

NERISSA C. HALL, Ph.D. CCC-SLP

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EDUCATION

Leadership Education in Neurodevelopmental and Related Services (LEND) Program 9/2013 – 5/2014
University of Massachusetts Medical School, Waltham, MA

Ph.D. Communication Disorder 9/2009 – 5/2013
University of Massachusetts, Amherst, MA
Major: Speech Pathology & Minor: Special Education
Dissertation: An Investigation of the Efficacy of Direct and Indirect AAC Service Provision via Telepractice

M.A. Speech-Language Pathology 9/2005 – 5/2007
B.S. Communication Disorders & B.S. Psychology 9/2001 – 6/2005
University of Massachusetts, Amherst, MA

PROFESSIONAL EXPERIENCE

Department Manager, Tate Speech, Language, & Literacy Center, Tate Behavioral, Inc. 8/2021 – Present

- Manage and mentor a team of clinicians specializing in augmentative and alternative communication (AAC), speech, language, and literacy, and assistive technology (AT).
- Provide and supervise evidence-based assessment, intervention, consultation and professional development services involving transdisciplinary practices.
- Procure dedicated AAC devices and systems through insurance for individuals requiring long-term AAC use.
- Develop transdisciplinary practice procedures involving speech pathology and progressive applied behavioral analysis.

Co-owner and Member of Commūnicāre, LLC 12/2010 – 8/2021

- Manage and mentor a team of clinicians specializing in augmentative and alternative communication (AAC) and assistive technology (AT).
- Provide evidence-based assessment, intervention, consultation and professional development speech-language, AAC, AT, and telepractice/tele-AAC services
- Develop and implement an intensive extended school year program for individuals using AAC & AT, their paraprofessionals, special educators, as well as pre-professional clinicians enrolled in the Speech Pathology Master's program

Adjunct Faculty/Lecturer, University of Massachusetts Amherst 1/2022 – 5/2022

- Develop and teach a graduate-level course on augmentative and alternative communication (AAC)

Adjunct Faculty/Lecturer, University of Massachusetts Amherst 1/2019 – 5/2019

- Develop and teach a graduate-level course on augmentative and alternative communication (AAC)

Adjunct Faculty/Lecturer, Cambridge College 6/2015 – 2017

- Develop and teach undergraduate and graduate-level courses on assistive technology (AT)

Adjunct Faculty/Lecturer, ELMS College 6/2013 – 2017

- Design, develop, and teach undergraduate and graduate-level courses in topics of communication disorders, research, and augmentative and alternative communication (AAC)

Interim Assistant Director of the Undergraduate Specialization in Developmental Disabilities and Human Services (DDHS) and Lecturer 8/2013 – 12/2014

- Establish and coordinate internship opportunities for members of the specialization program
- Co-teach undergraduate courses on topics of intellectual disabilities and related topics

Member of the University Telepractice Research Team (uTRT) 9/2009 – 5/2013

- Collaborate with doctoral colleagues and faculty to develop and assess the effectiveness and validity of a clinical model for the provision of services via telepractice
- Engage in theoretical and clinical research and grant-writing activities related to single-subject investigations, groups studies, as well as national and federal grant initiatives
- Clinical Supervisor
- Mentor pre-professional clinicians in principles of evidence-based practice, specific skill acquisition and enhancement, assessment and intervention using traditional supervisory methods as well as those conducted via telepractice

- Work directly with adults with disabilities, their caregiver and their support staff to support communication and provide access to services

- Work with individuals of all ages in need of speech-language services

PUBLICATION RECORD

- Anderson, K., Boisvert, M. K., Doneski-Nicol, J., Gutmann, M. L., Hall, N. C., Morelock, C., Steele, R., & Cohn, E. R. (2012). Tele-AAC Resolution. *International Journal of Telerehabilitation*, 4(2), 79-82.
- Boisvert, M. & Hall, N. (2019). Telepractice for School-Based Speech and Language Services: A Workload Management Strategy. *ASHA Perspectives*.
- Boisvert, M., Hall, N., Andrianopoulos, M., & Chaclas, J. (2012). The Multi-faceted Implementation of Telepractice to Service Individuals with Autism. *International Journal of Telerehabilitation*, 4(2), 11-24.
- Hall, N., Boisvert, M., Jellison, H. & Andrianopoulos, M. (2014). Language Intervention via Text-Based Tele-AAC: A Case Study Comparing On-site and Telepractice Services. *Perspectives on Telepractice*, 4(2), 61-70. doi: 10.1044/teles4.2.61.
- Hall, N., Boisvert, M., & Steele, R. (2013). Telepractice in the Assessment and Treatment of Individuals with Aphasia: A systematic review. *International Journal of Telerehabilitation*, 5(1), 27-38.
- Hall, N. C. (2013). An investigation of the efficacy of direct and indirect AAC service provision via telepractice. Doctoral Dissertations Available from Proquest. Paper AAI3589032. Retrieved from <http://scholarworks.umass.edu/dissertations/AAI3589032>

INVITED PUBLICATION

- Boisvert, M. & Hall, N. (2014). Telehealth – use in early autism training for parents. *Smart Homecare Technology and Telehealth*, 2014(2), 9-27.
- Hall, N. (2017). That Special Niche. *The ASHA Leader*, 22(3), 38-39. doi: 10.1044/leader.IPP.22032017.38.
- Hall, N. & Boisvert, M. (2014). Clinical Aspects Related to Tele-AAC: A Technical Report. *Perspectives on Augmentative and Alternative Communication*, 23(1), 18-33. doi: 10.1044/aac23.1.18.
- Hall, N. & Jellison, H. (2014). From My Screen to Yours. *The ASHA Leader*, 19(12), 38-39. doi: 10.1044/leader.APP.19122014.38.
- Hall, N., Juengling, J., Gutmann, M., Cohn, E. (2019). *Tele-AAC: Augmentative and Alternative Communication through Telepractice*, Plural Publishing, Inc.
- Hall, N., Juengling, J., Gutmann, M., Cohn, E. (2022). *Fundamentals of AAC: A case-based approach to enhancing communication*, Plural Publishing, Inc.

PRESENTATION RECORD

- Albelice, A., Hall, N. (2018). It's Not Black or White, It's Grey: Understanding Psychosocial Challenges that Affect Children and How Systematic Implementation of Technology Can Help. *Assistive Technology of New England*, Warwick, RI.
- Boisvert, M., Hall, N. (2018). School-Based Telepractice Services for Students who are AAC Users: Lessons Learned. *American Speech, Language and Hearing Association Schools Conference*, Boston, MA
- Boisvert, M., Andrianopoulos, M., Kurland, J., Boscardin, M., Hall, N. (November of 2012). Evidence Based Speech and Language Interventions for Students with ASD Using Telepractice: A Case Series. *American Speech, Language and Hearing Association*, Atlanta, GA.
- Boisvert, M., Hall, N., Andrianopoulos, M. (April of 2013). Evidence-Based Telepractice with Individuals with Autism and Other Communication Disorders. *Council of Academic Programs*, Phoenix, AZ
- Cohn, E., Hall, N., Juengling, J., Gutmann, M. (2017). Telepractice and Tele-AAC. *American Speech, Language and Hearing Association Schools Conference*, Los Angeles, CA
- Cohn, E., Juengling, J., Hall, N., Gutmann, M. (2018). Tele-AAC as a Consultative Model: Pediatric and Adult Applications. *American Speech, Language and Hearing Association Schools Conference*, Boston, MA
- Fitta, S., Hall, N. (2018). A Systematic Data Analysis Approach to Addressing Core Vocabulary. *American Speech, Language and Hearing Association Schools Conference*, Boston, MA
- Fitta, S., Hall, N. (2018). ABA as a Framework for Effective AAC Assessments and Intervention. *Assistive Technology of New England*, Warwick, RI.
- Hall, N., Andrianopoulos, M., & Boscardin, M. (2013). Training Speech Language Pathology Leaders in Evidence-Based Practices that Improve Outcomes for Children with Neurodevelopmental Disabilities. *Office of Special Education Programs Program Directors' Conference*, Washington, DC.
- Hall, N., Andrianopoulos, M., & Boscardin, M. (2013). Training Speech Language Pathology Leaders in Evidence-Based Practices that Improve Outcomes for Children with Neurodevelopmental Disabilities. *Office of Special Education Programs Program Directors' Conference*, Washington, DC.
- Hall, N., Andrianopoulos, M., & Choe, Y. (2010). Supporting Students Using AAC in the Schools. *American Speech, Language and Hearing Association Schools Conference*, Las Vegas, NV

- Hall, N., Andrianopoulos, M., & Choe, Y. (2010). Training Graduate Students to Support Individuals Using AAC. American Speech, Language and Hearing Association, Philadelphia, PA
- Hall, N., Boisvert, M. (2012). Telepractice to provide Language Intervention to a Student using AAC: A case study. International Society for Augmentative and Alternative Communication, Pittsburg, PA.
- Hall, N. & Boisvert, M. (2011). Active Consultation Through Telepractice For Individuals Using AAC. American Speech, Language and Hearing Association, San Diego, CA.
- Hall, N., Boisvert, M., & Jellison, H. (2014). An Investigation of the Efficacy of Direct AAC Service Provision via Telepractice: A case study. Rehabilitation Engineering and Assistive Technology Society of North America, Indianapolis, IN.
- Hall, N., Boisvert, M., & Jellison, H. (2014). Telepractice to Provide Aided Language Training to Clinicians working with Clients that use AAC Devices. American Speech, Language and Hearing Association, Orlando, FL.
- Hall, N. & Cohn, E. (2019). Short Course: Tele-AAC for the Advanced Practitioner. Clinical AAC Research Conference, Washington, D.C.
- Hall, N., Jellison, H. (2020). Getting Started with Tele-AAC: Working With What You've Got. AGOSCI, Sidney, Australia.
- Hall, N., Jellison, H. (2020). Leveraging the Power of Synchronous and Asynchronous Tele-AAC Services. ASHA SIGNature Series, Washington, D.C.
- Hall, N., Jellison, H. (2015). Creating and Sustaining an AAC Environment: Low Tech to High Tech AAC Solutions. Assistive Technology of New England, Warwick, RI.
- Halsall, K, Hall, N. (2012). School Professionals' Perceptions of Preparedness for AAC Intervention. American Speech, Language and Hearing Association, Atlanta, GA.
- Jellison, H., Albelice, G., Quinn, L., Serra, J., & Hall, N. (2019). The AT Toolkit for Invisible Disabilities. Assistive Technology of New England, Warwick, RI.
- Jellison, H. & Hall, N. (2011). Building Solid Comprehension to Improve Communication: A Structured Teaching Framework. Closing the Gap, Bloomington, MN.
- Jellison, H., Hall, N. (2020). Tele-Engagement for Effective Clinical Intervention. NEAT, Hartford, CT.
- Jellison, H., Hall, N. (2020). Virtual Camp: What Worked and What We Learned. Closing the Gap, Minnesota.
- Jellison, H., Hall, N. (2018). The Power of the Para and Other Communication Partners. Assistive Technology of New England, Warwick, RI.
- Jellison, H., Hall, N. (2016). What the Tech?. Assistive Technology of New England, Warwick, RI.
- Macomber, P., Hall, N. & Jellison, H. (2011). A Systematic, 4-Step Framework for Teaching Social Language. American Speech, Language and Hearing Association, San Diego, CA.

TEACHING

- Intellectual Disabilities: Challenges and Controversies
- Clinical Procedures
- Assistive Technology
- Augmentative and Alternative Communication
- Seminars in Autism Spectrum Disorders (Select Courses)
- Internship Rotations

PROFESSIONAL AFFILIATIONS

- American Speech, Language and Hearing Association (ASHA)

CERTIFICATION AND PROFESSIONAL LICENSURE

- Connecticut State License in Speech Pathology
- Massachusetts State License in Speech Pathology

AWARDS AND DISTINCTIONS

- 2013 LEND Fellowship: Leadership Education in Neurodevelopmental and Related Services (LEND) Program
- 2009 Doctoral Fellowship: Training Leaders in SLPS as Effective Collaborators in the Public Schools
- 2007 Magna Cum Laude, University of Massachusetts-Amherst
- 2005 Magna Cum Laude, University of Massachusetts-Amherst
- 2005 Graduate Student Fellowship: Training SLPS to Maximize Oral Communication in Children with Autism