

# Student Research Grant in Early Childhood Language Development Recipients

2015

**Awarded \$2,000 each**

**Caitlin M. Imgrund**

PhD Candidate

University of Kansas

Mentor: Diane Loeb

*Expressive and Receptive Morphosyntax in Preschoolers Born Preterm*

**Emily D. Quinn**

PhD Candidate

Vanderbilt University

Mentor: Ann Kaiser

*Teaching Graphic Symbols to Preschoolers Who Require AAC Using Aided AAC Modeling During Small Group Instruction*

**Michelle Therrien**

PhD Candidate

Pennsylvania State University

Mentor: Janice Light

*Effects of a Social Interaction Intervention on the Communicative Turns of Preschool-Aged Children With Complex Communication Needs in Peer Interaction*

2014

**Awarded \$2,000**

**Brian Weiler**

PhD Candidate

Vanderbilt University

Mentor: C. Melanie Schuele

*Participle-ed: The Role of Argument Structure and Interpretation*

2013

**Awarded \$2,000 each**

**Karen Barako Arndt**

PhD Candidate

Vanderbilt University

Mentor: C. Melanie Schuele

*Elicited Production of Complement Taking Verbs Across Complement Clause Types in Typically Developing Preschool Children*

**Amelia Medina**

PhD Candidate

New Mexico State University

Mentor: Deborah Rhein

*Comparing Treatment Effects for Young Bilinguals with Language Impairment*

**2012**

**Awarded \$2,000 each**

**Vanessa M. Harwood**

PhD Candidate

University of Connecticut

Mentors: Bernard Grela and Jonathan Preston

*Neutral Correlates of Speech Perception in Typically Developing and Late Talking Toddlers: Can ERP and Non-word Repetition Aid in Identification of Risk?*

**Mary Beth Schmitt**

PhD Candidate

Ohio State University

Mentor: Laura Justice

*Treatment Dosage, Child Engagement and Treatment Impacts for Children with Language Disorders*

**2011**

**Awarded \$2,000 each**

**Emily Lund**

Vanderbilt University

Mentor: C. Melanie Schuele

*Effects of Explicit Word Learning Practice on the Fast-Mapping Skills of Children*

**Christina Meyers**

University of Arizona

Mentor: Elena Plante

*Design and Validation of a Parent Report Measure of Bilingual Language Input to Infants Exposed to Spanish and English*

**2010**

**Awarded \$2,000**

**Johanna M. Hassink**

Purdue University

Mentors: Oliver Wendt and Laurence B. Leonard

*Effects of the Cycles Approach on Phonological Remediation: A Single-Subject Research Study*

**2009**

**Awarded \$2,000**

**Krystal L. Werfel**

Vanderbilt University

Mentor: C. Melanie Schuele

*Phonological Awareness Training in Children with Hearing Loss*

**2008**

**Awarded \$2,000 each**

**Kathryn Wright Brady**

University of Missouri

Mentor: Judith C. Goodman

*Clues to Meaning: Exploring Potential Effects of Paired, Congruent Cues on Toddlers' Word Learning*

**Dawn Vogler-Elias**

University of Buffalo

Mentor: Geralyn Timler

*A Shared Storybook Reading Intervention for Preschoolers with Autism*

**2007**

**Awarded \$2,000 each**

**Jonathan L. Preston**

Syracuse University

Mentor: Mary Louise Edwards

*Preliminary Investigation of a Weighted Measure of Speech Sound Accuracy*

**Elizabeth Spencer**

Vanderbilt University

Mentor: C. Melanie Schuele

*Part-Term Learning in Children with Low Vocabulary*

**2006**

**Awarded \$2,000 each**

**Ling-yu Guo**

University of Iowa

Mentors: J. Bruce Tomblin, Amanda Owen

*Acquisition of Copula and Auxiliary BE in English-Speaking Children*

**Susanna M. Vargas**

Indiana University

Mentor: Raquel T. Anderson

*Use of Direct Object Clitic Pronouns by Young Spanish-Speakers*

*ASHA Special Interest Division 1 Support*

**2005**

**Awarded \$2,000**

**Anna V. Sosa**

University of Washington

Mentor: Carol Stoel-Gammon

*Lexical Effects in Early Phonological Acquisition*

**2004**

**Awarded \$2,000**

**Lu-Chun Lin**

University of Illinois at Urbana Champaign

Mentor: Cynthia J. Johnson

*Effects of Early English Education on Phonological Awareness and Language Development of*

*Mandarin-English Bilingual Children*

**2003**

**Awarded \$2,000**

**Janet Ford**

Syracuse University

Mentor: Linda S. Milosky

*Construction of Emotional Inferences When Developing Mental Representations*

**2002**

**Awarded \$2,000**

**Madhavi L. Chelluri**

Purdue University

Mentor: Aimee M. Surprenant

*Processing of Speech and Non-Speech Stimuli in Children With Specific Language Impairment*

**2001**

**Awarded \$2,000**

**Joan E. Furey**

University of Illinois, Urbana–Champaign

Mentor: Ruth V. Watkins

*The Growth of Early Phonological and Lexical Development: A Longitudinal Investigation in Children From Low- and Middle-Income Families*

**2000**

**Awarded \$2,000**

**Peggy F. Jacobson**

City University of New York Graduate Center

Mentor: Richard J. Schwartz

*Regular and Irregular Past Tense in Early Sequential Bilingual Children With Specific Language Impairment*

**1999**

**Awarded \$2,000**

**Geralyn R. Timler**

University of Washington

Mentor: Lesley B. Olswang

*Investigation of Social Communication Skills in School-Age Children With Alcohol-Related Disabilities*

**1998**

**Awarded \$2,000**

**Laura Justice**

Ohio University

Mentor: Helen K. Ezell

*Stimulating Children's Metalinguistic Awareness Through Parent Intervention*

**1997**

**Awarded \$2,000**

**Kathy J. Jakielski**

University of Texas at Austin

Mentor: Barbara L. Davis

*Motor Organization in the Acquisition of Consonant Clusters*

1996

**Awarded \$2,000**

**Shelley Gray**

University of Arizona

Mentor: Linda Swisher

*Vocabulary Deficits in Children With specific Language Impairment: The Identification Accuracy of Norm-Referenced Tests and a Language-Learning Task*

1995

**Awarded \$2,000**

**Linda J. Hesketh**

University of Wisconsin, Madison

Mentor: Susan E. Weismer

*Toddlers' Learning of Synonymous Verbs: Is There Evidence for a Mutual Exclusivity Bias?*

1994

No Award

1993

**Awarded \$1,000**

**Teresa Ukrainetz McFadden**

University of Texas at Austin

*The Conceptual Basis of Emergent Literacy: Children Preserving Stories*

1992

**Awarded \$1,000**

**Catherine Laszlo**

Portland State University

*Phonological Awareness Skills in Late Talkers*

1991

**Awarded \$1,000**

**Susan I. Kemp-Fincham**

University of Illinois, Urbana–Champaign

*Indices of Sensorimotor Processes in 20 34-Month-Old Toddlers' Phonological Development*

**1990**

**Awarded \$1,000**

**Rita L. Bauersmith**

Portland State University

*Story Retelling Skills as an Indicator of Persistent Language Delays in Pre-school Children*

**1989**

**Awarded \$1,000**

**Barbara Byrd Fazio**

Indiana University

*Conceptual and Linguistic Factors Associated With Young Language-Impaired Children's Counting Abilities*

**1988**

**Awarded \$1,000**

**Diane Frome Loeb**

Purdue University

*The Development of Subject Roles in Normally Developing and Language-Impaired Children*

**1987**

**Awarded \$1,000**

**Barbara J. Kiernan**

University of Arizona

*Bilingual and Monolingual Vocabulary Learning by Predominantly Navajo-Speaking, Preschool Children*

**1986**

**Awarded \$1,000**

**Kiyoshi Otomo**

University of Washington

*Development of Certain Vowels in Early Meaningful Speech of Children 20 to 32 Months of Age*

**1985**

**Awarded \$1,000**

**Patricia Sorenson**

University of Western Ontario

*Facilitating Vocabulary Acquisition in Preschool Language-Impaired Children: An Evaluation of the Informativeness Principle as a Clinical Procedure*

**1984**

**Awarded \$1,000**

**Elizabeth Heublein**

University of Colorado

*Analysis of Child Language Use in Natural Conversations*