

Contact Information:

University of South Alabama
Speech Pathology & Audiology
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EDUCATION

Doctor of Philosophy in Speech-Language Pathology, May 2020
University of South Carolina, Columbia, South Carolina
Master of Science in Speech-Language Pathology, July 2009
Missouri State University, Springfield, Missouri
Bachelor of Science in Education, Speech-Language Pathology, May 2007
University of Arkansas, Fayetteville, Arkansas

CERTIFICATION & LICENSURE

Certificate in Effective Instruction (Micro-credential in Designing Learner-Centered and Inclusive Online Courses), Association of College and University Educators (2020).
American Speech-Language Hearing Association Certificate of Clinical Competence in Speech-Language Pathology, #12138457 (2010-present)
Alabama Board of Examiners for Speech Pathology and Audiology, License to Practice Speech-Language Pathology, # 4454 (2019-present)
Society for the Scientific Study of Reading, Member (January 2017-2019)

EMPLOYMENT HISTORY

University of South Alabama, Mobile, Alabama
Assistant Professor, Tenure-Track, July 2020-Present
Consultant/ Clinical Supervisor July 2019-Present
Instructor, January 2019- June 2020
Republic R-3 School District Early Childhood Center, Republic, Missouri
Speech Language Pathologist, August 2009-July 2014
Manor Health Care System, Springfield, Missouri
Speech-Language Pathologist, August 2009-July 2014

PUBLICATIONS *Denotes student at the time of the research

Journal Articles (Peer-Reviewed)

1. Apel, K., **Henbest, V.S.**, & Petscher, Y. (2022, online only). Morphological awareness performance profiles of first through sixth grade students. *Journal of Speech, Language, and Hearing Research*.

2. Flagge, A. G., Neeley, M. E., Davis, T. M., & **Henbest, V. S.** (2021). A preliminary exploration of pitch discrimination, temporal sequencing, and prosodic awareness skills of children who participate in different school-based music curricula. *Brain Sciences, 11*(8), 982.
3. **Henbest, V.S.** & Apel, K. (2021). The relation between a systematic analysis of spelling and orthographic and phonological awareness skills in first grade children. *Language, Speech, and Hearing Services in Schools, 52*, 1-13.
4. Flagge, A.G., Davis, T., & **Henbest, V.S.** (2020). The contribution of pitch discrimination ability to auditory temporal patterning tests in children. *Journal of Speech, Language, and Hearing Research, 63*, 4314-4324.
5. Brimo, D. & **Henbest, V.S.** (2020). The importance of speech-language pathologists' explicit knowledge of morphology. *Language, Speech, and Hearing Services in Schools, 51*, 561-571.
6. Apel, K. & **Henbest, V.S.** (2020). morphological awareness skills of second and third grade students with and without speech sound disorders. *Language, Speech, and Hearing Services in Schools, 51*, 603-616.
7. **Henbest, V.S.**, Fitton, L., Werfel, K.L., & Apel, K. (2020). The relation between linguistic awareness skills and spelling in adults: A comparison among scoring procedures. *Journal of Speech, Language, and Hearing Research, 63*(4), 1240-1253.
8. ***Henbest, V.S.**, Apel, K., & Mitchell, A. (2019). Speech-language pathologist-guided morphological awareness instruction in the general education classroom. *Perspectives of the ASHA Special Interest Groups, 4*(5), 771-780.
9. Apel, K., ***Henbest, V.S.**, & Masterson, J.J. (2019). Orthographic knowledge: Clarifications, challenges, and future directions. *Reading and Writing. 32*(4), 873-889.
10. ***Henbest, V. S.** & Apel, K. (2018). Orthographic fast-mapping across time in 5- and 6-year-old children. *Journal of Speech, Language, and Hearing Research, 61*(8), 2015-2027.
11. ***Henbest, V.S.** (2017). Small group reading instruction: Activities for teaching phonemic awareness, the alphabetic principle, and phonics in a tier 2 setting. *Perspectives of the ASHA Special Interest Groups, 2*(1), 78-85.
12. ***Henbest, V.S.**, & Apel, K. (2017). Effective word reading instruction: What does the evidence tell us? *Communication Disorders Quarterly, 39*, 303-311.
13. Apel, K., & ***Henbest, V.S.** (2016). Affix meaning knowledge in first through third grade students. *Language, Speech, and Hearing Services in Schools, 47*, 148-156.

Product-Related Publications (Non-Peer Reviewed)

14. Apel, K., Petscher, Y., & **Henbest, V.S.** (2021, February 3). Morphological Awareness Test for Reading and Spelling (MATRS): Technical Report. Retrieved from psyarxiv.com/ty2pe.

PRESENTATIONS AND POSTERS *Denotes student at the time of the research

Presentations International/ National (Peer-Reviewed)

1. *Huang, Y., Beverly, B. L., **Henbest, V.S.**, Choi, D., & Giles, R. (2021, November). Engagement behaviors of Chinese mothers interacting with preschoolers during joint book reading. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Washington, DC.

2. Lobdell, L., Norton, B., **Henbest, V.S.**, *McWilliams, S. (2021, October). Parent Perspectives: Mothers' and Fathers' experiences supporting their AAC users including Lessons from COVID-19. Virtual podium presentation at the annual conference, Closing the Gap, U.S.
3. Lobdell, L., Norton, B., & **Henbest, V.S.** (2020, Jan/Feb). The Parent Perspective: How to Best Support Mothers and Fathers of AAC Users. Virtual podium presentation at the annual conference of the Assistive Technology Industry Association, U.S.
4. ***Henbest, V.S.**, Apel, K., & Mitchell, A. (2019, November). SLP-Guided Morphological Awareness Classroom Instruction. Paper presented at the annual convention of the American Speech- Language-Hearing Association, Orlando, Florida.
5. ***Henbest, V.S.**, Petscher, Y., & Apel, K. (2019, July). The Contribution of a Tri-Factor Model of Morphological Awareness to Elementary-age Students' Word-Level Reading, Spelling, and Vocabulary Knowledge. Paper presented at the annual conference of the Society for Scientific Studies of Reading, Toronto, CAN.
6. Apel, K., Petscher, Y., & ***Henbest, V.S.** (2019, July). Morphological Awareness Test for Reading and Spelling (MATRS): Initial Findings. Paper presented at the annual conference of the Society for Scientific Studies of Reading, Toronto, CAN.
7. ***Henbest, V.S.**, & Apel, K. (2018, November). The relation of linguistic awareness skills to reading and spelling in school-age children with autism. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Boston, Massachusetts.
8. Apel, K., ***Henbest, V.S.**, & Maranville, J. (2018, November). Lexical and sublexical orthographic knowledge across the elementary grades. Paper presented at the annual convention of the American Speech- Language-Hearing Association, Boston, Massachusetts.
9. ***Henbest, V.S.** (2017, November). Is a spelling error analysis a valid measure of children's linguistic awareness skills? Paper presented at the annual convention of the American Speech-Language Hearing Association, Los Angeles, California.
10. Apel, K., ***Henbest, V.S.**, & Reed, P.E. (2017, November). The development of orthographic knowledge: Exploring results. Paper presented at the annual convention of the American Speech-Language Hearing Association, Los Angeles, California.
11. Apel, K., & ***Henbest, V.S.** (2017, July). The development of orthographic knowledge: Exploring results. Paper presented at the annual conference of the Society for Scientific Studies of Reading, Halifax, Nova Scotia, CAN.
12. Apel, K., ***Henbest, V.S.**, *Rice, J., *Bunting, L., *Harris, C., & *Falkiewicz, E. (2016, November). The development of orthographic knowledge and its relation to reading & spelling. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
13. Apel, K., ***Henbest, V.S.**, *Rice, J., & Werfel, K. (2016, November). The contributions of linguistic awareness skills to reading and spelling in young adults. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
14. Apel, K. & ***Henbest, V.S.** (2015, November). Morphological Awareness: Word study activities to improve literacy skills. Seminar presentation at the annual convention of the American Speech-Language Hearing Association, Denver, CO.

15. ***Henbest, V.S.**, & Apel, K. (2015, November). Influence of parental print-referencing during repeated reading of familiar texts on orthographic knowledge development. Paper presented at the annual convention of the American Speech-Language Hearing Association, Denver, CO.
16. Apel, K., & ***Henbest, V.S.** (2015, November). Orthographic fast-mapping across time in five- and six-year-olds. Paper presented at the annual convention of the American Speech-Language Hearing Association, Denver, CO.
17. Apel, K., & ***Henbest, V.S.** (2015, July). Affix awareness in first through third grade students. Paper presented at the annual conference of the Society for Scientific Studies of Reading, Big Island of Hawaii.
18. **Henbest, V.S.**, & Masterson, J.J. (2009, November). The effects of Reading Recovery on literacy and evoked potentials. Paper presented at the annual convention of the American Speech-Language Hearing Association, New Orleans, LA.

Regional/State Presentations

19. **Henbest, V.S.** (2017, April). Is a spelling error analysis a valid measure of children's linguistic awareness skills? Paper presented at Discover USC, Columbia, SC.
20. **Henbest, V.S.**, Klusek, J., Roberts, J., Adlof, K., & Apel, K. (2017, October). Factors that contribute to word reading in males with fragile x syndrome. Paper presented at the South Carolina Autism and Neurodevelopmental Disorders Research Symposium, Columbia, SC.

Invited Presentations/ Lectures

21. **Henbest, V.S.** & Beverly, B. (2021, July). *Strategies and Key Considerations for Implementing AAC Intervention for Variety of Communicative Functions*. Invited by Baldwin County Public Schools to be presented at the Gulf Regional Innovative Teaching Conference (GRITC).
22. Beverly, B. & **Henbest, V.S.** (2021, July). *Management Strategies for Social and Communication Issues in the Classroom*. Invited speaker by the South Alabama Research and In-service Center (SARIC) Summer Autism Series.
23. **Henbest, V.S.** (2020, October). *Supporting the Literacy Skills of Preschool and School-age Children with Autism Spectrum Disorder: Strategies for Home, School, and Integrating Technology*. Invited speaker by the Regional Autism Network/Autism Society of Alabama to present at the Autism Matters Conference, Orange Beach, AL. CANCELLED DUE TO COVID-19
24. **Henbest, V.S.** (2019, September). *Supporting the Development of Literacy Skills for Children with Autism Spectrum Disorder*. Invited speaker by the Regional Autism Network/Autism Society of Alabama.
25. **Henbest, V.S.** (2017, October). Invited Panelist: Literacy A to Z: SIG 1 Language Learning and Education Webchat for ASHA members, October 2017.
26. **Henbest, V.S.** (2017, September). *Literacy-What the SLP needs to know*. Invited by the Midlands Area-SLP Think Tank support group.

EDITORIAL and REVIEW WORK

- **Editorial Review Board:** *Journal of Speech, Language, and Hearing Research* (2020-2022)
- **Ad-hoc Invited Reviewer for Academic Journals:**

- *Scientific Studies of Reading* (2020; 2022)
- *Communication Disorders Quarterly* (2020)
- *Child Language Teaching and Therapy* (2020)
- *Focus on Autism and Developmental Disabilities* (2021)

EXTERNAL FUNDING

Funded

2020 Phi Kappa Phi Literacy Grant

Tele-coaching for home early literacy practices: Impact on early literacy skills and parent engagement

Co-PIs: B. Beverly & **V. Henbest**

\$2,500.00 (Funding start date: June 2020)

2016 Support to Promote Advancement of Research and Creativity (SPARC)

Is a systematic analysis of spelling a valid measure of orthographic and Phonological Awareness skills in first grade students?

University of South Carolina

PI – **V. Henbest**

\$5,000.00 (Funding start date: May 2016)

2012 Missouri Department of Early Childhood Education-Council for Exceptional Children

Empowering Parent-Child Interaction Initiative

PI – **V. Henbest**

\$500.00 (Funding start date: Spring 2013)

INTERNAL FUNDING

Funded

2021 Social Justice Research Initiative FY2022

Improving cultural competence of entry level allied health providers

Co-PIs – S. Gordon-Hickey, E. Adams

Co-Is – A. Davis, H. Huffstutler, V. Henbest, & E. Lunn

\$9,675.00

HONORS/AWARDS

2020 Faculty Fellow in Service-Learning and Community Engagement, \$1,500.00 award

2018 Webber Doctoral Scholarship, \$1,000.00 award

2018 ASHA Research-Mentoring Pair Travel Award to attend the 27th Annual *Advances in Autism Research: From Learning Mechanisms to Novel Interventions* Symposium, ASHA convention registration waiver and \$750.00 stipend

2017 Elaine M. Frank Endowed Fellowship OSEP, \$2,000.00 award

2016 Arnold School of Public Health, University of South Carolina travel grant awarded to present paper at the annual convention of the American-Speech-Language Hearing Association, Philadelphia, PA, \$600 with match from department award

2016 Graduate School, University of South Carolina travel grant awarded to present paper at the annual convention of the American-Speech-Language Hearing Association, Philadelphia, PA, \$1,000.00 with match from department

2015 Graduate School, University of South Carolina travel grant awarded to present multiple papers at the annual convention of the American-Speech-Language Hearing Association, Denver, CO, \$1000.00 with match from department

2015 Arnold School of Public Health, University of South Carolina travel grant, awarded to present paper at the Society for the Scientific Studies of Reading annual conference Big Island, Hawaii, \$600.00 with match from department

TEACHING EXPERIENCE

Directed Studies/Research Topic Areas/Guest Lecture Specialty Topics:

Child Language Disorders
 Autism Spectrum Disorders
 Linguistic Awareness
 Word-level Reading and Spelling
 School-Age Language and Literacy
 Augmentative and Alternative Communication

University of South Alabama

Undergraduate/Allied Health Professions/Speech and Hearing Sciences

SHS 341	Clinical Phonetics	2020
SHS 431	Introduction to Language Disorders	2019-present
SHS 453	Introduction to Speech Disorders	2019-present
SHS 494	Directed/Independent Study	2020

Graduate/Allied Health Professions/Master's Degree in Speech-Language Pathology

SLP 545	Assistive Technology for Communicative Disorders Across the Life Span	2021-present
SLP 534	School-Aged Language Disorders	2019-present
SLP 594	Directed Study	2019-2021
SLP 596	Clinical Practicum	2019-2021
SLP 599	Thesis	2021-2022
RST 535	Ped Speech and Language Disorders	2020

Graduate/Ph.D. in Communication Sciences and Disorders

CSD 694	Directed Study	2020, 2021
CSD 698	Supervised Teaching Practicum	2020, 2021

University of South Carolina**Undergraduate/Public Health/Communication Sciences and Disorders**

COMD 500	Introduction to Speech Language Pathology and Audiology	2015, 2016
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Post-baccalaureate/Public Health/Communication Sciences and Disorders

COMD 507	Language Theory and Phonetics (post-bac level)	2017
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Guest lectures for Speech-Language Pathology and Audiology

COMD 500	Introduction to Speech Pathology and Audiology	2016, 2017
COMD 727	Advanced Study of Literacy for Speech-Language Pathologists	2017

Guest Lectures for Other Departments

SCCP 690	Interprofessional Education course: Transforming Healthcare for the Future (graduate level)	2016
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Missouri State University**Graduate/Communication Sciences and Disorders**

CSD 697	Adjunct Clinical Practicum Supervisor	2010, 2011
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STUDENT RESEARCH DIRECTION at the University of South Alabama**Committee Member – Doctoral Dissertations and Pre-dissertation Projects**

1. Neely, M.E. (Spring, 2021). *The impact of daily musical training on the pitch discrimination, temporal sequencing, and prosodic awareness in typically developing children.* Student. Chairperson: Ashley Flagge
2. Stalley, S (TBD). Testing a threshold-based productivity measure using an artificial grammar task. Chairperson: Brenda Beverly
3. Huang, Y. (Fall 2021). Joint book reading interactions: a cross-cultural comparison of mothers with preschoolers. Chairperson: Brenda Beverly

Committee Chairperson – Master’s Theses

4. Jackson, D. (Spring, 2022). *The impact of telecoaching on the emergent literacy skills of four-year old children.*

Committee Member – Master’s Theses

5. Frost, Alana. (Summer, 2022). *The relationship between behavioral inhibition and secondary behaviors in children who stutter.*
6. Moss, M.A. (Spring, 2022). *The effect of tele-coaching intervention on joint book reading engagement with mothers and their children.* Chairperson: Brenda Beverly

7. McWilliams, S. (Spring, 2022). *Relationship between eye movements during reading and severity of language impairment in persons with aphasia*. Chairperson: Kimberly Smith
8. Maher, K. (Summer, 2020). *Young children's temperament and awareness of stuttering*. Chairperson: Dahye Choi

Undergraduate Research Mentor (Senior theses and funded research)

9. Edwards, M. *The impact of Covid-19 on individuals who use augmentative and alternative communication (AAC)*. Funded research assistant Summer 2021 by the University Committee on Undergraduate Research, \$2,000.00.
10. Wray, E. (2019). *Exploring the potential differences in prosodic awareness in children with and without autism spectrum disorder (ASD)*. Funded research assistant Summer 2019 by the University Committee on Undergraduate Research, \$2,000.

EXTERNAL STUDENT RESEARCH DIRECTION

Committee Member – Doctoral Dissertations and Pre-dissertation Projects

11. Mandell, A (Fall, 2019) *How Morphological Awareness Skills Affects the Spelling Skills of Struggling Readers*. Rocky Mountain University of Health Professions. My role: Content Expert. Chairperson: Linda Spencer

PROFESSIONAL SERVICE

College Service

- Co-Chair, Diversity, Equity, and Inclusion Committee (Fall 2020-present)
 - Member, Retention Subcommittee
- Member, Research and Scholarship Task Force (Fall 2020-present)
 - Member, Statistical Support Subcommittee
- Member, College Advisory Council

Department Service

- Member, Departmental Admissions Subcommittee (Spring 2022)
- Member, Departmental Academic Dismissal Appeal Committee (Spring 2022)
- Lead, Open House Planning (Fall 2021-present)
- Special Service Assignment, Student Recruitment (Spring 2021-present)
- Lead, New Student Orientation Planning (Fall 2020-present)
- Member, MS SLP Program Committee (Spring 2019-present)
- Member, SLP Clinical Faculty Committee (Spring 2020-present)
- Member, PhD Academic Faculty Committee (Spring 2019-present)
- Member, SHS Program Committee (Spring 2019-present)

Revised Tuesday, February 8, 2022