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