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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

Associate Professor, Speech and Hearing Science, University of Illinois, 2007-present
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, 1990-91
Language Consultant, Early Care Toddler Program, Department of Human Development and
Family Life, University of Kansas, 1990-91
Research Coordinator, Department of Education Trainee, Child Language Program, University of
Kansas, 1989-93
Research Assistant, Kansas Early Childhood Research Institute, Department of Speech-
Language-Hearing, University of Kansas, 1988-89
Research Assistant, Department of Speech-Language-Hearing, University of Kansas, 1987-88

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, International Association for the Study of Child Language
Member, Sigma Xi

HONORS

Editor's Award, *Journal of Speech, Language, and Hearing*, Language, Hadley & Holt, 2006
Mentor, Students Preparing for Academic and Research Careers (SPARC), ASHA 2004
Dean's Award for Outstanding Teaching, College of Health and Human Sciences, Northern Illinois University, 2004
Outstanding Community Member Student Service Award, Mesa Unified School District, 1997
Schiefelbusch Child Language Scholarship, University of Kansas, 1993
University of Kansas Honors Fellowship, 1987-92
International Communication Association, Outstanding Graduate Student Teacher, 1991
Margaret Anderson Teaching Award, University of Kansas, 1990

PROFESSIONAL SERVICE

Departmental Activities, University of Illinois at Urbana-Champaign

SHS Awards Program, Co-chair, 2010
John O'Neill Lecture, Organizer, 2009
American Sign Language Search Committee, Member, 2009
Ad Hoc Committee on Promotion and Tenure Policies and Procedures, Speech and Hearing Science, 2008-2009
Advisory Committee, Speech and Hearing Science, University of Illinois, Spring 2008, 2009-present
Educational Policy Committee, Speech and Hearing Science, University of Illinois, 2007-present, Chair, Spring 2008
Personnel Committee, Communicative Disorders, Northern Illinois University, 2002-2007 Chair, 2003-2006
Clinic Model Committee, Communicative Disorders, Northern Illinois University, 2005-2007
Graduate Admissions Committee, Communicative Disorders, Northern Illinois University, 1999-2002, 2005-2006
Curriculum Committee, Communicative Disorders, Northern Illinois University, 1999-2005, Chair, 2001-2004
AdHoc Quality Assurance Committee, Communicative Disorders, Northern Illinois University, 2000-2002
Chair, Faculty Search, Phonology and/or School-age Language and Literacy, 2000-2001
Personnel & Budget Committee, Speech & Hearing Science, Arizona State University, 1998-99

Interdisciplinary PhD Program Committee, Speech & Hearing Science, Arizona State University, 1998-99

Clinic Policy Committee, Speech & Hearing Science, Arizona State University, 1996-98

Curriculum Committee, Speech & Hearing Science, Arizona State University, 1994-98

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, 1994-96

Coordinator, Child Language Proseminar, University of Kansas, 1991-92

Editor, *Working Papers in Language Development*, Child Language Program, University of Kansas, 1990-92

Admissions Committee, Speech-Language-Hearing, University of Kansas, 1988-89

University Activities and Community Service, University of Illinois at Urbana-Champaign

Honors Advisory Committee, 2008-present

Social Science Initiative, 2009-2010

Faculty Senate, University of Illinois, 2008-2010

Faculty Senate Admissions Subcommittee, 2008-2010

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

Center for Health, Aging, and Disability, Senior Faculty Committee, 2009-2010

College of Applied Health Sciences, James Scholar Departmental Liaison, 2009-2010

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

University Activities and Community Service, Northern Illinois University

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

University Committee on Linguistics, Arizona State University, 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

Editorial Consultant/Reviewer

American Journal of Speech-Language Pathology, 1994-2005

Early Childhood Services, 2008

International Journal of Language and Communication Disorders, 1998, 2000

Journal of Child Language, 2006, 2008

Journal of Speech and Hearing Research, 1994-95

Journal of Speech, Language, and Hearing Research, 1995-2005, 2008, 2009

Language, Speech, and Hearing Services in Schools, 1992-2005

Seminars in Speech and Language, 2006

Topics in Language Disorders, 2007

Grant Reviewer

American Speech-Language-Hearing Foundation, 2002

Hospital for Sick Children Foundation, Toronto, 2003

National Institutes of Health, 2002, 2005

Social Sciences and Humanities Research Council of Canada, 1997

Consultant (unpaid)

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

Convention Program Committees

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

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

TEACHING EXPERIENCE

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

- SHS 120: Children, Communication, and Language Ability (Fall 07, 08, 09; Spring 08, 09, 10)
 SHS 593: Grammatical Analysis and Clinical Implications (Fall 09)

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

- 1999-2005 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, Karen Lichtman, Linguistics, Illinois, doctoral dissertation, in progress
 Member, Doreen Eichorst, Psychology, NIU, doctoral dissertation, 2004
 Chair, Michael Luna, Speech and Hearing Science, ASU, 1st year research project, 1998
Vocabulary Abilities of Children from Socioeconomically and Culturally Diverse Backgrounds.
 Member, Michelle Peek, Speech and Hearing Science, ASU. doctoral dissertation, 1997
 Member, Amy Calendrella, Speech and Hearing Science, ASU, 1st year research project, 1997
 Member, Kathy Murphy, Speech and Hearing Science, ASU, doctoral dissertation, 1997
 Member, Jean Ashland, Speech and Hearing Science, ASU, doctoral dissertation, 1995
 Member, Jennie Wakefield, Speech and Hearing Science, ASU, 1st year research project, 1994

Comprehensive Exam Committees: Ph.D.

- Member, Amy Calendrella, Speech and Hearing Science, ASU, 1998
 Member, Jennie Wakefield, Speech and Hearing Science, ASU, 1997

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

- Chair, Colleen Fitzgerald, Speech and Hearing Science, thesis, University of Illinois, in progress
Sources of overlap between language typology, parent-toddler interaction style, and input informativeness for tense marking.
 Chair, Kathleen Walsh, Speech and Hearing Science, thesis, University of Illinois, in progress
Toy talk: A simple strategy to promote richer grammatical input
 Member, Erin Lin, Communicative Disorders, thesis, NIU, 2004-2005
 Member, Allison Cartosian, Communicative Disorders, thesis, NIU, 2004-2005
 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
 Chair, Jennifer Brinkmeier, Communicative Disorders, thesis, NIU, 2002
Verb lexicons and the transition to word combinations in children at-risk for SLI
 Member, Judy Abraham, Communication Disorders, thesis, ASU, 1999
 Chair, Windi Krok, Communication Disorders, thesis, ASU, 1997
Phonological awareness abilities in two subtypes of children with SLI
 Member, Valerie Duncan, Communication Disorders, thesis, ASU, 1997
 Member, Shereen Thomas, Communication Disorders, thesis, ASU, 1996
 Member, Mara Newman, Communication Disorders, thesis, ASU, 1995
 Member, Carolyn Muller, Communication Disorders, thesis, ASU, 1994
 Member, Jen Walentas, Communication Disorders, thesis, ASU, 1994

James Scholar Student Research: B.S.

Chair, Jordan, Chandler, Speech and Hearing Science, University of Illinois, (in progress)

Chair, Elizabeth Eichorst, Speech and Hearing Science, University of Illinois, (in progress)

Chair, Brittany Jansen, Speech and Hearing Science, University of Illinois, (in progress)

Chair, Megan McKenna, Speech and Hearing Science, University of Illinois, (in progress)

Student Research: B.S.

Chair, Kristin Villa, Speech and Hearing Science, University of Illinois, 2010

The Diversity of Sentences Young Children Produce

Chair, Bridget Nora, Communicative Disorders, NIU, 2007

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

Chair, Emily Frauenfelder, Communicative Disorders, NIU, 2006

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

Chair, Caitlin Burke, Communicative Disorders, NIU, 2005

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

Undergraduate Special Opportunities in Artistry and Research, Kathryn Goldman, NIU, 2005

Vocabulary and grammatical development: Are the developmental mechanisms the same or different?

Undergraduate Special Opportunities in Artistry and Research, Heather Short, NIU, 2004

The relationship between tense marker emergence and mastery in children at risk for SLI

Chair, Jamie Murphy, Communicative Disorders, NIU, 2004

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

Chair, Elizabeth Wlodzimierski, Communicative Disorders, NIU, 2002

Lexical and phonological development in late-talking toddlers

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

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

The nature of early grammatical development among late-talking children

GRANTS**Externally Funded**

Hadley, P. A. (Principal Investigator). *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. (Principal Investigator). *Evaluating Grammatical Asynchrony in Children with SLI*. National Institute on Deafness and Other Communication Disorders. R03 DC04641
Award: \$214,000. Duration: 8/16/00-8/15/04.

Rispoli, M., & Hadley, P. (2008). *The growth of tense and agreement*. National Science Foundation. Award: \$500,000; Duration: 9/1/2008 – 8/31/2012.

Internally Funded

Hadley, P. A. (Principal Investigator). *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. (2000; Principal Investigator). *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. (Principal Investigator). *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. (2005). *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., Ouellette, S., Rispoli, M., & Smaldino, J. (2006). Limited Investment of Research to Enhance Extramural Funds Award to the Department of Communicative Disorders. Awarded: June, 2006. Amount: \$60,000 (\$20,000 annually for 3 years).

Holt, J. (Principal Investigator), Hadley, P., & Rispoli, M. (Collaborators) (2006). *Measurement scaling of grammatical productivity*. Institute for Learning Transfer, Department of Educational Technology, Research, and Assessment. Award: \$3500. Duration: 1/15/07-5/15/07.

Holt, J. (Principal Investigator), Hadley, P., & Rispoli, M. (2010). *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 University Award: \$2000.

Unfunded and Under Review

Schuele, C. M., (Principal Investigator), & Hadley, P. (Co-Principal Investigator). *Prevention of reading difficulties in young children with language impairments*. Proposal submitted to the Department of Education.

- Hadley, P. (2000, January). *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. (Principal Investigator). *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.
- Rispoli, M., & Hadley, P. (2006). *The acquisition of finiteness: Integrating complimentary approaches*. National Institute of Child Health and Human Development. Award Requested: \$1,151,628; Not funded.

PUBLICATIONS

Articles-Refereed

- Rispoli, M., Hadley, P., & Holt, J. (in preparation). *Sequence and System in the Development of Tense and Agreement*.
- Hadley, P., Rispoli, M., Fitzgerald, C., & Bahnsen, A. (2010). *Predictors of morphosyntactic growth in typically developing toddlers: Contributions of parent input and child sex*. Manuscript under review.
- Rispoli, M., Hadley, P., & Holt, J. (2009). The growth of productivity. *Journal of Speech, Language, and Hearing Research*, 52, 930-944.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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. (1998). Early verb-related vulnerability among children with specific language impairment. *Journal of Speech, Language, and Hearing Research, 41*, 1384-1397.
- 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). Language sampling protocols for eliciting text-level discourse. *Language, Speech and Hearing Services in Schools, 27*, 132-147.
- 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., & Rice, M. L. (1996). Emergent uses of BE and DO: Evidence from children with specific language impairment. *Language Acquisition, 5*, 209-243.
- 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., Wilcox, K. A., & Rice, M. L. (1994). Talking at school: Teacher expectations in preschool and kindergarten. *Early Childhood Research Quarterly, 9*, 111-129.
- 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., & Rice, M. L. (1991). Conversational responsiveness of speech and language impaired preschoolers. *Journal of Speech and Hearing Research, 34*, 1308-1317.
- 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.
- 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.

Articles-Invited

- 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.
- 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., & 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.
- 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.
- 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., 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.

Chapters

- Rispoli, M., & Hadley, P. (in preparation). Toward a theory of gradual morphosyntactic learning. To appear in I. Arnon & E. Clark (Eds.) *How children make linguistic generalizations: Invited papers from the 33rd Child Language Research Forum*, Berkeley, CA.
- Oetting, J.B., & Hadley, P. A. (2008). Morphosyntax in child language disorders. In R. G. Schwartz (Ed.). *The Handbook of Child Language Disorders* (pp. 341-364). New York, NY: Psychological Press.
- 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.
- 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.

Manuals

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

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

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

Newsletters

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

PRESENTATIONS

Refereed

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

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.

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

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.

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.

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.

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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.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.

- 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., 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., & 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.
- 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., 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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., & 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.
- 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.
- 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.
- 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.
- 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., 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.

- 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., 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., 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.
- 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. (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.
- 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.
- 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.
- 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.

Invited

- Goldberg, A., Yang, C., Hadley, P., & Leonard, L. (2010, November). *Linguistic Theory and Language Input: Implications for Language Intervention*. Invited miniseminar to be presented at the American Speech-Language-Hearing Association, Philadelphia, PA.
- 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. (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. (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. (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. (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.
- 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. (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.
- 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.
- 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.
- 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., Jakielski, K., & Seaver, E. (2002, February). *Is a PhD in your future?* Presentation to the Illinois Speech-Language-Hearing Association, Arlington Heights, IL.
- 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.
- 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.

- 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.
- 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. 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. (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. (1997, April). *From first words to first sentences: Early indicators and measures of progress*. Presentation to the Arizona Speech-Language-Hearing Association, Phoenix, AZ.
- 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. (1994, February). *Examining specific language impairment from a linguistic perspective: The development of auxiliaries and tense*. Colloquium presented to the Department of Audiology and Speech Pathology, University of Tennessee, Knoxville, TN.
- 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.
- 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.
- 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.

Workshops and Inservices

- Hadley, P. A., & Rispoli, M. (2008, December). *Profiling Risk for Language Impairment in Late-Talking Toddlers*. Inservice presentation for Eastern Illinois Speech-Language-Hearing Association, University of Illinois, Champaign.
- Hadley, P. A. (2006, June). *Facilitating language development in integrated preschool and kindergarten classrooms*. Inservice presentation to Princeton Elementary School District 115, Princeton, 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. (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. (2003, February). *Improving the Early Identification of Specific Language Impairment*. Presentation to the Western Suburban Speech-Language-Hearing Association, Naperville, IL.
- 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. (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. (2001, May). *Early Identification of Toddlers at-Risk for SLI*. Workshop to the Quad-City Speech-Language-Hearing Association, Moline, 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. (1999, November). *Facilitating language development in early childhood settings*. Inservice presentation for The Growing Place, DeKalb, IL.
- Hadley, P. A. (1997, April). *Is peer interaction part of our job?* 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. (1994, March). *Language sample analysis in public school settings*. Inservice series for Mesa Public Schools, Mesa, AZ.
- 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. (1991, July). *LAP consultation and SICS training workshop*. University of Oklahoma Health Sciences Center, Oklahoma City, OK.
- 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. (Spring, 1991). *Language in the classroom: Language development and indirect language facilitation strategies*. Invited presentations (4 lectures) for EarlyCare Program Staff, University of Kansas.
- Hadley, P. A. (1988, July). *The social interactive coding system*. Invited inservice, Hi-Risk Preschool, Kansas University Medical Center.
- Hadley, P. A. (1988, June). *Indirect language facilitation techniques*. Invited inservice, Hi-Risk Preschool, Kansas University Medical Center.