

Curriculum Vitae

Shelley Gray

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EDUCATION	1998-2000	Post Doctoral Fellowship National Center for Neurogenic Communication Disorders, University of Arizona
	1998	Ph.D., Speech and Hearing Sciences University of Arizona
	1989	M.S., Speech and Hearing Sciences University of Arizona
	1975	B.S., Public Administration University of Arizona
EMPLOYMENT	2001-Present	Assistant Professor Department of Speech and Hearing Science Arizona State University
	2000-2001	Assistant Research Scientist National Center for Neurogenic Communication Disorders University of Arizona
	1994-2001	Clinic Director Scottish Rite - University of Arizona Child Language Center
	1998-1999	Adjunct Lecturer Department of Speech and Hearing Science University of Arizona
	1989-1994	Speech-Language Pathologist Marana Unified School District, Marana, AZ
COURSES TAUGHT		Arizona State University SHS 465/565 Speech and Language Acquisition SHS 470 Developmental Language Disorders SHS 573 Language Assessment & Intervention: School Age Populations SHS 590 Language Assessment SHS 591 Advanced Language Intervention: Preschool Language Disorders

University of Arizona
SPH 549 (Preceptorship) Survivor Skills & Ethics in Research
SPH 555 Preschool Language Disorders

STUDENT MENTORING

Deepa Aier, Ph.D., Committee member 2004
Patricia McCarthy, Ph.D., Committee member, 2003-present
Ferenc Bunta, Ph.D., Consultant, 2003-present
Addie Lafferty, Ph.D. Committee member, 2002-present

Elizabeth Soto, M.S., Thesis chair, 2004
Courtney Bonis, M.S., Thesis chair, 2004
Jaime Berman, M.S., Thesis chair, 2003-2004
Breeta Garland, M.S., Member, Completion Spring, 2002

Emily Paulson, B.S., Chair, Biology Research Experience for Undergraduates Research Project, 2003

Shanna Alvarez, B.S. Honors Thesis, Chair, 2003
College of Liberal Arts & Sciences Student Research Grant Recipient

Erica Brooke, B.S. Honors Thesis, Member, Fall, 2001

EXTERNAL FUNDING

National Institutes for Health - NIDCD (PI) 2000-2003
Treatment of Lexical Deficits in Young Children with SLI
\$222,409

INTERNAL FUNDING

College of Liberal Arts & Sciences
Faculty Grant-In-Aid Program (PI) 2003-2004
\$6,999

College of Liberal Arts & Sciences
Grant to Improve Undergraduate Education (PI) 2003-2004
\$9,598

ASU/Motorola Great Communities Grant (PI) 2002-2004
Summer Program for Early Literacy Development
In partnership with Tempe Elementary School District #3 and
the Arizona Literacy and Learning Center
\$27,161

University of Arizona
Vice-President for Research Small Grant (PI) 1999
\$5000

FELLOWSHIPS & AWARDS

Travel Award granted by the Symposium on Research in Child Language Disorders 2000 \$500

Travel Award granted by the American Speech-Language-Hearing Association for the Workshop on Grant-Writing in Communication Sciences and Disorders 2000 \$1000

National Center for Neurogenic Communication Disorders
NIH Post Doctoral Research Fellowship 1998

American Speech-Language-Hearing Foundation
Student Research Grant in Early Childhood Language 1996

U. S. Department of Education Doctoral Fellowship
University of Arizona 1995, 1996, 1997

PUBLICATIONS

Gray, S. (2004). Word learning by preschoolers with specific language impairment: Effect of phonological or semantic cues. Manuscript submitted for publication.

Lafferty, Addie E., Gray, S., & Wilcox, J. (In press). Teaching alphabetic knowledge skills to preschool children with specific language impairment and typically developing language. *Child Language Teaching and Therapy*.

Gray, S. (In press). Word-learning by preschoolers with specific language impairment: predictors and poor learners. *Journal of Speech, Language, and Hearing Research*.

Gray, S. (2003). Word-learning by preschoolers with specific language impairment: What predicts success? *Journal of Speech, Language, and Hearing Research*, 46, 56-67.

Gray, S. (2003). Diagnostic accuracy and test-retest reliability of nonword repetition and digit span tasks administered to preschool children with specific language impairment. *Journal of Communication Disorders*, 36, 129-151.

Gray, S., Plante, E., Vance, R., and Henrichsen, M. (1999). The diagnostic accuracy of four vocabulary tests administered to preschool-age children. *Language, Speech, and Hearing Services in Schools*, 30, 196-206.

Kiernan, B., & Gray, S. (1998). Word learning in a supported-learning context by preschool children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 41, 161-171.

Gray, S. & Shelton, R. (1992). Self-monitoring effects on articulation carry-over in school age children. *Language, Speech, and Hearing Services in Schools*, 23, 334-342.

PRESENTATIONS

Gray, S. (2004, June). Word Learning by Six-Year-Olds with SLI: Effect of Phonological or Semantic Cues. Poster presented at the Twenty-Fifth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison.

Lafferty, A., Obediat, K., Gray, S., & Wilcox, M. J. (2003, November). Inter-rater and Test-retest Reliability of the ELLCO. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

Gray, S (2003, November). Word Learning by Preschoolers with Specific Language Impairment: Effect of Semantic and Phonological Cues. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Chicago, Ill.

Lafferty, A., Gray, S., & Wilcox, M. J. (2003, November). Teaching Alphabetic Skills to Preschoolers with SLI: Learning Rate Study. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Chicago, Ill.

Gray, S. (2003, October). Word Learning by Preschoolers with Specific Language Impairment. Invited presentation - University of Arizona Department of Speech and Hearing Sciences Colloquium Series, Tucson, AZ.

Gray, S. (2003, October). What Does a Scientifically-Based Reading Research (SBRR) Program Look Like in an Early Childhood Classroom? Invited presentation - National Student Speech-Language-Hearing Association Tucson Speech-Language Pathology Educational Forum.

Gray, S. (2002, November). *Predictors of Word Learning Success by Preschoolers with SLI*. Poster presented at the Annual meeting of the American Speech, Language, Hearing Association, Atlanta, GA.

Gray, S. (2001, November). *Test-Retest Performance on Phonological Memory Measures by Children with SLI*. Poster presented at the annual meeting of the American Speech, Language, Hearing Association, New Orleans, LA.

Gray, S. I., Vance, R., and Plante, E. (2000, November). *Oral and written language scales performance by children with SLI*. Poster presented at the annual meeting of the American Speech, Language, Hearing Association, Washington D.C.

Gray, S. (2000, June). *Predicting language group status and word-learning success: The contribution of phonological memory, semantic skills, and norm-referenced tests*. Poster presented at the Twenty-First Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison.

Kiernan, B. J. and Gray, S.I. (2000, June). *Reconsidering the impact of low-normal nonverbal IQ scores on performance of preschool children with SLI*. Poster presented at the Twenty-First Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison.

Gray, S. (1999, November). *Fast-mapping, word-learning, and word-extension by preschoolers with SLI*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, San Francisco, CA.

Gray, S., Plante, E., Vance, R., & Henrichsen, M. (1998). *The diagnostic accuracy of four vocabulary tests administered to*

preschool-age children. Poster presented at the annual convention of the American Speech-Language-Hearing Association, San Antonio, TX.

Kiernan, B., & Gray, S. (1997, April). *Vocabulary learning in preschool children with specific language impairment*. Seminar presented at the annual convention of the Arizona Speech-Language-Hearing Association, Phoenix, AZ.

Kiernan, B., & Gray, S. (1996, November). *Is poor vocabulary learning a hallmark of preschoolers with specific language impairment?* Seminar presented at the annual convention of the American Speech-Language-Hearing Association, Seattle, WA.

PROFESSIONAL SERVICE

Editorial Consultant

Journal of Speech, Language, and Hearing Research 1999-2001, 2003, 2004

Journal of Communication Disorders 2002-2003

Language, Speech, and Hearing Services in Schools 2001-2003

Grant Reviewer

American Speech-Language-Hearing Foundation (2003, 2004)

Review panel for Student Research Grant in Early Childhood Language Disorders

Committee Member

American Speech-Language-Hearing Association (2003-2004)
Language Science Committee for Annual Meeting of ASHA

State of Arizona Department of Education focus group member for AZ READS 2002-2003

Item reviewer for the Arizona Educator Proficiency Assessments program conducted by the Arizona State Board of Education 2002-2003

ASHA Working Committee on Recruitment, Retention, and Academic Preparation of Researcher and Teacher Scholars 1997

DEPARTMENT SERVICE

Graduate Admissions Committee member 2001-2004

Awards Committee member 2002-2004

Personnel and Budget Committee member 2003-2004

Speech-Language Pathology Standards Committee member 2003

Speech & Hearing Science Search Committee 2003

COMMUNITY SERVICE

Phoenix Public Library Early Literacy Task Force, 2004

Advisory Board Member, Speech, Language, Early Childhood Advisory Board, Arizona Literacy and Learning Center 2003-2004

Presentations to families: 'Early Speech & Language Development,' Phoenix Public Library, 2003-2004

Presentation to Southwestern College Class: 'Speech Language Pathology in Schools,' 2002

Presentation to families: 'Early Speech & Language Development,' Phoenix Public Library, 2001

Inservice training for providers and administrators from Arizona Healthy Families: 'The Joy of Language Development,' 2000