

***CURRICULUM VITAE***  
**STEPHEN M. CAMARATA**

Office Address: Department of Hearing and Speech Sciences  
Vanderbilt University School of Medicine  
Nashville, Tennessee 37232-8700

**Education**

- 1979 BA San Diego State University  
Major: Speech Pathology & Audiology  
Minor: Psychology, Linguistics
- 1981 MA San Diego State University  
Major: Speech Pathology & Audiology  
Thesis title: *Cognitive and linguistic skills in the preoperational stage of development*
- 1984 PhD Purdue University  
Dissertation title: *Semantic influences on phonology during language acquisition*  
Minor: Psychometrics, Linguistics, Research Design & Statistics
- 1984-1985 Postdoctoral Fellowship, University of Arizona  
Early Childhood Language Laboratory  
Department of Speech and Hearing Sciences
- 1998-1999 Post Doctoral Fellowship, University of California, Department of Cognitive Sciences

**Professional Affiliation**

American Speech-Language-Hearing Association, since 1982

**Honors**

- 1979 Graduate with High Honors & Distinction in Major (B.A.), San Diego State University
- 1979 Inducted into Phi Kappa Phi (a national Honor Society)
- 1986 Selected to "Outstanding Young Men of America"
- 1987 Selected to "Who's Who in American Universities and Colleges"
- 1988 Selected to "Who's Who Among Health Science Professionals"
- 1991 Selected as Kennedy Center Investigator, Vanderbilt University
- 2001 Selected as Outstanding Clinician, Metro Nashville Health Alliance.

- 2002 Distinguished Faculty Award, Vanderbilt University
- 2012 Elected Fellow, American Speech-Language-Hearing Association
- 2014 **Appointed to Committee on Research**, American Speech-Language-Hearing Association

**Academic Appointments**

- 1985-1988 Assistant Professor, Special Education and Communication Disorders, Pennsylvania State University
  - 1988-1990 Assistant Professor of Speech and Hearing Sciences  
Autism Research Center  
University of California, Santa Barbara
  - 1990-1994 Assistant Professor of Hearing and Speech Sciences,  
Vanderbilt University School of Medicine
  - 1990-present Director, Scottish Rite Child Language Disorders Center,  
Bill Wilkerson Center, Vanderbilt University
  - 1991-present Investigator, John F. Kennedy Center for Research in Human  
Development, Vanderbilt University
  - 1994-2000 Associate Professor of Hearing and Speech Sciences,  
Vanderbilt University School of Medicine
  - 1999-present Associate Professor of Special Education, George  
Peabody College of Education, Vanderbilt University
  - 2000-2002 Acting Director, John F. Kennedy Center for Research in  
Human Development, Vanderbilt University
  - 1999-2008 Deputy Director, John F. Kennedy Center for Research in  
Human Development, Vanderbilt University
  - 2000-present Professor, Department of Hearing & Speech Sciences  
Vanderbilt University School of Medicine.
- Clinical Practice**
- 1981-1982 Clinical Fellow, Purdue University Speech and Hearing Clinic
  - 1985-1988 Clinical Supervisor, The Pennsylvania State University, University  
Park, PA. Caseload includes language disorders and children with  
mental retardation.
  - 1988-1990 Consultant, Autism Research Center, University of California, Santa

Barbara. Caseload includes children with autism and with mental retardation

- 1990-present Director and Lead Clinician, Scottish Rite Child Language Disorders Center. Caseload includes children speech and language disorders, children with autism and with mental retardation.
- 1999-2004 Co-Founder and Lead Speech Pathologist: Down Syndrome Clinic, Vanderbilt University Children's Hospital.
- 2001-2008 Director and Lead Clinician, Vanderbilt-Kennedy Center Late Talker Clinic.

### **Certifications**

- Since 1982 Certificate of Clinical Competence, American Speech-Language-Hearing Association CCC-SLP
- Since 2000 Autism Diagnostic Observation Schedule (ADOS)
- Since 2013 Autism Diagnostic Observation Schedule, Second edition (ADOS-2)
- Since 2013 Autism Diagnostic Observation Schedule, Second edition (ADOS-2), Research Reliable.

### **Extramural Support for Research Program**

- 1984-1985 Noun and verb production in language impaired children, Office of Education Award for postdoctoral study. Completed within the Early Childhood Language laboratory, University of Arizona. Total: \$29,960
- 1989-1993 NIH NIDCD-R01NS26437, Experimental studies of language learning processes. (Keith Nelson, PI); Vanderbilt subcontract (Camarata, PI). Project Period Direct Costs: \$418,000. Total: \$989,623
- 1993-1995 US Department of Education-H023A30052, Evaluation of naturalistic conversation training for improving speech intelligibility in students with severe disabilities, Principal Investigator. Total: \$74,998
- 1993-1996 US Department of Education-H029C30070, Improving speech and language learning disabilities using naturalistic teaching procedures, Principal Investigator. Total: \$509,304
- 1993-1997 NIH NIDCD-R01NS01420, Phonological treatment effects in language disordered children, Principal Investigator. Total: \$698,618
- 1997-2002 NIH NIDCD-R01DC00508, Experimental Studies of Language Learning Processes (Keith Nelson, PI); Vanderbilt subcontract (Camarata, PI). Total: \$399,840

- 1998-2003 NIH NIDCD-P50DC03282, Language Intervention, Principal Investigator, (Ann Kaiser, Keith Nelson, Steve Warren, Paul Yoder, Co-Principal Investigators). Total: \$4,718,000
- 1999-2002 NIH NICHD-P3OHD15052, John F. Kennedy Center for Mental Retardation, Principal Investigator (2000-2002), Total: \$6,319,421
- 2000-2005 NIH NIDCD-R01DC04544, Grammatical Morphology in Specific Language Impairment (Laurence Leonard, PI); Vanderbilt subcontract (Camarata, PI). Total: \$923, 127
- 2002-2004 NIH NICHD-R03HD42509, Speech-intelligibility in Down Syndrome. Principal Investigator, Total: \$152,000
- 2003-2008 NIH DCD-R01 Teaching articulation and grammar to children with SLI. (Paul Yoder, PI, Stephen Camarata, CoI).
- 2007-2010 NIH: NIDCD R01 Treatment of Speech Disorders in Down Syndrome. Stephen Camarata (PI). Total Costs: \$958,951.
- 2008-2011 IES R324A080143: Related Services Intervention for Expressive and Receptive Language Skills in ASD and in CI. Stephen Camarata, PI.
- 2009-2011 NIH NIDCD R34: Evaluation of Sensory Integration Treatment in ASD. Stephen Camarata, PI. Total: \$685,500
- 2009-2013 IES R32: Early Childhood Intervention for Language Disorders. PI: Ann Kaiser, Co-I S, Camarata
- 2010-2014 IES R32: Related Services Intervention for Down Syndrome. PI: Paul Yoder, Co-I S, Camarata
- 2011-2015 IES R32: Listening effort in children with hearing impairment (PI: Fred Bess; CoI Stephen Camarata)

### **Publications**

#### **Book**

Camarata, S. (2014). *Late-Talking Children: A Symptom or a Stage?* Cambridge, MA: MIT Press.

#### **Peer Reviewed Articles and Chapters**

1. Camarata, S., Newhoff, M., & Rugg, B. (1981). Perspective taking in normal and language impaired children. *The Symposium for Research in Child Language Disorders*, 2, 32-45.

2. Leonard, L., Camarata, S., Schwartz, R., Rowan, L., & Chapman, K. (1982). The communicative functions of lexical usage by language impaired children. *Applied Psycholinguistics*, 3, 109-125.
3. Camarata, S. & Gandour, J. (1984). On describing idiosyncratic phonologic systems. *Journal of Speech and Hearing Disorders*, 49, 262-266.
4. Camarata, S., Newhoff, M., & Rugg, B. (1985). Classification skills and language development in language impaired children. *Australian Journal of Human Communication*, 13, 107-116.
5. Camarata, S. & Gandour, J. (1985). Rule invention in the acquisition of morphology. *Journal of Speech and Hearing Disorders*, 50, 40-45.
6. Camarata, S. & Schwartz, R. (1985). Production of object words and action words: Evidence for a relationship between phonology and semantics. *Journal of Speech and Hearing Research*, 28, 323-330.
7. Camarata, S. & Leonard, L. (1985). Children's production of nouns and verbs: Evidence for a semantic phonological interaction. *Papers and Reports in Child Language*, 24, 38-45.
8. Camarata, S. & Gandour, J. (1985). Evidence for the feature [diffuse]. *Journal of Phonetics*, 13, 473-475.
9. Leonard, L., Camarata, S., Schwartz, R., Chapman, K., & Messick, C. (1985). Homonymy and the voiced-voiceless distinction in the speech of children with specific language impairment. *Journal of Speech and Hearing Research*, 28, 215-224.
10. Schwartz, R., & Camarata, S. (1985). Examining relationships between input and language development: Some statistical issues. *Journal of Child Language*, 12, 199-207.
11. Camarata, S. & Leonard, L. (1986). Young children pronounce object words more accurately than action words. *Journal of Child Language*, 13, 51-65.
12. Camarata, S. & Erwin, L. (1987). The long and the short of it: Plural production in a language disordered child. *Symposium for Research in Child Language*, 7, 95-101.
13. Camarata, S., Hughes, C., & Ruhl, K. (1988). Children with mild to moderate behavior disorders: A population at risk for language impairment. *Language, Speech, and Hearing Services in Schools*, 19, 191-200.
14. Camarata, S. (1988). Iconicity in semantics: Suprasegmental marking in the acquisition of the English plural. *Papers and Reports in Child Language*, 27, 38-45.
15. Camarata, S. & Erwin, L. (1988). Rule invention in the acquisition of morphology revisited: A case of transparent semantic mapping. *Journal of Speech and Hearing Research*, 31, 425-431.
16. Datillo, J. & Camarata, S. (1988). Combining speech pathology and therapeutic recreation to encourage self determination for persons with disabilities. *Journal of Expanding Horizons in Therapeutic Recreation*, 3, 12-17.
17. Camarata, S. (1989). Final Consonant repetition: A linguistic perspective. *Journal of Speech and Hearing Research*, 54, 159-162.
18. Camarata, S. & Swisher, L. (1990). A note of intelligence assessment within studies of specific language impairment. *Journal of Speech and Hearing Research*, 33, 205-207.

19. Camarata, S. (1990). Semantic iconicity in plural acquisition: Extending the argument to normal children. *Clinical Linguistics and Phonetics*, 4, 319-325.
20. Dattilo, J. & Camarata, S.\* (1991). Facilitating conversation through self-initiated augmentative communication treatment. *Journal of Applied Behavior Analysis*, 24, 369-378. \*Authorship of this paper is equal.
21. Camarata, S. (1991). Assessment of oral language. In J. Salvia & J. Ysseldyke (Eds.), *Assessment in special and remedial education*. Boston: Houghton-Mifflin.
22. Camarata, S. & Nelson, K. (1992). Treatment efficiency as a function of target selection in the remediation of child language. *Clinical Linguistics and Phonetics*, 6, 167-178.
23. Ruhl, K., Hughes, C., & Camarata, S. (1992). Analysis of the expressive and receptive language characteristics of emotionally handicapped students served in public school settings. *Journal of Childhood Communication Disorders*, 14, 165-176.
24. Camarata, S. (1993). The application of naturalistic conversation training to speech production in children with speech disabilities. *Journal of Applied Behavior Analysis*, 26, 173-182.
25. Nelson, K.E., Loncke, F., & Camarata, S. (1993). Implications of research on deaf and hearing childrens language learning. In M. Marschark & D. Clark (Eds.), *Psychological perspectives on deafness* (pp. 123-151). Hillsdale, NJ: Lawrence Erlbaum.
26. Haley, K., Camarata, S., & Nelson, K. (1994). Social valence in children with specific language impairment during imitation-based and conversation-based language intervention. *Journal of Speech and Hearing Research*, 37, 378-388.
27. Camarata, S., Nelson, K. E., & Camarata, M. (1994). Comparison of conversational-recasting and imitative procedures for training grammatical structures in children with specific language impairment. *Journal of Speech and Hearing Research*, 37, 1414-1423.
28. Camarata, S. (1995). A rationale for naturalistic speech intelligibility intervention. In M. Fey, J. Windsor, and S. Warren (Eds.), *Language intervention: preschool through the early school years* (pp. 63-84). Baltimore: Brookes.
29. Nelson, K. E., Welsh, J., Camarata, S., Butkowsky, L., & Camarata, M. (1995). Available input and available language learning mechanisms for specifically language-delayed and language-normal children. *First Language*, 15, 1-17.
30. Koegel, R. L., Camarata, S. M., and Koegel, L. K. (1995). Aggression and non-compliance: Behavior modification through naturalistic language remediation. In J. L. Matson (Ed.), *Autism in children and adults: Etiology, assessment, and intervention* (pp. 165-180). Pacific Grove, CA: Brooks Cole Publishing Co.
31. Camarata, S. (1996). On the importance of integrating naturalistic language, social intervention, and speech-intelligibility training. In L. Koegel, R. Koegel, & G. Dunlap (Eds.), *Positive behavior support* (pp. 333-351). Baltimore: Brookes.
32. Champion, T., Seymour, H., & Camarata, S. (1996). Narrative discourse of African-American Children. *Journal of Narrative and Life History*, 5, 333-352.
33. Nelson, K. E., Camarata, S., Welsh, J., Butkovsky, L., Camarata, M. (1996). Effects of imitative and conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language-normal

- children. *Journal of Speech and Hearing Research*, 39, 850-859.
34. Camarata, S., Nelson, K., & Camarata, M. (1996). On the importance of providing detailed procedural descriptions in treatment research. *Journal of Speech and Hearing Research*, 39, 222-223.
  35. Nelson, K., & Camarata, S. (1996). Improving English literacy and speech acquisition learning conditions for children with severe to profound hearing impairments. *Volta Review*, 98(2), 17-41.
  36. Camarata, S. (1997). Assessment of oral language. In J. Salvia & J. Ysseldyke (Eds.), *Assessment in special and remedial education*. Boston: Houghton-Mifflin. (Revised and expanded version of the chapter originally prepared in 1991).
  37. Koegel, L., Camarata, S., & Valdez-Menchaca, M. (1998). Setting generalization of question-asking by children with autism. *American Journal of Mental Retardation*, 102, 346-357.
  38. Koegel, R., Camarata, S., Koegel, L., Ben-Tal, A., & Smith, A. (1998). Increasing speech intelligibility in children with autism. *Journal of Autism and Developmental Disorders*, 28(3), 243-251.
  39. Camarata, S. (1999). Connecting speech and language: clinical applications. In R. Paul (Ed.), *Exploring the speech-language connection* (Vol. 8, pp. 299-319). Baltimore: Brookes.
  40. Smith, A., & Camarata, S. (1999). Using teacher-implemented instruction to increase language intelligibility of children with autism. *Journal of Positive Behavior Interventions*, 1(3), 141-151.
  41. Camarata, S. & Gibson, T. (1999). Pragmatic Language Deficits in Attention-Deficit Hyperactivity Disorder (ADHD). *Journal of Mental Retardation and Developmental Disabilities Research Reviews*, 5, 207-214.
  42. Camarata, S.M. (2000). The Pragmatics of Paediatric Language Intervention: Issues and Analysis. In Nicole Müller (Ed.), *Pragmatics in Speech and Language Pathology: Studies in Clinical Applications* (pp. 139-163) Amsterdam: John Benjamins Publishing Co.
  43. Nelson, K., Welsh, J., Camarata, S., Tjus, T., & Heimann, M. (2001). A Rare Event Transactional Model of Tricky Mix Conditions Contributing to Language Acquisition and Varied Communicative Delays. *Children's Language: Interactional Contributions to Language Development* (Vol. 11, pp. 165-195). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
  44. Camarata, S. & Yoder, P. (2002). Language transactions during development and intervention: Theoretical implications for developmental neuroscience. *International Journal of Developmental Neuroscience*. 20, 459-467.
  45. Camarata, S. & Nelson, K. E. (2002). Measurement and the diagnosis of speech and language disorders in children. *Peabody Journal of Education*, 77(2), 106-116.
  46. Gillum, H., Camarata, S., & Nelson, K. E., Camarata, M. (2003). Pre-intervention imitation skills as a predictor of treatment effects in children with specific language impairment. *Journal of Positive Behavior Intervention*, 5(3), 171-178.

47. Camarata, S., & Conture, E. (2003). Disorders of speech and language development. In M. Wolraich (Ed.), *Disorders of development and learning* (3<sup>rd</sup> ed., pp. 175-194). Hamilton, Ontario: B.C. Decker, Inc
48. Camarata, S. (2003). Assessment of language and language disorders. In M. Wolraich (Ed.), *Disorders of development and learning* (3<sup>rd</sup> ed., pp. 49-60). Hamilton, Ontario: B.C. Decker, Inc.
49. Gillum, H., & Camarata, S. (2004). Importance of treatment efficacy research on language comprehension in MR/DD research. *Mental Retardation and Developmental Disabilities Research Reviews*, *10*, 201-207.
50. Haines, J., & Camarata, S. (2004). Examination of candidate genes in language disorder: A model of genetic association in treatment studies. *Mental Retardation and Developmental Disabilities Research Reviews*, *10*, 208-217.
51. Camarata, S., & Wertz, R. T. (2004). Treatment efficacy research: A window into genetic and neurodevelopmental correlates of developmental disabilities. *Mental Retardation and Developmental Disabilities Research Reviews*, *10*, 159-162.
52. Leonard, L., Camarata, S., Brown, B., & Camarata, M. (2004). Tense and agreement in the speech of children with specific language impairment: Patterns of generalization through intervention. *Journal of Speech-Language-Hearing Research*, *47*, 1363-1379.
53. Yoder, P., Camarata, S., & Gardner, E. (2005). Treatment effects on speech intelligibility and length of utterance in children with specific language and intelligibility impairments. *Journal of Early Intervention*, *28*, 34-49
54. Camarata, S. (2005). Differential Diagnosis of Autism and other Developmental Disabilities in International Adoption Cases: The Implications of Language Abilities: *Journal of Cognitive Education and Psychology*, *5*, 2005, 89-102.
55. Camarata, S., & Nelson, K. (2006). Conversational Recast Intervention with Preschool and Older Children. In R. McCauley & M. Fey (Eds.), *Treatment of language disorders in children*. (pp. 237-264). Baltimore: Brookes Publishing.
56. Leonard, L., Camarata, S., Pawlowska, M., Brown, B. & Camarata, M. (2006). *Tense and Agreement Morphemes in the Speech of Children with Specific Language Impairment During Intervention: Phase II*. *Journal of Speech-Language-Hearing Research*, *49*, 749-770.
57. Yoder, P., Camarata, S., Camarata, M. & Williams, S. (2006). Association between differentiated processing of syllables and comprehension of grammatical morphology in children with Down syndrome. *American Journal on Mental Retardation*, *111*, 138-152.
58. Camarata, S. & Woodcock, R. (2006). Sex Differences in Processing Speed: Developmental Effects in Males and Females. *Intelligence*, *34*, 231-252
59. Camarata, S., Yoder, P., & Camarata, M. (2006). Simultaneous treatment of grammatical and speech-comprehensibility deficits in children with Down syndrome. *Down Syndrome Research and Practice*, *11*, 9-17.
60. Leonard, L., Camarata, S., Brown, B. & Camarata, M. (2008). The acquisition of tense and agreement in the speech of children with specific

- language impairment: Patterns of generalization through intervention. *Journal of Speech-Language-Hearing Research*, 51, 120-125.
61. Powlowska, M., Leonard, L., Camarata, S., Brown, B. & Camarata, M. (2008). Factors accounting for the ability of children with SLI to learn agreement morphemes in intervention. *Journal of Child Language*, 35, 25-53.
  62. Camarata, S. (2008). Fast ForWord® does not significantly improve language skills in children with language disorders. *Evidence-Based Communication Assessment and Intervention*, 2, 96-98.
  63. Camarata, S., Nelson, K., Gillum, H. & Camarata, M. (2009). Incidental Receptive Language Growth Associated with Expressive Grammar Intervention in SLI. *First Language*, 29, 51-63.
  64. Koegel, R., Koegel, L., & Camarata, S. (2010). Definitions of empirically supported treatment. *Journal of Autism and Developmental Disorders*, 40, 516-517.
  65. Camarata, S. (2010). Word based phonological intervention: Issues and evidence (pp. 381-406). In L. Williams, S. McCloud & R. McCauley (Eds.) *Phonological intervention in children*. Baltimore: Brookes.
  66. Craig-Unkefer, L. & Camarata, S. (2010). Language intervention in AAE speaking children. *Topics in Language Disorders*, 30, 205-222.
  67. Camarata, S., & Camarata, M. (2010). Cognitive and Achievement Correlates of Language Disorders. *Comprehensive Evaluations: Case Reports for Psychologists, Diagnosticians, and Special Educators*, 5, 23. In N. Mather & L. Jaffe (Eds.), *Assessment in Clinical and School Psychology*. Baltimore: Brookes.
  68. Stevenson, R., Siemann, J., Eberly, H., Schneider, B., Camarata, S., & Wallace, M. (2012). Atypical development of temporal perception in ASD is associated with deficits in audiovisual speech integration. *Journal of Vision*, 12(9), 1034-1034.
  69. Camarata, S. (2012). Perspective: Think Developmentally. *The ASHA Leader*.
  70. Camarata, S. (2013). Pediatric Hearing Impairment, Autism, and Autism Spectrum Disorder: Implications for Clinicians. *SIG 9 Perspectives on Hearing and Hearing Disorders in Childhood*, 23(1), 4-12.
  71. Camarata, S. (2013) Which Late Talkers Require Intervention? Matching Child Characteristics and Risk Factors to Treatment. In L. Rescorla and P. Dale (Eds.). *Research on Late Talkers*. Baltimore: Brookes.
  72. Stevenson, R. A., Siemann, J. K., Schneider, B. C., Eberly, H. E., Woynaroski, T. G., Camarata, S. M., & Wallace, M. T. (2014). Multisensory temporal integration in autism spectrum disorders. *The Journal of Neuroscience*, 34(3), 691-697.
  73. Stevenson, R. A., Siemann, J. K., Woynaroski, T. G., Schneider, B. C., Eberly, H. E., Camarata, S. M., & Wallace, M. T. (2014). Brief report: arrested development of audiovisual speech perception in autism spectrum disorders. *Journal of autism and developmental disorders*, 44(6), 1470-1477.

74. Stevenson, R. A., Siemann, J. K., Woynaroski, T. G., Schneider, B. C., Eberly, H. E., Camarata, S. M., & Wallace, M. T. (2014). Evidence for Diminished Multisensory Integration in Autism Spectrum Disorders. *Journal of autism and developmental disorders*, 1-7.
75. Camarata, S. (2014). Early identification and early intervention in autism spectrum disorders: Accurate and effective?. *International Journal of Speech-Language Pathology*, 16(1), 1-10.
76. Hornsby, B. W., Werfel, K., Camarata, S., & Bess, F. H. (2014). Subjective Fatigue in Children With Hearing Loss: Some Preliminary Findings. *American journal of audiology*, 23(1), 129-134.
77. Camarata, S. (2014). Validity of early identification and early intervention in autism spectrum disorders: Future directions. *International journal of speech-language pathology*, 16(1), 61-68.

**Professional Service (Peer Reviewer).**

*Journal of Speech and Hearing Disorders* (1984)

*Journal of Speech and Hearing Research* (1984-85)

*Journal of Experimental Child Psychology* (1985)

Annual convention of the American Speech-Language-Hearing Association, submitted papers (1986)

State of Louisiana, Department of Higher Education; Research Initiation Award Program, grant review (1989)

*American Journal of Mental Deficiency* (1991)

*Clinical Linguistics and Phonetics* (1991)

*American Journal on Mental Retardation* (1991-present)

*American Journal of Speech-Language Pathology* (1991-present)

*Journal of the Acoustical Society of America* (1991-present)

*Journal of Speech, Language and Hearing Research* (since 1985)

*Language, Speech, and Hearing Services in the Schools* (1987)

*Journal of Positive Behavior Intervention*, Editorial Board, (Since 1999).

*Evidence Based Practice in Communication Disorders*, Editorial Board (Since 2002)

US Department of Education, Model demonstration research awards (1993)

National Institute of Health, R03 grants program (1994)

US Department of Education, Advancing the knowledge base grant competition (1994-95)

US Department of Education, Personnel preparation grant competition (1994-95)

National Institute of Health, Program-Project grant competition (1995)

US Department of Education, Special projects, development of assessment systems (1995).

National Institute of Mental Health, Child psychiatry study group (1995-96)

US Department of Education, Panel member for reviews (1997-2002)

National Institute of Health, Small grants program (1999)

National Institutes of Health, National Institute on Deafness and other Communication Disorder, Small grants program (2000)

National Institutes of Health, Graduate Training (F) Grants (2001-2006). Committee chair, 2005 & 2006)

National Institutes of Health, Chartered Member of Review Panel, Child Psychopathology and Developmental Disabilities (CPDD), 2007-2011.

National Institutes of Health, Chair of Review Panel, Child Psychopathology and Developmental Disabilities (CPDD), 2009-2011

National Institutes of Health, Chair of Review Panel, R15 Competition, Fall 2011.

National Institutes of Health, Autism Centers for Excellence (ACE). Review Panel. Spring 2012

### **Additional Service**

1991 Coach, Green Hills Little League, Nashville, TN

1991-1992 Advisory board, Outlook Nashville, Nashville, TN

1993-1994 Coach, 6th grade basketball team, Christ the King School, Nashville, TN

1993-1994 Member, Strategic planning committee, Nashville Parochial School District

- 1991-1996 Assistant Scoutmaster, Troop 11, Nashville, TN
- 1992-1996 Member, School board, Christ the King School, Nashville, TN
- 1993-1996 Instructor and moderator, Math Club, Christ the King School, Nashville, TN
- 1994-1997 Parent Representative, Advisory Board, Caldwell Public School, Nashville, TN
- 1996-1998 PTA Board, Jones-Buena Vista Public School, Nashville, TN
- 1996-2002 Parent Advisory Board, Hull-Jackson Public School, Nashville, TN
- 1997-2000 Instructor and moderator, Math Club, Montgomery Bell Academy, Nashville, TN (1999 District Champions, Math Counts).
- Since 1997 Volunteer IEP Consultant, Metro Nashville Public Schools.
- Since 2001 National Volunteer IEP Consultant. Conference call advice to IEP teams includes Alabama, Arizona, Arkansas, California, Florida, Georgia, Kentucky, Massachusetts, New York, Texas, Washington.
- Since 2009 Mentor/Instructor. Clinical Practice Research Institute. American, Speech-Language Hearing Association.