

**BIOGRAPHICAL SKETCH**

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NAME: **Jones, Robin Michael**

eRA COMMONS USER NAME (credential, e.g., agency login): **ROBINJONES**

POSITION TITLE: **Assistant Professor, Hearing and Speech Sciences, Vanderbilt University**

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
Miami University	B.S.	05/2003	Speech Pathology and Audiology
The Ohio State University	M.A.	06/2006	Speech-Language Pathology
Vanderbilt University	Ph.D.	12/2012	Hearing and Speech Sciences
The Ohio State University	Postdoctoral Fellow	9/12-6/13	Speech and Hearing Science

**A. Personal Statement**

For approximately ten years, I have studied, researched, and worked clinically in the area of speech-language pathology with a special interest in stuttering in children and adults. My initial interest in becoming a teacher-scholar resulted from funded research experiences I had during my undergraduate studies at Miami University (Oxford, OH). Subsequently, at The Ohio State University, I completed a master's thesis, which was published (2012) in a peer-reviewed journal. After completing my Master's degree, I worked in the field as a speech-language clinician for approximately one year, during which time my interests in becoming a teacher-scholar further developed. These experiences served as catalysts for me to pursue a doctoral degree at Vanderbilt University under the direction of Edward G. Conture with a focus in the area of childhood stuttering. During my doctoral training my research interests centered on empirical studies of emotional and linguistic contributions to childhood stuttering. Following my doctoral training, I was a Social and Behavioral Sciences Postdoctoral Fellow in the Department of Speech and Hearing Science at The Ohio State University researching the role of emotion in speech-language planning and production in typical populations as well as children and adults who stutter.

Beginning 2013, I became a tenure-track Assistant Professor in the Department of Hearing and Speech Sciences at Vanderbilt University. Since that time I have been part of the key personnel on the NIH/NIDCD R01 (DC000523-18, "Emotional and Linguistic Contributions to Childhood Stuttering", PI Tedra A. Walden). My involvement on this grant has resulted in several empirical studies presented to national conferences as well as currently published, submitted, or in preparation for submission to peer-reviewed journals. These experiences have contributed to the development of my theoretical as well as methodological expertise in the study of temperament, emotion and their contribution to childhood stuttering. Besides the theoretical, conceptual and scientific guidance and input from senior investigators such as Conture and Walden, I have had access to state-of-the-art facilities and resources as well as equipment necessary to develop/perform my own programmatic line of investigation. These experiences have included the opportunity to collaborate with Stephen Porges, an expert in psychophysiology, and gain extensive training and experience in the collection and analysis of respiratory sinus arrhythmia.

My current research direction builds on present findings and my expertise, by empirically studying the joint impact of emotional and cognitive factors on stuttering as well as associated physiological biomarkers. The long-term goal of this program of research is to elucidate the physiologic and cognitive mechanisms

involved in emotion regulation that confer risk for onset and persistence of stuttering. Given that I am a person who stutters, I have a keen and very deep personal understanding of the importance to develop and establish a data-based, comprehensive understanding of the factors that contribute to stuttering—with this grant representing an excellent opportunity to do just that. Ultimately, I believe that my personal experience, previous training, and current position as a teacher-scholar at a research intensive University allow me to make a difference in the field of speech-language pathology and related disciplines, in particular making significant discoveries regarding the disorder of stuttering.

## **United States of America**

### **B. Positions and Honors**

#### **Positions and Employment**

2006	Speech-Language Pathologist, Franklin County Education Service Center, Columbus, OH
2006-2007	Speech-Language Pathologist, Professional Speech Services Incorporated, Gahanna, OH
2007-2012	Doctoral Student/Research Assistant, Department of Hearing and Speech Sciences, Vanderbilt University, Nashville, TN
2009-2011	Teaching Assistant, Department of Hearing and Speech Sciences, Vanderbilt University, Nashville, TN
2012-2013	Social and Behavioral Sciences Diversity Postdoctoral Research Fellow, Department of Speech and Hearing Science, The Ohio State University, Columbus, Ohio
2013-	Assistant Professor of Hearing and Speech Sciences, Department of Hearing and Speech Sciences, Vanderbilt University School of Medicine, Nashville, Tennessee

#### **Other Experience and Professional Membership**

2004-2006	Member, National Student Speech-Language and Hearing Association
2006-	Member, Fluency Special Interest Division, American Speech-Language-Hearing Association
2006-	Member, American Speech-Language-Hearing Association
2007-	Certificate of Clinical Competence, Speech-Language Pathology
2008-2012	Research Affiliate, Vanderbilt Kennedy Center (VKC)
2012-2013	Committee member, American Speech-Language-Hearing Association, 2013 ASHA Conference, Committee on Cultural and Linguistic Diversity
2013-2014	Committee member, American Speech-Language-Hearing Association, 2014 ASHA Conference, Committee on Fluency
2013-	Reviewer, Journal of Speech, Language, and Hearing Research
2013-	Reviewer, Journal of Fluency Disorders
2013-	Committee member and research coordinator, Vanderbilt summer day camp for school-age children who stutter
2014-	Reviewer, PLOS ONE

#### **Honors and Awards:**

2001-2002	Mary Thew Fowler Scholarship, Miami University, Oxford, OH
2002-2003	Mary Palley Covell Scholarship, Miami University, Oxford, OH
2003-2004	Enrichment Fellowship, The Ohio State University, Columbus, OH
2005-2007	Sander and Michele Flaum Communication Award, The Ohio State University, Columbus, OH
2007-2011	Malcolm Fraser Fellowship, Malcolm Fraser Foundation, Stuttering Foundation of America, Sea Island, GA
2009	Best Research Poster: Clinical, Behavioral, and Intervention Research, Vanderbilt Kennedy Center Science Day, Vanderbilt University, Nashville, TN
2010	Best Research Poster: Clinical, Behavioral, and Intervention Research, Vanderbilt Kennedy Center Science Day, Vanderbilt University, Nashville, TN
2010-2011	Vanderbilt Graduate Student Travel Grant, Vanderbilt Graduate School, Vanderbilt University, Nashville, TN
2010-2011	Vanderbilt Kennedy Center Travel Award, Vanderbilt Kennedy Center, Vanderbilt University, Nashville, TN

## C. Contribution to Science

1. **Autonomic nervous system activity of preschool-age children who stutter during baseline and arousing speaking conditions.** This study, represents a significant contribution to science, given that it is one of the first empirical studies of emotional processes of young children who stutter (CWS) involving a physiological perspective. Specifically, findings from my 2014 empirical study, indicated that CWS, compared to children who do not stutter (CWNS), exhibited a physiological state characterized by greater vulnerability to emotional reactivity (i.e., lower parasympathetic activity at rest) and greater mobilization of resources in support of reactivity (i.e., higher sympathetic activity) during positive (non)speaking conditions. Building on these findings, we recently found that young CWS who persist, compared to CWS who recover from stuttering, exhibited heightened physiological activity in support of reactivity during an arousing speaking task. This line of investigation provides physiological insights essential for a comprehensive account of emotional contributions to childhood stuttering and provides important rationale for my current research direction.

Jones, R. M., Buhr, A. P., Conture, E. G., Tumanova, V., Walden, T. A., & Porges, S. W. (2014). Autonomic nervous system activity of preschool-age children who stutter. *Journal of Fluency Disorders*, 41, 12-31, [PMCID: PMC4150817](#).

2. **Emotional reactivity and regulation associated with the stuttering of preschool-age children.** Although mounting evidence from empirical studies of emotion in childhood strongly suggest that emotional conditions and processes are associated with changes in stuttering frequency in children who stutter, little is known regarding the possible mechanism(s) by which emotion may cause/trigger stuttering. One speculation is that concurrent emotional processes may envelope, disrupt or delay attentional processes necessary to support fluent speech-language planning and production. Empirical study of such speculation, however, to date has not been very abundant. Related to these issues, we found that emotion, prior to and during the initiation of speech increased the likelihood of stuttering. My colleagues and I speculated that emotion just prior to speech initiation might disrupt attention necessary for speech-language planning and contribute to stuttering. My recent research has also explored the possibility that the speech fluency of CWS with lower attention regulation (compared to those with high attention regulation) is more susceptible to variation related to physiological emotional state. While these studies do not definitely answer the question of possible mechanism(s), they lay the groundwork for my current program of study on physiologic and cognitive mechanisms in childhood stuttering, an area of investigation seemingly having salience for a better, more comprehensive understanding of childhood stuttering.

Jones, R., Conture, E., & Walden, T. (2014). Emotional reactivity and regulation associated with fluent and stuttered utterances of preschool-age children who do and do not stutter. *Journal of Communication Disorders*, 48, 38-51, [PMCID: PMC4031757](#).

3. **Effects of attention-demanding cognitive load on the phonological processing of adults who stutter.** This study was one of the first to experimentally examine the effects of cognitive load on phonological processing in adults who stutter. Prior to this publication, some researchers had suggested that the linguistic processes and speech fluency of adults who stutter were more vulnerable to interference and disruption from increases in cognitive load. However, little was actually known about the specific impact of cognitive load on phonological processing of people who stutter. As first author of this empirical study, we reported that phonological processing of adults who stutter was more vulnerable to disruptions in relation to increased cognitive load in concurrent attention-demanding tasks. Relevant to my program of study into childhood stuttering, this publication elucidates how environmental stressors or variables (e.g., varying degrees of attention-demanding cognitive load) may activate inherent vulnerabilities in cognitive processes of people who stutter, and ultimately contribute to stuttering.

Jones, R. M., Fox, R. A., Jacewicz, E. (2012). The effects of concurrent cognitive load on phonological processing in adults who stutter. *Journal of Speech, Language, and Hearing Research*, 55, 1862-1875, [PMID: 22562825](#).

## Complete List of Published Work in MyBibliography:

<http://www.ncbi.nlm.nih.gov/myncbi/browse/collection/43214124/?sort=date&direction=descending>

### D. Research Support

#### Ongoing Research Support

2R01DC000523-18	Conture (PI)	7/1/96-7/31/13
	Walden, T. (PI)	8/1/13-7/31/15

#### ***Emotional and Linguistic Contributions to Developmental Stuttering***

The goal of this longitudinal study is to determine whether select, theoretically-determined behavioral, standardized, and psycho-physiological measures of emotions and speech-language are useful for predicting later recovery from stuttering.

Role: Investigator, 25% effort

#### Completed Research Support

***Social and Behavioral Sciences Diversity Postdoctoral Research Fellowship*** 9/1/12-6/30/13

The goal of this postdoctoral research experience was to develop my breadth and depth of knowledge on psychophysiological measures of autonomic nervous system activity as well as their coherence with behavioral measures relative to speech-language processes. These methodological advancements were applied to normal and disordered populations, specifically developmental stuttering, to better understand the impact of emotion reactivity and regulation on speech-language planning and production.