

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Schuele, C. Melanie		POSITION TITLE Assistant Professor	
eRA COMMONS USER NAME (credential, e.g., agency login) Schuelm			
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
Miami University, Oxford, Ohio	B.S. Ed	1981	Sp-Lang. Pathology
University of Texas, Austin, TX	M.A.	1985	Sp-Lang. Pathology
University of Kansas, Lawrence, KS	Ph.D.	1995	Child Language
Arizona State University	Postdoctoral	1999	Lang Dis. & Intervention

A. Positions and Honors

Positions and Employment

- 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

- Early Childhood Language Trainee, US Department of Education Leadership Training Grant (PI: Rice), University of Kansas, 1990-94
- 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
- Research and Scientific Affairs Committee, American-Speech-Language Hearing Association, Member, 2004-10, (Chair-Elect 2007, Chair 2008-10)
- Science Advisory Board, American-Speech-Language Hearing Association, Member, 2008-10
- Lessons for Success Research Conference Planning Committee (PI: S. Moss), 2008-12
- Fellow, American Speech-Language-Hearing Association, 2007
- Associate Editor, *Language, Speech, and Hearing Services in School*, 2007-09
- Editorial Consultant/Reviewer: *Journal of Speech Language and Hearing Research*, *American Journal of Speech-Language Pathology*, *Language, Speech, and Hearing Services in Schools*, Guest Reviewer: *Brain and Language*, *Clinical Linguistics and Phonetics*, *Education and Topics in Language Disorders*, *International Journal of Pediatric Otorhinolaryngology*, *Journal of Fluency Disorders*, *Treatment of Children*, *Pediatric Rehabilitation*, *Annals of Dyslexia*
- Mentor, Karen Barako (Vanderbilt University), Students Preparing for Academic and Research Careers, American Speech-Language-Hearing Association. 2004-05

Mentor, Alyson Abel (Vanderbilt University), Students Preparing for Academic and Research Careers, American Speech-Language-Hearing Association, 2005-06
Mentor, Kelley Kendrick (Vanderbilt University), Students Preparing for Academic and Research Careers, American Speech-Language-Hearing Association, 2007-08
Mentor, Krystal Werfel (Vanderbilt University), Students Preparing for Academic and Research Careers, American Speech-Language-Hearing Association, 2007-08
Mentor, Brandi Newkirk (Louisiana State University), Research Symposium, American Speech-Language-Hearing Association, 2007

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

- 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.
- Roberts, J. E., & Schuele, C. M. (1990). Otitis media and later academic performance. *Topics in Language Disorders*, 11(1), 43-62. (Reprinted in *Hearing impairment and language disorders: Assessment and intervention* [1993]. Rockville, MD: Aspen Publishing Co.).
- 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.
- 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.
- 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 /ðɛt/? 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.
- Schuele, C. M. & Boudreau, D. (2008). Phonological awareness intervention: Beyond the basics. *Language, Speech, and Hearing Services in Schools*, 39, 3-20.
- Schuele, C. M., Justice, L., Cabell, S., Knighton, K., Kingery, B., & Lee, M. (in press). Field-based evaluation of two-tiered instruction for enhancing kindergarten phonological awareness. *Early Education and Development*.

Spencer, E., Schuele, C. M., Guillot, K., & Lee, M. (in press). Phonological awareness skill of speech-language pathologists and other educators. *Language, Speech, and Hearing Services in Schools*.

C. Research Support

Ongoing Research Support

5R03DC007329 Schuele (PI)
NIH/NIDCD

1/15/06-12/31/08

Complex syntax production in children with SLI

The major goals of this project are 1) to establish methodology for investigation of complex syntax production in young children, particularly variables that are sensitive to developmental change and that differentiate typical language children from children with SLI; and 2) to describe the acquisition of complex syntax production in children with SLI across an 18-month period beginning at 5 years of age as compared to age-matched typical children and MLU-matched, but chronologically younger, typical children.

Role: PI

T73MC00050 Craft (PI)
HRSA/MCHB

7/1/04 – 6/30/09

Mid-Tennessee Interdisciplinary Instruction in Neurodevelopmental and Related Disabilities

The major goals of this project are (a) to develop leaders in neurodevelopmental disabilities, (b) to provide state-of-the-art training to interdisciplinary trainees of different levels, (c) to provide model-demonstration-quality services as a context for training, (d) to use technology to further learning and services, (e) to enhance community skills through inservice training, and (f) to conduct interdisciplinary clinical research with children with neurodevelopmental disabilities and their families.

Role: Training Grant Faculty

Completed Research Support

None