three-day workshop. Denver, Colorado.

5. **Benson-Goldberg, S.** (2022, May). *Emergent Literacy and AAC for Students with Significant Disabilities.* Speech Therapist Network Spring Meeting.Denmark

4. **Benson-Goldberg, S.** (2021, January). *Symbolated Text: Good Idea or Bad Idea?* Alberta CCN PLC, Virtual Webinar. Alberta, Canada.

3. **Benson-Goldberg, S.** (2020, March). *Shared Reading: An Emergent Literacy Routine that Supports Communication.* Special Education Technology Center Spring Webinar Series, Ellensburg, WA

2. **Benson-Goldberg, S.** (2020, March). *Enhancing Shared Reading with Print Referencing.* Special Education Technology Center Spring Webinar Series, Ellensburg, WA

1. **Benson-Goldberg, S.** & Dorney, K. (2019, October). *Embedding Communication and AAC Instruction Within Instructional Routines*. Full-day workshop. Pinellas County EC Training, St. Petersburg, Florida.

**Awards and Professional Activities**

Awards and Honors

Graduate Education Advancement Board Impact Award, UNC Chapel Hill, 2021

New Century Scholars Doctoral Scholarship, ASHFoundation, 2020

Janice Blakenship Named Scholarship, AMBUCS Scholarships for Therapists Program, 2019

National Institute of Health Travel Award for the 40th Annual Symposium on Research in Child Language Disorders, Madison, WI, 2019

Graduate Student Scholarship, ASHFoundation, 2018

Janice Blakenship Named Scholarship, AMBUCS Scholarships for Therapists Program, 2018

Doctoral Merit Assistantship, UNC Chapel Hill, 2017

Professional Memberships

2020-present American Educational Research Association

 Current special interest groups:

11: Research in Reading and Literacy

143: Disability Studies in Education

2019-present International Society for Augmentative and Alternative Communication

2019-present United States Society for Augmentative and Alternative Communication

2018-present North Carolina Speech Hearing and Language Association Member

2012-present American Speech and Hearing Association Member

 Current special interest groups:

 1: Learning Language and Education

 12: Augmentative and Alternative Communication

Professional Licensures

2015-present ASHA Certificate of Clinical Competence in Speech-Language Pathology, # 14054646

2024-present Oregon Speech Language Pathology License, #18319

2018-2024 North Carolina Board of Examiners Speech-Language Pathology License, # 13470

2014-2017 Colorado Department of Regulatory Agencies Speech-Language Pathology License, #SLP.0002163