

# Eileen K. Haebig, Ph.D., CCC-SLP

## Curriculum Vitae

---

Hatcher Hall  
Communication Sciences & Disorders  
Louisiana State University  
(225) 578-3933

ehaebig1@lsu.edu  
Hatcher Hall  
Room 85  
Baton Rouge, LA 70803

### EDUCATION

- Ph.D., 2015      Communicative Disorders, University of Wisconsin-Madison  
Concentration: Child Communication Disorders  
Minor: Cognition and Language Development and Disorders  
Dissertation Title: *Statistical Word Learning in Children with Language Disorders*, Advisor: Susan Ellis Weismer
- M.S., 2010      Communicative Disorders, University of Wisconsin-Madison  
Concentration: Speech-Language Pathology  
Thesis Title: *The Contribution of Two Categories of Parent Responsiveness to Later Language for Toddlers on the Autism Spectrum*  
Committee Chair: Susan Ellis Weismer
- B.S., 2008      Communication Sciences and Disorders, University of Wisconsin-Milwaukee  
Major: Communication Sciences and Disorders

### ACADEMIC EMPLOYMENT

- August 2023 - present      **Associate Professor**  
Department of Communication Sciences & Disorders  
College of Humanities & Social Sciences  
Louisiana State University
- 2017 – July 2023      **Assistant Professor**  
Department of Communication Sciences & Disorders  
College of Humanities & Social Sciences  
Louisiana State University
- 2015 – 2017      **Postdoctoral Fellow**  
Department of Speech, Language, and Hearing Sciences  
Purdue University  
Mentor: Christine Weber  
Collaborators: Laurence Leonard

### EXTRAMURAL GRANTS & FELLOWSHIPS

- 2025 - 2028      Department of Defense DHP – Autism Research  
Program  
*Pilot Clinical Trial of an App-Based Motor Skills  
Intervention for Reducing Motor Difficulties in Autistic  
Children*      \$750,000  
Role: co-I

2024 - 2026	Healthy Weight Research Network Pilot and Feasibility Grant <i>Adapting a Play-based, Parent-mediated Motor Skills Intervention App to Reduce Motor Difficulties and Increase Physical Activity in Autistic Preschoolers</i> Role: Mentor	\$50,000
2022 - 2025	R21 Early Career Researcher (ECR) National Institute of Deafness and Other Communication Disorders, (1R21DC018872-01A1) <i>Retrieval-Based Word Learning in Autism Spectrum Disorder</i> Role: PI	\$535,785
2020 - 2023	Research Competitiveness Subprogram – Louisiana Board of Regents (LEQSF(2020-23)-RD-A-05) <i>Word Knowledge in Young Children with Autism Spectrum Disorders: The Developing Lexicon</i> Role: PI	\$123,574
2020 – 2021	ASHA New Investigators Research Grant <i>Retrieval-Based Word Learning in Children with Autism Spectrum Disorder</i> Role: PI	\$10,000
2014	Vicki Lord Larson and James R. Larson Research Grant <i>Statistical Word Learning in Children with Autism Spectrum Disorder and Specific Language Impairment</i> Role: PI	\$1,000
2013 - 2015	Predocctoral Fellowship, National Institutes of Health Predocctoral Training Grant, National Institute of Deafness and Other Communication Disorders, (F31 DC013485-01, Mentor: Susan Ellis Weismer, Co-Mentor: Jenny Saffran), <i>Statistical Word Learning in Children with Language Disorders</i> Role: PI	\$ 58,710

#### **INTRAMURAL GRANTS**

2024	LSU Provost’s Fund for Innovation in Research – Big Ideas in Conference, Symposia, & Seminars, Phase 1 (\$10,000) <i>Multidisciplinary Clinical Research Grant Writing for NIH</i> Role: PI	
2022	LSU Provost’s Fund for Innovation in Research – Faculty Research Grants – Big Idea Research Planning Grants Phase 1 (\$10,000)	

*How Does Motor Skill Influence the Acquisition and Comprehension of Verbs in Young Autistic Children?*

Role: PI

2020	LSU Manship Summer Stipend 2020 Award (\$5,000)
2019	LSU Manship Summer Stipend 2019 Award (\$7,500)
2018	Council on Research Summer Stipend 2018 Award (\$5,000)

#### **TRAINING AWARDS & TECHNICAL TRAINING**

2017	Autism Diagnostic Observation Schedule (ADOS-2) Research Reliability Training and Certification
2016	Trainee for the ERP Boot Camp, National Institute of Mental Health (R25 MH080794 10, PI: Steven Luck)
2016	Trainee for ASHA's Lessons for Success program, National Institute of Deafness and Other Communication Disorders (U13 DC007835 11, PI: Margaret Rogers)
2015 – 2017	Postdoctoral Fellowship, National Institutes of Health Training Grant (T32 DC000030-24, PI: Laurence Leonard)
2011 - 2013	Predocotrual Fellowship, National Institutes of Health Training Grant, (T32 DC05359-06, PI: Susan Ellis Weismer)

#### **AWARDS & SCHOLARSHIPS**

2022	LSU Alumni Association Rising Faculty Research Award (\$5,000)
2019	Louisiana State University Faculty & Junior Faculty Travel Grant (\$750)
2019	Louisiana State University Faculty & Junior Faculty Travel Grant (\$750)
2015	Vilas Conference Presentation Funds (\$600)
2014	ASHA Research Mentoring-Pair Travel Award
2014	Friends of the Waisman Center Grant (\$600)
2014	Conference Grant from the University of Wisconsin – Madison Graduate School and Communication Sciences & Disorders Department (\$500)
2014	Interdisciplinary Training Conference in Developmental Disabilities Student Registration and Travel Grant

2014	Emma Allen Foundation Grant (\$1,000)
2013	Interdisciplinary Training Conference in Developmental Disabilities student registration and travel grant
2012	Meritorious Poster Submission – ASHA 2012 Convention
2012	Wisconsin Speech-Language Pathology and Audiology Association (WSHA) President's Award
2011	ASHA Advocacy Grant
2010	Friends of WSHA Foundation Scholarship
2010	First Place Scientific Speech Language Pathology Poster from the WSHA 2010 Convention
2010	Nicole Ann Rompala Scholarship (\$1,000)
2008	University of Wisconsin-Milwaukee College of Health Sciences Dean's Award
2007-2008	Recognition of Service on the College of Health Sciences Black and Gold Committee
2007	University of Wisconsin-Milwaukee College of Health Sciences Student Research Grant (\$1,000)

## JOURNAL ARTICLES (34 total) \*students are underlined

1. Huntley, T., & **Haebig, E.**, (2026). Communication research priorities for autism research: Insights from a caregiver survey. *Behavioral Sciences*, 16(3), p. 430-445, <https://doi.org/10.3390/bs16030430>
2. Mitu, F., & **Haebig, E.**, (2026). The influence of social word features on early word learning in autistic and non-autistic children. *Behavioral Sciences*, 16(1), p. 26-43, <https://doi.org/10.3390/bs16010026>
3. **Haebig, E.**, West, S., & Cox, C. R. (2025). Vocabulary development in autistic children: A network growth analysis. *Journal of Child Psychology and Psychiatry*, p. 1-15, <https://doi.org/10.1111/jcpp.70076>
4. **Haebig, E.**, West, S., Jiménez, E., Hills, T. T., & Cox, C. R. (2025). Network analysis of autistic language learners along the small world spectrum. *Autism Research*, 18(8), p. 1580-1594, <https://doi.org/10.1002/aur.70065>
5. Fan, T., Decker, W., Momsen, J. P., **Haebig, E.**, & Schneider, J. M. (2025). The facilitatory role of rhyme during implicit and explicit word learning. *Journal of Speech*,

*Language, and Hearing Research*, 68(9), p. 4415-4428,  
[https://doi.org/10.1044/2025\\_JSLHR-24-00836](https://doi.org/10.1044/2025_JSLHR-24-00836).

6. Coalson, G. A., Castello, S., Johnson, K. N., Oetting, J. B., & **Haebig, E.** (2024). Acceptability of racial microaggressions from the perspective of speech-language pathology students. *Language, Speech, and Hearing Services in Schools*, 55(7), 767-780,  
[https://doi.org/10.1044/2024\\_LSHSS-23-0010](https://doi.org/10.1044/2024_LSHSS-23-0010)
7. Cairney, B. E., West, S. H., **Haebig, E.**, Cox, C. R., & Lucas, H. D. (2024) Interpretations of meaningful and ambiguous hand gestures in autistic and non-autistic adults: A norming study. *Behavior Research Methods*. 56, 5232-5245. <https://doi.org/10.3758/s13428-023-02268-1>
8. Castello, S., Coalson, G. A., Oetting, J. B., & **Haebig, E.** (2023). Racial colorblindness in speech-language pathology students. *Journal of the National Black Association for Speech, Language, and Hearing*. 18(1), 1-31. doi: <https://doi.org/10.58907/DFBN2784>
9. Cox, C. R., & **Haebig, E.** (2023). Child-oriented word associations improve models of early word learning. *Behavior Research Methods*. 55(1), 16-37, [doi: 10.3758/s13428-022-01790-y](https://doi.org/10.3758/s13428-022-01790-y)
10. Leonard, L. B., Keuser, J. B., Deevy P., **Haebig, E.**, Karpicke, J. D., & Weber, C. (2022). The contribution of immediate retrieval and spaced retrieval to word learning in preschoolers with retrieval to word learning in preschoolers with developmental language disorder. *Autism and Developmental Language Impairments*. [doi: 10.1177/23969415221077652](https://doi.org/10.1177/23969415221077652)
11. Keuser, J. B., Leonard, L. B., Deevy, P., Karpicke, J. D., & **Haebig, E.** (2021). Word-learning trajectories influence long-term recall in children with developmental language disorder and typical development. *Journal of Communication Disorders*. 94, 1-22.  
<https://doi.org/10.1016/j.jcomdis.2021.106160>
12. **Haebig, E.**, Leonard, L. B., Deevy, P., Schumaker, J., Karpicke, J., & Weber, C. (2021). The neural underpinnings of processing newly taught semantic information: The role of retrieval practice. *Journal of Speech, Language, and Hearing Research*, 64(8), 3195-3211,  
[https://doi.org/10.1044/2021\\_JSLHR-20-00485](https://doi.org/10.1044/2021_JSLHR-20-00485)
13. Leonard, L. B., Christ, S. L., Deevy, P., Karpicke, J. D., Weber, C., **Haebig, E.**, Kueser, J. B., Souto, S., & Krok, W. (2021). A multi-study examination of the role of repeated spaced retrieval in the word learning of children with developmental language disorder. *Journal of Neurodevelopmental Disorders*. 13(20), 1-16, doi: <https://doi.org/10.1186/s11689-021-09368-z>
14. Gerwin, K., Leonard, L. B., Schumaker, J., Deevy, P., **Haebig, E.**, & Weber, C. (2021). Novel adjective processing in preschool children: Evidence from event-related brain potentials. *Journal of Speech, Language, and Hearing Research*. 64(2), 542-560,  
[https://doi.org/10.1044/2020\\_JSLHR-20-00332](https://doi.org/10.1044/2020_JSLHR-20-00332)
15. **Haebig, E.**, Jiménez, E., Cox, C., & Hills, T. T. (2021). Characterizing the early vocabulary profiles of preverbal and minimally verbal children with autism spectrum disorder. *Autism*. 25(4). 958-970, [doi:10.1177/1362361320973799](https://doi.org/10.1177/1362361320973799)
16. Jiménez, E., **Haebig, E.**, & Hills, T. T. (2021). Identifying areas of overlap and distinction in early lexical profiles of children with autism spectrum disorder, late talkers, and typical talkers. *Journal of Autism and Developmental Disorders*. 51, 3109-3125,

<https://doi.org/10.1007/s10803-020-04772-1>

17. **Haebig, E.**, Sterling, A., Barton-Hulsey, & Friedman, L. (2020). Rates and predictors of co-occurring autism spectrum disorder in boys with fragile X syndrome. *Autism and Developmental Language Impairment*. 5, 1-19, [doi: 10.1177/2396941520905328](https://doi.org/10.1177/2396941520905328)
18. Hilvert, E., Sterling, A., **Haebig, E.**, Friedman, L. (2020). Expressive language abilities of boys with idiopathic ASD and boys with FXS+ASD: Cross-context comparisons. *Autism and Developmental Language Impairment*. 5, 1-16, [doi: 10.1177/2396941520912118](https://doi.org/10.1177/2396941520912118)
19. Leonard, L. B., Deevy, P., Karpicke, J., Christ, S., Weber, C., Kueser, J. B., & **Haebig, E.** (2019). Adjective learning in young typically developing children and children with developmental language disorder: A retrieval-based approach. *Journal of Speech, Language, and Hearing Research*. 62(12), 4433-4449, [https://doi.org/10.1044/2019\\_JSLHR-L-19-0221](https://doi.org/10.1044/2019_JSLHR-L-19-0221)
20. **Haebig, E.**, Leonard, L. B., Deevy, P., Karpicke, J., ... Weber, C. (2019). Retrieval-based word learning in young typically developing children and children with developmental language disorder II: A comparison of retrieval schedules. *Journal of Speech, Language, and Hearing Research*. 62(4), 944-964, [https://doi.org/10.1044/2018\\_JSLHR-L-18-0071](https://doi.org/10.1044/2018_JSLHR-L-18-0071)
21. Leonard, L. B., Karpicke, J., Weber, C., Deevy, P., Christ, S., **Haebig, E.**, Souto, S., Kueser, J., Krok, W. (2019). Retrieval-based word learning in typically developing children and children with developmental language disorder 1: The benefits of repeated retrieval. *Journal of Speech, Language, and Hearing Research*, 62(4), 932-943, [https://doi.org/10.1044/2018\\_JSLHR-L-18-0070](https://doi.org/10.1044/2018_JSLHR-L-18-0070)
22. **Haebig, E.**, Leonard, L. B., Usler, E., Deevy, P., & Weber, C. (2018). An initial investigation of the neural correlates of word processing in preschoolers with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 61(3), 729-739, [https://doi.org/10.1044/2017\\_JSLHR-L-17-0249](https://doi.org/10.1044/2017_JSLHR-L-17-0249)
23. Leonard, L. B., **Haebig, E.**, Deevy, P., & Brown, B. (2017). Tracking growth of tense and agreement in children with specific language impairment: Differences between measures of accuracy, diversity, and productivity. *Journal of Speech, Language, and Hearing Research*, 60(12), 3590-3600, [https://doi.org/10.1044/2017\\_JSLHR-L-16-0427](https://doi.org/10.1044/2017_JSLHR-L-16-0427)
24. **Haebig, E.**, Saffran, J., & Ellis Weismer (2017). Statistical word learning in children with autism spectrum disorder and specific language impairment. *Journal of Child Psychology and Psychiatry*, 58(11), 1251-1263, <https://doi.org/10.1111/jcpp.12734>
25. **Haebig, E.**, & Sterling, A. (2017). Investigating the receptive-expressive vocabulary profile in children with idiopathic ASD and comorbid ASD and fragile X syndrome. *Journal of Autism and Developmental Disorders*, 47(2), 260-274, <https://doi.org/10.1007/s10803-016-2921-3>
26. **Haebig, E.**, Weber, C., Leonard, L. B., Deevy, P., & Tomblin, J. B. (2017). Neural indices of language processing in adolescents with language impairment: An assessment of language trajectories. *Journal of Neurodevelopmental Disorders*, 9(22), 1-21, doi: [10.1186/s11689-017-920-1](https://doi.org/10.1186/s11689-017-920-1)
27. Ellis Weismer, S., **Haebig, E.**, Edwards, J., Saffran, J., & Venker, C. E. (2016). Lexical processing in toddlers with ASD: Does weak central coherence play a role? *Journal of Autism and Developmental Disorders*, 46(12), 3755-3769, <https://doi.org/10.1007/s10803-016-2926-y>
28. **Haebig, E.**, Sterling, A., & Hoover, J. (2016). Examining the language phenotype in children

- with typical development, specific language impairment, and fragile X syndrome. *Journal of Speech, Language, and Hearing Research*, 59(5), 1046-1058, [https://doi.org/10.1044/2016\\_JSLHR-L-15-0185](https://doi.org/10.1044/2016_JSLHR-L-15-0185)
29. Venker, C. E., **Haebig, E.**, Edwards, J., Saffran, J. R., & Ellis Weismer, S. (2016). Early lexical comprehension in young children with ASD: Comparing eye-gaze methodology and parent report. *Journal of Autism and Developmental Disorders*, 46(6), 2260-266, <https://doi.org/10.1007/s10803-016-2747-z>
  30. **Haebig, E.**, Kaushanskaya, M., & Ellis Weismer, S. (2015). Lexical processing in school-age children with autism spectrum disorder and children with specific language impairment: The role of semantics. *Journal of Autism and Developmental Disorders*. 45(12), 4109-4123, <https://doi.org/10.1007/s10803-015-2534-2>
  31. Kover, S.T., **Haebig, E.**, Oakes, A., McDuffie, A., Hagerman, R., & Abbeduto, L. (2014). Sentence comprehension in boys with autism spectrum disorder. *American Journal of Speech-Language Pathology*. 23(3), 385-394, [https://doi.org/10.1044/2014\\_AJSLP-13-0073](https://doi.org/10.1044/2014_AJSLP-13-0073)
  32. McDuffie, A., Machalicek, W., Oakes, A., **Haebig, E.**, Ellis Weismer, S., & Abbeduto, L. (2013) Distance teleconferencing in early intervention: Pilot study of a naturalistic parent-implemented language intervention. *Topics in Early Childhood Special Education*. 33(3), 172-185, <https://doi.org/10.1177/0271121413476348>
  33. **Haebig, E. K.**, McDuffie, A. & Ellis Weismer, S. (2013). Parent verbal responsiveness and language development in toddlers on the autism spectrum. *Journal of Autism and Developmental Disorders*, 43(9), 2218-2227, <https://doi.org/10.1007/s10803-013-1763-5>
  34. **Haebig, E.**, McDuffie, A. & Ellis Weismer, S. (2013). The contribution of two categories of parent responsiveness to later language for toddlers on the autism spectrum. *American Journal of Speech-Language Pathology*, 22(1), 57-70, [https://doi.org/10.1044/1058-0360\(2012/11-0004](https://doi.org/10.1044/1058-0360(2012/11-0004)

#### **BOOK CHAPTERS (2 total)**

1. McDuffie, A., & **Haebig, E. K.** (2013). Language Development Survey. In F. R. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. (pp. 1688-1691) New York, Springer.
2. Rhyner, P.M., **Haebig, E.K.**, & West, K.M. (2009). Understanding frameworks for the emergent literacy stage. In Rhyner, P.M. (Ed.), *Emergent literacy and language development: Promoting learning in early childhood* (pp. 5-35). New York, Guilford Press.

#### **PEER-REVIEWED CONFERENCE PROCEEDINGS (3 total) \*students are underlined**

1. Cox, C. R., West, S., Hills, T. T., & **Haebig, E.**, (2025). What if child development followed network acquisition models exactly? Proceedings of the Annual Meeting of the Cognitive Science Society, 47, p. 1322-1327, <https://escholarship.org/uc/item/2fx351cb>
2. **Haebig, E.**, West, S., & Cox, C. R. (2024). Modeling Vocabulary Growth in Autistic and Non-Autistic Children. Proceedings of the Annual Meeting of the Cognitive Science Society, 46, p. 1560-1567. Retrieved from <https://escholarship.org/uc/item/1g73t1c5>

3. West, S., Haebig, E., & Cox, C. R. (2024). Context Effects on Word Association Production: A Semantic Warping Account. *Proceedings of the Annual Meeting of the Cognitive Science Society*, 46, p. 4021-4026. Retrieved from <https://escholarship.org/uc/item/6kh7f2xv>

#### **OTHER PUBLICATIONS (2 total)**

1. Leonard, L.B., **Haebig, E.**, Deevy, P., & Brown, B. (2018). Extending the Application of Tense and Agreement Measures: A Reply to Rispoli and Hadley. *Journal of Speech-Language and Hearing Research* 61(6), 1460-1461.
2. Abbeduto, L., Hagerman, R. J., McDuffie, A., Kover, S. T., Benjamin, D., Harris, S., Oakes, A., Mastergeorge, A., Goodlin-Jones, B., Lifson, S., **Haebig, E.**, Hauser, C., Compton, C. (2010). Language impairments in fragile X syndrome: A failure to use social cues? *Journal of Intellectual Disability Research*, 54(10), 885.

#### **INVITED TALKS (8 total)**

1. **Haebig, E.** (2026). What's mine is yours: Supporting cost-effective scientific advances through shared data archives. Invited panel speaker for the Meeting on Language in Autism (MOLA). Atlanta, GA. (March 2026)
2. **Haebig, E.** (2025). Advances in pediatric assessment and treatment of communication disorders. Invited panelist for an oral presentation given to the ASHFoundation as part of the ASHFoundation Virtual Chat series.
3. **Haebig, E.** (2025). State of neurodiversity in Baton Rouge. Invited panelist for an oral presentation for the Capital Area Autism Network's Neurodiversity Summit.
4. **Haebig, E.**, West, S., & Cox, C. R. (2023). Exploring Language Learning in Children with Neurodevelopmental Disorders. Invited oral presentation given to the Biological Sciences Department at Louisiana State University.
5. **Haebig, E.**, West, S., & Cox, C. R. (2022). Developmental trajectories of network structure in emerging vocabularies in children with autism. Invited oral presentation given to the Symposium on Research in Child Language Disorders, Madison, WI.
6. **Haebig, E.** (2021). The neural underpinnings of processing newly taught semantic information: The role of retrieval practice. Oral presentation given to the Syntax, Neurolinguistics, and Phonology (SNaP) Series, Department of Linguistics and Cognitive Science, University of Delaware.

7. **Haebig, E.** (2019). Using a multi-level approach to examining language learning and language processing in children with atypical development. Oral presentation given at the 10<sup>th</sup> National Congress of Speech and Language Therapists Association, Istanbul, Turkey.
8. **Haebig, E.** (2019). Word learning in children with language impairment. Oral presentation given at the 10<sup>th</sup> National Congress of Speech and Language Therapists Association, Istanbul, Turkey.

**REFEREED CONFERENCE ORAL PAPER PRESENTATIONS (20 total) \*students are underlined**

1. West, S., Fan, T., **Haebig, E.**, Borovsky, A., & Cox, C. (2025). Autistic and Non-autistic overlap in feature-biased language acquisition. Oral presentation selected for the Boston University Conference on Language Development. Boston, MA.
2. Cairney, B.E., Priola, C.G., Lucas, H.D., & **Haebig, E.** (2025). *Effects of Iconic Gestures on Learning and Memory in Autistic and Non-Autistic Adults*. In A. de Marchena (Chair), Multimodal Language Experiences of Autistic Adults [Symposium]. International Society for Gesture Studies, Nijmegen, The Netherlands.
3. Cox, C. R., West, S., Hills, T. T., & **Haebig, E.** (2025). What if child vocabulary development followed network acquisition models exactly? Oral presentation selected for Cognitive Science Society, San Francisco, CA.
4. Priola, C., **Haebig, E.**, Cairney, B., & Lucas, H. (2024). Effects of Iconic Gestures on Learning and Memory in Autistic and Non-Autistic Adults. Oral Research Technical Talk presented at the American Speech-Language, Hearing Association Convention, Seattle, WA.
5. **Haebig, E.**, West, S., & Cox, C. R. (2024). Modeling vocabulary growth in autistic and non-autistic children. Oral presentation selected for the Cognitive Science Society Conference, Rotterdam, Netherlands.
6. Cairney, B., West, S., **Haebig, E.**, & Lucas, H. D. (2024). Iconic Gestures form “conceptual pegs”: Behavioral and ERP evidence. Oral presentation (data blitz) selected for the Cognitive Neuroscience Society, Toronto, ON.
7. Cox R. C., West, S. H., **Haebig, E.** (2023). Does context warp semantic associations? Oral presentation selected for the Armadillo Conference, San Marcos, TX.
8. Lucas, H. D., Cairney, B. E., West, S. H., Haebig, E. (2023). Gesture as concreteness enhancers: Evidence from ERPs and associative memory. Oral presentation selected for the Armadillo Conference, San Marcos, TX.
9. Cox R. C., West, S. H., **Haebig, E.** (2022). Lexical network structure estimated from word associations is sensitive to context manipulation. Oral presentation selected for the Armadillo Conference, Stephenville, TX.

10. Cairney, B.E., West, S.H., **Haebig, E.**, & Lucas, H.D. (2022). Iconic gestures lend concreteness to novel word pairs: Evidence from mental imagery and memory tasks. Paper selected for the International Max Planck Research School for Language Sciences.
11. West, S., **Haebig, E.**, & Cox, C. R. (2022). Different developmental trajectories of typical and autistic language acquisition revealed through network-analysis. Oral presentation presented at the Southern Society for Philosophy and Psychology conference, Mobile, AL.
12. Cairney, B.E., West, S.H., **Haebig, E.**, & Lucas, H.D. (2021). Interpretation of familiar and novel gestures in autism spectrum disorder. Paper presented at the annual meeting of the Southeastern Psychological Association, Orlando, FL. Virtual presentation due to the COVID-19 Pandemic.
13. West, S., **Haebig, E.**, & Cox, C. R. (2021). Network analysis of emerging vocabularies reveals different developmental trajectories in children with autism spectrum disorders. Paper presented at the virtual MathPsych/ICCM 2021 conference.
14. Cox, C., & **Haebig, E.** (2020). Adults create an alternative semantic environment for children and it effects how children learn. Oral presentation selected for the Symposium on Research in Child Language Disorders, Madison, WI. (In-person presentation canceled due to the COVID-19 Pandemic.)
15. **Haebig, E.**, Leonard, L. B., Deevy, P., Tomblin, J. B., & Weber, C. (2016). Neural patterns elicited by syntactic violations uniquely characterize typical development, SLI recovery, and SLI persistence. Paper presented at the Symposium of Research on Child Language Disorders, Madison, WI.
16. Buac, M., Gangopadhyay, I., Gross, M., **Haebig, E.**, Davidson, M. M., Kaushanskaya, M., & Ellis Weismer, S. (2015). How do different aspects of bilingualism impact executive functions? Paper presented at the International Symposium on Bilingualism, New Brunswick.
17. **Haebig, E.**, Sterling, A., Schroeder, S. (2015). Methods for assessing language in school-age boys with idiopathic autism and boys with fragile X syndrome. Paper presented at the Gatlinburg conference, New Orleans, LA.
18. Warren, S., Brady, N., Finestack, L., Sterling, A., Komesidou, R., Abbeduto, L., & **Haebig, E.** (2014). The acquisition of complex language skills in children & adolescents with developmental disabilities. Paper presented at the American Speech-Language and Hearing Association convention, Orlando, FL.
19. **Haebig, E.**, Gangopadhyay, I., Sindberg, H., Kaushanskaya, M., & Ellis Weismer, S. (2014). L Lexical processing in school-age children with and without autism spectrum disorder. Paper presented at the Symposium on Research in Child Language Disorders, Madison, WI.
20. **Haebig, E.**, & Matthews, M., (2012). A framework and benchmark for assessing and treating young children with autism spectrum disorders. Oral presentation given at the annual Wisconsin Speech Language and Hearing Association convention, Milwaukee, WI.

**REFEREED CONFERENCE POSTER PRESENTATIONS (59 total) \*students are underlined**

1. Mitu, F., & **Haebig, E.** (2026). The influence of social word features on early word learning in autistic and non-autistic children. Poster presented at the Meeting on Language in Autism, Atlanta, GA.
2. **Haebig, E.**, & Leonard, L. (2025). Does retrieval practice promote word learning in autistic children? An initial investigation. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
3. **Haebig, E.**, Moore, E., West, S., & Cox, C. R. (2025). The effect of imageability on early vocabulary acquisition in autistic and non-autistic children. Poster scheduled to be presented at the Symposium on Research in Child Language Disorders, Madison, WI.
4. Vu, E., **Haebig, E.**, West, S., Cox, C. R., & Fears, N. (2025). The influence of body-object interaction rating on semantic processing in autistic and non-autistic adults. Poster presented at the International Society for Autism Research, Seattle, WA, United States.
5. Cairney, B. E., Lucas, H. D., & **Haebig, E.**, (2025). Robust retrieval practice and post-retrieval feedback effects extend to include autistic learners. Poster presented at the International Society for Autism Research, Seattle, WA, United States.
6. West, S., **Haebig, E.**, & Cox, C. R. (2024). Context effects on word association production: A semantic warping account. Poster presented at the Cognitive Science Society conference, Rotterdam, Netherlands.
7. **Haebig, E.**, West, S., & Cox, C. (2024). Divergent vocabulary development in autistic children: A network growth analysis. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
8. Fan, T., Decker, W., Momsen, J. P., **Haebig, E.**, & Schneider, J. M. (2024). The facilitatory role of rhyme during implicit and explicit word learning. Poster presented at the Student Society for Neuroscience, Baton Rouge, LA.
9. Hale, T., & Sykes, J., & **Haebig** (2023). Surveying parents' language research priorities for autism research. Poster presented at the American Speech-Language-Hearing Association Convention, Boston, MA.
10. Kearns, C., **Haebig, E.**, & Oetting, J. (2023). Verb diversities of children with and without developmental language disorder: A study of language samples. Poster presented at the American Speech-Language-Hearing Association Convention, Boston, MA.
11. Sykes, J., Hale, T., & **Haebig, E.** (2023). Identifying key language research priorities in autistic children according to parents: A brief survey. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

12. West, S., **Haebig, E.**, & Cox, C. (2023). A characterization of word-level differences in young autistic and non-autistic children. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
13. **Haebig, E.**, Bourgeois, C., & Cox, C. (2023). Characterizing the trajectory of the shape bias across noun vocabulary size in young autistic and non-autistic preschool children. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
14. Cairney, B.E., West, S.H., **Haebig, E.**, & Lucas, H. D. (2023). Meaningful co-speech gestures enhance associative memory formation, but only when the listener expects them to be meaningful. Annual meeting of the Society for Psychophysiological Research, New Orleans, LA.
15. Decker, W., Fan, T., **Haebig, E.**, & Schneider, J. M. (2023). Neural mechanisms of novel word learning through rhyme in adults. Poster presented at the Cognitive Neuroscience Society, San Francisco, CA.
16. **Haebig, E.** & Schneider, J. M. (2022). The role of feedback during retrieval-practice: A fast-mapping task in children. Poster presented at the American Speech-Language-Hearing Association Convention, New Orleans, LA.
17. **Haebig, E.**, Bourgeois, C., & Cox, C. R. (2022). The effect of word-learning biases on early vocabulary acquisition in young children with autism spectrum disorder. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
18. Bourgeois, C., West, S., **Haebig, E.**, & Cox, C. R. (2022). The effect of word-learning biases on early vocabulary acquisition in young children on the autism spectrum. Poster presented at the International Society for Autism Research conference, Austin, TX.
19. West, S., **Haebig, E.**, & Cox, C. R. (2022). Autistic adults demonstrate theory of mind on a child-oriented word association task. Poster presented at the International Society for Autism Research conference, Austin, TX.
20. Cairney, B.E., West, S.H., **Haebig, E.**, & Lucas, H.D. (2022). Electrophysiology reveals complex effects of gesture on memory for paired associates. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
21. Cairney, B. E., West, S. H., **Haebig, E.**, & Lucas, H. D. (2021). Interpretations of meaningful and ambiguous hand gestures from individuals with and without autism spectrum disorder. Poster presented at the virtual Cognitive Science conference.
22. **Haebig, E.**, & Menting, A. (2021). Characterizing receptive vocabulary profiles in minimally verbal children with autism spectrum disorder. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
23. **Haebig, E.**, Leonard, L. B., Deevy, P., Karpicke, J., Schumaker, J., & Weber, C. (2020). The neural underpinnings of processing newly taught semantic information: The role of retrieval practice. Poster accepted to be presented at the Symposium on Research in Child Language Disorders, Madison, WI. (in-person presentation canceled due to COVID-19)

24. Cox, C., Suchand, A., & **Haebig, E.** (2020). Child-directed word associations reveal divergent semantic structure that improves models of early word learning. Poster presented at the Cognitive Science Conference, (virtually presented due to COVID-19).
25. **Haebig, E.**, Jiménez, E., & Hills, T. (2020). Evidence for the dimensional and categorical accounts of language development in children with autism spectrum disorder. Poster accepted to be presented at the International Society of Autism Research, Seattle, WA. (in-person presentation canceled due to COVID-19)
26. Weber, C., Leonard, L. B., Schumaker, J., Gerwin, K., Deevy, P., & **Haebig, E.** (2019). Spaced retrieval enhances novel adjective learning in preschool children: Evidence from event-related brain potentials (ERPS). Poster presented at the American Speech-Language and Hearing Association convention, Orlando, FL.
27. **Haebig, E.**, Jiménez, E., Cox, C., & Hills, T. (2019). Investigating vocabulary profiles in preverbal and minimally verbal children with autism spectrum disorder. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
28. Jiménez, E., **Haebig, E.**, & Hills, T. (2018). Deviant vocabulary development in children with autism spectrum disorder. Poster presented at the Boston University Conference on Language Development, Boston, MA.
29. **Haebig, E.**, Leonard, L. B., Deevy, P., Karpicke, J., & Weber, C. (2018). Retrieval practice facilitates multiple aspects of word learning in preschool children. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
30. **Haebig, E.**, Weber, C., Leonard, L. B., Usler, E., & Deevy, P. (2017). Neural correlates of word processing in preschoolers with specific language impairment. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
31. **Haebig, E.**, Weber, C., Leonard, L. B., Deevy, P., & Tomblin, J. B. (2016). Neural and behavioral profiles of semantic processing in typical development, SLI recovery, and SLI persistence. Poster presented at the American Speech-Language and Hearing Association convention, Philadelphia, PA.
32. **Haebig, E.**, Ellis Weismer, S., & Kaushanskaya, M. (2015). Effects of bilingualism vs. language impairment on lexical-semantic processing in children. Poster presented at the Boston University Conference on Language Development, Boston, MA.
33. Hoover, J., Sterling, A., & **Haebig, E.** (2015). Cross-population comparison of third person singular use: SLI, autism and fragile X syndrome. Poster presented at the American Speech-Language and Hearing Association convention, Denver, CO.
34. **Haebig, E.**, Saffran, J., & Ellis Weismer, S. (2015). Statistical word learning in school-age children with ASD, SLI, and typical development. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

35. Venker, C.E., **Haebig, E.**, Saffran, J., Edwards, J., & Ellis Weismer, S. (2015). Assessing early language comprehension in young children with ASD: Comparing looking-while-listening and parent report. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
36. Ellis Weismer, S., **Haebig, E.**, Saffran, J., Edwards, J., & Venker, C. (2015). Lexical processing by toddlers with ASD. Poster presented at the International Meeting for Autism Research, Salt Lake City, UT.
37. Gangopadhyay, I., Buac, M., **Haebig, E.**, Davidson, M.M., Kaushanskaya, M., & Ellis Weismer, S. (2015). Exploring the role of verbal mediation in executive functioning in children with autism. Poster presented at the International Meeting for Autism Research, Salt Lake City, UT.
38. Buac, M., Gangopadhyay, I., Gross, M., **Haebig, E.**, Davidson, M.M., Kaushanskaya, M., & Ellis Weismer, S. (2015). Aspects of bilingualism and their impact on executive functions. Poster presented at the International Symposium on Bilingualism, New Brunswick.
39. **Haebig, E.**, Sterling, A., Schroeder, S. (2014). Methods of language sampling: Using the ADOS a language sampling context. Poster presented at the American Speech-Language and Hearing Association convention, Orlando, FL.
40. **Haebig, E.**, Sterling, A., Schwarts, E., & Schroeder, S. (2014). An evaluation of compensatory linguistic strategies in boys with fragile X syndrome. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
41. **Haebig, E.**, Sterling, A., Pollan, A., & Schroeder, S. (2014). A comparison of the ADI-R and CARS2-QPC in its application to individuals with fragile X syndrome. Poster presented at the Gatlinburg Conference, Chicago, IL.
42. **Haebig, E.**, Davidson, M., Gross, M., Gangopadhyay, I., Buac, M., Kaushanskaya, M., Ellis-Weismer, S. (2013). A comparison of grammatical & lexical-semantic knowledge in children with typical development & ASD. Poster presented at the American Speech-Language and Hearing Association convention, Chicago, IL.
43. Davidson, M., **Haebig, E.**, Ellis-Weismer, S. (2013). The relationship between expressive lexical & morphosyntactic skills in young children on the autism spectrum. Poster presented at the American Speech-Language and Hearing Association convention, Chicago, IL.
44. Sterling, A., **Haebig, E.**, Schroeder, S. (2013). Assessing syntax in fragile X syndrome: A comparison between standard and experimental measures. Poster presented at the annual Symposium on Research in Child Language Disorders, Madison, WI.
45. **Haebig, E.**, Sterling, A., Shroeder, S. (2013). Assessing autism diagnostic tools in fragile X syndrome. Poster presented at the Gatlinburg Conference, San Antonio, TX.
46. **Haebig, E.**, Sterling, A., Shroeder, S. (2013). Assessment methods in identifying morphosyntactic deficits in children and adolescents with fragile X syndrome and autism

- spectrum disorder. Poster presented at the Wisconsin Speech-Language and Hearing Association, Wisconsin Dells, WI.
47. **Haebig, E.**, Matthews, M., Venker, C., & Ellis Weismer, S. (2012). Predicting lexical and grammatical features of spontaneous language in young children with ASD. Poster presented at the American Speech-Language and Hearing Association convention, Atlanta, GA.
  48. Venker, C., **Haebig, E.**, Sindberg, H., Matthews, M., & Ellis Weismer, S. (2012). Predicting lexical and grammatical features of spontaneous language in young children with ASD. Poster presented at the annual Symposium on Research in Child Language Disorders, Madison, WI.
  49. Matthews, M., Venker, C., **Haebig, E.**, & Ellis Weismer, S. (2012). Early developmental patterns of receptive and expressive language in children with ASD. Poster presented at the International Meeting For Autism Research, Toronto, ON, Canada.
  50. Lyons, G.L., **Haebig, E.**, McDuffie, A., Machalicek, W., Oakes, A., Abbeduto, L., & Ellis Weismer, S. (2012). Addressing engagement and challenging behaviors within a naturalistic language intervention: a cross-disciplinary collaboration. Poster presented at the International Meeting For Autism Research, Toronto, ON, Canada.
  51. Kover, S.T., **Haebig, E.**, Oakes, A., McDuffie, A., Hagerman, R.J., & Abbeduto, L. (2012). Syntactic comprehension in boys with autism spectrum disorders: evidence from specific constructions. Poster presented at the International Meeting For Autism Research, Toronto, ON, Canada.
  52. **Haebig, E.K.**, McDuffie, A., & Ellis Weismer, S. (2011). A comparison of assessment tools for toddlers on the autism spectrum. Poster to be presented at the annual Symposium on Research in Child Language Disorders, Madison, WI.
  53. Benjamin, D., McDuffie, A., Kover, S. T., Harris, S.W., Lifson, S., **Haebig, E.K.**, et al. (2011). A novel approach to understanding early word learning in neurodevelopmental disorders. Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.
  54. **Haebig, E.K.**, McDuffie, A., & Ellis Weismer, S. (2010). The contribution of parental verbal responsiveness to language development in toddlers on the autism spectrum. Poster presented at the annual Wisconsin Speech Language and Hearing Association convention, Oshkosh, WI.
  55. Sterling, A., **Haebig, E.**, Lifson, S., Hauser, C., Benjamin, D., Harris, S., Kover, S.T., et al. (2010). The relationship between autism and language development in boys with fragile X syndrome. Poster presented at the annual Symposium on Research in Child Language Disorders, Madison, WI.
  56. Erickson, C., McDuffie, A., Ellis Weismer, S., Abbeduto, L., Stern, A., **Haebig, E.**, Leonard, M. (2010). Increasing parent verbal responsiveness: A pilot intervention study. Poster presented at the International Meeting for Autism Research, San Diego, CA.

57. Lee, S., **Haebig, E.**, Clancy, K., Seery, C.H. (2009). Phonological awareness, vocabulary and non-word repetition in spanish-english bilingual children. Presented at the annual American Speech-Language-Hearing Association Convention, Chicago, IL.
58. Lee, S., **Haebig, E.**, Clancy, K. (2008). Phonological awareness of spanish-english bilingual children and english monolingual children. Poster presented at the University of Wisconsin-Milwaukee College of Health Sciences Poster Symposium, Milwaukee, WI.
59. Clancy, K., **Haebig, E.**, Bauer, J. (2008). Role of voice F0 production accuracy and perception in modifying compensatory voice F0 responses during sustained vowel productions. Poster presented at the annual Wisconsin Speech Language and Hearing Association convention, Madison, WI.

**NON-REFEREED CONFERENCE ORAL PRESENTATIONS/COMMUNITY EDUCATION AND OUTREACH (3 total) \*students are underlined**

1. Mitu, F., & **Haebig, E.** (2026). Bilingualism and language development: Myths, evidence, and guidance for parents, caregivers, and teachers. C.W. Austin Learning Disabilities Conference, Baton Rouge, LA.
2. Mitu, F., & **Haebig, E.** (2025). Evidence-based strategies to support language development in children with language learning disorders. C.W. Austin Learning Disabilities Conference, Baton Rouge, LA.
3. **Haebig, E.** (2020). Promoting early literacy and language skills in children with language delays/disorders. C.W. Austin Learning Disabilities Conference, Baton Rouge, LA.

**TEACHING EXPERIENCE**

***Professor of Record***

2022 - 2024	<i>Professor, Communication Sciences &amp; Disorders, LSU CD 7790: Professional Development and Ethical Issues in COMD</i>
2019	<i>Professor, Communication Sciences &amp; Disorders, LSU CD 7780: Seminar in Word Learning and Word Processing in Children</i>
2018 - Present	<i>Professor, Communication Sciences &amp; Disorders, LSU CD 4382: Language Disorders in Children</i>
2017 - Present	<i>Professor, Communication Sciences &amp; Disorders, LSU CD 7834: Early Communication Intervention</i>
Spring 2013	<i>Co-Instructor, Communicative Disorders, UW- Madison CSD 709: Language Problems of School-Age Children and Adolescents</i>

***Teaching Assistant***

Spring 2015	<i>TA, Communication Sciences and Disorders, UW-Madison CSD 900: Grant Writing</i>
-------------	----------------------------------------------------------------------------------------

- Spring 2014                    *TA, Communication Sciences and Disorders, UW-Madison*  
CSD 900: Grant Writing
- Guest Lecturer***  
Spring 2018, 2019            *Guest Lecturer, Communication Sciences & disorders, Louisiana State*  
*University*  
COMD: 1015: Autism Spectrum Disorder
- Spring 2016                    *Guest Lecturer, Speech, Language, and Hearing Sciences, Purdue*  
*University*  
SLHS 115: Language Research in Children with Neurodevelopmental  
Disorders
- Spring 2015                    *Guest Lecturer, Communicative Disorders, UW- Madison*  
CSD 709: Assessment of Literacy Skills
- Fall 2013                      *Guest Lecturer, Communicative Disorders, UW- Madison*  
CSD 110: Alternative and Augmentative Communication
- Spring 2012                    *Guest Lecturer, Communicative Disorders, UW- Madison*  
CSD 440: Alternative and Augmentative Communication  
Emergent Literacy
- Fall 2012                      *Guest Lecturer, Communicative Disorders, UW- Madison*  
CSD 110: Alternative and Augmentative Communication
- Fall 2011                      *Guest Lecturer, Communicative Disorders, UW- Madison*  
CSD 440: Alternative and Augmentative Communication  
Speech and language needs in individuals with Cerebral Palsy  
Emergent Literacy  
Assessment and Intervention

## **MENTORING EXPERIENCE**

### **Chaired Undergraduate Honors Thesis**

Ezra Moore (PSYC BA, 2025). Imageability ratings and vocabulary development in autistic and non-autistic children. LSU Psychology Department and Honors College

Courtney Barrett (COMD BA, in progress). Examining the role of retrieval practice in promoting word learning through a naturalistic storybook activity. LSU Department of Communication Sciences & Disorders and Honors College.

Rory Dries (COMD BA, in progress). Investigating different classification methods for minimally speaking autistic children. LSU Department of Communication Sciences & Disorders and Honors College.

**Undergraduate Honors Thesis Committee Member Mentorship**

Emma Vu (KINES BA, 2025). The Influence of Body-Object Interaction Rating on Semantic Processing in Autistic and Non-Autistic Adults.

Julia Sanders (COMD BA, 2021). Listeners' perception of children and adult's word-final /l/. LSU Department of Communication Sciences & Disorders.

**McNair Summer Research/Research Scholar Programs**

Mentor to 2 students, 2018, 2021

**Discover Day Undergraduate Research Project Program**

Mentor to 3 students, 2018, 2022

**Chaired Master's Theses** (7 total, 6 completed)

Ayva Rose (COMD MA, in progress). Identifying aids and barriers to participating in adapted library programs in families with children with neurodivergent development. LSU Department of Communication Sciences & Disorders.

Caprielle Priola (COMD MA, 2024). Affects of iconic gestures on word pair learning in autistic and non-autistic adults. LSU Department of Communication Sciences & Disorders.

Taylor Hale (COMD MA, 2023). Identifying key language research priorities in autistic children according to parents: A brief survey. LSU Department of Communication Sciences & Disorders.

Claire Bourgeois (COMD MA, 2022). The role of the shape bias and other word features on early vocabulary acquisition in young autistic children. LSU Department of Communication Sciences & Disorders.

Caitlyn Kearns (COMD MA, 2022). General all purpose verbs and verb siversities of children with and without developmental language disorder: A study of language samples. LSU Department of Communication Sciences & Disorders.

Allison Menting (COMD MA, 2021). Characterizing receptive vocabulary knowledge in minimally verbal children with autism spectrum disorder. LSU Department of Communication Sciences & Disorders.

Allison Herring (COMD MA, 2020). The relationship between working memory, declarative learning, and procedural learning in children with specific language impairment. LSU Department of Communication Sciences & Disorders.

**Master's Theses Committee Member Mentorship (14 total)**

Blake Ally (COMD MA, 2025). Silent period versus selective mutism in young bilingual children: A case study. LSU Department of Communication Sciences & Disorders

Tatum Wilcox (COMD MA, 2024). Analyzing errors across nonword repetition tasks for clinical utility among children who speak African American English. LSU Department of Communication Sciences & Disorders

Grace Lemoine (COMD MA, 2024). Surveying clinician perceptions and treatment protocols for uncommon error patterns of /l/ in children. LSU Department of Communication Sciences & Disorders

Alaniss Sabillon (COMD MA, 2024). Speech and language errors in an eight-year-old Spanish-English bilingual speaker: A case study. LSU Department of Communication Sciences & Disorders

Nicholas Day (COMD MA, 2023). Examining quality of parent-child interactions using a Multidimensional Approach. LSU Department of Communication Sciences & Disorders.

Stanley West (PSYCH MA, 2023). Theory of mind performance on a semantic word association task in autistic adults. LSU Department of Psychology.

Skyller Castello (COMD MA, 2022). Implicit bias in speech-language pathology students. LSU Department of Communication Sciences & Disorders.

Briana Cairney (PSYCH MA, 2021). An ERP study of the effects of iconic and nonsense gestures on memory formation. LSU Department of Psychology.

Darby Schoenfield (COMD MA, 2020). Children's attitudes toward their communication abilities. LSU Department of Communication Sciences & Disorders.

Loren Stoller (COMD MA, 2020). Research to practice: Implementing sign-infused intervention as a novice clinician. LSU Department of Communication Sciences & Disorders.

Emily Sossaman (COMD MA, 2019). Relationship between subject pronoun case marking and finite verb marking in AAE-speaking children with and without SLI. LSU Department of Communication Sciences & Disorders.

Belle Bankston (COMD MA, 2019). Predictors of verbal development in children with autism spectrum disorder. LSU Department of Communication Sciences & Disorders.

Christina Hensgens (COMD MA, 2019). Item comparison of two language assessments in children with autism spectrum disorder. LSU Department of Communication Sciences & Disorders.

Jason Killian (COMD MA, 2019). Identifying enhanced milieu teaching strategies through video models: A feasibility study. LSU Department of Communication Sciences & Disorders.

**Chaired Doctoral Dissertations** (2 total, 2 in progress)

Tengwen Fan (COMD PhD, in progress). The role of rhyme in children's word learning. LSU Department of Communication Sciences & Disorders.

Fatema Akhter Mitu (COMD PhD, in progress). Understanding parental verbal responsiveness: Linking direct observation and parent report measures in different cultural contexts. LSU Department of Communication Sciences & Disorders.

**Doctoral Dissertation Committee Member Mentorship** (2 total)

Kwaku Nyantakyi (COMD PhD, 2025). Tense and agreement measures in young African American English-speaking children. LSU Department of Communication Sciences & Disorders

Brianna Cairney (PSYC PhD, 2024). Optimizing associative memory in autistic and non-autistic adults: Retrieval practice, post-retrieval feedback, and gesture. LSU Department of Psychology

**Mentoring Experience as a Postdoctoral Fellow**

2016 - 2017

Mentor/Leader of a Professional Development Series for graduate students in the Department of Speech, Language, & Hearing Sciences Department, Purdue University

**Mentoring Experiences as a PhD Student**

2013 – 2015

Mentor for undergraduate honors students in the Department of Communication Sciences and Disorders, University of Wisconsin – Madison

2010-2017

Mentor for undergraduate and graduate students in the:

Language Processing Lab (Ellis Weismer)

Research in Neurodevelopmental Disabilities Lab (Sterling)

Infant Learning Lab (Saffran)

Neural Systems for Language Processing Lab (Weber)

## **PROFESSIONAL SERVICE**

### ***Ad Hoc Journal Reviewer***

American Journal of Speech Language Pathology  
Autism  
Applied Psycholinguistics  
Autism and Developmental Language Impairments  
Autism Research  
Brain and Language  
Child Development  
Clinical Linguistics and Phonetics  
Cognition  
International Journal of Language and Communication Disorders  
International Journal of Speech-Language Pathology  
Folia Phoniatica et Logopaedica  
Journal of Child Psychology and Psychiatry  
Journal of Experimental Child Psychology  
Journal of Intellectual & Developmental Disability  
Journal of Communication Disorders  
Journal of Language and Communication Disorders  
JoVE  
Journal of Speech, Language, and Hearing Research  
Journal of Neurodevelopmental Disorders  
Journal of Child Psychology and Psychiatry  
Language Learning and Development  
Language, Speech, and Hearing Services in Schools  
Journal of Experimental Psychology  
Scientific Reports

### **Grant Reviews**

- National Science Foundation, Linguistics Program – 2025
- ASHFoundation, New Investigators Grant - 2025
- The Israel Science Foundation, Personal Research Grants – 2023
- Dutch Research Council | Domain Social Sciences and Humanities (SSH) - Secretaries Round  
NWO Talent Programme 2021 - Cultural Sciences and Linguistics

### **Conference Abstract Reviews**

American Speech-Language-Hearing Association, Poster presentation abstracts (2016)  
International Society of Autism Research (INSAR) - Meeting on Language in Autism (MOLA)  
Conference (2022, 2023, 2025)  
Cognitive Science Society Conference (2023, 2024, 2025)

### **Extramural Service**

**Committee Member - ASHA Pathways Advisory Committee** 2025 - Present  
American Speech-Language and Hearing Foundation

**Departmental Service**

<b>Committee Member – 2025 Faculty Search Committee</b> Communication Sciences & Disorders, LSU	2025 - Present
<b>Committee Member – Faculty Search Committee</b> Communication Sciences & Disorders, LSU	2025 - 2026
<b>Chair – Integrated Learning Course Coordinator</b> Communication Sciences & Disorders, LSU	2024 - Present
<b>Co-Chair – 2023 Faculty Search Committee</b> Communication Sciences & Disorders, LSU	2023 - 2024
<b>PhD Student Program Coordinator</b> Communication Sciences & Disorders, LSU	2022 - Present
<b>Co-founder and Member – Diversity, Equity &amp; Inclusion Committee</b> Communication Sciences & Disorders, LSU	2020 - 2023
<b>Committee Member – Faculty Search Committee</b> Communication Sciences & Disorders, LSU	2020
<b>Course Design – COMD Professional Ethics in COMD</b> Communication Sciences & Disorders, LSU	2020
<b>Committee Member – Schools Clinical Practicum Committee</b> Communication Sciences & Disorders, LSU	2019
<b>Co-Chair – Integrated Learning Course Committee</b> Communication Sciences & Disorders, LSU	2019 - 2021
<b>Course Design – COMD 2081 Introduction to Language</b> Communication Sciences & Disorders, LSU	2019 - 2021
<b>Advisor – Spring Admissions Students</b> Communication Sciences & Disorders, LSU	2018 - 2020
<b>Program Organizer – Research Roundtable</b> Research Roundtable Departmental Research Presentation Series and Coordinator of the Clinical Maintenance Hours Certificates	2017 – Present
<b>Chair - PhD Student Professional Development</b> Communication Sciences & Disorders, LSU	2017 – 2021

***Undergraduate and Graduate Leadership Activities***

2014	<i>Committee Chair, Symposium on Research in Child Language Disorders</i>
2008 - 2013	<i>Student Representative, Wisconsin Speech Language and Hearing Association</i>
2006 - 2008	<i>President, National Student Speech-Language-Hearing Association chapter organization, University of Wisconsin-Milwaukee</i>
2006 – 2008	<i>Student Representative, Black and Gold Committee, College of Health Sciences, University of Wisconsin-Milwaukee</i>

2005 - 2006

*Freshman-Sophomore Liaison*, National Student Speech-Language-Hearing Association chapter organization, University of Wisconsin-Milwaukee

## **PROFESSIONAL AFFILIATIONS**

American Speech-Language and Hearing Association (Certified Member)

Society for Research in Child Language Development (2009 – 2015)

Wisconsin Speech-Language-Pathology and Audiology Association (2004 – 2015)

## **CLINICAL EXPERIENCE**

2012 - 2015

Speech-Language Pathologist conducting language, cognitive, and autism assessments for toddlers, school age children, and adolescents with autism spectrum disorders, specific language impairment, Down syndrome, and fragile X syndrome

2010 – 2011

Speech-Language Pathologist for a parent-mediated language intervention study for children with autism spectrum disorders

## **CLINICAL LICENSURE**

Louisiana Board of Examiners for Speech-Language Pathology and Audiology (License Number: 8003)

Wisconsin Speech-Language Pathology License (License Number: 1001231057)

Council for Clinical Certification in Speech-Language Pathology (CCC-SLP, 12129436)