
Arnold Olszewski, Ph.D., CCC-SLP

Dept. of Speech Pathology and Audiology
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EDUCATION

Ph.D., 2015 **University of South Florida**
Specialization: Communication Sciences and Disorders
Sub-specialization: Language and Speech Science

Doctoral
Coursework **The Ohio State University**
Specializations: Human Development and Family Science

M.S., 2010 **Purdue University**
Specialization: Speech-Language Pathology

B.S., 2008 **The Ohio State University**
Specialization: Psychology; Speech and Hearing Sciences

PROFESSIONAL EMPLOYMENT

2017-Present **Department of Speech Pathology and Audiology, Miami University**
Title: Assistant Professor

2016-2017 **School of Education, University of Cincinnati**
Title: Postdoctoral Fellow

2014-2015 **Communication Sciences and Disorders, University of South Florida**
Title: Graduate Teaching Associate

2012–2014 **Center for Response to Intervention in Early Childhood,
The Ohio State University & University of South Florida**
Title: Graduate Research Associate

2010- 2012 **Progressus Therapy, LLC- Cincinnati Public Schools**
Title: Speech-Language Pathologist

2008- 2010 **Speech-Language-Hearing Sciences, Purdue University**
Title: Research Assistant

CERTIFICATIONS/ LICENSES

2014-2017 Florida Speech Language Pathology License (SA13176)
2011-Present Certificate of Clinical Competence (CCC) in SLP (ASHA#14049559)
2010-Present Ohio Speech Language Pathology License (SP.10274)
2010-2015 Ohio Educator's License (OH3115901)

PROFESSIONAL ORGANIZATION MEMBERSHIPS

2018-Present Ohio Speech-Language-Hearing Association
2016-2017 ASHA Mentoring Academic-Research Careers Protégé
2016-Present Council for Exceptional Children- *Division for Early Childhood*
2014-2015 Florida Association of Speech-Language Pathologists and Audiologists
2010-Present American Speech Language Hearing Association (*SIG 1*)

RESEARCH

PUBLICATIONS***Journal Articles Published or In Press***

- Soto, X., Olszewski, A., & Goldstein, H. (In press). A systematic review of phonological awareness interventions for Latino children in early and primary grades. *Journal of Early Intervention*.
- Dinnesen, M.S., Olszewski, A., Breit-Smith, A., & Guo, Y. (2018). Collaborating with an expert panel to establish the content validity of an intervention for preschoolers. *Communication Disorders Quarterly*. doi: 10.1177/1525740118795158
- Olszewski, A., Guo, Y., & Breit-Smith, A. (2017). The effect of a shared book reading intervention on the story retelling and phonemic awareness of a third-grader with disabilities. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 34(3), 233-247. doi: 10.1080/10573569.2017.1390808
- Breit-Smith, A., Olszewski, A., Swoboda, C.M., Guo, Y., & Prendeville, J.A. (2017). Sequence text structure intervention during interactive book reading of expository picture books with preschool children with language impairment. *Child Language Teaching and Therapy*, 33(3), 287-304. doi: 10.1177/0265659017702206
- Olszewski, A., Soto, X., & Goldstein, H. (2017). Modeling alphabet skills as instructive feedback within a phonological awareness curriculum. *American Journal of Speech Language Pathology*, 26, 769-790. doi: 10.1044/2017_AJSLP-16-0042
- Goldstein, H., Olszewski, A., Haring, C., Greenwood, C.R., McCune, L., Carta, J.,... Kelley, E.S. (2017). Efficacy of a supplemental phonemic awareness curriculum to instruct preschoolers with delays in early literacy development. *Journal of Speech, Language, and Hearing Research*, 60, 89-103. doi: 10.1044/2016_JSLHR-L-15-0451
- Zhao, A., Guo, Y., Biales, C., & Olszewski, A. (2016). Exploring learner factors in second language (L2) incidental vocabulary acquisition through reading. *Reading in a Foreign Language*, 28(2), 224-245.
- Goldstein, H. & Olszewski, A. (2015). Developing a phonological awareness curriculum: Reflections on an implementation science framework. *Journal of Speech, Language, and Hearing Research*, 58(6), S1837-S1850. doi: 10.1044/2015_JSLHR-L-14-0351
- Kruse, L.G., Spencer, T.D., Olszewski, A., & Goldstein, H. (2015). Small groups, big gains: Efficacy of a Tier 2 phonological awareness intervention with preschoolers with early literacy deficits. *American Journal of Speech Language Pathology*, 24, 189-205. doi: 10.1044/2015_AJSLP-14-0035

Journal Articles Submitted or In Review

- Brann, K., Bidwell, S., Naser, S., & Olszewski, A. (Submitted). The potential of social, emotional, and behavioral screening in preschool: A review of procedures and processes. *Contemporary School Psychology*.

Book Chapters Published or In Press

- Olszewski, A., Haring, C., Soto, X., Peters, L., & Goldstein, H. (2018). How do we design and implement Tier 2 instructional support in early literacy and language? In J. Carta & R. Miller-Young (Eds.), *Multi-tiered systems of support for young children: Driving change in early education*. Baltimore, MD: Brookes Publishing.

Joseph, J. D., Strain, P., Olszewski, A., & Goldstein, H. (2016). A *Consumer Reports*-like review of the empirical literature specific to preschool children's peer-related social skills. In B. Reichow, B.A. Boyd, E.E. Barton, & S.A. Odom (Eds.), *Handbook of early childhood special education* (pp.179-197). Switzerland: Springer.

Doctoral Dissertation

Olszewski, A. (2015). *Modeling Alphabet Skills as Instructive Feedback within a Phonological Awareness Curriculum*. University of South Florida.

Undergraduate Honors Thesis

Olszewski, A. (2008). *Laryngeal Injury in the Intubated ICU Patient*. The Ohio State University.

PRESENTATIONS

Olszewski, A., Heimkreiter, S., Szumlas, G., & Brinkman, E. (2018, November). The role of chronic illness on language development: What should SLPs know? Seminar presented at the American Speech Language Hearing Association Annual Convention, Boston, MA.

Olszewski, A. (2018, March). Exploring family literacy behaviors for children with chronic illness. Poster presented at the Conference on Research and Innovations in Early Intervention, San Diego, CA.

Breit-Smith, A., Olszewski, A., & Guo, Y. (2017, November). Exposing preschool children with language impairment to cause-effect language using expository picture books. Seminar presented at the American Speech Language Hearing Association Annual Convention, Los Angeles, CA.

Olszewski, A., Soto, X., & Goldstein, H. (2016, November). Efficient literacy instruction: Integrating alphabet and phonological awareness instruction using instructive feedback. Seminar presented at the American Speech Language Hearing Association Annual Convention, Philadelphia, PA.

Breit-Smith, A., Olszewski, A., & Guo, Y. (2016, November). Interactive book reading effects using expository picture books with preschoolers with disabilities. Technical session presented at the American Speech Language Hearing Association Annual Convention, Philadelphia, PA.

Olszewski, A. & Goldstein, H. (2016, October). Modeling preschool literacy skills using instructive feedback. Poster presented at the Division for Early Childhood Conference, Louisville, KY.

Soto, X. & Olszewski, A. (2016, February). Estamos leyendo: A systematic review of phonological awareness interventions for young children ELLs. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Olszewski, A., Soto, X., & Goldstein, H. (2015, November). Not as easy as ABC: A systematic review of preschool phonological awareness interventions. Poster presented at the American Speech Language Hearing Association Annual Convention, Denver, CO.

Olszewski, A. & Goldstein, H. (2015, November). Let's play: A "Consumer Reports"-like rating system for early childhood social skills interventions. Poster presented at the American Speech Language Hearing Association Annual Convention, Denver, CO.

Soto, X., Olszewski, A., & Goldstein, H. (2015, November). Enseñame a leer: Does ELL status predict gains on early literacy interventions? Poster presented at the American Speech Language Hearing Association Annual Convention, Denver, CO.

- Olszewski, A. & Goldstein, H. (2014, November). Optimizing a curriculum: Modeling more advanced phonological awareness skills with instructive feedback. Poster presented at the American Speech Language Hearing Association Annual Convention, Orlando, FL.
- Goldstein, H., Kelley, E., Haring, C., & Olszewski, A. (2014, November). Pioneering development of multi-tiered systems of support for early childhood. Seminar presented at the American Speech Language Hearing Association Annual Convention, Orlando, FL.
- Goldstein, H. & Olszewski, A. (2014, May). Envisioning multi-tiered systems of support to promote school readiness in early childhood classrooms. Seminar at the Florida Association of Speech-Language Pathologists and Audiologists Annual Convention, Buena Vista, FL.
- Olszewski, A. (2008, March). Laryngeal injury in the intubated ICU patient. Poster presented at The Denman Undergraduate Research Forum at The Ohio State University, Columbus, OH.

GRANTS SUBMITTED

Funded

- Advancing Academic-Research Careers Award.* Role: Principal Investigator. \$5,000. American Speech-Language-Hearing Association, 2018-2019.
- ASHA Research Mentoring Network: Pathways Program.* Role: Protégé. Travel to Pathways Conference in Rockville, MD, 2018-2019.
- Social Media Accompanying Reading Together.* Role: Principal Investigator. \$8,932. Miami University Senate Committee on Faculty Research Grant, 2017-2018.
- Social Media to Improve Frequency and Quality of Shared Book Reading in Parents of Children with Chronic Illness.* Role: Principal Investigator. \$5,000. College of Arts and Science Summer Research Grant, Miami University, 2017-2018.

Pending

- Promoting Literacy in Children with Chronic Health Conditions.* Role: Principal Investigator. NIH Loan Repayment Program- Pediatric Research. Submitted Nov. 2018.

Not Funded

- New Investigators Research Grant- Social Media Accompanying Reading Together.* Role: Principal Investigator. \$10,000. American Speech-Language-Hearing Foundation, 2018-2019.
- Supplemental Preschool Phonological Awareness Instruction to Prevent Reading Disabilities.* Role: Investigator. Principal Investigator: Howard Goldstein. \$1,500,000. Goal Two: Development and Innovation, Institute of Education Sciences, 2015. Scored, not funded.
- Instructive Feedback for Early Literacy Skills.* Role: Principal Investigator. \$20,000. CAPCSD Ph.D. Dissertation Scholarship, Council of Academic Programs in Communication Sciences and Disorders, 2014.
- Instructive Feedback for Early Literacy Skills.* Role: Principal Investigator. \$2,000. Student Research Grant in Early Childhood Language Development, American Speech-Language-Hearing Foundation, 2014.

TEACHING

Miami University

Courses Taught

2017-Present SPA127 Intro to Communication Disorders

SPA426/526 Language Disorders in Children
 SPA631 Language Disorders in School Age Students

Master's Thesis Committees (* indicates chair)

2018-2019 Lauren Williamson*, Colleen Scheible, Brielle Hoagland, Meredith Orozco

University of Cincinnati

Fall 2016 Guest Lecture- CSD9088 Grant Writing

University of South Florida

Fall 2015 Guest Lecture- SPA4510 Clinical Methods in CSD
 Guest Lecture- SPA3002 Intro Speech-Language Disorders
 Summer 2015 Graduate Teaching Associate- SPA4050 Clinical Processes in CSD
 Graduate Teaching Associate- SPA6805 Research Methods
 Spring 2015 Graduate Teaching Associate- SPA3004 Language Development/Disorder
 Fall 2014 Graduate Teaching Associate- SPA3002 Intro Speech-Language Disorders
 Spring 2014 Guest Lecture- SPA4510 Clinical Methods in CSD

The Ohio State University

Spring 2013 Guest Lecture- HDFS3620 Intervention & Prevention
 Guest Lecture- HDFS3139 Research Practicum
 Fall 2012 Guest Lecture- HDFS2600 Prevention Science

SERVICE

UNIVERSITY SERVICE

Miami University

2018-Present Graduate Students' Achievement Fund Committee
 2018-Present SPA Faculty Search Committee
 2018-Present SPA Graduate Admissions Committee
 2018 New Faculty Teaching Enhancement Program- Member
 2017-Present Doris Bergen Center for Human Development, Learning, & Technology-
 Faculty Associate
 2017-Present SPA Undergraduate Committee
 2017 New Faculty Research Community- Member

University of Cincinnati

2016-2017 Senior Capstone Mentor in CSD

University of South Florida

2015 Rod Hale Memorial Graduate Student Experience- Panel Member
 2015 Undergraduate Research and Arts Colloquium- Facilitator
 2014-2015 Florida Center for Inclusive Communities- Trainee
 2014-2015 START-CSD Student Organization- Co-President
 2013-2014 START-CSD Student Organization- Social Chair

The Ohio State University

2012-2013 HDFS Graduate Student Organization
 2012-2013 Undergraduate Scholarship Essay Reviewer

SERVICE TO THE PROFESSION

Conferences

2018-2019 Committee Member, *Language in Infants through Preschoolers*,
American Speech, Language, Hearing Association Convention.
2018 Proposal Reviewer- *Division for Early Childhood Conference*

Journals

2018 Ad Hoc Reviewer- *International Journal of Speech-Language Pathology*
2018 Ad Hoc Reviewer- *Reading Research Quarterly*
2017-2018 Ad Hoc Reviewer - *Journal of Early Childhood Literacy*
2015 Ad Hoc Reviewer - *Child Development Research*
2014, 2018 Ad Hoc Reviewer - *American Journal of Speech-Language Pathology*

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