

**BIOGRAPHICAL SKETCH**

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NAME: Schuele, C. Melanie

eRA COMMONS USER NAME: schuelm

POSITION TITLE: Associate Professor

**EDUCATION/TRAINING**

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
Miami University, Oxford, OH	B.S. Ed.	1981	Speech-Lang Pathology
The University of Texas at Austin, TX	M.A.	1985	Speech-Lang Pathology
University of Kansas, Lawrence, <sup>(SEP)</sup> KS	Ph.D.	1995	Child Language
Arizona State University, Tempe, AZ	Postdoctoral	1999	Child Language

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**Personal Statement**

My research focuses on the development of language and literacy skills in children with disabilities, particularly children with specific language impairment. The goal of my research on early literacy acquisition is to explore, within school-based settings, the effectiveness of multi-tiered layers of instruction and intervention provided to children with early literacy difficulties. Current projects are focused on validation of standard treatment protocols and development of an instructionally informative phonological awareness measure. The goal of my research on complex syntax is to describe the course of complex syntax acquisition in children with specific language impairment and to validate interventions that promote complex syntax acquisition in preschoolers and early school age children. Current projects are focused on quantifying complex syntax in 5-year-olds with specific language impairment and developing a relative clause intervention.

As a graduate student at the University of Texas at Austin, I developed expertise in phonological awareness development. As a graduate student at the University of Kansas I received interdisciplinary training in communication sciences and disorders, developmental psychology, and linguistics, and conducted research on verbal social interactions as well as morphosyntax and complex syntax in children with SLI. My research program has built on my expertise in literacy broadly and phonological awareness specifically and my expertise in grammatical skills of children with SLI, most particularly complex syntax. Since 2008 I have directed two leadership training grants from the US Department of Education (OSEP) to prepare applied researchers in language and literacy in children with disabilities. As such my research activities have been influenced by the interests PhD students that have been/are funded on these training grants.

**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<sup>(SEP)</sup>

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<sup>(SEP)</sup>

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 AZ  
 1999-2002 Instructor, Department of Communication Sciences, Case Western Reserve University, Cleveland, OH<sup>[SEP]</sup>  
 2002-2011 Assistant Professor, Department of Hearing and Speech Sciences, Vanderbilt University School of Medicine, Nashville, TN  
 2011-pres Associate Professor (with tenure), Department of Hearing and Speech Sciences, Vanderbilt University School of Medicine, Nashville, TN  
 2018-pres Associate Professor (secondary appt.), Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN  
 2016-pres Portfolio Coach, School of Medicine, Vanderbilt University and Assistant Director for Student Learning, Medical Innovators Development Program

### **Honors and Awards**

Schiefelbusch Child Language Scholarship, University of Kansas, 1994<sup>[SEP]</sup>  
 Early Childhood Language Research Trainee at University of Kansas (ED/OSEP), 1990-94  
 New Investigator's Research Award, American Speech-Language-Hearing Foundation, 1999<sup>[SEP]</sup>  
 Fellow, Grant Writing Workshop, American Speech-Language-Hearing Association, 2000<sup>[SEP]</sup>  
 Associate Editor 2007-09, Editor 2013, *Language, Speech, and Hearing Services in Schools* <sup>[SEP]</sup>  
 Chair 2008-10, Member 2004-07, ASHA Research and Scientific Affairs Committee  
 Fellow, American Speech-Language-Hearing Association, 2007

### **B. Contribution to Science**

Selected publications listed below. For a full listing of publications see:

<https://www.ncbi.nlm.nih.gov/myncbi/browse/collection/47495448/?sort=date&direction=ascending>

\* indicates first author is (or was) a PhD student in my lab

### **Phonological Awareness**

1. Schuele, C. M. & Boudreau, D. (2008). Phonological awareness: Beyond the basics. *Language, Speech, and Hearing Services in Schools*, 39, 3-20. [doi: 10.1044/0161-1461(2008/002) [PMID: 18162644]
2. Schuele, C.M. & Murphy, N.D. (2014). *Intensive Phonological Awareness Program*. Baltimore: Brookes. [ISBN: 978-1-59857-118-9]
3. \*Spencer, E., Schuele, C. M., Guillot, K., & Lee, M. (2008). Phonological awareness skill of speech-language pathologists and other educators. *Language, Speech, and Hearing Services in Schools*, 39, 512-520. [doi: not available] [PMID: 18820092]
4. Schuele, C. M., Justice, L., Cabell, S., Knighton, K., Kingery, B., & Lee, M. (2008). Field-based evaluation of two-tiered instruction for enhancing kindergarten phonological awareness. *Early Education and Development*, 19, 726-752. [doi: 10.1080/10409280802375299] [PMID: not available]
5. \*Werfel, K., Schuele, C. M., & Reed, P. (in press). Linguistic contributions to word-level spelling accuracy in elementary school children with and without specific language impairment. *American Journal of Speech-Language Pathology*.
6. Werfel, K. & Schuele, C. M. (2012). Kindergarten children's segmentation and representation of consonant blends. *Language, Speech, and Hearing Services in Schools*, 43, 292-307. [doi:10.1044/0161-146] [PMID: 22269579]

### **Morphosyntax and Complex syntax**

1. Schuele, C. M. & Tolbert, L. (2001). Omissions of obligatory relative markers in children with specific language impairment. *Clinical Linguistics and Phonetics*, 15, 257-274. PMID: 16019777
2. 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. PMID: 16019777

3. \*Barako Arndt, K. & Schuele, C. M. (2012). Production of infinitival complements by children with specific language impairment. *Clinical Linguistics and Phonetics*, 26, 1-17. PMID: 21728831
4. Barako Arndt, K. & Schuele, C. M. (2013). Multiclausal utterances aren't just for big kids: A framework for analysis of complex syntax production. *Topics in Language Disorders*, 33, 152-139. [doi: 10.1097/TLD.0b013e31828f9ee8]
5. Werfel, K., Hendricks, A., & Schuele, C. M. (2017). The potential of past tense marking in oral reading as a clinical marker of SLI in school-age children. *Journal of Speech-Language-Hearing Research*, 60, 3561-3672. [PMID: 29222571]
6. Weiler, B., Schuele, C. M., Feldman, J., & Krimm, H. (2018). A multi-year population-based study of kindergarten language screening failure rates using the Rice Wexler Test of Grammatical Impairment. *Language, Speech, and Hearing Services in Schools*, 49, 248-259. [PMID: 29621804]

## Language and Literacy in Children with Hearing Loss

1. \*Lund, E. & Schuele, C. M. (2015). Synchrony of maternal auditory and visual cues about unknown words to children with and without cochlear implants. *Ear and Hearing*, 36, 229-238 PMID: PMC4778395
2. \*Lund, E., Douglas, M. & Schuele, C. M. (2015). Semantic richness and word learning in children with hearing loss who are developing spoken language: A single case design Study. *Deafness & Education International*, 17, 163-175. [no PMID number]
3. \*Lund, E. & Schuele, C. M. (2017). Word-learning performance of children with and without cochlear implants given synchronous and asynchronous cues. *Clinical Linguistics and Phonetics*, 31, 777-790. [PMID: 28521543]
4. \*Werfel, K. & Schuele, C. M. (2014). Improving initial sound segmentation skills of preschool children with severe to profound hearing loss: An exploratory investigation. *Volta Review*, 114, 113-134 [PMID: not available]
5. \*Lund, E., Werfel, K. & Schuele, C. M. (2015). Phonological awareness and vocabulary performance of monolingual and bilingual preschool children with hearing loss. *Child Language Teaching and Therapy*, 31, 85-100. [doi:10.1177/0265659014531261]. [PMID: not available]
6. \*Werfel, K., Lund, E. & Schuele, C. M. (2015). Print knowledge of preschool children with hearing loss. *Communication Disorders Quarterly*, 36, 107-111. [PMID: not available]

## C. Research Support

### Ongoing

Reimschisel, T. (Principal Investigator). *Rural Leadership Education for NDRP and Families Based In Mid-TN/Leadership In Neurodevelopmental Disabilities*. HRSA, Maternal and Child Health Bureau. Duration: 07/01/99 – 06/30/19.

Goal: Inter-professional training to graduate students across education and health sciences professions.

Role: Project faculty

Schuele, C. M. (Principal Investigator). *Training Exemplary Predoctoral Researchers in Language and Literacy*. Office of Special Education Projects, United States Department of Education. Duration: 9/1/14 – 8/31/20.

Goal: Train six speech-language pathology pre-doctoral students to conduct language and literacy intervention research with children with disabilities.

Role: PI

Liang, S. (Principal Investigator). *Collaboration with Safe Haven Homeless Shelter*, Dollar General Foundation, 01/01/2017 – 12/31/2019

Goal: Enhance the literacy skills of children who experience homelessness.

Role: Advisor.

Cutting, L. (Principal Investigator). *Early academic achievement and intervention response: Role of executive function*. NIH/NIDCD, 09/20/18 – 7/31/2019

Goal: Understand how the neural networks associated with reading, math, and EF interact to predict academic outcomes and, in those who struggle academically, intervention response.

Role: Co-Investigator

Booth, J. (Principal Investigator). *Brain Mechanisms underlying skilled reading in deaf and hard of hearing (DHH) children with different communication modes*. NIH/NIDCD, 07/01/2019-05/30/2024

Goal: Examine the neural mechanisms that skilled readers who are deaf or hard of hearing rely on when reading using functional magnetic resonance imaging (fMRI).

Role: Co-Investigator