

GERALYN R. TIMLER, Ph.D., CCC-SLP

Professor and Director On-Campus M.S.-SLP Program

James Madison University

Communication Sciences & Disorders

Health & Behavioral Studies Building

MSC 4304

235 Martin Luther King Jr. Way

Harrisonburg, VA 22807

Office Phone: 540-568-3541

Email: timlergr@jmu.edu

EDUCATION

- 2000 Ph.D. in Speech and Hearing Sciences
University of Washington
Dissertation: *Investigation of Social Communication Skills during Peer Conflict Tasks in School-Age Children with Alcohol-Related Disabilities*
- 1984 M.S. in Communicative Disorders
University of Wisconsin-Madison
- 1982 B.A. in Communicative Disorders, Minor in German
University of Wisconsin-Eau Claire
Honors: *Magna cum Laude, Phi Kappa Phi*

EMPLOYMENT HISTORY

- 2021-present Professor, M.S. Residential Graduate Program Director and Director Social Communication and Language Evaluation (SCALE) Lab, Communication Sciences and Disorders, James Madison University, Harrisonburg, Virginia
- 2016-2021 Associate Professor, M.S. Residential Graduate Program Director and Director SCALE Lab, Communication Sciences and Disorders, James Madison University, Harrisonburg, Virginia
- 2015-2016 Associate Professor and Director, Child Language and Social Communication Lab Speech Pathology and Audiology, Miami University, Oxford, Ohio
- 2009-2015 Assistant Professor and Director, Child Language and Social Communication Lab Speech Pathology and Audiology, Miami University, Oxford, Ohio
- 2009-present Adjunct Faculty Appointment
Communicative Disorders and Sciences, University at Buffalo, Buffalo, New York
- 2008-2009 Research Assistant Professor

- Communicative Disorders and Sciences, University at Buffalo, Buffalo, New York
- 2002-2008 Assistant Professor
Communicative Disorders and Sciences, University at Buffalo, Buffalo, New York
- 2000-2002 Assistant Professor
Communicative Disorders, University of Rhode Island, Kingston, Rhode Island
- 2000 Research Assistant
Project Title: Establishing Choice-Making and Requesting in Persons with Profound Retardation; Funded by National Institute of Child Health and Human Development. Principal Investigators: Richard Saunders, Ph.D. and Muriel Saunders, Ph.D., University of Kansas, Parsons KS and Fircrest, Shoreline, WA
- 1999-2000 Research Assistant
Project Title: Investigation of Social Communication Skills in School-age Children with Alcohol Related Disabilities, funded by the Alcohol and Drug Abuse Institute, University of Washington. Principal Investigators: Lesley Olswang, Ph.D. and Geralyn Timler, Ph.C., University of Washington, Seattle, WA
- 1998-1999 Personnel Training Grant Predoctoral Trainee
National Institute on Deafness and other Communication Disorders. Advisor: Lesley B. Olswang, Ph.D., University of Washington, Seattle, WA
- 1996-1998 Clinical Supervisor/Clinical Leadership Trainee
Center on Human Development and Disability; University Affiliated Program, University of Washington, Seattle, WA
- 1993-1996 Clinical Supervisor
Speech and Language Services, Speech Pathology Associates, Irvine, CA
- 1993-1995 Speech/Language Consultant
Project Access: Training for Inclusion, United Cerebral Palsy Association of Orange County, Santa Ana, CA
- 1991-1992 Director of Speech and Language Services
Providence Speech and Hearing Center, Orange, CA
- 1988-1993 Coordinator of Services to Children's Hospital of Orange County
Providence Speech and Hearing Center, Orange, CA
- 1984-1988 Staff Speech/Language Pathologist
Providence Speech and Hearing Center, Orange, CA

CERTIFICATION AND LICENSES

- 2017-present Licensed by the Virginia Board of Audiology & Speech Pathology
- 1985-present Certificate of Clinical Competence in Speech Pathology, American Speech-Language-Hearing Association

AWARDS AND HONORS

- 2018 Nominated for James Madison University's Provost Award for Excellence in Academic Advising
- 2011-2015 Recipient, Miami University New Alumni Commendations (successive nominations by one or more students each year from 2011-2016)
- 2012 Outstanding Professor Nominee, Student Government and the V.I.P. board of Campus Activities Council
- 2011 Named Beacon of Inspiration, American Speech-Language-Hearing Association Convention in San Diego, CA
- 2010 Invited attendee, American Speech-Language-Hearing Association (ASHA) Grants Workshop, in Rockville Pike, MD
- 2010 Nominated for membership to the Sigma XI Scientific Research Society
- 2006 Travel Stipend to attend the 4th Annual Research Conference: Lessons for Success: Developing the Emerging Scientist. American Speech-Language-Hearing Association
- 2005 Advancing Academic-Research Careers (AARC) Award. American Speech-Language-Hearing Association. Award: \$5000
- 2005 Faculty mentor for Students Preparing for Academic and Research Careers (SPARC) Award, Theresa Gugger student recipient. American Speech-Language-Hearing Association. Honorarium: \$500.00
- 2003 Certificate of recognition from University at Buffalo's Career Services, Division of Student Affairs, graduate alumni survey
- 1999 Student Travel Award recipient, Symposium on Research in Child Language Disorders, Madison, WI.

FUNDED GRANT SUPPORT

- 2019 Using Virtual Standardized Patients to Teach Language Sample Analysis. Virginia

Department of Education (VDOE) Research Grant, Award Amount: \$7,849.00 Role: Co-P.I.

- 2018 Examination of Two Language Sampling Techniques for Identification of Pragmatic Language Disorders in School-Age Children. James Madison University, College of Health and Behavioral Studies, Faculty Research Grant. Award: \$2890.00 Role: P.I.
- 2015 “Let’s Talk:” Integration of Language Analysis Software in the Speech Pathology Curriculum. Miami University Student Technology Fee Competitive Grant Program. Award: \$10, 895. Role: P.I.
- 2014 Empowering Community Members to Create a Shared Vision of Childhood Obesity Reduction in Head Start Preschoolers. Miami University’s Office of Advancement for Research and Scholarship Interdisciplinary Research Initiative. Award: \$25, 000. Role: Co-I.
- 2010 Social Language Skills in School-Age Children. Miami University College of Arts and Sciences Summer Research Grant. Award: \$5,000. Role: P.I.
- 2006-2008 Clinical Markers of Language Impairment in Young Children with ADHD. American Speech-Language-Hearing Foundation. Award: \$10,000. Role: P.I.
- 2003-2004 Service-Learning for School-Age Children with Language Disorders. American Speech-Language-Hearing Association Special Interest Division 1, Starfish Minigrant Academic/Practitioner Collaboration Program. Award: \$1500. Role: Co-P.I.
- 2001-2003 Profiling Social Communication Skills during Conflict Tasks in Children with And Without Specific Language Impairment. American Speech-Language-Hearing Foundation New Investigators Research Grant Program. Award: \$5,000. Role: P.I.
- 2001-2002 Investigation of Social Communication Skills in School-age Children With Language Deficits. University of Rhode Island Council for Research Proposal Development Grant Program. Award: \$6,127. Role: P.I.
- 1999-2000 Investigation of Social Communication Skills in School-age Children with Alcohol Related Disabilities. Student Research Grant in Early Childhood Language (Arlene Matkin Memorial Fund), American Speech-Language-Hearing Foundation. Award: \$2,000. Role: P.I.
- 1999-2000 Investigation of Social Communication Skills in School-age Children with Alcohol Related Disabilities. Alcohol and Drug Abuse Institute, University of Washington. Grant obtained to support dissertation research. Award: \$19,579. Role: Project Director.

GRANT PROPOSALS: SUBMITTED BUT NOT FUNDED

- 2017 Predicting Bilirubin-Induced Neurodevelopmental Disorders at School Age in Premature Infants with Neonatal Jaundice. National Institute of Child Health and Human Development. Sub award Amount Requested: \$168, 915. Role: Subaward P.I.
- 2015 SocialsibS: Effects of a Family-Based Social Communication Intervention for Children with ASD. National Institute of Child Health and Human Development, R01 Program. Sub award Amount Requested: \$624, 114. Role: Subaward P.I.
- 2015 Community-Based Participatory Research (CBPR): Building Capacity and Competency for Collaborative Partnerships among Students, Faculty, and Community Members. Miami University Innovation and Interdisciplinary Fund. Amount Requested: 244, 323. Role: Co-I.
- 2015 Impacting the Environment of Head Start Preschoolers: Development, Implementation, and Evaluation of a Community-Driven Intervention Designed to Prevent Childhood Obesity through Enhancement of Healthy Eating and Active Play. Robert Woods Johnson Foundation. Amount Requested: 75,000. Role: Co-I.
- 2008 Evaluation of the Accuracy of Standardized Pragmatic Tests for High Functioning School-Age Children with Autism Spectrum Disorders. Organization for Autism Research. Amount Requested: \$30,000. Role: P.I.
- 2007 Can You Come Over to Play? Building Friendships for Preschool Children with Autism using a Peer-Mediated Intervention Implemented across School, Home, and Community Settings. Nancy Lurie Marks Family Foundation. Amount Requested: \$50,000. Role: P.I.
- 2006 Early Childhood Friendship Project: An Intervention for Social Exclusion and Aggression. American Psychological Foundation. Amount Requested: \$19,999. Role: Co-I.
- 2006 Early Childhood Friendship Project: An Intervention for Social Exclusion and Aggression. University at Buffalo's Interdisciplinary Research Development Fund. Amount Requested: \$33,082. Role: Co-I.
- 2005 Social Communication in Children with ADHD with and Without Language Impairment. National Institute on Deafness and Other Communication Disorders, Small Grant RO3 Program. Amount Requested: \$150,000. Role: P.I.
- 2005 Profiling Emergent Literacy Skills of Preschool Children at Risk for Learning Disabilities. Institute of Education Sciences. Amount Requested: \$981, 293. Role: Co-PI.

- 2005 Development of a Dynamic Assessment Tool for Emergent Literacy Skills. NIH-National Institute of Child Health and Human Development, R21 Program. Amount Requested: \$275,000. Role: Co-PI.
- 2003 Language, Emergent Literacy, and Mental Health Screening in At-Risk Preschoolers. University at Buffalo's Interdisciplinary Research and Creative Activities Fund. Amount requested: \$39,900. Role: Co-I.

TRAINING PROPOSALS: SUBMITTED BUT NOT FUNDED

- 2005 Specialist Training Program to Serve Children and Youth with Complex Communication Needs. U.S. Department of Education, Personnel Preparation to Improve Services and Result for Children with Disabilities Program. Amount Requested: \$800,000. Role: Co-I.
- 2004 Specialist in Severe Communication Problems. U.S. Department of Education, Office of Special Education and Rehabilitative Services. Amount Requested: \$1,373,399.00. Role: Co-I.

PUBLICATIONS

Refereed/Peer Edited Journal Articles (*Denotes Student Collaborator from Timler Lab)

- *Lenhart, M., **Timler, G.**, Pavelko, S., Bronaugh, D., & Dudding, C. (2022). Syntactic complexity across language sampling contexts in school-aged children, ages 8 to 11. *Language, Speech, and Hearing Services in the Schools*. https://doi.org/10.1044/2022_LSHSS-21-00187
- Pfeiffer, D., Pavelko, S., Dudding, C., Allen-Bronaugh, D. & **Timler, G.** (2022). A practice-based interprofessional emergent writing intervention: Impacts on graduate students and preschoolers. *Teaching and Learning in Communication Sciences and Disorders*, 6(1), Article 3. <https://doi.org/10.30707/TLCSD6.1.1649037808.702214>
- Timler, G.** & *Covey, M. (2021). Pragmatic language and social communication tests for students aged 8-18 years: A review of test accuracy. *Perspectives of the ASHA Special Interest Groups*, 6 (1), 18-38. https://doi.org/10.1044/2020_PERSP-20-00172
- Amin, S., Smith, T., & **Timler, G.** (2019). Developmental influence of unconjugated hyperbilirubinemia and neurobehavioral disorders. *Pediatric Research*, 85, 191-197. <https://doi.org/10.1038/s41390-018-0216-4>
- Timler, G.** (2018). Using language sample analysis to assess pragmatic skills in school-age children and adolescents. *Perspectives of the ASHA Special Interest Groups*, 3 (1), 23-35. <https://doi.org/10.1044/persp3.SIG1.23>

Timler, G. (2018). Let's talk: Review of conversation intervention approaches for school-aged children and adolescents with autism spectrum disorder. *Seminars in Speech and Language*, 39, 158-165. <https://doi.org/10.1055/s-0038-1628367>

Ash, A., Redmond, S., **Timler, G.**, & Kean, J. (2017). The Influence of scale structure and sex on parental reports of children's social (pragmatic) communication symptoms. *Clinical Linguistics & Phonetics*, 31(4), 293-312. <http://dx.doi.org/10.1080/02699206.2016.1257655>

Miller, E.A., Nicely, S., Teso-Craviotto, M.D., & **Timler, G.** (2017). Understanding cultural factors contributing to obesity in Head Start Hispanic preschoolers: Perceptions from one county Head Start. *NHSA Dialog A Research-to-Practice Journal for the Early Intervention Field*, 20(1):29-47.

Timler, G., Boone, W. & *Bergmann, A. (2014). Development of the Conversation Participation Rating Scale (CPRS): Intervention planning implications for two school-age children with autism spectrum disorders. *Topics in Language Disorders*, 34(3), 252-267. <https://doi.org/10.1097/TLD.000000000000021>

Timler, G. (2014). Use of the Children's Communication Checklist-2 for classification of language impairment risk in young school-age children with Attention-Deficit/Hyperactivity Disorder. *American Journal of Speech Language Pathology*, 23, 73-83. [https://doi.org/10.1044/1058-0360\(2013/12-0164\)](https://doi.org/10.1044/1058-0360(2013/12-0164))

Gerber, S.; Brice, A. Capone, N.; Fujiki, M. & **Timler, G.** (2012). Evidence based systematic review of intervention for disorders of language use in school-aged children. *Language, Speech, and Hearing Services in Schools* (43), 235-249. [https://doi.org/10.1044/0161-1461\(2011/10-0047\)](https://doi.org/10.1044/0161-1461(2011/10-0047))

Timler, G. (2008). Social knowledge in children with language impairments: Examination of strategies, predicted consequences, and goals in peer conflict situations. *Clinical Linguistics & Phonetics*, 22, (9), 741-763. <https://doi.org/10.1080/02699200802212470>

*Luo, F. & **Timler, G.** (2008). Narrative organization skills in children with attention deficit hyperactivity disorder and language impairment: Application of the causal network model. *Clinical Linguistics and Phonetics*, 22 (1), 25-46. <https://doi.org/10.1080/02699200701627430>

Timler, G., *Vogler-Elias, D., & *McGill, F. (2007). Strategies for promoting generalization of social communication skills in preschoolers and school-age children. *Topics in Language Disorders*, 27 (2) 163-177. <https://doi.org/10.1097/01.TLD.0000269931.18881.90>

Coggins, T., **Timler, G.**, & Olswang, L. (2007). A state of double jeopardy: Impact of prenatal alcohol exposure and adverse environments on the social communicative abilities of school-

age children with Fetal Alcohol Spectrum Disorders. *Language, Speech, and Hearing Services in Schools*, 38, 117-127. [https://doi.org/10.1044/0161-1461\(2007/012\)](https://doi.org/10.1044/0161-1461(2007/012))

Timler, G., Olswang, L., & Coggins, T. (2005a). "Do I know what I need to do?" A Social communication intervention for children with complex clinical profiles. *Language, Speech, and Hearing Services in Schools*, 36, 73-84. [https://doi.org/10.1044/0161-1461\(2005/007\)](https://doi.org/10.1044/0161-1461(2005/007))

Timler, G., Olswang, L., & Coggins, T. (2005b). Social communication interventions for preschoolers: Targeting peer interactions during peer group entry and cooperative play. *Seminars in Speech and Language*, 26 (3), 170-180. <https://doi.org/10.1055/s-2005-917122>

Timler, G. (2003). Reading emotion cues: Social communicative difficulties in pediatric populations. *Seminars in Speech and Language* 24, 121-130. <https://doi.org/10.1055/s-2003-38903>

Saunders, M. D., **Timler, G.**, Cullinan, T. B., Pilkey, S., Questad, K. A., & Saunders, R. R. (2003). Evidence of contingency awareness in persons with profound multiple impairments: Response rate versus response duration indicators. *Research in Developmental Disabilities*, 24, 231-245. [https://doi.org/10.1016/s0891-4222\(03\)00040-4](https://doi.org/10.1016/s0891-4222(03)00040-4)

Culatta, B., Kovarsky, D., Theodore, G. Franklin, A. & **Timler, G.** (2003). Quantitative and qualitative documentation of early literacy instruction. *American Journal of Speech-Language Pathology*, 12, 172-188. [https://doi.org/10.1044/1058-0360\(2003/064\)](https://doi.org/10.1044/1058-0360(2003/064))

Olswang, L., Coggins, T. & **Timler, G.** (2001). Outcome measures for school-age children with social communication problems. *Topics in Language Disorders: Alternative Measures for Evaluating Treatment Outcomes*, 22, 50-73. <https://doi.org/10.1097/00011363-200111000-00006>

Timler, G. & Olswang, L. (2001). Variable structure/variable performance: parent and teacher perspectives of a school-age child with Fetal Alcohol Syndrome. *Journal of Positive Behavior Interventions*, 3, 48-56. <https://doi.org/10.1177/109830070100300107>

Olswang, L., Rodriguez, B., & **Timler, G.** (1998). Recommending intervention for toddlers with specific language learning disabilities: we may not have all of the answers, but we know a lot. *American Journal of Speech-Language Pathology*, 7, 23-32. <https://doi.org/10.1044/1058-0360.0701.23>

Invited Contributions in Peer Edited Journals and Books

Timler, G. (2023). Children with Attention-Deficit/Hyperactivity Disorder and Social Communication Disorder. In D. Hwa Froelich (Ed.), *Social Communication Development and Disorders* (pp. 239-266). Routledge Publishing.

- Timler, G. & *Moss, D.** (2021). Social Communication Disorder. In L. Cummings (Ed.), *Pragmatic Language Disorders: Complex and Underserved Populations* (pp. 25-44), Springer. https://doi.org/10.1007/978-3-030-74985-9_2
- Timler, G.** (2017). Social Communication Disorder. In A. E. Wenzel (Ed.) *SAGE Encyclopedia of Abnormal and Clinical Psychology*.
- Timler, G. & *White, K.** (2015). Assessment and intervention for children with attention problems. In D. Hwa-Froehlich (Ed.), *Social Communication Development and Disorder* (pp. 252-286). New York: Taylor & Francis.
- Wolter, J. & **Timler, G.** (2014). Focus on meta skills: Part 1. Morphological awareness and assessment; Part 2. Autism and concepts of self. *Topics in Language Disorders*, 34 (3), 191-196. <https://doi.org/10.1097/TLD.0000000000000024>
- Timler, G. & Bourgeois, M.** (2014). Research in clinical practice: Procedures for development of single case experimental designs. In R. Paul and P.W. Casella (Eds.), *Introduction to Clinical Methods in Communication Disorders, Third Edition* (pp. 343-367). Baltimore: Brookes.
- Timler, G.** (2013). Interventions to support social communication skills. In S. Goldstein & J. Naglieri (Eds.), *Interventions for Autism Spectrum Disorders: Translating Science into Practice*, (pp. 283-302). New York: Springer.
- Timler, G.** (2012). Intraverbals. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*, (pp. 1652-1653). New York: Springer.
- Timler, G.** (2012). Language tests. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*, (pp. 1696-1697). New York: Springer.
- Timler, G.** (2012). Prosocial skills. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*, (p. 2413). New York: Springer.
- Timler, G.** (2012). Train and hope strategy. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*, (p. 3150). New York: Springer.
- Timler, G.** (2007). Social communication and peer interactions. *Topics in Language Disorders: Issue Foreword*, 27 (2), 91-92.
- Redmond, S. & **Timler, G.** (2007). Addressing the social concomitants of developmental language impairments. In A. Kamhi, J. Masterson, & K. Apel (Eds.), *Clinical Decision Making in Developmental Language Disorders* (pp 185-202). Baltimore, MD: Paul H. Brookes.
- Coggins, T., **Timler, G** & Olswang, L. (2007). Identifying and treating social communication

disorders in children with FASD. In O'Malley, K. (Ed.), *ADHD and FASD: The Diagnostic, Natural History and Therapeutic History Issues through the Lifespan* (pp 161-178). Nova Science Publishers.

Coggins, T., Olswang, L., Carmichael Olson, H. & **Timler, G.** (2003). On becoming socially competent communicators: The challenge for children with fetal alcohol exposure. *International Review of Research in Mental Retardation*, 27, 121-150.

Coggins, T. E. & **Timler, G.** (2000). Assessing language and communicative development: the role of the speech-language pathologist. In M. Guralnick (Ed.), *Handbook of Clinical Assessment for Young Children with Developmental Disabilities* (pp 43-65). Baltimore, MD: Paul H. Brookes.

Invited Contributions in Professional Publications

Timler, G. (2018). Similar but very different: Determining when a child has social communication disorder versus autism spectrum disorder. *ASHA Leader*, 23(4), 56-61.
<https://doi.org/10.1044/leader.FTR2.23042018.56>

Timler, G. (2009). Supporting children's social communication skills. *Perspectives on Language Learning and Education*, Issue editor: Geralyn R. Timler, Ph.D.

Timler, G. (2008). Social communication: A framework for assessment and intervention. *ASHA Leader*, 13(15), 10-13.

Timler, G. (2004). Guest contributor to "Word of Mouth," professional newsletter, Publisher: Pro-Ed.

PRESENTATIONS (2000-present)

International, National, and State Peer Reviewed Presentations (*Denotes Student Collaborator from Timler Lab)

*Lankford, M., **Timler, G.**, *Conant, J. & Frost, F. (2023, March). A scoping review of narrative abilities in student with autism. Poster presented at the meeting of the Speech-Language-Hearing Association of Virginia, Richmond, VA.

Frost, F., Zane, E., Nagano, M., & **Timler, G.** (2023, March). Mentalizing matters for autistic and non-autistic adults' comprehension of indirect requests. Poster presented at the Meeting on Language in Autism, Durham, NC.

*Bresette, K., **Timler, G.**, Zane, E., & Grossman, R. (2022, November). Responses to partner comments and acknowledgements in students with and without autism. Poster presented at the meeting of the American Speech-Language-Hearing Convention, New Orleans, LA.

*Bresette, K. & **Timler, G.** (2020, March). *Line-by-line coding of commenting and communication repairs versus ratings of pragmatic language skills in students with and without ASD*. Poster

- accepted for the Speech, Language, and Hearing Association of Virginia (SHAV) conference, Dulles, VA., canceled due to COVID 19.
- *Jones, R., Longerbeam, M., **Timler, G.** & Richardson, E. (2020). Effect of Vestibular Stimulation on Communication in a Preschooler with ASD. Poster accepted for presentation at the Speech, Language, and Hearing Association of Virginia (SHAV) conference in Dulles, VA. Presentation canceled due to COVID 19.
- *Lenhart, M., Pavelko, S., & **Timler, G.** (2020) SUGAR and SALT: Does your LSA Method Impact your Conclusions? Poster session accepted for presentation at the Symposium for Research on Child Language Disorders, Madison, WI. (Conference cancelled due to COVID-19).
- Timler, G.** (2019). Examination of Two Language Sampling Protocols for Identification of Pragmatic Language Disorders. Poster session presented at the 2019 American Speech-Language-Hearing Association Convention, Orlando, FL.
- *Moss, D., & **Timler, G.** (2019). Morpho-Syntactic Production in Bahamian English-Speaking Children: What We Know and What We Don't Know. Poster session presented at the 2019 American Speech-Language-Hearing Association Convention, Orlando, FL.
- *Lenhart, M., Pavelko, S., *Freeman, L. & **Timler, G.** (2019) Syntax Interventions for Students Who Struggle with Literacy: A Systematic Review. Poster session presented at the Symposium for Research in Child Language Disorders in Madison, WI.
- *Moss, D., **Timler, G.**, & *Colvin, B. (2019) Examination of Morpho-Syntactic Production in Bahamian Creole English-Speaking Children. Poster session presented at the Symposium for Research in Child Language Disorders in Madison, WI.
- Timler, G.** (2017). Pragmatic Skills Rating Scale for Conversation Samples (PSRS-CS): Examination of Reliability and Validity. Poster session presented at the American-Speech-Language Hearing Association convention, Los Angeles, CA.
- Timler, G.** (2017). Social (Pragmatic) Communication Disorder: Implications for SLPs. Seminar presented at the Speech-Language-Hearing Association of Virginia, Richmond, VA.
- *White, K., & **Timler, G.** (2016). Agreement Among Parent Ratings of Children's Pragmatic Language & Social Skills. Poster session presented at the American-Speech-Language-Hearing Association convention, Philadelphia, PA and the Symposium on Research in Child Language Disorders, Madison, WI.
- *Alano, M., **Timler, G.**, & *Behm, E. (2016). Evidence-Based Review of Norm-Referenced Language Tests for Identification of Social (Pragmatic) Communication Disorder. Poster session presented at the American-Speech-Language-Hearing Association convention, Philadelphia, PA.
- *Ollier, M., *Pozniak, G., *Prokop, R., *Williams, L., Coen-Cummings, M. & **Timler, G.** (2016). Language Outcomes Following Intervention in Children With (Central) Auditory Processing Disorders: A Systematic Review. Poster session presented at the American-Speech-Language-Hearing Association convention, Philadelphia, PA.
- *Hamilton, A., *Ruetschle, B., *Mong, L., **Timler, G.**, & Redmond, R. (2015). What's the story: Micro-and macro- analyses of narratives from children with ADHD and LI. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI and the American Speech-Language-Hearing Association convention, Denver, CO.

- Hwa-Froelich, D., Brinton, B., Fujiki, M., **Timler, G.**, Watson, L., & Westby, C. (2014). Social communication disorder: What is it and what can I do? Short course presented at the American Speech-Language-Hearing Association convention, Orlando, FL.
- *White, Katherine & Timler, G. (2014). Fetal Alcohol Spectrum Disorders: What clinicians need to know. Poster session presented at the Ohio Speech-Language-Hearing convention, Columbus, OH.
- *Brown, L., & **Timler, G.** (2013). Use of child and adolescent self-report measures by school-based speech-language pathologists. Poster session presented at the American Speech-Language-Hearing Association convention, Chicago, IL.
- Redmond, S., & **Timler, G.** (2013). Language profiles associated with pediatric ADHD with/without co-occurring LI. One-hour seminar presented at the American Speech-Language-Hearing Association convention, Chicago, IL.
- Timler, G.**, Boone, W., *Bergmann, A., *Zeberlein, J., & *Passen, J. (2013). Development of the Conversation Participation Rating Scale (CPRS): Clinical data. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Timler, G.**, & Boone, W. (2012). Validation of the Conversation Participation Rating Scale (CPRS). Poster session presented at the International Meeting for Autism Research, Toronto.
- Timler, G.**, *Oksanen, K., *Bonner, B., & *Bergman, A. (2011). Children's performance on the SLDT and the TOPL-2. Poster session presented at the American Speech-Language-Hearing Association convention, San Diego, CA.
- *Wallace, E., **Timler, G.**, *Baker, K. & *Croner, K. (2010). Conversational measures in children with ADHD. Social communication: Assessing children with complex profiles. Poster session presented at the American Speech-Language-Hearing Association convention, Philadelphia, PA.
- Timler, G.** (2009). Language profiles in children with ADHD: Evaluation of the Children's Communication Checklist-2. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Adams, C., **Timler, G.**, Brinton, B., Fujiki, M., Clarke, E., Aldred, C., Freed, J., Gaile, J., & Law, J. (2007). Social communication interventions: treatment efficacy. Seminar presented at the American Speech-Language-Hearing Association convention, Boston, MA.
- Olswang, L., Coggins, T., **Timler, G.**, & Svensson, L. (2007). Social communication: Assessing children with complex profiles. Short course presented at the American Speech-Language-Hearing Association convention, Boston, MA.
- Timler, G.** (2007). Social knowledge and social performance in children with language impairment. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Timler, G.** (2007). Social knowledge in children with language impairment. Poster session presented at the Society for Research in Child Development, Boston, MA.
- *Vogler-Elias, D. & **Timler, G.** (2007). Meta-analysis of intervention outcomes for young children with autism. Poster session presented at the Society for Research in Child Development, Boston, MA.
- *Luo, F., **Timler, G.**, & *Vogler-Elias, G. (2006). Narrative skills of school age children with LI with and without ADHD. Technical session presented at the American Speech-Language-Hearing Association convention, Miami, FL.

- *Luo, F., **Timler, G.**, & *Vogler-Elias, G. (2006). Narrative skills of school age children with LI with and without ADHD. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Timler, G.**, *Luo, F., & *Gugger, T. (2005). Social communication in children with ADHD with and without LI. Poster session presented at the American Speech-Language-Hearing Association convention, San Diego, CA.
- *Luo, F., **Timler, G.**, & *Su, Ching-hui (2005). Narrative skills of school age children with ADHD. American Speech-Language-Hearing Association convention, San Diego, CA.
- Timler, G.** (2005). Standardized and descriptive measures of narrative production in school-age children with ADHD. Poster session presented at the Xth International Congress for the Study of Child Language, Berlin, Germany.
- Timler, G.**, Massetti, G., *Luo, F., & Chacko, A. (2005). Language variation, language skills, and emergent literacy among low-income preschoolers. Poster session presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Atlanta, Georgia.
- *McGill, F., **Timler, G.**, & *Luo, Fei. (2004). Social communication intervention for preschoolers. Paper presented at the American Speech-Language-Hearing Association convention, Philadelphia, PA.
- Timler, G.**, *Luo, F., *Khean-Ai Chew, A., & *Haimson, A. (2004). Low-income preschoolers' performance on the DELV. Paper presented at the American Speech-Language-Hearing Association convention, Philadelphia, PA.
- *McGill, F., **Timler, G.**, & *Luo, F. (2004). A social communication intervention for preschoolers with mild language concerns. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Timler, G.** (2003). Teacher report of problem social situations in children with language impairment. Poster session presented at the American Speech-Language-Hearing Association convention, Chicago, IL.
- Kovarsky, D., **Timler, G.**, Culatta, B., Higginbotham, J. Kurtzer White, E., & Mastergeorge, A. (2002). Ways of knowing: Linking quantitative and qualitative data. Miniseminar presented at the American Speech-Language-Hearing Association convention, Atlanta GA.
- Timler, G.** (2002). Social-cognitive performance of school-age children with language disorders. Poster session presented at the American Speech-Language-Hearing Association, Atlanta Georgia.
- *Brady, C., **Timler, G.**, & McLoughlin, B. (2002). Service-learning projects for school-age children with language disorders. Poster session presented at the American Speech-Language-Hearing Association convention, Atlanta GA.
- Timler, G.** (2002). Social-cognitive performance of school-age children with social communication problems. Poster session presented at the joint conference of the IX International Congress for the Study of Child Language and the Symposium on Research in Child Language Disorders, Madison, WI.
- Costanza-Smith, A., Coggins, T., Olswang, L., & **Timler, G.** (2001). Social communication of children with alcohol related disabilities: Can standardized tests capture the deficits? Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Timler, G.**, Costanza-Smith, A., Mancini, J., Olswang, L., & Coggins, T. (2000). Assessing social

communication across contexts: Implications for Fetal Alcohol Syndrome. Seminar presented at the American-Speech-Language-Hearing Association convention, Washington, D.C.

Invited National Presentations

Timler, G. (2022) Honoring Neurodiversity in Social Communication Assessment. Invited one-hour recorded webinar for Assessment, Eligibility and Dismissal in Schools: Strategies, Tools, and Decision-Making online conference for the American-Speech-Language-Hearing Association.

Timler, G. (2019). Getting the Most out of Language Sampling. Live Two-hour Webinar. Invited presentation for the American Speech-Language-Hearing Association.

Timler, G. (2017). Social (Pragmatic) Communication Disorder S(P)CD: Update on Best Practices for Assessment and Intervention. Invited presentation for the ASHA Connect Conference, New Orleans, LA.

Manwaring, S., Redmond, S., & **Timler, G.** (2015). Is it ASD, General Delay, S(P)CD, SLI or ADHD? Differential Diagnosis in Pediatric Language Disorders. Two hour invited presentation for the American Speech-Language-Hearing Association convention, Boulder, CO.

Timler, G. (2015). "Social Communication: Development, Assessment, and Interventions for Preschoolers through Adolescents: Plenary Session." Thirty-minute online seminar and thirty-minute web chat. American Speech-Language-Hearing Association On-Line Conference offered May 6, 2015 and October 21, 2015.

Timler, G. (2015). "Assessing Social Cognition, Theory of Mind, and Executive Function Skills." One-hour online seminar and one-hour web chat for "Social Communication: Development, Assessment, and Interventions for Preschoolers through Adolescents." American Speech-Language-Hearing Association On-Line Conference offered May 6, 2015 and October 21, 2015.

Swineford, L. and **Timler, G.** (2014). Social (Pragmatic) Communication Disorder: Research and clinical implications for SLPs. Two hour invited presentation for the American Speech-Language-Hearing Association convention, Orlando, FL.

Brinton, B.; Fujiki, M.; Redmond, S.; & **Timler, G.** (2010). The social-emotional world of children with language disorders. Invited expert panel member for a live web presentation sponsored by the American Speech-Language-Hearing Association, Special Interest Group 1, Language Learning and Education.

Timler, G. (2008). Assessment and intervention of social communication skills in elementary school-age children. Two hour invited presentation for the American Speech-Language-Hearing Association convention, Chicago, IL.

Timler, G. (2006). Social communication in preschoolers and school-age children: Assessment and intervention. Two-hour live online seminar for the American Speech-Language-Hearing Association.

Invited University Presentations

- Timler, G.** (2021). Disorders of higher language function. *The Spectrum of Developmental Disabilities, XLIII: Language Gateway to Neurodevelopmental Disabilities*. John Hopkins School of Medicine, Baltimore, MD.
- Timler, G.** (2015). DSM-5: Clinical implication for SLPs. *The George Washington University Speaker Series*, Washington, D.C.
- Timler, G.** (2014). Assessment of school-age children with autism spectrum disorders. *University of Rhode Island Invited Speaker Series*, Kingston, RI.
- Timler, G.** (2010). Addressing social communication problems in school-age children: Successful assessment and intervention strategies. *12th Annual Summer Institute in Communication Disorders*, Georgia State University, Atlanta, GA.
- Timler, G.** (2009). Assessment and intervention strategies for supporting children's social communication skills. *Brigham Young University*, Provo, UT.

Invited State and Regional Presentations

- Timler, G.** (2022). Social Communication and ADHD: The Role of the SLP. Invited seminar for the Virginia Speech and Hearing Association conference, Norfolk, VA.
- Timler, G.** (2020). Best Practices Best Practices for Social Communication Assessment and Intervention. Invited keynote speaker for School District #63 in Sydney, British Columbia.
- Timler, G.** (2019). Best Practices for Social Communication Assessment and Intervention. Invited speaker for Alaska Speech, Language, and Hearing Association conference in Anchorage, AK.
- Timler, G.** (2018). Social (Pragmatic) Communication Disorder: Best practices for intervention. Invited seminar presented for the Speech-Language-Hearing Association of Virginia, Williamsburg, VA.
- Timler, G.** (2018). Social (Pragmatic) Communication Disorder: Best practices for intervention. Invited seminar presented for the Speech-Language-Hearing Association of North Carolina, Raleigh, NC.
- Timler, G.** (2017). Best practices for assessment of Social (Pragmatic) Communication Skills. JMU's SLP Training Institute, Waynesboro, VA.
- Timler, G.** (2015). Social (Pragmatic) Communication Disorder: Implications for assessment and intervention. *New York State Speech, Language, and Hearing Association*. Rochester, NY.
- Timler, G.** (2014). Social (pragmatic) communication disorder: Assessment and intervention strategies for school-age children and adolescents. *Central New York Speech Language and Hearing Association*. Syracuse, NY.
- Timler, G.** (2013). Keynote Speaker: Assessment and intervention for social communication skills. *New York State Speech, Language, and Hearing Association*. Saratoga Springs, NY.
- Timler, G.** (2011). Assessment and intervention for social communication skills in preschoolers and school-age children. *Wausau Unified School District*. Wausau, WI.
- Timler, G.** (2011). Language impairment and social communication. *Cincinnati Children's Hospital and Medical Center*. Cincinnati, OH.
- Timler, G.** (2010). Assessment and intervention strategies for supporting social communication skills. *Hamilton County Educational Service Center*, Cincinnati, OH.

- Timler, G.** (2010). Pragmatic assessment tools for school-age children. Ohio Speech-Language-Hearing Association, Columbus, OH.
- Timler, G.** (2010). Social Communication Assessment and Intervention. Warren County Educational Service Center, Lebanon, OH.
- Timler, G.** (2009). Evidence-based strategies for pragmatic intervention. Ohio School Speech Pathology Educational Audiology Coalition (OSSPEAC) conference, Columbus, OH.
- Timler, G.** (2009). Intervention strategies for supporting social communication skills. Buffalo Hearing and Speech Center, Buffalo, NY.
- Timler, G.** (2008). Assessment and intervention strategies for children with language impairment and social communication problems. Williamsville School District's Speech/Language Pathologist Professional Development In-service Day.
- Timler, G.** (2007). Language impairment in school-age children with complex clinical profiles. University at Buffalo's Center for Children and Families, Evidence-Based Practice Speaker Series, Buffalo, NY.
- Timler, G.** (2007). Evidence-based assessment and intervention strategies for addressing social communication problems in school-aged children. Oregon State Speech-Language and Hearing Association Conference, Eugene, Oregon.
- Timler, G.** (2007). Social communication in preschoolers and school-age children: Assessment and intervention. New York State Speech Language Hearing Association, Buffalo, NY.
- Timler, G.** (2006). Evidence-based assessment and intervention strategies for students with social communication problems. Erie 1 BOCES Speech/Language Pathologist Staff Development Workshop.
- Timler, G.** (2003). Emergent literacy and the SLP. Presentation to the Buffalo Public School District, Speech and Language Department, Buffalo, NY.
- Timler, G., Swartzenberg, G., Panzerella, T., Hayden-Hawkins** (2003). Strategies for teaching and measuring social skills in children with asperger's and autism. Speech and Hearing Association of Western New York (SHAWNY): Clinical Applications in Speech-Language Pathology and Audiology.
- Timler, G.** (2001). Language disorders and social competence: Impact and interventions. Rhode Island State Speech-Language-Hearing Association, Providence, RI.
- Conner, P., Kogan, J., & **Timler, G.** (2000). Diagnosis and treatment of fetal alcohol syndrome and alcohol related neurodevelopmental disorders. Workshop presented to Developmental Disabilities Association, Twin Falls, ID.

TEACHING

On-Line Teaching

CSD 528: Autism, 2 credits, Average Enrollment = 27

SPA 223: Theories of Language Development, 3 credits, Average Enrollment 20

Graduate Semester Courses

CSD 690: Seminar in Grantsmanship for Doctoral Students, Enrollment = 5

CSD 640: School-Age Language and Literacy Disorders, Average Enrollment: 27

CSD 541: Birth to Five: Development and Disorders, Average Enrollment: 25
CSD 614: Advanced Study of Phonological Disorders, Average Enrollment: 28
SPA 614: Evidence Based Practice, 3 credits, Average Enrollment: 17
SPA 720: Seminar in Speech Disorders, 1 credit, Average Enrollment: 27
SPA 631: School-Age Language Disorders, 3 credits, Average Enrollment: 27
SPA 627: Pediatric Language and Autism Spectrum Disorders, 3 credits, Average Enrollment 25
CDS 683: Summer Seminar in Autism, 3 credits, Average Enrollment: 20
CDS 563: Language Disorders in Children, 3 credits, Average Enrollment: 30
CMD 584: Language Disorders in Developmentally Young Children, 4 credits, Average Enrollment: 22
CMD 564: Language Disorders in School-Aged Children, 4 credits, Average Enrollment: 19

Undergraduate Semester Courses

CSD 200: Introduction to Communication Disorders, 3 credits, Average Enrollment: 66
CSD 314: Language and Phonological Disorders, 3 credits, Average Enrollment: 25
CSD 300: Language Development, 3 credits, Average Enrollment: 90
SPA 426: Language Disorders, 3 credits, Average Enrollment: 35
SPA 223: Theories of Language Development, 3 credits, Average Enrollment: 57
CDS 302: Language Disorders in Children, 3 credits, Average Enrollment: 65
CDS 301: Language Development in Children, 3 credits, Average Enrollment: 110
CMD 260: Introduction to Speech and Language Disorders, 3 credits, Average Enrollment: 60

RESEARCH MENTORING

Director, Doctoral Dissertations

Ritter, Rachel (2023-2024). Strengths-based assessment practices for autistic individuals.
Dudding, Samantha (2023-2024). Parents with DLD: Perspectives on how to support children's academic success.
Lenhart, Michelle (2019-2021). Age-related changes in syntactic complexity across sampling contexts.
Moss, Danielle (2018-2020). Examination of morpho-syntactic production in Bahamian Creole English-speaking children. Student received a 2019 dissertation grant from *Language Learning: A Journal of Research in Language Studies* to support this study.
Vogler-Elias, Dawn (2006-2009). A parent-implemented shared storybook reading intervention for preschoolers with autism spectrum disorders. Ph.D. degree conferred 2009. Student received a 2008 Graduate Student Research grant from the *Organization for Autism Research* and a 2008 student research grant from the *American Speech-Language-Hearing Foundation* to support this study.

Director, Master's Theses

- Bresette, Kaitlyn (2021-2022). Responses to partner comments and acknowledgments in students with and without autism. Master's Thesis, Communication Sciences and Disorders, James Madison University.
- Grochulska, Marcelina (2020-2021). Use of eye tracking methodology to examine narrative production in school-age children with autism spectrum disorder. Student was unable to complete study due to COVID-19 restrictions.
- White, Katherine (2015-2016). Relationship among parent-reported pragmatic language and social skills in school-age children. Master's Thesis, Speech Pathology and Audiology, Miami University.
- Alano, Megan (2015-2016). Evidence-based review of norm-referenced social language tests: A review of the accuracy evidence. Master's Research Project, Speech Pathology and Audiology, Miami University.
- Hamilton, Alexa (2014-2015). What's the story: Micro-and macro- analyses of narratives from children with ADHD and LI. Master's Thesis, Speech Pathology and Audiology, Miami University. *Student received a 2015 travel stipend from the Symposium for Research in Child Language Disorders to present this study.*
- Zeberlein, Jenny (2013-2014). Examination of the accuracy of the Social Language Development Test for identification of social language impairments in school-age students. Master's Thesis, Speech Pathology and Audiology, Miami University.
- Bergmann, Amelia (2013-2014). Examination of the Conversation Participation Rating Scale. Master's Thesis, Speech Pathology and Audiology, Miami University.
- Harrold, Kelly (2012-2013). Social media use among adolescents and young adults with Autism Spectrum Disorders. Master's Thesis, Speech Pathology and Audiology, Miami University.
- Brown, Lindsay (2012-2013). Use of child and adolescent self-report measures by school-based speech-language pathologists. Master's Thesis, Speech Pathology and Audiology, Miami University.
- Cavendish, Mindy (2010-2011). An examination of two rating scales for assessment of conversation samples from school-aged children, Master's Research Study, Speech Pathology and Audiology, Miami University.
- Fulcher, Katrina (2008-2009). Conversational skills of peer-to-peer discourse in typically developing school-aged children. Master's Thesis, Communicative Disorders and Sciences, University at Buffalo.
- Luo, Fei (2004-2006). Narratives in children With ADHD with and without language impairment (Ph.D. pre-dissertation project). Ph.D. first- and second-year projects. Student received a *2005 Research Travel Award (\$500.00) from the American Speech-Language-Hearing Association* and a *2006 travel stipend from the Symposium for Research in Child Language Disorders to present this study.* Ph.D. degree conferred 2009.
- McGill, Fay (2003-2004). A social communication intervention for preschoolers with mild language concerns. Master's Thesis, Communicative Disorders and Sciences, University at Buffalo
- Kardach, Jill (2003-2004). Training the use of the Picture Exchange Communication System across preschool settings. Master's Thesis, Communicative Disorders and Sciences, University at Buffalo.
- Chew, Alethea (2003-2004). The relationship between literacy motivation and knowledge of literacy fundamentals in preschool children from low-income households: A pilot study. M.A. Independent Study, Communicative Disorders and Sciences, University at Buffalo

Brady, Carla (2001-2002). Service-learning projects for school-age children with language disorders. M.A. independent study, University of Rhode Island.

Director, Undergraduate Research Studies

Lankford, Meghan (2022-2023). Narrative measures in children with autism. Undergraduate Honor's Thesis.

Drees, Robin (2021-2022). The effects of narrative assessment tasks on narrative performance: Story generation and story retell in school-age children. Undergraduate Honor's Thesis.

Sprance, Emma (2020-2021). Language development and socioeconomic status (Co-Director with Ph.D. candidate Michelle Lenhart). Undergraduate Honors Thesis.

Jones, Rebekah (2019-2020). Effect of vestibular stimulation on verbal and nonverbal communication in children with Autism Spectrum Disorder (Co-Director with Dr. Marsha Longerbeam). Undergraduate Honors Thesis.

Bresette, Kaitlin (2019-2020). Let's talk: Examination of two language sampling analysis techniques for identification of pragmatic language disorders in school-age children. Undergraduate Honors Thesis.

Reid, Rebekah (2017-2018). Examination of pragmatic elicitation protocols: the Yale In Vivo Protocol and the CELF-5 Pragmatic Activities Checklist. Undergraduate Honors Thesis.

Withers, Gillian (2017-2018). Knowledge of behavior management strategies among graduate students and practicing speech-language pathologists. Undergraduate Honors Thesis.

Ruetschle, Brittany (2014-2015). *College of Arts and Science Undergraduate Summer Scholar Award* for project entitled: Narrative skills in children with ADHD, LI, ADHD+LI and typically developing (working title).

White, Katherine (2013-2014). *College of Arts and Science Dean's Scholar Award* for project entitled: Social communication interventions for students with FASD and ADHD.

Fattore, Caitlin & Hamilton, Alexa (2011-2012). Review of child self-report measures of communication and social skills.

Oksanen, Kara; Bonner, Brooke, & Bergman, Amelia (2010-2012). Examination of the accuracy of social language measures for children with ADHD and Autism Spectrum Disorders.

Wallace, Emily Vorhees (2009-2010). *College of Arts and Science Dean's Scholar Award* for project entitled: Sentence complexity measures in children with Attention Deficit Hyperactivity Disorder with and without co morbid language impairment.

Gugger, Theresa (2005-2006). Maze production in children with language impairment with and without ADHD. Senior undergraduate honors thesis. Student received a *2005 Student Preparing for Academic and Research Careers (SPARC) Award* from the American Speech-Language-Hearing Association to support this study. B.A. with honors conferred 2006.

Miller, Bethany (2004). Social communication skills in children with language impairment. *McNair Scholars Summer Research Internship Program*. B.A. conferred 2005.

Committee Service: Doctoral Dissertation

Jones, Rebecca (2022-2023). Communication Sciences and Disorders, James Madison University

Miller-Pfeifer, Danica (2017). Communication Sciences and Disorders, James Madison University

Izaryk, Kristen (2015). Communication Sciences and Disorders, University of Western Ontario

Campbell, Wenonah (2009). Communication Sciences and Disorders, University of Western Ontario
Klyczek, Kristen (2009). Rehabilitation Sciences, University at Buffalo
Luo, Fei (2008). Communicative Disorders and Sciences, University at Buffalo
Zupan, Barbara (2008). Communicative Disorders and Sciences University at Buffalo
Ward, Trish (2003). Communicative Disorders and Sciences University at Buffalo

Committee Service: Master's Thesis/Research Project

Jones, Rebekah (2021-2021). Communication Sciences and Disorders, James Madison University
Lee, Caitlin (2021-2022). Communication Sciences and Disorders, James Madison University
Yuschak, Anastasia (2020-2021). Education Foundations & Exceptionalities, James Madison University
Manship, Shea (2019-2020). Education Foundations & Exceptionalities, James Madison University
Serrao, Jessica (2018-2019). Education Foundations & Exceptionalities, James Madison University
Balfour, Anna (2018-2019). Education Foundations & Exceptionalities, James Madison University
Vinyard, Amy (2017). Communication Sciences & Disorders, James Madison University
Wilbur, Danielle (2016). Educational Psychology, Miami University
Hernandez, Lauren (2016). Speech Pathology and Audiology, Miami University
Garver, Jenaye (2015). Speech Pathology and Audiology, Miami University
Lanham, Amanda (2014). Speech Pathology and Audiology, Miami University
Behrle, Sarah (2011). Educational Psychology, Miami University
Florkey, Laura (2011). Educational Psychology, Miami University
Baumbick, Jessica (2011). Speech Pathology and Audiology, Miami University
Learnard, Elizabeth (2011). Speech Pathology and Audiology, Miami University
Lotycz, Amanda (2010). Educational Psychology, Miami University
Seaman, Sarah (2010). Educational Psychology, Miami University
Nieberding (Pleiman), Kelly (2010). Speech Pathology and Audiology, Miami University
Ketchum, Kate (2010). Speech Pathology and Audiology, Miami University
Bauer, Heather (2009). Speech Pathology and Audiology, Miami University
Geiser, Suzanne (2009). Speech Pathology and Audiology, Miami University
Rutkowski, Christina (2009). Speech Pathology and Audiology, Miami University
Ditkowsky, Fara (2009). Communicative Disorders and Sciences, University at Buffalo
Alicia Purvis (2008). Communicative Disorders and Sciences, University at Buffalo
Gilboa, Sari (2007). Communicative Disorders and Sciences, University at Buffalo
Pitaro, Jillian (2005). Communicative Disorders and Sciences, University at Buffalo
Smith, Laura (2003). Communicative Disorders and Sciences University at Buffalo

SERVICE TO THE DISCIPLINE

Editorial Board Service

2015-present Topics in Language Disorders
2012-2013 Evidence Based Practice Briefs: A scholarly forum for guiding evidence-based practices in speech-language pathology
2009-present Encyclopedia of Autism Spectrum Disorders

Language Section Editor

2017-2018 Journal of Speech, Language, and Hearing Research-Language Section

Associate Editor

2016 Journal of Speech, Language, and Hearing Research-Language Section

Guest Associate Editorships

2014 Language, Speech, and Hearing Services in Schools

2008 Language, Speech, and Hearing Services in Schools

Ad Hoc Manuscript Reviews

American Journal of Speech-Language Pathology
Canadian Journal of Speech-Language Pathology and Audiology
Development and Psychopathology
Developmental Psychology
Early Childhood Research Quarterly
International Journal of Language and Communication Disorders
International Journal of Speech-Language Pathology
Journal of Abnormal Child Psychology
Journal of Autism and Developmental Disabilities
Journal of Communication Disorders
Journal of International Medical Research
Journal of Speech, Language, and Hearing Research
Language, Speech, and Hearing Services in Schools
Logopedics Phoniatrics Vocology
Pilot and Feasibility Studies
Research in Developmental Disabilities
Topics in Language Disorders

Grant Reviews

2018 Council of Academic Communication Sciences & Disorders (CAPCSD), Doctoral
Dissertation Research Scholarships

2013 University of Wisconsin-Milwaukee College of Health Sciences Stimulus for
Enhancing Extramural Development (SEED) Program

2010 American Speech-Language-Hearing Association Grants Workshop

2006 Research Grants Council of Hong Kong

Scholarship Reviews

- 2018 American Speech-Language-Hearing Foundation, New Century Scholars Doctoral Scholarship applications
- 2015 American Speech-Language-Hearing Foundation, New Century Scholars Doctoral Scholarship applications
- 2013 American Speech-Language-Hearing Foundation, New Century Scholars Doctoral Scholarship applications
- 2011 American Speech-Language-Hearing Foundation, New Century Scholars Doctoral Scholarship applications
- 2005 American Speech-Language-Hearing Foundation New Century Scholars Doctoral Scholarship applications

SERVICE TO THE PROFESSION

National Offices Held/Committee Service

- 2015-2017 Re-elected to Special Interest Group 1, Language Learning and Education Coordinating Committee; appointed to serve as the Coordinator of the five-person committee for three-year term from 1/01/2015-12/31/2017
- 2012-2014 Elected to serve on Special Interest Group 1, Language Learning and Education Coordinating Committee; served as on-line coordinator and associate coordinator
- 2008-2011 Appointed to ASHA ad hoc committee to complete a systematic review of the evidence base for assessment and intervention of social communication disorders in school-age children

Ad hoc Service

- 2022 ASHA convention program planning committee, Autism
- 2021 ASHA convention program planning committee, Autism
- 2014 ASHA convention program planning committee, School-Age Language Disorders
- 2013 Expert reviewer, ASHA's Social Communication Practice Portal
- 2011 Editor, "Pragmatic Language Guidelines" for Ohio School-Based Speech Language Pathologists, Ohio Master's Initiatives in Education
- 2010 ASHA convention program planning committee, Language Science
- 2009 ASHA convention program planning committee, Autism Spectrum Disorders
- 2007 ASHA convention program planning committee, Language Disorders in Infants, Toddlers, and Preschoolers
- 2006 Reviewer, New York State Speech, Language, and Hearing Conference
- 2004 Reviewer, New York State Speech, Language, and Hearing Conference
- 2003 ASHA convention program planning committee, Language and Learning in School-age Children

SERVICE TO THE UNIVERSITY, COLLEGE, AND DEPARTMENT

Offices Held/Committee Service

- 2022-2023 Chair, CSD Personnel Advisory Committee for Promotion and Tenure
- 2021-2022 CSD Personnel Advisory Committee for Promotion and Tenure
- 2021-2022 CSD Ad Hoc Committee on Holistic Admissions
- 2019-present JMU's College of Health and Behavioral Studies IPE/IDE Council
- 2016-present JMU's College of Health and Behavioral Studies Graduate Council
- 2016-present, JMU's CSD Speech Language Pathology (SLP) Council
- 2016-present JMU's CSD Ph.D. Council
- 2016-present JMU's CSD Clinical Advisory Council (CAC)
- 2016- Miami University Speech Pathology and Audiology Promotion and Tenure Committee
- 2015-2016 Miami University Speech Pathology and Audiology Faculty Search Committee
- 2014-2016 Miami University Speech Pathology and Audiology Undergraduate Committee
- 2013-2016 Miami University Speech Pathology and Audiology Graduate Admissions Committee
- 2013-2016 Miami University Financial Assistance Committee
- 2013 Miami University Speech Pathology and Audiology Department Chair Search Committee
- 2010 Miami University Speech Pathology and Audiology Faculty Search Committee
- 2010-2016 Faculty Advisor, Miami University's Chapter of Autism Speaks University
- 2002-2009 University at Buffalo Communicative Disorders and Sciences graduate studies committee
- 2004-2008 University at Buffalo Faculty Senate
- 2003-2008 University at Buffalo College of Arts and Sciences Policy Committee
- 2008-2009 University at Buffalo Communicative Disorders and Sciences Admissions Committee
- 2005-2006 University at Buffalo Communicative Disorders and Sciences Faculty Search Committee
- 2004-2005 University at Buffalo Communicative Disorders and Sciences Admissions Committee
- 2003 University at Buffalo Communicative Disorders and Sciences Clinical Faculty Search Committee
- 2003 Interim Graduate Program Director, University at Buffalo Communicative Disorders (summer and fall semesters)

Ad hoc Service

- 2016-present Faculty Speaker, Graduate Open Houses for Recruitment, CSD Department
- 2016 Faculty Speaker, NSSLHA Graduate Night, CSD Department
- 2016 Faculty Representative, NSSLHA Dinner, CSD Department
- 2016-present Faculty Representative, First Generation College Reception, James Madison University
- 2016 Speed Dating with Undergraduates, CSD Department
- 2016 Faculty Representative, Undergraduate Open House, College of Health & Behavioral Studies

- 2013 Faculty Representative, Miami University Bridges Program
- 2013 Faculty Representative, Miami University Majors Fair
- 2011 Faculty Representative, Miami University Welcome program for College of Arts & Sciences
- 2011-2016 Discussion Facilitator, Miami University Freshman Summer Reading Program
- 2011-2016 Faculty Representative, Make It Miami first-year recruitment program
- 2011 Invited Speaker, Miami's chapter of the National Student Speech, Language, and Hearing Association, "Chat with a Professor" event
- 2009-2010 Judge, Miami University's Graduate Research Forum
- 2005 Department representative, University at Buffalo Graduate School Visit
- 2004 Faculty Mentor, University at Buffalo McNair Scholars Summer Research Internship Program
- 2003 Invited Speaker, University at Buffalo Communicative Disorders and Sciences Externship Supervisors
- 2003 Judge, University at Buffalo Sigma Xi Student Research day