Student Research Grant in Early Childhood Language Development Recipients

2017

Awarded $2,000

Trianna K. Oglivie
PhD Candidate
University of Arizona
Mentor: Elena Plante
Application of the Variability Principle Within Phonological Treatment

2016

Awarded $2,000 each

Sabrina Horvath
PhD Candidate
Boston University
Mentor: Sudha Arunachalam
Verb Learning Mechanisms in Late-to-Talk Two-Year Olds

Jena C. McDaniel
PhD Candidate
Vanderbilt University
Mentor: Stephen Camarata
Comparison of Audiovisual and Auditory-Only Conditions for a Receptive Word Learning Intervention for Children With Cochlear Implants

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