

## 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 and Wings on Words Preschool & Kindergarten  
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 SHS 598 Tempe Early Reading First Partnership
University of Arizona	SPH 549 Survivor Skills & Ethics in Research (Preceptorship) SPH 555 Preschool Language Disorders

### *EXTERNAL FUNDING*

National Institutes of Health – NIDCD (PI) 2006-2011, *Treatment of Lexical Deficits in Young Children with SLI*  
\$1,495,000

U. S. Department of Education Institute of Educational Sciences (Co-PI) 2006-2009, *The Development and Efficacy of a Curriculum-Based Language and Early Literacy Intervention for Preschool Children with Developmental Disabilities*  
\$1,470,185

Head Start-Higher Education Hispanic Service Institution Partnership Grant (Co-Investigator) 2005-2010, *ASU-Head Start Hispanic Partnership: Professional Development in Early Childhood Education*  
\$750,000

U. S. Department of Education Institute of Educational Sciences (Co-PI) 2005-2008, *Vocabulary and Abstract Language Enhancement to Improve Reading Comprehension in Bilingual Children*  
\$1,498,791

U. S. Department of Education (PI) 2004-2007, *Tempe Early Reading First Partnership*  
\$2,491,778

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

#### *INTERNAL FUNDING*

Office of the Vice President for University-School Partnerships (PI) 2004-2007  
*Partnership to Improve Early Literacy and Reading Achievement in the Murphy Elementary School District*  
\$75,000

College of Liberal Arts & Sciences, Faculty Grant-In-Aid Program (PI) 2003-2004  
*Word Learning by Preschoolers with Specific Language Impairment: Comparison of Phonological, Semantic, and No Treatment*  
\$6,999

College of Liberal Arts & Sciences, Grant to Improve Undergraduate Education (PI) 2003-2004  
*Speech and Hearing Technology Lab for Undergraduate Academics and Research*  
\$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

#### *PEER REVIEWED PUBLICATIONS*

Gray, S. (in press). Promoting early literacy through professional development, early literacy curriculum and classroom environment, *Early Childhood Services*.

Gray, S. (in press). The relationship between phonological memory, receptive vocabulary, and fast mapping by preschoolers with specific language impairment. *Journal of Speech, Language, and Hearing Science*.

Gray, S. (2005). Word learning by preschoolers with specific language impairment: Effect of phonological or semantic cues. *Journal of Speech, Language, and Hearing Science*, 48, 1452-1467.

Lafferty, Addie E., Gray, S., & Wilcox, J. (2005). Teaching alphabetic knowledge skills to preschool children with specific language impairment and typically developing language. *Child Language Teaching and Therapy*, 21, 263-277.

- Gray, S. (2004). Word-learning by preschoolers with specific language impairment: predictors and poor learners. *Journal of Speech, Language, and Hearing Research, 47*, 1117-1132.
- 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.

#### INVITED PUBLICATIONS

- Restrepo, M. A. & Gray, S. (in press). Optimizing literacy in English language learners. *Seminars in Speech and Language*.
- Gray, S. (in press). Commentary on nonword repetition and word learning: The nature of the relationship by Susan E. Gathercole. *Applied Psycholinguistics*.
- Gray, S. (2005). Word learning by preschoolers with specific language impairment. *Perspectives, 12*, 17-21.

#### PRESENTATIONS

- Gray, S. & Restrepo, M. A. (2006, June). Acquiring Early Literacy Skills: The Effect of Participating in an Early Reading First Classroom. Poster to be presented at the Twenty-Seventh Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison.
- Gray, S., Washington, J., Cullatta, B., & Justice, L. (2005, November). Evidence-Based Practices in Language & Emergent Literacy. Presentation at the annual meeting of the American Speech-Language, Hearing Association, San Diego, CA.
- Van Kleeck, A., Gray, S., & Beverly, B. (2005, November). Language Goals for Young Children: Evidence to Guide Our Practice. Presentation at the annual meeting of the American Speech-Language, Hearing Association, San Diego, CA.
- Hogan, T., Capone, N., Gray, S., Storkel, H. & Ellis Weismer, S. (2005, November). Word Learning I: Word Learning Across Representations and Populations. Presentation at the annual meeting of the American Speech-Language, Hearing Association, San Diego, CA.
- Gray, S. (2005, October). Successful Assessment Strategies for Children, Professional Development, and Program Evaluation. Invited presentation at the U.S. Department of Education Early Reading First Grantee Meeting, Miami, FL.
- Berman, J. & Gray, S. (2005, June). Performance on Early Literacy Assessments by Preschoolers with Specific Language Impairment. Poster presented at the Twenty-Sixth Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison.

- Gray, S. (2004, November). Learning and Using New Words: Research to Practice. Invited presentation at the annual meeting of the American Speech-Language, Hearing Association, Philadelphia, PA.
- Lafferty, A., Obediat, K., Gray, S., & Wilcox, M. J. (2004, 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. (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.
- Gray, S. (2004, May). Teaching vocabulary to Preschoolers with Language Impairment: What does the research tell us? Presented at the 44<sup>th</sup> annual Arizona Speech, Language and Hearing Association Convention, Tucson, AZ.
- 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.