**PAMELA A. HADLEY, Ph.D.**

Department of Speech and Hearing Science Date: April 9, 2022

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**EDUCATION**

B.A. Speech‑Language Pathology, Augustana College, Rock Island, IL, May, 1987

M.A. Speech‑Language Pathology, University of Kansas, Lawrence, October, 1989

Ph.D. Child Language, University of Kansas, Lawrence, May, 1993

**PROFESSIONAL EXPERIENCE**

Head, Speech and Hearing Science, University of Illinois, 2021-present

Interim Head, Speech and Hearing Science, University of Illinois, 2020-2021

Professor, Speech and Hearing Science, University of Illinois, 2019-present

Associate Professor, Speech and Hearing Science, University of Illinois, 2007-2019

Director of Graduate Studies, Speech and Hearing Science, University of Illinois, 2012-2016

Area Coordinator, Speech-Language Pathology, Northern Illinois University, 2006-2007

Associate Professor, Communicative Disorders, Northern Illinois University, 2001-2007

Assistant Professor, Communicative Disorders, Northern Illinois University, 1999-2001

Assistant Professor, Speech and Hearing Science, Arizona State University, 1994-1999

Visiting Assistant Professor, Speech and Hearing Science, Arizona State University, 1993-1994

Speech Language Pathologist, Language Acquisition Preschool, Schiefelbusch Speech-Language-Hearing Clinic, University of Kansas, 1990-1991

Language Consultant, Early Care Toddler Program, Department of Human Development and Family Life, University of Kansas, 1990-1991

Research Coordinator, Department of Education Trainee, Child Language Program, University of Kansas, 1989-1993

Research Assistant, Kansas Early Childhood Research Institute, Department of Speech-Language-Hearing, University of Kansas, 1988-1989

Research Assistant, Department of Speech-Language-Hearing, University of Kansas, 1987-1988

**CERTIFICATION**

American Speech-Language-Hearing Association, Certificate of Clinical Competence

State of Kansas Teacher's Certificate and License ‑ ECH to 12, 1989-1995

State of Illinois Department of Professional Regulation, Licensed Speech-Language Pathologist

Certified Hanen Provider, It Takes Two to Talk

**PROFESSIONAL AFFILIATIONS**

Member, American Speech-Language-Hearing Association

Member, Illinois Speech-Language-Hearing Association

Member, Society for Research in Child Development

Member, International Association for the Study of Child Language

Member, Sigma Xi

Affiliate, Center for Health, Aging, and Disability, College of Applied Health Sciences, University of Illinois

Affiliate, Center for Social and Behavioral Science, University of Illinois

Affiliate, Department of Linguistics, University of Illinois

**HONORS**

Margaret Anderson Teaching Award, University of Kansas, 1990

International Communication Association, Outstanding Graduate Student Teacher, 1991

University of Kansas Honors Fellowship, 1987-1992

Schiefelbusch Child Language Scholarship, University of Kansas, 1993

Outstanding Community Member Student Service Award, Mesa Unified School District, 1997

Dean’s Award for Outstanding Teaching, College of Health and Human Sciences, Northern Illinois University, 2004

Mentor, Students Preparing for Academic and Research Careers (SPARC), ASHA 2004, 2013, 2016

Editor's Award, *Journal of Speech, Language, and Hearing*, Language, Hadley & Holt, 2006

Outstanding Teacher of Freshman Faculty Award, Alpha Lambda Delta Honor Society, University of Illinois Chapter, 2011

Fellowship of the Association, American Speech-Language-Hearing Association, 2016

Excellence in Graduate and Professional Teaching Award, College of Applied Health Sciences, 2017

Gonfalon Carrier, New Student Convocation, 2019

Big Ten Academic Alliance Departmental Executive Officers (BTAA-DEO) Fellow, 2021

**RECOGNITION**

List of Teachers Ranked as Excellent by Their Students

SHS 120, Spring, 2008, 2010, 2018, 2019

SHS 431, Fall 2013, 2014, 2015, 2019

SHS 532, Fall 2010

SHS 586, Spring 2020

SHS 592, Section B: Fall 2014, 2015

SHS 593, Fall 2009, Spring 2012

**PROFESSIONAL SERVICE**

**Departmental Activities, Speech and Hearing Science, University of Illinois, 2007-present**

Standing Committees

Member, Advisory Committee (elected), Spring 2008, 2009-2016, 2017-2020

Member, Administrative Committee, 2012-2015

Member, Admissions Committee, 2010-2011; 2017-2018

Chair, Admissions Committee, 2010-2011

Member, Educational Policy Committee, 2007-2010, 2011-2012

Chair, Educational Policy Committee, Spring, 2008; 2018-present

Chair, Graduate Programs Committee, 2012-2016

Search Committees

Member, American Sign Language Search Committee, 2009

Chair, Deglutition Search Committee, 2010-2011

Chair, Voice/Swallowing Search Committee, 2011-2012

Chair, Head/Neck Cancer Search Committee, 2015-2016

Chair, Communication Sciences and Disorders Search Committee, 2017-2018

Chair, Hearing Science Search Committee, 2017-2018

Chair, Clinical Assistant Professor of Speech-Language Pathology Committee, 2019-2020

Ad Hoc Committees and Service

Ad Hoc Committee on Promotion and Tenure Policies and Procedures, 2008-2009

Organizer, John O’Neill Lecture, 2009

Co-chair, SHS Awards Program, 2010, 2011

Ad hoc AuD Task Force, 2014-2015

Online course redesign, SHS 120 Children, Communication, and Language Ability, 2016

**Departmental Activities, Communicative Disorders, Northern Illinois University, 1999-2007**

Personnel Committee, 2002-2007

Chair, Personnel Committee, 2003-2006

Clinic Model Committee, 2005-2007

Graduate Admissions Committee, 1999 –2002, 2005-2006

Curriculum Committee, 1999-2005,

Chair, Curriculum Committee, 2001-2004

AdHoc Quality Assurance Committee, 2000-2002

Chair, Faculty Search, Phonology and/or School-age Language and Literacy, 2000-2001

**Departmental Activities, Arizona State University, 1993-1999**

Personnel & Budget Committee, Speech & Hearing Science, Arizona State University, 1998-1999

Interdisciplinary PhD Program Committee, Speech & Hearing Science, Arizona State University, 1998-1999

Clinic Policy Committee, Speech & Hearing Science, Arizona State University, 1996-1998

Curriculum Committee, Speech & Hearing Science, Arizona State University, 1994-1998

Chair, Ad Hoc Clinic Standards Subcommittee, Speech & Hearing Science, Arizona State University, 1997

Ad Hoc Standards Subcommittee, Speech & Hearing Science, Arizona State University, 1996

Admissions Committee, Speech & Hearing Science, Arizona State University, 1994-1996

**Departmental Activities, University of Kansas**

Coordinator, Child Language Proseminar, University of Kansas, 1991-1992

Editor, *Working Papers in Language Development*, Child Language Program, University of Kansas, 1990-1992

Admissions Committee, Speech-Language-Hearing, University of Kansas, 1988-1989

**University Activities and Community Service, University of Illinois, 2007-present**

Honors Advisory Committee, 2008-2012

Campus Honors Program Reviewer, 2008-2013

Faculty Senate (elected), 2008-2010

Faculty Senate Admissions Subcommittee, 2008-2010

Social Science Initiative, 2009-2010

Social Science Council, 2011-2013

Campus Research Board Grant Reviewer, 2014, 2019, 2020

College of Applied Health Sciences, Awards Committee, 2008-2010

College of Applied Health Sciences, James Scholar Departmental Liaison, 2009-2011

College of Applied Health Sciences, Senior Faculty Search Committee, 2009-2010, 2019-present

College of Applied Health Sciences, Center for Health, Aging, and Disability, Senior Faculty Committee, 2009-2015, 2019-2020

College of Applied Health Sciences, Executive Committee (elected), 2011-2015, 2017-2019

College of Applied Health Sciences, Associate Dean Search Committee, 2013-2014

Chair, College of Applied Health Sciences, Children’s Disabilities and Family Functioning Search Committee, 2014-2015

Early Childhood Special Education, College of Education, Search Committee, 2018

College of Applied Health Sciences, Lab/Research Space Allocation Task Force, 2019

Chair, College of Applied Health Sciences, Strategic Planning Core Committee, 2019

College of Applied Health Sciences, Promotion and Tenure Committee, 2019

Second Language and Teacher Education Executive Committee, 2020-present

College of Applied Health Sciences, Faculty Panel Speaker, Tenure and Promotion, 2020

**University Activities and Community Service, Northern Illinois University, 1999-2007**

College of Health and Human Sciences Self-Study Task Force, 2005-2006

College Council, College of Health and Human Sciences, Spring 2005, appointed to fill vacancy

College of Health and Human Sciences Liaison to DeKalb-NIU Partnership School, 2004-2007

Education Program Committee, DeKalb-NIU Partnership School, 2003-2004

College of Health and Human Sciences Personnel Task Force, 2003-2004

Community-Based Early Childhood Working Group, 2003-2004

Inservice Provider – Child Development Lab, Family Child Nutrition Sciences, Spring, Fall 2003

Invited Speaker – Campus Child Care, 2003

Invited Speaker – Course on High Incidence Disabilities, 2002, 2003

**University Activities and Community Service, Arizona State University, 1993-1999**

University Committee on Linguistics, 1994-1995

Inservice Speaker for Mesa Unified School District, Mesa, AZ, 1994, 1995, 1997

Invited member of Eligibility Criteria Committee, Kyrene School District, Tempe, AZ, 1996-1997

Consultant, Career Ladder Project, Early identification of language-based reading disabilities, Y. Bush, T. Thomson, L. Walker, Kyrene School District, Tempe, AZ, 1996-97

Consultant, Kindergarten Language Enrichment Project, A. Simmerman, M. Long, Osborn School District, Phoenix, AZ, 1997-1999

Advisory Board Member, Scottsdale Community College, Speech-Language Pathology Assistant Vocational Program, 1997

**Professional Activities**

Associate Editor, *Journal of Speech, Language, and Hearing Research,* 2009-2012

Associate Editor, *American Journal of Speech Language Pathology*, 2005-2008

Guest Associate Editor, *Journal of Speech, Language, and Hearing Research*, 2004, 2005, 2009

Guest Editor, *Journal of Speech, Language, and Hearing Research*, 2017

Editorial Board Member, *American Journal of Speech Language Pathology*, 2018, 2019

Guest Editor, *American Journal of Speech Language Pathology*, 2019

Editorial Consultant/Reviewer

 *American Journal of Speech-Language Pathology*, 1994-2005, 2012, 2013, 2021

*American Journal of Medical Genetics, 2017*

*Early Childhood Services*, 2008

*Journal of Experimental Child Psychology, 2019*

 *International Journal of Language and Communication Disorders*, 1998, 2000

*International Journal of Speech-Language Pathology,* 2015, 2019, 2020

*Language Acquisition,* 2012

*Language Learning and Development*, 2015, 2017

*Journal of Child Language*, 2006, 2008, 2013, 2014, 2017

*Journal of Communication Disorders,* 2015

 *Journal of Speech and Hearing Research*, 1994-95

*Journal of Speech, Language, and Hearing Research*, 1995-2005, 2008-2009, 2011- 2012, 2015, 2018

 *Language, Speech, and Hearing Services in Schools*, 1992-2005, 2017, 2018, 2019, 2021

 *Language Interaction Acquisition, 2013*

 *Pediatric Infectious Disease Journal, 2013*

 *Seminars in Speech and Language*, 2006

 *Topics in Language Disorders*, 2007, 2017

Grant Reviewer

 American Speech-Language-Hearing Foundation, 2002, 2013, 2015

 Hospital for Sick Children Foundation, Toronto, 2003

 National Institutes of Health, 2002, 2005

 Social Sciences and Humanities Research Council of Canada, 1997

Scholarship Reviewer

 American Speech-Language-Hearing Foundation, 2012, 2015

Consultant (unpaid)

 Target Words – The Hanen Program® for Parents of Children who are Late Talkers

Convention Program Committees and Abstract Reviewer

Language Science Subcommittee, American Speech-Language-Hearing Association Convention Program Committee, 1996, 2004, 2013

Infant-Toddler-Preschool Language Subcommittee, American Speech-Language-Hearing Association Convention Program Committee, 1999, 2003, 2010, 2014

Topic Coordinator, Language in Infants, Toddlers, and Preschoolers Subcommittee, American Speech-Language-Hearing Association Convention Program Committee, 2014

Generative Approaches to Language Acquisition North America–7, Abstract Reviewer, 2016

Boston University Conference on Language Development, Abstract Reviewer, 2015, 2017, 2019

**TEACHING EXPERIENCE**

**Courses at University of Illinois at Urbana-Champaign, 2007-present**

 SHS 120: Children, Communication, and Language Ability

 (Fall 07, 08, 09, 10, 11; Spring 08, 09, 10, 11, 12, 16, 18, 19)

 SHS 431: Language Disorders in Preschool Children (Fall 12, 13, 14, 15, 17, 18)

 SHS 532: Language Disorders in School-Age Students (Fall 10)

 SHS 533: Advanced Language Diagnostics (Spring 18)

 SHS 586: Language Science Seminar (Spring 20)

 SHS 592: Proseminar in Speech and Hearing Science (Fall 13, 14, 21; Spring 14, 15, 20, 21)

 SHS 593: Grammatical Analysis and Clinical Implications (Fall 09, Spring 12)

**Courses at Northern Illinois University, 1999-2007**

COMD 403: Language Development in Children (Fall, 06; Spring, 07)

COMD 423: Developmental Speech and Language Disorders (Fall, 04, 05, 06)

COMD 423: Articulatory and Phonological Disorders (Fall 99, 00, 02, 03; Spring 00, 02, 03)

COMD 429: Assessment in Communicative Disorders (Spring 03, 04, 05, 06)

COMD 476: Childhood Language Disorders (Fall 00, 01, 02, 03, 04, 05, 06; Spring 00, 02, 04, 05, 06)

COMD 498: Directed Study: Psycholinguistics and Applications to Child Language Disorders (Spring 02)

COMD 490: Senior Seminar (Fall 00, 01)

COMD 672: Seminar in Language: Collaborative and Classroom-Based Models of Language Intervention (Fall 01)

**Clinical Supervision at Northern Illinois University, 1999-2007**

* 1. Supervised 1-2 clinic cases per semester; early childhood diagnostics; consulted with clinical faculty on cases; assisted graduate students with language sample analyses; provided/supervised collaborative-classroom based services within the NIU Child Development Lab; coordinated/supervised early literacy screenings at NIU-DeKalb Partnership School.

2005-2007 Provided/supervised prevention-oriented collaborative-classroom based services in kindergarten/first grade classrooms in a local school with a large percentage of children at-risk for reading/school difficulties.

**Courses at Arizona State University, 1993-1999**

SHS 394: Facilitating Speech and Language Development in Early Childhood (course for education majors in early childhood; Fall 98, Spring 99)

SHS 431: Developmental Speech Disorders (team taught; Spring 97; Fall 97)

SHS 465/565: Language Acquisition (Summer 94; Fall 94)

SHS 470/570: Developmental Language Disorders (Spring 94, 95; Fall 95, 96, 97, 98)

SHS 485/585: Disorders of Articulation and Phonology (Fall 93, Spring 96)

SHS 585: Assessment and Intervention: Articulation and Phonology (Fall 96, 97)

SHS 572: Language Assessment and Intervention in Early Childhood (Fall 93)

SHS 573: Language Assessment and Intervention in School-Age Students

(Spring 94, 95, 96, 97, 98, 99)

SHS 791: Seminar in Child Language (Fall 94)

**Student Research Committees: Ph.D.**

Member, Jennie Wakefield, Speech and Hearing Science, ASU, 1st year research project, 1994

Member, Jean Ashland, Speech and Hearing Science, ASU, doctoral dissertation, 1995

Member, Kathy Murphy, Speech and Hearing Science, ASU, doctoral dissertation, 1997

Member, Amy Calendrella, Speech and Hearing Science, ASU, 1st year research project, 1997

Member, Michelle Peek, Speech and Hearing Science, ASU. doctoral dissertation, 1997

Chair, Michael Luna, Speech and Hearing Science, ASU, 1st year research project, 1998

*Vocabulary Abilities of Children from Socioeconomically and Culturally Diverse Backgrounds*.

Member, Doreen Eichorst, Psychology, NIU, doctoral dissertation, 2004

Member, Karen Lichtman, Linguistics, University of Illinois, *Child-adult differences in implicit and explicit language learning;* Preliminary exam: 03/11; Final exam: 5/24/12.

Chair, Ning Hsu, Speech and Hearing Science, University of Illinois, PhD early research project*, Input to Verb Lexicon Growth;* Defense:2/21/14.

Co-chair, Colleen Fitzgerald, Speech and Hearing Science, University of Illinois, *Longitudinal patterns of pronoun case error*, Preliminary exam: 4/10/14; Final exam: 7/30/14.

Member, Hsu, N. Speech and Hearing Science, University of Illinois. *Syntactic productivity in Mandarin Resultative Verb Compounds*. Preliminary exam: 2/24/16. Final exam: 5/4/17.

Member, Kelsey Dzwilewski, Neuroscience Program, University of Illinois. *Impacts of Prenatal Phthalate and Bisphenol Exposure on Infant Cognition and Early Language Development*. Preliminary exam: 5/22/17. Final exam: 8/5/19.

Chair, Macarena Gálvez, Speech and Hearing Science, University of Illinois, PhD early research project, *Exploring associations between children’s play and caregivers’ linguistic input in Hispanic caregiver-child dyads*, University of Illinois*,* Defense: 4/17/20.

Member, Silvia Murgia, Speech and Hearing Science, University of Illinois, PhD early research project, *Intelligibility of dysphonic speech in auralized classrooms,* Proposal meeting: 11/02/2020; Defense: 09/30/2021.

Member, Megan Woodbury, Neuroscience Program, University of Illinois. Preliminary exam: 12/15/2020; Defense: 10/13/202.

Chair, Emily Harrington, Speech and Hearing Science, University of Illinois, PhD early research project, Proposal Meeting: 11/30/2021

**Student Research Committees: Au.D.**

Member, Kathryn Atzhorn, Speech and Hearing Science, University of Illinois, 2011

Member, Alison Sherron, Speech and Hearing Science, University of Illinois, 2014

Member, Cliff Olson, Speech and Hearing Science, University of Illinois, 2015

Member, Carolyn Wilkinson, Speech and Hearing Science, University of Illinois, 2015

Member, Danielle Lynch, Speech and Hearing Science, University of Illinois, 2015

Member, Carolyn Wilkinson, Speech and Hearing Science, University of Illinois, 2015

Member, Alyssa Nickerson, Speech and Hearing Science, University of Illinois, 2016

Member, Akila Prasad, Speech and Hearing Science, University of Illinois, 2017

Member, Sarah Gurnik, Speech and Hearing Science, University of Illinois, 2019

**Comprehensive Exam/Qualifying Exam Committees: Ph.D.**

Member, Jennie Wakefield, Speech and Hearing Science, ASU, 1997

Member, Amy Calendrella, Speech and Hearing Science, ASU, 1998

Chair, Macarena Gálvez, Speech and Hearing Science, University of Illinois, 2020

**Student Research Committees: M.S./M.A.**

Member, Carolyn Muller, Communication Disorders, thesis, ASU, 1994

Member, Jen Walentas, Communication Disorders, thesis, ASU, 1994

Member, Mara Newman, Communication Disorders, thesis, ASU, 1995

Member, Shereen Thomas, Communication Disorders, thesis, ASU, 1996

Member, Valerie Duncan, Communication Disorders, thesis, ASU, 1997

Chair, Windi Krok, Communication Disorders, thesis, ASU, 1997

*Phonological awareness abilities in two subtypes of children with SLI*

Member, Judy Abraham, Communication Disorders, thesis, ASU, 1999

Chair, Jennifer Brinkmeier, Communicative Disorders, thesis, NIU, 2002

*Verb lexicons and the transition to word combinations in children at-risk for SLI*

Chair, Cynthia Scallon Bryant, Communicative Disorders, thesis, 2002-2003

*Assessing the emergence of tense markers in young children: Is parent report valid?*

Member, Jill Hoover, Communicative Disorders, thesis, NIU, 2002-2003

Member, Allison Cartosian, Communicative Disorders, thesis, NIU, 2004-2005

Member, Erin Lin, Communicative Disorders, thesis, NIU, 2004-2005

Chair, Kathleen Walsh, Speech and Hearing Science, thesis, University of Illinois, 2009-2010

 *Toy talk: A simple strategy to promote richer grammatical input* http://hdl.handle.net/2142/16862

Chair, Colleen Fitzgerald, Speech and Hearing Science, thesis, University of Illinois, 2009-2010

 *Sources of overlap between language typology, parent-toddler interaction style, and input informativeness for tense marking.* http://hdl.handle.net/2142/18389

Chair, Alison Bahnsen, Speech and Hearing Science, thesis, University of Illinois, 2010-2011

*One of a kind grammar: The role of sentence diversity in children's grammatical development* http://hdl.handle.net/2142/24156

Chair, Megan McKenna,Speech and Hearing Science, thesis, University of Illinois, 2012-2013

 *Developmental expectations for sentence diversity,* http://hdl.handle.net/2142/45319

Chair, Zora McFarlane-Blake, Speech and Hearing Science, thesis, University of Illinois, 2016-2017, *Grammatical Input Differences Remain Six-Months Following Toy Talk Instruction* http://hdl.handle.net/2142/98129

Chair, Tracy Preza, Speech and Hearing Science, thesis, University of Illinois, 2019-2020, *Exploring the interactive and linguistic dimensions of parent input and their role in the development of children’s simple sentences* <http://hdl.handle.net/2142/108442>

**Undergraduate Student Research**

Chair, Christina Reed, Speech and Hearing Science, undergraduate honors thesis, ASU, 1998

*The nature of early grammatical development among late-talking children*

Member, Wylanta Roberts, Speech and Hearing Science, undergraduate honors thesis, ASU, 1999

Mentor, Elizabeth Wlodzimierski, Communicative Disorders, NIU, 2002

*Lexical and phonological development in late-talking toddlers*

Mentor, Jamie Murphy, Communicative Disorders, honors capstone, NIU, 2004

 *A comparison of lexical interventions on early grammatical development: Does an emphasis on verbs matter?*

Mentor, Heather Short, Undergraduate Special Opportunities in Artistry and Research, NIU, 2004, *The relationship between tense marker emergence and mastery in children at risk for SLI*

Mentor, Kathryn Goldman, Undergraduate Special Opportunities in Artistry and Research, NIU, 2005, *Vocabulary and grammatical development: Are the developmental mechanisms the same or different?*

Mentor, Caitlin Burke, Communicative Disorders, honors capstone, NIU, 2005

 *Evaluating efficacy of parent/toddler language playgroups: Implementing a researcher-practitioner partnership.*

Mentor, Emily Frauenfelder, Communicative Disorders, honors capstone, NIU, 2006

*Assessing the productivity of tense marking in young children: Language sample analysis versus parent report*

Mentor, Bridget Nora, Communicative Disorders, honors capstone, NIU, 2007

*Incorporating family history of speech, language, and learning disorders into school-based prevention efforts*

Mentor, Kristin Villa, Speech and Hearing Science, senior thesis, University of Illinois, 2009-2010, *The diversity of sentences young children produce*

Mentor, Brittany Barajas, Spanish and Portuguese, senior thesis, University of Illinois, 2018, *Homelessness and Differences in Language Abilities in Native Spanish-Speaking Adults.*

**James Scholar Mentoring and Undergraduate Student Research**

Mentor, Elizabeth Eichorst, Speech and Hearing Science, University of Illinois, 2009-2011, *(Are) you coming? Parent question types to their children in the earliest stages of grammatical development,* http://hdl.handle.net/2142/25764

 Presented at the 2011 Undergraduate Research Symposium

Mentor, Brittany Jansen, Speech and Hearing Science, University of Illinois, 2009-2011

*Parent-examiner differences in their use of toy talk and its relationship to input informativeness,* http://hdl.handle.net/2142/25767

 Presented at the 2011 Undergraduate Research Symposium

Mentor, Megan McKenna, Speech and Hearing Science, University of Illinois, 2009-2011

*The sentence diversity checklist: Characterizing early syntactic development using parent report,* http://hdl.handle.net/2142/25772

 Presented at the 2011 Undergraduate Research Symposium

Mentor, Emily Kind, Speech and Hearing Science, University of Illinois, 2011-2012

*Early identification of children at-risk for SLI: Analysis of verb lexicon and sentence diversity as possible indicators,* http://hdl.handle.net/2142/46458

Mentor, Sarah Van Der Bosch, Speech and Hearing Science, University of Illinois, 2012-2013

*The diagnostic accuracy of parent report in assessing grammatical development*

 Presented at the 2014 Undergraduate Research Symposium

Mentor, Victoria Ting, Speech and Hearing Science, University of Illinois, 2012-2014

 *Characterizing change in parent input to toddlers*

 Co-Presented with Haywood at the 2014 Undergraduate Research Symposium

Mentor, Kelsey Haywood, Speech and Hearing Science, University of Illinois, 2012-2014

 *Characterizing change in parent input to toddlers*

Co-Presented with Ting at the 2014 Undergraduate Research Symposium

Mentor, Mary Kate Buchheit, Speech and Hearing Science, University of Illinois, 2020-2021

*Evaluating the feasibility of a structured sentence diversity protocol*

2021 Undergraduate Research Symposium

**Mentored Student Conference Presentations**

Berk, L. (2001, February). *Parent education as a vehicle for prompting change.* Presentation to the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentor: P. Hadley

Frauenfelder, E. (2007, February). *Assessing the productivity of tense marking in young children: Language sample analysis versus parent report.* Presentation to the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentor: P. Hadley

Fitzgerald, C. (2012, February). *Strategies for promoting toddlers’ grammatical development in family focused intervention.* Poster presented at the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentors: P. Hadley & M. Rispoli

McKenna, M. (2012, February). *The sentence diversity checklist: Characterizing early syntactic development using parent report.* Poster presented at the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentor: P. Hadley

McKenna, M., & Cole, L. (2013, February). *More than a Score: Using Picture Description for Language Sampling*. Oral presentation at the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentor: P. Hadley

Ottlinger, B., & Jackson, L. (2013, February). *More than a Score: Grammatical Patterns Revealed, Case Study 1*. Oral presentation at the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentor: P. Hadley

Prosser, E., & Arcus, J. (2013, February). *More than a Score: Implications of ADHD, Case Study 2.* Oral presentation at the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentor: P. Hadley.

Hsu, N. (2015, February). *Diversity matters: How parent input affects toddler's verb lexicon size.* Poster presentation at the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentors: P. Hadley & M. Rispoli.

Papastratakos, T. & McCartin, M. (2015, February). *Using Development Growth Trajectories in Clinical Practice.* Poster presentation at the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentors: P. Hadley & M. Rispoli.

McFarlane-Blake, Zora. (2015, July). *Validating new measures of toddlers’ sentence diversity*. Oral Presentation, Summer Pre-doctoral Institute, University of Illinois at Urbana-Champaign. Faculty Mentor: P. Hadley.

McFarlane-Blake, Z. (2016, February). *Validating new measures of toddler’s sentence diversity*. Poster presentation at the Illinois Speech and Hearing Association, Rosemont, IL. Faculty Mentor: P. Hadley.

Gálvez, Macarena (2018, February). *Joining in Play*. Parent Presentation, Bright Starts, Urbana, IL. Faculty Mentor: P. Hadley.

**GRANTS**

**Externally Funded**

Hadley, P. A. (PI). *Grammatical vulnerability among children with specific language impairment*. American Speech-Language-Hearing Foundation New Investigator Research Grant. Award: $4,000; Duration: 12/01/94 - 12/31/95.

Hadley, P. (PI). *Evaluating Grammatical Asynchrony in Children with SLI*. National Institute on Deafness and Other Communication Disorders, R03 DC04641. Award: $214,000. Duration: 8/16/2000-8/15/2004.

Rispoli, M., & Hadley, P. (Co-PI). *The growth of tense and agreement.* National Science Foundation, BCS-0822513. Award: $509,013. Duration: 9/1/2008 – 8/31/2012.

Hadley, P., (PI), Rispoli, M., & Holt, J. *Simple strategies to accelerate children's early grammatical growth.* National Institute on Child Health and Human Development.R21HD071316. Award: $407,153. Duration: 3/1/2012-2/28/2014; no cost extension: 3/1/2014-2/28/2016.

Ionin, T., Montrul, S., Hadley, P., (Co-I), Bowles, M., Lichtman, K. *Doctoral dissertation research: Child/adult differences in implicit/explicit knowledge of a second language*. National Science Foundation, BCS-1122629. Award: $11,985. Duration: 9/1/2011-8/31/2013.

Norton, E., & Wakschlag, L. (Multiple PIs). *When to worry about language study (W2W-L): Joint consideration of developmental patterning and neural substrates for enhancing early identification of language impairment.* Hadley, P. (PI, University of Illinois subcontract). National Institute of Deafness and Other Communication Disorders, R01 DC016273. Total Award: $ 3,936,338; University of Illinois subcontract: $238,474. Duration: 3/1/2018-2/28/2023.

Kaiser, A., Roberts, M, & Hadley, P. (Multiple PIs). *Maximizing outcomes for preschoolers with developmental language disorder: Testing the effects of a sequentially targeted naturalistic intervention.* National Institute of Deafness and Other Communication Disorders, U01 DC017135. Total Award Requested: $6,322,542; University of Illinois subcontract: $1,110,890. Duration: 9/1/2018-8/30/2023.

Montrul, S. (PI), Yan, X., Montag, J., Christianson, K., & Hadley, P (Co-I). (2020). *Validating New Measures of Later Language Development with Spanish and English Monolinguals and Bilinguals*. National Institute of Child Health and Human Development R03 12732997. Award: $139,848. 06/01/2020-5/31/2022. Role: Co-I.

Hahn, L. (PI), & Hadley, P. (Co-I). *Impact of child and maternal gestures on word learning in Fragile X Syndrome*. National Institute of Deafness and Other Communication Disorders, R21 DC017800. Award: $454,977. 08/2020-07/31/2023. Role: Co-I.

Krok, W. (Principal Investigator) & Hadley, P. (Mentor). *Validating a Sentence Diversity Priming Task as a Dynamic Assessment*, Clinical Research Grant: Mentored, ASHFoundation Research Grants. Award: $50,000. 12/01/2021-11/30/2023.

**Internally Funded Research Grants**

Hadley, P. A. (PI). *Verb-related vulnerability among children with specific language impairment*. Faculty Grant-in-Aid program, Council for Research and Creative Activities, Arizona State University. Award: $6,000; Duration: 1/15/95 - 1/15/96.

Hadley, P. (PI). *Early identification of toddlers at-risk for specific language impairment*. Graduate Council Research and Artistry Committee, Northern Illinois University. Award: $7,580. Duration: 5/16/00-8/15/00.

Hadley, P. (PI). *Do verbs make a difference: Early lexical intervention and the emergence of grammar*. Graduate Council Research and Artistry Committee, Northern Illinois University. Award: $5,200. Duration: 5/16/05-8/15/05.

Hadley, P. (PI). *Using growth curve modeling to improve the early identification of toddlers at-risk for specific language impairment*. Faculty Development Grant. Awarded: December, 2005, Amount: $1,497.50

Hadley, P. (PI), Ouellette, S., Rispoli, M., & Smaldino, J. *Limited Investment of Research to Enhance Extramural Funds Award to the Department of Communicative Disorders*. Award: $60,000, $20,000 annually; Duration: 2006-2009

Holt, J. (PI), Hadley, P. (Collaborator), & Rispoli, M. *Measurement scaling of grammatical productivity*. Institute for Learning Transfer, Department of Educational Technology, Research, and Assessment. Award: $3,500. Duration: 1/15/07-5/15/07.

Holt, J. (PI), Hadley, P. (Collaborator), & Rispoli, M. *Growth curve analysis methods to improve identification of children in need of language intervention*. Center for the Interdisciplinary Study of Language and Literacy, Northern Illinois UniversityAward: $2000. Duration: 2010-2011.

Bhatt, R., Hadley, P., Hasegawa-Johnson, M., & Montrul, S. *Bilingualism: Cognition, Culture, Computation*. Graduate College Focal Point Grant. Award: $15,000. Duration: 8/16/2013-5/15/2014.

Montrul, S. (PI), Montag, J., Hadley, P. (Co-I), & Christiansen, K. *Oral Language Development in School-age Dual Language Learners*. Social-Behavioral Science Research Initiative. Award: $20,000. Duration: 8/16/2018-5/15/2019.

Hahn, L. (PI), & Hadley, P. (Co-I). Impact of child and maternal gestures on word learning in Down syndrome. 2019 CHAD Pilot Grant program. Award: $30,000. 07/2019-01/2021.

**Consultant**

Kaiser, A., Hemmeter, M. L., Meeker, K., & Cunningham, J. (2020). *Developing and Testing a Blended Behavior and Language intervention for Toddlers at High Risk for Persistent Developmental Language Disorders.* Institute for Education Science, R324A200193. Award: $1,399,772. 09/01/2020-08/31/2024. Role: Consultant.

**Unfunded and Under Review**

Schuele, C. M., (Principal Investigator), & Hadley, P. (Co-Investigator). *Prevention of reading difficulties in young children with language impairments*. Proposal submitted to the Department of Education. Not funded.

Hadley, P. (2000). *Facilitating early syntax in children at-risk for SLI*. R15 AREA Grant Proposal submitted to the National Institute on Deafness and Other Communication Disorders. Withdrawn due to R03 Award.

Hadley, P. (2004). *Do verbs make a difference: Early lexical intervention and the emergence of grammar*. Grant proposal submitted to the American Speech-Language-Hearing Foundation, New Century Scholars Program. Not funded.

Rispoli, M. (Principal Investigator), & Hadley, P. (Co-Principal Investigator) (2006). *The acquisition of finiteness: Integrating complimentary approaches*. National Institute of Child Health and Human Development. Award Requested: $1,151,628; Not funded.

Rispoli, M. (Principal Investigator), & Hadley, P. (Co-Principal Investigator) (2013). *Input effects in grammatical development: Evidence from copula is.* National Science Foundation. Award Requested: $400,000; Not funded.

Flaws, J (PI). (2019) *Sex differences in phthalate-induced toxicity in reproductive and neurologic systems****.*** National Institute of Health. U54 ES030311-01A1. Award Requested: $8,831,829. Role: Co-I. Not funded.

Schneider, J., & Oetting, J. (2021, July). *Informing interventions: improving the measurement of children’s vocabulary knowledge and caregiver input in the Deep South.* Proposal submitted to the National Science Foundation. Role: Consultant.

**PUBLICATIONS**

**Articles-Refereed**

Rice, M. L., Sell, M. A., & **Hadley, P. A**. (1990). The social interactive coding system (SICS): An on‑line, clinically relevant descriptive tool. *Language, Speech, and Hearing Services in Schools, 21*, 2‑14.

Rice, M. L., Sell, M. A., & **Hadley, P. A.** (1991). Social interactive skills of speech and language impaired children. *Journal of Speech and Hearing Research, 34*, 1299-1307.

**Hadley, P. A.,** & Rice, M. L. (1991). Conversational responsiveness of speech and language impaired preschoolers. *Journal of Speech and Hearing Research, 34*, 1308-1317.

Rice, M. L., **Hadley, P. A**., & Alexander, A. (1993). Social biases toward children with specific language impairment: A correlative causal model of language limitations. *Applied Psycholinguistics, 14*, 445-471.

**Hadley, P. A.,** Wilcox, K. A., & Rice, M. L. (1994). Talking at school: Teacher expectations in preschool and kindergarten. *Early Childhood Research Quarterly, 9,* 111-129.

Gertner, B. L., Rice, M. L., & **Hadley, P. A**. (1994). The influence of communicative competence on peer preferences in a preschool classroom. *Journal of Speech and Hearing Research, 37*, 913-923.

**Hadley, P. A**., & Rice, M. L. (1996). Emergent uses of BE and DO: Evidence from children with specific language impairment. *Language Acquisition, 5*, 209-243.

Wilcox, M. J., **Hadley, P. A**., & Bacon, C. K. (1998). Linking science and practice in the management of childhood language disorders: Models and problem solving strategies. *Topics in Language Disorders, 18*(2), 10-22.

**Hadley, P. A.** (1998). Language sampling protocols for eliciting text-level discourse. *Language, Speech and Hearing Services in Schools, 27*, 132-147.

**Hadley, P. A.,** & Schuele, C. M. (1998). Facilitating peer interaction: Socially-relevant objectives for preschool language intervention. *American Journal of Speech-Language Pathology, 7*(4), 25-36.

**Hadley, P. A.** (1998). Early verb-related vulnerability among children with specific language impairment. *Journal of Speech, Language, and Hearing Research, 41*, 1384-1397. PMID: 9859893

Schuele, C. M., & **Hadley, P. A.** (1999). Potential advantages of introducing specific language impairments to parents. *American Journal of Speech-Language Pathology, 8*(1), 11-22.

**Hadley, P. A.** (1999). Validating a rate-based measure of early grammatical abilities: Unique syntactic types. *American Journal of Speech-Language Pathology, 8*, 261-272.

**Hadley, P. A**., Simmerman, A., Long, M., & Luna, M. (2000). Facilitating language development for inner-city children: Experimental evaluation of a classroom-based, collaborative model. *Language, Speech and Hearing Services in the Schools, 31*, 280-295.

Rispoli, M., & **Hadley, P**. (2001). The leading edge: The significance of sentence disruptions in the development of grammar. *Journal of Speech, Language, and Hearing Research, 44*, 1131-1143. PMID: 11708532

**Hadley, P**., & Short, H. (2005). The onset of tense marking in children at-risk for SLI. *Journal of Speech, Language, and Hearing Research, 48*, 1344-1362. PMID: 16478376

**Hadley, P**., & Holt, J. (2006). Individual differences in the onset of tense marking: A growth curve analysis. *Journal of Speech, Language, and Hearing Research, 49*, 984-1000. PMID: 17077210

Rispoli, M., **Hadley, P**., & Holt, J. (2008). Stalls and revisions: A developmental perspective on sentence production. *Journal of Speech, Language, and Hearing Research, 51,* 953-966*.* PMID: 18658064

Rispoli, M., **Hadley, P**., & Holt, J. (2009). The growth of tense productivity. *Journal of Speech, Language, and Hearing Research,* *52*, 930-944. PMID: 19641077

**Hadley, P**., Rispoli, M., Fitzgerald, C., & Bahnsen, A. (2011). Predictors of morphosyntactic growth in typically developing toddlers: Contributions of parent input and child sex. *Journal of Speech, Language and Hearing Research, 54,* 549-566. PMID: 20719872

Rispoli, M., **Hadley, P.,** & Holt, J. (2012). Sequence and system in the development of tense and agreement. *Journal of Speech, Language and Hearing Research, 55,* 1007-1021. PMID: 22232389

Fitzgerald, C., **Hadley, P**., & Rispoli, M. (2013). Are some parents’ interaction styles associated with richer grammatical input? *American Journal of Speech-Language Pathology, 22,* 476-488. PMID: 23275628

Rispoli, M., Fitzgerald, C., **Hadley, P.**, & McKenna, M. (2013). *Theory and Measurement: The Emergence of Finiteness in the Third Year of Life*. Unpublished manuscript, University of Illinois at Urbana-Champaign.

**Hadley, P.** (2014). Approaching early grammatical intervention from a sentence-focused framework. *Language, Speech, and Hearing Services in Schools, 45,* 110-116*.* PMID: 24788641

Rispoli, M., & **Hadley, P**. (2014). Input effects on the acquisition of finiteness*.* In C. Chu, C. Coughlin, B. L. Prego, U. Minai, & A. Tremblay (Eds.) *Proceedings of the 5th Generative Approaches to Language Acquisition North America* (pp. 121-127). Somerville, MA: Cascadilla Press.

**Hadley, P**., Rispoli, M., Holt, J., Fitzgerald, C., & Bahnsen, A. (2014). The growth of finiteness in the third year of life: Replication and predictive validity. *Journal of Speech, Language and Hearing Research, 57,* 887-900. PMID: 24167239

**Hadley, P**., & Walsh, K. (2014). Toy talk: Simple strategies to create richer grammatical input. *Language, Speech, and Hearing Services in Schools, 45,* 159-172. PMID: 24687135

McKenna, M., & **Hadley, P**. (2014). Assessing sentence diversity in toddlers at-risk for language impairment. *SIG 1 Perspectives on Language Learning and Education, 21*, 159-172.

**Hadley, P.**, Rispoli, M., & Hsu, N. (2016). Toddlers’ verb lexicon diversity and grammatical outcomes. *Language, Speech, and Hearing Services in Schools, 47,* 44-58. PMID: 26803292

Hsu, N., **Hadley, P**., & Rispoli, M. (2017). Diversity matters: Parent input predicts toddler verb production. *Journal of Child Language, 44*, 63–86. PMID: 26638832

**Hadley, P**., Rispoli, M., Holt, J., Papastratakos, T., Hsu, N., Kubalanza, M., & McKenna, M. (2017). Input subject diversity enhances early grammatical growth: Evidence from a parent-implemented intervention. *Language Learning and Development, 13,* 54-79.

doi: 10.1080/15475441.2016.1193020

Fitzgerald, C., Rispoli, M., & **Hadley, P.** (2017). Case marking uniformity in developmental pronoun errors. *First Language*, *37,* 391-409.

**Hadley, P**., Rispoli, M., & Holt, J. (2017). Input subject diversity accelerates the growth of tense and agreement: Indirect benefits of a parent-implemented intervention. *Journal of Speech, Language, and Hearing Research*, 60, 2619-2635. PMID: 28892819

**Hadley, P**., McKenna, M., & Rispoli, M. (2018). Sentence diversity in early language development: Recommendations for target selection and progress monitoring. *American Journal of Speech-Language Pathology*, *27,* 553-565. PMID: [29497741](https://pubmed.ncbi.nlm.nih.gov/29497741/)

Rispoli, M., **Hadley, P.**, & Simmons, H. (2018). Simple sentences aren’t all the same: Variation in Input and Acquisition. In A. Bertolini & M. Kaplan (Eds.) *BUCLD 42:**Proceedings of the 42nd annual Boston University Conference on Language Development Proceedings* (pp. 673-686)*.* Somerville, MA: Cascadilla Press*.*

Hsu, N., Rispoli, M., & **Hadley, P**. (2019). Mastering the grammar of complex events: Evidence from Mandarin resultative verb compounds. *Language Learning and Development,* 15:3, 255-277*.* doi: 10.1080/15475441.2019.1590204

Rispoli, M., & **Hadley, P**. (2020). Proceduralization and grammatical development: Comments on “Speech-language development as proceduralization and skill learning” (Kamhi, 2019). *Journal of Communication Disorders, 83*, 105947.

**Hadley, P.** (2020). Exploring sentence diversity at the boundary of typical and impaired language abilities. *Journal of Speech, Language, and Hearing Research, 63,* 3236-3251. PMID: 33064603

Clark-Whitney, E., Klein, C., **Hadley, P**., Lord, C., & Kim, S. H. (2022). *Caregiver Language Input Supports Sentence Diversity in Minimally Verbal Children with Autism Spectrum Disorder*. Journal of Speech, Language, Hearing Research, 65, 1465-1477.

Krok, W., Norton, E. S., Buchheit, M. K., Harriot, E., Wakschlag, L., & **Hadley, P**. (in press). *Using Animated Action Scenes to Remotely Assess Sentence Diversity in Toddlers.* Topics in Language Disorders.

Preza, T., & **Hadley, P**. (2022). *Stronger together or weaker apart? Exploring parent input quality from a multi-dimensional perspective.* Manuscript under review.

**Letter to the Editor**

Rispoli, M., & **Hadley, P**. (2018). Let’s be Explicit about the Psycholinguistic Bases of Developmental Measures: A Response to Leonard, Haebig, Deevy, and Brown (2017). *Journal of Speech-Language-Hearing Research, 61*, 1455–1459.

**Articles-Invited**

Rice, M. L., Sell, M. A., & **Hadley, P. A.** (1988). The social interactive coding system. *Working Papers in Language Development, 3*(2), 41‑57. Lawrence, KS: University of Kansas Child Language Program.

Bunce, B. H., Watkins, R. V., & **Hadley, P. A**. (1989). *Language therapy: Implementation and supervision*. LAP Working Papers, University of Kansas, Lawrence, KS.

Rice, M. L., Wilcox, K. A., & **Hadley, P. A**. (1992). *Promoting successful transitions into school: The role of language and social interaction skills*. KECRI Working Papers, University of Kansas, Lawrence, KS.

**Hadley, P. A.,** & Rice, M. L. (1993). Parental judgments of preschoolers' speech and language development: A resource for assessment and IEP planning*. Seminars in Speech and Language, 14*, 278-288.

# **Hadley, P.A.** (2003). *When Should I Worry? Providing Guidelines for Non-Language Specialists*. Article distributed as part of Target Words® - The Hanen Program® for Parents of Children who are Late Talkers. Toronto: The Hanen Centre.

**Hadley, P. A.** (2006). Assessing the emergence of grammar in toddlers at-risk for specific language impairment. *Seminars in Speech and Language*, *27*, 173-186. PMID: 16941288

**Hadley, P. A.,** & Rispoli, M. (2012). A lifespan perspective on individual differences in grammatical abilities. *Linguistic Approaches to Bilingualism, 2, 269-272.* Invited commentary on E. Dabrowska, “Different speakers, different grammars: Individual differences in native language attainment."

Mattie, L., & **Hadley, P. A**. (2021). Characterizing the richness of maternal input for word learning in neurogenetic disorders*. Seminars in Speech and Language*, *42*(4), 301-317.

**Chapters**

**Hadley, P. A.,** & Schuele, C. M. (1995). Come buddy, help, help me!: Adults' facilitation of peer interaction 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.

Rice, M. L., & **Hadley, P. A.** (1995). Language outcomes of the language focused curriculum. 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. 155-169). Baltimore, MD: Brookes.

Wilcox, M. J., **Hadley, P. A**., & Ashland, J. E. (1996). Communication and language development in infants and toddlers. In M. Hanson (Ed.) *Atypical infant development* (pp. 365-402). Austin, TX: ProEd.

Oetting, J.B., & **Hadley, P. A.** (2009). Morphosyntax in child language disorders. In. R. G. Schwartz (Ed.). The Handbook of Child Language Disorders (pp. 341-364). New York, NY: Psychological Press.

Rispoli, M., & **Hadley, P.** (2011). Toward a theory of gradual morphosyntactic learning. In I. Arnon & E. Clark (Eds.) *Experience, Variation, and Generalization: Learning a First Language* (pp. 15-33). Amsterdam, The Netherlands: John Benjamins Publishing Company.

**Hadley, P**. (2014). Grammatical development in children with language impairments. In P. Brooks, V. Kempe, & J. G. Golson (Eds.), *Encyclopedia of Language Development* (pp. 256-259). Thousand Oaks, CA: Sage Publications Inc.

Oetting, J.B., & **Hadley, P. A.** (2017). Morphosyntax in child language disorders. In. R. G. Schwartz (Ed.). The Handbook of Child Language Disorders, 2nd Edition (pp. 365-392)*.* New York, NY: Psychological Press.

**Clinical Trial Protocol**

Roberts, M., Hadley, P. & Kaiser, A. (2019). *Clinical Trial Protocol: Maximizing outcomes for preschoolers with developmental language disorders: Testing the effects of a sequentially targeted naturalistic intervention.* ClinicalTrials.gov ID: NCT03782493.

**Newsletters**

Hadley, P. A. (2001). The LINK. Illinois Speech-Language-Hearing Newsletter, September, 2001.

**Manuals and Clinical Resources**

Hadley, P. A. (1990). *SICS Training Program*. University of Kansas, Lawrence.

Hadley, P. A. (1995). *Child language transcription and coding manual*. Arizona State University, Tempe, AZ.

Hadley, P. A., & Budrzysky, J. (1996). *Language and literacy clinic: Clinician’s manual*. Arizona State University, Tempe, AZ.

Hadley, P., & Rispoli, M. (2015). *Toy talk strategies: An instructional resource*. University of Illinois at Urbana-Champaign, Retrieved from http://hdl.handle.net/2142/78010, 1600+ downloads since 06/2015.

*Parent Handbook: Strategies for promoting early language development in toddlers.* U01 DC017135. ClinicalTrials.gov ID: NCT03782493.

*Parent Handbook 2: Strategies for promoting early sentence development in toddlers.* U01 DC017135. ClinicalTrials.gov ID: NCT03782493.

*Parent Handbook 3: Strategies for promoting early academic language in toddlers.* U01 DC017135. ClinicalTrials.gov ID: NCT03782493.

**Media**

Hadley & Walsh (2014) featured article on American Speech-Language-Hearing Association Facebook page, July 10, 2014.

Hadley, Rispoli, & Holt (2017) selected as the featured ASHA Wire Research Tuesday article for the week of September 17, 2017.

**Cover Quote**

David Quinto-Pozos (2014). *Multilingual Aspects of Signed Language Communication and Disorder.* Bristol, UK: Multilingual Matters.

**PRESENTATIONS**

**Keynote Presentation**

Hadley, P. (2013, November). *Prevalence, predictors, and progress in the identification of specific language impairment*. Keynote presentation at Understanding and Treating Language Disorders in Children, Medical College of Wisconsin, Milwaukee, WI.

**Invited Symposium Presentations**

Hadley, P. (2013, November). *Monitoring early language growth to improve the clinical management of late-talking toddlers*. Invited workshop at Understanding and Treating Language Disorders in Children, Medical College of Wisconsin, Milwaukee, WI.

Hadley, P. (2014, May). *Language input and early grammatical growth.* Invited presentation at the Child Language Workshop on Influences of Input on Language Development, Boys Town National Research Hospital, Omaha, NE.

Hadley, P. (2015, May). *Parent use of toy talk accelerates children’s early sentence diversity.* Invited presentation at 2015 Callier Prize Conference Children with Specific Language Impairment (SLI): Structuring language input to improve language learning, Callier Center, Dallas, TX. https://www.youtube.com/watch?v=ZfdA0EvA42Y

Hadley, P. (2019, November). *Sentence diversity in toddlers at risk for specific language impairment*. 2019 Research Symposium Advances in Specific Language Impairment, American Speech-Language-Hearing Association, Orlando, FL.

**Refereed**

Rice, M. L., Sell, M. A., Hadley, P. A., & Wilcox, K. A. (1988, November). *LAP social interactive coding system*. Miniseminar presented at the American Speech‑Language Hearing Association Convention, Boston, MA.

Sell, M. A., Hadley, P. A., & Rice, M. L. (1989, April). *Social interactions of speech and language impaired children*. Poster presented at the Society for Research in Child Development Biennial Convention, Kansas City, MO.

Sell, M. A., Hadley, P. A., & Rice, M. L. (1989, November). *Speech and language impaired children's social interactions*. Poster presented at the American Speech‑Language‑Hearing Association National Convention, St. Louis, MO.

Hadley, P. A., & Rice, M. L. (1990, March). *Social‑conversational patterns of speech and language delayed preschoolers*. Poster presented at the Southwestern Society for Research in Human Development Biennial Convention, Dallas, TX.

Hadley, P. A., & Rice, M. L. (1990, November). *Conversational responsiveness in an integrated preschool setting*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, Seattle, WA.

Hadley, P. A., Rice, M. L., & Wilcox, K. A. (1990, November). *The speech and language assessment scale: Parent vs. professional judgments*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Seattle, WA.

Rice, M. L., Wilcox, K. A., & Hadley, P. A. (1991, June). *The role of language and social interaction skills*. Paper presented at the Conference "New Directions in Child and Family Research: Shaping Headstart in the 90's." Washington, D. C.

Hadley, P. A., Wilcox, K. A., & Rice, M. L. (1992, November). *Talking at school (TAS): A survey of kindergarten teachers' attitudes*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.

Rice, M. L., Hadley, P. A., & Alexander, A. (1992, December). *Adults' judgments of preschool children with limited communication skill.* Paper presented at the International Early Childhood Conference on Children with Special Needs, CEC-DEC, Washington, D. C.

Gertner, B. L., & Hadley, P. A. (1993, March). *Implications of language limitations for social acceptance in preschool.*  Poster presented at the Society for Research in Child Development Biennial Convention, New Orleans, LA.

Rice, M. L., Wilcox, K. A., Hadley, P. A., & Schuele, C. M. (1993, November). *Facilitating peer interactions: Social skills for preschool and kindergarten success*. Miniseminar presentation at the American Speech-Language-Hearing Association Annual Convention, Anaheim, CA.

Rice, M. L., Hadley, P. A., Schuele, C. M., & Wexler, K. (1993, November). *Investigating morphosyntactic deficits from a linguistic perspective*. Miniseminar presentation at the American Speech-Language-Hearing Association Annual Convention, Anaheim, CA.

Hebert, L. R., & Hadley, P. A. (1994, November). *Variation in reading styles of Head Start teachers*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.

Hadley, P. A., & Rice, M. L. (1995, June). *The use of finiteness markers among children with SLI: A longitudinal perspective*. Poster presented at the Symposium for Research in Child Language Disorders, Madison, WI.

Hadley, P. A. (1995, December). *Noun and verb phrase elaboration among SLI subtypes*. Poster presented at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.

Hadley, P. A. (1996, June). *The contribution of verb lexicon diversity to grammatical development in SLI*. Poster presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Wilcox, M. J., Hadley, P. A., Leonard, J. S., Johnson, K., Holland, A. L., & Newhoff, M. (1996, November*). Promoting interdependent science-practice relationships*. Presentation to the American Speech-Language-Hearing Association Annual Convention, Seattle, WA.

Imbens-Bailey, A. L., & Hadley, P. A. (1997, May). *Parental scaffolding of narrative discourse for school-age children with language impairments*. Poster presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Hadley, P. A., & Heath, J. (1997, November). *Unique syntactic types: An alternative measure of grammatical development*. Paper presentation at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.

Hadley, P. A., Reed, C., & Hernandez, J. (1998, November). *Grammatical development in children with SLI and late-talkers*. Poster presentation to the American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.

Krok, W. C., & Hadley, P. A. (1998, November). *Phonological awareness in children with two profiles of SLI*. Poster presentation to the American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.

Schuele, C. M., Hadley, P. A., & Kamhi, A. (1998, November). *Is specific language impairment a clinically useful diagnostic label*? Miniseminar presentation to the American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.

Rispoli, M., Hadley, P. A., & Dufek, S. (1999, June). *The development of incremental sentence production*. Poster presented to the Symposium for Research in Child Language Disorders, Madison, WI.

Schuele, C. M., Bacon, S., Evans, J., Hadley, P., Jakielski, K., McCarthy, P., Gillam, R., & Wilcox, K. (1999, November). *Thinking about a Ph.D.? An information session for prospective doctoral students*. Miniseminar presentation to the American Speech-Language-Hearing Association Annual Convention, San Francisco, CA.

Hadley, P. A., Simmerman, A., Long, M., & Luna, M. (1999, November). *Collaborative, classroom-based language facilitation for inner-city children*. Miniseminar presentation to the American Speech-Language-Hearing Association Annual Convention, San Francisco, CA.

Rispoli, M. & Hadley, P. A.(2001, April). *Evidence for the proceduralization of sentence structures*. Paper presented at the Biennial Meeting of the Society for Research in Child Development. Minneapolis, MN.

Hadley, P. A., & Davidson, A. (2001, November). *Early identification of toddlers at-risk for SLI*. Miniseminar presentation to the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.

Hadley, P. A., Eklund, N., & Brinkmeier, J. (2002, July). *Lexical and Grammatical Growth in Toddlers At-Risk for SLI*. Poster presentation at the joint conference of the International Congress for the Study of Child Language/Symposium for Research on Child Language Disorders, Madison, WI.

Hadley, P.A. (2002, November). *Monitoring* *change in late-talking children: When is change significant*? Miniseminar presentation to the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Hadley, P.A. (2003, November). The *emergence of tense markers in children at risk for SLI*. Miniseminar presentation to the American Speech-Language-Hearing Association Annual Convention, Chicago, IL.

Rispoli, M., & Hadley, P. (2005, June). The *Acquisition and Automaticity of Finiteness Marking*. Poster to be presented at the Symposium on Research in Child Language Disorders, Madison, WI.

Hadley, P., & Holt, J. (2005, June). *Individual Differences in the Onset of Tense Marking: A Growth Curve Analysis*. Poster presentation at the Symposium on Research in Child Language Disorders, Madison, WI.

Hadley, P., Olson, J., & Earle, C. (2005, November). *Clinical Decision‑Making With Late‑Talking Children*. Miniseminar presentation to the American Speech-Language-Hearing Association Annual Convention, San Diego, CA.

Holt, J., & Hadley, P. (2006, April). *Implications of Centering and Time-Varying Covariate Analysis Decisions on the Interpretation of Language Development.* Presentation to the American Educational Research Association, San Francisco, CA.

Rispoli, M., & Hadley, P. (2006, August). *Tense Productivity and Sentence Production Automaticity.* Poster presentation to at the Third International Workshop on Sentence Production, Chicago, IL.

Hadley, P., & Earle, C. (2007, February). *Using a response to intervention framework with late-talking toddlers*. Presentation to the Illinois Speech-Language-Hearing Association Annual Convention, Rosemont, IL.

Earle, C., & Hadley, P. (2007, March). *Using a response to intervention framework to inform clinical decision-making with late-talking children*. Presentation to the California Speech-Language-Hearing Association Annual Convention, Long Beach, CA.

Holt, J., Hadley, P., & Rispoli, M. (2007, April). *Scaling of a grammatical productivity measure to assess onset of tense marking in children developing typically and atypically*. Poster presentation to the 2007 Annual Meeting of the American Educational Research Association, Chicago, IL.

Rispoli, M., Hadley, P., & Holt, J. (2007, June). *Two types of sentence disruption: A developmental perspective on language production**.* Poster presentation to the Symposium on Research in Child Language Disorders, Madison, WI.

Trapp, W., Holt, J., Hadley, P., & Rispoli, M. (2007, October). *Checkerboard graphical displays for multivariate, longitudinal data*. Paper presentation at the 2007 Annual Meeting of the Mid-Western Educational Research Association, St. Louis, MO.

Holt, J., & Hadley, P. (2007, October). *Informing early childhood interventions from growth models*. Paper presentation at the 2007 Annual Meeting of the Mid-Western Educational Research Association, St. Louis, MO.

Schuele, C. M., Hadley, P., Johnson, T., Storkel, H., & Thibeault, S. (2008, November). *Thinking about a PhD*. Miniseminar presentation to the American Speech-Language-Hearing Association, Chicago, IL.

Block, E., & Hadley, P. (2008, November). *Assessing the onset of tense marking with parent report*. Poster presentation to the American Speech-Language-Hearing Association Annual Convention, Chicago, IL.

Hadley, P., Rispoli, M., Fitzgerald, C., & Bahnsen, A. (2009, June). *Input informativeness as a predictor of morphosyntactic growth.* Poster presentation to the Symposium on Research in Child Language Disorders, Madison, WI.

Rispoli, M., & Hadley, P. (2009, July). *Toward a theory of gradual morphosyntactic learning*. Presentation to the Stanford Child Language Research Forum, Berkeley, CA.

Rispoli, M., Hadley, P., Holt, J., & Trapp, W. (2010, June). *Sequence and system in the development of tense and agreement.* Poster presentation to the Symposium on Research in Child Language Disorders, Madison, WI.

Hadley, P., & Rispoli, M. (2010, November). *Grammar is for toddlers too*. Miniseminar presentation to the American Speech-Language-Hearing Association, Philadelphia, PA.

Fitzgerald, C., Hadley, P., & Rispoli, M. (2011, June). *Talking to toddlers: Typological and stylistic variation in child-directed speech*. Poster presentation to the Symposium on Research in Child Language Disorders, Madison, WI.

Hadley, P., & Rispoli, M. (2011, July). *Predicting tense and agreement productivity before three.* Symposium presentation at the 12th International Congress for the Study of Child Language, Montreal, Canada.

Rispoli, M., & Hadley, P. (2011, July). *The significance of revisions in grammatical development.* Symposium presentation at the 12th International Congress for the Study of Child Language, Montreal, Canada.

Hadley, P., Rispoli, M., Holt, J., Fitzgerald, C., & Bahnsen, A. (2012). *Toddlers’ Growth of Tense and Agreeement Productivity Predicts Accuracy Outcomes at Age.* Oral presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Fitzgerald, C., Rispoli, M., Hadley, P., & McKenna, M. (2012). *Productivity Scoring as a Metric of Early Finiteness Marking.* Poster presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Rispoli, M. & Hadley, P. (2012, October).*Input Effects on the Acquisition of Finiteness.* Poster to be presented at Generative Approaches to Language Acquisition, North America, Lawrence, KS.

Hadley, P., & Fitzgerald, C. (2012, November). *What to say during play: Toy talk and first sentences.* Miniseminar presented at the American Speech-Language-Hearing Association, Atlanta, GA.

Rice, M., Hadley, P., Schuele, M., Oetting, J., & Redmond, S. (2012, November). *Contributions of linguistic theory to clinical assessment and differential diagnosis*. Miniseminar presented at the American Speech-Language-Hearing Association, Atlanta, GA.

Rispoli, M. & Hadley, P. (2012, December). *Input Effects on the Acquisition of Finiteness*. Paper to be presented at the Third Conference on Early Language Acquisition, Lyon, France.

Hadley, P., & Rispoli, M. (2013, February). *Grammar is for toddlers too*. Presentation presented to the Illinois Speech-Language-Hearing Association, Rosemont, IL.

Hadley, P., Rispoli, M., & Hsu, N. (2013, June). Developmental expectations for verb lexicon growth. Poster presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Rispoli, M., & Hadley, P. (2013, June). Input and cross-morpheme facilitation influence rate of finiteness development. Poster presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Hsu, N., Hadley, P. A., & Rispoli, M. (2014, June). *Verb diversity matters: Parent input and toddler’s verb lexicon size.* Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

Kamhi, A., Hadley, P., Scott, C., Gillam, R., & Wallach, G. (2014, November). *Improving Clinical Practices for Children and Adolescents with Language Disorders*. Miniseminar presented at the American Speech-Language-Hearing Association, Orlando, FL.

Fitzgerald, C., Rispoli, M., & Hadley, P. (2015, June). *Uniformity across First Person and Third Person in Typically Developing Children’s Pronoun Case Errors*. Poster presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Hadley, P., Rispoli, M., Holt, J., Papastratakos, T., & Hsu, N. (2015, June). *Parent Input Subject Diversity Accelerates Children’s Early Sentence Growth*. Submitted oral presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Rispoli, M., Papastratakos, T., Stern, C., & Hadley, P. (2015, June). *Input Packaging and the Acquisition of Copula is*. Submitted oral presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Rispoli, M., & Hadley, P. (2015, November). *Input subject diversity as a catalyst for grammatical growth.* Oral presentation at the Boston University Conference on Language Development, Boston, MA.

Hsu, N., & Hadley, P. (2016, November). *Actions speak louder than words: Assessing and facilitating verb lexicon growth*. Seminar presented at the American Speech-Language-Hearing Association, Philadelphia, PA.

Hadley, P. (2017, April). *Using Toy Talk to Promote Literate Language Features in Conversational Interactions*. Presentation, Oral presentation to be presented in the symposium Theoretically Informed Language Interventions: Identifying Features of Teacher Input that Enhance Children’s Language Growth, Society for Research in Child Development, Austin, TX.

McFarlane-Blake, Z. & Hadley, P. (2017, April). *Grammatical input differences remain six months after toy talk instruction.* National Black Association for Speech-Language and Hearing Atlanta, GA.

McFarlane-Blake, Z., Hadley, P., Galvez, M., & Rispoli, M. (2017, June). *Grammatical properties of parent input six-months after toy talk instruction*. Poster presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Hadley, P., Rispoli, M, & Holt, J. (2017, June). Input subject diversity accelerates the growth of tense and agreement. Poster presentation at the Symposium for Research in Child Language Disorders, Madison, WI.

Rispoli, M., Hadley, P., & Simmons, H. (2017, November). *Simple sentences aren’t all the same: Variation in Input and Acquisition.* Oral presentation presented at the Boston University Conference on Language Development, Boston, MA.

Hadley, P., & Rispoli, M. (2017, November). *Development, assessment & intervention in a sentence-focused framework.* Seminar presented at the American Speech-Language-Hearing Association, Los Angeles, CA.

Gálvez, M., Hadley, P., & Rispoli, M. (2018, June). *Exploring expansions from a syntactic perspective*. Poster presentation to the Symposium for Research in Child Language Disorders, Madison, WI.

Hadley, P., Kaiser, A., & Roberts, M. (2018, June). *Early intervention and language delay profile influence toddlers’ grammatical growth.*Poster presentation to the Symposium for Research in Child Language Disorders, Madison, WI.

Hsu, N., Rispoli, M., & Hadley, P. (2018, June). *Decomposing complex event structure: The acquisition of Mandarin resultative verb compounds (RVCs) with infixes*. Poster presentation to the Symposium for Research in Child Language Disorders, Madison, WI.

**Pak, N., Hammer, C., Galindo, M., Hadley, P., & Kaiser, A. (2021, April).** *Associations between sentence diversity and common language measures in young dual language learners*. Poster presentation to the Virtual Biennial Meeting of the Society for Research in Child Development.

Hsu, N., Rispoli, M., & Hadley, P. (Accepted, Withdrawn by 1st author). *Decomposing grammatical productivity: Evidence from the Mandarin resultative verb compound (RVC)*. International Association for the Study of Child Language, Philadelphia, PA.

Preza, T., & Hadley, P. (2022). *Exploring parent input from a multidimensional perspective*. Poster presentation to be presented at the Symposium for Research in Child Language Disorders, Madison, WI.

Krok, W., Harrington, E., Preza, T., Buchheit, M. K., Harriot, E., Fredian, K., Wakschlag, L., Norton, E. S., & Hadley, P. (2022). *The Sentence Diversity Priming Task: An efficient tool for assessing sentences with toddlers.* Poster presentation to be presented at the Symposium for Research in Child Language Disorders, Madison, WI.

Woodbury, M., Dzwilewski, K., Cintora, P., Ng, S., Calafat, A., Hadley, P., & Schantz, S. (2022). *The relationship between prenatal phthalate exposure and language development at 2 years of age.* Presentation submitted to the 34th Annual Conference of the International Society of Environmental Epidemiology, Athens, Greece.

Hadley, P., Harrington, E., Krok, W., Preza, T., Wakshlag, L., & Norton, E. (2022). *Sentence-focused diversity measures: A comparison of late-talking toddlers and typical peers.* Poster presentation submitted to the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.

Mattie, L., Fanta, D., Falcon, E., & Hadley, P. (2022). *Relationship between child gesture use and maternal labeling in Down syndrome.* Poster presentation submitted to the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.

**Invited Conference Presentations**

Hadley, P. A. (1987, February). *A case study of an autistic child*. Paper presented as part of Honors Student Panel, Illinois Speech‑Language Hearing Association, Chicago, IL.

Rice, M. L., & Hadley, P. A. (1989, December). *Communication handicaps: How children transition to kindergarten*. National Early Childhood\*Technical Assistance Service (NEC\*TAS) Project Director's Meeting, Washington, D. C.

Rice, M. L., Wilcox, K. A., & Hadley, P. A. (1990, January). *Verbal interactive skills transition project*. Kansas Early Childhood Research Institute All‑Institute Meeting, Lawrence, KS.

Hadley, P. A. (1997, April). *From first words to first sentences: Early indicators and measures of progress*. Presentation to the Arizona Speech-Language-Hearing Association, Phoenix, AZ.

Watkins, R. V., Hadley, P. A., Lybolt, J., & Armstrong, J. (2000, February). *Classroom-based approaches to language enrichment for children from inner-city backgrounds*. Presentation to the Illinois Speech-Language-Hearing Association, Arlington Heights, IL.

Augustine, R., Flahive, M., Hadley, P., Jackson, P., Seaver, E., & Wilbur, L. (2000, February). *Professional practice in academia: Another career option*. Panel presentation to the Illinois Speech-Language-Hearing Association, Arlington Heights, IL.

Ehren, B., Edelson, S., Palincsar, A., Brinton, B., Fujiki, M., Silliman, E., Bahr, R., Beasman, J., Hadley, P., Prelock, P. (2000, November). *Collaboration and Inclusion: Multiple Perspectives, One Focus*. Invited miniseminar presentation to the American Speech-Language-Hearing Association Annual Convention, Washington, DC.

Schuele, M., Bacon, S., Iglesias, A., Jakielski, K., Hadley, P., Gillam, R., Evans, J., & Munoz, M. (2001, November). *Thinking about a PhD? An information session for prospective doctoral students*. Invited miniseminar presentation to the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.

Hadley, P. A., Jakielski, K., & Seaver, E. (2002, February). *Is a PhD in your future?* Presentation to the Illinois Speech-Language-Hearing Association, Arlington Heights, IL.

Hadley, P. A. (2002, February). *Clinical decision making in the management of late-talking toddlers: Immediate intervention or watch and see?* Presentation to the Illinois Speech-Language-Hearing Association, Arlington Heights, IL.

Hadley, P. A. (2004, February). *Fostering simultaneous growth in vocabulary and phonological development: A case study*. Presentation to the Illinois Speech-Language-Hearing Association, Arlington Heights, IL.

Schuele, C. M., Jakielski, K., Hadley, P. A., Bernstein-Ratner, N., & Vander Woude, J. (2004, November). *Getting Bit Early: Mentoring Undergraduates in Research Experiences*. Presentation at the American Speech-Language-Hearing Association, Philadelphia, PA.

Schuele, C. M., Hadley, P., Oller, D. K., Ikard, R., Thibodeau, L. (2005, November). *Thinking About a PhD*? Information Session for Prospective Doctoral Students. Presentation at the American Speech-Language-Hearing Association, San Diego, CA.

Hadley, P. (2009, February). *Profiling Risk for Language Impairment in Late-Talking Toddlers*. Invited miniseminar presented to the Illinois Speech-Language-Hearing Association Annual Convention, Rosemont, IL.

Hadley, P. (2009, March). *Profiling Risk for Language Impairment in Late-Talking Toddlers*. Invited short course presented to the Ohio Speech-Language-Hearing Association Annual Convention, Columbus, OH.

Hadley, P. (2010, October). *Grammatical Productivity in Young Children: Implications for Assessment and Early Intervention.* Invited workshop for the Crossroads Conference, Purdue University, West Lafayette, IN.

Goldberg, A., Yang, C., Hadley, P., & Leonard, L. (2010, November). Linguistic Theory and Language Input: Implications for Language Intervention. Invited miniseminar presented at the American Speech-Language-Hearing Association, Philadelphia, PA.

Hadley, P., Rice, M., & Rispoli, M. (2013, November). *From Behavioral Phenotypes to Epigenetic Models of Language Acquisition and Impairment*. Invited miniseminar presented at the American Speech-Language-Hearing Association, Chicago, IL.

Hadley, P. (2018, June). *Monitoring language growth to improve the early identification of developmental language disorders*. Pujiang Forum of Pediatric Medicine, Shanghai, China.

Hadley, P. (2018, June). *Predictors of grammatical growth*. Early Identification of Children with Speech and Language Disorders Conference, Shanghai Pubin Children’s Hospital, Shanghai, China.

Hadley, P. (2021, February). *Early Language Assessment and Intervention in a Sentence-Focused Framework*. Invited presentation to the Illinois Speech-Language-Hearing Association Annual Convention, Rosemont, IL (virtual, pre-recorded).

**Invited Lectures**

Hadley, P. A. (1994, March). *The development of auxiliaries and tense in children with specific language impairment*. Colloquium presented to the Department of Speech and Hearing Science, Arizona State University, Tempe, AZ.

Hadley, P. A. (1997, October). *Facilitating peer interaction in classroom settings*. Presentation to the Department of Speech-Language Pathology and Audiology, Augustana College, Rock Island, IL.

Hadley, P. A. (1999, January). *Exploring early grammatical indicators of SLI*. Colloquium presented to the Department of Speech and Hearing Science, Ohio State University, Columbus, OH.

Hadley, P. A. (1999, February). *Early indicators of SLI: Evidence from grammatical development*. Colloquium presented to the Department of Communicative Disorders, Northern Illinois University, DeKalb, IL.

Hadley, P. (2005, October). *Assessing Linguistic Growth: Research and Clinical Applications*. Presentation to the Augustana College Program in Communicative Sciences and Disorders and Quad-City Speech-Language-Hearing Association, Rock Island, IL.

Hadley, P. (2006, March). *Exploring Individual Differences in the Onset of Tense Marking: Past, Present, Future*. Presentation in the Child Language Proseminar Series, University of Kansas, Lawrence.

Hadley, P. (2007, March). *Individual differences in the growth of tense*. Presentation in the Department of Speech and Hearing Science, University of Illinois, Urbana-Champaign.

Hadley, P. (2009, May). *Gradual Morphosyntactic Learning in Typically Developing Toddlers and Toddlers at-Risk for SLI*. Progress in Studies of SLI, Lawrence, KS.

Hadley, P. (2011, September). *Grammatical Productivity in Young Children: Implications for Assessment and Early Intervention.* Invited talk for Department of Communication Sciences and Disorders, Louisiana State University, Baton Rouge.

Rispoli, M., & Hadley, P. (2013, February). *Grammatical Development in the Third Year of Life: Individual Differences and Input Effects*. Center for the Interdisciplinary Study of Language and Literacy, Northern Illinois University, DeKalb.

Hadley, P. (2017, February). *Input subject diversity enhances early grammatical growth: Direct effects and indirect benefits of a parent-implemented intervention.* Invited talk for Department of Linguistics Colloquium, University of Illinois, Champaign-Urbana.

Hadley, P. (2019, April). *Moving the Sentence-Focused Framework from Research to Practice*. Invited panel presentation at Augustana College in celebration of Brodahl Hall Expansion and groundbreaking for Barbara Roseman Speech, Language, Hearing Center.

**Public Engagement**

Hadley, P. A. (1988, June). *Indirect language facilitation techniques*. Invited inservice, Hi‑Risk Preschool, Kansas University Medical Center.

Hadley, P. A. (1988, July). *The social interactive coding system*. Invited inservice, Hi‑Risk Preschool, Kansas University Medical Center.

Hadley, P. A. (Spring, 1991). *Language in the classroom: Language development and indirect language facilitation strategies.* Invited presentations (4 lectures) for EarlyCare Program Staff, University of Kansas.

Bunce, B. H., & Hadley, P. A. (1991, April). *Encouraging language development in young children*. Invited presentation for the Douglas County Child Development Association Week of the Young Child, Lawrence, KS.

Hadley, P. A. (1991, July). *LAP consultation and SICS training workshop.* University of Oklahoma Health Sciences Center, Oklahoma City, OK.

Bunce, B. H., & Hadley, P. A. (1992, July). *Speech and language services for preschool children: Naturalistic assessment and treatment*. Invited Workshop, Temple University, Philadelphia, PA.

Hadley, P. A. (1994, March). *Language sample analysis in public school settings*. Inservice series for Mesa Public Schools, Mesa, AZ.

Hadley, P. A. (1995, March). *Discourse scaffolds: Implications for language assessment and intervention*. Inservice series for Mesa Public Schools, Mesa, AZ.

Hadley, P. A. (1997, April). *Is peer interaction part of our job*? Inservice series for Mesa Public Schools, Mesa, AZ.

Hadley, P.A. (1999, November). *Facilitating language development in early childhood settings*. Inservice presentation for The Growing Place, DeKalb, IL.

Hadley, P. A. (2000, June). *Preschool language intervention: Facilitating language, literacy, and peer interaction in integrated settings*. Workshop Presentation to the Grant Wood Area Education Agency, Cedar Rapids, Iowa.

Hadley, P.A. (2001, May). *Early Identification of Toddlers at-Risk for SLI*. Workshop to the Quad-City Speech-Language-Hearing Association, Moline, IL.

Hadley, P.A. (2002, October). *Improving the Early Identification of Specific Language Impairment.* The 2002 Carrow-Woolfolk Lecture sponsored by the Department of Communication Disorders, Our Lady of the Lake University, San Antonio, TX.

Hadley, P. A. (2002, October). *Clinical decision making in the management of late-talking toddlers: Immediate intervention or watch and see?* Presentation to the 18th Annual Center for Speech and Language Disorders Conference, Oakbrook Terrace, IL.

Hadley, P.A. (2003, February). *Improving the Early Identification of Specific Language Impairment*. Presentation to the Western Suburban Speech-Language-Hearing Association, Naperville, IL.

Hadley, P.A. (2005, October). *Using measures of growth to improve clinical decision making with late-talking toddlers*. Presentation to the DuPage Speech-Language-Hearing Association, Glen Ellyn, IL.

Hadley, P. A. (2006, January). *Improving Clinical Decision Making with Late-Talking Toddlers within a Responsiveness to Intervention Framework*. Presentation to the DuPage Speech-Language-Hearing Association, Glen Ellyn, IL.

Hadley, P. A. (2006, June). *Facilitating language development in integrated preschool and kindergarten classrooms*. In-service presentation to Princeton Elementary School District 115, Princeton, IL.

Hadley, P. A., & Rispoli, M. (2008, December). *Profiling Risk for Language Impairment in Late-Talking Toddlers.* In-service presentation for Eastern Illinois Speech-Language-Hearing Association, University of Illinois, Champaign.

Hadley, P. (2012, February). *Grammatical Productivity in Young Children: Implications for Assessment and Early Intervention.* Invited talk for Department of Communication Disorders and Sciences and East Central Illinois Speech-Language Hearing Association, Eastern Illinois University, Charleston, IL.

Hadley, P. (2013, November). *Monitoring early language growth to improve the clinical management of late-talking toddlers*. Invited workshop at Understanding and Treating Language Disorders in Children, Medical College of Wisconsin, Milwaukee, WI.

Hadley, P. (2015, December). *Diversity Matters: Implications for Grammatical Intervention in a Sentence‐Focused Framework.* Invited talk for Eastern Illinois Speech Hearing Language Association, Champaign, IL.

Hadley, P. (2016, August). *Early language development and early identification of
specific language impairment.* Second American-Chinese Conference for Developmental-Behavioral Pediatricians, Milwaukee, WI.

Hadley, P. (2017, April). *Assessment and intervention in a sentence-focused framework: Targeting verbs and sentence diversity*. Invited full day workshop for Inez Miller Conference on Communication Sciences and Disorders, Edmond, OK.