

Curriculum Vitae

Sara C. Steele, Ph.D, CCC-SLP
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Education

Ph.D., Speech and Hearing Science, University of Illinois at Urbana-Champaign.
M.A., Speech and Hearing Science, University of Illinois at Urbana-Champaign.
B.S., Speech and Hearing Science, University of Illinois at Urbana-Champaign.

Current Position

Associate Professor, Department of Speech Language and Hearing Sciences, Saint Louis University, 2015-present

Professional Employment

Assistant Professor, Department of Communication Sciences and Disorders, Saint Louis University, 2008-2015

Reading instructor, The Reading Group, Urbana, Illinois, 2005-2006.

Clinical supervisor and speech-language pathologist, University of Illinois at Urbana-Champaign Speech-Language Clinic, 2001 and 2004.

Speech-language pathologist, Unit 4 School District, Champaign, Illinois, 2000-2004.

Awards, Honors, and Recognitions

Nominated for Doisy College of Health Sciences Distinguished Teaching Award Nominee, Saint Louis University, 2022

Alpha Eta National Honor Society, Saint Louis University, inducted 2019.

Nominated for College of Arts and Sciences, Excellence in Graduate Mentoring Award, Saint Louis University, Dec 2013.

Nominated for College of Arts and Sciences Excellence in Teaching Award, Saint Louis University, Dec 2010.

Elaine Paden Award Recipient, a departmental award and stipend for excellence in clinical research and teaching, Department of Speech and Hearing Science, University of Illinois at Urbana-Champaign, 2006.

Cognitive Science/Artificial Intelligence Summer Fellowship Awardee, a fellowship for interdisciplinary research related to cognitive science, Beckman Institute, University of Illinois at Urbana-Champaign. Pls: Drs. Cynthia J. Johnson and Jont Allen, 2005.

Graduated in Top Ten Percent, University of Illinois at Urbana-Champaign, 2000

Graduated with Highest Honors, University of Illinois at Urbana-Champaign, 1997.

Publications

Steele, S.C., Gibbons, L.G., & Leigh, E. (2022). Teaching language sample analysis to SLPs: A descriptive study. Online First, *Communication Disorders Quarterly*, doi:10.1177/15257401221145890

Steele, S. C. & Gibbons, L.G. (2022). Vocabulary assessment techniques: Perspectives of school-based speech-language pathologists, Online First, *Communication Disorders Quarterly*, doi:10.1177/15257401221088

Steele, S.C. (2019). Vocabulary intervention: A national survey of school-based speech-language pathologists. *Communication Disorders Quarterly*, 41(3).

Mills, M.T., Mahurin-Smith, J., & **Steele, S.C.** (2017). Does rare vocabulary use distinguish giftedness from typical development?: A study of school-age African American narrators. *American Journal of Speech Language Pathology*, 26, 511-523.

Steele, S.C. (2015). Does language learning disability in school-age children affect semantic word learning when reading? *International Journal of Speech-Language Pathology*, 17(2), 172-184.

Steele, S.C. (2014). Effects of morphological-based intervention on vocabulary learning in school-age children with language learning difficulties. *EBP Briefs*, 9(2), 1-7.

Steele, S. C., Willoughby, L. M., & Mills, M. T. (2013). Semantic word learning during reading: Effects of phonological and semantic cues on children with language impairment. *International Journal of Speech-Language Pathology*, 15(2), 184-197.

Steele, S. C. (2012). Oral definitions of newly learned words: An error analysis. *Communication Disorders Quarterly*, 33(3), 157-168.

Steele, S. C. & Mills, M. T. (2011). Vocabulary intervention for school-age children with language impairment: A review of evidence and good practice. *Child Language Teaching and Therapy*, 27(3), 354-370.

Steele, S.C. & Hwa-Froelich, D.A. (2010). Children's nonword repetition tasks and English language learners. *Perspectives on School-Based Issues*, 11(3), 73-79.

Steele, S.C. & Watkins, R.V. (2010). Learning word meanings during reading by children with language learning disability and typically developing peers. *Clinical Linguistics and Phonetics*, 24 (7), 520-539.

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 Phoniatrics*. Proceedings IALP Congress, Free Communications, FC32, FC32.2.

Presentations (last 6 years)

International

Buchanan, T.W., **Steele, S.C.**, Burnett, C.L., Awais, K., Appenzeller, M., Bosen, A.K., & Conway, C.M. (2023). *Chronic stress, hair cortisol, and language performance in children*, Poster presented at International Society for Psychoneuroendocrinology, London, UK.

Steele, S.C., Buchanan, T.W., Appenzeller, M., Bosen, A.K., & Conway, C.M. (2023). *Interactions among Chronic Stress, Statistical Learning, and Language Outcomes*. Poster presented at Symposium on Research in Child Language Disorders, Madison, WI.

Mills, M.T., Mahurin-Smith, J., & **Steele, S.C.** (2016). *Does rare vocabulary use distinguish giftedness from typical development: A study of school-age African American narrators*. Poster presented at Symposium on Research in Child Language Disorders, Madison, WI.

National

Steele, S.C. & Nagle, A. (2018, November). *Costs and benefits of language sample analysis from a school-based slp perspective*. Poster session presented at the annual convention of the American Speech-Language Hearing Association, Boston, MA.

Engracia, J. & **Steele, S.C.** (2015, November). *Educational diagnosis of language impairments in school-age children*. Poster session presented at the annual convention of the American Speech-Language Hearing Association, Denver, CO.

Steele, S.C. & Holzer, E. (2015, November). *A survey of school-based speech-language pathologists' vocabulary assessment practices*. Poster session presented at the annual convention of the American Speech-Language Hearing Association, Denver, CO.

State and Local

Steele, S.C., & White, M. (2023). *Using a dialect framework to understand neurodiversity*. Oral presentation at the Missouri Speech-Language Hearing Association Annual Convention, Osage Beach, MO.

Steele, S.C. (2022, December). *Powerful practices to strengthen your vocabulary game*. Invited presenter for Eastern Illinois Speech-Language and Hearing Association.

Steele, S.C. (April, 2018). *Morphological-based vocabulary intervention*. Poster presented at Missouri Speech-Language Hearing Association Annual Convention, Osage Beach, MO

Steele, S.C. (2016, January 11, 12, 19, and 21). *Systematic analysis of language transcripts: An introduction*. Invited presenter for speech-language pathologists in Special School District, St. Louis County, MO.

Grants

Promoting language in poverty: Interactions among chronic stress, learning ability, and language outcomes. Co-Investigator. Applied Health Sciences Research Grant, Saint Louis University, May 2021, \$19,964

Advancing Best Practice with Language Sample Analysis. Researcher-Practitioner Grant, ASHFoundation, April, 2018, not funded.

SLP Students Using CLD Coursework and Clinical Experiences to Specifically Serve Children in Poverty. Co-director. Office of Special Education and Rehabilitative Services, Department of Education, February, 2017, not funded.

How Does Language Impairment Affect Word Learning when Listening and Reading? Spencer Foundation, Small Research Grants, February 2017, not funded.

The Effects of Rich Vocabulary Instruction on Word Learning and Reading Comprehension. Submitted to American Speech-Language Hearing Foundation New Investigators Grant, May 2010, not funded.

The Effects of Phonological and Direct Instruction Strategies on Written Word Learning of Children with Language Learning Disabilities, Beaumont Faculty Development Award, funded in the amount of \$4210, January 1, 2009 to December 31, 2009.

University Teaching (2010-present)

CSDI 2400: Foundations of Language, Saint Louis University, 2019-2021, 2023

CSDI 3700: Speech and Language Development, Saint Louis University, 2015-2017

CSDI 3800: Language Development, Saint Louis University. 2008-2014 (course discontinued)

CSDI 5050: Research for the Clinician. Fall 2019 - present

CSDI 5450: Speech Sound Disorders, Saint Louis University. 2008-2020.

CSDI 5510: Social Communication Development and Disorders. 2022-2023

CSDI 5560: School-age Language Disorders, Saint Louis University. 2009-present

CSDI 5580: Language Based Literacy Disorders. 2010-present

Teaching Development

Reinert Center Professional Development

Alternative Assessment, Fall 2022

Problem-based Learning, Spring 2023

Self Study

Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)

The Practice of Problem-based Learning

What the Best College Teachers Do

Teaching College

Doctoral Dissertation Committee Member

Minor, M. (in process). The effect of the use of ALEKS on the math achievement of African American male and female middle school students with learning disabilities in an urban school: A quantitative study.

Bick, C. (2013). Literacy complexity: Examining the types of frequencies of subordinate conjunctions in a tenth grade language arts curriculum. (Order No. 3605686, Saint Louis University, College of Education and Public Service). *ProQuest Dissertations Publishing*.

Master's Thesis Committee Chair

Simon, A. (2023). Barriers to AAC Implementation: Perspectives of Special Education Teachers.

May, G. (2018). Word learning in school-aged children with and without language learning disabilities: Differences between males and females. (Document No. 10822820, Saint Louis University.) *ProQuest Dissertations Publishing*.

Pressly, A. (2015). A survey of school-based speech-language pathologists' vocabulary intervention practices. (Document No. 1709272464, Saint Louis University.) *ProQuest Dissertations Publishing*.

Diestelmeier, M. (2014). Orthographic neighborhood density and written word learning in children with language impairment and typical peers. (Order No. 1557467, Saint Louis University.) *ProQuest Dissertations Publishing*.

Hoehl, M. G. (2013). Analysis of sentences containing novel words in children with language impairment. (Order No. 1541115, Saint Louis University). *ProQuest Dissertations and Theses*, 58.

Jostes, M. S. (2012). Self-perceptions of reading, writing, and social abilities in middle school children with language impairment. (Order No. 1515535, Saint Louis University). *ProQuest Dissertations and Theses*, 96.

Master's Thesis Committee Member

Johnston, L. (2022). Cepstral measures across speaking tasks in dysphonia due to Parkinson's disease.

Sankey, L. (2019) Perspectives of the Deaf on Speech-Language Services. (Order No. 13883523, Saint Louis University). *ProQuest Dissertations Publishing*.

McGownd, C. (2018) CCC-2 Measurements at ages 6 and 8: Children adopted internationally. (Order No. 10788884, Saint Louis University). *ProQuest Dissertations Publishing*.

Lee, H. (2016). False belief task performance of Korean-English bilingual children. (Order No. 10140756, Saint Louis University). *ProQuest Dissertations Publishing*.

Pathiyil, M. (2014). Parents' Perspectives on Special Education Services in South India. (Order No. 1557497, Saint Louis University). *ProQuest Dissertations Publishing*.

Reynolds, M. C. (2012). Verbal working memory in internationally adopted and nonadopted children. (Order No. 1515538, Saint Louis University). *ProQuest Dissertations and Theses*, 84.

Schuette, K. (2011). Theory of Mind in internationally adopted children. Unpublished Master's thesis. Saint Louis University, St. Louis, MO.

Roselman, J. (2010). Nonverbal communication development in internationally adopted children. Unpublished Master's thesis. Saint Louis University, St. Louis, MO.

Neilsen, S. (2009). Emotion regulation behaviors in Head Start children with speech and language delays. Unpublished Master's thesis. Saint Louis University, St. Louis, MO.

Mentored Undergraduate Senior Research Projects

Heller, L. (2023). Accuracy of automatic speech recognition for school-age language sampling.

Williams, L. (2022). The impact of stress on morph-syntactic skills in school-age children from low-income backgrounds.

Higgins, T. (2022). Poverty, stress, and vocabulary development in children from low-income homes.

McDermott, A. (2021). The impact of racial bias in speech-language pathology: Eligibility, goals, and outcomes.

Poholik, O. (2021). The differential impact of revised language impairment criteria on children of color.

Jasper, J. (2020). Perceptions of Ready Reader Volunteers.

Ward, M. (2020). SLPs' Selection of Target Vocabulary for Teaching Clients with Language Impairment

Guzman, B. (2019). SLP's Perspectives on Vocabulary Assessment: A National Survey.

Abel, E. (2018). Pragmatic differences during Minecraft and Lego play.

Bill, M. (2018). Gender language differences in children's storybooks.

Elliott, C. (2018). Inferential abilities of children with language impairment.

Cook, E. (2017). Preschool teachers' knowledge and beliefs of vocabulary and literacy instructional practices.

Zecca, V. (2017). Does situation model explain word learning differences in children with and without language impairment?

Rajski, B. (2016). Communication patterns of mothers with pre-term infants during shared reading and protoconversation.

Cardone, V. (2015). Sophisticated vocabulary use in preschool children.

Mueller, L. (2015). General academic vocabulary knowledge in children from low-income backgrounds.

Diestelmeier, M. (2012). Expressive Vocabulary Test-2: Low-income children with and without language impairment.

Besette, S. (2010). Spontaneous and assisted play behaviors in a preschool child with language impairment.

Van Dillen, K. (2009). Beliefs, barriers, and beyond: Teacher and SLP collaboration.

Professional Service

Editorial Board Member, ASHA Special Interest Group 01: Language Learning and Education, 2023- present

Audiology & Speech-Language Pathology Interstate Compact, Missouri Delegate for SLP, 2022-present

Missouri Commission for Speech-Language Pathology and Audiology, Board of Healing Arts, 2017-present.

Peer Reviewer

American Journal of Speech Language Pathology
Child Language Teaching and Therapy
Clinical Linguistics and Phonetics
Communication Disorders Quarterly
EBP Briefs
Folia Phoniatica et Logopaedica
International Journal of Speech, Language Pathology
Journal of Speech, Language, and Hearing Research
Learning Disabilities Research and Practice
Language Speech and Hearing Services in Schools

Vice President, Eastern Illinois Speech-Hearing-Language Association, 2006-2008.

Secretary, Eastern Illinois Speech-Hearing-Language Association, 2003-2006.

University Service

University

Midcareer faculty development committee, 2017-2019
Faculty Judge, Sigma Xi Research Symposium, 2014
Faculty Judge, Annual Graduate Research Symposium, 2014
Grant Reviewer, Presidential Research Fund, 2012
Interviewer, Presidential Scholarship Competition, 2012.

College of Arts and Sciences

Commencement Marshal, 2015-2016
Graduate Faculty Membership Committee (2015-2017 term)

Doisy College of Health Sciences

Diversity and Equity Committee, 2022-present
Rank and Tenure Committee, 2020-2022
Organizational Subcommittee, 2019-2020
Implementation Committee, 2019-present
Dean Review Committee, 2018
Academic Grievance Committee, 2017
Workload Taskforce, 2016

Department of Communication Sciences and Disorders

Faculty Search Committee Member, 2022-2023
Faculty Writing Group, Creator, 2022-present
Faculty Search Committee Chair, 2020

Department Curriculum Committee, 2020
Graduate Program Revision Committee, 2017
Director of Clinical Education, Search Committee Chair, 2016
Doctoral Program Committee, 2015
Co-creator of the department's Research Exchange, 2013.
Ad-hoc graduate capstone committee, fall 2013.
Graduate Admissions Committee, 2011-2012.
Ad-hoc graduate oral comprehensive examinations committee, 2011-2012.
Institutional Review Board's Scientific Reviewer, 2010-2011.
Supervised NSSLHA-sponsored hearing screenings, 2010.
Ad-hoc graduate oral comprehensive examination committee, 2009.
Literacy consultant for the International Adoption Clinic, 2008-2018.

Community Service

Urban Initiatives
St. Anthony's Food Pantry
Reach One Teach One literacy presentation, 2012.
REACH Women's Leadership Mentor, 2009.

Professional Certification

ASHA Certificate of Clinical Competence in Speech-Language Pathology
Missouri speech-language pathology licensure