

As a doctoral student interested in Autism Spectrum Disorders (ASD), the 2017 ASHA Research Symposium is highly consistent with my research activities and interests. My long-term research goal is to investigate language development in individuals with ASD across the life span, and to use that information to develop community-based interventions. This Symposium will further my understanding of language, assessment, and intervention in ASD by providing an opportunity to learn from and interact with leaders in the field. Through the Research Mentoring-Pair Travel Award (RMPTA), I will be supported in achieving my research goals by my mentor, Dr. Sara Kover, assistant professor in Speech and Hearing Sciences at the University of Washington.

### **Current Research Interests and Activities**

Since matriculating at the University of Kansas, my research interest has been the language abilities of adolescents and young adults with ASD. As a public-school teacher of adolescents and young adults with ASD, I questioned how to best assess my students' language abilities. This desire to improve assessment methods for and to understand language development in individuals with ASD brought me to KU, where I work with Dr. Mabel L. Rice. My studies have focused on language in ASD, as related to other factors, including quality of life and nonverbal intelligence. I am interested in the language abilities of individuals with ASD who lose the supports of public education upon graduation. My dissertation will address the language abilities, and specifically grammar, in adolescents and young adults with ASD. Recently, I was awarded funding to carry out a pilot study to establish that my protocol is feasible, and will begin data collection in spring 2018.

My primary research training experience has been in Dr. Rice's Language Acquisition Studies Laboratory. I am a research assistant for the Morphosyntax Project, which investigates language development in individuals with specific language impairment (SLI). My duties include data collection, coding, and processing, and training examiners. Importantly, the study is a longitudinal pedigree study. Building trust with families in which at least one member has language difficulties is crucial. Furthermore, in examining SLI from gene to phenotype, this study has taught me the importance of multidisciplinary investigation. My training has also been influenced by coursework on research design with Dr. Steven Warren, an expert on longitudinal research in fragile X syndrome, an inherited source of ASD. He has furthered my understanding of longitudinal research on the language abilities of individuals with atypical neurodevelopment. Overall, my research training and coursework have prepared me well for an academic-research career in language and ASD.

### **Enhancing Personal Research Career Goals through Attendance**

After completing the Ph.D., I hope to contribute to better understanding ASD phenotypes in relation to language impairment and genotypes. Thus, I plan to pursue a postdoctoral fellowship before seeking a tenure-track faculty position at a research-intensive institution.

Attending the 2017 Research Symposium, "Advances in Autism Research: From Learning Mechanisms to Novel Interventions," through the RMPTA is a perfect fit with my research career goals. Each of the presentations is highly relevant to my research. Additionally, the

RMPTA supports my goals in several ways. First, I will develop skills critical for success in an academic-research career: interacting with colleagues in scientific venues (through preparing and asking a question at the Symposium) and peer-reviewing a *JSLHR* manuscript, an academic skill few trainees approach with confidence. These activities will strengthen my foundation as a future academic researcher, especially during my pilot and dissertation studies. Second, these strategies allow me to get maximum benefit from the Symposium through preparatory readings and discussions with my mentor, which are ideal for absorbing recent research from scientific meetings and preparing to network with colleagues throughout my early career. Third, given the overlap in the Symposium topic and my research interests, attendance will provide a platform for future interaction with presenters, who are leaders in this area. Finally, the RMPTA will strengthen my mentor-protégé relationship.

### **Mentor-Protégé Match and Facilitation of Goals**

My mentor, Dr. Kover, studies language development in children with neurodevelopmental disorders, focusing on ASD and fragile X syndrome. Dr. Kover is also my ASHA Mentoring Academic-Research Careers (MARC) mentor. In applying to MARC, I requested an early-career female professor at a research-intensive institution who studied ASD. I wanted to gain perspective from a researcher beyond my institution on building an academic-research career. Dr. Kover is exactly the mentor I requested, and has created an enriching mentoring experience. We have discussed building a career as a woman in science, research methodology, and scientific papers on our shared interests. Moreover, Dr. Kover has reviewed award and scholarship applications, and provided feedback on research goals. We hold monthly phone calls and have met at two scholarly meetings, the 2017 ASHA Convention and the 2017 International Meeting for Autism Research. Being awarded a RMPTA will enhance our mentor-protégé relationship, by spurring deeper intellectual conversations, discussion of professional development issues, and modeling and practice of academic skills. The RMPTA would allow us to capitalize on our initial pairing through ASHA.

Just as research training, learning, and mentorship opportunities have done, the RMPTA will help me achieve my career goals. Throughout my doctoral studies, ASHA has been vital in helping me join the scholarly community for communication science and disorders. In the Minority Student Leadership Program, I networked with other minorities, refined leadership skills, and learned of opportunities within ASHA. Subsequently, I joined the Asian Pacific Islander Caucus, where I serve as secretary, and have participated in Students to Empowered Professionals and MARC. In 2016, I received a Student Research Travel Award and an ASHFoundation New Century Scholars Graduate Scholarship. For 2017, I have submitted a flash session. I have engaged with ASHA and taken advantage of every opportunity to become a stronger future academic researcher. As Dr. Kover told me, taking advantage of opportunities as a doctoral student enabled her post-graduation success. I strive to do the same. With or without a RMPTA, ASHA will continue to positively impact my studies and career. However, a RMPTA will facilitate achieving my career research goals.

**Teresa Girolamo**  
June 13, 2017  
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Child Language Doctoral Program  
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## **EDUCATION**

2014- Ph.D., Child Language Doctoral Program, University of Kansas  
2013 M.S.T., Middle Childhood & Special Education, Pace University  
2011 M.A., International Studies, University of Washington  
2008 B.A., Modern Languages and Literatures, Kenyon College

## **RESEARCH EXPERIENCE**

2014- Graduate research assistant, Language Acquisition Studies Laboratory –  
University of Kansas (PI: Mabel Rice)

## **PUBLICATIONS**

### **Peer-reviewed journal articles**

2016 Politzer-Ahles, Stephen, Holliday, J., **Girolamo, T.**, Spychalska, M., & Berkson, K. Is linguistic justice a myth? A response to Hyland (2016). *Journal of Second Language Writing*, 34, 3-8.

## **GRANTS AND FELLOWSHIPS**

### **Institutional fellowships**

2014- NIDCD T32 Pre-Doctoral Training in Language Impairment, Child Language  
Doctoral Program – University of Kansas  
2010-1 Foreign Language and Area Studies Fellowship, Center for Korea Studies –  
University of Washington  
2010 Foreign Language and Area Studies Fellowship, Center for Korea Studies –  
University of Washington  
2010 Graduate Student Scholarship, Center for Korea Studies – University of  
Washington  
2004-8 Asian American Scholarship, Kenyon College  
2004-8 Merit Grant, Kenyon College

### **Awards**

2017 Mabel L. Rice Child Language Doctoral Program Fund Student Award  
2017 National Institutes of Health Travel Award, 38<sup>th</sup> Symposium on Research in  
Child Language Disorders (SRCLD)

- 2017 University of Kansas Graduate Student Travel Award  
 2016 New Century Scholars Graduate Student Scholarship, American Speech-Language-Hearing Foundation  
 2016 Student Research Travel Award, American Speech-Language-Hearing Association [ASHA] Convention  
 2016 Schiefelbusch Child Language Scholarship, University of Kansas  
 2011-3 AmeriCorps Education Award

### INVITED TALKS

- 2016 University of Kansas Linguistics Colloquy, December 8  
 2016 University of Kansas Child Language Doctoral Program Pro-seminar, January 28

### CONFERENCE POSTERS AND PRESENTATIONS

#### Oral presentations

- 2017 **Girolamo, T.**, Selin, C., & Krueger, B. *Service delivery in the school system*. Panel at the University of Kansas Graduate Student Research Competition. University of Kansas, April 6  
 2017 **Girolamo, T.** *Liminal spaces: Specific language impairment in the classroom*. 13<sup>th</sup> KU Professionals for Inclusion and Social Justice Graduate Student Research Conference. University of Kansas, February 24  
 2017 **Girolamo, T.** *A national survey: Teacher identification and treatment of specific language impairment*. University of Kansas Child Language Doctoral Program Pro-seminar, January 26  
 2016 **Girolamo, T.** *ASHA's Minority Student Leadership Program*. University of Kansas, April 8

#### Posters

- 2017 **Girolamo, T.**, Rice, M., Selin, C., & Wang, S. *Teacher identification of specific language impairment: A National survey*. 38<sup>th</sup> Symposium on Research in Child Language Disorders, Madison, United States, June 8-10  
 2017 Selin, C.M., Rice, M.L., **Girolamo, T.**, & Wang, S. (2017). *Speech-language pathologists of specific language impairment*. Poster Presentation. 38<sup>th</sup> Symposium on Research in Child Language Disorders, Madison, United States, June 8-10  
 2017 **Girolamo, T.**, & Warren, S. *Community-based interventions for adolescents and adults with Autism Spectrum Disorders*. 18<sup>th</sup> International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater, United States, January 18-20  
 2016 **Girolamo, T.**, & Warren, S. *A review: community-based interventions for adolescents and adults with Autism Spectrum Disorders*. ASHA Convention, Philadelphia, United States, November 17-19

**TEACHING**

- 2011-4 Certified teacher, special education – Autism Spectrum Disorders [P176X at Truman High School, New York City, United States]
- 2009-10 Tutor, America Reads, America Counts [Bryant Elementary, Seattle, United States]
- 2008 Teaching assistant, Intensive Introductory Chinese (Mandarin) [Department of Modern Languages and Literatures, Kenyon College]

**MENTORING**

- 2016- Brittany Williams, doctoral student, Speech-Language-Hearing  
Diversity and career mentoring

**ACADEMIC SERVICE**

- 2016- Secretary of Asian Pacific Islander Caucus, ASHA
- 2016-7 Coordinator for the Child Language Doctoral Program Pro-seminar, Child Language Doctoral Program – University of Kansas
- 2016-7 Executive board member of Child Language & Speech-Language-Hearing Graduate Student Association, Child Language Doctoral Program & Department of Speech-Language-Hearing – University of Kansas
- 2016-7 Member of planning committee (Leadership, Outreach & Publicity) for KU Professionals for Inclusion and Social Justice Graduate Student Research Conference – University of Kansas
- 2015-6 Member of Asian Pacific Islander Caucus, ASHA
- 2015-7 Member of Website Development and Oversight Committee of the Child Language Doctoral Program, Child Language Doctoral Program – University of Kansas
- 2016 Judge for Undergraduate Research Competition – University of Kansas
- 2015- Student representative for Asian American Student Union – University of Kansas
- 2014-6 Student representative for Child Language & Speech-Language-Hearing Graduate Student Association, Child Language Doctoral Program & Department of Speech-Language-Hearing – University of Kansas
- 2010-1 Co-founder and co-president of Students for Korea Studies, Department of Korea Studies – University of Washington

**MEMBERSHIPS AND AFFILIATIONS**

- 2017- International Society for Autism Research
- 2016- Mentoring Academic Research Careers, ASHA
- 2016 Students to Empowered Professionals Mentee, ASHA
- 2015 Minority Student Leadership Program, ASHA
- 2014- National Student Speech Language Hearing Association, ASHA
- 2011- Council for Exceptional Children

## **TECHNICAL SKILLS AND LANGUAGES**

### **Software**

Data analysis and statistics: R, Mplus, SPSS, Microsoft Excel

Survey development: Qualtrics

### **Languages**

English (native), Spanish (advanced), Mandarin (intermediate), French (intermediate), Korean (basic)