Student Research Grant in Early Childhood Language Development Recipients

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