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NAME OF SPONSOR (CO-SPONSOR) Camarata, Stephen M.		POSITION TITLE Professor	
eRA COMMONS USER NAME (credential, e.g., agency login) Camarasm			
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)	FIELD OF STUDY
San Diego State University	BA	1979	Speech Pathology and Audio
San Diego State University	MA	1981	Speech Pathology and Audio
Purdue University	PhD	1984	Audio and Speech Science

A. Positions and Honors

Positions and Employment

1979 - 1981 Teaching Assistant, Dept of Speech Pathology and Audiology, San Diego State University

1981 - 1982 Clinical Fellow, Purdue University Speech and Hearing Clinic

1982 - 1984 Teaching and Research Assistant, Dept of Audiology and Speech Sciences, Purdue University

1984 - 1985 Postdoctoral Fellow, Early Childhood Language Laboratory, Dept of Speech and Hearing Sciences, University of Arizona

1985 - 1988 Assistant Professor, Dept of Special Education & Communication Disorders, Pennsylvania State University

1988 - 1990 Assistant Professor, Dept of Speech and Hearing Sciences, University of California, Santa Barbara

1990 - 1994 Assistant Professor, Dept of Speech and Hearing Sciences, Vanderbilt University School of Medicine

1994 - 2002 Associate Professor, Dept of Speech and Hearing Sciences, Vanderbilt University School of Medicine

1996 - pres Associate Professor, Dept of Special Education, Peabody College, Vanderbilt University

2000 - 2002 Acting Director, John F. Kennedy Center for Research on Human Development, Vanderbilt University

2002 - 2004 Deputy Director, John F. Kennedy Center for Research on Human Development, Vanderbilt University

2002 - pres Professor, Dept of Speech and Hearing Sciences and Dept of Special Education, Vanderbilt University

2004 - pres Director, Research Program in Communication & Learning, John F. Kennedy Center for Research on Human Development, Vanderbilt University

Honors and Awards

1979 Graduated with high honors and distinction, San Diego State University

1979 Phi Kappa Phi

1986 Member of the Outstanding Young Men of America

1987 "Who's Who in American Universities and Colleges"

1988 "Who's Who Among Health Science Professionals"

1991 Appointed Research Investigator, John F. Kennedy Center for Research in Human Development

1997 - 2001 Chair of the Special Interest Division on Treatment Efficacy of the American Speech Language Hearing Association

2001 Distinguished Faculty Honoree, Vanderbilt University

B. Selected peer-reviewed publications (in chronological order)

- Nelson, K. E., Loncke, F., & Camarata, S. (1993). Implications of research on deaf and hearing children's language learning. In M. Marschark, & D. Clark (Eds.), *Psychological perspectives on deafness* (pp. 123-151). Hillsdale, NJ: Lawrence Erlbaum.
- Camarata, S., Nelson, K. E., & Camarata, M. (1994). A comparison of conversation based to imitation based procedures for training grammatical structures in specifically language impaired children. *Journal of Speech and Hearing Research*, 37, 1414-1423.
- Haley, K., Camarata, S., & Nelson, K. (1994). Social valence in specifically language impaired children during imitation based and conversation based language intervention. *Jrnl of Speech & Hrng Res*, 37, 378-388.
- Koegel, R. L., Camarata, S. M., & Koegel, L. K. (1994). Aggression and non-compliance: Behavior modification through naturalistic language remediation. In J. L. Matson (Ed.), *Autism in children and adults: Etiology, assessment, and intervention* (pp. 165-180). Pacific Grove, CA: Brooks Cole Publishing Co.
- Nelson, K. E., Welsh, J., Camarata, S., Butkowsky, L., & Camarata, M. (1995). Available input and available language learning mechanisms for specifically language-delayed and language-normal children. *First Language*, 15, 1-17.
- Camarata, S. (1996). On the importance of integrating naturalistic language, social intervention, and speech-intelligibility training. In L. Koegel, R. Koegel, & G. Dunlap (Eds.), *Positive behavior support* (pp. 333-351). Baltimore: Brookes.
- Camarata, S., Nelson, K., & Camarata, M. (1996). On the importance of providing detailed procedural descriptions in treatment research. *Journal of Speech and Hearing Research* 39, 222-223.
- Champion, T., Seymour, H., & Camarata, S. (1996). Narrative discourse of African-American children. *Journal of Narrative and Life History*, 5, 333-352.
- Nelson, K., & Camarata, S. (1996). Improving conditions for English speech and language acquisition. *Volta Review*, 98, 17-41.
- Nelson, K. E., Camarata, S., Welsh, J., Butkovsky, L., Camarata, M. (1996). Acquisition of absent syntactic structures by children with specific language impairment and by nondelayed children matched on language levels. *Journal of Speech and Hearing Research*, 39, 850-859.
- Koegel, L., Camarata, S., Koegel, L., Smith, A., & Ben-Tal, A. (1998). Improving speech in children with autism. *Journal of Autism and Developmental Disabilities*, 28, 241-251.
- Koegel, L., Camarata, S., & Valdez-Menchaca, M. (1998). Teaching children with autism to use a self-initiated strategy to learn expressive vocabulary. *American Journal of Mental Retardation*, 102, 346-357.
- Camarata, S. (1999). Clinical ramifications of the speech-language connection. In R. Paul (Ed.), *The speech-language connection*. Baltimore: Brookes.
- Camarata, S., & Gibson, T. (1999). Pragmatic language deficits in attention-deficit hyperactivity disorder (ADHD). *Journal of Mental Retardation and Developmental Disabilities Research Reviews*, 5, 207-214.
- Smith, A., & Camarata, S. (1999). Increasing language intelligibility of children with autism within regular classroom settings using teacher implemented instruction. *Journal of Positive Behavior Intervention*.
- Nelson, K., Welsh, J., Camarata, S., Tjus, T., & Heimann, M. (2001). A rare event transactional model of tricky mix conditions contributing to language acquisition and varied communicative delays. *Children's language: Interactional contributions to language development* (Vol. 11, pp. 165-195). Mahwah, NJ: L. Erlbaum Publishers.
- Camarata, S., & Yoder, P. (2002). Language transactions during development and intervention: Theoretical implications for developmental neuroscience. *International Journal of Developmental Neuroscience*, 20, 459-467.
- Camarata, S., & Nelson, K. E. (2002). Measurement and the diagnosis of speech and language disorders in children. *Peabody Journal of Education*, 77(2), 106-116.
- Camarata, S., & Conture, E. (2003). Disorders of speech and language development. In M. Wolraich (Ed.) *Disorders of development and learning* (3rd ed., pp. 175-194). Hamilton, Ontario: B.C. Decker, Inc.
- Gillum, H., Camarata, S., Nelson, K. E., & Camarata, M. (2003). A comparison of naturalistic and analog treatment effects in children with expressive language disorder and poor preintervention imitation skills. *Journal of Positive Behavior Intervention*, 5(3), 171-178.

- Camarata, S. (2003). Assessment of language and language disorders. In M. Wolraich (Ed.) *Disorders of development and learning* (3rd ed., pp. 49-60). Hamilton, Ontario: B.C. Decker, Inc.
- Gillum, H. & Camarata, S. (2004). Importance of treatment efficacy research on language comprehension in MR/DD research. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 201-207.
- Haines, J. & Camarata, S. (2004). Examination of candidate genes in language disorder: A model of genetic association in treatment studies. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 208-217.
- Camarata, S. & Wertz, R. T. (2004). Treatment efficacy research: A window into genetic and neurodevelopmental correlates of developmental disabilities. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 159-162.
- Leonard, L., Camarata, S., Brown, B. & Camarata, M. (2004). Tense and agreement in the speech of children with specific language impairment: Patterns of generalization through intervention. *Journal of Speech-Language-Hearing Research*, 47, 1363-1379.
- Yoder, P., Camarata, S. & Gardner, E. (2005). Treatment effects and predictors of speech intelligibility and length of Utterance in children with specific language and intelligibility impairments. *Journal of Early Intervention*, 28, 34-49
- Camarata, S. (2005). Differential diagnosis of autism and other developmental disabilities in international adoption cases: The implications of language abilities. *Journal of Cognitive Education and Psychology*.
- Yoder, P. J., Camarata, S., Camarata, & M. Williams, S. M. (2006). Association between differentiated processing of syllables and comprehension of grammatical morphology in children with Down syndrome. *American Journal on Mental Retardation*, 111, 138-152.
- Leonard, L., Camarata, S., Pawlowska, M., Brown, B., & Camarata, M. (2006). Tense and agreement morphemes in the speech of children with specific language impairment during Intervention: Phase II. *Journal of Speech-Language-Hearing Research*, 49, 749-770.
- Camarata, S., Yoder, P., & Camarata, M. (2006). Simultaneous treatment of grammatical and speech-comprehensibility deficits in children with Down syndrome. *Down Syndrome: Research and Practice*, 11(1), 9-17.
- Camarata, S. & Woodcock, R. (2006). Sex differences in processing speed: Developmental effects in males and females. *Intelligence*, 34, 231-252.
- Camarata, S. & Nelson, K. (2006). Conversational Recast Intervention with Preschool and Older Children. In R. McCauley & M. Fey (Eds.), *Treatment of language disorders in children* (pp. 237-264). Brookes Publishing.
- Camarata, S., Nelson, K., Gillum, H. & Camarata, M. (in press). Incidental receptive language growth associated with expressive grammar intervention in SLI. *First Language*.
- Leonard, L., Camarata, S., Pawlowska, M., Brown, B., & Camarata, M. (in press). Tense and agreement morphemes in the speech of children with specific language impairment during Intervention: Phase III. *Journal of Speech-Language-Hearing Research*.
- Leonard, L., Camarata, S., Brown, B. & Camarata, M. (2008). The acquisition of tense and agreement in the speech of children with specific language impairment: Patterns of generalization through intervention. *Journal of Speech-Language-Hearing Research*, 51, 120-125.
- Pawlowska, -Monika; Leonard, -Laurence-B; Camarata, -Stephen-M; Brown, -Barbara; Camarata, -Mary-N (2008). Factors accounting for the ability of children with SLI to learn agreement morphemes in intervention. *Journal of Child Language*, 35, 25-53.
- Camarata, S. (in press). FastForward does not significantly improve language skills in children with language disorders. *Evidenced Based Practice in Communication Disorders*.
- Camarata, S., Nelson, K., Gillum, H. & Camarata, M. (in press). Incidental Receptive Language Growth Associated with Expressive Grammar Intervention in SLI. *First Language*.

C. Research Support

Ongoing Research Support

1R34DC010927 Camarata and Wallace (Co-PIs)

NIDCD

Evaluation of Sensory Integration Treatment in ASD

09/17/09-08/31/11

Children with autism spectrum disorder (ASD) display severe disruptions in communication and social interaction. There are many unproven treatments thought to improve the skills that are widely implemented. The purpose of this project will be to evaluate whether sensory integration treatment is associated with improvements in communication and social skills in children with ASD.

Role: Co-PI

5R01DC008640-03 Camarata (PI)

09/01/07 – 08/31/11

NIH/NIDCD

Treatment of Speech Disorders in Children With Down Syndrome

People with Down syndrome often have difficulty developing accurate and comprehensible speech, which in turn has detrimental impacts on language, educational and social development. This project is designed to develop more effective treatments for speech disorders in Down syndrome.

Role: PI

R324A080143 Camarata (PI)

07/01/08 – 06/30/11

IES

Related Services Intervention for Expressive and Receptive Language Skills in ASD and in CI

Children with ASD and those with Cognitive Impairments have difficulty with both receptive and expressive language skills. The purpose of this project is to develop a related services intervention that simultaneously address both modalities.

Role: PI

Completed Research Support

5R01 DC005994-05 Yoder (PI)

01/01/04 – 11/30/09

NIH/NIDCD

ERP and Behavior Predictors of Language Intervention

This project investigates whether ERP and behavioral measures of speech processing predict SLI children's differential response to one of two language interventions.

Role: Co-Investigator