

Hope S. Lancaster, Ph.D.

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EDUCATION

2015 Ph.D. (Hearing and Speech Sciences) Vanderbilt University, Nashville, TN
Advisor: Stephan Camarata, PhD
Focus: Child Language and Literacy Disorders; Quantative Methodology

2009 B. A. (Psychology) University of Illinois at Chicago, Chicago, IL
Advisor: Susan R. Goldman, Ph.D.

DISSERTATION

Lancaster, H. S. (2015): *Language disorder typologies: Clustering and principal component analysis in the EpiSLI database.* (Chair: Stephen Camarata, PhD; Vanderbilt University)

RESEARCH TRAINING

2013 – Present Graduate Research Assistant Vanderbilt University
Developmental Disabilities Lab, (Lab Director: Stephen Camarata, PhD)
Analyzed data for independent and lab projects; created and maintained large datasets; designed projects independently; consulted on projects deigns for graduate students and lab projects; provided statistical and methodology support for master and doctoral students; prepared written reports; advised doctoral and master level students on research presentations

2010 – 2013 Graduate Research Assistant Vanderbilt University
Child Language and Literacy Lab, (Lab Director: C. Melanie Schuele, PhD);
Supported data collection for Complex Syntax study funded by NIH and other lab projects; maintained data for lab projects; assisted with data analysis; coordinated small group research meeting; led lab meetings; assisted with lab organization

2008 – 2009 Research Assistant University of Illinois at Chicago Learning Sciences
Research Institute (Director: Dr. Susan R. Goldman);
Supported dissertation project for Jason Braasch, Ph.D. including: data collection, entry, and preparation

RESEARCH EXPERIENCES / PROJECTS

2013 Second Pre-dissertation Project Vanderbilt University
The relationship between preliteracy skills and fluid reasoning in kindergarteners with and without language impairment, (Advisor: Stephan Camarata, PhD)
Utilized structural equation modeling and hierarchical regression
Employed secondary data analysis methods

2010 – 2011 First Pre-dissertation Project Vanderbilt University
Construct Validity of Degree of Typicality of Speech Processing, (Advisor: Paul Yoder, PhD)
Analyzed topographical maps developed from event-related potential data

2008 – 2009 Capstone Project University of Illinois at Chicago
The Influence of Refutational Text on College Students' Understanding of Air Pressure, (Advisor: Susan Goldman, PhD)

TEACHING EXPERIENCE

2014 (Spring) Teaching Assistant Vanderbilt University
Research methods (Instructor: Ashmead; graduate), Audiology

2013 (Fall) Teaching Assistant Vanderbilt University
Child Language Disorders (Instructor: Schuele; graduate), Speech-Language Pathology

2011 (Fall) Teaching Assistant Vanderbilt University
Language Acquisition (Instructor: Schuele; graduate), Speech-Language Pathology

2010 (Fall) Teaching Assistant Vanderbilt University
Language Acquisition (Instructor: Schuele; graduate), Speech-Language Pathology

PROFESSIONAL ORGANIZATIONS

2011 – 2014 National Student Speech-Language-Hearing Association
2009 – present Psi Chi International Honor Society in Psychology
2008 – present Dobra Slovo (invited) Slavic National Honor Society

SERVICE

Extramural

2014 Childcare provider for Autism Tennessee
2012 Editorial consultant, *Language, Hearing, and Speech Services in Schools*

AWARDS AND HONORS

2014 Research-Mentor Pair Travel Award, American Hearing and Speech Association
2010 – 2014 US Department of Education Preparation of Leadership Personnel grant
(H325D080075; PI: Schuele)
2014 NIH Travel Award to Symposium on Research in Child Language Disorders
2014, 2012 Vanderbilt Kennedy Center Student Travel Grant
2014, 2012 Student Research Travel Grant, Vanderbilt University Graduate School
2012 Vanderbilt's Institute for Clinical and Translational Research Voucher
2011 Student Research Travel Grant, Vanderbilt University Graduate School
2009 Caterpillar and Kabbes Undergraduate Research Grant
2008 Hirschberg Memorial Grant

PUBLICATIONS

Peer Reviewed

Davis, T.N., Lancaster, H., & Camarata, S. (accepted). Expressive and receptive vocabulary learning in children with diverse disability typologies. *International Journal of Developmental Disabilities*.

In Prep

Lancaster, H., & Camarata, S. (in prep). Analysis of racial composition of the EpiSLI database on cognitive variables: Issues and Implications.

Lancaster, H., & Camarata, S. (in prep). What does empirically clustering tell us about the debate between subtypes and individual differences approaches to language impairment?

Lancaster, H., & Camarata, S. (in prep). Block Design and Picture Completion overlap with language ability: Evidence from EpiSLI database.

Book Chapters

Camarata, S., Lancaster, H., Kan, D. (in press). Assessment tools: Evaluating our measurements. In T. Bradham and T. Houston (Eds). *Assessing Listening and Spoken Language in Children with Hearing Loss*. Plural Publishing, Inc.

PRESENTATIONS

Lancaster, H. & Camarata, S. (2014, November). *Reanalysis of EpiSLI Dataset: Exploring Phenotypes of Language Abilities in Kindergarteners*. Poster presented at American Hearing and Speech Association National Conference, Orlando, FL.

Lancaster, H. & Camarata, S. (2014, November). *The relationship between pre-Literacy, fluid reasoning, and language in kindergarteners with and without language impairment*. Talk presented at American Hearing and Speech Association National Conference, Orlando, FL.

Lancaster, H. & Camarata, S. (2014, June). *Using structural equation modeling in child language research*. Poster presented at Symposium on Research in Child Language Disorders, Madison, WI.

Lancaster, H. & Camarata, S. (2014, June). *Does language demand on fluid reasoning tasks impact the predictive power for predicting performance on pre-literacy tasks?* Poster presented at Symposium on Research in Child Language Disorders, Madison, WI. *Also presented at Kennedy Center Science Day, Nashville, TN (2014, January)*.

Lancaster, H. & Schuele, C.M. (2012, November). *Second graders book talk: Feasibility data*. Poser presented at American Hearing and Speech Association National Conference, Atlanta, GA. *Also presented at Kennedy Center Science Day, Nashville, TN (2013, January)*.

Lund, E., 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 presented at American Hearing and Speech Association National Conference, San Diego, CA. *Also presented at Kennedy Center Science Day, Nashville, TN (2012, February)*.

Lancaster, H. & Braasch, J. (2009, March). *The influence of refutational text on college students' understanding of air pressure*. Poster presented at the Undergraduate Research Symposium, Chicago, IL.

INVITED PRESENTATIONS

Lancaster, H. & Werfel, K. (2013, July). Explicit phonological awareness: Getting it and sharing it with your colleges. *School SLP Conference*, July 30 – 31, Nashville, TN. Conference conducted at Vanderbilt Bill Wilkerson Center.