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## BIOGRAPHICAL SKETCH

NAME Schuele, C. Melanie		POSITION TITLE	
eRA COMMONS USER NAME schuelm		Assistant Professor	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION		DEGREE <i>(if applicable)</i>	YEAR(s)
Miami University, Oxford, Ohio		B.S. Ed.	1981
University of Texas, Austin		M.A.	1985
University of Kansas, Lawrence		Ph.D.	1995
Arizona State University		Postdoctoral	1999
		FIELD OF STUDY	
		Speech-Lang Pathology	
		Speech-Lang Pathology	
		Child Language	
		Child Language	

### A. Positions and Honors

#### Positions and Employment

- 1984-1988 Speech-Language Pathologist, Burnet Consolidated Independent School District, Burnet, TX  
1988-1990 Speech-Language Pathologist, Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill  
1989-1990 Adjunct Instructor, Division of Hearing and Speech Sciences, Department of Medical Allied Health, University of North Carolina, Chapel Hill  
1994-1995 Visiting Instructor, Department of Communication Sciences, Case Western Reserve University, Cleveland, OH  
1995-1998 Assistant Professor, Department of Speech Pathology and Audiology University of Nevada, Reno  
1998-1999 Faculty Research Associate, Infant Child Communication Research Laboratory and Department of Speech and Hearing Science, Arizona State University, Tempe  
1999-2002 Instructor, Department of Communication Sciences, Case Western Reserve University, Cleveland, OH  
2002-pres Assistant Professor, Department of Hearing and Speech Sciences, Vanderbilt University, Nashville, TN

#### Honors and Awards

- Schiefelbusch Child Language Scholarship, University of Kansas, 1994  
Mentor for Lisa Nicholls, awarded Senior Scholar, School of Medicine, University of Nevada, Reno, 1997  
New Investigator's Award, American Speech-Language-Hearing Foundation, 1999  
Fellow, Grant Writing Workshop, American Speech-Language-Hearing Association, 2000  
Editorial Review Board, *Journal of Speech, Language, and Hearing Research*, *American Journal of Speech-Language Pathology*, and *Language, Speech, and Hearing Services in Schools*  
Reviewer, *Topics in Language Disorders*, *Clinical Linguistics and Phonetics*, *Journal of Fluency Disorders*  
Member, ASHA Research and Scientific Affairs Committee, 2004-2006  
Reviewer, Early Reading First, United States Department of Education, 2003-2005

### B. Publications

- Schuele, C. M., & van Kleeck, A. (1987). Precursors to literacy: Assessment and intervention. *Topics in Language Disorders*, 7(2), 32-44.  
van Kleeck, A., & Schuele, C. M. (1987). Precursors to literacy: Normal development. *Topics in Language Disorders*, 7(2), 13-31.  
Fitzgerald, J., Schuele, C. M., & Roberts, J. (1992). Emergent literacy: What is it and what does the teacher of learning disabled children need to know about it? *Reading and Writing Quarterly*, 8, 71-85.

- Schuele, C. M., Roberts, J. E., Fitzgerald, J., & Moore, P. (1993). Assessing emergent literacy skills in preschool classrooms. *Day Care and Early Education*, 21(2), 13-21.
- Schuele, C. M. (1994). Emergent literacy: A necessary component of early intervention practices of speech-language pathologists. *Tejas: Texas Journal of Audiology and Speech Pathology*, 20(1), 2-7.
- Fitzgerald, J., Roberts, J., Pierce, P., & Schuele, C. M. (1995). Evaluation of home literacy environment: An illustration with preschool children with Down syndrome. *Reading and Writing Quarterly*, 11, 311-334.
- Schuele, C. M., Rice, M. L., & Wilcox, K. A. (1995). Redirects: A strategy to increase peer initiations. *Journal of Speech and Hearing Research*, 38, 1319-1333.
- Rice, M. L. & Schuele, C. M. (1995). Speech and language impairments. In E. Meyen & T. Skrtic (Eds.), *Special education and student disability* (4th ed., pp. 339-374). Denver, CO: Love Publishing.
- Hadley, P. A. & Schuele, C. M. (1995). Come buddy, help, help me!: Verbal interactions with peers in a preschool language intervention classroom. In M. L. Rice & K. A. Wilcox (Eds.), *Building a language-focused curriculum for the preschool classroom (Vol. 1): A foundation for lifelong communication* (pp. 105-125). Baltimore, MD: Brookes.
- Schuele, C. M. (1997, Spring). Literate preschoolers, *Nevada Times*, 18-19
- Hadley, P. & Schuele, C. M. (1998). Facilitating peer interaction: Socially-relevant objectives for language intervention. *American Journal of Speech-Language Pathology*, 7(4), 25-36.
- Schuele, C. M. & Hadley, P. (1999). Potential advantages of introducing specific language impairment to families. *American Journal of Speech-Language Pathology*, 8(1), 11-22.
- Schuele, C. M. & Nicholls, L. (2000). Relative clauses: Evidence of continued linguistic vulnerability in children with specific language impairment. *Clinical Linguistics and Phonetics*, 14, 563-585.
- Schuele, C.M. & Tolbert, L. (2001). Omissions of obligatory relative markers in children with specific language impairment. *Clinical Linguistics and Phonetics*, 15, 257-274.
- Schuele, C. M. (2001). Socioeconomic influences on children's language acquisition. *Journal of Speech-Language Pathology and Audiology*, 24, 77-88.
- Justice, L. & Schuele, C. M. (2004). Phonological awareness: Description, assessment, and intervention. In J. Bernthal & N. Bankson (Eds.), *Articulation and phonological disorders* (5<sup>th</sup> ed., pp. 376-405). Boston, MA: Allyn & Bacon.
- Schuele, C. M. (2004). The impact of developmental speech and language impairments on the acquisition of literacy skills. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 176-183.
- Schuele, C. M., Haskill, A., & Rispoli, M. (2005). What's /ðɛr/? An anomalous error in a child with SLI. *Clinical Linguistics and Phonetics*, 19, 89-107.
- Schuele, C. M. & Dykes, J. (2005). A longitudinal study of complex syntax development in a child with specific language impairment. *Clinical Linguistics and Phonetics*, 19, 295-318.
- Hu, C. F. & Schuele, C. M. (2005). Learning nonnative names: The effect of poor native phonological awareness. *Applied Psycholinguistics*, 26, 343-362.

## C. Research

### Complex Syntax Development of Children with Specific Language Impairment

The goal of this research program is to document complex syntax development in children with specific language impairment (SLI). Grammatical limitations are a hallmark characteristic of children with SLI. However, the bulk of research on the grammatical development of children with SLI has focused on morphological and early syntactic development. Little is known about the later grammatical development, including complex syntax, of children with SLI. It is critical to document complex syntax development of children with SLI to understand the extent of grammatical limitations of children with SLI and to plan appropriate interventions. Deficits in complex syntax may play a crucial role in the continued language-learning difficulties of children with SLI during the school age years.

### Phonological Awareness Intervention with Kindergarten and First Grade Children

The goal of this research program is to explore the benefits of two-tiered phonological awareness instruction and intervention with kindergarten and first grade children. In collaboration with the West Virginia Department of Education and Laura Justice, PhD (University of Virginia), this project has focused on implementing a two-tiered intervention model in the public schools of West Virginia as a means of prevention of early literacy difficulties. Local school teams are trained to implement the project model and child outcomes are evaluated.