

Amanda M. Rudge, Ph.D.
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EDUCATION

Washington University, St. Louis, MO
Doctor of Philosophy, Speech and Hearing Sciences
2020

Washington University, St. Louis, MO
Master of Science, Deaf Education
2014

Truman State University, Kirksville, MO
Bachelor of Science, Communication Disorders
2012

CERTIFICATION

Missouri State Teacher Certification Deaf and Hearing Impaired (K-12)

Council on Education of the Deaf (CED)

PROFESSIONAL WORK EXPERIENCE

2020 - Present	Moog Center for Deaf Education, St. Louis, MO Director of Research and Development
2018 - Present	Washington University, St. Louis, MO Instructor, Department of Audiology and Communication Sciences
2018 - 2021	University of North Florida, Jacksonville, FL Adjunct Faculty, Department of Exceptional, Deaf, & Interpreter Education
2016 - 2020	Moog Center for Deaf Education, St. Louis, MO Research Assistant
2016 - 2019	Washington University, St. Louis, MO Graduate Teaching Assistant, Department of Audiology and Communication Sciences
2014 - 2020	Moog Center for Deaf Education, St. Louis, MO Teacher of the Deaf/Hard of Hearing

PROFESSIONAL ORGANIZATIONS

Alexander Graham Bell Association for the Deaf and Hard of Hearing

American Cochlear Implant Alliance

American Educational Research Association

American Speech-Language-Hearing Association

Association of College Educators-Deaf or Hard of Hearing

Council for Exceptional Children
Division for Communication, Language, and Deaf/Hard of Hearing

Hearing Loss Association of America

OPTION Schools Inc. Research Committee

National Center for Hearing Assessment and Management Tele-Intervention Research Committee

National Leadership Consortium in Sensory Disabilities

PUBLICATIONS

- Rudge, A.M.**, Coto, J., Oster, M.M., Brooks, B.M., Soman, U., Rufsvold, R., & Cejas, I. (2022). Vocabulary outcomes for 5-year-old children who are deaf or hard of hearing: Impact of age at enrollment in specialized early intervention. *Journal of Deaf Studies and Deaf Education*. enac009, 1-7
<https://doi.org/10.1093/deafed/enac009>
- Rudge, A. M.**, Brooks, B. M., Grantham, H., (2022) Effects of early intervention frequency on expressive vocabulary growth rates of very young children who are deaf or hard of hearing: How much is enough? *Journal of Speech, Language, and Hearing Research*, 1-10. https://doi.org/10.1044/2022_JSLHR-21-00322
- Wolfe, J., Miller, S., Schafer, E. C., **Rudge, A. M.**, Brooks, B. M., Smith, J., Stowe, D., Birath, A. L., Wilson, P., Fales, E., & Elder, T. (2021). Intervention and outcomes of children in different types of listening and spoken language programs. *Journal of Early Hearing Detection and Intervention*, 6(2), 9-27. DOI: <https://doi.org/10.26077/7874-5589>
- Rudge, A.M.**, Sonneveldt, V., & Brooks, B.M. (2020) The effects of face coverings and remote microphone technology on speech perception in the classroom. *The Moog Center for Deaf Education*. 1-8.
- Rudge, A.M.** (2020). *Expressive vocabulary development in very young children who are deaf or hard of hearing* (Accession No. 27831860). [Doctoral dissertation, Washington University in St. Louis]. ProQuest Dissertations Publishing.
- Geers, A.E., Moog, J.S., & **Rudge, A.M.** (2019). Effects of frequency of early intervention on spoken language and literacy levels of children who are deaf or hard of hearing in preschool and elementary school. *Journal of Early Hearing Detection and Intervention*, 4(1), 15–27. <https://doi.org/10.26077/7pxh-mx41>
- Moog, J.S. & **Rudge, A.M.** (2019). 21st Century teenagers and young adults who are deaf or hard of hearing: Outcomes and possibilities. *Journal of Early Hearing Detection and Intervention*, 4(1), 1–14. <https://doi.org/10.26077/jzyj-kz24>

PRESENTATIONS

- Rudge, A.M.** & Brooks, B.M. Effects of early intervention frequency on expressive vocabulary growth rates of very young children who are deaf or hard of hearing. American Cochlear Implant Alliance (ACIA) CI2022 Convention, Washington, DC. May 2022.
- Brooks, B.M. & **Rudge, A.M.** Parent and Provider Perceptions of Teletherapy. American Cochlear Implant Alliance (ACIA) CI2022 Convention, Washington, DC. May 2022.
- Brooks, B.M. & **Rudge, A.M.** Caregiver Perceptions of TeleSupport. Early Hearing Detection and Intervention Conference (EHDI), virtual session. March 2022.
- Rudge, A.M.**, Coto, J., Oster, M., Brooks, B.M., Soman, U., Rufsvold, R., & Cejas, I. Vocabulary outcomes for 5-year-old children who are deaf or hard of hearing: Impact of age at enrollment in specialized intervention. Early Hearing Detection and Intervention Conference (EHDI), virtual session. March 2022.
- Rudge, A.M.** Face coverings and speech perception. Yeshiva University Department of Speech Pathology and Audiology: virtual session. September 2020.
- Rudge, A.M.** Expressive vocabulary development in very young children who are deaf and hard of hearing. Presentation for the annual meeting of the National Leadership Consortium in Sensory Disabilities: virtual session. April 2020.
- McNamara, A.**, Hayes, H., & Reimer, C. Modern teens and young adults who are deaf or hard of hearing: A snapshot of post-secondary life. Association of College Educators—Deaf and Hard of Hearing (ACE-DHH) meeting in Tucson, AZ. February 2018.

McNamara, A., & Hayes, H. Vocabulary development of children who are deaf or hard of hearing. Association of College Educators—Deaf and Hard of Hearing (ACE-DHH) meeting in Tucson, AZ. February 2018.

McNamara, A., & Reimer, C. The ins and outs of deaf education. Salus University Department of Speech-Language Pathology: virtual session. April 2017.

McNamara, A., & Stewart, M. Using technology in the classroom to promote listening and spoken language. A.G. Bell Association for the Deaf and Hard of Hearing (A.G. Bell) in Orlando, FL. June 2016.