

Curriculum Vitae
LING-YU GUO

ACADEMIC POSITIONS

- 2016-present **Associate Professor, Director of Graduate Studies**
Department of Communicative Disorders and Sciences
University at Buffalo – The State University of New York, Buffalo, NY
- 2010-2016 **Assistant Professor**
Department of Communicative Disorders and Sciences
University at Buffalo – The State University of New York, Buffalo, NY
- 2014 **Adjunct Assistant Professor** (05/2014 - 06/2014)
Program in Audiology and Speech Therapy, Department of Special
Education, National Kaohsiung Normal University, Kaohsiung, Taiwan

CERTIFICATION

- 2011-present Certificate of Speech-Language Pathologist, Ministry of Health and
Welfare, Taiwan
- 2002 Certificate of Elementary School English Teacher, Tainan County, Taiwan

CLINICAL EXPERIENCE

- 2001-2003 Speech-Language Pathologist, Department of Otolaryngology, Chi Mei
Medical Center, Tainan, Taiwan

RESEARCH INTERESTS

- Syntactic development and deficits in typical and atypical populations (children with hearing impairment, specific language impairment)
- The effect of input frequency on language acquisition and processing
- Prosodic and contextual constraints on the production of grammatical morphemes in children
- Language learning mechanisms, with particular interests in analogy, executive functioning, statistical learning, and phonological processing
- Development of conversational and narrative skills in children

RESEARCH GRANTS

Funded Research Grants:

- Guo, L.** (2012). *Acquisition of tense markers in children with cochlear implants: The role of speech perception and working memory*. 2012 New Century Scholar Research Grant, American Speech Language and Hearing Foundation, \$10,000, P.I.
- Guo, L.** (2011). *Perception of grammatical morphemes in children with cochlear implants*. 2011-2012 Advancing Academic-Research Career (AARC) Award, American Speech Language and Hearing Association, \$5,000, P.I.
- Guo, L.** (2010). *Acquisition of copula and auxiliary BE in children with specific language impairment*. Language Learning Research Grant. Language Learning: A Journal of Research in Language Studies, Blackwell Publishing, \$10,000, P.I.
- Guo, L.** (2007). *Acquisition of copula and auxiliary BE in English-speaking children*. Language Learning Dissertation Grant. Language Learning: A Journal of Research in Language Studies, Blackwell Publishing, \$1500, P.I.
- Guo, L.** (2006). *Acquisition of copula and auxiliary BE in English-speaking children*. The 2006 Student Research Grant in Early Childhood Language. American Speech-Language-Hearing Foundation (ASHF), \$2,000, P.I.
- Yiu, C., Lin, Y., & **Guo, L.** (2002). *Lexical tones in Mandarin alaryngeal speech: An acoustic and perceptual study*. Chi Mei Medical Center Research Grant, \$8,000, Co-P.I.

Submitted Research Grant, Not Funded

- Guo, L.** (2015). *Sensitivity to phonological regularities and its impact on morphosyntactic production in English-speaking children with cochlear implants*. National Institute on Deafness and Other Communication Disorders 1 R03 DC015289-01, Requested Direct Cost: \$300,000, P.I.
- Guo, L.** (2014). *Acquisition of tense markers in children with cochlear implants: The roles of speech perception and working memory*. National Institute on Deafness and Other Communication Disorders 1R03DC014332-01, Requested Direct Cost: \$300,000, P.I.

PUBLICATIONS

- Guo, L.,** & Spencer, L. (resubmitted). How grammatical are English-speaking children with cochlear implants? A longitudinal study. *Journal of Speech, Language, and Hearing Research*.
- Eisenberg, S., & **Guo, L.** (under revision). Can percent grammatical responses be used as a

general outcome measure? *Language, Speech, and Hearing Services in Schools*.

- Guo, L.,** & Schneider, P. (2016). Differentiating school-aged children with and without language impairment using tense and grammaticality measures from a narrative task. *Journal of Speech, Language, and Hearing Research*, 59(2), 317-329.
- Eisenberg, S. & **Guo, L.,** (2016). Using language sample analysis in clinical practice: Measures of grammatical accuracy for identifying language impairment in preschool and school-age children. *Seminars in Speech and Language*, 37(2), 106-116.
- Guo, L.,** McGregor, K., & Spencer, L. (2015). Are young children with cochlear implants sensitive to the statistics of words in the ambient spoken language? *Journal of Speech, Language, and Hearing Research*, 58(3), 987-1000.
- Guo, L.** & Eisenberg, S. (2015). Sample length affects the reliability of language sample measures: Evidence from parent-elicited conversational samples. *Language, Speech, and Hearing Services in Schools*, 46, 141-153.
- Eisenberg, S., & **Guo, L.** (2015). Sample size for measuring grammaticality in preschool children from picture-elicited language samples. *Language, Speech, and Hearing Services in Schools*, 46, 81-93.
- Guo, L.,** & Eisenberg, S. (2014). The diagnostic accuracy of two tense measures for identifying three-year-olds with language impairment. *American Journal of Speech-Language Pathology*, 23, 203-212.
- Guo, L.,** Spencer, L., & Tomblin, J. B. (2013). Acquisition of tense marking in English-speaking children with cochlear implants: A longitudinal study. *Journal of Deaf Studies and Deaf Education*, 18(2), 187-205.
- Spencer, L., & **Guo, L.** (2013). Consonant development in pediatric cochlear implant users who were implanted before 30 months of age. *Journal of Deaf Studies and Deaf Education*, 18(1), 93-109.
- Eisenberg, S., & **Guo, L.** (2013). Differentiating children with and without language impairment based on grammaticality. *Language, Speech, and Hearing Services in Schools*, 44, 20-31.
- Eisenberg, S., **Guo, L.,** & Germezi, M. (2012). How grammatical are three-year-olds? *Language, Speech, and Hearing Services in Schools*, 43, 36-52.
- Guo, L.,** Owen, A., & Tomblin, J. B. (2011). The role of developmental levels in examining the effect of subject types on the production of auxiliary 'is' in young English-speaking children. *Journal of Speech, Language, and Hearing Research*, 54, 1658-1666.
- Guo, L.,** Owen, A., & Tomblin, J. B. (2010). Effect of subject types on the production of auxiliary 'is' in young English-speaking children. *Journal of Speech, Language, and Hearing Research*, 53, 1720-1741.
- McGregor, K., Rost, G., **Guo, L.,** & Sheng, L. (2010). What compound words mean to children

with SLI. *Applied Psycholinguistics*, 31, 463-487.

- Guo, L.**, Tomblin, J. B., & Samelson, V. (2008). Speech disruptions in the narratives of English-speaking children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 51, 722-738.
- Guo, L.**, Yiu, C., Lin, Y., Hsu, C., & Huang, H. (2005). Stop consonants in Mandarin alaryngeal speech: An acoustic and perceptual study. *Journal of the Speech-Language-Hearing Association of Republic of China*, 18, 36-56. (In Mandarin)
- Guo, L.**, Lin, Y., & Chiu, M. (2003). An acoustic and perceptual analysis to the effect of botulinum toxin on Taiwanese adductor spasmodic dysphonia: A case report. *Journal of the Speech-Language-Hearing Association of Republic of China*, 17, 47-62. (In Mandarin)
- Huang, H., Wang, C., & **Guo, L.** (2003). Fundamental frequency, intensity, and stability of Mandarin vowels /i/, /a/, and /u/: An acoustic study. *Journal of the Speech-Language-Hearing Association of Republic of China*, 17, 31-44. (In Mandarin)
- Guo, L.**, Chiu, M., Chang, C., Lee, S., & Hong, G. (2000). Consonant duration in Taiwanese flaccid and spastic dysarthria and its clinical significance. *Journal of the Speech-Language-Hearing Association of Republic of China*, 15, 11-23. (In Mandarin)

SCIENTIFIC PRESENTATIONS

Conference Presentations – Peer Reviewed (Student Collaborators Underlined)

- Guo, L.**, Balon, T., Shea, L., & Spencer, L. (2016, November). Two are not always better than one: Consonant development in children with bilateral cochlear implants. Poster to be presented at *The 2016 Convention of American Speech-Language-Hearing Association*, Philadelphia, USA
- Guo, L.**, Schneider, P., & Eisenberg, S. (2016, June). Using percent grammatical utterances for differentiating children with and without language impairment from four to nine years: Evidence from a narrative task. Poster presented at *The 37th Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Min, H., **Guo, L.**, & Higginbotham, J. (2016, June). Development of writing processes in school-age children: Evidence from an on-line narrative generation task. Poster presented at *The 37th Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Feenaughty, L., Benedict, R.H.B., **Guo, L.**, & Tjaden, K. (2016, March). Impact of cognitive function and dysarthria on spoken language and perception in multiple sclerosis. Poster presented at the Biennial Conference on Motor Speech, Newport Beach, California.

- Guo, L.,** Spencer, L., Imagna, K., & Kuehlewind, K. (2015, November). How grammatical are English-speaking children with cochlear implants: Evidence from a story-retell task. Poster presented at *The 2015 Convention of American Speech-Language-Hearing Association*, Denver, USA. (received the Meritorious Poster Award)
- Guo, L.,** Schneider, P., Cavallari, A., & Steed, K. (2015, June). How well do complex sentence measures differentiate children with and without language impairment? Evidence from a narrative generation task. Poster presented at *The 36th Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Guo, L.,** McGregor, K., & Spencer, L. (2014, November). The emerging lexicon in English-speaking children with cochlear implants: The roles of word frequency and neighborhood density. Poster presented at *The 2014 Convention of American Speech-Language-Hearing Association*, Orlando, USA.
- Guo, L.,** & Schneider, P. (2014, June). Differentiating school-aged children with and without language impairment using grammaticality measures from a narrative task. Poster presented at *The 35th Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Guo, L.,** & Eisenberg, S. (2013, November). Are shorter samples as good as longer samples? Poster presented at *The 2013 Convention of American Speech-Language-Hearing Association*, Chicago, USA. (received the Meritorious Poster Award)
- Eisenberg, S., & **Guo, L.,** & (2013, November). Using percent grammatical utterances to identify language impairment: Can we use fewer pictures? Poster to be presented at *The 2013 Convention of American Speech-Language-Hearing Association*, Chicago, USA.
- Guo, L.,** & Van Horne, A. (2013, June). Effect of predicate types on the production accuracy of copula 'is' in young English-speaking children. Poster presented at *The 34th Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Guo, L.,** & Spencer, L. (2012, November). Factors affecting tense marking in English-speaking children with cochlear implants. Paper presented at *The 2012 Convention of American Speech-Language-Hearing Association*, Atlanta, USA.
- Guo, L.,** & Eisenberg, E. (2012, June). The diagnostic accuracy of two tense measures in identifying three-year-olds with language impairment. Poster presented at *The 33rd Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Eisenberg, S., & **Guo, L.** (2011, June). Percent grammatical utterances produced by language impaired and typical children. Poster presented at *The 32nd Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin,

USA.

- Guo, L.,** Owen, A., & Tomblin, J.B. (2010, November). Abstractness of representation of auxiliary BE in young English-speaking children. Paper presented at *The 2010 Convention of American Speech-Language-Hearing Association*, Philadelphia, USA.
- Eisenberg, S., & **Guo, L.** (2010, November). Diagnosing language impairment in three-year-olds based on grammaticality. Poster presented at *The 2010 Convention of American Speech-Language-Hearing Association*, Philadelphia, USA.
- Guo, L.,** Owen, A., & Tomblin, J.B. (2010, June). Three accounts of case errors of subject pronouns in young English-speaking children. Poster presented at *The 31st Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Eisenberg, S., & **Guo, L.** (2010, June). How grammatical are three-year-olds. Poster presented at *The 31st Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Owens, R., **Guo, L.**, & Spencer, L. (2009, November). Revisiting language samples: The assessment method we love to hate. Seminar presented at *The 2009 Convention of American Speech-Language-Hearing Association*, New Orleans, USA.
- Guo, L.,** Tomblin, J.B., & Spencer, L. (2009, June). Tense marking in English-speaking children with cochlear implants: The role of speech production, speech perception, and length of auditory deprivation. Paper to be presented at *The 12th Symposium on Cochlear Implants in Children*, American College of Surgeons, Seattle, USA.
- Guo, L.,** Owen, A., & Tomblin, J.B. (2009, June). The effect of subject types on the production of auxiliary 'is' in young English-speaking children. Poster presented at *The 30th Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Guo, L.,** Spencer, L., Tomblin, J. B., & Walker, B. & Gantz, B. (2008, November). Acquisition of tense marking in children with cochlear implants: A surface hypothesis account. Paper presented at *The 33rd Boston University Conference on Language Development*, Boston University, Boston, USA.
- Guo, L.,** Spencer, L., Tomblin, J. B., & Walker, B. (2008, November). Acquisition of tense marking in children with cochlear implants. Paper presented at *The 2008 Convention of American Speech-Language-Hearing Association*, Illinois, USA.
- Guo, L.,** Tomblin, J. B., & Owen, A. (2008, June). The effect of subject types, predicate types, and input frequency on the production of copula 'is': Case studies. Poster presented at *The 29th Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.

- McGregor, K., Rost, G., & **Guo, L.** (2007, June). Are children with SLI challenged by the lexical or grammatical components of compound words? Poster presented at *The 28th Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Guo, L.**, Tomblin, J. B., & Samelson, V. (2006, November). Pauses in the narratives of English-speaking children with SLI. Paper presented at *The 2006 Convention of American Speech-Language-Hearing Association*, Florida, USA.
- Guo, L.**, & Tomblin, J. B. (2005, June). Pauses in the narratives of English-speaking children with SLI. Poster presented at *The 26th Annual Symposium on Research in Child Language Disorders*, University of Wisconsin-Madison, Wisconsin, USA.
- Ballard, K. Maas, E. Robin, D., & **Guo, L.** (2005, June). Treating interarticulator coordination in apraxia of speech with variable practice. Paper presented at *The 35th Annual Clinical Aphasiology Conference*, Sanibel Island, Florida, USA.
- Guo, L.**, Yiu, C., Lin, Y., Hsu, C., & Huang, H. (2003, January). Consonants in Mandarin alaryngeal speech. Paper presented at *The 2003 Annual Meeting of Speech-Language-Hearing Association of Republic of China*, Taichung, Taiwan.
- Guo, L.**, Lin, Y., & Hsu, S. (2002, November). Adjustment disorder in individuals with hearing impairment: A case study. Paper presented at the *Conference on Mental Health, Education and Communication of the Deaf People*, National Tainan Teacher's College, Taiwan.
- Guo, L.**, Lin, Y., Hsu, C., Huang, H., & Yiu, C. (2002, November). Lexical tones in Mandarin alaryngeal speech: An acoustic and perceptual study. Paper presented at *The Eighth International Symposium on Chinese Languages and Linguistics*, Academia Sinica, Taiwan.
- Guo, L.**, Yiu, C., Lin, Y., Hsu, C., & Huang, H. (2002, November). Intelligibility of consonants and lexical tones in Mandarin alaryngeal speech: A preliminary study. Poster presented at *The Third Asia Pacific Conference on Speech, Language and Hearing*, Taichung, Taiwan.
- Guo, L.**, Lin, Y., & Chiu, M. (2002, January). The effect of Botox on Taiwanese adductor spasmodic dysphonia: A case report. Paper presented at *The 2002 Annual Meeting of Speech-Language-Hearing Association of Republic of China*, Taipei, Taiwan.
- Guo, L.** (1999, July). Consonant duration in the speech of Taiwanese neurogenic dysarthrics. Paper presented at *The Fourth Conference on Phonetics and Phonology in China*, Institute of Acoustics, Academia Sinica, Beijing, China.
- Guo, L.** (1999, January). Mandarin loanword phonology and optimality theory: Evidence from transliterated American state names and typhoon names. Paper presented at *The Thirteenth Pacific Asia Conference, Language and Computation*, Taipei, Taiwan.
- Guo, L.** (1998, May). Prosodic cues and given/new information in Mandarin speech. Paper presented at the *Conference on Phonetics of the Languages in China*, May 28-30, City

University of Hong Kong, Hong Kong.

- Guo, L.** (1998, March). A constraint-based analysis to Yami reduplication. Paper presented at *The Fifth Annual Meeting of the Austronesian Formal Linguistics Association*, University of Hawaii at Manoa, Honolulu, USA.
- Guo, L.** (1998). A prosodic-morphology approach to Yami reduplication. In T. Wang (ed.), *Proceedings of 1998 National Conference on English Literature and Linguistics* (pp. 137-153). Taipei: Crane.
- Guo, L.** (1998). Fundamental frequency and given/new information: A preliminary study. In L. Huang (ed.), *Proceedings of 1997 National Conference on English/American Literature and Linguistics*, Taipei: Crane.

Invited Talks

- Guo, L.** (2016, July). *Identification of early signs of autism spectrum disorders: A focus on social communication in infants and toddlers*. Department of Audiology and Speech Therapy, Asia University, Taiwan.
- Guo, L.** (2016, January). *Are young children with cochlear implants sensitive to the statistics of words in the ambient spoken language?* Graduate Institute of Linguistics, National Taiwan University, Taiwan.
- Guo, L.** (2015, March). *Lexical and morphosyntactic development in children with cochlear implants: The role of input properties*. Department of Hearing and Speech Sciences, University of Maryland, USA.
- Guo, L.** (2015, January). *Differentiating English-speaking children with and without language impairment using tense and grammaticality measures from a narrative task*. Graduate Institute of Linguistics, National Chung Cheng University, Taiwan.
- Guo, L.** (2015, January). *Reliability and diagnostic accuracy of language sample measures*. Department of Speech and Hearing Disorders and Sciences, National Taipei University of Nursing and Health, Taiwan.
- Guo, L.** (2015, January). *Evidence-based assessment and intervention of prelinguistic communication skills: What do the SLPs have to know?* Department of Speech Therapy and Audiology, Chung Shan Medical University, Taichung, Taiwan.
- Guo, L.** (2014, June). *Central auditory processing disorders: The role of speech-language pathologists*, Department of Speech Therapy and Audiology, Chung Shan Medical University, Taichung, Taiwan.
- Guo, L.** (2014, January). *How does an English major become a speech-language pathologist/audiologist? An introduction to communication disorders*, Department of Foreign Language and Literature, National Sun Yat-Sen University, Kaohsiung, Taiwan.

- Guo, L.** (2013, May). *Narratives: A clinical application*. Graduate Institute of Audiology and Speech Therapy, National Kaohsiung Normal University, Taiwan.
- Guo, L.** (2013, May). *How does an English major become a speech-language pathologist? An introduction to communication disorders*, Department of English, Tamkang University, Taipei, Taiwan.
- Guo, L.** (2013, January). *Acquisition of tense marking in English-speaking children with cochlear implants: The roles of speech perception and working memory*, Center of Cognitive Science, University at Buffalo.
- Guo, L.** (2012, May). *What pauses tell us about children's language ability? Evidence from specific language impairment*. Graduate Institute of Linguistics, National Chung Cheng University, Taiwan.
- Guo, L.** (2011, June). *Speech disruptions in the narratives of English-speaking children with SLI*. Department of Speech and Hearing Disorders and Sciences, National Taipei University of Nursing and Health, Taiwan.
- Guo, L.** (2011, May). *Speech disruptions in the narratives of English-speaking children with SLI*. Graduate Institute of Audiology and Speech Therapy, National Kaohsiung Normal University, Taiwan.
- Guo, L.** (2010, November). *Effect of subject types on the production accuracy of auxiliary 'is' in young English-speaking children*, Center of Cognitive Science, University at Buffalo.

Workshops

- Guo, L.** (2016, July). Evidence-based assessment and intervention of prelinguistic communication: What do the SLPs have to know? Taiwan Speech-Language-Hearing Association, Taichung, Taiwan. (Role: Lecturer)
- Guo, L.** (2016, June). Evidence-based assessment and intervention of prelinguistic communication: What do the SLPs have to know? Program in Audiology and Speech Therapy, Department of Special Education, National Kaohsiung University, Taiwan.
- Guo, L.** (2016, May). Evidence-based assessment and intervention of prelinguistic communication: What do the SLPs have to know? Buffalo Hearing and Speech Center, Buffalo, USA
- Guo, L.** (2016, January). Evidence-based assessment and intervention of prelinguistic communication: What do the SLPs have to know? Taiwan Speech-Language-Hearing Association, Taipei & Tainan, Taiwan. (Role: Lecturer)
- Guo, L.** (2014, January). Narrative assessment and intervention, Taiwan Speech-Language-Hearing Association, Taipei, Taiwan. (Role: Lecturer)
- Guo, L.** (2014, January). Narrative assessment and intervention. Graduate Institute of Audiology

and Speech Therapy, National Kaohsiung Normal University, Kaohsiung, Taiwan. (Role: Lecturer)

Guo, L. & Higginbotham, J. (2013, November). Evaluating the evidence: Language sample analysis and graphing. Department of Communicative Disorders and Sciences, University at Buffalo, Buffalo. (Role: Lecturer)

Guo, L. (2013, May). Narrative assessment and intervention, The Union of Speech-language Pathologists in Taichung, Taichung, Taiwan. (Role: Lecturer)

HONORS AND AWARDS

2015	Meritorious Poster Award, The 2015 Convention of the American Speech, Language, and Hearing Association (ASHA) – 54 out of 1573 (3.4%) posters were recognized
2014	Travel Award, The 12th Research Conference: Lessons for Success, American Speech, Language, and Hearing Association (ASHA)
2013	Meritorious Poster Award, The 2013 Convention of the American Speech, Language, and Hearing Association (ASHA) – 53 out of 1634 (3.2%) posters were recognized
2012-2015	Travel Award, College of Arts and Sciences, University at Buffalo
2009	Trainee Scholarship Award, The 12th Symposium on Cochlear Implants in Children
2008	Graduate College Summer Fellowship, Graduate College, University of Iowa
2007	Scholarship, Summer Institute in Communication Sciences and Disorders, Council of Academic Programs in Communication Sciences and Disorders
2007	Kenneth T. Key Scholarship, Graduate College, University of Iowa
2007	Travel Award, The 5th Research Conference: Lessons for Success, American Speech-Language-Hearing Foundation (ASHF)
2005	Travel Award, The 2005 Convention of the American Speech, Language, and Hearing Association (ASHA)
2005, 2008-2010	National Institute of Health (NIH) Travel Award, Symposium on Research in Child Language Disorders (SRCLD)
2003-2009	Graduate Assistantship, Department of Communication Sciences and Disorders, University of Iowa
1998	Scholarship, Institute of Linguistics, Academia Sinica, Taiwan
1998	Scholarship, Chiang Jing-Kuo International Academy Exchange

	Foundation, Taiwan
1998	Scholarship, Graduate Institute of Linguistics, National Chengchi University, Taiwan
1996	Outstanding Student, National Chengchi University, Taiwan
1996	Honorary Member, Phi Tau Phi Scholastic Honor Society of the Republic of China, Taiwan
1995, 1996	Scholarship, Foundation of Academic Development, National Chengchi University, Taiwan
1994, 1995	Scholarship, Ministry of Education, Taiwan
1993-1996	Excellent Student Awards, National Chengchi University, Taiwan

TEACHING

CDS 565	Language Disorders in School-aged Children, 3 credit graduate course, Enrollment: 50
CDS 563	Language Disorders in Preschool Children, 3 credit graduate course, Enrollment: 50
CDS 499	Independent Study
CDS 498	Undergraduate Research & Creative Activities
CDS 402	Language Disorders in Children, 3 credit undergraduate course, Enrollment: 50
CDS 302	Language Disorders in Children, 3 credit undergraduate course, Enrollment: 70
CDS 301	Language Development in Children, 3 credit undergraduate course, Enrollment: 120
003:015	Introduction to Speech and Hearing Processes and Disorders, 3 credit undergraduate course, Enrollment: 80 (University of Iowa)

RESEARCH MENTORING

Ph.D. Dissertation Supervision

Min, H. (2012-present). Writing development: A process-oriented approach. Role: Director.

Ph.D. Students – Dissertation and Research Project Committee

Feenaughty, L. (2013-2015). Ph.D. dissertation, reader on examining committee

Feenaughty, L. (2011). Ph.D. research project, reader on examining committee

Min, H. (2011). Ph.D. research project, reader on examining committee

Fulcher, K. (2010-2011). Ph.D. research project, reader on examiner committee

Graduate Students – Independent Study

Amy Briggs (2014), Alyssa Cavallari (2014), Lindsey Burton (2013), Anita Lee-Bjerke (2012), Haesik Min (2012), Sanjana Nair (2012), Kerry Steed (2014), Crystal Tso (2016), Lauren Viola (2012)

Undergraduate Students – Undergraduate Research and Creative Activities

Lindsey Burton (2011), Julie Glantz (2011-2012), Kayla Kuehlewind (2013-2014), Katelynn Murphy (2015), Katherin Panzica (2015), Amy Silverman (2012-2013), Nicholas Spear (2014), Nicole Triscuit (2013), Lauren Viola (2011), Emily Wynne (2015)

UNIVERSITY SERVICE

2012-present	University at Buffalo College of Arts and Sciences Policy Committee
2012, 2013	Guest lecturer, CAS 101 Trends in Arts and Sciences, University at Buffalo College of Arts and Sciences
2012-present	University at Buffalo College of Arts and Sciences Class Visitation Program

DEPARTMENTAL SERVICE

2016-present	Director of Graduate Studies
2016	Academic representative, ASHA site visit
2015-present	Coordinator, the CDS Research Colloquium
2015	Coordinator, the Taiwanese Visiting Student Exchange Program
2014-2015	Committee member, faculty search committee (adult language)
2014	Organizer, the workshop of <i>Pragmatics-Situated Language Intervention: The Applications in Children and Adults</i>
2013	Department representative, University at Buffalo College of Arts and Sciences Open House for prospective undergraduate students
2013	Guest lecturer, CDS 502 Research Methods and Design
2013	Coordinator, the CDS Research Colloquium (Spring 2013)
2011-present	Webmaster for the department webpage
2011	Committee member, Ph.D. Program Committee

PROFESSIONAL SERVICE

Journals

Board Member, The Editorial Board of the Journal of Audiology and Speech Pathology,
2016-present

Board Member, The Editorial Board of the Journal of Speech Pathology & Therapy,
2015-present

Board Member, The Editorial Board of the International Journal of Clinical & Experimental
Otolaryngology, 2015-present

Reviewer, American Journal of Speech-Language Pathology, 2008, 2011 (3 reviews), 2013

Reviewer, Child Development Research, 2010

Reviewer, International Journal of Speech-Language Pathology, 2010

Reviewer, Journal of Speech, Language, and Hearing Research, 2008, 2009, 2011 (3 reviews),
2012 (3 reviews), 2013, 2014 (2 reviews), 2016

Reviewer, Journal of Child Language, 2013

Reviewer, Language Learning, 2013

Reviewer, Language, Speech, and Hearing Services in Schools, 2015

Conferences and Others

Committee Member, The 31st World Congress of the International Association of Logopedics
and Phoniatrics (IALP) Program Planning Committee, 2014-present

Committee Member, The American Speech, Language, and Hearing Association (ASHA)
Convention Program Planning Committee (Topic: Speech and Language Science),
2015-2016, 2016-2017

Committee Member, The American Speech, Language, and Hearing Association (ASHA)
Convention Program Planning Committee (Topic: Language in infants, toddlers, and
preschoolers), 2011-2012, 2012-2013

Reviewer, The Students Preparing for Academic and Research Career Award (SPARC),
Academic Affairs & Research Education Unit, American Speech, Language, and
Hearing Association (ASHA), 2012, 2015

PROFESSIONAL DEVELOPMENT

2016 Participant, *Copyright & Fair Use for Faculty*, University at Buffalo

2016 Participant, *Institute for Education Sciences (IES) Grant Writing
Workshop Series*, University at Buffalo

- 2016 Participant, Workshop in *Integrating AAC into Clinical Practice*, Department of Communicative Disorders and Sciences, University at Buffalo
- 2016 Participant, *Navigating the NIH K Award: How to maximize your chances for funding*, University at Buffalo
- 2016 Participant, *Seminar in Music Therapy and Communication*, National Kaohsiung Normal University, Kaohsiung, Taiwan
- 2014 Participant, *Good Research Practice Training (GRP) for Clinical Researchers – Parts I & II*, University at Buffalo
- 2014 Participant, *The 12th Research Conference: Lessons for Success*, American Speech-Language-Hearing Association
- 2013 Participant, *NIH Grant Proposal Seminar*, University at Buffalo
- 2012 Participant, *SSW & Buffalo Model Workshop*, University at Buffalo
- 2012 Participant, Workshop in *Prezi: Going beyond Powerpoint*, Teaching and Learning Center, University at Buffalo
- 2011 Participant, Workshop in *Emergent Literacy: What's New*, Department of Communicative Disorders and Sciences, University at Buffalo
- 2010 Participant, Workshop in *Designing and Delivering Effective Lectures and Presentations*, Teaching and Learning Center, University at Buffalo
- 2010 Participant, Workshop in *UBLearns: Introduction*, Teaching and Learning Center, University at Buffalo
- 2010 Participant, Workshop in *Photoshop: Basics*, Teaching and Learning Center, University at Buffalo

PROFESSIONAL MEMBERSHIP

American Speech Language Hearing Association (ASHA)

ASHA Special Interest Division 1: Language, Learning, and Education

Taiwan Speech Language and Hearing Association

Center for Cognitive Sciences, University at Buffalo