

Marren Brooks, a first-year doctoral student under Dr. Krystal Werfel's mentorship, studies how children with hearing loss or language disorders learn to read. Although only in her first year, Marren has already received an ASHA Students Preparing for Academic-Research Careers (SPARC) award and co-authored a publication based on her undergraduate thesis work. She has also participated in a service trip to Jamaica to provide speech and language assessments at a school for the deaf, received her certification of clinical competence through working with a team of elementary school service providers, and started assisting in the mentorship of undergraduate and graduate students in Dr. Werfel's lab. We are excited to see what else Marren does!

Ellie Cooper brings clinical expertise in hearing loss and cochlear implants to COMD, having previously coordinated a multidisciplinary team at a children's hospital in Arkansas and served on a cochlear implant team. She is certified as a speech-language pathologist and an auditory-verbal therapist. Her current research on language a literacy builds upon her clinical expertise as she seeks to understand the development of phonological working memory skills in children with hearing loss.

Anna Ehrhorn, a third-year doctoral student under Dr. Suzanne Adlof's mentorship, studies factors that contribute to how children with oral and/or written language disorders learn to read. She has been highly involved both in Dr. Adlof's research (serving as project coordinator on two projects to date) and in the community, emphasizing the connection between research and practice by drawing on her strong clinical background and rigorous research training. Notably, Anna recently took a lead role in a partnership with Richland Library to evaluate the effectiveness of a summer reading program, which has since resulted in the library receiving a grant to expand their program in 2020. We can't wait to hear more about what Anna does in the future!

Lisa Johnson, third-year doctoral student in Dr. Julius Fridriksson's lab, has accomplished much during her time in COMD. She is engaged in a wide array of research projects in the neurobiology of language and aphasia recovery, and has already published multiple papers, including two as first-author. She has also taken strong independent strides in teaching and mentorship, receiving enthusiastic teaching reviews, reflecting a unique ability to explain complex concepts to students.

Sigfus Kristinsson has spearheaded multiple challenging and path-breaking projects during his tenure at UofSC, including the effects of BDNF genotype on aphasia recovery. He recently published a first-author paper in the Journal of Cognitive Neuroscience on the brain damage associated with impaired sentence processing in acute aphasia, and is involved in a collaborative project assessing the factors associated with quality of life after stroke in Iceland.

Carly Moser, a doctoral student finishing her first year under Dr. Jessica Klusek's mentorship, studies factors that help individuals with autism and fragile X syndrome function independently as adults. Carly has an impressive research background, having completed a Magellan Scholars research grant requiring her to learn to work with ECG data as an undergraduate, contributed to multiple presentations and at least one publication to date, and served as a lead research specialist in multiple labs. She has achieved research reliability on administration of the ADOS-2, a gold-standard autism diagnostic tool, and consistently draws on her clinical experiences to inform her research. Carly has a bright future that we cannot wait to witness!

Gabby Reynolds is a Presidential Fellow, a highly prestigious UofSC award, and serves on the Presidential Fellow Advisory Council. Gabby's research focuses primarily on early language and literacy acquisition in children with hearing loss and dyslexia, which she will be pursuing through her

dissertation research that was recently funded by a LSVT student grant. She has been active presenting her current research findings. Furthermore, she is devoted to excellence in educational outcomes for her students, demonstrated in part through her participation in the Preparing Future Faculty program.

As an undergraduate, **Stacy Sangtian** was awarded a Howard Hughes Medical Institute grant and later spent two years working at NIH through a postbaccalaureate training award. As a master's student, Stacy was awarded ASHA's SPARC award to support her training in research and teaching and was selected for ASHA's Minority Student Leadership Program. Stacy continues to employ her leadership in these areas through seeking service opportunities within the department and for ASHA. She has been active disseminating her work on the neural and behavioral correlates of vocal motor control.

Hunter Steiner, a first year student in the Aphasia Laboratory, has hit the ground running by working with the Aging Brain Cohort project here at UofSC. Throughout his career, he has been involved in patient outreach, including during his time at the University of Alabama with Caring Days, a dementia day-program, and Bama Perks, a naturalistic communication aphasia group. He has worked on several projects related to understanding aphasia, and is continuing this research here at UofSC.