

C. MELANIE SCHUELE

Office Address:

Department Hearing and Speech Sciences
Vanderbilt Bill Wilkerson Center
Vanderbilt University Medical Center
1215 21st Avenue South, Room 8310
Medical Center East, South Tower [office 10342]
Nashville TN 37232-8242
Office Phone: 615.936.5256
Date and Place of Birth: 7-29-1960, Cleveland OH

PERSONAL DATA

4612 Sterling Cross
Nashville TN 37211
615.837.2860
Married, Marvin W. Lee
Child: Daniel, 1-5-2005

EDUCATION

- 1981 B.S. Ed., Speech-Language Pathology and Audiology, Miami University, Oxford, Ohio
1985 M.A., Speech-Language Pathology, The University of Texas at Austin
Report: *Preschool children's literacy socialization and metalinguistic development: Implications for working with language-disordered children.*
Advisor: Anne E. van Kleeck, Ph.D.
1995 Ph.D., Child Language Doctoral Program, University of Kansas, Lawrence
Dissertation: *Specific language impairment: An investigation of morphosyntax across family members.* Advisor: Mabel L. Rice, Ph.D.
1998-99 Postdoctoral Fellowship, Arizona State University, Tempe, Infant Child Communication Research Program, United States Department of Education Grant to M. Jeanne Wilcox, Ph.D.

LICENSURE AND CERTIFICATION

License, Speech-Language Pathology, Tennessee, License # 2850, 2003-present
Certificate of Clinical Competence, American Speech-Language-Hearing Association, Speech-Language Pathology, 1985-present
Teaching Certificate, Ohio; Speech and Hearing Handicapped, 1984-1988

ACADEMIC APPOINTMENTS

- 1989-1990 Clinical Instructor, Division of Speech and Hearing Sciences
Department of Allied Medical Health Professions, School of Medicine
University of North Carolina, Chapel Hill
1994-1995 Visiting Instructor, Department of Communication Sciences

- 1995-1998 Case Western Reserve University, Cleveland, OH
Assistant Professor, Department of Speech Pathology and Audiology
University of Nevada, Reno
- 1998-1999 Faculty Research Associate, Infant Child Communication Research
Laboratory and Department of Speech and Hearing Science
Arizona State University, Tempe
- 1999-2002 Instructor, Department of Communication Sciences
Case Western Reserve University
- 2002-2011 Assistant Professor, Department of Hearing and Speech Sciences
Vanderbilt University School of Medicine
- 2011-2019 Associate Professor (with tenure), Department of Hearing and Speech Sciences
Vanderbilt University School of Medicine
- 2020-present Professor (with tenure), Department of Hearing and Speech Sciences
Vanderbilt University School of Medicine
- 2018-present Associate Professor (secondary appointment), Department of Special
Education, Peabody College, Vanderbilt University
- 2020-present Associate Professor (secondary appointment), Department of Psychology and
Human Development, Peabody College, Vanderbilt University

CLINICAL EMPLOYMENT

- 1984 Speech-Language Pathologist, The University of Texas Speech and Hearing
Center, The University of Texas at Austin
- 1984-1988 Speech-Language Pathologist, Burnet Consolidated Independent School
District, Burnet, Texas
- 1988-1990 Speech-Language Pathologist, Frank Porter Graham Child Development Center
University of North Carolina, Chapel Hill
- 1991-1995 Speech-Language Pathologist, Children's Mercy Hospital, Kansas City, Missouri
and Children's Mercy Specialty Center, Overland Park, Kansas

PROFESSIONAL ORGANIZATIONS

- American Speech-Language-Hearing Association
Chair, Research and Scientific Affairs Committee, 2008-2010

PROFESSIONAL ACTIVITIES

Intramural

- Faculty Search Committee, Department of Speech-Language-Hearing, University of Kansas,
1994
- Social Behavioral Sciences Human Subjects Committee, Institutional Review Board, University
of Nevada, Reno, 1996-1998
- Clinic Billing Policies and Procedures Revision, University of Nevada, Reno, 1997
- Undergraduate Advisor, Department of Communication Sciences, Case Western Reserve
University, 1999-2001

Vanderbilt University and Vanderbilt University Medical Center Department (completed)

- PhD Admissions Committee, 2009-2015
Secondary SLP Admissions Review, organizer, 2015-17

Committee to Review Admissions Process, Chair, 2017-2018
 ASHA Standards Committee, Department of Hearing and Speech Sciences, 2003-2004
 Student Conference Attendance Committee, Department of Hearing and Speech Sciences 2004
 RiteCare Conference Committee, Vanderbilt Bill Wilkerson Center, 2004
 Pediatric Manager of Speech-Language Services Search Committee, Vanderbilt Bill Wilkerson Center, 2005
 SLP Faculty Retreat Planning Committee, Department of Hearing and Speech Sciences, 2007
 PhD Studies Committee, Department of Hearing and Speech Sciences, 2008-2016
 Coordinator, PhD Recruitment Visit, Department of Hearing and Speech Sciences, 2013
 Professional Career Advancement, Review Board, Department of Hearing and Speech Sciences, 2011-18
 Professional Career Advancement Revision Committee, Department of Hearing and Speech Sciences, Co-chair with Rene Gifford, PhD, 2017-2018
 Faculty Mentoring Committees
 Ellen Kelly, PhD, Department of Hearing and Speech Sciences, 2012

Medical Center/University (completed)

Kennedy Center Invited Lecture Committee, 2004
 Graduate Faculty Delegate Assembly, Graduate School, 2005-06
 Vanderbilt Graduate School Scholarship Review Committee, 2014
 Course Management System Selection Committee, Center for Teaching, 2016-17
 Vanderbilt Kennedy Center Science Day Committee, 2017-2018
 Hobbs Discovery Grant Review, 2016, 2017, 2019
 Tiered Mentoring Program [senior faculty mentor], 2017-2019
 Faculty VUceptor, Vanderbilt Visions Program, 2012-2019
 Faculty Mentoring Committees
 Reyna Gordon, PhD, Department of Otolaryngology, 2014-2016
 Brooke Soden, PhD, Department of Otolaryngology, 2014-16

Current

Master's Thesis Oversight Committee, Department of Hearing and Speech Sciences, 2014-present
 Portfolio Coach, School of Medicine, Medical Innovators Development Program (MIDP) students, 2016-present
 Medical Innovators Development Program (MIDP) Leadership Team, School of Medicine, 2016-present
 Medical Admissions Committee, Summary and CBBI Interviewer, Vanderbilt School of Medicine, 2016-present
 Standing Assessment Team, School of Medicine, 2019-present
 Admissions, Department of Hearing and Speech Sciences
 Review SLP and AUD Applications, 2003-2004, 2006-2007, 2009-2015, 2017-present
 Director, School Track in the Speech-Language Pathology Master's Degree Program, Department of Hearing and Speech Sciences [track initially developed with OSEP Training grant], 2013-present
 Faculty Chair, School Speech-Language Pathology Conference at Vanderbilt, 2013-present
 Faculty Mentoring Committees
 Antje Mefferd, PhD, Department of Hearing and Speech Sciences, 2015-present
 Tiffany Woynaroski, PhD, Department of Hearing and Speech Sciences, 2015-present
 Faculty Advisory Council, School of Medicine, 2021-present

Extramural

Tenure/Promotion Reviews (n = 4)

Editor, *Language, Speech and Hearing Services in Schools*, 2013

Associate Editor, *Language, Speech and Hearing Services in Schools*, 2007-2009

Editorial Board Member, *Journal of Speech-Language-Hearing Research*, 2017-2018

Editorial Review Board, *Reading Research Quarterly*, 2016-18

Issue Editor, *Topics in Language Disorders*, Issue Title: *Simple to Complex: Promoting Grammatical Acquisition*, 2013 (Vol. 33, Issue 2).

Issue Editor, *Perspectives in Language Learning*, ASHA, 2017

Editorial Review Board or Editorial Consultant

Language, Speech and Hearing Services in Schools

Journal of Speech, Language and Hearing Research

American Journal of Speech-Language Pathology

Ad Hoc Reviewer

Annals of Dyslexia

Applied Psycholinguistics

Behavior Research Methods

Behavioral Pediatrics

BioMed Central - Pediatrics

Brain and Language

Cell and Tissue Research

Clinical Linguistics and Phonetics

Education and Treatment of Children

Developmental Science

Exceptional Children

International Journal of Pediatric Otorhinolaryngology

Journal of Fluency Disorders

Journal of Communication Disorders

Journal of Developmental & Behavioral Pediatrics

Language, Speech and Hearing Services in Schools

Learning and Individual Differences

Learning Disability Quarterly

New Directions for Child and Adolescent Development

Pediatric Rehabilitation

Psychonomic Bulletin and Review

Psychological Reports

Reading Research Quarterly

Topics in Language Disorders

Grant Review

Reviewer, American Speech-Language-Hearing Foundation Early Childhood Language Student Research Grant, 2003

Reviewer, New Investigator Research Grants and New Century Scholar Grants, American Speech-Language-Hearing Foundation-ASHA Research and Scientific Affairs Committee Grant Review and Reviewer Training Program: Junior Reviewer 2006; Senior Reviewer and Planning Committee Chair 2007-10; Senior Reviewer 2011-12, 2015

Reviewer, New Investigator Research Grants, American Speech-Language-Hearing Foundation, annually 2016-2019

Principal Member, Special Education Research Review Panel, Institute of Education Sciences, U.S. Department of Education; Rotating Member (2008, Reading and Writing Research;

Special Education Research) Principal Member (Special Education Research 2009; Early Childhood Research 2010)

Reviewer, U.S. Department of Education, Early Reading First Grants, 2003, 2004, 2005, 2007, 2008

Ad-Hoc Reviewer, Language and Communication (LCOM) Study Section, National Institutes of Health, June 2014

Reviewer, Social Sciences and Humanities Research Council of Canada, 2017

Reviewer, Research in Higher Education Mentoring Program, ASHA, 2002, 2003

Reviewer, Professional Education, American Speech-Language-Hearing Association, 2004

Reviewer, Minority Student Leadership Program, American Speech-Language-Hearing Association, 2010

Reviewer, Advancing Academic and Research Career Award, American Speech-Language-Hearing Association, 2011, 2013, 2015

Reviewer, American Speech-Language-Hearing Foundation Scholarships, 2002, 2007, 2013, 2018

Invited participant, Emergent and Early Literacy: Current Status and Research Directions, NIH sponsored workshop, September 2000

ASHA/CAPCSD Ad-Hoc Joint Committee on the Doctoral Student and Faculty Shortage, American Speech-Language-Hearing Association, 2001-2002

Report: American Speech-Language-Hearing Association and Council of Academic Programs in Communication Disorders (2002). *Crisis in the discipline: A plan for reshaping our future*. Rockville, MD: American Speech-Language-Hearing Association.

American Speech-Language-Hearing Association Convention Program Committee
 Infant-Toddler-Preschool Language Subcommittee, 1999
 School-Age Language Subcommittee, 2000, 2006, 2009
 Language Science Subcommittee, 2004, 2008

American Speech-Language-Hearing Association
 Scientific and Professional Education Board, 2004
 Research and Scientific Affairs Committee, 2004-2010; Chair 2008-2010
 Science Advisory Board, 2008-2010
 Publications Board, 2013

Doctoral Education Committee, Council on Academic Programs in Communication Sciences and Disorders, 2005-2006

Council for Exceptional Children Convention, Reviewer for Division of Communicative Disabilities and Deafness, 2009, 2010

Lessons for Success Conference, American Speech-Language-Hearing Association, Mock Journal Review, 2004; Mock Grant Review, 2005; Conference Faculty, 2006-2018; Planning Committee 2008-2018 – Assisted in the preparation of funded NIDCD/NIH U13 Conference Grant (DC007835): *Lessons for Success Research Conference: Developing Emerging Scientists in Communication Sciences and Disorders* (PI: Margaret Rogers)

Other Professional Activities

Clinical Fellowship Year Supervision: Christine Duffy 1989-1990; Karen Barako Arndt 2006-2008; Krystal Werfel 2008-2010; Jacob Feldman, 2015-2017

Communication and Symbolic Behavior Scales, standardization data collection, 1990

Book Reviewer, Aspen Publishers, 1995

Book Reviewer, Delmar Publishers, 1996
 Book Reviewer, Brookes Publishing, 2008
 Contributor, *Medical Allied Health Dictionary*, Delmar Publishers, 1997-1998
 Invited participant, Focus Group: *What does ASHA do to support researchers?* November 2001
Thinking about a Ph.D.? ASHA On-Line Forum, October 2002
 Consultant and Board Member, Square Panda™
 Consultant, *Developmental Relations Between Language Ability and Behavior Problems*, Early Career Development and Mentoring, Institute of Education Sciences, US Department of Education, PI: Jason Chow, Virginia Commonwealth University, 2018-2022

Relevant Community Service

Washoe County Family Court, Court Appointed Special Advocate, 1995-98
 Maricopa County Juvenile Court, Court Appointed Special Advocate, 1998-99
 Davidson County Foster Care Review Board, 2003-present

Special Awards or Recognition for Professional Activities

Phi Delta Kappa, inducted 1987
 Sigma Xi, University of Kansas, inducted 1994
 Schiefelbusch Child Language Scholarship, University of Kansas, 1994
 Conference Fellow, Grant Writing Workshop, American Speech-Language-Hearing Association, May 2000
 Junior Faculty Development Program, Vanderbilt University, School of Medicine, 2004-05
 Fellow, American Speech-Language-Hearing Association, 2007
 Freeman McConnell Teaching Award, Department of Hearing and Speech Sciences, Vanderbilt University School of Medicine, 2008
 Award for Continuing Education, American Speech-Language-Hearing Association, 2004, 2006, 2008, 2009, 2010, 2012, 2011, 2013, 2014, 2016, 2017 [for each - 70 hours CE within 36 months]
 Conference Fellow, Grant Writing Workshop, American Speech-Language-Hearing Association, May 2000
 Junior Faculty Development Program, Vanderbilt University, School of Medicine, 2004-05
 Conference Fellow, *Randomized Cluster Trial Training*, Vanderbilt University, sponsored by the Institute of Education Sciences, United States Department of Education, June, 2009. [two-week training; selected to participate through a competitive application process]
 Conference Fellow, *Quasi-Experimental Design Workshop*, Northwestern University, sponsored by the Institute of Education Sciences, United States Department of Education, August, 2010. [one-week training; selected to participate through a competitive application process]
 Conference Fellow, *Single Case Design Workshop*, University of Wisconsin, sponsored by the Institute of Education Sciences, United States Department of Education, June 2011. [one-week training, selected to participate through a competitive selection process]
 Conference Fellow, *Clinical Practice Research Institute*, American Speech-Language-Hearing Association, 2013.
 Patricia Lindamood Award for Leadership, Ohio Speech Pathology and Educational Audiology Coalition, 2014
 The Foundation for Dyslexia Award of Excellence, Nashville TN, 2016
 Mentor, Senior Scholar 1997 awarded to Lisa Nicholls, School of Medicine, University of Nevada, Reno
 Mentor, Students Preparing for Academic and Research Careers Award from the American Speech-Language-Hearing Association [speech-language pathology master's students]

Karen Barako, 2004-05
 Alyson Abel, 2005-06
 Kelley Kendrick, 2007-08
 Krystal Werfel, 2007-08
 Anna Lineback, 2008-2009
 Lauren Eisenband, 2010-11
 JoAnne White, 2011-12

Mentor, ASHA Student Research Conference Travel Award to Brandi Newkirk, Louisiana State University, 2007

Mentor, Advancing Academic Research Careers

awarded to Megan Dunn Davison, PhD, Temple University, 2009-10
 awarded to Danielle Brimo, PhD, Texas Christian University, 2014-15
 awarded to Alexandra Hollo, PhD, West Virginia University, 2019-20

Mentor, Research Mentor-Pair Travel Award, Research, Research Symposium at the annual convention of the American Speech-Language-Hearing Association, 2019

Claire Selin, MA, PhD Student, Child Language Doctoral Program, University of Kansas
 Jason Chow, PhD, Assistant Professor, Counseling and Special Education, Virginia Commonwealth University

TEACHING ACTIVITIES

Vanderbilt University (2002-present)

Medical School Courses

- SLP 5280 Child Language Impairment I: Nature (2 cr.; offered annually, weekly lectures and lab), [2012 – present] (previously SLP 5290)
- SLP 5280 Child Language Impairment IIa: Assessment (1 cr.; offered annually, weekly lectures and lab) [2012 – present]
- SLP 5281 Child Language Impairment IIa: Assessment (1 cr.; offered annually, weekly lectures) [2012 – present] (5280 and 5281 previously offered as SLP 5291, 2 credits)
- SLP 5292 Child Language Impairment III: Intervention 2 cr.; offered annually, weekly lectures) [2013-14]
 Note: Developed the Child Language Impairment sequence in 2012.
- SLP 5306 Child Language Disorders (3 credits; offered annually, weekly lectures) [2002-2011]. Note: Developed version of course when I came to Vanderbilt.
- SLP 5304 Language Development (3 credits; offered annually, weekly lectures) [2002-13]
 Note: Developed version of course when I came to Vanderbilt.
- SLP 5314 Articulation and Clinical Phonetics (3 credits, offered annually, weekly lectures and lab) [2014-present]. Note: Developed version of course when I took over teaching of this course in 2014.
- SLP 5397 Speech-Language-Literacy Seminar (1 credit; offered each semester; weekly lectures, 2009-present [developed course as part of US Dept. of Education Training Grant])

Development of Courses: When I came to Vanderbilt University, I developed the syllabi, assignments, and evaluation for my assigned courses. In 2012 as part of a training grant, I revised the coursework in child language disorders moving to a three-course sequence that spread across one academic year. In 2014 I assumed responsibility for SLP 5314 as a result of the retirement of a course instructor. I developed a new syllabus, assignments, and evaluation for this course. The syllabus, assignments, and evaluation that I developed for SLP 5304 was passed on to Dr. Stephen Camarata when he assumed responsibility for teaching this course. For the courses listed above, in addition to the didactic portion of the courses, I have developed and continually revised lab exercises that allow students to apply course content and bridge class with clinical practice.

Graduate School Courses

- HRSP 306 Child Language Disorders (PhD students, cross listed SLP 5306 through 2012; offer additional learning experiences when PhD students register) Note: Developed version of course when I came to Vanderbilt.
- HRSP 304 Language Development (PhD students, cross listed SLP 5304; offer additional learning experiences when PhD students register) Note: Developed version of course when I came to Vanderbilt.
- HRSP 381 Advanced Seminar in Language – PhD seminar (3 edits; offered as needed, meets weekly) [indicates number of times offered since 2002]
Topics: Language Development [1], Specific Language Impairment [1], Syntax [2], Language Research Methods [2], Language and Literacy Outcomes [1],
 [Note: Developed all courses; Language Research Methods, Language and Literacy Outcomes, developed as part US Dept. of Education PhD Leadership Grant 2009 - 2013]
- HRSP 388 Leadership – PhD seminar (students register one semester for 3 credit independent study but participate throughout PhD program; meets one hour weekly in each academic semester) [course developed as part US Dept. of Education PhD Leadership Grant 2009-2013; no longer taught as formal course, now incorporate into research teaching in lab meetings]
- HRSP 8376 Language Research Methods (PhD seminar, taught Spring semester, even years). [Note: Developed course as part of PhD training grant. This course is taught in even number years (Spring semester) and the focus of the course varies each time it is taught. I co-teach this course with Dr. Stephen Camarata]

Undergraduate Commons Seminars for First Year Students (Noted: Developed all courses)

- PSY-PC 1690 How Do You Learn a Language? [spring semester 2012] co-taught with PhD student, Emily Lund.
- SPED 1690/1001 A Brain Learns to Read [spring semester], co-taught with Dr. Nikki Davis (2014-16), co-taught with PhD students, Hannah Krimm and Shih-Yuan Liang (2016).

Case Western Reserve University (1994-1995, 1999-2002)

- COSI 103 Voice and Articulation (undergraduate)
- COSI 211 Phonetics and Phonology (undergraduate)
- COSI 352 Introduction to Clinical Practice in Speech-Language Pathology (undergraduate)
- COSI 452 Teacher Licensure Externship (graduate)
- COSI 456 Child Language Disorders (graduate)
- COSI 463 Speech/Language Pathology in Educational Settings (graduate)
- COSI 600 Birth to Three Assessment and Intervention (graduate)

University of Nevada, Reno (1995-1998)

- SPA 356 Introduction to Speech Pathology and Audiology
- SPA 467 Communication and Language Disorders in Children
- SPA 667 Language Assessment and Intervention (graduate)
- SPA 723 Language Theory (graduate)

University of North Carolina at Chapel Hill (1989-1990)

- SPHS 389 Language-Learning Disabilities--Co-Instructor (graduate)
- SPHS 302 Language Assessment and Intervention with Birth to Five-Year-Old Children-Co-Instructor (graduate)

University of Kansas (1992-1999)

- SPLH 566c Language Development (correspondence course)

Rice, M. L. & Schuele, C. M. (1994). Revision of: Rice, M. L., Watkins, R. V., & Buhr, J. (1988). *Language development*. Independent Study Correspondence Course, Continuing Education Department, University of Kansas.

Continuing Education Invited Research Presentations, Seminars, and Workshops Continuing Education Invited Seminars and Workshops

Annual School Speech-Language Pathology Conference at Vanderbilt, 2012-present

I developed this two-day conference and serve as faculty chair. All speech-language pathologists from Metropolitan Nashville Public Schools attend the conference gratis, as part of our training grant collaboration with the district. Annually a PhD student serves as conference chair. Sessions are provided by faculty and students in the Department of Hearing and Speech Sciences, as well as PhD students from Peabody College research labs. The conference has grown each year and in 2019, more than 350 speech-language pathologists from more than 30 districts across TN will attend.

Vanderbilt Consortium Leadership in Neurodevelopmental Disabilities (LEND)

Neurodevelopmental Disabilities Curriculum Resource, published on

<http://lendmoodle.org/>; see also

(<https://vkc.mc.vanderbilt.edu/notables/2015/09/vanderbilt-lend-director-leads-development-of-national-disabilities-curriculum-resource/>)

Intellectual Disabilities and Language Impairment (Lee, E. & Schuele, C. M.)

Early Intervention (Schuele, C. M.)

Special Education, 3 through 21 (Schuele, C. M.)

Interprofessional Education Case-Based Learning

Jeremiah: A child with speech sound disorder, specific language impairment, and attention deficit disorder (Schuele, 2019)

Carlos: A child whose mother was exposed to Zika (2018, contributing author)

Katie: A child with global developmental delay (2018, contributing author)

Schuele, C. M. (1988, March). *Facilitating the acquisition of literacy skills in language disordered children*. Austin Area Association of Speech-Language Pathologists, Austin, TX. [PMID: 15611989]

Schuele, C. M. (1988, September). *Stimulating language development*. North Carolina Day Care Association Annual Conference, Raleigh, NC.

Schuele, C. M. (1988, September). *Child babbling, child talk*. North Carolina Day Care Association Annual Conference, Raleigh, NC.

Schuele, C. M. (1988, October). *Facilitating the literacy acquisition of language-impaired children*. Presentation to the Chapel Hill-Carrboro City Schools Speech-Language Pathologists, Chapel Hill, NC.

Schuele, C. M. (1988, November). *Development of preliteracy skills*. Presentation to the Community Preschool Teachers, Chapel Hill-Carrboro City Schools, Chapel Hill, NC.

Hoffman, P., Schuele, C. M., & Farley, B. (1988, December). *The advantages of an integrative approach to early intervention*. First Southeastern Regional Conference on the Fragile X Syndrome, Durham, NC.

Schuele, C. M. (1990, April). *Emergent literacy: Considerations for language-impaired children*. Presented at the SHARE Meeting, Eastern Carolina University, Greenville, NC.

Schuele, C. M. (1990, May). *Identification of language/learning disabled children in preschool*. Presentation to Rehab Therapy, Inc., Raleigh, NC.

Schuele, C. M. (1990, June). *Communication disorders in infants and young children*. Collaborative workshop presented to the Eastern Area Health Education Center, Greenville, NC.

- Schuele, C. M. (1992, July). An introduction to the *communication and symbolic behavior scales*. Presented to the Schiefelbusch Speech-Language-Hearing Clinic, University of Kansas, Lawrence, KS.
- Schuele, C. M. (1993, March). *The challenges of toddlers with language impairments*. Presented to the Hearing and Speech Department at Children's Mercy Hospital, Kansas City, MO.
- Schuele, C. M. (1993, June). *The challenges of toddlers with language impairments: A further look*. Presented to the Hearing and Speech Department at Children's Mercy Hospital, Kansas City, MO.
- Schuele, C. M. (1994, February). *The classification limits of specific language impairment*. Colloquium presented to the Program in Communication Disorders, School of Human Development, University of Texas at Dallas.
- Schuele, C. M. (1994, February). *Language sampling: Can it tell us something different than standardized testing?* Colloquium presented to the Department of Speech-Language Pathology and Audiology, Loyola University in Maryland, Baltimore.
- Schuele, C. M. (1994, March). *Mismatch between standardized measures and language sampling*. Colloquium presented to the Department of Speech and Hearing Science, Arizona State University, Tempe.
- Schuele, C. M. (1995, January). *An unusual case of specific language impairment?* Colloquium presented to the Department of Communicative Disorders, University of Alabama, Tuscaloosa.
- Schuele, C. M. (1995, February). *Specific language impairment: The need for language sampling*. Colloquium presented to the Program in Communication and Learning Disorders, Our Lady of the Lake University, San Antonio, TX.
- *Schuele, C. M. (1995, February). *SLI: Dissociations between cognition, language and reading*. Colloquium presented to the Department of Communication Sciences and Disorders, University of Georgia, Athens.
- Schuele, C. M. (1995, February). *Grammatical features of specific language impairment*. Colloquium presented to the Department of Speech-Language Pathology at Central Arkansas University, Conway.
- Schuele, C. M. (1995, March). *Grammatical analysis of a child with specific language impairment*. Colloquium presented to the Department of Speech Pathology and Audiology, University of Nevada, Reno.
- Schuele, C. M. (1995, March). *SLI: Are standardized tests adequate in all cases?* Colloquium presented to the School of Hearing and Speech Sciences, Ohio University, Athens.
- Schuele, C. M. (1996, March). *Specific language impairment*. Roundtable discussion at the Nevada Speech-Language-Hearing Association Conference, Reno, NV.
- Schuele, C. M. (1996, June). *Written language: Whose problem is it?* Colloquium presented to the Department of Speech and Hearing Sciences, Arizona State University, Tempe, AZ.
- Schuele, C. M. (1997, February). *Promoting peer interactions*. Presented at an inservice at the Rehabilitation Center for Children and Adults, Palm Beach, FL.
- Schuele, C. M. (1997, March). *Promoting emergent literacy and phonological awareness*. Presented at the Challenging Child Symposium, Carson City, NV.
- Schuele, C. M. (1997, March). *Language disorders in children*. Roundtable discussion at the Nevada Speech-Language Hearing Association Conference, Reno, NV.
- Schuele, C. M. (1997, August). *Specific language impairment: An update; Phonological awareness training*. A two-day workshop sponsored by University of Nevada Division of Continuing Education and the Nevada State Board of Education, Reno, NV.
- Schuele, C. M. (1997, October and November). *Implementation of phonological awareness training in school-based contexts*. Two-day workshop presented to the Lyon County School District, Yerington, NV.

- Schuele, C. M. (1998, February). *Speech, language and literacy development in young children*. Presented at the Amazing Infant Symposium, Department of Family and Human Development, University of Nevada, Reno.
- Schuele, C. M. (1998, March). *Getting children with language impairments ready for reading*. Presented at the Missouri Speech-Language-Hearing Association Conference, Columbia, MO.
- Schuele, C. M. (1998, March). *The challenge of getting peers to talk to each other*. Presented at the Missouri Speech-Language-Hearing Association Conference, Columbia, MO.
- Schuele, C. M. (1998, March). *Relative clauses in children with specific language impairment*. Colloquium presented to the Department of Special Education and Communication Disorders, University of Nebraska, Lincoln.
- Schuele, C. M. (2000, March). *Phonemic awareness*. Inservice presented to the West Virginia Reading Teachers Cadre, Beckley, WV.
- Schuele, C. M. (2000, June). *Where do I get research ideas?* Presentation in the Department of Communication Sciences for the Summer Program in Undergraduate Research, Case Western Reserve University.
- Schuele, C. M. (2000, September). *Phonological awareness: Implementing successful programs in schools*. Workshop presented to Teacher Licensure Cooperating Speech-Language Pathologists, Case Western Reserve University, Cleveland, OH.
- Schuele, C. M. (2000, November). *Can clinical practice guide research? Developing a line of research*. Presented at the Department of Communication Sciences Research Colloquium, Case Western Reserve University.
- Schuele, C. M. (2000, November). *Is this really going to make a difference? Phonological awareness instruction in kindergarten classrooms*. Inservice presented to Painesville Township Schools, Painesville, OH.
- Schuele, C. M. (2001, January). *Research-to-practice: Phonological awareness intervention in early first grade*. Presented at the Early Childhood Literacy Interest Group, Schubert Center, Case Western Reserve University.
- Schuele, C. M. (2001, February). *Intensive phonological awareness program: Getting children ready to read*. Presented at the Annual Convention of the Illinois Speech-Language-Hearing Association, Chicago, IL.
- Schuele, C. M. (2001, February). *Phonological awareness: Implementing successful programs in schools*. Workshop presented to Teacher Licensure Cooperating Speech-Language Pathologists, Case Western Reserve University, Cleveland, OH.
- Schuele, C. M. (2001, March). *Phonological awareness: Implementing effective intervention programs*. Short course presented at the Ohio Speech-Language-Hearing Association Annual Convention, Cleveland, OH.
- Schuele, C. M. (2001, May and July). *Preparing instructional teams to provide phonological awareness instruction and intervention*. A four-day workshop presented as part of the West Virginia Phonemic Awareness Pilot Project, West Virginia Department of Education, Charleston, WV.
- Schuele, C. M. (2001, August). *Phonological awareness: Its importance in the early elementary grades*. Workshop presented at Sunbeam Elementary School, Cleveland Municipal School District, Cleveland, OH.
- Schuele, C. M. & Bacon, S. P. (2001, September). *Is a Ph.D. for me? Exploring doctoral education in communication sciences and disorders*. Teleseminar sponsored by the American Speech-Language-Hearing Association, Rockville, MD.
- Schuele, C. M. (2001, October). *Can speech-language pathologists make a difference in children's early literacy achievement?* Workshop presented at the Mid-Eastern Ohio Special Education Service Center, Akron, OH.

- Schuele, C. M. (2001, October). *Phonological awareness and phonics: What's the difference?* Workshop presented at the Christian-Montgomery Counties Teacher Institute, Pana, IL.
- Schuele, C. M. (2001, October). *Improving early reading success: Twenty strategies to develop phonological awareness.* Workshop presented at the Christian-Montgomery Counties Teacher Institute, Pana, IL.
- Schuele, C. M. (2001, November). *Preparing children for reading instruction: Intensive phonological awareness intervention.* Seminar presented at the Annual Conference of the Ohio School Speech-Language Pathologists and Educational Audiologists Coalition, Cleveland, OH.
- Schuele, C. M. (2002, Spring). *Phonological awareness intervention for children with special needs.* Inservice meetings presented at Sunbeam School, Cleveland Municipal School District, Cleveland, OH.
- Schuele, C. M. (2002, March). *Phonological awareness interventions: Setting a foundation for early reading achievement.* Workshop presented at Cleveland Municipal School District and Cuyahoga Special Education Service Center, Cleveland, OH.
- Schuele, C. M. (2002, June). *WVDE phonemic awareness pilot project: A review of the first year results.* Presentation sponsored by the West Virginia Department of Education, Charleston, WV.
- Schuele, C. M. (2004, February). *Ready to read? Developing preschoolers' oral language, phonological awareness, and emergent literacy.* Seminar presented at the West Virginia Early Childhood Conference, Celebrating Connections, Charleston, WV.
- Schuele, C. M. (2004, March). *Phonological awareness and alphabet knowledge: Developmentally appropriate instruction for early reading first.* Two-day workshop presented to the Webster County Early Reading First Team, Webster Springs, WV.
- Schuele, C. M. (2004, October). *Characteristics of effective phonological awareness instruction.* Seminar presented at the Annual Conference of the Tennessee Association of Audiologists and Speech-Language Pathologists, Chattanooga, TN.
- Schuele, C. M. (2004, September). *Phonological awareness: Beyond the basics.* Seminar presented at the RiteCare Conference, Vanderbilt University, Nashville, TN.
- Schuele, C. M. (2004, October). *Promoting early literacy acquisition through phonological awareness instruction and intervention.* One day seminar presented at Maryland Speech-Language-Hearing Association Clinical Connections Conference, Baltimore, MD.
- Schuele, C. M. (2005, November). *Developing SLPs' expertise in phonological awareness instruction and intervention.* Seminar presented at the Annual Conference of the Ohio Association of School Speech Pathologists and Audiologists, Huron, OH.
- Schuele, C. M. (2005, November). *Current events for school-based practitioners: EBP and RTI.* Seminar presented at the Annual Conference of the Ohio Association of School Speech Pathologists and Audiologists, Huron, OH.
- Schuele, C. M. (2006, February). *Getting children ready to read through phonological awareness and instruction.* Seminar presented at the Annual Convention of the Kentucky Speech-Language-Hearing Association Convention, Louisville, KY.
- Schuele, C. M. (2006, April). *What do SLPs need to know about public policy?* Presentation at Augustana College, Rock Island, IL.
- Schuele, C. M. (2006, April). *Strategies for infusing literacy into speech-language intervention.* Presentation at Augustana College, Rock Island, IL.
- Schuele, C. M. (2006, April). *Phonological awareness intervention for children at-risk for reading disabilities.* Seminar presented at the Annual Conference of the Tennessee Dyslexia Association, Nashville, TN.
- Schuele, C. M. (2006, July). *Phonological awareness: Assessment and treatment issues.* Roundtable moderator at the ASHA Schools Conference, Phoenix, AZ.

- Schuele, C. M. (2006, August). *Enhancing kindergarten teachers' phonological awareness instruction in the classroom*. University School of Nashville, Nashville, TN.
- Schuele, C. M. (2006, December). *Phonological awareness: Beyond the basics*. [Web-based continuing education course]. Northern Speech Services/National Rehabilitation Services, Gaylord, MI.
- Schuele, C. M. (2008, January). *Phonological awareness intervention: Improving children's reading and writing outcomes*. One day workshop sponsored by Therapeutic Services, Inc.
- Schuele, C. M. (2008, March). *Language and literacy: Unique contributions of speech-language pathologists*. Seminar presented at the University of Rhode Island, Kingston, RI.
- Schuele, C. M. (2008, May). *Phonological awareness: Part I: Concepts and assessment; Part II: Intervention*. Two seminars presented for SpeechPathology.com.
- Schuele, C. M. (2008, April). *Literacy skills of children with language impairments*. Developmental Disabilities Grand Rounds, Vanderbilt Kennedy Center on Human Development, Vanderbilt University.
- *Schuele, C. M. (2008, May). *The development of programmatic research: Complex syntax acquisition of children with specific language impairment*. Invited presentation at Child Language Proseminar, Child Language Doctoral Program, University of Kansas.
- Schuele, C. M. (2008, September). *Language and literacy: Unique contributions of speech-language pathologists*. Seminar presented for SpeechPathology.com.
- Schuele, C. M. (2008, November). *The importance of phonological awareness for early literacy achievement; Effective phonological awareness instruction for kindergarten children*. Invited presentations at Beachwood City Schools, Beachwood, Ohio.
- Schuele, C. M. (2009, February). *Language and literacy: Unique contributions of speech-language pathologists*. Invited presentation at the Annual Convention of the Illinois Speech-Language-Hearing Association, Chicago, IL.
- Schuele, C. M. (2009, February). *Building phonological awareness to facilitate initial word decoding and spelling: Prevention and intervention*. Invited presentation at the Annual Convention of the Illinois Speech-Language-Hearing Association, Chicago, IL.
- Schuele, C. M. (2009, July). *What am I doing here? The many faces of SLPs in language and literacy*. Invited Presentation at the ASHA Schools Conference, Kansas City, MO.
- Moore-Brown, B. & Schuele, C. M. (2009, July). *Myths and realities of SLPs' roles in language and literacy*. Invited Presentation at the ASHA Schools Conference, Kansas City, MO.
- Schuele, C. M. (2009, July). *Research funding and the Institute for Education Sciences*. Invited presentation at the Clinical Practice Research Institute, American Speech-Language-Hearing Association, Rockville, MD.
- Schuele, C. M. (2009, August). *Learning letters and sounds in preschool*. Invited presentation at the Brentwood Family YMCA Preschool, Brentwood, TN.
- Schuele, C. M. (2009, August). *Changing roles for school speech-language pathologists: The unique role of the speech-language pathologist in language and literacy*. Seminar presented to Metropolitan Nashville Public Schools, Nashville, TN.
- Schuele, C. M. (2009, September). *Unique contributions of SLPs to language and literacy*. Presented at the Martha Lynch Lecture Series, Vanderbilt Bill Wilkerson Center, Nashville TN.
- Schuele, C. M. (2009, October). *Improved language outcomes: Integrating language and literacy for children with speech-language impairments*. Invited presentation at the Annual Convention of the Tennessee Association of Audiologists and Speech-Language Pathologists, Knoxville, TN.
- Schuele, C. M. (2010, March). *Linking phonological awareness instruction and intervention to literacy acquisition: What's a speech-language pathologist to do?* Invited Presentation at the Rhode Island Speech-Language-Hearing Association, Providence, RI.

- Schuele, C. M. (2010, April). *Improving outcomes for children: The unique role of the speech-language pathologist in language and literacy*. Invited presentation for the Association of Baltimore Clinicians Speech-Language Pathologists, Baltimore, MD.
- Schuele, C. M. (2010, April). *Phonological awareness: Getting preschoolers and kindergartners ready for decoding and spelling instruction*. 8th Annual RISE Conference, Tennessee Branch of the International Dyslexia Association, Brentwood, TN.
- Dees, T., Hornsby, B.W.Y., Schuele, C.M., & Tharpe, A.M. (2010). *Informing preschool teachers on hearing loss*. Presented at Nashville Area Association for the Education of Young Children Early Childhood Education Conference, April 2010, Nashville, TN.
- Schuele, C. M. (2010, April). *Writing in the preschool classroom: Encouraging children to see themselves as writers*. NAAEYC Early Childhood Educators Conference, Nashville, TN.
- Barako Arndt, K. & Schuele, C. M. (2010, October). *A framework for analyzing complex syntax in language samples*. Seminar presented at the Annual Conference of the Tennessee Association of Audiologists and Speech-Language Pathologists, Franklin, TN.
- Schuele, C. M. (2010, October). *Language and literacy: Improving the effectiveness of speech-language (and) literacy services for children*. Workshop presented at the State University of New York-Fredonia, Fredonia, NY.
- Schuele, C. M. (2010, October). *Who's at risk: Integrating speech-language-literacy intervention*. Workshop presented for Northern Speech Services, Chicago, IL.
- Schuele, C. M. & Lund, E. (2010, October). *Managing children and adolescents with hearing loss in the classroom and the community*. Workshop presented at JFK-Johnson Rehabilitation Institute, Edison, NJ.
- Schuele, C. M. (2011, February). *Literacy development in children with speech-language impairments*. Seminar presented at the Annual Convention of the Kentucky Speech-Language-Hearing Association, Covington, KY.
- Schuele, C. M. (2011, February). *Phonological awareness instruction and intervention that prepares children for decoding instruction*. Seminar presented at the Annual Convention of the Kentucky Speech-Language-Hearing Association, Covington, KY.
- Schuele, C. M. (2011, March). *Vocabulary intervention: Teaching words and meanings to preschoolers*. Seminar presented at the Language and Literacy Online conference, American Speech-Language-Hearing Association, Rockville, MD.
- Schuele, C. M. (2011, March). *Vocabulary development in preschool children*. Seminar presented at the Language and Literacy Online conference, American Speech-Language-Hearing Association, Rockville, MD.
- Schuele, C. M. (2011, April). *Vocabulary development and intervention in the preschool years*. Lecture presented for the Martha Lynch Lecture Series, Vanderbilt Bill Wilkerson Center, Nashville, TN.
- Schuele, C. M. (2011, October). *Update on language and literacy outcomes in children with speech-language impairments: Clinical implications*. Seminar presented at the Annual Convention of the Ohio Speech-Language Pathologists and Audiologists Coalition, Columbus, OH.
- Schuele, C. M. (2011, October). *Intensive phonological awareness program: Preparing children for decoding and spelling*. Seminar presented at the Annual Convention of the Ohio Speech-Language Pathologists and Audiologists Coalition, Columbus, OH.
- Schuele, C. M. (2012, February). *Language and literacy update*. Lecture presented for the Martha Lynch Lecture Series, Vanderbilt Bill Wilkerson Center, Nashville, TN.
- Schuele, C. M. (2012, March). *Phonological awareness: Helping children to become proficient word decoders and spellers*. Seminar presented at the Annual Convention of North Dakota Speech-Language-Hearing Association, Minot, ND.

- Schuele, C. M. (2012, April). *Literacy Skills of children with speech-Language impairments: Implications for evidence-based practice*. Seminar presented at the Bethany Public Schools Annual Speech-Language Pathology Conference, Bethany, OK.
- Schuele, C. M. (2012, April). *Linking phonemic awareness and phonics*. Annual RISE Conference, Tennessee Chapter of the International Dyslexia Association, Nashville TN.
- Schuele, C. M. (2012, April). *Learning letters and sounds in preschool* (with Werfel, K.), *Making print meaningful in your classroom* (with Barako Arndt, K.), *Using baby signs to facilitate communication* (with Lund, E.). Presented at Annual Early Childhood Conference, Nashville Area Association for the Education of Young Children, Nashville, TN.
- Schuele, C. M. (2012, August). *The evolution of speech-language pathologists*. Half-day workshop presented Franklin Special School District, Franklin, TN.
- Schuele, C. M. (2012, September). *Back to school, back to basics: A toolkit to make speech-language services more efficient, more effective, and more meaningful*. Workshop presented at Radford University, Radford, VA.
- Schuele, C. M. (2012, November). *Can you make it through a conversation without using complex syntax?* Online presentation [recorded] for SpeechPathology.com. San Antonio, TX.
- Schuele, C. M. (2013, April). *Word-level literacy: Helping struggling learners navigate word decoding, word recognition, and spelling*. Workshop presented at Radford University, Radford, VA.
- Schuele, C. M. (2013, April). *Embedding phonological awareness learning opportunities in speech-sound intervention*. Seminar presented at the Annual Convention of the Indiana Speech-Language-Hearing Association, Indianapolis, IN.
- Schuele, C. M. (2013, April). *Curriculum-based intervention for speech-sound disorders: Improving children's intelligibility with grade-level academic materials*. Seminar presented at the Annual Convention of the Indiana Speech-Language-Hearing Association, Indianapolis, IN.
- Schuele, C. M. (2013, April). *Language and literacy update: Improving outcomes for children with speech-language impairments*. Workshop presented at Worcester State University, Worcester, MA.
- Schuele, C. M. (2012, August; 2013, May). *Phonological awareness: Making a difference in children's reading and writing*. Two-day workshops presented as part of the It's All about Language Expert Workshops, Vanderbilt University, Nashville TN.
- Schuele, C. M. (2013, July). School Speech-Language Pathology Conference at Vanderbilt. Multiple 90 minute sessions presented at the two-day conference: *Speech sound intervention that supports phonological awareness development; Speech sound intervention with grade level curricular materials; Ideas for speech-language pathologists to partner with classroom teachers to promote vocabulary development; IEP goals: What's appropriate?; What is a 'school speech-language pathologist'?; Mentoring graduate students in school speech-language practicum experiences; Discussion 101: Language sample analysis that is possible, efficient, and effective in schools*
- Schuele, C. M. (2013, October) *The twenty-first century unique role of the speech-language pathologist in language and literacy: How did we get here? And what are we doing about it?* Seminar presented at the Annual Convention of the Tennessee Association of Audiologists and Speech-Language Pathologists, Knoxville, TN.
- Schuele, C. M. (2013, September) *Ten clinical messages from the phonological awareness literature*. Seminar presented at the South African Speech-Language-Hearing Association Annual Conference, Blomfontein, South Africa.
- Schuele, C. M. (2013, September) *Complex syntax: A summary on research of complex syntax in spoken language development as it relates to clinical practice with preschool and school-*

- age children*. Seminar presented at the South African Speech-Language-Hearing Association Annual Conference, Blomfontein, South Africa.
- Schuele, C. M. (2014, April). Building blocks: Phonological awareness. Seminar presented at the RISE Conference, Tennessee Chapter of the International Dyslexia Association, Memphis, TN.
- Schuele, C. M. (2014, June). *Phonological awareness for children, explicit phonological awareness for educators*. Seminar presented at the Neuroscience and Education: The Connection conference at Currey Ingram Academy, Nashville, TN.
- Schuele, C. M. (2014, June). *Language-literacy collaborations: Ten opportunities for SLPs and other educators to join forces*. Seminar presented at Old Dominion University Scottish Rite Conference, Norfolk, VA.
- Schuele, C. M. (2014, August). School Speech-Language Pathology Conference at Vanderbilt. Multiple 90-minute sessions presented at the two-day conference: *Language samples 102; Mentoring graduate students in school practicum experiences; Speech-language impairment: The evidence on who is (and should be) on the your caseload; Why aren't these kids fixing their speech sound errors faster?; Working on answering questions: Who, what, where, when, why isn't enough,*
- Schuele, C. M. (2014, August). *Making children better word learners*. Seminar presented at Middle Tennessee State University's Second Annual Reading Conference: Exploring Reading Comprehension, Murfreesboro, TN.
- Schuele, C. M. (2014, October). *Lexical learning: A larger lens on vocabulary* Seminar presented at the Annual Convention of the Tennessee Association of Audiologists and Speech-Language Pathologists, Murfreesboro, TN.
- Schuele, C. M. (2014, October). *Phonological awareness assessment and intervention across tiers*. Seminar presented at the Fall Conference of the Ohio School Speech Pathology Educational Audiology Coalition, Columbus, OH.
- Schuele, C. M. & Werfel, K. (2014, October) *Explicit phonological awareness for educators: An essential skill for teaching phonological awareness to children*. Seminar presented at the Fall Conference of the Ohio School Speech Pathology Educational Audiology Coalition, Columbus, OH.
- Schuele, C. M. (2014, November). *Does that make sense? Helping children use their language knowledge to read and spell accurately*. Presented as part of Middle Tennessee State University' Dyslexia Success Series, Murfreesboro, TN.
- Schuele, C. M. (2015, April). *Phonological awareness: Making a difference in children's reading and writing*. Workshop presented at Truman State University's 7th Annual Language and Literature Conference, Kirksville, MO.
- Schuele, C. M. (2015, April). *A two-layered cake: Integration of Tier 1 Instruction and Tier intervention for phonological awareness*. Seminar presented at the RISE Conference, 2nd Southern Regional Conference, International Dyslexia Association, Nashville, TN.
- Schuele, C. M. (2015, May). *Phonological awareness standard treatment protocols: Aligning intervention programs with child needs*. Presented at the TN Disability Mega conference, Nashville, TN.
- Schuele, C. M. (2015, April). *Grammatical skills in elementary school children with language impairments: We're not finished yet*. Webinar, American Speech-Language-Hearing Association Conference - Language and Literacy in Elementary Schools: Curriculum. Rockville, MD. (Repeated August 2015).
- Schuele, C. M. (2015, July). *Curriculum-Based Speech Sound Intervention for Children of All Ages*. Seminar presented at the annual ASHA Schools Conference, Phoenix, AZ.
- Schuele, C. M. (2015, August). School Speech-Language Pathology Conference at Vanderbilt. Multiple 90-minute sessions presented at the two-day conference. *Mentoring graduate*

- students committed to school SLP careers; Intensive Phonological Awareness Program: A tier 2 standard treatment protocol; Language sampling 101: Analysis practice.*
- Schuele, C. M. (2015, September). *Dissecting the Language Demands of Reading Comprehension Worksheets*. Presented at the Martha Lynch Lecture Series, Vanderbilt Bill Wilkerson Center. Nashville, TN.
- Schuele, C. M. (2015, October). *Dissection of elementary reading instruction materials to illuminate language demands*. Seminar presented at the Fall Conference of the Ohio School Speech Pathology Educational Audiology Coalition, Columbus, OH.
- Schuele, C. M. (2015, October). *Grammatical intervention for elementary students (and beyond) with persistent grammatical deficits*. Seminar presented at the Fall Conference of the Ohio School Speech Pathology Educational Audiology Coalition, Columbus, OH.
- Schuele, C. M. (2015, October). *RTI and phonological awareness in the classroom*. Seminar presented at the annual conference of the BC Association of Speech-Language Pathologists and Audiologists, Penticon, BC, Canada.
- Schuele, C. M. (2015, October). *Syntax and morphology*. Online Webchat sponsored by the Language, Learning, and Education Special Interest Group of the American Speech-Language-Hearing Association, Rockville, MD. [panel discussion responding to participant queries]
- Schuele, C. M. (2016, February). *Tools for progress monitoring*. Collaboration for Preschool Language and Literacy, American Speech-Language-Hearing Association, Rockville, MD.
- Schuele, C. M. (2016, February). *Phonological awareness for preschool children*. Collaboration for Preschool Language and Literacy, American Speech-Language-Hearing Association, Rockville, MD.
- Schuele, C. M. (2016, February). *What's the evidence on language and literacy that informs our practices with children with primary language impairments..* Workshop presented at the Annual Convention of the Speech and Hearing Association of Alabama, Birmingham, AL
- Schuele, C. M. (2016, March). *Curriculum-based speech sound intervention for preschool and elementary school children*. Workshop presented at the Mississippi Speech-Language-Hearing Association Annual Continuing Education Conference, Jackson, MI.
- Schuele, C. M. (2016, March). *Contributions to literacy achievement: the many ways SLPs can improve children's phonological awareness skills.*^[SEP] Workshop presented at the Mississippi Speech-Language-Hearing Association Annual Continuing Education Conference, Jackson, MI.
- Schuele, C. M. (2016, April). *Curriculum-based speech sound intervention for preschool and school-age children*, Webinar presented as part of online conference, *Improving Intelligibility in Children with Speech Sound Disorders*, American Speech-Language-Hearing Association, Rockville, MD. [repeated August 2016]
- Schuele, C. M. (2016, April). *Two-tiers of phonological awareness instruction and intervention*. Workshop presented to the Kamloops School District, British Columbia, Canada.
- Schuele, C. M. (2016, April). *Intensive Phonological Awareness Program: Using a standard treatment protocol for phonological awareness intervention*. Seminar presented at the Annual RISE Conference of the Tennessee International Dyslexia Association, Nashville, TN.
- Schuele, C. M. (2016, October). *The language bases of reading deficits*. Presented for the Dyslexia Foundation Conference, Boston MA.
- Schuele, C. M. (2016, October). *What does evidence-based language assessment look like?* Presented at the Annual Convention of the Tennessee Association of Audiologists and Speech-Language Pathologists, Murfreesboro, TN.
- Schuele, C. M. (2016, October). *Introduction to the Intensive Phonological Awareness Program*. Session presented to the Metropolitan Nashville Public School Lunch-and-Learn series for the district speech-language pathologists, Nashville TN

- Schuele, C. M. (2017, February). *Linking oral language and pre- and early literacy instruction with an emphasis on dyslexia intervention*. Presented for the Dyslexia Foundation Conference, San Francisco, CA.
- Schuele, C. M. (2017, December). *Expressive complex syntax skills of children with specific language impairment*. Presented for the Vanderbilt SLP Journal Club, Speechpathology.com.
- Schuele, C. M. (2017, October). *Dyslexia: A primer (and beyond) for speech-language pathologists*. Seminar presented at the Fall Conference of the Ohio School Speech Pathology Educational Audiology Coalition, Columbus, OH.
- Schuele, C. M. with Vanderbilt Consortium LEND faculty. (2018, January). *Interprofessional course on developmental disabilities in pediatrics, including Congenital Zika syndrome*. Workshop sponsored by the Tennessee Department of Health and Vanderbilt Children's Hospital, Nashville TN.
- Schuele, C. M. (2018, February). *When phonological awareness intervention is part of the answer for struggling learners*. Seminar presented at the Partners in Education Conference, Nashville TN.
- Schuele, C. M. (2018, April). *Phonological awareness, decoding, dyslexia: SLPs who promote literacy success*. Seminar presented at the Annual Convention of the Missouri Speech-Language-Hearing Convention. Ozark, MO.
- Schuele, C. M. (2018, April). *School-age language assessment best practices: Integrating IDEA, state guidelines, Evidence* Seminar presented at the Annual Convention of the Missouri Speech-Language-Hearing Convention. Ozark, MO.
- Schuele, C. M. (2018, April). *Strategies to improve the literacy skills of children with hearing loss*. Workshop presented to the Hearing Loss Professional Staff, Metropolitan Nashville Public Schools, Nashville TN.
- Schuele, C. M. with Vanderbilt Consortium LEND (2018, April). *Interprofessional course on developmental disabilities in pediatrics, including Congenital Zika syndrome*. Workshop sponsored by the Tennessee Department of Health and Vanderbilt Children's Hospital, Nashville TN.
- Schuele, C. M. (2018, June). *Language, literacy, and the school speech-language pathologist*. Workshop presented to Palm Beach County School District Speech-Language Pathologists, Palm Beach FL.
- Coker, M., Bryan, M. & Schuele, C. M. (2018, June). *Therapies and the Mitochondrial patient*. Seminar presented the annual meeting of the United Mitochondrial Disease Foundation, Nashville TN.
- Schuele, C. M. (2018, August). *Not the same: Assessment for eligibility and assessment for present level of performance*. Seminar presented at the Sixth Annual School Speech-Language Pathology Conference at Vanderbilt, Nashville TN.
- Schuele, C. M. (2018, August). *I am having trouble learning to decode and spell words. Who is making sure phonological awareness is addressed on my IEP?* Seminar presented at the Sixth Annual School Speech-Language Pathology Conference at Vanderbilt, Nashville TN.
- Schuele, C. M. (2018, August). *What are the language expectations of second grade unit reading tests?* Seminar presented at the Sixth Annual School Speech-Language Pathology Conference at Vanderbilt, Nashville TN.
- Schuele, C. M. (2018, August). *Improving speech skills using curriculum content*. Video conference, American Speech-Language-Hearing Association, Rockville MD.
- Schuele, C. M. (2019, January). *When phonological awareness intervention is part of the answer for struggling learners*. Seminar presented at the Partners in Education Conference, Nashville TN.

- Schuele, C.M. (2019, February). *Writing present level of performance and treatment plans: Analyzing speech sound error patterns in children with speech sound disorders*. ASHA Online Conference: Innovative Methods for Preschool Assessment, Collaboration, and Treatment, Rockville MD. [To be repeated in October 2019]
- Schuele, C. M. (2019, April). *Phonological awareness instruction and intervention: An opportunity for speech-language pathologists to lead and collaborate*. Workshop provided for SLP Graduate Students at The University of Tennessee Health Sciences Center, Knoxville, TN.
- Schuele, C. M. with Vanderbilt Consortium LEND faculty. (2019, April). *Interprofessional course on developmental disabilities in pediatrics, focusing on NAS, autism and ADHD*, Nashville TN.
- Schuele, C. M. (2019, July). *Enhancing children's phonological awareness and early literacy achievements*. Seminar presented at the ASHA Connect Conference, Chicago IL.
- Schuele, C. M. (2019, July). *SLPs leading the way: Phonological awareness assessment that informs instruction and intervention*. Seminar presented at the ASHA Connect Conference, Chicago IL.
- Schuele, C. M. (2019, August). *Linking present level of performance, annual goals, and progress measurement*. Seminar presented at the annual School Speech-Language Pathology Conference at Vanderbilt, Nashville TN.
- Schuele, C. M. (2019, August). *SLP preceptors for Vanderbilt's School SLP Specialty Track*. Seminar presented at the annual School Speech-Language Pathology Conference at Vanderbilt, Nashville TN.
- Schuele, C. M. (2019, August). *Language sampling and analysis 101: Introduction to SALT – Systematic Analysis for Language Transcripts*. Seminar presented at the annual School Speech-Language Pathology Conference at Vanderbilt, Nashville TN.
- Schuele, C. M. (2019, September). *The many faces of the school SLP's contribution to children's literacy acquisition, performance, and success*. Workshop presented for the Ware County School District, Waycross, GA.
- Schuele, C. M. (2019, September). *All learners need a foundation of phonological awareness on which to build word reading and spelling skills: Assessment and intervention*. Keynote lecture (full day) presented at the DuBard Symposium, Hattiesburg, MI
- Schuele, C. M. (2020, April-May). *Working more effectively, more efficiently with children with speech sound disorders*. A 7-part webinar series presented for the It's All About Language workshops series at Vanderbilt, Nashville, TN.
- Schuele, C. M. (2020, July). *Phonological awareness: Is it really an SLP's concern?* Seminar presented at the School Speech-Language Pathology Conference at Vanderbilt, Nashville TN.

Clinical Teaching

Vanderbilt Kennedy Center Reading Clinic.

Since 2009 I have provided clinical teaching to master's students in the speech-language pathology program in the Department of Hearing and Speech Sciences who complete a clinical rotation in the Reading Clinic. Typically, 5 students per semester are placed in the clinic and require 5 hours of direct observation per semester and several additional hours of support. I provide this clinical teaching in conjunction with the PhD students who are funded on my ED training grant.

Metropolitan Nashville Public Schools.

Since 2009 my US Department of Education training grants have required that we partner with the public schools, and MNPS is our partner district. Our partnership includes placement of students in the schools for practicum experiences (also Williamson County Schools, Franklin Special Schools, Rutherford County Schools, and Currey Ingram Academy) which in the past 5 years has averaged 14 placements per year. I arrange the placements and make visits to the schools.

Beginning in Spring 2018 we began a speech-language screening placement that occurs two mornings per month. The PhD students on my ED training grant assist me in this clinical teaching.

Safe Haven Homeless Shelter

Since 2015 my lab has had a partnership with Safe Haven Homeless Shelter, providing speech-language-education assessments to children and aiding parents in advocating for their child's academic needs. The project involves my PhD students and the SLP master's students. Effort averages several hours per month.

Research Supervision

Dissertations

- Spencer, E. (2009). *Part-term learning in children from families of low socioeconomic status*, unpublished dissertation, Vanderbilt University. CURRENT POSITION: Assistant Professor, Department of Communication Science and Disorders, University of Missouri, Columbia, MO.
- Werfel, K. (2012). *Contribution of linguistic knowledge to spelling ability in elementary school children*. CURRENT POSITION: Assistant Professor, Department of Communication Sciences and Disorders, University of South Carolina, SC.
- Fisher, J. (2013). *Complex syntax production in preschool teacher talk*. CURRENT POSITION: Adjunct Instructor, University of Maryland and Western Kentucky University and Owner, Nashville Speech & Swallowing Specialists, PLLC, TN.
- Lund, E. (2013). *Maternal word learning cues to children with cochlear implants*. CURRENT POSITION: Assistant Professor, Department of Communication Sciences and Disorders, Texas Christian University, TX.
- Woynaroski, T. (2014) *The stability and validity of automated vocal analysis in preschoolers with autism spectrum disorder who are in the early stages of language development*. (co-chair, Paul Yoder, PhD). CURRENT POSITION: Assistant Professor, Department of Hearing and Speech Sciences, Vanderbilt University Medical Center, TN.
- Weiler, B. (2016). *Tense marking in the general kindergarten population: Is there evidence of a bimodal distribution?* CURRENT POSITION: Assistant Professor, Department of Communication Sciences and Disorders, Western Kentucky University, KY.
- Barako Arndt, K. (2019). *The production of complement taking verbs across complement clause types in elicited language tasks*. CURRENT POSITION: Private practice, speech-language pathologist, Louisville KY.
- McDaniel, J. (2019). *Evaluating the validity of vocalization measures for assessing vocal development in young children with autism spectrum disorder*. (co-chair, Paul Yoder, PhD). CURRENT POSITION: Postdoctoral Fellow, Department of Speech-Language-Hearing Sciences, University of Kansas, KS.
- Krimm, H. (2019). *An exploration of educator linguistic knowledge and expertise*. CURRENT POSITION: Assistant Professor, Department of Communication Disorders and Special Education, University of Georgia, GA.
- Teller, L. (2020). *Capturing complex syntax: Comparing late talkers to children with typical language*. CURRENT POSITION: Assistant Professor, Communication Disorders and Sciences, Eastern Illinois University, IL.
- Liang, S. Y. (2020). *Language-literacy intervention through telepractice for school-age children: A single case design study*. CURRENT POSITION
- Hessling, A. (2020). *The not so simple view of reading in Down syndrome*. CURRENT POSITION: Assistant Professor, Department of Communication Sciences and Disorders, Baylor University, TX

Master's Theses

- Dayton, N. (1997). *Effects of training phonological awareness on three children with specific language impairment*. Unpublished master's thesis, University of Nevada, Reno. CURRENT POSITION: Speech-language pathologist in private practice, San Francisco, CA.
- Tolbert, L. (1997). *Production of subject relative clauses by children with typical language and children with specific language impairment*. Unpublished master's thesis, University of Nevada, Reno. CURRENT POSITION: Speech-Language Pathologist in private practice, Reno, NV.
- Haskill, A. (1998). *A longitudinal study of grammatical morphology development in a child with specific language impairment*. Unpublished master's thesis, University of Nevada, Reno. CURRENT POSITION: Professor, Augustana College, Rock Island, IL.
- Labbe, J. (2001). *The written and oral language skills of fourth graders*. Unpublished master's thesis, Case Western Reserve University.
- Abel, A. (2006). *Word learning: The effect of phonological awareness*. Unpublished master's thesis, Vanderbilt University. CURRENT POSITION: Associate Professor, School of Speech, Language, and Hearing Sciences, San Diego State University, CA.
- White, J. (2013). *The spelling skills of children with speech sound disorders*. Unpublished master's thesis, Vanderbilt University. CURRENT POSITION: Speech-language pathologist and Owner, Berns Therapy Solutions, Nashville, TN.
- Krimm, H. (2013). *Predictive value of orthographic processing for spelling proficiency*. Unpublished master's thesis, Vanderbilt University. CURRENT POSITION: Assistant Professor, Department of Communication Disorders and Special Education, University of Georgia, GA.
- Schneck, S. (2016). *Concurrent validity: How does failure to meet criterion on the Test of Early Grammatical Impairment align with other language measures?* Vanderbilt University. CURRENT POSITION: PhD Student, Department of Hearing and Speech Sciences, Vanderbilt University.
- Brock, J. (2016). *Children reading to parents: A comparison of children with hearing loss who use cochlear implants to hearing children*. CURRENT POSITION: Speech-language pathologist, Moog Center, St. Louis, MO.
- Johnston Minchin, K. (2017). *Language profiles of children with hearing loss*. Vanderbilt University. CURRENT POSITION: Speech-language pathologist, Monroe Carrell Jr. Children's Hospital at Vanderbilt, Nashville, TN.
- Jones, Ragan. (2018). *Phonological awareness intervention in individuals with Down syndrome*. Vanderbilt University. CURRENT POSITION: Speech-language pathologist, Johns Hopkins All Children's Hospital, St. Petersburg, FL.
- Burnett, M. (2020). *Complex syntax intervention*. Vanderbilt University. CURRENT POSITION: Speech-Language Pathologist, Katy Independent School District, Katy TX.

Graduate Research

- Burgess, S. (2001). *Preschool children's use of subordinate conjunctions*. Case Western Reserve University. [doctoral student research] CURRENT POSITION: Associate Professor, Departments of Special Education and Speech-Language Pathology, Kent State University, OH.
- Fortkamp, S. (2001). *Clinician's use of clinical history in decision-making*. Case Western Reserve University. [master's student research project]
- Kovach, A. M. (2004). *Kindergarteners' phonological awareness knowledge after intervention*. Vanderbilt University. [master's student research project]

- Barako, K. (2005). *The production of infinitival complements by children with specific language impairment*. Vanderbilt University. [SPARC award research project]
- Spencer, E. (2006). *Phonological awareness outcome for kindergarten low literacy achievers*. First Doctoral Research Project, Vanderbilt University.
- Guillot, K. (2007). *Morphological markers in children with cochlear implants*. First Doctoral Research Project, Vanderbilt University. CURRENT POSITION: Associate Professor, Middle Tennessee State University, TN.
- Spencer, E. (2007). *Reading outcomes in children with speech-language impairment: Longitudinal evidence using the ECLS-K*. Second Doctoral Research Project, Vanderbilt University.
- Barako Arndt, K. (2009). *Production of infinitival complements by children with specific language impairment*. First Doctoral Research Project, Vanderbilt University.
- Kendrick, K. (2008). *The development of complex syntax at two to three years of age: A case study*. Vanderbilt University. [SPARC award research project]
- Werfel, K. (2009). *Kindergarten children's segmentation and representation of consonant blends*. First Doctoral Research Project, Vanderbilt University. [began as master's thesis; completed as SPARC award research project]
- Lineback, A. (2009). *Three methods of evaluating the emergence of complex syntax*. Vanderbilt University. [SPARC award research project]
- Barako Arndt, K. (2009). *A longitudinal examination of complex syntax production in children with specific language impairment*. Second Doctoral Research Project, Vanderbilt University.
- Werfel, K. (2010). *Phonological awareness training with children with hearing loss*. Second Doctoral Research Project, Vanderbilt University.
- Fisher, J. (2010). *Production of elicited infinitival complements: Age and SES effects*. First Doctoral Research Project, Vanderbilt University.
- Fisher, J. (2011). *Complex syntax production of Head Start teachers in preschool classroom interactions*. Second Doctoral Research Project, Vanderbilt University.
- Eisenband, L. (2011). *Elicited language tasks to assess tense: Children must produce sentence subjects*. Vanderbilt University. [SPARC award research project]
- Lund, E. (2011). *Early sequential bilingual language learners' adherence to the mutual exclusivity constraint*. First Doctoral Research Project, Vanderbilt University.
- Lund, E. (2012). *Effects of explicit word learning practice on the fast-mapping skills of children with cochlear implants*. Second Doctoral Research Project, Vanderbilt University.
- Weiler, B. (2012). *An exploration of past tense marking and lexical aspect in typical preschoolers during the optional infinitive stage*. First Doctoral Research Project, Vanderbilt University.
- Weiler, B. (2013). *Tense marking and complex syntax*. Second Doctoral Research Project, Vanderbilt University.
- Feldman, J. (2016). *The influence of vocabulary knowledge and morphological knowledge on reading comprehension*. First Doctoral Research Project, Vanderbilt University.
- Krimm, H. (2016). *Derivational morphology knowledge of children with specific language impairment*. Second Doctoral Research Project, Vanderbilt University.
- Krimm, H. (2016). *Effect of an online learning module for transcription and phonological awareness*. Blended & Online Learning Design (BOLD) Fellows Program, in collaboration with Center for Teaching Mentor: Cynthia Brame, PhD. [scholarship of teaching investigation]
- Teller, L. (2017). *Does complex syntax in maternal input vary by child language status?* First Doctoral Research Project, Vanderbilt University.
- Gogol, M. (2017). *SLP clinical practices*. Vanderbilt University. [masters student research project] Lab mentor: Jena McDaniel

- Teller, L. & McDaniel, J. (2017). *Effect of an online training module on graduate students' observational skills in young children*. Blended & Online Learning Design (BOLD) Fellows Program, in collaboration with Center for Teaching Mentor: Cynthia Brame, PhD. [scholarship of teaching investigation]
- Hessling, A. (2018) *Investigation of instructional methods for teaching narrative analysis*. Blended & Online Learning Design (BOLD) Fellows Program, in collaboration with Center for Teaching Mentor: Cynthia Brame, PhD. [scholarship of teaching investigation]
- Teller, L. (2018). *Simple strategies to increase teacher complex syntax*. Second Doctoral Research Project, Vanderbilt University.
- Hessling, A. (2018). *The effect of individualized narrative intervention using a standard treatment protocol on narratives of school-age children with language impairment: a single-case research study*. Second Doctoral Research Project, Vanderbilt University.
- Taddeo, T., Redfern, A. & White, A. (2018). *Childhood intelligibility assessment*. Vanderbilt University. [masters student research project]
- Malamud, H. (2020).

Undergraduate Research

- Jacobetz, S. (1999). *The influence of socioeconomic status on language development: A critical review of several investigations*. Senior Honors Program, Department of Communication Sciences, Case Western Reserve University
- Stewart, D. (2000). *Children's responses to questions in book reading interactions*. Bridges to Success Program, Cuyahoga Community College and Case Western Reserve University.
- Wisman, L. (2000). *Development of complex syntax in children with specific language impairment*. Summer Program in Undergraduate Research, Case Western Reserve University.
- Wisman, J. (2002). *Elicitation of complex syntax*. Senior Honors Thesis, Department of Communication Sciences, Case Western Reserve University.
CURRENT POSITION: Scholar-in-Residence, Emerson College, Boston, MA
- Dykes, J. (2002). *Acquisition of complex syntax in a child with specific language impairment*. Senior Honors Thesis, Department of Communication Sciences, Case Western Reserve University.
- Rosenthal, J. (2007). *An analysis of typical preschoolers' production of past tense on the TEGI*. Peabody Scholars Program, Vanderbilt University.

Undergraduate Research Internship

- C. Connelly Crowe, Georgia Institute of Technology, January – April 2012 (full time, semester); supported by Stamps Family Charitable Trust.
- Allison Walker, Furman University, June – August 2015 (full time, 8 weeks); supported by the Furman Advantage Program.
- Allison Walker, Furman University, June – August 2016 (full time, 8 weeks); supported by the Furman Advantage Program.
- Vy Phan, Peabody College, Vanderbilt University, Fall and Spring semester, 2017-18
- Sonya Kapoor, Peabody College, Vanderbilt University, Fall and Spring semester, 2017-18
- Hannah Melamud, Peabody College, Vanderbilt University, June – July 2018 (half time, 8 weeks)
- Jacqueline Strelitz, Peabody College, Vanderbilt University, June – July 2018 (half time, 8 weeks)
- Macie Wasseberger, Peabody College, Vanderbilt University, Fall semester 2019
- Caroline Wilkerson, Peabody College, Vanderbilt University, Spring semester 2020

High School Student Research Mentoring

- Q-Vaughnia Hornbeck, Research Experience for High School Students, Vanderbilt Center for Science Outreach, Summer 2009. *Preschoolers' productions of complement clauses in an elicited language task*. Presented at Summer Research Symposium, July 17, 2009. Lab Mentor: Karen Barako Arndt.
- Chandelor Simon, School for Science and Math at Vanderbilt, 2009-2010. *Vowel representation in kindergarten children's spelling*. Presented at the Vanderbilt Center for Science Outreach Summer Research Symposium, July 16, 2010. Lab Mentor: Krystal Werfel.
- Avinaash Korrapati, Research Experience for High School Students, Vanderbilt Center for Science Outreach, Summer 2012. *Utilizing eye gaze as a measure of visual attention to print in children with hearing loss*. Presented at the Vanderbilt Center for Science Outreach Summer Research Symposium, July 2012. Lab Mentor: Krystal Werfel.
- Tatyana Haddock, Research Experience for High School Students, Vanderbilt Center for Science Outreach, Summer 2012. *Lexical semantic organization of children with hearing loss: A closure task*. Presented at the Vanderbilt Center for Science Outreach Summer Research Symposium, July 2012. Lab Mentor: Emily Lund.
- Natalie O'Dell. School for Science and Math at Vanderbilt, 2012-13. *Explicit phonemic awareness skills of adolescents*. Presented at the Vanderbilt Center for Science Outreach Summer Research Symposium, July 2013. Awarded Intel Semifinalist. Lab Mentor: Brian Weiler.
- Ana Delgado. School for Science and Math at Vanderbilt, 2018-19. *Complex syntax in the expressive language of five-year-olds with specific language impairment*. Presented at the Vanderbilt Center for Science Outreach Summer Research Symposium, July 2018. Lab Mentor: Ian Morton.

Doctoral Student Advisor – Vanderbilt University, Department of Hearing and Speech Sciences

Elizabeth J. Spencer (2005-09)
 Kathryn Guillot (co-advisor, 2005-08)
 Krystal Werfel (2008-12)
 Jamie Fisher (2008-13)
 Emily Lund (2010-13)
 Tiffany Woynaroski (co-advisor, 2010-14)
 Brian Weiler (2010 -2016)
 Karen Barako Arndt (2006-2019)
 Hannah Krimm (2014-2019)
 Jacob Feldman (2014-2016; switch to Tiffany Woynaroksi, PhD)
 Jena McDaniel (co-advisor, 2015 – 2019)
 Christine Kujawski (2015-2018, withdrew after medical leave)
 Magdalene Jacobs (co-advisor, 2012-present)
 Shih-yuan Liang (2013-2020)
 Laurel Teller (2015-2020)
 Alison Hesling (2016-2020)
 Ian Morton (2017-present)

Doctoral Dissertation Committees – Vanderbilt University
 Department of Hearing and Speech SciencesChair

Elizabeth Spencer (2009)
 Krystal Werfel (2012)

Jamie Fisher (2013)
 Emily Lund (2013)
 Tiffany Woynaroski (co-chair, 2014)
 Brian Weiler (2016)
 Hannah Krimm (2019)
 Jena McDaniel (co-chair, 2019)
 Karen Barako Arndt (2019)
 Alison Hessling (2020)
 Shih-yuan Liang (2020)
 Laurel Teller (2020)

Committee Member

Courtney Byrd Zackheim (2004)
 Corrin G. Graham (2004)
 Heather Gillum (2006)
 Cara Singer (2019)

Interdisciplinary Studies

Kelley Lassman (2006)

Department of Psychology

Erin Rodriguez (2011)
 Maria Valazquez (2012)

Department of Special Education

Alex Hollo (2013)
 Jason Chow (2016)

Master's Thesis Committees – Vanderbilt University, Department of Hearing and Speech Sciences, Committee Member

Natalie Wiens, 2016-17
 Suzanne Stiles, 2018-19

Predissertation Project Committees, Vanderbilt University, Department of Hearing and Speech Sciences, Committee Member

Carlos Benitez (Project 1)
 Jacob Feldman (Project 2)
 Cara Singer (Project 1, 2)
 Tiffany Woynaroski (Project 1, 2)
 Jena McDaniel (Project 1)
 Tonya Davis (Project 1, 2)

RESEARCH PROGRAM

Schuele, C. M. *Computerized Speech and Language Analysis*, Instructional Enhancement Grant, University of Nevada, Reno; Award: \$2582.50, Duration: 6/1/96-5/30/97. (Role: Principal Investigator).

Schuele, C. M. & Tyler, A. A. *Speech/Language Impairments: Parent Information and Training Modules*, Nevada University Affiliated Program in Developmental Disabilities Faculty Grants; Award: \$8391.60; Duration: 7/1/97-6/30/98. (Role: Principal Investigator).

Schuele, C. M. *Relative Clauses: Production of Complex Syntax by Children with Specific Language Impairment*, American Speech-Language-Hearing Foundation; Funded: \$5000; Duration 1/1/00-12/31/00. (Role: Principal Investigator).

- Schuele, C. M. *A preliminary longitudinal study of complex syntax production by children with specific language impairment.* Schubert Center for Child Development, Case Western Reserve University. Funded: \$6864; Duration: 1/1/01-6/30/02. (Role: Principal Investigator).
- Mahoney, G. & Schuele, C. M. *Early intervention specialist program.* Office of Special Education Projects, United States Department of Education. Funded: \$1,500,000. Duration: 7/1/02-6/30/07. (Co-Principal Investigator). [did not participate in implementation]
- Schuele, C. M. *Complex syntax production in children with SLI.* NIDCD, National Institutes of Health. Funded: \$226,500. Duration: 1/1/06-12/31/10. [25% effort] (Role: Principal Investigator).
- Schuele, C. M. Leadership Training Grant: *Teachers/scholars in language and literacy.* Office of Special Education Projects, United States Department of Education. Funded: \$800,000. Duration: 8/1/08-7/31/12. [20% effort] (Role: Principal Investigator).
- Schuele, C. M. Personnel Preparation Grant: *Enhancing speech-language pathologists to collaboratively address the language and literacy needs of children with disabilities.* Office of Special Education Projects, United States Department of Education. Funded: \$800,000. Duration: 7/1/09 – 6/30/13. [20% effort] (Role: Principal Investigator).
- Fuchs, L. (Principal Investigator). *Word Problems, Language, and Co-Morbid Learning Disabilities.* NICHD, National Institutes of Health. Duration: 9/28/12 – 8/1/16. [2-5% effort] (Role: Co-Investigator).
- Fuchs, D. (Principal Investigator). *Improving Reading and Mathematics Outcomes for Students with Learning Disabilities: Next Generation Intensive Interventions.* Accelerating the Academic Achievement of Students with Learning Disabilities Research Initiative, A3 Center. R324D130003. Duration: 9/01/13 – 8/31/17. [2 – 12% effort] (Role: Co-Investigator).
- Fuchs, L. (Principal Investigator). *Preventing and Understanding Mathematics Disability.* NICHD, National Institutes of Health. Duration: 4/10/14 – 3/31/19 ([2 – 5% effort] (Role: Co-Investigator).
- Hood, L. (Principal Investigator). *Modeling Auditory Responses and Behavioral Outcomes in Preterm Infants.* NIDCD, National Institutes of Health. Duration: 8/1/14 – 7/31/19. [5% effort] (Role: Co-Investigator).
- Schuele, C. M. Leadership Training Grant: *Training Exemplary Predoctoral Researchers in Language and Literacy.* Office of Special Education Projects, United States Department of Education. Funded: \$1,250,000. Duration: 9/1/14 – 8/31/19. [20% effort] (Role: Principal Investigator).
- Reimschisel, T. (Principal Investigator). *Rural Leadership Education for NDRP and Families Based In Mid-TN/Leadership In Neurodevelopmental Disabilities.* HRSA, Maternal and Child Health Bureau. Duration: 07/01/99 – 06/30/21. [5% effort] (Role: Project Faculty).
- Gordon, R. (Principal Investigator). *Rhythm in atypical language development: Mechanisms and Individual Differences.* NIDCD, National Institutes of Health. Duration: 7/1/15 – 6/30/18 [5% effort] (Role: Co-Investigator).
- Schuele, C. M. & Liang, Shih-Yuan [PhD Student]. *Enhancing the literacy success of children served by the Safe Haven Homeless Shelter.* Dollar General Foundation. \$5000. 2017-19 (Role: Advisor to PhD student who is Principal Investigator)
- Cutting, L. (Principal Investigator). *Early academic achievement and intervention response: Role of executive function.* NICHD, National Institutes of Health. Duration: 7/20/18 – 7/31/23 [5% effort] (Role: Co-Investigator).
- Booth, J. (Principal Investigator). *Brain Mechanisms underlying skilled reading in deaf and hard of hearing (DHH) children with different communication modes.* NIDCD, National Institutes of Health. Duration: 07/01/2019 – 05/30/2024. [8% effort]. (Role: Co-Investigator).

PUBLICATIONS AND PRESENTATIONS

1. Articles in refereed journals

1. Schuele, C. M., & van Kleeck, A. (1987). Precursors to literacy: Assessment and intervention. *Topics in Language Disorders*, 7(2), 32-44. [doi: 10.1097/00011363-198703000-00005] [PMID: not available]
2. van Kleeck, A., & Schuele, C. M. (1987). Precursors to literacy: Normal development. *Topics in Language Disorders*, 7(2), 13-31. [doi: 10.1097/00011363-198703000-00004] [PMID: not available]
3. Roberts, J. E., & Schuele, C. M. (1990). Otitis media and later academic performance. *Topics in Language Disorders*, 11(1), 43-62. [doi: 10.1097/00011363-199011000-00007] [PMID: not available]
Reprinted in *Hearing impairment and language disorders: Assessment and intervention* (1993). Rockville, MD: Aspen Publishing Co.
4. Fitzgerald, J., Schuele, C. M., & Roberts, J. (1992). Emergent literacy: What is it and what does the teacher of learning disabled children need to know about it? *Reading and Writing Quarterly*, 8, 71-85. [doi: 10.1080/0748763920080108] [PMID: not available]
5. Schuele, C. M., Roberts, J. E., Fitzgerald, J., & Moore, P. (1993). Assessing emergent literacy skills in preschool classrooms. *Day Care and Early Education*, 21(2), 13-21. [doi: not available] [PMID: not available]
6. Schuele, C. M. (1994). Emergent literacy: A necessary component of early intervention practices of speech-language pathologists. *Tejas: Texas Journal of Audiology and Speech Pathology*, 20(1), 2-7. [doi: not available] [PMID: not available]
7. Fitzgerald, J., Roberts, J., Pierce, P., & Schuele, C. M. (1995). Evaluation of home literacy environment: An illustration with preschool children with Down syndrome. *Reading and Writing Quarterly*, 11, 311-334. [doi: 10.1080/1057356950110401] [PMID: not available]
8. Schuele, C. M., Rice, M. L., & Wilcox, K. A. (1995). Redirects: A strategy to increase peer initiations. *Journal of Speech and Hearing Research*, 38, 1319-1333. [doi: not available] [PMID: 8747824]
9. Hadley, P. & Schuele, C. M. (1998). Facilitating peer interaction: Socially-relevant objectives for language intervention. *American Journal of Speech-Language Pathology*, 7(4), 25-36. [doi: not available] [PMID: not available]
10. Schuele, C. M. & Hadley, P. (1999). Potential advantages of introducing specific language impairment to families. *American Journal of Speech-Language Pathology*, 8(1), 11-22. [doi: not available] [PMID: not available]
11. Schuele, C. M. & Nicholls, L. (2000). Relative clauses: Evidence of continued linguistic vulnerability in children with specific language impairment. *Clinical Linguistics and Phonetics*, 14, 563-585. [doi: not available] [PMID: not available]
12. Schuele, C. M. & Tolbert, L. (2001). Omissions of obligatory relative markers in children with specific language impairment. *Clinical Linguistics and Phonetics*, 15, 257-274. [doi: 10.1080/02699200010017805] [PMID: not available]
13. Schuele, C. M. (2001). Socioeconomic influences on children's language acquisition. *Journal of Speech-Language Pathology and Audiology*, 24, 77-88. [doi: not available] [PMID: not available]
14. Schuele, C. M. (2004) The impact of developmental speech and language impairments on the acquisition of literacy skills. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 176-183 [doi: 10.1002/mrdd.20014] [PMID: 15611989]
15. Schuele, C. M., Haskill, A., & Rispoli, M. (2005). What's /ðɛr/? An investigation of pronoun errors in a child with SLI from age 3 to 7. *Clinical Linguistics and Phonetics*, 19, 89-107. [doi: not available] [PMID: 15704500]

16. Schuele, C. M. & Dykes, J. (2005). A longitudinal study of complex syntax development in a child with specific language impairment. *Clinical Linguistics and Phonetics*, 19, 295-318. [doi: 10.1080/02699200410001703709] [PMID: 16019777]
17. Hu, C. F. & Schuele, C. M. (2005). Learning nonnative names: The effect of poor native phonological awareness. *Applied Psycholinguistics*, 26, 343-362. [PMID: not available]
18. Schuele, C. M. & Boudreau, D. (2008). Phonological awareness: Beyond the basics. *Language, Speech, and Hearing Services in Schools*, 39, 3-20. [doi: 10.1044/0161-1461(2008/002)] [PMID: 18162644]
19. Spencer, E., Schuele, C. M., Guillot, K., & Lee, M. (2008). Phonological awareness skill of speech-language pathologists and other educators. *Language, Speech, and Hearing Services in Schools*, 39, 512-520. [doi: not available] [PMID: 18820092]
20. Schuele, C. M., Justice, L., Cabell, S., Knighton, K., Kingery, B., & Lee, M. (2008). Field-based evaluation of two-tiered instruction for enhancing kindergarten phonological awareness. *Early Education and Development*, 19, 726-752. [doi: 10.1080/10409280802375299] [PMID: not available]
21. van Kleeck, A. & Schuele, C. M. (2010). Historical perspectives on literacy in early childhood. *American Journal of Speech-Language Pathology*, 19, 341-355. [doi: 10.1044/1058-0360(2010/09-0038)] [PMID: 20581109]
22. Simon, C. G., Werfel, K. L., & Schuele, C. M. (2011). Vowel representation in the spelling of kindergarten children. *Young Scientist*, 1, 29-31 [doi: not available] [PMID: not available]
23. Dunn, M., Rodriguez, E., Miller, K., Gerhardt, C., Vannatta, K., Saylor, M., Schuele, C. M., & Compas, B. (2011). Assessment of mother-child communication in pediatric cancer: Direct observation of verbal and non-verbal behavior and emotion. *Journal of Pediatric Psychology*, 36, 565-575. [doi: 10.1093] [PMID: 20634206] [PMCID: 3167686]
24. Spencer, E., Schuele, C. M., Guillot, K. & Lee, M. (2011). Phonemic awareness skill of undergraduate and graduate students relative to speech-language pathologists and other educators. *Contemporary Issues in Communication Disorders*, 38, 109-119. [doi: not available] [PMID: not available]
25. Barako Arndt, K. & Schuele, C. M. (2012). Production of infinitival complements by children with specific language impairment. *Clinical Linguistics and Phonetics*, 26, 1-17. [doi: 10.3109/02699206.2011.584137] [PMID: 21728831]
26. Werfel, K. & Schuele, C. M. (2012). Kindergarten children's segmentation and representation of consonant blends. *Language, Speech, and Hearing Services in Schools*, 43, 292-307. [doi:10.1044/0161-146] [PMID: 22269579]
27. Spencer, E. & Schuele, C. M. (2012). A preliminary examination of fast mapping skills in preschool children from families of low socioeconomic status. *Clinical Linguistics and Phonetics*, 26, 845-852. [doi:10.3109/02699206.2012.705215] [PMID: 22954365]
28. Barako Arndt, K. & Schuele, C. M. (2013). Multiclausal utterances aren't just for big kids: A framework for analysis of complex syntax production. *Topics in Language Disorders*, 33, 152-139. [doi: 10.1097/TLD.0b013e31828f9ee8]
29. Korrapati, A., Werfel, K., Barnett, Z., & Schuele, C. M. (2013). Visual attention to print in preschool children with hearing loss. *Young Scientist*, 3, 54-56. [PMID: not available]
30. Rodriguez, E., Dunn, M., Zuckerman, T., Hughart, L., Vannatta, K., Gerhardt, C., Saylor, M., Schuele, C. M. & Compas, B. (2013). Mother-child communication and maternal depressive symptoms in families of children with cancer: Integrating macro- and micro- levels of analysis. *Journal of Pediatric Psychology*, 38, 732-43. [doi: 10.1093/jpepsy/jst018] [PMID: 23616622]
31. Lund, E. & Schuele, C. M. (2014). Effects of a word-learning training on children with cochlear implants. *Journal of Deaf Studies and Deaf Education*, 19, 68-84. [doi: 10.1093/deafed/ent036] [PMID: 23981321]

32. Abel, A. & Schuele, C. M. (2014). The influence of two cognitive-linguistic variables on incidental word learning in 5-year-olds. *Journal of Psycholinguistic Research*, 43, 447-463. [doi: 10.1007/s10936-013-9264-4] [PMID: 23979141]
33. O'Dell, H., Weiler, B., & Schuele C. M. (2014). Explicit phonemic awareness of adolescents: Skills at baseline and following brief instruction. *Young Scientist*, 4, 45-48. [PMID: not available]
34. Werfel, K. & Schuele, C. M. (2014). Improving initial sound segmentation skills of preschool children with severe to profound hearing loss: An exploratory investigation. *Volta Review*, 114, 113-134 [PMID: not available]
35. Lund, E., Werfel, K. & Schuele, C. M. (2015). Phonological awareness and vocabulary performance of monolingual and bilingual preschool children with hearing loss. *Child Language Teaching and Therapy*, 31, 85-100. [doi:10.1177/0265659014531261]. [PMID: not available]
36. Werfel, K., Lund, E. & Schuele, C. M. (2015). Print knowledge of preschool children with hearing loss. *Communication Disorders Quarterly*, 36, 107-111. [doi: 10.1177/1525740114539002]
37. Lund, E. & Schuele, C. M. (2015). Synchrony of maternal auditory and visual cues about unknown words to children with and without cochlear implants. *Ear and Hearing*, 36, 229-238 [doi: 10.1097/AUD.000000000000104] [PMID: 25285961]
38. Gordon, R., Jacobs, M., & Schuele, C. M. (2015). Perspectives on the rhythm–grammar link and its implications for typical and atypical language development. *Annals of the New York Academy of Sciences*, 1337, 16-26 [PMID: 25773612]
39. Hu, C. F. & Schuele, C. M. (2015). When language experience fails to explain word reading development: Early cognitive and linguistics profiles of young foreign language learners. *The Modern Language Journal*, 99, 754-770. [no PMID number]
40. Lund, E., Douglas, M. & Schuele, C. M. (2015). Semantic richness and word learning in children with hearing loss who are developing spoken language: A single case design study. *Deafness & Education International*, 17, 163-175. [no PMID number]
41. Abel, A., Schuele, C. M., Barako Arndt, K. Lee, M. & Blankenship, K. (2017). Another look at the influence of maternal education on preschoolers' performance on two norm-referenced measures. *Communication Disorders Quarterly*, 38, 231-241. [no PMID number]
42. Lund, E. & Schuele, C. M. (2017). Word-learning performance of children with and without cochlear implants given synchronous and asynchronous cues. *Clinical Linguistics and Phonetics*, 31, 777-790. [PMID: 28521543]
43. Werfel, K., Hendricks, A., & Schuele, C. M. (2017). The potential of past tense marking in oral reading as a clinical marker of SLI in school-age children. *Journal of Speech-Language-Hearing Research*, 60, 3561-3672. [PMID: 29222571]
44. Krimm, H., Schuele, C. M., & Brame, C. (2017). Viability of online learning for ensuring basic skills in speech-language pathology. *Perspectives of the ASHA Special Interest Groups (SIG 10)*, 2 (Part 1), 49-58.
45. Schuele, C. M. & Young, K. (2017). On the cusp of middle school...with minimal reading and writing skills. *Perspectives of the ASHA Special Interest Groups (SIG 1)*, 2(Part 3), 138-150.
46. Weiler, B., Schuele, C. M., Feldman, J., & Krimm, H. (2018). A multi-year population-based study of kindergarten language screening failure rates using the Rice Wexler Test of Grammatical Impairment. *Language, Speech, and Hearing Services in Schools*, 49, 248-259.
47. Werfel, K., Schuele, C. M., & Reed, P. (2019). Linguistic contributions to word-level spelling accuracy in elementary school children with and without specific language impairment. *American Journal of Speech-Language Pathology*, 28, 599-611.
48. Wisman Weil, L. & Schuele, C. M. (2019). Complex syntax interventions for young children with language impairments. *EBP Briefs*, 13(5), iii, 1-9.

49. Krimm, H., Werfel, K., & Schuele, C. M. (2019). Toward understanding the lexical-morphological networks of children with SLI: Analysis of responses on a morphological production task. *Journal of Speech-Language-Hearing Research*, 62, 4131-4136.
50. Hessling, A. & Schuele, C. M. (2020). Individualized narrative intervention for school-age children with specific language impairment. *Language, Speech, and Hearing Services in School*, 51, 687-705.
51. McDaniel, J. & Schuele, C. M. (2021). When will he talk?: An evidence-based tutorial for measuring progress toward use of spoken words in preverbal children with autism spectrum disorder. *American Journal of Speech-Language Pathology*, 30(1), 1-18.
52. Weiler, B. & Schuele, C. M. (2021). Tense marking in the kindergarten population: Testing the bimodal distribution hypothesis. *Journal of Speech-Language-Hearing Research*, 64(2), 593-612

1. Books, book chapters, invited review articles

Coding Manual

Schuele, C. M. (2009). *Complex Syntax Coding Manual*. Nashville TN: Vanderbilt University.

Books

Schuele, C.M. & Murphy, N.D. (2014). *Intensive Phonological Awareness Program*. Baltimore: Brookes. [ISBN: 978-1-59857-118-9]

Book Chapters

1. Rice, M. L. & Schuele, C. M. (1995). Speech and language impairments. In E. Meyen & T. Skrtic (Eds.), *Special education and student disability* (4th ed., pp. 339-374). Denver, CO: Love Publishing.
2. Hadley, P. A. & Schuele, C. M. (1995). Come buddy, help, help me!: Verbal interactions with peers in a preschool language intervention classroom. In M. L. Rice & K. A. Wilcox (Eds.), *Building a language-focused curriculum for the preschool classroom (Vol. 1): A foundation for lifelong communication* (pp. 105-125). Baltimore, MD: Brookes.
3. Justice, L. & Schuele, C. M. (2004). Phonological awareness: Description, assessment, and intervention. In J. Bernthal & N. Bankson (Eds.), *Articulation and phonological disorders* (5th ed., pp. 376-405). Boston, MA: Allyn & Bacon.
4. Schuele, C. M., Skibbe, L. & Rao, P. (2007). Assessing phonological awareness. In K. Pence (Ed.), *Assessment in Emergent Literacy* (pp. 275-325). San Diego: Plural Publishing
5. Justice, L. M., Gillon, G., & Schuele, C. M. (2009). Phonological awareness: Description, assessment, and intervention. In J. Bernthal, N. Bankson, & P. Flipsen (Eds.), *Articulation and phonological disorders: Speech sound disorders in children* (6th ed., pp. 357-383). Boston: Allyn & Bacon.
6. Justice, L. M., Gillon, G., & McNeill, B. & Schuele, C. M. (2013). Phonological awareness: Description, assessment, and intervention. In J. Bernthal, N. Bankson, & P. Flipsen (Eds.), *Articulation and phonological disorders: Speech sound disorders in children* (7th ed., pp. 355-383). Boston: Allyn & Bacon.

Invited Articles

1. Schuele, C. M. (1997, Spring). Literate preschoolers, *Nevada Times*, 18-19.
2. Schuele, C. M., & Larrivee, L. (2004). What's my job? Differential diagnosis of the speech-language pathologist's role in literacy learning. *Perspectives on Language Learning and Education*, 11(3), 4-7.
3. Schuele, C. M. & Justice, L. (2006). The importance of effect sizes in the interpretation of research. *ASHA Leader*, 11(10), p. 14-15, 26-27.

4. Larrivee, L. & Schuele, C. M. (2005). Literacy acquisition in children with preschool speech and language impairments. *Frequencies*, 17(3), 31-37.
5. Schuele, C. M., Spencer, E., Barako Arndt, K. & Guillot, K. (2007). Literacy and children with specific language impairment. *Seminars in Speech and Language*, 28(1), 35-47. [PMID: 17340381]
6. Schuele, C. M. (2009). Language and literacy: What's a speech-language pathologist to do? *Perspectives on School-Based Issues*, 10(2), 33-37.
7. Schuele, C. M. (2010). The many things language sample analysis has taught me. *Perspectives on Language Learning and Education*, 17(1), 32-37.
8. Schuele, C. M. (2013). Beyond fourteen grammatical morphemes: Toward a broader view of grammatical development. *Topics in Language Disorders*, 33, 118-124.
9. Schuele, C. M. (2013). Editors' Column. *Language, Speech, and Hearing Services in Schools*.
LSHSS is critical to the practice of school speech-language pathology. 44, 1-2. doi: 10.1044/0161-1461. PMID: 23305939
Adequacy and accessibility. 44, 325-6. doi: 10.1044/0161-1461(2013/ed-04). No abstract available. PMID: 24124201.
Some of the effort behind the scenes. 44, 225-6. doi: 10.1044/0161-1461. PMID: 23843648
10. Weiler, B. & Schuele, C. M. (2014). Joining clauses with subordinate conjunctions: One type of complex syntax. *Perspectives on Language Learning and Education*, 21, 182-191
11. Schuele, C. M. (2017). The speech-language pathologist's role in reading and writing: *In theory meets in reality*. *Perspectives of the ASHA Special Interest Groups (SIG 1)*. 2(Part 3), 115-116.
12. McDaniel, J., Schuele, C. M., & Thomas, C. (2020, January-February). University-school partnership fast-tracks speech-language intervention for preschools. *ASHA Leader*. <https://doi.org/10.1044/leader.AE.25012020.36>

2. Letters to editor, book reviews, editorials, etc.

Schuele, C. M. (1998). [Review of the book *A coursebook in child language disorders*]. *ASHA Leader*, 3(12), 8, 14.

3. Presentations at Scientific Meetings

*Note: All presentation peer-reviewed unless noted by * as invited.*

Schuele, C. M. (1989, March). *Developing the literacy skills of preschool language-impaired children*. Seminar presented at the North Carolina Speech-Hearing-Language Association Annual Convention, Charlotte, NC.

Roberts, J. E., Schuele, C. M., & Goldman, B. D. (1990, April). *Preschool handicapped children's conversations with their peers*. Seminar presented at the North Carolina Speech-Hearing-Language Association Annual Convention, Asheville, NC.

Roberts, J. E., Burchinal, M. R., & Schuele, C. M. (1990, November). *Conversational skills at 5 and their relationship to later learning*. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Seattle, WA.

Roberts, J. E., Layton, T. L., Schuele, C. M., Crais, E., Henderson, P., Reinhartsen, D., Ballard, D. D., Hogenkamp, M., & McDonald-Bell, C. (1990, November). *Preparing speech-language pathologists for the birth-to-five population*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Seattle, WA.

- Fitzgerald, J., Roberts, J., Schuele, C. M., & Coleman, P. (1991, December). *Emerging literacy development of preschool handicapped children*. Paper presented at the Annual National Reading Conference, Palm Springs, CA.
- Schuele, C. M. (1992, November). *The limitations of standardized testing: A case study*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, San Antonio, TX.
- Rice, M. L., Hadley, P. A., Schuele, C. M., & Thornton, R. (1993, November). *Investigating morphosyntactic deficits from a linguistic perspective*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Anaheim, CA.
- Rice, M. L., Wilcox, K., Hadley, P. A., & Schuele, C. M. (1993, November). *Facilitating peer interactions: Social skills training for preschool and kindergarten success*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Anaheim, CA.
- Fitzgerald, J., Roberts, J., Pierce, P., & Schuele, C. M. (1993, March). *Literacy in homes of preschool children with Down Syndrome*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA
- Pierce, P., Fitzgerald, J., Roberts, J., & Schuele, C. M. (1994, June). *Emerging literacy development of preschool children with Down Syndrome*. Presented at The Fourth Annual Symposium on Literacy and Developmental Disabilities, Research Triangle Park, NC.
- Schuele, C. M. & Rice, M. L. (1996, June). *Specific language impairment: A family case study*. Poster presented at the Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.
- Larrivee, L. & Schuele, C. M. (1996, November). *Rhyming: Do related words make a difference?* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Seattle, WA.
- Dayton, N., Mross, T., Keeseey, S., & Schuele, C. M. (1997, March). *Written language disability: The speech-language pathologist's role*. Poster presented at the Annual Conference of the Nevada Speech-Language-Hearing Association, Reno, NV.
- Dayton, N. & Schuele, C. M. (1997, March). *A program for training phonological awareness in kindergarten and first grade children*. Poster presented at the Annual Conference of the Nevada Speech-Language-Hearing Association, Reno, NV.
- Nicholls, L., Dixon, Y. & Schuele, C. M. (1997, March). *Rhyming: Do the words matter?* Poster presented at the Annual Conference of the Nevada Speech-Language-Hearing Association, Reno, NV.
- Tolbert, L. & Schuele, C. M. (1997, March). *Children with SLI: Production of relative clauses*. Poster presented at the Annual Conference of the Nevada Speech-Language-Hearing Association, Reno, NV.
- Schuele, C. M. (1997, March). *Hanen program for parents: Involving parents as language facilitators*. Seminar presented at the Annual Conference of the Nevada Speech-Language-Hearing Association, Reno, NV.
- Dayton, N. & Schuele, C. M. (1997, November). *Effects of phonological awareness training on young children with specific language impairment*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Tolbert, L. & Schuele, C. M. (1997, November). *Production of relative clauses by children with specific language impairment*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Schuele, C. M., Bozzuto, K., & Mazzaferri, K. (1998, November). *Phonological awareness training: Is it worth the time?* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, San Antonio, Texas.

- Schuele, C. M., Hadley, P., & Kamhi, A. (1998, November). *Is specific language impairment a clinically useful diagnostic label?* Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, San Antonio, Texas.
- Schuele, C. M. (1999, March). *Acquisition of subject relative clauses in children with specific language impairment.* Poster presented at the Third International AFASIC Symposium, University of York, United Kingdom.
- Schuele, C. M., Bacon, S., Gillam, R., Hadley, P., Jakielski, K., Evans, J., & McCarthy, P. (1999, November). *Thinking about a Ph.D.? An information session for prospective doctoral students.* Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, San Francisco, CA.
- Haskill, A., Schuele, C. M. & Rispoli, M. (1999, November). *What's /ðEr/? An anomalous error in a child with SLI.* Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, San Francisco, CA.
- Schuele, C. M. & Dayton, N. (1999, November). *Intensive phonological awareness training: A program for children with language impairments.* Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, San Francisco, CA.
- Schuele, C. M. (1999, December). *Phonological awareness training: A 12-week intensive program for kindergartners and first graders.* Seminar presented at the Annual International Division for Early Childhood Conference on Children with Special Needs and their Families, Washington, DC.
- Schuele, C. M. & Dayton, N. (2000, October). *Intensive phonological awareness training for kindergartners and first graders.* Seminar presented at the 22nd International Conference on Learning Disabilities, Austin, TX.
- Schuele, C. M., Bacon, S., Oetting, J., Ukrainetz, T., & Watson, P. (2000, November). *Thinking about a Ph.D.? An information session for prospective doctoral students.* Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Washington, D.C.
- Schuele, C. M. & Dayton, N. (2000, November). *Intensive phonological Awareness: A program for kindergartners and first graders.* Poster presented at the International Dyslexia Association Annual Conference, Washington, D.C.
- Barkmeier, J., Moore, C., Ryals, B., & Schuele, C. M. (2001, November). *Science and research career forum.* Presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Schuele, C. M., Dykes, J., & Wisman, L. (2001, November). *Relative clauses: Production of complex syntax by children with SLI.* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Wisman, L. & Schuele, C. M. (2001, November). *Use of complex syntax by children with specific language impairment.* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Justice, L. & Schuele, C. M. (2001, November). *Phonological awareness: A tutorial.* Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Schuele, C. M., Bacon, S. Evans, J., Gillam, R., Hadley, P., Iglesias, A., Jakielski, K., & Munoz, M. (2001, November). *Thinking about a Ph.D.? An information session for prospective doctoral students.* Invited seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Dykes, J. & Schuele, C. M. (2002, July). *A longitudinal study of complex syntax production by a child with specific language impairment.* Poster presented at the Joint Meeting of the Symposium on Research in Child Language Disorders and the International Association for the Study of Child Language, Madison, WI.

- Burgess, S. & Schuele, C. M. (2002, July). *Preschool children's productions of subordinate clauses*. Poster presented at the Joint Meeting of the Symposium on Research in Child Language Disorders and the International Association for the Study of Child Language, Madison, WI.
- Schuele, C. M., Bacon, S. Evans, J., Gillam, R., Hammett, L., Iglesias, A., Oetting, J. (2002, November). *Thinking about a Ph.D.? An information session for prospective doctoral students*. Invited seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Atlanta, GA.
- Schuele, C. M., Hadley, P., Jakielski, K., Munoz, M., Seaver, E. & Ukrainetz, T. (2002, November). *Life as a professor: Considering the possibilities*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Atlanta, GA.
- Schuele, C. M., Justice, L., Knighton, K. & Kingery, B. (2002, November). *Phonological awareness instruction: A collaborative state-wide pilot project*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Atlanta, GA.
- Lonigan, C., Hammer, C. & Schuele, C. M. (2003, November). *Development and promotion of emergent literacy: An evidenced-based perspective*. Invited seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Schuele, C. M. & Boudreau, D. (2003, November). *Phonological awareness: Beyond the basics*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Schuele, C. M., Conture, E., Jakielski, K., McNeil, M., Munoz, M., & Oetting, J. (2003, November). *Thinking about a Ph.D.? An information session for prospective doctoral students*. Invited seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Atlanta, GA.
- Schuele, C. M., Justice, L., Knighton, K., Kingery, B., & Lee, M. (2003, November). *Evaluation of a collaborative project for promoting kindergarten phonological awareness*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Justice, L., Schuele, C. M., Knighton, K., Kingery, B., & Lee, M. (2003, December). *Evaluation outcomes of multi-tiered phonemic awareness instruction for West Virginia kindergartners*. Paper presented at the West Virginia Reading Association, White Sulphur Springs.
- Schuele, C. M. & Wisman Weil, L. (2004, June). *Complex syntax productions of children with specific language impairment and MLU-matched peers*. Poster session presented at the Symposium for Child Language Disorders, Madison, WI.
- Schuele, C. M. & Justice, L. (2004, June). *Promoting kindergarten phonological awareness: Evaluating a two-tiered intervention*. Poster session presented at Head Start's 7th National Research Conference, Washington, DC.
- Schuele, C. M., Conture, E., Evans, J., Jakielski, K., Horton-Itard, R., & Thidodeau, L. (2004, November). *Thinking about a Ph.D.? An information session for prospective doctoral students*. Invited seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Schuele, C. M., Boudreau, D., Justice, L., Kadaravek, J. & Ukrainetz, T. (2004, November). *Emergent literacy: What are developmentally appropriate practices for preschoolers?* Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Kovach, A. M., Schuele, C. M., Lee, M. W., Knighton, K. (2004, November). *What do kindergarten children know after phonological awareness intervention?* Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Justice, L. M., Schuele, C. M., Knighton, K., Kingery, B & Lee, M. W. (November, 2004). *Multi-tiered phonemic awareness intervention for kindergartners*. Seminar presented at the

- Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Schuele, C. M., Jakielski, K., Hadley, P., Ratner Bernstein, N., & vander Woude, J. (2004, November). *Getting bit early: Mentoring undergraduates in research experiences*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- *Schuele, C. M. & Justice, L. (2005, September). *WVDE Phonemic Awareness Project: Identification of nonresponders*, Invited presentation at the National Center for Learning Disabilities, University of Kansas, Kansas City, KS.
- Schuele, C. M., Hadley, P., Oller, D. K., Rousseau, B., Thibodeau, L. (2005, November). *Thinking about a PhD: An informational session for prospective doctoral students*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association Convention, San Diego, CA.
- Larrivee, L. & Schuele, C. M. (2005, November). *Risk of reading disabilities for children with speech/language impairments*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association Convention, San Diego, CA.
- Schuele, C. M., Justice, L., Knighton, K., & Lee, M. (2005, November). *West Virginia phonemic awareness project: A two-tiered responsiveness-to-intervention model*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association Convention, San Diego, CA.
- Larrivee, L., Hendrickson, B., Craig, J. & Schuele, C. M. (2005, November). *SLPs' role in literacy acquisition: Results of a survey*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association Convention, San Diego, CA.
- Barako, K. & Schuele, C. M. (2006, June). *SLI children's production of infinitival complements*. Poster session presented at the Symposium for Research in Child Language, University of Wisconsin, Madison, WI.
- Spencer, E., Guillot, K., Schuele, C. M., Smiley, S. & Lee, M. (2006, July). *Phonological awareness knowledge: A comparison of teachers and speech-language pathologists*. Poster session presented at the ASHA Schools Conference, Phoenix, AZ.
- Spencer, E., Guillot, K. & Schuele, C. M. (2006, November). *Phonological awareness knowledge: A comparison of teachers and speech-language pathologists*. Technical session presented at the Annual Convention of the American Speech-Language-Hearing Association Convention, Miami, FL.
- Larrivee, L. & Schuele, C. M. (2006, November). *What teachers know that SLPs don't know about literacy instruction*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association Convention, Miami, FL.
- Abel, A., Schuele, C. M., & Barako, K. (2006, November). *Does phonological awareness matter in word learning?* Technical session presented at the Annual Convention of the American Speech-Language-Hearing Association Convention, Miami, FL.
- Schuele, C. M., Barako Arndt, K., Spencer, E., & Guillot, K. (2007, June). *Preschool children's production of infinitives, relative clauses, and clausal complements in elicited language tasks*. Poster session presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Abel, A. & Schuele, C. M. (2007, June). *An examination of three cognitive-linguistic variables on children's incidental word learning*. Poster session presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Spencer, E. & Schuele, C. M. (2007, June). *Response of lowest achievers to phonological awareness intervention in kindergarten*. Poster session presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Spencer, E., Schuele, C. M., & Werfel, K. (2007, November). *Kindergarten children's phonological awareness: Representation of consonant blends*. Poster session presented at

- the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Schuele, C. M., Barako Arndt, K., Spencer, E., & Guillot, K. (2007, November). *Preschoolers' production of complex syntax in elicited tasks*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Guillot, K., Spencer, E., & Schuele, C. M. (2007, November). *Undergraduate and graduate student performance on a measure of phonological awareness*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Spencer, E., & Schuele, C. M. (2007, November). *Phonological awareness intervention for low achieving kindergarten children*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Rosenthal, J., Spencer, E., & Schuele, C. M. (2007, November). *Preschool children's response patterns on the TEGI past tense probe*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Schuele, C. M., Chiasson, K., Marler, J., Plante, E., & Rousseau, B. (November, 2007). *Thinking about a PhD: An informational session for prospective doctoral students*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association Convention, Boston, MA.
- *Schuele, C. M. (2008, May). *Production of complex syntax by children with SLI and children with typical language language skills*. Presented at Child Language Doctoral Program Proseminar, Schiefelbusch Life Span Institute and University of Kansas, Lawrence, KS.
- Barako Arndt, K. & Schuele, C. M. (2008, June). *A longitudinal examination of complex syntax development in children with SLI: Preliminary data*. Poster presented at the Symposium for Research on Child Language Disorders, Madison, WI.
- Guillot, K., Schuele, C. M., & Tharpe, A. (2008, June). *The production of finite morphological marker versus nonfinite morphological markers in young children who use cochlear implants*. Poster presented at the Symposium for Research on Child Language Disorders, Madison, WI.
- Spencer, E. & Schuele, C. M. (2008, June). *Reading outcomes of children with speech-language impairment: Longitudinal evidence from the ECLS-K*. Poster presented at Head Start's Ninth National Research Conference, Washington, DC.
- Barako Arndt, K. & Schuele, C. M. (2008, November). *Complex syntax production in children with SLI: Longitudinal data*. Technical session presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Kendrick, K. & Schuele, C. M. (2008, November). *Is complex syntax production really later language development?* Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Schuele, C. M. (2008, November). *Language and literacy: Unique contributions of speech-language pathologists*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Werfel, K. & Schuele, C. M. (2008, November). *Phonological awareness development: kindergarten children's segmentation and representation of consonant blends*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Spencer, E. & Schuele, C. M. (2008, November). *Reading growth in children with speech-language impairment: Evidence from the ECLS-K*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Lee, M. Schuele, C. M., Barako Arndt, K., Lineback, A. Rosenthal, J., Spencer, E., & Foran, C. (2008, November). *SES influences on preschoolers' performance on the Preschool*

- Language Scale and the Peabody Picture Vocabulary Test*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Schuele, C. M., Hadley, P., Johnson, T., Mayo, R., & Storkel, H. *Thinking about a PhD? Information session for prospective doctoral students*. (2008, November). Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Rodriguez, E. M., Reising, M. M., Daigre, A., Van Slyke, D. A., Saylor, M. M., Schuele, C. M., Vannatta, K., Gerhardt, C. A., & Compas, B. E. (2009, April). *Parental communication about cancer and child emotional distress*. Poster presented at the Society for Research in Child Development, Denver, CO.
- Schuele, C. M. & Fisher, J. (2009, April). *Complex syntax: A neglected area of study*. Seminar presented at the Annual Convention of the National Black Association for Speech-Language-Hearing, Atlanta, GA.
- Fisher, J. & Schuele, C. M. (2009, April). *SES influences on preschoolers' performance on the Preschool Language Scale and the Peabody Picture Vocabulary Test*. Poster session Seminar presented at the Annual Convention of the National Black Association for Speech-Language-Hearing, Atlanta, GA.
- * Schuele, C. M. (2009, May). *Production of complex syntax*. Presented at Child Language Doctoral Program Graduate Research Retreat: Progress in Studies of SLI, University of Kansas, Lawrence, KS.
- *Schuele, C. M. (2009, June). *Exploration of complex syntax production is important to understanding children's grammatical development*. Presented at DeVault Otologic Research Laboratory Colloquium Series, Department of Otolaryngology-Head and Neck Surgery, Indiana University School of Medicine, Indianapolis, IN.
- Barako-Arndt, K. & Schuele, C. M. (2009, June). *Complex syntax production in children with SLI: A longitudinal study*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Werfel, K. & Schuele, C. M. (2009, June). *A developmental exploration of kindergarten children's segmentation and representation of consonant blends*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Spencer, E. & Schuele, C. M. (2009, June). *Reading outcomes of children with speech-language impairment: Longitudinal evidence from the ECLS-K*. Head Start's 9th National Research Conference, Washington, DC.
- Schuele, C. M., Johnson T., Mayo, R., & Oetting, J. (2009, November). *Thinking about a PhD? Information session for prospective doctoral students*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Fisher, J. & Schuele, C. M. (2009, November). *Elicited infinitival complement production by preschoolers: Age & socioeconomic influences*. Technical Session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Werfel, K. & Schuele, C. M. (2009, November). *Kindergarten children's segmentation & representation of consonant blends: Educational implications*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Thibeault, S., Storkel, H., Schuele, C. M., Kirk, K., & Tjaden, K. (2009, November). *Getting funded: Introduction to grant writing*. Short course presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Schuele, C. M. & Wiley, T. (2009, November). *Negotiating for success: Academic job search strategies*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.

- Barako-Arndt, K. & Schuele, C. M. (2009, November). *Complex syntax production in children with SLI: longitudinal findings*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Porter, H., Tharpe, A. M., Sladen, D., Ashmead, D., Moeller, M. P. & Schuele, C. M. (2009, November). *ToM & emotion recognition in children with hearing loss*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Craig, J., Fisher, J., Acquaah-Harrison, T., Lineback, A., Makoba, L., Werfel, K., & Schuele, C.M. (2009, November) *Increasing preschool teacher knowledge of speech-language & literacy*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Werfel, K., & Schuele, C. M. (2009, November). *Shared storybook reading with children with hearing loss*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Spencer, E. & Schuele, C. M. (2009, November). *Part-term word learning of preschool children with low socioeconomic status*. Technical session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- *Schuele, C. M., Gray, S., Scheffner Hammer, C., Justice, L., Restrepo, M. A., & Van Kleeck, A. (2009, November). *Language & literacy: Optimizing outcomes for preschoolers*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Lineback, A., & Schuele, C. M. (2009, November). *Methods of measuring complex syntax production in preschool children*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Schuele, C. M., Barako-Arndt, K., Spencer, E., Guillot, K., Werfel, K. & Fisher, J. (2009, November). *Preschoolers' production of relative clauses in elicited tasks*. Poster session presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.
- Schuele, C. M. & Moss, S. (2010, April). *Research grant writing: An introduction*. Short course presented at the Annual Convention of the National Black Association for Speech-Language-Hearing, Tampa, FL.
- Fisher, J. & Schuele, C. M. (2010, April). *SES and age effects on the production of infinitival complements in preschoolers*. Poster presented at the Annual Convention of the National Black Association for Speech-Language-Hearing, Tampa, FL.
- Schuele, C. M., Wegner, J., Jackson, C., & Andrianopoulous, M. (2010, July). *How do we provide exemplary pre-professional preparation of school-based speech-language pathologists?* Session presented at the 2010 OSEP Project Directors Meeting, Washington, DC.
- Schuele, C. M., Abbas, P., Kiran, S., Ryals, B., & Storkel, H. (2010, November). *Thinking about a PhD? Information session for prospective doctoral students*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- McLaughlin, J., & Schuele, C. M. (2010, November). *Institute of Education Sciences (IES) research funding opportunities: Part I*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- McLaughlin, J., & Schuele, C. M. (2010, November). *Institute of Education Sciences (IES) research funding opportunities: Part II*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Barako Arndt, K., & Schuele, C. M. (2010, November). *A framework for analyzing complex syntax in language samples*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

- Fisher, J., Barako Arndt, K., Guillot, K., Combs, S., & Schuele, C. M. (2010, November). *Preschool teacher talk: How much complex syntax is in there?* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Werfel, K. L., & Schuele, C. M. (2010, November). *Phonological awareness training in preschool children with hearing loss.* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Fisher, J. & Schuele, C. M. (2011, April). *Preschool teacher talk: An analysis of complex syntax production.* Poster presented National Black Association of Speech-Language and Hearing, Indianapolis, IN.
- Moss, S. & Schuele, C. M. (2011, April). *Columbo meets Barnaby Jones: Unraveling the mysteries of winning grant proposals.* Seminar presented National Black Association of Speech-Language and Hearing, Indianapolis, IN.
- Werfel, K. L. & Schuele, C. M. (2011, June). *Error analysis of initial sound segmentation in children with hearing loss.* Poster presented at the Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Eisenband, L., Schuele, C.M., Barako Arndt, K. (2011, June). *Elicited tasks: What's important?* Poster to be presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Fisher, J., Schuele, C. M., Dickinson, D., & Combs, S. (2011, June). *Head Start teachers' complex syntax production.* Poster presentation presented at the Symposium for Research on Child Language Disorders, Madison, WI.
- Schuele, C.M. & Wegner, J. (2012, July). *More to talk about: Training speech-language-pathologists who can be successful school-based practitioners.* Session presented at the 2011 OSEP Project Directors Meeting, Washington, DC.
- Werfel, K., Soman, U., & Schuele, C. M. (2011, July). *Phonological awareness of deaf educators.* Poster at 13th Symposium on Cochlear Implants in Children, Chicago, IL.
- Werfel, K. & Schuele, C.M. (2011 July). *Emergent literacy skills of bilingual language learners with hearing loss.* Poster at 13th Symposium on Cochlear Implants in Children, Chicago, IL
- Werfel, K. & Schuele, C. M. (2011, November). *Use of the index of productive syntax for older children.* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA
- Werfel, K., Lancaster, H., Weiler, B., Fisher, J., Barako Arndt, K., Guillot, K., & Schuele, C. M. (2011, November). *Explicit phonemic awareness skills of graduate students at program entry.* Poster at The American Speech-Language-Hearing Association Annual Convention, San Diego, CA.
- Dunn Davison, M., Schuele, C. M., Fabish, A., Kraske, L. & Krimm, H. (2011, November). *Teacher's language input to preschoolers across different language-learning contexts.* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA.
- Weiler, B. & Schuele, C. M. (2011, November). *An exploration of past tense marking and lexical aspect.* Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA.
- Schuele, C. M. (2012, April). *Contribution of linguistic knowledge to spelling performance of children with SLI.* Session presented at the Annual Convention of the Council for Exceptional Children, Denver, CO.
- Werfel, K. & Schuele, C. M. (2012, April). *Print awareness skills of children with hearing loss.* Presentation at The Council for Exceptional Children Annual Convention, Denver, CO.
- Werfel, K. & Schuele, C. M. (2012, April). *Phonological awareness and letter knowledge in preschool children with hearing loss.* Poster presented at The Council for Exceptional Children Annual Convention, Denver, CO.

- Werfel, K. & Schuele, C. M. (2012, June). *Phonological awareness skills of monolingual and bilingual children with hearing loss*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Werfel, K. & Schuele, C. M. (2012, June). *Print awareness skills of children with hearing loss*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.
- Weiler, B. & Schuele, C. M. (2012, June). *Predictors of past tense marking by lexical aspect category*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Barako, Arndt, K., Weiler, B. & Schuele, C.M. (2012, June). *Elicited tasks: What's important (past tense)*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Werfel, K., Soman, U., & Schuele, C. M. (2012, July). *Improving educators' phonemic awareness skills and knowledge*. Presentation at Alexander Graham Bell 2012 Convention, Scottsdale, AZ.
- Barako Arndt, K. & Schuele, C. M. (2012, November). *Knowing, thinking, wondering: Complement clauses and theory of mind*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Atlanta, GA.
- Dunn Davidson, M., Schuele, C. M., Fisher, J., Combs, S., Krimm, H., & Dickinson, D. (2012, November). *Preschool teacher talk: What relates to more complex syntax*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Atlanta, GA.
- Lancaster, H. & Schuele, C. M. (2012, November). *Second graders' verbal academic summaries: Feasibility study*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Atlanta, GA.
- Weiler, B. & Schuele, C. M. (2012, November). *Marking past tense: Complex effects in children with SLI*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Atlanta, GA.
- Werfel, K., Crowe, C., & Schuele, C. M. (2012, November). *Prevalence of poor comprehenders in a rural US school district*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Atlanta, GA.
- Werfel, K. & Schuele, C. M. (2012, November). *Contribution of linguistic knowledge to spelling performance*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Atlanta, GA.
- White Berns, J., Werfel, K., Schuele, C. M., & Lewis, B. (2012, November). *Spelling performance of children with speech-sound disorder and/or language impairment*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Atlanta, GA.
- Weiler, B., Jacobs, M., Wisman Weil, L. & Schuele, C. M. (2013, June). *Distribution of the relatives of children with SLI and their MLU-matched peers*. Poster presented at the Symposium for Research on Child Language Disorders, Madison, WI.
- Lund, E. & Schuele, C. M. (2013, June). *Maternal word learning cues to children with cochlear implants*. Poster presented at the Symposium for Research on Child Language Disorders, Madison, WI.
- Barako Arndt, K. & Schuele, C. M. (2013, November). *Elicited production of complement-taking verbs across complement clause types in typically developing preschool children*. Technical research presentation at the Annual Convention of the American Speech-Language and Hearing Association, Chicago, IL.
- Korrapati, A., Werfel, K. & Schuele, C. M. (2103, November). *Visual attention to print during storybook reading in preschool children with and without hearing loss*. Poster presented at

the Annual Convention of the American Speech-Language and Hearing Association, Chicago, IL.

AWARDED: Meritorious Poster Submission

- Krimm, H., Werfel, K., & Schuele, C. M. (2013, November). *Predictive value of orthographic processing for spelling proficiency*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Chicago, IL.
- Smith, A., Humes, L., Scheffner Hammer, C., Champlin, C., Paul, R., Kreiman, J., & Schuele, C. M. (2013, November). *The seven habits of highly effective peer reviewers*. Seminar presented at the Annual Convention of the American Speech-Language and Hearing Association, Chicago, IL.
- Werfel, K., Lorch, S., & Schuele, C. M. (2013, November). *Past-tense marking in oral reading: A clinical marker for SLI school-age children?* Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Chicago, IL.
- Werfel, K., Lund, E., & Schuele, C. M. (2013, November). *What is explicit phonemic awareness?* Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Chicago, IL.
- Lund, E. & Schuele, C. M. (2014, June). *The role of auditory and visual synchronous cues in word-learning performance of children with and without cochlear implants*. Poster presented at the 35th annual Symposium on Research in Child Language Disorders, Madison, WI.
- Ground, W., Lund, E., Werfel, K., & Schuele, C. M. (2014, November). *Lexical semantic organization of monolingual and bilingual children with and without hearing loss*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Orlando, FL.
- Lund, E., Ackal, L., Douglas, M., Mason, H., & Schuele, C.M. (2014, December). *The effects of increased semantic information on vocabulary learning in children with hearing loss*. Poster presented at the American Cochlear Implant Alliance Pediatric Conference, Nashville, TN.
- *Schuele, C. M. (2015). *Typical language preschoolers are proficient complex syntax users: What does that mean for children with language impairments?* Invited seminar presented at the Annual Convention of the National Black Association for Speech-Language-Hearing, Nashville TN.
- Feldman, J., Krimm, H., Weiler, B., Liang, S-Y., Jacobs, M., & Schuele, C. M. (2015, July) . *Vocabulary and the Test of Morphological Structure: Redundancy in predicting reading comprehension in third graders*. Poster presented at the annual conference of the Society for the Scientific Study of Reading. The Big Island, HI.
- *Schuele, C. M. (2015, September). *Complex syntax in children with specific language impairment: The perils and rewards of wading into uncharted territory*. Presentation to the Research on the Challenges of Acquiring Language and Literacy Lecture Series, Georgia State University, Atlanta, GA.
- Weiler, B. & Schuele, C. M. (2015, November). *Tense-marking in the general kindergarten population: Is there evidence for a bimodal distribution?* Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Denver, CO.
- Barako Arndt, K. & Schuele, C. M. (2015, November). *Elicited production of complement taking verbs across complement clause types in typically development preschool children*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Denver, CO.
- *Schuele, C. M., Rivera-Rentas, A., Shekim, L., Castle, G., Ellis, D. & Minghetti, N. (2016, April). *Panel discussion: Pathways to funding*. Seminar presented at the annual convention of the National Black Association of Speech-Language and Hearing, Virginia Beach, VA.
- Krimm, H. & Schuele, C. M. (2016, April). *Effect of an online learning module for transcription*. Presented at the Annual Conference of the Council for Academic Programs in Communication Sciences and Disorders, San Antonio, TX.

- Feldman, J. & Schuele, C. M. (2016, June). *Contributions of morphological knowledge and vocabulary to reading comprehension*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI
- Krimm, H., Werfel, K., & Schuele, C. M. (2016, June). *Knowledge of derivational morphology in children with specific language impairment*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- *Schuele, C. M. (2016, October). *The language bases of reading deficits*. Presented for the Dyslexia Foundation Conference, Boston MA.
- *Schuele, C. M. (2016, October). *What does evidence-based language assessment look like?* Presented at the Annual Convention of the Tennessee Association of Audiologists and Speech-Language Pathologists, Murfreesboro, TN.
- Johnston-Minchin, K., Remke, C., McDaniel, J. & Schuele, C. M. (2016, November). *Differentiating dialect from disorder in a child with hearing loss: A case study*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- *Schuele, C. M. (2016, November). *Thinking carefully about language and literacy assessment: Aligning questions and instruments*. Session presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA. [invited]
- Schuele, C. M. & Ehren, T. (2016, November). *No more flippin' cards: Linking speech sound intervention to curriculum for preschoolers and school-age children*. Session presented at the Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- *Schuele, C. M. (2017, December). *Expressive complex syntax skills of children with specific language impairment*. Presented for the Vanderbilt SLP Journal Club, Speechpathology.com.
- Liang, S., Lemmons, C. & Schuele, C. M. (2017, February). *Comprehension monitoring in oral reading*. Poster presented at the Pacific Coast Research Conference, Coronado Bay, CA.
- *Schuele, C. M. (2016, October). *Linking oral language and pre- and early literacy instruction with an emphasis on dyslexia intervention*. Presented for the Dyslexia Foundation Conference, San Francisco, CA.
- Weiler, B., Feldman, J. & Schuele, C. M. (2017, June). *A multi-year population-based study of kindergarten language screening failure rates using the Test of Early Grammatical Impairment*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Johnston-Minchin, K., McDaniel, J. & Schuele, C. M. (2017, June). *Catching up and catching on: Language assessment of preschool children with hearing loss*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI
- Liang, S., Schuele, C. M., & Elleman, A. (2017, June). *Is children's comprehension of complex sentences malleable? Exploring the feasibility of dynamic assessment to identify children at risk for comprehension difficulties*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Schneck, S. & Schuele, C. M. (2017, June). *Kindergarten failure on the Test of Early Grammatical Impairment: Performance on norm-referenced measures of oral language one year later*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Teller, L., Schuele, C. M., Kaiser, A. & Camarata, S. (2017, June). *Preschoolers with and without a history of language delay: Complex syntax in maternal language input at home*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Krimm, H. & Schuele, C. M. (2017, June). *Reliability and validity of the Test of Morphological Structure*. Poster presented at the Symposium for Research in Child Language Disorders,

- Madison, WI.
- Lewis, J., Schuele, C. M., & Jimenez, S. (2017, October). *Education first: A case study for student success through a university-shelter partnership*. Session presented at the Annual Convention of the National Association for the Education of Homeless Children and Youth. Chicago, IL.
- McDaniel, J., Teller, L., & Schuele, C. M. (2017, November). *Taking advantage of technology: Online instruction for identifying early communication acts*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association.
AWARDED: Meritorious Poster Submission in categories of Professional Education and Research (1 of 55 posters, for proposals judged by Convention Program Committee to show extraordinary, exceptional, and innovative work)
- Minchin, K., McDaniel, J., & Schuele, C. M. (2017, November). *Broadly thinking about the future: Language assessment of preschool children with hearing loss*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association.
- Brock, J., Hessling, A., Liang, S. & Schuele, C. M. (2018, February). *Is child-to-parent reading a valuable learning experience? Parental feedback to child reading miscues*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Krimm, H., Liang, S., & Schuele, C. M. (2018, February). *Item difficulty on the Measure of Phonological Awareness*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Liang, S., Krimm, H., & Schuele, C. M. (2018, February). *Equivalence of administration modes on MOPA performance*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Krimm, H. & Schuele, C. M. (2018, June). *Speech-language pathologists' linguistic knowledge*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Teller, L., Schuele, C. M., & Camarata, S. (2018, June). *Complex syntax development: A longitudinal perspective*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Hessling, A. & Schuele, C. M. (2018, June). *Narrative intervention for school-age children: A single-case research study*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Weiler, B. & Schuele, C. M. (2018, June). *Participle -ed marking: Does argument structure matter?* Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.
- Liang, S., Elleman, A., & Schuele, C. M. (2018, July). *Early emerging, slow mapping? Comprehension of conjunction clauses that involve unfamiliar event ordering in different types of readers*. Poster presented at the Twenty-Fifth Annual Meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
- Hessling, A., McDaniel, J., Jones, R., & Schuele, C. M. (2018, November). *Learning to mentor: A PhD student-mediated mentorship model*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Hessling, A., Schuele, C. M. & Brame, C. (2018, November). *Supplementing classroom instruction: Investigation of instructional methods for teaching narrative analysis to graduate students*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Jones, R., Hessling, A., Schuele, C. M., & Camarata, S. (2018, November). *An evaluation of phonological awareness intervention in children with Down syndrome*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

- Krimm, H. & Schuele, C. M. (2018, November). *SLP performance on the teacher knowledge of early literacy skills survey*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- McDaniel, J., Hessling, A., Gogol, M. & Schuele, C. M. (2018, November). *How to add efficient language sampling to your school-age language evaluation toolkit*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
- Krimm, H. & Schuele, C. M. (2018, November). *The ELKS-M: A measure of morphological knowledge*. Tech session presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA
- Taddeo, T., White, A. Z., Redfern, A., & Schuele, C. M. (2018, November). *The Childhood Intelligibility Assessment: A translational clinical research project*. Seminar presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.
AWARDED: Meritorious Poster Submission
- Hessling, A., McDaniel, J., & Schuele, C. M. (2019, March). *Language sampling: An efficient addition to your school-age language evaluation toolkit*. Seminar presented at the Texas Speech-Language-Hearing Association Annual Convention, Fort Worth, TX.
- Hessling, A., McDaniel, J., & Schuele, C. M. (2019, April). *Experiential learning through a PhD-student mediated mentoring model*. Seminar presented at the Council of Programs in Communication Sciences and Disorders Annual Conference, San Diego, CA.
- Hessling, A., McDaniel, J., O'Neal, K., Maxwell, A., & Schuele, C. M. (2019, June). *Strategies for teaching verbs for preschool children*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Teller, L., Schuele, C. M., & Camarata, S. (2019, June). *Complex syntax development: A longitudinal perspective*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Hessling, A., McDaniel, J. & Schuele, C. M. (2019, June). *Strategies for teaching verbs for preschool children*. Poster presented at Symposium on Research in Child Language Disorders, Madison, WI.
- Hessling, A., Teller, L. & Schuele, C. M. (2019, June). *Is narrative macrostructure intervention associated with changes in complex syntax?* Poster presented at Symposium on Research in Child Language Disorders, Madison, WI.
- Morton, I., Delgado, A., & Schuele, C. M. (2019, June) *The production of complex syntax in five-year-old children with specific language impairment*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Schuele, C. M., Thomas, C., & McDaniel, J. (2019, November). *High-need school district-academic SLP program: leveraging personnel preparation grants to develop a meaningful partnership*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Orlando, FL.
- McDaniel, J., Hessling, A. & Schuele, C.M. (2019, November). *Year in Review: Learn and Apply Tips for Catching Up on Publications that Drive EBP*. Oral presentation to be presented at American Speech-Language-Hearing Association Convention in Orlando, FL.
- Teller, L., & Schuele, C. M. (2019, November). *Simple strategies to increase preschool teacher complex syntax in play interactions*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Orlando, FL.
- Hessling, A., McDaniel, J., Maxwell, A., O'Neal, K. & Schuele, C.M. (2019, November). *Hop! Skip! Meep! Strategies for Teaching Verbs*. Poster to be presented at American Speech-Language-Hearing Association Convention in Orlando, FL.
- Morton, I.D. & Schuele, C. M. (2019, November). *Does Matrix Clause Complexity Matter? Preschool Children's Imitation of Matrix Clause + Clausal Complement Sentences*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Orlando, FL.

- Liang, S. Y. & Schuele, C. M. (2019). *Does It Make Sense? A Comprehension Monitoring Strategy to Improve Reading Accuracy*. Interactive paper presented at the 2019 American Speech-Language-Hearing Association Convention, Orlando, Florida.
- Liang, S. Y., Lemons, C. J., & Schuele, C. M. (2020, February). *Literacy-language intervention via telepractice in primary school: A single-case research study*. Poster presented at the Pacific Coast Research Conference, San Diego, California.
- Morton, I.D., Teller, L.J., Liang, S.Y., & Schuele, C.M. (2020, February). *Complex syntax vocabulary: Characterizing input from maternal spoken language and basal readers*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Hessling, A. & Schuele, C.M. (2020, February). *The not so simple view of reading in Down syndrome*. Poster presented at Pacific Coast Research Conference in San Diego, CA.
- McDaniel, J., Johnston Minchin, K., & C. M. Schuele. (2020, May). *Assessing vocabulary knowledge in children with hearing loss: Considering more than breadth*. Poster to be presented at the Symposium on Research in Child Language Disorders in Madison, WI. [conference cancelled due to COVID]

4. Technical Reports

- Justice, L. & Schuele, C. M. (2002). *Phonological awareness intervention: Pilot Implementation; Cohort: Kindergarten: Intensive Phonological Awareness Program 2001-2002 academic year*. Charleston, WV: West Virginia Department of Education.
- Justice, L. & Schuele, C. M. (2002). *Phonological awareness intervention: Pilot Implementation; Cohort: Kindergarten Classroom-based program 2001-2002 academic year*. Charleston, WV: West Virginia Department of Education.
- Justice, L. & Schuele, C. M. (2002). *Phonological awareness intervention: Pilot Implementation; Cohort: First grade: Intensive Phonological Awareness Program 2001-2002 academic year*. Charleston, WV: West Virginia Department of Education.
- Justice, L. & Schuele, C. M. (2003). *West Virginia Phonemic Awareness Project: Findings from Year 2*. Charleston, WV: West Virginia Department of Education.
- Justice, L. & Schuele, C. M. (2004). *West Virginia Phonemic Awareness Project: Findings from Year 3*. Charleston, WV: West Virginia Department of Education.

CONTINUING EDUCATION ATTENDED

2004

- Lessons for Success: Developing the Emerging Scientist*, April, 2004. American Speech-Language-Hearing Association, Rockville, MD.
- Symposium for Research on Child Language Disorders*, June, 2004. University of Wisconsin, Madison
- Scottish Ritecare Conference*, September, 2004, Nashville TN.
- Phonological Awareness and Literacy Acquisition: Preschool to Adolescence*, American Speech-Language-Hearing Association Videoconference, October, 2004.

2005

- Lessons for Success: Developing the Emerging Scientist*, May, 2005, American Speech-Language-Hearing Association, Rockville, MD.
- Symposium for Research on Child Language Disorders*, June, 2005. University of Wisconsin, Madison. WI.

American Speech-Language-Hearing Association Convention, November, 2005, San Diego, CA.

2006

Lessons for Success: Developing the Emerging Scientist, May, 2006. American Speech-Language-Hearing Association, Rockville, MD.

Symposium for Research on Child Language Disorders, June, 2006. University of Wisconsin, Madison. WI.

Schools Conference, July, 2006, American Speech-Language-Hearing Association, Phoenix, AZ.

2007

Lessons for Success: Developing the Emerging Scientist, March, 2007. American Speech-Language-Hearing Association, Rockville, MD.

The Neurocognition of Developmental Language Disorders, May, 2007. Georgetown University, Washington DC.

Symposium for Research on Child Language Disorders, June, 2007. University of Wisconsin, Madison. WI.

Grant Review and Reviewer Training, August 2007, American Speech-Language-Hearing Association and American Speech-Language-Hearing Foundation, Rockville, MD.

American Speech-Language-Hearing Association Convention, November, 2007, Boston, MA.

2008

Lessons for Success: Developing the Emerging Scientist, March, 2008. American Speech-Language-Hearing Association, Rockville, MD.

Symposium for Research on Child Language Disorders, June, 2008. University of Wisconsin, Madison. WI.

Grant Review and Reviewer Training, August 2008, American Speech-Language-Hearing Association and American Speech-Language-Hearing Foundation, Rockville, MD.

American Speech-Language-Hearing Association Convention, November, 2008, Chicago, IL.

2009

Lessons for Success: Developing the Emerging Scientist, April 2009, American Speech-Language-Hearing Association, Rockville, MD.

Grant Review and Reviewer Training, August 2009, American Speech-Language-Hearing Association and American Speech-Language-Hearing Foundation, Rockville, MD.

Randomized Cluster Trial Training, Vanderbilt University, sponsored by the Institute of Education Sciences, United States Department of Education, June, 2009 (two weeks).

OSEP Project Directors' Conference, United States Department of Education, July 2009, Washington, DC.

American Speech-Language-Hearing Association Convention, November, 2009, New Orleans, IL.

2010

Lessons for Success: Developing the Emerging Scientist, April, 2010. American Speech-Language-Hearing Association, Rockville, MD.

National Black Association of Speech-Language and Hearing, Tampa, FL. April 2010

Symposium for Research on Child Language Disorders, University of Wisconsin-Madison, June 2010

It's all About Language: Word Study, Workshop presented at Vanderbilt Bill Wilkerson Center, Vanderbilt Medical Center, Nashville, TN [Kenn Apel, PhD, Florida State University], June 28, 2010

OSEP Project Directors' Conference, United States Department of Education, July 2010, Washington, DC.

Grant Review and Reviewer Training, August 2010, American Speech-Language-Hearing Association and American Speech-Language-Hearing Foundation, Rockville, MD.

Quasi-Experimental Design Workshop, August 2010 (one week), Northwestern University, sponsored by the Institute of Education Sciences, United States Department of Education, Chicago, IL.

It's All About Language: Unique and Collaborative Contributions of Teachers and Speech-Language Pathologists to Academic Success, Workshop presented at Vanderbilt Bill Wilkerson Center, Vanderbilt Medical Center, Nashville, TN [Barbara Ehren, PhD, Central Florida University], August 27, 2010

It's All About Language: Inferencing, narrative, and academic talk: Preparing preschoolers for success in classroom interaction & reading comprehension. Workshop presented at Vanderbilt Bill Wilkerson Center, Vanderbilt Medical Center, Nashville, TN [Anne van Kleeck, PhD, University of Texas at Dallas], November 6, 2010

American Speech-Language-Hearing Association Convention, November, 2010, Philadelphia, PA.

2011

Clinical Practice Research Institute, March 2011, American Speech-Language-Hearing Association, Rockville, MD.

National Black Association of Speech-Language and Hearing, April 2011, Indianapolis, IN.

Lessons for Success: Developing the Emerging Scientist, April, 2011, American Speech-Language-Hearing Association, Rockville, MD.

Providing Speech and Language Services for Bilingual Children, Workshop presented at Vanderbilt University, Nashville, TN [Brian Goldstein, PhD, Temple University], June 3-4, 2011

Symposium for Research on Child Language Disorders, June 2011, University of Wisconsin, Madison, WI.

OSEP Project Directors' Conference, United States Department of Education, July 2011, Washington, DC.

Single Case Research Workshop (one week), June-July 2011, Institute of Education Sciences, University of Wisconsin, Madison, WI.

Grant Review and Reviewer Training, August 2011, American Speech-Language-Hearing Association and American Speech-Language-Hearing Foundation, Rockville, MD.

American Speech-Language-Hearing Association Convention, November, 2011, Philadelphia, PA.

2012

Addressing Key Life Transitions for Users of Augmentative and Alternative Communication [Dianne Bryen, PhD], Annual AAC Workshop, Vanderbilt University, Nashville TN, March 24, 2012.

It's all About Language, Bilingual Workshop, Doanne Ward Williams, Vanderbilt University, April 2012.

Lessons for Success: Developing the Emerging Scientist, April, 2012, American Speech-Language-Hearing Association, Rockville, MD.

Symposium for Research on Child Language Disorders, June 2012, University of Wisconsin, Madison, WI.

Head Start Research Conference, Washington, DC, June 2012
OSEP Project Directors' Conference, United States Department of Education, July 2012, Washington, DC.
International Dyslexia Association Annual Reading, Literacy, and Learning Conference, Baltimore, MD, October, 2012
American Speech-Language-Hearing Association Convention, November, 2012, Atlanta, GA.

2013

Lessons for Success: Developing the Emerging Scientist, April, 2013, American Speech-Language-Hearing Association, Rockville, MD.
Speech-Language Pathology Professional Development Workshop, Metropolitan Nashville Public Schools, Barbara Ehren, *Common Core Standards and the Speech-Language Pathologist*, February 2013.
ASHA Schools Conference, Long Beach, California, July 2013.
School SLP Conference at Vanderbilt, Vanderbilt Bill Wilkerson Center, Vanderbilt University, July 2013.
Reading Conference, Dyslexia Center, MTSU, Murfreesboro, TN, August 2013.
West Virginia Stuttering Conference, Morgantown, WV, September 2013.
American Speech-Language-Hearing Association Convention, Chicago IL, November 2012.
Boston University Conference on Language Development, Boston MA, November 2013.

2014

RISE Conference, Tennessee Branch of the International Dyslexia Association, April 2014.
Reading Conference, Dyslexia Center, MTSU, Murfreesboro, TN, August 2014.
School SLP Conference at Vanderbilt, Nashville, TN, August 2014.
Learning Communities Institute Annual Meeting, Nashville, TN, September 2014.
Ohio Speech Pathology and Educational Audiology Coalition Annual Conference, Columbus, OH, November 2014.
International Dyslexia Association Annual Reading, Literacy, and Learning Conference, San Diego, CA, October 2014.

2015

Tennessee Disability Mega-Conference, Nashville, TN, May 2015
It's all About Language Workshop Series:
 Reading Comprehension (Amy Elleman, PhD), April 2015
 Making Sense of Spelling (Gina Cooke, MA), May 2015.
The Social and Emotional Learning Conference, MNPS and Alignment Nashville, June 2015.
ASHA Schools Conference, Phoenix, AZ, July 2015.
Annual Conference of the Society for the Scientific Study of Reading, The Big Island, HI, July 2015.
School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN, August 2015
Ohio Speech Pathology and Educational Audiology Coalition Annual Conference, Columbus, OH, October 2015.
International Dyslexia Association Conference, Grapevine, TX, October-November 2015
Boston University Child Language Development Conference, Boston, MA, November 2015
AAMC Mid-Career Women's Professional Development Seminar, Austin, TX, December 2015

2016

Pacific Coast Research Conference, Coronado Bay, CA, February 2016
National Black Speech-Language-Hearing Association, Virginia Beach, VA, April 2016
Tennessee International Dyslexia Association RISE Conference, Nashville, TN, April 2016

Learning Language and Loving It, Hanen Certification Workshop, Manhattan, NY, May 2016
Symposium for Research in Child Language Disorders, Madison, WI, June 2016
School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN, August 2016
Supporting Team Science, Vanderbilt University, September 2016.
Dyslexia Research Foundation Conference, October 2016
American Speech-Language-Hearing Association Conference, November 2016
Tennessee Association of Audiologists and Speech-Language Pathologists, Annual Conference, October 2016.
Course Design Institute: Students as Producers, Vanderbilt Center for Teaching [three -day institute], May 2016.
8th Annual Gerald S. Gotterer Health Professions Research Day, Vanderbilt University, December 2016

2017

Pacific Coast Research Conference, Coronado Bay, CA, February 2017
Partners in Education, TN Department of Education, February 2018
Dyslexia Research Foundation Conference, February 2017
National Black Speech-Language-Hearing Association, Atlanta, GA, April 2017
Symposium for Research in Child Language Disorders, Madison, WI, June 2017
School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN, August 2017
National Association for the Education of Homeless Children and Youth, Chicago IL, October 2017

2018

Partners in Education, TN Department of Education, February 2018
Pacific Coast Research Conference, Coronado Bay, CA, February 2018
School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN, August 2018
American Speech-Language-Hearing Association, Boston, MA, November 2018

2019

Partners in Education, TN Department of Education, January 2019
Pacific Coast Research Conference, Coronado Bay, CA, February 2019
Council on Academic Programs in Communication Sciences and Disorders, San Diego, CA, April 2019
Developmental Language Disabilities, Boys Town Research, May 2019 (online)
Symposium for Research in Child Language Disorders, Madison, WI, June 2019
ASHA Connect Conference, Chicago, IL, July 2019
School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN, August 2019
Strategic Instruction Model: Sentence Writing and Paragraph Writing, Julia Eyer, PhD, Nashville, TN, August 2019

2020

Pacific Coast Research Conference, Coronado Bay, CA, February 2020
School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN, August 2020