

## **Teran Renee Fulford M.S., CCC-SLP**

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### **Education**

- Master of Science in Speech Language Pathology, University of Montevallo, Montevallo, Alabama, May 1996
- Bachelor of Science in Communication Disorders and Sciences, University of Montevallo, Montevallo, Alabama, May 1994  
*Summa Cum Laude*
- Advanced diploma, Prattville High School, Prattville, Alabama, May 1990  
*Top 2% of class (8<sup>th</sup> out of 364)*

### **Certification and Licensure**

- American Speech Language and Hearing Association, Certificate of Clinical Competence, License # 09121083, 1997-present
- Alabama Board of Examiners in Speech Pathology and Audiology-License #1546, 1996-present
- National Provider Identifier, #1790958858
- Vital Stimulation Certification
- SOS Feeding Provider Certification

### **Honors**

- Most Outstanding Freshman in Speech-Language Pathology
- Scottish Rite Fellow Scholarship recipient
- Freshmen Class Favorite
- Phi Kappa Phi Member
- Omicron Delta Kappa Member
- ACE Award recipient

## **Clinical Experience**

### **Student Intern, HealthSouth Lakeshore Rehabilitation Hospital, Birmingham, Alabama, January 1996 – May 1996**

- Assisted in the evaluation and treatment of neurogenic patients having the following communication disorders: aphasia, apraxia, dementia, dysarthria, cognitive deficits due to traumatic brain injury, right hemisphere executive functioning deficits.
- Assisted SLPs in administering Modified Barium Swallow Studies and reading the results to assess patients' status of swallowing thereby determining appropriate therapeutic and dietary recommendations.
- Provided speech, language, cognitive, and swallowing therapy to a daily caseload of 8-10 patients.
- Participated in co-treatment with Occupational Therapists, Physical Therapists, and Music Therapists.
- Collaborated with the Dietician and Nursing to determine appropriate diets for neurogenic patients.
- Presented weekly reports of progress in therapy in multi-disciplinary meetings.

### **Speech-Language Pathology Fellow, Woodley Manor Residential Living Facility, Montgomery, Alabama, June 1996- August 1996**

- Provided evaluation and treatment of neurogenic patients having the following communication disorders: aphasia, apraxia, dementia, dysarthria, cognitive deficits due to traumatic brain injury, right hemisphere executive functioning deficits.
- Administered Modified Barium Swallow Studies and determined appropriate therapeutic and dietary recommendations.
- Provided speech, language, cognitive, and swallowing therapy to a daily caseload of 8-10 elderly patients with communication and swallowing disorders secondary to these diagnoses: stroke, Alzheimer's, Parkinson's, oral cancer, and traumatic brain injury.
- Participated in co-treatment with Occupational Therapists and Physical Therapists
- Collaborated with the Dietician and Nursing staff to determine appropriate diets for neurogenic patients.
- Presented weekly reports of progress in therapy in multi-disciplinary meetings.

**Speech-Language Pathology Fellow/ Therapist, HealthSouth Rehabilitation Hospital,  
August -1996-1998**

- Provided comprehensive evaluation and treatment of neurogenic patients having the following communication disorders: aphasia, apraxia, dementia, dysarthria, cognitive deficits due to traumatic brain injury, right hemisphere executive functioning deficits.
- Administered Modified Barium Swallow Studies and determined appropriate therapeutic and dietary recommendations.
- Provided speech, language, cognitive, and swallowing therapy to a daily caseload of 8-10 elderly patients with communication and swallowing disorders secondary to these diagnoses: stroke, Alzheimer's, Parkinson's, oral cancer, and traumatic brain injury.
- Participated in co-treatment with Occupational Therapists and Physical Therapists
- Collaborated with the Dietician and Nursing staff to determine appropriate diets for neurogenic patients.
- Presented weekly reports of progress in therapy in multi-disciplinary meetings.
- Organized and conducted a presentation in a Lunch and Learn format on "Communication Disorders resulting from CVA" to patients' families and staff.

**Speech-Language Pathologist, Prattville Primary School, Autauga County Public School  
System, August 1998- May 2002**

- Provided comprehensive speech and language assessment and subsequent therapy to preschool children and children in the first grade with the following communication disorders: phonological delay, articulation, receptive and expressive language delay/disorders, fluency, voice, and resonance.
- Wrote Individualized Education Plans for each child on the caseload which included on average 50-60 children.
- Attended weekly Special Education meetings to collaborate with Special Education teachers to determine ways to best meet the needs of the children being served.
- Collaborated with teachers on a daily basis to instruct on ways to implement speech and language goals identified in the Individualized Education Plan.
- Collaborated with fellow speech-language pathologists in the county quarterly to attend continuing education conferences and discuss ways to improve evaluation and intervention of our children with communication disorders.
- Partnered with parents to provide speech and language stimulation activities and homework to improve carryover of skills acquired in therapy sessions.

**Speech-Language Pathologist, Early Intervention Systems of Alabama (EIEIO), tri-county office in Prattville, Alabama, June 2002- December of 2012**

- Provided comprehensive speech and language evaluations and intervention to children ranging in ages from newborn to three years of age with the following diagnoses: failure to thrive, premature, Autism Spectrum Disorder, Developmental Delay, Cleft Lip and Palate, and Hearing Impairment.
- Wrote evaluation reports and treatment plans to target speech and language deficits
- Partnered with the Occupational Therapist on feeding and swallowing evaluations and treatment.
- Co-treated with the Occupational Therapist and Physical Therapist to target language deficits during physical activities.
- Trained parents, caregivers, and teachers on ways to provide speech and language stimulation through daily routine activities, toys, and books.

**Adjunct Clinical Practicum Supervisor in Speech-Language Pathology, Auburn University at Montgomery Speech and Hearing Clinic, August 2011-October 2013**

**COMM 4914**

- Supervise students in speech-language pathology and audiology in observing, assessing, and treating pediatric, adult, and geriatric populations having the following communication disorders: receptive and expressive language delay/disorders, articulation, phonological delay, fluency, resonance, voice, cognitive, and auditory processing.

**Staff Speech-Language Pathologist, Auburn University at Montgomery Speech and Hearing Clinic, October 2013- Present**

- Perform comprehensive speech and language evaluations on pediatric, adult and geriatric populations having the following communication disorders: receptive and expressive language delay/disorders, articulation, phonological delay, fluency, resonance, voice, cognitive, and auditory processing.
- Write reports conveying results of assessment, recommendations for therapy, and pertinent referrals to other professionals.
- Conduct therapy with adult clients having communication disorders.
- Collaborate with parents and various professionals invested in the welfare of the children and adults served, reporting the results of speech and language testing, recommendations

for therapy, and necessary referrals vital to the correction and improvement of communication disorders identified.

## **Teaching Experience**

### **Clinical Supervisor/Coordinator, Auburn University at Montgomery Speech and Hearing Clinic, August 2011-August 2016**

#### **COMM 4911 and COMM 4914**

- Supervise students in speech-language pathology and audiology in observing, assessing, and treating pediatric, adult, and geriatric populations having the following communication disorders: receptive and expressive language delay/disorders, articulation, phonological delay, fluency, resonance, voice, cognitive, and auditory processing.
- Conduct weekly clinic meetings addressing various topics in regards to the evaluation process, treatment strategies and techniques, and developing relationships with their clients' families.
- Instruct students on skills pertaining to writing comprehensive weekly lesson plans, progress notes, evaluation reports, and treatment reports.
- Schedule all clients' speech and language services provided either weekly or bi-weekly
- Collaborate daily with a fellow speech-language pathologist serving the Montgomery Public Schools regarding the supervision of the students providing speech and language services to these clients' and their families.
- Meet weekly with families' regarding their children's status in therapy and receiving their feedback regarding their expectations of progress being achieved in therapy, as well as problem solving areas of potential concern.

### **Adjunct, Auburn University at Montgomery, August 2015-2016, Department of Communication and Dramatic Arts**

- **In Classroom Course, Phonetics, COMM 4410**
- Course Content: The basic study of the sound system of the English language. Includes principles of sound production, phonetic transcription, and the acoustical basis of phonetics.
- **In Classroom Course, Articulation and Phonological Development and Disorders COMM 4410**
- Course Content: The study of the developmental aspects of articulation and phonology, including assessment and treatment procedures.

**Assistant Clinical Professor, Auburn University at Montgomery, August 2016-present,  
Department of Communication Disorders**

**CMDS 4911 and CMDS 4914 (2016- present)**

- Supervise students in speech-language pathology and audiology in observing, assessing, and treating pediatric, adult, and geriatric populations having the following communication disorders: receptive and expressive language delay/disorders, articulation, phonological delay, fluency, resonance, voice, cognitive, and auditory processing.
- Conduct weekly clinic meetings addressing various topics in regards to the evaluation process, treatment strategies and techniques, and developing relationships with their clients' families.
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- Meet weekly with families' regarding their children's status in therapy and receiving their feedback regarding their expectations of progress being achieved in therapy, as well as problem solving areas of potential concern.

**Phonetics, CMDS 4410 (2016-present)**

- In Classroom Course
- Course Content: The basic study of the sound system of the English language. Includes principles of sound production, phonetic transcription, and the acoustical basis of phonetics.

**Writing for Speech-Language Pathology and Audiology CMDS 4610 (2019)**

- In Classroom Course co-taught
- Advanced writing strategies in the fields of communication science disorders to include report writing for areas of assessment and treatment including business and professional documentation.

**Service**

- Faculty Senator (2017- present)
- Sponsor of the AUM Chapter of the National Student Speech Language and Hearing Association (2015-present)
- Interim Director of AUMSHC and Department Head of Communication Disorders (October-December 2018)

- Department of Communication Disorders Clinical Search Committee Member (Fall semester of 2016, Spring semester of 2018, Spring Semester of 2020)
- Department of Communication Disorders Faculty member on graduate program proposal committee to write and develop graduate program (2019-present)

### **Interprofessional Involvement**

- Faculty member on Interview panel for Admission to Department of Nursing (2018)
- Mock Hospital Instructor (2018)
- Nursing Student Observation Instructor (2016-2018)
- Med-One Camp Instructor (2016)