

Pamela Rosenthal Rollins, M.S., Ed.D.
Curriculum Vita
(Fall, 2006)

Address

UTD/Callier Center for Communication Disorders (214) 883-3153
1966 Inwood Rd., Dallas, TX 75235 rollins@utdallas.edu
<http://www.utdallas.edu/~rollins>

Educational History

Doctor of Education, June 1994
Harvard Graduate School of Education, Human Development and Psychology
Thesis: A Case Study of the Development of Language and Communication Skills for Six Children with Autism
Advisor: Catherine E. Snow

Master of Science, December 1983
University of Wisconsin - Madison, Communication Disorders

Bachelor of Science Cum Laude, May 1981
Boston University, Speech Pathology and Audiology

Employment History

Special Faculty Appointment, January, 2006 – present
Southwestern Medical School

Director, Early Services for Children with Autism Spectrum Disorders, September 2003 - present
University of Texas-Dallas, Callier Center for Communicative Disorders

Associate Professor (with tenure) School of Behavior and Brain Sciences, September 2000 - present
University of Texas-Dallas, Callier Center for Communicative Disorders

Assistant Professor of Communicative Disorders, September 1994 - June, 2000
University of Texas - Dallas, Callier Center for Communicative Disorders

Research Assistant, January 1988 - June 1994
Harvard Graduate School of Education, Cambridge, MA

Speech/Language Pathologist, June 1990 - April 1994
Braintree Hospital Pediatric Center, Braintree, MA

Teaching Fellow, January 1989 - June 1990
Harvard Graduate School of Education, Cambridge, MA

Speech/Language Pathologist, September 1985 - September 1987
Brighton Early Intervention Program, Brighton, MA

Speech/Language Pathologist, March 1984 - September 1985
Emma Pendleton Bradley Hospital, Providence, RI

Professional Recognition/Honors

Appointment, Texas Council on Autism and PDD, 2008-2010
Faculty Development Leave, Spring 2005
Callier Scholar, 2004-2005
Callier Scholar, 2001-2002
American Speech and Hearing Foundation First Investigator Award, 1995
Qualifying paper passed with distinction, Harvard University, 1990

Certifications and Licenses

Certificate of Clinical Competence, American Speech-Language-Hearing Association, 1984 – present

Licensed Speech-Language Pathologist, TX State Board of Examiners for Speech-Language Pathology and Audiology

Professional Affiliations

Member, American Speech-Language-Hearing Association

Member, Texas Speech-Language-Hearing Association

Member, International Society for Infant Studies

Member, International Congress for Child Language

Articles in Refereed Journals

1. Greenwald, L.C., & Rollins, P.R. (submitted) Atunement during Early Mother-Infant Interaction: How Specific Intensities Predict the Stability of Infant's Coordinated Joint Attention Skills.
2. Rollins, P.R. & Greenwald, L.C., (in preparation) An Intensity-Specific Dyadic Approach to Analyzing Affect Attunement during Early Mother-Infant Interaction: A Methodological Comparison to Traditional Methods.
3. Trautman, C.H., & Rollins, P.R. (2006) Child-centered behaviors of caregivers with 12-month-old infants: Associations with passive joint engagement and later language. *Journal of Applied Psycholinguistics*. 27, 447-463
4. McDonnell, S. A., Rollins, P. R., & Friel-Patti, S. (2003) Patterns in maternal/child discourse behaviors across repeated storybook readings. *Applied Psycholinguistics*, 24, 324-341.
5. Rollins, P. R., (2003) Caregiver contingent comments and subsequent vocabulary Comprehension. *Applied Psycholinguistics*, 24, 221-234.
6. Moller, A., R., & Rollins, P.R.. (2002). The non-classical auditory pathways are involved in hearing in children but not in adults. *Neuroscience Letters*. 319, 41-44.
7. Spence, M. Rollins, P. R., Jerger, S., (2002). Recognizing Famous Cartoon Voices: Development from Childhood to Adulthood. *Journal of Speech, Hearing, and Language Research*. 45
8. Rollins, P. R., McCabe, A., & Bliss, L. (2000). Assessment of narrative skills in children. *Seminars in speech and language - Situating Language Assessment: Influences from the past, directions for the future*. 21, 223-234.
9. Nicolas, J. G., Geers, A. E., & Rollins, P. R. (1999). Inter-rater reliability as a reflection of ambiguity in communication of deaf and normally hearing children. *Journal of Communication Disorders*, 32, 121-134.
10. Rollins, P. R. (1999). Early pragmatic accomplishments and vocabulary development in preschool children with Autism. *American Journal of Speech-Language Pathology: A Journal of Clinical Practice*, 8, 85-94.
11. Rollins, P. R., & Snow, C. E. (1998). Shared attention and grammatical development in typical children and children with autism. *Journal of Child Language*, 25, 653-674.

12. Rollins, P. R., Wambacq, I., Dowell, D., Mathues, L., & Reese, P. B. (1998). An intervention technique for children with Autistic Spectrum Disorders: Joint attentional routines. Journal of Communication Disorders, Special Issue on Autism, 31, 181-193.
13. Rollins, P. R., Snow, C. E., & Willett, J. B. (1996). Predictors of M LU: Semantic and morphological developments. First Language, 16, 243-259.
14. McCabe, A., & Rollins, P. R. (1994). Assessment of preschool narrative skills. American Journal of Speech-Language Pathology: A Journal of Clinical Practice, 3, 45-56.
15. Ninio, A., Snow, C. E., Pan, B. A., & Rollins, P. R. (1994). Classifying communicative acts in children's interactions. Journal of Communication Disorders, 27, 157-187.
16. Rollins, P. R., Pan, B. A., Conti-Ramsden, G., & Snow, C. E. (1994). Communicative skills in children with Specific Language Impairments: A comparison with their language-matched siblings. Journal of Communication Disorders, 27, 188-201.

Book Chapters in Edited Volumes

1. Rollins, P.R. (2009). Developmental Pragmatics. In L. Coummings (Ed). Pragmatics Encyclopedia, Routledge
2. Rollins, P. R. (1999). Pragmatics in early interactions. In Edition du Centre National de Suresnes, The development of communication: Co-construction of shared meaning and the development of first vocabularies. (DeafBlind International Publication). Paris, France. Published in English, French and Spanish.
3. Rollins, P. R. (1994). Language of children with Specific Language Impairment. In J. L. Sokolov & C. E. Snow (Eds.), Handbook of Research in Language Development using CHILDES (pp. 372-407). Hillsdale, NJ: Lawrence Erlbaum Associates.
4. Rollins, P. R., Pan, B. A., & Snow, C. E. (1991). A brief tutorial. In MacWhinney, B., The CHILDES project: Tools for analyzing talk. Hillsdale, NJ: Lawrence Erlbaum Associates.

Other

1. Rollins, P.R. (2004) The Rollins Corpus, TalkBank, Pittsberg, PA
2. Rollins, P.R. (2004) The Clinical Rollins Corpus, TalkBank, Pittsberg PA
3. Baker, G & Rollins P, Physicians Cost and Quality Evaluation Tool for Consumers. Patent August 2005.

Refereed Presentations, Abstracts and Posters

1. Greenwald, L.C., & Rollins, P.R. Affect Attunement during Early Mother-Infant Interaction: How Specific Intensities Predict the Stability of Infant's Coordinated Joint Attention Skills. Presented to International Congress For the Study of Child Language (IASCL): Edinburgh, July 2008.
2. Rollins, P.R. & Greenwald, LC., An Intensity-Specific Dyadic Approach to Analyzing Affect Attunement during Early Mother-Infant Interaction: A Methodological Comparison to Traditional Methods. Presented to International Congress For the Study of Child Language (IASCL): Edinburgh, July 2008.

3. Greenwald, L.C., & Rollins, P.R. Affect Attunement during Early Mother-Infant Interaction: How Specific Intensities Predict the Stability of Infant's Coordinated Joint Attention Skills. Presented to International Conference on Infant Studies, Vancouver, BC March 2008
4. Greenwald, L.C., & Rollins, P.R. An Intensity-Specific Dyadic Approach to Analyzing Affect Attunement during Early Mother-Infant Interaction: A Methodological Comparison to Traditional Methods. Presented to International Conference on Infant Studies, Vancouver, BC March 2008
5. Rollins, P. R., & McFarlin, M. N., Early Communication, Language & Social Skills: A program for children with ASD. Texas Speech Hearing Association, Houston, TX March, 2007.
6. Doyle, K., Fitzgibbons, L., Rollins, P., and Stringer, CA., Changes in depression, anxiety, and psychosocial adjustment to illness following an individual intervention for women with advanced stage ovarian cancer. *Psycho-Oncology*, 16(3), S37. Presented at the 4th Annual American Psychosocial Oncology Society's Meeting March 3, 2007
7. Rollins, P. R., Caregivers Contingent Comments to 9-month-old infants and vocabulary comprehension. Accepted to be presented at 2002 International Conference on Infant Studies, Toronto, ON April 2002
8. Rollins, P. R., Early pragmatic input and vocabulary development. Proceedings of early lexicon acquisition: normal and pathological development, Lyon, France December 2001
9. Rollins, P. R., Early pragmatic input and grammatical development. Poster presented to the 22th Annual Symposium on Research in Child Language Disorders, Madison, WI. June, 2001.
10. McDonnell, S. A., Rollins, P. R., & Friel-Patti, S. Patterns in maternal/child discourse behaviors across repeated storybook readings. Poster presented to Society for Research in Child Development, Biennial Meeting, Mineapolis, MI April, 2001.
11. Spence, M., Rollins, P.R., and Jerger, S. Recognizing Famous Cartoon Voices: Development from Childhood to Adulthood. *Bulletin of the American Auditory Society*, 25: 99, 2000.
12. Spence, M. J., Rollins, P.R., & Jerger, S., Talker Recognition by preschool Children and adults. Refereed presentation at the 40th annual meeting of the Psychonomic Society, Los Angeles, California, November 18-21, 1999.
13. Rollins, P. R., Understanding others as intentional agents and vocabulary production in children with PDD-NOS. Poster presented to the 20th Annual Symposium on Research in Child Language Disorders, Madison, WI. June, 1999.
14. Rollins, P. R., Early pragmatic accomplishments and vocabulary development in children with autism. Poster presented to the 20th Annual Symposium on Research in Child Language Disorders, Madison, WI. June, 1999.
15. Rollins, P. R., Simpson, A., Ostrofski, K., Mazurek, L., & Clark, K., Pathways to emergent literacy: Nonimmediate language. Paper presented to the Texas State Conference on Education of the Deaf, Arlington, TX. August, 1998.
16. Rollins, P. R., Wambacq, I., & Marchman, V. A., Assessment of early pragmatic skills: Is parent report useful? Poster presented to the 19th Annual Symposium on Research in Child Language Disorders, Madison, WI. June, 1998.

17. Simpson, A., & Rollins, P. R., Storytelling and decontextualized language in children with hearing impairments and children with normal hearing. Poster presented to the 19th Annual Symposium on Research in Child Language Disorders, Madison, WI. June, 1998.
18. Rollins, P. R., & Marchman, V. A., Pragmatic contributions to lexical development. Poster presented to International Conference on Infant Studies, Atlanta, GA. April, 1998.
19. Rollins, P. R., & Mehta, J., Infant gaze following, joint attention and vocabulary development. Poster presented to International Conference on Infant Studies, Atlanta, GA. April, 1998.
20. Simpson, A., Rollins, P. R., & Tobey, E., Language performance of children with cochlear implants. Poster presented to the American Speech and Hearing Association Annual Convention, Boston, MA. November, 1997.
21. Simpson, A., Rollins, P. R., & Tobey, E., Language performance of children with cochlear implants. Poster presented to the 18th Annual Symposium on Research in Child Language Disorders, Madison, WI. June, 1997.
22. McDonnell, S. A., Friel-Patti, S., & Rollins, P. R., Changes in maternal/child discourse across repeated storybook readings. Poster presented to Society for Research in Child Development, Biennial Meeting, Washington, D.C. April, 1997.
23. Rollins, P. R., Reese, P. B., Dowell, D., & Mathues, L. H., Joint attention as a therapeutic technique for children with Autistic Spectrum Disorders. Paper presented at the Texas Speech and Hearing Association Annual Convention, Austin, TX. April, 1997.
24. Rollins, P. R., Bay, K. S., & Mathues, L. H., Understanding form function relationships in children with autistic spectrum disorders. Poster presented at the American Speech and Hearing Association Annual Convention, Seattle, WA. November, 1996.
25. Rollins, P. R., Reese, P. B., Dowell, D., & Mathues, L. H., Joint attention as a therapeutic technique for children with Autistic Spectrum Disorders. Paper presented at the American Speech and Hearing Association Annual Convention, Seattle, WA. November, 1996.
26. Simpson, A., Tobey, E., & Rollins, P. R., Mother-child interactions in cochlear implanted children. Poster presented at the American Speech and Hearing Association Annual Convention, Seattle, WA. November, 1996.
27. Rollins, P. R., MLU as a matching variable: Understanding its limitations. Poster presented to American Speech and Hearing Association Annual Convention, Orlando, FL. December, 1995.
28. Rollins, P. R., Shared attention and grammatical development in six children with autism. Poster presented to American Speech and Hearing Association Annual Convention, Orlando, FL. December, 1995.
29. Rollins, P. R., MLU as a matching variable: Understanding its limitations. Poster presented to the 16th Annual Symposium on Research in Child Language Disorders, Madison, WI. June, 1995.
30. Jeffers, K., Bey, K., & Rollins, P. R., Determinants of linguistic competence: Assessment variables. Poster presented to Texas Speech and Hearing Association Convention, Houston, TX. April, 1995.
31. Rollins, P. R., & Snow, C. E., Determinants of mean length of utterance. Poster presented to American Speech and Hearing Association Annual Convention, New Orleans, LA. November, 1994.

32. MacWhinney, B., Rollins, P. R., Evans, J., & Pan, B. P., Introduction to the Child Language Data Exchange System (CHILDES). Paper presented to American Speech and Hearing Association Annual Convention, Atlanta, GA. November, 1991.
33. McCabe, A., & Rollins, P. R., Assessment of preschool narrative skills: Prerequisite for literacy. Paper presented to American Speech and Hearing Association Annual Convention, Atlanta, GA. November, 1991.
34. Pan, B. A., Rollins, P. R., & Snow, C. E., Pragmatic and morphosyntactic subsystems in normally developing and SLI children. Paper presented to American Speech and Hearing Association Annual Convention, Atlanta, GA. November, 1991.
35. Rollins, P. R., Pan, B. A., & Snow, C. E., Phrase saturation as a measure of morphological skills. Paper presented to American Speech and Hearing Association Annual Convention, Atlanta, GA. November, 1991.
36. Rollins, P. R., Relationship among pragmatic, morphosyntactic and lexical indices of language development. Paper presented to Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Key Biscayne, FL. May, 1991.
37. Pan, B. A., Rollins, P. R., & Snow, C. E., Pragmatic development and its relationship to morphosyntactic indices of language. Paper presented to Society for Research in Child Development, Biennial Meeting, Seattle, WA. April, 1991.
38. Pan, B. A., Sokolov, J. L., Rollins, P. R., & Snow, C. E., When is imitation more than imitation? Paper presented to Society for Research in Child Development Biennial Meeting, Seattle, WA. April, 1991.
39. Conti-Ramsden, G., Snow, C., Rollins, P. R., & Pan, B., Language impairment: Communicative acts and mother-child interaction. Paper presented to the Eighth International Congress for the Study of Child Language, Budapest, Hungary. July, 1990.
40. Rollins, P. R., & Pan, B., Speech act use in language impaired children. Paper presented to the Symposium on Research in Child Language Disorders, Madison, WI. June, 1989.
41. Prizant, B., Corwin-Gotimer, M., Mullen, J., Davis, S., & Rosenthal, P., Service delivery models for language-impaired children with cognitive/behavioral problems. Paper presented at American, Speech-Language-Hearing Association Convention, San Francisco, CA. November, 1984.

Other Writings

1. Rollins, P. R., Dromi, E., & Sutton, J. (1997). Transcribing total communication (TC) in CHAT format. A manual distributed by The Child Language Laboratory, UTD/Callier Center for Communication Disorders.
2. Ninio, A., Wheeler, P., Snow, C. E., Pan, B. A., & Rollins, P. R. (1991). Inventory of communicative acts-abridged: A manual for classifying verbal communicative acts. Manual distributed by Projects in Language Development, Harvard University, Cambridge, MA.
3. Rollins, P. R. (1990). An inquiry into the language profiles of specific language impaired children, Qualifying paper passed with distinction, Harvard University Graduate School of Education.

Invited Symposia and Colloquia Presentations

1. The Ins and Outs of Qualifying Pervasive Developmental Disorders (PDD). Individuals with Disabilities Education Act in Texas. Lorman Educational Services. Fort Worth, TX (2003).

1. Discussant for symposium on Autism, Society for Research and Child Language and the International Association in Child Language, Madison WI. July 2002
2. How to Use TALKBANK, with Brian MacWhinney, Society for Research and Child Language and the International Association in Child Language, Madison WI. July 2002
3. Pragmatics, The development of communication in persons with congenital deafblindness (Part 2): Co-construction of shared meaning and the development of first vocabularies, Paris, France. April, 1999.
4. Pragmatics in early interaction and beginning of language, Waisman Center Mental Retardation Core Seminar Series, University of Wisconsin - Madison. October, 1998.
5. Pragmatics in early interaction and beginning of language, Expert Seminar on the Emergence of first representation, symbol formation, and first use of language in persons with congenital deafblindness. Paris, France. April, 1998.
6. The CHILDES database: A users perspective. BRAIN MAP '94: Database development in brain and behavior, San Antonio, TX. December, 1994.

Invited Talks to Professional and Parent Meetings

1. Shared Attention: Relationship with language development, parent and teacher in service, Chases Place, Richardson TX. August 2006.
2. Social Communication in infancy and children with autism. Two-day teacher and paraprofessional in service. Children's Annex, Kingston, N.Y. March, 2006.
3. Intervention technique for children with Autistic Spectrum Disorders. Waisman Center for Mental Retardation, teacher in service. University of Wisconsin - Madison. October, 1998.
4. Pathways to emergent literacy: Nonimmediate language. Callier Center Preschool Staff Development, Dallas, TX. September 1998.
5. Nonimmediate language in the classroom. Callier Center Preschool Staff Development, Dallas, TX. April, 1998.
6. Inservice on autism, Callier Center Speech Language Pathologists, Dallas, TX. Spring, 1998.
7. Assessing play skills in children, Callier Center Speech Language Pathologists, Dallas, TX. Fall, 1996.
8. Augmentative communication for children with autism, Denton Chapter, Autism Society of America, Denton, TX. February 1996.
9. Understanding your child's communication skills, Dallas Chapter, Autism Society of America, Dallas, TX. October 1995.
10. Understanding Play, Texas Region 10 Conference, October 1995.
11. Autism and pervasive developmental disorders, Speech and Hearing Group of the Washington D.C. Metropolitan Area. December, 1993.
12. MLU and other Clan basics. CHILDES 91 Workshop, Harvard Graduate School of Education, Cambridge, MA. November, 1991.
13. Communication skills in autistic children, The Ulster County Chapter, National Society for Autistic Children, Kingston, N.Y. November, 1985.

14. Speech and language needs of multihandicapped and autistic children. Children's Annex, Kingston, N.Y. November, 1985.
15. Augmentative communication for children in sensorimotor stages I-V, Speech Hearing and Language Center, Morton Hospital, Taunton, MA. November, 1984.

External and Internal Funding for Original Investigation

1. An event related potentials study of the effects of bimodal language intervention on auditory processing and language skills in children with autism, Submitted 1/2006, (Dr. Maguire, co-investigator).
2. Cerebellar Anatomic and Functional Connectivity in Autism Spectrum Disorders. Submitted to NIH, 3/2006, 627,000. (Co-investigator; Dr. G. Allen, Principle Investigator).
3. "DV Format Data Collection". Callier Center Grant, 9/01-9/02, \$3800.
4. The social bases of communication: A longitudinal study. Timberlawn Foundation, 11/98-11/00, \$11,650 (Drs. M. Spence, V. Marchman, co-investigators).
5. The UTD Human Development Language and Communication Data Base, Faculty Research Initiative Award, UTD School of Human Development, 1/99-12/99, \$3600 (Dr. V. Marchman, co-investigator).
6. The UTD Human Development Language and Communication Data Base, Faculty Research Initiative Award, UTD School of Human Development, 1/98-12/98, \$3600 (Drs. V. Marchman, M. Spence, co-investigators).
7. The relationship between language use and the development of language and literacy skills in deaf and hearing children. Callier Center Excellence in Education Grant, 9/1/97-8/98, \$16,000.
8. Natural language as an approach to software generation. Texas Instruments, 10/97-10/98, \$50,000 (Dr. W. Katz, co-investigator).
9. The UTD Human Development Language and Communication Data Base, Faculty Research Initiative Award, UTD School of Human Development, 1/97-12/98, \$3612 (Dr. V. Marchman, co-investigator).
10. The development of simultaneous communication (SC) by young hearing and deaf children. Callier Center Grant, 8/97-8/97, \$8000 (Dr. E. Dromi, co-investigator).
11. Understanding form-function relationships in children with Autistic Spectrum Disorders: A longitudinal perspective. American Speech and Hearing Foundation's Competition for New Investigators, 1/95-12/95, \$4000.
12. Differentiating Autistic Spectrum Disorders from Developmental Learning Disorders. Faculty Research Initiative Award, UTD School of Human Development, 1/95-12/95, \$1000 (Dr. T. Nezworski, co-investigator).
13. The development of simultaneous communication (SC) by young hearing and deaf children. Faculty Research Initiative Award, UTD School of Human Development, 1/95-12/95, \$1000 (Dr. E. Dromi, co-investigator).

Professional Services

Editorial consultant for Journal of Autism and Developmental Disabilities (Journal)

Editorial consultant for Autism Journal

Editorial consultant for Applied Psycholinguistics (Journal)

Editorial consultant for American Journal of Speech Language Pathology (Journal)

Editorial consultant for Journal of Speech-Language-Hearing Research (Journal)

Editorial consultant for Journal of Child Language (Journal)

Editorial consultant for Linguistics: An Interdisciplinary Journal of Language Sciences (Journal)

Editorial consultant for Child Development (Journal)

Editorial consultant for International Journal of Communication Disorders (Journal)

Reviewer, book proposal, Brookes Publishing Co, 2007

Reviewer, Thinking Publication Press, 1999

Reviewer, Language Learning Small Grants Program (Grants program) 1999-2000

Reviewer, University of Cape Town, South Africa, Faculty of Health Science MSc. in Speech and Language Pathology thesis.

Expert Witness on Autism and Aspergers Syndrome, Kenndale Independent School District, TX. 1999

Communications consultant for children with autism, Lewisville school district, Lewisville, TX, 1996

Communications consultant for children with autism, Madison, WI, 1998

Communications consultant for children with autism, Oakhill School of Dallas, 1999

Communications consultant for children with autism, New York, NY, 2003

Teaching

Current Research in Child Disorders, AUTISM (Ph.D. level)

Seminars in Language Impairments (Ph.D. level)

Social Communication and Language: Infancy and Early Childhood (MS Level)

Assessment & Intervention: Early Childhood Language and Communication Disorders (MS Level)

Language Intervention: Infancy and Early Childhood (MS Level)

Assessment: Child Language Disorders (MS Level)

Introduction to Communication Disorders (undergraduate level)

Language Disorders in Children (undergraduate & MS Level)

Research Methods I, Applied Statistics for the Behavioral Sciences (Ph.D. level)

Research Methods III, Hierarchical Linear Modeling (Ph.D. level)

Research Methods III, Applied Research Design (Ph.D. Level)

Doctoral Advisement/Direction

Primary Doctoral Advisement/Direction

Lisa Greenwald, School of Behavior and Brain Sciences, Graduated Summer, 2007

Carol Trautman, Literature review, School of Behavior and Brain Sciences, completed, February 2007

Carol Trautman Dissertation proposal defended Fall 2007.

Dissertation Committees

Kimberly C. Doyle – *UT Southwestern*, Developing & Evaluating the Efficacy of Delivering Psychoeducational Individual Interventions to Ovarian Cancer Patients: A Two Phase Study, Graduated Spring, 2007

Angela Linum, Human Development & Communication Sciences, Graduate Fall, 1997.

Angela Vaughn, Human Development & Communication Sciences, Graduated Summer, 1999.

Gloria Olness, Human Development & Communication Sciences, Graduated Spring, 2000

Sue McDonald, Human Development & Communication Sciences, Graduated Spring, 2000

Trish Hess, Human Development & Communication Sciences, Graduated Fall, 2000

Kim Debarres: Book-reading as an Intervention Context for Preschool Children with Language Impairment (in progress)

First-Year Research Completed

Kim Debarres- The Use of Language Facilitation Techniques in the Context of Book-Reading with Children with Language Impairment

Carol Trautman — Child-centered behaviors of caregivers in their interactions with 12-month-old infants: Relationships to joint-engagement and later language

Under Graduate Honors Thesis Supervised and Completed

Stacy Hoyer, Communication Disorders, December, 1998.

Judith L. Paterson, Interdisciplinary Studies, August, 1998.
Communication lost.

Jennifer Hwang, Developmental Psychology, December, 1997.
Sensorimotor functioning and understanding others as social means-ends as predictors of communicative intentions and word production in autism.

Ellen M. Ayers, Communication Disorders, December, 1997.
The form and function of communication in preschool children with autism.

Amanda Owen, Communication Disorders, December, 1997.
Strategies for communication and skill-based activities.

Service

University Committees

University Teaching Effectiveness Committee, September 1997 - 1999

Campus Facilities Oversight Committee, September 1998 – 2000

Information Recourses committee, September 2000-2002

Committee on Educational Policy, September 2001-2002

Chairperson, Graduate Catalogue Committee 2001-2002.

Chairperson, Committee on Educational Policy, September 2002-2003.

Committee on Educational Policy, September 2003-2004.

School-Wide Committees

Search Committee, Child Language-Acquisition and Child Language Disorders Position, September 2003.

Teaching Effectiveness Committee, September 2003-present

Special Task force on Autism, Spring 2003

Chairperson, Search Committee, Child Language Disorders position, September 2002-2003

Search Committee, Child Language Acquisition position, September, 2002-2003

Callier North Advisory Group, September, 2002-2003

Teaching Effectiveness Committee, September 2001-2002

School of Human Development Colloquium co-chair, 2000-2001

Teaching Effectiveness Committee, June 1997 - October 1997

Undergraduate Steering Committee, September 1998 - 2000

Child Language Development and Disorders (CLDD) emphasis, December 1996 - present

Program Committees

Curriculum Committee for Student in Speech Language Pathology, September 1994 - present

Communicative Disorders Comprehensive Examinations Committee, October 1994 - present

Masters' Advisor in Communicative Disorders, August 1994 - present

Speech Pathology Coordinating Committee, January 1995 - June 1995

Callier Link Committee, September 1995 - December 1995

Callier Technology Committee, September 1995 - December 1995

Admissions Committee for Masters' Program in Communication Disorders, January 1996 - present