
BIOGRAPHICAL SKETCH

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NAME Johnson, Cynthia Jane	POSITION TITLE Associate Professor of Speech and Hearing Science		
eRA COMMONS USER NAME (credential, e.g., agency login) CYNTHIA_JOHNSON			
<i>EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
University of Iowa	B.A.	05/73	Speech and Hearing Science
University of Iowa	M.A.	07/75	Speech Pathology
University of Minnesota	Ph.D.	06/79	Communication Disorders

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Personal Statement

The goal of the proposed research is to investigate the phonetic perception of children with reading disabilities, to explore whether poor sensory perception for speech underlies poor phonemic awareness and ultimately poor reading in such children. Our study is designed to measure how well children with reading disabilities in late elementary school can perceive consonants and vowels in nonsense syllables, compared to good readers, in a series of experiments that increase the auditory memory load, add printed syllables to the auditory stream, and provide training for phonetic perception.

I have the expertise and collaborative experience to conduct the proposed project and serve as a Co-PI with Dr. Allen. Indeed, Dr. Allen and I have been collaborating on preliminary studies for the proposed project for a number of years, and I was in charge of participant recruitment, diagnostic assessment, and data collection. I have background in both the clinical practice of speech-language pathology and research in the area of assessment and intervention for children's language and literacy-related disorders (including reading); and specifically phonological disorders. With regard to clinical intervention, I am a nationally clinically-certified speech-language pathologist, as well as a licensed speech-language pathologist in the state of Illinois. With regard to phonology, I was first hired as an assistant professor at Northwestern University for my expertise in phonology, having trained as a doctoral student in the speech perception laboratory of Dr. Charles Speaks; and the child phonology laboratory of Dr. Patricia Broen, at the University of Minnesota. At Northwestern and later at the University of Illinois (as an assistant and associate professor) I have taught clinically related coursework for many years in assessment and treatment of language and phonological disorders in children.

I have served on seven convention program committees for the American Speech-Language-Hearing Association (ASHA), for language assessment and treatment for school-age children, and assessment and treatment of speech sounds disorders. I am a Fellow of ASHA and have served as an Associate Editor (i.e., section editor) or Guest Associate Editor for each of ASHA's three major journals: handling manuscripts for phonological disorders for our flagship research journal, and for language in infancy and school age children, and spoken and written discourse and reading for our two clinical practice journals. I have belonged to a group of 50 to 60 child phonologists in the U.S. and internationally since early in my career, and have twice hosted their annual meeting. I have published research on phonological development and

processing (in monolingual and bilingual children and adults) and assessment (of children with limited speech, hearing impairment, and reading disorders): in *Language, Speech, and Hearing Services in Schools*; *Applied Psycholinguistics*; *Studies in Linguistic Sciences*; *Journal of Communication Disorders*; *Clinical Linguistics and Phonetics*; and the *Proceedings of the 27th World Congress of the International Association of Logopedics and Phoniatrics*. I have published research on assessment or treatment of children's language and literacy disorders in the *Handbook of Research on Writing*; *Journal of Speech and Hearing Disorders*; *Applied Psycholinguistics*; *First Language*; *The Clinical Connection*; *Language, Speech, and Hearing Services in Schools*; *Journal of Communication Disorders*; and the *Proceedings of the Symposium on Research in Child Language Disorders*. Additionally, since 1992, I have presented 65 conference papers and seminars on speech, language, and literacy disorders at meetings of the American Speech-Language-Hearing Association, Symposium on Research in Child Language Disorders, International Child Phonology Conference, International Association of Logopedics and Phoniatrics, Society for Research in Child Development, and Illinois Speech-Language-Hearing Association (in Chicago). Of these, seven were presentations of our preliminary studies for the proposed project. Since 1988, I also have made 28 invited presentations or workshops to practicing speech-language pathologists and public schools.

I have leadership and collaborative experience with colleagues as the current PI and Project Director of the 5-year Project FOCAL (Focusing on Causality and Assessment to Train Leaders in Children's Communication Disabilities), a collaborative doctoral training grant between Speech and Hearing Science and Special Education, from the Office of Special Education Programs, in the U.S. Department of Education. I have worked with doctoral trainee appointments, postdoctoral fellows, training timelines, and budget, as director of this nationally funded, multiyear project. In addition to my collaboration with Dr. Allen for this project, I am engaged in another line of collaborative research on intervention for children's writing disorders, with Dr. Julie Hengst in Speech and Hearing Science. With Dr. Allen, I have collaborated for a number of years with The Reading Group, a local nonprofit center that tutors children with reading disabilities. Recently, I joined the steering committee of LEAP (Linking Educators and Parents), a local community action and study group of professors, school administrators, teachers, and parents serving children and adults with dyslexia. Lastly, I have honed leadership and collaboration by directing and serving on many graduate theses committees in speech and hearing science and special education. In addition, I have interacted with Dr. Allen as a member of two doctoral dissertation committees, one directed by him and one by me.

B. Positions and Honors

Positions and Employment

1979-81	Assistant Professor, Speech and Language Pathology Program, Dept. of Communicative Disorders, Northwestern University, Evanston, IL
1981-87	Assistant Professor, Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign
1987-Present	Associate Professor, Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign

Other Experience and Professional Memberships

1980-	Member, American Speech-Language-Hearing Association
1980-	Member, Society for Research in Child Development
1980-	Certificate of Clinical Competence, Speech-Language Pathology, American Speech-Language-Hearing Association
1984, 1998, 2000, 2003, 2004, 2006, 2009	Member, seven Program Committees, Annual Convention of the American Speech-Language-Hearing Association (subcommittees on Language Disorders-Learning Disabilities, Diagnostic Assessment of Developmental Language Disorders, Language and Learning in School-Age Children and Adolescents, and Speech Sound Disorders)
1987	Site Visit Team Member, National Institutes of Health, Denver Center for the Performing Arts

- 1988 Special Reviewer, RO1 Proposal, National Institutes of Health
- 1988, 1992 Organizer and Host, Annual Child Phonology Meeting (a national meeting of 50-60 child phonologists)
- 1989- Licensed Speech-Language Pathologist, State of Illinois
- 1989-93 Editorial Consultant (functioned in a capacity similar to an associate editor, for language papers), *ASHA Monographs*
- 1994 Guest Associate Editor (for Phonological Disorders), *Journal of Speech and Hearing Research*
- 1997-2001 Key Faculty, *Training Leadership Personnel to Facilitate Communication Skills of Children and Youth with Disabilities*. Halle, James (PI), Preparation of Doctoral Leadership Personnel Grant, U.S. Department of Education.
- 2001-2006 Key Faculty, *Project TALK: Training academic leaders with knowledge in communication disabilities*. Watkins, Ruth (PI), Preparation of Doctoral Leadership Personnel Grant, U.S. Department of Education.
- 1999-2002 Associate Editor (for Language in Infancy and School-Age Children), *American Journal of Speech Language Pathology* (comparable to a section editor)
- 2005- Member, International Association for the Study of Child Language
- 2006-2008 Member, International Association of Logopedics and Phoniatrics
- 2007-2012 PI and Director, Project FOCAL: *Focusing on Causality and Assessment to Train Leaders in Children's Communication Disabilities for the 21st Century*. Preparation of Doctoral Leadership Personnel Grant, Office of Special Education Programs (OSEP), U.S. Department of Education.
- 2010-11 Associate Editor (for Spoken and Written Discourse and Reading), *Language Speech and Hearing Services in Schools* (comparable to a section editor)
- 2012 Member, Steering Committee, LEAP (Linking Educators and Parents), a local community action and study group serving children and adults with dyslexia.

Honors

- 1973 Phi Beta Kappa
- 1973 Undergraduate Honors Certificate of Achievement, University of Iowa
- 1983-2011 70 times appeared on the List of Teachers Rated as Excellent, including 14 times as an "Outstanding Teacher," University of Illinois at Urbana-Champaign
- 1995 Outstanding Staff Member, Panhellenic Council of the University of Illinois, for "constant devotion to teaching and advising"
- 2000 Excellence in Teaching Award, College of Applied Life Studies
- 2000 Honorable Mention, Campus Award for Excellence in Undergraduate Teaching
- 2003 Outstanding Graduate Mentor Award, College of Applied Life Studies
- 2003 Academic Excellence Award, Chi Omega
- 2004 Certificate of Recognition, Women in Math, Science and Engineering Living-Learning Community (nominated as an outstanding teacher, for undergraduate instruction)
- 2006 Fellow, American Speech-Language-Hearing Association
- 2009 "Bazerman, C. (Ed.). (2008). *Handbook of Research on Writing: History, Society, School, Individual, Text*. New York: Lawrence Erlbaum" was selected of one of two winners of the 2009 CCCC *Outstanding Book Award* (Conference on College Composition and Communication, National Council of Teachers of English. Chapter 29 is: Hengst, J., & Johnson, C. J. "Writing and communication disorders across the life span" (pp. 471-484).
- 2011 College Award for Excellence in Undergraduate Teaching, College of Applied Health Sciences, University of Illinois at Urbana-Champaign
- 2011 Campus Award for Excellence in Undergraduate Teaching, University of Illinois at Urbana-Champaign

Selected Peer-reviewed Publications (Selected from 24 peer-reviewed publications)

Most relevant to the current application

1. Johnson, C. (1995). Expanding norms for narration. *Language, Speech, and Hearing Services in Schools, 26*, 326-341.
2. Johnson, C.J., Phatak, S., Steele, S.D., Lobdell, B., & Allen, J. (2007). Speech perception confusions in children with reading disabilities. *Proceedings of the 27th World Congress of the International Association of Logopedics and Phoniatrists*, Copenhagen, Denmark.
3. Ha, S., Johnson, C. J., & Kuehn, D. P. (2009). Characteristics of Korean phonology: Review, tutorial, and case studies of Korean children speaking English. *Journal of Communication Disorders, 42*, 163-179.
4. DeThorne, L. S., Johnson, C. J., Walder, L., & Mahurin-Smith, J. (2009). When "Simon Says" doesn't work: Alternatives to imitation for facilitating early speech development. *American Journal of Speech-Language Pathology, 18*, 133-145.
5. Lin, L., & Johnson, C.J. (2010). Phonological patterns in Mandarin-English bilingual children. *Clinical Linguistics and Phonetics, 24*, 369-386.

Additional publications of importance to the field (in chronological order)

1. Schober-Peterson, D., & Johnson, C. (1991). Non-dialogue speech during preschool interactions. *Journal of Child Language, 18*, 153-170.
2. Weiss, A., & Johnson, C. (1993). Relationships between narrative and syntactic competencies in school-aged, hearing impaired children. *Applied Psycholinguistics, 14*, 35-59.
3. Schober-Peterson, D. & Johnson, C. (1993). The performance of 8- to 10-year-olds on measures of conversational skillfulness. *First Language, 13*, 249-269.
4. Miskiel, L. W., Carney, A., Johnson, C., & Carney, E. (1994). An analysis of the *Phonetic Level Evaluation*: Age and task factors. *Language Speech and Hearing Services in Schools, 25*, 165-173.
5. Griffiths, S., & Johnson, C. (1995). Effects of training on fricative identification in toddlers. *Applied Psycholinguistics, 16*, 443-462.
6. Sutter, J., & Johnson, C. (1995). Advanced verb form production in story retelling. *Journal of Speech and Hearing Research, 38*, 1067-1080.
7. Kuo, S., Cheng, C., Bilger, R., & Johnson, C. (2001). Perceptual distance of initial consonants between Southern Min and Cantonese. *Studies in Linguistic Sciences, 30* (2), 102-131.
8. Marinellie, S., & Johnson, C. (2002). Definitional skill in school-age children with specific language impairment. *Journal of Communication Disorders, 35*, pp. 241-259.
9. Marinellie, S., & Johnson, C. (2003). Adjective definitions and the influence of word frequency. *Journal of Speech-Language-Hearing Research, 46*(5), 1061-1076.
10. Hengst, J., & Johnson, C. (2008). Writing and communication disorders across the life span. In C. Bazerman (Ed.), *Handbook of Research on Writing: History, Society, School, Individual, Text* (pp. 471-484). New York, NY: Lawrence Erlbaum. (Note: not peer-reviewed, but relevant to the proposed study.)

Ongoing Doctoral Training Grant Support

H325D070061

Johnson, Cynthia (PI)

8/14/07-8/15/12

This grant is called, Project FOCAL: *Focusing on Causality and Assessment to Train Leaders in Children's Communication Disabilities for the 21st Century*. It is a Preparation of Doctoral Leadership Personnel Grant, from the Office of Special Education Programs (OSEP), U.S. Department of Education. The overall goal is to train six doctoral students and four postdoctoral fellows as scientists and future professors with expertise in investigating and assessing the underlying causes of children's language, language-related (e.g., literacy), and learning disorders. In addition to mentoring graduate students' research, my role as PI is to make trainee appointments, co-mentor all doctoral and postdoctoral trainees, co-teach a biweekly Transdisciplinary Seminar, write several annual reports for OSEP, ensure that trainees make progress with educational and research timelines, and manage a large multi-year budget.

Role: PI and Project Director