

## ***PARTICIPATING FACULTY, CHILD LANGUAGE DOCTORAL PROGRAM***

**Ruth Ann Atchley**--Assistant Professor, Department of Psychology. Dr. Atchley engages in both psychophysiological and behavioral research designed to test psycholinguistic theories of language comprehension. More specifically, her work addresses issues of word comprehension, discourse comprehension, individual differences in language processing, and verbal creativity.

**Steven Barlow**--Professor and Chair, Department of Speech-Language-Hearing: Sciences and Disorders. Dr. Barlow's research interests focus on the neural mechanisms involved in sensorimotor integration among orofacial and vocal tract structures during speech, vocalization, and oromotor control in infants, children, and adults. The theoretical underpinnings of neural plasticity associated with activity-dependent change are currently under investigation in premature infants at-risk for brain injury. At the other end of the developmental spectrum, electrophysiological and mechanosensory psychophysical experiments are underway to explore the effects of deep brain stimulator implants on fine motor control in individuals with advanced forms of Parkinson's disease. Similar methods of investigation are also being applied to explore salient features of neuromotor and neurosensory reorganization in children undergoing facial reconstructive surgery due to congenital clefting.

**Naomi Bolotin**--Assistant Professor of Linguistics. Dr. Bolotin is interested in second language acquisition, and works within the principles-and-parameters framework. Her current research focuses on variables that might have an effect on the second language acquisition process. She also has interests in syntax, first language acquisition, and computational linguistics.

**Nancy Brady**--Research Assistant Professor, Bureau of Child Research. Dr. Brady is interested in how individuals learn symbolic communication, including spoken language. Her research has focused on acquisition of symbolic communication in individuals with developmental disabilities including autism. In addition, she is studying early pragmatic skills in young children with developmental disabilities, focusing on negotiations of communication breakdowns.

**Hugh W. Catts**--Associate Professor of Speech-Language-Hearing: Sciences and Disorders. Dr. Catts is interested in the relationship between oral and written language development/disorders. His current research focuses on the language basis of reading and writing disabilities. He is also interested in phonology and its association to written word recognition.

**John Colombo**--Professor of Human Development. Dr. Colombo's main interests are in early attention and perceptual development, including early auditory development and speech perception. Additional interests include the relationship between early auditory discrimination skills and later language competence. He has developed methods for measuring attention to auditory stimuli and auditory discrimination in preverbal infants, and his recent research includes studies of those acoustic parameters that are most salient to infants, as well as of the acoustic components of adult-to-infant speech.

**Marc Fey**--Professor of Hearing and Speech, School of Allied Health, University of Kansas Medical Center. Dr. Fey is interested primarily in the assessment and treatment of developmental

impairments of speech and language. His current research involves: (a) assessing the short- and long-term effects of grammar facilitation approaches; (b) acquisition and development of auxiliary verbs and related morphosyntax in children developing typically and in children with specific language impairment, (c) the developmental relationships between early phonological and grammatical impairments and later problems with written language.

**Betty Hart--Professor Emeritus.** Dr. Hart is responsible for much of the research that has been published on the effects of incidental language teaching strategies during the past 15 years. Her current interests include both the micro- and macro-analysis of the forms, social contexts, and functions of children's spontaneous speech as well as intervention and remediation in nonlaboratory settings.

**Allard Jongman--Assistant Professor of Linguistics.** Dr. Jongman conducts detailed acoustic and perceptual analyses of the speech signal to understand the complex interaction between phonetic, phonological, and lexical information. His research also addresses questions of language learning, particularly the nature of the phonetic representations in learning a second language, and the way in which these representations are affected by one's native language categories.

**Susan Kemper--Roy A. Roberts Distinguished Professor of Psychology.** Dr. Kemper has extended the study of language development across the life-span to the analysis of age-related changes in adults' language. Her analyses of the spoken and written language of adults 60 to 90 years of age have focused on how subtle impairments of working memory affect language complexity. She is also involved in ongoing longitudinal studies of linguistic and cognitive changes in older adults, including adults with dementia and studies of speech accommodations to older adults.

**Diane Frome Loeb--Associate Professor of Speech-Language-Hearing: Sciences and Disorders.** Dr. Loeb's research has focused on the language abilities of preschoolers and toddlers. She is currently addressing questions that are concerned with the interrelationship between and within the language system. These include evaluating the relationship between syntactic categories and between the syntactic, semantic, pragmatic, and phonological properties of language. Dr. Loeb's current interests also include the application of theoretical frameworks to normal and disordered populations and intervention efficacy issues.

**Kathleen McCluskey-Fawcett--Associate Provost of Academic Affairs, and Professor of Psychology.** Dr. McCluskey-Fawcett's research interests are primarily in the area of infancy. She is interested in the social interaction between infants and parents, and has done some research about the communication patterns between young children and their parents. She is also interested in adolescent pregnancy and parenting and is currently conducting research on this topic.

**Clifton Pye--Associate Professor of Linguistics.** Dr. Pye is interested in the acquisition of Native American languages and its implications for linguistic theory, language development, and language loss. His primary focus is the acquisition of verb argument structure and its connection to semantic development. His other interests include Mayan and Mixe-Zoquean linguistics, lexical meaning, language processing, and computational linguistics.

**Mabel Rice**--University Distinguished Professor of Speech-Language-Hearing: Sciences and Disorders, and Director of the Child Language Program. Dr. Rice is interested in the grammatical impairments of children with specific language impairments, and the etiology of the impairments. She also carries out studies of lexical acquisition, social consequences of language impairment, classroom-based preschool intervention, and language outcomes of high-risk infants.

**Sara Thomas Rosen**--Associate Professor of Linguistics. Dr. Rosen's primary research is in the relation among the various levels of syntactic representation. Her current work focuses on the representation and mapping relations of the argument structure and event structure of predicates, both simplex and complex, and on the contributions of the lexicon and the phrasal syntax to semantic interpretation. She is also interested in issues of learnability and of discerning linguistic knowledge in the acquisition of language.

**Richard L. Schiefelbusch**--Professor Emeritus. Dr. Schiefelbusch has been primarily concerned with the translation of research on language acquisition and remediation into therapeutic practice. He has been responsible for much of the conceptual work which has led to the development of the "field of language remediation" and in the design of comprehensive systems of language intervention.

**Joan Sereno**--Assistant Professor of Linguistics. Dr. Sereno is a psycholinguist whose research focuses on the access and representation of linguistic knowledge. Her research examines how language is processed both at the perceptual level as well as at higher morphological and lexical levels, with a goal of relating these data to specific brain processes. Dr. Sereno has also examined speech patterns in first language acquisition and more recently has investigated language processing in second language learners.

**Gregory B. Simpson**--Professor of Psychology. Dr. Simpson's research focuses on basic processes underlying reading and learning to read. Much of his work has been concerned with the processes by which readers use context to assist word identification. In particular, this research examines the effects of context on the activation, selection, and suppression of meanings of ambiguous words. Recently, he has begun research on word recognition processes in Korean, a language that uses two scripts.

**Steven F. Warren**--Professor of Human Development, and Director of the Mental Retardation Research and Developmental Disabilities Research Center. Dr. Warren is interested in early communication and language development and intervention in young children with developmental delays. His current work is primarily focused on the effects of prelinguistic communication intervention on later language development. He is also interested in how language develops in children with specific etiologies such as Down syndrome and Fragile X syndrome.

**Akira Yamamoto**--Professor of Anthropology and Linguistics. Dr. Yamamoto is interested in the relationship between language and culture, sociocultural contexts and language use, and language policy issues. His work includes ethnographic studies of Japanese and Native American languages. Current fieldwork is conducted with several Native American communities in Arizona and Oklahoma. One of the foci of the work involves documentation of endangered languages, creating effective language learning materials, and designing community based programs for language revitalization.

Adjunct Faculty

**Melissa Bowerman.** Dr. Bowerman is with the Max-Planck-Institut für Psycholinguistik in Nijmegen, The Netherland.