

CURRICULUM VITAE

Elizabeth Roepke, Ph.D., CCC-SLP

EDUCATION

<u>Degree</u>	<u>Institution</u>	<u>Year</u>	<u>Major</u>
Ph.D.	Purdue University	2021	Speech, Language, and Hearing Sciences
M.S.	Appalachian State University	2015	Communication Sciences and Disorders
M.A. (Honours)	University of Edinburgh	2011	Classics and Linguistics

PROFESSIONAL POSITIONS

2021-present	Assistant Professor, Saint Louis University
2016-2021	Graduate Research Assistant, Child Phonology Laboratory, Purdue University
2016-2020	Speech-Language Pathologist and Clinical Fellow Supervisor, American Senior Communities, Lafayette, Indiana
2015-2016	Speech-Language Pathologist, Advanced Pediatric Learning Center, Istanbul, Turkey
2011-2012	Teacher, Korea International Christian School, Bucheon, South Korea

PROFESSIONAL AFFILIATIONS, CLINICAL CERTIFICATION, AND LICENSURE

ASHA Certificate of Clinical Competence: Speech-Language Pathology, 2016-present

Missouri state SLP license: 2022-present

Indiana state SLP license: 2016-2021

Mental Health First Aid certification: 2025-present

Indiana Speech-Language and Hearing Association, 2016-2021

North Carolina Speech-Language and Hearing Association, 2013-2015

Council for Academic Programs in Communication Sciences and Disorders

National Center for Faculty Development & Diversity

Asian Pacific Islander Speech-Language-Hearing Caucus

ASHA Special Interest Group: Language Learning and Education (SIG 1)

Dyslexia Alliance for Black Children

Decolonising Speech, Language, and Hearing Sciences Special Interest Group

PUBLICATIONS

*Indicates mentored student author

1. **Roepke, E.** (Accepted 2/26/26). Banking on AI: Generative Formative Assessments for Competency. *Journal of the Scholarship of Teaching and Learning*.
2. **Roepke, E.** & Brosseau-Lapr , F. (2026) Initial Consonant Deletion in Spanish-English Bilingual Preschoolers with Speech Sound Disorders. *Perspectives of the ASHA Special Interest Groups*. https://doi.org/10.1044/2026_PERSP-25-00241
3. **Roepke, E.,** & Brosseau-Lapr , F. (2026). Atypical Phonological Errors: A Guide for Speech-Language Pathologists. *Language, Speech, and Hearing Services in Schools*, 57(2), 322-341. https://doi.org/10.1044/2025_LSHSS-25-00101
4. Lord, H.* , Steele, S. C., & **Roepke, E.** (2026). Self-Reported Attitudes and Practices Related to Trauma-Informed Care: A Survey of Early Intervention Speech-Language Pathologists. *Perspectives of the ASHA Special Interest Groups*, 11(1), 28-42. https://doi.org/10.1044/2025_PERSP-25-00061
5. Hoferle, M.* , & **Roepke, E.** (2025). Latine caregivers' perspectives of autism-related speech-language services: A scoping review. *American Journal of Speech-Language Pathology*, 34(3), 1544-1566. https://doi.org/10.1044/2025_AJSLP-24-00128
6. **Roepke, E.** (2025). Skills related to atypical phonological errors in English: A scoping review. *American Journal of Speech-Language Pathology*, 34(2), 959-981. https://doi.org/10.1044/2024_AJSLP-24-00179
7. **Roepke, E.,** & Dalton, J. C. (2025). Using reporting standards to structure research manuscripts: A narrative review. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-025-01877-z>
8. Brosseau-Lapr , F., & **Roepke, E.** (2024). Beyond sounds: decoding speech errors and phonological awareness in preschoolers. *Perspectives of the ASHA Special Interest Groups*, 9(4), 922-934. https://doi.org/10.1044/2024_PERSP-24-00001
9. **Roepke, E.,** Adrian, A., Lance, O.* , & Gildehaus, L.* (2024). Inconsistent Phonological Disorder: A Case Report. *Communication Disorders Quarterly*, 46(3), 168-176. <https://doi.org/10.1177/15257401241241813>
10. **Roepke, E.,** & Brosseau-Lapr , F. (2024). Morphosyntactic profiles among preschoolers with and without speech sound disorders. *Clinical Linguistics and Phonetics*, 38(10), 987-1005. <https://doi.org/10.1080/02699206.2023.2286883>
11. **Roepke E.** (2024). Assessing phonological processing in children with speech sound disorders. *Perspectives of the ASHA Special Interest Groups*, 9(1), 14-34. https://doi.org/10.1044/2023_PERSP-23-00036
12. **Roepke, E.,** & Alvi, H.* (2024). Speech and Language Assessment for Urdu Speakers in the United States. *Perspectives of the ASHA Special Interest Groups*, 9(3), 754-766. https://doi.org/10.1044/2023_PERSP-23-00056

13. Coretta, S., Casillas, J.V., Roessig, S., Franke, M., ... **Roepke, E.**, ... & Roettger, T.B. (2023). Multidimensional Signals and Analytic Flexibility: Estimating Degrees of Freedom in Human-Speech Analyses. *Advances in Methods and Practices in Psychological Science*, 6(3), 1-29. <https://doi.org/10.1177/25152459231162567>
14. Abu-Zhaya, R., Goffman, L., Brosseau-Lapré, F., **Roepke, E.**, & Seidl, A. (2023). The effect of somatosensory input on word recognition in typical children and those with speech sound disorder. *Journal of Speech, Language, and Hearing Research*, 66(1), 84-97. https://doi.org/10.1044/2022_JSLHR-22-00226
15. **Roepke, E.**, & Brosseau-Lapré, F. (2023). Speech error variability and phonological awareness in preschoolers. *American Journal of Speech-Language Pathology*, 32(1), 246-263. https://doi.org/10.1044/2022_AJSLP-22-00031
16. Brosseau-Lapré, F. & **Roepke, E.** (2022). Implementing speech perception and phonological awareness intervention for children with speech sound disorders. *Language, Speech, and Hearing Services in Schools*, 53(3), 646-658. https://doi.org/10.1044/2022_LSHSS-21-00117
17. **Roepke, E.**, & Brosseau-Lapré, F. (2021). Vowel Errors Produced by Preschool-Age Children on a Single-Word Test of Articulation. *Clinical Linguistics and Phonetics*, 35(12), 1161-1183. <https://doi.org/10.1080/02699206.2020.1869834>
18. **Roepke, E.**, Bower, K.*, Miller, C.*, & Brosseau-Lapré, F. (2020). The speech “bamana”: Using the Syllable Repetition Task to identify underlying phonological deficits in children with speech and language impairments. *Journal of Speech, Language, and Hearing Research*, 63(7), 2229-2244. https://doi.org/10.1044/2020_JSLHR-20-00027
19. Brosseau-Lapré, F., & **Roepke, E.** (2019). Speech errors and phonological awareness in children ages 4 and 5 years with and without speech sound disorder. *Journal of Speech, Language, and Hearing Research*, 62(9), 3276-3289. https://doi.org/10.1044/2019_JSLHR-S-17-0461
20. **Roepke, E.**, & Brosseau-Lapré, F. (2019). Perception of sibilants by preschool children with overt and covert sound contrasts. *Journal of Speech, Language, and Hearing Research*, 62(10), 3763-3770. https://doi.org/10.1044/2019_jslhr-s-19-0127
21. **Roepke, E.**, Greenwell, T., & Brosseau-Lapré, F. (2019). Service delivery for children with speech sound disorders: Evidence for the Quick Articulation! model. *EBP Briefs*, 14(2), 1-9. Bloomington, MN: NCS Pearson, Inc. https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/ebp-briefs/EBP_V14A2_FNL.pdf

Invited Book Chapters

1. Athwani, P.*, Siddiqui, A. A., & **Roepke, E.** (In press). *Speech Sound Assessment of Urdu- and English-Speaking Children*. In Karla N. Washington, Kathryn Crowe, Póra

Másdóttir (Eds.) Diagnosing Speech Sound Disorders in Multilingual Children: Principles and Practices Across the Globe.

Professional guidelines

1. 李丹、黄伟合、唐利娟、林俊、张晓帆、贾美香、Elizabeth Perry, **Elizabeth Roepke**, 杨少萍、余毅震、黄丽华、姜志梅、方芳、孙韬、吴海燕、贾萌、温嘉吉、陈立富. (2023). Specifications for rehabilitation for social communication disorders in children with neurodevelopmental disorders (征求意见稿).

In review/revision

1. **Roepke, E., Valdepenas, M.*, & Brosseau-Lapre, F. (Submitted April 14 2026).** Speech-Language Pathologists' Perspectives on Using an Accented Speech Database Website for Assessing Multilingual Children: A Qualitative Implementation Study. *Language, Speech, and Hearing Services in Schools.*
2. Steele, S. C., & **Roepke, E.** (Submitted March 26 2026) Word-Level Accuracy of Automatic Speech Recognition Software. *Topics in Language Disorders.*
3. **Roepke, E., & Steele, S. C. (Submitted 01/09/2025; reject and resubmit decision on 3/13).** Teaching Grammar Terminology Using AI-Generated Formative Assessments. *Teaching and Learning in Communication Sciences and Disorders.*

Notes, potential letter writers:

- **klaire brumbaugh**
- **jon preston**
- **ben munson**
- **katy cabbage — but she is still assistant professor :/**
- **elaine hitchcock?**
- **toby macrae**
- **i guess tara mcallister or kelly farquharson but not my first choices**
- **jen dalton?**

Drafting

1. Test review: assessing language in preschoolers with SSD
 - a. Roepke, Zurbrugg, Steele, Brosseau-Lapre

4. Spanish dialects guide for SLPs —
 - a. Monique, Christy Garcia, Helen?, and Ander Beristain
5. SRT paper with FBL
6. Paper with Ruth – submit it somewhere! —
 - a. or, redo it as a systematic review.
7. Tutorial on TIC with Hilary, Meagan Lewis, and Sara
8. Clinical Considerations for Inconsistent Phonological Disorder: A Scoping Review - with FBL, to an ASHA Journal
9. Journal of Clinical Practice in Speech-Language Pathology:

<https://www.tandfonline.com/journals/tslp20>
 - a. opinion paper! I have many opinions lol
10. Travis says: work on NIH grant submission this summer.
 - a. Private foundation money for black literacy rates — look into industry sources for private grant funding
 - i. https://www.spencer.org/grant_types/racial-equity-special-research-grants
 - b. Fontbonne had a relationship with SLPS
 - c. Google philanthropies that are concerned with black literacy
 - d. Maybe bringing parents in?
 - e. Look into potential collaborators who are doing Black literacy — link to that

Could write later

Single Subject Research Design in Clinical Supervision:

https://pubs.asha.org/doi/10.1044/2022_PERSP-21-00259

Teaching Students Writing Reports with Non-Biased Language (me: AAVE use):

https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=1404&context=tlcsd&sfmc_id=fcd0923-c727-412b-a69f-fe883fee071e

1. <https://journals.sagepub.com/home/YEC> — This is PRACTICAL articles for early intervention
2. TEACHing Exceptional Children: (research to practice note, 18-22 pages, must include tables and figures and checklists) Classroom-Based Strategies for Teaching Phonemic Awareness to Children with Speech Sound Disorders
3. Altmiller, R., Roepke, E., & Treiman, R. (In prep). Shared book reading with preschoolers: A narrative review of its impact on language and literacy.
4. Lewis, M., Lord, H.*, Steele, S.C., & Roepke, E. (In prep). Some trauma-informed considerations for school-based speech therapy sessions (Clinical Focus; Perspectives).

5. TLCSD: Using PhonBank for phonetic transcription and phonological analysis training — with JCD and Sara Steele
 - a. need IRB approval first → submit as QI
 - b. Literature review
 - c. Write it.
6. With Angela & Chris Rose — a model for student-led clinician-researcher collaboration.
7. **Roepke, E.** (In prep). Data collection for informed clinical decision-making: Insights from single-case research design.
 - a. https://pubs.asha.org/doi/abs/10.1044/2022_PERSP-21-00259?af=R

Papers to write later

8. <https://www.tandfonline.com/journals/eye20/about-this-journal#aims-and-scope>
9. <https://academic.oup.com/pch/pages/what-does-paediatrics-and-child-health-publish#Practical%20Tips%20for%20Paediatricians>
10. TEACHing exceptional children: what teachers should know about multilingualism in children with communication disorders
11. Can I just write an opinion piece reviewing the theories of SSD to explain why we can treat shared sounds in bilingual kids with SSD; that the diagnosis is for the kid and not the sounds, that the shared vs unshared distinction is an assessment question and not a goal question, other considerations such as phonological processing etc
12. ? number of repetitions of a NEW word for kids with SSD vs TD to learn phono content (was that correct? — can they do error detection after encoding just one time vs three times? or just repeat it back correctly?)
13. Why you can work on unshared sounds with kids with SSD who are bilingual
14. Single-word speech sound assessments: impact of test selection *(research note, send to CDQ)
15. Contrastive Phonology: French and English (with FBL)
16. Roepke, E., & Brosseau-Lapr e, F. (In prep). Beyond the Venn Diagram: A guide to a contrastive phonological approach for differentiating accent and speech errors.
17. TEST ITEMS FOR KIDS WITH SSD – LANGUAGE ITEMS (kicked vs skated)
 - a. see https://pubs.asha.org/doi/abs/10.1044/2023_AJSLP-22-00333
18. The participation impact of limiting language input in pediatric populations with communication difficulties. How the monoglot ideology disables children. Ask Travis to write with you?
19. Survey: Which instruments are used by SLPs when assessing speech production in AAVE-speaking children? In Spanish-speaking children? etc.
20. Systematic review: Does dialect influence phonological processing skills?
21. Scoping review (focus on the grey literature: guidelines from schools): What decoding assessments are used in schools for ELLs? — and evaluate what these assessments

actually assess, does it align with SOR? (with Anna Ehrhorn and FBL) — see this:
<https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-015-0125-0>

22. Scoping review of grey literature: SSD qualification in the schools, a state-by-state overview.
23. An overview of bilingual training programs in speech-language pathology. (send to the TLCSD journal)
24. Phonological awareness, reading, and speech perception in BILINGUAL vs MONOLINGUAL adults, TD children? — look at NSF for grants here with FBL?

Not peer-reviewed

1. **Johnson, H. E.** (2014). Fill Your Gap Year: Taking time off before a speech-language pathology master's program? Here are some ways to earn money and gain valuable experience. *The ASHA Leader*, 19(6), 32-33.

RESEARCH IMPACT

1. The Informed SLP: May 1, 2026. Not your typical speech sound errors.
<https://www.theinformedslp.com/review/Not-your-typical-speech-sound-errors>
2. ASHA Practice Portal – Articulation and Phonology.
<https://www.asha.org/practice-portal/clinical-topics/articulation-and-phonology/>
3. The Informed SLP: January 26, 2024. Phonological problems, phonological solutions.
<https://www.theinformedslp.com/review/phonological-problems-phonological-solutions>
4. The Informed SLP: March 8, 2021. On the record (form): Vowel productions.
<https://www.theinformedslp.com/review/on-the-record-form-vowel-productions>

HONORS/AWARDS

2025: Alpha Eta National Honor Society, Saint Louis University, inducted 2025
2025: Faculty Excellence Award, Saint Louis University Student Government Association
2023: Advancing Academic-Research Careers (AARC) Award
2023: Core Curricular Innovation Fellowship, SLU
2021: Excellent Student Oral Presentation award, International Child Phonology Conference
2021: ASHA Pathways Program mentee
2021: Symposium on Research in Child Development Student Award
2019: Center for Instructional Excellence Teaching Academy Graduate Teaching Award, Purdue University

2019: Certificate in Foundations of Teaching Practice, Purdue Center for Instructional Excellence
2018: Indiana Lion's McKinney Club Clinical Research Award
2013-2015: Chancellor's Fellowship, Appalachian State University
2014: Millard Meador Communication Disorders Award, Appalachian State University
2011: First Class Honours degree, University of Edinburgh
2011: C.S. Edgar Prize in Ancient Greek, University of Edinburgh
2009-2010: Erasmus Award, University of Edinburgh and University of Bologna

TEACHING

Saint Louis University

SLHS 5450: Speech Sound Disorders in Children
Fall 2021-2025

SLHS 5550: Early Childhood Language Disorders
Fall 2021-2025

SLHS 2400: Foundations of Language
Spring 2022

SLHS 5770: Multicultural Assessment and Management of Communication Disorders
Spring 2022-2026

SLHS 3000: Cultural and Linguistic Diversity
Spring 2023-2026

Clinical Supervision
Fall 2024-current

Purdue University

Teaching assistant: Language Development (Fall 2018), Developmental Speech and Language Disorders (Spring 2018), Speech-Language Pathology in Healthcare Settings (Fall 2016-2017), Introduction to Clinical Practice in Communication Disorders (Spring 2017)

Appalachian State University

Teaching assistant: Phonetics (Spring 2014, 2015), Speech and Hearing Science (Fall 2014)

PRESENTATIONS

Invited presentations

1. **Roepke, E.** & Brosseau-Lapre, F. (2026, November). *Not All Errors Are Equal: Atypical Errors in Phonological Assessment*. Invited short course presented at the American Speech-Language-Hearing Association Annual Convention, Indianapolis, IN.

2. **Roepke, E.** (2026, May). *Not All Errors Are Equal: Rethinking Phonological Assessment*. Invited session presented at Oregon Speech-Language and Hearing Association Spring Conference.
3. **Roepke, E.** (2026, April). *Dyslexia and Related Learning Disorders*. Invited session presented at Buder Library, St. Louis.
4. **Roepke, E.** (2025, November). *Decoding the reading link between phonological processes and phonological processing*. Invited session presented at the American Speech-Language-Hearing Association Annual Convention, Washington, DC.
5. **Roepke, E.** (2024, September). *Deep Dive into SSD Subtypes: Managing Phonological Processing and Phonological Planning Disorders*. Invited session presented at the Southwest Illinois Speech-Language-Hearing Association Fall Conference. Fairview Heights, IL.
6. Lewis, M., & **Roepke, E.** (2023, November). *Creating an Environment of Safety Through Trauma-Informed Care: Reimagining Speech Therapy Sessions*. Invited session presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.

Peer-refereed

*: denotes student author

1. **Roepke, E.,** & Brosseau-Lapre, F. (2026, June). *Review of Language Testing Instruments for Children with Speech Sound Disorders*. Poster presented at the International Child Phonology Conference. Madison, WI.
2. Brosseau-Lapre, F., Hubbard, K., & **Roepke, E.** (2026, June). *Phonological Processing in Children with and without Speech Sound Disorders*. Oral Presentation presented at the International Child Phonology Conference. Madison, WI.
3. **Roepke, E.,** Garcia, C., Wadams, A., & Ratcliff, H. (2026, April). *Speaking the Same Language: Guidelines for Collaborating with Interpreters*. Paper presented at Missouri Speech, Language, and Hearing Association Annual Conference. St. Charles, MO.
4. Buechele, A., & **Roepke, E.** (2026, April). *Impact of Assessment Instrument Selection on Standard Score for SSD*. Poster presented at Missouri Speech, Language, and Hearing Association Annual Conference. St. Charles, MO.
5. **Roepke, E.,** & Brosseau-Lapre, F. (2025, November). *Recognizing and Addressing Atypical Speech Sound Errors in Children with Speech Sound Disorders*. Seminar presented at the American Speech, Language, and Hearing Association Annual Convention. Washington, DC.
6. **Roepke, E.,** Rose, C., Steele, S., Blaess, M. (2025, November). *Bridging the Gap: Innovative Models of Collaboration Between Researchers and School-Based SLPs*. Poster presented at the American Speech, Language, and Hearing Association Annual Convention. Washington, DC.

7. Brosseau-Lapre, F., Robbins, J., Hall, E., Birgel, E., **Roepke, E.** (2025, November). *Phonological Memory Skills of Children with Speech Sound Disorder and With and Without Language Disorder*. Poster presented at the American Speech, Language, and Hearing Association Annual Convention. Washington, DC.
8. **Roepke, E.** (2025, April). *Inconsistent Phonological Disorder: Identifying and Treating Gestalt Speech Processors*. Paper presented at the Missouri Speech, Language, and Hearing Association Annual Conference. Kansas City, MO.
9. Valdepenas, M.* & **Roepke, E.** (2025, April). *Tools for assessing speech sound production in bilingual children*. Poster presented at the Missouri Speech, Language, and Hearing Association Annual Conference. Kansas City, MO.
10. Zurbrugg, M.* & **Roepke, E.** (2025, April). *Language Testing for Preschoolers with Speech Sound Disorders*. Poster presented at the Missouri Speech, Language, and Hearing Association Annual Conference. Kansas City, MO.
11. **Roepke, E.** (2024, November). *Using AI to support competency-based learning*. Session presented at the Focus on Teaching and Technology Conference. St Louis, MO.
12. Ratcliff, H.* & **Roepke, E.** (2024, April). *Phonological processing in bilingual Spanish-speaking children*. Poster presented at the Missouri Speech, Language, and Hearing Association Annual Conference. Osage Beach, MO.
13. **Roepke, E.** (2024, April). *Identifying and interpreting atypical speech sound errors in children*. Paper presented at the Missouri Speech, Language, and Hearing Association Annual Conference. Osage Beach, MO.
14. **Roepke, E.** (2024, April). *Introducing a database for bilingual speech sound assessments*. Poster presented at the Missouri Speech, Language, and Hearing Association Annual Conference. Osage Beach, MO.
15. **Roepke, E.** (2024, March). *Grammar skills of children with speech sound disorder*. Presentation at the DCHS Research Colloquium. Saint Louis University, St. Louis, MO.
16. **Roepke, E.**, Steele, S., Al Akkad, O., Hediger, D., Wahle, J., Gerty, S., Shown, D., & Holdener, K. (2023, November). *Igniting Innovation in Assessment through Computer-Assisted Language Sample Transcription and Coding*. Technical demo session presented at the American Speech-Language-Hearing Association Annual Convention. Boston, MA.
17. Cramer, M.* & **Roepke, E.** (2023, November). *Language Sample Measures for Spanish-English Bilingual Children*. Poster presented at the American Speech-Language-Hearing Association Annual Convention. Boston, MA.
18. Lance, O.*, Gildehaus, L.*, Adrian, A., & **Roepke, E.** (2023, November). *Improving Outcomes through Differential Diagnosis: A Case Report of Inconsistent Phonological Disorder*. Poster presented at the American Speech-Language-Hearing Association Annual Convention. Boston, MA.

19. **Roepke, E.**, Adrian, A., Lance, O.*, Gildehaus, L.* (2023, April). *Student clinicians as partnership facilitators: Differential diagnosis of speech sound disorder*. Lightning round talk presented at Implementation Science IS For All: The Power of Partnerships. Online.
20. Gildehaus, L.*, Lance, O.*, Adrian, A., & **Roepke, E.** (2023, April). *A Case Study of Inconsistent Phonological Disorder and Core Vocabulary Treatment Approach*. Poster presented at the Missouri Speech-Language Hearing Association Annual Convention. Osage Beach, MO.
21. Hoferle, M.*, & **Roepke, E.** (2023, April). *Bilingual caregivers' perspectives of autism services in the United States and Latin America: A scoping review*. Poster presented at the Missouri Speech-Language Hearing Association Annual Convention. Osage Beach, MO.
22. Cramer, M.*, & **Roepke, E.** (2023, April). "*Entonces el owl vino*": *Analysis of language samples from bilingual and monolingual children*. Poster presented at the Missouri Speech-Language Hearing Association Annual Convention. Osage Beach, MO.
23. Matamoros Santos, I., **Roepke, E.**, Hagerdon, S., Deldar, E., Brosseau-Lapr , F. (2022, November). *Impact of Phonetic Context and Syllabic Structure on Initial Consonant Deletion in Children with SSD*. Poster presented at the American Speech-Language Hearing Association Annual Convention. New Orleans, LA.
24. White, M.*, & **Roepke, E.** (2022, November). *A cross-linguistic analysis of phonemic paraphasias*. Poster presented at the American Speech-Language Hearing Association Annual Convention. New Orleans, LA.
25. **Roepke, E.**, Greulach, M., Morrison, M., Brosseau-Lapr , F. (2022, November). *Speech Production Variability is Related to Phonological Awareness in Preschool-Age Children*. Poster presented at the American Speech-Language Hearing Association Annual Convention. New Orleans, LA.
26. **Roepke, E.**, & Brosseau-Lapr , F. (2022, November). *Assessing Nonword Repetition in Preschoolers with Speech Errors*. Technical clinical session presented at the American Speech-Language Hearing Association Annual Convention. New Orleans, LA.
27. **Roepke, E.**, & Brosseau-Lapr , F. (2022, November). *Speech Perception and Phonological Awareness Intervention for Children with Speech Sound Disorder*. Paper presented at the American Speech-Language Hearing Association Annual Convention. New Orleans, LA.
28. **Roepke, E.** (2022, July). *Assessing Phonological Processing in Children with Speech Sound Disorder*. Poster presented at the ASHA Schools Connect Conference. Online.
29. Scheel, O., **Roepke, E.**, Brosseau-Lapr , F. (2022, June). *Speech production variability in Preschoolers with and without Speech Sound Disorders*. Poster presented at the International Child Phonology Conference. West Lafayette, IN.
30. Miller, C., **Roepke, E.**, & Brosseau-Lapr , F. (2022, June). *Production of unstressed syllables by Spanish-English bilingual children with speech sound disorders*. Poster presented at the International Child Phonology Conference. West Lafayette, IN.

31. **Roepke, E.** & Brosseau-Lapr , F. (2022, June). *Phonological Memory in Children with Speech Sound Disorders*. Paper presented at the International Child Phonology Conference. West Lafayette, IN.
32. Kivland, L.*, & **Roepke, E.** (2022, April). *Nonword Repetition in Bilingual and Monolingual College Students*. Poster presented at the Missouri Speech-Language Hearing Association Annual Convention. Osage Beach, MO.
33. **Roepke, E.** (2022, April). *Implementing Speech Perception Intervention in Children with SSD*. Paper presented at the Missouri Speech-Language Hearing Association Annual Convention. Osage Beach, MO.
34. Miller, C.*, **Roepke, E.**, Hevrdejs, B., Ogle, R., & Brosseau-Lapre, F. (2021, November). *Does Spanish-English Bilingualism Affect Realization of Unstressed Syllables Produced by Children with SSD?* Poster presented at the American Speech-Language-Hearing Association Annual Convention. Washington, D.C.
35. Matamoros Santos, I., **Roepke, E.**, Roche, A., Rusco, A., & Brosseau-Lapre, F. (2021, November). *Initial Consonant Deletion in Spanish-English Bilingual Children with Speech Sound Disorders*. Poster presented at the American Speech-Language-Hearing Association Annual Convention. Washington, D.C.
36. **Roepke, E.**, & Brosseau-Lapr , F. (2021, June). *Associations between segmental variability, types of speech errors, and phonological awareness in preschoolers*. Paper presented at the International Child Phonology Conference, Edmonton, Canada.
37. Matamoros Santos, I., Roche, A., Miller, C., **Roepke, E.**, & Brosseau-Lapr , F. (2021, June). *Speech errors produced by Spanish-English and monolingual English-speaking children with and without speech sound disorders*. Poster presented at the International Child Phonology Conference, Edmonton, Canada.
38. **Roepke, E.** & Brosseau-Lapr , F. (2021, June). *Morphosyntactic errors of children with and without speech sound disorders*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
39. **Roepke, E.** & Brosseau-Lapr , F. (2020, June). *Using the SRT to reveal underlying phonological deficits in preschoolers*. Poster session accepted at the Symposium on Research in Child Language Disorders, Madison, WI. (Conference cancelled).
40. **Roepke, E.** & Brosseau-Lapr , F. (2019, November). *Perception of Own vs. Others' Voice in Preschoolers With Speech Sound Disorders*. Technical session presented at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
41. **Roepke, E.** & Brosseau-Lapr , F. (2019, June). *Perception of sibilants among preschoolers with and without sibilant errors*. Poster session presented at the International Child Phonology Conference, Montreal, QB.
42. **Roepke, E.** & Brosseau-Lapr , F. (2018, November). *Preschoolers' Perception of Their Own Speech Sound Errors: s-sh*. Poster session presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.

43. **Roepke, E.** & Brosseau-Lapr , F. (2018, October). *How do preschoolers perceive their own errored speech?* Poster session presented at the Health and Human Sciences Fall Research Day, West Lafayette, IN.
44. **Roepke, E.** & Brosseau-Lapr , F. (2018, June). *Vowel Accuracy, Phonological Awareness, and Language Skills in Children with and without Speech Sound Disorder.* Poster session presented at Symposium on Research in Child Language Disorders, Madison, WI.
45. **Roepke, E.** & Brosseau-Lapr , F. (2018, March). *Consonant and Vowel Errors in Multisyllabic words by children with and without speech sound disorder.* Seminar presented at Purdue Speech, Language, and Hearing Sciences department, West Lafayette, IN.
46. Kueser, J. & **Johnson, E.** (2017, October). *Phonotactic Probability and Neighborhood Density Effects on Word Production for Spanish-Speaking Children.* Poster session presented at Crossroads Communication Disorders Conference, West Lafayette, IN.
47. **Johnson, E.** & Brosseau-Lapr , F. (2017, June). *Surface speech errors in children with and without speech sound disorders.* Poster session presented at the International Child Phonology Conference, Washington, DC.
48. **Johnson, E.** & Dalton, J. C. (2016, November). *Interpreting Spectrograms.* Poster session presented at the American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.
49. Montney, C., Graham-Platt, E., **Johnson, E.**, Kim, W., Young, S., & Brosseau-Lapr , F. (2016, October). *Speech Perception in Children with Speech Sound Disorders: Getting to the /wut/ of the problem.* Poster session presented at Crossroads Communication Disorders Conference, West Lafayette, IN.
50. **Johnson, H. E.** & Dalton, J. C. (2015, May). *Visual Feedback in Articulation: /r/.* Poster session presented at the North Carolina Speech-Language and Hearing Association Spring Convention. Raleigh, NC.

GRANT FUNDING

- 2025: ASHA New Investigators Research Grant. *Auditory and Phonological Processing in Children with Speech Sound Disorders* (\$10,000).
- 2023: Advancing Academic-Research Careers (AARC) Award (\$5000)
- 2023: Core Curricular Innovation Fellowship, SLU (\$1500)
- 2022: SLU SPARK Microgrant, Using Automatic Speech Recognition to Aid Language Sample Analysis. (\$1000)
- 2022: SPARK Microgrant, Connecting Speech, Language, and Hearing Sciences (SLHS) and Spanish at SLU. Role: *Collaborator*.
- 2019-2021: Purdue University SLHS Department T32 Training Grant (PIs: Jessica Huber and Elizabeth Strickland)
- 2019: Purdue Graduate Student Government Travel Grant (\$1500)

2016: Purdue Service-Learning Grant

2016: Compton Professional Development Award (\$500), College of Health and Human Sciences, Purdue University

2014: Office for Student Research Grant, Appalachian State University

GRANTS SUBMITTED

2025: NIDCD R21, *Auditory and Phonological Processing Profiles in Preschoolers with Speech Sound Disorders* (submitted October 2025, not funded)

2025: ASHA New Investigators Research Grant. *Auditory and Phonological Processing in Children with Speech Sound Disorders*, funded.

2023: ASHA Multicultural Projects, *Establishing a Database for Multilingual Speech Assessment*, not funded.

2022: ASHA Multicultural Affairs, *Guided Case Studies for Assessment of Culturally and Linguistically Diverse Children*, not funded.

2022: ASHFoundation, New Investigators Award, *Assessment of Phonological Processing in Linguistically Diverse Children*, not funded.

2019: NIDCD F31, *Input Variability in Speech Perception Intervention for Children with Speech Sound Disorders*, not funded.

STUDENT SUPERVISION

Master's thesis:

Molly Hoferle (2021-2023):

Latinx caregiver perspectives of autism-related services: a scoping review

Senior capstone:

Monique Maerilyn Valdepenas (2024-2025):

Tools for assessing speech sound disorders in multilingual children

Helen Ratcliff (2023-2024):

Phonological processing in Spanish-speaking children

Rabiah Hilaly (2023-2024):

Creating a speech sound assessment for Bengali

Miah Cramer (2022-2023):

Language sample analysis measures among bilingual children

Lauren Kivland (2021-2022):

Nonword repetition in bilingual and monolingual college students

Honors capstone:

Caroline Klos (Spring 2024):

Parent-implemented Spanish phonological awareness activities

Independent study:

Alanna Buechele (Fall 2025):

The impact of assessment instrument selection on standard scores for SSD

Awards: First place poster, Grad/Social Sciences, Sigma Xi research symposium, 2026

Madeline Zurbrugg (Fall 2024):

Developing a finite verb morphology screener for children with SSD

Awards: Best graduate student poster, MSHA, 2025

Hilary Lord (Fall 2023):

Application of trauma-informed care principles to SLP practice

Mary White (2021-2023):

A cross-linguistic analysis of phonemic paraphasias using AphasiaBank

Emily Goodson (Fall 2021):

Types of feedback for rhotic errors

Honors faculty sponsor:

McKenna Anderson - HR4910 (Summer 2024)

Master's thesis committee member:

- Maudie Knicley (2025-2026):
 - *Title TBD*
- Mariah Sindel (2024-2025):
 - *Changing Attitudes and Stereotypes Surrounding Stuttering and Dysfluency in the Classroom*
- Helen Ratcliff (2024-2025):
 - *Classification of Articulation in the Field of Craniofacial Speech-Language Pathology*

SERVICE

University

DCHS Awards Committee, 2026

Judge, GSA Poster Competition, 2026

Judge, Sigma Xi Poster Competition, 2026

Student Support Committee member, SLHS, 2026-

Leveling Program Task Force member, SLHS, 2026

SLU NSSLHA Guest Speaker, 2025

Faculty Associate, Health Sciences Learning Community, 2025-2026

Member, SLHS Strategic Planning Committee, 2024-2025
Faculty Associate, Diversity and Global Citizenship Learning Community, 2024-2025
Marshall, DCHS Pre-Commencement Ceremony 2024-2025
Member, DCHS Nominating Committee 2022-2024
Member, DCHS Faculty Council, 2022-2026
MLK scholarship reviewer, Saint Louis University, 2022
SLHS Graduate admissions committee, Saint Louis University, 2021-2024

Profession

Reviewer, NIH Early Career Reviewer Program, LCOM, June 2026
Judge, MSHA conference student posters, 2026
Editorial Board Member, *Perspectives*, 2026
Scientific Review Committee, *International Child Phonology Conference*, 2026
Examiner for re-norming of standardized tests:
 SPELT-4: 2025
 DELV: 2025-2026
Mentor, ASHA STEP (Students to Empowered Professionals), 2025
Mentor, Minority Student Leadership Program, MSHA, 2025
Subject Matter Expert, American Speech-Language-Hearing Association, Speech Sound Disorders Practice Portal page reviewer, 2024
Program Committee Member, Speech Sound Disorders in Normal-Hearing Children, American Speech-Language-Hearing Association Convention: 2020, 2021, 2022, 2023, 2025
Grant reviewer, National Science Center Poland, 2024
Reviewer, Purdue Language and Cultures Conference, 2017 & 2018
Reviewer, ASHFoundation Graduate Student Scholarship, 2022
SLP in China Project, 2022-2024
Clinical Fellow supervisor, 2018-2019
Guest editor, *American Journal of Speech-Language Pathology*, 2024
Ad hoc reviewer:
 Acta Psychologica, 2024, 2025
 American Journal of Speech-Language Pathology, 2024-2026
 BMC Pediatrics, 2025
 Clinical Linguistics and Phonetics, 2020-2026
 Educational Psychology Review, 2024
 Forum for Linguistic Studies, 2024
 International Journal of Language and Communication Disorders, 2025
 Journal of Child Language, 2025
 Journal of Communication Disorders, 2022, 2024-2026
 Journal of Speech, Language, and Hearing Research, 2020-2026
 Language, Cognition, and Neuroscience, 2024

Language, Speech, and Hearing Services in Schools, 2026

Community

Parent Resource Fair, Buder Library, St. Louis, 2025

Faculty advisor, Confluence Academy Spanish language reading buddies, 2021-2024

Career Presentation Day, Buder Library, St. Louis, 2025

4H Roundup Career Day Outreach: 2017, 2018

OTHER (COMPETITIVE TRAININGS):

2026: Data Management for Data Sharing Workshop

2026: NIH Early Career Reviewer Program at the Center for Scientific Review

2022: IES Summer Research Training Institute in Single-Case Research Design and Analysis

2021-2022: ASHA Pathways Mentee

PROFESSIONAL DEVELOPMENT:

2025: ASHA Convention

2025: Amplifying Diverse Voices

2025: Mental Health First Aid Training

2025: SRCLD (Symposium for Research in Child Language Disorders)

2025: Missouri Speech-Language Hearing Association Conference

2025: CAPCSD's Competency-Based Education Professional Learning Community

2024: Lynda Campbell lecture

2024: DSI-STL Data for Social Impact - St Louis Learning Cohort

2024: Supporting Faculty Development: Promotion and Tenure (ASHA SIG 10)

2023: Lynda Campbell lecture

2023: Know Your Level: The How's and Why's of Community-Engaged Research

2023: Bilingual Development and Neurodiversity Workshop and Panel Discussion

2023: Cultural Considerations in Diagnosis and Treatment of Literacy Issues

2023: Discussing Trauma Informed Care: A Virtual Town Hall

2023: Advancing Inclusion of Transgender and Gender Diverse Identities in Clinical Education (SLU)

2022: ASHA Convention

2022: Evaluating and Enhancing Children's Phonological Skills: A Systematic Approach

2022: Interprofessional Transgender Health Day, SLU

2022: ASHA Schools Connect Conference

2022: Exploring the Use and Application of Implementation Science in Health Professions Education
2022: Implementation Science for All, hosted by MGI IHP
2022: Virtual Summer Training Institute on Autism
2022: Lynda Campbell lecture
2022: Screening Bilingual Language Development for Preschoolers
2021: CSD Science Learning Community Active Student Learning: Fostering Independent Learning in Students
2021: From Speech to Print. It's About Oral Language and Building the Brain for Literacy
2021: Attended Indiana Speech Language Hearing Association Conference
2021: Symposium for Research in Child Language Development
2020: Assessment and Communication Development of Bilingual Children
2020: Nine Building Blocks of Supervision
2020: Assessing School-Age Children With Language Disorders
2020: SLHS Telehealth in Pediatric Populations during and beyond COVID-19
2020: Addressing Racism in CSD Education

RELATED WORK:

Summer 2025: Subject Matter Expert, Assessment of Speech-Language Pathology, Albizu University
Summer 2025, 2026: AP Reader: English Language