

**CURRICULUM VITAE**  
**Michelle A. Aldridge, Ph.D., C.C.C.**

Callier Center for Communication Disorders  
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**EDUCATION**

1997            Doctor of Philosophy in Human Development and Communication Sciences, University of Texas at Dallas  
                  Dissertation: "Aspects of Vowel Perception in Newborns and Adults"  
1995            Master of Science in Communication Disorders, University of Texas at Dallas  
1992            Bachelor of Science in Psychology, *Summa Cum Laude*, Texas Woman's University

**EMPLOYMENT HISTORY**

**Senior Lecturer/Clinical Faculty University of Texas at Dallas and UTD Callier Center for Communication Disorders, 1/96 to present.**

Duties: Supervise and train graduate students in preschool settings for severely language impaired toddlers/preschoolers. Direct programs for toddlers and preschoolers with articulation disorders and autism. Teach courses for undergraduate and graduate students in Articulation Disorders. Teach undergraduate course in Introduction to Communication Disorders. Teach graduate courses in Infant Development (past course), Behavior Change (past course), Pediatric Motor Speech Disorders, and Autism. Serve as Academic and clinical advisor to graduate students in Communication Disorders. Collaborate with clinical and academic faculty in curriculum and course development and assessment of the program for ASHA accreditation. *Past duties include:* Supervise student research with neonates in a county hospital. Design and analyze studies with newborns and young children with autism. Conduct research and analyze data investigating perceptual processes in neonates and language/cognitive development in autism.

**Certified Speech-Language Pathologist, Center for Autism and Developmental Disabilities (CADD) at Children's Health/UTSW**, contracted via UTD Callier Center for Communication Disorders, January 2014 to present.

Duties: Conduct Speech-Language social communication assessment as part of autism evaluations by an interdisciplinary team and supervise graduate-level trainees

**Certified Speech Language Pathologist/Supervisor (PRN/as needed), North Texas Therapy and Home Care 7/2011-2020**

Duties: Supervise Assistants in Speech-Language Pathology in home healthcare setting. Perform Speech-language evaluations to pediatric clients aged 0-18 years. Develop Plan of Care for pediatric clients. Perform all needed documentation: Evaluation reports, Therapy notes, Plan of Care, and Monthly Progress Reports using HealthTrust Software.

*Graduate Teaching/Research Assistant*, University of Texas at Dallas, 8/92-12/95

Duties: Lectured in undergraduate and graduate psychology courses. Trained students to carry out research with neonates in a hospital newborn nursery. Recruited mothers of newborns to participate in research and trained students in recruiting methods. Supervised and coordinated undergraduate honors theses on newborn perception.

**CREDENTIALS**

Certificate of Clinical Competence in Speech-Language Pathology, American Speech Language Hearing Association

Licensed by Texas Board of Examiners in Speech-Language Pathology and Audiology

**AFFILIATIONS**

American Speech-Language Hearing Association

## **GRANTS/AWARDS**

1999-Callier Excellence in Education (4K) – Follow-Up study of Children in the Preverbal Program

## **SPECIAL SKILLS:**

### **RESEARCH:**

- Design and analysis of all experimental designs, including multivariate analyses
- Currently designing and implementing large longitudinal analysis of outcome data with children with autism

### **CLINICAL SKILLS:**

- Supervises graduate students and provides clinical services (assessment and treatment) in a preschool setting for children aged 18 months-3 years with severe communication impairments at the Callier Center (Preverbal Communication Program, 1996-present). Disorders include Autism, Specific Language Impairment, Pediatric Motor Speech Disorders, Feeding (sensory) Disorders, Cerebral Palsy
- Provided in-home consultation, evaluation, and treatment services in Speech-Language Pathology, serving pediatric clients (aged 18 months-10 years) with articulation disorders, motor speech disorders, fluency disorders, autism, Asperger's/social-pragmatic and language impairment (Private Practice 2003-2008)
- Evaluates and treats language and social impairments in preschool and school age children with Autism Spectrum Disorders
- Developed an intensive preschool articulation program at the Callier Center for Communication Disorders. Provided evaluation and treatment with a variety of speech sound disorders in children
- Evaluates and Treats Childhood Dysarthria and Childhood Apraxia of Speech
- Clinically certified to use the *Autism Diagnostic observation Schedule (ADOS)*
- Provided Hippotherapy (equine-assisted) techniques in intervention with children and adults with all disabilities
- Provides clinical supervision to graduate students interns in Speech-Language Pathology
- Serves as clinical and academic advisor to graduate students in Communication Disorders
- Provided developmental assessment of infants aged birth-18 months in an infant assessment program that I co-developed (Bayley, Denver, Mullen Scales)
- Proficient with electronic clinical record-keeping platforms eClinical Works, HealthTrust, Epic.

### **TEACHING:**

- Currently teaches the following courses
  - Articulation and Phonological Disorders in Children (Undergraduate and Graduate level)
  - Pediatric Motor Speech Disorders (graduate level)
  - Seminar in Autism (graduate level)
  - Introduction to Communication Disorders (undergraduate level)
  - Has also taught courses in Infant Development and Behavior Change (graduate level)
- Supervises graduate students in Speech-Language Pathology interns (1996-present) in a variety of pediatric clinical settings- primarily the Preverbal Communication Program at Callier and the Center for Autism and Developmental Disabilities (CADD) at Children's Health, Dallas

## **REFEREED PRESENTATIONS AND POSTERS**

Jokel, A., Armstrong, E., Aldridge, M., Lougeay, J., Bower, T. (2014). Weak Central Coherence in Autism: Spontaneous Speech, Analytical Skills, and a Domain-Specific Phonological Task. Poster presented at the convention of the American Speech-Language Hearing Association, Orlando, FL, November 21, 2014.

Jokel, A., Aldridge, M., Lougeay, J., Bower, TGR., Armstrong, E., & Stillman, R. (2010). Autism and Language- A Follow Up Study. Talk presented at the Sheba Tel-Hashomer Hospital, Ramat Gan, Israel.

Jokel, A., Bower, TGR, Armstrong, E., Aldridge, M., Lougeay, J., & Stillman, R. (2009, March). Language outcomes from preverbal symptoms of autism: A follow-up study, Presentation given at "Nature, Nurture, and Research in Autism: combined Challenges" conference in Ramat Gan, Israel.

Jokel, A., Armstrong, E., Aldridge, M., Lougeay, J., & Bower, TGR (2009, April). Verbal ability in school-age children with early symptoms of autism. Poster presented at the annual convention of the Texas Speech-Language Hearing Association, Austin, TX.

Jokel, A., Aldridge, M., Bower, TGR, & Lougeay, J. (2006). School-age outcomes for preverbal toddlers with autism: The Callier preverbal communication program follow-up study. Poster presented at Society for Research in Human Development, Ft Worth, TX.

Jokel, A., Aldridge, M., Bower, TGR, & Lougeay, J. (2006). The phoneme reversal task: Evidence for the weak central coherence account of autism. Poster presented at the annual convention of the American Speech-Language Hearing Association, Miami, FL.

Aldridge, MA, Armstrong, E, & Bower, TGR. (2005). The efficacy of video modeling in teaching skills to children with autism spectrum disorders. Poster presented at the Society for Research in Child Development

Mata-Otero, A, Aldridge, MA, & Bower, TGR. (2004). Frequency of occurrence as a determinant of preference for previously unheard vowels. Poster presented at the International Conference on Infant Studies.

Bower, T.G.R. & Aldridge, M.A. (2000). A logical analysis of operant and classical conditioning in newborns. Poster presented at the International Conference on Infant Studies, Brighton, England.

Flohr, J., Atkins, D., Bower, T.G.R., & Aldridge, M.A. (2000). Infant music preferences. Poster presented at the meeting of the Texas Association for Music Education.

Aldridge, M.A., Stone, K., Sweeney, M., & Bower, T.G.R. (1998). Do preschoolers with PDD have an impaired theory of mind ? Poster presented at the 1998 conference of the American Speech-Language Hearing Association (ASHA), San Antonio, TX.

Aldridge, M.A., and Bower, T.G.R. (1996). Vowel preferences in human newborns. Poster presented at 1996 conference of the American Speech-Language Hearing Association (ASHA), Seattle, WA.

Aldridge, M.A., & Bower, T.G.R. (1995). Hot spots in the newborn vowel space. Poster presented at the 130th meeting of the Acoustical Society of America (ASA), St. Louis, MO.

Aldridge, M.A. (1995). Generalization in the vowel space. Poster presented at the 129th meeting of the Acoustical Society of America (ASA), Washington, D.C.

Aldridge, M.A. (1994). Prototype preference and magnets effects in newborns: Evidence for an innate component. Poster presented at the 128th meeting of the Acoustical Society of America (ASA), Austin, TX.

Aldridge, M.A. (1994). The role of the prototype in newborn vowel perception. Poster presented at the 9th International Conference on Infant Studies (ICIS), Paris, France.

Aldridge, M.A. (1994). Newborn perception of emotional voices. Poster presented at the 9th International Conference on Infant Studies (ICIS), Paris, France.

## **INVITED PRESENTATIONS**

Jokel, A., Bower, T.G.R., and Aldridge, MA. "WWC Theory: Language Evidence in Autism". Presentation given at workshop entitled: Mainstreaming Children with Autism in Daycare and School settings. Tel Aviv University, Department of Education, Tel Aviv, Israel, Dec 2012.

Jokel, A., Bower, TGR, Aldridge, M., & Lougeay, J. "Language Profiles of Children with Early Symptoms of Autism", Presentation at the Child Development Department at Sheba Tel-Hashomer Hospital, Israel, Dec. 2008.

Aldridge, M.A. "Best Practices in Intervention with Autism in the Public Schools", Workshop given to Collin County Special Education Cooperative, May 2008.

Aldridge, M.A. "Outcomes for Preschoolers with Autism: The Preverbal Program Follow-Up Study" Workshop presented to the Collin County Early Childhood Intervention Group, ECI Ready Start, May 2007.

Bower, T.G.R. & Aldridge, M.A. "Early Learning and Intelligence". All-day workshop presented at the Summer Conference on Early Childhood Education, at the Velma E. Schmidt Program, College of Education, University of North Texas, June 1999.

Bower, T.G.R., & Aldridge, M.A. "Recent Research with Newborn Infants", Paper presented at the Fall Conference on Early Childhood Education, at the Velma E. Schmidt Program, College of Education, University of North Texas, November 1999.

Aldridge, M.A. Region 10 Education Service Center All-Day Workshop: "Articulation Disorders in Children: Assessment and Intervention from a Motor-Speech Perspective", October, 1999.

Aldridge, M.A. "Operant Analyses of Newborn Speech Perception". Invited presentation at the 10th International Conference on Infant Studies (ICIS), Providence, RI, 1996.

Aldridge, M.A. "Using Operant Learning in Studies of Newborn Speech Perception". Invited presentation at the symposium "Recent Operant Learning Studies with Human Infants". Presented at the 22nd conference of the Association for Behavior Analysis, San Francisco, CA, 1996.

Aldridge, M.A. "Operant Analyses of Neonatal Vowel Perception". Invited presentation at the symposium "Examples of Operant Research with Infants". Presented at the 21st Conference of the Association for Behavior Analysis, Washington, D.C., 1995.

## **PUBLICATIONS**

Aldridge, M.A., Braga, E., Walton, G., & Bower, T.G.R. (1999). The intermodal representation of speech in newborns. Developmental Science, 2(1) 42-46.

Hernandez, T., Aldridge, M.A., & Bower, T.G.R. (2000). Structural and experiential factors in newborns' speech preferences. Developmental Science, 3, 46-49.

Aldridge, M.A., Stone, K., Sweeney, M., & Bower, T.G.R. (2000). Preverbal children with autism understand the intentions of others. Developmental Science, 3, 294-301.

Aldridge, M.A., Stillman, R.D., & Bower, T.G.R. (2001). Newborn categorization of vowel-like sounds. Developmental Science, 4, 220-232.

