Student Research Grant in Early Childhood Language Development Recipients

2018

Awarded $2,000

Ashwaq A. Alzamel
PhD Candidate
University of North Carolina at Chapel Hill
Mentor: Elizabeth Crais
Digging Beneath the Surface: A Multidimensional Approach to Examining Sex Differences in Social Pragmatic Profiles and Conversation Quality Among Children With ASD and TD

Olga Peskova
PhD Candidate
University of Texas at Dallas
Mentor: Peter Assmann
Evaluation of Speech Perception and Production Error Patterns in Pediatric Cochlear Implant Users

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*