

**Alexander (Alex) Choi-Tucci, PhD, CCC-SLP**Email: [achoituc@uci.edu](mailto:achoituc@uci.edu) | Phone: 484-663-3174**EDUCATION**


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2022	PHD	University of Arizona	Speech, Language, and Hearing Sciences Minor: Educational Psychology (Advanced Statistical Analysis) <i>Dissertation: Effects of developmental language disorder on writing for college-aged adults</i> <i>Advisor: Elena Plante, PhD, CCC-SLP</i>
2017	MS	University of Arizona	Speech, Language, and Hearing Sciences <i>Thesis: Item analysis for the Shirts and Shoes Test for 6-year-olds</i> <i>Advisor: Elena Plante, PhD, CCC-SLP</i>
2015	BA	Temple University	Communication Sciences & Disorders; Spanish Language & Linguistics

**RESEARCH EXPERIENCE**


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2022 - Present	Postdoctoral Scholar <i>University of California, Irvine – School of Education</i> Advisor: Elizabeth D. Peña, PhD, CCC-SLP Projects: Test of English Language Learning (NIDCD R01DC018329, NOT-OD-22-057)
2016 - 2022	Graduate Research Assistant <i>University of Arizona - Speech, Language, and Hearing Sciences</i> Advisor: Elena Plante, PhD, CCC-SLP Projects: Treatment delivery methods for children with SLI (NIDCD 5R21DC014203-02); Identification of treatment parameters that maximize language treatment efficacy for children (NIDCD 5R01DC015642-03)
2013 - 2015	Undergraduate Research Assistant <i>Temple University – Communication Sciences and Disorders</i> Advisor: Carol Scheffner-Hammer, PhD, CCC-SLP Projects: Tools of the Mind: Promoting ELLs' Language, Self-Regulation & School-Readiness (NICHD 5U01HD060296-04)

**HONORS AND AWARDS**


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2023	<u>ASHA Pathways Program Protégé</u> <i>American Speech-Language-Hearing Association, Mentor: Li Sheng, PhD</i>
2022	<u>Outstanding Graduate Student Award for Service</u> <i>Department of Speech, Language, and Hearing Sciences, University of Arizona</i>
2021	<u>Frank and Cecile Moore Memorial Speech, Language, and Hearing Scholarship</u> <i>University of Arizona</i>
2020	<u>New Century Scholars Doctoral Scholarship</u> <i>American Speech-Language-Hearing Foundation</i>
2018	<u>Graduate and Professional Student Council Travel Grant</u> <i>University of Arizona</i>
2017, 2018, 2019, 2021	<u>Galileo Circle Scholarship</u> <i>University of Arizona, College of Science</i>
2017, 2018, 2019	<u>Speech, Language, and Hearing Sciences Student Travel Award</u> <i>University of Arizona</i>
2016	<u>Graduate Tuition Scholarship</u> <i>University of Arizona</i>

## GRANT FUNDING

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### Awarded

#### Intramural (PI)

- 2020 Graduate and Professional Student Council Research and Project Grant  
 Amount: \$1500  
 Title: *Effects of Developmental Language Disorder on Writing in College-Aged Adults*  
 Agency: University of Arizona

#### Grant Support (Not PI)

- 2022 Postdoctoral Fellow on R01DC018329 with supplement NOT-OD-22-057  
 Title: *Test of English Language Learning*  
 PIs: Elizabeth D. Peña, Lisa M. Bedore, Giang T. Pham  
 Agency: National Institutes of Health, NIDCD

### Submitted/In Preparation

#### In Preparation

- 2023 NIH K99/R00 (K99 DC021525-01) PA-20-188 - Pathway to Independence Award (Resubmission) – NIDCD – Role: **PI** – Mentors: Elizabeth Peña, Young-Suk Kim  
 Submission Date: 11/12/2023  
 Title: *Effects of Developmental Language Disorder on the Writing Abilities of Young Adults*  
 Project Period: 07/2024 – 07/2029
- 2023 NIH R21 – PAR-21-107 Early Career Research Award – NIDCD – Role: **PI**  
 Submission Date: 10/26/2023  
 Title: *Experiences, Strengths, and Needs of Young Adults with Developmental Language Disorder*  
 Project Period: 07/2024 – 07/2027

#### Submitted – Not Funded

- 2019 NIH F31 – Ruth L. Kirschstein Predoctoral Individual National Research Service Award  
 Title: *Effects of Developmental Language Disorder on Writing in College-Aged Adults*
- 2018 American Speech-Language-Hearing Foundation Student Research Grant in Early Childhood Language Development  
 Title: *Addressing Gaps in Validity and Reliability for Five Language Assessments for Spanish-English Bilingual Preschoolers: A Discriminant Analysis*

## PUBLICATIONS

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1. **Tucci, A.**, Choi, E. (2023). Developmental language disorder and writing: A scoping review from childhood to adulthood. *Journal of Speech, Language, and Hearing Research*, 66(8), 2900-2920. [https://doi.org/10.1044/2023\\_JSLHR-22-00583](https://doi.org/10.1044/2023_JSLHR-22-00583)
2. **Tucci, A.**, Plante, E., Heilmann, J., & Miller, J.F. (2021). Dynamic norming for Systematic Analysis of Language Transcripts. *Journal of Speech, Language, and Hearing Research*, 65 (1), 320-333. [https://doi.org/10.1044/2021\\_JSLHR-21-00227](https://doi.org/10.1044/2021_JSLHR-21-00227)
3. Heilmann, J., **Tucci, A.**, Plante, E., & Miller, J. F. (2020). Assessing functional language in school-age children using language sample analysis. *Perspectives of the ASHA Special Interest Groups*, 5, 622-636. [https://doi.org/10.1044/2020\\_PERSP-19-00079](https://doi.org/10.1044/2020_PERSP-19-00079)
4. Plante, E., Mettler, H., **Tucci, A.**, & Vance, R. (2019). Maximizing treatment efficiency in developmental language disorder: Positive effects in half the time. *American Journal of Speech-Language Pathology*, 28(3), 1233-1247. [https://doi.org/10.1044/2019\\_AJSLP-18-0285](https://doi.org/10.1044/2019_AJSLP-18-0285)
5. **Tucci, A.**, Plante, E., Vance, R., & Oglivie, T. (2019). Data-driven item selection for the Shirts and Shoes Test. *Journal of Communication Disorders*, 78, 46-56. <https://doi.org/10.1016/j.jcomdis.2019.01.002>
6. Plante, E., **Tucci, A.**, Nicholas, K., Arizmendi, G., & Vance, R. (2018). Effective use of auditory bombardment as a therapy adjunct for children with developmental language disorders. *Language, Speech, and Hearing Services in Schools*, 49(2), 320-333. [https://doi.org/10.1044/2017\\_LSHSS-17-007](https://doi.org/10.1044/2017_LSHSS-17-007)

**WORKING PAPERS**Submitted – Under Review or Revision

Wang, D., **Choi-Tucci, A.**, Mendez-Perez, A., Gillam, R. B., Bedore, L. M., Peña, E. D. (Under revision).  
Where to start: A protocol-based approach to identify developmental language disorder in bilingual children.  
*International Journal of Speech-Language Pathology*

In Preparation

**Choi-Tucci, A.**, White, M., Plante, E. (In preparation). Research Note: Determining the Diagnostic Accuracy of the Test of Integrated Language and Literacy Skills (TILLS) for College Students

**Choi-Tucci, A.**, Lam, J. H. Y., Perez, C., Leachman, M., Bedore, L. M., Peña, E. D. (In preparation).

Exposure matters: Item response theory analysis of Spanish-English assessment using the BESA-ME.

**Choi-Tucci, A.**, Plante, E., Vance, R., Burton, R. (In preparation). “im not the greatest writer”: Modeling the effects of DLD on college students’ written language across handwritten and typed modalities

Sachs, A., **Choi-Tucci, A.**, Burton, R., Plante, E. (In preparation). A Bayesian modeling approach to measuring treatment outcomes for preschool children with DLD.

**OTHER PUBLICATIONS (NOT PEER-REVIEWED)**

1. Doctoral Dissertation: Tucci, A. (2022). *Effects of Developmental Language Disorder on Writing for College-Aged Adults*. University of Arizona.
2. Master’s Thesis: Tucci, A. (2017). *Item analysis for the Shirts and Shoes Test for 6-year-olds*. University of Arizona.

**PEER-REVIEWED PRESENTATIONS**Oral Presentations

1. **Tucci, A.**, Plante, E., Vance, R. (2022, November). Examining the Ongoing Effects of Developmental Language Disorder on the Written Language of College Students. Online Technical Research Session: American Speech-Language-Hearing Association Convention, New Orleans, LA.
2. **Tucci, A.**, Plante, E., Vance, R. (2022, November). How Does Developmental Language Disorder Affect the Writing Process Across Modalities for Young Adults? Online Technical Research Session: American Speech-Language-Hearing Association Convention, New Orleans, LA.
3. **Tucci, A.**, McColgan, C., Mintzer, J. (2014, May). Analysis of Spanish-English speaking children’s performance on the Bilingual Phonological Assessment (BiPA). 1<sup>st</sup> Annual Language, Linguistics, and Life Conference, Temple University, Philadelphia, PA.
4. **Tucci, A.** (2014, May). Gender and grammatical gender selection in Spanish-English bilingual children. 1<sup>st</sup> Annual Language, Linguistics, and Life Conference, Temple University, Philadelphia, PA.

Poster Presentations

1. **Choi-Tucci, A.**, Lam, J. H. Y., Perez, C., Leachman, M., Bedore, L., Peña, E. (2023). Mapping Age-Related Differences in Item-Level Measurement of Language Skills for Spanish-English Bilingual Children. American Speech-Language-Hearing Association Convention, Boston, MA.
2. Sachs, A., **Choi-Tucci, A.**, Burton, R., Plante, E. (2023). What Matters When Providing Conversational Recast Treatment? A Multilevel Modeling Analysis. American Speech-Language-Hearing Association Convention, Boston, MA. **\*Meritorious Poster Submission**
3. Kim, N., Vargas, V., **Choi-Tucci, A.**, Wang, D., Bedore, L., Peña, E. (2023). The Bilingual Language Severity Scale: Implications for Diagnostic Use with Novice Clinicians. American Speech-Language-Hearing Association Convention, Boston, MA.
4. **Tucci, A.**, Choi, E. (2023, June). 30 Years of Not Doing Enough: A Scoping Review of DLD and Written Language. Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
5. **Choi-Tucci, A.**, Lam, J. H. Y., Perez, C., Leachman, M., Bedore, L. M., Peña, E. D. (2023, June). Exposure Matters: Item Response Theory Analysis of Spanish-English Assessment Using the BESA-

- ME. Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
6. Wang, D., **Choi-Tucci, A.**, Mendez-Perez, A., Gillam, R. B., Bedore, L. M., Peña, E. D. (2023 June). Where to start: Use of the Bilingual Multidimensional Ability Scale (B-MAS) to Identify DLD in Bilingual Children. Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
  7. **Tucci, A.**, Plante, E., Vance, B. (2022, June). 'It's not a phase, mom': Examining the ongoing effects of DLD on the written language of college students. Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
  8. **Tucci, A.**, Plante, E., Vance, B. (2022, June). From plan to (printer) paper: How does DLD affect the writing process for college students? Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
  9. Sweeney, L., Mettler, H., Plante, E., Vance, B., **Tucci, A.** (2022, June). Is less really more? The impact of clinician recast length on treatment gains. Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
  10. **Tucci, A.**, Plante, E., Heilmann, J. J., Miller, J. F. (2021, June). Determining the stability of SALT's dynamic norming process. Online Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
  11. Erbacher, M., & **Tucci, A.** (2020, February). Responsibility, accommodations, and financial burden: Differential item functioning by class year on academic entitlement. Conference for Academic Research in Education, Las Vegas, NV.
  12. Bitetti, D., Hokenson, J., **Tucci, A.**, Scheffner Hammer, C. (2019, November). Changes in the amount and type of code-switching in the narratives of Spanish-English bilingual preschoolers. American Speech-Language-Hearing Association Convention, Orlando, FL.
  13. **Tucci, A.**, Plante, E. (2019, June). Determining the feasibility of a planned study of written language. Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
  14. **Tucci, A.**, Plante, E., Heilmann, J. J., Miller, J. F. (2019, June). Dynamic norming for Systematic Analysis of Language Transcripts (SALT) software. Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
  15. Bitetti, D., Hokenson, J., **Tucci, A.**, Scheffner Hammer, C. (2018, November). Accounting for language mixing in the narratives of Spanish-English bilingual preschoolers. American Speech-Language-Hearing Association Convention, Boston, MA.
  16. **Tucci, A.**, Plante, E., Vance, R. (2018, June). Can efficiency of enhanced conversational recast treatment be improved with high density doses? Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
  17. **Tucci, A.**, Plante, E., Vance, R., Oglivie, T., Yates, C. (2017, June). Item analysis for the development of the *Shirts and Shoes Test* for 6-year-olds. Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, Madison, WI.
  18. **Tucci, A.** (2015, April). A preliminary study of gendered language use in Spanish-English bilingual children. Temple Undergraduate Research Forum and Creative Works Symposium, Philadelphia, PA and 2<sup>nd</sup> Annual Language, Linguistics, and Life Conference, Temple University, Philadelphia, PA.

## SERVICE TO THE DISCIPLINE

2022-Present	Co-Facilitator: HABLA Lab Mentoring Moments – Adaptation of CIMER Mentorship Training Curriculum for PhD students in UCI School of Education
03/23/2022	Co-Presenter: <i>Assessing Multilingual Children</i> – Invited professional development presentation for speech-language pathologists in Tucson Unified School District
2022	Co-Facilitator: Department of Speech, Language, and Hearing Sciences Students for Antiracism Accountability Group

2021 - 2022	Member of multiple student-faculty committees focused on overhauling the University of Arizona's Department of Speech, Language, and Hearing Sciences' strategic planning initiatives and recruitment and retention of students
2020 - 2021	Co-Facilitator: Department of Speech, Language, and Hearing Sciences PhD Student Brown Bag Talks
09/23/2020	Presenter: <i>Written Language Intervention in Schools</i> - Invited professional development presentation for speech-language pathologists in Tucson Unified School District
Ad-Hoc	Journal Reviewer: <i>American Journal of Speech-Language Pathology (AJSLP)</i> <i>International Journal of Language and Communication Disorders (IJLCD)</i> <i>Journal of Communication Disorders (JCD)</i> <i>Journal of Speech, Language, and Hearing Research (JSLHR)</i> <i>Language, Speech, and Hearing Services in Schools (LSHSS)</i>

## KNOWLEDGE TRANSFER ACTIVITY

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2023	Consultant – Re-norming of the Assessment of Literacy and Language (ALL, Lombardino et al., 2020; Ventris Learning)
2022-2023	Consultant – Review of measures for UCSF Multitudes Spanish Language Screener

## MENTORSHIP

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2022 - Present	Mentorship training under NIH NOSI (NOT-OD-22-057): Administrative Supplements to Recognize Excellence in Diversity, Equity, Inclusion, and Accessibility (DEIA) Mentorship <i>University of California, Irvine</i>
2023	Mentoring Excellence Certificate Program <i>University of California, Irvine – Graduate Division</i>

## TEACHING EXPERIENCE

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### Instructor

2021	Course: Evaluation Processes in Speech-Language Pathology (SLHS 512) <i>Speech, Language, and Hearing Sciences - University of Arizona</i> <ul style="list-style-type: none"> <li>• Required course for SLHS Master's program</li> <li>• Co-Instructor from April-May 2021 for 35 graduate students</li> <li>• Facilitated case-based learning projects for small groups of students</li> </ul>
2020	Course: Evaluation Processes in Speech-Language Pathology (SLHS 512) <i>Speech, Language, and Hearing Sciences - University of Arizona</i> <ul style="list-style-type: none"> <li>• Instructor of record for 34 graduate students Spring 2020 Semester</li> <li>• Required course for SLHS Master's program</li> <li>• Facilitated case-based learning projects for small groups of students</li> <li>• Facilitated in-class discussions with community-based SLPs focused on setting-specific evaluation processes</li> <li>• Shifted course to fully online mid-semester due to COVID-19 pandemic</li> </ul>

### Guest Lecturer

2019,	Course: Developmental Language Disorders – School-Age (SLHS 552)
2021,	<i>Speech, Language, and Hearing Sciences - University of Arizona</i>
2022	<ul style="list-style-type: none"> <li>• Topic: Written Language – Development, Assessment, and Intervention</li> <li>• Presented live/pre-recorded lecture content for 25-35 graduate students</li> <li>• Designed and implemented case-based assignments for written language assessment and treatment planning</li> </ul>

### Teaching Assistant

2019	Course: Evaluation Processes in Speech-Language Pathology (SLHS 512) <i>Speech, Language, and Hearing Sciences - University of Arizona</i>
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- Assisted instructor with facilitation of case-based learning assignments for 26 graduate students
- 2016-2017 Course: The Africana Experience (AFAS 160A1)  
*Africana Studies - University of Arizona*
- Graded and provided feedback on written online assignments for undergraduate students enrolled in general education course
- 2014-2015 Courses: Introduction to Linguistics (CSCD 1108) and Psycholinguistics (CSCD 2219)  
*Communication Sciences and Disorders - Temple University*
- Required courses for Communication Sciences and Disorders and Linguistics undergraduate majors; prerequisite courses for graduate students
  - Assisted instructor with creation and grading of tests and assignments for undergraduate and graduate students
  - Planned and led review sessions and office hours for students
- 2014 Course: Phonetics and Phonology (CSCD 2219)  
*Communication Sciences and Disorders - Temple University*
- Diamond Peer Teacher Program - competitive program providing upper division undergraduates opportunity to develop pedagogical skills by working closely with faculty mentors
  - Required course for Communication Sciences and Disorders and Linguistics undergraduate majors; prerequisite course for graduate students
  - Assisted instructor with creation and grading of tests and assignments for undergraduate and graduate students
  - Planned and led review sessions and office hours for students

## CLINICAL EXPERIENCE

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2019 - 2020	Speech-Language Pathologist, Clinical Fellow	Tucson Unified School District <i>Morgan Maxwell K-8 School</i>
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## CERTIFICATIONS AND AFFILIATIONS

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06/2020 to Present	ASHA Certificate of Clinical Competence (CCC-SLP)
11/2019 to Present	American Speech-Language-Hearing Association, <i>Member</i>
08/2019 to 08/2022	Speech-Language Pathologist, Pre-K – 12, <i>Arizona Department of Education</i>
08/2019 to 08/2022	Speech Language Pathologist, <i>Arizona Department of Health Services</i>
01/2018 to 08/2022	Arizona Speech-Language-Hearing Association, <i>Member</i>