Dr. Anne C. C. Reed

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Institutions of Higher Education Attended

PHD, Florida State University.

EDS, Piedmont College.

MS, University of South Alabama.

Previous Teaching Positions

Assistant Professor, Texas State University. (2025 - Present).

Doctoral Fellow, Florida State University. (2021 - 2025).

Speech-Language Pathologist, Forsyth County Schools. (2016 - 2018).

Speech-Language Pathologist, The Schenck School. (2008 - 2016).

Speech-Language Pathologist, Gwinnett County Schools. (2007 - 2008).

Speech-Language Pathologist, Bay County Schools. (1998 - 2000).

Significant Professional Works

Refereed Journal Articles

Eiser Hess, A., Cook, B. G., Pfeiffer, D. L., Ford, A., Reed, A. C. (2026). Open-Science Practices in Two Communication Sciences and Disorders Journals: A Systematic Review. *Evidence-Based Communication Assessment and Intervention*.

Reed, A. C., Farquharson, K. (2024). Speech-language pathologist self-efficacy and job satisfaction: Resources in special education eligibility decisions. *Language, Speech, and Hearing Services in Schools, 55*(4), 1110-1124.

Farquharson, K., Ott, B. K., Reed, A. C. (2024). Developing a Dyslexia Diagnostic Team: A Feasibility Project. *Perspectives of the ASHA Special Interest Groups, 9*(4), 1029-1050.

Farquharson, K., Cabbage, K. L., Reed, A. C. (2023). Subtract before you add: Toward the development of a de-implementation approach in school-based speech sound therapy. *Language, Speech, and Hearing Services in Schools, 54*(1), 1052-1065.

Dennis, L. R., Farquharson, K., Reed, A. C., Summy, R., Westmoreland, J., Clark, K. (2023). The effects of practice-based coaching on the implementation of shared book reading strategies for speech-language pathology assistants and paraeducators working with children with language delays. *Topics in Early Childhood Special Education, 43*(4), 249-264.