

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